

January 20, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Institutional Completion Goals

Background

Increasing the number of students who successfully complete with a degree or certificate has been an explicit goal of the Board of Regents for nearly a decade. In July 2013, the Board passed a College Completion Resolution, identifying five initiatives proven to increase college success and graduation rates. The Presidents and their administrations and faculty have taken seriously the Board's charge and have been implementing these strategies. Over the past year, the eight Utah System of Higher Education (USHE) institutions have made significant progress on these initiatives. In July 2014, the Board of Regents charged the institutions with setting three- and five-year goals in support of improving the college completion rates in the state.

The goals are as follows:

1. *Establish 15 credits hours per semester as the normal full-time course load for students. Institutions are strongly encouraged to promote the recommended course load and ensure their own top scholarship requirements define 15 credit hours/semester as full time, no later than the 2014-2015 academic year. Each institution sets a target based on the % of students they have taking 15 credits/semester or 30 credits/year. Data has been provided by USHE.*
2. *Maintain plateau tuition levels with a focus on 12 to 15 credit hours to help students maximize their tuition dollars and their time. Institutions are strongly encouraged to promote the advantages of taking 15 credit hours per semester or 30 hours per year as a way to complete a degree on time.*
3. *Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to current and potential students, ensure they are updated regularly to help students stay on track to finish their degrees on time and better enable institutions to maximize course scheduling availability for students. Institutions should indicate what % complete these degree maps are, and set a target date for 100% completion.*

4. *Encourage students to enroll in an appropriate math course in their first year in college; transition students from developmental to credit-bearing math within three semesters; market Math 1030/1040/1050 as a preferred concurrent enrollment option for high school students. **Using data provided by USHE, institutions should set goals to increase the number of students successfully completing QL and decrease the number of semesters students spend in Math 1010 or lower.***
5. *Explore the feasibility of reverse transfer/stackable credentials.*

Although the Board has approved more than 75 certificates, not all of these readily transfer credit to an associate degree, or "stack" to the next credential.

Institutions that grant certificates should set a goal to increase the number of certificates that stack to an AAS degree and then to a BS degree.

The institutions have been exploring increasing the number of associate degrees awarded over the past year and have made significant progress.

Associate degree granting institutions should set a target for associate degrees awarded to students and for increasing reverse transfer.

Issue

As improving college completion has been a Board of Regents priority since 2004, institutions remain in progress toward meeting these overarching goals. To meet the Board request, each institution set goals based on their distinctive mission, student body, and institutional vision. The reports and goals from institutions are attached, and below is a summary of the institutional goals.

Although not part of the resolution, several institutions chose to set **overall completion goals**.

UU: Six-year graduation rate from 60% to 65% in three years and 67% in five years.

First-to-second year retention rate from 88.4% to 90% in three years and 91% in five years.

WSU: Graduation rates to increase by 1% per year until July 2018. Five-year goal from 37% to 42%.

SUU: Increase graduation rate from 53% to 70%.

1. "15 to Finish"

Institution	Baseline data	3-year goal	5-year goal
UU	29% 15/semester 37% 30/year	35% 42%	40% 47%
USU	32% 30/year	41%	47% at least
WSU	28% 30/year	<i>Did not submit</i>	<i>Did not submit</i>
SUU	45% 15/semester	53%	57%
SNOW	59% 30/year	62%	64%
DSU	33% 15/semester	39%	43%
UVU	27% 15/semester	32%	35%
SLCC	14% 15/semester	15%	16%

2. No goals necessary. Plateau tuition is implemented at seven institutions; the University of Utah uses a linear model that is consistent with their role and mission.
3. Degree maps, percent completed
 - UU: 100%
 - USU: 82%, complete by summer 2015
 - WSU: 89%, complete by 2018
 - SUU: 100%
 - SNOW: 95%, complete by March 2015
 - DSU: 98% of baccalaureate degrees
86% of associate degrees, complete by May 2015
 - UVU: 100%
 - SLCC: full-time maps complete by June 2015
part-time maps complete by July 2015
4. Math goals
 - Increase the number of students successfully completing QL within first year through class or prior credit (AP, CE, etc.)

Institution	Baseline data	3-year goal	5-year goal
UU	64.1%	70%	72%
USU	58.9%	70.9%	75% at least
WSU	38.1%	<i>Students with 45+ credits completing QL: 74% (up from 72%)</i>	<i>Students with 45+ credits completing QL: 76%</i>
SUU	50%	66%	90%
SNOW	37.1%	47%	49%
DSU	37.1%	45%	50%
UVU	31.4%	Full-time students enrolling in math: 81.5% (up from 78.1%)	Full-time students enrolling in math: 83%
SLCC	18%	23%	28%

Reverse Transfer/Stackable credits

UU: New Block U General Education certificate.

UU and SLCC piloting a dual admission pathway program starting in Fall 2015.

USU: Increase number of students completing an associate degree by 5% annually.

Increase number of SLCC Students transferring to USU with an associate degree by 5% annually.

At least one new stackable credential will be developed by USU each year over the next five years.

WSU: Reverse transfer exists. No goal submitted.

SUU: College Connections students (provisional acceptance) are required to complete AA/AS degrees within three years of matriculation. SUU has established a goal to initiate assistance for all qualified transfer students from Snow College and SLCC to receive reverse transfer associate degree.

SNOW: Stackable credentials that lead to AAS and then BA/BS degrees:

3-year goal: 15 additional certificates

5-year goal: 25 additional certificates total

Increase the number of AA/AS degrees:

Baseline: 731 in 2012-2013 (5-year average is 705)

3-year goal: 750

5-year goal: 800

Increase reverse transfer degrees awarded:

3-year goal: 150

5-year goal: 175

DSU: Exploring streamlining the awarding of associate degrees. No goals submitted.

UVU: Reviewing 31 certificates and 62 associate degrees to determine additional stackable pathways.

Goal: 12-15 pathways per year.

SLCC: All SLCC certificates can be stacked toward associate degrees in one of multiple ways.

3-year goal: 10% increase in certificates awarded

Maintain top-10 national status in number of AA/AS degrees awarded

5-year goal: 25% increase in certificates awarded

Maintain top-10 national status in number of AA/AS degrees awarded

With assistance from USHE, institutions will provide annual reports on their progress on these goals and report to the Board each January.

Commissioner's Recommendation

The Commissioner Recommends that the Board thank the presidents and institutions for their efforts, encourage continued efforts in meeting these goals, and accept the attached three- and five-year institutional completion goals.

David L. Buhler
Commissioner of Higher Education

DLB/CF
Attachments

University of Utah

Completion Goals

January 5, 2015

Fundamental Goals:

Three-Year: We aim to achieve a first- to second-year retention rate of 90%.
We aim to attain a six-year graduation rate of 65%.

Five-Year: We aim to achieve a first- to second-year retention rate of 91%.
We aim to attain a six-year graduation rate of 67%.

Completion Initiative Goals:

1. Credit Hours Earned Per Semester

The University of Utah has implemented a *Plan to Finish* approach to this initiative. *Plan to Finish* emphasizes the value and importance of full-time enrollment for degree completion, while recognizing that many of our students balance family and work obligations with their academic commitments. Thus, *Plan to Finish* targets completion of 30 credit hours per year as the path to timely degree completion, using summer session, and a new menu of Flex U offerings (intensive short courses during Fall, Spring and May term breaks).

The USHE initiative of increasing the percentage of students who earn 15 hours per semester is a way to benchmark the impact of the *Plan to Finish* effort. In the two most recent semesters, 25% and 29% of U of U students have completed 15 or more credits per semester (USHE data). We establish the following goals:

Three-Year: 35% of students will complete 15 credits per semester.

Five-Year: 40% of students will complete 15 credits per semester.

Approximately 37% of U of U students earn 30 or more credit hours per year (USHE data). We establish the following goals, specifically for the *Plan to Finish* initiative:

Three-Year: 42% of students will complete 30 or more credits per year.

Five-Year: 47% of students will complete 30 or more credits per year.

2. Plateau Tuition

The U of U does not utilize a plateau tuition model. We continue to study this issue.

3. Create Semester-by-Semester Degree Program Maps

100% of our undergraduate degree programs have developed and publicized semester-by-semester degree program maps. This effort was completed in Spring

2014. More than 80% of incoming freshmen completed mandatory advising sessions in Fall 2014. We aim for 100% implementation with incoming students in Fall 2015 and will include the completion of four-year degree plans in those sessions.

4. Encourage Students to Enroll in an Appropriate Math Course in the First Year

Currently, 64.1% of U of U freshmen complete the Quantitative Literacy (QL) requirement in their first year of college. We set the following goals:

Three-Year: 70% of U of U freshmen will complete the QL requirement.

Five-Year: 72% of U of U freshmen will complete the QL requirement.

(Note that after AY2015-16, Math 1010 will no longer be offered at the U of U, so the percentage of students enrolling will abruptly go to zero.)

5. Explore the Feasibility of Reverse Transfer/Stackable Credentials

The U has many existing certificate programs and three new efforts that are particularly pertinent to these USHE completion initiatives.

- a. First, we have developed and implemented a new Block U General Education certificate. This certificate can be earned in one year and offers a coherent and transcriptable credential recognizing full completion of general education requirements.
- b. Second, the U and SLCC are creating a dual-admission Pathway program that will be piloted with an inaugural cohort of students in Fall 2015. Selected students will be invited to join this program, beginning their academic career at SLCC but with access to U of U advising, supports, and learning opportunities from the beginning of their academic careers. The goals of the Pathway program are to promote a more integrated, seamless educational experience, reducing the number of students who strive for the baccalaureate but currently do not make the transition from SLCC to the U. Reverse transfer will be used, in specific cases, to appropriately credit SLCC for associate degree completion. We are currently working to automate the reverse transfer credit system.
- c. Third, we are exploring development of a general education certificate in partnership with large local high schools. The certificate would allow high ability students to complete U of U general education courses during two summer sessions. The program could be created as a pathway to a three-year baccalaureate degree at the U.

**Board of Regent's Completion Initiatives
Summary for Utah State University (January, 2015)**

1. Resolution defining 15 credits as full-time – The 15-to-Finish promotional campaign was launched by USU in the weeks prior to Fall Semester 2014 pre-registration using video, social media, student tabling, emails, posters, and various media outlets.

3-year goal for Regent Initiative 1: Increase the percentage of students taking 30 or more credits/year by 3% each year.

5-year goal for Regent Initiative 1: Increase the percentage of students taking 30 or more credits/year by at least 15% compared to AY2013-14.

2. Encourage the use of plateau tuition – USU has changed its plateau to 12-18 credits effective Summer Semester 2014. In addition, online courses are now counted towards the plateau, also effective Summer Semester 2014.

Completion of Regent Initiative 2: Summer Semester, 2014.

The successful completion of Regent Initiatives 1 and 2 have already impacted the number of credits that students are taking. In Fall Semester 2014, there was a 3% increase in students taking 15+ credits and a 2% decrease in students taking less than 12 credits compared to the number of credits/semester in Fall Semester 2013. (See figures at end of report.)

Other actions implemented by USU are also impacting the number of credits taken by students in a semester. For example, the number of Native American students taking a full load of classes (15 credits) at USU Eastern-Blanding has more than doubled in the last two years, due in large part to 80 students who reside in a new residential living and learning center on the Blanding campus. (See figure at end of report.)

3. Create "graduation maps" for each major – Graduation maps are now available for 82% of the USU degrees. The Provost's office will be collecting the remaining maps over the next three months. A common format for all "Degree Pathways" is under development and will be made available through the USU website for incoming students and their parents, with unrestricted access.

Completion of Regent Initiative 3: Graduation maps for 100% of USU degrees will be available by Summer Semester 2015. Unrestricted access of Degree Pathways on the USU website will be available by Spring Semester 2016.

4. Strategies to improve success of developmental math – Two hybrid math courses with compressed course content (MATH 0995 - College Mathematics Preparation and Stat 1045 - Introduction to Statistics with Elements of Algebra) are now available to USU students. These new courses mean that students can take two instead of three classes to complete their quantitative literacy (QL) requirements. MATH 1010 – Intermediate Algebra will not be offered by USU starting Fall Semester 2016.

During student orientation in Spring 2014, students were encouraged to take the math placement exam prior to attending orientation events on campus. This allowed better scheduling of math courses during pre-registration for freshmen students.

In AY 2013-14, over 500 students took advantage of the opportunity to automatically pre-register for their next successive math/stats course prior to the general student population registration.

USU is exploring a requirement that all students must enroll in an appropriate math course in their first year of college. A target goal for this requirement is Fall Semester 2016.

3-year goal for Regent Initiative 4: Decrease the percentage of first year students who do not take any math by 4% each year (currently at 20.4%). Increase the percentage of first year students who have earned QL credit by 4% each year (currently at 58.9%).

5-year goal for Regent Initiative 4: Require all students to enroll in a math course in their first year of college. Have at least 75% of students earn QL credit in their first year.

5. Reverse transfer/stackable credential policy – The USU Aggie-Road-to-Success program, supported by a USHE completion grant to raise the number of students obtaining associate degrees (AA/AS), was launched in Summer Semester 2014. A promotional campaign targeted 8,000 students and parents through the use of brochures, social media, emails and events, to encourage students to obtain an associate degree. The targeted students were those who had stopped-out within the last two years, were within 15 credits of completion, and had completed their quantitative literacy (math) requirement; were currently enrolled and had met the requirements for an AA/AS but were working on their bachelor degrees; or were currently enrolled with GPAs below 2.30 with 30 credit hours. During Fall Semester 2014, over 200 students responded to the AA/AS degree notification.

Utah State University and the Salt Lake Community College (SLCC) have developed four “stackable credentials” that combine associate degree credits from SLCC and third and four year credits from USU into Bachelors of Science degrees. These stackable degree programs include Health Science, Business Administration, Communication Disorders, and Elementary Education, and more are planned in the future.

Utah State University and the Utah Colleges of Applied Technology (UCAT) are developing a “stackable” Associate of Applied Science degree (AAS) in general technology. Students who have completed a 900-hour certificate program through Bridgerland, Tooele, or Uintah Basin’s Applied Technology Colleges can receive 30 transfer credits from USU once they have completed the other course requirements for the AAS degree.

USU is part of the partnership with the Western Interstate Commission for Higher Education (WICHE) that promotes transferability for students through the Passport Program. Students who meet quantitative and communication literacy requirements receive a “passport” that indicates that these credits can be transferred to other member schools.

3-year goal for Regent Initiative 5: Increase the number of students completing an associate's degree by 5% each year. Increase the percentage of students transferring to USU with an associate's degree from SLCC by 5% each year.

5-year goal for Regent Initiative 5: At least one new "stackable" credential will be developed by USU each year over the next five years. Emphasis will be placed on development of associate degrees, particularly at the regional campuses, and bachelor degrees in partnership with SLCC.

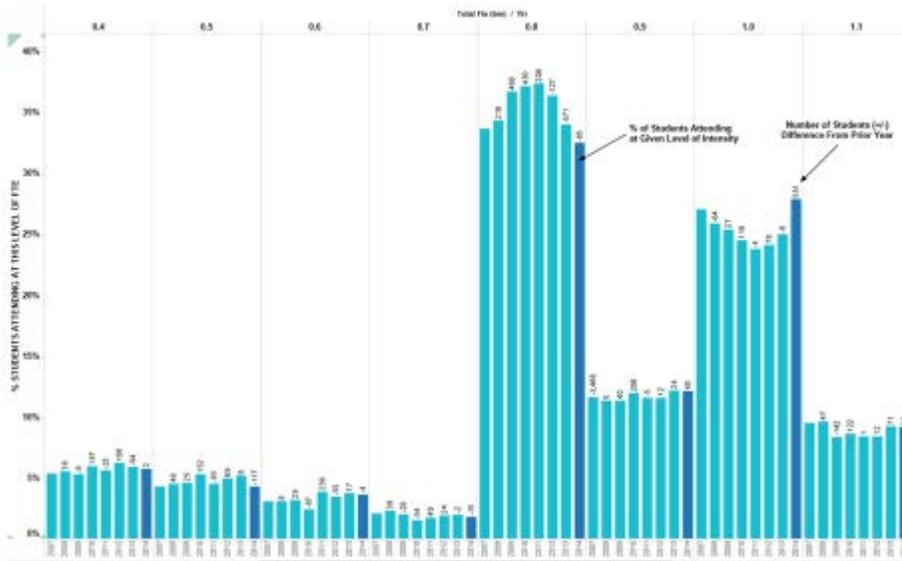
Other student completion strategies used by USU:

- MyUSU Portal – targeted student messaging
- Mandatory and customized Student Orientation Advising and Registration (SOAR) for first-time freshmen
- New courses in Academic Success (PSY 1730) and Career Exploration (PSY 0710)
- Automatic pre-registration of students in ENGL 1010 and 2010 who were on waiting lists in previous semester
- Automatic pre-registration of students into successive math/stats courses who are currently in math/stats courses (mentioned above)
- Revision of General Education breadth requirements to remove bottlenecks of USU courses
- Expansion of Summer Semester course offerings
- Emphasis on the leave of absence (LOA) program
- Contacting current students who have not registered for successive semester
- Retention scholarships to students with financial need

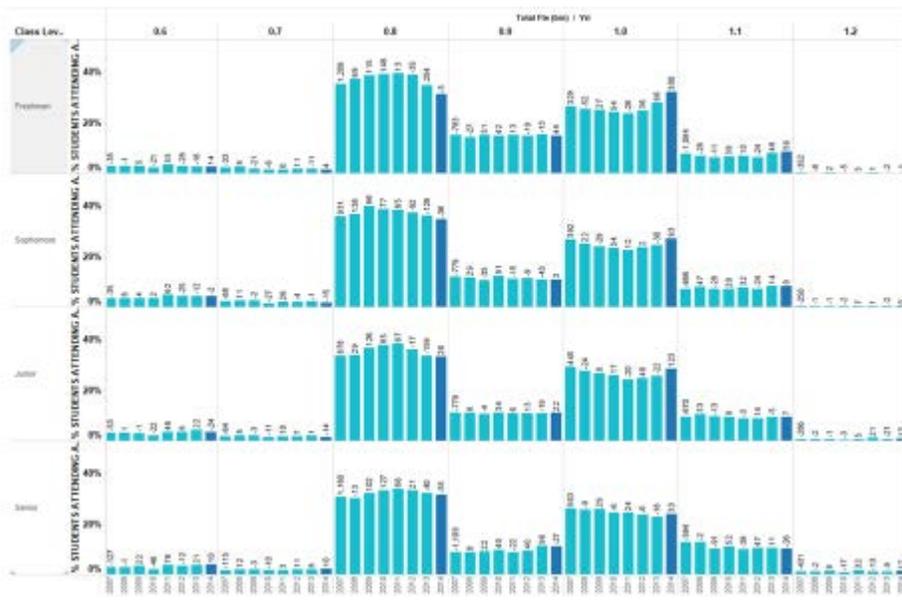
USU Team Members on the Complete College Utah effort:

- Donna Crow; Executive Director, Career Services & Student Success, CCU Team Lead
- Janet Anderson, Vice Provost for Academic Programs
- Stephanie Hamblin; Director, University Advising
- Dennis Kohler; Director, Academic Resource Center
- John Mortensen; Assistant Vice President, Enrollment Services & Retention
- Larry Smith; Executive Senior Vice Provost
- Roland Squire; Registrar
- Jan Thornton; Executive Director Student Success, USU Eastern
- Robert Wagner; Executive Director, Academic and Instructional Services (AIS)

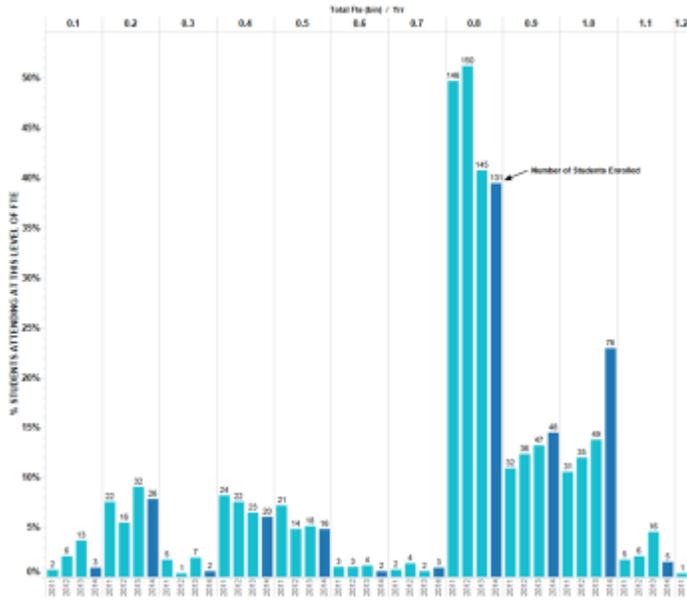
Intensity of Course Enrollment for Students at USU: Main Campus Only



Intensity of Course Enrollment for Students at USU: Main Campus Only



Intensity of Course Enrollment for Native Am. Students at USU: USUE – Blanding



WSU Goals: Students pay the same tuition amount in the plateau, which covers 11-18 credit hours. We have paired the message of *15 to Finish* with the tuition plateau message so students know taking more credit hours is like getting college credit for FREE.

Beginning in the summer of 2009, the institution adopted a tri-semester academic calendar for the purpose of encouraging students to take classes in the summer. We offer three semesters during the calendar year, with two blocks embedded within each semester. Approximately 8,500 students attend every summer, with 55% of those having attended the previous spring and fall semesters.

Regent Initiative 3: Create semester-by-semester degree maps for every major and make them available to current and potential students and parents.

WSU Goals: We've created a MAP template that lists courses semester by semester in recommended sequence and includes when courses are typically taught (fall, spring, summer). The template includes milestones so students know if they are on track. Some MAPs have been developed showing course sequencing for students who must begin with developmental math and/or English.

By April 1, 2015, Weber State will have MAPS completed for majors from which 89% of all WSU degrees are awarded. Will have 100% done by July 2018.

We are marketing the degree MAPS by creating a common icon that "brands" all MAPS. The icon will be used in Web-based and print materials. Clicking on the icon will take students to an online landing page with easy navigation for students and parents to find major-specific MAPS.

Regent Initiative 4: Encourage students to enroll in an appropriate math course in their first year in college; transition students from developmental to credit-bearing math within three semesters; market Math 1030/1040/1050 as a preferred concurrent enrollment option for high school students.

WSU Goals: We are encouraging students to enroll in math during their first year with the following:

- Placement in math at point of admissions (we don't require an additional test)
- Academic advisors encourage students to enroll in developmental classes their first semester
- Graduation MAPs show taking developmental math in the first semester/year

WSU Goals: Transitioning students from developmental math to QL in three semesters:

- In our Math Emporium (TERM), we've developed a "Fast Track" pre-test program so students can demonstrate mastery of a module prior to doing any work in the module.
- Instituted "flipped classes" as an option for developmental math courses. Students enrolled in a flipped course watch video lectures at home, then meet four days a week and use in-class time to discuss and work on math problems.

- Developed a new pathways course for Math 1030 (4 credit hours) that combines elements of Math 990 and Math 1010. We have just completed the second semester teaching this experimental class—offering eleven sections with 161 students enrolled. Pass rates of “C” grade or better counting all students is 73%. Removing students who officially withdrew (W grade) or unofficially withdrew (UW grade), the success rate jumps to 85%. Moving forward we have two goals: 1st to make this a permanent course; and 2nd to increase overall enrollment in this course by 50% for fall semester 2015.

<u>Students With 45 Credit Hours (3-Semester Equivalent) Completing Quantitative Literacy</u>		
Baseline	3-Year Goal (Summer 2016)	5-Year Goal (Summer 2018)
72%	74%	76%

WSU Goals: Market Math 1030/1040/1050 as a preferred concurrent enrollment option for high school students.

- We encourage high school students to take four years of math. If they will finish Math 3 in their junior year then we discuss the options of concurrent enrollment Math 1050 or Advanced Placement Calculus AB/BC for their senior year.
- Beginning last year we initiated a Concurrent Enrollment EDGE scholarship which provides an academic scholarship to any student who completes twelve credit hours (or more) of any combination of WSU concurrent enrollment courses, and who earns a minimum 3.0 (B) cumulative grade point average on those courses. The EDGE scholarship increases the likelihood of students taking more concurrent enrollment courses their senior year—including math.

Regent Initiative 5: Explore the feasibility of reverse transfer/stackable credentials.

WSU Goals: Reverse transfer already exists. Any student who transfers to another institution after earning 20 credit hours at WSU and then satisfies the requirements of an AA or AS degree can transfer the credit back, and Weber State will award the degree.

Southern Utah University

Next Steps on Completion Initiatives Report To the Utah State Board of Regents January 1, 2015

SUU's graduation rate is 53% (2013), up 27 points from five years ago and currently the second highest rate in the system. SUU has established a goal to increase its graduation rate to 70%. With respect to the *Next Steps on Completion Initiatives*, approved by the Board of Regents on July 18, 2014, SUU has established the following three-year and five-year goals:

1. *Establish 15 credit hours per semester as the normal full-time course load for students.* SUU has established 15 credits as the normal load. Forty-five percent of the students at SUU took 15 credits or more during Fall Semester 2014; the percent is expected to increase to 47% during Spring Semester 2015. SUU has established a goal to increase the percentage by two points per year over the next five years.
2. *Maintain plateau tuition . . . and work to inform students at all institutions so they understand the financial benefits of taking 15 instead of 12 hours per semester (or 30 hours per year including summers).* SUU will maintain its plateau (10 – 18 credit hours) and is informing students of the financial benefits of a full load. The Cashiers, Advising and Financial Aid Offices all mention it when visiting with students; it is also promoted on the University's web page.
3. *Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to current and potential students.* Every degree program at SUU is mapped and the information is available online.
4. *Encourage students to enroll in an appropriate math class in their first year in college; transition students from developmental to credit-bearing math within three semesters; market Math 1030/1040/1050 as a preferred concurrent enrollment option for high school students.* Year 3 Completion Goal: Increase the number of students successfully completing QL to 66% (15% growth from 2012 cohort numbers) by: (1) increasing capacity; (2) requiring all College Connections students to begin math their first semester; (3) aggressively encouraging high school students interested in attending SUU to complete Math 1030, 1050, or 1040 via concurrent enrollment before they enroll as full-time degree seeking students at SUU; (4) strongly recommending all freshmen to begin math their first year; and (5) implementing a more robust tutoring and supplemental instruction program. Year 5 Completion Goal: Increase the number of students successfully completing QL to 90% by: (1) maintaining focus on aforementioned strategies; (2) Upholding institutional policy that all students will complete QL by 60

credits.

5. *Explore the feasibility of reverse transfer/stackable credentials.* SUU grants limited certificates or associate degrees outside of College Connections and Success Academy. All students in College Connections (admissions index of 90 or lower) are required to complete an associate degree within three years of beginning studies at the University. SUU has established a goal to initiate assistance for all qualified transfer students from Snow College and SLCC to receive a reverse transfer associate's degree.

COMPLETION GOALS FOR SNOW COLLEGE

1. Each institution sets 3 and 5 year targets based on the % of students they have taking 15 credits/semester or 30 credits/year. Data has been provided by USHE.

Snow will increase the % of students taking 30 credits per academic year:

3 year goal 62% 5 year goal 64%

2. Institutions should indicate what % complete their degree maps are, and set a target date for 100% completion.

Snow's degree maps are currently 95% complete. The target date for having them 100% complete and available online is the end of February 2015.

3. Institutions should set goals to increase the number of students successfully completing QL AND decrease the number of semesters students spend in Math 1010 or lower.

Snow will increase the % of students successfully completing the QL requirement in their first year:

3 year goal 47% 5 year goal 49%

Snow will decrease the % of students needing 2 or more semesters of Math 1010 or lower to pass the QL requirement :

3 year goal 32% 5 year goal 30%

4. Institutions that grant certificates should set a goal to increase the number of certificates that stack to an AAS degree and then to a BS degree. AND Associate degree granting institutions should set a target for associate degrees awarded to students and for increasing reverse transfer.

Snow will increase the number of stackable credentials that lead to AAS degrees and can go on to bachelor degrees:

3 year goal 15 additional certificates

5 year goal 25 additional certificates (10 more beyond 3 year goal)

Snow will increase the number of Associate degrees awarded:

3 year goal 750 5 year goal 800

Snow will increase reverse transfer degrees awarded;

3 year goal 150 5 year goal 175



Next Steps on Completion Initiatives
3-year and 5-year goals

1. *Establish 15 credit hours per semester as the normal full-time course load for students.*

As a primary driver for promoting enrollment in 15 credit hours, DSU established this as a minimum credit requirement for all academic scholarships beginning fall 2008. Additionally, a “Finish in Four” promotional campaign was launched in spring 2014 via social media, emails, posters, banners, and the USHE video. Academic advisors are also actively promoting enrollment in 15 credit hours per semester. Additional block courses (8-week session) will be created to provide students with more course options after the term has begun, and to promote the maintaining of a 15 credit hour load for students who choose to drop a regular term course and add a block course.

For fall 2014, 33% of full-time degree-seeking students enrolled in 15 or more credit hours. This represents a two percent increase over fall 2013. 3-year goal: **39%**. 5-year goal: **43%**.

2. *Maintain plateau tuition and work to inform students of the financial benefits of taking 15 credits instead of 12 credits per semester. **Completed***
3. *Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to students.*

DSU has created degree program maps for 98% of its available baccalaureate programs, and 86% of its associate degree programs. All degree maps will be created by May 2015. Milestones and critical pathway courses have also been identified and will be reflected in the degree mapping by May 2015. Links to advising materials (including Degree Audit) are on the DSU website.

Future goals (3-5 year):

- All new degree seeking students will receive their degree map information, and advisors will use this information in advising sessions.
- In addition to Degree Works, programming will be implemented to track when students deviate from their prescribed degree maps, with appropriate advising interventions.

- Structured scheduling of all new freshmen, enrolling them in specific required blocks of courses based on their identified major.
4. *Encourage students to enroll in an appropriate math course in their first year in college; transition students from developmental to credit-bearing math within three semesters; market Math 1030/1040/1050 as a preferred concurrent option for high school students.*

Beginning in spring 2014, DSU compressed its developmental math sequence and abolished Math-1010 on campus. Math-0900/0920/1010 has been replaced with Math-0900/1000 with students having the opportunity to move through the math modules at their own pace. Advisors and degree maps encourage students to enroll in Math during their first year of college.

As part of the Step Up and Completion grants, math tutors are being provided to local high school students and college developmental math students to improve their success in math. Weekly workshops are also being conducted by math mentors to assist students who are struggling in Math-1000. The math department will implement summer math bridge programs to assist incoming students prepare to enroll in the appropriate QL course in fall 2015.

According to data shared by USHE, only 41% of incoming freshmen (2008-2012) completed the quantitative literacy requirement within the first year. 3-year goal: **45%**. 5-year goal: **50%**.

5. *Explore the feasibility of reverse transfer/stackable credentials.*

DSU is participating in the Council for Adult and Experiential Learning (CAEL) pilot project to incentivize students to earn their Associate Degrees with prior learning experience. DSU is also exploring the possibility of offering baccalaureate-seeking students with 75 or more credits who have completed the associate degree requirements a streamlined application process to award their associate degrees. Departmental advisors will also be provided with reports of students who have completed their associate degree requirements but have not applied for graduation.

UTAH VALLEY UNIVERSITY
Report on Completion Initiatives - December 2014

1. Establish 15 credit hours per semester as the normal full-time course load for students. Institutions have made good progress on requiring 15 credit hours for scholarships. Each institution sets a target based on the % of students they have taking 15 credits/semester or 30 credits/year.

UVU continues to promote the concept that well-prepared, full-time students should take 15 credits a semester and graduate in four years. To accomplish this, each new student meets with his or her academic advisor before registering for classes to review the student's graduation plan and encourage well-prepared students to take 15 credits per semester. Wolverine Track (Degree Works) defaults to 15 credits for full-time student course planning. Fifteen credits are required for Presidential and Exemplary scholarships. The data and goals below are based on traditional students between the ages of 18 and 24 who are most likely to be able to attend full-time.

GOAL

Increase percent of 18-24 year old undergraduate students enrolled in at least 15 credit hours during Fall semester.

2014 (baseline):	27%
2018:	32%
2020:	35%

2. Maintain plateau tuition at seven institutions and work to inform students at all institutions so they understand the financial benefits of taking 15 instead of 12 hours per semester (or 30 hours per year including summers).

UVU has had level tuition from 12 to 18 credit hours for several years. The University's aggressive *15 to Finish* campaign encourages students to take advantage of this tuition plateau. New student orientation is being updated with a module in financial literacy and this concept is included there as well.

3. Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to current and potential students. Institutions should indicate what % complete these degree maps are, and set a target date for 100% completion.

Each department has developed an academic advising sheet that has a semester-by-semester outline (degree map) of the program requirements. Advising sheets are available at each advisor's office. All degree maps have also been added in the on-line University Catalog: <http://www.uvu.edu/catalog/current/departments/degrees-programs.html>. UVU has also created templates for each program for Fall semester 2014 from those maps, in the planner portion of Wolverine Track. This is 100% complete.

4. Encourage students to enroll in an appropriate math course in their first year in college; transition students from developmental to credit-bearing math within three semesters; market Math 1030/1040/1050 as a preferred concurrent enrollment option for high school students.

Institutions should set goals to increase the number of students successfully completing QL and decrease the number of semesters students spend in Math 1010 or lower.

UVU has several strategies to address this goal: structured enrollment, which requires new college students requiring remediation to enroll in appropriate math and English courses their first semester; a MOOC math refresher course; a 4-week summer transition math program, and a Math 1010/1050 co-requisite course. UVU currently offers Math 1010 and 1050 through Concurrent Enrollment, and is examining data for students coming to UVU with Concurrent Enrollment math credit.

GOALS

Increase percent of enrollment in math during the first year for entering full-time students who had not fulfilled quantitative literacy requirement at admission.

Fall 2013 (baseline): 78.1%

Fall 2018: 81.5%

Fall 2020: 83.0%

Improve percent of sophomores (as of the beginning of the Spring term) who have completed quantitative literacy requirement by the end of the Spring term.

Spring of 2014 (baseline): 52.5%

Spring of 2018: 55.0%

Spring of 2020: 57.0%

5. Explore the feasibility of reverse transfer/stackable credentials. Institutions that grant certificates should set a goal to increase the number of certificates that stack to an AAS degree and then to a BS degree. Associate degree granting institutions should set a target for associate degrees awarded to students and for increasing reverse transfer.

In fall 2013, UVU created three UCAP-funded high school to college to career pathways in Computer Science, Information Technology, and Digital Media in partnership with the Advanced Learning Center in Springville. UVU is reviewing its 31 certificates and 62 associate degrees to determine additional stackable degree pathways with the goal of developing 12-15 career and college pathways per year. Because students often fail to apply for associate degrees they have earned, the Graduation Office has been contacting these students and waiving the graduation fees to encourage applications for multiple awards. A team from UVU will be attending the *National Policy Summit on Reverse Transfer* hosted by the National Student Clearinghouse to explore additional ideas related to reverse transfer.

6. USHE Completion Grant

In an effort to increase full-time enrollments and degree completion, UVU purchased an annual contract with *College Scheduler*®. This product utilizes a simple and user-friendly process to provide functionality for students to easily search schedule options and register for classes either by importing their Wolverine Track (Degree Works) graduation plan or by entering class options directly into the tool. It also provides real-time reporting for administrators to adjust course offerings to meet student needs. The tool was made available when registration opened on

October 27, 2014. To date, 4,946 unique students have used the tool to register. All grant objectives are on target and initial student feedback is very positive.

Board of Regents Completion Goals

January 2015 Update



15 to Finish

According to recent USHE data, only 14% of SLCC students are taking 30+ credits/year. SLCC continues to encourage full-time students to take 15 credits through mandatory orientation and advising; additionally, top academic honors (Dean's and President's Lists) require recipients to have maintained 15 credits/semester. SLCC has a plateau tuition model that allows students to pay the same tuition rate between 12-18 credits.

Serving part-time working students with dependents is core to SLCC's mission and a large increase in the percentage of students taking 30+ credits/year is unrealistic. However, SLCC will continue to advise and incentivize larger credit loads for full-time students and to offer comprehensive summer class schedules.

Research¹, conducted by the Community College Research Center (CCRC), indicates that for community college students, uninterrupted enrollment with a reduced load is a course-taking pattern correlated with degree completion. SLCC will also focus on continuous enrollment incentives to advance the progress of students to completion.

3 yr goal – 15% of SLCC students take 30+ credits/year

5 yr goal – 16% of SLCC students take 30+ credits/year

Graduation Maps

As part of a strategic initiative to provide clearer educational pathways for students, SLCC is implementing the following timeline for the creation of accessible graduation maps for transcripted programs of study with recommended courses for each semester.

December 2014 Standard program template created for academic departments (to serve as self-advising tool with academic progress guidance, available support resources, and information about key milestones)

February 2015 Draft program graduation maps ready for review

June 2015 100% of full-time (15+ credits) graduation maps for degrees and certificates of completion and proficiency completed and published online, available in DegreeWorks and used in academic advising

July 2015 Part-time maps based on 9 credits/semester available and published

3 yr goal – 100% of programs have accurate and accessible graduation maps meeting best practice standards adopted for full-time and part-time students

Quantitative Literacy Initiatives

At SLCC, student pass rates in Math 1010 and QL courses (Math 1030,1040,1050) declined from 2010/11 to 2012/13. To address this concerning trend, the Math Department is implementing practice and policy changes directed at increasing student success in QL courses and decreasing the time students spend in developmental math while maintaining high expectations for student learning.

[1] Crosta, Peter M. (2013, June). *Intensity and Attachment: How the Chaotic Enrollment Patterns of Community College Students Affect Educational Outcomes*. (CCRC Working Paper No. 60). New York, NY: Columbia University.

Quantitative Literacy Initiatives Cont'd.

Initiatives include:

- Supplemental instruction, just-in-time remediation
- Refined Accuplacer threshold scores to place students in the highest level of math possible with corequisite support
- Accuplacer scores stratified for QL courses
- High school juniors ACT expiration date extended 6 months
- Math sequence acceleration through late semester placement testing
- Curriculum alignment
- Incentives for those taking math sequentially and completing math requirements early

3 yr goal – reverse downward trend in QL pass rates (*target - 5% increase*)

5 yr goal – increase QL pass rates by 10%

Stackable Credentials

SLCC instituted a stackable credential program development model in 2011/12. At SLCC, all certificates can be stacked toward associate degrees either as satisfying core degree requirements, elective degree requirements, or through awarding credit for noncredit coursework under R473. By definition all transfer AA/AS/APE degrees stack with 4-year degrees at USHE institutions. Additionally, SLCC has created transfer pathways to 4-year programs for some CTE (AAS) degrees. Many of our existing 122 certificates align with industry standards for job competencies.

Students are taking advantage of the stackable credential model; the number of certificates SLCC awarded increased 70% from 2012/13 to 2013/14. We anticipate additional increases in the number of certificates awarded as we fully implement our stackable credential model. Our goal is not to increase the number of stackable credentials available but to increase the number of students earning these certificates.

SLCC Awards				
Fiscal Year	Transfer (AA, AS, APE)	CTE (AAS)	Certificates	Total
2011/12	2798	752	150	3700
2012/13	2760	725	135	3620
2013/14	2956	826	230	4012

3 yr goal – 10% increase in certificates awarded

5 yr goal – 25% increase in certificates awarded

3 and 5 yr goal – maintain top 10 national status # associates degrees awarded

Competency Based Education and Prior Learning Assessment

Recently, SLCC was awarded a \$2.5 million dollar Department of Labor grant to advance a comprehensive initiative to support recognition of prior learning in a competency based education model. Preliminary implementation of the model in the School of Applied Technology (SAT) focuses on two main projects. The first is the creation of a prior learning assessment system that is centralized, clearly defined, consistently applied and student-friendly for all SAT students. The second project involves the development of a competency-based education delivery model that recognizes prior and new learning through self-paced demonstrations of competencies. The desired goal for this initiative is to scale successful aspects of the model to the larger SLCC community.