

ADVISOR WORKSHOP



15 to Finish

*Enrollment Intensity and
Student Achievement
Campaign*



**Advisor
Workshop**
CSN, NSC, UNLV
November 15, 2013



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 Presidents**

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
 - Facebook
 - 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

FOCUS OF CAMPAIGN



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*

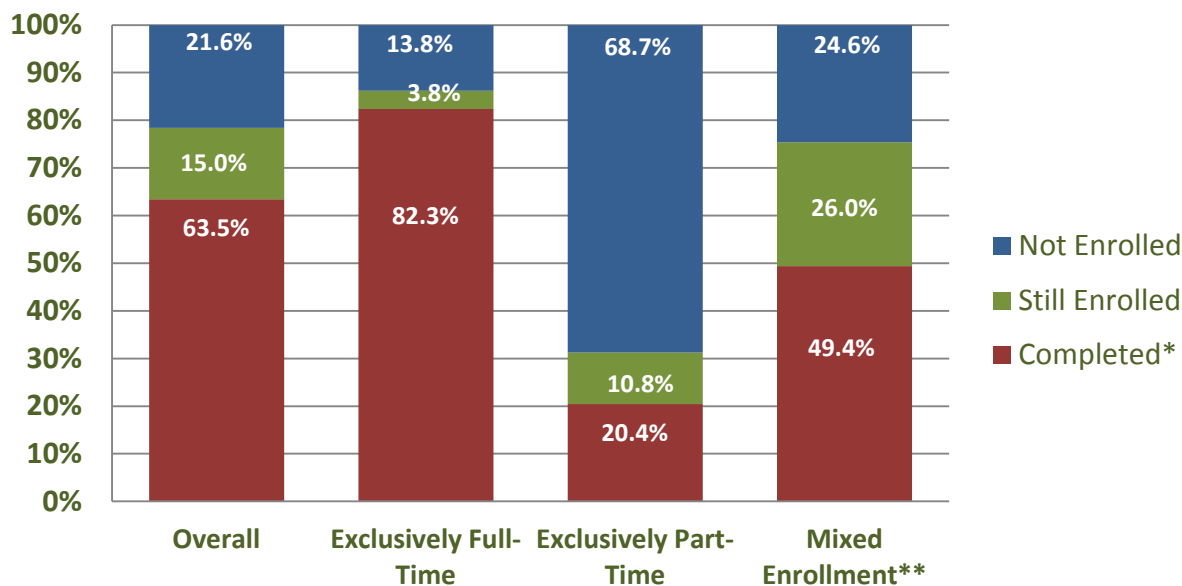
Findings:

- 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 Four-Year Public Institutions

Six-Year Outcomes for Students who Started at
Four-Year Public Institutions by Enrollment Intensity



**Part-time students far
less likely to graduate**

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

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

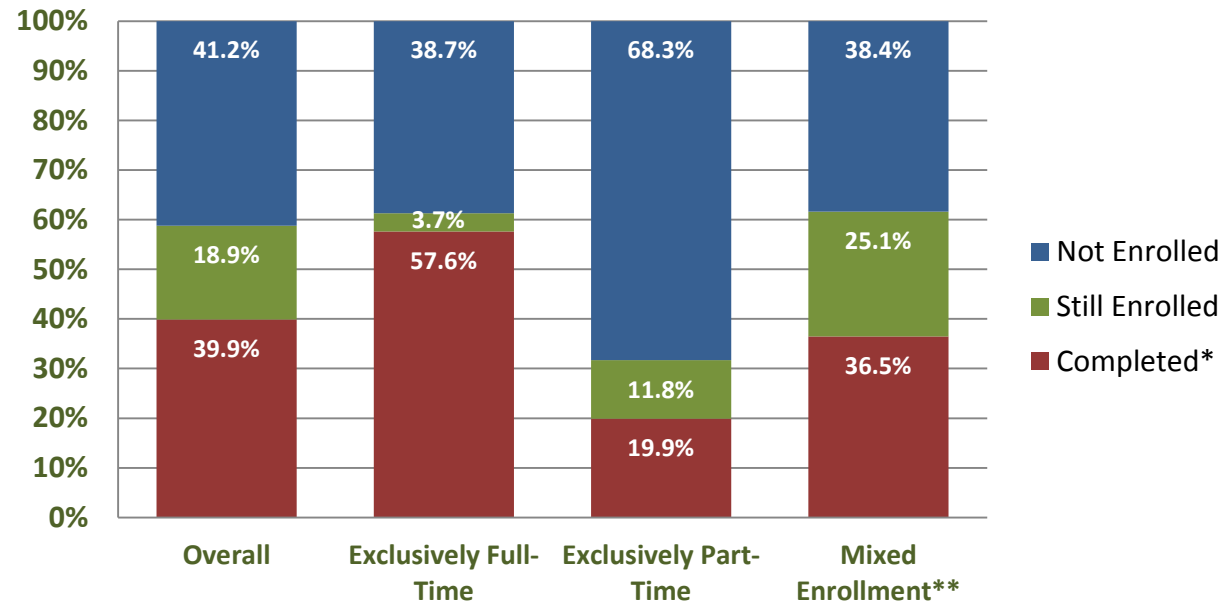
**Mixed Enrollment: Both part-time and full-time during the study period

Source: *Completing College: A National View of Student Attainment Rates*; National Student Clearing House; December 2013

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; December, 2013

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

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*

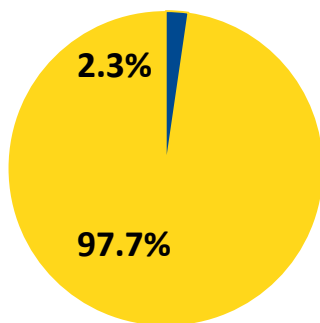
- Withdrawal rates are lower for full-time students. One-third of part-time students withdrew in their first year.

Source: *NCES Report 2011-12*

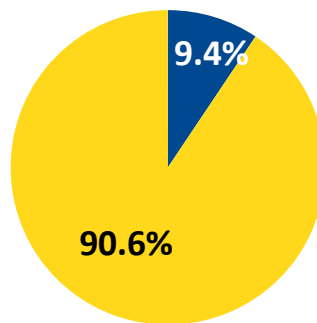
Data: 2-year & CSN Graduation Rates by Credit Load

CSN – Fall 2008 Cohort

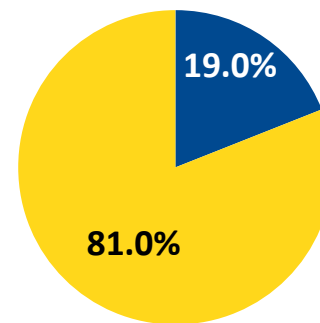
< 12 Credits



12 - 14 Credits

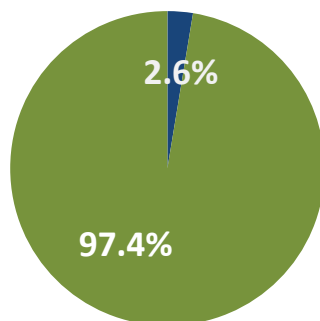


15+ Credits

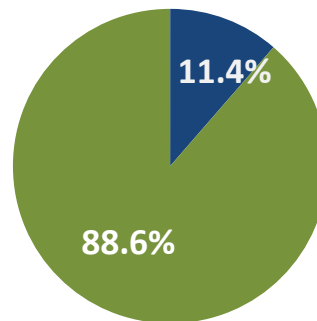


NSHE 2-Year Institutions – Fall 2008 Cohort

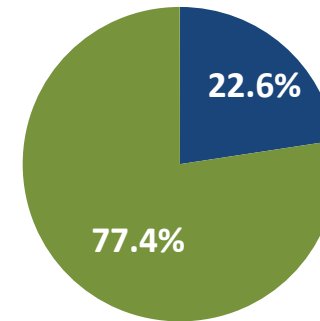
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12 - 14 Credits



15+ Credits



■ % Graduated
■ % Not Graduated

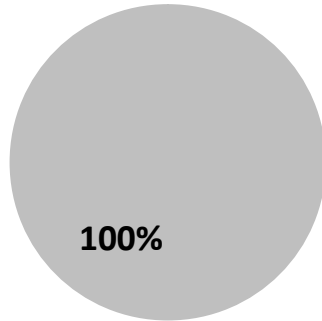
NOTE: Fall 2008 cohort, first-time, degree seeking students, who earned a certificate or associates degree at a community college within 200% time to degree; Enrollment load based on first term.

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

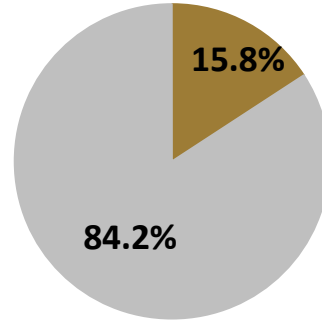
Data: 4-year & NSC Graduation Rates by Credit Load

NSC – Fall 2004 Cohort

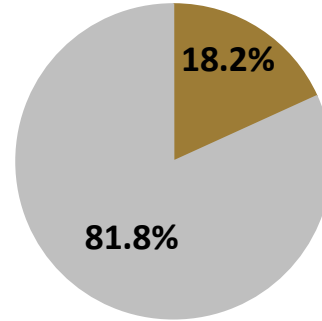
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12 - 14 Credits

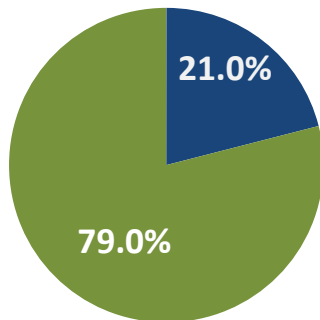


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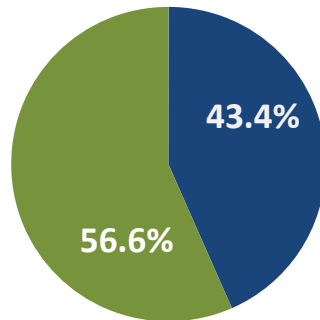


NSHE 4-Year Institutions – Fall 2004 Cohort

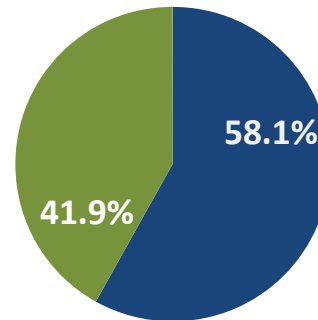
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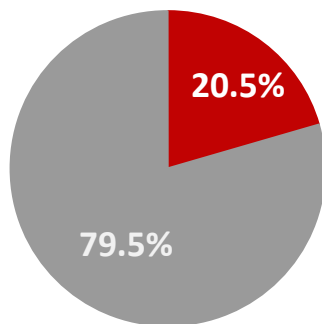
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Undergraduate students who are enrolled full-time are more likely to graduate from college.

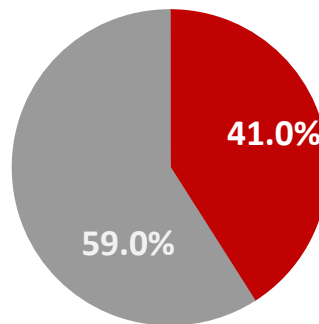
Data: 4-year & UNLV Graduation Rates by Credit Load

UNLV – Fall 2008 Cohort

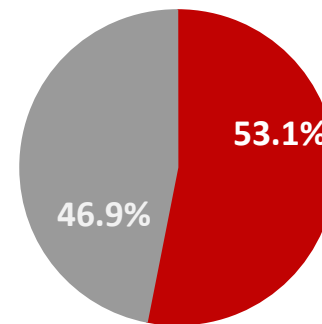
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12 - 14 Credits

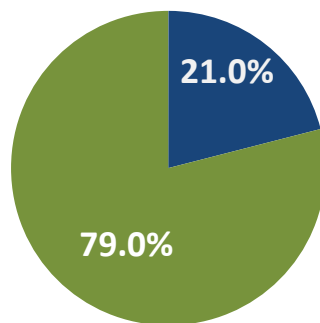


15+ Credits

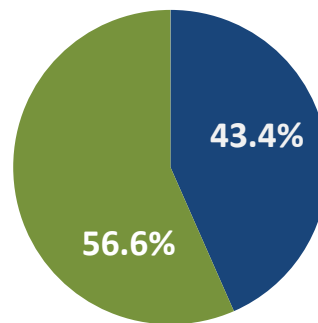


NSHE 4-Year Institutions – Fall 2008 Cohort

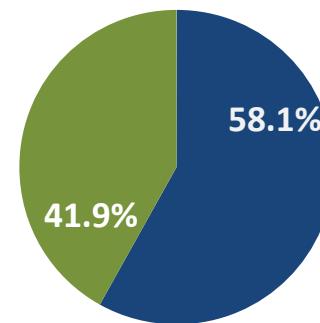
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15+ Credits



■ ■ % Graduated
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NOTE: Fall 2004 cohort, first-time, degree-seeking students, who earned a bachelor's degree within 200% time to degree at a 4-year institution. Enrollment load based on first term.

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

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

CSN – Fall 2008 Cohort

	First-term Enrollment Load		
	< 12	12 – 14	15+
Minorities	2.3%	8.8%	17.8%
White Non-Hispanic	2.6%	10.3%	20.0%

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.

Data: 4-yr & UNLV Graduation Rates by Credit Load and Ethnicity

NSC – Fall 2004 Cohort

Cohort population too small to report

UNLV – Fall 2004 Cohort

	First-term Enrollment Load		
	< 12	12 – 14	15+
Minorities	25.0%	36.9%	50.5%
White Non-Hispanic	17.4%	43.1%	54.8%

4-Year Institutions – Fall 2004 Cohort

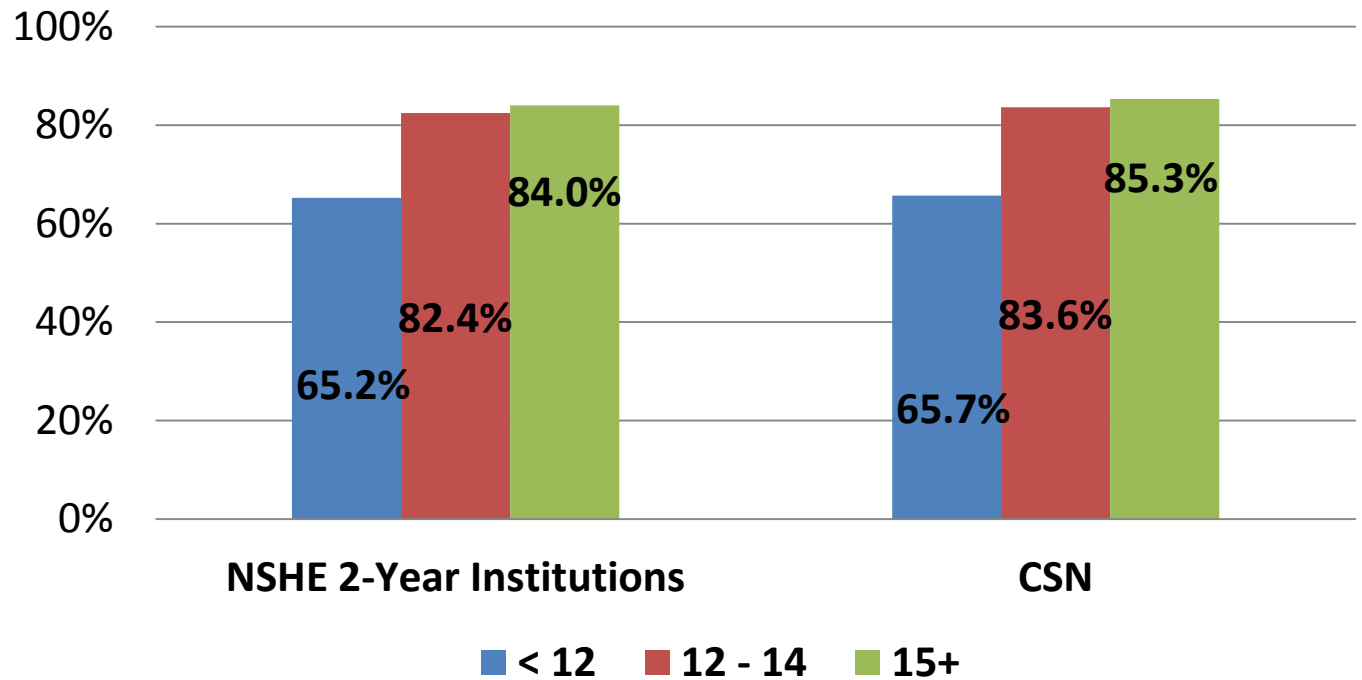
	First-term Enrollment Load		
	< 12	12 – 14	15+
Minorities	23.1%	38.7%	53.5%
White Non-Hispanic	19.1%	45.9%	60.5%

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

NOTE: Fall 2004 cohort who earned a bachelor's degree within 200% time to degree at a 4-year institution. Enrollment load based on first term.

Persistence Rates

Fall to Spring Persistence Rate

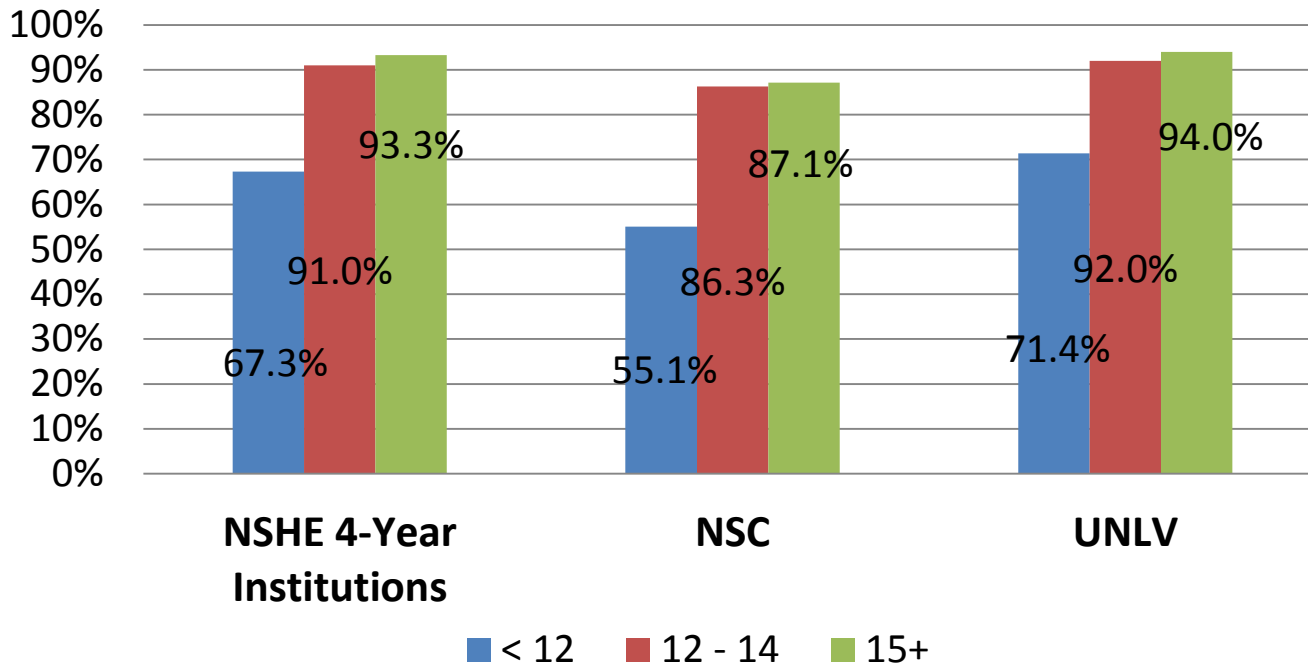


NOTE: Analysis includes cohorts from Fall 2009, 2011, and 2012, first-time, degree-seeking freshmen

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

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	CSN
Remedial English / Math Enrollment Groups	Credit Load	GPA (cohort)	GPA (cohort)
College	< 12	2.61	2.61
	12 to < 15	2.68	2.62
	15+	2.78	2.69
Remedial	< 12	2.30	2.27
	12 to < 15	2.38	2.37
	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: Cohort GPA by Academic Preparation

		NSHE 4-Year Institutions	NSC	UNLV
Remedial English / Math Enrollment Groups	Credit Load	GPA (cohort)	GPA (cohort)	GPA (cohort)
College	< 12	2.37	2.13	2.37
	12 to < 15	2.75	2.37	2.74
	15+	2.98	2.54	2.92
Remedial	< 12	2.05	1.77	2.15
	12 to < 15	2.40	2.42	2.37
	15+	2.53	2.94	2.57

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

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

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

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
CSN	81.4%	55.5%
NSC	83.7%	44.2%
UNLV	98.1%	74.2%

Distribution of Freshmen by Credit Load (Fall 2012)

	CSN	NSC	UNLV
< 12	52.8%	23.0%	3.7%
12 to 14	40.7%	64.6%	59.4%
15+	6.5%	12.4%	36.9%

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

How: Deliverables and Timeline



Fall 2013

Academic Advisor Workshops

Fall 2013

Institutional Changes to Student Orientation

February 2014

Begin media campaign

Fall 2014

Semester of Impact

January 2015

Post-Campaign Data Review

March 2015

Post-Campaign Report to Board of Regents

Advising Strategies



- ✓ **Benefits to Students**
 - Long-term reduction in tuition and related costs if earn degree sooner
 - Less debt after graduation
 - **Better chance of completing**

- ✓ **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

- ✓ **Other Institutional Support Approaches**
 - Block Scheduling
 - Guided Pathways

- ✓ **Campaign Tool Kit**



QUESTIONS?

