



Quality Highlights Report

Prepared for:

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I. INSTITUTIONAL PRIORITY HIGHLIGHTS

a. Strategic Plan Refresh

In 2014-15, Lorain County Community College embarked on a nine month process to refresh our strategic plan including the College's mission, vision, values, priorities and initiatives. Over 600 stakeholders were deliberately engaged in the planning process. LCCC's Institutional Planning Council (IPC) created a 100 member Vision Council comprised of both internal and external stakeholders which met four times throughout the planning process. The internal campus community was engaged through faculty brown bag sessions, staff update sessions/coffee chats, Administrative Leadership Team meetings/summer workshop, President Forums with students, Operations Council (one of LCCC's shared governance council), and meetings of the District Board of Trustees and LCCC Foundation Board of Directors.

LCCC invited Dr. Daniel Kim, Co-Founder of Pegasus Communications and of MIT Center for Organizational Learning to kick off the strategic plan refresh process during a Mid-Year Convocation in January 2015. The planning process was organized around four cornerstones: 1) Education; 2) Economy; 3) Community; and 4) Culture. Some trends reviewed by IPC and the Vision Council to inform the planning process included performance-based funding, competency based education, rising college debt, employers emphasis on skills and experience plus education, adaptive technologies, re-shoring of manufacturing, and changing demographics of our community.

IPC administered a survey to faculty, staff, and administrators while the Vision Council used key pad polling to prioritize strategic goals and initiatives. The refreshed strategic plan was adopted by the Board of Trustees in September 2015. Concerted effort has been made to share Vision 2020 publicly and across the campus community. www.lorainccc.edu/Vision2020

Nearly 100% of Vision Council members rated the new strategic plan as excellent or good. Eighty-eight percent (88%) described the planning process as extremely or very inclusive. All (100%) of Vision Council members rated the quality of information provided throughout the planning process as excellent or good. Ninety-six percent (96%) said they learned something throughout the planning process while 100% said their thoughts, ideas, and suggestions were heard. Most important, 98% said they are extremely or very committed to personally helping carry out Vision 2020.

Under Procedure II-240, the IPC will track and monitor annual progress towards strategic priorities and initiatives. Each strategic initiative has an assigned team coordinator who will complete a newly designed action planning form that, at minimum identifies: 1) the status of the initiative, 2) progress made, 3) challenges encountered, and 4) factors causing change to the initiative, especially external factors that may require the initiative to pivot in order to stay relevant to the environment. Reports on all 17 initiatives are compiled, synthesized, and shared with the IPC and District Board of Trustees annually. Additionally, the Joint Salary and Benefits Committee (JSBC), another branch of the shared governance structure within our College, ensures adequate financial support for strategic priorities and initiatives. Resource allocations are adjusted annually based on progress and improvement needs.

b. Student Success Agenda

Student success is another key institutional priority for LCCC. Lorain County Community College's strategic and comprehensive approach to scaling student success reforms has led to significant results to close achievement gaps for our students over the past four years. We joined both Completion by Design (CBD) and Achieving the Dream (ATD) in 2011 and were awarded ATD Leader College status in 2015. Our approach to student success has been transformational. We restructured/merged offices in support of student success, have implemented nearly 25 policy changes, hired new Success Coaches, purchased new assessment tools, required new students to develop a career and academic plan (MyCAP), implemented math boot camps, re-designed developmental math, implemented a co-requisite developmental English model, launched a comprehensive course completion action project, reduced degree credit hours, executed an "academic diet", purchased and rolled out numerous technology platforms (including a new Learning Management System, Student Success Plan (SSP) early alert system, Ad Astra Information System, and Civitas predictive analytics platforms), created 10 meta-majors, and now have nine cross-functional, cross-hierarchical teams driving all student success efforts.

Integration has been a key component of our work. Student success is the number one priority within our strategic plan, is integrated into AQIP accreditation processes, comprises all elements of our District Board of Trustees Indicators of Institutional Effectiveness, and is integrated into all other continuous quality

improvement like academic program reviews and operational system reviews. Student success has also comprised the bulk of professional development for faculty and staff over the past four years.

www.lorainccc.edu/professionaldevelopment

We have assumed leadership roles in Ohio and the nation both to help us learn and to contribute to the national learning environment. Within Ohio, our Chief Academic Officer and Dean of Research and Institutional Effectiveness served on the Ohio Association of Community Colleges (OACC) Funding Consultation and Data Consultation teams to help design Ohio's performance based funding model. Our administrators, faculty, and staff continue to make presentations at OACC Student Success Symposiums. In fact, a team comprised of four administrators, faculty, and staff will serve this spring as coaches for the OACC Student Success Leadership Initiative (SSLI). SSLI will help 19 of Ohio's 23 colleges implement strategies to improve student success. We have worked closely with Jobs for the Future (JFF) to design and pilot a policy assessment tool. Our Provost is serving on the JFF National Student Trust for Student Success and was selected as an AACC Pathways Institute Coach. We are currently working on an ASAP Replication Study with MDRC. And, two years ago our Dean of Research and Institutional Effectiveness became an ATD Data Coach and is serving on the Civitas Partner Leadership Council (PLC).

Student success has been a priority within an environment of shrinking resources. The College has overcome financial pressures through creative financing, leveraging external funds, and engagement of the LCCC Foundation Board. Over the last few years, LCCC secured more than \$8Million in external funds to support student success. We have also used innovative approaches like the approval of a new "Career Advantage Fee" by our District Board which enabled us to hire Success Coaches and purchase tools necessary to reinforce career and academic planning at the point of entry for new students. With the additional fee, LCCC tuition and fees remain the lowest in Ohio and among the lowest in the nation. www.lorainccc.edu/tuition Our Foundation Board is making increased investments in student success like the Diversity Incentive Award which is provided to African American, Hispanic, and other high school graduates of under-represented populations. This past academic year, over 500 students were offered this award to incent Associate degree attainment. Additional investments are tied directly to strategic initiatives.

Engagement of full time and adjunct faculty is a priority given the challenges that occur with a fundamental shift to evidence-based models. We have addressed this through continuous engagement, leadership development, celebration of accomplishments, and accountability measures. We have Adjunct Faculty Liaisons within each division who coordinate communications and evening/weekend summits. We continuously provide faculty with data, evidence based practices, exposure to external experts, and professional development opportunities. Faculty serve on all student success teams and in many cases lead these teams. We also celebrate faculty accomplishments through year end awards and are exploring a new Faculty Scholar program.

Putting data in the hands of users has been instrumental to the decision making process. Faculty and staff can see the evidence and the critical need for improvement in student success and completion. Based on dashboard utilization, faculty and staff now have higher expectations for the use and application of data. The Student Success Dashboard can be accessed at www.lorainccc.edu/dashboard.

LCCC is also leveraging community partnerships to help more at-risk student populations succeed. Engagement of at-risk students was described as an opportunity for improvement within our last Systems Appraisal. With support from United Way of Greater Lorain County, the College is leading the WE³ Collaborative (Women Empowered, Educated, and Employed). The Collaborative unites 14 organizations to lift women and families out of poverty. Single, working mothers comprise nearly two-thirds of the working poor in our county and our focus is on 374 of LCCC's female students who in Spring 2015 were under 200% of poverty. We are also partnering with the Lorain County Urban League to engage African American males and with El Centro de Servicios to help our Hispanic-Latino students succeed. Since our last Systems Portfolio was submitted we created a new Veterans Center and a new center designed to help students with addiction. The Caring Advocates for Recovery Education (CARE) on the LCCC campus is a partnership with the Lorain County Alcohol and Drug Addictions Services Board of Lorain County. Last year we also hired a Coordinator for Inclusive Excellence to work with many of our at-risk/minority student populations.

Emphasis has also been placed on adults in our Adult Basic Literacy Education (ABLE) program. During the 2014/15 academic year, the LCCC ABLE program served

668 students of which 62% made academic gains of at least two grade levels. Retention rates have nearly doubled (from 40% to 78%) while overall success rates increased from 22% to 62%. This is also an area in which we have strengthened partnerships with community agencies that provide wrap-around support to our students including El Centro, the Boys and Girls Club, Second Baptist Church, Oberlin Community Services and others. All of this work aligns directly with our emphasis on closing achievement gaps for under-resources learners which is a stated initiative within strategic priority number one of our strategic plan.

Below are some examples of other 2011 measurement results that have *informed* student success improvements over the last few years:

- 63% of all entering students placed into at least one developmental education subject but only 6% completed all required course work within one year. This data informed the development of new strategies to get more students through developmental education (and in a more timely manner)
- Course completion rates were at 73% institution-wide. However, the divisions of Academic Foundations and Science/Math were at 58% and 69% respectively. Lower rates were also observed for particular course clusters, courses offered in certain modes, and at the course section/instructor level. This data informed the development of a new AQIP Action Plan to improve course completion.
- Few students were concentrating in a primary area of study within their first (20%) or second year (16%) at our College. Further analysis revealed our students change majors upwards of six or more times and many of them had a sizable amount of excess credits at the point of graduation.

The following steps were taken to improve completion of developmental math:

- In Fall 2011 we piloted two sections of what was MTHM 098 (Basic Math) as an ABLE noncredit course (NMTH 180). COMPASS cutoff scores were modified to send lower placing 098 students to ABLE for additional assistance and higher placing students to MTHM 021 (Pre-Algebra).
- Based on focus group discussions with students, we broke our 16 week NMTH 180 developmental math courses into four 8 week sections which began in Spring 2012. Based on positive data, we scaled the

short term course approach to include developmental MTHM 041-081 in Fall 2013.

- Between Fall 2012 – Spring 2013, faculty researched WebAssign, ALEKS, Hawkes, and MyMathLab for use in developmental math courses. By Fall 2014 we tested ALEKS placement for specific course sections which has continued into 2015.
- In Spring 2013, LCCC began requiring permission for enrollment in online courses. This past Summer (2015) we eliminated all online offerings of MTHM 041.
- During Summer 2013, math acceleration Boot Camps were initiated. Based on positive data, we began offering Online Readiness Boot Camps for students enrolling in the online section of the developmental math in Summer 2015.
- In Summer 2014, we began offering unlimited tutoring to developmental math students with no appointment necessary and by the next Fall we had tutors in all interactive video distance learning courses. This past spring (2015) we opened a Math Studio and relocated all math tutoring to the new facility.
- This Fall (2015) we established parameters for accelerating students who earned an A or B in MTHM 061 into MTHM 168.

As a result of this work, we witnessed a 5% increase in the First-Time in College cohort (FTIC) who successfully complete developmental math within two years. We have closed the gap between male and females and we experienced a 19% increase for African American students and a 15% increase for Hispanic-Latino students who successfully completed developmental math within two years. Similar patterns are evident for low income students.

Our initial measurement results revealed that our students “spin”, changing majors as many as six times with sizable excess credits earned at the point of graduation (average of 92 credit hours), so much of our early work emphasized career assessment, career coaching, mandatory development of a career and academic plan (MyCAP), and more. We have seen a 10% increase in students concentrating in a major field of study within the first two years of enrolling at LCCC.

During four years of enrollment decline, LCCC has also increased the overall number of individuals earning degrees each year. This has translated to increases in our First-Time, Full-Time, Degree-Seeking population by

5 percentage points.

www.lorainccc.edu/studentsuccessdata

c. Capital Improvements

The College is completing a significant 10-year capital improvement cycle directly linked to its mission. www.lorainccc.edu/capitalimprovement. This planning process served as the basis for the Bass Library/Community Resource Center which was completed in 2008 through the Lab Sciences Building completed in 2013. Improvements were in direct response to rapid changes in instructional paradigms (the shift away from rows of individual seats facing a front wall to flexible classrooms supporting engaged learning) and the shortage of 'wet' lab spaces to support documented needs. In the development of comprehensive learning environments, the design and planning recognized that all areas of the campus are areas of learning and were designed to support informal group learning outside the more formal classroom.

Recent capital investments have focused on infusing as many elements of the comprehensive learning environment as possible within project constraints. A good example is the upgrades from the old 'wet lab' space within the Physical Sciences Building (PS) to a Math Studio which serves as a tutoring center dedicated to math instruction flanked by all math faculty. Similarly upgrades have been made to the Health Sciences Building (HS) to upgrade instructional labs and create a group study area which was formerly lacking within this building. These improvements align directly with strategic priority number one (to drive student completion for academic and career success) in our new strategic plan.

Current capital projects also respond to the need to support digital fabrication or 'the maker movement'. A modest addition to the Nord Advanced Technology Building (AT) will enhance the Fab Lab capabilities and other labs for 'high-tech' manufacturing sector skills, both additive and subtractive. The project in AT supports both the academic demand for in-demand careers (Vision 20/20 Priority 1), but also supports entrepreneurial activities (Vision 20/20 Priority 2).

d. Campus Security Update

Lorain County Community College has a staff of approximately 20 security officers and dispatchers. The operation is open twenty four hours a day seven days a week with at least one security officer on campus at all

times. Officers conduct foot and mobile patrols of all campus buildings and parking lots during their tours of duty. To help supplement the officer's patrols we have deployed approximately five-hundred close circuit television cameras (CCTV) across campus which helps monitor and record campus-wide activity. The Campus Security department handles a majority of investigations on campus including thefts, assaults, motor vehicle accidents, stalking complaints, and any other violations of our Campus Code of Conduct.

Additionally, the Campus Security department offers several information sessions to faculty, staff, and students. Topics include responding to an active shooter, sexual assault, domestic violence, and general safety measures. Some of the most recent topics include helping individuals in mental crisis and advanced first aid techniques. Very recent improvements include:

- Expanded installation of desktop panic icons
- Crisis Intervention Team (CIT) certification for three officers through the Lorain County Board of Mental Health
- Presentation of more than 40 "responding to an active shooter" information sessions for faculty, staff, and students
- Hosted a live "response to an active shooter" exercise on December 19, 2015 with the next session scheduled for March 2016

The Campus Security department also works with faculty and staff to identify individuals who may be exhibiting signs of violence or in need of emotional or behavioral health assistance. We have developed what we call our Threat Assessment Team (TAT) which is comprised of faculty, staff, and four crisis counselors. This group looks over any reports that meet certain criteria set up by the Threat Assessment Team. After reviewing the report the team makes recommendations on how to proceed with an individual. We have a strong working relationship with the Elyria police department as well and contract with them for additional patrol capability during peak times of the year. We also work with our local fire department and with LifeCare, which is the local ambulance service, to conduct mock exercises for emergency preparation.

II. ACTIONS CAPITALIZING ON SYSTEMS APPRAISAL FEEDBACK

a. Refinement of Student Success Initiatives and Targets

No accreditation issues were noted by the Systems Appraisal Team as a result of our 2013 Systems Portfolio submission. However, the Appraisal Team identified three possible strategic challenges for consideration. First, LCCC's focus on student success was acknowledged but Appraisers connected the myriad of LCCC initiatives with potential "confusion as to which priorities take precedence and how all of the priorities fit into a cohesive system". Appraisers recommended we have a clear understanding of all student success initiatives, the targets/goals we have/should set, and that we focus on using measurement results to inform improvements. Since 2013, the following actions have been taken to address this potential strategic challenge:

- Reprioritization of student success initiatives through our strategic plan refresh
- Increased emphasis on structures that facilitate understanding of initiatives including development of nine cross-functional, cross-hierarchical student success teams with co-chairs of each team serving on the Student Success Core Team to create a more functional and cohesive system
- Making professional development for faculty and staff a priority so that they hear and learn from others; are directly engaged and empowered to design and carry out student success interventions www.lorainccc.edu/professionaldevelopment
- Development of an interactive Student Success Dashboard to get data into the hands of all faculty and staff coupled with formal training of nearly 200 employees to generate comprehensive understanding of student success goals/targets www.lorainccc.edu/cbdtargets
- Greater emphasis on piloting of initiatives and use of measurement results to inform decision making about whether or not initiatives should be scaled
- Continuous and deliberate communication of student success work
- Celebration of accomplishments campus wide

b. Heavy Reliance on CCSSE and AlphaMeasure Data

Collection of a "considerable amount of data related to a number of processes" coupled with lack of clarity in

our Systems Portfolio about whether we understand what the data mean and how to use data to measure the effectiveness of different processes was another strategic challenge identified by the Appraisal Team. Appraisers also indicated that we seem to rely heavily on CCSSE and AlphaMeasure data/results to inform improvements and we might consider other, more targeted measurement techniques and tools to more clearly inform needed improvements to various processes. The following actions have been taken to address these potential challenges:

- Re-design of enrollment tracking reports (for the main campus and additional locations) which are used by the Enrollment Planning Council (EPC) to inform facility, academic program, budgeting, and other planning processes www.lorainccc.edu/enrollmentreports
- New student success performance targets to inform needed improvements www.lorainccc.edu/studentssuccessdata
- Development of program and course cluster workbooks comprised of job outlook data, course completion rates, student success progression data, learning outcome data, employer feedback, university feedback, and graduate employment/earnings data to inform academic program reviews www.lorainccc.edu/programreview

III. ACTIONS CAPITALIZING ON STRATEGY FORUM PARTICIPATION

a. New Course Completion Action Project

LCCC had two primary outcomes resulting from the Strategy Forum. First, we created a new Action Project focusing on course completion. Data for all college level courses (not just the top 25-30 enrolled) are analyzed at the division, course, and instructor level as well as by modality. For all course sections falling below a 75% completion rate, faculty are required to develop action plans and time lines for improvement which are logged into a newly created web based tool.

www.lorainccc.edu/coursecompletion As a result of this work we experienced a 5% increase in course completion within the first term alone and continue to see gains at the institutional level and across all academic divisions.

www.lorainccc.edu/studentssuccessdata

b. Progress on Strategy Forum Action Plan

Second, we created a Strategy Forum Action Plan comprised of the following steps:

- **Make Learning Management System (LMS) mandatory for faculty:** All full time and adjunct faculty are now required to utilize the College's LMS for all courses, whether they are offered online or on campus. At a minimum, instructors must use the LMS to post syllabi and to enter grades in the LMS grade book. Academic Deans are responsible for ensuring that their division faculty meet these expectations. To further institutionalize faculty utilization of the LMS, the college instituted a new Adjunct Faculty job description in July 2014 which makes clear they are "responsible for all aspects of teaching and delivering" their courses, "including the utilization of the LMS for assigned courses". This job description applies to all part time faculty, including those teaching LCCC courses in the high schools and at additional locations. Additionally, in March 2015 the college approved Procedure IV-220, establishing the LMS Committee which is charged with providing "leadership for the instructional implementation and usage of the current LMS ensuring that it is in alignment with the College's Strategic Plan". During the Spring and Summer of 2015 the Distance Learning Team put together an aggressive LMS training program designed to get all faculty comfortable with Canvas prior to its full implementation for Fall 2015. In late October, the Center for Teaching Excellence also presented a series of workshops to further encourage faculty utilization of the LMS.
- **Train faculty and staff on Student Success Dashboard:** LCCC created an interactive Student Success Dashboard and provided in-depth training for nearly 200 faculty and staff. The Dashboard is comprised of institutional, program, and course level data. Key performance indicators are disaggregated on the basis of age, gender, race/ethnicity, Pell eligibility, and first generation college students. The data is displayed in highly visual ways to inform strategy development. The data is also used to prioritize targeted populations in need of additional assistance. Current targets include: 1) African American males; 2) Female students below 200% of poverty; 3) Hispanic-Latino students; and 4) Long-Term Persisters. The

dashboard can be accessed at www.lorainccc.edu/dashboard

- **Design and roll out an Early Alert System:** An SSP Early Alert system was piloted with the Angel Learning Management System in the Fall 2014/Spring 2015 but was met with some challenges. The pilot focused on: 1) faculty training (which was successful), and 2) integration of SSP with the Angel Learning Management system. The difficulty we experienced related to technology integration. With transition to the Canvas Learning Management System during Summer 2015 and the release of SSP 2.52 a month earlier, additional pilot testing was needed for Fall 2015 to work out configuration, connectivity, data sharing, and networking issues among three platforms (PeopleSoft, SSP, and Canvas). Over the past year, the three systems have undergone extensive upgrades and configuration changes necessary to resolve previous issues and LCCC is ready for a full roll out of the Early Alert system this Spring (2016).
- **Implement Predictive Analytics:** LCCC invited Dr. Mark Milliron to speak at our 2013 Fall Convocation to kick off our work with predictive analytics. The LCCC Student Success Data Team coordinates our work with Civitas Learning Inc. with support from the office of Institutional Effectiveness and Planning. Faculty were deeply engaged in the launch of predictive analytics. Our divisions of Institutional Effectiveness and Planning and Information Systems and Services then worked with Civitas to securely transfer data for development of a predictive analytics platform. Our platform was created in the Fall 2014. In Spring 2015, Civitas professionals visited our campus to meet with faculty regarding use and application of the data. Since this time, a team of administrators, faculty and staff have undergone certification in the predictive analytics platform and all data is monitored each term and disseminated campus wide to inform improvements. For example, in Spring 2015 four sessions were organized to share predictive insights and develop improvement strategies for student success among our front end services staff. The backgrounder and initial predictive analytics products can be found at www.lorainccc.edu/predictiveanalytics. This Spring we plan to pilot a new predictive analytics platform called Inspire for Advisors assuming we can tackle the integration with other systems (like LMS and

Early Alert) so that faculty and staff do not have to interface with multiple platforms.

IV. UPDATE ON ASSESSMENT OF STUDENT LEARNING OUTCOMES

Course-Level Learning Outcomes: As stated in our 2013 Systems Portfolio, more than a decade ago LCCC designed an innovative system for assessment of *course* learning outcomes known as the Course Assessment Record (CAR). Each term, data was compiled into a Course Assessment Record Database (CARD) comprised of targeted outcomes, assessment methods used, performance targets for students, assessment results, and a description of what would be done differently to improve course outcomes. To this day we get inquiries from other institutions of higher education about this process per HLC referral. However, in 2012, the newly formed Student Learning Assessment Council (SLAC) thought it was important to re-evaluate the effectiveness of the CAR/CARD as part of our continuous quality improvement efforts. Given our recent shift to a new LMS system, the Student Learning Assessment Council and LMS Faculty Committee are currently designing a new course learning assessment system within Canvas. This will reduce the number of web-based tools and platforms faculty currently use for assessment of student learning outcomes thereby creating a more interconnected system of assessment and improvement. Integration of the Course Assessment Record (CAR) into Canvas and the course success action planning mentioned earlier represent two major areas of improvement to assess course outcomes since our Strategy Forum participation in 2014.

General Education Learning Outcomes: One of our greatest improvements since our last Systems Portfolio submission and Strategy Forum participation has been the development and implementation of a more comprehensive and systematic approach for assessment of *general education* outcomes. We made this one of our AQIP Action Projects. We piloted a new tool called the General Education Assessment Record (GEAR) for critical thinking in 2013. A total of 278 faculty and 316 course sections were involved in the pilot with a total of 5,383 students assessed for this general education outcome. A report and presentation of pilot findings were prepared and disseminated at faculty development days and at adjunct faculty conferences. Faculty were then asked to provide input via a

SharePoint site and to communicate directly with the office of Institutional Effectiveness and Planning about what worked well or not so well throughout the pilot. All feedback was processed by the Student Learning Assessment Council and used to make final modifications to the GEAR tool. Faculty also requested technical documentation be made available to help them navigate the tool. As a result, a guide was created and placed on our Intranet to assist faculty with the GEAR tool. www.lorainccc.edu/gearguide

Once modifications were made as a result of the pilot, the GEAR was rolled out Spring 2014 for *all five general education learning outcomes*: communications, critical thinking, diversity, ethics, and health. A total of 299 faculty (58%) participated in the full roll out of GEAR. A total of 926 students were assessed for communications skills (of which 85.6% mastered), 2,050 students were assessed for critical thinking (of which 77.7% mastered), 1,082 students were assessed for diversity (of which 87.3% mastered), 970 were assessed for ethics (of which 85.3% mastered), and 718 were assessed for health (of which 85.4% mastered). *Most important, 36% of faculty reported that assessment results revealed that some kind of change in their course or presentation/delivery of material was needed.* These faculty have developed new strategies to enhance learning outcomes. Detailed analysis is available at the academic division, course cluster, course, and course section level. Measurement results are incorporated into our student success dashboard and all program review workbooks to inform improvement. www.lorainccc.edu/gear

In addition to the pilot and full roll out of the new GEAR, the Student Learning Assessment Council designed and piloted a process that enabled faculty to track and analyze *student level* data (in addition to course-level general education outcomes assessment). This process was rolled out in Fall 2015. Faculty enter assessment results for individual students in the same way they enter grades into the Student Information System (i.e., PeopleSoft). Like the GEAR process, faculty involvement in the design and execution of this work has been extensive. One faculty member from each academic division participated in the pilot and provided feedback to inform improvements. www.lorainccc.edu/gearstudentleveldata Both course-level and student-level general education assessment results are incorporated into the academic review process to inform improvement plans.

Program Learning Outcomes: LCCC has established programmatic learning outcomes for 100% of our academic programs including certificates and two-year degree programs. More importantly, we have strengthened assessment of programmatic outcomes which was cited as an opportunity for improvement in our 2013 Systems Appraisal. Our primary method for assessing program level outcomes is through employer and university feedback. While we have administered a comprehensive graduate tracking survey approximately nine months post-graduation for decades, we have strengthened data collection efforts and application of measurement results to inform continuous quality improvement through the academic program review process.

First, all programmatic learning outcomes have been translated into employer questionnaires. Faculty administer the employer surveys at least once every three years to inform the academic program review process www.lorainccc.edu/employerfeedback

Additionally, this past year we designed a new system for the collection of feedback from university partners. Results were secured from eleven universities for which LCCC transfers the largest numbers of students. We gathered aggregate data for LCCC transfer students compared to overall university student cohorts. We also secured program level data from each university which is provided to faculty in a disaggregated fashion. For example, faculty can review data about how well our transfer students perform in a specific program at Cleveland State University, Kent State University, Baldwin Wallace College, The University of Akron and others separately and they can also review aggregate data for all transfer students from a specific program. Overall we found that LCCC transfer students outperform university students in term-to-term persistence, year-to-year persistence, average GPA, and other factors. Most important, faculty use these measurement results to inform their academic program reviews. www.lorainccc.edu/universityfeedback

V. DISTANCE EDUCATION UPDATE

Numerous improvements have been made to our Learning Management System since our last Systems Portfolio submission. During the Spring 2014, the Distance Learning Team initiated a comprehensive and inclusive process to select a new Learning Management System (LMS). In April 2014, four LMS vendors

presented their products to the campus community (Blackboard Learn, Brightspace by Desire2Learn, Canvas by Instructure, and Joule by ModdleRooms). All faculty and staff were invited and the presentations were recorded for individuals who were unable to attend. To ensure transparency and faculty collaboration, the Faculty Senate Executive Council (FSEC) was provided with several LMS updates throughout the process. In fact, a new LMS Faculty Ad Hoc Committee was formed at the request of Faculty Senate which was originally comprised of thirteen members (i.e., 5 members of the Distance Learning, 5 Full time Faculty, 1 Adjunct Faculty, and 1 member from Enrollment, Financial & Career Services). Two evaluation matrices were created to evaluate potential systems: an LMS Criteria Matrix for Faculty and the LMS Criteria Matrix for the Distance Learning Team. Committee members ranked each LMS product and provided rationale for their ranking. Canvas by Instructure was the final recommendation based upon substantive evaluation results and discussions among members of the LMS Faculty Ad Hoc Committee.

On March 23, 2015, the LMS Faculty Ad Hoc Committee became sanctioned as a LCCC Level II Committee. Procedure IV-220 dictates: *The LMS Committee will provide leadership to support the learning management system in support of Lorain County Community College's mission and the College's academic environment.* Membership now consists of two full-time tenure track faculty from each Academic division, one full-time tenure track faculty from the Library/Learning Resources division, one full time tenure track faculty or staff member from Enrollment, Financial & Career Services, one Adjunct faculty member, and the Distance Learning team. <https://campusnet.lorainccc.edu/resources/policy/Pages/default.aspx> . Procedure 11-206.

The following is a brief summary of the roll out process for our new LMS (Canvas):

- **Staff Resource Page and Trainings:** Nine training sessions were held for LCCC staff, lab aids and student works. Canvas training sessions were also offered at all LCCC additional locations.
- **Custom Staff Sessions:** Two sessions were held for HelpDesk/Information Systems & Services personnel. Three sessions were held for Lab Aides and Ambassadors. The Lab Aides and Ambassadors assisted with the Canvas welcome weeks and Canvas student open labs. Ambassadors include Core Tech and Book store staff , Distance Learning

Team and student workers, Lab aids, Outreach Center Staffs

- **Updates to the Campus Community:** Canvas updates were provided as follows: 1) Course Communication Group; 2) Enrollment Services Front Desk Staff; 3) Disabilities Services; 4) Marketing Department; 5) Faculty Senate Executive Committee; and 6) College Credit Plus (i.e., High School Dual Enrollment personnel)
- **Canvas Student Orientation:** The Canvas Student Orientation has been available for student since April 1, 2015. The orientation was piloted in several courses providing students opportunity for feedback which ultimately shaped course refinements and improvements.

Currently, the LMS Faculty Committee and entire Distance Learning Team coordinate and troubleshoot Canvas implementation with other offices like Marketing and Media Services, Campus Security, Information Systems and Services, faculty and students. The Committee has developed succinct processes to ensure systematic communications and delivery standards. The Director of Distance Learning also serves as a member of the Ohio eStudent Services Advisory Committee which is currently focused on E-tutoring, Quality Matters, Proctoring, and Student Authentication. LCCC is currently working on student verification and authentication as an area for further improvement.

After only one term of Canvas utilization (Fall 2015), 81.5% of all courses (not just online courses) contain a grade book in Canvas. Since faculty utilization is now mandatory, the Distance Learning team is tracking LMS application by academic division, mode of delivery, and location (including additional locations and high schools). These results have been shared with academic Deans and have informed continuous improvement efforts for the Spring 2016 term. These data results are available in the [DE Faculty Training](#) Folder.

Course Design: Beginning Fall 2010, Lorain County Community College joined and became actively involved with Quality Matters (<https://www.qualitymatters.org>). Quality Matters (QM) is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online and blended course design and online components. The Quality Matters™ Higher Education Rubric Workbook (5th ed., 2014) is comprised of eight General Standards and 43 Specific Review Standards. This research-based rubric is used for faculty

development and in formal course peer reviews that result in the continuous improvement of courses. From 2011-2015, 44 LCCC Faculty have officially completed the Applying the Quality Matters Rubric (APPQMR) Workshop which was hosted at LCCC in 2011, 2012 and 2013. Fourteen LCCC Faculty have completed additional training to become a Peer Reviewers, and one Faculty member is a Master Reviewer. In 2011 and 2012, five courses went through the Peer Review process and received "Quality Matters Recognition." Additionally, the Quality Matters Coordinator ensures continued collaboration and networking with The Ohio Quality Matters Consortium (<http://qmohio.org>) which has more than 60 Ohio institutions as members. The Ohio Quality Matters Consortium developed and utilizes the Course Review Bartering System.

In Fall 2013, an LCCC committee of faculty developed the innovative, in-house Quality Assurance Project that resulted in the development of three course-quality checklists for land based, blended, and online courses to enhance the quality of learning and student engagement, to employ best practices of distance learning, and to improve student retention and success. The Quality Assurance Checklist is used in training and by faculty for the continuous improvement of courses.

DE Student Support: Numerous improvements have been put in place to strengthen student support in distance education courses. The Distance Learning Team now provides Canvas Student Orientation, in-person instruction for new students, Canvas demonstrations, a new Canvas Live Chat and Technical Support Hotline, and has created numerous resources like a new Resource Page, Canvas Quick Tips, flyers and other material. All students new to online and blended courses are required to take the Canvas Student Orientation (CSO) to ensure they are prepared for course work in a distance learning environment.

All instructors teaching the mandatory college orientation course can have a member of the Distance Learning Team attend their class for one-on-one student Canvas training. A Canvas Overview Video is displayed during lunch hours and during dinner hours on the jumbo television screen located in the College Center Commons area. These demonstrations are displayed one week prior to the start of the semester and two weeks into the semester. Also provided in this time frame are Canvas trained ambassadors who are available with a laptop and iPad in front of the

bookstore for students who have questions or need assistance with their online or blended courses.

Students also have 24/7 technical support. Students are able to access this tool by clicking on the Help button listed at the bottom left of their Canvas instance. This Help tool enables students to: 1) Report a Problem - this method files a ticket with Canvas Support who respond to the issue via email; 2) Call the Canvas Support Hotline - this toll free number puts students in direct contact with a live support agent; 3) Chat with Canvas Support - this method opens a text-based chat system where students can type back and forth with a support agent in real time.

The Distance Learning Team works closely with the Marketing Department to provide up-to-date flyers and marketing materials to students. These materials are provided at the point of class registration and are also placed throughout the campus and at our additional locations. This information is also disbursed through Enrollment Services, Outreach Centers, Lab Aide Coordinator, Academic Division Associates, Information Systems and Services, and the Help Desk. The Canvas flyer is also displayed on flat screens across campus. Some items listed on the Canvas flyer are: Computer Lab hours (All Computer Lab aides attend a Canvas Training prior to the start of each semester and can answer basic Canvas questions), a Canvas Overview Video, Canvas Demonstration dates and times and a link to the Distance Learning Canvas Resource Page for Students. The link to the Distance Learning Canvas Resource page is also listed on all marketing material. Some of the items listed on the Distance Learning Canvas Resource page are: 1) A link to the Canvas Guide which works as a search engine to Canvas help content; 2) Canvas Login Information - Instructions on how to log into Canvas is listed as well as the Canvas Login Link; 3) Compatible Browser Information; and 4) Distance Learning Department contact information.

DE Faculty Support: Faculty training is offered on the use of instructional technologies and quality course design for online and blended courses. The migration to Canvas has been an impetus to improve the breadth and depth of faculty training. As stated earlier, all faculty are now required to use Canvas for their courses in any mode of delivery.

The Distance Education Team routinely seeks input from faculty regarding distance learning through surveys and other approaches. The *2014 LMS Faculty Usage Survey*

Analysis and Report revealed that 93% of faculty used ANGEL in some capacity (i.e., our former LMS prior to the shift to Canvas). More important, faculty (especially adjunct faculty) expressed a need for more training in distance education. Survey results are available in the [DE Faculty Training](#) Folder. In response, the Distance Learning team and the LMS Faculty Committee met with Faculty Senate to outline a plan for improved faculty Training. The plan was presented and approved by Faculty Senate. This presentation is available in the [DE Faculty Training](#) Folder.

From January through August, 2015, more than 400 faculty were formally trained on Canvas. Some of the lessons we learned through Canvas training:

- Faculty requested multiple ways to learn Canvas using formal and informal tools. As a result, on-campus and online training, open lab time, Job Aides, one-on-one consultations, and Distance Learning technical phone support were provided to faculty. Also, Canvas 24/7 Support continues to be available to faculty via phone, chat or email, and instructors use it extensively. The [Canvas Guides](#) are searchable and provide excellent instructions.
- The on-campus Canvas training sessions included Canvas Lite, Canvas Basic 1, Canvas Basic 2, Canvas Basic 3 and Open Lab. Online Canvas training included Canvas 101, Canvas 201 and 301. Descriptions of these Training Sessions are available in the [DE Faculty Training](#) Folder.
- For the initial Canvas training, Distance Learning applied a train-the-trainer approach with 1-2 faculty trainers from each academic division. Faculty Trainers conducted *Canvas Lite*, *Canvas Basic 1* and Open-Lab sessions. In addition, many of the trainers offered one-on-one consulting to faculty in their divisions. A sample of the Canvas Instructor Training Schedule for April 2015 is available in the [DE Faculty Training](#) Folder.
- *Quick Start job Aides* were developed specifically for on-campus Instructors. This 5 Steps document contains these five basic functions: *5 Steps to Course Navigation*, *Course Syllabus*, *Assignment*, *Grade book*, *Building a Module with Content*. The Job Aide is available in the [DE Faculty Training](#) Folder.
- *The LCCC Course Quality Checklist* provides instructors with a quick way to check all of the design components of their course. A checklist is available for each mode of course delivery Basic, Intermediate and Advanced Checklists are available in the [Quality Assurance](#) Folder.

- LCCC is a *Quality Matters* Member Institution, and we participate in the Ohio Quality Matters Consortium. Quality Matters professional development and conferences have raised faculty awareness of the importance of quality online and blended course design. A summary of the Quality Matters initiatives on campus is available in the [Quality Matters](#) Folder.

New continuous improvement efforts include: 1) the development of an on-line student grievance process and, 2) consideration of new student verification products (i.e., Biometric Signatures LLC BioSig, SheerID, and Verificent Proctor Trak). Recommendations will be made to the Provost by the end of April 2016 with a pilot to begin in Summer 2016 with full implementation in Fall 2016.

VI. HIGH SCHOOL DUAL ENROLLMENT UPDATE

In 2014, the Ohio General Assembly passed new legislation for high school dual enrollment known as the College Credit Plus (CCP) Program. Among other things, this legislation changed the amount paid to colleges for enrolling high school students to a per credit hour amount calculated according to the type of high school and college in which the student is enrolled and how students receive instruction. LCCC currently adheres to these new statewide guidelines. As a result of this and our own continuous improvement efforts, we have created the following systems improvements to enhance teaching and learning:

- Development of pathways (15 and 30 college credits) with LCCC's partner high schools
- Development and communication of degree pathways that start in the 9th grade through the associate degree and bachelor's degree in LCCC's University Partnership
- Implement a standard process for hiring qualified, high school site instructors
www.lorainccc.edu/hiring
- Creation of a professional development and colleague support program for new and continuing adjunct instructors teaching at high school sites which includes Canvas (LMS) training, LCCC academic standards training and discipline-specific development activities
www.lorainccc.edu/profdevelopment
- Design of a feedback process and form for classroom visits for the academic deans, college

faculty mentors and high school site adjunct instructors
www.lorainccc.edu/feedbackprocess

Additionally, dual enrollment students are assigned a college and career advisor to assist and support their academic and career goals. Students can receive these LCCC services at their high school or on campus. All dual enrollment high school seniors and their parents are invited to a spring "Grad Transition Meeting" to ensure a smooth transition between high school graduation and the next steps toward completion of a college degree.

Faculty can access the latest news, forms, and FAQs at www.lorainccc.edu/ccpadmin.

VII. EDUCATIONAL PROGRAMMING ENHANCEMENTS

a. Faculty Credentialing

Over the last year, LCCC has sharpened its faculty credential tracking and monitoring processes. Faculty credential guidelines and procedures have been extensively communicated to all full-time and adjunct faculty. A new faculty credential form, licensure certification form, and College Credit Plus service information form (which is the Ohio brand for high school dual enrollment) have been created and are used by the Provost office, Academic Deans, and Human Resources office to track and monitor faculty credentialing.

<http://www.lorainccc.edu/facultycredentialing>.

b. Academic Program Reviews

While not an Appraisal feedback recommendation, we continue to strengthen our academic program review process to ensure measurement results are used to inform continuous quality improvement. Knowing that the environment within which we operate is changing rapidly, we have adapted our program review process from a five year cycle to a more genuine continuous quality improvement process whereby all programs are reviewed at least once every three years and in some cases, more frequently based on program and course cluster performance targets and action plans. The academic program review manual was updated this past year and faculty can now access multiple data resources at the program level within one SharePoint site. This includes market assessment/job outlook data,

assessment of student learning data, student progression data, completion rates/excess credits, state/national exam pass rates, graduate tracking data (employment/earnings data), and employer and university feedback data. Prior to the start of the academic review process, the Office of Institutional Effectiveness and Planning also creates custom planning “workbooks” with updated data tailored to each program or course cluster. www.lorainccc.edu/programreview.

c. Competency Based Education

Beginning in January 2016 competency-based education (CBE) options will be available for a few courses within computer and electronic engineering technology. These courses are competency based, project based, and directly applicable in the workplace. The curricula are engineered to meet labor market needs and are validated by employers nationwide.

Our intention is to create an entire certificate which can be completed within one semester. The competency-based education certificates we are initially designing include:

- Computer and digital forensics one-year technical certificate
- Computer applications integration specialist one-year technical certificate
- Computer maintenance and networking one-year and short-term technical certificates.

LCCC will pursue a change request through HLC prior to taking this work to the certificate/program level. Right now our approach is to define a set of competencies for a degree or credential and create assessment tools to evaluate whether students have acquired those competencies. CBE programs will allow students to take assessment tests at any point in a training module where they feel they are competent to pass. If they pass, they can move on to the next module. Another great benefit is that the module start times are flexible allowing students to start a module at the beginning of the semester up to the 11th week of the term. This will give students the opportunity to complete more than one module if they can master the competencies of a previous module.

CBE courses are especially beneficial for independent students who have been successful in previous online learning and who are looking to enhance their skills or

advance on the job. We anticipate hiring CBE program graduates or sending current employees through CBE programs will have several benefits for employers as well. An employee’s current work experience may allow them to progress more quickly in the program, saving time. With documented competencies, a company will know when employees or potential new hires have the skills and knowledge to perform or advance in the workplace. www.lorainccc.edu/validate

VIII. ADDITIONAL LOCATION UPDATE

The college currently has eleven additional locations formally approved by HLC. Last year (Fall 2014), LCCC hosted additional location visits by HLC for three of these locations. The review yielded no concerns on behalf of HLC with our approach to additional locations. www.lorainccc.edu/additionallocations

This past year we permanently closed eight different locations (some of which had been inactive for almost two-year period) given market shifts, limited resources, and to make certain there were no risks associated with quality educational delivery and student support services. We do not anticipate new additional locations in the next six months. Should new opportunities arise, LCCC will carefully diagnose market needs, assess/evaluate adequacy of existing facilities, and tie ultimate decision making to our budget process before final decisions are made to apply to HLC for new locations.

Building collaborative relationships is a priority for our College and is one of the areas in which LCCC scored the highest on our most recent Systems Appraisal. We have strong ambition to serve our community in the best manner possible but recognize the limited resource base from which to accomplish our mission, vision, and strategic priorities. Our goal is to minimize investments in new buildings and the overhead this creates while simultaneously helping to raise educational attainment through sustainable quality service delivery. We envision that a couple of the current active locations will be converted to inactive or closed status as market conditions shift. This includes our additional location at the Medina County Career Center.

All measures and techniques for assessment and evaluation of academic performance are the same for the main campus and additional locations. LCCC encourages and ensures continuous improvement at additional locations in the following ways:

- Enrollment tracking is used to inform all planning and decision making including continuation of programs at additional locations.
- Student success tracking (including completion of developmental education, college-level course completion, persistence, credit accumulation, credential completion, transfer to a university) is performed for additional locations.
- Assessment of student learning outcomes (course, general education, and programmatic learning outcomes) inform curricular modifications (content and delivery) which are applied to program offerings at additional locations.
- Careful tracking and resolution of student concerns at additional locations informs continuous quality improvement.
- Course cluster and program improvements resulting from the academic program review process are applied to offerings at additional locations.
- Faculty/staff recognition programs apply to those working at additional locations.
- Opportunities to provide input for strategy development, planning, decision making and problem solving are offered to faculty/staff/students at additional locations of part of institutional engagement practices.
- Students at additional locations are afforded the same opportunity to evaluate instructors and academic Deans utilize this information when performing annual reviews with faculty from additional locations.
- Applied programs offered at additional locations adhere to industry accreditation standards.

IX. ADDITIONAL ACCREDITATION MATERIALS

Additional accreditation material is accessible as follows:

Faculty Handbook:

www.lorainccc.edu/facultyhandbook

Staff Handbook:

www.lorainccc.edu/fulltimesstaffhandbook

www.lorainccc.edu/parttimestaffhandbook

LCCC Catalog:

www.lorainccc.edu/catalog