COMPLETE COLLEGE AMERICA is a national nonprofit working to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations. The organization was founded in 2009 to focus *solely* on dramatically increasing the number of college graduates in the nation through state policy change, and to build consensus for change among state and higher education leaders and the national education policy community.

The need for this work is compelling. Between 1970 and 2009, undergraduate enrollment in the United States more than doubled, while the completion rate has been virtually unchanged. We've made progress in giving students from all backgrounds access to college—but we haven't finished the all-important job of helping them achieve a degree or certificate. To meet this challenge, Complete College America collaborates with members of an Alliance of States, Territories, and Consortia.

Now 40 members strong, Complete College America's Alliance of states and entities is poised to set a new course for postsecondary education in the United States. These states have committed to making increasing college completion a top priority.

To join the Complete College America Alliance, a state—in partnership with its colleges and universities—pledges to make college completion a top priority and commits to the following three actions:

1. **Set Completion Goals:**
   Establish annual state and campus-specific degree and credential completion goals.

2. **Develop Action Plans and Move Key Policy Levers:**
   Develop and implement aggressive state and campus-level action plans—incorporating Complete College America's *Game Changers*—for meeting the state's college-completion goals.

3. **Collect and Report CCA/NGA Common Completion Metrics:**
   Use consistent data and progression measures to create a culture that values completion.

For additional details, visit WWW.COMPLETECOLLEGE.ORG

Complete College America is led by founding president Stan Jones, who has more than 30 years of experience and a successful track record of higher education reform in Indiana. He is supported by staff based in Indiana and other locations, as well as other national experts on postsecondary completion issues. National foundations are providing multi-year support to Complete College America: Carnegie Corporation of New York, Michael and Susan Dell Foundation, Bill & Melinda Gates Foundation, Lumina Foundation for Education, and USA Funds, Inc.

COMPLETE COLLEGE AMERICA

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The Game Changers

Systemic reforms. Significant results. More college graduates.

Performance Funding

Pay for performance, not just enrollment. Use the Complete College America and National Governors Association metrics to tie state funding to student progression through programs and completion of degrees and certificates. Include financial incentives to encourage the success of low-income students and the production of graduates in high-demand fields.

Corequisite Remediation

Default many more unprepared students into college-level gateway courses with mandatory, just-in-time instructional support. Combine reading and writing instruction. Align mathematics to programs of study, matching the curriculum to real-world career needs. For many more unprepared students, provide remedial help parallel to highly structured coursework.

Full-Time is 15

Incentivize students to attend full-time and ensure that full-time means 15 credits per semester. Use banded tuition so 15 credits per semester cost students no more than 12 credits. Cap degree credit requirements (120 for bachelor's and 60 for associate) to ensure degrees can be completed on time. Ensure college credits can be transferred.

Structured Schedules

Help working students balance jobs and school by using structured scheduling of classes to add predictability to their busy lives — doing so enables many more students to attend college full-time, shortening their time to completion.

Guided Pathways to Success (GPS)

Enabled by technology, default all students into highly structured degree plans, not individual courses. Start students in a limited number of "meta majors," which narrow into majors. Map out every semester of study for the entire program, and guarantee that milestone courses will be available when needed. Use built-in early warning systems to alert advisers when students fall behind to ensure efficient intervention.

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