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
- **IPEDS**: 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

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

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
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

- Overall
- Exclusively Full-Time
- Exclusively Part-Time
- Mixed Enrollment**

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

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

**TMCC – Fall 2008 Cohort**

- **< 12 Credits**
  - % Graduated: 96.9%
  - % Not Graduated: 3.1%

- **12 - 14 Credits**
  - % Graduated: 88.6%
  - % Not Graduated: 11.4%

- **15+ Credits**
  - % Graduated: 77.4%
  - % Not Graduated: 22.6%

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

- **< 12 Credits**
  - % Graduated: 97.4%
  - % Not Graduated: 2.6%

- **12 - 14 Credits**
  - % Graduated: 88.6%
  - % Not Graduated: 11.4%

- **15+ Credits**
  - % Graduated: 77.4%
  - % Not Graduated: 22.6%

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

<table>
<thead>
<tr>
<th>TMCC – Fall 2008 Cohort</th>
<th>First-term Enrollment Load</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt; 12</td>
</tr>
<tr>
<td>Minorities</td>
<td>4.5%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NSHE 2-Year Institutions – Fall 2008 Cohort</th>
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<td>Minorities</td>
<td>2.6%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>NSHE 2-Year Institutions</th>
<th>TMCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 12</td>
<td>65.2%</td>
</tr>
<tr>
<td>12 - 14</td>
<td>82.4%</td>
</tr>
<tr>
<td>15+</td>
<td>84.0%</td>
</tr>
</tbody>
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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.
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.

### Data: Cohort GPA by Academic Preparation

<table>
<thead>
<tr>
<th>Remedial English / Math Enrollment Groups</th>
<th>Credit Load</th>
<th>NSHE 2-Year Institutions GPA (cohort)</th>
<th>TMCC GPA (cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>&lt; 12</td>
<td>2.61</td>
<td>2.40</td>
</tr>
<tr>
<td></td>
<td>12 to &lt; 15</td>
<td>2.68</td>
<td><strong>2.87</strong></td>
</tr>
<tr>
<td></td>
<td>15+</td>
<td>2.78</td>
<td>2.80</td>
</tr>
<tr>
<td>Remedial</td>
<td>&lt; 12</td>
<td>2.30</td>
<td>2.31</td>
</tr>
<tr>
<td></td>
<td>12 to &lt; 15</td>
<td>2.38</td>
<td><strong>2.44</strong></td>
</tr>
<tr>
<td></td>
<td>15+</td>
<td>2.60</td>
<td>2.57</td>
</tr>
</tbody>
</table>

NOTE: Fall 2008 cohort of first-time, degree-seeking freshmen.
The 15 to Finish campaign will target students ages 18 to 24.

<table>
<thead>
<tr>
<th>% of First-Time, Degree-Seeking Freshmen that are Ages 18-24</th>
<th>% of All Degree-Seeking Students that are Ages 18-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>TMCC</td>
<td></td>
</tr>
<tr>
<td>89.3%</td>
<td>57.5%</td>
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</table>

Distribution of Freshmen by Credit Load

<table>
<thead>
<tr>
<th></th>
<th>TMCC</th>
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<tbody>
<tr>
<td></td>
<td>Fall 2012</td>
</tr>
<tr>
<td>&lt;12</td>
<td>57.3%</td>
</tr>
<tr>
<td>12 to 14</td>
<td>37.3%</td>
</tr>
<tr>
<td>15+</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

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 (ONGOING)
- **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
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?