

Choose one of the three case studies to post a goal and measure(s) if not referenced in the goal. Think S.M.A.R.T. - Specific, Measurable, Attainable, Relevant, Time - Based.

P. 2, Case Study 1: (SS Services) Meta-Major Onboarding for Undeclared Students

P. 3, Case Study 2: (Instruction) STEM Program Enrollment

P. 4, Case Study 3: (Instruction) Gaps in Success Rates

## CASE STUDY 1: META-MAJOR ONBOARDING FOR UNDECLARED STUDENTS

Post a goal and measure(s) if not referenced in the goals. Think S.M.A.R.T – Specific, Measurable, Attainable, Relevant, Time-Based.

Observation: Thirty percent of first-time students whose goal is to transfer have not declared a major or are undecided. How can Counseling support students in getting on a pathway?

**Goal:** Increase the percentage by \_\_\_ % of first-year students who have declared a meta-major by the end of their x timeline.

**Increase the share of transfer-seeking first-time students who have a declared major from 70% to 95% by the end of the first semester.**

**GOAL:** Increase the number of first-year students intending to transfer to declare a major to XX%

(specific, measurable, attainable?) by the end of year (attainable?, time -based relevant)

**Goal:** Increase the rate of transfer of first-time students by x %.

## CASE STUDY 2: STEM PROGRAM ENROLLMENT

Post a goal and measure(s) if not referenced in the goals. Think S.M.A.R.T – Specific, Measurable, Attainable, Relevant, Time-Based.

Observation: Enrollment number show that fewer men of color are taking courses required for STEM majors. What may be contributing factors that are impeding men of color from accessing STEM majors/career paths, and what can be done differently?

**GOAL 1: Increase number of male students of color enrolled in STEM courses by x% over the next 5 years.**

**Implementation step to goal 1): Identify and address the contributing factors in limiting enrollments of male students of color in STEM.**

**Implementation: Involve PRIE in requesting data collection to determine factors; conduct research project to identify trends.**

**Implementation Step: Bring male SoC ambassadors/peer mentors to high schools to recruit students into STEM.**

**Create a networking learning community for folks of color in STEM by 2022, led by an experienced faculty members.  
(\*Implementation step)**

## CASE STUDY 3: GAPS IN SUCCESS RATES

Post a goal and measure(s) if not referenced in the goals. Think S.M.A.R.T – Specific, Measurable, Attainable, Relevant, Time-Based.

Observation: Multiple sections of a required course for the degree show success rates that vary from 42% - 85% passing. How can the program close the gap?

Does at least 1 section of each course offer ZTC?

Are the instructors student centered or do they teach in a pedagogy that speaks to student success

Are the instructors' lessons somewhat aligned, or so different that it results in disparities?

The goal is get the courses to a success rate of 80%

Are the courses offered in multiple modalities?

Encourage faculty teaching same courses to align content and share strategies or supports for students engagement and success rates

eliminate irrelevant courses

1 – Determine cause of 42%-85% discrepancy.  
2 - Examine relationship of this discrepancy to the achievement gap and to the opportunity gap.  
3 – Determine actions for closing both gaps

Are instructors following up with students who are showing that they need additional supports.

Goal: Reduce the gap between current %s

What are the courses with the higher success rates doing? Are they offering varying assessments?

Which modality is successful?

How are the student learning outcomes being outlined and defined for each section?

In Canvas being used-a central place where students can find info and resources they need?