Degree in Three
&
Accelerated Degree Programs

Peter Diplock (Degree in Three Committee)

University of Connecticut

Degree in Three & Accelerated Programs

Committee Members

Brian Boecherer, Executive Director, ECE

Dan Burkey, Associate Dean for Undergraduate Education and Diversity, School of Engineering

Joe Crivello, Professor Physiology and Neurobiology, CLAS

Robert Day, Associate Dean for Undergraduate Programs, School of Business

Peter Diplock, Assistant Vice Provost, CETL (Chair)

Karl Guillard, Professor Plant Science and Landscape Architecture, CAHNR

Katrina Higgins, Director University Advising

Erin Mason, Associate Registrar

Andy Moiseff, Associate Dean Behavioral and Life Sciences and UGRD Programs, CLAS

Mansour Ndiaye, Executive Director CLAS Academic Advising Center

Dan Pejril, Assistant Professor in Residence, Digital Media and Design, School of Fine Arts

Marianne Snyder, Assistant Professor & Director of the Prelicensure Program, School of Nursing

Angela Starkweather, Professor and Associate Dean, School of Nursing

Degree in Three & Accelerated Programs

Research Findings

1. **Escalating costs of higher education (outpacing inflation 3:1)**
   - o **Completing a Bachelor's degree in 3 years can potentially save $ thousands**

2. **Escalating student debt**
   - o **CT has the highest average individual student debt ~38.5K**

3. **More favorable employment and earnings outlook correlated with education**

4. **Time between bachelor's degree completion and first graduate enrollment is shortening**
   - o **of those who complete their baccalaureate who go on to earn a master's, about 1/3rd do so and enroll within 1 year**
   - o **the total rises to 2/3rds within 3 years**

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Research Findings Cont'd

5. **Din3 Programs must be communicated/marketed in a way that does not require prior AP or academic credit**
   - **Notable schools with existing Din3 programs (Purdue, Iowa)**

6. **UConn's Early College Experience (ECE) Program is statewide, 1/3rd of first year students are ECE alumni with an average of 9 earned credits**

7. **Over the last five years, the number of UConn students who have graduated in less than four years has almost doubled (from 119 in 2010 to 206 in 2014)…a relatively small but growing number of overall graduates**

8. **Graduate Faculty Council (12 credit) rule to encourage UConn undergraduates to remain at UConn to complete their graduate degree**

University of Connecticut

Degree in Three Programs

Selected Recommendations Din3

1. That the university create an official Din3 pathway for majors (opt in)

2. That department eligibility be restricted to only those academic majors with clearly specified plans of study that indicate major can be completed in 3 years *with or without* prior AP or academic credit (see draft website)

3. That student eligibility be clearly defined and communicated including for example (a) that students declare Din3 no later than the end of their first year, (b) that students be required to sign a Din3 agreement outlining milestones, checkpoints, and responsibilities, (c) that students meet with their academic advisor at least once per semester

4. That the university encourage academic units to incorporate high impact practices (e.g. frequent faculty student interaction, early research opportunities) into their Din3 programs

Accelerated Programs

Selected Recommendations Accelerated Programs

1. That the university establish guidelines and standard approval processes for 'plus 1' programs including 3+1, 4+1, 5th year master's, integrated bachelor's and master's, and 'fast track' programs

2. That the university strive to adopt common language and the most beneficial branding to describe accelerated programs

3. That the university consider developing a framework that would among other things, return a portion of the tuition revenue from the "+1" graduate portion to the academic department

Center for Excellence in Teaching and Learning (CETL) Updates

"SET +"

- Ongoing efforts with individual departments to develop additional measures (beyond SET's) of teaching effectiveness
    - One size does not fit all (department culture and context matters)
    - Typically involves collaboration between CETL staff and department committee charged with SET+
    - **Peer-based observation**
    - **Peer-based learning materials review**
    - **Teaching portfolio development with built-in faculty reflection**
    - New options for **mid-semester formative assessment** (Qualtrics/CETL&OIRE)
    - Joint CETL/Department **professional development**
- Ongoing efforts with individual faculty and departments to extract meaningful insights from existing SET's
    - CETL **SET reader with themed insights**
    - Strategies to enhance response rates

martina.rosenberg@uconn.edu

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Nexus: Empowering Student Success

- **60 Second Survey (Handout)**
- **Centralized nudges**
  - **(e.g. financial literacy; uconn.igrad.com)**
- **Advisor outreach**
- **Predictive and Prescriptive Analytics**

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Important Dates

CETL Mini Grants
Due: <u>November 8th</u>

Nominations for University Teaching Awards
(Teaching Fellow, Teaching Innovation, Outstanding Adjunct, Outstanding TA)
Due <u>November 15th</u>

Annual CETL Open House
<u>Friday December 6th</u> 3:00-5:00 Rowe Atrium

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