

Pressure Testing @ UNG



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Institutional Context

UNG Undergraduate Statistics:

- Consolidated 2013
- Enrollment ~19,000
- 5 Campuses + UNG Online
- 30 County Service Area
- 44 Associate pathways to AA/AS in CC
- 42 Baccalaureate degrees (80 POSs)
- 16 Undergraduate Certificates



Stated Pressure Testing Goals:

1. Momentum Approach: Completion and Capacity for Academic Excellence
 - Address barriers to progression & completion
 - Focus on associate pathways: retention, career readiness, preparation for baccalaureate programs.
2. Setting academic priorities for the institution, colleges, campuses
 - Declare any major on any campus, but only complete on some
 - Some programming requires specialized resources
 - Each campus serves a unique student population and community
 - Which programming should be offered on which campuses?

Framing questions for DHs for the exercise:

- Can a student, attending full-time, complete a degree program offered in your department in two years (for associate degrees) or four years (for baccalaureate degrees)?
- On which campuses can a student complete the full degree program (i.e. without taking a class on another physical campus)?
- If a student cannot complete a degree program offered by your department on a specific campus, identify the primary reasons why that is the case.

Standardized Process

- Directed by Academic Affairs
- Directed to Department Heads and Deans
- Standardized steps for completion and reporting

Standardized Process

STEP 1: Use **Banner COMM 220 Report** for Fall 2019 to identify the number of currently enrolled students in each program your department offers by campus.

STEP 2: Rules of the test

This is a **simulation exercise**. You will be working with an imaginary student using the guidelines and assumptions below.

1. Use **standardized published departmental course planning guides** to complete the test and any published course rotation lists.
2. Assume the student is **full time, completing 30 hours per year** (to include or not include summer)
3. You may use UNG Online and eCore, evening, and weekend courses in the simulation.
4. Excluding online, if a student must transfer campuses to complete, the pressure test fails
5. Consider required courses outside of your department (Core Curriculum or major) and their availability

6. The student declared the degree and degree level at first enrolled term and remained there through graduation.
7. Your student started in fall 2018
 - use course schedules for academic year 2018-2019 for year one and year three
 - use course schedules for academic year 2019-2020 for year two and year four
8. If all sections of course/s in your planning guide were full during the semester needed AND there would have been no reasonable capacity to add this student to the course, the pressure test will fail.
9. If the program requires more than 120 hours, you should follow your program planning guides for when the students should take additional hours/courses.
10. Your student remains in good academic standing for the 2 and 4-year period under review.
11. Your student is not taking Learning Support classes.
12. Your student has met requirements for admission into your program.
13. If your program requires a minor, complete the pressure test by choosing a minor your students might typically complete.
14. If at any time during the exercise the pressure test fails, you should note that and continue the exercise noting all reasons for failure.

STEP 3: Analyze your results.

Questions to answer:

1. List the programs/pathways that met the pressure test by campus.
2. List the programs/pathways that **did not meet the pressure test by campus.**
 - Identify the obstacles that prevented a student from completion according to the completion timeline.
 - Did something outside your department create the obstacle(s)?
 - **What steps can you take to resolve these obstacles?**
 - Which solutions require support from outside your department?
3. **Are there students enrolled as a major on a campus where the degree is not officially offered? Are they able to complete the program on this campus?**
4. **If you offer an associate's pathway and baccalaureate degree in the same area, would a student pass the pressure test by first completing the associate's degree before transitioning into the baccalaureate degree? If no, why not?**

STEP 4:

After you have completed your pressure tests, complete and submit a SEPARATE form to record the pressure test results and responses for each degree offering (program by degree type - Associate and Baccalaureate only) regardless of the campus/es on which they are offered.

STEP 5:

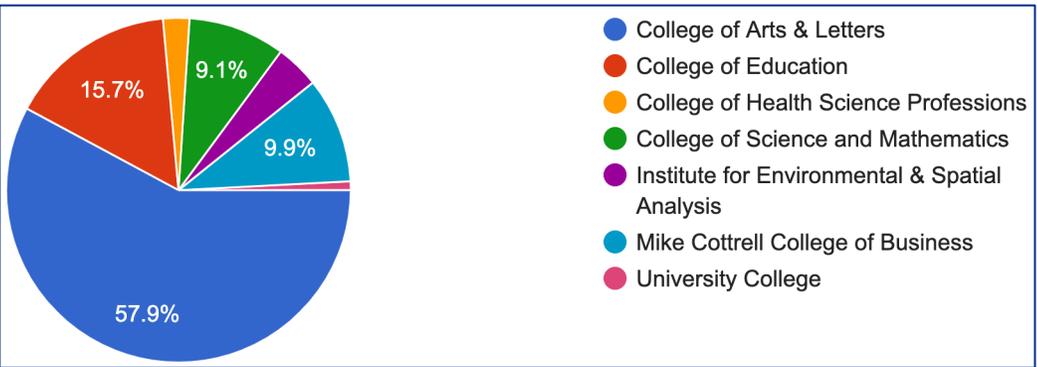
Once you submit your complete set of pressure test results, this information will be sent **to the Dean of your College for review and further analysis.**

For the Deans:

Once you have received all departmental Pressure Tests, analyze the results and provide the following summary reports:

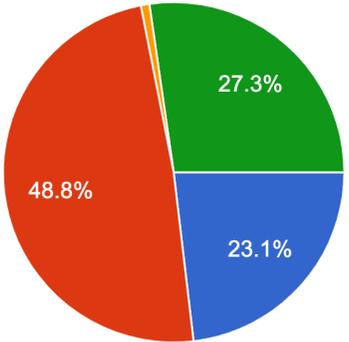
1. List the programs/pathways in your college that did not meet the pressure test.
2. What is your plan to address capacity obstacles identified by your departments?
3. What is your plan to address completion obstacles identified by your departments?
4. How does this study inform your priorities at the college level?
5. How does this study inform your priorities for academic programming by campus?
6. Based on what you learned from this exercise, list up to three academic priorities for the institution.

Examples of the Quantitative Output



Is the degree officially offered in OCN?

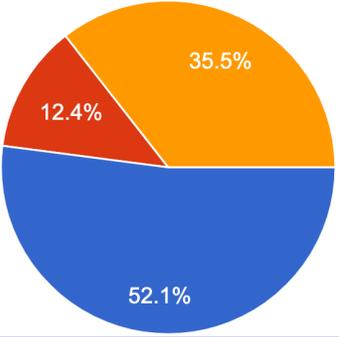
121 responses



- Yes
- No
- No, but students enrolled. Pressure test would pass.
- No, but students enrolled. Pressure test would fail.

Did the Pressure Test on the DAH campus pass?

121 responses



- Yes
- No
- Degree not offered in this location

Examples of Program Level Results: Solutions

- Available seats conflict with other required course scheduled by different department: **work together to avoid conflicts**
- Course available, but not for a student who must Study Abroad that semester: **reconsider course rotations**
- Upper level courses are at capacity: **work with dean to address staffing**
- Prerequisite courses outside the department are full: **reconsider existing prereq requirements**
- Unexpected staffing issues shifted planned offerings: **consider program modification for more flexibility**

What we are doing with what we learned

Program-specific efforts:

- Redirect internal resources to address capacity issues
- Address barriers to completion & progression
 - 2-year and 4-year programs
 - 2-year → 4-year transitions
 - Prerequisites and hidden prerequisites
 - Program admission requirements
 - Issues associated with starting 3-4xxx level courses after 60hours
 - Sequencing in the major
 - Sequencing in the minor
- Reflect on pathway retention in light of barriers above and
 - Clear pathways
 - Off-ramps and continued momentum while exploring

What we are doing with what we learned

Institutional efforts:

- **Summer programming strategies**
 - What's your 30?
 - Strategically offer bottleneck and high demand/need courses
- **Associate pathway alignment & streamlining toward transferability**
 - Common first 30 hours in meta/focus areas where possible
 - Clear advising pathways & off ramps for second 30 hours
 - Address barriers along the way
 - Deactivation of pathways not leading to career readiness or Bac programs
- **Strategic campus-based planning**
 - What combination of academic programming on each campus best serves the:
 - Unique student populations
 - Communities being served
 - **Next Steps: What combination of co-curricular support & HiPs best serve students:**
 - By degree level
 - Achievement of the Core Curriculum, Program, & Institutional LOs
 - **Toward signature experiences**