



STUDENT RETENTION PLAN

August 7, 2012

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The following Appendices can be found online at

<http://mycsu.csuohio.edu/enrollmentservices/secured/reports/>

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Mission Statement

Our mission is to encourage excellence, diversity, and engaged learning by providing a contemporary and accessible education in the arts, sciences, humanities and professions, and by conducting research, scholarship, and creative activity across these branches of knowledge. We endeavor to serve and engage the public and prepare our students to lead productive, responsible and satisfying lives in the region and global society.

Vision Statement

We will be recognized as a student-focused center of scholarly excellence that provides an accessible, engaged and exceptional education to all. We will be a place of opportunity for those who seek truth, strive toward excellence and seek a better life for themselves and for their fellow citizens. As a leader in innovative collaboration — both internally and externally — with business, industry, government, educational institutions and the community, the University will be a critical force in the region's economic development. We will be at the forefront of moral, ethical, social, artistic and economic leadership for the future and embrace the vitality that comes with risk. We will be the strongest public university in the region and be known for our scholarship and diversity in service to students and to our community.

Executive Summary

In the fall of 2010 the newly appointed President of Cleveland State University, Dr. Ronald Berkman, recognized the ongoing crisis in student retention and graduation performance of the university and made improving this performance a university wide priority. President Berkman then tasked the Provost and the Vice President for Enrollment Services with the responsibility for improving retention and graduation rates across the university. In support of this Presidential initiative, the Faculty Senate also created an ad hoc Committee on Undergraduate Success.

University wide committees for retention and graduation were appointed by the Vice President for Enrollment Services during the fall of 2010. The committees began their respective work shortly after. The initial effort of the retention and graduation committees was to begin closely monitoring the various graduation and retention cohorts as identified by IPEDS. A great amount of effort went into identifying and resolving student graduation and retention issues as well as closely monitoring individual student's progress by their respective advisors. Campus411 All-in-1 staff made outreach efforts to students that had dropped out. The university, for the first time, kept closely monitoring student enrollment patterns and graduation outcomes and launched a concerted effort to improve its retention and graduation rates.

The ad hoc Committee on Undergraduate Success began meeting regularly in 2010 and delivered its first report to the Faculty Senate on February 23, 2011 (Appendix A). The second yearly report was submitted to Faculty Senate on April 16, 2012 (Appendix B). To keep up with the various strategies being recommended by the respective committees, the Provost created a committee of administrators and stakeholders to help move the initiatives and strategies along. A work plan was designed to identify strategies and progress. (Appendix B).

In an effort to adopt all retention and graduation strategies proposed by the various university wide efforts, this retention plan is being drafted and implemented. It will become part of the university's ongoing institutional effectiveness process. It is our hope that this plan will establish a specific framework for current and future programmatic retention and graduation initiatives. This plan takes into consideration the newly revised strategic plan of the university and makes every effort to engage all stakeholders in its approach.

This plan will focus on engaging students early by way of email communications, activities and advisement. It makes the assumption that all previously identified strategies in the Faculty Committee on Student Success will continue to be supported by all respective stakeholders.

In pursuit of this quest, we must continue what has been discussed/planned in previous years and, whenever it is called for, introduce new initiatives yearly. This year we are introducing the following:

- 1) Make student retention data, both baseline and progress, easily available to all schools, colleges and stake holders
- 2) Promote campus-wide awareness of student retention activities
- 3) Train faculty and academic advisors on identifying at-risk students and provide opportunities for retention related professional development
- 4) Develop a web page on student retention that will assist faculty, academic advisors and chairs with identifying resources and infrastructures in support of at-risk students
- 5) Develop a student retention plan template that will guide academic chairs in tracking attendance, early assessment and feedback to students, use of student degree plan, management of students on academic probation or academic misconduct, and increase advocacy by faculty and advisors on utilizing academic and other institutional resources for students
- 6) Survey first year non-return students yearly

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Retention & Graduation Goals

Goal 1	<i>Achieve no less than a 90% fall to spring retention rate FTIC and 71% fall to fall in 2012. Increase 1% each year thereafter until 76% in 2018.</i>				
	<i>FY08</i>	<i>FY09</i>	<i>FY10</i>	<i>FY11</i>	<i>Goals FY12</i>
Cohort Size	1007	1126	1148	1328	1525
Retained in Next Spring	884	968	991	1157	
Retention Rate	87.79%	85.97%	86.32%	87.12%	90%
Retained in Next Fall	664	716	758		
Retention Rate	65.94%	63.59%	66.03%		71%
Dismissed before Next Fall	77	130	129		
% Dismissed	7.65%	11.55%	11.24%		
Dismissed or Probation	327	413	398		
% Dismissed or Probation	32.47%	36.68%	34.67%		
Retained among Good Standing	530	568	613		
Retention among Good Standing	77.94%	79.66%	81.73%		

Goal 2	<i>Achieve a 6-year graduation rate of 50% by 2018 by gradually increasing graduation rate every year.</i>	
	Students	Proposed Goals
Fall 2005	955	<u>2011</u>
Graduated		287
% Graduated		30%
Fall 2006	947	<u>2012</u>
Graduated		303
% Graduated		33%
Fall 2007	1132	<u>2013</u>
Graduated		385
% Graduated		34%
Fall 2008	1007	<u>2014</u>
Graduated		403
% Graduated		36%
Fall 2009	1127	<u>2015</u>
Graduated		507
% Graduated		38%
Fall 2010	1148	<u>2016</u>
Graduated		556
% Graduated		40%
Fall 2011	1328	<u>2017</u>
Graduated		n/a
% Graduated		45%
Fall 2012	n/a	<u>2018</u>
Graduated		n/a
% Graduated	n/a	50%

Goal 3

Reduce the achievement gap for minorities, first generation and low income students by 2% every year for the next 6 years.

Historical One-Year Retention Data		Retained to Second Year		
		N in Cohort	N Retained	% Retained
Cohort_Fall_2006	Black/African American	234	111	47.4%
	Hispanic/Latino	45	23	51.1%
	White	558	383	68.6%
	Pell Eligible	424	233	55.0%
	Non-Pell Eligible	523	354	67.7%
Cohort_Fall_2007	Black/African American	317	130	41.0%
	Hispanic/Latino	63	29	46.0%
	White	612	396	64.7%
	Pell Eligible	574	296	51.6%
	Non-Pell Eligible	558	351	62.9%
Cohort_Fall_2008	Black/African American	201	111	55.2%
	Hispanic/Latino	61	34	55.7%
	White	1006	665	66.1%
	Pell Eligible	450	281	62.4%
	Non-Pell Eligible	556	384	69.1%
Cohort_Fall_2009	Black/African American	247	118	47.8%
	Hispanic/Latino	51	32	62.7%
	White	662	456	68.9%
	Pell Eligible	613	354	57.7%
	Non-Pell Eligible	514	364	70.8%
Cohort_Fall_2010	Black/African American	224	100	44.6%
	Hispanic/Latino	75	44	58.7%
	White	704	500	71.0%
	Pell Eligible	621	368	59.3%
	Non-Pell Eligible	527	389	73.8%
Historical Six-Year Graduation Data		6-year Graduation rate		
		N in Cohort	N Graduated	% Graduated
Cohort_Fall_2001	Black/African American	218	37	17.0%
	Hispanic/Latino	38	7	18.4%
	White	614	246	40.1%
	Pell Eligible	407	99	24.3%
	Non-Pell Eligible	601	224	37.3%
Cohort_Fall_2002	Black/African American	239	29	12.1%
	Hispanic/Latino	34	5	14.7%

	White	571	181	31.7%
	Pell Eligible	443	87	19.6%
	Non-Pell Eligible	503	161	32.0%
Cohort_Fall_2003	Black/African American	272	24	8.8%
	Hispanic/Latino	40	5	12.5%
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	Non-Pell Eligible	490	174	35.5%
Cohort_Fall_2005	Black/African American	259	33	12.7%
	Hispanic/Latino	46	5	10.9%
	White	553	196	35.4%
	Pell Eligible	455	93	20.4%
	Non-Pell Eligible	500	181	36.2%

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Engaged Learning

Cleveland State University, in developing its brand, adopted the “Engaged Learning” tagline. President Berkman is committed to making “Engaged Learning” a number 1 priority in our institutional commitment to those we serve. With this in mind, the Division of Enrollment Services, along with Student Affairs and the Office of the Vice Provost for Academic Programs, has been tasked to review communications and activities to students for the purpose of further supporting the university’s commitment to “Engaged Learning”.

Campus-wide support is key to the success of student engagement initiatives. National data indicates that this support is crucial to students persisting in their educational endeavors. CSU is committed to a campus-wide approach and to engaging all students that enroll early in their freshman year. By engaging first year students early, students will be able to make better academic program choices and be better prepared for the challenges of the post secondary learning environment.

The university has been focusing on delivering exemplary services to students. To measure success in these endeavors, it has introduced service questionnaires in key service areas. Campus411 All-in-1 Enrollment Services and Career Services have developed and instituted service questionnaires that go out and are available to all students that they serve. The goal for these units is to have a 95% satisfactory rate in all completed questionnaires. Additional service areas have followed suit and are developing their own service questionnaires. The university’s goal is to have service questionnaires at key service areas.

University-wide Student Retention and Graduation Committees

Retention Sub-Committee

- **Carole Cox**, Director of Administration, Enrollment Services
- **Carmen Brown**, Vice President, Enrollment Services
- **Serretta Archer**, Program Manager, AHANA
- **George Bovell**, Director of TRIO/SSS, Student Support Services
- **David Bowditch**, Director, Exploratory Advising
- **Monica Plunkett**, Interim Director, Center for International Services & Programs
- **Yolanda Burt**, Director, Career Services
- **Veronica Herschbach**, Director, Treasury Services
- **Tom Collins**, Executive Director, Campus411 All-in-1 Enrollment Services
- **Jim Drnek**, Vice Provost, Student Affairs
- **Heike Heinrich**, Director, Admissions
- **Peter Meiksins**, Director, Honors Program
- **John Parry**, Director, Athletics
- **Charleyse Pratt**, Director, Learning Communities
- **Clare Rahm**, Assistant Vice President, Campus Support Services
- **Rachel Schmidt**, Director, Financial Aid
- **Rob Spademan**, Assistant Vice President, University Marketing & Recruitment
- **Rosemary Sutton**, Vice Provost, Academic Programs
- **Donna Whyte**, Director, AHANA

Graduation Sub-Committee

- **Kevin Neal**, Assistant University Registrar, Enrollment Services
- **Janet Stimple**, University Registrar, Enrollment Services
- **Jane Zaharias**, Associate Dean, College of Education
- **Michael Gates**, Associate Dean, College of Science and Health Professions
- **Benoy Joseph**, Associate Dean, College of Business
- **Joyce Mastboom**, Associate Dean, College of Liberal Arts and Social Sciences
- **Paul Lin**, Associate Dean, College of Engineering
- **Margaret Frank**, Student Personnel Specialist, College of Education
- **Kristy Tokarczyk**, Assistant Director, College of Science Advising
- **Anne Nelson**, Assistant Director, College of Business Advising
- **Michelle Knapik**, Assistant Director, College of CLASS Advising
- **Marjorie Placek**, Clinical Placement Coordinator, School of Nursing
- **Rachel Singer**, Academic Advisor, College of Urban Affairs

Faculty Senate Sub-Committee on Student Success

- **William Beasley**, Director, Center for Teaching Excellence
- **Zhigiang Gao**, Associate Professor, Electrical Engineering
- **John Geekie**, Assistant Professor, Accounting
- **Matt Jackson-McCabe**, Chairperson, Religious Studies
- **Gregory Lupton**, Professor, Mathematics
- **Mittie Davis Jones**, Associate Professor, Urban Studies
- **Connie Hollinger**, Professor, Psychology
- **George Bovell**, Director of TRIO/SSS, Student Support Services
- **William Breeze**, Director, First Year Writing Program
- **Carmen Brown**, Vice President, Enrollment Services
- **Thomas Geaghan**, Director, Institutional Research
- **Rosemary Sutton**, Vice Provost, Academic Programs

Provost's Sub-Committee on Student Success Implementation

- **Jianping Zhu**, Senior Vice Provost & Dean, College of Graduate Studies
- **Carmen Brown**, Vice President, Enrollment Services
- **Teresa LaGrange**, Vice Provost, Academic Planning
- **Tim Long**, Associate Vice President, Budget and Financial Analysis
- **Janet Stimple**, University Registrar, Enrollment Services
- **Rosemary Sutton**, Vice Provost, Academic Programs
- **Bill Wilson**, Chief Information Officer, Information Services & Technology

Student Retention Action Plan

Goal 1: Achieve for the FTIC cohort a no less than a 90% fall to spring retention rate and a 71% fall to fall retention rate in 2012, and increase 1% in fall to fall retention rate every year thereafter until 76% in 2018.

	<i>FY08</i>	<i>FY09</i>	<i>FY10</i>	<i>FY11</i>	<i>Goals FY12</i>
Cohort Size	1007	1126	1148	1328	1525
Retained in Next Spring	884	968	991	1157	
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Retention Rate	65.94%	63.59%	66.03%	62.80%	71%
Dismissed before Next Fall	77	130	129	107	
% Dismissed	7.65%	11.55%	11.24%	8.06%	
Dismissed or Probation	327	413	398	210	
% Dismissed or Probation	32.47%	36.68%	34.67%	15.81%	
Retained among Good Standing	530	568	613	(796)	
Retention among Good Standing	77.94%	79.66%	81.73%		

Strategy 1: Support and design a comprehensive and systematic student retention data tracking school/college specific, semester to semester, year to year retention rates

Strategy 2: Identify and resolve obstacles to student success

Strategy 3: Improve the academic success of at-risk freshmen

Persons Responsible: Vice Provost for Academic Programs (Dr. Rosemary Sutton), Vice Provost for Academic Planning (Dr. Teresa LaGrange), Vice President for Enrollment Services (Carmen Brown)

Strategy	Tactic	Target Date	Point Person	Evaluation Measure
1.1.1	a. Generate and distribute reports with college/school specific retention data	October 2012 Ongoing	Tom Geaghan	Report and timely dissemination to schools and colleges

	b. Present retention and graduation data to each school/college on yearly basis	Fall 2012 Ongoing	Dr. Teresa LaGrange	Presentations are completed yearly
1.1.2	Create an exit interview for all students wishing to withdraw from the university	March 2013	Tom Collins / All Directors	Exit interview process is implemented
1.2.1	Implement Block schedule and other freshmen friendly course scheduling for all Freshmen	Fall 2013	Dr. Rosemary Sutton/Janet Stimple	Block schedule fully implemented
1.2.2	Implement on-line catalog with all pre-requisites updated	Fall 2012 Updated regularly	Dr. Rosemary Sutton/Janet Stimple	Updated information is available to students
1.2.3	Continue to build transfer credit rules/equivalency in PeopleSoft	Ongoing	Janet Stimple	Report is reviewed weekly by the University Registrar to monitor progress.
1.2.4	Purchase CRM, develop communication plans, and implement them in CRM	September 2012 Ongoing	Rob Spademan Carmen Brown Rosemary Sutton	CRM is delivered and communication plans are placed in CRM
1.2.5	Enhance the student success website (self-directed guide for students to achieve academic success) and identify student success stories and outcomes	Spring 2013 (Ongoing)	Dr. Rosemary Sutton/Rob Spademan	Website is available to students and success is celebrated through a campus-wide distribution email and video production of the stories placed on our website
1.2.6	Welcome Viking Program: call from faculty/staff to all admitted FTICs	Spring 2013	Rob Spademan	Calls are completed
1.2.7	Introduction to University Life (ASC 101)	September 2013	Dr. Rosemary Sutton/Dr. Jim Drnek/Rob Spademan	3-year revision cycle completed
1.2.8	New student orientation will be reviewed and revised to include mandatory math placement test prior to registration for orientation	March 2013	Rob Spademan Rosemary Sutton Bill Wilson	Changes made to orientation

1.2.9	Enhance leadership development programs	March 2013	Dr. Jim Drnek	Programs offered and number of participants
1.2.10	Improve preview program for parents and students	March 2013	Rob Spademan	Parents Association assist in coordinating of this yearly program
1.2.11	Broaden mentoring programs for students	March 2013	Dr. Jim Drnek	Program is rolled out
1.2.12	Survey students to determine types of social activities and engagement they wish to have	March 2013	Dr. Jim Drnek	Survey conducted and results analyzed to enhance social activities
1.3.1	Implement intrusive advisement for all freshmen placed into developmental coursework	Fall 2012	Dr. Rosemary Sutton	Number of students served Monthly report
1.3.2	Web-based reporting, communicating and monitoring system (Starfish)	Complete Spring 2013	Rosemary Sutton	System is available for campus-wide use. Establish baseline data on usage and track
1.3.3	Offer faculty development workshops focused on classroom strategies that enhance freshmen success	Fall 2012 Ongoing	Rosemary Sutton	Number of workshops offered and faculty participated
1.3.4	Increase the number of first year courses employing teaching strategies that enhance freshmen success	Fall 2013	Dr. Jianping Zhu/Dr. Rosemary Sutton	New teaching strategies are used in first year courses
1.3.5	Seek approval from the Admissions and Standards Committee on revised policy to eliminate inconsistency in probation and dismissal policy	Fall 2013	Dr. Rosemary Sutton/Janet Stimple	The policy is in place
1.3.6	Campaign to increase the % of FTIC who achieve good academic standing after being placed on probation	Pilot program implemented Spring 2012 Ongoing	Dr. Rosemary Sutton	Reduction of number of freshmen dismissed at the end of 1 year and retention rates up

Goal 2:

Achieve a 6-year graduation rate of 50% by 2018 by gradually increasing graduation rate every year.

	Students	Proposed Goals
Fall 2005 Graduated % Graduated	955	<u>2011</u> 287 30%
Fall 2006 Graduated % Graduated	947	<u>2012</u> 303 33%
Fall 2007 Graduated % Graduated	1132	<u>2013</u> 385 34%
Fall 2008 Graduated % Graduated	1007	<u>2014</u> 403 36%
Fall 2009 Graduated % Graduated	1127	<u>2015</u> 507 38%
Fall 2010 Graduated % Graduated	1148	<u>2016</u> 556 40%
Fall 2011 Graduated % Graduated	1328	<u>2017</u> <i>n/a</i> 45%
Fall 2012 Graduated % Graduated	n/a n/a	<u>2018</u> <i>n/a</i> 50%

Strategy 1: Engage the entire academic enterprise in analyzing graduation outcomes and launching new initiatives to improve graduation rates

Strategy 2: Convert to student centered curriculum and course scheduling

Persons Responsible: Senior Vice Provost for Academic Affairs (Dr. Jianping Zhu), Vice Provost for Academic Programs (Dr. Rosemary Sutton), Vice President for Enrollment Services (Carmen Brown), Vice Provost for Academic Planning (Dr. Teresa LaGrange), Bill Wilson, Chief Information Officer

Strategy	Tactic	Target Date	Point Person	Evaluation Measure
2.1.1	Provide graduation data (school & college specific) to all stake holders	Fall 2012	Tom Geaghan	Data report provided to the respective schools and colleges.
2.1.2	Keep degree audit up to date	Completed & Ongoing yearly	Kevin Neal	Degree audit has been updated and signed off by the respective Deans for 2011.
2.1.3	Post updated degree maps on the web	Fall 2012 Ongoing	Dr. Rosemary Sutton	All degrees maps available online and updated regularly
2.1.4	Redesign graduation process and auto-graduate students	Introduced Spring 2013	Kevin Neal Charles Latsa	Students will no longer have to apply for graduation.
2.1.5	Continuous review of graduation cohorts	Ongoing	Kevin Neal All academic units	Graduation outcome
2.1.6	Awareness and promotional campaign for GradExpress degree audit	Fall 2012 ongoing	Janet Stimple Ben Sabol	Campaign rolled out and letters sent out. Conduct survey to establish baseline data on usage and track
2.1.7	Integrate SAP compliance into Starfish	Fall 2012 Ongoing	Dr. Rosemary Sutton/Rachel Schmidt	SAP information is available in Starfish
2.2.1	Review of class schedule to assure appropriate classes are available for students to progress towards graduation	Ongoing every term	College Deans Dr. Rosemary Sutton/Janet Stimple/Deans	Fewer students on waitlist at the start of the term
2.2.2	"Next semester week" campaign to assist students in preparing for the upcoming term	Start March 2013 Ongoing every term	Janet Stimple Tom Collins	Week long informational campaign to be introduced Spring 2013. Attendance. Enrollment trend.
2.2.3	Call campaign to returning students that have not enrolled	Ongoing every term	Tom Collins	List of students forwarded to academic advisement centers to be distributed for additional follow-up.
2.2.4	Implement new scheduling software	Spring 2013	Janet Stimple Scott Barge	New scheduling software available for campus wide use
2.2.5	Develop policies and business processes for course scheduling using analysis generated by Ad Astra	Spring 2013	Janet Stimple Teresa LaGrange	Recommendations based on analysis generated by Ad Astra provided to departments to aid in scheduling

Goal 3:

Reduce achievement gap for minority and low-income students by 2% every year for the next 6 years (Appendix D)

Historical One-Year Retention Data		Retained to Second Year		
		N in Cohort	N Retained	% Retained
Cohort_Fall_2006	Black/African American	234	111	47.4%
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	White	614	246	40.1%
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	Hispanic/Latino	46	5	10.9%
	White	553	196	35.4%
	Pell Eligible	455	93	20.4%
	Non-Pell Eligible	500	181	36.2%

Strategy 1: Analyze retention, course success, and intervention programs for low-income students and under-represented minorities

Strategy 2: Create programs for minority students that compliment other initiatives university-wide in support of their retention and graduation outcome

Persons Responsible: Vice Provost for Academic Planning (Teresa LaGrange), Vice President for University Engagement (Byron White), and Vice President for Enrollment Services (Carmen Brown)

Strategy	Tactic	Target Date	Point Person	Evaluation Measure
3.1.1	Develop methodology for regular import of Pell eligibility and first generation status data	Start 2012 Report annually	Tom Geaghan / Rachel Schmidt	Annual report
3.1.2	Regularly communicate decision rules for data collection and sharing	Start Fall 2012 On-going	Tom Geaghan	Annual report
3.2.1	Compliment initiatives from other Academic Programs and engage minority students early	Start Fall 2012 On-going	Donna Whyte	Initiatives implemented and number of students served

	in their first semester at CSU			
3.2.2	Provide support to minority students in area of leadership development and engagement	Start Fall 2012 On-going	Donna Whyte	Initiatives implemented and number of students served
3.2.3	Engage minority students early in career development	Start Fall 2012 On-going	Donna Whyte/ Yolanda Burt	Initiatives implemented and number of students served

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Appendix A

Committee on Undergraduate Success Initial Report to Faculty Senate

February 23, 2011

Overview

Cleveland State University has a retention and graduation problem. *Complete College America*¹ shows Cleveland State University dead last among the thirteen four-year public institutions in Ohio with a six-year graduation rate of 26%.² A comparison of the fourteen public four-year universities in mid-sized to large cities with 10,000 to 20,000 students ranks Cleveland State University second to last. There is no relevant comparison group in which we perform well.³

President Berkman has recognized this crisis and has charged the Provost and the Vice President for Enrollment Services with the responsibility for improving retention and graduation rates for the university. Faculty Senate followed suit, creating an ad hoc Committee on Undergraduate Success, which is responsible for this report.

In preparing this report, we gathered information from multiple sources, including

- The literature (most prominently William G. Bowen's *Crossing the Finish Line* and the Pell Institute's *Demography is Not Destiny*)
- Discussions among faculty
- Data provided by the CSU administration
- Interviews and focus groups with students

From these sources, we generated a list of "best practices" and considered how these practices might be applied at Cleveland State. This report does not encompass the entire list of best practices that we considered, but is instead limited to those that we collectively believe would be most promising to implement in the short term and that we were able to consider and assess in a relatively short time span.

Our overall goal is to increase Cleveland State's graduation rate. We believe that the *University should strive for a 60% six-year graduation rate to be achieved by 2018*. This would double our current graduation rate and raise our performance to a level above the median but below the third quartile for public four-year institutions nation-wide. Meeting this goal will be challenging, but we believe we have a responsibility to our students, and that better performance in this area is essential to our survival as a reputable institution with a commitment to our students.

¹ <http://www.completecollege.org/docs/Ohio.pdf>

² We have since achieved a graduation rate of just below 30%, edging ahead of Central State University.

³ The website <http://nces.ed.gov/ipeds/datacenter/> allows anyone to select their own comparison group and generate a report comparing colleges and universities throughout the country using a variety of criteria.

We further believe that *The Faculty Senate ad hoc Committee for Student Success should monitor the progress of the University toward the 60% graduation rate. The Provost and Vice President for Enrollment Services should establish annual benchmarks and provide periodic reports once per semester to this committee on progress toward the 60 % goal. The committee should exist for six years or until the goal is achieved, with committee members elected by the Faculty Senate each spring during the life of the committee.*

Our goal of a 60% six-year graduation rate is ambitious. The committee, working with the administration, must investigate additional approaches for improving retention and graduation rates, beyond those listed in this report.

It is our hope that the steps outlined in the following sections will contribute toward the achievement of a 60% six-year graduation rate. We have condensed our recommendations and divided them in two groups: actions that focus on *students* directly, and actions that focus on *faculty*. We have provided both a narrative and a summary table describing our recommendations.

Faculty

The teaching faculty represent the critical link between students and the university. A student's first and subsequent impressions of a university will be drawn in class settings. It is therefore critical that the university support faculty in their teaching, encouraging improvement and rewarding achievement in pedagogy. If we are going to be serious about retention and graduation, we must be serious about teaching.

The need for improvement is complicated by several factors. First, Cleveland State students range widely in age, preparation for college study, and even level of study, with a large contingent of graduate students alongside undergraduates. Teaching at this university consequently ranges from the most elementary offerings to highly specialized advanced courses. Second, tenured and tenure-track professors must balance their teaching effort with demands for service, publication, and external funding. With a university seeking to advance in Carnegie classification, and an economic climate that creates pressure to obtain grants, it is easy to see how teaching could become a lower priority.

While the heterogeneity of the student body is a constant, the emphasis on teaching is a variable, and here, we believe, the university can make a difference by promoting good teaching. This means recognizing teaching excellence alongside research excellence; because each enhances the other, they are surely equally critical. There should be no incentive for faculty to allocate effort to other activities so that undergraduate teaching suffers.

Moreover, in order to preserve the quality of undergraduate teaching, we must examine the issue of class size critically. While it is tempting to ramp up class sizes to increase cost-effectiveness, such gains in efficiency are often achieved at the expense of effective classroom instruction, and that is a tradeoff we must reject.

We also recognize the need for greater faculty involvement in student success. The current "Early Alert" system, which has the potential to prevent student attrition, cannot work without faculty commitment, and we must increase our efforts to encourage all faculty to use the system.

We need to place special emphasis on good undergraduate teaching, especially at the freshman and sophomore levels. This would include efforts to improve the learning experiences of students regardless of the status of the individual faculty member teaching a given section – addressing full-time and part-time faculty alike. No matter how good the advice students receive, if their experiences in class are unsatisfactory they are likely to look elsewhere.

Initial Recommendations:

- F1. Reaffirm institutional commitment to excellence in undergraduate education.
- F2. Nurture improvement in teaching across levels and disciplines.
- F3. Support part-time faculty preparation.
- F4. Empower faculty to be more effective advisors by enabling all faculty to view student academic records

Initial Recommendation F1. Reaffirm our institutional commitment to excellence in undergraduate education

Recommendation: Adopt institutional policies, practices, and incentives that place good undergraduate instruction on a level equal to or above research, grant-writing, service, and graduate instruction.

Rationale: **Expanding** knowledge is essential to the mission of any university, and in a university striving for higher status it is natural to emphasize grant-seeking, research, and graduate instruction. Such an environment conveys professional prestige and often overt incentives for faculty who excel in these areas. However, when tenure-track faculty are limited in number, such practices can divert valuable skills and experience from lower division undergraduates, leaving freshmen and sophomores to be served by part-time faculty and those tenure-track faculty newest to our institution. Teaching undergraduates, especially freshmen, becomes a task relegated to those who cannot or will not engage in more prestigious activities. Financial constraints encourage undergraduate course sections of very large size, with few opportunities for individual engagement. There are fewer financial constraints on a class taught by a part-timer, because the break-even point is much lower – but an institution’s highest quality faculty are generally considered to be those on the tenure track rather than those employed part-time.

Action Steps:

- Provide visible separate acknowledgement of achievement in undergraduate teaching
- Explore incentive structures that reward undergraduate teaching directly through means such as money, release time, or assignment to highly desirable courses
- Support professional development activities targeted at faculty who teach undergraduates
- Create an endowed teaching chair whose occupant would receive both money and prestige in return for working intensively with undergraduates and other faculty members as a condition of appointment
- Keep undergraduate sections relatively small and encourage scheduling classes to serve undergraduate needs

Initial Recommendation F2. Nurture Improvement in Teaching across Levels and Disciplines

Rationale: One factor in student success is quality of instruction. The university already provides

resources to improve teaching through the Center for Teaching Excellence and through professional development funds that can be put toward this purpose. As faculty, we all strive or should strive for continuous improvement in the effectiveness of our teaching. Faculty at all levels are encouraged to take advantage of existing resources to improve their teaching skills and practices. This recommendation pertains both to the broader issue of improvement in teaching and especially to “bottleneck” courses—those required courses or sequences of courses that display low pass rates and that thereby threaten to impede student progress toward graduation for a broad swath of students.

Action Steps:

- Advocate the use of existing resources such as the Center for Teaching Excellence and professional development funds for enhancement of teaching. Faculty should be encouraged to mention their plans for teaching in their Faculty Development Plans, and department chairs should be encouraged to discuss these plans in their annual reviews with faculty. The provost, deans and department chairs should emphasize the importance of teaching and improvement in teaching at every appropriate opportunity.
- The Committee has begun to study “bottleneck” courses. We do not presently have adequate answers for why some students succeed and so many others fail. Resources should be devoted to identifying best practices for improving pass rates in bottleneck courses without sacrificing academic standards. Because the answers will almost certainly vary among disciplines, the study must be conducted at the departmental level. Administrative support should be provided to support action upon the resulting recommendations.

Initial Recommendation F3. Nurture part-time faculty

Recommendation: Direct more attention and resources to recruiting, training, supporting, retaining, and continuously updating the skills of part-time faculty members in a consistent fashion across the university.

Rationale: Freshmen at CSU take a disturbing percentage of their classes with part-time faculty members, and research documents a connection between such a prevalence of part-timers and reduced retention of freshmen.⁴ In order to support themselves, many part-time faculty must teach a large number of courses, spread among several universities, and this predicament impairs their ability to devote adequate effort to their responsibilities at any one institution or in any one course. While some departments at CSU devote significant time and energy to working with their part-time faculty, this is not a consistent practice across the campus, and part-time faculty in many departments have little interaction with the departments in which they work and few opportunities for professional development or mentoring. Some part-time faculty members are excellent teachers; others fall well short of this standard and continue to offer questionable instruction over periods of many semesters. No one should teach as a part-time faculty member without having received some training in teaching at the college level, and it is the responsibility of the university or its departments to monitor performance and provide funds for such training when it is needed. It is especially important that funds earmarked for professional development of part-time faculty be made available to departments that employ large numbers of part-timers.

Action Steps:

- The Center for Teaching Excellence should collect best practices from among the departments that employ part-time faculty and share the information among the departments.
- Whenever possible, departments should recruit a cadre of potential part-time faculty members prior

⁴ See Audrey J. Jaeger and M. Kevin Eagan, “Examining Retention and Contingent Faculty Use in a State System of Public Higher Education,” *Educational Policy* 20 (2010): 1-31.

- to needing their services in a particular semester. These potential adjuncts would be paid to receive any discipline-specific training and/or training in the basics of college pedagogy that they need. This training might be carried out by the department, the program, or the Center for Teaching Excellence.
- Once employed by CSU, part-time faculty should be provided with a clear set of expectations regarding their teaching responsibilities and any other responsibilities that they may have; they should be provided with a clearly-identified non-clerical contact person in their “home” department. Part-time instructors should also be included in the normal course of departmental communications, and encouraged to participate in departmental activities with the intent of making them active members of the “departmental community.”
 - Human Resources will survey area institutions to determine compensation levels in the region for part-time instructors by discipline.
 - Part-time faculty should be paid at least as well as other, nearby institutions would pay them for the same duties. Duties include holding regular office hours. Compensation must be sufficient to fund this essential activity.
 - Part-time faculty should be encouraged and provided with regular opportunities to improve their professional skills, such as workshops from the Center for Teaching Excellence offered online or scheduled so as to be accessible to individuals working the unusual schedules typical of part-timers.
 - The Center for Teaching Excellence should develop a webpage of information and resources for part-time faculty
-
- Wherever possible, part-time positions should be converted to full-time faculty positions.

Initial Recommendation F4. Empower faculty to be more effective advisors by enabling all faculty to view student academic records

Recommendation: Enable all faculty to view student academic records and degree audit, making it possible for all faculty members to participate in student advising with current, accurate, individualized information.

Rationale: Faculty participation in the advising process, whether formal or informal, is an important component of interaction between students and faculty, and can play a significant role in helping students make intelligent, informed decisions about their course selection and program of study.

Action steps:

- Central administration should make a policy decision that this action is both legal and desirable
- IS&T should be instructed to modify CampusNet access privileges to allow all faculty members access to the “advisor” tab

Students

Cleveland State University serves a diverse student body. Many of our students are the first in their families to attend college. Almost all receive some form of student financial assistance. Many work and raise families while attending the university. We want to support our students in achieving an undergraduate degree, and believe that if they are actively engaged in their university education, earning the bachelor’s degree can be a transformative experience.

Although we firmly believe that attending the university for a semester or two has value, our objective is that CSU undergraduate students earn a CSU bachelor's degree. Our students fail more often than they succeed. Seven in ten of our first-time full-time freshmen do not accomplish this goal within six years.

The responsibility for improving the graduation rate must be shared between the university and its students. For too many students, the path from entering the university to completing a degree is like a labyrinth. There are many resources for helping students to succeed, but students are not always aware of these resources and some of the resources are not as effective as they should be.

Initial Recommendations:

S1. Adopt intrusive advising

- S2. Enable greater student responsibility for progress toward graduation, by means of clear, easy-to-use academic self-monitoring tools, such as Graduation Plans and enhanced Degree Audit software
- S3. Implement or enhance retention programs aimed at specific subsets of the student body

Initial Recommendation S1. Adopt intrusive advising

Recommendation: The university should adopt intrusive (or proactive) advising of undergraduate students in order to identify and assist at-risk students through the cooperative involvement of faculty and advising staff. At-risk students are those whose academic progress seems at jeopardy due to poor attendance, performance, and/or grades. "Intrusive advising is a direct response to [an] identified academic crisis with a specific program of action," according to Walter R. Earl; "It is a process of identifying students at crisis points and giving them the message, 'You have this problem; here is a help-service.'"⁵ One component of this more proactive advising strategy is the academic Early Alert system that is available through CampusNet. Early Alert allows faculty members to notify advising staff of students who may be in need of more proactive advising. The university should enhance the existing Early Alert system to insure that it is used appropriately to achieve the desired outcomes. Not all faculty currently use the system.

Rationale: Relying upon students to refer themselves to advising centers, counseling centers, and study-help resource centers seldom functions well getting students the academic assistance they need.⁶ The earlier the intervention when students are experiencing academic difficulty, the more likely they are to improve their situation.

Advisors need to seek actively to identify and offer services to students who are at risk, while remaining mindful that students may be alienated by advisors doing so too aggressively. Faculty members need to make use of the early academic alert system to inform advisors of students who exhibit patterns or behaviors that suggest the student is in difficulty. Similarly, advisors should follow up with instructors about actions taken after the Early Alert system is used. Note that the existence of the Early Alert system does not absolve faculty of the responsibility to provide students with direct assistance with material related to the course being taught.

Action steps:

⁵ *Academic Advising News* 9.3 (September 1987). Walter R. Earl, NACADA Charter member, Retired from Old Dominion University.

⁶ *Ibid.*

- Devise an institutional strategy for intrusive advising with input from the parties involved. The strategy must include consideration of staffing, professional development, service upgrades, and information availability
- Develop an implementation plan for the strategy, initially concentrating on a specific cohort of students. The initial cohort will include at least the first-year students entering in Fall 2011. Additional classes will be added as they enter the university. Continuing students will be added according to the implementation strategy developed by the college advising staffs.
- Disseminate to pertinent parties the goals and processes of intrusive advising for faculty and staff and their respective roles.
- Assess the operation, impact, and outcomes of the current Early Alert system.
- Modify the current Early Alert system as indicated by the assessment and other data.
- Conduct a systematic re-introduction of the academic Early Alert system with faculty and staff, with improvements and enhancements, as part of the university's (re)commitment to undergraduate student success. This would include going through the appropriate faculty committee(s) for input and acceptance.

Initial Recommendation S2. Enable greater student responsibility for progress toward graduation, by means of clear, easy-to-use self-monitoring tools, such as Graduation Plans and an enhanced Degree Audit software.

Recommendation: The university should require each student to have an up-to-date graduation plan at all times.

We recommend that students be required to declare a major before entering their sophomore year. At that time, they should be required to develop a graduation plan, showing term-by-term how they intend to meet university and major requirements. Students will be able to revise and update this plan as needed as they progress through their academic career, but they may not change their course registration without having a plan consistent with the schedule they select. Important elements of the plan include projected graduation date, majors considered or chosen, expected number of credit hours per term, terms the student plans to attend, and when and how the general education requirements will be met.

The Degree Audit system is now in place to help students track their progress toward graduation. We recommend that it be enhanced to maintain a record of each student's graduation plan. It should be accessible to the student and his or her faculty and staff advisors.

In order for students to make timely progress toward graduation and to facilitate better planning, course scheduling should be done with full consideration of typical undergraduate programs of study and time constraints. This will make it easier for students to schedule needed courses in convenient blocks and complete programs of study in a timely fashion.

This recommendation needs to be phased in over time. During the transition, the Degree Audit system needs to be enhanced to account for graduation plans, checking their accuracy and evaluating student progress.

Rationale: Students will be better equipped to achieve their academic goals, and their advisors more adept at assisting them, if a graduation plan is put in place during their first semester. The monitoring system will provide current, accurate information to the student, staff, and faculty advisors, making it possible for the university to hold the student accountable for maintaining academic progress and for the student to hold the university accountable for commitments made regarding courses needed to meet requirements for the degree. While the plan may be subject to change over time, the existence of such an instrument will help students to appreciate the impact of their actions (including changing majors, dropping classes, and earning grades) and will keep the focus on a goal of having each undergraduate earn a degree from the university in a reasonable period of time.

The graduation plan model is already in place in the Honors Program. The first year retention rate for the Honors students was 94% last year. As of spring 2010, 76% of the honors students who began in 2004 or 2005 had graduated from the university (this is a combination of a five- and six- year graduation rate). We recommend expanding this approach to the undergraduate student population as a whole. This expansion will be implemented on a college-by-college basis, with the advising offices coordinating through the Advising Council. The Honors Program will also have a role, extending the graduation plan model to other students with merit scholarships. Other units with advising responsibilities such as TRIO and Athletics will coordinate with the colleges to implement this requirement for the students they advise. Academic programs without recommended courses of study may choose to develop them as part of this implementation effort.

Action steps:

- Endorse and support requiring students to have a graduation plan at all times.
- Enhance degree audit software to incorporate graduation plan.
- Ensure that all students are familiar with and use the enhanced system.
- Augment the system to allow for advisor overrides where appropriate. Determine who will have authority to override requirements (e.g., deciding whether transferred courses meet CSU requirements, waiving required courses with substitutes that meet goals of requirement). Our system already has some capacity to do this, but training may be required to get it to be used consistently.
- Institute annual reviews of the system by academic departments in order to insure that the requirements pertaining to each department are given accurately..
- Develop a procedure for reporting errors and proposed corrections in Degree Audit so that the system can become more accurate.
- Investigate scheduling analytics software to facilitate course scheduling.
- Honors Program, College Advising Offices, Athletics and other advising offices develop detailed plans for implementation of graduation plan requirement.

Initial Recommendation S3. Implement or Enhance Retention Efforts Aimed at Specific Subsets of the Student Body

Recommendation: Direct retention efforts toward specific subsets of the undergraduate student population that have low retention and graduation rates. The university should develop or expand programming aimed at such groups as African-American students (20 percent of CSU undergraduates in 2009), Latino students (3 percent), single parents, and first-generation college students.

Rationale: The university is a large community. Directing retention efforts at specific subsets of the student body can enable the university to target services to students at greater risk and to incorporate cultural competency into the services provided. Rosemary Sutton and Andrea Moss prepared a report on African-American student retention and graduation in 2009 which stated that only 14.8% of African American students who began in fall 2001 graduated in six years, compared to 39.4% of white students—a 24.6% gap (Sutton & Moss, 2009⁷). The report also contained the following observation:

If there is a single factor that seems to distinguish colleges and universities that have truly made a difference on behalf of minority students, it is **attention**. Successful colleges pay attention to graduation rates. They monitor year-to-year change, study the impact of different interventions on student outcomes, break down numbers among different student populations, and continuously ask themselves how they could improve. Essentially they apply the academic values of empiricism and deep inquiry to themselves. (Carey, 2008, p. 8⁸)

Mentoring programs have been instituted at many institutions to increase retention and graduation of students of color and other targeted groups. We recommend that CSU reestablish a mentoring program with an emphasis on students who may become at-risk of not graduating. Models for peer mentoring at other universities such as the SMART Program (Students of Color Mentoring, Aiding, Retaining, and Teaching) at Bowling Green State University should be examined for possible replication here.

This committee further recommends that the University establish a program for faculty-to-student mentoring, with appropriate support and recognition. The faculty should be provided with training and guidance for their work as mentors. Finally, the committee recommends that the best practices in mentoring should be further researched for possible inclusion at the University. Given that traditional one-to-one mentoring can be limiting because the number of prospective mentees may exceed the number of mentors, alternative approaches may be warranted.

Action Steps:

- Convene meetings of stakeholders (including faculty and staff) to assess the current situation and contribute to program design discussions.
 - Obtain data on existing programs that address retention of subset(s) of students at CSU, and on the impact of those programs.
 - Obtain data on existing programs elsewhere and their impact on the subset(s) of students.
- Hold focus groups or otherwise gather data from students in each subset.

⁷ Rosemary Sutton & Andrea Moss, “Undergraduate African American Enrollment, Retention, and Degree Attainment at Cleveland State University: Current State, Existing Initiatives, and Recommended Avenues. Cleveland State University Undergraduate Studies (May 2009).

⁸ Kevin Carey, “Graduation Rate Watch: Making Minority Student Success a Priority,” *Education Sector Reports* (April 2008) 1-29.

- Make recommendations on existing programs serving the targeted populations (what should be added or otherwise modified?).
- Make recommendations for new programs or activities.
- Obtain expert advice to assist in program development.

Implementation Chart for Action Steps: Responsibility and Time Frames

Action Step	Responsibility
Ongoing Projects	
Acknowledge achievement in undergraduate teaching	President and Deans
Reward undergraduate teaching	Provost
Support professional development for undergrad teaching	Deans, dept. chairs
Use Center for Teaching Excellence and professional development funds to improve teaching	CTE
Include part-time faculty in departmental activities except as prohibited by contract or regulations	Dept. chairs, regular faculty
Provide part-time faculty greater access to teaching development opportunities	CTE, dept. chairs
To Begin Spring 2011	
Allow faculty access to student advising information	Central administration
Allow faculty access to the "advisor" tab on CampusNet	IS&T
Devise an institutional strategy for intrusive advising	College advising staffs, VPro For Academic Programs
Educate the university on intrusive advising	College advising staffs, VPro for Academic Programs
Assess the Early Alert System; determine needed enhancements (EAS). VPro for Undergrad Studies	
Adopt requirement for students to have a graduation plan	Faculty Senate
Prepare implementation of graduation plan (mandatory for sophomores. beginning Fall 2011)	College Advising staffs, faculty advisors
Develop procedure for correcting errors in degree auditing	Registrar

Implementation Chart for Action Steps (continued)

Action Step	Responsibility
To Begin Summer 2011	
Recruit part-time faculty well in advance and train them	Provost, Colleges, CTE
Make compensation for part-timers competitive	Human Resources
To Begin Fall 2011	
Collect best practices for part-time faculty	CTE
Further study of “bottleneck” courses	Student Success Committee, dept. chairs
Develop webpage for part-time faculty	CTE
Convert part-time positions to full-time faculty positions	Provost
Develop and implement plan for intrusive advising Academic Programs	College advising staffs, VPro for
Implement the Modified Early Alert System	VPro Academic Programs, IS&T
Add graduation plan to Degree Audit software (December)	VP Enrollment Serv., IS&T
Allow for advisor overrides to the graduation plan	University Registrar and College Advising staffs
Investigate scheduling analytics software	University Registrar
Convene meetings of stakeholders to discuss retention of subsets of CSU students	OMACR
Gather data from students in each subset of CSU students	Student Success Committee
Obtain expert advice on CSU student subsets	Student Success Committee

Implementation Chart for Action Steps (continued)

Action Step

Responsibility

To Begin Spring 2012

Review the graduation planning system

Registrar and UCC

Begin implementation of Graduation Plan requirement

All advising offices

Recommendations on existing and new programs serving targeted populations

Student Success Committee

To Begin Fall 2012

Pay part-time faculty for holding regular office hours

Dept. chairs

Reintroduce Early Alert System to faculty and staff

VPro for Academic Programs

To Begin Fall 2013

Create an endowed teaching chair

Faculty Affairs Committee;
President Berkman,
University Advancement

Acknowledgments

We wish to thank the leaders of student government for sharing their experiences and suggestions, the many students who participated in focus groups, and the staff and administrators who met with us, collected data and provided suggestions.

Respectfully submitted:

William Beasley, Chair

Gary Dyer

Stephen Duffy

Rodger Govea

Mittie Davis Jones

Barbara Margolius

Appendix B

Committee on Undergraduate Success Second Annual Report to Faculty Senate

April 16, 2012

Background

The Faculty Senate's ad-hoc Committee on Undergraduate Success was created in Spring 2010 and delivered its first report to Faculty Senate on March 9, 2011. At that time Faculty Senate endorsed the recommendations in the report. These included the suggestion that the committee should continue to exist for at least six years, both so that it may continue to monitor some measures which change slowly over time (such as the six-year graduation rate for first-time full-time freshmen) and so that it may continue to study the problem at hand and make recommendations for further improvements. This is the committee's second report.

During this second year of existence the composition of the committee has changed somewhat. The committee now includes representatives from the First-Year Writing Program and the TRIO/Student Support Services program, whose input has been valuable. The Director of Institutional Research has joined the committee as a non-voting member and has been instrumental in providing and analyzing CSU data for our consideration.

The activities of the committee have also undergone some changes in this second year. During year one, the committee spent most of the year doing background reading, viewing external and internal data, and discussing the issue at hand. By the end of that first year we were able to make the series of six broad recommendations (accompanied by specific implementation suggestions) endorsed by Faculty Senate in March 2011, to begin implementation before Fall 2011. Beginning in Fall 2011, the committee began to monitor the implementation of these changes and continued to read, discuss, and consider available data – however, the time frame in practice grew much shorter. The Provost took a very active interest in our deliberations, and our conversations early in the academic year led to administrative actions implemented in the short term rather than after a year's consideration. For example, the committee's concern with intrusive advising and students on academic probation led to pilot interventions being taken by undergraduate studies with freshmen from Fall 2011 who were on academic probation for Spring 2012. The Provost has convened an Implementation Committee that meets regularly to put the committee's recommendations into action (see appendix C for a summary chart of that committee's activities).

The form taken by this report will be substantially different from last year's report. The context has been established and need not be reiterated. This report will summarize the results to date of last year's recommendations and related implementations, and will also summarize the recommendations and actions taken during the current academic year.

How has the committee been disseminating information about its activities?

We have presented to the Academic Affairs Committee of the CSU Board of Trustees and the President's Senior Staff and held three different open forums for faculty and staff during this academic year.

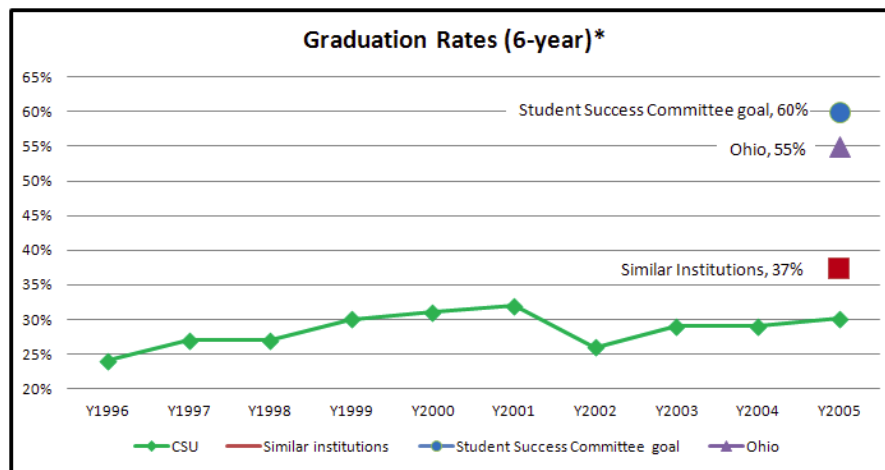
- On August 9, Professor Wm. Beasley and Vice-Provost Rosemary Sutton presented the committee's first-year recommendations to CSU Senior Staff at President Berkman's annual planning retreat.
- On September 7, Drs. Beasley & Sutton presented similar content to a combined meeting of the Provost's Academic Deans Council and the Provost's Staff.
- On October 20, Drs. Beasley & Sutton presented the committee's conclusions and recommendations to date to the Academic Affairs Committee of the CSU Board of Trustees.
- On January 31 at noon, Professor Wm. Beasley and Vice-Provost Rosemary Sutton held an open information session about the committee's recommendations for the campus population at large. Attendance was good (roughly 55 people), though it is our impression that more staff members than faculty were in attendance.
- On March 5 and March 22 at noon, Professor Wm. Beasley and Provost Geoffrey Mearns held open information sessions specifically for faculty, addressing both the committee's recommendations and possible implications of the implementation process. Approximately 50 faculty members attended each of the two sessions.

Materials from many of these sessions as well as the Provost's address to Faculty Senate on issues related to undergraduate student success are online at <https://mysu.csuohio.edu/ResourceCheck/VerifyServlet?loc=/committees/success/presentations.html> (CSU ID and password required for login).

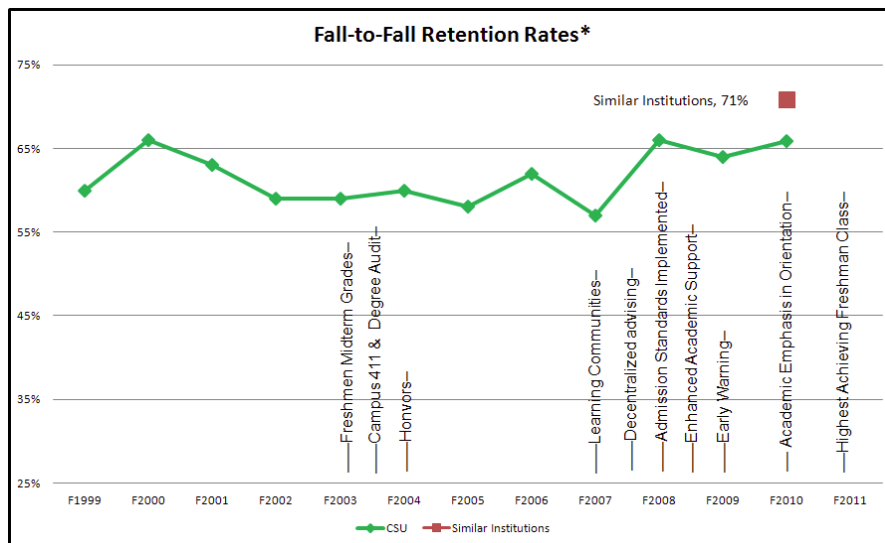
How are our indicators doing?

For reasons explained in last year's report, the first measure we began tracking for undergraduate student success was the six-year graduation rate for first-time full-time freshmen. We also attended to its close cousin, fall-to-fall retention rate for first-time full-time freshmen (to the first semester of their sophomore year).

The following chart shows our six-year graduation rate over time. The years on the horizontal axis are the years of entry for a freshman class; thus, "2005" denotes the freshman class of 2005, which had a 30.1% six-year graduation rate as determined in Fall 2011.



Graduation rate and fall-to-fall retention rate are obviously linked. The following chart shows our retention rate – specifically, the percentage of first-time freshmen at CSU who returned for the first semester of their sophomore year. In this case, the years on the horizontal axis are the years in which the students entered CSU.



Neither graduation rate nor retention rate is likely to change rapidly – but we are watching both indicators closely. (Just a reminder – the committee’s recommended goal was that we strive for a graduation rate of 60% by 2018, so we have a long way to go.)

How about other indicators?

The committee is very aware that graduation rates and retention rates for first-time fulltime freshmen ignore most of our undergraduates, and we are very interested in specifying other measures that encompass a much larger percentage of the undergraduate

* Graduation and Retention data as of 9/19/2011

class. In fact, this particular measure may be losing favor at the national level². While choosing the ideal set of measures is still a work in progress, this year the committee unanimously agreed that we should also begin to track the percentage of students:

- In good standing;
- Meeting the SAP (satisfactory academic progress) standards for financial aid, and
- Having a GPA ≥ 2.5 with no failures or withdrawals on their record.

It is our hope that these additional measures will begin to more fully take into account CSU undergraduates who are not first-time full-time freshmen.

What has been happening during 2011-2012 with the committee's recommendations from year one?

Progress on the committee's recommendations is publicized on web pages located at <https://mysu.csuohio.edu/ResourceCheck/VerifyServlet?loc=/committees/success/index.html> (CSU ID and password required for access). The implementation tracking chart there is updated regularly and has been reproduced as Appendix A.

We are pleased to report progress in most of these areas.

1. Reaffirm institutional commitment to excellence in undergraduate education.

- Students in lower division courses are now encouraged to nominate faculty on the basis of excellent classroom teaching; 50 faculty were nominated in Spring 2012 and will be formally acknowledged at a luncheon with the Provost.
- The most recent AAUP contract now allows administrators more flexibility in rewarding excellence in undergraduate teaching.
- Chairs now have the option of assigning additional workload credit to faculty teaching large undergraduate sections, in acknowledgement of the extra time and work required to provide quality instruction in large sections.
- A demonstration of competence in teaching has become part of search criteria in all tenure track and lecturer searches as of Fall 2011.

2. Nurture improvement in teaching across levels and disciplines.

- New faculty for Fall 2011 were contacted individually, provided with copies of the new Faculty Handbook, and encouraged to participate in faculty development opportunities.
- The CTE has expanded the number and variety of faculty discussions and teaching collaborations. Its Teaching Portfolio program has reached out to lecturers and part-time faculty, and a record 22 faculty members opted to participate in Spring 2012.

3. Support part-time faculty preparation.

² See the U.S. Department of Education's "Action Plan for Improving Measures of Postsecondary Student Success" at <http://www2.ed.gov/about/bdscomm/list/cmss-committee-report-final.pdf>

- The CTE has added workshop schedule options friendly to part-time faculty and has contacted part-time faculty directly to encourage their participation; the number of part-time faculty in CTE activities has increased significantly.
- The College of Education and Human Services is preparing to hold its second annual Part Time Faculty Appreciation event. Attendance at the first was excellent. Other Colleges have been encouraged to follow suit.

4. Empower faculty to be more effective advisors by enabling all faculty to view student academic records.

- Most faculty now have access, subject to FERPA limitations. The application process for faculty to receive access was streamlined in Fall 2011.
- The accuracy of our Degree Audit software has been dramatically improved during 2011-2012 through a painstaking process requiring departmental confirmation of individual course requirements, making more accurate course requirement information available to faculty advisors and students alike.

5. Adopt intrusive advising.

- Faculty Senate approved this concept in Spring 2011.
- Software (“Starfish Solutions”) has been in a pilot phase in 2011-2012 with a limited number of students, staff & faculty. If successful, this software is expected to significantly improve the capacity of advisors and faculty to advise students intrusively.
- Four new “student support specialists” were approved for hiring in Spring 2012 specifically to carry out intrusive advising with freshmen who placed into developmental coursework.

6. Enable greater student responsibility for progress toward graduation, by means of clear, easy-to-use academic self-monitoring tools, such as Graduation Plans and enhanced Degree Audit software.

- Faculty Senate endorsed this principle in Spring 2011, and during 2011-2012 the Undergraduate Success committee developed a detailed position paper addressing implementation (see Appendix D).
- Graduation plans have been submitted by all 105 undergraduate degree programs at CSU. These have been analyzed by the Office of Academic Programs and reviewed by the Undergraduate Success Committee. They are now in the hands of the individual programs and departments for revision and refinement, with the intent that they be actively publicized and used with students during the coming academic year.

What new recommendations is the committee making at this time?

On the basis of its research and deliberations during 2011-2012, the committee recommends a number of additional steps. A proposed implementation chart for these may be found in Appendix B. As part of the Provost’s efforts to work closely with the committee, his office created an implementation committee charged with putting these ideas into action; an implementation chart for this committee may be found in Appendix C.

Recommendations:

- 1. Appropriate faculty governance mechanisms should begin consideration of (at minimum) the standardization of all General Education offerings to three credits and (at maximum) the standardization of all university course offerings to three credits.** CSU's General Education core coursework requirements are built around a three-credit standard; in other words, all GenEd requirements can be satisfied with three-credit courses, though in practice many are satisfied with four-credit courses. The state of Ohio's Transfer Module is built around a three-credit model, meaning that we are required to accept three-credit transfer courses for many CSU four-credit courses. If all CSU courses were three credits, block scheduling would gain an additional slot during the day, and there would be less "down time" between classes for students. Departments would be able to offer and students to take a wider variety of courses. While we are aware that such a proposal previously has been considered by CSU faculty on more than one occasion, the results have not been conclusive, and we believe that circumstances have changed sufficiently that this conversation should take place again, involving the full mechanism of faculty governance including the University Curriculum Committee and the various College curriculum committees. We understand that there will always be a limited number of exceptions to such a three-credit standard in cases where a department can demonstrate that best practices require a different number of credits.
- 2. Appropriate faculty governance mechanisms should begin consideration of a maximum 120 hour requirement for undergraduate degrees.** The number of credits required for an undergraduate degree at CSU varies widely, and in a few cases can exceed 140 credits. While these requirements have been put into place with the best of intentions, the process has not always included consideration of the full effects on our student body. More required credits mean more time required to graduation, and for many of students more debt at a vulnerable time in their lives. A number of states have already legislated a 120 maximum for undergraduate degrees and it is possible that Ohio soon will do the same. At the time that faculty governance bodies are discussing the issue of a three-credit course standard, they should also be discussing the changes that would be required to meet a 120-hour maximum requirement for undergraduate degrees. We understand that there will always be a limited number of exceptions to such a standard, such as certain professional programs whose licensure requirements cannot be met in 120 credit hours.

- 3. Graduation plans should be phased in for all programs, publicized and directly employed in student advising.** This is actually a continuation and elaboration of one of our recommendations from last year. It is rooted in the fact that this may be considered a “best practice”, as well as in our belief that CSU actually does not consistently provide for all students clear and consistent information about precisely what needs to be done to graduate in a timely fashion. For an extensive discussion and rationale for this recommendation, see Appendix D.

- 4. Incentive structures employed by the university should include consideration of measures for graduation rate and retention rate, as well as recognition of collaboration among academic units that contributes to student success. These measures should address all undergraduate students including those who attend part-time and who transfer into CSU. The university needs to remove existing obstacles to collaboration and student success, such as rewarding units purely for increasing production of student credit hours.** Incentive structures have a powerful effect on faculty and staff behavior. Historically, CSU has employed rewards and incentives without necessarily taking into full consideration the effect that resulting behaviors have on student success, and we believe that this must change. A prime example is the practice of rewarding Colleges purely on the basis of increased student credit hour production, with little concern for the fact that this can provide an active disincentive for Colleges to collaborate and can sometimes make it harder for students to promptly complete a program of study by creating special varieties of required courses that are offered infrequently.

- 5. In addition to tracking FTFT graduation and retention rates, we should also use as measures of student success the percentage of students:**
 - **In academic good standing**
 - **Meeting financial aid SAP (satisfactory academic progress) standards**
 - **Maintaining a GPA ≥ 2.5 with no failures or withdrawals**

The committee is very much aware that graduation and retention rates for firsttime full-time freshmen, while being central to our OBOR funding and widely used on college comparison web sites, do not capture the experience of the majority of CSU undergraduates. These three measures begin to address the both the progress of FTFT freshmen toward graduation, and the potential success of the undergraduates who did not come to CSU as FTFT freshmen. The first two of these measures are already available and the third was created and used for the first time by the Office of Academic Programs during Spring 2012. We believe

that it will be possible to track these data from 2010 onward (some of the data are problematic prior to that time), so that we can get some sense of whether we are making progress toward higher levels of undergraduate success.

- 6. All students registered in 100 level courses should receive midterm grades, even those who are not freshmen.** Many students in 100 level courses are not freshmen – but they are clearly enrolled in introductory level coursework, and many of them actively benefit from the information that midterm grades provide. Since 100 level curriculum, course procedures, and CampusNet entries are already set up to accommodate midterm grades, the actual additional work required of faculty is expected to be minimal. This measure was brought to Faculty Senate this year and approved in December 2011 for implementation in Fall 2012.
- 7. Add/drop dates should be changed to make it easier for students to fill course seats made available by other students dropping courses.** We recommend that the final date for dropping a course should be the Friday of the first full week of classes, and the final day for adding a course should be two days later. This measure was brought to Faculty Senate this year and approved in December 2011 for implementation in Fall 2012.

How does this committee suggest that next year’s committee proceed?

The committee has now spent two years digesting available information from within CSU and the world of academia at large. We have generated quite a number of recommendations that we believe to be well-founded, but we have no illusions that our efforts have been comprehensive or conclusive. In its third year, the committee should focus more directly on assessment.

The next iteration of this committee should continue to monitor the measures we have emphasized – both graduation rate and retention rate for first-time full-time freshmen, and also the other three measures from this year: percentages of students in good academic standing, those meeting the financial aid requirements for “satisfactory academic progress”, and those maintaining a GPA of 2.5 or greater with no withdrawals or failures on their record.

In this third year of the committee, we suggest that it is time to dig more deeply into our local CSU data and make additional efforts at tracking students in particular categories through their experiences at CSU. Our earlier efforts have incorporated local data but have of necessity been “first cut” in nature. It is now time to refine our view of which students at CSU succeed under what conditions, so that we can better determine how best to improve the number of students who successfully make it to the end of their programs.

Respectfully submitted,
Wm. Beasley, Committee Chair

On behalf of:
Barbara Margolius
Mittie Jones
Rodger Govea
William Breeze
Connie Hollinger
George Bovell

Administrative members (non-voting):
Rosemary Sutton
Carmen Brown
Tom Geaghan (data analysis)

Provost Geoffrey Mearns was an active participant in the committee's discussions throughout 2011-2012.

Appendix A: Implementation tracking chart for committee recommendations from 2010-2011

Appendix B: Implementation tracking chart for committee recommendations from 2011-2012

Appendix C: Provost's Implementation Committee activities, 2011-2012

Appendix D: Committee recommendations regarding graduation plans

Appendix A
Implementation tracking chart for
committee recommendations from 2010-2011

The chart below is reproduced from the committee's web page, which may be found at <https://mycsu.csuohio.edu/ResourceCheck/VerifyServlet?loc=/committees/success/presentations.html> (CSU ID and password required for login). The chart there is regularly updated and includes opportunities for faculty to provide feedback to the committee. There are four sections to the chart, based on the original committee's target year for implementation: "ongoing", 2011, 2012, and 2013.

On Going Projects

Action Step	Responsibility	Status
Acknowledge achievement in undergraduate teaching	President and Deans	"Recognizing commendable faculty who teach lower division courses" initiative being implemented 2011/2012. 50 student-nominated faculty in Spring 2012; appreciation luncheon with provost on 4/23/12
Reward undergraduate teaching	Provost	Additional flexibility in this area now available due to new AAUP contract ratified on 9/22/11
Reaffirm institutional commitment to excellence in undergraduate education	Provost	Additional workload credit for faculty teaching high enrollment sections, to be piloted Spring 2012
Reaffirm institutional commitment to excellence in undergraduate education	Deans, dept. chairs	"Teaching experience" has become part of search criteria for all tenure track faculty and lecturers as of Fall 2011
Support professional development for undergrad teaching	Deans, dept. chairs	New faculty for Fall 2011 were contacted directly to encourage participation in "teaching fundamentals" workshops & have received personal copies of new Faculty Handbook
Use Center for Teaching Excellence and professional development funds to improve teaching	CTE	CTE expanding number of faculty discussions, teaching collaborations and Teaching Portfolio program in 2011-2012. Record number of faculty creating teaching portfolios in 2012 (22), including lecturers and part-time faculty
Include part-time faculty in departmental activities except as prohibited by contract or regulations	Dept. chairs, regular faculty	CEHS held first FT/PT gathering in Spring 2011 and its second in Spring 2012; other Colleges encouraged to followed suit.
Provide part-time faculty greater access to teaching development opportunities	CTE, dept. chairs	CTE: 20121-2013 offerings include adjunct-friendly schedule options. Part-time attendance has increased significantly, especially with the shift to distribution of invitations via individual email. Part-time faculty were surveyed by CTE in Spring 2012

2011 Projects

Action Step	Responsibility	Status
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Allow faculty access to student advising information, including “advisor” tab on CampusNet	Central administration, IS&T	Access exists with FERPA limitations; application process being streamlined, Fall 2011
Devise an institutional strategy for intrusive advising	College advising staffs, VPro for Academic Programs	Starfish software pilot underway in Fall 2011. This is part of step 1 toward intrusive advising.
Educate the university on intrusive advising	College advising staffs, VPro for Academic Programs	Topic introduced to Faculty Senate, Spring 2011. This is step 1.
Assess the Early Alert System; determine needed enhancements (EAS).	VPro for Undergrad Studies	Delayed pending results of Starfish Software pilot (see above)
Adopt requirement for students to have a graduation plan	Faculty Senate	Faculty Senate endorsed recommendations of Undergraduate Success Committee (including this term) in Spring 2011. Undergrad success committee recommended a more detailed implementation plan, see Appendix D.
Prepare implementation of graduation plan	College Advising staffs, faculty advisors	Programmatic graduation plans were Submitted by all undergraduate programs, have been analyzed and are being revised for publication to students. This is a prerequisite for individual graduation plans.
Develop procedure for correcting errors in degree auditing	Registrar	Undergraduate curriculum director (instrumental in this process) was hired for Fall 2011. Individual colleges are now in process of signing off with registrar’s office for their portions of Degree Audit, which will then be proofed against catalog software. See #3 on implementation committee chart (Appendix C) for more.
Recruit part-time faculty well in advance and train them	Provost Colleges, CTE	CTE offering end-of-summer classroom basics workshops available to part-timers, August 2011 & will do so again in August 2012
Make compensation for part-timers competitive	Human Resources	Data gathered from comparable local institutions, Summer 2011. Plans to increase compensation for part-timers in Fall 2012 will be submitted as part of some colleges’ budget proposals.
Collect best practices for part-time faculty	CTE	For future action

2011 Projects (Cont.)

Action Step	Responsibility	Status
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Further study of “bottleneck” courses	Student Success Committee, dept. chairs	Multi-term registration and waitlist are now in operation for Summer 2012 and beyond; these will help us in analyzing needs in this area, as will new “Ad Astra” scheduling software.
Develop webpage for part-time faculty	CTE	Revisions in progress
Convert part-time positions to full-time faculty positions	Provost	Two new lecturer positions in English have replaced part-time faculty. More such actions are possible in the future.
Develop and implement plan for intrusive advising	College advising staffs, VPro for Academic Programs	Starfish software (potentially central to this effort) being piloted 2011-2012; four new student support specialists hired Spring 2012 to focus on intrusively advising students in developmental courses.
Implement the Modified Early Alert System	VPro Academic Programs, IS&T	On hold pending results of Starfish software pilot (above)
Add graduation plan to Degree Audit software	University Registrar and College Advising staffs	For future action. (Committee is recommending more overt use of graduation plans in 2012-2013, but that will be separate from the degree audit system.)
Allow for advisor overrides to the graduation plan	University Registrar and College Advising staffs	For future action
Investigate scheduling analytics software	University Registrar	For future action
Convene meetings of stakeholders to discuss retention of subsets of CSU students	OMACR	For future action
Gather data from students in each subset of CSU students	Student Success Committee	For future action
Obtain expert advice on CSU student subsets	Student Success Committee	For future action

2012 Projects

Action Step	Responsibility	Status
Review the graduation planning system	Registrar and UCC	First steps were taken in Fall 2011 (see #14 on implementation committee spreadsheet in Appendix C)
Begin implementation of Graduation Plan requirement	All advising offices	Programmatic graduation plans were gathered in Fall 2011. The intention to initiate use of programmatic graduation plans with Juniors in Fall 2012 has been communicated to the Colleges.
Recommendations on existing and new programs serving targeted populations	Student Success Committee	For future action
Pay part-time faculty for holding regular office hours	Dept. chairs	For future action
Reintroduce Early Alert System to faculty and staff	VPro for Academic Programs	For future action

2013 Projects

Action Step	Responsibility	Status
Create an endowed teaching chair	Faculty Affairs Committee; President Berkman, University Advancement	For future action

Appendix B
Implementation tracking chart for
committee recommendations from 2011-2012

Committee recommendations	Implementation
1. Appropriate faculty governance mechanisms should begin consideration of (at minimum) the standardization of all General Education offerings to three credits and (at maximum) the standardization of all university course offerings to three credits.	College & University level curriculum committees; Chairs, Associate Deans & Deans
2. Appropriate faculty governance mechanisms should begin consideration of a maximum 120 hour requirement for undergraduate degrees.	College & University level curriculum committees; Chairs, Associate Deans & Deans
3. Graduation plans should be phased in for all programs, publicized and directly employed in student advising (see Appendix D)	This item is a continuation and elaboration of an item from last year (see “2012 projects”, above, as well as Appendix D)
4. Incentive structures employed by the university should include consideration of measures for graduation rate and retention rate, as well as recognition of collaboration among academic units that contributes to student success. These measures should address all undergraduate students including those who attend part-time and who transfer into CSU. The university needs to remove existing obstacles to collaboration and student success, such as rewarding units purely for increasing production of student credit hours	Under consideration by Senior Staff
5. In addition to tracking FTFT graduation and retention rates, we should also use a measures of student success: <ul style="list-style-type: none"> • Good standing • SAP (satisfactory academic progress), and • GPA\geq2.5 with no failures or withdrawals. 	Vice Provost for Academic Programs/Institutional Research
6. Midterm grades for all students registered in 100 level courses	Approved by Faculty Senate in December 2011.

7. Change in add/drop dates

Approved by Faculty Senate in
December 2011.

Appendix C
Provost's Implementation Committee activities 2011-2012

Student Success Committee Implementation Updated 4/2/2012

Issue	Action steps	Responsibility	Target Completion Date	Status
1	<p>Add Drop Dates modified to allow students to enroll in courses after other students have dropped</p> <p>Proposal submitted to A&S committee and Senate</p> <p>Communication to Campus community</p>	<p>VP Academic Programs</p> <p>VP Academic Programs, Enrollment services (Registrar), IS&T, Dean of Students</p>	<p>Dec-11</p> <p>Fall 2012</p>	<p>Passed Senate 12/7/2011</p> <p>Communication will begin summer for Fall implementation: Responsibilities VP Academic Programs- Advisors: Provost- Faculty, Registrar- email and web materials</p>
2	<p>Automatic Deregistration for students who do not meet prerequisites</p> <p>1. Upgrade Bundle for system functionality</p> <p>2. Develop process to automatically de-register students</p> <p>3. Test all development</p>	<p>IS & T</p> <p>IS & T</p>	<p>Feb 16- 18, 2012</p> <p>1-Mar-2012</p>	<p>Complete -System bundle update successful</p> <p>Process available in delivered functionality</p>
3	<p>Degree Audit Verification to ensure accuracy of program requirements for advisors and students</p> <p>Provide Requirements to all colleges for verification and sign off</p> <p>Review requirements and provide Registrar's Office with updates</p>	<p>Enrollment services (Registrar)</p> <p>Enrollment services (Registrar)</p> <p>Academic Units</p>	<p>Summer 2012 - pilot test. Fall 2012 - full implementation</p> <p>1-May-2012</p>	<p>Documentation on PERC process received 3/8/12. Process being tested in QA.</p> <p>In Process. Target Deadlines: CLASS (4/9) Education (5/7)</p> <p>Engineering (4/6)</p>

	Sign off from Academic Deans	Provost	Summer 2012	Sign off received from School of Nursing College of Urban Affairs, College of Business Administration, COSHP.
	Communication campaign	Enrollment Services (Registrar & Marketing), VP Academic Programs, IS&T, Dean of Students	Fall 2012	
	1. Develop Business Practices for registration, billing, FA, etc.	Enrollment Services (Registrar & FA)	1-Mar-2012	Complete
	2. Create Schedule of Classes for Fall 12, Spring 13, Summer 13	Academic Units	2-Feb-2012	Complete Live schedule posted to CampusNet March 3, 2012
4	Multi-term registration to allow students to plan their degree progression by registering for Fall, Spring and Summer courses simultaneously	IS & T	1-Mar-2012	In process
	4. Develop course scheduling and curriculum policy	Enrollment Services (Registrar)/Academic Units	1-Mar-2012	In process
	5. Develop and execute campus communication plan	Enrollment Services (Registrar)	Registration began March 26, 2012.	Complete - Information sessions held with course schedules & chairs, marketing materials distributed, FAQ for web site reviewed by Associate Deans.
	Pre-requisites			
5	A. Correct inconsistencies	Enrollment Services (Registrar)		Complete
	1. Registrar's prepares Peoplesoft prerequisite files for Academic Programs			
	2. Academic Programs prepares files comparing Peoplesoft	VP Academic Programs		Complete

to Catalog

- 3. Academic Programs sends files to Colleges
 - 4. Colleges return files to Academic Programs
 - 5. Registrar updates PeopleSoft.
- Complete
- Complete
- Over 900 pre-reqs reviewed/ updated by 2/1/2012

- 1. Colleges provided pre-requisite information and procedures for making changes
- 2. Colleges modify the pre-requisites they deem necessary.

B. Colleges evaluate new pre-requisites

Probation/dismissals to improve outreach, policy and SAP compliance, and consistent communication to students

6

- 1. Assess completed outreach
 - 2. Contact students enrolled Fall 2011 who do not enroll Spring 2012.
 - 3. Provide academic support for students placed on probation Spring 2012
 - 4. Prevent academically at-risk students from probation.
- 722 students enrolled Spring 2012; 634 in academic good standing
- Complete
- Complete
- letters sent to the 57 students on probation

1. Develop intervention plan for Freshmen Fall 2011 cohort	VP Academic Programs	6-Jan-2012	Completed
2. Revise & send letters to all students	VP Academic Programs	23-Dec-2011	Completed
3. Conduct intervention	VP Academic Programs	Spring 2012	First two workshops completed; 1-1 success coaching appointments ongoing
4. Assess intervention	VP Academic Programs	1-Jul-2012	Data collection underway
5. Develop comprehensive plan	VP Academic Programs	1-Sep-2012	
6. Implement more consistent practices	Provost's office/ Academic Units	Fall 2012	Registrar prepared draft letter
7. Revise Probation and Dismissal standards	Provost Office/ Enrollment Services (Registrar)		Vice Provost for Academic Programs discussed the matter with Admissions and Standards Committee
1. Train advisors on SAP with a focus on withdrawals.	VP Academic Programs / Enrollment Services (Financial Aid & All-in-1)	15-Mar-2012	Meetings held February 28 -29th. Speakers from All-in-one, financial aid and Treasury Services
2. Distribute written guidelines to advisors.	VP Academic Programs	15-Mar-2012	Complete
C. Integrate SAP compliance into academic advising			
7 Restrict Course Schedules for Freshmen			
A. 2012 Freshmen placed into developmental classes	Academic Units, VP Academic Programs	1-Feb-2012	Block Schedules confirmed
1. Develop block schedules with developmental coursework and high			

	success rate general education courses				
	2. Communicate to Advisors, Admissions, Faculty	VP Academic Programs	Spring 2012		Underway: Advisor meetings mid-March
	3. Develop & implement enrollment restrictions for new student orientation	VP Academic Programs	Summer 2012		
	4. Place a hold on the registration of students placed in developmental courses	VP Academic Programs	Summer/Fall 2012		Underway
	1. Develop Block Schedules for all Freshmen	VP Academic Programs, VP Enrollment Services (Registrar)	Summer/Fall 2013		
	1. Review Systems	Review Group			Complete
	2. Initiate Product RFP	Enrollment Services (Registrar)			Complete
	3. Review RFP's for recommendation	Enrollment Services (Registrar)			Complete
	4. Purchase Product				Complete
	5. Develop course/room scheduling policy and procedure	Enrollment Services (Registrar) /Academic Affairs			In progress
	6. Room Inventory	VP Academic Planning	30-Jun-2012		Planning underway
	7. Product implementation	Enrollment Services (Registrar) / IS & T	Target Fall 2013		Kickoff meeting with Ad Astra held 3/30/12
8	Scheduling Software so course offerings are based on student need, violations of block scheduling are easily tracked, and room utilization improves				
9	Tracking and Communicating Curriculum so	VP Academic Programs	15-Nov-11		Complete

<p>Inconsistencies and confusion are eliminated and catalog is more accessible</p>	<p>2. Training initiated</p>	<p>VP Academic Programs</p>	<p>15-Dec-2011</p>	<p>Completed: 2011-12 CSU catalog imported into Acalog to form basis for 2012-13 catalog</p>
<p>3. Ongoing meetings, Associate Deans, UCC, A&S Graduate School to devise new curriculum tracking strategies 4. 2012 -13 catalog produced 5. Implement best practices</p>	<p>3. Ongoing meetings, Associate Deans, UCC, A&S Graduate School to devise new curriculum tracking strategies 4. 2012 -13 catalog produced 5. Implement best practices</p>	<p>VP Academic Programs</p>	<p>Fall 2012</p>	<p>In process</p>
<p>10</p>	<p>1. Identify courses needed for review 2. Purchase Software to distribute and track equivalency decisions to academic units 3. Review courses and provide equivalency information to Registrar 4. Update equivalencies in the Peoplesoft System</p>	<p>VP Academic Programs, Enrollment Services (Registrar) Enrollment Services (Registrar) Enrollment Services (Registrar)</p>	<p>1-May-2012 1-May-2013</p>	<p>Complete Complete; purchased TES system</p>
<p>Transfer Credit equivalencies for 9000 courses so transfer students and advisors know how transferred courses "count" towards the major.</p>	<p>3. Review courses and provide equivalency information to Registrar 4. Update equivalencies in the Peoplesoft System</p>	<p>Academic Units</p>	<p>1-May-2012</p>	<p>In process - report of courses distributed and review created</p>
<p>11</p>	<p>1. Provide project specifications to IS & T 2. Develop System requirements</p>	<p>Enrollment Services (Registrar) IS & T</p>	<p>19-Mar-2012</p>	<p>On-going: over 2300 courses updated through 3/12/2012 Complete System requirements moving to production 3/14-3/16</p>

schedules and academic department can track course demand	3. Develop policy/procedure 4. Develop and execute campus communication plan 5. Go Live	Enrollment Services (Registrar) / Academic Affairs Enrollment Services (Registrar) IS&T & Enrollment Services (Registrar & Marketing) Enrollment Services (Registrar)	2-Feb-2012 Begins 6-Feb-2012 26-Mar-2012 1-May-12	Complete Complete: Students joining waitlists. Initial meeting of group held. Proposal in process.
12 Dropping students for non-payment in order to ensure accuracy of enrollment data	A. Faculty visited Tri-C and wrote preliminary report	Provost		Complete
13 Explore collaboration with Cuyahoga Community College to deliver Remedial Coursework to entering freshmen	B. Provost meeting C. Send Preliminary report to President		15-Apr-12	CSU and TRI-C Provost meet April 2 for preliminary meeting
14 Incorporate Degree Plan "what if" scenarios to current degree audit functionality to allow students to develop dynamic academic degree plans to determine how various courses will apply towards degree completion or a change of major		Enrollment Services (Registrar), IS & T		Preliminary investigation of delivered "my planner" module in Peoplesoft self service allows for this functionality.

March 5 & 22

Provost, Student
Success Committee

A. Campus-wide
presentations by
Provost & Chair
Student Success
Committee

Fundamental Curriculum
and Scheduling changes
to enhance students'
success.

15

Appendix D:

Committee recommendations regarding graduation plans

Faculty Senate Ad hoc committee on Student Success Position Paper Student Degree Maps/Graduation Plans

The purpose of this position paper is to advocate the establishment of student degree plans as soon as possible. The idea builds on the degree maps currently under development throughout the university, on the graduation plan requirement approved last year by Faculty Senate and endorsed by the administration as part of the committee's initial report, and on the recommendations contained in *Hardwiring for Student Success*¹, a publication of the University Leadership Council and *Time is the Enemy*, a publication of Complete College America². The goal is to create and implement a comprehensive program that assumes that both students and the university are responsible for timely graduation.

Background:

The Initial Report of the Committee on Undergraduate Success called for implementation of graduation plans for all CSU undergraduates³. Progress has been made toward implementing this recommendation through the gathering of undergraduate degree maps. Considerable work should be done to improve these degree maps, but this work must be done concurrently with implementing the graduation plan requirement.

The University Leadership Council's "Hardwiring Student Success" specifically endorses graduation plans (HLC, page 126):

Prescriptive Degree Maps (Pracice #11) are a useful tool for promoting four-year graduation at large schools with modest advising resources; however, they lack the adaptability preferred by those universities placing an especially strong emphasis on student academic choice and exploration. For these institutions, the Council recommends expanding upon the principle of Prescriptive Degree Maps by adding a dynamic functionality. Students enjoy greater flexibility in planning out a personalized college experience while still conforming to a defined course progression that ensures on-time graduation.

Cleveland State falls into the category of "those universities placing an especially strong emphasis on student academic choice. . ." since there is no common core of requirements, and students are allowed a choice among a variety of courses fulfilling the various distribution requirements.

Complete College America's "Time is the Enemy" calls directly for individualized graduation plans for all students (CCA, page 13): "Colleges should... Require formal, on- time completion plans for every student, updated annually."

The degree planning process has great promise in limiting the adverse effects of student scheduling. By emphasizing course selection that is personally convenient, students put

¹ See Appendix 2 for the set of 13 "Charting a path to degree map completion" questions from *Hardwiring Student Success*.

² http://www.completecollege.org/docs/Time_Is_the_Enemy.pdf

³ See Appendix 4 for an excerpt of committee's report from last year recommending the implementation of graduation plans.

themselves at risk by taking courses that do not produce progress toward graduation. Some of these course selections include:

- Unwillingness to take a course unless it is MWF in the morning (which also adversely affects parking)
- Unwillingness to take a night course
- Avoidance of courses that are not collectively continuous in time blocks
- Avoidance of courses that are perceived as difficult

A clear consequence of this practice is the large number of students who accumulate far more than the 120 credits needed for graduation without a degree in sight. This, in turn, leads to schedules packed with challenging courses, and in some cases requests to faculty members for “absentee” participation in classes, due to double-scheduling or work requirements.

While these schedules are often necessitated by work and child-rearing responsibilities, it is also true that, if students know in advance which times they need to make available for the taking required classes, they may be able to merge academic and non-academic schedules, rather than placing the former at the mercy of the latter.

It is also the case that, due to the vicissitudes of student life, graduation plans need to be flexible enough to allow students to revise their strategy (i.e., to allow the “dynamic functionality” referenced above).

Graduation plans were to be mandatory for sophomores beginning in Fall 2011. We are behind schedule.⁴ As a university that is among the nation’s worst in six year graduation rate it is urgent that we begin to enforce this requirement.

Steps to implement graduation plan requirement:

I. Implement degree maps.

a. *Degree maps should be published.*

Requirements being met by each course in the degree map should be clearly indicated (e.g. general education requirement and type, college requirement, major requirement). Degree maps should be checked for accuracy (do they meet all of the requirements?). Formatting of the degree maps should be standardized. Once this verification and standardization of formatting has occurred, degree maps should be published as part of the undergraduate catalog. [To be completed and posted by end of Spring term. Responsibility: Vice Provost for Academic Programs]

b. *Degree maps should be improved.*

Refinements of degree maps to be done as revisions to current degree maps. These refinements will take some time and students and advisors need the degree map information *now*, so the current degree maps should be published and used while these degree maps are being refined.

1) Development of first year “successions”. These are to be one year plans that serve as the first year of multiple majors. Most of the courses in each

⁴ See Appendix 4 for the present status of recommendations related to the implementation of graduation plans.

succession will be proscribed with one course each term to be a course in the major. [Members of the Committee will present to College meetings and/or meet with department chairs and advising staffs to explain the concept of the

first year succession and provide examples. Each college should identify “clusters” of majors in consultation with the various departments involved. Colleges may choose whom they wish to develop these successions. Initial successions should be completed by Fall of 2012. Successions should be circulated to all departments within each specific cluster of departments, along with relevant advising staff from the various colleges. By Spring 2013, the successions should be made public.

Development of milestones⁵. Students, faculty and advisors need clear measures that will indicate whether a student is on track for graduation within his chosen major or within his chosen group of majors (the latter is appropriate for first year students who have not yet narrowed their choice to a single major). Milestones will consist of a set of courses that should be completed by the time a student reaches a specific number of credit hours (e.g. Sophomore/Junior status) [Get Faculty Senate endorsement of this concept (Spring 2012). These milestones should be established by the Vice Provost for Academic Programs (working through some sort of ad hoc committee) and approved by the involved departments by Spring 2013

- c. *Degree maps should be part of advising discussion* beginning in the first year. [Immediate implementation – all advising staffs.]
- d. *Degree maps should be used to flag students who are off-course* for graduation in four years. This system should be automated. Students who are off-course should be brought in for advising and not permitted to register without an appropriate graduation plan approved and on-file. [Immediate implementation – reports to be developed by advising staffs in collaboration with departments.]
- e. *Students should have access to an online schedule planning tool* that facilitates the creation of several model course progressions. The planning tool should take into account future course availability. Students should be able to opt and make customized degree maps that fit their plans for college and meet requirements for a degree in a reasonable period of time. [Timeline to be proposed by Carmen]

II. All students should receive advising.

- a. *No student should be without an assigned advisor* (or advising staff). When a student enrolls at the university, that student should be assigned to an advisor Assignment should be based on the student’s intended major or on the group of majors the student is considering. [Immediate implementation for incoming first year students– Vice Provost. Implementation for all other students by end of Spring term.]
- b. *All students should declare a major before earning 60 credit hours.* The university has an unenforced policy that “all undergraduate students are required

⁵ Hardwiring Student Success, Practice #12.

to formally declare a major before completing 60 credits. Transfer students who are admitted to the university with more than 60 credits are allowed one semester of study before enrolling in the subsequent semester. This requirement applies to degree-seeking students. Certain colleges and/or programs of study may have specific declaration of major requirements. In those cases, the college/program requirements supersede this university requirement.”⁶ Enforcement of this policy

is the responsibility of the advising staff to which the student is assigned.
[Enforcement to begin as soon as student is assigned an advisor.]

- c. *Students should be assigned an advisor in the major as soon as possible.*
- d. The major advisor and college advising staff should work together with the student to ensure that the *student has a valid graduation plan*. This can be the degree map for the program or a customized program developed in conjunction with the student that meets degree requirements.
- e. Students without a clear idea of a major should be required to take one of these first year successions that most closely align with the collection of majors they are considering. [Implementation for students entering Fall 2013 for all students. Implemented sooner for those programs for which successions effectively already exist, e.g. the Ahuja College of Business and the Fenn College of Engineering basically have this practice in place now.]

Developing the first year succession.

University majors should be divided into a smaller number of first year successions. Students in the same succession will take similar courses, with the exception of a course in the intended major. The principle objective behind developing first year successions is to facilitate progress among majors without adding to time to graduation. Students take their first year courses before declaring a major. Some students have a definite idea of which major they wish to pursue. Many more do not. Among students who do have definite plans, many change those plans prior to graduation. The goal of the first year succession is to give students the opportunity to prepare for several related majors during their first year while learning about the majors themselves. Departments and colleges are often evaluated in part based on the number of credit hours they generate. This can act against the interests of our students and of the university as a whole by encouraging department or program-specific versions of more general courses. There often is merit in a course tailored to students in a particular major (for example, math for elementary teachers), but if that student later changes his or her intended major, the course may not count toward graduation. The university budget model should be structured so as to recognize the value of collaboration among departments and colleges. Successions which serve multiple programs and programs which are served by multiple succession plans should both be recognized in the budget model reward structure since both contribute to student success. Some sample successions are included in Appendix 1, together with a list of majors for which they seem to be appropriate. The general structure of the succession is English, math, a course in the major each term, and one or two other general education courses each term. Virtually all of these successions include two semesters of first year English. STEM succession I (Engineering (but not engineering tech), math, and physics) includes first semester chemistry, calculus I and II, first semester university physics, and a course in the [prospective] major each

⁶ <http://www.csuohio.edu/undergradcatalog/geninfo/regs/regs.htm>

semester. The social science and humanities succession includes two semesters of freshman English, two semesters of math, one semester of a lab science (spring), a social science gen ed and an arts and humanities gen ed (fall, one of which is in the major), and a second course in the major in spring.

Sample successions are given in Appendix 1 together with the degree programs they would serve.

Conclusions

We have proposed a number of specific steps that need to be implemented in the near future. We summarize these steps below:

1. The publication of degree maps in June 2012. The maps should also be periodically updated and revised. This should be viewed as an ongoing process.
2. The development of “successions,” sequences of courses for students in related disciplines that will provide adequate degree progress for students who major in any of those disciplines (or change a major from one to another related discipline. Successions should be available and public by Spring Semester 2013.
3. Rules requiring declaration of major by the time a student reaches 60 credits
4. The development of milestones, a set of courses that students need to have passed by a particular point in their college careers. Students who do not reach these milestones must be brought in for advising.
5. The assigning of advisors to all students. Advisors need to take action if there are signs that a student is not making appropriate progress toward graduation.
6. Students need to establish and follow a graduation plan, in which they project their course selections in advance and ensure progress toward graduation.
7. There needs to be software to (1) aid students in planning for graduation, including exploring a variety of options that will allow the student to “customize” the plan, (2) “flag” students who do not reach particular milestones en route to graduation, flag students whose schedules are at variance with degree maps, and flag students who have not identified a major by the time they reach 60 credits (i.e. Junior standing).

Appendix 1. Sample Successions.

STEM Succession 1					
Fall Semester			Spring Semester		
New Student Orientation	1	GE-univ			
ENG 100 OR ENG 101 College Writing	3	GE-ENG	ENG 102 or ESC 102 Tech. Writing	3	GE-ENG
MTH 181 Calculus I	4	GE- MTH	MTH 182 Calculus II	4	GE-MTH
CHM 261 General Chemistry I	4	GE-Sci	PHY 243 Univ. Physics I (w/Writing)	5	GE-Sci/Sci lab
CHM 266 General Chemistry Lab I	1	GE-Sci lab			
Major or Gen Ed Course	2-4		Major or Gen Ed Course	2-4	
Total	15-17		Total	14-16	

STEM succession 1. The STEM succession 1 is appropriate for students considering majors in Computer Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, most math degree programs, Physics.

STEM Succession 2					
Fall Semester			Spring Semester		
New Student Orientation	1	GE-univ			
ENG 100 OR ENG 101 College Writing	3	GE-ENG	ENG 102 or ESC 102 Tech. Writing	3	GE-ENG
MTH 181 Calculus I	4	GE-MTH	MTH 182 Calculus II	4	GE-MTH
CHM 261 General Chemistry I	4	GE-Sci	CHM 262 General Chemistry II	4	GE-Sci
CHM 266 General Chemistry Lab I	1	GE-Sci lab	CHM 267 General Chemistry Lab II	1	GE-Sci lab
Major or Gen Ed Course	2-4		Major or Gen Ed Course	2-4	
Total			Total		

STEM succession 2. The STEM succession 2 is appropriate for students considering majors in biology (other math courses may be substituted for calculus), chemistry ACS.

STEM Succession 3					
Fall Semester			Spring Semester		
New Student Orientation	1	GE-univ			
ENG 100 OR ENG 101 College Writing	3	GE-ENG	ENG 102	3	GE-ENG
BIO 200/BIO 201 Introduction to Biology I with Lab	4	GE-Sci lab	BIO 202/BIO 204 Introduction to Biology II with Lab	4	GE-Sci lab
CHM 261/266 General Chemistry I with Lab	5	GE-Sci	CHM 262/267 General Chemistry II with Lab	5	GE-Sci lab
Major or Gen Ed Course	2-4		Major or Gen Ed Course	2-4	
Total			Total		

STEM succession 3. The STEM succession 3 is appropriate for students considering majors in biology, chemistry pre-med, pre-dental or pre-veterinary, chemistry pharmaceutical chemistry, chemistry medicinal and biological, chemistry Pharm admin, environmental science.

Social Science Humanities Succession 1					
Fall Semester			Spring Semester		
New Student Orientation	1	GE-univ			
ENG 100 OR ENG 101 College Writing	3	GE-ENG	ENG 102	3	GE-ENG
MTH	4	GE-MTH	MTH	4	GE-MTH
Gen Ed Course	3-4		Gen Ed Course	3-4	
Major or Gen Ed Course	3-4		Major or Gen Ed Course	3-4	
Total			Total		

Social Science Humanities Succession 1. Appropriate for social studies, women's studies, theatre and dance acting track, theatre and dance directing track, theatre and dance technical track, social sciences, social work, sociology, Studio Art in Drawing, Studio Art in Sculpture, Studio Art in Printmaking, Studio Art in Painting, Studio Art in Photography, Studio Art in Graphic Design, Religious Studies, International Relations, Political Science, Philosophy (traditional track), Philosophy (ethics track), Music Performance, Music Therapy, Music Composition, Music Education, liberal studies, English licensure track, English Multicultural Multiethnic Literature Track, English literature track, English Creative Writing track, Criminology, Communication, Communication Management, Communication Health and Mediation, Communication Journalism and Promotional Communication Advertising Sequence, Communication Journalism and Promotional Communication Journalism Sequence, Communication Journalism and Promotional Communication Public Relations Sequence, Film and Digital Media Digital Media Sequence, Film and Digital Media Film Sequence, Film and Digital Media Media Studies Sequence, Classical and Medieval Studies, Black Studies, Anthropology, Art History, History.

Social Science Humanities Succession 2					
Fall Semester			Spring Semester		
New Student Orientation	1	GE-univ			
ENG 100 OR ENG 101 College Writing	3	GE-ENG	ENG 102	3	GE-ENG
MTH	4	GE-MTH	MTH	4	GE-MTH
Gen Ed Course	3-4		Gen Ed Course	3-4	
Major or Gen Ed Course	3-4		Major or Gen Ed Course	3-4	
Total			Total		

Social Science Humanities Succession 2. Social Science Humanities Succession 2 is slightly more restrictive than succession 1 in that it requires a natural science lab in spring. Appropriate for social studies, women’s studies, theatre and dance acting track, theatre and dance directing track, theatre and dance technical track, social sciences, social work, sociology, Studio Art in Drawing, Studio Art in Sculpture, Studio Art in Printmaking, Studio Art in Painting, Studio Art in Photography, Studio Art in Graphic Design, Religious Studies, International Relations, Political Science, Philosophy (traditional track), Philosophy (ethics track), liberal studies, English licensure track, English Multicultural Multiethnic Literature Track, English literature track, English Creative Writing track, Criminology, Communication, Communication Management, Communication Health and Mediation, Communication Journalism and Promotional Communication Advertising Sequence, Communication Journalism and Promotional Communication Journalism Sequence, Communication Journalism and Promotional Communication Public Relations Sequence, Film and Digital Media Digital Media Sequence, Film and Digital Media Film Sequence, Film and Digital Media Media Studies Sequence, Classical and Medieval Studies, Black Studies, Anthropology, Art History, History.

Social Science Humanities Succession 3					
Fall Semester			Spring Semester		
New Student Orientation	1	GE-univ			
ENG 100 OR ENG 101 College Writing	3	GE-ENG	ENG 102	3	GE-ENG
MTH	4	GE-MTH	MTH	4	GE-MTH
Social Science GE	3-4		Natural Science with Lab	3-5	
Arts and Humanities GE	3-4		Major or Gen Ed Course	3-4	
Total			Total		

Social Science Humanities Succession 3. Social Science Humanities Succession 3 is slightly more restrictive than succession 2 in that it requires both a social science gen ed and an arts and humanities gen ed in fall. Appropriate for social studies, women’s studies, social sciences, social work, sociology, Religious Studies, International Relations, Political Science, Philosophy (traditional track), Philosophy (ethics track), liberal studies, English licensure track, English Multicultural Multiethnic Literature Track, English literature track, English Creative Writing track, Criminology, Communication, Communication Management, Communication Health and Mediation, Communication Journalism and Promotional Communication Advertising Sequence, Communication Journalism and Promotional Communication Journalism Sequence, Communication Journalism and Promotional Communication Public Relations Sequence, Film and Digital Media Digital Media Sequence, Film and Digital Media Media Studies Sequence, Classical and Medieval Studies, Black Studies, Anthropology, Art History, History.

Modern Language Succession 1					
Fall Semester			Spring Semester		
New Student Orientation	1	GE-univ			
ENG 100 OR ENG 101 College Writing	3	GE-ENG	ENG 102	3	GE-ENG
MTH	4	GE-MTH	MTH	4	GE-MTH
Gen Ed Course	3-4		Gen Ed Course	3-4	
200 level modern language course	4		200 level modern language course	4	
Total			Total		

Spanish, French.

Economics Succession					
Fall Semester			Spring Semester		
New Student Orientation	1	GE-univ			
ENG 100 OR ENG 101 College Writing	3	GE-ENG	ENG 102	3	GE-ENG
MTH 148 or MTH 181	4	GE-MTH	MTH 149 or MTH 182	4	GE-MTH
Gen Ed Course	3-4		Gen Ed Course	3-4	
Major or Gen Ed Course	3-4		Major or Gen Ed Course	3-4	
Total			Total		

Economics. This succession is consistent with social science and humanities succession 1 if the appropriate math course is taken.

Business Succession					
Fall Semester			Spring Semester		
New Student Orientation	1	GE-univ			
ENG 100 OR ENG 101 College Writing	3	GE-ENG	ENG 102	3	GE-ENG
MTH 181 or 148	4	GE-MTH	MTH 182 or 149	4	GE-MTH
Social Science NonUS GE	3-4		ECN 201 Principals of Microeconomics GESS	3	
Course in Major	3-4		Natural Science with lab	4	
Total			Total		

Business Succession. Appropriate for Accounting, Business Administration, Business Economics, Finance, Information Systems (sample degree map shows African American

Experience elective in Spring term in place of natural science with lab, natural science with lab appears in semester 4, but it appears these could be switched), International Business, Management and Labor Relations, Marketing, Operations Supply Chain Management. Computer Science major is not included in degree maps. This succession is appropriate for math majors if calculus is the math taken, and for most social science and humanities programs.

Appendix 2. *Hardwiring Student Success* degree map questions. The questions below are from the preface to *Hardwiring Student Success*. They are included here because of their relevance to the Graduation Plan recommendations of the committee.

IV. Charting a path to degree completion⁷

1. Are new students encouraged to fulfill introductory courses and general education requirements as soon as possible?
2. Can students self-advise on course selection by following recommended four-year course progressions, sometimes called “degree maps”?
3. Do these degree maps exist for every major in every department?
4. Are degree maps published together in a consistent format on a central website?
5. Are degree maps made a part of the advising discussion as early as the first year?
6. Does the university have a system for identifying students off-track for graduation in four years?
7. Is that system automated through the registrar’s office?
8. Are students notified and required to meet with an advisor when they are off-path?
9. Can advisors force off-track and struggling students to switch to “Plan B” majors?
10. Can students opt to make and follow customized degree maps that fit their plans for college?
11. Do students have access to an online schedule planning tool that facilitates the creation of several model course progressions?
12. Does the schedule planning tool take into account future course availability?
13. Do all students need to have at least one proposed schedule on file before declaring a major?

⁷ *Hardwiring Student Success*, p. xviii.

Appendix 3. Student Academic Success-Degree Completion Policy.

Adapted from *Hardwiring Student Success*, p.117⁸ University of Maryland Student Success

Policy.

Student Academic Success-Degree Completion Policy

The goal of the Student Academic Success-Degree Completion Policy is to promote student academic success. The policy establishes a structured framework and criteria to guide all students to completion of an undergraduate degree in a reasonable period of time.

Full-time degree seeking students normally are expected to complete the undergraduate program in four years. Within this timeframe, all students are expected to demonstrate continuing progress in their majors by completing prerequisite or required courses with the appropriate grades, and by completing other requirements consistent with graduation progress or benchmarks established by their academic units [...]. It is ultimately the responsibility of the student to meet these requirements. To help students meet these requirements the university will facilitate student progress by providing advanced student advising through the following measures:

1. Academic units will create four year graduation templates that will specify the degree requirements for each major and provide semester-by-semester course schedule models that achieve graduation within four years. Students will prepare individualized plans for completing their degrees in accordance with the academic units' four year graduation plans. Students are also encouraged to periodically update their plans with the assistance of their academic advisors.
2. Academic units will establish graduation progress benchmarks for each academic major. These will specify the credit and course criteria that will indicate satisfactory progress to degree. Academic units will establish schedules for regular periodic reviews of student progress, and students who are in danger of falling behind the progress benchmarks will be required to consult with an advisor prior to registration.
3. Students who do not achieve the progress expectations or benchmarks will be permitted to continue in the major only upon the approval of the dean of their college. If it becomes necessary for students to change majors, they will be given assistance in identifying and enrolling in a suitable alternative major.
4. When students change majors, they will be required to present an academic plan to the new unit that demonstrates their ability to complete their degree in a timely manner.

While some students will have valid reasons to take additional time to degree, any student who completes 10 semesters or 130 credit hours [...] without completing a degree will require mandatory advising in his/her college prior to registration for subsequent semesters. Students with exceptional circumstances, students whose programs include minors, double majors/degrees, enrichment activities or who need to pursue a degree part-time will have on record approved plans with approved program benchmarks. Program benchmarks will be developed by the student in consultation with and approved by an advisor.

⁸ Hardwiring Student Success, p. 117.

Appendix 4. Excerpt from Committee on Undergraduate Success Initial Report to Faculty Senate, pp. 8-9.⁹

Recommendation: The university should require each student to have an up-to-date graduation plan at all times.

We recommend that students be required to declare a major before entering their sophomore

year. At that time, they should be required to develop a graduation plan, showing term-by-term how they intend to meet university and major requirements. Students will be able to revise and update this plan as needed as they progress through their academic career, but they may not change their course registration without having a plan consistent with the schedule they select. Important elements of the plan include projected graduation date, majors considered or chosen, expected number of credit hours per term, terms the student plans to attend, and when and how the general education requirements will be met.

The Degree Audit system is now in place to help students track their progress toward graduation. We recommend that it be enhanced to maintain a record of each student's graduation plan. It should be accessible to the student and his or her faculty and staff advisors.

In order for students to make timely progress toward graduation and to facilitate better planning, course scheduling should be done with full consideration of typical undergraduate programs of study and time constraints. This will make it easier for students to schedule needed courses in convenient blocks and complete programs of study in a timely fashion.

This recommendation needs to be phased in over time. During the transition, the Degree Audit system needs to be enhanced to account for graduation plans, checking their accuracy and evaluating student progress.

Rationale: Students will be better equipped to achieve their academic goals, and their advisors more adept at assisting them, if a graduation plan is put in place during their first semester. The monitoring system will provide current, accurate information to the student, staff, and faculty advisors, making it possible for the university to hold the student accountable for maintaining academic progress and for the student to hold the university accountable for commitments made regarding courses needed to meet requirements for the degree. While the plan may be subject to change over time, the existence of such an instrument will help students to appreciate the impact of their actions (including changing majors, dropping classes, and earning grades) and will keep the focus on a goal of having each undergraduate earn a degree from the university in a reasonable period of time.

The graduation plan model is already in place in the Honors Program. The first year retention rate for the Honors students was 94% last year. As of spring 2010, 76% of the honors students who began in 2004 or 2005 had graduated from the university (this is a combination of a five and six- year graduation rate). We recommend expanding this approach to the undergraduate student population as a whole. This expansion will be implemented on a college-by-college basis, with the advising offices coordinating through the Advising Council. The Honors Program will also have a role, extending the graduation plan model to other students with merit scholarships. Other units with advising responsibilities such as TRIO and Athletics will coordinate with the colleges to implement this requirement for the students they advise. Academic programs without recommended courses of study may choose to develop them as part of this implementation effort.

⁹ Committee on Undergraduate Success Initial Report to Faculty Senate, February 23, 2011, pp. 8-9.

Action steps:

- Endorse and support requiring students to have a graduation plan at all times.
- Enhance degree audit software to incorporate graduation plan.
- Ensure that all students are familiar with and use the enhanced system.
- Augment the system to allow for advisor overrides where appropriate. Determine who will have authority to override requirements (e.g., deciding whether transferred courses meet CSU requirements, waiving required courses with substitutes that meet goals of requirement). Our system already has some capacity to do this, but training may be

required to get it to be used consistently.

- Institute annual reviews of the system by academic departments in order to insure that the requirements pertaining to each department are given accurately.
- Develop a procedure for reporting errors and proposed corrections in Degree Audit so that the system can become more accurate.
- Investigate scheduling analytics software to facilitate course scheduling.
- Honors Program, College Advising Offices, Athletics and other advising offices develop detailed plans for implementation of graduation plan requirement.

Appendix 5. Current status of graduation plan implementation

The table below shows the status of committee recommendations regarding Graduation Plans.

Present status:

Plan per committee's report	Action	Responsible Party	Present Status¹⁰
To Begin Spring 2011	Adopt requirement for students to have a graduation plan	Faculty Senate	Faculty Senate endorsed recommendations of Undergraduate Success Committee (including this item) in Spring 2011
To Begin Spring 2011	Prepare implementation of graduation plan	College Advising staffs, faculty advisors	Programmatic graduation plans being submitted by all undergraduate programs, Fall 2011. This is a prerequisite for individual graduation plans
To Begin Fall 2011	Prepare implementation of graduation plan (mandatory for sophomores)	College Advising staffs, faculty advisors	
To Begin Fall 2011	Add graduation plan to Degree Audit software (December)	VP Enrollment Serv., IS&T	For future action
To Begin Fall 2011	Allow for advisor overrides to the graduation plan	University Registrar and College Advising staffs	For future action
To Begin Spring 2012	Review the graduation planning system	Registrar and UCC	First steps being taken in Fall 2011
To Begin Spring 2012	Begin implementation of Graduation Plan requirement	All advising offices	For future action. Programmatic graduation plans being gathered in Fall 2011

¹⁰ Implementation tracking chart:

<https://mysuohio.edu/ResourceCheck/VerifyServlet?loc=/committees/success/undergradsuccess.html>

Appendix C

Communication and Action Plan for Students That Have Not Enrolled and to Continuing Students 2012/2013

Not Enrolled:

Freshmen

- All Freshmen that have not enrolled and were enrolled in fall and spring will receive an email (sample A attached). The letter will go out under the Vice President's signature. **(Chuck Newton, Deadline: June 1)**
- Call campaign will begin immediately to this same cohort (All-in-1 will execute this campaign). **(Tom Collins, campaign to begin week of May 28 and completed by 2nd week of June)**
- Degree audit promotions (email) will be sent out. **(Kevin Neal, July 15)**
- Waitlist and multi-term registration information (email) will be sent out. **(Nina Cooke, June 18)**
- Administrative holds for account balance with less than \$1000 will be lifted which will allow students to register. If the FTIC has financial aid and unmet needs, funds are being identified to cover the unmet need of these students. **(Tom Collins/Veronica Herschbach, June 1)**
- FTICs that have been placed on probation/dismissal as of spring semester, the list will be sent to Rosemary Sutton for follow-up and outreach. **(Janet Stimple, June 1/Rosemary Sutton, July 16)**

All Other

- Email and mailer to go out to "Gone But Not Forgotten" encouraging enrollment in the fall with information on waitlist and multi-term registration. **(Janet Stimple, July 5)**
- Degree audit information will be sent out. **(Kevin Neal, July 15)**

- Administrative holds for account balance with less than \$1000 will be lifted which will allow students to register. **(Tom Collins/Veronica Herschbach, June 1)**
- Email and phone campaign to students that were enrolled in the previous term and did not enroll. **(Tom Collins/Chuck Newton, July 31)**
- Robo call to all students previously enrolled but not currently enrolled. **(Rob Spademan/Ben Sabol, campaign begins June 25 and ends first day of classes)**
- Email campaign from Financial Aid to students who have not enrolled for fall 2012 but have filed a FAFSA for the 12/13 financial aid year **(Rachel Schmidt, TBA)**
- Advertising/Marketing campaign to encourage students to enroll at CSU. **(Rob Spademan/Ben Sabol, _____)**

Enrolled:

All Undergraduate Students

- Multi-term registration and waitlist information email. **(Nina Cooke, TBA)**
- Welcome back to a new semester letter email. **(Vice President, TBA)**
- Email encouraging the use of degree audit. **(Kevin Neal, TBA)**
- Email encouraging students to engage with Career Services. **(Yolanda Burt, TBA)**
- Email from Financial Aid encouraging students to apply early for financial aid, etc. **(Rachel Schmidt, TBA)**
- Email campaign from Financial Aid to students that have enrolled but have not accepted a financial aid award. **(Rachel Schmidt, TBA)**



Dear Student,

Engaged learning and progress towards your degree are part of Cleveland State University's yearly objective. Our records indicate that you were enrolled in the fall 2011 semester but have not enrolled for the upcoming fall 2012 semester.

In a continuous quest to improve students' retention and graduation goals, we are reaching out to you today to encourage continued pursuit of your educational goals and aspirations. We stand ready to assist with your enrollment and registration needs.

All-in-1 Enrollment Services

Email: allin1@csuohio.edu

Phone: 216-687-5411

Chat with us online: <http://www.csuohio.edu/enrollmentservices/all-in-1/>

This year, CSU has introduced a multi-term registration process that allows students not only to register for the upcoming semester but subsequent semesters as well. This allows students to plan both their educational and personal schedule allowing you a better opportunity to balance your professional needs as well.

The Division of Enrollment Services staff is available to support your CSU enrollment. Please feel free to reach out to any one of us or to me personally at carmen.brown@csuohio.edu. We look forward to helping you reach your educational goals.

Have a great summer and we will see you in the fall!

With Warm Regards,

Carmen A. Brown
Vice President
Enrollment Services

Cleveland State University

engaged learning



Dear Name,

Our records indicate that you were admitted for Spring 2012 term and did not enroll. In our continuous effort to engage students with their educational goals, we are writing to you today to let you know that our summer term will begin shortly.

We have multiple summer term sessions to better assist students:

- 6 week 1: May 19 – June 29
- 6 week 2: July 2 – August 10
- 8 week: May 19 – July 13
- 10 week: May 19 – July 27
- 12 week: May 19 – August 10

If you are planning to enroll at Cleveland State University and wish to begin in any of our summer sessions, please take action today. Don't miss out on this summer opportunity to progress toward your degree. In order to activate your admission to CSU, you must let us know of your intent to enroll. You can do this by email at campus411@csuohio.edu with your name, CSU ID number and term in which you wish to enroll. You can also call us at 216-687-5411 or chat with us online at <http://www.csuohio.edu/enrollmentservices/all-in-1/>.

We are confident that when you enroll at Cleveland State University, you will discover a university that is all about you. We will shape your future and engage you in every learning opportunity directly connecting you with your professors with real world career opportunities and future employers. Located in the heart of the city, you will have opportunities to engage beyond your imagination.

Cleveland State University

engagedlearning™



Dear Name,

On behalf of the staff of Campus411 All-in-1 Enrollment Services, I extend to you a warm welcome to the Fall semester and would like to encourage you to seek our assistance with any enrollment services needs. We are committed to your educational success and we stand ready to assist you in meeting your degree objective.

The following services are provided by Campus411 All-in-1 Enrollment Services:

- New Student Information
- Campus Support Services
- Degree Planning
- Financial Aid Information
- Grades and Transcripts
- Registration
- Tuition and Billing
- Referral Services to Other Student Support Offices

Please feel free to reach out to us:

Email: allin1@csuohio.edu

Phone: 216-687-5411

Chat with us online: <http://www.csuohio.edu/enrollmentservices/all-in-1/>

We look forward to helping you reach your educational goals.

Sincerely,

Thomas Collins
Executive Director
Enrollment Services

Cleveland State University

engagedlearning[®]



Office of Financial Aid

Dear Name,

Engaged learning and progress towards your degree are part of Cleveland State University's yearly objective. Our records indicate that you have registered for the fall semester and you have been awarded financial aid but you have not accepted your financial aid award.

In planning for your fall enrollment, it is extremely important that you accept your financial aid award **immediately**. You can do this at <https://campusnet.csuohio.edu/index.jsp>.

Campus411 All-in-1 Enrollment Services are available to you should you need assistance or have any questions on your CSU enrollment.

Please feel free to reach out to us:

Email: allin1@csuohio.edu

Phone: 216-687-5411

Chat with us online: <http://www.csuohio.edu/enrollmentservices/all-in-1/>

We look forward to your fall enrollment!

Sincerely,

Rachel Schmidt

Director

Financial Aid



OFFICE of FINANCIAL AID

Email to Students Who Are
Enrolled but no FAFSA
Exists

Dear Name,

Our records indicate that you are currently enrolled at CSU but we have not received a Free Application for Federal Financial Aid (FAFSA) for you.

- If you've completed the FAFSA but did not request that a record be sent to CSU, you can still do so. Go to fafsa.ed.gov and click on "Add or Delete a School Code" in the "FAFSA Follow-up Step #3" section to add CSU's Federal School Code: 003032. We should receive your FAFSA information in about 3 days.
- If you have not yet completed a FAFSA, you can still do so at www.fafsa.ed.gov. We should receive your FAFSA information about 3 days after you complete the FAFSA on-line.

Once we receive your FAFSA information from the U.S. Department of Education we can determine your eligibility for financial aid. If you are eligible for financial aid, your aid will be awarded retroactive to your first day of enrollment for ____ semester.

Approximately ____% of students who apply for financial aid at CSU are selected for verification through our Quality Assurance program. If your application is selected for verification, we will request information from you to complete your financial aid file before determining your financial aid eligibility.

During this time of the year, the primary sources of financial aid available to eligible students are [Federal Pell Grants](#) and [Federal Student Loans](#). Information regarding [Federal Pell Grants](#) and [Federal Student Loans](#), as well as answers to other questions can be found at csuohio.edu/enrollmentservices/financialaid.

If you have any questions about the financial aid process, please let us know. We are here to help you! Financial Aid questions and contact information for the Student Financial Aid Office can be answered through CSU's Live Chat website at: csuohio.edu/enrollmentservices/financialaid.

Sincerely,

Office of Financial Aid
Cleveland State University



Cleveland State University, Cleveland, OH 44115, (216) 687-5411

If you would like to opt out of future messages click here

Cleveland State University
Cleveland, OH 44115



Email to Students Who Are
NOT Enrolled but HAVE
Filed a FAFSA

OFFICE *of* FINANCIAL AID

Dear Name,

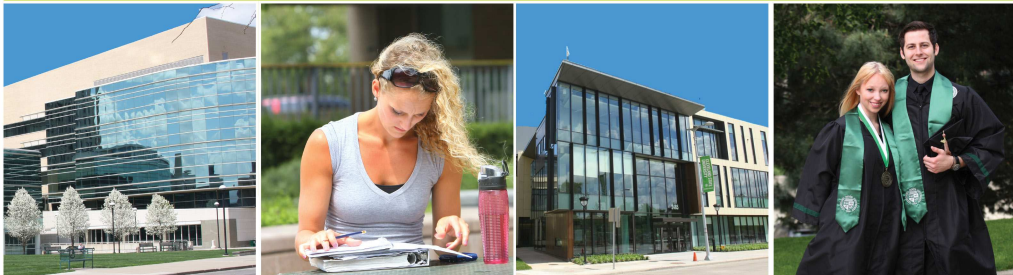
We missed you during the _____ semester. At Cleveland State University we know there may be many reasons for not attending. If you think now is the right time to come try CSU, we can work with you to ensure finances is not one of the reasons. The financial aid awarded to you for the _____ semester may still be available to you.

Please contact us through CSU's [Live Chat](#) Website at: csuohio.edu/enrollmentservices/financialaid so we can work with you to get your CSU financial aid in order for the _____ semester. We will verify your eligibility and let you know exactly how much assistance you can expect when classes begin on _____.

We look forward to hearing from you.

Sincerely,

Office of Financial Aid
Cleveland State University

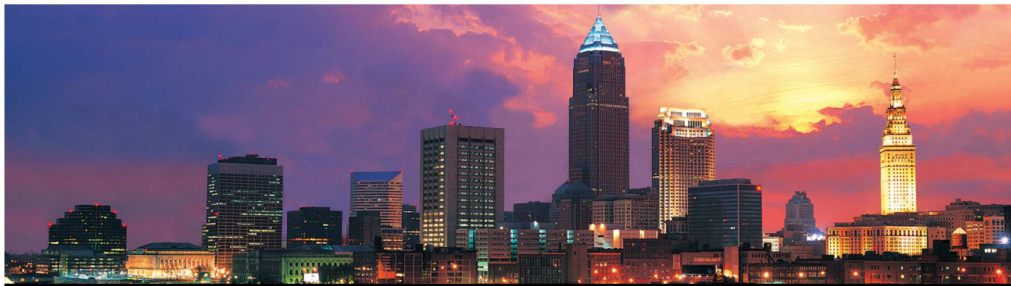


Cleveland State University, Cleveland, OH 44115, (216) 687-5411

If you would like to opt out of future messages click here

Cleveland State University
Cleveland, OH 44115

Email to Students Who Are
Admitted and have a FAFSA
But Missing Documents



OFFICE *of* FINANCIAL AID

Dear Name,

Our records indicate that you are currently enrolled at CSU and your financial aid file is incomplete.

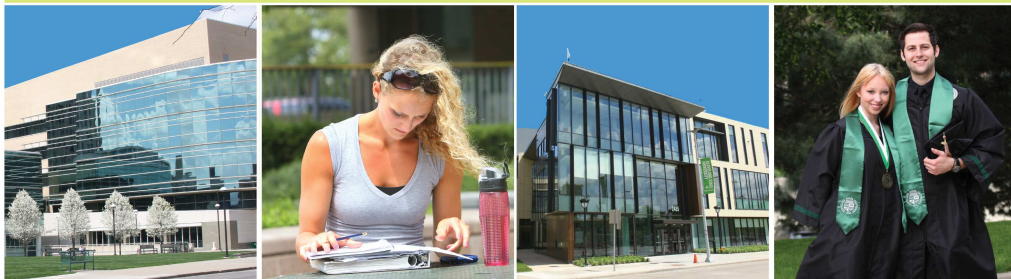
- In order to determine what information is needed to complete your financial aid file, please check your financial aid status on [CampusNet](#). Instructions for checking the status of your file are available on CSU's Financial Aid website at: csuohio.edu/enrollmentservices/financialaid.

Once you complete your financial aid file, we can determine your eligibility for financial aid. If you are eligible for financial aid, your aid will be awarded retroactive to your first day of enrollment for the _____ semester.

During this time of the year, the primary sources of financial aid available to eligible students are [Federal Pell Grants](#) and [Federal Student Loans](#). Information regarding [Federal Pell Grants](#) and [Federal Student Loans](#), as well as answers to other questions can be found at csuohio.edu/enrollmentservices/financialaid.

Sincerely,

Office of Financial Aid
Cleveland State University

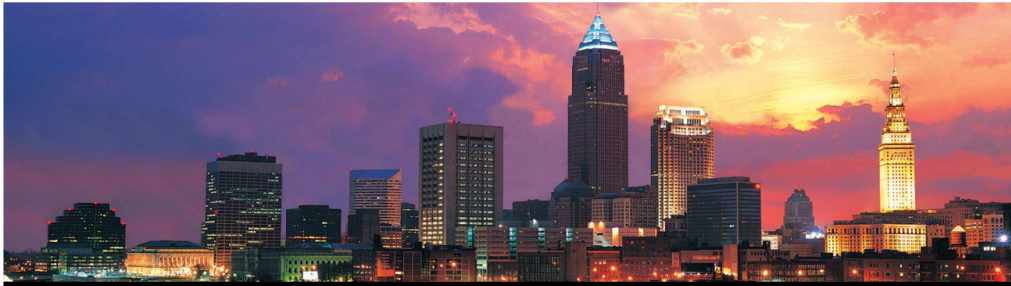


Cleveland State University, Cleveland, OH 44115, (216) 687-5411

If you would like to opt out of future messages click here

Cleveland State University
Cleveland, OH 44115

Email for Missing
Information for Admitted
Students



OFFICE of FINANCIAL AID

Dear Name,

This correspondence is to notify you that your _____ financial aid file is in need of additional information.

Your Unsatisfied Student Requirements for Financial Aid can be accessed logging into [CampusNet](#).

Follow these steps to access your financial aid information on CampusNet:

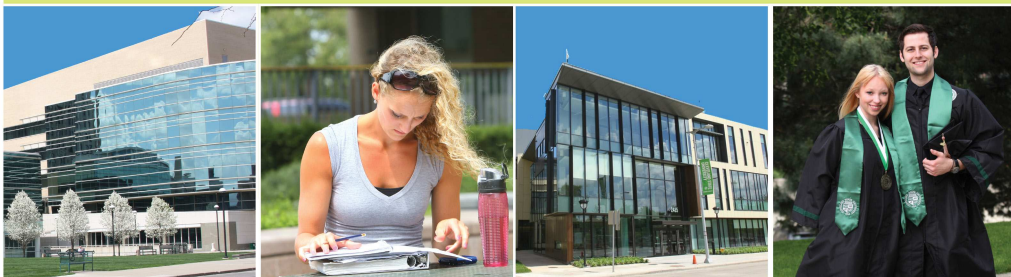
- Log into [CampusNet](#)
- Select the **Financial Aid** tab
- Select the **Financial Aid Year**
- Select **Documents**

All Unsatisfied Student Requirements must be received by the Office of Financial Aid within the next 30 days to be considered for awarding. Please submit all documents to the [Campus411 All-in-1 Enrollment Services office](#).

If you have any questions about the financial aid process, please let us know. We are here to help you! Financial aid questions and contact information for the Office of Financial Aid can be answered through CSU's [Live Chat](#) Website at: csuohio.edu/enrollmentservices/all-in-1.

This is an unmonitored e-mail account, please do not respond to this e-mail. If you have questions regarding this or any other financial aid matter please visit csuohio.edu/enrollmentservices/all-in-1.

Sincerely,



Cleveland State University, Cleveland, OH 44115, (216) 687-5411

If you would like to opt out of future messages click here

Cleveland State University
Cleveland, OH 44115

Email for Missing
Information for
Non-Admitted Students



OFFICE of FINANCIAL AID

Dear Name,

This correspondence is to notify you that your _____ financial aid file is in need of additional information.

We have received your Free Application for Federal Financial Aid (FAFSA) for the _____ academic year. Our records indicate you have not yet been fully admitted to CSU. We cannot process your application until the admission process is complete.

For more information about your admission to CS and the admission process, please contact the [Office of Admissions](#).

If you have any questions about the financial aid process, please let us know. We are here to help you! Financial aid questions and contact information for the Office of Financial Aid can be answered through CSU's [Live Chat](#) Website at: csuohio.edu/enrollmentservices/all-in-1.

This is an unmonitored e-mail account, please do not respond to this e-mail. If you have questions regarding this or any other financial aid matter please visit csuohio.edu/enrollmentservices/all-in-1.

Sincerely,

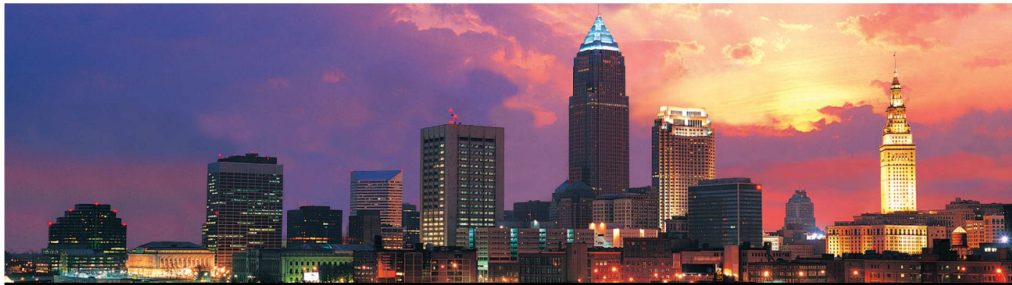
Office of Financial Aid
Cleveland State University



Cleveland State University, Cleveland, OH 44115, (216) 687-5411

If you would like to opt out of future messages [click here](#)

Cleveland State University
Cleveland, OH 44115



OFFICE of FINANCIAL AID

Dear Name,

Congratulations on your graduation! We are proud of your accomplishment, and wish you the very best.

Before leaving Cleveland State University, you must be informed of repayment options and financial management information regarding your Federal Direct Student Loans, Federal Stafford Loans, and other student loans you may have.

In order to be informed of your rights and responsibilities as a student loan borrower, please follow the instructions given below:

- _____
- _____
- _____

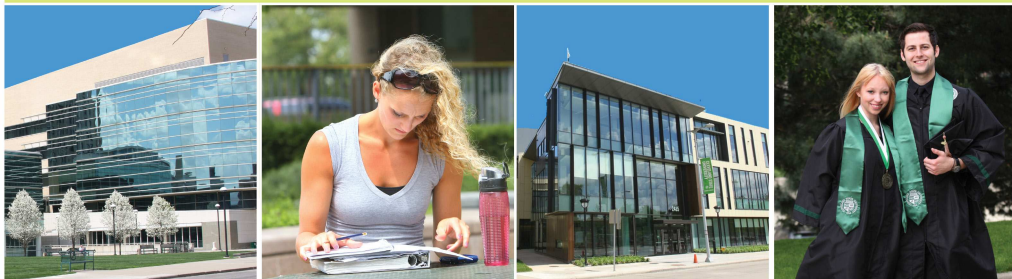
It is required that you complete the quiz at the end of the exit counseling session. Please submit the answers to your quiz on-line. CSU will be notified of the results.

You were issued a PIN when you completed the FAFSA (Free Application for Federal Student Aid). Using your pin, you can determine the amount you borrowed from the National Student Loan Data System (NSLDS) at: <http://www.nsls.ed.gov/SASstatic/PrivAct.asp>. If you no longer have your PIN, you may request one at: <http://pin.ed.gov/PINWebApp>.

Please note – If you did not graduate or if you are enrolled at least half time please let us know so we can update our records. If you are now enrolled at least half time in another degree program please disregard the exit counseling requirement at this time.

This is an unmonitored e-mail account, please do not respond to this e-mail. If you have questions regarding this or any other financial aid matter please visit csuohio.edu/enrollmentservices/all-in-1.

Sincerely,



Cleveland State University, Cleveland, OH 44115, (216) 687-5411

If you would like to opt out of future messages click here

Cleveland State University
Cleveland, OH 44115



OFFICE of FINANCIAL AID

Dear Name,

Our records indicate you are no longer enrolled at least at half-time at Cleveland State University. Therefore, you are required by federal regulations to complete student loan Exit Counseling. Please follow the instructions given below:

- _____
- _____
- _____

You were issued a PIN when you completed the FAFSA (Free Application for Federal Student Aid). Using your pin, you can determine the amount you borrowed from the National Student Loan Data System (NSLDS) at: <http://www.nslds.ed.gov/SASstatic/PrivAct.asp>. If you no longer have your PIN, you may request one at: <http://pin.ed.gov/PINWebApp>.

At the end of your exit counseling session(s), you must complete and sign the Borrower's Rights and Responsibilities agreement online.

Please note – if you are now enrolled at least half time please let us know so we can update our records. If you are enrolled at least half time exit counseling is not required at this time.

This is an unmonitored e-mail account, please do not respond to this e-mail. If you have questions regarding this or any other financial aid matter please visit csuohio.edu/enrollmentservices/all-in-1.

Sincerely,

Office of Financial Aid
Cleveland State University



Cleveland State University, Cleveland, OH 44115, (216) 687-5411

If you would like to opt out of future messages click here

Cleveland State University
Cleveland, OH 44115



OFFICE of FINANCIAL AID

Dear Name,

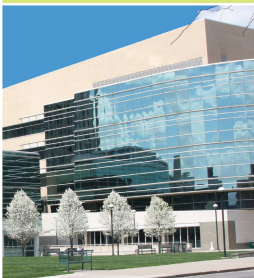
We are delighted you recently visited the Financial Aid Office, and we would like to make sure we resolved the issue you brought to our attention with the level of excellence you deserve.

As it is our desire to provide you exemplary customer service in every visit you make to Financial Aid, we would very much like to hear from you. Please let us know if the issue you brought to our attention was not resolved to your satisfaction.

Thank you,

Rachel Schmidt

Director
Office of Financial Aid
Cleveland State University
Cleveland, OH 44115
216-687-5594
r.m.schmidt@csuohio.edu



Cleveland State University, Cleveland, OH 44115, (216) 687-5411

If you would like to opt out of future messages click here

Cleveland State University
Cleveland, OH 44115



OFFICE of FINANCIAL AID

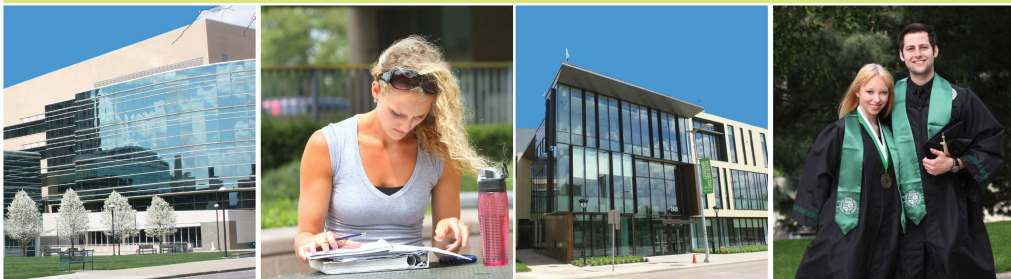
Dear Name,

Congratulations on your receipt of the National Scholars scholarship from Cleveland State University. This scholarship pays for tuition, fees, book and housing (\$_____ for year). Along with the CSU _____ scholarship this is the most prestigious award from CSU, and is a reflection of your academic achievements.

If you have any questions concerning this or any other scholarship matter, please do not hesitate to contact me at s.shepherd@csuohio.edu or 216-687-2049.

Sincerely,

Sharee Shepherd
Scholarship Coordinator
Office of Financial Aid
Cleveland State University
2121 Euclid Avenue, KB 1300
Cleveland, OH 44115
s.shepherd@csuohio.edu



Cleveland State University, Cleveland, OH 44115, (216) 687-5411

If you would like to opt out of future messages click here

Cleveland State University
Cleveland, OH 44115



OFFICE of FINANCIAL AID

Dear Name,

This correspondence is to notify you that **you have been awarded for the _____** financial aid year.

Access your "Award Letter – Financial Aid Year _____" by logging into [CampusNet](#).

Follow these steps to access [CampusNet](#):

- Log into [CampusNet](#)
- Select the Financial Aid tab
- Select Financial Aid Year
- Click on **Awards** to access your "Award Letter – Financial Aid Year _____"
- _____

If information regarding your educational plans change (i.e. you graduate, enroll for less hours than indicated on your FAFSA, tuition rate changes, etc.), or is currently not correct, notify our office immediately.

Also, if you will be receiving any funds to attend CSU which are not included on your "Award Letter", you must inform the Financial Aid Office immediately to prevent an overaward. An overaward is the receipt of funds in excess of your financial aid eligibility as determined by the information you provided on your application for financial aid. Examples are: assistantships, fellowships, scholarships, etc. **If the assistance you receive exceeds your eligibility, your financial aid will be reduced, and you will have to repay the funds to CSU.**

If you have any questions about the financial aid process, please let us know. We are here to help you! Financial aid questions and contact information for the Office of Financial Aid can be answered through CSU's [Live Chat](#) Website at: csuohio.edu/enrollmentservices/all-in-1.

Sincerely,

Office of Financial Aid
Cleveland State University



Cleveland State University, Cleveland, OH 44115, (216) 687-5411

If you would like to opt out of future messages click [here](#)

Cleveland State University
Cleveland, OH 44115

Email to Students
No Longer Eligible for
Student Employment



OFFICE of FINANCIAL AID

Dear Name,

Our records indicate that as of Time, Date, you do not meet enrollment eligibility requirement in order to continue your student job.

The requirements are as follows:

For Work Study:

- _____
- _____
- _____
- _____

For Non Work Study:

- _____
- _____
- _____
- _____

If you dropped below half-time (6 hours) during the _____, you will not be eligible to work until your first day of class. Your employment is terminated effective immediately.

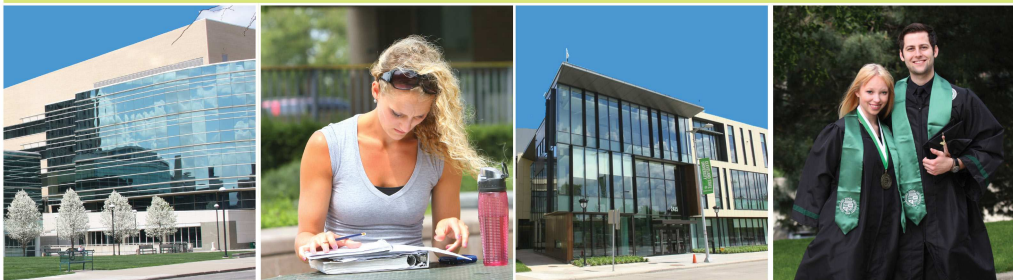
Non-degree exception forms are valid for one semester only. Students in non-degree status will be terminated on _____. Please submit your non-degree form for _____ to the Student Employment office as soon as possible. Please refer to the Student Employment Handbook for guidelines

<http://www.csuohio.edu/enrollmentservices/financialaid/forms/studenthandbook.pdf>

Students who do not meet eligibility requirements for employment will be terminated on _____.

If you are registered for summer and/or fall after _____ and you meet the eligibility requirements to continue your employment, please disregard this email.

Student Employment Staff



Cleveland State University, Cleveland, OH 44115, (216) 687-5411

If you would like to opt out of future messages click here

Cleveland State University
Cleveland, OH 44115

Email to Students No
Longer Eligible for
Scholarship



OFFICE of FINANCIAL AID

Dear Name,

We regret to inform you that due to either a deficit in hours, or a lower than needed GPA, your CSU scholarship has been canceled for the upcoming _____ school year. For a list of requirements needed to maintain a CSU scholarship, please refer to the following link:

http: _____

If you would like to appeal this decision, please follow the instructions posted at the following site:

http: _____

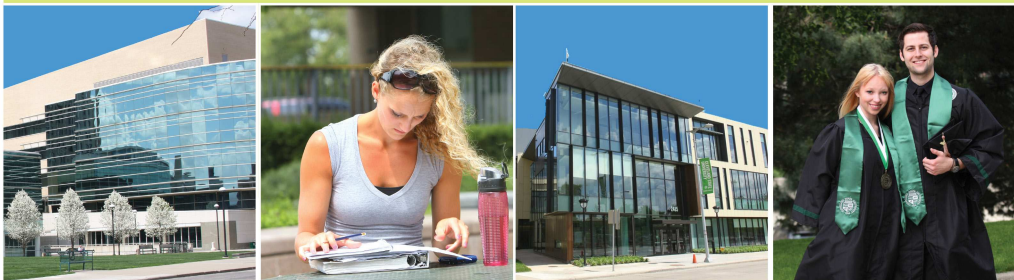
Although the fall term is fast approaching there is still time to earn credit and raise your GPA this summer by taking a second 6 week course. If you make up your deficit during the summer term, please let us know so we can review your file for possible reinstatement of your scholarship.

If you feel this decision is in error, please contact us through [Live Chat](#), so we can review your file.

If you have any questions about the financial aid process, please let us know. We are here to help you! Financial aid questions and contact information for the Office of Financial Aid can be answered through CSU's [Live Chat](#) Website at: csuohio.edu/enrollmentservices/all-in-1.

Sincerely,

Office of Financial Aid
Cleveland State University



Cleveland State University, Cleveland, OH 44115, (216) 687-5411

If you would like to opt out of future messages click here

Cleveland State University
Cleveland, OH 44115

Email to Students Who
Visited Campus411
From the Vice President



OFFICE *of* FINANCIAL AID

Dear Name,

Our records indicate that you recently visited our Campus411 All-in-1 Enrollment Services office. We would like very much to hear about your experience with admissions, financial aid, and/or registration. If you have not completed a survey, we would like to invite you to do so online at the following link: <https://>

One of our Divisional goals is to provide exemplary service to all we assist and your comments are very important to us.

Sincerely,

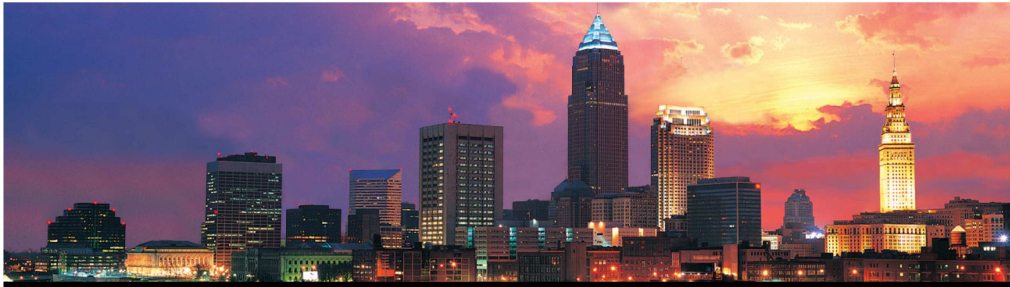
Carmen Alvarez Brown
Vice President
Enrollment Services



Cleveland State University, Cleveland, OH 44115, (216) 687-5411

If you would like to opt out of future messages click here

Cleveland State University
Cleveland, OH 44115



OFFICE of FINANCIAL AID

Federal regulations require that to remain eligible for financial aid, students must perform in the classroom according to the University's Satisfactory Academic Progress policy (attached). Our records indicate that you do not meet the following standard(s) established by the university as constituting satisfactory academic progress:

You have exceeded the maximum allowable time frame for the program completion. Your total attempted hours are Total Attempted #.

You have earned less than sixty-seven percent of the hours you have registered for as a CSU student. You have completed completion # percent of the classes you have registered for.

As a result, you are currently ineligible to receive federal or state financial aid. This notification supersedes any previous or future award letter you may receive for the academic year.

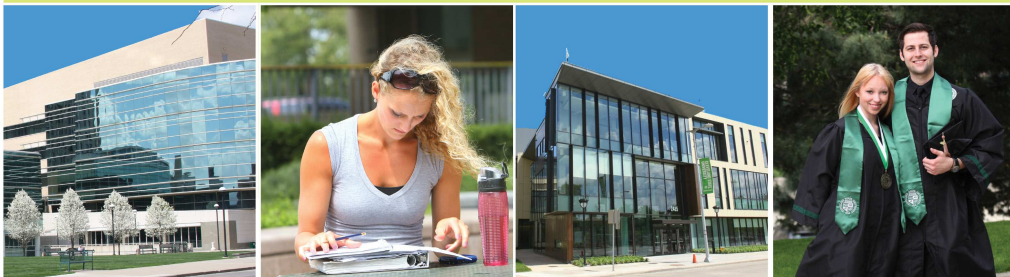
If you have extenuating circumstances or believe an exception to these standards should be considered, you have the right to appeal. To appeal you will need:

Submit the petition to Cleveland State University's Campus411 All-in-1 Enrollment Services. A committee will review your petition, and you will be notified within approximately 10 working days of their decision.

You may not request an exception to fund a semester which has already ended except for FFELP loans.

If you decide not to attend CSU, but have already registered for classes you must cancel your registration. If you fail to do so, you will be responsible for all tuition charges incurred for the semester.

It's not necessary to wait in line! If you have any questions regarding the financial aid process, please contact us through CSU's Live Chat. You may also contact us by phone at: 216-687-5411.



Cleveland State University, Cleveland, OH 44115, (216) 687-5411

If you would like to opt out of future messages click here

Cleveland State University
Cleveland, OH 44115

Appendix D

Historical Data: Retention by Ethnicity		Retained to Second Year		
		N in Cohort	N Retained	% Retained
Cohort_Fall_2000	American Indian/Alaska Native	3	2	66.7%
	Asian	33	25	75.8%
	Black/African American	218	125	57.3%
	Hispanic/Latino	38	17	44.7%
	Non Resident Alien	13	11	84.6%
	Unknown	68	47	69.1%
	White	561	391	69.7%
	Total	934	618	66.2%
Cohort_Fall_2001	American Indian/Alaska Native	2	1	50.0%
	Asian	33	22	66.7%
	Black/African American	244	132	54.1%
	Hispanic/Latino	38	22	57.9%
	Non Resident Alien	10	4	40.0%
	Unknown	67	41	61.2%
	White	614	416	67.8%
	Total	1008	638	63.3%
Cohort_Fall_2002	American Indian/Alaska Native	2	1	50.0%
	Asian	35	22	62.9%
	Black/African American	239	118	49.4%
	Hispanic/Latino	34	16	47.1%
	Non Resident Alien	9	6	66.7%
	Unknown	56	34	60.7%
	White	571	364	63.7%
	Total	946	561	59.3%
Cohort_Fall_2003	American Indian/Alaska Native	1	0	0.0%
	Asian	35	29	82.9%
	Black/African American	272	115	42.3%
	Hispanic/Latino	40	18	45.0%
	Non Resident Alien	10	7	70.0%
	Unknown	37	26	70.3%
	White	530	351	66.2%
	Total	925	546	59.0%
Cohort_Fall_2004	American Indian/Alaska Native	1	1	100.0%
	Asian	24	16	66.7%
	Black/African American	229	100	43.7%
	Hispanic/Latino	31	12	38.7%
	Non Resident Alien	17	14	82.4%
	Unknown	93	56	60.2%
	White	527	350	66.4%
	Total	922	549	59.5%

Cohort_Fall_2005	American Indian/Alaska Native	3	3	100.0%
	Asian	43	31	72.1%
	Black/African American	259	107	41.3%
	Hispanic/Latino	46	24	52.2%
	Non Resident Alien	20	17	85.0%
	Unknown	31	17	54.8%
	White	553	353	63.8%
	Total	955	552	57.8%
Cohort_Fall_2006	American Indian/Alaska Native	2	1	50.0%
	Asian	29	19	65.5%
	Black/African American	234	111	47.4%
	Hispanic/Latino	45	23	51.1%
	Non Resident Alien	14	13	92.9%
	Unknown	65	37	56.9%
	White	558	383	68.6%
	Total	947	587	62.0%
Cohort_Fall_2007	American Indian/Alaska Native	3	2	66.7%
	Asian	39	26	66.7%
	Black/African American	317	130	41.0%
	Hispanic/Latino	63	29	46.0%
	Non Resident Alien	11	10	90.9%
	Unknown	87	54	62.1%
	White	612	396	64.7%
	Total	1132	647	57.2%
Cohort_Fall_2008	American Indian/Alaska Native	5	3	60.0%
	Asian	32	23	71.9%
	Black/African American	201	111	55.2%
	Hispanic/Latino	61	34	55.7%
	Non Resident Alien	17	13	76.5%
	Unknown	74	52	70.3%
	White	616	429	69.6%
	Total	1006	665	66.1%
Cohort_Fall_2009	American Indian/Alaska Native	7	4	57.1%
	Asian	27	22	81.5%
	Black/African American	247	118	47.8%
	Hispanic/Latino	51	32	62.7%
	Non Resident Alien	22	18	81.8%
	Unknown	111	68	61.3%
	White	662	456	68.9%
	Total	1127	718	63.7%

Cohort_Fall_2010	American Indian/Alaska Native	4	3	75.0%
	Asian	26	18	69.2%
	Black/African American	224	100	44.6%
	Hispanic/Latino	75	44	58.7%
	Native Hawaiian or Other Pacific Island	1	0	0.0%
	Non Resident Alien	31	27	87.1%
	Two or more races	15	11	73.3%
	Unknown	68	54	79.4%
	White	704	500	71.0%
	Total	1148	757	65.9%
Total	American Indian/Alaska Native	33	21	63.6%
	Asian	356	253	71.1%
	Black/African American	2684	1267	47.2%
	Hispanic/Latino	522	271	51.9%
	Native Hawaiian or Other Pacific Island	1	0	0.0%
	Non Resident Alien	174	140	80.5%
	Two or more races	15	11	73.3%
	Unknown	757	486	64.2%
	White	6508	4389	67.4%
	Total	11050	6838	61.9%

Historical Data: Retention by Pell Eligibility		Retained to Second Year		
		N in Cohort	N Retained	% Retained
2000 Cohort	Did Not Receive Pell in First Semester	592	402	67.9%
	Received Pell in First Semester	342	216	63.2%
	Total Cohort	934	618	66.2%
2001 Cohort	Did Not Receive Pell in First Semester	601	388	64.6%
	Received Pell in First Semester	407	250	61.4%
	Total Cohort	1008	638	63.3%
2002 Cohort	Did Not Receive Pell in First Semester	503	304	60.4%
	Received Pell in First Semester	443	257	58.0%
	Total Cohort	946	561	59.3%
2003 Cohort	Did Not Receive Pell in First Semester	474	309	65.2%
	Received Pell in First Semester	451	237	52.5%
	Total Cohort	925	546	59.0%
2004 Cohort	Did Not Receive Pell in First Semester	490	317	64.7%
	Received Pell in First Semester	432	232	53.7%
	Total Cohort	922	549	59.5%

2005 Cohort	Did Not Receive Pell in First Semester	500	321	64.2%
	Received Pell in First Semester	455	231	50.8%
	Total Cohort	955	552	57.8%
2006 Cohort	Did Not Receive Pell in First Semester	523	354	67.7%
	Received Pell in First Semester	424	233	55.0%
	Total Cohort	947	587	62.0%
2007 Cohort	Did Not Receive Pell in First Semester	558	351	62.9%
	Received Pell in First Semester	574	296	51.6%
	Total Cohort	1132	647	57.2%
2008 Cohort	Did Not Receive Pell in First Semester	556	384	69.1%
	Received Pell in First Semester	450	281	62.4%
	Total Cohort	1006	665	66.1%
2009 Cohort	Did Not Receive Pell in First Semester	514	364	70.8%
	Received Pell in First Semester	613	354	57.7%
	Total Cohort	1127	718	63.7%
2010 Cohort	Did Not Receive Pell in First Semester	527	389	73.8%
	Received Pell in First Semester	621	368	59.3%
	Total Cohort	1148	757	65.9%
Total	Did Not Receive Pell in First Semester	5838	3883	66.5%
	Received Pell in First Semester	5212	2955	56.7%
	Total Cohort	11050	6838	61.9%

Historical Data: Graduation by Ethnicity		Graduated in Six Years		
		N in Cohort	N Graduated	% Graduated
2000 Cohort	American Indian/Alaska Native	3	0	0.0%
	Asian	33	15	45.5%
	Black/African American	218	37	17.0%
	Hispanic/Latino	38	4	10.5%
	Non Resident Alien	13	8	61.5%
	Unknown	68	25	36.8%
	White	561	197	35.1%
	Total	934	286	30.6%
2001 Cohort	American Indian/Alaska Native	2	0	0.0%
	Asian	33	13	39.4%
	Black/African American	244	38	15.6%
	Hispanic/Latino	38	7	18.4%
	Non Resident Alien	10	4	40.0%
	Unknown	67	15	22.4%
	White	614	246	40.1%
	Total	1008	323	32.0%

2002 Cohort	American Indian/Alaska Native	2	0	0.0%
	Asian	35	12	34.3%
	Black/African American	239	29	12.1%
	Hispanic/Latino	34	5	14.7%
	Non Resident Alien	9	6	66.7%
	Unknown	56	15	26.8%
	White	571	181	31.7%
	Total	946	248	26.2%
2003 Cohort	American Indian/Alaska Native	1	0	0.0%
	Asian	35	15	42.9%
	Black/African American	272	24	8.8%
	Hispanic/Latino	40	5	12.5%
	Non Resident Alien	10	3	30.0%
	Unknown	37	13	35.1%
	White	530	206	38.9%
	Total	925	266	28.8%
2004 Cohort	American Indian/Alaska Native	1	1	100.0%
	Asian	24	5	20.8%
	Black/African American	229	29	12.7%
	Hispanic/Latino	31	5	16.1%
	Non Resident Alien	17	10	58.8%
	Unknown	93	22	23.7%
	White	527	203	38.5%
	Total	922	275	29.8%
2005 Cohort	American Indian/Alaska Native	3	1	33.3%
	Asian	43	17	39.5%
	Black/African American	259	33	12.7%
	Hispanic/Latino	46	5	10.9%
	Non Resident Alien	20	15	75.0%
	Unknown	31	7	22.6%
	White	553	196	35.4%
	Total	955	274	28.7%
Total	American Indian/Alaska Native	12	2	16.7%
	Asian	203	77	37.9%
	Black/African American	1461	190	13.0%
	Hispanic/Latino	227	31	13.7%
	Native Hawaiian or Other Pacific Island			
	Non Resident Alien	79	46	58.2%
	Two or more races			
	Unknown	352	97	27.6%
	White	3356	1229	36.6%
	Total	5690	1672	29.4%

Historical Data: Graduation by Pell Eligibility		Graduated in Six Years		
		N in Cohort	N Graduated	% Graduated
2000 Cohort	Did Not Receive Pell in First Semester	592	202	34.1%
	Received Pell in First Semester	342	84	24.6%
	Total Cohort	934	286	30.6%
2001 Cohort	Did Not Receive Pell in First Semester	601	224	37.3%
	Received Pell in First Semester	407	99	24.3%
	Total Cohort	1008	323	32.0%
2002 Cohort	Did Not Receive Pell in First Semester	503	161	32.0%
	Received Pell in First Semester	443	87	19.6%
	Total Cohort	946	248	26.2%
2003 Cohort	Did Not Receive Pell in First Semester	474	168	35.4%
	Received Pell in First Semester	451	98	21.7%
	Total Cohort	925	266	28.8%
2004 Cohort	Did Not Receive Pell in First Semester	490	174	35.5%
	Received Pell in First Semester	432	101	23.4%
	Total Cohort	922	275	29.8%
2005 Cohort	Did Not Receive Pell in First Semester	500	181	36.2%
	Received Pell in First Semester	455	93	20.4%
	Total Cohort	955	274	28.7%
Total	Did Not Receive Pell in First Semester	3160	1110	35.1%
	Received Pell in First Semester	2530	562	22.2%
	Total Cohort	5690	1672	29.4%