

## I. Classroom Practices

- Best Practices: new teaching models (different platforms) - alternative classroom structure models
  - Starburst Model ( add in option of TA area to be a Foundational Studies breakout into a course)
    - Weakness: may not save money; lack of Grad assistance to support model; pay structure for Adjuncts \$3000 per instructor
    - Strength: increase retention, improve student learning
- Course Redesign/Transformation (caveat: these ideas do not always “save money.” The predominant literature on course redesign has the goal to improve learning.
  - Transform massively-scheduled basic studies courses for large lecture section+ intensive, high impact, time-on-task sections to reduce the number of sections and paid instructors. These changes should improve student learning through closer mentoring and monitoring, as well as application of basic studies skills to Foundational Studies content.
    - *Savings:* Reduced instruction cost through fewer sections.
    - *Disadvantage:* Would require radical transformation of basic studies courses.
    - *Data:* Success of the success of similarly structured courses at other institutions.
- Employing instructors or seasoned adjuncts – rather than graduate students (Charged to Foundational Studies Council will see number of sections taught and number hired and degree level of hired)
- Audit of efficiency of course fees

## II. Programmatic Practices

- Reduction in the minimum number of credits required to graduate (divisible by 3)
  - *Savings:* Direct savings on tuition for 1-4 hours. Students graduating earlier would eliminate additional costs for books, room and board if they spent one less semester or term in session.
  - *Disadvantage:* Students fail to experience some key component of university education. Programs are forced to down-size to enable students to take advantage this degree size.
  - *Data:* What is the prevalence of <124 credit programs nationally? Among peers?
- Reduce degree requirement of 3/400 level classes from 50 credits to 45
  - *Savings:* Students wouldn't struggle to locate classes satisfying this criterion in FS or in

summer session, enhancing their opportunity to complete early and not defer requirements.

- *Disadvantage:* Students fail to experience some key component of university education.
- *Data:* What is the prevalence of the upper level class requirement nationally? Among peers?

□□□□□□□□ Establish maximum number of hours per major limit for baccalaureate programs

- *Savings:* Fewer exceedances of maximum number of hours per degree (120?), increased 4-year graduation rates
- *Disadvantage:* Departments will explode, accreditation issues.
- *Data:* What are major sized for various programs nationally? Per institutions?
- Other input on topic
  - Total hours required
  - Audit of program credit hours
  - Justification of hours required
  - Sequence, course rotations, Document how many hours students graduated having earned,
  - Allow for flexibility
  - CAC audit; flag for beyond or close to financial aid requirements

□□□□□□□□ Increase number of options by which students may satisfy a requirement in each major

- Balanced choices on electives with specific courses
- Sharing courses outside of department/majors
- collaborative courses that fit across disciplines; possible team teaching
  - maximizes course efficiency and fills seats
- Electives outside the department

□□□□□□□□ Increasing number of courses offered in summer, especially online courses, and Foundational Studies courses (the idea is to accelerate 4 years of curriculum into 3 years)

□□□□□□□□ Develop summer session to the stature of a regular semester, including expanding the diversity and frequency of available classes, adjusting costs to students, and redefining the concept of the 9-month faculty workload.

- *Savings:* Students can complete their degrees more quickly, reducing costs of room and board, and by retaking courses required for graduation in a more timely fashion.
- *Disadvantage:* Will require global analysis of course rotations and faculty schedules.
- *Data:* What is the current cost associated with Summer courses. What is the feasibility of offering a robust summer term, given faculty availability?

- Treat summer like a third semester in terms of tuition- reducing the cost of summer courses
- Create a robust library of 3-credit, 8 week courses.
  - *Savings:* Less re-work, enables 3-year graduation.
  - *Disadvantage:* Course development start-up.
  - *Data:* Survey of the success of similar practices at national, peer institutions.
  - Other input areas
    - Investigate requirements to be able to do this before piloting
    - Figure out system requirements to be able to do this
- Intentionally address the problem of the high DWF rates– , so that students can be successful
  - Provide infrastructure for informing students about expectations of each course, so they are prepared for the workload when they begin the course.
  - Create a scheduling structure to open courses on a time schedule.
  - Pedagogical evaluation designed for all faculty reviews (tenure and non-tenure ; not referring to SIRs)
    - Possible peer evaluation system
    - Formative and summative evaluation system
    - Define acceptable and non- acceptable levels
    - Honest evaluation system that is a truly efficient and effective evaluation
    - Reward the innovative and creative
    - Professional development for those who are needing improvement
    - Consequences for those who do not improve

### III. **General Policy change proposals: (e.g., Rework/Remediation)**

- Transfer Policy (Ivy Tech) : or implementing a more aggressive seamless transfer system
  - Allow Ivy Tech General Education program to satisfy all Foundational Studies requirements except: Junior Comp, Ethics and Social Responsibility and the UDIEs.
    - *Savings:* Ease of transfer, eliminates redundant/additional classes.
    - *Disadvantage:* None.
    - *Data:* See Ivy Tech proposal to Commission on Higher Education.
- Remedial Courses:
  - Establish sub-contract plan for remedial courses with Ivy Tech.
    - *Savings:* Reduced costs for instruction.
    - *Disadvantage:* None.

- *Data:* Cost-benefit analysis.
- Assign remedial courses (e.g., Math < 111) delivery to a centralized all-university unit. This delivery would be preceded by a re-evaluated and refined diagnostic process to place students and identify their technical abilities and challenges.
  - *Savings:* Less rework.
  - *Disadvantage:* Will require creation of a centralized academic unit for incoming students. Will require development of a new diagnostic process for remedial work. Will require a change in departmental teaching assignments and university testing policy.
  - *Data:* Analysis of current diagnostic process and testing for placement.

□□□□□□□□ Financial Incentives for Students:

- Create financial incentive tied to summer session enrollment that accrues following two semesters of a 3.0 cumulative GPA. Viewed as a bridge measure to increase summer participation, toward the establishment of a more regular semester-style summer semester (see next proposal). Also viewed as a retention measure.
  - *Savings:* Students spend less money on non-tuition costs (residence hall fees, meal plan) associated with additional semester on campus past four years. More students in on-line courses with less expensive delivery
  - *Disadvantage:* Initial institutional costs associated with the incentive.
  - *Data:* Literature on summer participation and its relationship to next fall retention and student success. How many students would this affect, how much incentive, how much cost?
- Use four-year scholarship values and redistribute the per- year award to increasingly incentivize performance and retention toward sophomore year and beyond.
  - *Savings:* Students encouraged to complete degrees in four years.
  - *Disadvantage:* Might reduce first-year award amounts or proportion, decreasing institutional ability to compete for students.
  - *Data:* prevalence of comparable scholarships nationally, at peer institutions.
- Incentives for students who transition from Freshman to Sophomore by the end of first summer semester

- Reduce student tuition nominal for each semester that they complete with a least a 15 hour load in good standing
- Incentive for students who do not drop courses in college career
- Admission policy based changes
  - Revisit admission practices and advisement for specific majors (specific programs that students will switch out of because of degree of difficulty) (Direct admit or gates)
- Creating policies that reduce rework (withdraw, drops, course repeats, etc.)
  - Limit number of drops from individual classes
    - Limit by course, OR
    - Limit by college career
  - Impose a fee on students for each course retaken for a better grade (beyond a specific number). Excludes failing a course.
- Changing nomenclature of class standing from freshman, sophomore, junior, senior to first year, second year, third year, fourth year
  - Not based credit
  - increases financial aid
  - register for courses earlier
- Advisement Changes:
  - All first-year students will be advised by professional advisors in a centralized setting characterized by accessibility, advisors trained in the articulation of degree requirements with all university programs. Includes well-structured 4-year plans for all degree programs.
    - *Savings:* Reduces rework and delayed decision-making.
    - *Disadvantage:* Removes departmental advising for first-year students. Requires investment for new advisors.
    - *Data:* None.
  - Strategically assign strong instructors to first-year courses.
    - *Savings:* Reduced DFW rates and rework, more effective learning.
    - *Disadvantage:* Will require close evaluation of teaching and transformation of faculty culture associated with teaching first-year general education courses.
    - *Data:* Teaching evaluation instrument needed; actual evaluation needed.
  - Increase the number of Foundational Studies courses providing early grade feedback through FS programming, targeted Mapworks questions, and a quarterly grade submission requirement.

- Faculty cannot be evaluated for performance reviews as exceeding expectations in the area of teaching if you fail to provide early grade feedback
- *Savings:* Students make better, earlier and more informed decisions about course progress, drops and scheduling; creates student ownership of their performance.
- *Disadvantage:* Minimal. Faculty culture modified by appraisal of their adherence to the policy; development of a mechanism and timeline for recording grades.
- *Data:* None.
- University College
  - Centralized Advisement Department
  - Collaborative Interdisciplinary Courses
  - Co-Curricular engagement
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- Utilize College Challenge (and other high school based programs (e.g., International Baccalaureate) to identify and direct students toward appropriate coursework, particularly in mathematics, prior to their arrival as University students.
  - Will involve working with high school counselors to correctly align student AP credit with their target institution.
  - *Savings:* Students avoid the costs of non-credit courses.
  - *Disadvantage:* None.
  - *Data:* None.