

FISCAL YEARS 2021-2022  
**COLLEGEWIDE  
TACTICAL PLAN**  
ACCESS TO EDUCATION



## **MISSION, VISION AND VALUES**

Cuyahoga Community College (Tri-C®) is committed to an educational mission for the benefit of the community. Along with the College's vision and values, the mission informs everything the institution undertakes and provides continuity throughout changing times and circumstances.

### ***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.

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### ***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.

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### ***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.

## FOUNDATIONAL PRINCIPLES

As central elements of the Tri-C Mission, three foundational principles permeate every aspect of the College. These principles inform all of the institution's strategic priorities and are the responsibility of everyone at the College.

### **Access**

Founded in 1963 as part of the growing community college movement, Tri-C has been committed to student access since the day the doors first opened to more than 3,000 prospective students on East 14th Street in Cleveland. The College has steadfastly maintained an open access admission policy, breaking down barriers for students from all backgrounds. Today, the College's focus remains on students and their specific goals — to join the workforce, transfer to a four-year institution or gain the knowledge needed for the next step in life's journey.

### **Equity**

Tri-C is committed to the concept of inclusive excellence — equipping all students to be successful and ensuring that the College reflects the communities it serves in its student body, its workforce and its operations. Tri-C recognizes that while students may receive similar access to education, they have not all achieved the same level of success — particularly in degree attainment. The College recognizes differences among students and continues to identify opportunities to promote equity and support every student's success.

### **Success**

While Tri-C has historically emphasized equitable access to higher education, it is only relatively recently that the institution — like many large, urban colleges — has taken a hard look at students' success toward their educational goals. Under the College's previous strategic plan, Tri-C made dramatic strides, increasing the College's official graduation rate by nearly 300% from 2010 to 2017 and marking significant gains in retention and the number of degrees and certificates awarded each year, among other key metrics. Not willing to rest on its laurels, however, the College recognizes that there is still substantial room for growth. Tri-C remains committed to involving every sector of the institution in the responsibility of providing students with the tools they need to achieve their goals.



## ACHIEVING THE DREAM'S INSTITUTIONAL CAPACITY FRAMEWORK

As an Achieving the Dream (ATD) Network Institution, the College aligns its tactical priorities with ATD's Institutional Capacity Framework. Developed over more than 10 years, in collaboration with more than 220 network schools, the framework comprises seven essential capacities that help create and support a student-focused culture:

### Leadership and Vision

The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.

### Data and Technology

The institution's capacity to collect, access, analyze and use data to inform decisions and to use powerful technology to support student success.

### Equity

The commitment, capabilities and experiences of an institution to equitably serve low-income students, students of color and other at-risk student populations with respect to access, success and campus climate.

### Teaching and Learning

The commitment to engaging full-time and adjunct faculty in examinations of pedagogy, meaningful professional development and a central role for them as change agents within the institution. Also, the college's commitment to advising, tutoring and out-of-classroom supports as well as restructuring developmental education to facilitate student learning and success.

### Engagement and Communication

The creation of strategic partnerships with key external stakeholders — such as K-12, universities, employers, community-based organizations — and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

### Strategy and Planning

The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

### Policies and Practices

The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.











By focusing on student success and lifting up models that work, the Aspen Institute aims to celebrate excellence, advance a focus on equitable student success, and stimulate replication of effective culture and practice in community colleges.

In 2019, Tri-C was one of only 150 community colleges in the nation invited to apply for the prestigious Aspen Prize, reflecting the College's commitment to achieving success in five areas identified by the Aspen Institute as foundational to excellence in higher education:

### **Student Learning**

Aspen Prize colleges commit to improving teaching and learning and have a strategy for what that means at their institution. They may focus on inclusive pedagogy, active learning, a sense of belonging in the classroom, academic rigor with supports — no matter their specific goals, they achieve them via strong professional development opportunities as well as structures and incentives that support excellent instruction and effective learning.

### **Completion and Transfer**

Aspen Prize colleges lay out a clear path to degrees, from workforce credentials to baccalaureate degrees attained after leaving the community college. They provide strong supports for students, especially those who are most vulnerable, from before they enroll through graduation. They do so not through small initiatives, but through significant changes to the student experience that have large-scale impact.

### **Labor Market Outcomes**

Aspen Prize colleges help students align an academic program with career goals from the moment they step on campus. They partner with employers and community entities to design programs that launch graduates into successful careers. They teach the specific skills students need in their careers — on the equipment they'll use. They connect students to real-world work experience and employment opportunities. They constantly revisit whether they are preparing students of all backgrounds for high-demand, well-paying occupations and consider what they can do to bring even more opportunities to their regions.

### **Equity**

As inclusive institutions that have long provided accessible and affordable higher education, all community colleges play a key role in shaping the future of historically underserved populations. But Aspen Prize colleges recognize that it is not enough to remove historical barriers for students of color and low-income students. Day after day, they analyze gaps in student access and success, determine what barriers stand in the way inside and outside the classroom, and work to remove them. They do so for individual groups of students and for students as a whole, grappling in earnest with the legacy of exclusionary practices in higher education.

### **Institutional Capacities and Culture**

Excellent colleges aren't just implementing reforms in individual domains. Every key system centers around a specific student success vision and strategy — how faculty and staff are hired, developed and evaluated; how funds are allocated; how data is analyzed and used for improvement; and how leaders work with partners in the community and with each other.

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**Cuyahoga Community College (Tri-C®) is pleased to present the College-wide Tactical Plan for Fiscal Years 2021 and 2022.**

This tactical plan supports the College's 2018-2022 Strategic Plan by outlining specific actions the College will take to achieve the goals in each of five Strategic Focus Areas: Student Experience, Brand/Image, Community, Workforce and Affordability. Each tactic was created with the principles of Access, Equity and Success at its foundation, and each aligns with key areas identified by Achieving the Dream and The Aspen Institute — two organizations that promote a student-focused culture rooted in academic excellence and improved outcomes in student learning, completion and employment.

Perhaps now more than ever, Tri-C's mission to provide high-quality, affordable educational opportunities and services is critical to helping Northeast Ohio's residents attain economic opportunity and vitality. In support of that mission, the tactics in this plan fortify Tri-C's commitment to creating a diverse and inclusive culture; further strengthen our resolve to expand access to education and workforce training; and provide our students and communities with the tools they need to succeed.

We extend our sincere gratitude to the entire College community for its ongoing support. Thank you for allowing us to remain the place Where futures begin.<sup>SM</sup>

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

## TACTIC 1:

### Create a Collegewide infrastructure with strategies to address the Six Pillars of Access.

Fortify the institution’s information technology and instructional design infrastructure to strengthen instructional delivery, improve remote delivery of service and programs, enhance the student experience, and reduce barriers to learning.

- **Measures:** Retention rates; course completion rates; technology metrics (utilization, satisfaction, response measures)

|                |                     |
|----------------|---------------------|
| ATD Category   | Data and Technology |
| Aspen Category | Student Learning    |

Create strategies and initiatives that define the College’s efforts around connection, conversion, retention and completion under the pathway infrastructure.

- **Measures:** Creation of access plans for each campus; enrollment; conversion rates; retention rates; number of credentials granted; IPEDS graduation rate

|                |  |
|----------------|--|
| ATD Category   | Leadership and Vision; Strategy and Planning                       |
| Aspen Category | Student Learning; Completion; Institutional Capacities and Culture |

In support of state and national trends, work closely with math and English faculty to improve student access to college-level math and English.

- **Measures:** New assessment tests and cut scores; multiple placement measures; implementation of corequisite model; number of students placing into college-level math and English; number of students completing gateway math and English in one year; implementation of Course Program of Study

|                |                               |
|----------------|-------------------------------|
| ATD Category   | Equity; Teaching and Learning |
| Aspen Category | Equity; Student Learning      |

Provide support for learning and teaching to ensure students receive the highest quality education through regular and systematic review of syllabi, essential learning outcomes (ELOs), support for the Committee on Learning Outcomes Assessment (CLOA) and the Committee on Curriculum and Degree Requirements (CADRE), and continuous curriculum and program review supported by workforce trends.

- **Measures:** Percentage of curriculum updates in a three-year cycle; number of faculty using syllabus management software; number of courses mapped to ELOs; implementation of new electronic faculty credentialing process; number of courses reviewed; number of courses aligned to essential learning outcomes; number of articulation agreements; alignment of program pathways; reduction of per-program credit hour

|                |  |
|----------------|--|
| ATD Category   | Teaching and Learning; Strategy and Planning           |
| Aspen Category | Student Learning; Institutional Capacities and Culture |

Create and support innovative faculty development programs and opportunities to maintain instructional excellence while providing faculty with access to the latest advancements in their disciplines and improving support for remote delivery.

- **Measures:** Number of classrooms with updated technology; number of faculty participating in professional development offerings; implementation of electronic credentialing process

|                |                       |
|----------------|-----------------------|
| ATD Category   | Teaching and Learning |
| Aspen Category | Student Learning      |

Continue to enhance the Collegewide schedule through the collaborative efforts of faculty and administration to improve course offerings, modalities and flexibility for students while improving internal efficiencies.

- **Measures:** Enrollment; student–faculty ratios; percentage of online course offerings; support for fully online students

|                |  |
|----------------|--|
| ATD Category   | Teaching and Learning; Strategy and Planning           |
| Aspen Category | Student Learning; Institutional Capacities and Culture |

Align and expand Collegewide services such as Career Services, Job Link Services and Transfer Centers to enhance the student journey by providing additional opportunities for experiential learning, co-ops and internships, off-site student visits and seamless transfer to four-year institutions.

- **Measures:** Completion rates; number of students attending transfer or career events; transfer rates; number of students transferring after completing; number of students employed after graduation; number of students engaged in experiential learning; number of employers engaged in programs; number of students participating in career exploration activities

|                |  |
|----------------|--|
| ATD Category   | Teaching and Learning; Strategy and Planning |
| Aspen Category | Transfer; Labor Market Outcomes              |

Improve accessibility of College spaces through completion of the Phase II Facilities Master Plan and initiation of the College’s new 10-Year Facilities and Academic Master Plan.

- **Measures:** Percentage of capital bond proceeds expended; outstanding infrastructure maintenance; engagement of campus teams in the facilities master planning process

|                |                                      |
|----------------|--------------------------------------|
| ATD Category   | Strategy and Planning                |
| Aspen Category | Institutional Capacities and Culture |

Provide a safe learning, teaching and working environment through enhanced safety trainings, comprehensive planning and preparedness strategies, and facilities modifications that support the health and well-being of the College community.

- **Measures:** Incidents of on-campus crime; number of safety trainings provided

|                |                                      |
|----------------|--------------------------------------|
| ATD Category   | Engagement and Communication         |
| Aspen Category | Institutional Capacities and Culture |

**TACTIC 2:**

**Advance the student experience to improve access and success for economically disadvantaged students and students of color.**

Identify opportunities to enhance the student experience and improve student success through review of academic and nonacademic programs such as registration and payment processes, student transportation options, Second Semester Pathway and My Online Readiness Experience (MORE).

- **Measures:** Percentage of scholarship dollars awarded; student survey results; retention and completion rates

|                |   |
|----------------|---|
| ATD Category   | Data and Technology; Policies and Practices |
| Aspen Category | Institutional Capacities and Culture        |

Continue to scale the case management approach to increase persistence and completion rates for specific student populations.

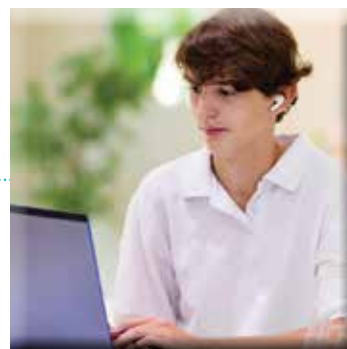
- **Measures:** FTE, headcount, retention and graduation rates for identified access categories; IPEDS graduation rate

|                |   |
|----------------|---|
| ATD Category   | Equity; Data and Technology; Engagement and Communication |
| Aspen Category | Completion; Student Learning; Equity                      |

Create cross-functional teams throughout the College and expand target messaging to underserved populations.

- **Measures:** Development and execution of yearlong student communications plan; open rates and interactions with internal yearlong communication plan messaging; participation at student events; completion metrics

|                |   |
|----------------|---|
| ATD Category   | Data and Technology; Equity; Engagement and Communication |
| Aspen Category | Equity  |







*Tri-C will continue to increase communication and engagement with its internal and external communities by promoting a culture of transparency, accountability and inclusion.*

**TACTIC 1:**

**Strengthen the Tri-C brand by fostering understanding and improving the College’s ability to communicate programs and outcomes.**

Expand communications with elected officials and community partners to provide personal connections with Tri-C; information on the return on investment in the College; and benefits of the College’s fiscal stewardship, student outcomes, and faculty and staff successes.

- **Measures:** Number of government and community contacts receiving targeted information; open rates of electronic communications

|                |   |
|----------------|---|
| ATD Category   | Leadership and Vision; Engagement and Communication |
| Aspen Category | Institutional Capacities and Culture                |

Articulate the distinctive value of Tri-C and its impact on the community.

- **Measures:** Volume and reach of messages delivered to key audiences; engagement metrics; share of voice and tonality scores; scores on perception surveys

|                |                                      |
|----------------|--------------------------------------|
| ATD Category   | Engagement and Communication         |
| Aspen Category | Institutional Capacities and Culture |

Develop messages and campaigns to reach individuals impacted by the pandemic’s economic effects, including individuals who lost employment or income due to COVID-19.

- **Measures:** Student enrollment, retention and conversion rates

|                |                              |
|----------------|------------------------------|
| ATD Category   | Engagement and Communication |
| Aspen Category | Completion; Equity           |

Ensure that College communications are accessible to all audiences.

- **Measures:** Percentage of website, internal communications platforms and email messaging made compliant with Americans with Disabilities Act (ADA) and Web Content Accessibility Guidelines (WCAG) 2.0; percentage of language used in/on marketing and communications materials and channels made audience-appropriate and mobile-friendly.

|                |   |
|----------------|---|
| ATD Category   | Data and Technology; Equity; Engagement and Communication |
| Aspen Category | Student Learning; Equity                                  |

## TACTIC 2:

### Continue to advance inclusive excellence through internal programs and actions.

Lead the community in conversations around racial equality, cultural competencies and law enforcement reforms that will lead to significant change.

- **Measures:** Number of community conversations held

|                |                                      |
|----------------|--------------------------------------|
| ATD Category   | Equity; Engagement and Communication |
| Aspen Category | Equity                               |

Foster recognition and appreciation of diversity and inclusivity throughout the College culture through a variety of activities including arts performances, diversity series offerings, external internships and cooperative education partners.

- **Measures:** Ruffalo Noel Levitz student satisfaction scores; number of employees and students participating in diversity and inclusion programs

|                |                                      |
|----------------|--------------------------------------|
| ATD Category   | Equity; Engagement and Communication |
| Aspen Category | Equity                               |

Develop specific, comprehensive outreach strategies and hiring committee training to build a pipeline for recruitment of diverse faculty and staff, making Tri-C an inclusionary employer of choice.

- **Measures:** Number of diverse faculty and staff members; retention of minority employees; number of minority organizations engaged in the College's recruiting process

|                |  |
|----------------|--|
| ATD Category   | Equity; Engagement and Communication; Policies and Practices |
| Aspen Category | Equity; Institutional Capacities and Culture                 |

Develop and implement Phase II of the College's Supplier Diversity Development Plan to increase direct addressable spend with minority vendors and local suppliers.

- **Measures:** Dollars spent with diverse and local firms and agencies

|                |                                      |
|----------------|--------------------------------------|
| ATD Category   | Equity; Engagement and Communication |
| Aspen Category | Equity                               |



*Tri-C will build on its external partnerships within the community — including alumni, employers, educational institutions, organizations and governments — to meet student needs and improve quality of life throughout the region.*



**TACTIC 1:**

**Increase community connections through expanded outreach strategies.**

Expand outreach, recruitment and retention efforts for students from identified access categories, including the creation and implementation of Tri-C Access Centers.

- **Measures:** Enrollment, retention and completion rates of students in underrepresented populations

|                |                                      |
|----------------|--------------------------------------|
| ATD Category   | Equity; Engagement and Communication |
| Aspen Category | Equity; Student Learning             |

Broaden alumni Involvement and raise awareness of the alumni initiative among targeted communities.

- **Measures:** Creation of alumni council; number of alumni engaged

|                |   |
|----------------|---|
| ATD Category   | Engagement and Communication; Strategy and Planning |
| Aspen Category | Institutional Capacities and Culture                |

Create civic engagement opportunities for students that will strengthen student impact on the College community.

- **Measures:** Number of annual voter registration activities involving students; number of students participating in civic engagement opportunities

|                |                              |
|----------------|------------------------------|
| ATD Category   | Engagement and Communication |
| Aspen Category | Student Learning             |

Promote environmental sustainability by increasing awareness of sustainability issues among campus and community members through leadership, empowerment, education and outreach.

- **Measures:** Collegewide waste diversion rates; Collegewide greenhouse gas inventory; number of LEED-certified buildings.

|                |                                      |
|----------------|--------------------------------------|
| ATD Category   | Engagement and Communication         |
| Aspen Category | Institutional Capacities and Culture |



## TACTIC 2:

### Build upon existing and prospective partnerships to improve access to the College.

Strengthen and expand Speakers Bureau messaging and reach to increase community awareness of the College's access mission.

- **Measures:** Number of faculty and staff engaged in the Speakers Bureau; number of speaking engagements scheduled

|                |  |
|----------------|--|
| ATD Category   | Engagement and Communication; Policies and Practices |
| Aspen Category | Institutional Capacities and Culture                 |

Continue to scale the training of Access Champions who become community ambassadors for the College to further engage and support potential students.

- **Measures:** Number of applicants; conversion rates

|                |  |
|----------------|--|
| ATD Category   | Engagement and Communication; Policies and Practices |
| Aspen Category | Institutional Capacities and Culture                 |

Continue to expand College Credit Plus partnerships with schools in the region.

- **Measures:** Number of applicants; conversion rates

|                |   |
|----------------|---|
| ATD Category   | Engagement and Communication; Strategy and Planning |
| Aspen Category | Student Learning                                    |

Expand the number of corporate, foundation and governmental funding partners and engage new individual, corporate, community, foundation and governmental donors and sponsors to expand the Skills to Succeed campaign, grow the Student Emergency fund and increase financial support for student access.

- **Measures:** Number of new funding partners; number of new donors; amount of scholarship and sponsorship dollars secured

|                |   |
|----------------|---|
| ATD Category   | Engagement and Communication; Strategy and Planning |
| Aspen Category | Institutional Capacities and Culture                |

Communicate Tri-C Access Center opportunities, impact and outcomes.

- **Measures:** Development and execution of overarching Access Centers communication plan and marketing plans for programming at each location; open and click-through rates for electronic communications; engagement metrics; attendance and class registrations at information events; web analytics on page views and registrations; social media analytics

|                |   |
|----------------|---|
| ATD Category   | Engagement and Communication; Strategy and Planning |
| Aspen Category | Equity  |



*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.*

**TACTIC 1:**

**Improve workforce opportunities and job placement for all individuals.**

Expand experiential learning opportunities for students, including internships, externships and cooperative education opportunities.

- **Measures:** Number of students placed in internships/externships/co-ops; number of participants in Career Services programs and job fairs

|                |   |
|----------------|---|
| ATD Category   | Teaching and Learning; Engagement and Communication |
| Aspen Category | Student Learning; Labor Market Outcomes             |

Create and implement a job placement program to begin connecting students with employers and career opportunities.

- **Measures:** Number of on-campus recruiting events; number of employer partnerships; creation of new benchmarks for student placement

|                |                              |
|----------------|------------------------------|
| ATD Category   | Engagement and Communication |
| Aspen Category | Labor Market Outcomes        |

Expand the pipeline between academics and workforce by strengthening and streamlining processes, assessing prior learning, creating new certificate programs, and expanding the offerings and reach of the College’s Centers of Excellence.

- **Measures:** Number of certificate programs offered; number of certificates granted; number of students moving from workforce to credit opportunities; number of students earning a certificate or degree from a Tri-C Center of Excellence

|                |   |
|----------------|---|
| ATD Category   | Teaching and Learning; Strategy and Planning        |
| Aspen Category | Student Learning; Completion; Labor Market Outcomes |

Grow endowments for the College’s six Centers of Excellence.

- **Measures:** Number of Tri-C Center of Excellence endowment funds established

|                |                                    |
|----------------|------------------------------------|
| ATD Category   | Strategy and Planning              |
| Aspen Category | Institutional Capacity and Culture |

**TACTIC 2: Leverage the College’s commitment to and success in workforce development to improve economic outcomes for the region.**

Embed foundational career and work readiness skills training within credit and noncredit programming to increase student and resident employability in in-demand careers and industries that will support Northeast Ohio’s economic recovery and vitality and facilitate the re-employment of individuals currently unemployed due to COVID-19.

- **Measures:** Number of students and graduates employed in in-demand industries with family-sustaining wages

|                |  |
|----------------|--|
| ATD Category   | Teaching and Learning; Strategy and Planning |
| Aspen Category | Student Learning; Labor Market Outcomes      |

Successfully launch the Workforce Health Care Intermediary Sector Partnership grant by coordinating the workforce skill requirements of participating hospital system partners.

- **Measures:** Hiring of executive director; completion of intermediary organizational structure; identification of community-based training providers to support Tri-C grant activities; development of Health Care Intermediary Strategic Plan in consultation with health care providers

|                |   |
|----------------|---|
| ATD Category   | Strategy and Planning                                     |
| Aspen Category | Labor Market Outcomes; Institutional Capacity and Culture |

Expand institutional engagement with the diverse local workforce through ongoing minority vendor and community business-engagement events.

- **Measures:** Number of external partners with diversity supporting agreements and/or contracts; number of local minority agencies engaged

|                |                                      |
|----------------|--------------------------------------|
| ATD Category   | Equity; Engagement and Communication |
| Aspen Category | Equity                               |

Increase awareness of students, businesses and alumni who follow workforce pathways and impact the local economy.

- **Measures:** Creation and implementation of marketing and communications dashboards to establish benchmarks and track performance of activities and volume/reach of earned media; creation and distribution of content and success stories; web analytics on page views

|                |                              |
|----------------|------------------------------|
| ATD Category   | Engagement and Communication |
| Aspen Category | Labor Market Outcomes        |

Engage in initiatives that support successful re-entry of Cuyahoga County residents into the Northeast Ohio workforce.

- **Measures:** Number of participants served through the Tri-C Centers of Excellence; number of Workforce Development Alliance participants

|                |                                |
|----------------|--------------------------------|
| ATD Category   | Equity; Policies and Practices |
| Aspen Category | Equity; Labor Market Outcomes  |



*Tri-C will maintain its longstanding commitment to providing affordable educational opportunities and services, removing barriers to educational access, exercising good stewardship of taxpayer resources and ensuring institutional integrity.*

## TACTIC 1:

### Reduce financial barriers for students.

Provide financial assistance to students negatively impacted by the COVID-19 pandemic who want to continue their education or gain valuable skills training.

- **Measures:** Students participating in the Full Tuition Assistance program; amount of CARES Student Emergency funds awarded

|                |                               |
|----------------|-------------------------------|
| ATD Category   | Equity; Strategy and Planning |
| Aspen Category | Equity; Completion            |

Expand efforts to make educational and workforce opportunities more affordable by increasing student awareness of and participation in tuition incentive programs, tuition waivers, scholarship opportunities and other programs that reduce financial barriers to education.

- **Measures:** Average student savings through tuition waivers and incentive programs; average annual student debt; participation and retention of students in incentive programs

|                |                       |
|----------------|-----------------------|
| ATD Category   | Strategy and Planning |
| Aspen Category | Completion            |

Provide students with options that maximize course material affordability; promote programs with proven results (rental, used and digital); and expand new and innovative programs (open educational resources, First Day/Inclusive Access).

- **Measures:** Student savings on course materials; number of courses utilizing inclusive access and open educational research materials; Barnes & Noble customer satisfaction scores

|                |   |
|----------------|---|
| ATD Category   | Data and Technology; Policies and Practices |
| Aspen Category | Completion                                  |

Provide resources that mitigate food insecurity, reduce transportation barriers and provide dependent care services to support students' financial well-being and academic success.

- **Measures:** Number of students served through programs such as U-Pass, Care Team Cash and Child Care Solutions

|                |                                      |
|----------------|--------------------------------------|
| ATD Category   | Equity; Engagement and Communication |
| Aspen Category | Equity                               |

Match students with benefits that offset financial barriers to access, retention and completion, including those available through increased awarding of financial aid and scholarships, Project GO!, Care Team Cash and “Learn and Earn” opportunities.

- **Measures:** Number of students participating in paid internship opportunities; number of students completing FAFSA; number of students aided through scholarships and Care Team Cash; number of students connected with benefits; retention rates; IPEDS graduation rate

|                |                                |
|----------------|--------------------------------|
| ATD Category   | Equity; Policies and Practices |
| Aspen Category | Equity; Completion             |

### TACTIC 2:

Identify additional resources for programs that improve student access and success.

Develop and manage an institutional budget and strategic staffing plan that aligns with the state’s budget priorities and funding formula and supports the College’s financial health and long-term financial stability.

- **Measures:** SSI allocation received; annual ending fund balance as percent of budget

|                |   |
|----------------|---|
| ATD Category   | Data and Technology; Policies and Practices |
| Aspen Category | Institutional Capacities and Culture        |

Ensure funding is earmarked for scholarships that support access students and internal minority student-supporting organizations.

- **Measures:** Funds allocated to minority-supporting organizations; scholarship dollars awarded by College’s minority-supporting organizations; equity student retention and completion rates

|                |                    |
|----------------|--------------------|
| ATD Category   | Equity             |
| Aspen Category | Completion; Equity |

Allocate dedicated funds to create and sustain programs that support the Six Pillars of Access.

- **Measures:** Dollars allocated for access support

|                |   |
|----------------|---|
| ATD Category   | Equity; Strategy and Planning   |
| Aspen Category | Completion; Labor Market Outcomes; Student Learning; Equity; Institutional Capacities and Culture |

Maximize institutional resources available for student access and success through efficient and effective institutional operations.

- **Measures:** Total efficiency savings invested annually in student-centered programs

|                |   |
|----------------|---|
| ATD Category   | Strategy and Planning; Policies and Practices |
| Aspen Category | Institutional Capacities and Culture          |

## ACKNOWLEDGEMENTS

This Tactical Plan was developed to support the five Strategic Focus Areas outlined in the 2018-2022 Strategic Plan. The College is grateful for the contributions of the 1,800 individuals who participated in the strategic planning process and for the dedicated leadership that helped guide these important efforts.

### Cuyahoga Community College District

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