Game Changers in College Completion

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*Vice President for Results*

@DrElston
@BruceatCCA
@CompleteCollege
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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
State Commitments

- Establish State and Campus Completion Goals
- Measure and Annually Report Student Progress and Success
- Work Toward Implementation of Game Changer Strategies
50 of 580+
public four-year institutions
Four-Year MYTH
On-Time Graduation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Year</td>
<td>5%</td>
</tr>
<tr>
<td>4-Year (non-flagship)</td>
<td>19%</td>
</tr>
<tr>
<td>4-Year (flagship/very high research)</td>
<td>36%</td>
</tr>
</tbody>
</table>
150% Graduation Rates

2-Year: 13%
4-Year (non-flagship): 43%
4-Year (flagship/very high research): 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
Time to Degree

2-Year

3.6

2 Years

4-Year (non-flagship)

4.9

4 Years

4-Year (flagship/very high research)

4.4

4 Years
Too Few Arkansans Graduate

2 year colleges

16%

Within 3 years

4 year colleges (non-flagship)

35%

Within 6 years
Remediation
Arkansas 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></td>
<td>66%</td>
<td>82%</td>
<td>69%</td>
</tr>
</tbody>
</table>
Few Arkansas Remedial Students Complete College Gateway Courses at 2-year Colleges

84% DON’T Complete Corresponding Gateway Course
Excess Credits - Arkansas

2-Year

60 Credits

81.7

4-Year (non-flagship)

120 Credits

131.7

4-Year (flagship/very high research)

120 Credits

124.2
Time to Degree - Arkansas

2-Year
4.5
2 Years

4-Year
5.5
4 Years
(non-flagship)

4-Year
4.9
4 Years
(flagship/very high research)
Yearly Cost of Attendance

2-Year Commuter

- $3,264 tuition and fees
- $7,466 room and board
- $1,270 books and supplies
- $2,225 other expenses
- $1,708 transportation

Total: $15,933
## Extra Year

<table>
<thead>
<tr>
<th></th>
<th>2-Year</th>
<th>4-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>attendance</td>
<td>attendance</td>
</tr>
<tr>
<td></td>
<td>$15,933</td>
<td>$22,826</td>
</tr>
<tr>
<td></td>
<td>lost wages</td>
<td>lost wages</td>
</tr>
<tr>
<td></td>
<td>$35,000</td>
<td>$45,327</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$50,933</td>
<td>$68,153</td>
</tr>
</tbody>
</table>
~70% increase

TEMPLE UNIVERSITY

On Time: $20,000
In 6 Years: $35,000

UT-AUSTIN

On Time: $19,000
In 6 Years: $32,000

Debt After Graduation
Behavioral Economics: Default

Organ Donation Rates

Austria (OPT-OUT) 99%

Germany (OPT-IN) 12%
1. Performance Funding & Metrics
2. Full Time is Fifteen
3. Structured Schedules
4. GPS Direct
5. Corequisite Remediation
"""
If I asked people what they wanted they would have said "faster horses"
""""

— Henry Ford
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
15-To-Finish
The Power of 15 Credits: More students graduate when they complete 30+ credits in their first year.

### Associate Degrees

<table>
<thead>
<tr>
<th>Credits Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>30+ credits</td>
<td>62%</td>
</tr>
<tr>
<td>24–29.9 credits</td>
<td>43%</td>
</tr>
<tr>
<td>12–23.9 credits</td>
<td>27%</td>
</tr>
<tr>
<td>0–11.9 credits</td>
<td>10%</td>
</tr>
</tbody>
</table>
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-Time, Full-Time Students Enrolled in 15+ Credit Hours (1\textsuperscript{st} semester)

2011: 27%
2012: 27%
2013: 40%
2014: 66%
GAME CHANGER
Structured Schedules
Today’s Students

- 70% are non-traditional.

- 70% commute to campus.

- 40% work 30 hours a week.

- 25% work full time and attend college full time.

- 20% have children.
GAME CHANGER
Structured Schedules

- Predictable, block schedules of classes
- Cohorts of students
- Students choose programs or majors, not courses
- Default enrollment is full-time (on-time) or year-round for part-time
# Baltimore City Community College

## Morning Block

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<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>9:00AM – 9:50AM</td>
<td>9:00AM – 9:50AM</td>
<td>9:00AM – 9:50AM</td>
<td></td>
</tr>
<tr>
<td>MAT107 - #8766</td>
<td>MAT107 - #8766</td>
<td>MAT107 - #8766</td>
<td>MAT107 - #8766</td>
<td></td>
</tr>
<tr>
<td>10:00AM – 10:50AM</td>
<td>10:00AM – 10:50AM</td>
<td>10:00AM – 10:50AM</td>
<td>10:00AM – 10:50AM</td>
<td></td>
</tr>
<tr>
<td>SP 101 - #8767</td>
<td>SP 101 - #8767</td>
<td>SP 101 - #8767</td>
<td>SP 101 - #8767</td>
<td></td>
</tr>
<tr>
<td>11:00 AM – 11:50AM</td>
<td>11:00 AM – 11:50AM</td>
<td>11:00 AM – 11:50AM</td>
<td>11:00 AM – 11:50AM</td>
<td></td>
</tr>
<tr>
<td>ENG101 - #8768</td>
<td>ENG101 - #8768</td>
<td>ENG101 - #8768</td>
<td>ENG101 - #8768</td>
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</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></td>
</tr>
<tr>
<td>COLLEGE FREE HOUR</td>
<td>COLLEGE FREE HOUR</td>
<td>COLLEGE FREE HOUR</td>
<td>COLLEGE FREE HOUR</td>
<td></td>
</tr>
</tbody>
</table>

## Afternoon Block

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00PM – 1:50PM</td>
<td>1:00 AM – 2:10PM</td>
<td>1:00PM – 1:50PM</td>
<td>1:00 AM – 2:10PM</td>
<td></td>
</tr>
<tr>
<td>ART 106 - #8771</td>
<td>MAT 92 -</td>
<td>ART 106 - #8771</td>
<td>MAT 92 -</td>
<td></td>
</tr>
<tr>
<td>2:00PM – 2:50PM</td>
<td>2:00PM – 2:50PM</td>
<td>2:00PM – 2:50PM</td>
<td>2:00PM – 2:50PM</td>
<td></td>
</tr>
<tr>
<td>SP 101 - #8772</td>
<td>SP 101 - #8772</td>
<td>SP 101 - #8772</td>
<td>SP 101 - #8772</td>
<td></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>ENG 101 - #8773</td>
<td></td>
</tr>
<tr>
<td>4:00PM – 4:50PM</td>
<td>4:00PM – 4:50PM</td>
<td>4:00PM – 4:50PM</td>
<td>4:00PM – 4:50PM</td>
<td></td>
</tr>
<tr>
<td>MAT 107 - #8774</td>
<td>MAT 107 - #8774</td>
<td>MAT 107 - #8774</td>
<td>MAT 107 - #8774</td>
<td></td>
</tr>
<tr>
<td>5:00PM – 5:50PM</td>
<td>5:00PM – 5:50PM</td>
<td>5:00PM – 5:50PM</td>
<td>5:00PM – 5:50PM</td>
<td></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
Texas Legislation HB 1583

- Facilitate timely degree completion at public junior colleges
- Morning, full-day, afternoon, or evening blocks
  - allied health
  - nursing
  - career and technology
GAME CHANGER

GPS: Direct
DO THIS

GPS: Essential Components

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

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

Create Path

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

Start Path
- Structured Schedules
- Corequisite Remediation
- Default Pathways

Stay On Path / Graduate
- Critical Path Courses
- Intrusive Advising

TECHNOLOGY | DATA METRICS
Choose your path.
Start your path.
Stay on your path.
Graduate.
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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?
**ACADEMIC MAPS**: 4 essential components – the narrative, sample schedule, milestones and employment opportunities

Criminology/Criminal Justice is an interdisciplinary field of study. Included are the contributions and approaches of many of the social and behavioral sciences, as well as areas of study such as law and ethics, as they relate to the phenomenon of crime. The criminology/criminal justice major prepares students for employment in a wide variety of criminal justice agencies, under local, state and federal jurisdictions, as well as the private sector. This major can also serve as a foundation for graduate study in criminology, law, social work, sociology, psychology, and government including public administration.

<table>
<thead>
<tr>
<th>Sample Schedule</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong></td>
<td><strong>TERM 1</strong></td>
</tr>
<tr>
<td>ENC1101</td>
<td>Complete ENC1101</td>
</tr>
<tr>
<td>LS Math</td>
<td>GPA ≥ 2.0 and in good academic standing</td>
</tr>
<tr>
<td>LS Natural Science w/Lab</td>
<td>GPA ≥ 2.0 and in good academic standing</td>
</tr>
<tr>
<td>Elective/Minor</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TERM 2</strong></th>
<th><strong>TERM 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC1102 or other second English</td>
<td>Complete LS Mathematics course</td>
</tr>
<tr>
<td>LS Math (STA1013/212)</td>
<td>GPA ≥ 2.0 and in good academic standing</td>
</tr>
<tr>
<td>LS History/Humanities/Fine Arts</td>
<td></td>
</tr>
<tr>
<td>CGS2060</td>
<td></td>
</tr>
<tr>
<td>Elective/Minor</td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
<td>15</td>
</tr>
</tbody>
</table>

List of Representative Job Titles and Potential Employers
Why GPS?

1 counselor : 400 students
Intrusive (Proactive) Advising

- 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
• **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 students, at **66.4%**

• More bachelor’s degrees to African-Americans than any other U.S. university
GAME CHANGER
Corequisite 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
- **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%
Access to College or Remediation

For too many students, a remedial class is their first and their last college experience.
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%
Remediation

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.  

Completed 2nd semester of remediation.  

Completed 3rd semester of remediation.  

Passed gateway course.  

LOST

LOST

LOST

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.

SUCCESS AT SCALE

Academic Support as a Corequisite

Math Pathways Aligned to Programs of Study

Purpose, Not Placement
Corequisite Support
The Corequisite Strategy

More **time on task** and help for students when they need it (just in time)
One Semester Redesigned Gateway

Gateway

Mandatory Tutoring
- Paired, proctored labs

Extra Time
- 45 minutes after class
- Additional class periods

Sequenced
- 5-week prep + 10 weeks of gateway content
#CoreqWorks
Traditional Remediation Results
2 Years

Colorado
- English: 31%
- Math: 20%

Georgia
- English: 16%
- Math: 20%

Indiana (3-Years)
- English: 37%
- Math: 29%

Tennessee
- English: 31%
- Math: 12%

West Virginia
- English: 37%
- Math: 14%
Math Pathways
College Algebra’s **Only** Purpose: Preparation for Calculus
Math Is Aligned with 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
Purpose,
Not Placement
50% of Students Placed In Remediation Could Pass a Gateway Course
End Use of Traditional Placement

Student Placement Data

Percent of Students

Remediation

70%

Gateway

30%
With Corequisite, Most in College-Level

Student Placement Data

- **Bridge Program**: 10%
- **Gateway Course with Corequisite Support**: 60%
- **Gateway**: 30%
Determining Student Purpose

- Identify Career and Academic Goals
- Holistic College Readiness Inventory – Academic AND College Success Skills
- Determine a Broad Area of Study or Meta-Major
- Enroll in the Right Gateway Courses
- Corequisite for All!
- College Success Interventions for Those Who Need It.
Enrollments We Seek May Already Be On Campus

Average University
30% graduation rate
1,000 students in each incoming class
2,450 tuition checks per graduating class

Traditional Growth Strategy:
Expand Incoming Class

- 1st Year: 1,000 + 50 students
- 2nd Year: 735
- 3rd Year: 472
- 4th Year: 313

Total tuition checks: 2,570

Complementary Growth Strategy:
Improve Persistence

- 1st Year: 1,000 students
- 2nd Year: 750
- 3rd Year: 495
- 4th Year: 330

Retain 4% more
Retain 5% more

Total tuition checks: 2,575
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