Cleveland State University

A Unified Academic Coaching Model

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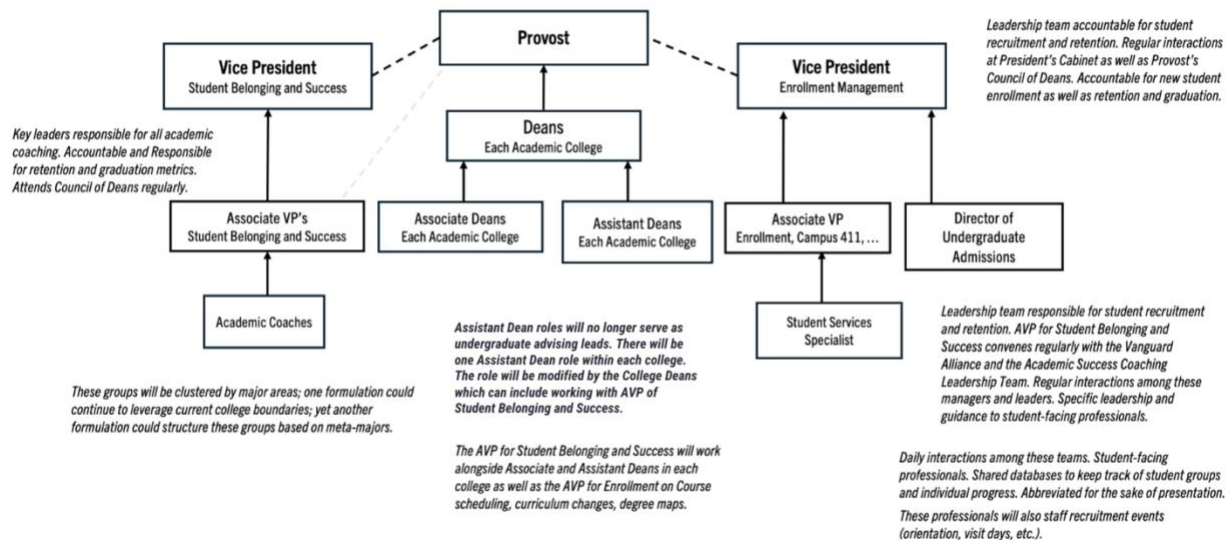
August 28, 2024

Proposal: A Unified Academic Coaching Model

Executive Summary

This proposal proposes a new unified Academic Coaching Model to enhance the Cleveland State University (CSU) student experience by creating a sense of belonging and attachment to people and places while providing academic and personal support for timely graduation and future success. The model also integrates CSU academic advising program review recommendations, including (1) making the CSU model work more effectively and efficiently, (2) establishing an academic advising committee that provides policy recommendations and practical modifications, (3) creating a unified advising identity, (4) commit to additional advising professionals to meet advising needs better and (5) invest in those who engage in advising (Steele & Zarges, 2022).

Our focused commitment to belonging and ingenuity in student success initiatives at CSU seeks to inspire, grow, and support innovative programs at all stages of development. The institutional commitment recognizes that a sense of belonging moves beyond "fitting in" and is grounded in being more responsive and adjusting the environment by creating conditions where students experience greater connectedness. The following graphic illustrates our university structure, which will support the academic coaching unified framework.

University Organizational Structure

Provost

Vice President
Student Belonging and Success

Vice President
Enrollment Management

Leadership team accountable for student recruitment and retention. Regular interactions at President's Cabinet as well as Provost's Council of Deans. Accountable for new student enrollment as well as retention and graduation.

Key leaders responsible for all academic coaching. Accountable and Responsible for retention and graduation metrics. Attends Council of Deans regularly.

Deans
Each Academic College

Associate VP's
Student Belonging and Success

Associate Deans
Each Academic College

Assistant Deans
Each Academic College

Associate VP
Enrollment, Campus 411, ...

Director of
Undergraduate
Admissions

Academic Coaches

Assistant Dean roles will no longer serve as undergraduate advising leads. There will be one Assistant Dean role within each college. The role will be modified by the College Deans which can include working with AVP of Student Belonging and Success.

Student Services
Specialist

Leadership team responsible for student recruitment and retention. AVP for Student Belonging and Success convenes regularly with the Vanguard Alliance and the Academic Success Coaching Leadership Team. Regular interactions among these managers and leaders. Specific leadership and guidance to student-facing professionals.

These groups will be clustered by major areas; one formulation could continue to leverage current college boundaries; yet another formulation could structure these groups based on meta-majors.

The AVP for Student Belonging and Success will work alongside Associate and Assistant Deans in each college as well as the AVP for Enrollment on Course scheduling, curriculum changes, degree maps.

Daily interactions among these teams. Student-facing professionals. Shared databases to keep track of student groups and individual progress. Abbreviated for the sake of presentation.

These professionals will also staff recruitment events (orientation, visit days, etc.).

The new, unified model brings together leadership in Student Belonging and Success, Enrollment Management, and Academic Affairs to ensure seamless pathways for students

from matriculation at CSU as new students to graduation with a degree or credential. The model provides accessible and responsive academic coaching to help students navigate the curriculum. At the same time, it also serves as a critical input to the course scheduling system. Each semester, the student body's progress will inform the selection and quantity of courses offered in the subsequent term.

The Division of Student Belonging and Success will provide leadership, holistic, and integrated support for multiple academic and social support units on campus to identify and address the needs of CSU's diverse student body; provide strategic direction to the campus in implementing an inclusive, equitable and engaged model of student success that includes the academic and co-curricular experience of students and an integrated student success model; and provide the campus with data-informed strategies and metrics that are monitored and evaluated to ensure efficient and effective programs and services that address the needs of students.

Terms

American Association of State Colleges and Universities (AASCU): This organization shapes public policy and strengthens state college and university leaders as they expand student access and success.

Complete College America (CCA) — works toward restoring the promise of higher education by shifting policy, perspective, and practice from classrooms to state capitols.

DFW - A "DFW" rate for a course is the percentage of students who receive a D, an F, or withdraw.

EAB Navigate360 - Navigate360's new Recruitment Management module extends the platform's proven capabilities to help teams recruit and retain students within a single system.

Equity Gap - refers to disparities in student success across demographic traits like race, ethnicity, socioeconomic status, gender, and physical or mental abilities.

First-generation college student - a student whose parent(s) did not complete a four-year college or university degree.

National Institute for Student Success (NISS) — focuses on improving graduation rates and reducing equity gaps nationally by partnering with colleges and universities to identify institutionally created obstacles to degree completion and to implement proven and scalable solutions that allow students from all backgrounds to succeed.

Stellic provides next-generation degree management tools to align your entire campus—students, advisors, administrators, and leaders—toward on-time graduation and career success.

Underrepresented Minority (URM) - a group of students who are consistently underrepresented in enrollment, participation, and success rates compared to the overall student population.

Unified Academic Coaching Model - Staff currently serving as academic advisors and success coaches will be re-trained to work as Academic Success Coaches, fusing the best practices and approaches of advisors and coaches to promote the academic success of our students, reducing the duplication of costs and effort while improving the quality of services to students.

Vanguard Alliance - This team will be comprised of an Assistant or Associate Dean, the AVPs of Student Belonging and Success, college-related Academic Coaches (formerly directors of advising), representatives from Academic Affairs, Human Resources, IS&T, and other personnel. This team will assist with coordinating and completing college-specific duties, interpreting and implementing policies and processes, and exchanging college-specific information.

Our Renewed Commitment to Being a Student-Ready University

Higher education institutions must meet the needs of a diverse group of learners. Demographic changes mean institutions must invest in understanding and responding to students' unique needs. We support a student-centered ecosystem that helps institutions achieve that differentiation.

A student-centric view of higher education incorporates student success and takes it further. It is an all-encompassing view and approach for supporting the complete student lifecycle. Think of it as an ecosystem designed to help the student academically and in all aspects of their college experience (i.e., communication, socialization, extracurricular pursuits, etc.). Being a student-centric campus then fosters greater student connectedness and belonging. Decades of research have shown us that engaged and connected students are most likely to persist and succeed. The following highlights a refined theory of college student's sense of belonging.

- Social acceptance, support, community, connections, respect for one's identity, development, mental health, well-being, and academic success are essential.
- Sense of belonging generally refers to a feeling of connectedness, that one is important or matters to others (Rosenberg & McCullough, 1981).
- A lack of belonging can undermine academic performance (Walton & Cohen, 2007) and even one's plans to stay in college (Berger, 1997).

Research shows a direct relationship between being a student-centric campus, student success, and belonging. Students who do not feel like they belong rarely stay in college. Students "who do not have a sense of belonging complain that their college experience is like 'stopping by the mall' to get what they need on the way to somewhere else" (Jacoby & Garland, 2004−2005, p. 65). Further, college student educators must encourage positive interactions among students through conditions that matter in college, ranging from advising networks to co-curricular involvement, from learning communities to peer mentoring, to name a few (Kuh et al., 2005).

Our renewed commitment to be a student-ready university encompasses a student-facing community designed to foster a greater sense of belonging for our students. College student belongingness can be framed as a basic human need and motivation sufficient to influence behavior. In terms of college, a sense of belonging refers to students perceived social support on campus, a feeling or sensation of connectedness, and the experience of mattering or feeling cared about, accepted, respected, valued by, and essential to the campus community or others on campus such as faculty, staff, and peers (Strayhorn,

2019). The sense of belonging is relational; thus, relationships have a reciprocal quality that provides a sense of belonging (McMillan & Chavis, 1986, p. 9).

Leadership must drive the renewed commitment to student-centered practices, and cross-functional groups must work together to understand the populations we serve and allow the aspirations to drive reimagined academic and nonacademic offerings for our students. CSU will strive to be a student-ready university. We will intentionally advance initiatives to realize our renewed commitment to being student-centered, foster a greater sense of college student belongingness, and ensure equitable educational experiences for all our students.

Current and Proposed Practice

Higher education is experiencing a growing need for — and prospective student demand for—elevated programs and support to ensure student emotional well-being, academic success, and interpersonal sense of belonging. There is a growing understanding that a student's sense of belonging and attachment to people and place is an essential precursor to academic success, effective professional skill attainment, and personal and interpersonal agency development.

CSU's current advising resources are across four entities: Academic Programs, Academic Colleges, Student Belonging and Success, and Athletics (See Appendix, Figure 1).

These decentralized entities each have a unique leadership structure. Their organization and operation include disjointed professional development opportunities, accountability lines, approaches, and even technology, which allows for the proliferation or duplication of methods, models, technologies, and practices.

CSU has 95 advising, career coaches, and student support staff members in related roles across the university (See Appendix, Figure 2) —a challenge for delivering clear, consistent, and equitable advising support to all students.

Establishing a well-articulated, university-wide strategic approach to delivering relational academic support services strengthens our commitment to being a student-centered university that values student belongingness and ensures equitable educational advising and experiences for all our students. While some students may navigate their way to graduation using readily available resources or advice from family and friends, some will need assistance understanding university procedures and degree requirements. This need is particularly pronounced among our CSU students from low-income backgrounds and those who are the first in their families to attend college. These students often need more familiarity with the college environment and have limited informal support networks to rely

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on for guidance. As such, they rely heavily on professional staff, faculty members, and other knowledgeable university personnel to help guide them toward achieving their goal of graduation.

Enrollment and Retention Rates
CSU full-time, first-time students make up most new undergraduate enrollments across every college (See Appendix, Figure 3). This group of incoming students requires attention and focus to complete degree goals. Leveraging institutional data provides the insight needed to identify and promote student success, as it offers a means to advocate for targeted student support. Support must be in place for these students to establish their sense of belonging and connectedness to CSU and the work they will engage in throughout their tenure.

With this body of new undergraduate students, EY-Parthenon's analysis has noted that our first-year advisor program needs to be revised at CSU to support and retain our high-needs students. CSU shows positive retention and persistence rates in our cohort-type programming, such as TRIO, CSU Living Learning Communities (LLCs), and Graduation Success Coaching; these programs have demonstrated higher retention numbers (see Appendix, Figure 4). Scaling the best practices associated with these programs, including but not limited to a relational approach that results in increased access and responsiveness, mentorship, guidance, and wrap-around support, will enable us to design a unified model that we believe will yield tremendous success and relationships for all our students while providing targeted support for students who demonstrate higher need.

Our decentralized advising approach cannot accurately target these at-risk students, their behaviors, and their needs. A unified, common approach to academic coaching and enhanced technology produces data that must be carefully processed and analyzed to yield actionable knowledge to address unique challenges facing students and campuses. Student data will provide a critical lens for academic coaches to identify and dismantle systemic barriers that prevent students from meeting their graduation goals (Manley & Goble, 2020).

DFW rates are a vital indicator of student retention. High DFW rates can disproportionately affect low-income and first-generation students, making it harder for them to graduate and complete degree programs. DFW rates across CSU are highest among underrepresented minorities (URM) students, those qualifying for Pell grants, and those enrolled in Mathematics, Gender Studies, and English courses (see Appendix, Figures 5-7). The new model for advising also includes key points of collaboration between the advising structure and the infrastructure for course scheduling in future terms. When we can identify choke points in the curriculum that serve as barriers to students, we will use these data to inform

our choices for what courses are offered in the subsequent term(s) and how students can be guided to enroll in groups of courses that appropriately complement each other.

Our data shows that if approached holistically with sound academic coaching, these student groups may have a better foundation and path toward graduation (see Appendix, Figures 8-12). When analyzing the retention rates of students among Pell, Cleveland Metropolitan School District graduates, URM, and students with low-range HS GPAs. They ALL have lower retention rates than students who do not fall into these categories. CSU's decentralized approach requires transformation to target these large student groups. A unified approach will target and provide for the specific needs of these student groups with similar characteristics.

Further, a unified academic coaching approach will provide personalized intervention for these students (see Appendix, Figures 8-12). Using appropriate technology support, standard data analysis processes, and a joint academic coaching approach, we will help identify and target these students early. Data will enable academic coaches the ability to answer questions about their students, such as the following (Manley & Goble, 2020):

- Who are my students, and how can I use this knowledge to serve them better?
- Which courses have the most significant equity gaps in grade distributions?
- How likely are my students to change their major, and how does this impact their path at CSU?
- What student academic behaviors, such as taking a full class load or passing all classes, help the most with closing the equity gap?

Further, such data and analysis will enable academic leaders to appropriately answer questions such as the following about the curriculum and course offerings:

- How can we simplify the requirements and sequencing of courses for our majors so that students can move between majors without significantly setting themselves behind?
- How can we encourage academic departments to continuously evaluate and innovate their degree structures to ensure that pre-requisite structures do not become undue burdens on students?

Leveraging institutional data provides the insight needed to identify and promote student success, as it offers a means of advocating for targeted student support. CSU needs to re-envision its strategies and tactics to promote student success and well-being in order to be prepared to serve the CSU students of the future.

Current Advising and Coaching Standings

Student-to-Advisor Ratio: While the student-to-advisor ratio can differ drastically by college or advising unit, according to EY-Parthenon's analysis, the University-wide student-to-advising and related roles ratio is 200:1. The current number of CSU Academic Advisors is 95. While estimates vary, information from the National Academic Advising Association (NACADA) indicates that the average ratio of students to advisors nationally is about 300:1.

- **Advisor and Coach Compensation:** CSU is challenged given this time of change and during a significant decline in the workforce. Compensation is competitive. The starting salary for CSU Advisor positions is $45,000. The starting salary for CSU Graduation Success Coach positions is also $45,000. The new structure should also incorporate growth pathways for professionals, including salary ladders.
- **Advising and Coaching Technology:** This approach needs to be more cohesive. Entities work independently from one another with various tools for degree mapping, communication, and student caseload documentation. The new model will be supplemented with state-of-the-art technology platforms to provide the appropriate level of support to advising professionals and students.

Goals for Unified Academic Coaching Model

CSU's strategic commitment to student success ensures that all students experience a sense of engagement, well-being, and belonging. This commitment also aims to increase undergraduate student year-over-year persistence and timely graduation rates. This integrated approach of advising and coaching in conjunction with other institutional units will serve our students and promote University growth and distinction.

By integrating CSU advising roles with CSU graduation success coaches, we seek to provide a robust, efficient, and innovative network of student success support professionals focused on increasing student belonging and engagement, improving academic success, growing persistence and retention rates, enhancing student satisfaction and well-being, and improving career readiness and post-graduation outcomes.

Through this NEW Unified Academic Coaching Model, CSU is committed to providing comprehensive support and resources to ensure all students can thrive academically, personally, and professionally.

We must respond to our current environment and create conditions to ensure persistence and retention. Our CSU academic coaching model would strive to align itself with University Strategic Commitments:

Goal 1: Expand the scale, scope, and integration of student mentoring, advising, and coaching:

Ensure that all students receive high-quality, everyday care across units.

- **Unify and Standardize Academic Advising and Coaching Systems, Protocols, and Operational Practices:** Deliver equitable and consistent academic advice, utilizing analytical insights, degree planning tools, and the EAB Navigate360 or Stellic platform to deliver consistently equitable and high-quality services across all advising units.
- **Provide Needed Technology for Unification and Ensure Consistent Business Practices:** A modern, integrated platform such as EAB Navigate360 or Stellic will allow advising technologies to build on functionality such as scheduling appointments, establishing cases, posting notes, providing referrals, communicating with students, and gathering and acting on analytical insights for the students assigned to them. In addition, such a technology platform will enable better-reporting infrastructure and a new process for departments to schedule courses for future academic terms responsively.
- **Design and Implement Common Professional Development Series:** Design with ongoing themes to maintain consistent standards of coordinated care. In partnership with the American Association of State Colleges and Universities (AASCU), College Complete America (CCA), and the National Institute for Student Success (NISS), all will work confidently with equitable practices that align with and advance the university's strategic student success objectives and customize as necessary to meet the needs and interests of students, colleges, and departments.
    - Every CSU student will have equitable, easy access to a professionally trained academic coach who will manage the students' cases and provide appropriate, high-quality academic guidance.
    - Every CSU student, regardless of the college or program they are enrolled in, will receive timely, accurate, and caring support services from all CSU professional staff.
- **Align and Level Compensation while Strengthening Academic Coaching Practice and Morale:** CSU is challenged during this time of change and the potential for significant workforce efficiencies.
    - Expectations, accountability practices, and compensation should support an elevated academic coaching practice and accountability.

Goal 2: Review, revise, and optimize use of all tools deployed to monitor student persistence and academic progress:

- **Provide Needed Technology for Unification and Ensure Consistent Business Practices** (as presented above under Goal 1)
- Develop a flexible individual education plan (IEP) template as a proactive approach to personalized intervention for students at risk of college dropout.

Recommended Action Items

We recommend the following action items to uphold and achieve our CSU Strategic Commitments and Goals by re-imagining a solid foundation for a collaborative university advising and coaching approach to better meet our CSU student needs and develop an academic coaching environment that accelerates our path toward state and national distinction. This coordinated management system requires thoughtful and deliberate collaborations between people currently working as academic advisors, graduation success coaches, academic advocates, and other support staff across the university.

- **Implement a NEW Academic Coaching Model:** With funding and expertise provided by the AASCU, CCA, or NISS, we will design, articulate, and implement a new advising and coaching model that merges the functions and services of academic advisors and graduation success coaches into a single role.
- **Establish a Vanguard Alliance** that will work together to design, implement, and monitor the integrated academic coaching approach. This team will be comprised of an Assistant or Associate Dean, the AVPs of Student Belonging and Success, college-related Academic Coaches (formerly directors of advising), representatives from Academic Affairs, Human Resources, IS&T, and other personnel. This team will assist with coordinating and completing college-specific duties, interpreting and implementing policies and processes, and exchanging college-specific information.
- **Unified Model**: Current advisors will be trained in coaching techniques, and coaches will be trained in advisement practices. Through cross-training, we will deploy a network of new professionals, tentatively named "Academic Coaches," with clearly defined expectations, roles, and accountability measures to ensure that all students receive a best-in-class academic support experience that promotes their academic success and timely degree completion.
- **Unified Academic Coaching Team:** All current CSU advisors, coaches, college directors of advising, and their staff will join a unified academic coaching team led by the VP for Student Belonging and Success in collaboration with the Provost. Physical locations will remain the same, and all professionals will continue to utilize

current knowledge and expertise in related degree/certificate programs and requirements to provide customized academic coaching support to our students.

- **Align and Level Compensation**: CSU is locally and nationally competitive and will recruit and retain high-quality professionals for the Academic Success Coach position. With equitable compensation leveled across the university, we anticipate that attrition, across or between university teams or units, will occur due to a diminished workforce.
- **Provide students with greater access to high-quality academic support services:**
  - In early 2025, to build and improve the model, we will offer continuous training and professional development to ensure that we deliver consistent, high-quality care to our students.
  - Establish and assign specific metrics to ensure Academic Coaches are held accountable for their performance. These metrics might include proactive outreach based on analytics and risk indicators, contact hours, appointment referrals, and other indices.
  - Develop an IEP for students at risk of college dropout. This will provide a personalized intervention plan to help students achieve their graduation goals.
- **Develop a communication plan** for students that complies with university communication guidelines, minimizes repetitive messaging, and organizes our communication approach—capitalizing on the work the NACADA committees were tasked to complete.
- **Technology:** Adopt a single integrated technology platform that will serve the student throughout their lifecycle at CSU, from the time they matriculate as a new student through to graduation or completion of credentials. The platform will provide support to the advising teams as well as to the academic teams who determine the course schedule. Finally, the platform will integrate with the PeopleSoft Student Information System to enable students to plan their degree pathways and register for courses. In this manner, this platform will enable us to deliver and record coordinated care across the university. At this stage, we are still evaluating vendors who will provide such a technology product—capitalizing on the work the NACADA committees were tasked to complete.

Proposed Academic Coaching Organizational Structure: Figures A and B represent the proposed Academic Coaching Organizational Structure. It unifies and consolidates all Advising roles under the Division of Student Belonging and Success. It enables a student to be paired with an Advisor for four years. Given significant changes, management of advisory teams would be organized around meta-majors (Colleges) to support this fully.

Due to the collapse of decentralized teams, student-to-advisor ratios are lower (i.e., better-resourced) than the industry standard of 300:1.
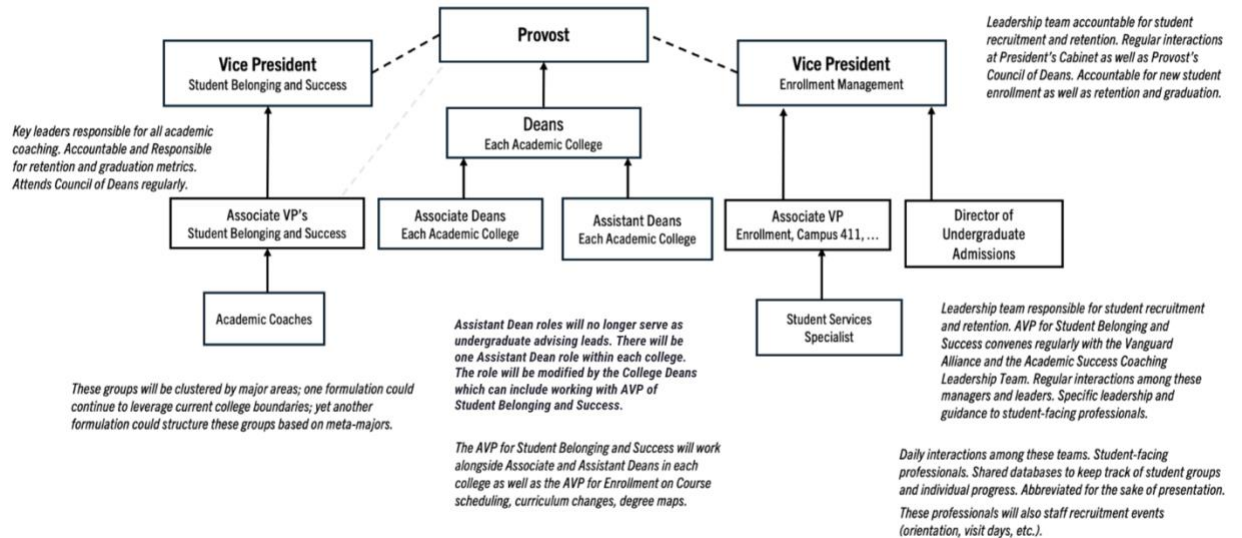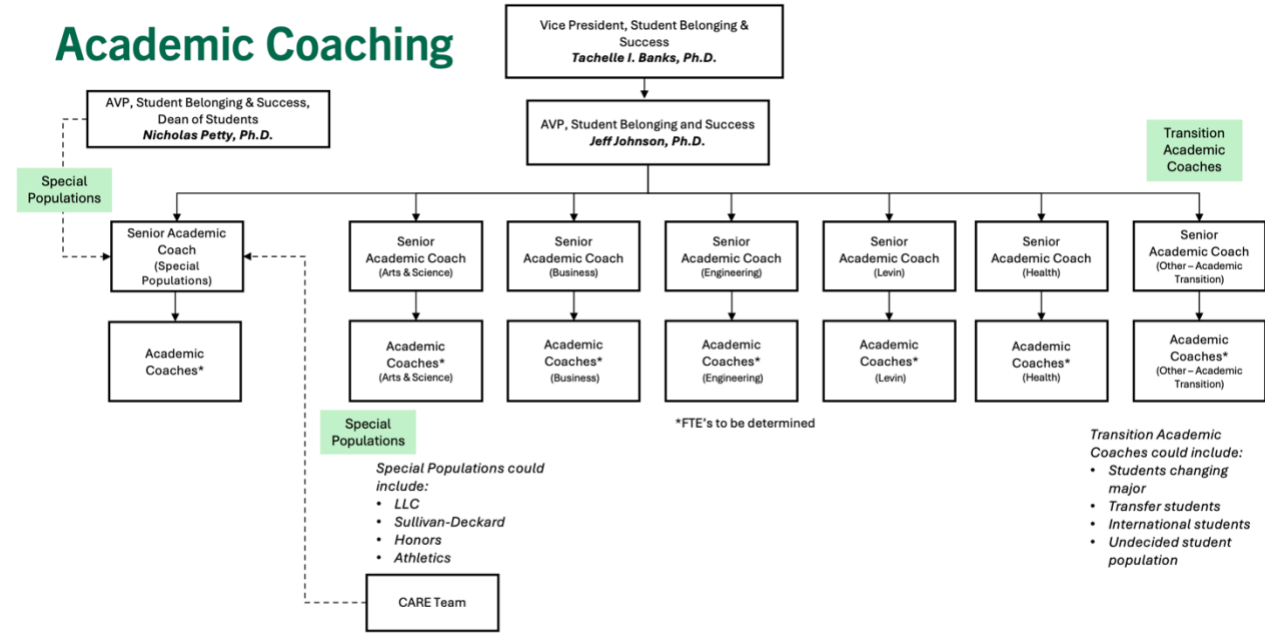
Figure A: University Organizational Structure

Figure B: SB&S Academic Coaching Organizational Structure

Roles and Responsibilities:

This model includes an Associate VP of Student Belonging and Success, Senior Academic Coaches, Associate Academic Coaches, and Assistant Academic Coaches. The Senior Academic Coaching role would be held by a seasoned employee who realizes the impact of advising and coaching students. This professional role will manage the administrative duties required to monitor and evaluate our individual and collective progress with meeting the individual needs of our students and advancing persistence and retention metrics. This leader would be supported by a cadre of Associate Academic Coaches and Assistant Academic Coaches, keeping the student-to-academic coaching ratio at optimum levels, (see Appendix, Figure 13).

At CSU, we will have academic coaches who will target two specialized areas.
1. **Transition Academic Coaches** will support our CSU students in transition or change, including students changing majors, transfer students, international students, and undecided student populations.
2. **Special Population(s) Academic Coaches** will support our CSU students from Sullivan Deckard, Athletics, Honors, and CSU LLC students.

Caseloads will be calibrated based on the higher dropout risk for undergraduate students. For instance, transfer students and those undecided or changing majors will need more time and attention geared toward, but not limited to, their academic path. Meanwhile, Sullivan Deckard, Athletics, Honors, and CSU LLC populations will need educational resources, relationship building, and social support. These specialized areas not only assist with providing individualized intervention for populations who require additional support, but they also align with philanthropic funding to support special populations, and we would be required to honor the terms of the gifts.

Note: Given its success, TRIO is a benchmark for our integrated academic coaching model. TRIO is a federally funded program that will maintain its current structure per the grant parameters.

Intended Outcomes: To improve student retention and completion, create a single point of accountability for tracking academic progress and broaden the scope of advising.

Cost Implications:
- Repurposed $3.7 million of spend.
- Added annual recurring cost of $110k, driven by compensation adjustments.

Unified Academic Coaching Model Timeline

Communication Timeline

07/16 - SB&S Assumed First Year Advising

08/12 - Integrated Graduation Success Coaching and First Year Advising

08/19 - Cabinet Review

08/21 - Report out Dean's Council

08/21 - Publish Model, Timeline, and Q&A to Website

Week of 08/26 - Meet with Academic Deans

09/04 - Report out Academic Steering

Week of 09/09 - Meeting with Academic Advising Teams: *Share Whitepaper*

Week of 09/16 - Meeting with Academic Advising Teams: *Feedback Session*

09/11 - Confer with Faculty Senate

Week of 10/07 - Meeting with Academic Advising Teams: *Address Feedback and review final plan*

TBD Follow-up with Faculty Senate

April - Notify stakeholders of organizational restructure

MAY - Implementation Unified Academic Coaching Model Organizational Structure

SUMMER 24 | **FALL 24** | **SPRING 25**

In Conclusion

This proposal of unifying our CSU advisement practices under the **Division of Student Belonging and Success** will provide leadership, holistic and integrated support for multiple academic and social support units on campus to identify and address the needs of CSU's diverse student body; provide strategic direction to the campus in implementing an inclusive, equitable and engaged model of student success that includes the academic and co-curricular experience of students and an integrated student success model; and provide the campus with data-informed strategies and metrics that are monitored and evaluated to ensure efficient and effective programs and services that address the needs of students.

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Appendix

Figure 1: CSU's current advising resources spread across Academic Affairs, Academic Colleges, the Division of Student Belonging and Success, and Athletics.
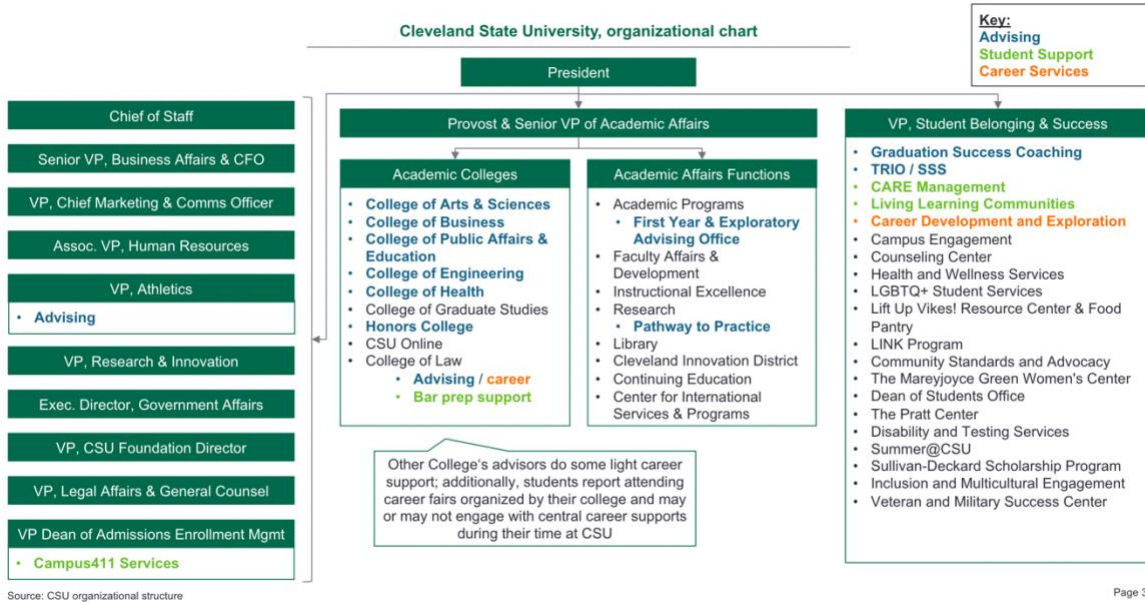

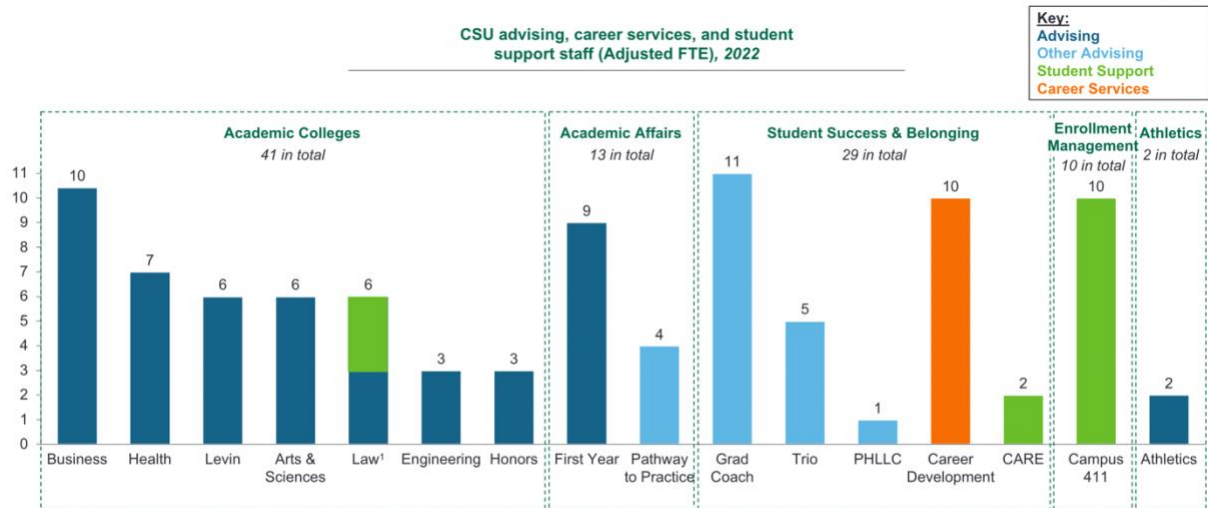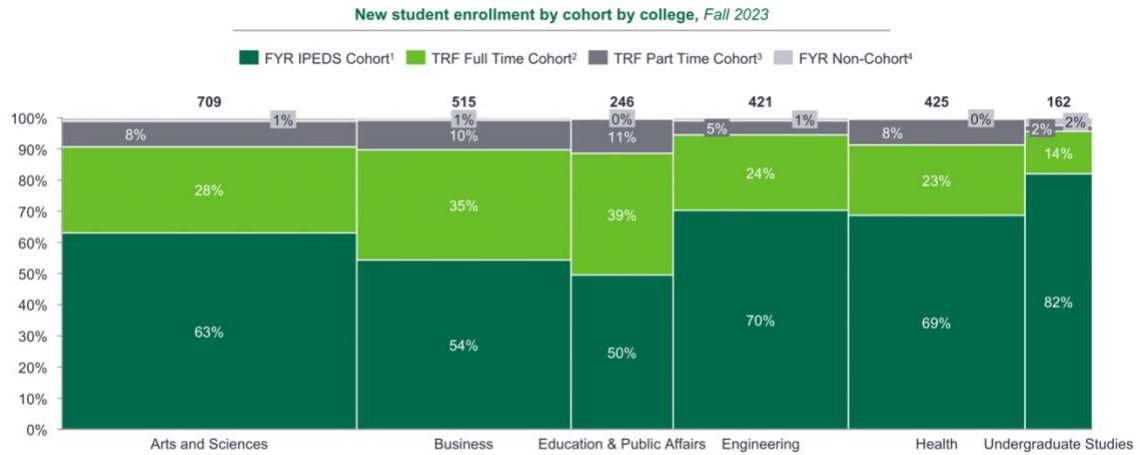**Figure 2:** 95 Advising, career services, and student support staff members with related roles across five divisions.

Figure 3. CSU full-time, first-time students make up the majority of new undergraduate enrollments across every college.
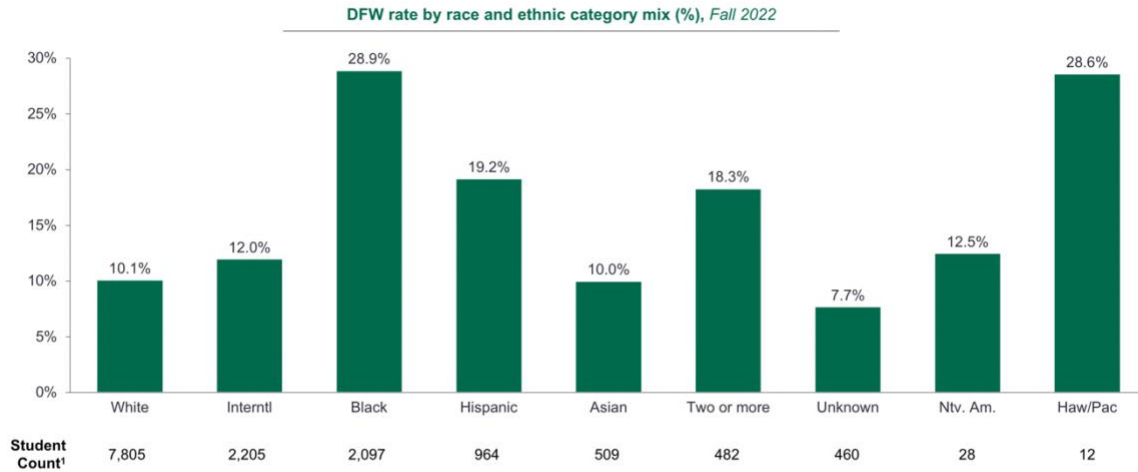

Figure 4: For students with high needs, Graduation Success Coaching is positively correlated with better retention into the 3rd semester.

Figure 5. Across all race and ethnic groups, DFW rates at CSU are highest among underrepresented minorities, including Black/African American and Hispanic students.

DFW rate by race and ethnic category mix (%), *Fall 2022*

	White	Interntl	Black	Hispanic	Asian	Two or more	Unknown	Ntv. Am.	Haw/Pac
DFW rate	10.1%	12.0%	28.9%	19.2%	10.0%	18.3%	7.7%	12.5%	28.6%
Student Count[1]	7,805	2,205	2,097	964	509	482	460	28	12

1. Represent unduplicated headcount of both undergraduate and graduate students served by each college and does not parse students uniquely
Source: Internal CSU data from Gray DI

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Figure 6: Across almost all colleges, DFW rates at CSU are higher in bachelor's programs and among students qualifying for Pell.

DFW rate by degree by college, *Fall 2022*

Legend: ■ Bachelor's ■ Master's

	Arts & Sciences	Education & Public Affairs	Business	Health	Engineering	Law
Bachelor's	18.9%	15.8%	14.1%	9.2%	8.3%	
Master's	7.5%	6.3%	3.9%	6.4%	11.7%	4.2%
Student count[2]	7,543	4,146	3,603	3,129	2,748	481

DFW rate by Pell status by college (%)[1], *Fall 2022*

Legend: ■ DFW Rate - with Pell ■ DFW Rate - without Pell

	Arts & Sciences	Education & Public Affairs	Business	Health	Engineering
DFW Rate - with Pell	23.6%	19.6%	17.1%	13.1%	9.7%
DFW Rate - without Pell	15.6%	13.2%	12.4%	6.8%	7.7%
Student count[3]	6,156	2,868	2,246	2,269	1,548

1. Only considers students enrolled for bachelor programs and excludes the Law school
2. Represent unduplicated headcount of both undergraduate and graduate students served by each college and does not parse students uniquely
3. Represent unduplicated headcount of undergraduate students only and does not parse students uniquely.
Source: Internal CSU data from Gray DI

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Figure 7: Within the College of Arts and Sciences, DFW rates at CSU are high among Math, Gender Studies, and English programs.

Arts & Science college DFW rate by course department (%), *Fall 2022*

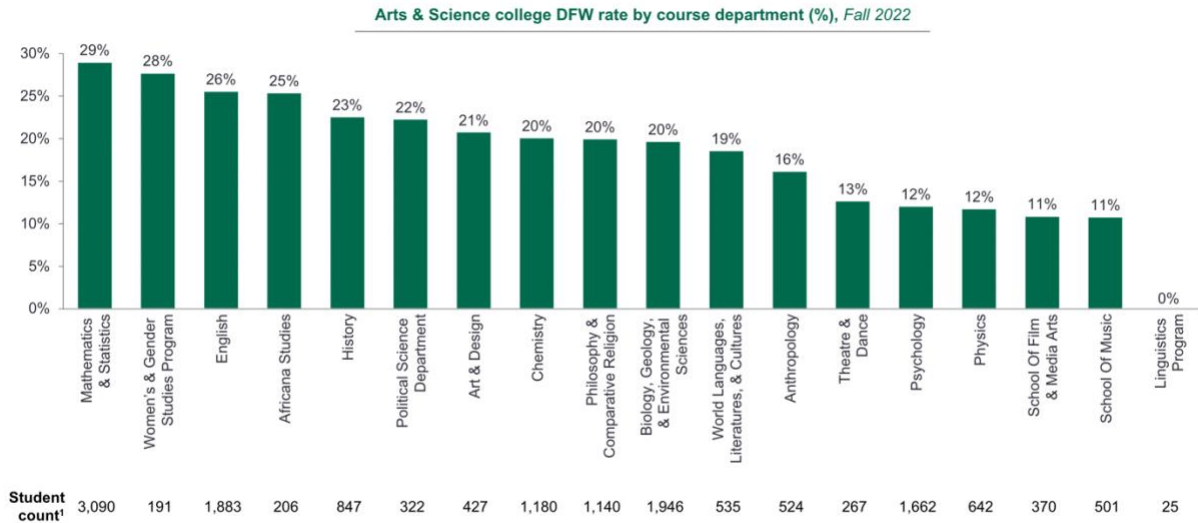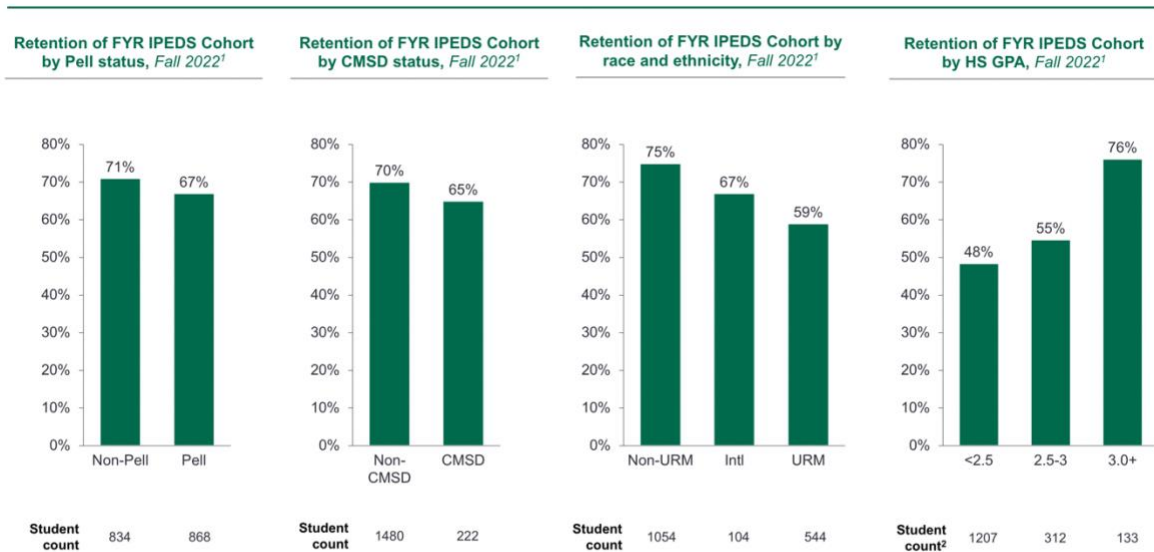| Department	DFW rate	Student count[1]
Mathematics & Statistics	29%	3,090
Women's & Gender Studies Program	28%	191
English	26%	1,883
Africana Studies	25%	206
History	23%	847
Political Science Department	22%	322
Art & Design	21%	427
Chemistry	20%	1,180
Philosophy & Comparative Religion	20%	1,140
Biology, Geology, & Environmental Sciences	20%	1,946
World Languages, Literatures, & Cultures	19%	535
Anthropology	16%	524
Theatre & Dance	13%	267
Psychology	12%	1,662
Physics	12%	642
School Of Film & Media Arts	11%	370
School Of Music	11%	501
Linguistics Program	0%	25

1. Represent unduplicated headcount of both undergraduate and graduate students served by each college and does not parse students uniquely
Source: Internal CSU Data from Gray DI

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Figure 8: Retention rates are lower among Pell, Cleveland Metropolitan School District (CMSD), URM, and low-range HS GPA students.

Retention of FYR IPEDS Cohort by Pell status, *Fall 2022[1]*

	Non-Pell	Pell
Retention	71%	67%
Student count	834	868

Retention of FYR IPEDS Cohort by CMSD status, *Fall 2022[1]*

	Non-CMSD	CMSD
Retention	70%	65%
Student count	1480	222

Retention of FYR IPEDS Cohort by race and ethnicity, *Fall 2022[1]*

	Non-URM	Intl	URM
Retention	75%	67%	59%
Student count	1054	104	544

Retention of FYR IPEDS Cohort by HS GPA, *Fall 2022[1]*

	<2.5	2.5-3	3.0+
Retention	48%	55%	76%
Student count[2]	1207	312	133

1. Reflects average of retention rates from full-time undergraduate students starting their first term at CSU in Fall 2022
2. Excludes students with "N/A" incoming high school GPAs
Source: Internal CSU data from Gray DI

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Figure 9: For CSU students with a HS GPA below 3.0, retention rates are low across colleges.

Retention of FYR IPEDS Cohort by GPA by college, *Fall 2020/21/22*[1]

	Arts & Sciences	Business	Education and Public Affairs	Engineering	Health	Undergraduate Studies
2.0-2.5 GPA student count	101	68	41	48	29	116
2.5-3.0 GPA student count	269	177	126	127	82	206
3.0+ GPA student count	1110	540	374	687	715	349

1. Reflects average of retention rates from full-time undergraduate students starting their first term at CSU in Fall 2020, Fall 2021, and Fall 2022
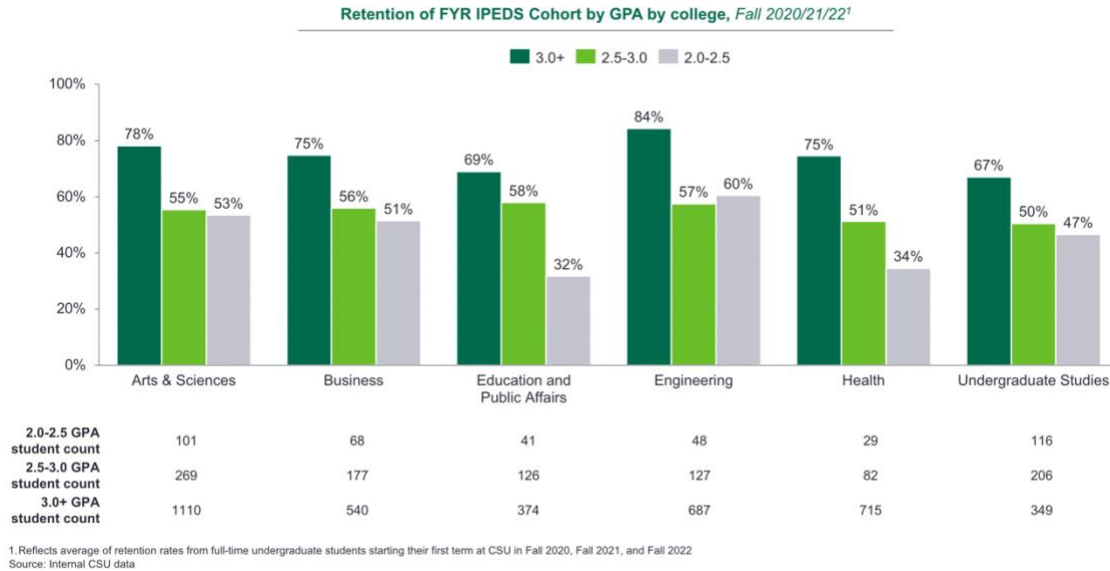Source: Internal CSU data

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Figure 10: CSU completion rates are lowest for Black/African American students, followed by two or more races and Hispanic/Latino students.
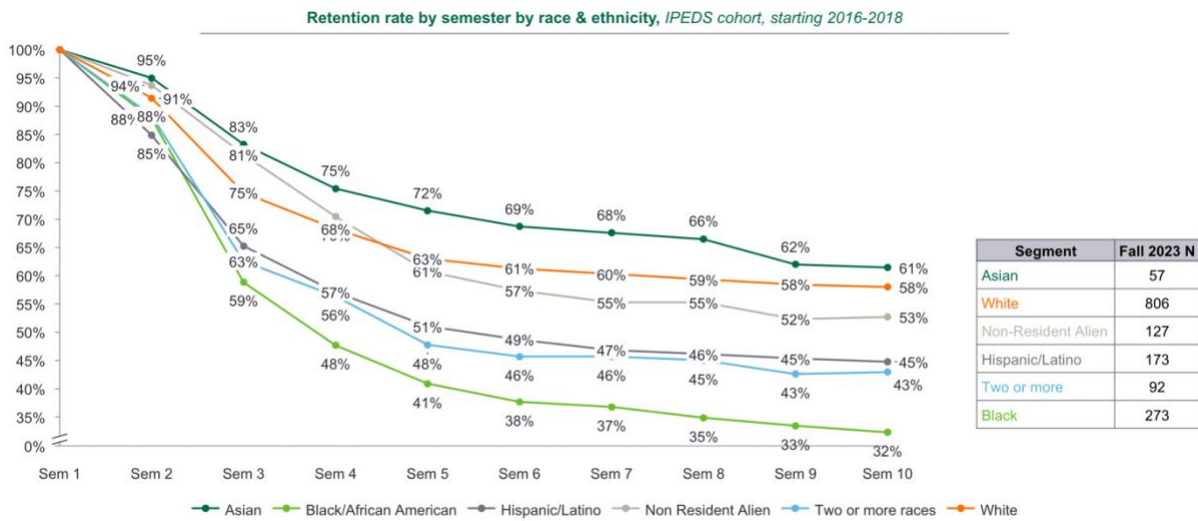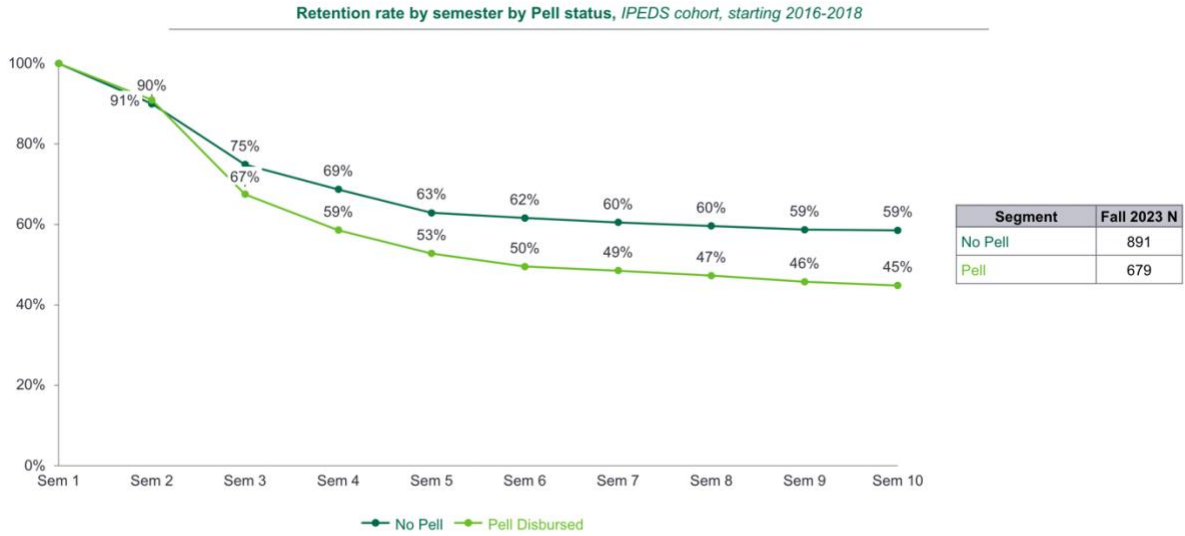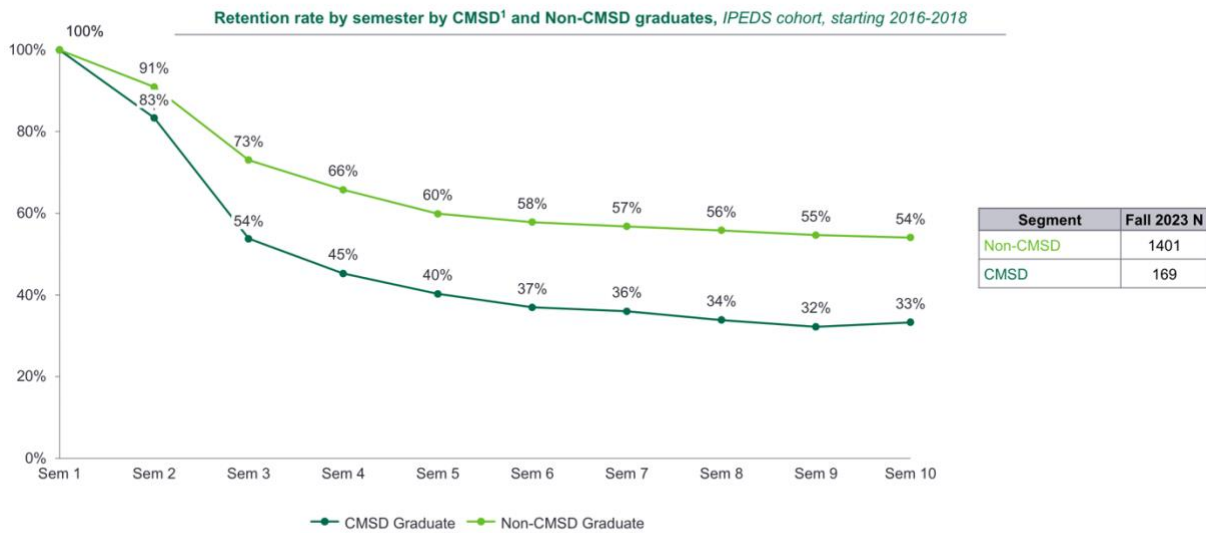

Retention rate by semester by race & ethnicity, *IPEDS cohort, starting 2016-2018*

Segment	Fall 2023 N
Asian	57
White	806
Non-Resident Alien	127
Hispanic/Latino	173
Two or more	92
Black	273

Source: Internal CSU data from Gray DI

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Figure 11: CSU completion rate for Pell Recipients is 14 points below non-Pell Recipients.

Retention rate by semester by Pell status, *IPEDS cohort, starting 2016-2018*

Segment	Fall 2023 N
No Pell	891
Pell	679

Source: Internal CSU data from Gray DI

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Figure 12: Retention rates for CMSD graduates are 21 points below non-CMSD Graduates.

Retention rate by semester by CMSD[1] and Non-CMSD graduates, *IPEDS cohort, starting 2016-2018*

Segment	Fall 2023 N
Non-CMSD	1401
CMSD	169

1. Cleveland Metropolitan School District
Source: Internal CSU data from Gray DI

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Figure 13: Job Summaries: Senior Academic Coaches, Associate Academic Coaches, and Assistant Academic Coaches

Senior Academic Coach

The primary duties of this role involve assisting the AVP with overseeing and managing the academic coaching team's office operations. The Senior Coach supports and manages a cadre of Academic Success. This includes developing staff objectives and strategies that improve enrollment, retention, persistence, progression, and graduation. The Senior Academic Coach will make data-informed decisions, deliver high-quality supports, programs, and services, and address barriers that may prevent success. The senior academic coach represents CSU at various recruitment events, mentors and trains staff members, and serves on committees.

Associate Academic Coach

The Associate Academic Coach will be committed to student learning by ensuring student access to programs and services by helping to remove barriers to student enrollment and progression and supporting and assisting students with achieving their educational goals. The primary responsibilities of this position are to assist in developing and implementing college/department goals and strategies as an associate professional in academic coaching, transition programming and orientation, enrollment, retention, persistence, progression, and graduation. Coordinate programs and activities to ensure students are provided with guidance on academic requirements, career options, and extracurricular opportunities. Monitor student academic and personal progress and employ intervention strategies with the team as necessary. Mentors and trains staff members and serves on committees. Performs other functionally related duties as assigned.

Assistant Academic Coach

The primary responsibility of the Academic Coach is to utilize analytical insights, degree academic planning tools, and the CRM platform to deliver consistently high-quality services to CSU students. The Academic Coach builds relationships and listens to undergraduate students as they develop/monitor degree plans and assist with registration and enrolment campaigns. The Assistant Academic Coach will be committed to student learning by ensuring student access to programs and services, helping to remove barriers to student enrollment and progression, and supporting and assisting students with achieving their educational goals.

CSU
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Belonging and Success