15 to Finish
Benefits to Students and Institutions

Leading the Way: Access, Success, Impact

March 31, 2014
Less than half of the students who enroll in West Virginia’s four-year public institutions graduate within six years.
Background: First-Year Retention

![Graph showing retention rates for different groups from 2006 to 2012.]

- Full-Time, First-Time Freshmen
- Part-time, First-Time Freshmen
- Low-Income First-Time Freshmen
- Returning Adults
- Transfer Students
- Underrepresented Racial/Ethnic Groups

West Virginia HIGHER EDUCATION Policy Commission
Background: Progress Toward Degree

- 2006: 43.7%
- 2007: 46.0%
- 2008: 45.1%
- 2009: 44.2%
- 2010: 44.4%
- 2011: 47.5%

First-Time Freshmen Earning 30 Hours
Leading the Way: Goals for 2013-18
Increase the first-year retention rate to 80 percent

* For first-time, degree-seeking students
Increase the percentage of freshmen earning 30 or more credit hours to 65%

First-time, degree-seeking students earning 30 or more credit hours in their first year of college
Benefits to students and institutions

Students:
- Increases the likelihood of graduation
- Correlates with stronger academic achievement
- Reduces long-term opportunity costs
- Reduces tuition costs and student debt load

Institutions:
- Increases retention and graduation rates
- Maximizes resources
- Provides financial return on investment through increased retention
Promising Practice: “15 to Finish”
Promising practice: 15 to Finish

• Public outreach and information campaign developed by Hawaii

• Is now being implemented in multiple states and U.S. territories

• Named a “game changer” by Complete College America and several national student affairs organizations
Promising practice: 15 to Finish

Goals:
• Set 15 hours per semester as the standard for “full-time”
• Increase the number of students completing 15 credits per semester
• Promote retention and on-time graduation
Promising practice: 15 to Finish

Target audiences:

• High school juniors and seniors
• New and returning college students
• Parents of these students
• Academic advisors, faculty, and campus administrators
Promising practice: 15 to Finish

Activities in Hawaii:

• Statewide advertising campaign
• On-campus advertising and messaging
• High school and community outreach
• Training for frontline campus staff and faculty
Promising practice: 15 to Finish

Campaign Results, Fall 2012
15 or More Credits Attempted
UH First-Time Freshmen

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mānoa, 55.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hilo, 46.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>West O'ahu, 41.5%</td>
<td></td>
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<td></td>
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<tr>
<td>UHCCs, 11.2%</td>
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</tr>
</tbody>
</table>

West Virginia HIGHER EDUCATION Policy Commission
15 to Finish in West Virginia

2012 Fall First-Time Freshmen Hours Attempted

- Up to 11: 2%
- 12 to 14: 22%
- 15 or more: 76%

West Virginia HIGHER EDUCATION Policy Commission
15 to Finish in West Virginia

2012 First-Time Freshmen Enrolled Fall and Spring Hours Attempted

- Up to 23: 2%
- 24 to 29: 24%
- 30 or more: 74%
## Fall 2004 First-Time Freshman Outcomes by Taking 15 Hours

### All Students

<table>
<thead>
<tr>
<th>Average Fall 2004 GPA</th>
<th>Retained</th>
<th>Spring 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 15</td>
<td>&gt;= 15</td>
<td>&lt; 15</td>
</tr>
<tr>
<td>2.09</td>
<td>2.67</td>
<td>83.8%</td>
</tr>
</tbody>
</table>

### Only Students who were Enrolled Fall and Spring

<table>
<thead>
<tr>
<th>Spring 2004 GPA</th>
<th>Retained to Fall 2005</th>
<th>Graduated in 4 Years</th>
<th>Graduated in 6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 15</td>
<td>&gt;= 15</td>
<td>&lt; 15</td>
<td>&gt;= 15</td>
</tr>
<tr>
<td>2.33</td>
<td>2.94</td>
<td>76.8%</td>
<td>85.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13.4%</td>
<td>27.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36.3%</td>
<td>63.3%</td>
</tr>
</tbody>
</table>
### Fall First-Time Freshman Outcomes by HS GPA and Taking 15 Hours

<table>
<thead>
<tr>
<th>HS GPA</th>
<th>Average Fall 2004 GPA</th>
<th>Retained Spring 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt; 15</td>
<td>&gt;= 15</td>
</tr>
<tr>
<td>0.0-1.99</td>
<td>1.37</td>
<td>1.64</td>
</tr>
<tr>
<td>2.0-2.99</td>
<td>1.76</td>
<td>2.04</td>
</tr>
<tr>
<td>3.0-3.99</td>
<td>2.52</td>
<td>2.88</td>
</tr>
<tr>
<td>4.0 and up</td>
<td>2.92</td>
<td>3.48</td>
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## 15 to Finish in West Virginia

### Fall First-Time Freshman Outcomes by HS GPA and Taking 15 Hours

<table>
<thead>
<tr>
<th>HS GPA</th>
<th>Cumulative Spring 2004 GPA</th>
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<td>&gt;= 15</td>
</tr>
<tr>
<td>0.0-1.99</td>
<td>1.21</td>
<td>1.89</td>
<td>54.9%</td>
<td>71.4%</td>
</tr>
<tr>
<td>2.0-2.99</td>
<td>1.84</td>
<td>2.21</td>
<td>70.6%</td>
<td>80.6%</td>
</tr>
<tr>
<td>3.0-3.99</td>
<td>2.44</td>
<td>2.92</td>
<td>82.9%</td>
<td>91.8%</td>
</tr>
<tr>
<td>4.0 and up</td>
<td>2.95</td>
<td>3.49</td>
<td>83.2%</td>
<td>96.7%</td>
</tr>
</tbody>
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Only Students who were Enrolled Fall and Spring
## Fall 2004 First-Time Freshman Outcomes by Taking 15 Hours (Pell Eligible, HS GPA <2.0, and ACT <18)

### All Students

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<td>&lt; 15</td>
<td>&gt;= 15</td>
<td>&lt; 15</td>
<td>&gt;= 15</td>
</tr>
<tr>
<td>0.96</td>
<td>1.56</td>
<td>51.7%</td>
<td>75.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.0%</td>
<td>6.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.4%</td>
<td>12.5%</td>
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</tbody>
</table>
## Fall 2004 First-Time Freshman Outcomes by Taking 15 Hours (Pell Eligible, HS GPA 2.0-2.99, and ACT 18-21)

### All Students

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<tr>
<th>Average Fall 2004 GPA</th>
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<tbody>
<tr>
<td>&lt; 15</td>
<td>&gt;= 15</td>
</tr>
<tr>
<td>1.68</td>
<td>2.02</td>
</tr>
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<td>80.7%</td>
<td>91.4%</td>
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<td>&lt; 15</td>
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<td>&lt; 15</td>
<td>&gt;= 15</td>
</tr>
<tr>
<td>1.79</td>
<td>2.04</td>
<td>70.6%</td>
<td>80.9%</td>
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<tr>
<td></td>
<td></td>
<td>2.4%</td>
<td>12.9%</td>
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<tr>
<td></td>
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<td>21.3%</td>
<td>37.8%</td>
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Activities planned for West Virginia:

• Statewide outreach through the existing CFWV effort
• On-campus advertising and messaging
• Training for front-line campus staff and faculty
15 to Finish in West Virginia

Statewide Outreach through CFWV:

– College-planning brochures ("College 101")
– CFWV text message counseling campaign
– CFWV.com web portal and associated social media pages
– Email and direct mail outreach
– Community events
– Online advertising
– Earned media
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On-Campus Messaging Toolkit:

– Short informational video
– Infographics and talking points
– Sample web content and social media posts
– Radio PSAs
– Brochures/pamphlets
– Posters
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Training for Front-Line Personnel:

• Training formats:
  – Statewide 15 to Finish Summit
  – Breakout sessions at conferences
  – Webinars

• Training topics:
  – “Why 15?”
  – Strategies for using CFWV’s provided toolkits
15 to Finish in West Virginia

Scheduling

Advising

Information

Institutional policy and procedures, including recommended “course mapping”

Public information and outreach effort, led by the Commission

West Virginia HIGHER EDUCATION Policy Commission
Next steps

– Publication of a white paper, summarizing research and recommended policy (summer 2014)

– **15 to Finish Workshop** for campus personnel (fall 2014)
  • Admissions officers and counselors
  • Academic advisors
  • Public information officers

– Launch of the 15 to Finish public information campaign (spring semester, 2015)
Contact Information

Dr. Angela Bell, Vice Chancellor for Policy and Planning
(304) 558-1112 • abell@hepc.wvnet.edu

Jessica Kennedy, Assistant Director of Communications
(304) 558-0655 • jkennedy@hepc.wvnet.edu

www.wvhepc.com