

**CUYAHOGA COMMUNITY COLLEGE
MATERIAL FOR REVIEW
BY THE BOARD OF TRUSTEES**

- Access, Learning and Success Committee
- Community Affairs Committee
- Management Committee
- Investment Committee

SUBJECT: Completion Plan


COMMITTEE ACTION:


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

SYNOPSIS:

In 2022, Cuyahoga Community College submitted its Board of Trustees approved Completion Plan to the State of Ohio. The College is now presenting its updated plan for approval of the Board prior to its submission to the Ohio Department of Higher Education.

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Submitted
by: 
6/3/2024

Approved
by: 
Date: 6/4/2024

Completion Plan

I. SUMMARY BACKGROUND

In 2014, the state of Ohio required all Ohio colleges to develop and submit campus completion plans that build on current and future student success initiatives. Two years later, in 2016, the state required each institution of higher education to submit an updated completion plan and again required each institution to submit an updated completion plan in 2018, 2020 and 2022.

This year, the state is requiring all Ohio public institutions of higher education to submit continuing updates of their plans. These plans must be approved by each institutions' Board of Trustees and submitted to the Ohio Department of Higher Education no later than June 30, 2024.

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

II. BOARD RESOLUTION

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

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

Cuyahoga Community College



Completion Plan

2024 - 2026



Mission, Vision, Values

Mission

To provide high quality, accessible and affordable educational opportunities and services — including university transfer, technical and lifelong learning programs —that promote individual development and improve the overall quality of life in a multicultural community.

Vision

Cuyahoga Community College will be recognized as an exemplary teaching and learning community that fosters service and student success. The College will be a valued resource and leader in academic quality, cultural enrichment, and economic development characterized by continuous improvement, innovation, and community responsiveness.

Values

To successfully fulfill the mission and vision, Cuyahoga Community College is consciously committed to diversity, integrity, academic excellence, and achievement of individual and institutional goals. We are dedicated to building trust, respect, and confidence among our colleagues, students, and the community.

Cuyahoga Community College (Tri-C) has provided high-quality, accessible, and affordable education and workforce opportunities to residents of Northeast Ohio since opening its doors in 1963. The College serves one of the most diverse regions in Ohio in terms of income, educational attainment, and cultural backgrounds. Tri-C continues its work with partner high schools, employers, and four-year colleges and universities to provide open access to credit and workforce opportunities, as well as transfer pathways to a four-year degree, which are all part of the institution's mission to improve the overall quality of life in Cuyahoga County.

Tri-C recognizes its role as an economic driver in the region, and over the years has adapted its programs to create academic and economic opportunities for students and support for local employers by creating new degrees and individual credentials. Prior to the onset of the COVID-19 pandemic, the region was still transitioning out of a manufacturing-centered economy to one that is increasingly focused on service and knowledge industries; nationally recognized health care and research institutions; and, more recently, advanced manufacturing companies. By working closely with employers and industries, Tri-C has offered industry-recognized credentials, degrees, and transfer opportunities that provide the regional economy with a highly trained and skilled workforce. The pandemic, however, forever changed higher education, business, and industry. Moving forward, community colleges must strategically address both the challenges and opportunities of a post-pandemic landscape—the “now normal.”

Tri-C, and of all higher education, must confront new and shifting attitudes toward the value of a college credential. With the ability to quickly adapt and pivot to emerging student and business needs, community colleges must take advantage of their place at the intersection of entrepreneurship, workforce development, traditional credit degrees, and transfer to four-year institutions. Community colleges must support an ever-changing economy as well as understand shifting enrollment patterns, regional demographics and attitudes about higher education.

Community colleges can advance local economic growth through redesigning career pathways to include basic career skills – everything from short-term entry-level credentials through updating post-completion skills. For example, more community colleges are offering micro-credentials, providing portable credentials focused on an in-demand job skill such as communication, critical thinking, problem solving, diversity and inclusion, or empathy, which students may take to any employer. Micro-credentials focused on these issues can be integrated in any discipline's curriculum to provide students with valuable career skills. Additionally, community colleges can begin reversing enrollment declines and providing much needed career training and credit courses by adopting new perspectives on enrollment and begin to meet students where they are, including the emerging K-12 student populations.

Shortly after the submission of the 2020-2022 Completion Plan to the Ohio Department of Higher Education (ODHE), Dr. Michael A. Baston joined Cuyahoga Community College in July of 2022 as

the institution's fifth president. In the months after arriving, Dr. Baston held a series of listening sessions, meeting students, employees and community members. He learned how deeply invested these groups are in the institution of Tri-C and its mission, and how these constituencies are helping shape its future. In November 2022 Dr. Baston shared his *The First 100 Days Report*, outlining the themes that emerged from his listening journey and explaining his vision of how Tri-C can use this information to move the College and its students forward.

Based on his listening sessions, Dr. Baston's *The First 100 Days Report* articulated the fundamental principles by which Tri-C will move forward ensuring that all the College does will be:

- Values Centered
- Student Focused
- Purpose Driven

This report also identified three important themes that emerged through the sessions with the many different groups of Tri-C stakeholders:

- Build a Culture of Clarity
- Redesign the Student Experience
- Strengthen the College's Value Proposition

Continuing to lead the creation of a new strategic vision for Tri-C, in spring of 2023, Dr. Baston worked with the College's executive vice presidents to collect both internal institutional data and external data on higher education, the region's economy, population shifts and in-demand credentials that provide family-sustaining wages. This research was compiled and presented to the College as the *Presidential and Divisional Goals for 2022-2025*.

The President then began the transformative work of leading Tri-C to meet his goals and the changed needs of the region's students, employers and citizens by reflecting on internal leadership structures. To improve Collegewide coordination of strategic efforts and to reduce redundancies and inefficiencies, Dr. Baston created the position of executive vice president and chief strategy officer. This position drives integration throughout the organization while focusing on strategic responses to emerging trends and marketplace needs. To support the student experience as well as expand the College's relationships within the local K-12 community, Dr. Baston also created a senior vice president of student development and education pipeline (SVP). This position focuses on managing student supports at a collaborative District-wide level, as well as bolstering relationships with area high schools through the College Credit Plus program and other early college programs.

Dr. Baston then tasked the Access, Learning & Success (AL&S) division leadership team with several large-scale projects designed to begin building a culture of clarity for students by redesigning the student experience and ensuring academic services and processes maintain a

student-centered focus. These projects, while proceeding independently, are ultimately part of a larger, comprehensive, student-centered path forward for the division and the College. This work has provided Tri-C an opportunity to research best practices in these areas and compare the College's processes and systems to various institutions across the country. Ultimately, these programs will be integrated and improve coordination of student services, provide awareness and appreciation of student focused work throughout Tri-C, and provide a new way forward to create a system of improved, coordinated and intentional support to completion and beyond for all students.

These Collegewide AL&S projects include:

Academic Counseling and Advising Review: Tri-C engaged the National Academic Advising Association (NACADA) to conduct a Collegewide review of its academic counseling and advising services. This initiative identified national best practices and worked to improve and increase the effectiveness of advising and counseling across the institution. Seven committees, co-chaired by a staff member and an academic counselor, created to focus on one area of identified best practices, included staff, faculty and academic counselors from all areas of the College. The recommendations of the seven committees have been finalized and will shortly be presented to the administration, staff and faculty throughout the College.

School Model and New Academic Infrastructure: Building on the College's previous academic pathway work, Tri-C created a new academic infrastructure based around discipline-aligned schools, adding clarity of programs and outcomes for students, opportunities to track and support student progress through new discipline-based cohorts, increasing the efficiency of the Collegewide schedule build process, and providing new abilities to integrate workforce and noncredit program pathways, easing transitions for students to move from noncredit to credit coursework.

These new schools, which will launch on July 1, 2024 are: the School of Liberal Arts and Sciences; the School of Creative Arts; the School of Advanced Manufacturing, Engineering and Computer Science; the School of Nursing and Health Professions; and the School of Business, Legal Professions and Hospitality.

Collegewide Academic Plan: In April 2023, AL&S began work on its first Collegewide Academic Plan by introducing the concept of integrated planning to the College's administration, deanery, program managers, full-time faculty and adjuncts. The team held academic planning listening sessions through the fall of 2023 and, in early December, the process expanded to solicit feedback from students and external stakeholders. The results are being reviewed and compiled, with a finalized plan to be presented in summer of 2024.

Kaizen Enrollment Review: Enrollment operations, under the leadership of the vice president of enrollment management, initiated a comprehensive evaluation of new student onboarding

procedures using a Lean Six Sigma (LSS) assessment. A cross-functional team of administrators, faculty and staff was assembled to conduct the review. Since engaging in the LSS project in December 2022, 113 items were identified for improvements, and over 70 process changes have been resolved or improved to date. These changes have notably reduced student wait times, improved response times and increased enrollment with work continuing to support students through the enrollment process.

Student Services Listening Tour: Led by the SVP, the College engaged a consultant to interview, either via an online discussion board or in-person, as many members of the student services team as possible to learn about their experiences and determine existing high-impact practices, locating barriers for students, as well as new opportunities to improve the student experience. The results were analyzed and discussed with AL&S leadership and have resulted in a realignment of enrollment management and operations at a Districtwide level as well as connecting academic and student support throughout all four campuses managed by Collegewide cooperation.

This refocusing of processes and procedures on students has already yielded results. In contrast to much of higher education, Tri-C's success metrics have mostly met or exceeded targets for academic year 23-24:

Goal: Increase Enrollment by 2%

- FTE = + 6%
- Headcount = + 5%

Goal: Increase Conversion by 2%

- Fall-to-Fall = -1%

Goal: Increase Retention by 2%

- Fall-to-Spring = +3%
- Fall-to-Fall = + 3%

Goal: Increase Completion by 2%

- All Students = +3%
- Full-time Students = +3%
- Part-time Students = +5%

Outcomes from 2020-2022

Connection 2022: Tri-C will build upon its external community partnerships – including alumni, employers, educational institutions, organizations and governments – to meet student needs and improve the quality of life throughout the region.

- Strategy:
Improve Tri-C's College Credit Plus Program (CCP)

Outcome:
Work with faculty to create a white paper with recommendations for the CCP program including improvements to the CCP website and staff.

Progress:
Under the leadership of the new senior vice president for student development and education pipeline (SVP), the College has increased its focus on early college programming, including CCP, through a team led by an associate vice president for College Credit Plus (AVP). Refining the report created by the joint faculty and administration committee, the College began implementation of the recommendations to reinforce recruitment of and support for CCP students and families, as well as to increase clarity for high school partners on the process and staffing of CCP courses at a high school location.

Measures of Progress/success:
CCP enrollment is one of the fastest growing cohorts of student enrollment at the College, increasing over 8% in spring of 2024 from the previous spring semester. The number of CCP partnership high schools has risen from 21 in academic year 2020-2021 to 42 for the upcoming academic year.

What Contextual Points Are Worth Noting:
As a part of its continuing efforts to improve the CCP experience for area high school students and its partners, Tri-C recently created a new category of student success specialist within each campus enrollment center that will focus on support for CCP students. These specialists, which will report to the AVP to ensure they are current on the latest CCP developments from the state and through Tri-C's partnerships, will remove barriers to enrollment and increase conversion of CCP students moving forward.

- Strategy:
Strengthening and Leveraging Community Partnerships to Support Post-Pandemic Recovery Efforts

Outcome:
Will expand partnerships with non-profits, foundations, governments and institutions of higher education to leverage regional resources between organizations to promote economic recovery post-pandemic.

Progress:

Tri-C currently has 47 transfer partnerships with four-year schools. These partnerships encompass long-standing partners such as Cleveland State University, Baldwin Wallace University and Case Western Reserve University as well as schools from around the state and nation including the Berklee College of Music and the Columbus College of Art and Design.

Measures of Progress/Success:

Increased enrollment; increased transfer rates.

As noted above, enrollment has begun to increase, exceeding the College goal of 2% for this academic year. Additionally, transfer rates have increased, especially for students transferring in three years, which increased from 13.2% for the 2019 cohort to 14.0% for the latest year available.

What Contextual Points Are Worth Noting:

Tri-C was selected by the Ohio Department of Higher Education to consider submitting a proposal to serve as a Teach-Out Partner for students from Eastern Gateway Community College (EGGC) which was in the process of dissolving due to financial issues. A Teach Out agreement was finalized and approved by the Higher Learning Commission, so EGGC students may finish their degrees through Tri-C with many degrees aligning with the Ohio Guaranteed Transfer Pathways or the Ohio Transfer 36 option.

- Strategy:

Continue to Create Pipelines Into the Community Through Outreach to K-12 Institutions and Programs

Outcome:

Expand outreach for early college programs and youth programs to provide K-12 students the opportunity to experience college and earn college credit while in high school.

Progress:

With Tri-C's early college programs now reporting to the SVP and coordinated at a District level, the programming, institutional and grant support for these programs is becoming focused and more effective. The programs in this area include not only CCP but partnerships with the Cleveland Municipal School District (CMSD) including High Tech Academy, MC2 STEM High School and Tech Prep. Other programs for K-12 students are as varied as the Mandel Youth Humanities Academy, Say Yes to Education, and the TRIO Upward Bound Math and Science and Educational Opportunities programs.

Measures of Progress/Success:

Increased number of participants in early college and K-12 programs; conversion rates.

As noted above, CCP enrollment continues to increase. CCP conversion rates have also increased rising from 9.03% in fall of 2022 to 10.26% in fall of 2023.

What Contextual Points Are Worth Noting:

As the College realigns student services, especially those moving under the SVP, over the summer and into fall of 2024, the more centralized, Collegewide support will also positively impact the K-12 and early college programs. This increased access to Tri-C services and programs for students and families will increase participation in these programs but will especially support conversion into Tri-C enrolled students.

First Year Entry 2022: In order for all students access a quality education and succeed in their goals, Tri-C will provide a comprehensive student experience within a welcoming and safe learning environment.

- Strategy:
Level Up Campaign

Outcome:

Continue to recruit, recover, and re-enroll students from Cleveland Municipal School District and specific inner ring suburban school districts impacted by the COVID-19 pandemic.

Progress:

Students from 14 inner ring suburbs and CMSD continue to be eligible to participate in this partnership with Cleveland State University (CSU). However, due to continuing shifts in the regional economy and institution specific changes in state funding for higher education, this program has not been as actively promoted throughout the community as originally envisioned so participation has been smaller than expected.

Measures of Progress/Success:

Increased enrollment from CMSD and inner ring suburban high school graduates with eventual transfer to Cleveland State University.

Tri-C continues to have strong partnerships with local high schools and four-year institutions, as well as other programs that encourage and assist students from CMSD and inner ring suburbs to successfully enroll and transfer after completing a degree at the College. In addition to CCP, Tri-C is still a partner with CMSD in the Say Yes to Education Cleveland program, providing eligible CMSD graduates with wrap around services at Tri-C including: one-on-one coaching; priority registration; FAFSA Assistance; Say Yes campus events, and access to the Tri-C Say Yes Scholarship (up to \$1,500).

Say Yes and other programs (including expanded CCP partnerships and student support) continue to drive the increase in new and delayed from high school enrollments, with new high school headcount enrollment up 8.2% in fall of 2023 over the previous year. Those students delayed from entering directly from high school, which would include students delayed because of COVID impacts, however, rose 20.8% over the year prior.

What Contextual Points Are Worth Noting:

With the addition of the SVP position focused on early college relationships, the College is reinforcing and creating new partnerships with area programs and institutions to continue to assist students who may have stopped out or delayed higher education over the past several years. For example, the SVP is reinvigorating Tri-C's work with College Now, an organization dedicated to increasing post-secondary educational attainment through work from career access advising through counseling and retention services.

- Strategy:
Improve the Online Registration Process

Outcome:

Removal of barriers to course selection, payment and onboarding activities.

Progress:

Enrollment services initiated a comprehensive evaluation of new student onboarding procedures using a Lean Six Sigma (LSS) assessment. Led by external consultants, a cross-functional team of administrators, faculty and staff was assembled to conduct the review. The primary objective of this work was to identify and eliminate obstacles hindering student entry to the College. The initial assessment encompassed every aspect of a new student's journey, from marketing and communications to payment and beyond. The team scrutinized the enrollment pipeline, examining the procedures, cycle times and technology in place.

Measures of Progress/Success:

Increased enrollment; reduced time spent per enrollment transaction.

Of the 117 items the review identified to resolve or improve, more than half have been improved or eliminated. The remaining items will be a part of both the implementation of the academic schools and the realignment of student support and services to begin July 1, 2024.

What Contextual Points Are Worth Noting:

Work in the review and implementation of these remaining processes will be integrated into other Collegewide initiatives this fall, including the new five academic schools infrastructure, the student services realignment, and the academic counseling and advising recommendations implementation.

- Strategy:
Develop and Fund New Programs to Reduce the Cost of Attendance

Outcome:

Research institutions and regions that offer free community college tuition while continuing to identify financial barriers to enrollment that can be eliminated.

Progress:

Tri-C continues to offer students additional ways to reduce the total cost of attendance for a degree, certificate or credential. Initially created as a partial response to COVID, Tri-C partnered with Cuyahoga County, the state, and local partners to create a College Comeback program. This program offers three options for students to return to Tri-C

while having any unpaid tuition balance forgiven, partially repaid, or repaid over time after meeting certain academic benchmarks after re-enrollment.

Measures of Progress/Success:

Reduced percentage of cost of education per student; increased enrollment.

Tri-C continues to offer its students the lowest tuition in the state of Ohio. Tri-C students will, on average, pay just 18% of the cost of their education at the institution, which has continued to decrease from 27% in 2015, despite the financial challenges of the pandemic.

What Contextual Points Are Worth Noting:

In the 2022-2023 academic year, 4,375 scholarships were awarded to Tri-C students.

Student Progress 2022: Provide innovative and intentional academic and non-academic supports for students at each point of their academic or workforce pathway.

- Strategy:

Promote Flexible Learning Options Via a FlexEd Campaign

Outcome:

Effectively market the variety of learning options the College offers to position Tri-C as a responsive institution prioritizing student need.

Progress:

In 2022, Tri-C launched a focused campaign about flexibly scheduled courses called “FlexEd – Learning That Fits Your Life”. The campaign included a number of flexible course options, including credit for prior learning, a variety of course modalities and times available including fully online, and the options for varying term lengths.

Measures of Progress/Success:

Date of campaign launch; increased enrollment.

Throughout 2022 after the launch of the campaign, the College noted more than 6,000 visits to the FlexEd webpage with enrollment in eight-week parts of term markedly increasing as well.

What Contextual Points Are Worth Noting:

The College is continuing to explore additional flexibilities in scheduling that benefit students, shortening time to completion. In spring of 2024, the College began offering courses in a new term, a 12-week Session M. Session M begins after the commencement of the 14-week semester term, but prior to the second 8-week term, and provides students with a course schedule shorter than 16- or 14- weeks but longer than 8-weeks. 1,005 students enrolled in a Session M course this spring.

- Strategy:

Expand Faculty Training for High Quality Online and Hybrid Instruction

Outcome:

Expand and support current faculty training for online instruction including synchronous, blended and fully online courses.

Progress:

Tri-C has seen an increase in student demand for access to fully online courses (both synchronous and asynchronous), blended and hybrid courses. However, students also continue to request in-person courses as well. Tri-C’s schedule build has grown to reflect

the balance of course modalities that best provide students access to the courses needed and desired to remove scheduling barriers to completion.

Measures of Progress/Success:

Expand and support current faculty training for online instruction including synchronous, blended and fully online courses.

The College has expanded the available trainings for faculty that focus on online and hybrid instruction, and has seen an increase in the numbers of faculty participating. One example is Tri-C's expanding partnership with the Association of College and University Educators (ACUE), and the number of faculty who have completed and become certified through ACUE's "Effective Online Teaching Practices" course. Since spring of 2021, 99 Tri-C faculty have completed this program. Faculty have been active in researching and learning about Artificial Intelligence, with nearly 15 participating in an "AI Unconference" and 168 attending a session on AI in the Classroom at the spring 2024 colloquium, which was the highest attended session. Faculty have also taken numerous other professional development opportunities, including courses on strategies for creating a multi-modal campus, creating interactive slides to promote engagement and performance in a remote setting, and preventing technological obstacles to online student learning.

What Contextual Points Are Worth Noting:

After working closely with faculty in a two-year review of possible vendors, the College selected a new Learning Management System, D2L's Brightspace. Over the next academic year, faculty will receive mandatory and optional training on this new system, which will include features of the system that can enhance and assist with providing high quality online, hybrid and synchronous instruction for students in all disciplines.

- Strategy:

Enhance Tutoring Options to All Students Including Expanded Online Options

Outcome:

Enhancing tutoring support and services to all students by leveraging existing online platforms and developing a new and consistent experience for students looking to connect with a local Tri-C tutor.

Progress:

The College is now using TutorOcean software to schedule both in-person and online tutoring appointments, which students can confirm through the College's tutoring page on its website. Both on campus and virtual appointments can be scheduled in advanced or on a "drop in" basis through TutorOcean. Additionally, students have free access to Pear Deck which provides 24/7 access to tutoring in numerous disciplines.

Measures of Progress/Success:

Number of students using online tutoring resources.

What Contextual Points Are Worth Noting:

Tri-C also provides discipline specific tutoring through its math coaches and writing center consultants. In addition to providing math tutoring, math coaches also assist students in improving math placement scores in the ALEKS assessment software to test out of developmental math, allowing students to move more quickly into a major and out of developmental coursework. Writing center consultants accept appointments at any campus, whether online or in person, and assist students with any stage of a writing process in any discipline at the College.

Student Completion 2022: Increase student completion rates while improving pathways to reduce barriers and time to completion for degrees, certificates and transfer.

- Strategy:
Improve Competency Based Learning Options

Outcome:

To work with a cross-functional faculty, staff and administrative team to research, plan and implement additional Competency Based Education post-secondary certificates.

Progress:

Tri-C's Collegewide Committee on Curriculum and Degree Requirements (CADRE), a standing governance committee comprised of faculty and administration, continues to work on the creation, deletion and modification of academic requirements for existing and new degrees, certificates and credentials. This work has expanded to include consideration of competency-based (CBE) certificates. Additionally, faculty in science and technology areas are increasingly interested in creating such competency-based credentials in their particular disciplines.

What Were Measures of Progress/Success: Increase in CBE certificates available.

In August of 2023, Tri-C began offering a CBE post-degree professional certificate in Cybersecurity. The College recently received approval from the Higher Learning Commission and the Ohio Department of Higher Education for a second CBE post-degree certificate in IT, in Programming and Development.

What Contextual Points Are Worth Noting:

Additional CBE credentials and certificates are being developed by faculty for presentation to CADRE.

- Strategy:
Develop a 24/7 Holistic Student Experience

Outcome:

Enhance student support services to all students by leveraging existing online services and resources to ensure students can connect with available support services online.

What Were Measures of Progress/Success:

Creation of single online resource for all online services including Tri-C 24/7 and Ask Tri-C.

On the Tri-C home page, students and community members can select the "Request Info" option and will be presented with several options for assistance, including links through to Tri-C 24/7 and Ask Tri-C.

What Contextual Points Are Worth Noting:

The options include a link to a live chat (which includes email options as well). Selections also include an “Ask a Question” option which requests completion of some basic information including an email and phone number, and allows users to submit any question which will be routed to the appropriate division for a response.

To continue to improve these services for students, beginning in June 2024, the campus enrollment centers will now be reporting directly at a District level to the vice president of enrollment operations. The College is also continuing to explore additional technology solutions in this area, and is in the process of acquiring an AI Chatbot to assist with student inquiries as appropriate to increase service levels around the clock.

- Strategy:

Close the Equity Gap for Students in Traditionally Underrepresented Student Cohorts

Outcome:

Continue work the case management of student cohorts while increasing outreach to students in traditionally underrepresented groups to provide resources, support, mentoring and encouragement to increase graduation and completion rates for all students while reducing achievement gaps.

Progress:

Over the past two years, the leadership of the academic division has worked on the creation and plan for implementation of new discipline-based academic infrastructure. Tri-C has created five academic schools that will become effective July 1, 2024 which will allow for additional supports of traditionally underrepresented student groups through each school discipline.

What Were Measures of Progress/Success:

Increased equity achievement rates.

The total number of degrees and certificates awarded for Black or African American students increased from academic year 22 to academic year 23 from 685 to 814, with Hispanic students also showing an increase from 265 to 373 over that same period. Overall, the College saw a total increase in degrees and certificates awarded from 3,514 to 4,499.

What Contextual Points Are Worth Noting:

Part of the design of the academic schools was to directly enroll students into a “school” to have access to discipline-based academic and non-academic support. With students being monitored by school-based deans and directors, the new model will provide even better management for existing cohorts of traditionally underrepresented student populations, allowing these students easier and immediate access to supports, affinity

groups and public benefits while creating a sense of community within each school for all students.

Workforce 2022: Tri-C will strengthen internal pathways and ensure that programs, degrees and credentials align with employer needs so that residents are prepared to participate in the skilled workforce and growing economy of Northeast Ohio.

- Strategy:

Continue the development campaign through the Tri-C Foundation to provide resources focused on closing the employment skills gap in the region.

Outcome:

Identify college areas and programs needing financial support to expand the ability to provide skilled completers and graduates in in-demand workforce areas.

Progress:

In 2023, the Cuyahoga Community College Foundation (Foundation) exceeded its \$50 million goal for its multi-year Skills to Succeed Campaign. Organizations ranging from the Jack, Joseph and Morton Mandel Foundation, the Cleveland Foundation and the PNC Foundation to regional employers including KeyBank, Cleveland Clinic and Dominion Energy contributed both funding and partnership opportunities. These partnerships include youth exposure and training for under-invested neighborhoods, scholarships, wraparound services, food pantries and emergency funds, innovative workforce programs that equip students to thrive and career exploration and readiness through additional workplace learning opportunities.

What Were Measures of Progress/Success:

Number of dollars raised in campaign; number of certificates and degrees awarded in workforce areas.

Completion numbers in Workforce programs have increased over the past several years. Especially worth noting are those increases in degrees, certificates and credentials in the manufacturing and computer science areas, which have increased from 382 awards in 2021 to 452 awards in 2023.

What Contextual Points Are Worth Noting:

This past academic year the College invested in a position of Collegewide grant manager to assist with enhancing communication between the academic and workforce divisions with the Foundation. This position will ensure current grants are responsibly and effectively implemented, that they meet the required outcomes from both private and public funders, and that the Foundation understands current institutional needs in areas from student supports to workforce equipment, and connect grant directors with appropriate external funding opportunities.

- Strategy:
Fortify Incumbent Worker Upskilling and Reskilling

Outcome:

Create new and revise existing certificate programs to meet industry needs to serve employers who need current employees to upskill or reskill to meet the changing economic needs in the region.

What Were Measures of Progress/Success:

Increase employer partnerships for training.

Some of the new or updated employer partnerships include:

- The Transportation Innovation Center has partnered with the Greater Cleveland Regional Transit Agency to prepare individuals for a career as a bus driver; the College has provided a pre-CDL preparatory course to over 200 individuals.
- Cleveland-Cliffs and Tri-C are partnering on incumbent worker training in welding. Tri-C provides entry-level and advanced welding training to Cleveland-Cliffs employees through a one-week intensive program with an emphasis on 3G, 1-inch plate and 6G pipe welding.
- Tri-C has partnered with the Northeast Ohio Regional Sewer District on an apprenticeship system program to train its incumbent workers in electrical and mechanical technician competencies.
- Tri-C has started a new partnership with Cargill Deicing Technology to provide technician training for its incumbent workforce, offering welding training and is currently developing other training opportunities to upskill its workforce.
- Tri-C has started a new partnership with Nestlé to train its employees in multiple disciplines. This training is provided at Nestlé's two locations in Cleveland and Solon.
- Tri-C is providing training at the Swagelok facilities, training second- and third-shift employees Swagelok develops fluid system products, assemblies and services for the oil, gas, chemical, semiconductor and clean energy industries.
- The College has partnered with Norman Noble, Inc., a medical device contract manufacturer, to create an on-ramp training program for new hires. Trainees learn how to operate laser, electropolishing and CNC Swiss-type machining in a clean environment tailored to company needs. Through this partnership, new hires receive two and a half weeks of no-cost technical training at Tri-C, followed by three weeks of paid training at Norman Noble, Inc. Individuals who complete the program receive a job offer with benefits.

What Contextual Points Are Worth Noting:

Aside from direct partnerships with local employers intended to provide training and skills development for their current workforce, Tri-C is continuing to provide innovative training to individuals who are a part of the small business community or looking to pursue owning

their own business. Corporate College has launched its new Center for Entrepreneurs, which provides support and training from the initial discovery phase of defining a new business idea into creating the foundation for a business through to expansion. Additionally, the College continues its partnership with Goldman Sachs through its 10,000 Small Business program which provides resources for entrepreneurs to create jobs and additional economic opportunities for the region through access to education, financial capital and business support services.

- Strategy:
Strengthen Support for Workforce Students

Outcome:

Leveraging existing College academic and non-academic support to increase resources available for workforce students.

Progress:

The implementation of the discipline-based schools model is also intended to incorporate non-credit programming into the five new schools to begin in academic year 2025.

What Were Measures of Progress/Success:

Increased number of workforce students using resources including academic counseling, financial resources, career and job resources.

With the onboarding of a new executive vice president of workforce in September 2022, work on increased collaboration on existing student academic and non-academic support for non-credit and certificate students has begun to progress.

What Contextual Points Are Worth Noting:

Beginning in fall of 2024, work will commence in integrating non-credit programming into the academic schools, which will provide access to all of the existing academic and non-academic support services currently available to credit students.

2024-2026 Campus Completion Plan

Connection: Continue to find new and innovative strategies designed to meet students where they are and effectively communicate the degrees, credentials, certificates, post-degree opportunities and transfer pathways at the College for all members of the Northeast Ohio community.

- Improvement Objective/Strategy: Continue Expanding Early College Partnerships Including College Credit Plus (CCP) Partners

Leadership: Who will be responsible?

Senior Vice President, Student Development and Educational Pipeline

Others: Who will need to support the change and how?

Associate Vice President, College Credit Plus; Executive Director, CCP and Early College Programs

Outcome: What will be our outcome indicator of success?

Continue improving internal processes to make the CCP experience easier for area high school students and institutional partners while working to expand connections with additional CCP schools and early college programs in the region.

Measure: How will we measure success?

Enrollment in CCP; Enrollment in Early College Programming; Conversion Rates from Early College Programs.

Timeline: What is our timetable?

July 1, 2024 – June 30, 2026

- Improvement Objective/Strategy: Centralize and Streamline Enrollment Operations Collegewide

Leadership: Who will be responsible?

Vice President, Enrollment Management

Others: Who will need to support the change and how?

Directors, Campus Enrollment Centers; Executive Director, Enrollment Management and Operations; Registrar

Outcome: What will be our outcome indicator of success?

Campus enrollment centers, including recruitment, will be realigned to report directly to the vice president at the District level, ensuring consistent service levels throughout the

enrollment process and leveraging resources to improve efficiencies in the process for students.

Measure: How will we measure success?

Shortened time from recruitment to admissions; Enrollment.

Timeline: What is our timetable?

July 1, 2024 – June 30, 2026

- Improvement Objective/Strategy: Expand partnerships within the community to increase awareness and build new enrollment opportunities

Leadership: Who will be responsible?

Executive Vice President and Provost; Executive Vice President, Workforce; Senior Vice President, Student Development and Educational Pipelines

Others: Who will need to support the change and how?

Vice President, Enrollment Operations

Outcome: What will be our outcome indicator of success?

Work to expand the number and type of partnerships with institutions, employers and nonprofit organizations to reach additional areas and groups of individuals that can benefit from Tri-C's academic and workforce offerings.

Measure: How will we measure success?

Number of partnerships; Enrollment.

Timeline: What is our timetable?

July 1, 2024 – June 30, 2026

First Year Entry: With the implementation of the discipline based new academic school infrastructure and other Collegewide project recommendations, begin to improve recruitment, enrollment and advising and registration for new Tri-C students.

- Improvement Objective/Strategy: Implement New Academic Infrastructure of Five Discipline Based Schools

Leadership: Who will be responsible?

Executive Vice President and Provost; Associate Provost; Vice President, Faculty Affairs; Vice President, Enrollment Operations

Others: Who will need to support the change and how?

Campus Presidents, Deans of Academic Schools

Outcome: What will be our outcome indicator of success?

The transition to a school model will allow students to be admitted to a “school” which provides Tri-C with new opportunities to track and support student progress through new discipline-based cohorts. This new structure will also improve the Collegewide schedule build process and eliminate redundancies and improve efficiencies throughout the academic division.

Measure: How will we measure success?

Enrollment; Retention; Completion/Transfer.

Timeline: What is our timetable?

July 1, 2024 – June 30, 2026

- Improvement Objective/Strategy: Complete Implementation the Lean Six Sigma (LSS) assessment of new student onboarding procedures as integrated into other Collegewide initiatives

Leadership: Who will be responsible?

Vice President, Enrollment Operations

Others: Who will need to support the change and how?

Executive Vice President and Provost; Senior Vice President, Student Development and Education Pipeline

Outcome: What will be our outcome indicator of success?

The enrollment operations team will implement the remaining recommendations from the review to further increase clarity about the enrollment and registration process for students.

Measure: How will we measure success?

Continue to reduce student wait times; Shorten student response times; Enrollment.

Timeline: What is our timetable?

July 1, 2024 – June 30, 2026

- Improvement Objective/Strategy: Continue to develop and fund programs that reduce the cost of attendance for credit and noncredit students

Leadership: Who will be responsible?

Vice President, Enrollment Operations; Vice President, Finance and Business Services;
Vice President, Development

Others: Who will need to support the change and how?

Executive Vice President and Provost

Outcome: What will be our outcome indicator of success?

Create unique partnerships and increase funding for scholarships and other student aid that will continue to lower the cost of attendance for students while removing financial barriers to completion.

Measure: How will we measure success?

Percentage of cost of education paid by student; Enrollment

Timeline: What is our timetable?

July 1, 2024 – June 30, 2026

Student Progress: Continue to remove barriers to completion for all students through implementation of new services including academic and non-academic supports.

- Improvement Objective/Strategy: Implement the committee recommendations in conjunction with the other Collegewide initiatives made during the year-long review of academic counseling and advising services led by the National Academic Advising Association (NACADA)

Leadership: Who will be responsible?

Executive Vice President and Provost; Associate Provost

Others: Who will need to support the change and how?

Assistant Deans of Counseling

Outcome: What will be our outcome indicator of success?

As the new academic infrastructure and student services realignments are implemented, the College will begin to integrate the recommendations from the seven committees that focused on aspects of Collegewide work in academic advising. One of the strongest recommendations was to create intentional points along a student's journey in each school which required a check-in and update on progress towards completion.

Measure: How will we measure success?

Number of academic counseling appointments; Number of completed and locked academic plans.

Timeline: What is our timetable?

July 1, 2024 – June 30, 2026.

- Improvement Objective/Strategy: Realignment of student and academic support to better provide students with academic and non-academic support with integration into the academic school model

Leadership: Who will be responsible?

Senior Vice President, Enrollment Pipeline and Student Affairs

Others: Who will need to support the change and how?

Vice President, Faculty Affairs; Vice President, Enrollment Operations

Outcome: What will be our outcome indicator of success?

These new alignments with a Collegewide counterpart connection will build teams of support with coordinated services that align with the academic schools, improve communication, centralize business processes, and provide additional clarity for students.

Measure: How will we measure success?

Time to completion; Number of students using various support services; Completion rates.

Timeline: What is our timetable?

July 1, 2024 – June 30, 2026

- Improvement Objective/Strategy: Increase student access to mental health resources both at the institution and in the community

Leadership: Who will be responsible?

Senior Vice President, Enrollment Pipeline and Student Development

Others: Who will need to support the change and how?

Assistant Deans of Counseling; Deans of Student Affairs

Outcome: What will be our outcome indicator of success?

Mental health services have become increasingly important to many students' successful completion of a degree, credential or transfer process. Through the new alignment of student services and the academic schools, the College will increase awareness of existing mental health services while pursuing additional services needed at College locations and in local communities so all those enrolled can access mental health resources.

Measure: How will we measure success?

Use of services; Appointments attended; Number of services offered.

Timeline: What is our timetable?

July 1, 2024 – June 30, 2026

Student Completion: Engage in evidence-based student success reforms designed to improve transfer at scale, support teaching and learning, and align programs with the regional labor market.

- Improvement Objective/Strategy: Continue to create innovative supports and programming designed to close the equity gap for students in traditionally underrepresented student cohorts

Leadership: Who will be responsible?

Executive Vice President and Provost; Senior Vice President, Enrollment Pipeline and Student Development

Others: Who will need to support the change and how?

Deans of Student Affairs; Deans of Academic Schools

Outcome: What will be our outcome indicator of success?

Part of the student services alignment will have the SVP directly responsible for student veterans services with a new Collegewide coordination of services that directly support additional cohorts of underrepresented student populations including the Black American Council, Hispanic Council and the Society for Gender Equality.

Measure: How will we measure success?

Equity retention and completion rates; Achievement gaps between overall success rates and underrepresented student cohorts.

Timeline: What is our timetable?

July 1, 2024 – June 30, 2026

- Improvement Objective/Strategy: Expand support for faculty development while improving process for recruiting and hiring quality full and part time faculty

Leadership: Who will be responsible?

Executive Vice President and Provost

Others: Who will need to support the change and how?

Vice President for People, Culture and Talent Development; Associate Vice President, Academic Professional Development, Instructional Design & Online Learning

Outcome: What will be our outcome indicator of success?

Expand access to professional development options for faculty and adjuncts including those supporting online and remote instruction. Work with Human Resources to improve the faculty hiring process from recruiting high quality candidates to creating efficiencies in the interview and hiring process.

Measure: How will we measure success?

Number of faculty attending professional development trainings; Number of searches resulting in a successful faculty hire; Time from faculty posting to hire.

Timeline: What is our timetable?

July 1, 2024 – June 30, 2024

- Improvement Objective/Strategy: Use of “Faculty Toolkit” in class to promote student retention and completion

Leadership: Who will be responsible?

Vice President, Enrollment Operations

Others: Who will need to support the change and how?

Associate Provost; Campus Presidents; Academic School Deans.

Outcome: What will be our outcome indicator of success?

Faculty play a key role in student retention and success. Tri-C has developed a “toolkit” for faculty to deploy in class, whether on ground or online, that provides students with encouragement to register for the upcoming semester, information on how to connect with academic counseling, and a faculty member who can assist them in locating an additional academic or support services needed to move into the next semester.

Measure: How will we measure success?

Retention; Enrollment.

Timeline: What is our timetable?

July 1, 2024 – June 30, 2026.

Workforce: Ensure relevance of programs, facilities and services to people and markets served.

- Improvement Objective/Strategy: The Academic and Workforce divisions will collaborate to develop new programming and seamless pathways between credit and noncredit disciplines to integrate appropriate workforce areas into the new academic school model

Leadership: Who will be responsible?

Executive Vice President and Provost; Executive Vice President, Workforce

Others: Who will need to support the change and how?

Associate Provost; Associate Vice President of Curriculum, Accreditation and Assessment

Outcome: What will be our outcome indicator of success?

As a part of the new discipline based school infrastructure, as well as an upcoming Higher Learning Commission "Quality Initiative Proposal", the College will begin integrating seamless pathways between credit and noncredit programming will create clarity for students who wish to move to an academic degree after completion of a workforce certificate or credential.

Measure: How will we measure success?

Conversion of noncredit students to credit students.

Timeline: What is our timetable?

July 1, 2024 – June 30, 2026

- Improvement Objective/Strategy: Review skill gap trends, demographic changes and trajectories to family-sustaining wages for noncredit and credit pathways to prepare students for the world of work.

Leadership: Who will be responsible?

Executive Vice President, Workforce

Others: Who will need to support the change and how?

Executive Vice President and Provost; Vice President, Evidence and Inquiry

Outcome: What will be our outcome indicator of success?

Creation of degrees and certificates and credentials of value matching regional employer needs.

Measure: How will we measure success?

Degree and credential rates; post completion employment rates.

Timeline: What is our timetable?

July 1, 2024 – June 30, 2026

- Improvement Objective/Strategy: Increase community awareness of the breadth and depth of Tri-C's programs and services that provide the residents of Northeast Ohio access to degrees and credentials resulting in a family sustaining wage.

Leadership: Who will be responsible?

Provost and Executive Vice President; Executive Vice President, Workforce; Vice President, Institutional Communication and Design

Others: Who will need to support the change and how?

Academic School Deans

Outcome: What will be our outcome indicator of success?

This work will consist of creating new and innovative ways of providing information on these programs throughout the community to connect potential students with courses and certificates that will help them complete a degree, update a job skill and advance within a career.

Measure: How will we measure success?

Enrollment in academic and workforce programs.

Timeline: What is our timetable?

July 1, 2024 – June 30, 2026

Appendix

Cuyahoga Community College collaborations with other institutions of higher education through an initiative of the chancellor of the Ohio Department of Higher Education (ODHE) to assist students who have some college experience, but no degree, in earning an associate degree, certificate or credential.

Tri-C, in conjunction with county and Tri-C Foundation resources, and in addition to the program created by the chancellor, has offered a “comeback” option to students who attended either Tri-C or Cleveland State University but had stopped attending and were ready to re-enroll at the institutions. The Ohio College Comeback portion of the program was extremely successful in assisting students with some college experience find a way to re-enroll and begin a new path to earning a degree or credential. Since this program began in 2021, 86 students have received debt forgiveness totaling \$54,709 with 16 of these students having graduated.

Importantly, Tri-C worked with the Ohio Department of Higher Education and Eastern Gateway Community College (EGCC) to become a Teachout partner for EGCC students who have not finished a degree or credential. After collaborating with ODHE and Tri-C’s Board of Trustees to create exceptions in completion requirements as needed for EGCC students, the College worked with EGCC, with great success due to the state programs around credit transferability between two- and four-year institutions, to provide 13 approved degree and credential Teachout programs that are now available to EGCC students at Tri-C.

Through a program designed by ODHE that established a process through which community colleges may apply to offer certain applied bachelor’s and nursing bachelor’s degree programs, this fall, Tri-C will begin to offer its first bachelor’s level degree, a Bachelor of Applied Science in Integrated Digital Manufacturing Engineering Technology. Students completing this degree will gain a comprehensive knowledge of manufacturing and automated systems, mechanical devices, electrical issues, industrial information technology and networking. This integrated degree differs from others by combining information, skills and technologies to provide students with a truly interdisciplinary degree that fills a need identified by employers throughout the region.

Provide information about Tri-C's efforts to assist students in attaining an associate degree, certificate or credential while earning a bachelor's degree or using college credit transferred between institutions of higher education.

Tri-C faculty continue to serve at the state level on work on creating Career-Technical Assurance Guides (CTAGs) and Ohio Guaranteed Transfer Pathways (OGTPs) to ensure transferability of work completed at a community college level with Ohio's four-year public institutions. Currently, Tri-C participates in 23 OGTPs as well as offering the Ohio Transfer 36 certificate. As noted above, the College has 47 transfer partnerships with public and private four-year institutions, both in Ohio and across the nation. Additionally, Tri-C has resources designed to assist students looking to transfer previous college credit to the institution to shorten their time to completion at the institution.

All of Tri-C's transfer work is supported by the College's transfer centers. Students can meet with a transfer specialist to discuss transfer options, as well as secure appointments with external advisors from four-year schools. The transfer centers hold fairs and events as well as tours of four-year schools, and will respond to faculty requests to come to a classroom to discuss transfer options. This year the center held Transfer Fair events focused on disciplines such as nursing and allied health and STEM, and had colleges on campus including Cleveland State University, John Carroll University, Kent State University and Central State University.

The College has specifically been working on creating resources for students interested in transferring to a four-year Historically Black College and University (HBCU). With one transfer partnership in place, Tri-C hosts events such as a HBCU Panel Discussion at its GradFest event and connects students with events held through the Cleveland Council of Black Colleges Alumni Association.

Additionally, Tri-C has a robust reverse transfer program which helps identify students who have earned credit at Tri-C and transferred to another institution without earning a Tri-C credential. This program focuses on students who have earned at least 20 college-level credits and

maintained a 2.0 GPA while enrolled at Tri-C but moved to another college and earned additional credits. The program provides an analysis to see if the credits earned elsewhere can be transferred back to Tri-C to earn a certificate or associate degree. This program provides these participants with increased marketability after receiving a degree or credential they have earned, as well as often providing additional benefits from Tri-C's many transfer partnerships.