

# Three Strategies to Promote On-Time Graduation

# Audio Options



## Using Your Telephone

If you select the “Phone Call” option, please dial in with the phone number and access code provided.

Choose ONE of the audio conference options

Phone Call   Computer Audio - Connected   Call Me

Dial: +1 669 900 6833  
+1 646 876 9923

Meeting ID: 222 255 629

Participant ID: 24

Done

## Using Your Microphone and Speakers

If you select the “Computer Audio” option, please be sure that your speakers or headphones are connected.

Choose ONE of the audio conference options

Phone Call   Computer Audio   Call Me

Join Audio Conference by Computer

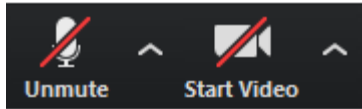
[Test Computer Mic & Speakers](#)

☐ Automatically join audio by computer when joining a meeting

# Using Zoom

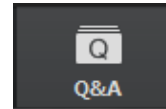
## Mic and Video Controls

Click the mic and camera pictures until they have a red line indicating they are both off.



## Asking a Question

To ask the presenter a question, type it into the Chat panel and press send.





## ▶ Start with best practices research

- › Research Forums for presidents, provosts, chief business officers, and key academic and administrative leaders
- › At the core of all we do
- › Peer-tested best practices research
- › Answers to the most pressing issues

## ▶ Then hardwire those insights into your organization using our technology & services

### Enrollment Management

Our **Enrollment Services** division provides data-driven undergraduate and graduate solutions that target qualified prospective students; build relationships throughout the search, application, and yield process; and optimize financial aid resources.

### Student Success

Members of the **Student Success Collaborative** use research, consulting, and an enterprise-wide student success management system to help students persist, graduate, and succeed.

### Growth and Academic Operations

Our **Academic Performance Solutions** group partners with university academic and business leaders to help make smart resource trade-offs, improve academic efficiency, and grow academic program revenues.

1.2B+

Student interactions annually

1M+

Individuals on our student success management system

1,300+

Institutions we are proud to serve

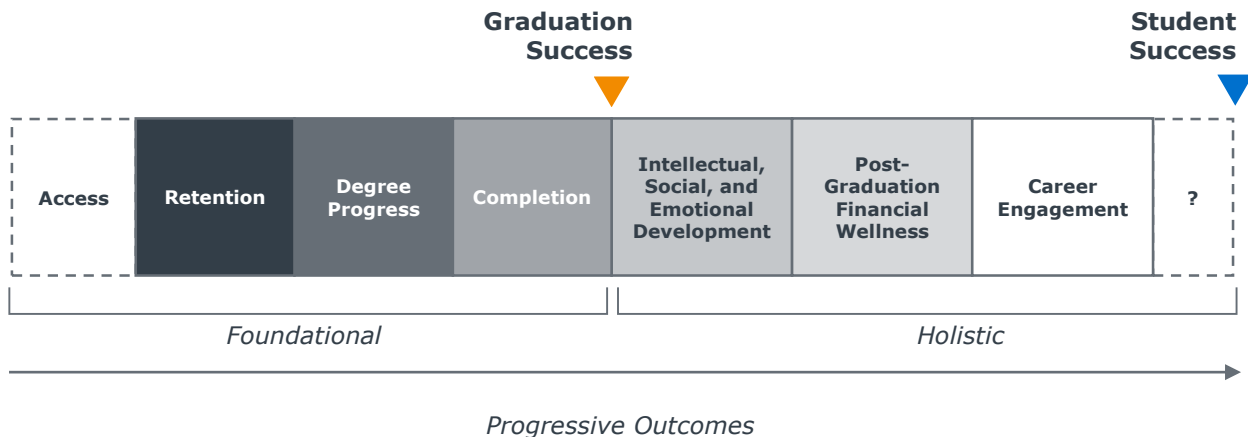
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Goal: Make education smarter

# Beyond the Completion Binary

Student Success Encompasses More Than Graduation Success

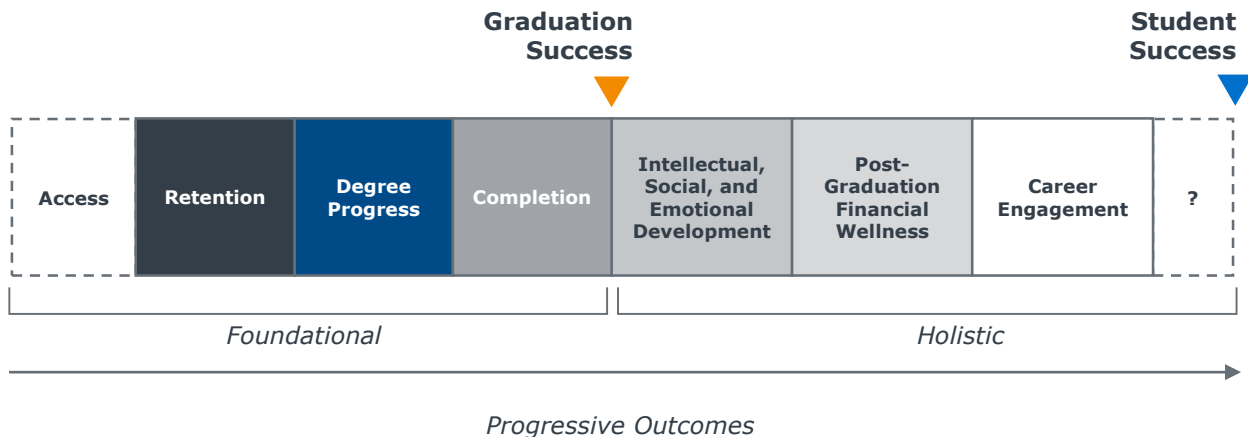
## Defining Student Success by How It's Measured



# Beyond the Completion Binary

Student Success Encompasses More Than Graduation Success

## Defining Student Success by How It's Measured

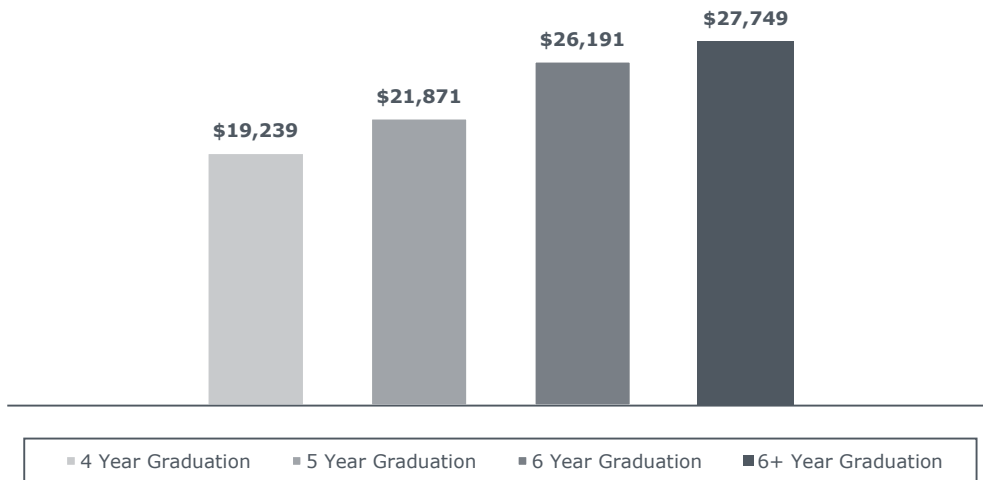


# Paying a Penalty for Delayed Graduation

Steep Increases in Loan Debt Associated with Extended Time to Degree

## The Cost of Delayed Graduation

*Undergraduate Student Loan Debt, University of Texas at San Antonio<sup>1</sup>*



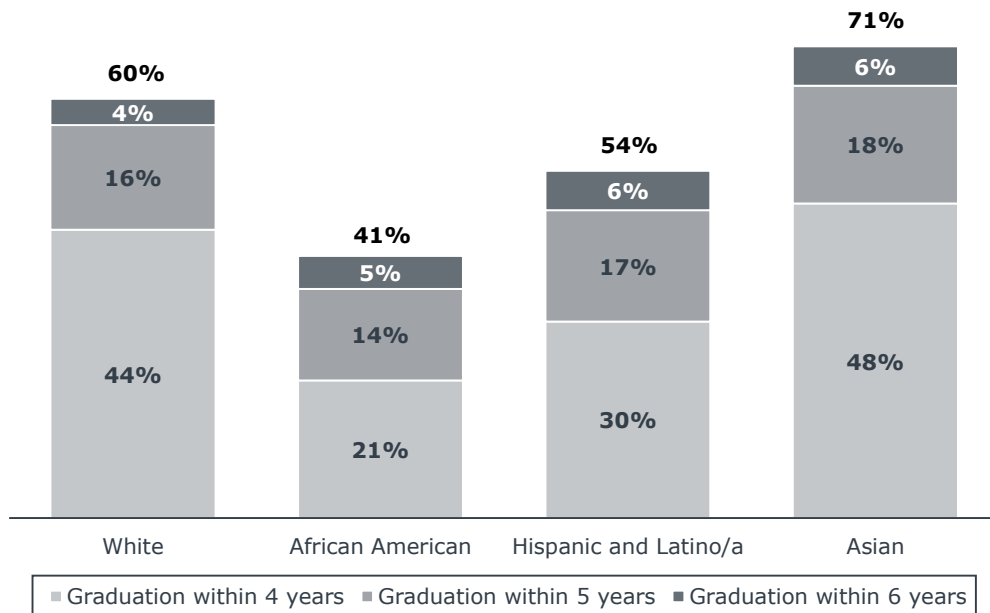
1) University of Texas at San Antonio. "Graduating On Time Saves You Money." *Rowdy Cents*.

# Equity Concerns Abound

## Demographic Differences in Timely Graduation Remain

### Racial Disparities in Time to Degree Persist

*Graduation rates by race/ethnicity and time to completion: Starting cohort year 2008<sup>1</sup>*



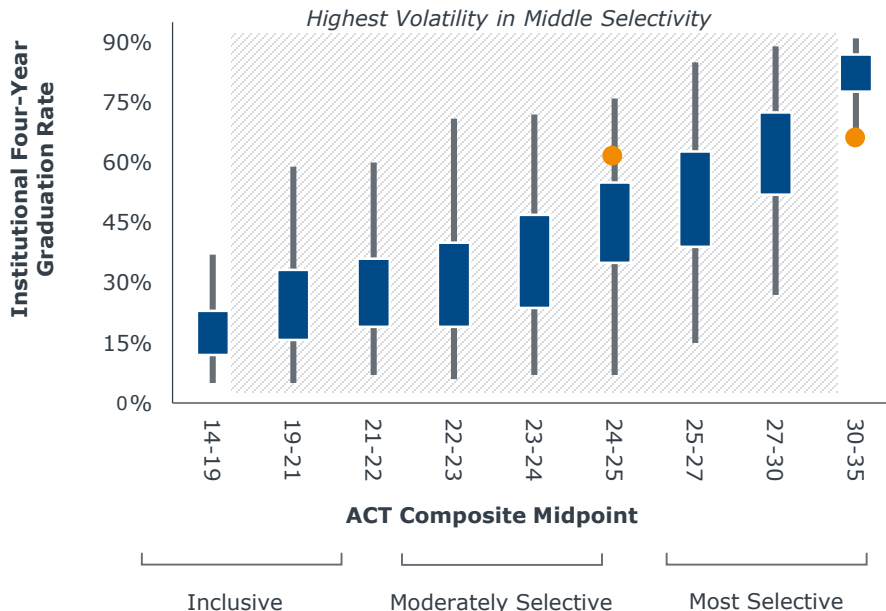
1) Data for first-time, full-time students from first institution attended at 4-year postsecondary institutions



# Room for Improvement Across Selectivity Bands

Academic Preparedness is Not Destiny; Institutional Practice Matters

**Four-Year Graduation 25<sup>th</sup> to 75<sup>th</sup> Percentiles, by ACT Composite Midpoint<sup>1</sup>**



Interquartile Range



Upper/Lower Extremes

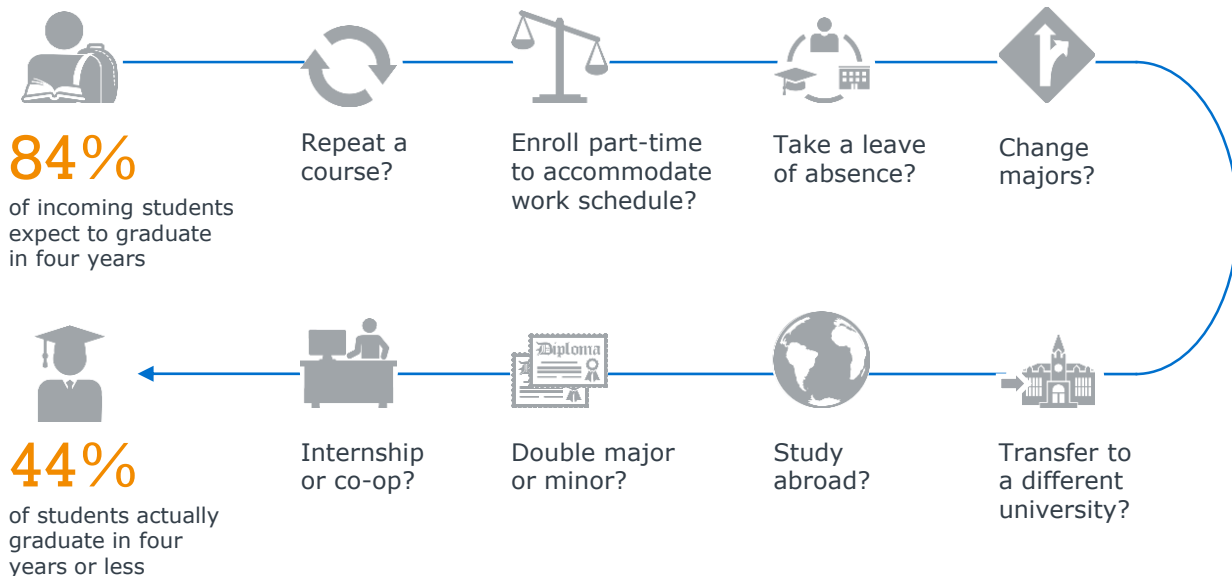


Individual Institutions

1) n=1105

# From Four-Year Student to Six-Year Graduate

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



# Reconciling Choice and Four-Year Graduation

## Key Principles to Promote On-Time Graduation

### Supporting On-Pace Student Performance

### Organizing Course Offerings Around Four-Year Graduation

#### Encouraging Early Credit Momentum



Hardwiring full-time credit velocity for students most at risk of delayed completion

#### Maximizing Degree-Applicable Credit



Facilitating structured exploration to promote timely declaration of best-fit majors & selection of degree-applicable credits

#### Aligning Course Capacity with Student Needs



Integrating students' long-term degree planning into capacity planning & registration practices

#### Creating Second Chances for Off-Pace Students



Restructuring the academic calendar to provide alternative pathways to on-time completion

# Reconciling Choice and Four-Year Graduation

## Key Principles to Promote On-Time Graduation

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#### Encouraging Early Credit Momentum



1. Hardwiring 15 to Finish
2. Summer Early Start for Borderline Admits
3. Summer Early Start for Transfer Students
4. Summer Early Start for All Incoming Students
5. Multi-section Calculus Redesign

#### Maximizing Degree-Applicable Credit



6. Major-Career Interest Matching
7. First-Year Meta-major Schedules
8. Degree Plan Express Registration
9. Major-Specific Delay Diagnostic

#### Aligning Course Capacity with Student Needs



10. Uncapped Wait Lists
11. Intent-to-Register Plans
12. Multi-term Registration
13. Completion-Based Registration Priority

#### Creating Second Chances for Off-Pace Students



14. Summer Catch-Up Campaigns
15. Degree-Advancing Intersession Courses
16. Regular-Term Accelerated Courses

1 Hardwiring 15 to Finish

2 Major-Career Interest Mapping

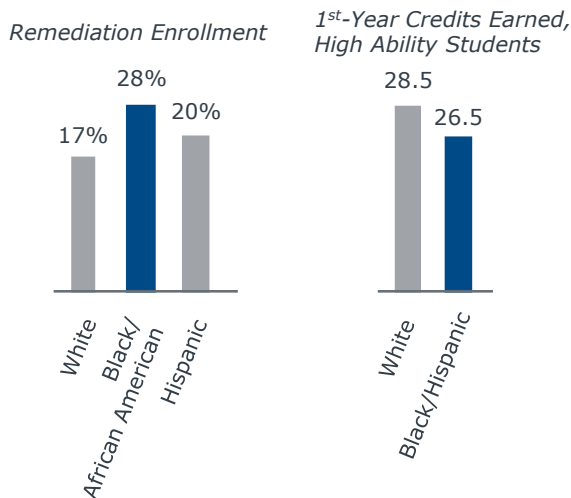
3 Multi-term Registration

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# Starting Late From the Outset

## Status Quo Systematically Underloads URM and Transfer Students

### URM Students All but Destined for 5-Year Graduation



### Transfers Racing Against Pell Eligibility Clock



“Transfer students are constrained by Pell lifetime eligibility, but they also register last. It is even more important that we get them started off right.”

*Michael Herndon,  
Director, Office of Summer and Winter Sessions  
Virginia Tech University*

# From Marketing Slogan to Standard Procedure

## Advisors Must Document Reasons and Remedies to Approve Underloading



### Underload Form: Kelly Jordan

#### Courses: 12 credits

- English 101 (3 credits)
- Math 102 (3 credits)
- Biology 112 (4 credits)
- Biology Lab (2 credits)

#### Reasons for Underload:

- Childcare responsibilities
- Need extra support with math courses

#### Recommended Resources:

- Math tutoring
- 15-credit scholarships

### 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



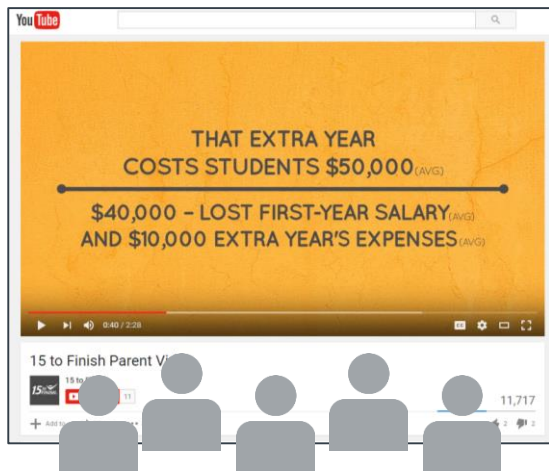
Single-parent scholarship

# A New Take on “Parental Advisory” Messages

## Orientation and Direct-Mail Campaigns Educate Parents About Costs



### 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



RHODE ISLAND COLLEGE



#### 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*



1

Hardwiring 15 to Finish

2

Major-Career Interest Mapping

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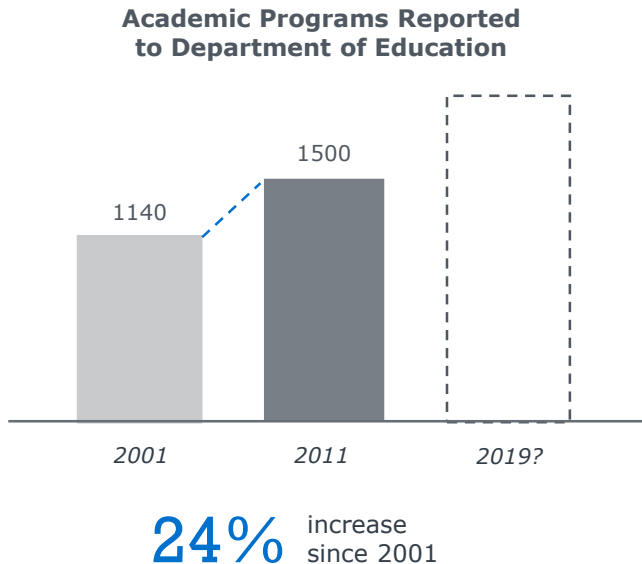
Multi-Term Registration

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# The Paradox of Choice

## Proliferation of Offerings Inducing Student Anxiety

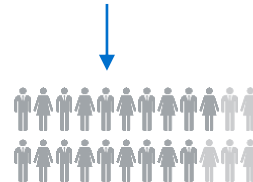
### Surge in Institutions' Programs...



### ...Leaves Students Questioning Major Choice

**160+**

available majors at Penn State



**80%**

declared students at Penn State uncertain of choice

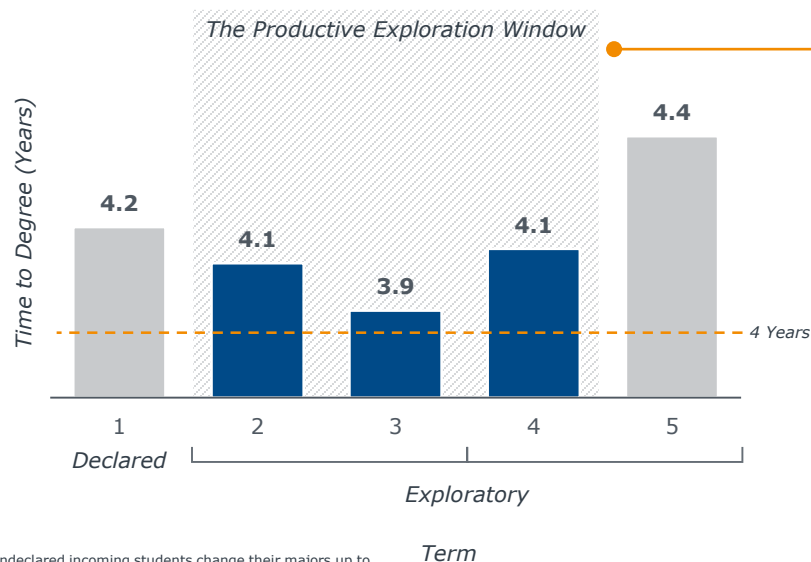
# Better To Be Right Than Fast

## 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



#### Exploration-Informed Decisions More Likely to Stick

Incoming exploratory students change their majors fewer times than their declared peers<sup>1</sup>

#### Higher GPAs Indicate Best-Fit Major Choice

Despite similar incoming profiles, students first declaring in the "PEW" demonstrate stronger performance<sup>2</sup>

- 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

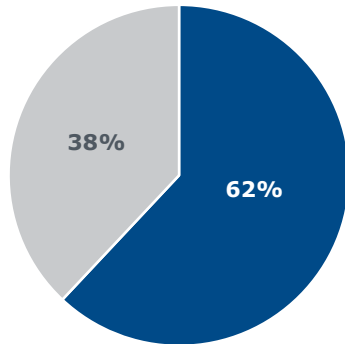
Source: EAB analysis of Student Success Collaborative data; Spight, D. (2013, March). Simply declaring a major early equals timely graduation, right? *Academic Advising Today*, 36(1); Foraker, M.J. (2012, April). Does Changing Majors Really Affect the Time to Graduate? The Impact of Changing Majors on Student Retention, Graduation, and Time to Graduate. Western Kentucky University.

# Minimize Time Lost From Major Changing

## Late Major Switching Substantially Delays Many Students

### More Than Half of Declared Incoming Students Change their Majors<sup>1</sup>...

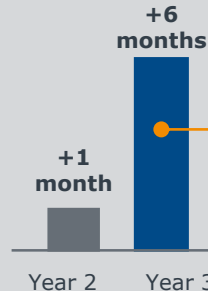
*n* = 37,618



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

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

*n* = 45,642



### The Truly Undecided

**35%**

Students change majors after sophomore year

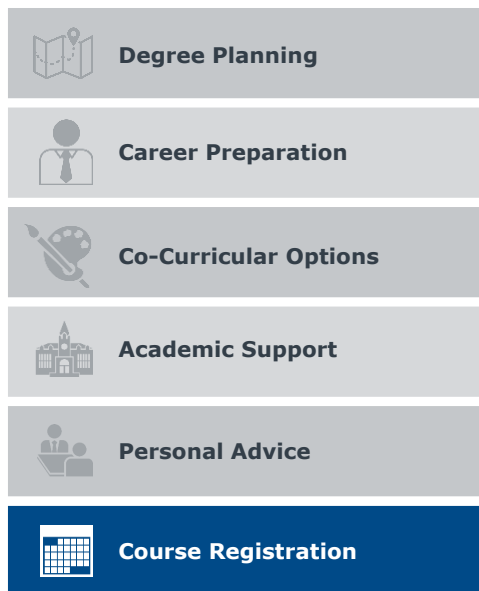
1) Incoming declared students that graduate from any major

# What's Wrong With This Picture?

Instead of Major Choice, Advising Conversations Dominated by Registration

**Professional Advisors Cross-Trained in Multiple Specialties...**

*Advisor Capabilities*



**...but Course Registration Monopolizes Advising Meetings**

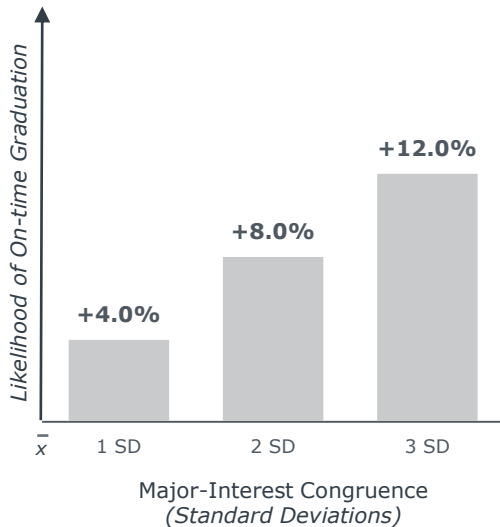
*Appointment Composition*



# Flying Blind

## Students Rarely Receive Best-Fit Major Counseling

### Best-Fit Majors Promote On-Time Completion...



### ...But Students Rely on Anecdotes (or Nothing) to Assess Fit

*Preferred Source of Information*



**3%**

Of respondents used career planning tools



Most students seek advice from family members and teachers

# Put Career Exploration First, Not Last

## Pre-application Survey Links Career Interests to Majors

### Nestled Amid Application Requirements



Which of these types of activities interests you the most?

- Leading a team
- Working in an office
- Working in health care



### Individualized Scoring of Major Fit



#### Survey Results: My Top Interest Clusters



- 16 career clusters matching Occupational Information Network categories
- Each FIU major is mapped to a cluster
- Students can click to view course catalog

# Big Dividends from Best Fits

## Better Academic Performance, Less Switching

### Tremendous Student Response

**FIU**

**65%** Of incoming students completed survey

**41%** Of students declared a recommended major

### Highly Correlated with On-Time Graduation Markers

*Third Semester GPA by Major-Interest Match*



**60%** Of survey participants do not change major



# From Paperwork to True Advising

## Survey Results, Advisor Training Enable Major Fit Discussions at Orientation



*Did the student declare a major in their top three clusters?*



**PURDUE**  
UNIVERSITY

Yes  
(Good Fit)

### Advising Guide Recommendations

Provide information about internships, extracurricular opportunities

No  
(Poor Fit)

- Revisit motivations for major choice
- Discuss alternative majors
- Introduce tutoring options if underprepared for major

Incomplete  
Survey

- Re-initiate survey with student
- Talk about major options

1

Hardwiring 15 to Finish

2

Major-Career Interest Mapping

3

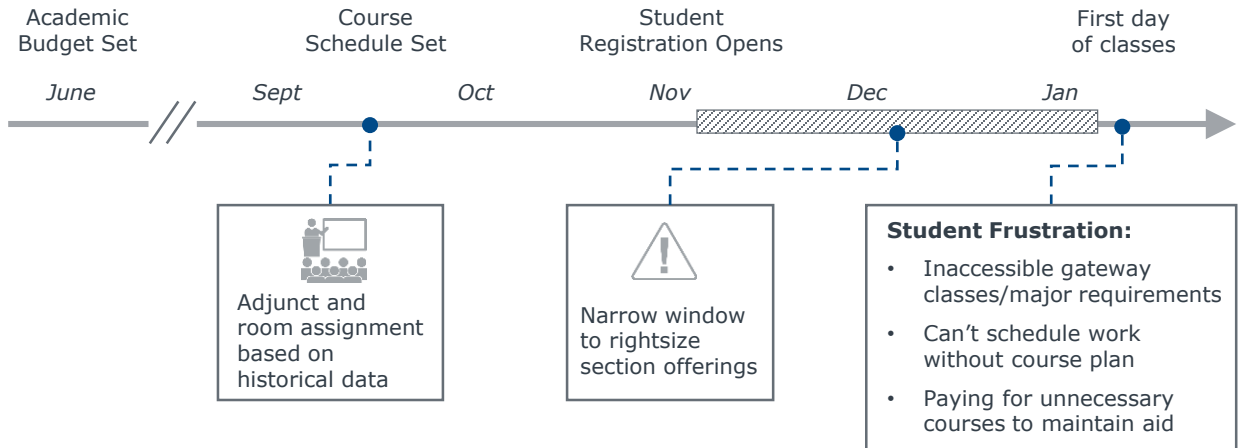
Multi-term Registration

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# Little Time for Course-Correction

Schools Set “Supply” Before “Demand” is Clear

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



# Giving Ourselves Breathing Room

## Multi-Term Extends Response Time to Adjust for Registration Data

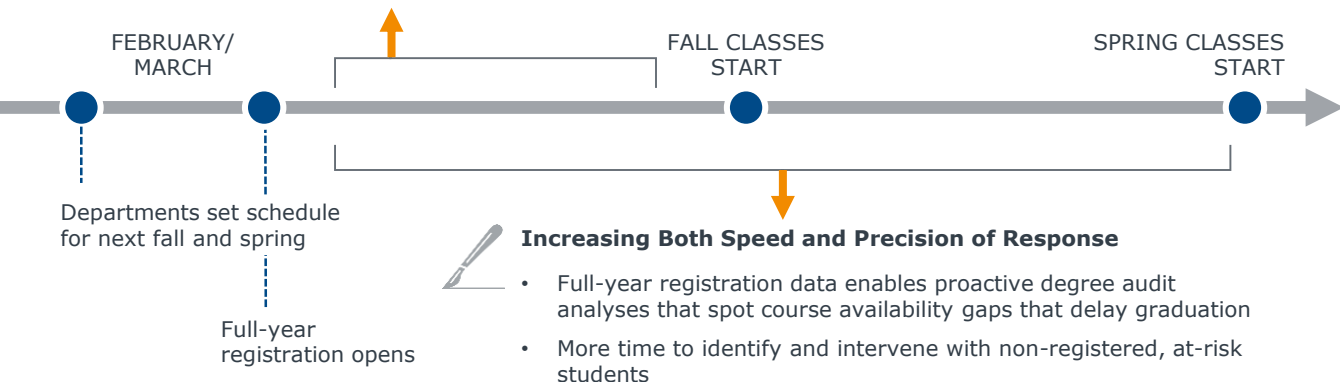
### Reaping the Advantages of a Full Year of Registration Data:

MICHIGAN STATE  
UNIVERSITY



#### 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



# Good Housekeeping

## Ensuring Bursar and Advisors Avoid Pitfalls of Multi-Term Registration

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

**MICHIGAN STATE**  
UNIVERSITY



**Students enroll in spring term courses for which they are financially and academically ineligible**



**Conduct periodic data quality checks to maintain accuracy**

- Prerequisite checks conducted throughout term
- Unpaid balances result in automatically dropped schedules



**Annual registration period removes forcing mechanism for regular advisor contact**



**Mandatory appointments and risk-based caseload management**

- Prevent overwhelming advisors during single registration period
- Keep track of high-risk students outside of registration period

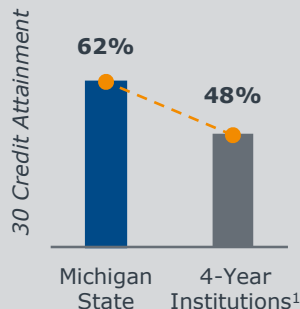
# From Short-Term Response to Long-Term Planning

## Michigan State University Sees Benefits for Students and Faculty

**MICHIGAN STATE**  
UNIVERSITY

### Multi-Term Delivers on "15 to Finish"...

*Proportion of students earning  
30 credits in first year*



### ...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*

1) Per-year average, credits earned by exclusively full-time beginners at 4-year institutions; BPS Longitudinal Study Cohort 04/09

# Supporting Members in Student Success

## Research to Set Student Retention, Progression, and Completion Strategy

### Academic Advising

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#### **A Student-Centered Approach to Advising**

*Redeploying Academic Advisors to Create Accountability and Scale Personalized Intervention*

### Timely Degree Progress

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#### **Guiding Student Choice to Promote Persistence**

*Tools, Technologies, and Policies That Support Retention and Timely Completion*

### Course Redesign

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#### **Course Completion Playbook**

*Analyses and Tools to Improve Student Outcomes in Critical Gateway Courses*

### Underrepresented Student Support

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#### **Overcoming Barriers to Equity in Student Success<sup>1</sup>**

*Practices and Policies that Eliminate Demographic Disparities in Academic Performance, Student Engagement, and Post-Graduate Success*

### Career Development and Post-Grad Outcomes

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#### **Integrating Academic and Career Development**

*Strategies to Scale Experiential Learning and Reflection Across the Curriculum*

### Accountability and Assessment

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#### **Defining the Faculty Role in Student Success**

*Building Ownership for Student Progression Among Individual Faculty and Distributed Academic Units*

1) Current research being presented at national meeting series



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