



OBR Completion Plan 2015-2017

Clark State Community College

Life ed.vanced

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The Importance of Completion at Clark State Community College

Clark State Community College is committed to student completion and success initiatives. The following document, Clark State's Completion Plan, encompasses initiatives and actions that promote increases in student completion and success benchmarks, such as coursework completion, graduation, attainment of licensures and workforce credentials, faculty development opportunities, and wraparound student services that support completion and persistence.

The 2015-2017 Clark State Community College Completion Plan will guide the student success efforts of the college. These efforts focus on intentional interventions and action items that will improve outcomes for student engagement, retention and completion. These outcomes are organized around the following elements: Connection, First-Entry, Progress, Completion and Workforce.

- **Goal 1:** Creating a First Year Experience (Connection, First-Entry, Workforce)
Strategy: Institutionalize processes to improve and integrate student services that create a seamless and efficient entry and successful completion of the first year at Clark State Community College
- **Goal 2:** Improving opportunities for Teaching and Learning (Progress, Completion)
Strategy: Increase academic success and retention to ensure higher rates of completion

The leadership at Clark State is committed to working in collaboration with the State of Ohio, P-12, universities, local career centers, and business and industry partners to improve completions in education in the state. We look forward to increasing student completion, and the success that results for the State of Ohio.

Sincerely,

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

Completion Plan Committee:

The eleven member Completion Plan Design Team, composed of faculty, staff, and administrators began formal meetings in February 2014. During the meetings, the Team discussed in detail completion plan initiatives for the following categories surrounding student persistence and success:

- **Connection** to the Institution
- Successful **First-Year Entry**
- Student **Progress**
- Student **Completion**
- **Workforce**
- **Other**

The Team membership was established through a combination of appointment and election of representatives in an effort to involve the stakeholders of our campus community:

Amy Sues, Strengthening Student Success
Cort Schneider, Accessibility Services
**Cynthia A. Applin*, Institutional Research
Diane Roux, Associate Professor (BAT)
Duane Hodge, Director WFD Sale/Outreach
Edward Busher, Dean Student Support
*Team Co-chairs

**Martha Crawmer*, Dean Arts and Sciences
Matt Franz, Information Technology
Matthew Ison, Admissions Specialist
Terri Dinsmore, Associate Professor (HHPS)
Therese Filicko, Assistant Professor (A&S)

Based on the six categories of the OBR Completion Plan, *Connection, First-Year Entry, Progress, Completion, Workforce and Other*, Clark State identified two goals to address all five with the plan:

(1) Creating a First Year Experience (2) Improving Opportunities for Teaching and Learning

Three assumptions were used as guidelines:

- 1) Institutional data will be central to organizing and benchmarking processes to **increase student academic success and persistence**
- 2) The Ohio Community College Funding Model **criteria for course completions** will be incorporated into the measures of the plan
- 3) Strategic Planning Initiatives are underway, with **a focus on student success and completion** contribute to supporting the categories in the plan.

The plan includes both new primary action items and “in-process” as continuing action items. Additionally, with this completion plan, Clark State Community College will focus efforts to increase student academic success and improve completion rates with its newly approved 2015-

2020 Strategic Plan. Many of the listed initiatives will be in collaboration and supported with our Strategic Plan, HLC Quality Initiative Project, Grant-funded programs, and business and industry in our four-county service district.

While there are multiple resources for establishing “best practices” around student success and completion, this plan will benefit the college and students with improved practices in data collection, interpretation, and data analysis which will be communicated college-wide via various formats intended to guide decision-making, process alignment, and policy development. As students manage competing commitments between studies, family and work, Clark State will commit to and be accountable for providing education to a diverse population of students. Below, find the aligned completion plan for Clark State Community College.

OBR Completion Plan Category(s): Connection, First-Entry and Workforce

Goal 1: Creating a First Year Experience

Strategy: Institutionalize processes to improve and integrate student services that create a seamless and efficient entry and successful completion of the first year at Clark State Community College

Initiative: Align admissions, placement, advising, and career services, to provide students with the end goal - job or transfer - at the beginning of the process

CONNECTION – With an increase in K-12 partnerships and enrollment in a First Year Experience (FYE) course, Clark State will focus on efforts to assist students with planning for success. With the alignment of student services and dedicated orientation, advising and academic goal setting strategies, (MAP-My Advising Plan) students will be better connected and prepared for college success.

Expand partnerships with K-12 institutions and offer COMPASS testing and FAFSA Workshops

IMPACT - increase Clark State visibility by engaging with principals, counselors, teachers, students and parents to increase enrollment for high school graduates, dual enrollment, and college transition programs, increase conversations on curriculum alignment and college transition to improve opportunities for program collaboration

Measure: number of credits successfully completed by high school graduates

Measure: number of students placing into college-level courses

Measure: number of Compass test administered and FAFSA Workshops presented

Offer pre-testing workshops to enhance performance and placement (COMPASS) testing scores prior to class registration

IMPACT - number of students placing into College-level English and Mathematics and identify ABLÉ students based on test scores

Measure: number of students placing into College-level English and Mathematics

Measure: number of students placing into the lowest levels of Developmental Education in all areas (Reading, Writing, Mathematics)

Measure: track number of ABLÉ student enrolled

FIRST-ENTRY - First impression plays a critical role in the retention of students. Clark State will expand its on-boarding services and programs and align its orientation and advising services to assimilate students to college quicker. A value-added action will be streamlining resources and eliminating the duplication of FYE courses. A required FYE course will enhance the overall effectiveness of the new student experience and introduction to college life and free-up resources to improve other areas in the college.

Require new students to meet with staff or faculty advisors during the Orientation process

IMPACT - increase the number of students that connect with an advisor early in the college experience with a scheduled dedicated advising session

Measure: Persistence from Fall-Spring or Spring-Fall of students during 1st year

Require MAP (My Advising Plan) Workshops for new students

IMPACT - increase number of students that complete a MAP educational plan in their first semester while increasing student engagement and college connection

Measure: number of students that have completed a MAP and graduate in 3 yrs

Integrate student services functions (admissions, placement, advising and career services) by providing each student a personalized road map of their educational journey and plans to transfer, graduate or gain employment

IMPACT - improve service delivery to students by faculty and staff advisors regarding student progress, documentation of student progress and alignment of services utilized for student success

Measure: decrease in the number of times a student must visit class prior to first day of class

Pilot a First Year Experience Success Course (FYE) by blending PGR 1600 and GEN 1100 with plans for full implementation in Fall of 2015

IMPACT - offer FYE success courses for all new students and deliver the course at each campus in face-to-face modality

Measure: number of students that register, attend and complete course

WORKFORCE - An area of importance to students, faculty and staff, Clark State wants to be known as the college that prepares and supports students to become the career-ready citizens in a global workforce. Through expansion of career services, a systematic way of providing the necessary job-search resources and employer contact is critical. A collective effort with on-campus departments and business and industry within the community will provide students with immediate opportunities and award student success in the workforce.

Enhance and expand the services and programs of the Career Management Office in order to provide students with resources to complement the MAP plan with career and employment transitions. Additionally, this process will provide focus on establishing horizontal relationships between student services (Career Management) academic affairs (Internships, Co-ops) and community services (Corporate Training)

IMPACT - foster partnerships with advisors and counselors with preparing students to create resumes, practice interview skills, identify internships and connect with potential employers.

Measure: number of students who complete internships and graduate

Measure: number of students employed post-internship

Measure: number of new employer partnerships for interns and full-time employment

Develop a Prior Learning Assessment (PLA) process to appropriately review and award transfer credit to students based upon experiential and prior learning experiences, on the job training, (currently PLA is offered on an individual basis), especially Veterans

IMPACT - engage faculty and advisors to create PLA policies and process

Measure: number of students seeking PLA credit

Measure: number of courses aligned with PLA credit option

OBR Completion Plan Category(s): Progress, Completion and Other

Goal 2: Improving opportunities for Teaching and Learning

Strategy: Increase academic success and retention to ensure higher rates of completion

Initiative: Increase faculty engagement and support opportunities with students as learners to promote retention and completion

PROGRESS - Moving students forward requires college resources both inside and outside of the classroom. Clark State will provide dedicated faculty advisors to each student, provide academic support assistance in the classroom and assess learning outcomes to enhance retention efforts.

Connect students with faculty advisor at end of second term with a MAP plan

IMPACT - increase the preparation of students meeting with faculty advisors with complete MAP plan

Measure: number of students with declared major meeting with faculty advisor with a complete MAP plan

Embed academic services in classroom with tutors and Supplemental Instruction (SI)

IMPACT - assign tutors and peer leaders to targeted courses to provide academic support for increase in course completion

Measure: number of students assisted by tutors and SI peers

Measure: number of students successfully completing a class with SI

Use assessment to improve student learning outcomes

IMPACT - (1) implement utilization of TK20 as assessment tool to review student learning outcomes and offer training workshops to faculty using TK20 for assessment (2) transform academic learning experiences with increased student and faculty engagement

Measure: increases in student learning outcomes

COMPLETION - Clark State has an obligation to offer structured academic programs to help students complete certificates, credentials, and degrees in a timely fashion. With the goal of increasing the number of students graduating or transferring, the establishment of academic pathways and 2-year master scheduling will decrease achievement gaps and shorten time to degree.

Coordinate 12 and 24 hour pathways with direct transfer to specific 4-year institutions and build certificates into Associate degrees

IMPACT – (1) investigate targeted pathways for specific industries outlining hours required for a certificate, an associate degree and transfer (2) identify campus and community resources to support the pathway targets (3) strengthen university partnerships with 4-year institutions

Measure: number of newly established 12 and 24 hour pathways by Spring 2017

Measure: confirmed agreements with 4-year institutions on completion pathways for Clark State Associate’s Degrees

Measure: number of students completing 2 and 4-year degrees through these pathways

Create a process for developing a 2-3 year master schedule of courses to assist students long-range scheduling and development of a MAP plan

IMPACT – (1) review and assess current course schedule structure, process, location(s) and authority for identifying areas for improvement (challenges, barriers, policy), (2) understanding of classroom, laboratory, meeting space utilization and campus wide scheduling system, (3) improve coordination and alignment of scheduling courses and sections offered with improved ability to meet students’ course scheduling and MAP planning needs, (4) Review of data on classroom usage, use of time slots, fill rates, cancellations and scheduling conflicts between courses and identified programs with potential to publish a 4-semester/2-year course schedule offering

Measure: number of students completing certificates and degrees within 3 years of first registration

Measure: classroom utilization reports

OTHER - Online learning and the use of instructional technology and social media are key areas of professional development for faculty and staff.

Provide faculty development opportunities to transform delivery of “excellence” in teaching and learning experiences

IMPACT – (1) offer a series of faculty development workshops to complement faculty skills in classroom assessment, instructional technology and engagement (2) reinvigorate and reconstitute the Center for Teaching and Learning Excellence to lead these faculty development efforts

Measure: number of faculty using technology tools for delivery

Measure: enrollment in online courses

Improve collaboration and communication between the academic, student, and business affairs operations to better align processes that best serve students and other end users (faculty, staff, vendors, employers, community agencies, K-12 partners)

IMPACT - (1) identify gaps and priorities that do not align with a student-centered focus, (2) improve communication and collaboration between campus functional areas, (3) identify relationships where collaboration already exists and leverage relationships to improve student success processes, (4) cross-train staff to assist students in a “one-stop” fashion

Measure: Survey of student satisfaction

Measure: Number of processes enabled online for student convenience

This plan demonstrates Clark State Community College’s recognition of the urgent and immediate need to increase student completion rates. Because a large number of our students are considered “at-risk”, efforts to improve the direct services and support from all institutional departments and divisions is needed. Several initiatives and action items are underway and presented in our strategic plan as well. The goals and initiatives mentioned in this plan will be updated at year two of the plan and will align with the 2015-2020 Strategic Plan.