



Central State University College Completion Plan 2014-2016



Central State University

College Completion Plan 2014-2016

I. INTRODUCTION

Central State University submits this College Completion Plan in compliance with House Bill 59 of the 130th General Assembly. Central State University has drafted a strategic plan for the period 2014-2020 that includes specific strategies identified to increase course completion, retention, and graduation rates. Successful implementation of these strategies will increase the number of students who graduate from the university.

Central State University has been designated a Land-Grant Institution. As a result, the University has proposed an update of its Mission to include this status and has begun to plan for all opportunities the designation affords.

Mission (Proposed in the 2014-2020 Strategic Plan)

Central State University, a historically black 1890 Land-grant institution, prepares students with diverse backgrounds and experiences for leadership, research and service. The University fosters academic excellence within a nurturing environment and provides a strong liberal arts foundation leading to professional careers and advanced studies.

Tenets and Core Values

In tandem with progressive academic achievement, the University has embodied the tenets of Service...Protocol...Civility®. Students, faculty, and staff provide service to the institution and the community for the greater good; are guided by protocol and adherence to best practices in order to gain desired results; and actively demonstrate civility with the understanding that respect for each voice is essential to a learned society. The University also promotes the core values of honesty, hard work, caring, and excellence.

Central State University remains committed to providing a culturally enriched learning environment by offering programs with multicultural and global perspectives; stimulating intellectual curiosity for

the continual search for knowledge; teaching students to think critically and communicate effectively; maintaining an environment of excellence through innovative teaching, service, and research; developing an environment where students can aspire for excellence; preparing students to take advantage of opportunities in a technologically oriented world; serving populations from diverse backgrounds and experiences; and collaborating with other educational institutions, business organizations, and government agencies to enrich learning experiences and educational opportunities for students.

II. COMPLETION GOALS

Three completion goals have been identified as follows:

Goal #1 is to increase the course completion, retention, and graduation rates by 1-3%, beginning with the 2014 cohort of first-time, full-time freshmen.

Goal #2 is to provide quality academic and collegiate experiences that support a student's successful course completion, retention, and college completion.

Goal #3 is to use student analytics to assess student progress from admission to graduation in order to provide effective advising and strategic monitoring of college completion outcomes.

III. STRATEGIES IN SUPPORT OF COMPLETION GOALS

A Central State University student is typically a first-generation college student, Pell Grant eligible, and



a graduate from a high school with limited or few advanced level course offerings. Therefore, academic and social engagements are essential to student retention and commitment to college completion. Central State University student profile for 2012 is found in Appendix A.

Central State University has identified specific strategies to address the stated Completion Goals. These strategies are associated with priorities that are consistent with the performance outcomes of student course completion, retention, and graduation rates. These performance metrics are also aligned with the University's Compelling Priorities: Quality collegiate and academic experiences; Targeted student enrollment; Reduced time to degree; Higher retention rate; Development of graduates with the knowledge, skills and dispositions for professional careers and/or advanced studies; and Efficient and effective institutional operations.

Goal #1:

To increase the course completion, retention, and graduation rates by 1-3% beginning with the 2014 cohort of first-time, full-time freshmen.

Strategies

- a. Increase advising interventions for first-time freshmen to ensure satisfactory course completion during the first 30 credit hours.
- b. Design college-discipline advising monitoring systems for upper-division students.
- c. Develop training modules for faculty and professional staff advising.
- d. Require all students to be advised before registering for courses.
- e. Provide course completion data for high courses with high "D"/"F"/"W" grades to faculty, department chairs, deans and university administration.
- f. Provide each student with access to a prescribed program of study that will be used during the student's matriculation.
- g. Design programs of study that prescribe course offering for eight semesters (summer sessions can be included if needed).
- h. Coordinate course offerings in accordance with the programs of study.

- i. Provide full support for implementation of Guided Pathway to Success (GPS) as a component of Complete College Ohio.

Goal #2:

To provide quality academic collegiate experiences that support a student's successful retention and college completion.

Strategies

2.1 Develop collegiate experiences that increase student engagement.

- a. Design and implement activities that strengthen understanding of the tenets of Service, Protocol, and Civility®.
- b. Design required co-curricular activities for first-year and second-year students.
- c. Expand leadership development to all students.
- d. Develop learning communities that use best practices in psychosocial and academic development.
- e. Introduce a financial literacy completion module as a criterion for institutional financial support.

2.2 Develop opportunities for internships and cooperative learning experiences.

- a. Enhance relationships and alliances with industry and employers that support experiential learning.
- b. Design career services organizational structure for the purpose of providing training and preparedness for cooperative education and internships.
- c. Incorporate the development of soft skills such as resume writing, interviewing, and communications.
- d. Integrate cooperative education and internships in specific curricula.
- e. Decentralize career services and identify personnel who will work directly with specific colleges.

Goal #3:

To use student analytics to assess student progress from admission to graduation in order to provide effective advising and strategic monitoring of college completion outcomes.

Strategies

- a. Use the University's Delivery Team (represented by faculty, staff, and administration) to provide current

and discrete data regarding student academic and retention performance; discuss bi-monthly reports from the Delivery Team with the University Senate and other appropriate groups.

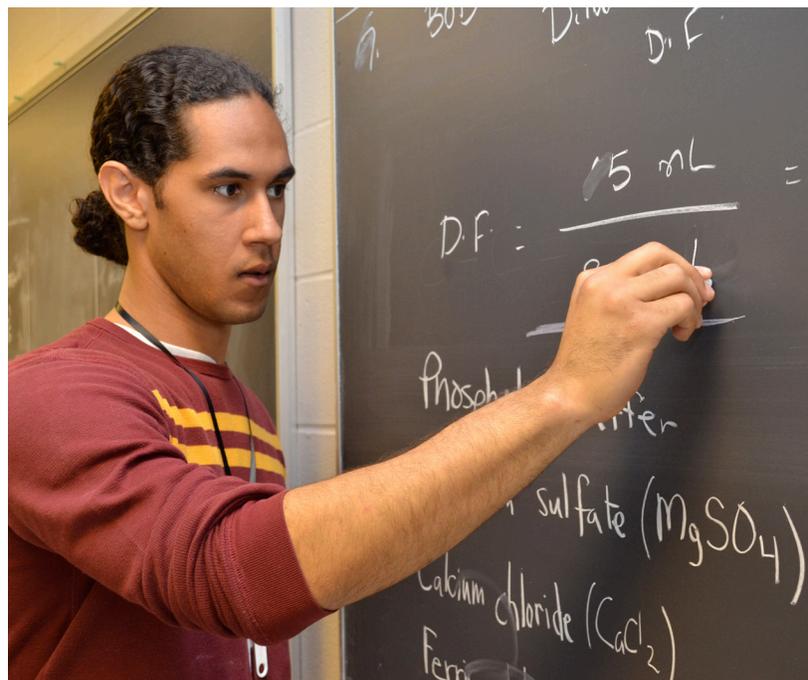
- b. Deploy student analytics to advisors, and Student Affairs and Enrollment Management staff for review and recommendation for policy analysis and policy development.

IV. WORKFORCE DEVELOPMENT

In 2013-2014, Central State expanded an existing student support program comprised of a mixed team of academic, business, and private partners that matches students with potential business and industry employers. The enhanced program is called “Jobs Experience for the Future Workforce” (JEFW) and focuses on the JobsOhio industries of Advanced Manufacturing, Information Technology, Financial Services and Consumer Products. JEFW committed business partners include TDL, RNET, PlugSmart, Boonshoft Museum of Discovery, Superior Inc., and 3M Industrial Adhesives. As part of currently funded external programs that support student scholarships and internships, the University has agreements and memoranda of understanding that permit CSU students to seek research and summer employment experience with academic and industry partners affiliated with those programs.

In spring 2014, Ohio Means Internships and Co-ops Program – Knowledge, Skills and Disposition for the future (OMIC-KSDFW) program was funded by the Ohio Board of Regents for the 2014-2016 biennium. The goal of OMIC-KSDFW is to enhance and institutionalize CSU’s capacity to provide internships and cooperative experiences for students, particularly in the advanced manufacturing, aerospace, aviation, agribusiness, food processing, automotive, bio-health, energy, financial services, information services and software industries. Promising Central State students with complementary major fields of study and career goals will be awarded internships and cooperatives throughout Ohio, particularly in the Dayton region. Prospective employers will have the opportunity to utilize and invest in CSU students, thereby enabling these students to enter the Ohio workforce as productive citizens. OMIC-KSDFW program includes

a team of academic, business and non-governmental partners that will expand internships and cooperative education at CSU. The partners include the Dayton Development Coalition and the City of Xenia. The successful implementation of the OMIC-KSDFW will contribute to the growth of the Dayton Region, support commercialization efforts in leading industries, and continue business recruitment and retention efforts.



APPENDIX A

Central State University Student Profile Fall 2012

Student Demographics	Entering Fall 2012		Returning Fall 2012		Transfer Fall 2012		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	509	24.5%	1435	69.0%	136	6.5%	2080	100.0%
Enrolled Part-Time	13	2.6%	174	12.1%	20	14.7%	207	10.0%
Not Degree/Certificate Seeking	1	0.2%	0	0.0%	0	0.0%	1	0.0%
Financial Need – Pell Eligible	439	86.2%	1104	76.9%	101	74.3%	1644	79.0%
Remedial Education Needs	292	57.4%	N/A	N/A	25	18.4%	317	15.2%
Female	282	55.4%	756	52.7%	60	44.1%	1098	52.8%
Male	227	44.6%	679	47.3%	76	55.9%	982	47.2%
Age 16-17	54	10.6%	1	0.1%	0	0.0%	55	2.6%
Age 18-24	449	88.2%	1130	78.7%	110	80.9%	1689	81.2%
Age 25 and Older	6	1.2%	304	21.2%	26	19.1%	336	16.2%
Ohio Resident	216	42.4%	935	65.2%	97	71.3%	1248	60.0%
High School-to-College Factors								
Average High School GPA	2.4		N/A		2.5		2.5	
Average ACT or SAT	16.2		N/A		16.5		16.4	
Race / Ethnicity								
American Indian / Alaskan Native	0	0.0%	4	0.3%	0	0.0%	4	0.2%
Asian	0	0.0%	1	0.1%	1	0.7%	2	0.1%
African American /Black	488	95.9%	1372	95.6%	128	94.1%	1988	95.6%
Hispanic	4	0.8%	10	0.7%	0	0.0%	14	0.7%
International	0	0.0%	2	0.1%	0	0.0%	2	0.1%
Native Hawaiian or other Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Multi-racial	3	0.6%	5	0.3%	0	0.0%	8	0.4%
White	5	1.0%	24	1.7%	6	4.4%	35	1.7%
Race/ethnicity not reported	9	1.8%	17	1.2%	1	0.7%	27	1.3%



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