

November 4, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Institutional Completion Update: Weber State University

Background

In July 2013, the Board of Regents unanimously passed a resolution to “Implement Strategies to Increase Completion Rates in Support of the 66% Goal.” This resolution acknowledged that the Utah State Board of Regents is committed to improving the completion rates of students who enroll in an institution within the Utah System of Higher Education (USHE) by ensuring a quality, cost-effective educational experience and awarding meaningful education credentials that will help students find gainful employment and life-long success. The Presidents and their administrations and faculty have taken seriously the Board’s charge and have been implementing these strategies.

The Utah System of Higher Education provided *USHE Completion Grants* in 2014 to support and scale projects that the institutions had developed to help them meet the implicit goals in the 2013 Board of Regents’ Completion Resolution.

In January 2015, institutions reported their three- and five-year goals regarding college completion overall and the specific initiatives in the Resolution to the Board of Regents.

Briefly, the five specific recommendations in the resolution are:

1. Establish 15 credits hours per semester as the normal full-time course load for students.
2. Set plateau tuition levels with a focus on 12 to 15 credit hours to help students maximize their tuition dollars and their time.
3. Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to current and potential students.
4. Encourage students to enroll in an appropriate mathematics course in their first year of college.
5. Explore the feasibility of implementing reverse transfer/stackable credentials.

Issue

As a follow-up to these efforts, the members of the Academic and Student Affairs Committee requested at their January 2015 meeting that institutions report in more depth on their practices and policies that are having the most impact regarding college completion.

Institutions have been asked to highlight two areas:

- one of the five strategies outlined in the resolution for which they have gained momentum, and
- one institution-led area for which they are demonstrating impact in retention or completion.

The host institution, Weber State University, will present the November 2015 report on their initiatives to increase completion rates.

Next Steps

Over the next few months all remaining institutions will have a chance to report on their successful strategies to the Committee.

Commissioner's Recommendation

This is an information item only; no formal action by the Board is required. However, the Board is encouraged to congratulate the institutions on the progress they are making toward meeting their institutional completion goals.

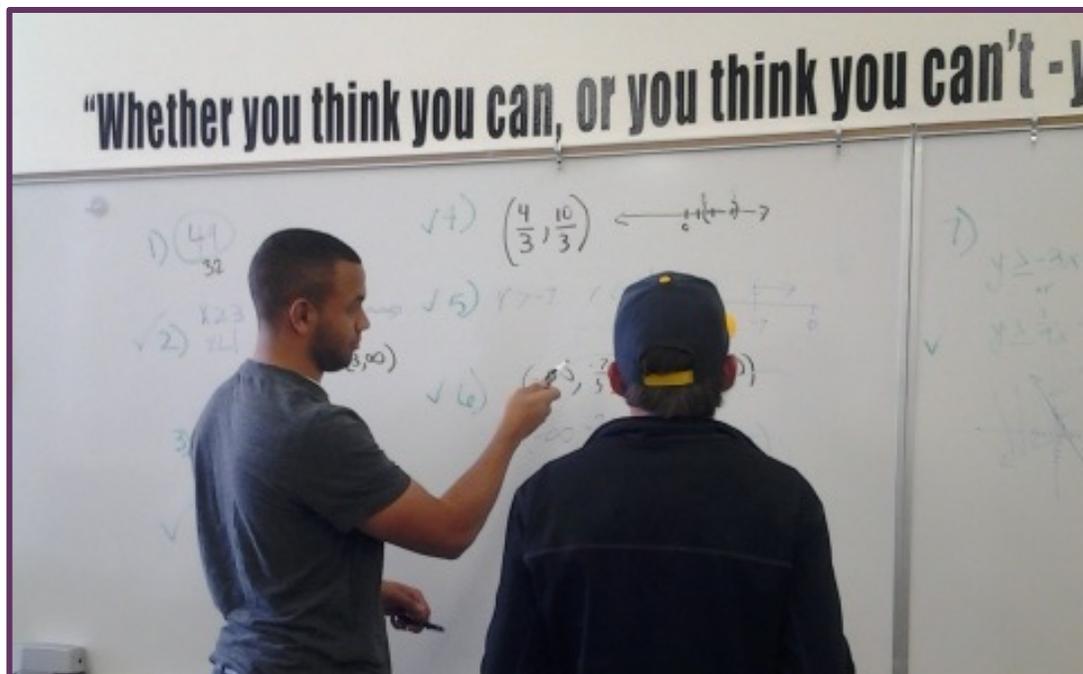
David L. Buhler
Commissioner of Higher Education

DLB/CF
Attachment

2015

Report for
USHE Board
of Regents

WSU Developmental Mathematics



Students have a variety of learning needs; therefore Weber State University offers a variety of developmental course options.

The Developmental Mathematics Program of Weber State University prepares students for success in college level mathematics courses and lays the foundation for general academic success through course options that meet the diverse learning needs of students. Meaningful, learner-centered instruction provides students the opportunity to think and reason mathematically as they develop conceptual, contextual and procedural understanding of mathematics, as well as the habits of mind needed for success.

Data is from Spring 2015 semester
Success rates don't count W or UW

T.E.R.M. (Technology Enhanced Redesign of Mathematics). Implemented in 2010, TERM courses meet in a classroom with an instructor 1 hour per week and in the Hub computer lab with tutor and instructor support 2 hours per week. A blend of computer-based and individual instruction supports students as they work through 10 modules. Students can Fast Track and complete more than one course in a semester. This course is also available fully online. Courses: Math 950, 990, 1010. Pass Rate: 57%. Success Rate: 83%

Flipped. Following the national trend to provide more student-student and student-teacher interaction in the classroom, flipped classes meet 4 hours per week, so students can complete the computer-based modules in collaborative groups. An instructor facilitates whole class learning activities and provides guidance while students complete module homework. Courses: Math 950, 990, 1010. Pass Rate: 64%. Success Rate: 81%

Pathway to Contemporary Math.

This course provides an alternate, less algebra-intensive prerequisite to Math 1030 (& possibly Math 1040, coming soon). The focus of this course is to build conceptual, contextual, and procedural understanding of math by providing students the opportunity to explore and make mathematical connections individually and in collaborative groups. The course is classroom and paper/pencil based. Course: Math 810 (soon to be Math 970) Pass Rate: 73%. Success Rate: 86%

R.E.A.L. Prealgebra. (Real-world Explorations. Active Learning)

Beginning mathematics skills are taught to math-challenged students through solving real-world math problems. Students gain confidence by working collaboratively with one another. With the guidance of an instructor, students engage in discussions that enhance conceptual understanding. Course: Math 950. Pilot Pass Rate: 60%. Success Rate: 92%

DIRECTOR
Kathryn Van Wagoner, PhD

PHONE
801-626-7448

EMAIL
kathrynv wagoner@weber.edu