COMPLETE COLLEGE AMERICA

Working with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.

www.completecollege.org
Arkansas
CVHEC
Colorado
Connecticut
District of Columbia
Florida
Georgia
Hawaii
Houston
Idaho
Illinois
Indiana
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Montana
Minnesota
Mississippi
Missouri
Commonwealth of the Northern Mariana Islands
Nevada
New Hampshire
New Mexico
Ohio
Oklahoma
Oregon
Pennsylvania
Puerto Rico
Rhode Island
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
West Virginia
Wisconsin
Wisconsin
Alliance of States
40 Members
Alliance Member
Wyoming
50 of 580+
public four-year institutions
On-Time Graduation Rates

2-Year

5%

4-Year (non-flagship)

19%

4-Year (flagship/very high research)

36%
150% Graduation Rates

2-Year

4-Year (non-flagship)

4-Year (flagship/very high research)

13% 43% 68%
Excess Credits

2-Year
60 Credits

4-Year
(non-flagship)
120 Credits

4-Year
(flagship/
very high research)
120 Credits

80.9

133.5

134.6
Too Few Missouri Students Graduate

2 year colleges

- 23% Within 3 years

4 year colleges (non-flagship)

- 31% Within 6 years (full-time)
Remediation
Missouri Community Colleges

Students Who Require Remediation

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>African American</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>58%</td>
<td>85%</td>
<td>64%</td>
</tr>
</tbody>
</table>
Few Missouri Remedial Students Complete College Gateway Courses at 2-year Colleges

47% DON’T Complete Corresponding Gateway Course
Excess Credits - Missouri

2-Year

60 Credits

76.6

4-Year (non-flagship)

120 Credits

133.5
Four-Year MYTH
Time to Degree - Missouri

2-Year
3.4

4-Year (non-flagship)
4.5

4-Year (flagship/very high research)
4.3
<table>
<thead>
<tr>
<th>Tuition and Loan Costs</th>
<th>One Extra Year, Public College</th>
<th>One Extra Year, Private College</th>
<th>Two Extra Years, Public College</th>
<th>Two Extra Years, Private College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portion of tuition paid out of pocket</td>
<td>$12,557</td>
<td>$18,992</td>
<td>$25,375</td>
<td>$38,115</td>
</tr>
<tr>
<td>Cost of a loan, with interest, over 10 years</td>
<td>$6,040</td>
<td>$7,823</td>
<td>$12,080</td>
<td>$15,645</td>
</tr>
<tr>
<td>Total cost</td>
<td>$18,598</td>
<td>$26,815</td>
<td>$37,456</td>
<td>$53,760</td>
</tr>
</tbody>
</table>
Retirement savings forgone

- By graduating in 6 years
- By graduating in 5 years
<table>
<thead>
<tr>
<th></th>
<th>One Extra Year, Public College</th>
<th>One Extra Year, Private College</th>
<th>Two Extra Years, Public College</th>
<th>Two Extra Years, Private College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and loans</td>
<td>$18,598</td>
<td>$26,815</td>
<td>$37,456</td>
<td>$53,760</td>
</tr>
<tr>
<td>Opportunity costs</td>
<td>$128,429</td>
<td>$128,429</td>
<td>$245,253</td>
<td>$245,253</td>
</tr>
<tr>
<td>Total cost for not graduating in four years</td>
<td>$147,026</td>
<td>$155,244</td>
<td>$282,691</td>
<td>$298,995</td>
</tr>
</tbody>
</table>
Behavioral Economics: Default

Organ Donation Rates

Austria (OPT-OUT) 99%

Germany (OPT-IN) 12%
1. Performance Funding & Metrics
2. #15ToFinish / Full Time is Fifteen
3. Structured Schedules
4. GPS Direct
5. Corequisite Remediation
GAME CHANGER
Performance Funding
Metrics: Data Drives Change!

- Rates and number of degrees
- Momentum points (remediation, gateway courses, first-year credits, time to degree)
- By race, age, gender, income

*Adopted by National Governors Association*
**CCA Data Metrics**

**Context**
- Enrollment
- Completion ratio *

**Progress**
- Remediation *
- Success in 1st yr college English and math *
- Credit accumulation *
- Retention rates
- Course completion *

**Outcomes**
- Degrees awarded annually and change over time
- Graduation rates
- Transfer rates
- Credit and time to degree *

* Not collected in IPEDS
GAME CHANGER
Structured Schedules
GAME CHANGER
Structured Schedules

- Block schedules of classes
- Cohorts of students
- Students choose programs or majors, not courses
- Attendance required
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MORNING BLOCK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00AM – 8:50AM</td>
<td>Structured Learning Activities</td>
<td>8:00AM – 8:50AM</td>
<td>Structured Learning Activities</td>
<td>8:00AM – 8:50AM</td>
</tr>
<tr>
<td>MUS 103 - #8765</td>
<td></td>
<td>MUS 103 - #8765</td>
<td></td>
<td>MUS 103 - #8765</td>
</tr>
<tr>
<td>9:00AM – 9:50AM</td>
<td></td>
<td>9:00AM – 9:50AM</td>
<td></td>
<td>9:00AM – 9:50AM</td>
</tr>
<tr>
<td>MAT107 - #8766</td>
<td></td>
<td>MAT107 - #8766</td>
<td></td>
<td>MAT107 - #8766</td>
</tr>
<tr>
<td>10:00AM – 10:50AM</td>
<td></td>
<td>10:00AM – 10:50AM</td>
<td></td>
<td>10:00AM – 10:50AM</td>
</tr>
<tr>
<td>SP 101 - #8767</td>
<td></td>
<td>SP 101 - #8767</td>
<td></td>
<td>SP 101 - #8767</td>
</tr>
<tr>
<td>11:00 AM – 11:50AM</td>
<td>11:00 AM – 12:10PM</td>
<td>11:00 AM – 11:50AM</td>
<td>11:00 AM – 12:10PM</td>
<td>11:00 AM – 11:50AM</td>
</tr>
<tr>
<td>ENG101 - #8768</td>
<td>RENG 92 - #8769</td>
<td>ENG101 - #8768</td>
<td>RENG 92 - #8769</td>
<td>ENG101 - #8768</td>
</tr>
<tr>
<td>12:00PM – 12:50PM</td>
<td>12:00PM – 12:50PM</td>
<td>12:00PM – 12:50PM</td>
<td>12:00PM – 12:50PM</td>
<td>12:00PM – 12:50PM</td>
</tr>
<tr>
<td><strong>COLLEGE FREE HOUR</strong></td>
<td></td>
<td><strong>COLLEGE FREE HOUR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AFTERNOON BLOCK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00PM – 1:50PM</td>
<td></td>
<td>1:00PM – 1:50PM</td>
<td>1:00PM – 1:50PM</td>
<td>1:00PM – 1:50PM</td>
</tr>
<tr>
<td>ART 106 - #8771</td>
<td></td>
<td>ART 106 - #8771</td>
<td></td>
<td>ART 106 - #8771</td>
</tr>
<tr>
<td>2:00PM – 2:50PM</td>
<td></td>
<td>2:00PM – 2:50PM</td>
<td></td>
<td>2:00PM – 2:50PM</td>
</tr>
<tr>
<td>SP 101 - #8772</td>
<td></td>
<td>SP 101 - #8772</td>
<td></td>
<td>SP 101 - #8772</td>
</tr>
<tr>
<td>3:00 PM – 3:50PM</td>
<td>Structured Learning Activities</td>
<td>3:00 PM – 3:50PM</td>
<td>Structured Learning Activities</td>
<td>3:00 PM – 3:50PM</td>
</tr>
<tr>
<td>ENG 101 - #8773</td>
<td></td>
<td>ENG 101 - #8773</td>
<td></td>
<td>ENG 101 - #8773</td>
</tr>
<tr>
<td>4:00PM – 4:50PM</td>
<td></td>
<td>4:00PM – 4:50PM</td>
<td></td>
<td>4:00PM – 4:50PM</td>
</tr>
<tr>
<td>MAT 107 - #8774</td>
<td></td>
<td>MAT 107 - #8774</td>
<td></td>
<td>MAT 107 - #8774</td>
</tr>
<tr>
<td>5:00PM – 5:50PM</td>
<td></td>
<td>5:00PM – 5:50PM</td>
<td></td>
<td>5:00PM – 5:50PM</td>
</tr>
</tbody>
</table>
Where there is structure, there are significant results.

TENNESSEE COLLEGES OF APPLIED TECHNOLOGY

75% avg. on-time graduate rate

TENNESSEE COMMUNITY COLLEGES

14% avg. on-time graduate rate
GAME CHANGER
Corequisite Remediation
African Americans, Hispanics and Pell Students are Over Represented

2-year Students

- Received Pell Grant: 69%
- Black, non-Hispanic: 70%
- Hispanic: 63%
- White, non-Hispanic: 53%

4-year Non-Flagship Students

- Received Pell Grant: 37%
- Black, non-Hispanic: 44%
- Hispanic: 35%
- White, non-Hispanic: 23%
The System Does Not Work, Particularly for African Americans

Gateway Course Completion in 2 years
2-year college remedial students

- White, non-Hispanic: 23%
- Hispanic: 20%
- Black, non-Hispanic: 11%
- Received Pell Grant: 19%
Student attrition is at the heart of the matter.
Remediation: The effect of attrition.

- Students assigned 3 or more semesters of math remediation.
  - Completed 1st semester of remediation.
    - LOST
  - Completed 2nd semester of remediation.
    - LOST
  - Completed 3rd semester of remediation.
    - LOST
  - Passed gateway course.
    - LOST

Enrolled and completed
Did not complete
Did not enroll or stopped enrolling

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

Corequisite Remediation

Provide academic support as a **Corequisite** not as a prerequisite
One Semester Redesigned Gateway

- **Gateway**
- **Mandatory Tutoring**
  - Paired proctored labs
- **Extra Time**
  - 45 minutes after class
  - Additional class periods
- **Sequenced**
  - 5 weeks prep plus 10 weeks gateway content
# One Semester Corequisite Results

<table>
<thead>
<tr>
<th>State</th>
<th>Subject</th>
<th>Traditional Model (2years)</th>
<th>Corequisite Model (One Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Virginia</td>
<td>Math</td>
<td>14%</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>37%</td>
<td>68%</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Math</td>
<td>12%</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>31%</td>
<td>67%</td>
</tr>
<tr>
<td>Indiana</td>
<td>Math</td>
<td>29% (3yr)</td>
<td>64%</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>37% (3yr)</td>
<td>55%</td>
</tr>
<tr>
<td>Georgia</td>
<td>English</td>
<td>21%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>64%</td>
<td></td>
</tr>
</tbody>
</table>
Math Pathways
College Algebra’s Only Purpose: Preparation for Calculus
Math Is Aligned with 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
GAME CHANGER

GPS: Direct
Choose your path.
Start your path.
Stay on your path.
Graduate.
GPS: Essential Components

1. Purpose First: Informed Choice
2. Academic Maps
3. Meta-Majors
4. Default Pathways
5. Critical Path Courses
6. Intrusive Advising
Questions for a Potential Nursing Student

- Are you prepared for Chemistry 101?
- Do you like working with people?

“Real-Life Questions”

- How do you feel about working with BLOOD and BEDPANS?
# Default Degree Maps

## STEM Meta Major

### Term 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101</td>
<td>English 101+</td>
</tr>
<tr>
<td>Pre-calc 101</td>
<td>Pre-calc 101+</td>
</tr>
<tr>
<td>Biology, Chemistry, or Physics Core w/lab</td>
<td>4</td>
</tr>
<tr>
<td>Biology, Chemistry, or Physics Core w/lab</td>
<td>4</td>
</tr>
<tr>
<td>Student Success Seminar</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### Term 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 102</td>
<td>English 102+</td>
</tr>
<tr>
<td>Calculus 101</td>
<td>Calculus 101+</td>
</tr>
<tr>
<td>Bio, Chem, or Physics Core w/lab</td>
<td>4</td>
</tr>
<tr>
<td>Biology, Chemistry, or Physics Core w/lab</td>
<td>4</td>
</tr>
<tr>
<td>STEM or Engineering Options Seminar</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

*Gateway course with corequisite support*

*Required in this term*
Why GPS?

1 counselor : 400 students
ADVISING IS TEACHING
INTRUSIVE (PROACTIVE) ADVISING

- Culture Shift: No longer wait for students to come to us!
- Transition from Schedulers to “True” advising
- Review Existing Model: Professional vs. Faculty Advisors
- Advisor Training & Retreats
- Solution-oriented Meetings
- Advising Syllabus – Common, shared outcomes
GAME CHANGER
15 To Finish
The Power of 15 Credits: More students graduate when they complete 30+ credits in their first year.
The Power of 15 Credits: More students graduate when they complete 30+ credits in their first year.

Bachelor’s degree

- 30+ credits: 79%
- 24–29.9 credits: 69%
- 12–23.9 credits: 37%
- 0–11.9 credits: 21%
Most students DON’T take the credit hours necessary to graduate on time.

Full-time Students Taking 15+ Credits Per Semester

- At 2-year institutions: 29%
- At 4-year institutions: 50%
First-Year Experience MOMENTUM

- Meta-Majors
- Academic Maps
- Math Pathways
- 15-To-Finish

Create Path
- Purpose First (Onboarding)
- Meta-Majors
- 15-To-Finish

Choose Path
- Structured Schedules
- Corequisite Remediation
- Default Pathways

Start Path
- Critical Path Courses
- Intrusive Advising

Stay On Path / Graduate

TECHNOLOGY | DATA METRICS
COMPLETE COLLEGE AMERICA

Working with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.

www.completecollege.org

/ CompleteCollege

/ CompleteCollege