

COMPLETE COLLEGE AMERICA

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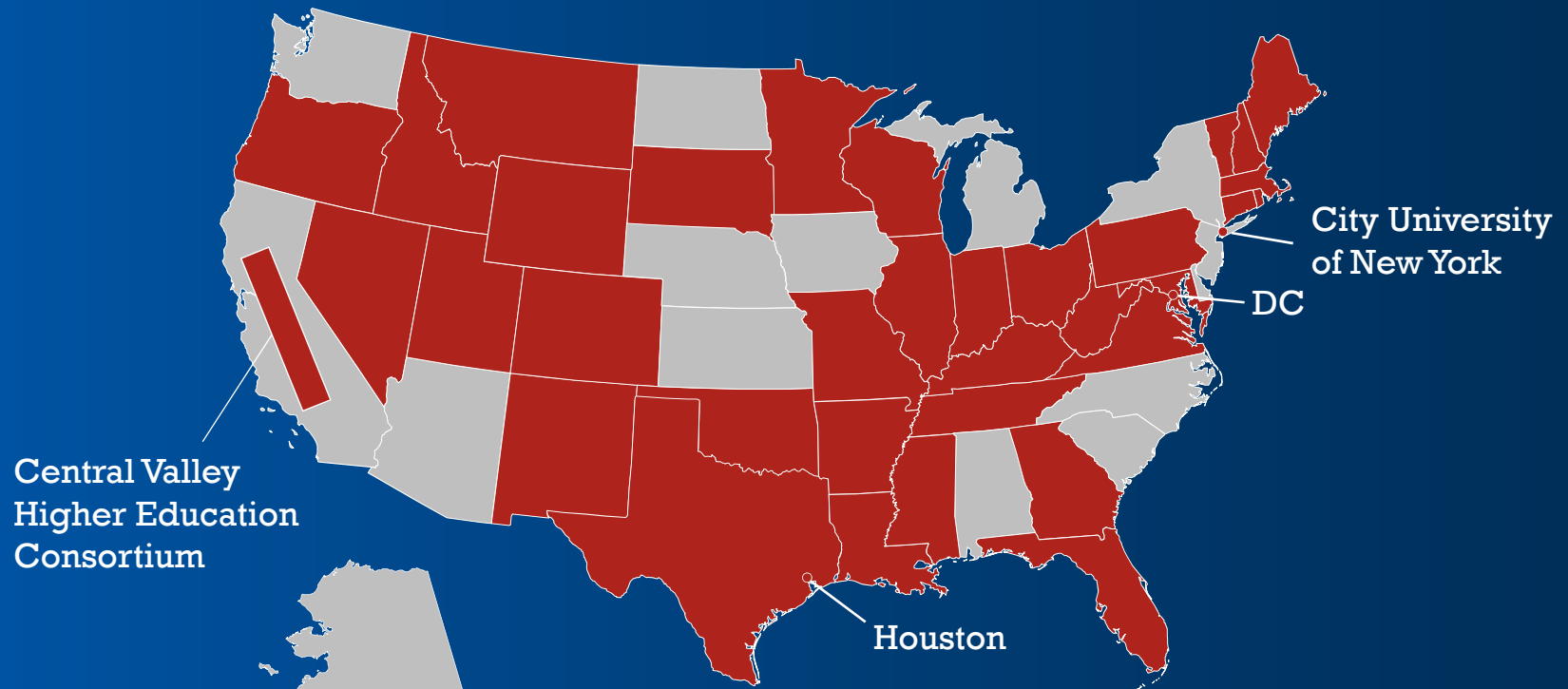
Our Approach

Work with states to implement **evidence-based strategies at scale** to see **double-digit gains** in outcomes.

COMPLETE COLLEGE AMERICA

The Alliance

42



- Commonwealth of Northern Mariana Islands
- Puerto Rico
- Thurgood Marshall College Fund Consortium

Students are ...



Taking too much time



Spending too much money



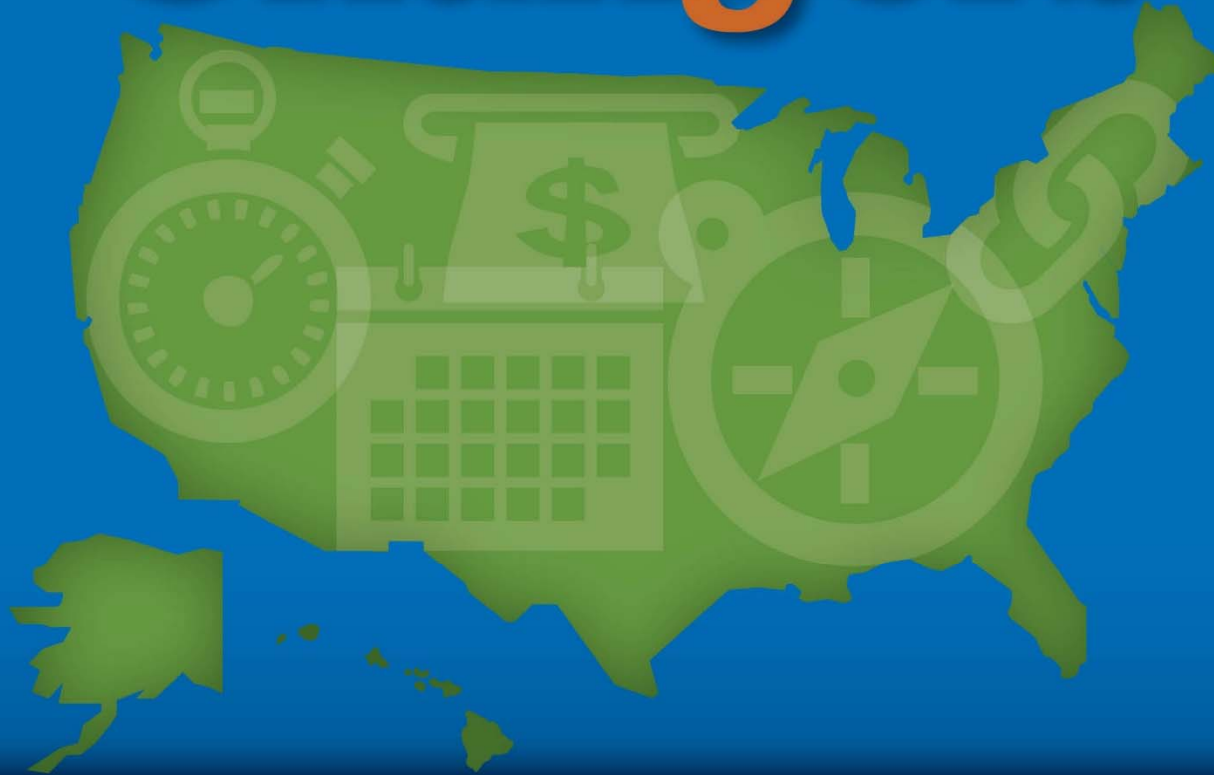
Not graduating

TIME

CHOICE

STRUCTURE

The Game Changers



COMPLETE COLLEGE AMERICA



1. Corequisite Remediation



2. Math Pathways



3. Structured Schedules



4. Guided Pathways



5. 15 to Finish

15 to Finish

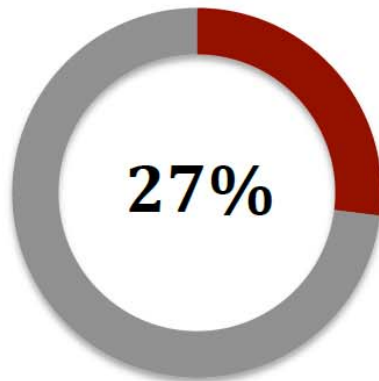
All about time and affordability.

Full-time enrollment is not on-time enrollment.

Half of American college students need just one more course per semester to be on track for on-time graduation.

Percent of Students
Completing 30 Credits Per Year
(*On-Time* Students)

All Students



2-Year

11%

4-Year NF

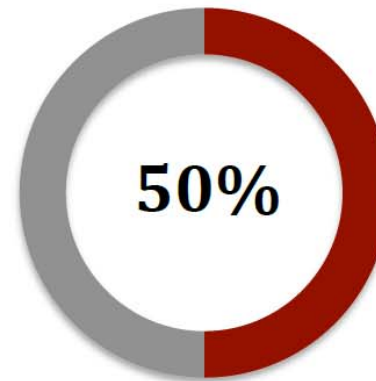
32%

4-Year Flagship

41%

Percent of Students
Completing 24 Credits Per Year
(Full-Time but Not *On-Time*)

All Students



2-Year

30%

4-Year NF

60%

4-Year Flagship

79%

Total Cost of Each Extra Year

(Full-Time Students)

2-Year
Student

\$15,933

in cost of attendance

\$35,000

in lost wages

\$50,933

4-Year
Student

\$22,826

in cost of attendance

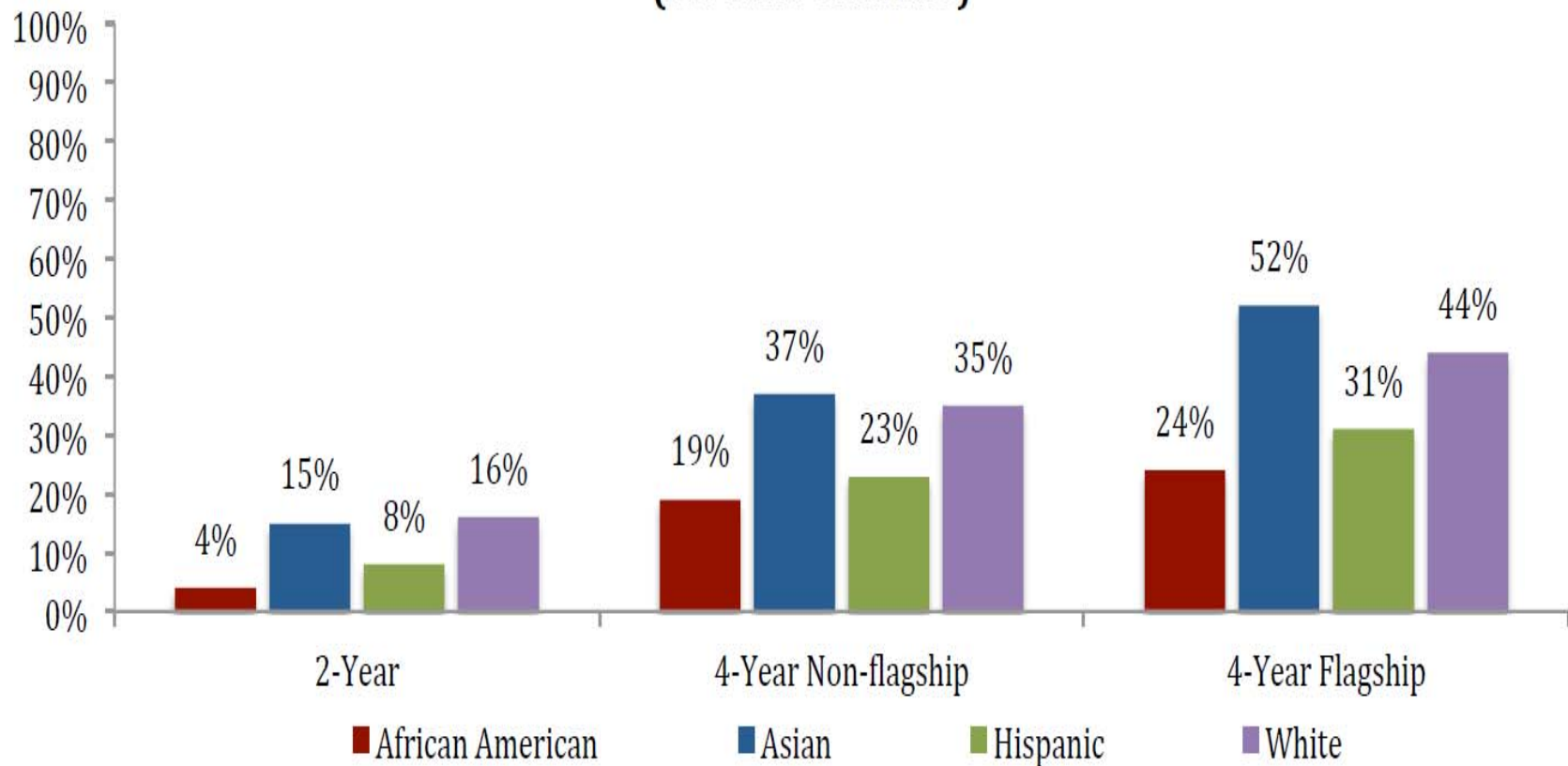
\$45,327

in lost wages

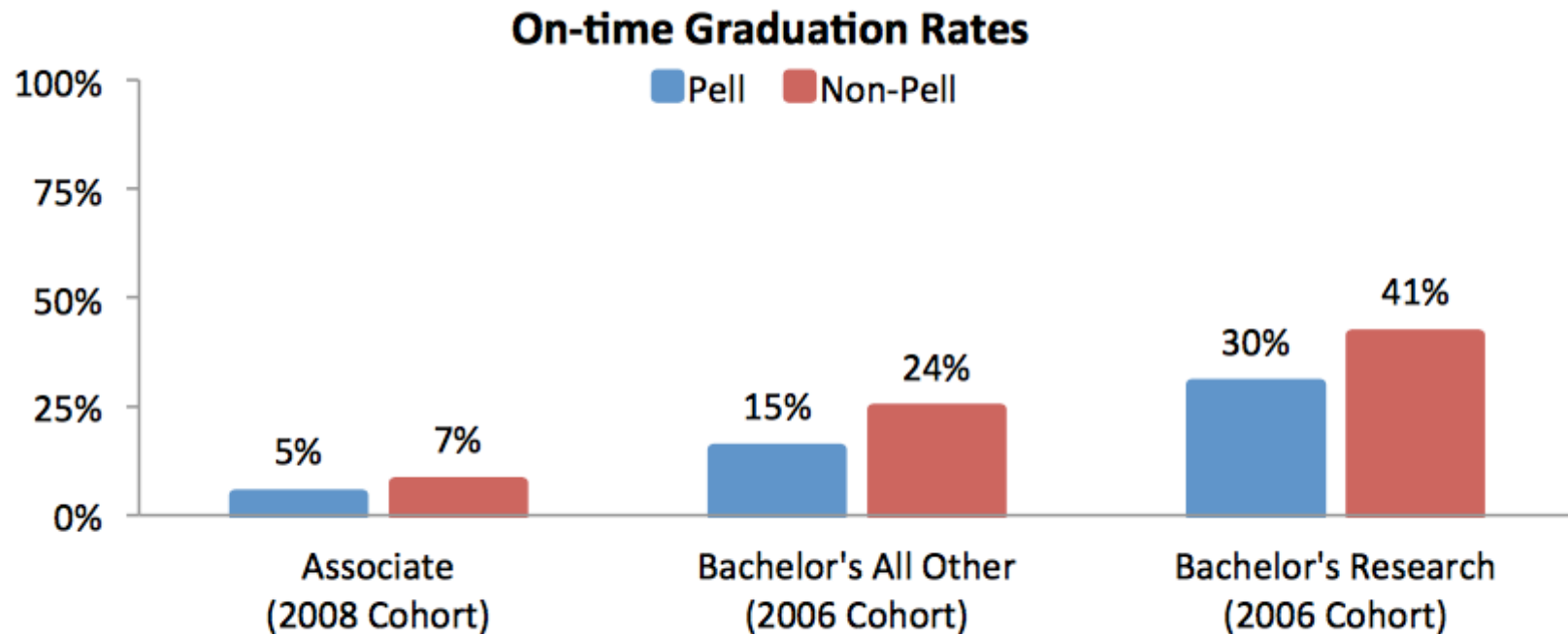
\$68,153

Minority students are less likely to be on track for on-time graduation.

Percent of Students Completing 30 Credits Per Year
(*On-Time* Students)



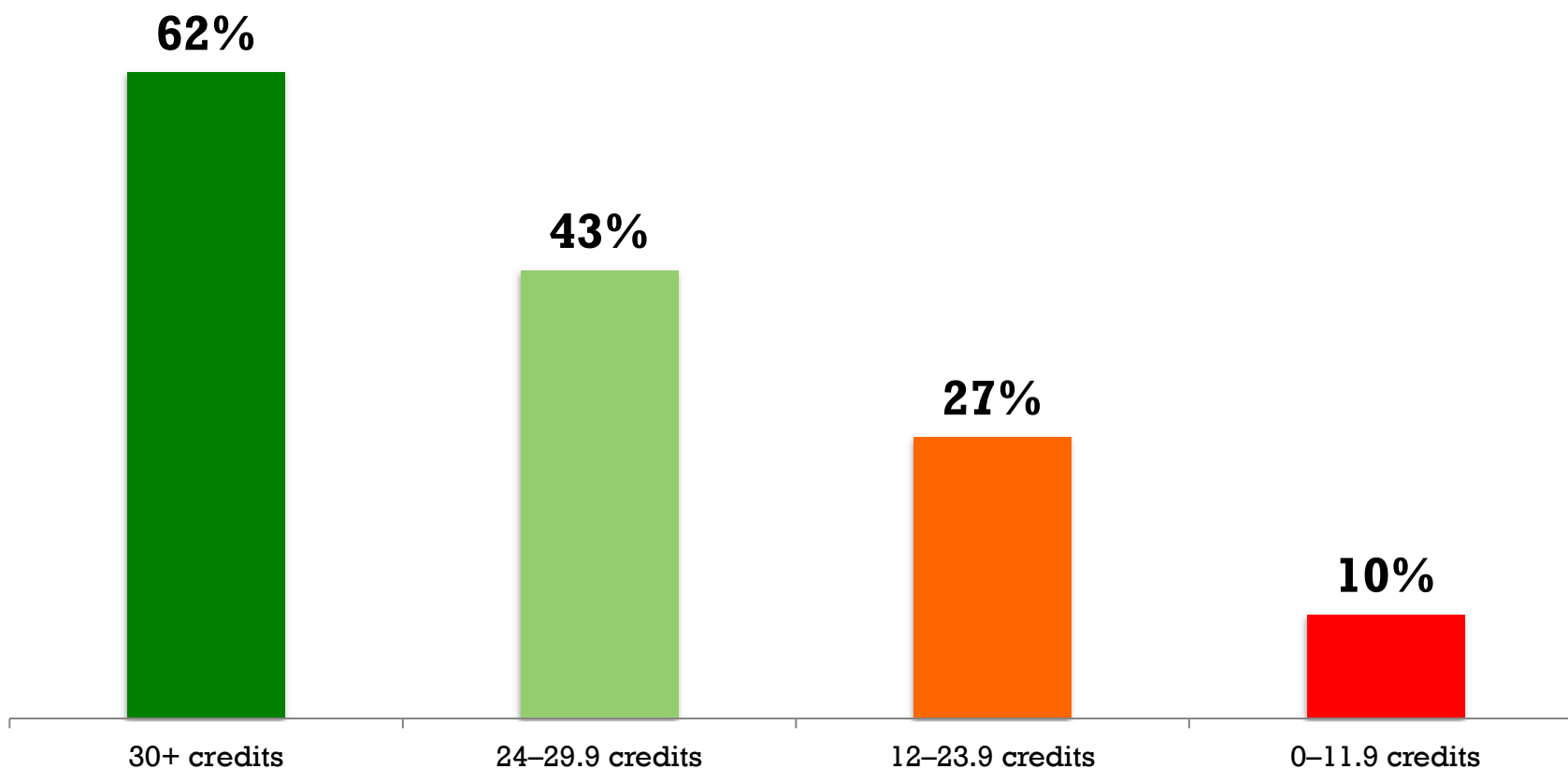
Low-income students are less likely to be on track for on-time graduation.



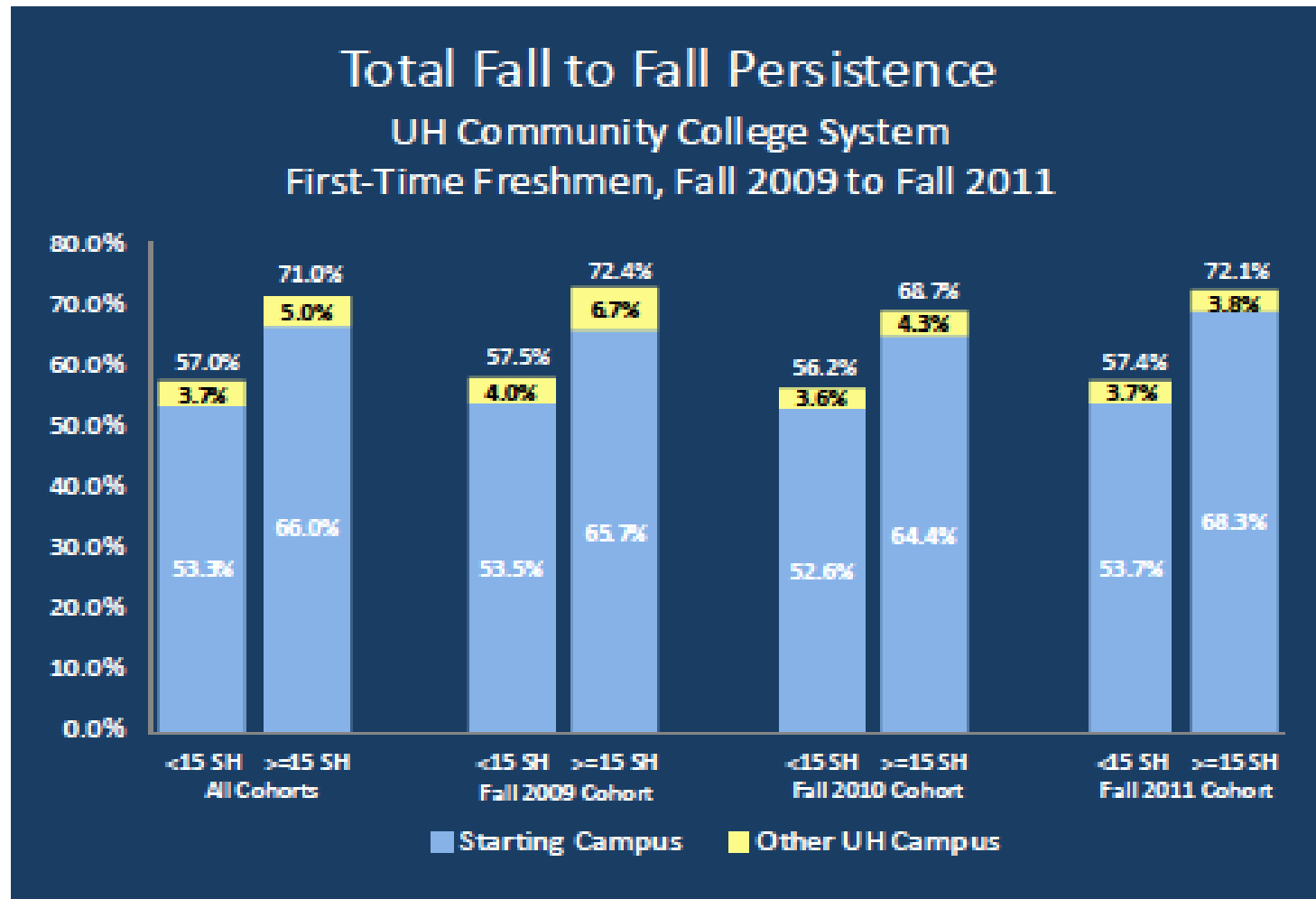
Source: 2014 CCA data collection, full-time degree seeking students at public institutions.

Students who complete **30+** credits in their first year are more likely to graduate.

Associate Degrees



Retention is higher for those community college students taking ≥ 15 hours



15-Credit Strategies & Policies

Type of Strategy	Type of Policy
Communications campaigns	Banded tuition or aid to support 30-credit enrollment
Degree maps	Degree credit cap (60 or 120 credits)
Structured schedules	Default scheduling
Financial incentives	

University of Akron

New Student Orientation presentations

Poster (right)

E-mail timed to registration

TV information screens on campus/residence halls

Campus and student e-mail announcements

Infomercial



The University of Akron

Take Five Classes for the Price of Four!

Finish in Time

#FinishInTime

Improved Faster-Acting Graduation Results!

Here's how the savings add up:

	Time to Degree Completion	Total Cost of Degree (128 credits)
12 Credits per semester	5+ YEARS	\$51,916
16 Credits per semester	4 YEARS	\$38,937
Difference in Tuition and Fees		\$12,979

The price for 12 credit hours is virtually the same as 15-16 credit hours.
The difference? Slightly higher general student fees.

Go to uakron.edu/finish to learn more today!

The University of Akron is an Equal Education and Employment Institution.
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www.uakron.edu/finish

Indiana Legislation: HEA 1348



■ **Financial Incentive:**

- Requires students to complete 30 credits per year to remain eligible for full state aid.
- Students w/ a 3.0 gpa or higher are eligible for more aid.

■ **Structural Reforms:**

- Required institutions to:
 - provide degree maps and guarantee course availability
 - Allow full use of state aid during summer terms
- Encouraged institutions to use banded tuition

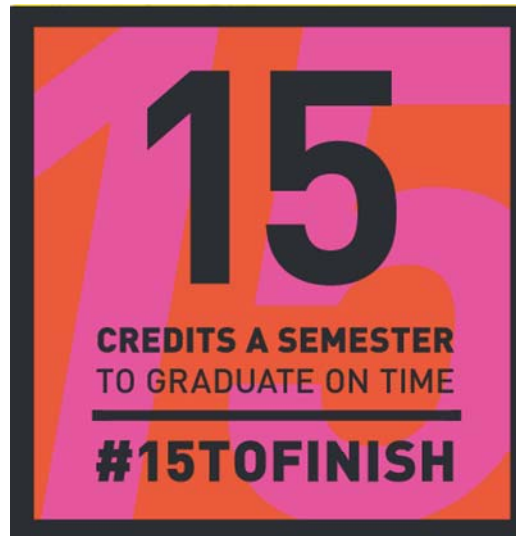
■ **Supports:**

- Public awareness campaign
- Additional academic advising

Think 30



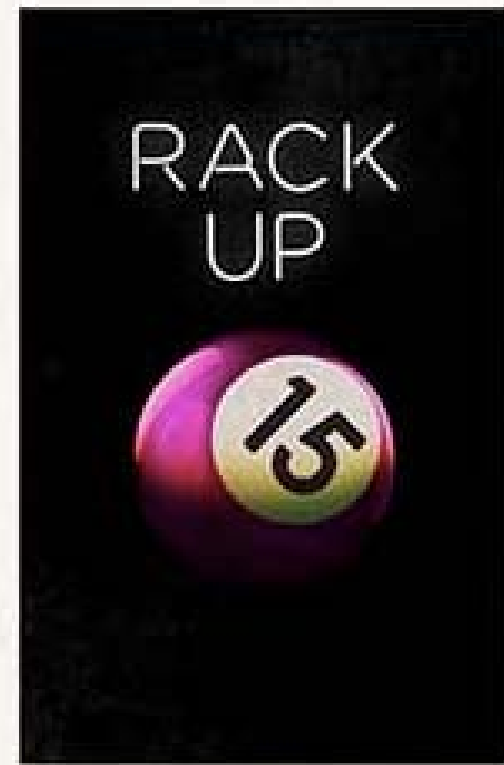
- Linked to affordability and debt
- Communications campaign
- Modified scheduling: winter and summer
- Institutional aid
 - Merit aid tied to 15 credits



Complete College America Resources

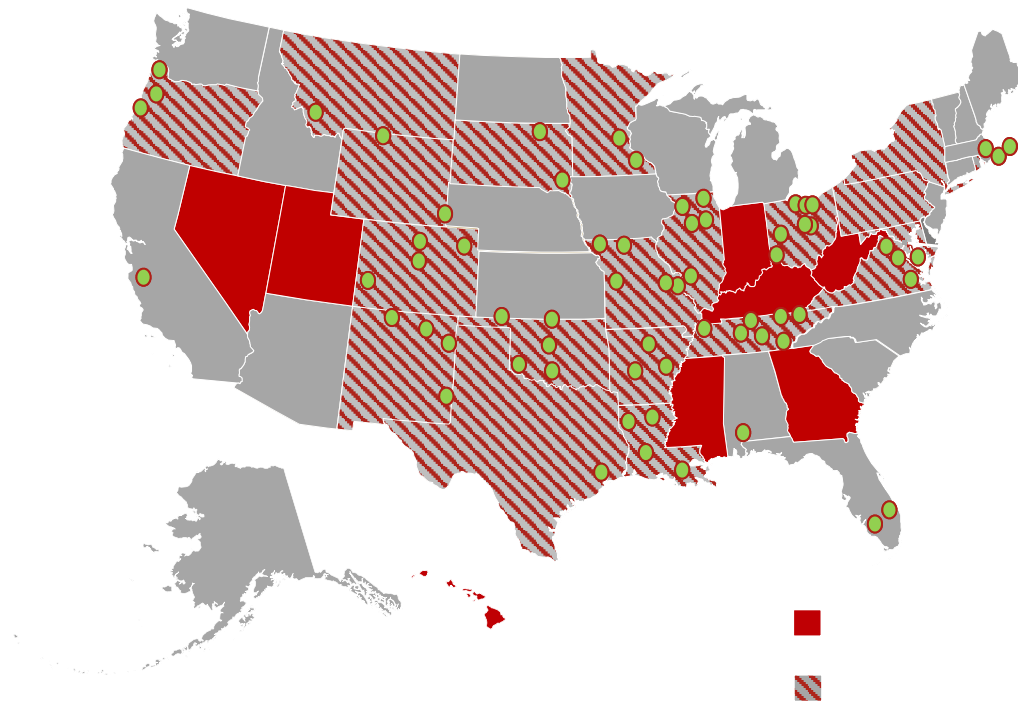
www.completecollege.org/15toFinishMaterials

POSTERS



Tidal Wave of Implementation

- **14 states** are scaling.
- **More than 200 institutions** implementing.
- Total of 25 states participating



Guided Pathways – GPS

(Time, Choice, and Structure)

Time to Degree

(Full-Time Students)

2-Year
Associate

3.6



4-Year
Bachelor's
(non-flagship)

4.9



4-Year
Bachelor's
(flagship/
very high research)

4.4



Excess Credits

(Full-Time Students)

2-Year
Associate

80.9



60 Credits
Standard

4-Year
Bachelor's
(non-flagship)

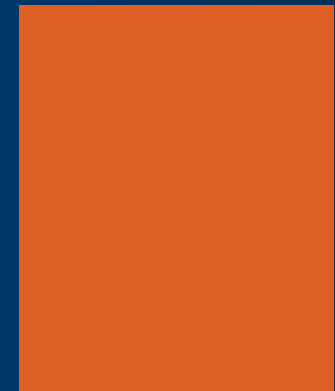
133.5



120 Credits
Standard

4-Year
Bachelor's
(flagship/
very high research)

134.6



120 Credits
Standard

A 3D perspective view of a complex white maze. The maze is composed of many interconnected paths and dead ends, creating a confusing environment. In the lower-left foreground, a small figure of a person wearing an orange shirt and blue pants is standing in one of the paths, looking towards the center of the maze. Overlaid in the center of the image is a black rectangular box containing the text "NO CLEAR PATH" in white, bold, sans-serif capital letters.

NO CLEAR PATH

**Why
GPS?**

Too Many Choices and Too Little Guidance

- Most colleges have more than **100** majors and hundreds of courses.
- Most students are unaware of their career options.
- **45%** of students haven't seen a counselor by the third week of class.



1 counselor to 400 students



**DO
THIS**

GPS: Essential Components

 1. Informed Choice - **Purpose First**

 2. Default Pathways

 3. Meta-Majors

 4. Academic Maps

 5. Intrusive advising

Informed Choice – Purpose First

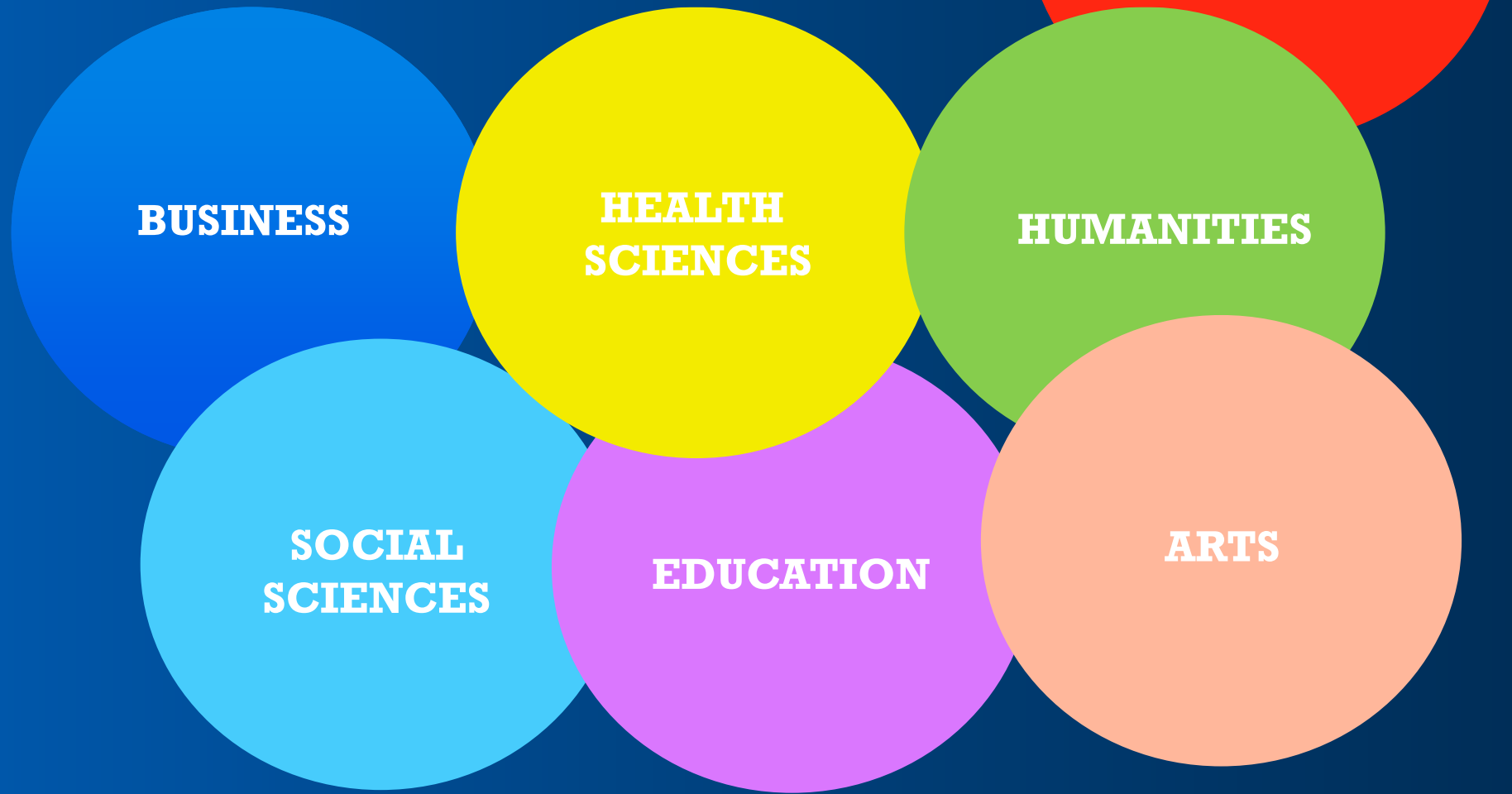
Connect students career interests to their majors

Default Pathways (opt-out)





Meta Majors



Academic Maps

STEM META MAJOR

FIRST-YEAR CORE

TERM 1

 English 101 | English 101+  **3**
credits

 Pre-calc 101 | Pre-calc 101+  **3**

Biology, Chemistry, or Physics Core w/lab **4**



Biology, Chemistry, or Physics Core w/lab **4**


Student Success Seminar **1**

CREDITS **15**

TERM 2

 English 102 | English 102+  **3**
credits

 Calculus 101 | Calculus 101+  **3**

 Bio, Chem, or Physics Core w/lab **4**

Biology, Chemistry, or Physics Core w/lab **4**

STEM or Engineering Options Seminar **1**

CREDITS **15**

 **Milestone course
required in this term**

 **Gateway course with
corequisite support**

Proactive Advising

Students must see their advisors if:

- they fall off the pathway
- are at risk of not succeeding
- need special assistance or their own pathway



GPS: Closing Achievement Gaps

GEORGIA STATE

- Graduation rates increased to:
 - Pell students **52.5%**
 - African American students **57.4%**
 - Hispanic students students **66.4%**

FLORIDA STATE

- Graduation rates increased to:
 - African Americans **77%**
 - First-generation Pell students **72%**
 - Hispanic students more than **70%**

Guided Pathways at Scale

3 states have implemented it at scale:

Tennessee
Indiana

Georgia

5 sites are working to implement it at scale.

Massachusetts
Houston region
Missouri

New Hampshire - CCSNH
Washington DC

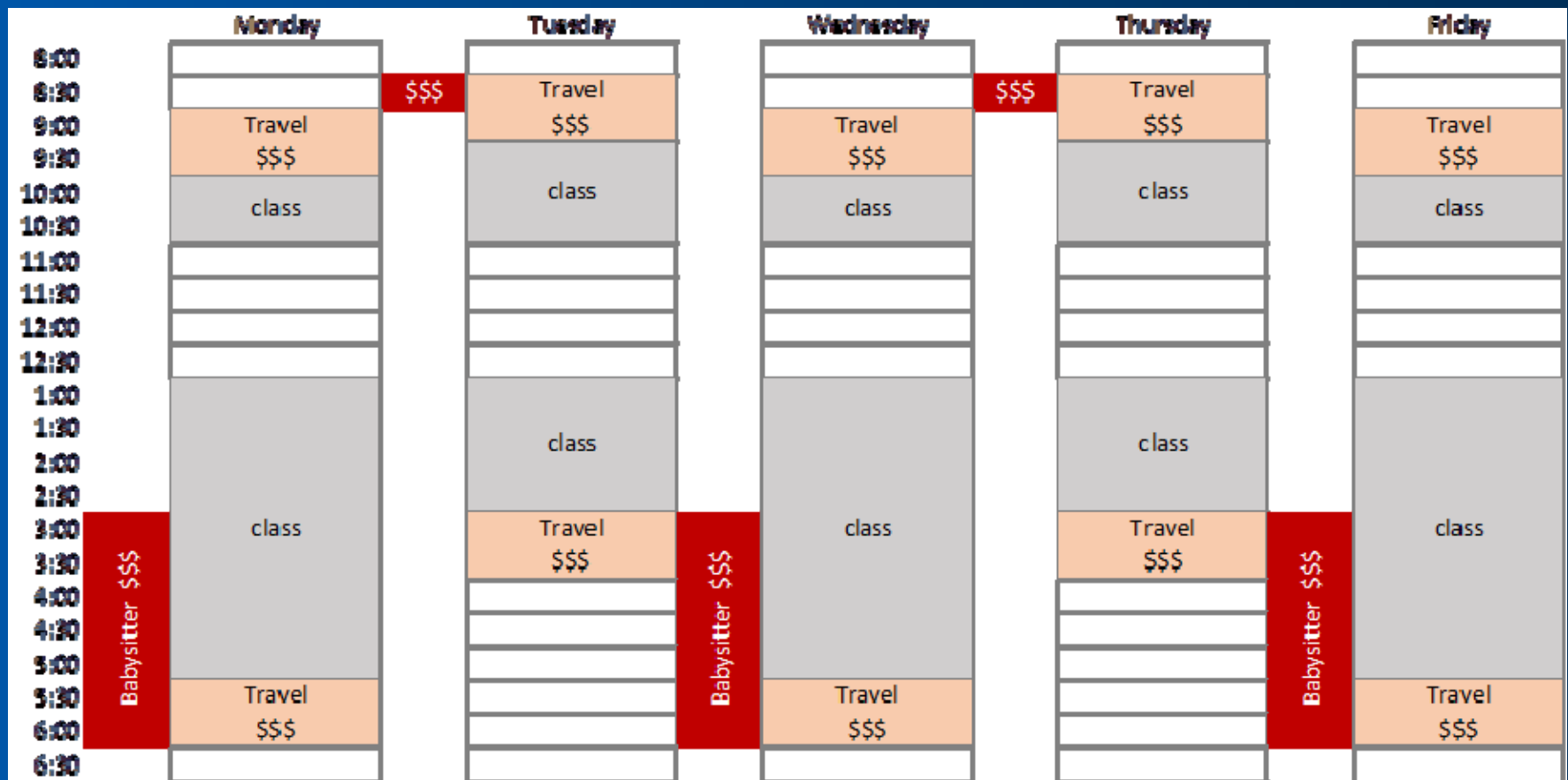


Structured Schedules: Scheduling for Completion

Today's Students

- **70%** of students **commute** to campus.
- **40%** of students **work 30 hours** a week.
- **25%** of students **work full time** and **attend college full time**.
- **20%** of students have **children**.

Typical College Schedule... for a commuter with children



Structured Schedules Options

- Morning, afternoon, evening or weekend blocks
- Specific days
- Shorter term
- Organized by program

Structured Schedules



Predictable, constant and consolidated schedule



Students progress as a cohort



Built to enable full-time (15 credits) or year-round for 30 credits.

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

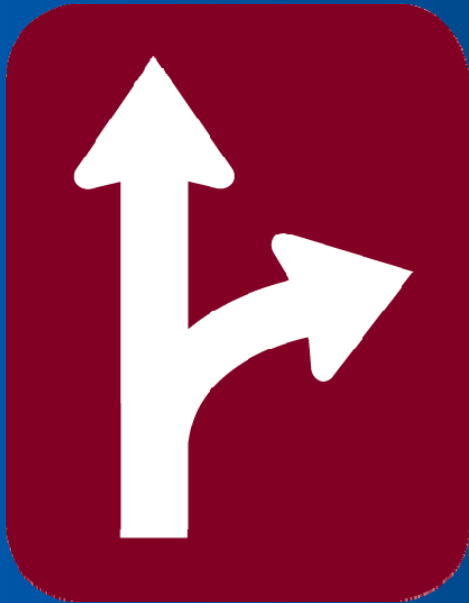
Texas Legislation HB 1583

- Block schedules for at least five programs
 - allied health
 - nursing
 - career and technology
- Morning, full-day, afternoon, or evening



Corequisite Remediation

Remediation



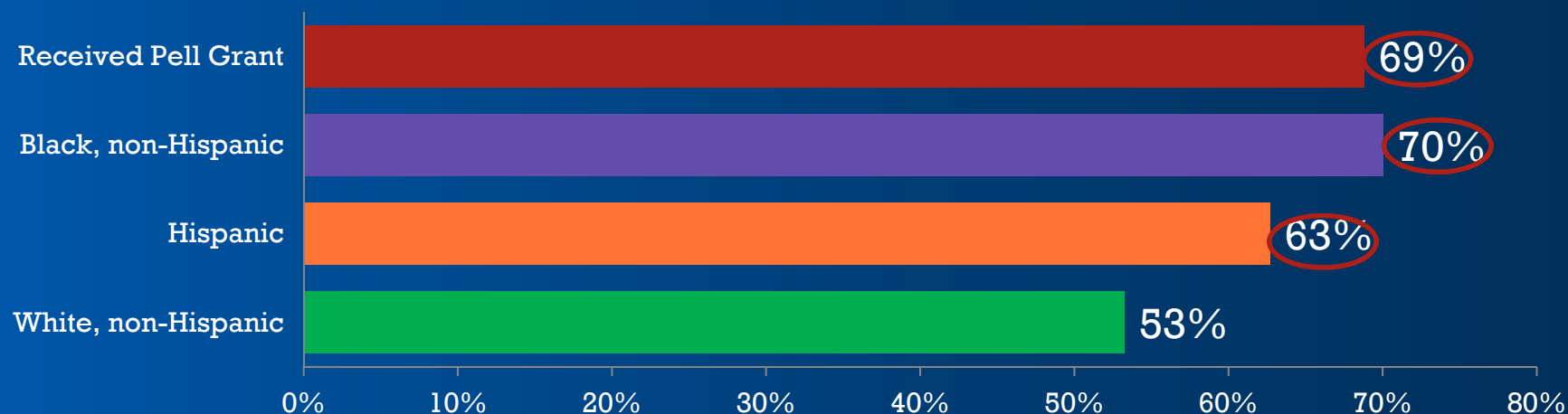
**Too many students
start college in
remediation.**

61% in 2-year institution

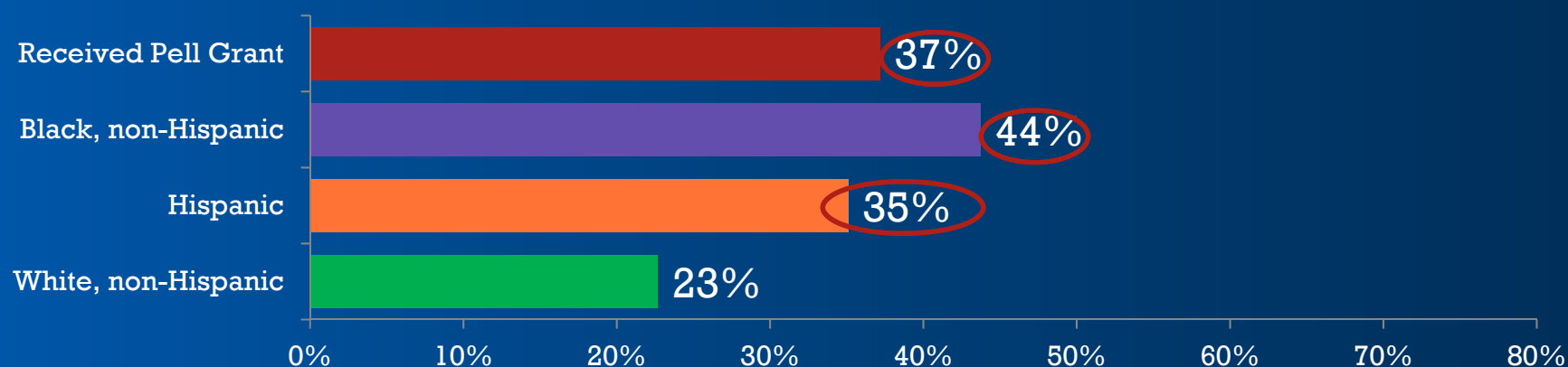
**28% in 4-year, non-
flagship institution**

African Americans, Hispanics and Pell Students are Over Represented

2-year Students



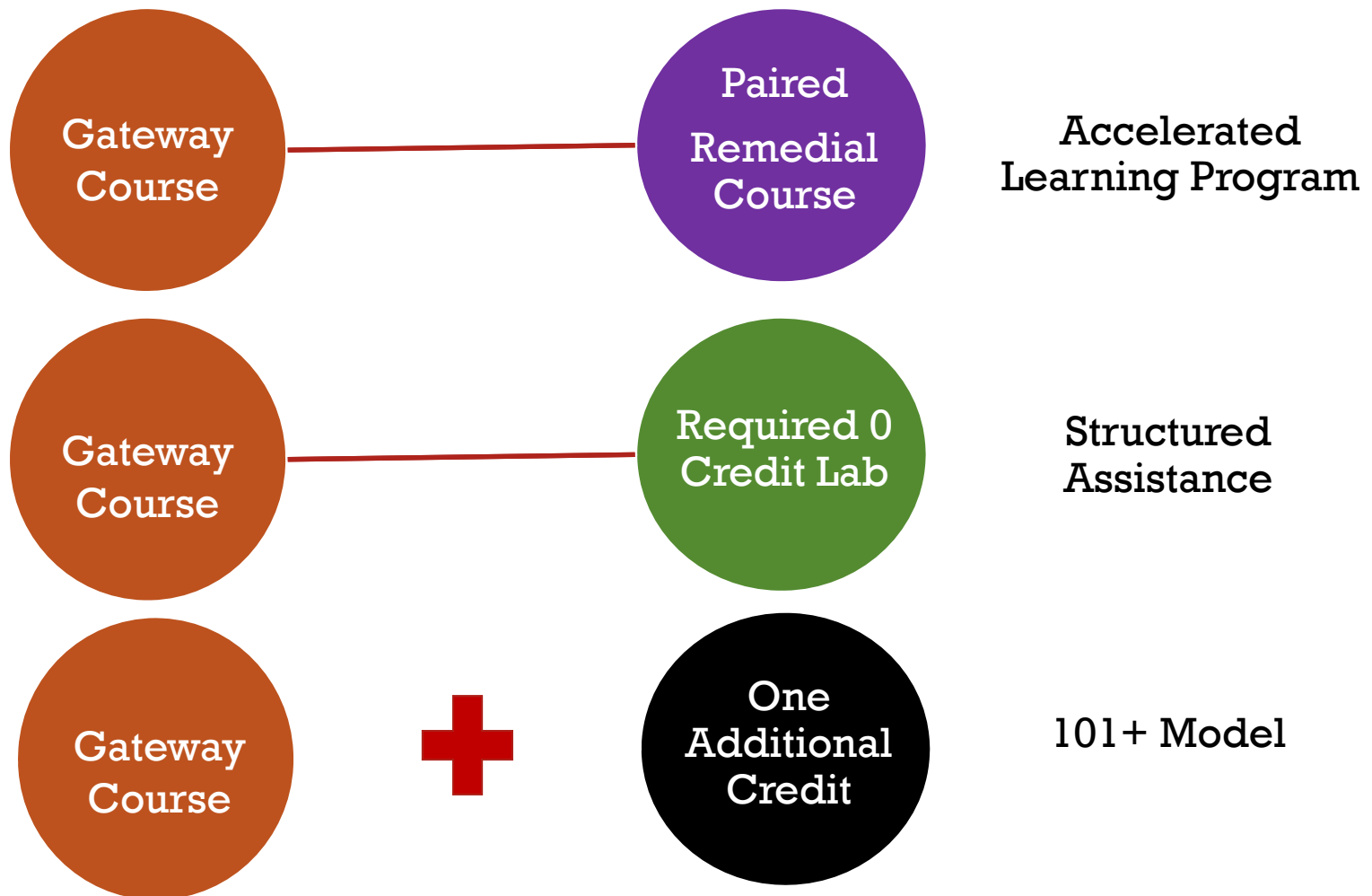
4-year Non-Flagship Students



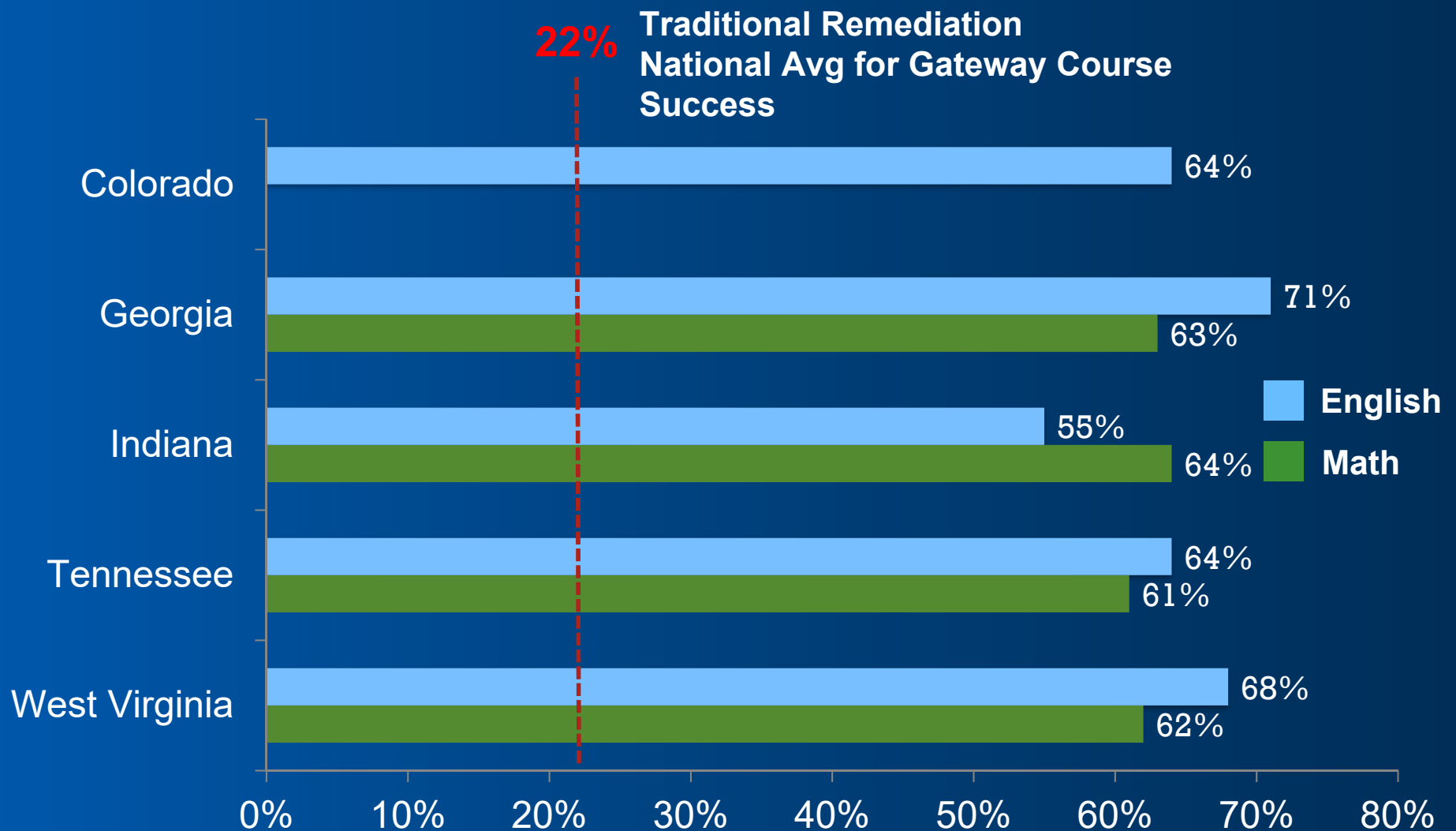
Corequisite Remediation

Provide academic support as
a Corequisite not as a
prerequisite

Multiple Corequisite Models



One Semester Scaled Results



Corequisite at Scale

5 states have scaled corequisite support:

Colorado

Georgia

Indiana

Tennessee

West Virginia

13 states have committed to implement at scale:

Central Valley of CA

Hawaii'

Illinois

Idaho

Massachusetts

Missouri

Montana

New Hampshire - CCSNH

New Mexico

Ohio

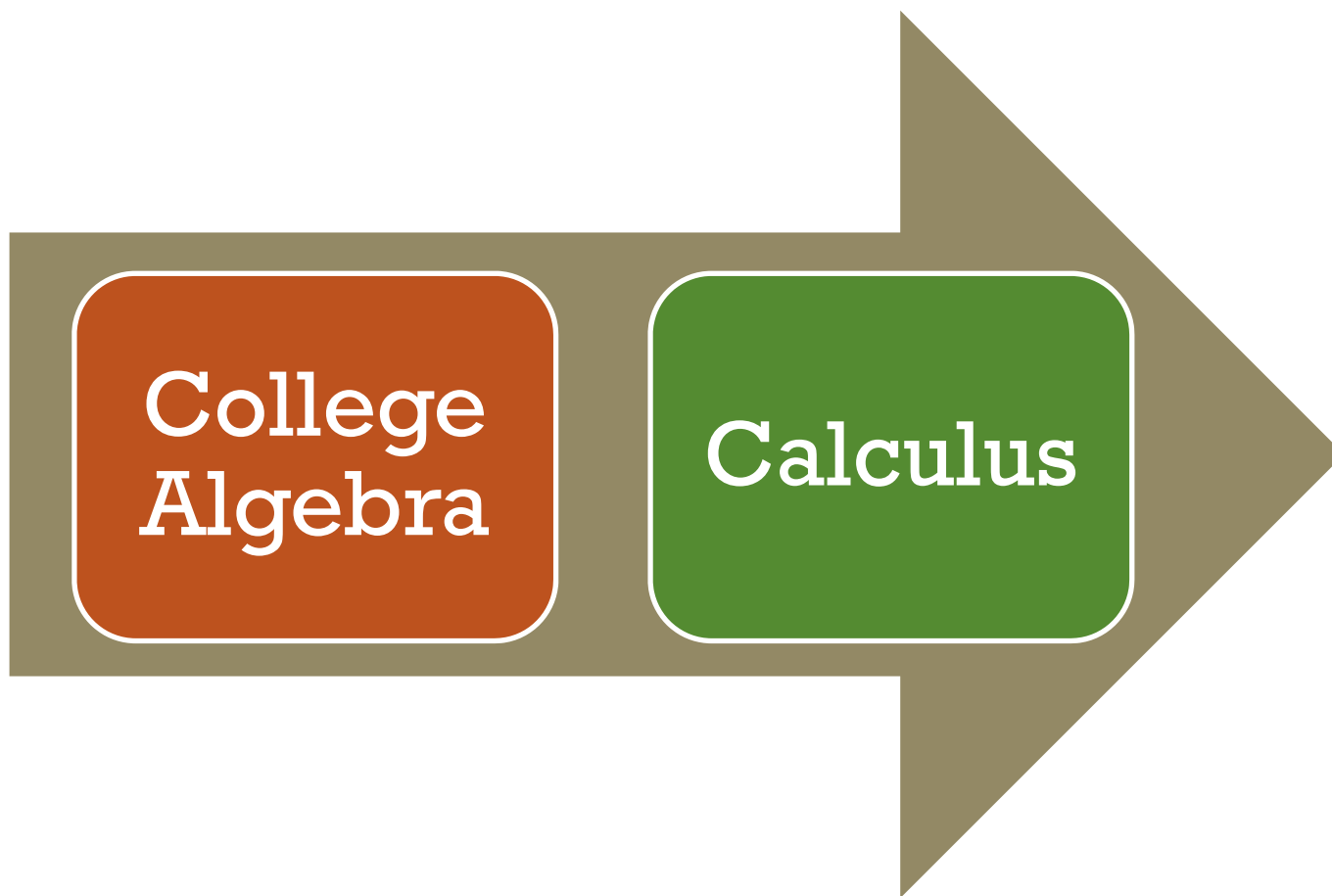
Oklahoma

Rhode Island

West Virginia

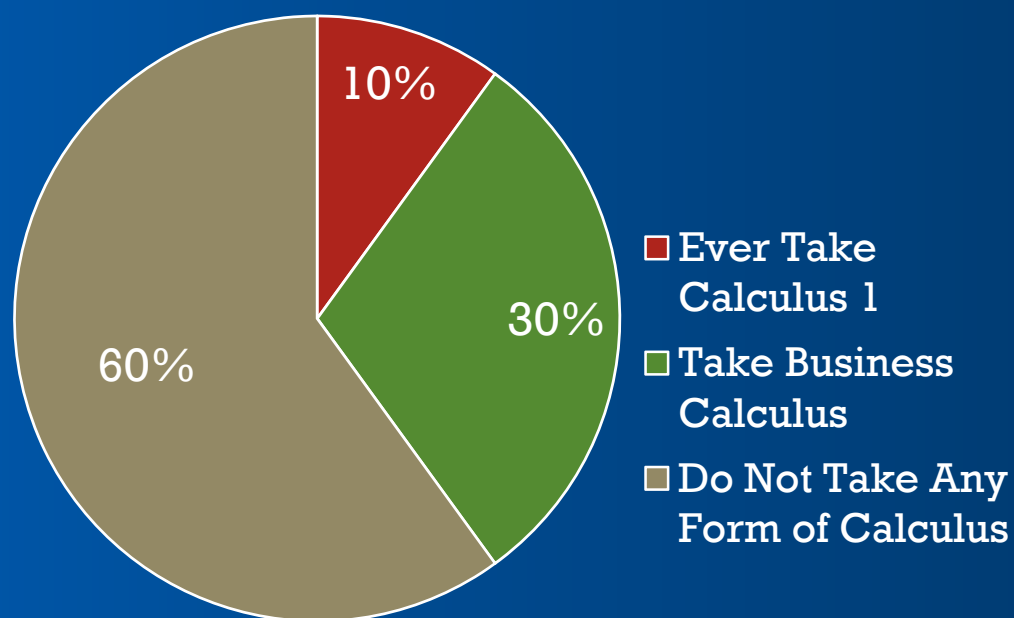
Math Pathways

College Algebra's Only Purpose: Preparation for Calculus



Few in College Algebra, Enroll in Calculus

Students Who Take College Algebra



Dunbar, S. 2005. *Enrollment flow to and from courses below calculus*. In *A Fresh State for Collegiate mathematics: Rethinking the Courses below calculus*, N.B. Hastings et al. (Eds.). Washington DC: MAA Notes, Mathematical Association of America.



Math Is Aligned to Majors

Meta-Major

Humanities
Arts

Social Sciences
Health Sciences
Business

Technical
Certificate
Programs

Engineering
Hard Sciences

Gateway Math

Quantitative Reasoning

Statistics/Modeling

Technical Math

College Algebra/Pre-Calc/
Calculus

Program

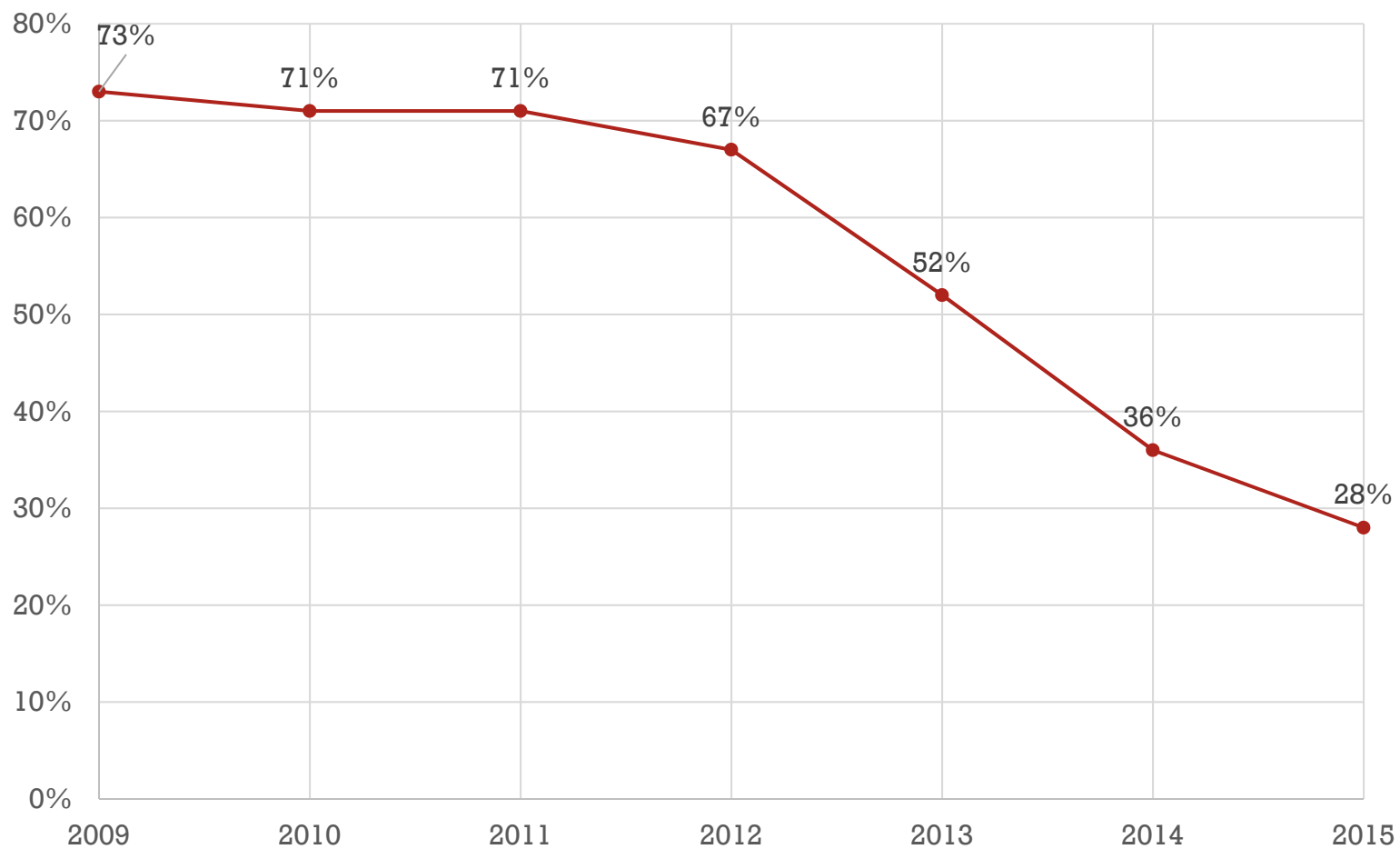
Classics
Performing Arts
Cultural Studies

Psychology
Political Science
Communications

Welding
Carpentry

Civil Engineering
Chemical Engineering
Chemistry

Ivy Tech Remedial/Math Placement Post-Math Pathways



Math Pathways at Scale

6 states implementing at scale beginning Fall 2016:

Montana
Missouri
Indiana

Colorado
Nevada
Ohio

All 13 corequisite scale states building plans for math pathways.

Central Valley of CA
Illinois
Massachusetts
Montana
New Mexico
Oklahoma
West Virginia

Hawaii'
Idaho
Missouri
New Hampshire - CCSNH
Ohio
Rhode Island

Outcomes Based Funding

MONEY Pay for outcomes, the RIGHT way



Meaningful metrics. Outcomes that matter.

Invest money in the results the economy needs: momentum and completion.

COMPLETION

Degrees
conferred

OR

Graduation rate

TIME & AFFORDABILITY

On-time
graduation rate

OR

Average time
to degree

EQUITY

Graduation
rate of minority
groups

OR

Percentage gap
between racial
groups

MOMENTUM

Gateway course
completion

OR

Completion
of 30 credits

Real money. Base budgets.

Outcomes-Based Funding Strength Test: How Does Your Formula Stack Up?

CRITICAL COMPONENTS

Does the formula reward institutions for underrepresented students' success?

NO YES
WEAK STRONG

What percentage of total operating funding flows through the formula?

0% 50%+
WEAK STRONG

Can institutions lose money year over year if they do not perform well?

NO YES
WEAK STRONG

STRENGTHENERS

Are metrics aligned to established state goals?

NO YES
WEAK STRONG

How many metrics are there?

7+ 3–6
WEAK STRONG

Are all public institutions included in the model?

NO YES
WEAK STRONG

Do the metrics change over time?

YES NO
WEAK STRONG

How is success defined?

FIXED GOAL CONTINUOUS IMPROVEMENT
WEAK STRONG

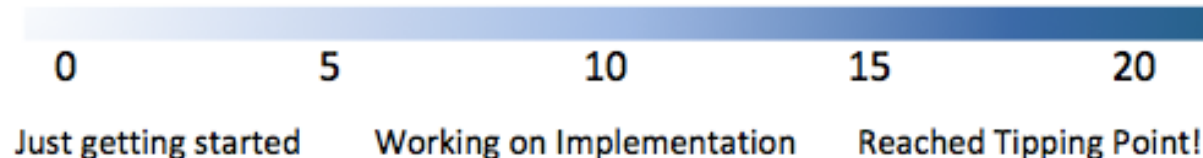
Is the formula tailored to the differing missions of two-year and four-year institutions?

NO YES
WEAK STRONG

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

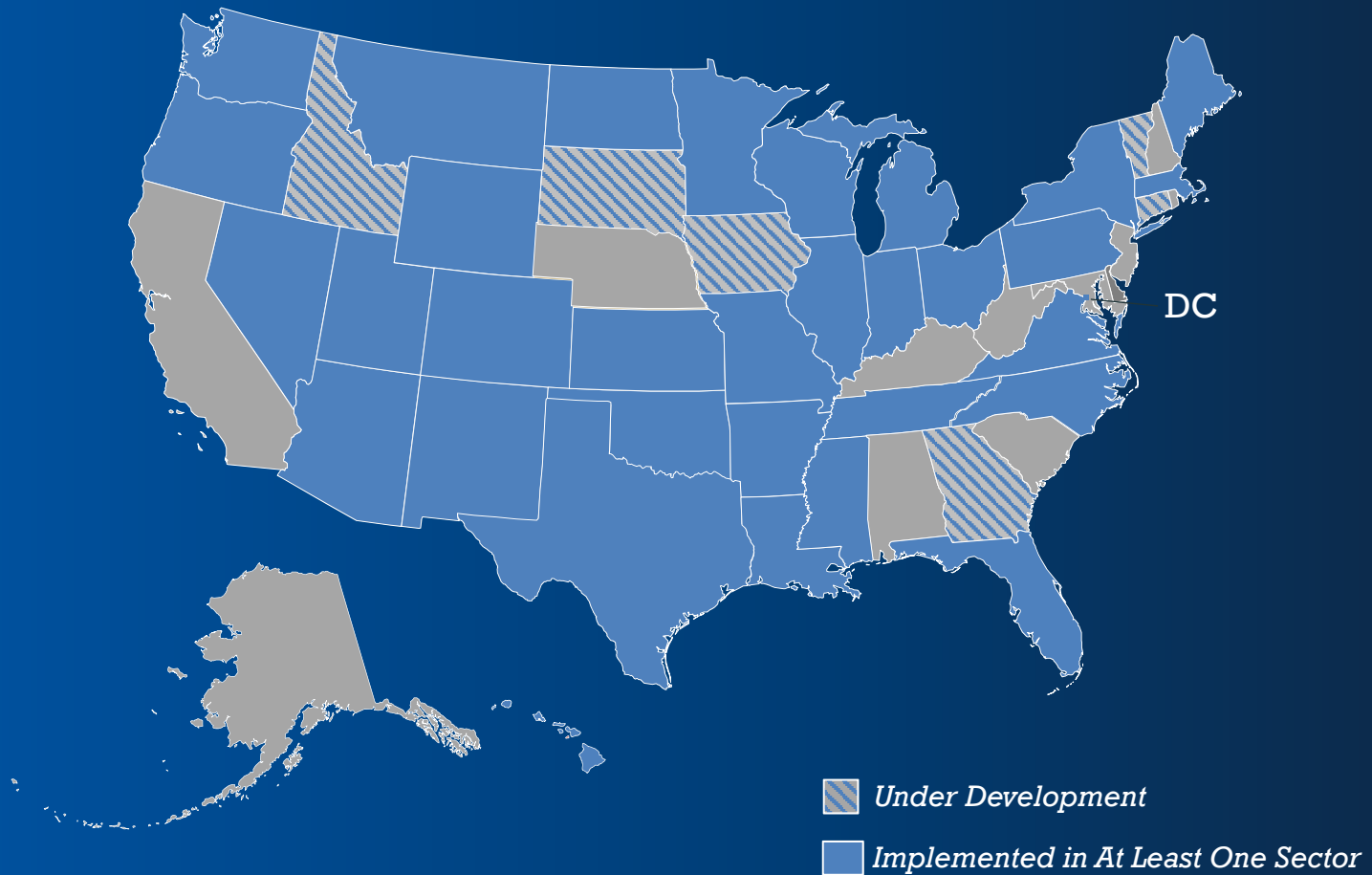
Tabulate your points and plot them on this chart.

**Conditions
for Change**





Conditions for Change Performance Funding



How to Move Forward

Be **impatient reformers!**

Implement the **Game Changers.**

Focus on **systemic change.**

Embed equity in all initiatives.

If it matters, **measure it.**



NEW RULES

Policies To Strengthen and Scale
the Game Changers

CCA – Resources - Reports

CCA – Resources – Events Materials
- 2017 Summer Action Summit



SUMMER ACTION SUMMIT
WORKBOOK

15 to Finish

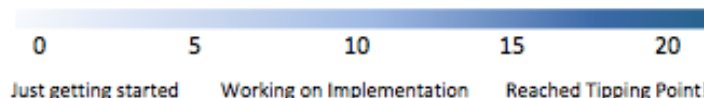
All full-time students should be advised to enroll in 15 credits each semester or craft a plan for summer enrollment. Financial aid, as well as institutional process and practices, should support that standard.



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

Tabulate your points and plot them on this chart.

Conditions
for Change



**COMPLETE
COLLEGE
AMERICA**

Thank You

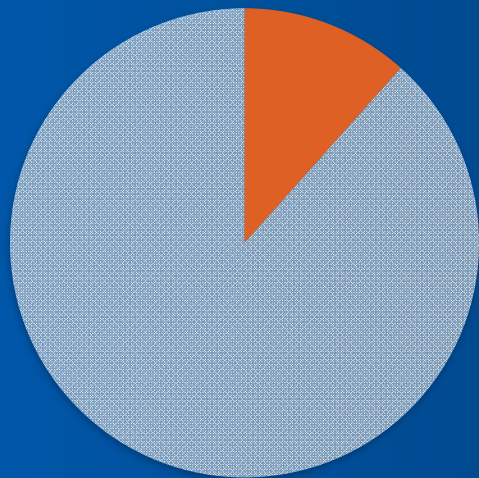
Julie Johnson
jjohnson@completecollege.org

www.completecollege.org

On-Time Graduation Rates

(Full-Time Students)

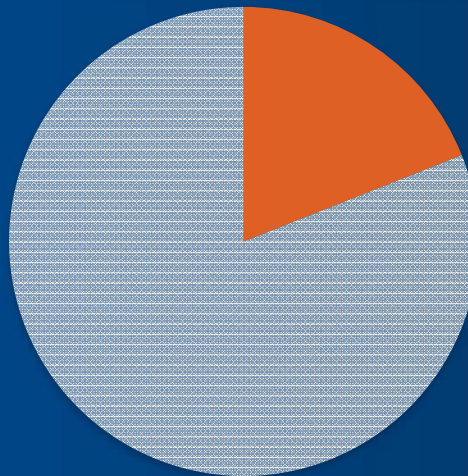
2-Year
Associate



5%

ON TIME

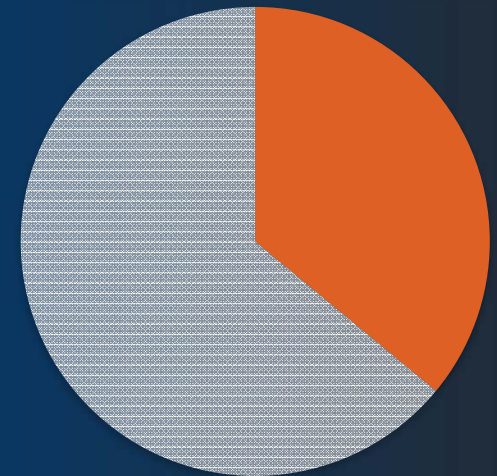
4-Year
Bachelor's
(non-flagship)



19%

ON TIME

4-Year
Bachelor's
(flagship/
very high research)



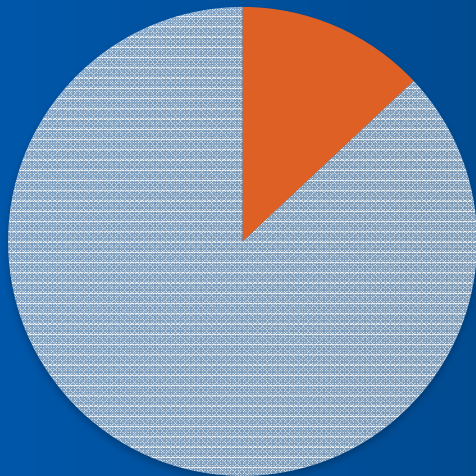
36%

ON TIME

150% Graduation Rates

(Full-Time Students)

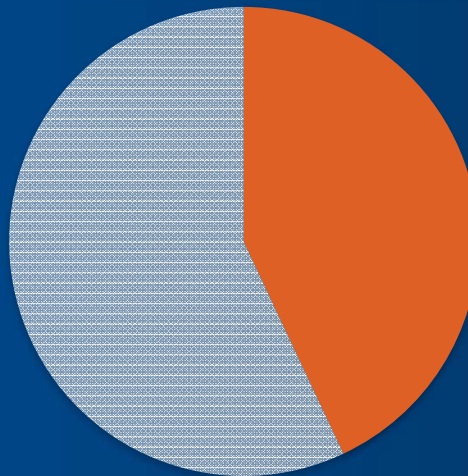
2-Year
Associate



13%

IN 3 YEARS

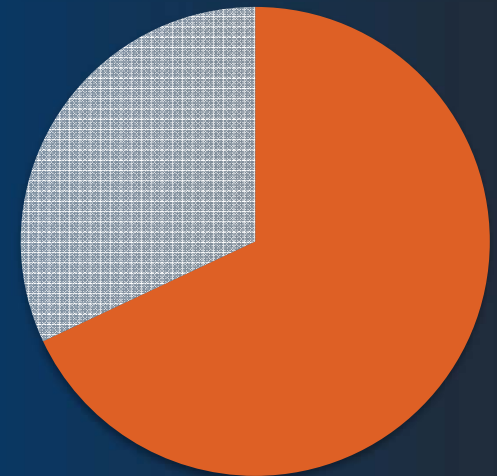
4-Year
Bachelor's
(non-flagship)



43%

IN 6 YEARS

4-Year
Bachelor's
(flagship/
very high research)



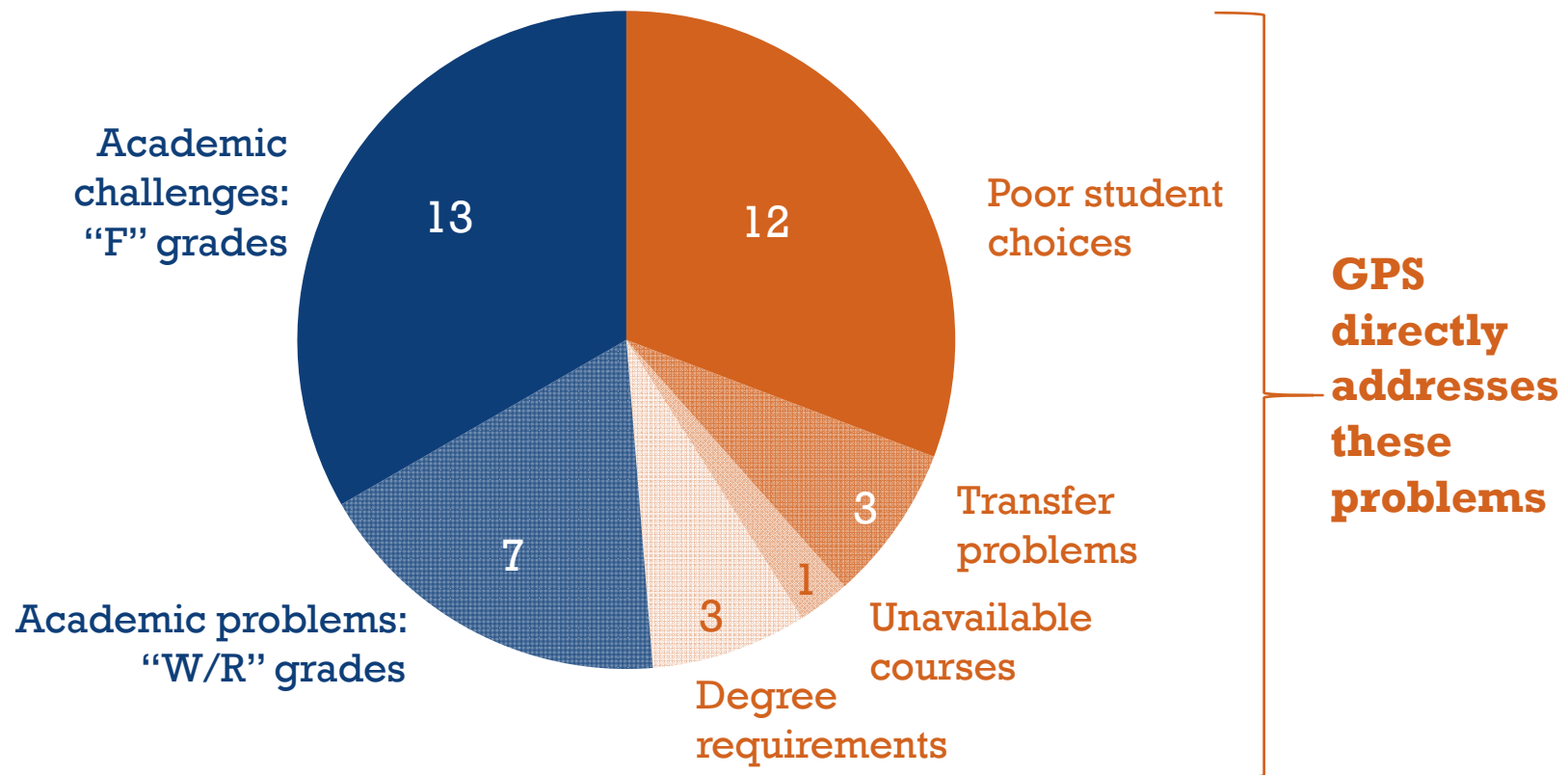
68%

IN 6 YEARS

Why So Many Excess Credits?

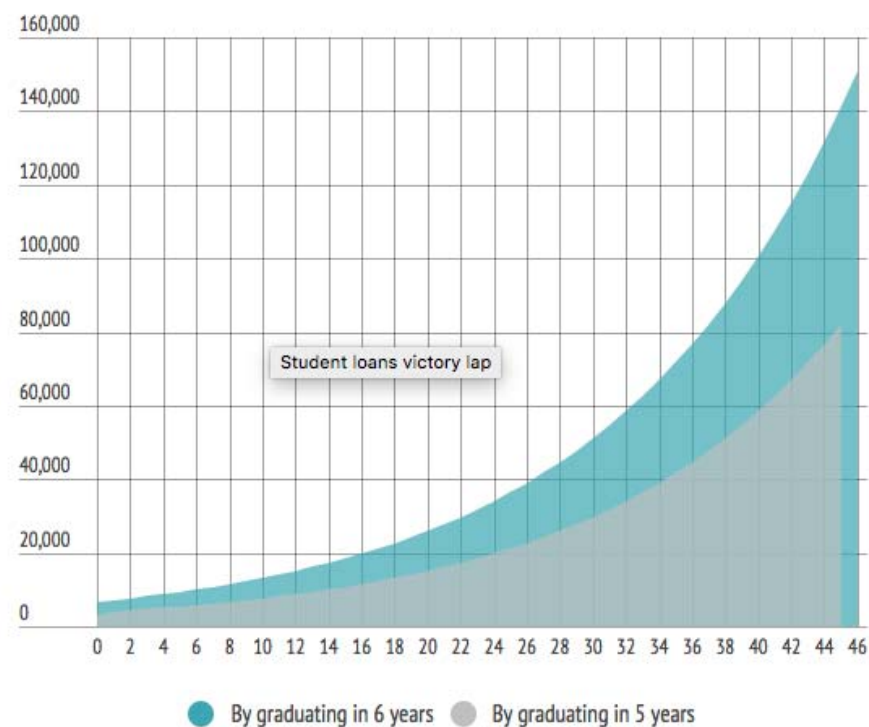
Causes

(in semester credit hours)



Retirement Savings

Retirement savings forgone



Share

nerdwallet

<https://www.nerdwallet.com/blog/loans/student-loans/victory-lap/>

Total Cost of Each Extra Year

	+1 year Public	+1 Year Private	+2 Years Public	+2 Years Private
Tuition and Loans	\$18,598	\$26,815	\$37,456	\$53,760
Opportunity Costs	\$128, 429	\$128,429	\$245,253	\$245,253
Total cost of delayed graduation	\$147,026	\$155,244	\$282,691	\$290,995

<https://www.nerdwallet.com/blog/loans/student-loans/victory-lap/>

CCA DATA METRICS

CONTEXT

- Enrollment
- Completion ratio *

PROGRESS

- Enrollment in Remediation*
- Success in remediation and corresponding gateway course
- 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