15 to Finish
 Enrollment Intensity and Student Achievement Campaign

GREAT BASIN COLLEGE
January 14, 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
  - 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

Part-time students far less likely to graduate

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**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 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: NSHE Graduation Rates by Credit Load

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

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; 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.

GBC – Fall 2008 Cohort

- **< 12 Credits**
  - % Graduated: 3.4%
  - % Not Graduated: 96.6%

- **12 - 14 Credits**
  - % Graduated: 12.3%
  - % Not Graduated: 87.7%

- **15+ Credits**
  - % Graduated: 31.0%
  - % Not Graduated: 69.0%

2-Year Institutions – Fall 2008 Cohort

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

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

- **15+ Credits**
  - % Graduated: 22.6%
  - % Not Graduated: 77.4%
## Data: NSHE Graduation Rates by Credit Load and Ethnicity

### GBC – Fall 2008 Cohort

<table>
<thead>
<tr>
<th>First-term Enrollment Load</th>
<th>&lt; 12</th>
<th>12 – 14</th>
<th>15+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minorities</td>
<td>7.9%</td>
<td>20.0%</td>
<td>37.5%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>1.9%</td>
<td>9.9%</td>
<td>25.0%</td>
</tr>
</tbody>
</table>

### 2-Year Institutions – Fall 2008 Cohort

<table>
<thead>
<tr>
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<tr>
<td>White Non-Hispanic</td>
<td>2.8%</td>
<td>11.5%</td>
<td>23.3%</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; 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

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.

Data: Cohort GPA

### Cohort GPA by Credit Load

<table>
<thead>
<tr>
<th>Credit Load</th>
<th>NSHE 2-Year Institutions GPA (cohort)</th>
<th>GBC GPA (cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 12</td>
<td>2.42</td>
<td>2.78</td>
</tr>
<tr>
<td>12 to &lt; 15</td>
<td>2.45</td>
<td>2.42</td>
</tr>
<tr>
<td>15+</td>
<td>2.70</td>
<td>2.65</td>
</tr>
</tbody>
</table>

### Cohort GPA by Academic Preparation

<table>
<thead>
<tr>
<th>Remedial English / Math Enrollment Groups</th>
<th>NSHE 2-Year Institutions</th>
<th>GBC</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; 12</td>
<td>2.61</td>
<td>2.86</td>
</tr>
<tr>
<td>12 to &lt; 15</td>
<td>2.68</td>
<td>2.65</td>
</tr>
<tr>
<td>15+</td>
<td>2.78</td>
<td>2.69</td>
</tr>
<tr>
<td>Remedial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; 12</td>
<td>2.30</td>
<td>2.48</td>
</tr>
<tr>
<td>12 to &lt; 15</td>
<td>2.38</td>
<td>2.26</td>
</tr>
<tr>
<td>15+</td>
<td>2.60</td>
<td>2.61</td>
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</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>GBC</td>
<td>71.6%</td>
</tr>
<tr>
<td></td>
<td>49.1%</td>
</tr>
</tbody>
</table>

Distribution of Freshmen by Credit Load (Fall 2012)

<table>
<thead>
<tr>
<th>GBC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 12</td>
<td>41.3%</td>
</tr>
<tr>
<td>12 to 14</td>
<td>36.5%</td>
</tr>
<tr>
<td>15+</td>
<td>22.2%</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
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