



Influences on Incoming Students' Anticipated Time to Degree

Prepared by:

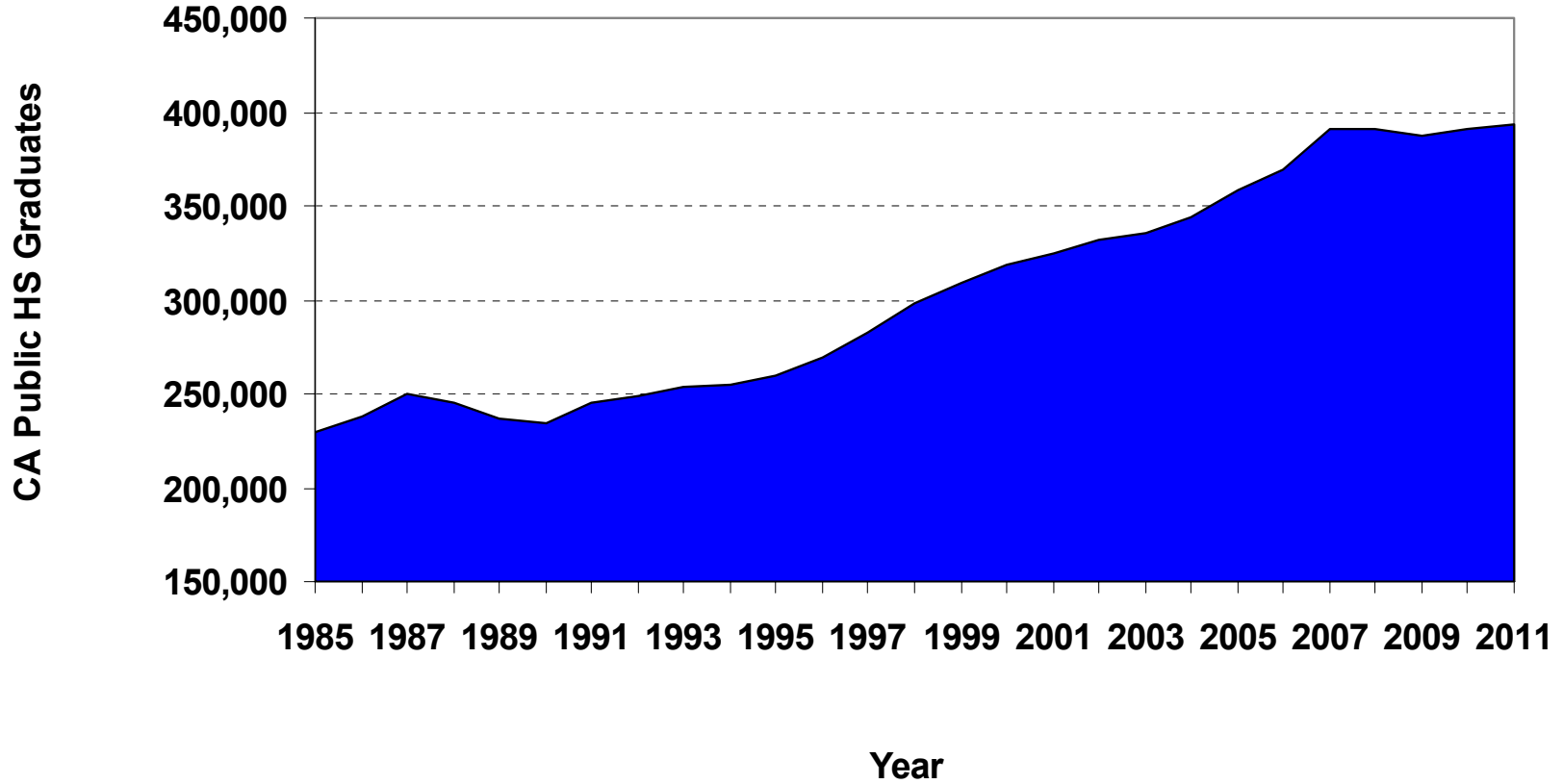
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Introduction

- Tidal Wave II: Some researchers predict that 2008 will see the “largest graduating [high school] class in history” (Zuniga 1998).
- Urgency of assuring adequate space before “the rubber ...[hits] the highway...” (Maclay 2000). How to assure enough space to accommodate students headed our way?
- One, sometimes controversial, strategy is to shorten time to degree.
- To answer the questions of how, when, and in what way institutions can shape student academic plans, an understanding of the influences on time to degree (TTD) is of crucial importance.

Tidal Wave II: 2002 Projection of CA Public HS Graduates

(Source: California Department of Finance)



Existing Literature

- Identified variables responsible in lengthening time to degree (Adelman 1999, Duby & Schertman 1997, Knight 1994, 2000, Lam 1999, Hall 1999, Oklahoma SRHE 1996, Volkwein & Lorang 1996):
 - Stop out
 - transfer
 - light class loads
 - Withdrawal from classes
 - Non-traditional, part-time students
 - Change of major
 - Protecting grades

- Examined the effects of (Noxel & Katunich 1998):
 - Institutional integration
 - Commitment
 - Satisfaction

Purpose of the Presentation

- Demonstrates the students' expected time to degree and the factors that have influences on it.
 - How many years do incoming first year students anticipate taking to complete their undergraduate degree?
 - What factors and perceptions of students influence their ATTD?

Data Sources and methods

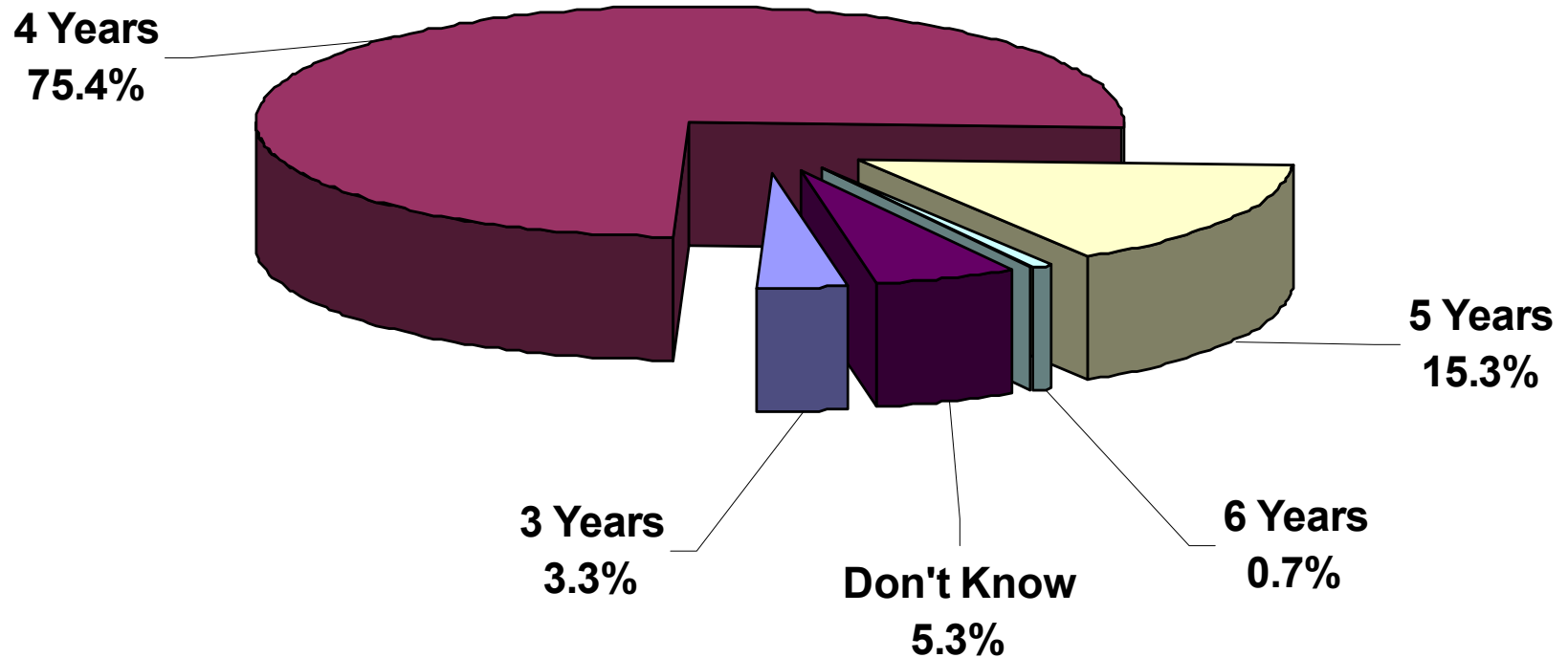
- CIRP (The Cooperative Institutional Research Program) Freshman Survey: 2000, 2001)

- Campus questions:
 - Incoming Student's Anticipated Time to Degree (ATTD)
 - Incoming Student's perceived time to degree of average students
 - Reasons for extra time to degree

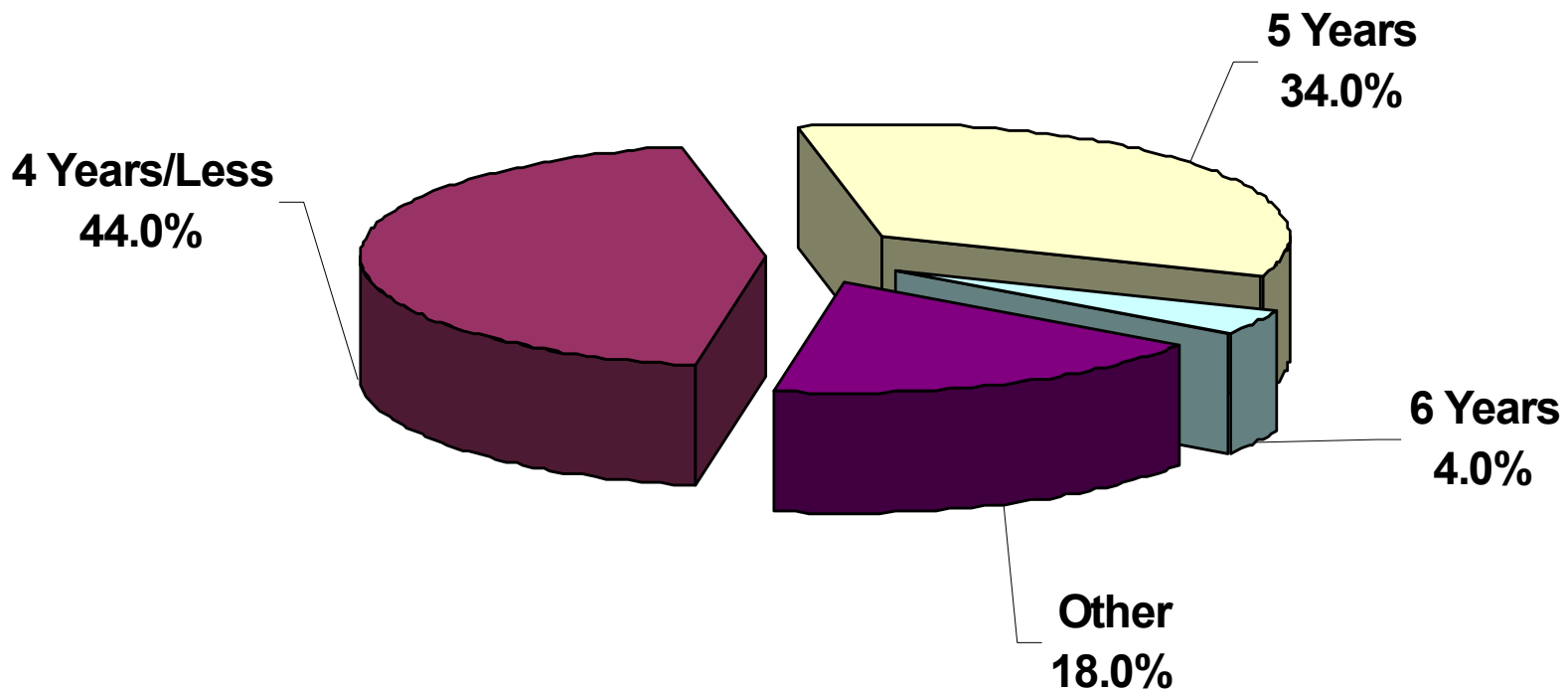
- Methods:

Statistics such as Chi-square and gamma to identify influential factors on ATTD, and then an explanatory regression model of ATTD was developed and tested.

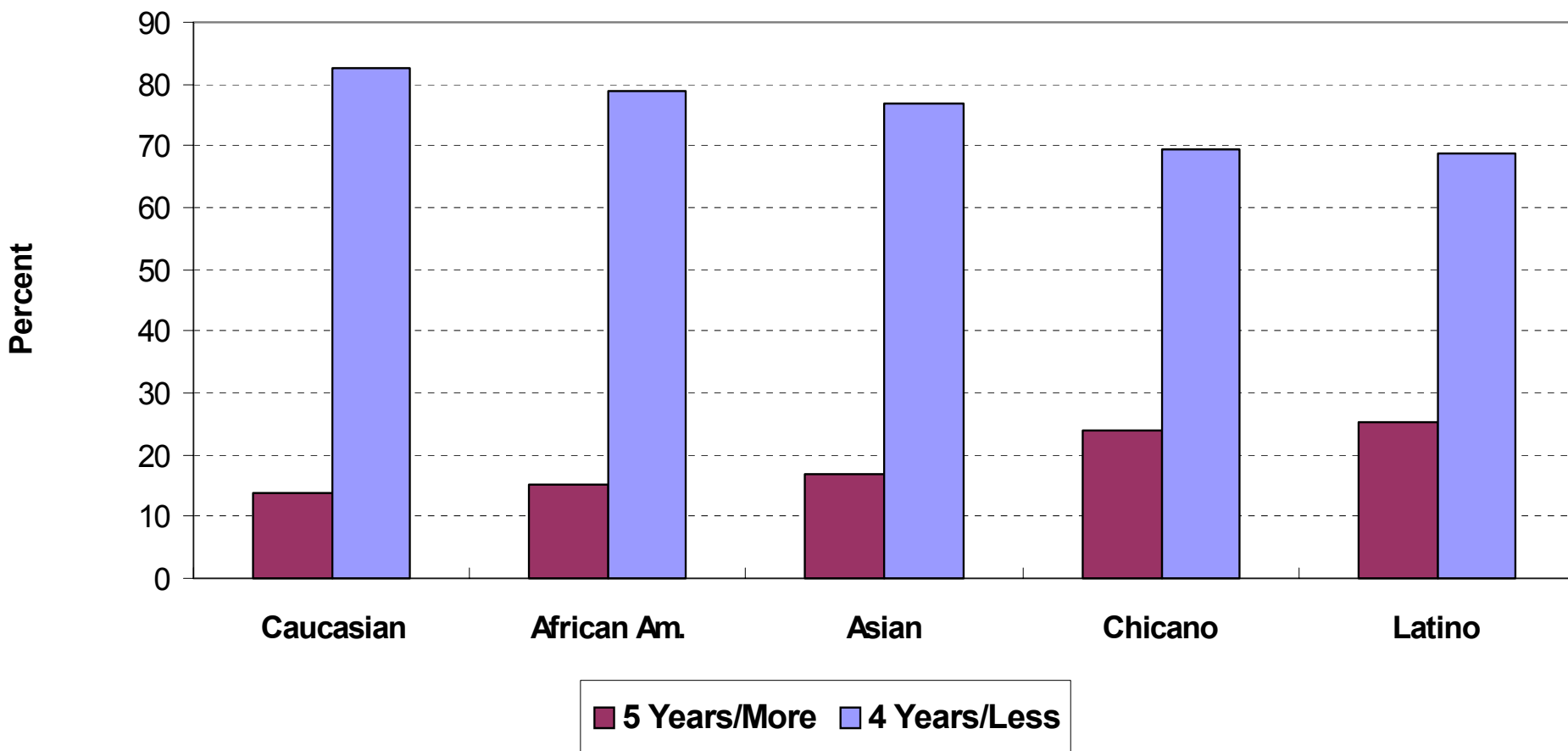
Anticipated Time To Degree (ATTD) of 2000-2001 Freshmen (N=3,508)



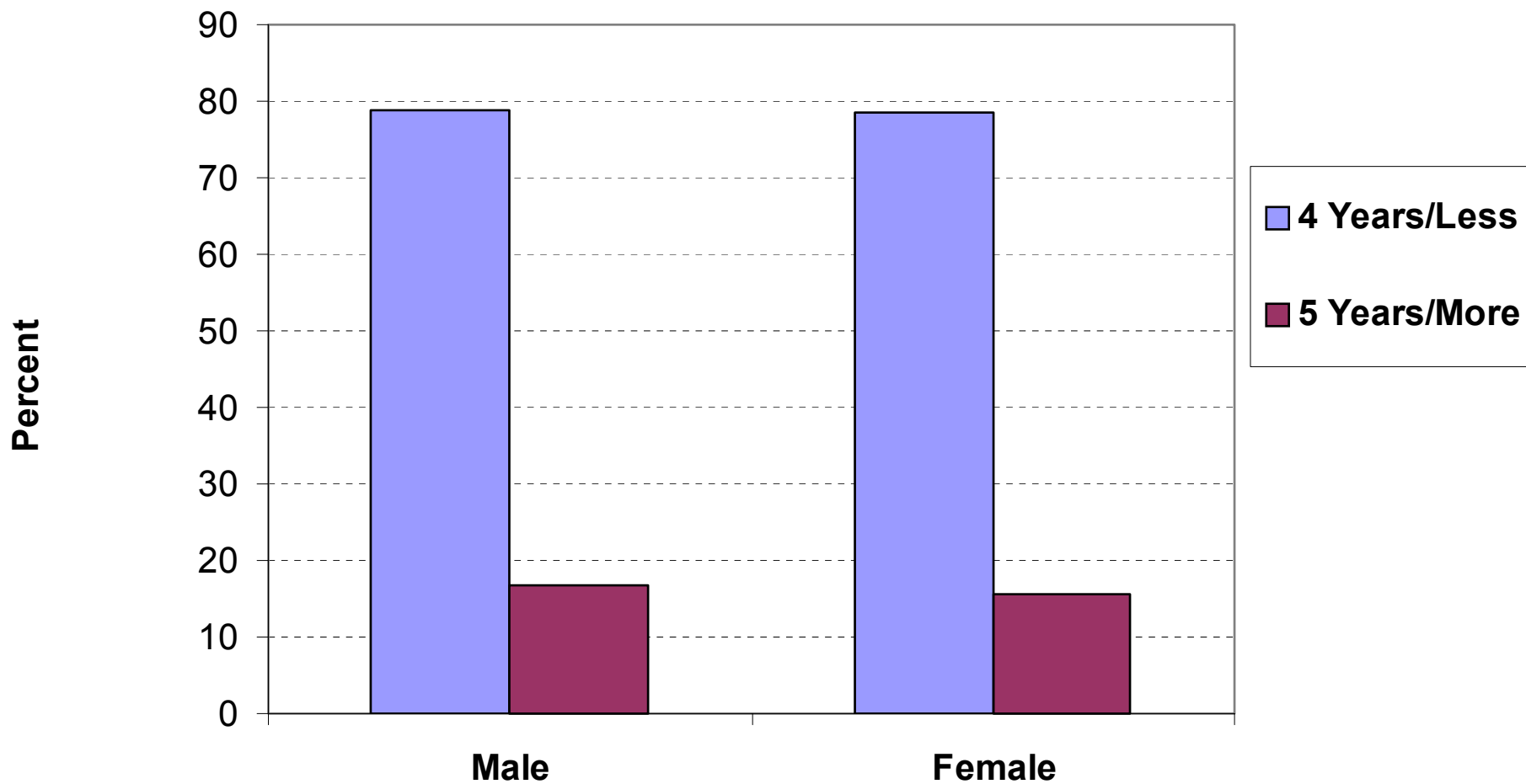
Real Time-to-Degree (TTD) of Fall 95 Cohort (N=3,701)



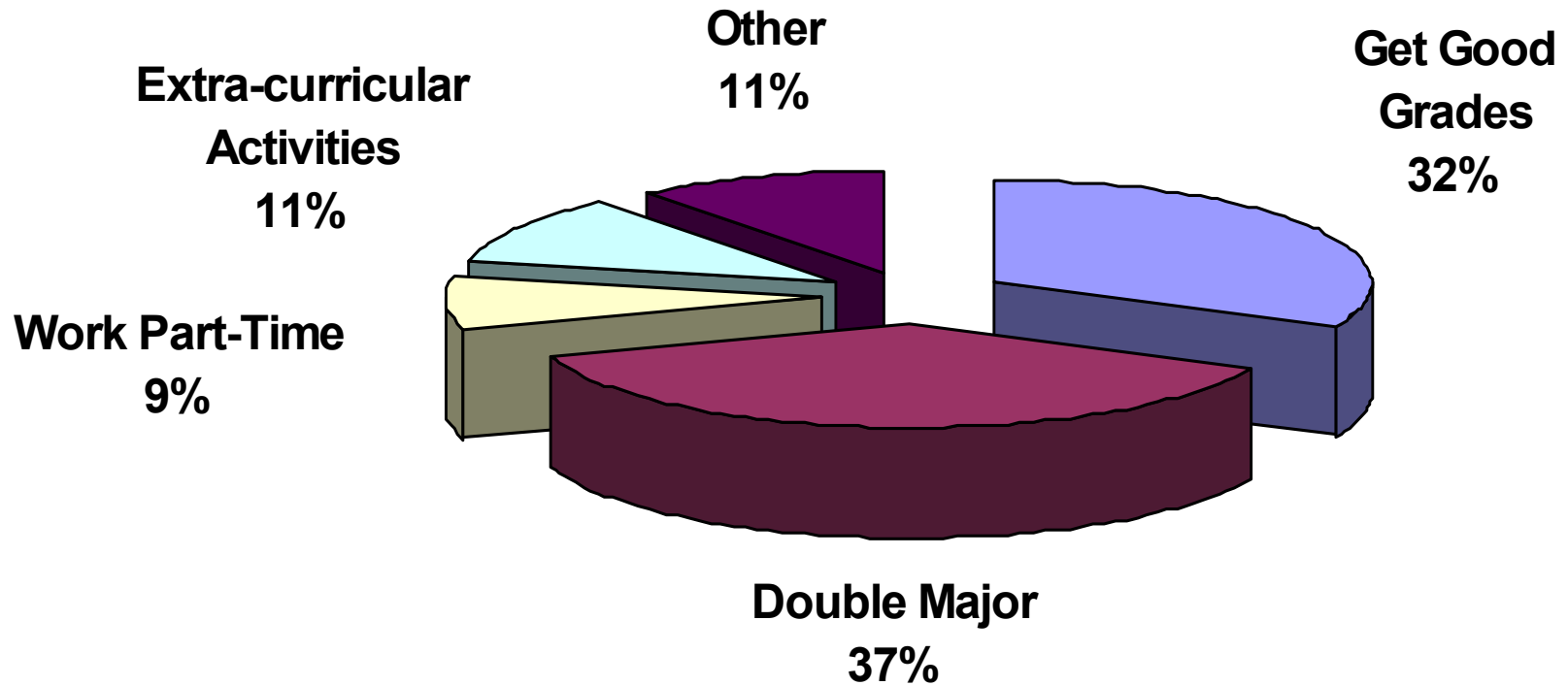
Anticipated Time to Degree (ATTD) By Race/Ethnicity 2000-2001 (N=3,508)



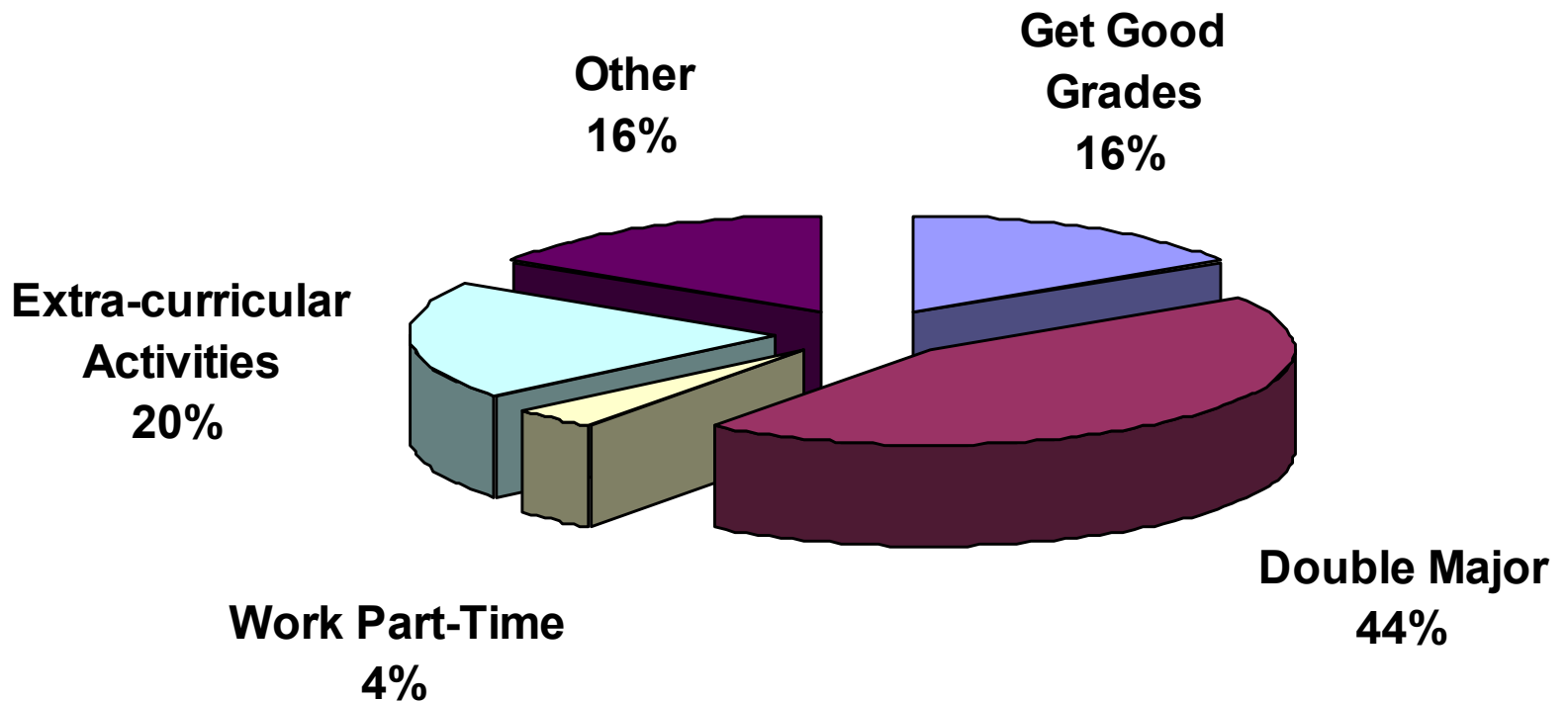
Anticipated Time to Degree (ATTD) By Gender 2000-2001 (N=3,508)



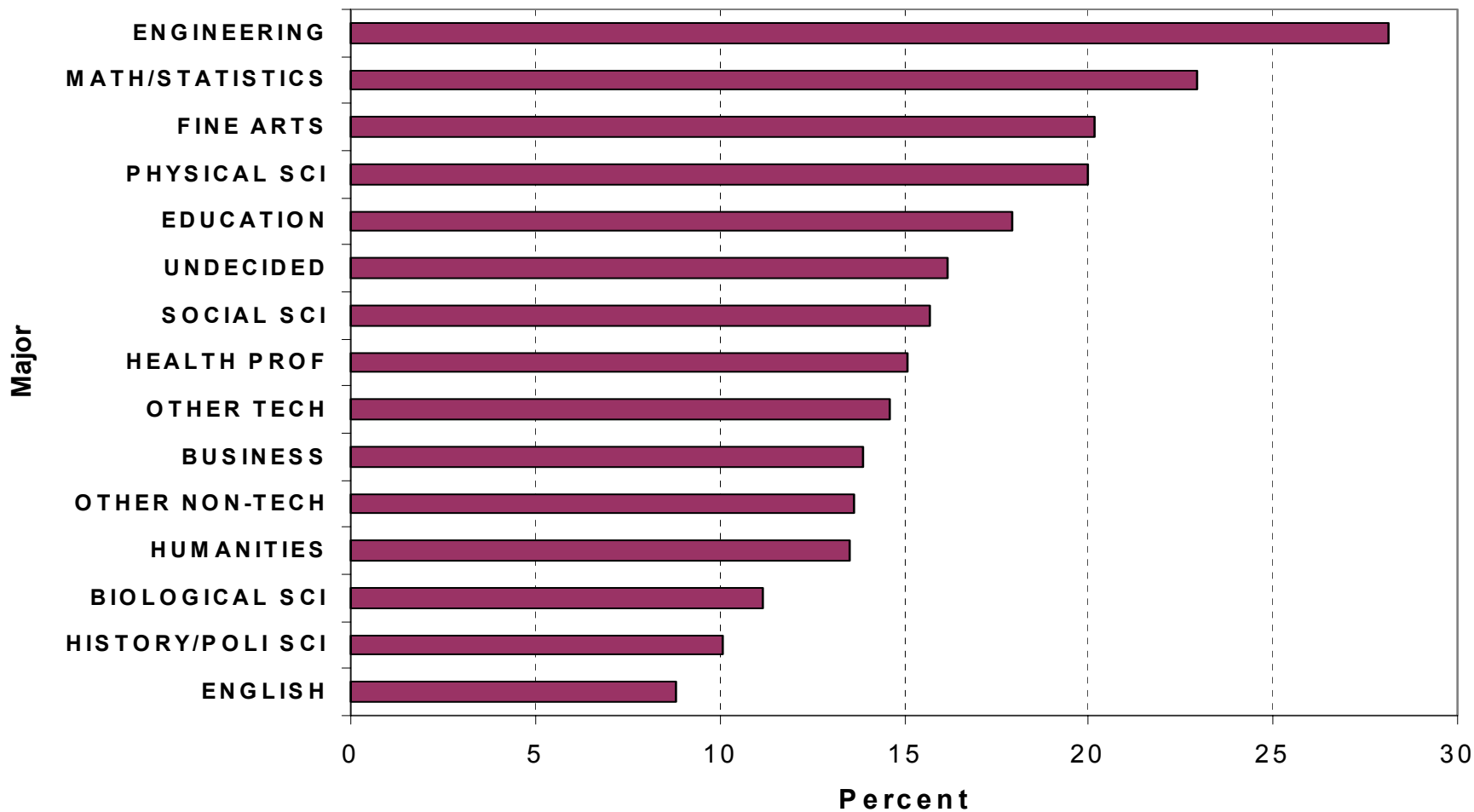
Reasons For 5 Years To Complete 2000, 2001 (N=528*)



Reasons For 6 Years To Complete 2000, 2001 (N=25*)



Anticipated 5 Years or More To Degree By Major: 2000-2001 (N=3,418)



Perceptions and Plans Associated With Anticipated Time to Degree (ATTD) 2000-2001 (N=3,476)

	Gamma
POSITIVE ASSOCIATION WITH ATTD	
Perceived Years For Most Students to Complete	0.41 ***
Higher Degree Planned at the University	0.24 ***
Anticipate To Change Career Choice	0.15 ***
Anticipate To Change Major	0.12 ***
Anticipate To Seek Individual Counseling	0.10 ***
NEGATIVE ASSOCIATION WITH ATTD	
Anticipate To Make At Least a "B" Average	-0.37 ***
Anticipate To Graduate With Honor	-0.35 ***
Anticipate To Get A Bachelor's Degree	-0.21 ***
Higher Degree Planned Anywhere	-0.18 ***
Attend the University For Its National Ranking	-0.12 ***

*** Statistically significant at 99.9% level.

AN EXPLANATORY REGRESSION MODEL OF ANTICIPATED TIME TO DEGREE (ATTD)
2000-2001 (N= 984)

Explanatory Variables	Unstandardized Coeff (b)	Standardized Coeff (Beta)
PERCEPTION OF OTHER STUDENTS' ATTD (3 years - 6 years)	0.171 ***	0.209
EXPECT EXTRA TTD FOR BETTER GRADES (1, 0)	0.202 ***	0.165
MAKE AT LEAST A "B" AVERAGE (no chance - very good chance)	-0.15 ***	-0.183
MAJOR IN ENGINEERING/MATH/STATISTICS (1, 0)	0.165 ***	0.124
HS GPA	-0.054 **	-0.097
SEEK INDIVIDUAL COUNSELING (no chance - very good chance)	0.048 **	0.091
EXPECT TO DOUBLE MAJOR (1, 0)	0.081 **	0.084
INTEND FOR A HIGHER DEGREE AT THE UNIVERSITY (1, 0)	0.06 *	0.068
EXPECT TO CHANGE MAJOR (no chance - very good chance)	0.034 *	0.064
WHITE (1, 0)	-0.036	-0.04
(Constant)	3.988	

R² = 0.17

*****, **, * Statistically significant at 99.9%, 99% and 95% levels respectively.**

Implications

- The findings suggest that time to degree is a thinking-to-action process that starts prior to college and continues through their post-secondary career. The process is yet to be closely monitored.
- Students' perceptions of their future college career and of the level of its difficulty were formed in their pre-college time and reflected in their ATTD.
- Protecting their grades, considering double majors or change of majors are important influences on ATTD.
- Some incoming students are not very firmly committed to their majors or careers.
- Next questions: How do their initial perceptions about their college career interact with their college experience? How do their experience impact the real TTD?