Why?
How?
So what?
Excess Credits

2-Year
60 Credits

4-Year (non-flagship)
120 Credits

4-Year (flagship/very high research)
120 Credits

80.9
133.5
134.6
Time to Degree

2-Year

3.6

2 Years

4-Year (non-flagship)

4.9

4 Years

4-Year (flagship/very high research)

4.4

4 Years
Gateway Course Success

Percent of students enrolled in remediation who complete the associated introductory (gateway) course in 2 years.

- **2 Year Institution**: 20%
- **4 Year Institution**: 36%
On-Time Graduation Rates

2-Year: 5%
4-Year (non-flagship): 19%
4-Year (flagship/very high research): 36%
150% Graduation Rates

2-Year: 13%
4-Year (non-flagship): 43%
4-Year (flagship/very high research): 68%
Extra Year

2-Year

$15,933 attendance
$35,000 lost wages

$50,933

4-Year

$22,826 attendance
$45,327 lost wages

$68,153
Temp: In 6 Years
$20,000

UT:A In 6 Years
$35,000

On Time
$19,000

On Time
$32,000

~70% increase

Debt After Graduation

Temple University

UT-Austin
Working with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.

www.completecollege.org
1. Metrics & Performance Funding
2. Corequisite Remediation
3. Time and Intensity
4. Guided Pathways - GPS
5. Structured Schedules
Data Drives Change

Metrics Defined

Context
- Enrollment
- Degrees Per 100 FTE

Outcome
- Degrees Awarded Annually
- Graduation Rates
- Transfer Rates
- Credits and Time to Degree*

Progress
- Remedial Entry & Success*
- Gateway Success*
- Credits Accumulation*
- Retention & Persistence
- Course Completion*

* Not included in IPEDS
### Common Completion Metrics

**Breakouts**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Demographic Breakouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>Race Ethnicity*</td>
</tr>
<tr>
<td>Part Time*</td>
<td>Gender*</td>
</tr>
<tr>
<td>Transfer*</td>
<td>Age Band*</td>
</tr>
<tr>
<td>State*</td>
<td>Remedial Status*</td>
</tr>
<tr>
<td>Institution</td>
<td>Income (Pell Grant)*</td>
</tr>
</tbody>
</table>

* Not in or recently added to IPEDS
GAME CHANGER
Performance
Funding
GAME CHANGER
Corequisite Remediation
Remediation

Too few remedial students ever graduate.

1 in 10
Provide academic support as a **Corequisite** not as a **prerequisite**
Corequisite Options

- 45 minutes after class
- An additional class period or two
- Required lab with mentors
- 5 weeks dev ed, 10 weeks regular course (5 days/wk)
- Two semester stretch course
Gateway Completion for Remedial Students

<table>
<thead>
<tr>
<th>State</th>
<th>Corequisite</th>
<th>Traditional</th>
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</thead>
<tbody>
<tr>
<td>Colorado</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
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<tr>
<td>Indiana</td>
<td></td>
<td></td>
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<tr>
<td>Tennessee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Virginia</td>
<td></td>
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</tr>
</tbody>
</table>

The figure shows the completion rates for Gateway completion for Remedial Students in various states. The colored bars represent Corequisite and Traditional methods of instruction. Colorado is marked as N/A for Corequisite.
### Completion of Gateway Math by ACT Sub-score

**Learning Support Model vs. Co-requisite Pilots**

<table>
<thead>
<tr>
<th>Mathematics ACT sub-score</th>
<th>Pre-requisite Model: Fall 2012 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7%</td>
<td>3.8%</td>
</tr>
<tr>
<td>71.4%</td>
<td>14.5%</td>
</tr>
<tr>
<td>36.6%</td>
<td>21.2%</td>
</tr>
<tr>
<td>55.1%</td>
<td>33.0%</td>
</tr>
<tr>
<td>6.8%</td>
<td>7.7%</td>
</tr>
<tr>
<td>11.5%</td>
<td>9.5%</td>
</tr>
<tr>
<td>58.0%</td>
<td>37.0%</td>
</tr>
<tr>
<td>19.7%</td>
<td>19.6%</td>
</tr>
<tr>
<td>66.0%</td>
<td>48.8%</td>
</tr>
<tr>
<td>82.8%</td>
<td>56.6%</td>
</tr>
<tr>
<td>25.6%</td>
<td>17.8%</td>
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<tr>
<td>13.1%</td>
<td>10.8%</td>
</tr>
<tr>
<td>12.3%</td>
<td>9.9%</td>
</tr>
<tr>
<td>60.9%</td>
<td>43.3%</td>
</tr>
<tr>
<td>62.5%</td>
<td>46.7%</td>
</tr>
</tbody>
</table>

Tennessee Board of Regents
<table>
<thead>
<tr>
<th>College</th>
<th>Traditional Model, Fall 2011- Gateway Success after 2 years</th>
<th>One Semester Model, Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge CTC</td>
<td>27%</td>
<td>53%</td>
</tr>
<tr>
<td>BridgeValley CTC</td>
<td>43%</td>
<td>72%</td>
</tr>
<tr>
<td>Eastern CTC</td>
<td>53%</td>
<td>91%</td>
</tr>
<tr>
<td>Mountwest CTC</td>
<td>34%</td>
<td>n/a</td>
</tr>
<tr>
<td>New River CTC</td>
<td>36%</td>
<td>70%</td>
</tr>
<tr>
<td>Pierpont CTC</td>
<td>35%</td>
<td>n/a</td>
</tr>
<tr>
<td>Southern WV CTC</td>
<td>42%</td>
<td>n/a</td>
</tr>
<tr>
<td>WV Northern CC</td>
<td>40%</td>
<td>n/a</td>
</tr>
<tr>
<td>WVU at Parkersburg</td>
<td>34%</td>
<td>66%</td>
</tr>
<tr>
<td><strong>System-wide</strong></td>
<td><strong>37%</strong></td>
<td><strong>68%</strong></td>
</tr>
</tbody>
</table>
## Results - Math

<table>
<thead>
<tr>
<th>Institution</th>
<th>Traditional Model, Fall 2011-Gateway Success after 2 years</th>
<th>One Semester Model, Fall 2014- Gateway Success first semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge CTC</td>
<td>10%</td>
<td>n/a</td>
</tr>
<tr>
<td>BridgeValley CTC</td>
<td>19%</td>
<td>70%</td>
</tr>
<tr>
<td>Eastern CTC</td>
<td>27%</td>
<td>n/a</td>
</tr>
<tr>
<td>Mountwest CTC</td>
<td>12%</td>
<td>74%</td>
</tr>
<tr>
<td>New River CTC</td>
<td>27%</td>
<td>67%</td>
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<tr>
<td>Pierpont CTC</td>
<td>12%</td>
<td>70%</td>
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<tr>
<td>Southern WV CTC</td>
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<td>37%</td>
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<tr>
<td>WV Northern CC</td>
<td>9%</td>
<td>n/a</td>
</tr>
<tr>
<td>WVU at Parkersburg</td>
<td>10%</td>
<td>71%</td>
</tr>
<tr>
<td><strong>System-wide</strong></td>
<td><strong>14%</strong></td>
<td><strong>62%</strong></td>
</tr>
</tbody>
</table>
Math Is Aligned with Meta-Majors

Health Sciences
Social Sciences
Liberal Arts
Education
Business

Quantitative Reasoning/Statistics

STEM
College Algebra/Precalculus

Degree
4-Year Transfer
Certificate
License
Placement
Current Model Enrolls Most Students into Remediation

Student Placement Data

Remediation

Gateway

Percent of Students

70%

30%
New Model Enrolls Most in College

Student Placement Data

- Test Prep or Technical Certificate: 10%
- Gateway Course with Corequisite Support: 60%
- Gateway: 30%
GAME CHANGER
15 to Finish
More students graduate when they complete 30+ credits in their first year.

### Associate degree

(ALL STUDENTS)

- **30+ credits**: 62%
- **24–29.9 credits**: 43%
- **12–23.9 credits**: 27%
- **0–11.9 credits**: 10%
More students graduate when they complete 30+ credits in their first year.

Bachelor’s degree

- 30+ credits: 79%
- 24–29.9 credits: 69%
- 12–23.9 credits: 37%
- 0–11.9 credits: 21%
Most students DON’T take the credit hours necessary to graduate on time.

**Full-time Students Taking 15+ Credits Per Semester**

- **At 2-year institutions**: 29%
- **At 4-year institutions**: 50%
Hawai‘i’s 15 to Finish

The majority of full-time freshmen were taking 12-14 credits.

Credits Attempted
UH First-time, Full-time Freshmen
Cumulative Over 3 Years Fall 2009-2011

Manoa
Hilo
West O'ahu
UHCC

12-14 Credits
15+ Credits
Hawai‘i’s *15 to Finish*
Significant results in campaign’s very first year.

15 or More Credits Attempted
UH First-Time Freshmen, Fall 2012

- Maoa
- Hilo
- West Oahu
- UHCCs

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
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</thead>
<tbody>
<tr>
<td>15 or More</td>
<td>39.3</td>
<td>39.3</td>
<td>46.9</td>
<td>55.5</td>
</tr>
<tr>
<td>Credits Attempted</td>
<td>13.5</td>
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<td>11.2</td>
<td>11.2</td>
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<tr>
<td>Fall 2009</td>
<td>7.8</td>
<td>7.8</td>
<td>7.8</td>
<td>7.8</td>
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<tr>
<td>Fall 2010</td>
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<tr>
<td>Fall 2011</td>
<td>7.8</td>
<td>7.8</td>
<td>7.8</td>
<td>7.8</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>7.8</td>
<td>7.8</td>
<td>7.8</td>
<td>7.8</td>
</tr>
</tbody>
</table>
15 or More Credit Hours Attempted and Completed - Fall Semester

% 15 IU Credit Hours or More Attempted and Earned
First-time, Full-Time Beginners

- 2005: 15% attempted, 21% earned
- 2006: 17% attempted, 23% earned
- 2007: 18% attempted, 24% earned
- 2008: 16% attempted, 23% earned
- 2009: 22% attempted, 29% earned
- 2010: 22% attempted, 29% earned
- 2011: 21% attempted, 27% earned
- 2012: 23% attempted, 28% earned
- 2013: 38% attempted, 51% earned
- 2014: 63% attempted

Note: The chart shows the percentage of students attempting and earning 15 or more credit hours each fall semester from 2005 to 2014.
Fifteen to Finish

States with Campus-Based Initiatives

Statewide Initiatives
GAME CHANGER
Guided Pathways to Success
NO CLEAR PATH
Too Many Choices and Too Little Guidance

- Most colleges have more than 100 majors and hundreds of courses.
- Most students are unaware of their career options.
- 45% of students haven’t seen a counselor by the third week of class.
Why GPS?

1 counselor : 400 students
Too much choice — especially uninformed choice — leads to indecision or poor decisions.
A substantial number of people accept — even welcome — a default choice designed by informed professionals.
New Model – Structured Programs

An academic semester-by-semester plan: a clear path to graduation.

Nursing  Engineering
Honors

Choice Architecture
DO THIS

GPS: Essential Components

1. Default Pathways
2. Informed Choice
3. Meta-Majors
4. Academic Maps
5. Critical Path Courses
6. Intrusive Advising
Georgia State University

- **Degree maps** and intrusive advising
- Graduation rates **up 20 percentage points** in past 10 years
- Graduation rates higher for:
  - Pell students, at 52.5%
  - African American students, at 57.4%
  - Hispanic students, at 66.4%
- More bachelor’s degrees to African-Americans than any other U.S. university
Guided Pathways to Success

- DC (also a CPA)
- GPS at Scale
- GPS in STEM
- Community Partnerships for Attainment
- Active Interest

Locations:
- Las Vegas
- Cleveland
- Kansas City
- Providence
- Houston
- Chicago
<table>
<thead>
<tr>
<th>GPS at Scale</th>
<th>Houston GPS</th>
<th>GPS in STEM</th>
<th>CPA</th>
<th>GPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lumina</td>
<td>Houston Endowment</td>
<td>Helmsley</td>
<td>Lumina</td>
<td></td>
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<tr>
<td>Indiana</td>
<td>UH</td>
<td>DC</td>
<td>Cleveland</td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td>Lone Star</td>
<td>Idaho</td>
<td>Dallas</td>
<td></td>
</tr>
<tr>
<td>Tennessee</td>
<td>Houston Community</td>
<td>Illinois</td>
<td>Jacksonville</td>
<td></td>
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<tr>
<td></td>
<td>San Jacinto</td>
<td>Massachusetts</td>
<td>Kansas City</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wharton Junior</td>
<td>Ohio</td>
<td>Las Vegas</td>
<td></td>
</tr>
</tbody>
</table>

887,000  260,000  22,000  157,000

1,326,000 students
GAME CHANGER
Structured Schedules

- Block schedules of classes
- Cohorts of students
- Students choose programs or majors, not courses
- Attendance required
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MORNING BLOCK</strong></td>
<td></td>
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<tr>
<td>8:00AM – 8:50AM</td>
<td>Structured Learning Activities</td>
<td>8:00AM – 8:50AM</td>
<td>Structured Learning Activities</td>
<td>8:00AM – 8:50AM</td>
</tr>
<tr>
<td>MUS 103 - #8765</td>
<td></td>
<td>MUS 103 - #8765</td>
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<td>MUS 103 - #8765</td>
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<td>9:00AM – 9:50AM</td>
<td></td>
<td></td>
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<tr>
<td>MAT107 - #8766</td>
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</tr>
<tr>
<td>10:00AM – 10:50AM</td>
<td></td>
<td>10:00AM – 10:50AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP 101 - #8767</td>
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<td>SP 101 - #8767</td>
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<tr>
<td>11:00 AM – 11:50AM</td>
<td>11:00 AM – 12:10PM</td>
<td>11:00 AM – 11:50AM</td>
<td>11:00 AM – 12:10PM</td>
<td>11:00 AM – 11:50AM</td>
</tr>
<tr>
<td>ENG101 - #8768</td>
<td>RENG 92 - #8769</td>
<td>ENG101 - #8768</td>
<td>RENG 92 - #8769</td>
<td>ENG101 - #8768</td>
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<tr>
<td>12:00PM – 12:50PM</td>
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<td>12:00PM – 12:50PM</td>
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<tr>
<td><strong>COLLEGE FREE HOUR</strong></td>
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<td><strong>COLLEGE FREE HOUR</strong></td>
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<td></td>
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<tr>
<td><strong>AFTERNOON BLOCK</strong></td>
<td></td>
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<td>1:00PM – 1:50PM</td>
<td>1:00 AM – 2:10PM</td>
<td>1:00PM – 1:50PM</td>
<td>1:00 AM – 2:10PM</td>
<td>1:00PM – 1:50PM</td>
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<td>ART 106 - #8771</td>
<td>MAT 92 -</td>
<td>ART 106 - #8771</td>
<td>MAT 92 -</td>
<td>ART 106 - #8771</td>
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<td>2:00PM – 2:50PM</td>
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<td>2:00PM – 2:50PM</td>
<td></td>
<td>2:00PM – 2:50PM</td>
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<tr>
<td>SP 101 - #8772</td>
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<td>SP 101 - #8772</td>
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<tr>
<td>3:00 PM – 3:50PM</td>
<td>Structured Learning Activities</td>
<td>3:00 PM – 3:50PM</td>
<td>Structured Learning Activities</td>
<td>3:00 PM – 3:50PM</td>
</tr>
<tr>
<td>ENG 101 - #8773</td>
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<td>ENG 101 - #8773</td>
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<td>ENG 101 - #8773</td>
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<tr>
<td>4:00PM – 4:50PM</td>
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<td>4:00PM – 4:50PM</td>
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<td>MAT 107 - #8774</td>
<td></td>
<td>MAT 107 - #8774</td>
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<td>MAT 107 - #8774</td>
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<tr>
<td>5:00PM – 5:50PM</td>
<td></td>
<td>5:00PM – 5:50PM</td>
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<td>5:00PM – 5:50PM</td>
</tr>
<tr>
<td>HOURS</td>
<td>SUNDAY</td>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
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<tr>
<td>--------------</td>
<td>--------</td>
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<td>--------------------------</td>
<td>--------------------------</td>
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<tr>
<td>8:00-8:50 AM</td>
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<td></td>
<td>BUSINESS COMMUNICATION</td>
<td>BUSINESS COMMUNICATION</td>
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<tr>
<td>9:00-9:50 AM</td>
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<td></td>
<td>ENGLISH COMPOSITION</td>
<td></td>
</tr>
<tr>
<td>10:00-10:50 AM</td>
<td></td>
<td></td>
<td>COMPUTER FUNDAMENTALS</td>
<td>MARKETING</td>
</tr>
<tr>
<td>11:00-11:50 AM</td>
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<td>MARKETING</td>
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<td>12:00-12:50 PM</td>
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<td>REVIEW SESSION</td>
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<tr>
<td>1:00-1:50 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Where there is structure, there are significant results.

ASAP PROGRAM
CITY UNIVERSITY OF NEW YORK

55% 3-year graduation rate for associate degrees

- **Doubled** graduation rates using structured scheduling, whole programs
- **3X higher graduation rate** than national avg. for urban community colleges
Where there is structure, there are significant results.

TENNESSEE COLLEGES OF APPLIED TECHNOLOGY

75% avg. on-time graduate rate

TENNESSEE COMMUNITY COLLEGES

14% avg. on-time graduate rate
Where there is structure, there are significant results.

**IVY INSTITUTE OF TECHNOLOGY PROGRAM**
**IVY TECH COMMUNITY COLLEGE SYSTEM**

- **Structured** career certificate programs in welding, machine tool, automotive, HVAC, mechatronics, and office technology.

First Cohort: **85% completion**

New Cohorts: **90% retention**
Complete College America

Working with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.

www.completecollege.org

Facebook / CompleteCollege
Twitter / CompleteCollege