



Communicating to Drive Change

The Power of the Story in Student Success Work

COMPLETE
COLLEGE
AMERICA



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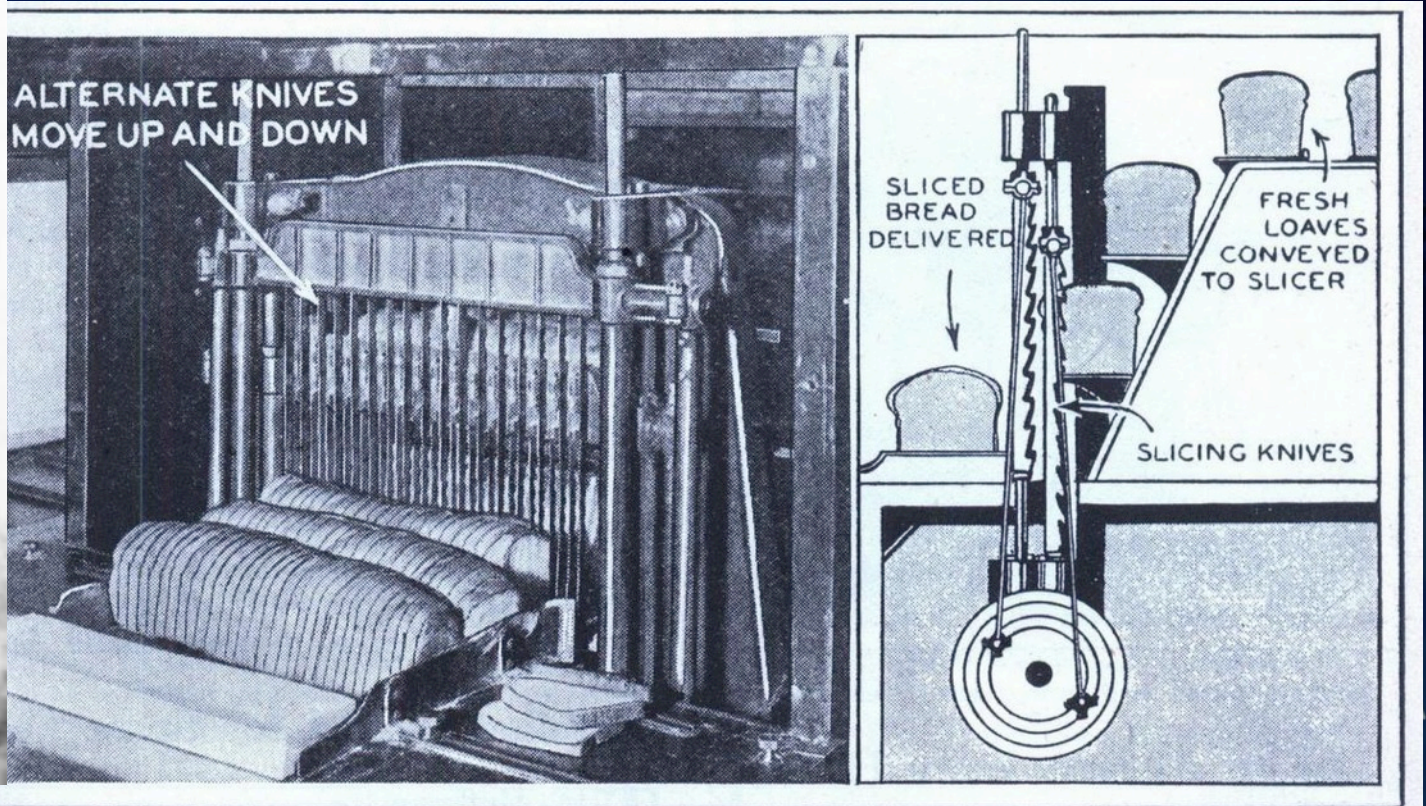


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Sketch above shows how fresh bread loaves are conveyed through the slicing knives. Photo is a close-up of the slicer showing the double bank of keen, jagged knives, delivering the sliced loaves.

HERE!

At your Grocer's TODAY!

WONDER-CUT BREAD



Wonder Bread

Builds Strong Bodies 8 Ways!

1. WONDER As Much Protein as a Serving of Beef Steak at 100%	
2. BRAND AND TASTE As Many Calories for Bread and Butter as contained in a 2-Slice Poppy Seed Bun	
3. WHY CHILL As Much Protein as 1 Egg	
4. MOOD As Much Fun for Kids and Adults as a Slice of Bread	
5. ABSEYVE As Much Protein as 1 Slice of Bread	
6. SMOOTH As Much Protein as 1 Slice of Bread	
7. SLICED As Much Protein as 1 Slice of Bread	
8. ENERGY As Much Protein as 1 Slice of Bread	



Communications Drives Change

Reach

Teach

Inspire

Persuade

Spur Action



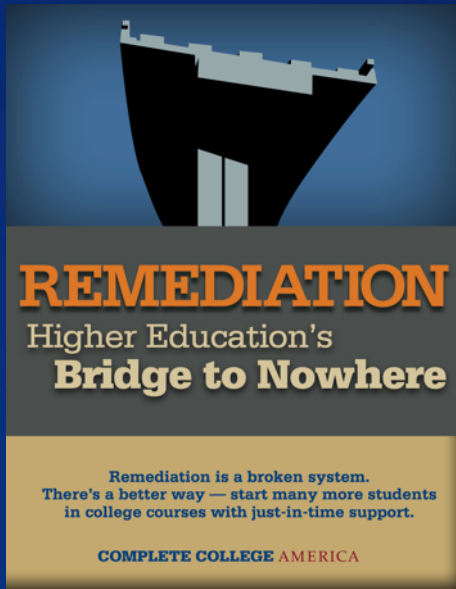
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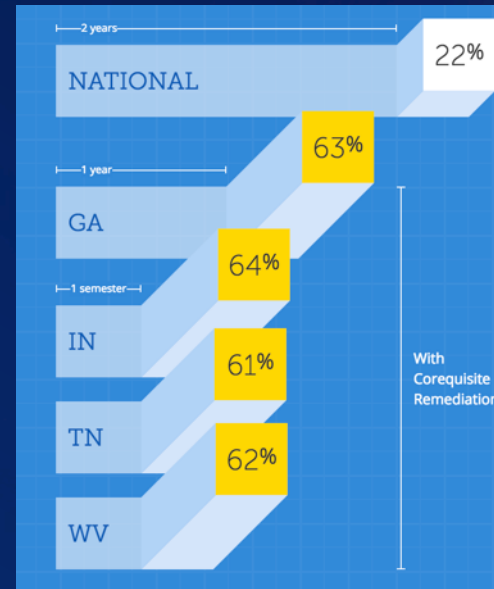

REMEDICATION
Higher Education's
Bridge to Nowhere

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

COMPLETE COLLEGE AMERICA

I wasn't a 'math' student before I took this class. I didn't think I could do it, but I ended up with an A in College Algebra. The support really did help me feel like I knew it. And, if I had to take several no credit developmental classes, I would have run out of financial aid.

LOGAN
Student, Fairmont State University



COMMIT

Implementing Corequisite Support requires buy-in and engagement from faculty leaders — especially developmental education, math and English instructors. Convene these stakeholders to look at the data, including gateway course completion for remedial students and success rates of current reforms, so they understand the problem of student attrition and are encouraged to begin developing new models.

RESOURCES



COREQUISITE REMEDIATION: SPANNING THE COMPLETION DIVIDE

Access to remediation is not access to college. This report shows breakthrough results of Corequisite Support, fulfilling the promise of college access for underprepared students.

[Learn More](#)

[MORE REPORTS](#)

THE RESEARCH BEHIND COREQUISITE SUPPORT

Discussion of existing research and supporting models.

[Learn More](#)

[MORE ARTICLES](#)

FOUR-YEAR MYTH

The vast majority of college students in America do not graduate on time, but many more can.

[Download](#)

[MORE REPORTS](#)

Key Messages

For far too many of our students, higher education takes too long, costs too much and graduates too few.

Structural barriers stand in the way of student success, preventing them from reaching key first-year benchmarks and building the momentum needed to earn a credential.

There are hundreds of things we can do for students, but we know that there are a handful of strategies achieving remarkable results all across the country.

Building clear Momentum Pathways, utilizing the Game Changers, ensures students reach milestones that lead to graduation.



**CREATING A CULTURE OF COMPLETION:
SHIFTING THE CONVERSATION, MAKING AN IMPACT**





DAY 1

The Completion Crisis:
From “It’s a student issue” to “It’s our problem
to solve”



DAY 2



DAY 3



DAY 4



DAY 5

WHAT'S INSIDE

DATA

The numbers are in –
and we know what
works.



STORIES

Snapshots of the
people making a
difference.



CASE STUDIES

Change is real – and
institutions are proving
it.



CONVERSATION

A place for important
voices to share their
insight.



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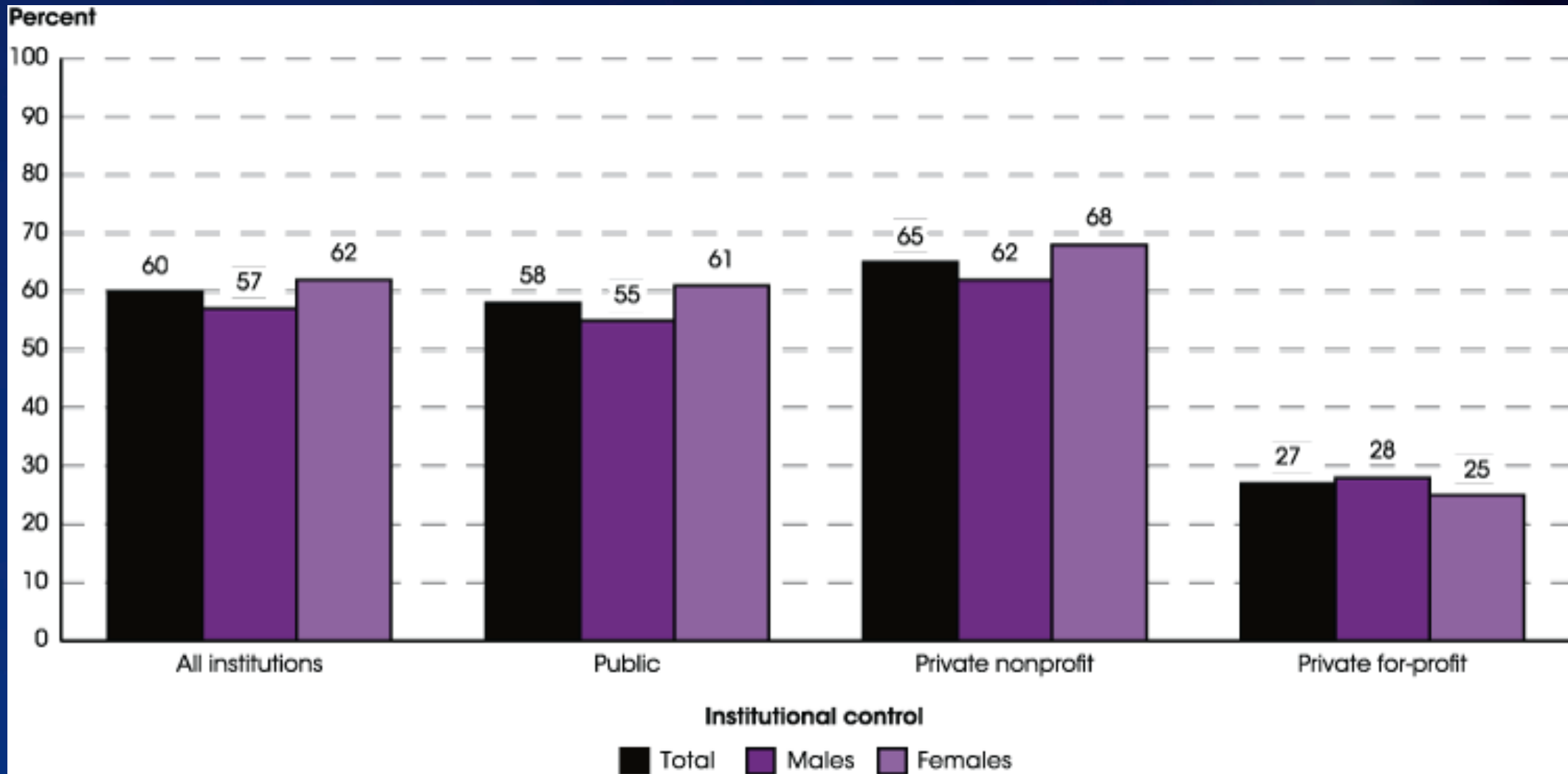
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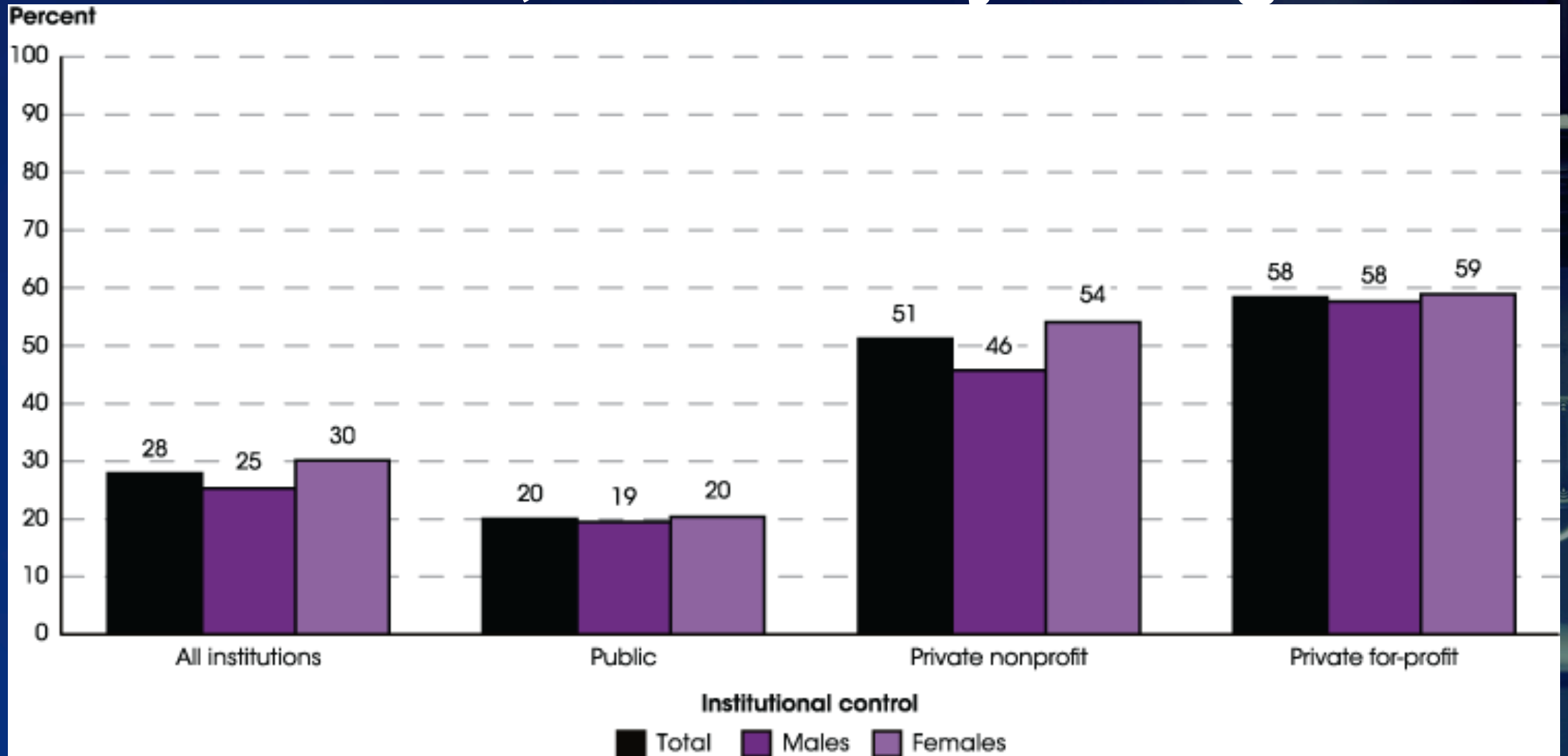
Why video?

- Video is projected to claim more than 80% of all web traffic by 2019.
- Adding a video to marketing emails can boost click-through rates by 200-300%.
- Embedding videos in landing pages can increase conversion rates by 80%.
- 90% of customers report that product videos help them make purchasing decisions.
- According to YouTube, mobile video consumption grows by 100% every year.
- 64% of customers are more likely to buy a product online after watching a video about it.
- 87% of online marketers are currently using video content in their digital marketing strategies.
- A third of all the time people spend online is dedicated to watching videos.
- Video ads now account for more than 35% of all ad spending online.
- 59% of company decision makers would rather watch a video than read an article or blog post.
- Digital marketing expert James McQuivey estimates that a single minute of video content is the equivalent of 1.8 million words.

Grad Rate, Four-Year Colleges



Grad Rate, Community Colleges



Typical Faculty Grade Book

Code	GRADED ACTIVITIES													curve		Grade	LETTER GRADE
	Ave	E-Mail	Gloss	Q #1	AR #1	SS #1	SYS	SS #2	Q #2	SRCH	AR #2	HPG	PPT	Q #3	5		
x0633	93.21	100	94.0	66.7	97	100	100	100	80.0	100	87	100	97	90	95.42	A	
x0729	81.92	100	94.0	71.4	100	100	70	100	67.5	95	0	100	92	75	88.74	B	
x0736	94.40	100	95.0	95.2	100	95	98	91	78.0	100	95	100	100	80	95.77	A	
x0851	91.45	100	95.0	61.9	100	100	97	100	80.0	100	95	100	100	60	94.08	A	
x0950	90.36	100	100.0	76.2	100	100	100	95	57.5	100	76	100	100	70	93.10	A	
x1011	91.04	100	86.0	90.5	69	96	100	100	80.0	100	80	97	100	85	92.87	A	
x1228	87.72	100	88.0	52.4	80	98	82	95	80.0	90	90	100	100	85	90.67	A	
x1648	94.61	100	100.0	81.0	98	100	92	100	74.0	100	100	100	100	85	96.33	A	
x1691	77.07	100	81.0	61.9	73	100	0	75	76.0	100	85	100	100	50	83.49	B	
x1854	80.77	0	95.0	81.0	74	100	94	100	61.0	100	72	97	100	70	87.50	B	
x1943	84.28	100	93.0	66.7	97	95	100	98	66.0	100	95	100	0	85	91.31	A	
x2034	73.27	100	0.0	90.5	0	100	0	100	90.0	90	100	97	100	85	79.37	C	
x2456	85.88	100	94.0	100.0	0	100	99	75	83.5	90	100	100	100	75	93.04	A	
x2608	75.69	100	0.0	71.4	90	100	97	95	62.5	88	83	97	100	0	81.99	B	
x3355	91.09	100	86.0	85.7	95	100	92	95	75.5	95	90	100	100	70	92.85	A	
x3573	82.18	100	74.0	52.4	90	90	87	55	85.0	90	90	100	95	60	84.67	B	
x3827	88.55	100	84.0	66.7	100	100	92	90	66.5	90	95	97	100	70	90.39	B	
x3924	95.03	100	100.0	71.4	100	100	100	95	84.0	100	100	100	100	85	97.00	A	
x4902	79.49	100	97.0	71.4	0	100	91	55	84.0	100	83	82	100	70	86.12	B	
x5331	29.82	100	0.0	66.7	52	0	0	0	74.0	95	0	0	0	0	32.31	F	
x5452	89.42	100	97.5	61.9	100	100	96	95	70.0	90	90	82	100	80	91.71	A	
x5735	92.96	100	92.0	71.4	97	100	100	100	78.0	100	95	100	100	75	94.75	A	
x6437	89.28	95	98.0	66.7	90	100	96	76	74.0	98	93	94	100	80	91.17	A	
x6450	88.22	100	92.0	61.9	93	100	88	76	69.0	98	90	94	100	85	90.42	B	
x6456	83.32	100	93.0	76.2	92	100	97	100	70.0	0	90	95	100	70	90.27	B	
x6696	89.32	100	87.0	76.2	90	85	97	100	79.0	95	80	100	97	75	90.52	A	
x6976	88.99	100	94.0	61.9	90	95	96	68	75.0	100	87	100	100	90	91.25	A	
x7222	39.82	100	83.5	57.1	0	100	100	0	77.0	0	0	0	0	0	43.14	F	
x7292	88.36	100	82.5	57.1	90	100	94	95	75.0	90	95	100	100	70	90.96	A	
x8242	89.76	100	95.0	61.9	100	95	96	95	73.0	100	86	100	100	65	92.08	A	
x9228	84.93	100	93.0	57.1	92	100	94	56	75.0	100	92	100	100	45	88.26	B	
x9975	85.43	100	92.0	57.1	80	100	93	95	63.5	100	65	100	100	65	87.79	B	

But – who are they?





Carlos





Barbara





Jaklin





Monique



Tyrone



The College of Southern Nevada Presents

no greater odds

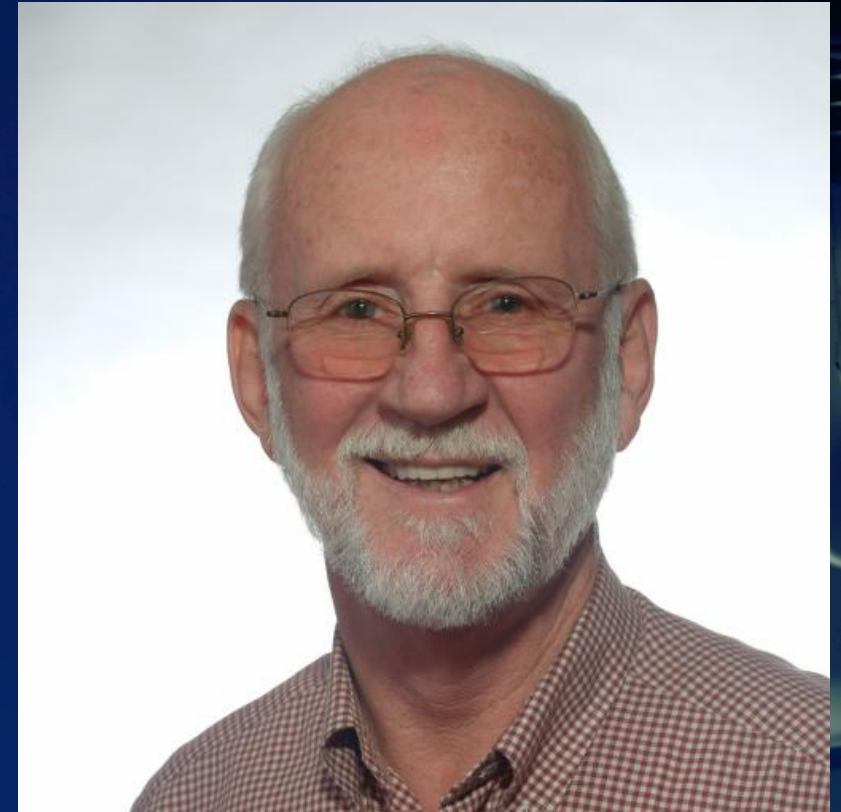
a film by Patrick Wirtz



The Power of Stories: The Narrative Paradigm

“The world is a set of stories
from which we choose,
and thus constantly
recreate,
our lives.”

- Walter Fisher



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The Great Storyteller



Are these students unique?

The Challenges. The Barriers. The Obstacles.

The Data Analysis

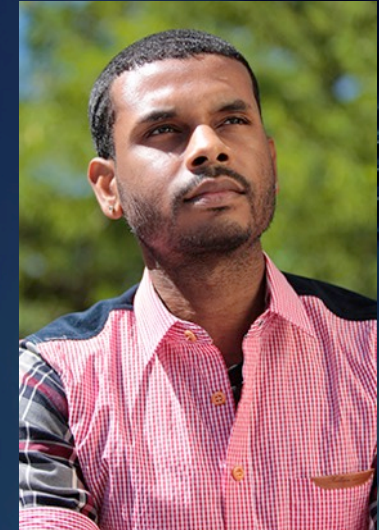
Challenges: Quantitative Outcomes

- Low Persistence Rates Leading to Low Graduation Rates
- Students Not Completing Gateway Math & English Early (or at all)
- Accumulation of Excess Credits
- For Those That Do Complete, The Time to Degree is too Long
- Excessive Student Debt

When We Asked Students Why They Got Off track...

- Never on a “track” to begin with
- Lack of “on time” academic advising
- Do not understand course pre-requisites
- Do not understand course sequencing
- Do not have a connection to someone at the college
- Required courses are not available at right time
- Students change majors (multiple times)
- Catalogs are difficult to comprehend

Why Do We Do This Work?



Tell Their Stories

Focus On Student Names...Not Student Numbers



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