



# Promoting Timely Degree Completion

Part 3: Aligning Course Capacity to Degree Planning

Webinar

Wednesday, April 19, 2017

Presenter: Nina Lyon Bennett, PhD

# Audio Options



## Using Your Telephone

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

The screenshot shows a window titled "Audio" with a minus sign in the top-left corner. Under "Audio Mode:", the "Use Telephone" radio button is selected (indicated by a green dot), and the "Use Mic & Speakers" radio button is unselected. Below this, the text "Dial: +1 800 555 1212" is displayed in red, followed by "Access Code: 141-607-114" in black, and "(and [additional numbers ..](#))" in blue. At the bottom, it says "You are connected to audio" in green. A red line is drawn on the left side of the window.

## Using Your Microphone and Speakers

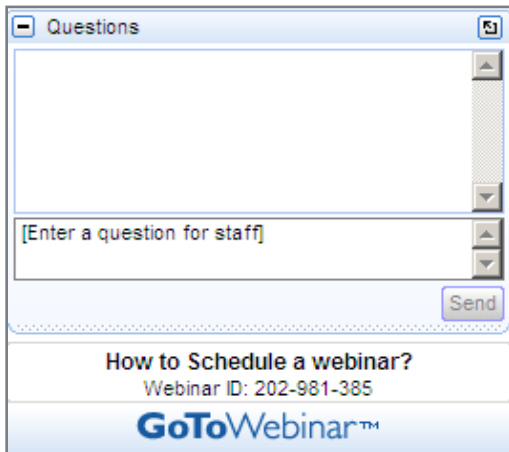
If you select the “Use Mic & Speakers” option, please be sure that your speakers or headphones are connected.

The screenshot shows a window titled "Audio" with a minus sign in the top-left corner. Under "Audio Mode:", the "Use Telephone" radio button is unselected, and the "Use Mic & Speakers" radio button is selected (indicated by a green dot). Below this, there is a status bar with a microphone icon, the word "MUTED" in red, a speaker icon, and a series of ten zeros. At the bottom, there is a blue link labeled "Audio Setup".

# Questions Panel and Minimizing GoToMeeting

## Asking a Question

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



The screenshot shows a 'Questions' panel with a title bar, a close button, and a maximize button. It contains a large text input area with a vertical scrollbar, a smaller input area with the placeholder text '[Enter a question for staff]', and a 'Send' button. Below the input areas, it displays the webinar title 'How to Schedule a webinar?' and the ID 'Webinar ID: 202-981-385'. The GoToWebinar logo is at the bottom.

## Minimizing and Maximizing Your Screen



- Use the orange and white arrow to minimize and maximize the GoToMeeting panel.
- Use the blue and white square to make the presentation full screen.



The best practices are  
the ones that work for **you.**<sup>SM</sup>

## ▶ 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 **Royall & Company** 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, including four- and two-year institutions, use the **Student Success Collaborative™** combination of analytics, interaction and workflow technology, and consulting to support, retain, and graduate more students.

### 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.

1,100<sup>+</sup>

College and university members

10,000<sup>+</sup>

Research interviews per year

250M<sup>+</sup>

Course records in our student success analytic models

1.2B<sup>+</sup>

Student interactions

1

Part 1:  
Maximizing the Graduation Impact of Summer Enrollment

2

Part II: Reconciling Student Choice with On-time Graduation

3

**Part III: Aligning Course Capacity to Degree Planning**

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# Reconciling Choice and Four-Year Graduation

## Key Principles to Guide Our Conversation

### Supporting On-Pace Student Performance

### Organizing Course Offerings Around Four-Year Graduation

1

#### Overcoming Risks to Credit Underaccumulation



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

2

#### Reducing Unproductive Credits at Scale



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

3

#### Aligning Capacity with Student Degree Planning



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

4

#### 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 Guide Our Conversation

### Supporting On-Pace Student Performance

1

#### Overcoming Risks to Credit Underaccumulation



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

2

#### Reducing Unproductive Credits at Scale



5. First-Year Meta-Major Schedules
6. Degree Plan Express Registration
7. Major-Specific Delay Diagnostic

### Organizing Course Offerings Around Four-Year Graduation

3

#### Aligning Capacity with Student Degree Planning



8. Uncapped Waitlists
9. Intent-to-Register Plans
10. Multi-Term Registration
11. Completion-Based Registration Priority

4

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



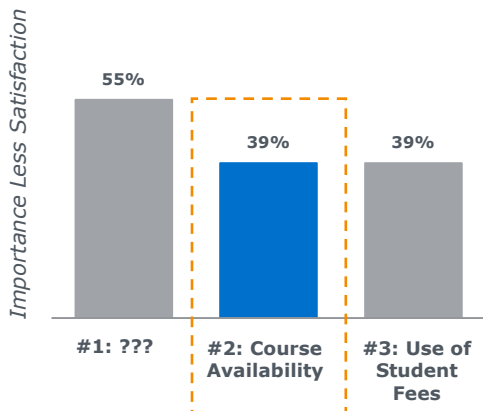
12. Summer Catch-Up Campaigns
13. Degree-Advancing Intercession Courses
14. Regular-Term Accelerated Courses

# A Very Live Debate on Course Availability

## Undermining Student Satisfaction and Time to Degree

### A Sore Spot for Publics

*Highest Gaps Between Student Importance and Satisfaction*



### We're Working on Quantifying Graduation Delays!

*Why Might Students Locked Out of Courses Fall Behind?*



2<sup>nd</sup>-Choice Courses Don't Advance Degree



Fall Below 15 Credits



Miss Course in Sequence



# Through a Glass, Darkly

## 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



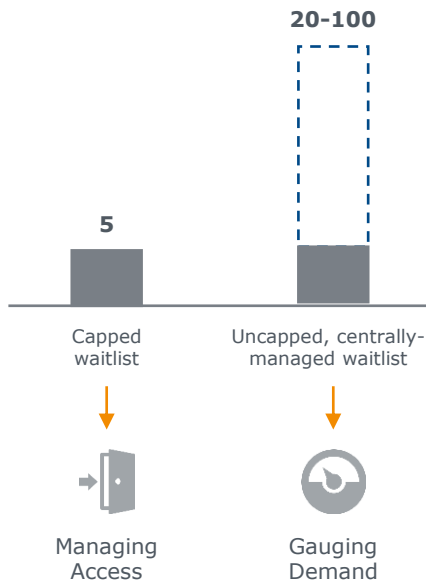
#### Unenforced Degree Plans

Too many course permutations to predict demand

# Uncapped Waitlists...Just Do It!

Ensure that Waitlists Gauge True Course Demand

## Getting a True Picture of Student Demand



## Preventing Students from "Gaming the System"



No waitlisting for multiple sections of the same course



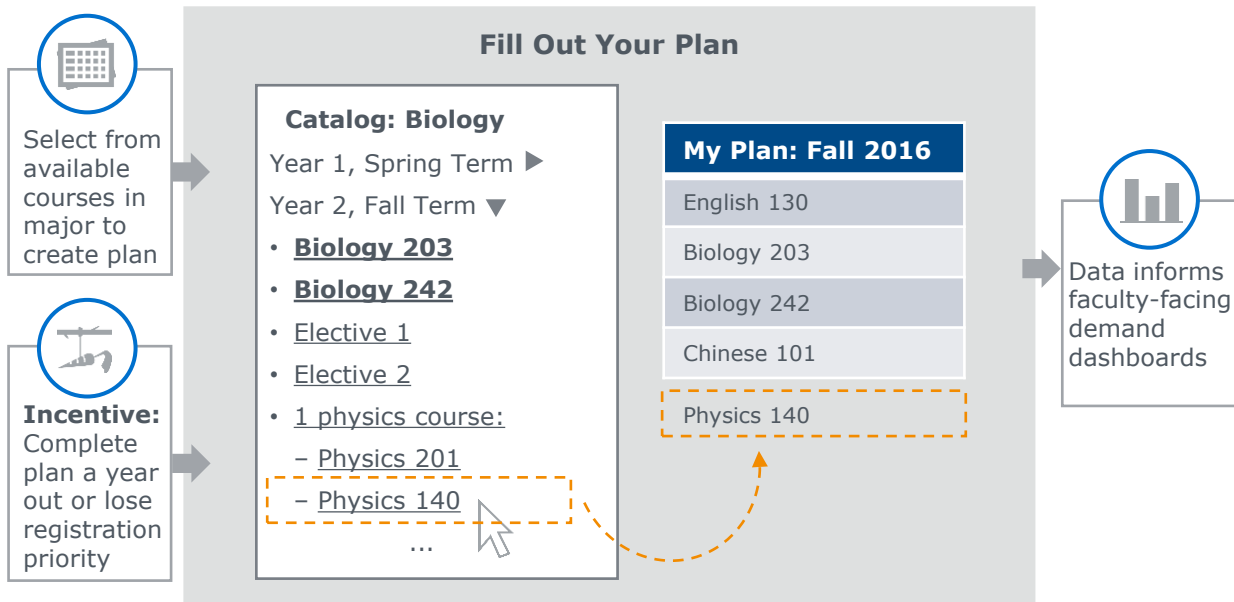
Include waitlisted courses in credit-hour maximum



*Charge fee for excessive dropped courses?*

# Pulling Apart Demand-Sensing from Registration

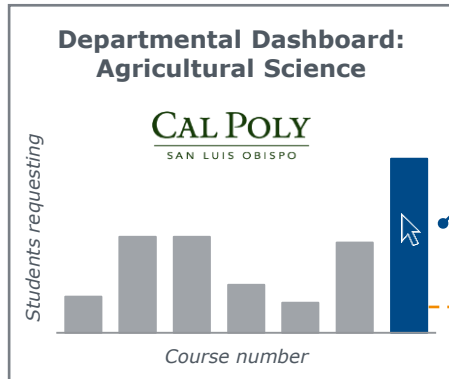
Prompting Students to Indicate Preferences a Year in Advance



# Plenty of Time to Rearrange the Schedule

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

### When Demand Exceeds Supply: Add Courses



#### Live Drill Downs:

- % majors vs. service-course enrollments
- % graduating seniors

- Dashboards for every unit
- Updated as students shift plans
- Department chairs incorporate demand into scheduling

### Smoothing Out Prickly Faculty Line Decisions



Making the case for more adjuncts



Balance instructors across high-growth and service units

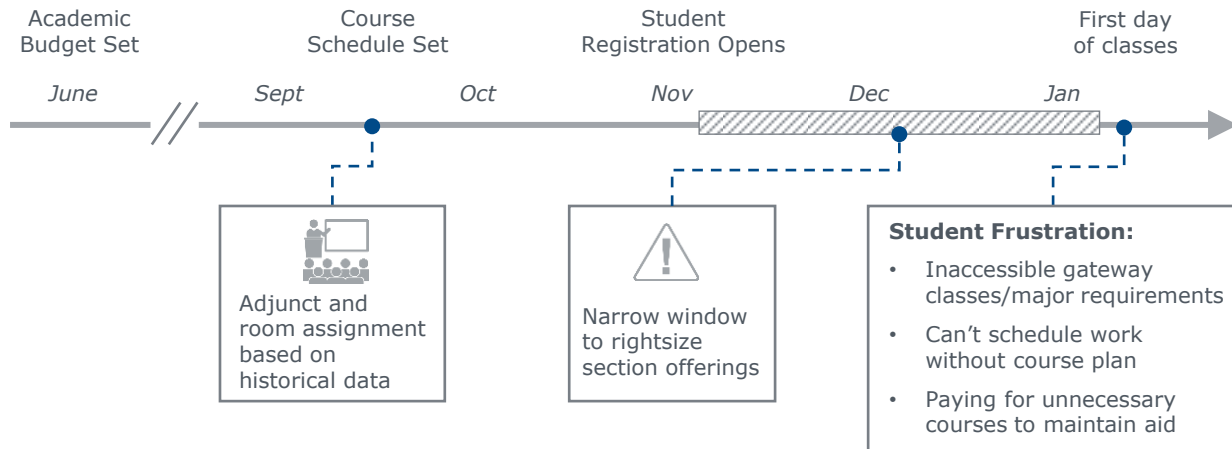


Move instructors from low-demand courses

# 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

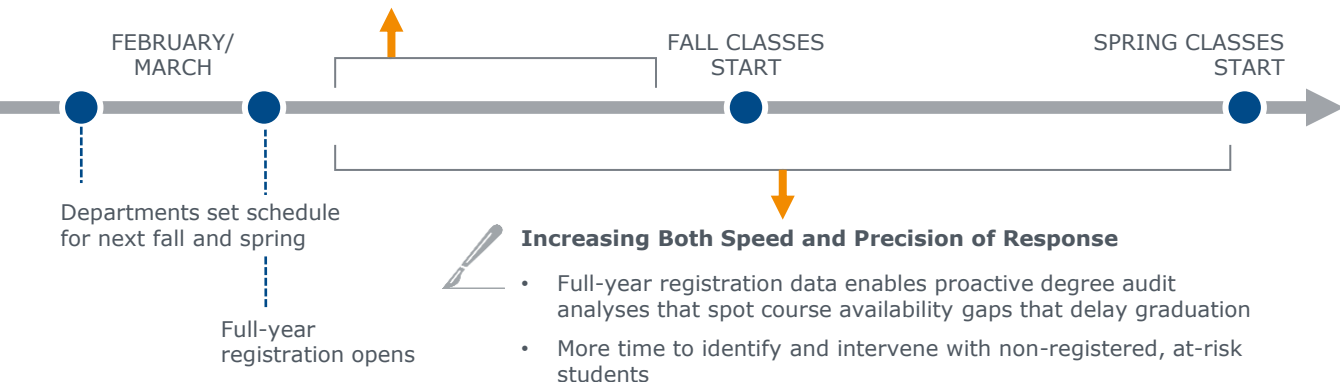
### Reaping the Advantages of a Full Year of Registration Data:

**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



#### 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

# 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

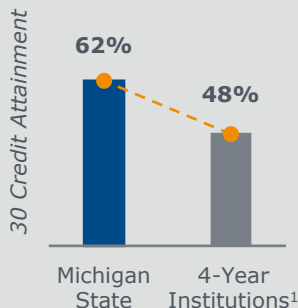
# From Short-Term Response to Long-Term Planning

## 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



# Graduation-Impact Registration Rules

## Assigning Priority by Degree Completion, Not Pure Credits



### Registration Priority Assigned by Degree Plan Completion

Upper-Division Early Registration Priority

Michael Taylor **97.3%** 

Elizabeth Revere **95.9%** 

Lorena Guzman **93.2%** 

George Tran **91.5%** 

Daniel Brown **90.1%** 

- Only needs one course to graduate
- Gets earliest registration appointment

### Sophomores Given Priority on Waitlists as Selected by Department<sup>1</sup>

Reduced Risk of Falling Behind in Critical Lower-Division Sequences



1. Maria Silva **Year 2**

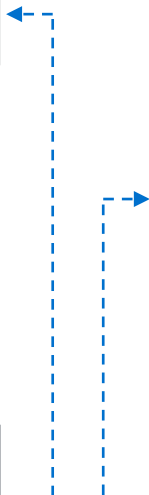
2. Anna Blair **Year 2**

3. Liam O'Connor **Year 2**

4. Alan Leonard **Year 3**

5. Morgan Song **Year 4**

- Third sophomore to sign up
- Takes priority over 3<sup>rd</sup>- & 4<sup>th</sup>-years



<sup>1</sup>) Waitlist priority is more likely to be reserved for upper-division students and/or based on major. Selection criteria are determined on a course-by-course basis as determined by the academic departments.



Nina Lyon Bennett, PhD  
Director, Member Education and Research Delivery

<https://www.eab.com/experts/nina-lyon-bennett>

[nlyonbennett@eab.com](mailto:nlyonbennett@eab.com)

Thank you for joining me today. Please take a few minutes to complete the evaluation survey.



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2445 M Street NW, Washington DC 20037  
P 202.266.6400 | F 202.266.5700 | [eab.com](https://www.eab.com)



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2445 M Street NW, Washington DC 20037  
**P** 202.266.6400 | **F** 202.266.5700 | [eab.com](http://eab.com)