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Vice President for Alliance State Relations

@DrElston    @CompleteCollege
1. Performance Funding & Metrics
2. Full Time is Fifteen
3. Structured Schedules
4. GPS Direct
5. Corequisite Remediation
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
Behavioral Economics: Choice

Overwhelmed by Choice

401(k) plans

2 Plans Offered

401(k) 401(k)

75% Participation

59 Plans Offered

60% Participation

Why GPS?
Choose your path.
Start your path.
Stay on your path.
Graduate.
GPS DIRECT

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

Create Path

- Purpose First (Intake)
- 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
Case Study: Hawaii & Indiana
Finding Out What Matters

- First-time, full-time freshman
- Freshman completing at least 30 credits hours within 1st academic year
- Students completing college level English and math within 1st academic year
- Freshmen with a declared major by start of second year
Assessing the Current Situation

At most campuses, the majority of FT Freshmen took 12 to 14 credits
## Freshmen Completing 30 or More Credits within First Academic Year, UH Mānoa

<table>
<thead>
<tr>
<th>Cumulative Credits 1st AY</th>
<th>Fall 07 Cohort</th>
<th>Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;12 credits</td>
<td>114</td>
<td>6.4%</td>
</tr>
<tr>
<td>12-23 credits</td>
<td>351</td>
<td>19.7%</td>
</tr>
<tr>
<td>24-29 credits</td>
<td>691</td>
<td>38.8%</td>
</tr>
<tr>
<td>≥30 credits</td>
<td>624</td>
<td>35.1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,780</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

## Graduate in 4 Years

<table>
<thead>
<tr>
<th></th>
<th>Graduates</th>
<th>Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;24 credits</td>
<td>6</td>
<td>1.3%</td>
</tr>
<tr>
<td>24-29 credits</td>
<td>311</td>
<td>23.7%</td>
</tr>
<tr>
<td>≥30 credits</td>
<td>201</td>
<td>32.2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>317</td>
<td>17.8%</td>
</tr>
</tbody>
</table>
Analysis of <15 & ≥15 Credits

- 15+ credits tended to be more prepared & have better academic success
- Students in 15+ credits had more academic success
- Similar success for Pell & underrepresented students
Top 4 reasons for **NOT** taking 15+ credits

- Personal schedule prevents me from enrolling in more credits (26%)
- 15 credits is too heavy of a load (22%)
- The courses I wanted were not offered at a day/time that fit my schedule (11%)
- The courses I wanted were closed/filled (10%)
Comprehensive Institutional Plan

➢ **Collect & Share Campus-Level Data**  
  o Partner w/ Institutional Research & Faculty Senate

➢ **New Student Orientation**  
  o Clear, Introductory Messages to Students & Parents

➢ **Degree Maps (2 & 4-year)**

➢ **Block Scheduling**  
  o (Opt-Out vs. Opt-In to 15 credit hours)

➢ **Reinforced Messages – Changing the Culture to 15 Credit Hours**  
  o Academic Advisors  
  o Marketing Campaign
15 or More Credit Hours Attempted and Completed - Fall Semester

% 15 IU Credit Hours or More Attempted and Earned
First-time, Full-Time Beginners

<table>
<thead>
<tr>
<th>Year</th>
<th>% 15 or More Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>21%</td>
</tr>
<tr>
<td>2006</td>
<td>23%</td>
</tr>
<tr>
<td>2007</td>
<td>24%</td>
</tr>
<tr>
<td>2008</td>
<td>23%</td>
</tr>
<tr>
<td>2009</td>
<td>29%</td>
</tr>
<tr>
<td>2010</td>
<td>29%</td>
</tr>
<tr>
<td>2011</td>
<td>27%</td>
</tr>
<tr>
<td>2012</td>
<td>28%</td>
</tr>
<tr>
<td>2013</td>
<td>51%</td>
</tr>
<tr>
<td>2014</td>
<td>63%</td>
</tr>
</tbody>
</table>
Communications & Engagement Strategy

- Branding theme for consistency in messages

- Key messages by audience group
  - External
    • Students, parents, and the general public
  - Internal
    • Buy-In: Advisors, campus administrators, and faculty

- Media strategy – Utilize PR professionals to create and rollout (paid & earned)

- Materials and website

- Maintain focus and a sense of urgency
It’s Not Just Taking Fifteen (15)…

It’s About Taking the “RIGHT” Fifteen!!!
GPS: Essential Components

1. Purpose First: Informed Choice
2. Academic Maps
3. Meta-Majors
4. Default Pathways
5. Critical Path Courses
6. Intrusive Advising
## Default Degree Maps

### First-Year Core

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEM Meta Major</strong></td>
<td><strong>STEM or Engineering Options Seminar</strong></td>
</tr>
<tr>
<td>**English 101</td>
<td>English 101+**</td>
</tr>
<tr>
<td><strong>3 credits</strong></td>
<td><strong>3 credits</strong></td>
</tr>
<tr>
<td>**Pre-calc 101</td>
<td>Pre-calc 101+**</td>
</tr>
<tr>
<td><strong>3 credits</strong></td>
<td><strong>3 credits</strong></td>
</tr>
<tr>
<td>Biology, Chemistry, or Physics Core w/lab</td>
<td>Biology, Chemistry, or Physics Core w/lab</td>
</tr>
<tr>
<td><strong>4 credits</strong></td>
<td><strong>4 credits</strong></td>
</tr>
<tr>
<td>Biology, Chemistry, or Physics Core w/lab</td>
<td>Student Success Seminar</td>
</tr>
<tr>
<td><strong>4 credits</strong></td>
<td><strong>1 credit</strong></td>
</tr>
<tr>
<td>Student Success Seminar</td>
<td><strong>1 credit</strong></td>
</tr>
</tbody>
</table>

**Credits:** **15**

*Flag* indicates a milestone course required in this term.

*Anchor* indicates a gateway course with corequisite support.
Purpose, Not Placement

- Integrated information system
  - academic performance
  - career opportunities
  - aspirations
  - students make informed choices of meta-majors and majors.
1 counselor : 400 students

Why GPS?
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
ADVISING IS TEACHING
Academic Advisor Learning Outcomes

MY ADVISOR HELPED ME UNDERSTAND MY MAJOR CURRICULUM

MY ADVISOR TAUGHT ME HOW TO FOLLOW MY PLAN OF STUDY.

MY ADVISOR HELPED ME UNDERSTAND THE GRADUATION REQUIREMENTS FOR MY MAJOR.

MY ADVISOR HELPED ME UNDERSTAND THE UNIVERSITY AND COLLEGE POLICIES AND PROCEDURES.

MY ADVISOR HELPED ME SET SPECIFIC AND OBTAINABLE ACADEMIC GOALS.

MY ADVISOR REFERRED ME TO RESOURCES SUCH AS: TUTORING, SUPPLEMENTAL INSTRUCTION, WRITING CENTER, CAREER...

Advisor Response

Student Response
Incorporation of Technology
Predictive Analytics
Advising Innovation
  – Mandatory 1st Year Advising
    • FYE Course
    • Group Sessions
    • Peer Mentors
    • Online via Skype
Students must see their advisors before registering for classes if:

- they do not complete the critical path 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
Georgia State University

- **Degree maps** and **intrusive advising**
- Graduation rates **up 20 percentage points** in past 10 years
- Graduation rates higher for:
  - Pell students, at **52.5%**
  - African American students, at **57.4%**
  - Hispanic students, at **66.4%**
- More bachelor’s degrees to African-Americans than any other U.S. 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%
CUNY ASAP Program

- Students grouped into cohorts with consolidated block schedules
- Doubled graduation rates for associate degrees
- 55% of fall 2007 cohort earned associate degrees in 3 years
## GPS Impact at Scale

### Lumina
- Indiana
- Georgia
- Tennessee

### Houston GPS
- UH
- Lone Star
- Houston Community
- San Jacinto
- Wharton Junior

### GPS in STEM
- DC
- Idaho
- Illinois
- Massachusetts
- Ohio

### CPA | GPS Lumina
- Cleveland
- Dallas
- Jacksonville
- Kansas City
- Las Vegas
- Providence

### Student Numbers
- 887,000
- 260,000
- 22,000
- 157,000

**Total Students:** 1,326,000
Why Don’t We Do It?
Projected Enrollment Revenue Opportunity

**Estimated Impact for Purdue University - Calumet**

**Revenue Gains vs. Baseline**

<table>
<thead>
<tr>
<th>Year</th>
<th>Revenue Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>$1.6 M</td>
</tr>
<tr>
<td>2016</td>
<td>$2.7 M</td>
</tr>
<tr>
<td>2017</td>
<td>$3.2 M</td>
</tr>
<tr>
<td>2018</td>
<td>$3.4 M</td>
</tr>
<tr>
<td>2019</td>
<td>$3.4 M</td>
</tr>
</tbody>
</table>

**Model Inputs:**
Total Enrollment: 8,639

**Net Revenue Per Student:** $10,565 (net tuition and fees plus state appropriations)

**Retention Improvement**
- 0-29 credits: 4.7% total over 1 year
- 30-59 credits: 0% total over 1 year
- 60-89 credits: 0% total over 1 year
- 90-119 credits: 0% total over 1 year
- 120+ credits: 0% total over 1 year
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.

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