



COMPLETE COLLEGE AMERICA

Advancing Student Success through Game Changer Strategies

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 @NikolasHuot

WHO WE ARE



THE ALLIANCE

ALABAMA

ARIZONA

ARKANSAS

CVHEC

CUNY

COLORADO

COMMONWEALTH OF THE
NORTHERN MARIANA ISLANDS

CONNECTICUT

DISTRICT OF COLUMBIA

FLORIDA

GEORGIA

HAWAII

HOUSTON GPS

IDAHO

ILLINOIS

INDIANA

INLAND EMPIRE

KENTUCKY

LOUISIANA

MAINE

MARYLAND

MASSACHUSETTS

MINNESOTA

MISSISSIPPI

MISSOURI

MONTANA

NEVADA

NEW HAMPSHIRE

NEW MEXICO

OHIO

OKLAHOMA

OREGON

PENNSYLVANIA

PUERTO RICO

RHODE ISLAND

SOUTH DAKOTA

TENNESSEE

TEXAS

TMCF

UTAH

VERMONT

VIRGINIA

WEST VIRGINIA

WISCONSIN

WYOMING

45

Central Valley Higher
Education Consortium

Inland Empire

Complete College Arizona
Consortium

City University of New York

DC

Houston

- Commonwealth of the Northern Mariana Islands
- Puerto Rico
- Thurgood Marshall College Fund Consortium



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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.

WHAT WE BELIEVE





EQUITY

METRICS & EVIDENCE

POLICY

COMMUNICATIONS

IMPLEMENTATION

- Empower data experts to be leaders in the movement
- Give voice to the silent through data
- Support implementation and scale
- Support communication and advocacy

WHAT WE DO



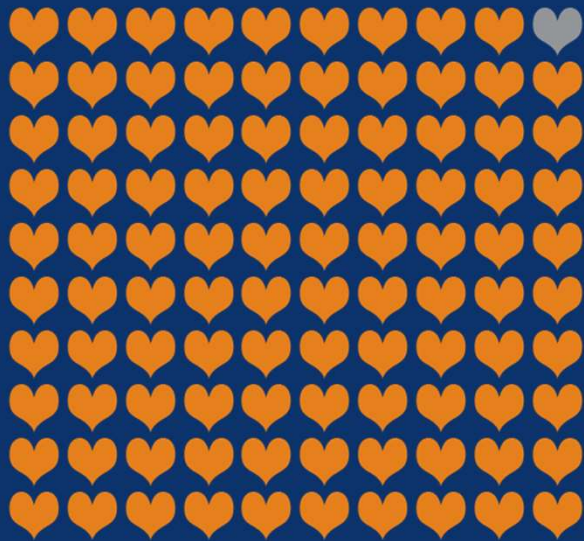


OUR APPROACH

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

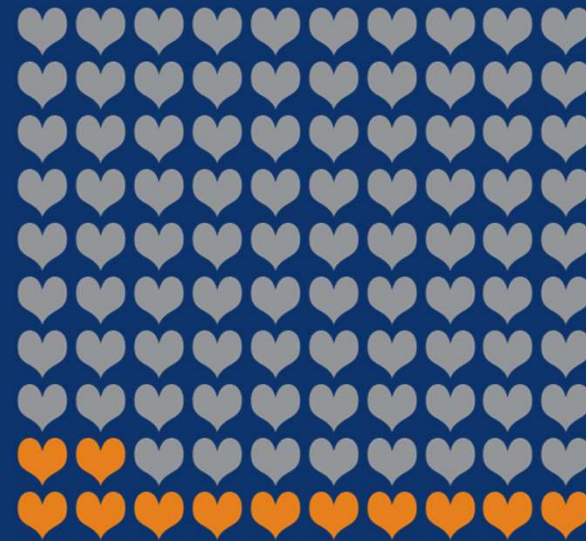
Behavioral Economics: Default

Organ Donation Rates



Austria (OPT-OUT)

99%



Germany (OPT-IN)

12%

SCALING STUDENT MOMENTUM

ESTABLISH THE CONDITIONS to catalyze change

Form a Beliefs
Compact

Create a Diverse
Team

Set Attainment
and Equity Goals

Collect and
Disaggregate
Data

Align Funding to
Outcomes

RESTRUCTURE SYSTEMS to improve outcomes and narrow gaps

ADVISORS

15 to Finish

Momentum Year

Academic Maps and
Proactive Advising

FACULTY

Math Pathways

Corequisite Support

DEPLOY TARGETED INTERVENTIONS to permanently close gaps

Monitor Impact of Game Changer
Scaling to Drive Continuous Improvement

Adult and Underserved Student Strategies

HOW WE DO IT



PHILANTHROPIC PARTNERS

Bill and Melinda Gates Foundation
Lumina Foundation
Carnegie Corporation of New York
Dell Family Foundation
Kresge Foundation
Strada Education Network
Houston Endowment

OUR NETWORK OF STRATEGIC PARTNERS



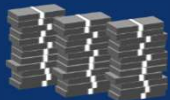
THE BIG ISSUES



- 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

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



FULL-TIME



ON-TIME

COMPLETE COLLEGE AMERICA



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.



15 to Finish

Talking Points

- Significant percentages of college students do not graduate on time.
 - 4-year graduation rate (100%): 32.7%
 - 6-year graduation rate (150%): 37.1%
- The key reason: Students **assume** that if they attend full time they will graduate on time.
 - Need to change the language and the culture around full-time
- Advising, financing, and incentives must be updated to the **15-credit** standard to support on-time graduation.



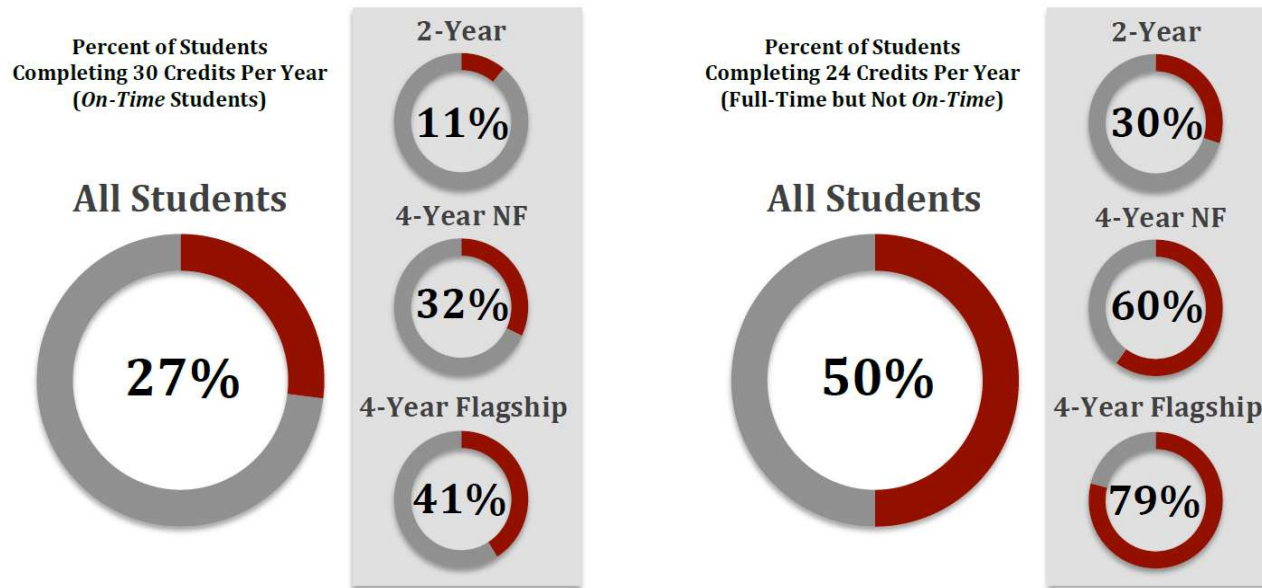
15 to Finish

Discussion

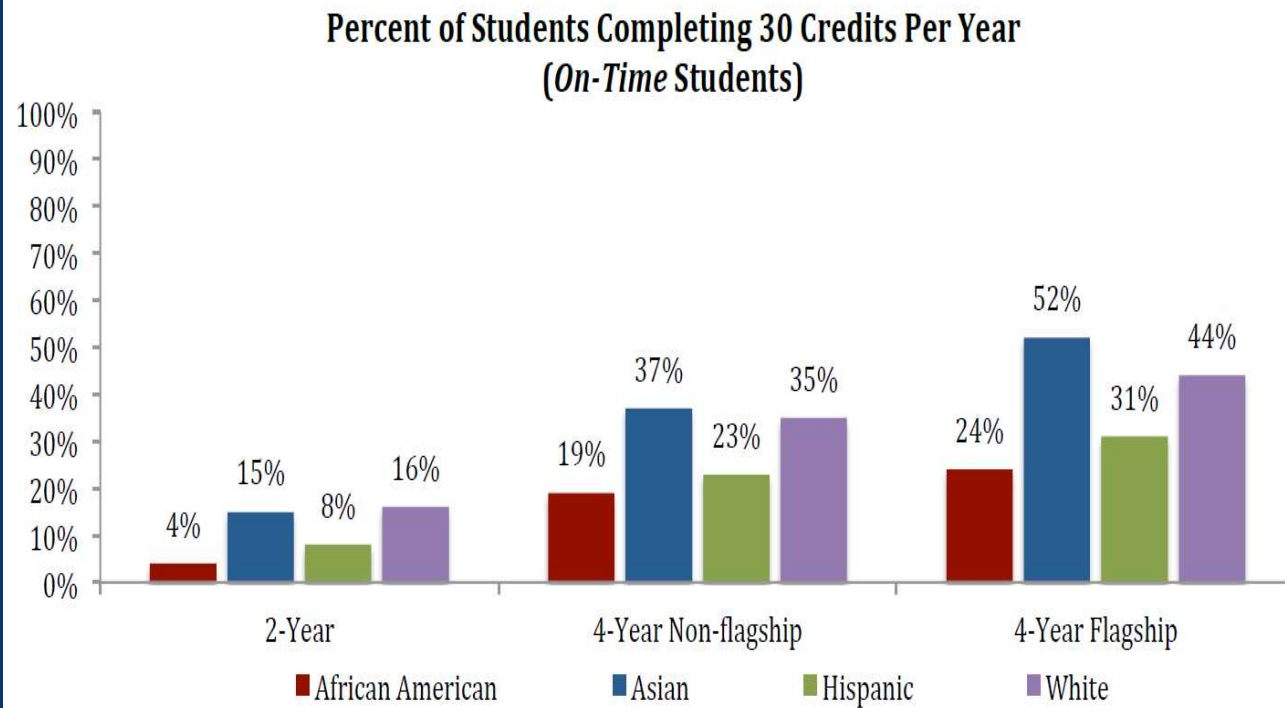
- What are you currently doing/should be doing to ensure students know what it takes to graduate on time?
 - During the Admissions process?
 - During Orientation?
 - During Advising sessions?
 - Around campus?
- How many years can a student receive state financial aid?
- What do students do when they run out of financial aid before graduation?

Full-time enrollment is not on-time enrollment.

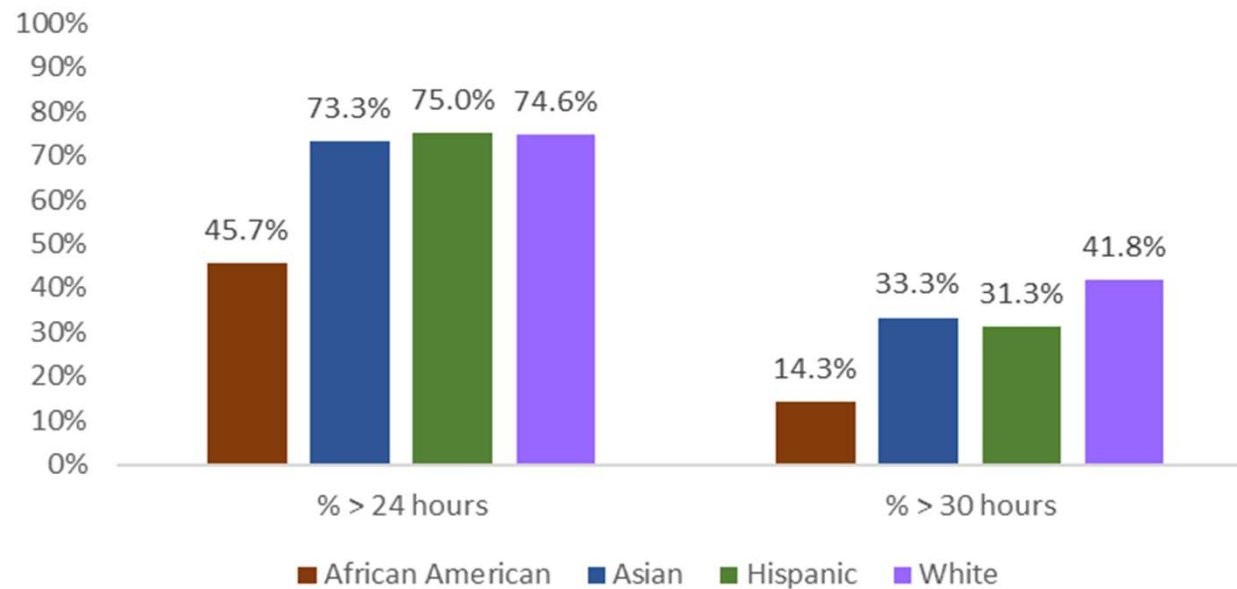
Half of American college students need just one more course per semester to be on track for on-time graduation.



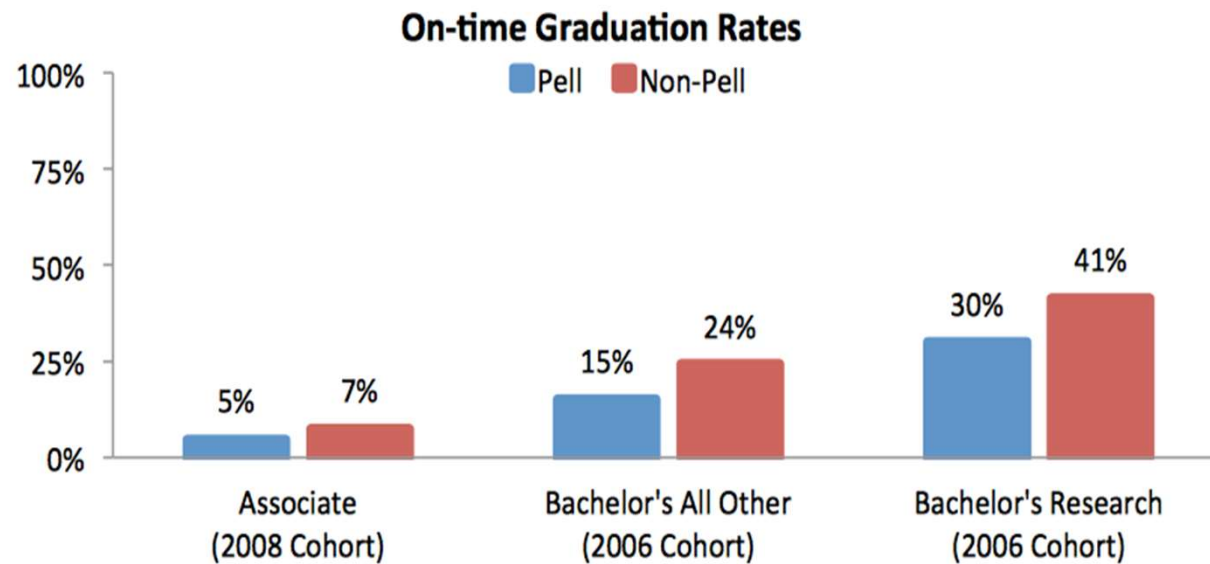
Minority students are less likely to be on track for on-time graduation.



Percent of Students Completing 30 Credits per Year (UMSL--2013 cohort)



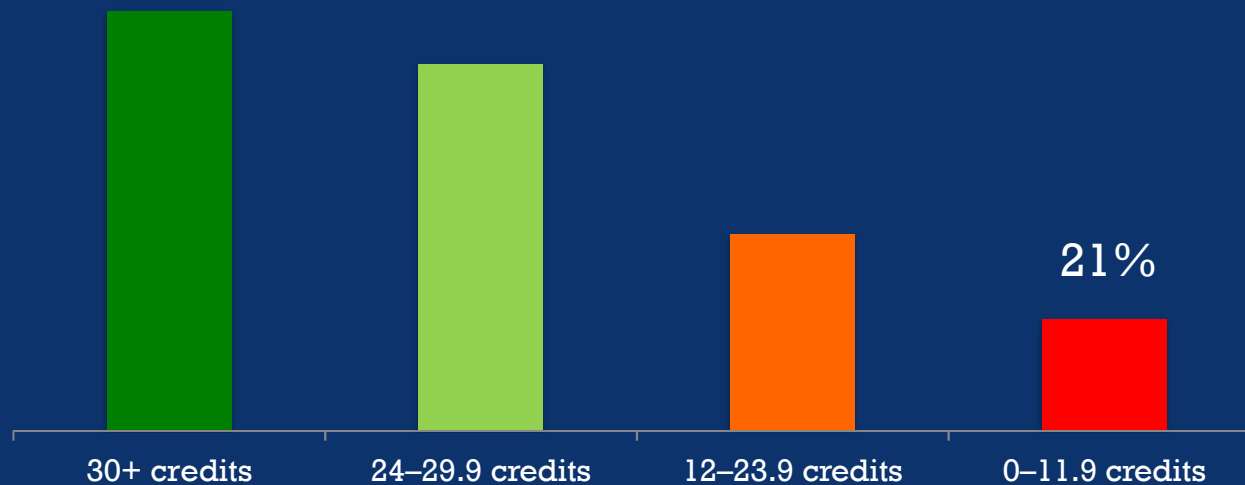
Low-income students are less likely to be on track for on-time graduation.



Source: 2014 CCA data collection, full-time degree seeking students at public institutions.

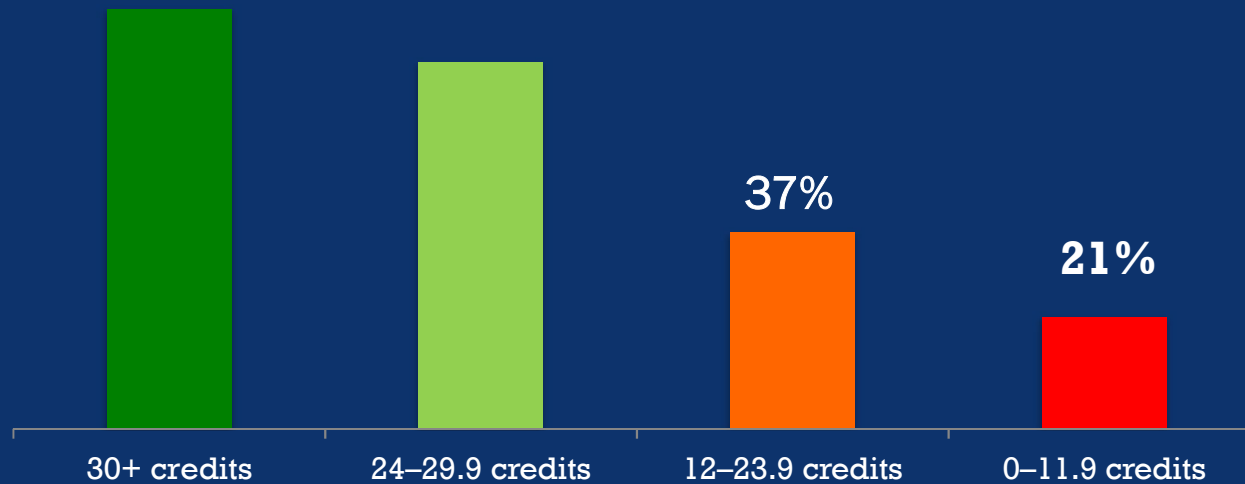
Students who complete 30+ credits in their first year are more likely to graduate.

Bachelor's degree



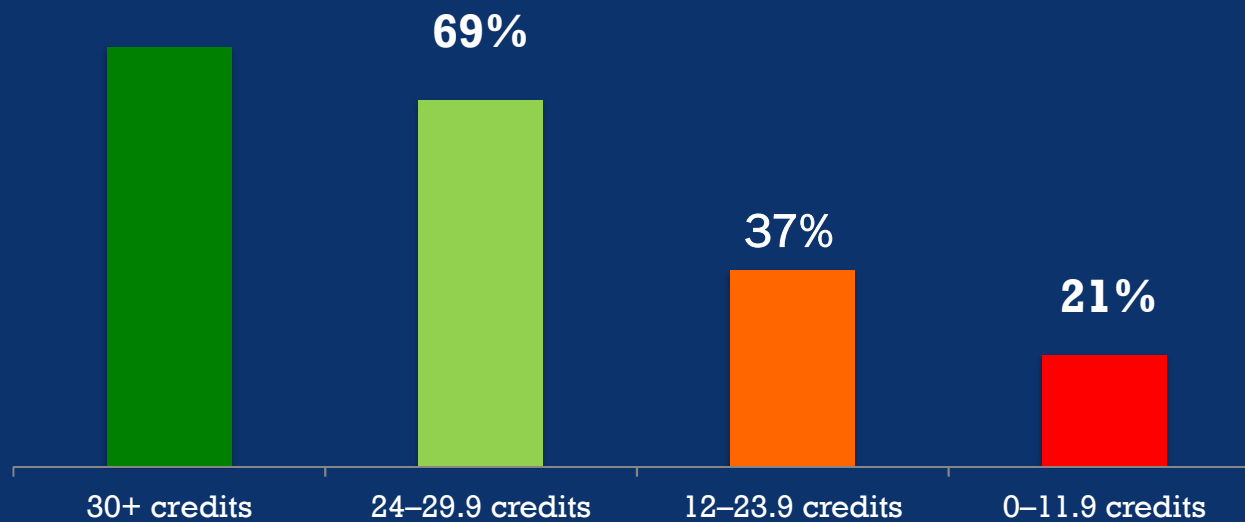
Students who complete 30+ credits in their first year are more likely to graduate.

Bachelor's degree



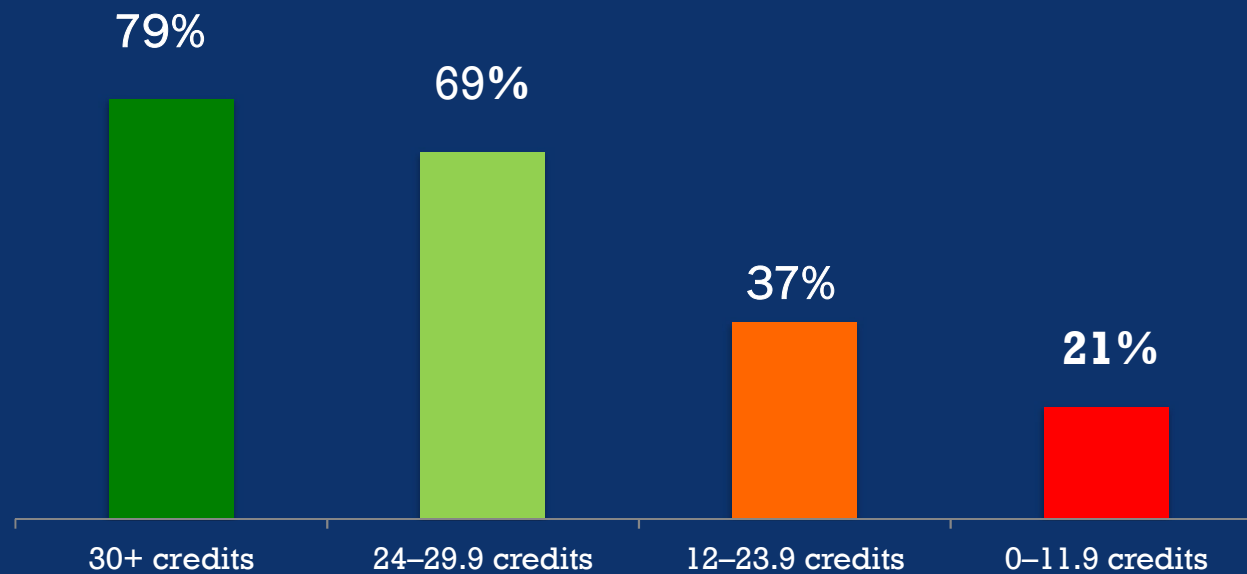
Students who complete 30+ credits in their first year are more likely to graduate.

Bachelor's degree



Students who complete 30+ credits in their first year are more likely to graduate.

Bachelor's degree



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

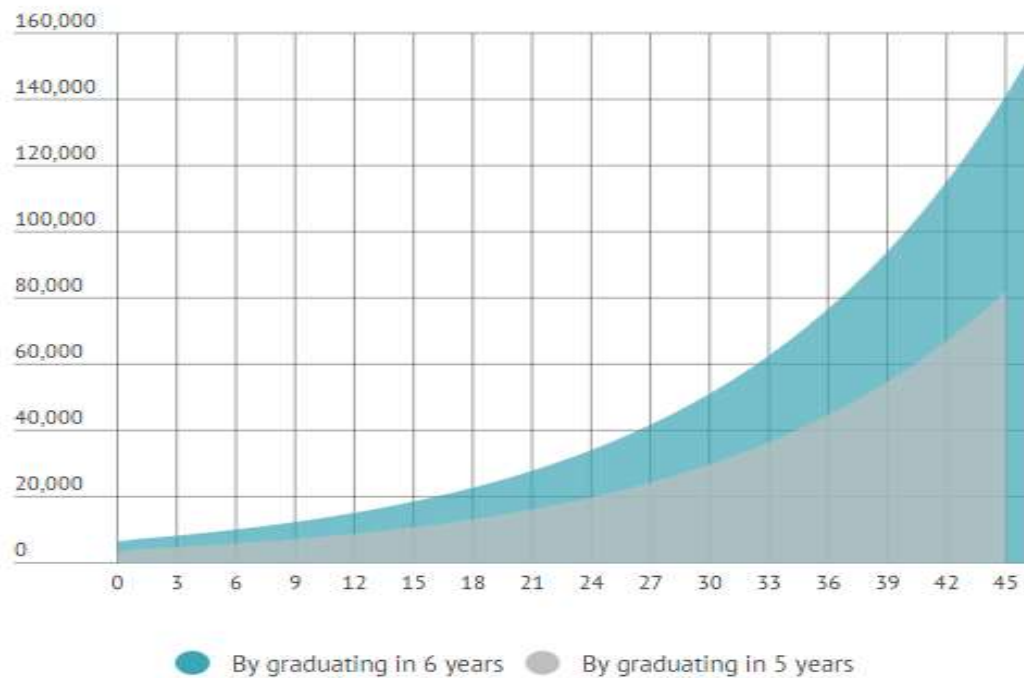
(Complete College America, 2016)

What is the approximate
cost students incur for an
additional year in college?


\$147,000

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
Total cost	\$18,598	\$26,815	\$37,456	\$53,760

Retirement Savings Foregone



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

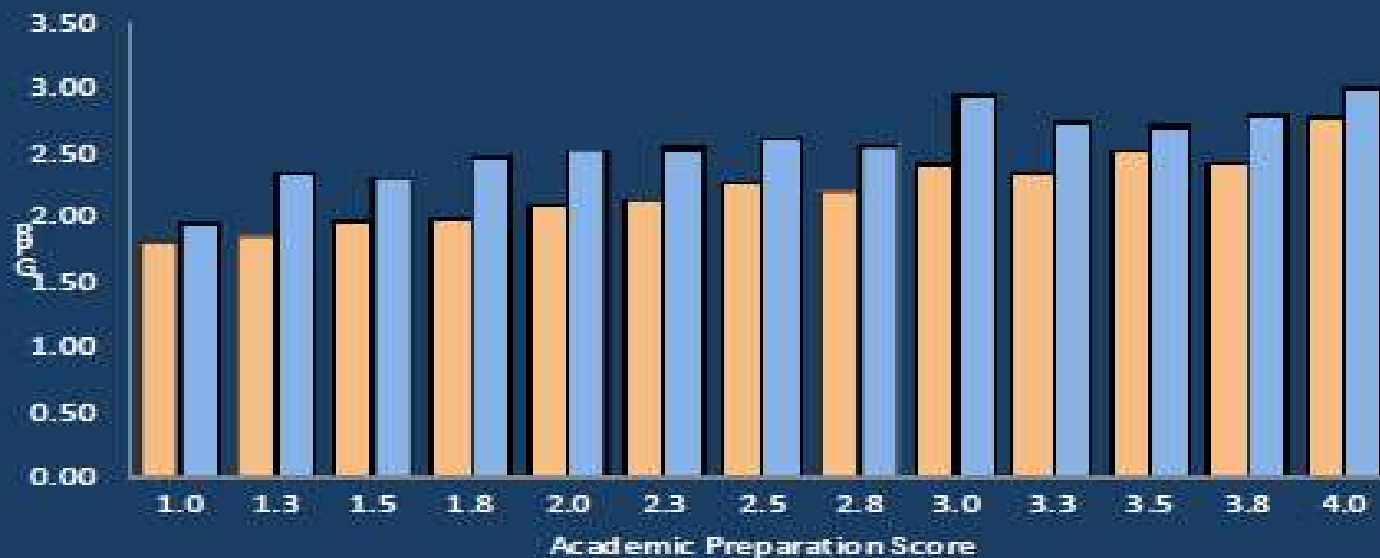


*Affordability is good, but
taking too many credits in
a term can hurt students
academically.*

**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**

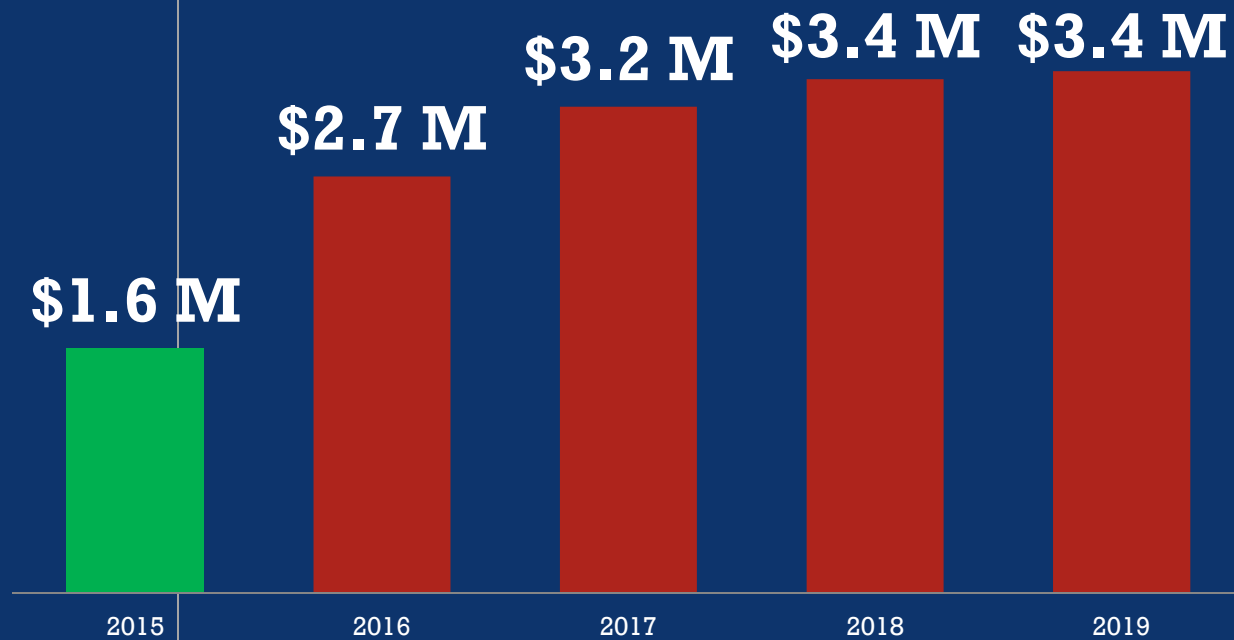
First-Time Freshmen at the UH Community Colleges

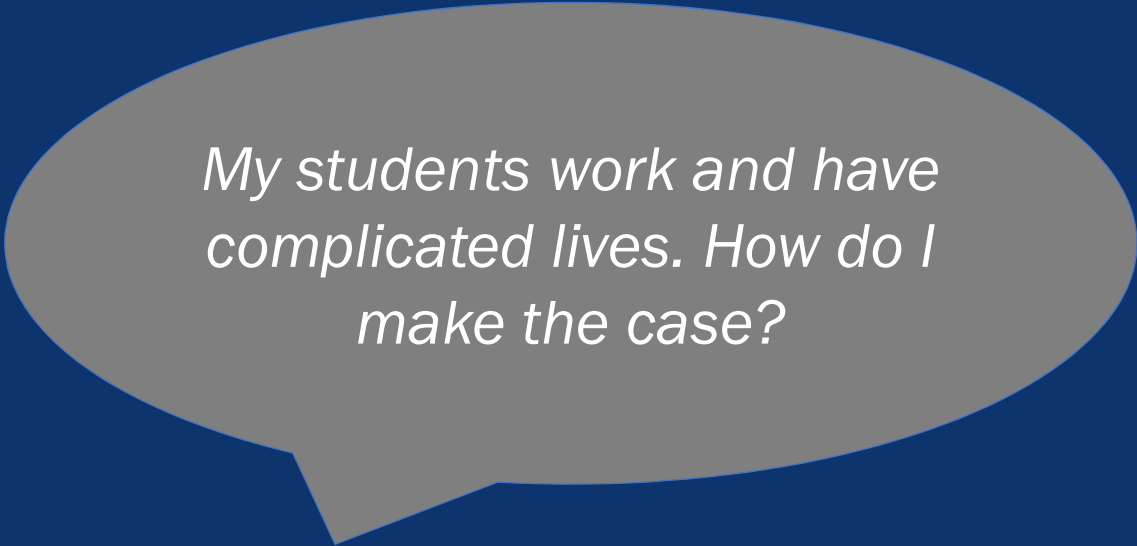


Projected Enrollment Revenue Opportunity



Estimated Impact for
Purdue University - Northwest
Revenue Gains vs. Baseline





My students work and have complicated lives. How do I make the case?

- Incorporate full-time vs on-time language
- Emphasize cost of extra year
- Note that longer students take to graduate, the more life gets in the way
- Inform them that there are multiple ways to get to 30 credits
- Come up with a plan that can make up credits in future terms
- Remember that underrepresented students are more likely to need information and tend to benefit more from this strategy



15

**CREDITS A SEMESTER
TO GRADUATE ON TIME**

#15TOFINISH

RACK
UP



15
CRASH & BURN
TO GRADUATE ON TIME
#1STOPFRESH

fill
up on



DO YOU KNOW?

- Number of students enrolled in 30 credits
- Number of students who completed 30 credits in the first year
- Grade Point Average of students completing 30 credits in their first year
- Retention rate of students completing 30 credits per year
- Retention rate of students completing 24-29 credits per year
- Retention rate of students completing fewer than 24 credits per year

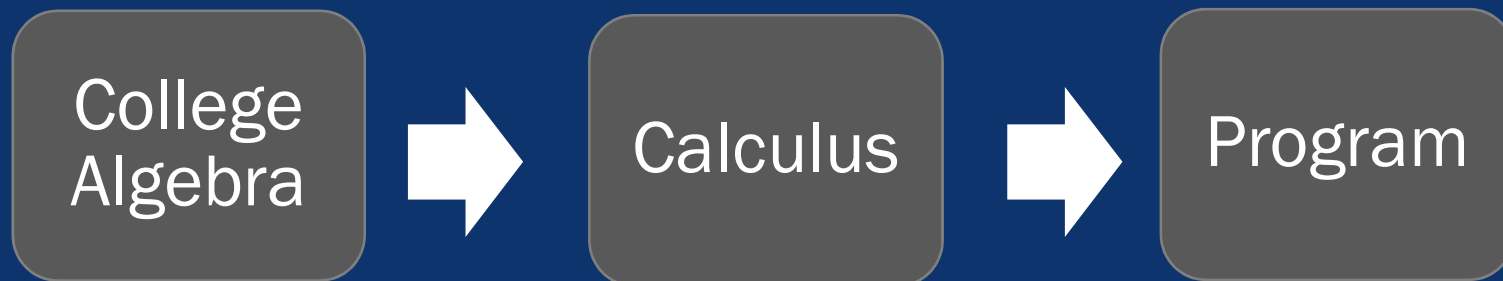
Disaggregated by race, gender, age, income

MATH PATHWAYS



COLLEGE ALGEBRA'S PURPOSE:

PREPARATION FOR PROGRAMS REQUIRING CALCULUS





Math Pathways

- THE PROBLEM

- *For too long, the default math course for the vast majority of students has been College Algebra — a course designed solely to prepare students for Calculus.*

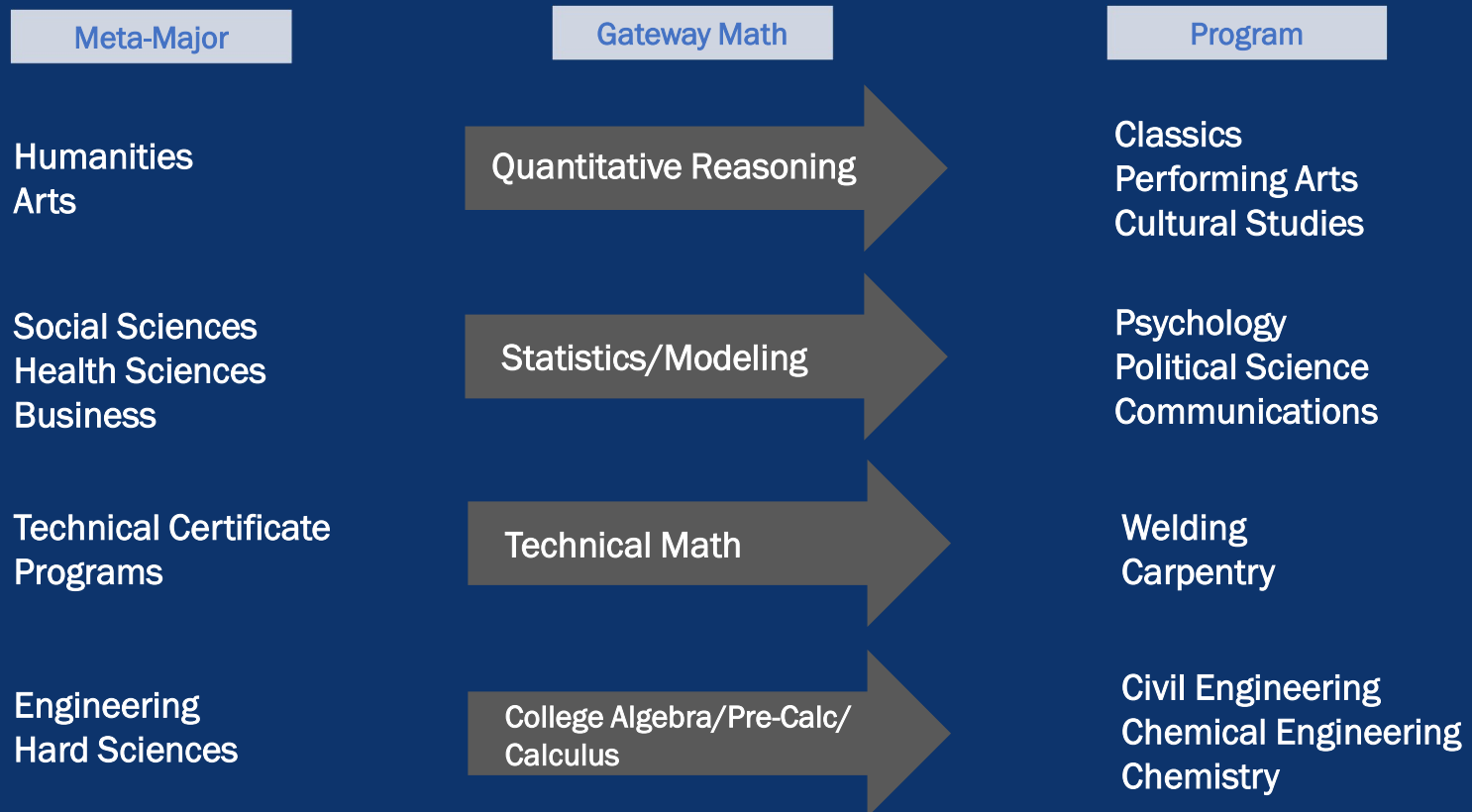
- THE SOLUTION

- *Students who are required to take only one math course in college take a course that is designed to help them navigate the increasingly data-driven world.*

COLLEGE ALGEBRA IS NOT DESIGNED TO HELP STUDENTS WITH THESE 21ST CENTURY QUANTITATIVE LITERACY SKILLS:

- **Analyzing** real-world data
- **Evaluating** testable claims
- **Modeling** quantitative scenarios
- **Interpreting** graphs and other data visuals

Math Is Aligned to Majors





Math Pathways

Discussion

- What percentage of students who take College Algebra end up retaking it because they withdrew or failed?
- What percentage of those who enroll in College Algebra go on to take Calculus?
 - 60% of students taking College Algebra do not take any form of Calculus
 - 30% of students taking College Algebra take Business Calculus
 - 10% of students taking College Algebra take Calculus
- Why are students advised to take College Algebra when their programs do not include Calculus?



Math Pathways

Institution Action

- Establish a rigorous Quantitative Reasoning, Statistics, and/or technical math gateway course and offer sufficient sections to accommodate all students outside of STEM disciplines.
- Revise program requirements and academic maps such that College Algebra is not the default math course for students outside of STEM disciplines.
- Offer a meaningful pathway into STEM disciplines for students who enter college without access to precalculus or calculus coursework in high school.
- Align assessments of college readiness to students' Math Pathway.

DO YOU KNOW?

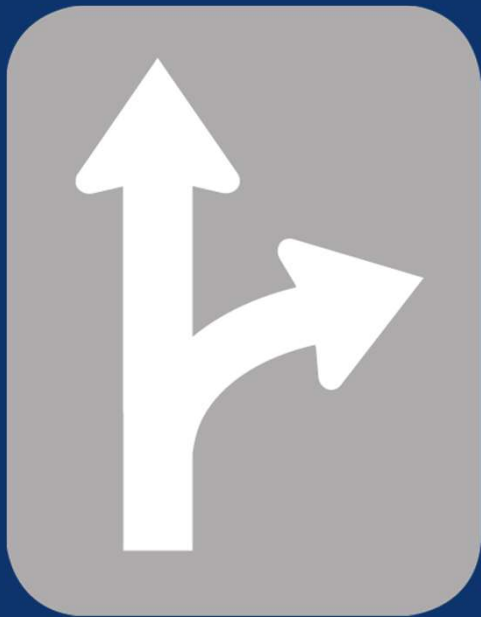
- Number of students enrolled in College Algebra
- Number of students who pass College Algebra
- Number of students who need to re-take College Algebra
- Number of students enrolling in Quantitative Reasoning
- Number of students enrolling in Statistics

Disaggregated by race, gender, age, income

COREQUISITE SUPPORT



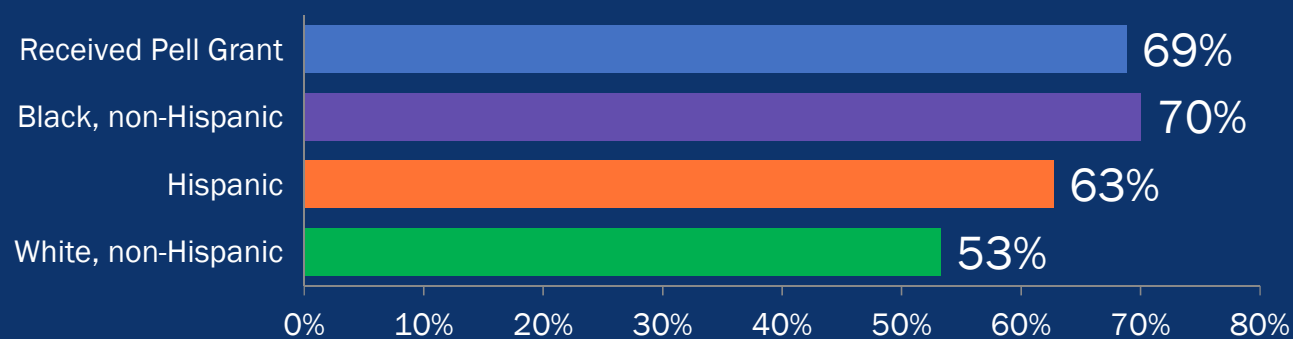
REMEDICATION



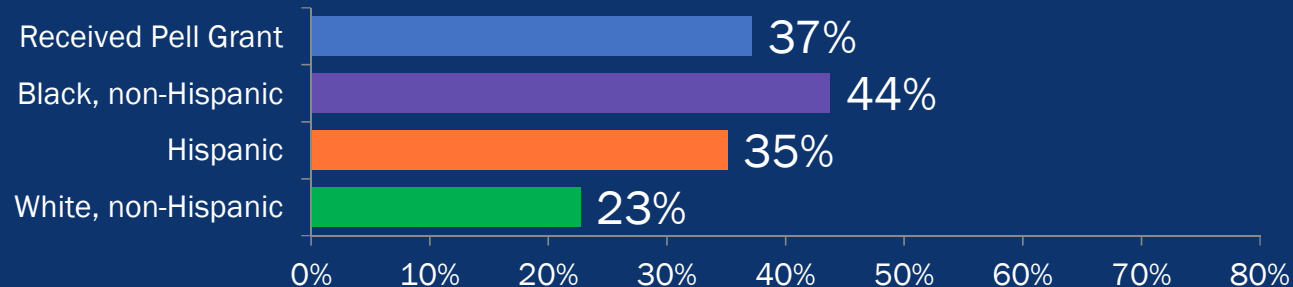
- Too many students start college in remediation
- 52% of 2-year students nationally
- 1.7 million students each year

AFRICAN AMERICANS, HISPANICS AND PELL STUDENTS ARE OVERREPRESENTED

2-Year Students

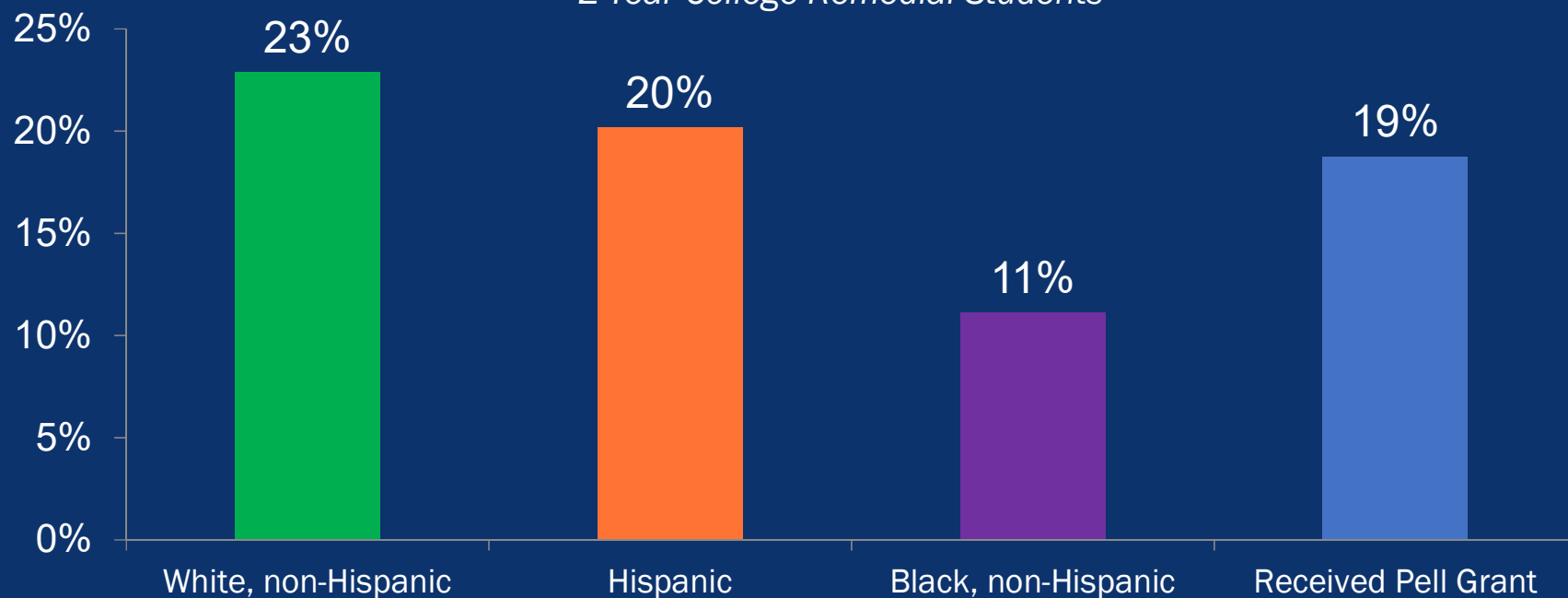


4-Year Non-Flagship Students

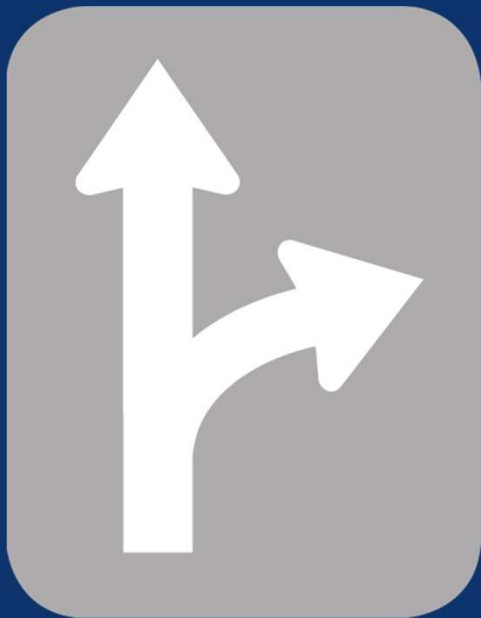


THE SYSTEM DOES NOT WORK, PARTICULARLY FOR AFRICAN AMERICANS

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



FEW GRADUATE OR TRANSFER

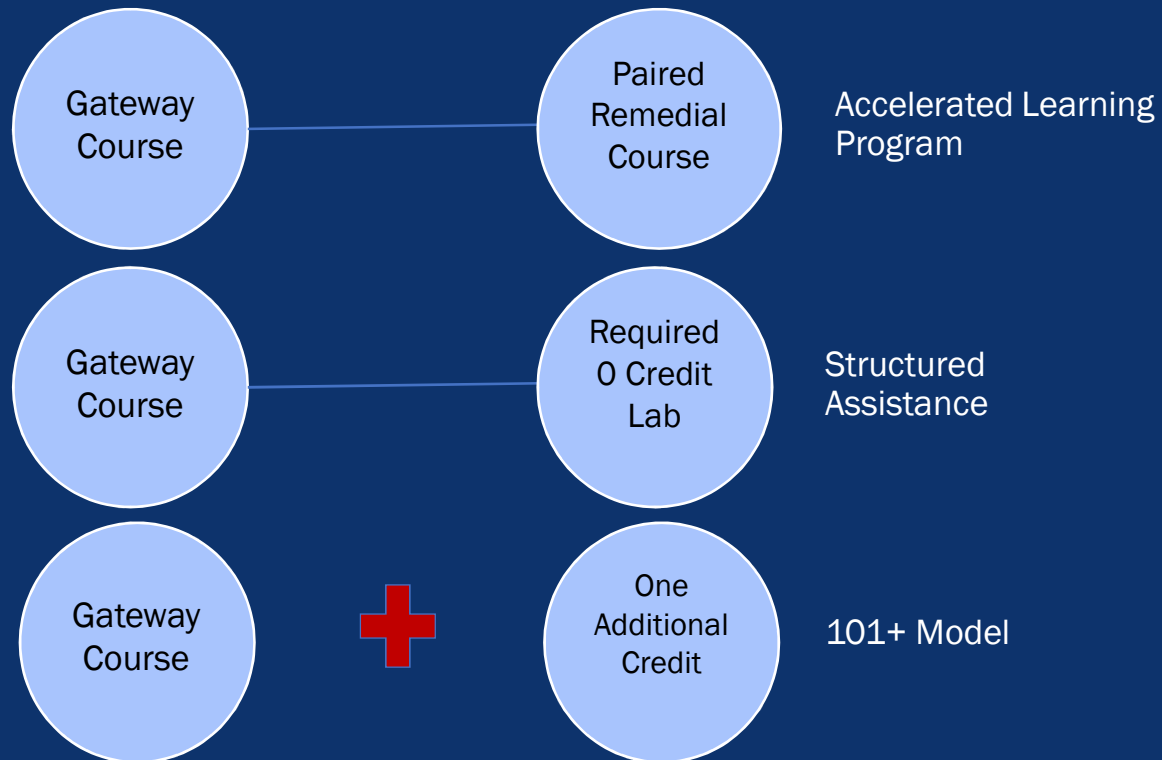


Students in remediation are more likely to walk away than to fail.

COREQUISITE SUPPORT

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

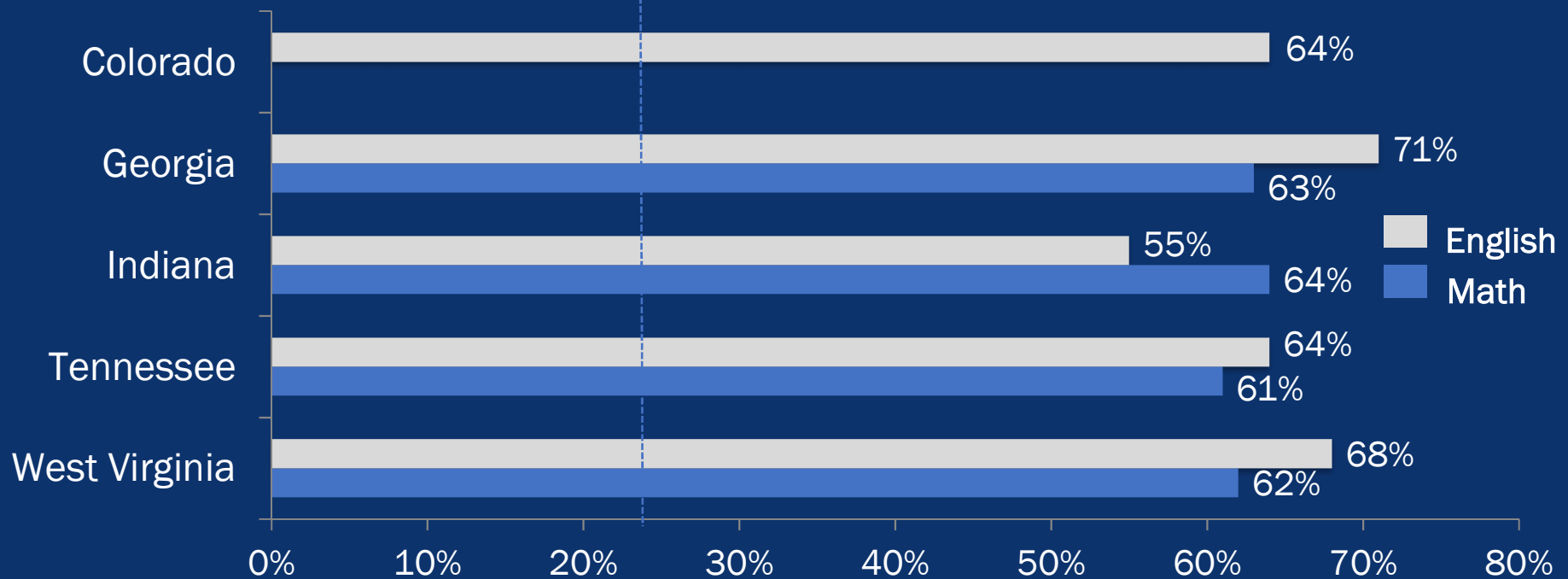
MULTIPLE COREQUISITE MODELS



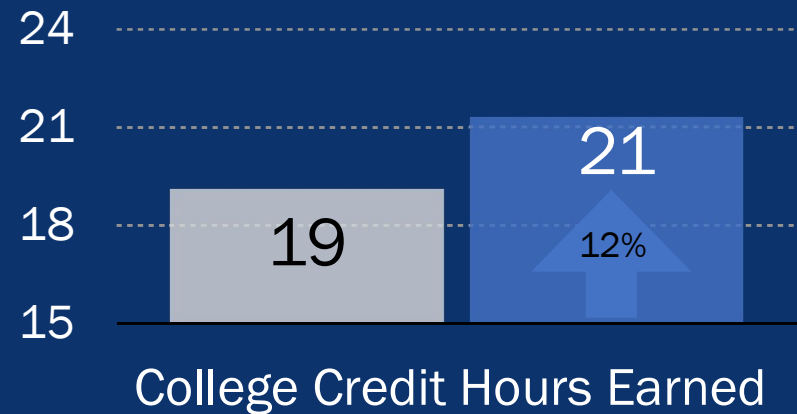
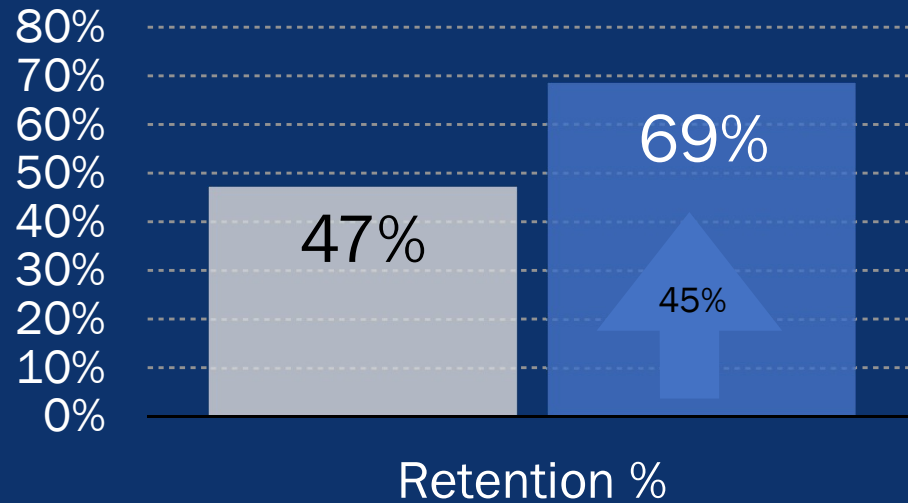
COREQ WORKS

22%

Traditional Remediation
National Avg for Gateway Course Success



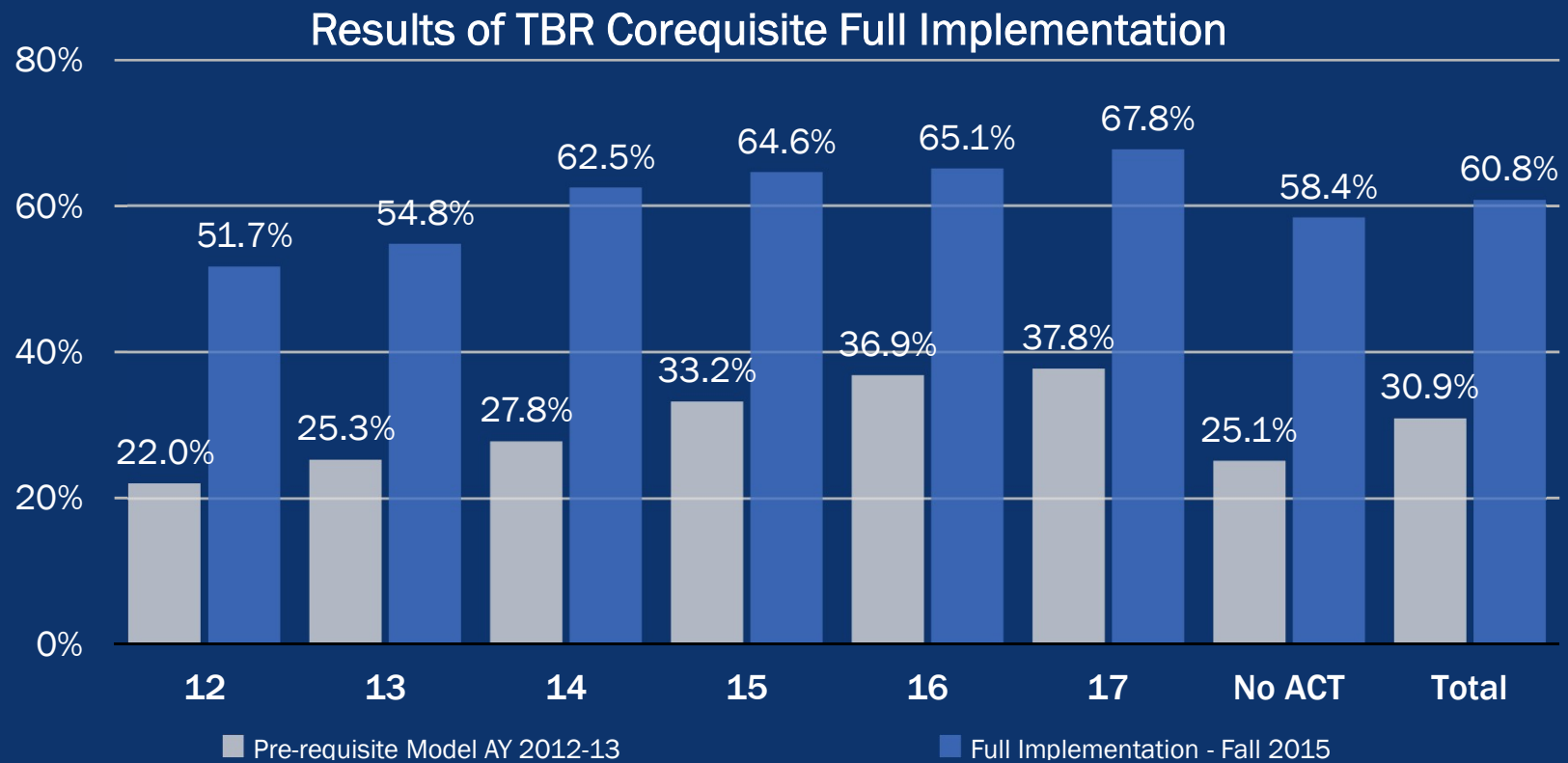
ONE YEAR LATER....



■ Completed Math Remediation - Non Corequisite

Tennessee Board of Regents, 2015

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



Show Me Alternative Delivery Models

- Since 2015, the number of Missouri institutions offering alternative remedial education has doubled (11 to 22)
- Models in both mathematics and English.
 - Early stages
 - **53 percent** of students enrolled in a corequisite math course completed a college-level math course within their first academic year, compared to **24.7 percent of students** who enrolled in a traditional remedial math course.

COREQUISITE & REMEDIAL MATH

Course Completion

2016-2017



COREQUISITE COURSES



REMEDIAL COURSES

Source: 2017 Missouri High School Graduates Performance Report

DO YOU KNOW?

- Number of students needing remediation enrolling in gateway math in the first year
- Number of students needing remediation completing in gateway math in the first year
- Number of students needing remediation enrolling in corequisite math in the first year
- Number of students needing remediation completing in corequisite math in the first year

Disaggregated by race, gender, age, income

MOMENTUM YEAR



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.

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

THE MOMENTUM YEAR

15 to Finish
Math Pathways
Corequisite Support
Purpose First
Meta-Majors



Momentum Year

- THE PROBLEM

- *Too few students start college with momentum — they delay selecting a program, take too few credits in their first year, and put off critical math and English gateway courses.*

- THE SOLUTION

- *Students' first year is intentionally designed as a Momentum Year. They take gateway math and English courses, nine credits in their academic interest area, and 30 credits overall. Institutional policy and practice reinforce this standard.*

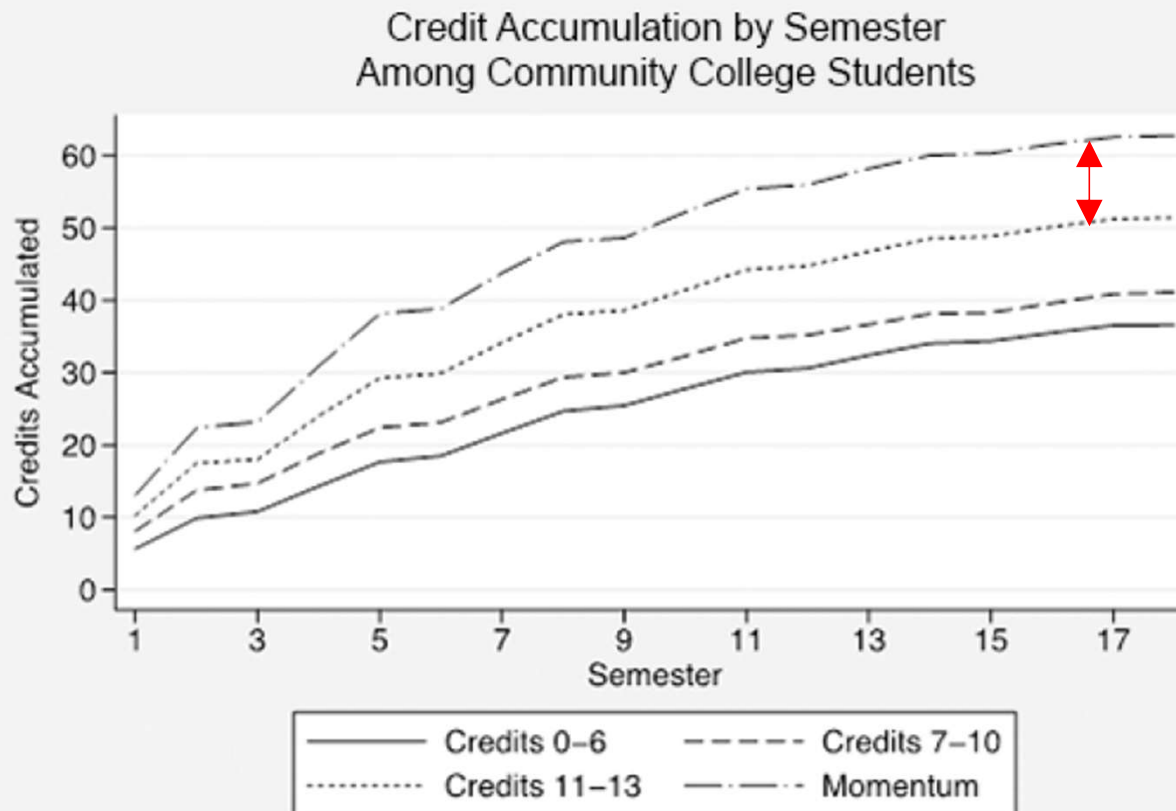


Momentum Year

Discussion

- What percentage of students (including students of color) pass gateway math and English in the first year?
 - 69.3% (2013 cohort)
- What percentage of students complete 30 credits in the first year?
 - 35.6% (2013 cohort)
- What percentage enter as undecided?
- How do you currently design a first-year course schedule for undecided students?

15 CREDITS IN 1ST SEMESTER CREATES STUDENT MOMENTUM



Tennessee Board of Regents data, fall 2008 cohort.

Belfield,
Jenkins and
Lahr, 2016

NINE CREDITS IN PROGRAM FIRST YEAR CREATES MOMENTUM

6-Year Graduation Rates

1st Year – Did Not Attempt 9
Hours in Focus Area

35%

1st Year – Attempted 9 Hours
in Focus Area

46%

1st Year – Earned 9 Hours in
Focus Area

53%

Tennessee Board of Regents
Denley, 2016

0% 10% 20% 30% 40% 50% 60%

DO YOU KNOW?

- Number of students completing math and English in the first year
- Number of students enrolling in 9 or more credits in a *program of study* (need to define)
- Of the number of students enrolled in 9 or more credits in a program of study:
 - Number of students who completed 9 or more credits
 - Number of students who completed less than 9 credits

Disaggregated by race, gender, age, income

PURPOSE FIRST



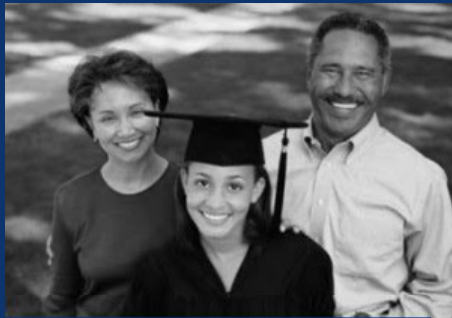
#PurposeFirst


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

1. Provide real-time labor market information
2. Integrate career counseling early and continuously
3. Include values and skills assessment during admissions process

HOW ARE STUDENTS CHOOSING MAJORS?

#PurposeFirst

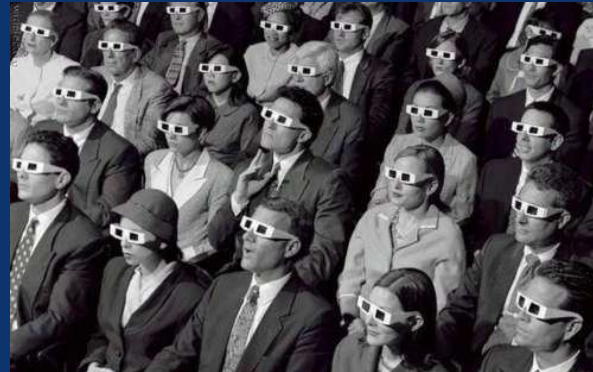




36% would choose
a different major



+



=





OUTCOMES

- Better understanding of career connection to major
- Earlier enrollment in degree pathway
- Greater credit completion in degree pathway
- Increased major stability

Measurement across CCA-developed
quantitative & qualitative metrics

PURPOSE FIRST: CORE PRINCIPLES

- A purpose-driven process must happen at the beginning and throughout a students' matriculation
- Academic advisors and career counselors are key to student success
- Informed major choice requires other personal and academic assessments, in addition to career/labor market data
- A well designed system will aid in closing achievement gaps.



DO YOU KNOW?

- Number of students enrolled in a degree pathway upon matriculation to institution
- Number of students enrolled in a degree pathway at the end of the first academic year
- Number of students enrolled in the degree pathway that completed 30+ credits in the first academic year
- Number of students enrolled in the degree pathway that remained enrolled in that degree pathway at the start of their second academic year
- Average grade point of students enrolled in a degree pathway after the first academic year

Disaggregated by race, gender, age, income

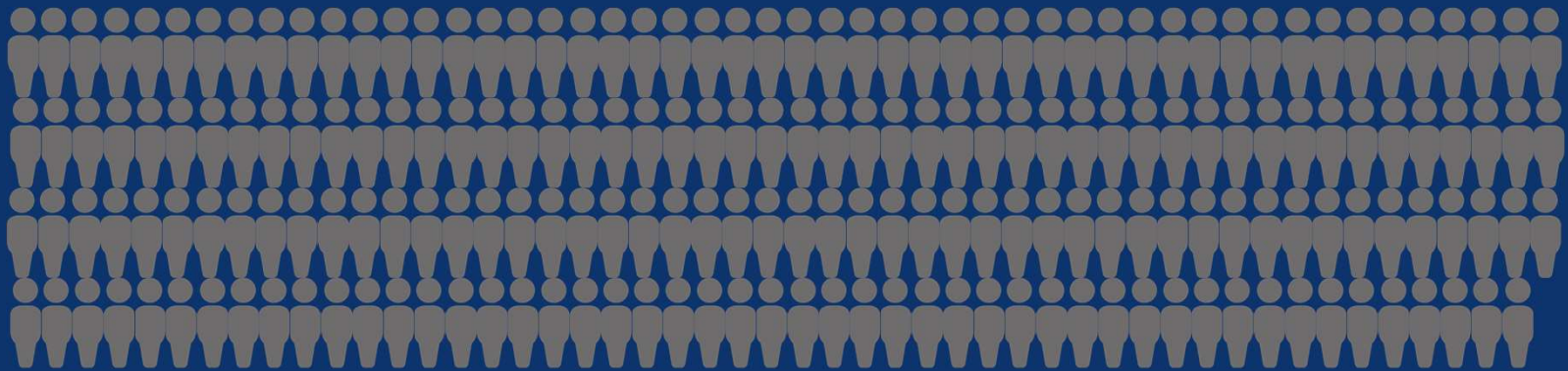
ACADEMIC MAPS & PROACTIVE ADVISING





NO CLEAR PATH

1 COUNSELOR TO 400 STUDENTS





Academic Maps with Proactive Advising

Institution Action

- Guide all entering students through a process to explore academic programs and their career outcomes.
- Create, publicize, and customize academic maps for each major and each student.
- Automatically enroll students in their mapped courses as a default in the registration process, requiring advising for any student wishing to deviate from the map.
- Determine conditions for mid-semester and end-of-semester proactive advising, and create an alert system so that advisers know whom to help.



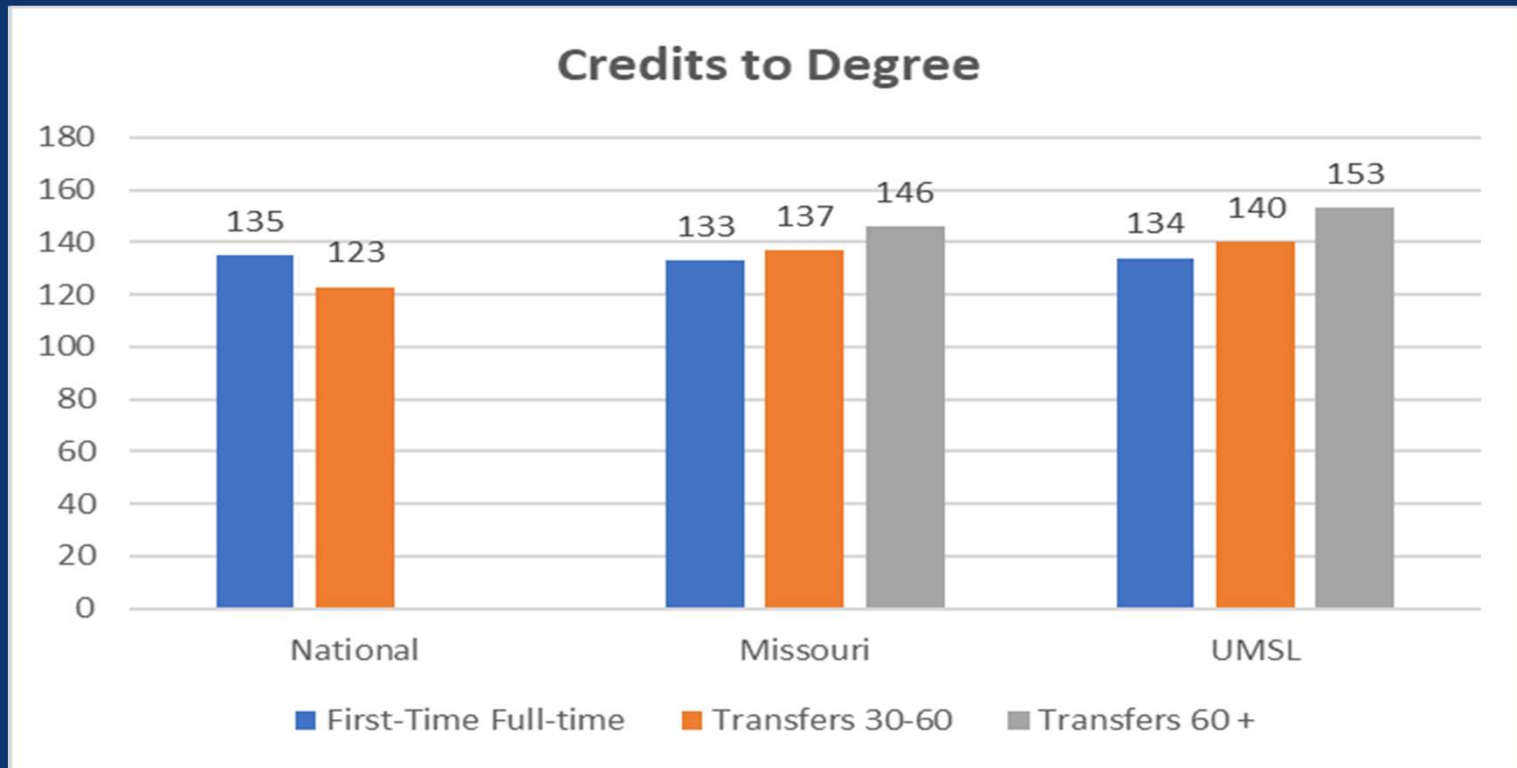
Academic Maps with Proactive Advising

Discussion

- How many credits, on average, do your students accumulate before they graduate?
- What is your current student to adviser ratio?
- How do students currently get advice about their choices of programs and majors?
- What percentage of your students change their major after the first year?
- How do you currently determine if a student is off track for graduation, and what do you do about it?



Academic Maps with Proactive Advising

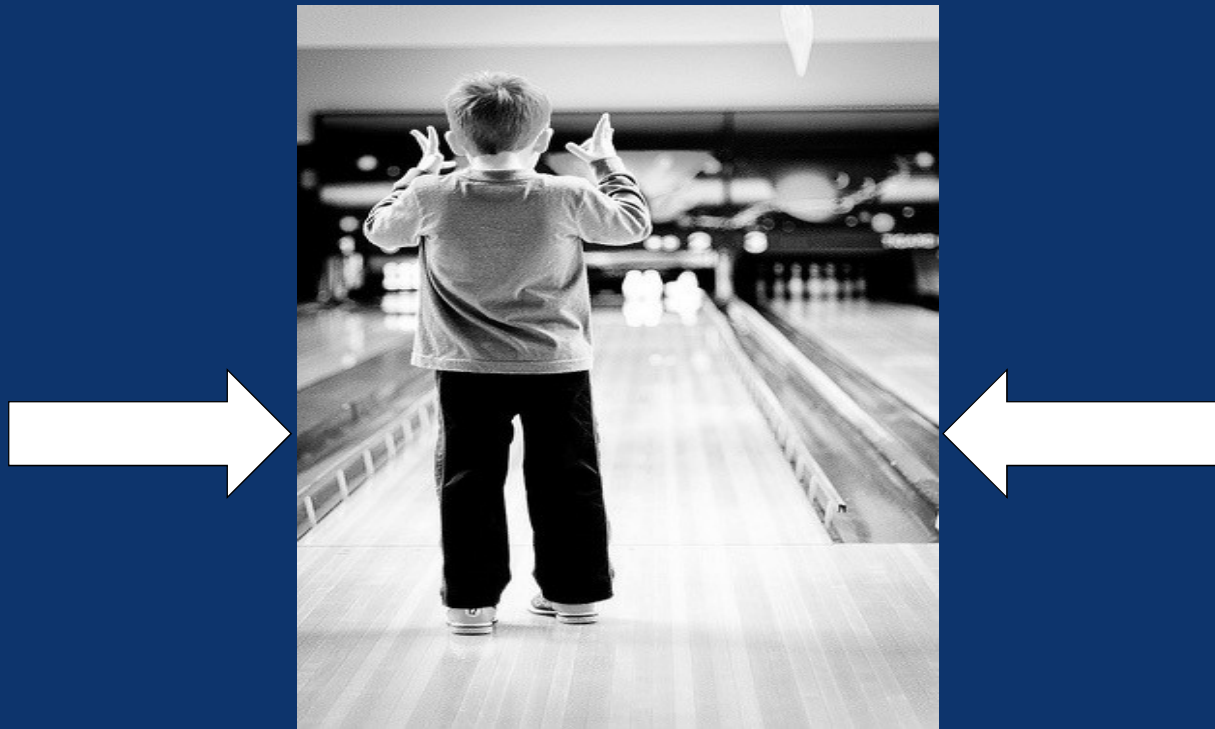


ACADEMIC MAPS

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



STAYING ON THE PATH



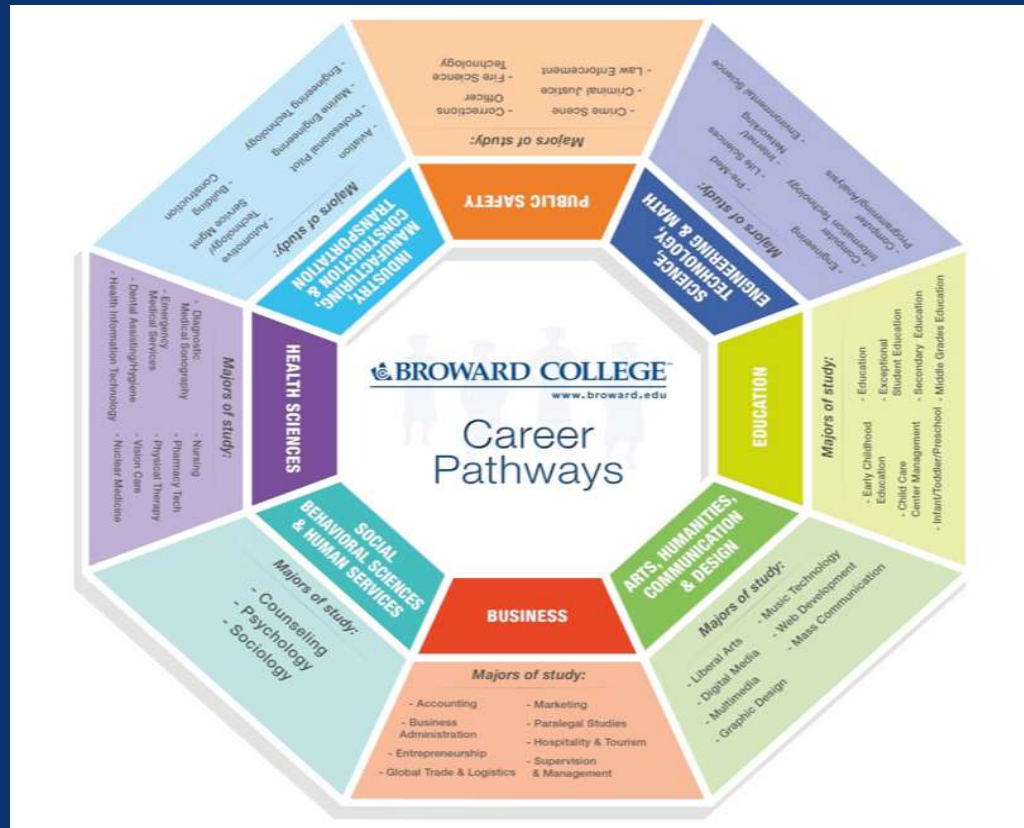


STAYING ON THE PATH: PROACTIVE ADVISING

Students see their advisors if:

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

META MAJORS





NACADA

THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING

ADVISING IS TEACHING

DO YOU KNOW?

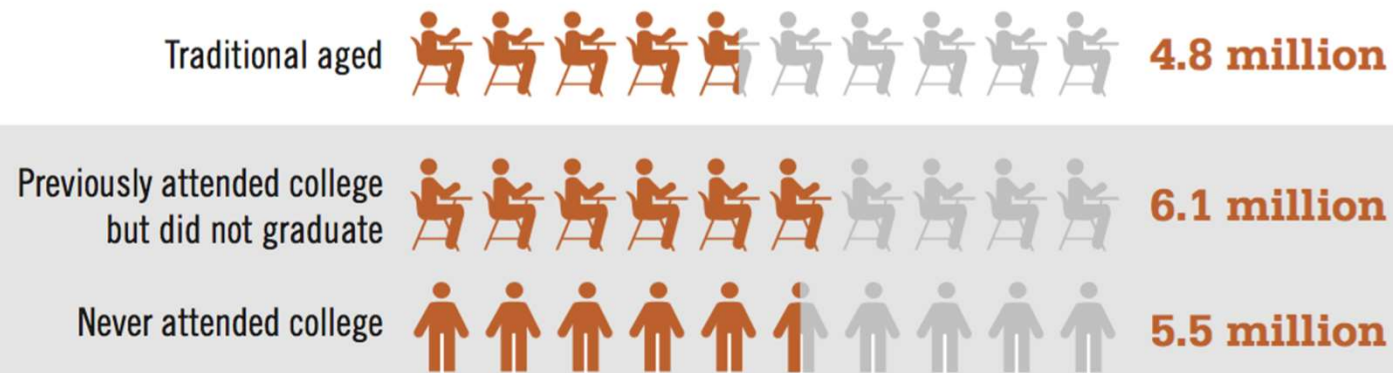
- Number of students advised onto an academic map
- Number of students following individual academic maps
- Number of students who have deviated from their academic map
- Number of students at-risk of falling behind their academic map

Disaggregated by race, gender, age, income

A BETTER DEAL FOR RETURNING ADULTS



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



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.

Source: <https://www.luminafoundation.org/resources/lumina-foundation-strategic-plan-for-2017-to-2020>



STRUCTURED SCHEDULES



REDESIGNED SCHEDULES

It's a BETTER DEAL when your schedule works with your life and still leads to on-time graduation.

Structured Schedules evolves:

- Accelerated academic terms
- Consistent time on campus
- Year-round for on-time
- Built around student availability



CREDIT FOR COMPETENCY

It's a BETTER DEAL when we embrace – and transcript – the college-level, credit-worthy knowledge students already have.

An embedded, required process transcripts credit for competency through:

- Exams
- Credit for certifications
- Portfolio/work product evaluation



DEDICATED COACH

It's a BETTER DEAL if we anticipate that life will get in the way of college completion and provide a lifeline when it does.

Assigning each student with a Coach helps them navigate:

- Re-enrollment
- Institutional bureaucracies and procedures
- Career planning
- Work-arounds when life happens



PROACTIVE REENGAGEMENT

Adult students need to know they are welcome back – and that colleges now offer a BETTER DEAL

Avenues to reach potential returning adult students include:

- Direct marketing
- Reverse transfer efforts
- Employer partnerships

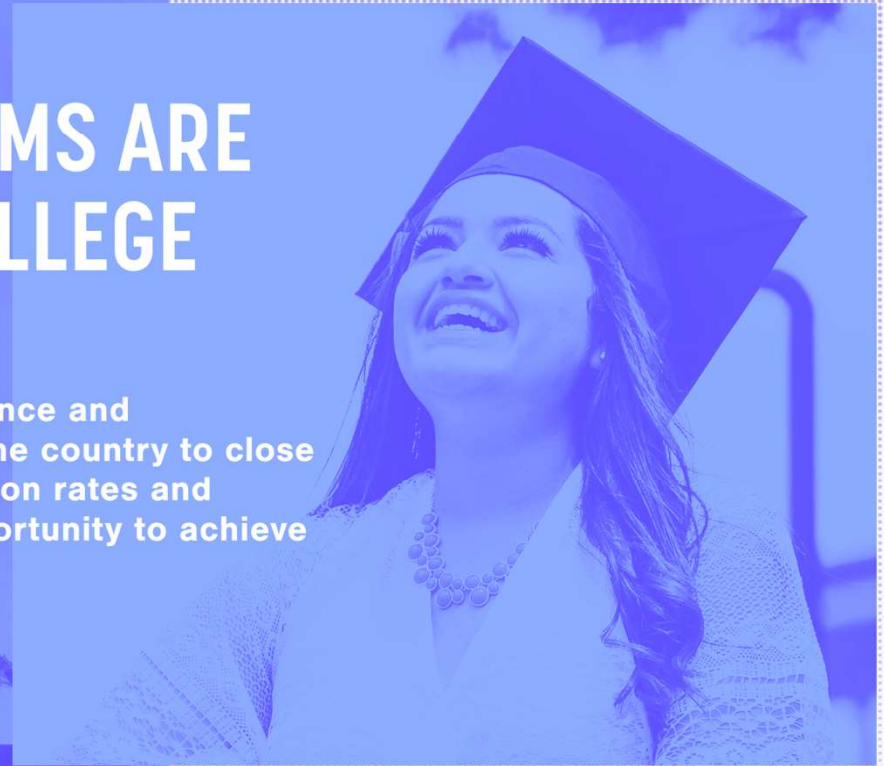
DO YOU KNOW?

- Enrollment number of non-traditional students (24 and older)
- On-time graduation number of non-traditional students (24 and older)
- 150% graduation number of non-traditional students (24 and older)

Disaggregated by race, gender, age, income

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.



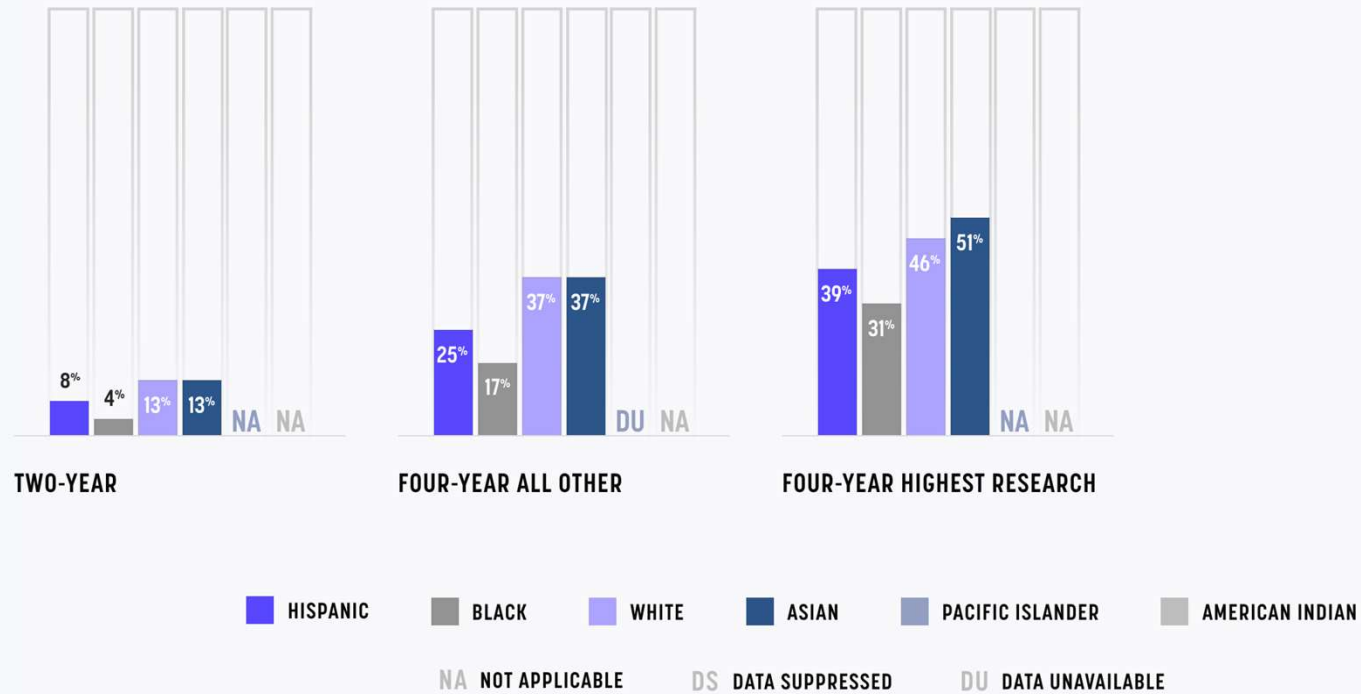
CREDIT ACCUMULATION

% OF STUDENTS COMPLETING # OF CREDITS IN THEIR FIRST YEAR



30 CREDITS PER YEAR

24 CREDITS PER YEAR



RESOURCES

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

**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](#)

ADDITIONAL RESOURCES ►

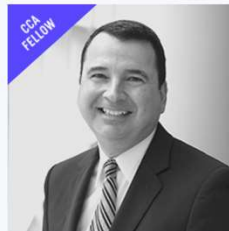
CONNECT WITH CONTENT EXPERTS

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 ▼

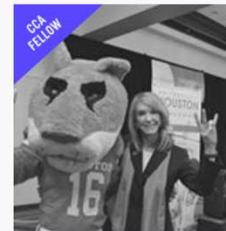
ROLE ▼

**TIMOTHY RENICK**

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

**TRISTAN DENLEY**

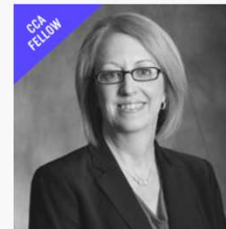
Executive Vice Chancellor for Academic Affairs and Chief Academic Officer, *University System of Georgia*
Atlanta, Georgia

**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



CITY UNIVERSITY OF NEW YORK (CUNY)

YEARS IN ALLIANCE

1

NETWORK

14



**ASAP dramatically
increases graduation
rates >**

STELLA AND CHARLES
GUTTMAN
COMMUNITY COLLEGE

**Guttman breaks
community college
mold >**



**Significant boost in
CUNY full-time
freshmen taking 15
credits in first
semester
>**

2018

**All CUNY
undergraduate
colleges to create
momentum year plans
>**



COMPLETE COLLEGE AMERICA