COMPLETE COLLEGE AMERICA
ALLIANCE

SUMMER ACTION SUMMIT
WORKBOOK

July 13-14, 2017
Indianapolis, Indiana

12:30PM	**Registration**	Crowne Plaza – Grand Hall

| 1:00PM | **Our Plan: A College Completion Movement** | Crowne Plaza - Grand Hall
Tom Sugar, *President, Complete College America* |

| 1:30PM | **A Team Approach to Scaling Completion** | Crowne Plaza - Grand Hall
Policy and Implementation
  Paula Short, *Senior Vice Chancellor, Senior Vice President and Provost, University of Houston*
  Helen Giddings, *Representative, State of Texas*
Equity
  Trent Ball, *Associate Dean of Students – Educational Access Programs, Southeast Missouri University*
  Kachina Weaver, *Chief Policy Officer, Colorado Department of Higher Education*
Data & Communications
  Teri Yamashige, *Communications Specialist, University of Hawaii*
  Risa Dickson, *Vice President for Academic Planning and Policy, University of Hawaii*
Teams & Building Momentum
  Wendy Kallina, *Director of Academic Analytics – Kennesaw State University*
  Robert Todd, *Director of Policy & Partnership Development, USG System Central Office*
  Tristan Denley, *Chief Academic Officer & Executive Vice Chancellor of Academic Affairs, University System of Georgia*
  Kathryn Hornsby, *Assistant Commissioner, Technical College System of Georgia* |

| 3:10PM | **Breakouts: Forging the Scaling Standard**
Implementation – Illinois Street Ballroom East
  Bruce Vandal, *Senior Vice President of Strategy Corequisite Remediation & Math Pathways, CCA*
Policy – Edison North
  Sarah Ancel, *Vice President of Strategy Fresh Start, A Better Deal, CCA*
Data – Pennsylvania Station
  Katie Zaback, *Senior Director Metrics & Data, CCA*
Communication – Victoria Station
  Blake Johnson, *Vice President of Strategy Communications & Planning, CCA*
Equity – Edison South
  Dhanfu Elston, *Vice President of Strategy GPS Direct & Purpose First, CCA*
Alliance Lead – Illinois Street Ballroom West
  Julie Johnson, *Vice President of Strategy CCA Alliance & Time to Finish, CCA* |

| 4:20PM | **Team Debrief** - Locations provided on Team Planning Room Document |

| 5:30PM | **Georgia Street Block Party and Dinner**
Georgia Street – North side of the Omni Severin Hotel. Enter at the corner of Illinois and Georgia |

7:30AM	**Breakfast and Team Planning** Illinois Street Ballroom

8:30AM	**Actionable Intelligence** – Illinois Street Ballroom **Tom Sugar,** *President, Complete College America*

8:50AM	**Breakouts: Applying Scaling Standards to Game Changer Implementation**
	Math Pathways – Edison North
	   Vanessa Keadle, *Senior Strategy Director Corequisite Remediation & Math Pathways, CCA*
	Corequisite Support – Edison South
	   Bruce Vandal, *Senior Vice President of Strategy Corequisite Remediation & Math Pathways, CCA*
	15 to Finish – Grand Central Station
	   Julie Johnson, *Vice President of Strategy CCA Alliance & Time to Finish, CCA*
	Guided Pathways to Success – Victoria Station
	   Dhanfu Elston, *Vice President of Strategy GPS Direct & Purpose First, CCA*
	Structured Schedules / A Better Deal – Pennsylvania Station
	   Sarah Ancel, *Vice President of Strategy Fresh Start, A Better Deal, CCA*
	Conditions for Change – C&O
	   Katie Zaback, *Senior Director Metrics & Data, CCA*

10:00AM	**Alliance Team Planning Time** Locations provided on Team Planning Room Document

11:30AM	**Keynote Address** - Crowne Plaza - Grand Hall **Danette Howard,** *Chief Strategy Officer, Lumina Foundation*

11:55AM	**Call to Action** – Crowne Plaza – Grand Hall **Tom Sugar,** *President, Complete College America*

12:00PM	**Lunch** Crowne Plaza - Grand Hall

Team Room Assignments

Alliance Team	Team Debrief Day One 7/13/17 4:20-5:30PM	Team Planning Session Day Two 7/14/17 10:00-11:20AM
Arkansas	Illinois Street Ballroom East	Edison North
California	Illinois Street Ballroom East	Edison North
Colorado	Illinois Street Ballroom East	Edison North
Connecticut	Illinois Street Ballroom East	Edison South
CUNY	Illinois Street Ballroom East	Edison South
Guttman - CUNY	Illinois Street Ballroom East	Edison South
CVHEC	Illinois Street Ballroom East	Lincoln West
Georgia	Illinois Street Ballroom East	Poplar Boardroom*
Hawaii	Illinois Street Ballroom West	Sycamore Boardroom*
Houston	Illinois Street Ballroom West	Lincoln East
Illinois	Illinois Street Ballroom West	Monon
Indiana	Illinois Street Ballroom West	New York Central
Idaho	Illinois Street Ballroom West	C&O
Iowa	Illinois Street Ballroom West	Milwaukee
Kentucky	Illinois Street Ballroom West	B&O
Louisiana	Edison North	Nickel Plate
Maine	Edison North	Wabash
Maryland	Edison North	Illinois Central
Massachusetts	Edison North	Southern
Minnesota	Edison North	Erie
Mississippi	Edison North	L&N
Missouri	Edison North	Illinois Street West
Montana	Edison South	Illinois Street West
Nevada	Edison South	Illinois Street East
New Hampshire	Edison South	Illinois Street East
New Mexico	Edison South	Conrall Station
Northern Mariana Islands	Edison South	Haymarket Station A
Ohio	Edison South	Haymarket Station B
Oklahoma	Edison South	Grand Central A
Oregon	Pennsylvania	Grand Central B
Puerto Rico	Pennsylvania	Grand Central C
Rhode Island	Pennsylvania	Grand Central D
South Dakota	Pennsylvania	Victoria A
Tennessee	Pennsylvania	Victoria B
Texas	Pennsylvania	Victoria C
Thurgood Marshall College Fund	Pennsylvania	Victoria D
Utah	Victoria Station	Pennsylvania A
Virginia	Victoria Station	Pennsylvania B
Wisconsin	Victoria Station	Pennsylvania C
West Virginia	Victoria Station	Peony Boardroom*
Wyoming	Victoria Station	Cardinal Boardroom*

*Denotes room located in Omni Severin Hotel

EDISON NORTH

EDISON SOUTH

ACCESSIBLE RAMP

VESTIBULE

STORAGE

STORAGE

SERVICE CORRIDOR

LOADING DOCKS

GRAND HALL NORTH

GRAND HALL SOUTH

ILLINOIS CENTRAL

SERVICE

STORAGE

RAMP DOWN

SERVICE CORRIDOR

ELECTRICAL

JACKSON PLACE ENTRANCE

VESTIBULE

UP

DOWN

UP

GRAND HALL

GRAND HALL FOYER

VESTIBULE

WABASH

ERIE

SOUTHERN

SERVICE CORRIDOR

L&N (Louisville & Nashville)

KITCHEN

SERVICE AREA

GRAND BAR

VESTIBULE

UP

MONON

ELEV / EQUIP

EXHIBIT HALL

SERVICE

NEW YORK CENTRAL

C&O (Chesapeake & Ohio)

MILWAUKEE

MILWAUKEE ALCOVE

STORAGE

B&O (Baltimore & Ohio)

NICKEL PLATE

STORAGE

LOBBY

STORAGE

STORAGE

LINCOLN EAST

LINCOLN WEST

FIRE STAIRS

ILLINOIS STREET ENTRANCE

STAIRWAY TO GRAND HALL AND CONFERENCE CENTER

FIRE EXIT

ELEVATOR TO GRAND HALL AND CONFERENCE CENTER

ILLINOIS STREET BALLROOM EAST

ILLINOIS STREET BALLROOM WEST

BALLROOM FOYER

DOWN RAMP TO HOTEL

FIRE EXIT

STORAGE

To RCA Dome

ILLINOIS STREET BALLROOM

NORTH

FIRST LEVEL – UPPER

FIRST LEVEL – LOWER

Pennsylvania Station C

Victoria Station D

Grand Central Station D

Accounting

Executive Offices

Business Center

Sales and Catering

Concierge Desk

Guests Services

Fitness Center

Main Lobby

Elevators

Front Desk

Executive Board Room

Conrail Station

Haymarket Station B

Crowne Plaza Executive Lounge

POOL

123 WEST

Tuscani

LOUISIANA STREET

LOBBY LEVEL

To Union Station

To Union Station and Illinois Street Ballroom

Winston Churchill

Benjamin Harrison

John Philip Sousa

Louis Armstrong

Charlie Chaplin

Elevators

P.T. Barnum

Greta Garbo

Fitness Center

Vending

Lillian Russell

Jean Harlow

Diamond Jim Brady

Cole Porter

Rudolph Valentino

Amelia Earhart

Vending

LOUISIANA STREET

OPEN TO PLATFORM LEVEL

OPEN TO BELOW

Elevators

OPEN TO PLATFORM LEVEL

Vending

Vending

LOUISIANA STREET

REFLECT – *Scaling Standard Breakout (5 min.)*

My Scaling Standard Session: _____

The belief statement aligns with my own personal beliefs in the following way(s): _____

_____

_____

_____

What within this scaling standard am I already doing?

_____

_____

_____

What am I not currently doing?

_____

_____

_____

What resources/support do I need to be able to fully operationalize this scaling standard?

_____

_____

_____

DEBRIEF – *Team Debrief (15 min.)*

Use the reflections above to share what happened in each of the breakout sessions with your team members.

ASSESS STRENGTH – *Team Debrief (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.

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

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!
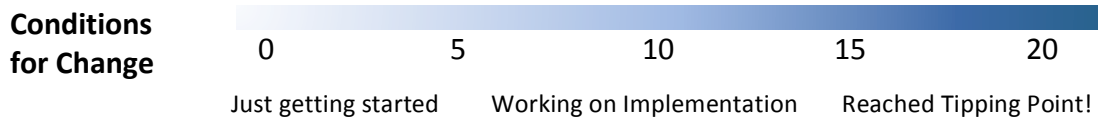
15 to Finish

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	
Data, Equity	Examined gaps in credit accumulation rates for underserved populations	+1	
Communication	Coordinated a statewide 15 to Finish campaign	+2	
Policy, Equity	Integrated a 30 credits per year standard into state financial aid for full-time students	+3	
Policy	Implemented banded tuition into your states tuition policies	+2	
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	
Communication	Communicated the results of any of the work defined above	+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	
Implementation	Created incentives to encourage 30 credit enrollment into their policies and practices	More than half of institutions +2, less than half +1	
Implementation	Adopted banded tuition policies If yes, please list approximately what percent:	See below	
	-For Highest Research	-1 if less than 50%	
	-For Other Four Year Institutions	+1 if over 50%	
	-For Community Colleges	+2 if over 50%	
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	
	TOTAL POINTS FOR 15 TO FINISH	**Total Possible: 21**	

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!
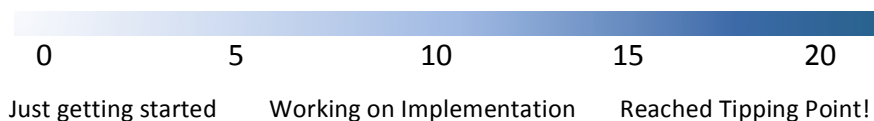
Corequisite Support

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	
Data, Equity	Examined remedial enrollment and gateway completion for underserved populations	+1	
Policy	Set a target scale percentage for Corequisite Support.	Target 50-74% = +1 Target 75-99% = +2 Target 100%= +3	
Policy	Established a timeline for reaching scale.	Target 3 years = +1 Target 2 years= +2 Target 1 year= +3	
Policy	Required institutions to guarantee that students will have access to gateway math and English during their first year of enrollment	+2	
Policy	Held institutions accountable to uphold the guaranteed (for example, by making courses free if they don't)	+2	
Communication	Communicated the results of any of the work defined above	+1	
Policy	Provided funds or other resources to institutions support the transitional costs of converting to implementing Corequisite Support	+2	
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	
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	
Equity, Data, Implementation	Evaluated the impact of Corequisite Support for underrepresented student populations	More than half of institutions +2, less than half +1	
	TOTAL POINTS FOR COREQUISITE SUPPORT	**Total Possible: 21**	

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!
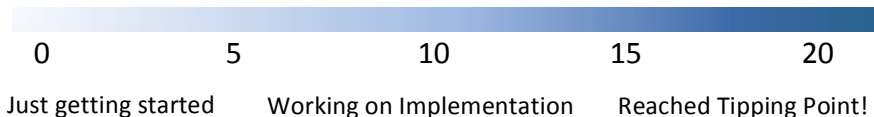
Math Pathways

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	
Data	Examined enrollment and success rates in current math pathways available to students	+1	
Data, Equity	Examined enrollment and success rates in current math pathways for underserved populations	+1	
Implementation	Created a taskforce or group of math faculty from across all institutions to evaluate the relevance of various math gateway courses	+3	
Implementation, Communication	Reviewed taskforce recommendations with math faculty statewide to generate buy-in	+2	
Communication	Communicated the Math Pathways work statewide	+1	
Implementation, Communication	Offered faculty training to support the implementation of new Math Pathways	+2	
Policy	Aligned statewide transfer and articulation frameworks to accommodate Math Pathways at all public institutions	+3	
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	
Implementation	Integrated Math Pathways into Academic Maps and Pathways	More than half of institutions +2, Less than half +1	
Implementation, Communication	Educated advisors about Math Pathways	More than half of institutions +2, Less than half +1	
	TOTAL POINTS FOR MATH PATHWAYS	**Total Possible: 21**	

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!
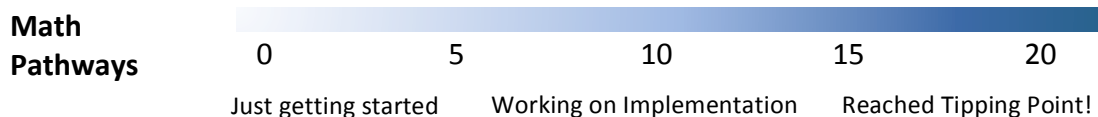
Guided Pathways

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	
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	
Implementation	Developed a common way for students to evaluate career outcomes prior to enrollment (informed choice of program)	+1	
Policy	Required institutions to provide students with degree maps	+2	
Policy	Required institutions to guarantee critical path courses (for example, by making the course free if they don't)	+2	
Policy	Established a mechanism to discount student tuition for excess credit hours required for graduation that aren't the result of student choices	+1	
Communication	Communicated results and outcomes about the policies above	+1	
SCALING STANDARD	INSTITUTIONAL ACTION	POINTS	MY SCORE
Implementation	Developed and implemented meta-majors	More than half of institutions +2, Less than half +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	
Implementation	Organized student choice around meta-majors	More than half of institutions +2, Less than half +1	
Implementation	Developed clear term-by-term on-time degree maps	More than half of institutions +2, Less than half +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	
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	
	TOTAL POINTS FOR GUIDED PATHWAYS	**Total Possible: 21**	

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!
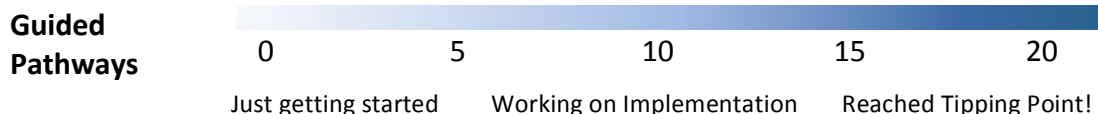
Structured Schedules

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	
Data, Equity	Examined time and credits to degree trend data and success rates for adult students	+1	
Data, Equity	Examined the extent to which adult students switch between full-time and part-time enrollment	+1	
Policy, Equity	Made state financial aid available to returning adults	+1	
Policy, Equity	Revised state financial aid requirements to be more flexible and better serve the needs of returning adults	+1	
Policy	Established by policy a clear definition of Structured Schedules that defines them as predictable, consistent, consolidated, and based on timely completion	+1	
Policy	Established by policy a statewide target for the percentage of students in Structured Schedules	+1	
Communication, Implementation	Provided professional development for faculty and staff to help them implement Structured Schedules	+2	
Policy, Implementation	Provided guidance, incentives, or enacted policy to provide other types of supports to returning adult students	+1	
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	
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	
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	
Implementation, Equity	Created one or more separate programs to serve returning adults	More than half of institutions +2, Less than half +1	
Implementation, Equity	Provided coaching or mentoring to returning adult students	More than half of institutions +2, Less than half +1	
	TOTAL POINTS FOR STRUCTURED SCHEDULES	**Total Possible: 21**	

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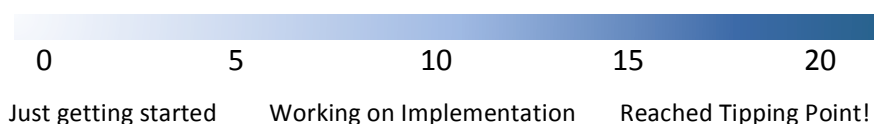
PRIORITIZE AND PLAN – *Friday Team Time (2 hr)*

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.

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

44

ACTIONABLE INTELLIGENCE

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			
15 to Finish			
Math Pathways			
Corequisite Support			
Guided Pathways			
Structured Schedules			

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:

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

IMPLEMENTATION	
EQUITY	
POLICY	
METRICS	
COMMUNICATIONS	

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 _____

#2 _____

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: _____

Implementation 2-year Lead: _____

Implementation 4-year Lead: _____

Equity Lead: _____

Policy Lead: _____

Metrics Lead: _____

Communications Lead: _____

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 _____, 2017.

Too few students graduate in American higher education, and troubling equity gaps exist based on income, race and ethnicity. Game Changer strategies, and the Alliance members leading the work, are making dramatic changes and boosting success rates around the country.

Across the board, too few American college students graduate.

Fall 2010 Cohort | *Fall 2008 Cohort*

On-Time Graduation Rate

1- to 2-Year Certificate	2-Year Associate	4-Year Bachelor's (All Other)	4-Year Bachelor's (Highest Research)
12%	5%	20%	40%

150% Graduation Rate

1- to 2-Year Certificate	2-Year Associate	4-Year Bachelor's (All Other)	4-Year Bachelor's (Highest Research)
17%	14%	47%	68%

200% Graduation Rate

1- to 2-Year Certificate	2-Year Associate
28%	18%

2-Year Transfer Success

All 2-Year Students	2-Year Associate
18%	32%
Transfer to a 4-Year Institution Within 2 Years	*Graduated or Transferred to a 4-Year Institution Within 200% Time*

Troubling equity gaps exist based on income, race and ethnicity. See the back page for more.

Students from underrepresented populations are far less likely to graduate.

Legend: ■ African American ■ Asian ■ Hispanic ■ White ■ Pell

On Time Graduation Rate

Category	African American	Asian	Hispanic	White	Pell
1- to 2-Year Certificate	8%	DS	22%	13%	12%
2-Year Associate	1%	DS	4%	5%	4%
4-Year Bachelor's (All Other)	10%	22%	17%	23%	15%
4-Year Bachelor's (Highest Research)	29%	42%	36%	42%	32%

150% Graduation Rate

Category	African American	Asian	Hispanic	White	Pell
1- to 2-Year Certificate	16%	46%	20%	19%	19%
2-Year Associate	6%	17%	11%	16%	12%
4-Year Bachelor's (All Other)	34%	52%	42%	49%	41%
4-Year Bachelor's (Highest Research)	58%	71%	62%	71%	63%

2-Year Transfer Success

Category	African American	Asian	Hispanic	White	Pell
2-Year Students That Transfer To a 4-Year Institution Within 2 Years	14%	25%	20%	20%	16%
Associate Degree Students that Graduate or Transfer Within 200% Time	23%	42%	27%	35%	27%

Want more of your students to graduate? Implement the Game Changers.

✓ **Corequisite Remediation:** Provide remediation as a corequisite, not a prerequisite.
✓ **15 to Finish:** Encourage students to take 15 credits a semester (30 credits a year) to boost the number of students on track to graduate on time.
✓ **Math Pathways:** Align mathematics to programs of study to add relevance and increase the likelihood students will complete the gateway math course.
✓ **GPS:** Enabled by technology, default students onto highly-structured degree plans that are built for completion and monitor their progress along the way.
✓ **Structured Schedules:** Add predictability for working students by providing blocked schedules of courses that meet in the morning, afternoon or evening.

COMPLETE COLLEGE AMERICA

Corequisite Remediation

Nationally 1.7 million Students enter college requiring remediation each year, and for many, it is their first and last college experience. Remediation as a corequisite – not a prerequisite – provides just-in-time support for students and dramatically increases their gateway course success rates.

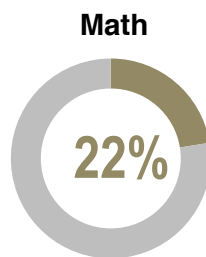## Too many students enroll in remedial courses, and too few succeed.

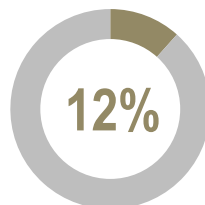**Percentage of Students Enrolled in Remedial Courses**
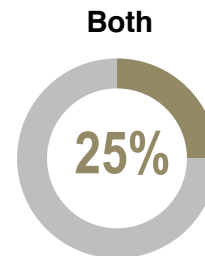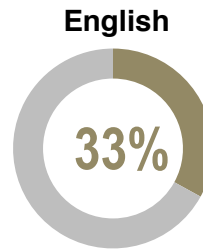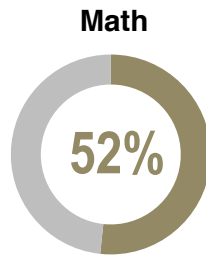
2-Year Institutions

Math	English	Both
52%	33%	25%

Percentage of Students Enrolled in Remedial Courses

4-Year Institutions (not highest research)

Math	English	Both
22%	11%	6%
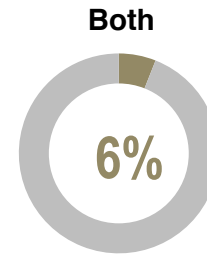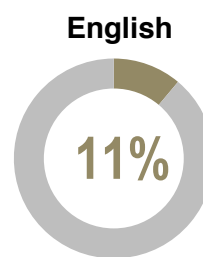
Percentage of Students Completing Corresponding Gateway Course(s)

Within 1 Year	Within 2 Year	Within 1 Year	Within 2 Year
12%	24%	20%	42%
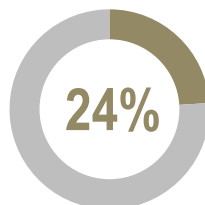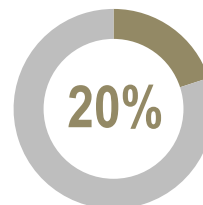
2-Year Institutions | *4-Year Institutions (not highest research)*
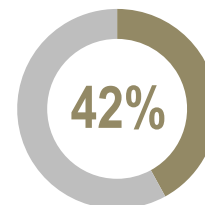
150% Graduation Rate for Remedial Students (Full-time Only)
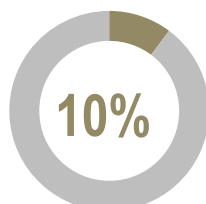
2-Year Associate	4-Year Bachelor's (not highest research)
10%	29%
2010 Cohort	2008 Cohort
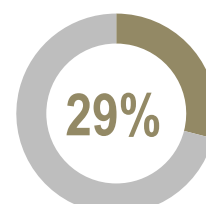
Traditional remediation is failing students from underrepresented populations.
See the back page for more.

Note: Math and English remedial enrollment figures INCLUDE students enrolled in both. Gateway course completion figures include only students who completed a gateway course in all required remedial subjects.

Corequisite Remediation 🔗
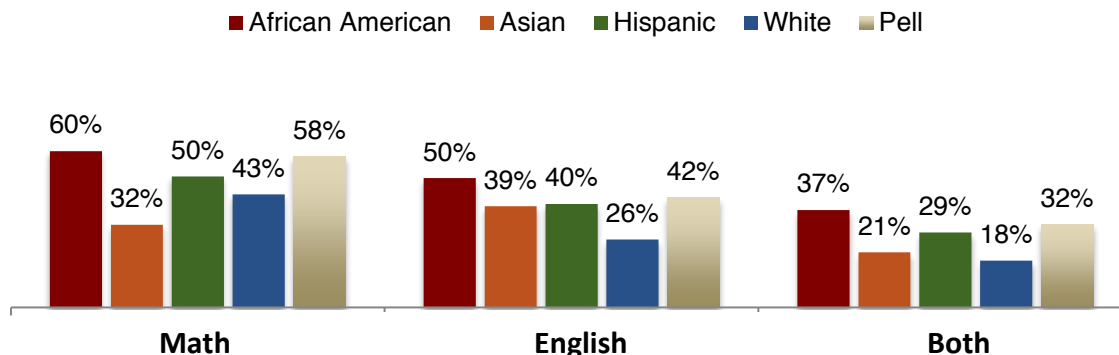
The National Picture
CCA Data Snapshot
(Remedial data for first time full-time and part-time students who started college in fall 2012)

African American and Hispanic students are overrepresented in the remedial system and less likely to succeed.
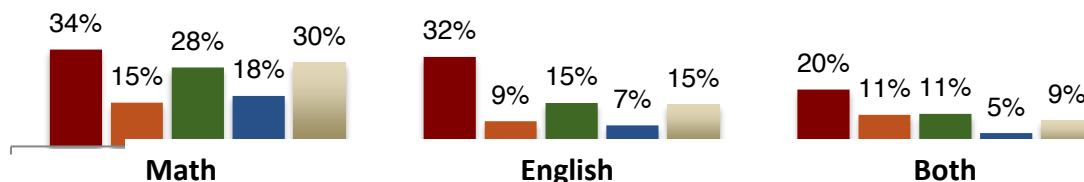
Legend: ■ African American ■ Asian ■ Hispanic ■ White ■ Pell

Students Enrolled in Remedial Courses
2-Year Institutions

Math: African American 60%, Asian 32%, Hispanic 50%, White 43%, Pell 58%

English: African American 50%, Asian 39%, Hispanic 40%, White 26%, Pell 42%

Both: African American 37%, Asian 21%, Hispanic 29%, White 18%, Pell 32%

Students Enrolled in Remedial Courses
4-Year Institutions (not highest research)

Math: African American 34%, Asian 15%, Hispanic 28%, White 18%, Pell 30%

English: African American 32%, Asian 9%, Hispanic 15%, White 7%, Pell 15%

Both: African American 20%, Asian 11%, Hispanic 11%, White 5%, Pell 9%

Students Completing Corresponding Gateway Course(s) Within 1 Year

2-Year Institutions (2010 Cohort): African American 5%, Asian 20%, Hispanic 10%, White 13%, Pell 9%

4-Year Institutions (Not highest research) (2008 Cohort): African American 15%, Asian 43%, Hispanic 17%, White 24%, Pell 19%

Want more of your underprepared students to succeed?

With traditional remediation, just 14 percent of **West Virginia Community and Technical Collages**' remedial students were completing the associated gateway course within two years.

After just a year of switching to Corequisite Remediation, success rates skyrocketed to 62 percent.

Remedial Math Students Passing Gateway Math Courses within Two Years
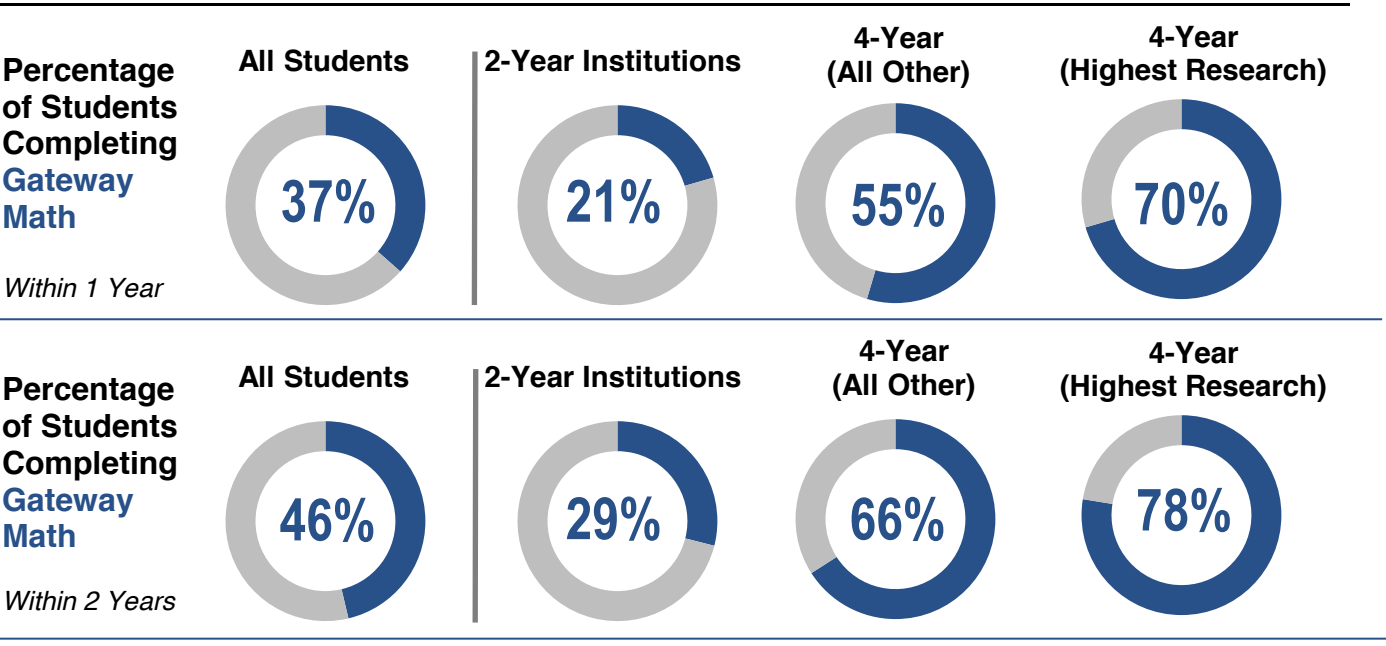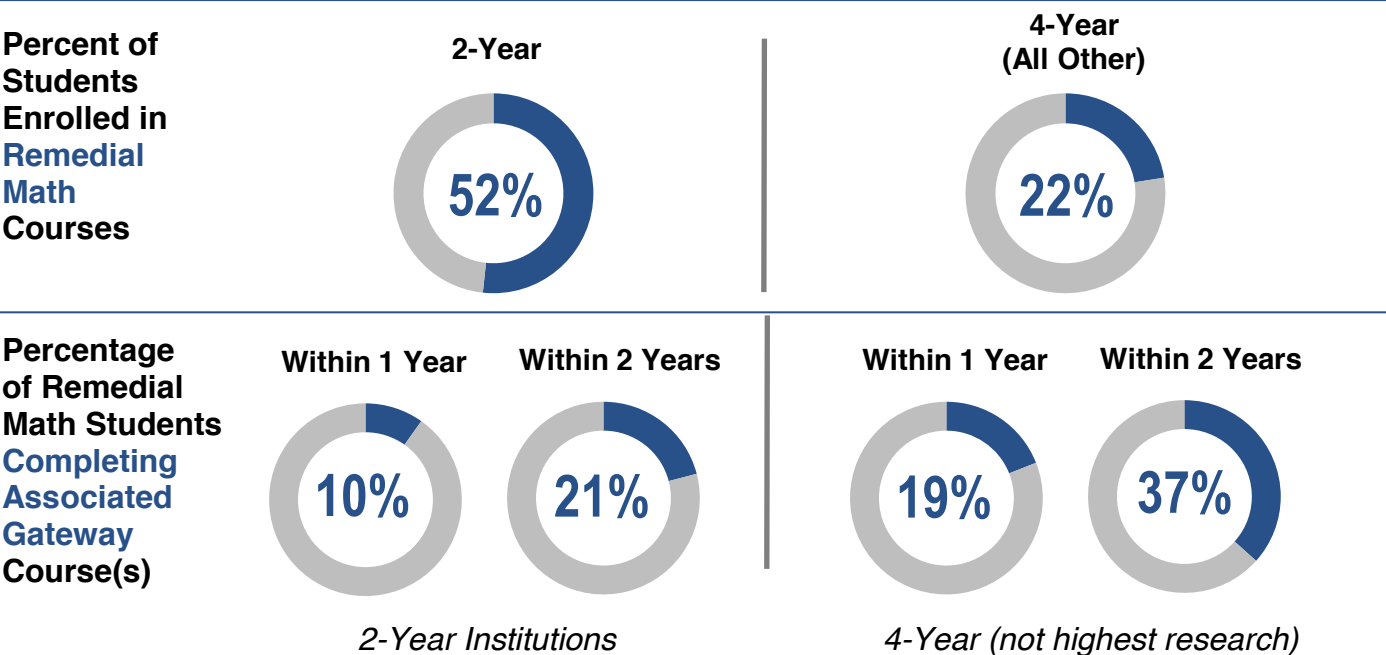
- Before Corequisite Remediation 2011: 14%
- After Corequisite Remediation Implemented 2014: 62%

COMPLETE COLLEGE AMERICA

52

Math Pathways

Colleges and universities typically offer just one pathway for students to fulfill their math requirement – College Algebra – a course faculty leaders now agree has just one purpose: to prepare students for Calculus. By providing multiple Math Pathways like quantitative reasoning and statistics, we add relevance and increase the likelihood students will successfully complete gateway math courses.

Few students complete the gateway math course within their first two years

Percentage of Students Completing Gateway Math

Within 1 Year

All Students	2-Year Institutions	4-Year (All Other)	4-Year (Highest Research)
37%	21%	55%	70%

Percentage of Students Completing Gateway Math

Within 2 Years

All Students	2-Year Institutions	4-Year (All Other)	4-Year (Highest Research)
46%	29%	66%	78%

Too many students enroll in math remediation and too few succeed

Percent of Students Enrolled in Remedial Math Courses

2-Year	4-Year (All Other)
52%	22%

Percentage of Remedial Math Students Completing Associated Gateway Course(s)

Within 1 Year	Within 2 Years	Within 1 Year	Within 2 Years
10%	21%	19%	37%

2-Year Institutions | *4-Year (not highest research)*

Even fewer minority students successfully complete gateway math within 2 years.

53

Math Pathways

Students from underrepresented populations are less likely to complete the gateway math course, especially those students assigned to remediation
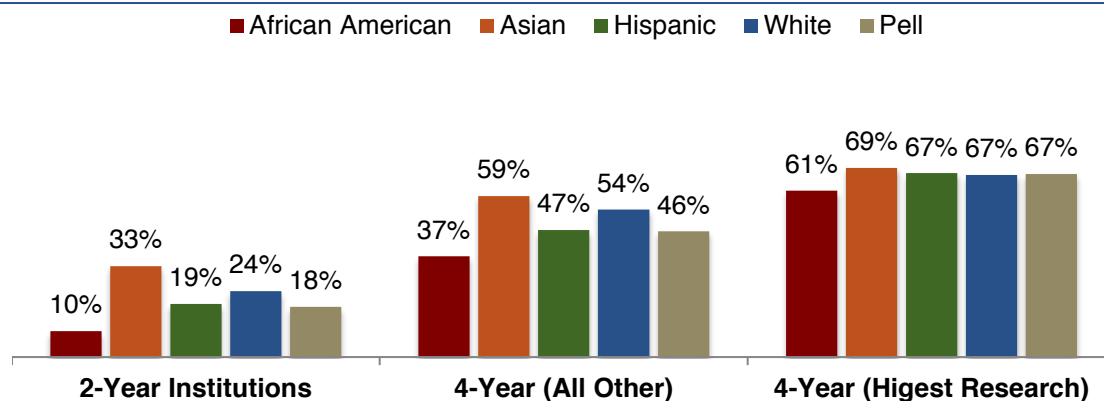
Legend: ■ African American ■ Asian ■ Hispanic ■ White ■ Pell

Students Completing Gateway Math
Within 1 Year

	2-Year Institutions	4-Year (All Other)	4-Year (Higest Research)
African American	10%	37%	61%
Asian	33%	59%	69%
Hispanic	19%	47%	67%
White	24%	54%	67%
Pell	18%	46%	67%

Students Completing Gateway Math
Within 2 Years

	2-Year Institutions	4-Year (All Other)	4-Year (Higest Research)
African American	10%	37%	61%
Asian	33%	59%	69%
Hispanic	19%	47%	67%
White	24%	54%	67%
Pell	18%	46%	67%
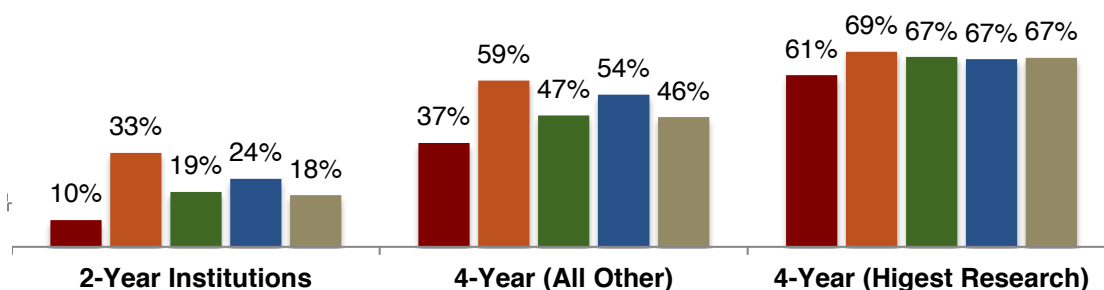
Remedial Math Students Completing Associated Gateway Course(s)
Within 2 Years

	2-Year Institutions	4-Year (not highest research)
African American	13%	30%
Asian	38%	60%
Hispanic	22%	35%
White	23%	38%
Pell	19%	32%
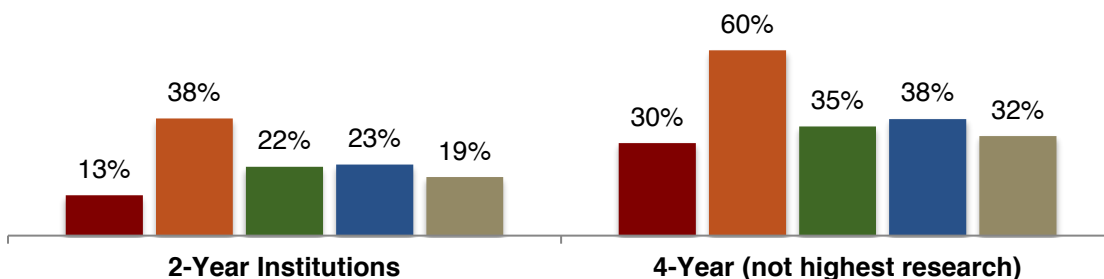
Want more students to successfully complete their gateway math courses?

The **Colorado Department of Higher Education** convened a task force of math faculty as part of an overall completion strategy. The result is a set of recommendations by math leaders for creating three clear pathways, statewide reforms in math requirements for many high enrollment academic programs, improved advising strategies, a blueprint for improved professional development, and a commitment to improved communication among institutions on the implementation of Math Pathways.
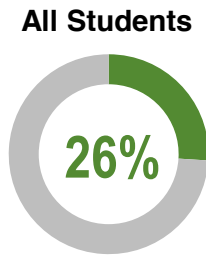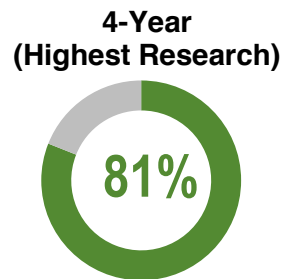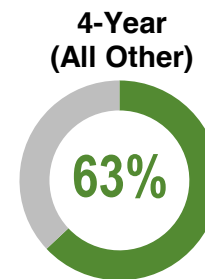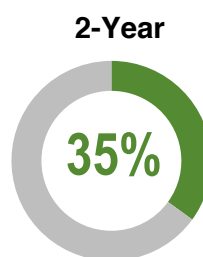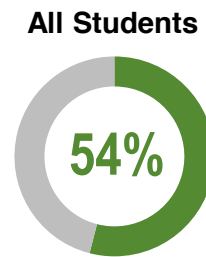
COMPLETE COLLEGE AMERICA

15 to Finish

Most students graduate late. It takes 15 credits per semester (or 30 credits a year) to graduate on-time, and data show that "easing in" with 12 credits doesn't work for most students. Students who take 15 credits every semester get better grades and are more likely to graduate.

Too few students start with the momentum needed to graduate on time.

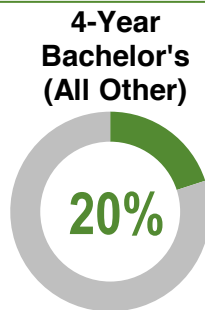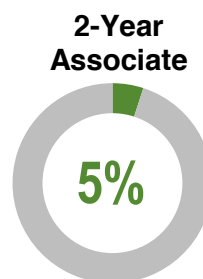### Students Completing 30 Credits Per Year
(*On-Time* Students)
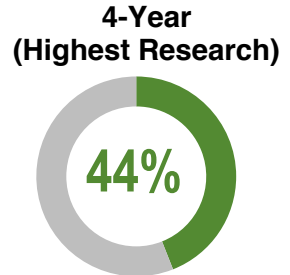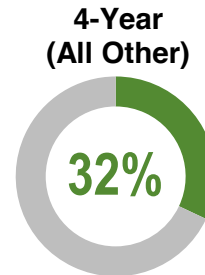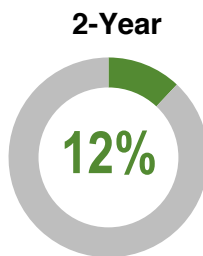
All Students	2-Year	4-Year (All Other)	4-Year (Highest Research)
26%	12%	32%	44%

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

All Students	2-Year	4-Year (All Other)	4-Year (Highest Research)
54%	35%	63%	81%

On-Time Graduation Rate

1- to 2-Year Certificate	2-Year Associate	4-Year Bachelor's (All Other)	4-Year Bachelor's (Highest Research)
12%	5%	20%	40%

(Fall 2010 Cohort)   *(Fall 2008 Cohort)*
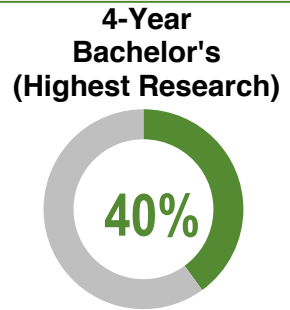
200% Graduation Rate for Part-Time Students

1-to 2-Year Certificate	2-Year Associate
15%	7%

(Fall 2010 Cohort)
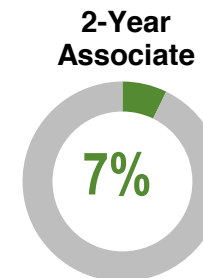
Even fewer minority students start out with momentum.
See the back page for more.
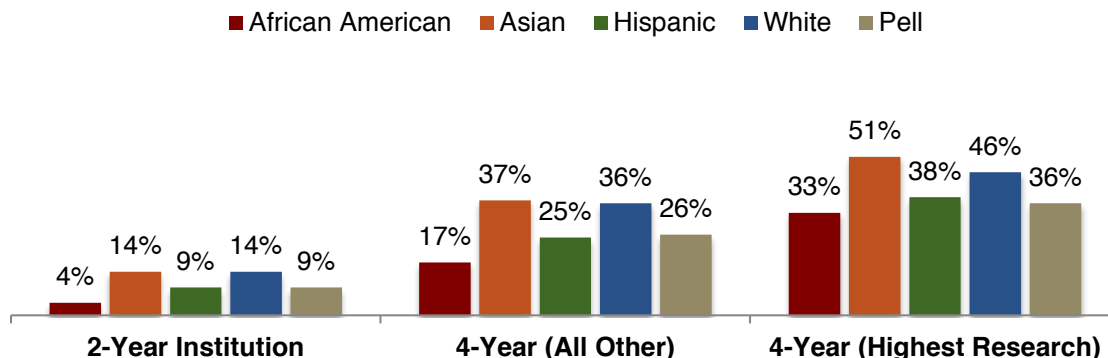
15 to Finish

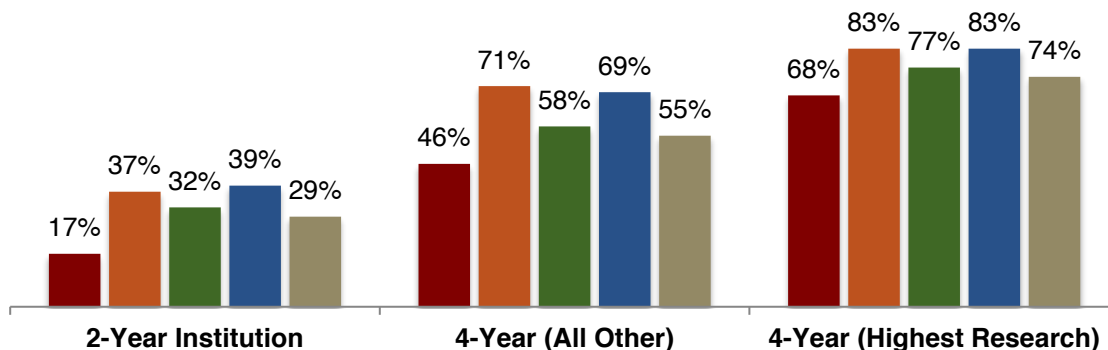## The National Picture
CCA Data Snapshot
(Data for first time full-time students who started in fall 2012 unless noted otherwise)

Most students from underrepresented populations are not on track for on-time completion.
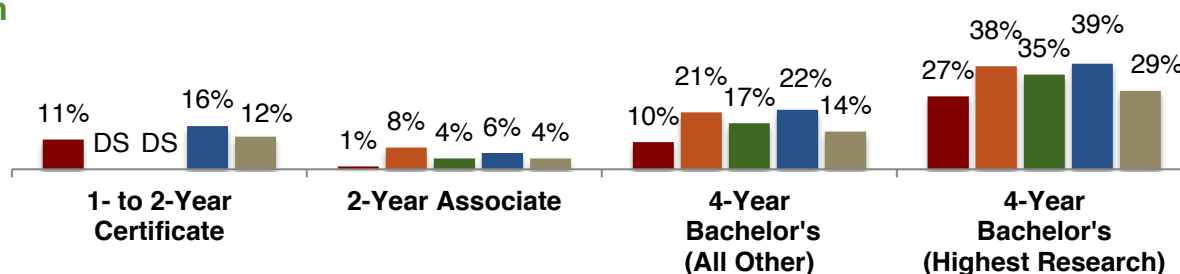
Legend: ■ African American ■ Asian ■ Hispanic ■ White ■ Pell

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

	African American	Asian	Hispanic	White	Pell
2-Year Institution	4%	14%	9%	14%	9%
4-Year (All Other)	17%	37%	25%	36%	26%
4-Year (Highest Research)	33%	51%	38%	46%	36%

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

	African American	Asian	Hispanic	White	Pell
2-Year Institution	17%	37%	32%	39%	29%
4-Year (All Other)	46%	71%	58%	69%	55%
4-Year (Highest Research)	68%	83%	77%	83%	74%

On-Time Graduation Rate

	African American	Asian	Hispanic	White	Pell
1- to 2-Year Certificate	11%	DS	DS	16%	12%
2-Year Associate	1%	8%	4%	6%	4%
4-Year Bachelor's (All Other)	10%	21%	17%	22%	14%
4-Year Bachelor's (Highest Research)	27%	38%	35%	39%	29%

### Want to graduate more students on time?

The **University of Hawai'i**, where 15 to Finish originated, launched an aggressive marketing campaign to inform students of the importance of taking 15 credits per semester or 30 credits per year. In just one year, the state saw double-digit increases in the percentage of students taking 15 credits.

At 4-year campuses, the percentage of students completing 15 credits jumped from 27% to 44%.
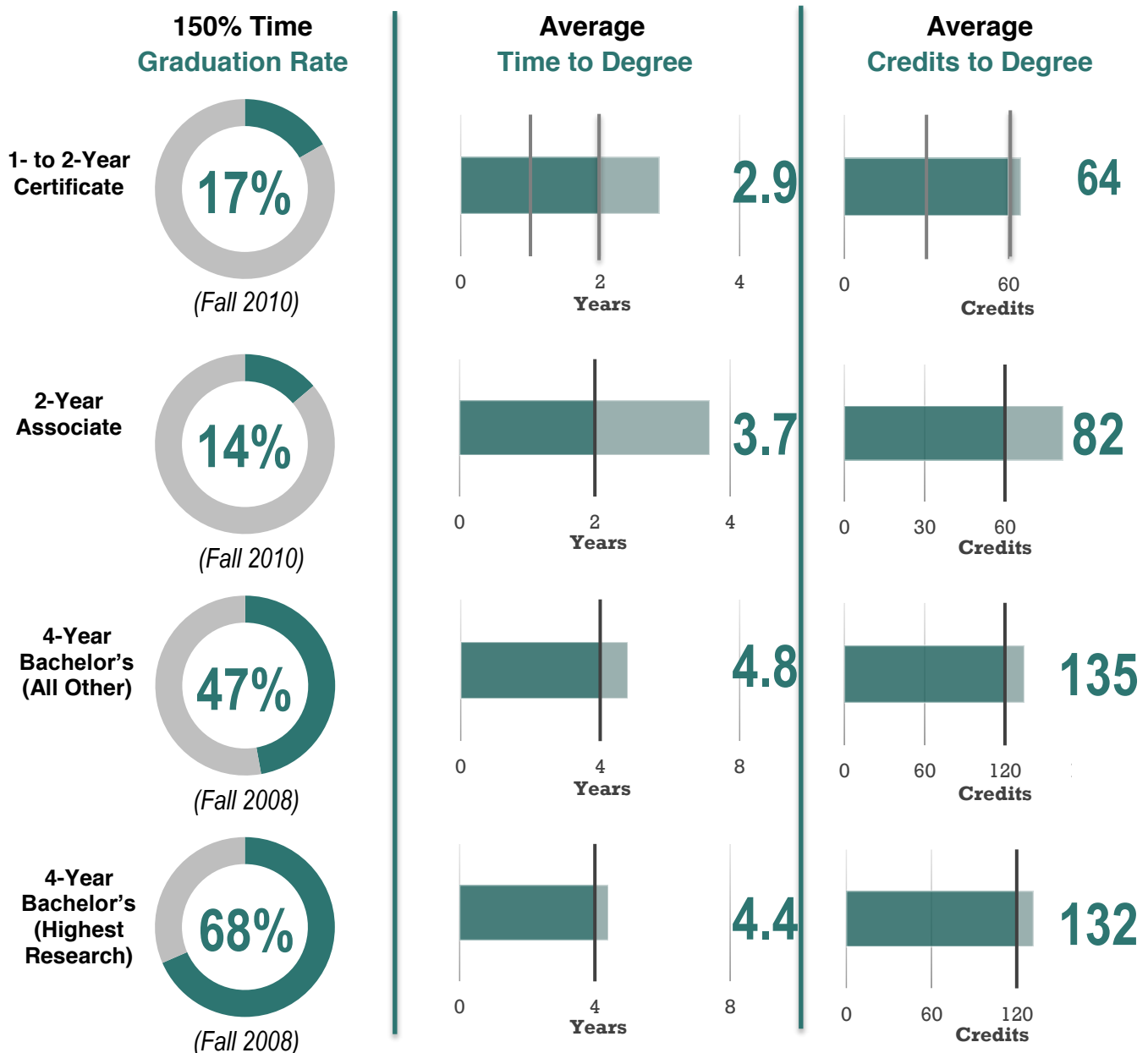
STUDENTS COMPLETING 15 CREDITS
■ 2011 ■ 2016

2011	2016
27%	44%

UNIVERSITY OF HAWAI'I 4-YEAR CAMPUSES
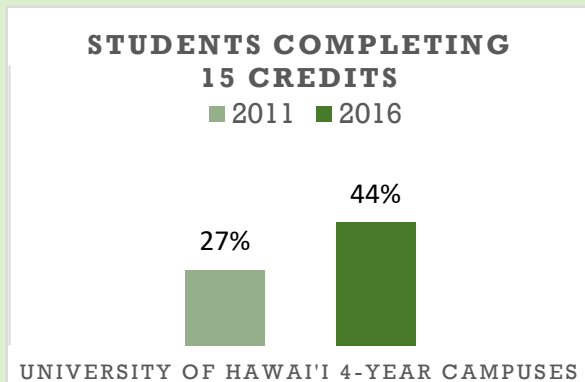
CCA Data Snapshot
(Time and Credit data for students who graduated in 2013-14 and began college going full-time)

The vast majority of American college students don't graduate, even when given extra time. For those who do, it takes longer than it should and results in excess credits – at a significant cost to students and their families. GPS puts students on highly-structured degree maps, monitors their progress, and boosts completion rates.

For most students, higher education takes too long, costs too much and graduates too few.

	150% Time Graduation Rate	Average Time to Degree	Average Credits to Degree
1- to 2-Year Certificate	**17%** *(Fall 2010)*	**2.9** Years	**64** Credits
2-Year Associate	**14%** *(Fall 2010)*	**3.7** Years	**82** Credits
4-Year Bachelor's (All Other)	**47%** *(Fall 2008)*	**4.8** Years	**135** Credits
4-Year Bachelor's (Highest Research)	**68%** *(Fall 2008)*	**4.4** Years	**132** Credits

Underrepresented populations don't need longer to complete, but fewer students ultimately make it to graduation day.
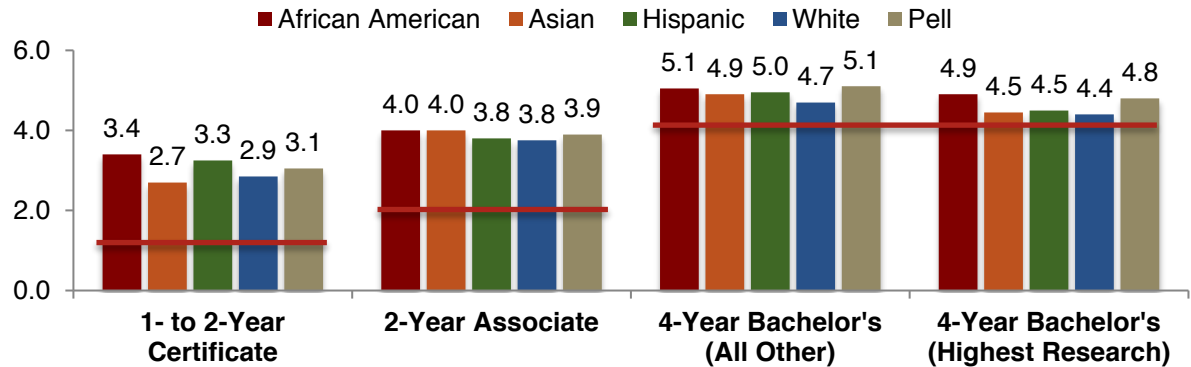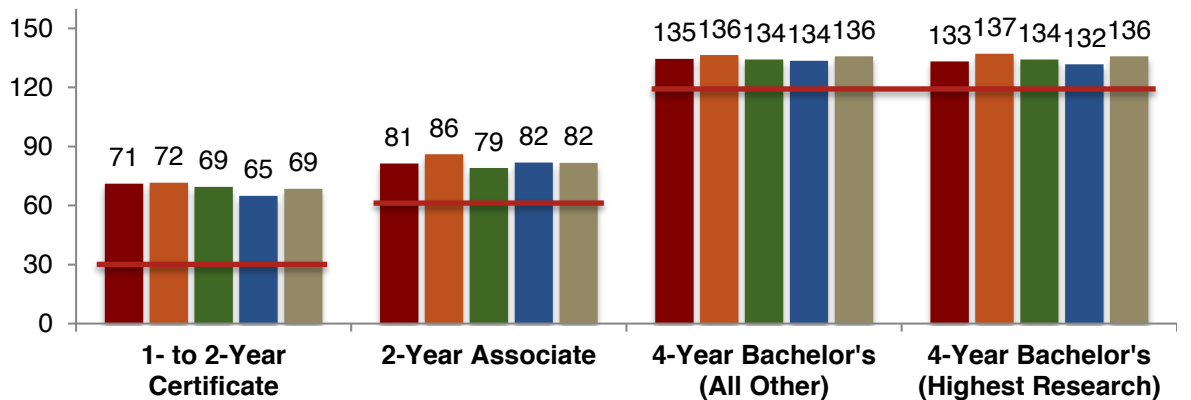See the back page for more.

Across all subgroups, college graduates take about the same amount of time to complete, but underrepresented populations graduate at lower rates.
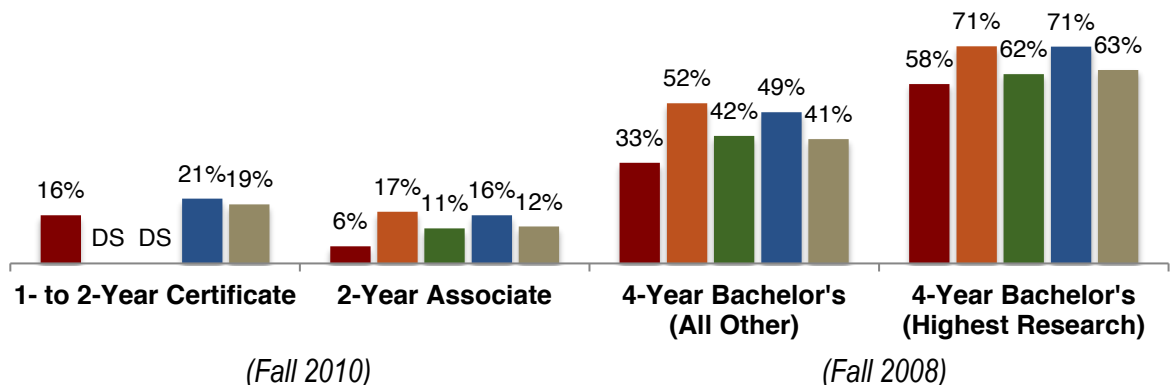
Average Time to Degree (in years)

Legend: ■ African American ■ Asian ■ Hispanic ■ White ■ Pell

	African American	Asian	Hispanic	White	Pell
1- to 2-Year Certificate	3.4	2.7	3.3	2.9	3.1
2-Year Associate	4.0	4.0	3.8	3.8	3.9
4-Year Bachelor's (All Other)	5.1	4.9	5.0	4.7	5.1
4-Year Bachelor's (Highest Research)	4.9	4.5	4.5	4.4	4.8

Average Credits to Degree

	African American	Asian	Hispanic	White	Pell
1- to 2-Year Certificate	71	72	69	65	69
2-Year Associate	81	86	79	82	82
4-Year Bachelor's (All Other)	135	136	134	134	136
4-Year Bachelor's (Highest Research)	133	137	134	132	136

150% Graduation Rate

	African American	Asian	Hispanic	White	Pell
1- to 2-Year Certificate	16%	DS	DS	21%	19%
2-Year Associate	6%	17%	11%	16%	12%
4-Year Bachelor's (All Other)	33%	52%	42%	49%	41%
4-Year Bachelor's (Highest Research)	58%	71%	62%	71%	63%

(Fall 2010)   *(Fall 2008)*

Want to graduate more students on time?

Georgia State University implemented degree maps and intrusive advising and as a result saw a 20 percentage-point increase in graduation rates. Perhaps even more notable, its achievement gap closed entirely, with African American, Hispanic, and Pell-eligible students graduating at greater rates than the overall student body.

Graduation Rate

2003	2013
31.5%	53.4%
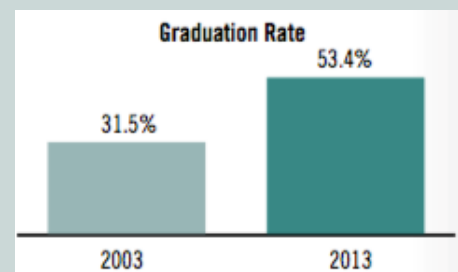
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