Shawnee State University Completion Plan

June 2016 Update

Shawnee State
UNIVERSITY

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Overview

Shawnee State University (SSU) submits to the Ohio Department of Higher Education the following update to its Completion Plan, previously submitted in 2014 in compliance with House Bill 59. *The SSU Path to Achievement* update outlines progress made at Shawnee State University to strengthen its mission and promote access, retention, and completion.

The Shawnee State Mission

As part of strategic planning efforts that began in September 2015, Shawnee State developed a draft of a new mission, vision, and a set of enduring values focused on student success. This new set of guiding principles was developed by the Strategic Planning Leadership Team, which included faculty and staff, and was shared with the campus community and general public during four open forum sessions. Participants in these forums, included students, trustees, faculty, alumni, parents, business leaders, K-12 school partners, government leaders, supporters, and community members, provided input on three major themes: Academic Programs, Shawnee State as an Open Access University, and Serving Our Students and Community.

In August 2016, the University's president will ask the Board of Trustees to adopt the new mission, vision, enduring values, and strategic plan. Beginning fall 2016, the Strategic Planning Leadership Team will begin the process of creating divisional and department-level strategic plans that are aligned with the University's mission and goals; consequently, the University's Completion Plan will likely undergo additional changes as each unit contributes its part to the strategic plan.

New Mission

We prepare today's students to succeed in tomorrow's world.

As a university, we serve many roles in society. At the heart of it all, we believe that Shawnee State exists to prepare students to succeed today, and into the future.

New Vision

We will be a best-value university offering a wide range of high-quality signature programs.

Our vision is to be recognized as a "best-value" university, combining academic excellence and student success with affordability, by establishing signature programs that give us a competitive edge.

Enduring Values

Student-Focused Service: We place students at the center of everything we do and every decision we make.

Community Engagement: We value the diverse perspectives of the people within our community — on and off campus — and our role in enriching the lives of those who work, live, and discover here.

Authentic Dialogue: We respect open, honest, and sincere two-way communication.

Thoughtful Risk-Taking: We value innovation and encourage those around us to dream big and explore new possibilities.

Culture of Continuous Improvement: We look for opportunities to make what we do well today even better tomorrow.

How Our Guiding Principles and Student Population Influence Our Completion Strategies

Shawnee State University is located in Scioto County, in the heart of Appalachian Ohio. Nearly 60% of our students are from local high schools in Scioto and four surrounding counties (Lawrence, Pike, Adams, and Jackson). Jobs in these counties are scarce - unemployment is at 11%, one-third higher than the national average.   Poverty is higher than state and national averages and educational attainment is much lower than average (Appalachian Regional Commission, 2014). Only 13% of the population has earned a post-secondary degree – less than one-half the national average – and only 14% of graduating high school seniors in these counties enter college remediation free. Eighty-one percent are eligible for financial aid, and 74% are the first in their families to attend college (SSU Office of Institutional Effectiveness 2015). Despite these challenges, it is imperative that SSU becomes increasingly successful in order to aid Ohio in meeting Attainment Goal 2025 (65% of working age adults with post-secondary certificate or degree).

Although the student body at Shawnee State has increased in diversity, most students continue to be Appalachian, first generation to college, Pell eligible, and nearly half have one or more developmental needs as entering freshmen. These characteristics have a strong influence on how Shawnee State has developed and implemented its completion plan. Our new mission and values focus on student success and behaviors that serve as a foundation for helping students reach their education and career goals.

Barriers to Persistence
and Completion

Shawnee State student Profile:

- Nearly 4 out of every 5 students are the first in their families to go to college.

- Over 40% have one or more developmental course needs.

- Majority are Pell eligible and have a low Expected Family Contribution (EFC). One-third have an EFC of $0.

- Students have significant responsibilities (e.g. work, family) beyond education and come from Ohio Appalachian counties culturally characterized by low expectations for educational attainment.

University Challenges:

- Academic remediation is expensive and often time-consuming.

- SSU is small with limited resources to provide special services for students with remediation needs.

- SSU's state support for instruction has decreased.

- SSU's tuition is capped reducing options for revenue generation.

Progress Toward
Completion Plan Goals

Shawnee State described three goals in its 2014-16 Completion Plan:

1. Increase persistence to completion and degrees conferred.

2. Further service to the Appalachian Region through enhanced relationships with regional school districts.

3. Further service to the Appalachian Region through enhanced relationships with area employers.

In order to achieve those goals, the institution outlined a variety of initiatives summarized in Appendix 1. Progress for each initiative is also given in the Appendix 1.

The University is pleased to report improved retention - up 3% over last three years - and graduation rates, up 2% in last three years (Appendix 2. Other Metrics). SSU continues to strengthen its relationship with regional schools and area employers through enhanced communications and addition of several new positions (College Credit Plus Advisor, Assistant to the Dean of Professional Studies, Internship Coordinator).

Updated Completion Goals

The University continues to recognize the goals outlined in the 2014-16 Completion Plan.

As part of the current strategic planning process, The University is introducing the following additional goals connected with student completion and success:

1. Our academic programs will give Shawnee State and our graduates a competitive advantage.

2. Our admission practices will help prospective students identify the best pathway to their career goals.

3. Our services will enhance the quality of life for our students and community.

4. Our operations and processes are customer-focused and outcome-driven.

2016-2018 Goals
for Increasing Persistence

As stated in the 2014-16 Completion Plan, SSU plans to:

- **Increase the number of students earning associate and/or baccalaureate degrees by 1-3%** for each class entering in the successive 9-year period. In academic year (AY) 2014-15, we began tracking entering freshmen in both associate and baccalaureate degree programs. Our baseline for associate degrees is 240 graduates established in AY 2015-16. The baseline for baccalaureate degrees will be established in AY 2017-18 when the 2014-15 baccalaureate cohort completes their fourth year.

- **Increase the number of graduates obtaining degrees leading to employment or graduate school in high demand fields** within the state of Ohio by .5 to 1% per year for each graduating class over the successive 5-year period. The University tracks the number of graduates in programs (see pages 10, 13-14) aligned with high demand fields listed.

- **Increase enrollment in programs leading to careers in high demand fields** for the state of Ohio. SSU will track enrollment in the degree programs mentioned above.

University enrollment has declined in each of the past four years leading to a fall in enrollments and graduates in several high demand fields (Appendix 2). Even with the overall decline, the University is pleased that 40% of its academic programs in high demand fields experienced increases in enrollment during the past two years and eight of those programs registered increased numbers of graduates. Of special note is significant growth in enrollment in Plastics Engineering Technology, Information Systems, Occupational Therapy, and Nursing (BS).

The University's 2016-18 goals are to:

- **Increase retention 1 – 3% per year over the next two years.**

- **Decrease time-to-degree through a 15-to-Finish Campaign** over the next two years. Currently, full-time students average approximately 14 credit hours per semester. By increasing the average credit hours per semester, time-to-degree is expected to decrease.

Completion Strategies

The University's updated plan is intended to increase retention and completion rates, decrease time-to-degree, reduce college costs, and provide career-readiness for students. SSU recognizes that students who are making accelerated progress, have clear career goals, and understand the connection between their academic program and their future career are more likely to persist and complete their college education. Consequently, the University will:

- **Improve student understanding of career alignment with academic program offerings.**
  (Metrics = number of students completing Bridge to Success Program; number of students completing FYE course; number of students who receive career advising through the Office of Student Career Development)

  o **Bridge to Success Program.** In the summer 2016, SSU will offer a summer bridge program entitled Bridge to Success. This program is available to incoming freshmen who have placed into two or more developmental courses and allows them to complete those courses prior to fall semester. The program is offered at low cost so students will not accumulate debt prior to entering college-level curriculum. In addition, the program will include financial literacy, career advising, and information about career pathways connected with SSU's academic programs as well as those of partner community colleges (Rio, Southern, Ashland) and regional career technical schools.

  o **First Year Experience Course (FYE).** SSU will require all freshmen (<30 credit hours) to complete an FYE course in which information about academic majors/careers and financial literacy will be covered.

  o **Career Advising.** Academic advisors or career development staff will meet with each freshman to develop a career pathway aligned with their major. The University will also provide a student-friendly program that blends online and live delivery of career development tools, including resume writing, mock interviews, internship and co-op searches, alumni and workforce networking resources, and lessons on lifelong career satisfaction.

  o **Enhanced Career Advising for Undecided Students.** SSU will require undecided students to meet with a professional advisor prior to selecting/changing their major and limit the number of times students may change their major during their academic career at SSU. Every undecided/undeclared student will receive a career assessment (Focus 2) and review their results and Ohio Means Jobs data with a professional advisor or career development staff member.

- **Faculty and Staff Resources Website.** Launched in spring 2016, a "Faculty & Staff Resources" tab is available on the career development website with online career topic and career pathways presentations.

- **Career Pathways.** SSU will publish an online "Career Pathways" for each major and work with department chairs and program directors to regularly review and update these listings.

- **Career Assessment for Failing Students.** Every student "failing" or performing poorly in their current academic program of choice will receive a career assessment (Focus 2) and review their results and Ohio Means Jobs data with a professional advisor or career development staff member.

- **Increase the number of students who have college credit prior to entering SSU.**
  (Metrics = number of students participating in College Credit Plus through SSU; number of entering freshmen with college credit.)

  - **College Credit Plus (CCP)**. SSU has developed strong partnerships with regional schools from which SSU receives a majority of its students. The University will strengthen those partnerships, expand the CCP program, and increase the number of students receiving college credit prior to their high school graduation.

  - **CCP Advising and Coordination.** In 2016, SSU hired a full-time CCP advisor to provide enhanced coordination, advising, and leadership.

  - **Masters in Mathematics.** SSU recently led a grant-funded program (Straight A Grant) that provided local and regional educators with qualifications to teach dual credit mathematics courses in high school. The University continues to provide the online master's program, a program specifically designed for credentialing high school teachers.

- **Increase the percentage of college-ready students entering SSU.**
  (Metric = % of college-ready students entering SSU)

  - **Bridge to Success.** The Bridge to Success Program is designed to be pre-admission and provide developmental coursework in preparation for college. Students who successfully complete the program will enter college debt-free and fully prepared for college-level mathematics and English.

  - **ACT Prep Program.** SSU piloted a program to improve ACT scores for students at one of the local high schools. This program can be duplicated at other schools to improve ACT scores and increase the number of students who meet college-level placement thresholds.

  - **K-12 Partnerships.** SSU's academic leadership team will continue to meet with local schools and provide them with information on how well their students perform at SSU. School leaders can use this information for modification of their curriculum.

- **Increase average number of credit hours per semester per full-time students.**

  - **15-to-Finish Campaign.** In summer 2016, SSU initiated a 15-to-Finish Campaign with the intention of encouraging all SSU full-time to students to enroll in at least 15 credit hours per

semester. Students will receive information on 15-to-Finish through multiple sources (e.g. freshmen orientation, website, University's mobile app).

- o **Co-requisite Mathematics and Accelerated Learning Program (English).** SSU will offer co-requisite (mathematics) and accelerated learning (English) classes so that students who are placed in developmental coursework can earn college credit and meet college-level course requirements during their first semester.

- **Ensure proper mathematics placement for entering freshmen.**
  (Metric = course completion % for intro math courses; % of students who change math pathway, e.g. statistics to college algebra; college algebra to quantitative reasoning)

  - o **Freshman Orientation.** Changes in our freshmen orientation is focusing on establishing the appropriate mathematics placement for incoming freshmen.

  - o **Mathematics Tracks.** The University is developing three mathematics tracks aligned with appropriate academic programs – STEM, Quantitative Reasoning, and Statistics Tracks.

  - o **Meta-majors**. SSU is continuing to require undecided, college-ready students to select a meta-major based on their career interests. Choice of a meta-major allows for placement in the correct mathematics pathway and avoids extra hours to complete degree.

- **Improve financial literacy.**

  - o **First Year Experience**. All incoming freshmen will complete a FYE course that includes a section on financial literacy.

  - o **Online Financial Literacy.** The University offers online financial literacy training for students.

- **Implement Complete College America's Guided Pathways strategies.** SSU along with three other Ohio institutions participated in the state's grant-funded Guided Pathways to Success program. SSU was the only institution to successfully complete initiatives outlined in the program. The University will continue to offer students:

  - o **Default Pathways.** SSU provides default schedules for all entering freshmen.

  - o **Meta-majors.** SSU has defined seven meta-majors for undecided, college-ready students – Business, Education, Engineering Technology, Health Sciences, Liberal Arts, Mathematics/Science and Social Science. Each meta-major has a default schedule which includes the appropriate mathematics track for the meta-major.

  - o **Academic Maps.** The FYE course requires each incoming freshman to complete an academic map for their selected major. Academic maps include all courses needed for completion of a degree program.

  - o **Milestone Courses.** For 2016-17, SSU is developing a list of Milestone courses (defined as those courses most critical to completion of a program) for each academic program.

  - o **Intrusive Advising.** The University is developing the components of an early alert system to identify and reach out to at-risk students. These components include midterm grading, Refer-a-Student website, advisor surveys, and data that identifies failing students before they leave the

University. Currently, we are implementing Oracle CRM systems to assist us in timely student outreach.

- **Implement initiatives designed to decrease time to degree.**

  o **120 credit-hour majors.** SSU revised all baccalaureate degrees in 2016 so that over 90% require the minimum of 120 credit hours.

  o **15-to-Finish** (description at bottom of p. 7).

  o **Automated advising in course withdrawal.** SSU is implementing an automated course withdrawal system that advises students of the disadvantages of withdrawal. Other universities have employed this method to keep students from unnecessarily dropping classes and earning less credit hours per semester.

  o **Intrusive Advising.** Following the first 30 hours of credit, students will be required to have a signature of an advisor and an advising session before changing their major.

- **Implement "Murky Middle" Plan.**

  o **Shawnee State is implementing a plan to address late stage, dropouts** (defines as successful leavers). The Education Advisory Board (EAB) defines the Murky Middle as the "largest population of later-stage dropouts …clustered between a 2.0 and 3.0 GPA after … first year. Of the students in this range, 84% returned for a second year, yet just over half ultimately graduated. Nearly one-third dropped out in the second year or later."

  o **SSU will implement an Early Alert System** as it transitions to Oracle CRM. The system will include identification of and aggressive outreach for potential leavers; a strong, centralized advising team; data collection and performance review.

- **Strengthen Centralized Advising for early stage (freshmen) students.**

  o **Student Success Center.** SSU's Student Success Center (SSC) offers advising, tutoring, note-taking, accessibility, and testing services for students. SSC includes Advising & Academic Resources Director, professional advisors, College Credit Plus advisor, veterans advocate, and other support personnel.

  o **College Advisors.** The College of Arts and Sciences and the College of Professional Studies have professional advisors and support personnel with offices located in the SSC.

Workforce Development Priorities

Shawnee State has directed significant attention to academic and support services that respond to regional/state needs. Reviewing the Governor's Office of Workforce Transformation's In-Demand Jobs List, the University provides the following aligned associate degree programs:

- Dental Hygiene
- Electromechanical Engineering
- Medical Laboratory
- Occupational Therapy Assistant
- Legal Assisting
- Physical Therapy
- Nursing
- Radiological Technology
- Respiratory Therapy

SSU has the following bachelor's and master's degree programs aligned with careers on the In-Demand Jobs List:

- Accounting
- Biomedical Science
- Chemistry
- Computer Engineering Technology
- Information Systems
- Environmental Engineering Technology
- Graphic Design (Visualist Program)
- Marketing
- Plastics Engineering Technology
- Health Management
- Nursing
- Natural Science
- Teacher Education (Early and Middle Childhood, Adolescent-Young Adult Licensures)
- Occupational Therapy (Master's Degree)

In addition, the University offers programs leading to following professional degree programs:

- Pharmacist
- Physician/Surgeon
- Lawyer

Shawnee State is reviewing other opportunities to develop degrees in areas like actuarial science and industrial plant management.

The University has enhanced its support for the JobsOhio key industries and industry clusters through the hiring of key personnel - Assistant to the Dean of Professional Studies and Workforce Development & Entrepreneurship Coordinator. The former has provided leadership in the expanding partnerships with industries like the plastics industry. The latter has focused on student internships with key industries. Ohio Means Jobs is posted on the University's website and students are encouraged to use the site by our Office of Career Services and professional advisors. The Office of Career Services offers an annual career fair during which key Ohio industries and Ohio Means Jobs is represented.

Appendix 1. Progress Toward 2014-16 Completion Plan Goals

The following table summarizes initiatives described in Shawnee State's 2014-16 Completion Plan and progress towards completing those initiatives.

Initiative	Progress	Comments
Success Curriculum, First Year Experience (FYE) course, Major/Career Exploration course	Success Curriculum implemented in 2014. Bridge to Success program pilot in summer 2016.	Default schedules completed for all developmental students. FYE required fall 2016 - all students. Undecided students are advised to enroll in UNIV 1105 career/major exploration course.
First year seminars designed to assist all students in topics supporting	FYE (1 credit hour) required beginning in Fall 2016.	FYE (1 credit hour) required for all entering freshmen and transfer students. After registration, check the course registrations and verify schedules.
Associate degree pathway available to students.	In progress.	Professional advisors review transcripts to identify students who will benefit from associate degree completion.
Communication on the importance to enroll for 15 semester hours.	15-To-Finish Campaign implemented Summer 2016	Communication in freshman orientation and FYE. Advisors contact full-time students who are enrolled in less than 15 credit hours.
15-hour default schedule for underprepared or undecided students.	Default schedules introduced during orientation in summer 2015.	Default schedules for underprepared implemented summer 2016 . Undecided students provided with first-term schedules with a minimum of 15 credit hours.
Academic program review focusing on the improvement of course/degree	Academic programs were reviewed in 2013.	University adopted Program Review Policy in December 2015 which includes a 5-year cycle for comprehensive review.
General Education Program (GEP) focusing on 21st Century workforce needs and skills.	GEP revision completed. New GEP will be implemented in Fall 2016.	Cross-reference old GEP courses with new ones so that students under the previous GEP will not have to complete additional coursework.
Milestone courses for each program.	In progress.	Milestone courses identified for all academic programs in 2016-17 and will feed Early Alert System for at-risk students.
Bachelor of Arts in General Studies.	Development of proposal pushed back to 2017.	
Develop and offer a Bachelor of Science in Health Sciences.	BS in Health Science approved.	BS in Health Science will be available beginning Fall 2016.
Complete College America's Guided Pathways System (GPS) model.	University completed Guided Pathways to Success grant program.	" We are very impressed with your efforts and see you as a possible model for other institutions. In fact, we are going to be providing some support to Cleveland St. over the next year and would like to enlist your advice in those efforts." Bruce Vandal, Complete College America
Enhance academic advising.	February 2015, professional advisors hired in College of Arts and Sciences and College	Professional advisors make contact with students concerning mid-term grades, non-registration, and students with >120 hours who have not petitioned to graduate.
Professional development of all advisors.	In progress.	Student Success Center advisors are members of NACADA and attend NACADA conferences. Advisors attend webinars, read research, and meet regularly with Advising & Academic Resources Director.
Evaluate effectiveness of advising	In progress.	Advising & Academic Resources Director uses Advising Contact Report for evaluation. All advisors complete annual survey.
Identify factors, practices and programs of greatest non-graduation risk for students.	Use of data and reports by EAB, Complete College America, and internal research to identify at-risk factors.	In Fall 2015, Student Success Center implemented a series of College Success Workshops. Academic coaching will be available in 2016.
Increase presence on regional school district campuses. Improve college readiness of area high school graduates.	In progress.	University has increased its presence at all high schools within a 50-mile radius. Have held informational meetings with students and parents. Advisor visits each school district at least 6 times each academic year (3 per semester). University held superintendent's forum in 2016 (30 + regional superintendents in attendance) and conducts annual guidance counselor meetings on campus designed to update regional K-12 schools.
Provide regional school districts with trend data on the performance of their graduates at SSU.	In progress.	SSU academic leadership team visited regional high schools and shared information concerning student performance. Faculty shared information about academic programs through grant-funded, distance programming (SCOCA).
Design opportunities for the University and regional secondary schools to work on alignment of the common core	In progress.	Summer 2014 as an extension of the Getting in Synch workshops, the Teaching & Learning Center offered area teachers credit for completing research and discussion on the Common Core and college expectations.
Pursue external funding for high school/higher educational alignment opportunities.	In progress.	SSU received Straight A grant to provide graduate program in mathematics for local educators seeking credentialing for dual credit. Mathematics unsuccessfully submitted proposal to state for additional funding.

Appendix 1. continued

Initiative	Progress	Comments
Assist schools in increasing the number of college-ready high school graduates.	In progress.	Office of Institutional Research and Sponsored Programs prepares reports of student success for individual district review. SSU provided faculty from University College to present mathematic overview of college level readiness at largest feeder school (using ACT to gauge improvement).
Work with area high schools to encourage all high school students to complete a college-entrance	In progress.	Area guidance counselors and administrative meetings hosted by SSU --discussion of college readiness standards.
Conduct surveys of alumni and recently graduated seniors focusing on current employment and educational	Annual surveys completed.	Office of Career Services conducted surveys during the past two years to determine placement of graduates. Survey results shared with academic departments.
Work with industry partners to increase the number of internship	In progress.	University hired an internship coordinator to work with local industry partners.
Academic departments will develop recruitment materials and practices.	In progress.	SSU's strategic plan will identify signature academic programs. The University has brought in Upward Brand Interactions to assist in identifying qualified leads for our signature programs.
Strategically grow programs with high demand with enhanced recruitment activities, curriculum development and hiring of new faculty.	In progress.	Plastics , Occupational Therapy, Gaming and Simulation programs identified for growth, enhanced recruitment, and faculty hires.
Enhance Career Services to improve services for alumni.	In progress.	Expanded services through volunteers, graduate students and student employees.

Appendix 2. Metrics

Enrollment by Major (In Demand Jobs)

Degree	Major	2014	2015	Change
AAS	Dental Hygiene	38	39	↑
AAS	Medical Laboratory	36	28	↓
AAS	Radiologic Tech	30	30	E
AAS	Respiratory Therapy	32	31	↓
AAB	Legal Assisting	9	17	↑
AAS	Electromechanical Engineering	44	40	↓
AAS	Nursing	222	158	↓
AA	Occupational Therapy Assistant	48	51	↑
AA	Physical Therapist Assistant	42	39	↓
BS	Accounting	85	75	↓
BS	Health Management	57	62	↑
BS	Information Systems	33	48	↑
BS	Marketing	35	32	↓
BSE	Early-Middle Childhood Licensure	234	207	↓
BS/BA	Adolescent - Young Adult Licensure	83	79	↓
BS	Computer Engineering Technology	79	70	↓
BS	Environmental Engineering Technology	31	26	↓
BS	Plastics Engineering Technology	42	55	↑
BFA	Graphic Design (Visualist)	73	72	↓
BS	Biomedical Science	114	91	↓
BS	Chemistry	33	22	↓
BS	Natural Science	49	53	↑
BS	Nursing	59	104	↑
BS	Occupational Therapy	9	23	↑
MOT	Occupational Therapy - Masters	72	75	↑
	Total	1589	1527	

Graduates by Major (In Demand Jobs)

Degree	Major	2014-15 Graduates	2015-16 Graduates	Change
AAS	**Dental Hygiene**	15	18	↑
AAS	**Medical Laboratory**	12	11	↓
AAS	**Radiologic Technology**	18	13	↓
AAS	**Respiratory Therapy**	16	14	↓
AAB	**Legal Assisting**	4	5	↑
AAS	**Electromechanical Engineering Technology**	16	9	↓
AAS	**Nursing**	81	64	↓
AA	**Occupational Therapy Assistant**	20	29	↑
AA	**Physical Therapy Assistant**	20	15	↓
BS	**Accounting**	30	16	↓
BS	**Health Management**	13	11	↓
BS	**Information Systems**	10	9	↓
BS	**Marketing**	4	6	↑
BSE	**Early - Middle Childhood Licensure**	43	37	↓
BS/BIA	**Adolescent - Young Adult Licensure**	11	5	↓
BS	**Computer Engineering Technology**	4	10	↑
BS	**Environmental Engineering Technology**	4	6	↑
BS	**Plastics Engineering Technology**	9	14	↑
BFA	**Graphic Design (Visualist)**	14	14	E
BS	**Biomedical Science**	16	6	↓
BS	**Chemistry**	4	1	↓
BS	**Natural Science**	20	26	↑
BS	**Nursing**	20	19	↓
MOT	**Occupational Therapy - Masters**	22	22	E
	Total	361	319	

Other Metrics

	AY 2013-14	AY 2014-15	AY 2015-16
Associate Degrees Granted			240
Students earning Dual Credit/College Credit Plus	168	558	475
Full-time SSU Students who earned Dual Credit/CCP	31	51	118
% Alumni Currently Employed or in Graduate School (Survey)	91.4	92.5	Survey in progress
Retention %	51.3	53.78	54.36
Graduation Rate % (graduate within 6 years - all degrees)	34	35	36
Number of Visits to Career Advising Center	NA	1686	1883
Time-to-Degree (Bachelors Degree) in credit hours	141	140	141
Average Credit Hours/Semester (Full-time Students)	14.54	14.5	14.52
College-Ready Freshmen %		59	57
Course Completion %	82.80	85.47	85.47