Saving students time and money by reducing credits students earn for
degree by 7%. This helped LCCC's graduation rates improve by 138%.

if your dreams don't scare you they're not big enough

197%
LCCC conferred highest number of degrees and certificates in 2017-18 at 2,111, a 79% increase since 2011.
LCCC’s Cafeteria Model
(What we looked like in 2012)

- Student applies
- Assesses & enrolls in upper level DE English
- Assesses & delays enrolling in DE Basic Algebra
  - 4 course sequence to college level
- May meet briefly w/Advisor for registration
  - not required
- No major defined
  - declares AA to get Financial Aid
- Struggles in DE math
- Repeats basic Algebra before enrolling in Intermediate Algebra
- Repeats Intermediate Algebra
- Self-advises & registers for career/technical courses
  - they will not transfer
- After 2+ years of taking scattered coursework, checks in with Advisor
- Hasn’t taken economics or accounting or appropriate math
  - needs 30 more hours
- More wasted time and money
- Student drops out before completing
There is only a 6.3% chance for Lorain children raised in bottom fifth of income levels to rise to the top fifth.
# National & State Poverty Rate Context

**2014 Census.Gov**

<table>
<thead>
<tr>
<th></th>
<th>National Poverty Rate: 15.5%</th>
<th>Ohio Poverty Rate: 15.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Persons in Poverty %</strong></td>
<td>Median Household Income</td>
<td>Bachelor's Degree or Higher</td>
</tr>
<tr>
<td>Avon Lake</td>
<td>4.6</td>
<td>$</td>
</tr>
<tr>
<td>Avon</td>
<td>5.1</td>
<td>$</td>
</tr>
<tr>
<td>Lorain</td>
<td>28.2</td>
<td>$</td>
</tr>
<tr>
<td>Elyria</td>
<td>20.3</td>
<td>$</td>
</tr>
</tbody>
</table>

“Seven out of ten jobs today require some kind of training beyond high school – a certificate, occupational credential, or degree.”

*(Philanthropy Roundtable)*

“Short-term credentials, such as two-year degrees and technical certificates, can be worth more than bachelor’s degrees in early years.”

*(The PEW Charitable Trusts)*
The Status Quo is No Longer Acceptable

Redesigning America’s Community Colleges

Thomas R. Bailey
Shanna Smith Jaggars
Davis Jenkins

A CLEARER PATH TO STUDENT SUCCESS
The proportion of community college students completing community college and earning a credential has not changed

- Every college is perfectly designed to produce precisely the results it is currently getting
- Problems of scale
  - Pilots cannot be scaled
- Challenges in institutional transformation
  - Institutions not prepared to restructure
- Demographic and economic changes
  - Declining enrollment and declining state appropriation
- Culture change vital to implementation and sustainability
  - Culture trumps strategy every time
What are Guided Pathways?

Highly structured student experiences that encourage completion by:

• Establishing clear roadmaps to students’ end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement

• Incorporating intake processes that help students clarify goals for college and careers

• Offering on-ramps to programs of study designed to facilitate access for students with developmental education needs

• Embedding advising, progress tracking, feedback, and support throughout a student’s educational journey

Jenkins & Choo, 2014; Bailey, Jaggers, & Jenkins, 2015
Based on Design Principles

- Redesign pays attention to the entire student experience, rather than to just one segment of it (such as developmental education or the intake process).
- A framework or general model that helps unify a variety of reform elements around the central goal of helping students choose, enter, and complete a program of study aligned with students’ goals for employment and further education.
- The redesign process starts with student end goals for careers and further education in mind and “backward maps” programs and supports to ensure that students are prepared to thrive in employment and education at the next level.
Rethinking Teaching and Learning

**From:**
- Gen ed learning outcomes
- Generic gen eds
- In-class learning
- Student transcripts

**To:**
- Meta-major learning outcomes
- Contextualized gen eds
- Curricular + co-curricular learning
- Portfolios
Major Decisions Along the Path

- What are my career options?
- Which college offers programs in my field of interest?
- How much will it cost and how will I pay?

- What are my program options?
- What are program requirements?
- Which program is a good fit?
- What will I take?
- Will credits transfer?
- How much time and money to finish?
- What if I change my mind about a major?

- Am I making progress?
- How do I get related work experience?
- What if I want to change majors?
- What if I am struggling academically?
- How much time and money to complete?
- How do I balance my other obligations?

- How do I transfer?
- How do I get a job in my field of interest?
LCCC’s Approach to Guided Pathways
Chartered in 1963
Elyria, OH campus opened 1966
20 Minutes West of Cleveland
Diverse County—Suburban, Urban and Rural
Population mirrors county composition
15,000 LCCC Students
3,000 University Partnership Students
70% Part-time Students
30% Full-time Students
69% Receive Financial Aid/Scholarships
40% Pell eligible
In county tuition $118.34 per credit hour
Accredited by the Higher Learning Commission
Shift from Access to Access & Success

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Achieving the Dream</td>
</tr>
<tr>
<td>2011</td>
<td>Completion by Design Ohio Cadre</td>
</tr>
<tr>
<td>2014</td>
<td>100% Performance Funding</td>
</tr>
<tr>
<td>2015</td>
<td>ATD Leader College</td>
</tr>
<tr>
<td>2016</td>
<td>Frontier Set Network</td>
</tr>
</tbody>
</table>
LCCC Guided Pathways: Current Model

Current Model
Incremental after 2012-13

- Student applies
- Student is contacted & given info to prepare for next steps in the process
- Student attends mandatory orientation including completion of College Student Inventory
- Attends Mandatory meeting with Advisor
- Career discussion (referral if needed)
- Non-cognitive factors from CSI discussed along with assessment results
- Interventions for possible issues are identified early & acted upon
- Advisor & student map out courses together for current term & map out plan for future based on major & transfer institution
- Advisor remains with student throughout career (academic knowledge, support, & encouragement)
- Frequent advisor check-ins are encouraged & welcomed
- Student places in accelerated DE courses reducing the “leaky pipeline” to completion
- Advisor tools (Inspire for Advisor) informs caseload of student progression or warning when help is needed most
- Positive nudges from Advisor along the way
- More students progress through DE and complete their program
LCCC’s Approach to Student Success under the Umbrella of Guided Pathways

- Vision 2020
- Engagement of campus and community
  - Evidence based approach
- Policy & Procedures Overview (in-depth)
- Developmental Education Redesign
- Program & Careers Pathways
  - Exploratory Majors
  - Program Majors
- Career Services throughout the Student Experience
- Pathways for dual-enrolled students
- Academic Advising Redesign
- Additional Initiatives
Aligning our Vision & Priorities with Student Success
1. Drive Student Completion for Academic and Career Success

2. Lead Talent Development While Accelerating Business and Job Growth

3. Inspire Community Engagement, Connectivity, Diversity and Wellness
Priority 1: Drive Student Completion for Academic and Career Success

- Reduce Time and Cost to Completion
- Coach *Every* Student for Success
- Improve College Readiness
- Enhance Student Learning
- Develop Structured Pathways to In-Demand Careers and Employers
- Engage More Adult Learners
- Close Achievement Gaps of Under-Resourced Learners

VISION 2020
Engaging the Campus
Engagement – Frequent & Ongoing

- Evidence-Based Approach
- Leveraged Existing Forums
  - Faculty Senate Meetings
  - Division Meetings
  - Student Completion Council Meetings
  - Faculty Brown Bag Meetings (Fall & Spring)
  - Student Senate Meeting
  - President’s Forum for Students
- Operations Council Updates
- Board of Trustee Updates
Engagement Process

Round I: Raising Consciousness

Purpose:
- Familiarity with Loss-Momentum Framework
- Share & process CCRC data analysis
- Identify challenges at the point of Connection, Entry, Progress, Completion

Round II: Working Through (Deliberation)

Purpose:
- Share key themes from Round I (so people know they have been heard)
- Identify conflicting values, tensions, consider tradeoffs
- Weigh options and choices to improve student success
- Start moving toward common ground

Round III: Finding Further Common Ground

Purpose:
- Share key themes from Round II
- Identify further solutions related to student success
- Begin prioritizing strategies or interventions for student success (including low hanging fruit)
- Start identifying interventions or strategies we can take to scale (i.e., transformative)
Student Focus Groups

- 8 formal focus groups with students (conducted outside the classroom)
- Themes:
  - College perceived as “overwhelming”
  - Students believe they have to “fend” for themselves to start
  - Lack of faith in placement test
  - Frustration with financial aid process
  - Students feel “tossed” from office to office
  - See multiple advisors and express dissatisfaction
  - Students lack knowledge of career options
Mapping Process for Program and Career Pathways
How We Began

• Transfer & Applied Team charged with investigating guided pathways and meta-majors (2014-15)
  – Subgroup of LCCC’s Student Completion Council (formerly Core Completion Team)
  – 12 meetings held during AY to process and move work forward

• Davis Jenkins’ work with T&A team in November 2014 was important in setting the framework and why it was important – best practice & evidence-based

• Identification of Program & Career Pathways (meta majors) by T&A Team
Significance and Intended Impact

• Increase student success and academic achievement for undecided students by providing them structure while exploring program areas
  – Reduce wasted credits
  – Increase term to term persistence
  – Increase number of graduates
  – Save precious Pell grant dollars
  – Reduce student loan debt
  – Reduce number of defaulters
  – Maximize performance funding

• Equity
  – Close the college completion achievement gap of under-served students

• Social Responsibility
  – Responsible for more than just enrolling students and watching them fail
META-MAJORS: DESIGN PRINCIPLES DECISIONS

PLANNING
- College decides to implement meta-majors
  - Goals
  - Cost
  - Assets that support

PROGRAM REVIEW
- Review of scope of program offerings
  - Labor market alignment
  - Aligned general courses
  - Integrating developed
  - Keeping students on mapped pathways

STUDENT INTAKE
- How students place into meta-majors
  - Communicating meta-majors to prospective and entering students
  - Helping students make choices about meta-majors

KICKOFF
- What happens once students choose a meta-major
  - Orientation
  - Advising
  - Career counseling

PROGRESS
- Assessing if meta-majors facilitate improved student persistence and retention
  - Support services
  - Work-based learning
  - Industry-recognized credentials
### Start with the End in Mind: Building Guided Pathways

<table>
<thead>
<tr>
<th>Status Quo</th>
<th>Guided Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little upfront career and college planning</td>
<td>Default program maps</td>
</tr>
<tr>
<td>Requirements confusing; too many choices</td>
<td>&quot;Exploratory&quot; majors for undecided</td>
</tr>
<tr>
<td>Paths unclear, poorly aligned with end goals</td>
<td>Required plans tied to predictable schedules</td>
</tr>
<tr>
<td>Developmental diversion</td>
<td>Integrated academic support for program gatekeeper courses</td>
</tr>
<tr>
<td>Students’ progress not monitored</td>
<td>Progress tracking, feedback and support</td>
</tr>
<tr>
<td>Limited on-going feedback and support</td>
<td>Progress tracking, feedback and support</td>
</tr>
<tr>
<td>Poor alignment with high school</td>
<td>Bridges to college <em>programs</em> from high school, ABE, and other feeders</td>
</tr>
</tbody>
</table>

Source: Jenkins, Davis and Johnstone, Rob. “Start with the End in Mind: Building Guided Pathways to Student Success.” Washington, DC: Presentation at Jobs for the Future’s Student Success Summit, September 2014.
Guiding Principles & Promising Practices

Community College Research Center (CCRC)

Guiding Principles:

• Help students choose a program of study asap.
• Rethink developmental education to help students pass gatekeeper courses in their field of interest.
• Encourage students to earn an associate degree before they transfer.
• Help concentrators complete asap.
• Streamline course requirements; limit electives.
• Redesign programs to increase “stacking” of credentials, including adding major courses to first semester.
• Focus efforts to strengthen completion pathways on largest program “streams.”
Exploratory Majors for Undecided

- Transfer and Applied Team identified categories and mapped all programs
- Originally 20 but narrowed down to 12
  - (based on behavioral economics data – Rob Johnstone)
- LCCC brands as **Program & Career Pathways**
  - Program Major
  - Exploratory Major
- Imbed in LCCC on-line application
  - Provides option for undecided to select exploratory major
    (choice reduced from 130 to 9)
- Students who know what they want can select specific major at application
- Website redesign that links ALL pages regarding career and programs to labor market data in these 9 pathways
Program and Career Pathways **Exploratory Majors** are designed for regularly admitted, degree seeking students who have an associate degree focus in mind but haven’t narrowed it down to a specific major. This affords these students the opportunity to explore in defined areas of study such as Business and Entrepreneurship; Education; Health Wellness and Safety; Science and Math; etc. While in the Exploratory Major, students are required to meet with their Career and Academic Advisement Professional, Student Success Coach or Academic Counselor every semester to ensure proper course selection. Additionally, students are encouraged to engage in career exploration activities either through their Academic Counselor or with a Career Development Specialist in the Counseling and Career Services area. **Students may remain in the Exploratory Major for up to 24 college-level credit hours.** Upon achieving 24 college-level credit hours, the student will then be required to select a specific major.
Do you plan to earn an Associate Degree or Certificate at LCCC?

- Yes
- No

If no:

- I am taking a course(s) at LCCC as a transient student and then returning to my “home” college or university.
- I am taking classes at LCCC and plan to transfer to another college or university to earn my degree. By selecting this choice, you are considered a degree or certificate seeking student at LCCC.
- I am taking a course to renew my license; gain additional CEUs; and/or to improve my personal skills or knowledge.

If you answered yes:

Do you know which degree or certificate you want to earn at LCCC or would you prefer to choose a Program and Career Pathway and select a specific major later with help from a Career and Academic Advisor?

- Choose my Program and Career Pathway Exploratory Major (view list)
- Choose my Program and Career Pathway Program Major (view list)
Outreach Plan for Students in Exploratory Majors

• Marketing campaign highlights campus resources for career coaching, advising, and counseling
• Implement electronic version of career management plan (ABCs of Career Success)
• Career Information sessions specific to Career Pathways (i.e., “I Want To Work in Healthcare”)
• Career Pathways Employer Site visits
• Career Decision workshops
• Career Services working in collaboration with assigned advisor
### Action Project: Improving Student Success for Undecided Students through Career Pathways

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline Data</th>
<th>Performance Target</th>
</tr>
</thead>
</table>
| Increase in student term completion rates (all college level credits successfully completed to all credit hours attempted during the first term attended) | New Students Enrolled (Dashboard - institutional, credit milestones) 73% - 2014 | Increase over prior year new students  
  • 75% - Fall 2017  
  • 77% - Fall 2018 |
| Increase in fall to fall persistence                                  | New Students Enrolled (OACC data) 56.7% - FY 2012 Cohort                     | Increase over FY 2012 students  
  • 58.7% - Fall 2017  
  • 60.7% - Fall 2018 |
| Increase in percent of all new students earning 12 college credits by the end of their first year | New students Enrolled (Dashboard – institutional, milestones, 12 credits earned year 1) 28% - 3 year average 2012, 2013, 2014 | Increase over three year average (2012, 13, & 14)  
  • 30% - AY 2016 -2017  
  • 32% - AY 2017-2018 |
| Increase in percent of all new students earning 24 college credits by the end of their 2nd year | New Students Enrolled (Dashboard-institutional, milestones, 24 credits earned year 2 – includes Ds) 22% - 2013 | Increase over 2013  
  • 25% - AY 2017-2018 |
| Increase in percentage of full time students earning Associates Degree in three years | Full Time Cohort Students (OACC Progress & Completion Report) 8% - 2012 Full Time Cohort | Increase over 2012 Full Time Cohort Students  
  • 11% - AY 2018-2019 |
Default Program Maps

- T&A Co-chairs (all faculty) held work sessions to identify common courses
  - Pivot tables used to find common courses among all programs
  - Gap analysis of LCCC programs with the labor market outlook
  - Created spreadsheets by program of clustered common courses
  - Used flip charts to begin flowcharting common courses
- Met with Program Coordinators with flowchart info (2014-15)
  - Changes made based on new info and feedback from coordinators
  - Student focused approach to changes
  - Widely accepted by coordinators
  - 75% of coordinator meetings completed – remainder Fall 2015
- 2015-16 focus on default pathways
  - Faculty involvement paramount
  - Large # open-ended electives pared down to a few choices
  - As meta major narrows down to path, programs coordinators will need to be involved in decisions
Take any of these 7 courses and they will fit into any of the 12 Business Programs (Majors)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 151</td>
<td>Accounting</td>
</tr>
<tr>
<td>CISS 121</td>
<td>Administrative Office Information Systems</td>
</tr>
<tr>
<td>CMMC 151</td>
<td>Business Administration - Entrepreneurship Major</td>
</tr>
<tr>
<td>ENGL 161</td>
<td>Business Administration - Financial Services</td>
</tr>
<tr>
<td>ENGL 162</td>
<td>Business Administration - Human Resource Management Major</td>
</tr>
<tr>
<td>MTHM 151</td>
<td>Business Administration - Management Major</td>
</tr>
<tr>
<td>SDEV 101</td>
<td>Business Administration - Marketing Major</td>
</tr>
<tr>
<td></td>
<td>Business Administration -- Supply Chain Management</td>
</tr>
</tbody>
</table>

12 Business Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>AAB 0011</td>
</tr>
<tr>
<td>Administrative Office Information Systems</td>
<td>AAB 0209</td>
</tr>
<tr>
<td>Business Administration - Entrepreneurship Major</td>
<td>AAB 0224</td>
</tr>
<tr>
<td>Business Administration - Financial Services</td>
<td>AAB 0018</td>
</tr>
<tr>
<td>Business Administration - Human Resource Management Major</td>
<td>AAB 0229</td>
</tr>
<tr>
<td>Business Administration - Management Major</td>
<td>AAB 0227</td>
</tr>
<tr>
<td>Business Administration - Marketing Major</td>
<td>AAB 0226</td>
</tr>
<tr>
<td>Business Administration -- Supply Chain Management</td>
<td>AAB 0208</td>
</tr>
<tr>
<td>Computer Information Systems - Mobile Device Application Development</td>
<td>AAB 6639</td>
</tr>
<tr>
<td>Computer Information Systems - Network Communications Technology Major</td>
<td>AAB 6649</td>
</tr>
<tr>
<td>Computer Information Systems - Software Development</td>
<td>AAB 6618</td>
</tr>
<tr>
<td>Computer Information Systems -- Web Development Major</td>
<td>AAB 6601</td>
</tr>
</tbody>
</table>
A student who wants to try another accounting class can take ACTG 152 and is still on a path that leads into 10 Business Majors.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>AAB - 0011</td>
</tr>
<tr>
<td>Administrative Office Information Systems</td>
<td>AAB - 0209</td>
</tr>
<tr>
<td>Business Administration - Entrepreneurship Major</td>
<td>AAB - 0224</td>
</tr>
<tr>
<td>Business Administration - Financial Services</td>
<td>AAB - 0018</td>
</tr>
<tr>
<td>Business Administration - Human Resource Management Major</td>
<td>AAB - 0229</td>
</tr>
<tr>
<td>Business Administration - Management Major</td>
<td>AAB - 0227</td>
</tr>
<tr>
<td>Business Administration - Marketing Major</td>
<td>AAB - 0226</td>
</tr>
<tr>
<td>Business Administration -- Supply Chain Management</td>
<td>AAB - 0208</td>
</tr>
<tr>
<td>Computer Information Systems - Mobile Device Application Development</td>
<td>AAB - 6639</td>
</tr>
<tr>
<td>Computer Information Systems - Network Communications Technology Major</td>
<td>AAB - 6649</td>
</tr>
<tr>
<td>Computer Information Systems - Software Development</td>
<td>AAB - 6618</td>
</tr>
<tr>
<td>Computer Information Systems -- Web Development Major</td>
<td>AAB - 6601</td>
</tr>
</tbody>
</table>
By modifying the default pathway with a student taking ECNM 151 in the first semester, and ECNM 152 in the second semester, to meet the needs of the Accounting Program, a student can still change their mind after two full semesters and still fit in 7 other business majors:

<table>
<thead>
<tr>
<th>Program</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting - AAB - 0011</td>
<td></td>
</tr>
<tr>
<td>Administrative Office Information Systems - AAB - 0209</td>
<td></td>
</tr>
<tr>
<td>Business Administration - Entrepreneurship Major - AAB - 0224</td>
<td></td>
</tr>
<tr>
<td>Business Administration - Financial Services - AAB - 0018</td>
<td></td>
</tr>
<tr>
<td>Business Administration - Human Resource Management Major - AAB - 0229</td>
<td></td>
</tr>
<tr>
<td>Business Administration - Management Major - AAB - 0227</td>
<td></td>
</tr>
<tr>
<td>Business Administration - Marketing Major - AAB - 0226</td>
<td></td>
</tr>
<tr>
<td>Business Administration -- Supply Chain Management - AAB - 0208</td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems -- Mobile Device Application Development - AAB - 6639</td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems -- Network Communications Technology Major - AAB - 6649</td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems -- Software Development - AAB - 6618</td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems -- Web Development Major - AAB - 6601</td>
<td></td>
</tr>
</tbody>
</table>
The default pathway was modified slightly to fit the accounting program, but still at the end of the 2nd semester, a student can choose 8 different business majors with nothing lost.

### Full Accounting Curriculum Guide

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Second Year</strong></td>
</tr>
<tr>
<td>ACTG 151 Accounting I - Financial 4</td>
<td>ACTG 251 Intermediate Accounting I 4</td>
</tr>
<tr>
<td>ECNM 151 Macroeconomics 3</td>
<td>ACTG 252 Intermediate Accounting II 4</td>
</tr>
<tr>
<td>ENGL 161 College Composition I 3</td>
<td>ACTG 267 Federal Income Tax Procedures - Individuals 4</td>
</tr>
<tr>
<td>MTHM 151 College Mathematics 3</td>
<td>BADM 165 Legal Environment of Business 3</td>
</tr>
<tr>
<td>SDEV 101 College 101 1</td>
<td>FNCE 251 Business Finance 3</td>
</tr>
<tr>
<td></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>&gt; ACTG 152 Accounting II - Managerial 4</td>
<td>&gt; ACTG 252 Intermediate Accounting II 4</td>
</tr>
<tr>
<td>&gt; CISS 121 Microcomputer Applications I 3</td>
<td>&gt; ACTG 265 Cost Accounting 3</td>
</tr>
<tr>
<td>&gt; CMMC 151 Oral Communications 3</td>
<td>BADM 251 Principles of Management *** OR 3</td>
</tr>
<tr>
<td>&gt; ENGL 162 College Composition II 3</td>
<td>&gt; MKRG 251 Principles of Marketing 4</td>
</tr>
<tr>
<td></td>
<td>Science Elective-with lab** 4</td>
</tr>
<tr>
<td></td>
<td>Electives* 2/3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Credit Hours 60/61</strong></td>
</tr>
</tbody>
</table>

Accounting - AAB - 0011
Administrative Office Information Systems - AAB - 0209
Business Administration - Entrepreneurship Major - AAB - 0224
Business Administration - Financial Services - AAB - 0018
Business Administration - Human Resource Management Major - AAB - 0229
Business Administration - Management Major - AAB - 0227
Business Administration - Marketing Major - AAB - 0226
Business Administration -- Supply Chain Management - AAB - 0208
Not sure which Business/Entrepreneurship career to pursue? Begin with these classes:

- ACTG 151
- CMMC 151
- ENGL 161
- MTHM 158
- SDEV 101

and

- CISS 121
- ECNM 151

then

Mobile Device Application Development
Network Communications Technology
Software Development
Web Development

ACTG 152
CISS 121
ECNM 152
ENGL 162

Accounting
Business Management
Entrepreneurship
Human Resource Management
Marketing

Then select a career and follow the curriculum guide to determine the remaining courses that you need to take.
Business and Entrepreneurship Pathway

In today's knowledge-driven economy, business skills are essential. From small startups to Fortune 500 organizations with thousands of employees, almost every company in the world has a business office. Nearly all of them—from restaurants to government—need employees with skills in accounting, human resources, customer service, sales, marketing, and management. And if you want to be an entrepreneur and start your own business, you need knowledge in all of these areas.

The LCCC Business & Entrepreneurship Pathway includes programs targeting each of these areas and will prepare you to work in a wide variety of industries. You'll learn communication, planning, decision-making, leadership, and organizational skills along with the coursework specific to your program.

Program categories in this pathway:
- Accounting
- Computers and IT
- Customer Service
- Human Resources
- Management and Entrepreneurship
- Marketing
- Professional Sales
- Real Estate
- Tourism and Hospitality

Transfer Information
Get started at LCCC and transfer to another college or university.
Accounting

Students of accounting need good math skills, but perhaps more importantly, they need to grasp the fundamentals of business, budgeting, taxes, and software. The LCCC Accounting program will expose you to all of these areas and features a focus on computer technology to ensure you have real-world skills needed by employers.

The program offers short-term certificates that can be earned in one semester as well as an Associate Degree. Of course, you may choose to further your education beyond LCCC through our University Partnership or transfer programs.

Career Opportunities

By preparing financial information, today’s accountant is a strategic partner in all businesses from small startups to large global corporations, as well as the private sector and government. Forensic accounting and investigative professionals are also in demand. Becoming a Certified Public Accountant will allow you to audit financial information as well as offer many opportunities for advancement.

Click on the certificate and degree options listed below to explore career opportunities at each step along this pathway.

Accounting Programs at LCCC

Short-Term Certificates

- Bookkeeper I
- Bookkeeper II
- Payroll Clerk

Associate Degrees:

- Associate of Applied Business in Accounting

University Partnership Programs

Earn a Bachelor’s Degree in Accounting – On LCCC’s Campus

Our Accounting Program courses are designed to transfer seamlessly to this University Partnership programs:

- Bachelor of Arts Major in Accounting and Financial Management from Hiram College

Transfer to another college or university

LCCC is a great place to start. You can complete the first years of your education at LCCC at our lower tuition rates and then transfer your credits to another college or university to earn a bachelor’s or master’s degree.

Learn more about how to transfer LCCC credits to another college or university.
Choose a Career

Undecided?

We have great tools to help you make your career decision.

It is estimated that the average person from the age of 16 to 64 will work over 100,000 hours or more. In today's workforce and society, that number is rising. Choosing the right career so you can enjoy those hours...

Whether you are just starting out, transitioning careers, jumping back into the workforce, identifying and finding a career you will love can be a challenge. Our career experts have the tools and support you need to make well-informed career decisions.

Self Assessments with MyPlan and local information on jobs and matching majors to career with Career Coach will give you a solid understanding of the careers that fit YOU. Let our career experts will connect you with the right tools and personal coaching to get you prepared to achieve your career goals.

Planning and Assessment Tools

MyPlan – Find Careers That Fit YOU

MyPlan assessment results can be used to not only learn more about talents, strengths, what you do best, but also assist in academic decisions too like choosing a major and more. Success starts by knowing about YOU.

Find your best-fit career with MyPlan

Use MyPlan assessment results to find information about salary, job search and connect to majors at LCCC with CAREER COACH. What career families or pathways can be considered? Where are these pathways? What are the salaries? What majors can you consider at LCCC?

Career Coach

Career Coach provides the most current local data on wages, employment, local job postings, and associated education and training. Career Coach connects you to academic programs at LCCC and provides the information you need. Additional resources to help in Career Decision process.

Learn More About Career Opportunities with Career Coach

Start With an Exploratory Major

Take some time to explore. If you aren't sure which specific program major you want to pursue, select one of the nine academic pathways as your exploratory major. In this model, you spend a little more time exploring courses and career opportunities within the pathway preparing to make a well-informed decision about your career path.
Career and Academic Pathways

Not sure where to begin? Start with an Exploratory Major.

FIRST
Pick a Pathway

NEXT
Take Classes within your Pathway

THEN
Select a Major within your Pathway

CONTINUE TAKING CLASSES WITHIN YOUR PATHWAY
to earn credits towards a certificate or degree, while building your core foundation.

EARN A Short-Term Certificate & GET A JOB...

...OR USE THOSE CLASSES & KEEP GOING TO...

EARN A 1-Year Certificate & GET A JOB...

...OR USE THOSE CLASSES & KEEP GOING TO...

EARN AN Associate's Degree & GET A JOB...

...OR USE THOSE CLASSES & KEEP GOING TO...

EARN A Bachelor's/Masters & GET A JOB!

The further you advance on your pathway—the higher YOUR INCOME POTENTIAL becomes!
Math Pathways
Prior Course Progression with Redesign
DevEd Curriculum (4 Modular Courses)

Traditional Pathway
Prior to 2012-2013

Math 022: 100%
Math 023, 024 or 033: 22%
College Level Math: 23%
Passed College Level Math: 17%

Modularized Pathway
2012-2013 to current

Math 051: 100%
Math 061: 73%
Math 071: 36%
Math 033 or 081: 35%
College Level Math: 31%
Passed College Level Math: 20%

Note: Students beginning 2 levels below college
New Math Pathways at LCCC

First Community College in Ohio to have Quantitative Reasoning Approved for State Transfer Module!

Non-Calculus Track

MTHM 041: Pre-Algebra

MTHM 058 Foundations of Quantitative Reasoning

Calculus Track

MTHM 051- MTHM 081: Beginning & Intermediate Algebra

72% Completion Rate

PHLY 171: Introduction to Logic
MTHM 121: Technical Mathematics
MTHM 150: Art of Mathematical Thinking
MTHM 158: Quantitative Reasoning
MTHM 161: Mathematics for Elementary Ed I
MTHM 168: Statistics

29% improvement rate

MTHM 171: College Algebra
Math Pathways

Calculus Track
Started in MTHM 051 Fall 2015

- 35% made it to College Level in 2 years
- Passed College: 162 students
- College Level: 213 students
- MTHM 081/033: 119 students
- MTHM 071: 197 students
- MTHM 061: 404 students
- MTHM 051: 603 students

Non-Calculus Track
Started in MTHM 058 Fall 2016

- 50% made it to College Level in 1 year
- Passed College: 176 students
- College Level: 266 students
- MTHM 058: 532 students
Non-Calculus Track Math Progression

Modularized Track Progression in 2 Years

- Math 051: 100%
- Math 061: 67%
- Math 071: 33%
- Math 081/033: 20%
- College Level: 35%
- Passed College Level: 27%

2012-2013 to current

Non-Calculus Track Progression in 1 Year

- Math 058: 100%
- College Level: 50%
- Passed College Level: 33%

Students started in MTHM 051 Fall 2015 (2 years)

Students started in MTHM 058 Fall 2016 (1 year)
New Math Pathways – what’s different?

• Not all students need the calculus track (algebra)
• 4 Year Transfer Schools allowed logic to count for math – LCCC didn’t
• “Persisters” had all the credit to graduate except math
• Life changing for students
General Education within the Context of a Guided Pathways Approach to Student Success

Academic programs are clearly mapped to create educationally coherent pathways, each with clearly defined learning outcomes that build across the curriculum and are aligned with the requirements for further education (transfer) and career advancement.


Ideally, general education requirements and outcomes are aligned with the learning outcomes of the program in which they are embedded.
General Education: Shifting the Focus from Courses to Outcomes

“There is an emerging sense that general education should focus more on the key attributes that employers value as needed by a generally educated person: critical thinking, writing, speaking, arguing, researching, and mathematical reasoning. In addition to introducing a broad variety of subjects, general education should exercise skills and habits of mind.”

Staley, D.J. and Trinkle, D.A., The Changing Landscape of Higher Education
The development of Math Pathways, a Calculus and Non-Calculus Track, has helped faculty identify college level math courses that align well with the outcomes of particular programs.

Several LCCC Engineering and Technology programs now require a contextualized version of College Composition II which includes more technical oriented writing assignments and projects. This English course supports particular program outcomes, as well as meeting the needs of employers in these applied disciplines.
Using Predictive Analytics to Identify Recommendations for General Education Electives

COURSE PREDICTIONS CAN INFORM PATHWAY DEVELOPMENT

- Difficult courses, courses of achievement, and courses where the grade is heavily predictive of persistence and graduation can be identified (e.g., elective courses that are helping or hindering persistence and graduation).
- Common courses that students take in specific program areas can be examined at a granular level to determine impact on persistence and graduation.
### Accounting Associate of Applied Business Science with Lab Elective:

<table>
<thead>
<tr>
<th>Course</th>
<th>Proportion of program grads</th>
<th>Civitas Illume Courses Insights</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>DFW % for program</td>
</tr>
<tr>
<td>ASTY 151: STARS, GALAXIES AND COSMOLOGY</td>
<td>6%</td>
<td>33%</td>
</tr>
<tr>
<td>BIOG 121: ANATOMY AND PHYSIOLOGY I</td>
<td>9%</td>
<td>46%</td>
</tr>
<tr>
<td>BIOG 122: ANATOMY AND PHYSIOLOGY II</td>
<td>5%</td>
<td>31%</td>
</tr>
<tr>
<td>BIOG 151: GENERAL BIOLOGY</td>
<td>10%</td>
<td>21%</td>
</tr>
<tr>
<td>BIOG 152: HUMAN BIOLOGY</td>
<td>27%</td>
<td>17%</td>
</tr>
<tr>
<td>BIOG 159: AQUATIC LIFE</td>
<td>12%</td>
<td>46%</td>
</tr>
</tbody>
</table>
Career Services: An Opportunity At All Points of the Loss – Momentum Framework

**CONNECTION**
Interest to Application

**ENTRY**
Enrollment to Completion of Gatekeeper Courses

**PROGRESS**
Entry into Course of Study to 75% Requirements Completed

**COMPLETION**
Complete Course of Study to Credential with Labor Market Value

---

**POTENTIAL STUDENTS**

Redesigning admission process from major selection to Career Interest Areas (from 130 choices to 10) for undecided

Stronger Connection between Career Services and Enrollment Services

---

**ENTRY**

Leverage results of Noel Levitz CSI to identify undecided students

Team approach with Student Success Coaches, Advisors, Academic Counselors, & Career Specialists at the front end

- Follow up to ensure on correct path
- Referral to more in-depth career coaching, as needed

---

**PROGRESS**

Experiential educational opportunities available to help in career decision

Ohio Means Internship and Co-op (OMIC) grants 130 new internships

Curriculum Council Approved Experiential Education in all programs of study 11/14

Experiential Learning Celebrations with

---

**COMPLETION**

Annual Job Fair and Internship Fairs

Career VIP program prepares students for Job Fair by assisting them with resume building and interviewing skills

---

**TRANSFER**
AA/AS UNIVERSITY/ COLLEGE PARTNERS
JOB & CAREER AAS INDUSTRY PARTNERS

Career exploration activities, workshops, faculty presentations, and employer tours

---

Outcomes
Dual Enrollment Pathways
My University
Duel Enrollment On Ramps to Pathways

1. Earn an Associate’s Degree and High School Diploma simultaneously – but flexible to join when ready
2. Earn a bachelor’s degree by age 20 through the University Partnership to prepare for Careers in High-Demand, Well-Paying Jobs*
3. Save 80% of the cost
4. Onsite and Ongoing Academic and Career Advising
5. Enjoy Full High School and College Experience
<table>
<thead>
<tr>
<th>College/University</th>
<th>Bachelor’s Degree Completion Costs</th>
<th>Savings!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashland University</td>
<td>$119,376</td>
<td>72%</td>
</tr>
<tr>
<td>B.S. in Education</td>
<td>$32,798</td>
<td></td>
</tr>
<tr>
<td>Bowling Green State University</td>
<td>$76,408</td>
<td>85%</td>
</tr>
<tr>
<td>B.S. in Biology</td>
<td>$11,745</td>
<td></td>
</tr>
<tr>
<td>B.A. in Communication</td>
<td>$15,350</td>
<td>80%</td>
</tr>
<tr>
<td>Cleveland State University</td>
<td>$85,227</td>
<td>85%</td>
</tr>
<tr>
<td>B.A. in Psychology</td>
<td>$12,525</td>
<td></td>
</tr>
<tr>
<td>Hiram College</td>
<td>$160,600</td>
<td>85%</td>
</tr>
<tr>
<td>B.A. in Accounting &amp; Financial Mgmt.</td>
<td>$24,554</td>
<td></td>
</tr>
<tr>
<td>Kent State University</td>
<td>$77,408</td>
<td>83%</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>$12,893</td>
<td></td>
</tr>
<tr>
<td>Ohio University</td>
<td>$30,228</td>
<td>69%</td>
</tr>
<tr>
<td>Bachelor of Technical &amp; Applied Studies</td>
<td>$20,998</td>
<td></td>
</tr>
<tr>
<td>University of Akron</td>
<td>$83,844</td>
<td>80%</td>
</tr>
<tr>
<td>B.S. in Computer Information Systems</td>
<td>$16,586</td>
<td></td>
</tr>
<tr>
<td>B.S. in Nursing</td>
<td>$16,340</td>
<td>80%</td>
</tr>
<tr>
<td>Bachelor of Organization Supervision</td>
<td>$14,687</td>
<td>82%</td>
</tr>
<tr>
<td>B.S. in Sport Studies</td>
<td>$12,811</td>
<td>85%</td>
</tr>
<tr>
<td>University of Toledo</td>
<td>$83,177</td>
<td>81%</td>
</tr>
<tr>
<td>B.S. in Computer Science &amp; Engineering**</td>
<td>$15,726</td>
<td></td>
</tr>
<tr>
<td>Youngstown State University</td>
<td>$83,184</td>
<td>86%</td>
</tr>
<tr>
<td>B.S. in Criminal Justice</td>
<td>$13,305</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Social Work – Gerontology</td>
<td>$13,424</td>
<td>86%</td>
</tr>
<tr>
<td>B.A. in Journalism</td>
<td>$13,660</td>
<td>86%</td>
</tr>
<tr>
<td>B.A. in Political Science</td>
<td>$13,660</td>
<td>86%</td>
</tr>
</tbody>
</table>

*Online program for OU. Tuition is greatly reduced and there are no room and board costs.
** Computer Science and Engineering degree takes an additional year due to required coop experiences.
Earn an Associate’s Degree and High School Diploma simultaneously – But Flexible to Join When Ready

- Freshman = 6 college credits + HS courses
- Sophomore = 7 college credits + HS courses
- Junior = 30 college credits + (1 or 2) HS courses
- Senior = 34 college credits (16-18 each semester with the remainder of HS requirements met through college coursework)
31 Pathways Completed!
www.lorainccc.edu/MyUniversity

AAS in Respiratory Care Technology -- BGSU
BAHS in Respiratory Care Specialist-- BGSU
BA in Accounting and Financial Management --
   Hiram
BA in Communication/Telecommunications --
   BGSU
BA in Gerontology -- YSU
BA in Nonprofit Admin/Human Services--CSU
BA in Nonprofit Admin/Public Administration -- CSU
BA in Paralegal Studies -- KSU
BA in Political Science --YSU
BA in Public Safety Management -- CSU
BA of Arts in Spanish -- CSU
BA in Urban Studies-- CSU
Bachelor of Business Administration -- KSU
Bachelor of Organizational Supervision -- UA
BS in Applied Science/Criminal Justice -- YSU

• Networking
• Programming
• Web Development
*BS in Computer Science and Engineering -- UT
BS in Computer Science and Engineering Tech – UT
BS in Education, Early Childhood Licensure (PreK-3) -- AU
BS in Education, Intervention Specialist (K-12) -- AU
BS in Education, Middle Grades (4-9) -- AU
BS in Exercise Science, Fitness Management -- UA
*BS in Nursing (RN to BSN Completion) – UA
BS in Psychology -- CSU
BS in Sport Studies-- UA
*Bachelor of Social Work -- YSU
Bachelor of Technical & Applied Studies -- OU

*Pathways/degrees take longer due to work-based learning component.
# Associate of Arts / Science
@ HS Campus

## 9th Grade

<table>
<thead>
<tr>
<th>HS CU Credit</th>
<th>HS Course</th>
<th>LCCC Course</th>
<th>College Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Algebra I or Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Physical Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>College &amp; Career Readiness</td>
<td>SDEV 102: Strategies for College Success</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>College &amp; Career Readiness</td>
<td>CISS 121: Microcomputer Applications</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Foreign Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Elective/Open</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Elective/Open</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

## 10th Grade

<table>
<thead>
<tr>
<th>HS CU Credit</th>
<th>HS Course</th>
<th>LCCC Course</th>
<th>College Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Geometry or Alg. II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Biology or Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Social Studies II</td>
<td>HSTR 161: US History I</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Social Studies II</td>
<td>HSTR 162: US History II</td>
<td>3</td>
</tr>
<tr>
<td>.5</td>
<td>Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.25</td>
<td>Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Foreign Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7.75</strong></td>
<td></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>
## 11th Grade

<table>
<thead>
<tr>
<th>HS Credit</th>
<th>HS Course</th>
<th>LCCC Course</th>
<th>College Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English 11</td>
<td>ENGL 161 &amp; 162: College Composition I &amp; II</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Alg. II or Pre Calculus</td>
<td>MTHM 171: College Algebra</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTHM 172: Precalculus</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Chemistry</td>
<td>CHMY 161 &amp; 162</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General, Organic &amp; Biochemistry I &amp; II</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>Social Studies 3</td>
<td>PLSC 156: American National Govt.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLSC 151: Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Economics/Personal Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Foreign Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10</strong></td>
<td></td>
<td></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

## 12th Grade

<table>
<thead>
<tr>
<th>HS Credit</th>
<th>HS Course</th>
<th>LCCC Course</th>
<th>College Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English 4</td>
<td>ENGL 255: Intro to Fiction</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HUMS 151: Intro to Humanities</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Math 4</td>
<td>MTHM 181: Calculus</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTHM 168: Statistics</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Advanced Science</td>
<td>BIOG 161 &amp; 162 or PHYC 151 &amp; 152</td>
<td>4/5</td>
</tr>
<tr>
<td>1</td>
<td>Social Studies</td>
<td>PSYC 151 and SOCI 151</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECON 151/152 (choose 2)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Foreign Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Elective/Science</td>
<td>PHLY 165: Bioethics or Science</td>
<td>3</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td></td>
<td></td>
<td><strong>31/33</strong></td>
</tr>
</tbody>
</table>
Academic Advising Redesign
Pathways Advising Process

- New student requirement for mandatory advising
- Students in exploratory majors have initial career conversations
- Additional Career Counseling tools (MyPlan, Career Coach, Career Workshops)
- Registration hold each term to ensure meets with advisor at subsequent registration
- Positive nudges
- Default program maps in MyCAP
- All students have individualized career and academic plan
- All students assigned to their advisor (the relationship matters)
Advising Redesign Goals

- All students have assigned person (Student Success Coach, Advisor, Counselor) in PeopleSoft and SSP
- Increase number of LCCC Graduates for 2017 by 10% - 175 students
- Have a individualized Career and Academic Plan (MyCAP) for all students by Fall 2017
- No negative impact on enrollment
Advising Teams based on Pathways

- Health and Wellness
  - ALHN/HPER/Wellness
- Business & Entrepreneurship
  - Computer & Information Technologies
  - Culinary & Hospitality
  - Business/CISS/Culinary
- Education
  - Human/Social Services & Public Safety
  - Human Services/Social Sciences/Education/Sport Trainer
- Liberal & Creative Arts
  - Liberal & Creative Arts/AA
- Engineering & Manufacturing
  - Science & Math
  - STEM/AAS/ENGT
Advantages of Advising Teams – “Your Person”

• Students have a familiar face that they will be more comfortable with – relationship model
• Students won’t have to tell “their story” multiple times to different advisors
• All Team Members will know idiosyncrasies associated with their programs and provide more consistent/accurate information
Advantages of Advising Teams – Intervention

• With Assigned Advisors, Intervention can now become more intentional and personalized
  – Advising Team members will reach out to students that Inspire for Advisors identifies as at risk and PS Query can find students that have withdrawn and or received poor midterm grades.
  – Scripted emails will be crafted for advisors to send to their students that will provide positive nudges and offer assistance to those in need
Advising Redesign Success Metrics

• Increase application to matriculation yield
• Increase students concentrating in a major during the first year
• Returning students register earlier
• Increase in term to term persistence
• Increase in retention
• Increase in number of degrees and certificates
• Increase in the IPEDS FTIC graduation rate
First Year (term) Advising Redesign Results

• All students assigned to “their person”
• Additional capacity to see students – 800 more students served in January (peak Spring registration)
• Positive impact on enrollment
• 7% increase in degrees & certificates (May 2016 to May 2017)
• Fewer complaints on misadvising
• Increased professional development opportunities for advisors
• Fall enrollment up by 3.9% 2 weeks out
Results of our Student Success Work
More Students are Achieving Concentration within their Major Sooner and Connecting to a Career Pathway

58% improvement rate!

Concentration is defined as 9 credit hours within a program of study within 1 year
Retention of Students Increasing

- Fall 2010: 56%
- Fall 2011: 58%
- Fall 2012: 60%
- Fall 2013: 63%
- Fall 2014: 67%
- Fall 2015: 67%
Decreased Credits to Degree

-7% decrease since 2012-13

Reduces cost to graduates by almost 2 courses ≈ $602

$602 x 366 graduates = $220,332 in Student Savings

Note: First Associate degree completers within 4 years with 15 or fewer transfer-in credits
LCCC Conferred Highest Number of Degrees and Certificates in 2016-17 at 2,111 – a 79% Increase
Making Progress: 197% Increase
IPEDS First time, Full Time Graduation Rate
2008 to 2013 Cohorts (150%)
LCCC leads (#1) the state in student success with a 60% student success rate versus average for Ohio Community College of 51%
Cumulative Return on Investment
Student Success Efforts

<table>
<thead>
<tr>
<th>Fall full-time student retention</th>
<th>2011: 56%</th>
<th>2016: 67%</th>
</tr>
</thead>
</table>

**370** more full-time students retained

Each full-time student retained to year two ≈ $4,900 in tuition and subsidy

Over **$1.8 million** gained from student success efforts since 2011
## What Matters Most Indicators for Student Success

### Student Success Indicators
(First-time in College)

<table>
<thead>
<tr>
<th>Connection</th>
<th>Entry</th>
<th>Progress</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Percent of potential students who take initial steps to enroll are actually enrolled on the census date? (complete application and/or assessment)</td>
<td>5. Percent of students enrolled in a student success course in the first term</td>
<td>9. Course completion rate of C or better for first term students.</td>
<td>Forthcoming</td>
</tr>
<tr>
<td>2. Percent of students who have an assigned adviser.</td>
<td>6. Percentage of students that did not earn any college-level credits in the first term.</td>
<td>10. Full-time average credits completed in the first year by students who began as full-time.</td>
<td></td>
</tr>
<tr>
<td>3. Percent of students who have an educational plan.</td>
<td>7. Gateway Course Completion by end of First Year:</td>
<td>11. Average number of college level credits completed in the first year by students who began as part-time.</td>
<td></td>
</tr>
<tr>
<td>4. Percent of students who participate in orientation.</td>
<td>• Percent that completed gateway English</td>
<td>12. Percentage of students who completed 15 or more college-level credits by end of the first year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Percent that completed gateway Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Percent that completed gateway Math &amp; English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Percent of students who successfully complete 6 plus in the first term.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Disaggregated by Race/Ethnicity, Pell, First Generation
Conclusion

• Economic mobility matters – and it matters most to your under-served students

• Guided pathways can be a strong lever for helping more students complete college and enter the workforce and achieve family security, personal growth and professional advancement

• Excitement about the next five years – especially when we tie guided pathways reforms to financial stability
Jonathan Dryden
jdryden@lorainccc.edu