

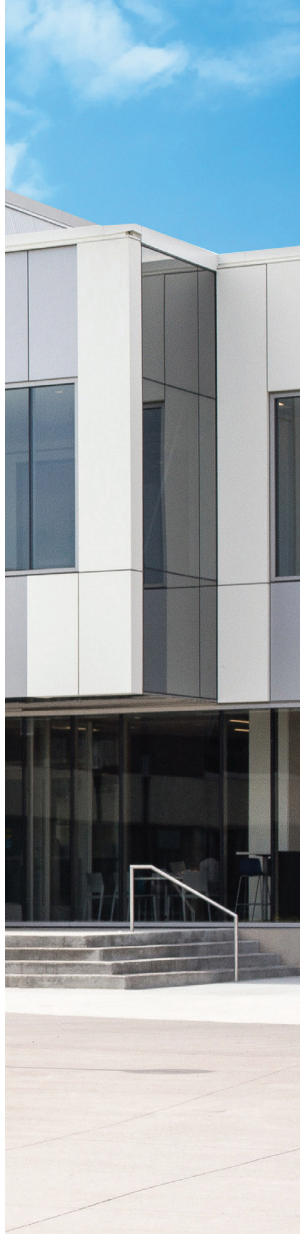
VISION 2030

STRATEGIC TRANSFORMATION PLAN
2025-2030

Cuyahoga
Community
College







Letter From the President

After more than a year of tireless work by countless talented people, I am excited to share the road map for our future at Cuyahoga Community College (Tri-C®): The Vision 2030 Strategic Transformation Plan.

We will not confine this document to corner offices and conference rooms. It will guide us daily as we teach our students, interact with our communities, and make decisions that will reverberate well beyond our campuses.

Vision 2030 reflects the realities confronting higher education today. This Strategic Transformation Plan focuses on redesigning how education works so that opportunity is clearer, momentum is sustained, and outcomes truly matter.

Success goes beyond student completion. While credentials and degrees remain essential, our responsibility extends further — ensuring learning leads to thriving wage jobs, meaningful careers, and sustained upward economic mobility for individuals and families throughout Northeast Ohio.

This plan was shaped through deep listening and broad engagement. I extend my sincere thanks to the students, faculty, staff and civic and business leaders who participated in the listening sessions and surveys we conducted in Spring 2025. Your insight, candor and experience challenged existing assumptions and helped us identify what is most important.

I am also grateful to the Core Design Team and the Strategic Planning Team, co-chaired by India Pierce Lee and Gregory Stoup, for their leadership. These teams translated evidence, engagement and shared values into a coherent framework that will guide our College.

Vision 2030 is both a road map and a call to action. As Northeast Ohio's largest community college, Tri-C is uniquely positioned to strengthen our workforce, expand opportunities and improve lives across our region. Vision 2030 ensures that we chart a course that leads to the best possible outcomes for all.

With gratitude and respect,

Michael A. Baston, J.D., Ed.D.
President, Cuyahoga Community College

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a road map and
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ORIENTATION TO VISION 2030

Vision 2030 reflects a commitment from Cuyahoga Community College (Tri-C®) to redesign how education works so that students experience clear pathways, sustained momentum and credentials that lead to completion and lasting economic mobility for themselves, their families and the region. It aligns people, pathways and partnerships around outcomes that matter and strengthens the College's capacity to improve continuously over time.



The plan is intended to function as a working guide rather than a static document. It establishes a shared framework for direction, alignment and accountability as Tri-C responds to changing educational, economic and demographic conditions.

The plan is organized to move from context to action. It begins by outlining the conditions shaping the College's future, then defines the vision, mission and values that guide decision-making. The Transformation Pillars organize priorities, while the goals and performance indicators clarify how progress will be assessed. The final sections describe how this framework will be put into practice through aligned planning, regular review and adaptive improvements.

Readers should view the plan as an integrated whole. Individual sections are designed to reinforce one another, connecting purpose to execution. As implementation proceeds, the framework outlined here will be used to guide planning, assess progress and refine approaches over the long term.

Vision 2030 reflects a shared commitment to clarity, coordination and continuous learning. It is intended to support consistent decision-making and sustained improvement across the College in service of students, employees and the communities Tri-C serves.

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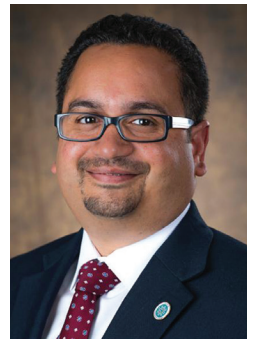
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ACKNOWLEDGMENTS AND APPRECIATION

Cuyahoga Community College extends its sincere appreciation to the many individuals and partners who shaped this Strategic Transformation Plan. Hundreds of students, faculty, staff, alumni, trustees, and community members contributed their time, perspective, and candor through listening sessions, surveys, and discussions.

Their insights challenged assumptions, deepened understanding and pushed the College to think differently about its role and responsibility in the region. External partners from business, education, government and the nonprofit sector offered invaluable guidance on how Tri-C can align its mission with the realities of the local economy and workforce.

This plan reflects their collective wisdom and shared belief that progress depends on listening, learning and acting together. The College is grateful for their continued partnership as this work moves from vision to practice.

ABOUT CUYAHOGA COMMUNITY COLLEGE

Cuyahoga Community College (Tri-C®) was established in 1963 at a moment when Cleveland and much of the nation were expanding access to higher education. From the outset, the College was shaped by strong local demand for affordable, open-access learning and by the understanding that postsecondary education would strengthen the region's economy and civic life.

In the following decades, Tri-C evolved alongside Greater Cleveland as industries shifted, labor markets changed and educational pathways became more complex. The College balanced career and technical education with transfer preparation for recent high school graduates, working adults and displaced workers. Across periods of growth and disruption, Tri-C functioned both as an entry point to higher education and as a place of return, where residents could build new skills, earn credentials and navigate transitions throughout their lives.

Today, Tri-C serves tens of thousands of learners each year through credit, noncredit and workforce programs. As one of Ohio's largest and most comprehensive community colleges, the institution supports academic, technical and professional pathways that connect education to employment, transfer and lifelong learning.

Its presence across Cuyahoga County reflects a long-standing commitment to making education accessible and responsive to the needs of a diverse region.

The map below highlights the College's countywide footprint and illustrates how Tri-C has intentionally positioned its facilities to respond to regional workforce and community needs without concentrating opportunity in one location. This distributed presence places education within reach of residents across Cuyahoga County's urban, suburban and industrial areas. The map is less about individual sites and more about the whole system, showing how Tri-C functions as an integrated, countywide institution.

The College's history closely parallels that of Greater Cleveland, shaped by economic change, population shifts and repeated cycles of reinvention. Throughout these changes, Tri-C has continued to provide stability and opportunity during periods of change. Vision 2030 builds on that legacy by asking how the College must continue to adapt to today's economic, demographic and educational realities while remaining grounded in its core mission of access, mobility and community impact.



THE PURPOSE OF THE TRANSFORMATION PLAN

Planning is one of the clearest expressions of leadership in a public institution, turning shared purpose into coordinated action and aligning daily work with long-term responsibility. For Tri-C, planning has always served as a bridge between mission and community need. The Vision 2030 Strategic Transformation Plan continues that tradition with a renewed sense of urgency, shaped by the pace and scale of change now affecting higher education and the regional economy.

The purpose of this plan is to organize transformation. Tri-C operates in an environment marked by demographic change, economic transition and a growing demand for lifelong learning. These conditions require a planning approach that supports evidence-based decisions, adaptability and disciplined execution. Vision 2030 provides a shared framework for setting priorities, guiding decisions, measuring progress and adjusting course progressively.

Transformation, as described in this plan, reflects a sustained way of working that connects strategy to operations and learning to action. Vision 2030 clarifies the outcomes the College seeks to achieve and the measures used to assess progress. It aligns institutional goals with defined performance indicators and establishes clear connections between division-level work and Collegewide priorities. This structure supports focus, coordination and consistent follow-through.

The plan also establishes a common approach to accountability. It defines how progress will be tracked through institutional performance indicators and how results will be reviewed as conditions evolve. Regular cycles of review and reflection create opportunities to respond to evidence, strengthen effective practices and refine areas where progress varies.

The plan further connects the College's future to the future of the region it serves. Tri-C's mission has long emphasized expanding opportunity. Today, that responsibility includes supporting economic mobility across Greater Cleveland. Vision 2030 aligns academic programs, workforce initiatives, student support, and community partnerships with pathways that lead to employment, advancement, and long-term stability. Through this alignment, the College contributes to regional resilience and growth.

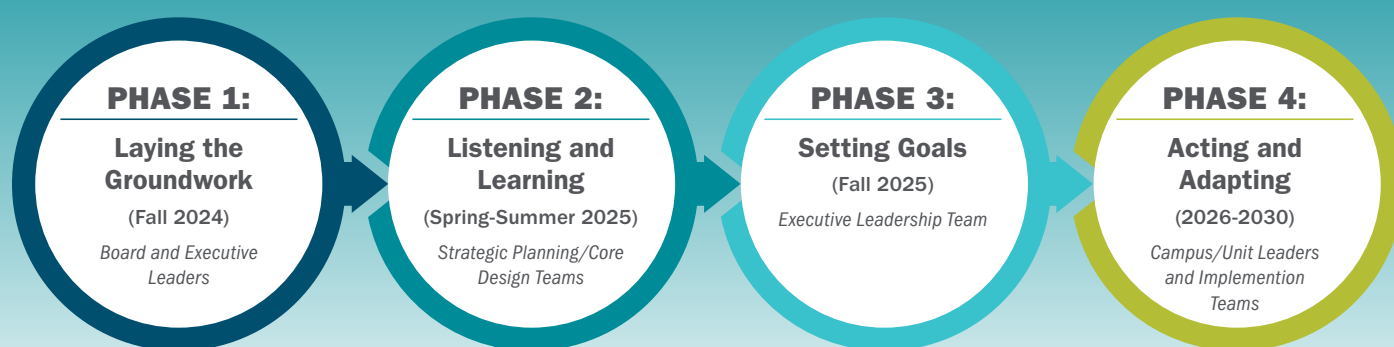
The Vision 2030 Strategic Transformation Plan functions as both a framework and a commitment. It grounds decisions in a shared understanding of purpose, defines how progress will be measured, and sets expectations for action across the institution. The chapters that follow describe the context shaping the plan, the process used to develop it and the Transformation Pillars that guide implementation.

Vision 2030
aligns purpose,
action and
measurable
impact across
the College

SUMMARY OF THE TRANSFORMATION PLANNING PROCESS

The Vision 2030 Strategic Transformation Plan emerged from a deliberate, Collegewide effort to examine how Tri-C organizes its work, measures success and fulfills its responsibility to the region. Beginning in Fall 2024, the planning process was intentionally designed to combine evidence, broad engagement and structured judgment. The goal was not simply to collect input but also to translate lived experience and data into a coherent framework for action.

The work unfolded across four connected phases, each building on the last and reinforcing a shared commitment to learning, alignment and follow-through.



Phase 1: Laying the Groundwork (Fall 2024)

The first phase established the foundation for the transformation process. The Division of Strategy and Impact partnered with Education Design Lab (EDL) to introduce a planning approach centered on experimentation, reflection and continuous improvement. At the same time, the College assembled baseline evidence on enrollment trends, completion outcomes, workforce demand, and student experience to ground future decisions in a shared understanding of current conditions.

Two guiding bodies were formed to support the work. The Core Design Team provided coordination, continuity, and oversight, while the Strategic Planning Team ensured broad representation across divisions,

campuses, faculty, staff, students, and community partners. Together, these groups created conditions for a planning process that was inclusive, disciplined and focused on institutional learning rather than predetermined outcomes.

Phase 2: Listening and Learning (Spring–Summer 2025)

The second phase centered on structured engagement across the College and the community. Twenty-two listening sessions, five surveys, and eight focus groups were conducted with nine stakeholder groups, including students, faculty, staff, alumni, Trustees and external partners. Nearly 800 participants provided more than 8,000 individual comments, observations and suggestions.

The Office of Institutional Progress and Effectiveness systematically reviewed and coded these contributions. Rather than treating the input as a set of isolated opinions, the analysis focused on identifying recurring patterns, tensions and priorities across roles and perspectives. This synthesis revealed seven core themes that consistently described where the College was succeeding, where it was constrained, and where change was most urgently needed.

Through deliberation and professional judgment, these themes were organized into three Transformation Pillars: Activate People and Potential, Align Path and Purpose, and Amplify Community Impact. The pillars reflect not only what participants said but also what the evidence suggested the College must address to strengthen outcomes and sustain relevance.

Phase 3: Setting Goals

(Fall 2025)

The third phase translated insight into direction. The College formally adopted its updated mission, vision and core values, establishing a shared foundation for institutional alignment and performance.

Building on that foundation, the President's Cabinet led the development of a focused set of institutional performance indicators. These indicators define how progress will be measured throughout the Vision 2030 period and reflect both state accountability expectations and the College's broader commitment to economic mobility.

From this framework, each of the College's six divisions, along with the Office of the President, developed divisional goals aligned with Collegewide outcomes. This step connected strategy to operations, ensuring that transformation is not abstract or

centralized but embedded in the work of every division. Human Resources reinforced this alignment by updating evaluation processes to link individual performance goals to the Vision 2030 framework, extending accountability and clarity to every level of the organization.

Phase 4: Acting and Adapting

(2026–2030)

The final phase moves Vision 2030 from design into sustained action. Beginning in Spring 2026, divisions will develop implementation plans that directly advance institutional goals and performance indicators. These plans will specify strategies, milestones, responsible leads and measures of progress, creating a clear line of sight from daily work to Collegewide outcomes.

Throughout the implementation, Tri-C will continue its partnership with Education Design Lab to support design-based experimentation, learning and refinement. Initiatives will be tested, evaluated and improved over time, with successful practices scaled and weaker approaches strengthened or revised. Progress will be monitored through institutional dashboards and regular review cycles that promote transparency, accountability and shared learning.

Taken together, these four phases reflect a shift in how the College approaches planning itself. Vision 2030 establishes a disciplined way of listening, deciding, acting and adjusting — ensuring that the College remains responsive to evidence, grounded in its mission and focused on delivering measurable results for students and the region.

THE ADAPTIVE DESIGN FRAMEWORK

The Vision 2030 Strategic Transformation Plan is grounded in an adaptive design framework that reflects a fundamental shift in how Tri-C approaches planning and improvement. Rather than relying on static, multi-year plans that assume stable conditions, the College has adopted a model that treats change as continuous and learning as essential. This framework recognizes that transformation is not achieved through a single decision or document but through sustained cycles of action, evidence and adjustment.

Adaptive design provides a clear structure for how the College will move from insight to execution. This work is guided by a design framework focused on making skills visible, embedding work-based learning, ensuring equitable access to supports, building stackable pathways and offering flexible learning options. It organizes work into intentional phases, sets expectations for review and reflection, and creates mechanisms for incorporating new information as conditions evolve. Within this framework, planning is not separated from doing. Decisions are informed by evidence, tested through implementation and refined through evaluation. What proves effective is strengthened and scaled; what falls short is examined and improved.

A central principle of adaptive design is disciplined learning. The College will regularly assess its progress using agreed-upon performance indicators and qualitative feedback from students, employees and partners. These reviews are not punitive or retrospective — they are forward-looking and practical. Their purpose is to understand what is working, why it is working, and how it can be extended. Equally important, they help the College identify barriers early and respond before small challenges become structural problems.

Leadership within the adaptive design framework is shared and clearly defined. The Division of Strategy and Impact coordinates the overall process, ensuring alignment across divisions and consistency in methods. Institutional Research supports the work by providing timely, reliable data that inform decisions at every stage. Divisional leaders are responsible for translating Collegewide goals into operational strategies and for monitoring progress within their areas. Together, these roles create a system that distributes responsibility while maintaining clear accountability.

Engagement and transparency are essential to the framework's success. Adaptive design depends on the active participation of faculty, staff and students who are closest to the work and most aware of where improvement is needed. Feedback is gathered through structured listening, operational review and routine communication. Progress and findings are shared openly through dashboards, reports and Collegewide updates, ensuring trust and reinforcing that learning is a shared responsibility.

Most importantly, the adaptive design framework establishes a rhythm for how the College will operate with time. Rather than episodic planning followed by long periods of execution without reflection, Vision 2030 introduces an ongoing cycle of setting direction, acting, reviewing results and adjusting course. This rhythm allows Tri-C to remain focused on long-term outcomes while staying responsive to immediate conditions.

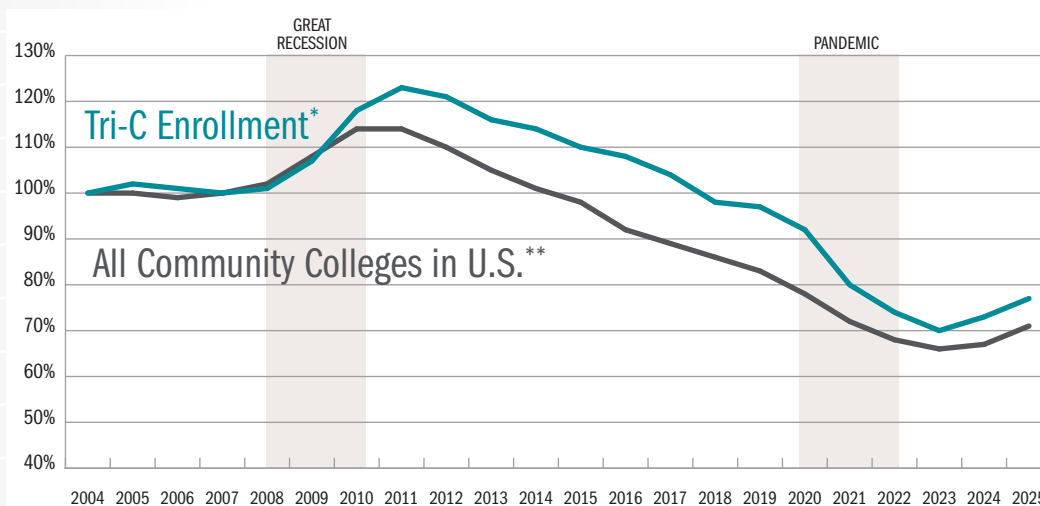
Through adaptive design, planning becomes a living practice rather than a one-time event. It ensures that Vision 2030 is not simply a statement of intent but also a disciplined approach to institutional improvement — one that enables the College to learn continuously, align its efforts and deliver measurable results for students and the communities it serves.

Adaptive design drives continuous learning

CUYAHOGA COMMUNITY COLLEGE: CONTEXT FOR TRANSFORMATION CONT.

Tri-C's transformation begins from a place of urgency and opportunity. Since 2011, community college enrollment nationwide has declined, and Tri-C's own enrollment has dropped by roughly 40%. Demographic projections show a shrinking and aging population in Cuyahoga County, with steep declines in residents ages 15 to 34, the traditional college-going population. At the same time, labor markets have shifted toward skills-based hiring, automation and AI-driven restructuring of entry-level work.

Enrollment: Tri-C and the National Average



Source: Cuyahoga Community College, Office of Institutional Research

*Credit enrollment only

Fewer traditional-age students are entering the system, while the proportion of older adults continues to grow. This change is not a temporary fluctuation but a structural realignment that reshapes both the demand for education and the forms that education must take. For much of the College's history, access and enrollment were anchored in first-time, full-time students progressing through relatively linear academic paths. Increasingly, the future of access will depend on serving learners whose educational journeys are episodic, overlapping with work and family responsibilities and extending across decades rather than years.

An older population comes with different expectations and constraints. Adult learners are more likely to arrive with prior college credit, workforce experience and clearly defined goals tied to employment or advancement. They are less able to accommodate rigid schedules, excess credit requirements or prolonged time to completion. For these learners, education must be modular, flexible and efficient, allowing them to acquire new skills, credentials and qualifications without unnecessary friction or losing momentum. Institutions that remain oriented primarily toward traditional-age enrollment risk misalignment with the very population most likely to seek education in the years ahead.

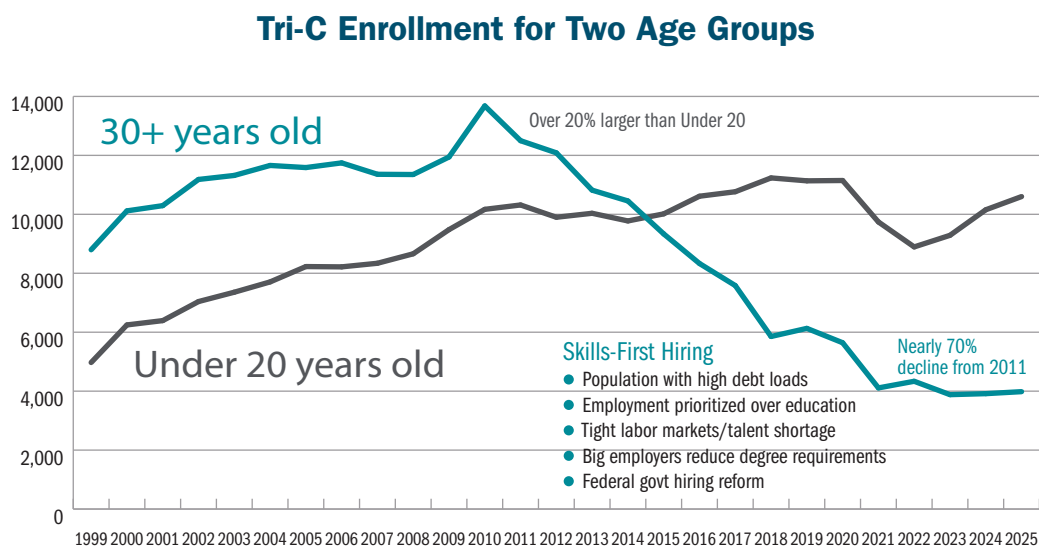
CUYAHOGA COMMUNITY COLLEGE: CONTEXT FOR TRANSFORMATION CONT.

These demographic realities coincide with equally significant shifts in how labor markets define value. Employers increasingly prioritize demonstrated skills, adaptability and applied experience over credentials alone. Hiring and advancement decisions are shaped by what individuals can do, how quickly they can learn, and how effectively they can adapt to evolving roles. As a result, shorter learning cycles, stackable credentials, and clear connections between education and work have become central features of economic participation rather than supplemental options.

Automation and artificial intelligence intensify this shift. Entry-level roles that once provided stable footholds into the workforce are being reconfigured or eliminated, raising the skill threshold required for economic entry and mobility. At the same time, new roles are emerging that demand continual upskilling rather than one-time preparation. In this environment, learning is no longer confined to a single life stage. Continuous education has moved from the margins of the economy to its center, shaping who can remain competitive, resilient and economically secure.

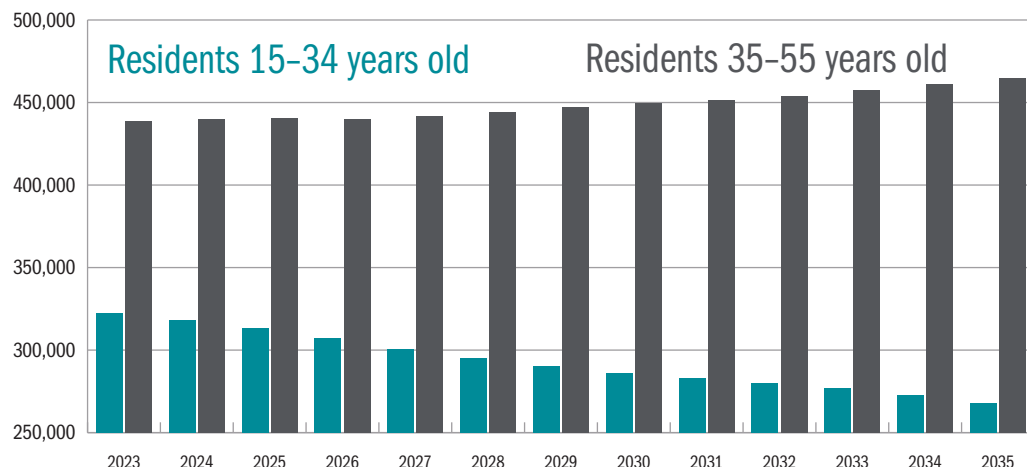
Together, these trends redefine what it means for a community college’s mission. Success can no longer be measured primarily by initial enrollment or single-credential completion. It must also be assessed by how effectively the institution supports reentry, advancement and persistence across multiple learning engagements over a working lifetime. For Tri-C, this context underscores the need to design pathways that recognize prior learning, connect short-term credentials to longer-term opportunities, and align education tightly with the evolving realities of work.

As a countywide institution with broad reach and public trust, Tri-C is positioned to serve as the region’s primary platform for lifelong learning. Responding effectively will require intentional redesign of pathways, supports and credentials so education remains a reliable engine of mobility in a changing demographic and economic landscape.



Source: Cuyahoga Community College, Office of Institutional Research

Cuyahoga County Population Forecasts by Age Group



Source: Cuyahoga Community College, Office of Institutional Research

The population forecast does not signal decline so much as transition. It shows that the College's future success will depend less on growth in headcount and more on depth of engagement, persistence across multiple enrollments and its ability to support learners at many points in their lives. Vision 2030 responds to this reality by aligning the College's structures, programs and supports with the demographic future already taking shape in Cuyahoga County.

What These Conditions Require of the College

Taken together, these demographic and economic forces place new demands on institutions like Tri-C. The traditional model of community college education — organized primarily around initial entry, time-bound progression and linear completion — no longer aligns with how many residents now live, work and learn. Stability alone is no longer sufficient. Responsiveness, flexibility and clarity of purpose have become central requirements.

For Tri-C, this means expanding its historic commitment to access into a broader responsibility for economic mobility. The College must design learning experiences that accommodate working adults, recognize prior learning, and allow students to move in and out of education without losing momentum. Programs must be clearly connected to employment and advancement, and student support systems must anticipate barriers rather than react to them after progress stalls.

CUYAHOGA COMMUNITY COLLEGE: CONTEXT FOR TRANSFORMATION CONT.

The evidence also underscores the importance of scale and coordination. As a countywide institution with deep community trust, Tri-C is uniquely positioned to respond to these conditions — but only if its efforts are aligned and intentional. Fragmented initiatives and disconnected reforms cannot meet challenges of this magnitude. What is required is a coherent approach that links data, design and problem-solving across the institution.

The data presented in this section does not describe a future problem — it describes current conditions. They signal that the College's success over the next decade will depend on its ability to adapt its structures, pathways and partnerships to serve a population that is older, more diverse in experience, and more dependent on education as a recurring resource rather than a one-time event.

Greater Cleveland is seeking new engines of prosperity in an economy defined by change rather than permanence. Vision 2030 responds to that reality by positioning Tri-C to meet learners where they are, connect education to livelihood, and translate institutional scale into regional impact. The transformation outlined in this plan grows directly from these conditions and from the responsibility that accompanies the College's reach, capacity and public mission.



A COUNTYWIDE INSTITUTION WITH REGIONAL IMPACT

Tri-C operates as a countywide institution designed to serve learners across Greater Cleveland's diverse communities. Over the years, the College has grown in scale and scope in response to regional economic change, shifting workforce needs and the educational goals of residents at different stages of life. Today, Tri-C serves more than 42,000 credit and noncredit learners each year and has supported educational and workforce advancement for more than 1.2 million individuals since its founding.

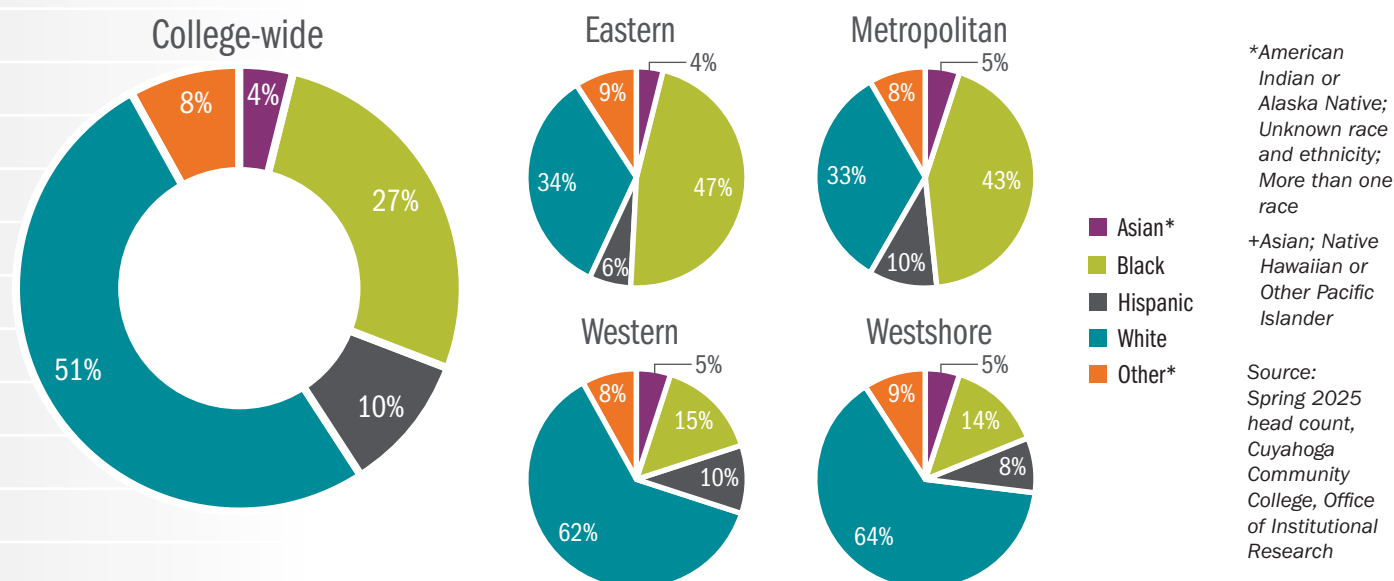
Rather than concentrating services in a single location, the College functions as an integrated system of campuses, workforce centers and specialized instructional facilities distributed across Cuyahoga County. This structure allows Tri-C to deliver comprehensive academic programs, technical training and student support in ways that reflect the geographic and demographic diversity of the region. It also enables the College to respond to local workforce demand.

The county map on page 12 illustrates how this countywide footprint places education within reach of residents throughout the county. Each campus serves as a regional access point, connecting surrounding communities with transfer pathways, career training and lifelong learning opportunities. Taken together, the map highlights Tri-C's role as a single institution operating across multiple communities, expanding access and aligning education with the needs of Northeast Ohio.

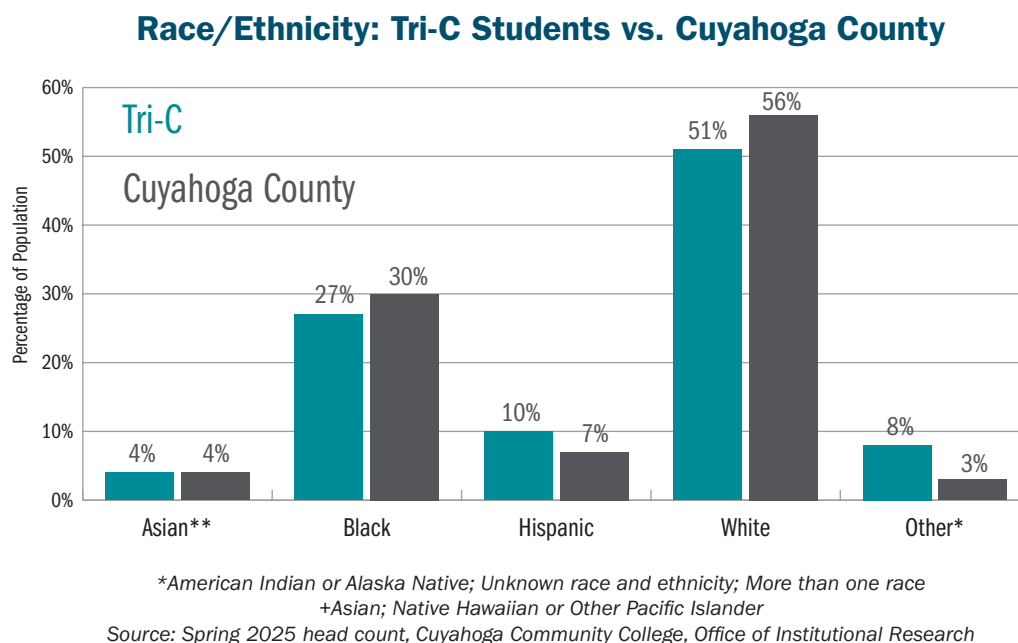
Race and Ethnicity Data

The race and ethnicity charts (see below) provide essential views of who the College serves and how closely Tri-C reflects the communities of Cuyahoga County. It shows that the College's student population is diverse across racial and ethnic groups and, in many respects, mirrors the demographic composition of the region itself. This alignment underscores Tri-C's role as a truly countywide institution — one that serves learners from across neighborhoods, backgrounds and life circumstances.

Tri-C Student Race/Ethnicity



RACE/ETHNICITY: TRI-C STUDENTS VS. CUYAHOGA COUNTY



These charts invite closer attention to how different student groups experience education at Tri-C. Students arrive with varied educational histories, economic pressures and external responsibilities that shape how they navigate coursework, advising and completion. These differences influence persistence, time to credential and the types of support students rely on at different points in their academic journey.

The charts also underscore the limits of uniform approaches to student success. As the student body reflects a wide range of lived experiences, institutional systems must be designed to accommodate different starting points and pathways. Clear program maps, timely guidance, and coordinated support services play an important role in helping students move forward with fewer delays and less confusion. When these structures are well designed, they reduce friction for all students while allowing for multiple patterns of progress.

At the same time, the charts highlight the scale of the College's responsibility. Serving a diverse student population requires attention not only to overall outcomes but also to how consistently students from different backgrounds are able to persist, complete and transition into further education or employment. Differences in outcomes point to areas where systems may not be fully aligned with student needs and where improvement efforts can have the greatest impact.

Student-centered
design improves
access and outcomes

For Vision 2030, the value of these charts lies in what they reveal about institutional design. They point toward transparent pathways, proactive advising and supports that are coordinated across the student experience. They also reinforce the importance of examining how policies, processes and practices affect students differently and refining those systems so opportunities are clear and achievable for every learner.

Seen in this way, the race and ethnicity charts provide a descriptive profile that supports institutional learning. They help the College assess whether its structures are working as intended and whether progress toward completion and economic mobility is broadly shared across the student population. Vision 2030 builds on this understanding by emphasizing continuous improvement grounded in evidence and responsibility to the full community.

Local Industry and Occupation Information

The industry and occupation chart (see below) is more than a snapshot of the regional economy. It helps explain the practical environment in which Tri-C must deliver on its mission. It shows where jobs are concentrated in Greater Cleveland, which sectors are stable, and which occupational areas are expanding or evolving. For the College, this is not simply background context. It is a map of where education creates opportunity and where the region’s demand for skill development is most immediate.

Regional Industry and Occupational Profile

Industry	2023	Major occupational group employment	Percent of total employment (May 2024)	Mean hourly wage (\$) (May 2024)
Health Care and Social Assistance	20.65%	Total, all occupations	100.0	31.12
Manufacturing	8.82%	Management	7.3	60.49
Retail Trade	7.94%	Business and financial operations	6.8	40.53
Accommodation and Food Services	7.66%	Computer and mathematical	2.8	46.38
Educational Services	7.04%	Architecture and engineering	1.6	46.03
Professional, Scientific and Technology	7.01%	Life, physical and social science	0.7	39.77
Administrative and Support Services	6.12%	Community and social service	1.7	28.53
Finance and Insurance	5.67%	Legal	0.9	55.31
Wholesale Trade	5.22%	Educational instruction and library	5.4	31.25
Transportation and Warehousing	5.13%	Arts, design, entertainment, sports and media	1.3	28.24
Management of Companies	3.26%	Health care practitioners and technical	8.2	51.43
Construction	3.26%	Health care support	4.3	18.69
Other Services (except Public Admin.)	2.87%	Protective service	2.6	28.33
Public Administration	2.66%	Food preparation and serving related	8.6	16.36
Arts, Entertainment and Recreation	2.28%	Building and grounds cleaning and maintenance	2.8	17.94
Information	2.26%	Personal care and service	1.8	17.22
Real Estate and Rental and Leasing	1.66%	Sales and related	8.1	24.47
Utilities	0.40%	Office and administrative support	11.7	23.59
Mining, Quarrying and Oil and Gas	0.40%	Farming, fishing and forestry	0.1	20.69
Agriculture, Forestry, Fishing and Hunting	0.03%	Construction and extraction	3.1	31.45
		Installation, maintenance and repair	3.8	29.01
		Production	8.2	23.75
		Transportation and material moving	8.4	22.59

Source: U.S. Census Bureau

Source: U.S. Bureau of Labor Statistics

RACE/ETHNICITY: TRI-C STUDENTS VS. CUYAHOGA COUNTY CONT.

One of the chart's most important messages is that the regional economy is anchored by several large, durable employment sectors — particularly health care, advanced manufacturing and related production fields, logistics and transportation, information technology and public service. These sectors tend to have consistent demand for trained workers, and they often offer clear advancement ladders for individuals who continue building skills. This matters because economic mobility depends not only on securing a first job but also on gaining access to occupations and industries where advancement is realistic, wages grow and credentials can stack into higher-level roles.

The chart also signals that many of the region's most significant opportunities are concentrated in occupations that require more than a general education but less than a four-year degree. This is the space where community colleges have the greatest leverage. It includes roles that rely on applied technical skill, strong foundational math and communication, safety and compliance training and work-based readiness. For Tri-C, the implication is that program design must prioritize clear job alignment, efficient completion and credentials that employers understand and value.

A second message is that industry stability does not mean occupational stability. Even in sectors that remain large, the work inside them is changing. Automation, digital tools and AI-enabled systems are reshaping job tasks across health care, manufacturing, logistics and office-based roles. This means that the College cannot treat workforce alignment as a one-time curricular update. The regional labor market now requires constant refinement of competencies, faster feedback loops with employers, and the ability to update training quickly as job requirements shift.

In many of these sectors, entry roles can provide a foothold, but economic mobility depends on progressing to higher-skill, higher-wage positions through additional learning. This is where stackable credentials become essential. Short-term training must connect cleanly to longer-term pathways so that a student who begins with a rapid credential can return later, build on that progress and advance without repeating coursework or losing time.

Finally, the industry and occupation chart highlights how Tri-C's role extends beyond producing completions. The College is positioned to help the region solve a broader challenge: building a workforce that can adapt as industries evolve. That requires strong employer partnerships, work-based learning opportunities, and programs that combine technical preparation with transferable skills such as problem-solving, teamwork, and communication. It also requires ensuring that students can see the connection between what they are learning and what it enables them to do in the labor market.

For Vision 2030, the significance of this chart is straightforward. It clarifies that economic mobility in Greater Cleveland will depend on how well Tri-C aligns programs and pathways with the region's most significant employment sectors, how quickly the College can respond to evolving skill requirements, and how reliably students can move from learning to work — and from work back into learning — as their careers develop.

Taken together, these visuals describe the conditions that now define both the challenge and the responsibility facing Tri-C. A shrinking pool of traditional-aged students signals that the future of education in the county will be shaped less by first-time entry and more by reentry, reskilling and advancement

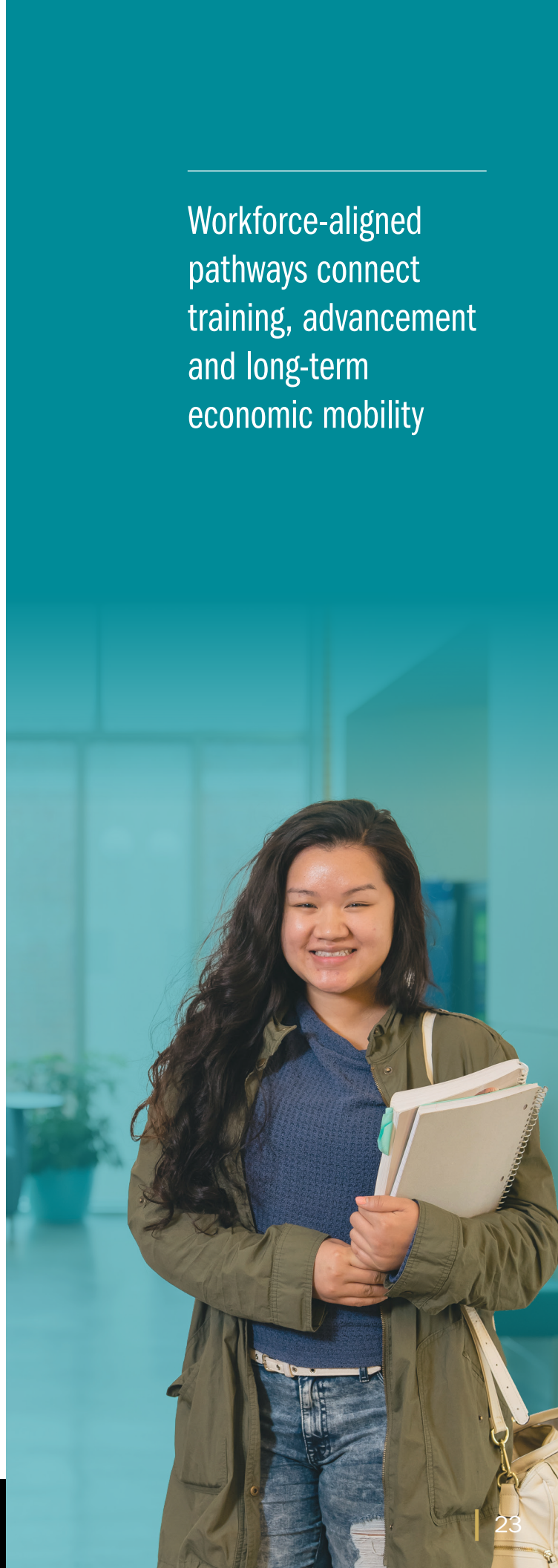
Workforce-aligned pathways connect training, advancement and long-term economic mobility

across longer working lives. At the same time, the regional labor market increasingly demands adaptability — workers who can build new skills, move across roles and respond to changing technologies rather than rely on a single credential earned early in life. These forces reshape not only who the College serves but also how learning must be structured, delivered and sustained over time.

The demographic composition of the student population further reinforces this reality. Learners arrive with varied experiences, responsibilities, and starting points, making it essential that educational pathways are clear, flexible, and keep students moving forward instead of assuming that everyone will progress at the same rate.

Against this backdrop, the visuals also reveal the College's greatest advantage. Tri-C's physical and programmatic scope are broad enough to reach across the county and diverse enough to serve learners at many stages of life and career. Its distributed campuses, workforce partnerships, and range of academic and noncredit offerings create the capacity to respond at scale rather than through isolated programs. When aligned intentionally, these assets allow the College to connect access with completion and completion with opportunity.

This combination of scale, access and alignment positions Tri-C as the region's primary platform for lifelong learning and economic advancement. Vision 2030 builds on this foundation by organizing the College's work around pathways, partnerships and performance rather than enrollment alone. In doing so, it reframes success as the ability to help learners persist, advance and thrive in a regional economy defined by change — and to do so in ways that are reliable, transparent and sustainable.



STRATEGIC TRANSFORMATION OVERVIEW

The sections that follow — Vision, Mission, Core Values and Transformation Pillars — form a single, integrated framework that will guide Tri-C through Vision 2030 planning, implementation and the years ahead. Each element serves a distinct role. Together, they provide a shared foundation for how the College defines success, makes decisions and organizes its work in an environment of continual change.

The vision describes the future Tri-C is helping create. It articulates what success looks like for students, the institution and the region when the College fulfills its public responsibility. The vision offers a long-term point of reference that helps the College remain oriented toward its broader purpose as strategies and conditions evolve.

The mission defines the College's role in advancing that future. It clarifies what Tri-C commits to do each day to translate aspiration into practice. The mission grounds the work of the College in learning, support, and pathways that connect education directly to opportunity, shaping the daily experiences of students, faculty, staff, and partners.

The core values establish how the work will be carried out. They describe the expectations for behavior, trust, and responsibility that guide collaboration and improvement.

As the College undertakes significant change, these values provide continuity by shaping how challenges are addressed and how progress is pursued. They reinforce a shared commitment to working together with integrity and purpose.

The Transformation Pillars organize this intent into action. They connect belief to execution by grouping the College's efforts around a small number of shared

priorities that can be measured, reviewed and refined progressively. The pillars function as enduring organized principles that align strategies, investments and accountability across the institution.

Taken together, these elements create coherence across the College. They guide decisions at every level, including program design, student support, budgeting and partnerships, through a shared understanding of purpose and direction.

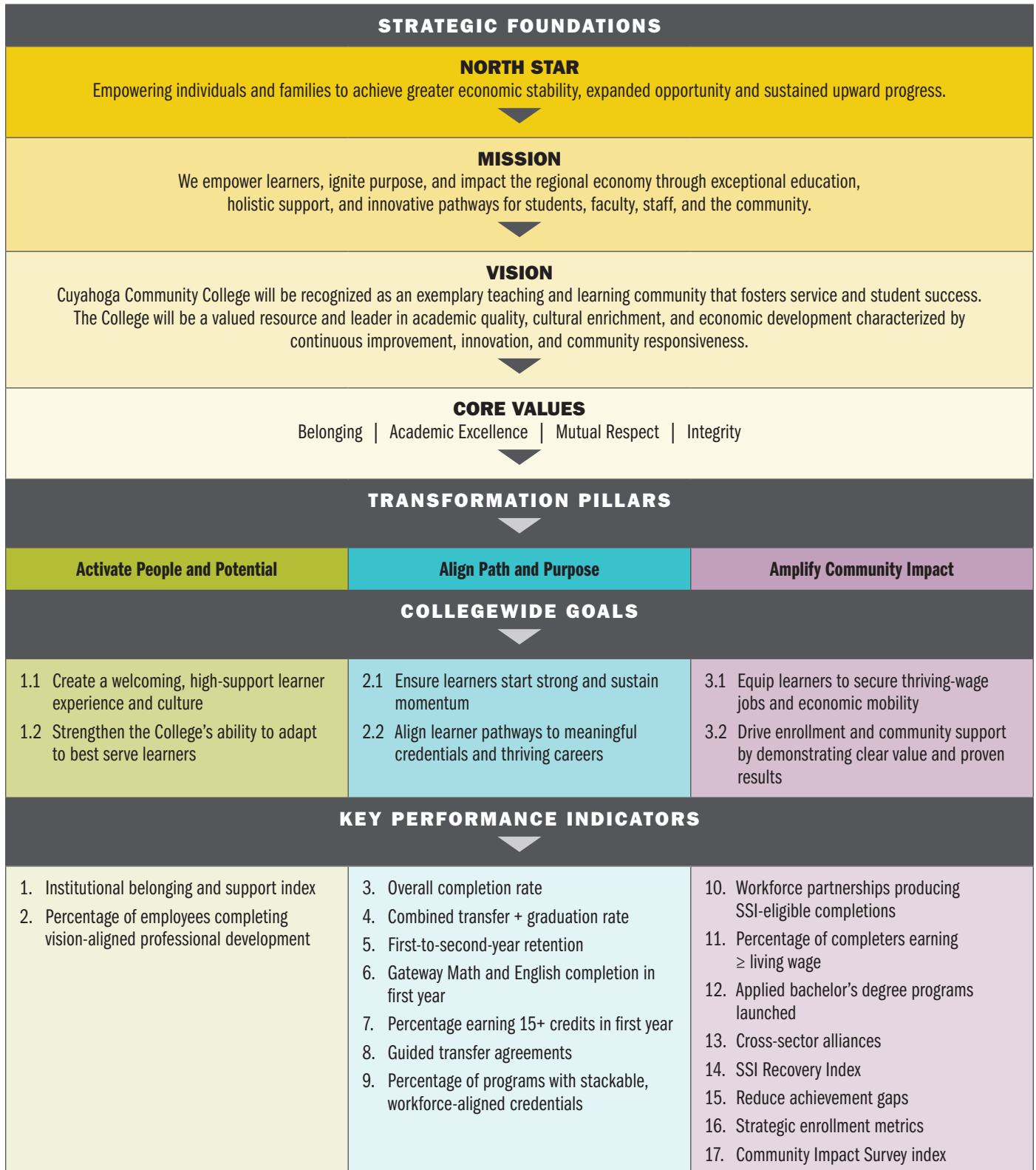
In this way, the vision, mission, values and pillars function as a collective compass for the College. They provide clarity, continuity, and alignment as Tri-C works to strengthen learning, expand opportunity, and fulfill its responsibility to the communities it serves.

The overview graphic below summarizes how the core elements of Vision 2030 fit together as a single, coherent system for action. It shows how the College's North Star — economic and social mobility — is translated into daily work through an aligned set of foundations, priorities and measures.

At the top of the diagram are Tri-C's mission, vision and core values, which establish a shared purpose and guide priorities. The Transformation Pillars organize that purpose into three enduring priorities that structure institutional work across divisions. Collegewide goals clarify what success looks like under each pillar, and key performance indicators define how progress will be assessed and learned from.

This structure is designed to function as both a planning and accountability tool. It provides a clear line of sight from aspiration to execution, ensuring that strategies, operational plans, and investments remain aligned with outcomes that matter most to students, employees, and the communities the College serves.

Vision 2030: Strategic Transformation Overview



TRI-C NORTH STAR: ECONOMIC AND SOCIAL MOBILITY

Economic and social mobility serve as the North Star for Vision 2030 and provide the enduring point of orientation for how the College understands purpose, makes decisions and evaluates progress. While strategies, initiatives and performance measures will continue to evolve in response to evidence and changing conditions, this North Star sets the common goal that all the parts of the structure are working toward.

For Tri-C, economic and social mobility means empowering individuals and families to achieve greater economic stability, expanded opportunity, and sustained upward progress through education that connects learning to meaningful credentials, employment, and advancement within the regional economy. This understanding reflects the College's responsibility to ensure that educational effort translates into tangible and lasting improvement in students' lives and in the well-being of the communities the College serves.

The North Star also affirms that mobility develops over time and across multiple stages of learning and work. It depends on clear pathways, sustained momentum, and credentials that retain value beyond a single point of completion, while also supporting reentry, reskilling, and advancement across longer working lives. In this way, economic and social mobility links individual aspiration with regional resilience and positions the College as a consistent contributor to long-term economic vitality.

By naming economic and social mobility as its North Star, Tri-C grounds Vision 2030 in an outcome that integrates student success, workforce alignment and community impact into a single organizing purpose. Progress under the plan will be indicated by how much learners and communities experience sustained improvement, supported by coherent pathways, reliable support and education that leads to meaningful opportunity.

TRI-C MISSION

The mission defines how Tri-C advances its vision in everyday practice.

It clarifies the College's role, responsibilities and commitments, shaping decisions about programs, support services, partnerships and resource use. While the vision sets direction, the mission guides action — providing a consistent foundation for how the College serves learners and the region.

Mission Statement

We empower learners, ignite purpose, and impact the regional economy through exceptional education, holistic support, and innovative pathways for students, faculty, staff, and the community.

This mission emphasizes learning that is connected to opportunity and support that recognizes the full context of students' lives. It reflects the College's responsibility to serve individuals at many stages of education and employment and to design pathways that link education directly to meaningful progress. As Vision 2030 is implemented, the mission will be used to guide priorities, align Collegewide efforts, and ensure that daily work across the institution advances long-term outcomes for students and Greater Cleveland.

TRI-C VISION

The vision sets the long-term direction for Tri-C.

It describes the future the College is committed to helping create and provides a shared point of reference as strategies, programs and conditions evolve. While methods and initiatives may change, the vision remains constant, helping the College stay oriented toward its broader purpose and public responsibility.

Vision Statement

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.

This vision statement affirms Tri-C's aspiration to remain essential to the region it serves. It reflects a commitment to learning that is rigorous and relevant, to service that strengthens community life, and to leadership that responds thoughtfully to change. As Vision 2030 unfolds, the vision serves as a steady guide — anchoring institutional judgment and reminding the College that success is measured not only by institutional performance but also by the lasting value it creates for students and Greater Cleveland.

TRI-C CORE VALUES

The core values define how Tri-C carries out its mission and pursues its vision.

They establish shared expectations for behavior, decision-making and collaboration, particularly during periods of change. As Vision 2030 is implemented, these values provide continuity and clarity, shaping how the College approaches improvement, resolves challenges and works together in service of students and the community.

Values Statement

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.

These values serve as practical guides rather than abstract ideals. They inform how decisions are made, how responsibilities are shared, and how progress is pursued across the institution. A commitment to belonging reinforces the importance of creating environments where all learners and employees can engage fully. Integrity and academic excellence guide the College's standards for teaching, learning and service. The pursuit of individual and institutional goals reflects a shared responsibility for outcomes and continuous improvement.

As the College undertakes transformation through Vision 2030, these values help ensure that change is grounded in trust, professionalism and care for one another. They support a culture in which collaboration is expected, accountability is constructive, and improvement is approached as a collective responsibility. In this way, the core values provide the cultural foundation necessary to sustain progress and align daily work with the College's long-term commitments.

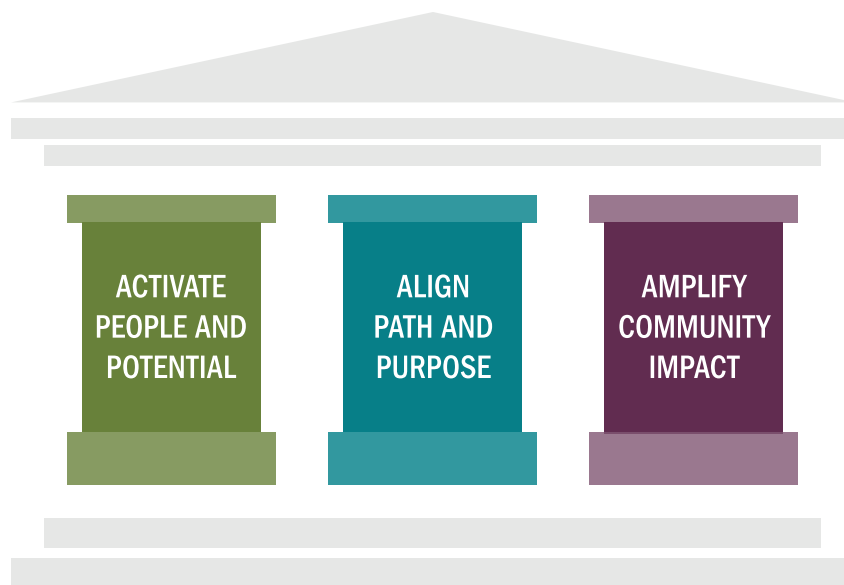
STATEMENT OF COMMITMENT: THE COLLEGE DECLARES THAT

- It will educate students by means of free, open and rigorous intellectual inquiry to seek the truth.
- Its duty is to equip students with the opportunity to develop the intellectual skills needed to reach their own informed conclusions.
- It is committed to not requiring, favoring, disfavoring or prohibiting speech or lawful assembly.
- It is committed to creating a community dedicated to an ethic of civil and free inquiry that respects the autonomy of each member, supports individual capacities for growth, and tolerates the differences in opinion that naturally occur in a public higher education community.
- Its duty is to treat all faculty, staff and students as individuals, to hold them to equal standards and to provide them equality of opportunity with regard to their race, ethnicity, religion, sex, sexual orientation, gender identity or gender expression.





TRANSFORMATION PILLARS: ORGANIZING THE WORK OF VISION 2030



The Transformation Pillars translate Tri-C's vision, mission and values into a clear structure for action. They are the primary way the College organizes priorities, aligns work across divisions, and measures progress throughout the Vision 2030 period. Rather than representing individual strategies or initiatives, the pillars define *how the institution focuses its energy* to produce sustained improvement.

Each pillar addresses a fundamental dimension of the College's responsibility. Together, they form an integrated framework that connects people, pathways and the broader community. Progress under Vision 2030 depends not on advancing one pillar in isolation but on making all three stronger together. Improvements in culture and capability enable better student pathways, clearer pathways increase completion and advancement, and stronger outcomes for students amplify the College's impact on the region.

The pillars serve several practical purposes. They provide a shared language for decision-making, helping leaders and teams assess whether proposed actions align with Collegewide priorities. They guide the development of goals, performance indicators and implementation plans. They also create coherence across the institution by ensuring that improvement efforts are mutually reinforcing rather than fragmented or competing.

Most importantly, the pillars are designed to endure. While specific initiatives, programs and tactics will evolve in response to evidence and changing conditions, the pillars remain constant. They function as a stable framework within which adaptation occurs, allowing the College to learn, adjust and improve without losing direction.

What follows is a description of each pillar and its role in advancing Vision 2030.

Pillar 1: Activate People and Potential

Transformation begins with people. The Activate People and Potential pillar focuses on strengthening the human and organizational capacity required to sustain improvement. The pillar reflects the understanding that lasting progress depends on the engagement, support and confidence of those responsible for carrying the work forward.

This pillar treats culture as a practical asset that shapes everyday behavior and day-to-day decisions. A culture that activates potential is defined by clear expectations, shared responsibilities and individuals' understanding of how their work connects to Collegewide priorities. Such an environment supports coherence across the institution and encourages initiative through clear roles, shared accountability and consistent follow-through. Improvement becomes part of routine practice rather than a separate effort layered onto existing work.

Activate People and Potential emphasizes leadership across all levels of the College. Faculty, staff, managers and administrators each contribute to advancing Vision 2030 through their decisions and actions. The pillar supports leadership practices that emphasize communication, alignment and problem-solving close to the work. It highlights the role of coaching, feedback and timely decisions in supporting steady progress and reducing unnecessary delays.

Professional growth is central to this pillar. As expectations in higher education continue to evolve, the skills and capacities of those who serve students must evolve as well. Activate People and Potential supports

continuous learning across roles, including instructional practice, advising, data literacy and service design. Investment in professional development strengthens the College's ability to respond to change and improve outcomes.

The effective use of evidence is another defining element. Activation depends on transforming information into understanding and using that understanding to guide action. This includes access

to timely and meaningful data, clarity about the most important measures, and consistent use of evidence to support learning and improvement.

Activating people, culture and leadership to sustain continuous institutional improvement

When people can see how their efforts influence outcomes, accountability becomes shared and progress becomes visible.

This pillar also addresses the systems that shape how work is organized and reviewed. Clear priorities, aligned goals and regular review cycles reduce uncertainty and help focus attention on what matters most. By simplifying processes where possible and clarifying expectations, the College supports disciplined execution while creating space for innovation.

Together, these elements position Activate People and Potential as foundational to the College's broader transformation. Progress across pathways, student success, and community impact depends on internal capacity to learn, align, and act consistently. By cultivating a culture grounded in clarity, growth and shared responsibility, Tri-C strengthens its ability to deliver meaningful and lasting results.

TRANSFORMATION PILLARS: ORGANIZING THE WORK OF VISION 2030 CONT.

Pillar 2: Align Path and Purpose

The Align Path and Purpose pillar centers the work of the College on the learner's journey from entry through completion and beyond. The pillar focuses on how academic programs, advising and support systems function together as a coherent experience that helps students move forward with confidence and direction.

Clarity is a central theme of this pillar. Students arrive at Tri-C with varied goals, responsibilities, and starting points, often balancing work, family obligations, and prior educational experience. Align Path and Purpose emphasizes pathways that are understandable from the outset, enabling students to see where they are headed, recognize key milestones, and understand how each step connects to a meaningful outcome. Clear direction supports steady progress by reducing uncertainty and helping students maintain momentum.

This pillar also addresses coherence across academic and support systems. Programs, advising, financial aid, tutoring and career services shape a single student experience and must function in a coordinated way. Align Path and Purpose promotes integrated design so that guidance is timely, support is aligned, and transitions between stages of learning are well coordinated. When systems anticipate student needs, progress is easier to sustain, and interruptions are reduced.

Purpose plays an equally important role. Students are more likely to persist when they understand how their

education connects to their personal and professional goals. This pillar supports early and ongoing integration of career exploration, applied learning and advising that helps students translate coursework into opportunity. By strengthening the connection between learning and future pathways, the College reinforces the value of continued engagement.

Clear pathways and
coordinated support
guide students from
entry to success

Align Path and Purpose also reflects the evolving nature of education and work. Learning increasingly unfolds over time and across multiple stages. This pillar supports pathways that allow students to pause and return without losing progress, build credentials that accumulate, and support advancement across longer working lives. Flexible

scheduling, delivery modalities and credential design help maintain access and relevance for a diverse student population.

Accountability for outcomes is embedded throughout this pillar. Clearly defined pathways make it possible to identify points where students encounter difficulty and where systems can be improved. By using evidence to examine persistence, completion, and transition patterns, the College can refine pathway design, adjust support, and strengthen results.

Together, these efforts support a student experience in which progress is expected, guidance is proactive, and purpose remains visible throughout the journey. By aligning structure, support, and meaning, Tri-C strengthens its ability to help learners complete credentials, advance their careers, and return for continued learning as their goals evolve.

Pillar 3: Amplify Community Impact

The Amplify Community Impact pillar focuses on the College's responsibility to the region. The pillar centers on Tri-C's role in strengthening the economic and civic vitality of Greater Cleveland by translating education into opportunity at scale. It positions the College as a consistent partner, a source of regional capacity and a contributor to long-term community well-being.

Partnership is central to this work. Meaningful impact depends on relationships that are sustained and grounded in shared goals. Amplify Community Impact emphasizes collaboration with employers, school systems, workforce agencies and community organizations to ensure that education aligns with regional needs and remains responsive as conditions change. These partnerships support programs that connect learning directly to opportunity and reflect the realities of the labor market.

Alignment between education and work is another core focus of this pillar. A healthy regional economy requires a workforce that can adapt as industries evolve. Tri-C supports this adaptability by aligning programs with high-demand sectors and ensuring that credentials are relevant, portable and clearly understood by employers. The pillar also emphasizes connections between short-term training and longer-term educational pathways, allowing initial learning to support continued advancement over time.

Scale is an important dimension of the College's role. As a countywide institution with multiple campuses and a broad portfolio of programs, Tri-C has the capacity to respond to regional needs across neighborhoods,

industries and populations. This reach allows the College to support employers across sectors, expand access to education, and contribute to coordinated workforce and economic development efforts. When aligned with regional priorities, this scale strengthens shared progress.

Presence and trust further shape community impact. Sustained engagement depends on consistent follow-through and visible commitment. By maintaining a strong presence throughout the county and aligning resources with local priorities, the College builds confidence among partners and residents. Reliability, demonstrated through long-term commitments and steady delivery, supports enduring relationships and collective action.

Amplify Community Impact also links institutional effectiveness to regional outcomes. Progress is reflected in learners securing and advancing in employment, employers gaining access to skilled talent, and communities experiencing greater stability and opportunity. By orienting its work toward these outcomes, Tri-C reinforces education as a public asset

that supports both individual advancement and regional resilience.

Together, the Transformation Pillars form an integrated framework for action.

Activate People and

Potential strengthens internal capacity, Align Path and Purpose organizes the learner experience, and Amplify Community Impact extends the College's work outward across the region. Through this integrated approach, Vision 2030 supports Tri-C's role as a learning institution, a workforce partner and a steady contributor to Greater Cleveland's long-term vitality.

Partnerships and workforce alignment expand opportunity and drive regional economic impact

FROM FRAMEWORK TO ACTION

Vision 2030 establishes a coherent framework for direction and accountability. The vision clarifies the future the College is committed to helping create. The mission defines how the institution advances that future through its daily work. Core values guide how that work is carried out. The Transformation Pillars organize priorities, and the accompanying goals and performance indicators define how progress will be measured.

With this framework in place, the work of transformation now moves decisively into execution. The focus shifts from defining intent to managing action — aligning resources, coordinating efforts across divisions, and using evidence to guide decisions. This phase of the work will require discipline, consistency and a shared commitment to learning from results.

Implementation under Vision 2030 is designed to be structured and adaptive. Clear goals and measures provide focus, while regular review cycles allow the College to assess progress, address challenges, and refine approaches. Success will depend not on launching new initiatives but on how effectively the institution aligns its existing work to shared priorities and sustains attention to outcomes that matter.

The section that follows describes how Vision 2030 will be put into practice. It outlines how goals and measures will guide planning, how accountability will be shared, and how the College will monitor progress and adapt as conditions change. Together, these elements ensure that Vision 2030 functions not as a static plan but as an active guide for decision-making and improvement across the College.

VISION 2030 GOALS AND MEASURES OF PROGRESS

The Transformation Pillars provide the organizing structure for Vision 2030. To support measurable improvement, the College has defined a focused set of goals, outcomes and key performance indicators aligned to each pillar. Together, these elements clarify how success is defined and how progress will be assessed.

The apparatus below serves multiple functions. It translates the College's vision, mission and values into outcomes that can be observed and evaluated. It also provides a shared reference point for alignment across the institution, helping divisions orient their work toward common goals. In addition, the framework supports accountability by identifying the indicators used to monitor progress, learn from results and guide adjustment.

Each goal describes a desired institutional condition or student experience. The associated outcomes express how that goal should be experienced by students, employees or the community. Key performance indicators help track progress toward those outcomes over time. Some indicators reflect established measures, while others will continue to be refined as the College strengthens its analytic capacity. This approach supports both clarity and continued learning as conditions evolve.

Goals and indicators guide decisions, inform resource alignment, and structure regular review cycles. As evidence becomes available, the College will use this framework to reinforce effective practices and address areas where progress varies.

Through this structure, the Vision 2030 goals and measures of progress connect strategic direction to operational practice. They help ensure that transformation remains grounded in outcomes that matter to students, employees and the communities Tri-C serves.

Pillars/Goals/Outcomes/KPIs

Vision 2030 Pillar	Goal	Outcome	Key Performance Indicators
Activate People and Potential	Goal 1.1 Create a welcoming, high-support learner experience and culture.	Students and employees consistently experience Tri-C as a place of belonging, respect and reliable support.	• Institutional belonging and support index*
Activate People and Potential	Goal 1.2 ability to adapt to best serve learners.	The College routinely learns from evidence and experience and applies that learning to improve student and employee outcomes.	• Percentage of employees completing vision-aligned professional development
Align Path and Purpose	Goal 2.1 Ensure learners start strong and sustain momentum.	Students gain early academic momentum, remain enrolled, and continue progressing toward their goals.	• First-to-second-year retention • Gateway Math and English completion in first year • Percentage earning 15+ credits in first year
Align Path and Purpose	Goal 2.2 Align learner pathways to meaningful credentials and thriving careers	Students complete programs that lead to meaningful credentials or successful transfer, with clear progress from entry through completion.	• Overall completion rate • Combined transfer + graduation rate • Guided transfer agreements • Percentage of programs with stackable, workforce-aligned credentials
Amplify Community Impact	Goal 3.1 Equip learners to secure thriving wage jobs and economic mobility.	Students earn credentials that lead to employment, wage growth and career advancement within the regional economy.	• Workforce partnerships producing SSI-eligible completions • Percentage of completers earning ≥ living wage within one year • Applied bachelor's programs launched • Cross-sector alliances
Amplify Community Impact†	Goal 3.2 Drive enrollment and community support by demonstrating clear value and proven results.	Communities experience Tri-C as a trusted and accountable partner that delivers value and demonstrates responsible stewardship of public resources.	• SSI Recovery Index* • Reduce achievement gaps • Strategic enrollment metrics* • Community Impact Survey Index*

† Collective goals pursue both community impact and system health. *Metrics to be developed.

Cross-Pillar: Inclusive of Pillars I, II, III.

Applies across all pillars, addressing multiple but not necessarily all Collegewide Goals.

IMPLEMENTATION PLANNING

Implementation is the phase in which Vision 2030 becomes part of everyday practice. With a clear framework for direction, priorities and measurement established, the College's focus turns to disciplined execution. This work centers on aligning efforts across divisions, monitoring progress consistently, and making adjustments informed by evidence and experience. The intent is to ensure that strategy supports sustained improvement.

Vision 2030 implementation is organized around the Transformation Pillars and guided by the associated goals and key performance indicators. Together, these elements provide a shared structure for planning and accountability across the institution. Divisions will align their work to common outcomes so that effort, resources and attention remain focused on priorities that matter most.

Division-Level Alignment and Planning

Each division will develop and maintain an implementation plan that links its strategies and actions to one or more Vision 2030 goals and performance indicators. These plans will identify priorities, responsible leads, timelines and measures of progress. This structure provides a clear connection between daily work and Collegewide outcomes.

Division plans function as working guides. They will be revisited and refined as conditions change and evidence becomes available. This approach supports focus while allowing flexibility, helping the College sustain momentum as learning occurs.

Governance, Review and Accountability

Implementation is supported by a consistent governance and review structure. The Division of Strategy and Impact will assist in coordinating Collegewide implementation to maintain alignment across divisions

and consistency in methods, measures and reporting. Institutional Research provides timely and reliable data to support evaluation and learning.

Progress toward Vision 2030 goals is reviewed on a regular cadence. These reviews examine performance trends and surface barriers and inform adjustments. Accountability is shared and constructive, with emphasis on learning and improvement. When progress varies, the College responds by refining design, strengthening support or adjusting priorities.

Using Evidence to Learn and Adapt

Intentional use of evidence is central to Vision 2030 implementation. Performance indicators inform decision-making at all levels of the institution. Dashboards and reports provide visibility into progress and help teams understand how their efforts contribute to shared goals.

Evidence is considered alongside reflection. Implementation reviews incorporate quantitative indicators as well as qualitative insight from students, employees and partners. This combined perspective indicates what is working, how it is working, and where practices can be strengthened.

Transparency and Communication

Implementation emphasizes transparency and communication. Regular updates on progress, challenges and adjustments are shared with the College community, the Board of Trustees and external partners. This approach reinforces trust and supports a shared understanding of how transformation is unfolding.

Clear communication also supports engagement. By making priorities and progress visible, the College enables faculty, staff and students to see how their work contributes to Vision 2030 and how improvement develops.

Eastern Campus



Westshore Campus



Metropolitan Campus



Western Campus



Sustaining the Work Over Time

Vision 2030 implementation is designed to unfold over multiple years, as meaningful change requires persistence. As initiatives mature and new challenges emerge, the College will continue to adapt within the established framework. The Transformation Pillars focus on the goals and indicators that define success, and regular review cycles guide improvement.

Through this approach, implementation becomes part of normal operations. Vision 2030 functions as a guide for decision-making, learning, and accountability that supports alignment, responsiveness, and sustained value for students, employees, and the communities the College serves.

Assumptions and Risk Considerations

The successful execution of Vision 2030 rests on several institutional assumptions. Progress depends on sustained organizational capacity, the ability to manage change without creating fatigue, continued maturation of data and measurement systems, and the College's responsiveness to evolving external conditions.

Variability in any of these areas may influence the pace, sequencing or design of implementation. The framework is intentionally structured to accommodate such uncertainty through recurring review cycles, evidence-informed adjustment and the disciplined refinement of strategies. In this way, risk is treated not as a disruption to planning but as a normal condition of institutional transformation.

Implementation Planning

Vision 2030 establishes the College's strategic direction, organizing priorities and performance framework. Detailed implementation structures, operational sequencing, governance mechanisms and resource alignment strategies will be articulated through a subsequent implementation plan. That plan will translate the Vision 2030 pillars, goals and KPIs into defined initiatives, timelines, accountabilities and decision protocols designed to support coordinated execution across divisions. This approach preserves the strategic stability of the transformation framework while enabling operational precision, flexibility and adjustment as institutional learning accumulates.

CONCLUSION

Vision 2030 represents a deliberate commitment by Tri-C to respond thoughtfully and decisively to the conditions shaping higher education and the regional economy. The plan recognizes that long-term success depends on the College's capacity to learn, adapt and act with clarity over time. In this environment, progress is supported through alignment among people, pathways and partnerships, guided by shared purpose and clear measures of success.

This Strategic Transformation Plan provides a coherent framework for advancing that work. It establishes direction through the College's vision and mission, informs direction and behavior in shared values, organizes priorities through the Transformation Pillars, and defines success through a focused set of goals and performance indicators. Together, these elements create the structure needed to move from aspiration to sustained execution.

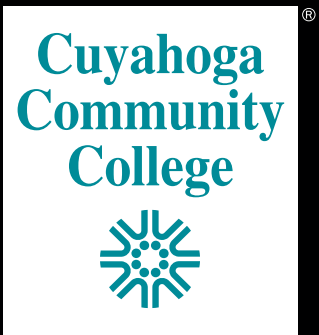
The plan reflects an understanding that meaningful change develops. Progress will be built through consistent attention to outcomes, regular use of evidence and ongoing refinement as learning occurs. Vision 2030 functions as an active guide that supports disciplined execution while allowing the College to respond thoughtfully to changing conditions.

As implementation advances, success will be visible in practical ways. Students will encounter clearer pathways, stronger support and more consistent connections between education and opportunity. Faculty and staff will work within a shared framework that emphasizes clarity, collaboration and continuous improvement. Employers and community partners will experience the College as a dependable contributor to workforce development and regional growth. Across the county, progress will be reflected in stronger persistence, completion and advancement.

Achieving these outcomes requires sustained commitment across the institution. It depends on shared responsibility, transparent accountability and a willingness to learn from experience. Through Vision 2030, Cuyahoga Community College affirms its role as a countywide institution with the capacity and responsibility to lead. By organizing its work around clear priorities and measurable progress, the College strengthens its ability to support the vitality of Greater Cleveland and the aspirations of the learners it serves.







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