

COMPLETE COLLEGE AMERICA
GAME CHANGERS

Missouri Completion Academy
September 10-11, 2013
St. Louis, Missouri

GAME CHANGERS

- ☑ Metrics & Funding
- ☑ Corequisite Remediation
- ☑ Guided Pathways to Success (GPS)
- ☑ Time and Intensity
- ☑ Block Scheduling

Metrics

- Outcomes
- Momentum points (remediation, gateway, first-year credits, time to degree)
- Data by race, age, gender, income
- Used for benchmarking & analysis
- Adopted by National Governors Assoc.

Performance Funding

KEY FACTORS

- Keep it simple
- Get broad buy-in early
- Find the sustainable tipping point
- No “hold harmless” provision
- Reward closing equity gaps
- Begin immediately, scale up

Performance Funding

FOCUS ON OUTCOMES

- Increases in the number of degrees/certificates
- Increases in on-time graduation
- Increases in transfer rates
- Increases in number of low-income (Pell) graduates
- Courses completed (rather than attempted)

GAME CHANGER



Corequisite Remediation

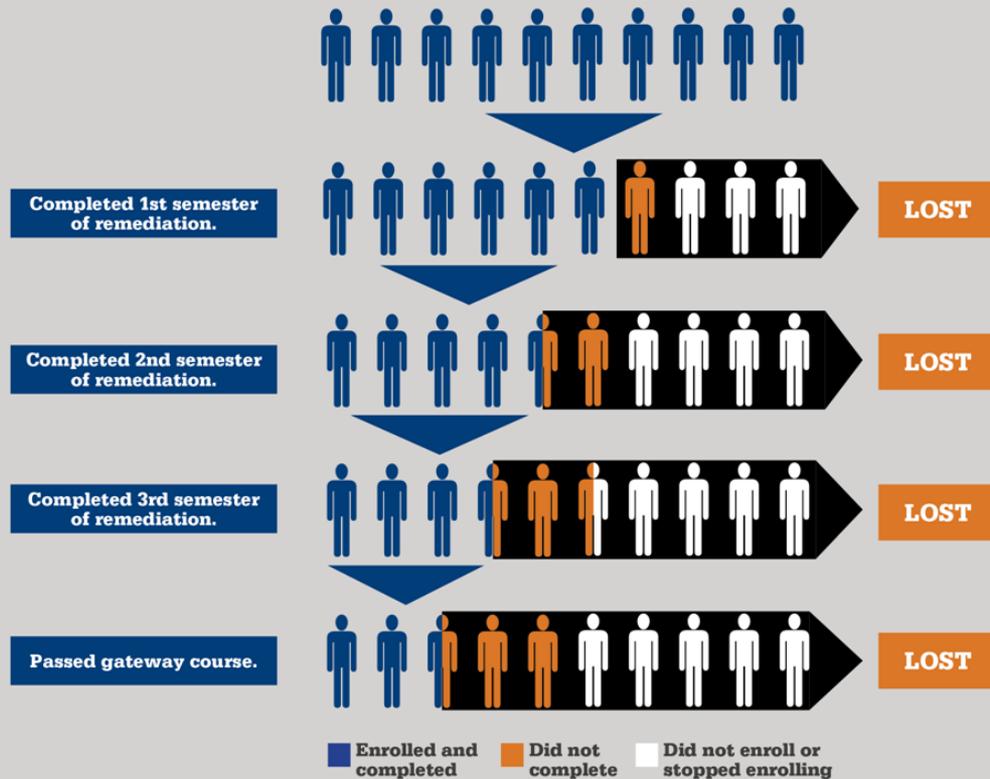
- Needed support for unprepared students is provided as a “corequisite” or parallel to first-year, full-credit gateway courses – not as a prerequisite to them



Corequisite Remediation

Remediation: The effect of attrition.

Students assigned 3 or more semesters of **English** remediation.



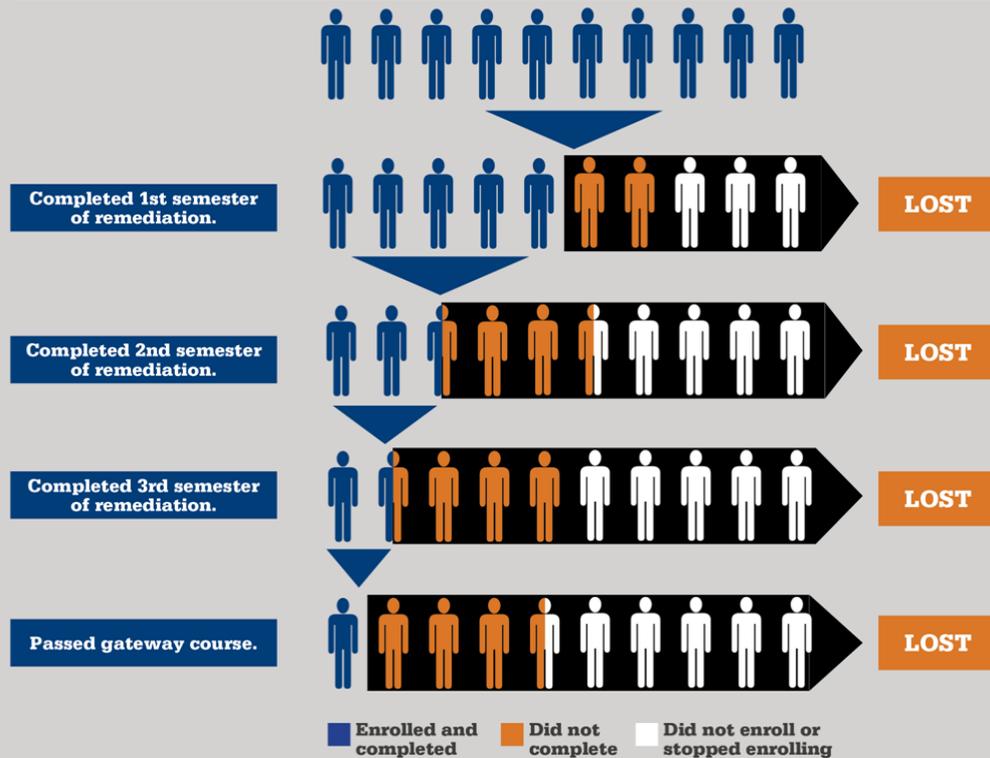
KNOW THIS The remediation system is broken. More students quit than fail.



Corequisite Remediation

Remediation: The effect of attrition.

Students assigned 3 or more semesters of **math** remediation.



KNOW THIS

The remediation system is broken. More students quit than fail.

Corequisite Remediation



**Too many students
start college in
remediation.**

Corequisite Remediation

Too many entering freshmen need remediation.

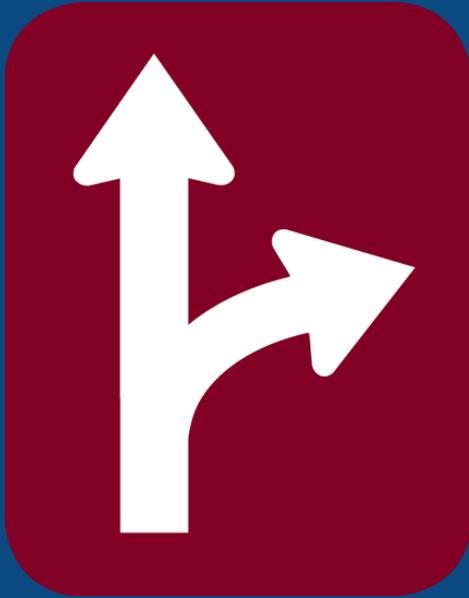
51.7% of those entering a 2-year college enrolled in remediation

19.9% of those entering a 4-year college enrolled in remediation



Source: Fall 2006 cohorts

Corequisite Remediation



Too few remedial students ever graduate.

Corequisite Remediation

Most remedial students never graduate.

Complete remediation and associated college-level courses in two years



9.5%

Graduate within 3 years (projected)

Complete remediation and associated college-level courses in two years

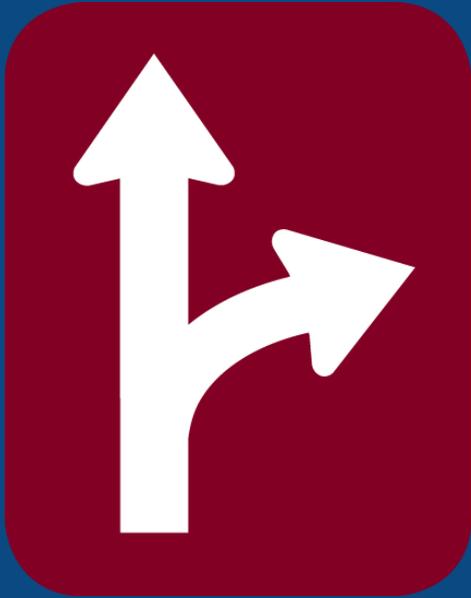


35.1%

Graduate within 6 years (projected)

Source: Completion data: fall 2006 cohorts; graduation data: 2-year, fall 2004 cohorts; 4-year, fall 2002 cohorts

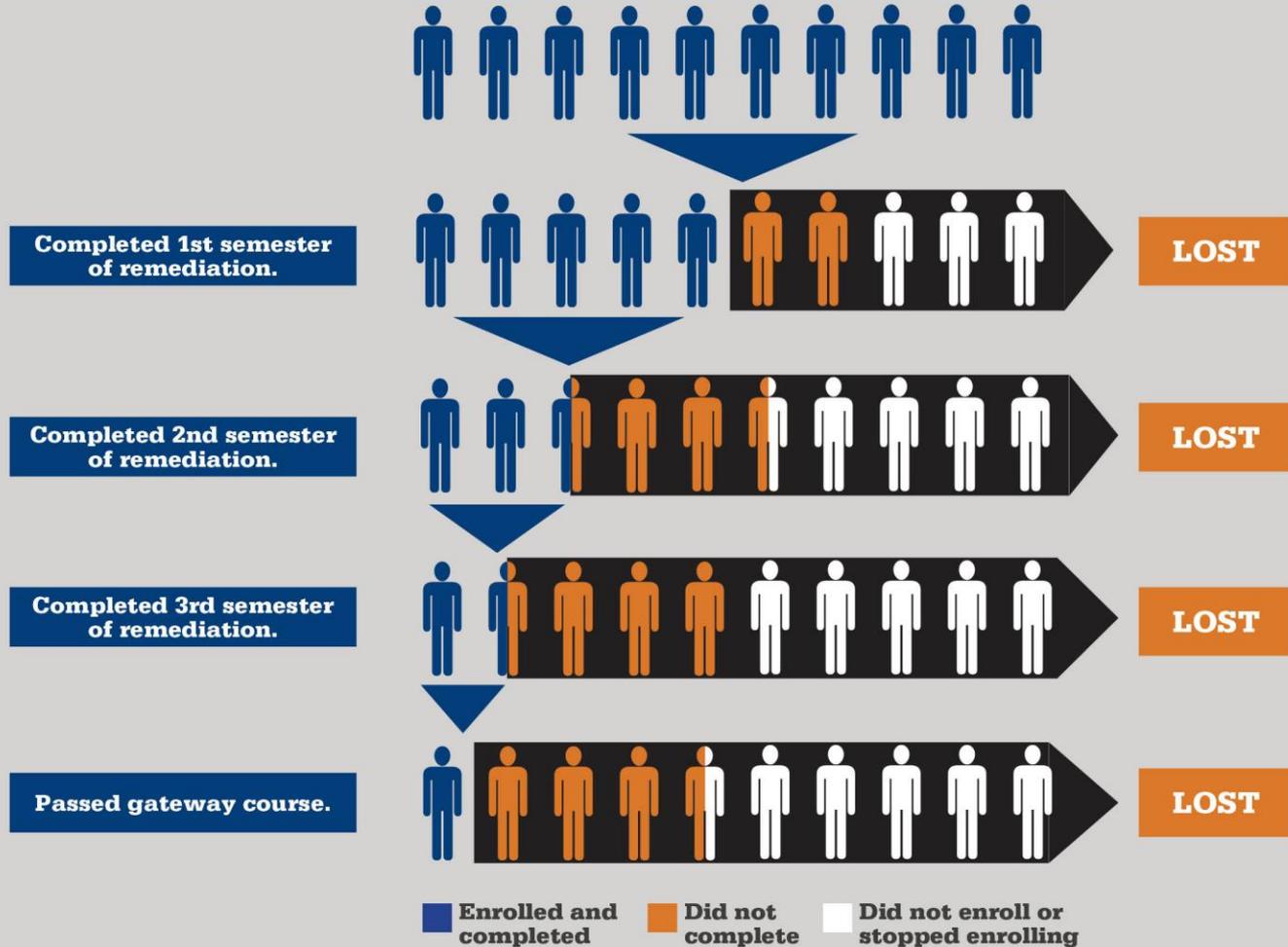
Corequisite Remediation



Student attrition is at the heart of the matter.

Remediation: The effect of attrition.

Students assigned 3 or more semesters of **math** remediation.

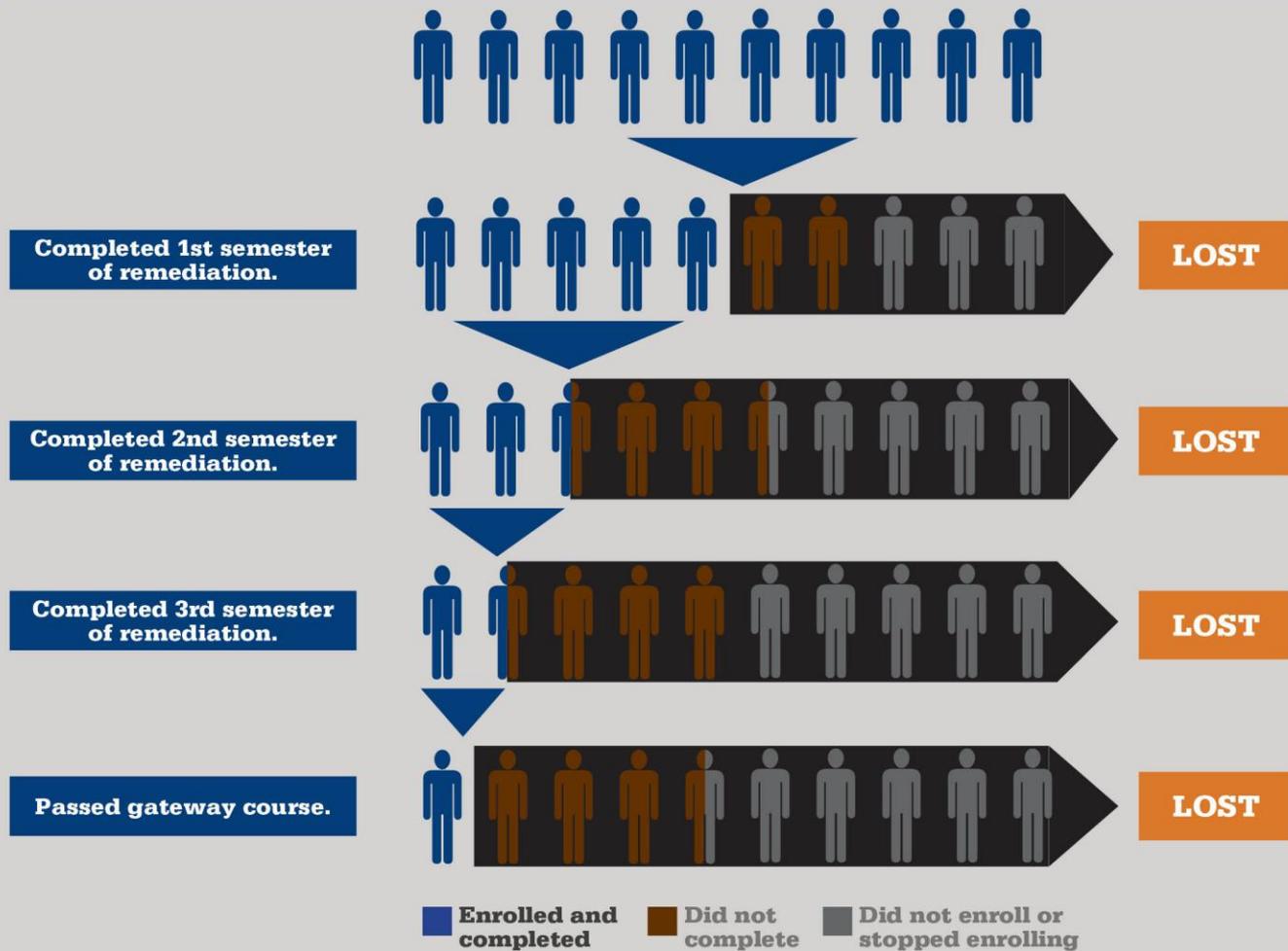


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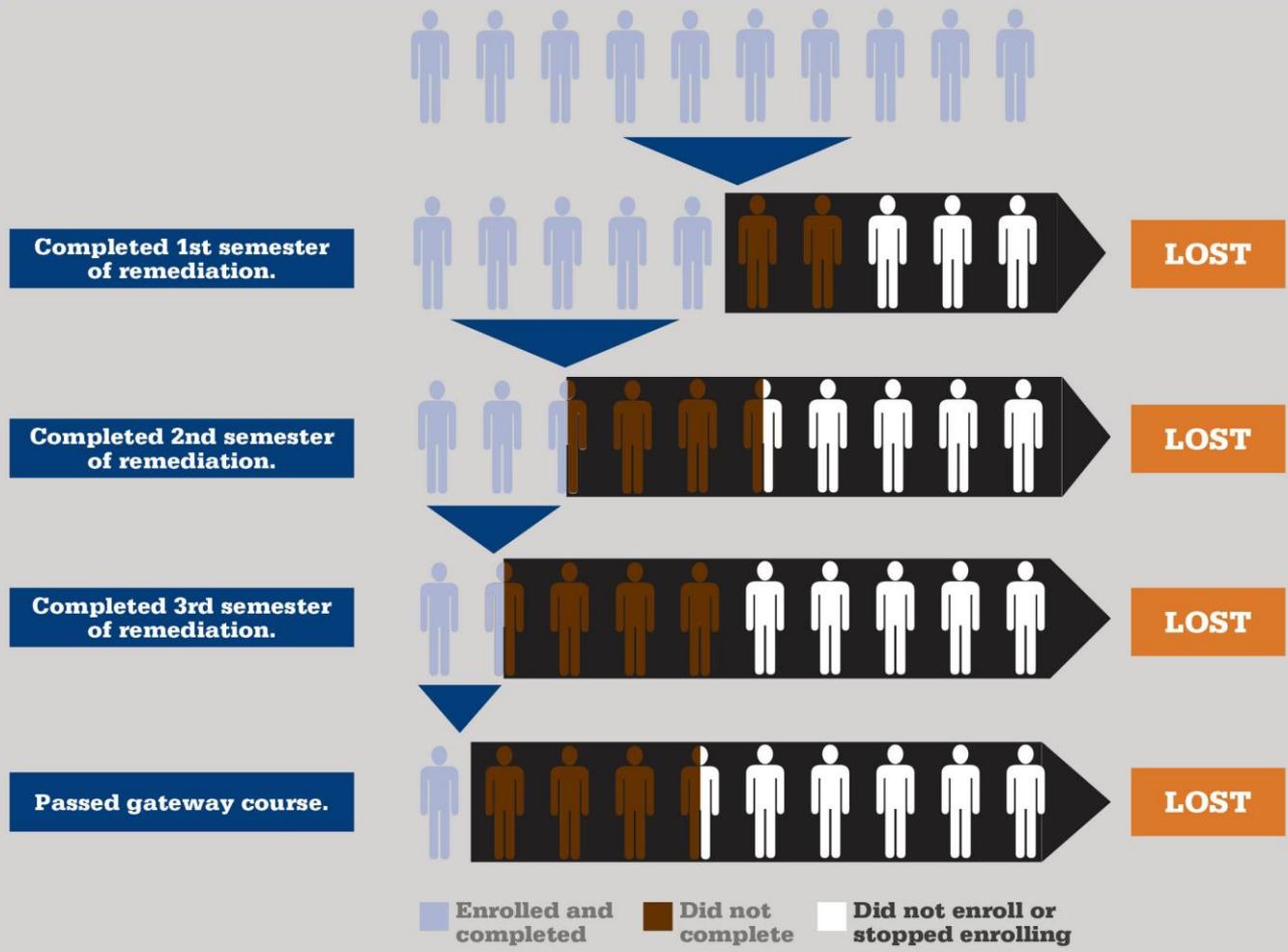


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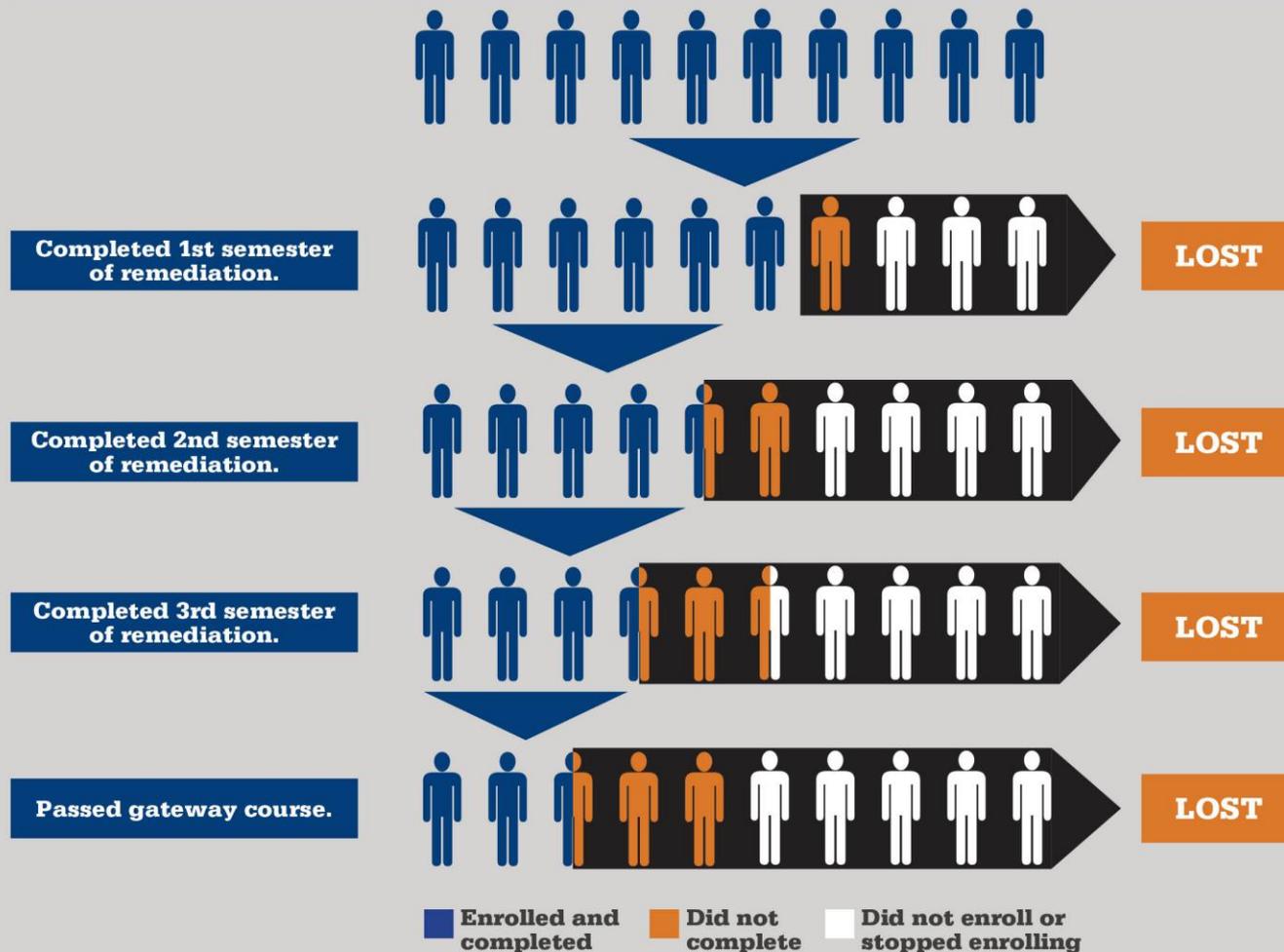


KNOW THIS

The remediation system is broken. More students quit than fail.

Remediation: The effect of attrition.

Students assigned 3 or more semesters of **English** remediation.



KNOW THIS

The remediation system is broken. More students quit than fail.

Corequisite Remediation

Few Ever Get to Gateway

70% of students placed into remediation fail to enroll in a gateway course in two academic years

Corequisite Remediation

Policy Objectives for Gateway Course Success

1. Math pathways shall be aligned with programs
2. Gateway courses shall be the default placement for most students
3. Students requiring academic support shall receive it as a corequisite.
4. Placement shall match students to the appropriate level of corequisite support
5. Utilize student success metrics to set performance benchmarks and create financial incentives to increase completion of gateway courses within one academic year

Corequisite Remediation

Guiding Objective

Students complete gateway courses and enter programs of study in one academic year

Corequisite Remediation

Mathematics
must be aligned
with programs of study.

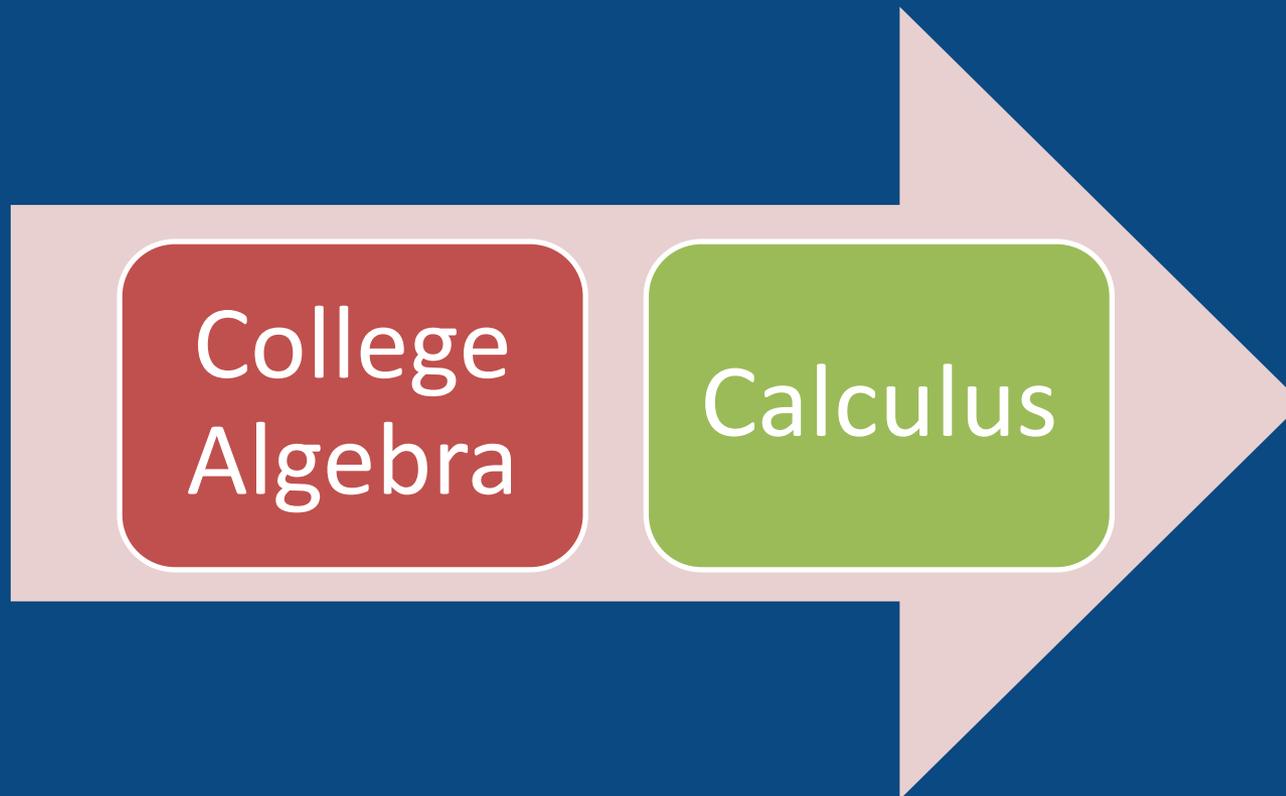
Corequisite Remediation

University System of Georgia
Mathematics Task Force:

“College Algebra was designed explicitly to meet the needs of students who are preparing to take Precalculus and Calculus.”

☑ Corequisite Remediation

College Algebra's Only Purpose :
Preparation for Calculus



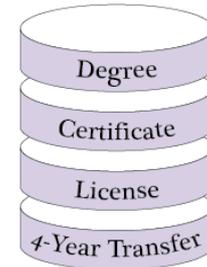
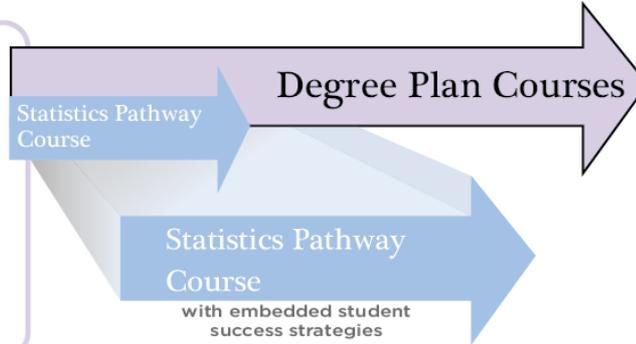
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Three Pathways To-and-Through College Transferable Courses

The New Mathways Project

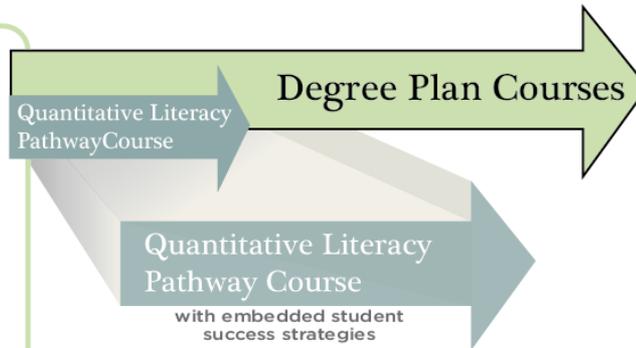
STATISTICS PATHWAY is designed for students seeking a college-level statistics course as part of their general education requirement for majors in fields including:

- Psychology
- Nursing
- Political Science
- Business/Marketing



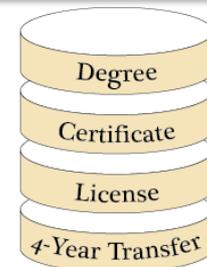
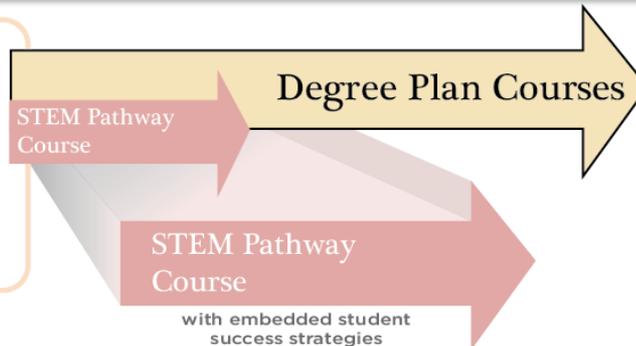
QUANTITATIVE LITERACY PATHWAY is designed for students pursuing a field of study in which general education math is a requirement. These fields include majors in:

- Journalism
- Graphic Design
- Foreign Language
- Law Enforcement



STEM PATHWAY is designed for students seeking a STEM major in fields including:

- Math Education
- Engineering
- Computer Science
- Biology



college completion goals

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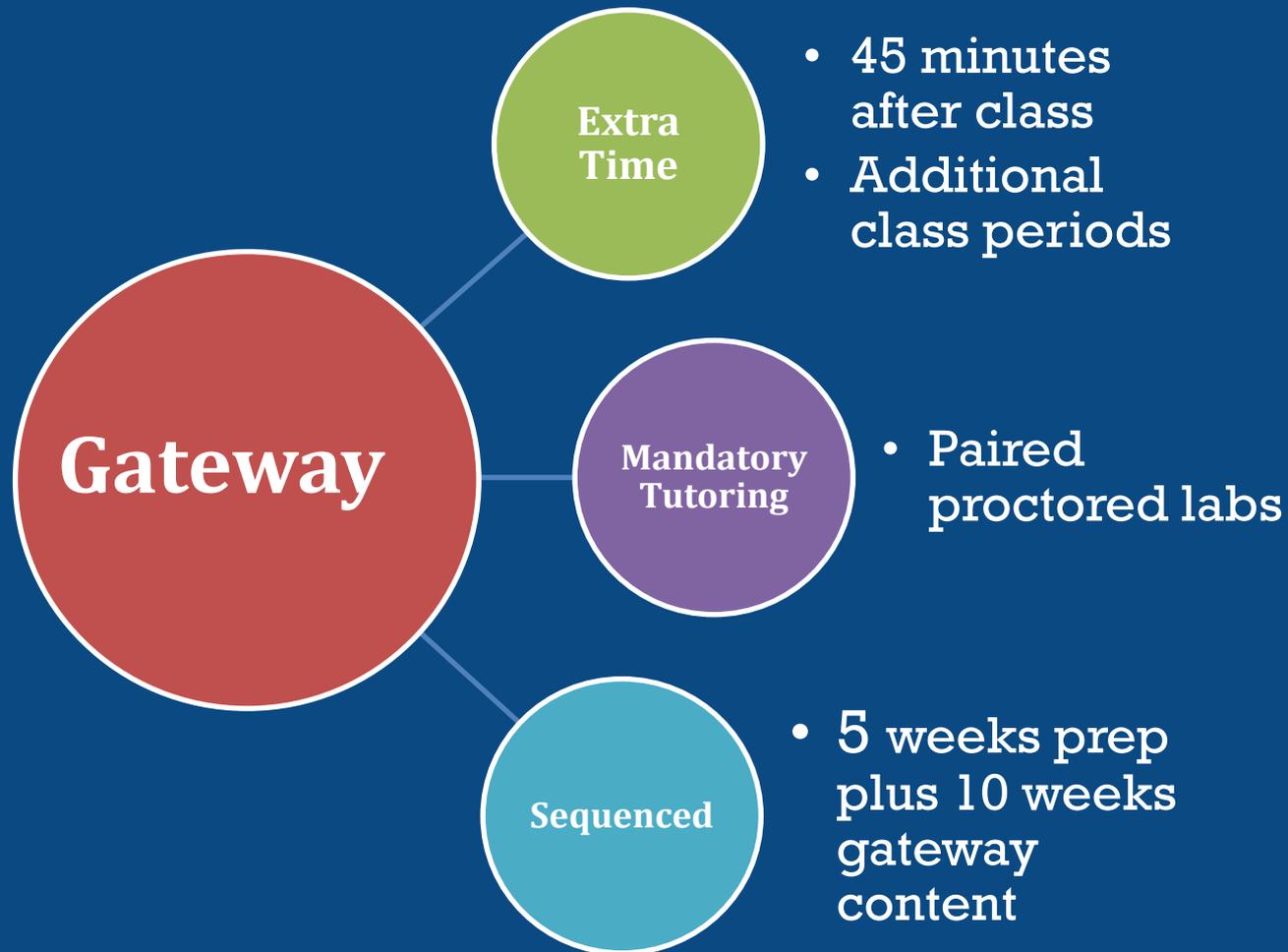


The Charles A. Dana Center
at the University of Texas at Austin

Corequisite Remediation

Providing Academic
Support as a Corequisite

One-Semester Redesigned Gateway



Corequisite Remediation

One-Semester Corequisite Results

Institution	Subject	Traditional Model	Corequisite Model
CC of Baltimore County Accelerated Learning Model	English	33%	74%
Austin Peay State University Structured Assistance	English	49%	70%
	Quantitative Reasoning	11%	78%
	Statistics	8%	65%

One-Year Corequisite

Semester 1

Gateway Content
Academic Support
College Success
Skills

Semester 2

Quantitative
Reasoning

Statistics

STEM

☑ Corequisite Remediation

One-Year Corequisite Results

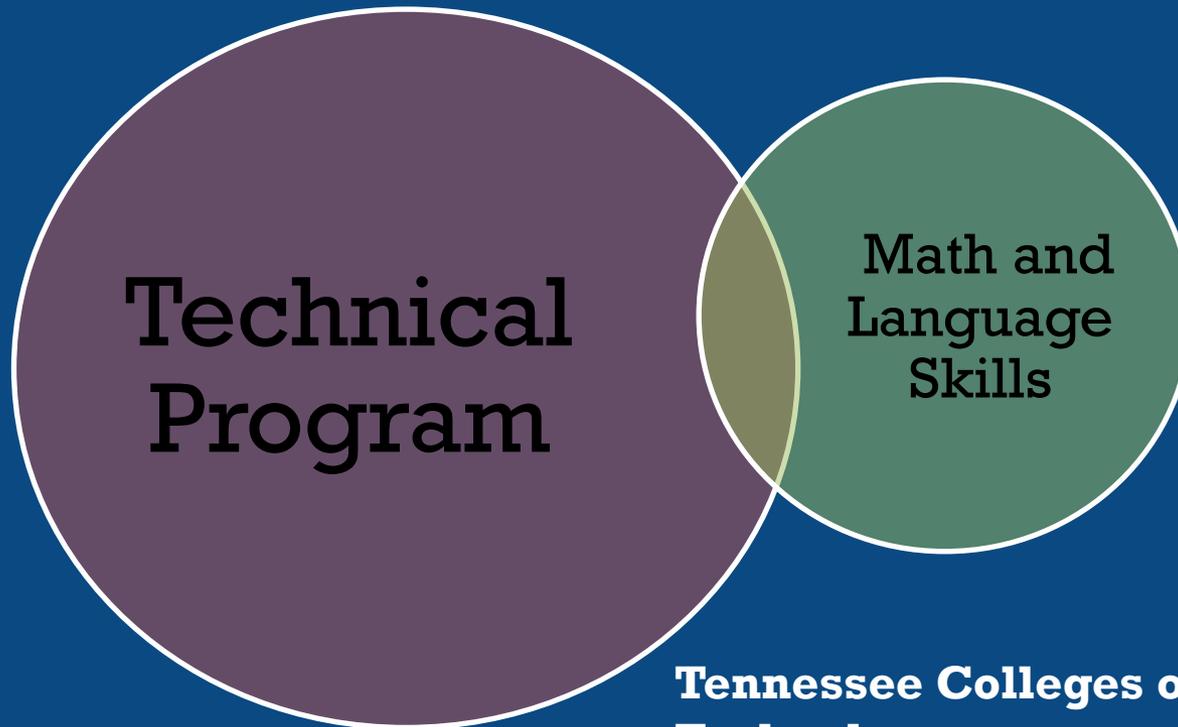
Carnegie Statway

Success in gateway math within one academic year

Traditional Model: 5.9%

Statway: 51.0%

Aligned and Parallel Support in Technical Certificate Programs



Tennessee Colleges of Applied Technology

- Work Keys/Keytrain
- Required, Proctored Lab
- Competency-based, Self-paced

Corequisite Remediation

TCAT Results

79% Graduation Rate

All Complete Academic Support

Corequisite Remediation

Placement into gateway
courses and programs of
study

Corequisite Remediation

Goal of Assessment Reform :

More Students in Gateway Courses

DON'T:

- Try to build the perfect test
- Create a new system for sorting students into the same system of long remedial sequences

DO:

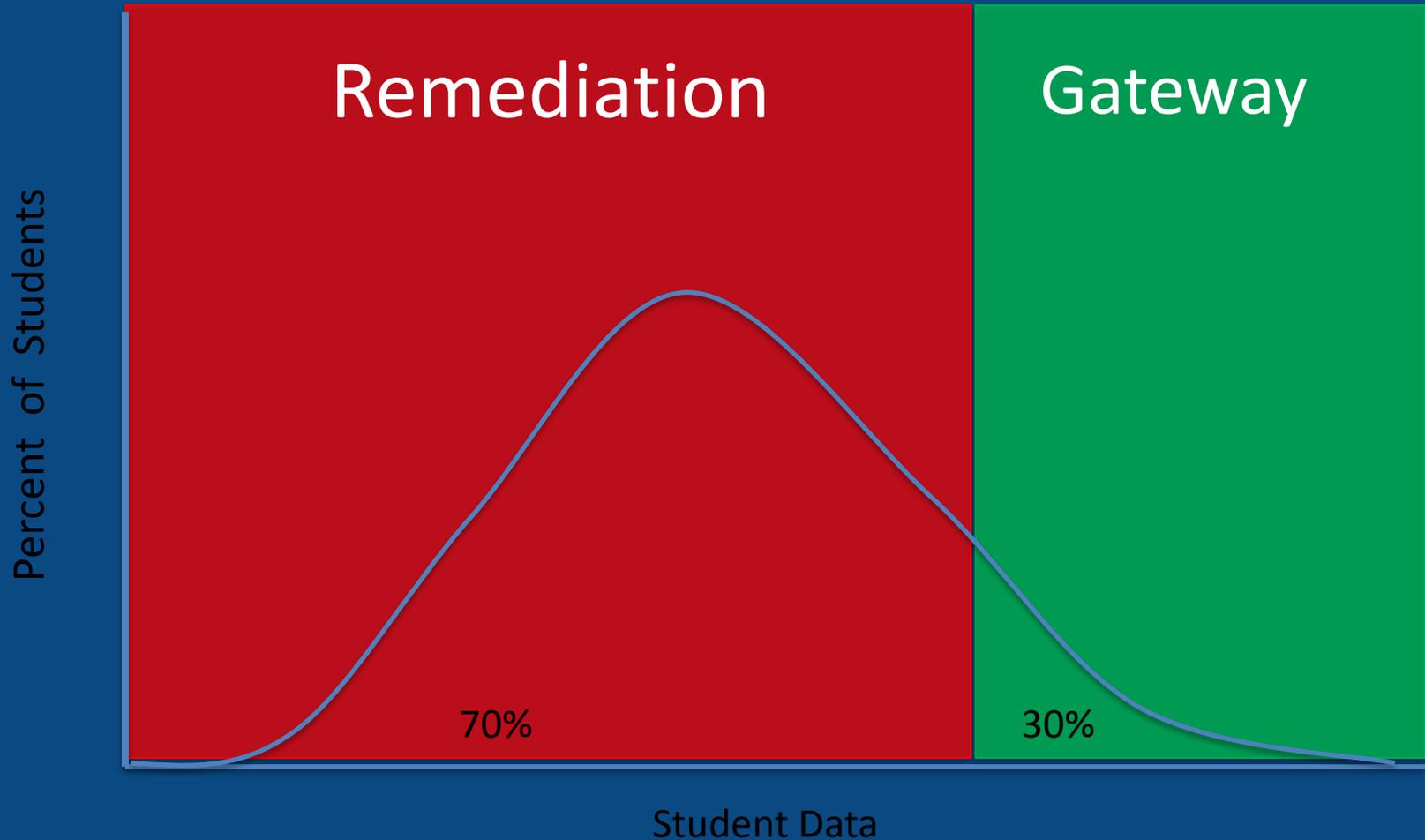
- Use assessment results to inform student choice and guide students into programs of study
- Develop tools to match students in the right courses with the right supports

Corequisite Remediation

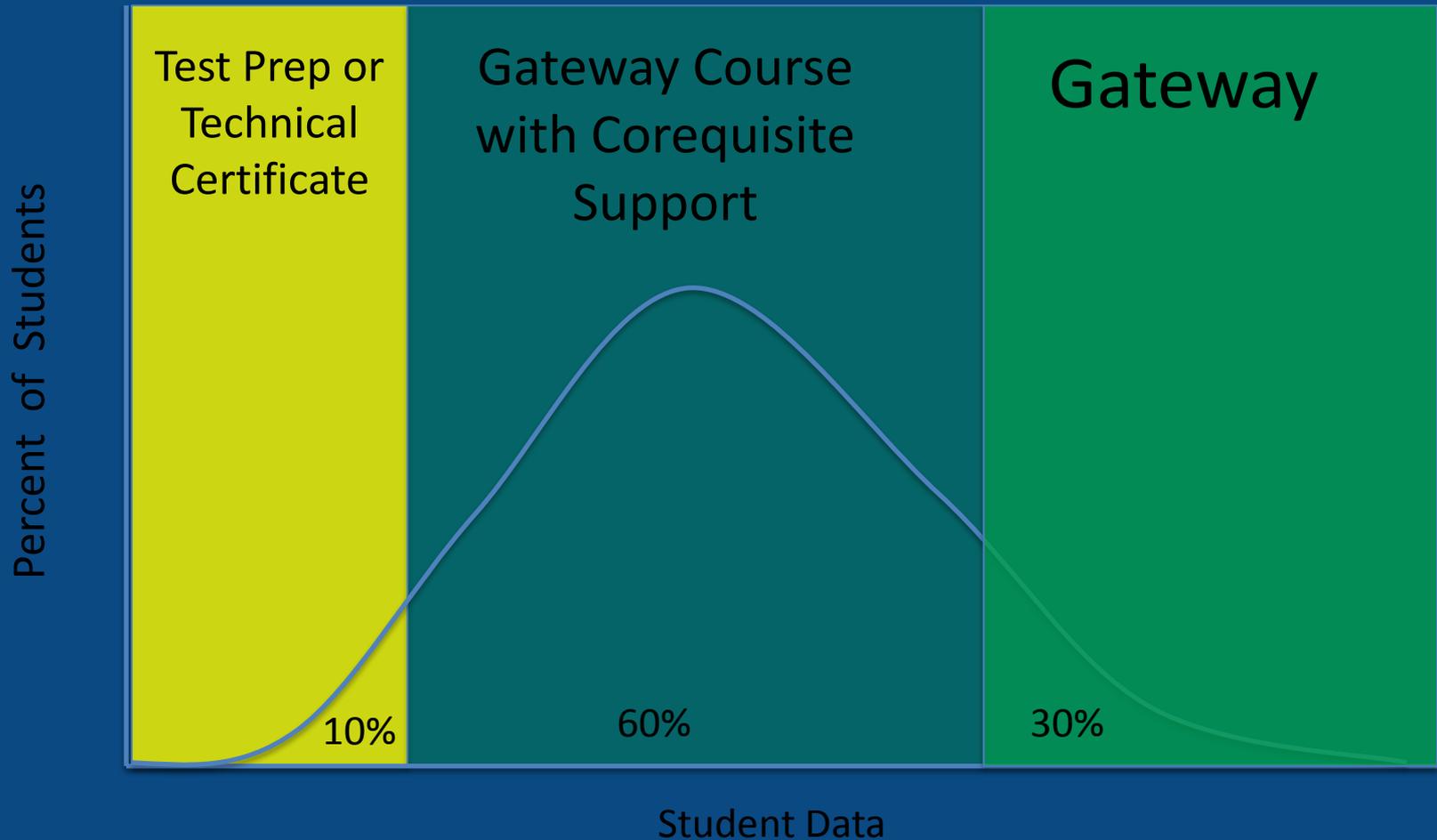
Plotting a Path to Programs of Study

- High school Performance
(GPA/Senior Year Courses)
- Placement/Entrance Exams
- “Grit” questionnaire
- Career/Academic Program Goal

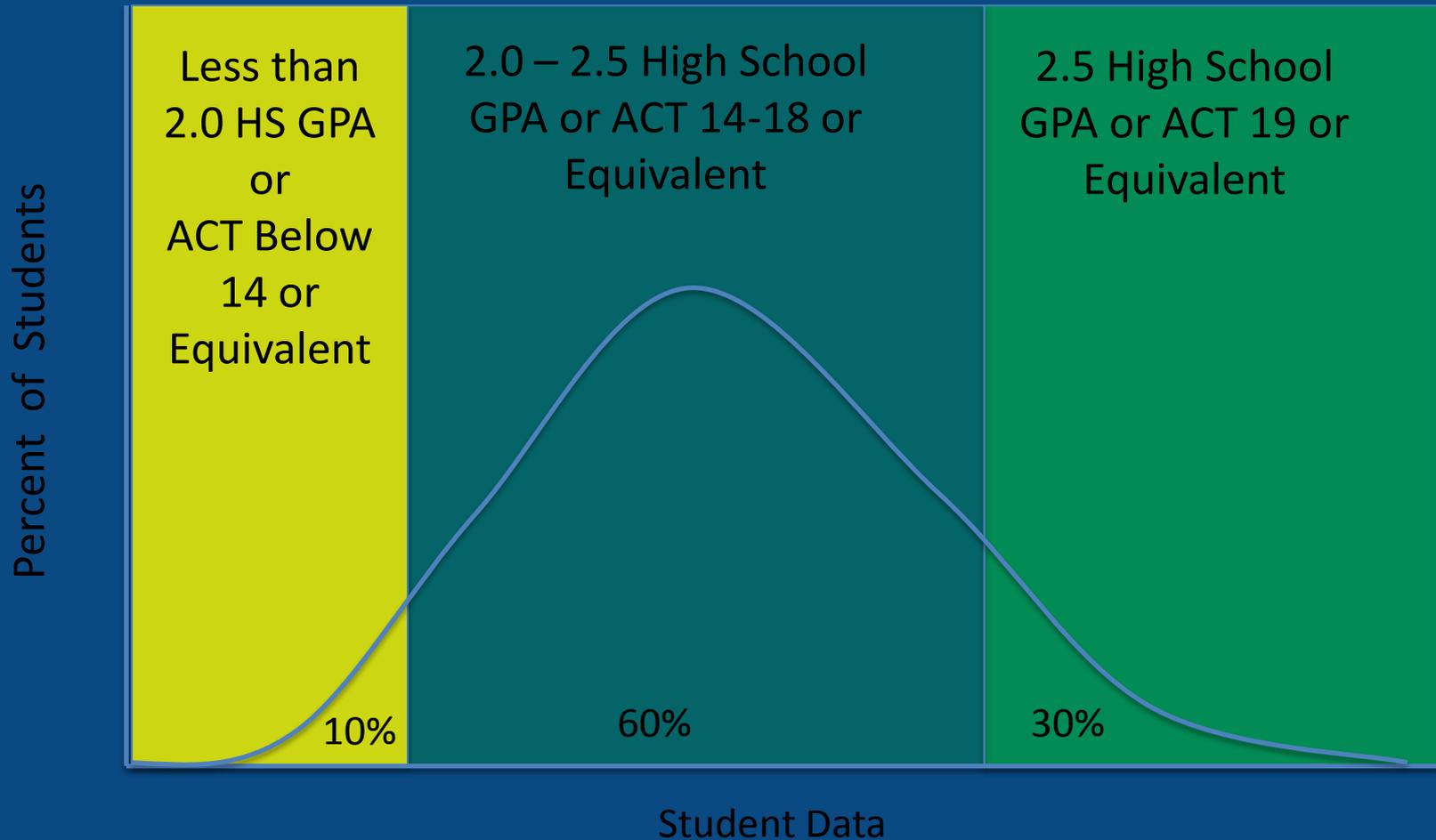
Current Model Enrolls Most Students into Remediation



New Model Enrolls Most in College



Low Stakes – High Reward for Students



Corequisite Remediation

Policy Objectives for Gateway Course Success

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4. Placement shall match students to the appropriate level of corequisite support
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Corequisite Remediation

CONTENT EXPERTS

Dr. Loretta Griffy

*Director, Center for Teaching and Learning
Austin Peay State University*

Dr. Jamey Gallagher

*Assistant Professor of English, Assistant Director of
Accelerated Learning Program
Community College of Baltimore County*

GAME CHANGER



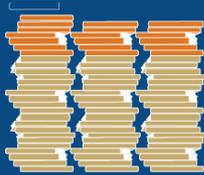
Guided Pathways to Success (GPS)

- Academic maps and intrusive advising provide highly-structured, default course pathways to on-time completion – for all students

☑ Guided Pathways



Taking too much time



Taking too many credits



Spending too much money



Not graduating

Too Much Time to Degree

Of those who graduate...

2-year

Associate

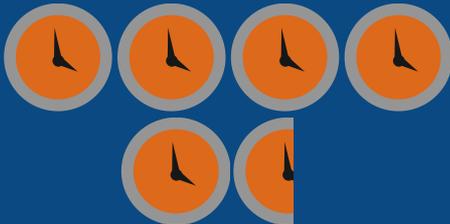
Full-time students take

3.9 years



Part-time students take

5.5 years



4-year

Bachelor's
(Non-Flagship)

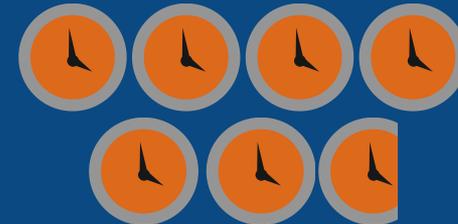
Full-time students take

4.9 years



Part-time students take

6.7 years

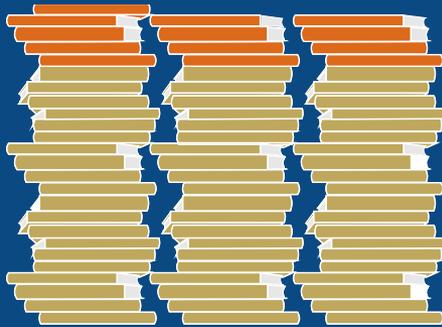


Too Many Credits

2-year
Associate

78.8

credits accumulated



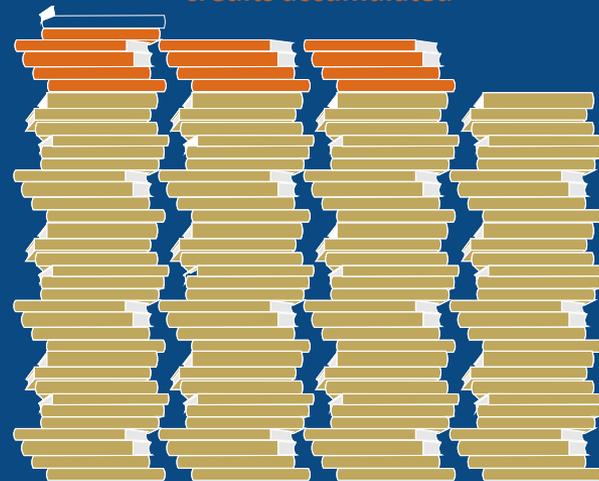
60

credits standard

4-year
Bachelor's
(Non-Flagship)

136.2

credits accumulated



120

credits standard

Does NOT count remediation

Very Few Graduate on Time ...

On-Time Graduation Rates (Full-time students)

2-year
Associate



5.0%

4-year
Bachelor's
(Non-Flagship)



18.1%

Too Few Graduate at All

150% Time Graduation Rates (Full-time students)

2-year
Associate



12.9%

4-year
Bachelor's
(Non-Flagship)



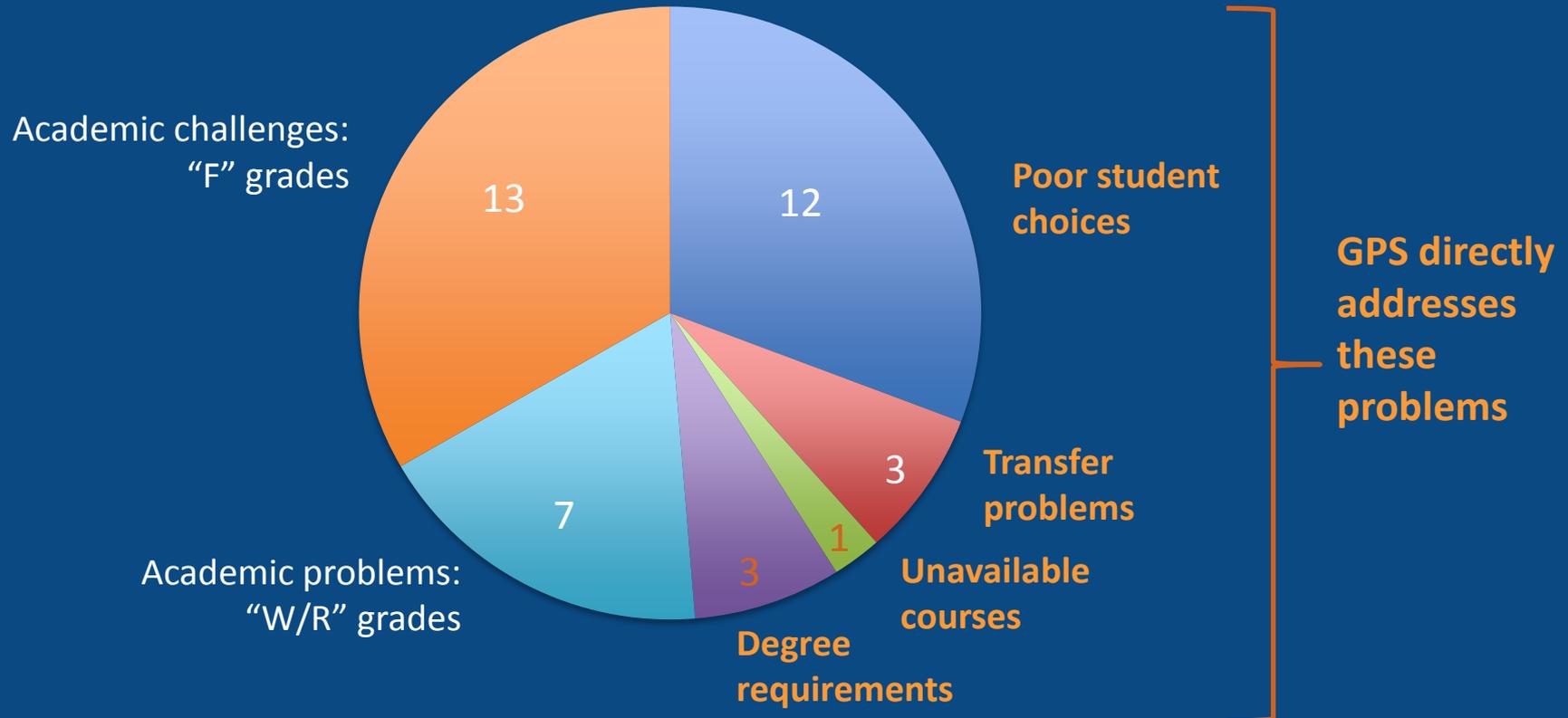
43.2%

150% time = 3 years for associate, 6 years for bachelor's

Why So Many Excess Credits?

Causes

(in semester credit hours)



Guided Pathways

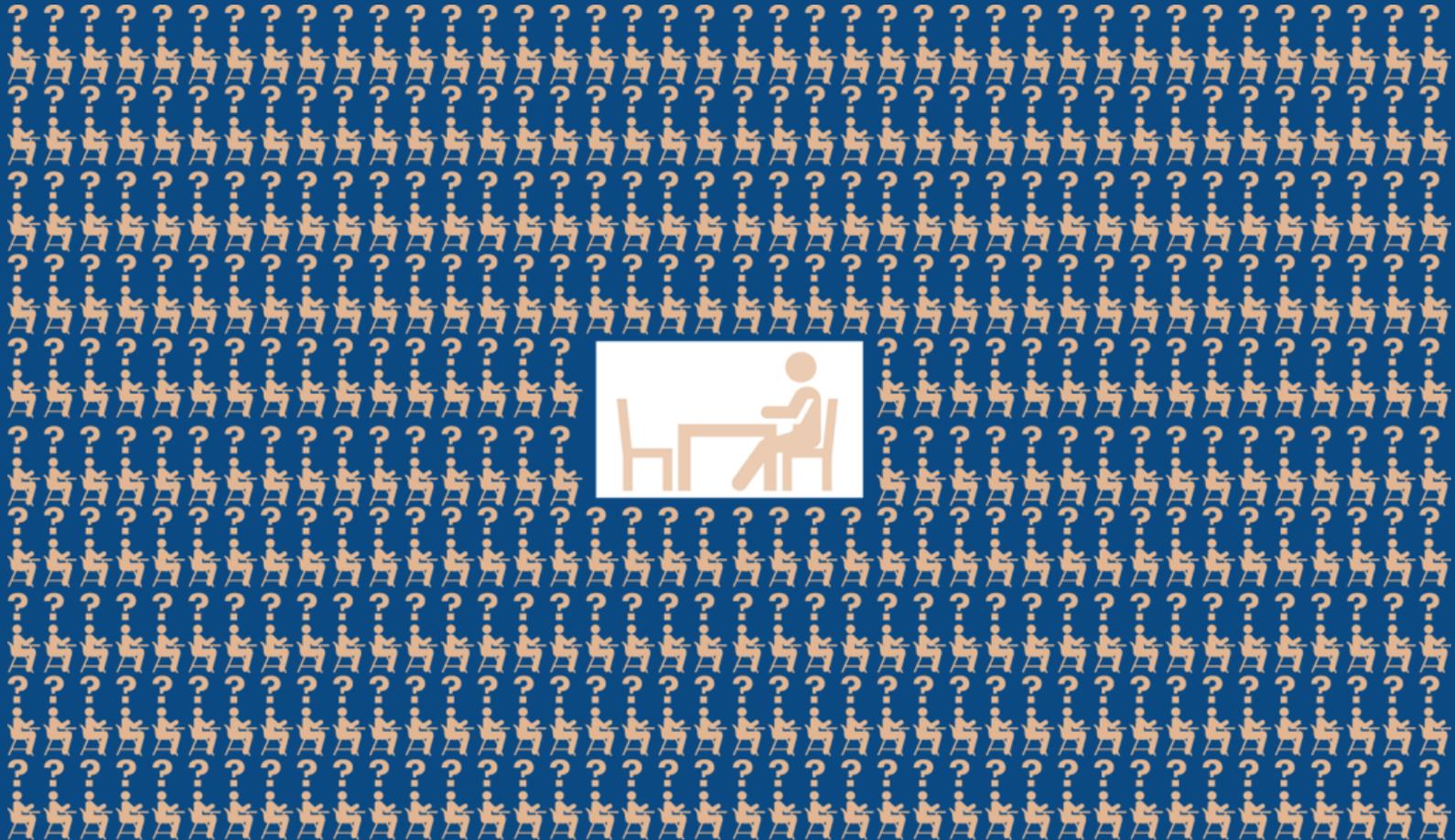
TOO MANY CHOICES, TOO LITTLE GUIDANCE

- Most colleges have more than 100 majors and hundreds of courses
- Most students are uncertain about their career interests
- 45% of students have not seen an advisor by the third week of class



Guided Pathways

400 STUDENTS: **1** ADVISOR



Guided Pathways

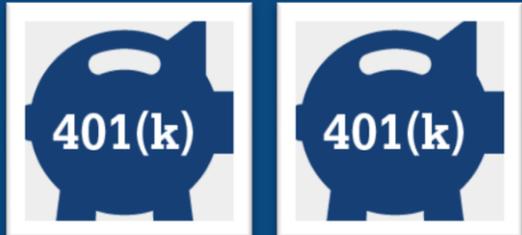
BEHAVIORIAL ECONOMICS: OVERWHELMED BY CHOICE



~ 800,000 employees
647 plans
69 industries

For every 10 plans added, drop of 1.5–2% in participation

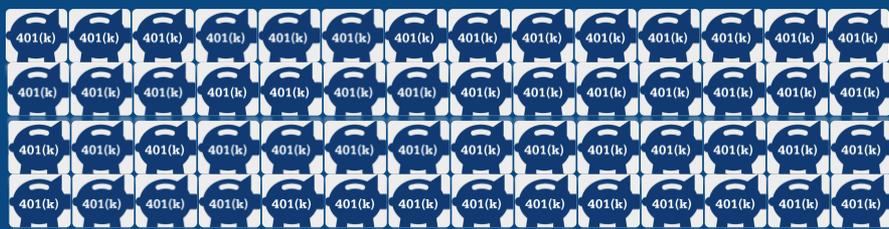
2 Plans Offered



75%

PARTICIPATION

56 Plans Offered



60% Participation

Guided Pathways

BEHAVIORIAL ECONOMICS: POSITIVE POWER OF DEFAULTS

A substantial number of people accept -- even welcome -- a default choice designed by informed professionals.

Advisors and faculty know the best pathways to success for students.

Show them the way!

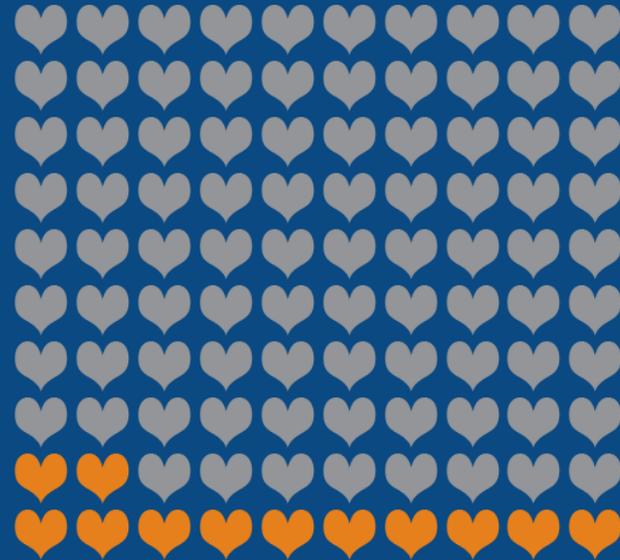
Guided Pathways

Defaults: Organ Donation Rates



Austria (OPT-OUT)

99%



Germany (OPT-IN)

12%

Guided Pathways

BEHAVIORIAL ECONOMICS: STRUCTURE

Structure optimizes design elements for success and minimizes mistakes.

GPS: Essential Components



1. Default pathways



2. Informed Choice



3. Meta-Majors



4. Academic Maps



5. Milestone courses



6. Intrusive advising



1. Structured, Default Pathways Built for On-Time Graduation

- Students don't "discover" the right path; the academic map is the default schedule.
- Students do **not** need permission to register for courses on their schedule.
- They **do** need permission to take courses not on their schedule.



2. Informed Choice

- Provides information on careers and opportunities for further study
- Uses electronic high school transcripts
- Uses high school performance and other measures to recommend broad academic pathways — “**meta-majors**”
- Presents default pathways



3. Meta-Majors

- Students must choose a meta-major — broad clusters of majors

STEM

Health Sciences

Social Sciences

Liberal Arts

Education

Business

- No student is “unclassified” — those who can’t decide are defaulted into Liberal Arts



Math Aligned to Meta-Majors

Health Sciences
Social Sciences
Liberal Arts
Education
Business

Quantitative Reasoning/
Statistics

Degree

4-Year Transfer

Certificate

License

STEM

College Algebra/
Precalculus

Degree

4-Year Transfer

Certificate

License



Meta-Major to Majors

- Help students make the big choices
- Once in a meta-major, help students narrow their study to a major
- A semester-by-semester academic map is the sequential, prescriptive schedule of classes for the meta-major and the major



4. Academic Maps

STEM META MAJOR	FIRST-YEAR CORE	
	TERM 1	TERM 2
	English 101 English 101+ 3 credits	English 102 English 102+ 3 credits
	Pre-calc 101 Pre-calc 101+ 3	Calculus 101 Calculus 101+ 3
	Biology, Chemistry, or Physics Core w/lab 4	Bio, Chem, or Physics Core w/lab 4
	Biology, Chemistry, or Physics Core w/lab 4	Biology, Chemistry, or Physics Core w/lab 4
	Student Success Seminar 1	STEM or Engineering Options Seminar 1
	CREDITS 15	CREDITS 15

Milestone course required in this term

Gateway course with corequisite support

SELECT MAJOR

Biology Chemical Engineering Chemistry Computer Science Environmental Studies

BIOLOGY	
TERM 3	TERM 4
Conceptual Approaches to Biology 4 credits	General Genetics 4 credits
General Chemistry 4	General Organic Chemistry Lab I 4
Humanities, Fine Arts & Design, & Cultural Diversity 3	Literacy & Critical Inquiry w/lab 4
Fundamentals of Genetics 4	Social & Behavioral Sciences & Historical Awareness 3
CREDITS 15	CREDITS 15



4. Academic Maps

BIOLOGY	
TERM 5	TERM 6
 Organic Evolution	 Bioethics
4 credits	4 credits
General Physics and Lab	Undergrad Research
4	4
Plant Diversity and Evolution	Upper Div Social & Behavioral Sci w/lab
3	4
General Organic Chemistry Lab II	Elective
4	3
CREDITS 15	CREDITS 15

BIOLOGY	
TERM 7	TERM 8
 Conservation Biology & Ecological Sustainability I	 Developmental Biology
3 credits	3 credits
Fundamentals of Ecology	History of Science
3	3
Upper Div CLAS Science & Society Elective	Computer Applications in Biology
3	3
Upper Div Literacy & Critical Inquiry	Upper Div Elective
3	3
Upper Div Elective	Upper Div Elective
3	3
CREDITS 15	CREDITS 15



Total credits 120



5. Milestone Courses

- Prerequisite courses are designated for each semester
- They must be taken in the recommended sequence
- The college must guarantee the courses are available in the sequence and terms designed in the academic maps



6. Intrusive Advising

- Students must see their advisors before registering for classes if:
 - they do not complete the milestone course on schedule
 - they fall 2 or more courses behind on their academic map
 - they have a 2.0 GPA or less for the semester



6. Intrusive Advising

Off track —
Must see advisor

BIOLOGY			
TERM 5			
 Organic Evolution	✓	4 credits	
General Physics and Lab	✓	4	
Plant Diversity and Evolution	✓	3	
General Organic Chemistry Lab II	✓	4	
		CREDITS	15

TERM 6			
 Bioethics			4 credits
 Bioethics			4 credits
Undergrad Research	✓	4	
Upper Div Soc & Behav Sci w/lab	✓	4	
Elective	✓	3	
		CREDITS	15

GPS: Results



Higher graduation rates



More on-time graduates



Closing the achievement gap



Fewer lost credits — saving time and money



Georgia State University

- **Degree maps** and **intrusive advising**
- Graduation rates **up 20%** in past 10 years
- Graduation rates higher for:
 - Pell students: **52.5%**
 - African American students: **57.4%**
 - Hispanic students: **66.4%**
- More bachelor's degrees to African-Americans than any other U.S. university



Florida State University

- Since starting degree maps, FSU has cut the number of students graduating with excess credits in half
- Graduation rate **increased to 74%**
 - African Americans to **77%**
 - First-generation Pell students to **72%**
 - Hispanic students to more than **70%**



Arizona State University

- eAdvisor system boosting retention and success
- First-time, full-time **freshman retention** rates climbed to **84%**
- **91%** of all students deemed “**on track,**” up from 22% three years before

Guided Pathways

THE CHALLENGE

How can we reduce excess credits, better inform student choice of programs of study, more efficiently advise struggling students, close attainment gaps, and ensure more on-time completions?

Guided Pathways

CONTENT EXPERT

Dr. Larry Abele

Director, Institute for Academic Leadership

Provost Emeritus, Florida State University

GAME CHANGER



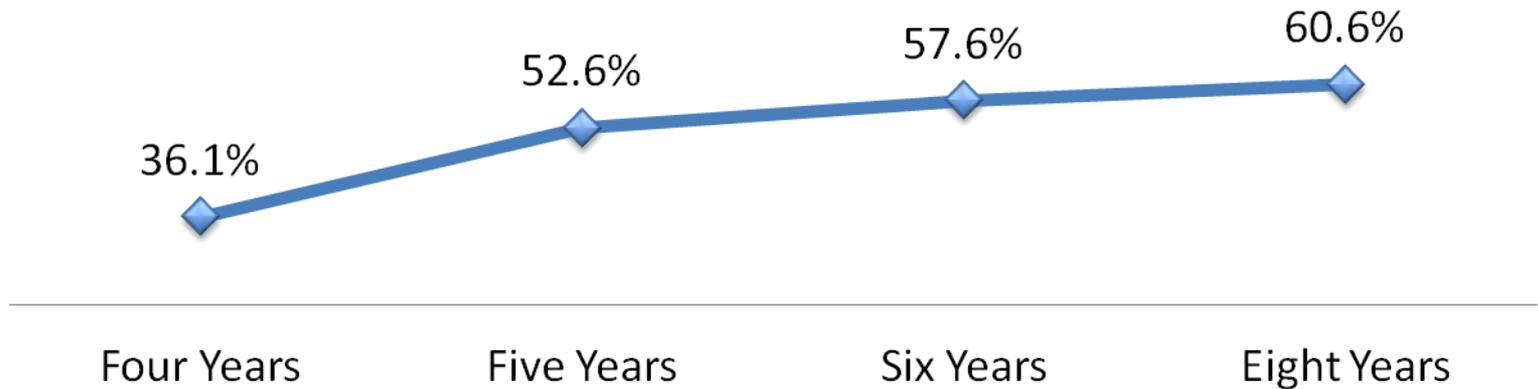
Time and Intensity

- Time is the enemy of college completion.
- Most part-time students never graduate.
- Shorten time to degree
- Increase course-taking intensity

☑ Time and Intensity

The longer it takes...the more life gets in the way.

Graduation Rates - Bachelor's Degree-Seeking Students



☑ Time and Intensity

Students are taking too long...

Average Time to Degree	
FULL-TIME	PART-TIME
Certificates	
3.55 years	3.9 years
Associate Degrees	
3.83 years	4.92 years
Bachelor's Degrees	
5.02 years	5.68 years

Example from an Alliance State

Time and Intensity

And too many credits.

Average Credits to Degree	
FULL-TIME	PART-TIME
Certificates	
68	52
Associate Degrees	
86	80
Bachelor's Degrees	
142	140

Example from an Alliance State

☑ Time and Intensity

Time is money.

A study by the Florida legislature found:

- **780,760 credits in excess**

of graduation requirements in one year

- **\$62 million** of taxpayer money was spent on these excess credits

Time and Intensity

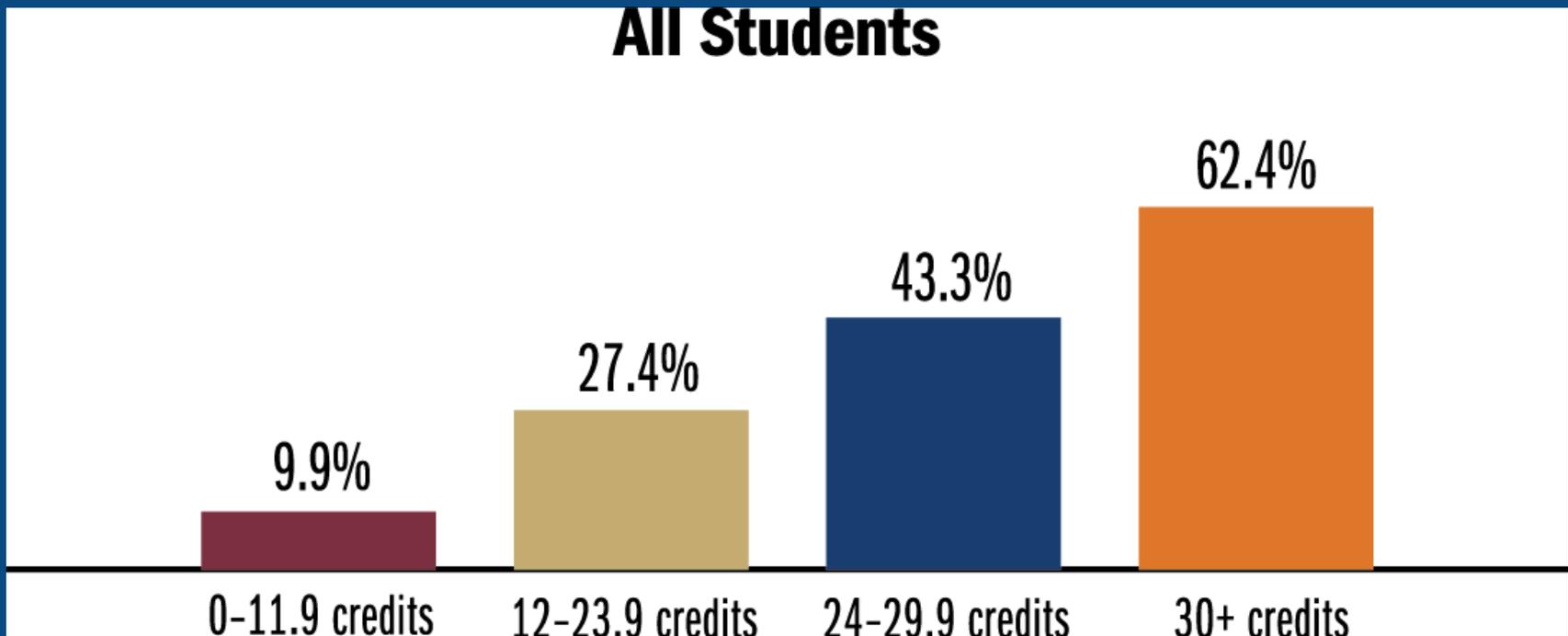
TIME-SAVING STRATEGIES:

- Corequisite remediation
- Ensure seamless transfer of credits
- Provide incentives for full-time attendance
- Use summers
- Expand early college credit opportunities
- Guided Pathways to Success (GPS)
- Block scheduling
- “15 to Finish”

☑ Time and Intensity

THE POWER OF 15 CREDITS

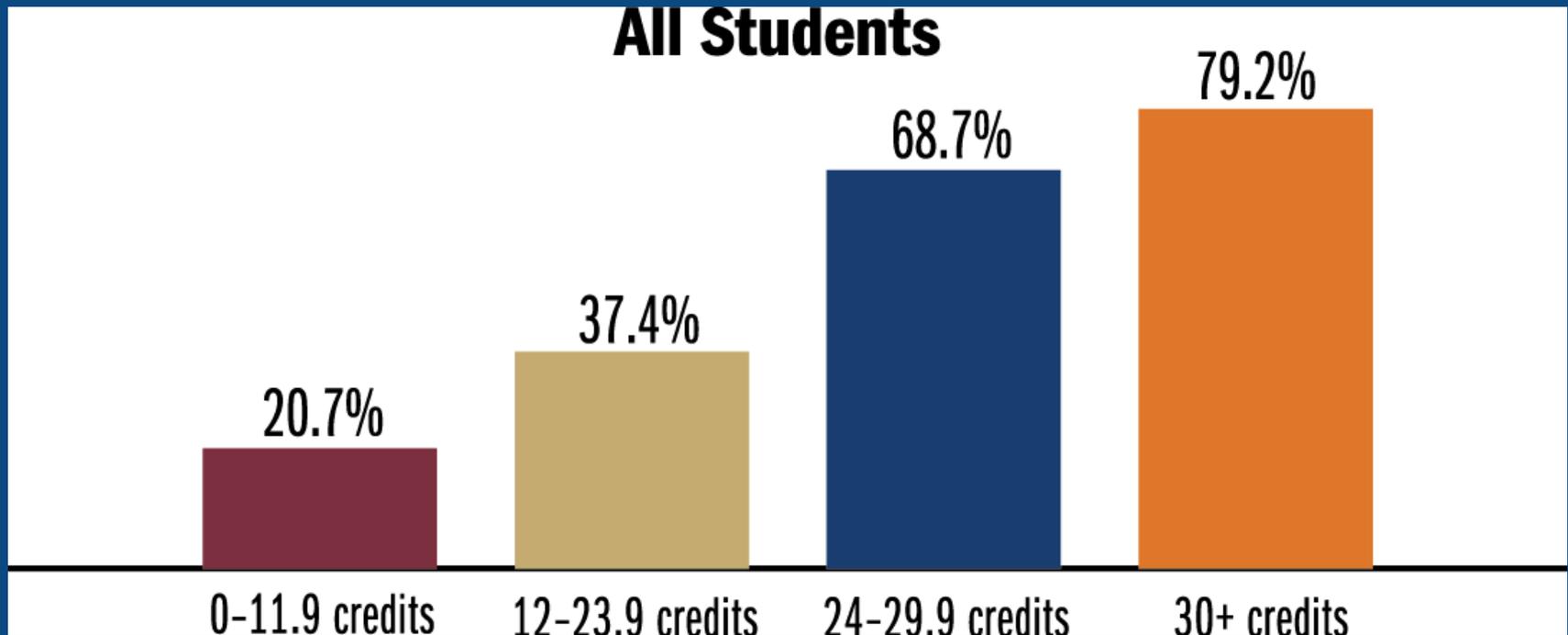
More students graduate with associate degrees when they complete 30+ credits in their first year.



☑ Time and Intensity

THE POWER OF 15 CREDITS

More students graduate with bachelor's degrees when they complete 30+ credits in their first year.



Part-Time Students Rarely Graduate

200% Time Graduation Rates

(Part-time students)

2-year
Associate



6.9%

4-year
Bachelor's
(Non-Flagship)



15.9%

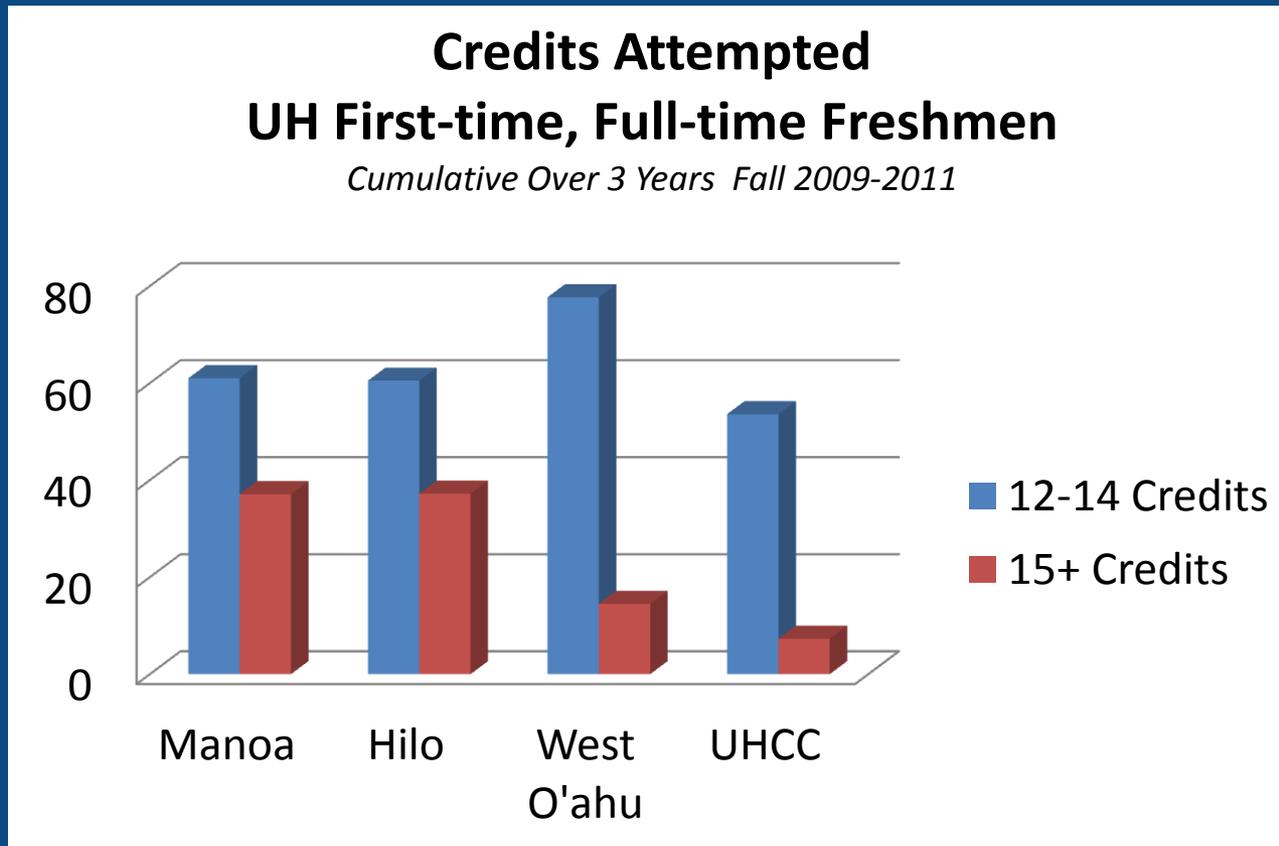
200% time = 4 years for associate, 8 years for bachelor's



Time and Intensity

HAWAI'I'S "15 TO FINISH"

The majority of full-time freshmen were taking 12-14 credits.

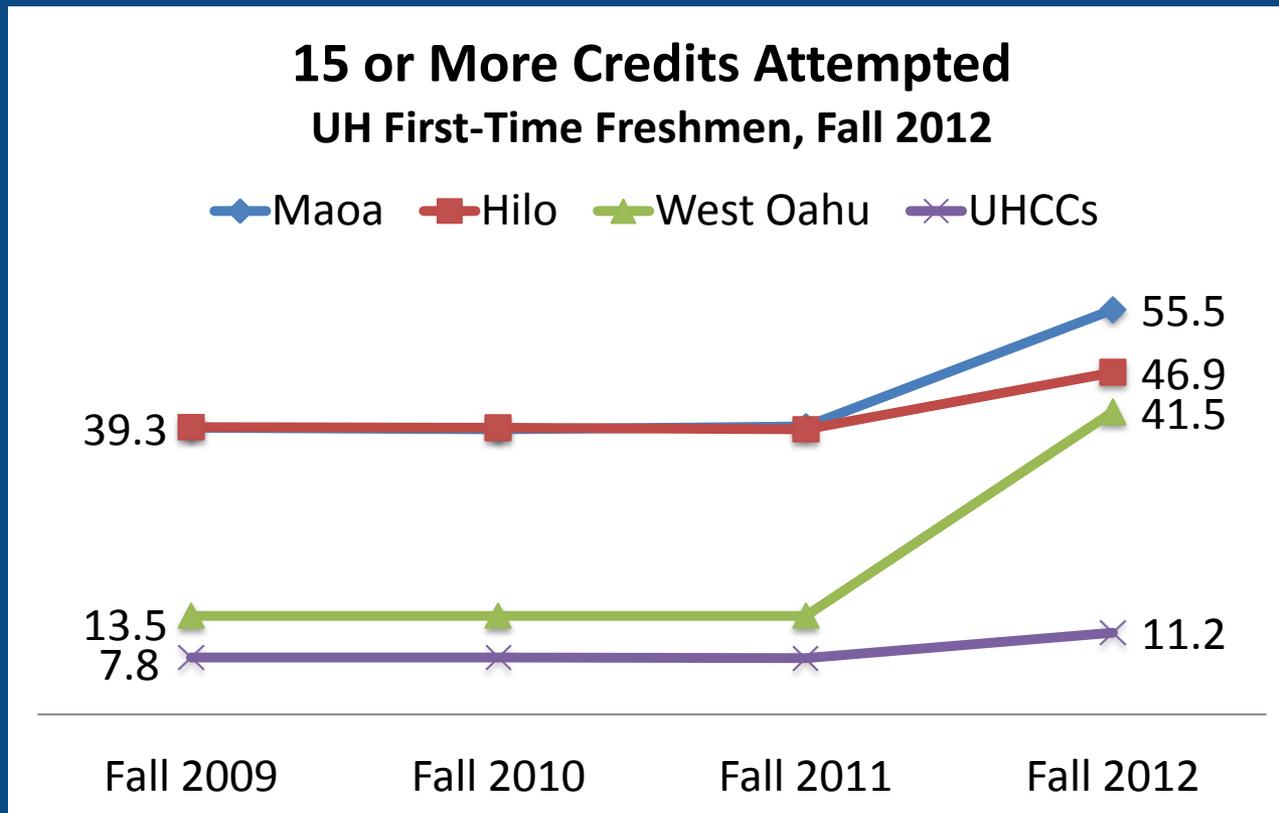




Time and Intensity

HAWAI'I'S "15 TO FINISH"

Significant results in campaign's first year.



Time and Intensity

THE CHALLENGE

How can we produce more degrees and certificates on time and in less time?

GAME CHANGER



Block Scheduling

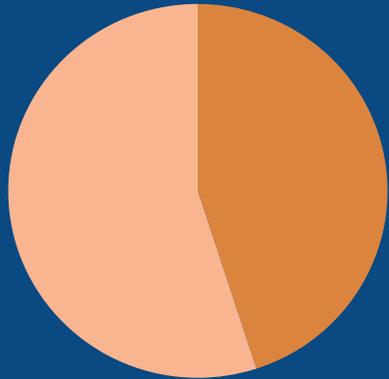
- To encourage more full-time enrollment and significantly boost completion, add predictability to the lives of working students who are balancing jobs and school

Block Scheduling

NEW MAJORITY OF COLLEGE STUDENTS

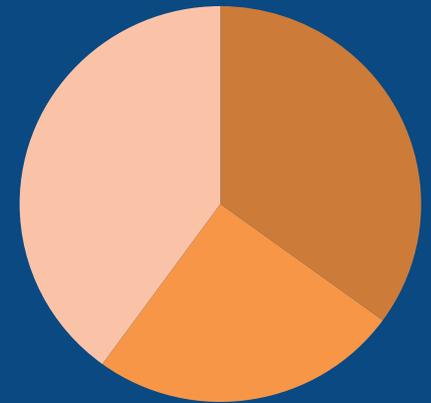
- Work at least part-time
- Are the first generation in their family to go to college
- Commute to college instead of living on campus
- 25% of all students have dependent children

Block Scheduling



45% of students at four-year colleges work **more than 20 hours a week**

60% of community college students work **more than 20 hours a week** – more than **25%** work **more than 35 hours a week**.





Block Scheduling

Course #	Sec	Hours	Title	Days	Dates	Times	Campus	Bldg	Room	Instructor	Reg/Max
ACCT110R	20	3.0	Payroll Accounting (ITV)	--T-R--	08/24/10 - 12/10/10	5:30PM - 7:20PM	SPRG	FORR	108	Anderson,H	0/5
ACCT110T	01	3.0	Payroll Accounting	--T-R--	08/24/10 - 12/10/10	5:30PM - 7:20PM	MAIN	BUS	112	Anderson,H	0/14
ACCT200	01	4.0	Accounting Principles I	-M-W---	08/23/10 - 12/10/10	9:00AM - 10:40AM	MAIN	BUS	112	Anderson,H	0/14
ACCT200E	01	4.0	Accounting Principles I (DL)	--T-R--	08/24/10 - 12/10/10	5:30PM - 7:10PM	EWEB	MAIN		Spencer, E	0/15
ACCT218	01	4.0	QuickBooks	-M-W---	08/23/10 - 12/10/10	11:00AM - 1:15PM	MAIN	BUS	112	Anderson,H	0/14
ACCT252	01	3.0	Individual Taxation	-----S	08/21/10 - 12/10/10	9:00AM - 11:50AM	MAIN	BUS	107	Encinias,	0/15
ANTH103	01	3.0	Introduction to Anthropology	--T-R--	08/24/10 - 12/10/10	9:00AM - 10:15AM	MAIN	GEN	102A	Withnall,M	0/20
ANTH103E	20	3.0	Intrdctn to Anthropology (DL)	--T----	08/24/10 - 12/10/10	6:00PM - 8:50PM	EWEB	SPRG		Zimmer, S	0/20
ANTH221	01	3.0	Cultures of the World	-M-W-F-	08/23/10 - 12/10/10	10:00AM - 10:50AM	MAIN	GEN	102A	Withnall,M	0/20
ANTH221E	20	3.0	Cultures of the World (DL)	-M-W---	08/23/10 - 12/10/10	7:30PM - 8:45PM	EWEB	SPRG		Beil, J.	0/20
ART106	01	3.0	Introduction to Drawing	--T-R--	08/24/10 - 12/10/10	11:00AM - 12:40PM	MAIN	GEN	111	Bohm, N	0/15
ART110	01	3.0	Introduction to Art	--T-R--	08/24/10 - 12/10/10	6:00PM - 7:15PM	MAIN	GEN	109	Bohm, N	0/25
ART110R	30	3.0	Introduction to Art (ITV)	--T-R--	08/24/10 - 12/10/10	9:00AM - 10:15AM	SROS	MAIN	103	Bohm, N	0/5
ART110T	01	3.0	Introduction to Art	--T-R--	08/24/10 - 12/10/10	9:00AM - 10:15AM	MAIN	GEN	108	Bohm, N	0/25
ART210E	20	3.0	Art History (DL)	-----F-	08/27/10 - 12/10/10	6:00PM - 8:50PM	EWEB	SPRG		Gaytan, R	0/20
ASE101	01	3.0	Introduction to Renewable Energy	--T-R--	08/24/10 - 12/10/10	5:00PM - 6:15PM	MAIN	TECH	136	Jencka, D	0/18
ASE202	01	4.0	Solar and Wind Energy	-M-W---	08/23/10 - 12/10/10	5:00PM - 6:15PM	MAIN	TECH	136	Jencka, D	0/18
ASE202L	01	0.0	Solar and Wind Energy Lab	-----F-	08/27/10 - 12/10/10	2:00PM - 3:50PM	MAIN	ALT	102	Jencka, D	0/18
AUTO100	01	4.0	Automotive Fundamentals	--T-R--	08/24/10 - 12/10/10	9:00AM - 11:30AM	MAIN	AUTO		Sandoval,E	0/15
AUTO100	02	4.0	Automotive Fundamentals	-M-W-F-	08/23/10 - 12/10/10	1:00PM - 2:45PM	MAIN	AUTO		Nitcznski,	0/15
AUTO100	20	4.0	Automotive Fundamentals	--T-R--	08/24/10 - 12/10/10	5:30PM - 8:30PM	SPRG	AUTO		Jensen, S	0/10
AUTO101	01	2.0	General Automotive Service	-M-----	08/23/10 - 12/10/10	5:30PM - 8:20PM	MAIN	AUTO		Sandoval,E	0/15
AUTO101	20	2.0	General Automotive Service	-MTWRF-	08/23/10 - 12/10/10	1:10PM - 2:00PM	SPRG	AUTO		Jensen, S	0/10
AUTO104	01	5.0	Electrical & Elctrnc Systems I	---WR--	08/25/10 - 12/10/10	6:00PM - 9:00PM	MAIN	AUTO		Nitcznski,	0/15
AUTO108	01	4.0	Manual Transmission & Drivetrain	--T-R--	08/24/10 - 12/10/10	9:00AM - 11:30AM	MAIN	AUTO		Nitcznski,	0/15
AUTO120	01	5.0	Engine Repair	-M-W---	08/23/10 - 12/10/10	9:00AM - 12:00PM	MAIN	AUTO		Sandoval,E	0/15
AUTO135	01	4.0	Brakes	-M-W---	08/23/10 - 12/10/10	1:00PM - 3:45PM	MAIN	AUTO		Sandoval,E	0/15
AUTO295	01	1.0	Automotive Technology Capstone	-----S	08/21/10 - 09/28/10	8:00AM - 4:00PM	MAIN	AUTO		Sandoval,E	0/12
BAKE102	01	4.0	Baking Principles	--T-R--	08/24/10 - 12/10/10	9:00AM - 11:30AM	MAIN	CAFE		O'Brien, A	0/15
BAKE140	01	3.0	Intermediate Baking Principles	-M-----	08/23/10 - 12/10/10	9:00AM - 12:50PM	MAIN	CAFE		O'Brien, A	0/15
BIO103E	01	2.0	Medical Terminology (DL)	---W---	08/25/10 - 12/10/10	7:00PM - 8:50PM	EWEB	MAIN		Roybal, E	0/20
BIO103E	02	2.0	Medical Terminology (DL)	--T----	08/24/10 - 12/10/10	7:00PM - 8:50PM	EWEB	MAIN		Roybal, E	0/20
BIO103R	20	2.0	Medical Terminology (ITV)	-----R--	08/26/10 - 12/10/10	1:00PM - 2:50PM	SPRG	FORR	107	Olson, S	0/5
BIO103R	40	2.0	Medical Terminology (ITV)	----R---	08/26/10 - 12/10/10	1:00PM - 2:50PM	OFFS	OFFS	DCL1	Olson, S	0/5
BIO103T	01	2.0	Medical Terminology	----R---	08/26/10 - 12/10/10	1:00PM - 2:50PM	MAIN	AHC	NO9	Olson, S	0/20
BIO105	01	4.0	Biology for Non-Majors	-M-----	08/23/10 - 12/10/10	4:00PM - 6:50PM	MAIN	ADMN	103	Fereshteh	0/20
BIO105L	01	0.0	Biology for Non-Majors Lab	---W---	08/25/10 - 12/10/10	4:00PM - 5:50PM	MAIN	ADMN	103F	Fereshteh	0/20
BIO110	01	4.0	General Biology I	-M-W-F-	08/23/10 - 12/10/10	11:00AM - 11:50AM	MAIN	ADMN	103	Fereshteh	0/20
BIO110	40	4.0	General Biology I	--T----	08/24/10 - 12/10/10	3:30PM - 6:20PM	OFFS	OFFS	MOR1	{Staff}	0/15
BIO110L	01	0.0	General Biology I Lab	--T----	08/24/10 - 12/10/10	3:00PM - 4:50PM	MAIN	ADMN	103F	Fereshteh	0/20
BIO110L	40	0.0	General Biology I Lab	-----R--	08/26/10 - 12/10/10	3:30PM - 5:20PM	OFFS	OFFS	MOR1	{Staff}	0/15
BIO201	01	4.0	Medical Microbiology	-M-----	08/23/10 - 12/10/10	4:00PM - 6:50PM	MAIN	AHC	NO10	Ray, B	0/16
BIO201L	01	0.0	Medical Microbiology Lab	-M-----	08/23/10 - 12/10/10	2:00PM - 3:50PM	MAIN	AHC	MO1	Ray, B	0/16

Block Scheduling

STUDY OF STRUCTURED PROGRAMS

College practices can change student outcomes:

- Provide a “package deal” plan for attaining an explicit educational goal in a clear time frame
- Help students make the “big choices” – and then make the small choices for them
- Inform students up front about costs, outcomes, and time

(Rosenbaum, Deil-Amen & Person, 2006)



Block Scheduling

PRACTICAL NURSING

Program Structure
Trimester Format

2008 Completion Rate 96%

2008 Placement Rate 100%

2008 Licensure Pass Rate 100%

Term 1		Term 2	
Unit of study	Hours	Unit of study	Hours
Basic Nursing Skills	100	Obstetrical Nursing	60
Basic Sciences	75	Pediatric Nursing	60
Nutrition	30	Medical-Surgical Nursing	60
Vocational Relations	35	Pharmacology	90
Basic Math	20	Clinical	162
Common Emergencies	20	TOTAL	432
Medical-Surgical Nursing	72		
Clinical	79		
TOTAL	432		
Term 3			
Unit of study	Hours		
Medical-Surgical Nursing	85		
Psychiatric Nursing	20		
Geriatrics	20		
Vocational Relations II	10		
Clinical	297		
TOTAL	432		
EXIT POINT: Practical Nursing Diploma	1296		

- The cost of the entire program is approximately \$7,000; this includes tuition, technology fee, textbooks, tools and supplies.



Block Scheduling

Course Outline

16 months/1,728 Clock Hours

Modern Residential Wiring	Hands-on Commercial Wiring
Hands-on Residential Wiring	Industrial Wiring
National Electrical Code	Hands-on Industrial Wiring
AC Theory	Motor Controls
DC Theory	Hands-on Motor Controls
Solid State Electronics	Applied Electricity
Commercial Wiring	Electric Motors

Diplomas Offered and Hours Needed

Construction Electrician 1728
Industrial Electrician 1728
Class 1 Electrician Apprentice 1296
Class 2 Electrician Apprentice 864

Certificates Offered and Hours Needed

Electrician Helper 432

Typical Job Opportunities

Electrical Companies
Manufacturers
Hospitals

Graduates of the Industrial Electricity program will have a strong foundation in the basic principles of electricity, including motor generator principles; meters; testing equipment and instruments; blueprint reading and math; residential wiring; National Electric Code; industrial wiring/distribution; related electronics; and shop management and records.

2009 Graduation Rate 76%

2009 Placement Rate 69%

The average starting wage for our Industrial Electricity graduates in 2009 was \$13.35 per hour.

Class meets Monday through Friday from 8:00 a.m. to 2:30 p.m.

Block Scheduling

ESSENTIAL ELEMENTS FOR SUCCESS

- **Full-time, Monday-Friday**, morning or afternoon blocks
- **Predictable schedule** constant throughout
- **Whole program choice**, not courses
- Full-time equals “**15 to Finish**” on-time
- **Student cohorts** for added support and faculty engagement
- **Corequisite** or integrated remediation
- **Mandatory attendance**

Block Scheduling

BEST PRACTICE: TENNESSEE COLLEGES OF APPLIED TECHNOLOGY

- **75%** avg. on-time graduation rate
- **83%** avg. job placement rate

Tennessee Community Colleges:

14% average graduation rate
(150% of time)

Block Scheduling

BEST PRACTICE: ASAP PROGRAM CITY UNIVERSITY OF NEW YORK

- **55%** 3-year graduation rate for associate degrees
- **Doubled** graduation rates using block scheduling, whole programs
- **3X higher grad. rate** than national avg. for urban community colleges

Block Scheduling

PROMISING PROGRAM: IVY INSTITUTE OF TECHNOLOGY PROGRAM IVY TECH COMMUNITY COLLEGE SYSTEM

- Structured career certificate programs in welding, machine tool, automotive, HVAC, mechatronics and office technology
- First cohort: **85% completion**
- New cohorts: **90% retention**

Block Scheduling

PROMISING PROGRAM: STRUCTURED LEARNING COMMUNITIES TENNESSEE COMMUNITY COLLEGES

- As of Fall 2012:
 - 63 Structured Learning Communities statewide
 - 2,738 students enrolled
 - 3 certificates in General Ed for transfer students, career programs in Education and Business
 - **75% graduation/enrollment rate**

Block Scheduling

THE CHALLENGE

How can we establish highly-structured whole programs of study that provide the predictability and reliability working students need to succeed in college?

Acceleration and Block Scheduling

CONTENT EXPERTS

Daniela Boykin

*Deputy Director, CUNY Accelerated Study in Associate Programs (ASAP)
City University of New York*

Dr. Paula Myrick Short

*Senior Vice Chancellor for Academic Affairs, University of Houston System
Senior Vice President for Academic Affairs and Provost, University of Houston*

Brian Bosworth

*Founder and President
FutureWorks*

COMPLETE COLLEGE AMERICA
GAME CHANGERS

Missouri Completion Academy
September 10-11, 2013
St. Louis, Missouri