

2017 COMPLETE COLLEGE AMERICA ANNUAL CONVENING

ACCESS TO THE  
**AMERICAN  
DREAM**

NOVEMBER 29 - DECEMBER 1 | NEW ORLEANS, LOUISIANA

**MSI Pre-Convening**

**COMPLETE COLLEGE** AMERICA

**@CompleteCollege**

**#CCAMomentum**

**#CCADream17**



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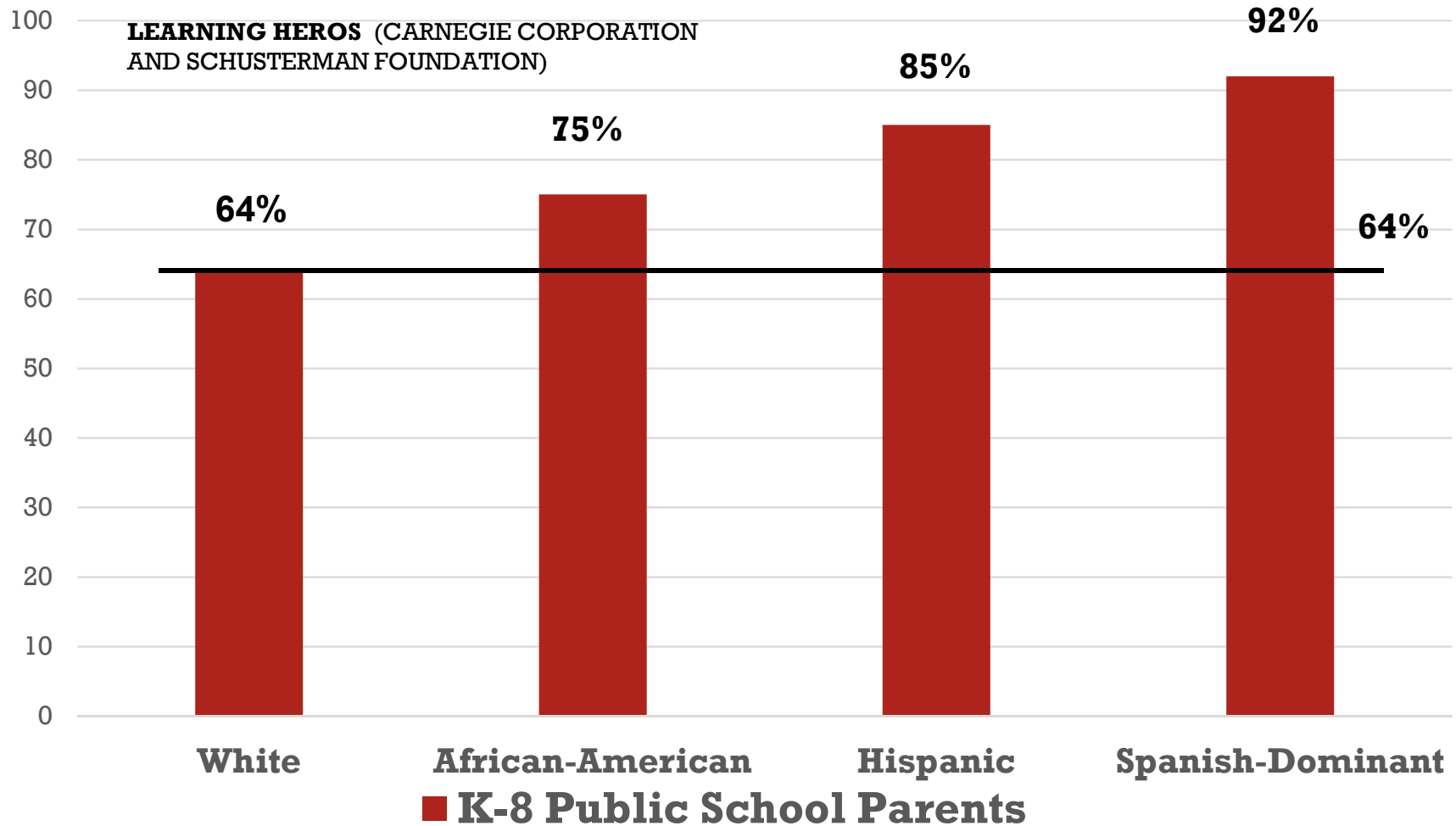
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# 2017 POLL: IMPORTANCE OF A CHILD GOING TO COLLEGE





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**MSI Pre-Convening  
Momentum Pathways for Minority-  
Serving Institutions**

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# COMPLETE COLLEGE AMERICA

## Momentum Pathways for Minority-Serving Institutions

**Dhanfu E. Elston, Ph.D. (*dah-nee-foo*), Vice President**  
**Bruce Vandal, Ph.D., Senior Vice President**



**@BruceatCCA @DrElston @CompleteCollege**  
**#CCADream17 #CCAMomentum**





**SPEED NETWORKING**

# SPEED NETWORKING

- Brief Introduction (*Name, Institution, Role/Responsibility*)
- The greatest value of minority-serving institutions is ...
- The completion strategy that I am most interested in exploring more is ...

# **FOUNDING MISSION**

**Working at scale  
to significantly increase the number  
of graduates with quality certificates  
or college degrees and to  
close attainment gaps for traditionally  
underrepresented populations.**

# Our Approach

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



# **COMPLETE COLLEGE** AMERICA

## **Philanthropic Partners**

Bill and Melinda Gates Foundation

Lumina Foundation

Carnegie Corporation of New York

Dell Family Foundation

Kresge Foundation

Strada Education Network (USA Funds)

Houston Endowment

# Our Network of Strategic Partners



*Advancing Global Higher Education*



**NACADA**

THE GLOBAL COMMUNITY  
FOR ACADEMIC ADVISING

**NCDA**

National Career  
Development  
Association



Pathways



Dana Center  
**Mathematics**  
PATHWAYS



**NASPA**

Student Affairs Administrators  
in Higher Education

**CCRC**

COMMUNITY COLLEGE  
RESEARCH CENTER



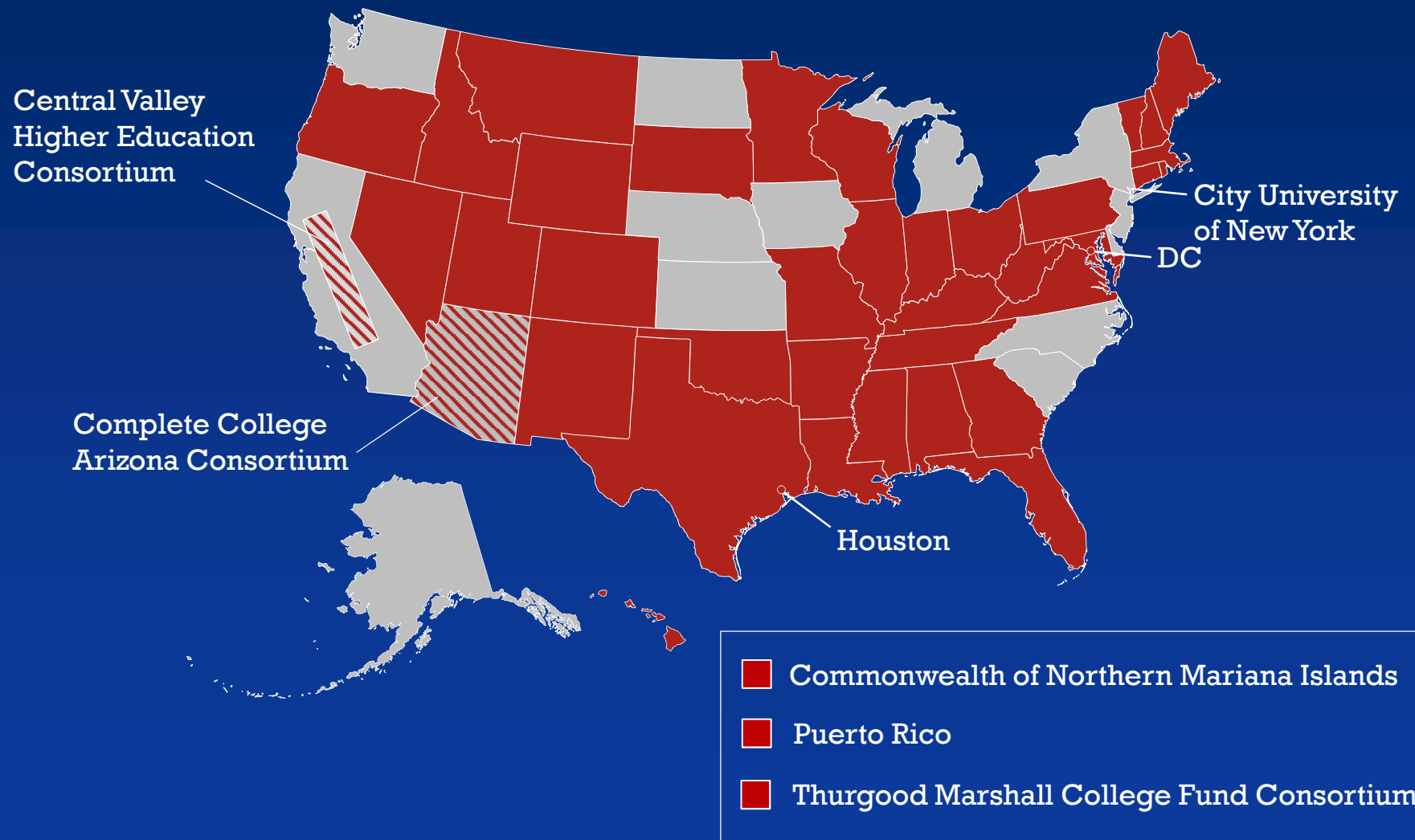
**SHEEO**

STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

COMPLETE COLLEGE AMERICA

# The Alliance

# 44



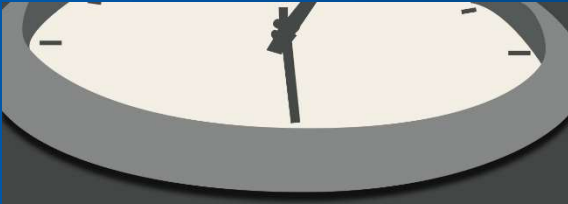


# The Complete College America Alliance

<u>State</u>	<u>Year</u>	<u>State</u>	<u>Year</u>
Arkansas	2010	Colorado	2011
Connecticut	2010	Kentucky	2011
Florida	2010	Maine	2011
Georgia	2010	Mississippi	2011
Idaho	2010	Missouri	2011
Indiana	2010	New Mexico	2011
Louisiana	2010	District of Columbia	2012
Maryland	2010	Wisconsin	2012
Massachusetts	2010	Wyoming	2012
Minnesota	2010	Montana	2013
Nevada	2010	Commonwealth of the Northern Mariana Islands	2014
Oklahoma	2010	California	2015
Oregon	2010	New Hampshire	2015
Pennsylvania	2010	Puerto Rico	2015
South Dakota	2010	Virginia	2015
Tennessee	2010	Houston	2016
Texas	2010	Thurgood Marshall	2016
Utah	2010	CUNY	2017
		Arizona	2017
		Alabama	2017








# TIME is the ENEMY

The surprising truth about why today's college students **aren't** graduating ... AND WHAT NEEDS TO CHANGE

COMPLETE COLLEGE AMERICA



# REMEDIATION


## Higher Education's Bridge to Nowhere

Remediation is a broken system. There's a better way — start many more students in college courses with just-in-time support.

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# The Game Changers

Are states implementing the best reforms to get more college graduates?




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COMPLETE COLLEGE AMERICA

## Corequisite Remediation: Spanning the Completion Divide

Breakthrough Results Fulfilling The Promise  
of College Access for Underprepared Students



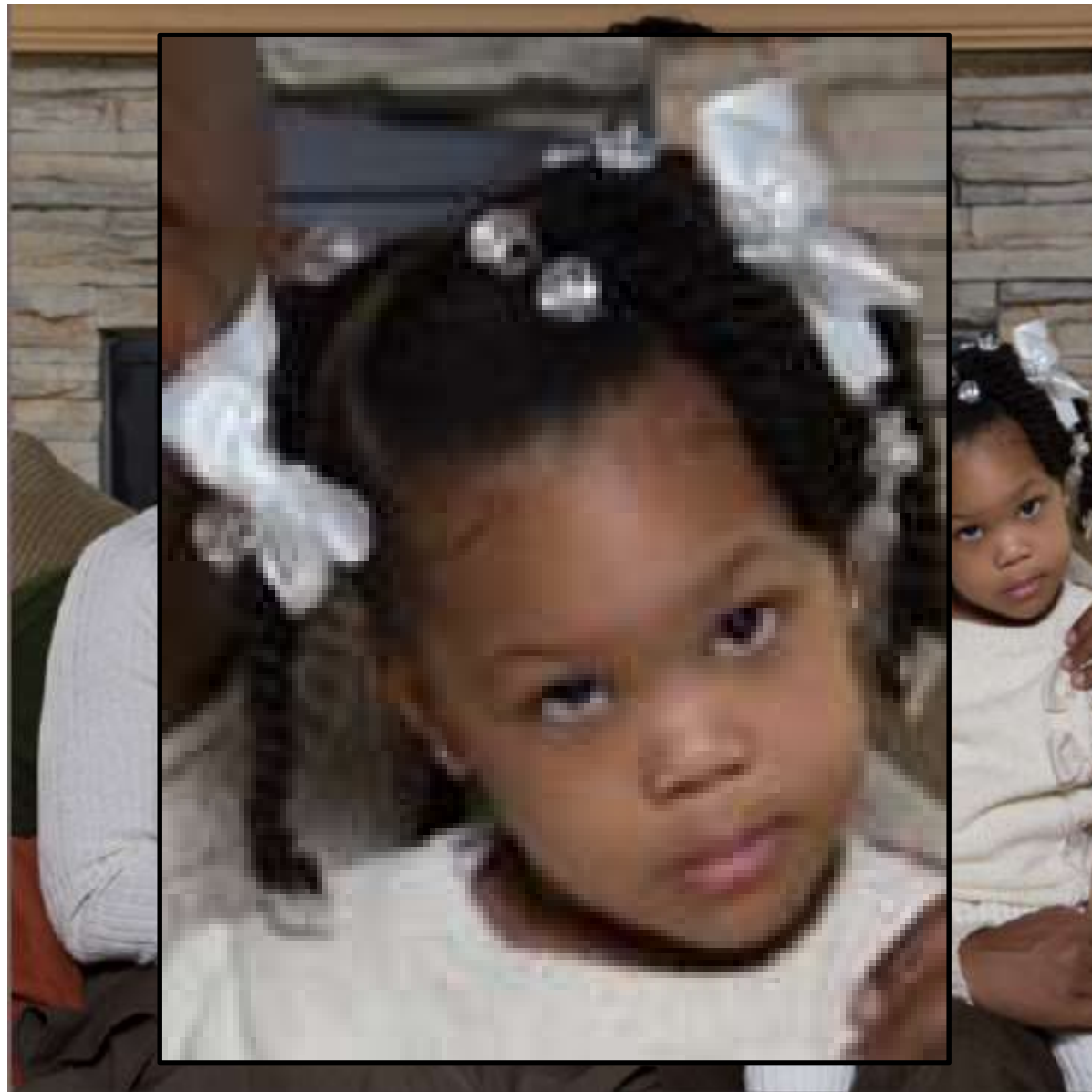
# Four-Year MYTH







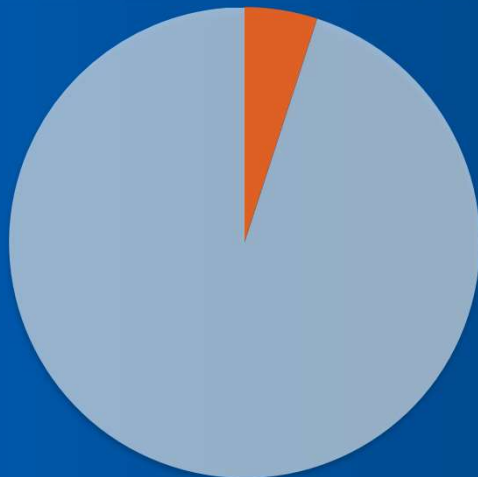




# On-Time Graduation Rates

(Full-Time Students)

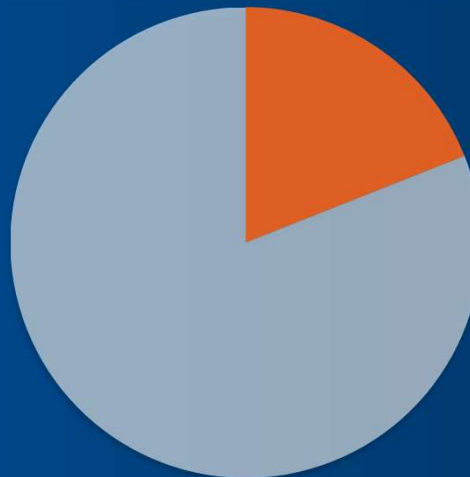
2-Year  
Associate



**5%**

ON TIME

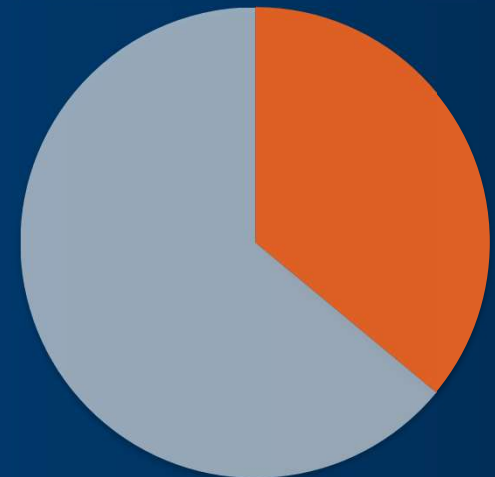
4-Year  
Bachelor's  
(non-flagship)



**19%**

ON TIME

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



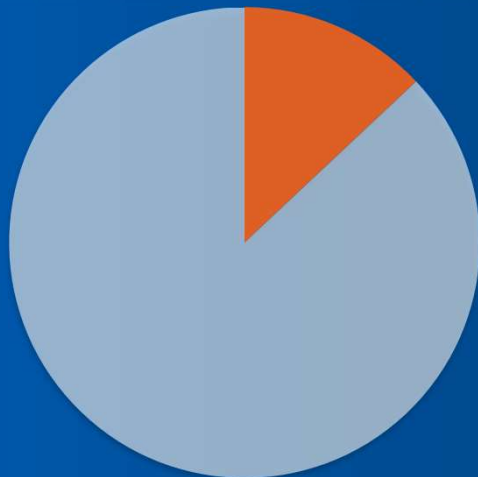
**36%**

ON TIME

# 150% Graduation Rates

(Full-Time Students)

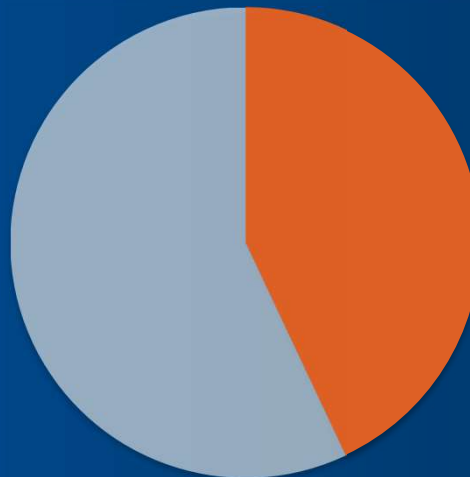
2-Year  
Associate



**13%**

IN 3 YEARS

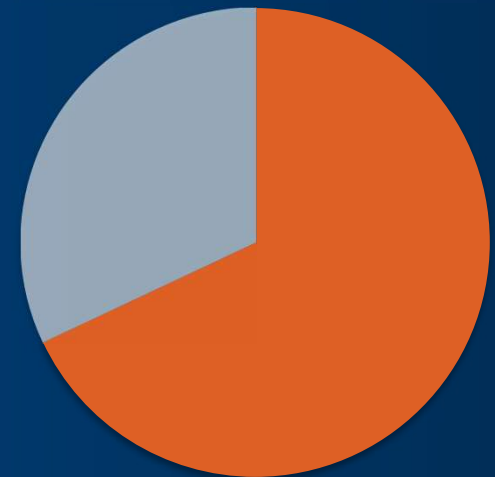
4-Year  
Bachelor's  
(non-flagship)



**43%**

IN 6 YEARS

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



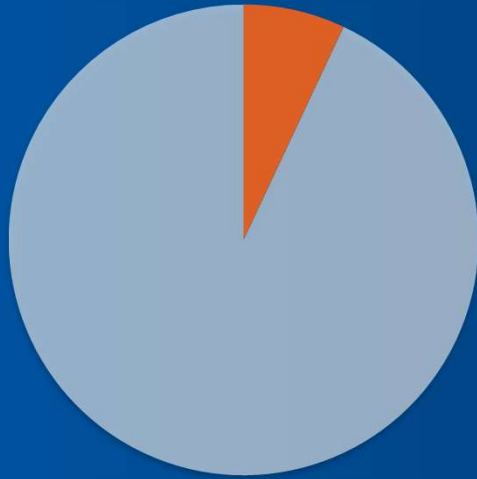
**68%**

IN 6 YEARS

# 200% Graduation Rate

(Part-Time Students)

2-Year  
Associate



7%

IN 4 YEARS

# 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

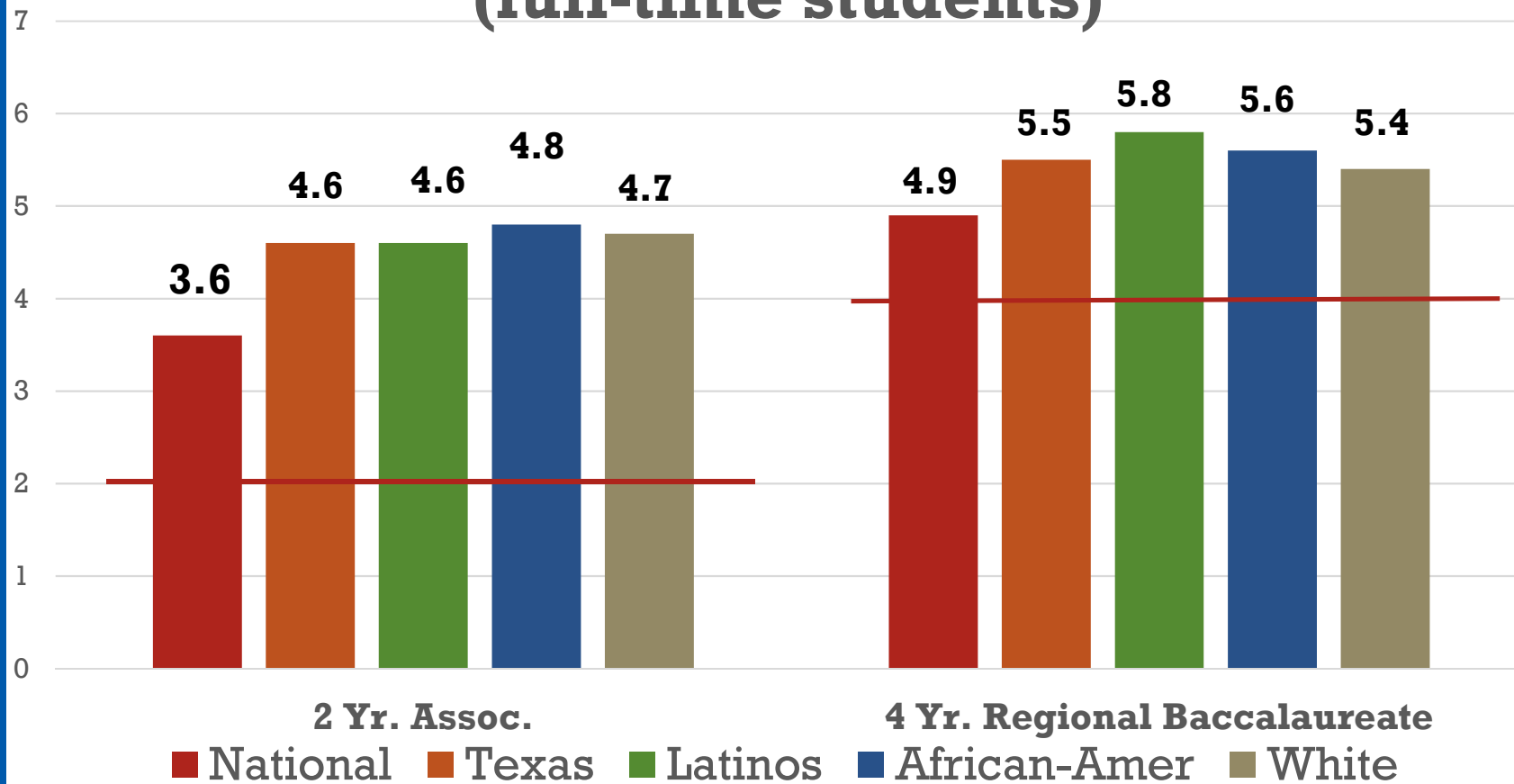


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120 Credits  
Standard



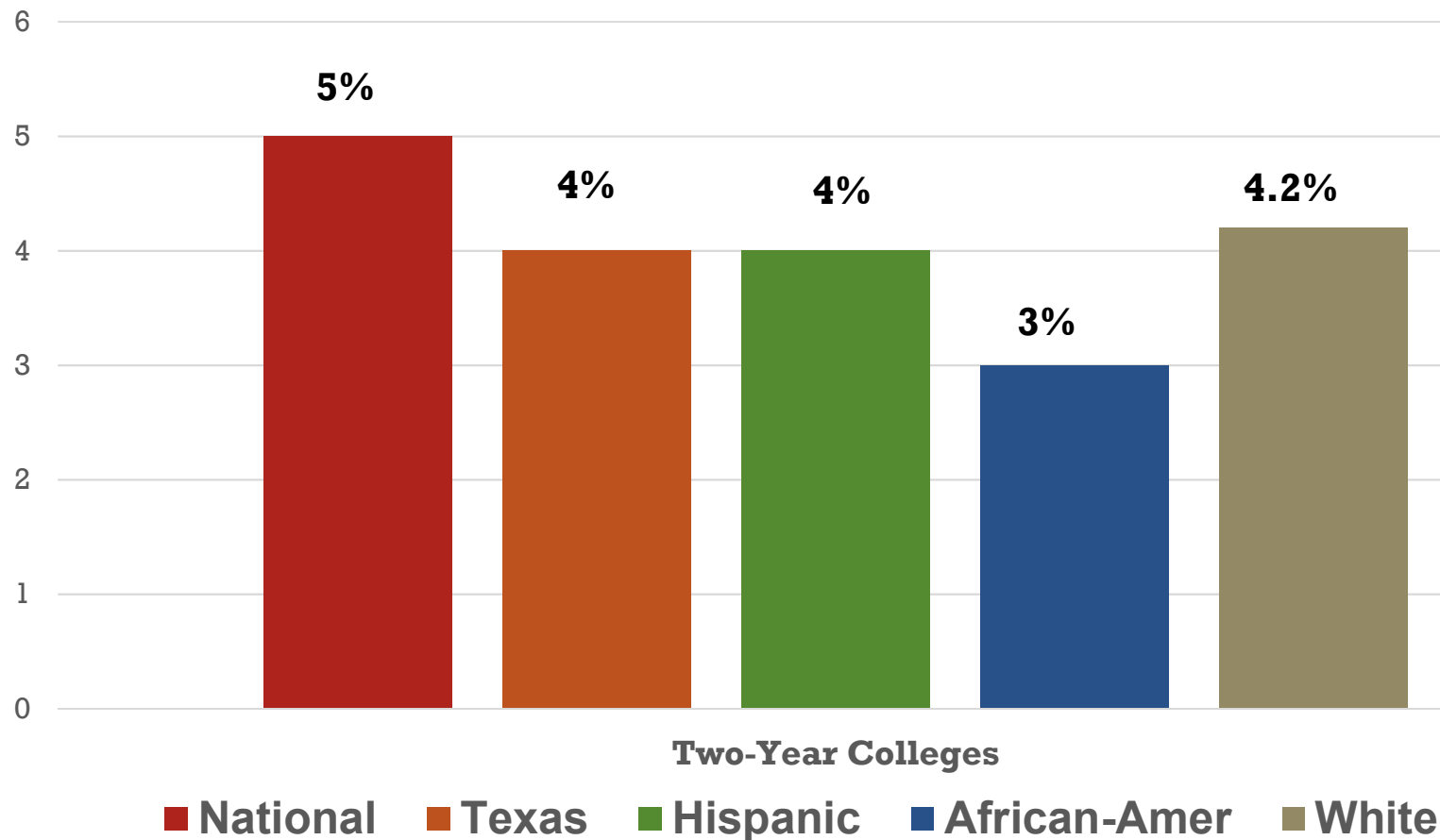
## Time to Degree: Texas (full-time students)



Source: CCA Data Collection, 2012-2013 cohort

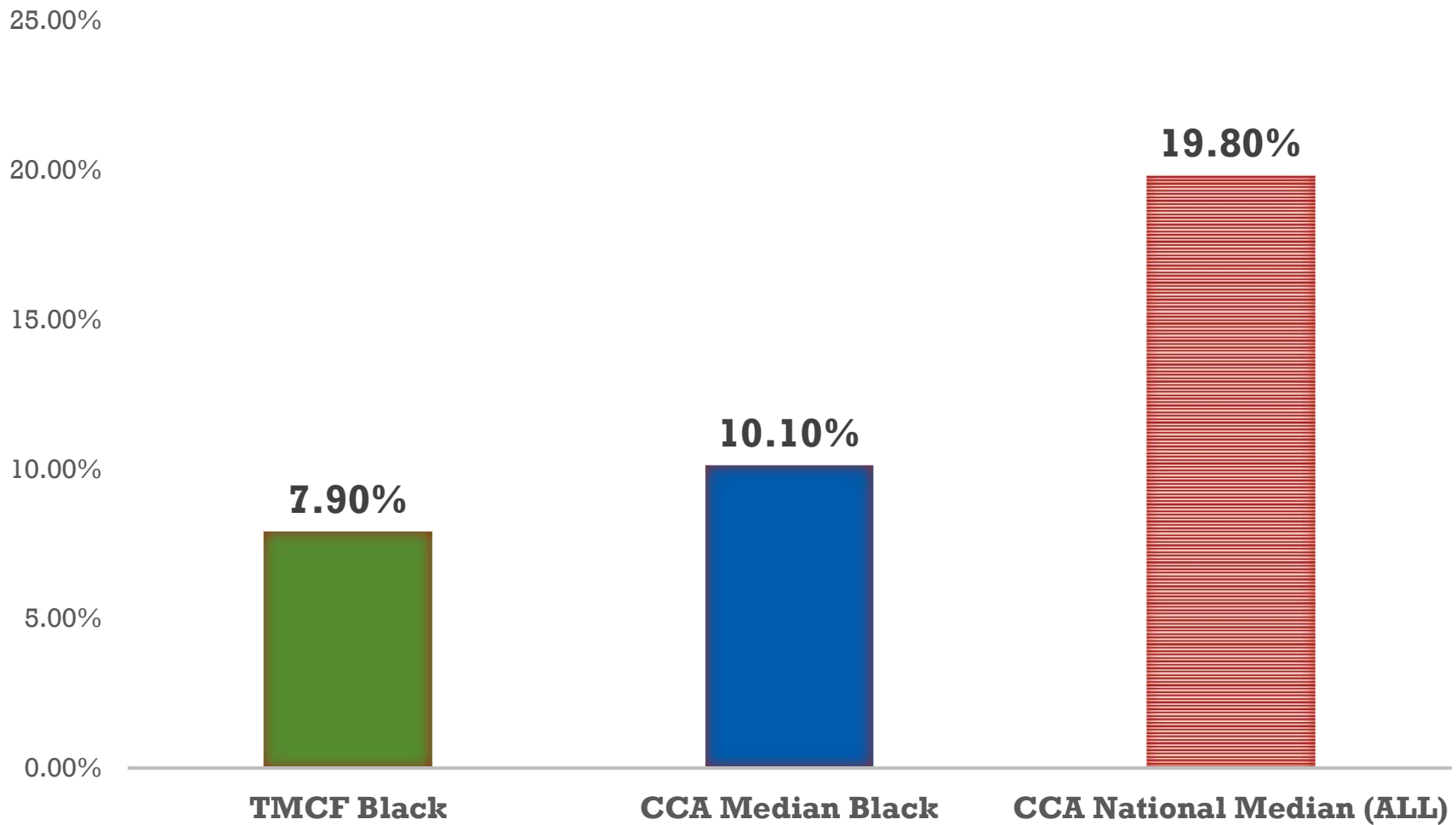
# On-Time Graduation Rates: Texas

On-Time Graduation Rates at Two-Year Texas Colleges

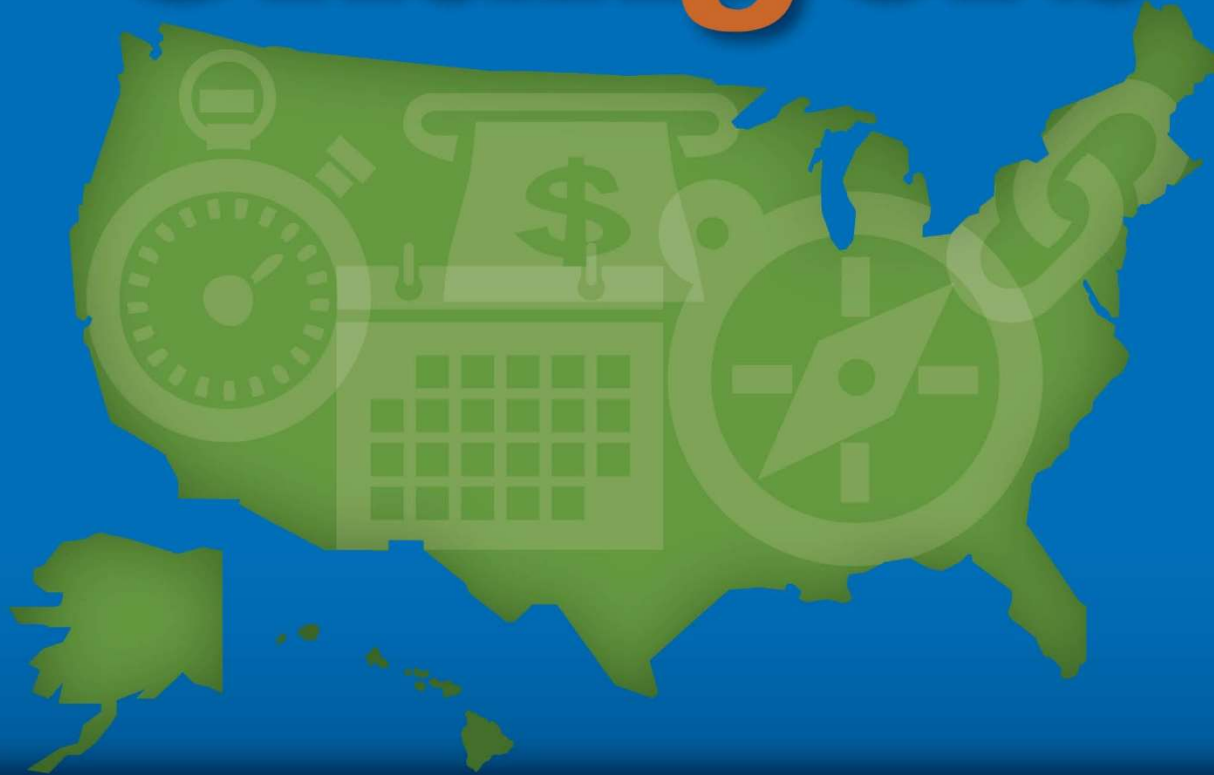


# On-Time Graduation Rates

## \*\*\* Sample Public HBCUs \*\*\*



# The Game Changers



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# CCA Scaling Standards

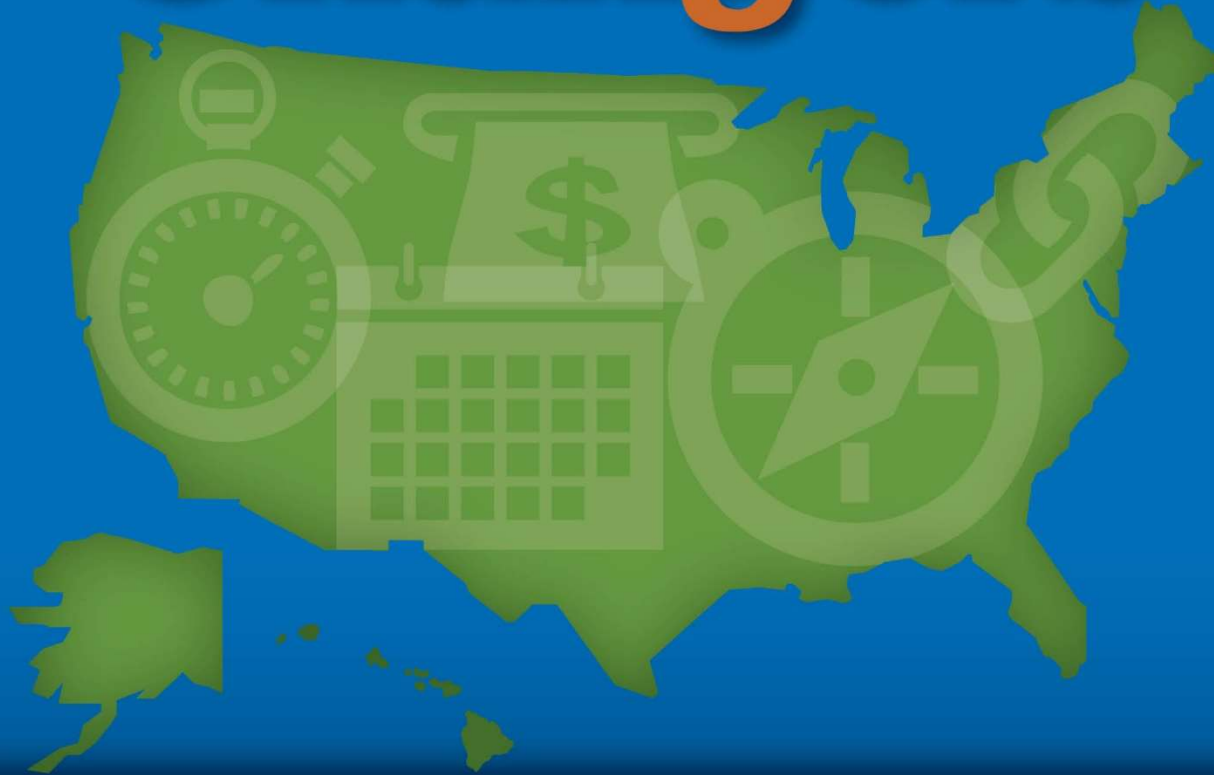




**MOMENTUM**  
**COMPLETE COLLEGE AMERICA**



# The Game Changers



**COMPLETE COLLEGE** AMERICA



**1. #15ToFinish**



**2. GPS Direct**



**3. Corequisite Support**



**4. Math Pathways**



**5. Returning Adult Strategy**

# The BIG Issues



- Uninformed major decisions
- Taking too much time



- Inability to access required courses
- Difficulty with registration



- Excess credits
- Not enough guardrails to prevent poor choices



- Spending too much money
- Not graduating

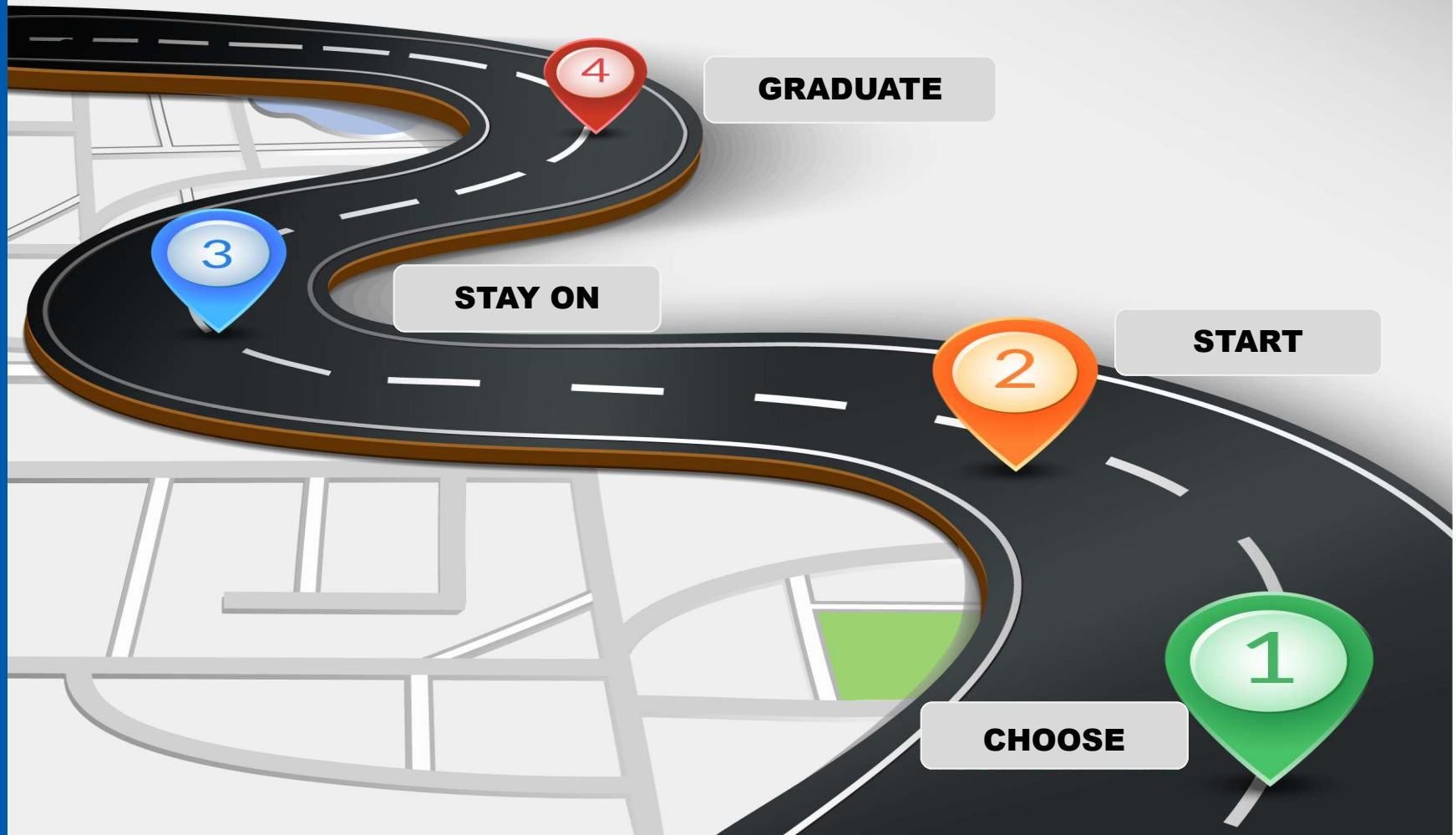
GPS Direct

#GPSDirect



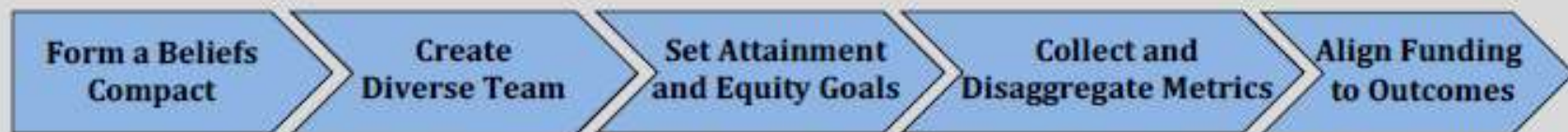


# GPS Direct



# COMPLETE COLLEGE AMERICA MOMENTUM PATHWAY

## Establish the Conditions for Change



## Restructure Systems to Improve Outcomes and Narrow Gaps



## Deploy Targeted Interventions to Permanently Close Gaps



**DO  
THIS**

## GPS Direct/Momentum: Essential Components



1. Purpose First: Informed Choice & Meta-Majors



2. Momentum Degree Maps w/ Critical Path Courses & Aligned Math



3. Default “One-Click” Registration



4. Proactive Advising

# How Are Students Choosing Majors?

## **#PurposeFirst**





**36%** would choose a  
different major



**Assist students in identifying a sense of career purpose prior to making their “BIG” major decision**

# Choose Your Path

## Houston Community College

### Online Career Assessment



- Gain self-knowledge
- Understand skills, values, and interests

### Career Information Session



- Learn to use assessment results
- Identify additional career exploration tools

### Area of Study Advising



- Align primary academic goals with career interests
- Enter an Area of Study pathway

### Career Exploration



- First semester
- Experiential learning in EDUC 1301
- Work with Career Planning & Resource Specialist
- Learn from program faculty mentors

### Academic Map & Career Plan



- First semester with primary advisor
- Select an academic map/ degree plan
- Develop educational and career plan

### Navigate Pathway



- Work collaboratively with primary advisor
- Maintain progress toward completion
- Adjust as needed

**Active Engagement!**



# Default Degree 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

# STUDENT MOMENTUM



In the first year of enrollment students who...

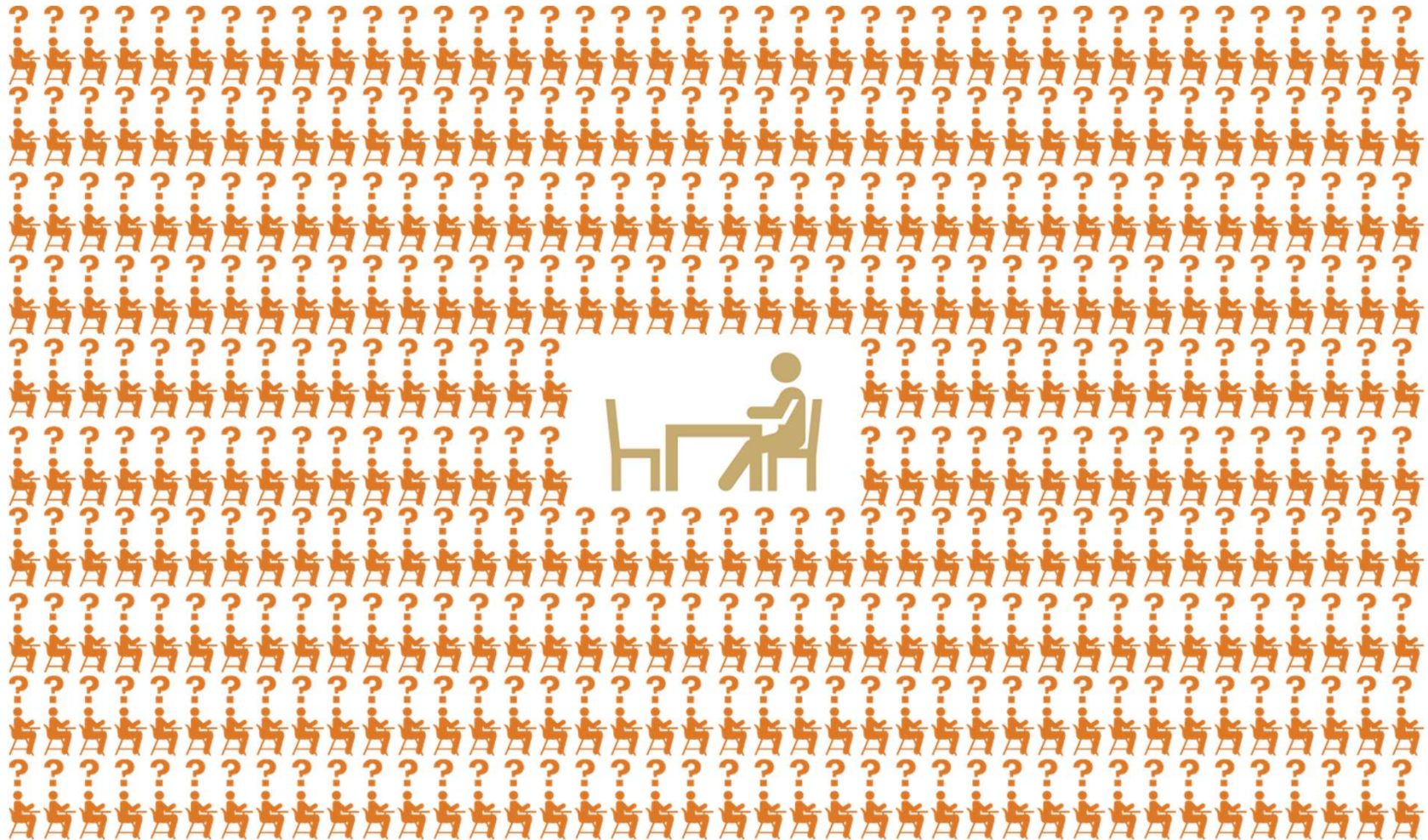
- Enter a Program of Study
- Complete Math and English Gateway Courses
- Complete 9 Program Credits
- Earn 30 Credits

...are far more likely to graduate.



**Why  
GPS?**

1 counselor : 400 students











**NACADA**

THE GLOBAL COMMUNITY  
FOR ACADEMIC ADVISING

**ADVISING IS  
TEACHING**



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**SEAL**  
of Approval  
**2017**

# Technology Seal of Approval

## ■ Year #1 – 2016

- Default students onto their chosen degree map
- Easy integration of the registration process and software
- Mechanisms for ongoing monitoring and reporting for when students get off track.

## ■ Year #2 - 2017

- Proactive Advising
- Informed Choice of Major

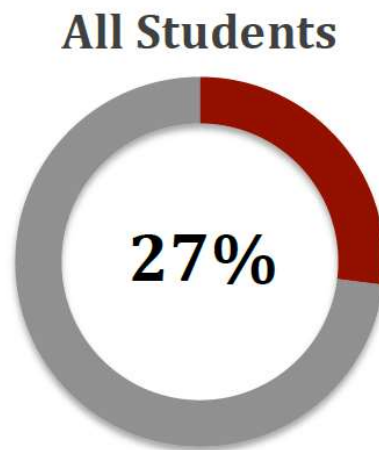
15 to Finish

#15ToFinish

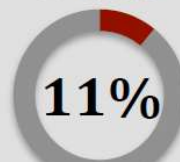


**Half of American college students need just one more course per semester to be on track for on-time graduation.**

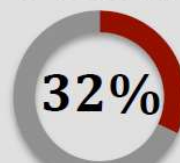
Percent of Students  
Completing 30 Credits Per Year  
(*On-Time* Students)



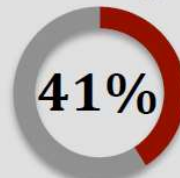
2-Year



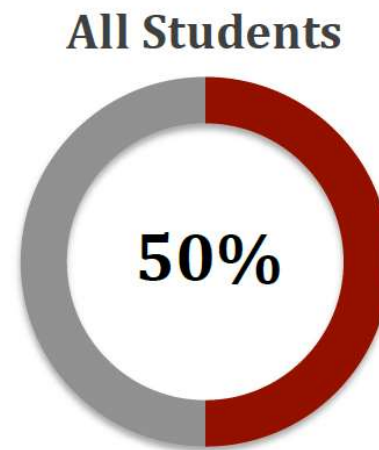
4-Year NF



4-Year Flagship



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



2-Year



4-Year NF



4-Year Flagship



15<sup>to</sup>   
FINISH



2+2

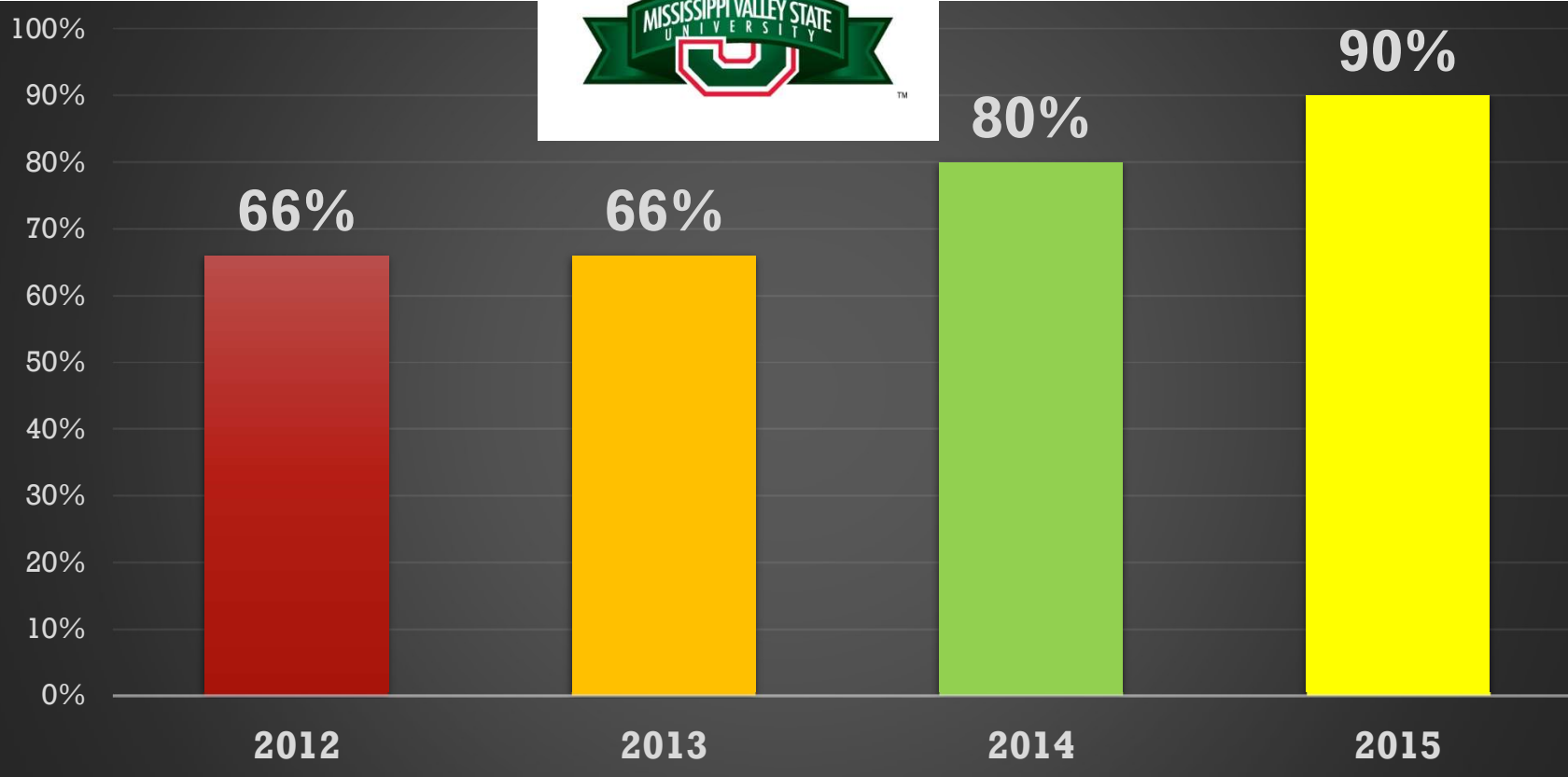
THINK

Finish  
in 4

EDUCATE • INNOVATE



# **% First-Time, Full-Time Students Enrolled in 15+ Credit Hours (1<sup>st</sup> semester)**



Math Pathways

**#MathPathways**



# Math Is Aligned to Majors

## Meta-Major

## Gateway Math

Humanities  
Arts

**Quantitative Reasoning**

Social Sciences  
Health Sciences  
Business

**Statistics/Modeling**

Technical Certificate  
Programs

**Technical Math**

Engineering  
Hard Sciences

**College Algebra/Pre-Calc/  
Calculus**

Students have  
**quantitative skills**  
that are

✓ **Relevant to  
their Career**

✓ **Necessary in a  
Data-Driven  
Society**

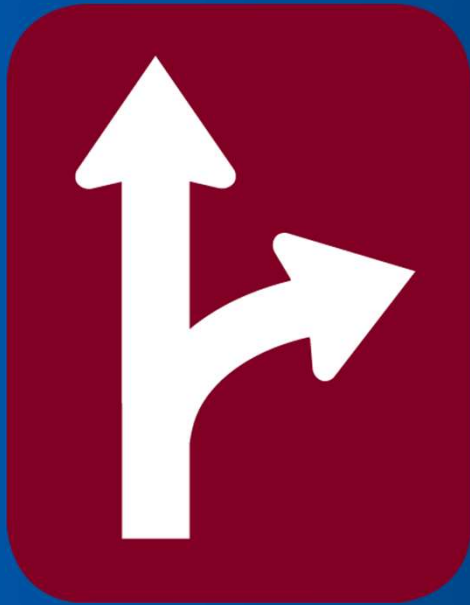
# Corequisite Support

## #CoreqWorks



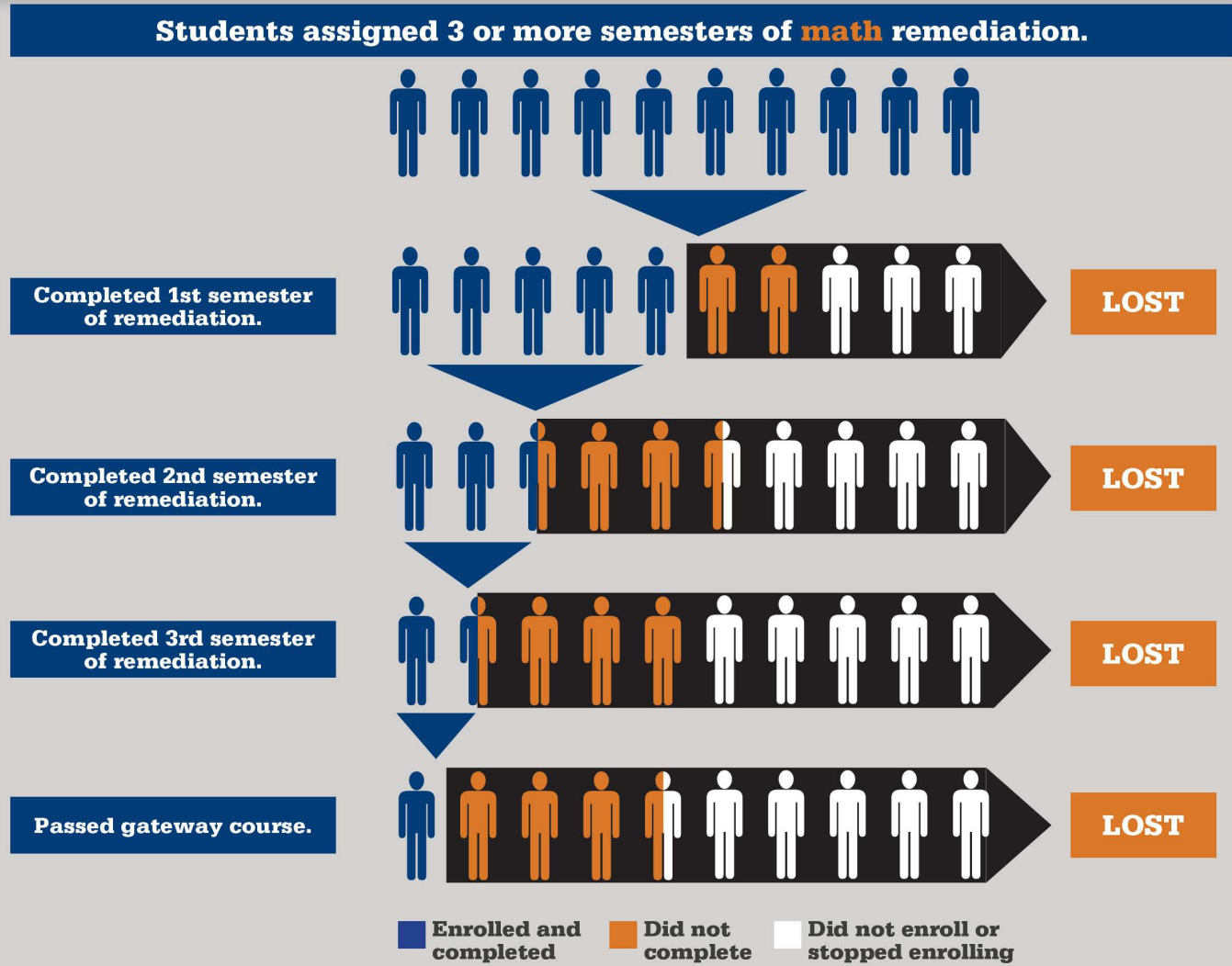
# Remediation

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**Student attrition is at  
the heart of the  
matter...**

# Remediation: The effect of attrition.

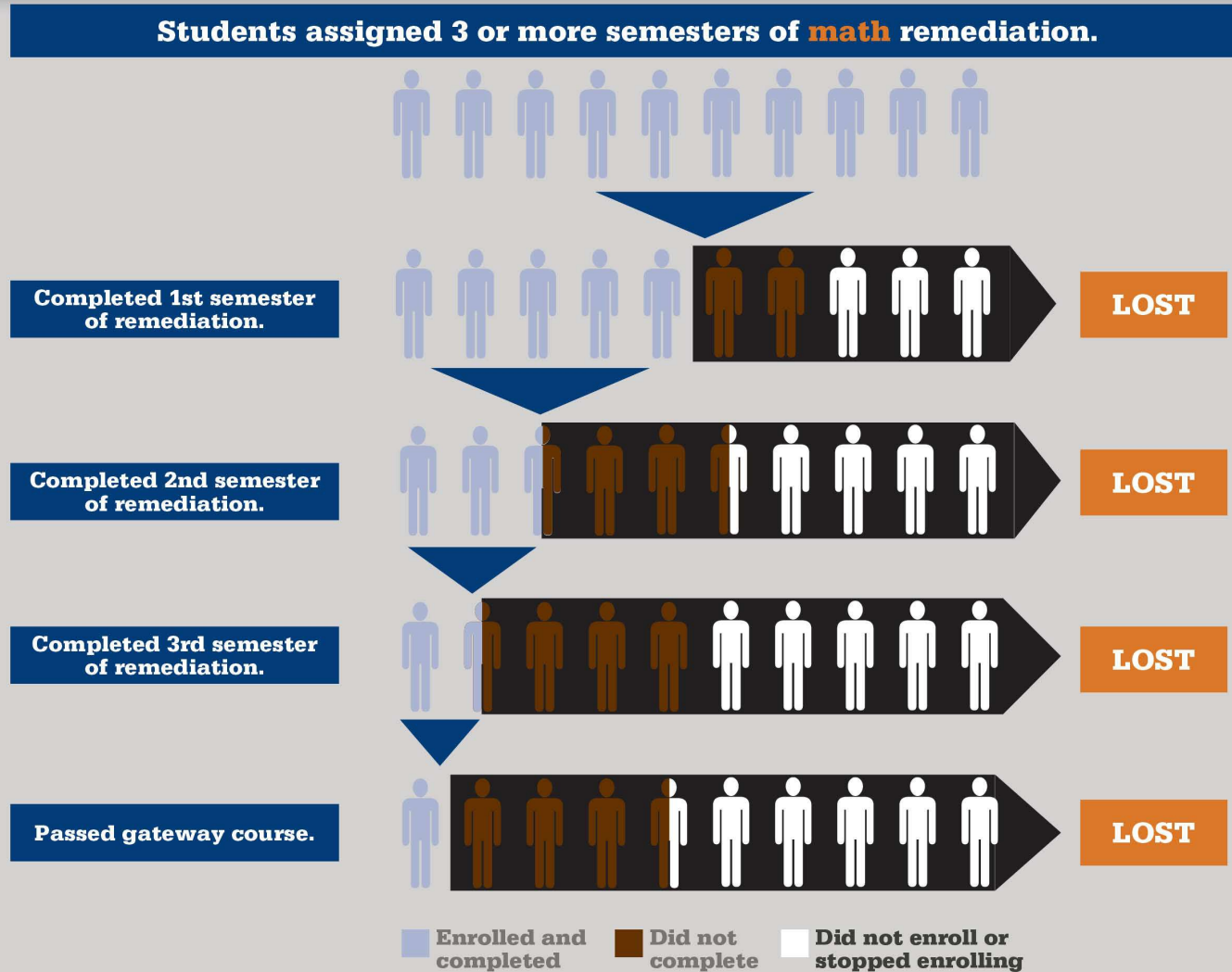


## KNOW THIS

**The remediation system is broken. More students quit than fail.**

Source: Hughes, K., Edgecombe, N., & Snell, M. (2011). "Developmental Education: Why and How We Must Reform It." New York: Columbia University, Teachers College, Community College Research Center. Presentation given at the 2011 League for Innovation in the Community College Annual Conference.

## Remediation: The effect of attrition.

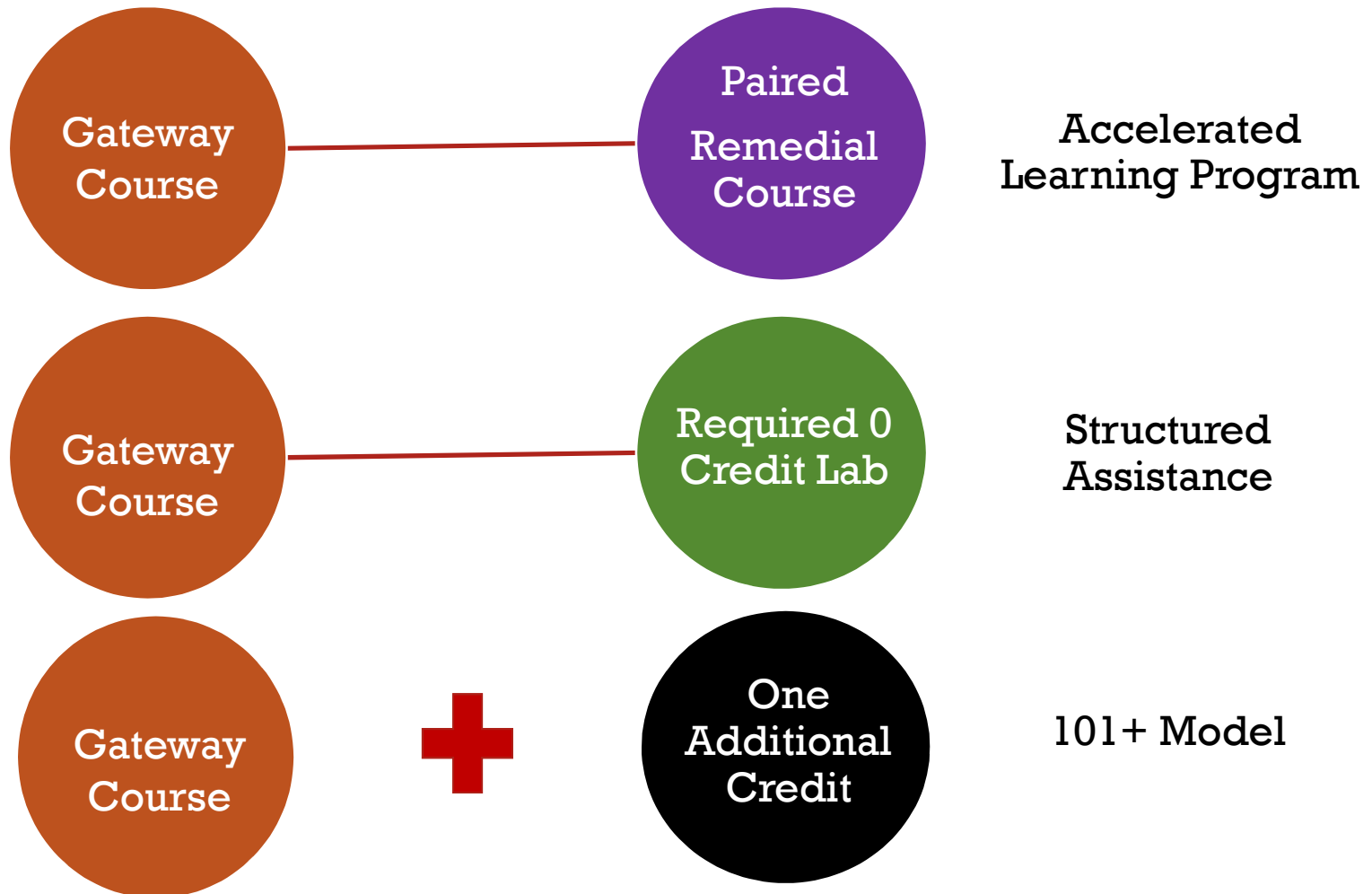


### KNOW THIS

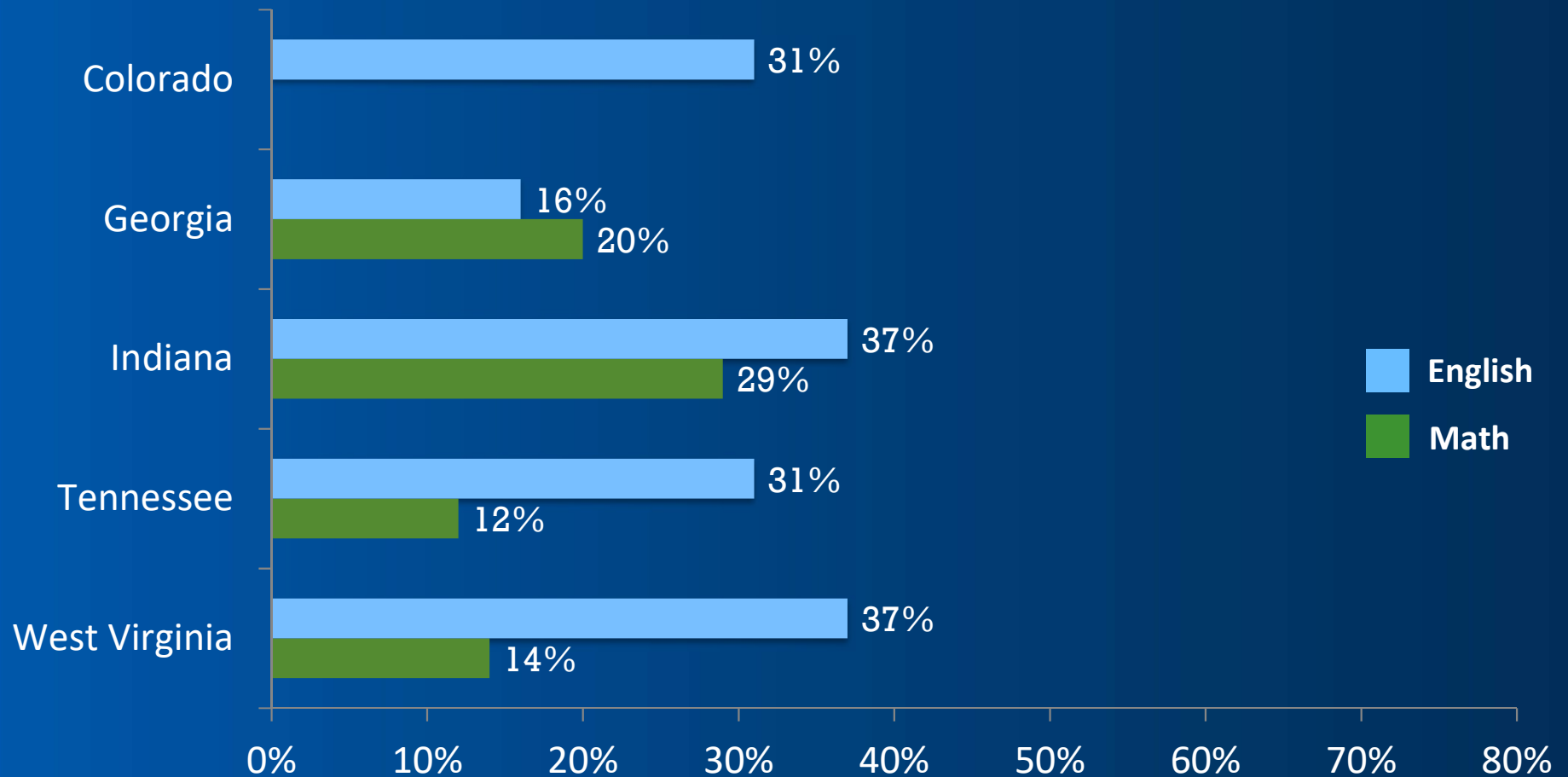
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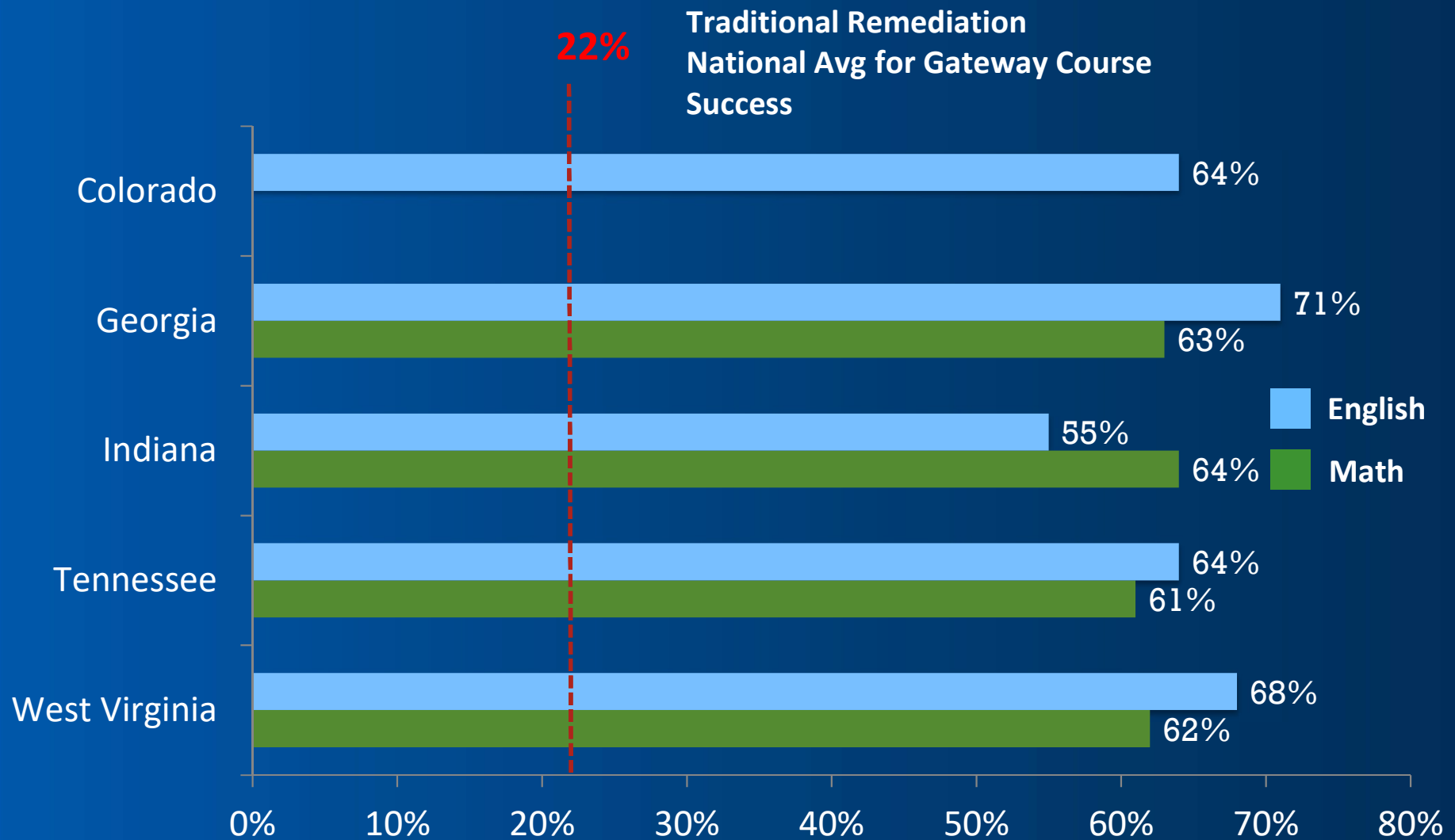
# Multiple Corequisite Models



# Traditional Remediation Results



# One Semester Scaled Results



# Why Math Pathways and Corequisite Support Matters to Momentum Pathway

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## Math Pathways:

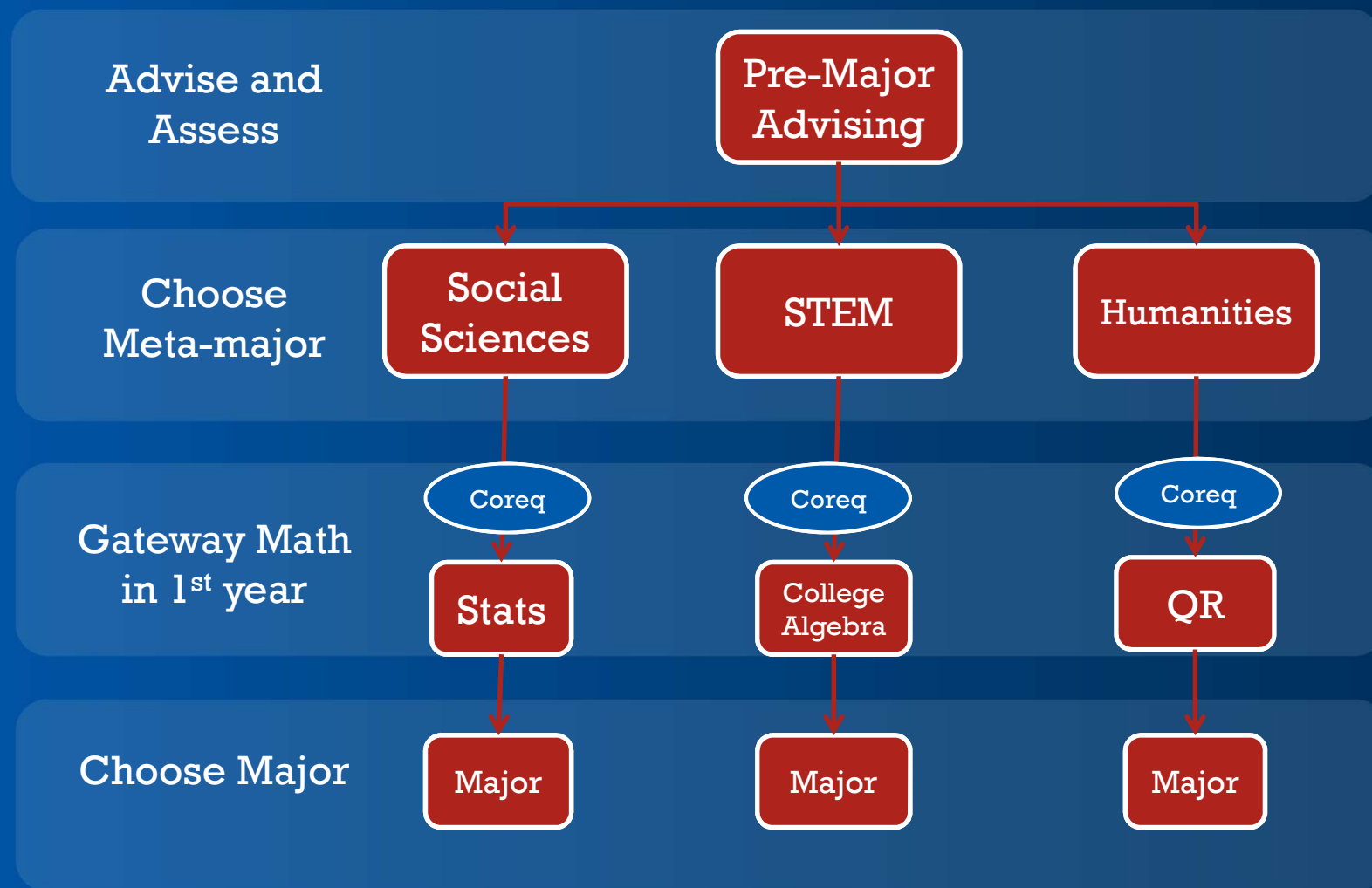
- Students can enroll in gateway math courses aligned to their program of study
- College Algebra can be a clear path to a STEM degree
- Ensure transfer of courses to all colleges

## Corequisite Support:

- Ensure all students can complete gateway math and English in their first year.
- All students can start on a Momentum Pathway on Day One



# A Model Pathway



# Returning Adults

# 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.**



## **The Bottom Line:**

The country doesn't meet attainment goals  
without better attracting and serving non-  
traditional students

## **The Challenge:**

Crafting a workable, efficient path to graduation

# Game Changer for Returning Adults



**Redesigned Schedule**



**Dedicated Coach**







**Credit for Competency**



**Proactive Reengagement**

# Baltimore City Community College

Monday	Tuesday	Wednesday	Thursday	Friday
<b>MORNING BLOCK</b>				
8:00AM – 8:50AM MUS 103 - #8765	<b>Structured Learning Activities</b> 	8:00AM – 8:50AM MUS 103 - #8765	<b>Structured Learning Activities</b> 	8:00AM – 8:50AM MUS 103 - #8765
9:00AM – 9:50AM MAT107 - #8766		9:00AM – 9:50AM MAT107 - #8766		9:00AM – 9:50AM MAT107 - #8766
10:00AM – 10:50AM SP 101 - #8767		10:00AM – 10:50AM SP 101 - #8767		10:00AM – 10:50AM SP 101 - #8767
11:00 AM – 11:50AM ENG101 - #8768	11:00 AM – 12:10PM RENG 92 - #8769	11:00 AM – 11:50AM ENG101 - #8768	11:00 AM – 12:10PM RENG 92 - #8769	11:00 AM – 11:50AM ENG101 - #8768
12:00PM – 12:50PM <b>COLLEGE FREE HOUR</b>		12:00PM – 12:50PM <b>COLLEGE FREE HOUR</b>		12:00PM – 12:50PM <b>COLLEGE FREE HOUR</b>

<b>AFTERNOON BLOCK</b>				
1:00PM – 1:50PM ART 106 - #8771	1:00 AM – 2:10PM MAT 92 -	1:00PM – 1:50PM ART 106 - #8771	1:00 AM – 2:10PM MAT 92 -	1:00PM – 1:50PM ART 106 - #8771
2:00PM – 2:50PM SP 101 - #8772		2:00PM – 2:50PM SP 101 - #8772		2:00PM – 2:50PM SP 101 - #8772
3:00 PM – 3:50PM ENG 101 - #8773	<b>Structured Learning Activities</b>	3:00 PM – 3:50PM ENG 101 - #8773	<b>Structured Learning Activities</b>	3:00 PM – 3:50PM ENG 101 - #8773
4:00PM – 4:50PM MAT 107 - #8774		4:00PM – 4:50PM MAT 107 - #8774		4:00PM – 4:50PM MAT 107 - #8774
5:00PM – 5:50PM		5:00PM – 5:50PM		5:00PM – 5:50PM

# GPS DIRECT: MOMENTUM

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

- **Structured Schedules**
- **Corequisite Support**
- **Default Registration**



- **Purpose First (Onboarding)**
- **Meta-Majors**
- **15-To-Finish**

- **Critical Path Courses**
- **Proactive Advising**

**TECHNOLOGY | DATA METRICS**



# HOUSTON | GPS



**COMPLETE COLLEGE** AMERICA

UNIVERSITY of  
**HOUSTON**

 SAN JACINTO  
COLLEGE  
*Your Goals. Your College.*

 *Wharton County  
Junior College*

**COMPLETE  
COLLEGE  
AMERICA**

 **UHD**  
University of Houston  
DOWNTOWN

 **HCC**  
HOUSTON COMMUNITY COLLEGE

 **LONE STAR  
COLLEGE  
SYSTEM**

 **University  
of Houston  
Clear Lake**

# Houston GPS Components



**Aligned Mathematics**

**Meta-Majors**

**Default Degree Plans**

**Seamless Transfer**

**Co-Requisite Remediation**

**Proactive Advising**

**Informed Choice**

**Structured Schedules**

**Technology**



**ALLIANCE COMPACT**

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**SCALING STANDARDS**



*We believe...*



**EQUITY**

**METRICS & EVIDENCE**

**POLICY**

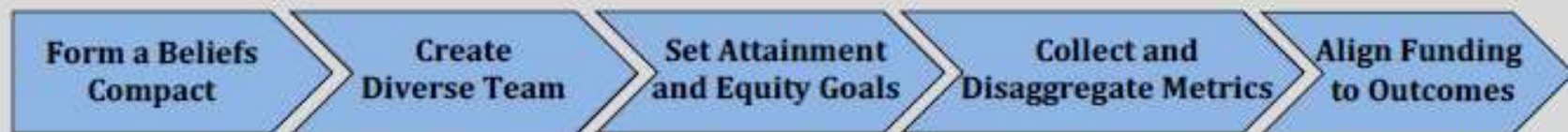
**COMMUNICATIONS**

**IMPLEMENTATION**

- Engage data experts to be leaders in the movement
- Give voice to the silent through data
- Support implementation at scale
- Support communication driven change

# COMPLETE COLLEGE AMERICA MOMENTUM PATHWAY

## Establish the Conditions for Change



## Restructure Systems to Improve Outcomes and Narrow Gaps



## Deploy Targeted Interventions to Permanently Close Gaps





ACCESS  
TO THE

AMERICAN  
DREAM



The logo features a thick blue rectangular border. Inside this border, there are two white horizontal rectangular areas at the top and bottom. The central portion of the logo is a solid red rectangle. Overlaid on this red rectangle is the text "National Momentum Makers" in a white, bold, serif font, arranged in three lines.

# **National Momentum Makers**

2017 COMPLETE COLLEGE AMERICA ANNUAL CONVENING

ACCESS TO THE  
**AMERICAN  
DREAM**

NOVEMBER 29 - DECEMBER 1 | NEW ORLEANS, LOUISIANA

**MSI Pre-Convening  
Success Stories**

**COMPLETE COLLEGE** AMERICA

**@CompleteCollege**

**#CCAMomentum**

**#CCADream17**

# CCA Strategies—Success Stories

- **Trent Ball**, *Assistant Vice President for Academic Diversity & Outreach at Southeast Missouri State University*
- **Renardo Hall**, *Assistant Vice President/ Dean in University College at Mississippi Valley State University*
- **Christopher Juarez**, *Professor and Department Chair of Statistics and Mathematics at Community College of Aurora*

# Academic Support Centers

- Southeast Missouri State University (Southeast)
  - regional 4-year public institution (Cape Girardeau)
  - only 4-year institution in southeast Missouri
- The Academic Support Centers
  - enhance the academic achievement and educational attainment of all Southeast students from pre-college to undergraduate and graduate studies
  - include targeted services for underrepresented populations and academically at-risk students:
    - Educational Access Programs
    - Learning Assistance Programs
    - Outreach and Retention Services
    - TRIO/McNair Scholars Program
    - TRIO/Student Support Services



# Academic Support Centers

- Complete College America Missouri Institute (2013)
- AQIP Retention Project (2013)
- Increased Coordination from Pre-College to College (2013)
- Math and English Revision Co-requisite Model (2014)
- First Generation/Targeted Support Initiative (2014)
  - BCSSE (Beginning College Survey of Student Engagement)
- Guided Pathways: Academic/Degree Maps, Proactive Advising, Collaborative Referral Systems (2014)
- ASC: College Access Partnerships Awards (CAP-A) and Scholarship Clinics (2015)
- MO Senate Bill 997 (2016)
- Degrees with Less Debt: Effective Higher Education Strategies for Underrepresented Populations (2017)



# Academic Support Centers

- AQIP Retention Project: Goal, FTFT Retention at/above 75%
  - fall 2013 (72.6% )
  - fall 2017 (75.2%)
  - New Goal: 80%
- Retention Rate of FG/TS group continues to increase:
  - fall 2014: 62%
  - fall 2017: 67%
- Increased use of Tutorial Services & Supplemental Instruction (targeted referrals)
  - Tutorial Services
  - fall 2014: 849 to fall 2017 (estimated 1300) individual appointments
  - Supplemental Instruction
  - fall 2014: 1664 to fall 2017 (estimated 1900) individuals attending group sessions

# Academic Support Centers

- Academic/Degree Maps, Proactive Advising and Collaborative Referrals
  - Improved Retention Rates
  - Increased Utilization of Advising and Academic Assistance
  - Increase in graduation rates
- MO Legislature: Senate Bill 997
  - The 15 to Finish Act (12/1/2017 report due)
  - The Guided Pathways to Success Act (1/1/2020 report due)
- Degrees with Less Debt: Effective Higher Education Strategies for Underrepresented Student Populations: final report pp. 31-33 (Game Changers)
- Council for Opportunity in Education: TRIO and College Access and Success Professionals are incorporating the Game Changers and Complete College America Strategies (and research) into Federal and State Grant Proposals

# 15 to Finish at Mississippi Valley State

- MISSISSIPPI VALLEY STATE UNIVERSITY  
Founded in 1950
- Dr. James White, Founder and 1<sup>st</sup> President
- Dr. Jerryl Briggs, 8<sup>th</sup> President, Oct 2017 – Present
- Dr. Constance Bland, Vice President of Academic Affairs
- Dean Renardo A. Hall – University College



# 15 to Finish at Mississippi Valley State

Mississippi Valley State University is driven by its commitment to excellence in teaching, learning, service, and research--a commitment resulting in a learner-centered environment that prepares critical thinkers, exceptional communicators, and service-oriented, engaged, and productive citizens. MVSU is fundamentally committed to positively impacting the quality of life and creating extraordinary educational opportunities for the Mississippi Delta and beyond.



# 15 to Finish at Mississippi Valley State

## All Undergraduates

Year	Term	Institution	<12 HRS	12 HRS	13 HRS	14 HRS	15 HRS	>15 HRS	Total	15 or More
2010	Fall	MVSU	237	633	279	146	293	622	2,210	915
2011	Spring	MVSU	435	623	211	84	269	485	2,107	754
2011	Fall	MVSU	381	560	203	103	238	605	2,090	843
2012	Spring	MVSU	260	642	192	94	241	534	1,963	775
2013	Fall	MVSU	342	554	172	134	300	666	2,168	966
2013	Spring	MVSU	401	474	153	66	264	495	1,853	759
2013	Fall	MVSU	328	409	165	100	335	591	1,928	926
2014	Spring	MVSU	357	464	119	75	288	516	1,819	804
2014	Fall	MVSU	236	422	114	77	398	640	1,887	1,038
2015	Spring	MVSU	269	469	111	68	349	524	1,790	873
2015	Fall	MVSU	243	449	87	64	475	630	1,948	1,105

## First-Time Incoming Student

### First-Time Incoming Student - Fall Term

Year	Term	Institution	<12 HRS	12 HRS	13 HRS	14 HRS	15 HRS	>15 HRS	Total	15 or More
2010	Fall	MVSU	5	18	80	56	27	201	387	228
2011	Fall	MVSU	28	13	43	28	34	184	330	218
2012	Fall	MVSU	3	38	38	52	48	213	392	261
2013	Fall	MVSU	34	39	58	35	106	221	493	327
2014	Fall	MVSU	13	23	22	23	112	206	399	318
2015	Fall	MVSU	1	15	10	10	151	183	370	334

## First-Time Transfer Student

### First-Time Transfer Student - Fall Term

Year	Term	Institution	<12 HRS	12 HRS	13 HRS	14 HRS	15 HRS	>15 HRS	Total	15 or More
2010	Fall	MVSU	14	63	26	6	42	31	182	73
2011	Fall	MVSU	37	75	22	9	32	37	212	69
2012	Fall	MVSU	19	97	7	14	43	41	221	84
2013	Fall	MVSU	22	58	20	12	31	38	181	69
2014	Fall	MVSU	14	49	10	11	67	52	203	119
2015	Fall	MVSU	5	45	4	5	54	48	161	102

Year	Term	Institution	<12 HRS	12 HRS	13 HRS	14 HRS	15 HRS	>1
2010	Fall	MVSU	10.7%	28.6%	12.6%	6.6%	13.3%	2
2011	Spring	MVSU	20.6%	29.6%	10.0%	4.0%	12.8%	2
2011	Fall	MVSU	18.2%	26.8%	9.7%	4.9%	11.4%	2
2012	Spring	MVSU	13.2%	32.7%	9.8%	4.8%	12.3%	2
2012	Fall	MVSU	15.8%	25.6%	7.9%	6.2%	13.8%	3
2013	Spring	MVSU	21.6%	25.6%	8.3%	3.6%	14.2%	2
2013	Fall	MVSU	17.0%	21.2%	8.6%	5.2%	17.4%	3
2014	Spring	MVSU	19.6%	25.5%	6.5%	4.1%	15.8%	2
2014	Fall	MVSU	12.5%	22.4%	6.0%	4.1%	21.1%	3
2015	Spring	MVSU	15.0%	26.2%	6.2%	3.8%	19.5%	2
2015	Fall	MVSU	12.5%	23.0%	4.5%	3.3%	24.4%	3

Year	Term	Institution	<12 HRS	12 HRS	13 HRS	14 HRS	15 HRS	>1
2010	Fall	MVSU	1.3%	4.7%	20.7%	14.5%	7.0%	5
2011	Fall	MVSU	8.5%	3.9%	13.0%	8.5%	10.3%	5
2012	Fall	MVSU	0.8%	9.7%	9.7%	13.3%	12.2%	5
2013	Fall	MVSU	6.9%	7.9%	11.8%	7.1%	21.5%	4
2014	Fall	MVSU	3.3%	5.8%	5.5%	5.8%	28.1%	5
2015	Fall	MVSU	0.3%	4.1%	2.7%	2.7%	40.8%	4

Year	Term	Institution	<12 HRS	12 HRS	13 HRS	14 HRS	15 HRS	>1
2010	Fall	MSU	7.7%	34.6%	14.3%	3.3%	23.1%	1
2011	Fall	MSU	17.5%	35.4%	10.4%	4.2%	15.1%	1
2012	Fall	MSU	8.6%	43.9%	3.2%	6.3%	19.5%	1
2013	Fall	MSU	12.2%	32.0%	11.0%	6.6%	17.1%	2
2014	Fall	MSU	6.9%	24.1%	4.9%	5.4%	33.0%	2
2015	Fall	MSU	3.1%	28.0%	2.5%	3.1%	33.5%	2

# 15 to Finish at Mississippi Valley State

## All Undergraduates

Year	Term	Institution	<12 HRS	12 HRS	13 HRS	14 HRS	15 HRS	>15 HRS	Total	15 or More
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# 15 to Finish at Mississippi Valley State

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2014	Fall	MVSU	3.3%	5.8%	5.5%	5.8%	28.1%	5
2015	Fall	MVSU	0.3%	4.1%	2.7%	2.7%	40.8%	4



# 15 to Finish at Mississippi Valley State

## First-Time Transfer Student

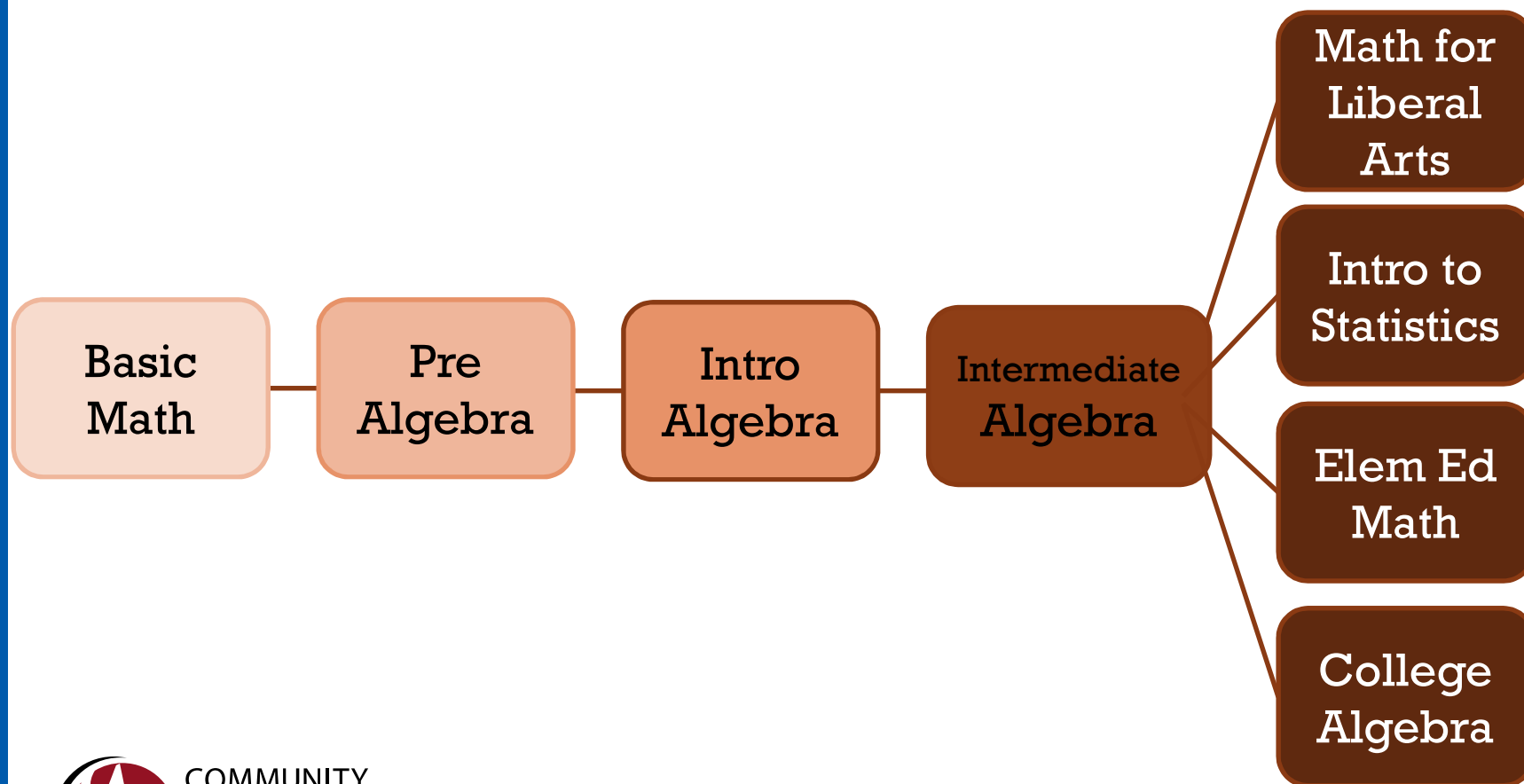
### First-Time Transfer Student - Fall Term

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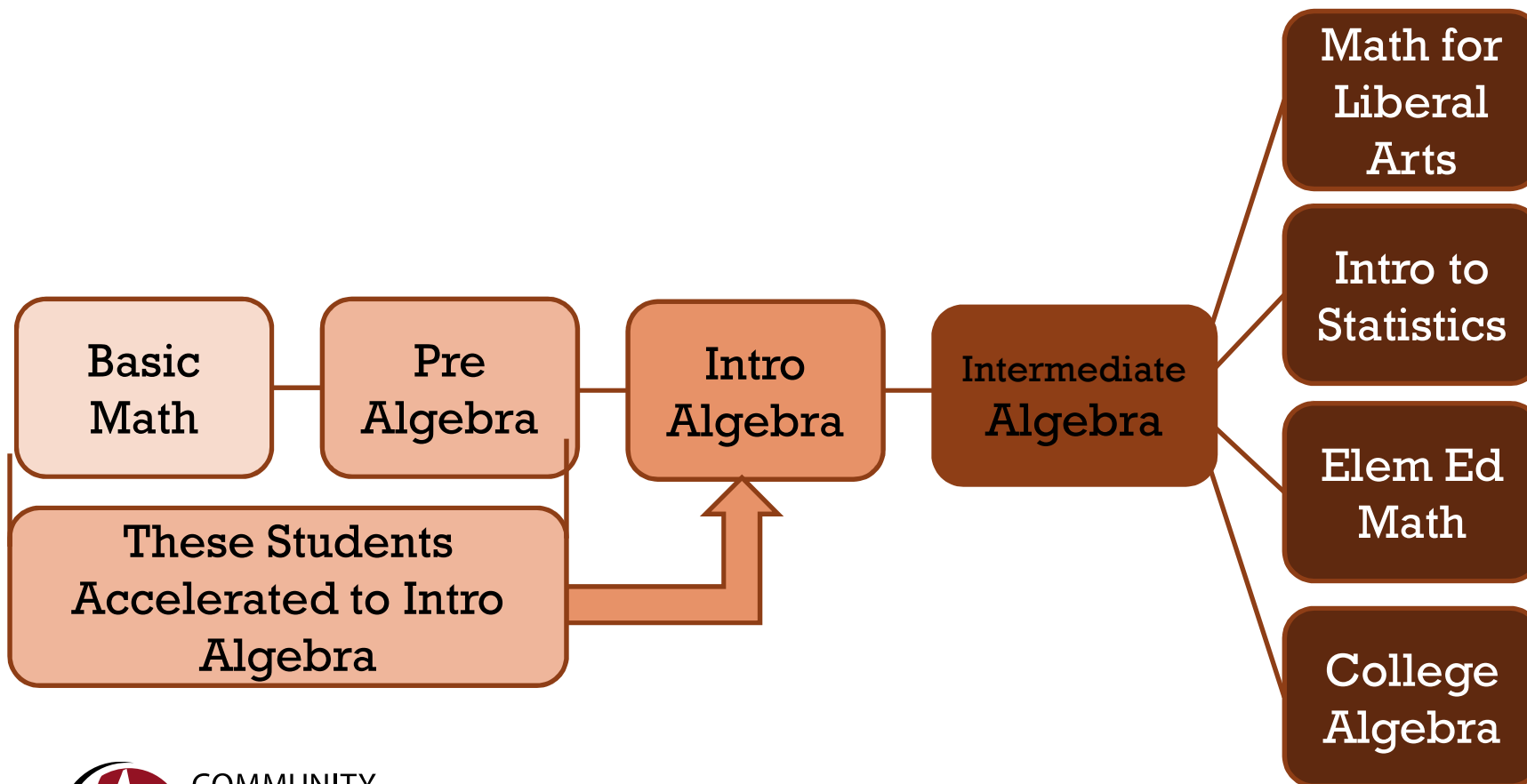
# CCA'S PATHWAYS

Where it started: Our First Courses in Co-Requisites and Defined Pathways



# CCA'S PATHWAYS

Where it started: Our First Courses in Co-Requisites and Defined Pathways



# COMMUNITY COLLEGE OF AURORA'S BACKGROUND

## Math Pathways



Film, Art, Theatre, Communication

- Quantitative Reasoning
- Math for Liberal Arts



Sociology, Anthropology, Criminal Justice, Psychology, Education

- Quantitative Reasoning
- Introduction to Statistics

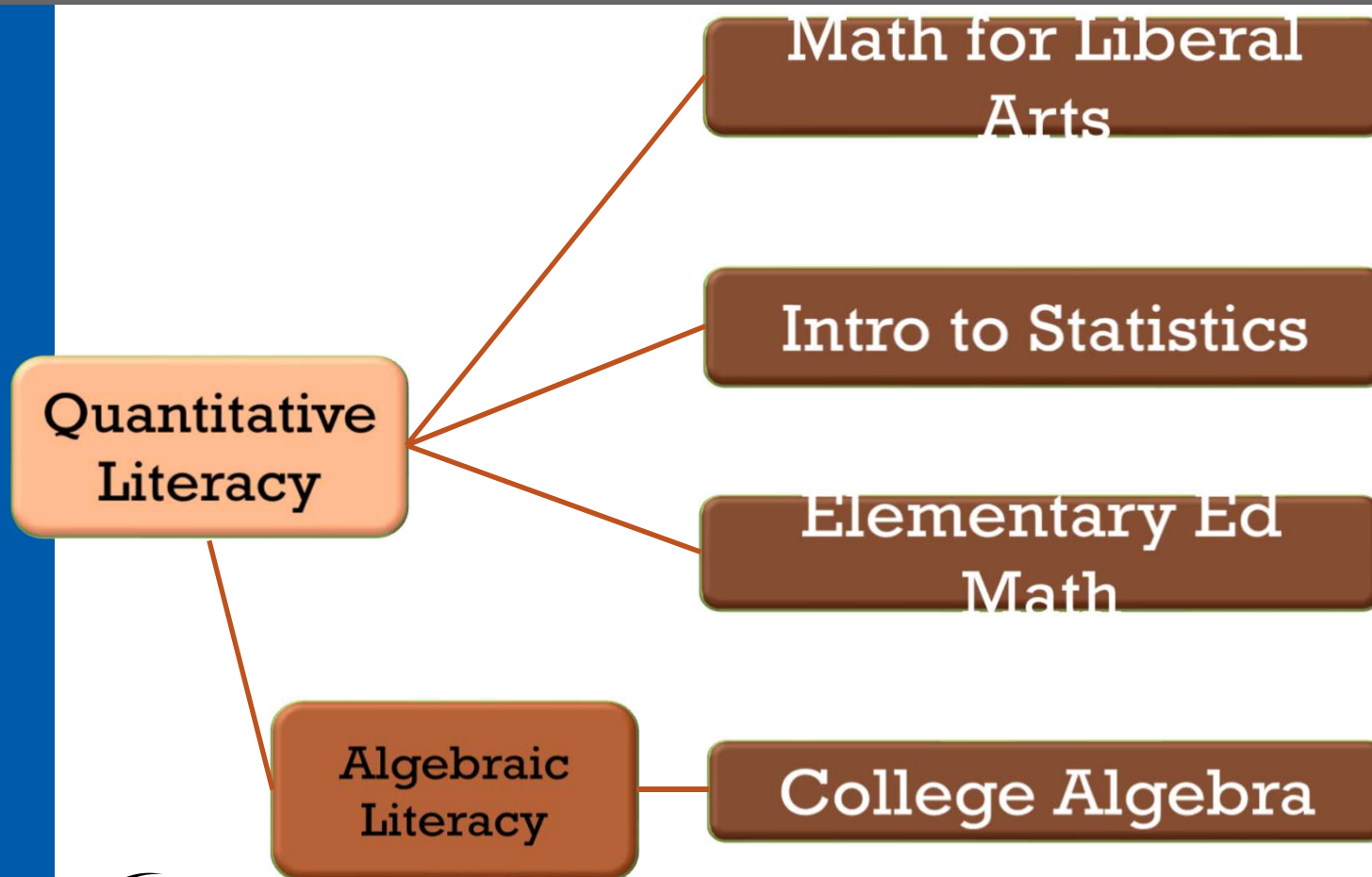


Science, Computer Science, Engineering, Mathematics, Nursing

- Quantitative Reasoning
- Algebraic Reasoning
- College Algebra

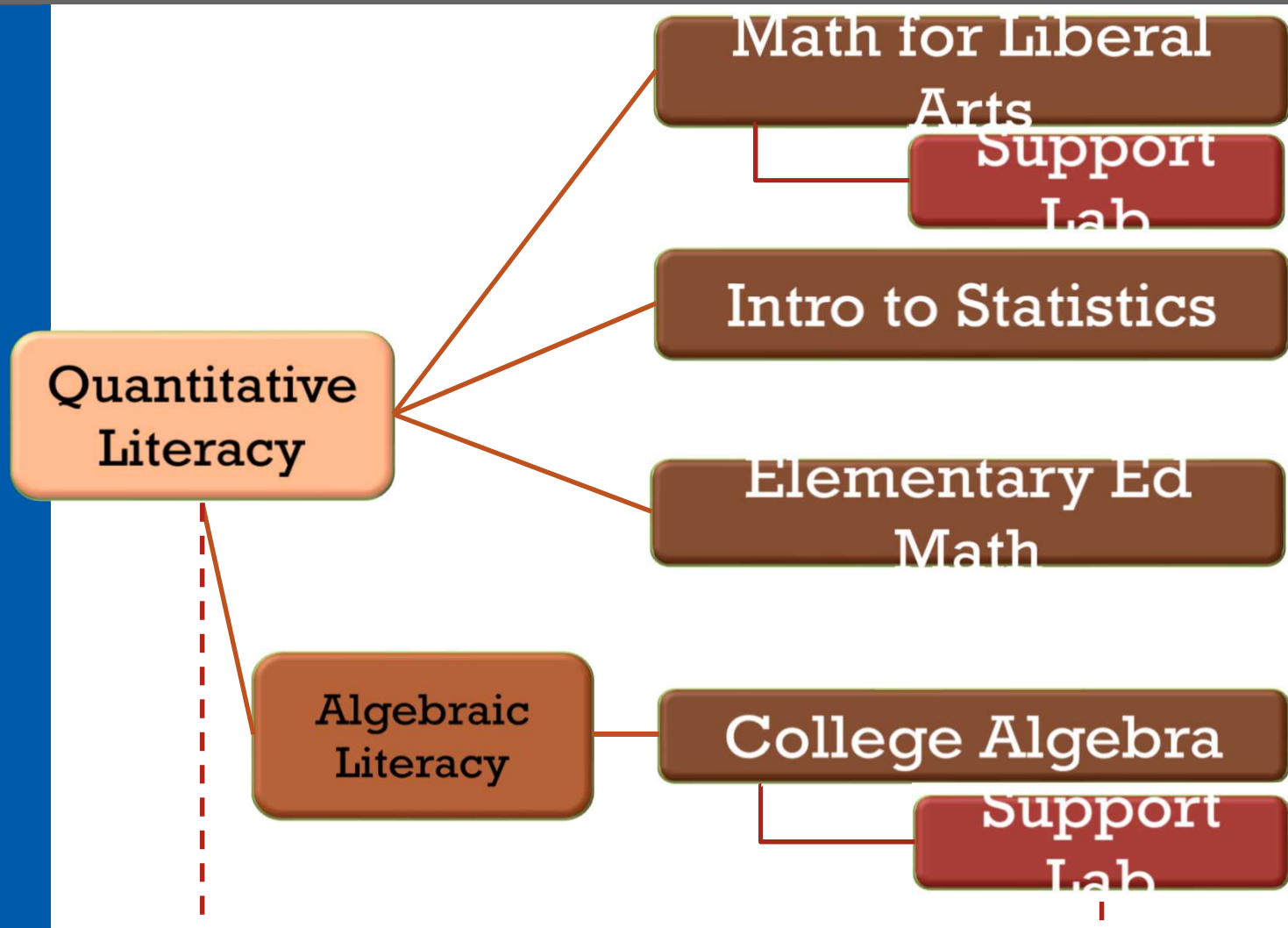
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Where it started: Our First Courses with Co-Requisites and Defined Pathways



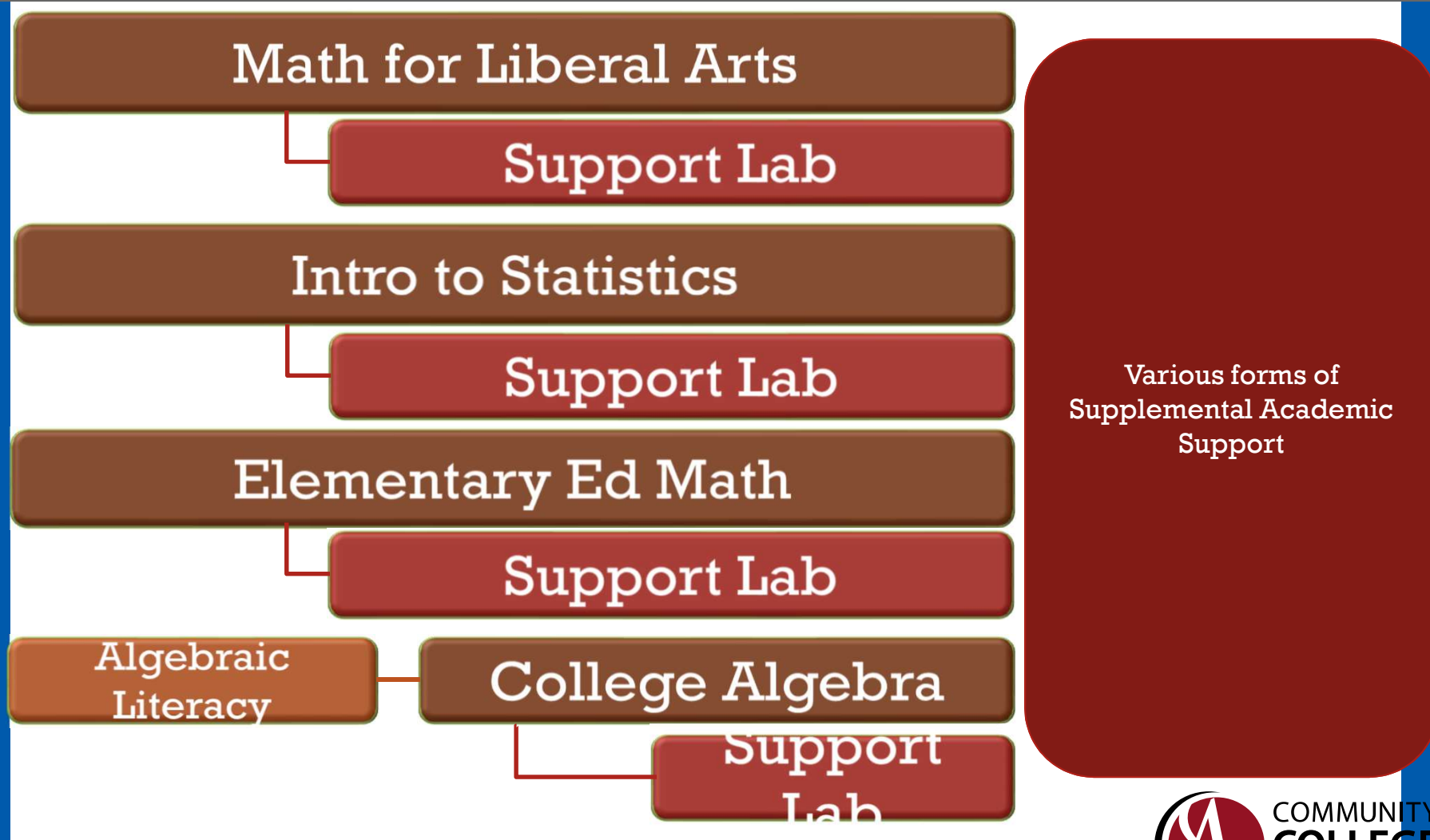
# CCA'S PATHWAYS

Where it started: Our First Courses with Co-Requisites and Defined Pathways



# CCA'S PATHWAYS

Where we are headed: The Evolution of Co-Requisites and Defined Pathways Continues





2017 COMPLETE COLLEGE AMERICA ANNUAL CONVENING

ACCESS TO THE  
**AMERICAN  
DREAM**

NOVEMBER 29 - DECEMBER 1 | NEW ORLEANS, LOUISIANA

**MSI Pre-Convening  
Creating a Climate for Change**

**COMPLETE COLLEGE AMERICA**

**@CompleteCollege**

**#CCAMomentum**

**#CCADream17**

# COMPLETE COLLEGE AMERICA

## Creating a Climate for Change

Nia Woods Haydel, Ph.D.  
Complete College America Fellow  
Dillard University

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# COMPLETE COLLEGE AMERICA

## TODAY'S DISCUSSION WILL CENTER AROUND...

- Determining campus readiness
- Identifying & creating allies
- Crafting & executing a plan
- Assessing progress
- Telling the story

# COMPLETE COLLEGE AMERICA

## CULTIVATING A SAFE ENVIRONMENT TODAY

- Confidentiality
- Use “I” Statements
- Take Risks
- Respectfully Disagree
- Share the Air

CONFIDENTIALITY

# Conduct an Environmental Scan

*Know your campus*

# COMPLETE COLLEGE AMERICA

## Identifying the Opportunities

- Know your institution's demographics
- Evaluate current processes & policies around student retention, progression and graduation (RPG)
- Explore individual department goals around RPG
- Examine the roles of various departments & individuals around the identified goals
- Initiate discussion on the current institutional climate around student RPG and the potential need for change

# COMPLETE COLLEGE AMERICA

## Let's Brainstorm

At your table, answer the following questions about your institution/organization:

- How does your campus define student success?
- Are there specific individuals or units/departments leading the discussion on student success?
- How do you in your current position support these goals?

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**COMPLETE COLLEGE** AMERICA

# Identifying Stakeholders & Building a Student Success Climate

COMPLETE COLLEGE AMERICA

# COMPLETE COLLEGE AMERICA

## Cooperation

*Cooperation* means “associations of persons for common benefit.”

- Merriam Webster Dictionary

## Collaboration

*Collaboration* means “to work jointly with others or together especially in an intellectual endeavor.”

- Merriam Webster Dictionary

According to Susan Komives, Ph.D.

*collaboration* means “people in a community decide on a vision for change together and then work together to devise means to achieve it.”

- *Social Change Model of Leadership* (1994)

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# COMPLETE COLLEGE AMERICA

## Let's Brainstorm

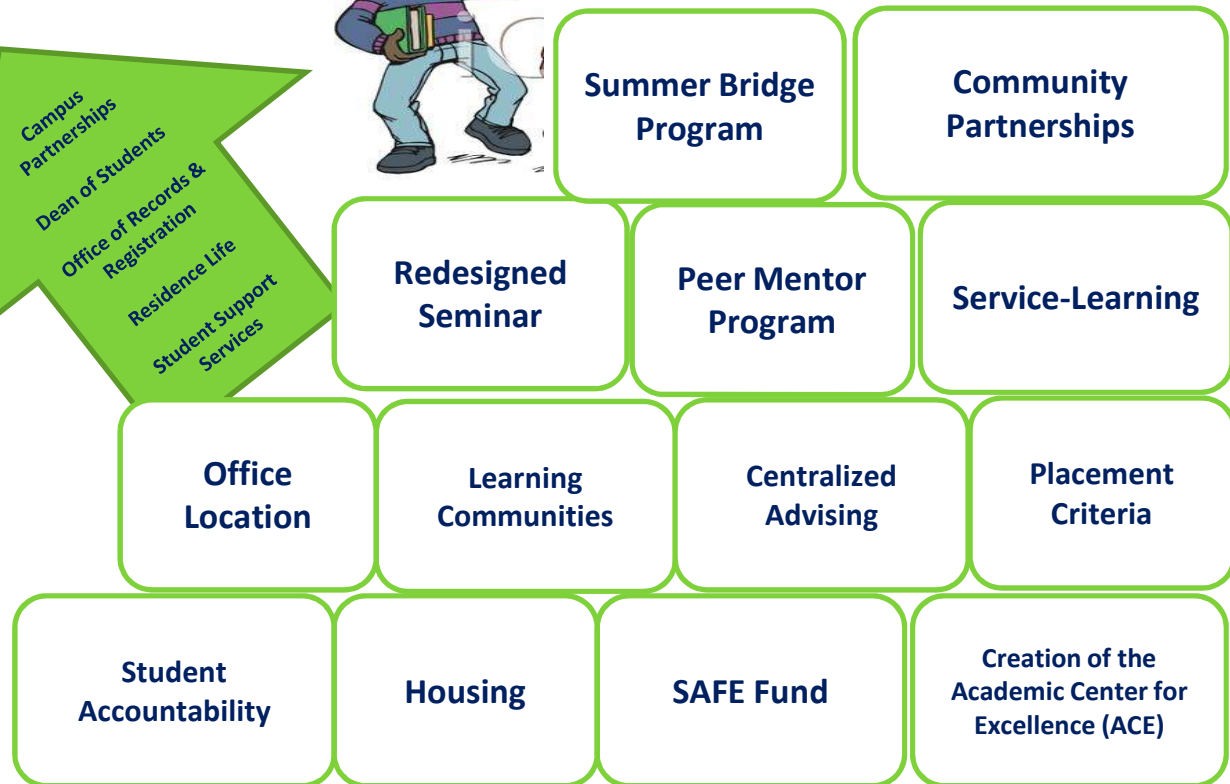
- Answer the following questions about your institution/organization:
  - What departments or individuals on campus may share similar goals around student success?
  - How are you working together to accomplish those goals?
  - What are the obstacles in place hindering you from collaborating?

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The Run Around  
“Everywhere I go they tell me  
something different.”  
“The rules are always changing.”  
“Every time I come back from a break  
someone new is in charge.”



## Creating Momentum Through Strategic Partnerships



**COMPLETE COLLEGE** AMERICA

# Crafting and Executing a Plan

©2018 THE COLLEGE BOARD

# COMPLETE COLLEGE AMERICA

## MEASURING PROGRESS & SUCCESS

- Review persistence and progression patterns
  - Identified specific populations to monitor
  - Identified specific courses to support
- Talk with students
- Talk with faculty
- Create a sustainability plan

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**COMPLETE COLLEGE** AMERICA

Create Opportunities to Tell  
Your Story

[www.completecollegeamerica.org](http://www.completecollegeamerica.org)



# COMPLETE COLLEGE AMERICA

## Assets

- List the assets you currently have on your campuses to support student success.

## Barriers

- Identify the challenges that exist on your campus around student success.

## Opportunities

- Identify opportunities to create a climate for student success.

Lunch  
Time Talk

2017 COMPLETE COLLEGE AMERICA ANNUAL CONVENING

ACCESS TO THE  
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# 15

**CREDITS A SEMESTER  
TO GRADUATE ON TIME**

---

**#15TOFINISH**

# COMPLETE COLLEGE AMERICA

## Launching 15 To Finish at Minority-Serving Institutions

**Dhanfu E. Elston, Ph.D. (*dah-nee-foo*)**  
***Vice President***



**@CompleteCollege**  
**@DrElston**

**#15ToFinish**



**GAME CHANGER**

**15 To Finish**

15<sup>to</sup>  FINISH



2+2

THINK

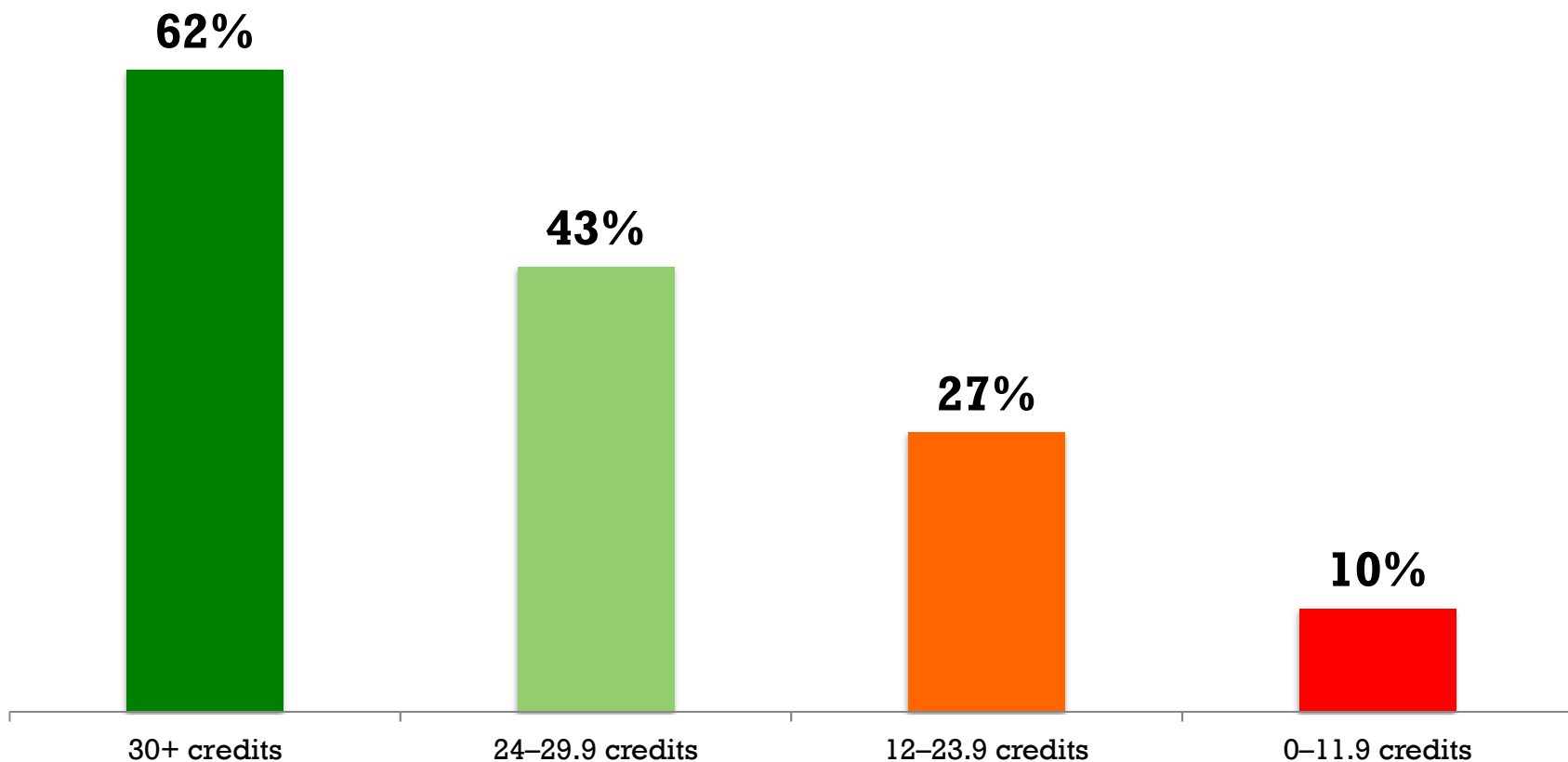
Finish  
in 4

EDUCATE • INNOVATE



**The Power of 15 Credits: More students graduate when they complete 30+ credits in their first year.**

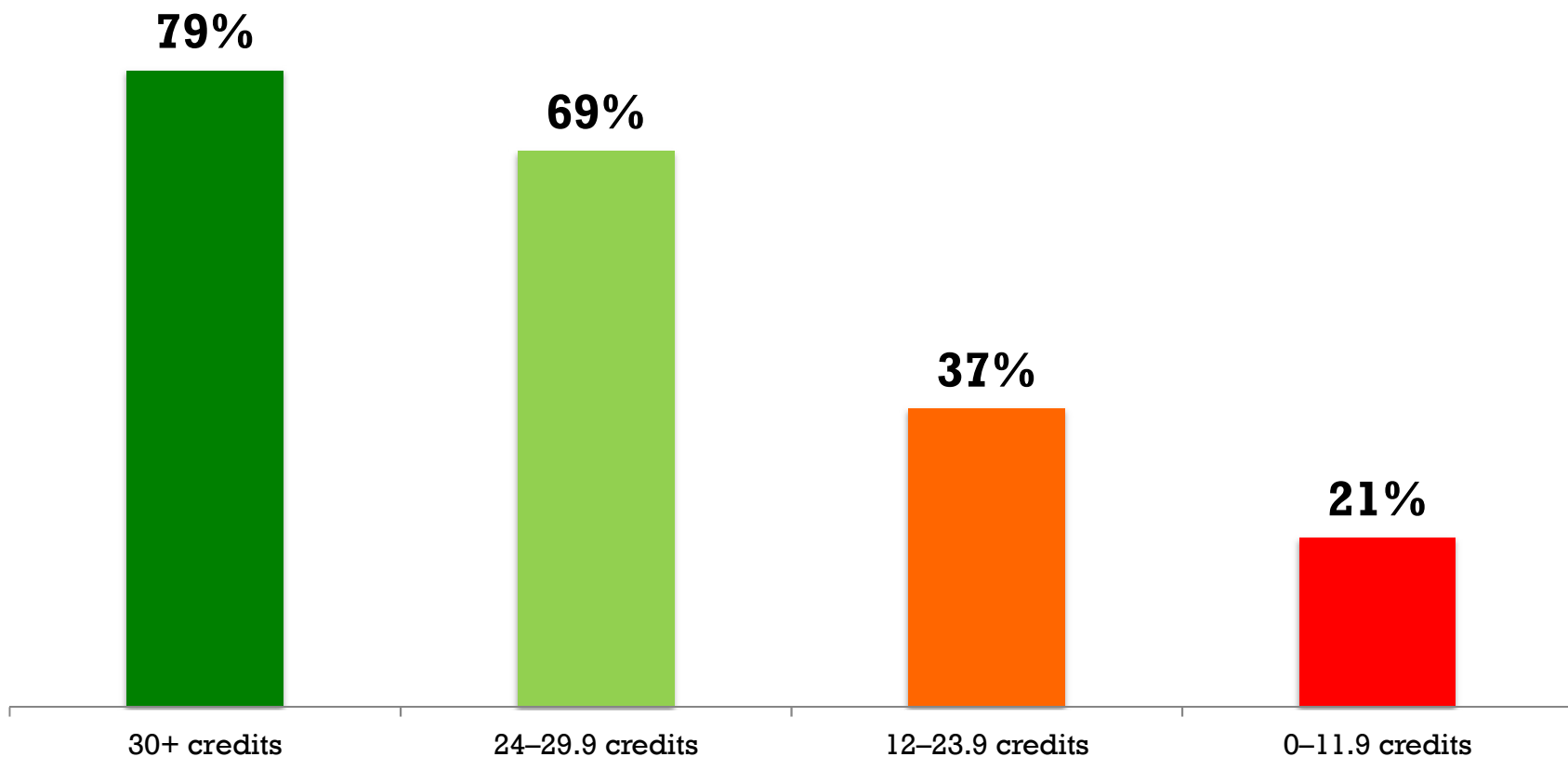
## **Associate Degrees**





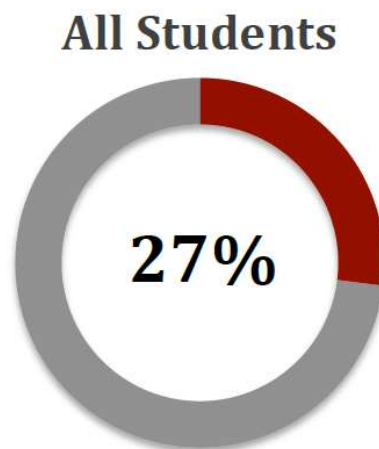
**The Power of 15 Credits: More students graduate when they complete 30+ credits in their first year.**

## **Bachelor's degree**



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

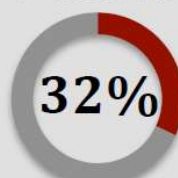
Percent of Students  
Completing 30 Credits Per Year  
(*On-Time* Students)



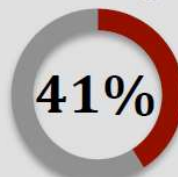
2-Year



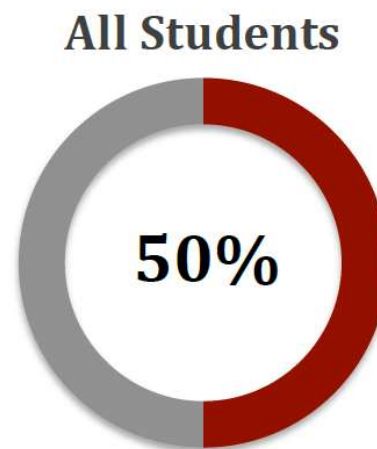
4-Year NF



4-Year Flagship



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



2-Year



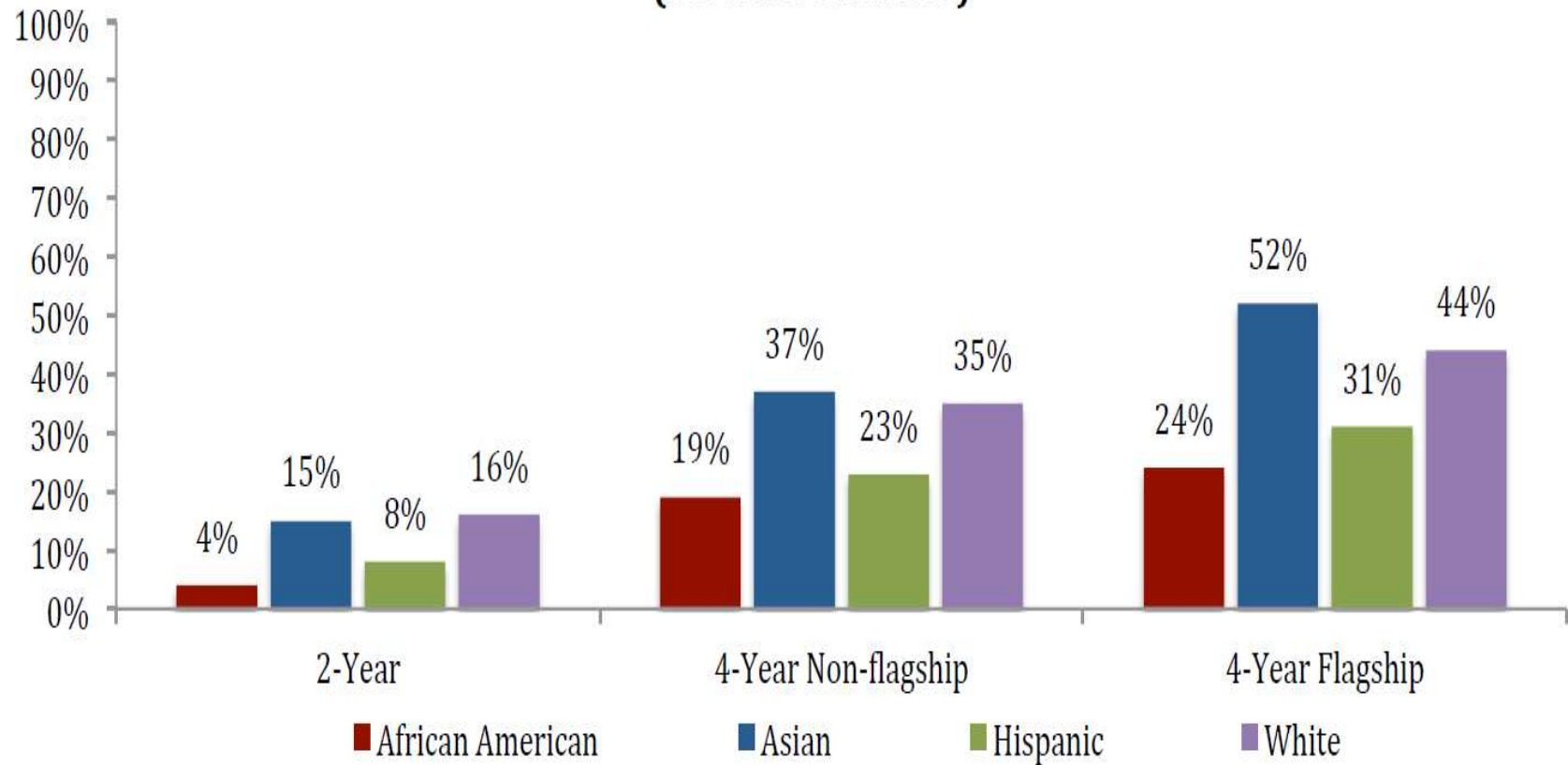
4-Year NF



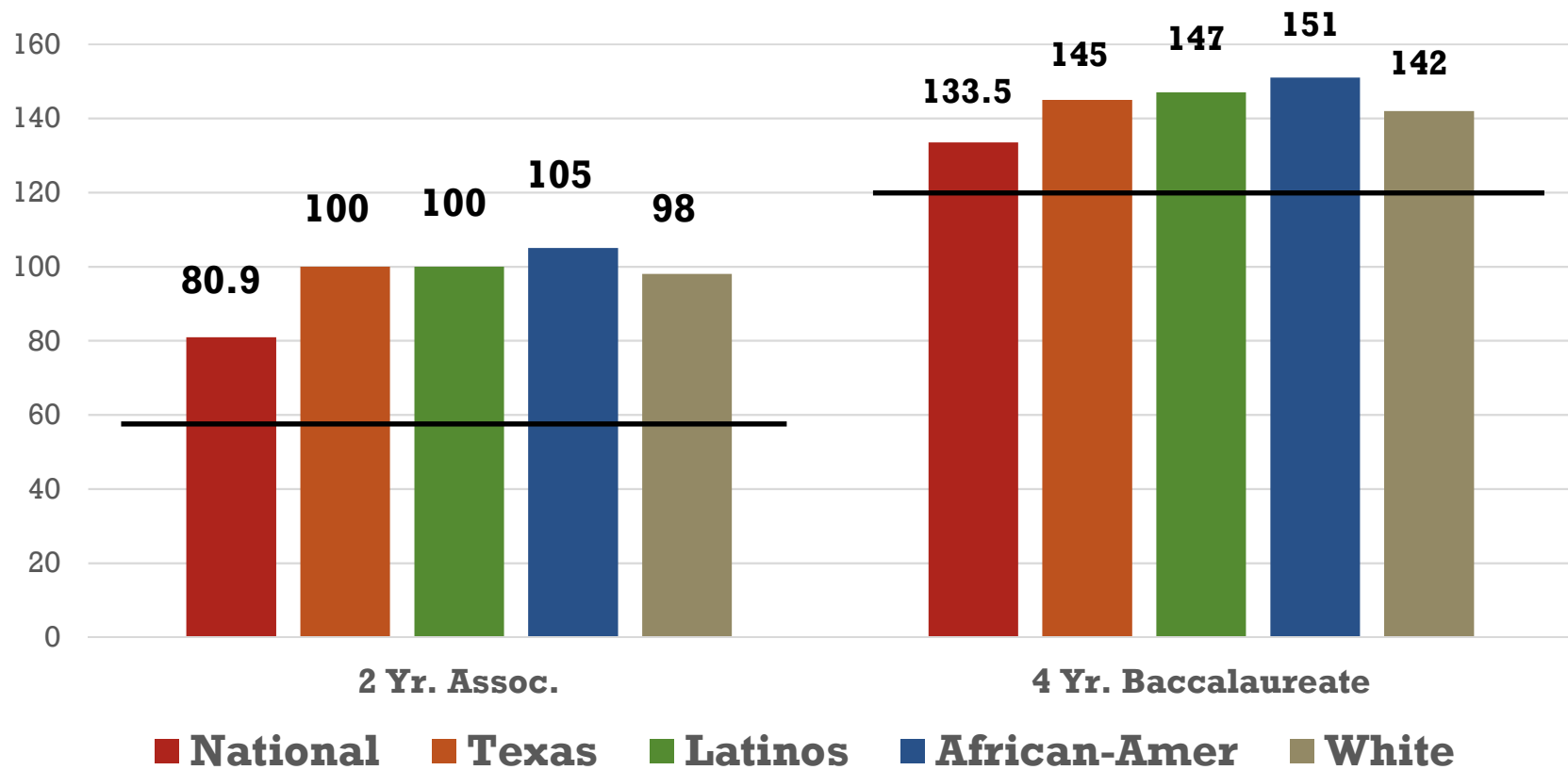
4-Year Flagship



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

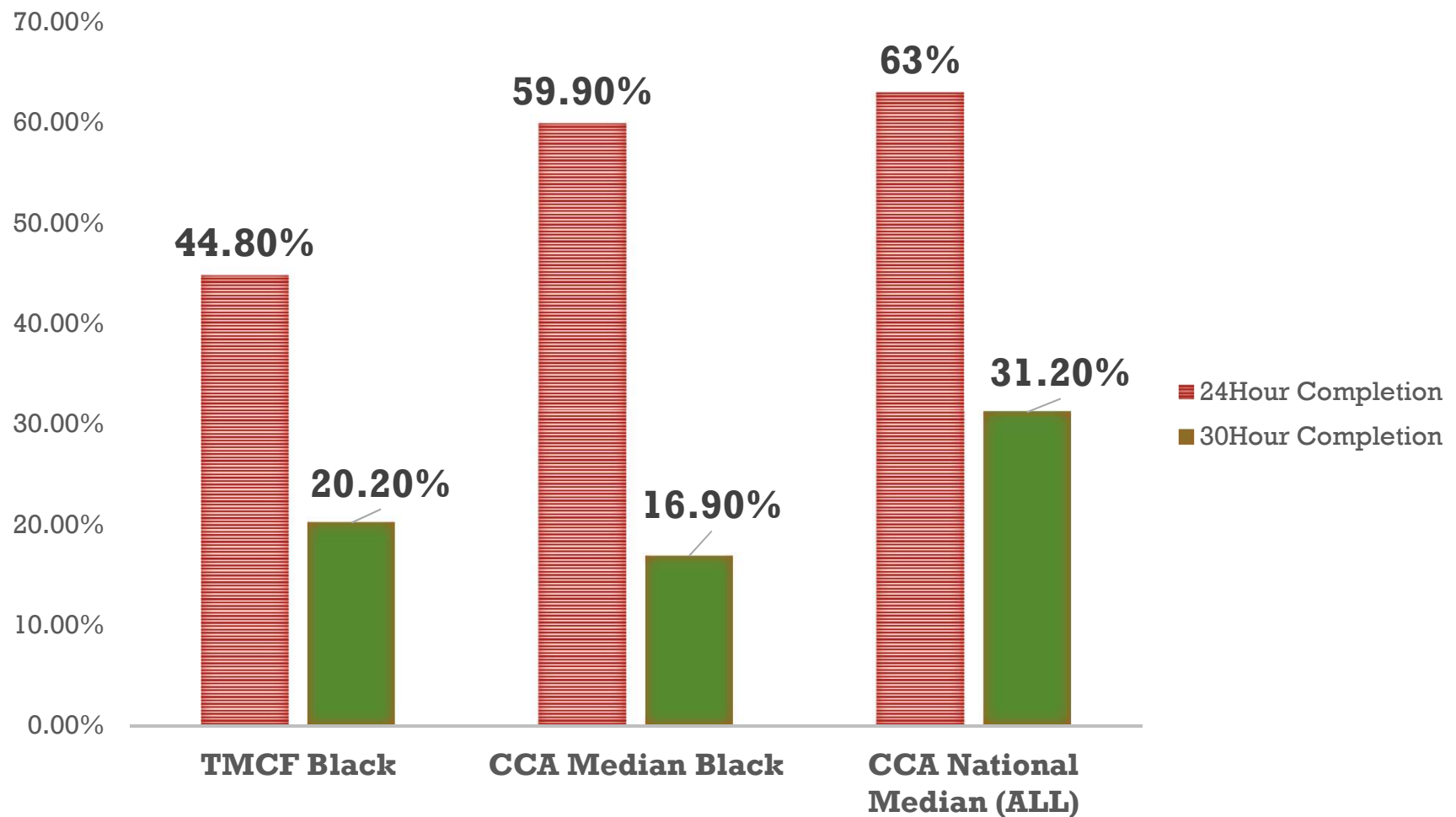


## Excess Credits: Texas (Full-time Students)



# Credit Completion (first-time, full-time)

\*\*\* Limited Sample of Public HBCUs \*\*\*



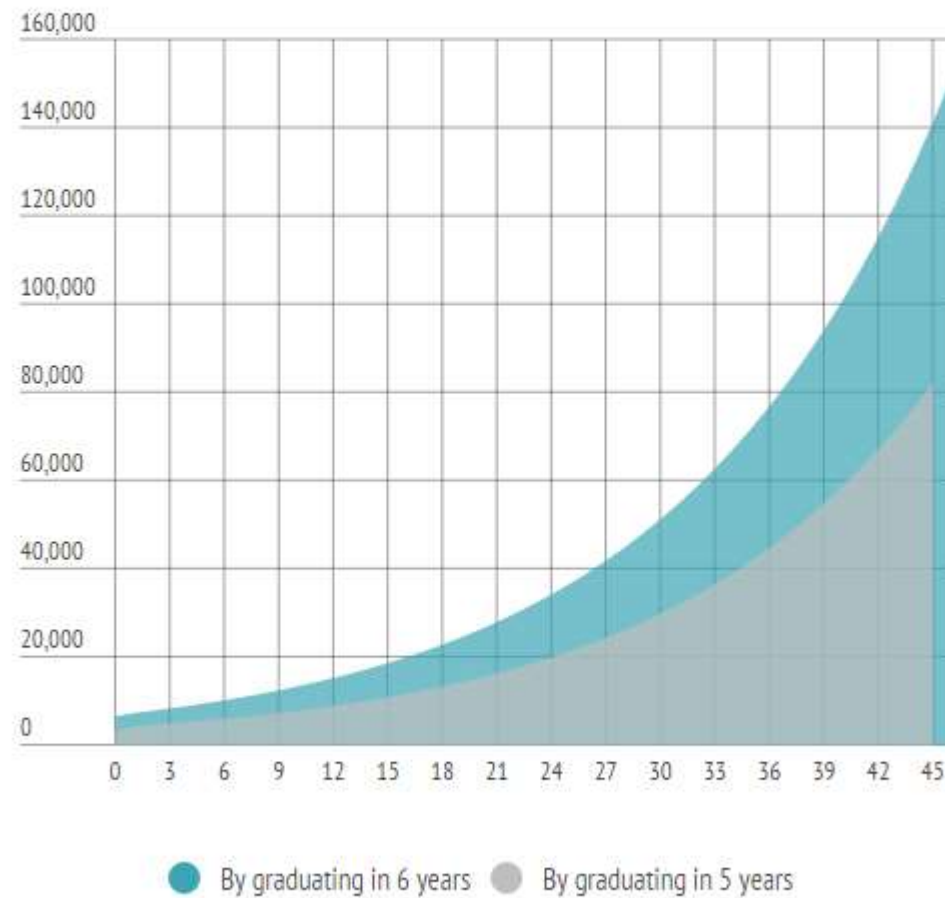
**“The best strategy for reducing the cost of college is to ensure more students take the credits needed to graduate on time.”**

**(Complete College America, 2016)**

TUITION AND LOAN COSTS	ONE EXTRA YEAR, PUBLIC COLLEGE	ONE EXTRA YEAR, PRIVATE COLLEGE	TWO EXTRA YEARS, PUBLIC COLLEGE	TWO EXTRA YEARS, PRIVATE COLLEGE
Portion of tuition paid out of pocket	\$12,557	\$18,992	\$25,375	\$38,115
Cost of a loan, with interest, over 10 years	\$6,040	\$7,823	\$12,080	\$15,645
<b>Total cost</b>	<b>\$18,598</b>	<b>\$26,815</b>	<b>\$37,456</b>	<b>\$53,760</b>



## Retirement savings forgone



	ONE EXTRA YEAR, PUBLIC COLLEGE	ONE EXTRA YEAR, PRIVATE COLLEGE	TWO EXTRA YEARS, PUBLIC COLLEGE	TWO EXTRA YEARS, PRIVATE COLLEGE
<b>Tuition and loans</b>	\$18,598	\$26,815	\$37,456	\$53,760
<b>Opportunity costs</b>	\$128,429	\$128,429	\$245,253	\$245,253
<b>Total cost for not graduating in four years</b>	<b>\$147,026</b>	<b>\$155,244</b>	<b>\$282,691</b>	<b>\$298,995</b>







**Analyze the Data**

## **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

	Fall 07 Cohort	
<b>Cumulative Credits 1st AY</b>		Cohort
<12 credits	114	6.4%
12-23 credits	351	19.7%
24-29 credits	691	38.8%
<b>≥30 credits</b>	<b>624</b>	<b>35.1%</b>
TOTAL	1,780	100.0%
<b>Graduate in 4 Years</b>	Graduates	Grad Rate
<24 credits	6	1.3%
24-29 credits	311	23.7%
<b>≥30 credits</b>	<b>201</b>	<b>32.2%</b>
TOTAL	317	17.8%

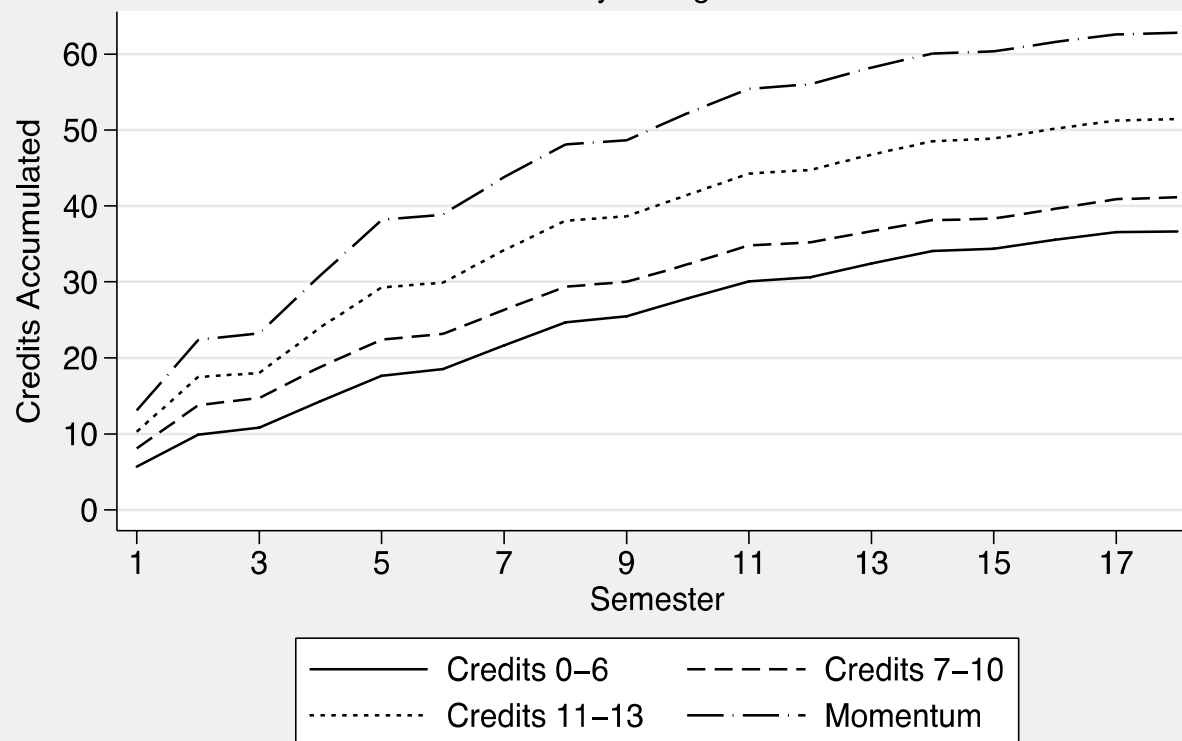


## **Analysis of $<15$ & $\geq 15$ Credits**

- 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

# Momentum Benefits: CC Students

Figure 1. Credits Accumulated by Semester  
Community College Students



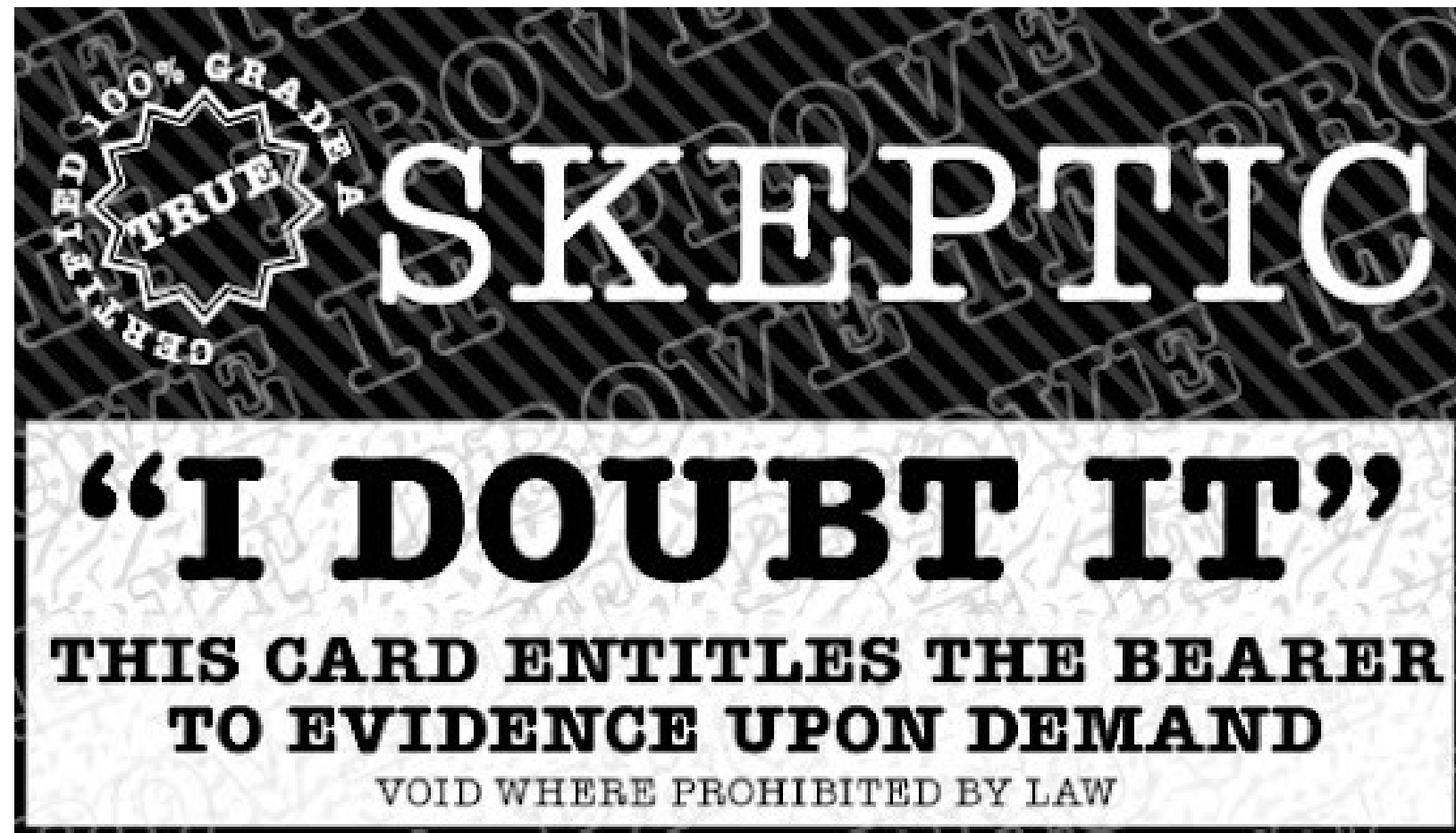
TBR data, fall 2008 cohort.

Source: Belfield, Jenkins & Lahr, 2016.

# 15 To Finish

## Qualitative Data Collection

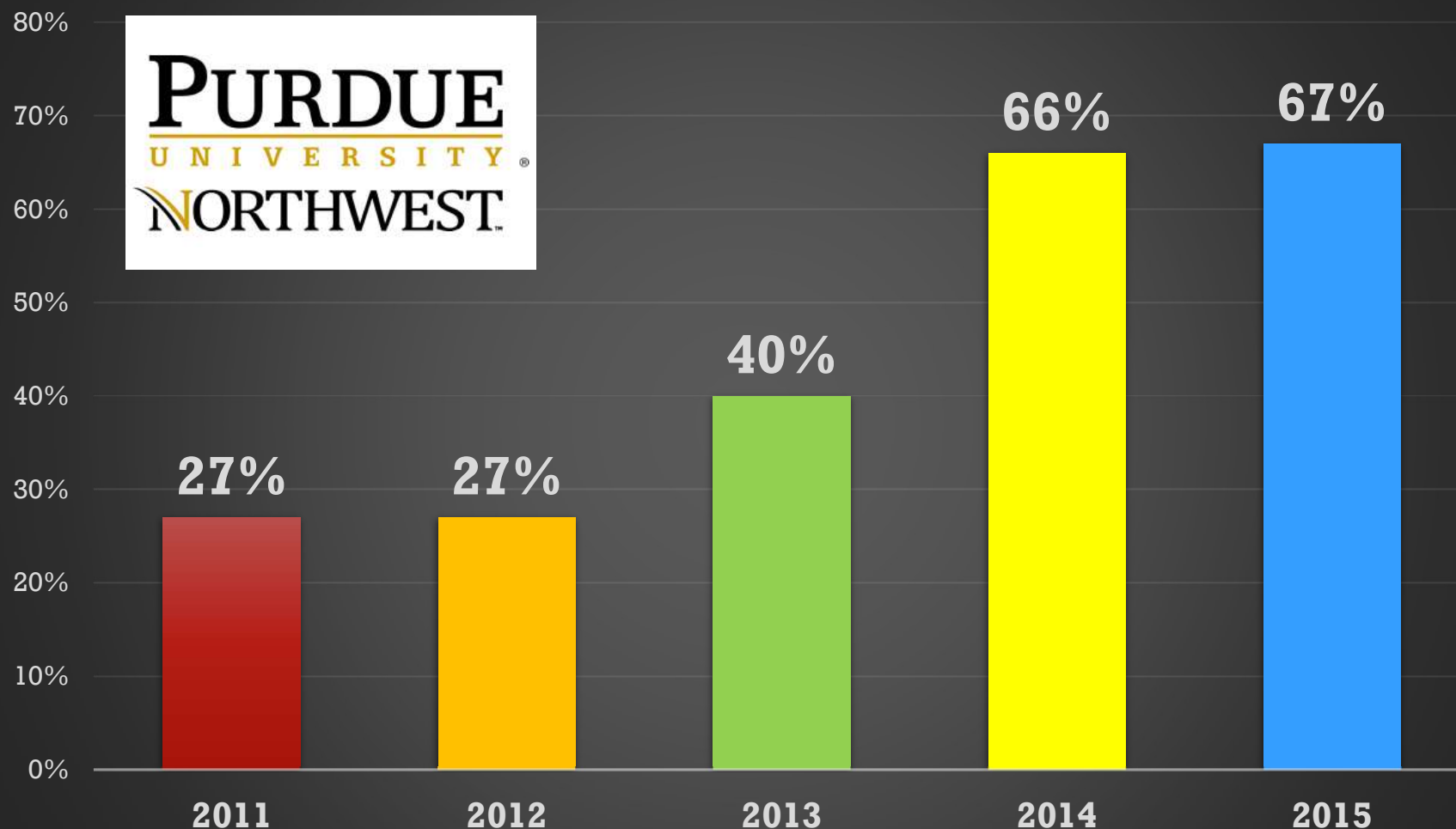
2017 Cohort						2018 Cohort	
<b>First-time, Full-Time Students</b>	<b>Enrolled in 15+ Credits in the First Semester</b>	<b>Completed 12+ Credits in the First Semester</b>	<b>Completed 15+ Credits in the First Semester</b>	<b>Completed 24+ Credits in the First Academic Year</b>	<b>Completed 30+ Credits in the First Academic Year</b>	<b>First-time, Full-Time Students</b>	<b>Enrolled in 15+ Credits in the First Semester</b>



# Why Don't We Do It?



## **% First-Time, Full-Time Students Enrolled in 15+ Credit Hours (1<sup>st</sup> semester)**



# Projected Enrollment Revenue Opportunity



## Estimated Impact for Purdue University - Calumet

### Revenue Gains vs. Baseline

#### Model Inputs:

**Total**

**Enrollment:** 8,639

#### **Net Revenue**

**Per Student:** \$10,565

(net tuition and fees plus state appropriations)

#### **Retention Improvement**

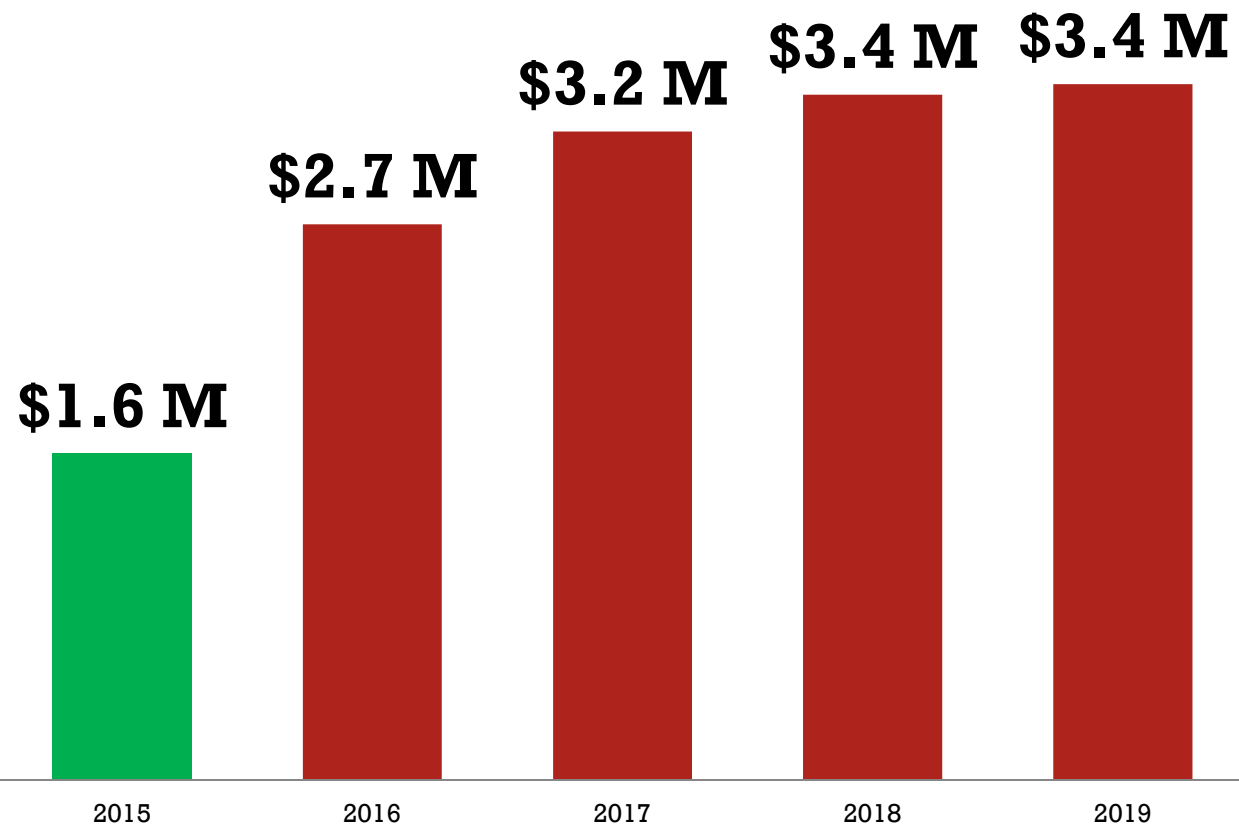
0-29 credits 4.7% total over 1 year

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







## **Establishing A Campaign**

# Creating a Campus-wide Plan



## ➤ **Collect & Share Campus-Level Data**

- Partner w/ Institutional Research & Faculty Senate

## ➤ **New Student Orientation**

- Clear, Introductory Messages to Students & Parents

## ➤ **Degree Maps (2 & 4-year)**

## ➤ **Block Scheduling**

- (Opt-Out vs. Opt-In to 15 credit hours)

## ➤ **Reinforced Messages – Changing the Culture to 15 Credit Hours**

- Academic Advisors
- Marketing Campaign



Pathways to Achievement, Completion, Career & Transfer

# ACADEMIC MAP



716

## Business Accounting Associate in Science

**START here**

**1**

SEMESTER 1 – FALL	CREDITS	MILESTONE	COMPLETED
ENG 101 – English Composition I	3		<input type="checkbox"/>
BUS 110 – Introduction to Business	3		<input type="checkbox"/>
CAP 101 – Computer Applications	3		<input type="checkbox"/>
Behavioral Science elective – Recommended: PSY 101– Intro to Psychology	3		<input type="checkbox"/>
MAT 120, MAT 177, MAT 182 –or– higher level math	3		<input type="checkbox"/>
IDS 101 – First Year Experience	1		<input type="checkbox"/>

TOTAL CREDITS 16

**2**

SEMESTER 2 – SPRING	CREDITS	MILESTONE	COMPLETED
---------------------	---------	-----------	-----------



**Milestone Courses**  
should be taken in the  
order shown. This will help  
you stay on track and  
graduate on time.



**Make Your Summer  
Matter.** Summer is a great  
time to take some  
elective courses and  
get ahead.

# 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
- Materials and website
- Maintain focus and a sense of urgency

# 15-Credit Strategies & Policies

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

# 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



A graphic with a pink and orange abstract background, enclosed in a black border. The number 15 is prominently displayed in the center. Below it, the text 'CREDITS A SEMESTER TO GRADUATE ON TIME' is written in a bold, sans-serif font, underlined. At the bottom, the hashtag '#15TOFINISH' is displayed in a bold, sans-serif font. The entire graphic is set against a white background, which is itself framed by a thick blue border.

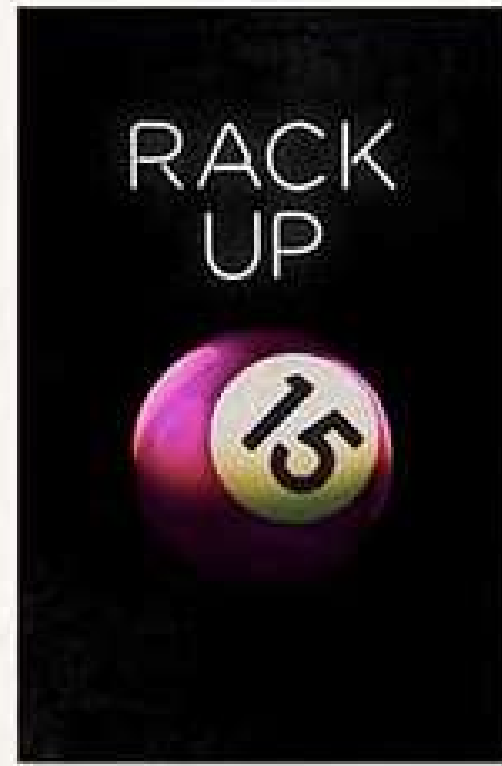
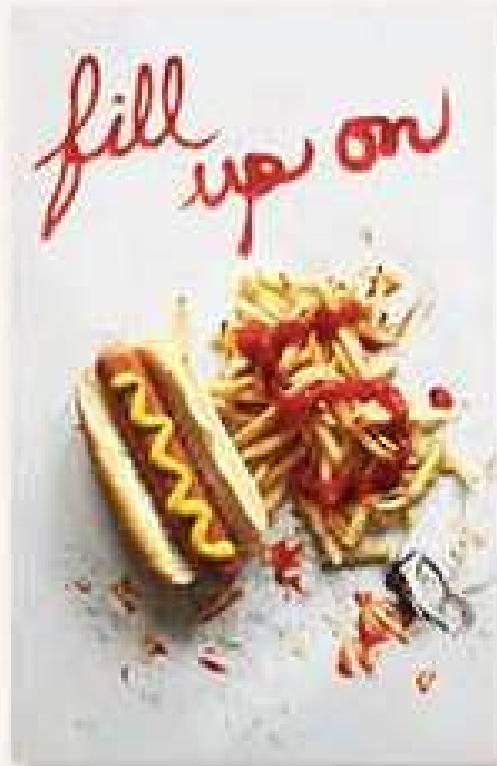
# 15

**CREDITS A SEMESTER  
TO GRADUATE ON TIME**

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**#15TOFINISH**

## POSTERS





## BROCHURE



## TABLE TENT





## Complete College America

6 hrs · 🌐

Extra years of college can cost you thousands, both in what you pay and what you lose from not having a job. So, taking 15 credits a semester (or 30 credits a year) saves you money and lets you make more. Cha-ching! Students who take 15 credits a semester (or 30 credits a year) tend to get higher GPAs. So when it comes to getting better grades, taking 15 is sort of a no-brainer...



👍 Like    💬 Comment    ➦ Share

AT&T 4:55 PM 25%



Photo



...

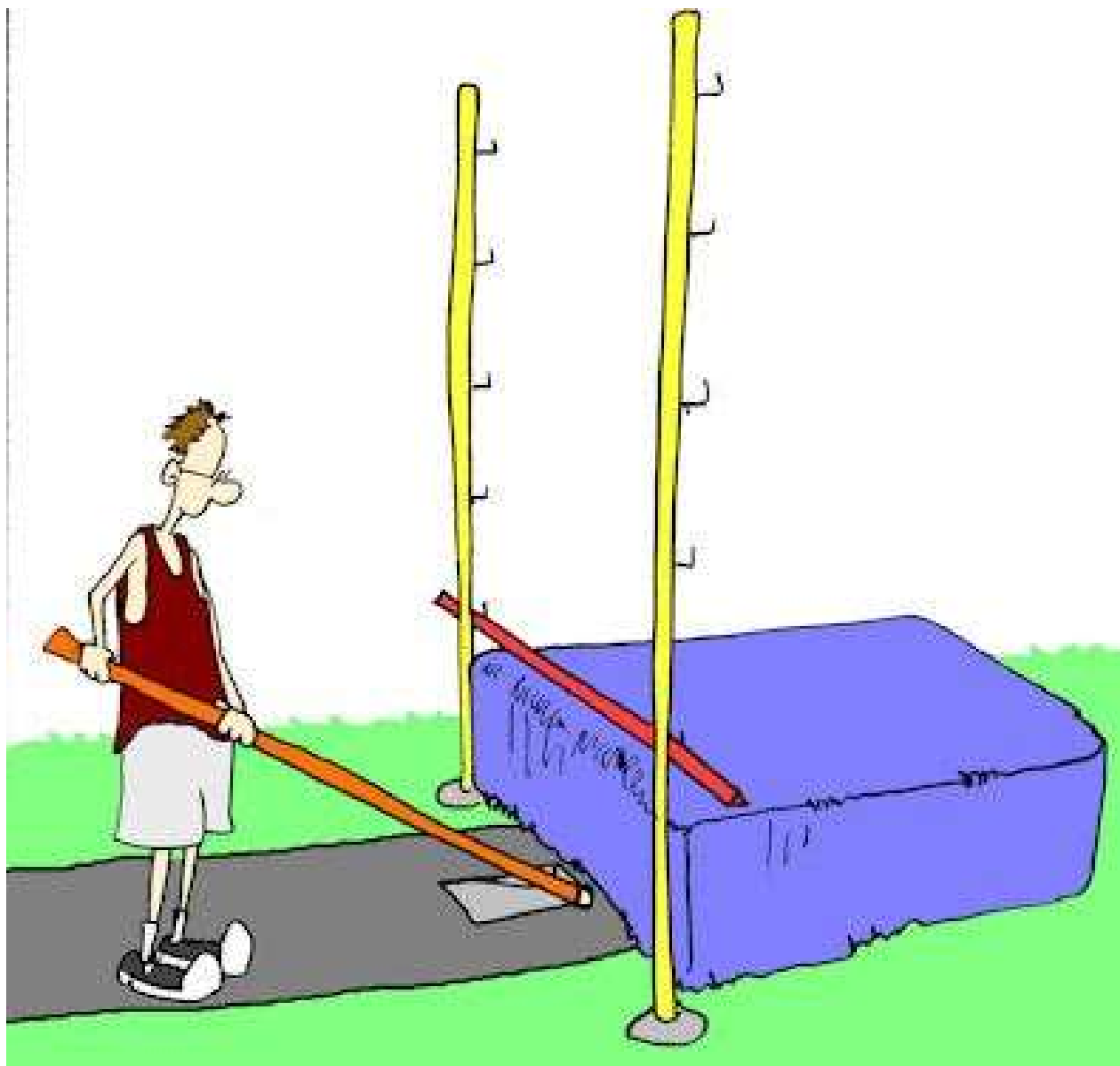


❤️ 58 likes

**Complete College of America** Extra years of college can cost you thousands, both in what you pay and what you lose from not having a job. So, taking 15 credits a semester (or 30 credits a year) saves you money and lets you make more. Cha-ching!



[www.completecollege.org/15toFinishMaterials](http://www.completecollege.org/15toFinishMaterials)





SETTING  
THE BAR

# COMPLETE COLLEGE AMERICA

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## SHARED PRINCIPLES

Far too few full-time students graduate on time.

Graduating late or “taking an extra year” comes at great cost for students and their families.

Advisors play a critical role in boosting student success.

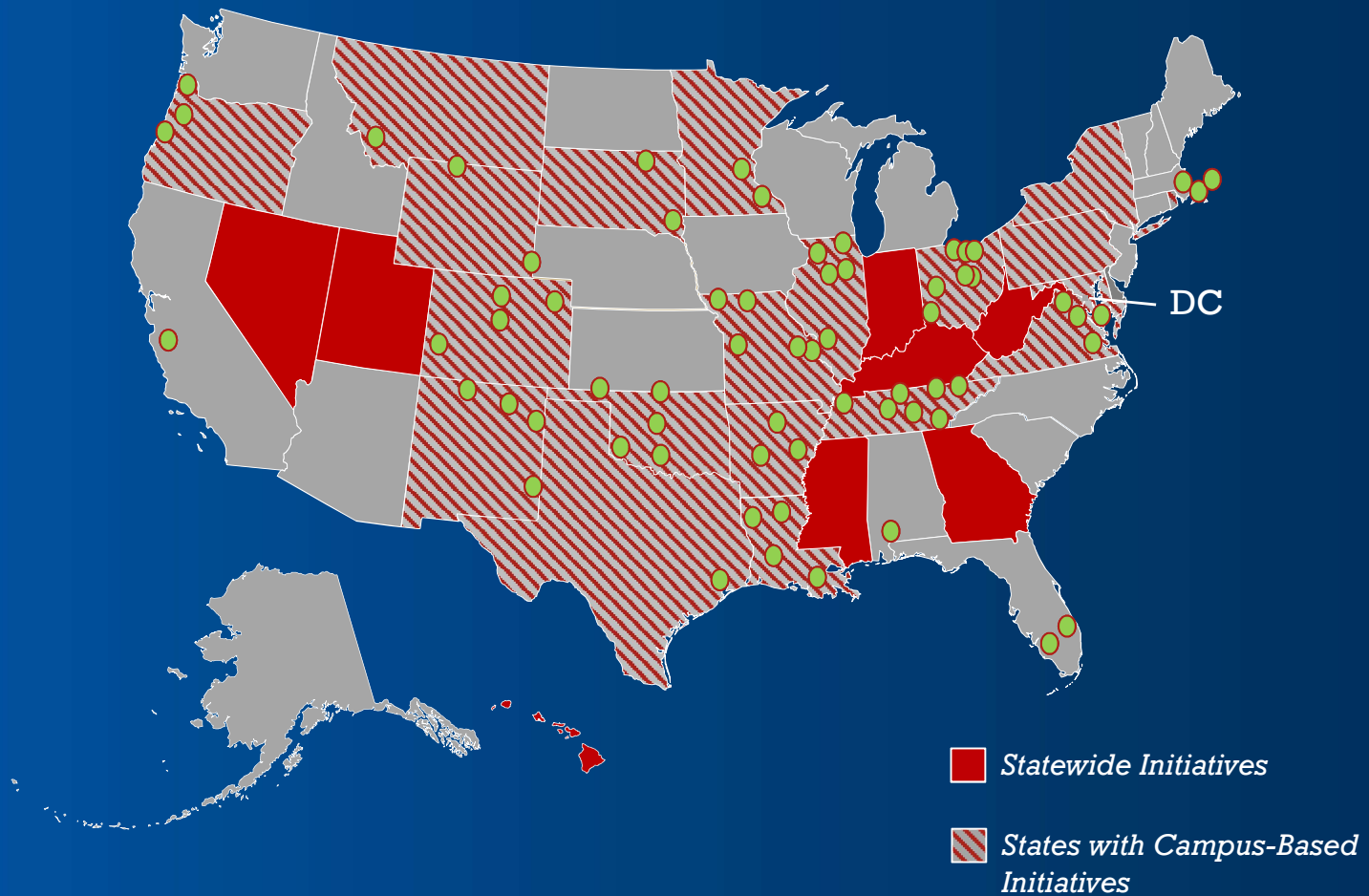
Many more students can take 15 credits per semester or term, greatly increasing their likelihood of on-time completion.

#15toFinish informs students of their choices and ensures they know what it takes to graduate on time.





# Fifteen to Finish







A graphic with a pink and orange abstract background, enclosed in a black border. The number 15 is prominently displayed in the center. Below it, the text 'CREDITS A SEMESTER TO GRADUATE ON TIME' is written in a bold, sans-serif font, underlined. At the bottom, the hashtag '#15TOFINISH' is displayed in a bold, sans-serif font. The entire graphic is set against a white background, which is itself framed by a thick blue border.

# 15

**CREDITS A SEMESTER  
TO GRADUATE ON TIME**

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**#15TOFINISH**

2017 COMPLETE COLLEGE AMERICA ANNUAL CONVENING

ACCESS TO THE  
**AMERICAN  
DREAM**

NOVEMBER 29 - DECEMBER 1 | NEW ORLEANS, LOUISIANA

**MSI Pre-Convening  
Climate and Strategies for Change**

**COMPLETE COLLEGE AMERICA**

**@CompleteCollege**

**#CCAMomentum**

**#CCADream17**

# COMPLETE COLLEGE AMERICA

## Strategies for Change

Jennifer Joslin, Ph.D.  
Associate Director, NACADA  
Kansas State University

Nia Woods Haydel, Ph.D.  
Complete College America Fellow  
Dillard University

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# COMPLETE COLLEGE AMERICA

## Strategies for Change

### *Today's Goals*

- Build on morning discussion on creating a climate for student success
- Discuss the concept of change
- Present advising as a strategy for increasing student success

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# COMPLETE COLLEGE AMERICA

Discussion Time:

How does your campus respond to change?

AMERICAN COLLEGE ASSOCIATION

# COMPLETE COLLEGE AMERICA

Academic Advising as a strategy  
to foster positive change around  
student success

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## Discussion Time:

What is the culture around advising  
on your campus?

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Academic Advising as a strategy  
to foster positive change around  
student success

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## Discussion Time:

What is the culture around advising  
on your campus?

## Maximizing your advising model

- Different institutions, different models
- Identify the strengths within your model
- Identify the growth opportunities
- Create opportunities for training & development

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## NACADA- The Global Community around Academic Advising *Core Values*

- Caring
  - Commitment
  - Empowerment
  - Inclusivity
  - Integrity
  - Professionalism
  - Respect
-

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## Discussion Time:

How are you fostering development of these core values in your advising program?

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**MSI Pre-Convening  
Overview of Equity Standards**

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**#CCADream17**

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## Understanding and Implementing the Equity Scaling Standards

Jose Luis Santos, Ph.D.  
President & Founder, JLS Strategies Group, LLC

Nia Woods Haydel, Ph.D.  
Complete College America Fellow

[www.completecollegeamerica.org](http://www.completecollegeamerica.org)

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## Equity Standards

### *Today's Goals*

- Provide an overview of the Equity Standards
- Review a successful project focused on decreasing achievement gap
- Discuss the role of data in creating equity
- Initiate conversations around improving equity on our campuses

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## Equity Scaling Standards

- Make a strong case
- Cultivate commitment
- Foster Trust
- Focus attention, support and resources where they matter most
- Align financial incentives to equity goals
- Safeguard equity throughout scaling efforts
- Embed equity in each of the scaling standards



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## Equity Scaling Standards: The Goal

- Moving from talk to action
- Using data to drive change and positive outcomes
- Being strategic in working toward decreasing equity gaps and creating environments that support student success
- Engage in continuous improvement practices around practices and policies

# Optimizing Academic Success & Institutional Strategy (OASIS): An MSI Student Success Initiative

Complete College America Annual Convening  
New Orleans, LA

November 29 ,2017

José Luis Santos,  
Ph.D.  
President



**JLS Strategies**  
Group, LLC

## Minority Serving Institutions Need to be Engines of Opportunity

- Enrollments shift with demographics
- Fastest growing enrollments occurring at MSIs
- This leads to an increasingly growing number of MSIs
- If we are serious about increasing educational attainment – we must focus on these types of institutions
- Need to learn from them – both, their challenges and successes
- Their students need to succeed

# Framing

- **Focus on Student Success**
  - College access is no longer enough
- **Data Systems and Data Users must be set up for real-time decision-making – not just compliance and reporting**
  - Successful leaders at successful institutions **use data to mobilize action**
- **Strategies to create a culture to intentionally improve data and its use for increased student outcomes**
  - **Launch a campus-wide improvement effort**
  - **Model behavior at the top**
  - **Engage the campus community as problem solvers**
  - Ensure that your institutions **have accessible, accurate, and effective data delivery**
  - Proactively **analyze student pathways**
  - **Segment and customize student services**
- **Key Takeaway: *Leaders should embrace a culture of data and evidence for continuous improvement efforts and change management***

# OASIS Participating Institutions

- California State University, Fresno (HSI)
- California State University, Fullerton (HSI)
- Florida International University (HSI)
- Morgan State University (HBCU)
- North Carolina A&T State University(HBCU)
- North Carolina Central University (HBCU)
- Queens College, City University of New York (HSI)
- The University of Texas Rio Grande Valley(HSI)
- University of Houston (HSI)
- University of Memphis (Urban Research Institution – PBI)



# Student Success Practices

- **Student Advising and Course Scheduling Practices**

- Adopt mandatory / intrusive advising policies
- Develop meta-majors, default scheduling pathways, and academic (major) maps
- Implement block / structured scheduling for first year students
- Emphasize 15 credits per semester
- Reexamine drop, withdraw, hold, registration policies, and course scheduling
- Implement early alert system

- **Data Analytics**

- Perform baseline analytics to assess need areas.
- Use predictive analytics to identify at-risk students.
- Analyze and report data each semester (fall and spring of each year) to assess progress.

- **Developmental Math Intervention**

- Course redesign (with help from National Center for Academic Transformation or SREB's John Squires)
- Statway and Quantway (Carnegie Foundation for the Advancement of Teaching)
- Mathway (UT Austin, Charles A. Dana Center)

# Intentional Behavior and the Use of Real-Time Data to Drive Change & Continuous Improvement

- Metric 1: Retention Rates
  - Number and percentage of all first-time, degree-seeking undergraduate students reenrolling each fall and spring term for the first two years by race/ethnicity, attendance status, and income (i.e., Pell status at time of entry)
- Metric 2: Credit Accumulation
  - Number and percentage of first-time, full-time degree-seeking undergraduate students accumulating 12-15 units per term
- Metric 3: Drop, Withdrawal, Failure
  - Percentage of students either dropping, withdrawing, or failing in each of the 5 courses with the highest DWF rate of the 25 courses that enroll the most freshman and sophomores by enrollment status at entry, race/ethnicity, and Pell status (at time of entry)
- Metric 4: Developmental Math Success
  - Number and percentage of entering undergraduate students who complete developmental math requirements with a C or better at the end of their entering fall semester and then enroll and complete a credit-bearing math course within one year by race/ethnicity, enrollment status, and Pell status (at time of entry)

# Authored Publications Of Interest

- Education Trust Higher Education Practice Guide: Learning From High-Performing and Fast-Growing Institutions (Jan 2014)
- Higher Education's Critical Role in Increasing Opportunity in America: What Boards Should Know and Questions They Should Ask (Jan/Feb 2016)
- A Glimpse Inside the Coiffers: Endowment Spending at Wealthy Colleges and Universities (Aug 2016)
- Fixing America's College Attainment Problems: It's More than Affordability (Sept 2016)



## HIGHER EDUCATION'S CRITICAL ROLE IN INCREASING OPPORTUNITY IN AMERICA: Know and 10 Questions They Should Ask

BY JOSE LUIS SANTOS AND KATI HAYCOCK

BOARD MEMBERS WHO WANT TO BE GREAT STEWARDS OF the institutions they are entrusted to lead—today and into the future—must ensure two things: that they truly understand what the numbers say about their institution's contributions to restoring opportunity in America and that they have capable leadership teams in place committed to aggressively expanding that contribution over time. In the end, it is a matter of leadership at every level.

- ### TAKEAWAYS
1. The United States is experiencing not only increasing gaps in income and wealth, but also growing problems with social mobility. While not the only solution, receiving a quality education has consistently proven to be consequential for people's lives and their economic prospects.
  2. Board members must both understand what the numbers say about their institution's contributions to restoring opportunity in America and create capable leadership teams committed to aggressively expanding that contribution over time.
  3. Boards that protect and nurture student success and engage faculty as problem solvers will drive both access and completion numbers in the right direction.

JANUARY/FEBRUARY 2016 NAC 15

## A Glimpse Inside the Coiffers: Endowment Spending at Wealthy Colleges and Universities

BY ANDREW HOWARD NICHOLS AND JOSE LUIS SANTOS

Figure 1a: Median Endowment Assets in High-Wealth Institutions Versus All Others

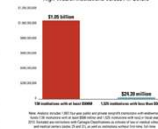
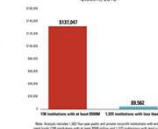


Figure 1b: High-Wealth Institutions Versus Others: Median Endowment Assets Per Full-Time Equivalent Student, 2013



Andrew Howard Nichols, Ph.D., is the director of higher education research and data analytics, and Jose Luis Santos, Ph.D., is vice president of higher education policy and practice at The Education Trust.

THE EDUCATION TRUST • A GLIMPSE INSIDE THE COIFFERS | AUGUST 2016 8



- ### TO THE POINT
- College affordability is a growing problem for American families. But solving that problem won't fix America's college attainment problems.
  - While the vast majority of high school graduates enter college, many don't earn the degrees that they need in today's marketplace—all too often in part because many colleges are more focused on getting students to the end of their journey than on ensuring they have the skills needed to succeed in America's "new economy."—ensuring all students can move from high school to college and graduate from college at rates that will allow them to succeed.
  - Any proposed new federal-state partnership aimed at making college more affordable should aggressively address completion problems, improving and streamlining it so that students are better prepared and that colleges and universities prioritize student success, especially among underserved groups.



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## It's Your Turn

- Where are the achievement gaps among your student population?  
(Cultivate commitment & Foster trust)
- What are you currently doing on your campus to promote equity?  
(Make a strong case)
- What data are you using to support the decision to implement these practices?  
(Focus attention, support and resources where they matter most)
- Are the efforts you are implementing on campus align with the state standards for improving equity? (Do you know if there is a state initiative?)  
(Align financial incentives to equity goals & Safeguard equity throughout scaling efforts)

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# Outlining Your Plan

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## Questions & Answers

### Contact Information

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- Twitter: [@joseluis\\_jls](https://twitter.com/joseluis_jls)

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- Twitter: [@DrNiaH](https://twitter.com/DrNiaH)

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Next Steps**

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## Shared Commitment & Implementation Timeline

### Commitment Process

Develop and sign a state-level  
Shared Commitment for  
Planning

Host a Challenge Event  
to share information with  
institutions and gain  
signatures on Implementation  
Shared Commitment  
document

**Academic Year 1**

### Implementation Process

Organize and coordinate  
multiple academies for  
various strategies

Implement first set of  
strategies

Continue planning for  
implementation of other  
strategies

Develop plan to  
continually evaluate  
strategies being  
implemented

**Academic Year 3**

Implement next set of  
strategies

Continually evaluate  
strategies being  
implemented

**Academic Year 4**

Take all strategies to scale

Continually evaluate  
strategies

Broadly share results with  
stakeholders

**Academic Year 5**

# Next Steps

January

- Baseline data collection 2016-2017 cohorts

February

- Webinars
- Submit Implementation Plan & Sub Grant

March

- Feedback on Implementation Plan
- Decision on Sub Grant

April-  
August

- Marketing campaign
- Communication with stakeholders

December

- Quantitative intervention data

January-  
February  
2019

- Qualitative intervention data



# Your poll will show here

1

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[pollev.com/app](https://pollev.com/app)

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*or*

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or

[Open poll in your web browser](#)



# Maximizing Your Time

## **Connect**

1. Download the Complete College America App
2. Network and Engage at Dine Outs
3. Connect with your Director of Alliance Relations

## **Reflect**

1. Tweet! #CCADream17 and #CCAMomentum and tag @CompleteCollege
2. Assess locally, state-wide and regionally

## **React**

1. Make a plan
2. Take action!

The background of the advertisement features a vibrant, bokeh-style light effect in shades of purple, pink, and blue. On the left side, there is a close-up of a person wearing an ornate, gold-colored Mardi Gras mask with intricate designs and small, sparkling stones. On the right side, another person is partially visible, wearing a similar gold mask and dark sunglasses. The overall atmosphere is festive and celebratory.

# MARDI GRAS

WORLD

**CATCH THE SHUTTLE AT 5PM**

***CANAL STREET ENTRANCE OF THE HOTEL***