



Cleveland State University

BOARD OF TRUSTEES

May 20, 2014

RESOLUTION 2014-22

COLLEGE COMPLETION PLAN

WHEREAS, the Ohio Board of Regents has mandated that each public university in the State of Ohio must complete a College Completion Plan. The plan must be approved by the University Board of Trustees and submitted to the Chancellor of the Ohio Board of Regents no later than June 30, 2014; and

WHEREAS, the Cleveland State University has developed a College Completion Plan through a joint effort led by the Provost's Office involving both the university administration and faculty; and

WHEREAS, the Cleveland State University's College Completion Plan has identified current barriers to student persistence and completion, set completion goals for 2014 to 2016, and outlined strategies to reach the completion goals in the Completion Plan;

NOW, THEREFORE, BE IT RESOLVED that the Cleveland State University Board of Trustees approves the Cleveland State University College Completion Plan.

1. 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 fairly recently, CSU was an open admissions university, admitting any student with a high school diploma. In Fall 2008, CSU modified its admissions rules and 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, the admissions criteria remain low compared to other state institutions, and CSU continues to include access among its central objectives.

2. Barriers to Persistence and Completion

Although some of the counties from which CSU draws students have residents with above average rates of college completion (e.g, Cuyahoga and Geauga Counties), CSU draws its students more from the less affluent and minority residents of the region, who typically have much lower rates of educational attainment. This means that CSU has high numbers of first-generation college students. The county from which CSU draws most of its students (Cuyahoga) also has a high poverty rate (an average of 17.7% between 2008 and 2012). Thus, many CSU students have one or more risk factors associated with their demographic characteristics:

Student Characteristics

- a. high percentage of first-generation students (approximately 34%)
- b. high percentage of Pell-eligible students (46.5% received Pell grants in AY 2012-13, with 33% receiving the maximum amount)
- c. high percentage of minority students
 - 19.9% African-American
 - 4.2% Hispanic
 - 61.3% White

Students with these characteristics are known to be "at-risk" for one or more reasons:

- They are more likely to be commuter students, for whom retention rates nationally are lower than for residential students. At CSU, commuter students represent 62% of the undergraduate student population.
- Low-income and minority students have greater chances of entering university needing remediation. At CSU, approximately half of entering freshmen placed into remedial Math, English or both.

- First-generation college students cannot rely on family for guidance in negotiating the various difficulties they encounter during their college careers. They are more likely to face these difficulties on their own and, thus, are at greater risk of getting off-track or becoming discouraged.
- Students from low-income families lack the economic resources to afford college easily; they are vulnerable to tuition increases, the high cost of textbooks, and other economic obstacles. They are also likely to have to work while in college, making it more difficult to devote appropriate amounts of time to studying. Economic problems are more likely to cause such students to “swirl” (stop in and out of college) or to give up on college altogether. They are also more likely to transfer from a 4-year to a 2-year institution; CSU data indicate that students who do so often wind up completing neither a 2- nor a 4-year degree.

Institutional Barriers

In addition to the risk factors associated with the demographic characteristics of its students, CSU possesses several institutional characteristics that present barriers to college completion.

Primary among these is the limited number of resources available for classroom instruction. With a relatively small cadre of full-time faculty, and limited numbers of qualified graduate students who could serve as instructors, CSU is obliged to make extensive use of part time instructors in entry-level classes. Such instructors often lack knowledge of campus resources and/or programs of study so students in their classes have less access to expert advice from an instructor. CSU, like many other institutions, also is forced to offer a significant number of high-enrollment introductory courses. If taught in the traditional manner (with limited interaction and high-stakes testing), these courses have been found to be particularly likely to present problems for students who are not college-ready.

Finally, CSU has been and continues to be a university with a high-percentage of community college transfer students. Many low-income (and, more recently, students from higher economic strata) choose to begin their college education at a 2-year school to reduce the cost of earning a degree. However, transferring to a new institution involves a period of adjustment to a new setting and institutional culture (especially since CSU does not have an “in-house” community college). This can be particularly daunting for students who already possess other risk factors, such as low incomes or inadequate high school preparation.

3. Completion Goals for 2014-16

Many of the initiatives described in this Plan are relatively new or have yet to be implemented. As such, their effects on degree completion will not become evident

until after 2016 (cohorts admitted since the initiatives were implemented are not scheduled to graduate until after that date). For that reason, this plan focuses its goals *not* on actual graduation rates but on intermediate goals that correlate with students' eventual graduation.

- Improve Fall-to-Fall persistence of CSU students so that at least three quarters of degree-seeking students are either retained or graduated each year.
- Improve the median number of hours passed in one the freshman year from the current 27 hours to 30 hours by Spring 2016
- Improve the percentage of first-year students who complete their first semester in good academic standing from current 80% to 85% by the end of Fall 2016.
- Increase the percentage of students who complete 67% of the credits for which they register from the current 84.4% (Fall 13) to 88% by Spring 2016.
- Raise the percentage of students who successfully complete developmental Math to 70% of those who attempt it by Spring 2016¹
- Increase Starfish use by faculty:
 - Early alert participation of faculty teaching 100-200 level courses was 29% in AY 13/14. The goal is to raise this to 50% by Spring 2016
 - Attendance records kept in Starfish for freshman-level courses (ASC 101, Writing and Math) was 33% in AY 13/14. The goal is to raise this to 50% by Spring 2016
 - 30% of undergraduate instructors created office hours in Starfish in AY 13/14. The goal is to raise this to 50% by Spring 2016
- Increase major declarations for transfer students. Currently 37% of transfer students have not declared a major after one year at CSU. The goal is to reduce this to 25% by 2016
- Create a transfer intake center to assist transfer students in locating advising services, degree maps, etc.

4. Completion Strategies

For several years, Cleveland State University has been working to address the problems that have historically led to low retention and completion rates. A

¹ The pass rate for development English is 89% in Fall 13, which is almost the same as the pass rate for college-level English. Therefore, no goal has been set for improving the pass rate in this course (which is already quite high).

number of initiatives are already in place, while several others are planned for the immediate future.

These initiatives are intended to address the obstacles to completion identified above:

- Overcome the negative consequences of developmental coursework (low success rates, low numbers of college credits earned after the first year)
- Provide support for students whose high school preparation for college is weak
- Provide careful oversight for students who are at risk of going off track and who lack access to sources of advice and support
- Ease the transition of transfer students as they enter a new institution
- Identify, support and encourage pedagogical approaches that match the needs of students
- Address the problem of student financial need²

Current Completion Strategies

Cleveland State University has *already* undertaken a number of steps to enhance student success and to speed progress towards degree completion:

a. Increase Success in Developmental and First Year Mathematics Courses

Objective: to increase the number of students who complete the required mathematics courses for their degree program without repeating a course.

Strategy: Several strategies are being implemented for students who begin their mathematics coursework at different levels:

- a. Developmental Mathematics: For students with an ACT Math score of less than 22 or for students who place into Developmental Mathematics (MTH 87 Basic Algebra), CSU has adopted a Mathematics Emporium Model. With a \$700,000 investment of CSU funds, CSU has converted stacks on the second floor of the university library to a 130-station computer lab. Here students use software and videos to work through a 14-module curriculum that allows students to take a pretest and pass quickly through material with which they already are familiar. To move to the next module requires a score of 80% or higher on the post-test of each module. Thus students who complete the course have mastered *EACH* component before moving on. Students who do not complete all 14 modules take the course again and start where they left off. This approach allows students who need a quick refresher to move very

² This plan does not propose a comprehensive approach to the problem of CSU students' financial need. Discussion of this issue is ongoing and additional initiatives could become part of a future college completion plan for the University.

- quickly through the curriculum. Students with less knowledge can take more time on each module. This program was launched in Summer and Fall 2013.
- b. 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 \$875,000 funding from the National Science Foundation STEP program, 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 semester of the first year, *ALL* students taking Precalculus I 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.
 - c. Calculus Mathematics: For students whose degree program requires calculus and who place into Calculus I (MTH 181), CSU will begin to replicate the efforts described above for precalculus. With funding from an NSF LSAMP grant, CSU will run a 35-student summer bridge program in Summer 2014. Starting in Fall 2015, mandatory supplemental instruction for Calculus I and Calculus II will begin; this will include STEM Peer Teachers and a Project Based Learning component.

Leadership: The Chair and Faculty of the Department of Mathematics, aided by the Operation STEM program coordinator Susan Carver and the new LSAMP coordinator to be hired will take the lead in maintaining, revising, and implementing these initiatives.

Outcome/Measure of Success: For all three initiatives described above, the pass rates of the course will be *one* measure of success; but more importantly, the success rate in the subsequent course will serve as the primary indicator of success. For Developmental Mathematics, this means monitoring success in subsequent coursework in MTH 115 (intermediate algebra for students going to Precalculus), MTH 116/117 (Sequence for Liberal Arts Majors), MTH 147/347 (statistics sequence for health science, biology, and nursing majors), and MTH 148/149 (business mathematics sequence). For students starting in Precalculus I this implies monitoring performance in the subsequent courses of Precalculus II, Calculus I and Calculus II. For students placing into Calculus, this implies monitoring Calculus II success.

Timeline: The reforms have already been implemented for Developmental Mathematics and Precalculus. The initiatives for Calculus I begin in Summer 2014.

b. Integrate Remedial and College-level Freshman Writing Education

Objective: to decrease the numbers of students whose college careers are delayed by having to complete non-credit-bearing remedial English courses in their first semester.

Strategy: Instead of enrolling in remedial coursework, qualifying students who place into remedial English should enroll in ENG 100. This course combines the curriculum of ENG 101 with remedial coursework. Students enroll in a 4-credit hour course that has the potential to result in their earning 3 hours of college credit. The ENG 101 syllabus is supplemented by remedial work and mandatory assistance from the Writing Center (with which students must meet on a regular basis). Students who earn a C receive 3 hours of credit and place into the second semester of Freshman English (i.e., ENG 102)

Leadership: The Director of the Freshman Writing Program and the English Department, with the support of the Writing Center, have been in charge of implementing the program.

Outcome/Measure of Success: Success will be measured by the numbers of students who successfully complete ENG 100, move on to ENG 102 and successfully complete the second course. Comparisons with students who place into ENG 101 then take ENG 102 will also be used. Data on the first cohorts indicate that completion rates in ENG 100 are good (89% of those who enrolled passed the course in Fall 2013; this compares to a 93% completion rate of ENG 101) and that students who complete ENG 100 successfully complete ENG 102 at almost the same rate as students who begin in ENG 101.

Timelines: The reforms have already been implemented and most developmental English students now enroll in ENG 100.

c. Implement Intrusive Advising for Freshman Students with Early Warning System/Student Retention Software

Objective: To provide close monitoring of first-year students 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.

Strategy: Recruit a cadre of freshman advisors trained to engage in intrusive advising. They will have reduced caseloads, enabling them to monitor students more closely and to intervene with them in the event that they experience academic difficulty. They will be equipped with communication tools (e.g., cell phones) to promote easy communication. They will be provided with guidance as to which courses students should take to stay “on-track” and to increase the likelihood of academic success (Freshman Foundations advising protocols). They will be supported by a student retention software system (Starfish) that will allow students to make appointments with advisors on-line, that will promote communication among advisors, professors and students, and that will provide a place for the easy storage and communication of notes about student progress. In addition, the system will enable faculty to raise “flags” regarding students who are not attending

consistently or are in academic difficulty and will prompt advisors to intervene with students who are flagged. Holds are placed on all freshman students and withdrawals are discouraged by requiring students to receive advice prior to withdrawal and by new academic standing policies that sanction failure to make Satisfactory Academic Progress, not just low GPA.

Leadership: The Vice-Provost for Academic Programs, assisted by the Director of Student Success Programs and the Director of Freshman Advising, is responsible for the implementation of Intrusive Freshman Advising and the Student Retention software. Implementation of the software requires collaboration with IS&T; collaboration with college advising offices is also important to the implementation of intrusive advising.

Outcome/Measure of Success: Success will be measured by analyzing retention rates in the freshman cohort and course completion statistics. Efforts are under way to develop assessment mechanisms allowing the Division of Academic Programs to assess the effectiveness of particular types of intervention by advisors and faculty.

Timelines: Intrusive advising has been in place for Developmental students for two academic years and for the entire freshman class for one academic year. Seven freshman advisors are now employed in the Division of Academic Programs for this purpose. The Starfish student retention system was purchased approximately two years ago and is now used by all advising offices on campus. Over the past year, more aggressive efforts have been made to encourage faculty to make use of the system's early warning capability and to develop effective protocols to guide advisors responding to flags. The system has additional capabilities, including the ability to implement "success plans" for students in difficulty and, perhaps, to monitor student progress/completion of degree plans. Staff in the Division of Academic Programs are working with the vendor to learn more about the system's capabilities and to increase the numbers of functions it performs at CSU.

d. Convert General Education Courses from 4 to 3 credit hour standard, reduce minimum degree requirement to 120 hours.

Objective: to reduce the total number of hours required for graduation.

Strategy: develop a predominantly 3-credit hour standard for CSU courses. Mandate that degree programs be designed to be completed in 120 hours. Conversion to three credit hour courses reduces the number of credit hours students are required to complete for general education courses. For example, although the general education requirements specify 6 credit hours of mathematics, no math general education courses had been offered that totaled 6 hours, so students had to take 8 hours to complete the requirement. This change helps make possible the reduction in the graduation minimum to 120, since, in most cases, the general education and major requirements can be completed in 120 hours under a predominantly 3 credit-hour model.

Leadership: The Provost's office, assisted by the University Curriculum Committee, took the lead in implementing the Curriculum Conversion. A Transition Team was established in Fall 2013 to support the Provost's office and to help facilitate implementation.

Outcome/Measure of Success: Success will be measured by monitoring the numbers of credit hours students earn in the process of completing their degrees. The goal is to increase the numbers of students who graduate with as close to 120 hours as possible.

Timeline: The curriculum has been converted as of Spring 2014, with implementation to begin in Fall 2014. Advising of students for the transition is in progress and will be completed during Summer 2014.

e. Graduation Incentive Plan

Objective: Reduce time to graduation

Strategy: The new Graduation Incentive Plan, devised by CSU President Ronald Berkman, rebates 2 percent of tuition cost plus \$100 per semester in book expenses to undergraduate students who complete their full academic year in good standing. Students must maintain at least a 2.0 grade point average and complete 30 credit hours within the academic year, which can include a combination of fall, spring and two summer terms. The tuition rebate will be credited to the student's CSU account toward future tuition, and credit will be issued at the CSU bookstore. Graduating seniors will be given an option of applying their earned credits toward graduate school tuition.

Leadership: President Berkman

Others: Associate Vice-President for Finance, Treasury Services

Outcome/Measure of Success: The proportion of students who complete at least 30 hours in an academic year before and after this change will be compared. Since other initiatives have been begun concurrently with this one, it will not be possible to attribute progress to any single initiative.

Timeline: This change is currently in place.

f. Implement a Student-Centered Scheduling Model

Objective: To provide registration options and produce a schedule of courses that supports student academic needs and removes barriers for degree completion.

Strategy 1 - Multi-term Registration

This model, the first in Ohio, allows students to plan ahead by posting the course offering and allowing degree seeking students to register for an entire academic year at one time. This is particularly important for Cleveland State students who balance taking courses with extensive family and work obligations. This long-term scheduling model allows students to schedule their academic courses for an entire year without altering the due dates for payment, which remain one week prior to the start of each term.

An important component of implementation was having a mechanism to monitor pre-requisites and remove students from future terms if pre-requisite courses were either dropped or not passed. For example: Registration for the academic year opens in March and a student registers for ENG 101 in the Fall term and ENG 102 in the Spring term. In October the student withdraws from ENG 101 for the Fall term. This student is no longer qualified to take ENG 102 in the Spring term, so must be removed from the course.

Leadership: The Office of the University Registrar is responsible for implementation of multi-term registration. Implementation required coordination with Information Systems & Technology (IS & T) and collaboration with the academic units.

Outcomes/Measure of Success: Since implementation, an average of 80% of students have taken advantage of the option to register for multiple terms. Both faculty and student feedback concerning the program has been overwhelmingly positive.

Timeline: The year-long academic schedules (multi-term registration) were implemented in March of 2012.

Strategy 2 – Course Waitlists

Course waitlists were implemented to provide a fair, systematic means for students to seek entry into courses that have reached capacity. Students can add themselves to waitlists for closed courses and are admitted, in order of their place on the waitlist, as space in the desired course becomes available. Course waitlists also provide the University with a better metric to monitor course demand. Weekly reports are generated for courses that have 10 or more waitlisted students and distributed to the academic departments. Where warranted and possible, additional sections are added to meet student demand.

Leadership: The Office of the University Registrar is responsible for implementation of course waitlists. Implementation required coordination with Information Systems & Technology (IS & T) and collaboration with the academic units.

Outcomes/Measure of Success: In the first year over 5500 enrollment transactions were facilitated from waitlists. In Year 2, enrollment transactions from waitlist already exceed 7000.

Timeline: Course waitlists were implemented in March of 2012 for the Fall 2012 term.

Strategy 3 –Time Grid/ Course Scheduling Policy

Cleveland State has contracted with Ad Astra Information Systems to conduct a strategic scheduling check-up to analyze instructional capacity and historical course offerings and to recommend changes that would affect students' enrollment behavior and success rates and promote the effective use of teaching resources. As a result of this report, CSU put in place several policies for the 2014-15 academic year:

- 60% policy that will spread course offerings across the standard scheduling week, decreasing the possibility of students' encountering course scheduling conflicts.
- Implementation of a new time grid and enforcement of standard time grid to prevent negative impacts on student scheduling options and classroom availability.

Leadership: The Office of the University Registrar proposed the new time grid and scheduling policy with approval from Faculty Senate. The Registrar's Office in consultation with the academic units will monitor for compliance.

Outcomes/Measure of Success: Academic departments will schedule no more than 60% of their total offerings on Monday/Wednesday/Friday and no more than 60% of total offerings on Tuesday/Thursday. Academic departments will schedule no more than 60% of their total offerings during "prime time" hours. Courses approved for "Off grid" scheduling exceptions will not exceed 8%.

Timeline: The new time grid and policies are effective Fall 2014.

g. Provide Support for Academic Success in Entry-level Courses

Objective: to address the low success rate among freshman students by providing advice and support services.

Strategy: The University 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) and SLA (mandatory) components led by student leaders who have regularly scheduled meetings outside of regular class time to supplement the instruction students obtain from the professor.

Leadership: The Vice-Provost for Academic Programs oversees TASC and the Writing Center. The Chair of the Math Department coordinates the Math Learning Center.

Outcome/Measure of Success: the success of the strategy will be measured by improved success rates in traditionally low-success rate courses and pass rates in Freshman English and Math courses.

Timeline: TASC was established in 2008 and SI/SLA supported was initiated in 2008-09. Success Coaching has been offered since Spring 2012. Analysis of data on the first five years of SI/SLA support shows that students who attend SI/SLA sessions score one average letter grade higher than those who do not. Withdrawals were also reduced by 10-25% in sections supported by SI/SLA.

Enhanced Completion Strategies

In the 2014-16 period covered by this document, Cleveland State University plans to implement several *new* strategies designed to enhance student success and speed progress towards degree completion:

a. Implement Degree Maps with Milestones

Objective: to increase the number of students who complete their program in 4-6 years *and* to decrease the numbers of students who are “stuck” in majors they are unlikely to complete.

Strategy: The Student Success Committee and the Provost’s office have endorsed the idea of using degree maps and milestones as a central tool in advising students.

Currently, degree maps exist, but are not widely used in most programs and are not disseminated widely to students, advisors and faculty.

The plan is to post degree maps in a prominent place and to encourage students, faculty and staff to utilize them consistently in planning academic schedules. In addition, programs will be asked to identify milestone courses in each semester/year of the program. Students who have completed these courses in the specified period of time will be said to be “on track.” Students who have not will be required, after a specified interval, to seek advisement and, if they fall far enough behind, will be prevented from continuing further in that major (and advised to pursue an alternative major).

Leadership: The Vice Provost for Academic Programs, aided by the Student Success Implementation Committee, will take the lead in implementing the degree map program

Others: The Senate Admissions and Standards Committee expressed its general support for the development of such a program in Spring 2014. Department faculty will need to verify the accuracy of existing degree maps and identify the milestone courses for each program. Starfish (or another software package) will need to be programmed to incorporate the degree maps and to signal when students fall “off track” (requiring assistance from Registrar, IS&T, the Starfish staff). Advising offices will need to be trained in the use of the protocols associated with the milestones and in how to intervene when students fall off track. A plan specifying appropriate interventions will need to be developed in consultation with the Student Success Committee (and approved by Senate).

Outcome/Measure of Success: the success of the strategy will be measured by monitoring the four- and six-year graduation rate in all programs that identify milestones (increased rates will signify success). In addition, a decrease in the numbers of students in majors but ‘off track’ will indicate that the program is succeeding in moving students out of majors in which they are not likely to succeed.

Timeline: A program of maps and milestones for a small number of programs will be piloted for Fall 2014. Maps and milestones for all programs will be developed in Spring 2015 and implemented for Fall 2015. Senate will be asked to endorse a plan for intervening with students who are “off track” during AY 2014-15. The full program will be implemented in Fall 2015 and applied to the incoming freshman class of Fall 2015. If possible, a plan will also be developed and approved by Faculty Senate to be applied to continuing students in Fall 2015.

b. Implement Graduation Plan Requirement for all students

Objective: to reduce average time to degree completion.

Strategy: Each student should have a plan for graduation at every point throughout their academic career at the university. As entering first year students, the plan will be less specific. Students will enter into a first year program that is consistent with a group of related majors. Once they are more sure of what field they wish to major in, they will complete a more specific plan. The university has developed degree maps for each academic program that show a generic route to degree completion in four years. The graduation plan requirement would have each student develop his or her own plan for graduation. The graduation plan might be identical to the standard degree map for his or her academic program or it may vary based on different choices for general education requirements, a different placement level or differing test or course credits transferred in.

For the student, the purpose of the graduation plan requirement is to make it easy for them to judge where they are within their academic program and to see the consequences of dropping or withdrawing from a course, taking an overload or taking courses out of sequence. For academic departments and the university, the graduation plan will facilitate scheduling, allowing departments and the Registrar to see how many seats are required in various courses.

Leadership: The Vice Provost for Academic Programs, aided by the Student Success Implementation Committee, will take the lead in implementing the graduation plan program.

Others: The plan has already been endorsed by Faculty Senate. Software support for implementing such a system is under consideration. Advising offices will need to be trained in the use of the protocols associated with the graduation plan requirement.

Outcome/Measure of Success: the success of the strategy will be measured counting the number of students with valid graduation plans on file. Ultimate success will be reflected in improved graduation rates.

Timeline: Selected units will implement the graduation plan requirement in Fall 2014. First-year students in all programs will incorporate the graduation plan in Fall 2015. All programs will implement the graduation plan requirement by Fall 2016.

c. Transfer Intake Center/Coordinator

Objective: To assist prospective transfer students seeking information about degree planning in the event that 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.

Strategy: A Transfer Intake Center will be created in the Division of Academic Programs to work with prospective and new transfer students at CSU. 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 Intake Center would be staffed by personnel able to evaluate transfer credits, assess their prior learning, and advise students about degree options. This would complement the existing efforts in Enrollment Services to recruit students interested in transferring to CSU.

In addition, students who transfer to CSU often wind up self-advising, either because they are unsure about their major program or have difficulty identifying the appropriate college office from which to seek advice. The Transfer Intake Center would provide a central, highly visible “first stop” for students, who could get advice about which majors to pursue, get 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. The Transfer Intake Center could also provide “intrusive advising” for first-semester transfers (following up on flags raised in the Starfish early warning system) to ensure that students adjust effectively to CSU and their major program. Finally, once a graduation completion plan procedure is in place, the transfer intake center would provide incoming students with a graduation completion plan form that they would be required to complete in consultation with a college or major program advisor, once they have declared a major.

Leadership: The Vice-Provost for Academic Programs will direct the creation of the Transfer Intake Center, in consultation/collaboration with Enrollment Services/Admissions.

Outcome: The success of the program will be measured by surveying transfer students about their experience in making the transition to CSU, monitoring the numbers of transfer students who maintain regular contact with an academic advisor, and monitoring trends in course completion and graduation numbers among transfers.

Timeline: A pilot Transfer Intake Center can be in place as early as Fall 2014 with few additional resources. The Center would likely be adequately staffed to handle the students who transfer to CSU in Spring. A needs assessment would need to be completed in Fall 2014 and a staffing plan adequate to handle the larger volume of work created by Fall admissions would need to be developed early in 2015. The goal is to have a fully functional, adequately staffed Intake Center by Fall 2015.

d. Educate Students About Financial Literacy

Objective: To provide students with the financial education and tools for them to make informed financial decisions. To help students develop basic life skills that will guide them in budgeting and managing funds, including student loans and loan repayment.

Strategy: The Division of Enrollment Services along with members of the university community recognize the need for a systematic approach to teaching students money management and sound financial practices while they are on campus. By setting a solid foundation, students will be enabled to manage their funds and student debt more wisely once they graduate. Currently, programs are offered by various departments on campus, but there is not a concerted effort to bring these programs together or to expand the initiative.

The plan is to expand financial literacy efforts campus-wide by providing a number of outreach events in conjunction with student life and targeting the ASC 101 classes each semester. These will need to include efforts to educate students about the importance of making satisfactory academic progress. Students who withdraw from courses during a semester and students who do not successfully complete a semester (no credits earned) leave the university with debt, which hampers their eventual degree completion. Additionally, timely degree completion is negatively affected each time a student fails a class, is not advised correctly, or changes majors. This has a significant financial impact on the student through increased borrowing /debt as they try to complete their degree program.

Leadership: The Director of Financial Aid with the assistance of All-in-1 and collaboration with other student services offices and academic departments will spear-head the implementation of campus-wide financial aid literacy training.

Others: The university community will need to embrace the financial literacy outreach efforts for the program to be successful. All-in-1 will need to take a more intrusive role when speaking with students who are dropping or withdrawing from classes and address the financial implications of doing so. In addition, academic advisors and specialized program advisors will need to be alert to these students when advising them on course selection and adjusting their schedules and direct them to All-in-1 for information related to the financial impact of their choices.

Outcome/Measure of Success: The success of the financial literacy efforts will have to be measured by surveys provided by participants in increments. Students' level of knowledge of personal financial concepts (budgeting, credit-card use, student loan borrowing), students' change in attitude related to these issues, and changes in their behaviors in personal finance matters all need to be measured.

Students will need to participate in an online literacy program (Great Lakes Higher Education Access Ready Program) where students and families can self-educate.

Timeline: The goal is to expand financial literacy efforts on-campus and be a more visible presence in Fall, 2014. This effort will be enhanced when it becomes part of all ASC 100 classes, thereby reaching the new freshmen class. Additionally students will be able to access an online literacy program that will supplement information on CSU's website; there will also be an increased number of campus-wide targeted literacy programs during AY 2014-15.

e. Identify Pedagogical Methods that Match the Needs of CSU Students and Encourage Faculty to Adopt Them

Objective: To learn more about innovative instructional methods in use at other institutions, identify those that would be effective at CSU, and encourage faculty to adopt them in their classes, particularly those with large numbers of first- and second-year students. To encourage faculty ownership of the issue of student success.

Strategy: Expand the efforts of the Center for Teaching Excellence to identify innovative teaching practices. Invite leading experts to campus to work with CSU faculty interested in adopting them. Conduct regular workshops demonstrating how innovative teaching methods can be used in undergraduate classes. Make encouraging continuous improvement in teaching part of faculty members' regular annual review by the department and the Dean.

Leadership: The Center for Teaching Excellence and the office of Academic Programs to which it reports will take the lead in developing programming, inviting experts to campus, etc. The Provost's office will work with the Deans to make improvement in teaching an element of each faculty member's annual review.

Outcome/Measures of Success: The success of the strategy will be evaluated by measuring the number of programs on innovative pedagogy offered by the Center for Teaching Excellence and by faculty attendance at those workshops. Requiring that faculty address the question of how they improved their teaching could be made part of the Faculty Development Plan, which would allow Deans and department Chairs to evaluate progress in improving pedagogy.

Timeline: Expanding the activity of the Center for Teaching Excellence will begin in Fall 2014 and will be ongoing. Adding an evaluation of teaching improvement to the Faculty Development Plan could be implemented by Spring 2015 if all parties agreed.

5. 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 particular note:

a. Program Prioritization: the Provost's office is in the midst of a program prioritization effort, in which the Colleges have been asked to identify programs that are worthy of support and expansion and others from which resources could safely be transferred. Part of this process involves asking programs to identify areas of unmet labor market demand and to comment on how programmatic change or expansion would serve that demand. The intent is to direct resources to areas in which the region has unmet labor market demands so that graduating students will be more successful in finding appropriate professional employment and so that area employers' needs will be served by the University.

b. Engaged Learning: CSU's Office of Engagement is in the midst of a sustained effort to achieve Carnegie classification for Community Engagement. An important part of that effort is outreach to area employers and a strong commitment to expanding the numbers of students who engage in co-op and internship experiences in the region. Led by Dr. Byron White, the Office of Engagement has committed to doubling the number of such students over the coming year and to expanding the number and range of opportunities available to interested students. This means working both with employers who already accept CSU students as interns (and persuading them to accept more) and with those who have not yet done so (but can be persuaded to begin an internship program). It also means working with academic programs in which internship programs can be made part of the regular curriculum (such as Engineering, Business, Computer Science, or Criminology) and with individual students to help them find internship opportunities and prepare to apply for them successfully.

c. Career Services: CSU is planning a complete overhaul of its Career Services office to make it more effective in serving the needs of both students and employers. Over the next year, the plan is to move away from the traditional model of helping students to identify employment opportunities linked to their majors towards a model that involves interaction among employers, career services and students. Students will be encouraged not just to think about which majors have career opportunities, but to think about the skills they acquire in their coursework and how those skills apply to different career opportunities. Employers will be encouraged to expand their understanding of what sort of student best meets their needs; rather than thinking purely in terms of majors, they will be encouraged (through interaction with Career Services) also to think about skills and competencies that students may have. Central to this effort will be opportunities for students and employers to interact earlier and more often, and in contexts other than traditional career fairs. Career services will work with freshman and college

advising offices to get students involved in Career Services programming early in their academic careers, will encourage contact with employers through internships, on-campus meetings, and site visits, and will make use of Starfish advising technology to communicate with students about opportunities and appointments related to career planning.

Cleveland State University

Progress and Completion Report

March, 2014

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Connection: Undergraduate Enrollment at Cleveland State University
Fall Term 2012

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	1,692	100.0%	8,053	100.0%	2,064	100.0%	11,809	100.0%
Enrolled Part Time	168	9.9%	2,433	30.2%	683	33.1%	3,284	27.8%
Not Degree/Certificate Seeking	113	6.7%	364	4.5%	162	7.8%	639	5.4%
First Generation College	573	33.9%	2,744	34.1%	708	34.3%	4,025	34.1%
Pell Eligible	780	46.1%	3,771	46.8%	942	45.6%	5,493	46.5%
Took Remedial Courses	564	33.3%	3,617	44.9%	946	45.8%	5,127	43.4%
Female	918	54.3%	4,338	53.9%	1,151	55.8%	6,407	54.3%
Age 18-24	1,568	92.7%	4,562	56.6%	1,201	58.2%	7,331	62.1%
Age 25 and Older	100	5.9%	3,480	43.2%	863	41.8%	4,443	37.6%
Race / Ethnicity								
<i>American Indian or Alaskan Native</i>	5	0.3%	23	0.3%	5	0.2%	33	0.3%
<i>Asian or Pacific Islander</i>	53	3.1%	203	2.5%	42	2.0%	298	2.5%
<i>Black, non-Hispanic</i>	305	18.0%	1,576	19.6%	473	22.9%	2,354	19.9%
<i>Hispanic</i>	96	5.7%	303	3.8%	100	4.8%	499	4.2%
<i>White, non-Hispanic</i>	1,019	60.2%	4,978	61.8%	1,247	60.4%	7,244	61.3%
<i>Two or More Races</i>	69	4.1%	121	1.5%	62	3.0%	252	2.1%
<i>Nonresident Alien</i>	117	6.9%	340	4.2%	81	3.9%	538	4.6%
<i>Race Unknown</i>	28	1.7%	509	6.3%	54	2.6%	591	5.0%
Earned a Certificate/Degree Prior to Current Year	23	1.4%	1,388	17.2%	464	22.5%	1,875	15.9%

Discipline Area Profile

	Entering	Returning	Transfer	Total
Arts & Humanities	30.6%	19.1%	20.6%	21.0%
Business	9.0%	15.1%	14.8%	14.2%
Education	4.1%	8.2%	6.6%	7.3%
Engineering	12.6%	9.6%	7.4%	9.6%
Health	20.9%	14.6%	15.3%	15.6%
Law	0.0%	0.0%	0.0%	0.0%
Natural Science & Mathematics	8.5%	10.2%	9.1%	9.8%
Services	2.7%	3.1%	2.6%	3.0%
Social & Behavioral Sciences	8.7%	16.4%	17.8%	15.6%

**Progress: Fall 2007 Cohort of First-Time, Degree-Seeking Students
Cleveland State University**

Entering Students in Fall 2007	Number in Cohort	First Year Measures						Second Year Measures				Fourth Year Measures			
		First Term Credits Attempted		Fall to Spring Persist-ence	Cumulative 1st Year Credit Attain- ment	Completed 80% or More of Credits Attempted	Transfer-red before Earning a Credential	Fall to Fall Persist-ence	Cumulative 2nd Year Credit Attainment	Continuous Enrollment (Fall Spring)	Transfer-red before Earning a Credential	Cumulative 4th Year Credit Attainment		Continuous Enrollment (Fall Spring)	Transfer-red before Earning a Credential
Full-Time		12-14	15 +		24 +				48 +			90 to <120	120 +		
Total	1070	55.2%	44.8%	84.4%	49.1%	75.4%	18.6%	56.1%	36.5%	49.2%	10.3%	17.2%	14.4%	32.2%	4.5%
By Discipline Area															
Arts & Humanities	91	44.0%	56.0%	89.0%	62.6%	84.6%	14.3%	63.7%	52.7%	61.5%	9.9%	27.5%	22.0%	47.3%	2.2%
Business	95	33.7%	66.3%	89.5%	62.1%	82.1%	16.8%	67.4%	46.3%	63.2%	6.3%	24.2%	17.9%	41.1%	6.3%
Education	2														
Engineering	68	23.5%	76.5%	91.2%	64.7%	85.3%	11.8%	75.0%	55.9%	69.1%	7.4%	26.5%	27.9%	51.5%	1.5%
Health	24	41.7%	58.3%	91.7%	79.2%	91.7%	20.8%	58.3%	54.2%	54.2%	16.7%	12.5%	20.8%	37.5%	4.2%
Law	0														
Natural Science & Mathematics	51	52.9%	47.1%	82.4%	51.0%	78.4%	21.6%	58.8%	37.3%	54.9%	9.8%	15.7%	15.7%	35.3%	7.8%
Services	28	71.4%	28.6%	85.7%	57.1%	85.7%	14.3%	60.7%	42.9%	53.6%	3.6%	32.1%	10.7%	42.9%	0.0%
Social & Behavioral Sciences	83	45.8%	54.2%	89.2%	57.8%	79.5%	22.9%	56.6%	39.8%	54.2%	7.2%	15.7%	20.5%	36.1%	1.2%
By Other Characteristics															
First Generation College	445	58.0%	42.0%	84.0%	44.0%	72.4%	22.9%	51.5%	32.4%	44.9%	11.9%	17.5%	10.1%	29.4%	4.9%
Pell Eligible	509	62.3%	37.7%	84.7%	41.3%	68.6%	19.4%	52.3%	30.6%	45.2%	10.4%	16.7%	10.0%	28.7%	4.7%
Took Remedial Courses	624	65.4%	34.6%	83.2%	35.7%	67.8%	22.9%	47.8%	24.4%	39.4%	11.2%	13.5%	7.1%	22.9%	5.4%
Female	583	59.9%	40.1%	82.8%	46.3%	75.1%	19.2%	54.5%	35.2%	48.4%	10.1%	16.3%	14.2%	30.4%	5.7%
Age 18-24	1018	55.1%	44.9%	84.4%	48.8%	75.6%	19.2%	55.7%	36.1%	48.9%	10.3%	17.3%	14.1%	32.5%	4.5%
Age 25 and Older	32	71.9%	28.1%	75.0%	37.5%	65.6%	3.1%	59.4%	34.4%	46.9%	3.1%	18.8%	12.5%	25.0%	6.3%
By Race/Ethnicity															
American Indian or Alaskan Native	3														
Asian or Pacific Islander	38	47.4%	52.6%	84.2%	65.8%	84.2%	10.5%	65.8%	55.3%	60.5%	7.9%	21.1%	23.7%	44.7%	5.3%
Black, non-Hispanic	291	70.4%	29.6%	82.8%	26.1%	57.4%	24.1%	42.3%	17.5%	34.0%	10.0%	10.7%	4.1%	16.8%	5.5%
Hispanic	57	68.4%	31.6%	78.9%	40.4%	75.4%	21.1%	45.6%	24.6%	40.4%	10.5%	15.8%	8.8%	19.3%	7.0%
White, non-Hispanic	584	47.3%	52.7%	86.5%	59.6%	83.6%	17.1%	62.7%	45.7%	57.4%	10.1%	21.4%	18.3%	40.8%	4.3%
Nonresident Alien	12	50.0%	50.0%	83.3%	75.0%	91.7%	0.0%	50.0%	50.0%	41.7%	0.0%	8.3%	33.3%	25.0%	0.0%
Race Unknown	85	52.9%	47.1%	80.0%	50.6%	76.5%	14.1%	61.2%	36.5%	47.1%	15.3%	11.8%	18.8%	30.6%	1.2%

**Progress: Fall 2007 Cohort of First-Time, Degree-Seeking Students
Cleveland State University**

Entering Students in Fall 2007	Number in Cohort	First Year Measures						Second Year Measures				Fourth Year Measures			
		First Term Credits Attempted		Fall to Spring Persist-ence	Cumulative 1st Year Credit Attain- ment	Completed 80% or More of Credits Attempted	Transfer-red before Earning a Credential	Fall to Fall Persist-ence	Cumulative 2nd Year Credit Attainment	Continuous Enrollment (Fall Spring)	Transfer-red before Earning a Credential	Cumulative 4th Year Credit Attainment		Continuous Enrollment (Fall Spring)	Transfer-red before Earning a Credential
Part-Time		< 6	6 +		12 +				24 +			45 to < 60	60 +		
Total	149	61.7%	38.3%	45.0%	21.5%	58.4%	8.1%	28.9%	12.8%	17.4%	4.0%	2.7%	6.0%	5.4%	3.4%
By Discipline Area															
Arts & Humanities	1														
Business	2														
Education	3														
Engineering	1														
Health	0														
Law	0														
Natural Science & Mathematics	0														
Services	0														
Social & Behavioral Sciences	0														
By Other Characteristics															
First Generation College	11	18.2%	81.8%	63.6%	27.3%	54.5%	18.2%	18.2%	18.2%	18.2%	9.1%	0.0%	18.2%	18.2%	0.0%
Pell Eligible	14	14.3%	85.7%	50.0%	35.7%	42.9%	7.1%	28.6%	28.6%	28.6%	21.4%	0.0%	14.3%	7.1%	0.0%
Took Remedial Courses	16	6.3%	93.8%	81.3%	56.3%	68.8%	12.5%	56.3%	43.8%	43.8%	25.0%	0.0%	25.0%	12.5%	0.0%
Female	90	65.6%	34.4%	51.1%	22.2%	58.9%	5.6%	30.0%	11.1%	16.7%	5.6%	0.0%	5.6%	5.6%	3.3%
Age 18-24	54	46.3%	53.7%	38.9%	24.1%	77.8%	14.8%	20.4%	14.8%	13.0%	7.4%	3.7%	5.6%	0.0%	3.7%
Age 25 and Older	93	69.9%	30.1%	49.5%	20.4%	48.4%	4.3%	34.4%	11.8%	20.4%	2.2%	2.2%	6.5%	8.6%	2.2%
By Race/Ethnicity															
American Indian or Alaskan Native	0														
Asian or Pacific Islander	7	71.4%	28.6%	42.9%	28.6%	85.7%	0.0%	28.6%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black, non-Hispanic	20	35.0%	65.0%	65.0%	40.0%	60.0%	25.0%	35.0%	30.0%	35.0%	20.0%	0.0%	15.0%	10.0%	0.0%
Hispanic	2														
White, non-Hispanic	71	66.2%	33.8%	40.8%	19.7%	66.2%	5.6%	29.6%	12.7%	15.5%	2.8%	4.2%	7.0%	4.2%	7.0%
Nonresident Alien	5														
Race Unknown	44	70.5%	29.5%	40.9%	9.1%	38.6%	6.8%	27.3%	4.5%	15.9%	0.0%	2.3%	2.3%	6.8%	0.0%

Completion Rates: Six-Year Outcomes for Fall 2007 Cohort of First-Time, Degree-Seeking Students at Cleveland State University

	Number in Cohort	Year 4 Outcomes						Year 5 Outcomes*						Year 6 Outcomes*					
		Associate Degree			Bachelor's Degree or Higher			Associate Degree			Bachelor's Degree or Higher			Associate Degree			Bachelor's Degree or Higher		
		Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total
Full-Time																			
Total	1070	0.0%	0.0%	0.0%	3.4%	3.8%	7.2%	0.0%	0.0%	0.0%	8.5%	12.8%	21.3%	0.0%	0.0%	0.0%	10.7%	19.3%	30.0%
By Discipline Area upon Entry																			
Arts & Humanities	91	0.0%	0.0%	0.0%	12.1%	2.2%	14.3%	0.0%	0.0%	0.0%	30.8%	6.6%	37.4%	0.0%	0.0%	0.0%	34.1%	8.8%	42.9%
Business	95	0.0%	0.0%	0.0%	8.4%	3.2%	11.6%	0.0%	0.0%	0.0%	20.0%	10.5%	30.5%	0.0%	0.0%	0.0%	26.3%	13.7%	40.0%
Education	2																		
Engineering	68	0.0%	0.0%	0.0%	4.4%	2.9%	7.4%	0.0%	0.0%	0.0%	25.0%	8.8%	33.8%	0.0%	0.0%	0.0%	36.8%	14.7%	51.5%
Health	24	0.0%	0.0%	0.0%	12.5%	4.2%	16.7%	0.0%	0.0%	0.0%	16.7%	8.3%	25.0%	0.0%	0.0%	0.0%	20.8%	20.8%	41.7%
Law	0																		
Natural Science & Mathematics	51	0.0%	0.0%	0.0%	3.9%	2.0%	5.9%	0.0%	0.0%	0.0%	13.7%	7.8%	21.6%	0.0%	0.0%	0.0%	15.7%	9.8%	25.5%
Services	28	0.0%	0.0%	0.0%	0.0%	10.7%	10.7%	0.0%	0.0%	0.0%	7.1%	21.4%	28.6%	0.0%	0.0%	0.0%	10.7%	32.1%	42.9%
Social & Behavioral Sciences	83	0.0%	0.0%	0.0%	10.8%	2.4%	13.3%	0.0%	0.0%	0.0%	16.9%	7.2%	24.1%	0.0%	0.0%	0.0%	21.7%	13.3%	34.9%
By Other Characteristics																			
First Generation College	445	0.0%	0.0%	0.0%	2.0%	2.5%	4.5%	0.0%	0.0%	0.0%	5.8%	11.5%	17.3%	0.0%	0.0%	0.0%	7.2%	19.3%	26.5%
Pell Eligible	509	0.0%	0.0%	0.0%	2.2%	2.2%	4.3%	0.0%	0.0%	0.0%	5.9%	9.6%	15.5%	0.0%	0.0%	0.0%	7.5%	17.1%	24.6%
Took Remedial Courses	624	0.0%	0.0%	0.0%	1.3%	0.6%	1.9%	0.0%	0.0%	0.0%	3.4%	7.7%	11.1%	0.0%	0.0%	0.0%	4.8%	15.1%	19.9%
Female	583	0.0%	0.0%	0.0%	4.1%	3.8%	7.9%	0.0%	0.0%	0.0%	8.7%	13.7%	22.5%	0.0%	0.0%	0.0%	10.5%	20.2%	30.7%
Age 18-24	1018	0.0%	0.0%	0.0%	3.1%	3.6%	6.8%	0.0%	0.0%	0.0%	8.4%	12.8%	21.2%	0.0%	0.0%	0.0%	10.8%	19.3%	30.1%
Age 25 and Older	32	0.0%	0.0%	0.0%	6.3%	6.3%	12.5%	0.0%	0.0%	0.0%	9.4%	9.4%	18.8%	0.0%	0.0%	0.0%	9.4%	15.6%	25.0%
By Race/Ethnicity																			
American Indian or Alaskan Native	3																		
Asian or Pacific Islander	38	0.0%	0.0%	0.0%	5.3%	2.6%	7.9%	0.0%	0.0%	0.0%	13.2%	10.5%	23.7%	0.0%	0.0%	0.0%	15.8%	28.9%	44.7%
Black, non-Hispanic	291	0.0%	0.0%	0.0%	0.3%	1.0%	1.4%	0.0%	0.0%	0.0%	1.0%	5.8%	6.9%	0.0%	0.0%	0.0%	1.7%	11.7%	13.4%
Hispanic	57	0.0%	0.0%	0.0%	0.0%	3.5%	3.5%	0.0%	0.0%	0.0%	0.0%	17.5%	17.5%	0.0%	0.0%	0.0%	1.8%	24.6%	26.3%
White, non-Hispanic	584	0.0%	0.0%	0.0%	5.3%	5.1%	10.4%	0.0%	0.0%	0.0%	12.8%	15.6%	28.4%	0.0%	0.0%	0.0%	15.9%	21.7%	37.7%
Nonresident Alien	12	0.0%	0.0%	0.0%	8.3%	25.0%	33.3%	0.0%	0.0%	0.0%	8.3%	25.0%	33.3%	0.0%	0.0%	0.0%	8.3%	25.0%	33.3%
Race Unknown	85	0.0%	0.0%	0.0%	1.2%	2.4%	3.5%	0.0%	0.0%	0.0%	7.1%	14.1%	21.2%	0.0%	0.0%	0.0%	9.4%	20.0%	29.4%

* Year five and year six outcomes are cumulative

Completion Rates: Six-Year Outcomes for Fall 2007 Cohort of First-Time, Degree-Seeking Students at Cleveland State University

	Number in Cohort	Year 4 Outcomes						Year 5 Outcomes*						Year 6 Outcomes*					
		Associate Degree			Bachelor's Degree or Higher			Associate Degree			Bachelor's Degree or Higher			Associate Degree			Bachelor's Degree or Higher		
		Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total
Part-Time																			
Total	149	0.0%	0.0%	0.0%	0.0%	4.0%	4.0%	0.0%	0.0%	0.0%	0.7%	4.7%	5.4%	0.0%	0.0%	0.0%	0.7%	5.4%	6.0%
By Discipline Area upon Entry																			
Arts & Humanities	1																		
Business	2																		
Education	3																		
Engineering	1																		
Health	0																		
Law	0																		
Natural Science & Mathematics	0																		
Services	0																		
Social & Behavioral Sciences	0																		
By Other Characteristics																			
First Generation College	11	0.0%	0.0%	0.0%	0.0%	9.1%	9.1%	0.0%	0.0%	0.0%	0.0%	9.1%	9.1%	0.0%	0.0%	0.0%	0.0%	9.1%	9.1%
Pell Eligible	14	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.1%	7.1%	0.0%	0.0%	0.0%	0.0%	7.1%	7.1%
Took Remedial Courses	16	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.3%	6.3%	0.0%	0.0%	0.0%	0.0%	12.5%	12.5%
Female	90	0.0%	0.0%	0.0%	0.0%	2.2%	2.2%	0.0%	0.0%	0.0%	1.1%	3.3%	4.4%	0.0%	0.0%	0.0%	1.1%	3.3%	4.4%
Age 18-24	54	0.0%	0.0%	0.0%	0.0%	3.7%	3.7%	0.0%	0.0%	0.0%	1.9%	5.6%	7.4%	0.0%	0.0%	0.0%	1.9%	7.4%	9.3%
Age 25 and Older	93	0.0%	0.0%	0.0%	0.0%	4.3%	4.3%	0.0%	0.0%	0.0%	0.0%	4.3%	4.3%	0.0%	0.0%	0.0%	0.0%	4.3%	4.3%
By Race/Ethnicity																			
American Indian or Alaskan Native	0																		
Asian or Pacific Islander	7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black, non-Hispanic	20	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.0%	5.0%	0.0%	0.0%	0.0%	0.0%	5.0%	5.0%
Hispanic	2																		
White, non-Hispanic	71	0.0%	0.0%	0.0%	0.0%	5.6%	5.6%	0.0%	0.0%	0.0%	1.4%	5.6%	7.0%	0.0%	0.0%	0.0%	1.4%	7.0%	8.5%
Nonresident Alien	5																		
Race Unknown	44	0.0%	0.0%	0.0%	0.0%	4.5%	4.5%	0.0%	0.0%	0.0%	0.0%	4.5%	4.5%	0.0%	0.0%	0.0%	0.0%	4.5%	4.5%

* Year five and year six outcomes are cumulative

Completion: Associate and Bachelor's Degrees Awarded in 2012-2013 at Cleveland State University

	Associate Degree			Bachelor's Degree		
	Number Awarded	Average Credits Earned	Median Time to Completion (Years)	Number Awarded	Average Credits Earned	Median Time to Completion (Years)
Native						
Total	-	0.0	0.0	589	127.5	4.7
By Discipline Area						
Arts & Humanities	0			92	128.5	4.7
Business	0			117	123.3	4.7
Education	0			29	130.6	4.7
Engineering	0			64	151.0	4.7
Health	0			71	124.8	4.3
Law	0			-		
Natural Science & Mathematics	0			53	136.7	3.7
Services	0			29	127.0	4.3
Social & Behavioral Sciences	0			134	116.3	5.0
By Other Characteristics						
First Generation College	0	0.0	0.0	239	124.3	4.7
Pell Eligible	0	0.0	0.0	345	123.5	4.7
Took Remedial Courses	0	0.0	0.0	259	123.1	4.7
Female	0	0.0	0.0	320	122.5	4.3
By Race / Ethnicity						
American Indian or Alaskan Native	0			1		
Asian or Pacific Islander	0			19	119.2	4.7
Black, non-Hispanic	0			97	121.4	5.7
Hispanic	0			17	110.7	4.3
White, non-Hispanic	0			380	129.8	4.3
Two or More Races	0			1		
Nonresident Alien	0			25	130.1	4.3
Race Unknown	0			49	132.3	5.0
Transfer						
Total	-	0.0	0.0	1,528	85.5	3.0
By Discipline Area						
Arts & Humanities	0			227	85.9	3.3
Business	0			282	80.9	3.0
Education	0			109	95.7	3.3
Engineering	0			95	103.1	3.7
Health	0			255	91.9	3.0
Law	0			-		
Natural Science & Mathematics	0			137	90.9	3.3
Services	0			40	89.6	2.7
Social & Behavioral Sciences	0			383	74.8	2.7
By Other Characteristics						
First Generation College	0			634	85.1	3.3
Pell Eligible	0			964	85.4	3.3
Took Remedial Courses	0			660	85.1	3.3
Female	0			890	84.6	3.0
By Race / Ethnicity						
American Indian or Alaskan Native	0			7	82.9	4.3
Asian or Pacific Islander	0			40	90.6	3.3
Black, non-Hispanic	0			253	85.8	3.7
Hispanic	0			55	89.1	3.7
White, non-Hispanic	0			1,046	85.2	3.0
Two or More Races	0			12	60.0	1.7
Nonresident Alien	0			23	80.1	2.7
Race Unknown	0			92	88.8	3.7