

CCG Strategy Survey Preview 2016

In order to gain a more comprehensive understanding of the work that institutions do toward college completion, a campus strategy survey accompanies the narrative update on CCG activities. The strategy survey is an opportunity for institutions to indicate each strategy that they are pursuing or have pursued in the past year, allowing them to focus more in depth on those that are of the greatest impact and priority on their campus in their narrative comments.

The survey for 2016 follows the general pattern from previous years, clustering activities by CCG strategy and goal. Campuses are asked to indicate which of the strategies they are engaged in; there is not expectation that any campus will undertake activities across all areas.

The metrics guide that was previously generated from campus responses is now available for [review](#) and downloading [here](#).

Please provide your contact information:

Institution, Name, Title and email

Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions

Questions [possible responses: This is one of our goals/NA]:

1. Increase in the number of undergraduate degrees awarded to part-time students
2. Increase in the number of undergraduate degrees awarded to adult learners (undergraduate students 25 years of age or older)
3. Increase in the number of undergraduate degrees awarded to military and former military students
4. Increase in the number of undergraduate degrees awarded to military and former military spouses or family members
5. Increase in the number of undergraduate degrees awarded to first generation college students
6. Increase in the number of undergraduate degrees awarded to low income students (Pell eligible students)
7. Increase in the number of undergraduate degrees awarded to students with disabilities
8. Increase the number of undergraduate degrees awarded to minorities/underrepresented populations.
9. If yes to the #8, please indicate which population your institution is focusing on for completion: Hispanic/Latino; American Indian or Alaska Native; Asian; Black or African American

Goal 2: Increase the number of degrees that are earned “on time” (associate degrees in 2 years, bachelor’s degrees in 4 years).

Questions [possible responses: This is one of our goals/NA]:

1. Change institutional **culture** to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees “on time.”
2. Materials or information on taking 15 credits or more included in orientation for new students
3. Advisors trained to encourage students taking 15 or more credits a semester
4. Change institutional policy to promote full-time course loads (15 or more credits per semester) to earn degrees “on time.”
5. Create financial incentives (through tuition plans) to encourage students to take full course loads and finish on time.

Goal 3: Decrease Excess Credits earned on the path to getting a degree.

Questions [possible responses: This is one of our goals/NA]:

1. Provide 'program maps' that plot the path to a degree and reduce choice through 'choice architecture.'
2. Establish milestones as part of program maps to facilitate defining when students are 'off track.'
3. Provide academic focus areas ('meta-majors') for students who have not decided on majors.
4. Create default schedules for students in majors or academic focus areas.
5. For institutions with default schedules, students cannot register for courses outside the schedule without permission.
6. Offer block schedules for students in academic focus areas or majors for the first semester or first year.
7. For institutions with block schedules, block schedules default to 15 or more credits a semester.
8. Course availability ensured for students in program maps
9. Course availability bottlenecks identified
10. Require students to select majors or programs of study by the end of the first semester (two-year institutions) or first year (four-year institutions).
11. Provide students with exposure to majors and careers within the first semester or year of study to facilitate selection of appropriate programs of study or majors
12. Establish regional partnerships to provide degree pathways that match workforce needs.

Goal 4: Provide intentional advising to keep students on track to graduate.

Questions [possible responses: This is one of our goals/NA]:

1. Use predictive analytics (EAB, Oracle, D2L, or Ellucian) to help identify students who are off track and to help students understand their likelihood of success in particular programs.
2. Track student progress toward a degree (e.g., via Degree Works).
3. Identify students who are 'off track' in their programs using clear criteria?
4. Establish criteria for identifying students who may need special interventions in the semester (e.g., lack of attendance, poor performance on early assignments). [Early Alerts]
5. Ensure that students who meet off track criteria receive timely and targeted advising intervention.

Off Track Criteria

Programs:

If you indicated that you have clear criteria for identifying students who are off-track in a program, please indicate what criteria are used to determine this?

Courses:

If you indicated that you have clear criteria for identifying students who are off-track in a course, please indicate what criteria are used to determine this?

Interventions

OPTIONAL: Please list up to five types of interventions your institution has in place for students in need of additional support.

Advising Model

Please indicate the advising model in place at your institution:

Possible Responses:

- Professional-Centralized
- Professional-Distributed/Departmental
- Faculty
- Professional-special populations
- Professional-first year
- Other

Goal 5: Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.

The following questions only appear for **associate degree-granting** institutions:

Questions [possible responses: This is one of our goals/NA]:

1. Does your institution require students to sign document at matriculation indicating that associate degrees may be awarded automatically when requirements are met?
2. Does your institution require students to apply to graduate?
3. Does your institution charge a fee to graduate?
4. If yes, is this fee charged to all students for award of degree?
5. If yes, is this fee charged only to student who wish to participate in graduation ceremony?
6. Does your institution automatically audit all students with 60 or more credit hours to determine degree eligibility?
7. Does your institution ask students transferring in to opt-in to allow receiving institution to send academic information back to the sending institution for the purpose of awarding associate degrees?
8. Does your institution publicize the possibility of earning associate degrees via reverse transfer to its students and the community?

Q: In the past year, has your institution awarded any associate degrees by transfer of credit? [possible responses: Yes/No]

Q: How many degrees have been awarded by your institution by reverse transfer in the past year? [possible responses: numbers]

The following questions appear for **all** institutions:

Questions [possible responses: This is one of our goals/NA]:

1. Institution has a partnership with an associate degree granting institution for degree transfer.
2. Students are informed upon transfer of the possibility of receiving a degree through reverse transfer.
3. Institution has a process for contacting students identified as potentially eligible for reverse transfer.
4. Institution has a process for transferring student records to an associate degree granting institution?

Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.

Questions [possible responses: This is one of our goals/NA]:

1. Participate in dual enrollment/Move On When Ready programs for high school students.
2. Sponsor an Early College.
3. Award credit based on Advanced Placement or International Baccalaureate scores/exams.
4. Award credit based on assessment of prior learning via CLEP or DSST scores.
5. Award credit based on ACE credit recommendations.
6. Award credit based on portfolio review.

Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

Q: Does your institution offer learning support? [possible responses: Yes/No]

If Yes, **Q:** How is corequisite learning support delivered (e.g., instructional model, staff/faculty, technology)? [free text response]

Goal 8: Restructure instructional delivery to support educational excellence and student success.

Questions [possible responses: This is one of our goals/NA]:

1. Expand completely online opportunities.
2. Implement hybrid instruction,
3. Implement flipped classrooms
4. Implement emporium-model instruction.
5. Implement open educational resources (OERs; free, open source textbooks)
6. Implement peer supplemental instruction or mentoring

Goal 9: Improve access for underserved and/or priority communities.

Questions [possible responses: We are focusing on access for this community/NA]:

1. Part-time students
2. Adult learners (undergraduate students 25 years of age or older)
3. Military and former military students
4. First generation college students
5. African American Students
6. Hispanic/Latino students
7. Low income students (Pell eligible)
8. Students with disabilities