COLLEGEWIDE
ACADEMIC PLAN
2024-2027

Cuyahoga Community College®
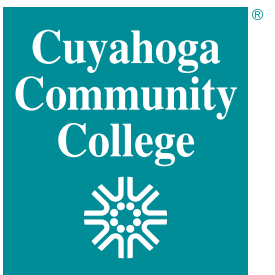
Dear Friends,

I am proud to present the first Cuyahoga Community College (Tri-C®) Collegewide Academic Plan. This is an exciting time to be a part of the Tri-C community as we move toward implementing a new academic infrastructure. The five new academic schools are designed to provide students with more personalized, discipline-specific financial, academic and social support. It also helps them transition from noncredit certificate and credential work into credit degree completion. Additionally, the plan prepares them for transfer to other institutions and the world of work.

This document is the result of an integrated planning process that began in April 2023 and included participation and input from College administrators, deans, program managers, full-time and adjunct faculty, students, and external partners and stakeholders. The Core Team conducted both institutional and external research to identify strengths, weaknesses, opportunities and even potential threats to the institution and the region in this new post-pandemic economy.

During this process, nearly 300 people participated in one of the feedback sessions and have contributed to this three-year Academic Plan, which addresses academic opportunities in alignment with the goals of Tri-C President Michael A. Baston, J.D., Ed.D., and the Access, Learning and Success division.
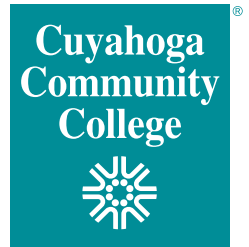
I thank each of you who provided your time, input and perspective in creating the Academic Plan. I look forward to working with our Tri-C colleagues and external partners to implement the plan as we continue to provide high-quality, accessible and affordable educational and workforce opportunities to our community.

Karen Miller, Ph.D.
Provost and Executive Vice President
Access, Learning and Success

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Cuyahoga Community College ®

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.

ACADEMIC PLANNING CORE TEAM

Tri-C appreciates the leadership, expertise and contribution of the Academic Planning Core Team members:

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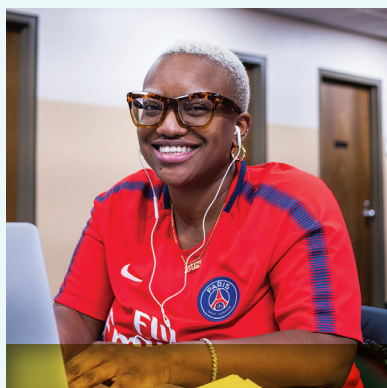
Nicholas Santilli, Ph.D.
Consultant, The Society for College and
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Robert Searson
Former Dean, Learning and Engagement,
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Emily Tidball
Director, Grants Management and
Access, Learning and Success Special Projects

ABOUT
Cuyahoga Community College

In 1963, Cuyahoga Community College (Tri-C®) began offering associate degrees as Ohio's first community college. From an initial enrollment of 3,000 in its first academic term, the College now serves more than 41,000 credit and noncredit students annually. More than 1 million community members have attended courses over its 60-plus-year history. The College offers numerous online degrees and programs as well as in-person classes at four traditional campuses — Eastern, Metropolitan, Western and Westshore — and other on- off-campus innovative learning facilities and sites. Tri-C currently offers more than 1,000 credit courses in more than 200 career, technical and liberal arts programs, awarding Associate of Arts, Associate of Science, Associate of Applied Science, Associate of Applied Business and Associate of Technical Studies degrees. Short-term professional certificates are offered in 37 program areas, and 60 programs award one-year certificates of proficiency.

Tri-C's students range in age from 12 to 89, and over 40% are from underrepresented groups. Over 3,300 high school students enrolled in Tri-C courses this academic year, and 75% of the College's students are enrolled on a part-time basis. To serve its students, the College employs more than 3,000 faculty and staff who work together to ensure all students — regardless of background or financial means — have access to life-changing education, the resources necessary to obtain a degree or certificate, and the opportunity to find sustainable-wage employment in their field.

With 85% of Tri-C graduates living and working in Northeast Ohio, the increased earnings from its graduates contribute $1.5 billion to Cuyahoga County annually. Over 50% of Tri-C's operating revenue comes from two community-supported operating levies, demonstrating the region's recognition of the value of investing in Tri-C, which returns $11.80 in economic benefits to the county for every $1 invested in the institution.

Strategic Direction at Cuyahoga Community College

The First 100 Days Report

Michael A. Baston, J.D., Ed.D., joined Tri-C in July 2022 as the institution's fifth president. Shortly after arriving, Baston held a series of listening sessions with students, employees and community members. He learned how deeply invested these groups are in the College and its mission, as well as 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 how he envisions Tri-C using this information to move the College and its students forward.

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

- Values-Centered
- Student-Focused
- Purpose-Driven

This report also identified three important themes that emerged from 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
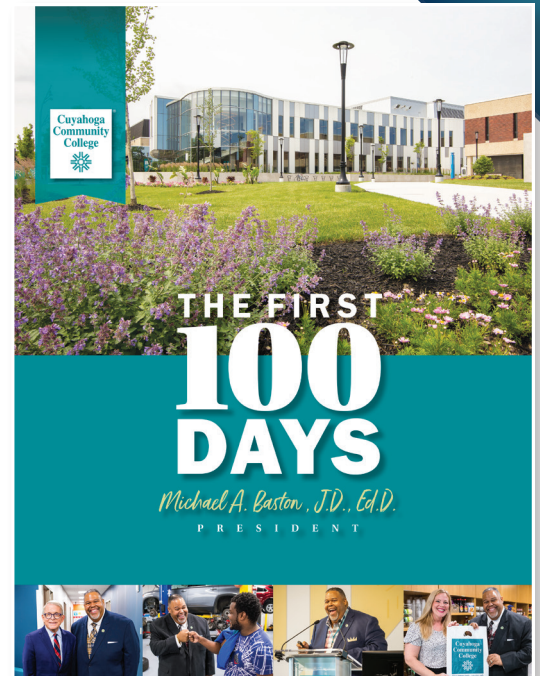
Presidential Goals

Continuing the work to create a new strategic vision for Tri-C, in the 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.
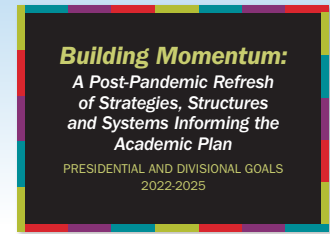
These goals are:

GOAL 1:

Develop and Drive Strategic Vision (One College 3.0)

- Build an exceptional and inclusive cabinet, developing systems to ensure all employee-oriented decisions and processes align with student success goals.

- Analyze student outcome data at cabinet level to determine priorities leading to student success strategies Collegewide.

- Build highly effective student-oriented culture that supports inclusive excellence.

- Develop effective communication plans to facilitate change management.

GOAL 2:

Ensure Relevance of Programs, Facilities and Services to People and Markets Served

- Build culture of inquiry and data through centralized strategy.

- Prioritize execution of comprehensive strategies.

- Engage in evidence-based student success reforms designed to improve transfer at scale, support teaching and learning as a priority, and align programs with labor market to support Tri-C's diverse student population.

- Develop Collegewide Academic Plan to better inform Integrated Facilities Plan and Strategic Enrollment Plan.

- Use Lean Six Sigma methodology to analyze and improve enrollment processes.

- Prioritize review of academic advising, personal counseling and career development strategies to improve the student academic experience and address rising mental health concerns.

- Examine and improve support to and success rates of students gaining workforce credentials — degree and nondegree seeking.

Building Momentum:
A Post-Pandemic Refresh of Strategies, Structures and Systems Informing the Academic Plan
PRESIDENTIAL AND DIVISIONAL GOALS
2022-2025

Cuyahoga Community College

GOAL 3:
Ensure Sound Fiscal Environment

- Develop systems to ensure that all College resources — financial, informational and those accessed through external partnerships — align with Tri-C mission.
- Demonstrate commitment to value proposition of community support by promoting and achieving the passage of November 2023 levy.

GOAL 4:
Increase College Visibility

- Build deep, mutually beneficial relationships with diverse partners, including employers, K-12 schools, four-year universities and political players.
- Position Tri-C as a thought leader by communicating how we use knowledge of student success strategies to lead internal transformational change and develop external partnerships with K-12 schools, universities, community-based organizations and employers.
- Enhance awareness of Cuyahoga Community College as driver and leading voice on economic and social mobility in Northeast Ohio.

GOAL 5:
Further Enhance Fundraising Approach

- Secure additional commitments from College supporters by effectively communicating realities of post-pandemic environment with transparency and candor.
- Strategically allocate and raise funds to support key student success goals.
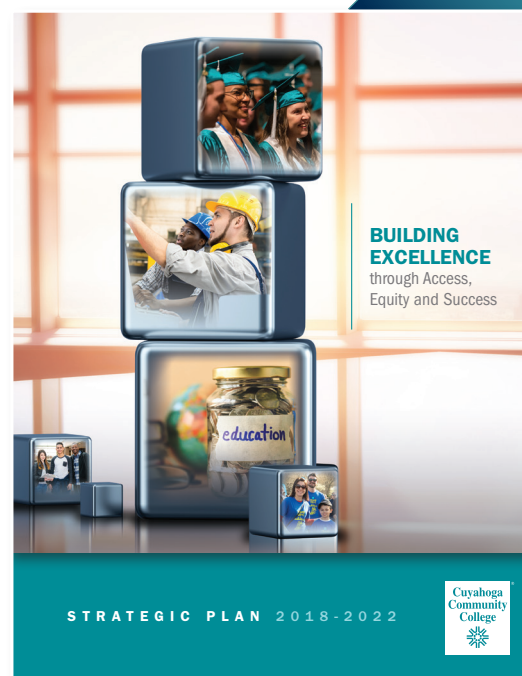
Integrated Planning

Previous Strategic Plans

In 2017, an extensive strategic planning process led by the College's executive vice presidents was completed. Developed through an appreciative inquiry process involving more than 1,800 faculty, staff, administrators, students and community stakeholders, the resulting strategic plan, titled Building Excellence Through Access, Equity and Success, linked strategic performance to student completion and other discrete metrics. The plan held executive leadership and the entire College community accountable for continuing to progress in completion, transfer, workforce development and retention metrics. A Collegewide tactical plan was then developed, and each of Tri-C's three divisions also created a divisional work plan.

In March 2020, COVID-19 caused widespread disruption to daily life all over the world. Institutions such as Tri-C focused on providing academic and social support to not just students but also to staff, faculty, students and the community. The College immediately developed a response to the pandemic to ensure Tri-C students could successfully complete their courses and reach their academic goals. Responding to the radically different reality facing higher education and Northeast Ohio as COVID abated, Tri-C created a two-year Transformation Plan to position itself post-COVID as an even stronger institution that could help lead the community through the effects of the pandemic and into the next era of strategic planning.

BUILDING EXCELLENCE
through Access, Equity and Success

STRATEGIC PLAN 2018-2022

Cuyahoga Community College

Arriving at Tri-C in June 2022, Dr. Baston joined the institution in a distinctly different regional landscape than the one captured in Tri-C's existing strategic plan. After COVID, attitudes about the value of a college credential dropped precipitously. Students leaving high school — traditionally higher education's most important pipeline of students — failed to see the value of enrolling in college and taking on debt when they could enter the workforce directly. All of higher education experienced an enrollment decline, and with it, the challenges of reduced revenue, empty facilities and staff and faculty cuts. Individuals increasingly looked to self-employment in what economists call a "gig" economy, managing two or more businesses or self-directed employment opportunities at once.

To confront these changes in higher education and effectively engage in true Collegewide strategic thinking, Dr. Baston initiated an integrated planning process to create an Integrated Facilities Plan and Tri-C's first Collegewide Academic Plan. Different from a strategic planning process, integrated planning is a sustainable approach that builds relationships, aligns the organization and emphasizes its readiness for change. It also engages all sectors of the academy and involves all stakeholders — including faculty, students, staff, external partners and alumni — to position the College for success in the future.
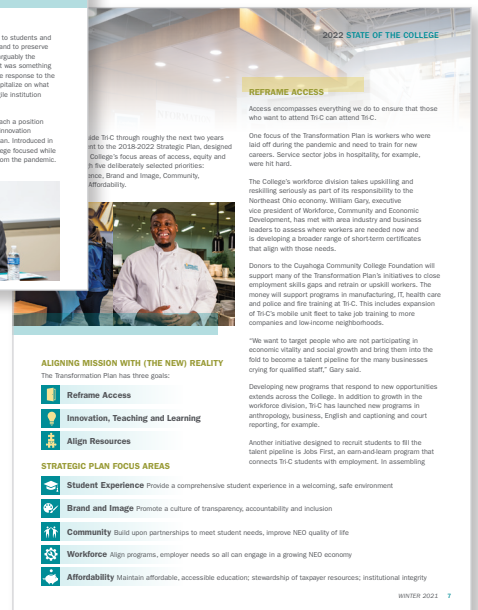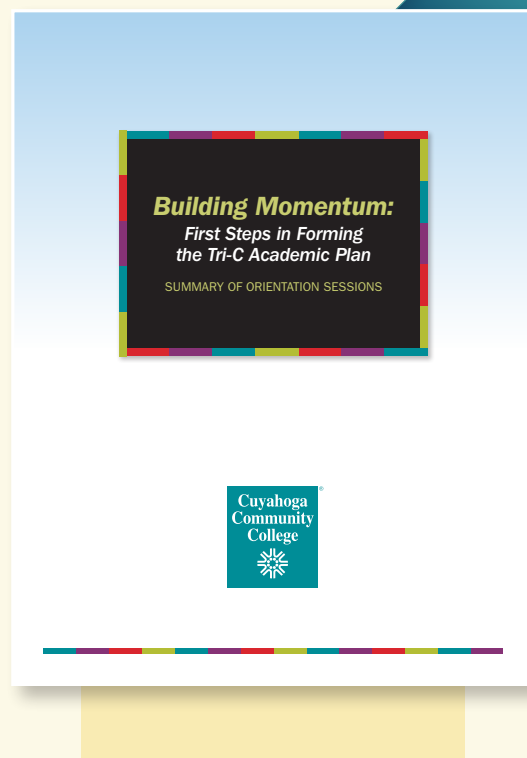
Outline of Process

Dr. Baston additionally charged the provost with launching and leading the College's first Collegewide academic planning process. In April 2023, the Core Team — guided by Provost Karen Miller, Ph.D., and Associate Provost Lindsay English, Ph.D., and composed of representatives from instructional and noninstructional faculty and campus and College administration — began this process by introducing the concept of integrated planning to the College's administration, deanery, program managers, full-time faculty and adjuncts.

Nick Santilli, Ph.D., from the Society for College and University Planning, and Robert Searson, a former Tri-C academic administrator, provided expert guidance in academic integrated planning and project design as members of the Core Team. The members of the Core Team met throughout this process to plan, review input, data and institutional strategy, and refine responses and proposals. To provide the College and external community with transparency throughout the process and progress, the Core Team created an Integrated Academic Planning website, accessible from Tri-C's external webpage: Tri-C Collegewide Academic Plan.

The first step in creating the Academic Plan was to introduce Tri-C to the concepts and tenets that comprise integrated academic planning. In the spring of 2023, Dr. Santilli led the Core Team through an orientation to integrated academic planning as developed by Michael G. Dolence.

Over 90 faculty, deans and program managers attended one of four sessions designed to introduce the College leadership to integrated academic planning and conduct an environmental scan to identify and discuss internal and external factors that could affect the College's academic programs, which were taken into consideration when developing the Academic Master Plan. The sessions were organized around the newly proposed Collegewide discipline-based academic schools.

Dr. Santilli also walked the Core Team through a series of the seven learner questions from the new marketplace of higher education. He explained how the responses to these questions can mold academic strategies, define an institution's role in higher education, and expand a college's influence in its region. The facilitators summarized the information from these orientation sessions and the process, which is available on the publicly accessible Academic Planning site: Academic Plan Orientation Summary.

Building Momentum:
First Steps in Forming the Tri-C Academic Plan

SUMMARY OF ORIENTATION SESSIONS

Cuyahoga Community College

The Core Team then convened throughout the summer of 2023 to review the results of the environmental scan from the spring orientation sessions and plan a series of listening sessions and surveys for the fall. Additionally, the Core Team identified additional Collegewide resources, both internal and external, that should be reviewed before providing input through an in-person session or an online survey. These documents included Baston's First 100 Days Report, Tri-C's Collegewide metrics, the list of academic programs offered and an enrollment dashboard. All of these Collegewide documents and data were posted for ease of access on the [Tri-C Collegewide Academic Plan website](#).

In Fall 2023, six half-day listening sessions were held to solicit relevant concerns and priorities from faculty, deans, program managers and directors. These were organized by the disciplines in Tri-C's new academic school infrastructure, with the School of Liberal Arts and Sciences holding two sessions due to it being the largest school.

Searson and Santilli began each listening session by reviewing the results of the environmental scan performed in the spring orientation sessions and having the participants view a video prepared by Dr. Miller and Dr. English. After the video, the facilitators asked the groups to discuss what they found surprising in the results, what they felt was missing, and if anything specific needed to be included.

Those in attendance then considered three requests:

- Provide feedback on the curricula, course offerings, or degrees or certificates in your discipline or department. What works, what doesn't work, and what is missing?
- How can we improve our course offerings to meet students' needs in regard to the academic schedule? Consider learning modalities (in-person, hybrid and online programs, cohort-based programs, accelerated programs, different parts-of-terms, etc.) What works, what doesn't work, and what is missing?
- What services and supports do students need to be successful? (This could include support by major or discipline, mandatory advising, tutoring, coaching, assistance for financial, social, emotional or food needs, etc.) What works, what doesn't work, and what is missing?

The groups collected the results and then prioritized their lists using the criteria below:

- Mission-Critical: Initiatives that align directly with the presidential goals and objectives that are both urgent and important.
- Mission-Centered: Important initiatives that support the presidential goals and objectives but are not urgent to the work of the College.
- Unimportant, for now: Initiatives that are in the spirit of the Tri-C mission but are less of a priority and less urgent to the College at this time.

The group's prioritized lists were collected, reviewed and categorized for review by the Core Team.

Separate student listening sessions were held, which gave students the opportunity to provide their perspectives on Tri-C's current academic and support services, the course schedule, and programs and majors. Using the same structure as outlined above, Searson and Alexandria Romanovich, assistant to the provost and executive vice president, led 40 students through those exercises and gathered their information and input.

Several external stakeholder groups were asked to provide input through a survey. Members of Tri-C's Board of Trustees, the directors of the Cuyahoga Community College Foundation, the Board of Visitors, Tri-C's Advisory Committee and an array of local high school partners were asked to respond to the following questions:

- How familiar are you with Tri-C's academic and workforce programs?
- How relevant do you feel Tri-C and its academic programs are to the region's economy and workforce development?
- Given your knowledge of Tri-C, what academic and workforce programs or trainings are not currently offered that would be relevant?
- What services or supports outside the classroom do you feel are important to help students be successful?

These groups were contacted through email and provided with links to the Collegewide Academic Planning webpage and the introductory video presented in the listening sessions. Forty-eight responses were received, which were reviewed and categorized by the Evidence and Inquiry team.

All of the information gathered through the listening sessions and surveys was reviewed and categorized by groups — academic school, students and external stakeholders — and then separated into themes, which were cross-referenced across each group to find commonalities.

In January 2024, the Core Team convened to review the results from the staff and faculty listening sessions, the student listening sessions, the external stakeholder survey, as well as the current Tri-C Presidential Goals, the Academic Divisional Goals and other pertinent data. Members of the Core Team split into smaller teams, with each addressing the summarized feedback from one of the five new academic schools' faculty and staff, the student feedback or the external stakeholder survey results. These small teams collapsed and consolidated similar items or themes and drafted action statements that reflected the perspective of each item. The action statements for each school and constituency were closely reviewed and consolidated into Collegewide action statements, which were distributed for a final review to the members of the Core Team.

These action statements form the foundation and strategic direction for Tri-C's first Collegewide Academic Plan.

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[1] Primer on Academic Strategies | Michael G. Dolence (wordpress.com)

[2] Karen Miller and Lindsay English created a video that was used to introduce each listening session with information on the academic planning process, as well as information about Tri-C that included enrollment, trends, demographics and current courses and degrees: Academic Planning Process-Fall Listening Sessions (youtube.com)

Academic Plan

As a result of this yearlong process and stakeholder engagement, we are pleased to present the 2024-2027 Collegewide Academic Plan. The plan's goals and action items align with the Presidential Goals and the Access, Learning and Success Division Goals:

Presidential Goal 2: **Ensure Relevance of Programs, Facilities and Services to People and Markets Served.**

Develop Collegewide Academic Plan to better inform Integrated Facilities Plan and Strategic Enrollment Plan.

AL&S Goal: Engage consultant(s) to work with AL&S leadership, deans and faculty to lead and create Collegewide academic planning process (beginning Spring 2023).

Academic Plan Goals/Action Items:

1. Build and offer a Collegewide course schedule, informed by student demand, that is sustainable, flexible and meets the needs of students.

- Determine Collegewide scheduling parameters to build a more efficient schedule.
- Improve the clarity and ease of use of the course schedule for students.
- Enhance parts of term, course modalities and accelerated program options.
- Improve the experience of students who take courses at multiple locations to increase satisfaction and retention.

2. Develop an array of barrier-free student services, by student type and by school, to improve student success.

- Create a collaborative student advising system to include counselors, program managers, faculty, etc.
- Improve communication among and between service areas to provide coordinated and intrusive support for students, including students moving between programs or majors.
- Explore and expand tutoring options for students.
- Continue to increase awareness of financial support (both academic and nonacademic) for students.

3. Improve the efficiency and effectiveness of hiring and developing faculty.

- Improve HR processes for hiring faculty (full-time and adjuncts) and shorten the time to hire.
- Improve onboarding and support for adjunct faculty.
- Improve professional development opportunities for faculty and adjuncts, with an emphasis on supporting online teaching.
- Communicate the strategy and rationale for full-time faculty hiring.

4. Provide the appropriate level of technology to better fulfill curriculum needs and teaching effectiveness.

- Launch the new LMS to improve teaching and learning experiences for faculty and students.
- Review and consider equipment and technology needs to enhance program offerings.

5. Proactively review programs and curricula in alignment with the regional economy to prepare students for transfer and the world of work.

- Scan the regional economy to identify new and relevant programs, credentials and certificates of value to support the region's economy.
- Expand internships and experiential learning opportunities for students in alignment with the five schools.
- Create a pipeline for entrepreneurial experiences for students between their schools, WCED and Corporate College®.
- Ensure students have access to program information and post-graduate career information and exploration, and connect graduates to employment opportunities through placement support.
- Tailor transfer support to provide expanded and targeted transfer opportunities aligned with the schools to increase transferability and transfer readiness.

6. Increase the community's awareness of the breadth and depth of Tri-C's academic and workforce programs and services.

- Create and communicate an updated marketing campaign to better inform our internal and external stakeholders of our programs, credentials, degree and post-degree opportunities for our students.