



NEW REPORT COMING

IMPACT OF TIME ON STUDENT SUCCESS:

Why accelerating your students’ academic degree progress may be your biggest student success opportunity

About this research

Ad Astra’s most recent benchmarking study analyzes data from 75 partners through 50 variables related to academic scheduling and student success. This analysis draws inferences from these to inform scheduling practices, improve graduation rates, and optimize resource utilization. The results underscore a significant link between students’ degree progress rates and their retention and completion rates.

The 2011 Complete College America Report titled *Time is the Enemy* highlights the negative impact of extended time on college completion rates. The report calls for action in higher education to help students finish their degrees more efficiently.

Early findings of our new study expand upon insights from Complete College America and related research by the Community College Research Center, which highlight the importance of early momentum for student success. It investigates nuances of how student degree progression impacts retention and completion and underscores the importance of timely progress beyond the first year. It offers strategies that have the potential to yield double-digit improvements in retention and completion rates, while recognizing the need for integrated interventions and the potential for institutional breakthroughs.



The impact of 3 more credits of progress per semester:

44%


MORE LIKELY TO GRADUATE

Traditional	Average Term Credits	Annual Credits	Retention (y-o-y)	Completion
Full-time	15+	30+	78%	74%
	12-14	24-29	68%	63%
Part-time	9-11	18-23	65%	51%
	6-8	12-17	53%	27%
	1-5	1-11	29%	7%

Our industry’s traditional, simplistic classification of students into either part-time or full-time statuses falls short in providing insights that can effectively guide student success efforts. Through this research, we discovered that a more informative approach involved subdividing students traditionally considered part-time into three distinct categories and full-time students into two separate groups. Here are the consolidated findings of the study, organized by progress bands, encompassing all types of institutions.

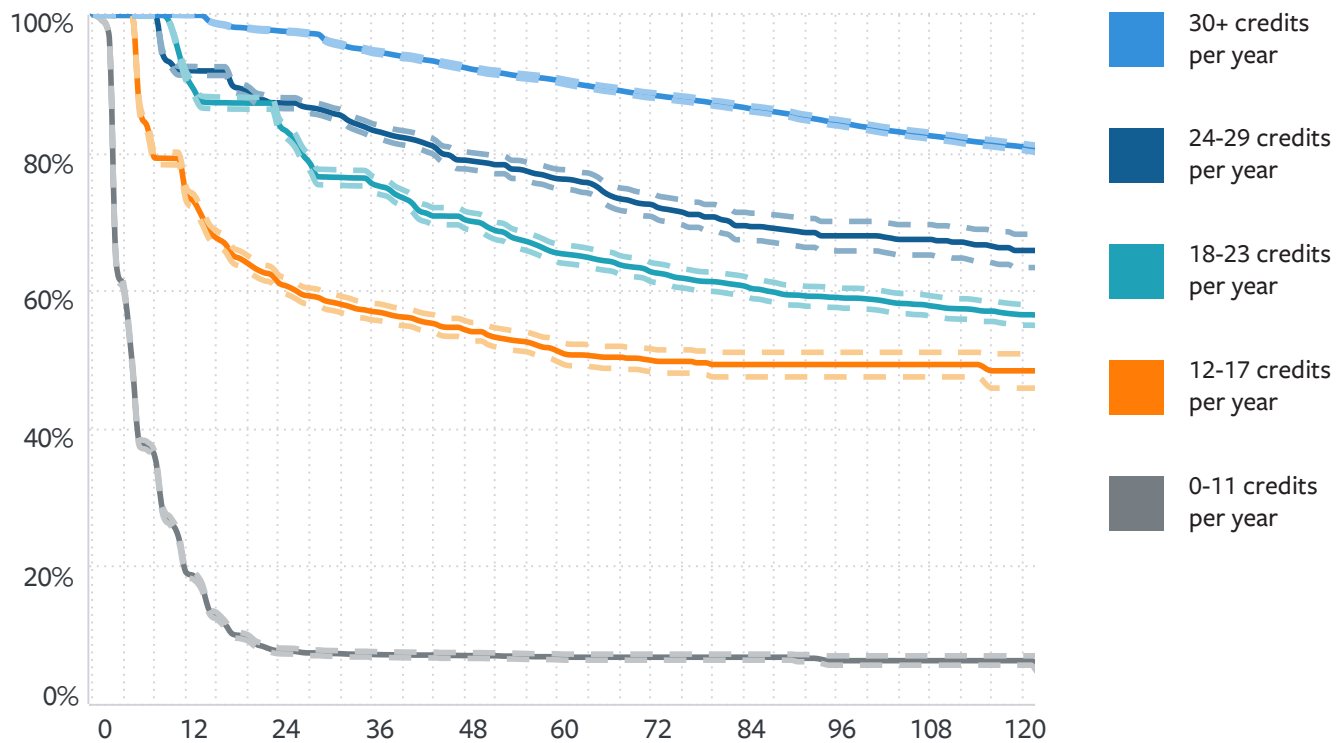
The significant variations in retention and completion rates remain concealed when we persist in adopting an overly simplistic view of student progress. In particular, the research indicated that students in the lowest part-time category were four times less likely to be retained and seven times less likely to complete a credential compared to their counterparts in the highest part-time category.

We anticipate sharing the comprehensive report and an associated webinar with you this November. These resources will provide more detailed findings and new strategies that we believe have the potential to drive double-digit increases in retention and completion rates. These strategies include integrating strategic advising to accelerate student progress, delivering flexible schedules to students that are financially sustainable for the institution, and orchestration of departmental stakeholders to ensure improved student and financial outcomes.



93%
of students taking 11 credit hours or fewer annually do not graduate

Historical retention curves by average annual completed credit hours



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