

2024-2026 PLAN

Submitted to Ohio
Department of Higher Education
in fulfillment of the
Campus Completion Plan
ORC 3345.81



Lorain County
Community College

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INTRODUCTION

Lorain County Community College (LCCC) is **celebrating the achievement of Vision 2025: 10,000 Degrees of Impact Refreshed**. Adopted by the District Board of Trustees in 2021, Vision 2025 represented a dynamic and bold direction as LCCC continues to boost regional economic and social mobility through education. Following the Spring Commencement 2024, LCCC met and exceeded its goal of 10,000 graduates earning an LCCC credential, and achieved it a year early. As LCCC and the community celebrate this monumental moment, a full-scale strategic planning process will launch to develop the next vision. This process will engage both internal and external stakeholders, include an extensive review of the factors that the research is signaling will impact how we work and live in 2030, and complement the various existing countywide and community organization plans to create the strongest path towards a vibrant community and preferred future.

In 2023, LCCC was identified to join a selective national network of innovative and high performing community colleges, serving as thought partners and developers as the Aspen Institute identifies and sets forth roadmaps for community colleges to enact transformational changes that lead to increased attainment and strong post-graduation outcomes. The network, **Unlocking Opportunity** pairs each college with a coach and delivers learning sessions to guide the research, development, and innovation design process. Through Unlocking Opportunity, LCCC set a bold goal sure to impact the future trajectory of the region it serves: *By 2035, 50% of individuals in every Lorain County community will attain a degree or credential of value and have a job that provides a family-sustaining wage with benefits by age 35.* Two theories of change undergird the strategic direction: increasing early access to college-level credit attainment through high school dual enrollment programs and increasing bachelor's degree attainment by strengthening the transfer pipeline. Each theory has a related goal that allows for the tracking of leading indicators.



The goal declared through Unlocking Opportunity restates LCCC's commitment to its community, more than 60 years after it opened its doors. **Community**, is Lorain County Community College's middle name, and as such LCCC understands the vital role it plays as an economic driver within Lorain County and across the region. Featured in "**America's Hidden Economic Engines: How Community Colleges Can Drive Shared Prosperity**", by Robert B. Schwartz and Rachel Lipson, LCCC's impact is storied through its partnerships with local business leaders, regional industry leaders, and economic talent development organizations to ensure academic program offerings align to in-demand jobs and employment ready skills so that students acquire the skills needed to gain access to stable living wage careers.

Since LCCC's opening, six decades ago, it has been providing affordable access to quality education that equips students with the skills, knowledge and abilities needed for the workforce. LCCC's enduring connections with employers and collaborative workforce training programs have played a pivotal role in Lorain County's economic growth, and provide the strong foundation for the College to set bold goals for its future. To ensure graduates are well-prepared for the evolving demands of the industries that propel its community forward, LCCC develops and maintains strong relationships with hundreds of area employers. As industry needs shift, so do LCCC's academic programs and workforce training initiatives. This commitment results in a skilled talent pool to maintain economic momentum for industry, and ensures economic mobility and prosperous careers for graduates. The benefit of this commitment is

evident in the microelectronics manufacturing (MEMS) program that LCCC designed in response to emerging employer needs over a decade ago. As Intel builds the world’s most advanced semiconductor chip manufacturing facility right here in Ohio, a large ripple effect is expected to increase the supply chain needs for semiconductor and microelectronics industries, creating exponential demand for educated talent in Northeast Ohio and Lorain County. The semiconductor industry is taking root in Ohio and the Midwest centering Ohio as primed for becoming the **Silicon Heartland**. Connected, “Silicon Heartland” by author Rébecca Fannin brings to light the resurgence occurring in the Midwest that is transforming the region from Rust Belt to Tech Belt, illustrating and reinforcing the importance of this moment in time to the work of Lorain County Community College.



In 1963, LCCC began with a shared vision from local employers seeking access to a qualified workforce and the community looking for higher education opportunities close to home. Since that time, LCCC has been adaptive and remained close to its community’s needs, changing to meet the moment and engaging community and employers in the process. How individuals access education has changed from a traditional approach to meeting learners *where they are* – at employers, high schools, or community partners. It is through these **Pipelines and Pathways** that 80% of new students enter LCCC, reinforcing the power of connection and deep roots within the community.



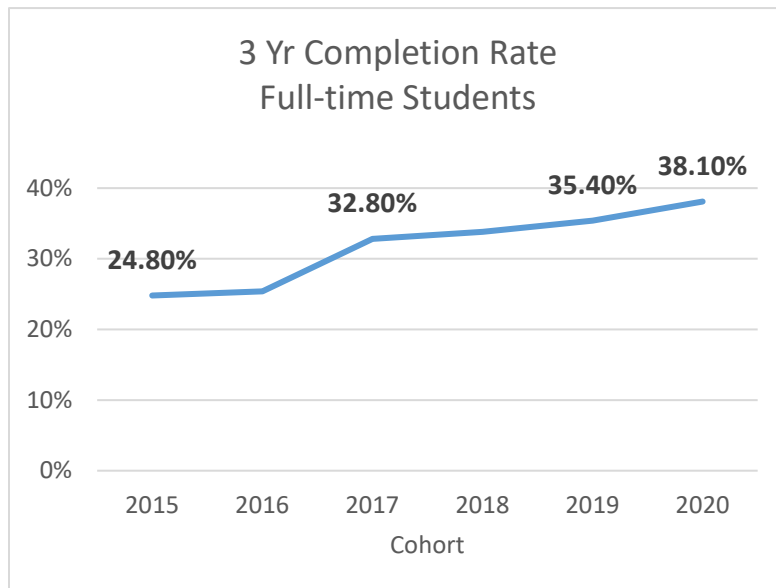
Keeping LCCC robust for the next 60 years and beyond requires continued innovation, strong strategic direction, responsiveness to changing needs of employers and the community, and remaining fiscal prudent. **LCCC Strong** is an intentional, inclusive process that centers the mission of the College as we develop ideas to “do good” by supporting our community and providing open access to high quality, affordable education while also “doing well” through building on success. To LCCC, this means identifying high impact programs to scale, identifying emerging needs, designing approaches that best support our mission, and creating new ways of doing things that lead

to efficiencies, freeing up time to foster deeper relationships. LCCC Strong is an ongoing engagement, facilitating collegewide dialogue and identifying priority efforts that aid LCCC in its resiliency and innovation for the future.



INSTITUTIONAL PROGRESS

LCCC continues to be laser focused on student success and completion. Efforts across the campus from every area contributes to the upward trajectory. Guided by broad collaboration and the use of data analysis of both internal and external factors LCCC sets goals and monitors progress routinely. This routine monitoring informs strategy development, redesigns and scaling efforts. Faculty, staff, and community partners continue to work in partnership to ensure efforts are aligned and contributing to collective impact preparing graduates for in-demand jobs in the region. Progress in key metrics demonstrates that continuous improvement efforts are leading to successful outcomes, and also helps to target areas in which student success efforts can be strengthened.



Source: WMM dashboard version 05.07.24

As of May 2024, LCCC has **exceeded its strategic goal of 10,000 individuals earning an LCCC degree/credential** by 2025. Completion of this goal is monumental in that it occurred a year early and against a backdrop of declining enrollment across the country. The bold goal, foundational to Vision 2025, was set through extensive research including, regional workforce needs, state aspirational goals, and county population trends.



LCCC continues to see increases in credential completion rates. Overall, the three-year completion rate for the fall entering cohort (first term enrollment intensity full-time) has increased from 24.8% in 2018 (2015 cohort) to 38.1% in 2023 (2020 cohort).

Related to the Vision 2025 goal and with its eyes on building talent pipelines for the future, LCCC monitors both local and regional credential attainment. Creating a vibrant economy is central to LCCC's mission. The college understands its role in providing economic mobility through education, upskilling the existing workforce, and strengthening the talent pipeline in key industries within Lorain County and the Northeast Ohio region. According to recent analysis, "[Stronger Nation: Learning beyond high school builds American talent Ohio Report](#)" by the Lumina Foundation, Ohio's attainment rate is has climbed to 52.3%. From the same report, the Cleveland-Elyria Metro (five counties) area is 45.3%, and Lorain County had a rate of 39.7% for adults 25-64. LCCC continues to identify and create pathways to reach more individuals across the region and provide access to affordable, quality academic and career pathways that lead to in-demand jobs and strong labor market outcomes.



Within the Governor’s Office of Workforce Transformation 2023 Annual report the mission of the office is brought to life through the detailing of The State of Ohio’s Workforce Investment. LCCC is a partner in connecting individuals to Individual Micro-credential Assistance Program (IMAP) grant funds to support the completion of micro-credentials in Broadband Deployment, CompTIA A+ and Networking, Electronics Engineering, Welding, Robotics and Automation Engineering, Software Development, and more. LCCC finds value in Ohio’s Top Jobs Report, regularly using data provided by the Office of Workforce Transformation to shape and enhance its academic and program planning, as well as to identify credentials and pathways of value in today’s statewide job market.

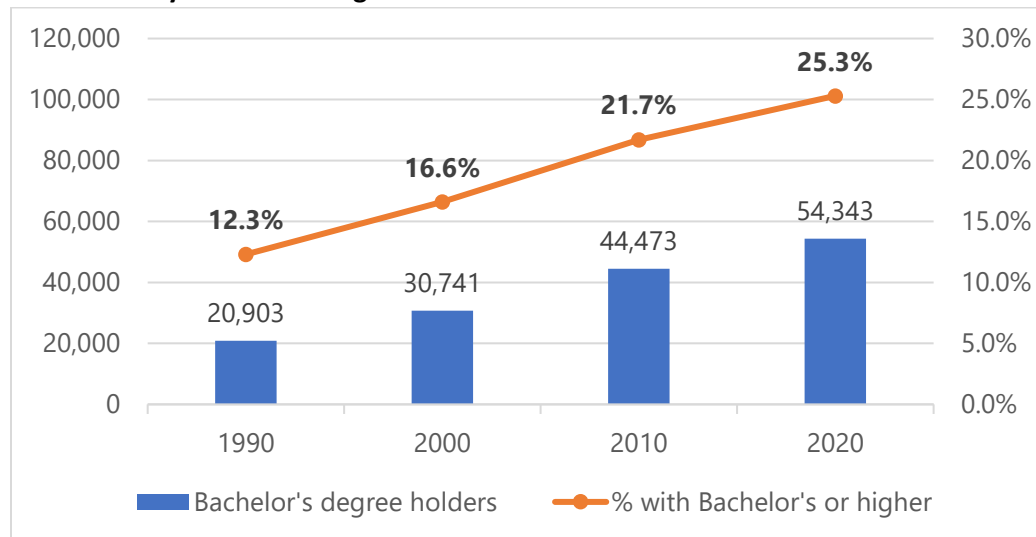


An institutional priority since 1996, LCCC’s **University Partnership** provides access to bachelors and master’s degree programs to Lorain County residents. Lorain County has seen a 77% increase in bachelor’s degree holders since 2000, and an increase of 8.7 percentage points in the educational attainment rate moving it from last in the Northeast Ohio region to among the top two counties. The University Partnership continues to provide individuals, families, and communities access to affordable bachelor’s and master’s degrees, and transfer remains at the heart of LCCC’s strategy for boosting educational attainment and economic prosperity across the region.



LCCC’s commitment to increasing bachelor’s degree attainment is also evident in its development of two applied bachelor’s degree programs. Among the first of Ohio’s community colleges to develop and offer the BAS degree in high opportunity, high demand areas of workforce, LCCC developed and is delivering a Microelectronic Manufacturing and Smart Industrial Automated Systems Engineering Technology.

Lorain County Bachelor’s Degree Attainment



Source: Adults, 25 and older, with bachelor’s or graduate/professional degree. US Census Bureau, 1990 & 2000 Decennial Census, 2010 ACS 1-year, 2020 ACS 5-year estimates (Table DP02)

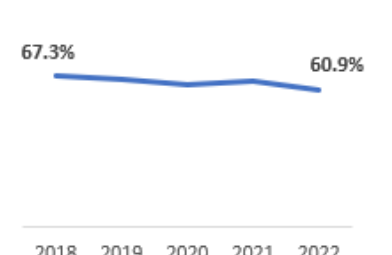
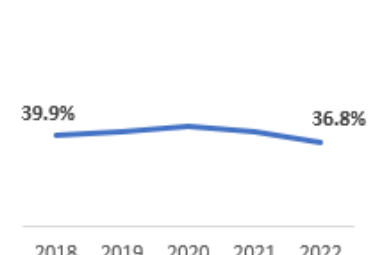
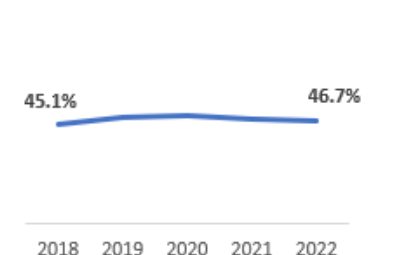
What Matters Most (WMM) is a set of lead indicators, focused on data-informed, predictive milestones within a student’s educational path that indicate strong likelihood of degree completion. These, along with the addition of additional lag indicators focused on completion and transfer, are approved by LCCC’s

District Board of Trustees and serve as the Institutional Indicators of Effectiveness. Each metric is intentionally disaggregated on five student attributes as described in the following pages, and serve as drivers of priorities related to student success and completion. LCCC’s Institutional Planning Council (IPC) also uses these metrics, plus three more for business and community partnerships, to assess progress towards LCCC’s fulfillment of the Vision.

The What Matters Most Metrics, from a data perspective, have been identified based on the following: *80% of students that complete gateway English and gateway math and earn 15+ college-level credits in the first year earn an LCCC credential or bachelor’s degree within six years.*

LCCC’s ongoing monitoring these three indicators show a slowing of momentum for math completion, earning 15 or more college-level credits in the first year, and completion of English. LCCC’s responsiveness to these changes includes, but is not limited to, cross-functional collaborations such as course improvement processes, course schedule redesign, and targeted academic advising strategies to boost credit accumulation within the first year. Predictions and early modeling of impacts from redesigns demonstrate that rates will likely recover and are expected to continue in an upward momentum for the next two years.

Overall

Completion of Gateway English in First Year	Completion of Gateway Math in First Year	Earning 15+ College-level Credits in First Year																																				
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Source: WMM dashboard version 05.07.24





From top left: Steven Acord, Jody Page, Mitch Lorig, Mason Moreck

Preparing the community for in-demand careers

For 60 years, Lorain County Community College has been the trusted place our community members and employers turn to as they prepare for the jobs of the future. We are the number one training location for Lorain County’s first responders, and a trusted partner in developing the talent needed to propel the region’s manufacturing, IT, healthcare, and community service industries forward. Half of Lorain County families have someone who has taken classes at LCCC or the University Partnership. And after graduation, they find career success right here in our region, as 90% of LCCC graduates live and work in Northeast Ohio.

This means that LCCC graduates are deeply embedded in our community. They’re firefighters, like Steven Acord. They’re nurses, like Jody Page, and police officers, like Mitch Lorig. And our

students are training for jobs of the future in advanced manufacturing, like Mason Moreck.

When LCCC was founded in 1963 as Ohio’s first community college with a permanent campus, manufacturing education and training was one of its first focus areas. As time passed, manufacturing has evolved and become more deeply integrated with technology, automation, and other advancements. , This only deepened LCCC’s collaboration with the industry, as a trusted partner in anticipating the needs of the future. Today, Ohio’s manufacturing sector is at yet another exciting tipping point. Intel’s new, leading-edge semiconductor manufacturing plant represents one of Ohio’s greatest economic opportunities. Its presence will drive unprecedented supply chain growth throughout the state, including Lorain County, and chart a course for economic mobility for generations to come. It’s not just about one company— it’s an entire industry embedding itself in Ohio, creating the Silicon Heartland, similar to when steel and auto first arrived on the shores of Lake Erie.

Long before Intel’s historic groundbreaking ceremony, LCCC was preparing for this moment. LCCC has been developing unique expertise in semiconductor and microelectronic manufacturing education and training for more than a decade. LCCC offers Ohio’s only associate of applied science and bachelor of applied science degrees in microelectronic manufacturing, preparing students for work in this growing semiconductor industry. Both programs have boasted 100% job placement rates for our graduates, in part because of innovative earn-and-learn paid internship opportunities built into the curriculum with more than 80 Northeast Ohio employers. And as Intel’s presence helps bring this Silicon Heartland to life, our graduates’ career opportunities will only grow.

As serendipitous as it all might seem, we are ready for this moment because LCCC, in collaboration with our community and industry leaders, has done what community colleges are uniquely designed to do — forecast future employer needs and respond swiftly to meet them. Community colleges were built to keep pulse with the needs of community and industry, and to co-design for economic impact. In 1947, the Truman Commission acted upon a vision to create locally responsive institutions of higher education to educate and train Americans for an industrialized economy. This, in turn, ensures that those within our community have the opportunity today to train for and excel in the jobs of tomorrow. That is why community colleges like LCCC will be the center of the Silicon Heartland and other widespread technological innovations across industries and sectors.

Through decades of thoughtful design, LCCC is an economic engine for its local community and a powerful resource to turn economic disruption into opportunity. For our community, that means that LCCC designs alongside local employers to ensure programs are preparing students for the in-demand jobs of our region. Employers are experiencing talent shortages now, and LCCC has become a partner in earn-and-learn models so students can work in their field while also earning advanced degrees. This design provides an immediate response to employer talent needs and allows students to gain real-world experience in their field of study. This model is beneficial for students of all ages, from working adults to dual enrollment high school students.

Mason Moreck understands this. When he was just 12 years old, Mason began taking classes at LCCC through College Credit Plus. Now a junior at Avon High School, Mason is on track to earn a bachelor of applied science degree in microelectronic manufacturing at the same time he graduates high school next year. And he's earning on-the-job training through a paid earn-and-learn internship with Core Technologies.

Through LCCC's College Credit Plus, students like Mason are earning college credit before they graduate high school. In fact, 47% of Lorain County high school students earn, on average, 20 college credits through LCCC's College Credit Plus. That adds up to \$6 million in savings for local families. When high school students continue their education, LCCC remains top of mind, as 68% of Lorain County high school graduates begin their education at LCCC.

Affordable tuition and easy transfer options make LCCC a top choice for high school students, as well as adults returning to school. Through LCCC's University Partnership, students have the opportunity to earn bachelor's and master's degrees from Ohio colleges without ever leaving the LCCC campus. Now celebrating its 25th anniversary, the University Partnership delivers more than 100 bachelor's and master's degrees from 15 Ohio colleges. These degree programs are offered on the LCCC campus and save students an average of 70% on the cost of a bachelor's degree. It is no wonder the LCCC University Partnership has become a popular higher education choice for Lorain County residents. Since 2000, Lorain County has experienced a 77% increase in bachelor's degree holders – with 89% of those earning credits from LCCC.

The momentum created by LCCC and the University Partnership helps propel our community. As we move to the future, LCCC is prepared to address the changing workforce needs. Due to LCCC's adaptability and foresight, the college was recently profiled as one of five exemplary community colleges in a forthcoming publication: *America's Hidden Economic Engines: How Community Colleges Can Drive Shared Prosperity*.

Community Colleges, and LCCC specifically, are ready for the future. This community, along with all Ohio, is on the cusp of greatness. We will remain steady down our path, delivering accessible academic programs in ways that quickly translate into in-demand careers. But we will also continue to take hold of opportunities to carve out a new path, launching programs that fill gaps in our community. LCCC prepares our economy for the future, and as I look toward that future, I know the best is yet to come.

Marcia J. Ballinger

President, Lorain County Community College

CAMPUS COMPLETION PLAN DEVELOPMENT

Developed through a comprehensive and multi-phased process, LCCC's Campus Completion Plan aligns with Vision 2025 Refreshed and includes a broad set of supporting projects, grant initiatives, key performance indicators and goals. Additionally, the Campus Completion Plan demonstrates the alignment of planning and budgeting through resource allocation and prioritization of strategic initiatives.



The five-phase process engaged committees and stakeholders from across campus. Lead by Institutional Planning Council and the Student Success and Completion Council the initial phase began with an inventory of strategies occurring or planned to occur during the time the current plan covers and aligned them to each of the five areas of focus. LCCC's focus on workforce readiness and community economic vibrancy will be seen throughout the plan.

CREATING A
Vibrant COMMUNITY for all!

FIVE AREAS OF FOCUS

Student Focused Expand participation

- Prepare Working-Age Adults
- Prepare Next Generation

Supporting Projects /Initiatives

UPDATE

Fast-Track to Employment Certificate programs – Fast-Track programs are offered to students at little to no cost, designed to provide entry into high opportunity careers, and stack into associate degrees within in-demand fields like business, computer and information technology, healthcare, and manufacturing. Fast-track programs can be earned in 16 weeks or less. Through selection to participate in from New America’s 2023-2024 Workforce



Fast-Track
16 Weeks or Less to a New Career

Transformation Cohort, LCCC has identified and applied design principles to shape and evolve Fast Track offerings to meet changing workforce and student needs. Fast Track certificates continue to help LCCC reach disconnected populations, especially adult learners seeking employment or career change, and strengthen the talent pipeline as completers secure employment and persist from Fast-Track to advanced credentials. Building upon the structure of Students Accelerated in Learning (SAIL), LCCC’s Fast Track students experience embedded holistic supports, caseload advising, and employment services. Using the established design principles as guides to development and enhancement of Fast Tracks, LCCC seeks to expand accelerated access to high opportunity career fields and provide direct handoffs to employers in need.

SAIL – A hallmark program of LCCC’s holistic student supports has been expanded to include a part-time enrollment model. Launched in Spring 2022 and inclusive of individuals with whom LCCC connected through Fast Track offerings, the initial cohort included 46 part-time SAIL students and 48 students in a control group. Early results show part-time SAIL students successfully complete more credits over the course of their first year, and are more likely to enroll in summer courses to accelerate completion. Currently, the program has been scaled to now 540 students in a randomized study (268 SAIL participants, 274 in the control group). The research study and related findings, in partnership with MDRC, will inform additional scaling or program adjustments to meet the needs of part-time students.

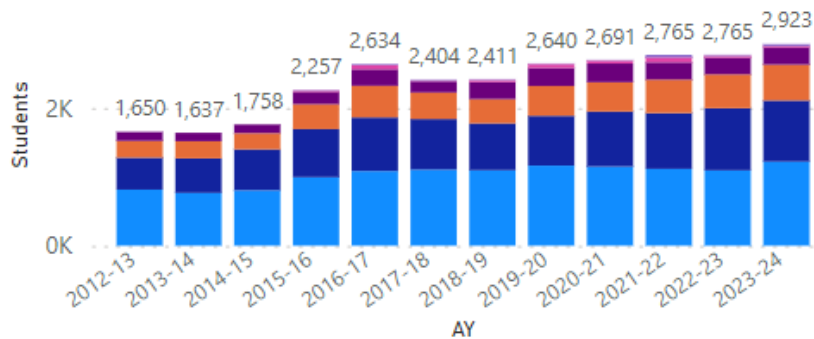


High School Dual Enrollment (HSDE) – High School Dual Enrollment is an early gateway to college going behaviors and success. Through programs including College Credit Plus, Early College High Schools, and Innovative Waivers, students gain access to quality education and college experiences while still in high school. LCCC’s institutional research demonstrates that students earning even one college credit while in high school are twice as likely to continue their education and earn a post-secondary credential than their peers. LCCC centers HSDE as a critical access point to higher education, providing affordable, early connection to higher education for students and their families. On-site relationships with local school districts allow for collaborative approaches, with LCCC collaboratively designing options that best fit the needs of the students in each district.

HSDE credential completion continues to grow, and access to academic and career pathways, as well as credentials of value, has expanded. LCCC intends to build upon successes to date, continuing to identify experiences that sparks student interest and facilitate exploration of high opportunity career opportunities. Data in the following tables reflect growing participation, course success, and credential attainment among students enrolled in Lorain County public schools.

Dual enrollment students

Grade ● 12 ● 11 ● 10 ● 9 ● 8 ● 7



Source: High School Partnerships Dashboard. 04.05.24.

NEW

MEMS micro lab at Midview – LCCC has been working with Midview to create curriculum and launch a cleanroom environment to support early entry into the in-demand micro-electromechanical systems (MEMS) talent pipeline. Midview is the first high school to have facility in the State of Ohio. Here, students will learn how to solder at the high school level, prepare for entry level employment, and then have a seamless transition into an associate and applied bachelor’s degree program with LCCC.

Expanded Innovative Waiver - LCCC plans to pursue multiple Statewide Innovative Waivers to build on-ramps from high school into high opportunity career fields within the regional labor market. Statewide Innovative Waiver recently received legislative approval and guidelines for implementation are in development. LCCC highly anticipates the launch for the approval process, as this holds promise to expand the eligibility of programs available to high school students and provide the access to college courses that helps to accelerate career and technical preparation to meet the demands of today’s employers.

High School Dual Enrollment and Advising Redesign (2.0) –The Complete College America Accelerator cohort supports colleges in transformational change to increase credential completion. As one of five Ohio community colleges participating in the Complete College America Accelerator, LCCC’s theory of transformative change centers on supporting High School Dual Enrollment students as they select and declare programs of study. Building from LCCC’s strong foundation in advising redesign and caseload management, leaders from Enrollment Services and School and Community Partnerships are evolving existing onboarding structures to align with pathways and partnerships from which students enter LCCC, and provide holistic academic and career advising for High School Dual Enrollment students. As LCCC’s high school dual enrollment students both increase in number and credits earned while in high school, the College seeks to ensure all students have identified an academic and career pathway that will lead to a family sustaining career. Through this intentional work with students, and the Innovative Waiver for

College Credit Plus, LCCC also anticipates growth in the number of students who earn certificates and other credentials of value while dually enrolled in high school and college.

Expanded Access: Prison and Correctional Facilities – Building on existing partnerships with Ohio and Lorain County Departments of Corrections and expanding into new facilities, LCCC is increasing access to programs for currently incarcerated individuals. Leveraging federal financial aid provisions, known as Prison Pell and recently expanded through the FAFSA Simplification Act, LCCC is currently pursuing authorization from the US Department of Education (ED) to offer Prison Education Programs (PEP) and ensure incarcerated individuals can use Pell funds to pursue higher education. These efforts build from an existing relationship between LCCC and ODRC facilities, where 207 students have been served thus far and earned 189 completed credentials, resulting in a 91% credential completion rate of LCCC’s short-term training programs facilitated within correctional facilities.

Great Minds Fellowship – LCCC is an educational partner in the newly launched (Fall 2023) Fellowship program through the Ohio Department of Higher Education. This program helps students jump start a career in social work, addiction counseling, mental health counseling, and other related areas. Fellows are eligible for scholarships opportunities, paid internships at one of Ohio’s Community Behavioral Health Centers (CBHC) and coverage of the costs of required license and certification preparation and exams.



Supporting Resources

Division(s)

- School and Community Partnerships
- Marketing and Outreach
- Enrollment, Financial, and Career Services
- Records
- eLearning

- Academic Divisions

Committee(s)

- College Credit Plus Committee
- Enrollment Planning Council

Grant(s)

- Choose Ohio First Scholarship
- Ohio Dep of Higher Education - Behavioral Health Workforce Expansion
- US Dept of Labor – ETA Building Pathways to Infrastructure Jobs
- National Science Foundation – Scholarships in Science, Technology, Engineering and Mathematics
- Ohio Manufacturing Association – Good Job Challenge
- Achieving the Dream – Accelerating and Diversifying Nursing Pathways
- ETA Community Projects – LCCC TRAIN/CAMM
- US Dept of Education - Title III: Scaling for Inclusive Opportunity
- US Dept of Education – Child Care Access Means Parents in School
- Complete College America Accelerator
- New America Workforce Transformation and Implementation Cohort

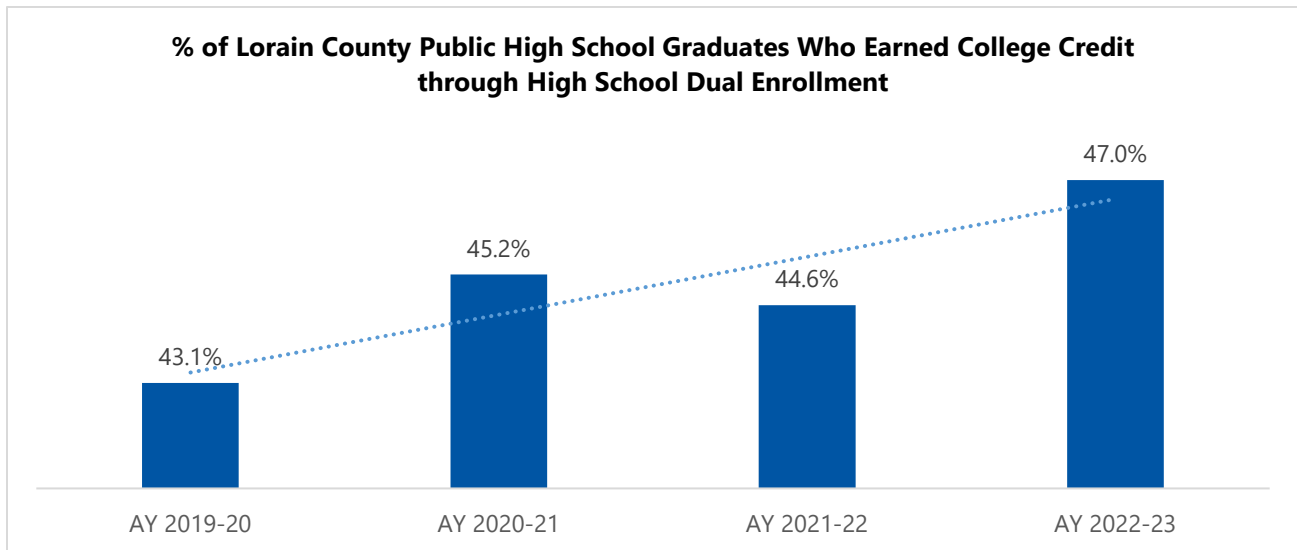
Metrics & Goals

Assessment Question	2026 Goal	Assessment Activities	Analysis
Are more working adults enrolling at LCCC? Is the number of high school students who graduate with college credit increasing?	Increase adult enrollment by 2% . 51% of high school students will earn college credit.	Track adult enrollment (# of students 25 yrs and older) Track high school dual enrollment (# of students in CCP, ECHS or other HSDE program)	Aggregate adult students enrolled each academic year % LC Public High School grads that participated in HSDE through LCCC

Lorain County Adults (25-64 years of age) population, Lorain County Adults with no college and LCCC yearly Adult student enrollment

Population	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22
LCCC Adult Enrollment	4,296	3,946	3,887	3,702
Lorain County Adults with no college	60,325	59,802	60,358	60,297
Total Lorain County Adult Population	157,924	157,844	160,215	158,485

Source: 5 year estimates American Community Survey Table: ACS B15001



Source: HSDE dashboard version 04.05.24



Student Spotlight: Fast track to insurance agent



Sabrina Gonzalez doesn't think many children dream of being an insurance agent when they grow up. She didn't. But Gonzalez is proud to be a licensed property/casualty insurance agent today. And she hopes more adults consider the field, given its projected job growth and a new Lorain County Community College Fast Track Insurance program that trains future agents.

In Ohio alone, insurance industries have a 10-year growth and replacement need of nearly 108,000 new workers. That's 97% of the total current employment.

"The insurance industry in Ohio presents a wealth of job opportunities that are often overlooked by many individuals," says D.J. Santiago, National Head of MAI Benefits at MAI Capital in Northeast Ohio. "With Ohio being a hub for insurance companies, there's a significant demand

for various roles within the sector."

To address current and future worker demand, LCCC launched its Fast-Track Insurance program with support from Progressive and Erie Insurance. The 12-week program prepares students to sit for the insurance agent exam, work in the industry as a licensed sales consultant, and effectively educate the public as customers.

Newly licensed insurance agent, Sabrina Gonzalez, 45, is among the first to complete LCCC's new Fast Track Insurance program. It was a hybrid online and in-person model that suited her life well. And while the 12 weeks went fast, the program's structured approach helped her retain the variety of information she needed to know to take the exam.

"By providing focused and accelerated training, Fast Track programs not only meet the immediate demands of the industry but also ensure that students are well-prepared to navigate the complexities of the insurance sector upon completion," Santiago says. And because of its support from both Progressive and Erie Insurance, LCCC's Fast Track program offers students a seamless entryway into the industry.

"Many of Progressive's employees have established successful careers after starting in a work-from-home licensed sales consultant role with our company—the kind of role that LCCC's program prepares its students for," Tina Rozmeski, Senior Manager, Talent Acquisition for Progressive, said when the program was announced.

Gonzalez does work from home, which she enjoys. But she still felt welcomed and engaged from day one. "The support you have at Progressive is like a system," she said. "Everything's a teaching moment. It's been phenomenal."

She's just six months in, but Gonzalez, from Lorain, is already mapping out her future with the organization. "During the first few days of training classes at Progressive, they are already telling you they like to hire from within," she said. As Gonzalez plans her career pathway within the insurance industry, she's also championing LCCC Fast Track programs. "I'm so glad I did it," she said. "I've sent so many people to the Fast Track website. In less than 16 weeks you can be certified in all these different industries."

Success Focused Increase Completion and Academic Success

- Broad Programs and Services of University Partnership
- Expand Wrap-Around Services
- Prepare Students with Skills for Success in Career and Life
- Deepen the Student Experience with Applied Engagements

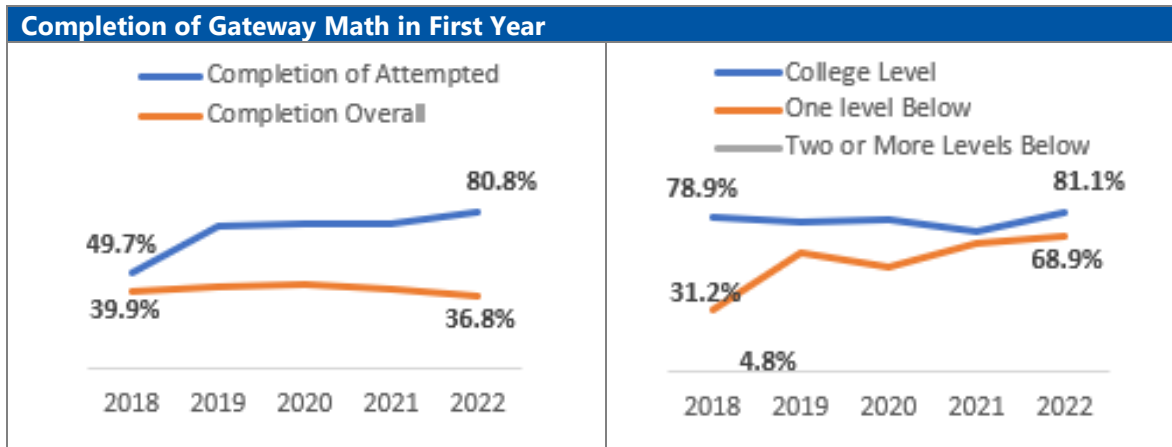
Supporting Projects/Initiatives

UPDATE

Co-requisite Model Math – Math pathways at LCCC are structured into three tracks: calculus, non-calculus, and technical mathematics. The calculus track involves coursework for any student going into a major that requires calculus, including any student who will transfer to earn a degree in sciences, engineering, math, and business (if Business Calculus is required). The non-calculus track is designed for any student who is going into a major that does not require calculus, and most frequently includes Quantitative Reasoning and Statistics. Finally, the technical mathematics track is for students in applied programs requiring a technical math course. Within these pathways, student have the option to take college math courses such as Technical Mathematics (Engineering Technology degrees), Statistics (many health degrees or Ohio Transfer 36 (OT36)), and Quantitative Reasoning (Associate of Arts or OT36 for transfer).

In lieu of stand-alone, prerequisite developmental math courses, LCCC has implemented corequisite courses in all three math pathways. The corequisite course model has proven to be very successful for Quantitative Reasoning and Statistics, with the corequisite for College Algebra still requiring some improvement.

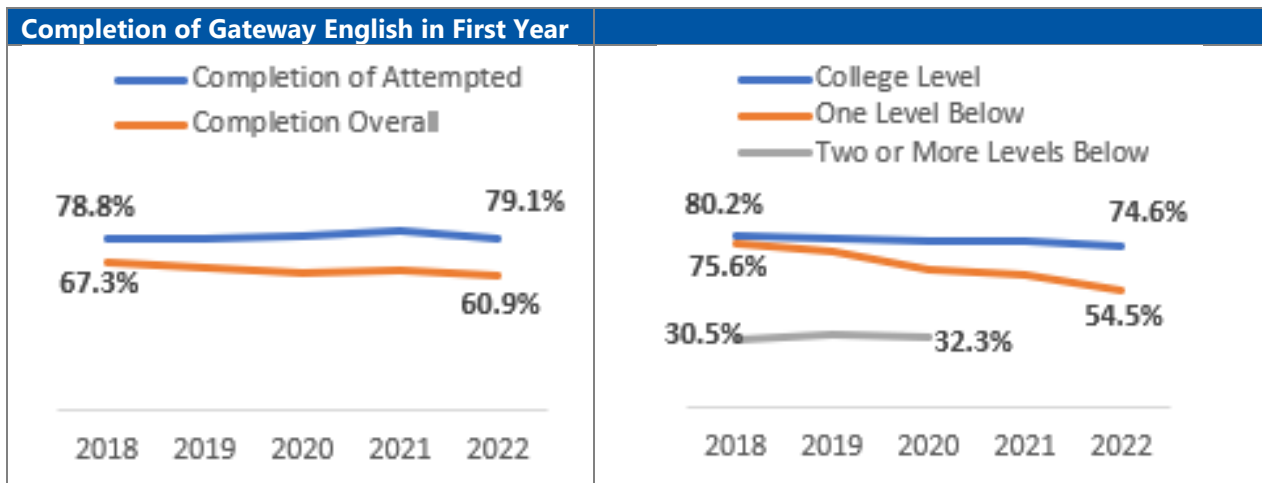
Along with the work that is still underway to improve success in College Algebra through the corequisite, LCCC is also implementing a new strategy to increase the number of students who will be able to take college-level mathematics by making adjustments to the placement cut scores and redesigning the Math Foundations Lab (MFL) as a corequisite course. Changes to the placement chart for AY24-25 will result in almost all students in the non-calculus pathway placing directly into a college-level course via a corequisite. In partnership with advising, students will also be encouraged to complete math within the first year of enrollment. For students in the calculus and technical mathematics pathways, the MFL will be redesigned to be a 1 credit hour course (MTHM 092 Math Foundations) that pairs with restricted sections of MTHM 155 Technical Mathematics I and MTHM 072/171 College Algebra Corequisite. Students who are registered for the foundations course must also be registered for the paired restricted section of MTHM 155 or MTHM 072/171. The foundations course will run for the first three weeks of the semester while the paired, restricted MTHM 155 or MTHM 072/171 course will run for the remaining weeks (12 weeks of instruction plus final exam week). These changes not only give more students access to college-level math coursework, but also combine other best practices such as a short-term, student-centered emporium with corequisites.



Source: WMM dashboard version 05.07.24

Co-requisite Model English – LCCC implemented and scaled the Accelerated Learning Program (ALP) model for English and continues to see positive impact on completion of gateway English in the first year. Under this model, students enrolled in the highest-level developmental English are also enrolled in college-level English at the same time, eliminating time spent in developmental education and providing in-time academic support. Faculty also eliminated all pre-existing developmental education courses, designing an 051/161 pair for those students who test two levels below college-level in English.

Like many community colleges, disruptions during COVID-19 impacted the number of courses LCCC students took at the same time. This impacted English course taking directly. Efforts to regain momentum and boost FTE, including English completion, are in place. Faculty are currently working on reviewing the post-COVID data to determine why success rates have not kept pace with previous improvement metrics to determine root causes and develop solutions to increase equity and completions.



Source: WMM dashboard version 05.07.24

Course Improvement Process and CAP Dashboard – Now in year two, LCCC has systematized the support structure for intensive course redesign. The process begins with identifying courses up for redesign using an established rubric that includes factors like course success, learning outcomes assessment and enrollment. From there a holistic redesign team is built that brings together instructional designers, Institutional Research, Planning and Engagement, and Accreditation and Assessment of Student Learning to help faculty members and program and cluster coordinators. The pilot that led to

proof of concept was an A&P redesign because it enrolls a high volume of students and is a crucial gateway course for entrance into several programs including nursing. Results from the redesign illuminate the impact through the narrowing of achievement gaps and a doubling of the overall course success rate.

Learning Communities – Continuing commitment to creating a sense of community and creating networks, LCCC has implemented policy that allows



faculty to include developing and leading learning communities into their workload. Week of Welcome focus for 2024 will center the learning community opportunities that students can benefit from.

Teaching and Learning Center (TLC) - The TLC space has now officially opened. The space provides faculty with access to professional development experts and resources, collaboration and experimental space. TLC promotes and supports transformative, innovative teaching and mentoring for the campus community through collaboration and reflection across all stages of an academic career, emphasizing inclusive excellence, evidence-based practices, quality, and innovation to enhance professional learning in an effort to foster a culture of teaching excellence at LCCC. The TLC recently added access to OneHE, an online instructional resource collection.

General Education Redesign – Already underway, the newly approved General Education Learning Outcomes are being implemented throughout the curriculum and the co-curricular offerings.

Catalog Policy Review: Applying a Student Success Lens- LCCC believes that student-centered colleges continually review their practices to ensure students are learning, succeeding, and persisting within their environments. With a focus on providing high quality education while also removing unnecessary barriers to access and success, LCCC's Completion Council engages in ongoing Catalog policy review and refresh cycle. Occurring every other year and in collaboration with other college-wide committees and units, the refresh process has streamlined language, removed unnecessary steps for students, and instituted new policies that support completion. Examples include the development of an advising policy that requires students pursuing the Associate of Arts or Associate of Science program to declare a sub-plan to aid in transfer and instituting a Petition for Early Reinstatement policy that promotes return to LCCC after dismissal.

Welcome Survey: Individual and Aggregate Use- The use of an intake survey at point of entry and integrated with holistic advising remains a best practice in meeting new students where they are and tailoring supports to their unique situation. Taking this practice one step further, however, LCCC's Enrollment Services and Institutional Research, Planning and Engagement (IRPE) teams collaborated to design an in-house, easily adaptable Welcome Survey to better understand the experiences of students at point of entry. A centerpiece of Convocation and ongoing discussions about the students LCCC serves, the survey provides a snapshot about where our students are working, who they are caring for, and what their support system looks like as they enter college. The Survey is also a component of the student's Academic Wellness Plan, a capstone project within the SDEV 101 Introduction to the LCCC Community course, required of all students.

NEW

Unlocking Opportunity (UO) – As detailed in the Introduction and the Institutional Progress sections of this document, UO is a transformational approach to student completion. Focusing on the overarching goal: 50% of the individuals in every Lorain County community will attain a degree or credential of value

and have a job that provides a family-sustaining wage and benefits by age 35, LCCC has designed two theories of change to make impact. Those theories of change target access to high school dual enrollment and transfer pipelines. All of the data is disaggregated by city and town so that intentional efforts can be focused where most needed.

Reverse Transfer – Building on the State “Credits When It’s Due” (CWID) initiative that assists students that are eligible in obtaining an associate degree, LCCC is expanding its intentional efforts to assist students that meet residency requirements and have earned credits at a university to complete the reverse transfer process. LCCC is scaling supports for electronic transcript requests, data share agreements with its transfer partners, accelerated credit evaluation processes, and automated degree audits, as well as refreshing its outreach strategy and connecting with more eligible students, including those who earned credits through LCCC as high school dual enrollment students.

Transfer Partner Dual Admissions – In partnership with Cleveland State University (CSU) and supported through the Aspen Institute’s recent Transfer Intensive cohort experience, LCCC and CSU are striving to strengthen the transfer pathway by including dual admissions and access to facilities and student services at both institutions. CSU is a top transfer destination for LCCC students. The advantage presented through the development of a dual admissions approach for students is a clarified pathway and additional support along the way.

Student Friendly Scheduling – Opportunity exists to improve the college class schedule to better serve students. A number of strategies are being explored including an annual schedule, deeper use of 8 week courses to allow part-time students to progress more quickly, 8 week courses as a course success strategy, hyflex, blended, and online modalities to increase efficiencies and better serve students, and beginning with high value programs, create a student centered schedule.

Faculty Fellows – LCCC created and filled the first Faculty Fellows roles on campus through the TLC. The Fellows develop peer-to-peer professional development experiences that engage faculty broadly on a specific predetermined topic. The topics and focus change yearly allowing for focus on innovation to occur. Next year is set to have two Fellows addressing Artificial Intelligence.

College Comeback Compact and Second Chance Grants- LCCC actively works with individuals who have stopped out of higher education without earning a credential, and acknowledges that financial obligations and institutional debt from prior college attendance can be a barrier for many adults. LCCC has served as a leader in leveraging both ODHE’s Second Chance Grants and participating in the College Comeback Compact pilot, both of which are designed to promote return to higher education at either LCCC or another college or university in Ohio. LCCC has joined other pilot institutions to connect with over 9,000 students, statewide, who are eligible for financial relief and return to college through the College Comeback Compact, and has awarded 80 in Second Chance grants to students since its launch in 2022. These efforts create momentum for students to return to college and pursue degrees, ultimately resulting in increased higher education attainment for LCCC’s communities and statewide, too.

Supporting Resources

Division(s)

- Provost Office
- Enrollment, Financial, and Career Services
- Records/Registrar
- Student Life
- Academic Divisions

- Institutional Research, Planning and Engagement
- Accreditation of Assessment of Student Learning
- Teaching and Learning Center (TLC)
- Student Success and Completion Council
- Curriculum Council
- Student Learning Assessment Committee

Committee(s)

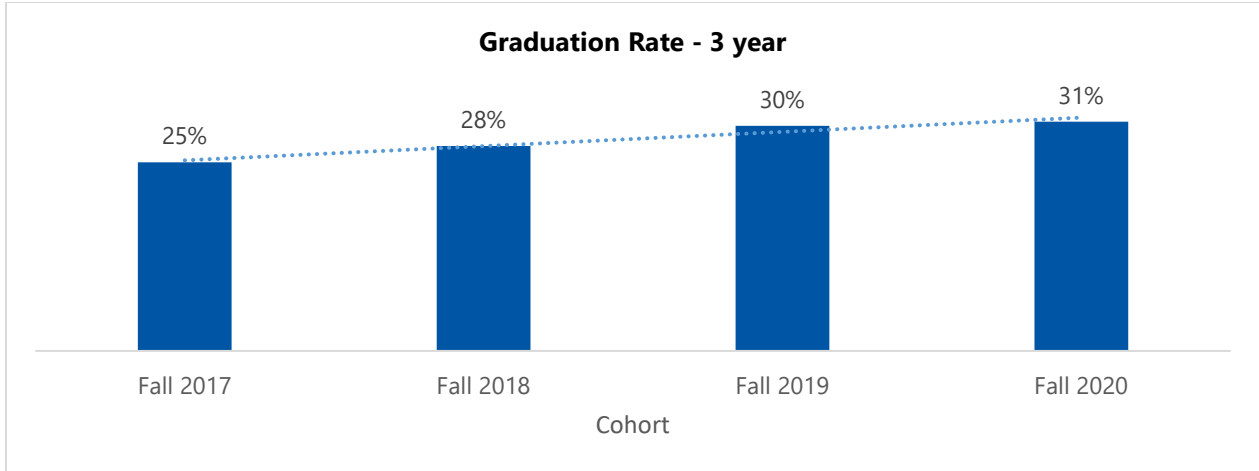
- Opportunity By Design Team

Grant(s)

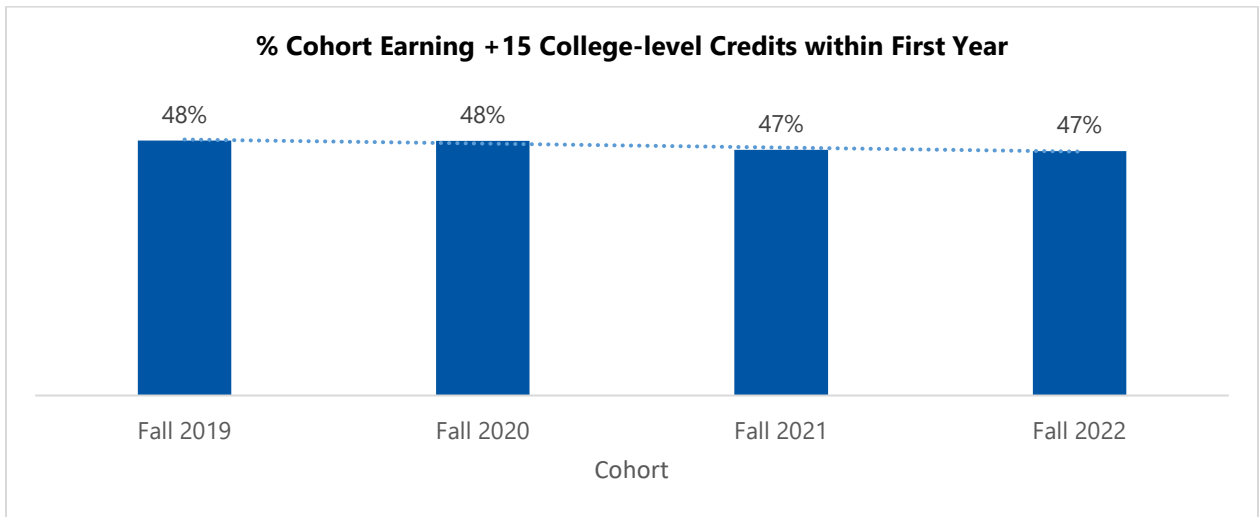
- Choose Ohio First Scholarship
- Ohio Department of Higher Education - ODHE Mental Health Support
- US Dept of Labor – ETA Building Pathways to Infrastructure Jobs
- US Dept of Education - Title III: Scaling for Inclusive Opportunity
- US Dept of Education – Child Care Access Means Parents in School
- National Science Foundation – ATE SMART (Advanced Technical Institute Smart Manufacturing for America's Revolutionizing Technological Transformation) Industry 4.0
- National Science Foundation – NSF CUE-P Ohio Pathways to Undergraduate Computing Success (OPUCS)

Metrics & Goals

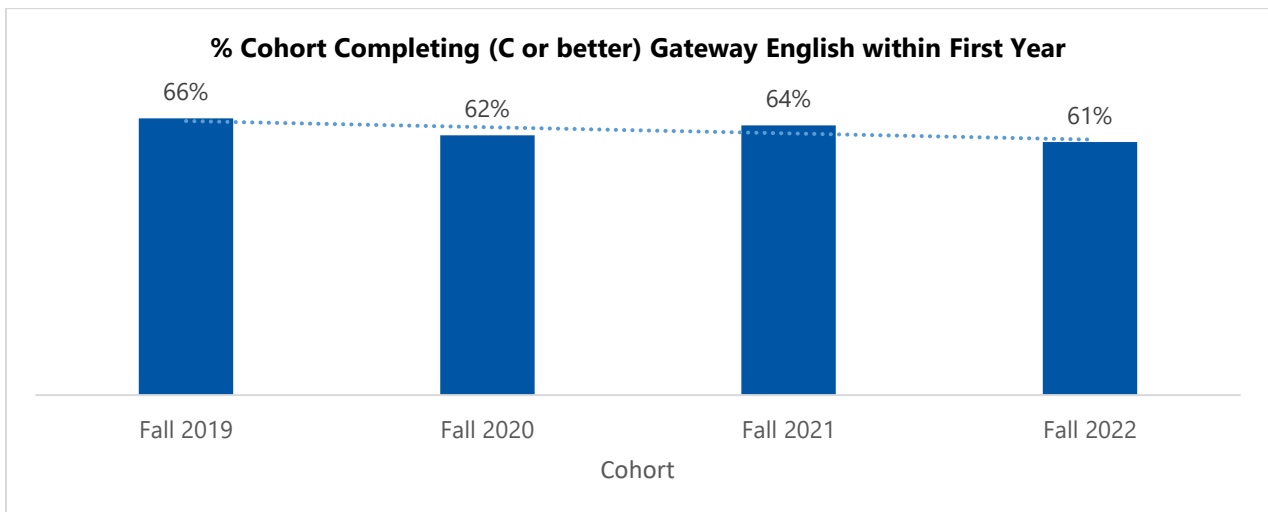
Assessment Question	2026 Goal	Assessment Activities	Analysis
Are more students reaching program completion?	35% of students in the cohort will complete within 3 years.	Track credential completion for fall entering cohort students (# of cohort students earning certificate or degree)	Graduation Rate – 3 year
Are more students achieving academic success?	53% of students in the cohort earning 15+ college-level credits in the first year.	Track first year credit accumulation (# of college-level credits)	% of students earning 15+ college-level credits within first year
	67% of students in the cohort completing college-level English	Track enrollment in and completion with a C or better in college-level English and Math in the first year (# successfully completing the course)	% of students completing (C or better) college-level English in first year
	50% of students in the cohort completing college-level Math		and Math within first year



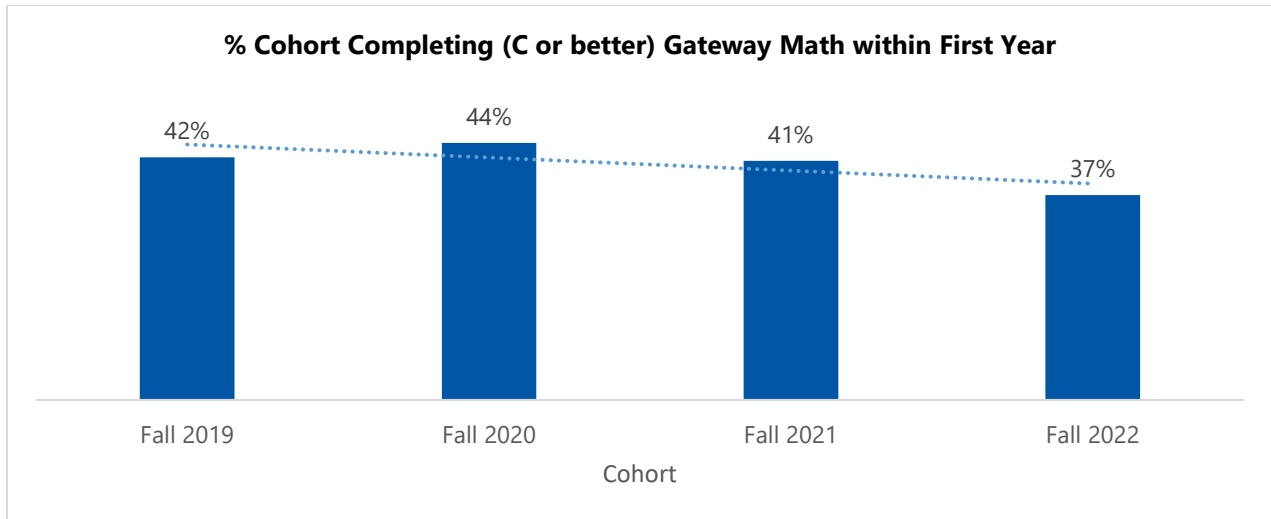
Source: WMM dashboard version 05.07.24



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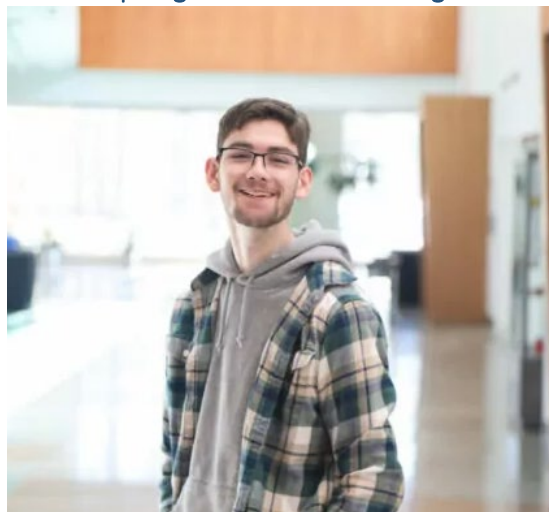
Source: WMM dashboard version 05.07.24



Source: WMM dashboard version 05.07.24



Student Spotlight: Prove them wrong



Prove them wrong.

That phrase is tattooed on the forearm of 2024 Lorain County Community College graduate Tim Kenny. He's been doing that since the day he was born.

Tim, 22, was diagnosed with cerebral palsy shortly after birth. His mother, Robin, and her husband, Sean, adopted Tim when he was five days old, pre-diagnosis.

"The doctors had a done an MRI of his brain and identified an area that they thought might cause some difficulties," Robin said.

Even after Tim's diagnosis of cerebral palsy, which is a group of disorders that affect a person's ability to move and maintain balance and posture, only time would tell what symptoms he would have and how severe they would be.

"He was a typical baby all the way until he hit about 12 months," Robin said. "At 12 months, he was not walking. He's getting frustrated. You could see the frustration." His parents began physical therapy for Tim. And then occupational therapy. And then speech therapy. "We kind of just kept adding and adding and adding," Robin said.

By the time Tim was in preschool it became clear he might never talk, but he didn't need words to express his intelligence. His special needs teacher recognized this, and the school approved the purchase of an expensive augmented device so he could type in, and digitally vocalize his thoughts. He uses a version of this device today.

Throughout his schooling, Tim had both detractors telling him he couldn't, and supporters telling him he could. Physically, he has limited mobility in his hands and a contracted left arm. But for the most part, he has proved he can do everything his peers could do. It simply takes Tim more time. "Those everyday things people take for granted, like getting out bed and getting dressed, might take me and you five minutes. It could take Tim an hour."

Despite this, Tim was an active child. He began playing soccer and stuck with the sport for 15 years. And then, in seventh grade, his physical triumphs were complemented by a mental-confidence breakthrough. Robin calls it his "amazing shift." "He was understanding everything in school. Everything was clicking," she said. "He was getting his homework done." That shift, supported by educational advocates within the Avon Lake school system, stayed with Tim. He leaned into his mantra. Prove them wrong. It's equally inspiring and heartbreaking.

"I know people look at me differently than they look at themselves," Tim says. "And I always want to prove them wrong." Robin said 'prove them wrong' was Tim's thought processes long before Kai, a good friend of his now serving in the U.S. Army, gifted him a bracelet bearing the same message. Long before he made those words a permanent part of his physical self. "People do have preconceived notions," Robin said. "I can tell you multiple things that he's had to walk away from because of how others treated him."

When it came to college, however, there was never any doubt he would go. Walking away from earning a degree was not an option. "He always wanted to move on after high school," Robin said. "He wants a job in a field he loves, just like everyone else."

Because of his grades, Tim earned the Presidential Scholarship to Lorain County Community College. The choice seemed obvious. LCCC's nearby campus let him stay close to home and family, and the flexible schedule allowed him to work part time. Robin contacted the college's accessibility services, which partners with the campus community to create equitable access to eligible students, while promoting disability as one aspect of diversity.

"From the beginning, we've had great support at LCCC," Robin said. "The learning specialist, Jody Haserodt — amazing. It's so fun watching any of your kids make that transition, but it especially was with him." Accessibility services helped Tim purchase specialized technology to support him in class and provided accommodations, like having a scribe take notes for him and allowing for extended testing time. "The support and assistance at Lorain County Community College was truly top notch," Tim said. "It was all just making sure that I succeeded. I honestly don't know where I would be without the guidance of LCCC."

LCCC support provided Tim with a more equitable campus setting, but it's clear his determination and drive comes from within. He says that to simply "live normally" he needs to work harder than most others. But that never slowed him down, it's done the opposite. "Tim is very driven," Robin said. "He has been told multiple times by multiple people that he would not be able to do things in life, whether it be write, drive a car, build with Legos or play a particular Nintendo game. Once you tell Tim he can't do something, he generally finds a way to do it. Maybe it's not the conventional way, but he does find a way to do it."

In May 2024, Tim will do what some doubted he would. He will graduate from LCCC with an associate of science in data and analytics. After that, Tim plans to enroll in LCCC's University Partnership to earn his bachelor's degree from Western Governors University. He's also working with a job specialist to start his career in data analytics and hopes to work in the sports industry one day.

"Data puts another whole different perspective into the world," he said, "I'm good, analytically speaking. I love how numbers shape the world."

Robin said Tim's three years at LCCC have been transformational for them both. She used to be involved in every part of his campus life, from making phone calls on his behalf to checking in with professors. Now, he's doing it all. Including impacting others. "He's touched more people's lives than you can imagine," she said. "And he's had some good people in his life who have stuck around him."

No doubt those who have stuck around will be at LCCC on May 11 to watch Tim walk across the commencement stage and accept his diploma. It will be one moment in time that, for Tim, represents a lifetime of breaking down barriers, whether they were put in his way by cerebral palsy or those who doubted him. It will be a moment to recognize that he has and will continue to prove them wrong. "I want to thank my parents for pushing me and putting me on the best possible path to success," Tim said. "I had to overcome many obstacles to get where I am today, and I'm going to keep grinding."

Future Focused Foster Future Success

- Expand Earn and Learn Models
- Expand Career Awareness and Placement Services
- Expand Pathways to Emerging and In-Demand Jobs and Industries

Supporting Projects /Initiatives

UPDATE

Earn & Learn – LCCC understands that hands on learning in the workplace setting provides students with time to apply knowledge and skills, and simultaneously provides employers with the talent they need. Additionally, such partnerships with employers strengthens the feedback loop and Advisory Board engagement, assisting LCCC in identifying and facilitating curriculum adjustments to meet today’s needs. Earn and Learn programs are paid experiences that acknowledge students are often transitioning or preparing for careers while still needing to support themselves and families. TRAIN OH is a key resource for program structure and recruitment for the continued expansion of Earn and Learn opportunities, and LCCC strategically positioned its 2020 Title III grant to continue to integrate Earn and Learn into additional programs beyond its MEMS program.



The addition of Fast Tracks, as described above in the Student Focused section, has also helped to boost students’ ability to work and attend college at the same time, providing short-term credentials that support entry level employment and the supports needed to continue for advanced credentials while working in the field.

Ohio TechCred – LCCC is a state-recognized training provider, we offer programs and credentials in information technology, engineering, manufacturing and healthcare that are TechCred approved. Many of which are online to meet the needs of employers and their workforce



Business and Industry Leadership Team (BILT) Model – LCCC is implementing a formal policy that strengthens program advisor boards through scaling of the BILT model. The BILT model creates a co-leadership role for faculty and employers, designed to increase engagement with an academic program's development, curriculum design, and continuous quality improvement processes. Under BILT, stakeholders from the higher education institution and workforce collaborate towards shared goals, resulting in students completing certificates and degrees that have trained them well for employment or transfer, and highly engaged employers that want to hire students from the programs they have helped to design. LCCC's efforts to refresh and strengthen its advisory board relationships through the BILT model also provide a foundation for increasing work-based learning, internships, mentoring, earn and learn, and other mutually beneficial experiences for students preparing to enter the workforce.

Apprenticeships - LCCC is an approved sponsor of Registered Apprentice Programs, a formal relationship that requires partnership effort between companies, students, and educational providers. As an approved sponsor for Registered Apprenticeship Programs, LCCC provides employers with both academic support and administrative support designed to provide early access to employment and on-the-job training. LCCC currently partners with local organizations and employers to provide support and training through this applied model, building the pipeline to fill anticipated workforce gaps. Currently, eight registered apprenticeships are offered for credit through LCCC: *Automation, CNC Machining, Electrical, Emergency Medical Services, Maintenance, Pipefitter, State Tested Nurse Assistant and Tool and Die*. Recently added, LCCC's Bricklayers Apprenticeship in partnership with the Ohio Administration District Joint Apprenticeship and Training Committee helps to fill the shortage in skilled trades in the masonry field. Designing apprenticeships beyond the trades and manufacturing sectors, LCCC has also led the development of an Addiction Studies Apprenticeship program. This was done in partnership with 17 behavioral health agencies of the Ohio Alliance of Recovery Providers and made possible through the expanded investments by the State of Ohio to increase the behavioral health workforce.

Work-Based Learning (WBL) – Currently undergoing a process and universal course redesign, WBL is a key opportunity for students to gain first-hand experience of the workplace. LCCC continues to cultivate employer partnerships, understand their current hiring needs, and expand access to work based learning experiences. LCCC's Work-based Learning (WBL) course is a graded credit course for paid internships, providing individualized student learning through goal setting and weekly reflection activities tied to career readiness competencies. WBL is also required in an increasing number of academic programs, and is used to support the Earn and Learn models described above. Further aligning students' personal work-based experiences with their academic pathway, WBL includes evaluations designed to help student to identify and master critical skills necessary for career success, and culminates in a final paper or project. Process improvement and course structure redesign will ensure consistency in high quality experiences as the course is scaled even further.

Bachelors of Applied Science MEMS - LCCC graduated its first Bachelors of Applied Science (BAS) students in Spring 2021 and since then over 20 students have earned the credential. The Bachelor of Applied Science in microelectronic manufacturing (MEMS) is an industry-tailored, hands-on program with core content in Printed Circuit Board (PCB) and microelectronic manufacturing, design, assembly and prototyping with additional content in quality, electronics and drafting. Building on the associate of applied science in MEMS, the bachelor's degree program develops students' knowledge in computer science, electronics, soldering, chemistry and mechanics, and teaches students to perform work on a microscopic scale. The MEMS program has also served as a best practice model for employer engagement and "earn and learn approach," providing a foundation from which LCCC intends to expand and grow its innovation around early workforce connection and career progression.



Bachelors of Applied Science in Smart Manufacturing – Now launched and accepting students, the Bachelor of Applied Science (BAS) Degree program is aligned to workforce needs and strengthening the pipeline of applied engineers needed to support the region and state's manufacturing innovations. LCCC's BAS in Smart Industrial Automated Systems Engineering Technology (Smart Manufacturing) represents a multidisciplinary field focused on the design, modeling, analysis and control of predominantly computer-based automated systems or processes. Automated systems typically contain a mixture of sensors, equipment, devices, software, hardware and humans. The discipline requires knowledge of elements of electrical engineering, mechanical engineering, software programming, networking, security, and human factors engineering. These skills are key for a variety of fields including advance mobility.

NEW

Humanities to Career Internships – LCCC was the recipient of the Humanities to Careers pilot grant supported by The Jack, Joseph, and Morton Mandel Foundation for the Humanities. Serving over 70 students annually, the focus of the grant is to design career development, internships, and work-based learning experiences for students in the humanities. Starting with students pursuing the Associate of Arts with a focus in communication, art or English LCCC launched a learning community that fosters connections, creates a network, and allows for collaborative learning and exploration around career opportunities, especially those embedded within the northeast Ohio economic and industry landscape. Additionally, LCCC has developed a program advisory board that includes local employers and has coordinated internships for humanities students.



Jack, Joseph and Morton Mandel Foundation

LCCC Handshake – LCCC implemented Handshake in 2022, a career management and employment platform, to provide quicker, more targeted connections for students and employers alike. The system helps to facilitate access to job opportunities, internships, and career specific events based on the students' academic pathway, skills, and interests. LCCC's Career Services supports students building Handshake and LinkedIn profiles and updating their resume so they are ready for that right opportunity, and collaborates with Business Growth Services and academic divisions to facilitate connection between recruiting employers and students seeking work. Even as a new user of Handshake, LCCC was recognized

by the organization as a Career Spark Award recipient, evidence of early momentum in student engagement and use of the platform to bridge the needs of students and employers

Career by Design: 2024 Series, Designed with Team NEO: In 2021, LCCC partnered with Team NEO to design and deliver an innovative, 15-hour professional development series for academic advising, career guidance, and outreach professionals. The purpose of the training was to break down siloes between workforce/ economic development and higher education, and provided real-time, data-informed forecasting and talent pipeline needs to those working directly with students on career and academic decision-making. The 2021 Series resulted in widespread recognition of LCCC’s and Team NEO’s work in student services’ professional development, and supported over 40 professionals at the College in becoming “Career Designers” noted for their in-depth knowledge about regional and local workforce needs. Driven by ongoing curiosity and collaborative research, LCCC and Team NEO again partnered in 2024, designing an additional 5-part series focused on updating economic development information, career outlooks for the behavioral sciences and education pathways, and emerging industries related to northeast Ohio’s core of IT, manufacturing, and healthcare. The ongoing work of Career by Design is also supported through a college-wide ad hoc committee, designed to identify and carry out transformations related to student career identification and planning.

Supporting Resources

Division(s)

- Provost Office
- Enrollment, Financial, and Career Services
- Academic Divisions
- University Partnership
- Institutional Research, Planning and Engagement
- Accreditation and Assessment of Student Learning

Committee(s)

- Student Success and Completion Council
- Deans Council
- Career By Design Ad Hoc Committee

Grant(s)

- American Association of Colleges and Universities – Curriculum to Career
- Jack, Joseph, and Morton Mandel Foundation for the Humanities – Humanities to Career Pilot
- Ohio Dept of Development - OWT Individual Micro credential Assistance Program IMAP
- Ohio Dept of Higher Education - RAPIDS Supplemental / Workforce Based Training and Equipment (WBTE)
- Ohio Dept of Higher Education - RAPIDS (Regionally Aligned Priorities in Delivering Skills)
- Ohio Depart of Higher Education - Super RAPIDS (Regionally Aligned Priorities in Delivering Skills)
- Ohio Manufacturing Association – Good Job Challenge
- US Dept of Defense - LCCC Desich Transformations Fund/Hydraulics
- US Dept of Defense - Ohio TechNet Defense Industrial Base STEM Consortium
- US Dept of Defense – ADMETE (Assured Digital Microelectronics Education & Training Ecosystem)
- US Dept of Labor – ETA Strengthening Community Colleges
- US Dept of Commerce – EDA

Metrics & Goals

Assessment Question	2026 Goal	Assessment Activities	Analysis
Are graduates employed in jobs with meaningful wages?	51% of graduates employed and earning wages at or above the living wage threshold.	Track number of graduates each year employed and their wages (# of graduates employed and earning income over threshold)	% of graduates employed (excluding continuing enrollment or not seeking employment)
Are more students earning advanced degrees?	62% of students transferring-out earning a bachelors degree	Track participation in experiential learning (# of cohort students successfully completing experiential learning) Track engagement with employers through advisory boards and sector partnerships (# of employers and sectors working with LCCC to inform curriculum) Track program and course changes (# of new programs and courses and # of curriculum changes) Track transfer-out and native bachelor's degree attainment (# of cohort students successfully completing a bachelor's degree)	% of graduates employed full-time earning wages above the threshold Transfer-out bachelor's attainment rate – 6-year outcomes

Percent of LCCC Graduates Employed 6-9 months after Earning a Credential

Graduation year

	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22
Reporting Employment	319	159	163	215
Total Respondents	342	167	170	222
Graduates Employed	93%	95%	96%	97%

Source: Graduate Tracking survey responses

Note: excludes responses continuing enrollment and/or not seeking employment

Percent of Full-time Employed Graduates that Reported Wages above the MIT Lorain County Living Wage.

	Graduation year			
	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22
MIT Lorain County Calculated living wage threshold	\$ 41,108	\$ 44,202	\$ 47,031	\$ 48,484
Reporting Full Time Employment	216	98	103	124
Working Full Time and reporting wages at or above	116	36	37	52
Living Wage	54%	37%	36%	42%

Source: Graduate Tracking survey responses

Note: Metric uses MIT Lorain County living wage for two adults, two working, two children. Inflation adjusted (CPI-U) Graduate tracking responses \$45,000 and above. MIT has extensively researched living wage and provides information by county. Due to a change in MIT calculations, the rate was adjusted using 2020 as a base. This threshold is used to account for individuals that are caring for children.

Percent of Students Transferring to a 4-year Institution and Completing a Bachelor’s Degree within 6 years of First Enrollment

	Cohort			
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Completed bachelor's degree	291	265	-	204
Total Cohort	529	482	-	380
Transfer-out degree completion	55%	55%	NA	54%



Work Focused Improve Economic Competitiveness

- Elevate Skills of Workforce as Economy Shifts
- Stimulate Innovation and Entrepreneurship

Supporting Projects /Initiatives

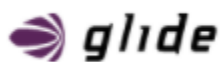
UPDATE

Alignment and development academic programs for in-demand jobs – LCCC routinely reviews the portfolio of programs and curriculum for alignment with workforce needs. Through a suite of processes including Academic Program and Cluster Review, new program development, course improvement, and course assessment faculty identify needs and changes. Programs are also required to engage employers and industry experts through advisory boards (See BILT model) to address changing needs. Additionally, LCCC's Program Review Dashboard helps faculty plan for capacity, noting the number of graduates needed within each program for Lorain County to actively contribute to increasing regional talent pipelines in key industries. This information, along with completion metrics, Grad Tracking Survey, and wage outcomes data is used for academic planning at the program and college levels.

Prior Learning Assessment (PLA) – LCCC has been a leader in PLA development and implementation within Ohio, and is among a handful of colleges currently leveraging the relatively new **ITAG** (Industry Transfer Assurance Guide) and **MTAG** (Military Transfer Assurance Guide) process to support students' accelerated on-ramps into high opportunity academic and career pathways. As an effective strategy, LCCC will accelerate the development of PLA processes/pre-approved assessments that align to all entry points of advanced manufacturing, healthcare, and IT academic and career pathways. Those programs have been identified and prioritized due to the regional talent needs. Additional mapping of **ITAGs** and industry recognized credentials that can be applied to credit at Ohio colleges and universities. Other process efficiency priorities include embedding PLA into the curriculum development process, streamlined access to forms of PLA for credit, and explore work-based learning and customized pathway opportunities.

Small Business Development Center (SBDC) – The SBDC provides a high-impact, front-line program designed to facilitate small business growth, job creation and access to capital. It provides confidential one-to-one business advising at no cost, management training and education programs, and technical assistance to entrepreneurs and small business owners. The SBDC is staffed with highly-trained, industry experts to assist the local small business community with growth strategies. Services include Access to Capital (business loan assistance), Buying or Selling a Business, Exporting, Management and HR, Business Plan Development, Government Contracting, Marketing Research and Strategies, Strategic Planning, and more.

Great Lakes Innovation and Development Enterprise (GLIDE) – GLIDE helps Northeast Ohio



entrepreneurs wrap sound business practices around great business ideas. GLIDE's experienced Entrepreneurs-in-Residence provide professional business assistance to companies at every stage of development and connect entrepreneurs with the tools and resources they need to succeed. Through GLIDE companies can access the Incubator Space that is fully furnished including conference and meeting rooms, and shared reception services. To date GILDE has assisted over 6,800 entrepreneurs, awarded over 300 awards through the Innovation Fund, supported the creation of 1,000+ jobs with salaries ranging from \$65k to \$120k and provided 285 educational experiences.

NEO LaunchNet – This program is funded by the Burton D. Morgan Foundation of Hudson, Ohio, which supports the free enterprise system by investing in organizations and institutions that foster entrepreneurial spirit. NEO LaunchNet offers guidance, mentoring, coaching and access to local resources to students from any major and alumni and faculty, so they can gain experience in entrepreneurship. Its consulting is an ongoing process conveniently based on members’ schedules. Clients can gain learn-as-you-go information in a confidential, supportive environment. NEO LaunchNet has served over 8,000 community members and supported the start of over 200 businesses since its beginning.



Ohio TechNet – A collaborative network of 40 colleges and universities from across the state all focused on developing and implementing collaborative and innovative solutions that meeting manufacturing and technical workforce needs. Ohio TechNet, housed at LCCC, provides opportunities for peer-to-peer collaboration, technical assistance and access to resources, making program expansion and innovation at each institution more efficient, faster to implement and easier to sustain.

SMART Center – The Richard Desich SMART Commercialization Center for Microsystems offers back-end packaging solutions for companies that manufacture sensors and other silicon-fabricated devices. It was founded on the simple premise that providing solutions to industrial problems of the 21st century is the best path forward for economic development in our region, and for securing a successful future for our community.

The Richard Desich SMART Commercialization Center for Microsystems provides cost-effective technical, facility and equipment resources to startups, multinational organizations, industry/academic researchers and federal agencies that are developing MEMS-based sensor products. Located on the main campus of LCCC, the Desich SMART Center is a world-class MEMS development foundry with access to capital-intensive resources such as cleanroom facilities, microelectronic packaging, assembly and testing capabilities which allows clients to reduce the cost of product research and pre-production development. The Center works with client companies and partners in Ohio and across the United States who focus on "human interface" sensor technologies in markets such as industrial controls, health monitoring and clinical systems.



Career Technical Education (CTE) program support – Through the latest local needs assessment, LCCC developed a plan to strengthen Career Technical Education programs and supports through the expansion of access to high school dual enrollment students, deepening the use of Prior Learning Assessment, ITAGs, military experience, etc., expand the use of work-based learning courses within CTE

programs and design and implement an Ability to Benefit program (ED Provision) to expand and accelerate access to CTE programs for adults pursuing a high school diploma.

MERIT - MERIT is a high-volume PCB manufacturing training center located on the campus of Lorain County Community College (LCCC). MERIT was built to provide hands-on training in the field of Surface Mount Technology (SMT) Printed Circuit Board (PCB) assembly, manufacturing, inspection, and rework for purposes of training new or experienced workforce as well as providing professional development. The training provided at MERIT is based on the LCCC Microelectronic Manufacturing degree which trains students to work in PCB production. The hands-on training in the eight core courses of the degree is based on continuous feedback from LCCC's PCB manufacturing industry partners. MERIT launched in October of 2020 and trains workforce in related skills and techniques but in a customized and short-term format to meet manufacturing industry demand.



LinkedIn Learning – Using LinkedIn Learning, Human Resources facilitates the use of training materials by hosting monthly challenges faculty and staff can complete on their own and monthly sessions held during the lunch hour that focus on a specific topic. These topics range from the use of AI in your work to Excel.

NEW

Advanced Manufacturing Career Exploration – With support from the Society of Manufacturing Engineers (SME) LCCC has set a target to engage 1,000 individuals around career opportunities, knowledge and skills needed using the Tooling U training. This opportunity to raise awareness, recruit and train individuals for the jobs of the future aligns with the State and regional workforce needs. In 2023, the State indicated the need to 4X the number of individuals trained to work in advanced manufacturing careers.



STNA to LPN University Hospitals (UH) Program – LCCC in working with UH have developed a program where current UH STNA employees are employed full-time with 20 hours of on-the-job work and 20 hours of coursework leading to students becoming a Licensed Practical Nurse. University Hospitals is launching a second cohort of LPN students, leveraging this model to meet critical healthcare workforce needs. LCCC is working to expand the model to other hospital systems and homecare providers.

McDonald's Collaborative – Selected as one of three innovative community colleges by Jobs for the Future (JFF), LCCC engaged in research and development with McDonald's corporate teams to explore the development of a pathway for current McDonald's employees to demonstrate prior learning and bridge their training and work experiences into higher education through competency-based education, PLA, or other pathways. The pilot serves as a model for expanding local employer partnerships within the service industry, and was used by several college-wide planning committees as a case study to identify gaps and opportunities, grow adult enrollment, and strengthen college processes to support individuals using tuition waiver programs and juggling service work while attending college.

Chemical Dependency Counselor Assistant (CDCA) – In partnership with the Ohio Alliance of Recovery



Providers, LCCC redesigned the Addiction Studies Foundation course into a 5 week online, synchronous format taught by instructors from our partner behavioral health agencies. This redesigned course, leads to the industry aligned CDCA credential allowing our partner behavioral health agencies to quickly upskill their incumbent workforce while qualifying the employee/apprentice for a higher wage rate. This course is also being used to attract new students to the apprenticeship program. The first cohort is set to graduate Spring 2025.

Ohio Manufacturing Workforce Partnership

(OMWP) – LCCC is one of 40+ institutions engaged in a collaboration between Ohio TechNet and The Ohio Manufacturers’ Association. OMWP facilitates a statewide network of manufacturer-led sector partnerships and their educational partners that since 2019 has worked with 400+ manufacturers to launch over 100 innovative earn and learn programs, in the process of recruiting and training over 4,000 individuals, through a grant from the U.S. Department of Labor. Today the OMWP is recognized as a collaboration of workforce development organizations working together to build the pipeline of talent that our state’s manufacturers need to staff the most in-demand positions. The vision of the OMWP is to build Ohio’s manufacturing talent pipeline through building, scaling and promoting advanced manufacturing education and training in the form of innovative earn-and-learn (apprentice) programs with a focus on the most in-demand skills: Automation, Machining, Industrial Maintenance, Production, and Welding.



FOCUS ON IN-DEMAND SKILLS



Midwest Semiconductor Network – LCCC is a member of the [network](#) that began in 2022 aimed at supporting the development of semiconductor nanofabrication facilities in support of national efforts to promote the U.S. position as a leader in semiconductors and microelectronics.

Supporting Resources

Division(s)

- Strategic and Institutional Development
- Academic Divisions
- Workforce and Business Solutions
- Human Resources

Committee(s)

- Student Success and Completion Council
- Career By Design Ad Hoc Committee
- Program Advisory Board Ad Hoc Committee

Grant(s)

- US Dept of Commerce - EDA
- US Dept of Labor – ETA Strengthening Community Colleges
- Ohio Dept of Development - Small Business Development Center
- Ohio Dept of Development - Ohio Third Frontier: Entrepreneurial Services Provider Program
- Ohio Dept of Higher Education - RAPIDS Supplemental / Workforce Based Training and Equipment (WBTE)
- Ohio Dept of Higher Education – Super RAIPDS
- Ohio Manufacturing Association – Good Job Challenge
- INTEL - Ohio TechNet Semiconductor Workforce Consortium

- National Science Foundation - TIP Regional Innovation Engine NEO
- National Science Foundation – Midwest Microelectronics Commons Innovation Hub

Metrics & Goals

Assessment Question	2024 Goal	Assessment Activities	Analysis
Is the county economy growing or sustaining?	X(# or %) Vibrant Economy Index. (Team NEO 2022)	Track Vibrant Economy Index score	Percentage point change overtime in Vibrant Economy Index for Lorain County
Are more companies and products being developed and supported by LCCC?	Maintain number of start ups, products and businesses supported	Track start ups, product development, and businesses supported (# companies and products)	Percentage point change overtime of businesses and products supported

Vibrant Economy Index – Lorain County *Coming soon*

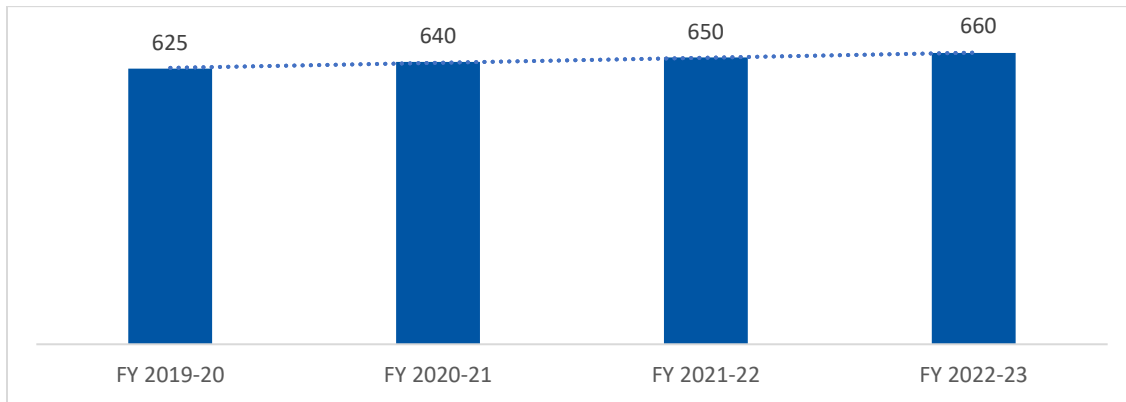


+3% GRP
+1% EMPLOYMENT

From 2018-2019, NEO's GRP grew 3%, employment grew 1%, and labor force participation remained unchanged.

Source: TeamNEO "The Vibrant Economy Index" [The Vibrant Economy Index - Team NEO](#)

Number of Business and Products Supported by LCCC services



Source: Glide, Innovation Fund, Small Business Development Center (SBDC), Business Growth Services (BGS), and SMART.

Community Focused Enhance Quality of Life

- Partner with Community Organizations to Address Common Community Challenges and Opportunities
- Leverage LCCC as a Community Resource

Supporting Projects/Initiatives

UPDATE

Service-Learning Projects – Service Learning is a unique way students can experience an enhanced educational environment, combining meaningful community service with classroom instruction and reflection. Service Learning, as it relates to LCCC, is an especially important facet of the student experience because it directly connects to the college’s mission and commitment to the community. Over 80% of LCCC graduates will remain in the region as they build their careers, and service learning provides an opportunity to meet course objectives, fill a community need, and facilitate students’ current and future civic and community engagement. Programs like Nursing, Dental Hygiene, Early Childhood Education, and Sustainable Agriculture among others, provide several diverse opportunities for students to learn through community service and civic engagement. These experiences prepare students for real-world challenges and career readiness, specifically in the areas of critical thinking/problem solving, oral/written communications, teamwork/collaboration, professionalism/work ethic, career management, and global/intercultural fluency. As students reflect upon their experiences, we gain further insight into how Service Learning has enriched their lives.

Advocacy and Resource Center (ARC) - The ARC, now in its 5th year as a centralized unit providing holistic access to basic needs assistance, is home to Emergency Aid access, Commodore Clothing Closet, Commodore Cupboard, social services, and many more connections based on student request and community partnerships. The ARC was intentionally, designed to co-locate and



create alignment between a number of holistic support programs on campus, immediately breaks down structural barriers that are known to keep students from progressing and completing college. The ARC is a critical component of student success at LCCC, allowing busy students to center their lives at LCCC, where everything from childcare, social service access, food assistance, and counseling are provided alongside of their educational experience. The ARC also proactively reaches out to students who are at risk before a crisis happens, cuts across campus and community organizations to facilitate access to services on behalf of students and their families, and partners with over 20 organizations to provide expanded services. Recently added to the services was the onsite legal support offered free of charge through the Ohio Justice Bus Program. During its first campus visit, the Justice Bus served 20 individuals, the largest the Justice Bus has accommodated in one site visit to date.

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Caring Advocates for Recovery Education (CARE) Center - The CARE Center provides free services for students dealing with addiction in partnership with The LCADA Way (Lorain County Alcohol and Drug Abuse) and the Alcohol and Drug and Addiction Services (ADAS) Board of Lorain County. These agencies have collaborated to provide prevention programs and support services for controlled substance misuse, and help those dealing with addiction issues or coping with family members who battle addiction. All

services are free to the campus community. Expanded collaboration with the Lorain County Drug Task Force, LCCC will be participating in a countywide Bridge event that provides access to care and aims to reduce recidivism and overdose deaths. During the Bridges event LCCC will have information about educational pathways to adult diploma programs, fast track credentials and other opportunities.

Expanding Mental Health Supports - LCCC recognizes students juggle multiple roles while attending college, and set forth a goal to offer services and supports in a variety of modalities to fit student preferences and individualize their access to mental health care. Under the ARC's organizational structure and in partnership with Lakeland Community College, LCCC first launched the We Care app in 2020, providing direct access to mental health and suicide prevention supports for its faculty, staff and students. In addition, the ARC also provides weekly counseling appointments via licensed staff counselors, expanded appointment availability through a partnership with Pathways, Nord Center, and Moore Counseling services. , LCCC is a current recipient of ODHE Mental Health grant funds, using the resources to expand campus wide professional development and programming, applying to funds to support student access to off-campus counseling services and referrals, and implementing a peer support program.

Fitness Center – The Fitness Center is a community-wide resource home to fitness and exercise programs and wellness offerings. Through partnerships with Silver Sneakers, Prime, and Renew Active by United Health Care, the Center is available free to many community members as well as faculty, staff, and students.

Culinary Arts Institute - LCCC's Culinary Arts Institute is the place where business and industry leaders find the best professional development offerings, where entrepreneurs create opportunities to expand businesses and skills, and where members of our community come together to learn, cook and eat. Courses and trainings for all ages are available through this foodie paradise, and the Culinary Institute is also a generous supporter of the Commodore Cupboard food pantry. Partnerships between the ARC and Culinary Arts Institute have provided access to prepared meals and students and community members in need. Sage and Seed, LCCC's student-operated restaurant, combines hands-on student work and community access to unique dining experiences.



Stocker Arts Center - Stocker Arts Center has been entertaining, educating, exciting, and inspiring audiences for more than 4 decades. As part of LCCC, Stocker Arts Center fosters cultural experiences by hosting live performances, films, and art gallery exhibits while providing an engaging space for artistic expression and community engagement.

Center for Lifelong Learning - The Center for Lifelong Learning offers non-credit programming designed especially for those who are at least 50 years old and/or retired. These programs and courses offer learning opportunities in computers, the Internet, estate planning, career enrichment, fitness and recreation, world cultures, astronomy, gardening, history genealogy, antique collecting, creative writing and much more.

Supplemental Nutrition Assistance Program (SNAP) – LCCC is one of five community colleges in Ohio to pilot the SNAP Employment and Training (E&T) Program, which provides opportunities for SNAP recipients to waive work requirements by participating in education and training programs aligned to workforce needs. Formalized in 2020, SNAP E&T linked Ohio community colleges and the Ohio

Department of Job and Family Services (ODJFS) to provide holistic support to low-income families as they pursue certificate or degree completion. Referrals to this program are made through Lorain County Job and Family Services (LCJFS) to LCCC, as well as in reverse from LCCC’s ARC. Also offered in partnership with Second Harvest and LCJFS, LCCC hosts an on-campus SNAP resource specialist to assist students with food assistance application processes.

NEW

Addiction Recovery Training – Through the use of mental health related grant funds designed to support ongoing professional development for faculty, staff, and students, the Hope Recovery Community will be providing training on topics like substance use disorder education, language training, and recovery friendly workplaces. LCCC views this training as impactful not only for its own faculty and staff, but seeks to include employer partners who may benefit from additional training on supporting mental health awareness and addiction recovery needs in the workplace.

Horizon Series – LCCC is a trusted source identifying and sharing the mega trends that will impact the community writ-large. The new series launching May 2024, will bring insights from experts to community leaders, local organizations and business leaders. The series scales up knowledge sharing to dig deeper and bring to life key megatrends and drivers identified through the strategic visioning process that are being realized.

Supporting Resources

Division(s)

- Enrollment, Financial, and Career Services
- Strategic and Institutional Development
- Academic Divisions

Committee(s)

- Business Advisory
- RITE Board
- Domestic Violence Board
- Adams Board

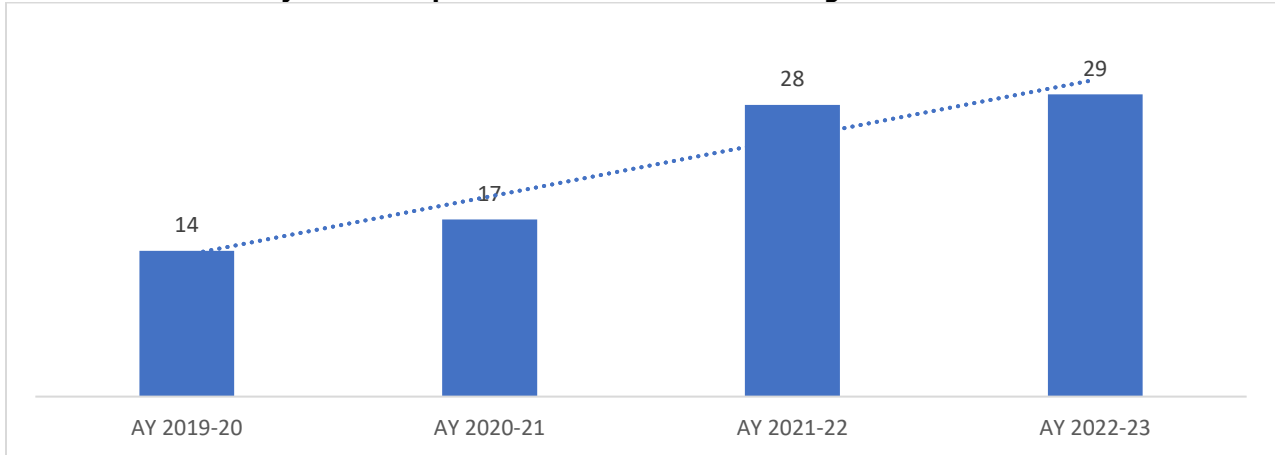
Grant(s)

- Mellon Foundation – Food Studies Partnership with Oberlin College & Conservatory
- Ohio Dept of Higher Education - Great Minds Fellowship Program
- US Dept of Justice - CAREERS (Correctional Adult Reentry Education, Employment, and Recidivism Reduction)
- US Dept of Labor - QUEST Broadband and 5G Regional Node Structure

Metrics & Goals

Assessment Question	2026 Goal	Assessment Activities	Analysis
Are meaningful partnerships in place to address common community challenges?	Increase by 5 number of new or enhanced partnerships	Track community partnerships both new and expanded (# of partnerships)	Number of partnerships change overtime
Is the community using the campus as a resource?	Increase by 10% number of users	Track facility and resource usage (# of visits and users)	# of visits and users by zip code

Number of Community Partnerships to Address Common Challenges.



Source: Advocacy and Resource Center (ARC)

Number of Visits and Usage of Facilities by Members of the Community

Full COVID Impact

	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
Visits and Usage	304,462	62,091	103,686	120,534
Year-over-year change	-0.6%	-79.6%	67.0%	16.2%

Source: Stocker Arts Center, Spitzer Conferencing, Health, Physical Education and Recreation



Student Spotlight: Lead the change one day



Myles Riggins has lived all over Lorain County, from the city of Lorain to Elyria to Oberlin. And he's been around long enough to know there are some things he would like to change. Riggins, 17, plans to lead that change one day.

"This is my home and I want to fix every problem I see here, from poverty to transportation," he says. "I want to help turn this place into the place that I want to stay in. For it to be more egalitarian."

To Riggins, the solution lies in public policy, and he's getting an early start. In May 2024, Riggins will graduate from Oberlin High School, while also earning an associate of arts from Lorain County Community College. Riggins got his LCCC start in eighth grade through College Credit Plus and by his junior year of high

school, he was taking LCCC classes full time.

"I like how things work at LCCC," he says. "I like the way the classes are set up, the independence, the campus, the online options. I haven't got anything short of a B here."

Riggins takes great pride in his grades—he's made the Dean's List every semester—but for him, the knowledge he's gained is what matters most.

"I've learned that circumstances are an important thing in people's lives," he says. "The zip code that someone is born in—that can be a big determining factor in how they do in life. That's not fair. I plan on being the guy that does something about it."

To learn even more about the external factors that often determine socio-economic status and how to become a changemaker in his community, Riggins is transferring to The Ohio State University. There he plans to earn his Bachelor of Arts in Public Management, Leadership and Policy, and then his Master of Public Administration. With the jump start he got at LCCC, Riggins expects to earn those two degrees in just three years.

"I already have an associate degree. That's about two years already done," he says. That works for Riggins, who says the sooner he can get back home and apply what he's learned, the better. "I have a real attachment to Lorain County," he says. "I grew up here. I care about social issues, and I care about people. That's my thing."

APPENDICES

Appendix A: Ohio Department of Higher Education In-Demand Areas

The following are the LCCC credentials that align with the areas selected by the Ohio Department of Higher Education as in-demand fields within Ohio. These programs reflect and are in alignment with workforce demand within the Northeast Ohio Region that LCCC serves.

ADVANCED MANUFACTURING

- BAS Microelectronic Manufacturing #9601
- BAS Smart Industrial Automated Systems Engineering Technology #9605
- AAS Automation Engineering Technology Maintenance/Repair #6210
- AAS Automation Engineering Technology - Systems Specialist #6211
- AAS Construction Technology - Construction Engineering #6170
- AAS Construction Technology - Construction Management #6171
- AAS Manufacturing Engineering Technology - Computer Aided Machining #6213
- AAS Manufacturing Engineering Technology - Industrial Electrical Technician # 6215
- AAS Manufacturing Engineering Technology - Industrial Mechanical Technician # 6216
- AAS Manufacturing Engineering Technology - Mechanical Design #6212
- AAS Manufacturing Engineering Technology - Quality Assurance #6224
- AAS Mechatronics Technology - Micro-Electromechanical Systems #6520
- ATS Building and Industrial Technology #6147
- ATS Automation Manufacturing Management #6160
- OYTC Manufacturing Engineering Technology - Computer Aided Design Operator #6111
- OYTC Manufacturing Engineering Technology - Computer Aided Machining Operator #6112
- OYTC Manufacturing Engineering Technology - Industrial Electrical Technician #6115
- OYTC Manufacturing Engineering Technology - Industrial Mechanical Technician #6116
- OYTC Manufacturing Engineering Technology - Quality Technician #6007
- OYTC Mechatronics Technology - Micro-Electromechanical Systems #6510
- OYTC Semiconductor Cleanroom Maintenance Technology #6501
- Short Term Tech Cert Manufacturing Engineering Technology - Computer Aided Design #6002
- Short Term Tech Cert Manufacturing Engineering Technology - Computer Aided Machining/Manufacturing Processes #6012

Short Term Tech Cert Manufacturing Engineering Technology - Industrial Electrical Technician #6015

Short Term Tech Cert Manufacturing Engineering Technology - Industrial Mechanical Technician #6016

Short Term Tech Cert Manufacturing Engineering Technology - Manufacturing Foundations #6018

Short Term Tech Cert Manufacturing Engineering Technology - Quality Inspector #6004

Short Term Tech Cert Mechatronics Technology - Micro-Electromechanical Systems #6500

Short Term Tech Cert Welding Technology - Advanced Welding #6011

Cert of Completion Tech Robotics Programmer #C611

Cert of Completion Tech Robotics Operator #C615

Cert of Completion Tech Electronic Engineering Technology - Electronics Fabrication #C608

AEROSPACE AND AVIATION

AAS Computer Games and Simulation Design #8300

AUTOMOTIVE

ADVANCED MOBILITY

ENERGY AND CHEMICALS

AS Associate of Science #8750

AAS Alternative Energy Technology-Solar Technology #6555

AAS Alternative Energy Technology Wind Turbine #6350

AAS Fire Science #2072

ATS Industrial Safety Technology/Technician

OYTC Alternative Energy Technology - Solar Technology #6356

OYGC Alternative Energy Technology - Wind Turbine #6351

Short Term Tech Cert Alternative Energy Technology - Wind Turbine #6352

Short Term Tech Cert Industrial Safety Technology/Technician - General Safety #6700

Cert of Completion Tech Environmental and Occupational Safety #C617

FINANCIAL SERVICES

AA Associate of Arts #8720

AS Associate of Science #8750

AAB Accounting #0011

AAB Business Administration – Entrepreneurship #0224

AAB Business Administration - Human Resource Management #0229

AAB Business Administration – Management #0227

AAB Business Administration – Marketing #0226

AAB Business Administration - Real Estate #0233

FOOD AND AGRIBUSINESS

AS Associate of Science #8750

AAS Sustainable Agriculture #720

AAB Hospitality and Tourism Management - Culinary Arts #0104

AAB Hospitality and Tourism Management – Hospitality #0101

AAB Hospitality and Tourism Management - Travel Industry #0102

OYTC BASF Plant Science Certification #7196

OYTC Culinary Arts - Kitchen Essentials #4034

OYTC Hospitality Operations #0106

OYTC Sustainable Agriculture #7195

Short Term Tech Cert Ecological Landscaper #7192

Short Term Tech Cert Specialty Crop Growers #7191

Cert of Completion Tech Guest Services in Hospitality #C008

HEALTHCARE

AS Associate of Science #8750

AAS Addiction Studies #5065

AAS Nursing

AAS Clinical Laboratory Science Technology #2406

AAS Dental Hygiene #2409

AAS Diagnostic Medical Sonography #242

AAS Health and Wellness Coaching and Promotion #3032

AAS Human Services #5701

AAS Medical Assisting - Administrative Focus #2143

AAS Medical Assisting - Clinical Focus # 2142

AAS Occupational Therapy Assistant #2420

AAS Physical Therapist Assisting #2411

AAS Radiologic Technology #2045
AAS Sports and Fitness Management #2045
AAS Surgical Technology #2407
ATS Health and Allied Health Technology #2050
OYGC Activities Director #3009
OYTC Medical Assisting #2006
OYTC Personal Trainer #3003
OYTC Practical Nursing #2091
OYTC Sterile Processing #2105
Short Term Tech Cert Addiction Counselor 5063
Short Term Tech Cert Emergency Medical Services #2114
Short Term Tech Cert Group Exercise Instructor #3004
Short Term Tech Cert Health and Wellness Coaching and Promotion #3030
Short Term Tech Cert Healthcare Technology #2119
Short Term Tech Cert Phlebotomy #2241
Short Term Tech Cert Sterile Processing #2103
Short Term Gen Cert Success Coaching and Mentoring #8100
Cert of Completion Tech State Tested Nurse Aide (STNA) #C201
Cert of Completion Tech Medical Coding #C204

LOGISTICS AND DISTRIBUTION

ATS Business Technology #0351
ATS Information Technology #6148
ATS Services Technology #2051

MILITARY AND FEDERAL

AAS Cyber and Information Security #6470
AAS Justice System – Corrections #5073
AAS Justice System - Police Science #5071
AAS Public Administration #5180
OYTC Digital Forensics for Law Enforcement #6119
OYTC Emergency Medical Services – Paramedic #2116

OYTC Human Resource Management #0129

OYTC Industrial Safety Technology/Technician - Professional Safety #6710

OYTC Justice Systems - Police Science Basic Police Academy #5076

OYTC Police Science #5094

OYGC Public Administration #5080

Short Term Tech Cert Government/Not-for-Profit Accounting Specialist #0035

TECHNOLOGY

AS Associate of Science #8750

AAS Blockchain Engineering Technology – Blockchain #6236

AAS Computer Engineering Technology - Business Forensics Investigations #6220

AAS Computer Engineering Technology - Computer and Digital Forensics #6120

AAS Computer Engineering Technology - Computer Applications Integration Specialist #6222

AAS Digital Fabrication Technology: Digital Fabrication # 6167

AAS Electronic Engineering Technology - Applied Electronics # 6312

AAB Computer Information Systems - Software Development #6618

AAB Computer Information Systems - Web Development #6601

AAB Data Analytics - Tools and Techniques #6650

OYTC Computer Engineering Technology - Business Forensics Investigations #6218

OYTC Computer Engineering Technology - Computer and Digital Forensics #6121

OYTC Computer Engineering Technology - Computer Applications Integration Specialist # 6122

OYTC Electronic Engineering Technology - Applied Electronics #6309

OYTC Electronic Engineering Technology-Computer Maintenance and Networking # 6450

OYTC Entrepreneurship #0225

OYTC Information Systems Support #6603

Short Term Tech Cert Automation Engineering Technology - Maintenance Technician #6181

Short Term Tech Cert Computer Information Systems - Business IT Fundamentals #6602

Short Term Tech Cert Computer Information Systems - Information Security for Business #6623

Short Term Tech Cert Computer Information Systems - Network Administration #6604

Short Term Tech Cert Computer Information Systems - Network Infrastructure
Technologies/CCNA #6606

Short Term Tech Cert Computer Information Systems - Network Security Foundations #6609

Short Term Tech Cert Computer Information Systems - Software Development Fundamentals #6620

Short Term Tech Cert Computer Information Systems - Web Design Fundamentals #6622

Short Term Tech Cert Electronic Engineering Technology - Computer Maintenance and Networking #6003

Short Term Tech Cert Engineering Technology - General Technician #6050

Cert of Completion Tech Computer Diagnostics and CompTia A+ Certification Preparation #C602

Cert of Completion Gen Computer Information Systems-Introduction to Networking #C618

Cert of Completion Tech Computer Networking and CompTia Network + Certification Preparation # C603

Cert of Completion Tech Digital Forensics and CompTia + Security Certification Preparation #C604

Cert of Completion Tech Computer Information Systems - Software Development Introduction #C605

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As required by ORC 3345.81:

**A.1. Denotes programs or initiatives in collaboration with other institutions of higher education to assist students who have some college experience, but no degree, in earning an associate degree, certificate, or credential through an initiative of the chancellor.*

**A.2. Denotes programs to assist students in attaining an associate degree, certificate, or credential while earning a bachelor's degree or using college credit transferred between institutions of higher education.*





Lorain County
Community College