



BOARD of REGENTS  
STATE OF LOUISIANA

Commissioner of Higher Education

*Dr. Joseph C. Rallo*

welcomes you to

2017 Spring Forum



#RalloSpringForum





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**LED FastStart**  
Louisiana's Custom Workforce Solution



**Holiday Inn**  
Alexandria • Downtown

**COMPLETE COLLEGE AMERICA**



  
**#RalloSpringForum**





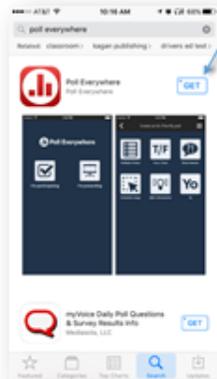
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LABoardofRegents



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Commissioner of Higher Education

*Dr. Joseph C. Rallo*

welcomes you to

2017 Spring Forum

Day 1

**Game Changers: *Think 30 Louisiana!***



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# GREETINGS, HOUSEKEEPING & AUDIENCE CHECK-IN

- Dr. Claire Norris ~ Asst. Commissioner, *Bd of Regents* - **Facilitating**
  - Mr. Richard Lipsey ~ Chairman, *Louisiana Board of Regents*
  - Rep. Nancy Landry ~ Education Chair, *Louisiana House of Representatives*



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# Welcome from Board of Regents Chair Mr. Richard Lipsey



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# Video Greetings from BoR Co-Chair, State Representative Nancy Landry



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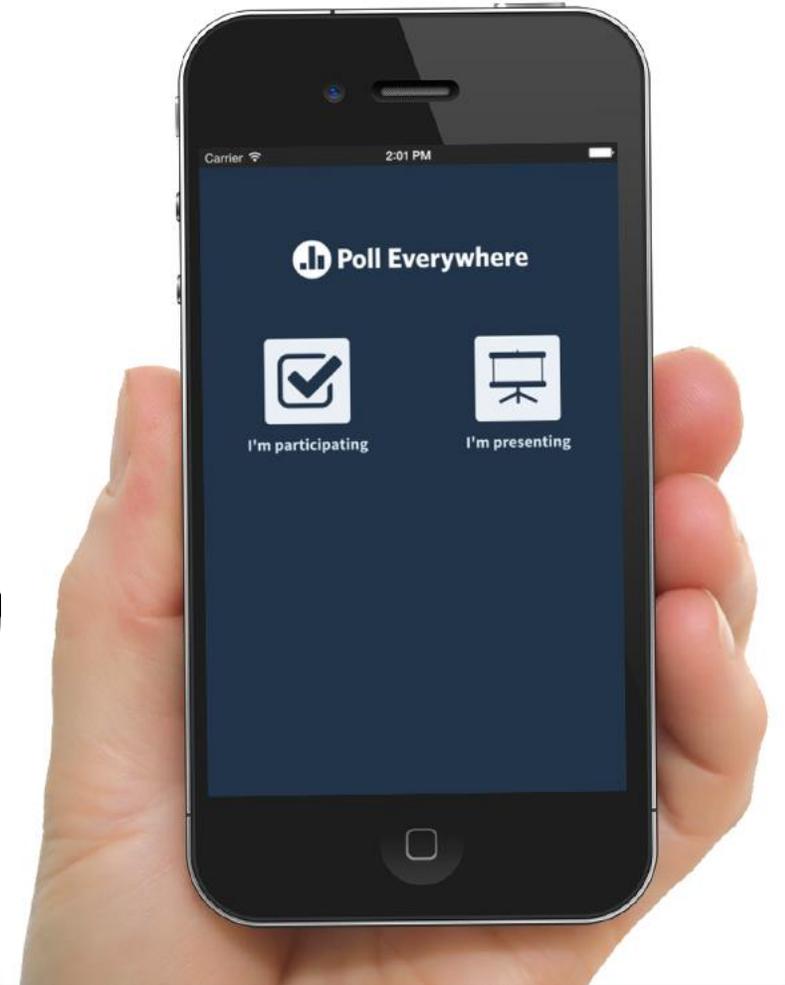
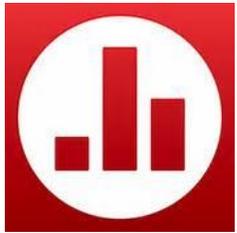


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# ~ AUDIENCE CHECK-IN ~

## *Directions:*

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# Day 1 ~ What type of Forum participant are you?

Academic or Student Support Services Staff

Campus Head

Faculty

Legislator/Legislative Staff

Special Guest/Partner Agency

BoR Staff

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System Rep

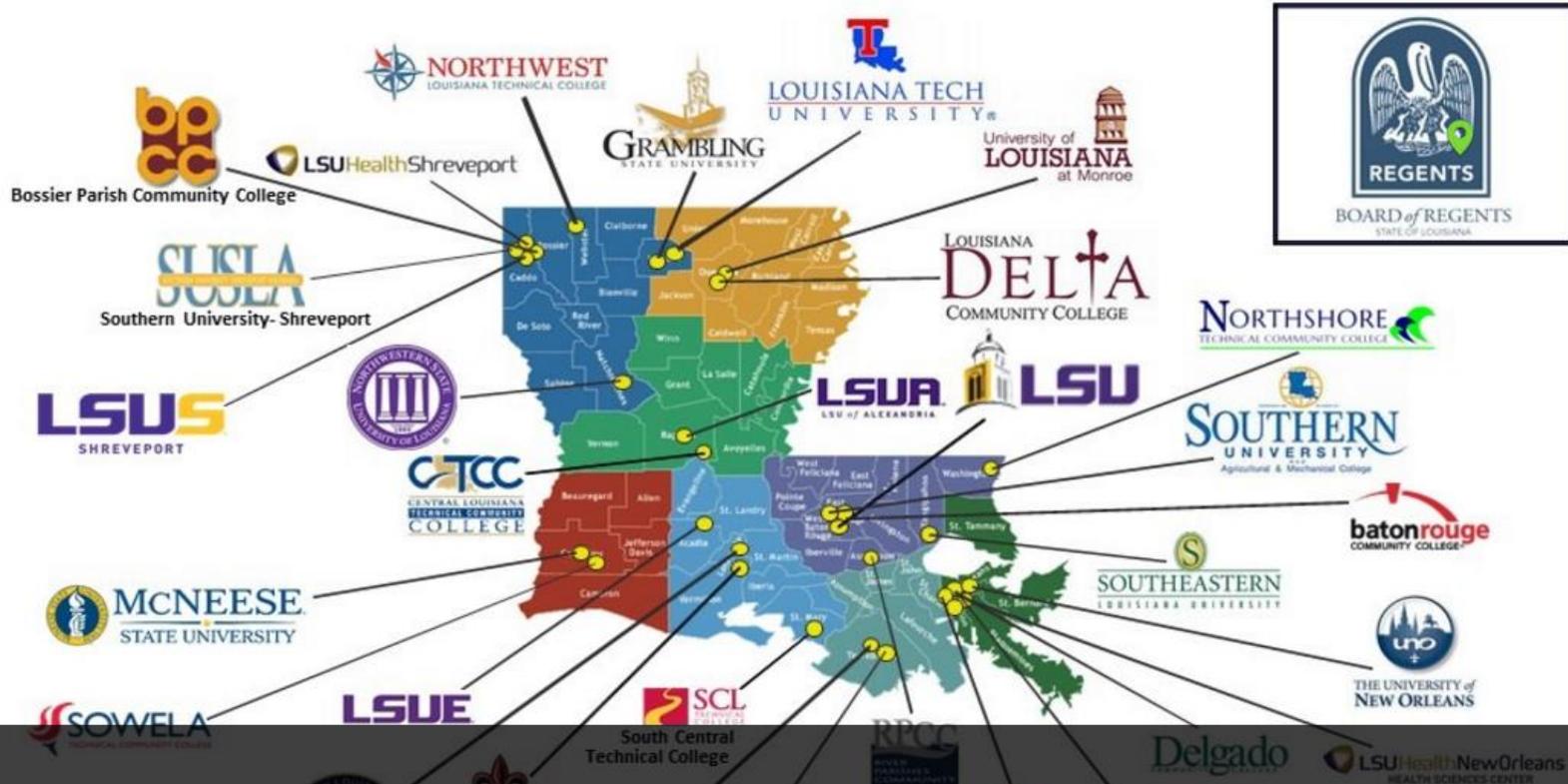
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# Day 1 ~ What Campus/Entity are you representing today?

## Louisiana's Public Colleges and Universities



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4 MANAGEMENT SYSTEMS



UNIVERSITY OF LOUISIANA SYSTEM



Day 1 ~ What do you hope/expect to get out of today's Spring Forum



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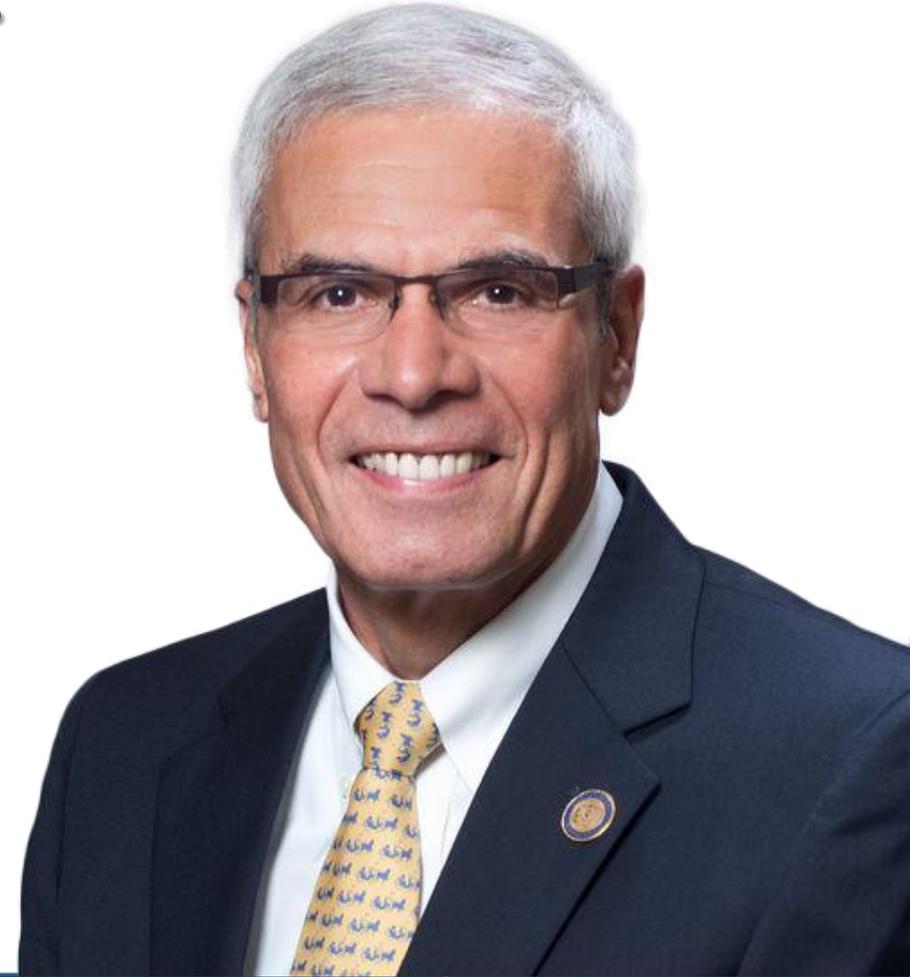
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# WELCOME AND OVERVIEW: *Elevate Louisiana*

- **Dr. Joseph C. Rallo**  
- *Commissioner of Higher Education*



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Educate

# ELEVATE

Innovate

*Louisiana*



THINK





## Day 1 ~ What does it mean to be educated?



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## Day 1 ~ What is the role of higher education?

Are our universities institutions  
of vocational training, funded  
to prepare students for jobs?  
Or are they institutions whose  
purpose is something a bit  
higher than that, perhaps...

Or both?

Or neither?

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# Think 30 and Lessons from the Military



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# Basic Training for Higher Ed

*The Chronicle of Higher Education ~ October 2016*



**Advertising**

**Convenience**

**Outreach**

**Admissions Staff**

**Messaging**



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# Summary of Military Message



**Aspirational advertising**

**Inclusive message**

**Diverse recruitment teams**

**Consistent outreach**

**Smoother sign-ups**

**Structured advising**

**Steady mentorship**



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# Louisiana Data for Student Affairs Professional Staff



**Enrollment**

**Job Market**

**High wage and high demand jobs**

**Graduate misalignment with jobs**



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# Enrollment Trends

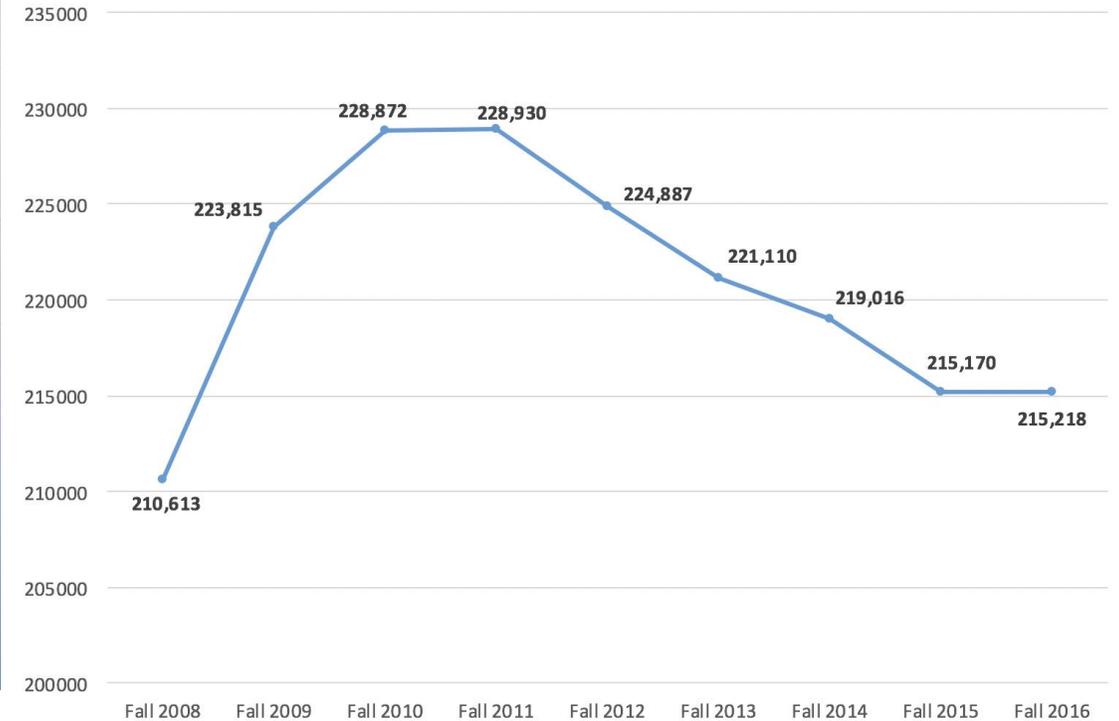
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## Louisiana Public Higher Education Enrollment by System

System	Fall 2015 Enrollment	Fall 2016 Enrollment
Louisiana State University	45,626	45,907
University of Louisiana System	90,483	90,709
Southern University System	13,061	12,602
Louisiana Community and Technical College System	66,000	66,000*
		<i>Reported Fall 2015 End of Term</i>
<b>Total</b>	<b>215,170</b>	<b>215,218</b>

*Source: Statewide Student Profile System-Data Submitted by Institutions & Preliminary Enrollment Report*

## Student Headcount History



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What percent of good jobs (3-, 4-, & 5-Star) requiring a 4-year degree will become available each year?

10%

29%

46%

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# Louisiana Job Market

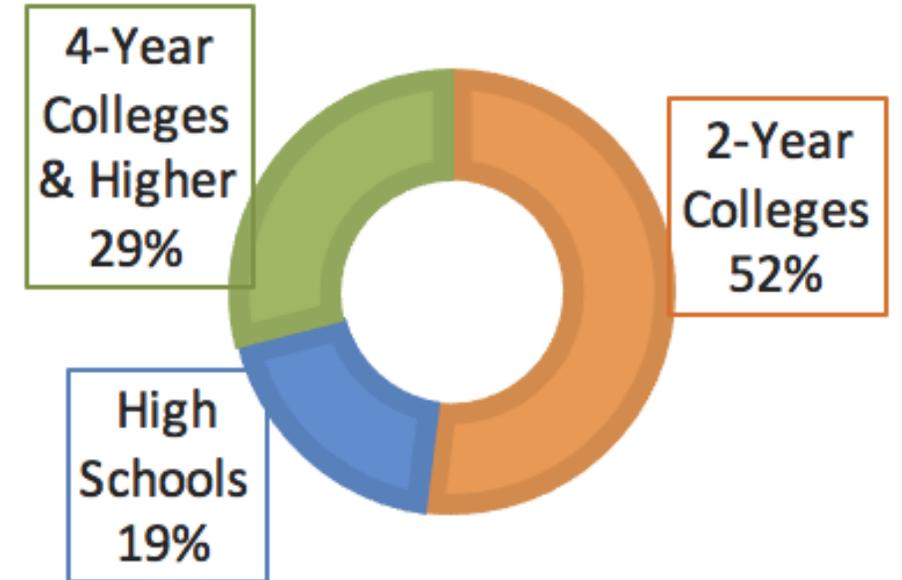
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One in five good (3-, 4- and 5 star) jobs that will become available each year will require no formal education beyond a high school diploma.

Slightly more than half of the good jobs across Louisiana today and those that will become available each year require a community or technical college degree or other credential.

Slightly more than one in four good jobs in Louisiana requires a bachelor's degree or higher.

## NEW GOOD JOBS ANNUALLY FOR EACH MINIMUM LEVEL OF EDUCATION



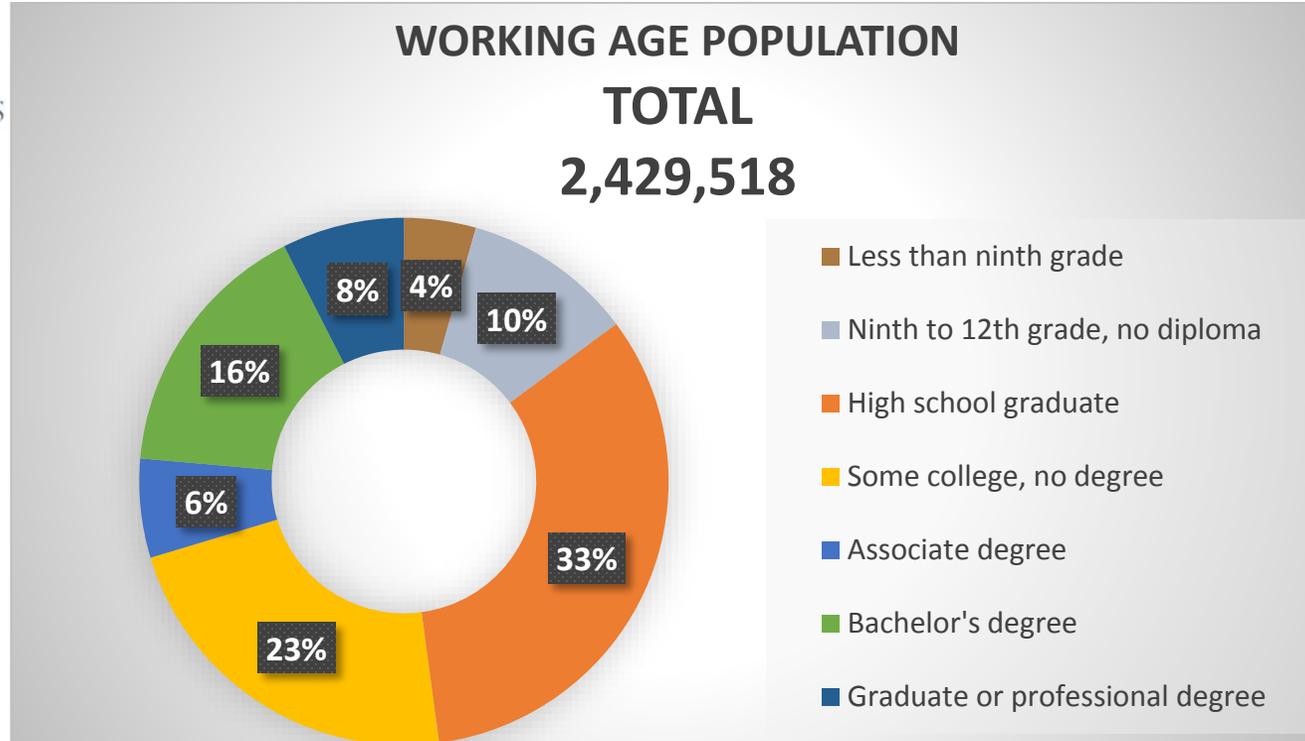
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# High Wage and High Demand



Source: Lumina Foundation

- By 2020 approximately 53% of open jobs in Louisiana will require a career credential or college degree. Currently, only 28% of Louisiana adults have an associate degree or higher. *Source: GUCEW*
- Louisiana ranks 49th in educational attainment with only 29.1% of working-aged residents, 25-64 years, earning an associate's degree or higher. *Source: NCHEMS*
- **In order to reach the average educational attainment rate for Southern states, Louisiana will need to increase the percentage of adults with some college from 29.1% to 46.6% by 2025, or an increase of 148,277 degrees. *Source: NCHEMS***

Sources: National Center for Higher Education Management Systems, Lumina Foundation Stronger Nation Report, 2016 and Georgetown University Center on Education and the Workforce

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# Skills Not Aligned to High Demand Jobs



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## Workforce Gaps in Economic Driver Occupations

Highest Level of Education	Graduates	Available for Work	Jobs Available for These Grads	3-, 4-, and 5- Star Jobs Available for These Grads	Grads Likely to Struggle to Find Good Jobs	% of Grads Likely to Struggle
High School	46,000	24,000	20,430	7,380	16,620	69%
2- Year College	22,743	10,068	24,300	19,860	9,792	N/A
4- Year College	18,400	11,600	9,900	9,150	2,450	21%
Graduate & Professional Schools	6,800	6,800	2,510	1,950	4,850	71%
<b>TOTAL</b>		52,468	57,140	38,340	23,920	44%

Some Critical Fields in Industries That Drive Job Creation	Additional Completers Needed Annually Through 2022
Computer and Information Science	223
Engineering	246
Engineering Technology (including Process Technology)	1,717
Construction Trades	4,674
Statistics and Management Science	200
Mechanic and Repair Technologies	1,575
Precision Production (Welding and Machining)	1,150
Transportation and Material Moving	1,091
Accounting	165
Construction Management	46
Management Information Systems	26
Logistics, Materials, and Supply Chain Management	8

Source: 2013-14 completer data from the Louisiana Department of Education, Louisiana Board of Regents and 2014-15 completer data from Louisiana Community and Technical College System, and the revised 2022 occupational forecast by the Louisiana Workforce Commission.

Source: LED-LWC gap analysis using LWC 2022 occupational forecast.

# Elevate Louisiana!

## Educate & Innovate

Louisiana's goals for higher education



Educate



Innovate

**“Educate through Higher Education to improve Lives and Create a Strong Workforce.”**

Enable Louisiana's working age population to participate in and complete a degree/credential program to improve their lives and deliver the workforce needed to support the state's economic expansion.

**“Innovate to Build Louisiana's Economy.”**

Invest strategically in research that supports innovation and economic development.





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EDUCATE

ELEVATE

INNOVATE

The New Fiscal Realities



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# The New Realities

## Recommendations from Board Staff Response to Act 619



**Recommendation 1.2** – The Board of Regents recommends that the Boards of Supervisors of the LSU System, SU System, LCTC System and UL System develop cooperative unification plans for institutions within each of the 8 Louisiana Regional Labor Market Areas and for institutions in proximity between contiguous regions.

**Recommendation 5.7** – The Board of Regents urges institutions to develop/enhance a “**one-stop**” approach that combines student services across the institution to minimize student confusion and wasted time.

**Recommendation 5.8** – The Board of Regents recommends that Louisiana’s public postsecondary institutions develop plans for the designation and implementation of **meta majors** to help undecided students make informed course choices to maximize their likelihood for timely completion.

**Recommendation 4.3/5.9** – The Board of Regents will revise the BoR Minimum Admission standards and placement policy 2.18 to address when **remedial needs** must be met. Additionally, the Board of Regents recommends that the Think 30 Louisiana initiative include TOPS progression requirements beginning with the class of 2018, requiring TOPS recipients to earn **30 credit hours** per academic year and meet all other continuation eligibility requirements to maintain the award.



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# SYSTEMIC REFORMS, SIGNIFICANT RESULTS, & MORE GRADS: GAME CHANGERS



- **Dr. Dhanfu Elston** ~ Vice President for Alliance State Relations, CCA



- **Mr. Blake Johnson** ~ Director of Communications, CCA

**COMPLETE COLLEGE** AMERICA



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AMERICA**

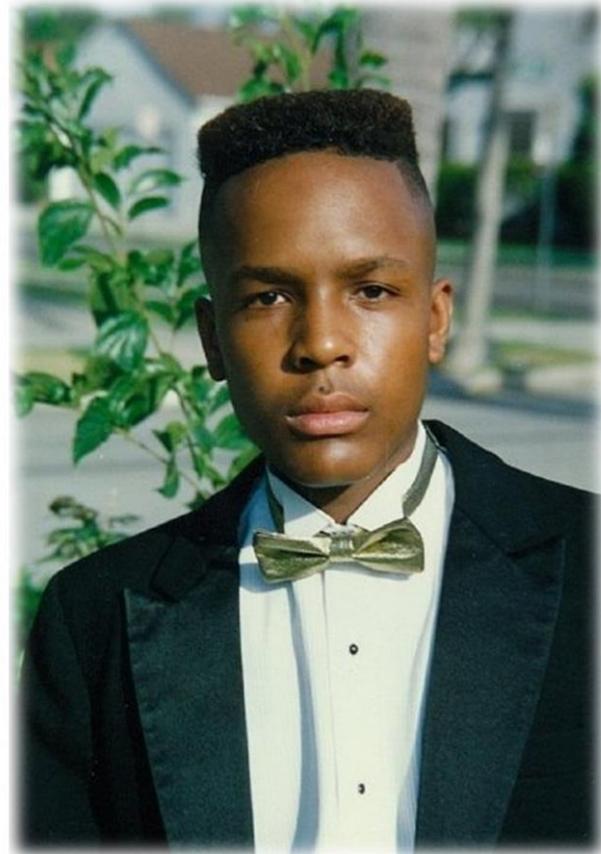
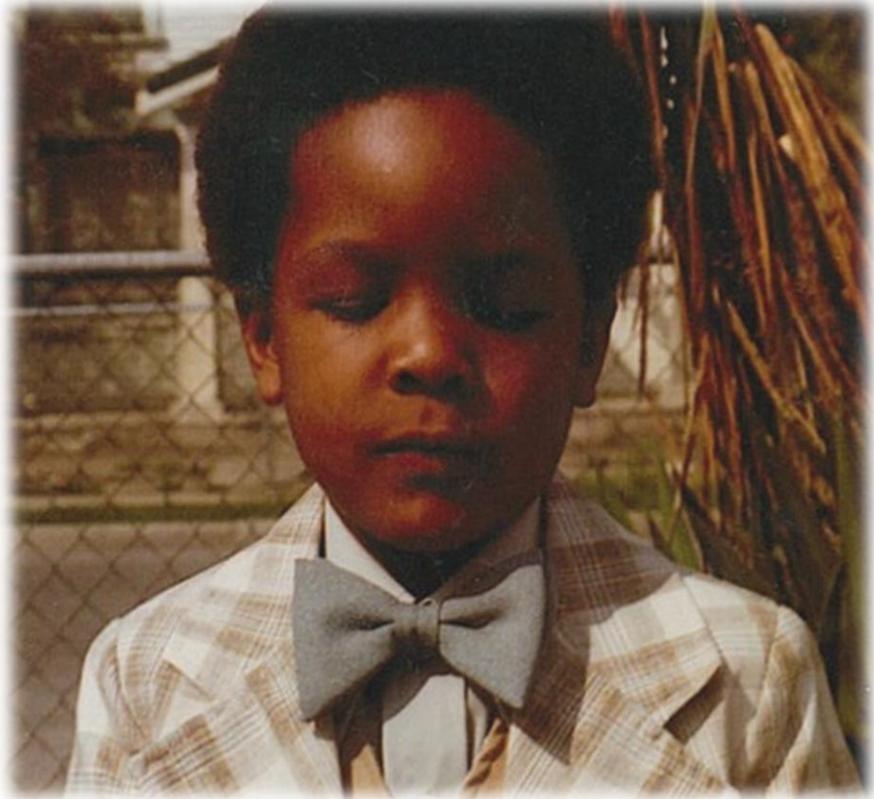
**Game Changers &  
Launching #Think30**

**Dhanfu Elston, Ph.D. (*dah-nee-foo*), Vice President, Alliance State Relations**  
**Blake Johnson, Director of Communications**

**#Think30LA**  
**#15ToFinish**



**@CompleteCollege**  
**@DrElston**





LONG BEACH  
CITY COLLEGE



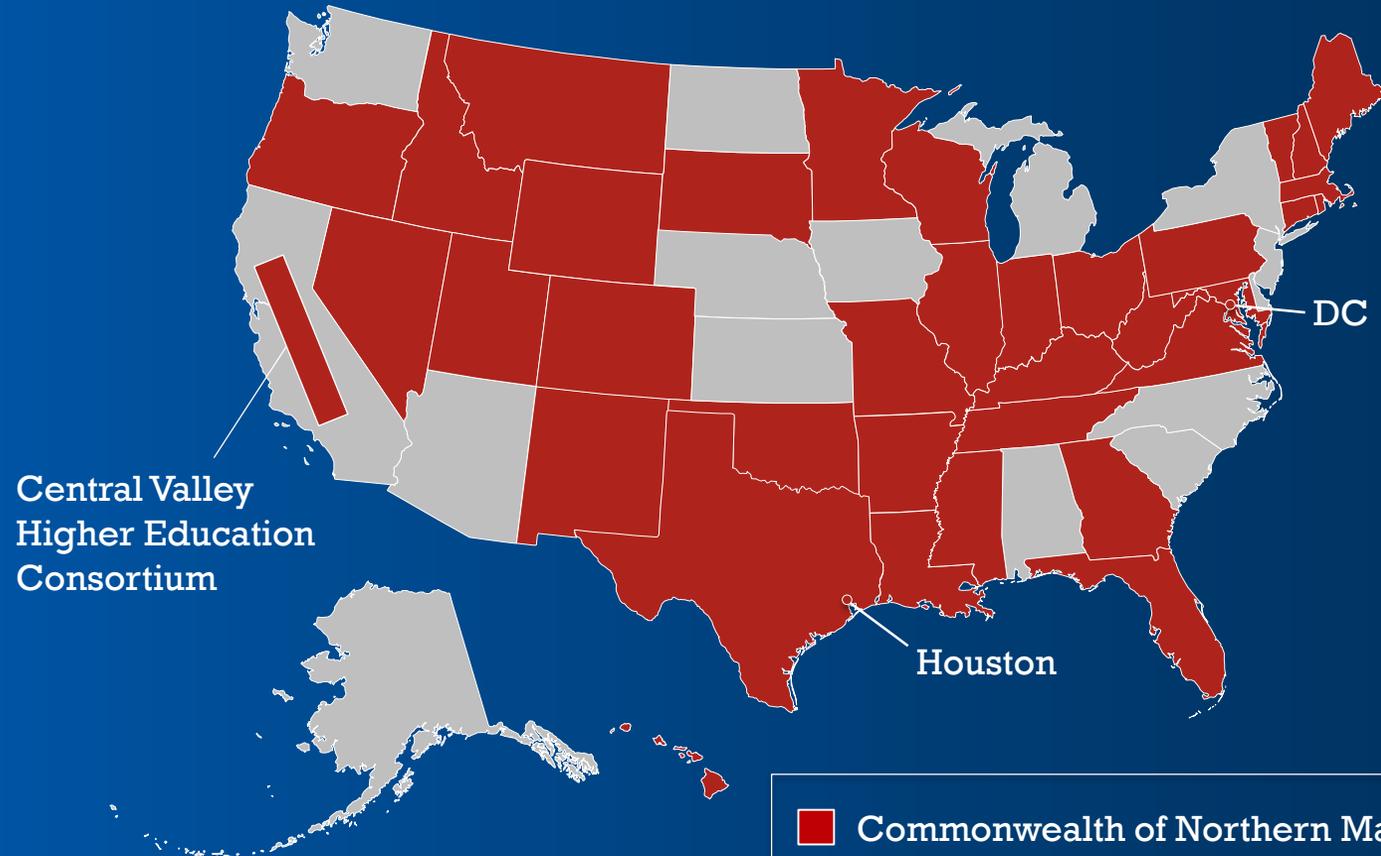
# COMPLETE COLLEGE AMERICA

Working with states to significantly **increase** the number of Americans with quality career **certificates or college degrees** and to **close attainment gaps** for traditionally underrepresented populations.

[www.completecollege.org](http://www.completecollege.org)

COMPLETE COLLEGE AMERICA  
**The Alliance**

**41**



Central Valley  
Higher Education  
Consortium

Houston

DC

- Commonwealth of Northern Mariana Islands
- Puerto Rico
- Thurgood Marshall College Fund Consortium

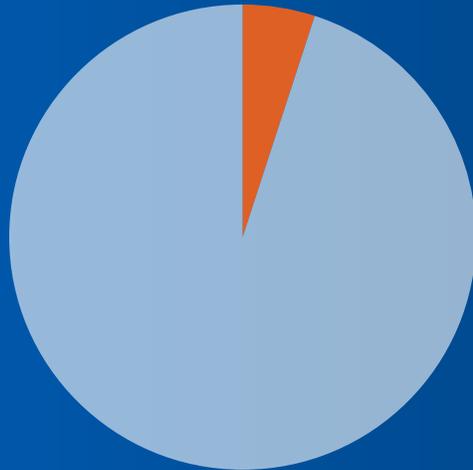
# 50 of 580+

public four-year institutions



# On-Time Graduation Rates

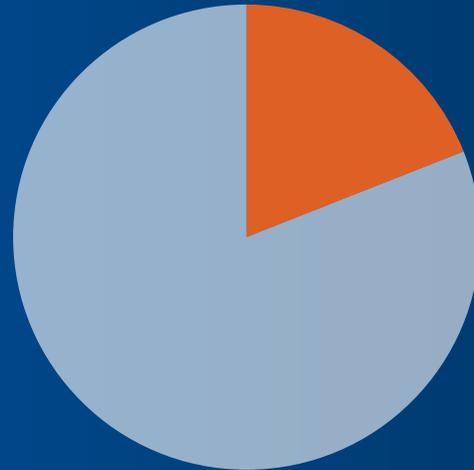
2-Year



5%

4-Year

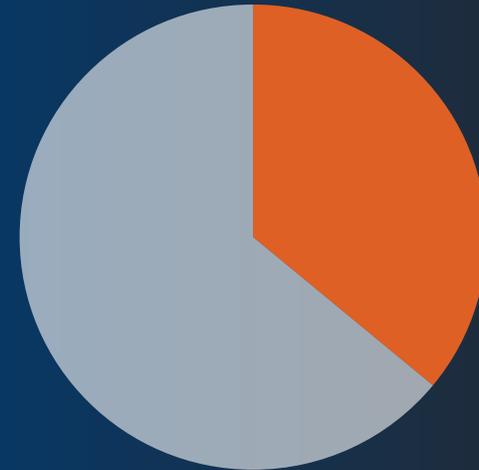
(non-flagship)



19%

4-Year

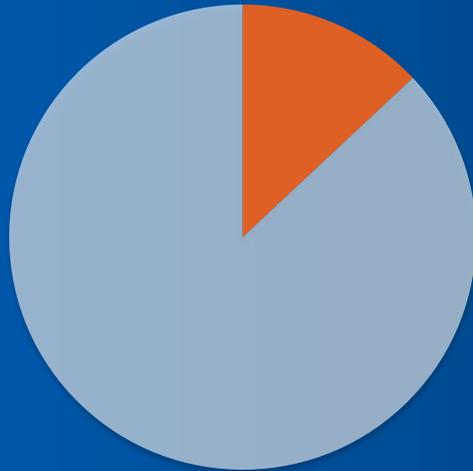
(flagship/  
very high research)



36%

# 150% Graduation Rates

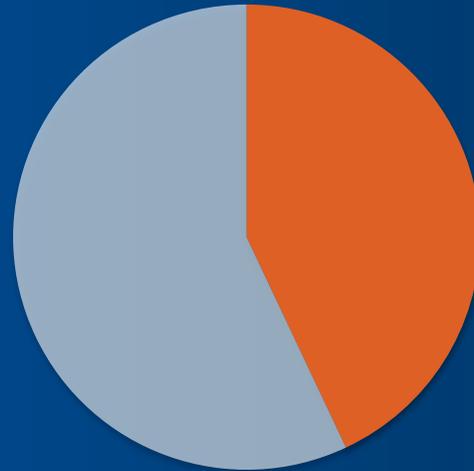
2-Year



13%

4-Year

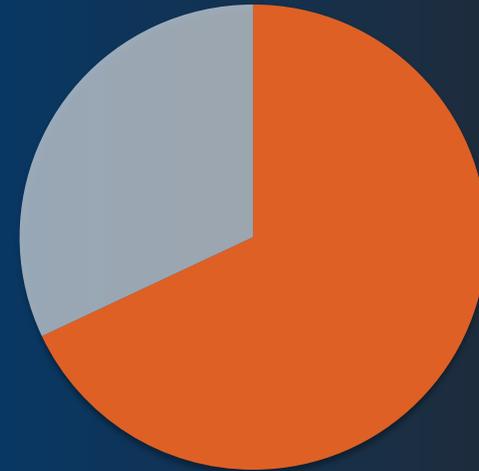
(non-flagship)



43%

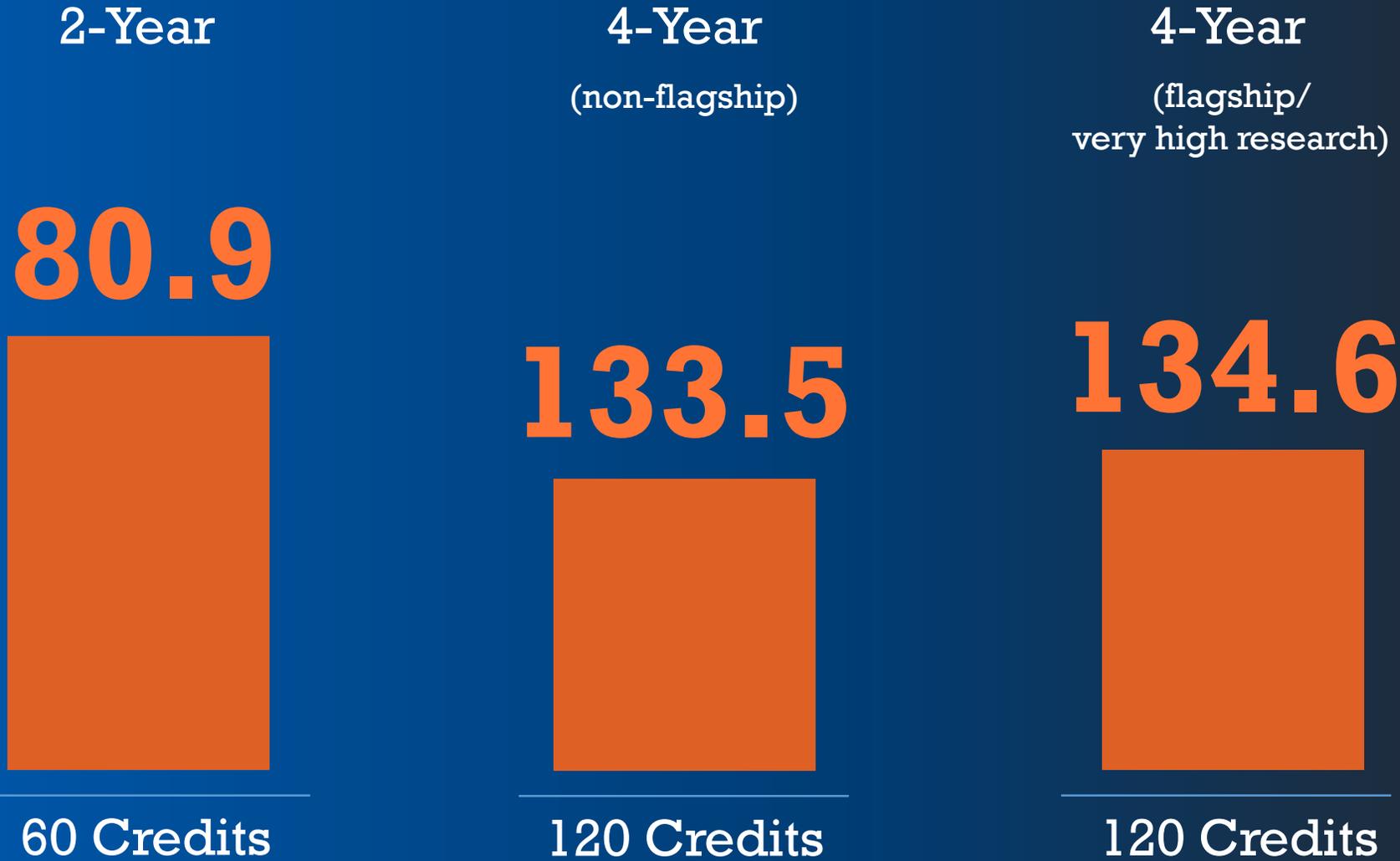
4-Year

(flagship/  
very high research)



68%

# Excess Credits





~ What % of Louisianans Graduate from 2-year colleges within 3 y



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~ What % of Louisianans Graduate from 4-year colleges within 6 y



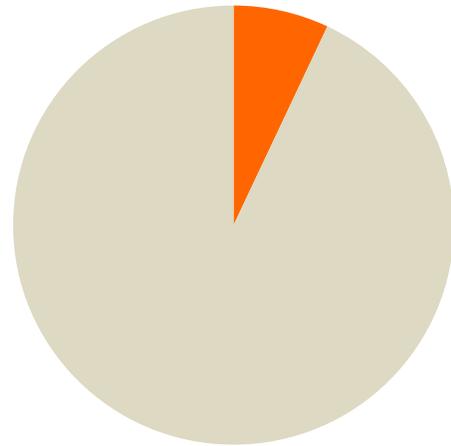
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# Too Few Louisianans Graduate

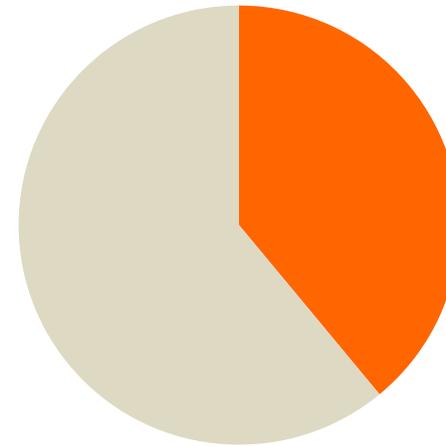
2 year colleges



**5.4%**

Within  
3 years

4 year colleges  
(non-flagship)

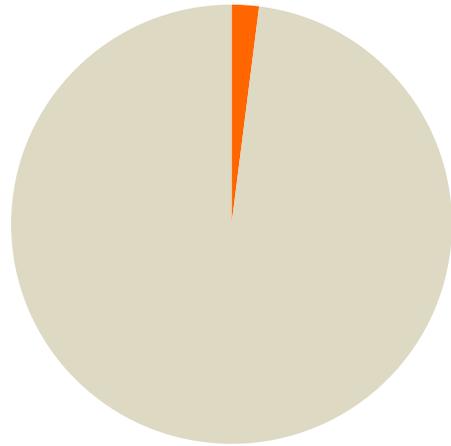


**42%**

Within  
6 years

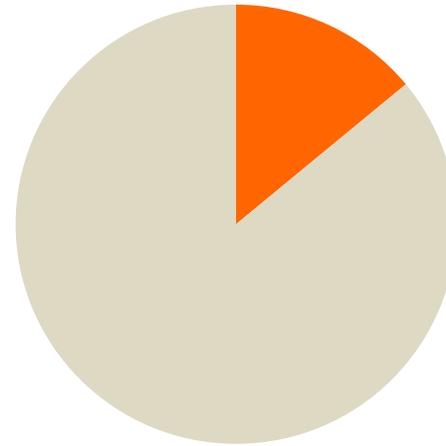
(full-time)

# Too Few Louisianans Graduate On Time



**1.3%**

2-year degree  
in 2 years



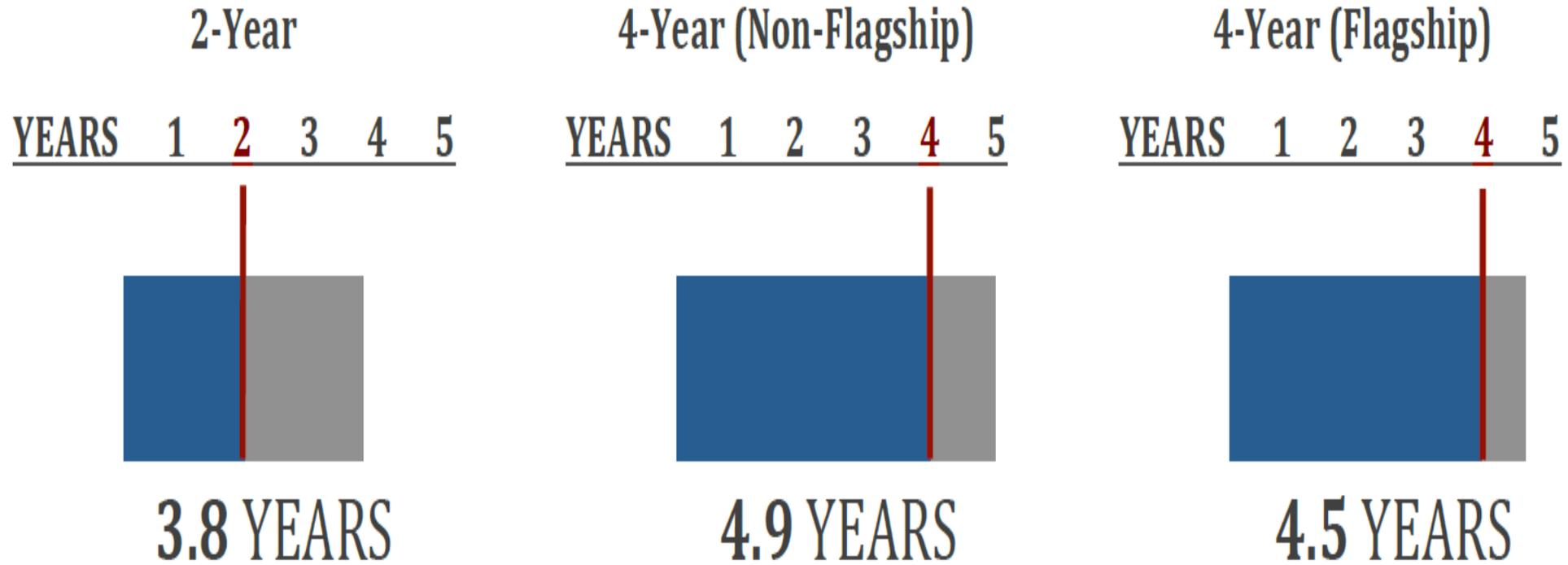
**16%**

4-year degree  
in 4 years  
(non-flagship)

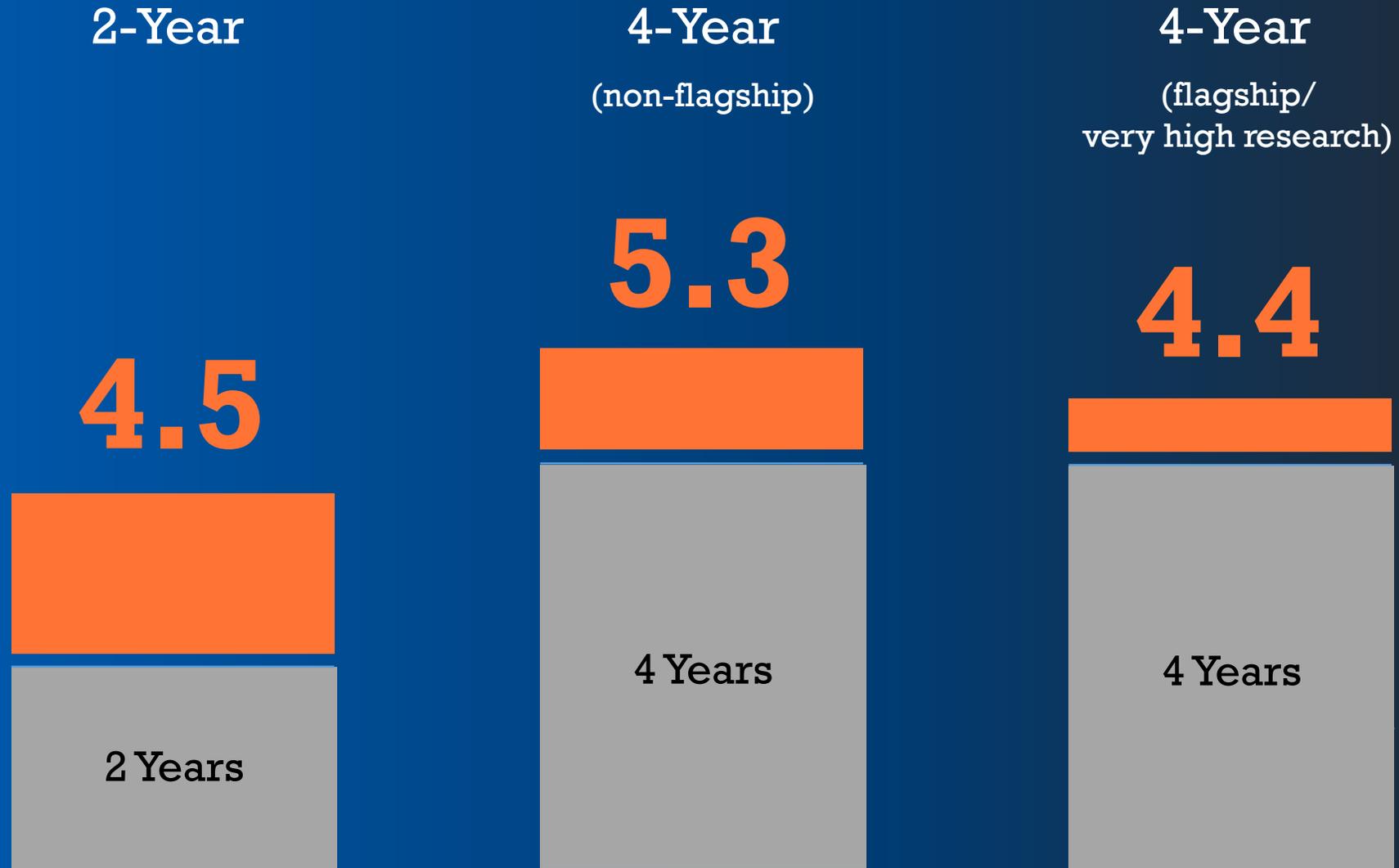


# Four-Year **MYTH**

## Time to Degree (Full-Time Students)



# Time to Degree - Louisiana





# **MONEY & METRICS**



# Metrics: Data Drives Change!

- Rates and number of degrees
- Momentum points (remediation, gateway courses, first-year credits, time to degree)
- By race, age, gender, income

***Adopted by National Governors Association***

# CCA DATA METRICS

## CONTEXT

- Enrollment
- **Completion ratio \***

## PROGRESS

- **Remediation\***
- **Success in 1<sup>st</sup> yr college English and math\***
- **Credit accumulation \***
- Retention rates
- **Course completion \***

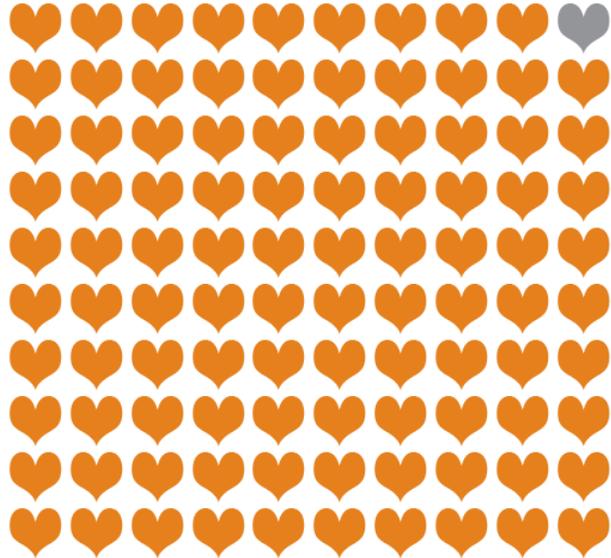
## OUTCOMES

- Degrees awarded annually and change over time
- Graduation rates
- Transfer rates
- **Credit and time to degree\***

*\* Not collected in IPEDS*

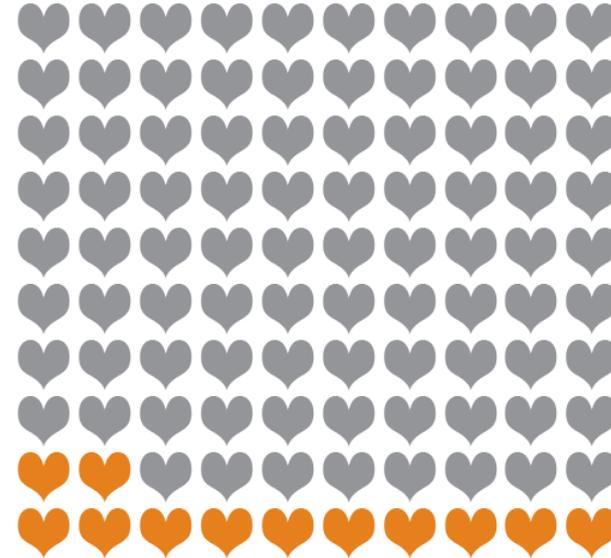
# Behavioral Economics: Default

## Organ Donation Rates



Austria (OPT-OUT)

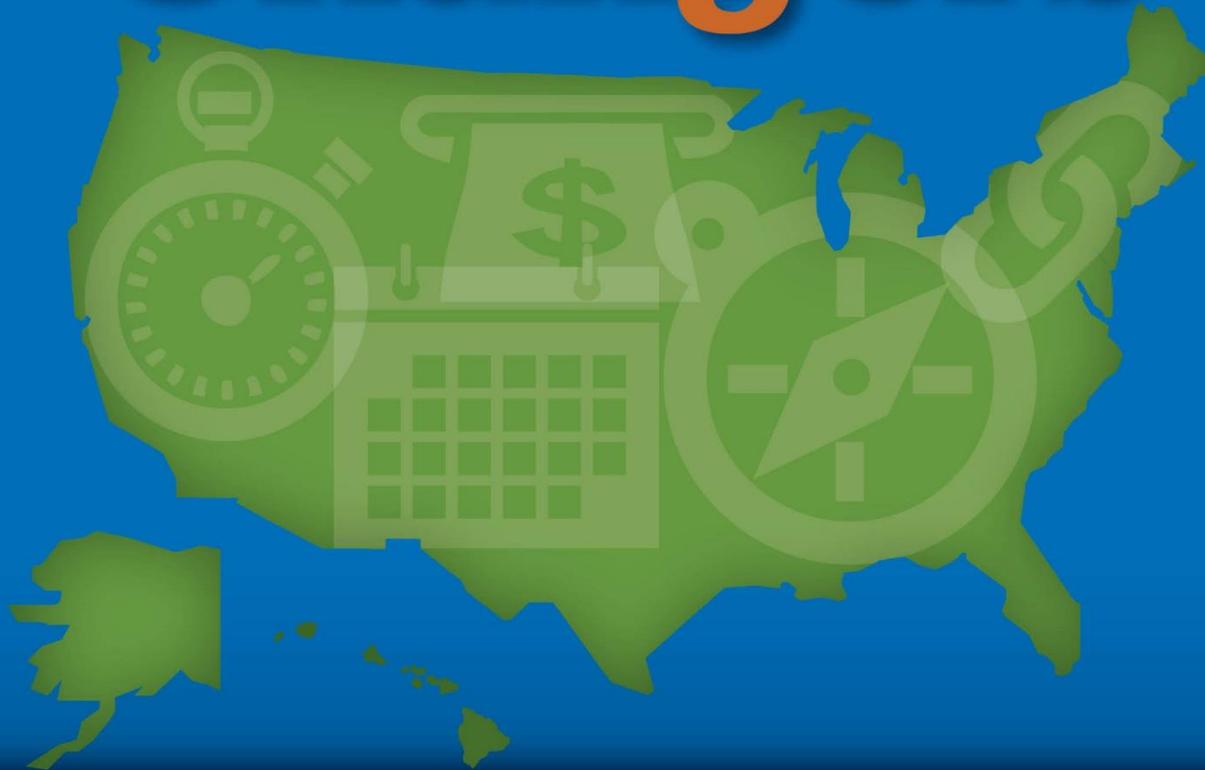
**99%**



Germany (OPT-IN)

**12%**

# The Game Changers



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COLLEGE  
AMERICA**

**COMPLETE COLLEGE AMERICA**



## **1. Structured Schedules**



## **2. Corequisite Remediation**



## **3. Math Pathways**



## **4. GPS Direct**



## **5. #15ToFinish**



# **GAME CHANGER**

## **Structured Schedules**

**#StructuredSchedules**

# ☑ GAME CHANGER

## Structured Schedules



**Block schedules of classes**



**Cohorts of students**



**Students choose programs or majors, not courses**



**Attendance required**

# Baltimore City Community College

Monday	Tuesday	Wednesday	Thursday	Friday
<b>MORNING BLOCK</b>				
8:00AM – 8:50AM MUS 103 - #8765	<b>Structured Learning Activities</b>	8:00AM – 8:50AM MUS 103 - #8765	<b>Structured Learning Activities</b>	8:00AM – 8:50AM MUS 103 - #8765
9:00AM – 9:50AM MAT107 - #8766		9:00AM – 9:50AM MAT107 - #8766		9:00AM – 9:50AM MAT107 - #8766
10:00AM – 10:50AM SP 101 - #8767		10:00AM – 10:50AM SP 101 - #8767		10:00AM – 10:50AM SP 101 - #8767
11:00 AM – 11:50AM ENG101 - #8768	11:00 AM – 12:10PM RENG 92 - #8769	11:00 AM – 11:50AM ENG101 - #8768	11:00 AM – 12:10PM RENG 92 - #8769	11:00 AM – 11:50AM ENG101 - #8768
12:00PM – 12:50PM <b>COLLEGE FREE HOUR</b>		12:00PM – 12:50PM <b>COLLEGE FREE HOUR</b>		12:00PM – 12:50PM <b>COLLEGE FREE HOUR</b>

<b>AFTERNOON BLOCK</b>				
1:00PM – 1:50PM ART 106 - #8771	1:00 AM – 2:10PM MAT 92 -	1:00PM – 1:50PM ART 106 - #8771	1:00 AM – 2:10PM MAT 92 -	1:00PM – 1:50PM ART 106 - #8771
2:00PM – 2:50PM SP 101 - #8772		2:00PM – 2:50PM SP 101 - #8772		2:00PM – 2:50PM SP 101 - #8772
3:00 PM – 3:50PM ENG 101 - #8773	<b>Structured Learning Activities</b>	3:00 PM – 3:50PM ENG 101 - #8773	<b>Structured Learning Activities</b>	3:00 PM – 3:50PM ENG 101 - #8773
4:00PM – 4:50PM MAT 107 - #8774		4:00PM – 4:50PM MAT 107 - #8774		4:00PM – 4:50PM MAT 107 - #8774
5:00PM – 5:50PM		5:00PM – 5:50PM		5:00PM – 5:50PM

Where there is structure, there are significant results.

TENNESSEE COLLEGES OF APPLIED TECHNOLOGY

**75%** avg. on-time  
graduate rate

TENNESSEE COMMUNITY COLLEGES

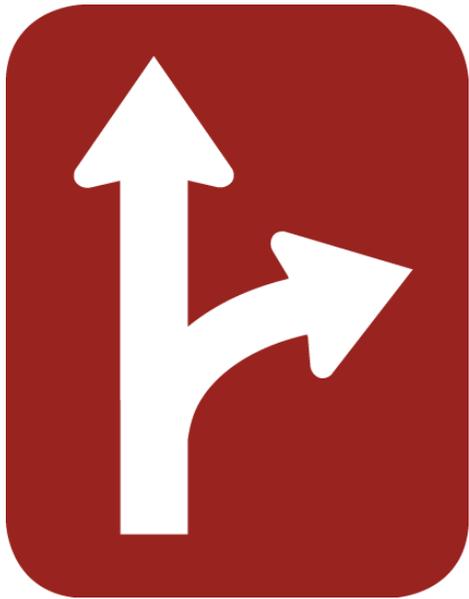
**14%** avg. on-time  
graduate rate



# **GAME CHANGER**

**Corequisite  
Remediation**

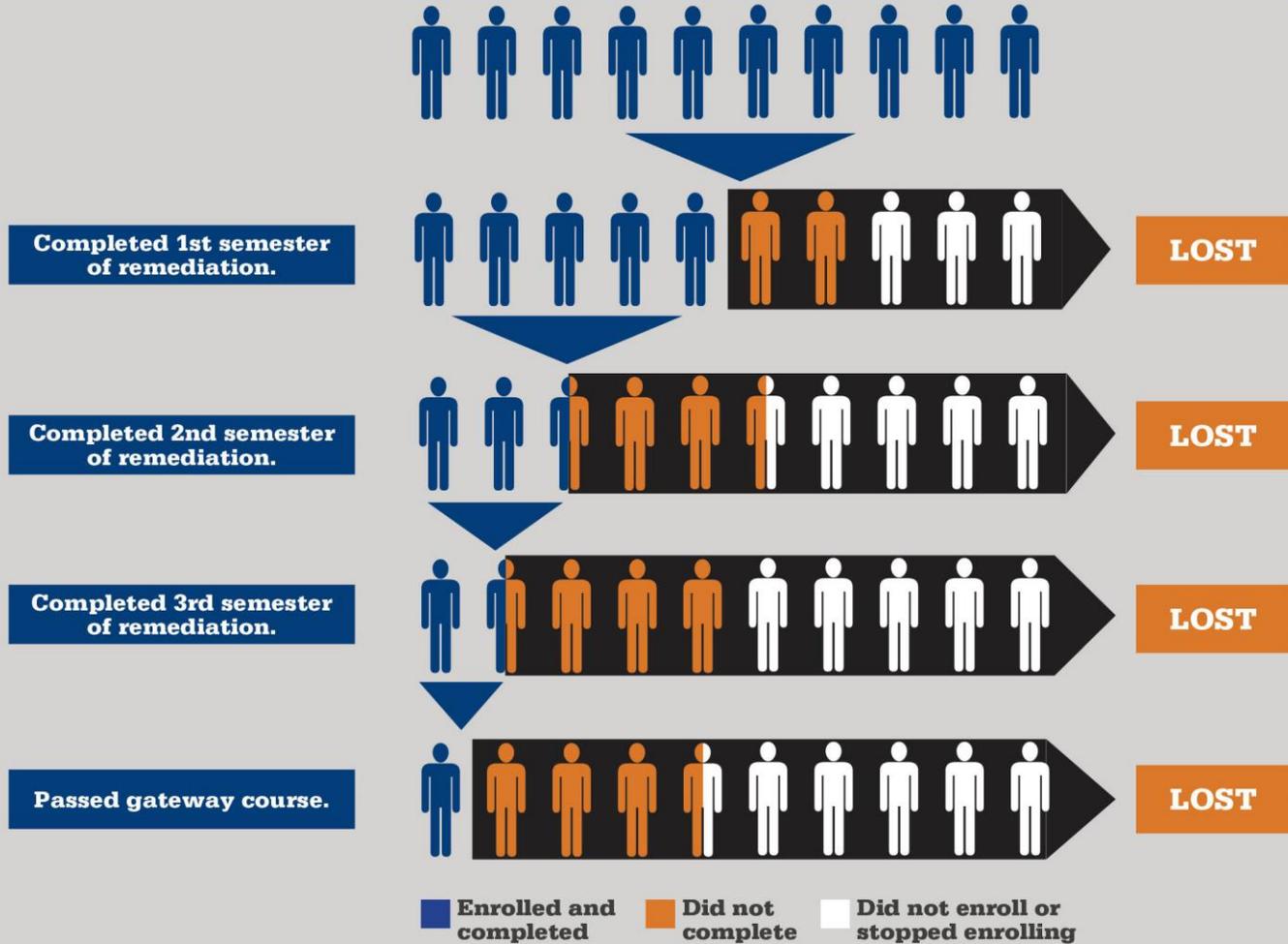
**#CoreqWorks**



**Student attrition  
is at the heart of  
the matter.**

# Remediation: The effect of attrition.

Students assigned 3 or more semesters of **math** remediation.



**KNOW THIS** The remediation system is broken. More students quit than fail.

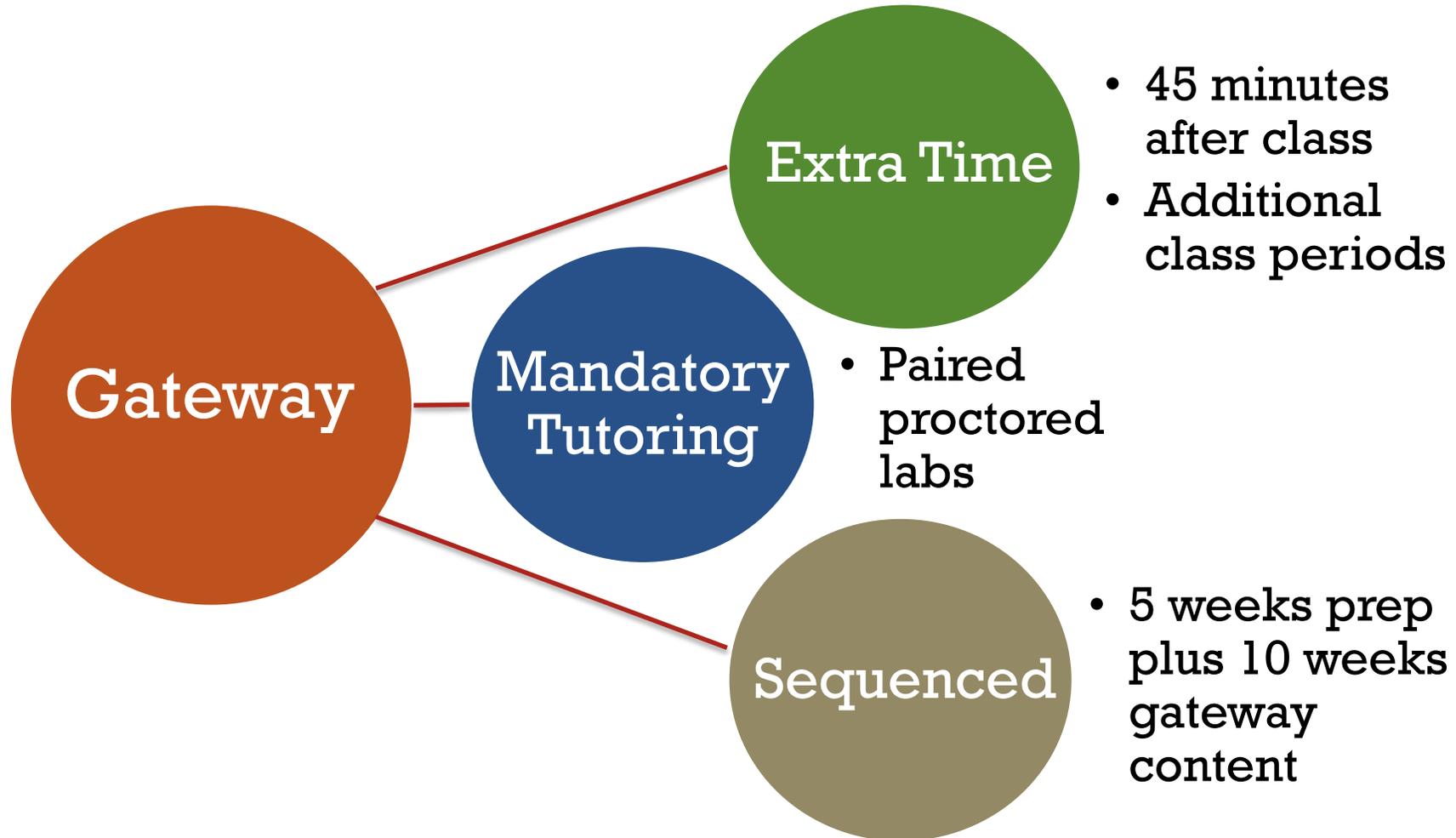
Source: Hughes, K., Edgecombe, N., & Snell, M. (2011). "Developmental Education: Why and How We Must Reform It." New York: Columbia University, Teachers College, Community College Research Center. Presentation given at the 2011 League for Innovation in the Community College Annual Conference.

# Corequisite Remediation

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Provide academic support as  
a Corequisite not as a  
prerequisite

# One Semester Redesigned Gateway



# One Semester Corequisite Results

State	Subject	Traditional Model (2years)	Corequisite Model (One Semester)
West Virginia	Math	14%	62%
	English	37%	68%
Tennessee	Math	12%	63%
	English	31%	67%
Indiana	Math	29% (3yr)	64%
	English	37% (3yr)	55%
Georgia	English	21%	71%
	Math		64%

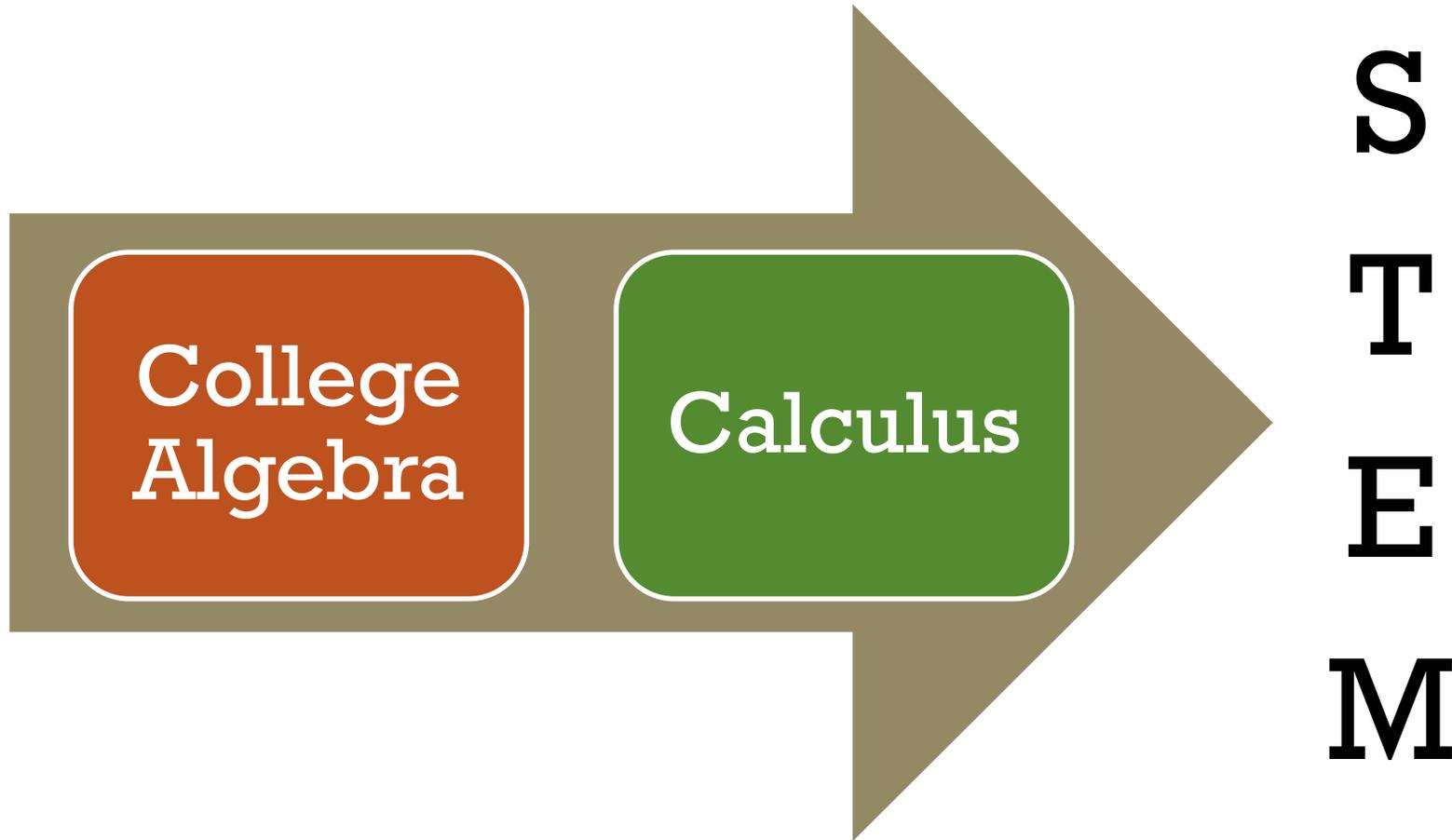


**GAME CHANGER**

**Math Pathways**

**#MathPathways**

# College Algebra's Only Purpose: Preparation for Calculus



# MQIs Aligned with Majors

**Health Sciences**  
**Social Sciences**  
**Liberal Arts**  
**Education**  
**Business**

**Quantitative Reasoning/  
Statistics**

**Degree**

**4-Year Transfer**

**Certificate**

**License**

**STEM**

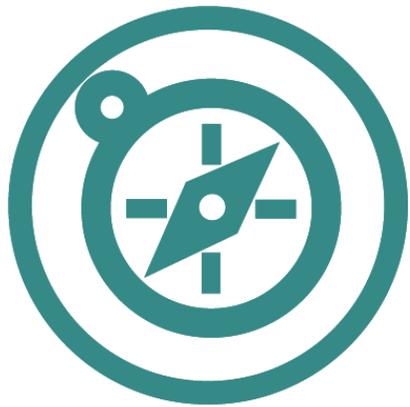
**College Algebra/  
Precalculus**

**Degree**

**4-Year Transfer**

**Certificate**

**License**



**GAME CHANGER**

**GPS: Direct**

**#GPSDirect**





Choose your path.  
Start your path.  
Stay on your path.  
Graduate.

**DO  
THIS**

# GPS: Essential Components

-  1. Purpose First: Informed Choice
-  2. Academic Maps
-  3. Meta-Majors
-  4. Default Registration
-  5. Critical Path Courses
-  6. Intrusive Advising

# Questions for a Potential Nursing Student

- Are you prepared for Chemistry 101?
- Do you like working with people?

## “Real-Life Questions”

- How do you feel about working with BLOOD and BEDPANS?



# Default Degree Maps

STEM META MAJOR	FIRST-YEAR CORE			
	TERM 1		TERM 2	
	 English 101   English 101+ 	3 credits	 English 102   English 102+ 	3 credits
	 Pre-calc 101   Pre-calc 101+ 	3	 Calculus 101   Calculus 101+ 	3
	Biology, Chemistry, or Physics Core w/lab	4	 Bio, Chem, or Physics Core w/lab	4
	Biology, Chemistry, or Physics Core w/lab	4	Biology, Chemistry, or Physics Core w/lab	4
	Student Success Seminar	1	STEM or Engineering Options Seminar	1
	CREDITS <b>15</b>		CREDITS <b>15</b>	

-  Milestone course required in this term
-  Gateway course with corequisite support

# Meta Majors



Why  
GPS?

1 counselor : 400 students



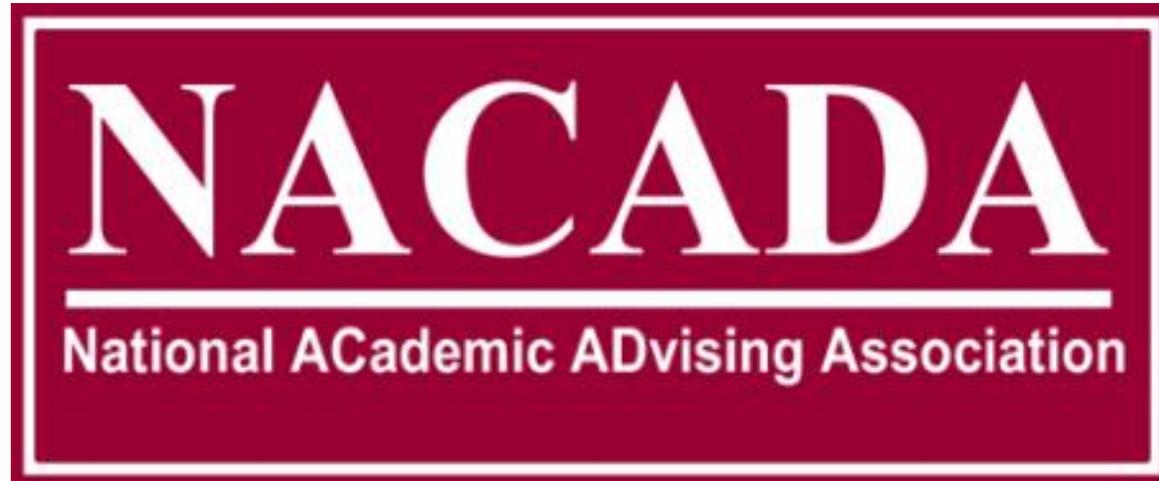
# INTRUSIVE (PROACTIVE) ADVISING

- Culture Shift: No longer wait for students to come to us!
- Transition from Schedulers to “True” advising
- Review Existing Model: Professional vs. Faculty Advisors
- Advisor Training & Retreats
- Solution-oriented Meetings
- Advising Syllabus – Common, shared outcomes

# Embrace the Advising Paradigm Shift



- **Broaden your locus of control**
  - Don't rely on registration holds to drive traffic
  - Reaching the right student at the right time
  - Tailor advisement to the most critical information
- **Do more than put out fires all day, every day**
  - Assist students with thinking critically about program planning
- **Reflect, be honest with yourself, and provide feedback**
  - Share publicly both successes and failures
  - Push for continuous improvement (Pilot, Revise, Scale)



**ADVISING IS  
TEACHING**



# **GAME CHANGER**

## **15 To Finish**

15 to FINISH



2+2

THINK

Finish in 4

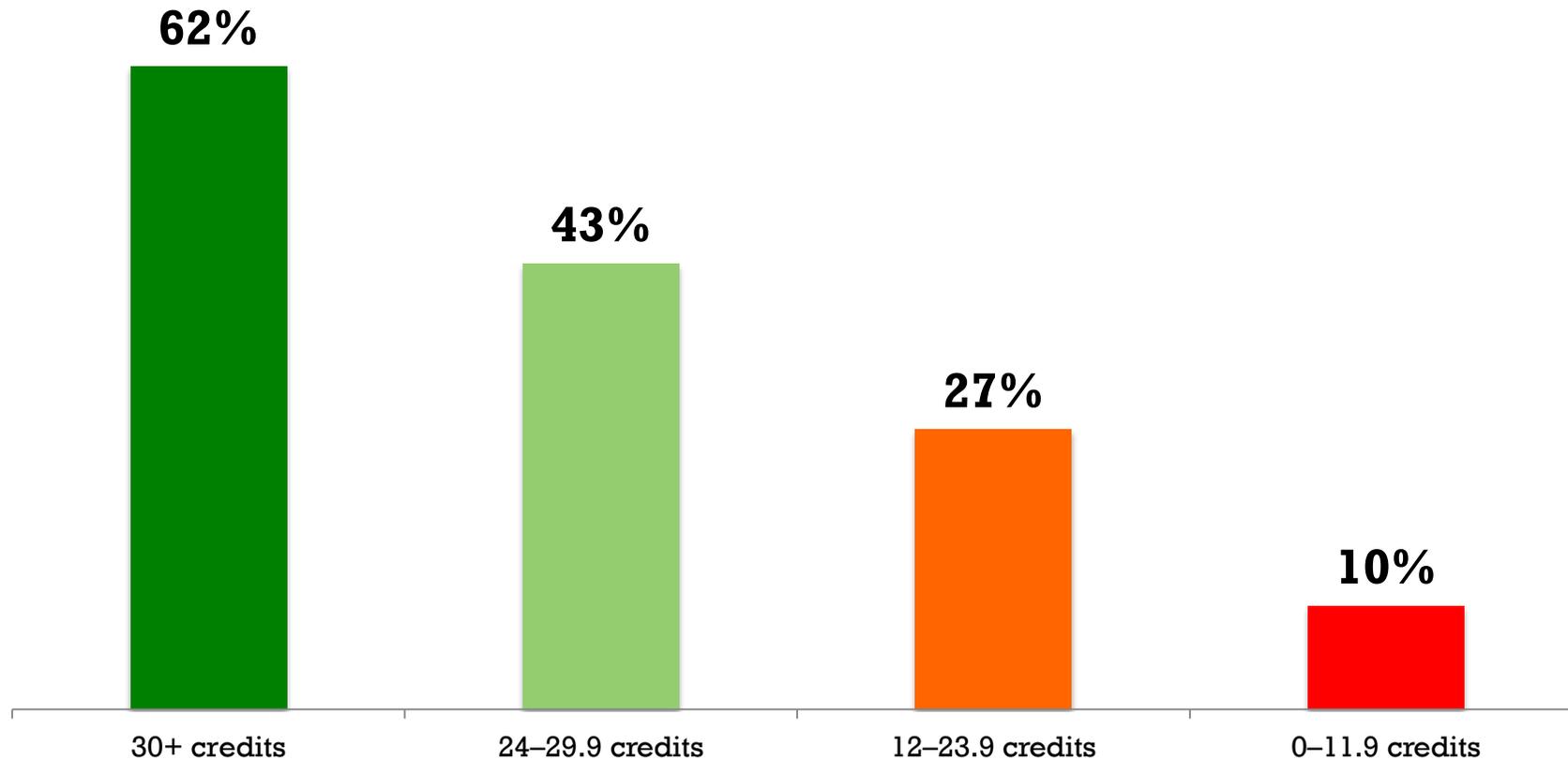
EDUCATE • INNOVATE



www.washburn.edu/think30

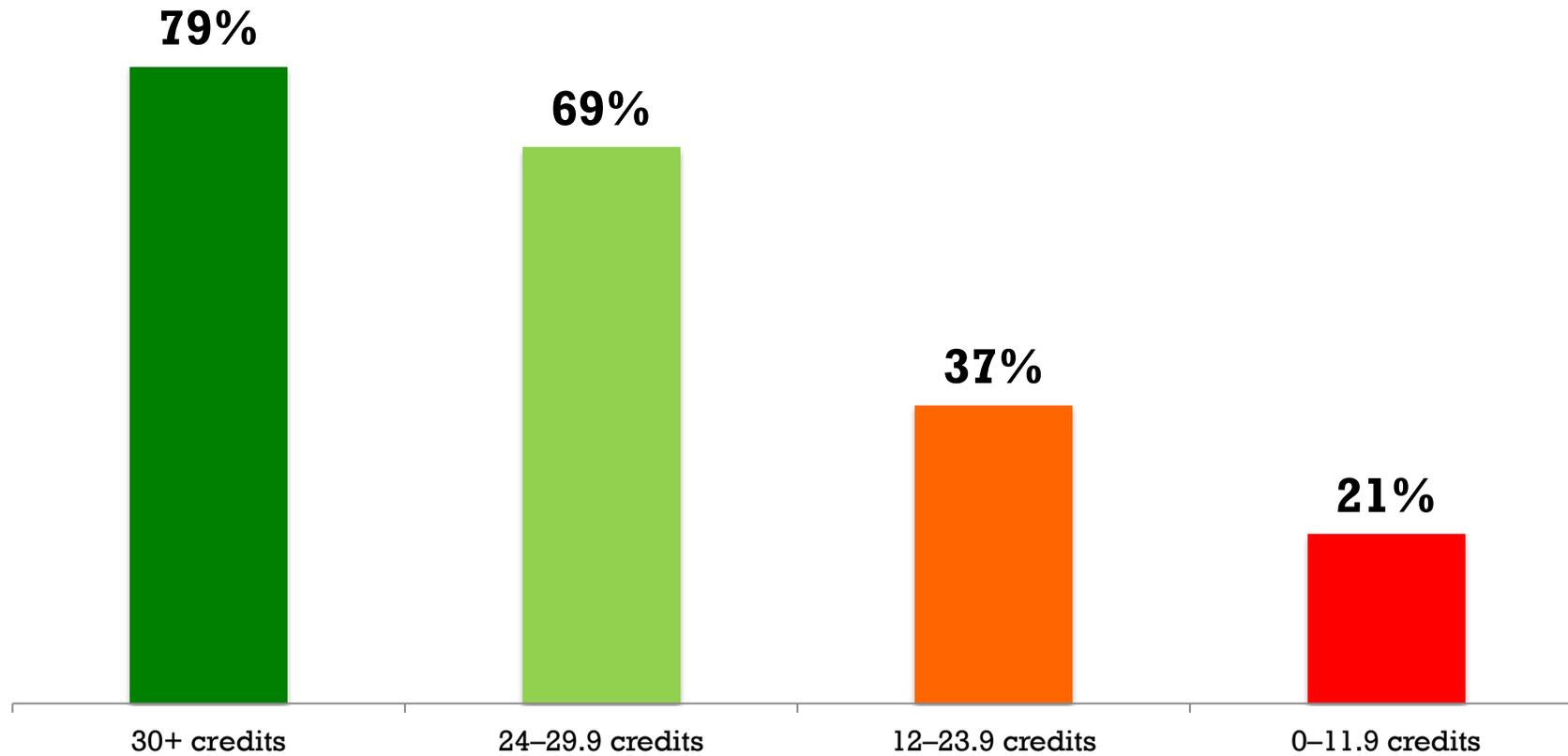
The Power of 15 Credits: More students graduate when they complete 30+ credits in their first year.

## Associate Degrees



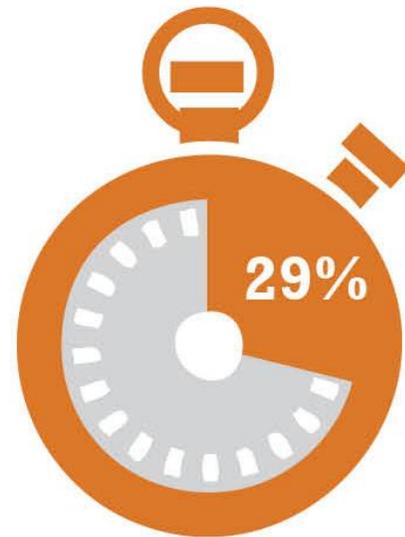
The Power of 15 Credits: More students graduate when they complete 30+ credits in their first year.

## Bachelor's degree

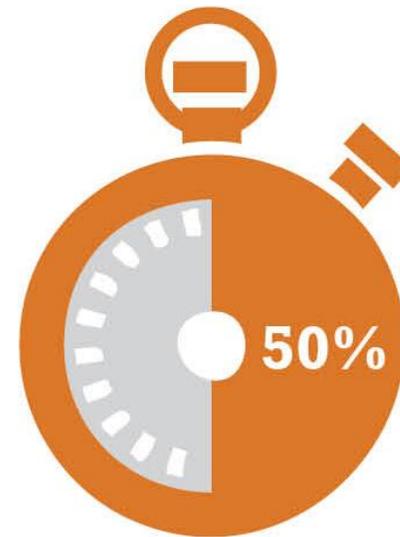


Most students DON'T take the credit hours necessary to graduate on time.

## Full-time Students Taking 15+ Credits Per Semester



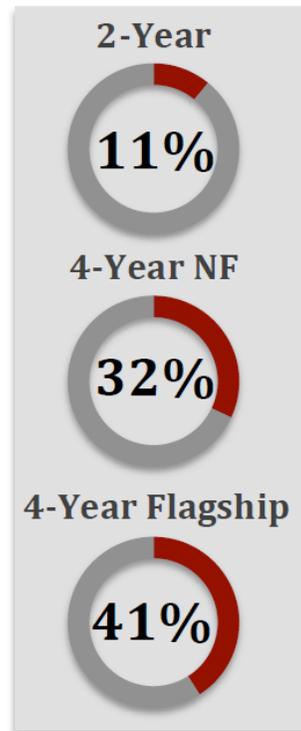
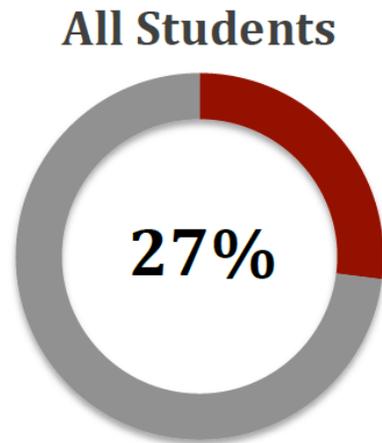
At 2-year institutions



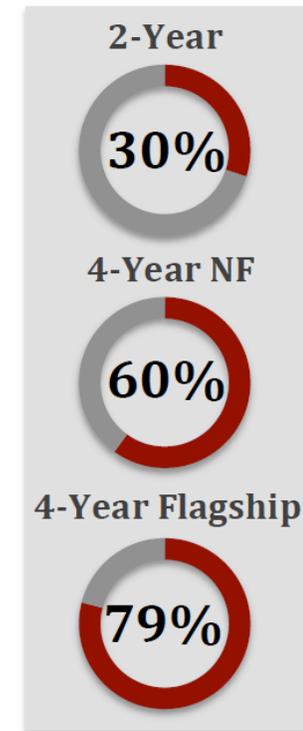
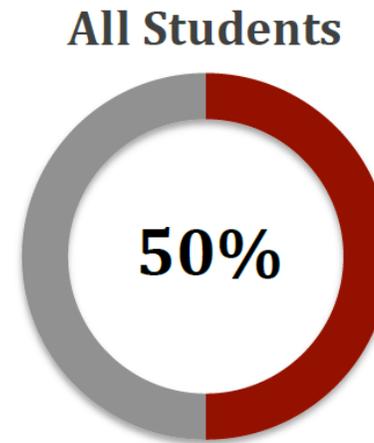
At 4-year institutions

**Half of American college students need just one more course per semester to be on track for on-time graduation.**

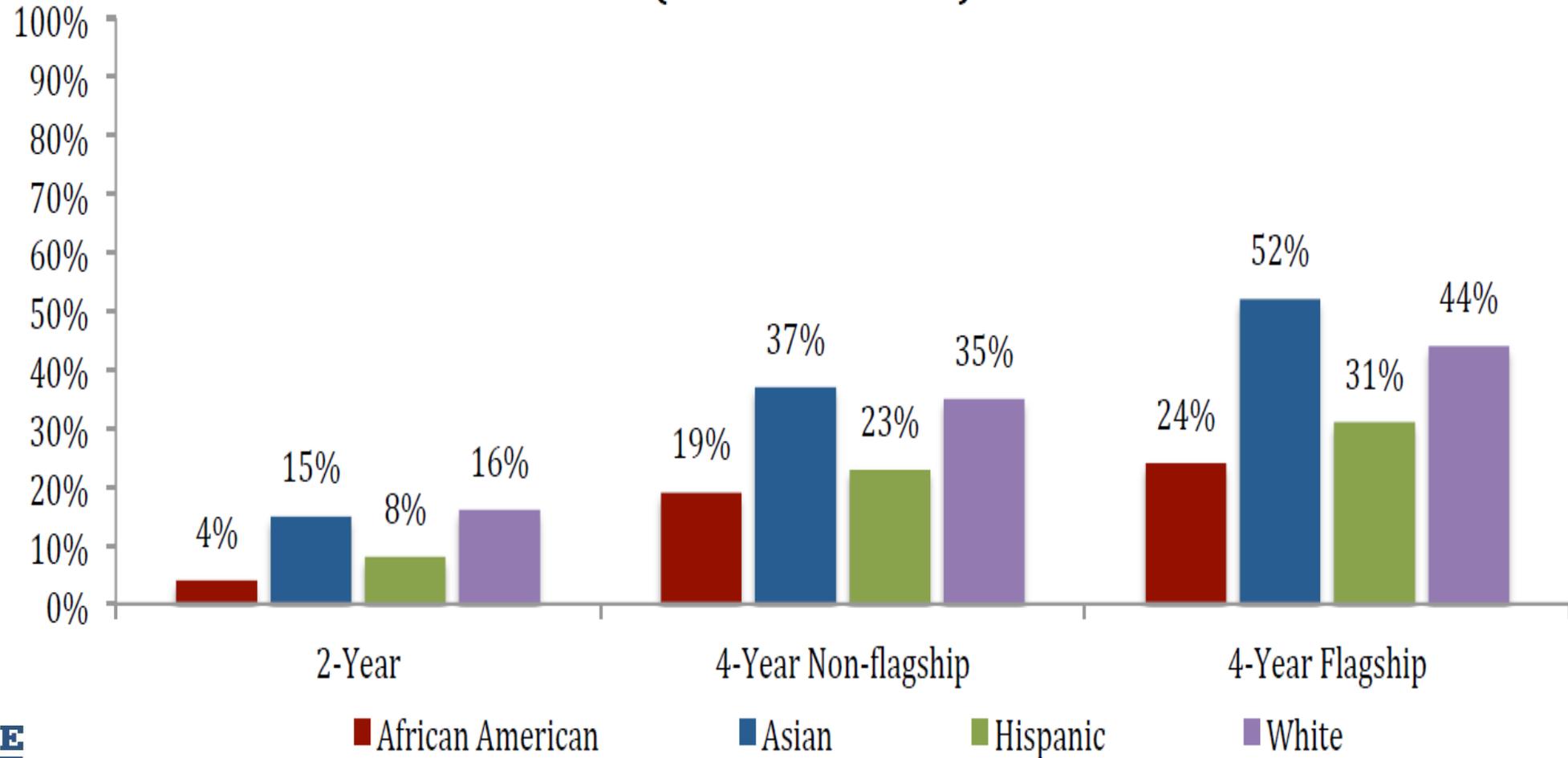
Percent of Students  
Completing 30 Credits Per Year  
(*On-Time* Students)



Percent of Students  
Completing 24 Credits Per Year  
(Full-Time but Not *On-Time*)

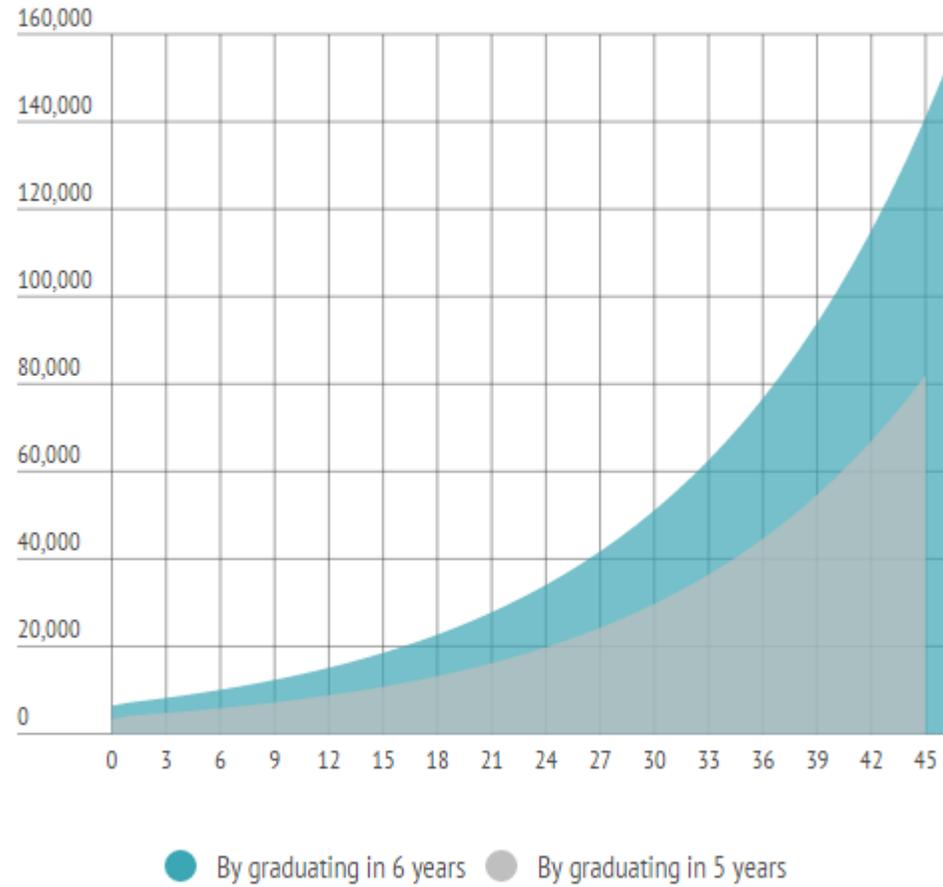


## Percent of Students Completing 30 Credits Per Year (*On-Time* Students)



TUITION AND LOAN COSTS	ONE EXTRA YEAR, PUBLIC COLLEGE	ONE EXTRA YEAR, PRIVATE COLLEGE	TWO EXTRA YEARS, PUBLIC COLLEGE	TWO EXTRA YEARS, PRIVATE COLLEGE
Portion of tuition paid out of pocket	\$12,557	\$18,992	\$25,375	\$38,115
Cost of a loan, with interest, over 10 years	\$6,040	\$7,823	\$12,080	\$15,645
<b>Total cost</b>	<b>\$18,598</b>	<b>\$26,815</b>	<b>\$37,456</b>	<b>\$53,760</b>

## Retirement savings forgone



	<b>ONE EXTRA YEAR, PUBLIC COLLEGE</b>	<b>ONE EXTRA YEAR, PRIVATE COLLEGE</b>	<b>TWO EXTRA YEARS, PUBLIC COLLEGE</b>	<b>TWO EXTRA YEARS, PRIVATE COLLEGE</b>
<b>Tuition and loans</b>	\$18,598	\$26,815	\$37,456	\$53,760
<b>Opportunity costs</b>	\$128,429	\$128,429	\$245,253	\$245,253
<b>Total cost for not graduating in four years</b>	<b>\$147,026</b>	<b>\$155,244</b>	<b>\$282,691</b>	<b>\$298,995</b>

**“The best strategy for reducing the cost of college is to ensure more students take the credits needed to graduate on time.”**

(Complete College America, 2016)





## Analyze the Data

## Assessing the Current Situation

At most campuses, the majority of FT Freshmen took 12 to 14 credits

# Freshmen Completing 30 or More Credits within First Academic Year, UH Mānoa

	Fall 07 Cohort	
<b>Cumulative Credits 1st AY</b>		Cohort
<12 credits	114	6.4%
12-23 credits	351	19.7%
24-29 credits	691	38.8%
<b>≥30 credits</b>	<b>624</b>	<b>35.1%</b>
TOTAL	1,780	100.0%
<b>Graduate in 4 Years</b>	Graduates	Grad Rate
<24 credits	6	1.3%
24-29 credits	311	23.7%
<b>≥30 credits</b>	<b>201</b>	<b>32.2%</b>
TOTAL	317	17.8%

## Analysis of $<15$ & $\geq 15$ Credits

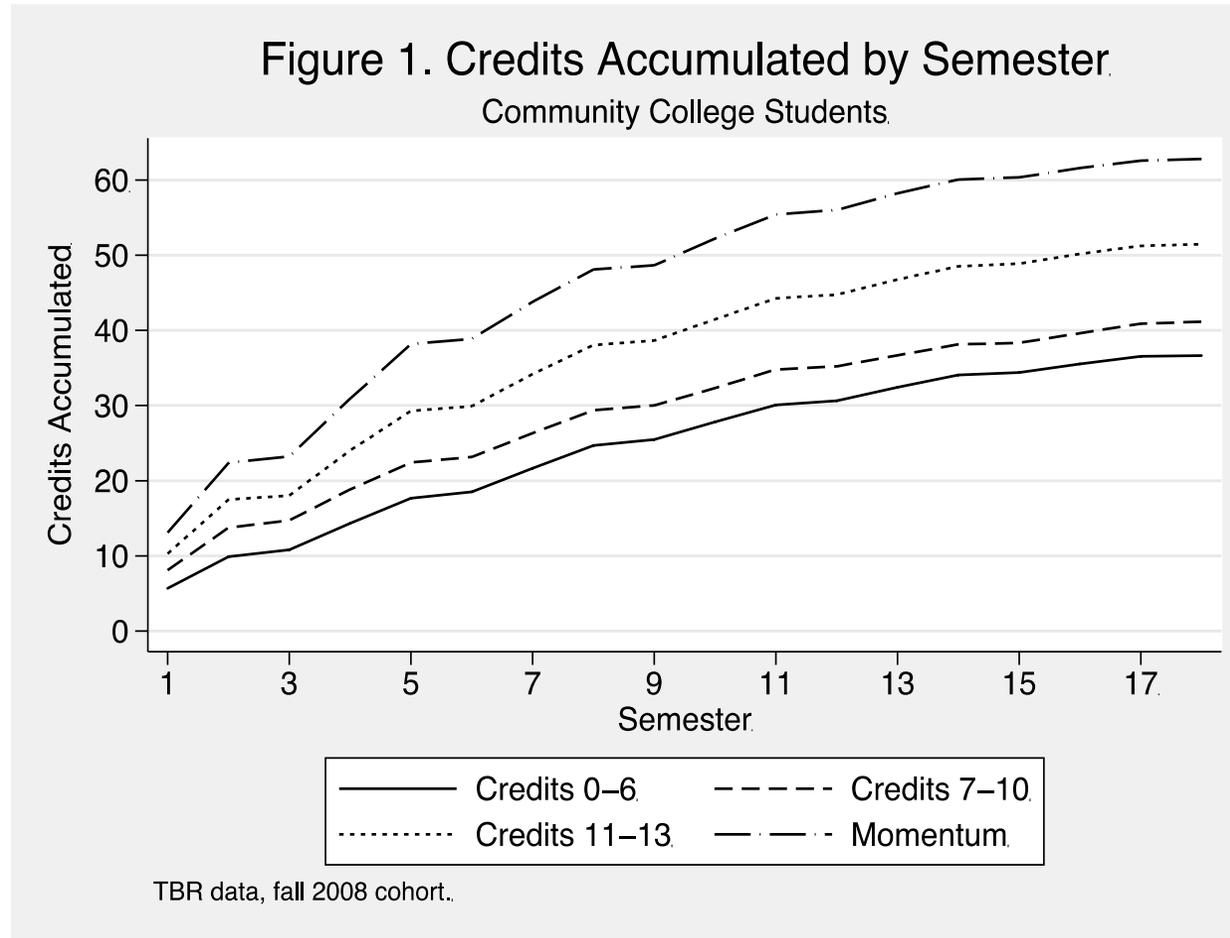
- 15+ credits tended to be more prepared & have better academic success
- Students in 15+ credits had more academic success
- Similar success for Pell & underrepresented students

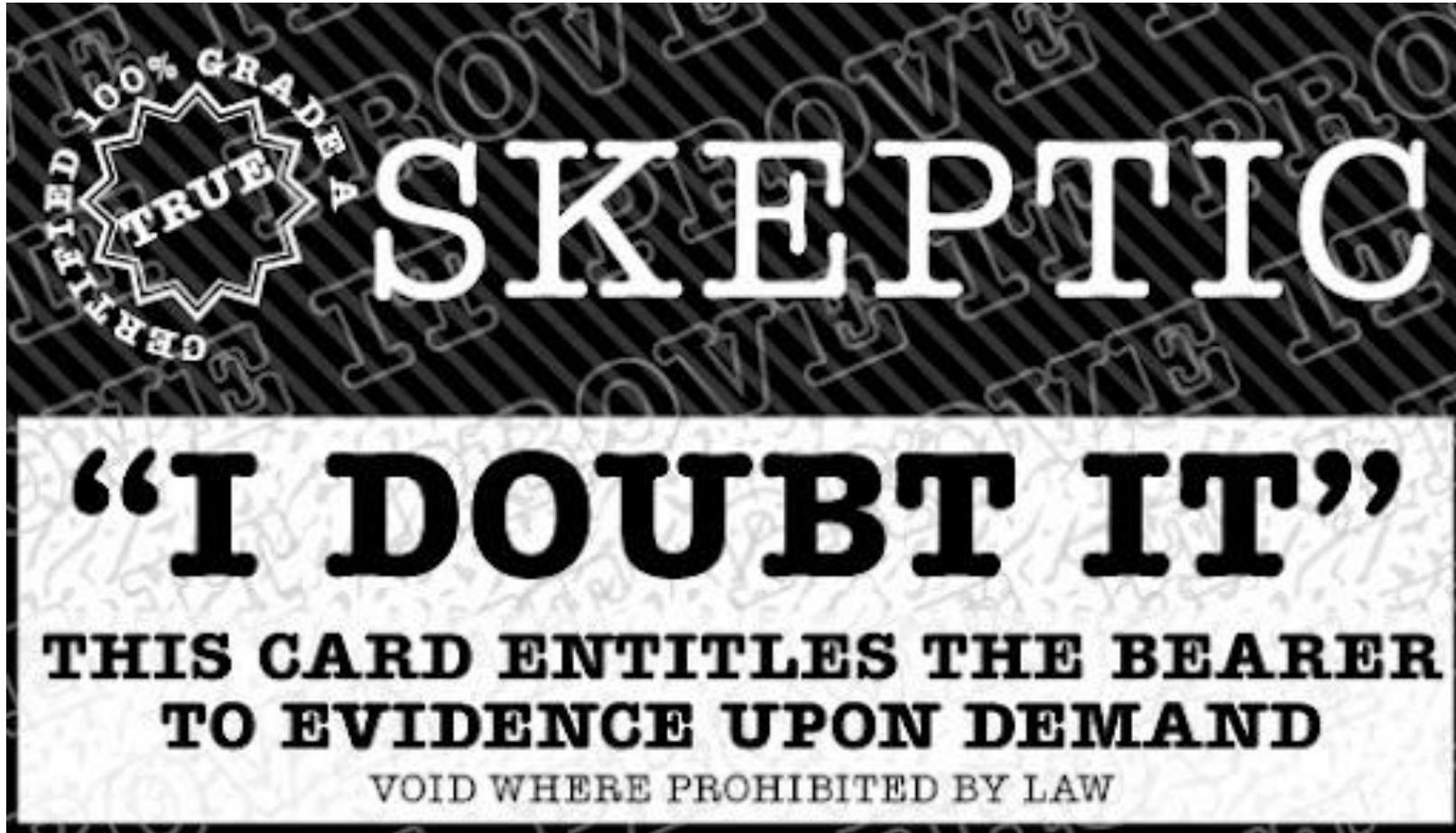
# Survey of UH Freshmen Enrolled in 12–14 Credits, Fall 2013

## Top 4 reasons for **NOT** taking 15+ credits

- Personal schedule prevents me from enrolling in more credits (26%)
- 15 credits is too heavy of a load (22%)
- The courses I wanted were not offered at a day/time that fit my schedule (11%)
- The courses I wanted were closed/filled (10%)

# Momentum Benefits: CC Students



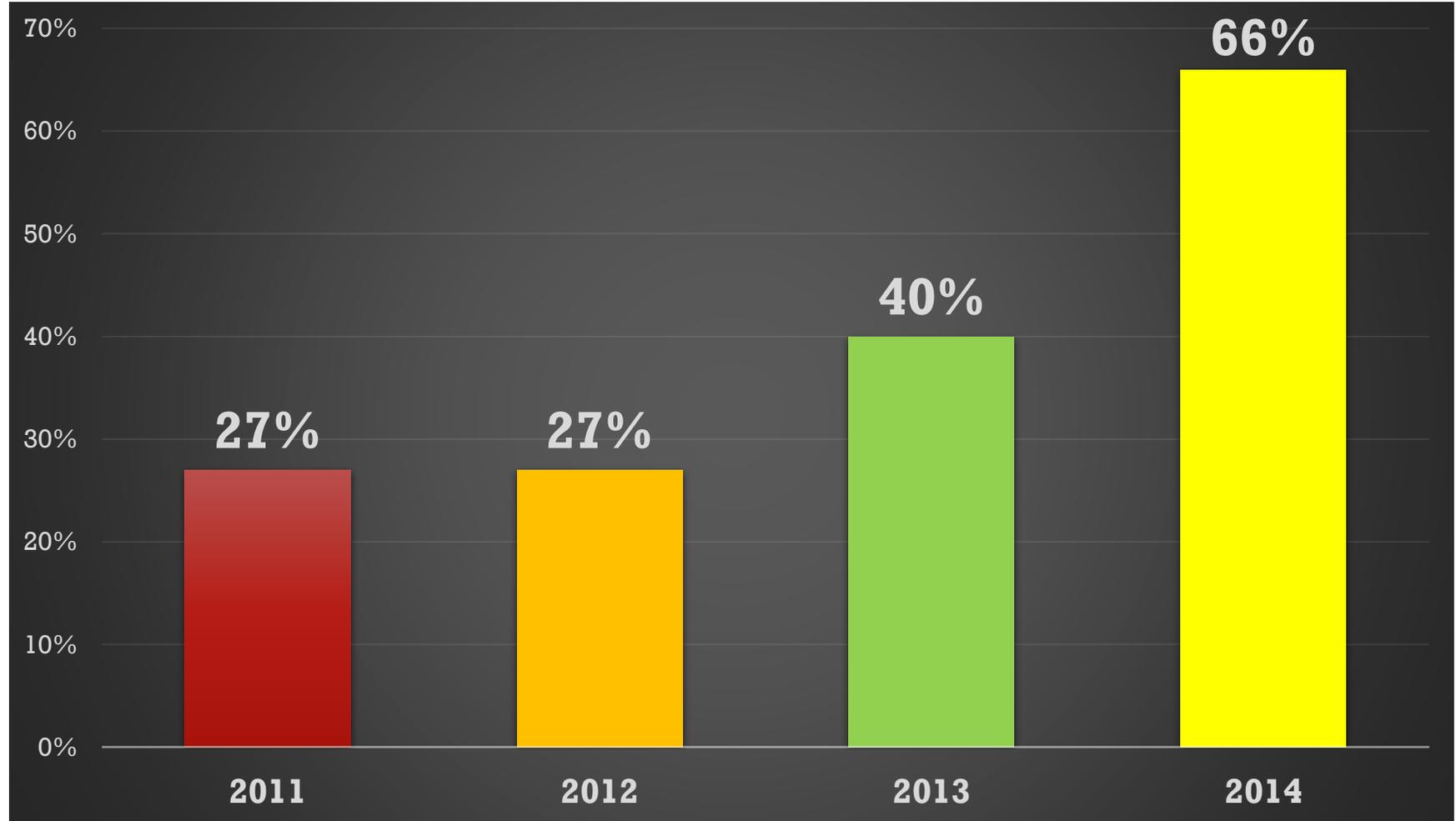


# Why Don't We Do It?

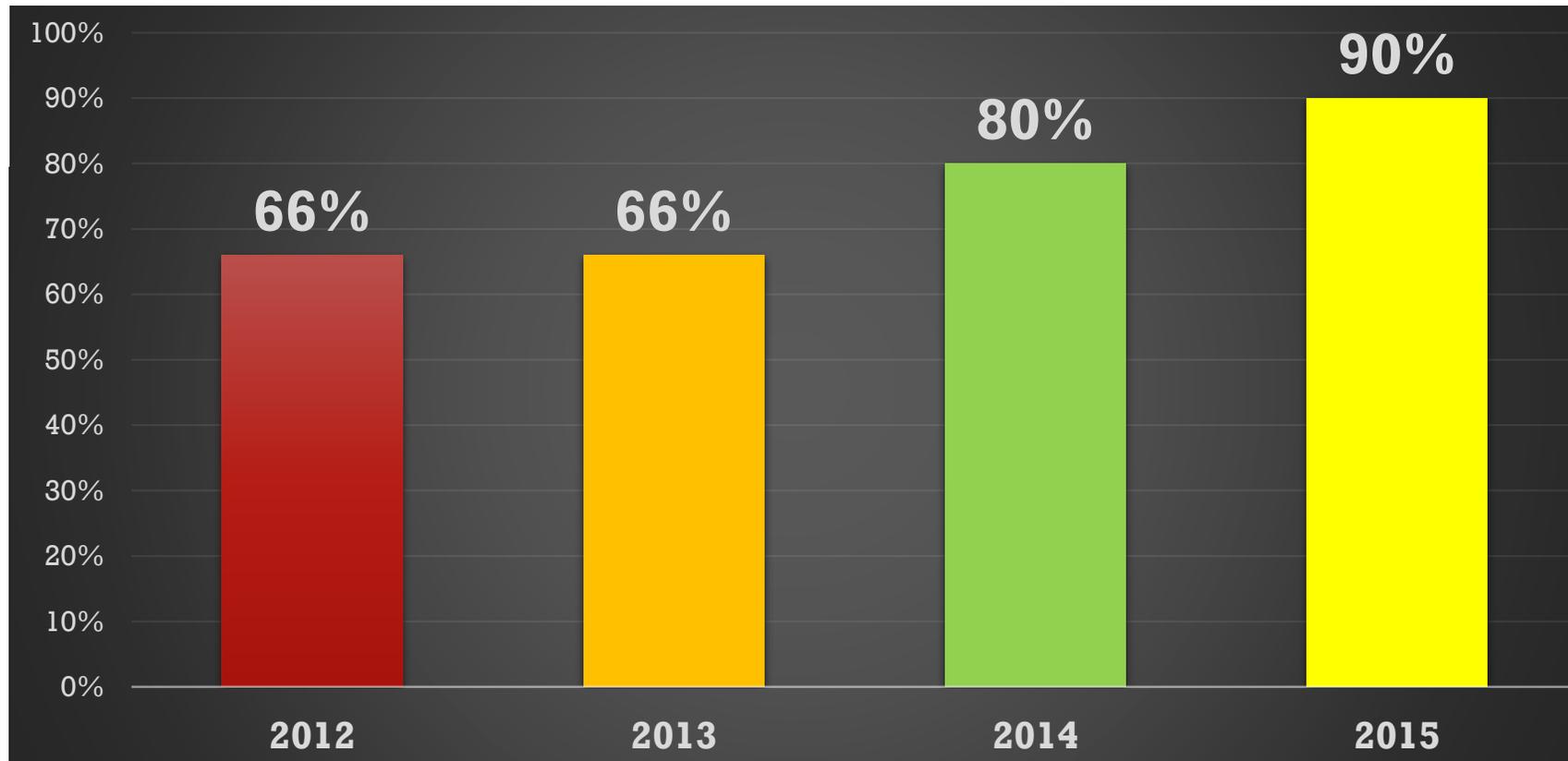


# **% First-Time, Full-Time Students Enrolled in 15+ Credit Hours (1<sup>st</sup> semester)**

**PURDUE**  
UNIVERSITY  
CALUMET



# % First-Time, Full-Time Students Enrolled in 15+ Credit Hours (1<sup>st</sup> semester)





# Projected Enrollment Revenue Opportunity

## Estimated Impact for Purdue University - Calumet

### Revenue Gains vs. Baseline

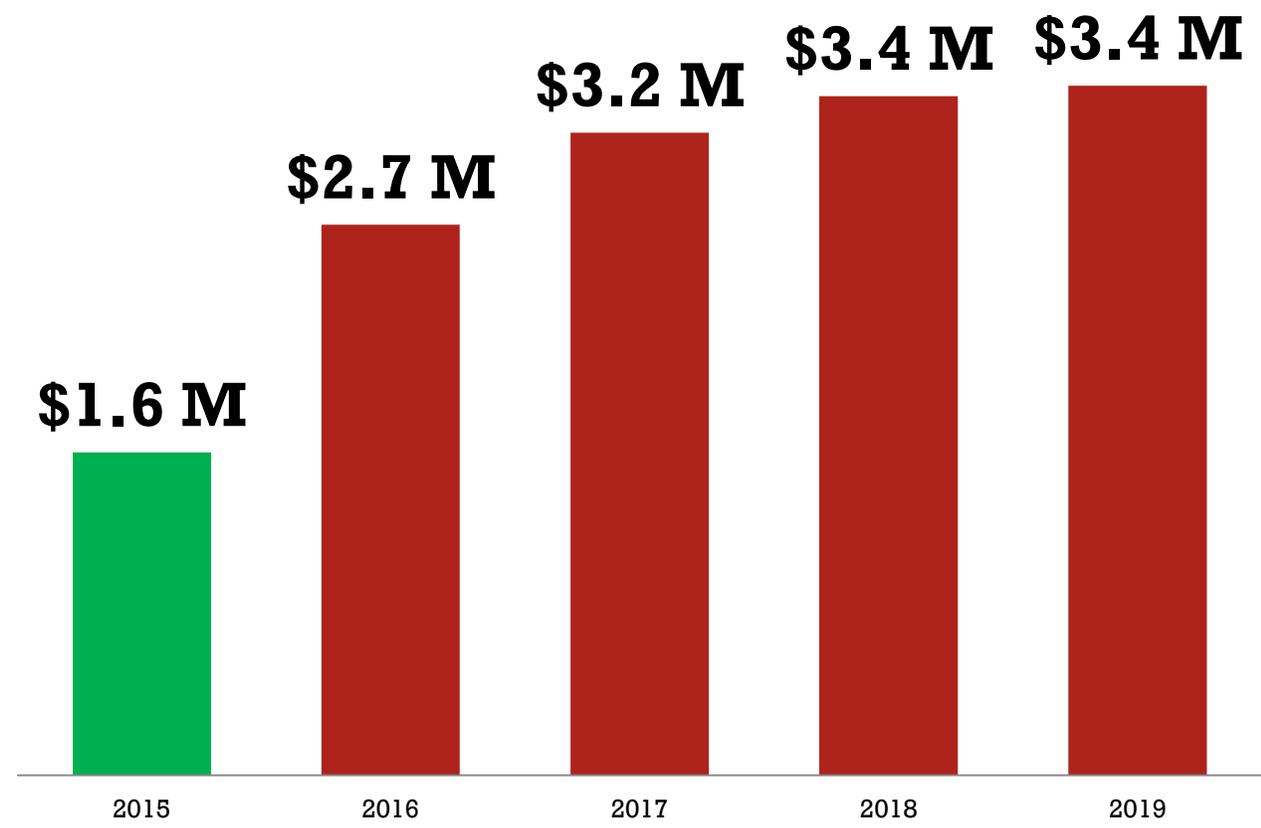
**Model Inputs:**

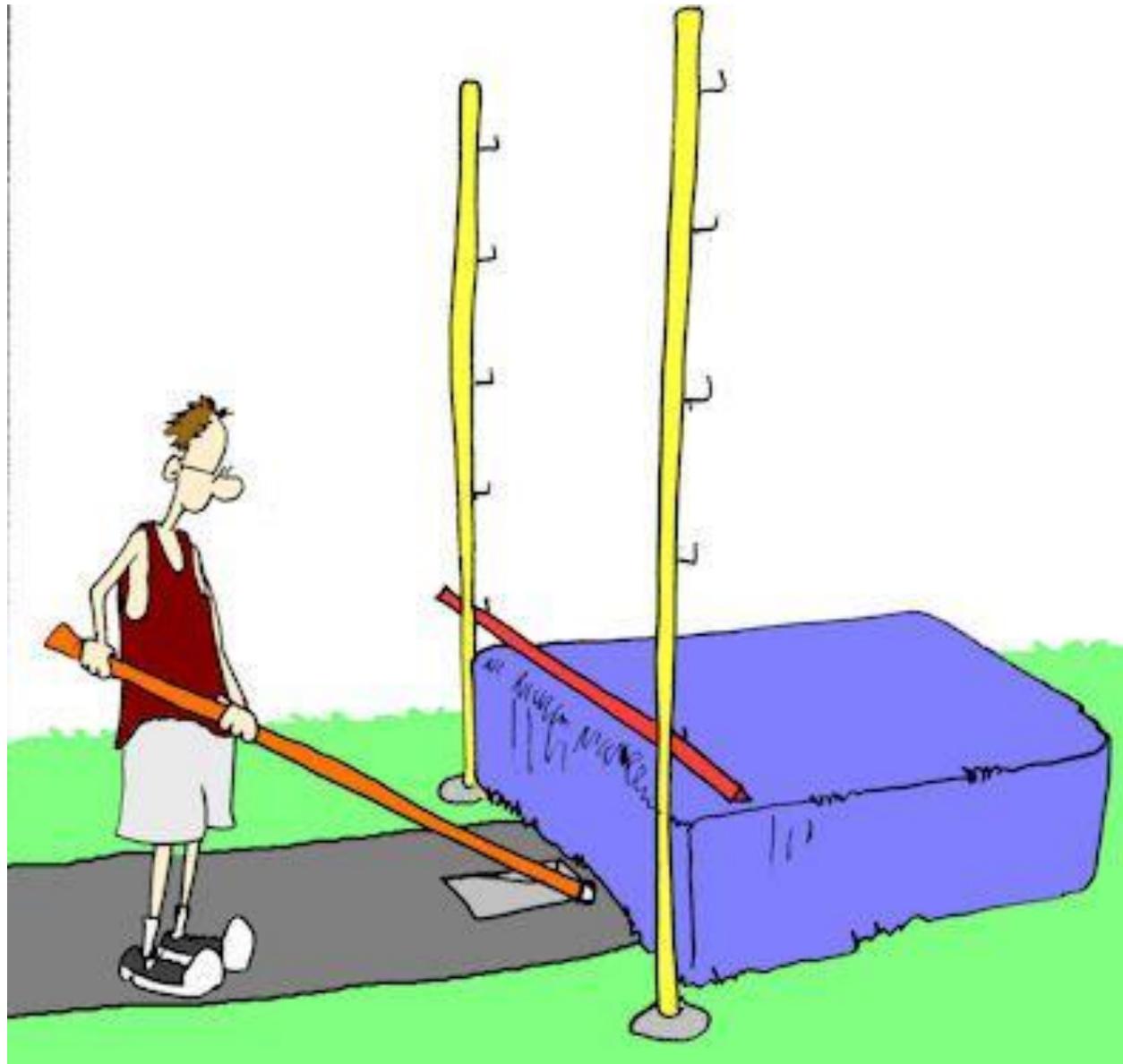
**Total Enrollment:** 8,639

**Net Revenue Per Student:** \$10,565  
(net tuition and fees plus state appropriations)

**Retention Improvement**

- 0-29 credits 4.7% total over 1 year
- 30-59 credits 0% total over 1 year
- 60-89 credits 0% total over 1 year
- 90-119 credits 0% total over 1 year
- 120+ credits 0% total over 1 year



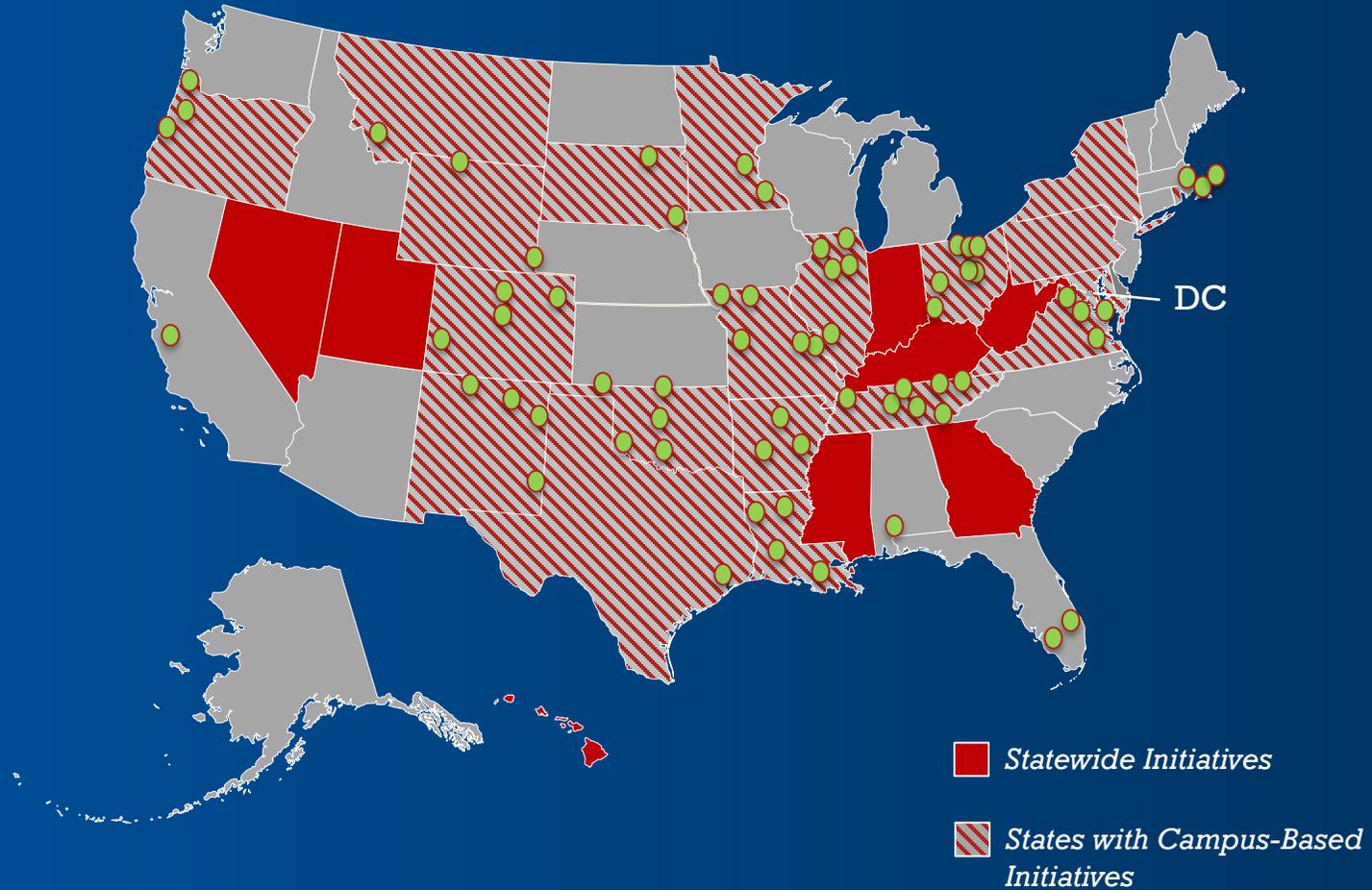




SETTING  
THE BAR



# Fifteen to Finish





# Establishing A Campaign

**Blake Johnson, M.A.T.**  
**Director of Communications**



**@CompleteCollege**  
**@JohnsonforIndy**

# Comprehensive Institutional Plan



- **Collect & Share Campus-Level Data**
  - Partner w/ Institutional Research & Faculty Senate
- **New Student Orientation**
  - Clear, Introductory Messages to Students & Parents
- **Degree Maps (2 & 4-year)**
- **Block Scheduling**
  - (Opt-Out vs. Opt-In to 15 credit hours)
- **Reinforced Messages – Changing the Culture to 15 Credit Hours**
  - Academic Advisors
  - Marketing Campaign



Pathways to Achievement, Completion, Career & Transfer

# ACADEMIC MAP



716

## Business Accounting Associate in Science

**START here**

1			
SEMESTER 1 – FALL	CREDITS	MILESTONE	COMPLETED
ENG 101 – English Composition I	3		<input type="checkbox"/>
BUS 110 – Introduction to Business	3		<input type="checkbox"/>
CAP 101 – Computer Applications	3		<input type="checkbox"/>
Behavioral Science elective – Recommended: PSY 101– Intro to Psychology	3		<input type="checkbox"/>
MAT 120, MAT 177, MAT 182 –or– higher level math	3		<input type="checkbox"/>
IDS 101 – First Year Experience	1		<input type="checkbox"/>
TOTAL CREDITS		16	
2			
SEMESTER 2 – SPRING	CREDITS	MILESTONE	COMPLETED

**Milestone Courses** should be taken in the order shown. This will help you stay on track and graduate on time.

**Make Your Summer Matter.** Summer is a great time to take some elective courses and get ahead.

# Communications & Engagement Strategy

- Branding theme for consistency in messages
- Key messages by audience group
  - External
    - Students, parents, and the general public
  - Internal
    - Buy-In: Advisors, campus administrators, and faculty
- Media strategy – Utilize PR professionals to create and rollout
- Materials and website
- Maintain focus and a sense of urgency



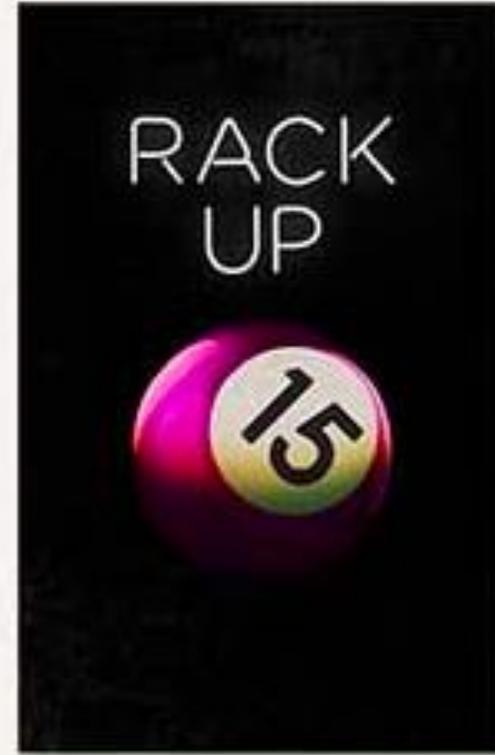
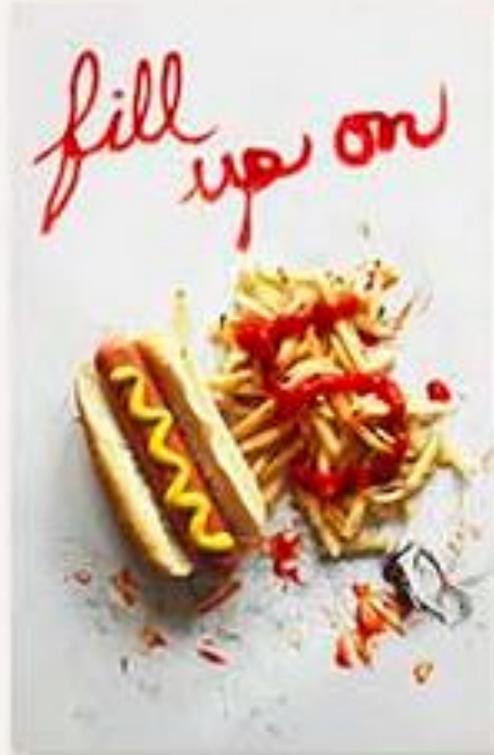
**15**

**CREDITS A SEMESTER  
TO GRADUATE ON TIME**

---

**#15TOFINISH**

## POSTERS



# BROCHURE



## TABLE TENT



**Complete College America**  
6 hrs · 🌐

Extra years of college can cost you thousands, both in what you pay and what you lose from not having a job. So, taking 15 credits a semester (or 30 credits a year) saves you money and lets you make more. Cha-ching! Students who take 15 credits a semester (or 30 credits a year) tend to get higher GPAs. So when it comes to getting better grades, taking 15 is sort of a no-brainer...



**#15TOFINISH**

👍 Like    💬 Comment    ➦ Share

AT&T    4:55 PM    25% 🔋

Photo



**#15TOFINISH**

♥️ 58 likes

**Complete College of America** Extra years of college can cost you thousands, both in what you pay and what you lose from not having a job. So, taking 15 credits a semester (or 30 credits a year) saves you money and lets you make more. Cha-ching!



[www.completecollege.org/15toFinishMaterials](http://www.completecollege.org/15toFinishMaterials)

# COMPLETE COLLEGE AMERICA

Working with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.

[www.completecollege.org](http://www.completecollege.org)



/ CompleteCollege



/ CompleteCollege

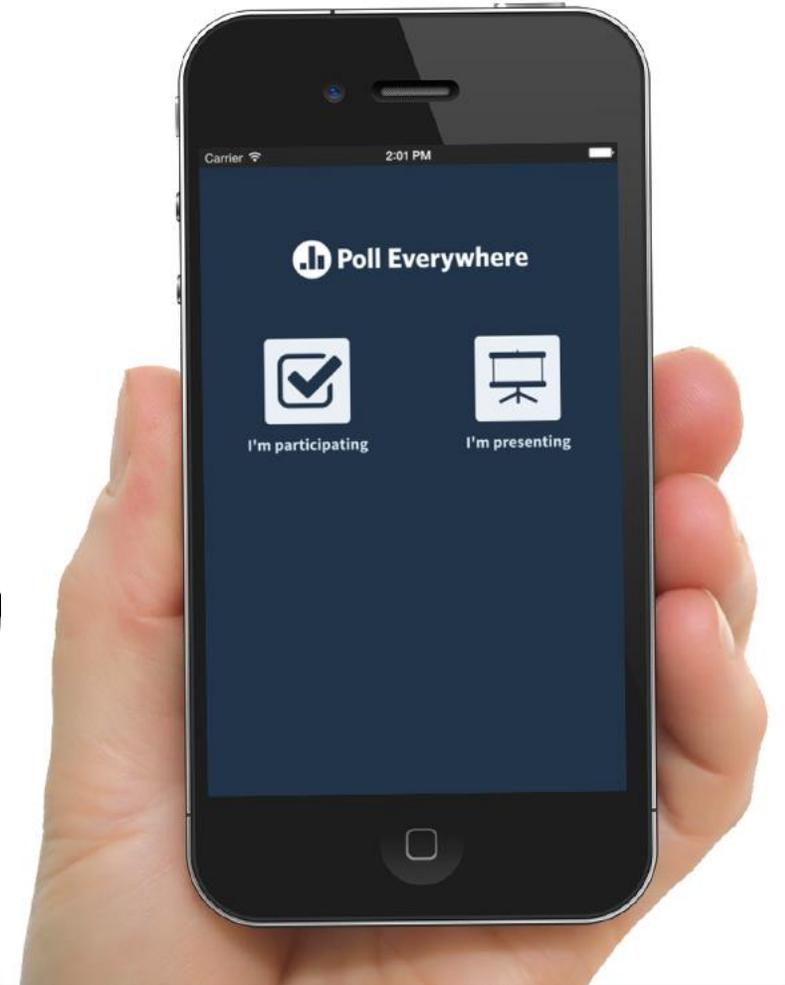
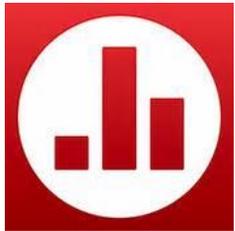


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# ~ AUDIENCE CHECK-IN ~

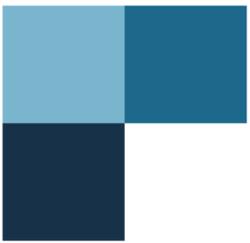
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interests or excites you most about the Think 30 initiative in Louis



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Can CCA or BoR assist you in implementing Think 30 at your institution

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# THE NUTS & BOLTS: BUILDING THE *THINK 30* *LOUISIANA!* INFRASTRUCTURE

- **Dr. Nia Haydel**

- Director, Academic Center for Excellence  
*Dillard University (CCA)*



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# THE NUTS & BOLTS: BUILDING THE *THINK 30 LOUISIANA!* INFRASTRUCTURE

---

DR. NIA WOODS HAYDEL  
DIRECTOR, ACADEMIC CENTER FOR EXCELLENCE  
CHAIRPERSON, UNIVERSITY RETENTION COMMITTEE



**DILLARD**  
UNIVERSITY

## TODAY'S DISCUSSION WILL CENTER AROUND...

- 1) determining campus readiness;
- 2) identifying & creating allies;
- 3) crafting & executing a plan;
- 4) assessing progress; and
- 5) telling the story

# Conduct an Environmental Scan

## Know your campus



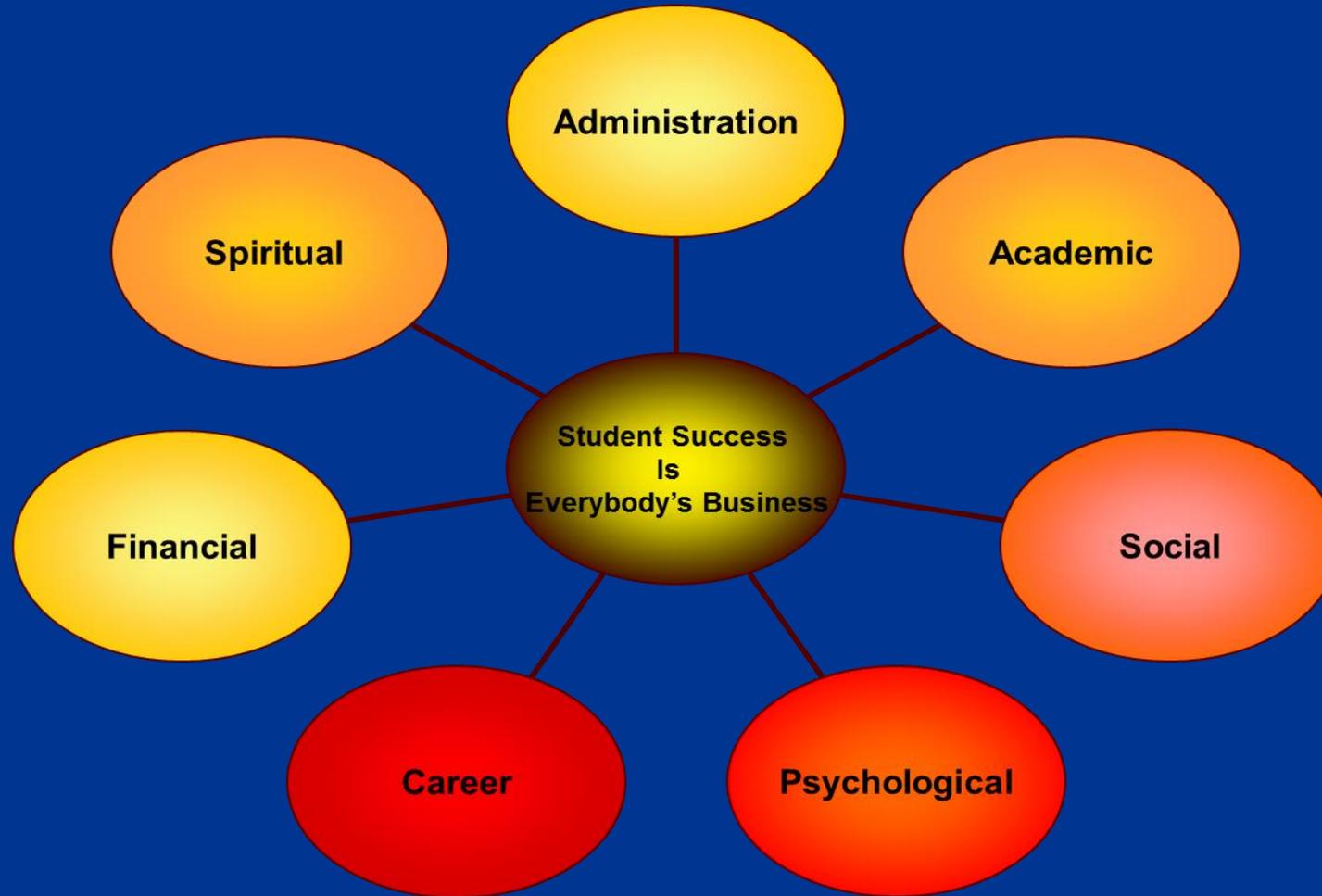
# Identifying the Opportunities

- Know your institution's demographics
- Evaluate current processes & policies around student retention, persistence and graduation (RPG)
- Explore individual department goals around RPG
- Examine the roles of various departments & individuals around the identified goals
- Initiate discussion on the current institutional culture around student RPG and the potential need for change

# Dillard's Institutional Overview

- Private, Liberal Arts Historically Black College and University
- Founded in 1869
- United Methodist and United Church of Christ affiliated
- Located in New Orleans, LA
- Fall 2016 Enrollment: 1261; Class of 2020: 361
- 40% first-generation students
- 94% financial aid recipients; 76% Pell recipients
- 73% Female 27% Male
- 61% Louisiana residents, 10% California, 10% Texas & 5% Illinois

# Student Integration Model for Success



## Let's Brainstorm

- Divide into dyads or triads
- Answer the following questions about your institution/organization:
  - How does your campus define student success?
  - What are the top 3 goals for your organization as it relates to promoting student success?
  - How do you in your current position support these goals?

# Identifying Stakeholders & Building a Team

## Cooperation

*Cooperation* means “associations of persons for common benefit.”

- Merriam Webster Dictionary

## Collaboration

*Collaboration* means “to work jointly with others or together especially in an intellectual endeavor.”

- Merriam Webster Dictionary

According to Susan Komives, Ph.D. *collaboration* means “people in a community decide on a vision for change together and then work together to devise means to achieve it.”

- *Social Change Model of Leadership* (1994)

## Let's Brainstorm

- Answer the following questions about your institution/organization:
  - What departments or individuals on campus may share similar goals around student success?
  - How are you working together to accomplish those goals?
  - What are the obstacles in place hindering you from collaborating?

# Crafting and Executing a Plan



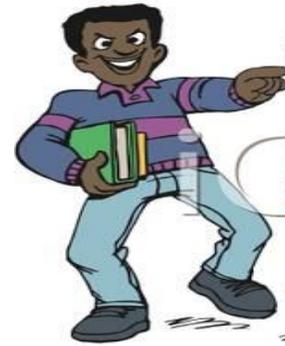
# Do your research– Let the data lead the way

- Research national best practices
- Call your peers
- Review student data around academic performance, course completion, progression and retention

# The Dillard Strategy

- Examined pre-requisite requirements for courses to decrease DFW rate in high risk classes
- Met with faculty to discuss the curriculum plans within the majors
- Created meta-majors as a way to decrease movement across the majors and lost credit hours
- Instituted structured schedules for all first-year students
- Redesigned the first-year seminar class
- Centralized academic advising for all students under 30 credit hours

The Run Around  
“Everywhere I go they tell me something different.”  
“The rules are always changing.” “Every time I come back from a break someone new is in charge.”



## Creating Momentum Through Strategic Partnerships



# Closing the Gaps: *Assessment*



# MEASURING PROGRESS & SUCCESS

- Review persistence patterns
  - Identified specific populations to monitor
  - Identified specific courses to support
- Talk with students
- Talk with faculty
  - Transition from first-year to the major needs strengthening

# Telling Our Story



## INSTITUTIONAL SUSTAINABILITY

- Work within the existing University organizational structures to continue to engage students, faculty and staff around our strategies
  - Faculty & staff committees
  - Student Organizations
- Communicate importance and success of our strategies with external stakeholders (parents, alumni, community leaders)

Who has the first question?

Nia Haydel  
nhaydel@dillard.edu  
@Dr. NiaH



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UNIVERSITY

# Questions???



**DILLARD**  
UNIVERSITY



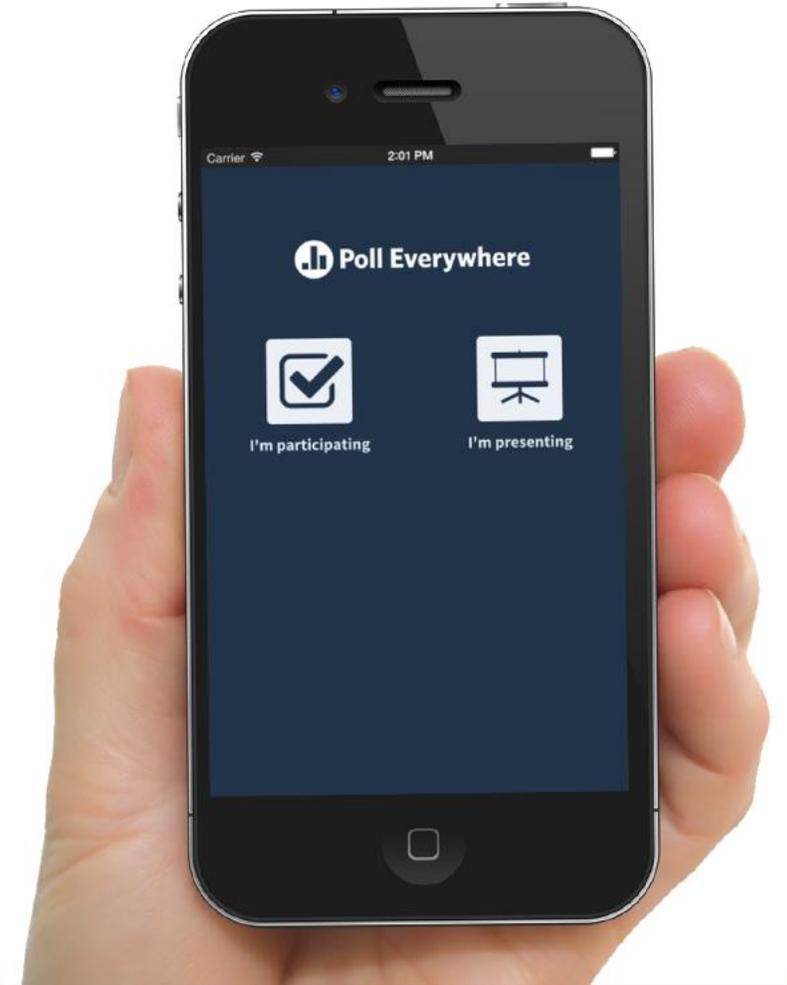
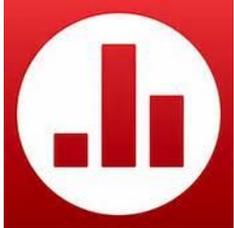
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After hearing about the "Nuts & Bolts" of building a Think 30 Louisiana  
infrastructure, what challenges do you foresee for implementation?



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# CHAT & CHEW: LUNCH | Team Planning ~ Topic: *Think 30 Louisiana!*

- **Team Planning with Rubric**
- **Exploring Your Tool Kit**



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# Special Thanks to Our Lunch Host

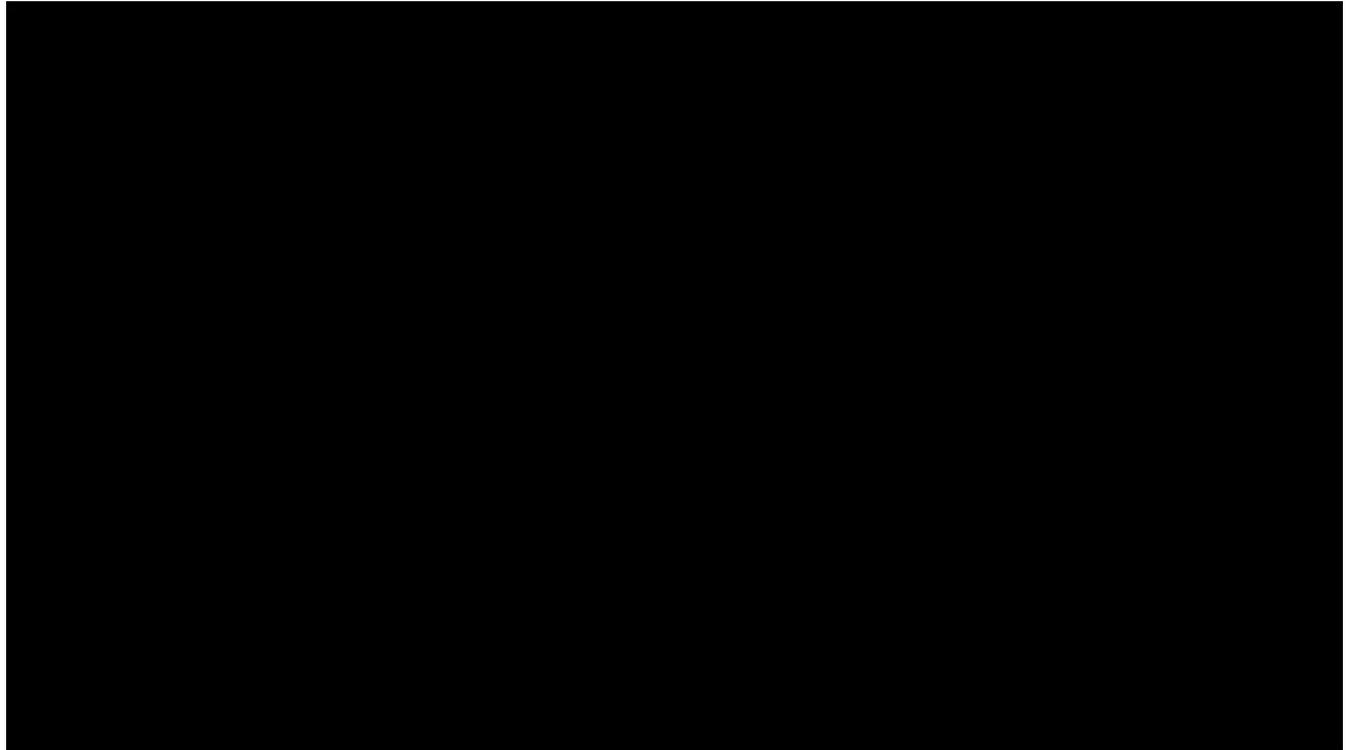
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# CHAT & CHEW: LUNCH | Team Planning ~ Tool Kit Video Preview

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# COLLEAGUES IN ACTION: INSTITUTIONAL POLICIES & PRACTICE THAT SUPPORT *THINK 30 LOUISIANA!*

- **Ms. Rajni Ekta Soharu**

- Interim Registrar, *University of New Orleans*



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# UNO's journey so far...



A smart investor  
takes **15** a semester.



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# What is Think 30 at UNO?



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- For UNO, 15 to Finish = Think 30 Louisiana!
- Recommended 15 hours per semester (30 in a year)



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# Benefits of 15 to finish

- Finish in 4 years
- Save money
- No loss of opportunity
- Plan ahead



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# Initiation:



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- Courses: All courses offered at an institution reviewed to evaluate the following:
  - Prerequisites,
  - How they fit in the curriculum,
  - Demand at the institution; and
  - Programmatic demand to meet industry needs



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# Initiation continued:



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- Curriculums:
  - Limit the amount of credits required to earn a degree to 120.
  - Create a recommended 4-year plan for all curriculums.
  - Curriculums should be mapped to make sure all prerequisites are offered as planned in the 4-year plans.
- Retention committee formed
- 15 to Finish initiative committee created



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# Implementation begins:



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- Logo created
- Tagline formulated
- Posters put up around campus
- Created a website: <http://www.uno.edu/15toFinish/>
- Email created for information/comments: [15tofinish@uno.edu](mailto:15tofinish@uno.edu)
- Coordinated with Complete College America and the State's initiative
- Information, information, information...



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# The trinity on campus

- Faculty
- Staff (Advisors)
- Students



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# Faculty



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- Involved from the curriculum stage
- Introduce the idea of 15 to Finish at Faculty Senate, Deans meetings, Curriculum meetings, etc.
- Top down approach
- Feedback about the initiative
- Curriculum changes if required



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# Staff (Advisors)



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- Well-versed in the curriculums
- Introduce the idea of 15 to Finish at advisory councils, retention committee, etc.
- Feedback about the initiative
- 4-year plans changed, if required



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# Students



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- Sent postcards about 15 to Finish in admission/orientation packages
- Educate new and transfer students at Orientation
- Give a 4-year, major specific plan sheet
- Make it a part of the University Success course syllabus



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# Institutionalization on campus...



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- Continually educating the UNO community
- Talking to new students, advisors and faculty
- Keep up the momentum
- Improve by getting feedback
- Implement other game changers like co-requisite remediation, pathways programs, etc.



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# Institutionalization continues



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- Make it a part of the UNO culture and mindset
- Educate students about their choices
- Include parents into the discussion
- Keep the conversation going



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# Proposed Future steps



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- Curriculum mapping
- Enrollment strictly through degree audit
- Warning given in the system, when deviating from the prescribed curriculum
- Change the thought process across campus



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# Questions ???



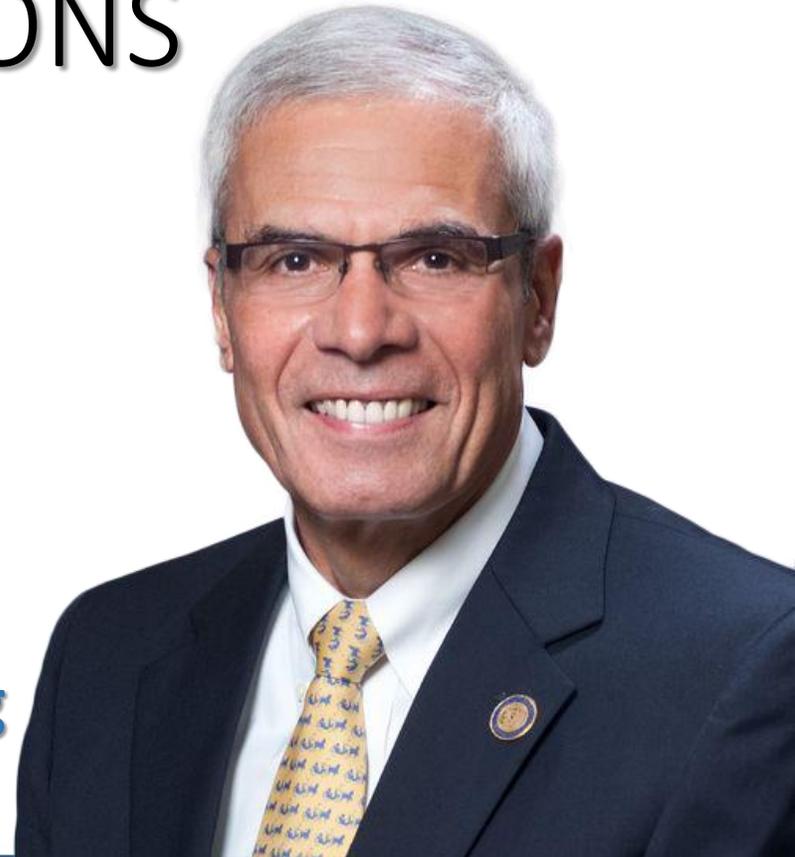
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# WHAT'S ON YOUR MIND: ACT 619 RECOMMENDATIONS & IMPLICATIONS



Dr. Joe Rallo, **Facilitating**



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# Overview of the Report

- **Part I: The Landscape of Louisiana Public Postsecondary Education**
  - Chapter I: Governance and Structure
  - Chapter II: Finance and Facilities
  - Chapter III: Faculty, Innovation, and Academic Programs
- **Part II: A Postsecondary Educational Pipeline**
  - Chapter IV: College and Career Preparation
  - Chapter V: College Access and Success
  - Chapter VI: Workforce and Career Readiness
- **Part III: Summary of Recommendations**



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# The New Realities

## Recommendations from Board Staff Response to Act 619



**Recommendation 1.2** – The Board of Regents recommends that the Boards of Supervisors of the LSU System, SU System, LCTC System and UL System develop cooperative unification plans for institutions within each of the 8 Louisiana Regional Labor Market Areas and for institutions in proximity between contiguous regions.

**Recommendation 5.7** – The Board of Regents urges institutions to develop/enhance a “**one-stop**” approach that combines student services across the institution to minimize student confusion and wasted time.

**Recommendation 5.8** – The Board of Regents recommends that Louisiana’s public postsecondary institutions develop plans for the designation and implementation of **meta majors** to help undecided students make informed course choices to maximize their likelihood for timely completion.

**Recommendation 4.3/5.9** – The Board of Regents will revise the BoR Minimum Admission standards and placement policy 2.18 to address when **remedial needs** must be met. Additionally, the Board of Regents recommends that the Think 30 Louisiana initiative include TOPS progression requirements beginning with the class of 2018, requiring TOPS recipients to earn **30 credit hours** per academic year and meet all other continuation eligibility requirements to maintain the award.



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# Next steps

- Jan 9th. Board receives staff draft for review and consideration.
- Jan 9th – Feb 6th. Staff receives input from Regents, management boards, and stakeholders:  
<https://www.feedback.regents.state.la.us/fb/feedback.pl>
- Jan 13th. Appendices/Links will be available COB at  
[www.regents.la.gov/page/619Response](http://www.regents.la.gov/page/619Response).
- Feb 6th – Feb 15th. Staff incorporates changes as appropriate.
- Feb 15th. Staff distributes final draft for Board consideration.
- Feb 22nd. Board takes action on response to Act 619.
- Feb 24th. Board submits final report to Legislative Committee.



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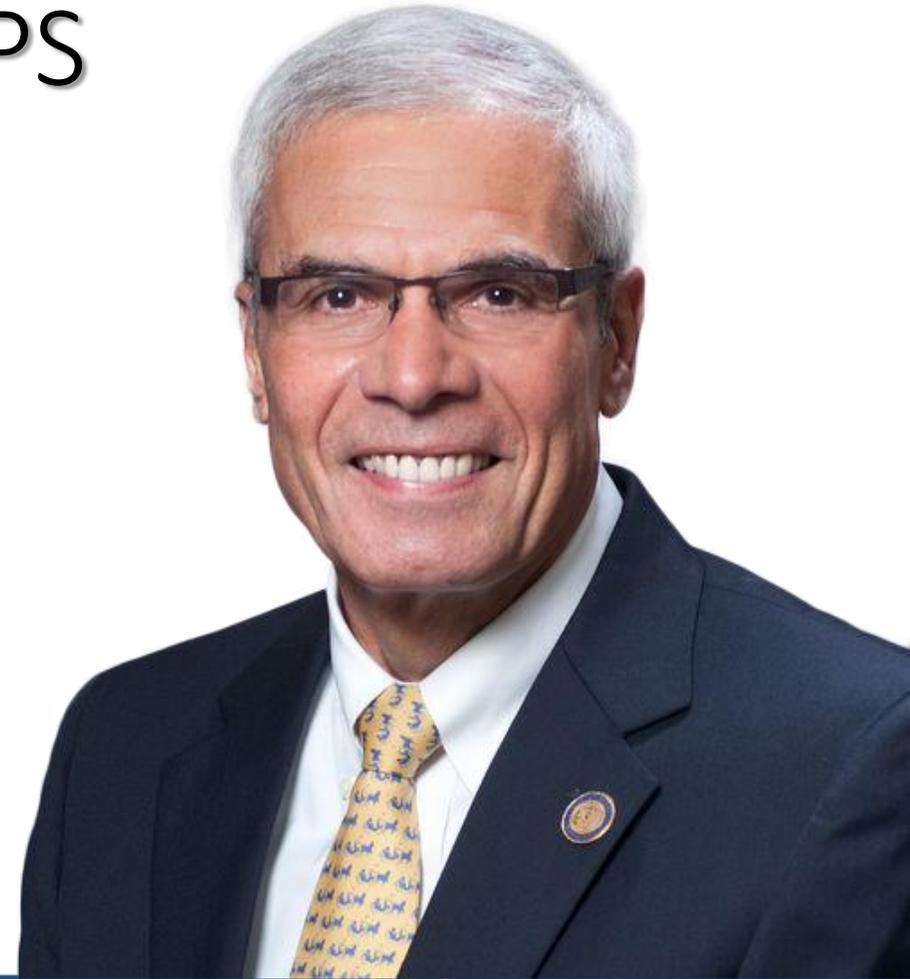




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# Day 1 CLOSING & NEXT STEPS

- **Dr. Joseph C. Rallo**  
- *Commissioner of Higher Education*



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