



# Cleveland State University

## BOARD OF TRUSTEES

November 19, 2020

### RESOLUTION 2020-48 CAMPUS COMPLETION PLAN

**WHEREAS**, the Ohio Department of Higher Education mandated in 2014 that each public university in the State of Ohio complete a Campus Completion Plan that would be approved by the University Board of Trustees and submitted to the Chancellor of the Ohio Department of Higher Education; and

**WHEREAS**, the legislation further mandated that the board of trustees of each institution of higher education update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption; and

**WHEREAS**, the Cleveland State University developed and implemented a Campus Completion Plan in 2014 through a joint effort led by the Provost's Office involving both the university administration and faculty; and

**WHEREAS**, the Cleveland State University has reviewed the progress in student success since the original CSU Campus Completion Plan was adopted in 2014; and

**WHEREAS**, the University set completion goals for 2018 to 2020, and outlined strategies to reach the new completion goals in the updated Campus Completion Plan, which was approved by the Board of Trustees in May 2018; and

**WHEREAS**, the Academic Affairs and Student Success Committee has reviewed and recommends to the full board the approval of the Campus Completion Plan:

**NOW, THEREFORE, BE IT RESOLVED** that the Cleveland State University Board of Trustees hereby approves the updated Cleveland State University Campus Completion Plan, and further instructs the University Administration to submit the plan to the Ohio Department of Higher Education.

# Cleveland State University

## Campus Completion Plan

Revised October 2020

### University Mission

Cleveland State University is an urban-serving university that attracts most of its students from Cuyahoga and surrounding counties. Since its creation in 1964, part of CSU's mission has been to provide access to a four-year college to students who might not otherwise be able to complete a bachelor's degree. Until recently CSU admitted any student with a high school diploma. In Fall 2008, CSU put in place minimum criteria for eligibility for admission (ACT of 16, cumulative high school GPA of 2.3, completion of 13 core academic requirements). However, CSU admissions criteria remain less selective than those of many other state institutions, and CSU continues to include access among its central objectives.

### Barriers to Persistence and Completion

#### Student Characteristics

Cleveland State University serves a dynamic and diverse population of undergraduate students. As Cleveland State draws the bulk of its students from Cuyahoga County and the surrounding counties, the economics and population dynamics of the region play a significant role in the makeup of the student body at CSU. Cleveland, OH is identified as the poorest major city in the United States (30.8% poverty rate in 2020), and Cuyahoga County's poverty rate (17.9%) is significantly higher than the poverty rate for the state of Ohio as a whole. Annually, over a third of CSU's undergraduates receive the Pell grant, most receiving the maximum Pell award. Additionally, the institution serves a high number of transfer students and other non-traditional students.

A variety of academic and nonacademic barriers exist for college students with limited financial resources, and often multiple barriers are interconnected. Academic barriers are one of the main reasons low-income students struggle to graduate from high school and to attend college, because they lack access to academic resources that more affluent students possess. Also, students may come from secondary schools that do not have a rigorous college preparatory curriculum in place, so are more likely to graduate high school without being sufficiently prepared for college academically. Beyond academic challenges, low-income students are extremely sensitive to financial pressures.

It would be impossible to discuss barriers to persistence and completion in 2020 without mention of the COVID-19 pandemic. While CSU has taken significant steps to mitigate the impact of the pandemic on students (and has, in fact, seen a record level of persistence), the virus and the economic impact of measures taken to prevent its spread, have taken a massive impact on students' ability to succeed academically. Students with varying learning styles have struggled to adapt to remote classroom settings. Many students and/or parents lost jobs which served as the primary source of income while pursuing higher education.

## Institutional Barriers

Cleveland State University made a significant investment in need-based aid in 2020, however, one of the most significant institutional barriers to completion is the relatively limited availability of funding for need-based financial aid. The majority of students attending Cleveland State have significant unmet financial need.

CSU has looked to address the siloed nature of its student success initiatives by creating a new division of Enrollment Management and Student Success. The division seeks to align institutional resources dedicated to student success and student support under one banner, and includes admissions, financial aid, FYE, academic advising, graduation/success coaching, tutoring, health and wellness, disability services and student affairs.

Again, it would be impossible to discuss institutional barriers to student persistence and completion without mentioning the impact of the COVID-19 pandemic. While surveys indicate a relatively high level of student satisfaction with the course delivery mechanisms and co-curricular services they are receiving, many students demonstrate a strong preference for or have a learning style that is best suited by face-to-face teaching that is simply not feasible under current circumstances.

## Progress Toward Completion Goals for 2018-2020

Cleveland State University has made significant progress toward its 2018-2020 Completion Goals.

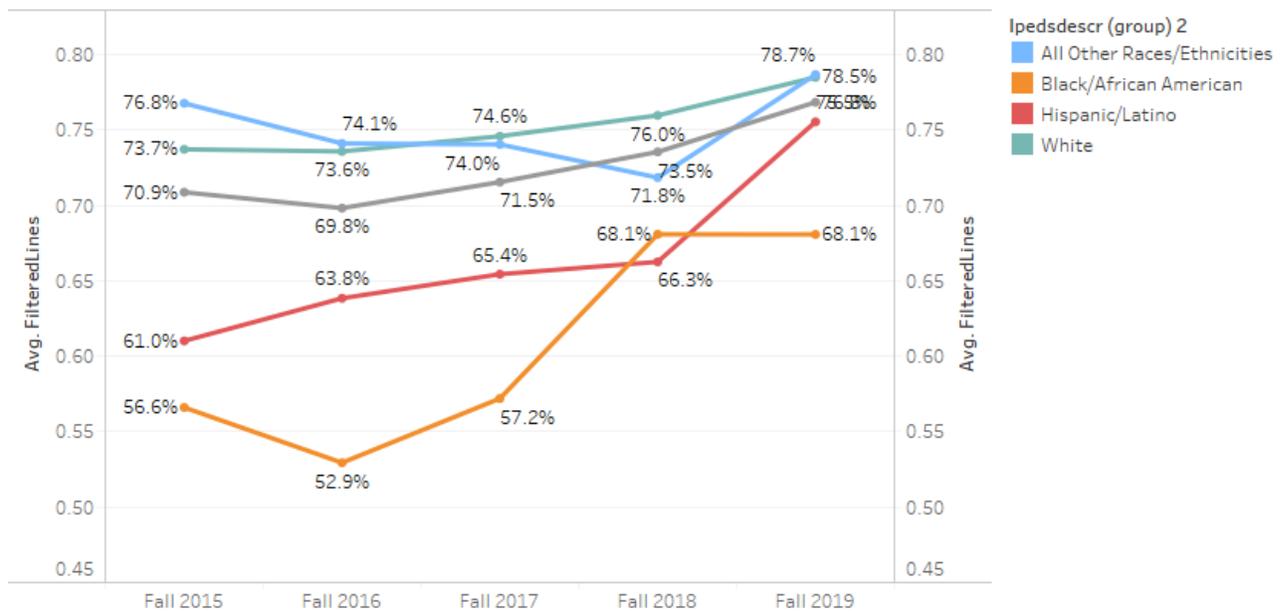
### IPEDS Cohort

2018-2020 Goal	Progress Toward Goal
6-year graduation rate for IPEDS Cohort – 47%	Current 6-year graduation rate (entering class of F 2014) is 48.3%, up from 40.9% for the class of F 2010
Fall-to-Fall retention for IPEDS Cohort – 74%	Fall-to-Fall retention rates for students entering in Fall 2019 rose to an historic rate of 76.8%. Over the past 10 years, we've increased first year retention by nearly 11 points—from 65.9% in 2010 to 76.8% in 2019.
Median number of hours passed in the first year from the current 28 hours to 30 hours	This figure increased slightly, to 29 credits earned, among students who started in Fall 2019
Percentage of first-year students who complete their first semester in good academic standing from current 77.3% to 80%	For students starting in Fall 2019, a total of 79.2% were in good standing at the end of their first semester
Increase the percentage of students who complete 67% of the credits for which they register from the current 80.1% to 88% by Fall 19.	Currently, 81.7% of students passed $\geq$ 67% of the credits for which they register
Increase the percentage of first-year admits who take and pass either ENG 100 or ENG 101 in Fall and return for a second Fall from 74% to 80% by the end of AY 2020.	The percentage of first-year students who took and passed ENG100 or ENG101 in Fall 2019 and returned in Fall 2020 is 78.5%
Raise the percentage of first-year admits who place into developmental math, then successfully complete developmental Math in their first year	The pass rate for first year students in the Fall 2019 cohort in developmental math courses was 78.5%.

from the current 75.1% to 78% by the end of Spring 2020.			
Increase gateway course completion in first-year Math to 75% and English to 80%	80% 77% for MTH	for	ENG

### IPEDS Cohort Subgroups

2018-2020 Goal	Progress Toward Goal
Increase Black/African-American retention from 53% to 57% (+4)	Current (F19) African American retention is 68.1%
Increase Hispanic/Latinx retention from 64% to 68% (+4)	Current (F19) Latino/Latina retention is 75.5%
Increase developmental retention from 58% to 63% (+5)	Current (F19) developmental retention is 69.8%
CSU will need to increase overall non-URM retention from 74% to 77% (+3)	Current (F19) non-URM retention is 79.1%



### Completion goals for transfer students

Since transfer students represent a very significant portion of CSU's undergraduate student population, success targets have been established for them as well. Since there is no consensus as to how to measure graduation rates for transfer students, and since they enter CSU with varying numbers of hours earned, CSU has focused primarily on establishing retention goals for transfer students, based on the numbers of hours they transfer in.

2018-2020 Goal	Progress Toward Goal
68% Retention for students who transfer <30 credit hours	Current retention for transfer students who started in Fall 2019 who transferred in less than 30 credits is 62.4%
80% Retention for students who transfer 30-59 credit hours	Current retention for transfer students who started in Fall 2019 who transferred in 30-59 credit hours is 78.0%
83% Retention for students who transfer 60+ credit hours	Current retention for students who transfer in 60+ credit hours is 82.8%
Reduce time to graduate for transfer students with 60+ transfer hours to 2.5 years (goal not yet met from previous plan)	Current time to degree for transfer students who started in Fall of 2014 is 2.4 years.

## Updated Completion Goals for 2020-2022

### IPEDS Cohort

2020-2022 Goal	Progress Toward Goal
6-year graduation rate for IPEDS Cohort: 50%	
Fall-to-Fall retention for IPEDS Cohort – 77%	
Improve the median number of hours passed in the first year from the current 28 hours to 30 hours by Spring 2020 (goal not yet met from previous plan)	
Improve the percentage of first-year students who complete their first semester in good academic standing from current 77.3% to 80% by the end of Fall 2019. (goal not yet met from previous plan)	
Increase the percentage of students who complete 67% of the credits for which they register from the current 80.1% to 88% by Fall 19. (goal not yet met from previous plan)	
Increase the percentage of first-year admits who take and pass either ENG 100 or ENG 101 in Fall and return for a second Fall from 74% to 80% by the end of AY 2020. (Goal not yet met from previous plans)	

### Transfer Students

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## Completion Strategies

As indicated above, CSU is undertaking a variety of initiatives intended to continue the progress already achieved in improving retention and graduation rates for its undergraduate student population. These initiatives, along with details and status updates on past initiatives are listed in Appendix A.

## Workforce Development Priorities

CSU's efforts to promote college completion are linked in various ways to the University's efforts to serve the economic needs of the Northeast Ohio region. Several elements of those efforts are worthy of note:

### CLE Talent Hub

Cleveland State University is one of three partners in developing programming around Cleveland's designation at a Talent Hub. Talent Hub is a designation made by the Lumina Foundation that signifies that a community is making strides toward increasing educational attainment and employment, especially for that community's minority population. College Now Greater Cleveland is the lead organization, specifically the Adult Programs department. Cleveland State University and Team NEO are the other two core team partners. The program will aim to collaborate to design programs and solutions to address the equity gaps in schools, businesses, and the most affected communities.

### Career Exploration and Development

Research has shown that the more engaged a student is in his or her learning, the more likely they are to persist and complete college. Career Services, a critical partner with the academic colleges has adopted and implemented the use of the National Associate for Colleges and Employers' (NACE) Career Competencies in working with students, faculty and employers. Every Career Services event practice and event are aligned with these competencies. Building a strategy to work with faculty has included sharing these competencies so faculty can build them into their curriculum.

Further responding to employers' needs, Career Services frequently works with employer to design flexible options for work experience for students. There is an Employer Toolkit, and even in the new business development work of the office, that coaches employers through the process of turning their internships into remote opportunities. And, we have worked with employers to help them design project based – or micro-internships. Career Services helps the employer develop a student while also providing legitimate work experience and a meaningful learning experience

### Handshake

By using Handshake, the software that powers both a strategic communications tool and an online job board, Career Services is part of a national network of other institution and employers.

Utilizing Handshake, allows CSU to partner with other institutions on regional events, for example partnering with Kent State on a regional virtual career fair, facilitated over Handshake. Further, employers from all over the country post in Handshake, so CSU students either returning home for the summer or a break or interested in moving can access opportunities nation-wide.

The design of Handshake allows each institution to approve or decline both employers and jobs. Staff approves jobs according to a short list of criteria, including these competencies. The position - internship, job, part time job - must be aligned with an academic program that is part of a four-year degree. Further, these internship or job opportunities must provide meaningful experiences, and ensure the development of marketable skills and career competencies that provide for continued professional development and growth. The student must have a supervisor.

The decision to purchase Handshake was driven by employer feedback. It is the most used career services tool, and CSU Career Services responded to employer demand.

Employers have become very interested in more “intimate” time with students; they tell us they want “quality not just quantity”, and career-fair style events are falling out of favor. In response, Career Services has developed two boutique style events to meet employers’ needs; these events are designed to give employers anywhere from 20-30 minutes of one on one time with a student, creating a comfortable space for each to get to know one another. Employers use these events to pre-screen candidates and have hired directly out of our events.

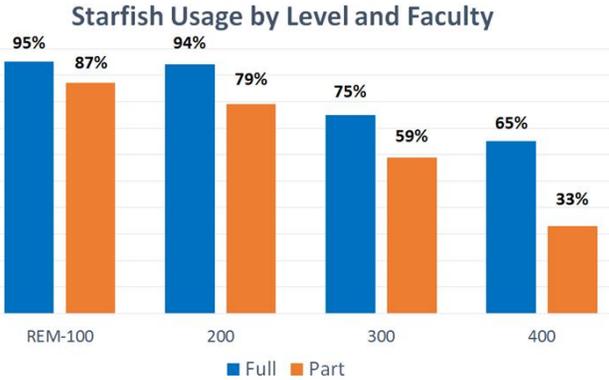
### [My Majors](#)

“My Majors” was researched and purchased as a partnership between Academic Advising and Career Services. It was also integrated into the mandatory first year experience course, specifically as students learning to spend time in self-reflection, explore the world of work, and CSU’s curriculum. The software has been fully implemented, and the results are used in both academic advising appointments to assist in scheduling classes, and this assessment is used in career coaching appointments to help the student explore interests, values, and skills. The coordination of the advising offices in sharing this assessment has created a smoother experience for the student while also making more sense to them - as everyone is working from the same set of information.

## Appendix A - Completion Strategies

### Completion Strategies Focused on First-Year Students and General Student Population

Strategy	Details	Status
<p><b>Increase Success in Developmental and First-Year Mathematics Courses</b></p>	<ol style="list-style-type: none"> <li>1. Precalculus Mathematics: Students whose degree program requires calculus, but who are not calculus ready as deemed by the placement test, begin their mathematics coursework in MTH 167 (Precalculus I). With funding from the National Science Foundation Louis Stokes Alliance for Minority Participation in STEM (LSAMP) and internal funding, CSU's Operation STEM program recruits 35 students for a two-week summer bridge program that provides mathematics review, study skill training, campus orientation, and STEM career information. Additionally, in the fall and spring semesters, ALL students taking Precalculus I &amp; II are instructed with mandatory supplemental instruction lead by student peers (called STEM Peer Teachers) utilizing a Project Based Learning (PBL) approach. This program was launched in Summer and Fall 2013.</li> <li>2. Calculus Mathematics: For students whose degree program requires calculus and who place into Calculus I (MTH 181), CSU has replicated the efforts described above for precalculus. With funding from an NSF LSAMP grant and internal funding, CSU runs a 40-student summer bridge program. In Fall 20, Mandatory supplemental instruction was offered in three sections of Calculus I and two sections of Calculus II.</li> </ol>	<p><b><i>Complete and Ongoing</i></b></p>
<p><b>Implement Intrusive Advising for First-Year Students with Early Warning System/Student Retention Software</b></p>	<p>CSU has implemented a pro-active, developmental, holistic and relational advising model for all first-year students to provide close monitoring as they transition to University, to facilitate communication between students and advisors, and to allow faculty to warn advisors about students having academic problems before the appearance of midterm or final grades. They are supported by a student early alert and retention software system (Starfish) that allows students to make appointments with advisors on-line, promotes communication among advisors, professors, student support systems, and students, and provides a place for the easy storage and communication of notes about student progress. The system also enables faculty to raise early "flags" regarding students who are not attending consistently or</p>	<p><b><i>Complete and ongoing</i></b></p> <p>Advising and early alert systems continue to be regularly assessed to determine changes and improvements needed to provide optimal student services and support.</p>

	<p>are in academic difficulty and prompts advisors to intervene with students who are flagged.</p>	 <table border="1"> <caption>Starfish Usage by Level and Faculty</caption> <thead> <tr> <th>Level</th> <th>Full</th> <th>Part</th> </tr> </thead> <tbody> <tr> <td>REM-100</td> <td>95%</td> <td>87%</td> </tr> <tr> <td>200</td> <td>94%</td> <td>79%</td> </tr> <tr> <td>300</td> <td>75%</td> <td>59%</td> </tr> <tr> <td>400</td> <td>65%</td> <td>33%</td> </tr> </tbody> </table>	Level	Full	Part	REM-100	95%	87%	200	94%	79%	300	75%	59%	400	65%	33%
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<p><b>Convert General Education Courses from 4 to 3 credit hour standard, reduce minimum degree requirements to 120 hours</b></p>	<p>To reduce the total number of hours required for graduation, CSU adopted a 3-credit hour standard for its courses. It also mandated that 120-hour degree programs be the norm. This has resulted in a decrease of 8 credits needed for most degrees.</p>	<p><b>Complete</b></p>															
<p><b>Implement a Student-Center Scheduling Model</b></p>	<p>To provide registration options and produce a schedule of courses that supports student academic needs and removes barriers to degree completion, CSU has implemented</p> <ul style="list-style-type: none"> <li>• Multi-term Registration:</li> <li>• Course Waitlists</li> <li>• Time Grid/ Course Scheduling Policy: To avoid situations in which the scheduling of courses prevented students from maintaining progress towards a degree.</li> </ul>	<p><b>Complete</b></p>															
<p><b>Provide Support for Academic Success in Entry-level Courses</b></p>	<p>To address the low success rate among first-year students, CSU has invested in the expansion of academic tutoring on campus. Students now can receive tutoring in a range of subjects in TASC, the Math Learning Center, and the Writing Center. Many of these offices are linked to Starfish, enabling students to make on-line appointments. In addition, advisors can refer students who struggle to “success coaches” recruited and trained by TASC. Low success rate courses have been identified and provided with SI (optional “supplementary instruction”) and SLA (mandatory “structured learning assistance”) components led by student leaders who have regularly scheduled meetings outside of regular class time to supplement the instruction students obtain from the professor.</p>	<p><b>Complete and Ongoing</b></p> <p>Courses are assessed for their success rates on an annual basis and support services are adjusted regularly to provide needed student assistance. All services are available to sign up for via Starfish.</p>															
<p><b>Educate Students About Financial Literacy</b></p>	<p>To provide a more coordinated set of financial literacy programs, the Division of Enrollment Services now provides a few outreach events in conjunction with Student Life and targets the ASC 101</p>	<p><b>Complete and Ongoing</b></p> <p>New first-year students complete a Financial Literacy module within the post-orientation online</p>															

	<p>classes each semester. These include efforts to educate students about the importance of making satisfactory academic progress. Students can then access to an online financial literacy program (Great Lakes Higher Education Access Ready Program) where students and families can self-educate.</p>	<p>course CLEstate Compass. Students set up their account to access the Great Lakes Higher Education Access Ready Program for further use. Financial literacy is a topic required to be covered in all sections of the first-year seminar Introduction to University Life.</p>
<p><b>Identify Pedagogical Methods that Promise to Improve Student Success in High Enrollment, “Gatekeeper” courses</b></p>	<p>To incentivize faculty teaching high enrollment classes with poor success rates to explore alternative pedagogies that will enhance student success, the University has repurposed its Teaching Enhancement Awards to target this subset of courses. Beginning in Spring 2016, small teaching enhancement grants were offered to teams of faculty teaching high enrollment/low success rate courses. Successful proposals identify innovative teaching practices that promise to improve success rates in those courses. Grantees receive a small portion of the grant at the outset, with the balance to be distributed once the teaching innovation has been piloted at least twice.</p>	<p><b><i>Complete and Ongoing</i></b>  The first round of awards was made in Spring 2016 (two faculty teams received awards), and four additional rounds of two awards have now been completed.</p>
<p><b>Completion Grants</b></p>	<p>CSU provides a limited number of completion grants to students that are within 1 year of graduation who have exhausted all other federal/state financial aid sources.</p>	<p><b><i>Ongoing</i></b></p>
<p><b>Keybank Scholars</b></p>	<p>Since 2017, and with a gift from the KeyBank Foundation, CMSD graduates attending CSU have been provided with individualized success and graduation coaching as well as pro-active cohort specific advising support. The program is modeled after the successful federal TRIO/SSS program, and it includes the tuition-free Summer Transition and Enrichment component. The program continues to have a positive impact on retention and graduation rate, and STEP participation is steadily increasing.</p>	<p><b><i>Complete and ongoing</i></b>  The grant is due to expire in December 2020, but the commitment to the assistance provided to CMSD student population is not.</p>
<p><b>Wrap-Around Services</b></p>	<p>CSU has implemented programs intended to address non-academic obstacles to persistence and completion. The two most important programs providing this kind of support to students are:</p> <ul style="list-style-type: none"> <li>• Lift-Up Vikes! (LUV!) Resource Center and Food Pantry: The food pantry part of the LUV! allows any CSU student who is currently enrolled in at least one credit hour to receive free food and personal items. Our program is accredited by the Cleveland Food Bank (CFB).</li> <li>• CARE Team: The CARE (Campus Assessment and Response Evaluation) Team members receive reports from throughout the University about students, faculty and</li> </ul>	<p><b><i>Complete and Ongoing</i></b>  In the 2019-20 academic year, we had 502 unique students prior to campus pantry closing in March 2020 due to COVID. A total of 1982 visits to the pantry last academic year, with an average of 208 students a month.</p> <p>In the 19-20 academic year, CARE Team received 994 reports, which comprised 870 individual students and 43 students who were hospitalized</p>

	<p>staff of various levels of concern and crisis. Team members document, assess and refer to appropriate internal services or outside agencies. Students of concern are tracked and monitored to assist with retention.</p>	<p>and served with a higher level of wrap around services.</p>
<p><b>Reboot of ASC 101: Introduction to University Life</b></p>	<p>The required first-year student orientation course will be revised with the goal to make the course more effective and to increase the number of full-time faculty members interested in teaching it. Peer mentors will be added to some sections of ASC 101. The peer mentors will be paid student workers (funding comes from a gift from PNC bank) and will serve as a second point of contact for students in ASC 101. The goal is to have a peer mentor in all sections by 2022. Finally, special sections of ASC 101 have been created for undecided students and for students aspiring to highly selective health programs (e.g., Nursing, Physical Therapy). These will be led by a faculty member who will spend portions of the class helping students with direction-finding (choosing a major, exploring alternative pathways, etc.).</p>	<p><b><i>Complete and Ongoing</i></b></p> <p>The new curriculum for Introduction to University Life went into effect in Fall 2018 and was approved by the University Curriculum Committee. It is aligned with nationally recognized best practices and trends including an emphasize on major/career exploration. The new curriculum has proven to be more effective with students and is assessed each year by various stakeholders to inform continuous improvements. First-year students who successfully complete the course were retained at rate 80.7% (Fall 2018 cohort) and 81.9% (Fall 2019 cohort) respectively.</p> <p>The amount of full-time faculty teaching the course has been on a steady decline each year with a large majority of instructors being full-time staff within areas of student support services. Majority of the full-time faculty that do teach are teaching our thematic sections.</p> <p>The FYE Peer Mentor program has grown from 16 peer mentors supporting 16 sections (21% of all sections) to 32 peer mentors supporting 54 sections (77%). This program is assessed each year and is shown to having a positive impact on the experience for our first-year students. We will be able to have a peer mentor with all sections for Fall 2021. The grant expires at the end of the 2021-2022 academic year.</p> <p>We have and continue to develop numerous majors, meta-major, population, and program specific sections as well as strengthen partnerships with sister courses (Engineering, Nursing, and Honors). These are taught by a faculty or staff</p>

		<p>member (academic advisor/recruiter) from the respective discipline/area and placed with a peer mentor in that specific major/program. The intentionality of this model in the placement of students in these thematic sections has yielded higher first-year retention rates than our general sections: 2018: 75.8% vs. 72.9%; 2019: 79% vs. 74.8%).</p>
<p><b>Start to Finish Program</b></p>	<p>Participation in the grant-funded, statewide Strong Start to Finish Program, which is intended to increase the percentage of students who complete college-level requirements in English and Math in their first year of college. One focus will be on expanding corequisite education options in Math and on fully implementing universal corequisite education in English (see details in section on Developmental students below). A review of placement practices will also be undertaken, and appropriate revisions undertaken. Research reported to the Strong Start to Finish program shows that improved placement practices have been found to be one of the most effective methods for improving outcomes in corequisite courses.</p>	<p><b>Complete and Ongoing</b></p> <p>Through participation in this program, we have been able to do the following:</p> <ul style="list-style-type: none"> <li>• The developmental ENG 99 course was eliminated in Fall 2019, and all students with developmental English needs are now taking a credit-bearing first-year English course in their first semester.</li> <li>• The creation of the co-requisite courses for quantitative literacy, statistics, and college algebra. As of Fall 2020, these are offered allowing hundreds of students to start with college-level mathematics courses. The next step is to develop the last co-requisite course to scale (Math for Business Majors I) so that Business majors can start with college level mathematics course. The plan is to have this offered at scale in Fall 2021. The introduction of the co-requisite math courses has resulted in an almost 50% reduction in the number of students taking developmental math coursework.</li> </ul>
<p><b>Lift Up Vikes! Fowler Emergency Fund</b></p>	<p>The Lift Up Vikes! Fowler Emergency Fund began in August 2019. A financial emergency is defined as an unforeseen expense that, if not resolved quickly, could lead to a student's departure from the college and loss of momentum toward completion. The grant can be used to pay rent to prevent eviction, utility shut off notices, childcare, car repairs and medical expenses. The grants are paid directly to vendor to whom the money is owed on behalf of the student.</p>	<p><b>Complete and ongoing</b></p> <p>LUV! Distributed \$147,682 in emergency aid between August 2019-April 2020 via 158 grants to students.</p> <p>The fund closed with \$27,318 available to carry over to the 2020-21 academic year due to the availability of Federal Coronavirus Aid, Relief and Economic Security (CARES) funding.</p>

<p><b>Cleveland State Compass</b></p>	<p>A Post-Orientation, Pre-Term Module will help keep students engaged between Orientation and the start of the term while alleviating some content from the Introduction of University Life course. CLEstate Compass would consist of engaging online lessons placed in a single course in Blackboard Learn. Students would access these modules during the summer after they attend Orientation and complete the course before start of the term. The modules would provide students with crucial information prior to their arrival on campus such as resources, systems, and services as well as strengthen their relationship with CSU.</p>	<p><b><i>Complete and ongoing</i></b>  CLEstate Compass was successfully implemented in the Summer of 2018. It contains four modules including but not limited to: What it means to be a CSU Viking, academic systems and resources, making a “major” decision (students are encouraged to complete MyMajors assessment), the Sexual Violence Prevention module, financial literacy, and a survey to get their feedback about the course. The creation of this course aided in the progress of the reboot of Introduction to University Life.</p>
<p><b>Implementation of My Majors Software</b></p>	<p>The NSF endorsed My Majors software enables students to evaluate the relationship between various majors and their own interests, personality, academic achievement and aptitude as well as obtain information about career opportunities in various major fields. Students are encouraged to take the assessment prior to their arrival on campus to reflect on their major choice, as well as during the first year of their studies. Results are shared with advisors and provide the basis for an ongoing conversation about students’ goals, major and career choices.</p>	<p><b><i>Complete and ongoing</i></b></p>
<p><b>Creation of Enrollment Management and Student Success Division</b></p>	<p>Aligning organizational structure with student needs</p>	<p><b><i>Complete and ongoing</i></b>  In 2019, Cleveland State University reorganized to create a division of Enrollment Management and Student Success, housing enrollment services, financial aid, student affairs, advising, graduation and success coaching, career services, one-stop-shop, etc. into a streamlined structure at the university. The realignment focused resources and human capital under a shared set of goals.</p>
<p><b>Identify and implement a digitized degree mapping tool to track student progress towards graduation.</b></p>	<p>A “best practice” adopted by many universities involves tracking student progress on degree maps. Advisors (and students themselves) monitor student progress by reviewing the completion of semester-by-semester degree maps that specify what courses students should complete each semester. When a student fails to complete key courses, or strays from the degree map and takes courses that are not specified, this can be an early</p>	<p><b><i>Deferred</i></b>  The search for a tool that seamlessly integrates into CSU’s SIS and degree audit system proved arduous and once found, other priorities for funding and efforts had pushed this project into a holding pattern.</p>

	indicator that the student is losing momentum or is 'off track.' A digitized degree map allows for the easy, early identification of such students so that advisors and other support staff can intervene to provide assistance. CSU currently lacks a digitized degree mapping tool – the goal is to identify the best available degree mapping tool and implement it so that it can be in use by AY 20-21.	It continues to be on a future project list, and in the meantime, static four-year degree maps for all majors are updated on an annual basis for use by students and advisors.
<b>Develop target interventions designed to promote undergraduate retention and graduation</b>	<p>Create and share appropriately student “success scores” to target populations that need additional support and resources. Create “nudges” designed to keep students on track for retention and graduation.</p> <p>Identify “gateway” courses that are particularly critical to student success and inform faculty, staff and students. Knowing which these courses are and working to improve pedagogy in them, providing additional support (such as supplementary instruction and referrals to support centers), etc. can have a significant effect on retention and graduation rates.</p> <p>Collaborate with community college partners to target transfer students pre- and post-transfer.</p>	<p><b><i>In Transition and ongoing</i></b></p> <p>CSU is in transition from the original predictive analytics tool to providing success scores within the early alert system. Nudge Campaigns will be resurrected once Student Success Scores are available again and a sound texting platform is implemented</p> <p>“Gateway” courses have been identified via CSU’s Office of Institutional Research, and faculty training is offered for all instructors teaching gateway courses (see “Targeted effort to improve outcomes in Gateway courses”)</p>
<b>Acquire Customer Relationship Management software</b>	CRM software can be used to facilitate text-based “nudge” campaigns targeting individuals or group of students toward registration, FAFSA completion, targeted co-curricular opportunities, etc.	<b><i>Initiative carried forward from previous plan</i></b>

### Completion Strategies Focused on Transfer Students and General Student Population

Strategy	Details	Status
<b>Assign transfer students who transfer in fewer than 30 hours to the First Year Advising office.</b>	Historical data indicate that these students succeed at rates comparable to or lower than first-year admits. To ensure that they are carefully monitored and benefit from “intrusive advising” services, these students are assigned to the First-Year Advising office even if they have a declared major.	<b><i>Complete</i></b>
<b>Mandatory advising for transfer students</b>	Beginning in Fall 2017, CSU instituted mandatory advising for new transfer students. The discovery that a significant minority of transfer students self-advised upon admission led to this requirement. The goal is to ensure that transfer students are guided towards an appropriate major, construct a plan for	<b><i>Complete</i></b>

	<p>graduation, and are aware of support services available to them. Advisors can also assist the student if there are problems with transfer credits.</p>	
<p><b>Earlier and more transfer orientation dates</b></p>	<p>Responding to data indicating that transfer students who register late (within 4-6 weeks of the beginning of a semester) are less likely to persist, CSU created several “early” transfer orientations for new transfer students seeking to enroll for Fall 2017. The goal is to encourage students to enroll earlier so that classes they need are not closed and so that they have adequate time to integrate to CSU. Online Orientation for transfer students was so revamped to give transfer students more options to complete Orientation programming earlier in the cycle.</p>	<p><b>Complete</b> Transfer Orientation are now offered starting in April, online options also available to offer students the chance to complete the orientation programming earlier in the cycle.</p>
<p><b>Transfer Center/Coordinator</b></p>	<p>In January 2015, CSU opened a Transfer Center to assist prospective transfer students seeking information about degree planning if they transfer to CSU (evaluation of transcripts, exploration of degree options based on previous coursework and prior learning) and initial advising for new transfer students who either have not yet declared a major or are unsure about where to seek advice about the program they have selected. Prospective transfer students often have difficulty getting reliable, timely evaluations of their previous coursework, so they have difficulty deciding whether to transfer, at what point to do so, and what major to select upon transferring. The Transfer Center is staffed by personnel able to evaluate transfer credits, assess their prior learning, and advise students about degree options. This complements the existing efforts in Enrollment Services to recruit students interested in transferring to CSU. In addition, students who transfer to CSU often self-advise, either because they are unsure about their major program or have difficulty identifying the appropriate college office from which to seek advice. The Transfer Center provides a central, highly visible “first stop” for students, who can get advice about which majors to pursue, assistance with understanding general education requirements that apply to them and help in identifying the appropriate college or faculty advisor, once they have selected a major program.</p>	<p><b>Complete</b></p>
<p><b>DegreeLink/UP Express/CSU Bound</b></p>	<p>These programs provide a pathway for students not qualified for direct admission at CSU to start at the local community colleges (Cuyahoga Community College, Lorain County Community College, Lakeland Community College) and earn dual admission to CSU.</p>	<p><b>Ongoing</b></p>

<b>Mandatory Orientation for transfer students</b>	To ensure a successful transition and awareness of available resources. Currently, orientation for transfer students is optional, so at least some students enroll at CSU with no introduction to the University and its services and facilities. This increases the likelihood that they will not be engaged with the University and will not seek help or know where to seek help if they encounter academic or other problems.	<b>Ongoing</b>
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Enhanced Completion Strategies focused on Target Student Populations

<b>Strategy</b>	<b>Details</b>	<b>Status</b>
<b>Graduation/Student Success Coaching</b>	Expand the graduation coaches' office and enhance wrap-around services for high-risk students. With an eventual goal of recruiting a cadre of graduation coaches, CSU Graduation Coaches will monitor the students' progress, serve them as a resource, and help and support to resolve various academic and non-academic issues for the students.	<b>Ongoing</b>
<b>ReConnect to College</b>	A partnership with College Now Greater Cleveland and supported by a grant from APLU/USU the ReConnect to College program provides outreach to "stop-out" students to encourage them to complete their degrees. The program focuses on removing financial and academic barriers to degree completion.	<b>Ongoing</b>
<b>Degrees when Due</b>	Degrees When Due (DWD) is a state- and nation-wide initiative that conducts outreach to former students with some credits earned but no degree. The aim is to get them to reengage with CSU and return to complete their degree. The national sponsor is the Institute for Higher Education Policy (IHEP). Our local partner on re-engagement activities is College Now Greater Cleveland.	<b>Ongoing</b>
<b>Pathways for Adult Students</b>	CSU has taken several important steps to ensure that adult students have easy access to efficient pathways to graduation. CSU has in place several mechanisms by which adult students obtain credit for prior experience. For Veterans, CSU honors ACE recommendations for awarding credit to veterans and CSU staff are trained in reading joint services transcripts for the purposes of determining whether credits can be awarded. Veterans (and others) can also earn credit through the College Level Examination Program (CLEP) and DSST exams. Credit by exam options available on campus have been inventoried and are now listed on a single, easily located web resource on CSU's website. Veterans (and others) can also receive credit for prior experience by enrolling in a	<b>Ongoing</b>

	<p>portfolio assessment program in the College of Urban Affairs. A goal for the future is to expand portfolio assessment to programs outside Urban Affairs. Beyond that, however, CSU has been actively collaborating with community colleges in the region to develop efficient pathways for transfer students. CSU offers several BA and BS programs on site at Lakeland and Lorain County Community Colleges, eliminating the need for students to commute to the main downtown campus. In addition, CSU has worked with Cuyahoga Community College to develop aligned degree maps showing students how they can complete an Associate's and Bachelor's degree in eight full-time semesters (thereby reducing excess credit hours taken by transfer students). More than twenty aligned degree maps have been developed for CCC/CSU programs with several more in preparation. Work has also begun on a similar set of degree map alignments with Lorain County Community College and a meeting is planned to extend to the work to Lakeland Community College as well.</p>	
<p><b>Develop special ASC 101 sections for students who are unlikely to get into their intended majors (e.g., Nursing, pre-PT, etc.).</b></p>	<p>Developmental students are the most likely students to be in this situation.</p>	<p><b><i>Ongoing</i></b>  We created a 1-credit, letter-graded career exploration course for first year pre and transitional nursing students who achieved below a 3.25 cumulative GPA. It occurs over an eight-week period in the middle of the spring semester. It teaches these aspiring nurses about other majors at CSU that lead to helping and healthcare type career fields. In the first year we were able to lift the first-year retention rate of this cohort by 29.3% to 69.3% and in its second year retain 65.2% of this population.</p> <p>There are long-term goals of expanding this to other competitive majors (example: engineering).</p>
<p><b>Prioritize increasing the number of African American/Black, Hispanic/Latino(a), and Native American/Alaskan Native faculty through new hiring.</b></p>	<p>It is widely known that African American/Black, Hispanic/Latino(a), and Native American/Alaskan Native students benefit from the presence of African American/Black, Hispanic/Latino(a), and Native American/Alaskan Native faculty. Faculty serve as models for students, are approachable resources by them, and their presence helps to create an environment in which students feel welcome.</p>	<p><b><i>Complete and Ongoing</i></b></p>

	CSU's Diversity Council is developing a proposal which includes a plan for increasing the number of African American/Blacks, Hispanic/Latino(a), and Native Americans/Alaskan Natives faculty at CSU, and for ensuring that they are more broadly distributed across colleges and departments. This will take time, but a successful program will contribute to improved student outcomes.	
<b>Prioritize hiring African American/Black, Hispanic/Latino(a), and Native American/Alaskan Native students in coaching and tutoring roles.</b>	A diverse support staff contributes to African American/Black, Hispanic/Latino(a), and Native American/Alaskan Native student success for the same reasons as a more diverse faculty.	<b>Ongoing</b> KeyBank Scholars and TRIO programs have been successful in attracting and hiring African American/Black, Hispanic/Latino(a), and Native American/Alaskan Native students for peer tutoring and coaching positions. The same efforts continue in TASC.
<b>Provide faculty with training in cultural competency.</b>	Implicit bias is an important factor shaping faculty interaction with students from different backgrounds. Faculty may not be aware that their approach to African American/Black, Hispanic/Latino(a), and Native American/Alaskan Native students is shaped by implicit bias.	<b>Ongoing</b>
<b>Provide faculty with training in inclusive teaching strategies.</b>	Learning styles vary across student groups and faculty may not have training in the varied teaching strategies available and how they affect different groups of students. The Center for Faculty Excellence will be tasked with designing a program to train faculty in inclusive teaching strategies.	<b>Complete and Ongoing</b>
<b>Partner with CMSD and supporting non-profits.</b>	Partner with CMSD and other local/regional high schools on better preparing students for University.	<b>Ongoing</b> CSU partners with the Higher Education Compact (HEC) to promote improved outcomes for Cleveland Municipal School District (CMSD) students who attend CSU. It is also directly involved with the MC2 STEM High School and its students on campus. Additionally, CSU is highly coordinated in partnerships with College Now Greater Cleveland and the Cleveland Say Yes to Education organizations.
<b>Revive bi-annual meetings at which advising heads report out on the status of individual students who are still at CSU and who are part of the cohort scheduled to graduate in that year or the following year.</b>	The meeting identifies students that are on and off track for graduation. Individual plans/assistance strategies are developed for off track students.	<b>Ongoing</b>

<p><b>Parker Hannifin Living Learning Community</b></p>	<p>CSUs PH LLC program ensures free on-campus housing, academic support, mentoring services and additional wrap around support services to CMSD graduates studying at CSU who receive Say Yes to Education Scholarships. The community meaningfully engages in strengths-based practices to identify and/or confirm the educational pathway that best suits their strengths. In addition, career exploration, leadership development, motivation and self-efficacious practices and additional student success topics will inform their community and facilitate critical thinking about how these values manifest in the residential community, on campus and globally.</p>	<p><i>Ongoing</i></p>
<p><b>Expanded STEP Program</b></p>	<p>The Summer Transition and Enrichment Program serves all incoming first year students, who need developmental math and/or English courses. Students take up to eight credit hours for free in a six-week period prior to their first fall semester. Motivated and successful participants of STEP are more likely to be retained and graduated than their counterparts. The goal is to increase program participation to include all students, who need a developmental English and/or math course.</p>	<p><i>Ongoing</i></p>
<p><b>Revised Collection Threshold Strategy</b></p>	<p>In-house collections staff works one-on-one with students who continue to have an unpaid balance but a desire to continue academically. Students have been permitted to continue academically while rehabilitating their financial status with the University. Individual monitoring has allowed us to remain in compliance with regulations and allow approximately 1,000 students to move ahead each year. The University continually evaluates national best practices related to appropriate collection strategies and impact on retention and completion.</p>	<p><i>Ongoing</i></p>
<p><b>“Project Restart” Debt Forgiveness Pilot</b></p>	<p>The University identified students in good academic standing but with an unpaid balance owed to the University to participate in a pilot that would allow students to re-enroll and forgive a portion of their delinquent balance by meeting academic and financial thresholds. The pilot was deemed successful as total student debt was not increased and the University received new revenue in exchange for a modest amount of debt forgiveness. Plans are in place to continue this program beyond the pilot year.</p>	<p><i>Ongoing</i></p>