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
  • 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)
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.
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; December 2013
To the extent students can go full-time at any point, increased likelihood of completing.

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

- Overall: 41.2% Not Enrolled, 18.9% Exclusively Full-Time, 39.9% Exclusively Part-Time, 19.9% Mixed Enrollment
- Exclusively Full-Time: 38.7% Not Enrolled, 3.7% Exclusively Part-Time
- Exclusively Part-Time: 68.3% Not Enrolled, 11.8% Exclusively Full-Time, 19.9% Mixed Enrollment
- Mixed Enrollment: 38.4% Not Enrolled, 25.1% Exclusively Full-Time, 36.5% Exclusively Part-Time

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Source: Completing College: A National View of Student Attainment Rates; National Student Clearing House; December, 2013
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**
  - % Not Graduated: 2.3%
  - % Graduated: 97.7%
- **12 - 14 Credits**
  - % Not Graduated: 9.4%
  - % Graduated: 90.6%
- **15+ Credits**
  - % Not Graduated: 19.0%
  - % Graduated: 81.0%

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

- **< 12 Credits**
  - % Not Graduated: 2.6%
  - % Graduated: 97.4%
- **12 - 14 Credits**
  - % Not Graduated: 11.4%
  - % Graduated: 88.6%
- **15+ Credits**
  - % Not Graduated: 22.6%
  - % Graduated: 77.4%

**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**

- **< 12 Credits**:
  - % Graduated: 100%
  - % Not Graduated: 15.8%
  - % Not Graduated: 18.2%

- **12 - 14 Credits**:
  - % Graduated: 84.2%
  - % Not Graduated: 15.8%
  - % Not Graduated: 81.8%

- **15+ Credits**:
  - % Graduated: 81.8%
  - % Not Graduated: 18.2%
  - % Not Graduated: 81.8%

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

- **< 12 Credits**:
  - % Graduated: 79.0%
  - % Not Graduated: 21.0%

- **12 - 14 Credits**:
  - % Graduated: 56.6%
  - % Not Graduated: 43.4%

- **15+ Credits**:
  - % Graduated: 41.9%
  - % Not Graduated: 58.1%

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

**UNLV – Fall 2008 Cohort**

- **< 12 Credits**
  - % Graduated: 79.5%
  - % Not Graduated: 20.5%

- **12 - 14 Credits**
  - % Graduated: 59.0%
  - % Not Graduated: 41.0%

- **15+ Credits**
  - % Graduated: 46.9%
  - % Not Graduated: 53.1%

**NSHE 4-Year Institutions – Fall 2008 Cohort**

- **< 12 Credits**
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- **12 - 14 Credits**
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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

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<th>15+</th>
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<tr>
<td>Minorities</td>
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</tr>
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<td>White Non-Hispanic</td>
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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

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### 4-Year Institutions – Fall 2004 Cohort

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**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.

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

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: Cohort GPA by Academic Preparation

<table>
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<tr>
<th>Remedial English / Math Enrollmen Group</th>
<th>NSHE 4-Year Institutions</th>
<th>NSC</th>
<th>UNLV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit Load</strong></td>
<td><strong>GPA (cohort)</strong></td>
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<td><strong>GPA (cohort)</strong></td>
</tr>
<tr>
<td>&lt; 12</td>
<td>2.37</td>
<td>2.13</td>
<td>2.37</td>
</tr>
<tr>
<td>12 to &lt; 15</td>
<td>2.75</td>
<td>2.37</td>
<td>2.74</td>
</tr>
<tr>
<td>15+</td>
<td>2.98</td>
<td>2.54</td>
<td>2.92</td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; 12</td>
<td>2.05</td>
<td>1.77</td>
<td>2.15</td>
</tr>
<tr>
<td>12 to &lt; 15</td>
<td>2.40</td>
<td>2.42</td>
<td>2.37</td>
</tr>
<tr>
<td>15+</td>
<td>2.53</td>
<td>2.94</td>
<td>2.57</td>
</tr>
<tr>
<td>Remedial</td>
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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.
The 15 to Finish campaign will target students ages 18 to 24.

### % of First-Time, Degree-Seeking Freshmen that are Ages 18-24

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<td>3.7%</td>
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<td>12 to 14</td>
<td>40.7%</td>
<td>64.6%</td>
<td>59.4%</td>
</tr>
<tr>
<td>15+</td>
<td>6.5%</td>
<td>12.4%</td>
<td>36.9%</td>
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### % of All Degree-Seeking Students that are Ages 18-24

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<th>UNLV</th>
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<tbody>
<tr>
<td>&lt; 12</td>
<td>55.5%</td>
<td>44.2%</td>
<td>74.2%</td>
</tr>
</tbody>
</table>

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?