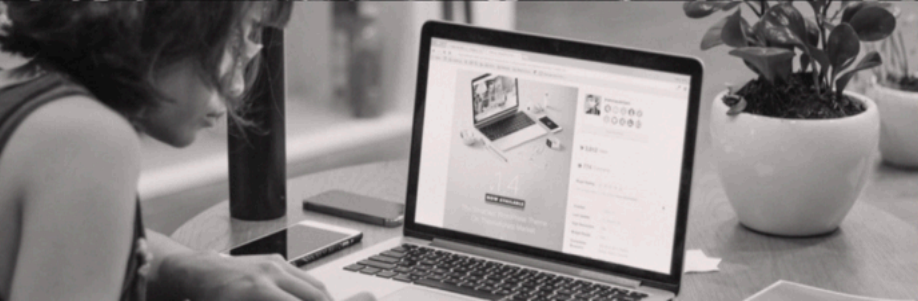




CCA 101

Dr. Monika Mala and Emily Sellers
Directors of Alliance Relations

**COMPLETE
COLLEGE
AMERICA**



COMPLETE COLLEGE AMERICA



@CompleteCollege

#CCAImpact

Directors of Alliance Relations



Emily Sellers, MPA
esellers@completecollege.org



Monika Mala, PhD
mmala@completecollege.org

THANKS TO OUR SPONSORS:



Completion With a Purpose[®]



Who is in the room?



Who is in the room?



Start the presentation to activate live content



If you see this message in presentation mode, install the add-in or get help at PollEv.com/app

How many CCA events have you attended?

- This is my first time!
- 2 - 3
- 4 - 5
- 5 or More

How many Complete College America events have you attended?

This is my first time!

2-3

4-5

More than 5

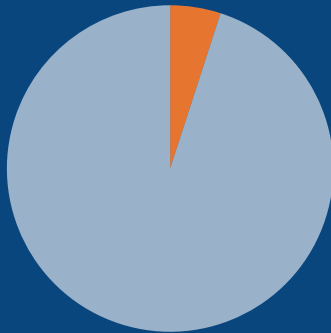
Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app

On-Time Graduation Rates

(Full-Time Students)

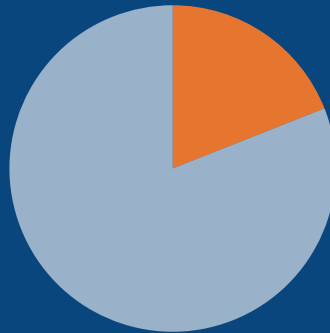
2-Year
Associate



5%

ON TIME

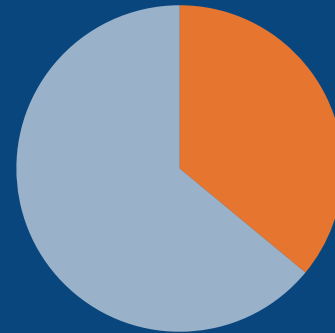
4-Year
Bachelor's
(non-flagship)



20%

ON TIME

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



38%

ON TIME

150% Graduation Rates

(Full-Time Students)

2-Year
Associate



14%

IN 3 YEARS

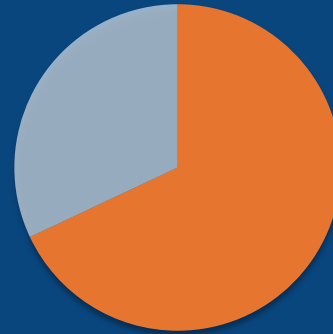
4-Year
Bachelor's
(non-flagship)



44%

IN 6 YEARS

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



67%

IN 6 YEARS

WHO WE ARE

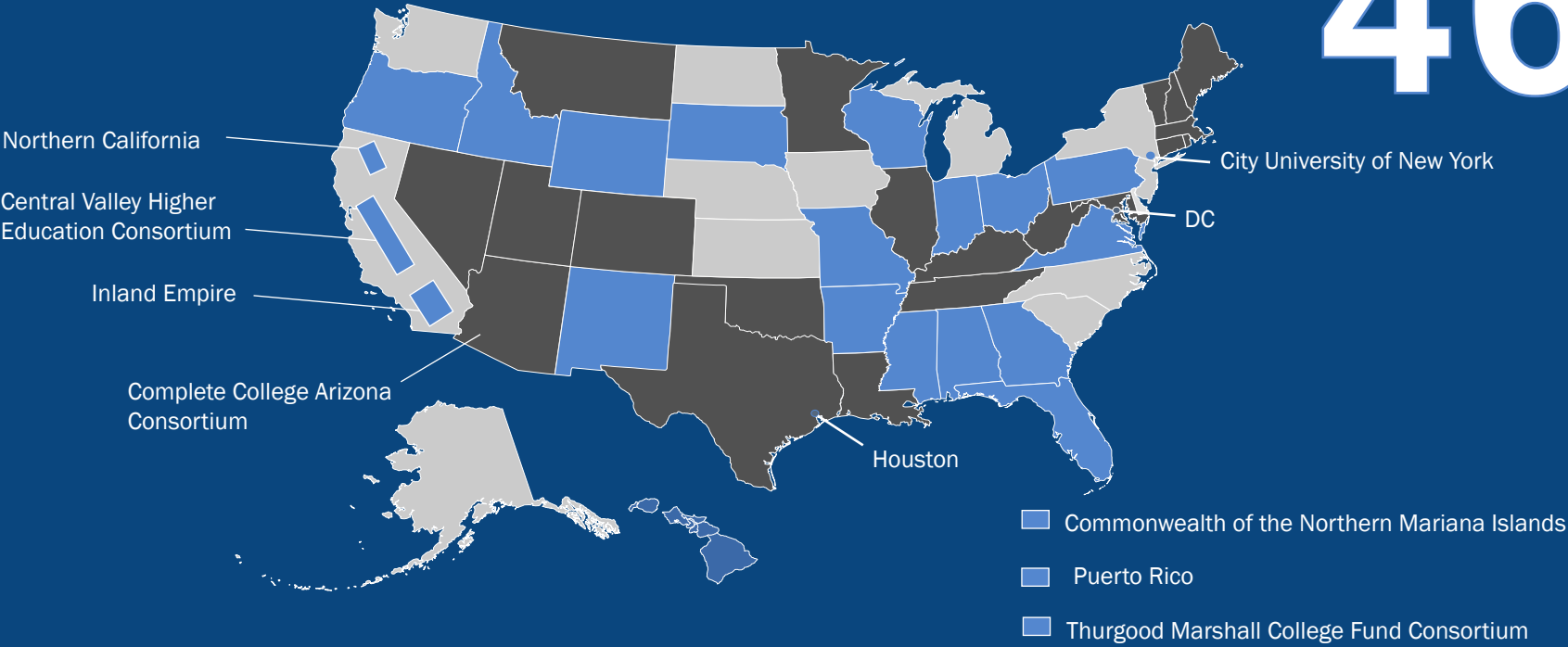




A SINGLE MISSION

Leveraging our Alliance to eliminate achievement gaps by providing equity of opportunity for all students to complete college degrees and credentials of purpose and value.

46



Monika Mala

mmala@completecollege.org



Emily Sellers

esellers@completecollege.org

THE ALLIANCE

CCA Fellows

Complete College
Alliance Teams

Campus
Implementation Teams

Impatient Reformers and
the Students They Serve



EQUITY




METRICS & EVIDENCE



POLICY



COMMUNICATIONS

- 
- Empower data experts to be leaders in the movement
 - Give voice to the silent through data
 - Support implementation & scale
 - Support communication & driver education

IMPLEMENTATION

WHAT WE DO





OUR APPROACH

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

THE GAME CHANGERS





15 TO FINISH



MATH PATHWAYS



COREQUISITE SUPPORT



MOMENTUM YEAR



ACADEMIC MAPS & PROACTIVE ADVISING



A BETTER DEAL FOR RETURNING ADULTS

15 TO FINISH

#15toFinish



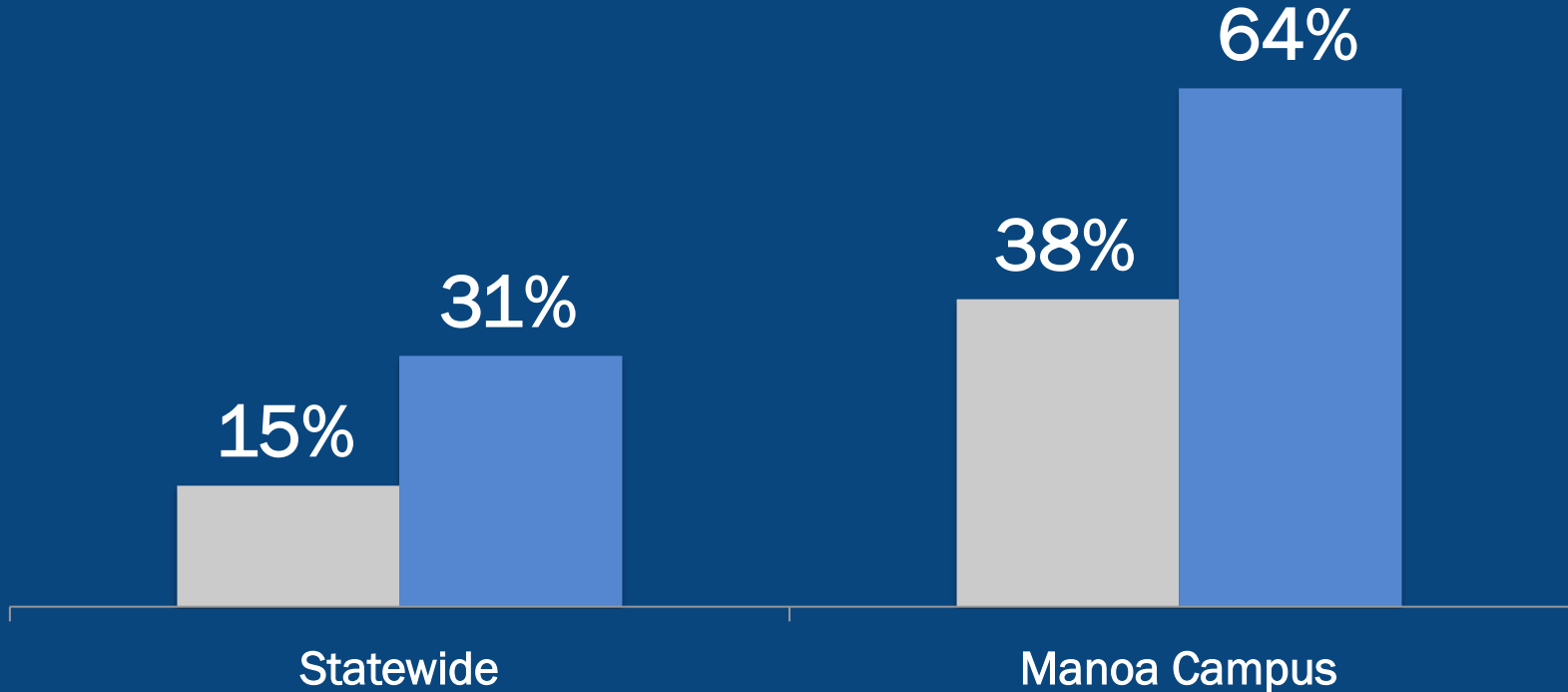
FULL-TIME



ON-TIME

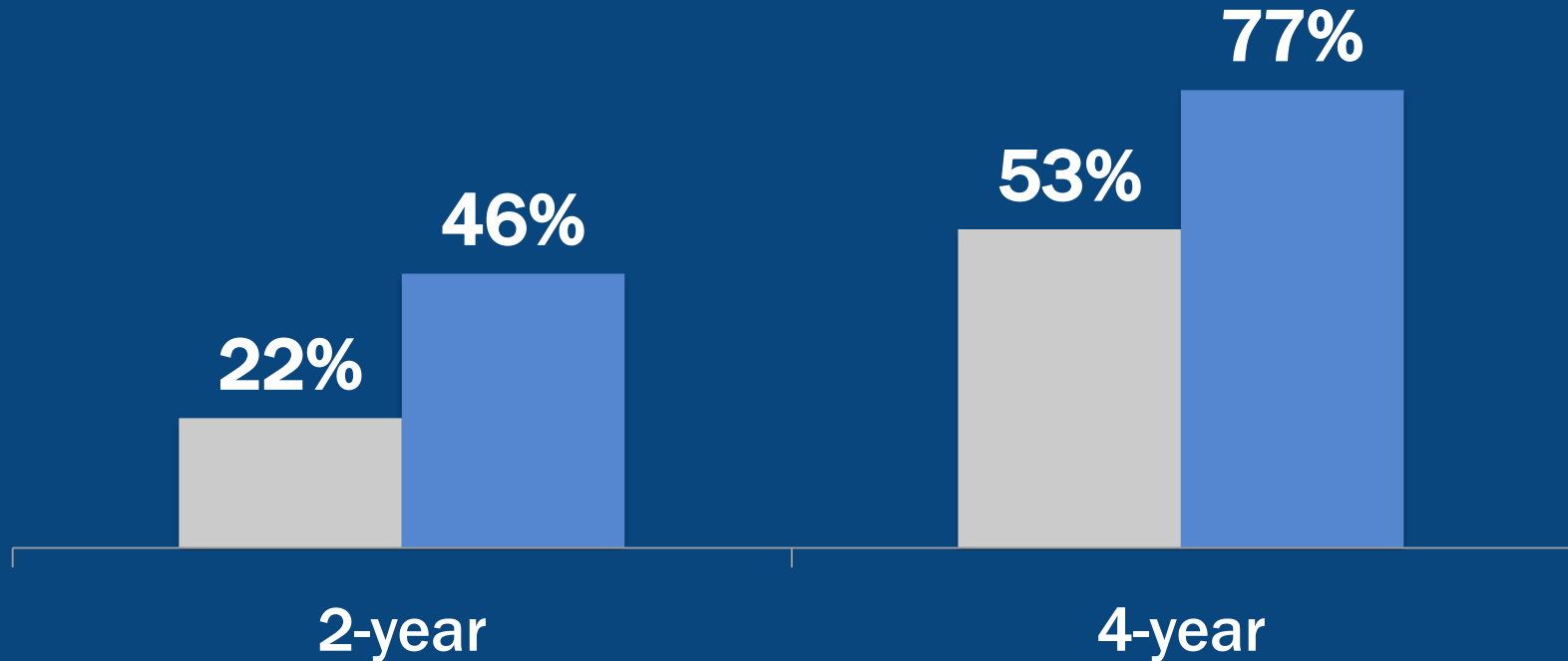
HAWAI'I RESULTS

Students Taking 15 Credits 2011 v. 2015



INDIANA RESULTS

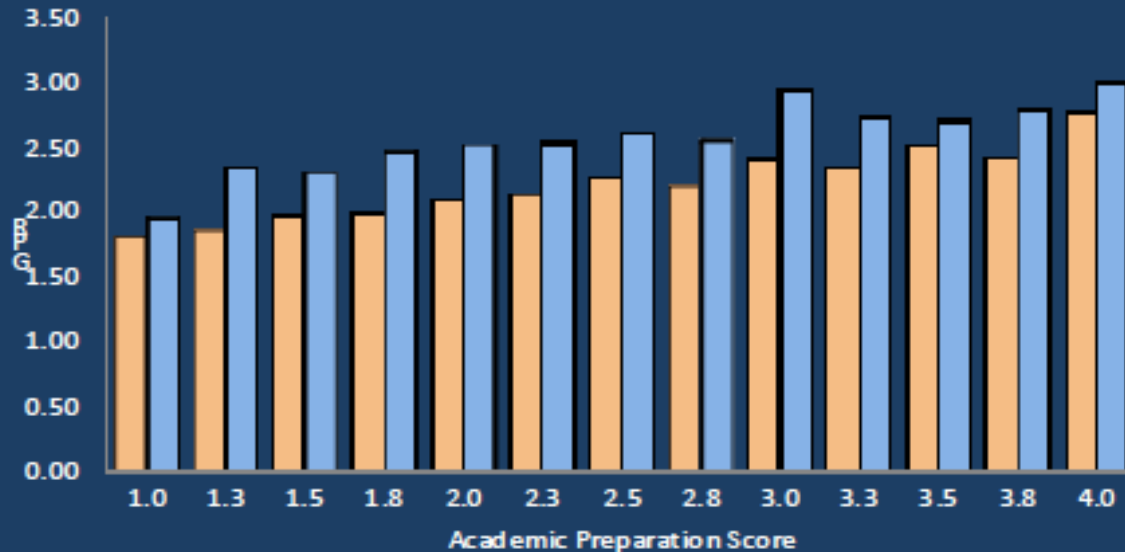
21st Century Scholars Taking 15 Credits 2013 v. 2015



At every level of academic preparation students taking ≥ 15 hours had higher GPAs

First Semester GPA by Academic Preparation Score and the 15 Credit Hour Break Point

First-Time Freshmen at the UH Community Colleges





15

**CREDITS A SEMESTER
TO GRADUATE ON TIME**

#15TOFINISH

15^{to} 
FINISH

2+2

THINK
30

30 
Louisiana

Finish
in 4

THINK



THINK
30
to
FINISH in 4
www.washburn.edu/think30

ELEVATE • EDUCATE • INNOVATE

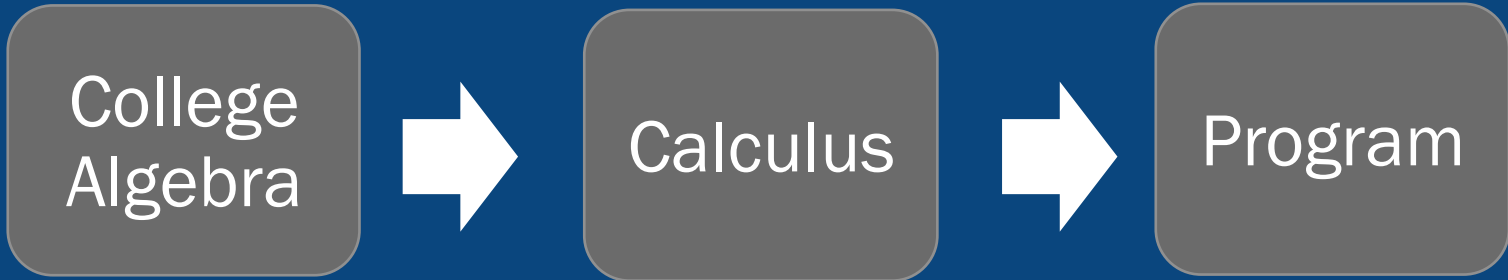
MATH PATHWAYS

[#MathPathways](#)



COLLEGE ALGEBRA'S PURPOSE:

PREPARATION FOR PROGRAMS REQUIRING CALCULUS



Math Is Aligned to Majors

Meta-Major

Gateway Math

Program

Humanities
Arts

Quantitative Reasoning

Classics
Performing Arts
Cultural Studies

Social Sciences
Health Sciences
Business

Statistics/Modeling

Psychology
Political Science
Communications

Technical Certificate
Programs

Technical Math

Welding
Carpentry

Engineering
Hard Sciences

College Algebra/Pre-Calc/
Calculus

Civil Engineering
Chemical Engineering
Chemistry

COREQUISITE SUPPORT

[#CoreqWORKS](#)



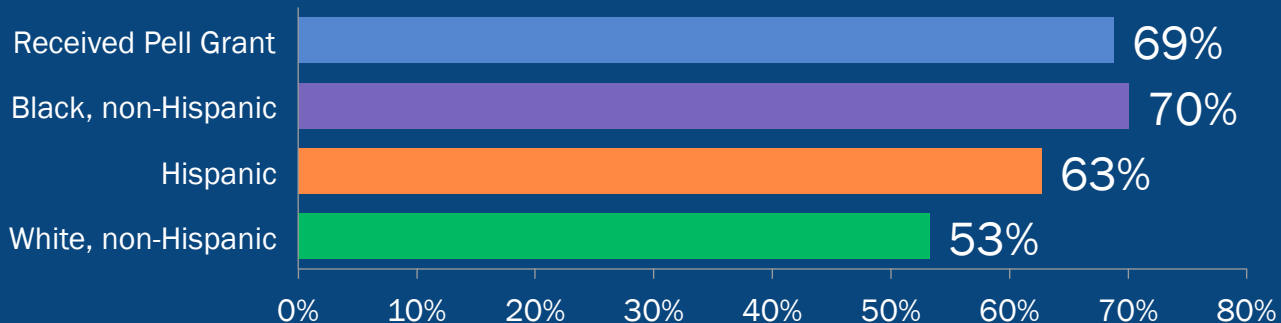
REMEDICATION



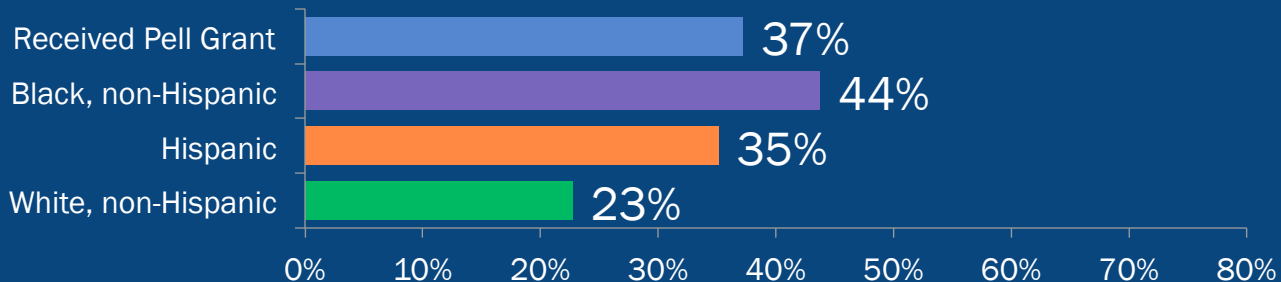
- Too many students start college in remediation
- 52% of 2-year students nationally
- 1.7 million students each year

AFRICAN AMERICANS, HISPANICS AND PELL STUDENTS ARE OVERREPRESENTED

2-Year Students

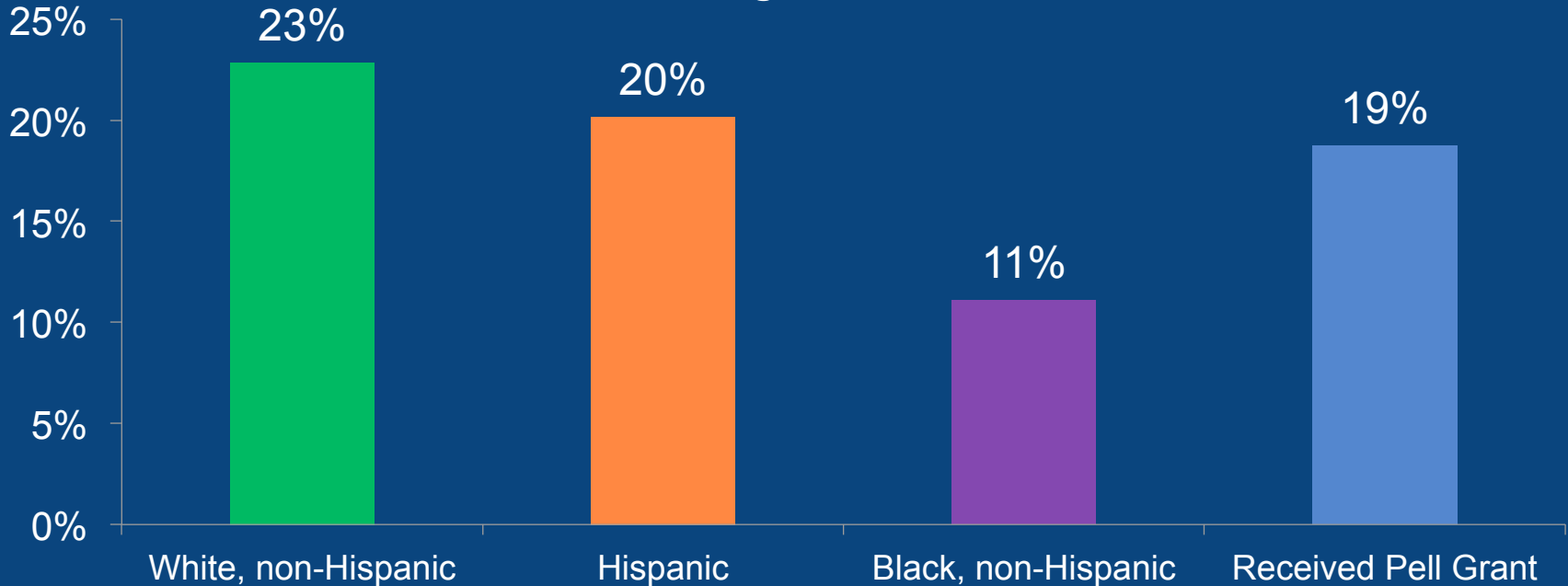


4-Year Non-Flagship Students



The System Does Not Work, Particularly for African Americans

*Gateway Course Completion in Two Years
2-Year College Remedial Students*



FEW GRADUATE OR TRANSFER



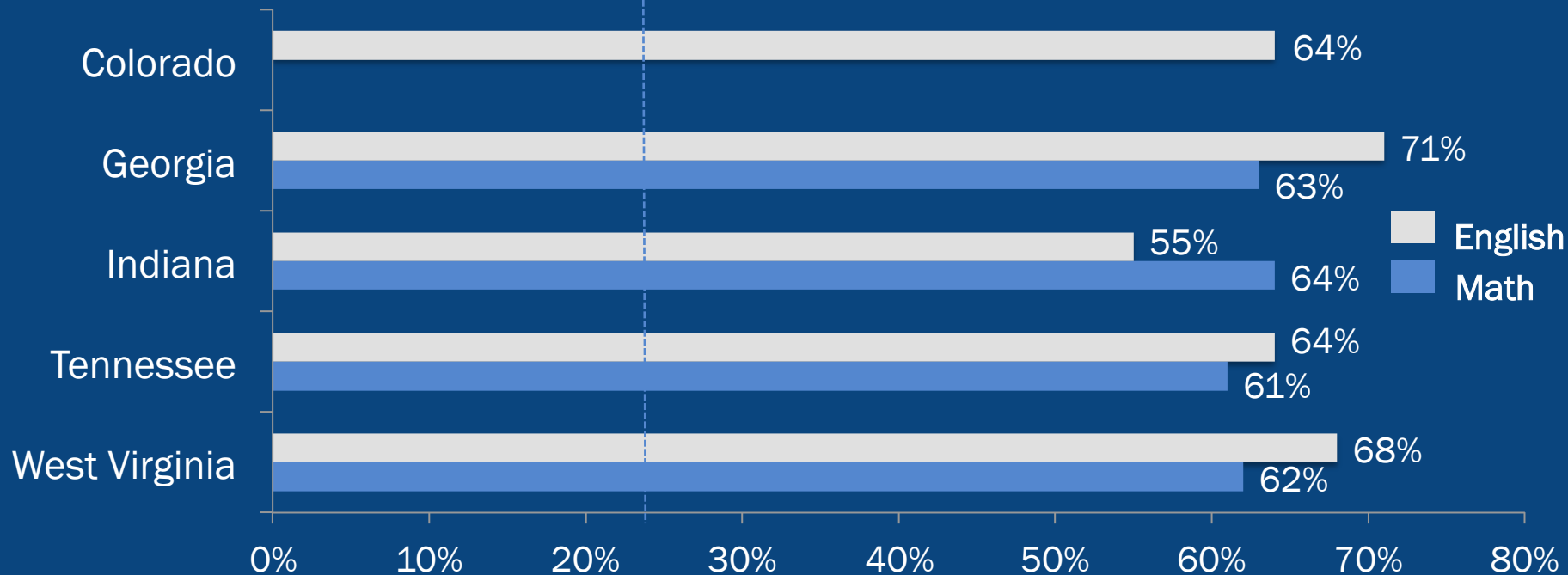
Students in remediation are more likely to walk away than to fail.

COREQUISITE SUPPORT

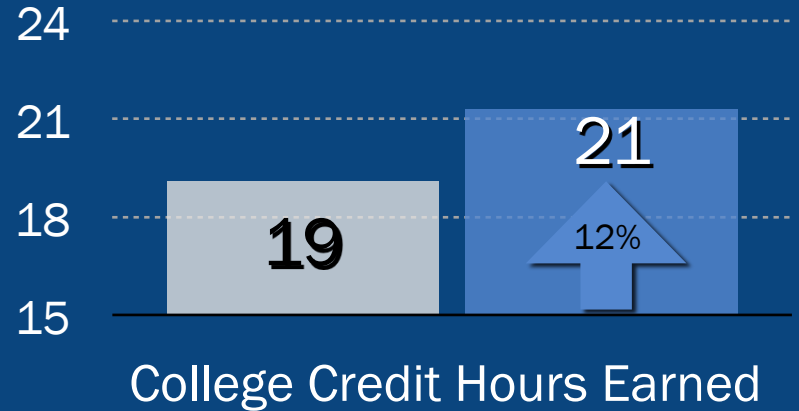
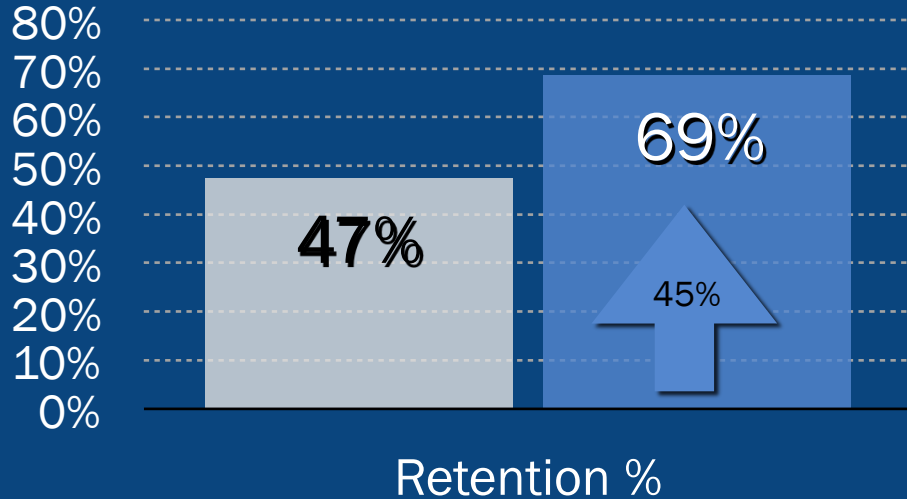
- Students enroll directly into COLLEGE-LEVEL course.
- Provide academic support as a Corequisite in the SAME SEMESTER, not a prerequisite.

COREQ WORKS

22% Traditional Remediation
National Avg for Gateway Course Success



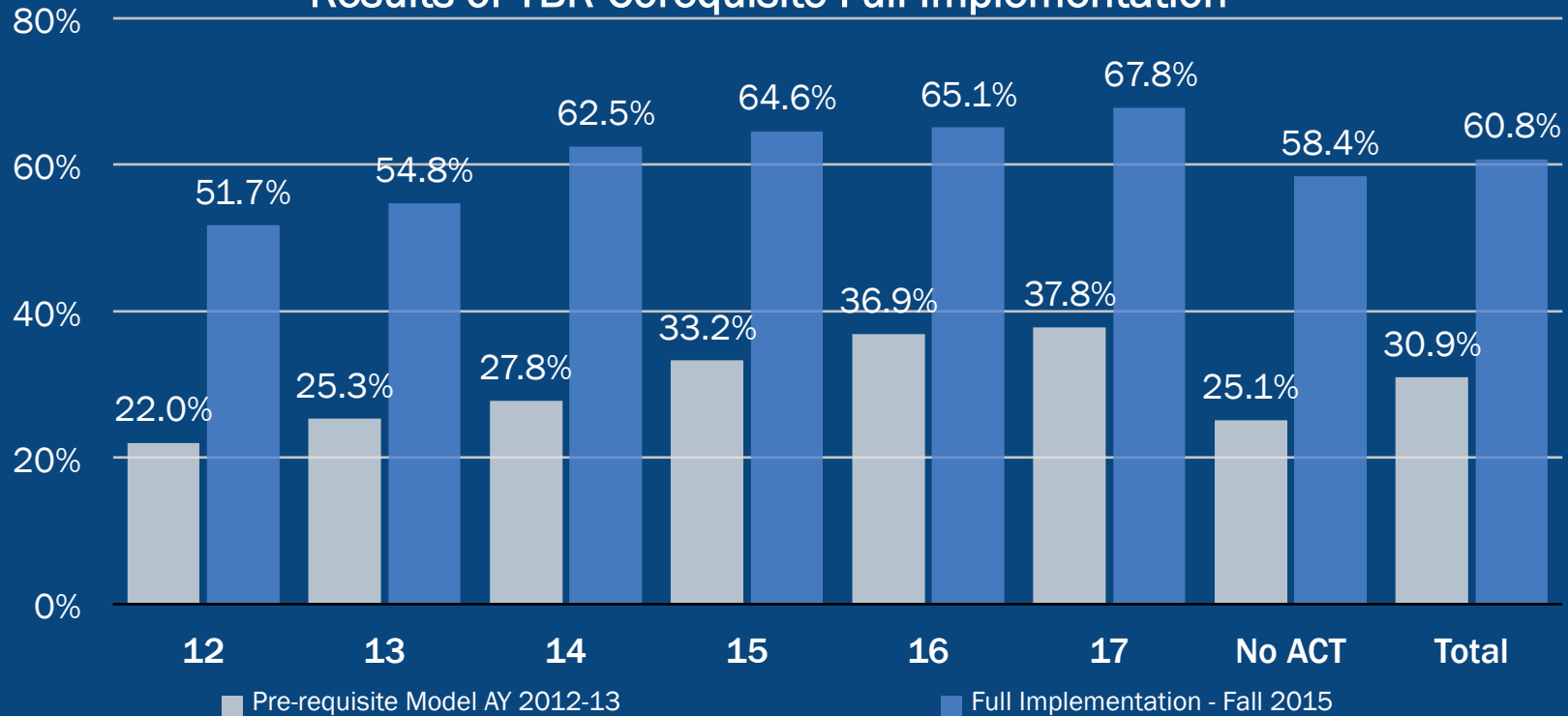
ONE YEAR LATER....



■ Completed Math Remediation - Non Corequisite

COMPLETION OF GATEWAY ENGLISH BY ACT SUB-SCORE COMMUNITY COLLEGE PRE-REQUISITE MODEL VS. COREQUISITE MODEL

Results of TBR Corequisite Full Implementation



MOMENTUM YEAR

[#CCAMomentum](#)



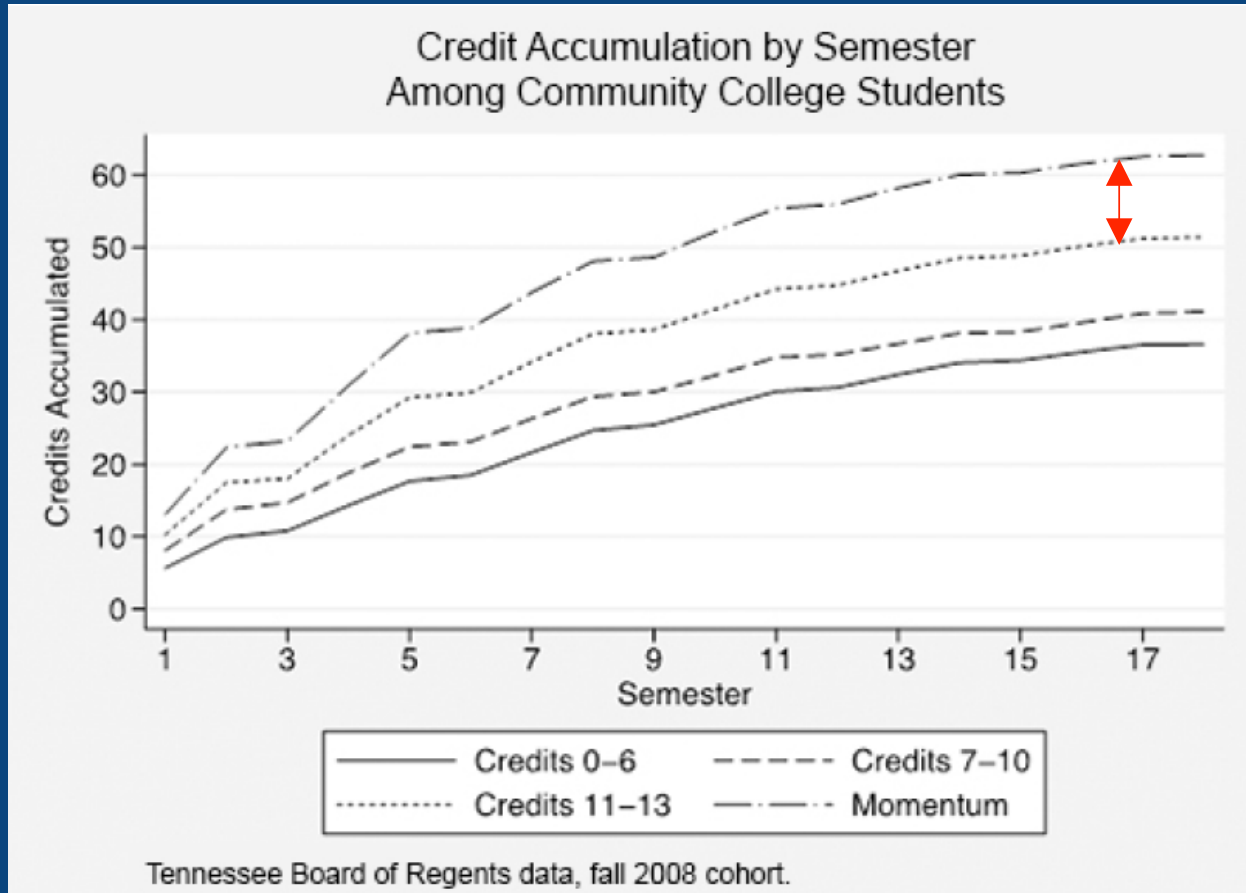
STUDENT MOMENTUM

In the first year of enrollment students who...

- Earn 30 credits in first year
- Complete math and English gateway courses
- Enter a program of study
- Complete nine program credits

...are far more likely to graduate.

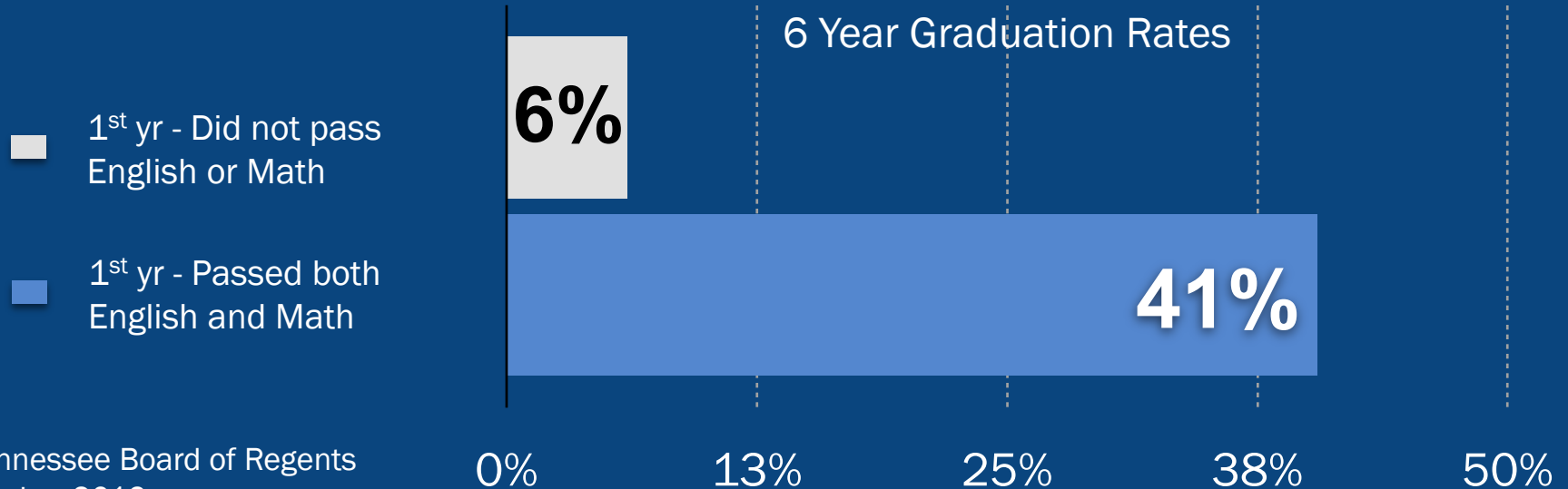
15 CREDITS IN 1ST SEMESTER CREATES STUDENT MOMENTUM



Belfield,
Jenkins and
Lahr, 2016

COMPLETION OF GATEWAY MATH AND ENGLISH CREATES MOMENTUM

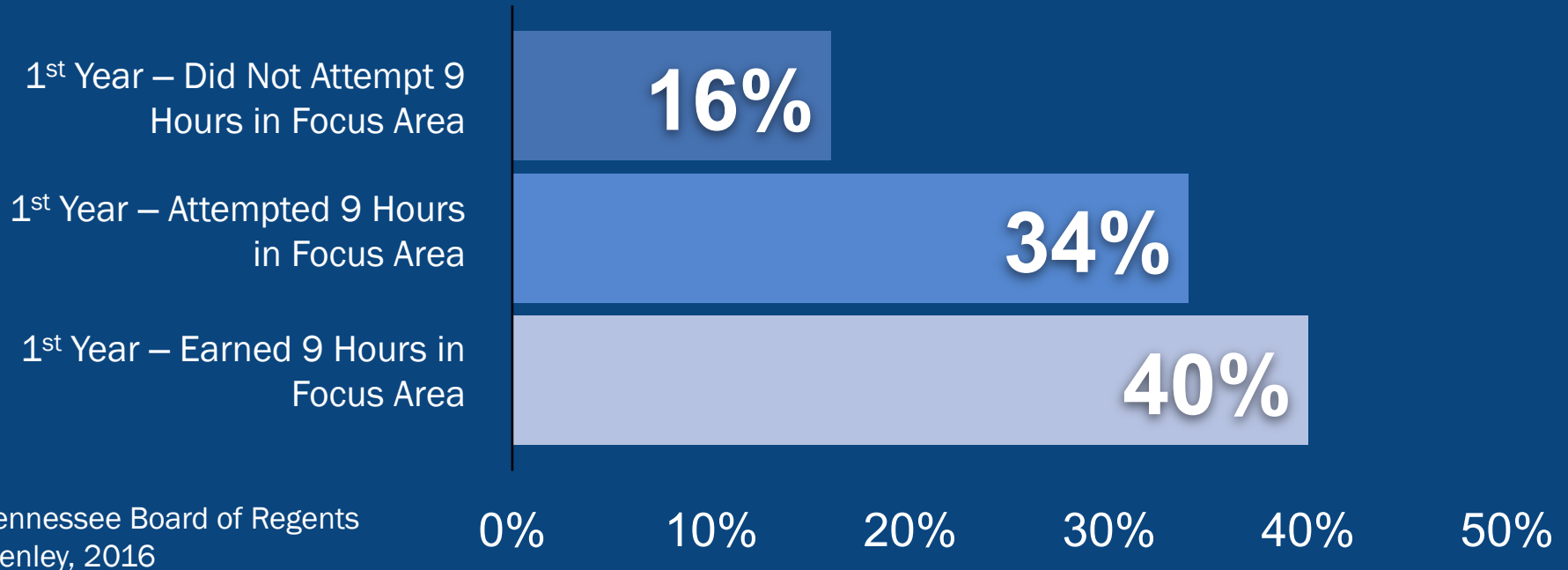
Community College English and Math



Tennessee Board of Regents
Denley, 2016

NINE CREDITS IN PROGRAM FIRST YEAR CREATES MOMENTUM

6 Year Community College Graduation Rates



META MAJORS



OPERATIONALIZING STUDENT MOMENTUM

When you...

- Set Academic Policies
- Establish Advising Protocols
- Embed Academic Maps

...more students SUCCEED.

Scaling the key elements of the Game Changer strategies that achieve student momentum in the first year and beyond

THE MOMENTUM YEAR

An Onboarding System for Students Results in:

Students Identifying their College Purpose

Selecting a Meta-Major

Earning 30 credits

Taking up 3 courses in their Program Path

PURPOSE MATTERS

Uninformed decisions about purpose...

- Too many major options
- Little alignment with interests and values
- Little understanding of career implications

...lead to significant negative impact on student outcomes

- Major-switching
- Excess credits
- Longer time-to-degree
- Extra costs
- “Some college, no degree”
- Unsuccessful career launch
- Persistent achievement gaps

SHARED BELIEFS

Higher education should be a launching pad toward a meaningful career, empowering students with the knowledge to make informed choices, the structures to explore available opportunities, and the tools needed for success.

Career exploration and planning must be intentional and start early in the educational experience.

States, systems and institutions must **build a culture** of purpose across all tiers in higher education.

Purpose First



BEST PRACTICES

STUDENT OWNERSHIP

- ✓ Help students become self-advocates
- ✓ Show students that higher education is not simply a box to be checked

INFORMED CHOICE

- ✓ Administer early interest assessments
- ✓ Provide labor-market data and in-depth career information

INSTITUTIONAL CULTURE

- ✓ Create a shared vision for success
- ✓ Customize plans by institution

CAREER EXPLORATION

- ✓ Provide technology that empowers the process
- ✓ Integrate career exploration with orientation

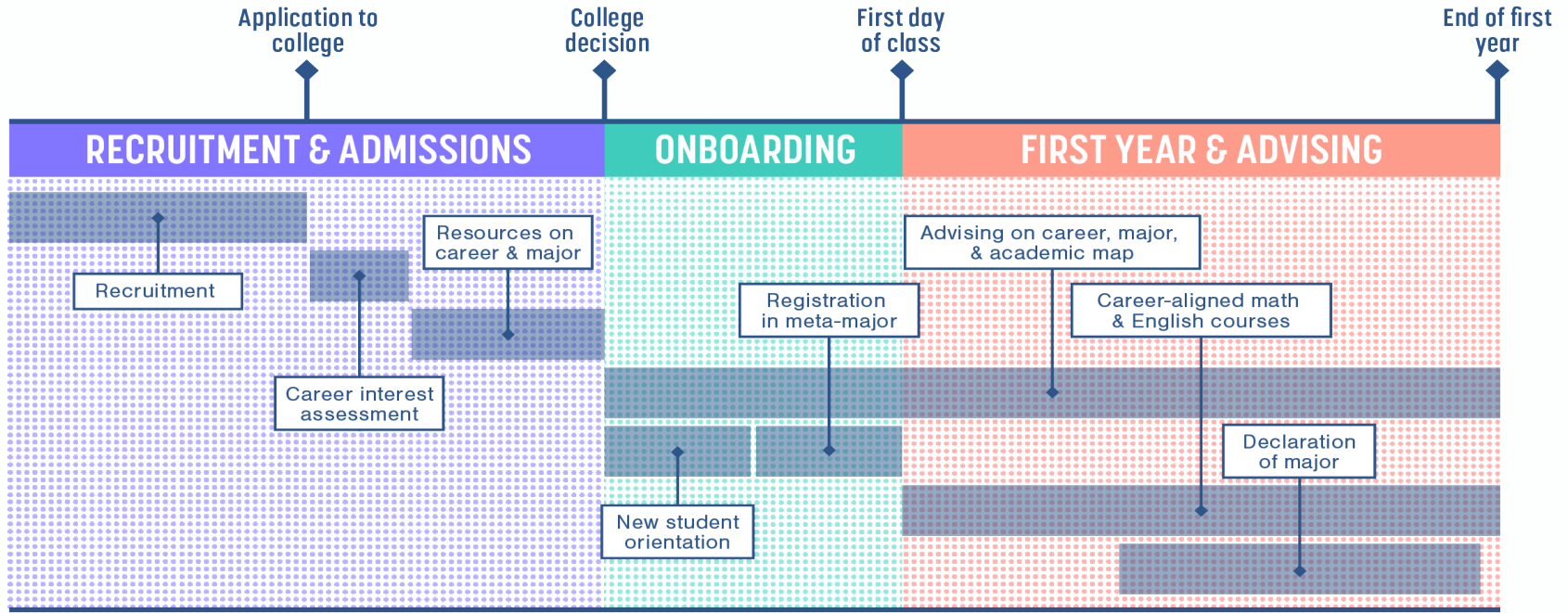
ACADEMIC STRUCTURES

- ✓ Offer meta majors
- ✓ Offer a First-Year Experience

ADVISING & NETWORKING

- ✓ Require students to connect with academic and career advisors
- ✓ Create and activate social capital

THE PURPOSE FIRST EXPERIENCE



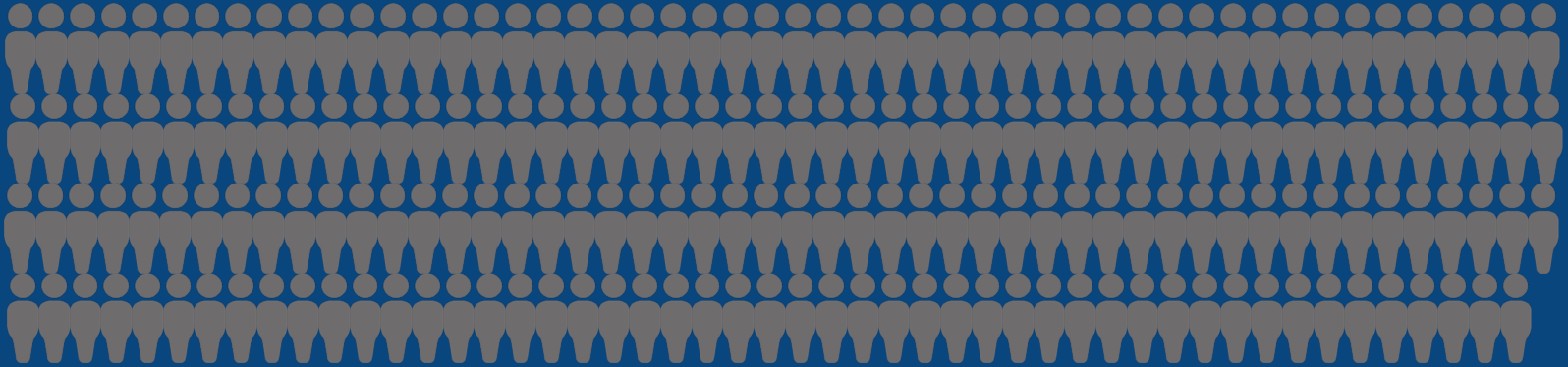
ACADEMIC MAPS & PROACTIVE ADVISING



The image features a solid blue background with a complex, white maze pattern. The maze consists of numerous interconnected paths and dead ends, creating a sense of confusion and complexity. In the center of the image, the text "NO CLEAR PATH" is written in a bold, white, sans-serif font. The text is centered both horizontally and vertically, standing out prominently against the intricate maze background.

NO CLEAR PATH

1 COUNSELOR TO 400 STUDENTS





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.

ACADEMIC MAPS

FIRST-YEAR CORE	
TERM 1	TERM 2
English 101 English 101+ 	English 102 English 102+ 
3 credits	3 credits
Pre-calc 101 Pre-calc 101+ 	Calculus 101 Calculus 101+ 
3	3
Biology, Chemistry, or Physics Core w/lab	Bio, Chem, or Physics Core w/lab
4	4
Biology, Chemistry, or Physics Core w/lab	Biology, Chemistry, or Physics Core w/lab
4	4
Student Success Seminar	STEM or Engineering Options Seminar
1	1
CREDITS 15	CREDITS 15



STAYING ON THE PATH



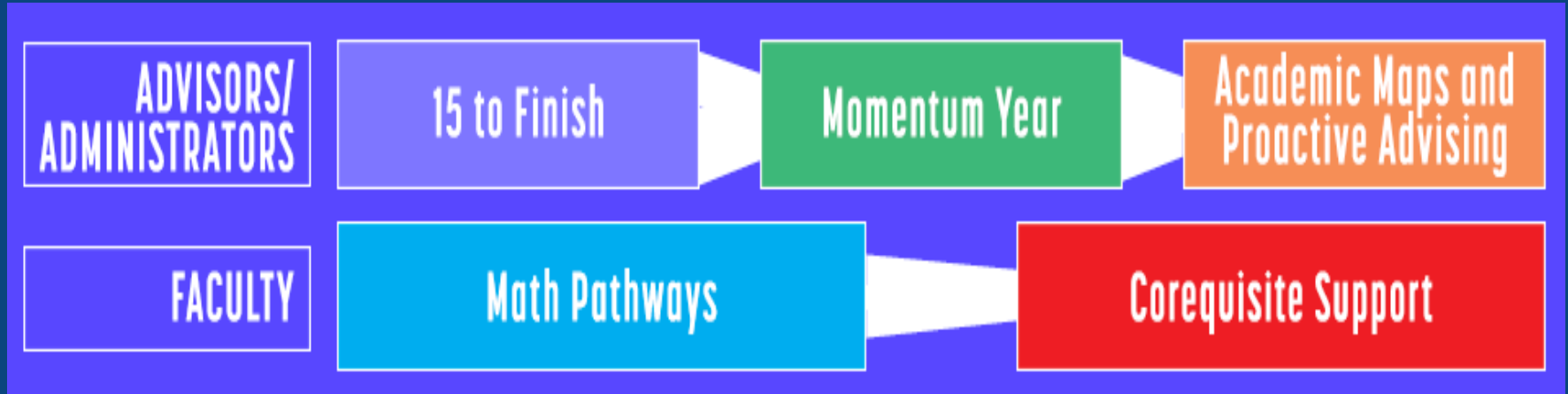


STAYING ON THE PATH: PROACTIVE ADVISING

Advisors reach out to students if:

- They fall off the pathway
- They are at risk of not succeeding
- They need special assistance or a customized pathway

MOMENTUM PATHWAYS



A BETTER DEAL FOR RETURNING ADULTS

#ABetterDeal



To meet the goal of 60 percent postsecondary attainment, the following students are needed:

Traditional aged  **4.8 million**

Previously attended college
but did not graduate  **6.1 million**

Never attended college  **5.5 million**

Nationwide, 11.6 million additional adults will need to earn a degree or credential, compared to 4.8 million traditional-aged students, to meet the attainment goal.

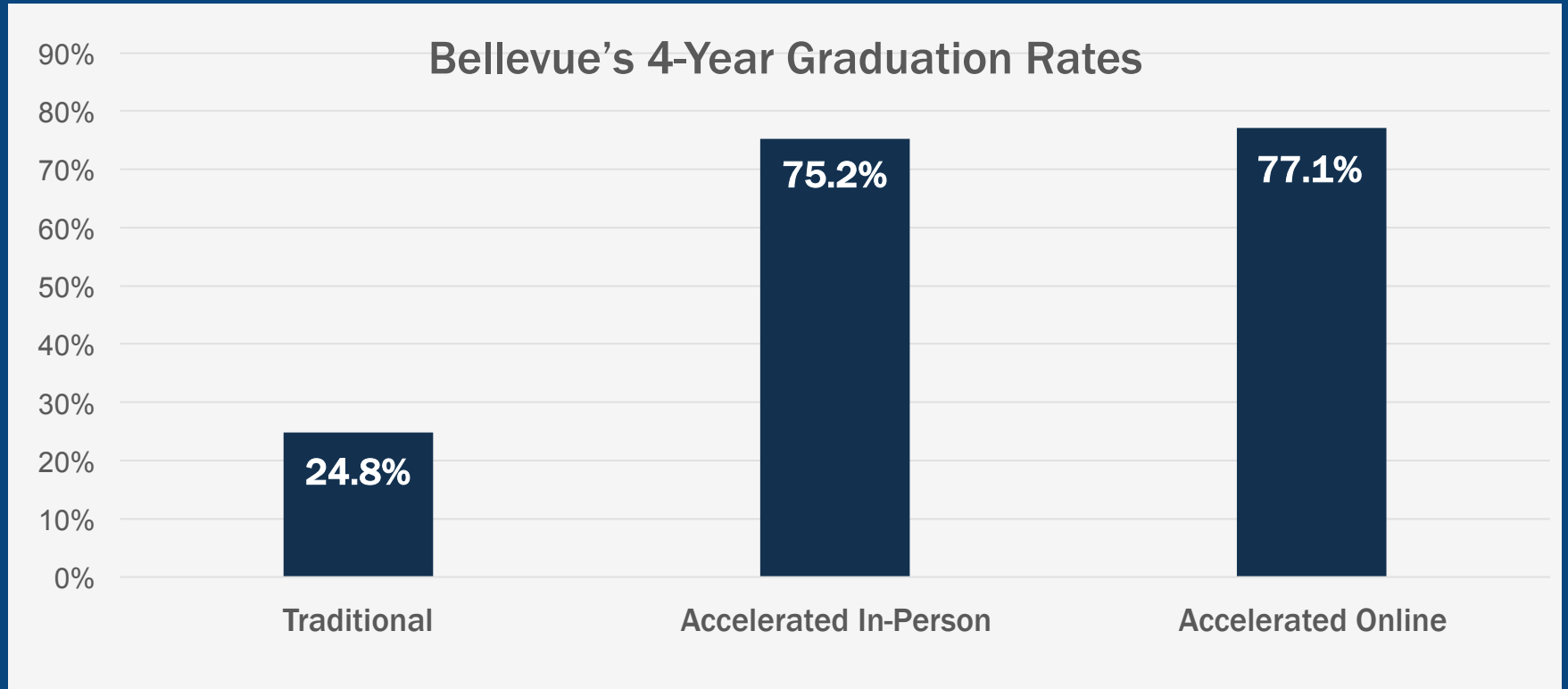


REDESIGNED SCHEDULES

Solve for 5 instead of 15:
Compressed Courses

- Shorter Terms
- Fewer Courses per Term
- Year-Round Enrollment
- Consistent Time/Days on Campus

COMPRESSED COURSES GET BIG RESULTS





CREDIT FOR COMPETENCY

If it works, bake it into the cake:
Embedded Credit for Competency Process

- Required for all adult students
- Designed to maximize credits earned
- Credits transcribed promptly



UNIVERSITY OF
LOUISVILLE

Three-credit course leads students through reflection and PLA process:





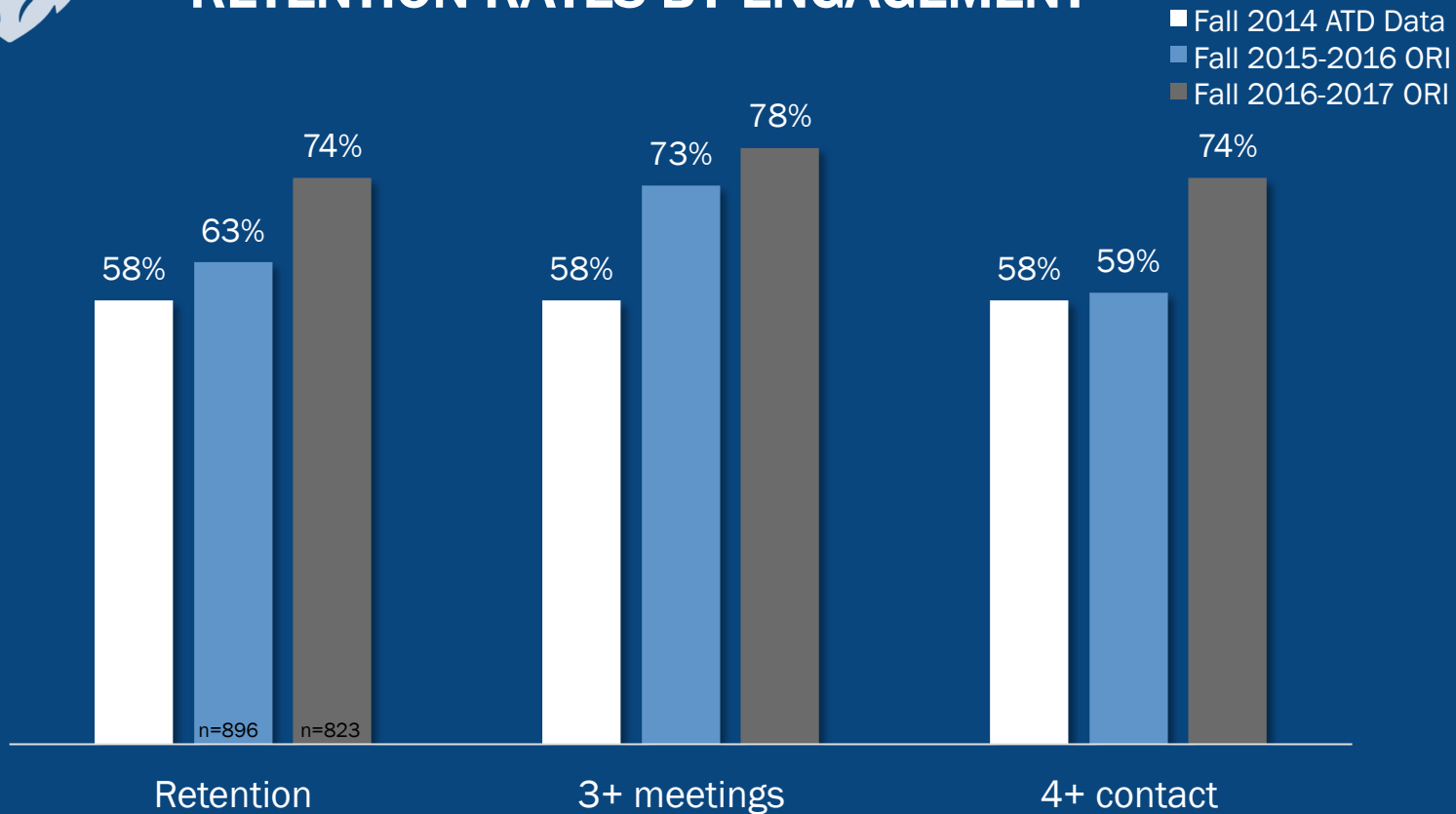
DEDICATED COACH

Assign a coach to each adult student

- Single coach from start to finish
- Trained to build relationship & trust
- Equipped to intervene in institutional policy and practice
- Knowledge of external resources



WALLACE STATE COMMUNITY COLLEGE: SUCCESS COACHING RETENTION RATES BY ENGAGEMENT





PROACTIVE REENGAGEMENT

Adults are welcomed back – with the promise of a Better Deal

Avenues to reach potential returning adult students include:

- Direct marketing
- Reverse Transfer efforts
- Employer partnerships

RETURNING ADULT CAMPAIGNS

A lot has changed
LIKE YOUR REAS

LARGE INCOME BUMP
+\$20k

LESS CHANCE OF BEING UNEMPLOYED
3x

College Grads vs High School Grads

Bachelor's Degree vs High School Grad

www.YouCanGoBack.com/Anthony.Smith

An Initiative of the Indiana Commission for Higher Education

LEARN MORE

You Can. Go Back.

Indiana Commission for Higher Education
300 West Washington Street, Indianapolis, IN 46204

ed since you left college.
FOR INSTANCE.

Indiana Results: Over 13,000 former students returned within one year

es and universities are making
ish your degree.

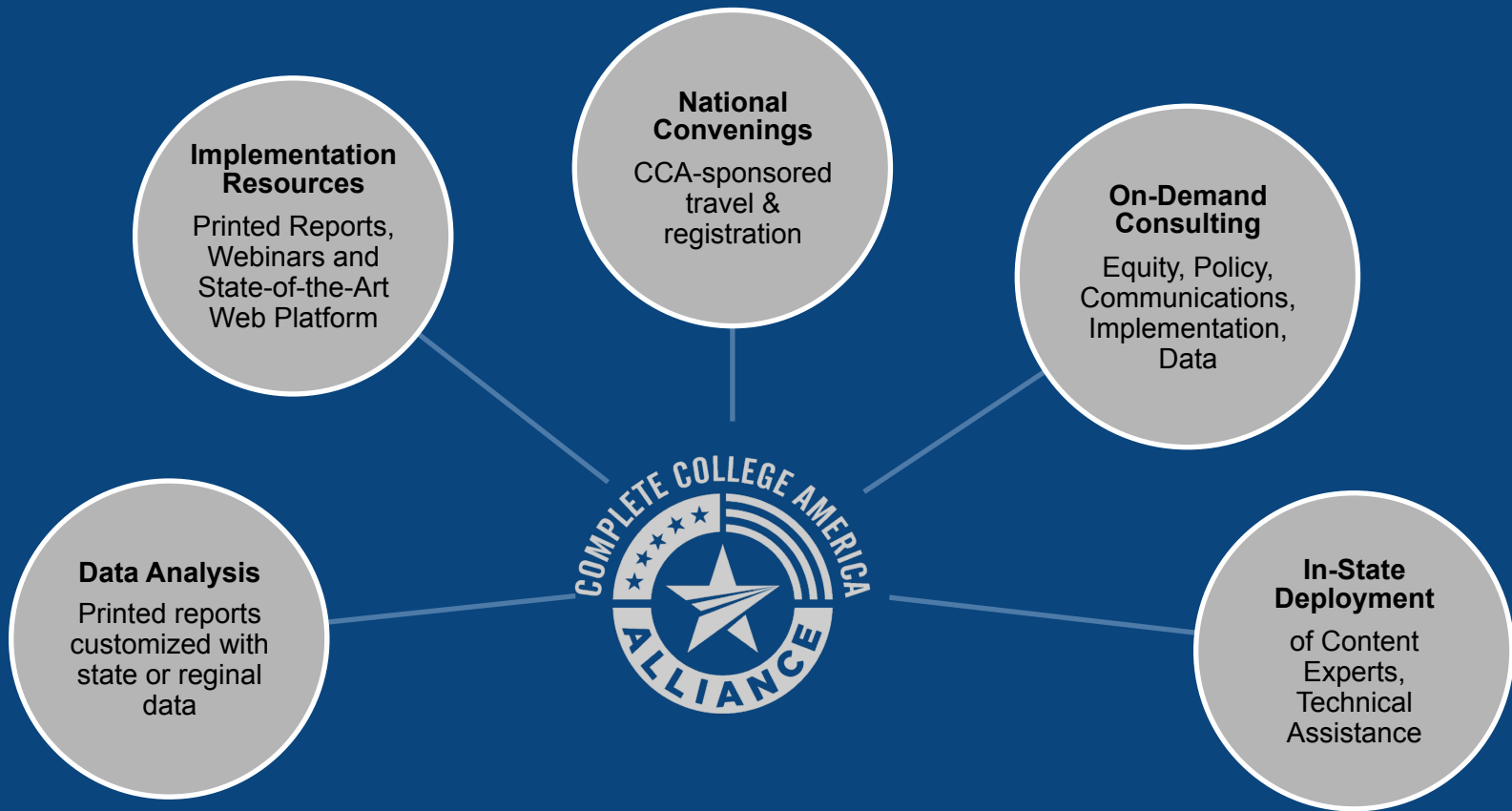
LEARN MORE

You Can. Go Back.

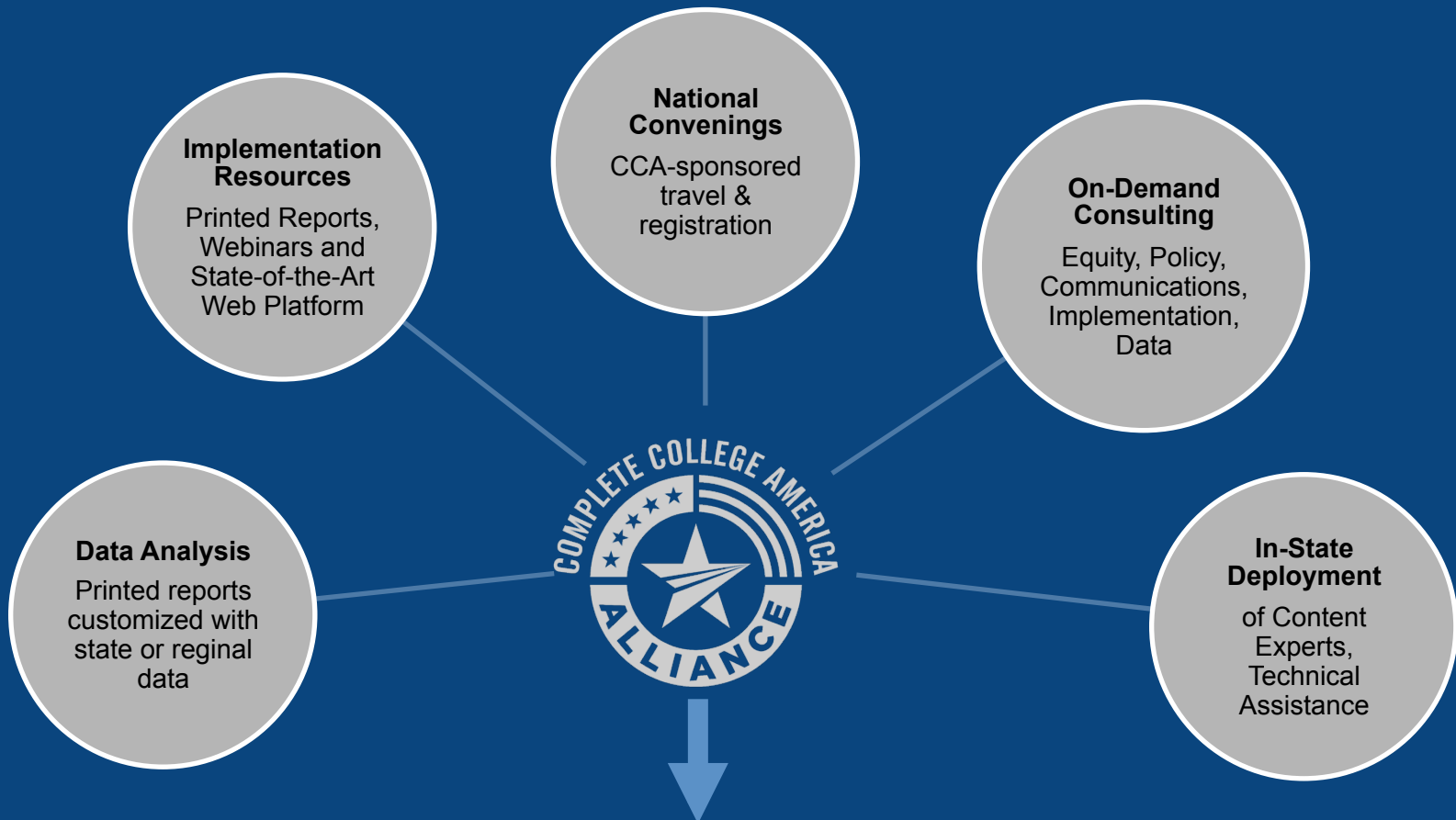
Indiana Commission for Higher Education
300 West Washington Street, Indianapolis, IN 46204

HOW WE DO IT





STRUCTURED IMPLEMENTATION SUPPORT



STRUCTURED IMPLEMENTATION SUPPORT

HOW WE SCALE



HOW WE SCALE



Secure
Resources



Cultivate
Commitment



Execute
Strategies

CCA Web Platform



AMERICAN DREAMS ARE POWERED BY COLLEGE COMPLETION

At CCA, we're leveraging our Alliance and implementing strategies around the country to close achievement gaps, boost graduation rates and ensure every student has the opportunity to achieve their dreams.





ALABAMA

YEARS IN ALLIANCE

1

NETWORK

161

[Complete College Alabama Joins the CCA Alliance >](#)

[75,000 Degrees is a community-wide collaborative designed to increase post-secondary attainment. >](#)

[Bishop State College launches 15 to Finish Campaign >](#)

[Why Student Success Strategies Matter >](#)

COMMIT

Know the Problem

Generate Buy In

Create an Action Plan

ACT

Design the Strategy

Communicate with Stakeholders

Implement the Strategy

IMPROVE

Measure

Refine the Implementation

Sustain the Strategy

RESOURCES

+

**EARLY MOMENTUM THROUGH #15TOFINISH AND PURPOSE FIRST**

Panel explores #15toFinish efforts and CCA's Purpose First initiative, which seeks to help students make more informed majors and career track decisions.

[Learn More](#)[VIDEO](#)**MOMENTUM: THE ACADEMIC AND ECONOMIC VALUE OF A 15-CREDIT FIRST-SEMESTER COURSE LOAD**

CCRC

[Learn More](#)[ARTICLE](#)**ON SECOND THOUGHT: U.S. ADULTS REFLECT ON THEIR EDUCATION DECISIONS**

Strada/Gallup - More than half of U.S. adults have regrets.

[Learn More](#)[REPORT](#)

CONNECT WITH CONTENT EXPERTS

Below are state and institutional leaders from around the country who are leading efforts around the Momentum Year. Use the form below to ask questions and receive expert guidance for your own implementation efforts.

STATE ▾

ORGANIZATION TYPE ▾

ROLE ▾



TIMOTHY RENICK

Vice President for Enrollment Management and Student Success, Vice Provost, and Professor of Religious Studies, *Georgia State University*
Atlanta, Georgia



TRISTAN DENLEY

Executive Vice Chancellor for Academic Affairs and Chief Academic Officer, *University System of Georgia*
Atlanta, Georgia



PAULA MYRICK SHORT

Senior Vice Chancellor for UH System, Senior Vice President for Academic Affairs and Provost, *University of Houston*
Houston, Texas



BRUCE VANDAL

Senior Vice President for Implementation, *Complete College America*
Denver, Colorado



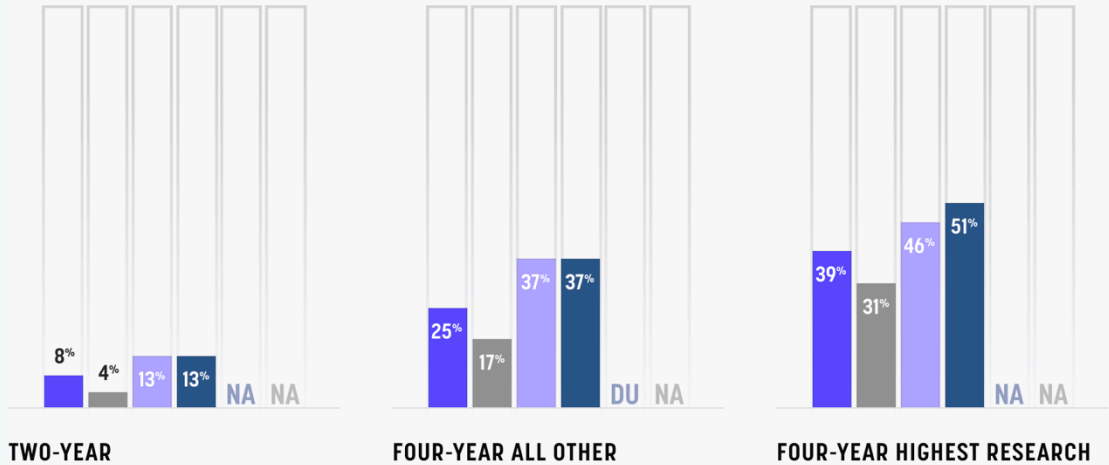
CREDIT ACCUMULATION

% OF STUDENTS COMPLETING # OF CREDITS IN THEIR FIRST YEAR



30 CREDITS PER YEAR

24 CREDITS PER YEAR



HISPANIC BLACK WHITE ASIAN PACIFIC ISLANDER AMERICAN INDIAN

NA NOT APPLICABLE DS DATA SUPPRESSED DU DATA UNAVAILABLE

Maximizing Your Time

Connect	<ol style="list-style-type: none">1. Download the Complete College America App2. Network and Engage3. Connect with your Director of Alliance Relations
Reflect	<ol style="list-style-type: none">1. Tweet! #CCAImpact and #CCAMomentum and tag @CompleteCollege2. Assess locally, state-wide and regionally
React	<ol style="list-style-type: none">1. Make a plan2. Take action!

Questions?



Dr. Bruce Vandal
Senior Vice President
bvandal@completecollege.org



Sarah Ancel
Senior Vice President
sancel@completecollege.org