Good Ideas with the Evidence to Prove It!

Western
Academic
Leadership
Forum
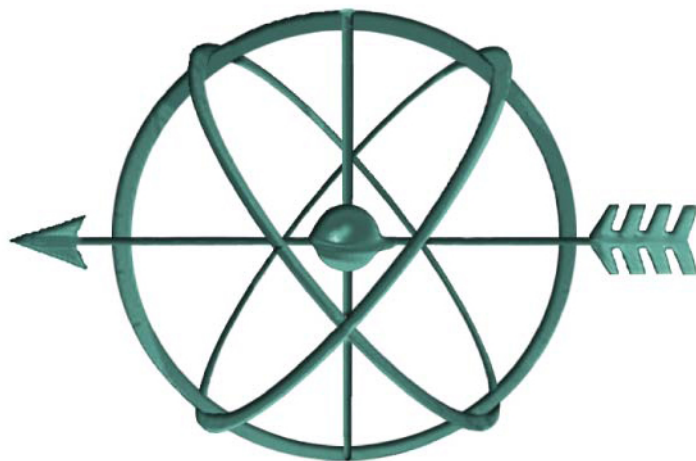
Forum Annual Meeting 2018

University of Alaska Southeast
A distinctive learning community

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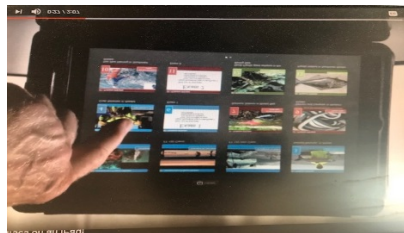
Colleges Courses on an ipad at You Tube

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2. Arizona: Using PeopleSoft to Collect Data and Report on Faculty Credentials for the Higher Learning Commission Qualified Faculty Requirement – Gail Burd, University of Arizona

DATA FELLOWS FOR STUDENT SUCCESS

Data-Informed Student Success:

California State University, Long Beach has championed an effort to engage a group of individuals across campus to empower a wide group of users – including faculty, staff, and administrators in the colleges/departments and in units such as student affairs and enrollment services – to make more and better use of data and evidence to drive student success. These are "data fellows," who come from all over campus and meet twice monthly to share ideas to support data-informed student success initiatives.

Data Fellows Program:

The Data Fellows program was created to fill a need internally. We had data-rich pockets, but users were not always savvy enough to take advantage of the data and ask the right questions. We were also plateauing in the ability to make additional progress, because the easy problems have already been tackled. The next level of challenges are far more complex and data needs to be tailored to each unit's needs. And we discovered that staff, faculty, and administrators all look at data differently. Data were being pushed out, but many users did not know what do with it. The program is helping us to rely less on "data pushes", in which our offices were supplying what they thought units needed in the canned formats. Instead, we are now turning to more of a "data pull" culture, in which units are gathering in data they need to make decisions in ways that best work for them. The basic goal is to target CSULB's graduation rates and achievement gaps. We need to break down barriers to data access and allow all users the right to retrieve and use the data to level the playing field.

As this is a university-wide effort, we asked each college dean to identify a critical staff member(s), faculty member, and associate dean who can contribute to the data fellows group, but also train other personnel within their unit. They are creating unit sub-teams which become a learning community representing the functions their unit is tasked with performing.

Role of the Institutional Research (IR):

The IR office acts as a participant within the group, helping to guide the data fellows and provide workshops on each of the data sets that exist. IR learns from the team about what each team needs and works to develop the business intelligence required. Success would be that IR recalibrates how we look at data for the future, and that each college or unit uses data in new ways. We need to create what our fellows need to be successful in a data-rich environment. If we can use data at the unit level to make decisions, then we are really making progress. We are confident that the data fellows' efforts are helping to move the needle, but we have faculty developing an assessment plan to more rigorously measure the success of this project.

Data-Informed Decisions:

Many users, including administrators and staff had never used the data sets, so now there are frequent "Aha" moments. For example, in looking across large data sets, teams can see trends for the first time in how their students are graduating, switching majors, or excelling in specific areas. Teams hear from each other about strategies for using data, like finding students who need targeted support in their majors or determining where to focus advising efforts. One specific example involves improving 4-year graduation rates. The academic affairs team have identified all the students who could graduate in 4-years by taking additional courses (up to 6 units) in their last summer. They have used this dataset to run a campaign to get these students to file for graduation. The campaign involved free tuition for up to 6 units, if they file for graduation. The academic affairs team has successfully convinced 35 of the 99 students who were eligible. This campaign is expected to improve the 4-year graduation rate by 3 to 5%. Fellows are also learning about new tools using Excel, YouTube and Lynda.com. Many team members are excited about what they can accomplish by being empowered to do things themselves, ask the right questions, and customize data sets. The cross-unit teams are a win in themselves, because they bring together people from the same unit who might not otherwise have occasion to learn from each other. Participants show up early to the bi-weekly meetings and engage in conversation, which helps shape the discussion for that day, and they stay late to discuss topics across colleges and units. This demonstrates the real value of the effort, because the cross-talk conversations that happen around the meeting time are often far more important than the "set" meeting agenda.

Resources: More information about Data Fellows is available at: https://www.csulb.edu/data-fellows

CALIFORNIA STATE UNIVERSITY LONG BEACH

Diversifying Faculty and Staff – Strategies that are Successful

National data indicates that the percentage of full-time faculty has not changed dramatically over the years except for Asian Americans. A snapshot of data from 1993, 2003, and 2015 demonstrates that Native American faculty have grown from 0% in 1993 to 1% in 2003 and 2015; Hispanic faculty have grown from 3% in 1993 to 4% in 2003 and 2015; African American faculty have grown from 5% in 1993 and 2003 to 6% in 2015; and Asian American faculty have grown from 5% in 1993 to 7% in 2003 and 10 % in 2015.[1] We can – and must – do better.

At Metropolitan State University of Denver (MSU Denver) we are doing slightly better than the national average: hitting the average for African American faculty at 5.9%; just below average for Asian faculty at 8.2%; and exceeding Hispanic faculty averages with 7.7% vs. 4% nationally. Also, at MSU Denver from 2003-2007 White faculty earned tenure at 90% and African American faculty earned tenure at 60%. With the work I am about to describe, our data reflects that from 2007 - 2017 Whites earn Tenure at 95% and African Americans now earn tenure at 95% as well. Hispanic and Asian faculty are above 90% as well.

Since 2005, MSU Denver has seen an increase of full-time faculty of color by 52% (83 in 2005 to 126 in 2015); Administrative staff of color by 207% (74 in 2005; 227 in 2015); and students of color by 48% (5,094 in 2005; 7,561 in 2015); overall, student population is 42%.

The steps to achieving an excellent and inclusive faculty involve (1) recruitment, (2) preparing the search committee, (3) writing the right job ad, (4) supporting faculty through the tenure process, and (5) providing support for success throughout a person's career.

Recruitment: Attend events like the Southern Regional Education Board's Institute for Teaching and Mentoring (SREB) and Hispanic Association of Colleges and Universities (HACU). Build a network of partner schools. Have a rich resource list of venues for advertising for diverse faculty

Prepare the Search Committee: Annual training for anyone serving on any search committee: Includes training on implicit bias. Embed proper "Protocols for Searching/Hiring Faculty" – Section VI. And, remember *informal* recruiting is GOOD – pick up the phone!

Write the Right Job Ad: Need to include language that represents the University's commitment to diversity – e.g., in a Strategic Plan, Mission, or Vision Statement. Maybe include language re: recent successes in retaining and promoting diversity candidates. Make sure you have more that "The University is an Equal Opportunity/Affirmative Action Employer." Try, instead, something like these:
- The successful candidate must have the ability to work with and be sensitive and committed to the educational needs of a diverse urban population. OR
- Experience working with and sensitivity to the needs of a diverse urban student population including (but not limited to) students of color, LBGTQIA students, students from low-income backgrounds, first-generation students, students with disabilities, undocumented students, non-traditional students, student veterans, and English-language learners.

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[1] Finkelstein, M., Conley, V., Schuster, J., *Faculty Factor*, Baltimore, MD: John Hopkins University Press, 2016, 74-45; EAB, *Instilling Equity and Inclusion in Departmental Practices: Guiding Faculty Recruitment and Retention*, Washington, DC: EAB, 2017.

Pre-tenure Track Appointments: MSU Denver has three types of these: TOP (Target of Opportunity), FRIP (Faculty Recruitment Incentive Program), and the FSDCPTF (Faculty Senate Diversity Committee Postdoctoral Teaching Fellows).

Retention Strategy 1: *Welcoming Orientation and Pre-Arrival information* speaks to the type of support all faculty will get as a member of the campus community. MSU Denver has information on the Office of Diversity and Inclusion website about life in Denver, the University's commitment to diversity, our Center for Faculty Excellence (CFE), and a very cool portal for CV/résumé submission for *future* consideration regardless of existing open lines. Then, of course, the new faculty orientation/institute offers another opportunity to share the various support resources on campus.

Retention Strategy 2: Support Systems vary, but we try to identify both formal and informal mentors for new faculty. The CFE offers Faculty Learning Communities, Writing Circles, information on publishing journal articles/books, and how to write grants. We also offer support for professional development: $1,500/faculty member for conferences, etc., Mini-grants – Provost/Dean/CDO levels, $500K set aside for sabbaticals. Finally, we have a "Tenure Track Supper Club" that is open to all, provides mentors, sponsors a book club, and brings in guest presenters that meets six times a year.

Retention Strategy 3: Fair and Objective RTP Processes: Some things that work well at MSU Denver include having University- and College/School- and Departmental expectations for performance at 3rd year, tenure/promotion to associate, promotion to full, and PTR clearly delineated. Training for candidates and each level of review. "Reconciliation" session where recommendations are not unanimous before Provost recommends to the President. Extenuating circumstances option to "stop the clock." And an option to "go up for early tenure" without prejudice

Retention Strategy 4: Institutional Inclusiveness Opportunities, e.g., Lunch with the Provost, Coffee with the President, Town Halls and Forums, Office of Diversity and Inclusiveness, Equal Opportunity Office, Access Center, and Campus Climate Survey through *The Chronicle of Higher Education*.

A Guided Pathway System Working Across Campuses

University of Hawai'i System

In 2012, University of Hawai'i at Mānoa, our flagship campus, began to require semester by semester program maps, which students could complete in 4 years with 120 credits. We made a concerted effort to get our nine other campuses to develop maps as well. A challenge to adoption, though, was the deeper complexity of curricula the maps made evident. Whether it was hidden prerequisites or courses not offered in the right semester, the maps helped identify curricular misalignments that stood in the way of students graduating on time.

The design team for our STAR degree audit program took on the task of integrating the campus degree maps into STAR to create the STAR Guided Pathway system (STAR GPS). This created a productive partnership between faculty, advisors and registrars to achieve much better alignment of the pathways. The team went beyond making the degree audit system a robust reflection of the real pathways students took to graduation. They introduced a feature that recalculated a student's path if they registered for classes off the described pathway. Like the GPS in a car, the system would recalculate the path and time to degree based on the student's selections. It also maps in courses students may take at another UH campus.

STAR GPS also lets students in the Community Colleges see how their pathway will prepare them for specific majors at our 4-year campuses. Here again, the "what if" feature of STAR GPS gives students a clearer understanding of how they can reach their degree goals.

As of fall 2017, our GPS system became our registration system for students on all 10 UH campuses. Each student receives a default pathway of 15 credits per semester appropriate for their program. They see immediately what will happen in subsequent semesters if they register for fewer units or decide to take courses not on their pathway. This feedback is leading more and more students to take the "right 15" credits each semester. The percentage of credits off-pathway taken by students dropped from 22% in Fall, 2016 to 9% in Fall, 2017. Not surprisingly, the use of STAR GPS has improved 4-year graduation rates. For example, UH Mānoa, has nearly doubled their four-year graduation rate over the last five years.

Having a robust GPS system also helped us with two other projects. We have been able to award over 3,000 reverse credit associate degrees since Fall, 2013. And we identify approximately 2,500 new students annually who are completing an associate degree and qualify to transfer from our CC's to our 4 years automatically via STAR.

There have also been some unanticipated benefits of STAR GPS. It has also allowed us to move up the time that freshmen and transfer students can register and also speed that process. New Student Orientation is now much less about course scheduling and much more about engaging with the campus and with other students.

Institutional Effectiveness and the Institutional Effectiveness & Assessment Council (IEAC)

Institutional effectiveness is the systematic, ongoing process of collecting, analyzing and acting upon data and information relating to the goals and outcomes developed to support the University's mission. The focus is on measuring results and using those results to aid in decision-making and improvement.

The Institutional Effectiveness and Assessment Council (IEAC) is responsible for overseeing the University's planning process, coordinating and assessing strategic directions, ensuring that the University meets NWCCU accreditation standards, and implementing the University's strategic planning agenda. The IEAC serves as a coordinated, sustainable system to pursue institutional assessment and effectiveness, with the primary functions as follows:

- Provide the organizational framework for integrating institutional effectiveness into the fabric of the university.
- Provide integrative and coordinated academic, facilities, technology, and financial planning and implementation.
- Reduce redundancy and increase efficiency, transparency, and accountability among strategic planning, institutional management, university accreditation, state and federal reporting requirements.
- Optimize data and reports system wide.
- Develop an assessment plan that supports the implementation of the strategic plan.
- Enhance consistent and coordinated communication between schools, colleges, departments, and administration regarding assessment and institutional effectiveness.
- Provide a forum to share best practices, generate ideas for process improvement.

The IEAC is composed of a Steering Committee, reporting to the president, and six Subcommittees, reporting to the IEAC Steering Committee. The IEAC Steering Committee serves in an advisory role, reporting to the President and is comprised of individuals who have the skills, knowledge and authority to lead in this institutional effort. The IEAC Steering Committee is chaired by the Executive Vice President/Provost and consists of representatives from across campus. There are seven subcommittees (one for each of the University's four core themes, one for facilities, one for information technology, and one for the budget), and each is chaired by a Vice President, Associate Vice President, or Director. Subcommittee membership consists of a broad range of representatives from academic affairs, student affairs, finance and administration, technology, operations, faculty, staff, and students, and from all campus outreach locations. The IEAC Subcommittees report annually to the IEAC Steering Committee on strategic plan fulfillment. They are responsible for assessing how their activities and accomplishments align with the strategic plan and core themes, achievement of their area's associated goals or outcomes, and using data for decisions and improvement.

WICHE 2018 Annual Meeting — April 26, 2018 — Handout for Good Ideas Session

Robert Mokwa | Provost and Executive VP | Montana State University

1) FRESHMAN 15

Number and Percent of First-Time Students Taking 15+ Credits
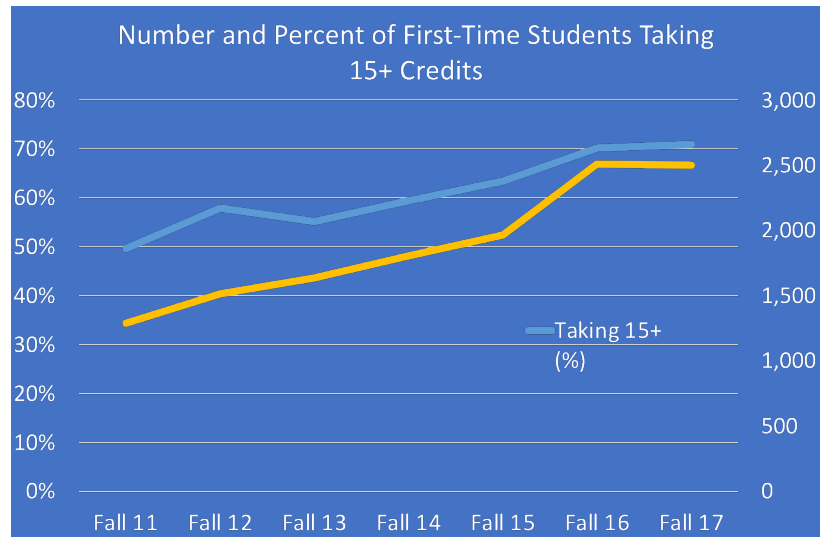
2) MATH PATHWAYS

1. Provide clear pathways for students who pursue non-STEM majors

2. Enhance offerings of *algebraic-light* math courses for students in non-calculus meta-majors

3. Re-assess math requirements for non-STEM Majors

4. Strengthen advising processes for math/stats courses

5. Strengthen communications – both internal and external

Math 121 enrollment by major clusters:
Fall 2009 – Spring 2015
n = 16,626

STEM majors

Health Science

General studies/undeclared majors
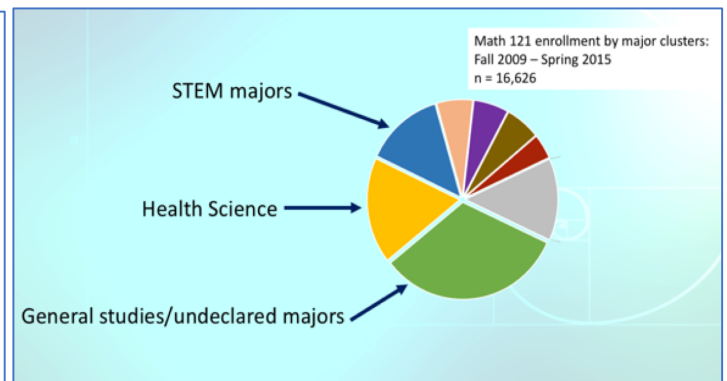
3) COREQUISITE EDUCATION

Corequisite = Gateway + Developmental

Imbedded Class Support
- additional class instructional time
- additional course hours

Sequenced
- 5 weeks prep + 10 weeks of gateway content

Class plus...
- self-paced computer lab
- EdReady support
- mandatory tutoring

22%   *(Source: Complete College America, 2016)*

Colorado	64%
Georgia	71% / 63%
Indiana	55% / 64%
Tennessee	64% / 61%
West Virginia	68% / 62%

8. North Dakota: Barrier Busters to Promote Graduation and Retention – Debbie Storrs, University of North Dakota

Good Ideas with the Evidence to Prove It!

University of North Dakota's "Red Team" Actions

- Communicate across institutional silos through the development of a "red team" that meets weekly
- Focus on institutional changes that can improve recruitment, retention, and graduation rates
- Empower front line staff to identify barriers and solutions
- Less talk, more action

Financial aid and admissions offices:

- Central scholarship application process
- Earlier scholarship deadlines and earlier financial aid awarding date
- Increased amount for delinquent account registration hold
- Call center
- Housing waivers

Graduate school:

- Size of graduate student committees
- Gradvocates

VPAA, Registrar and University Senate:

- Faculty fellow
- Required published four-year graduation plans for each major, updated annually
- "Finish in four" plans for two-year transfer institutions and tribal colleges
- Partnered with Air University for the AU-ABC program
- Partnered with Pearson for online degree options
- Reduction of credits for a baccalaureate degree from 125 to 120
- Removed the 155 credit requirement for a second Baccalaureate degree
- Removed prohibitions to double count courses toward total credits needed for two majors, two minors, or a major and minor

New Mexico State University System
Aggie Pathway to the Baccalaureate
WALF Good Ideas
April 26, 2018

The New Mexico State University system includes a research university and four community colleges. Approximately five years ago, the research campus raised its high school GPA admission requirements from 2.5 to 2.75. Historically, students at our largest community college with a HS GPA between 2.5 and 2.75 are retained at higher rates than those who start at the research campus in the same GPA range. Influenced by the model created at Northern Virginia Community College, the Aggie Pathway was developed to provide students an enhanced experience by starting their four-year degree program at one of the NMSU system community colleges.

The components that make this successful include smaller classes, cohort-based learning communities, access to advisors from both the community college and the research university, and peer mentoring. These components help Aggie Pathway students achieve success in the community college classroom and allow them to obtain the study skills necessary to transition successfully to a research university environment.

Students in the Aggie Pathway program can transfer to the university when they have completed 24 credits of non-developmental courses with a minimum GPA of 2.5; although many students are choosing to finish an associate's degree before transferring. For students who transfer before finishing an associate's degree, reverse transfer allows both the student and the community college to receive credit for an associate degree, after the student has completed the necessary course work on the university campus.

The response to the program has exceeded expectations, particularly at NMSU Doña Ana Community College (DACC). Here, more than 280 students entered the program in the fall of 2016. Only a year later, enrollment in the fall of 2017 increased to 650 students.

The program has proven attractive not only to students who need to strengthen their study skills at a community college, but to students with strong academic records who find the Aggie Pathway appealing because of smaller class sizes and lower costs.

The attention students receive in the Aggie Pathway (AP) is having the desired effect on student success. The persistence rate from fall 2016 to spring 2017 was seven percentage points higher for Aggie Pathway students than for other degree-seeking students at DACC. Perhaps most importantly, students on the Pathway with high school GPAs between 2.5 and 2.75 exhibited a higher persistence rate than seen in 2015 when these students were on the main campus.

	Overall Retention Fall to Spring	**Minority Student Retention Fall to Spring**	**Act <16 Retention Fall to Spring**
NMSU Fall 2015	75.3%	71.8%	69.0%
AP Fall 2016	79.7%	78.7%	79.2%

For more information, contact Greg Fant, Deputy Provost, gfant@nmsu.edu

2016 F-F Freshman Retention

UNR Average = 81%

■ FIT ■ No-FIT

Categories: White, Hispanic, Black, Asian, Multiple, Pell, 1st Gen, Female, Male

Scale: 70, 75, 80, 85, 90, 95, 100

4-Year Grad Rate 2013 Cohort

NevadaFIT, Control Group, All Other New Freshmen

Scale: 20%, 25%, 30%, 35%, 40%

NEVADAFIT
Bootcamps for Academic Success

unr.edu/nevadafit

NevadaFIT Freshman Bootcamps
University of Nevada, Reno

- 1-credit, 1-week before fall semester
- College-specific camps
- Open to all, required in some colleges
- 6-student Packs led by Pack Mentor
- Acad. focus on one topic, typ. Math
- Kick-Off Ceremony open to families
- +0.13 increase in 1st semester GPA
- 7% increase in freshman retention

Portland State UNIVERSITY

BUILDING THE BEST STUDENT EXPERIENCE
Reduce barriers and improve services to help students graduate

Co-Created with XPLANE

STUDENT EXPERIENCE CURRENT

Faculty
Staff
Advisor

CO-CREATION

In everything we do:
We put students at the center
We hear every voice
We work for the benefit of all

STUDENTS
Past, present and future students

STUDENT FACING
Staff, faculty and administrators who work directly with students

DOERS
Builders and implementers of systems and experiences

- Share ideas, expertise and think big
- Challenge and test assumptions

- Be open
- Engage critically in the process

- Ask questions and test assumptions
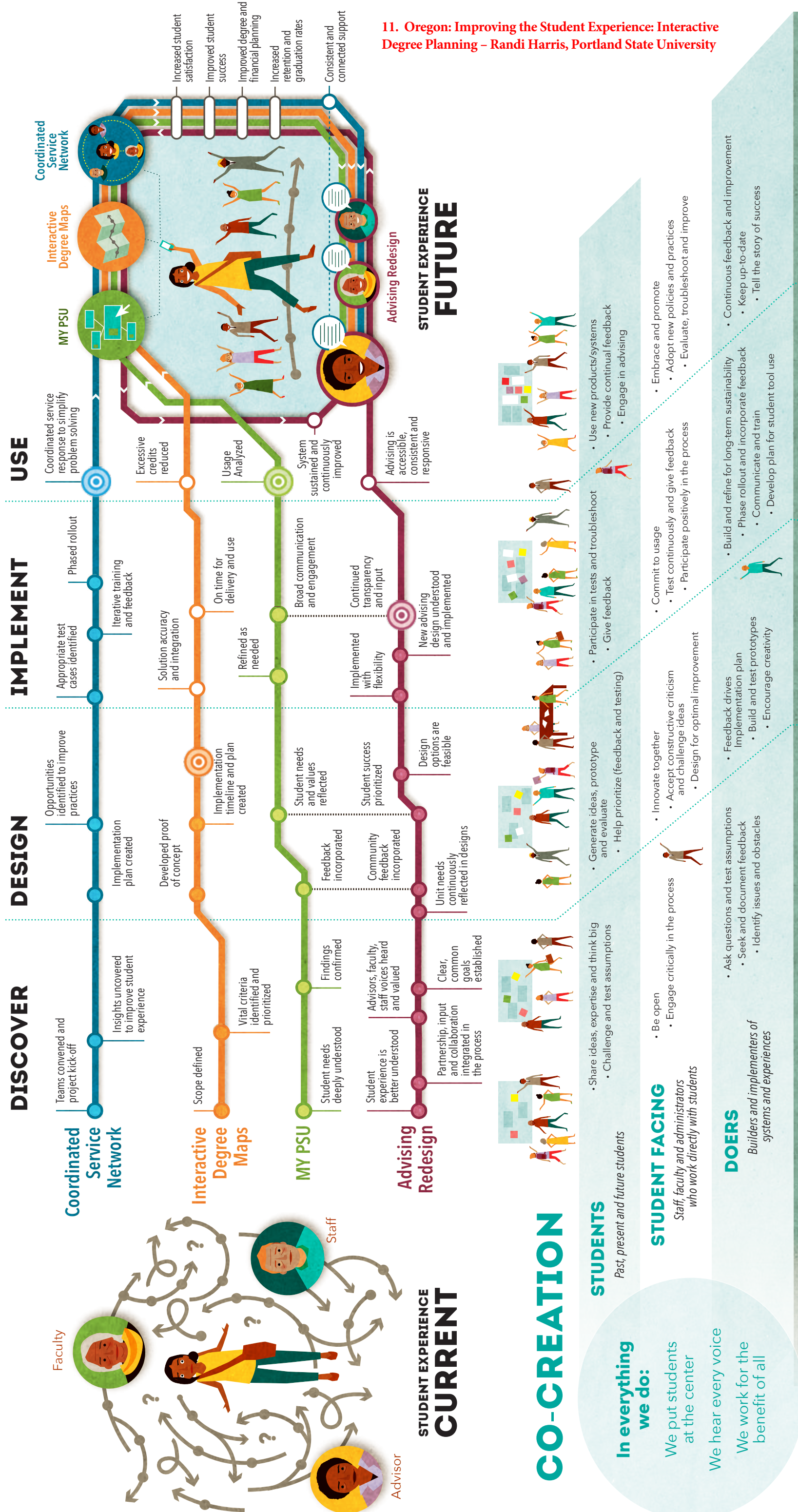- Seek and document feedback
- Identify issues and obstacles

- Generate ideas, prototype and evaluate
- Help prioritize (feedback and testing)

- Innovate together
- Accept constructive criticism and challenge ideas
- Design for optimal improvement

- Feedback drives Implementation plan
- Build and test prototypes
- Encourage creativity

- Participate in tests and troubleshoot
- Give feedback

- Commit to usage
- Test continuously and give feedback
- Participate positively in the process

- Build and refine for long-term sustainability
- Phase rollout and incorporate feedback
- Communicate and train
- Develop plan for student tool use

- Use new products/systems
- Provide continual feedback
- Engage in advising

- Embrace and promote
- Adopt new policies and practices
- Evaluate, troubleshoot and improve

- Continuous feedback and improvement
- Keep up-to-date
- Tell the story of success

Each project will proceed on its own timeline towards use by Fall 2017

DISCOVER   DESIGN   IMPLEMENT   USE

STUDENT EXPERIENCE FUTURE

Coordinated Service Network
- Teams convened and project kick-off
- Insights uncovered to improve student experience
- Opportunities identified to improve practices
- Implementation plan created
- Appropriate test cases identified
- Iterative training and feedback
- Phased rollout
- Coordinated service response to simplify problem solving

Interactive Degree Maps
- Scope defined
- Vital criteria identified and prioritized
- Developed proof of concept
- Implementation timeline and plan created
- Solution accuracy and integration
- On time for delivery and use
- Excessive credits reduced

MY PSU
- Student needs deeply understood
- Findings confirmed
- Feedback incorporated
- Student needs and values reflected
- Refined as needed
- Broad communication and engagement
- Usage Analyzed

Advising Redesign
- Student experience is better understood
- Advisors, faculty, staff voices heard and valued
- Partnership, input and collaboration integrated in the process
- Clear, common goals established
- Community feedback incorporated
- Unit needs continuously reflected in designs
- Student success prioritized
- Design options are feasible
- Implemented with flexibility
- Continued transparency and input
- New advising design understood and implemented
- System sustained and continuously improved
- Advising is accessible, consistent and responsive

Outcomes
- Increased student satisfaction
- Improved student success
- Improved degree and financial planning
- Increased retention and graduation rates
- Consistent and connected support

Are We in Touch with Learners of the Future?
Susan F. Walsh, PhD
Southern Oregon University

American colleges and universities face declining enrollments of traditional 18-24 year olds living on or near campus, while the number of adult part-time learners (24 years and older) living off campus is the fastest growing demographic in post-secondary education. In his 2013 book *College (Un)bound*, Jeffrey Selingo describes three different categories of non-traditional learners**:** the "career switchers" who are returning to higher education seeking new skills, the "career accelerators" who are returning to college for career mobility or higher earnings, and the "adult wanderers" who are simply attracted to the idea of continual learning. Pearson (2016) surveyed 1,634 U.S. adults aged 25-64 who were enrolled in a degree or certificate program or planning to enroll in the next 60 days. Among the reasons respondents gave for enrolling were**:** keeping up with advancements in their field (72%), improving earning potential (46%), preparing for a future job market (65%), or changing careers (46%). Respondents also cited inflexible class schedules, affordability, and program length as barriers to degree completion. (Retrieved from: https://www.pearson.com/us/about/news-events/news/2016/10/adult-learners-survey-results-released.html)

As SOU engaged in developing a comprehensive strategic plan over the past year, we were challenged to consider how we identify and meet the needs of the underserved populations of our region and beyond. It also became clear to us that, while we have built an exemplary system of pre-college and pathway programs for an increasingly complex and diverse student population from first generation and LGBTQ students to military veterans, we have not focused in any significant way on recruiting adult learners. Indeed, the majority of our marketing and recruiting is designed to appeal to a dwindling number of first time full time freshmen, and to a lesser extent transfer students.

Our three pronged approach to successfully reaching out to non-traditional students, both in and outside our region, includes: 1) partnering with an external vendor to offer fully online versions of our MBA and Med degrees nationally, taught year-round in 7-week modules, for one flat tuition rate; 2) offering micro-credentials in the form of badges and stand-alone certificates to area businesses; and, 3) building an online competency-based version of our existing face-to-face undergraduate degree in Innovation and Leadership, which is targeted toward adult learners and also houses our Credit for Prior Learning program.

SOU will, of course, continue to work to fulfill our mission by focusing on underserved traditional high school populations, including rural and Hispanic students. However, we now understand how intense the competition for this limited applicant pool has become and, as importantly, that the overall health of our institution and the region relies on our ability to attract students from other underserved populations—in this case, adult learners.

# General Education Block Transfer

Accommodating students who transfer within and to the Regental system is an important element of maintaining affordability of higher education in South Dakota. The South Dakota Board of Regents has adopted general education transfer policies that minimize students taking duplicative courses and better accommodate the growing number of swirling and transfer student populations.

SDBOR
EFFICIENCY SERIES

Block Transfer from Outside the Regental System

Block transfer functions similar to program-to-program articulation agreements, but more specifically applied to general education coursework. The goal is to provide students with assurances that the general education requirements completed at the originating institution will transfer, reducing the need to duplicate coursework.

When a student transfers from outside the system to a Regental institution, that institution reviews the student's credits to determine if they are consistent with general education program requirements. The student's general education requires are fulfilled so long as they are consistent with the six course categories adopted by the Board of Regents and the credit hour requirements adopted by that institution.
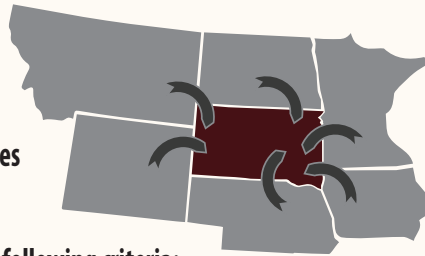
Regental institutions may review transcripts using the following criteria:

A minimum of 3 credit hours is earned for each of the six general course categories

Registrars may evaluate commonality among the six general education goals and learning outcomes, rather than the traditional course-by-course equivalency process

!
Please have paperwork ready

General education goals and student learning outcomes can be used instead of specific course equivalencies

Institutions reserve the right to request a partial general education transfer agreement for students whose transcripts do not completely fulfill the institution's general education requirements.

APPROVED

1,524 Undergrad transfers entering system, 2017

General Education Course Categories

Arts & Humanities

Oral Communication

**Quantitative Reasoning**

Science Reasoning

Social Science

Written Communication

Transferring Within the Regental System

Students who elect to transfer or take general education courses from other schools within the Regental system.

The transfer process between Regental Institutions has been streamlined to support students who may elect to transfer to other schools within the system. Board policies outline the six common general education goals used across the system, and then the common learning outcomes developed for each goal area.

524 Undergrad transfers within system, 2017
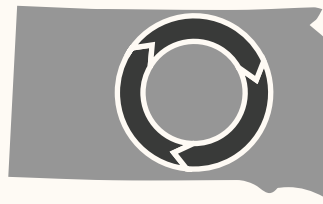
When a student transfers to another Regental institution, no additional general education courses are required so long as the student has already satisfied all general education requirements at the Regental institution from which they transfer.

If a student transfers prior to the completion of their general education requirements, they will be required to complete the remaining coursework that is consistent with the institution to which they are transferring.

Improving High School Partnerships for Concurrent Enrollment Math

Michael Lacourse. PhD
Provost and Vice President for Academic Affairs
Dixie State University

Prior Conditions

We were near discontinuation of our concurrent enrollment (CE) math program in 2016 because:

1. CE teachers consistently felt that their observations and concerns about the courses were not valued.
2. Faculty communication with CE teachers was short, abrupt, and at times condescending. CE teachers were given the impression they were inferior instructors and couldn't be trusted to teach a course with integrity. This lead to a general feeling of disrespect between the CE teachers and the DSU Math Department.
3. The only requirement to teach a DSU CE course was a Master's degree in either Mathematics or Secondary Education. No additional application material or process was employed.

Solution

1. Improve communication between university math department and high schools.
2. Create a university environment in the high school classroom.
3. Treat concurrent enrollment teachers and adjunct instructors the same as DSU faculty and with respect.
4. Implement a rigorous but realistic application process for concurrent enrollment teachers

Specific Actions

1. The Math Department hired an individual to act as a liaison with the school districts and as the instructor of record (IoR) for all CE Math courses. The IoR communicates directly with DSU Math course coordinators on a daily basis to ensure that information that is being distributed to faculty and adjunct department members is also relayed to CE teachers. Additionally, the IoR reaches out to CE instructors to ensure that answers to questions regarding coursework and students can be answered efficiently. The IoR also coordinates three collaborative meetings with all CE teachers and administrators each academic year with the goals of communicating changes to courses and policy and giving CE teachers a time to collaborate about what is working, what isn't working, and what solutions they've found to address common problems. The IoR was able to take these concerns to either a course coordinator or department chair and advocate on behalf of the CE teacher.
2. A university environment was created in the high school classroom through the establishment of consistent curriculum, assessments, and expectations and branding. Specific actions implemented include making certain that on campus and CE courses have common homework and assessments and adhered to the same due dates and testing conditions.
3. CE teachers and adjunct instructors were treated equally and with respect. The following policy changes were made to be certain that CE teachers and adjunct have the same authority.
   (a) The ability to move up due dates prior to the end of the testing window.
   (b) The ability to see exams.
   (c) The ability to work with the IoR and department chair to make exceptions for student emergencies.
   (d) The ability to post grades to Canvas (LMS).
   An additional difference that existed between CE and on campus instructors was student assessment. The Math Department opted to use an online assessment software, MyMathLab, to facilitate consistency in grading all GE math courses. While there are benefits and challenges to using software, it allowed the faculty to remove subjectivity and create a level playing field for all CE and on campus courses. Teachers are free to present the material in a pedagogically appropriate manner, but the Math Department is no longer concerned about inconsistencies in rubrics, grading groups/parties, or the question of gauging our instructors' integrity.
4. Implemented a rigorous but realistic high school teacher application process. All new CE teaching applicants must participate in an in-class observation and discussion with the IoR. Additionally, depending on their desired course, those seeking to teach are asked to participate in an on-campus teaching presentation.

Outcome: # of CE math sections before changes = 19 ; # of CE math sections after changes = 35

Managing a Major Institutional Change: Shift in Budget Models

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RCM/ABB are designed to:

- Put greater emphasis and clearer authority and accountability at the level of the Deans; provide colleges with more ownership of budgeting process
- Enhance transparency about both revenues and the costs of operating our institution
- Provide motivation to achieve and optimize revenue generation and cost effective practices
- Encourage innovation and challenge silos

Keys to a smooth implementation:

- Coordinated Model Development
    - Reliable baseline data for colleges and support units
    - Dynamic design development based on input from stakeholders
    - Simple, robust model based on institutional mission and values
- Clear goals:
    - Sustainability
    - Innovation: Expansion of revenue and increased efficiency
    - Culture of Accountability: Transparency is imperative to success
- Shared Governance
    - President & President's Cabinet
    - College Deans and Faculty
    - Academic and Operational Support Units
    - Faculty Senate and Staff Senate
- Clear and Regular Communication
    - Public Forums: Multiple opportunities for discussion: new terminology, new mind set and change in culture
    - Budget Summits: All units present yearly budget report and submit allocation increase requests
    - All committee meetings open to campus community
    - Up to date, comprehensive websites
- Continuous Improvement
    - Solicit feedback from stakeholders
    - Acknowledge strengths and weaknesses of model
    - Adjust prudently when necessary

Central Washington University transitioned to a Responsibility Center Management (RCM)/Activity Based Budgeting (ABB) system on July 1, 2017:

- CWU New Budget Model Overview: http://www.cwu.edu/budget/overview
- CWU 2018 Budget Summits: http://www.cwu.edu/budget/budget-summits
- CWU Budget Executive Committee: http://www.cwu.edu/financial-affairs/budget-executive-committee

CWU Budget Governance Philosophy:
- Shared responsibility
- System of checks and balances regarding model goals
  - Ensure University goals are met
  - Ensure transparency of budget policies and processes
  - Academic and Administrative representation
  - President has final authority
    - Consultation with Cabinet
    - Consideration of Executive Budget Committee recommendations
    - All budget committees are advisory in nature

CWU Budget Governance Structure:
- Board of Trustees
  - President (Cabinet)
    - Budget Executive Committee recommendations
      - Allocation Subcommittee
      - Space & Equipment Subcommittee
      - Tuition Waiver Subcommittee

Western Academic Leadership Forum
April 2018

UNIVERSITY OF WYOMING

WICHE
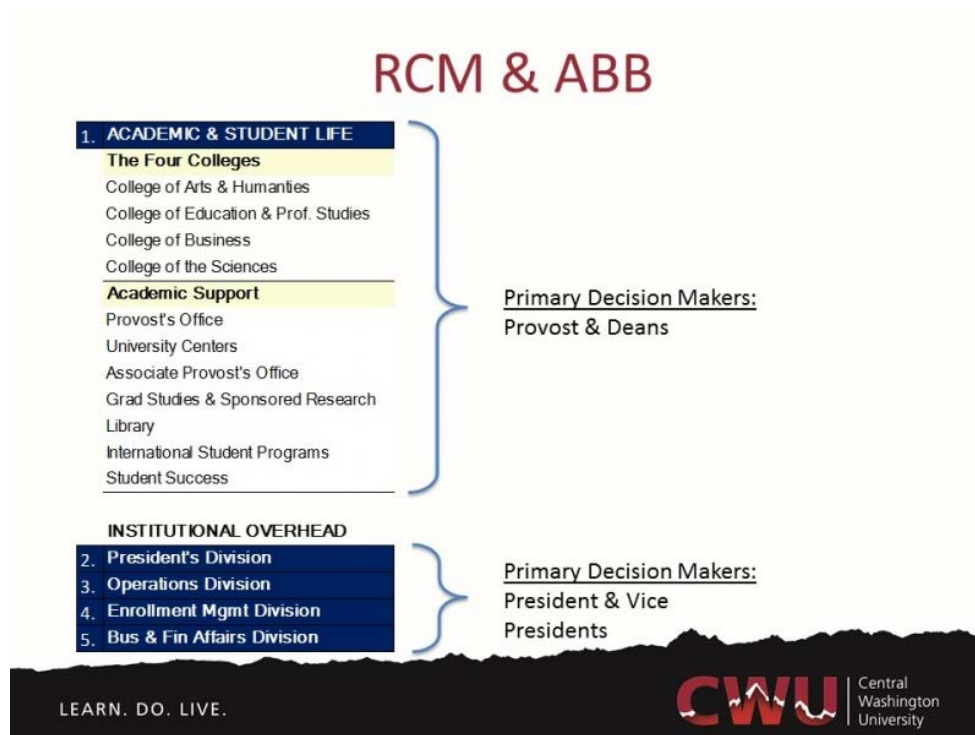
Wyoming's 2+2 Program-Level Transfer Articulation Agreements

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Wyoming often seems like a small town with long streets, and its citizens expect personalized service and limited red tape. The same is true for college students in the Cowboy State. With seven community colleges and just one university, Wyoming is well-positioned to maintain thoughtful academic pathways for seamless transfer. Our data demonstrates their necessity: transfers historically struggle with excess credits and maintaining financial aid satisfactory academic progress, comprising 95% of students flagged for max hours. Transfer students completing bachelor's degrees at UW earn 20 additional credit hours compared to students who did not transfer. The rate of statewide 'transfer-with-award' has also remained stubbornly low, ranking at 44th in the nation. Despite these challenges, students with 60+ earned hours from a Wyoming community college graduate from UW at a rate of 72% in 6 years, exceeding the freshman rate of 55%. Fully 74% of the state's bachelor's degree recipients have taken some community college coursework, one of the highest rates in the nation. These are successful students, and in a state with only 5,400 high school graduates every year, transfer students represent the best opportunity for enrollment growth.

In 2015, Wyoming began developing 2+2 agreements and working to improve transfer. The 2+2 agreements provide a pathway for students to earn a transferrable associate's followed by a bachelor's degree on time, without excess credits. One project at a time, we are growing the number of articulated agreements to 250, improving our relationships with the state's community colleges, and enhancing the recruitment and retention of our transfer students. In September 2017, the *Washington Monthly* recognized the University of Wyoming as one of the most innovative schools in the nation in serving adult students due to these 2+2's.

We already see some notable shifts in our transfer population:

- In 2014, 48% of our incoming transfer class from a Wyoming community college had a transferrable associate's degree. By 2016, 57% did.
- In 2014, 21% of transfers were on academic probation after their first UW semester. By 2016, the first-semester probation rate had dropped to 16.6%.
- In 2017, two years after the first 2+2's were signed, the incoming transfer class increased 12.3%.
- Since 2015, the proportion of new students who are transfers increased from 42% to 45%.

Plans are posted online and progress is monitored via the *Scorecard*, shown at right.

For more see:
uwyo.edu/acadaffairs/degree-plans/wy-2-plus-2/index.html

	Casper College		Central Wyoming College		Eastern Wyoming College		Laramie County Community College		Northwest College		Northern WY CCD (Sheridan/Gillette)		Western WY Community College	
Accounting	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED
Agricultural Business	Exploring Shared Program		Exploring Shared Program		Exploring Shared Program		In Progress		Exploring Shared Program		Exploring Shared Program		No Shared Program	
Agroecology	No Shared Program		No Shared Program		Exploring Shared Program		In Progress		Exploring Shared Program		In Progress		No Shared Program	
Animal & Veterinary Science (Production Option)	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED
Animal & Veterinary Science (Equine Option)	Exploring Shared Program		Exploring Shared Program		No Shared Program		PLAN	COMPLETED			No Shared Program		No Shared Program	
Anthropology	PLAN	COMPLETED	Exploring Shared Program		Exploring Shared Program		PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED
Art	PLAN	COMPLETED	PLAN	COMPLETED	Final Stage		PLAN	COMPLETED	PLAN	COMPLETED	Final Stage		Final Stage	
Biology	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED	In Progress		PLAN	COMPLETED
Business Administration	PLAN	COMPLETED	Exploring Shared Program		PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED
Business Economics	PLAN	COMPLETED	No Shared Program		PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED	PLAN	COMPLETED

Academic Leaders Toolkit

*A repository of decision-making tools for
chief academic officers*

Western
Academic
Leadership
Forum

Western Alliance of
Community College
Academic Leaders

*Joint project of Western Academic Leadership Forum and
Western Alliance of Community
College Academic Leaders*

http://alt.wiche.edu