CSU Appendices: CCG-Momentum Plan Update for 2022

Appendix I: CSU Demographics of FYFT Students (2022)

Demographic	Percentage
First Generation	27.6%
Pell Recipient	60.5%
Adult Student	13.3%
Female	60.1%
Black or African American	41.9%
Hispanic or Latino	10.4%
White	35.1%

Appendix II: Summary of Activities and Measures of Success for CSU ADVISE Intentional Advising Plan

Summary of Activities

Early Alert System

Because EAB is user friendly, faculty have found it easier to submit Early Alert documentation than in the past. Faculty submit names of academically "at risk" students using the Early Alert System (EAS) in EAB. The alert system is designed to assist undergraduate students who demonstrate difficulty in their classes by making them aware of support services available and by encouraging them to use them. Alerts are issued for a variety of reasons:

- Some are originated by faculty for "excessive absences" or "poor academic performance." Some of the faculty-generated alerts are assigned to the student's academic advisor for follow up.
- Others can be issued by any EAB user, including student life and residence life staff—for example, "food or housing insecurity" or "disruptive behavior."
- Alerts can also be positive in nature, like "Honors College candidate." These alerts are then assigned to the Dean of the Honors College.

Identified students may also be referred to appropriate and effective campus resources, such as the Academic Center for Tutoring (ACT), Counseling Center, Office of Accommodation and Accessibility, and the Center for Career Design. Student affairs and Residence Life staff also have access to EAB and can submit various alerts.

EAB Referral Rates (Identification and Tracking of Students in EAB)

• In 2017-2018, we developed a process to track which students were actually participating in the referrals recommended by advisors in CSU ADVISE, faculty advisors, or other professional advisors. Previously, CSU ADVISE referred students to campus resources like the Academic Center for Tutoring (ACT), the Center for Career Design, and the Counseling Center to improve student success rates, but was unable to track which students actually followed through in utilizing these services. Whereas ACT

has been tracking appointments for years, the Center for Career Design, and the Counseling Center have only started doing so in Spring 2018.

Using EAB's alert feature, advisors are now able to document these referrals. The decrease in referrals for Fall 2020 (154) was probably due to Covid-19.When a referral is issued, the student receives a notification with information on the recommended service. It is now possible to identify which students received assistance. In the case of referrals to the Counseling Center, aggregate numbers are used to protect privacy. We were shocked at the low rate of compliance with referrals. Now we need to figure out how to motivate students to comply with the referral. The data at this point is too slim to correlate student compliance and improved outcomes.

Referral Service	Fall 18 Referred	Fall 18 Received Care	Fall 19 Referred	Fall 19 Received Care	Fall 20 Referred	Fall 20 Received Care	Fall 21 Referred	Fall 21 Received Care	Fall 22 Referred
Accommodations & Access	4	0	8	3	12	2	15	3	Ongoing
Career Center	1	0	2	0	4	0	2	0	Ongoing
Tutoring	52	23	76	30	80	8	31	6	Ongoing
Counseling	17	0	40	16	40	17	20	10	Ongoing
Boost	1	1	0	0	0	0	0	0	Ongoing
African-American Male Initiative (AAMI) *Began Fall 19	N/A	N/A	24	4	1	0	0	0	Ongoing
SIP GRANT – Referred to Counseling Center for Strong Inventory Test	23	2	31	4	13	7	28	6	Ongoing
SIP GRANT – Referred to Counseling for Psych Evaluation *Began Spring 19	N/A	N/A	8	4	4	2	5	1	Ongoing

Based on previous data, CSU ADVISE has found that referrals are not motivating students to reach out and utilize support services. Therefore, CSU ADVISE has begun concentrating efforts on early alerts and directed intervention. These alerts can be generated by faculty or staff on an as needed basis or through a progress report campaign.

Beginning in Fall 2019, we began implementing Progress Reports. Through EAB Navigate, a Progress Report allows us to target student populations that we believe to be high risk. For Fall 2019, we targeted students who attended late orientation dates or who did not attend orientation at all. This population was chosen by the Provost Office based on historical Institutional Reports that these students were at a higher risk to fail their courses and not return the following semester. The Progress Report campaign sends a simple form to each student's professors requesting information on the student progress, grade to date in the course, any pertinent alerts, and if they are at risk to fail the class. Advisors then follow up individually with each student marked as "risk of failing" to discuss a success plan, support services, and withdrawing from courses, if needed.

For Fall 2020, we were unable to continue tracking students based on orientation attendance date since orientation was moved online in response to COVID-19. However, also due to the pandemic, we began to accept students who did not meet our traditional admission requirements. Therefore, we decided to target students with low High School GPAs (<2.5), and low or no ACT/SAT test scores for our Progress Report campaign. For Fall 2021, we decided to target students on University Support Status, students who attended the last in-person orientation, and those who missed orientation.

For Fall 2022, we targeted students who were on University Support Status, admitted via our reestablished access mission in the Associates Pathway, attended the last orientation, were part of ROAR RoundUp (missed formal orientations), enrolled in Cougar Scholars (bridge for commuter students), and enrolled in Cougar Launch (bridge for residential students). Our hope is that these efforts along with ad hoc alerts throughout the semester will help to identify students at risk and in need of assistance.

	Fall 19	Fall 20	Fall 21	Fall 22
Progress Report Request Sent	1,541	3,701	1,526	3,272
Faculty Response Rate	60%	75%	76%	74%
Students marked at risk of failing classes	126 (18%)	356 (20%)	199 (25%)	616 (25%)
Number of classes marked at risk	174	566	294	265
At risk classes that were not failed	84 (48.28%) Passed (D or better, Incomplete, SAT, WPASS)	305 (53.87%) Passed (D or better, Incomplete, SAT,	122 (43.73 %) Passed (D or better, Incomplete, SAT,WPASS)	TBD (Data available at end of Fall 22 semester)

	58 (33.33%) Passed with a (C or better)	WPASS, WP-C19) 166 (29.33%) Passed with a (C or better)	75 (26.88 %) Passed with a (C or better)	
Alert/Referrals Ad Hoc	364	670	385	TBD
Alert/Referrals Progress Reports	178	941	438	TBD

Strengthening Institutions Program (SIP)
Through CSU ADVISE, SIP now has a program to assist transfer students with a transfer GPA below 2.0. Students are invited to meet with SIP advisors at the beginning of each semester to assess previous academic struggles. To track their academic progress, advisor follow-up with students occurs at midterm. Students are required to meet two times throughout the semester with assigned peer mentors. Finally, students are able to attend workshops on professionalism and workshops for math and testing anxiety.

BOOST
CSU was one of the first USG schools to offer BOOST, a Quality Care for Children (QCC) grant program that provides childcare scholarships for full-time student-parents with children age 4 and under. These scholarships are for PELL-eligible juniors and seniors who are enrolled full time, have maintained Satisfactory Academic Progress (SAP), have a GPA of 2.0 or higher upon applying for the program and maintain a 2.0 GPA once receiving funds.

Quality Care for Children is gathering data to demonstrate the positive impact of available childcare on college graduation rates to build a case for state investment. Over the years, CSU has been awarded a number of slots (scholarships). See the YouTube link below to view two CSU students' testimony:
https://www.youtube.com/watch?v=zLOs6Q8Vvj4

Embark in Education (Homelessness and Foster Care)
• In Fall 2017, the Wisconsin HOPE Lab Study collaborated with CSU and other USG Institutions to administer a survey to all entering freshmen in order to determine the needs of students with housing and food insecurities.
• In its Embark in Education program, CSU ADVISE aids homeless and foster care students with groceries, emergency housing, tuition aid, bill payment, etc., as needed.

Measures of Success
EAB referrals (which were increasing before COVID-19)
    48 referrals 2013-2014 (information from 2015-2016 deleted to save space)
    51 referrals 2017-2018
    295 referrals 2018-2019 (166 referrals Fall 2018; 129 referrals Spring 2019)
    276 referrals 2019-2020 (189 referrals Fall 2019; 87 Spring 2020) Note: Spring referrals decreased, probably due to COVID-19 and the new ALERT Online Class Engagement tool.
    227 referrals 2020-2021 (154 referrals Fall 2020; 73 Spring 2021)
    236 referrals 2021-2022 (99 referrals Fall 2021; 137 referrals Spring 2022)

SIP Service Numbers for LS, USS, Transfer, and UAP Population Groups (grant began Spring 2018)

Year	Spring	Summer	Fall	Annual Total
2018	378	46	327	751
2019	261	87	381	729
2020	371	95	510	976
2021	646	97	596	1,339
2022	636	110	732	1.478

BOOST student-parent participants vary, depending on # of slots provided by funding source:

Year	Spring	Summer	Fall	Annual Total
2016	N/A (started Fall 2016)	N/A	5	-
2017	10	N/A	35	45
2018	62	N/A	32	94
2019	24	N/A	9	33
2020	8	N/A	12	20
2021	12	4	14	30
2022	16	12	17	23

Embark student participants served since 2017 (varies by semester):

Year	Spring	Summer	Fall	Annual Total
2017	12	0	7	19
2018	7	0	7	14
2019	7	0	5	12
2020	3	6	6	15
2021	6	5	4	15
2022	5	2	6	13

Appendix III: Smart Guidance Intake Survey Questions

Tell us about your academic goals and resources (mark all that apply)
- I am confident in my choice of major.
- I am curious how my major connects with my career goals.
- I am interested in exploring other majors
- I do not have a computer to use for my coursework.
- I do not have a reliable internet connection.
- I do not understand how to apply for financial aid.
- I have concerns about taking online classes.
- None of these apply to me.

Tell us about your interests (mark all that apply)
- Access to additional assistance programs (food, homelessness resources, resources for students in foster care, clothing, etc.).
- Getting involved on campus
- Learning more about mental health counseling/services
- Learning more about services for students with disabilities
- Resources and involvement with equity, diversity, and inclusion
- Study abroad opportunities
- Tutoring services
- Figuring out careers that match my interests, finding jobs/ internships, volunteering, service, leadership opportunities

Tell us about yourself (mark all that apply)
- I am an active service member, a veteran, or a military dependent
- I am an adult learner (24+ years old and/or out of school for 5 years)
- I am a student bringing in previous college credit (AP, Dual Enrollment, CLEP, IB, Transfer)
- I am concerned about balancing my academic and social life
- I am confident in my abilities to succeed at CSU
- I am expecting to work 20+ hours per week during the academic year
- I am the first in my family to attend college\

Appendix IV: Continuing and Expanding Existing Momentum Work

CSU has chosen to continue and expand existing Momentum work critical to student success that is not detailed above: Academic Focus Areas, Program Maps, Pressure Testing, and several other action items.
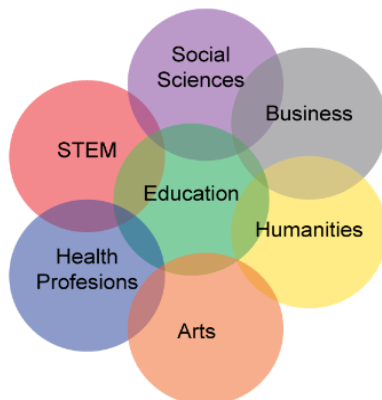
Academic Focus Areas: Focus area maps list courses that are broadly applicable across a wide range of majors within the area, helping students avoid enrollment in unnecessary credits as they narrow their program choice. The eight focus areas are Social Sciences, Health Professions, Education (Excluding Secondary Ed.), Business, Humanities, Fine and Performing Arts, Exploratory (not shown in illustration), and Computer Science, Math or Science (STEM). For coding purposes, AFAs are an attribute for students who are assigned to the BS

Interdisciplinary Studies major. Using this "shell" major enables students using AFAs to receive financial aid.

These AFAs are published on the CSU ADVISE website and in the catalog. Each map has been carefully constructed to include 9 credits in the Focus Area of interest and to specify the math course recommended for that AFA. Since students must select a major by 30 hours, Academic Focus Area Maps only apply to freshmen, whether native or transfer. Students selecting AFAs, including Exploratory, are advised by a dedicated student retention specialist in CSU ADVISE. AFA students are referred to the Counseling Center that administers the Strong Interest Inventory. Referrals are recorded in EAB Navigate (Educational Advisory Board) and monitored to ensure that students complete the required interventions and activities.
https://catalog.columbusstate.edu/academic-degrees-programs/academic-focus-areas/

Program Maps: CSU has maintained extensive program maps for all Nexus, associate and bachelor degrees since 2013. Compliance of completion of Area A courses and nine credit hours in the discipline or discipline-related courses are checked on the program maps of all majors/tracks and focus areas. The appropriate math pathway is also verified.

Strategy or activity	Program Maps
Summary of Activities	• Successfully developed all undergraduate maps (associate, bachelor, combination bachelor-master) since 2013. • Incorporated Momentum requirements of 9 semester hours in major or major-related areas in the first 30 hours. • Began using the Courseleaf template for 2020-2021 catalog. • Program maps are now ADA compatible.
Person Responsible	Barbara Hunt
Outcomes/Measures of progress	Increased number of students graduating on time (in 6 years) from 30.5% to 43.2% in the last eight years.
Lessons Learned and Plans for the Future	Even though this is one of our most successful strategies for increased retention and graduation, there is always room for improvement. Someday, we hope to connect the program maps with the program of study (in Courseleaf) so that every course is automatically accounted for. As it is now, accountability is done manually.

Pressure Testing: Beginning in 2017, eight (or more) program maps per year have been tested against the fall and spring published course schedules to validate whether courses are being taught when the program map indicates they will be taught. For results and details see **Appendix V: Pressure Testing Program Maps**.

Off-Ramps: CSU's ongoing work on existing Momentum activities also includes creating off-ramps for those programs that attract students unable to meet the standards to continue. A CSU committee has identified these as the ten majors with the greatest number of changes to and from the major:

Major	# changes/semester
Nursing	18.7
Biology	18.0

General Business	16.9
Psychology	13.9
Interdisciplinary Studies*	13.9
Health Science	13.3
Management	10.1
Early Childhood Education	9.4
Comp Sci - Cybersecurity	7.8
Communication	7.6

*Interdisciplinary Studies is ranked high because this is the major assigned to students (for financial aid reasons) who have identified themselves as interested in an Academic Focus Area (AFA) rather than a major the first year. When these students declare a major, they are moved out of this "shell" major.

Further analysis is needed to determine which are primarily adding and which are primarily losing majors. For those primarily losing majors, off-ramps need to be formalized for advisors and students alike. It's a difficult conversation to have with students--who may have set their eyes on a certain prize--but trained counselors and advisors can help students set their sights on a different major and future.

Free Elective Credits: CSU is continuing its work to add free elective space to the programs of study of various majors. Doing so would aid students if they change majors or if they want to add a minor/certificate. After all, there are still some majors (e.g., education or chemistry) with very few or no elective credits. In addition, USG's purported revision of the core could add as many as 9 elective credits to Area F. This revision was supposed to have been announced in 2020 but was delayed due to COVID-19.

Appendix V: Pressure Testing Program Maps Against Actual Course Offerings

Here is a list of the eight programs pressure tested 2017-2018:
BA Spanish Ed (2 courses not aligned) (COLS)
BS Psychology (COLS)
BA Communication, Communication Studies Track (COA)
BM Music Ed, Choral Track (1 course not aligned) (COA)
BBA Management Information Systems (COB)
BS Computer Science, Software Systems Track (COB)
BSN Nursing (COEHP)
BSEd Early Childhood (COEHP)
98% compliance

Here is a list of the eight programs pressure tested 2018-2019:
BS Exercise Science (COEHP)
BSEd Special Ed (8 classes not aligned)* (COEHP)
BA Art History (2 classes not aligned) (COA)
BA Theatre (COA)
BS ESS-Secondary Ed. Track (COLS)

BA History (1 class not aligned) (COLS)
BBA Accounting (COB)
BS Computer Science, Game Programming Track (COB)
93% compliance

*" ...the reason the course offerings do not align with the semesters on the curriculum map is because the blocks of classes are offered on a three-semester rotation. This is because we do not have enough majors to be able to offer all of the junior-senior level courses each semester. Students join into the block of courses being offered the semester that they are admitted to teacher education. We have always offered the courses on a rotation, and students are advised about this their freshman year. Please feel free to add this as a footnote to the curriculum map if you feel like that would be helpful to students."

Here is a list of the eight programs pressure tested 2019-2020:
BS Biology (starting with MATH 1111) (COLS)
BA English, Professional Writing Track (COLS)
BM Performance, Strings (COA)
AA Film Production (COA)
BS Health Science (COEHP)
BSEd Middle Grades, Math/Science Specialty (3 classes not aligned) (COEHP)
BBA Marketing (COB)
BS Computer Science, Web Development Track (COB)
98% compliance

Here is a list of the eight programs tested 2020-2021:
BS Mathematics (COLS)
BS Criminal Justice (COLS)
BS Computer Science—Cyber Security Track (COB)
BBA Finance (COB)
BA Music (COA)
BSEd Theatre Education (COA)
BS Kinesiology—Health and Physical Education, Teacher Certification Concentration (COEHP)
BSEd Middle Grades—LA/SS Concentration (1 class not aligned) (COEHP)
99% compliance

New approach, 2021-2022
In Fall 2021, all programs at CSU were pressure tested and achieved a score of about 97% compliance; that is, about 97% of courses that were supposed to be offered in a given semester were actually offered in that semester.

Return to Old Approach (Sampling), Fall 2022
Here is a list of the eight programs tested 2022-2023:
BA Political Science (COLS) 100%
BS Robotics (COLS) 93% (3 classes not aligned)
NEXUS Cybersecurity of FinTech (COB) 100%
BBA General Business—International Business Track (COB) 97.6% (1 class not aligned)
BFA Art (COA) 97.6% (1 class not aligned)
BA Communication—Integrated Media (COA) 97.6% (1 class not aligned)
BSEd Elementary Education (COEHP) 100%
BSN RN-to-BSN (COEHP) 100%
98% compliance