

Momentum Summit IV

Fuller Schedules
February 25, 2021

USG Momentum Year

Making a *purposeful* program choice

Creating a *productive* Academic Mindset

Attempting the first *30 hours* of a *Clear Pathway*

Attempting *9 hours* in Academic Focus

Complete initial *English* and *Math*



USG Momentum Approach

Deepening *purposeful* choices

Cultivating *productive* Academic Mindsets

Maintaining *full* momentum along a *Clear* *way*

Pathway Heightening academic

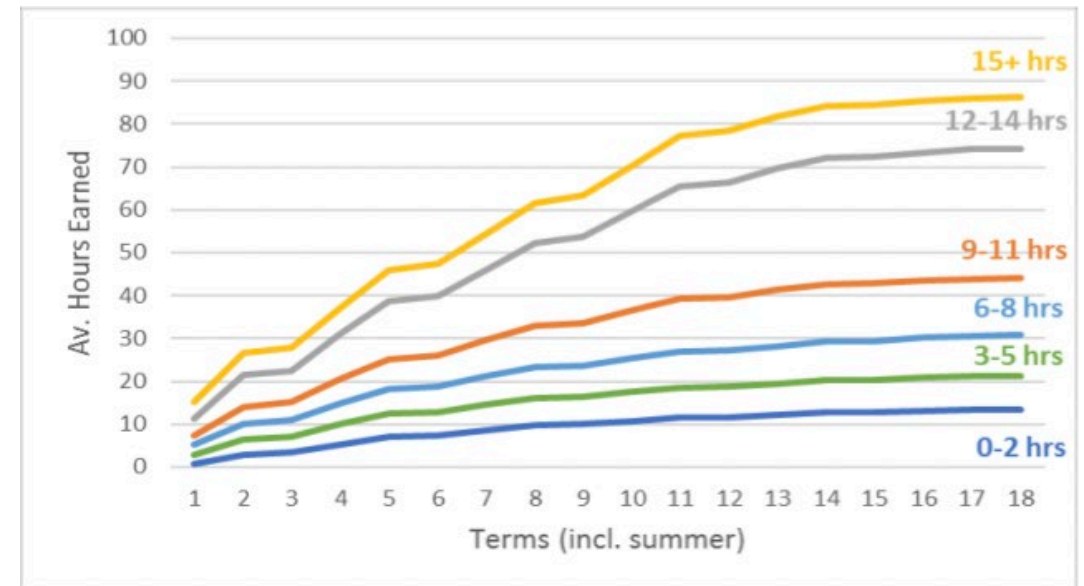
engagement Completing

So many brownies



IMPACT OF EARLY MOMENTUM

Students attempting at least 15 credit hours in the first term maintain their momentum through 18 terms of enrollment and earn more credits compared to students taking fewer hours in the first term.



MOMENTUM SCHEDULES

While the most favorable outcomes are observed for those who take double momentum course loads, it seems to be more important for students to end the first year with momentum rather than simply begin the year with momentum.

Students who are likely to earn a smaller portion of their attempted credits might be better off starting the fall term with 12-14 hours and then moving toward momentum course loads in the spring and summer terms.

IMPACT OF EARLY MOMENTUM

Hagood (2019) used **propensity score matching (PSM)** to estimate the average treatment effect of taking at least 15 credit hours in the first semester compared to taking 12-14 credits as well as the effect of taking at least 30 hours in the first year relative to less than 30 hours in the first year.

- Students are **6.1 percentage points more likely to graduate** within six years if they attempt at least 15 credits in the first term compared to only 12-14 credits
- Students are **13.0 percentage points more likely to graduate** if they attempt at least 30 credits in the first year instead of less than 30 hours

Effect of Momentum Schedules

State Colleges

Credits Attempted Term 1	Credits Attempted Term 2	Graduation Rate (150% of time)	Momentum Direction
12-14	12-14	26.7%	↓
15+	12-14	34.6%	↘
12-14	15+	36.6%	↗
15+	15+	41.1%	↑

Effect of Momentum Schedules

Comprehensive Universities			
Credits Attempted Term 1	Credits Attempted Term 2	Graduation Rate (150% of time)	Momentum Direction
12-14	12-14	46.9%	↓
15+	12-14	52.0%	↘
12-14	15+	61.7%	↗
15+	15+	69.9%	↑

USG Momentum Year

Making a *purposeful* program choice

Creating a *productive* Academic Mindset

Attempting the first *30 hours* of a *Clear Pathway*

Attempting *9 hours* in Academic Focus

Complete initial *English* and *Math*

Fuller Schedules

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>SWAN LAKE</p> <p>4 SOCCER 1:40</p> <p>Eli's Graduation Party 5-8:30</p> <p>Dennis B-day</p> <p>11 3:00 drop off [SWAN LAKE] 4:30</p> <p>18 LULU'S B-DAY</p> <p>25 BEACH CHURCH BRUNCH 9:00</p>	<p>5 FIELD DAY a.m.</p> <p>12 Call Jim Bagley re: INSURANCE</p> <p>14:00 SWIM</p> <p>19 LAST SWIM CLASS of session 4:00</p> <p>26 ITALY vs AUSTRALIA</p>	<p>6 AUTHOR/ARTIST Breakfast 8:35</p> <p>13 (Parent Day - Ballet)</p> <p>14:15 DR. WARNER Check-up</p> <p>20 PIANO 9:30</p> <p>27 PIANO 9:30</p> <p>Betta's birthday 2:00</p>	<p>7 4:00 N. Shoe Sale @ 00</p> <p>8 Chicago Breakfast 8:15</p> <p>14 Flag Day (US)</p> <p>21 BASEBALL game (Lucky Tail) 5:45</p> <p>28 Jill B-day</p>	<p>1 ART INSTITUTE Field Trip 7:15-1:15</p> <p>8 NATL Spelling Bee Ch. 7 (7:30pm)</p> <p>15 Parent Day Ballet 5:45</p> <p>22 HUBBARD ST. DANCE @ KAVINIA 11:00 a.m.</p> <p>29 Jill's B-day</p>	<p>2 Soccer sign-up 7-9pm</p> <p>9 CARLO'S 60th Birthday Party</p> <p>16 Di Nelson 4:00</p> <p>23 LIBRARY 5:30</p> <p>30 VISA Bill * 7:00</p>	<p>10 SABINA'S C</p> <p>11 NO PIANO</p> <p>12 FINNBAR B-DAY</p> <p>13 MARY ART Show</p> <p>14 JOHN STONE'S CR</p> <p>15 3:00 WORLD JAMES 2 & 1:00</p> <p>24 St. Jean Baptiste (Que)</p> <p>25 WOODSTOCK</p>

IF NOT 30, A *FULLER* SCHEDULE

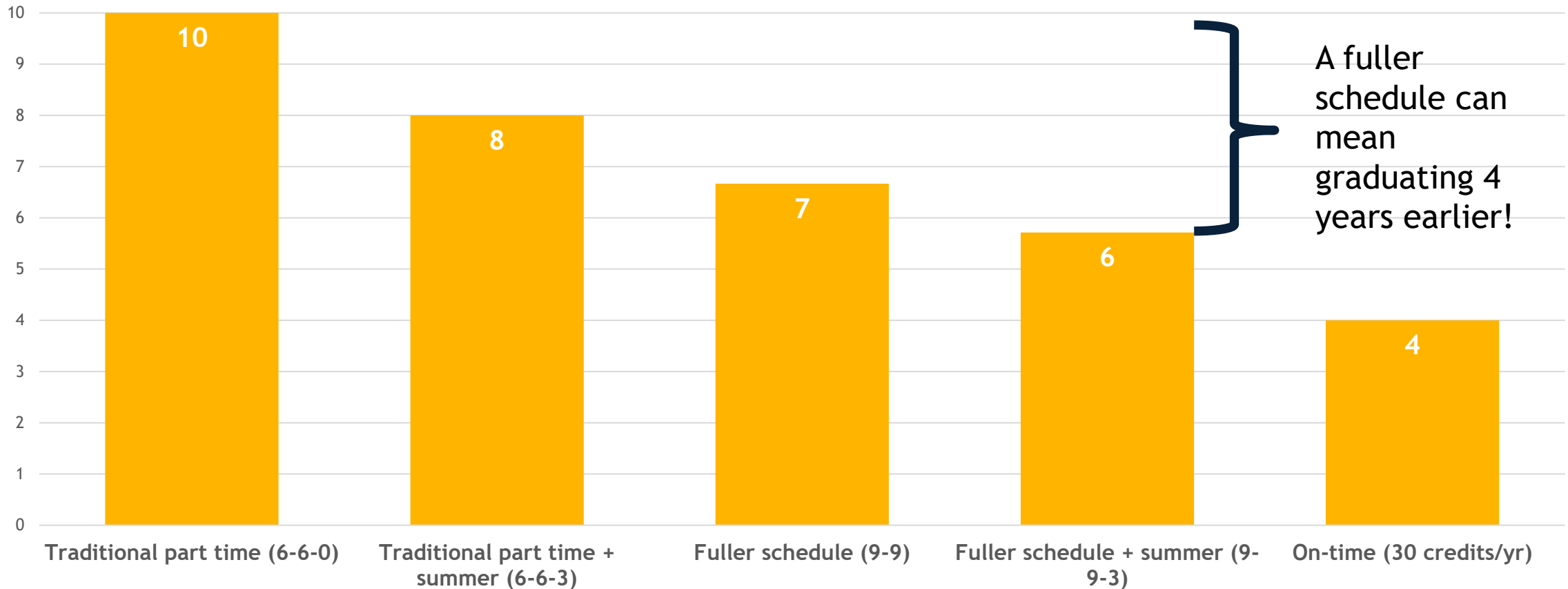
For part time students with family and work obligations, a full-time schedule may not be appropriate, but a *fuller* schedule may have very real benefits.

Research indicates increased credit taking can lead to greater student engagement, higher rates of use for support services, and higher graduation rates for part-time students

Regardless of intensity, part time students should know how long their program will take at the intensity that they are pursuing.

IMPACT OF A FULLER SCHEDULE

YEARS TO DEGREE



FULLER SCHEDULES

Increasing credit intensity by one course

- Makes students more students
- Increases the opportunities for engagement, interactions with services and faculty
- Counterintuitively, increases grade outcomes across the schedule

Limitations

- Students who work in excess of 25 hours may not have time
 - Intentional conversations around work and school
- Academically less-prepared students may need carefully structured schedules
 - Scaffolding is as important as scheduling

Strategies to Fuller Schedules

In the Field

- Communications Strategies/Campaigns
- Default 15-credit schedules
- 3+2 scheduling
- Block Scheduling
- Program Maps

On the Horizon

- Advance term scheduling (Spring+Fall)
- Banner Self-service warning
- Smart defaults around courses

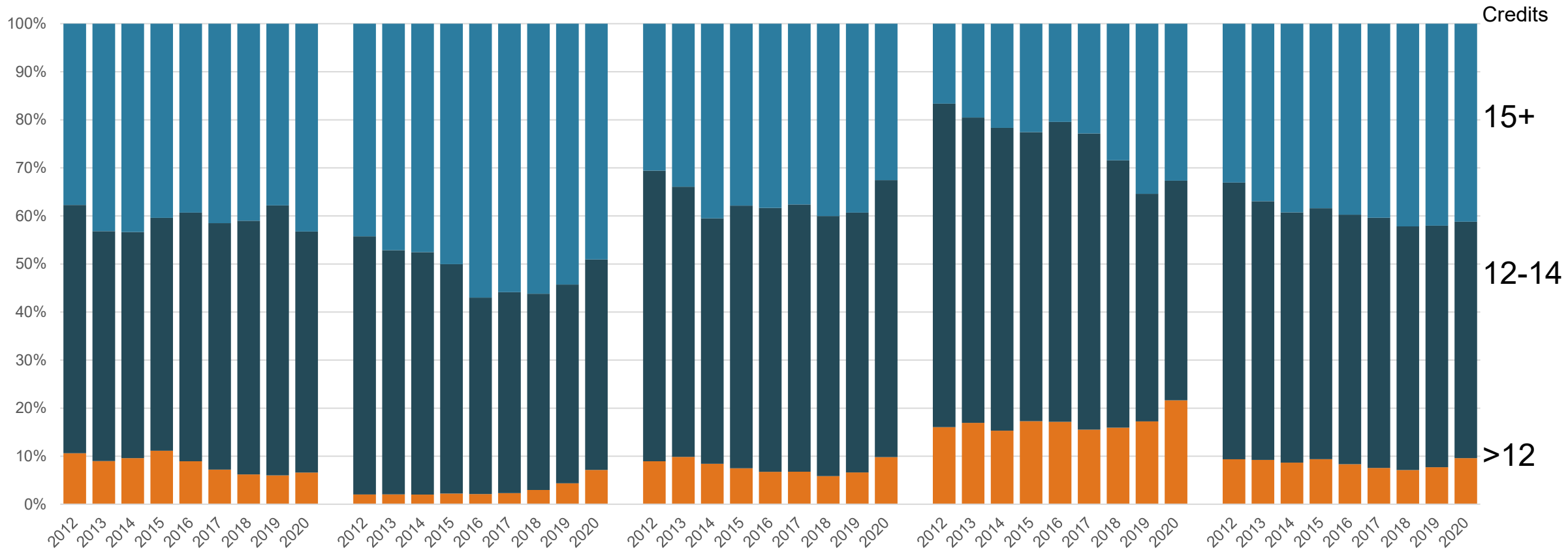
But...

- Expect resistance (and it's OK)

We've been seeing progress..



FTF Credit Intensity by Sector, Fall 2012-2020



Research Universities

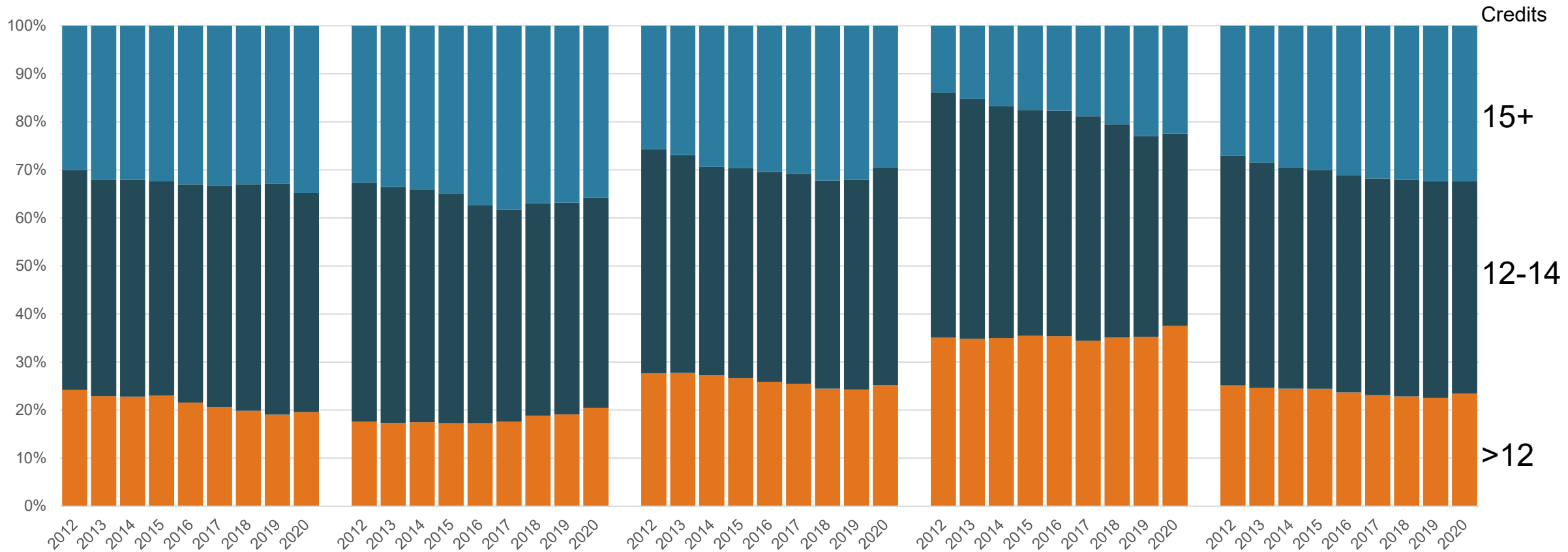
Comprehensive Universities

State Universities

State Colleges

System Total

Undergraduate Credit Intensity by Sector, Fall 2012-2020



Research Universities

Comprehensive Universities

State Universities

State Colleges

System Total

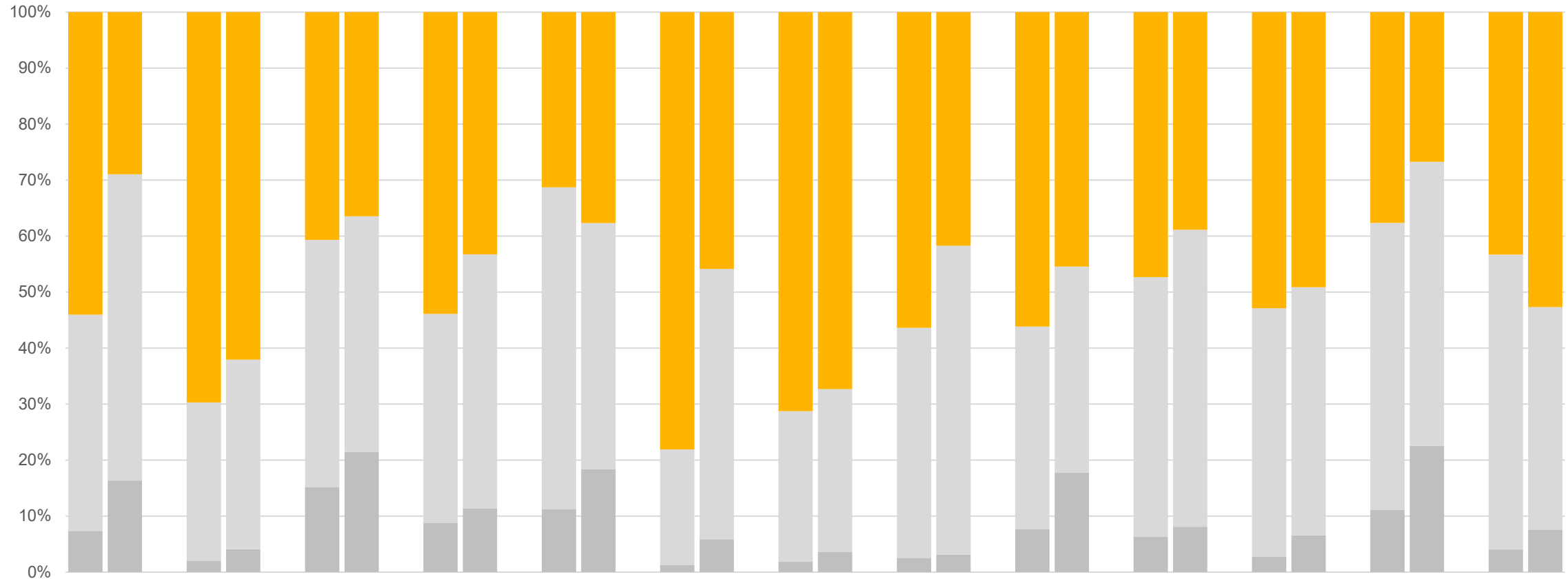
SOUNDS GREAT. BUT...

In Fall 2020, enrollment increased modestly, but at twice the rate of FTE – more students were taking fewer credits

It's not a crisis, but it is visible...

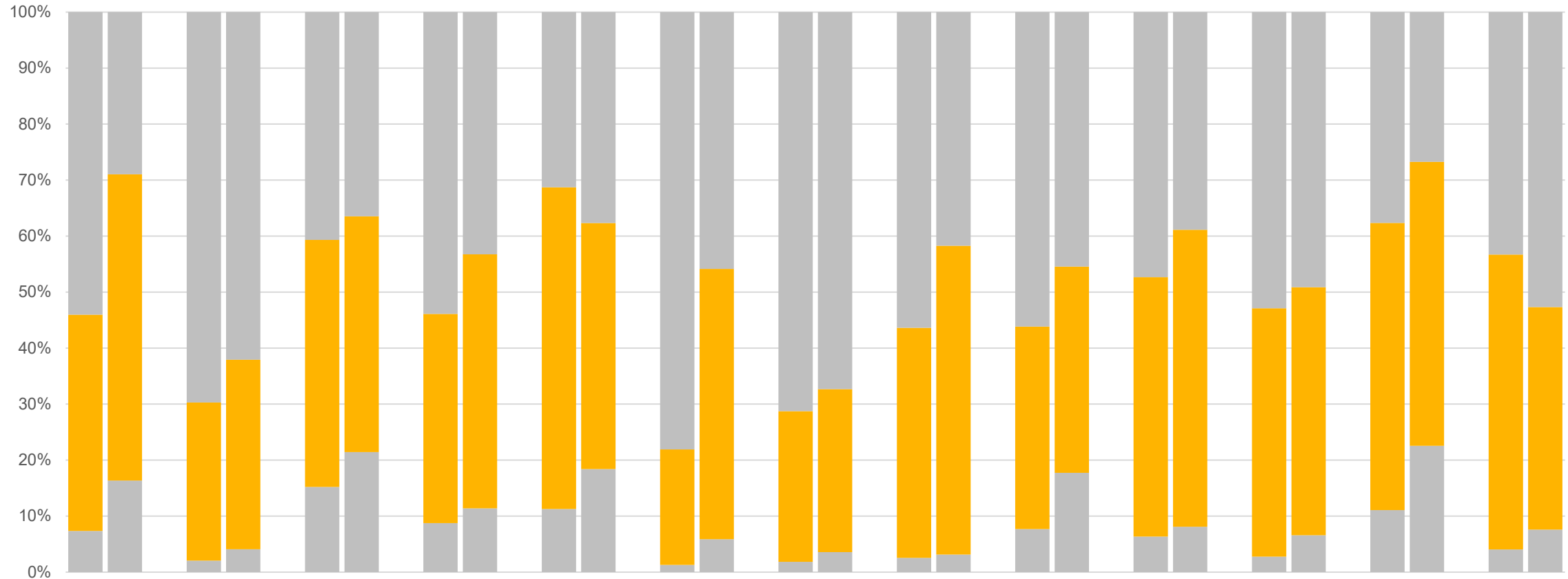
Impact of the Pandemic

FTF Taking 15+ Credits Fall 2019 and Fall 2020 – Select Institutions



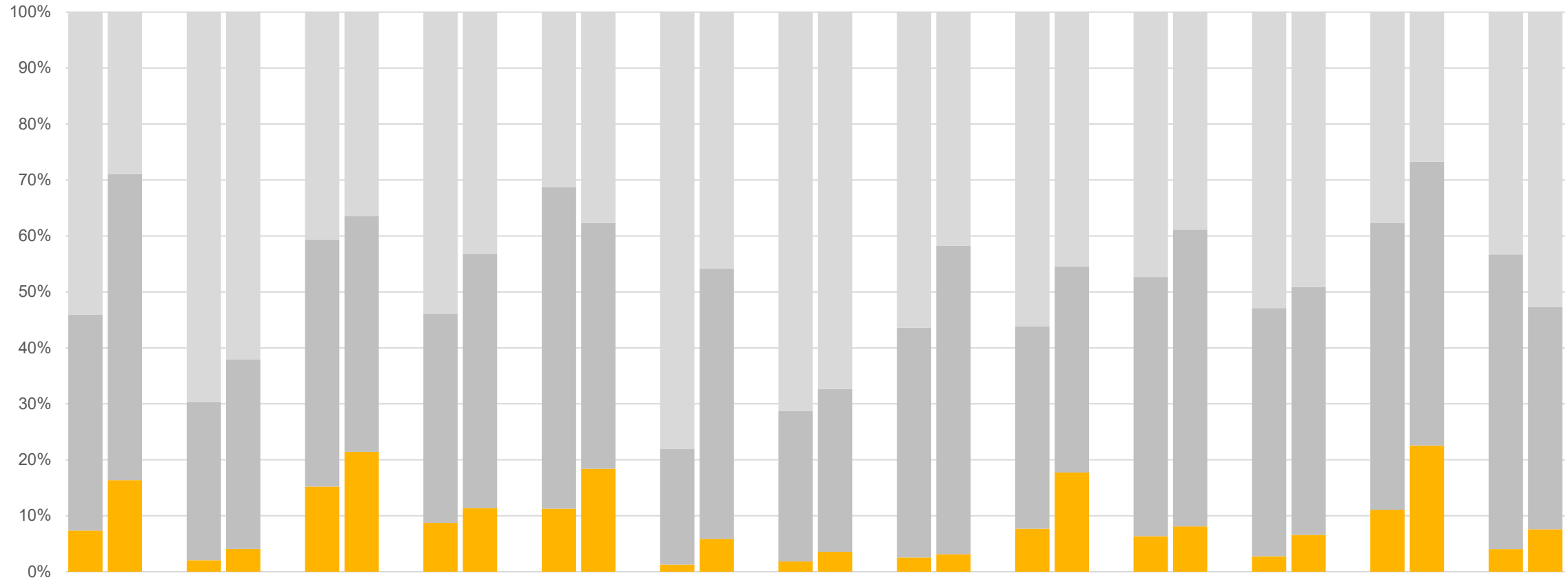
Impact of the Pandemic

FTF Taking 12-14 Credits Fall 2019 and Fall 2020 – Select Institutions



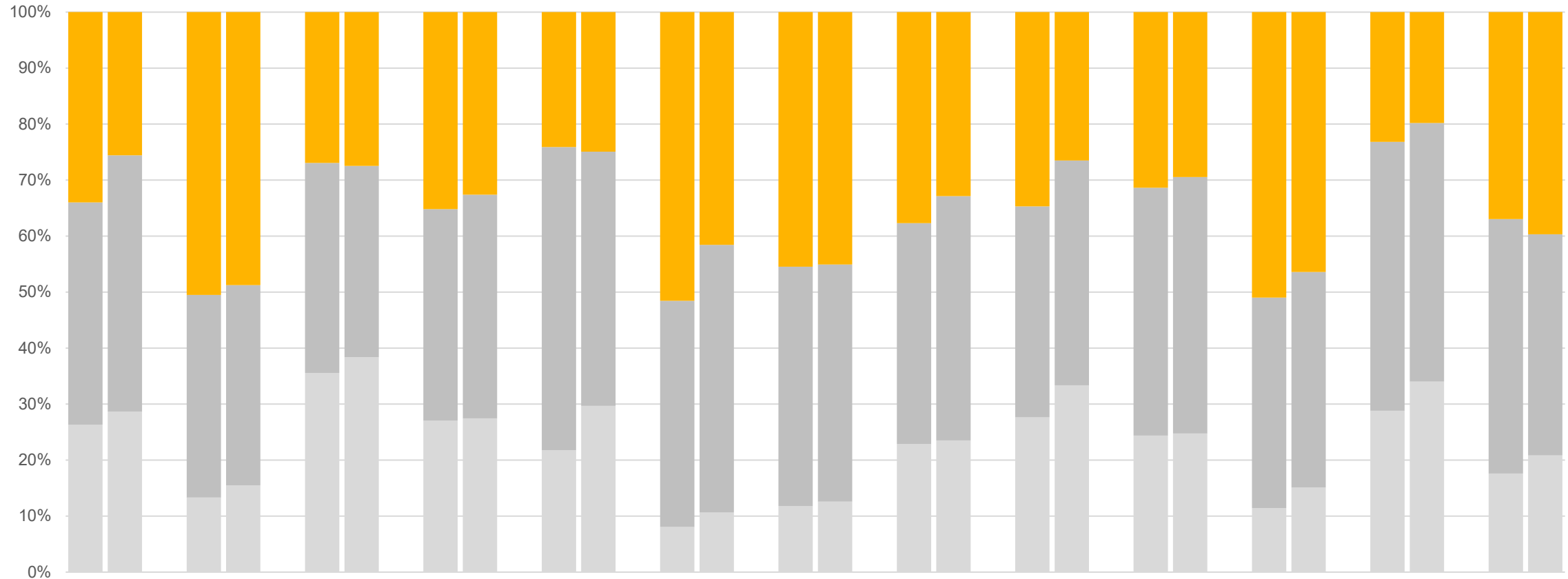
Impact of the Pandemic

FTF Taking >12 Credits Fall 2019 and Fall 2020 – Select Institutions



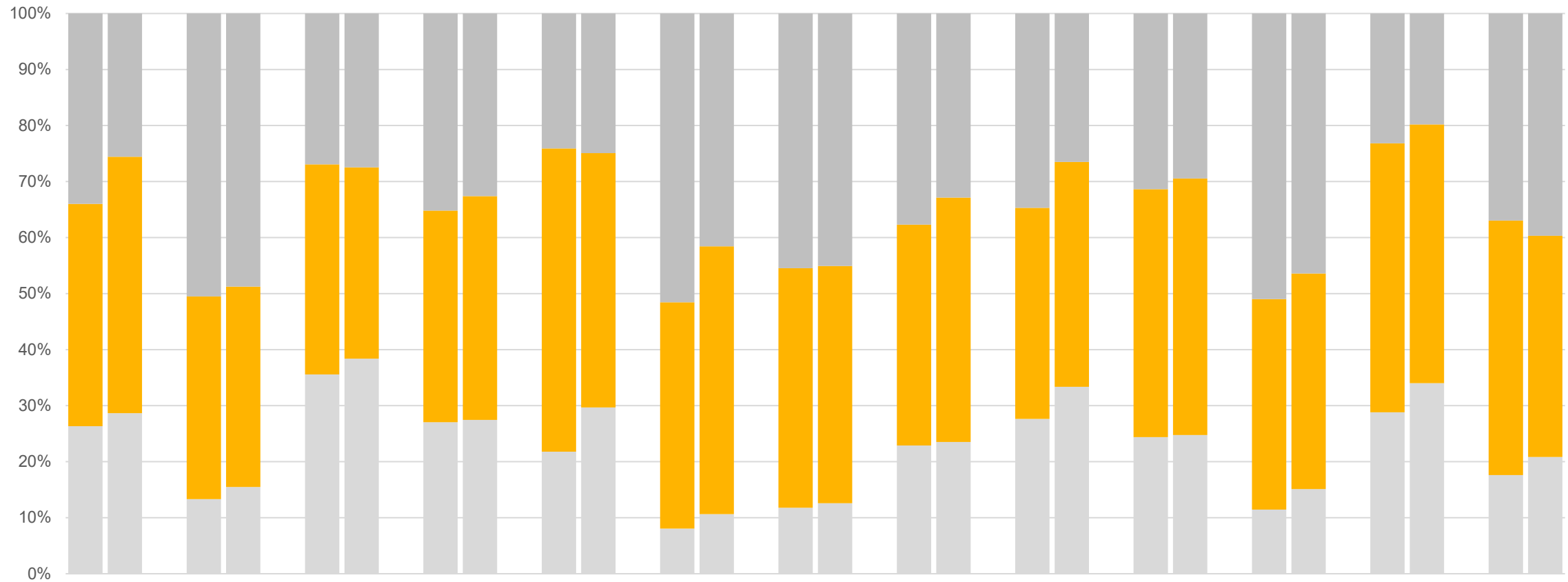
Impact of the Pandemic

Undergraduates Taking 15+ Credits Fall 2019 and Fall 2020 – Select Institutions



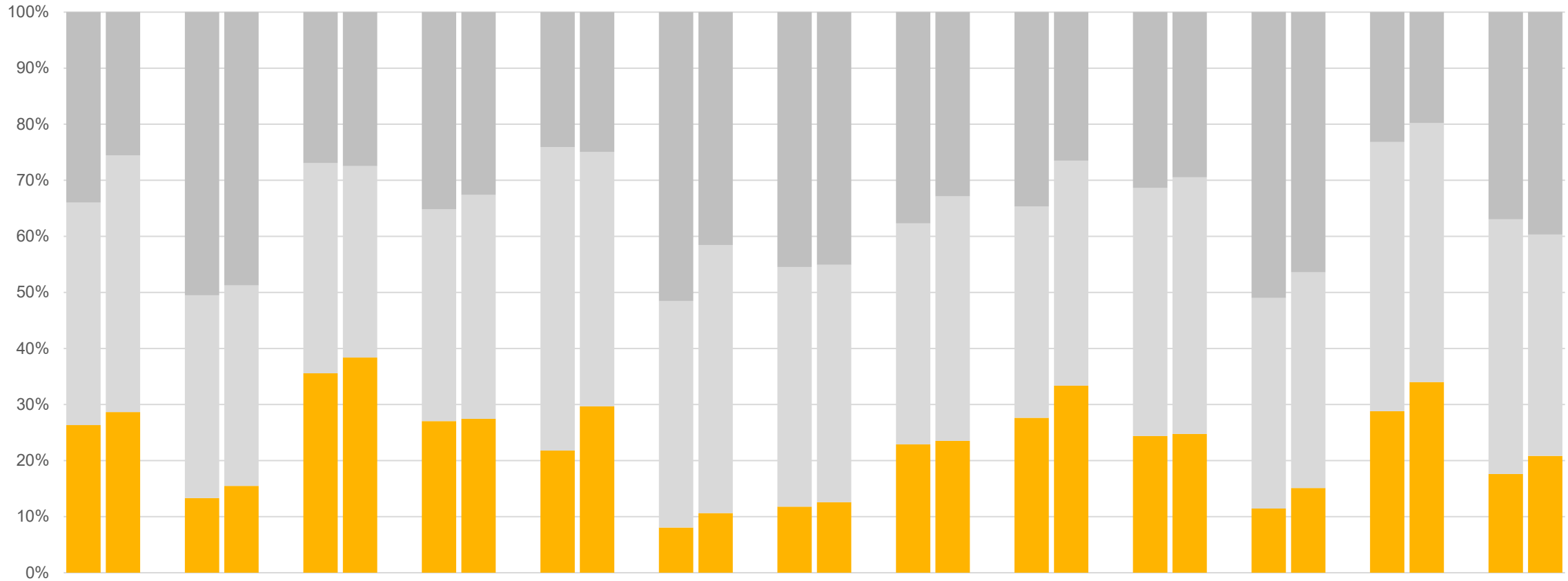
Impact of the Pandemic

Undergraduates Taking 12-14 Credits Fall 2019 and Fall 2020 – Select Institutions



Impact of the Pandemic

Undergraduates Taking >12 Credits Fall 2019 and Fall 2020 – Select Institutions



Causes & Effect

Why?

- Anxiety about hybrid/online
- Protecting GPA/HOPE
- Course availability/reduced course caps
- Virtual orientations
- Schedule uncertainty
- General uncertainty
- So much more...

So What?

- Missing key courses/holes in program maps
- Increased demand in Fall 2021 for lower division Gen Ed courses (if these students return)
- Increased exit points
- Key courses now out of sequence (need a course next fall, not offered until 2022)
- Not “sticky”

THANK YOU



Complete College Georgia
The University System of Georgia

Jonathan Hull
404-962-3129
jonathan.hull@usg.edu

Momentum Summit IV