Building Momentum:

A Post-Pandemic Refresh of Strategies, Structures and Systems Informing the Academic Plan

PRESIDENTIAL AND DIVISIONAL GOALS
2022-2025

Cuyahoga Community College®

Setting the Context: From the Initial Document

Several factors were considered in setting a framework to drive a presidential agenda that builds institutional momentum and ensures students are opportunity-ready.

This agenda acknowledges the attitude changes toward higher education among potential students, taxpayers and elected officials; the reduced pool of traditional college students; and the ever-changing skill sets required within our region's workforce.

Moreover, as highlighted in the institutional profile provided during the presidential search process, we recognize that changes in how and where students learn require a constant rethinking of pedagogy, andragogy and technological infrastructure.

Lastly, by listening to and learning from colleagues and community members, we discovered we must build a culture of clarity, redesign the student experience and strengthen the value proposition to raise Tri-C's visibility and reputation and achieve the institutional mission.

The following five goals create a framework for institutional momentum. Beneath each presidential goal are goals for the College's three divisions: Access, Learning and Success (AL&S) in purple; Workforce in red; and Administration and Finance (A&F) in green.

Additional Material

The original list of divisional goals was edited down to focus exclusively on goals related to the development and implementation of an academic plan.

Two diagrams are included at the end of this document (Dolence, 2015). These are visual displays of the dimensions of Academic Strategy and a pyramid focused on how the Seven Learner Questions help determine mission, values and strategic position.

Goal 1:
Develop and Drive Strategic Vision (One College 3.0)

1.1 Build an exceptional and inclusive cabinet, developing systems to ensure all employee-oriented decisions and processes align with student success goals. *Supports: Institutional Effectiveness and Scope of Curriculum*

- Strengthen AL&S leadership and divisional partnerships to remove barriers and create a stronger, more collaborative approach to employee and student support.

- Continue emphasizing the importance of workforce education to students, employers and the community.

1.2 Analyze student outcome data at cabinet level to determine priorities leading to student success strategies Collegewide. *Supports: Assessment Models*

- Continue to define and refine Collegewide metrics, using current, predictive and historical data to drive an improved process for student success.

- Establish clear, measurable student success targets that integrate labor market outcomes (e.g., graduate employment and earnings).
    - Support student outcome data analysis with more accurate student placement/tracking data (GradCast).

1.3 Build a highly effective student-oriented culture that supports inclusive excellence. *Supports: Scope of the Curriculum and Curriculum Design Models*

- Implement mandatory checkpoints throughout the students' journey to provide appropriate and equitable academic and personal support that improves success and equity outcomes.

- Extend wraparound services (e.g., tutoring, counseling, transportation, computer labs and recreation) to noncredit and workforce students.

1.4 Develop effective communication plans to facilitate change management. *Supports: Curriculum Design Models*

- Strengthen internal partnerships to prevent course overlap and/or competition.

Goal 2:

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

2.1 Build a culture of inquiry and data through centralized strategy. *Supports: Scope of the Curriculum, Business Models, Assessment Models and Curriculum Design Models*

- Strengthen partnerships with Team NEO, Lightcast and other organizations to obtain the most relevant environmental and career data to inform an academic direction.
- Lead a professional development and strategy formation with the College deans through the Deans Institute.

- Develop a process to evaluate the quality, viability and sustainability of existing programs, and review and refine the process for approving new noncredit certificate programs.
- Continually review the skill gap trends, demographic changes and trajectory to family-sustaining wages.

2.2 Prioritize the execution of comprehensive strategies. *Supports: Business Models and Assessment Models*

- Ensure AL&S priorities and strategies align with those of the president's office and other divisions.
- Use AL&S scorecards to develop, monitor and assess the progress of strategic priorities and projects.

- Establish continuous improvement processes that include developing, aligning, monitoring and assessing progress on strategic priorities and projects.

2.3 Engage in evidence-based student success reforms, designed to improve transfer at scale, support teaching and learning as a priority, and align the programs with the labor market to support Tri-C's diverse student population. *Supports: Scope of the Curriculum, Curriculum Design Models, Schedule Models, Calendar Models, Business Models and Assessment Models*

- Lead and implement evidence-based student success reforms (e.g., creating a new advising system, identifying 21st-century goals within humanities courses and creating mandatory checkpoints to provide individualized support).

- Develop a financial metrics and program analysis process that allows for an evaluation of Tri-C against peer institutions and comparisons between campuses/sites.

2.4 Develop a Collegewide Academic Plan to better inform the Integrated Facilities Plan and Strategic Enrollment Plan. *Supports: Scope of the Curriculum, Curriculum Design Models, Schedule Models, Calendar Models, Business Models and Assessment Models*

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

- Provide workforce noncredit input on planning processes.

- Develop the Integrated Facilities Plan that utilizes data to support and complement the Collegewide Academic Plan and Strategic Enrollment Plan.
- Ensure Capital and Construction projects provide the best possible educational and training environment for students.
- Continue implementing the Collegewide Sustainability Plan.

2.5 Use Lean Six Sigma methodology to analyze and improve enrollment processes. *Supports: Business Models and Assessment Models*

- Lead a Kaizen enrollment process review project and implement proposed outcomes.

- Develop Lean Six Sigma competencies within the Workforce leadership team.

2.6 Prioritize a review of academic advising, personal counseling and career development strategies to improve the student academic experience and address rising mental health concerns. *Supports: Scope of the Curriculum, Curriculum Design Models and Assessment Models*

- Collaborate with nationally recognized experts, including the National Academic Advising Association, to review and create a comprehensive advising system that supports academic and career advising as well as mental health counseling.

- Leverage existing IT systems to support efficient scheduling and appointment management for advising, counseling and other support services.
- Ensure multiple modes of support are available to address mental health concerns.

2.7 Examine and improve support to and success rates of students gaining workforce credentials — degree and nondegree seeking. *Supports: Scope of the Curriculum, Curriculum Design Models, Schedule Models, Calendar Models, Business Models and Assessment Models*

- Collaborate with WCED to create new short-term certificates, embedded certificates and post-degree credentials.
- Develop new programming and seamless pathways between credit and noncredit disciplines.

- Develop additional advanced programming and credentials.
- Develop a communication schedule and performance reports to share at biweekly checkpoints with students experiencing barriers.
- Investigate and integrate additional wraparound services, using equity lens to expand support for workforce students.
- Partner with academic leadership to create new short-term certificates, embedded micro-credentials and post-degree credentials.
- Develop new programming and seamless pathways between credit and noncredit disciplines.

Goal 3:
Ensure Sound Fiscal Environment

3.1 Develop systems to ensure that all College resources — financial, informational and those accessed through external partnerships — align with the Tri-C mission. *Supports: Business Models*

- Utilize a division-wide approach to managing financial resources that ensures alignment with strategic goals while maximizing efficiencies and eliminating redundancy.
- Partner with A&F to plan several years of strategic priorities, student programs, etc., in relation to the overall operating budget.

- Continue pursuing partnerships that create innovative revenue streams, including customized training and revenue-sharing arrangements.

- Provide access to high-quality, affordable course materials.

Goal 4:
Increase College Visibility

4.1 Build deep, mutually beneficial relationships with diverse partners, including employers, K-12 schools, four-year universities and political players. *Supports: Scope of the Curriculum, Curriculum Design Models, Assessment Models and Business Models*

- Strengthen K-12 and university partnerships to create seamless transitions and maximize academic and financial support for successful matriculation from K-12 to Tri-C to a four-year institution.
- Expand partnerships within the community (beyond Tri-C Access Centers) to increase awareness and build new enrollment opportunities.

- Create opportunities at scale for K-12 superintendents, teachers, guidance counselors and other staff to visit Tri-C campuses and learn about the College's programs and services.
- Conduct targeted outreach to maintain and expand relationships with growing employers and in growing sectors throughout Northeast Ohio.
- Convene industry leaders and other critical partners for a scaled regional impact.

- Increase engagement with diverse vendors and suppliers through implementation of the Economic Inclusion Plan.
- Develop Joint Use Agreements with community partners in service of Tri-C and student success.
- Explore prospective relationships with four-year universities through co-located campus arrangements.
- Continue developing engagement with K-12 schools, including opportunities for greater collaboration and partnership with the Cleveland Municipal School District (CMSD).
- Expand mutually beneficial relationships with community partners that support specific student populations (LGBTQ+, refugee/displaced students, students of color).

4.2 Communicate knowledge of core student success strategies for leading internal transformational change and external partnerships with K-12 schools, universities, community-based organizations and employers. *Supports: Scope of the Curriculum, Curriculum Design Models, Assessment Models and Business Models*

- Utilize best practices and research from nationally recognized community colleges to propose and implement the new "school" model approach to academic programs at Tri-C, realigning leadership and faculty for an improved student experience, a more collaborative and effective Collegewide schedule and greater staff and financial efficiencies.

- Continue to serve and expand representation in groups and on committees that support and advocate for the Tri-C mission.

4.3 Enhance awareness of Tri-C as a driver and leading voice on economic and social mobility in Northeast Ohio. *Supports: Scope of the Curriculum, Curriculum Design Models, Assessment Models and Business Models*

- Expand alignment of and partnerships with key regional organizations like Cleveland State University, the Ohio Association of Community Colleges, Team NEO, CMSD, the Greater Cleveland Partnership and others to promote value proposition of the community college workforce and credit education to students, industry, business and government and to support our equity and transfer agenda.

- Establish mobile workforce offices to increase the visibility of workforce programming at each campus and within the community.
- Work with local business and industry leaders to align and update career pathways that help build a pipeline of skilled workers to meet regional demands.

- Contribute to the region's health and well-being through the annual Combined Campaign.
- Effect positive change within the Tri-C community through the Stand for Racial Justice alliance.

Goal 5:

Further Enhance Fundraising Support

5.1 Secure additional commitments from College supporters by effectively communicating The realities of the post-pandemic environment with transparency and candor. *Supports: Business Models*

- Work with the College leadership to effectively communicate institutional and student needs and promote opportunities for collaboration with external partners, stakeholders and donors.

- Provide connection points and help develop new relationships between the Cuyahoga Community College Foundation and College vendors to support philanthropic endeavors.
- Ensure the continued availability of institutional funds to support resource development initiatives.

5.2 Strategically allocate and raise funds to support key student success goals. *Supports: Business Models*

- Inform and collaborate with the Foundation to identify priority needs for external funding that align with the Collegewide Academic Plan and promote student success.

- Continue partnering with the Foundation to identify key priorities, including barrier removal, and develop innovative initiatives to support student success.
- Continue engaging in regional funding collaborations that identify and pursue grant opportunities that support workforce programming.

Academic Strategy Illustrated

Seven Learner Centered Questions

What are the demographics of the learners an institution seeks to serve?

What objectives do those learners seek to achieve? What objectives must be delivered to be credible in the marketplace?

What learning opportunities are available from the global learning enviornment?

What teaching and learning methods are available to help specific learners, seeking specific objectives, within a competetive learning marketplace achieve their intended learning outcomes?

What is the overall curriculum architecture of the institution being evaluated?

What is the configuration of specific programmatic curriculum?

What learner services are necessary to enable a learning to successfully complete the selected curriculum?

Strategy

Vision

Strategic Position

Role

Mission

Sphere

MGDA