

Graduation Innovation Team (GIT) Meeting

Thursday, November 3, 2016

3:00 pm to 4:00 pm

“The barriers to higher achievement are systematic, and no institution can overcome them on its own. Leaders at all levels will need to work together...to establish higher operative standards across the board for college readiness and college achievement.” - The LEAP Vision for Learning | AAC&U

GIT Committee Charge:

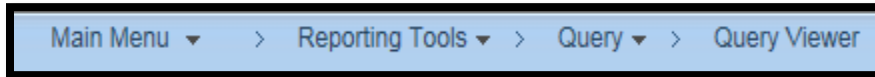
To work collaboratively as a unified and coordinated cross-divisional team of faculty, staff, students, and administrators to increase our 6-year freshmen graduation rate to 60% by 2020, and eliminate the achievement gap while sustaining a high quality degree. (Strategic Plan 2014-2020, Goal 2, Objective A)

- 3:00 pm Query to Identify students with a Graduation Hold
- 3:10 pm College of Extended and International Education
Contributions of CEIE for the Advancement of Timely Degree Completion
Winter 2017 Courses
Winter 2017 Waitlist
- 3:30 pm Inside Higher Ed Article & Discussion
- 3:40 pm Cohort Updates
- College Reporting Calculator for Updates
 - Fall 2011 Cohort Projections
 - Fall 2012 Cohort Projections
- 3:55 pm General Information
- Helping Students Apply to Graduate
 - Biweekly meetings (next meeting is Thursday, November 17th, 2016)
 - Upcoming Workshops (General PeopleSoft Questions)

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QUERY TO IDENTIFY STUDENTS WITH A GRADUATION HOLD

Step 1: Navigate to the PeopleSoft page “Query Viewer”



Step 2: Search for Query titled “DH_SR_GRADHOLDS” Once you have found it, click on the hyperlink “Excel”

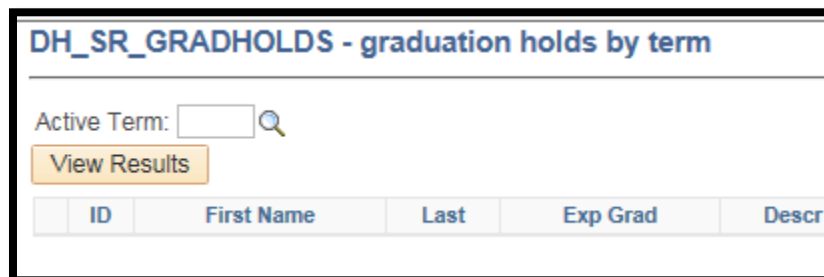


Step 3: A new tab will open, and ask you to enter the “Active Term” that you want to search.

Remember that this is a 4-digit code. The first three numbers refer to the year (216=2016; 217=2017, etc). The last number refers to the term (2 = Winter, 4 = Spring, 6 = Summer, & 8 = Fall).

Example: 2168 = Fall 2016, 2174 = Spring 2017, 2176 = Summer 2017

If you are having trouble with the 4-digit code, you can simply click on the magnifying glass to see the options available to you.



Step 4: Once you enter the appropriate grad term, click on the “View Results” Button. This will run all students that had a Graduation Pending Hold placed on their account in that semester.

Step 5: Open the Excel Sheet produced. Filter and/or Sort through excel sheet to identify undergraduate students versus post-bac students.

Step 6: Read the Comment column to see what the student is missing based on the evaluation done by the Graduation Unit.

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College of Extended and International Education

Contributions of CEIE for the Advancement of Timely Degree Completion

- Offering of courses in Winter, Spring Intersession, & Summer
- Provost Graduation Completion Grant Assistance and registration of graduating students in appropriate courses.

Winter 2017 Courses

Subject	Catalog	Section	Descr	ONLINE?
ACC	230	01	Financial Accounting	
APP	315	41	Asian Pop Cult & Globalization	ONLINE
ART	301A	01	Arts/Crafts For Non-Major	
BUS	301	01	Employment Communications	
BUS	302	01	Written Communications	
BUS	303	01	Oral Communication	
CDV	380	01	Strss Risk Resilncy	
CDV	450	01	Devpt in Poverty	
CHE	102	41	Chemistry For The Citizen	ONLINE
CHS	323	41	US Imm & Citizen Latino Pers	ONLINE
CHS	330	41	Mexican & Latino Identities US	ONLINE
CIS	270	01	Info Sys/Tech Fundamentals	
CIS	275	01	Internet Literacy	
COM	100	41	Media & Society	ONLINE
DAN	130	41	Dance Perceptions	ONLINE
DMA	495	01	Special Topics in DMA	
DMA	496	01	Internship in the Media	
EAR	101	01	Physical Geology Laboratory	
ECO	210	01	Economic Theory 1A Micro	
HIS	101	01	History Of United States	
HUM	200	41	Intro To Humanities	ONLINE
HUM	310	01	Key Concepts	
HUM	310	02	Key Concepts	

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HUM	310	41	Key Concepts	ONLINE
HUM	310	42	Key Concepts	ONLINE
HUM	314	01	Key Issues	
HUS	330	41	Human Behavior & Social Envir	ONLINE
IDS	326	41	Perspectives In Human Studies	ONLINE
KIN	300	01	Tests/Measure In PE	
KIN	301	01	Kinesiology	
KIN	330	01	Somatic Education	
MAT	195	01	Selected Topics in Mathematics	
OMG	221	01	Intro to Business Stats	
POL	101	41	American Institutions	ONLINE
PSY	340	41	Social Psych: Psych Persp	ONLINE
PSY	360	41	Theories Of Personality	ONLINE
PSY	490	35	Senior Seminar Psychology	ONLINE
SBS	318	01	Cultural Pluralism:	
SMT	310	41	Science And Technology	ONLINE
SMT	310	42	Science And Technology	ONLINE
SMT	312	35	Natural Disasters	HYBRID
SMT	312	41	Natural Disasters	ONLINE
SMT	312	42	Natural Disasters	ONLINE
SOC	320	41	The Family	ONLINE
SOC	320	42	The Family	ONLINE
SOC	337	41	Soc Through Film	ONLINE
SOC	363	41	Drug & Alcohol Use	ONLINE
SOC	364	41	Corrections	ONLINE
SOC	365	41	Deviant Behavior	ONLINE
SOC	368	41	Criminology	ONLINE
SOC	369	41	Juvenile Delinquency	ONLINE
THE	120	01	Fundamentals Of Speech	

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Winter 2017 Waitlist

Descr2	Subject	Catalog	Acad Level	Total	
Coll of Natural & Behav Scienc	POL	101	Senior	1	
			Junior	2	
			Sophomore	2	
			Freshman	3	
		101 Total			8
	POL Total			8	
	PSY	340	Senior	3	
			Sophomore	1	
		340 Total			4
		360	Graduate	1	
			Senior	6	
			Junior	12	
		360 Total			19
		490	Senior	9	
			Junior	2	
			Sophomore	1	
	490 Total			12	
	PSY Total			35	
	SBS	318	Senior	1	
			Junior	1	
		318 Total			2
	SBS Total			2	
	SMT	312	Senior	2	
			Junior	5	
			Sophomore	1	
		312 Total			8
	SMT Total			8	
SOC	320	Senior	1		
	320 Total			1	
SOC Total			1		
Coll of Natural & Behav Scienc Total				54	

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College of Arts & Humanities	HUM	310	Senior	16
			Junior	18
			Freshman	2
	310 Total			36
	314	Junior	1	
	314 Total			1
	HUM Total			37
College of Arts & Humanities Total				37
Grand Total				91



<https://www.insidehighered.com>

Capacity problems plaguing colleges may be due to poor scheduling

Submitted by Ashley A. Smith on October 28, 2016 - 3:00am

Some colleges struggling to figure out how to manage overcrowded or empty courses could be looking for solutions in the wrong place.

A new [report from Ad Astra Information Systems](#) [1] shows that the capacity issues some colleges are facing can be traced to the way they schedule classes. The company's Higher Education Scheduling Index is a database that tracks how colleges allocate their faculty and classrooms to meet students' course needs.

The report found that 36 percent of entry-level courses at four-year public institutions were "overloaded" with enrollments of 95 percent or more, which created "bottlenecks" that hindered students from graduating on time. The report also found that during peak hours, classroom utilization ranged from 63 percent at community colleges to 70 percent at public universities.

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The annual report used data from 82 four-year public universities, 23 four-year private institutions and 52 community colleges. (Ad Astra isn't the only company or consulting group that is assisting colleges with their capacity or scheduling issues. Others, such as Huron, offer similar services.)

For some of these colleges, the problem boils down to the way they currently schedule courses -- by rolling the master course schedule from one year to the next.

"Academics make edits to the schedule based on what they know and maybe they have information about what their students' needs are," said Sarah Collins, chief client experience officer for Ad Astra. "But they build based on available faculty and available space and it's posted for students to register. The challenge is enrollments are dynamic."

Enrollment changes, changes in student demographics and the demands of curriculum pathways all require adjustments to the schedule, so the roll-forward method creates inefficiencies and misalignment with student and curriculum demand, Collins said.

Addressing capacity concerns can be an expensive endeavor for most colleges. In 2015, institutions spent more than \$11.6 billion on construction, with \$8.7 billion going to the construction of new buildings, according to the report.

Sometimes erecting more buildings or classrooms can seem like the solution because the process of scheduling courses is decentralized.

"It becomes hard to see outside of the scope of an academic department you're scheduling for," she said.

But space isn't the issue. At two-year institutions, classrooms were only used for 39 percent of what they considered the standard week. Four-year public universities used classrooms less than half of the time during a standard week, but they were more likely to have underutilized courses (36 percent) or overloaded classes (33 percent) than those courses that effectively balanced seat supply with student demand.

The real shakeup causing colleges to re-examine how they're scheduling courses and handling capacity is coming from the dual-credit student population, particularly in community colleges, said Tom Shaver, Ad Astra's chief executive officer and founder.

"Dual credit is a really big curveball for handling incoming freshmen," said Collins. "A freshman isn't necessarily a freshman anymore, so having statistics understanding this incoming population is critical."

It's one of the driving reasons why the Ohio Association of Community Colleges is using a state grant to examine the scheduling and capacity data at the state's 20-plus community colleges and four open-access universities.

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Ohio Governor John Kasich pushed the state to create more dual-credit opportunities last year, which increased the number of high school students in dual-credit programs from 15,000 to 52,000 enrolled this year, said Jack Hershey, president of OACC.

“It’s that kind of large spike in enrollment that makes a product like this valuable,” Hershey said. “We have to figure out how we can best use our space in one year, and we can’t build a bunch of new classroom spaces.”

There’s an additional driving factor for Ohio, as well -- the state uses performance-based funding for its institutions.

“Performance funding has caused us to change our thinking in almost everything. It’s a culture change,” Hershey said. “One limitation of current practice is that right now scheduling is done by faculty and academic chairs ... they might know the data within their department, but it’s not shared across the college, yet we’re sharing classrooms and spaces. Each department may be in their own little world, but we have to make it a collegewide discussion so everyone can see where the opportunities are.”

Stark State College, located north of Canton, Ohio, was the first institution in the state to make scheduling and capacity adjustments using Ad Astra’s system.

“Stark State saw their student population almost double in five years, and that’s a welcome crisis most leaders would want to have,” Hershey said. “But it forced them to rethink their scheduling process and what they were doing.”

After one year, Stark saved \$2 million in instructional costs and increased their tuition yield by \$1.3 million because they were offering more courses at the times students wanted and so students increased the amount of credits they took, he said.

Stark State’s general education courses, for instance, tended to be overloaded with students, while upper-level technical courses like accounting or information technology were underutilized, said Peter Trumpower, Stark’s director of research and planning.

Source URL: <https://www.insidehighered.com/news/2016/10/28/capacity-problems-plaguing-colleges-may-be-due-poor-scheduling?width=775&height=500&iframe=true>

Links:

[1] [https://www.insidehighered.com/sites/default/server_files/files/HESI Executive Summary 092616 \(1\).pdf](https://www.insidehighered.com/sites/default/server_files/files/HESI_Executive_Summary_092616_(1).pdf)

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CHEAT SHEET FOR CODES

Status	
AC	Active
CM	Program Completed
DC	Discontinued
DM	Dismissed
LA	Educational Leave
SP	Suspension

Degree Checkout Status	
AG	Applied
AW	Awarded
DN	Denied
IR	In Review
PN	Pending
EG	Eligible (Pending Outside Work)
AP	Approved

Freshmen Cohort & Transfer Cohort Student Groups	
FA11	Freshmen 2011 Cohort
FA12	Freshmen 2012 Cohort
FA13	Freshmen 2013 Cohort
TA13	Transfer Admits 2013 Cohort
TA14	Transfer Admits 2014 Cohort
TA15	Transfer Admits 2015 Cohort

CHANCELLOR'S OFFICE DEFINITIONS FOR GRADUATION INITIATIVE 2025 (GI 2025):

- Four-Year Freshman Rate: First-time full-time (12 units or more) freshmen
- Six-Year Freshman Rate: First-time full-time (12 units or more) freshmen
- Two-Year Transfer Rate: California Community College Transfers (full- and part-time sophomore level and above).
- Four-Year Transfer Rate: California Community College Transfers (full- and part-time sophomore level and above).

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COHORT UPDATES

6-Year Projections by College

Please provide an update of the progress made with your various student lists.

If a student has not filed to graduate, there is not a report that can be run to determine when the student is planning on graduating. In the weeks to come each college will be asked to provide projections of active students that are close to graduating in their respective graduation terms.

(Use the “College Reporting Calculator” on the I:Drive to submit your totals, I:\UATC Collaboration for Student Success\Graduation Innovation Team (GIT)

COLLEGE OF				
COHORT	FALL 2016	SPRING 2016	SUMMER 2016	TOTAL
Freshmen - FA11				0
Freshmen - FA12				0
Transfer - TA13				0
Transfer - TA14				0

Fall 2011 Cohort Projections

COLLEGE	College Cohort Size	Total Degrees as of 10/20/2016	Graduation Rate	# of Active Students as of 7/22/2016	Discontinued as of 09/20/2016	# of Active Students as of 9/20/2016	Previously Denied Graduation - Potential Graduates	Potential Fall 2016 Graduates	Potential Spring 2017 Graduates	Potential Summer 2017 Graduates	TOTAL DEGREES + POTENTIAL =	Grad Rate
CHHSN	218	61	27.98%	82	8	74	2	18	22	0	103	47.25%
CAH	139	59	42.45%	32	1	31	3	12	6	0	80	57.55%
CBAPP	279	93	33.33%	74	9	65	7	13	12	6	131	46.95%
COE	34	9	26.47%	10	0	10	0	2	5	1	17	50.00%
CNBS	347	107	30.84%	85	4	81	6	18	19	0	150	43.23%
Undeclared	83	N/A	N/A	9	1	7					N/A	N/A
TOTAL											481	43.73%

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Fall 2012 Cohort Projections

COLLEGE	College Cohort Size	Total Degrees as of 10/20/2016	Graduation Rate	# of Active Students as of 10/05/2016	Previously Denied Graduation - Potential Graduates	Potential Fall 2016 Graduates	Potential Spring 2017 Graduates	Potential Summer 2017 Graduates	TOTAL DEGREES + POTENTIAL =	Grad Rate	
CHHSN	241	21	8.71%	134	1	1	15	0	38	15.77%	
CAH	151	23	15.23%	69	1				24	15.89%	
CBAPP	248	21	8.47%	135	0				21	8.47%	
COE	31	4	12.90%	22	0				4	12.90%	
CNBS	408	42	10.29%	217	3				45	11.03%	
Undeclared	54	N/A	N/A	5	N/A				N/A	N/A	
									TOTAL	132	12.00%

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GENERAL INFORMATION

Helping Students Apply to Graduate

Application Filing Periods

The Electronic Application for Graduation must be submitted in accordance with the following schedule. Failure to apply in accordance with the schedule below could delay your degree past your intended graduation date. Also there will be additional fees assessed for applying after the regular deadline.

Degree Conferral Term	Regular Deadline	Late Deadline
Fall Semester	July 1	September 15
Spring Semester	October 1	Last day of fall semester
Summer Session	February 1	April 15

Please note that if the above dates fall on a weekend or holiday, the deadline will be the previous working day.

Biweekly meetings

All meetings will be held on Thursdays from 3:00 pm to 4:00 pm in the Provost's Conference Room

- 1.) Thursday, November 17th – Meeting #6:
- 2.) Thursday, December 15th – Meeting #7:

Upcoming workshops (Using data to streamline processes)

All Workshops will be held on Thursdays from 3:00 pm to 4:00 pm, in WH-A142

- 1.) Thursday, November 10th – Workshop #7: “General Session: Questions about PeopleSoft”
- 2.) Thursday, December 8th – Workshop #8: “General Session: Questions about PeopleSoft”

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