



OBR Completion Plan 2018-2020

2016-2018 (update)

2018-2020 (new initiatives)

Clark State Community College

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 promotes 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 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.

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

- 1. Increasing the percentage of new degree seeking students completing gateway mathematics and English courses within their first twelve months of study*
- 2. Placing students on clear pathways to graduation or transfer (if that is their goal) and careers*
- 3. Outcomes for students over age 25*
- 4. Alignment to the state's workforce development priorities*

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

Clark State Community College

2016-2018 Completion Plan

Measures of progress

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: (# of programs aligned with the Guaranteed Transfer Pathway, statewide 2+2 pathways)

Clark State Community College has aligned common courses to the state Guaranteed Transfer Pathways, particularly in the area of Business. We are currently finalizing Economics and Social Services pathways with an additional twenty state pathways in process in general education discipline areas. The College is currently working with a consultant on program mapping to give students more direction. Our student service center is now advising students on careers starting at orientation through a career assessment and career advisement at orientation. The students are introduced to Student Planning software that allows them to view how their courses fit into their pathway and what courses they have left to take. To assist students with choosing a pathway for their educational career, we have created five program clusters. Students have similar foundational courses within each cluster area that give them the opportunity to explore different options within each cluster. The five program clusters include:

Agriculture, Engineering, and Mechanical Services
Arts and Education
Business and Technology
Health, Human Services and Public Safety
Transfer

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: Develop Prior Learning Assessment Policy and Procedures

- Prior Learning Assessment Policy and procedures approved at March 2017 Board of Trustee's meeting

- Related policies and procedures amended for consistency at March 2017 Board of Trustees meeting: Credit Hour System Policy, Credit Hour System Procedures, Grading System Procedures, Prior Learning Credit Compensation Policy, and Credit Equivalencies

Measure: Train Faculty and Staff on Prior Learning Assessment

- Staff trained on Marketing Prior Learning Assessment: March 2016
- Faculty trained on developing proficiency examinations: March 2016 and December 2017

Measure: Develop Prior Learning Assessment webpage and inquiry link

- Prior Learning Assessment webpage and inquiry link completed: August 2017

At the end of 2015, Clark State Community College evaluated the existing policies and practices as well as marketing practices for students with prior learning experiences. The approach was outdated and not student centered. As a result, Clark State currently has a Board of Trustees approved policy and campus approved procedures. Additionally, a new web page with a coordinating inquiry link was developed.

The process to revise Prior Learning Assessment began in November 2015 with the assembly of an Ad Hoc Committee. The committee's charge was to develop drafts for PLA Policy and Process documents and make recommendations. The group worked with TAACCCT (Trade Adjustment Assistance Community College and Career Training) grant consultants. The consultants are former college presidents and serve on the National Center for Workforce Education board. Concurrently, the state of Ohio released the document "From Design to Delivery-A Guide for Implementing Prior Learning Assessment" and the committee referred to this draft document for alignment purposes. Collectively, these resources supported the Ad Hoc Committee's charges.

During Spring 2016 the draft documents were presented to Faculty Senate where Senate then appointed three faculty to serve on the Ad Hoc Committee. The Ad Hoc Committee made edits to both the policy and process documents. Once the Ad Hoc Committee approved the changes, the revised drafts were sent to the Provost and Senior Vice President for Academic Affairs. These documents were shared with the Executive Council and then sent to the Faculty Senate President for review by the Faculty Assembly.

The completed drafts of the PLA policy and procedure document were presented to the faculty senate in January 2017 and to the Board of Trustees in March 2017. Additionally, the following related policies/procedures have been modified for consistency: Credit Hour System Policy, Credit Hour System Procedures, Grading System Procedures, Prior Learning Credit Compensation Policy, and Credit Equivalencies.

Following Board of Trustee's approval for the PLA policy, the committee with technical support from the Marketing Department developed a Prior Learning webpage. The webpage includes a student inquiry form, frequently asked questions, and links to course descriptions.

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.

Clark State Community College is committed to preparing students to meet employer's workforce skill demands and training needs, thus supporting area economic growth. Clark State's new programs are aligned with local workforce needs and at the request of business and industry. The new programs increase in-demand career pathways, create a recruiting pipeline for employers, remain relevant to employers' needs and industry changes, minimize the skills gap, help support workforce in Ohio, and continue to connect the College to the community. Our Advanced Manufacturing Associate degree was created in conjunction with our employers with their employees serving as subject matter experts. In this customizable degree, students choose two certificates (from the in-demand job list) including Additive Manufacturing, Computer Numerical Control (CNC), Welding, Computer Aided Design (CAD), Industrial Maintenance, and Manufacturing). Also, at the request of the Ohio Banker's League, Clark State developed a banking certificate and associate degree. The same was done at the suggestion of Insuring Ohio's Futures with our Property Insurance Claims Certificate and Insurance Associate Degree.

Measure: Number of new or redesigned programs added from in demand job list:

- Additive Manufacturing
- Banking (began Fall 2017)
- Computer Aided Design
- Computer Numerical Control
- Consumer Leading
- Industrial Maintenance
- Manufacturing
- Property Insurance Claims
- Welding

Measure: Number of students who gain a certificate for in-demand Industry areas:

- Advanced Manufacturing (99)
- Automotive (10)
- Business Functions (170)
- Energy (17)
- Financial Services (1)
- Healthcare (550)
- Information Technology (66)
- Insurance (2)
- Logistics (7)

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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 students who complete Gateway English within their first twelve months of study starting Fall 2018, Spring 2019
- Number of students who complete Gateway Mathematics within their first twelve months of study starting Fall 2018, Spring 2019
- Number of students who complete Gateway English and Mathematics within their first twelve months of study starting Fall 2018, Spring 2019

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

Strategy: Revise the Advising Model and evaluate FYE success rates

Measure:

- Percent of students with an Academic Plan
- Percent of students completing an FYE course
- Retention rate fall to spring, spring to fall
- Common MAP activity instituted in major specific FYE courses
- Number of identified pathways established

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
- Number of online programs
- Number of students over 25
- Retention rate for students over age 25

4. Alignment to the state's workforce development priorities

Strategy: Align programs with business and industry needs

Measure:

- Number of students in co-op and clinical programs
- Number of employers who create a profile with Career Services
- Number of advisory boards involved in strategic engagement initiative
- Develop non-credit to credit articulation