Degree Velocity Analysis

Stop Tracking and Start Improving

Where are your students getting stuck? Are bottlenecks caused by registration conflicts, low credit-hour loads, a lack of thorough planning, or high course failure rates? If you could objectively prioritize and triage these bottlenecks, how much more effective could your interventions be?

More than ever before, higher education is hyper-focused on student success. As an industry, we know that we need to graduate more students, but the way we measure graduation rates make early intervention impossible. We need a leading, actionable indicator of graduation rates that can direct intervention and show progress before completion.

Degree velocity is the leading indicator of graduation rates. Instead of waiting six years to measure if students graduate with a four-year degree, degree velocity provides visibility into time to completion, for every academic term and student.

Degree Velocity

Ad Astra's degree velocity service allows you to see patterns of completion at current velocity. You can view data by pathway, program, department, and college. Additional curriculum elements can be reviewed to determine if minors, second majors, etc., have a significant impact on the time it takes students to graduate. This service can also pinpoint bottlenecks to degree velocity and outline recommendations to improve time to completion.

CONSULTANTS WILL REVIEW

- Pathways
- Student academic history
- Courses (prerequisites, etc.)

A DEGREE VELOCITY ANALYSIS WILL INCLUDE A REVIEW OF

- Current time to completion (by pathway, program, department, and college)
- Current degree velocity
- Any planned curriculum changes
- Enrollment projections/program capacity
- Any additional information
- Prerequisite and corequisite requirements
- Milestone course or actions required
- Transfer/dual enrollment courses and impacts on pathways
- Cross-discipline evaluation of course demand to fulfill pathway requirements

AFTERWARDS, AN EXECUTIVE SUMMARY OF FINDINGS WILL BE PRESENTED AND INCLUDE

- Recommendations to promote expedited time to completion and velocity
- Identification of top bottlenecks to completion
- Analysis overview

THE DELIVERY OF RESULTS WILL INCLUDE

- Prerequisite and corequisite requirements
- Milestone course or actions required
- Review of transfer/dual enrollment courses and impacts on pathways
- Cross-discipline evaluation of course demand to fulfill pathway requirements

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Momentum Year

A Student in Motion Stays in Motion

Much like Newton's First Law of Motion, the concept of Momentum Year seems simple. A student at rest tends to stay at rest, while a student in motion tends to stay in motion, and once in motion, develop momentum. Gaining and maintaining that momentum is key to student completion.

Research confirms that college students are most successful when they complete specific first-year benchmarks. When students don't, they graduate late or not at all, waste time, and incur unnecessary debt in the process.

Momentum Year

MOMENTUM YEAR FOCUSES ON

- Purpose first with Pathways, Programs of Study, or Meta Majors
- 30 to finish
- 9 credits in program
- Gateway course completion

You've built out your Momentum Year and implemented policies to help guide and enforce the process. So, what's next? Are you intervening early enough and with the right data? How are you tracking and measuring students? Are your students making stronger academic decisions and completing their gateway courses?

Ad Astra's Momentum Year solution can help you improve student momentum:

BENCHMARK MOMENTUM YEAR METRICS

- Compare metrics within a single institution with longitudinal tracking
- Compare metrics across institutions

MOMENTUM YEAR INTERVENTION STRATEGIES

- Provide waypoints (spring term registration and summer term registration) that allow an institution to intervene and get students on track
- Provide student-specific data to tailor student communications

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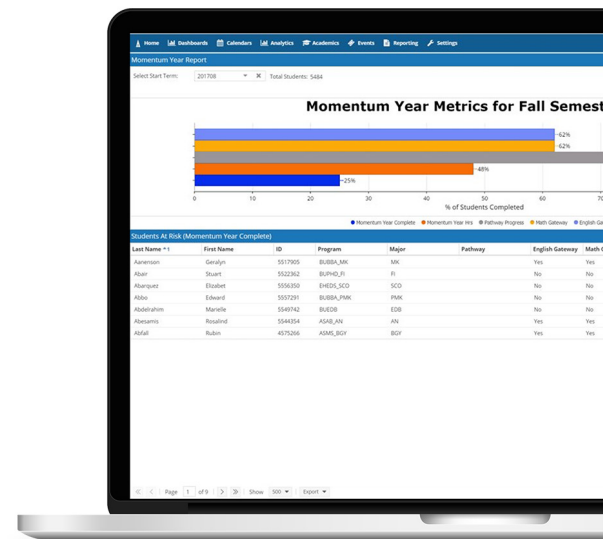
Capacity Analysis

Understand and Overcome Your Institution's Space Limitations

Are you out of space? If so, your space constraints may be compromising more than you realize, including enrollment growth and your student's learning experience. What if these constraints could be overcome, even without construction?

Most institutions understand their space utilization much better than their enrollment capacity. Is there an objective way to analyze the capacity of your space and unpack strategies that support enrollment growth? If your campus is considering renovation or new construction, is there a way to design new space to maximize capacity and flexibility? Ad Astra's Capacity Analysis was specifically developed to address these questions.

Capacity Analysis

Beyond the benchmarking of the HESI™, the capacity analysis engagement allows institutions to do institutional classroom capacity planning. With Ad Astra's Capacity Analysis, we start with a comprehensive analysis of how you're currently using your space. Then, we unpack multiple capacity-expanding strategies and their potential to expand your effective capacity.

DURING THE SERVICES AD ASTRA CONSULTANTS WILL

- Guide you through your HESI Capacity findings
- Review your current:
  - Scheduling policy/guidelines
  - Enrollment trends
  - Classroom inventory
- Review planned classroom inventory changes
- Review strategies to impact space utilization
  - Reduce off-grid scheduling and related prime time capacity 'waste'
  - Spread activities out of prime time
  - Move low enrollment sections out of prime rooms during prime time
- Strive to gain consensus on prioritized strategies and implementation next steps

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Pathways

Move Your Pathways from Concept to Reality

Pathways are widely embraced as a student success strategy. Unfortunately, many institutions struggle to operationalize them. As a result, pathways are often a good idea that has more promise than real impact on student completions.

Moving from concept to roll out isn't easy. Opinions vary on how 'guided' pathways should be. Smaller programs don't have the critical mass of enrollments to support multiple options for degree requirements. Differing core requirements in various programs can considerably delay completions when students change majors.

Ad Astra can help you work through these complexities and controversies. We deliver the data and best practices that enable you to move your pathways initiative from concept to reality.

Pathways

AD ASTRA WILL

Provide a framework to define and facilitate the implementation of pathways for each degree program offered, including meta-major interest areas

- Share essential elements and best practices, things to consider as you are building maps
- Define data requirements and catalog requirements
- Guidance on pathway design and templates that will be used in building maps
- System support and integration. Once completed, how will they be used?

Analyze pathways to provide guidance on refinement

- Sequencing to reflect prerequisite and corequisite requirements
- Milestone and gateway courses to highlight students' pathway progress
- Review of transfer/dual enrollment courses and impacts on pathways
- Analysis of course choice relative to program enrollments

1. DEFINING PATHWAYS *Laying the Groundwork*

- Create model/sample pathways templates for desired programs
- Refine Course Sequences using data analytics
- Identify key milestone courses

2. ANALYZING PATHWAYS *Initial Scale Implementation*

- Ensure Pathways are digitized or imported
- Analyze Pathways for alignment to scheduling practices
- Recommend key changes that may be necessary to support scale implementation of pathways

3. SCHEDULING FOR PATHWAYS *Improved scale implementation*

- Use pathways/planner demand to align pathways with scheduling
- Add simulated students for planning
- Evaluate initial scale implementation for improvement

4. PATHWAYS ECOSYSTEM *Ongoing improvement*

- Integrate advising, scheduling, and registration
- Ensure continuous improvement through data analysis (first year momentum, productive credits)

![Ad Astra logo] **Ad Astra**
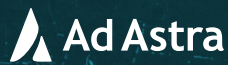
Strategic Readiness Assessment

Implementing Change Is Hard, We're Here to Help

Are you convinced that your academic schedules could be better aligned to your students' needs? Are you concerned about inefficient resource usage? Even if there are opportunities for improvement, are stakeholders on your campus ready for this type of change?

Scheduling is often heavily influenced by the 'this is the way we've always done it' rule. Change typically requires a realization that improvement is possible and that the impact is worth the initial discomfort.

Ad Astra's scheduling experts can assess existing approaches and beliefs, present opportunities for improvement, and advocate for a consensus on priorities to pursue. Then, we can identify hurdles – beliefs and systems – that must be cleared to make progress possible.

Strategic Readiness Assessment

Ad Astra Consultants will lead an onsite assessment of existing beliefs and systems that influence the scheduling process. Key stakeholders (Senior Leadership, Registrar's Office, Deans/Associate Deans, Schedulers, Information Technology, Students Leaders) will complete a survey specifically created to focus on your institution's challenges and needs, and will be review with our consultants.

ASSESSMENT REPORT

Following the onsite assessment, our consultants will deliver an Assessment Report including an Executive Summary and Roadmap of influencing scheduling. The delivery of the report can be onsite or remote.

AFTER REPORT

Once the Assessment Report, including the Executive Summary and Roadmap have been delivered, our consultants will continue to provide guidance and support of your implementation and assess your progress.

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Structured Scheduling

Implement an Efficient and Effective Structured Schedule

Different student populations have different needs. For some, the typical open registration process isn't ideal. Many students are juggling work, childcare, and other obligations, all while trying to attend school. Others are transitioning from high schools and may be overwhelmed by the choice and complexity at many institutions. Some programs are structured and advised to progress a student group to completion. Does your schedule consider these needs? If not, structured scheduling can help.

With all the scheduling approaches available, how can you design a structured scheduling approach that is most aligned with your different student populations and programs? How will you impact the effectiveness of these changes on students' velocity to degree completion?

The answer to these questions starts with a deeper understanding of your students, their availability and other relevant needs. As institutions start to align pathways, advising, registration, and institutional capacity, understanding the options available for structured scheduling is critical. When you have a holistic understanding of all these elements, you can determine how to best leverage your resources to implement an efficient and effective structured schedule, and, ultimately, increase graduation rates.

Structured Scheduling

Structured scheduling is hard and requires a unique approach for each institution. Varying student course placement needs, resource limitations, transfer credits, and evolving student populations all must be taken into consideration when building a structured schedule. If these challenges sound familiar, Ad Astra can help discover, design, and deliver an optimized structured schedule for your institution.

Gathering students' information on availability for blocks is crucial for implementing structured scheduling, while understanding capacity and student needs are critical in trying to institute structured scheduling at scale. Ad Astra's structured scheduling service uses your student information system's data, along with pathways, to accurately predict course needs and available blocks for scheduling.

Following the review of data, consultants will deliver an inclusive analysis including:

1. HESI™
    a. Meeting pattern usage analysis
    b. Capacity analysis

2. ANALYSIS AND REVIEW
    a. Pathways and student analysis
    b. Meta-majors
    c. Patterns in AP and dual credit

3. EXECUTIVE SUMMARY AND ANALYSIS RESULTS
    a. Recommendations for design elements
        i. Meeting patterns
        ii. Blocks (Morning/Afternoon/Evening)
        iii. Credit hour loads (15-15/12-12-6)
        iv. Parts of term
    b. Recommendations for Demand
        i. Utilize blocks and student data
        ii. Recommend sections for blocks

4. ONSITE DELIVERY (OR REMOTE)

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