

ADVISOR
WORKSHOP



15 to Finish

*Enrollment Intensity and
Student Achievement
Campaign*



**For Presentation
to TMCC**
July 23, 2014



Creating a Culture of Completion

Today's Presentation

What: 15 to Finish Campaign

Why: Data, data, data

How: Campaign Toolkit; Advising Strategies



**Campaign Endorsed in 2013 by
Board of Regents and your President**

Creating a Culture of Completion

What we have already done

- ✓ Complete College America
- ✓ Strategic Directions
 - 120 / 60 credit policy
 - Low Yield Program Policy
 - Excess Credit Policy
 - Access and Affordability
- ✓ New Funding Formula
- ✓ Performance Pool
- ✓ 15 to Finish Campaign

A shift in focus from enrolling to graduating students . . .
but there is more work to be done.

What: 15 to Finish Campaign

- ❖ Encourage full-time enrollment – 15 credits per semester or 30 credits per year
 - Complete a 4-year degree in 4 years
 - Complete a 2-year degree in 2 years
- ❖ Finish college faster and start a career that provides financial independence
 - Meet Complete College America goals
- ❖ Use a mix of media to target 18-24 year olds and their parents
 - Social Media
 - Public Service Announcements
 - Student Newspapers
 - Videos at college tours/fairs, high school senior parent nights & senior events, in public places like dining commons, student unions, etc...
- ❖ **Student advising / Student orientation**

CAMPAIGN FOCUS



**Encouraging
students to enroll in
15 credits per term
OR
30 credits per year**

Targeted Student Population:

- **Ages 18 to 24**
- **Taking 12 to 14 credits**

Shift Focus to Benefits of 15 Hours/Semester = Full Time

Benefits include:

- ✓ Progress from freshman to sophomore status after first year;
- ✓ More likely to graduate;
- ✓ Pay less in tuition and living expenses;
- ✓ Gain additional years of earnings;
- ✓ Free up limited classroom space for other students



Source: The Power of 15 Hours, Enrollment Intensity and Postsecondary Student Achievement by Dr. Nate Johnson. Fall 2012

What is Full-Time?

For some purposes, “full-time” is less than 15 credits per semester

- **Millennium Scholarship:** 12 credits/semester
- **IPEDES:** 12 or more credits/semester

BUT, taking only 12 credits per semester, students will

- Take *more than* 4 years to complete a bachelor’s and more than 2 years to complete an associates degree
- **Not** achieve sophomore status after first year (Sophomore = 30 credits at all institutions)

National Perspective

Complete College America

The Power of 15 Credits: Enrollment Intensity and Postsecondary Student Achievement; April 2013

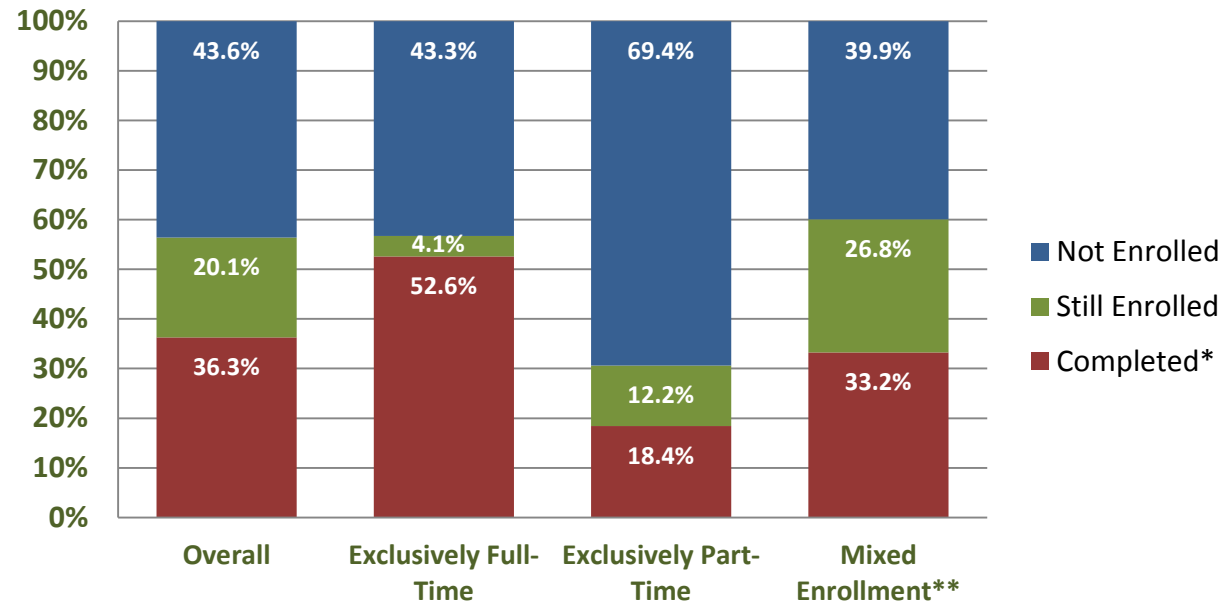
Findings:

- Students who enrolled full-time in their first year were more than **twice** as likely to earn a degree as those who took fewer.
- Regardless of academic preparedness or preparation, work schedules, race, gender, or socioeconomic categories, data shows that almost all students are more likely to complete with a **real full-time** load.

National Perspective (continued)

National Student Clearinghouse Research Center Two-Year Public Institutions

Six-Year Outcomes and First Completion for Students who Started at Two-Year Public Institutions by Enrollment Intensity



Part-time students far less likely to graduate

*Completed: Includes students who completed at starting or different institution

**Mixed Enrollment: Both part-time and full-time during the study period

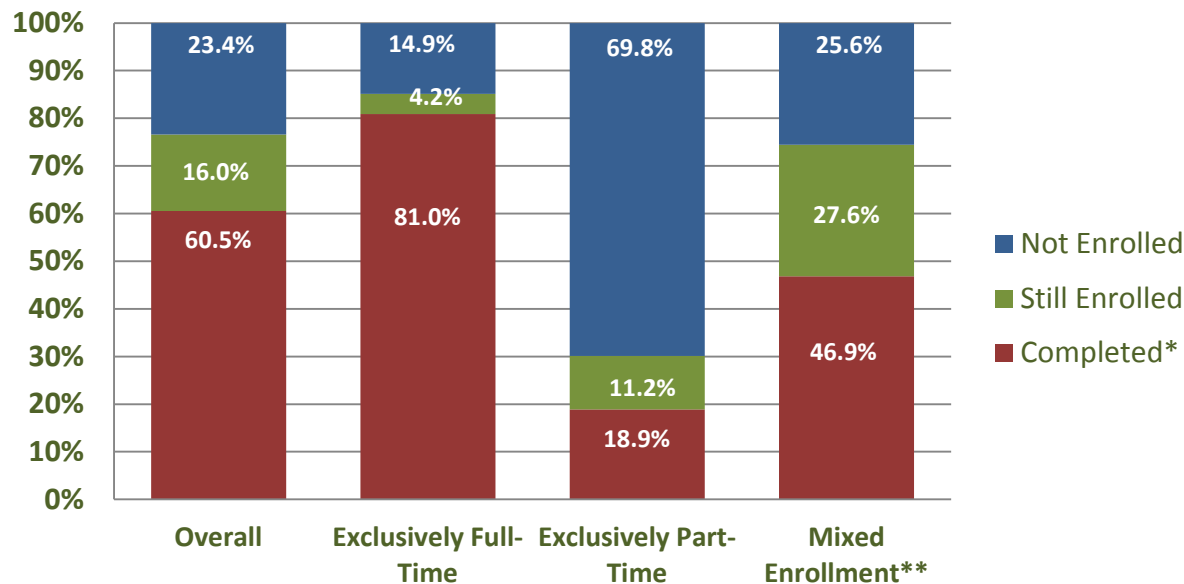
Source: *Completing College: A National View of Student Attainment Rates*; National Student Clearing House; November 2012

To the extent students can go full-time at any point, increased likelihood of completing.

National Perspective (continued)

National Student Clearinghouse Research Center Four-Year Public Institutions

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National Perspective (*continued*)

National Center for Education Statistics

- Undergraduates enrolled full-time – 30 or more credits completed in first year – are more likely to graduate on time than students who completed fewer credits per year.

Source: National Beginning Postsecondary Student Survey, 2004-09

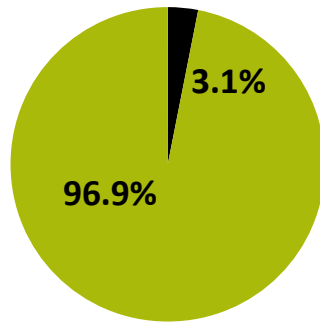
- Withdrawal rates are lower for full-time students. One-third of part-time students withdrew in their first year.

Source: NCES Report 2011-12

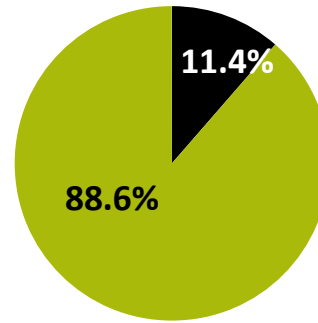
Data: 2-year & TMCC Graduation Rates by Credit Load

TMCC – Fall 2008 Cohort

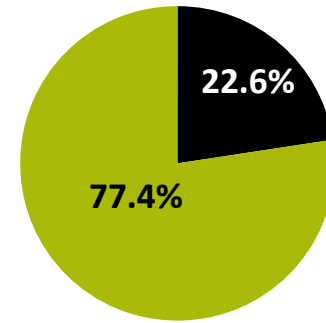
< 12 Credits



12 - 14 Credits

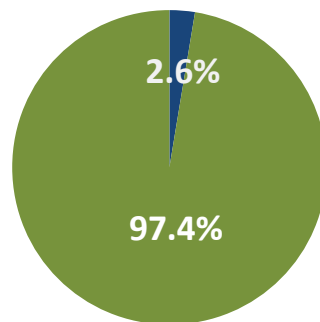


15+ Credits

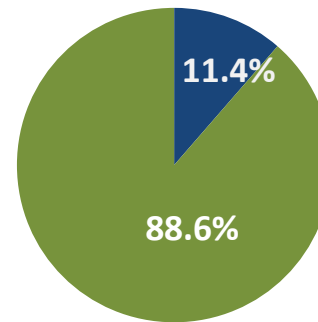


NSHE 2-Year Institutions – Fall 2008 Cohort

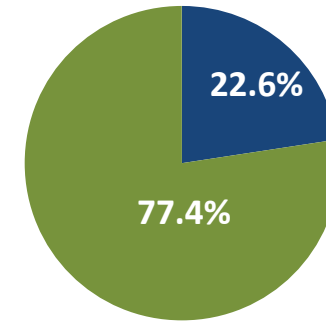
< 12 Credits





12 - 14 Credits



15+ Credits



 % Graduated
 % Not Graduated

NOTE: Fall 2008 cohort, first-time, degree seeking students, who earned a certificate or associates degree at a community college within 200% time to degree; Enrollment load based on first term.

Undergraduate students who are enrolled full-time are more likely to graduate from college.

Data: 2-yr & TMCC Graduation Rates by Credit Load and Ethnicity

TMCC – Fall 2008 Cohort

	First-term Enrollment Load		
	< 12	12 – 14	15+
Minorities	4.5%	15.8%	25.0%
White Non-Hispanic	2.6%	12.0%	12.0%

NSHE 2-Year Institutions – Fall 2008 Cohort

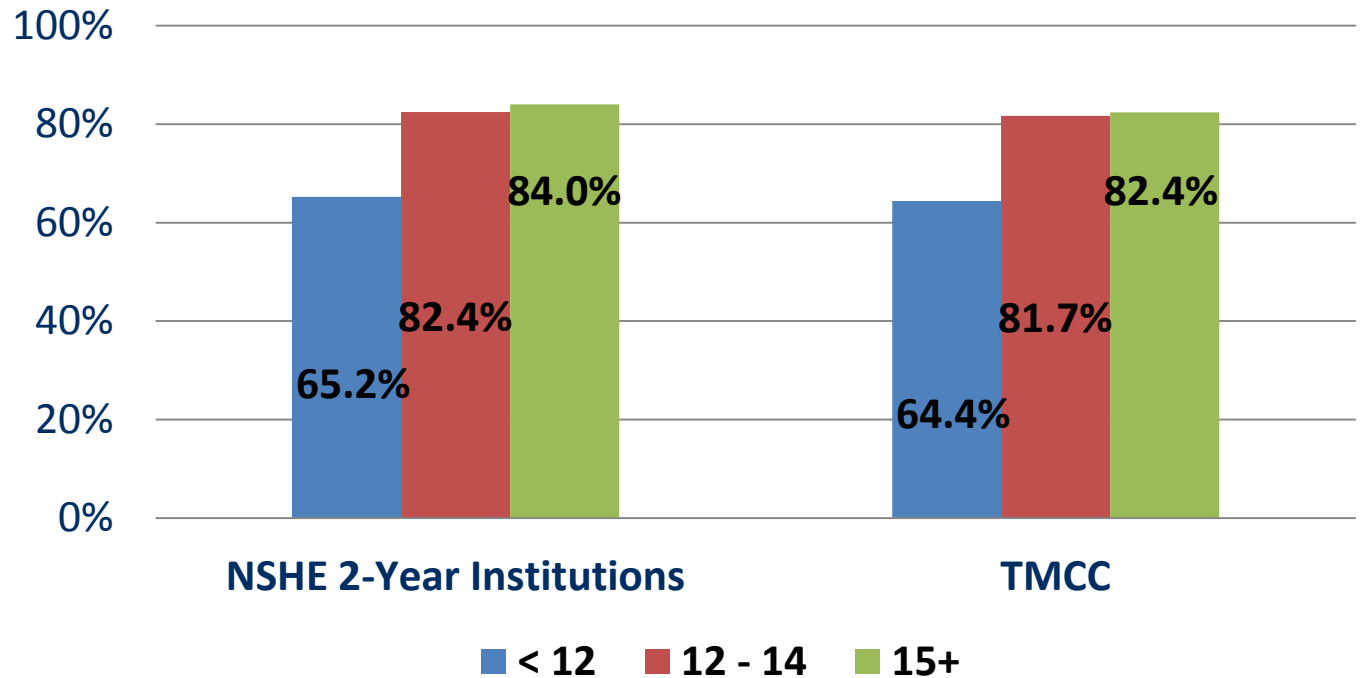
	First-term Enrollment Load		
	< 12	12 – 14	15+
Minorities	2.6%	11.3%	20.9%
White Non-Hispanic	2.8%	11.5%	23.3%

Regardless of race or ethnicity, undergraduate students who are enrolled full-time are more likely to graduate from college.

NOTE: Fall 2008 cohort who earned a certificate or associates degree at a community college within 200% time to degree. Enrollment load based on first term.

Persistence Rates

Fall to Spring Persistence Rate



NOTE: Analysis includes cohorts from Fall 2009, 2011, and 2012, first-time, degree-seeking freshmen

Full-time students are significantly more likely to persist to the next semester.

Data: Cohort GPA by Academic Preparation

		NSHE 2-Year Institutions	TMCC
Remedial English / Math Enrollment Groups	Credit Load	GPA (cohort)	GPA (cohort)
College	< 12	2.61	2.40
	12 to < 15	2.68	2.87
	15+	2.78	2.80
Remedial	< 12	2.30	2.31
	12 to < 15	2.38	2.44
	15+	2.60	2.57

Regardless of academic preparation, students enrolled full-time have higher grade point averages.

NOTE: Fall 2008 cohort of first-time, degree-seeking freshmen.

Lacking other data elements, placement into remedial English and/or mathematics was used as a proxy for academic preparation.


Data: Target Population

The 15 to Finish campaign will target students ages 18 to 24.

	% of First-Time, Degree-Seeking Freshmen that are Ages 18-24	% of <u>All</u> Degree-Seeking Students that are Ages 18-24
TMCC	89.3%	57.5%

Distribution of Freshmen by Credit Load

	TMCC	
	Fall 2012	Fall 2013
<12	57.3%	61.3%
12 to 14	37.3%	32.1%
15+	5.4%	6.6%



NOTE: First-time, degree-seeking freshmen, ages 18 to 24

How: Deliverables and Timeline



Fall 2013

Academic Advisor Workshops

DONE

Fall 2013

Institutional Changes to
Student Orientation

DONE

February 2014

Begin media campaign

ON-GOING

Fall 2014

Semester of Impact

January 2015

Post-Campaign Data Review

March 2015

Post-Campaign Report to Board of Regents

Advising Strategies



15 to Finish Web Site:

www.nevada.edu/15

Repository of supporting materials for the
15 to Finish campaign

Advising Strategies



✓ **Benefits to Students**

- Long-term reduction in tuition and related costs if earn degree sooner
- Less debt after graduation
- **Completing on time**

✓ **Emphasize Different Approaches to Achieve Goal of 30 Credits Per Year**

- “15 to Finish” (15 credits/semester)
- 12-12-6 (12 credits/semester plus summer courses)
- Winter and summer terms

Advising Strategies



✓ **Other Institutional Support Approaches**

- Block Scheduling
- Guided Pathways
- Co-requisite model for remediation

✓ **If a student has to work and is already at 12 credits**

- Financial aid
- Time is money

✓ **Campaign Tool Kit**

- Handouts
- Mailers



QUESTIONS?

