Outstanding Learning Environment, and several other things

Department Chair Retreat
August 21, 2019
Overview

• Outstanding Learning Environment: Overview and key metrics
• Transfers and Articulations
• General Education Reform
• HERA/CCA Initiatives
  • Math Pathways
  • Academic Maps
  • 15 to Finish
  • Metamajors and major declaration
Key Metrics

- Graduation rates
- Average credits to degree
- 30 credits by 2nd Fall, New Freshmen
- Experiential Learning
- Retention
- DFW Rates
- Achievement Gap in One-year Retention
### Graduation rates

<table>
<thead>
<tr>
<th>Year of initial fall enrollment</th>
<th>Actual</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 yr. grad rate</td>
<td>40.3%</td>
<td>39.4%</td>
</tr>
<tr>
<td>6 yr. grad rate (Pell)</td>
<td>31.9%</td>
<td>31.7%</td>
</tr>
<tr>
<td>4 yr. grad rate</td>
<td>14.3%</td>
<td>13.5%</td>
</tr>
<tr>
<td>4 yr. grad rate (Pell)</td>
<td>9.4%</td>
<td>8.7%</td>
</tr>
</tbody>
</table>
# Average credits to degree

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduating cohorts</strong></td>
<td>2014-15 136.3</td>
<td>135</td>
</tr>
<tr>
<td></td>
<td>2015-16 135.4</td>
<td>135</td>
</tr>
<tr>
<td></td>
<td>2016-17 135.5</td>
<td>135</td>
</tr>
<tr>
<td></td>
<td>2017-18 135.5</td>
<td>135</td>
</tr>
<tr>
<td></td>
<td>2020-21 135</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>2023-24 133</td>
<td>130</td>
</tr>
<tr>
<td></td>
<td>2027-28 130</td>
<td></td>
</tr>
<tr>
<td><strong>New freshmen</strong></td>
<td>2014-15 142.1</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>2015-16 142.8</td>
<td>138</td>
</tr>
<tr>
<td></td>
<td>2016-17 142.9</td>
<td>135</td>
</tr>
<tr>
<td></td>
<td>2017-18 142</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>2020-21 138</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2023-24 135</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2027-28 133</td>
<td></td>
</tr>
<tr>
<td><strong>Transfers</strong></td>
<td>2014-15 142.1</td>
<td>138</td>
</tr>
<tr>
<td></td>
<td>2015-16 142.8</td>
<td>135</td>
</tr>
<tr>
<td></td>
<td>2016-17 142.9</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>2017-18 142</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2020-21 138</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2023-24 135</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2027-28 133</td>
<td></td>
</tr>
</tbody>
</table>
### 30 credits by 2nd Fall, New Freshmen

<table>
<thead>
<tr>
<th>Year of initial fall enrollment</th>
<th>Actual</th>
<th></th>
<th></th>
<th></th>
<th>Goal</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of initial fall enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New freshmen</td>
<td>33.1%</td>
<td>37.4%</td>
<td>42.1%</td>
<td>48.4%</td>
<td>50%</td>
<td>53%</td>
<td>60%</td>
</tr>
</tbody>
</table>
Experiential Learning

TBD
## Retention

<table>
<thead>
<tr>
<th>Year of initial fall enrollment</th>
<th>Actual</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Goal</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>69.7%</td>
<td>71%</td>
<td>72%</td>
<td>73.9%</td>
<td>72.8%</td>
<td>74-77</td>
<td>77-79</td>
<td>79-80</td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>59%</td>
<td>59.6%</td>
<td>61.3%</td>
<td>61.2%</td>
<td>TBD</td>
<td>62-65</td>
<td>65-57</td>
<td>67-70</td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>53.3%</td>
<td>53.9%</td>
<td>55.0%</td>
<td>TBD</td>
<td>TBD</td>
<td>54-57</td>
<td>57-59</td>
<td>59-60</td>
<td></td>
</tr>
<tr>
<td>Fourth</td>
<td>32.1%</td>
<td>31.4%</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Fifth</td>
<td>12.7%</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td></td>
</tr>
</tbody>
</table>
# DFW Rates

<table>
<thead>
<tr>
<th>Year of Fall Term</th>
<th>Actual 2015</th>
<th>Actual 2016</th>
<th>Actual 2017</th>
<th>Actual 2018</th>
<th>Goal 2020</th>
<th>Goal 2023</th>
<th>Goal 2027</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 50 students</td>
<td>10.4%</td>
<td>10.1%</td>
<td>9.4%</td>
<td>9.7%</td>
<td>7-8</td>
<td>6-7</td>
<td>5-6</td>
</tr>
<tr>
<td>50-100 students</td>
<td>15.9%</td>
<td>16.1%</td>
<td>14.2%</td>
<td>15.7%</td>
<td>10-13</td>
<td>9-12</td>
<td>8-11</td>
</tr>
<tr>
<td>More than 100 students</td>
<td>18.7%</td>
<td>18.9%</td>
<td>18.4%</td>
<td>17.8%</td>
<td>15-17</td>
<td>14-16</td>
<td>13-15</td>
</tr>
</tbody>
</table>
## Achievement Gap in One-year Retention

<table>
<thead>
<tr>
<th>Year of initial fall enrollment</th>
<th>Actual (in percentage points)</th>
<th>Goal (in percentage points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8.5</td>
<td>5.8</td>
</tr>
</tbody>
</table>
Transfers and Articulations

Transfer numbers have been falling for years.

School-specific efforts underway:
• WCTC
• Gateway
• MATC

Other:
• Course-by-course basis
• Articulations
General Education Reform

- Distribution requirements, not coordinated liberal education
- 700+ Gen Ed courses, at great expense
- Incoherent array for students, no coordination of outcomes
- Students experience general education as box checking
- Self and peer advising

Goals
- Financial sustainability
- Value added (attractive and meaningful to students)
- Clear, measurable, and changeable learning outcomes

Compelling, value added models: IUPUI, Portland State
HERA/CCA Initiatives

- Math Pathways
- Academic Maps
- 15 to Finish
- Metamajors and major declaration
Math Pathways

• Key metric: % of students completing QL-A in first academic year (at 50%, up from 24% in 2014. Target: 80%)

• Recent changes (fall of 2014):
  • QR Pathway
  • 1 semester 6 unit non-credit Foundations of Elementary Mathematics
  • Co-requisite courses (e.g., 98/108) (82% up from 50%)

Opportunities:
• 56% of our new students satisfy their math requirement with a College Algebra course
• 3% take the Quantitative Reasoning course (MATH 102)
• 7% take some other course (largely MATH 103).
### B.A. in English

#### Year One
- **COURSES**
  - Sociology 101
  - Psychology 101
  - Anthropology 101
- **COMMUNITY**
  - (e.g., service learning)
- **CAREER**
  - (other options: “After grad,” “high impact practice,” “experience,” “global thinking”)

#### Year Two
- **COURSES**
  - Sociology 101
  - Psychology 101
  - Anthropology 101
- **COMMUNITY**
  - (e.g., service learning)
- **CAREER**
  - (other options: “After grad,” “high impact practice,” “experience,” “global thinking”)

#### Year Three
- **COURSES**
  - Sociology 101
  - Psychology 101
  - Anthropology 101
- **COMMUNITY**
  - (e.g., service learning)
- **CAREER**
  - (other options: “After grad,” “high impact practice,” “experience,” “global thinking”)

#### Year Four
- **COURSES**
  - Sociology 101
  - Psychology 101
  - Anthropology 101
- **COMMUNITY**
  - (e.g., service learning)
- **CAREER**
  - (other options: “After grad,” “high impact practice,” “experience,” “global thinking”)

#### Every Semester Checkup
- Introduce to instructors
- Sign up for supplemental
- Visit Advisor
- Discover library resources
- Book an appointment with your academic advisor
- Visit the writing and tutoring center
- Complete FAFSA and academic scholarship applications
- LEAVE SOME BLANKS FOR THINGS LIKE ARC, INTERNATIONAL STUDENTS
- Join a student group
- Journal reflection
- Make an appointment with a career advisor
- Apply for on-campus jobs
- Complete the College-to-Career course series
- Participate in a mock interview
- Complete Career Services Certificate of Readiness

**Milestone course**
# Academic Maps

## About the B.A. in English

### About us

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### What careers do English majors pursue?

- "Top Ten Jobs for English Majors" and "Fourteen Highest Paying Jobs for English Majors."
- Spend time with Paul T. Corrigan's comprehensive and balanced article, "Want a Job with That English Degree?" for the pros and cons plus more on career opportunities.
- Afraid you'll end up making cappuccinos? Read about the myth of the English Major barista.
- Plus more recent articles on careers and the English Major.

### What will I learn?

- An understanding of how language and literature reflect and shape cultural values.
- A functional proficiency in all aspects of the English language.
- An understanding of culture as demonstrated in language and literature.
- The ability to think and write critically about literature.
- A respect for language and literature as a powerful humanizing tool. (Stolen from Ohio Dominican)

### What do our students do after graduation?

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### Testimonials

<table>
<thead>
<tr>
<th>Testimonial</th>
<th>Photo</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.&quot;</td>
<td>Dave, Class of 2025</td>
</tr>
<tr>
<td>&quot;The other majors wish they were as cool as English.&quot;</td>
<td>Provost Brit</td>
</tr>
</tbody>
</table>
15 to Finish

• AKA “30 to Thrive”
• Key metric: % of students completing 30 credits by 2nd fall
• Implementation steps:
  • Advertising campaign to students
  • Track and review data and measure progress towards 75%
  • Analyze and optimize course availability
  • Develop alternate paths to 30 credits
Metamajors and major declaration

- “Undeclared” population has boomed, should shrink
- Key metric: % of students completing 30 credits and declaring a major
- Implementation steps:
  - Measure current progress
  - Continuously improve curricular alignment
  - Improve pathway programming
  - Implement easy major change
  - Impose “must require major” policy