

Examining the push for 15 credit semesters

Background

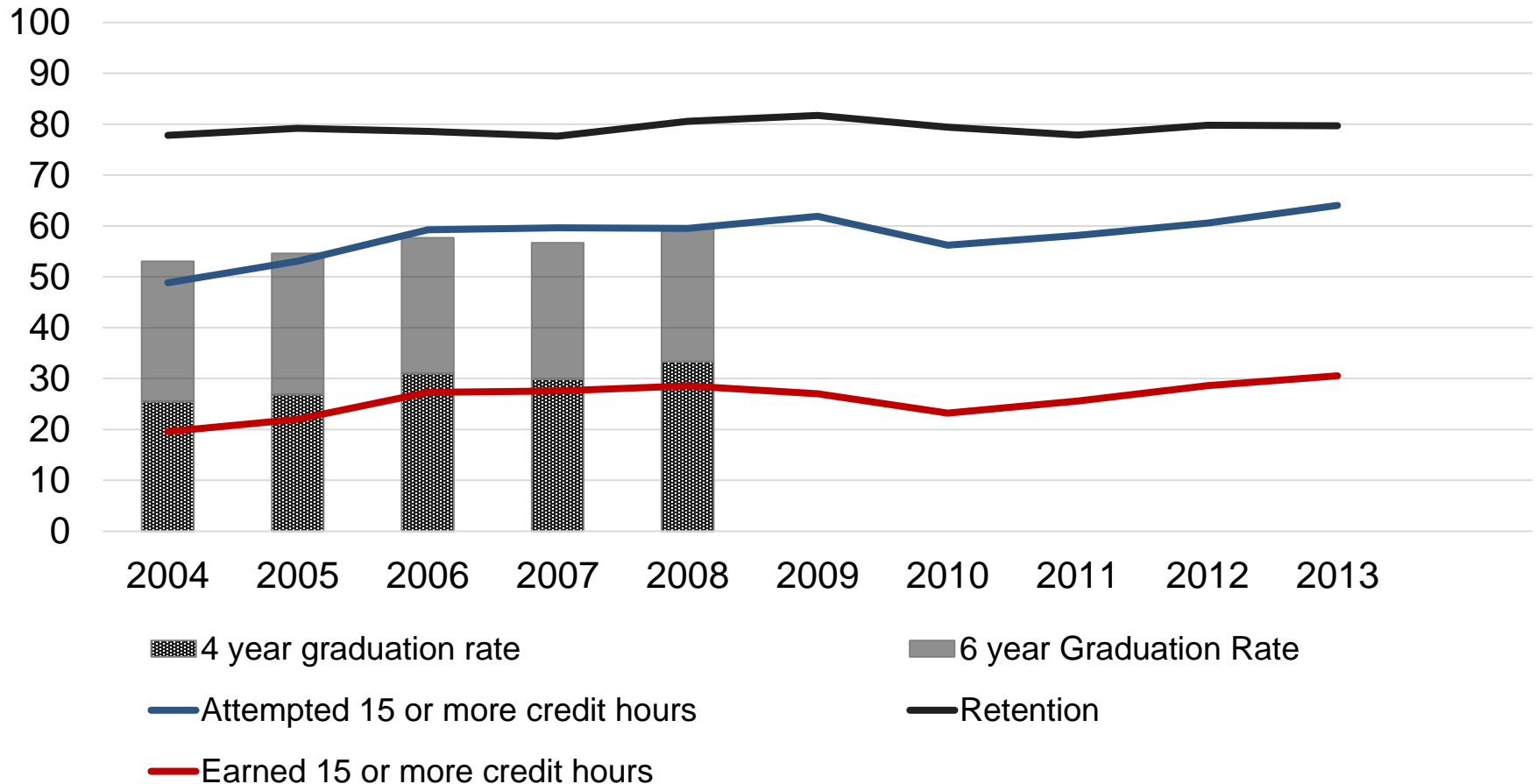
- Complete College America “15 to Finish” Campaign
- Academic Propensity Perspective
- Methodological Challenges

Analysis

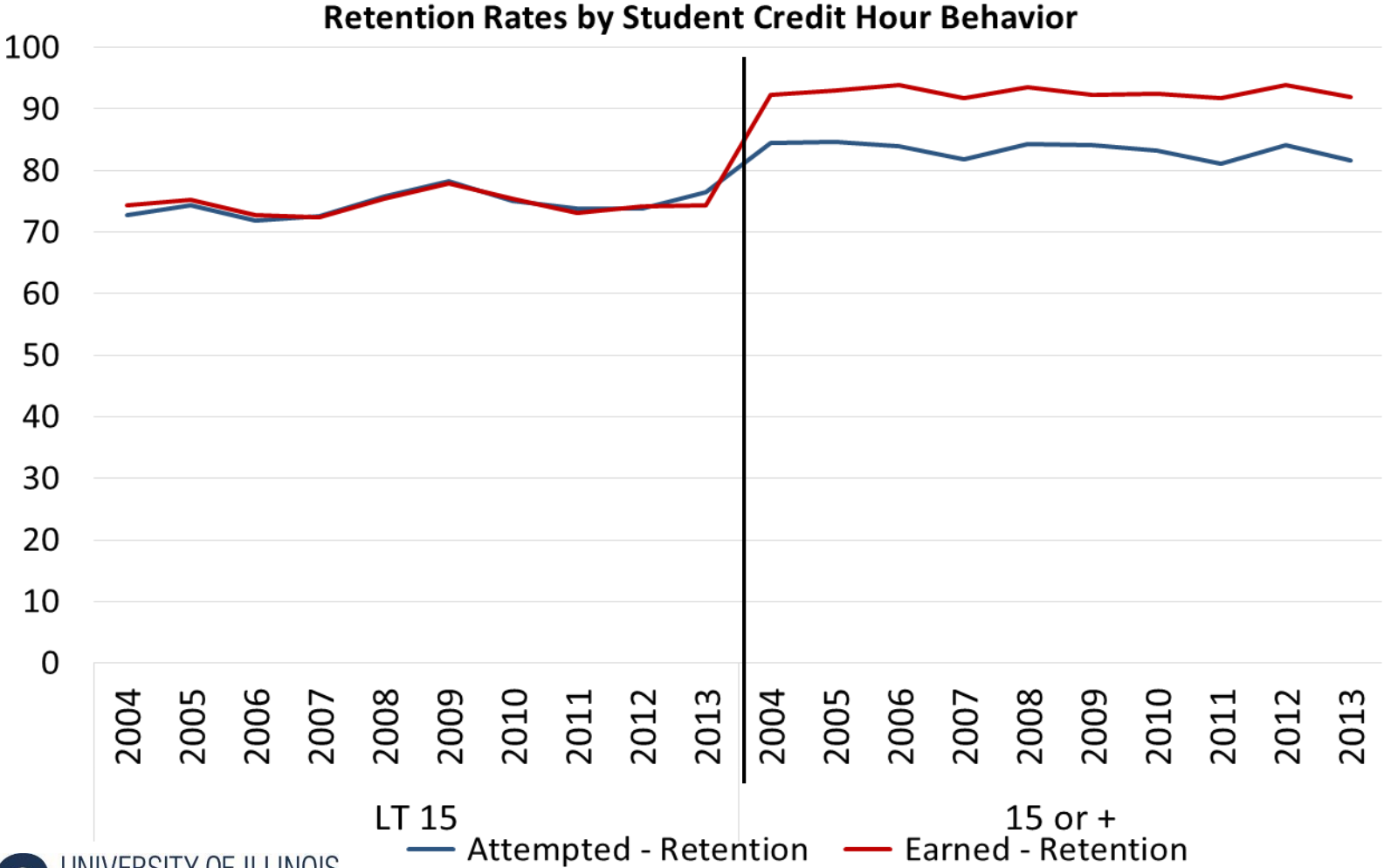
- **Focus**
 - First-time, full-time students
 - First year academic behaviors including summer
- **Questions**
 1. Do students that **attempt** an average of 15 or more credit hours have improved odds of retaining and graduating?
 2. Do students that **earn** an average of 15 or more credit hours have improved odds of retaining and graduating?
- **Analytical Approach**
 - Descriptive Analysis
 - Statistical analysis using logistic regression

Descriptive Analysis: Overall Trend

Student Outcomes and Credit Hour Behavior

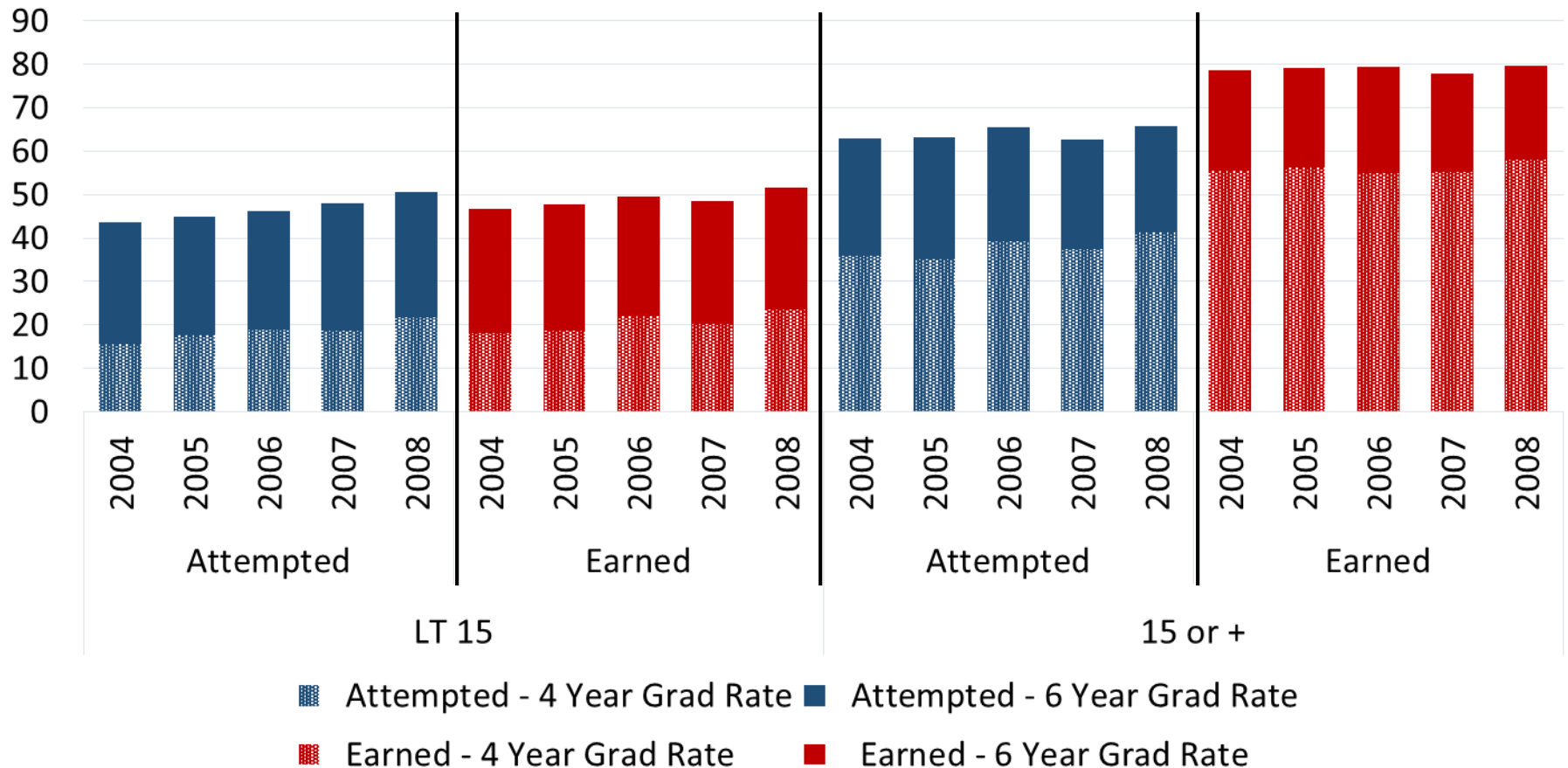


Descriptive Analysis: Retention Trend



Descriptive Analysis: Graduation Trend

Graduation Rate by Student Credit Hour Behavior



Statistical Analysis

- **Population**

- 2013 fall full-time, first-time cohort for retention studies (n=3079)
- 2008 fall full-time, first-time cohort for graduation studies (n=2944)

- **Method: Binary Logistic Regression**

- Backward elimination method to identify variables significantly associated with graduation and retention outcomes.
- Variables considered: Gender, URM status, college of enrollment, Pell recipient, campus housing, ACT sub tests, honors college, first generation status, AP coursework, and High School GPA.

Group Differences

Categorical Variables	2013 Cohort Retention	2008 Cohort Graduation	Continuous Variables	2013 Cohort Retention	2008 Cohort Graduation
Pell recipient	LT 15	LT 15	ACT_Math	15+	15+
URM	LT 15	LT 15	ACT_English	15+	15+
CPS	LT 15	LT 15	ACT_Science	15+	15+
Remedial	LT 15	LT 15	ACT_Reading	15+	15+
DFW	LT 15	LT 15	ACT_Composite	15+	15+
Honors	15+	n/a	HS GPA	15+	15+
Architecture	ns	15+ (<i>earn only</i>)	AY UIC GPA	15+	15+
Business	LT15	LT15			
Engineering	LT15	LT15 (<i>earn only</i>)			
LAS	15+	15+			
AP Credits	15+	15+			

Control Variables

Variable	Retention		6 Year Graduation		4 Year graduation	
	Attempted	Earned	Attempted	Earned	Attempted	Earned
ACT English					+	
ACT Math			+	+	+	+
H.S. GPA	+	+	+	+	+	+
AP Coursework	+	+	+	+	+	+
Pell recipient	+	+			-	-
Engineering					-	-
Business		+	+	+	+	+
Honors College	+		N/A	N/A	N/A	N/A
URM	-	-X	-X	-X	-	-

* = statistically significant, +/- = positive or negative association, X = non-significant, included for control purposes

Results: Attempted Credit Hours

	15+ Credit Hours	12-14 Credit Hours	Odds Ratio	Odds Ratio, controlling for covariates
Retention	4.60	3.06	1.50	1.21
6 Year Grad Rate	1.93	1.02	1.89	1.66
4 Year Grad Rate	.70	.28	2.53	2.12

Results: **Earned** Credit Hours

	15+ Credit Hours	12-14 Credit Hours	Odds Ratio	Odds Ratio, controlling for covariates
Retention	11.37	2.90	3.93	2.95
6 Year Grad Rate	3.94	1.07	3.69	2.98
4 Year Grad Rate	1.39	.31	4.53	3.45

Summary

	Odds Ratio, Attempted	Odds Ratio, Earned
Retention	1.21	2.95
6 Year Grad Rate	1.66	2.98
4 Year Grad Rate	2.12	3.45

- For the 2013 first-time, full-time cohort, only **earning** 15 or more credit hours is associated with improved odds of retaining.
- For the 2008 first-time full-time cohort, both **attempting** and **earning** are associated with improved odds of graduating..
- Overall **earning** is a superior metric but it is more complex as it is impacted by enrolling in remediation and DFW course behaviors.