College Completion Plan

Revised May, 2018

1.   University Mission

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

2.   Barriers to Persistence and Completion

Essential to any plan for improving outcomes for college students is an understanding of why students fail to persist. Traditionally, the emphasis has been on identifying the characteristics of students that make them less likely to succeed, essentially blaming the students alone for the outcomes they experience. While it is true that students arrive at the university with different backgrounds, strengths and pre-college experiences that affect their academic performance, these characteristics of students interact with the characteristics of the institutions they attend. Thus, a student with a given set of characteristics (demographics, test scores, high school experiences) will be more successful in some institutions than others because of differences in institutional approach, culture and resources. An effective plan to improve student outcomes must recognize that those outcomes are the result not of deficiencies in students but of the interaction between student characteristics and the institutions they attend. In what follows, we describe the barriers many students encounter outside and/or prior to college that affect their likelihood of succeeding *and* the characteristics of CSU as an institution

Student Characteristics

Although some of the counties from which CSU draws students have residents with above average rates of college completion (e.g, Cuyahoga and Geauga counties), CSU draws its students more from the less affluent and minority residents of the region, who typically have much lower rates of educational attainment. This means that CSU has high numbers of first-generation college students. The county from which CSU draws most of its students (Cuyahoga) also has a high poverty rate (an average of 18.5% between 2012 and 2016). The

demographics of freshman students at CSU indicate that many are disadvantaged students who face significant barriers to academic success in college:

a.   high percentage of first-generation students (approximately 41.4%)
b.   high percentage of Pell-eligible students (39% received Pell grants in AY 2016-17, with 52% receiving the maximum amount)
c.   high percentage of minority students (data are for Fall 2017 undergraduates):
- 16.1% African-American
- 5.6% Hispanic
- 63.4% White

Researchers have identified a variety of academic and nonacademic barriers that exist for disadvantaged college students, and often multiple barriers are interconnected. Academic barriers are one of the main reasons low-income students struggle to graduate from high school and to attend college, because they lack access to academic resources that more affluent students possess, such as technology and print materials. Also, students may come from secondary schools that do not have a rigorous college preparatory curriculum in place, so are more likely to graduate high school without being sufficiently prepared for college academically. Even when rigorous high school coursework is available, disadvantaged students are less likely to enroll in such courses.

A variety of nonacademic barriers to college attendance, persistence, and completion also exist for underrepresented students. For low-socioeconomic status (SES) students, one significant internal barrier shown to exist is educational aspirations. It had been thought that the problem was that low-SES students tended to have lower educational aspirations; however, recent research shows that the aspirations of lower and higher SES students may be more similar than once thought, but the aspirations that low-SES students hold frequently do not align with their academic achievement levels. Therefore, even if low-SES students desire to go to college, they may fail to meet minimum academic requirements of the colleges or programs to which they apply.

External nonacademic and social barriers to college enrollment and completion, such as the social isolation that comes with poverty, are also prevalent for disadvantaged high school students. They may not have access to reliable public transportation or the connections needed to open up future opportunities, such as employment. Additionally, racism and classism may further isolate disadvantaged students, preventing them from having success and reaping the benefits of higher education. Family barriers add to the problem, and include the low educational attainment of parents having dependents at home, and financial obligations to parents.

Last, and inherent in all barriers mentioned previously, financial barriers are a major factor hindering disadvantaged students. Maximum Pell grant awards are significantly less than the average cost of tuition at a public 4-year institution and non-elite institutions have limited ability to provide additional financial aid to those in need; this can make it virtually impossible

for many disadvantaged students to attend college. Low-SES students who manage to put together the funds to enter college are at risk of not persisting because of their precarious financial situation; even a small financial emergency or change in their economic situation can cause them to have to stop attending.

One can add to these general considerations several more specific barriers facing CSU's disadvantaged students:

- They are more likely to be commuter students, for whom retention rates nationally are lower than for residential students (at CSU in 2016-17, the retention rate for on-campus students was 72.1%. but only 68.8% for commuter students). At CSU in Fall 2017, only 8% of undergraduates live in the residence halls, so commuter students represent 92% of the undergraduate student population. Even among new freshman students, who are more likely to live in residence halls, commuters represent 69% of the student population.
- Low-income and minority students have greater chances of entering university needing remediation. At CSU, 36% of incoming freshman students in Fall 2017 placed into remedial Math, English or both.
- First-generation college students cannot rely on family for guidance in negotiating the various difficulties they encounter during their college careers. They are more likely to face these difficulties on their own and, thus, are at greater risk of getting off-track or becoming discouraged.
- Students from low-income families lack the economic resources to afford college easily; they are vulnerable to tuition increases, the high cost of textbooks, and other economic obstacles. They are also likely to have to work while in college, making it more difficult to devote appropriate amounts of time to studying. Economic problems are more likely to cause such students to "swirl" (stop in and out of college) or to give up on college altogether. They are also more likely to transfer from a 4-year to a 2-year institution; CSU data indicate that students who do so often wind up completing neither a 2- nor a 4-year degree.

Institutional Barriers

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

Primary among these is the limited number of resources available for classroom instruction. With a relatively small cadre of full-time faculty, and limited numbers of qualified graduate students who could serve as instructors, CSU is obliged to make extensive use of part-time instructors in entry-level classes. Such instructors often lack knowledge of campus resources and/or programs of study so students in their classes have less access to expert advice from an instructor. CSU, like many other institutions, also is forced to offer a significant number of high-enrollment introductory courses. If taught in the traditional manner, with limited interaction

and high-stakes testing, these courses have been found to be particularly likely to present problems for students who are not college-ready.

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

Finally, CSU, like many other universities, has low diversity among its faculty. While more than one in five undergraduates at CSU is a member of an underrepresented minority group, CSU's faculty includes significantly lower percentages of minority faculty. As the table below indicates, the ratio of Black students to Black faculty or Latino students to Latino faculty is substantially higher than the ratio of White students to White faculty. National research has found that Black and Latino students benefit from interacting with significant numbers of Black and Latino faculty. The fact that there are relatively few minority faculty at CSU, thus, represents an additional barrier to student success at an institution with a larger minority student population.

Student Faculty Ratios – 2017

	Student	FT Faculty	Student-to-Faculty Ratio
American Indian/Alaskan Native	15	0	0
Asian	565	73	8:1
Black or African American	2569	30	86:1
Hispanic/Latino	832	13	64:1
Nonresident Alien	1284	28	46:1
Two or More Races	190	4	48:1
White	10466	402	26:1

3.   Progress Towards Completion Goals for 16-18

The 2016-18 College Completion Plan included a number of student success goals for Integrated Postsecondary Education Data System (IPEDS) cohort[1] and undergraduate transfer students attending CSU. Outcomes for each of these goals are listed below (in italics). A number of goals were met or exceeded. Others remain challenges. Since the programs that were associated with improved outcomes in previous years were all in place for the most recent year,

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[1] The IPEDS cohort includes all new freshman students who are full-time and in their first year as a matriculated college student.

it is not entirely clear why not all of the goals were met. Some were ambitious, aspirational goals. It is also worth noting that CSU had its largest freshman cohort ever in Fall 2017, but had no increase in faculty resources and actually had one fewer freshman advisor in that year: this may have been a contributing factor.

IPEDS Cohort

- Increase IPEDS cohort six-year graduation rate to at least 45% by 2018 (from current 38.7%)
    The Fall 2010 cohort was 41%; the Fall 2011 cohort was 43%
- Increase fall-to-fall retention rate for IPEDS cohort freshmen to 73% by Fall 2018 (from current 70.6%)
    Fall 15 to Fall 16 retention rate was 71%; Fall 16 to Fall 17 retention rate was 70%
- Improve the median number of hours passed in the freshman year from the current 26 hours to 30 hours by Spring 2018
    The Fall 2015 and 2016 cohorts completed 28 hours.
- Improve the percentage of first-year students who complete their first semester in good academic standing from current 74% to 80% by the end of Fall 2017. *Fall17 – 7 7.73%*
- Increase the percentage of students who complete 67% of the credits for which they register from the current 82.2% (Fall 15) to 88% by Fall 17. *For the Fall 2016 cohort that number dipped a bit to 80.1%*
- Increase the percentage of freshman admits who return for a second Fall who complete the freshman writing requirement in their first year to 65% from current 49% by the end of AY 2018. *For Fall 2016 cohort 74%.* [2]
- Raise the percentage of freshman admits who place into developmental math, then successfully complete developmental Math in their first year from the current 64% to 75% by the end of Spring 2018
    In the 2016 cohort, 75.1% of students who took MTH 84, 87, or 95 passed.

Transfer students:

- Improve Fall-to-Fall retention rates as follows (bands indicate the number of hours the student transfers in to CSU):

  - <30 hours – 65% (from 60.8%). Fall 16 to Fall 17retention for this group: *65%*
  - 30-59 hours – 70% (from 66%). Fall 16 to Fall 17 retention for this group: *77%*
  - 60+ hours – 80% (from 77.3). Fall 16 to Fall 17 retention for this group: *81%*

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[2] *Criteria used for Fall 2016 cohort: Students in the Fall 2016 cohort, who took and passed either ENG 100 or ENG 101 in Fall 16, Spring 17, or Summer 17, and who returned in Fall 2017.)*

- Reduce time to graduation for transfer students who transfer with 60 or more hours from 2.8 to 2.5 years. *Reduced to 2.7 years as of summer 2017*.

4. Updated Completion Goals for 2018-20

Overall completion goals for IPEDS cohort students:

6-year graduation rate for IPEDS Cohort – 47% by 2020

Fall-to-Fall retention rate for IPEDS Cohort – 75% by 2020

Other student success goals for IPEDS cohort students

- Improve the median number of hours passed in the freshman year from the current 28 hours to 30 hours by Spring 2020
- Improve the percentage of first-year students who complete their first semester in good academic standing from current 77.3% to 80% by the end of Fall 2019.
- Increase the percentage of students who complete 67% of the credits for which they register from the current 80.1% to 88% by Fall 19.
- Increase the percentage of freshman admits who take and pass either ENG 100 or ENG 101 in Fall and return for a second Fall from 74% to 80% by the end of AY 2020.
- Raise the percentage of freshman admits who place into developmental math, then successfully complete developmental Math in their first year from the current 75.1% to 78% by the end of Spring 2020
- Increase gateway course completion in first-year Math and English to 80% and 75% (respectively) by 2020 (2016-17 benchmarks are 76.7% and 68.5%, according to ODHE data). Reduce the gap between Black and White students in gateway Math completion by 10 points (gap was 23 points in 2016-17). There is no racial gap for gateway English completion at CSU.

Completion Goals for IPEDS cohort subgroups:

1. 2013 and 2014 Cohort Graduation Goals

In order to meet overall completion goals, CSU will need to target the remaining students from the two IPEDS cohorts scheduled to graduate in 2019 and 2020.

The goal is to achieve a 47% 6-year graduation rate by 2020, with an intermediate goal of 45% by 2019. To do this, the following needs to happen:

- To achieve a 45% Fall 2013 Cohort 6-year graduation rate:
  778 Graduates are needed. 550 have already graduated, so 228 more are needed. 312

of the cohort are still enrolled, 278 of them have senior standing. To reach the target, 73.1% of the remaining cohort will need to graduate in AY 18-19.

- For a 47% Fall 2014 Cohort 6-year graduation rate:
  734 graduates are needed. 98 have already graduated, so 636 more are needed. 716 of the cohort are still enrolled, 701 of them have junior or senior standing. To reach the target, 88.8% of the remaining cohort will need to graduate by the end of AY 19-20.

Note: the goals are theoretically achievable. However, these are *much* higher yields on the remaining cohort students, requiring very successful interventions designed to improve graduation rates among the remaining cohort students. A series of interventions is described later in the report. It is also possible that a few stop-outs might re-enroll and complete their program, reducing the number of currently enrolled students who need to graduate to make it possible to reach the targets.

2.   Retention Rates

In order to improve fall-to-fall retention rates, and completion rates on a longer-term basis, CSU is undertaking both a series of new interventions aimed at all IPEDS cohort students *and* a series of interventions targeting specific subgroups of this population for whom outcomes have been particularly concerning. The two targeted populations are:

   a.   Underrepresented minority students (URM).
   b.   Students who place into developmental coursework in English, Mathematics or both

The overall goal is to increase IPEDS cohort retention to 75% by 2020. To achieve this goal, CSU has established the following goals for targeted subgroups. The projected improvements are to be achieved for the Fall 2019 cohort (so retention means retention to Fall 2020):

- Increase *African-American* retention from 53% to 57% (+4)

- Increase Latino/Latina retention from 64% to 68% (+4)

- Increase *developmental* retention from 58% to 63% (+5)

- In addition, CSU will need to increase overall *non-URM* retention from 74% to 77% (+3)

Completion goals for transfer students:

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

- Retention goals for transfer students (banded by number of credit hours students transfer in):

  <30: 68%
  30-59: 80%
  60+: 82%

- Reduce time to graduate for transfer students with 60+ transfer hours to 2.5 years (goal not yet met from previous plan)

5.   Completion Strategies

Cleveland State University's original College Completion Plan noted that the University had been working for several years to address the problems that have historically led to low retention and completion rates. The plan described initiatives already in place and others planned for the immediate future. These initiatives were intended to address well-understood barriers to completion by:

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

The various initiatives implemented prior to and during the period covered by the original plan have resulted in significant improvements in retention and completion rates at Cleveland State University. For example, Fall-to-Fall retention rates for first-time, full-time freshman admits improved from 63.7% for the Fall 2009 cohort to 69.8% for the Fall 2016 cohort. Graduation rates have also trended up; six-year graduation rates for first-time, full-time freshman admits have risen from 29.8% for the class admitted in Fall 2004 to 43.1% for the class admitted in Fall 2011. The projected rate for the Fall 2012 cohort is at least 44%.

In recognition of the breadth of its initiatives, and the measurable success that resulted, Cleveland State received an Excellence and Innovation Award in the Student Success and College Completion category from the American Association of State Colleges and Universities (AASCU) in Fall 2015. CSU also was a finalist for the Association of Public and Land-Grant Universities' (APLU) Project Degree Completion Award in 2016 and was selected to participate

in AASCU's Reimagining the First Year project, which has supported a number of the first-year reforms described in this plan.

Although much progress has been made, much work remains to be done. In recognition of this reality, CSU has added a number of new initiatives to the ongoing work described in the previous plan. The sections that follow summarize ongoing initiatives and identify and describe both new and planned initiatives for 2018-20.

For this biennium, CSU has added to its broad-based completion and retention initiatives a set of targeted efforts focused on three student subgroups: IPEDS cohort students from the 2013 and 2014 cohorts; new cohort students from under-represented minority groups (URM), and new cohort students who place into developmental English and/or Math.   These groups were selected for special attention because raising the graduation rate for 2019 and 2020 requires a focus on the remaining students in the cohorts scheduled to graduate in those years and because raising overall retention rates requires a focused effort to improve outcomes for subgroups of students whose retention rates are significantly below average. URM and developmental students were identified as the two most important groups in this category.

Current Completion Strategies

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

1.   **Increase Success in Developmental and First Year Mathematics Courses**

    a. Developmental Mathematics: For students with an ACT Math score of less than 22 or for students who place into Developmental Mathematics (MTH 87 Basic Algebra), CSU adopted a Mathematics Emporium Model, beginning in Summer and Fall 2013. With a $700,000 investment of CSU funds, CSU converted stacks on the second floor of the university library to a 130-station computer lab. Here students use software and videos to work through a 15-module curriculum at their own pace, slowing down to work on modules where their skills are weak and moving quickly through material with which they are already familiar. As a result, the pass rate in MTH 87 improved from 50% in Fall 2011 to 69% in Fall 2017. Students who complete MTH 87 are now passing college-level courses such as MTH 148 at rates similar to their college-ready peers.
    b. Corequisite math instruction: Supported by a Teaching Enhancement Grant from the Center for Faculty Excellence, the Math department initiated a program of corequisite math instruction in Fall 2016. Students who complete the self-paced MTH 87 in the Math Emporium within the first eight weeks of the semester are permitted to enroll, in the same semester, in a condensed version of Liberal Arts Math (MTH 116). This allows them to complete college-level coursework in their first semester. The pass rate in the condensed version of Math 116 has been at or higher than the pass rate for the conventional 15-week version of the course.

c. Precalculus Mathematics: Students whose degree program requires calculus, but who are not calculus ready as deemed by the placement test, begin their mathematics coursework in MTH 167 (Precalculus I). With $875,000 funding from the National Science Foundation STEP program, CSU's Operation STEM program recruits 35 students for a two-week summer bridge program that provides mathematics review, study skill training, campus orientation, and STEM career information. Additionally, in the fall and spring semesters, *ALL* students taking Precalculus I & II are instructed with mandatory supplemental instruction lead by student peers (called STEM Peer Teachers) utilizing a Project Based Learning (PBL) approach. This program was launched in Summer and Fall 2013.

d. Calculus Mathematics: For students whose degree program requires calculus and who place into Calculus I (MTH 181), CSU has replicated the efforts described above for precalculus. With funding from an NSF LSAMP grant, CSU runs a 40-student summer bridge program. In Fall 17, Mandatory supplemental instruction was offered in three sections of Calculus I and two sections of Calculus II; in Spring 18, it was offered in three sections of Calculus I and three sections of Calculus II.

2.   Integrate Remedial and College-level Freshman Writing Education

To decrease the number of students whose college careers are delayed by having to complete non-credit-bearing remedial English courses in their first semester, CSU enrolls qualifying students who place into remedial English in ENG 100. This course combines the curriculum of ENG 101 with remedial coursework. Students enroll in a 4-credit hour course that has the potential to result in their earning 3 hours of college credit. The ENG 101 syllabus is supplemented by remedial work and mandatory assistance from the Writing Center (with which students must meet on a regular basis). Students who earn a C receive 3 hours of credit and place into the second semester of Freshman English (i.e., ENG 102)

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

Since 2015, CSU has implemented intrusive advising for all freshman students to provide close monitoring as they transition to University, to facilitate communication between students and advisors, and to allow faculty to warn advisors about students having academic problems before the appearance of midterm or final grades.

These advisors have reduced caseloads, enabling them to monitor students more closely and to intervene with them in the event that they experience academic difficulty. They are provided with guidance as to which courses students should take to stay "on-track" and to increase the likelihood of academic success (Freshman Foundations advising protocols). They are supported by a student retention software system (Starfish) that allows students to make appointments with advisors on-line, promotes communication among advisors, professors and students, and provides a place for the easy storage and communication of notes about student progress. The system also enables faculty to raise "flags" regarding students who are not attending

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

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

To reduce the total number of hours required for graduation, CSU In Fall 2014 adopted a predominantly 3-credit hour standard for its courses. It also mandated that 120-hour degree programs be the norm. Conversion to three credit hour courses reduces the number of credit hours students are required to complete for general education courses. For example, although the general education requirements specify 6 credit hours of mathematics, no math general education courses had been offered that totaled 6 hours, so students had to take 8 hours to complete the requirement. This change helps make possible the reduction in the graduation minimum to 120, since, in most cases, the general education and major requirements can be completed in 120 hours under a predominantly 3 credit-hour model.

5.   Implement a Student-Centered Scheduling Model

To provide registration options and produce a schedule of courses that supports student academic needs and removes barriers to degree completion, CSU has implemented a number of strategies:

Strategy 1 - Multi-term Registration

In Spring 2012, CSU became the first university in Ohio to allow students to plan ahead by allowing degree-seeking students to register for an entire academic year at one time. This is particularly important for Cleveland State students who balance taking courses with extensive family and work obligations. This long-term scheduling model allows students to schedule their academic courses for an entire year without altering the due dates for payment, which remain one week prior to the start of each term.

Strategy 2 – Course Waitlists

Beginning in Fall 2012, course waitlists have been implemented to provide a fair, systematic means for students to seek entry into courses that have reached capacity. Students can add themselves to waitlists for closed courses and are admitted, in order of their place on the waitlist, as space in the desired course becomes available. Course waitlists also provide the University with a better metric to monitor course demand. Weekly reports are generated for courses that have 10 or more waitlisted students and distributed to the academic departments. Where warranted and possible, additional sections are added to meet student demand.

Strategy 3 –Time Grid/ Course Scheduling Policy

To avoid situations in which the scheduling of courses prevented students from maintaining progress towards a degree, CSU put in place several policies beginning in the 2014-15 academic year:

- Registrar-administered policy that requires departments to spread course offerings across the standard scheduling week, decreasing the possibility of students' encountering course scheduling conflicts.

- Implementation of a new time grid and enforcement of standard time grid to prevent negative impacts on student scheduling options and classroom availability.

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

To address the low success rate among freshmen, CSU has invested in the expansion of academic tutoring on campus. Students now can receive tutoring in a range of subjects in TASC, the Math Learning Center, and the Writing Center. Many of these offices are linked to Starfish, enabling students to make on-line appointments. In addition, advisors can refer students who struggle to "success coaches" recruited and trained by TASC. Low success rate courses have been identified and provided with SI (optional "supplementary instruction") and SLA (mandatory "structured learning assistance") components led by student leaders who have regularly scheduled meetings outside of regular class time to supplement the instruction students obtain from the professor.

7. Transfer Center/Coordinator

In January 2015, CSU opened a Transfer Center to assist prospective transfer students seeking information about degree planning in the event that they transfer to CSU (evaluation of transcripts, exploration of degree options based on previous coursework and prior learning) and initial advising for new transfer students who either have not yet declared a major or are unsure about where to seek advice about the program they have selected. Prospective transfer students often have difficulty getting reliable, timely evaluations of their previous coursework, so they have difficulty deciding whether to transfer, at what point to do so, and what major to select upon transferring. The Transfer Center is staffed by personnel able to evaluate transfer credits, assess their prior learning, and advise students about degree options. This complements the existing efforts in Enrollment Services to recruit students interested in transferring to CSU.

In addition, students who transfer to CSU often wind up self-advising, either because they are unsure about their major program or have difficulty identifying the appropriate college office from which to seek advice. The Transfer Center provides a central, highly visible "first stop" for students, who can get advice about which majors to pursue, assistance with understanding

general education requirements that apply to them, and help in identifying the appropriate college or faculty advisor, once they have selected a major program.

8.   Educate Students About Financial Literacy

In an effort to provide a more coordinated set of financial literacy programs, the Division of Enrollment Services now provides a number of outreach events in conjunction with Student Life and targets the ASC 101 classes each semester. These include efforts to educate students about the importance of making satisfactory academic progress. Students who withdraw from courses or fail to complete a semester add to their debt burden and are at risk of not graduating, reducing their chances of repaying their debt. Students also are required to create a PIN, which gives them access to an online financial literacy program (Great Lakes Higher Education Access Ready Program) where students and families can self-educate.

9.   Pathways for Adult Students

CSU has taken several important steps to ensure that adult students have easy access to efficient pathways to graduation.

CSU has in place a number of mechanisms by which adult students obtain credit for prior experience.   For Veterans, CSU honors ACE recommendations for awarding credit to veterans and CSU staff are trained in reading joint services transcripts for the purposes of determining whether credits can be awarded. Veterans (and others) can also earn credit through the College Level Examination Program (CLEP) and DSST exams. Credit by exam options available on campus have been inventoried and are now listed on a single, easily located web resource on CSU's website. Veterans (and others) can also receive credit for prior experience by enrolling in a portfolio assessment program in the College of Urban Affairs. A goal for the future is to expand portfolio assessment to programs outside Urban Affairs.

Since most adult students are admitted to CSU as transfer students, programs that support transfer student success are particularly relevant to this population. CSU participates fully in the TAG and Ohio Transfer Module programs that benefit all transfer students in Ohio. Beyond that, however, CSU has been actively collaborating with community colleges in the region to develop efficient pathways for transfer students. CSU offers several BA and BS programs on site at Lakeland and Lorain County Community Colleges, eliminating the need for students to commute to the main downtown campus. In addition, CSU has worked with Cuyahoga Community College to develop aligned degree maps showing students how they can complete an Associate's and Bachelor's degree in eight full-time semesters (thereby reducing excess credit hours taken by transfer students). More than twenty aligned degree maps have been developed for CCC/CSU programs with several more in preparation. Work has also begun on a similar set of degree map alignments with Lorain County Community College and a meeting is planned to extend to the work to Lakeland Community College as well.

10. Identify Pedagogical Methods that Promise to Improve Student Success in High Enrollment, "Gatekeeper" courses.

The Gardner Institute and others have emphasized the disproportionate role played in student success by a small number of classes in the curriculum. At most universities, there is a group of courses (perhaps as few as 30) that are taken by very large numbers of students, some of whom struggle to complete them successfully. Improving student performance in these courses can have a very significant impact on overall student retention and graduation rates across the university.

To incentivize faculty teaching high enrollment classes with poor success rates to explore alternative pedagogies that will enhance student success, the University has repurposed its Teaching Enhancement Awards to target this subset of courses. Beginning in Spring 2016, small teaching enhancement grants were offered to teams of faculty teaching high enrollment/low success rate courses. Successful proposals identify innovative teaching practices that promise to improve success rates in those courses. Grantees receive a small portion of the grant at the outset, with the balance to be distributed once the teaching innovation has been piloted at least twice. The first round of awards was made in Spring 2016 (two faculty teams received awards), and two additional rounds of two awards have now been completed.

11. Completion Grants

In Fall 2016, to provide financial support to students who are near completion but lack the resources to afford their final two semesters of academic work, CSU applied for and received a grant from APLU to launch a completion grant program, entitled "The Last Mile." The grant supported the hiring of a graduate student worker to help coordinate the program in its initial two years. Under the program, students who are within two full-time semesters of graduation and who can demonstrate financial need may apply for support up to $1200 per semester to help them pay remaining tuition costs. Students who receive awards also receive additional advising support and will be closely monitored to ensure that they stay on track for graduation. Although grant funding has now expired, the University continues to use Radiance funds to assist students who are near completion.

12. KeyBank Scholars

In 2017, CSU received a large gift from the KeyBank Foundation intended to support the development of a targeted program supporting CMSD graduates attending CSU – the program is called KeyBank Scholars. The program provides cohort programming and intrusive advising modeled on the TRIO program for CMSD graduates attending CSU. All CMSD graduates entering CSU as freshmen are assigned to an advisor whose sole focus is on CMSD graduates. Freshman admits who continue at CSU eventually acquire a college advisor, but continue to have a relationship with the CMSD-focused advisor throughout their college career. Transfer students who graduated from CMSD also have a link to the CMSD advisor, in addition to their

normal college advisor. The CMSD advisor(s) serves as a continuous point of contact for CMSD graduates, monitors students' progress, and refers students to support services as needed. In addition, admitted freshmen have routine access to success coaching, assistance in finding on-campus employment, and receive a book scholarship if they participate consistently in program activities. The CMSD advisor(s) organize a range of activities for CMSD graduates, including events to introduce them to campus services, social events, opportunities for community involvement, and joint events with TRIO and other programs on campus

In addition, CMSD graduates admitted as freshmen are eligible to participate in the University's summer program, STEP. This provides incoming freshmen with the opportunity either to complete developmental coursework, or, if they are college-ready, to complete up to 7 credit hours of college-level work, thereby accelerating their progress towards a degree. Substantial scholarship support is available for participants, making this a very low cost way to get an early start on a college degree.

13.   Wrap-Around Services

Some students struggle in university because they face non-academic obstacles to persistence and completion. CSU has moved to implement programs intended to address non-academic obstacles to persistence and completion. Areas of need include, but are not limited to:

- Food insecurity
- Counselling services
- Disability Student Services
- Affordable housing
- Access to Health care/Health Insurance
- Access to child care services

The two most important programs providing this kind of support to students are;

i.   Lift-Up Vikes! Resources Center and Food Pantry: The pantry program allows any CSU student who is currently enrolled in at least one credit hour to receive free food and personal items weekly. The program is accredited by the Cleveland Food Bank (CFB), and since its inception in 2016, has served nearly 800 unique students. The pantry has averaged over 300 shoppers a month in 2018. All non-perishable food items in the pantry are purchased the CFB using donated funds through the CSU Foundation. CSU receives all perishable items from the CFB for free because we are a public, non-profit entity, which helps reduce our costs. Additional (limited) resources of support are available to help housing insecure and homeless students.

ii.   CARE Team: The CARE (Campus Assessment and Response Evaluation) Team is comprised of staff from around the University and led by the Division of Student Affairs to address concerns of safety and overall well-being of community members. Team members receive reports from throughout the University about students, faculty and staff of various

levels of concern and crisis. Team members document, assess and refer to appropriate internal services or outside agencies. Students of concern are tracked and monitored to assist with retention. In the 16-17 academic year, CARE Team received 470 reports, which comprised 425 individual students and 3 faculty/staff members and 64 medical transports from campus.

14.   Transfer student supports

a.   Assign transfer students who transfer in fewer than 30 hours to the First Year Advising office. Historical data indicate that these students succeed at rates comparable to or lower than first-year admits. To ensure that they are carefully monitored and benefit from "intrusive advising" services, these students are assigned to the First-Year Advising office even if they have a declared major.

b.   Mandatory advising for transfer students: beginning in Fall 2017, CSU instituted mandatory advising for new transfer students. The discovery that a significant minority of transfer students self-advised upon admission led to this requirement. The goal is to ensure that transfer students are guided towards an appropriate major, construct a plan for graduation, and are aware of support services available to them. Advisors can also assist the student if there are problems with transfer credits.

c.   Earlier transfer orientations: responding to data indicating that transfer students who register late (within 4-6 weeks of the beginning of a semester) are less likely to persist, CSU created several "early" transfer orientations for new transfer students seeking to enroll for Fall 2017. The goal is to encourage students to enroll earlier so that classes they need are not closed and so that they have adequate time to integrate to CSU.

Enhanced Completion Strategies for 2018 - 2020

As indicated above, CSU is undertaking a variety of initiatives intended to continue the progress already achieved in improving retention and graduation rates for its undergraduate student population. These are listed below. The first group of initiatives includes a variety of broad-based initiatives aimed at all students, or all freshman or transfer students. The second group includes initiatives focused on the target groups of students identified above.

A.   Items focused on general student population

- Implement graduation coaches and enhance wrap-around services for high-risk students. With an eventual goal of recruiting a cadre of graduation coaches, CSU will pilot a program in AY 2018-19, targeting a small group of high risk students, who will be assigned a graduation coach (in addition to regular academic advising) who will monitor the students' progress, serve them as a resource, and provide assistance and support to resolve various academic and non-academic issues for the students. The pilot will be assessed after the first year and, if it is deemed to have been successful, scaled up to reach a larger number of high-risk students.

- Construction of dashboard tracking key metrics to inform student success efforts. A subcommittee consisting of members of the Retention Roundtable and the Student Success Committee will work with Institutional Research to develop the dashboard and make it available before the end of AY 18-19. This will result in a regular cycle of reporting on key metrics so that the Roundtable and Committee can monitor progress, assess the effectiveness of existing programs, and use current data in the design of new initiatives.
- Retention Roundtable and The Student Success Committee will work with Institutional Research to identify better sources of data on students who leave CSU. In particular, the group will explore whether the information on individual students gathered by advisors and Campus 411 can be compiled into a comprehensive picture of student departures from CSU.
- Reboot of ASC 101 – Introduction to University Life. The required freshman orientation course will be revised by the new Director of First-Year Experience, assisted by a Faculty Steering Committee. This work is already under way. The goal is to make the course more effective and to increase the number of full-time faculty members interested in teaching it (to increase the amount of student-faculty contact in the first year, something that has been shown to be an important driver of improved retention). Portions of the current course will become part of an on-line summer orientation program (Cleveland State Compass) designed to provide them with crucial information prior to arrival on campus and to strengthen their relationship with CSU prior to arriving on campus. Peer mentors will be added to some sections of ASC 101; the peer mentors will be paid student workers (funding comes from a gift from PNC bank) and will serve as a second point of contact for students in ASC 101. The goal is to have a peer mentor in all sections by 2022. Finally, special sections of ASC 101 have been created for undecided students and for students aspiring to highly selective health programs (e.g., Nursing, Physical Therapy). These will be led by a faculty member who will spend portions of the class helping students with direction-finding (choosing a major, exploring alternative pathways, etc.). Undecided students and students who are unsuccessful in gaining admission to their intended major are at increased risk of not completing their degrees, so early interventions with these students around direction-finding and alternative pathways are important to improving retention and graduation rates.
- Implementation of My Majors software that will enable students to evaluate the relationship between various majors and their own interests, personality, academic achievement and aptitude as well as obtain information about career opportunities in various major fields. Students will take the assessment prior to their arrival on campus to reflect on their major choice, as well as during the first year of their studies. All undecided students as well as students changing majors will continually be encouraged by their advisors to take the assessment. NSF has reported that increased persistence results from actively engaging students to reflect on their major choice in this way.
- Participation in the grant-funded, statewide Strong Start to Finish Program, which is intended to increase the percentage of students who complete college-level requirements in English and Math in their first year of college. One focus will be on expanding corequisite education options in Math and on fully implementing universal

corequisite education in English (see details in section on Developmental students below). A review of placement practices will also be undertaken and appropriate revisions undertaken. Research reported to the Strong Start to Finish program shows that improved placement practices have been found to be one of the most effective methods for improving outcomes in corequisite courses.

- Targeted effort to improve outcomes in Gateway courses. The existing Teaching Enhancement Awards (which target Gateway courses) will be complemented by a project in which the Retention Roundtable and the Student Success Committee will share data on success rates in gateway courses with departments. A set of course has been identified using data from Institutional Research and Civitas Illume Courses. These data will be sent to the departments involved, who will be invited to have a follow-up discussion with The Center for Faculty Excellence and/or members of the Student Success Committee. The goal is for programs to develop a plan for improving outcomes as a result of these discussions.

- Sustain the DASH emergency grant program beyond the second year of grant funding. In AY 2017-18, CSU received a grant from the Great Lakes Foundation to provide emergency grants to high-need students who experience financial emergencies that don't involve tuition bills. Great Lakes' data indicate that such financial emergencies frequently derail student careers and that small grants can often help them stay in school and complete their degrees. In the first year of funding, the DASH program provided more than 150 CSU undergraduates with emergency grants of up to $1000 to assist with rent, utility bills, car repairs and other non-academic problems. CSU's grant ends in Summer 2019. The DASH project team will work with the CSU Foundation and senior administration to identify sources of funding to sustain the program beyond that point.

- ReConnect to College: In 2017-18, CSU received a grant from APLU/USU to build a collaborative program with College Now Greater Cleveland designed to reach out to "stop out" students and encourage them to complete their degrees. CSU provides College Now with lists of stop-out students; College Now contacts them on behalf of CSU, increasing the likelihood of student response (since they do not fear that College Now is seeking to collect on a bill). College Now assists students with financial and other obstacles to re-enrollment; they then refer the returning students to the CSU Transfer Center, who provide intake advising, refer students to campus services, and monitor their progress during the first year. Extension funding has been applied for – this would add a collaboration with an area employer to identify stop out students who should be contacted. Whether or not funding is received, the program will be sustained; the Division of Academic Programs will work with the Provost's office and the CSU Foundation to identify sources of funding.

- Revise guidelines for retaking of classes to increase the likelihood of successful completion, reduce the amount of wasted effort in which students engage. The Division of Academic Programs will work with the Registrar and the Faculty Senate Admissions and Standards Committee to develop guidelines for limiting the number of attempts a student can make to complete a course and to develop a mandatory contract for a

student who retakes a class – the contract will describe the activities the student will commit to in their effort to be successful in retaking the course.

- Identify and implement a digitized degree mapping tool to track student progress towards graduation. A "best practice" adopted by many universities involves tracking student progress on degree maps. Advisors (and students themselves) monitor student progress by reviewing the completion of semester-by-semester degree maps that specify what courses students should complete each semester. When a student fails to complete key courses, or strays from the degree map and takes courses that are not specified, this can be an early indicator that the student is losing momentum or is 'off track.' A digitized degree map allows for the easy, early identification of such students so that advisors and other support staff can intervene to provide assistance. CSU currently lacks a digitized degree mapping tool – the goal is to identify the best available degree mapping tool and implement it so that it can be in use by AY 20-21.
- Utilize data on the undergraduate student population generated by Institutional Research and Civitas Illume to develop target interventions designed to promote undergraduate retention and graduation

  - Use Civitas Illume to identify "success scores" associated with each student. These scores are calculated by using historical data on student success to identify student characteristics associated with persistence. Informing advisors of the success score of the students assigned to their caseload can enable them to identify students in need of particularly close attention and additional support. This practice is already in place – student success scores on each undergraduate are available to advisors in Starfish.
  - Use Civitas Illume Courses and data from Institutional Research to identify courses that are particularly critical to student success and inform faculty, staff and students. As indicated earlier, most universities have "gateway" courses that play a disproportionate role in determining whether students will succeed. Knowing which these courses are and working to improve pedagogy in them, providing additional support (such as supplementary instruction), etc. can have a significant effect on retention and graduation rates. As indicated earlier, CSU has already begun a project to share data on gateway courses with instructors with a view to encouraging better pedagogy and identifying areas where additional support may be needed.
  - Use Civitas Illume Courses to identify course grades associated with student success. In some cases, a grade of C *may not* indicate that students are on track to graduate. For example, data drawn from Civitas Illume indicate that a student who earns a C in College English actually has a below average probability of graduation. Data such as these can be used to inform strategies to ensure that students master crucial material. For example, in CSU's College English courses, students and instructors are now told that the goal should be to earn a B in the course, and students whose initial grades suggest that they will not earn a B are referred to available support services, such as supplementary instruction and The Writing Center. In the next two-year period, CSU will use Civitas Illume and

data from Institutional Research to identify other important grade benchmarks in gateway courses and utilize them to develop appropriate interventions.

- Use predictive analytic data from Civitas Illume and other sources to identify groups of students who would benefit from "nudges" designed to keep them on track for graduation and retention. Nudge campaigns have been shown to be an effective mechanism for encouraging behaviors that lead to successful outcomes. CSU has already launched several nudge campaigns, including nudges targeting freshman students that encouraged them to meet with their advisor, take positive steps to prepare for mid-terms and finals, etc. In the next two-year period, CSU will expand the use of nudge campaigns, use data to identify students who will benefit from nudges, and track their impact using Illume Impact. CSU is also collaborating with CCC on plans for nudge campaigns targeting students both before and after they transfer between the two institutions.

Interventions targeting transfer students broadly:

- Mandatory Orientation for transfer students to ensure a successful transition and awareness of available resources. Currently, orientation for transfer students is optional, so at least some students enroll at CSU with no introduction to the University and its services and facilities. This increases the likelihood that they will not be engaged with the University and will not seek help or know where to seek help if they encounter academic or other problems.
- Improve Online Orientation. The current online orientation is generally regarded as needing improvement. CSU will overhaul the online orientation by developing a transfer student version of the "Cleveland State Compass. The transfer student version will include material adapted to the needs of transfer students, packaged in engaging modules that involve more active learning by the student. This is intended both to increase the chances that students will actually complete the orientation program and that they will retain the important information it provides.
- Increase the number of early Orientations. Predictive analytics data from CSU's instance of Civitas Illume indicate that students who register "late" are less likely to persist. These data also indicate that the point at which a student becomes a "late" registrant is earlier than one might assume – as much as six weeks prior to the beginning of term. To encourage new transfer students to enroll earlier, CSU has already successfully scheduled several early orientation dates (in late Spring/early Summer) and will expand the number of late Spring/early Summer orientations for subsequent transfer cohorts.

B. **Items focused on target student populations**

A. Developmental students:

- Fully implement plan to extend co-requisite English instruction for developmental students in AY 19. Having to take non-college credit courses is an important factor

delaying student progress towards a degree. Students also struggle to pass developmental courses, which can cause further delay. By placing *all* students in college-credit bearing coursework in their first semester, CSU will eliminate one barrier to timely completion for developmental students. This will contribute to the state's goal in the Strong Start to Finish program to ensure that students complete first-year English requirements in their freshman year. Success rates in corequisite English are very strong (comparable to success rates in English I) and students who complete corequisite English are similarly successful in English II.

- Develop a plan for stable, capable, full-time staffing in the Math Emporium. Developmental students benefit from having supportive faculty who understand their needs, can monitor their progress, and are available to intervene if a problem arises. There is a need to ensure an adequate number of full-time faculty in the Math Emporium on whom the Math department and its students can rely from year to year.

- Explore the possibility of enabling students who complete the Emporium to follow the same instructor to their next math class. As indicated above, developmental students benefit from having knowledgeable, supportive faculty – enabling them to follow a faculty member with whom they have already established a relationship to their next course will ensure that they find that support once they complete developmental coursework.

- Expand the number of students who participate in corequisite math coursework; the rationale is the same as that outlined for corequisite English :
    - Mandate that specific groups of students do this (e.g., pre-Nursing students)
    - Rework Math 095 with a MTH 167 corequisite to enable STEM students to complete corequisite Math (planned for AY 18-19)
    - Develop a corequisite option for Business students

- Develop special ASC 101 sections for students who are unlikely to get into their intended majors (e.g., Nursing, pre-PT, etc.). Developmental students are the most likely students to be in this situation.

- Embed peer mentors or other staff in the Math Emporium who could serve as a link to "wrap-around" services on campus. Many developmental education students experience a need for non-academic support and may be reluctant to share their needs with a faculty member.

- Explore the possibility of targeted faculty mentoring of these students or the use of graduation coaches (see discussion above) to support these students.

- Early placement testing before the first semester – use the data to identify students who, with a simple intervention, might place into a higher-level math class. See the discussion of the statewide Strong Start to Finish program above.

B. Under-represented Minority Students

- Mentoring. Close monitoring of students' progress: identify mentoring models that have been demonstrated to be successful and adopt those methods. Mentoring has

been shown to be an effective way to improve student outcomes; however, mentoring must be carefully designed and must be staffed appropriately. The Retention Roundtable will collaborate with the Diversity Council to identify "best practice" mentoring models and will work with the University administration to fund a program for mentoring under-represented minority students.

- Prioritize increasing the number of minority faculty through new hiring. It is widely known that minority students benefit from the presence of minority faculty. Minority faculty serve as models for students, are seen as approachable resources by them, and their presence helps to create an environment in which minority students feel welcome. CSU's Diversity Council is developing a proposal which includes a plan for increasing the number of minority faculty at CSU, and for ensuring that they are more broadly distributed across colleges and departments. This will take time, but a successful program will contribute to improved student outcomes.

- Prioritize hiring minority students in coaching and tutoring roles. A diverse support staff contributes to minority student success for the same reasons as a more diverse faculty.

- Provide faculty with training in cultural competency. Implicit bias is an important factor shaping faculty interaction with students from different backgrounds. Faculty may not be aware that their approach to minority students is shaped by implicit bias, nor may they realize that they don't fully understand the ways in which minority students act, interact and learn. Retention Roundtable will collaborate with the Diversity Council and the Center for Faculty Excellence to design a program to train all faculty in cultural competency.

- Provide faculty with training in inclusive teaching strategies. Learning styles vary across student groups and faculty may not have training in the varied teaching strategies available and how they affect different groups of students. The Center for Faculty Excellence will be tasked with designing a program to train faculty in inclusive teaching strategies.

- Interview/conduct focus groups with students to identify reasons they feel unwelcome on campus. Anecdotal evidence suggests that some minority students feel unwelcome on CSU's campus (although NSSE data don't depict a campus where racial tension is particularly high). In order to understand how Black and Latino students experience CSU's campus, focus groups with students will be conducted and the information will be used to design appropriate interventions responding to the issues that emerge.

- Reach out to High Schools. Black and Latinx students are particularly likely to have attended high schools with limited resources, so they often arrive in college less well-prepared to succeed academically. One way to overcome this barrier is for universities to partner with high schools on better preparing students for University (both academically and otherwise). CSU already works with the Higher Education Compact (HEC) to promote improved outcomes for Cleveland Municipal School District (CMSD) students who attend CSU. It is also directly involved with the

MC^{2}STEM High School and its students on campus. Over the next two years, CSU will explore with HEC the possibility of working directly with a broader group of CMSD high schools - this should go beyond contacting counselors, who are typically overburdened.
- Retention Roundtable, the Student Success Committee and Diversity Council will convene a working group to identify and propose implementation of programming specifically targeting African-American male students. This group is at the greatest risk of any subgroup of not persisting to graduation.
- Institute a regular report to the Retention Roundtable, Student Success Committee and Diversity Council on minority student outcomes and the effectiveness of programs targeting minority students.

C. Current cohort students scheduled to graduate

- Revive the practice of having an annual meeting (in Fall) at which advising heads report out on the status of individual students who are still at CSU and who are part of the cohort scheduled to graduate in that year or the following year. At least one senior administrative staff member should convene the meeting (Vice President/Vice-Provost/AVP)
- Acquire Customer Relationship Management software and use it to facilitate text-based "nudge" campaigns targeting this group of students
- Continue the use of Radiance funds in support of students who are near graduation but have exhausted other sources of financial aid.
- Expand efforts to reach out to stop-outs who are members of these cohorts, especially those who are near completion (see discussion of ReConnect to College above).
- Initiate a collaborative discussion between the Retention Roundtable and the Student Success Committee to explore a possible faculty role in supporting these students.

6.   Workforce Development Priorities

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

a.   Program Prioritization: The Provost's office has completed a program prioritization effort, in which the Colleges were asked to identify programs that are worthy of support and expansion and others from which resources could safely be transferred. Part of this process involved asking programs to identify areas of unmet labor market demand and to comment on how programmatic change or expansion would serve that demand. The Provost's office is using this information to direct resources to areas in which the region has unmet labor market

demands so that graduating students will be more successful in finding appropriate professional employment and so that area employers' needs will be served by the University. Program Prioritization is an ongoing process and will continue to include labor market demand as an element in its review of programs.

b.   Engaged Learning: CSU successfully earned Carnegie classification for Community Engagement in 2015. An important part of the effort to achieve that designation has been outreach to area employers and a strong commitment to expanding the numbers of students who engage in co-op and internship experiences in the region.   In response to campus-wide discussion, involving student government, faculty, the University administration, and the Board of Trustees, CSU is in the process of taking a variety of steps to expand the number of students who experience internships and co-ops and to improve the quality of the experiences they have. A working group was convened by the Provost in Fall 2015 to make recommendations to the University Senate. The first of their recommendations, to create a "not-for-credit" internship option available, was approved by Senate in Spring 2016. This makes it possible for a student to have an internship experience linked to their major program appear on their transcript, without the barrier of additional tuition cost. CSU also endorsed NACE guidelines on internships and the Faculty Senate is currently considering adopting stronger guidelines for internship quality. Also under review is a recommendation that each academic program identify an internship coordinator so that students interested in internship experiences can more easily get help in organizing one.

c.   "Careers Across the Curriculum:" Supported by a grant from the Cleveland Foundation, and led by the Division of University Engagement and a committee of faculty, CSU is engaged in an effort to make career exploration an ongoing part of students' experience through the curriculum. Career exploration is being built into the Introduction to University Life course that every entering freshman must complete. The syllabus for that course is being redesigned to include a focus on career exploration and to introduce students to resources on campus to help them begin learning about career opportunities and planning their future direction. Another important step was taken in Spring 2018 with the naming of a Faculty Fellow for Civic Engagement charged with adding "civic engagement" to the list of skills developed by the university's general education requirement and exploring the possibility of a civic engagement credential students could earn.

d.   "My Majors" software is being implemented in Fall 2018 for all freshman students in the Introduction to University Life course. As indicated above, this software tool allows students to explore various majors and evaluate how they fit with their strengths and interests. It also provides students with information about how various majors link to various employment outcomes and what employment-related skills specific majors provide.