Mapping Pathways to Student Success at Lorain County Community College

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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.

2,111

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

ECOMONIC MOBILITY

There is only a 6.3% chance for Lorain children raised in bottom fifth of income levels to rise to the top fifth

The Geography of Upward Mobility in the United States

Chances of Reaching the Top Fifth Starting from the Bottom Fifth by Metro Area

Denver 8.7%

Minneapolis 8.5%

Chicago 6.5%

Boston 10.4%

San Jose 12.9%

Washington DC 11.0%

Charlotte 4.4%

Atlanta 4.5%

Salt Lake City 10.8%

> 16.8%
12.9% - 16.8%
11.3% - 12.9%
9.9% - 11.3%
9.0% - 9.9%
8.1% - 9.0%
7.1% - 8.1%
6.1% - 7.1%
4.8% - 6.1%
< 4.8%
Insufficient Data

Note: Lighter Color = More Upward Mobility
Download Statistics for Your Area at www.equality-of-opportunity.org
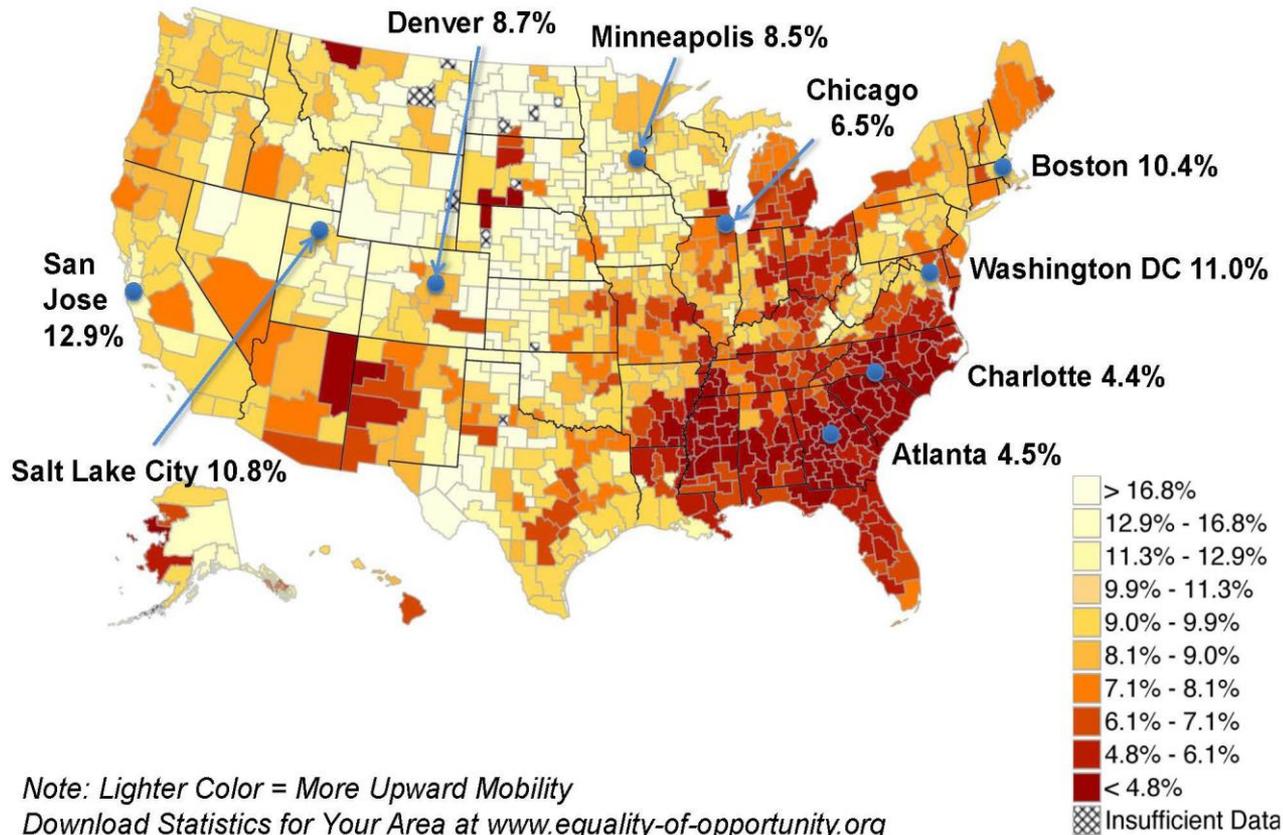
Source: Stanford Study on Poverty and Inequality 2015

National & State Poverty Rate Context

2014 Census.Gov

National Poverty Rate: 15.5%

Ohio Poverty Rate: 15.8%

	Persons in Poverty %	Median Household Income		Bachelor's Degree or Higher
Avon Lake	4.6	$	81,840	51%
Avon	5.1	$	78,839	49%
Lorain	28.2	$	35,330	12%
Elyria	20.3	$	42,272	15%

"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
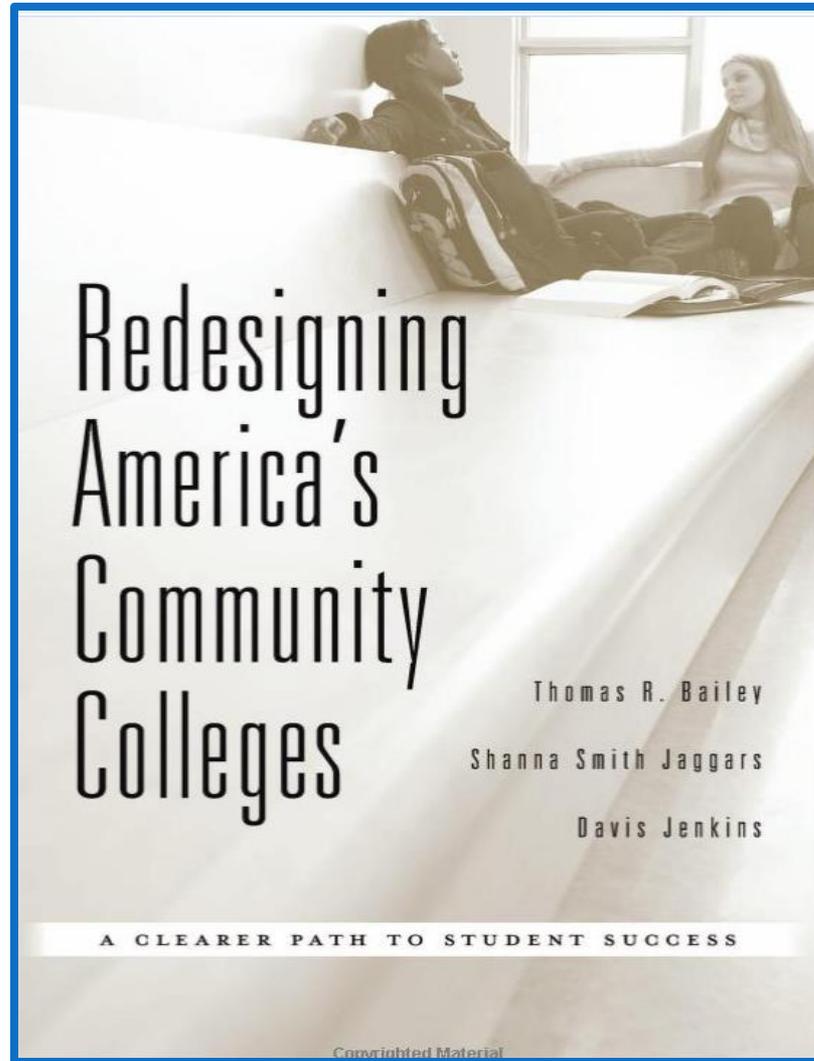
What we know after more than a decade of reform….

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:

To:

Gen ed learning outcomes ➡ **Meta-major learning outcomes**

Generic gen eds ➡ **Contextualized gen eds**

In-class learning ➡ **Curricular + co-curricular learning**

Student transcripts ➡ **Portfolios**

Major Decisions Along the Path

CONNECTION	ENTRY	PROGRESS	COMPLETION / TRANSITION
From interest to application	From entry to passing program gatekeeper courses	From program entry to completion of program requirements	From program completion to career advancement and further education

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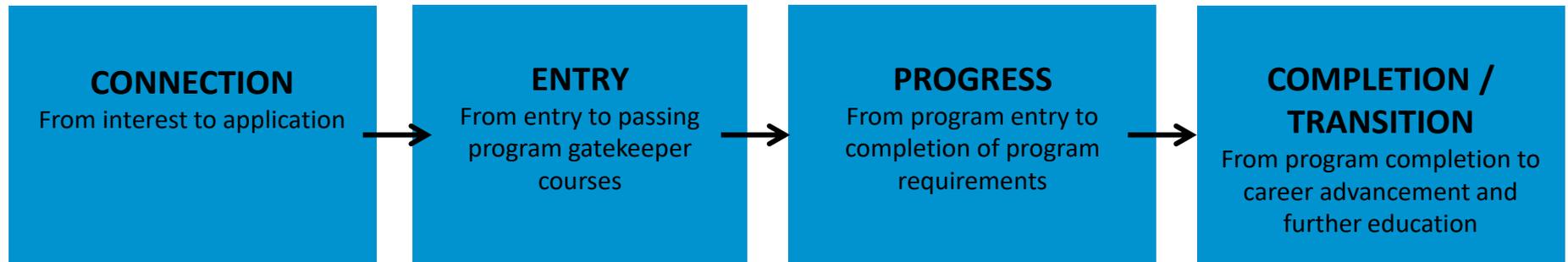
- What are my career options?
- Which college offers programs in my field of interest?
- How much will it cost and how will I pay?

ENTRY

- 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?

PROGRESS

- 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?

COMPLETION / TRANSITION

- How do I transfer?
- How do I get a job in my field of interest?

LCCC's Approach to Guided Pathways

Lorain County Community College

- 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

Lorain County Community College

Shift from Access to Access & Success

Year	Description
2011	Achieving the Dream
2011	Completion by Design Ohio Cadre
2014	100% Performance Funding
2015	ATD Leader College
2016	Frontier Set Network

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
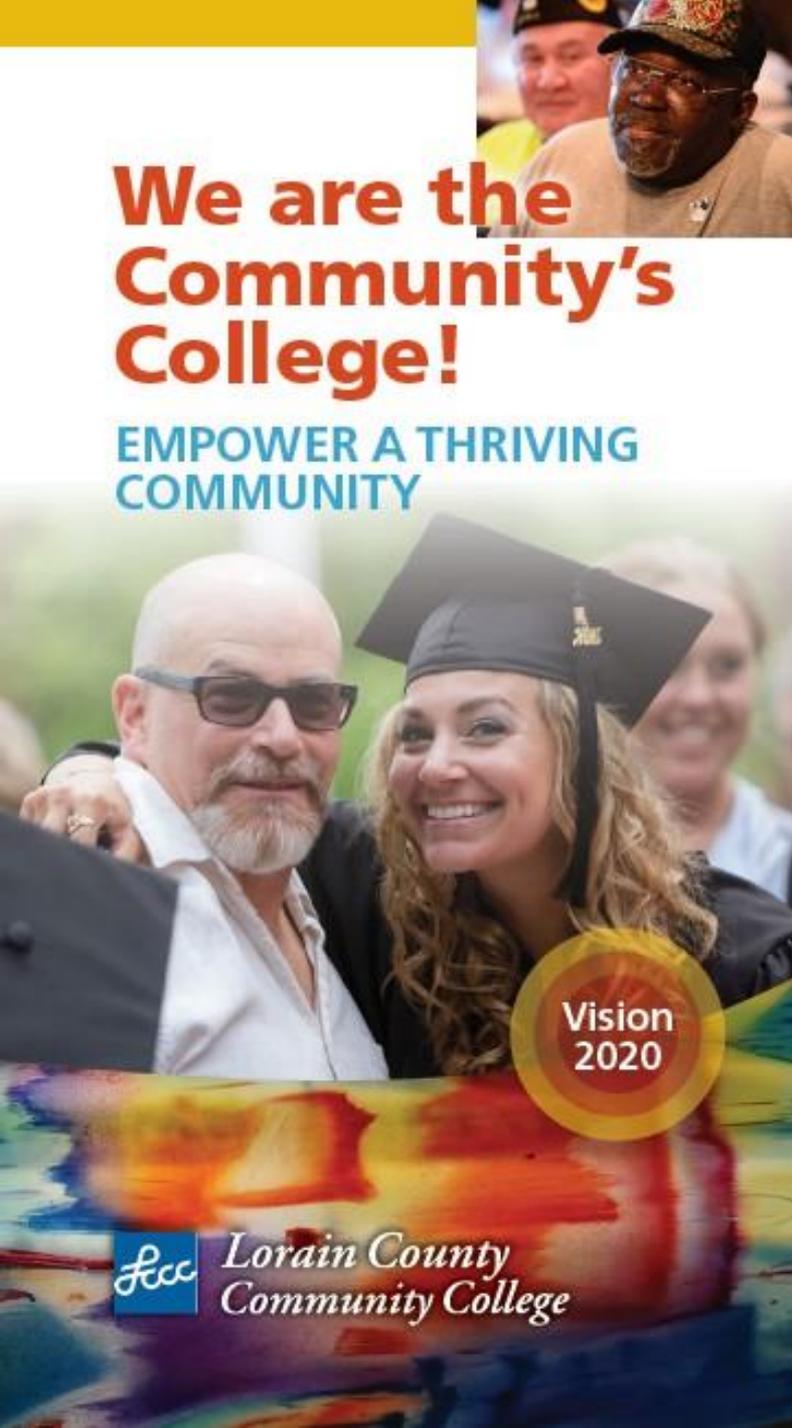
We are the Community's College!

EMPOWER A THRIVING COMMUNITY

Vision 2020

Lorain County Community College

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

Education

Economy

Community

Culture

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 <u>investigating</u> 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
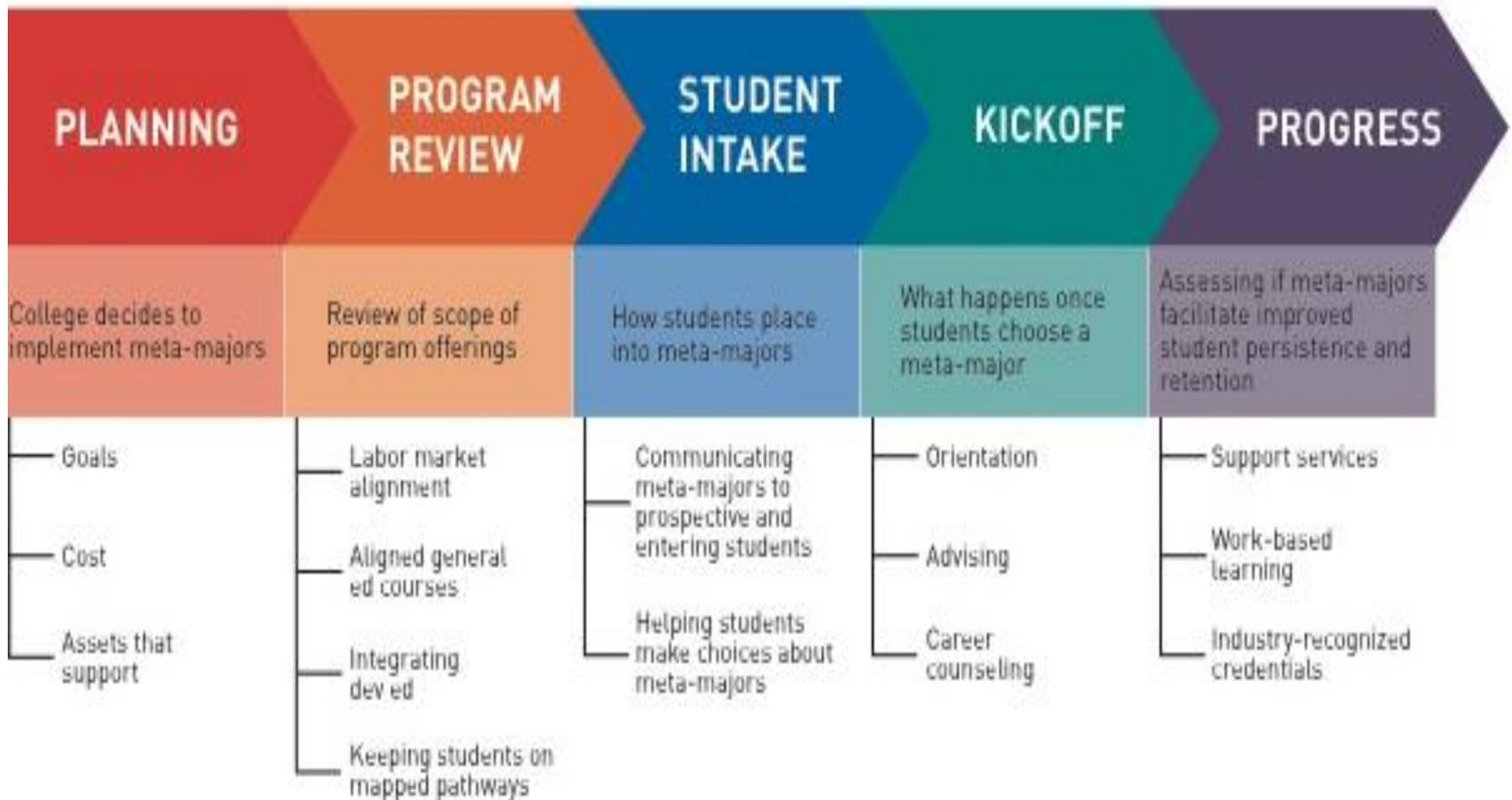
Start with the End in Mind: Building Guided Pathways

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

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~~ 9
  - (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 & Career Pathways
Catalog Language

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.**

Improved LCCC Application with Meta-Majors

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

Goal	Baseline Data	Performance Target
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)

ACTG 151

CISS 121

CMMC 151

ENGL 161

ENGL 162

MTHM 151

SDEV 101

12 Business Programs

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
Computer Information Systems - Mobile Device Application Development - AAB - 6639
Computer Information Systems - Network Communications Technology Major - AAB - 6649
Computer Information Systems - Software Development - AAB - 6618
Computer Information Systems -- Web Development Major - AAB - 6601

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

ACTG 152

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
Computer Information Systems - Mobile Device Application Development - AAB - 6639
Computer Information Systems - Network Communications Technology Major - AAB - 6649
Computer Information Systems - Software Development - AAB - 6618
~~Computer Information Systems -- Web Development Major - AAB - 6601~~

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

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
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Business Administration - Marketing Major - AAB - 0226
Business Administration -- Supply Chain Management - AAB - 0208
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~~Computer Information Systems - Network Communications Technology Major - AAB - 6649~~
~~Computer Information Systems - Software Development - AAB - 6618~~
~~Computer Information Systems -- Web Development Major - AAB - 6601~~

Full Accounting Curriculum Guide

			First Year		
Fall Semester					
	~~ACTG~~	~~151~~	~~Accounting I - Financial~~	4	
	~~ECNM~~	~~151~~	~~Macroeconomics~~	3	
	~~ENGL~~	~~161~~	~~College Composition I~~	3	
	~~MTHM~~	~~151~~	~~College Mathematics~~	3	
☆	~~SDEV~~	~~101~~	~~College 101~~	1	
				14	
Spring Semester					
>	~~ACTG~~	~~152~~	~~Accounting II - Managerial~~	4	
	~~CISS~~	~~121~~	~~Microcomputer Applications I~~	3	
	CMMC	151	Oral Communications	3	
	~~ECNM~~	~~152~~	~~Microeconomics~~	3	
>	~~ENGL~~	~~162~~	~~College Composition II~~	3	
				16	
			Second Year		
Fall Semester					
>	ACTG	251	Intermediate Accounting I	4	
>	ACTG	267	Federal Income Tax Procedures - Individuals	4	
	BADM	165	Legal Environment of Business	3	
>	FNCE	251	Business Finance	3	
				14	
Spring Semester					
>	ACTG	252	Intermediate Accounting II	4	
>	ACTG	265	Cost Accounting	3	
	BADM	251	Principles of Management *** OR	3	
>	MKRG	251	Principles of Marketing		
	Science Elective-with lab**			4	
	Electives*			2/3	
				16/17	
			Total Semester Credit Hours	**60/61**	

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

| |
|---|
| 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 |
| |

Business & Entrepreneurship Exploratory Major Default Program Map

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.

Program and Career Pathways

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

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

Business and Entrepreneurship

Computers and IT

Culinary and Hospitality

Education

Engineering and Manufacturing

Health, Wellness and Safety

Human, Social & Public Services

Liberal and Creative Arts

Science and Math

Lorain County Community College

BUSINESS PROGRAMS

Programs and Careers Home

Business and Entrepreneurship Pathway Home

Accounting ∨

Customer Service

Human Resources ∨

Management and Entrepreneurship ∨

Marketing

Professional Sales

Real Estate ∨

Tourism and Hospitality

Contact the Academic Division

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

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

BUSINESS PROGRAMS

Programs and Careers Home

Business and Entrepreneurship Pathway Home

Accounting ⌄

  Bookkeeper I Short-Term Certificate

  Bookkeeper II Short-Term Certificate

  Payroll Clerk Short-Term Certificate

  Associate of Applied Business in Accounting

Customer Service

Human Resources ⌄

Management and Entrepreneurship ⌄

Marketing

Professional Sales

Real Estate ⌄

Tourism and Hospitality

Contact the Academic Division

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

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

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 start-ups 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 – 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 program:

  ⊘ 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 rate 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.

Home>Student Resources>Career Services>Choose a Career

Career and Academic Pathways

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

START

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

Bar chart:
- Math 022: 100%
- Math 023,024 or 033: 22%
- College Level Math: 23%
- Passed College Level Math: 17%
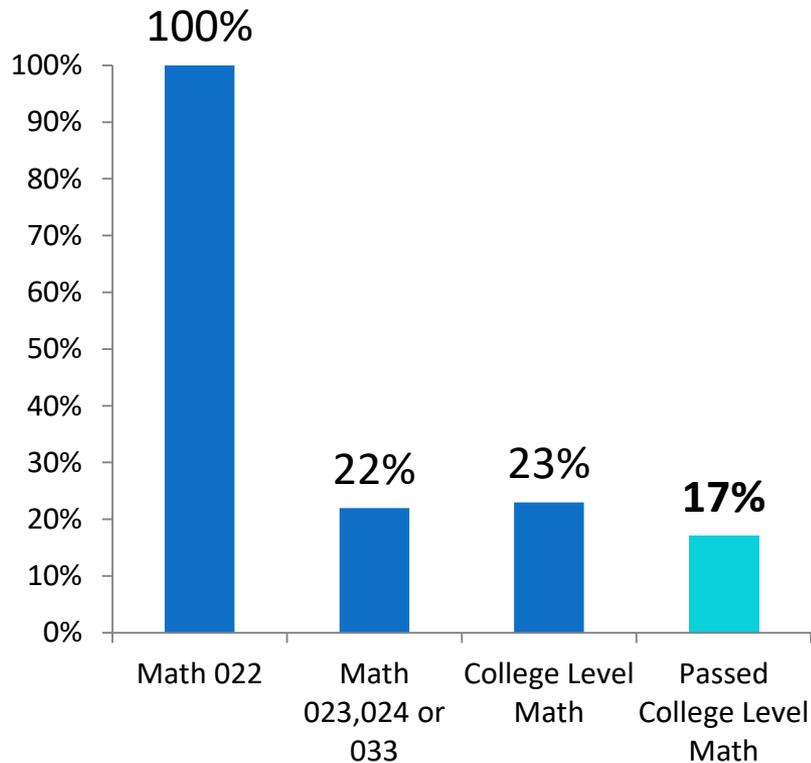
Modularized Pathway
2012-2013 to current

Bar chart:
- Math 051: 100%
- Math 061: 73%
- Math 071: 36%
- Math 033 or 081: 35%
- College Level Math: 31%
- Passed College Level Math: 20%
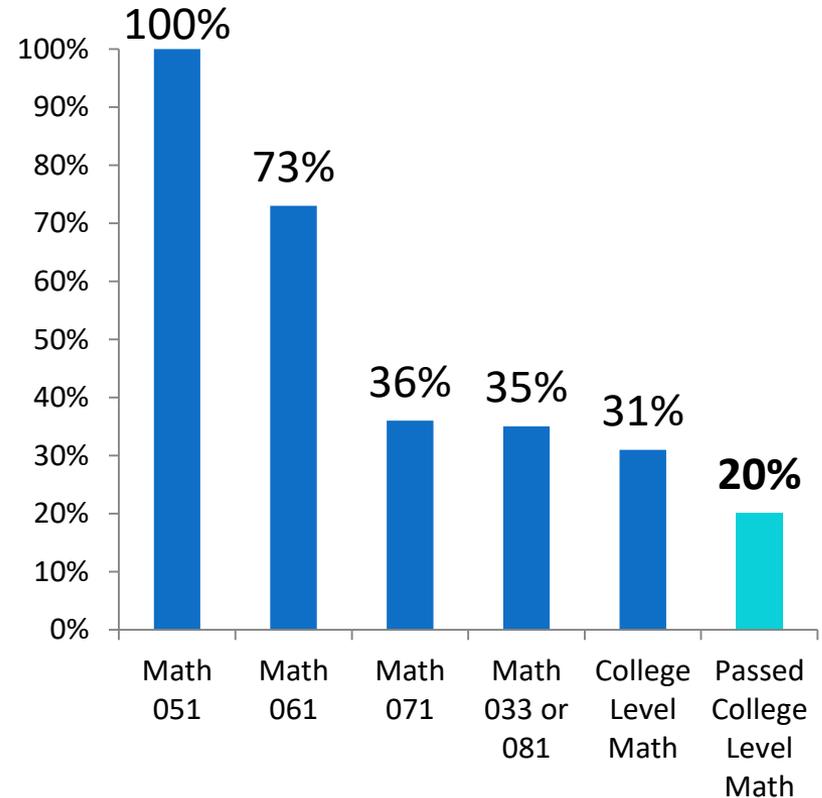
Note: Students beginning 2 levels below college

New Math Pathways at LCCC

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

MTHM 041: Pre-Algebra

Non-Calculus Track

MTHM 058 Foundations of Quantitative Reasoning **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

Calculus Track

MTHM 051- MTHM 081: Beginning & Intermediate Algebra

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
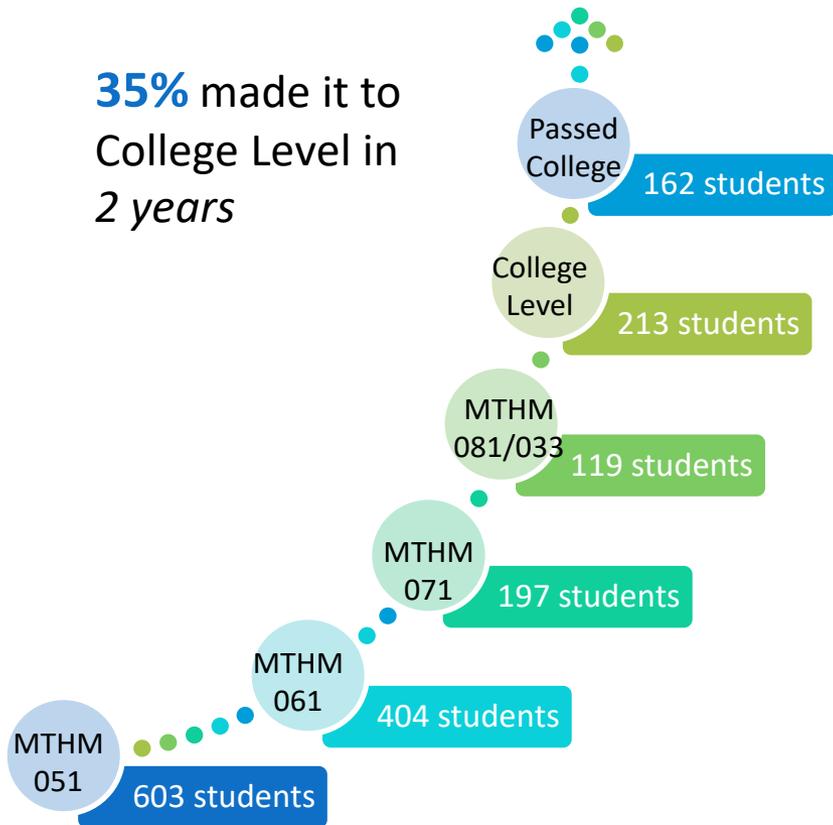
MTHM 058 — 532 students
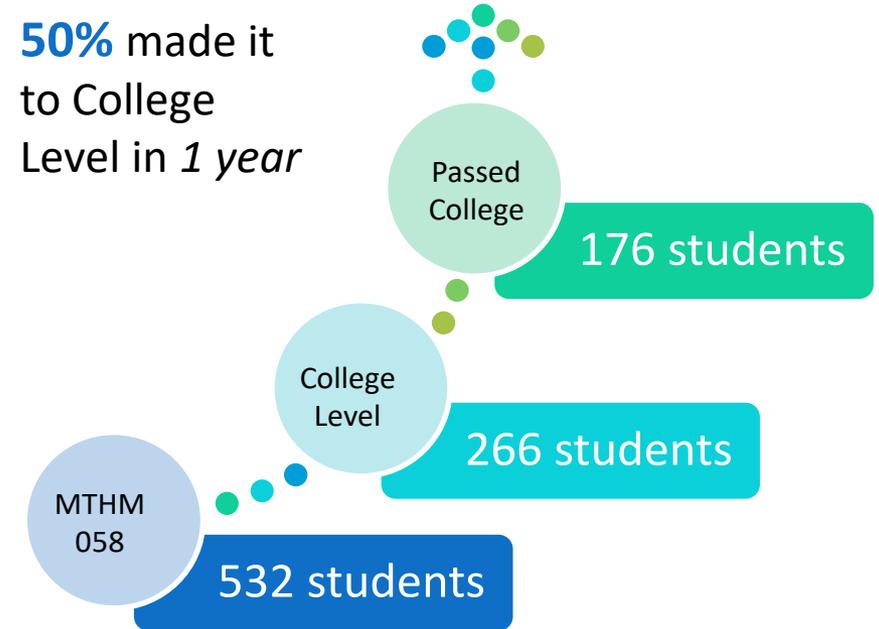
Non-Calculus Track Math Progression

Modularized Track Progression in 2 Years

2012-2013 to current

Bar chart (values): Math 051 100%, Math 061 67%, Math 071 33%, Math 081/033 20%, College Level 35%, Passed College Level **27%**
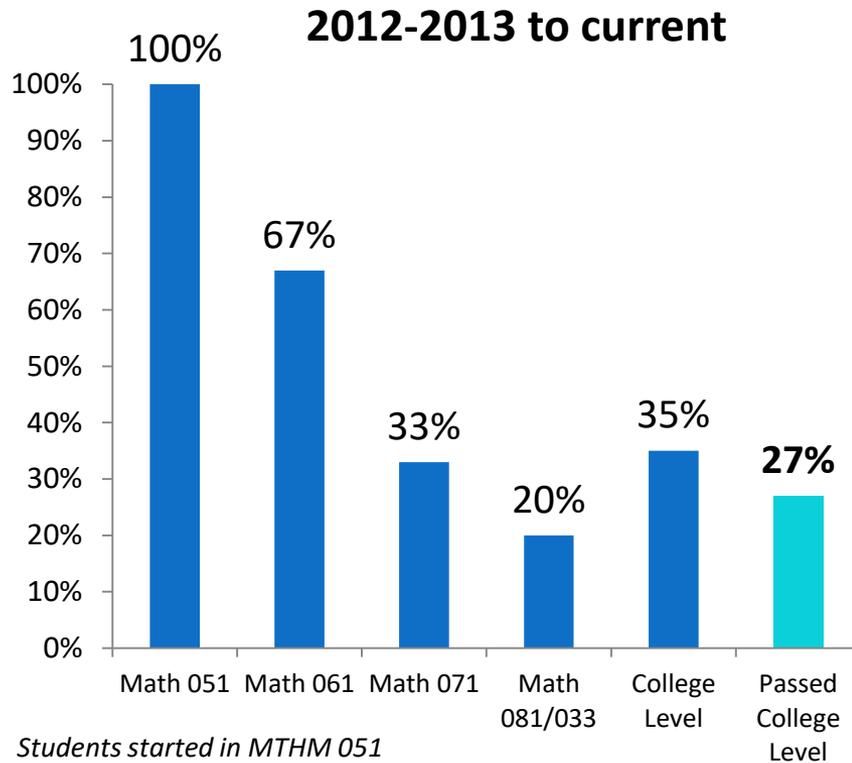
Students started in MTHM 051 Fall 2015 (2 years)

Non-Calculus Track Progression in 1 Year

2016-2017

Bar chart (values): Math 058 100%, College Level 50%, Passed College Level **33%**
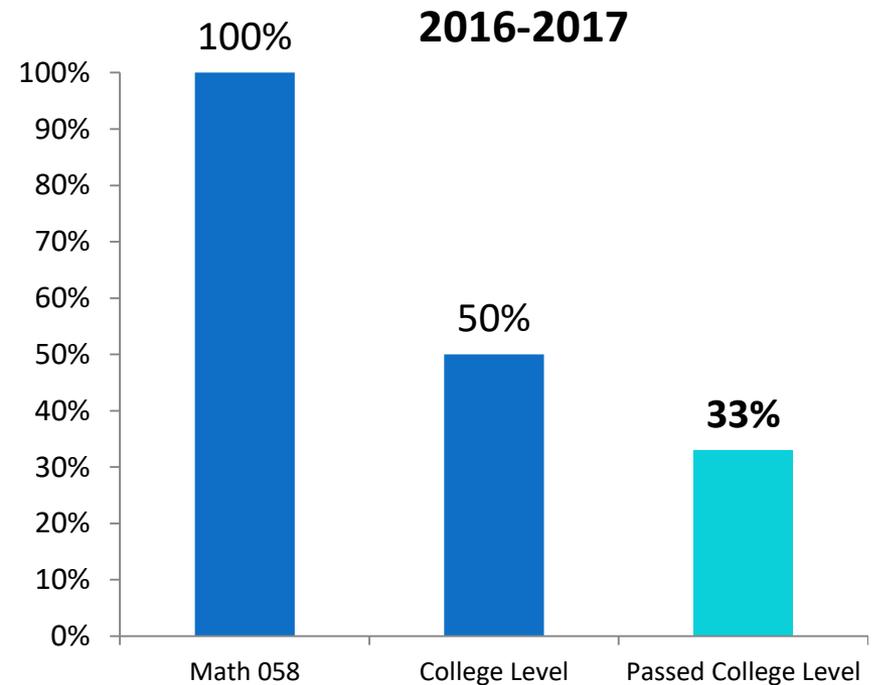
Students started in MTHM 058 Fall 2016 (1 year)

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 Requirements

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.

Baily, Jaggars, and Jenkins, *Redesigning America's Community Colleges,* Cambridge: Harvard UP, 2015.

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*

Integrating General Education into Coherent Program Pathways

- 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:

Course	Proportion of program grads	Civitas Illume Courses Insights					
		DFW % for program	Level of Analysis	Signal (if applicable)	Graduation Likelihood	Tipping Point Grade	Influence
ASTY 151: STARS, GALAXIES AND COSMOLOGY	6%	33%	Overall	Yellow Flag	29%	D	37%
BIOG 121: ANATOMY AND PHYSIOLOGY I	9%	46%	Division	Challenge	19%	C	19%
BIOG 122: ANATOMY AND PHYSIOLOGY II	5%	31%	Overall		40%	B	16%
BIOG 151: GENERAL BIOLOGY	10%	21%	Overall		40%	C	21%
BIOG 152: HUMAN BIOLOGY	27%	17%	Division	Yellow Flag	32%	B	28%
BIOG 159: AQUATIC LIFE	12%	46%	Division		49%	C	16%

Career Services: An Opportunity At All Points of the Loss – Momentum Framework

COMPLETION BY DESIGN OHIO CADRE

CONNECTION	ENTRY	PROGRESS	COMPLETION
Interest to Application	Enrollment to Completion of	Entry into Course of Study to 75% Requirements Completed	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

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**

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

Annual Job Fair and Internship Fairs

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

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

Here. Now. Guaranteed.

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

College/University	University Costs 4 years with Room & Board	Bachelor's Degree Completion Costs	Savings!
Ashland University			
B.S. in Education	$119,376	$32,798	72%
Bowling Green State University			
B.S. in Biology	$76,408	$11,745	85%
B.A. in Communication	$76,408	$15,350	80%
Cleveland State University			
B.A. in Psychology	$85,227	$12,525	85%
Hiram College			
B.A. in Accounting & Financial Mgmt.	$160,600	$24,554	85%
Kent State University			
Bachelor of Business Administration	$77,408	$12,893	83%
Ohio University			
Bachelor of Technical & Applied Studies	$30,228	$20,998	69%
University of Akron			
B.S. in Computer Information Systems	$83,844	$16,586	80%
B.S. in Nursing	$83,444	$16,340	80%
Bachelor of Organization Supervision	$83,444	$14,687	82%
B.S. in Sport Studies	$83,444	$12,811	85%
University of Toledo			
B.S. in Computer Science & Engineering**	$83,177	$15,726	81%
Youngstown State University			
B.S. in Criminal Justice	$83,184	$13,305	86%
Bachelor of Social Work – Gerontology	$83,184	$13,424	86%
B.A. in Journalism	$83,184	$13,660	86%
B.A. in Political Science	$83, 184	$13,660	86%

*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.

Education

my UNIVERSITY
Here. Now. Guaranteed.

Earn an associate degree and high school diploma simultaneously – but flexible to join when ready

Earn bachelor's degree by age 20 to prepare for careers in high-demand, well-paying jobs**

Save 80% of the cost on average

Onsite and ongoing academic and career advising

Enjoy full high school and college experience

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!

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.

9th Grade

HS CU Credit	HS Course	LCCC Course	College Credit
1	English 9		
1	Algebra I or Geometry		
1	Physical Science		
1	College & Career Readiness	SDEV 102: Strategies for College Success	3
1		CISS 121: Microcomputer Applications	3
1	Foreign Language		
1	Elective/Open		
1	Elective/Open		
8			**6**

10th Grade

HS CU Credit	HS Course	LCCC Course	College Credit
1	English 10		
1	Geometry or Alg. II		
1	Biology or Chemistry		
1			
1	Social Studies II	HSTR 161: US History I	3
1		HSTR 162: US History II	3
.5	Health		
.25	Physical Education		
1	Foreign Language		
1	Elective		

11th Grade

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

12th Grade

HS Credit	HS Course	LCCC Course	College Credit
1	English 4	ENGL 255: Intro to Fiction	3
1		HUMS 151: Intro to Humanities	3
1	Math 4	MTHM 181: Calculus	5
1		MTHM 168: Statistics	3
1	Advanced Science	BIOG 161 & 162 or	4/5
1		PHYC 151 & 152	4/5
1	Social Studies	PSYC 151 and SOCI 151	3
1		ECON 151/152 (choose 2)	3
1	Foreign Language		
1	Elective/Science	PHLY 165: Bioethics or Science	3
10			**31/33**

# 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
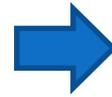
Advantages of Advising Teams – "Your Person"

- 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

Kat

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!
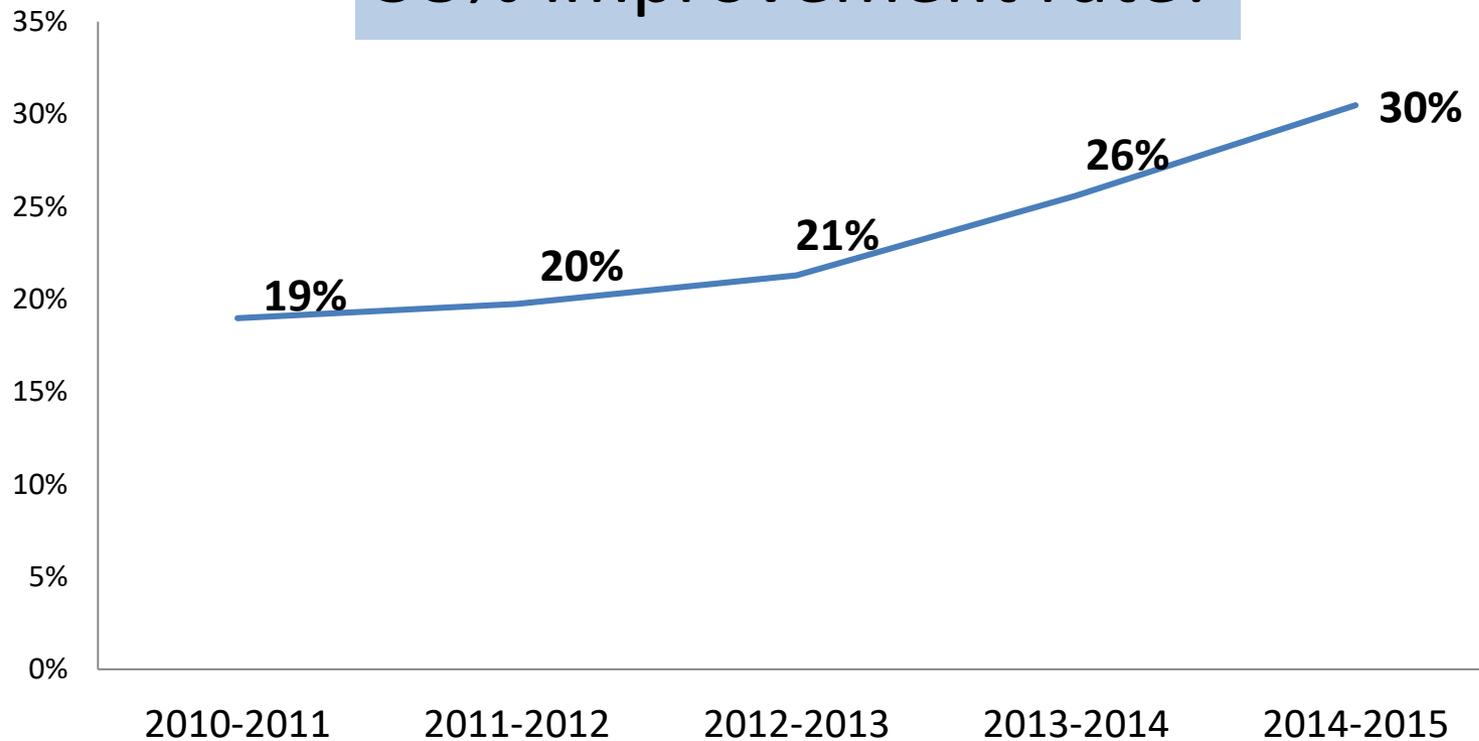
Concentration is defined as 9 credit hours within a program of study within 1 year
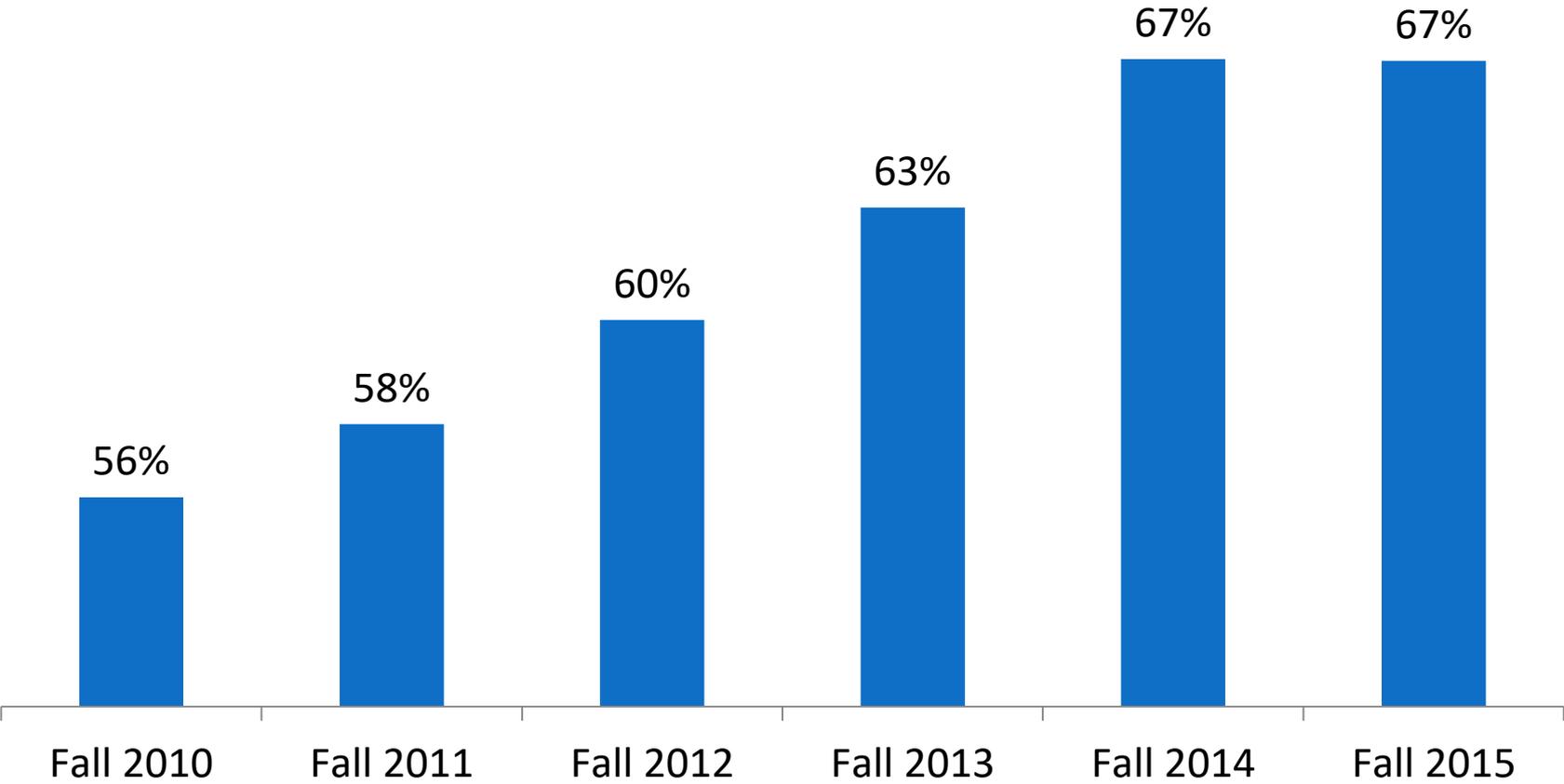
Decreased Credits to Degree

-7% decrease since 2012-13

73.4

72.2

70.9

69.3

68.3

Reduces cost to graduates by almost 2 courses ≈ **$602**

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

College-Level Credits

74
73
72
71
70
69
68
67
66
65

2012-13   2013-14   2014-15   2015-16   2016-17

Academic Year
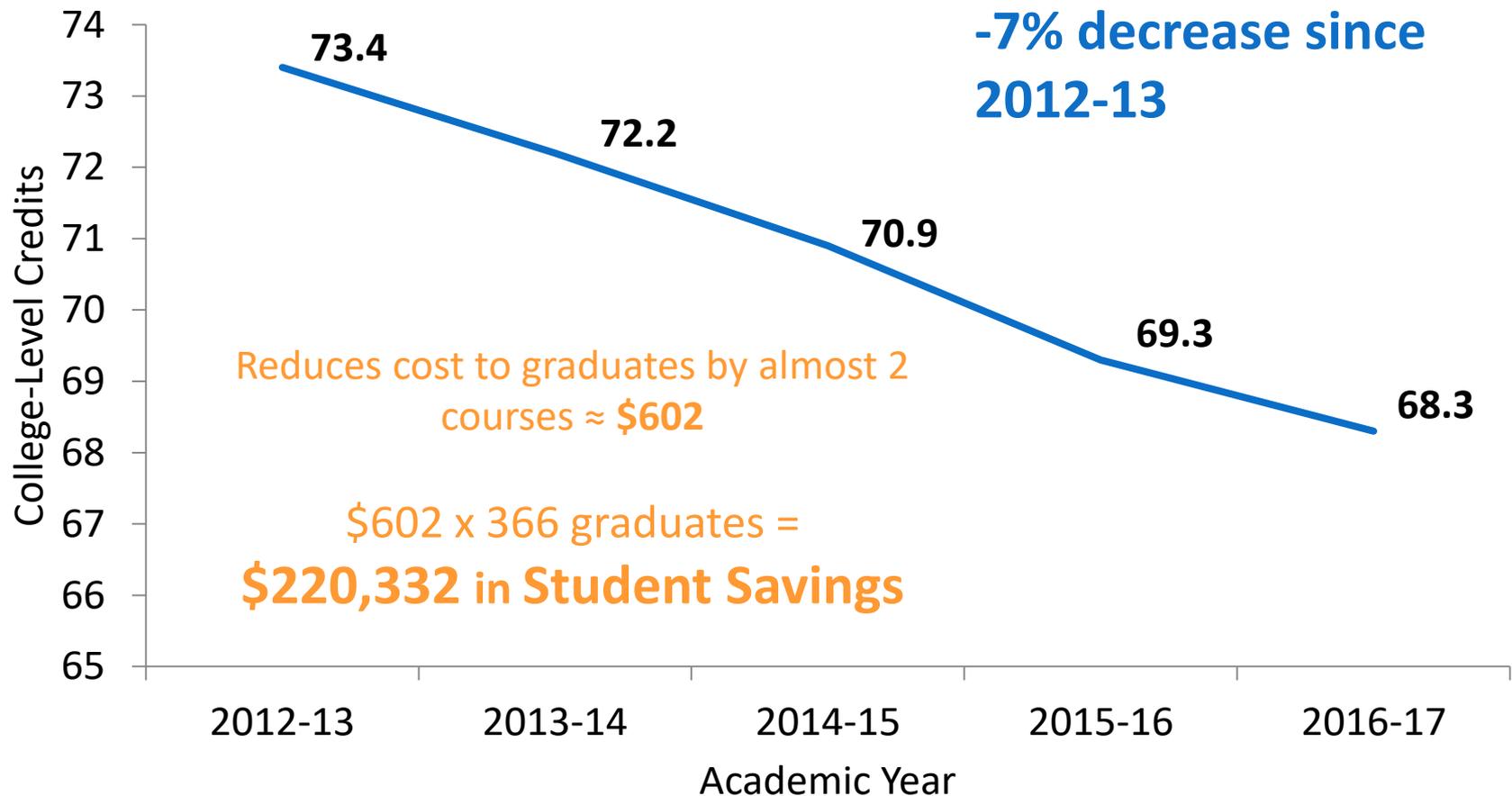
Note: First Associate degree completers within 4 years with 15 or fewer transfer-in credits

LCCC Conferred Highest Number of Degrees and Certificates in 2016-17 at 2,111 – a 79% Increase

Degrees & Certificates Awarded

61% Increase

Legend:
- Short Term Technical Certificae
- One Year Technical Certificate
- Associates Degrees

Years: 2011 2012 2013 2014 2015 2016 2017 2018
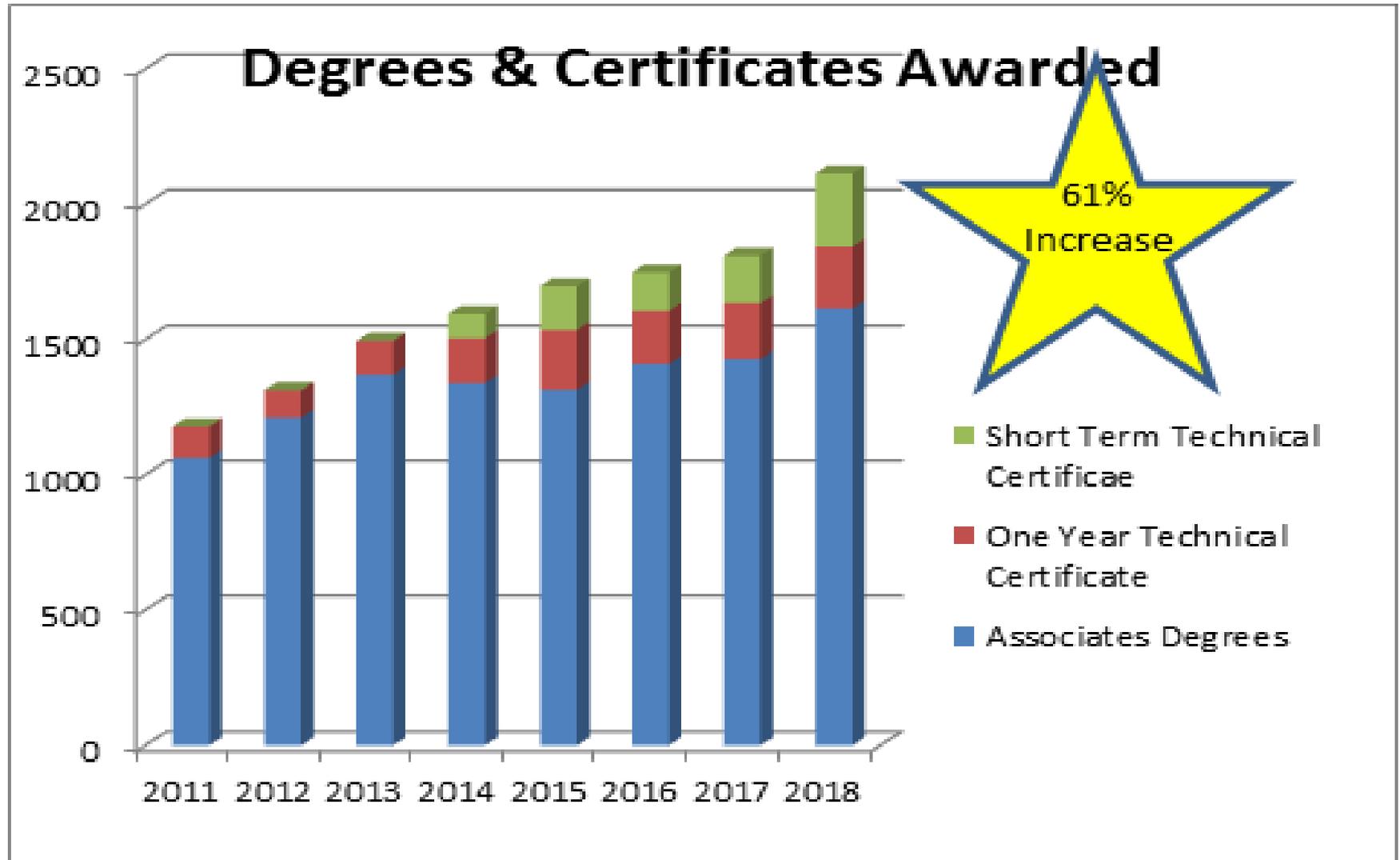
Making Progress: 197% Increase
IPEDS First time, Full Time Graduation Rate
2008 to 2013 Cohorts (150%)
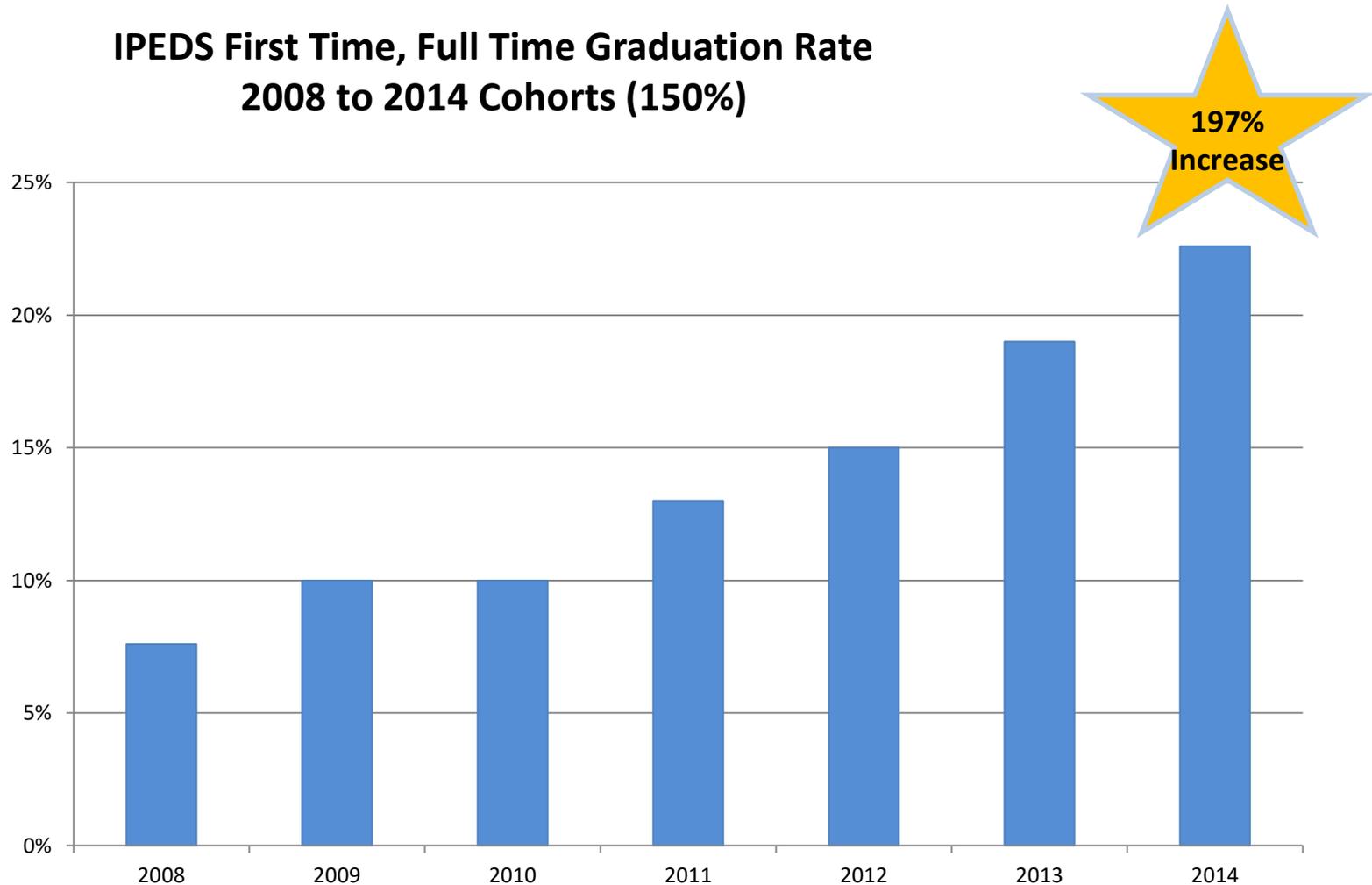
LCCC leads (#1) the state in student success with a 60% student success rate versus average for Ohio Community College of 51%

Ohio Department of Higher Education, March 2018
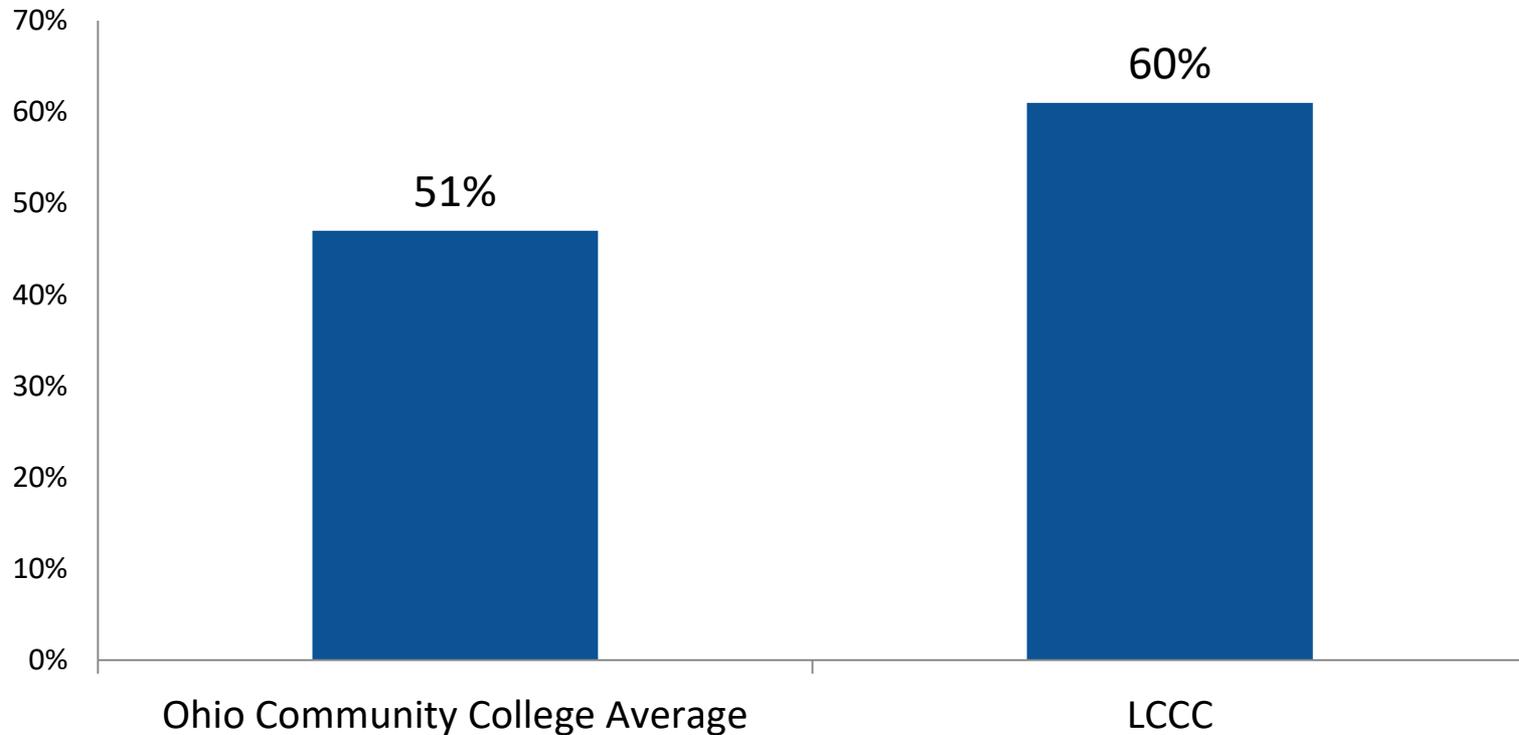
Cumulative Return on Investment Student Success Efforts

Fall full-time student retention	2011: **56%**	2016: **67%**
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

Access Indicators

Student Success Indicators
(First-time in College)

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

Post-Completion Success Indicators

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

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