



**Board of Trustees
Academic Affairs Committee
November 30, 2021
1:45pm**

Discussion Item

AAC – 2 Intensifying Enrollment to Improve Outcomes (Hamilton)

Background Information

Data from UNCG and around the country indicates that most undergraduate students benefit from enrolling in at least 15 hours per term. This presentation describes two new initiatives at UNCG aimed at intensifying enrollment in ways that should improve grades, increase retention, and decrease time to graduation while increasing tuition revenue.

Attachment:

AAC 2.1 Intensifying Enrollment to Improve Outcomes Presentation

A handwritten signature in dark ink that reads "Debbie Storrs".

Debbie Storrs
Provost & Executive Vice Chancellor



**UNC
GREENSBORO**

Division of
Student Success

**The UNCG 30 Hour Challenge
Academic Performance, Retention, and Cost**

Why 30 Hours?

The Basic Premise is Simple:

$$120 / <30 > = 4$$

An “extra” year costs US students between \$40k and \$65k, depending on assumptions.

At UNCG, a fifth year of study means an increase in federal loan debt of 17.6% on average (\$22,095 vs \$26,002).

In recent years, ~45% of UNCG FTICs have not attempted 30 hours in their first year of study.

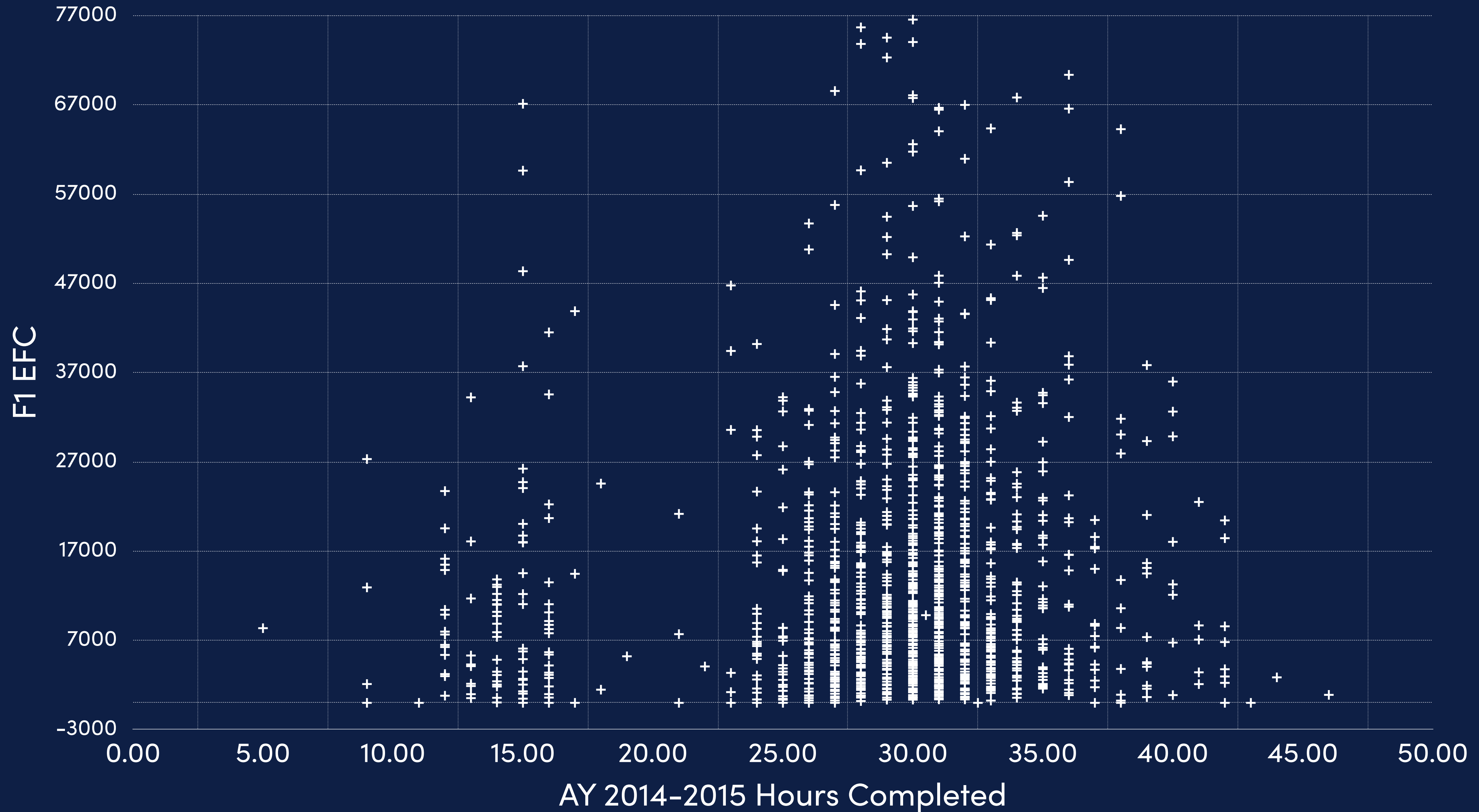
Why 30 Hours?

Retention and Academic Performance

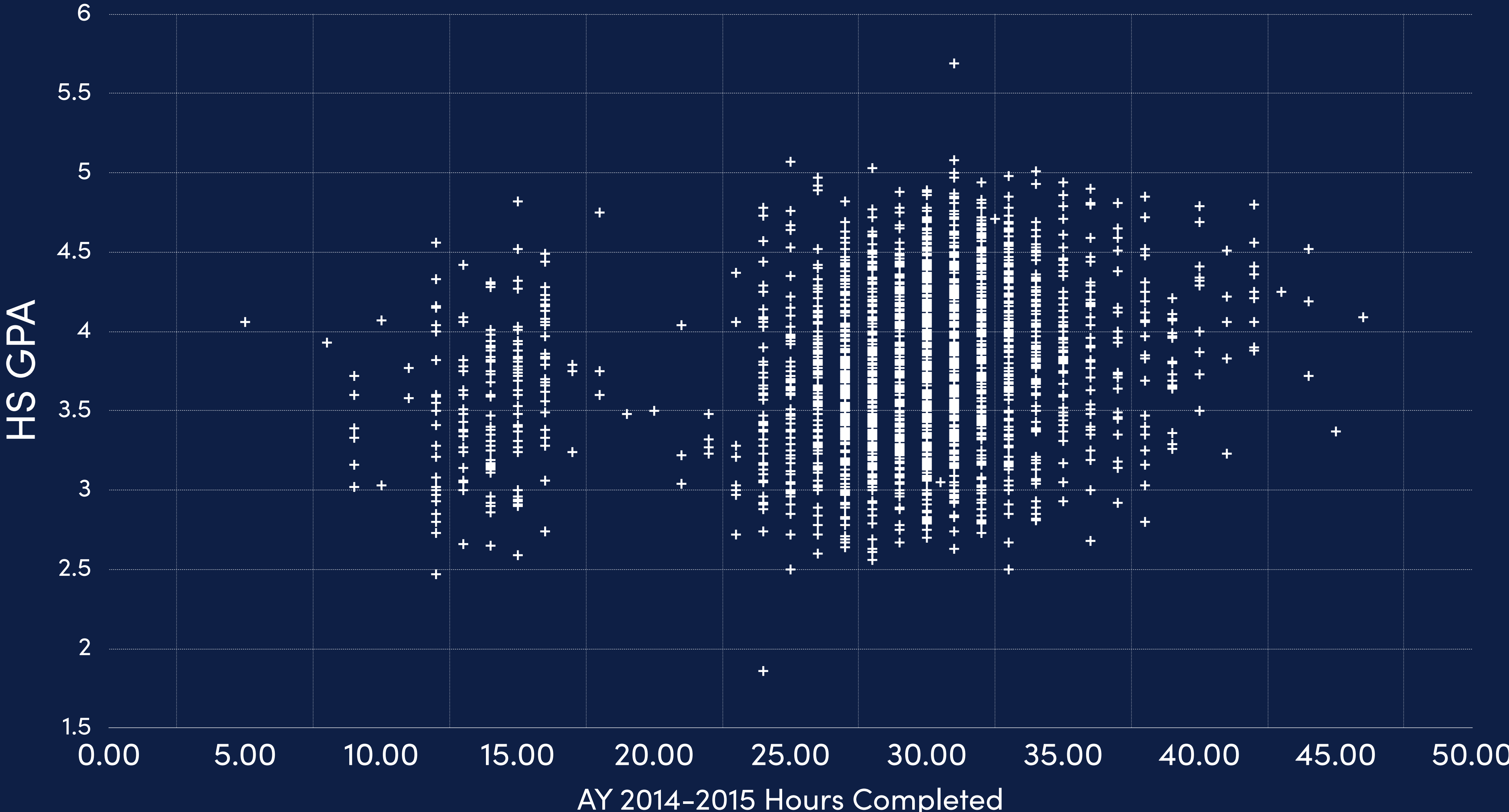
UNCG FTICs who attempt 30 hours persist into their second fall at more than twice the rate of those who attempt 24 hours (89.2% vs 38.4%).

This result seems not to be driven by household income or pre-college academic preparation.

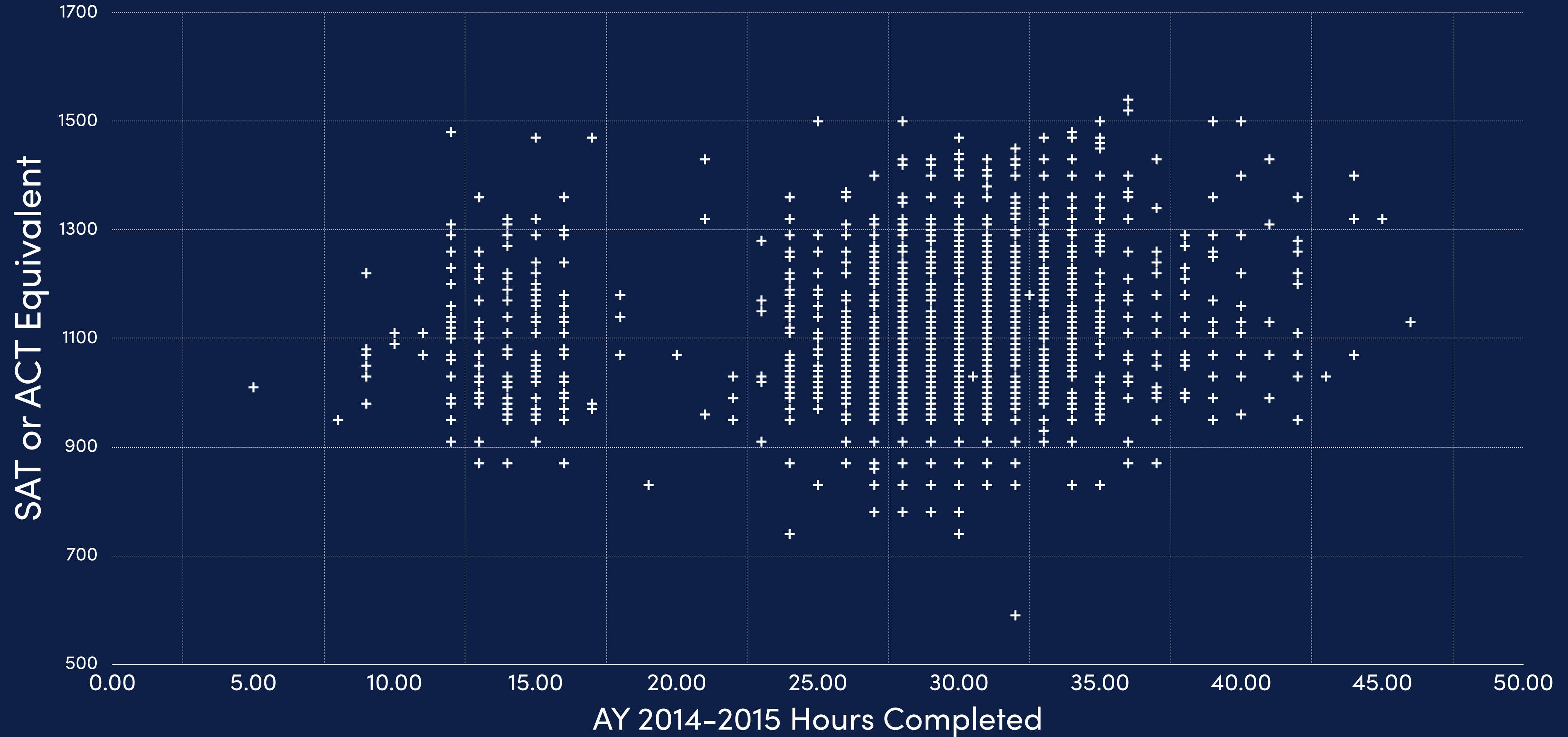
UNCG F14 Cohort AY1 Hours vs F14 EFC



UNCG F14 Cohort AY1 Hours vs HS GPA

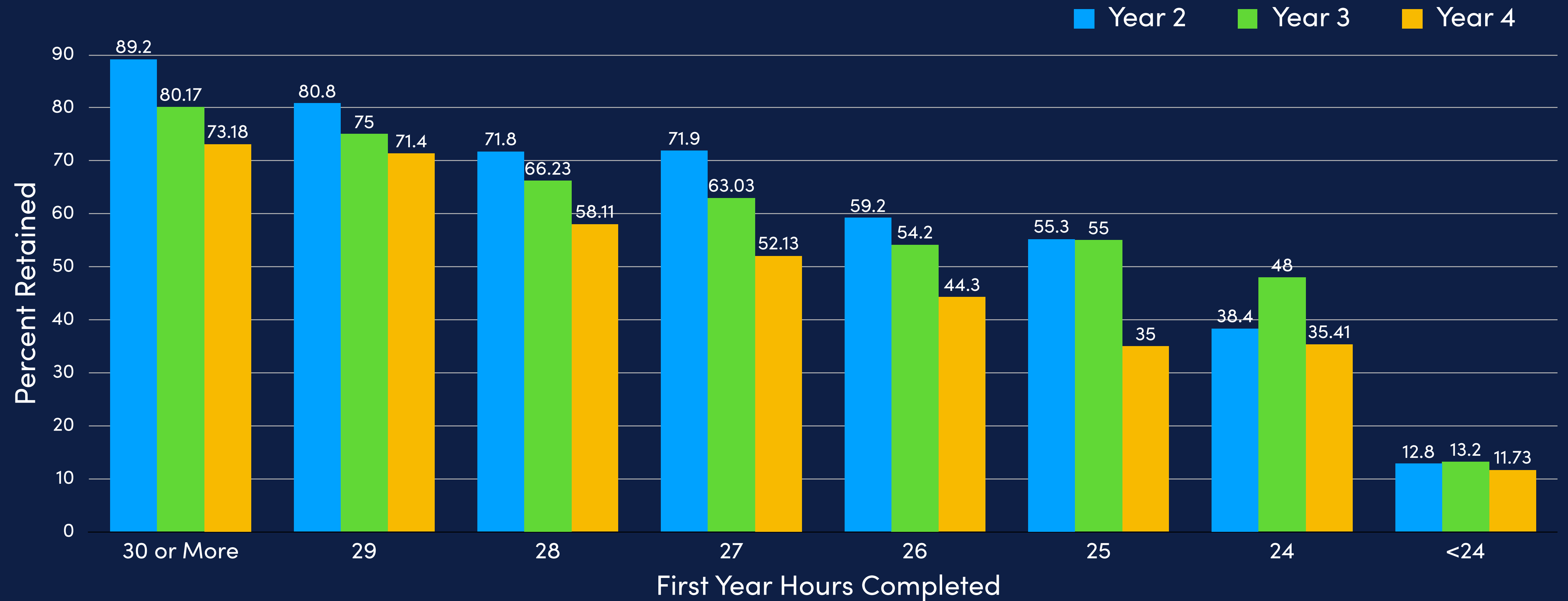


UNCG Fall 14 Cohort AY1 Hours vs SAT/ACT



Annual Persistence By First Year Hours (F14 Cohort)

('Persistence' here is any enrollment in the fall of the following year.)



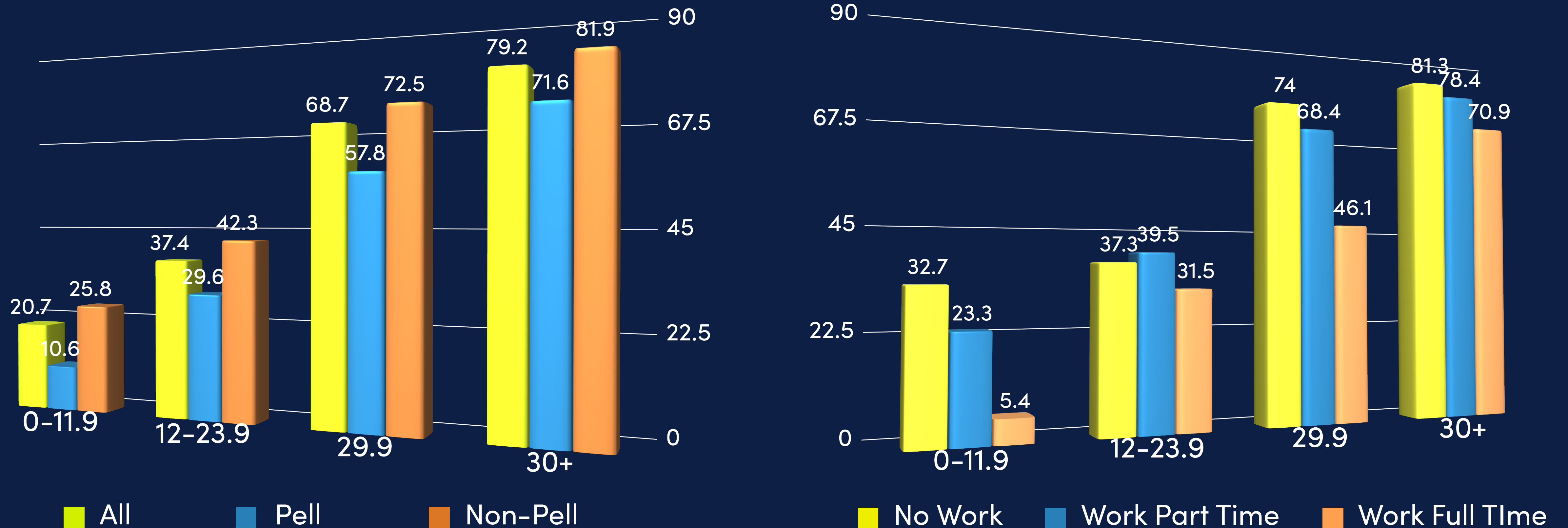
What the National Data Say

There is no evidence that lighter course loads improve academic performance, even for low-income students and those who work.

There is a fair bit of evidence that increased course loads correlate with improved grade performance.

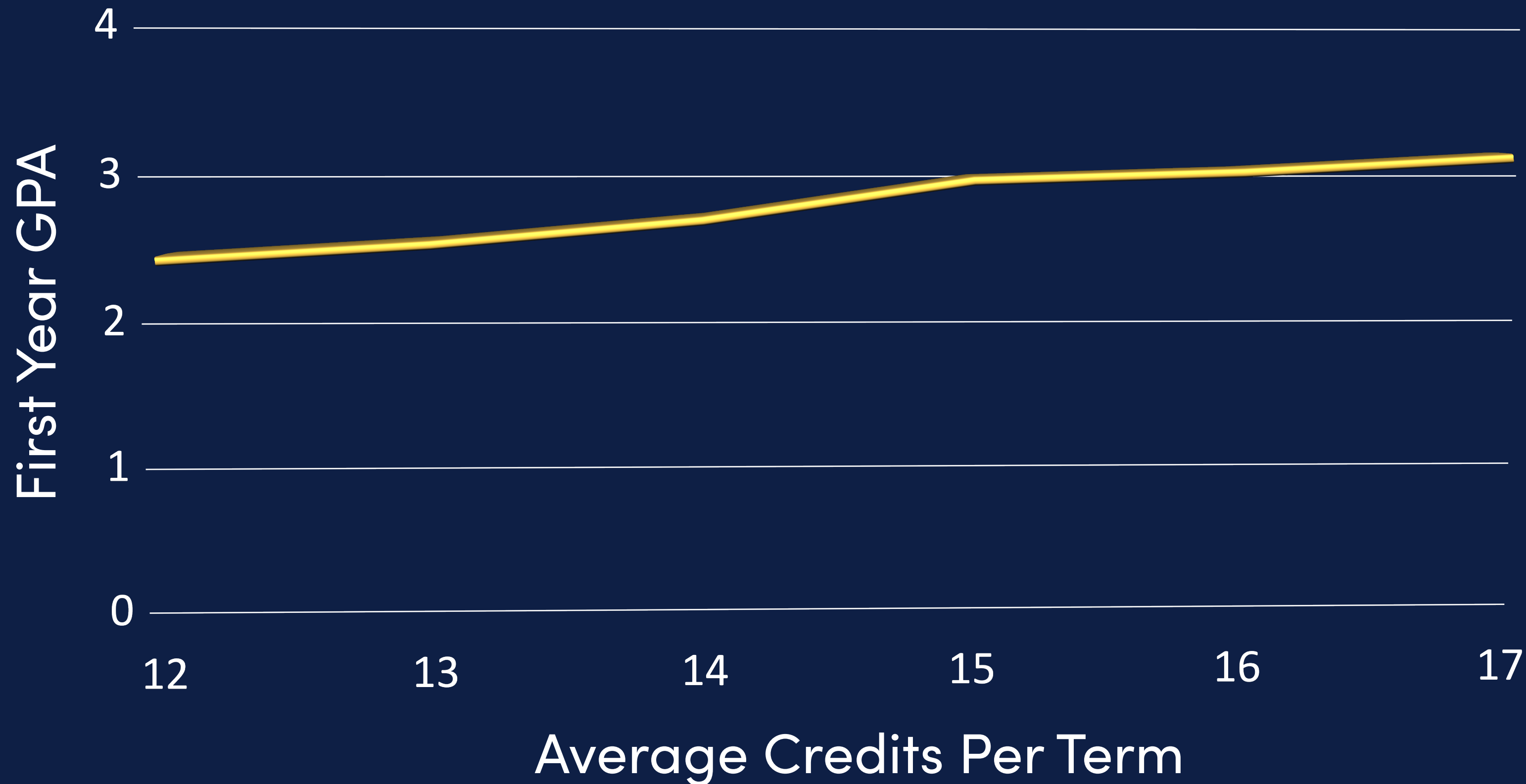
Federal Data on Completion

% of Bachelor's Degree Seeking Students in F2003 Who Completed by 2009 by First Year Hours (BPS Survey Data)



National Data on Grade Performance

First-Year GPA By Average Credits Per Term



EAB data analysis
of 1.3 million FTFT
students at 137 US
institutions

The UNCG 30 Hour Challenge

Pilot project run with HEERF III dollars.

Opt-in for first and second year students. (No penalties!)

There is a \$250 completion award.

There is substantial summer support:
\$500 for one course
\$1,000 for two courses
\$1,500 for three courses or more

30 HOUR CHALLENGE: *How it works*

Scenario 1:

Fall 2021 = 15 credits
Spring 2022 = 15 credits

6 "free" credits (15 credits are billed same as 12 credits)
+
\$250 earned (after spring grades released)

Scenario 2:

Fall 2021 = 12 credits
Spring 2022 = 15 credits
Summer 2022 = 3 credits

3 "free" credits (15 credits are billed same as 12 credits)
+
We'll help pay for summer
+
\$250 earned (after summer grades released)

Scenario 3:

Fall 2021 = 12 credits
Spring 2022 = 12 credits
Summer 2022 = 6 credits

We'll help pay for summer
+
\$250 earned (after summer grades released)

The UNCG 30 Hour Challenge

Semester Credit Hour Production

We often speak of the connection between headcount and budgets, but SCH is the coin of the realm.

FTIC Preregistration Initiative

SCH Production By New First-Time Students with Freshman Standing

	Headcount	Average SCH	Total SCH
Fall 2019	2,219	14.79	32,698
Fall 2020	1,953	14.74	28,641
Fall 2021	2,209	15.03	33,168

The UNCG 30 Hour Challenge

We'll analyze our data in *May* and *June* to determine whether we should continue the program.

If it is successful, we will likely have FTICs opt in at SOAR.

22 states and many universities/systems have such programs. The data show impressive improvements in academic performance in many (but not all) cases.



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Find your way here

Thank you.