Enlisting Faculty to Build Pathways That Reflect Students' Priorities

Part I

Refer to the Webinar Confirmation Email You Received in Your Inbox

Date Time: Jul 23, 2018 11:30 AM Eastern Time (US and Canada)

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Using Your Phone

If you select the "Phone Call" option, please dial in with the phone number and access code provided.

Throughout today's presentation, please use the meeting chat to ask questions and join the conversation.

Having trouble with Zoom? Email AshleyDavis@eab.com.

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We help schools support students from enrollment to graduation and beyond

> Find and enroll your right-fit students

> Support and graduate more students

ENROLLMENT SUCCESS

STUDENT SUCCESS

INSIGHTS

EXPERTISE

INSTITUTIONAL SUCCESS

> Prepare your institution for the future

⊙ **ROOTED IN RESEARCH**

8,000+ Peer-tested best practices

500+ Enrollment innovations tested annually

⊙ **ADVANTAGE OF SCALE**

1,900+ Institutions served

4.1 M+ Students supported by our SSMS

⊙ **WE DELIVER RESULTS**

95% Of our partners continue with us year after year, reflecting the goals we **achieve together**

My current role can best be described as:

- Teaching faculty

- Faculty leadership (Dean, chair, etc.)

- Student services staff

- Cabinet-level administrator

- College president

- Other (please share in the chat)

Current Landscape

FALL 2020

"Everything is Great!"

-Nobody in 2020

Three Interrelated Forces Are Reshaping Society and Higher Education

"*Coronavirus crisis is now 2nd-worst pandemic in US history*"

8.25M+ infected

220K+ deaths
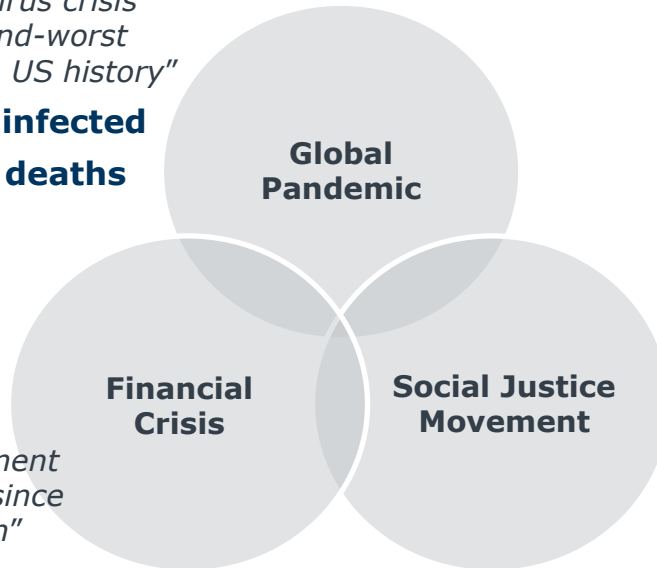
Global Pandemic

Financial Crisis

Social Justice Movement

"*U.S. unemployment rate… the worst since the Depression*"

51M people filed for unemployment

"*BLM may be the largest movement in US history*"

20M+ Americans protested

Equity Taking a Step Backward?

Pandemic Exposing Not Only Social and Economic, but Institutional Barriers

Before COVID	The Equity Mandate	COVID Impact

Before COVID

- Major retention, completion, and job placement gaps persist

- Faculty and staff diversity lags student diversity

- Students of color experience hostile campus climate

COVID Impact

- Health and financial impact disproportionately affecting students of color

- Diverse junior instructors and staff more likely to be laid off

- Students of color and low-income students less likely to enroll and re-enroll

Disparities Expected to Get Worse

" The COVID-19 pandemic will take existing academic achievement differences between middle-class and low-income students and explode them."

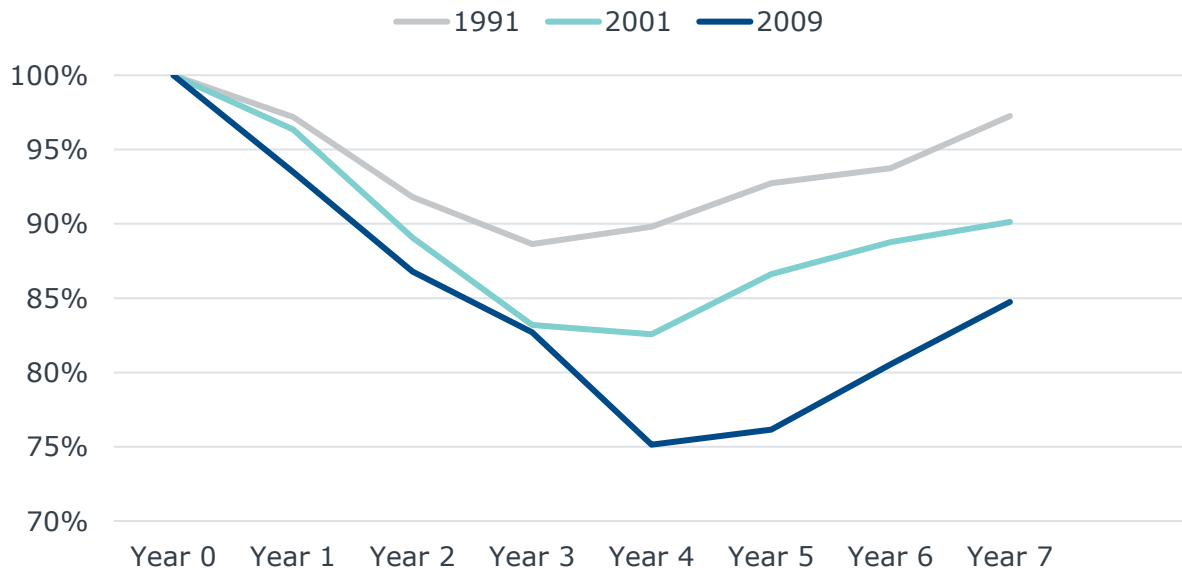*- Richard Rothstein, Economic Policy Institute*

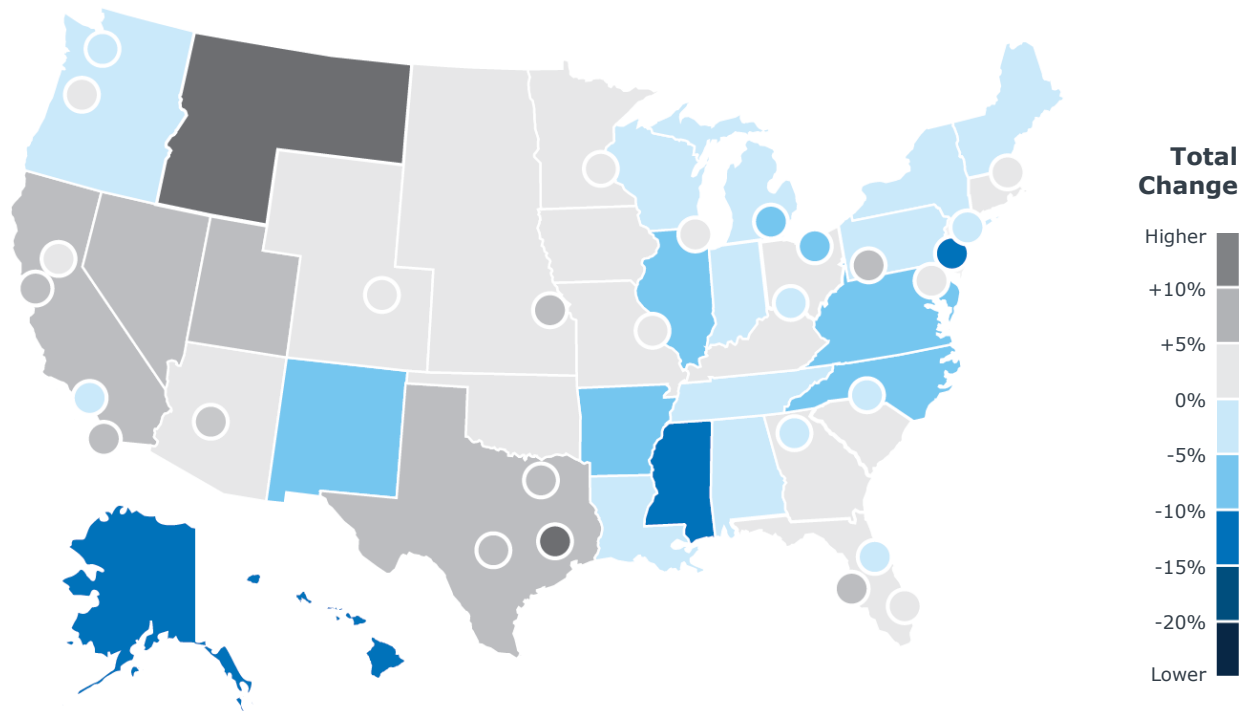Four Straight Years of State Funding Cuts Before Hitting Bottom

Changes in State Funding Per FTE After Past Recessions
(constant dollars)

Some Regions More at Risk Than Others

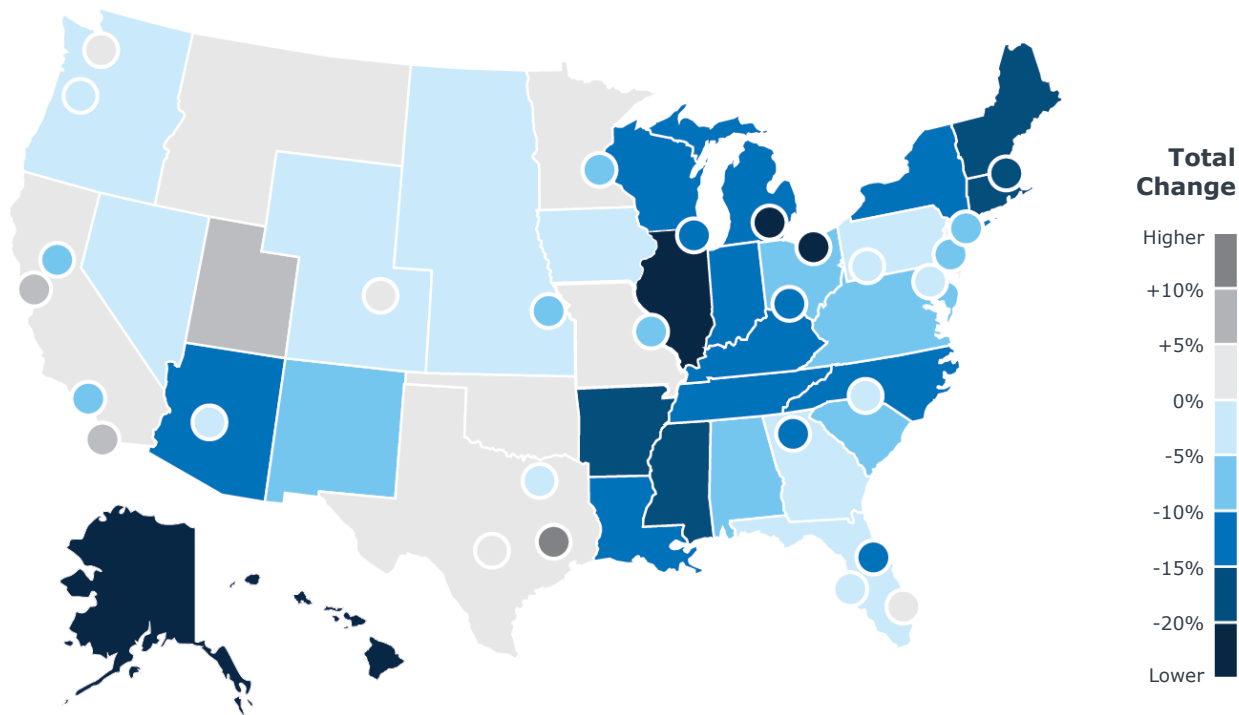## Change in Americans Predicted to Attend College, **2019 to 2024**

Total Change

Higher

+10%

+5%

0%

-5%

-10%

-15%

-20%

Lower

Source: Grawe, *Demographics and the Demand for Higher Education,* 2018; EAB analysis.

Change in Americans Predicted to Attend College, **2019 to 2029**

Total Change

Higher
+10%
+5%
0%
-5%
-10%
-15%
-20%
Lower

Source: Grawe, *Demographics and the Demand for Higher Education,* 2018; EAB analysis.

How has fall 2020 enrollment compared to 2019?

- Enrollment is **unexpectedly lower** than 2019

- Enrollment is **lower, but we anticipated** this before the pandemic

- Enrollment is **higher** than last year

- Current enrollment is **about the same** as 2019
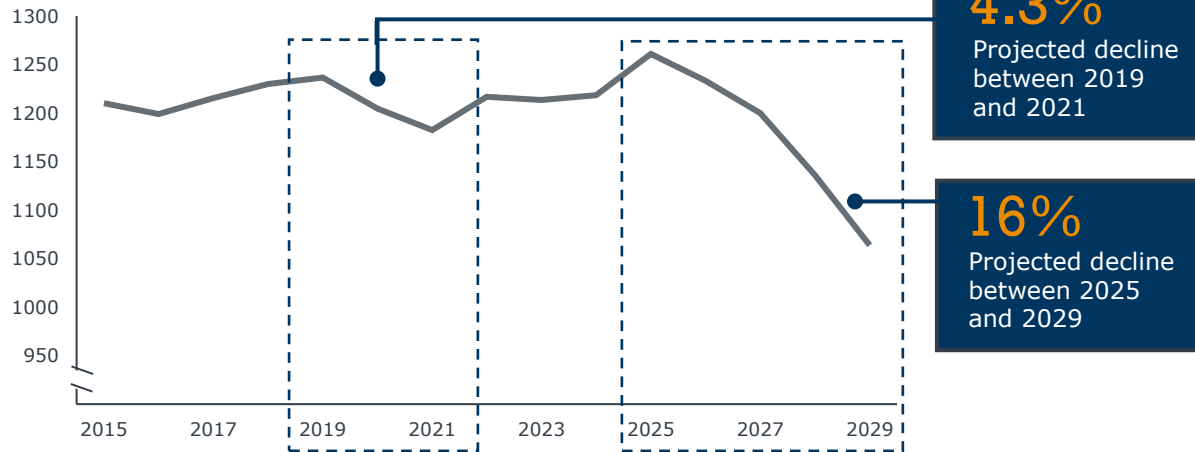
- I don't know

Dearth of Recession-Era Births To Take Drastic Toll on Two-Year Enrollments

Heading Toward a Cliff

Two-Year Enrollment Projections for 18-year-olds, in Thousands

4.3%
Projected decline between 2019 and 2021

16%
Projected decline between 2025 and 2029

> The primary challenge for the two-year sector in the next fifteen years is clear: dramatically reduced enrollments. Indeed, the **expected rate of contraction in two-year enrollments is almost 20% faster than for college enrollments in general.**

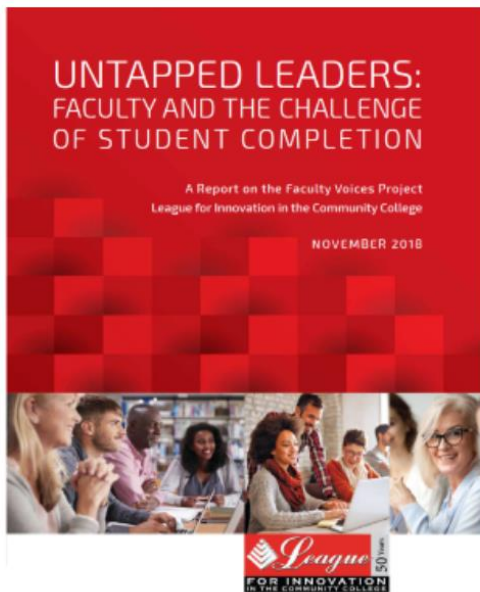Nathan Grawe, *Demographics and the Demand for Higher Education,* 2018

EAB

Faculty Voices

Report is based on:

81
Discussion groups with 698 faculty

1000–1500
Faculty respondents across 2 national surveys

League's Faculty Voices Project
Three Key Faculty Viewpoints

1 Faculty question the validity of completion data and definitions of completion and show inconsistent awareness of institutional data on it.

2 Faculty feel a lack of communication and collaboration about student completion initiatives.

3 Faculty need resources to effectively implement strategies focused on student accountability, improving pedagogy to support diverse students, and implementing guided pathways.

1 Providing Faculty With Data

2 Collaboration Between Faculty and Student Services

3 Strategies to Support Today's Learners

Join us next week, **10/28 at 1:00 pm EDT** as we explore how faculty are adapting to today's students.

1 Providing Faculty With Data

2 Collaboration Between Faculty and Student Services

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Faculty Perspectives
Reinforce Completion Regularly

"We hear the **completion statistics once** a year at convocation, then they are **not mentioned again."**

Democratized Data

Getting the data you need, when you need it, that is **self-service**, can be **dynamically-filtered** in real-time, with **standard definitions** across the institution

Context for Comparison

Balancing distribution of **scarce resources** across academic units, fueling pockets of growth, while also providing **discipline-level benchmarks** that spur continuous improvement

Guidance for Action

Highlighting opportunities that are actionable, paired with **concrete recommendations** and **proven best practices** for leading change in the academy and receive guidance for future planning

Create
a Culture of Data-Informed Decision-Making

Promote openness and transparency; cultivate a sense of shared ownership of institutional sustainability; inspire use of data that translates into action and change

Many Students Underprepared for College, Leading to Excess Coursework

Students placed into pre-college level:

52%
Placed into pre-college writing

61%
Placed into pre-college math

Students take too long to complete:

6.8 years
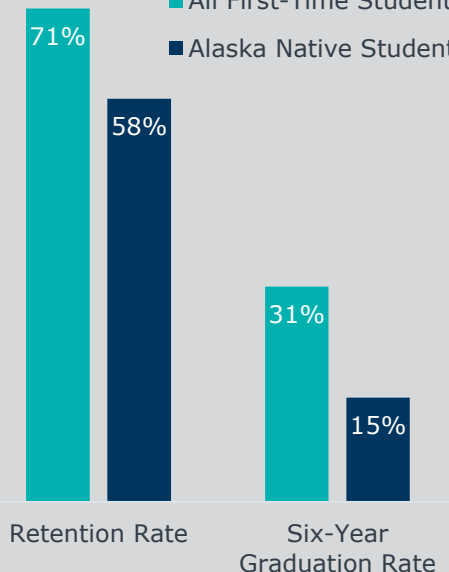Average time to complete a bachelor's degree

152 credits
Average credits at completion of bachelor's degree

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Alaska Native Students at Greater Risk of Not Completing

■ All First-Time Students
■ Alaska Native Students

71%
58%
31%
15%

Retention Rate

Six-Year
Graduation Rate

Source: UAA Institutional Research.

Core Values

Student Success **Excellence** **Access** **Affordability**

Institutional Goals

Second-Year Retention

Third-Year Persistence

Six-Year Graduation

Leveraging Data

Academic Pathway Degree Maps

Objectives:
1. *Use student data to direct course selection*
2. Reduce major switching
3. Improve completion of gateway courses

1 Providing Faculty With Data

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Faculty Perspectives
Cross-Campus Collaboration is Key

"They described their work settings as a **collection of silos:** faculty in different disciplines rarely talking to each other, and faculty and advisors rarely communicating with each other."

Survey Results Suggest Faculty Are Excluded

2017 Results Indicate:

91%

Of participating faculty report that f/t faculty should have significant influence on strategies to improve student completion

11%

Faculty respondents report being involved in completion initiatives that blend academic affairs and student services

Efficient Program Sequence Creation

Timed Cross-Department Mapping Session

Small Group Balances Efficiency with Cross-Institutional Knowledge

Create Program Sticky Notes

Select Program Courses

Sequence Program Courses

Just The Right Number of Cooks

Committee Composition

5-10 Faculty

Dean

Advisor

Student Support

Student-Centered Curricula in Just Two Hours

3-9 Hidden credits found per program on average

64 Number of program maps completed in three months

Faculty Progress Report Survey, December 2019

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▶ Progress Report Survey

Surveyed all faculty who submitted >1 progress report in Fall 2019

90+
faculty completed a survey

94%
said they would definitely (61%) or probably (33%) submit progress reports next semester

66

"The student met with me … to devise a plan for her to do better…. I think **the progress report helped the student to ask for the help she needed** so that she could succeed in the class."

"Students were **communicating more openly** with me once they received an alert."

"**Several students radically changed their routine** late arrival to class and started coming right on time or arriving before class started! Simply by being present and organized, they were able to better absorb the material"
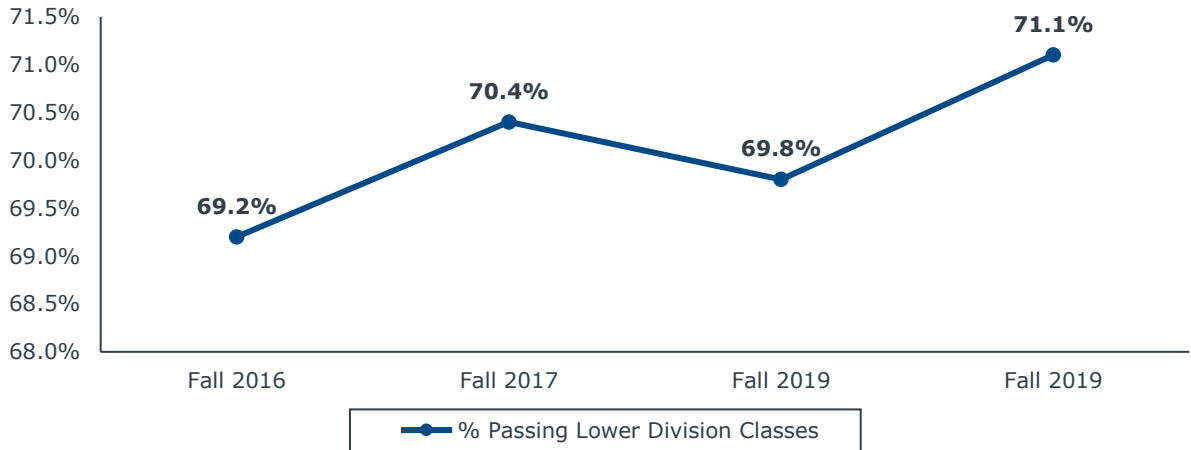
Faculty Survey Responses

99

**Percent of All UAA Students
Passing Lower Division Courses**

71.5%
71.0%
70.5%
70.0%
69.5%
69.0%
68.5%
68.0%

69.2%
70.4%
69.8%
71.1%

Fall 2016   Fall 2017   Fall 2019   Fall 2019

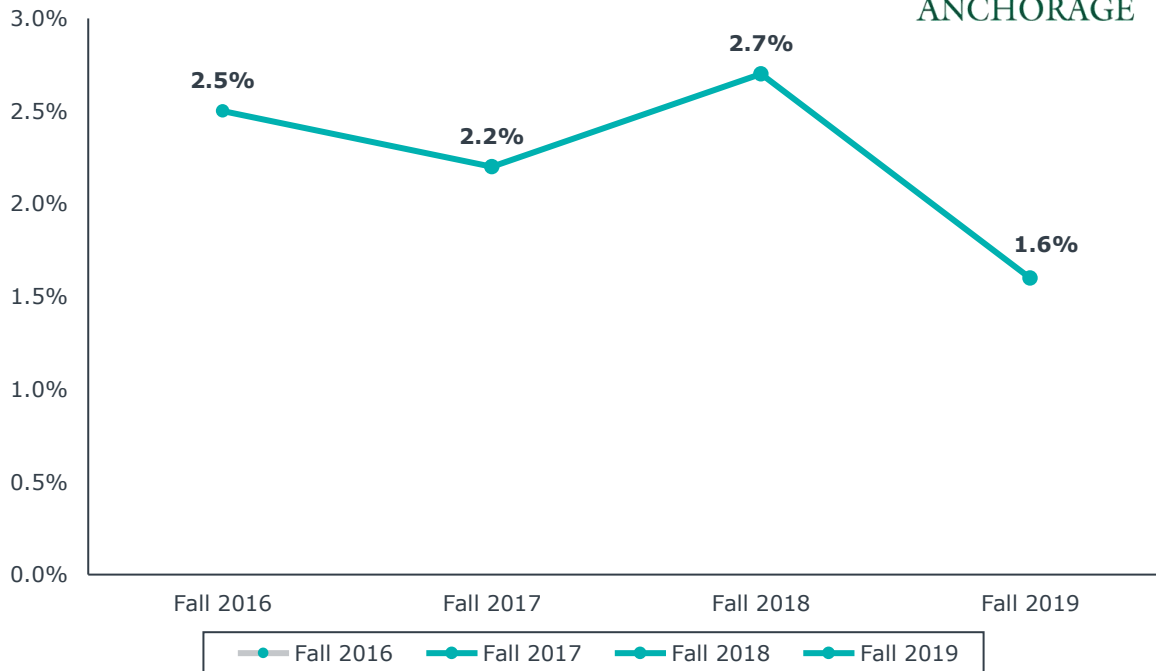— % Passing Lower Division Classes

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Midterm Student Stopout Decreases

First-Time Freshmen:
Percent of Students Dropping All Classes

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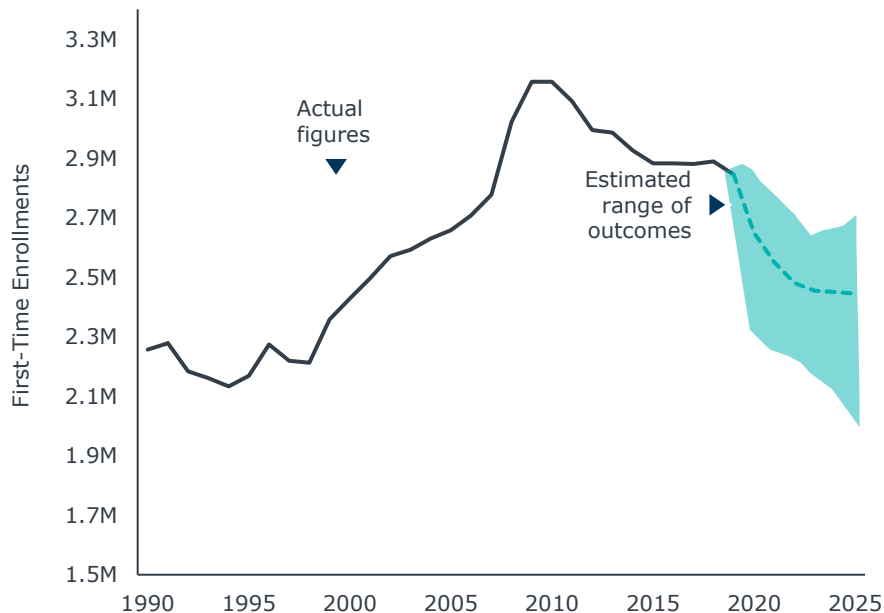|	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	2.5%	2.2%	2.7%	1.6%

Conclusion of Part I

- Conclusion

Wide Range of Potential Long-Term Impact

Nearly a Million Student Annual Shortfall by 2025 Is Possible

Anticipating the Impact of Increased COVID-19 on College Going Behavior

Number of first-time enrollments at 2-year and 4-year institutions, 1990-2025[1]

Variables to consider:

- Students delaying matriculation
- College affordability during a recession
- Loss of confidence in college value
- Continued rise of online providers
- Increase in high school dropouts
- Smaller pool of 2-year transfers
- Ongoing demographic contraction

Source: EAB research and analysis.

Give Me More Research On This Subject

Send an Institutional Self-Diagnostic

Tell Me More About Tech Solutions

Key Takeaways From Today's Session

Provide faculty with actionable student data

Engage faculty in academic plans for student success

Build a culture of inquiry and action

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Please feel free to ask questions in the chat!

Reminder: **Join us at this same time next week for Part II of this series.**

- As you exit the webinar, you will be directed to an evaluation that will automatically load in your web browser.
- Please take a minute to provide your thoughts on the presentation.

THANK YOU!

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