

Gateway Course Success: Scaling Corequisite			
What	How	Who	When
<b>Analyze and understand results of current remediation efforts in both Math and English</b>	<ol style="list-style-type: none"> <li>1. % incoming students who need remediation</li> <li>2. % who complete in remediation but do not enroll in gateway course</li> <li>3. % who complete associated gateway course within two years</li> <li>4. % of incoming students who need remediation who graduate               <ol style="list-style-type: none"> <li>a. Disaggregate the data as appropriate for our campus</li> </ol> </li> <li>5. How successful are students in the major if they transfer in a math class from another institution, <i>if they are assigned to a remedial math course.</i></li> <li>6. DFWI rates</li> <li>7. What students are not retained? Common characteristics?</li> </ol>	Leslie	January 14
<b>Reexamine current math pathways to ensure we have the right math course aligned with the major</b>	<ol style="list-style-type: none"> <li>1. Listing what exists in catalogue and seeking departmental confirmation</li> <li>2. Initiate the discussion about the appropriate math courses for our students in the Gen Ed curriculum</li> <li>3. Are institutional requirements embedded throughout the gen eds (or should they be?)</li> </ol>	<p>Jim</p> <p>Jim</p> <p>Jim</p>	<p>November 13</p> <p>November 13</p> <p>Future</p>
<b>Develop coreq strategies for Math</b>	<ol style="list-style-type: none"> <li>1. Benchmarking the Austin Peay model; bring experts in? send to TN?</li> <li>2. Sharing the data with faculty</li> <li>3. What is the ROI for the department, university with current model?</li> </ol>	<p>Leslie</p> <p>Doug Doug</p>	<p>February 14</p> <p>January 14 January 14</p>
<b>Consider adapting the model to English and other gatekeeper or milestone courses</b>		Leslie	August 14

## Missouri Completion Action Plan

Guided Pathways to Success (GPS)			
What	How	Who	When
<b>Define our meta-majors for deciding students for Fall 14</b>	<ol style="list-style-type: none"> <li>1. Review existing maps to draft meta-majors for undecideds               <ol style="list-style-type: none"> <li>a. Gather data for proposed meta-majors: What are the commonalities among meta-areas?                   <ol style="list-style-type: none"> <li>i. The meta-majors will naturally come from this analysis</li> </ol> </li> </ol> </li> <li>2. Review data on past first year mix of courses that correlate to success at the major</li> <li>3. Send to academic departments for confirmation               <ol style="list-style-type: none"> <li>a. This is an advising issue, not a curricular issue. The faculty have already approved the curriculum</li> </ol> </li> <li>4. Identify milestone classes</li> <li>5. Develop communication plan</li> <li>6. Determine timeline for declaration of a major (i.e., force them to engage in decision about their major)</li> </ol>	<p>Brad</p> <p>Leslie</p> <p>Brad</p> <p>Brad/Kat Doug Joan</p>	<p>October 13</p> <p>October 13</p> <p>January 14</p> <p>? ? December 13</p>
<b>Academic maps</b>	<ul style="list-style-type: none"> <li>- Discuss pushing maps out to students via degree works with chairs               <ul style="list-style-type: none"> <li>▪ What course mix leads to success? Failure?</li> </ul> </li> <li>- Verify the plans are correct for the Fall 14 catalogue</li> <li>- Develop implementation plan to push out schedules for next year's Freshman class</li> <li>- Develop plan for what happens if they fall off the plan</li> <li>- Develop training plan for pushing out programs via degree works (with chairs/advisors)</li> <li>- Develop communication plan for pushing out programs via degree works (with chairs/advisors)</li> </ul>	<p>Doug</p> <p>Brad</p> <p>Brad</p> <p>Bev</p> <p>Bev</p> <p>Bev</p> <p>Doug (G5)</p>	<p>October 13</p> <p>October 13</p> <p>January 14</p> <p>November 13</p> <p>March 14</p> <p>April 14</p> <p>October 14</p>

## Missouri Completion Action Plan

	<ul style="list-style-type: none"> <li>- Develop reports (assessment plan) to review capacity</li> <li>- Let meta-major decide what to push into degree works for undecided majors</li> <li>- What resources are we going to need (e.g., Professional Advisors) to make the plan work?</li> </ul>	<p>Bev</p> <p>Brad</p> <p>Doug/Bev</p>	
<p><b>Examine the population of students who are graduating with over 124 hours</b></p>	<ul style="list-style-type: none"> <li>- Develop action plan to combat with this phenomenon, if necessary</li> </ul>	<p>Joan</p>	<p>Nov 13 January 14</p>

# Missouri Completion Action Plan

<b>Acceleration &amp; Block Scheduling</b>  <b>What</b>	<b>How</b>	<b>Who</b>	<b>When</b>
<b>Assess ROI on 12-18 hours from a student perspective</b>  <b>Review consequences of tuition band of 12-18 hours</b>	Financial analysis	Steve	October 13
		Steve	October 13

Conditions for Change: Metrics & Aligned Resources  What	How	Who	When

## Missouri Completion Action Plan

Date	Gateway Course Success: Scaling Corequisite	Time & Intensity: 15 to Finish	Guided Pathways to Success (GPS)	Block Scheduling	Conditions For Change: Metrics & Aligned Resources
Sept '13					
Oct '13					
Nov '13					
Dec '13					
Jan '14					
Feb '14					
Mar '14					
Apr '14					
May '14					
Jun '14					
Jul '14					
Aug '14					