*Designing 15 to Finish*

| CCA Scaling  Standard | Institutional Action | | Rate your implementation of this institutional action: | Key Questions | Action Steps | Responsible Party |
| --- | --- | --- | --- | --- | --- | --- |
| Communication, Equity, Policy | Build a team of representatives from student-facing and other key offices that are committed to building your strategy. | | \_\_5 Completely implemented  \_\_4 Mostly implemented  \_\_3 Working on it  \_\_2 Plan to do this, but have not  started  \_\_1 No plans to do this | * Does your team include members from academic affairs, student affairs, and enrollment management? * Does your team include members who interact with underrepresented populations on a regular basis? * Does your team include representatives from advisement, new student orientation, admissions, registrar, financial aid, housing, student affairs, academic affairs, student success, public relations, institutional research? * Have members of your team created a profile on Complete College America’s platform (in order to network with other Alliance members who are working on the same strategy)? |  |  |
| Data | Examine credit accumulation of students in first academic year for at least two years prior. | | \_\_5 Completely implemented    \_\_4 Mostly implemented  \_\_3 Working on it  \_\_2 Plan to do this, but have not  started  \_\_1 No plans to do this | * What percent of incoming students enroll in at least 12 degree-seeking credits during their first semester? * What percent of incoming students enroll in at least 15 degree-seeking credits during their first semester? * What percent of incoming students enroll in at least 24 degree-seeking credits during their first academic year? * What percent of incoming students enroll in at least 30 degree-seeking credits during their first academic year? * What is the gender, racial, ethnic, and socioeconomic breakdown of the students based on their enrollment? * For each category above, what is the completion rates for students (earned hours)? * For each category above, what is the one-semester and one-year retention rates? * For each category above, what is the cumulative GPA? * Based on the data collected, are there particular groups that need to be specifically targeted for 15 to Finish? * Do you know why students are not registering for 15 or 30 hours? |  |  |
| Policy | | Examine degree requirements. | \_\_5 Completely implemented  \_\_4 Mostly implemented  \_\_3 Working on it  \_\_2 Plan to do this, but have not  started  \_\_1 No plans to do this | * Are your degrees capped at 60 or 120 credit hours (or in accordance to accreditation requirements)? * Have you created academic maps based on the standard 15 credits per semester or 30 credits per year? |  |  |
| Implementation, Policy | | Examine course scheduling. | \_\_5 Completely implemented  \_\_4 Mostly implemented  \_\_3 Working on it  \_\_2 Plan to do this, but have not  started  \_\_1 No plans to do this | * Will you create structured schedules (learning communities or block schedules) to facilitate enrollment in 15 hours? * Have you looked at course availability to ensure students can register for the appropriate courses each semester? |  |  |
| Policy | | Examine financial aid and tuition structure. | \_\_5 Completely implemented  \_\_4 Mostly implemented  \_\_3 Working on it  \_\_2 Plan to do this, but have not  started  \_\_1 No plans to do this | * Will you offer banded tuition so that students pay no more for 15 credits than they do for 12? * Are financial aid packages based on the 15-credit standard? * Do you plan on offering additional financial incentives for students who register for 15 credit hours every term (locked tuition for four years)? |  |  |
| Implementation | | Devise timeline for the implementation of 15 to Finish. | \_\_5 Completely implemented  \_\_4 Mostly implemented  \_\_3 Working on it  \_\_2 Plan to do this, but have not  started  \_\_1 No plans to do this | * How early will the campaign need to start? * What term will the strategy be implemented at scale for all incoming students? |  |  |
| Communication, Implementation | | Train academic primary-role advisors. | \_\_5 Completely implemented  \_\_4 Mostly implemented  \_\_3 Working on it  \_\_2 Plan to do this, but have not  started  \_\_1 No plans to do this  . | * How will primary-role advisors be trained to counsel full-time students to enroll in 15 credits each term or 30 credits each year? * If using faculty primary-role advisors, how will they be trained to encourage students to register for 15 hours? * Have the potential concerns raised by students/parents been identified and addressed—and shared to all primary-role advisors? * Who will lead the training? |  |  |
| Communication, Equity | | Develop a communications strategy to share the plan for credit accumulation with stakeholders, including students and parents. | \_\_5 Completely implemented  \_\_4 Mostly implemented  \_\_3 Working on it  \_\_2 Plan to do this, but have not  started  \_\_1 No plans to do this | * What will you call the 15 to Finish campaign on your campus? * How will you market the campaign to students? * What materials will be used to communicate the importance of registering in 15 credits per term or 30 credits per year in order to graduate on time (posters, emails, videos, social media)? * What resources are needed to communicate the strategy to students and parents? * Will the campaign be adjusted to account for different student populations (underserved, gender, adult)? |  |  |
| Communication, Implementation | | Prepare onboarding message. | \_\_5 Completely implemented  \_\_4 Mostly implemented  \_\_3 Working on it  \_\_2 Plan to do this, but have not  started  \_\_1 No plans to do this | * How will the 15 to Finish message be communicated by Admissions? * Who will highlight the importance and return on investment for completing 30 credit hours per academic year during orientation? * What orientation presentation(s) need to be updated to reflect 15 to Finish? * What is the role of academic primary-role advisors during orientation? |  |  |
| Data | | Devise tracking strategies. | \_\_5 Completely implemented  \_\_4 Mostly implemented  \_\_3 Working on it  \_\_2 Plan to do this, but have not  started  \_\_1 No plans to do this | * How will you track students who do not register for 15 hours per term? What report needs to be created in order to capture that data? * Who will be responsible for identifying these students? * How will you determine which students do not register for 15 hours per term but still aim to register for 30 credit hours per year? |  |  |
| Communication, Implementation | | Design outreach strategies. | \_\_5 Completely implemented  \_\_4 Mostly implemented  \_\_3 Working on it  \_\_2 Plan to do this, but have not  started  \_\_1 No plans to do this | * Will you reach out to students who fail to enroll in 15 credit hours per term? * Will you reach out to students who fail to enroll in 30 credit hours per year? * Who will be responsible for reaching out to these students? * What will be communicated to students who fail to meet on-time degree milestones? * Will outreach strategies be extended past the first year? * Will you devise marketing materials for current students to emphasize importance of registering for 15 credits per term or 30 hours per year? |  |  |
| Data, Equity | | Calculate outcomes of strategy. | \_\_5 Completely implemented  \_\_4 Mostly implemented  \_\_3 Working on it  \_\_2 Plan to do this, but have not  started  \_\_1 No plans to do this | * How will you determine if the strategy has been successful? * What is your target goal for each group of students? * Do students who register for more hours perform better? * Have you observe different enrollment patterns emerge (earlier registration, more switching of courses prior to start of courses, fewer/more withdrawals)? * How will you communicate benefits of strategy across campus? * Who will communicate data to Complete College America? |  |  |