

Complete to Compete: Complete College Tennessee Act of 2018

House Bill 2114/Senate Bill 2259

30-in-12

A Proven Best Practice in Promoting Student Success and Completion

The 30-in-12 component of the Complete to Compete proposal would require students to **complete 30 credit hours in 12 months** or risk losing a portion of their Tennessee Promise or HOPE scholarship.

State and national data demonstrate that students who take a course load equivalent to 30 hours per academic year have **better outcomes and higher completion rates.**

The Education Advisory Board studied 1.3 million students across 130 institutions.

The results demonstrated higher outcomes for students who took 15 or more credit hours per semester.

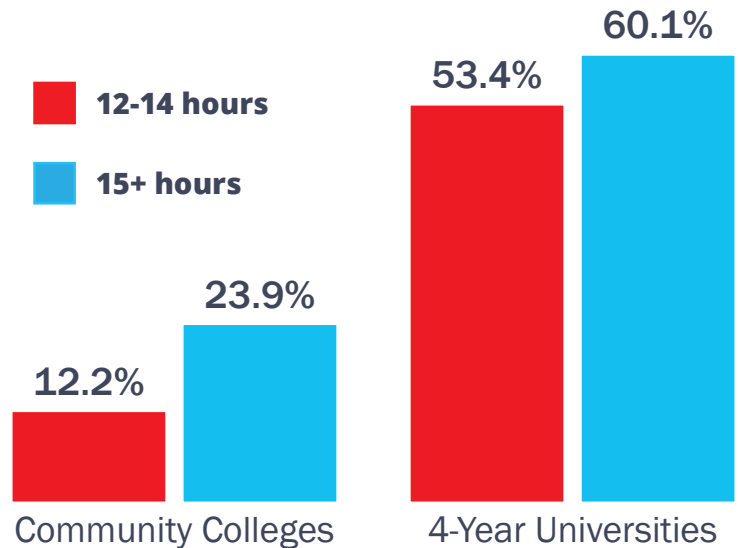
Students who took 15 or more credit hours on average finished with a **GPA 0.36 points higher** than their peers taking 12 to 14 credits.

Students with a heavier course load persisted at a rate 9 percentage points higher than their peers (90 percent vs. 81 percent).

Pell Grant recipients (low-income students) taking 15 or more credits were 7 percentage points more likely to persist and had higher GPAs than their peers who took fewer credits.

Source: Education Advisory Board, 2017

In Tennessee public higher education institutions, students who take 15 hours in their first fall term are more likely to earn an associate degree within 3 years or a bachelor's degree within 6 years.



Additionally, students who take at least 15 hours per semester are **more likely to persist to a second year** at both two-year and four-year institutions in Tennessee.

Source: Tennessee Higher Education Commission, 2018

In 2013, Indiana adopted legislation to restructure state financial aid to promote students taking 30 credit hours per year.

Implementation in Indiana has been a success for students. Since the policy went into place, the state has seen:

A 5.2 percentage point increase in students earning 30 credit hours in a year.

No significant decrease in GPA for students.

No adverse effects on low-income students.

No adverse effects on non-white students.

Source: Takeshi Yanagiura and Nate Johnson, Indiana Financial Aid Reform Initial Evaluation, 2017