2018 CCG Strategy Survey Preview

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 2017 is reorganized and expanded, with a wider range of questions to probe more carefully into the work that is underway. Campuses are asked to indicate which of the strategies they are engaged in. There is no expectation that any campus will undertake activities across all areas.

You can save a draft of your survey at any point and return to it to complete it. Unless otherwise noted, questions are "Yes/No." Only the institution is required. Each section includes an optional free response text box for additional notes and details.

Contact information

Please provide the contact information for the primary point of contact: Institution, Name, Title and email

You will also be able to submit the name, email and area of focus for other individuals completing parts of the survey or who are points of contact.

Access and Transition to College

Access

1. Does your institution have targeted recruitment activities for any of the following communities:
    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 eligibles)
    8. Students with disabilities
2. Does your campus offer ANY after school or summer programs preparing middle school and high school students for college success (tutoring, mentoring, campus visits, college exposure workshops, etc.)?

Transition to College

Transition to College

1. Do you have a director for student transition to college?
2. Do you offer a new student orientation?
    1. If yes, When do you offer new student orientation? (options-select all that apply: Spring/Preview Days; Summer; Before term)
    2. How long is your new student orientation? (options: less than a day/half day; one day; two days; three days; more than three days; varies)
3. Does your institution offer a summer bridge program for select students?
4. Do you require all freshmen to participate in a first year seminar/experience?
            1. If yes, how many credits is your FYE/FYS course?
5. Do you have differentiated orientation/first-year programming for specific communities (e.g., first generation, African American Males, non-traditional students, military and former military, transfer students)?
6. Does your institution offer a summer bridge program for select students?
    1. If yes, what department and staff member (name/email) serves as the lead contact for your summer bridge initiative? How many credits is your FYE/FYS course?(responses: 0, 1 , 2, 3, other, varies)
7. If yes to 5, Please indicate the communities/students for which you have specialized/targeted orientation, if any. [open response]
8. In 2017, did you administer the USG Mindset Survey to your students yourself?
9. In 2017 did you administer the USG Mindset Survey to your students yourself?
    1. If yes, how did you administer the 2017 Mindset Survey? (response options: First Year Experience/Seminar course; Other First Year Course; Email to students; Other)

Weekend and Evening Courses & Programs

1. Does your institution offer courses on the evenings?
2. Does your institution offer entire undergraduate programs that can be completed through evening coursework?
3. Does your institution offer courses on the weekends?
4. Does your institution offer entire undergraduate programs that can be completed through weekend coursework?

Student Success Activities

Credit Intensity/15 to Finish

1. Does your institution have a credit intensity/15 to Finish initiative?
    If yes:
    1. Does your institution provide marketing materials at registration/orientation about taking 15 or more credits per semester?
    2. Are advisors trained to encourage students to take 15 or more credits per semester?
    3. Are first-time full-time freshmen defaulted into 15-credit schedules?
    4. Is student success tracked by credit hours attempted/earned?

5. Are students are encouraged to use summer to "make up" credits?

Program Maps

1. Does your institution have program maps for each academic program?

If yes:

1. Are program maps used by advisors and students for planning and registration
2. Are program maps consistently formatted across all programs
3. Do program maps default to 15 or more credits a semester
4. Do program maps constrain choice by outlining a limited number of recommended electives
5. Do program maps provide students clear "off-ramps" to related areas of study without high credit loss
6. Are students guaranteed course availability if they remain on their program map
7. Are program maps used to predict course demand and identify course bottlenecks
8. Is the math on program maps specific to the degree requirements
9. Does your institution offer Quantitative Skills and Reasoning/MATH 1001
10. Does your institution offer Introduction to Math Modeling/MATH 1101
11. Are course milestones a part of program maps to indicate when students are 'off track?'
12. Do program maps include first math and English course in first semester
13. Do program maps include first math and English course in first year
14. Do program maps include nine credits in the program of study in the first year

2. At what point in their academic career are students required to select majors or programs of study? [responses: at enrollment; within 15 credits/1 semester; within 30 credits/2 semesters; within 45 credits/3 semesters; within 60 credits/4 semesters]

Academic Focus Areas

1. Does your institution have any academic focus areas ('meta-majors') for students who have not decided on majors?

If yes:

1. Does your institution record student academic focus areas in Banner?
2. Are default schedules available for students in majors or academic focus areas?
3. Does your institution offer block schedules for students in academic focus areas or majors for the first semester or first year?
4. Does your institution use student selection of academic focus areas to alert them to co-curricular activities in their area of interest?

Supporting Students

1. Does your institution have an Adult Learning Committee or another team at your college that focuses on Adult Learner strategies?
2. Do you have an "Embark Point of Contact" who supports your currently enrolled students who have been in the Foster Care system or who've experienced homelessness
3. Do you have a Minority Advising Program (MAP) or a similar program supporting minority students if you are a Predominantly White Institution (PWI)?
4. Do you have a campus-based food pantry available for your students?
5. Does your institution have a policy or procedure for emergency housing assistance for students?
6. Does your institution offer any micro-grants to those who are on track to graduate, but are having significant trouble paying for school?
7. Does your campus offer any financial aid in exchange for student participation in service learning or other campus programs?
8. Does your institution have activities to help students complete their FAFSA?
9. Does your institution have a financial literacy program for all students that includes information about student loans and other forms of financial aid?
10. Do you have a campus mentoring program that supports your currently enrolled students?
    If yes:
    1. Please list your campus-based mentoring programs (i.e. General, Peer-to-Peer, African American Male, first-generation students with faculty members who were first-generation, etc.), along with the department and staff member(name/email) who serve(s) as the lead contact with this initiative [open response]
11. Do you have campus-based childcare available for your students?
    If yes:
    1. Does your center have a sliding scale fee structure for Pell Eligible students?
    2. Does the center allow drop-in care?
12. Do you have any of the following Federal or TRIO programs on your campus or in partnership with another organization?
    [pick all that apply: Educational Talent Search; Upward Bound; Student Support Services; Ronald E. McNair Postbaccalaureate Achievement; GEAR UP]

Academic advising to keep students on track to graduate.

1. What office is responsible for academic advising? [select from: Academic Affairs; Student Affairs; Other
   If Other:
   1. Please indicate the office/department responsible for academic advising
2. Are all students advised through the same model?
   If yes:
   1. Please indicate the advising model in place at your institution: [open response]

If no:

2. For the following student types, please indicate the advising model: [advisor options: professional; faculty; other; none] [model options: centralized; department; school; other]
   1. Freshmen
   2. Transfer Students
   3. Learning Support Students
   4. Online Students
   5. Special Admission Students
   6. Athletes
   7. Declared Majors
   8. Students Returning from Academic Suspension
   9. Non-traditional Students

Predictive Analytics & Early Alerts

1. Does your institution track student progress toward a degree (e.g., via Degree Works or other software)?
   If yes:
   1. Are audits conducted on students with 60/120 credits but have not applied to graduate to determine gaps?
   2. Please indicate what tool(s) you use to track student progress.
2. Does your institution identify students who may need special interventions in the semester (e.g., early alerts)?
   If Yes:
   1. Does early alert system include both affirmative (in response to positive action or behavior) and corrective alerts for students?
   2. Do early alerts place holds on student accounts
   3. Do staff conducting interventions have access to the student's full academic record?
   4. Are early alert interventions triggered automatically (e.g., from gradebook) or manually?
   5. Do you use special software to manage alerts/interventions?
      If yes:
      1. Please indicate what software your institution uses to manage early alerts.
3. Does your institution use predictive analytics to help identify students who are off track and to help students understand their likelihood of success in particular programs?
   If yes:
   1. Does your institution identify students who are "off track" in their programs using clear criteria?
   2. Does your institution use enrollment data to predict course demand?
   3. Please indicate what software your institution uses for predictive analytics

Shorten time to degree completion

Credit by Examination/Credit for Prior Learning, Move on When Ready, Portfolio Review

Early College & Move On When Ready

1. Does your campus have an official USG Early College Initiative partnership?
   If yes:
   1. What department and staff member (name/email) serves as the lead contact with this initiative?
2. Does your institution participate in dual enrollment/Move On When Ready programs for high school students? [select all that apply: Yes, on our campus with our faculty; Yes, at a high school or third location with our faculty; Yes, at a high school with high school faculty; No]
   If yes:
   1. Do you have a Dual Enrollment/MOWR Coordinator to support High School students taking college courses while in high school?
   2. What strategies does your institution use to provide required textbooks to MOWR students while minimizing the expense to the institution?
   3. What admission requirements does your institution apply to students with 3+ credit hours earned prior to high school graduation [options: All freshman requirements must be met; All transfer requirements must be met; Both freshman and transfer requirements must be met; Freshman requirements or transfer requirements must be met (whichever benefits the student);Other]

Credit by Examination and Review

1. Does your institution engage in any credit by examination programs or activities?
   If yes:
   1. Advanced Placement and International Baccalaureate examinations
   2. Does your institution award credit based on portfolio review?
   3. Does your institution award credit based on ACE credit recommendations?
   4. Does your institution award credit based on assessment of prior learning via CLEP or DSST scores?
      If yes:
      1. Does your institution accept all available CLEP test scores for all the years that the scores are available (approximately 23+ years)?

      If yes to 2, 3, or 4:

      1. What department and staff member (name/email) serves as the lead contact with these initiatives?

Transforming Remediation

1. Does your institution offer learning support?
   If yes:
   1. Are corequisite learning support classes taught by the gateway course instructor?
   2. Are all corequisite students in the same learning support section?
   3. Do you have standardized syllabi for gateway courses in English?
   4. Do you have standardized syllabi for gateway courses in Math?
   5. Does your institution provide specific training/professional development for learning support instructors?
   6. How is corequisite learning support delivered?
      [options: In classroom, Emporium model; Lab model; Online; Other]
      If Other:
      1. Please describe your corequisite learning support delivery model.

Restructure instructional delivery to support educational excellence and student success;

1. Does your institution formally recognize excellence in instruction?
   If yes:
   1. Please describe how excellence is recognized and promoted? [open response]
2. Has your institution implemented any of the following LEAP High-impact practices?
   [Yes/No; Primary Contact (if yes)]
   1. First-Year Experiences
   2. Common Intellectual Experiences
   3. Writing-Intensive Courses
   4. Collaborative Assignments and Projects
   5. Undergraduate Research
   6. Diversity/Global Learning
   7. Service Learning, Community-Based Learning
   8. Internships
   9. Capstone Courses and Projects
3. Does your institution provide courses with peer supplemental instruction or mentoring?
4. Has your institution undertaken course redesigns to improve student outcomes?
   If yes:
   1. Optional: please indicate which courses and the approach adopted to redesign.

Online Learning

1. Does your institution offer entirely online programs of study?
   If yes:
   1. Please list your online programs:
2. Please indicate whether your institution offers the following:

1. Entirely online programs
2. Online courses in the Core
3. Online courses in upper division of majors
4. Courses via hybrid instruction,
5. Courses via flipped classrooms
6. Courses via emporium-model instruction.
7. Courses with open educational resources (OERs; free, open source textbooks)
8. Peer supplemental instruction or mentoring

Associate Degree You Deserve

Awarding degrees to students through the reverse transfer of credit.

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

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 automatically audit all students with 60 or more credit hours to determine degree eligibility?
4. 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?
5. Does your institution publicize the possibility of earning associate degrees via reverse transfer to its students and the community?

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

6. Does your institution have a partnership with an associate degree granting institution for degree transfer.
7. Are students informed upon transfer of the possibility of receiving a degree through reverse transfer.
8. Does your institution have a process for contacting students identified as potentially eligible for reverse transfer?
9. Does your institution have a process for transferring student records to an associate degree granting institution?
10. Does your institution charge a fee to graduate?
    If yes:
    1. Is this fee charged to all students for award of degree?
    2. Is this fee charged only to student who wish to participate in graduation ceremony?