



OHIO DEPARTMENT OF HIGHER EDUCATION
COMPLETION PLAN 2020-2022

Update: 2018-2020

New Initiatives: 2020-2022





Springfield | Beaver Creek | Bellefontaine | Xenia

Dear Chancellor Gardner:

Please accept Clark State's 2020-2022 Completion Plan as evidence of the college's strong commitment to ensuring the best possible achievement outcomes for students.

The Clark State Board of Trustees, administrators, faculty, staff, and students have been invested in creating a culture of evidence through examinations of data, including completion, persistence, and retention as disaggregated by race, gender, age, and Pell-eligibility. In order to further embed this culture of evidence into our work at the college, Clark State joined Achieving the Dream (ATD) in summer 2020 to accelerate our data literacy across the college and close achievement gaps in these specific student populations.

This Completion Plan is another manifestation of our commitment to build a data-informed culture that results in student success. I am very proud of the Clark State community for embarking on this important work. Should you have any questions, please do not hesitate to contact me. Thank you.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jo Alice Blondin".

Jo Alice Blondin, Ph.D.
President

Measures of Progress

2018-2020 COMPLETION PLAN

Updated student completion goals, with metrics, for the two-year period between July 1, 2018 and June 30, 2020, including goals related to:

1. Increase the percentage of new degree seeking students completing Gateway Mathematics and English courses within their first twelve months of study

Strategy: Implement Developmental Education/Co-requisite model

Measure:

- Percent of New Degree-seeking students who complete Gateway English within their first twelve months of study starting Fall 2018, Spring 2019
AY19 = 58% AY20 = 66%
- Percent of New Degree-seeking students who complete Gateway Mathematics within their first twelve months of study starting Fall 2018, Spring 2019
AY19 = 37% AY20% = 35%
- Percent of New Degree-seeking students who complete Gateway English and Mathematics within their first twelve months of study starting Fall 2018, Spring 2019
AY19 = 35% AY20 = 33%

2. Place students on clear pathways to graduation, transfer and careers

Strategy: Revise the Advising Model and evaluate FYE success rates

Measure:

- Percent of New Degree-seeking students with an Academic Plan
AY19 = 38% AY20 = 62%
- Percent of students completing an FYE course in their first year
AY19 = 33% AY20 = 40%
- Retention or graduation rate fall to spring, spring to fall
FA18 to SP19 = 71% SP19 to FA19 = 66%
FA19 to SP20 = 74% SP20 to FA20 = 64%
- Common MAP activity instituted in major specific FYE courses
Yes
- Number of identified pathways established
Ohio Guaranteed Transfer Pathways
 - Biology
 - Business
 - Economics
 - English
 - Geography
 - Geology
 - History
 - Mathematics (AS to BA)
 - Mathematics (AS to BS)
 - Political Science
 - Psychology (AA to BA)
 - Psychology (AS to BS)
 - Social Work
 - Sociology

The College also has the following designated clusters for academic programs:

- Agriculture and Food Science (11)
- Arts and Humanities (11)
- Bachelor's Degree (2)
- Business (30)
- Computer and Information Technology (19)
- Education (2)
- Engineering, Manufacturing, and Mechanical Services (19)
- Health (26)
- Math and Sciences (1)
- Social Sciences/Human Services and Public Safety (13)

3. Improve Outcomes for students over age 25

Strategy: 1) Expand participation in Prior Learning Assessment, 2) improve strategic course and program scheduling, and 3) increase online program offerings w/ wraparound services.

Measure:

- Number of PLA credits awarded
AY19 = 773.10 AY20 = 741.00
- Number of online programs
AY19 = 24 AY20 = 29
- Number of students over 25
AY19 = 2,975 AY20 = 2,919
- Retention or graduation rate for students over age 25
FA18 to SP19 = 72% SP19 to FA19 = 67% FA18 to FA19 = 60%
FA19 to SP20 = 72% SP20 to FA20 = 64% FA19 to FA20 = 60%

4. Alignment to the state's workforce development priorities

Strategy: Align programs with business and industry needs

Measure:

- Number of unduplicated students in co-op and clinical programs
AY19 = 901 AY20 = 929
- Number of employers who create a profile with Career Services (College uses the College Central Network Platform effective July 2020; transition from Grad Leaders)
AY 19 and AY 20 = 412
- Number of Jobs Advertised
AY 19 and 20 = 3,013
- Number of advisory boards involved in strategic engagement initiative
The College has 20 active program advisory boards among the 3 academic schools.

2020-2022 Completion Plan Template

Clark State was selected to participate in the Achieving the Dream (ATD) Network effective July 2020. Participation includes a three-year commitment. The college has an ATD Core Team and an ATD Data Team. The ultimate goal in our participation with ATD is to focus on developing a culture of evidence and inquiry. ATD colleges are examined on 7 institutional capacity areas: Teaching and Learning, Equity, Policies, Data, Communication, Leadership, and Technology. Clark State's work with ATD will guide the College's Strategic Plan and Completion Plan. While Clark State has determined the foci of: Data fluidity, Equity, and Workforce, the overall mission is to develop a culture of evidence and inquiry.

This 2020-2022 Completion Plan marks a start to disaggregating data. Clark State has chosen the following categories to disaggregate: Race, Age, and Socio-economic status (by Pell eligibility). Addressing equity at Clark State requires a systemic approach that permeates the institution. Only by infusing principles of equity more intentionally into daily and strategic decisions that ensure policies and practices are designed to support students in achieving their goals can colleges see gains in their student outcomes. Developing a strong understanding of societal biases, and how they manifest both nationally and locally, is the most effective way for colleges to identify systemic issues that reflect these biases and make decisions that correct these issues.

1. Increase the percentage of new degree seeking students completing Gateway Mathematics and English courses within their first twelve months of study

Strategy: Implement Developmental Education/Co-requisite model

Measure:

- Percent of New Degree-seeking students who complete Gateway English within their first twelve months of study starting Fall 2018, Spring 2019
AY 21 **AY 22**
 - By race
 - Age 25 or older
 - Pell Eligible
- Percent of New Degree-seeking students who complete Gateway Mathematics within their first twelve months of study starting Fall 2018, Spring 2019
AY 21 **AY 22**
 - By race
 - Age 25 or older
 - Pell Eligible
- Percent of New Degree-seeking students who complete Gateway English and Mathematics within their first twelve months of study starting Fall 2018, Spring 2019
AY 21 **AY 22**
 - By race
 - Age 25 or older
 - Pell Eligible

2. Place students on clear pathways to graduation, transfer and careers

Strategy: Revise the Advising Model and evaluate retention and graduation with disaggregated data

Measure:

- Percent of New Degree-seeking students with an Academic Plan
AY 21 **AY 22**
 - By race
 - Age 25 or older
 - Pell Eligible
- Retention or graduation rate fall to spring, spring to fall
AY 21 **AY 22**
 - By race
 - Age 25 or older
 - Pell Eligible

3. Improve Outcomes for students over age 25

Strategy: 1) Expand participation in Prior Learning Assessment:

Measure: Number of PLA credits awarded

AY 21 **AY 22**

- By race
- Age 25 or older
- Pell Eligible