



CREATING MOMENTUM: 15 to Finish and Onwards

**COMPLETE
COLLEGE
AMERICA**

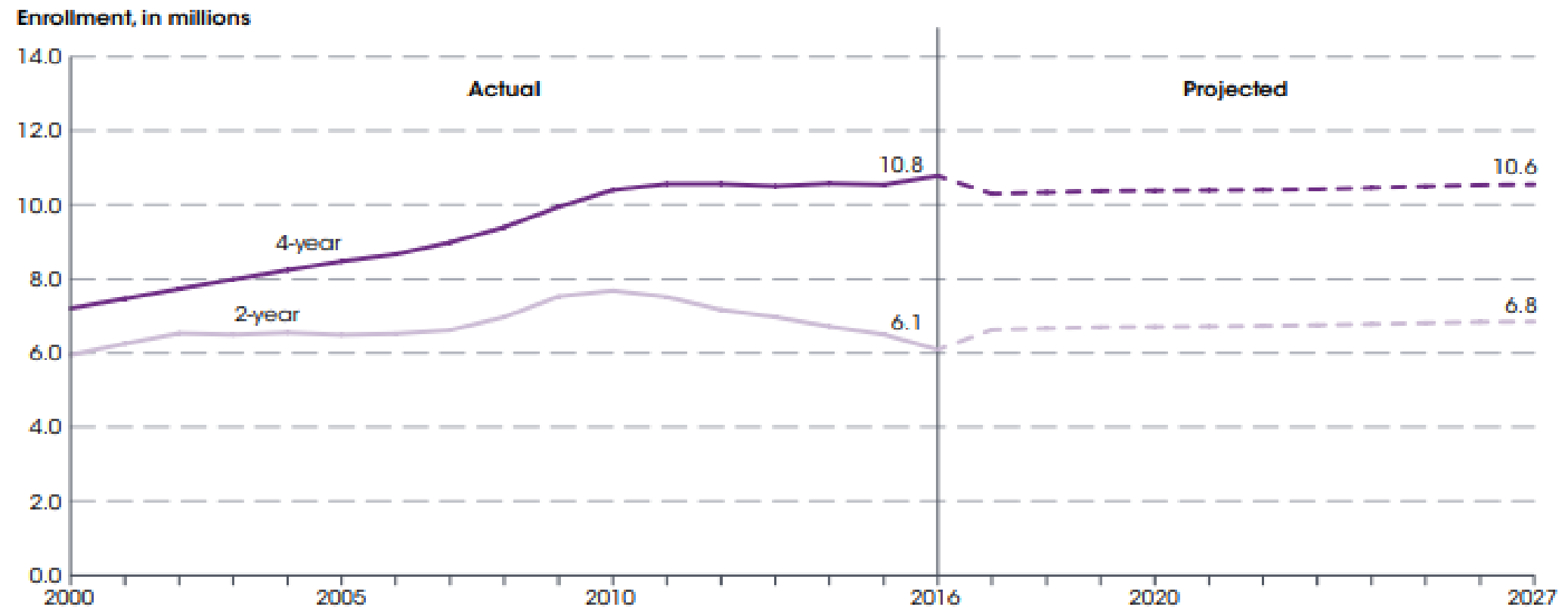


Nikolas Huot

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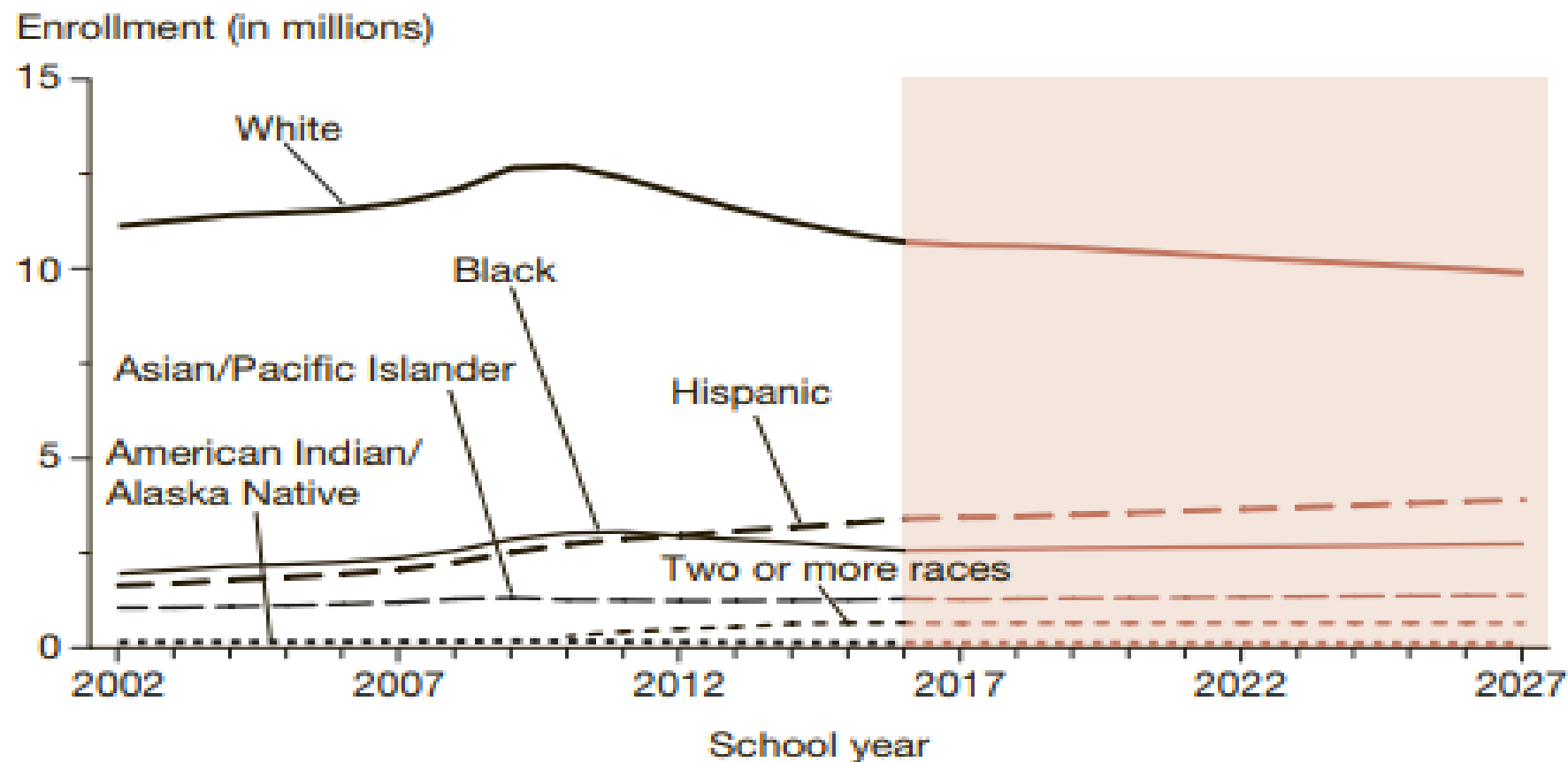
Projected Stagnant Enrollment

Figure 5. Actual and projected undergraduate enrollment in degree-granting postsecondary institutions, by level of institution: Fall 2000 through 2027



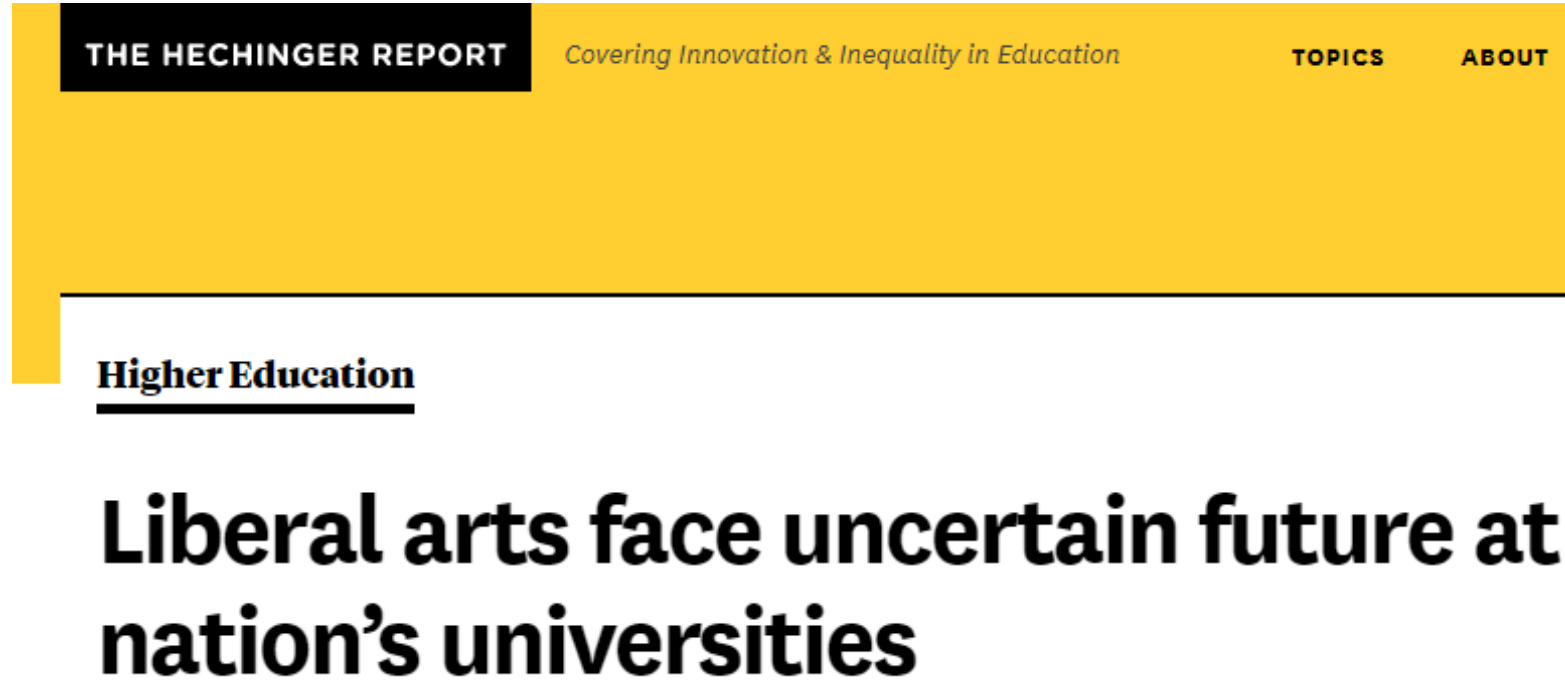
Projected Enrollment by Race/Ethnicity

Figure 21. Actual and projected numbers for enrollment of U.S. residents in all degree-granting postsecondary institutions, by race/ethnicity: Fall 2002 through fall 2027





Not Business as Usual



THE HECHINGER REPORT *Covering Innovation & Inequality in Education* TOPICS ABOUT

Higher Education

Liberal arts face uncertain future at nation's universities

From 1967 to 2018, college students majoring in the liberal arts declined from 20 percent to 5 percent.



Mergers and Closures

- “Closures among four-year public and private not-for-profit colleges averaged five per year from 2004-14, while mergers averaged two to three,” [according to Moody’s](#).
- According to Education Dive, of the 40 mergers that took place between 2010 and 2017, just under half involved at least one public college. And 36 public colleges have closed or consolidated since 2016.
- 19 liberal arts colleges have closed or consolidated since 2016.



Mergers (Happening and Pending)

- Alabama
- Connecticut
- Georgia
- Louisiana
- Pennsylvania
- Vermont
- Wisconsin



Student Debt

- About two-thirds of seniors at four-year colleges hold student loan debt — an average of \$28,650 per person in 2017.

(An increase of approximately 10% of students and \$15,900 over the last 20 years)

- Current U.S. Student Loan Debt = est. \$1.53 Trillion
- 1 in 4 Americans have student loan debt: est. 44.7 Million people
- Average student loan debt amount = \$37,172
- Average student loan payment = \$393/month

Student Debt

The Department of Education on Tuesday released data showing the average debt incurred by graduates of different academic programs at every college and university in the U.S. The information could alter how colleges are funded, regulated and understood by consumers.

New York Times, May 21, 2019



Not all Doom and Gloom

By 2020, 65 percent of all jobs, especially fastest growing fields, will require Postsecondary Education:

- Bachelor's Degree or beyond
- Some college/AA degree
- Certificate of certification in a field

Despite the existing variation between states' educational attainment, nearly all states will need to boost their rates of postsecondary education.

Center on Education and the Workforce, Georgetown University



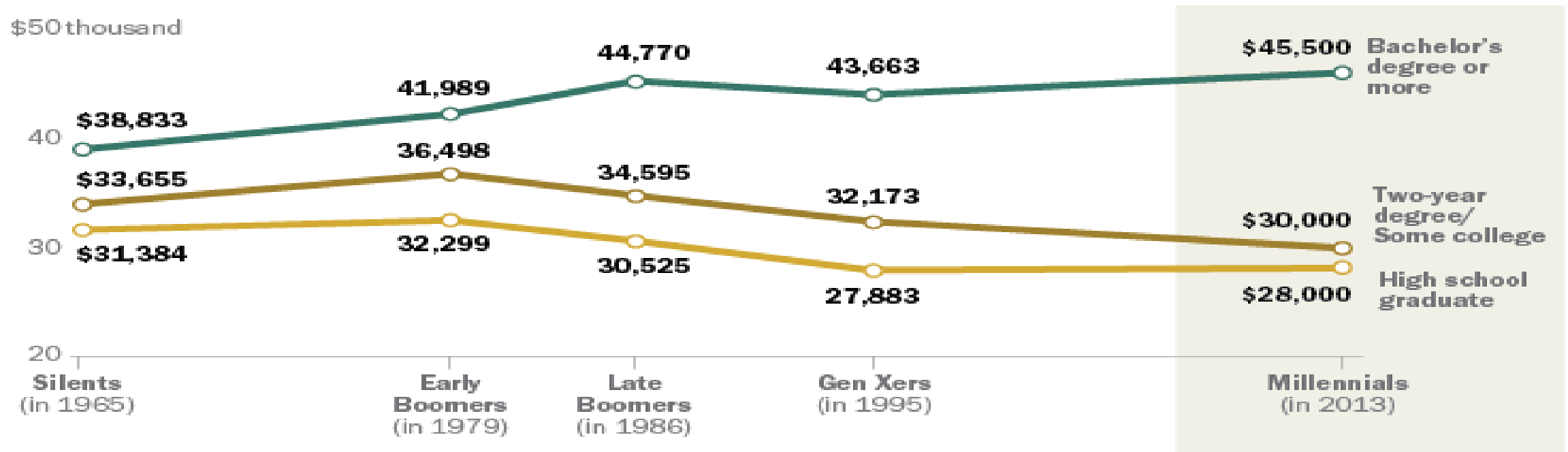
Skills Needed in Future

Lee Rainie, Director of Internet and Technology research at the Pew Research Center, speaking about the skills required for jobs in the future:

“**Lifelong learners** must cultivate 21st-century skills, capabilities and attribute: **Though-to-teach intangibles such as emotional intelligence, curiosity, creativity, adaptability, resilience and critical thinking** will be most highly valued.”

Education Is Still Best Way to Get Ahead (\$\$)

Median annual earnings among full-time workers ages 25 to 32, in 2012 dollars

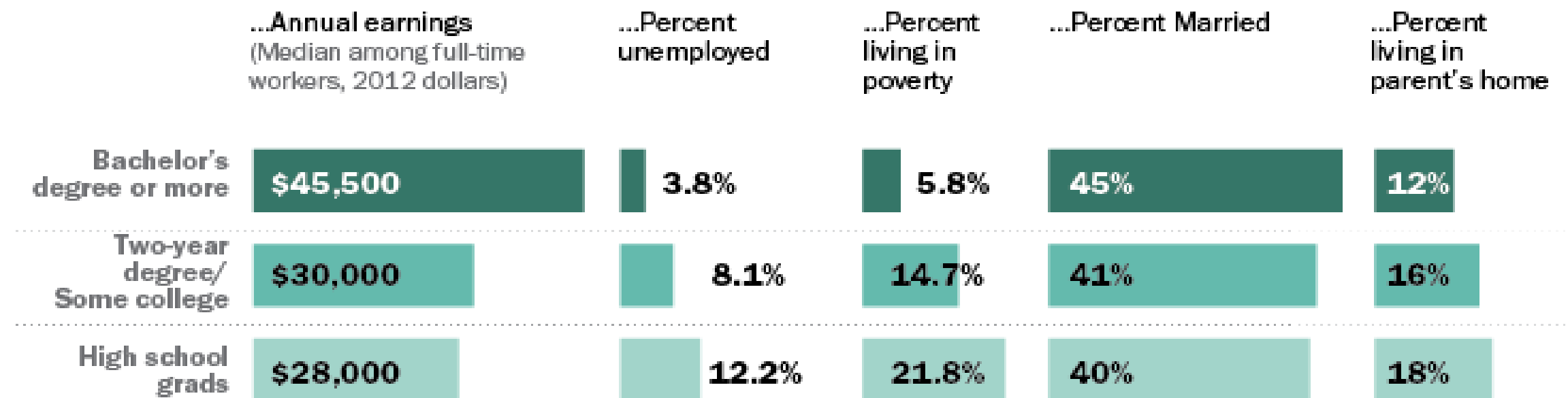


Source: Pew Research Center tabulations of the 2013, 1995, 1986, 1979 and 1965 March Current Population Survey (CPS) IPUMS

PEW RESEARCH CENTER

. . . to Live Happily (out of mom's basement)

Disparity among Millennials ages 25 to 32, by education level in terms of...

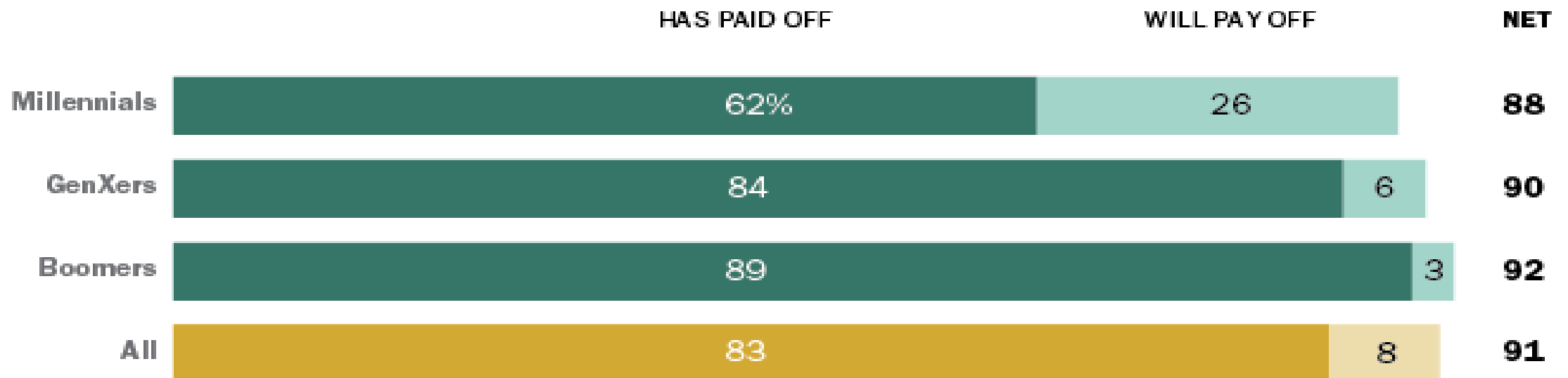


Source: Pew Research Center tabulations of the March Current Population Survey (CPS) IPUMS

PEW RESEARCH CENTER

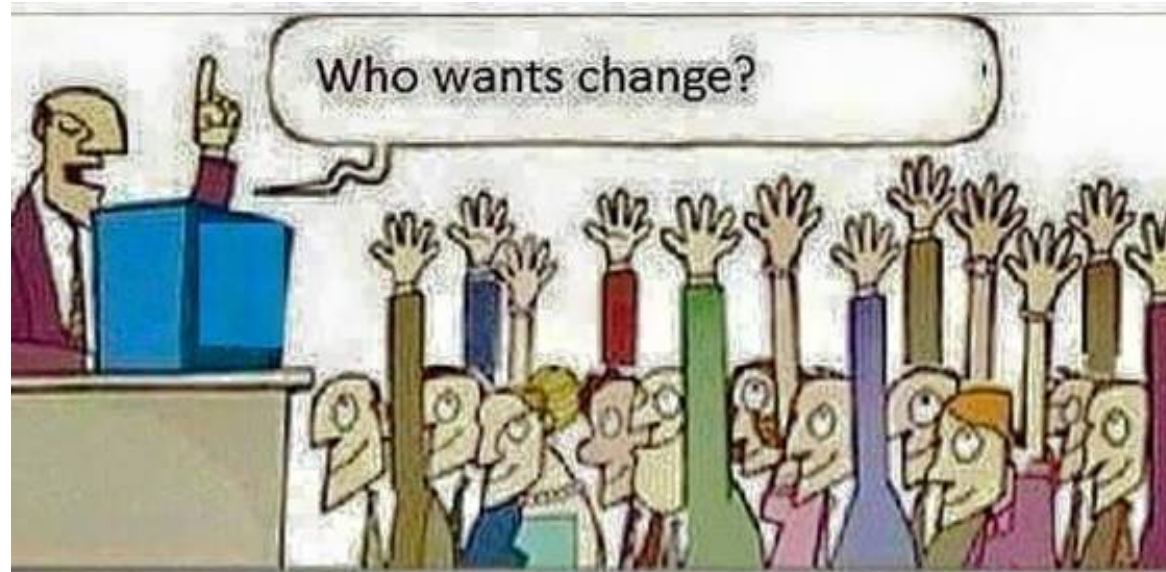
. . . and have a more positive outcome

Percent of college graduates in each generation who say that considering what they and their family paid for their undergraduate education, it ...



Source: Pew Research Center survey, Oct. 7-27, 2013, N=2,002

PEW RESEARCH CENTER





Administration
& Advising

15 to Finish

Momentum Year

Academic Maps
w/ Proactive
Advising

Faculty

Corequisite Support

Math Pathways

A Better Deal for Returning Adults



**SO MY WORK HAS THIS COOL
THING**

**IF YOU DO YOUR JOB WELL, YOU GET
TO DO OTHER PEOPLE'S JOBS TOO!**

memegenerator.net

15 TO FINISH

#15toFinish



MSI INITIATIVE

(Preliminary Data)

Number of First-Time/Full-Time enrolled in 15+ hours fall 2018



↑ 54.6%

HARRIS-STOWE
STATE UNIVERSITY

↑ 61.7%



↑ 9.6%

(Hispanic students)



↑ 29.0%



↑ 12.5%

15 to Finish

WHAT IT IS:

Campaign to inform students about how best to graduate on time
by taking relevant courses

WHAT IT IS NOT:

Requirement that every student registers for 15 credits every term

15 to Finish

WHAT IT IS:

Recurring and continual campaign for all students (new and returning)

WHAT IT IS NOT:

Campaign targeted solely at incoming first-semester students

15 to Finish

Do you know why students are not taking 30 hours a year?

Why are they leaving after 1 semester? 1 year?

Do you have different outreach/messaging for specific populations?

15 to Finish

JUST A START. . .

Culture of completion must be established throughout campus

Information is great, but targeted action is better and
more impactful

15 to Finish Academic Maps

Path to degree has to be clarified

- Hidden prerequisites? included in degree requirement?
- Inconsistencies in curriculum?
- Appropriate math course?
- Appropriate order?
- Milestones?
 - data about critical grade?
 - policy about repeats?
 - outreach based on progress?
- 9 hours in program during first year?
- Prescriptive electives or general education/core curriculum

Academic Maps: Five possible components—the narrative, sample schedule, recommended minimum grade, milestone courses, and employment opportunities

The narrative explains the **use of academic maps** and any specific information about **degree requirements**, including admissions requirements.

MY GUIDED PATHWAY TO SUCCESS

My Major:

Admission Requirements for Major
Description of Major
Narrative

TERM 1

Course Number	Course Title	Credit Hours	Area	Recommended Minimum Grade	Milestones & Notes
ENC 101	English Composition	3			Milestone: Must complete this course this term
MAT 105	College Algebra	3		B	Must complete this course by end of term 2
HIS 201	American History	3			
BIO 105	General Biology	3			
BIO 105L	Biology Laboratory	1			
HUM 101	Art History	3			
Total Hours		16			

Recommended minimum grade to increase probability of degree in major

The **milestones** identify **critical courses** for timely progress and the last semester in which they can be completed for **on-time graduation**. **Critical grades for Milestone courses** may be included.

The sample schedule outlines **which courses** should be taken in **which specific term** in order to **satisfy all requirements**.

Links to **Employment Information**

15 to Finish Academic Maps

Path to degree has to be clarified and shared

- Easily Accessible? (how many clicks?)
- Website should complement map and provide more depth:
<https://www.udel.edu/apply/undergraduate-admissions/major-finder/>
 - What's special about program?
 - Careers associated with major
 - Student/Faculty overview (GSU's Major in a Minute video)
 - Co-curricular experience

MAJOR MAP | B.A. in Women's Studies

Women's Studies

www.cas.gsu.edu/major_matters.aspx



COLLEGE OF ARTS & SCIENCES
Major Matters Program

Freshman

Area A-E

Review core and other requirements in undergraduate catalog.
www.gsu.edu/catalog_courses.html

Visit the university's Student Advisement Center.
www.gsu.edu/advisement.html

Work throughout your college career with a faculty member on research projects and other major activities as a University Scholar Assistant.
www.gsu.edu/university_scholar_assistant.html

Participate in a Freshman Learning Community.
www.gsu.edu/freshman_learning_community.html

Join the Honors Program.
www.gsu.edu/honors

Take a Study Abroad course during Maymester or summer term.
www2.gsu.edu/~www2/studyabroad



Sophomore

Area F

WST 3010 is a prerequisite for all upper-division courses. Also, try to take WST 3010 at this time.

Meet with the advisor for your major in the CAS Office of Academic Assistance.
www2.gsu.edu/oas.html

Schedule an appointment with the department undergraduate advisor.

Attend Speaker Series events to learn about women's activist projects in the United States and abroad.
www2.gsu.edu/~www2/colloquium/index.html

Join a study group or tutorial session.

Participate in an extended student exchange program.
www.cas.gsu.edu/student_exchange.html



Visit University Career Services.
www.gsu.edu/career

Area G

Junior

If you have not already taken WST 3010 – Feminist Theories, enroll immediately. This required course is an excellent preparation for the advanced courses.

*Take junior CTW course, WST 3010: Feminist Theories.

Continue to meet with the undergraduate advisor throughout your degree program.

WST 4930 – Internship. Although not required, internship experience provides employment and reference opportunities.
www2.gsu.edu/~www2/students/undergrad/intern.html

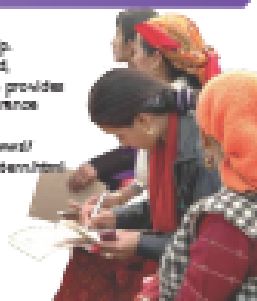


Join one of the Women's Studies student organizations:
- Faces of Feminism
- BlackOUT

If interested in working abroad or with immigrant communities, take additional foreign language courses.

Discuss graduate or law school with the department advisor.

Remember, Women's Studies majors focus on a variety of disciplines in graduate school.



Senior

Complete your major requirements and any minor or additional courses. Remember you must have at least 9 hours in a single Women's Studies strand. Also, you need 39 hours overall at the 3000/4000 level to graduate from Georgia State.

*Take senior CTW course, WST 4920: Senior Research and WST 4930: Internship.

Meet again with both OAA and departmental advisors to confirm you are on course to graduate.

Use connections made through internships to provide leads for after graduation employment.

Consider volunteering with one of the organizations in the Community Directory.
www2.gsu.edu/~www2/community/index.html

Apply to the Peace Corps or for positions with relief agencies.

Take GRE/SAT and apply for graduate or law school.



GRADUATION & BEYOND

SOCIAL WORK:

Clinical Social Worker, Rape Crisis Program Director, Battered Women's Center Director

LAW:

Lawyer/Victim Advocate, Human Rights Advocate

MEDICAL:

Doctor, Nurse, Midwife, Medical Assistant, Clinic Coordinator

POLITICS:

Campaign, Legislative Aide, Union Organizer/Non-Profit Director, NGO Employee

MEDIA:

Journalist, Writer, Archivist, Magazine Publisher, Webmaster

EDUCATION:

High School Teacher, College Professor, University Researcher

ORGANIZER:

Life Coach, Motivational Speaker, Workshop Facilitator

ARTS:

Novelist, Filmmaker/Visual Artist



TAKE THE RIGHT CLASSES

GET GOOD ADVICE

APPLY WHAT YOU LEARN

CONNECT WITH PEERS

THINK GLOBALLY

PREPARE FOR LIFE AFTER GRADUATION

15 to Finish Academic Maps

Path to degree has to be clarified and shared and used

- Students
- Advisors
- Faculty
- Scheduler
- Recruiter

Homework Assignment: Pretend you are a student and determine how easy it is to understand map . . . and use it to schedule your courses

15 to Finish



Academic Maps

Humanities 8	GSU 1010	New Student Orientation	R	4:00-5:15
Humanities 8	Engl 1101	English Composition I	MW	1:30-2:45
Humanities 8	PolS 1101	American Government	TR	2:30-3:45
Humanities 8	Scom 2050	Media, Culture, and Society	TR	1:00-2:15
Humanities 8	Soci 1101	Introduction to Sociology	MW	12:00-1:15
Humanities 8	Scom 1000	Human Communication	MW	3:00-3:50
Business 2	GSU 1010	New Student Orientation	F	9:00-10:15
Business 2	Engl 1101	English Composition I	TR	9:30-10:45
Business 2	Math 1070	Elementary Statistics	W	11:00-11:50
Business 2	Math 1070	Recitation	MW	8:00-9:15
Business 2	Econ 2106	Principles of Microeconomics	TR	11:00-12:15
Business 2	Pers 2001	Global Hospitality and Tourism	MW	10:00-10:50
Business 2	Hist 1112	World History since 1500	TR	8:00-9:15
Social Sciences 7	GSU 1010	New Student Orientation	F	12:00-1:15
Social Sciences 7	Engl 1101	English Composition I	MWF	11:00-11:50
Social Sciences 7	Soci 1101	Introduction to Sociology	MWF	10:00-10:50
Social Sciences 7	Engl 2110	World Literature	MW	1:30-2:45
Social Sciences 7	Phil 1010	Critical Thinking	MW	9:00-9:50
Social Sciences 7	Math 1101	Mathematical Modeling	MW	3:00-4:15

15 to Finish Academic Maps

Online Exemplars:

- Indiana University <https://go.iu.edu/degreemaps>
- Florida State University <https://www.academic-guide.fsu.edu/>
- Middle Tennessee State <http://catalog.mtsu.edu/>
- West Virginia University, Parkersburg
<http://www.wvup.edu/academics/office-of-academic-affairs/curriculum-tracking-sheets/>

Academic Maps Proactive Advising

Free advisors from transactional relationship

Allow more time for coaching

Create clear guide rails

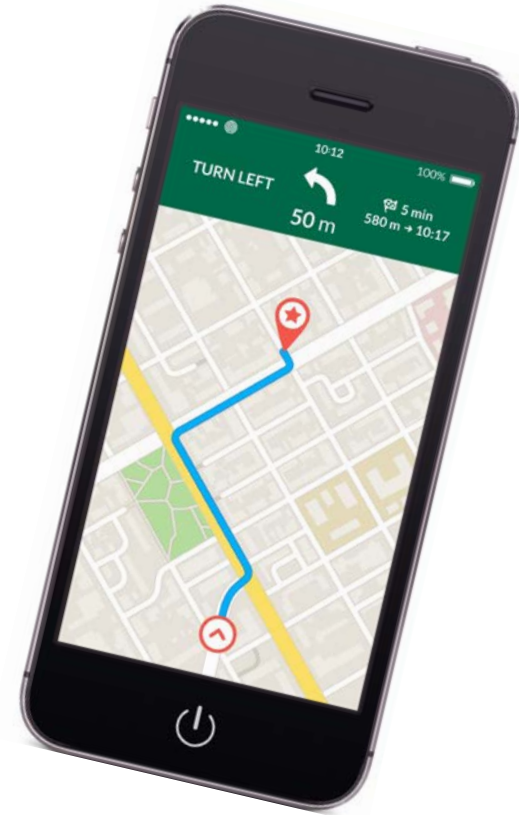
- Registration hours
- Registration courses
- Grades

Act as success coach through “productive academic struggle”

Technology helps, but does not replace you!

ACADEMIC MAPS ARE NOT ENOUGH

Having a direct route is important, but you first have to know where you are going.



PURPOSE MATTERS

Uninformed decisions about purpose...

- Too many major options
- Little alignment with interests and values
- Little understanding of career implications

...lead to significant negative impact on student outcomes

- Major-switching
- Excess credits
- Longer time-to-degree
- Extra costs
- “Some college, no degree”
- Unsuccessful career launch
- Persistent achievement gaps

OUTCOMES

- ✓ Better understanding of career connection to major
- ✓ Earlier enrollment in program of study
- ✓ Greater credit completion in program of study
- ✓ Increased major stability
- ✓ Reduced opportunity gaps

Houston Community College saw a 542% increase in the number of career coach assessments and a resulting 82.8% decrease in undeclared majors

(from Spring 2016 to Spring 2017)

By incorporating career assessment tools prior to registration, 25% of incoming first-year students changed majors

(EAB)

By incorporating labor-market data and matching interests and ability, Baker College dropped program changes from 26.1% to 13.9%

(MyMajors)

BEST PRACTICES

INSTITUTIONAL CULTURE

- ✓ Collect data on undeclared majors and on the frequency and number of major changes
- ✓ Establish institution-wide working group focused on Purpose First (faculty, administration, student support professionals, and students)
- ✓ Encourage students to participate in campus activities that build skills and connect to future careers

RECRUITING, ADMISSIONS & ONBOARDING

- ✓ Administer early interest assessments
- ✓ Integrate career exploration with orientation

CAREER EXPLORATION

- ✓ Provide technology that empowers the process
- ✓ Provide labor-market data and in-depth career information
- ✓ Connect with regional employers to identify future high-demand jobs and skills

ACADEMIC STRUCTURES

- ✓ Offer meta-majors
- ✓ Integrate experiential learning and co-curricular experiences in academic maps

FIRST YEAR & BEYOND

- ✓ Require students to connect with academic and career advisors
- ✓ Include a career exploration assignment in required College Success course

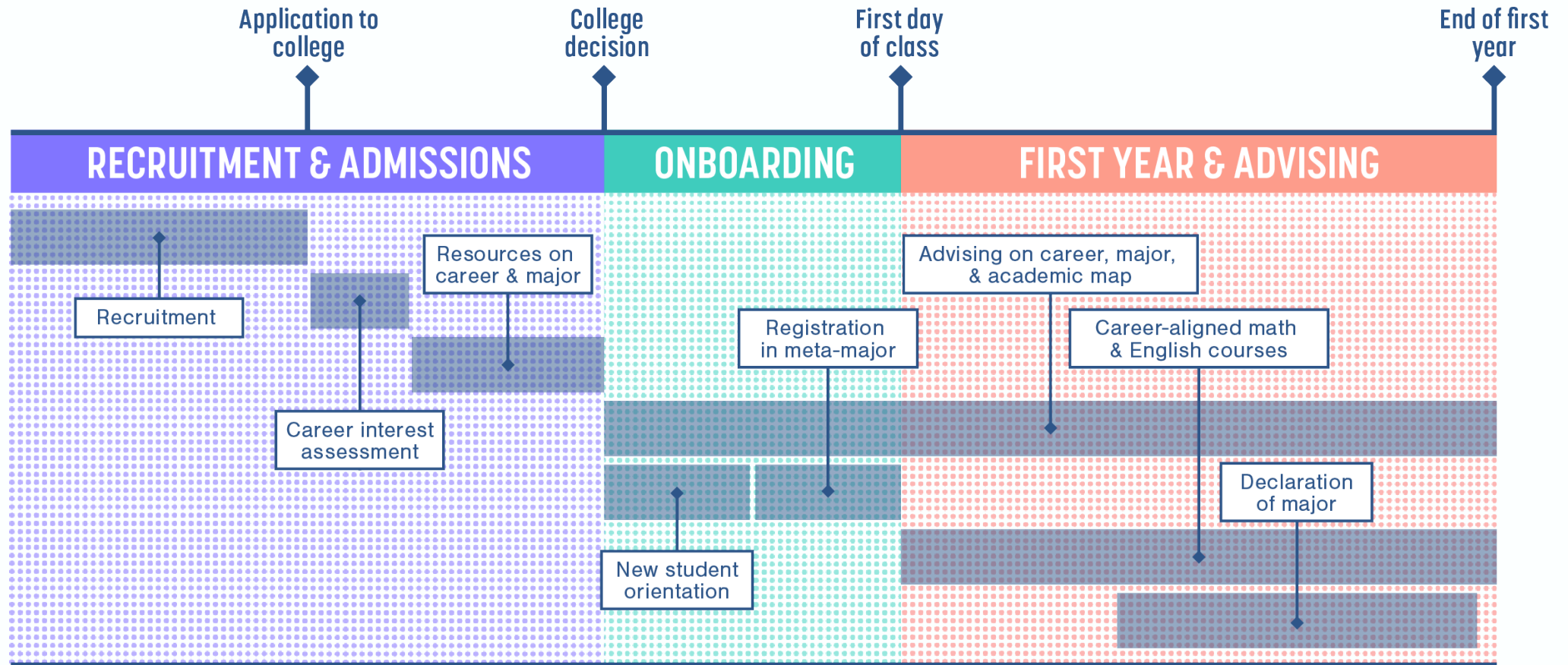


ACADEMIC MINDSET

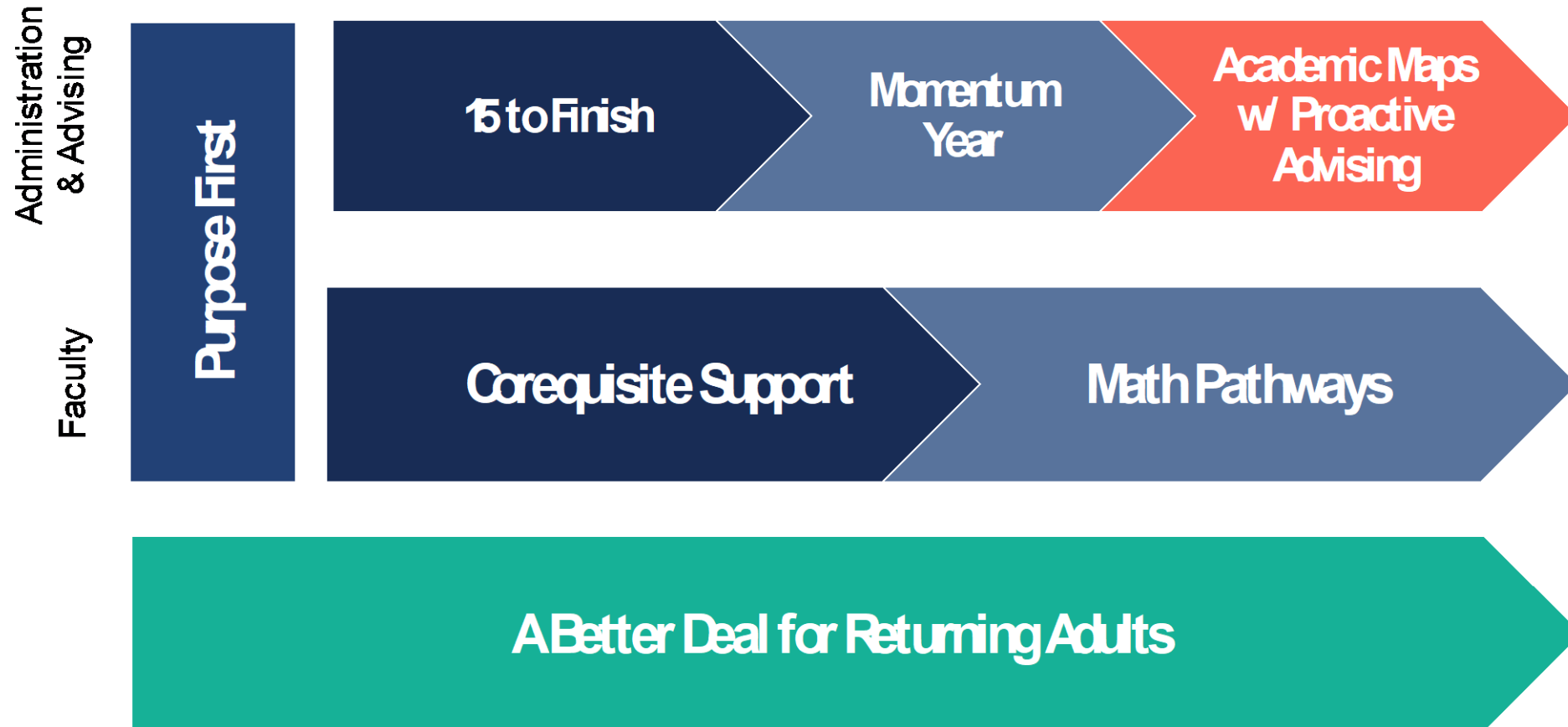
The four components of academic mindset that impact student success:

- **Growth vs. fixed mindset:** students' perceptions of the potential for change in their intelligence.
- **Self-efficacy:** students' confidence in their ability to be successful in their coursework.
- **Relevance of academic experience:** students' views of whether their college work is preparing them for future success.
- **Sense of belonging:** students' perceptions of whether they are accepted members of their college community.

THE PURPOSE FIRST EXPERIENCE



GAME CHANGERS



QUESTIONS?

COMMENTS?