



**Todd A. Diacon**  
*Senior Vice President and Provost*

May 31, 2016

John Carey, Chancellor  
Ohio Department of Higher Education  
25 South Front Street  
Columbus, OH 43215

Dear Chancellor Carey:

Pursuant to the requirements of House Bill 59, I humbly submit the updated Kent State University Complete College Ohio Campus Completion Plan and resolution as approved by the Board of Trustees on May 11, 2016.

Kent State University remains committed to improving student success while keeping true to our mission for accessible education for the citizens of Ohio and beyond.

Sincerely,

Todd A. Diacon  
Senior Vice President for Academic Affairs and Provost

Enclosures (2)

C: Dr. Beverly Warren, President  
Dr. Charlene Reed, Vice President and University Secretary

**Senior Vice President for Academic Affairs and Provost**

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**KENT STATE UNIVERSITY  
BOARD OF TRUSTEES  
May 11, 2016**

**Resolution 2016-28**

**APPROVAL OF THE UPDATED KENT STATE UNIVERSITY  
COMPLETE COLLEGE OHIO CAMPUS COMPLETION PLAN**

WHEREAS, the State of Ohio joined the Complete College America Alliance of States in 2013, creating Complete College Ohio; and

WHEREAS, the state legislature passed the Complete College Ohio Act with the primary goal to increase dramatically the number of college degrees awarded in Ohio; and

WHEREAS, the Ohio General Assembly passed Amended Substitute House Bill 59 that requires the university to adopt a strategic completion plan that was approved by the Board of Trustees and submitted to the Chancellor of the Ohio Board of Regents by June 30, 2014; and

WHEREAS, the board of trustees of each institution of higher education is required to update its plan at least once every two years and to provide a copy to the Chancellor upon adoption; and

WHEREAS, Kent State University has updated the Kent State University Complete College Ohio College Completion Plan and seeks approval of the Board of Trustees to submit this updated plan to the Chancellor of the Ohio Department of Higher Education by June 30, 2016; and

WHEREAS, Kent State University remains committed to improving student success while keeping true to its mission for accessible education for the citizens of Ohio and beyond; and

WHEREAS, the university supports and expands the state's educational and workforce development initiatives in the broadest and most meaningful sense; now, therefore,

BE IT RESOLVED, that the Kent State University Board of Trustees hereby approves the updated Kent State University Complete College Ohio Campus Completion Plan, and the submission of the plan to the Chancellor of the Ohio Department of Higher Education, by the June 30, 2016, deadline.



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Charlene K. Reed  
Vice President & University Secretary

*Note: This template was developed collaboratively by IUC Provosts, OBR and IUC staff, as a recommended general framework for universities to use in completing their strategic Campus Completion Plans. The plans are to be approved by boards of trustees and forwarded to the Chancellor by June 30, 2014, and every two years thereafter.*

## **KENT STATE UNIVERSITY CAMPUS COMPLETION PLAN UPDATE**

### **Executive Summary**

Kent State University combines its historical mission of access with a commitment to the highest level of teaching and research. We are focusing major efforts on student success to provide even more Ohioans with a top-notch college education and entry into meaningful employment. Through many completion strategies, we have significantly increased our graduation and retention rates in the last two years and through our new University Level Initiatives (ULIs) we have a major goal of 85 percent retention of students from freshman to sophomore and 65 percent graduation rate on the Kent campus by 2020. This Kent State University Completion Plan outlines our progress to date and highlights our newest efforts around the University Priority “Students First”.

### **1. University Mission**

**Kent State Vision:** *To be a community of change agents whose collective commitment to learning sparks epic thinking, meaningful voice and invaluable outcomes to better our society.*

**Kent State Mission:** *We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment.*

**Kent State Core Values:** *We value ...*

- A distinctive blend of teaching, research and creative excellence;
- Active inquiry and discovery that expand knowledge and human understanding;
- Life-changing educational experiences for students with wide-ranging talents and aspirations;
- A living-learning environment that creates a genuine sense of place;
- Engagement that inspires positive change;
- Diversity of culture, beliefs, identity and thought;
- Freedom of expression and the free exchange of ideas;
- A collaborative community; and
- Respect, kindness and purpose in all we do.

### **Student Body Profile**

The Fall 2015 unduplicated headcount is 28,981 students on the Kent campus, and 12,024 students on the regional campuses. Students are counted only once at the campus at which they hold a majority of their course load.

With the university focusing on retention and graduation, retention of Kent campus freshmen has increased to 81.2 percent (Fall 2014 cohort) up from 77.6 percent for the Fall 2012 cohort. This represents the percentage of freshmen who continue their studies at the university for their sophomore year. Retention at the regional campuses has also experienced an increase to 58.2 percent, up from 56.1 percent (Fall 2012 cohort).

Highlights from Fall 2015 enrollment data also include:

- Enrollment of international students continues to increase, with 3,002 total international students, up 22.68 percent from Fall 2013. The university also is seeing increased diversity in countries represented by Kent State's international students, with students coming from 111 countries in Fall 2015 compared to 101 in Fall 2013.
- The average high school grade-point average (GPA) score for the university's new underrepresented minority (African American, Latino American and Native American) freshmen students is 3.22, up from 3.18 in Fall 2013.
- Enrollment in Kent State's College of Engineering, Sustainability and Technology has increased to 1,076 students, showing an impressive 18.9 percent growth compared to Fall 2013.
- Kent State's School of Digital Sciences and the College of Public Health also continue to grow. Enrollment in the School of Digital Sciences is up 313 percent, while the College of Public Health is up 19 percent since Fall 2013.
- The total number of applications received by the Kent campus for Fall 2015 was 20,967, 3.4 percent lower than for Fall 2013. However, it is still reflective of an overall upward trend in applications over a five-year time frame, and still resulted in the second largest total enrollment at Kent State University of 41,005 students.

## 2. Barriers to Persistence and Completion

- A. The Kent State system serves a significant number of first generation students (42 percent) who experience greater difficulty navigating university processes and structures than students coming from families whose parents went to college.
- B. Students and their families struggle to meet many financial obligations given that 30.63 percent of our Kent campus students, and 46.84 percent of our regional campus students, receive Pell Grants (an indicator of extreme economic need). It should be noted that the total number of students receiving Pell grants has dropped since Fall 2013 (37 percent of all students on the Kent campus; 57 percent of all students on the regional campuses).

## 3. Progress Towards Goals Established in Initial Completion Plan (June 2014)

- A. **Goal: Increase the Kent campus graduation rate to 60 percent (from 51.2 percent), and increase the Kent freshman to sophomore retention rate to 80 percent (up from the current 77.6 percent).**

**Progress:** While the 60% Kent Campus graduation rate has not been met, it has still increased 9 percent to 55.8 percent from the baseline 51.2 percent. The freshman to sophomore retention rate of 80 percent has been surpassed, increasing 4.6 percent to 81.2 percent from the 77.6 percent baseline.

- B. **Goal: Decrease the disparity between the Kent State system overall graduation rate and the graduation rates of under-represented minorities (from 9.6 percent to 8.6 percent), and students entering at age 21 or older (from 24.1 percent to 21.7 percent).**

**Progress:** The six-year graduation rate for all first-time, full-time students starting at any Kent State campus has increased from 44.1 percent for the Fall 2007 cohort to 45.9 percent for the Fall 2009 cohort.

During this same period the six-year graduation rate for under-represented minorities (URM) students has declined from 35.2 percent to 34.4 percent, causing the gap to grow from 8.9 percent to 11.5 percent. Thus, the goal of decreasing the graduation gap has not been met. However, the graduation rate for URM students on the Kent Campus has increased 3 percent points to 43.1 percent from 40.1 percent, even though the gap has still grown slightly from 11.0 percent to 12.7 percent.

The six-year year graduation rate for students that enter at age 21+ has also declined from 23.1 percent to 20.4 percent. The goal of decreasing the graduation gap for this group has not been met since that gap has increased from 21.0 percent to 25.6 percent. We are forming a university-wide committee to examine this outcome and strategize on solutions.

**C. Goal: Create an alternative general education math sequence that emphasizes the mastery of statistics, which is more appropriate for students in many of our majors.**

**Progress:** MATH 10041 (Introductory Statistics) was initiated as a Kent Core General Education Mathematics and Critical Reasoning course in Fall 2014 and is now recommended for many non-algebra intensive majors. Across all campuses, approximately 1,300 students take this course in the Fall, and 1,000 students in the Spring.

**D. Goal: Alter current academic policies that can delay degree completion (e.g. drop/add policies, course repeat policies, majors requiring 120+ credit hours)**

**Progress:**

120+ Bachelors and 60+ hours Associate Degrees. In Fall 2015, in response to House Bill 64 Section 369.600 (provide all in-state, undergraduate students the opportunity to reduce the student cost of earning a degree by five per cent), Kent State University limited all four-year majors to 120 credits, and all associate degree programs to 60 credits, unless a higher amount is required by state licensure and/or national accreditation standards. Programs are currently revising their credit hours and all should be in place by Fall 2017. Approximately 68 percent of the university's baccalaureate programs, and 21 percent of associate degree programs, have been reduced to 120 and 60, respectively, without affecting any major requirements.

Mid-term Evaluation Policy: We revised our midterm evaluation policy to (a) increase the number of undergraduates who received feedback on their academic progress (from only providing to freshmen with 0-29 earned credit hours to providing to all students in 00000-, 10000-, and 20000-level courses); and (b) provide feedback earlier to students allowing increased opportunities for intervention. (Midterm grades previously provided during week eight now provided in weeks four through seven.)

Course Repeat Policy: Kent State's previous policy allowed students to repeat any course as many times as desired, a policy that research (our own and from the field) showed to promote students' poor decision-making regarding both their effort in the course and their choice of majors. The revised policy limits students to attempt the same, or designated equivalent course, a maximum of three times. After the third attempt (including withdrawal), the student

will not be able to register for the course and will need to meet with an advisor to discuss next steps, which may include examining the student's progress in the declared program.

Remedial Course Sequence: Data regarding Kent State students placed into remedial (pre-college level) mathematics courses showed that 75 percent of the students who enrolled in a college-level mathematics course immediately following completion of the remedial course earned a C or better grade in the college-level course. Of those who waited a semester or two before enrolling in the college-level course, only 67 percent earned a C or better grade in the college-level course. We created a new policy that requires students placed into any remedial sequence to register continuously until they have successfully completed the sequence and, if mathematics, their program's first mathematics requirement.

Academic Standing: An ambiguous university policy on academic standing in a degree program was replaced by detailed procedures to identify at-risk students early and provide them with concentrated advising to enable them to seek out assistance and make informed major and career decisions. The targeted students were those identified by their academic unit as not eligible to continue in their major because they no longer met the program's requirements for progression and/or graduation.

Course Add Policy: The course add policy was revised to allow for only one week of self-adds into courses during a full 15-week semester (prorated equivalent deadline for summer or flexibly scheduled courses). The former course add policy allowed students to continue to register for courses for two weeks after the semester had begun. Consensus of Kent State faculty was that permitting a student to enter a classroom in week 2 without the instructor's consent puts both that student and instructor at a disadvantage. In most instances, by the end of the second week of a full-term course, the goals and objectives of the course have been discussed, the syllabus examined, homework assigned and, perhaps, quizzes given out and evaluation scores collected. In addition, a review of registration activity at Kent State in Fall 2012 revealed that 50 percent of the students who added a course in the second week either did not complete the course or earned a poor-to-failing grade (C- or lower). In addition, the retention rate of new freshman on the Kent campus decreased, from 77 percent to 67 percent, as the frequency of course-adds increased during the second week.

Minimum Credit Hours for Students with Waived Credits: Undergraduate students who have had courses or credits waived (via proficiency or transfer) in the past were required to continue to take coursework after their requirements were met in order to satisfy the credit hour total. Now, students will be able to graduate from their program when they earn fewer than the minimum credit hours stated for that program in the catalog provided that they fulfill all requirements for the program and meet the university minimum credits hours for graduation. This policy removes any obstacles that forces students to take extra credits for credit sake, as well as to recognize that students have fulfilled all requirements deemed essential by the faculty to be successful in a program.

Alternative Credit: A restriction of alternative credit that could apply to a degree was removed. A decades-old policy limited the amount of alternative credit applied to a degree—30 hours combined of Advanced Placement (AP), College-Level Examination Program (CLEP), and credit by exam for a bachelor's degree, and 15 combined for an associate. A review of alternative credit revealed that only 2.8 percent of Kent State students over a five-year period earned more than 30 hours of combined alternate credit (mainly AP). Of that population, all students had a grade-point average (GPA) of 3.00 or higher; were in rigorous, highly selective degree programs; and the alternative credit was used mainly as lower-

division prerequisites to major coursework. Most of the students with 30+ hours of alternative credit graduated with many more earned hours than required.

- E. Goal: Decrease the number of students who are academically dismissed from the university by creating mandatory success workshops for students placed on probation.**

**Progress:** An institutional probation workshop series has not been mandated for all students on probation. The Student Success Programs unit also offers optional Save My Semester workshops that students can attend. Additionally, some colleges have their own probation workshops or mandated activities. The number of students dismissed across the system has declined by 12.9 percent (769 to 670 students) between Spring 2013 and Spring 2015. For the Kent campus, the decline has been minimal at 0.01 percent (361 to 358 students).

**4. Updated Completion Goals (for those established in 2014)**

- A. Increase the Kent campus graduation rate to 65 percent (currently 55.8 percent) and increase the Kent Campus freshman to sophomore retention rate to 85 percent (currently 81.2 percent), both by 2020.
- B. Decrease the disparity between the Kent State system overall graduation rate and the graduation rates of under-represented students by four percent (from 12.7% to 8.7%), and students entering at age 21 or older by four percent (from 25.6 percent to 21.6 percent).
- C. Not applicable: goal met.
- D. Not applicable: goal met.
- E. Continue to decrease the number of students who are academically dismissed from the university by ensuring attendance at mandatory success workshops for students placed on probation.

**5. Completion Goals – July 1, 2016 – June 30, 2018**

Kent State University has established the following institutional goals for increasing student persistence and completion:

- A. Increase the timeliness for declaration of majors among exploratory students:**

**Assessment and Evaluation - Sample Benchmark Measures:**

- Increase the number of exploratory students to declare a major within 45 credit hours.
- B. University Level Initiative (ULI) 1.1: Increase the retention and timely graduation of all undergraduate students.** A system-wide comprehensive approach will be employed and will align with best practices identified by Complete College America. Components of the plan will include the following: increasing scholarship support targeting diverse students and successful juniors and seniors at risk of dropping out due solely to minor financial shortages; implementing more prescriptive advising of first-year students; reducing-achievement gaps among student groups; and developing a one-stop shop initiative to better serve student needs relative to bursar, registrar, and financial aid questions. Regional campus students will

benefit from enhanced student services centers and employment of more prescriptive and personalized advising at each regional campus.

**Assessment and Evaluation - Sample Benchmark Measures:**

- First-year retention rate (total students; under-represented minority (URM) students; exploratory majors; international students);
- Sophomore to junior retention rate (total students; URM students; international students);
- Six-year graduation rate (total students; URM students; international students); and
- Amount of available financial aid and scholarship support.

- C. ULI 1.2: Adopt a student engagement strategy that enhances learning through increased participation in high-impact experiences.** Research supports the idea that individual effort and involvement are the critical determinants of student success. This initiative aims to intentionally develop the whole student through high-impact experiences that lead to student success and achievement of educational and personal goals. Sample high-impact experiences include: an enhanced first-year experience course; engagement in service learning courses; participation in volunteer service activities and alternative spring break activities; participation in leadership development programs; applications for national awards; participation in internships, co-ops; and other experiential learning activities.

**Assessment and Evaluation - Sample Benchmark Measures:**

- National Survey of Student Engagement (Active and Collaborative Learning, Enriching Educational Experiences, Supportive Campus Environment);
- # of students in service learning courses;
- # of students engaged in volunteer service projects;
- # of students in leadership development programs; and
- # of students receiving national awards (Goldwater Scholars, Critical Language Scholars, Fulbright Scholars, Boren Scholars, Marshall Scholars)

- D. ULI 1.3: Align the undergraduate educational requirements to focus on purposeful and essential learning outcomes.** This initiative would focus on essential learning outcomes that address purposeful values the faculty deem essential for all Kent State graduates to possess, beginning with alignment of the 36-credit hour general education curriculum. For example, essential learning outcomes may include creative and critical thinking, ethical reasoning, social inquiry, intercultural competence, problem solving, civic knowledge and engagement, communication effectiveness, quantitative reasoning, teamwork, or scientific analysis. Discipline-specific or interdisciplinary courses would be organized by their learning outcomes rather than the academic field they represent. This approach will allow faculty to emphasize not only what students need to know, but how they can use what they know to better our society.

**Assessment and Evaluation - Sample Benchmark Measures:**

- Collegiate Learning Assessment (CLA+) scores;
- National Survey of Student Engagement (Active and Collaborative Learning, Enriching Educational Experiences, Supportive Campus Environment);
- # of students in internships, co-ops and experiential learning;
- # of students in service learning courses; and

- Graduated Student Survey results.

**E. ULI 1.4: Strengthen diversity and the cultural competence of students, faculty and staff system-wide.** Students succeed when they can live, learn, and engage in an inclusive, respectful environment that is fostered through culturally competent equity-minded faculty and staff. It is important to strengthen our core value of diversity to ensure the Kent State community shapes an institutional culture reflective of the variety of backgrounds, voices, ideas, and perspectives that are essential ingredients for academic excellence. A significant component of this initiative will include the recruitment and retention of more students and faculty of color, as well as more female faculty progressing to the rank of professor. In addition to representation, enhancement of campus climate will be assessed and programs implemented to ensure adherence to the university’s core value of diversity of culture, beliefs, identity, and thought.

**Assessment and Evaluation - Sample Benchmark Measures:**

- % of faculty and staff of color;
- % of full-time undergraduate students of color;
- % of graduate students of color; and
- Implementation of Campus Climate Survey and major recommendations from survey results.

**6. Completion Strategies:**

*Current Completion Strategies*

**A. Assisting Students in Identifying a Major:** In 2010, Kent State University implemented a policy requiring students to select a major at or before they earn 45 credit hours. Parallel to this requirement, the University provided a multi-step program including coursework and career counseling to assist students in selecting a major.

**Progress:** Since the implementation of the 45-hour policy and the associated multi-step program, students have been selecting and declaring a major in a timely manner. This change in behavior is a primary reason for the continued increase of the retention rate from the first to the second year for exploratory students (over 10% in five years).

<b>Fall Cohort (Full-time, Kent Campus)</b>	<b>2010</b>	2011	2012	2013	<b>2014</b>
<b>Retention Rate</b>	<b>68.3%</b>	72.5%	71.9%	75.8%	<b>78.5%</b>

In 2011, Kent State University implemented the “Exploration Plan” to enrich the experience of undecided students to support their major declaration decision. A review of this plan was conducted in the summer of 2015 and showed that exploratory students with a selected concentration (area of interest) had a higher persistence rate in their fourth semester (Spring of Year 2) of 78.3% in 2012, up from 65.2% in 2009. Students who participated in linked coursework in Fall 2011 had a higher persistence rate than those not in linked coursework (90% versus 75%).

Based on feedback from the review, revisions were made to the plan for the Fall 2015 cohort. Specifically, the Exploration Plan was revised to integrate career readiness discussions, based

on outcomes of the student's Career Maturity Inventory (CMI) score, into advising rather than the First Year Experience course. Exploratory Academic Advisors receive specialized training on the CMI and interpretation of results. The initial discussion of the student's results (four areas: curiosity, concern, confidence, and consultation, as well as an overall score) has been moved to the first advising (meet and greet) appointment in the fall. The CMI score assists the academic advisor, as well as the student, to understand the student's career readiness and, in turn, to assist in the development of the student's Exploration Action Plan. Based on the student's results, at least one action item is selected to complete prior to the next advising appointment. The student's action plan is updated during his or her following advising appointment (required), and then continues to be updated until a major is declared.

Additionally, the First Year Experience course was revised for exploratory students for Fall 2015 and included topics such as transition to college, career exploration, developing an awareness of diverse perspectives, and learning about individual personality preferences.

In Fall 2016, the Exploration Plan 2.0 is scheduled to be implemented and will include two additional components: (1) co-registered courses; and (2) service learning in the First Year Experience course. In review of the initial plan, it was determined that not all students participated in a co-linked course usually due to the student's area of interest and/or the size of each concentration. A solution was identified to offer co-registered courses that focus on concentration, as well as Kent Core (general education requirements). This update will provide students with the opportunity to network with fellow peers and create study groups. Some of the co-registered courses include experiential learning (ELR) components that promote academic relevance, meaning, and an understanding of real-world issues. Additionally, it is planned for those students not in an ELR section to participate in a service learning experience in their First Year Experience course to assist with connection of purpose (the overall theme).

Lastly, integration of the learning community into the Exploration Plan has been added. In addition to students living in the designated residence hall participating in the program, commuters, as well as those students in honors (living in honors housing), will be encouraged to opt-in to this experience. Students participating in the designated ELR First Year Experience courses will be included in the community and highly encouraged to live in the residence hall.

The goal is to evaluate the results from Fall 2015 for the timeliness to major declaration with the data currently being collected from the Exploration Action Plan. The review of the First Year Experience course student survey data and one-on-one interviews will also be evaluated.

In Fall 2015, the Exploration Plan was recognized with two honors for commitment to student success. The 2015 Institutional Excellence for Students in Transition Award by the National Resource Center for the First-Year Experience and Students in Transition, and *University Business* magazine, recognized the plan for assisting Exploratory students' shift to a degree-granting program and encouraging student success.

- B. **Required Advising:** Required advising was implemented in Summer 2012 for all Kent State freshman and sophomore students attending all campuses.

**Progress:** New students (who began coursework in Summer 2012 or later) are blocked from registering for courses until they have met the required advising obligation. Advisors work with students during their required advising appointments to identify opportunities that match

the students' interests and identify barriers that may keep them from persisting. The implementation of required advising has played a significant role in the increase in retention on the Kent and regional campuses. Students at the junior level were added to required advising in Fall 2014, with the senior cohort added in Fall 2015. While no data is available to assess the increase/decrease in the number of juniors meeting with an advisor, a total of 96 percent of juniors at the Kent campus met with an advisor in Fall 2014 when required advising started, and 93 percent of seniors met with an advisor in Spring 2016 (up 42% from Fall 2015).

Although there has been significant strain on advising offices with the addition of these two classes over the last two years, advising administrators are adapting to how they provide Required Advising. The adaptation does not alleviate the stress being experienced by offices. It does, however, ensure that students are being seen in a timely manner. Examples of adaptations include:

- a. Faculty providing required advising (150 faculty were trained in 2014 in the College of Arts and Sciences and the College of Education, Health and Human Services)
- b. Group Advising (depending on the college and student's level of development)
- c. Practicum students providing required advising to certain populations
- d. Advising using various technologies such as Skype and FaceTime for students not available to come to campus

C. **Academic Support:** Kent State expanded academic support resources in Fall 2011.

**Progress:** This expansion led to an increase in students utilizing the services. The increase in utilization was especially notable for at-risk populations as measured by high school grade-point average and ACT/SAT scores. Students who utilize Academic Success Center (ASC) programs and services have a long-standing history of experiencing marked increased retention to second year and persistence to third year rates. Over a four-year average, 37% of new freshman utilized the ASC. Those who utilized the ASC frequently, when compared to their non-attending peers, experienced a 15% retention increase. The three-year persistence average of new freshman who frequently utilized the ASC was 17% higher than their non-attending peers.

Utilization, Retention and Persistence Rates of New Freshman Who Frequently Used Academic Success Center (ASC) vs. New Freshman Who Did Not Use ASC							
Academic Year	Freshman Class Utilization	Retention to 2nd Year			Persistence to 3rd Year		
		Did Not Use ASC	Frequently Used ASC	ASC Utilization Increase	Did Not Use ASC	Frequently Used ASC	ASC Utilization Increase
11-12	36%	73%	91%	+18%	64%	83%	+19%
12-13	36%	73%	88%	+15%	65%	80%	+15%
13-14	37%	79%	92%	+13%	69%	87%	+18%
14-15	38%	79%	91%	+12%	In Progress	In Progress	In Progress
<b>Average</b>	<b>37%</b>	<b>76%</b>	<b>91%</b>	<b>+15%</b>	<b>66%</b>	<b>83%</b>	<b>+17%</b>

Students who utilize Academic Success Center (ASC) programs and services also have a long-standing history of experiencing marked increases in first-year cumulative grade-point averages (GPA). The three-year GPA average of new freshman who frequently utilized the ASC was 0.45 GPA points higher than their non-attending peers. Increases are especially

substantial for new freshmen in the lowest incoming high school GPA tier. New freshman with high school GPAs ranging from 0.00-2.79 who utilized the ASC experienced a three-year average of 0.51 GPA points higher than their non-attending peers.

Grade Point Averages (GPA) by High School GPA Tiers of New Freshman Who Frequently Used Academic Success Center (ASC) vs. New Freshman Who Did Not Use ASC												
HS GPA Tier	Academic Year 12-13				Academic Year 13-14				Academic Year 14-15			
	Utilization Rate	Did Not Use ASC	Frequently Used ASC	ASC Utilization Increase	Utilization Rate	Did Not Use ASC	Frequently Used ASC	ASC Utilization Increase	Utilization Rate	Did Not Use ASC	Frequently Used ASC	ASC Utilization Increase
0.0-2.79	28%	2.24	2.64	+0.40	25%	2.25	2.87	+0.62	29%	2.17	2.70	+0.53
2.8-3.09	30%	2.51	2.91	+0.40	28%	2.45	3.03	+0.58	32%	2.51	2.93	+0.42
3.1-3.39	34%	2.83	3.14	+0.31	36%	2.81	3.19	+0.38	40%	2.78	3.12	+0.33
3.4-3.69	42%	3.12	3.33	+0.21	44%	3.12	3.46	+0.34	41%	3.19	3.37	+0.18
3.7-4.00	44%	3.52	3.69	+0.17	45%	3.46	3.64	+0.18	44%	3.57	3.63	+0.07
Average	36%	2.85	3.32	+0.47	37%	2.86	3.37	+0.51	36%	2.92	3.31	+0.38

**Supplemental Instruction (SI):** SI is an international, peer-facilitated academic support program for historically difficult courses with a long-standing history of increasing student success by decreasing D, F, and Withdraw (W) rates for program participants. The three-year D, F, W rate of frequent SI participants is 20% lower (7% average D, F, W rate) than students who do not attend (26% average D, F, W rate).

D, F, and Withdraw (W) Rates of Supplemental Instruction (SI) Frequent Participants vs. Non-Attending Students in Supported Courses				
Academic Year	Class Participation Rate	Did Not Use SI D, F, W Rate	Frequently Used SI D, F, W Rate	SI Utilization D, F, W Decrease
12-13	38%	26%	8%	-18%
13-14	35%	27%	7%	-20%
14-15	28%	26%	5%	-21%
Average	34%	26%	7%	-20%

**PathFinder and Early Alert:** PathFinder and the Early Alert system are tools available to faculty and staff to provide early feedback and assistance to students experiencing academic difficulties. PathFinder is a predictive analytic tool staff use to communicate how a student is progressing, included recommended action steps. Early Alert is a tool developed at Kent State that is used by faculty to notify students of their progress in class. Both tools provide additional opportunities to reach out to students who may be at risk academically. The goal is to notify the student to suggest they connect with their faculty to receive assistance. We notify the student's hall director, academic advisor, and/or athletic advisor of the specific academic issue. They, in turn, reach out in their unique settings to offer academic assistance and resources to the student.

In the past two years, Early Alert has been marketed to faculty who teach freshmen-level courses at the beginning of each term. Faculty usage has increased, with 290 unique faculty submitting alerts in Fall 2014 (increased by 100 from Fall 2013) to 491 in 2015. There have been over 2,000 early alerts submitted within the last two academic years. The highest submission of early alerts happens in weeks six, seven, and eight.

We seek continuous feedback from all constituents that utilize the early alert system. Enhancements have been made as a result of the collected information.

**D. Transfer Student Orientation**

A comprehensive orientation program is provided to all transfer students entering Kent State University with less than 30 credit hours. Transfer students entering Kent State with greater than 30 hours are provided with information through an online format. These programs are designed to assist transfer students in learning more about their new institution and provide the foundation for their continued persistence through to graduation.

***Updated Completion Strategies***

The following strategies, policies, and practices will be implemented to address 2016-2018 goals.

- A. Use Completion Funds to assist students in financial need in their final year. Part of the funding will come from the Kent Completion Project, a \$50,000 micro-grant awarded by the Association of Public and Land-Grant Universities (APLU) and Coalition of Urban Serving Universities (USC) to Kent State University to help remove the financial barrier to graduation that low-income students may face as they near graduation.
- B. Through the Dynamic Education and Engagement of Diverse Students (DEEDS) unified commitments, the university has launched a holistic strategy focused on the retention, persistence and graduation of underrepresented students to close the graduation and retention gaps. This strategy incorporates internships, research experiences, support networks, institutional policy reviews and much more to ensure that students graduate.
- C. The university is in the process of building a One Stop Student Services Center. The goal of the One Stop is to answer 70% of students' questions on the spot, be they in the realm of graduation requirements, financial aid, or the student's Kent State account. Conveniently located on the first floor of the Library, it literally will be the one place where most students will go to resolve myriad issues. Employees will be cross-trained to answer registrar, financial aid, and bursar questions, and will have been trained in the Disney method of exemplary customer service. A new service of comprehensive debt management/financial wellness counseling will also be available. The One Stop is set to Launch in Spring 2017.
- D. The University Degree Completion Program began in May 2014. The goal is to encourage senior-level students who have earned 90 or more credit hours, have a 2.0 or higher GPA, and have stopped attending for two or more years, to return and finish their degree. This program provides hands-on, high-touch experiences for these students. The program streamlines the admissions, registrar, advising, and registration processes. Overall, this initiative has enabled students to have a "one-stop shop" approach to obtaining the majority of their academic needs. We have seen a 67-percent increase in graduation numbers in this group the last two years. In academic year 2015-16, 52 students will have graduated.

**7. Workforce Development Priorities and Student Success**

In 2012, Kent State University became the first Ohio public university to require experiential learning credits for graduation. Given that students must complete this requirement with activities such as undergraduate research, an internship, or service learning, we believe this requirement will make Kent State graduates better prepared to obtain that first job, or to enroll in graduate school.

In addition, experiential learning opportunities have been enhanced greatly by Kent State's participation in the Ohio Means Internships and Co-Ops (OMIC) programs from the Ohio Board of Regents/Ohio Department of Higher Education. From 2012-2015, the university utilized more than \$1.5 million in grant funding to incentivize regional businesses to create new internship opportunities. Over 150 students have participated on internships sponsored by the OMIC program. In late 2015 and early 2016, the university is again participating in OMIC 2.5/RAPIDS and OMIC 3 efforts. These grants support student and faculty participation, further strengthening relationships with regional employers. OMIC 2.5 resulted in a \$250,000 award that is being used to connect faculty and employers through externships in advanced manufacturing. To date, one KSU faculty is assigned to work with Kent Displays during April/May 2016. Additionally, through the RAPIDS effort, equipment (specifically 3D printing machines) has been purchased and will be used for collaborations between the university's College of Applied Engineering Sustainability and Technology and the College of Podiatric Medicine.

In late 2015, Kent State University was awarded a three-year \$444,015 Career Ready Internship Grant from Great Lakes Higher Education Guaranty Corporation. An anticipated 270 paid internships (169 new and 101 established) will be available during the 2015-2018 academic years. Thirty-three internships were awarded using funding during Spring 2016, and a planned 57 internships will be available for summer.

Some of the goals of the grant are to increase the number of newly paid internship opportunities for low-income students, prepare them through career/work readiness workshops and then place the students in positions at nationally and internationally recognized companies, locally owned businesses, startups, and nonprofits.

Kent State is one of 33 colleges and universities in Iowa, Minnesota, Ohio, and Wisconsin that have received a combined \$12 million in Great Lakes grants to make internships more equitable for students with financial need. Kent State will collaborate with businesses and nonprofit organizations to provide the greatest number of current and future students with an educational opportunity they might not otherwise have.

### **Expanding Career Services to Underrepresented Students**

Starting in Spring 2016, we began to plan for expanded targeted career services for underrepresented students. The McNair Scholars and the Career Service Center will be the beginning of that support to underrepresented populations. The purpose of the McNair Scholars Program is to prepare first-generation, low-income and underrepresented students to obtain their doctoral degree within 10 years. Some of the goals focused on the achievement of the McNair Scholars Program, infused academic and career planning, and increased utilization of the Career Services Center. Other goals will focus on the achievements of underrepresented populations, increased utilization and career planning, and improved outreach to, and communication with, underrepresented students. The purpose of this expanded effort is to ensure underrepresented students identify and utilize the resources and tools offered by the Career Services Center to ensure greater success upon graduation.

### **Experiential Education**

The Office of Experiential Education and Civic Engagement assists students to complete required Experiential Learning Requirements (ELR) and prepare them for careers through:

1. Non-course based ELR options – working with students, faculty and community partners to identify and create ELR opportunities;

2. Directly offering a number of non-course ELR options - alternative spring break trips, immersion trips, community-based learning opportunities, and FYE sections with ELR notations;
3. Federal Work Study opportunities in local non-profits;
4. Service and service-learning experiences;
5. Partnering with university residence halls to engage residential students in service/service-learning;
6. Collaboration on Great Lakes grant and OMIC grants giving students opportunities to participate in paid internship experiences that provide resources needed for degree completion and connect them to high impact experiences; and
7. Encouraging participation in research through the Undergraduate Symposium on Research, Scholarship and Creative Activity and the Summer Undergraduate Research Experience.

### **Career Community Group**

In early 2016 under new leadership, the Career Services Center convened a community group of professionals engaged in career development, planning, and advising across the university and its campuses. This group's purpose is to ensure that common elements and best practices are in place for all students to be aware of career services and how/where to receive the services. Further, the group allows for the collaboration and sharing of ideas.

### **Other Workforce Development Opportunities**

#### Advanced Manufacturing

Advanced Manufacturing has been a workforce development priority for fifty years. The Glenn H. Brown Liquid Crystal Institute (LCI), established in 1965, is one of the world's most comprehensive research, technology transfer and education programs of its kind. Building on their extensive research in displays, electro-optics and flexible electronics, Kent State researchers have continually expanded the frontiers of liquid crystal science and technology. In the 1970s, LCI showcased the first liquid crystal displays (LCDs), which initiated the multi-billion dollar flat panel display industry. In the 1990s, researchers at LCI began combining liquid crystals and polymers, subsequently creating the Center for Advanced Liquid Crystalline Optical Materials (ALCOM). Funded by the National Science Foundation, ALCOM created the technology used in a range of flexible electronics devices developed by spin-off companies that include: AlphaMicron, Inc., Crystal Diagnostics, HANA, Kent Displays Inc., and Kent Optronics, Inc. These spin-off companies have created more than 1,000 jobs in Ohio and the United States. Kent Displays, for example, currently employs more than 130 people in Kent, Ohio, and has grown into one of the world's leading manufacturers of displays using its own proprietary roll-to-roll manufacturing process.

Over the past two decades, well over 50 companies, including industry leaders Apple, Samsung, LG, 3M, Corning, Motorola, and Kodak, have worked closely with KSU LCI researchers. Kent State was also instrumental in the creation of the FlexMatters Consortium at NorTech, spurring the development of a cluster of 60+ northeast Ohio companies in the flexible electronics industry.

Kent State University's College of Applied Engineering, Sustainability and Technology (CAEST) is host to the Ohio Manufacturing and Technology Small Business Development Center

(MAGNET). One of four such centers in the state, we serve 22 counties in northeast Ohio. The center provides approximately **3,500 consulting hours** a year at no cost to 50 small businesses.

### Aerospace and Aviation

*Kent State University's Aeronautics* program received the award for the top collegiate aviation program in America in 2010. Some **600** students currently major in aeronautics, and the university has established bridge agreements with four regional airlines: PSA, Inc., CommutAir, ExpressJet and Envoy Air, Inc. Many of these agreements provide academic internships for flight students, and all offer some form of preferential hiring for the student. As such, Kent State is doing its part to address the looming pilot shortage, which Boeing International estimates will reach a deficit of 97,000 pilots over the next 20 years in the United States, and 498,000 worldwide. Currently Ohio ranks fourth among all states with the highest employment level for commercial pilots, and we anticipate adding more bridge programs with regional airlines. Additionally, the Aeronautics program was approved to offer an FAA-certificated Part 65 Certified Dispatcher Program in 2014; it successfully renewed its status in April 2016, and is the only four-year university in Ohio to do so. To date, 28 students have passed the dispatcher exam, and there is a 100% placement rate for those graduates who have sought jobs in the dispatcher field. Between the years 2013 and 2016, over 105 students have completed internships.

All Kent State technology programs have advisory boards comprised of industry leaders. For example, our Aeronautics Advisory Board includes representatives from corporate flight programs, major airlines, air traffic control, aviation management, and aerospace engineering. Our advisory board members help us review and update our curriculum so that it best meets the needs of aviation employers.

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### Agribusiness and Food Processing

In March 2014, the Kent State University Board of Trustees approved a Bachelor of Science degree in Agribusiness, to be offered on the Tuscarawas campus. The degree is designed to meet the agribusiness industry's needs, which are considerable in Ohio. Nationwide, agriculture accounts for nearly one-fifth of the U.S gross national product. In Ohio, agriculture is a \$93 billion industry that supplies more jobs and contributes more to the state's favorable trade balance than any other single sector in the state. Ohio occupies a strategic location between the grain belt and the big markets of the eastern United States, and is within one day's trucking drive of 66 percent of the purchasing power of the U.S. The state is home to the largest soup plant in the world (Campbell Soup Company), the largest ketchup plant in the world (Heinz), the largest yogurt plant in the world (Dannon Company), and the largest pizza plant in the world (Pillsbury).

A survey to assess the need for the program was sent to 821 farm and agricultural associations, county extension officers, Ohio farm bureaus, and agricultural implement dealers. The results revealed a strong need for graduates with this degree in central Ohio, and respondents to the survey indicated that they would fill 60 new positions and 92 replacement positions in the next five years in central Ohio alone. A formal Agribusiness Advisory Board with industry leaders has been formed to support the program.

## Biohealth

Kent State University's College of Public Health offers several options for students seeking to complete a degree at the undergraduate and graduate levels in preparation for a career in a health field. The college also offers continuing education to provide working health professionals with training to advance their careers.

Students with an associate degree plus a license in one of the many allied health fields recognized by the State of Ohio can complete their Bachelor of Science in Public Health (BSPH) degree completely online in two years or less. The college awards these students 12 credit hours toward their BSPH degree for holding an allied health license in such diverse fields as respiratory therapy, radiation technology, dietetics, and physical therapy.

The college's Certificate in Public Health is designed for students pursuing undergraduate degrees in other fields who are interested in obtaining a credential that can open up opportunities working for public health organizations. Students can earn a Certificate in Public Health by completing only eighteen credit hours of coursework either online or in-class.

The college offers the Master of Public Health (MPH) degree in both in-class and online formats to meet the needs of working students. Most of the in-class courses are offered one day per week in the late afternoon and early evenings. In addition, students can pursue the MPH in Health Policy and Management in a 100% online format, and will soon be able to obtain the MPH in Social and Behavioral Sciences and in Epidemiology via online learning.

Advanced students can pursue the Doctor of Philosophy (PhD) degree in a traditional mentored program designed to train future health researchers and academic practitioners in Epidemiology, Prevention Science, and Health Policy and Management.

Finally, the College of Public Health offers a number of noncredit, continuing education courses designed to equip working health professionals with skills and knowledge they need to be successful. Sample courses include grant writing, public health accreditation, the Affordable Care Act, community health needs assessments, lab safety, and self-study for the registered sanitarian board exam.

The college's academic and continuing education programs are designed to prepare students and working professionals for a wide range of health-related careers in health departments, hospitals, health insurance companies, pharmaceutical companies, laboratories, research institutes, government agencies, academic institutions, long-term care facilities, behavioral health organizations, non-profit organizations, corporate wellness organizations, and others. Currently the college has over 600 undergraduate students and 200+ graduate students.

The Kent State College of Podiatric Medicine (CPM), created in 2012 with the merger of the Ohio College of Podiatric Medicine, is training the next generation of podiatrists. With a growing number of foot maladies caused particularly by obesity and diabetes, Kent State's 400 podiatric medical students are in clear demand for preventative and restorative foot and ankle care. The college operates the Cleveland Foot and Ankle Clinic to both train podiatric medical students in real world surroundings, and to offer low cost quality care to northeast Ohioans.

At the undergraduate level in the College of Business Administration, the Healthcare Systems Management minor fulfills the management niche in healthcare and complements student and

industry interests in healthcare systems. The minor is now 100 percent online to further extend the program's reach beyond the Kent campus (Portage County). At the graduate level, the College of Business Administration has over 35 years of experience in Executive MBA programs, combining its rich EMBA history with dynamic curriculum that prepares busy professionals for leadership positions. Kent State University offers both an Executive MBA for Corporate Professionals and an Executive MBA for Healthcare Professionals. The Executive MBA for Healthcare Professionals features curriculum created to meet the demands and challenges of today's healthcare executive. The curriculum has been designed by working with a Healthcare Steering Committee representing local hospitals, medical schools, nursing schools, healthcare networks, and other healthcare service providers including University Hospitals, Summa Health System, Cleveland Clinic, and Akron Children's Hospital.

### Energy

Energy research in the Kent State University Department of Chemistry and Biochemistry focuses on understanding and developing new photovoltaic materials for use in solar energy conversion.

### Financial Services

Launchnet Kent State (formerly Blackstone LaunchPad) promotes entrepreneurship as a career path for our students. The program, which features generous financial and professional support from the Blackstone Charitable Foundation and from the Burton D. Morgan Foundation, helps students, faculty/staff, and alumni create new businesses or grow start-ups in northeast Ohio.

In 2012, the Kent State University Board of Trustees approved a Bachelor of Science in Insurance Studies. This development was entirely in response to the workforce needs of the state's insurance industry. After meeting with leaders of Ohio's major agencies, Kent State University at Salem created this degree, which can be completed entirely online to facilitate the training of students working full-time jobs. An Insurance Studies Advisory Board, comprised of insurance leaders, consults with Kent State officials. The hiring needs of the industry are considerable. Ohio is home to 251 insurance companies. It is one of the state's major employers with more than 96,000 employees. Annual employment for the insurance industry in Ohio is expected to increase by 7.1 percent by 2016, resulting in the creation of approximately 16,900 new jobs. Ohio is one of the top five states in the nation with the highest concentration of insurance underwriter and claims processor jobs.

The College of Business Administration offers financial services curriculum at the undergraduate, master's, and doctoral levels. The Bachelor of Business Administration (BBA) degree program currently enrolls nearly 500 students with a declared finance major. The Bachelor of Business Administration in Finance is designed to provide students with an academic background appropriate for entry into a financial career, including financial management, investments, banking/financial institutions, risk management/insurance, real estate, and related areas.

### Information Services and Software

The Kent State University User Experience Design Master of Science degree trains students to excel in creating useful user interfaces, whether on the web, mobile, tablet, or any other device. Our master's program in Knowledge Management provides students with the skills to manage large amounts of data. The Health Informatics master's program produces graduates prepared to capture, analyze, transmit, and manage large data sets in healthcare. All three programs can be completed entirely online, as can the 18 credit certificate programs. All three programs are

housed in the Kent State School of Library and Information Science, which is the 18<sup>th</sup> in the nation in the current U.S. News and World Report ranking.

Health Informatics began accepting students in 2011, and currently our students serve internships at the Cleveland Clinic, Akron General Medical Center, Akron Children's Hospital, and University Hospitals. Industry leaders are sending their employees to study in our Knowledge Management program. Employers including Deloitte, the Federal Reserve Bank of Cleveland, Marathon Oil, Microsoft, and Sherwin Williams. Employees of the U.S. Departments of State, Army, Navy, Air Force, and the Coast Guard are also enrolled in the program. Similarly, students in our User Experience Design program have served internships and/or are now employed by The Eaton Corporation, Progressive Insurance, T.D. Ameritrade, Rockwell, Westfield Insurance, Earnst and Young, and others.

The Kent State College of Business Administration (COBA) offers MBA and Ph.D. concentrations in Information Systems. Companies that have hired Kent MBA graduates with this concentration include Alliance Data, Honeywell, MRI Software, and Salesforce.com. In addition, the COBA's Center for Information Systems (CIS) works with an advisory board of 78 members from industry, including representatives from J.M. Smucker Company, Goodyear, Sherwin Williams, Progressive Insurance, Lubrizol, Parker Hannifin, and FirstEnergy. Along with the Kent State Department of Computer Sciences and the Kent State School of Digital Sciences, the CIS annually hosts the IT Career Expo to match Kent State informatics students with employers.

In Fall 2015, the Masters of Geographic Information Science was approved and will be offered entirely online starting Fall 2016. Based on Department of Labor statistics, GIS and geospatial technology is a rapidly growing field, the third fastest growing field in the nation.

#### Construction Management

Kent State University's Construction Management major, a new major that replaced the Construction Management concentration in Fall 2013, currently has over 300 majors. Each student is required to complete at least one internship experience, with most students participating in two or three internships during their studies. Graduates are highly employable and are being hired by companies including the Smith & Oby Company, the Turner Construction Company, Brewer-Garrett, the John F. Gallagher Company, and Welty Building Company, Ltd.