ASSESS STRENGTH - *Thursday Team Time (45 min.)*

Are we focused on the right things?

Are we making enough progress?

How do we stack up nationally?

Impatient reformers working in college completion efforts across the country are constantly asking themselves these questions. Use this Strength Assessment to gain clarity and develop priorities.

INSTRUCTIONS

For each of the actions in the charts, if your state or region has completed it, give yourself the number of points listed. There are no points awarded for actions that have not been completed. Tabulate your points for each section and plot your score on the visual at the bottom of the page to help you interpret the results.

This exercise should directly inform how your team prioritizes its work going forward and how to best use team members' time during breakout sessions on Day 2.

A master version should be completed electronically on the thumb drive provided and submitted to CCA at the conclusion of the meeting.

Alliance Member: Idaho

Conditions for Change

If college completion and equity matter, measure them and tie funding to them.
Money and Metrics tend to focus minds.

SCALING STANDARD	ATTAINMENT AND EQUITY GOALS	POINTS	MY SCORE
Policy	Set a goal for attainment	+2	2
Equity	Set a goal for improving or eliminating achievement gaps	+2	0
	METRICS AND EVIDENCE		
Data	Reported the common completion metrics at the state level to CCA	+1	1
Data	Reported the common completion metrics at the institutional level to CCA	+1	0
Communications	Published our own state-level or institutional-level reports using common completion metrics	+1	1
Data, Policy, Communications	Fostered a strong working relationship between data, communications and policy staff	+1	1
SCALING STANDARD	OUTCOMES BASED FUNDING	POINTS	MY SCORE
Policy	Awarded 50%+ of operating funding based on outcomes	+1	0
Policy , Equity	Provided additional funding for underrepresented student success	+1	0
Policy	Allowed institutions to lose money if their performance is weak	+1	0
Policy	Aligned outcomes based funding metrics with state goals	+1	0
Policy, Data	Included 3-6 metrics in total	+1	0
Policy, Data	Kept metrics constant over time	+1	0
Policy	Included all public institutions	+1	0
Policy	Rewarded improvement, not fixed goals	+1	0
Policy	Incorporated differing missions of institutions	+1	0
Policy, Data	Included a **completion** metric in funding formula	+1	0
Policy, Equity, Data	Include an **equity** metric in funding formula	+1	0
Policy, Data	Included a **time & affordability** metric in funding formula	+1	0
Policy, Data	Included a **momentum/progress** metric in funding formula	+1	0
	TOTAL POINTS FOR CONDITIONS FOR CHANGE	**21**	**5**

Tabulate your points and plot them on this chart.

Conditions for Change

0   5   10   15   20

Just getting started   Working on Implementation   Reached Tipping Point!
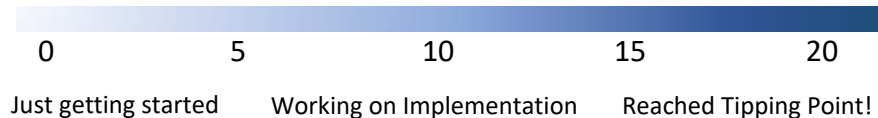
15 to Finish

All full-time students should be advised to enroll in 15 credits each semester or craft a plan for summer enrollment. Financial aid, as well as institutional process and practices, should support that standard.

SCALING STANDARD	STATE/REGION ACTION	POINTS	MY SCORE
Data	Examined credit accumulation rates at the institutional level	+1	1
Data, Equity	Examined gaps in credit accumulation rates for underserved populations	+1	0
Communication	Coordinated a statewide 15 to Finish campaign	+2	0
Policy, Equity	Integrated a 30 credits per year standard into state financial aid for full-time students	+3	0
Policy	Implemented banded tuition into your states tuition policies	+2	0
Policy	Capped credit hours for a degree at 60 for an associate's degree and 120 for a bachelor's degree, except in special cases such as accreditation	+2	0
Communication	Communicated the results of any of the work defined above	+1	1
SCALING STANDARD	INSTITUTIONAL ACTION	POINTS	MY SCORE
Communication/ Implementation	Initiated campus 15 to Finish campaigns	More than half of institutions +2, less than half +1	0
Implementation	Created incentives to encourage 30 credit enrollment into their policies and practices	More than half of institutions +2, less than half +1	1
Implementation	Adopted banded tuition policies If yes, please list approximately what percent:	See below	0
	-For Highest Research	-1 if less than 50%	
	-For Other Four Year Institutions	+1 if over 50%	1
	-For Community Colleges	+2 if over 50%	0
Implementation	Capped credit hours for a degree at 60 for an associate degree and 120 for a bachelor's degree, except in special cases such as accreditation?	More than half of institutions +2, less than half +1	0
	TOTAL POINTS FOR 15 TO FINISH	**Total Possible: 21**	4

Tabulate your points and plot them on this chart.

15 to Finish

0   5   10   15   20

Just getting started   Working on Implementation   Reached Tipping Point!

Corequisite Support

Entering students should be enrolled in the college-level "gateway" course, while those who need additional academic support co-enroll in a course or lab during the same semester that provides it.

SCALING STANDARD	STATE/REGION ACTION	POINTS	MY SCORE
Data	Examined remedial enrollment and gateway completion for those students at the institutional level	+1	1
Data, Equity	Examined remedial enrollment and gateway completion for underserved populations	+1	0
Policy	Set a target scale percentage for Corequisite Support.	Target 50-74% = +1 Target 75-99% = +2 Target 100%= +3	0
Policy	Established a timeline for reaching scale.	Target 3 years = +1 Target 2 years= +2 Target 1 year= +3	0
Policy	Required institutions to guarantee that students will have access to gateway math and English during their first year of enrollment	+2	0
Policy	Held institutions accountable to uphold the guaranteed (for example, by making courses free if they don't)	+2	0
Communication	Communicated the results of any of the work defined above	+1	1
Policy	Provided funds or other resources to institutions support the transitional costs of converting to implementing Corequisite Support	+2	0

SCALING STANDARD	INSTITUTIONAL ACTION	POINTS	MY SCORE
Implementation	Scaled Corequisite Support to serve at least half of remedial students	More than half of institutions +2, less than half +1	1
Implementation	Set a guarantee that students will have access to gateway math and English during their first year of enrollment	More than half of institutions +2, less than half +1	0
Equity, Data, Implementation	Evaluated the impact of Corequisite Support for underrepresented student populations	More than half of institutions +2, less than half +1	0
	TOTAL POINTS FOR COREQUISITE SUPPORT	**Total Possible: 21**	3

Tabulate your points and plot them on this chart.

Corequisite Support

0   5   10   15   20

Just getting started   Working on Implementation   Reached Tipping Point!
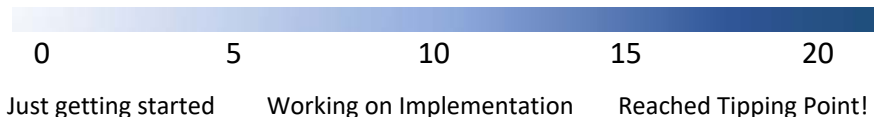
Math Pathways

Students who are required to take only one math course in college should take a course that is designed to help them navigate our data-driven world, rather than the historical default of College Algebra.

SCALING STANDARD	STATE/REGION ACTION	POINTS	MY SCORE
Policy	Set a target percentage of students who will enroll in and complete gateway math courses in their first year	+2	2
Data	Examined enrollment and success rates in current math pathways available to students	+1	1
Data, Equity	Examined enrollment and success rates in current math pathways for underserved populations	+1	0
Implementation	Created a taskforce or group of math faculty from across all institutions to evaluate the relevance of various math gateway courses	+3	3
Implementation, Communication	Reviewed taskforce recommendations with math faculty statewide to generate buy-in	+2	2
Communication	Communicated the Math Pathways work statewide	+1	1
Implementation, Communication	Offered faculty training to support the implementation of new Math Pathways	+2	2
Policy	Aligned statewide transfer and articulation frameworks to accommodate Math Pathways at all public institutions	+3	0
SCALING STANDARD	INSTITUTIONAL ACTION	POINTS	MY SCORE
Implementation	Scaled 3-5 clearly defined Math Pathways across both two and four-year institutions	More than half of institutions +2, Less than half +1	2
Implementation	Integrated Math Pathways into Academic Maps and Pathways	More than half of institutions +2, Less than half +1	1
Implementation, Communication	Educated advisors about Math Pathways	More than half of institutions +2, Less than half +1	2
	TOTAL POINTS FOR MATH PATHWAYS	**Total Possible: 21**	16

Tabulate your points and plot them on this chart.

Math Pathways

0   5   10   15   20

Just getting started   Working on Implementation   Reached Tipping Point!
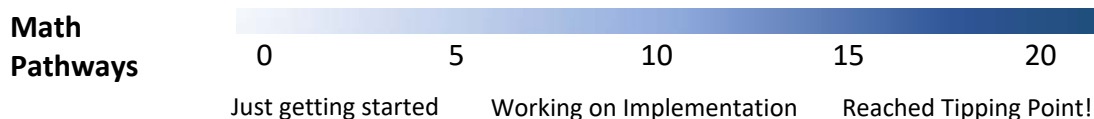
Guided Pathways

Students should select their programs through an intentional process to explore career outcomes and be defaulted on clear on-time academic maps with proactive advising to identify when they need help.

SCALING STANDARD	STATE/REGION ACTION	POINTS	MY SCORE
Data	Examined time and credits to degree trend data by institution	+1	1
Data, Equity	Examined momentum measures (credit accumulation, gateway course completion rates and credits toward a degree program in the first year) for all students as well as underserved populations	+1	0
Implementation	Developed a common way for students to evaluate career outcomes prior to enrollment (informed choice of program)	+1	1
Policy	Required institutions to provide students with degree maps	+2	0
Policy	Required institutions to guarantee critical path courses (for example, by making the course free if they don't)	+2	0
Policy	Established a mechanism to discount student tuition for excess credit hours required for graduation that aren't the result of student choices	+1	0
Communication	Communicated results and outcomes about the policies above	+1	1

SCALING STANDARD	INSTITUTIONAL ACTION	POINTS	MY SCORE
Implementation	Developed and implemented meta-majors	More than half of institutions +2, Less than half +1	1
Implementation	Implemented programs/initiatives designed to integrated informed choice into the onboarding process for students	More than half of institutions +2, Less than half +1	1
Implementation	Organized student choice around meta-majors	More than half of institutions +2, Less than half +1	0
Implementation	Developed clear term-by-term on-time degree maps	More than half of institutions +2, Less than half +1	1
Implementation	Created automatic or "one-click" registration to default students onto their mapped courses	More than half of institutions +2, Less than half +1	0
Implementation, Communication	Implemented advising protocols that track student progression and provide alerts when milestones are not met	More than half of institutions +2, Less than half +1	0
	TOTAL POINTS FOR GUIDED PATHWAYS	**Total Possible: 21**	6

Tabulate your points and plot them on this chart.

Guided Pathways

0   5   10   15   20

Just getting started   Working on Implementation   Reached Tipping Point!

Structured Schedules

Students should have predictable, consistent, and consolidated class schedules for the duration of their degree or certificate program, particularly if they are balancing school with work and family.

SCALING STANDARD	STATE/REGION ACTION HAS	POINTS	MY SCORE
Policy, Data, Equity	Set a degree completion goal for returning adult students	+2	0
Data, Equity	Examined time and credits to degree trend data and success rates for adult students	+1	0
Data, Equity	Examined the extent to which adult students switch between full-time and part-time enrollment	+1	0
Policy, Equity	Made state financial aid available to returning adults	+1	0
Policy, Equity	Revised state financial aid requirements to be more flexible and better serve the needs of returning adults	+1	0
Policy	Established by policy a clear definition of Structured Schedules that defines them as predictable, consistent, consolidated, and based on timely completion	+1	0
Policy	Established by policy a statewide target for the percentage of students in Structured Schedules	+1	0
Communication, Implementation	Provided professional development for faculty and staff to help them implement Structured Schedules	+2	0
Policy, Implementation	Provided guidance, incentives, or enacted policy to provide other types of supports to returning adult students	+1	0
SCALING STANDARD	INSTITUTIONAL ACTION HAVE	POINTS	MY SCORE
Implementation	Scaled on-time Structured Schedules for full-time students in high-demand and/or adult-focused programs	More than half of institutions +2, Less than half +1	0
Implementation	Scaled Structured Schedules for part-time students in high-demand and/or adult-focused programs based on 150% time to degree or less	More than half of institutions +2, Less than half +1	0
Communication, Implementation	Trained advisors to default students onto Structured Schedules unless they request a separate arrangement	More than half of institutions +2, Less than half +1	0
Implementation, Equity	Created one or more separate programs to serve returning adults	More than half of institutions +2, Less than half +1	0
Implementation, Equity	Provided coaching or mentoring to returning adult students	More than half of institutions +2, Less than half +1	0
	TOTAL POINTS FOR STRUCTURED SCHEDULES	**Total Possible: 21**	0

Tabulate your points and plot them on this chart.

Structured Schedules

0   5   10   15   20

Just getting started   Working on Implementation   Reached Tipping Point!

PRIORITIZE AND PLAN – *Friday Team Time (2 hr)*

Over CCA's eight years of working with Alliance Members on scaling efforts, **it has become clear that trying to do all the game changers all at once is not as effective as sequencing them in a particular order**.

The following page represents the optimal, most efficient sequence for rolling out game changers and other related strategies.

As a team, think about your Strength Ratings and use this suggested sequencing to form your specific priorities.

If there is something early in the sequence that has a low Strength Rating, it should be a greater focus than something later in the sequence.

A master version of the following **Actionable Intelligence** and **Near-Term Plan** should be completed electronically on the thumb drive provided and submitted to CCA at the conclusion of the meeting.

Optimal Complete College Sequence

ESTABLISH THE CONDITIONS to catalyze change

- Form a Beliefs Compact
- Create a Diverse Team
- Set Attainment and Equity Goals
- Collect and Disaggregate Metrics
- Align Funding to These Outcomes

RESTRUCTURE SYSTEMS to improve outcomes and narrow gaps

ADVISORS
- Launch 15 to Finish
- Create MOMENTUM Degree Maps (GPS)
- Deploy Purpose First (GPS)
- Begin Proactive Advising (GPS)

FACULTY
- Develop and Deploy Math Pathways
- Replace Remediation with Corequisite Support

DEPLOY TARGETED INTERVENTIONS to permanently close gaps

- Monitor Impact of Game Changer Scaling to Drive Continuous Improvement
- Scale A Better Deal for non-traditional students
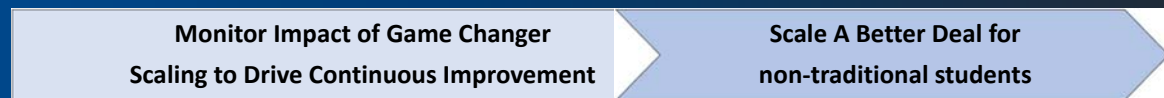
Alliance Member: Idaho

Please let CCA know your level of commitment to college completion strategies. This will help us coordinate the technical assistance you receive from us, determine which Alliance Members are best positioned to partner with us on Scale Projects, and work with our philanthropic partners to secure additional resources to help you meet your commitments.

A master version of the **Actionable Intelligence** and **Near-Term Plan** should be completed electronically on the thumb drive provided and submitted to CCA at the conclusion of the meeting.

Our Complete College Alliance Team is committing to do the following within the next three years: (Please mark all that apply)

	Enact New Rules to Support It	Sign an MOU* with CCA to Scale It	Timeline
Conditions for Change	X		July 2018 (estimated)
15 to Finish	X	X (data, marketing)	Fall 2018
Math Pathways	X		Fall 2018
Corequisite Support		X (data reporting)	Current
Guided Pathways	X	X (data reporting)	Fall 2018
Structured Schedules	X		(Undefined)

*CCA MOUs for scale project will align to the Scaling Standards and create clear deliverables for both the Alliance Member and CCA.

Our Complete College Alliance Team suggests that CCA provide the following support to Alliance Members to help them deploy the Scaling Standards:

Data reporting for sub-populations to support scale of pathways and 15-to-Finish.
Launching and marketing to support 15-to-Finish (thirty/year; "one more class")

Our Complete College Alliance Team will apply the Scaling Standards to our current and future work in the following ways:

IMPLEMENTATION	English co-requisite model has been implemented statewide.
	Math co-requisite remediation piloted/implemented at most institutions.
	Math Pathway is implemented across the state, albeit in consistence.
EQUITY	Address needs of adult learners through structured scheduling in two-year programs (via need-based aid for non-completers).
	Expanding Idaho Opportunity Scholarship to be more responsive to of low-income students.
	Report performance data for underserved and disadvantaged populations.
POLICY	30/year credit completion policy for definition of full-time student.
	Development of consistent math corequisite policy, ensure delivery and articulation.
	Development of 60/120 credit hour cap for degree completion (sans exception for professional or regional accreditation purposes).
METRICS	Develop outcomes-based measures that support Governor's Higher Education Task Force funding formula recommendations (September 2017).
	Regularly report disaggregated data to Board and institutions for sub-populations (e.g., Math)
COMMUNICATIONS	Actively message 30/year (or "one more class") message across the state.

NEAR-TERM PLAN

Please focus your remaining efforts at this Action Summit to determine some concrete next steps. CCA staff will consider the strength of these plans as context for decisions around technical assistance, scale partnerships, and funding opportunities. You can also expect your CCA point of contact to check in with you to follow your progress and find ways to support your team.

Establish Specific Next Steps

Pick 1 or 2 specific things that your Complete College Alliance Team can accomplish in the next 6 months. **Looking for ideas?** Revisit the Strength Test Results and focus on the unchecked boxes to find concrete ways to move toward a tipping point.

#1 Development of a statewide policy that helps ensures/expands consistent availability of Math corequisite course offerings.

#2 Development of a consistent statewide meta-major practice (to be followed by policy development).

Assign Specific Tasks

Use the Scaling Standards and the Complete College Team roles to figure out what each team member needs to do to contribute to the short-term goal(s) you just set.

Team Lead: Develop policy draft and coordinate exploration of practice.

Implementation 2-year Lead: Assist with communication of policy to CAO peers and institutions.

Implementation 4-year Lead: Assist with communication of policy to CAO peers and institutions.

Equity Lead: Offer guidance towards addressing Board needs and interest in policy/issue.

Policy Lead: N/A

Metrics Lead: Assist with development of data to share with Board and institutional leadership.

Communications Lead: N/A

NEAR-TERM PLAN

Set your Next Team Meeting

Set a date for the next time your Complete College State Team will meet to check on progress along these tasks and set another round of short-term goals. Make sure it's on the calendar before you leave Indianapolis! If you would like participation from CCA staff, please let us know.

Our Complete College Alliance Team will meet next on   September   , 2017.