



Strategies for Program Growth

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Chairs Survey

- Last term I sent out a survey asking chairs
 - 23 topical areas for possible additional training
 - Individual needs and across the board needs
- There was relatively strong agreement between individuals and all.

- Strategies for program growth was tops

What do we mean by Program Growth?

Jump to JamBoard:

<https://tinyurl.com/mrjstejk>





Typical Measures

- Students
- Graduates
- Successful Alumni
- Reputation
- Faculty
- Papers / Presentations
- Money
- Capacity

Sneak Preview:

- There is not one single thing that you can do to make all of these better
- Nothing just “happens,” everything is going to require some some effort by someone
- No “one-size-fits-all” solutions



Breakout Room (12 mins) - Max 5 per group

- 1 Minute summary of your program:
 - Size (students, TT Fac, Lec Fac)
 - Degrees
 - Priority Goal
 - Moonshot Goal
- 1 Minute description of a strategy that your program has used in last five years to seek “growth”
 - What was it and what was its goal?
 - Did it work ?
 - Does it continue to work?

Prepare to report out upon return - Summary of goals and attempted strategies...

JamBoard: Back to same page, second sheet!

Page 2 Prompt

Please list your Priority Goals and Moonshot goals on a new tab.

“Double # of grads (P)”

“Become largest Agronomy program in State (M)”

Hint: Identify yourself if you want to find strategic partners



<https://tinyurl.com/mrjstejk>



Case Study: Physics at Sac State

One of the oldest programs at Sacramento State

- 80-ish majors
- 6 grads/year (inline with nat'l averages for bachelor's only programs)
- 15 TT faculty at max, down to 9 at end of Great Recession
- Abysmal 4 year grad rate: 0.0% (6 year grad rate ~20%)
- Small research profile - limited opportunities for fac or students
- Many “Phantom Physics Majors” (in case you didn't mentally do the 80 majors/6 grads math)

What follows didn't come out of strategic plan: organic and intentional

Not every program is in the same place and has the same needs

What worked there may not work or even be an option in a different program/place



Case Study: Physics at Sac State

- Moved away from “get what we get” model for enrollment
- Improved Retention Efforts
- Relationship Building with Campus Partners
- “Invested” in student org: SPS
- Increased Alumni Engagement
- Leveraged Philanthropic Resources
- Hard look at academic programs
- Leveraged Location
- Supported Faculty



Case Study: Physics at Sac State

2003 - 2008

- Moved away from “get what we get” model for enrollment
 - Open House for admitted students
- Improved Retention Efforts
 - Mandatory advising before it was cool
 - Intrusive advising for those struggling
 - Embraced modern pedagogies
- Relationship Building with Campus Partners
 - Registrar Office/FA/CARES
 - Partners (Math/Chem/Engineering)
- “Invested” in student org: SPS
- Increased Alumni Engagement
- Leveraged Philanthropic Resources
- Hard look at academic programs
 - Updated Curricula
 - Eliminated one degree (physical science)
 - Created two degrees (teacher prep, applied)
 - Added skill-oriented certificates
 - GE Courses (B5)
 - Creative “off book” double major program
- Leveraged Location
- Supported Faculty
 - Looked outside of the box
 - AAPT New Faculty Workshops
 - Mentoring
 - Introductions
 - Cheerleading



Case Study: Physics at Sac State

2008 - 2012

- Moved away from “get what we get” model for enrollment
 - Open House for admitted students
- Improved Retention Efforts
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 - Intrusive advising for those struggling
 - Embraced modern pedagogies
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Case Study: Physics at Sac State

2012 - 2019

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 - Intrusive advising for those struggling
 - Embraced modern pedagogies
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Where are they now?

- Top 20 programs (BS granting) in country ~20/yr
- Research Explosion (~30 top tier pubs in last 3 yrs)
- Developing MS program
- 7 new TT faculty since 2014
 - 6 of the 7 have NSF support
- Planetarium: Hottest Ticket in Town



What else?

- Tweaks to existing curricula: classes with better appeal
- Hire into areas of expected growth
- Leveraging outstanding faculty in lower-division classes
- Defend, collaborate, or walk away
- Be Visibly Student Centered

And welcome to our new AVP for Enrollment Management and Marketing, John Axtell