Ohio Department of Higher Education Completion Plan

2014-2016 (update)
2016-2018 (new initiatives)

Submitted: June 2016

The Updated Completion Plan for Clark State Community College

Clark State Community College is committed to student completion and success initiatives. The following document, an updated version of Clark State's Completion Plan, represents initiatives and actions that have promoted increases in student completion and success, such as coursework completion, graduation, attainment of licensures and workforce credentials, faculty development opportunities, and wraparound student services that support completion and persistence. These outcomes are both measurable and impactful.

The updated Clark State Community College Completion Plan has guided student success efforts at the college. These efforts have focused directly on student engagement, retention and completion, and have resulted in a campus culture change that puts student success at the center of our work.

Our outcomes are organized around Connection, First-Entry, Progress, Completion and Workforce, and we have added three new initiatives as a result of recommendations from the Ohio Department of Higher Education:

- Align common courses in academic programs
- Create policies, procedures, and marketing for prior learning assessment
- Explore and create as appropriate, new programs based on Ohio's In-Demand Job Report

The staff, faculty, and administration of Clark State has worked in collaboration with the Department of Higher Education, secondary school districts, universities, career and technical centers, and business and industry partners to improve student success and graduation rates, and our collective focus remains steadfast. Thank you.

Sincerely,

Jo Alice Blondin, Ph.D.
President, Clark State Community College

Goal 1: Creating a First Year Experience (Connection, First Entry, Workforce)

Initiative: Expand partnerships with K-12 institutions
Measure: Number of students registered through the College Credit Plus program

Update: The creation of Clark State's Enrollment Management Plan began in the summer of 2014. As a result of strategic meetings, presentations and consultations, the Enrollment Management Plan was approved and adopted by Clark State's leadership. This three-year plan for 2015-2018 has helped to establish a sustainable enrollment management culture throughout the College. As Clark State focuses on an "enrollment by design" concept, the expansion of K-12 partnerships is critical. While the plan has one defined goal to increase enrollment, there are strategies and objectives specific to improving the yield within the enrollment funnel and identified student populations. Recruitment efforts begin in the early stages of K-12 to increase awareness, strengthen partnerships and improve enrollment. The Enrollment Management Plan specifically focuses on high school students and their successful transition to college through College Credit Plus, placement testing and FAFSA workshops.

College Credit Plus Program High School enrollment
- 2013-2014: 8,700 credit hours
- 2014-2015: 13,384 credit hours

Initiative: Offer pre-testing workshops
Measure: Number of students placing into the lowest levels of Developmental Education as well as related college level courses (Reading, Writing, Mathematics)

Update: The Developmental Education faculty and testing center staff lead this initiative and implemented two significant changes to the placement testing process. The student must make an appointment to take the test and prior to testing, the student receives an overview of the process and a briefing of the content. Students taking the math portion watch a video which serves as a primer. If a student needs to retest, regardless of subject area, they will receive additional pre-testing supports.

Pre Compass Reading Workshop Results
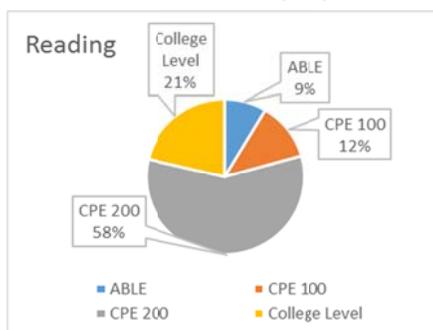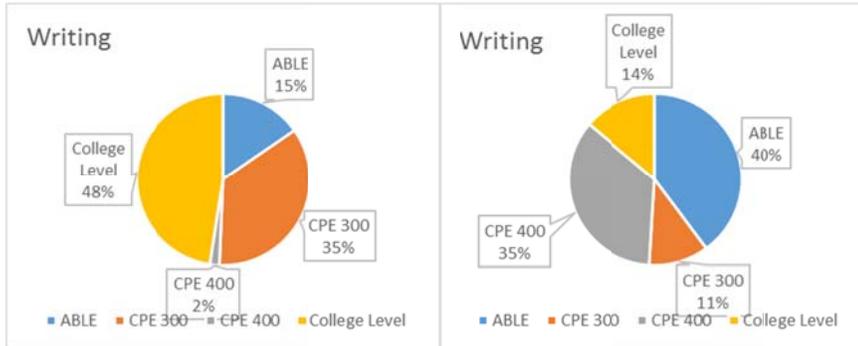
2012-2013 (no test prep)   **2013-2104 (with test prep)**
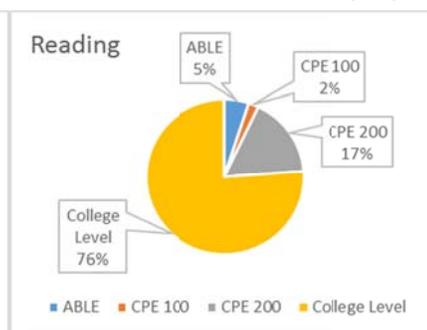
Pre Compass Writing Workshop Results
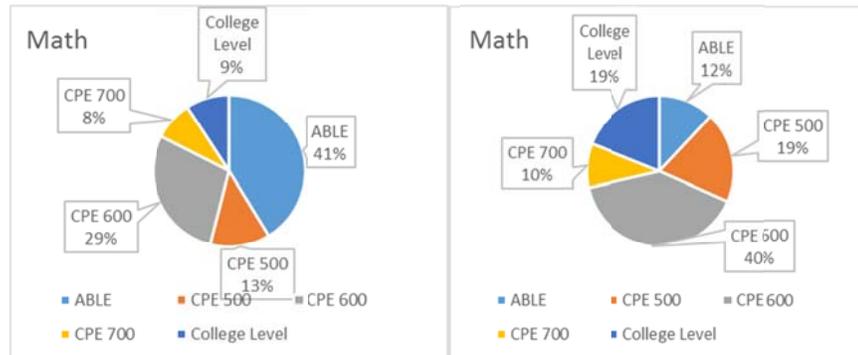
2012-2013 (no test prep)   **2013-2014 (with test prep)**

Pre Compass Math Workshop Results

2012-2013 (no test prep)   **2013-2014 (with test prep)**

Initiative: Require new students to meet with staff and faculty advisors
Measure: Retention from Fall to Spring and Spring to Fall

Update: As part of this initiative requiring new students to meet with an advisor, a task force of faculty and staff advisors was formed. The result of the year-long work was an advising model that guides students for their first three semesters at Clark State. This model also incorporated other key first year experiences, including a First-Year-Experience course and creating an academic plan (My Academic Plan-MAP). Students who attend Clark State meet with an academic advisor during New Student Orientation. Once the semester begins students will receive numerous contacts by an academic advisor. Under this plan students meet with a staff advisor during their first and second semesters and then transition to a faculty advisor in the middle of their second semester. The faculty advisor advises students during their second and third terms. This plan ensures that students get on the right track from the beginning.

FA14 Degree-Seeking Students (Full-time): 1,519
- • Return in Spring 2015 OR graduate = 1,180   (78%)
- • Return in Fall 2015 OR graduate = 821   (54%)

FA14 Degree-Seeking Students (Part-time): 3,350
- • Return in Spring 2015 OR graduate = 2,361   (70%)
- • Return in Fall 2015 OR graduate = 1,844   (55%)
- *2015-2016 retention data will be added soon as it becomes available

Initiative: Require new students to develop a MAP (My Advising Plan) during their first semester
Measure: Number of student who completed a MAP

Update: As part of this initiative, every new student is expected to complete a MAP during their first semester at Clark State. The plan is created within the First-Year-Experience course and in conjunction with an academic advisor. Clark State researched and purchased a technology tool to enhance the former pen and paper MAP. Effective Fall 2016, advisors and students will develop the MAPs within a software program called *Student Planner.* It interfaces with the student information system and creates a reader friendly version of the degree audit. The student and advisor retrieves information from the course scheduling system to plan the student's future semesters. Faculty and staff advisors are attending training for this new tool during Summer and Fall 2016. The College has made improvements in this process and anticipates better tracking of data and improved results with the new system.

Initiative: Co-locate student services functions (Admissions, Placement, Advising and Career Services)
Measure: 12- and 24-credit hour completion rate

Update: The Admissions, Records and Registration, Financial Aid, Career Management, and Cashier's office are now co-located. This intentional physical design allows for seamless services. Efforts related to this initiative expose students to career selection and employment services throughout numerous experiences within the first year, including New Student Orientation (NSO), the mandatory First-Year-Experience course, and one-on-one advising with an advisor. Within the mandatory First-Year-Experience course students are introduced to online planning tools for careers and jobs including Career Coach (local career data, major choice, and resume building), Focus 2 (an in-depth planning tool), the Ohio Means Jobs and Ohio Means Internships websites, and the Eagle's Post (the College's online job bank and job search toolbox). The Co-op and Employment Coordinator conducts workshops and hosts job fairs to prepare students for the job search and to introduce students to local employment opportunities. An Employability Skills course is available to all students as an elective and is a pre-requisite for all co-op and internship experiences.

Effective Fall 2016 advisors are adding career advising to every appointment. They will be trained in the use of all career exploration tools and resources, including Career Coach, Focus-2, and the Eagles Post. Beyond advising, a video library with career and job search tools and information will be available to all students. Each technical program's capstone course will include employment information and the department of Job and Family Services may house an office near the Career Management office to further assist students with job placement.

Initiative: Pilot a First-Year-Experience Success Course (FYE)
Measure: Number of students who enroll in FYE course
Measure: Completion rate in FYE courses

Update: The College began offering two new First-Year-Experience courses in Fall 2015 - FYE 1000 (2 credit-hour) and FYE 1100 (1 credit-hour). The courses are similar except the two credit hour course includes basic information technology content, and it is offered to those students who place into two or more developmental

education courses. The course is required for every incoming student, with a few exceptions. Embedded in these courses are many important assignments including completing career exploration and a My Academic Plan-MAP. Since the launch of the course there have been several changes based on the feedback from course instructors and students.

Fall 2015 Success Course Data:
- Number of Sections FYE1100 Fall 2015: 15
- Number of Sections FYE1000 Fall 2015: 34
- Number of Students Enrolled in FYE1100: 644
- Number of Students Enrolled in FYE1000: 234
- Number of Students Enrolled Fall 2015 : 878 Total
- Completion rate FYE 1000 Fall 2015: 60%
- Completion rate FYE 1100 Fall 2015: 66%

Spring 2016 FYE Enrollment
- Number of Sections FYE 1000: 9
- Number of Sections FYE 1100: 19
- Number of Students Enrolled in FYE 1000: 160
- Number of Students Enrolled in FYE 1100: 387
- Number of Students Enrolled Spring 2016: 547
- Completion rate FYE 1000 Spring 2016: not available at this time
- Completion rate FYE 1100 Spring 2016: not available at this time

Initiative: Enhance and expand the services and programs of the Career Management Office
Measure: Number of students who complete internships
Measure: Number of students employed post-internship
Measure: Number of new employer partnerships for interns

Update: The Ohio Department of Higher Education reports the impact of coops and internships. Through the Ohio Means Internships and Co-ops (OMIC) initiative, Clark State has enhanced the career readiness of students. As an OMIC grantee, the College worked to increase the number of students and businesses engaged in internships and co-ops while at the same time expanding and enhancing institution infrastructures that deliver experiential learning opportunities. The College is also in compliance with the ODHE Career Selection Activity Delivery and provides career selection and employment services through New Student Orientation, advising, mandatory First-Year-Experience Course, co-located services, and the capstone course in technical programs.

-Ohio Means Internships and Coops (OMIC) Grant Updates
- Received OMIC 2.5 Grant
- Applied for OMIC 3 Grant
- Created Co-op Internship promotional video

-Co-op Employer Partners--19 New Employer Agreements completed and signed
-Career Services Online Tools Data from May 2015 – May 2016
- Eagles Post (College's online job board for students and graduates)
  - 2,137 job postings
  - 255 new employer registrations
  - 357 new student accounts
- Focus2--1020 students created accounts
- Career Coach--2866 visits

-Co-ops/Internships--2014 – 2015: 31 students (this number does not include the amount of students that accepted internships and did not register for the co-op/internship course)
-Experiential Education—2014-2015: 1,876 students (this includes co-ops/internships, practicums, clinicals, and field experiences)

Initiative: Develop a Prior Learning Assessment (PLA) process
Measure: Number of students granted PLA credit
Measure: Number of credits granted through PLA

Update: The College is working on a comprehensive prior learning assessment (PLA) plan which is expected to be completed by the end of 2016. A draft of the policy as well as the procedures have been created and are currently being reviewed by faculty and staff. The policy will go to the Board of Trustees for approval in the Fall. The College was awarded a 2.5 million dollar TAACCCT grant in 2014. As part of the grant, the College secured a consultant to help with the PLA project. Concurrently, the Ohio Department of Higher Education is assisting Ohio's colleges and universities by providing a framework and guidelines to implement PLA on each campus. In addition to the policy and process development the College will prepare a marketing plan to promote and facilitate prior learning.

Goal 2: Improving opportunities for Teaching and Learning (Progress and Completion)

Initiative: Embed academic services in classroom with tutors and Supplemental Instruction (SI)
Measure: Number of students assisted by tutors and Supplemental Instruction peers
Measure: Number of students successfully completing a class with a Supplemental Instruction component

Update: The College implemented a Supplemental Instruction (SI) program in 2015-2016 to support course completion. As part of this initiative peer tutors attend the class and provide additional help outside the classroom. The SI sessions were optional for students; however, based on the course completion analysis the college has made a decision to make those sessions mandatory for 2015-2016.
- Number of sections that include SI for Fall 2015: 9
- Number of students enrolled in SI courses for Fall 2015: 194
- Number of sections that include SI for Spring 2016: 16
- Number of students enrolled in SI courses for Spring 2016: 242

Fall 2015 SI Course	SI Section Completion Rate	Overall Completion Rate For Course
STT-2640-ST01X	92%	84%
PSY-1111-ST08C	88%	70%
CPE-0300-ST03C	76%	57%
MTH-1060-ST02C	76%	67%
PSY-1111-ST04C	72%	70%
HRM-1725-STO1C	71%	76%
ACC-1100-ST02C	62%	65%
CPE-0600-ST06C	47%	59%
CPE-0500-ST07C	42%	49%

Initiative: Use assessment to improve student learning outcomes
Measure: Percentage of faculty who submit an assessment report using Tk20

Update: The College uses Tk20, a learning assessment software, for all academic assessment purposes. As part of this initiative the College took several steps to improve this process. Significant improvements to features and user-ability include the following:
- Implemented the Courses Tab in Tk20 – Learning Tool Interoperability integration with Black Board
- Hosted faculty workshops on Tk20
- Changed the Assessment Committee structure to make it more effective
- Increased accountability for the assessment process

Initiative: Create and coordinate 12- , 24- , and 60- hour pathways
Measure: Number of Clark State students who transferred credits to an Ohio public 4-year institution
Measure: Number of Clark State students who achieved a degree from an Ohio public 4-year institution
Measure: Number of agreements with 4-year institutions

Update: The value of creating deliberate pathways impacts high school students who plan on entering the community college, adult students with the intention of receiving short term training, as well as the future associate degree graduates who will transfer credits to a university to complete a baccalaureate degree.   The Clark State academic Deans worked with the College Credit Plus coordinator to develop 12 and 24 credit hour pathways for high school students who will eventually come to the community college and perhaps also transfer to a university. Additionally, with the TAACCCT grant award, the College enhanced the short term certificates in the areas of Welding, Computer Numerical Control, Additive Manufacturing, Computer Aided Design, and Industrial Maintenance. Short term training that results in a certificate also meets the needs of the workforce.

Count of Clark State Community College students who transferred credits to other Ohio public 4-year institutions (University System of Ohio, Higher Education System (HEI), Alternative Credit Enrollment Report)
- 2013-2014: 657
- 2014-2015: 748

Clark State Community College Students achieving a degree from other Ohio institutions (University System of Ohio, Higher Education System (HEI), Concurrent Enrollment Report)
- 2013-2014: 448
- 2014-2015: 545

Number of articulation agreements
- November 2015: 110 agreements
- July 2014: 17 agreement

Total number of 3+1 agreements: 22 agreements among 6 institutions

Initiative: Create a process for developing a 2-3 year master schedule
Measure: Number of full-time students who complete a degree within three years

Measure: Number of part-time students who complete a degree within four years

Update: The Academic Deans and faculty created a course master schedule that helps students plan and schedule their courses for up to four years, depending on their full- or part-time status. The schedule is updated every Spring to keep it relevant for the next four years.

Initiative: Provide faculty development opportunities to enhance teaching and learning
Measure: Course completion by section

Update: As part of this initiative the College has established the Center for Teaching and Learning (CTL) and is now in the process of hiring an additional staff person to support faculty. The CTL works closely with the Faculty Development Committee (FDC) to offer workshops as needed. Faculty also developed a document for the college, *The Principles of Teaching and Learning*. Based on those principles faculty created a rubric for peer to peer classroom observation. As faculty learn about certain deficiencies, the CTL will work with the FDC to offer workshops to enhance teaching and learning.

Initiative: Improve collaboration and communication between the academic, student, and business affairs operations
Measure: Survey of student satisfaction
Measure: Number of processes enabled online for student convenience

UPDATE- Communication: With the constant changing of technology and the change in community college student demographics, the College wanted to provide a multi-technology platform while also providing systems that met the expectations of the student. A varied technological platform would enable the College to become better engaged with the student population. The College recognizes the value of meeting the student populations' instantaneous and mobile needs.

UPDATE-Collaboration: During the 2014-2015 year the College underwent a Business Process Review (BPR) for the following areas: the Business Office, Financial Aid, Human Resources, and Records and Registration. The BPR illustrates best practices and provides a framework from which the College can evolve and grow. The Institutional Research Office will complete a Business Process Review this Fall.

Ohio Department of Higher Education Completion Plan

2016-2018 (new initiatives)

Submitted: June 2016

1. **An indication of how students will be advised on pathways to graduation and careers (recommended by Ohio Task Force on Affordability and Efficiency in Higher Education)**

   Initiative: Align common courses in academic programs
   Majors within certain programs, for example, Management or Information Technology contain common courses. Aligning these common courses in the first and second semester enable students to stay on a pathway and take courses that guarantee applicability for when they choose a specific major within the program during the second year.
   Measure: 12/24/36 credit hour completion

2. **Attention to outcomes for adult students over age 25 (recommended by the Ohio Board of Regents in the 8th report on the Condition of Higher Education)**

   Initiative: Create policies, procedures, and marketing for prior learning assessment
   The College started this initiative during the original 2014-2016 Completion Plan and is committed to continuing this important work. Many stakeholders are involved in the continued effort to assist adult learners with degree completion.
   Measure: Number of students granted PLA credit
   Measure: Number of courses with a PLA component
   Measure: Number of credits granted through PLA

3. **Alignment to the state's workforce development priorities (required by legislation)**

   Initiative: Explore and create, as appropriate, new programs based on Ohio's In-Demand Job Report
   The Governor's Office of Workforce Transformation has identified and analyzed the most urgent workforce needs of businesses and as a result has created a related database. This information can be used by students and educators to make better career decisions.
   Measure: Number of students who gain a short-term certificate for in-demand job areas