Promoting Timely Degree Completion
Reconciling Student Choice and Four-Year Graduation
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Promoting Timely Degree Completion
Reconciling Student Choice and Four-Year Graduation

Texas A&M University
College Station, Texas

APRIL 5, 2017
Beyond the Completion Binary

Student Success Encompasses More Than Graduation Success

Defining Student Success by How It’s Measured

Graduation Success

- Access
- Retention
- Degree Progress
- Completion
- Intellectual, Social, and Emotional Development
- Post-Graduation Financial Wellness
- Career Engagement

Student Success

- Foundation
- Holistic

Progressive Outcomes

Rising Student Debt Delays Return on Education

Expanding Our Definition of Student Success to Include Financial Solvency

The Debt Burden Has Increased

Average debt at graduation, four-year public and non-profit institutions

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>$18,850</td>
</tr>
<tr>
<td>2014</td>
<td>$29,950</td>
</tr>
</tbody>
</table>

Nearly 40% of Graduating Borrowers Carry >$25,000 in Debt

Proportion of four-year public and non-profit graduate borrowers with student debt >$25K, 2008

The Real Impact of All That Debt

Recent graduates with over $25,000 in debt frequently delay opportunities

- 56% Delay starting graduate education
- 43% Delay buying their own home
- 27% Delay moving out of their parents’ home
- 25% Delay starting their own business
- 19% Delay getting married
- 26% Delay having children

“Moon Shots” Put On-Time Graduation in Spotlight

Massive Increase in Completions on Aggressive Time Frames

Public Service Announcement:
California faces drought of another kind...

1.1M
college graduate shortfall by 2030

$60B
business revenue loss p/a if unaddressed

+400K
grads if CSU completion rates improve

The California Promise Bill
State Sen. Steve Glazer

Locked in Tuition for On-Pace Students
Guaranteed availability of critical path courses
Priority registration for high-risk groups

“I have a high level of confidence that the program can be administered well without a big increase in expense”

Tough Targets for CSU System
4-Year Graduation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>19%</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2025</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An Apollo 13 Moment for Student Success Teams

CSUs Pursuing Innovation at Scale, in a Hurry

CSU System 4-Year Grad Rates
5/23 Campuses at <10%

<table>
<thead>
<tr>
<th>Campus</th>
<th>4-Year Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Bay</td>
<td>10%</td>
</tr>
<tr>
<td>San Jose State</td>
<td>9%</td>
</tr>
<tr>
<td>Sacramento</td>
<td>8%</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>6%</td>
</tr>
<tr>
<td>Dominguez Hills</td>
<td>5%</td>
</tr>
</tbody>
</table>

No Time for the “Shape the Class” Playbook
Class of 2020 Admitted, Sac. State Faces Tough Challenge

SACRAMENTO STATE

4-Year grad rate by 2020

Increase merit aid
Increase SAT score

Minimal Support for “Interventions at Scale”

$35M
One-time, system-wide influx of funds

$1.5M
Average grant per campus

“We do recognize that this will not be enough to sustain any significant efforts by campuses to impact their ability to reach the ambitious goals for 2025, but this will be a start.”

–CSU Fullerton Graduation Initiative 2025 Goals


1) Sacramento State’s SAT average actually decreased from 2014 to 2015.

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From Four-Year Student to Six-Year Graduate

Each Decision a Potential (and at Times Intentional) Graduation Delay

84% of incoming students expect to graduate in four years

44% of students actually graduate in four years or less

Repeat a course? Enroll part-time to accommodate work schedule? Take a leave of absence? Change majors?

Internship or co-op? Double major or minor? Study abroad? Transfer to a different university?

On-Time Completion as Affordability Lever

Private Board Trustees Push on Time-to-Degree to Reduce Student Debt

Happily Trading Super-Senior Tuition for Reduced Debt

Estimated additional loan debt for delayed non-Pell student (tuition only)

<table>
<thead>
<tr>
<th>4 Year Graduate</th>
<th>2 Additional Classes</th>
<th>1 Additional Year</th>
</tr>
</thead>
</table>
| Base Loan
$25K           |                      |                  |
|                |                      |                  |
|                | $+10K                |                  |
|                |                      | $+35K            |

Waiting to See if the Message Hits its Mark

Baylor’s How to Graduate in Four Years Initiative

- Video series walks students through four-year plans, choosing a major, funding impact of delays

Sources: Baylor University, “Baylor Working to Help Students Make Sure They Graduate in Just Four Years,” December 21, 2015; EAB interviews and analysis.
Breakaway Performers in Every Selectivity Band

Academic Preparedness is Not Destiny, Student Destination Matters

Four-Year Graduation 25th to 75th Percentiles, by ACT Composite Midpoint

- Highest Volatility in Middle Selectivity

Inclusive | Moderately Selective | Most Selective

<table>
<thead>
<tr>
<th>ACT Composite Midpoint</th>
<th>Interquartile Range</th>
<th>Upper/Lower Extremes</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-19</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>19-21</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>21-22</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>22-23</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>23-24</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>24-25</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>25-27</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

Interquartile Range

<table>
<thead>
<tr>
<th>ACT Composite Midpoint</th>
<th>Upper/Lower Extremes</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-19</td>
<td></td>
</tr>
<tr>
<td>19-21</td>
<td></td>
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<tr>
<td>21-22</td>
<td></td>
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<tr>
<td>22-23</td>
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<td>23-24</td>
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<td>24-25</td>
<td></td>
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<tr>
<td>25-27</td>
<td></td>
</tr>
<tr>
<td>27-30</td>
<td></td>
</tr>
<tr>
<td>30-35</td>
<td></td>
</tr>
</tbody>
</table>

Sources: EAB Analysis of 2014 IPEDS Data

Finances and Preparedness Not Whole Story

Nearly 40% of Completion Delays Relate to Navigating Academic “Product”

Selected Findings from UW-Madison Report: Predictors of Time to Degree (2014)

As Expected, Finances are Biggest Cause of Delays

**Extra Completion Time**

<table>
<thead>
<tr>
<th></th>
<th>17 mo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Stop-Out Per Part-Time Term</td>
<td>2.6 mo.</td>
</tr>
<tr>
<td>URM*</td>
<td>0</td>
</tr>
<tr>
<td>First-Gen*</td>
<td>0</td>
</tr>
</tbody>
</table>

*Being a URM or first-generation student alone does not predict delayed graduation

Students Gravitating to “Delay-Prone” Fields

**Extra Completion Time**

<table>
<thead>
<tr>
<th></th>
<th>2 mo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>1 mo.</td>
</tr>
</tbody>
</table>

Many Delays from Unproductive Exploration and “Do-Overs”

**Extra Completion Time**

<table>
<thead>
<tr>
<th></th>
<th>4.5 mo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under-loading</td>
<td></td>
</tr>
<tr>
<td>6 DFW Credits</td>
<td>4 mo.</td>
</tr>
<tr>
<td>College/School Change</td>
<td>2 mo.</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>1.5 mo.</td>
</tr>
<tr>
<td>Double Major</td>
<td>1 mo.</td>
</tr>
</tbody>
</table>

Sources: University of Wisconsin-Madison, Predictors of Time-to-Degree for Recent UW-Madison Undergraduates, December 2014: [https://apir.wisc.edu/timetodegree/Predictors_TimetoDegree_2014.pdf](https://apir.wisc.edu/timetodegree/Predictors_TimetoDegree_2014.pdf); EAB interviews and analysis.
An Ambidextrous Success Strategy

Concurrent Solution Sets for Attrition and On-Time Completion

### Attrition Rate by Selectivity (high-to-low)

<table>
<thead>
<tr>
<th>Did Not Complete</th>
<th>6-Years</th>
<th>5-Years</th>
<th>≤4-Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-63%</td>
<td>10-30%</td>
<td>25-42%</td>
<td>65-32%</td>
</tr>
</tbody>
</table>

### Time to Degree by Selectivity (high-to-low)

<table>
<thead>
<tr>
<th>5-Years</th>
<th>≤4-Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-42%</td>
<td>65-32%</td>
</tr>
</tbody>
</table>

#### The Retention Playbook

**Guiding Student Choice**
- Credit Velocity Campaigns
- Flexible Major Pathways
- Maximizing Course Selection Graduation Impact

**Managing Capacity**
- Gauging Student Course Demand
- Preventing Capacity Bottlenecks
- Alternative Term Options

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**Faculty Resist Curtailing Student Choice**

Valid Concerns About Higher Education as an Assembly Line

"We offer customers one option, buy it or don’t buy it."

— Steve Jobs

"Universities as a whole seem to send mixed messages. They say ‘we want to get you through in a timely fashion’ but they also say ‘we want to give you choices’. **If you really wanted to get students through early, you wouldn’t give them as many choices— but is that what a university should be about?**"  

Barry Allred  
Registrar, Brigham Young University

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1) Derived from NCES 2008 graduation rates by selectivity  
2) BPS Longitudinal Study Cohort 04/09 First-Time Graduate  

*Source: EAB Analysis of BPS Longitudinal Study, 4-Year public and 4-year private not-for-profit cohort 04/09; Digest of Education Statistics: http://nces.ed.gov/programs/digest/d15/tables/dt15_326.10.asp?current=yes*
Students Not Buying “Zero-Choice” Programs
Florida International University Develops Four-Year Block Plan In Vain

The Problem: #1 Barrier to On-Time Completion?
Seat availability in required classes

The Solution: FIU’s Four-Year Block Plan: Register Once, Never Register Again!
- High Demand Majors: Hospitality & Tourism, International Business, Management, Psychology
- Set It and Forget It: Automatic registration in preset classes each semester
- Guaranteed Classes: Priority seating for program participants
- Predictable Set Schedule: Work and extracurricular activities organized around regular block classes

The Result: Program Discontinued
Too little interest among students


Necessary, but Insufficient
“15 to Finish” Drives Imbalance Between Choice and Capacity

Early Adopters See Promising Results, but Remain Below National Averages

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUPUI</td>
<td>19%</td>
<td>22%</td>
</tr>
<tr>
<td>4-Yr Grad Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Yr Grad Rate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Still Much Ground to Be Gained...

2012 National Average 4-Yr Grad Rate: 39.8%

Class Availability Makes Fulfilling 15 Difficult

“...there are many obstacles to speeding students up. [...] some have trouble scheduling classes when they need them. Hawaii and some other states and institutions are using new software to try to anticipate demand and avoid that problem, though they often need to overcome the resistance from faculty who don’t like changing their routines.”

Jon Marcus, The Atlantic

Sources: University of Hawai‘i Mānoa, UH Mānoa Graduation Rates Analysis, 2015; Michele J. Hansen, “Data Presentation on IUPUI Enrollment Key Performance Indicators,” Indiana University-Purdue University-Indianapolis, February 17, 2016; Jon Marcus, “The Elusive Goal of On-Time Graduation,” The Atlantic, February 17, 2016; EAB interviews and analysis.
### Reconciling Choice and Four-Year Graduation

**Key Principles to Guide Our Conversation**

<table>
<thead>
<tr>
<th>Supporting On-Pace Student Performance</th>
<th>Organizing Course Offerings Around Four-Year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Overcoming Risks to Credit Underaccumulation</td>
<td><strong>2</strong> Reducing Unproductive Credits at Scale</td>
</tr>
<tr>
<td>Hardwiring full-time credit velocity for students most at risk of delayed completion</td>
<td>Facilitating structured exploration to promote timely declaration of best-fit majors &amp; selection of degree-applicable credits</td>
</tr>
<tr>
<td><strong>3</strong> Aligning Capacity with Student Degree Planning</td>
<td><strong>4</strong> Creating Second Chances for Off-Pace Students</td>
</tr>
<tr>
<td>Integrating students’ long-term degree planning into capacity planning &amp; registration practices</td>
<td>Restructuring the academic calendar to provide alternative pathways to on-time completion</td>
</tr>
</tbody>
</table>

#### 1. Overcoming Risks to Credit Underaccumulation
- Hardwiring 15 to Finish
- Summer Early Start for Borderline Admits
- Summer Early Start for Transfer Students
- Coda: Summer Start for All Incoming Students
- Multi-Section Calculus Redesign

#### 2. Reducing Unproductive Credits at Scale
- First-Year Meta-Major Schedules
- Degree Plan Express Registration
- Major-Specific Delay Diagnostic

#### 3. Aligning Capacity with Student Degree Planning
- Uncapped Waitlists
- Intent-to-Register Plans
- Multi-Term Registration

#### 4. Creating Second Chances for Off-Pace Students
- Summer Catch-Up Campaigns
- Degree-Advancing Intersession Courses
- Regular-Term Accelerated Courses
Practice #1: Hardwiring 15 to Finish

**From Marketing Slogan to Standard Procedure**

Advisors Must Document Reasons and Remedies to Approve Underloading

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**Underload Form:**

*Kelly Jordan*

<table>
<thead>
<tr>
<th>Courses: 12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• English 101 (3 credits)</td>
</tr>
<tr>
<td>• Math 102 (3 credits)</td>
</tr>
<tr>
<td>• Biology 112 (4 credits)</td>
</tr>
<tr>
<td>• Biology Lab (2 credits)</td>
</tr>
</tbody>
</table>

**Reasons for Underload:**

• Childcare responsibilities
• Need extra support with math courses

**Recommended Resources:**

• Math tutoring
• 15-credit scholarships

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**Near-Term Incentives Encourage 15-Credit Completion**

- $200 textbook refund
- Free summer courses up to 30 credits total

**Scholarships Support Full Load for At-Risk Students**

- Extra need-based aid
- Single-parent scholarship

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Practice #1: Hardwiring 15 to Finish

**A New Take on “Parental Advisory” Messages**

Orientation and Direct-Mail Campaigns Educate Parents About Costs

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**High-Visibility Messaging to Parents at Orientation**

- Captive audience
- Correct moment for nuanced message
- Make college costs real to parents

**Follow-On Marketing in Subsequent Terms**

*Full-Time Does Not Equal On-Time*

Encourage your son or daughter to take 15 credits to avoid added student debt!

"If students take 12 credits, they say they’re full time—and they are for financial aid purposes, but not for completing on time. We created a postcard we mail home to families. It tells parents that 12 credits per term is 24 credits short of what students need to graduate on time.”

Holly L. Shadoian, PhD
Assistant Vice President, Academic Affairs,
Rhode Island College

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Sharpening Our Most Powerful Tool

Supporting Increased Face-to-Face Advisor Time for Most At-Risk Students

1. Increase Number of Advisors

- Very costly: median academic advisor salary is $40,000 per year

2. Triage Advising Time Based on Risk

- Best practice research: A Student-Centered Approach to Advising

3. Reduce Number of Students?

- EAB insight: Begin advising when only highest-risk students are on campus

Practice #2: Summer Early Start for Borderline Admits

Summer Bridge to Nowhere

Traditional Bridge Programs Lack Graduation Impact


Practice #2: Summer Early Start for Borderline Admits

Getting a Head Start on Credit Momentum

Four Step Guide to a Financially Sustainable, Credit-Bearing Summer Start

1. Mandatory "retroactive-enrollment" of borderline admits in summer of previous academic year

   | High GPA | Low GPA |
   | Low SAT | High SAT |

2. Students must fill out two FAFSAs

   Last year + This year

3. Enroll in 6+ summer credits in core requirements

   - English (3 credits)
   - History or Political Science (3)
   - FY Orientation (1)

4. Students gain summer aid but lose regular 12th-term Pell eligibility

   Summer Start

   Terms 1-11

   Term 12

Credit Momentum Gains Outweigh Pell Eligibility Risk

Success Academy participants get head start on credit accumulation and expected to graduate in fewer than 12 terms.

---

Practice #2: Summer Early Start for Borderline Admits

Maximizing Graduation Impact of Summer Start

Key Lessons From Georgia State’s Success Academy

Positive Messaging

- Invitation emphasizes exclusivity of program, similar to those for honors students or athletes
- Students not explicitly labeled “at-risk”

Support Service Cohorts

- Students required to attend support services as a group
- Includes academic advising, financial counseling, tutoring, supplemental instruction

“Core-est of the Core” Course Offerings

- English, history, political science courses apply to all majors
- No credits lost in major switch

The Case for Math First?

- Success with compressed developmental math in 2-year schools
- Students in accelerated courses outperform peers

---

### Practice #2: Summer Early Start for Borderline Admits

**A Sprinting Start for Our Riskiest Students**

#### Boosting Credit Accumulation and Confidence

<table>
<thead>
<tr>
<th>Head Start on All-Purpose Credits</th>
<th>Raising the Retention Average</th>
<th>Easily Clearing GPA Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day One Credit Accumulation</strong></td>
<td><strong>Fall-to-Fall Retention, Borderline Admits</strong></td>
<td><strong>GSU Average</strong></td>
</tr>
<tr>
<td>SA</td>
<td>Before SA</td>
<td>Required</td>
</tr>
<tr>
<td>Typical Risk</td>
<td>7</td>
<td>3.29</td>
</tr>
<tr>
<td>&lt;0 (Remedial Needs)</td>
<td>50%</td>
<td>2.5</td>
</tr>
<tr>
<td>SA Average</td>
<td>87%</td>
<td>Below SA Average</td>
</tr>
<tr>
<td>GSU Average</td>
<td>~85%</td>
<td>Lower GPAs may result in some registration restrictions</td>
</tr>
</tbody>
</table>

#### A Tool for Building Grit

> The role of Success Academy (SA) is not just to create flexibility, but also to **build confidence** and show students they are capable of college-level work. Students with some on-campus experience under their belt **will do better in challenging courses later on.**

*Tim Renick*

Vice President, Georgia State University

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### Practice #3: Summer Early Start for Transfer Students

**Jumpstarting Transfer Success**

#### Major-Specific Tracks Address Articulation and Capacity Barriers

**Summer Start Helps Transfers Overcome Major-Specific Delays**

<table>
<thead>
<tr>
<th>Veterinary/Farm Science Track</th>
<th>Engineering Track</th>
<th>Build Your Own Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4 credits: Animal Anatomy</td>
<td>• 2 credits: Intro to Engineering</td>
<td>• Work with advisor to choose 6 credits</td>
</tr>
<tr>
<td>• 1 credit: Animal Science Research</td>
<td>• 1 credit: Transfer Success</td>
<td></td>
</tr>
<tr>
<td>• 1 credit: Agriculture and Society</td>
<td>• 3 credits: Choose a course</td>
<td></td>
</tr>
</tbody>
</table>

**Paying for Summer Enrollment with Leftover Pell**

Low cost of community college ensures most students have remaining Pell dollars to apply toward Summer Academy

---

Sources: Timothy Renick, “Georgia State University’s Student Success Initiatives,” Georgia State University: [http://oie.gsu.edu/files/2014/04/Student-Success-Award.pdf](http://oie.gsu.edu/files/2014/04/Student-Success-Award.pdf); EAB Interviews and Analysis.

Scaling Summer Start

Giving All Students the Option to Get a Head Start on the First Year

**Personalized Early Start Tracks for All Incoming Students**

<table>
<thead>
<tr>
<th>Borderline Admit Track</th>
<th>Transfer Track</th>
<th>First-Year Track</th>
</tr>
</thead>
</table>

**Sharing the Benefits of an Early Start**

- Ensure seat in bottleneck courses
- Live in residence halls to adjust to campus life
- Greater access to wraparound student services

**Early Start Rises in Popularity**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>126</td>
</tr>
<tr>
<td>2013</td>
<td>238</td>
</tr>
<tr>
<td>2014</td>
<td>341</td>
</tr>
<tr>
<td>2015</td>
<td>365</td>
</tr>
</tbody>
</table>

**Predicts Timely Completion**

26%

Of 2012 participants qualified to graduate in 3 years

Source: EAB interviews and analysis.

**A Clear Opportunity for Improvement**

High DFW Variability Within a Course Demands Further Analysis

**Failure Rates Vary Drastically, Even Within a Single Course**

*Pass Rates by Section and by Course, Fall 2013, Public Master’s University*

<table>
<thead>
<tr>
<th>Course</th>
<th>Acc201</th>
<th>Bio101</th>
<th>Psy200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Rate</td>
<td>47%</td>
<td>69%</td>
<td>58%</td>
</tr>
<tr>
<td>Fail Rate</td>
<td>53%</td>
<td>31%</td>
<td>42%</td>
</tr>
</tbody>
</table>

Pass rates varied widely from instructor to instructor, creating a strong sense in the minds of students and faculty that ‘Who you took’ mattered more than ‘What you learned.’”

- Boise State University Coherent Calculus Course Design Authors

Calculus: Still a Filter, Not a Pump

Calculus Impedes Time to Degree While Lowering Student Confidence

**DFW Rate in Calculus I**

*Mathematics Association of America National Study of College Calculus*

<table>
<thead>
<tr>
<th>Research</th>
<th>Master’s</th>
<th>Bacc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>37%</td>
<td>22%</td>
</tr>
</tbody>
</table>

**Before and After—Student Response to:**

“I am confident in my mathematics abilities”

- Strongly Agree
- Agree
- Slightly Agree to Strongly Disagree

**Start**

- Bacc.
- Master’s
- Research

**End**

- Bacc.
- Master’s
- Research

0% 100%


---

**Slow on the Uptake**

Well-Known Strategies Improve Outcomes in High Enrollment Courses...

**Course Redesign Checklist**

- Active Learning
- Enhanced Supplementary Instruction
- Frequent Assessment and Feedback
- Engagement-Building Student Interaction
- Monitoring and Early Intervention
- Graduate Teaching Assistant Training

---

**Technology-supported interventions at scale**

**Increased precision through data-driven decision making**

**Personalized service with dedicated resource centers**

---

**...But Faculty Adoption Remains Major Barrier**

CRAFT1 Redesign Initiative

50% Reduction in Ds and Fs in reformed courses

"We have shown the model didn’t fail, which we expected it might. Now we have to get the others on board."

Maki Wade

Senior Lecturer, UNC-Greensboro


---

1) Create and curate content, Replace lectures with Active, and Flipped, Team-based learning

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Revisiting a Familiar Concept

Faculty Learning Communities: Structured Forums for Teaching Scholarship

**Faculty Learning Community (FLC)**

- 8-12 cross-disciplinary instructors (tenured, junior, adjunct, graduate student)
- Long-term seminar- and activity-based curriculum about teaching innovations
- Supported through Centers for Teaching and Learning (CTL)

**Traditional FLCs**

**Cohort-Based**
- Designed to meet developmental needs of specific faculty groups
- Prevents alienation and attrition through community building
- E.g., New, senior, or mid-career faculty; lab instructors; adjunct/part-time faculty

**Topic-Based**
- Addresses specific theme, opportunity, or teaching need identified by institution
- Culminates in deliverable that addresses campus need
- E.g., Incorporating technology into the classroom, developing an inclusive campus climate

**Course-Based?**
- Convenes instructors of a multi-section course to address needs specific to that course
- Promotes cohesion between sections through development of shared materials
- E.g., First semester Calculus, Biology, English

---

Practice #4: Multi-Section Calculus Redesign

**It Takes a Village**

Calculus-Based FLC Fosters Collective Action Through Individual Exploration

**Phase 1: Exploratory FLC**

- Members pursue individual pedagogical exploration
- Share practice, outcomes, and assessment
- Build consensus around effective pedagogy

**Outcome:** Multiple instructors engaged in individual and collaborative redesign efforts

**Phase 2: Collective Action FLC**

- Agree on common structural elements
- Pilot unified approach + share feedback
- Ongoing discussion and course material development
- Provision of materials to non-FLC instructors

**Calculus I Delivery**

- Redesign Continuum ~16 month period

**Outcome:** Development of sharable resources and clear recommendations for common practice

---

Source: Miltox, “Website for Developing Faculty Learning Communities (FLCs): Communities of Practice in Higher Education.”

Practice #4: Multi-Section Calculus Redesign

Beyond a Shared Textbook

Boise State “Coherent Calculus” Scales Redesign Benefits to All Students

A Coherent Multi-Section Course

- Shared textbook and syllabus
- Synchronized homework and quizzes graded by individual faculty
- High similarity between exams crafted by individual faculty, but reviewed by FLC
- Active-learning strategies incorporated across all FLC-influenced sections

Immediate & Visible Impact on Pass Rates

Pre-FLC: 61%
Post-FLC: 74%

Non-FLC Instructors Quick to Adopt New Methods

100%
Of next semester Calculus I instructors adopted redesigned structure and material


Reconciling Choice and Four-Year Graduation

Key Principles to Guide Our Conversation

Supporting On-Pace Student Performance

1. Overcoming Risks to Credit Underaccumulation
2. Reducing Unproductive Credits at Scale

Organizing Course Offerings Around Four-Year Graduation

3. Aligning Capacity with Student Degree Planning
4. Creating Second Chances for Off-Pace Students

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10. Multi-Term Registration
11. Summer Catch-Up Campaigns
12. Degree-Advancing Intersession Courses
13. Regular-Term Accelerated Courses
The Paradox of Choice

Proliferation of Offerings Inducing Student Anxiety

Surge in Institutions’ Programs...

Academic Programs Reported to Department of Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>1140</td>
</tr>
<tr>
<td>2011</td>
<td>1500</td>
</tr>
<tr>
<td>2016?</td>
<td></td>
</tr>
</tbody>
</table>

...Leaves Students Questioning Major Choice

- 160+ available majors at Penn State
- 80% declared students at Penn State uncertain of choice

24% increase since 2001


Better To Be Right Than Fast

Picking the Right Major Later is Better Than the Wrong One Early

Demystifying the Undeclared: Most Exploratory Students Graduate Earlier

Time to Degree by Term of First Major Declared

- n = 46,596

<table>
<thead>
<tr>
<th>Time to Degree (Years)</th>
<th>Declared</th>
<th>Exploratory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>4.2</td>
<td>4.1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4.1</td>
<td>3.9</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4.1</td>
<td>4.4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

The Productive Exploration Window

- Exploration-Informed Decisions More Likely to Stick
- Higher GPAs Indicate Best-Fit Major Choice

Exploration-Informed Decisions More Likely to Stick

Incoming exploratory students change their majors fewer times than their declared peers.

- Despite similar incoming profiles, students first declaring in the "PEW" demonstrate stronger performance.

Picking the Right Major Later is Better Than the Wrong One Early

1) Undeclared incoming students change their majors up to 38% fewer times compared to their declared peers
2) WKU study demonstrated that exploratory students declaring in terms 2 & 3 have the highest GPAs

Minimizing Time Lost From Major Changing
Late Major Switching Substantially Delays Many Students

More Than Half of Declared Incoming Students Change their Majors¹...

- 38%
- 62%

... But Only Major Switches After Sophomore Year Delay Graduation

Added time to degree (in months) by time of last major declaration

- +1 month
- +6 months

The Truly Undecided

- 35%

Students change majors after sophomore year

What’s Wrong With This Picture?

Instead of Major Choice, Advising Conversations Dominated by Registration

Professional Advisors Cross-Trained in Multiple Specialties...

- Degree Planning
- Career Preparation
- Co-Curricular Options
- Academic Support
- Personal Advice

...but Course Registration Monopolizes Advising Meetings

Advisor Capabilities

Appointment Composition

Course Registration

1) Incoming declared students that graduate from any major

Source: EAB analysis of Student Success Collaborative data.
A Failure to Articulate

Students Can’t Assess “Versatility” of Early Courses

First-Year Math Options  Possible 4-Year Majors

- Business Calculus  →  Business
- Statistics  →  Business, Humanities
- General Calculus  →  Business, Engineering, Humanities, Nursing

Can’t switch to Engineering as a junior and still graduate in four years

Reducing Consequences of Exploration or Bad Choice

“The curriculum can be difficult to navigate, and the advisors’ role is to be realistic about where a student’s choices can lead. We talk to students early on and enroll them into classes that work for larger groups of majors.”

—Amy Treboni
Director of University Exploration
The Ohio State University

More Converts by the Day

Four-Year Schools Embracing Meta-Majors

Meta-Majors in Brief
• A logical grouping of majors based on common requirements
• Early adopters: Florida State, Arizona State, CUNY Lehman

• 2012: Recommended by Complete College America in “Guided Pathways to Success”
• 2013: Florida state legislature adopts meta-majors for all of its community colleges

Trinity Washington’s Six Meta-Majors

Business
- Business Administration

Education
- Early Childhood Education
- Elementary Education

Health Sci.
- Exercise Science
- Occupational Therapy
- Nursing

Humanities
- Language & Cultural Studies
- Philosophy
- Religious Studies & Theology

Social Sciences
- Criminal Justice
- Human Relations

STEM
- Biochemistry
- Biology
- Chemistry
- Mathematics
- Forensic Science

Sources: Trinity Washington University, “Majors and Meta-Majors”; http://www.trinitydc.edu/first-year/meta-majors/; EAB interviews and analysis.
Three Strikes Against Meta-Majors

Narrow Impact and Many Objections to Traditional Meta-Majors

<table>
<thead>
<tr>
<th>Turns Off Students in Admissions Process</th>
<th>Policies Prevent Scale</th>
<th>Burdensome to Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>New vocabulary doesn't match major or course preferences</td>
<td>Limited to undeclared students</td>
<td>No time or incentive to streamline curricula</td>
</tr>
<tr>
<td>Perceived as restriction of choice</td>
<td>Optional: students advised on course choices, but no mandate</td>
<td>“We’re not a community college”</td>
</tr>
</tbody>
</table>

Practice #5: First-Year Meta-Major Schedules

Fixing the Bugs in Meta-Majors 1.0

Restrict Course Choice Now to Increase Major and Career Choices Later

Advisors: Introduce as Career Exploration Guide
- Students can select major upon application
- Introduced to meta-majors at first-year orientation

Health Sciences
- Exercise Science
- Nursing
- Behavior and Health Science
- Occupational Therapy
- Radiology

Registrar: Mandate Pre-Set Schedules for First Year
- Mandatory for all students, not just undeclared
- Class selection ensures timely academic progress

Pre-Set Schedule
Health Sciences, Term 1

<table>
<thead>
<tr>
<th>English Literature</th>
<th>General Calculus</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education requirement</td>
<td>Required for all STEM majors</td>
</tr>
</tbody>
</table>

First-Year Seminar
- Elective 1
- Elective 2

- Required major declaration by 45 credits

A Light Lift for Faculty
- Academic advisors design clusters
- No change to curricular requirements

Results
- 30% Reduction in major changes since implementation
Practice #6: Major-Specific Delay Diagnostic

Getting to the Root of It

Resolving Impediments Within Delay-Prone Majors

1. Ranking Major Graduation Efficiency

2-year graduation rate upon completion of 65 CH

<table>
<thead>
<tr>
<th>Major</th>
<th>Graduation Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>65%</td>
</tr>
<tr>
<td>B</td>
<td>62%</td>
</tr>
<tr>
<td>C</td>
<td>54%</td>
</tr>
<tr>
<td>X</td>
<td>48%</td>
</tr>
</tbody>
</table>

- Analysis conducted by Director of IR
- Screen performed every 2-years
- Low performers selected for further audit

2. Surfacing and Addressing Program-Specific Delays

- **Departmental Assessment**
  - **Delay 1**: Insufficient seats in upper division major requirement
    - **Solution**: Open additional sections
  - **Delay 2**: Excessive prerequisite conditions for course X
    - **Solution**: Review and streamline course sequence
  - **Delay 3**: Accreditation requirements
    - **Solution**: n/a

- **Delay Taxonomy**
  - Within dept. control, high-cost solution
  - Within dept. control, low/no-cost solution
  - Beyond dept. control

3. Rewarding Self-Starters

- If departments tackle low-cost fixes...
- ...Provost awards additional resources for costly solutions

4. Reconciling Choice and Four-Year Graduation

Key Principles to Guide Our Conversation

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Institutions Struggling to Gauge Forward-Looking Student Demand

Too Many Still Rely on Rolled-Over Schedules...
- Convenient for faculty
- Zero window into student demand

...And Even Conventional Demand Indicators are Only Half Measures

Historical Fill Rates
- Confidence in closing sections, but...
- ...risk in opening new sections

Capped Waitlists
- No visibility into full extent of unmet demand

Unenforced Degree Plans
- Too many course permutations to predict demand

Practice #7: Uncapped Waitlists

Uncapped Waitlists...Just Do It!
Ensure that Waitlists Gauge True Course Demand

Getting a True Picture of Student Demand

<table>
<thead>
<tr>
<th>Capped waitlist</th>
<th>Uncapped, centrally-managed waitlist</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>20-100</td>
</tr>
</tbody>
</table>

Preventing Students from “Gaming the System”

- No waitlisting for multiple sections of the same course
- Include waitlisted courses in credit-hour maximum

Charge fee for excessive dropped courses?
Practice #9: Intent-to-Register Plans

Pulling Apart Demand-Sensing from Registration
Prompting Students to Indicate Preferences a Year in Advance

Poly Planner

Select from available courses in major to create plan

Incentive: Complete plan a year out or lose registration priority

Fill Out Your Plan

Catalog: Biology
Year 1, Spring Term
• Biology 203
• Biology 242
• Elective 1
• Elective 2
• 1 physics course:
  • Physics 201
  • Physics 140

My Plan: Fall 2016
• English 130
• Biology 203
• Biology 242
• Elective 1
• Elective 2
• Chinese 101
• Physics 140

Sources: California Polytechnic State University, "PolyPlanner": http://registrar.calpoly.edu/PolyPlanner; EAB interviews and analysis.

Practice #8: Intent-to-Register Plans

Plenty of Time to Rearrange the Schedule

Faculty Dashboards Prevent Mismatches in the “Next-Next” Term

When Demand Exceeds Supply: Add Courses

Departmental Dashboard: Agricultural Science

Live Drill Downs:
• % majors vs. service-course enrollments
• % graduating seniors

Smoothing Out Prickly Faculty Line Decisions

• Making the case for more adjuncts
• Balance instructors across high-growth and service units
• Move instructors from low-demand courses

Sources: California Polytechnic State University, "Course Demand": http://www.polydata.calpoly.edu/content/dashboards/dash_pages/enrollment_mgmt/demand/coursedemand; EAB interviews and analysis.
Schools Set “Supply” Before “Demand” is Clear

**Lose-Lose: Time Constraints Impede Remedies, Disadvantage Students**

- Inaccessible gateway classes/major requirements
- Can’t schedule work without course plan
- Paying for unnecessary courses to maintain aid

---

**Practice #9: Multi-Term Registration**

*Giving Ourselves Breathing Room*

Multi-Term Extends Response Time to Adjust for Registration Data

**Reaping the Advantages of a Full Year of Registration Data:**

*Alleviating Pressure on Fall Term Capacity*

- Full-year offerings distribute upper-division enrollments, enhancing first-year seat availability
- Yield reports and pre-set first-year schedules reduce uncertainty over incoming class seat availability

*Increasing Both Speed and Precision of Response*

- Full-year registration data enables proactive degree audit analyses that spot course availability gaps that delay graduation
- More time to identify and intervene with non-registered, at-risk students
Ensuring Bursar and Advisors Avoid Pitfalls of Multi-Term Registration

**Lessons Learned from 20 Years of Multi-Term Registration**

- **Students enroll in spring term courses for which they are financially and academically ineligible**
- **Annual registration period removes forcing mechanism for regular advisor contact**
- **Conduct periodic data quality checks to maintain accuracy**
  - Prerequisite checks conducted throughout term
  - Unpaid balances result in automatically dropped schedules
- **Mandatory appointments and risk-based caseload management**
  - Prevent overwhelming advisors during single registration period
  - Keep track of high-risk students outside of registration period

**Michigan State University**

**Practice #9: Multi-Term Registration**

*From Short-Term Response to Long-Term Planning*

Michigan State University Sees Benefits for Students and Faculty

**Multi-Term Delivers on “15 to Finish”...**

Proportion of students earning 30 credits in first year

- **62%** Michigan State
- **48%** 4-Year Institutions

**...Supports Enhanced Advising and Resource Allocation**

- **Student Benefits**
  - Shift first-year advising focus from registration to major and career fit
- **Faculty Benefits**
  - After the first cycle, future scheduling is more effective in terms of time and staffing

"We started annual registration in 1995 to better understand student course demand and to have the time to accommodate that demand. But the real benefit to students comes in their ability to plan long-term and have meaningful conversations with their advisors about those plans."

*Dr. Nicole Rovig*

University Registrar
Michigan State University

**Source:** EAB interviews and analysis.
Reconciling Choice and Four-Year Graduation

Key Principles to Guide Our Conversation

<table>
<thead>
<tr>
<th>Supporting On-Pace Student Performance</th>
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<tr>
<td><strong>1</strong> Overcoming Risks to Credit Underaccumulation</td>
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</tr>
<tr>
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13. Regular-Term Accelerated Courses
Summer Course Economics Not Making the Grade
Summer Courses Both Larger and Smaller than We Thought

Excess Supply

1 in 10 Course offerings are taught in the summer
5% Of students enroll in summer courses

High Costs, Low Margins

Summer Courses by Instructor Type

- Tenured/Tenure-Track
- Non-Tenure

Most Below Breakeven

Estimated Breakeven ~15

Course Type

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>23</td>
</tr>
<tr>
<td>Upper Division</td>
<td>14</td>
</tr>
<tr>
<td>Graduate</td>
<td>13</td>
</tr>
<tr>
<td>25th Percentile</td>
<td>5</td>
</tr>
<tr>
<td>75th Percentile</td>
<td>2</td>
</tr>
<tr>
<td>Median</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: EAB analysis of sample 2015 summer term data from a public, doctoral 4-year and above university.

Practice #10: Summer Catch-Up Campaigns

A Clever Carrot for Impactful Summer Courses

Provost Grant Incentivizes Faculty for High-Demand Offerings

Clear Time-to-Graduation Criteria

A Risk-Free Proposition to Units

Summer Course Funding Criteria

- Bottleneck (85-100% fill rate)
- Gateway course
- High DFW rate
- Validated by advisors

Source: EAB interviews and analysis.
Segmented, Personalized Outreach to Students with Off-Path Indicators

Hand-Picking Students Who Need Catch-Up Most

Practice #10: Summer Catch-Up Campaigns

### Triaging by Academic, Financial Need

**Off-Path Indicator**
1. Missed core requirement
2. Missed critical path course
3. Off track to graduate
4. Under 30 credits
5. Failed a course

**Financial Indicator**
1. Unmet need
2. Qualify for Pell

Highly Personalized Outreach

Emails sent regularly between registration date and summer term

Custom message to each student

One-time scholarship offer

---

1) NC State targets summer enrollment to students who miss or DFW a course predictive of success in their chosen major.
2) At Purdue, students must submit an application and enroll in 6-9 credit hours and an internship to be eligible.

---

Practice #11: Degree-Advancing Intersession Courses

A Second Life for Existing Online Courses

Restructuring Intersession as a Bona Fide Path to Degree Completion

### Designing a Robust Winter Session

- General education bottlenecks
- Sequenced courses
- Major requirements

- 100% online
- 3-week duration
- 5 days per week

### Faculty Incentives

- Receive extra pay for course overload
- One-time $500 bonus to work with Instructional Design

### Making it Financial Aid-Friendly

**Billing Overlap**

- Winter Session billed as part of spring term
- Allows students to apply spring aid to winter credits

**Banded Tuition Rate**

12 SCH  18 SCH

Incentivizes students to maximize credit hours

---

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UMaine’s 3-Week Pilot Sees Exceptional Academic Success & Degree Progress

**Practice #11: Degree-Advancing Intersession Courses**

**Small But Mighty**

A Growing Catalog of Catch-Up Options...

| 20 | 3 credit hour courses available |

<table>
<thead>
<tr>
<th>Major Requirements &amp; Sequenced Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Intro to Child Development 201</td>
</tr>
<tr>
<td>• Principles of Microeconomics 120</td>
</tr>
<tr>
<td>• Intro to Creative Writing 205</td>
</tr>
<tr>
<td>• Intro to Food and Nutrition 101</td>
</tr>
<tr>
<td>• Intro to Native American Studies 101</td>
</tr>
<tr>
<td>• American Government 100</td>
</tr>
<tr>
<td>• General Psychology 100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Education Bottlenecks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Intro to Astronomy 109</td>
</tr>
<tr>
<td>• Human Sexuality 351</td>
</tr>
<tr>
<td>• Intro to Mass Communication 100</td>
</tr>
<tr>
<td>• Maine and the Sea 211</td>
</tr>
<tr>
<td>• Intro to Maine Studies 101</td>
</tr>
<tr>
<td>• The Art of Listening to Music 101</td>
</tr>
<tr>
<td>• Fundamentals of Music 101</td>
</tr>
<tr>
<td>• Intro to Philosophy 102</td>
</tr>
</tbody>
</table>

...Keeps Students On Track to Four-Year Graduation

Credit Accumulation on the Rise

| ~650 | +4% |
| Enrolled students | Students taking 15 CH (Spring 2015 vs. 2016) |

| +2000 |  |
| Total credit hours accumulated | No decrease in Spring term credit accumulation |

Participants Excel Academically

| 81% | 66% |
| Winter students attained an A/B grade | A/B grades for Fall term course equivalent |

Expansion Will Focus on Keeping Upper-Division Students On Track

**Practice #12: Degree-Advancing Intersession Courses**

Scaling Winter Session

Dr. Jeffrey Hecker
Executive Vice President for Academic Affairs and Provost, The University of Maine

"To help students get to graduation, we need to think beyond prerequisite and general education courses. Our next step is to work with the departments to leverage Winter Session to ease upper-level bottlenecks."
### Practice #12: Regular-Term Accelerated Courses

**Giving Students Multiple Paths to 30 Credits**

Avoiding “Dead Time” in a Term from DFWs

#### Accelerated Courses Offer Four Ways to Get Back On Pace

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fail standard, double up on accelerated next term</td>
<td>![Diagram 1]</td>
</tr>
<tr>
<td>2</td>
<td>Withdraw from standard, re-enroll in accelerated same term</td>
<td>![Diagram 2]</td>
</tr>
<tr>
<td>3</td>
<td>Retake accelerated same term</td>
<td>![Diagram 3]</td>
</tr>
<tr>
<td>4</td>
<td>Withdraw from accelerated, enroll in major-advancing option same term</td>
<td>![Diagram 4]</td>
</tr>
</tbody>
</table>

#### Using Good Examples to Encourage Adoption

**Dr. Jodi Levine Laufgraben**
Vice Provost, Academic Affairs Assessment & IR

“We had experience with accelerated courses in the summer, so that was a natural starting point in the transition to the regular term. Moving forward, we need to be more intentional in how we use our different parts of term. We need to share with departments examples of how parts of term can be used effectively to keep students on track.”

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### Practice #13: Regular-Term Accelerated Courses

**A Student’s Catch-Up is a Professor’s Sabbatical**

Flexibility Benefits Persuade Faculty to Experiment with Acceleration

#### Temple University Builds “Parts-of-Term” to Accommodate Accelerated Courses

<table>
<thead>
<tr>
<th>Term Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full 16 Week Term</td>
<td></td>
</tr>
<tr>
<td>Part-of-Term A</td>
<td></td>
</tr>
<tr>
<td>Part-of-Term B</td>
<td></td>
</tr>
</tbody>
</table>

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1) Benefit cited by Western Kentucky University

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Sources: Western Kentucky University, “An Increased Emphasis on Bi-Term Courses at WKU?”, [https://www.wku.edu/convocation/documents/increased_emphasis_on_biterms.pdf](https://www.wku.edu/convocation/documents/increased_emphasis_on_biterms.pdf); EAB interviews and analysis.
Reconciling Choice and Four-Year Graduation

Key Principles to Guide Our Conversation

<table>
<thead>
<tr>
<th>Supporting On-Pace Student Performance</th>
<th>Organizing Course Offerings Around Four-Year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Overcoming Risks to Credit Underaccumulation</td>
<td><strong>2</strong> Reducing Unproductive Credits at Scale</td>
</tr>
<tr>
<td>Hardwiring full-time credit velocity for students most at risk of delayed completion</td>
<td>Facilitating structured exploration to promote timely declaration of best-fit majors &amp; selection of degree-applicable credits</td>
</tr>
<tr>
<td><strong>3</strong> Aligning Capacity with Student Degree Planning</td>
<td><strong>4</strong> Creating Second Chances for Off-Pace Students</td>
</tr>
<tr>
<td>Integrating students’ long-term degree planning into capacity planning &amp; registration practices</td>
<td>Restructuring the academic calendar to provide alternative pathways to on-time completion</td>
</tr>
</tbody>
</table>

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