IN-STATE LEADERSHIP MEETING
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.
WHO WE ARE
THE ALLIANCE

CCA Fellows

Complete College Alliance Teams

Campus Implementation Teams

Impatient Reformers and the Students They Serve
OUR APPROACH

Work with states, systems and consortia to implement evidence-based strategies at scale to see double-digit gains in outcomes.
**Time to Degree**
(Full-Time Students)

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Year Associate</td>
<td>3.6</td>
</tr>
<tr>
<td>4-Year Bachelor’s (non-flagship)</td>
<td>4.9</td>
</tr>
<tr>
<td>4-Year Bachelor’s (flagship/very high research)</td>
<td>4.4</td>
</tr>
</tbody>
</table>
Excess Credits
(Full-Time Students)

- 2-Year Associate: 82.2 Credits
- 4-Year Bachelor’s (non-flagship): 135 Credits
- 4-Year Bachelor’s (flagship/very high research): 136.2 Credits
AFFORDABILITY
Time is Money!
Total Cost of Each Extra Year
(Full-Time Students)

2-Year Student

$15,933 in cost of attendance
$35,000 in lost wages

$50,933

4-Year Student

$22,826 in cost of attendance
$45,327 in lost wages

$68,153

Source: fly.temple.edu and utexas.edu/enrollment-management/messages/ut-strives-improve-four-year-graduation-rates
## Total Cost of Each Extra Year

<table>
<thead>
<tr>
<th></th>
<th>+1 year Public</th>
<th>+1 Year Private</th>
<th>+2 Years Public</th>
<th>+2 Years Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Loans</td>
<td>$18,598</td>
<td>$26,815</td>
<td>$37,456</td>
<td>$53,760</td>
</tr>
<tr>
<td>Opportunity Costs</td>
<td>$128,429</td>
<td>$128,429</td>
<td>$245,253</td>
<td>$245,253</td>
</tr>
<tr>
<td>Total cost of delayed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduation</td>
<td>$147,026</td>
<td>$155,244</td>
<td>$282,691</td>
<td>$290,995</td>
</tr>
</tbody>
</table>

https://www.nerdwallet.com/blog/loans/student-loans/victory-lap/
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

Credit Accumulation by Semester Among Community College Students

- Credits 0–6
- Credits 7–10
- Credits 11–13
- Momentum

Tennessee Board of Regents data, fall 2008 cohort.

Belfield, Jenkins and Lahr, 2016
COMPLETION OF GATEWAY MATH AND ENGLISH CREATES MOMENTUM

Community College English and Math

- 1st yr - Did not pass English or Math: 6%
- 1st yr - Passed both English and Math: 41%

Tennessee Board of Regents
Denley, 2016
NINE CREDITS IN PROGRAM
FIRST YEAR CREATES MOMENTUM

6 Year Community College Graduation Rates

1st Year – Did Not Attempt 9 Hours in Focus Area
- 16%

1st Year – Attempted 9 Hours in Focus Area
- 34%

1st Year – Earned 9 Hours in Focus Area
- 40%

Tennessee Board of Regents
Denley, 2016
THE GAME CHANGERS
MATH PATHWAYS
#MathPathways
COLLEGE ALGEBRA'S PURPOSE:
PREPARATION FOR PROGRAMS REQUIRING CALCULUS
Math Is Aligned to Majors

<table>
<thead>
<tr>
<th>Meta-Major</th>
<th>Gateway Math</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Quantitative Reasoning</td>
<td>Classics</td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Statistics/Modeling</td>
<td>Cultural Studies</td>
</tr>
<tr>
<td>Health Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td>Technical Certificate</td>
<td>Technical Math</td>
<td>Political Science</td>
</tr>
<tr>
<td>Programs</td>
<td></td>
<td>Communications</td>
</tr>
<tr>
<td>Engineering</td>
<td>College Algebra/Pre-Calc/</td>
<td>Welding</td>
</tr>
<tr>
<td>Hard Sciences</td>
<td>Calculus</td>
<td>Carpentry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Civil Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemical Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry</td>
</tr>
</tbody>
</table>
COREQUISITE SUPPORT

#CoreqWORKS
AFRICAN AMERICANS, HISPANICS AND PELL STUDENTS ARE OVERREPRESENTED

2-Year Students

- **Received Pell Grant**: 69%
- **Black, non-Hispanic**: 70%
- **Hispanic**: 63%
- **White, non-Hispanic**: 53%

4-Year Non-Flagship Students

- **Received Pell Grant**: 37%
- **Black, non-Hispanic**: 44%
- **Hispanic**: 35%
- **White, non-Hispanic**: 23%
THE SYSTEM DOES NOT WORK, PARTICULARLY FOR AFRICAN AMERICANS

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

- White, non-Hispanic: 23%
- Hispanic: 20%
- Black, non-Hispanic: 11%
- Received Pell Grant: 19%

THE SYSTEM DOES NOT WORK, PARTICULARLY FOR AFRICAN AMERICANS
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

- Colorado: 64% English, 64% Math
- Georgia: 71% English, 63% Math
- Indiana: 55% English, 64% Math
- Tennessee: 64% English, 64% Math
- West Virginia: 68% English, 62% Math

West Virginia, Tennessee, Indiana, Georgia, and Colorado are compared to the national average for gateway course success.

- Traditional Remediation: 22%
- National Avg for Gateway Course Success: 68%
City University of New York
Students Regardless of Placement Level Do Better in Corequisites

Mean (SD) Compass test score = 25.0 (6.5)
COREQUISITES RESULT IN DRAMATIC IMPROVEMENTS IN GATEWAY COURSE SUCCESS

TBR Community College Gateway
Math Success in One Year

Pre-Requisite Model 2012-13
Corequisite Full Implementation 2015-16

Tennessee Board of Regents
Denley, 2016
ONE YEAR LATER….

Retention %

Completed Math Remediation - Non Corequisite

College Credit Hours Earned

Tennessee Board of Regents, 2015
DR. TRISTAN DENLEY

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

CCA FELLOW
COREQUISITES RESULT IN DRAMATIC IMPROVEMENTS IN GATEWAY COURSE SUCCESS

TBR Community College Gateway Math
Success in One Year

What happens to the other 45%?

Pre-Requisite Model 2012-13
Corequisite Full Implementation 2015-16
Students who Pass Corequisites Pass Almost All Their Courses

Students who Fail Corequisites Fail Almost All Their Courses

Regardless of ACT
ACADEMIC PURPOSE AND MINDSET

Students who have…

• A clear academic purpose
• Understand the relevance of gateway courses
• Have a strong academic mindset

…perform better
BUILDING ACADEMIC PURPOSE AND MINDSET

Academic Purpose

Relevance

Academic Mindset

Purpose First/Meta-Majors

Math Pathways and Academic Map

Proactive Advising
#CoreqWorks Because . . .

. . . When All Students Start in College-Level Courses. . .

. . . All Students Can Benefit from Momentum Pathways.
NO CLEAR PATH
15 TO FINISH

#15toFinish
FULL-TIME ≠ ON-TIME
With registration through STAR, more students enrolled in 15 credits.

15 to Finish after Registration through STAR

<table>
<thead>
<tr>
<th>Institution</th>
<th>2009-11 (Pre-campaign)</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Mānoa</td>
<td>56%</td>
<td>62%</td>
<td>62%</td>
<td>68%</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>37%</td>
<td>47%</td>
<td>42%</td>
<td>41%</td>
</tr>
<tr>
<td>UH West O‘ahu</td>
<td>14%</td>
<td>11%</td>
<td>16%</td>
<td>19%</td>
</tr>
<tr>
<td>UHCC</td>
<td>8%</td>
<td>11%</td>
<td>16%</td>
<td>19%</td>
</tr>
</tbody>
</table>

% ≥15 Credits Attempted First-Time Freshmen Fall Cohorts
Students taking 15 credits had better significantly higher retention at all levels of academic preparation.
CC students taking 15 credits were retained at even higher rates at almost all levels of academic preparation.
15 CREDITS A SEMESTER TO GRADUATE ON TIME

#15TOFINISH
MOMENTUM YEAR

#CCAMomentum
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
#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
META MAJORS

Career Pathways

- Public Safety
- Engineering & Math
- Education
- Business
- Health Sciences
- Social Sciences & Human Services
- Humanities, Communication & Design
- Arts
- Sciences
- Career Technical Education
- Military
- Pre-Fields of Study

Broward College
www.broward.edu
ACADEMIC MAPS & PROACTIVE ADVISING
### Business Accounting
**Associate in Science**

**START here**

<table>
<thead>
<tr>
<th>SEMESTER 1 - FALL</th>
<th>CREDITS</th>
<th>MILESTONE</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 - English Composition I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 110 - Introduction to Business</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAP 101 - Computer Applications</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Science elective — Recommended: PSY 101— Intro to Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 120, MAT 177, MAT 182 —or— higher level math</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDS 101 — First Year Experience</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**: 16

---

**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.
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
CCA SCALING STANDARDS
WHAT WE DO
National Convenings
CCA-sponsored travel & registration

On-Demand Consulting
Equity, Policy, Communications, Implementation, Data

In-State Deployment
of Content Experts, Technical Assistance

Data Analysis
Printed reports customized with state or regional data

Implementation Resources
Printed Reports, Webinars and State-of-the-Art Web Platform

STRUCTURED IMPLEMENTATION SUPPORT
National Convenings
CCA-sponsored travel & registration

On-Demand Consulting
Equity, Policy, Communications, Implementation, Data

Implementation Resources
Printed Reports, Webinars and State-of-the-Art Web Platform

Data Analysis
Printed reports customized with state or regional data

In-State Deployment
of Content Experts, Technical Assistance

STRUCTURED IMPLEMENTATION SUPPORT
HOW WE SCALE

- Secure Resources
- Cultivate Commitment
- Execute Strategies
MOMENTUM PATHWAYS PROCESS
# Event Outcomes & Outputs

<table>
<thead>
<tr>
<th>Event</th>
<th>Outcomes/Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Summit</strong></td>
<td>- Firm understanding of process&lt;br&gt;- Connection with other leads&lt;br&gt;- Strategy advice</td>
</tr>
<tr>
<td><strong>In-State Leadership Meeting</strong></td>
<td>- Firm understanding of team roles&lt;br&gt;- Development of Case Statement&lt;br&gt;- Plan to cultivate campus buy-in</td>
</tr>
<tr>
<td><strong>Action Summit</strong></td>
<td>- Understanding of strategies &amp; planning&lt;br&gt;- Articulation of Case Statement&lt;br&gt;- Connection with cross-campus peers</td>
</tr>
<tr>
<td><strong>Planning Academy</strong></td>
<td>- Clear understanding of roles &amp; responsibilities&lt;br&gt;- Concrete tasks &amp; deadlines&lt;br&gt;- Continuous improvement and data collection plan</td>
</tr>
</tbody>
</table>
In-State Leadership Meeting

- Refine a strong case statement using local context and data.
- Develop a clear plan to disseminate the case statement to key campus and community stakeholders.
- Communicate the Shared Commitment Document with key campus and community stakeholders.
- Prepare for the Action Summit.
- Create a presentation based on the final case statement to present at the Action Summit.

Action Summit

- Complete and submit a draft plan by the agreed upon deadline.
- Develop open lines of communication for each affinity group.

Planning Academy

- Institutional Teams will incorporate the expertise of national content experts to improve their draft implementation plans.
- Participants will leave the Planning Academy with clear next steps on finalizing an expert-informed implementation plan for each strand of the Momentum Pathways project (e.g., clear timeline, dates, roles, assignments, etc.).

Continuous Support from CCA and Vegas
• The **Project Lead** provides overall leadership and serves as the primary liaison to CCA. The **Project Team** supports the Project Lead to plan and execute meetings, track progress, collect data, etc.

• The **Institutional Lead** represents each participating institution and is ultimately responsible for successful implementation of Momentum Pathways strategies.

• **Institutional Teams** include campus-level leaders from a cross-section of functional areas who are responsible for specific strategy implementation.
COMPLETE COLLEGE AMERICA

@CompleteCollege #CCAMomentum
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

“Fresh!... Just like this bread in 'Calophane.'”

Wonder Bread
Builds Strong Bodies 8 Ways!

Let's Have a Picnic!

Sliced Wonder-Cut Bread

It's Sliced
CONTINENTAL BAKING COMPANY
• Teach
• Inspire
• Persuade
• Spur Action

COMMUNICATION DRIVES CHANGE
COMMUNICATION DRIVES CHANGE

TEACH

INSPIRE

PERSUADE

SPUR ACTION

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.

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.

COMPLETE COLLEGE AMERICA

COMMIT

Intervening... (text continues on the next page)

RESOURCES

CORRELATED REMEDIATION: SPEAKING THE COMPLETION DIVIDE

Arranging remediation is not enough to solve this problem. This report offers breakthrough results of Correlated Remediation, which aligns remediation and content to increase college access for underprepared students.

FOUR-YEAR MATH
The real majority of college students are enrolled in math classes at the end of the year, but many more can.

THE RESEARCH BEHIND CORRELATED REMEDIATION: Understanding students’ success in remediation and non-remediation courses.

Download | Visit Website

Learn More | Visit Website
BARRIERS TO STUDENT SUCCESS

- **Food Insecurity**: 42% at community colleges
- **Homelessness**: 12% at community colleges
- **Mental Health**: 25%+ meet criteria for anxiety or depressive illness
- **Financial**: 260% increase in tuition costs since 1980
- **Social Capital**: 1/3 of entering college students are first gen
- **Childcare**: 1/4 of college students have a child
- **Transportation**: "Transportation is an access issue and a barrier for enrollment and retention."

American Policy Youth Forum
COMPLETE COLLEGE AMERICA

Shared Commitment Document
INSTITUTIONAL COMMITMENTS

• Participate in meetings and events
• Create and execute implementation plans
• Collect and submit institutional data
• Commit to implementation and scale
CCA COMMITMENTS

- Leadership and project management
- Training and workshop materials
- Philanthropic support
- In-state staff and content expert deployment
- Implementation curriculum and templates
- Communications and marketing support
- Data collection templates
- Ongoing support
In-State Leadership Meeting
- Establish Institutional Teams
- Disseminate case statement
- Data collection/analysis

Action Summit
- Create open lines of communication with cross-institutional groups
- Develop draft plans
- Submit draft plans

Planning Academy
- Finalize implementation plans
- Submit plans

Year 2-3:
Targeted implementation support, continuous improvement, data collection, data analysis, intentional communication support
ACTION SUMMIT PREP

• Identify and recruit Institutional Team Members
  • Recruit Institutional Team Members who are engaged and empowered to lead this work at the campus-level

• Leverage Case Statement and communicate with stakeholders
  • Communicate the Case Statement and importance of this project with key stakeholders
  • Communicate your participation with this project to a broader community network
ACTION SUMMIT PREP

• Data Collection and Analysis
  • Collect and submit **Momentum Metrics** to Project Lead, James McCoy, James.McCoy@csn.edu

• Identify planning logistics for Action Summit on Jan-Feb 2019
  • CCA’s Kylee Fuller will assist with all event planning needs
  • Invitation to Presidents and Chancellors to participate in morning program at the Action Summit
  • Invitation to Philanthropic Partners to participate in Funders Luncheon
TIMELINE

• November 7: Las Vegas In-state Leadership Meeting

• November 2018: The Project Team will develop the Case Statement, solicit feedback from key stakeholders, and agree upon a final document

• December 2018 – January 2019: Institutional Leads will use the Case Statement to build an empowered Institutional Team and inform key stakeholders

• January – February 2019: Las Vegas Action Summit
NEXT STEPS

• **Recruit** an **engaged** and **empowered** Institutional Team

• **Communicate** the Case Statement with key stakeholders

• Send baseline **data** to James McCoy

• Send Action Summit **invitations** to Institutional Teams, Presidents, Chancellors and local philanthropic funders