



# Creating a Culture of Completion

*A Policy and Initiative Review*

For Presentation to the  
Assembly Committee on Education  
February 11, 2015

# Today's Presentation

- **Creating a culture of completion in Nevada**
- **Complete College America – aggressive goals to graduate more students**
- **Policy changes adopted that support student completion**
- **Remediation reforms**
- **Access and Affordability – more work to be done**
- **15 to Finish – Enrollment intensity and student completion campaign**



## U.S. Ranking Among Nations for 25-34 Year Olds with an Associate's Degree or Higher

1996	
1	Korea
2	United States
3	Netherlands
4	Canada
5	Norway
6	Spain
7	Australia
8	Denmark
9	Greece
10	New Zealand
11	United Kingdom
12	Belgium
13	Ireland
14	Italy

2010	
1	Korea
2	Japan
3	Canada
4	Russian Federation
5	Ireland
6	Norway
7	New Zealand
8	United Kingdom
9	Australia
10	Luxembourg
11	Israel
12	Belgium
13	France
14	United States

**Among developed nations, the U.S. ranks 14<sup>th</sup> for its educated youth.**

## How it all began . . .

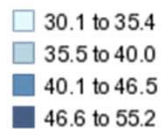
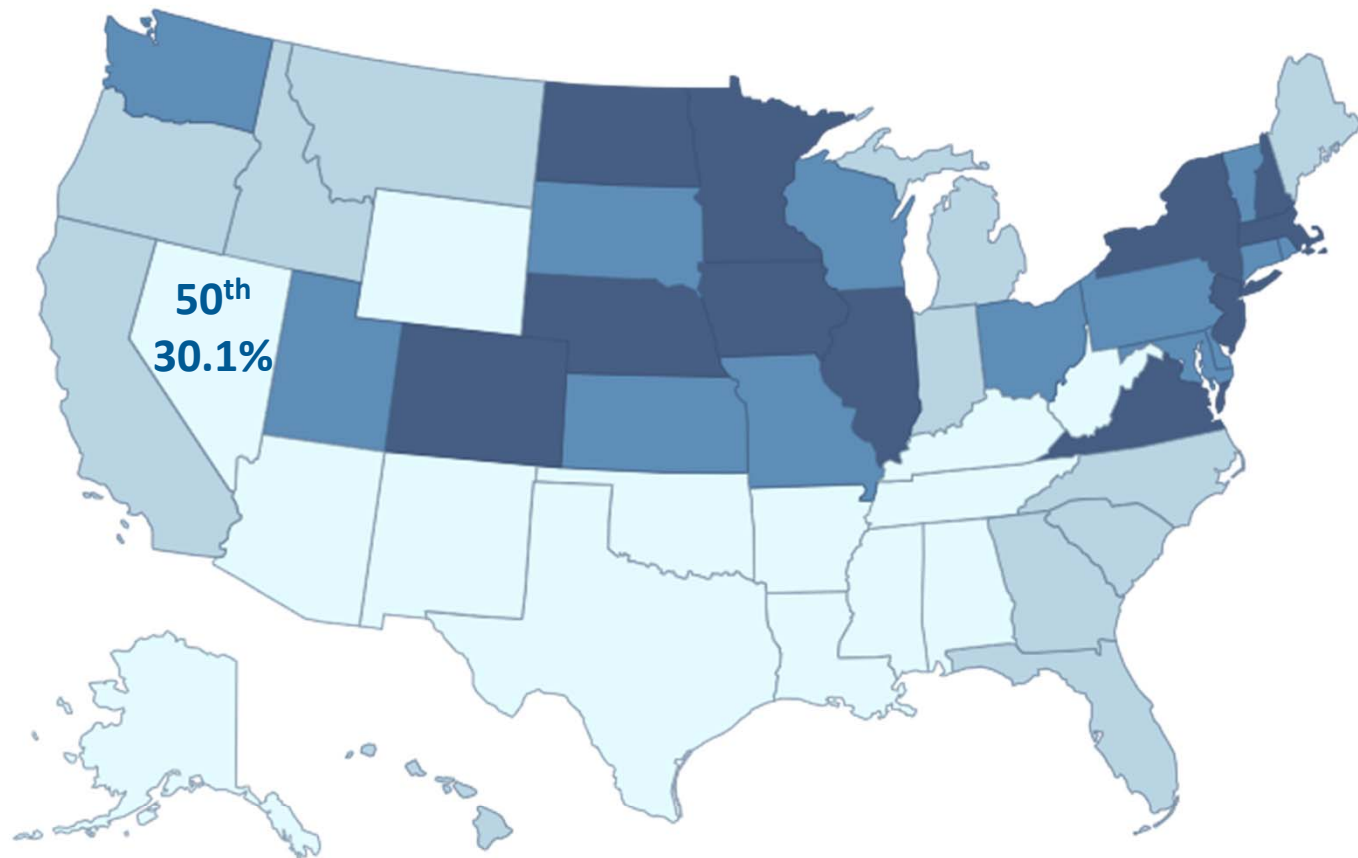
# The Goal of the Obama Administration

1	United States
2	Korea
3	Japan
4	Canada
5	Russian Federation
6	Ireland
7	Norway
8	New Zealand
9	United Kingdom
10	Australia
11	Luxembourg
12	Israel
13	Belgium
14	France

**To be first among nations by 2020, 60% of 25-34 year olds in the United States will need to have a postsecondary credential.**

**The Goal**

## Percent of Adults 25 to 34 with an Associates Degree or Higher



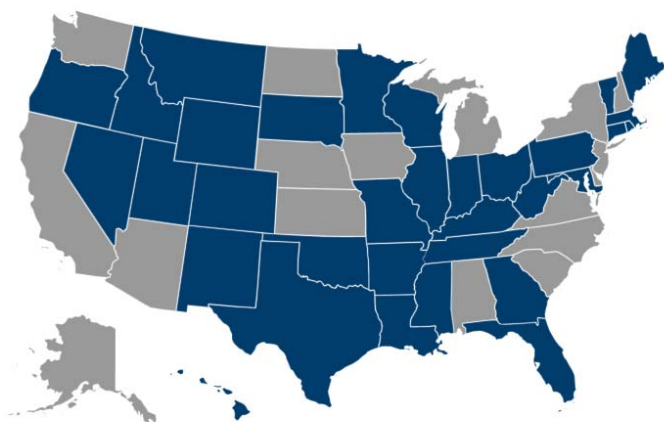
U.S. Average = 41.1

National Average: 41.1%

Source: U.S. Census Bureau, 2012 American Community Survey  
One-Year Public Use Microdata Sample.

# Complete College America

The CCA Alliance  
33 states and the District of Columbia



■ Member states

Complete College America is an alliance of states committed to significantly increasing the number of students successfully completing college and achieving degrees and credentials of value in the labor market and closing attainment gaps for traditionally underrepresented populations by 2020.

## Complete College America

For a strong economy, the skills gap must be closed.

**58%**

By 2020, jobs in Nevada requiring a career certificate or college degree

**30%**

Nevada adults who currently have an associate degree or higher

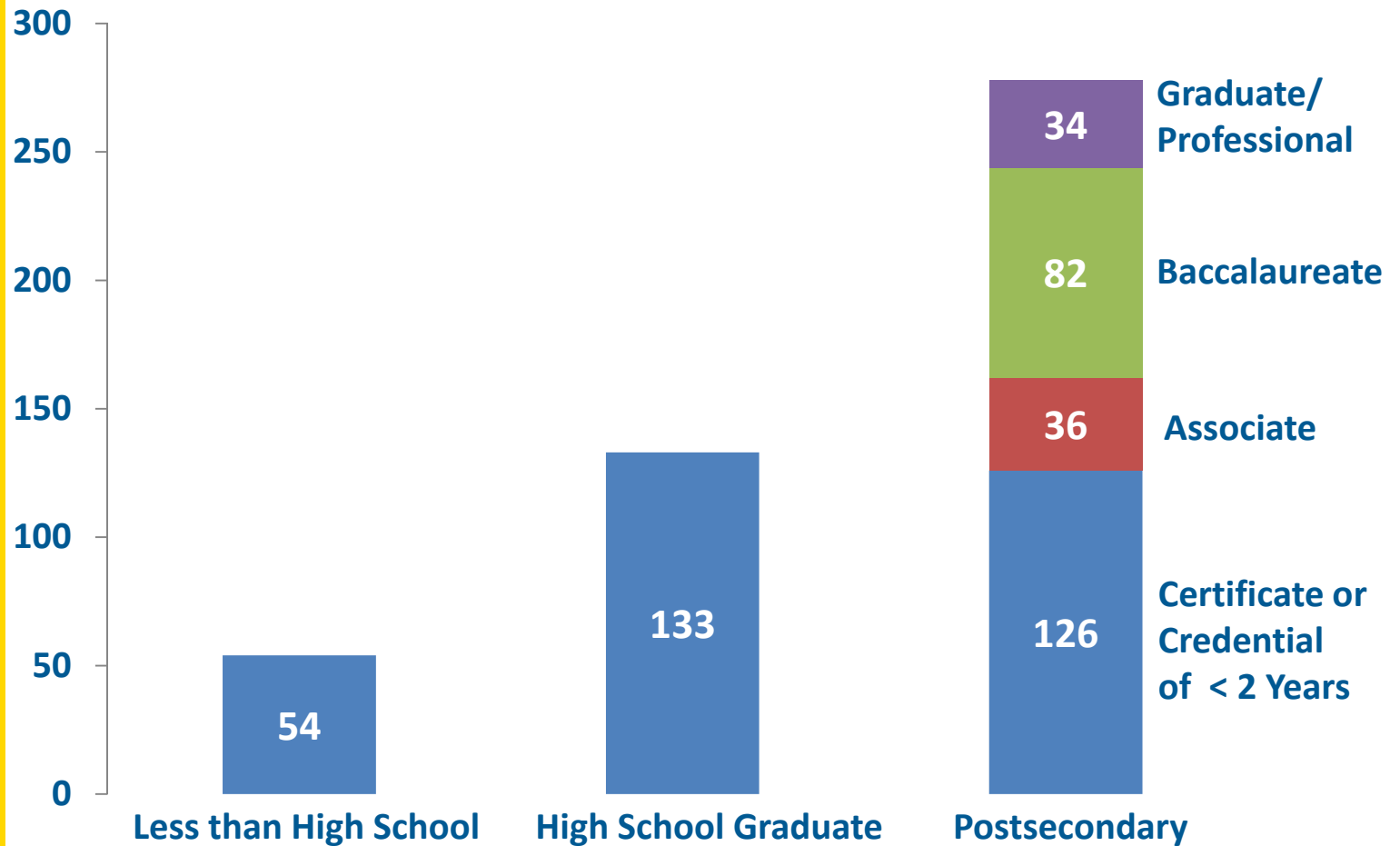
**28%**

The Skills Gap



# The Skills Gap

## Projected Job Growth From 2010 to 2020 by Education Level, Nevada (in thousands)

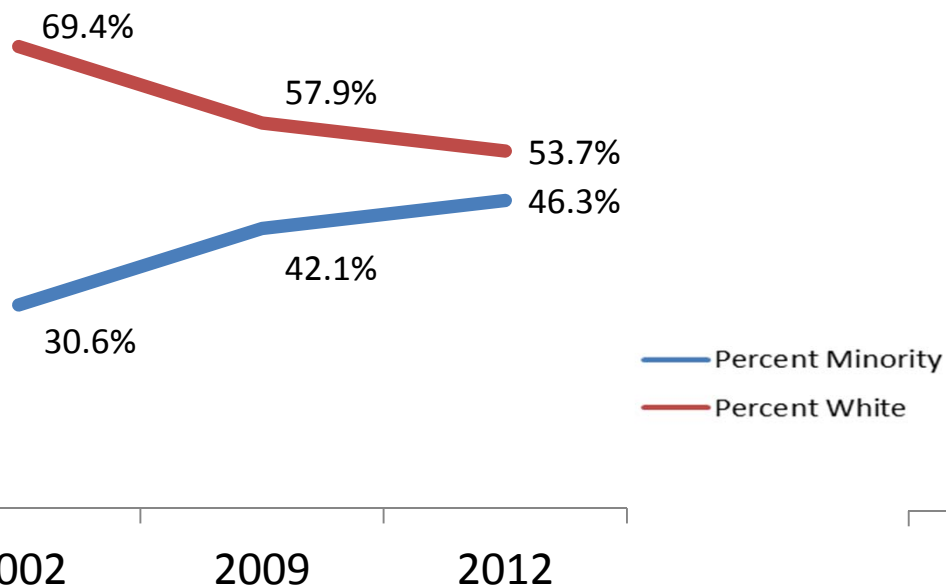


Source: Georgetown Center for Education and the Workforce, Recovery: Job Growth And Education Requirements Through 2020

# Closing the Achievement Gap

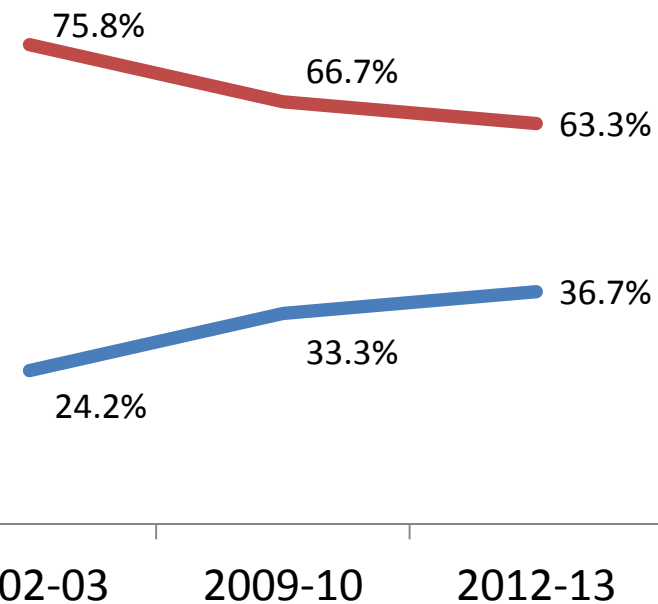
## Enrollment Gap

All Enrollments by Category



## Achievement Gap

All Awards Conferred



In the last decade, NSHE made notable progress in closing the enrollment gap – across the System more minority students are enrolled than ever before. More work needs to be done on graduating students of color, but steady progress is being made.

## Awards Conferred – All Institutions

	2002-03	2012-13	Percent Change
American Indian/Alaska Native	92	106	15.2%
Asian/Native Hawaiian/Pacific Islander	679	1,323	94.8%
Black	390	643	64.9%
Hispanic	644	2,033	215.7%
Two or more	--	562	--
White	5,625	8,007	42.3%
Unknown & Non-Resident Aliens	1,024	1,250	22.1%
<b>TOTAL</b>	<b>8,454</b>	<b>13,924</b>	<b>64.7%</b>

Includes 30+ credit certificates, associate, bachelor's, and graduate level awards (excludes post-baccalaureate and post-master's certificates). Bachelor's degrees with second majors are only counted once. (Source: IPEDS)

Awards conferred to minorities more than doubled in 10 years – a 158.6% increase!

The Achievement Gap

## Awards Conferred by Institution Type

### 4-Year NSHE Institutions

	2002-2003	2012-2013	Percent Change
American Indian / Alaskan Native	49	47	-4.1%
Asian / Native Hawaiian / Pacific Islander	474	894	88.6%
Black	262	427	63.0%
Hispanic	434	1,114	156.7%
Two or More	-	426	--
White	4,058	5,304	30.7%
Unknown and Non-Resident Alien	815	930	14.1%
<b>TOTAL</b>	<b>6,092</b>	<b>9,142</b>	<b>50.1%</b>

### 2-Year NSHE Institutions

	2002-2003	2012-2013	Percent Change
American Indian / Alaskan Native	43	59	37.2%
Asian / Native Hawaiian / Pacific Islander	205	429	109.3%
Black	128	216	68.8%
Hispanic	210	919	337.6%
Two or More	-	136	--
White	1,567	2,703	72.5%
Unknown and Non-Resident Alien	209	320	53.1%
<b>TOTAL</b>	<b>2,362</b>	<b>4,782</b>	<b>102.5%</b>

Includes 30+ credit certificates, associate, bachelor's, and graduate level awards (excludes post-baccalaureate and post-master's certificates). Bachelor's degrees with second majors are only counted once.

(Source: IPEDS)

# Skills Certificates

## 2012-13 Reporting

	Skills Certificates Less than 30 Credit Hours
CSN	1,489
GBC	171
TMCC	534
WNC	293
<b>TOTAL</b>	<b>2,487</b>

Going forward, skills certificate counts will be used in reporting for Complete College America goals, NSHE accountability metrics, and in future iterations of the NSHE Performance Pool.

# NSHE's Campaign to Create a Culture of Completion

## What we have already done

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

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

# Shifting Gears

## Promoting Student Completion through Policy

### 60/120 Credit Policy

- Limiting the number of credits for an associates or bachelor's degree to 60 and 120 credits, respectively

### Low Yield Policy

- Requiring institutions to review programs on a regular basis in the context of degree productivity. Institutions must develop a plan for increasing productivity or eliminate the low-yield program

### Excess Credit Policy

- Tough love policy – charging students a 50 percent surcharge if they accumulate more than 150 percent of the credits required for their degree program

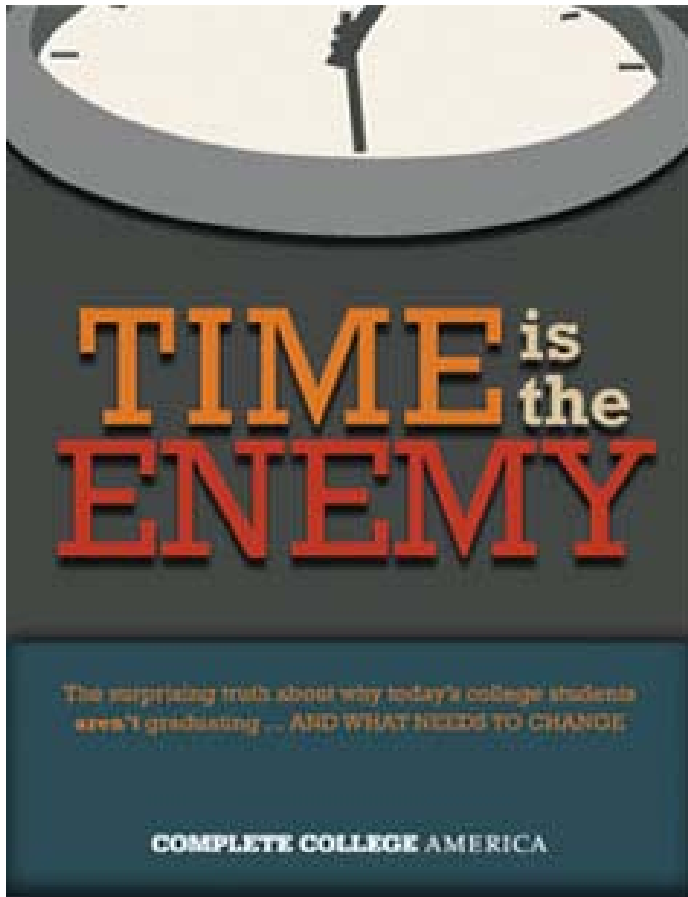
# Performance Based Funding

Shifting the focus from enrollment to graduation through funding

- Base Formula driven by course completions
- Performance Pool with metrics focused on graduating students



# Time is the Enemy



- ❖ The new normal: non-traditional students juggling family, jobs, and school
- ❖ Part-time students rarely graduate
- ❖ Focusing on the achievement gap in supporting under-represented student populations
- ❖ Students are taking too much time to complete
- ❖ Remediation needs work

# Remediation - Shifting Focus

## Changing how we measure success

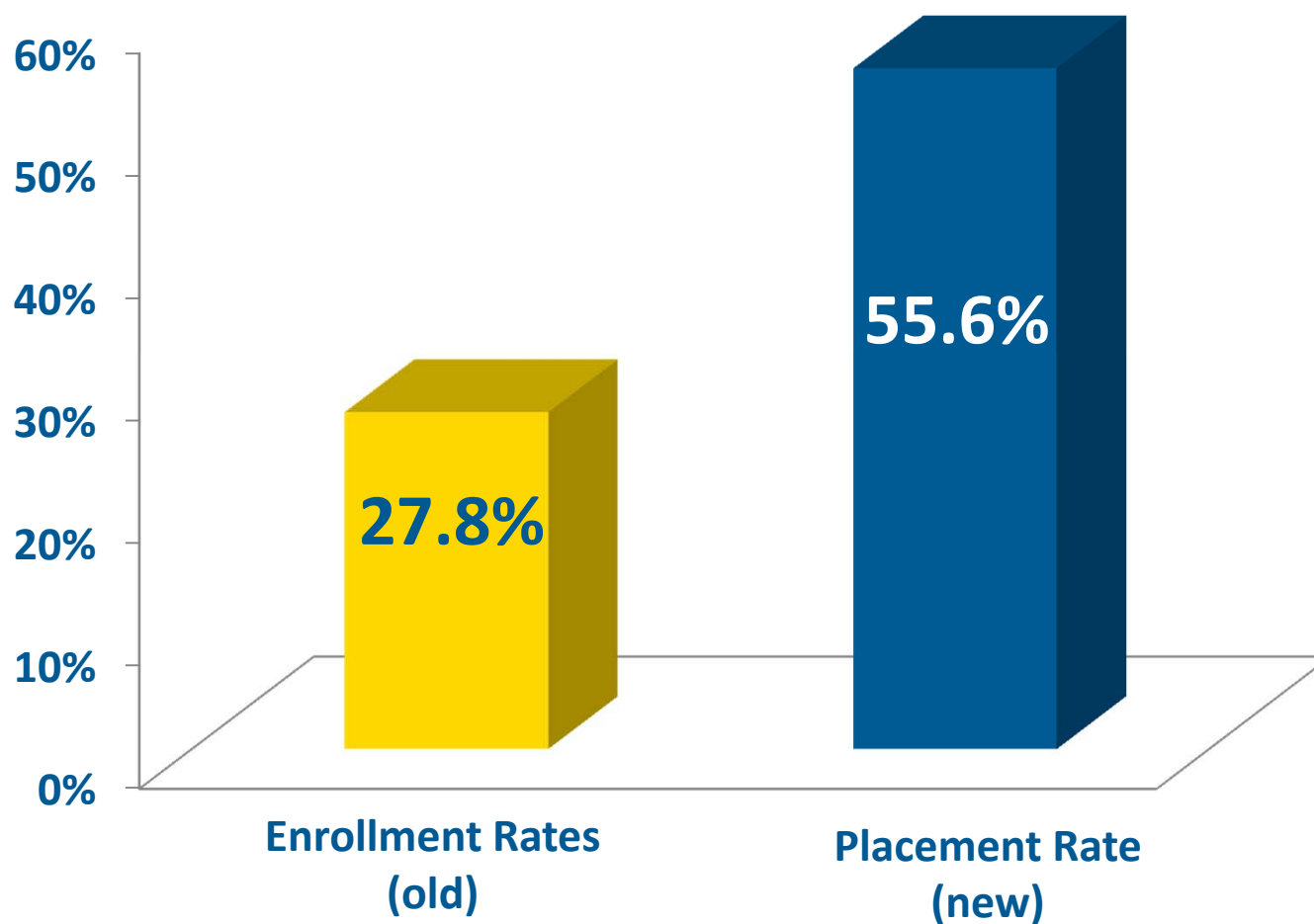
- **Historical focus – Enrollment based rate**
  - *Nevada Revised Statutes 396.548*
  - Summer and Fall enrollments only
  - Enrollments in remedial courses only
- **Improved reporting for remedial rates**
  - Placement rates
  - Capturing co-requisite, stretch, bridge, and technical courses and skills labs
  - Full year of System-wide enrollment captured (Summer, Fall, and Spring)
- **New Focus – Percent of students who successfully complete the gateway course in the first year (or two)**



# NSHE Remedial Report

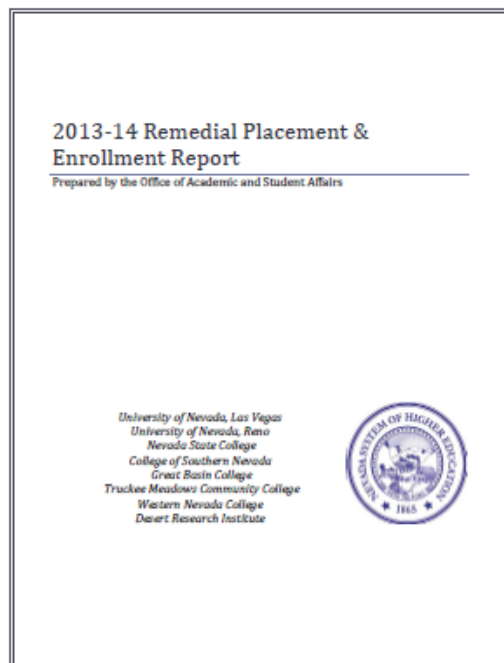


## 2013 Reporting Changes Enrollment v. Placement of Recent High School Graduates



# NSHE Remedial Report

## New and Improved



***2013-14 Remedial Placement and  
Enrollment Report***  
**available on NSHE web site**  
**[www.nevada.edu](http://www.nevada.edu)**

# Are NSHE Institutions Affordable?

## It Depends . . . .

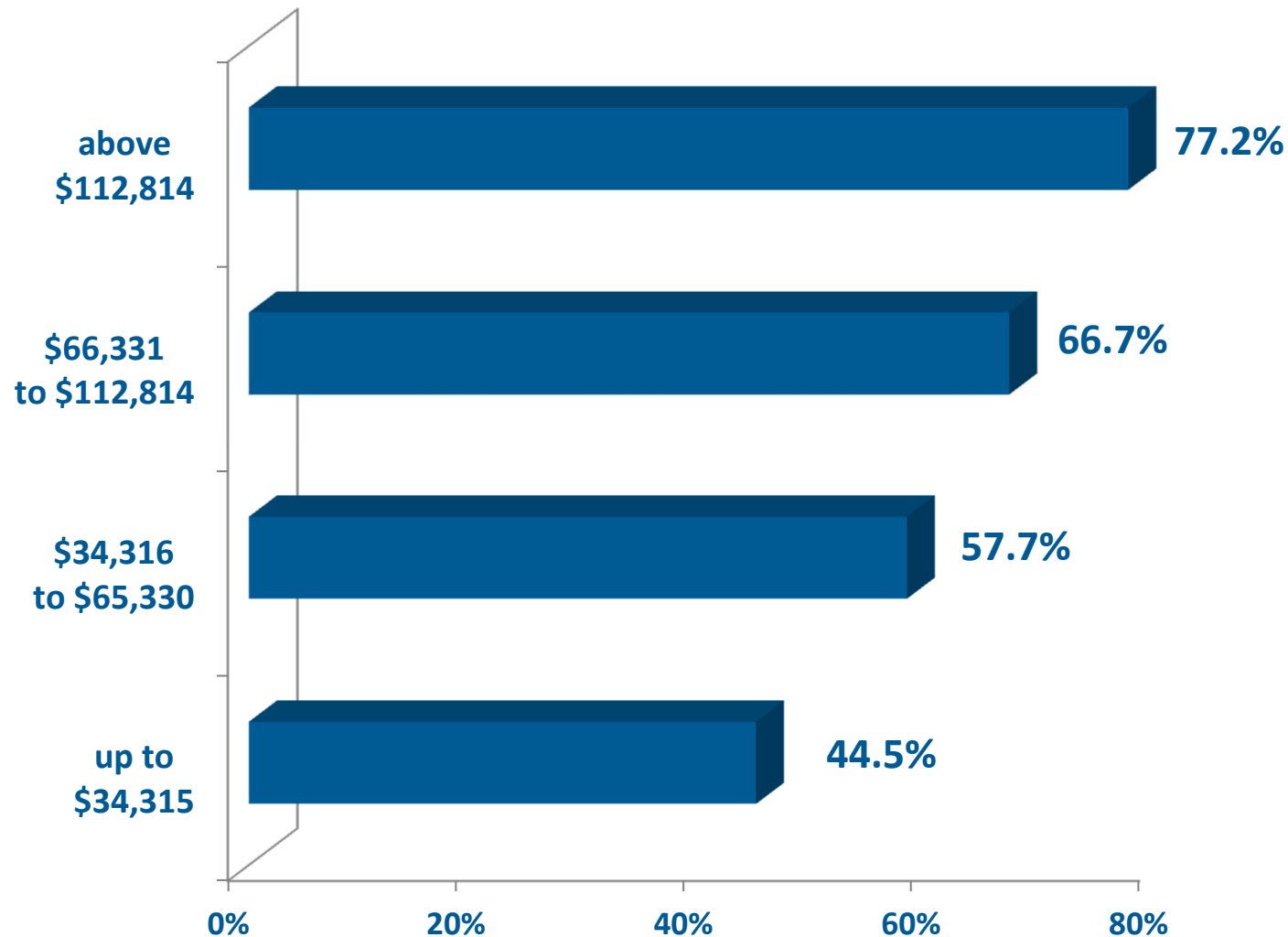
### Factors in Affordability

- The Price Tag v. Total Cost of Attendance
  - Tuition and fees, room and board, living expenses
- Student/Family Ability to Pay
  - Income and Expected Family Contribution
- The “Equalizer”
  - Financial Aid



Historically, discussions on tuition and fees of NSHE institutions focused on the price tag as compared to the prices in the regional western United States.

## National College Participation Rates for Dependents Age 18 to 24 by Family Income Level, 2013



The higher a student's family income level, the more likely they are to participate in college.

Source: Postsecondary Education Opportunity, September 2014

# The Reality: Perception Matters

**The American public generally overestimates the actual costs of college by as much as 200 to 300 percent.\***

- ❖ Low-income students are deterred by the perception of high tuition and fee rates.
  - **A \$1000 difference in the price of college may lower attendance for the most financially needy students by as much as 9%.<sup>†</sup>**
- ❖ Middle-income students are generally not deterred, but it significantly affects where they attend.<sup>†</sup>

\* American Council on Education survey, 2000

† Thomas Kane, "A Quasi-Experimental Estimate of the Impact of Financial Aid on College-Going"

## When you consider the price tag alone relative to Median Family Income in Nevada, NSHE institutions appear affordable

### Public 4-Year Institutions, 2011-12

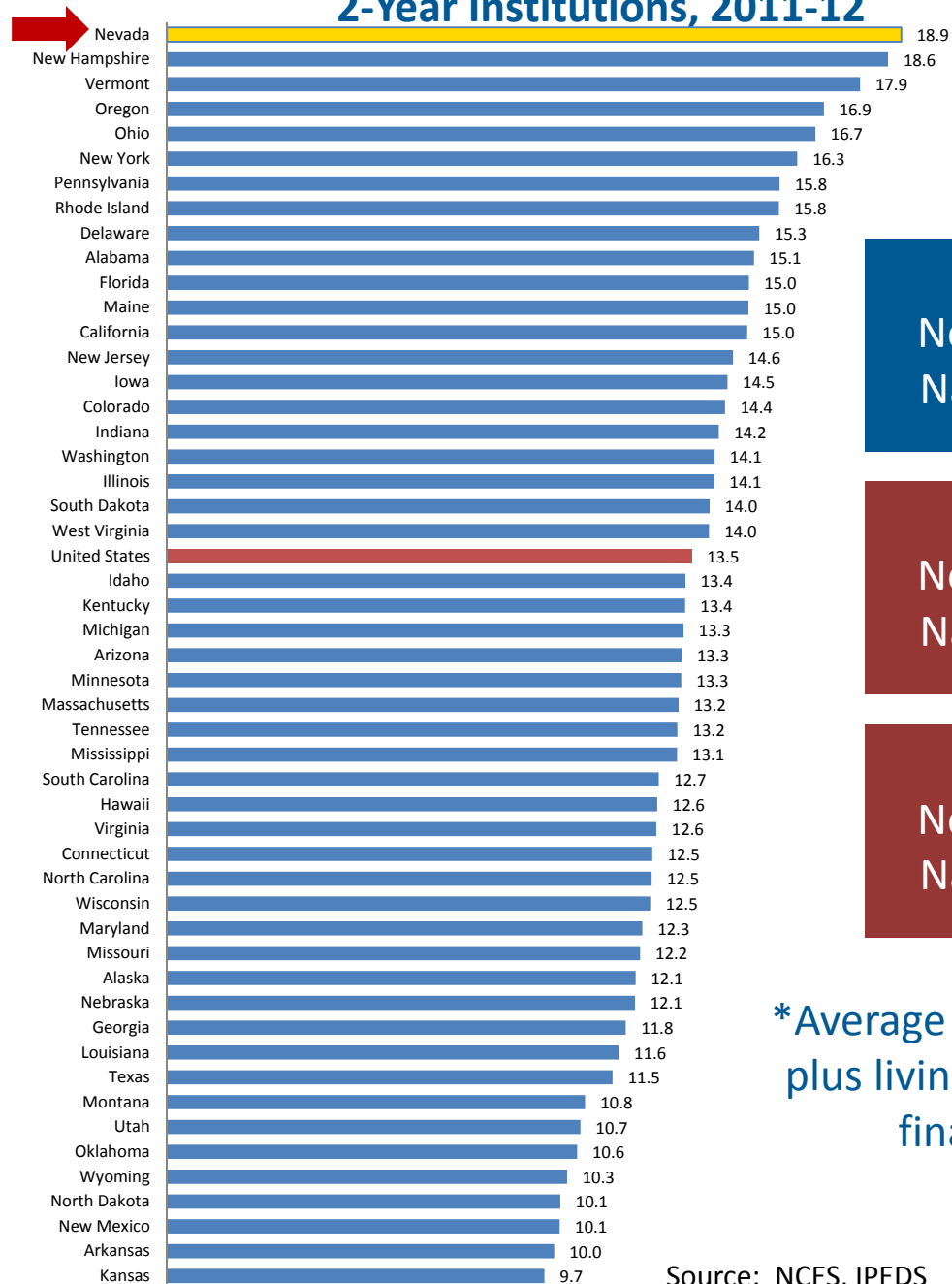
	Average Tuition and Fees as a % of Median Family Income	Average Tuition and Fees as a % of Lowest Quintile Family Income
Nevada	8.7%	28.5%
U.S. Average	12.7%	46.7%

### Public 2-Year Institutions, 2011-12

	Average Tuition and Fees as a % of Median Family Income	Average Tuition and Fees as a % of Lowest Quintile Family Income
Nevada	4.4%	14.5%
U.S. Average	4.5%	16.6%

Source: NCES, IPEDS

## Percent of Median Family Income Needed to Pay for College\* 2-Year Institutions, 2011-12



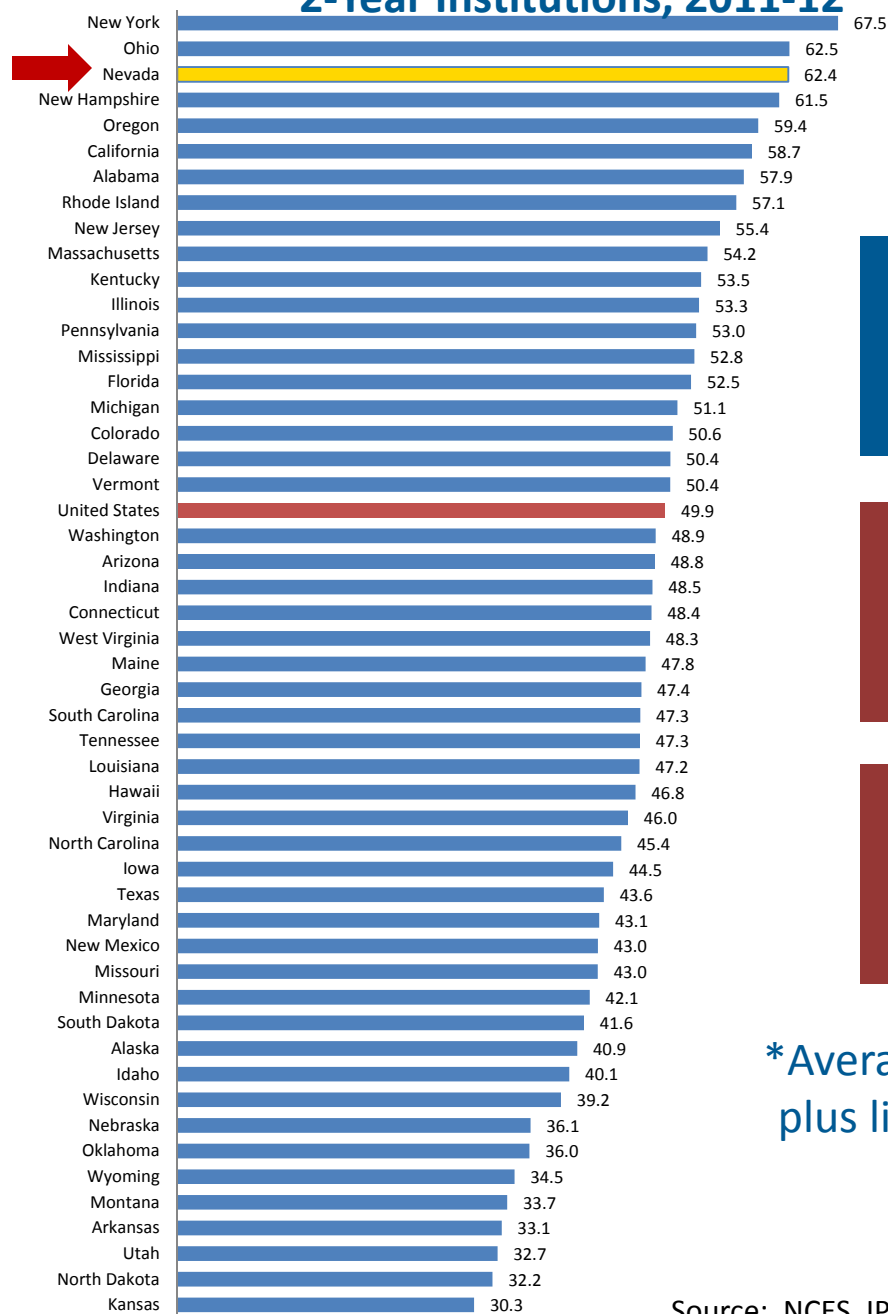
2011-12  
Nevada: 18.9%  
Nation: 13.5%

2008-09  
Nevada: 16.8%  
Nation: 12.9%

2006-07  
Nevada: 14.7%  
Nation: 12.4%

\*Average tuition and fees  
plus living expenses less  
financial aid

## Percent of Income from the Lowest Quintile Needed to Pay for College\* 2-Year Institutions, 2011-12



2011-12  
Nevada: 62.4%  
Nation: 49.9%

2008-09  
Nevada: 53.4%  
Nation: 46.4%

2006-07  
Nevada: 45.3%  
Nation: 42.8%

\*Average tuition and fees  
plus living expenses less  
financial aid

Source: NCES, IPEDS

Access and Affordability

## How Accessible are Nevada's Access Institutions?

### Nevada:

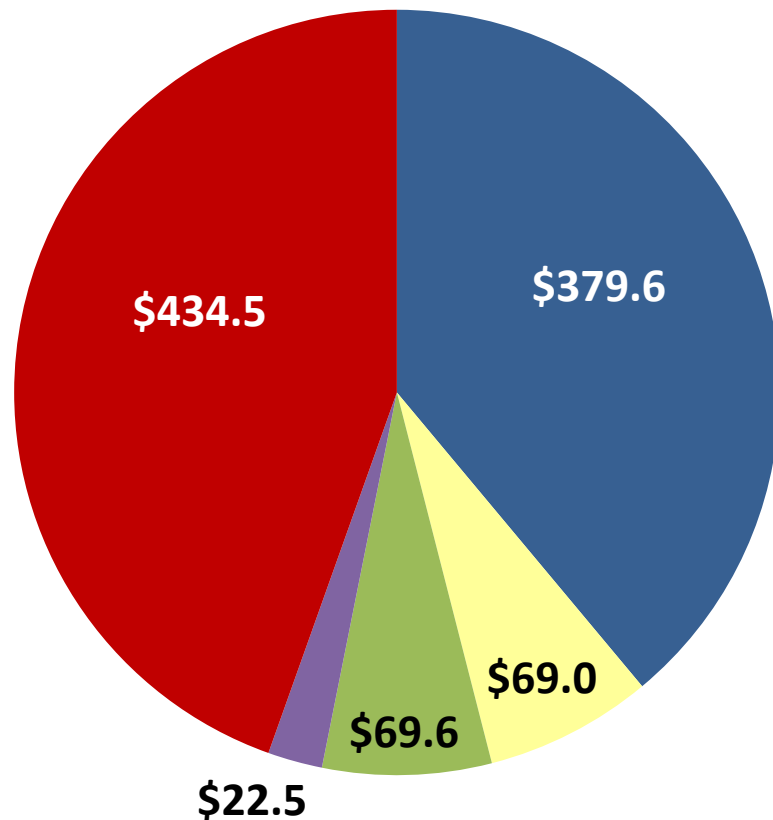
Among the Lowest in the Nation for  
2-Year College Participation Rates  
for Students from Low Income Families

#### Select Participation Rates: 2-Year Institutions, 2012

Florida	5.2%
District of Columbia	5.9%
<b>Nevada</b>	<b>6.4%</b>
West Virginia	7.1%
Utah	7.4%
South Dakota	7.8%
<b>2-Year U.S. Rate</b>	<b>15.0%</b>

Source: Postsecondary Education Opportunity, September 2013

## NSHE Total Financial Aid Disbursed and Unmet Need, 2012-13 (in millions)



Due to the limited dollars available in federal, state and institutional financial aid programs, financial aid covered *only 55.4% of total need* for NSHE students in 2012-13.

- Federal
- State
- Institutional
- Private/Other
- Unmet Need

\*Total unmet need for NSHE students at all seven NSHE institutions. Based on FAFSA filers who received at least one disbursement. Does not include FAFSA filers who did not receive aid or students who did not complete a FAFSA. Amount of loans reported does not include loans that were offered but not accepted.

Unmet Financial Need

## 15 to Finish

### Shift Focus to Benefits of Full-Time Enrollment

#### 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*, Dr. Nate Johnson, Fall 2012

# National Perspective

## 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.

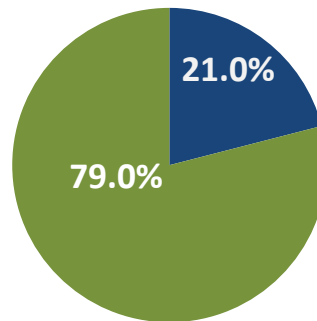
*Source: NCES Report 2011-12*

**15 TO FINISH**  
Undergraduate students who are enrolled full-time are more likely to graduate from college.

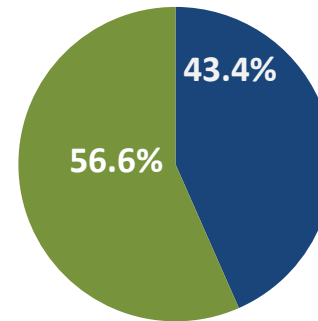
## NSHE Graduation Rates by Credit Load

### NSHE 4-Year Institutions – Fall 2004 Cohort

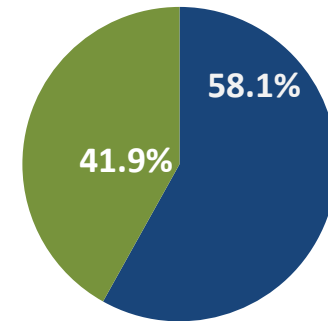
< 12 Credits



12 - 14 Credits



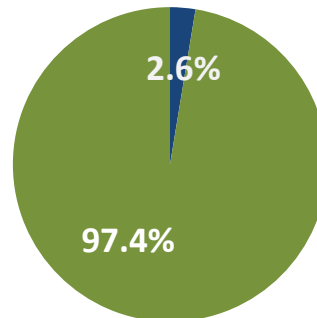
15+ Credits



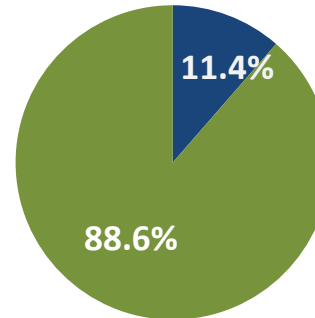
NOTE: Fall 2004 cohort, first-time, degree-seeking students, who earned a bachelor's degree within 200% time to degree at a 4-year institution. Enrollment load based on first term.

### NSHE 2-Year Institutions – Fall 2008 Cohort

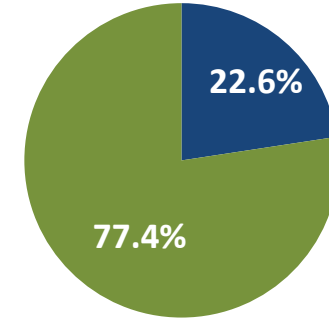
< 12 Credits



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.

# NSHE Graduation Rates by Credit Load and Ethnicity

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

## 4-Year NSHE Institutions – Fall 2004 Cohort

	First-term Enrollment Load		
	<12	12-14	15+
American Indian or Alaskan Native	0.0%	54.5%	52.6%
Asian or Pacific Islander	40.0%	41.8%	57.3%
Black Non-Hispanic	0.0%	34.7%	51.2%
Hispanic	21.4%	36.7%	48.9%
White Non-Hispanic	19.1%	45.9%	60.5%

## 2-Year NSHE Institutions – Fall 2008 Cohort

	First-term Enrollment Load		
	<12	12-14	15+
American Indian or Alaskan Native	0.0%	9.1%	33.3%
Asian or Pacific Islander	3.9%	11.9%	25.6%
Black Non-Hispanic	1.9%	5.0%	10.3%
Hispanic	2.8%	14.2%	19.3%
White Non-Hispanic	2.8%	11.5%	23.3%

**NOTE:** Fall 2008 cohort who earned a certificate or associates degree at a community college within 200% time to degree; 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.

# Data: Cohort GPA by Academic Preparation

		NSHE 2-Year Institutions	NSHE 4-Year Institutions
Remedial English / Math Enrollment Groups	Credit Load	GPA (cohort)	GPA (cohort)
College	< 12	2.61	2.37
	12 to < 15	2.68	2.75
	15+	2.78	2.98
Remedial	< 12	2.30	2.05
	12 to < 15	2.38	2.40
	15+	2.60	2.53

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

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

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

# Getting the Word Out

- ❖ **15 to Finish Web Site**
  - [www.nevada.edu/15](http://www.nevada.edu/15)
  - Logos, handouts, e-mails, postcards, video, posters
- ❖ **Promotional materials**
  - T-shirts, pens, zip drives, and more
- ❖ **Advising Workshops**
- ❖ **Student Orientation**





# Are you taking 15 to Finish?

Tell us at #15toFinish

Make an appointment with your advisor today

## Contacting a Departmental Advisor

### College/School

College of Agriculture, Biotechnology and Natural Resources (CABNR)  
College of Business  
College of Education  
College of Engineering  
College of Liberal Arts  
College of Science  
Division of Health Sciences  
Reynolds School of Journalism  
Students without declared majors/ General Studies Students

### Phone

(775) 784-1634  
(775) 784-4912  
(775) 784-4298  
(775) 682-7721  
(775) 784-6155  
(775) 784-4591 ext 3  
(775) 682-5930  
(775) 784-4519  
(775) 784-4684



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# Has all this work made a difference?



## Percent Change in Awards Conferred, 2010 thru 2012

Bottom Line:  
**YES!!! A 21% increase in awards conferred in the first three years of Complete College America participation -- the policy initiatives and campaigns associated with CCA are making a difference relative to other states and the national average (13.5%)!**

Source: NCHEMS, NCES, IPEDS Completions File  
 Awards include 30+ credit certificates, associates and bachelor's degrees

Changing Nevada



# Questions!

