



# OHIO DEPARTMENT OF HIGHER EDUCATION **COMPLETION PLAN 2022-2024**

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Update: 2022

New Initiatives: 2022-2024





Springfield | Beavercreek | Bellefontaine | Xenia

Dear Chancellor Gardner:

Please accept Clark State College's 2022-2024 Completion Plan as evidence of the college's strong commitment to championing equitable outcomes for our students.

The Clark State Board of Trustees, administrators, faculty, staff, and students have developed and heavily invested in the creation of a data-driven approach to student success. Clark State's culture of evidence provides for a thorough examination of data, including a focus on completion, persistence, and retention as disaggregated by race, gender, age, and Pell-eligibility.

Clark State College joined the Achieving the Dream (ATD) network in summer 2020, and, as a result, we have accelerated our data literacy across the college and have worked to close achievement gaps in these specific student populations.

As a result of this culture of evidence and our participation in ATD, this Completion Plan represents another opportunity for transparency and accountability regarding student outcomes. If 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", with a stylized, cursive script.

Jo Alice Blondin, Ph.D.  
President

# Clark State College Completion Plan

House Bill 59 called for each public college and university to submit a campus completion plan that was approved by their board of trustees to the Chancellor by June 30, 2014. The legislation further states that these plans are to be updated every two years. Completion plans provide a continuous improvement framework that can allow campuses to identify and implement strategies to increase the number and percentage of students earning meaningful postsecondary credentials.

The Clark State College Completion Plan and the College's Strategic Plan work in conjunction to provide strategies to invest resources and energy towards student success. Each plan sets expectations for improving retention, course completion, and graduation. Strategies to achieve these goals are found in the college's completion agenda which include a focus on equity in higher education. The College joined the Achieving the Dream Network in June 2020 and secured a Title III grant on Trauma Informed Practices. Furthermore, the College hired a dedicated Diversity Coordinator to anchor Diversity, Equity, and Inclusion efforts.

Clark State's Completion Plan includes an overview of the College's dedication to completion and diversity, equity, and inclusion. This will be demonstrated by the College's Mission, Vision, and Guiding Principles and an overview of these efforts at the college in the past two years. Clark State's Completion Plan also includes details on strategies that rose out of the Achieving the Dream participation and results from the effects of becoming a Trauma Informed Campus.

## MISSION

To engage and empower diverse learners by providing high-quality educational programs and services that emphasize student and community success.

## VISION

Clark State Community College will be the leader in education by partnering with our communities, businesses and industries while achieving the highest levels of student success within a culture that provides intellectual, personal and professional growth.

## GUIDING PRINCIPLES

We believe in the transformative power of education through:

1. **Learning** - We use best practices and resources to create a learning community that challenges, transforms, and empowers students and employees.
2. **Community** - We value, trust, and support people with whom we work and serve.
3. **Partnerships** - We collaborate to address stakeholder needs and contribute to the economic and holistic well-being of society.
4. **Innovation** - We champion an environment that encourages creativity and embraces change.
5. **Diversity** - We welcome and engage all individuals to create an equitable and inclusive culture.

## PANDEMIC | DIVERSITY EQUITY AND INCLUSION | ATD | TRAUMA

Institutions often have multiple initiatives and interventions in place at any time. Achieving the Dream (ATD) provides a framework to align these initiatives and interventions under the umbrella of student success to support capacity building and systemic institutional change. Concurrent to the start of Clark State's participation in ATD, the nation had just experienced the first few months of the pandemic. The College's Board of Trustees resoundingly voted so the College could join the 2020 Achieving the Dream co-hort. Also within the timeframe of 2020 to the present time, the College excelled in advancing not only the completion agenda but also that of Diversity Equity and Inclusion as well as Trauma Informed.

## ACHIEVING THE DREAM

Board of Trustees Chair, Brad Phillips wrote to Achieving the Dream's President, Dr. Karen Stout at the same time that the corona virus started to impact the college. He declared our interest as part of our ongoing commitment to student success and to help meet our region's workforce needs. The letter outlined that by joining the ATD Network, Clark State College would be joining the distinguished colleges engaged in the Achieving the Dream Network. Doing so would deepen our commitment to student success goals and strategies to close completion gaps.

With the help of ATD and its coaches, we are ready to implement strategies for improving student success and closing achievement gaps.



## **TRAUMA INFORMED**

Clark State Community College received \$1,587,096 from the Title III Strengthening Institutions Program grant. Clark State will use the funds to implement additional trauma-informed practices at the college.

The award enables the College to better serve our students with a clear focus and emphasis on trauma-informed practices. The goal of the Trauma Informed Practices project is to increase enrollment, student success, retention and completion by supporting Clark State students holistically in order to reduce stress and improve mental health. To achieve this goal, Clark State will move towards a trauma-informed model of operations.

Some of the important features of trauma-informed practices include the dynamic that fosters partnership between the service provider and service recipient, maximizing a person's choices and control over a situation, basing interactions in relational collaboration and emphasizing strengths, adaptations and resilience over symptoms, among other things. Clark State's efforts were to scale trauma-informed practice to ensure student success. This grant was timely given the collective traumas of the pandemic

## **COLLEGE NAME CHANGE**

Effective January 2, 2021, Clark State Community College changed to the name of Clark State College. The purpose of the name change was to reflect the growth and advancements of its educational opportunities. The Board of Trustees, faculty, staff, and students had been engaged in discussion since 2018. At that moment in time, Clark State had approval to offer two bachelor's degrees. Since then, the college was approved to offer a third bachelor's degree.

## **DIVERSITY COORDINATOR**

In March 2022, the Clark State College department of Marketing, Diversity and Community Impact (MDCI) welcomed the hiring of a Dayton native, to serve as Clark State's first Diversity Coordinator. The Diversity Coordinator is responsible for coordinating and monitoring the progress of diversity, equity, and inclusion (DEI) initiatives across Clark State campuses. The position engages with faculty, staff, students, other institutions, and the community. The coordinator will assist in reporting diversity, equity and inclusion metrics and build relationships with constituent groups to ensure openness between the MDCI office and the college.

## **REGIONAL AND NATIONAL DIVERSITY RECOGNITION**

Clark State College was named a finalist for the 2022 American Association of Community College (AACC) Advancing Diversity Award of Excellence. The AACC Excellence Awards underscore the association's priorities and brings national visibility to promising practices among its member colleges. In September of 2021, Clark State College was also named a 2021 Outstanding Diversity Champion by the Dayton Business Journal. The partnership with Achieving the Dream has advanced the work in a significant way. These recognitions demonstrate how the College is advancing efforts in diversity, equity, and inclusion.

## **ACHIEVING THE DREAM**

Clark State recognized the need to ensure and preserve access to higher education and success for all students, particularly students of color, low-income students, and other historically underrepresented student populations. Achievement gaps among student groups reflect societal and structural inequities that are often the result of historic and systemic social injustices.

Clark State is committed to Achieving the Dream's belief that access to a high quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Achieving the Dream also believes higher education institutions have an obligation to work toward equity for their students. Clark State is dedicated to Achieving the Dream's expectations that colleges are responsible in dismantling the barriers facing underserved students. Participation in the Achieving the Dream Network from the original intention of July 2020-June 2023, Clark State is actively scrutinizing structural barriers to equity and invest in equity-minded policies, practices, and behaviors that lead to success for all students.

Clark State College joined ATD in the summer of 2020 and is now entering Year 3 of the network. Clark State's ATD efforts are strategized around 4 Teams. The Core Team, Data Team, Course Completion Team and the Onboarding Holistic Student Supports. Clark State was assigned two ATD Coaches as are all ATD schools. One coach is dedicated to Leadership and direction of the college and the other helps Clark State focus on intentionality around data literacy. The coaches visit campus twice a year and meet with the teams and other stakeholders at the College.

## **ATD CORE TEAM**

The Core team serves as a steering committee to the other ATD Teams. The Core team was responsible for assembling the annual ATD Reflection. The ATD Reflection is a web-based survey and asks several questions. The primary focus in the Reflection is to help us filter our priority goals and the related strategies, interventions and activities necessary to reach the priority goals. The overall goals remained the same which are Holistic Student Supports/Onboarding; improving



the college's onboarding experience for new, continuing, and returning students. The other primary goal is closing the gaps in course completion. From a Diversity, Equity, and Inclusion perspective, this equates to reducing gaps for minority students, Pell eligible students, and students over 25.

In addition to adding the updated goals and strategies, the Reflection inquires about our successes and challenges as well. Overall we feel the college has no difficulty in meeting the student success priority goals and we indicated success with faculty and staff empowerment, staffing for implementation, professional development, and cross functional communication and student outreach. We were also asked about how we are leveraging our institutional capacities which include Leadership & Vision, Data & Technology, Equity, Teaching & Learning, Engagement & Communication, Strategy & Planning, and Policies & Practices.

## ATD DATA TEAM

The ATD Data Team has worked on various initiatives over the past year. These include:

- Working with IT to design and implement course completion data sharing to faculty members that includes a simple data visualization of their course completion data available when they log into the college's portal.
- Generated additional data visualization ideas to highlight some of the research projects that have recently been completed.
- Supported both HSS and Course Completion teams in providing data and analysis and guiding their work.
- Beginning to create a Data Governance procedure that will be enveloped under one of our existing IT policies. This will involve a team of professionals across the college.
- Creating a simple 'Basic Needs' syllabus statement and Welcome Survey that can be implemented by faculty with their classes. This will allow faculty to know real-time data about their students' needs (hunger, housing insecurity, financial challenges, transportation issues, family / work issues, etc.) without having any FERPA / HEA barriers.

## ATD COURSE COMPLETION TEAM

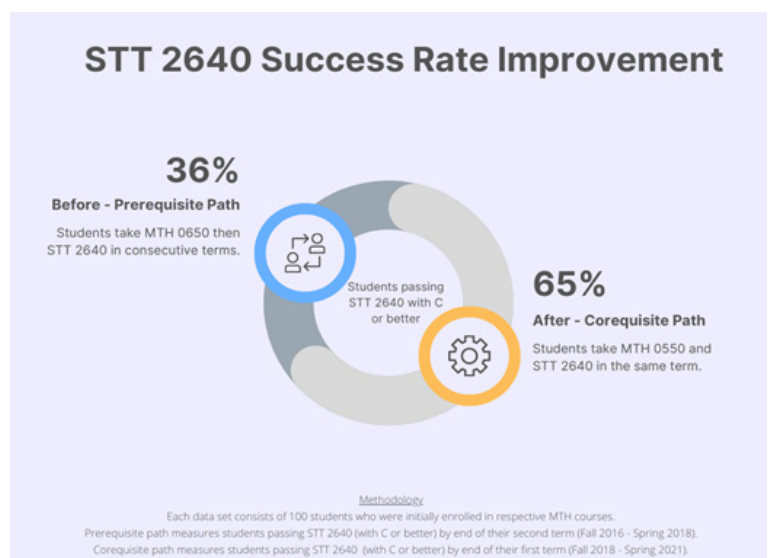
The ATD Course Completion Team developed diverse strategies to assist in reducing equity gaps in course completion rates. This team is comprised of 4 subcommittees; here are the subcommittees and their associated efforts:

- SMART Goal Inclusion Subcommittee: Aligned with the Clark State Strategic Plan, this group will ensure that all full-time faculty will include at least one SMART goal focused on DEI – Diversity, Equity, and Inclusion. The purpose is to increase course completion rates in the faculties Yearly Evaluation Goals
- Increase Data Competency Subcommittee: In conjunction with the ATD Data Team, they will implement a plan to increase data competency in all faculty members.
- Engaging Adjunct Faculty Subcommittee: The primary goal of this group is to develop and implement a plan to ensure the participation of Clark State's Adjunct Faculty in the process of closing equity gaps in course completion rates.
- Classroom Strategies Webpage Subcommittee: These committee members will assist in the development of a Classroom Strategies Webpage which would be a part of the larger ATD webpage.

## COURSE COMPLETION: STT 2640 - ELEMENTARY STATISTICS I

The STT 2640, Elementary Statistic I course is the College's highest enrolled terminal math course and often an obstacle for student program completion.

The former course offering model required students to complete a developmental Math course, MTH 0650, successfully in semester prior to taking STT 2640 the following semester. For every 100 students who started this path, 36 passed STT 2640 in the second semester with a C grade or better. In the new model, students enrolled in a corequisite math course, MTH 0550 at the same time as STT 2640 with the same instructor and cohort. For every 100 students who began this path, 65 passed with a C or better in just one semester.



## COURSE COMPLETION: PSY INTRODUCTION TO PSYCHOLOGY

Narrative about the changes to the course and the results.

## ATD HOLISTIC STUDENT SUPPORTS AND ONBOARDING TEAM

The Onboarding Team worked on four major strategies this year:

### ***Strategy 1 Improve the College's onboarding experience for new, continuing, and returning students.***

- Increase yield of new students. Clark State has been up in new students in Fall 2021, Spring 2022, and Summer 2022—compared to the previous year.
- Revised and improved New Student Orientation (NSO) and improved learning outcomes from attending New Student Orientation.
- Develop a revised set of “steps of enrollment”.
- Trained frontline staff on holistic onboarding processes.



### STEPS OF ENROLLMENT AT CLARK STATE COLLEGE **NEW STUDENT CHECKLIST**

- ☐ **APPLY AND BE AUTOMATICALLY ACCEPTED**  
[www.clarkstate.edu/admissions/enroll-now](http://www.clarkstate.edu/admissions/enroll-now)
- ☐ **APPLY FOR FINANCIAL AID**  
Learn the steps by going to [www.clarkstate.edu/financial-aid/](http://www.clarkstate.edu/financial-aid/).  
Apply at [studentaid.gov](http://studentaid.gov) | Clark State Code: 004852
- ☐ **ACTIVATE YOUR CLARK STATE EMAIL**  
Follow the instructions in your acceptance letter for setting up your Clark State email account. All official email communication to students is sent to this account.
- ☐ **TAKE THE PLACEMENT TEST**  
For details go to [www.clarkstate.edu/admissions/placement-testing](http://www.clarkstate.edu/admissions/placement-testing). Be sure to bring a valid ID.  
**or**
- ☐ **REQUEST YOUR PREVIOUS HIGH SCHOOL/COLLEGE OFFICIAL TRANSCRIPT**  
Official transcripts can be sent to Clark State in one of the following ways:
  - Electronically
  - By US mail to Clark State Admissions Office, P.O. Box 570, Springfield, OH 45501
  - Hand delivered in a sealed envelope to one of our Clark State locations*Some programs may require an official high school transcript or equivalency.*
- ☐ **ATTEND NEW STUDENT ORIENTATION**  
You can attend conveniently online anytime!  
[www.clarkstate.edu/admissions/new-student-orientation/](http://www.clarkstate.edu/admissions/new-student-orientation/)
- ☐ **REGISTER FOR CLASSES WITH HELP FROM AN ADVISOR**  
Create your academic plan and determine classes. [www.clarkstate.edu/admissions/academic-advising/](http://www.clarkstate.edu/admissions/academic-advising/)
- ☐ **PAY TUITION WITH FINANCIAL AID OR A PAYMENT PLAN**  
Pay online via Student Finance on the Clark State Portal. For other payment options visit:  
[www.clarkstate.edu/admissions/tuition-and-fees/payment-options/](http://www.clarkstate.edu/admissions/tuition-and-fees/payment-options/)
- ☐ **GET YOUR STUDENT ID**  
Be sure to bring a valid ID.
- ☐ **GET YOUR TEXTBOOKS**  
Order books online through the virtual bookstore. [www.clarkstate.edu/academics/ordering-textbooks](http://www.clarkstate.edu/academics/ordering-textbooks)
- ☐ **GO TO CLASS!**  
Congratulations! You're a Clark State Eagle!

**Strategy 2 Improve mental health services for students using our emphasis on trauma-informed practices.**

- Increased the number of professionals on campus trained on trauma informed practices including: Monthly In-Touch sessions, foundational training on Trauma-Informed Practices, and Trauma-Informed Yoga.
- Increased the number of students accessing mental health services. An additional licensed counselor was hired and started on December 13. They are providing counseling at the Beavercreek and Springfield locations (at Beavercreek two full days each week). During Fall 2021 semester, 307 crisis interventions/counseling sessions were provided. And, 502 sessions were provided in Spring 2022. Retention: 81% of students served by Counseling Services this semester (Fall) enrolled for Spring semester or completed their degrees. 85% of students served this semester (Spring) are enrolled for Summer and/or Fall or graduated.



## **FREE TRAUMA-INFORMED YOGA**

**Led by instructor Amy Rebekah Chavez, M.A., RYT, SEP**

Join us in a community of practice as we engage conscious breathing and mindful movement to increase our capacity for optimal learning and stress management. This practice of yoga is survivor-centered. Participants are invited to do only what feels comfortable for their body.

- Free and open to all campus members.
- No yoga experience needed.
- Feel free to bring your own mat. Yoga mats will also be available at the class.

**CLASSES WILL BE HELD:**

- Wednesday, September 14 | 12 - 1 p.m.
- Wednesday, September 28 | 12 - 1 p.m.
- Wednesday, October 12 | 12 - 1 p.m.
- Wednesday, October 26 | 12 - 1 p.m.
- Wednesday, November 9 | 12 - 1 p.m.
- Wednesday, November 30 | 12 - 1 p.m.

**LOCATION:**

- Applied Science Center (ASC) Gymnasium

**Questions? We're Here to help!**

Melinda Van Noord, *Counseling Coordinator*  
vannoordm@clarkstate.edu



### Strategy 3 Improve enrollment efficiency to grow enrollment

- Increased conversion of prospective to admitted students and from admitted to registered students. With the Centralized Enrollment Model (make the enrollment pathway as personal an experience as possible), Clark State's conversion rates have been consistently five percent higher from the previous year.
- Purchased and implemented CRM. The Admissions application went live on Summer 2022; Advising and Student Support Services will go live late Summer 2022.
- Facilitated a culture change of paying on time Summer 2022
- Increased the number of students applying for financial aid and scholarships.



### Equity and Data.

- Establish a plan to increase percentage of overall minority female and minority male applicants of 25% to mirror overall applicants at 30% (data on applicant to enrollment at census)—with a major emphasis of FAFSA completion. Piloted FAFSA completion events with Springfield Promise to educate our community on the benefits of going to college and how to afford it.
- Establish a plan to provide more support to students in Week 5 (particularly minority students) and 11 (data on drops by week). Establish a plan to decrease withdrawal rates after reviewing data on why students are dropping (e.g., conflicts with work/class too demanding). Created a group to look at Reimagining supports to help single parents, as well as had telephone and e-mail campaigns to connect with our underrepresented students.



## You BELONG Here

*During your time at Clark State, we want you to feel connected, cared for and safe, and experience a sense of belonging!*

### BE RESPONSIBLE

We've created the [Student Handbook](#) to inform students like you about the College's policies, procedures and Student Code of Conduct.

### ENCOURAGE SAFETY

We promote personal integrity, civility and mutual respect in an environment that is free of discrimination, harassment or adverse treatment. Learn more about your [Title IX Rights!](#)

### LEARN ABOUT ASSISTANCE

[Counseling Services](#): Licensed mental health counselors and a Peer Recovery Support Specialist are available to help you cope with stress and overcome barriers.  
[Office of Accessibility](#): Providing equal access to all college programs and services.  
[Mercy Health Clinic](#): The clinic offers a full range of primary care services, prescriptions, immunizations, acute illness care and more.

### OBTAIN SUPPORT

[Office of Student Support](#): We work closely with our students to provide support resources.  
[TRIO Student Support Services](#): A federally-funded college opportunity program designed to motivate and support students in their pursuit of a college degree.

### NO HARM

[Red Flag Campaign](#): Clark State has joined a national campaign to prevent sexual assault and relationship violence.  
[Suicide Prevention](#): Support and help is available if you or someone you are with is considering suicide.  
[Prohibiting Hazing](#): Clark State College prohibits all forms of hazing as defined in the Anti-Hazing policy.

### GIVE A REPORT

[Report a Concern / Incident](#): Do you have a concern or an incident to report? Please don't hesitate to let us know about any behavioral issues/general incidents, sex discrimination, general concern/grievance and academic concerns. We take the safety and wellbeing of our students and employees very seriously.

**QUESTIONS? We're here to help!**  
Dawayne Kirkman, Vice President, Student Affairs | 937.328.7978



	Student Success Strategic Priority Goal Category	Specific Student Success Strategic Priority Goals	Key strategies, interventions and activities you will implement/continue to implement	Expected outputs or outcomes. Please provide specific, measurable metrics.
Goal #1	Holistic Student Supports and Onboarding	Increase the number of students participating in orientation by 1% as we move to mandatory advising	Improve the College's Onboarding Experience for new, continuing, and returning students	<ul style="list-style-type: none"> <li>• Increase yield of new students</li> <li>• Revise and improve New Student Orientation</li> <li>• Develop a revised set of "steps of enrollment"</li> <li>• Train frontline staff on holistic onboarding processes</li> <li>• Improve learning outcomes from attending New Student Orientation</li> </ul>
	Holistic Student Supports and Onboarding	Expand the number of trauma informed practices workshops for the entire college to offer at least 2 per month.	Improve Mental Health Services for students using our emphasis on trauma-informed practices	<ul style="list-style-type: none"> <li>• Increase the number of professionals on campus trained on trauma informed practices</li> <li>• Increase the number of students accessing mental health services</li> <li>• Increase the number of students accessing the financial literacy program</li> </ul>
	Holistic Student Supports and Onboarding	Develop an Enrollment Management Plan to introduce students to Clark State College in middle school by showing them the pathways for programs as well as increasing the exposure to YouScience.	Improve enrollment efficiency to grow enrollment	<ul style="list-style-type: none"> <li>• Increase in conversion of prospective students to admitted and from admitted to registered students</li> <li>• Purchase and implement CRM</li> <li>• Facilitate a culture change of paying on time</li> <li>• Increase the number of students applying for financial aid and scholarships</li> </ul>
Goal #2	Decrease equity gaps in course completion	Decrease equity gaps in overall course completion by 2%	Ensure all FT faculty include one DEI goal in Yearly Evaluation Goals	<ul style="list-style-type: none"> <li>• How many FT faculty create a goal each evaluation cycle?</li> <li>• How many FT faculty make successful progress toward achieving this goal each evaluation cycle?</li> <li>• How many FT faculty successfully complete this goal each evaluation cycle?</li> </ul>
	Decrease equity gaps in course completion	Decrease equity gaps in overall course completion by 2%	Classroom Strategies Webpage	<ul style="list-style-type: none"> <li>• Develop a clear visual structure for the Classroom Strategies Webpage</li> <li>• Develop a strategy for individuals who would like to submit new content</li> </ul>
	Decrease equity gaps in course completion	Decrease equity gaps in overall course completion by 2%	Develop and implement a plan to increase data competency in all faculty members	<ul style="list-style-type: none"> <li>• Develop a method to objectively assess the current data competency of FT faculty and adjunct faculty</li> <li>• Develop a method to identify how best to meet the data competency needs of both FT faculty and adjunct faculty</li> <li>• Develop a clear strategy for assessing data competency in FT faculty and adjunct faculty moving forward</li> </ul>
	Decrease equity gaps in course completion	Decrease equity gaps in overall course completion by 2%	Develop and implement a plan to ensure the participation of Clark State's Adjunct Faculty in the process of closing equity gaps in institutional course completion rates	<ul style="list-style-type: none"> <li>• Develop a communication strategy to actively engage adjunct faculty throughout this initiative</li> <li>• Identify ways that the ATD Course Completion Committee can proactively engage adjunct faculty</li> <li>• Develop a means for the ATD Course Completion Committee to assess the needs of CSC's adjunct faculty</li> </ul>

# Clark State College Completion Plan

2022-2024

Clark State College is actively engaged in the work of Achieving the Dream. The nationally recognized initiative has guided the College's work for the past 2 years and has set the stage for future completion work. The following plan and metrics were provided in the 2022 ATD Annual Reflection; an important activity that allowed Clark State College to engage in a reflection on our student success work through Achieving the Dream. The primary goal was to provide the space for reflective practice to allow our team to assess the work and progress over the past year. Furthermore, how the College will move forward with the work to transform the institution. These reflections also provide feedback for our coaches, and the information that you provide through the Annual Reflection helps Achieving the Dream as well as the Ohio Department of Higher Education to better understand the current landscape and inform the work moving forward.

## Goal #1:

### **Student Success Strategic Priority Goal: Holistic Student Supports and Onboarding**

Strategy: Improve the College's Onboarding Experience for new, continuing, and returning students

- Increase yield of new students
- Revise and improve New Student Orientation
- Develop a revised set of "steps of enrollment"
- Train frontline staff on holistic onboarding processes
- Improve learning outcomes from attending New Student Orientation

Measure: Increase the number of students participating in orientation by 1% as we move to mandatory advising.

### **Student Success Strategic Priority Goal: Holistic Student Supports and Onboarding**

Strategy: Improve Mental Health Services for students using our emphasis on trauma-informed practices

- Increase the number of professionals on campus trained on trauma informed practices
- Increase the number of students accessing mental health services
- Increase the number of students accessing the financial literacy program

Measure: Expand the number of trauma informed practices workshops for the entire college to offer at least 2 per month.

### **Student Success Strategic Priority Goal: Holistic Student Supports and Onboarding**

Strategy: Improve enrollment efficiency to grow enrollment

- Increase in conversion of prospective students to admitted and from admitted to registered students
- Purchase and implement CRM
- Facilitate a culture change of paying on time
- Increase the number of students applying for financial aid and scholarships

Measure: Develop an Enrollment Management Plan that will begin to expose students to Clark State College in middle school by showing them the pathways for programs as well as increasing the exposure to YouScience.

## Goal #2

### **Student Success Strategic Priority Goal: Decrease equity gaps in course completion**

Strategy: Ensure all FT faculty include one DEI goal in Yearly Eval Goals

- How many full-time faculty create a goal each evaluation cycle?
- How many full-time faculty make successful progress toward achieving this goal each evaluation cycle?
- How many full-time faculty successfully complete this goal each evaluation cycle?

Measure: Decrease equity gaps in overall course completion by 2%

### **Student Success Strategic Priority Goal: Decrease equity gaps in course completion**

Strategy: Classroom Strategies Webpage

- Develop a clear visual structure for the Classroom Strategies Webpage
- What would/should this page look like?
- Develop a strategy for individuals who would like to submit new content

Measure: Decrease equity gaps in overall course completion by 2%

**Student Success Strategic Priority Goal: Decrease equity gaps in course completion**

Strategy: Develop and implement a plan to increase data competency in all faculty members

- Develop a method to objectively assess the current data competency of full-time faculty and adjunct faculty
- Develop a method to identify how best to meet the data competency needs of both full-time faculty and adjunct faculty
- Draft a list of possible ways to address the needs identified in action item 2
- Develop a clear strategy for assessing data competency in full-time faculty and adjunct faculty moving forward
- Provide a recommendation to the larger ATD Course Completion Committee as to if this committee needs to be a standing committee beyond the 2022-2023 academic term

Measure: Decrease equity gaps in overall course completion by 2%

**Student Success Strategic Priority Goal: Decrease equity gaps in course completion**

Strategy: Develop and implement a plan to ensure the participation of Clark State's Adjunct Faculty in the process of closing equity gaps in institutional course completion rates

Measure: Decrease equity gaps in overall course completion by 2%

# Clark State College Completion Plan

## 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

### 1a. Gateway English Completion

Percent of New Degree-seeking students who complete Gateway English within their first twelve months of study.

	AY 19	AY 20	AY21	AY22
Minority	49%	63%	65%	44%
Non-minority	58%	70%	65%	54%
Age 25+	54%	63%	57%	50%
Under 25	57%	71%	67%	51%
Pell-Eligible	55%	68%	64%	47%
Not Pell-Eligible	66%	81%	67%	57%

### 1b. Gateway Math Completion

Percent of New Degree-seeking students who complete Gateway Mathematics within their first twelve months of study.

	AY 19	AY 20	AY21	AY22
Minority	28%	29%	25%	12%
Non-minority	41%	40%	28%	23%
Age 25+	36%	35%	20%	16%
Under 25	39%	39%	29%	20%
Pell-Eligible	34%	31%	21%	17%
Not Pell-Eligible	46%	52%	36%	25%

### 1c. Gateway English and Math Completion

Percent of New Degree-seeking students who complete Gateway English and Mathematics within their first twelve months of study.

	AY 19	AY 20	AY21	AY22
Minority	26%	28%	25%	12%
Non-minority	39%	39%	26%	19%
Age 25+	34%	34%	20%	14%
Under 25	37%	37%	28%	18%
Pell-Eligible	33%	30%	21%	14%
Not Pell-Eligible	45%	49%	34%	22%

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

### 2a. Percent of New Degree-seeking students with an Academic Plan

Percent of New Degree-seeking students with an Academic Plan

	AY 19	AY 20	AY21	AY22
Minority	33%	31%	52%	27%
Non-minority	32%	33%	50%	27%
Age 25+	26%	36%	57%	28%
Under 25	38%	33%	49%	26%
Pell-Eligible	36%	32%	52%	32%
Not Pell-Eligible	34%	37%	48%	19%



**2b. Retention or graduation rate Fall to Spring**

Retention or graduation rate fall to spring, spring to fall

	AY 19	AY 20	AY21	AY22
Minority	65%	70%	70%	67%
Non-minority	73%	75%	75%	68%
Age 25+	72%	73%	74%	69%
Under 25	70%	74%	73%	67%
Pell-Eligible	69%	72%	73%	68%
Not Pell-Eligible	75%	77%	75%	67%

**3.Improve Outcomes for students over age 25**

Strategy: Expand participation in Prior Learning Assessment:

Measure: Number of PLA credits awarded

**Number of PLA credits awarded**

	AY 19	AY 20	AY21	AY22
Age 25+	854.76	1084.5	633.00	541.90