TIER Academic Review:
University of Iowa
Process and Implementation Plan

Submitted to:

Board of Regents State of Iowa, TIER Task Force

Submitted by:

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<u>Background Information</u>

Pappas Consulting Group, Inc., presented its e-learning and enrollment management recommendations to the Board of Regents on October 21, 2015. On October 22, 2015, Ad Astra Information Systems' classroom utilization/scheduling recommendations were presented to the Board. The Board adopted the Ad Astra and Pappas recommendations at its December 2, 2015 meeting and further charged "each of the campuses to develop plans for implementation and submit them back to the TIER Task Force by no later than the close of business on January 29th."

The Ad Astra and Pappas reports were posted on the academic review section of the University of Iowa's TIER website: http://tier.uiowa.edu/initiatives/academics. Executive Vice President and Provost P. Barry Butler emailed all UI deans, directors, and departmental executive officers (DEOs) on October 29, 2015, asking for nominations for three committees to review and implement the recommendations of the Ad Astra and Pappas reports. Chairs were appointed to lead the three committees: Lon Moeller (Ad Astra Report Review Committee), Andrew Beckett and Sarah Hansen (Student Success Task Force), and Chet Rzonca and Anne Zalenski (Distance and Online Learning Task Force). Two organizational change consultants (Sue Sager and Rachel Napoli) from the Organizational Effectiveness unit in University Human Resources were assigned to work with each of these committees.

Based on nominations received from UI deans, directors, and DEOs, members were appointed to the Ad Astra Report Review Committee, the Distance and Online Learning Task Force, and the Student Success Task Force. Individual charges for these committees/task forces were developed based on the Ad Astra and Pappas recommendations and meeting dates were scheduled. The Ad Astra Report Review Committee first met on November 16, 2015, the Student Success Task Force first met on December 1, 2015, and the Distance and Online Learning Task Force first met on December 10, 2015.

The charges, membership lists, and process/implementation plans for the Ad Astra Report Review Committee, the Distance and Online Learning Task Force, and the Student Success Task Force are attached.

CHARGE: Ad Astra Report Review Committee

Sponsorship: The committee is sponsored by the Office of the Provost.

Background: Ad Astra Information Systems was retained by the Iowa Board of Regents to study and evaluate classroom utilization and scheduling policies/practices in place at the three Regent universities. Ad Astra's report was presented at the Board of Regents' October 22, 2015 meeting. Recommendations for the UI included the centralized scheduling/inventory of "departmentally-owned" classrooms, improving the efficiency of UI classroom utilization and "seat fill," limiting "off-grid" scheduling (i.e., classes scheduled outside of standard class times), and creating a "schedule refinement team" to better match enrollment needs with appropriate and available classroom space.

The Board of Regents has asked the UI to develop a process plan to implement the recommendations of the Ad Astra report no later than January 29, 2016.

Charge: The committee will conduct its work in two phases:

Phase One: Planning – November 16, 2015 – January 29, 2016:

- evaluate the Ad Astra recommendations and determine the priorities for addressing them;
- identify challenges and opportunities associated with including "departmentally-scheduled" classrooms in the General Assignment Classroom (GAC) pool;
- evaluate current classroom utilization, identify "bottle-necked" courses, and consider opportunities to expand classroom utilization outside of traditional hours/days;
- recommend strategies aimed at improving UI "seat-fill" for classrooms, limiting "off-grid" scheduling, and better managing "prime time" (Monday – Thursday, 9:30 A.M. – 3:30 P.M.) classroom utilization; and
- develop an implementation plan for submission to the Board of Regents no later than January 29, 2016.

Phase Two: Implementation - Beginning February 1, 2016, the committee will:

- Oversee implementation efforts for the identified strategies, including:
  - create implementation teams;
  - establish project-level metrics to monitor success;
  - ensure appropriate involvement of stakeholders; and
  - communicate updates regarding progress to the campus community.

Membership: The following people will serve on the committee: Lon Moeller (Chair), Bobbie Bevins, Joe Bilotta, Marlys Boote, Eugene Buck, Chris Cheatum, Ellen Cram, Lori Cranston, Ray De Matta, Helena Dettmer, Susan Felker, Keri Hornbuckle, Renee Houser, Lisa Ingram, Nancy Langguth, Larry Lockwood, Misty Lyon, Lou

Messerle, Melia Pieper, Scott Popham, Alberto Segre, Becca Tritten, Maureen Walterhouse, and Jerri Wolfe.

Timeline

January, 2016:   Complete inventory of "departmentally-scheduled" classroom space for possible inclusion in the existing General Assignment Classroom (GAC) pool for centralized management and scheduling; develop work groups as necessary to carry out the committee's charge.

February, 2016:   Decide which "departmentally-scheduled" classrooms should be included in the GAC pool, review those classrooms to determine current level of technology (based on standard technology available in GAC classrooms), and develop a budget to "refresh" technology (as needed) in "departmentally-scheduled" classrooms to be included in the GAC pool. Use work groups to develop communication plan advising academic departments of future scheduling of "department" classrooms through the GAC process.

March, 2016:   Code classroom types for "departmentally-scheduled" classrooms included in GAC pool, using standard classroom types developed by the Classroom Utilization/Scheduling Committee in 2014-2015. Use work groups to further discuss Ad Astra recommendations concerning the creation of a "schedule refinement team" and other proposed classroom scheduling/utilization policy changes.

April, 2016:   Create a "schedule refinement team" to identify "bottlenecked courses," "underutilized" courses, "reduction candidate" courses, and possible ways to expand classroom utilization outside of traditional hours/days.

May - June 2016:   Revise existing GAC scheduling policies, as necessary, to deal with identified classroom utilization/scheduling issues.

CHARGE: Distance and Online Learning Task Force

Sponsorship: The task force is sponsored by the Office of the Provost and by the Division of Continuing Education.

Background: The Pappas Consulting Group, Inc., was retained by the Iowa Board of Regents to study and evaluate e-learning/distance education programs offered by the three Regent universities. Pappas shared its e-learning/distance education recommendations at the Board of Regents' October 21, 2015 meeting. Recommendations included establishing ambitious enrollment goals, expanding on-line summer course offerings as well as high-demand general education courses, and developing new "fully on-line" degree programs. The Board of Regents has asked the UI to develop a process plan to implement the relevant recommendations of the Pappas e-learning/distance education report no later than January 29, 2016.

Charge: The task force will conduct its work in two phases:

Phase One: Planning – December 10, 2015 – January 29, 2016:

- evaluate the Pappas e-learning/distance education recommendations and determine the priorities for addressing them;
- identify challenges to expanding the number and type of on-line UI courses, including general education courses, and summer session online courses;
- support the development of a common UI website that lists different UI on-line course offerings;
- recommend strategies and identify challenges to the timely development of "fully on-line" UI degree programs; and
- develop an implementation plan for submission to the Board of Regents no later than January 29, 2016.

Phase Two: Implementation

Beginning February 1, 2016, the task force will:

- Oversee implementation efforts for the identified strategies, including:
  - create implementation teams;
  - establish project-level metrics to monitor success;
  - ensure appropriate involvement of stakeholders; and
  - communicate updates regarding progress to the campus community.

Membership: The following people will serve on the task force: Chet Rzonca (Co-Chair), Anne Zalenski (Co-Chair), John Achrazoglou, Marc Armstrong, Marlys Boote, Jay Christensen-Szalanski, Stephen Cummings, Jen Deberg, Dan Gall, Alan Huckleberry, Rick Jerz, Maggie Jesse, Sarah Larsen, Lon Moeller, Victoria Steelman, Tanya Uden-Holman, and Chuck Wieland.

Distance and Online Learning Task Force – Work Groups

1. **Collaboration with ISU and UNI**: Identify current collaborative online courses/programs with ISU and UNI and explore opportunities for future collaboration, including a Regents online course portal, and the development of a "How to Learn Online" course.
2. **Exemplars/Effective Practices**: Review the applicable exemplars highlighted in the Pappas Report (Arizona State University and Penn State University) and review effective practices from peer CIC universities in terms of online/distance education.
3. **Faculty/DEO Perspectives**: Interview/survey select faculty who teach online courses, and DEOs of academic departments that offer required courses online, to identify challenges and opportunities associated with expanding the number of UI online general education and summer session course offerings.
4. **New Online Degree Programs**: Create a list of currently-offered UI online courses and evaluate opportunities to create new "fully online degree programs," based on "solid market research" as recommended in the Pappas e-learning/distance education report.
5. **Quality Assurance and Assessment**: Discuss impact of implementing Quality Matters program, review assessment of hybrid and online courses/rubrics, and evaluate the training of faculty who teach online courses.
6. **Student Experience**: Address the experiences and needs of students in distance education and online courses and programs.

Timeline

January 2016	February – April 2016	May-June 2016
Collaboration with ISU and UNI		
	Identify current areas of collaboration.	Create public-facing document.
Identify specific high-volume courses that will meet student needs.	Prioritize and discuss with ISU and UNI.	Plan for implementation.
Identify deliverable courses.	Prioritize and discuss with ISU and UNI.	Plan for implementation.
	Consider offering all online courses to UNI/ISU.	Review and recommend.
	Review existing University and Regent policies regarding course sharing.	Provide recommendations/ changes if necessary.
Exemplars/Effective Practices		
	Identify exemplary online courses.	List with attributes.
	Identify technology-enhanced campus courses (e.g. TILE classes); create document of definitions.	List with attributes.
	Review efforts of professional associations and peer groups.	Catalog, cite and identify attributes.
Faculty/DEO Perspectives		

Discussion of faculty survey.	Survey DEOs and faculty regarding perceptions of teaching online; develop survey instrument and administer.	Analysis, distribution and dissemination of results.
New Online Degree Programs		
Identify data sources.	Review Occupational Needs information.	Identify areas of need.
	Review existing and planned departmental online course offerings in relation to degree requirements.	Determine necessary additional courses for degree.
Identify fiscal needs and tuition revenue.	Estimate cost/benefit analysis.	Estimate required resources, student benefit and tuition revenue.
	Assess institutional readiness.	Identify faculty, fiscal and online teaching commitment.
Quality Assurance and Assessment		
Consider data sources and procedures.	Collect student data including perception of online classes, success in initial and subsequent courses, evaluation data.	Analysis of strengths, necessary modifications and variables related to student success.
	Faculty perception of available services.	Build on previous data and conduct survey.
	Plan for pilot to implement Quality Matters.	Initiate pilot.
Student Experience		
Review available literature.	Conduct web and library review.	Use review to inform surveys to be developed.
Discuss data needs.	Conduct a survey of student affinity with the University.	Conduct survey, analyze results, and provide recommendations.
	Survey graduates regarding their online class/program experience.	As above.

CHARGE: Student Success Task Force

Sponsorship: The task force is sponsored by the Office of the Provost.

Background: The Pappas Consulting Group, Inc., was retained by the Iowa Board of Regents to study and evaluate undergraduate student enrollment management practices in place at the three Regent universities. Pappas shared its recommendations at the Board of Regents' October 21, 2015 meeting. Recommendations included improving first-year retention rates, four- and six-year graduation rates, and increasing centrally-provided academic support services. The Board of Regents has asked the UI to develop a process plan to implement the relevant recommendations of the Pappas enrollment management report no later than January 29, 2016.

Charge: The task force will conduct its work in two phases:

Phase One: Planning – December 1, 2015 - January 29, 2016:

- evaluate the Pappas recommendations and determine priorities for addressing them;
- evaluate the current level of centrally-provided academic support and the organization/structure of the units providing that support;
- identify policies and practices that may affect retention and time-to-graduation;
- recommend strategies and identify constraints to improving UI first-year retention, and four- and six-year graduation rates; and
- develop an implementation plan for submission to the Board of Regents no later than January 29, 2016.

Phase Two: Implementation

Beginning February 1, 2016, the task force will:

- Oversee implementation efforts for the identified strategies, including:
  o create implementation teams;
  o establish project-level metrics to monitor success;
  o ensure appropriate involvement of stakeholders; and
  o communicate updates, regarding progress, to the campus community.

Membership: The following people will serve on the task force: Andrew Beckett (Co-Chair), Sarah Hansen (Co-Chair), Charlotte Adams, Maggie Chorazy, Joe Cilek, Renee Cole, Brian Corkery, Cheri Doggett, Oguz Durumeric, Earlene Erbe, Russ Ganim, Kathy Hall, Diane Hauser, Karen Heimer, Lena Hill, Lisa Ingram, Wayne Jacobson, Paula Kerezsi, Kirk Kluver, Linda Stewart Kroon, Kathy Magarrell, Les Margolin, Kellee McCrory, Lon Moeller, Cinda Coggins Mosher, Hien Nguyen, Nadine Petty, Stephanie Preschel, Maureen Schafer, Teri Schnelle, Cheryl Schultz, Cindy Seyfer, Liz Tovar, Ben Walizer, Cassie Walizer, and Rachel Williams.

Student Success Task Force – Work Groups

1. **Retention Patterns**: Examine retention and graduation data for student populations with "unusual retention patterns." For example, first-generation students, low-income students, Black students (or other race/ethnicity), academically underprepared students, students in competitive or exploring majors, and other student groups the work group identifies. This work group will consider what programs and interventions currently exist to support retention and progress and what opportunities exist for additional intervention.
2. **Exemplars/Best Practices**: Review the exemplars and "best practices" highlighted in the Pappas enrollment management report, including the list of academic support programs offered by UNI. Also review effective practices from UI peer universities in terms of student success initiatives.
3. **Faculty/DEO Perspectives**: Interview select faculty who teach large first-year courses to identify challenges they see with our first-year students. This may include reviewing grading policies established by colleges/academic departments. Also interview DEOs of academic departments with large undergraduate student populations to determine challenges and current effective practices/policies.
4. **Progress to Degree**: This work group will consider progress factors including the four-year plan, majors/shadow majors (i.e., pre-majors in competitive areas such as nursing, business, pre-med, pre-physical therapy, etc.), collegiate and departmental polices for shifting majors, course and major milestones, and academic advising beyond the first year.
5. **Academic Support**: Create an inventory of academic support mechanisms available on campus, particularly those for high D/F/W courses and large enrollment courses. Also audit the use, location and effectiveness of these academic support services, and identify gaps and redundancies in the services.
6. **Course Placement and Sequencing**: Examine how students are placed in courses, particularly gateway courses (i.e., those courses that are needed for certain major pathways), how placement tests/scores are used, academic performance in introductory, prerequisite and subsequent courses, and recommend any appropriate changes in policies and practices regarding course sequencing and progression, and grade requirements for progression.

Timeline

January 2016:   Work groups meet to discuss their charges.

February 2016:   Work groups share updates, receive feedback from task force and present final recommendations to task force.

March 2016:   Implementation begins: identify pilot and full-scale projects. Task force establishes project-level metrics to monitor success and ensures appropriate stakeholder involvement.

April 2016:   Stakeholder updates regarding implementation progress.

May 2016: Updates on implementation progress shared with task force.

July-August 2016: Assess pilot and full-scale project data and determine next steps.