

**KANSAS BOARD OF REGENTS  
SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS  
AGENDA**

**December 18, 2019  
8:30 am – 9:00 am**

The System Council of Chief Academic Officers will meet in Suite 530, in the Curtis State Office Building located at 1000 SW Jackson, Topeka, KS 66612. SCOCAO is co-chaired by Brad Bennett, Colby CC and David Cordle, ESU.

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|---|------------------------|------|
| <b>I. Call To Order</b>   | Brad Bennett, Co-Chair |      |
| A. Introductions  |                        |      |
| B. Approve Meeting Minutes from November 20, 2019                     |                        | p. 3 |
| <b>II. Transfer and Articulation Council Update</b>                   | Jon Marshall           |      |
| <b>III. Open Educational Resource (OER) Steering Committee update</b> | Erin Wolfram           |      |
| <b>IV. Second Reading</b>   |                        |      |
| A. Proposed Changes to Degrees Policy                                 | Daniel Archer          | p. 6 |
| 1. Adding an Associates in Fine Arts                                  |                        |      |
| <b>V. Other Matters</b>   |                        |      |
| A. Credit for Prior Learning (CPL) Update                             | Erin Wolfram           |      |
| B. Strategic Plan High Impact Practices                               | Daniel Archer          | p. 9 |
| <b>VI. Adjournment</b>  |                        |      |

## System Council of Chief Academic Officers (SCOCAO)

The System Council of Chief Academic Officers, established in 2002, is composed of the six chief academic officers of the state universities, four chief academic officers selected by the nineteen community colleges, one chief academic officer selected by the six technical colleges, and the chief academic officer of Washburn University. The Board's Vice-President for Academic Affairs serves as an ex officio member. The Committee meets in person the morning of the first day of the monthly Board meeting. Membership includes:

Brad Bennett, Co-Chair	Colby CC
David Cordle, Co-Chair	ESU
Jill Arensdorf	FHSU
Charles Taber	KSU
Carl Lejuez	KU
Howard Smith	PSU
Rick Muma	WSU
Lori Winningham	Butler CC
Erin Shaw	Highland CC
Beth Ann Krueger	KCK CC
Matt Pounds	NWKTC
JuliAnn Mazacheck	Washburn
Daniel Archer	KBOR

### System Council of Chief Academic Officers AY 2020 Meeting Schedule

<i>Meeting Dates</i>	<i>Location</i>	<i>Institution Materials Due</i>
September 18, 2019	Topeka	August 30, 2019
November 20, 2019	Pittsburg State University	November 1, 2019
December 18, 2019	Topeka	November 29, 2019
January 15, 2020	Topeka	December 27, 2019
February 19, 2020	Topeka	January 31, 2020
March 18, 2020	University of Kansas Med Center	February 28, 2020
April 15, 2020	Kansas State University	March 27, 2020
May 20, 2020	Topeka	May 1, 2020
June 17, 2020	Topeka	May 29, 2020

**System Council of Chief Academic Officers  
MINUTES**

**Wednesday, November 20, 2019**

The November 20, 2019, meeting of the System Council of Chief Academic Officers was called to order by Co-Chair Brad Bennett at 8:30 a.m. The meeting was held at Pittsburg State University, 1701 S. Broadway Street, Pittsburg, Kansas, 66762, in room 206 of the Overman Student Center.

**In Attendance:**

Members:	Brad Bennett, Colby CC	David Cordle, ESU	Lori Winningham, Butler CC
	Erin Shaw, Highland CC	Jill Arensdorf, FHSU	Charles Taber, K-State
	Carl Lejuez, KU	Steve Loewen, NWK Tech	Howard Smith, PSU
	Rick Muma, WSU	JuliAnn Mazachek, Washburn	Daniel Archer, KBOR
	Adam Borth, Fort Scott CC		
Staff:	Karla Wiscombe	Sam Christy-Dangermond	Amy Robinson
Others:	Jon Marshall, Allen CCC	Robert Klein, KUMC	Kim Krull, Butler CC
	Aron Potter, Coffeyville CC	Michelle Schoon, Cowley CC	Mark Allen, Independence CC
	Marlon Thornburg, Coffeyville	Cindy Hoss, Hutchinson CC	Linnea Glenmaye, WSU
	Kevin Bracker, PSU	Brian Niehoff, K-State	Mike Calvert, Pratt CC
	Joe McCann, Seward CC	Rick Moehring, JCCC	Jean Redeker, KU

Co-Chair Brad Bennett welcomed everyone and those present introduced themselves.

**APPROVAL OF MINUTES**

Charles Taber moved that the minutes of the September 18, 2019, meeting be approved. Following the second of Steve Loewen, the motion carried.

**UPDATES**

- The Transfer and Articulation Council (TAAC) update was provided by Jon Marshall, Allen County Community College. He went over the 2019 TAAC Quality Assurance Subcommittee Report which has an overview of common data on transfer student success and completion. This report was presented at the Kansas Core Outcomes Groups (KCOG) conference on October 18<sup>th</sup>, 2019. Appreciation was given to KU for hosting this conference for the last two years, and Wichita State University has volunteered to host the KCOG conference for the next two years. Jon discussed that nine courses were recommended to be approved by the Board in January 2020. He noted that if these additional courses are approved this will bring the total to 100 approved System Wide Transfer courses. Jon discussed that there is no limit to the number of courses they can review, and he noted that Nebraska has around 300. Jon went over the data in the report and stated the complete 2019 KCOG Report will be available on our website. Jon stated that all 32 institutions share a common commitment to quality and the same criteria for accreditation, but each are evaluated individually.

Jon noted that the information he presented and discussed can be found on the KBOR website at: [https://www.kansasregents.org/academic\\_affairs/transfer-articulation](https://www.kansasregents.org/academic_affairs/transfer-articulation) . He asked that this information be shared at the institutions, if possible. No questions were presented by the Committee.

- The Open Educational Resource Steering Committee (OER) update was provided by Samantha Christy-Dangermond, Director of Academic Affairs, Kansas Board of Regents. Sam stated the Committee has met twice since the last SCOCAO meeting and their next meeting is December 13, 2019. The Committee is currently working on:
  1. Updating the OER Action Plan, which originated with the Student Advisory Committee.
  2. Compiling and sharing information via google drive.
  3. Looking at the potential to join an Open Textbook Network to improve access, affordability, and academic success.
- The Kansas Council of Instructional Administrators (KCIA) update was provided by Brad Bennett, Colby Community College. Kansas Council of Instructional Administrators (KCIA) will have their spring meeting on February 18, 2020. The Council is currently working on:
  1. Finalizing a Chief Academic Officer Mentor program.
  2. An accreditation share process to do mock visits for upcoming Higher Learning Commission visits.
- The Credit for Prior Learning (CPL) Task Force update and guideline review was provided by Samantha Christy-Dangermond. Sam noted at their last meeting the task force heard three presentations on different forms of assessment for CPL.
  1. The Kansas Seal of Biliteracy
  2. Cambridge International Exams
  3. ACT Work-keys National Career Readiness Certificate

Sam stated the CPL Task Force annually reviews the CPL guidelines and updates them if there are changes to policies or new practices. She noted that feedback is always welcome. There were three main updates made:

1. Updated the appendix to include changes made to the credit by exam policy.
  2. Included an appendix that has the CPL policy.
  3. Added a section for awarding credit for military learning.
- The Performance Agreement update was provided by Samantha Christy-Dangermond. Sam stated she has been working on the new AY 2020-2021 Bridge Performance Agreements, and they are almost complete. BAASC will begin reviewing the AY 2020-2021 Bridge Performance Agreements in January 2020. Sam noted that today in BAASC they will review two of the AY 2018 reports.
  - Karla Wiscombe went over Concurrent Enrollment Partnership (CEP) faculty qualifications. She stated Higher Learning Commission (HLC) faculty qualification information is included in the annual CEP report that will be presented in March. She noted that the BAASC Chair asked for an overview of the HLC faculty requirements for new BAASC members, so this will be presented to BAASC today. Karla discussed the new federal regulations that mention dual enrollment, and she believes this may be a long process to implement due to different accrediting bodies. She stated that it will be important in the future to be aware of any issues that may arise from the implementation.

Brad Bennett stated that these numbers do not reflect faculty on an educational plan for those institutions who have waivers. He noted this has caused confusion in the past. Karla further clarified that the report does include all CEP faculty. The asterisk indicates institutions with an approved waiver.

- Daniel Archer discussed proposed changes to the Board's policy on degrees. There are currently four associate degrees, and this policy will add an emerging fifth degree, Associate in Fine Arts. This was a first reading and no action was taken. Daniel noted that establishing the Associate in Fine Arts degree will create opportunities for all institutions to explore expanding 2+2 articulation agreements within fine arts disciplines.

### **ADJOURNMENT**

Lori Wunningham moved to adjourn the meeting. Following the second of Steve Loewen, the motion carried. The meeting adjourned at 8:54 a.m.

## Proposed Changes to the Degrees Policy

Daniel Archer  
VP, Academic Affairs

### Summary

*The Board's policy on degrees allows community colleges to offer four associate degrees. The proposed policy change creates a framework for community colleges to offer a fifth associates degree, an Associate in Fine Arts. Staff recommends the System Council of Chief Academic Officers approve the proposed changes.*

*December 18, 2020*

### Background

The Board's policy on degrees includes four associate degrees: Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in General Studies. While these associate degrees are commonplace in contemporary higher education, a fifth associate degree, an Associate in Fine Arts, is emerging in multiple states. Among others, the following community colleges currently offer an Associate in Fine Arts in their portfolio of degree offerings:

- Anoka-Ramsey Community College (MN);
- College of the Albemarle (NC);
- Community College of Baltimore (MD);
- Elgin Community College (IL);
- Inver Hills Community College (MN);
- Jefferson College (MO);
- Mitchell Community College (NC);
- Normandale Community College (MN);
- Piedmont Community College (NC)
- Shoreline Community College (WA);
- State Fair Community College (MO);
- St. Charles Community College (MO); and
- Westmoreland County Community College (PA).

Examples of majors within Associate in Fine Arts degrees may potentially include: studio arts, theatre performance and/or production, visual/graphic design, photography, creative writing, and music performance. While the fine arts degree is a relatively new degree offering at community colleges, it should be noted that it is ubiquitous at the university level. In Kansas, the six governed universities and Washburn University offer a Bachelor of Fine Arts degree.

Without an Associate in Fine Arts degree in Kansas, community colleges currently offer fine arts-related course content under the Associate in Arts degree framework. An Associate in Fine Arts degree is needed because this nomenclature is a better reflection of fine arts course content and establishes a more concrete associate-to-baccalaureate degree alignment. Additionally, establishing the Associate in Fine Arts degree framework will create opportunities for community colleges and universities to explore expanding 2+2 articulation agreements within fine arts disciplines. The proposed changes are detailed in the policy excerpt below:

## CHAPTER III: COORDINATION OF INSTITUTIONS

### A. ACADEMIC AFFAIRS

#### 9. DEGREES

##### ii. Curriculum

The curriculum shall have a structure that reflects acceptance of responsibility by the faculty at the degree-granting institution for what is to be learned overall, as well as in each course, and thus for the logical sequence and increasing difficulty of subjects and instructional levels. The curriculum shall reflect the distinction between the liberal disciplines and the occupations and professions, the nature of specialization in study and work, the contribution of liberal arts and sciences, and the relationship between teaching and faculty creativity. A graduate curriculum shall reflect a concept of the graduate school as a group of scholars, the faculty members of which have had extensive collegiate teaching experience and are engaged in the advancement of knowledge. Periods of study and other fundamental requirements for the five levels of academic degree are as follow:

(1) “Associate degree” means a degree consisting of courses totaling a minimum of 60 semester credit hours. Additional requirements for specific types of associate degrees follow:

(a) “Associate in arts degree” means a transfer-oriented degree:

(i) Granted to those who successfully complete programs equivalent to the freshman and sophomore level requirements for a bachelor of arts degree; and

(ii) In which not less than 30 semester credit hours in general education are required.

(b) “Associate in science degree” means a transfer- or professional-oriented degree:

(i) Granted to those who successfully complete programs equivalent to the freshman and sophomore level requirements for a bachelor of science degree; and

(ii) In which not less than 30 semester credit hours in general education are required.

(c) “Associate in applied science degree” means a degree:

(i) Granted to those who successfully complete programs which emphasize preparation in the applied arts and sciences for careers, typically at the technical or semi-professional level; and

(ii) Consisting of a minimum of 60 semester credit hours and a maximum of 68 semester credit hours, in which not less than 15 semester credit hours in general education and not less than 30 semester credit hours in the area of specialized preparation are required. An exception/waiver to the 68 semester credit hour limit may be granted to meet specific criteria such as external program accreditations or other special requirements. Selected courses may transfer to a college or university upon validation of applicable coursework.

(d) “Associate in general studies” means a degree:

(i) Granted to those who successfully complete programs with an emphasis on a broad range of knowledge; and

(ii) In which not less than 24 semester credit hours in general education and not less than 36 semester credit hours in a program of college-level work are required.

(e) “Associate in fine arts degree” means a transfer-oriented degree:

(i) Granted to those who successfully complete programs equivalent to the freshman and sophomore level requirements for a bachelor of fine arts degree; and

(ii) in which not less than 30 semester credit hours in general education are required.

(ef) Other specific types of associate degrees may be offered upon approval by the Board office.

## Strategic Plan High Impact Practices

### Summary

*This issue paper addresses the need to identify high impact practices for the proposed strategic plan. A list of potential high impact practices to advance the family pillar of the strategic plan is detailed herein. Board staff requests that colleges and universities provide feedback on the potential high impact practices by January 8, 2020.*

*December 18, 2019*

### Background

The proposed Kansas Board of Regents (KBOR) strategic plan has been reviewed and discussed over the last several months among college and university presidents. It is anticipated the proposed strategic plan will be considered for approval at the June 2020 Board meeting. Thus, the more specific elements of the plan must be addressed and finalized in the coming months. One such detail is based upon identifying high impact practices that will increase the probability of yielding successful outcomes on the dashboard and progress metric areas. Given that the family pillar is largely based on academic affairs-related issues, the System Council of Chief Academic Officers will focus on the high impact practices to advance this pillar (see page four of the proposed strategic plan).

A list of potential high impact practices is detailed herein. Board staff request that Chief Academic Officers share this document on their campuses and provide feedback to Daniel Archer ([darcher@ksbor.org](mailto:darcher@ksbor.org)) by January 8, 2020. The feedback and next steps will be discussed at the January 15, 2020 meeting.

### High Impact Practice: Open Educational Resources

- Implement Open Educational Resources (OER), which are free or low-cost educational textbooks and resources, in general education courses and common major courses.

Why Use	Alignment with Strategic Plan (Family Pillar)
<ul style="list-style-type: none"> <li>• Creates an opportunity to generate <a href="#">cost savings</a> for students.               <ul style="list-style-type: none"> <li>○ A <a href="#">study</a> conducted by rpk group and SRI Education estimated that community college students save an average of \$66-\$121 per course when OER is used.</li> </ul> </li> <li>• Linked to increased opportunities for student success.               <ul style="list-style-type: none"> <li>○ At the <a href="#">University of Georgia</a>, OERs were linked with improved student grades and decreased D, F, and W grade rates for all students and specific populations including: Pell recipients, part-time students, and populations underserved by higher education.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Affordability: Cohort Student Loan Default Rate</li> <li>• Affordability: On-Time Graduation Success (Retention)</li> </ul>

### High Impact Practices: Emphasize 30 Credit Hours Per Year Through Developing Academic Maps and Establishing a Momentum Year

- Default full-time students onto highly-structured academic maps that include 15 credit hours per semester (or 30 per year), indicate milestone and pre-requisite courses, and empower advisors to effectively monitor progress and provide intervention as needed (as noted by Complete College America).
- Build momentum so students meet first-year benchmarks: informed choice of meta major or major, enrollment in 30 credit hours with nine in the program of study and completion of gateway courses. Provide early support and guidance for decision making, using interest assessments and labor-market data (as noted by Complete College America).
- Develop a statewide campaign that is aimed at having students complete 30 credit hours per year. This is a Complete College America Initiative: 24 states have implemented it full-scale.

Why Use	Alignment with Strategic Plan (Family Pillar)
<ul style="list-style-type: none"> <li>• Linked with higher first-year collegiate GPAs and retention               <ul style="list-style-type: none"> <li>○ At the <a href="#">University of Hawaii</a>, students of every level of high school academic achievement who averaged 15 or more credits exhibited higher first-year GPA and retention outcomes than their peers who averaged 12-14 credit hours.</li> <li>○ After implementing a Think 15 campaign (including a flat tuition model, which is detailed below) at the <a href="#">University of Oklahoma</a>, retention rates increased from 86 percent to 93 percent.</li> </ul> </li> <li>• Linked with higher completion rates               <ul style="list-style-type: none"> <li>○ In <a href="#">Kentucky</a>, university students who completed 15 credit hours their first semester exhibited a four-year degree completion rate that was 17 percentage points higher than their peers who completed between 12 and 14 credit hours their first semester.</li> <li>○ In <a href="#">Tennessee</a>, when controlling for covariates, community college students who completed at least 15 credit hours their first semester exhibited a graduation rate that was 6.4 percentage points higher than their peers who completed 12 credit hours their first semester.</li> </ul> </li> <li>• Linked with substantial estimated cost savings               <ul style="list-style-type: none"> <li>○ According to <a href="#">Complete College America</a>, every additional year of college costs a student roughly \$150,000 in additional tuition and foregone income and retirements.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Affordability: On-Time Graduation (Retention)</li> <li>• Affordability: On-Time Graduation (Students taking 30 credit hours a year)</li> <li>• Degrees and Certificates Earned</li> </ul>

### High Impact Practice: Meta-Majors

- Categorize the existing list of majors into meta-majors and, in doing so, work to eliminate choice paralysis and help students gain momentum in an area of study aligned with related career opportunities (as noted by Complete College America). As one example, Georgia State University categorized its 90 undergraduate majors into seven meta-majors: STEM, business, arts and humanities, policy, health, education and social sciences. On a larger scale, [Florida](#) has a statewide meta-major framework.

Why Use	Alignment with Strategic Plan (Family Pillar)
<ul style="list-style-type: none"> <li>• Simplifies processes for students and, in turn, creates opportunities for them to take several courses that apply to a variety of potential majors within an overarching meta-major.</li> <li>• Linked with decreased major changes</li> </ul>	<ul style="list-style-type: none"> <li>• Affordability: On-Time Graduation (Retention)</li> <li>• Success: Degrees and Certificates Earned.</li> </ul>

<ul style="list-style-type: none"> <li>○ The use of meta-majors at <a href="#">Georgia State University</a> was linked to a 30% decrease in major changes.</li> <li>● Linked with increased student success on a multitude of measures. After implementing meta-majors at <a href="#">Loraine County Community College</a>, the college: <ul style="list-style-type: none"> <li>○ increased enrollment in 15+ credit hours by nine percentage points;</li> <li>○ increased student retention by nine percentage points;</li> <li>○ increased its graduation rate by 16 percentage points; and</li> <li>○ decreased the average number of credit hours earned at time of degree award by 1.2 credit hours.</li> </ul> </li> </ul>	
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**High Impact Practice: Flat Rate or Banded Tuition**

- Under this framework, students who enroll in 1-11 credit hours are charged tuition on a credit hours basis. Full-time students who enroll in 12-15 (or 18) credit hours are charged at the same rate. This motivates full-time students to enroll in more credit hours, and in turn, increases the probability of on-time degree completion.

Why Use	Alignment with Strategic Plan (Family Pillar)
<ul style="list-style-type: none"> <li>● Linked with decreasing costs of degree <ul style="list-style-type: none"> <li>○ After implementing flat tuition to advance its Think 15 campaign, the median cost per degree at the <a href="#">University of Oklahoma</a> dropped by \$5600.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Affordability: On-Time Graduation (Students taking 30 credit hours a year)</li> <li>● Affordability: Cohort student loan default rate</li> </ul>

**High Impact Practice: Corequisite Remediation**

- Enroll underprepared entering students into the college-level math and English courses, providing those who need additional help a concurrent course or lab that offers just-in-time academic support. This is a Complete College America Strategic Initiative: 19 states have implemented this full scale.

Why Use	Alignment with Strategic Plan (Family Pillar)
<ul style="list-style-type: none"> <li>● Linked with higher gateway course completion rates <ul style="list-style-type: none"> <li>○ <a href="#">Multiple state datasets</a> have shown that students who completed corequisite English and math courses were more likely to complete gateway courses (English Composition I, College Algebra, etc.) than</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Affordability: On-Time Graduation (Retention)</li> <li>● Access: Enrollment Equity Gaps</li> </ul>

<p>students who took traditional pre-requisite remediation.</p> <ul style="list-style-type: none"> <li>• Linked with higher gateway completion rates among multiple student populations: <ul style="list-style-type: none"> <li>○ In <a href="#">Tennessee</a>, community college minority students, low-income students, and adult students who participated in corequisite remediation completed gateway English and math courses at significantly higher rates compared to student who took traditional pre-requisite remediation.</li> </ul> </li> <li>• Linked with higher first-year-to-second year retention rates <ul style="list-style-type: none"> <li>○ In <a href="#">Tennessee</a>, community college students who participated in corequisite remediation exhibited a 68.5% first-year-to-second year retention rate whereas students who participated in traditional remediation exhibited a 47.3% first-year-to-second year retention rate.</li> </ul> </li> </ul>	
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**High Impact Practice: Multiple Measures Course Placement**

- Employ a multiple measures framework (e.g., combine grades in certain high school courses in conjunction with a standardized test score) to assess college readiness for gateway English and math courses.

Why Use	Alignment with Strategic Plan (Family Pillar)
<ul style="list-style-type: none"> <li>• Linked with increasing access to gateway courses and strengthening the probability of predicting success in such courses <ul style="list-style-type: none"> <li>○ When comparing multiple measures and traditional standardized testing, the multiple measures framework increased the number of students at a <a href="#">large urban community college</a> who qualified for gateway courses and proved to be a better predictor of collegiate success.</li> <li>○ The use of multiple measures resulted in a significantly higher number of African American and Hispanic students at <a href="#">Cuyamaca College</a> (San Diego, CA) placing into and completing gateway math and English courses.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Affordability: On-Time Graduation (Retention)</li> <li>• Access: Enrollment Equity Gaps</li> </ul>

### High Impact Practice: Math Pathways

- Establish gateway math courses that are aligned with the skills students need for their chosen program of study. One alignment is based upon: STEM and business degrees=college algebra; social science degrees=introductory statistics; liberal arts degrees=quantitative reasoning. This is a Complete College America Strategic Initiative: 14 states have implemented this full scale (other states have worked with the Dana Center to implement it).

Why Use	Alignment with Strategic Plan (Family Pillar)
<ul style="list-style-type: none"> <li>• Linked with higher gateway course completion, community college to university transfer, and associate completion.               <ul style="list-style-type: none"> <li>○ <a href="#">California community college</a> students in the statistics pathway were more likely to complete a general education gateway math course and graduate or transfer to a four-year university than students who enrolled under the traditional math pathway.</li> <li>○ Gateway course completion increased by 35% at <a href="#">Ivy Tech Community College</a> (Indiana) after it implemented math pathways in conjunction with corequisite remediation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Affordability: On-Time Graduation (Retention)</li> <li>• Success: Degrees and Certificates Earned</li> </ul>

### High Impact Practice: Early College High Schools

- Develop early college high schools, which are specialized concurrent enrollment programs intended for students who typically are underrepresented. The target populations are first-generation students, low socioeconomic background students, and Hispanic, African American, and Native American students.

Why Use	Alignment with Strategic Plan (Family Pillar)
<ul style="list-style-type: none"> <li>• Linked to increased college-going rates               <ul style="list-style-type: none"> <li>○ When examining <a href="#">national data</a>, early college high school graduates exhibited a high school-to-college going rate that was 8 percentage points higher than all high school graduates; 14 percentage points higher than African American high school graduates; 16 percentage points higher than Hispanic high school graduates; and 26 percentage points higher than low-income high school graduates.</li> </ul> </li> <li>• Linked to increased degree completion               <ul style="list-style-type: none"> <li>○ Based on data collected from the <a href="#">National Student Clearinghouse</a> <ul style="list-style-type: none"> <li>▪ Minority early college high school students are ten times more likely to</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Access: College Going Rate</li> <li>• Access: Enrollment Equity Gaps</li> <li>• Affordability: On-Time Graduation (Retention)</li> <li>• Success: Degree and Certificates Earned</li> </ul>

<p>earn a college degree than minority comparison students.</p> <ul style="list-style-type: none"> <li>▪ Low-income early college high school minority students are 8.5 times more likely to earn a degree than low-income comparison students.</li> <li>▪ <a href="#">Students</a> who graduate from an early college high school program exhibited an 85.5% first-year-to-second year college retention rate while the general student population exhibited a 71.7% first-year-to-second year college retention rate.</li> </ul>	
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**High Impact Practice: Nudge Technology**

- An estimated 10-44% of students who have been accepted to college never enroll the fall after high school graduation. These students experience what is commonly referred to as summer melt, which is more prevalent among students from low-socioeconomic backgrounds. Colleges and universities have launched nudge technology as one strategy to reduce summer melt. This strategy employs text, chatbot, algorithmic analytics, machine learning, and artificial-intelligence conversational technology to assist students with completing financial aid and enrollment processes and procedures.
  - Georgia State University (GSU) launched an artificial-intelligence-enhanced chatbot to assist potential students with the common enrollment obstacles faced between high school graduation and starting college, which among other things, includes submitting financial aid applications and documents, providing immunization records, taking placement exams and registering in classes. Students use the chatbot to inquire about thousands of questions 24/7 via text messages on their smart device.

Why Use	Alignment with Strategic Plan (Family Pillar)
<ul style="list-style-type: none"> <li>• Linked with reducing Summer Melt               <ul style="list-style-type: none"> <li>○ After the first year of using the chatbot, <a href="#">GSU</a> reduced summer melt by 22%.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Access: College Going Rate</li> </ul>