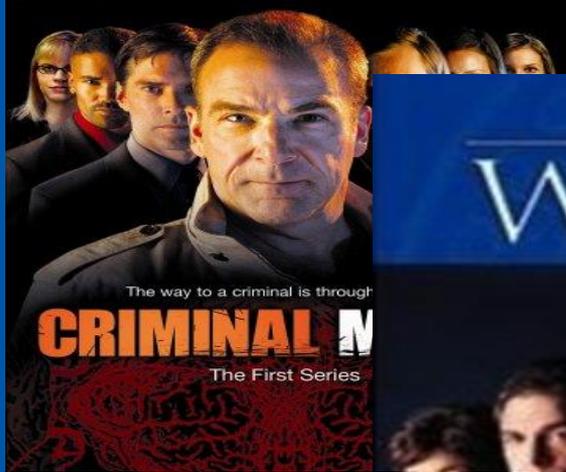


Why?
How?
So what?



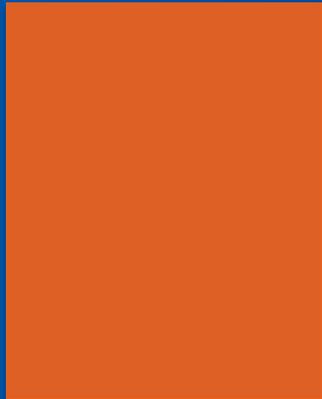
LAW & ORDER



Excess Credits

2-Year

80.9



60 Credits

4-Year
(non-flagship)

133.5



120 Credits

4-Year
(flagship/
very high research)

134.6



120 Credits

Time to Degree

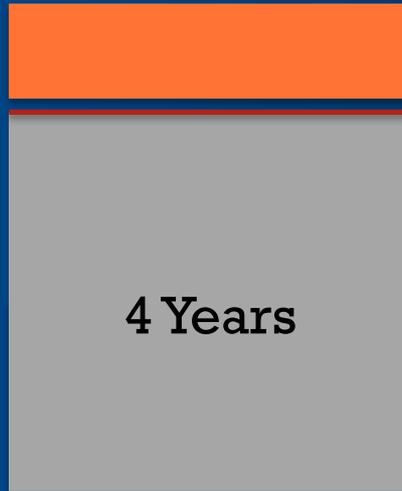
2-Year

3.6



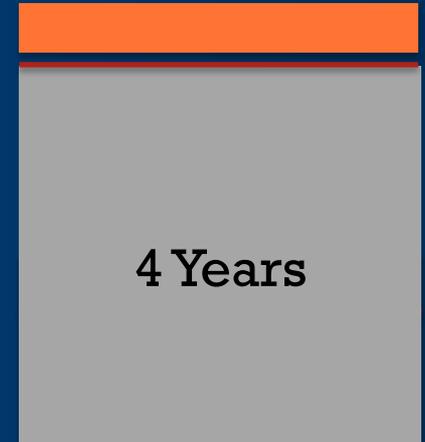
4-Year
(non-flagship)

4.9



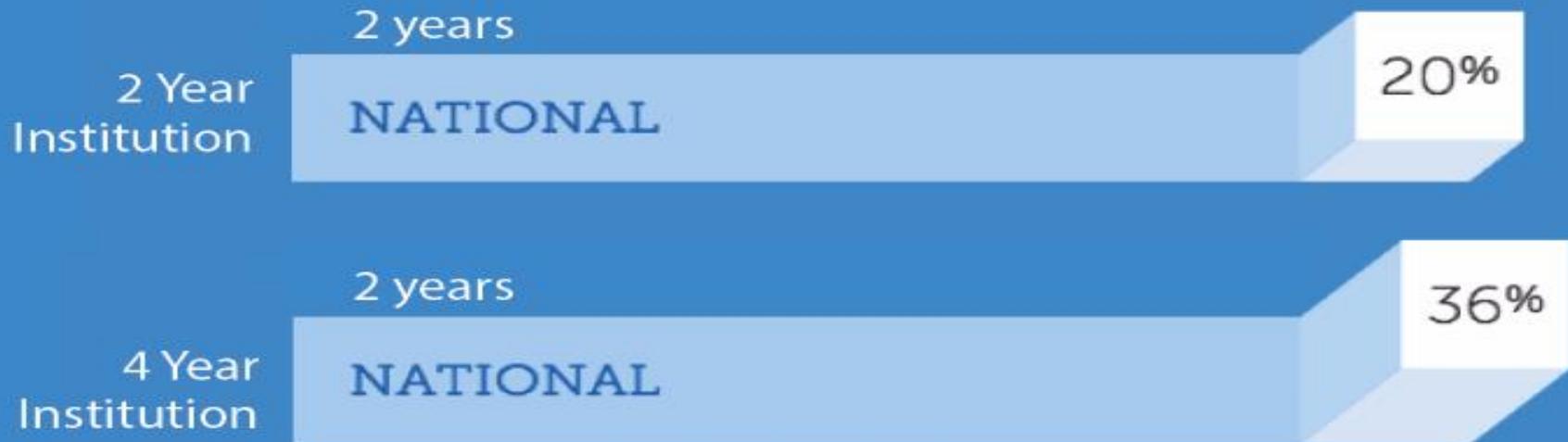
4-Year
(flagship/
very high research)

4.4



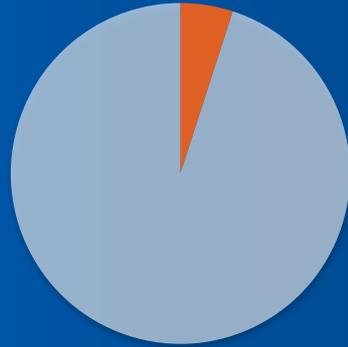
Gateway Course Success

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



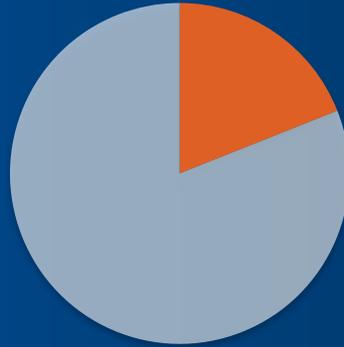
On-Time Graduation Rates

2-Year



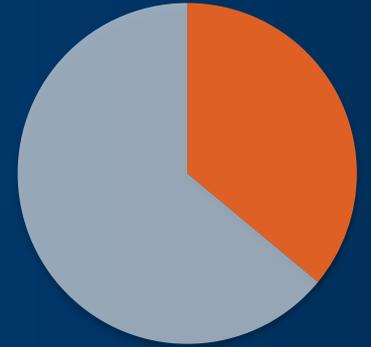
5%

4-Year
(non-flagship)



19%

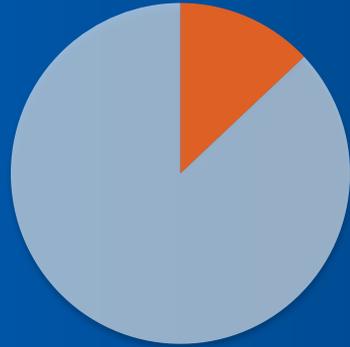
4-Year
(flagship/
very high research)



36%

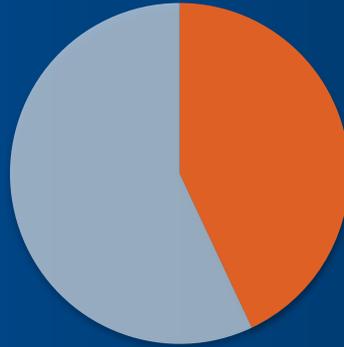
150% Graduation Rates

2-Year



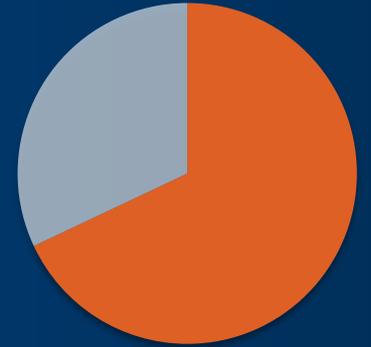
13%

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

~70% increase

\$20,000



On Time

\$35,000



In 6 Years

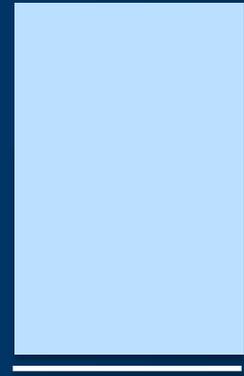
**TEMPLE
UNIVERSITY**

\$19,000



On Time

\$32,000



In 6 Years

UT-AUSTIN

Debt After Graduation

**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



TIME is the ENEMY

The surprising truth about why today's college students aren't graduating ... AND WHAT NEEDS TO CHANGE

COMPLETE COLLEGE AMERICA



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

The Game Changers

Are states implementing the best reforms to get more college graduates?



COMPLETE COLLEGE AMERICA



Four-Year MYTH

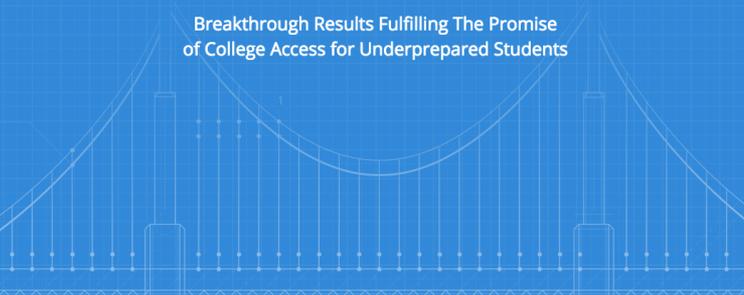
Make college more affordable.
Restore the promise of graduating on time.

COMPLETE COLLEGE AMERICA

COMPLETE COLLEGE AMERICA

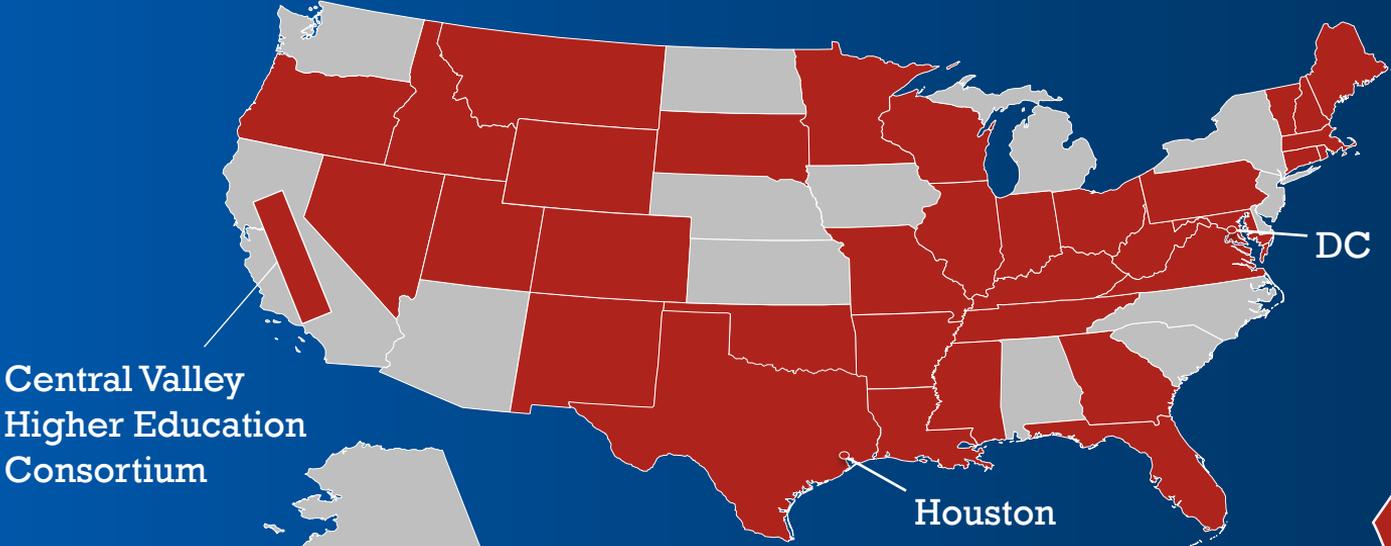
Corequisite Remediation: Spanning the Completion Divide

Breakthrough Results Fulfilling The Promise of College Access for Underprepared Students



COMPLETE COLLEGE AMERICA

The Alliance



40

- Commonwealth of Northern Mariana Islands
- Puerto Rico

The Game Changers



COMPLETE COLLEGE AMERICA



1. Metrics & Performance Funding



2. Corequisite Remediation



3. Time and Intensity



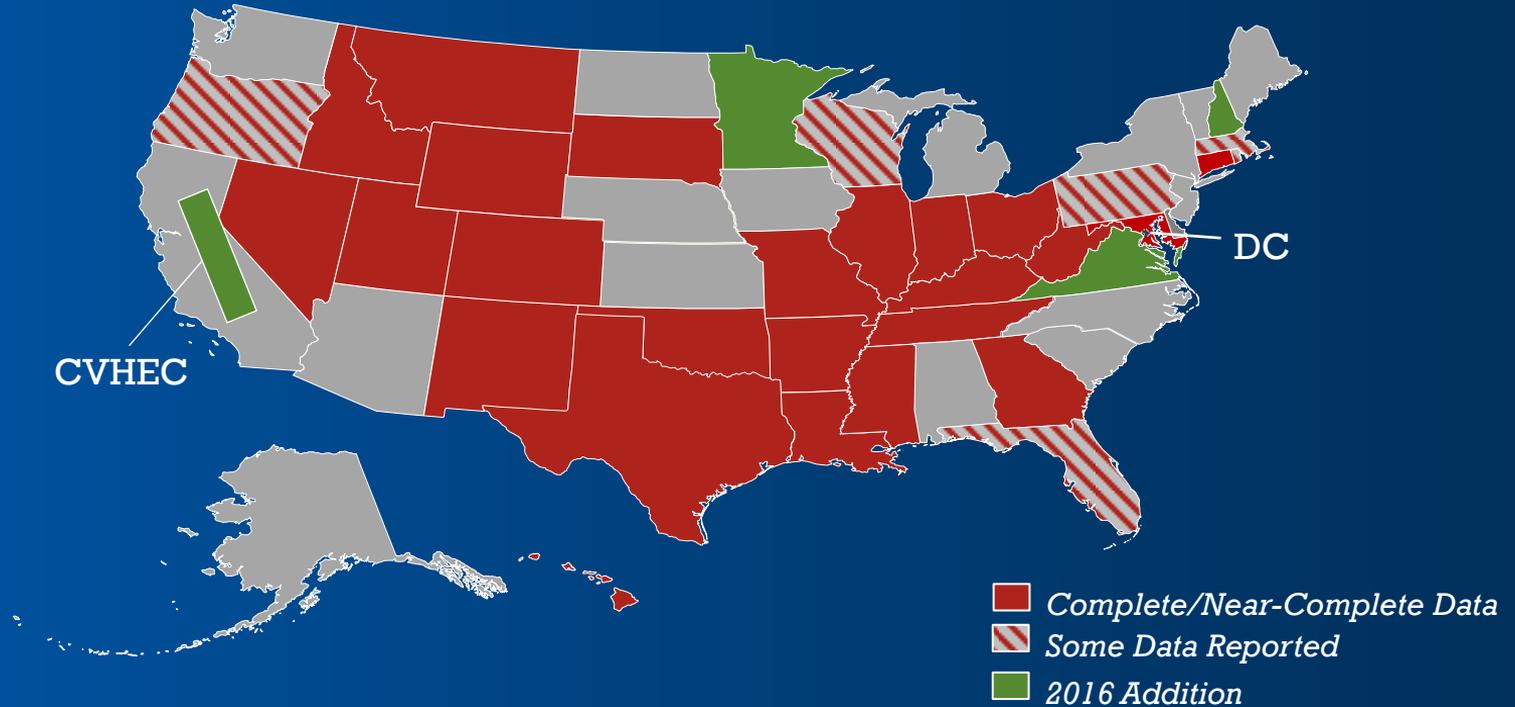
4. Guided Pathways - GPS



5. Structured Schedules



Metrics and Data





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

Enrollment

Full Time

Part Time*

Transfer*

Level

State*

Institution

**Demographic
Breakouts**

Race Ethnicity*

Gender*

Age Band*

Remedial Status*

Income (Pell Grant)*

*** Not in or recently added to IPEDS**



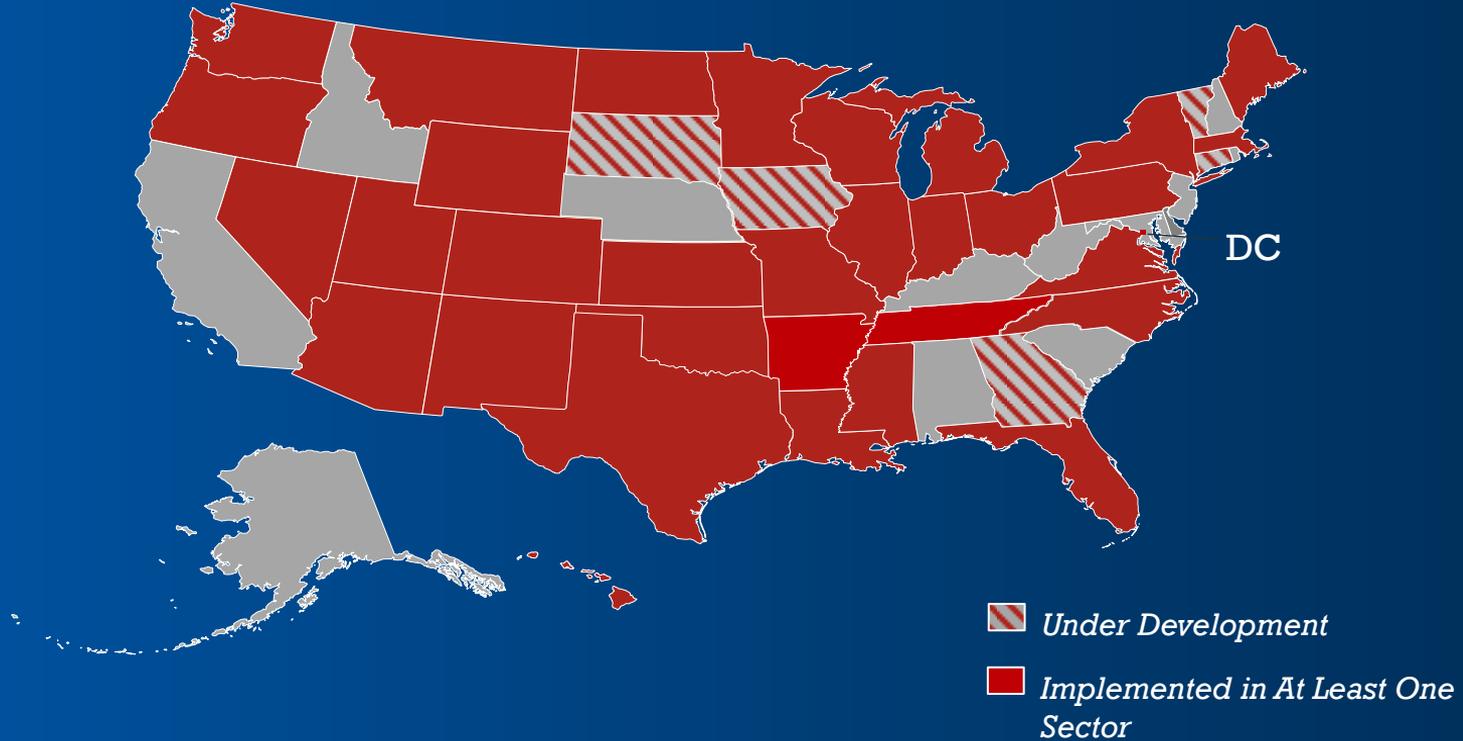
GAME CHANGER

Performance

Funding



Performance Funding





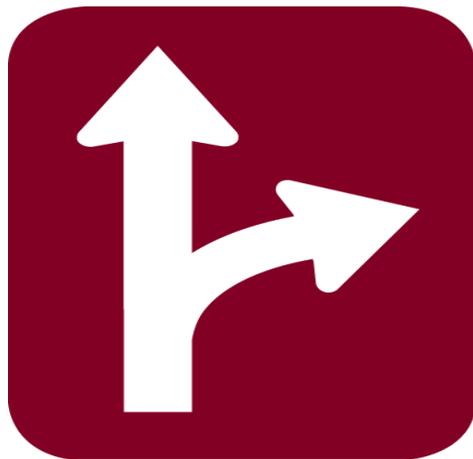
GAME CHANGER

Corequisite

Remediation



Remediation



**Too few remedial
students ever
graduate.**

1 in 10



Corequisite Remediation

Provide academic support as a
Corequisite not as a
prerequisite

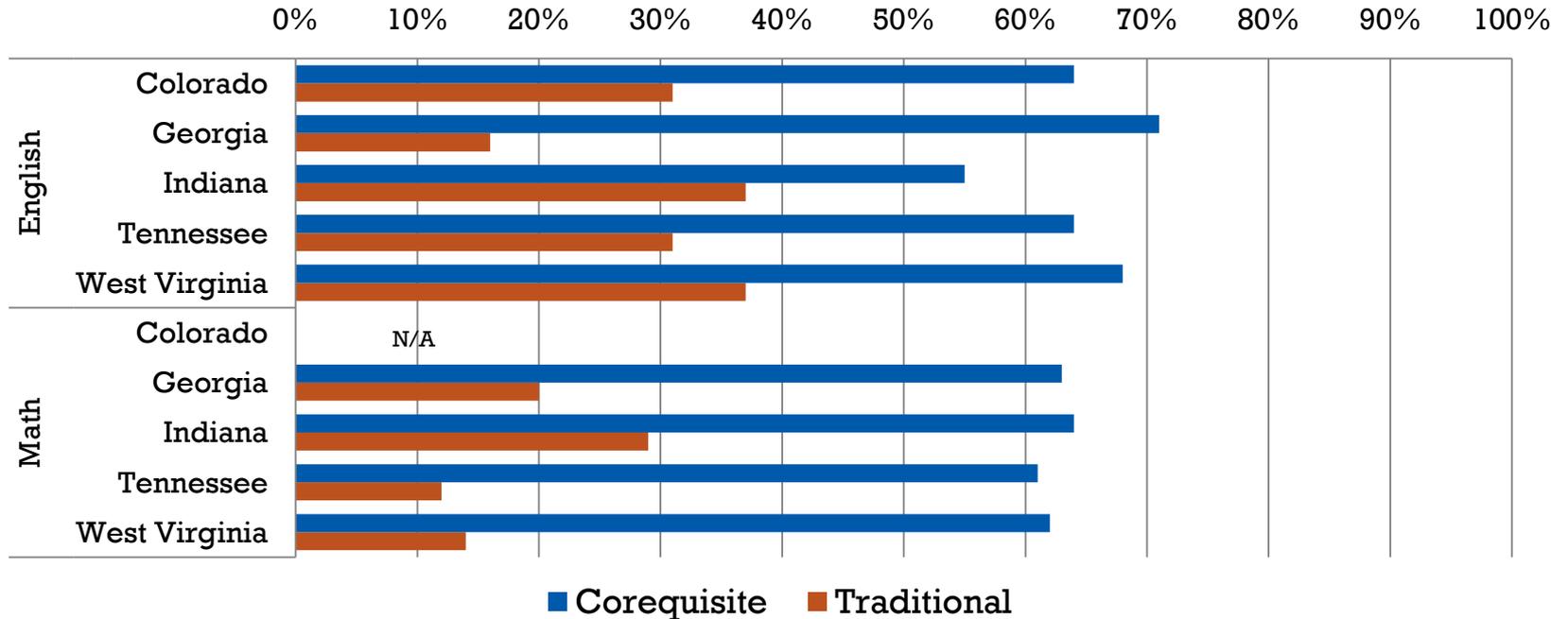
Corequisite Options

- 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



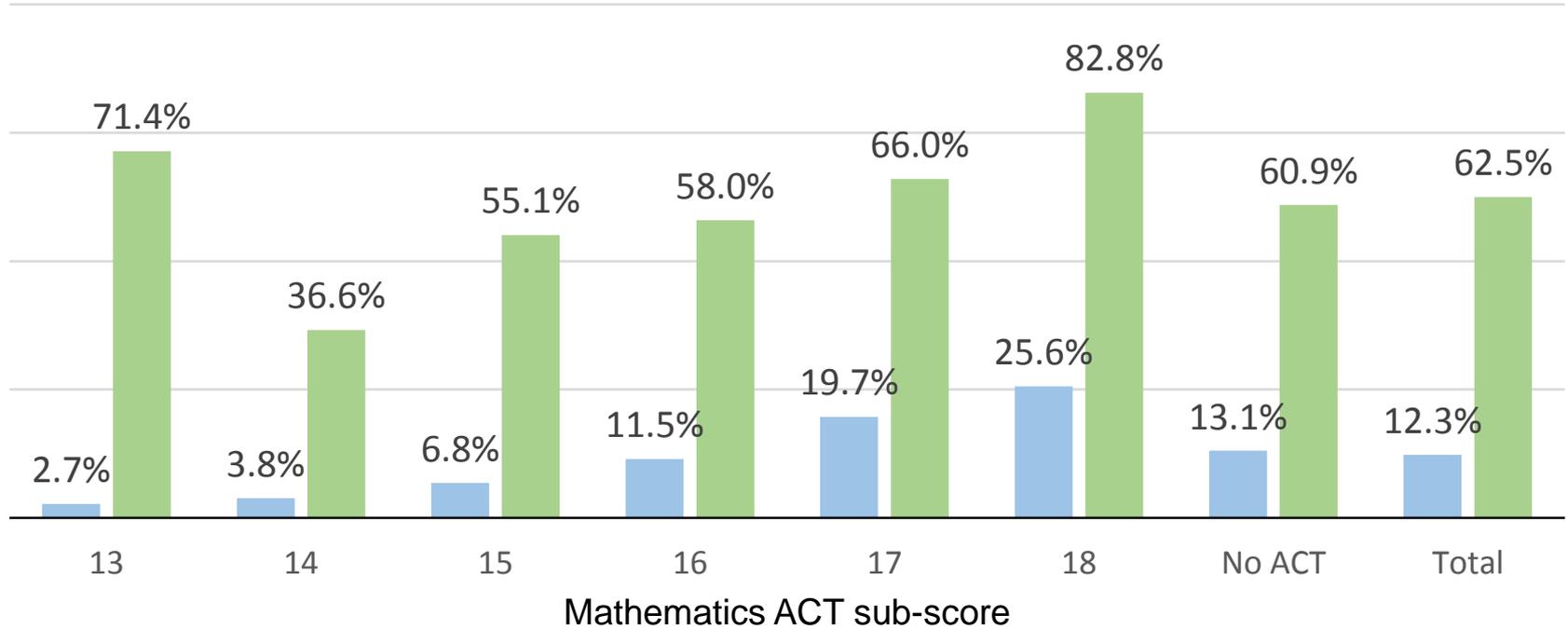
Showing Results

Gateway Completion for Remedial Students



Completion of Gateway Math by ACT Sub-score

Learning Support Model vs. Co-requisite Pilots



■ Pre-requisite Model: Fall 2012 Cohort



Tennessee Board of Regents

Results- English

	Traditional Model, Fall 2011- Gateway Success after 2 years	One Semester Model, Fall 2014
Blue Ridge CTC	27%	53%
BridgeValley CTC	43%	72%
Eastern CTC	53%	91%
Mountwest CTC	34%	n/a
New River CTC	36%	70%
Pierpont CTC	35%	n/a
Southern WV CTC	42%	n/a
WV Northern CC	40%	n/a
WVU at Parkersburg	34%	66%
System-wide	37%	68%

Results- Math

	Traditional Model, Fall 2011- Gateway Success after 2 years	One Semester Model, Fall 2014- Gateway Success first semester
Blue Ridge CTC	10%	n/a
BridgeValley CTC	19%	70%
Eastern CTC	27%	n/a
Mountwest CTC	12%	74%
New River CTC	27%	67%
Pierpont CTC	12%	70%
Southern WV CTC	13%	37%
WV Northern CC	9%	n/a
WVU at Parkersburg	10%	71%
System-wide	14%	62%





Math

Pathways



Math Is Aligned with Meta-Majors

Health Sciences
Social Sciences
Liberal Arts
Education
Business

**Quantitative Reasoning/
Statistics**

Degree

4-Year Transfer

Certificate

License

STEM

**College Algebra/
Precalculus**

Degree

4-Year Transfer

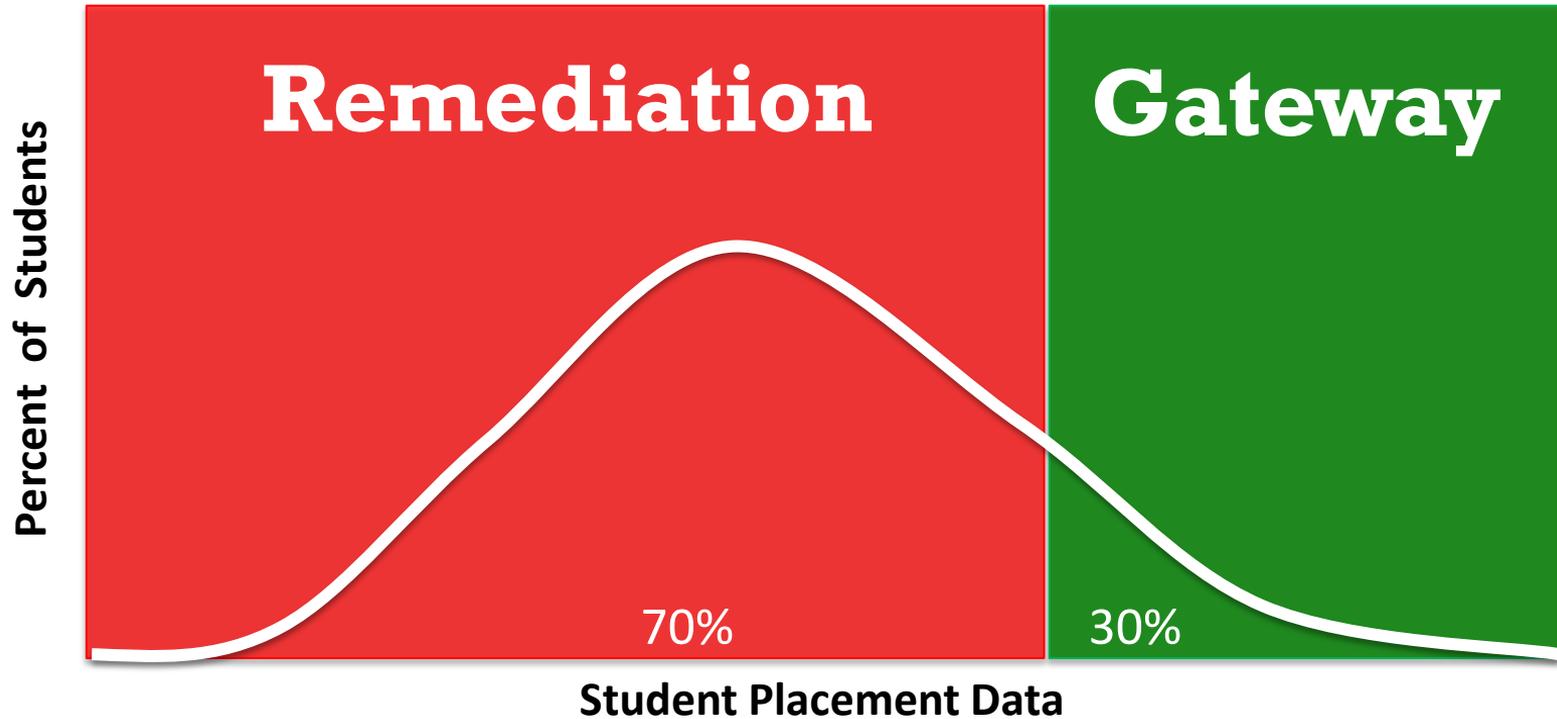
Certificate

License

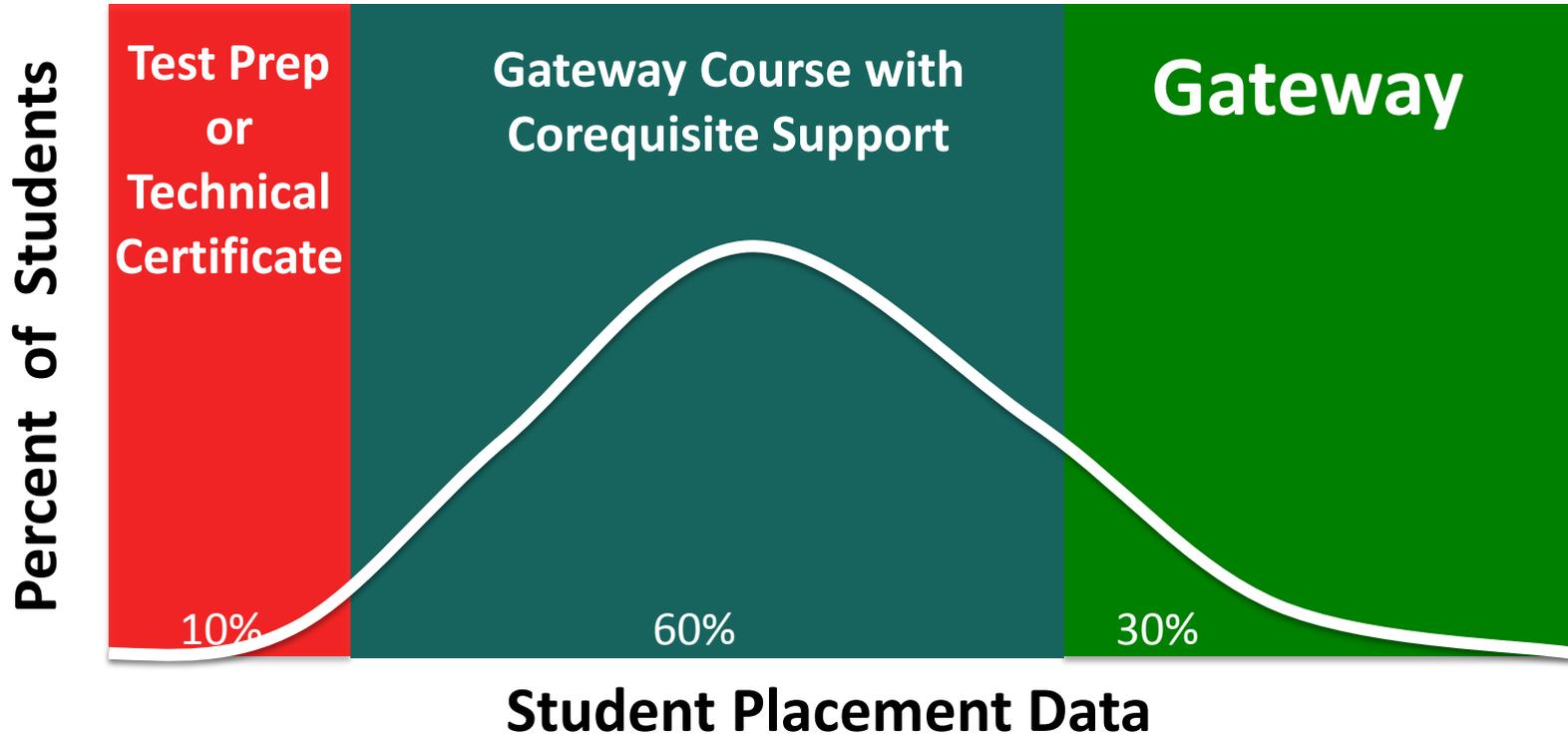


Placement

Current Model Enrolls Most Students into Remediation



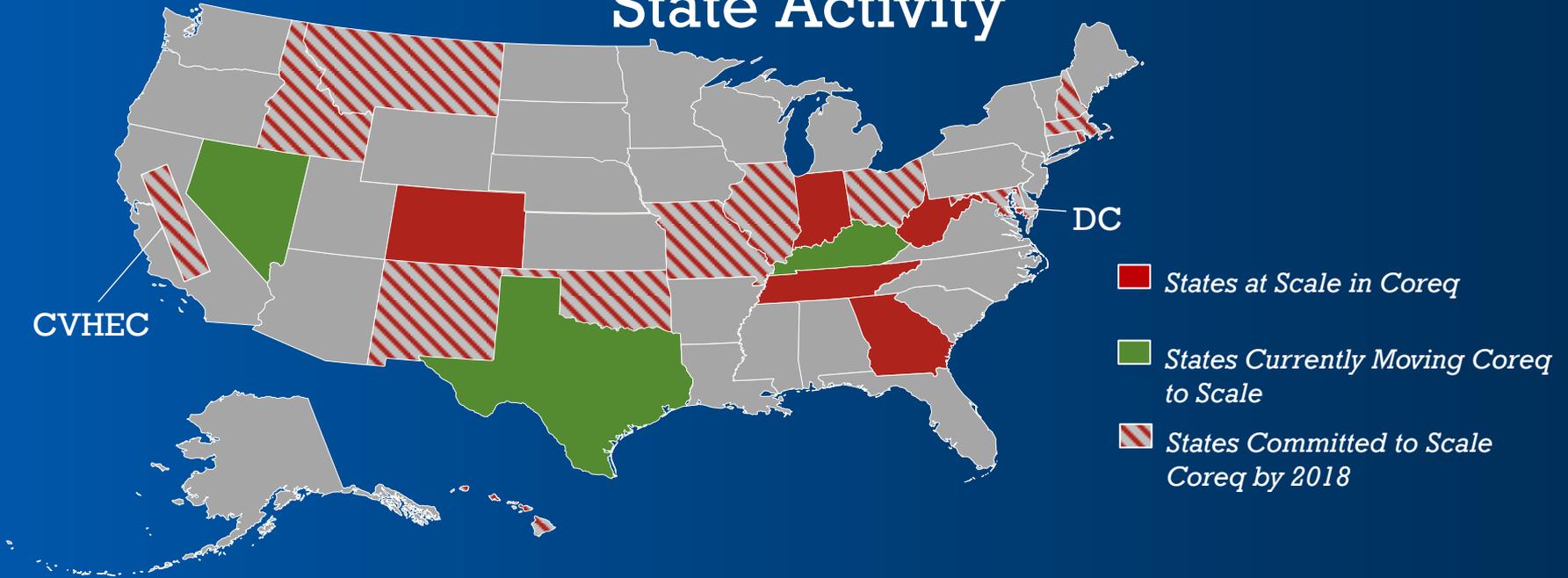
New Model Enrolls Most in College





Corequisite Remediation

State Activity



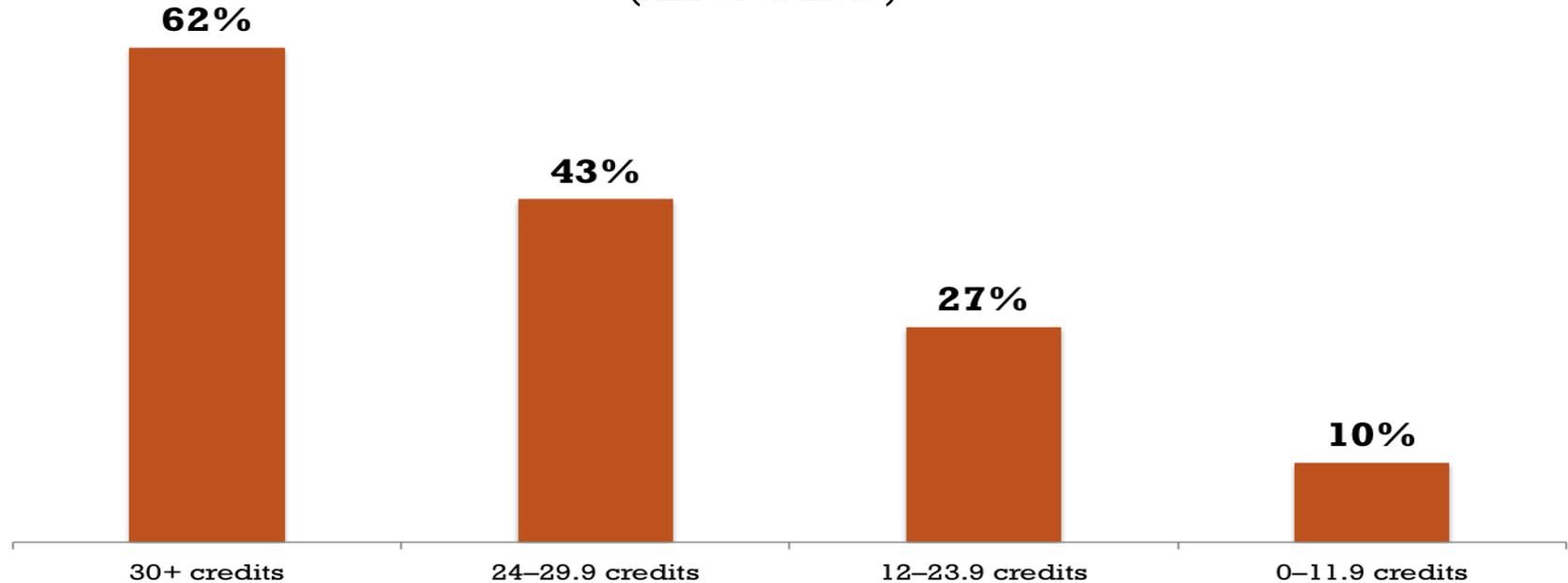


GAME CHANGER

15 to Finish

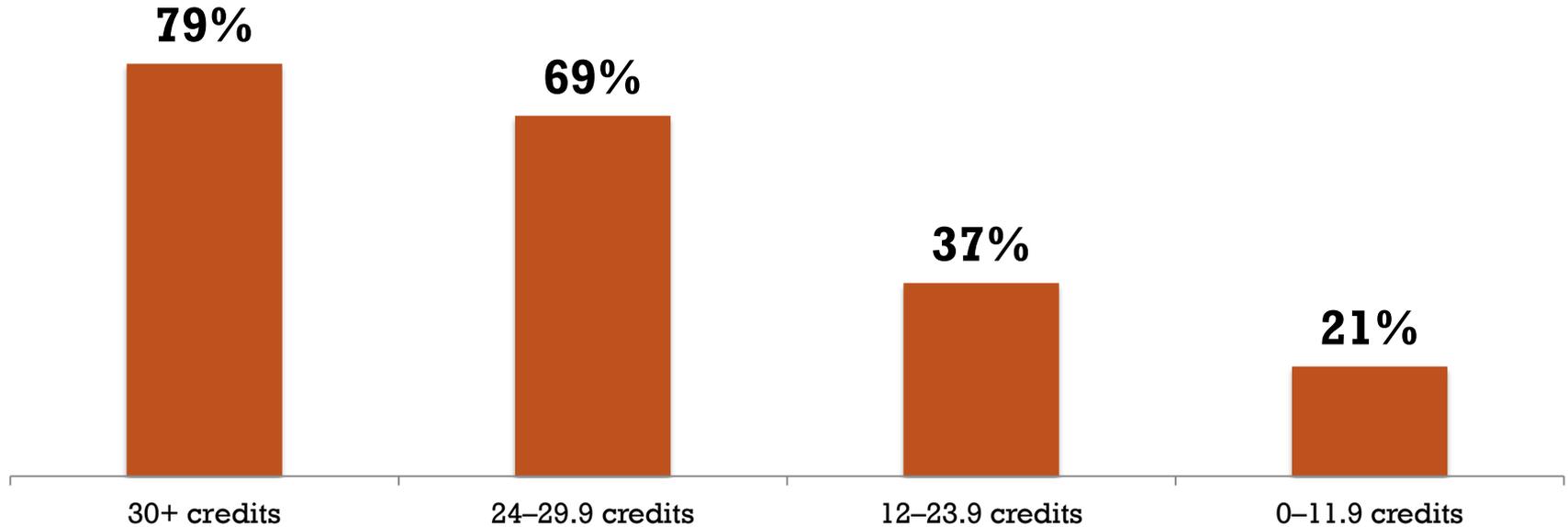
More students graduate when they complete 30+ credits in their first year.

Associate degree (ALL STUDENTS)



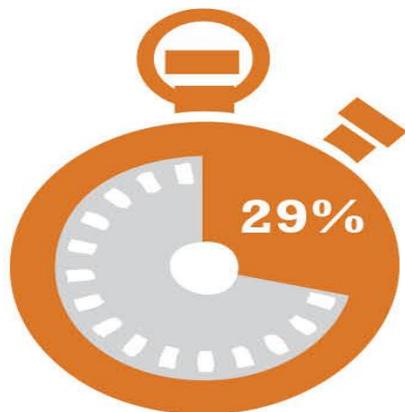
More students graduate when they complete 30+ credits in their first year.

Bachelor's degree

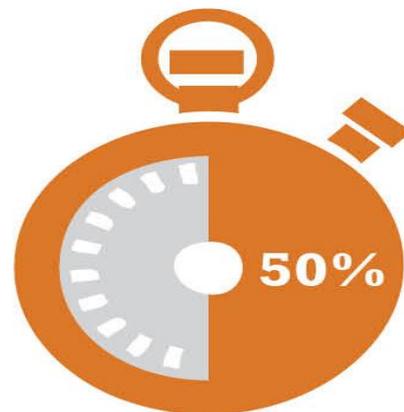


Most students DON'T take the credit hours necessary to graduate on time.

Full-time Students Taking 15+ Credits Per Semester



At 2-year
institutions

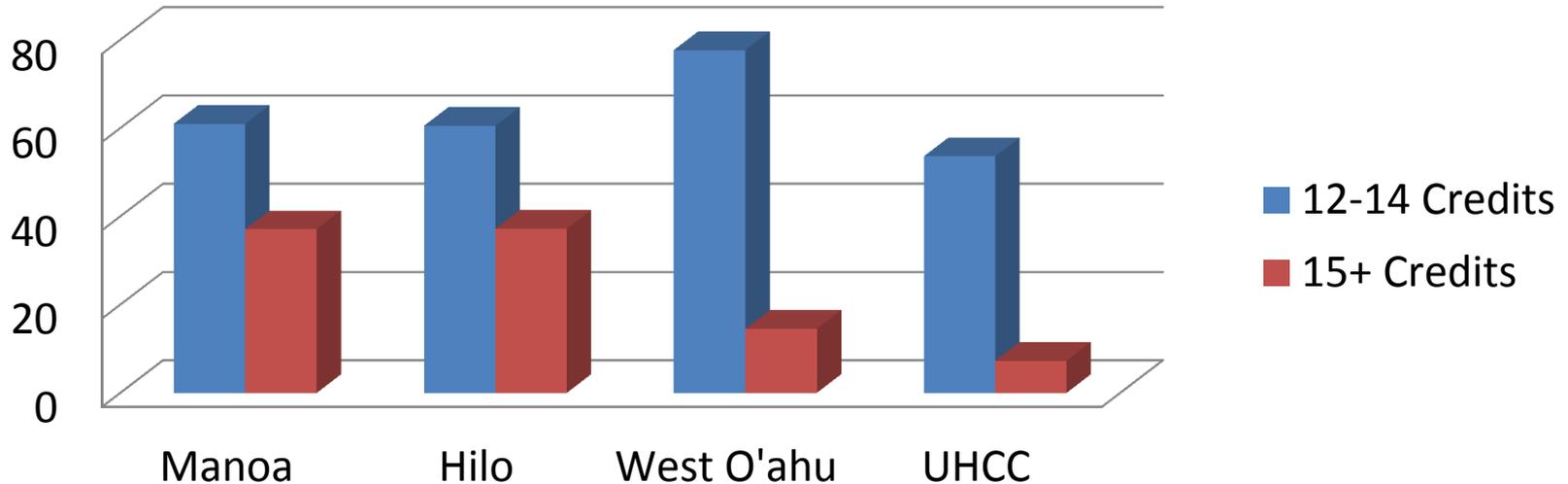


At 4-year
institutions

Hawai'i's *15 to Finish*

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

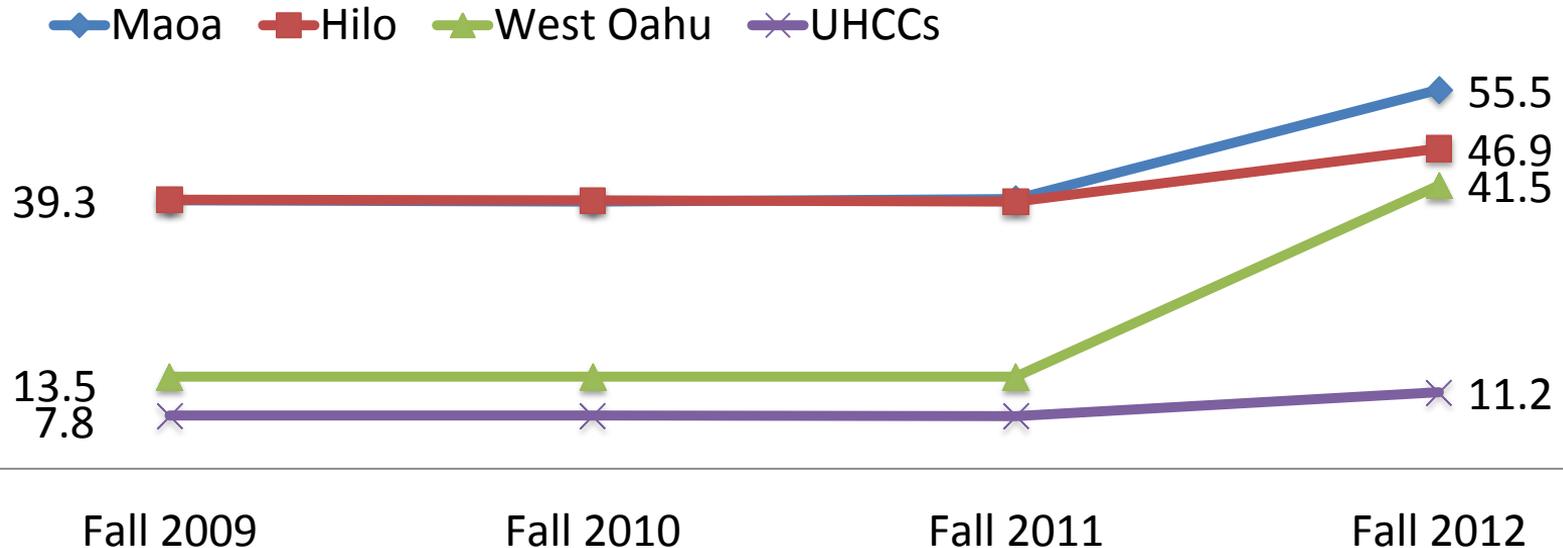
Credits Attempted
UH First-time, Full-time Freshmen
Cumulative Over 3 Years Fall 2009-2011



Hawai'i's *15 to Finish*

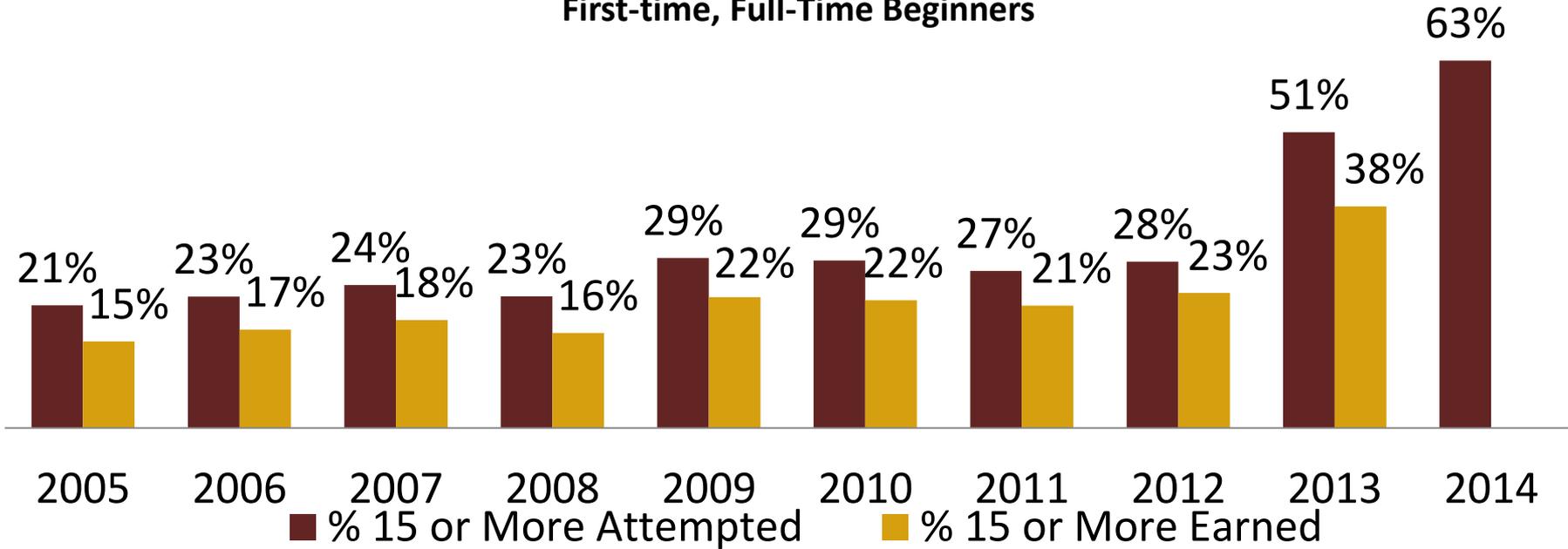
Significant results in campaign's very first year.

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



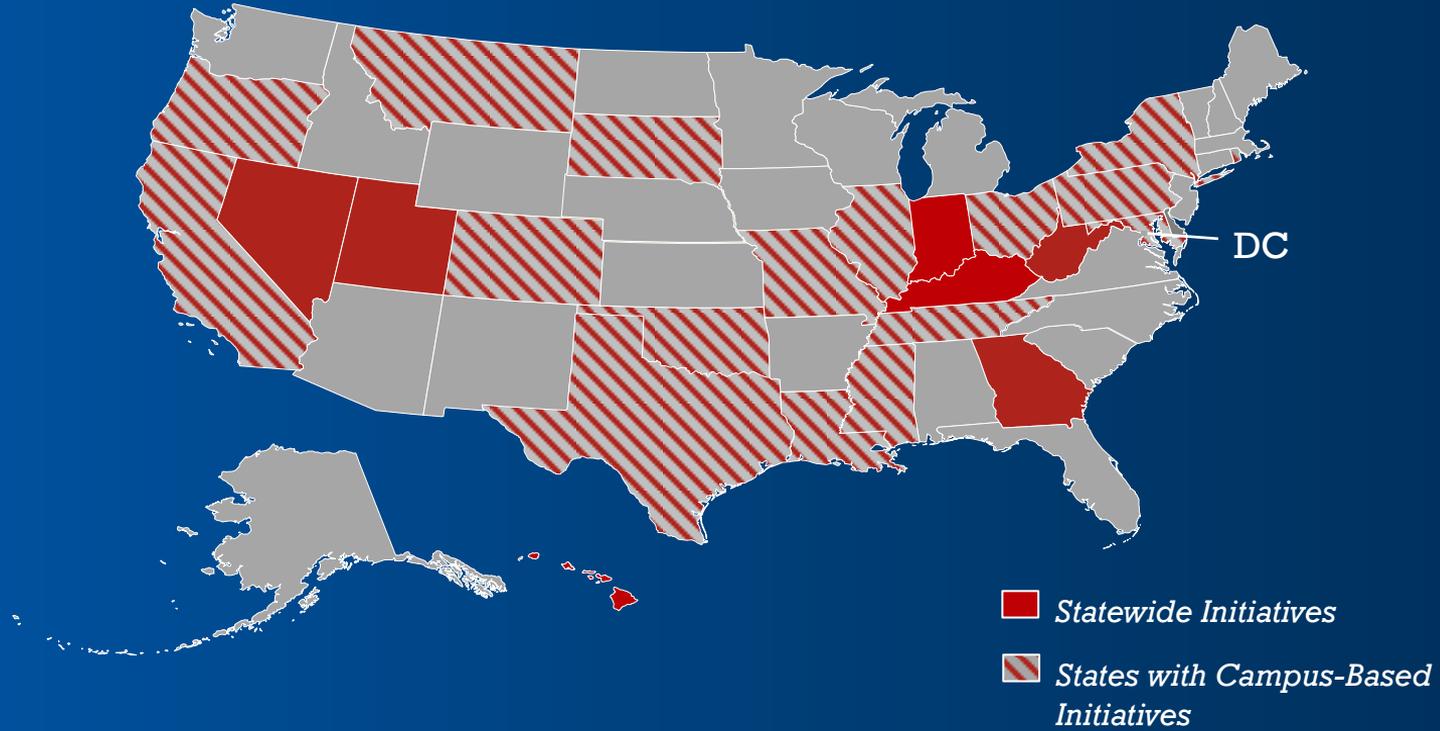
15 or More Credit Hours Attempted and Completed - Fall Semester

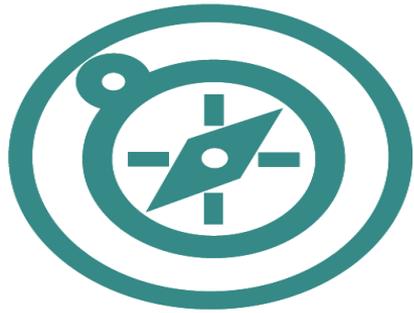
**% 15 IU Credit Hours or More Attempted and Earned
First-time, Full-Time Beginners**





Fifteen to Finish





GAME CHANGER

**Guided Pathways
to Success**

A 3D perspective view of a complex, white maze. The maze is composed of many interconnected paths and dead ends, creating a dense and confusing layout. In the lower-left foreground, a small, stylized human figure wearing an orange shirt and blue pants stands on one of the paths, looking towards the center of the maze. A black rectangular banner is superimposed across the middle of the image, containing the text "NO CLEAR PATH" in white, bold, sans-serif capital letters.

NO CLEAR PATH

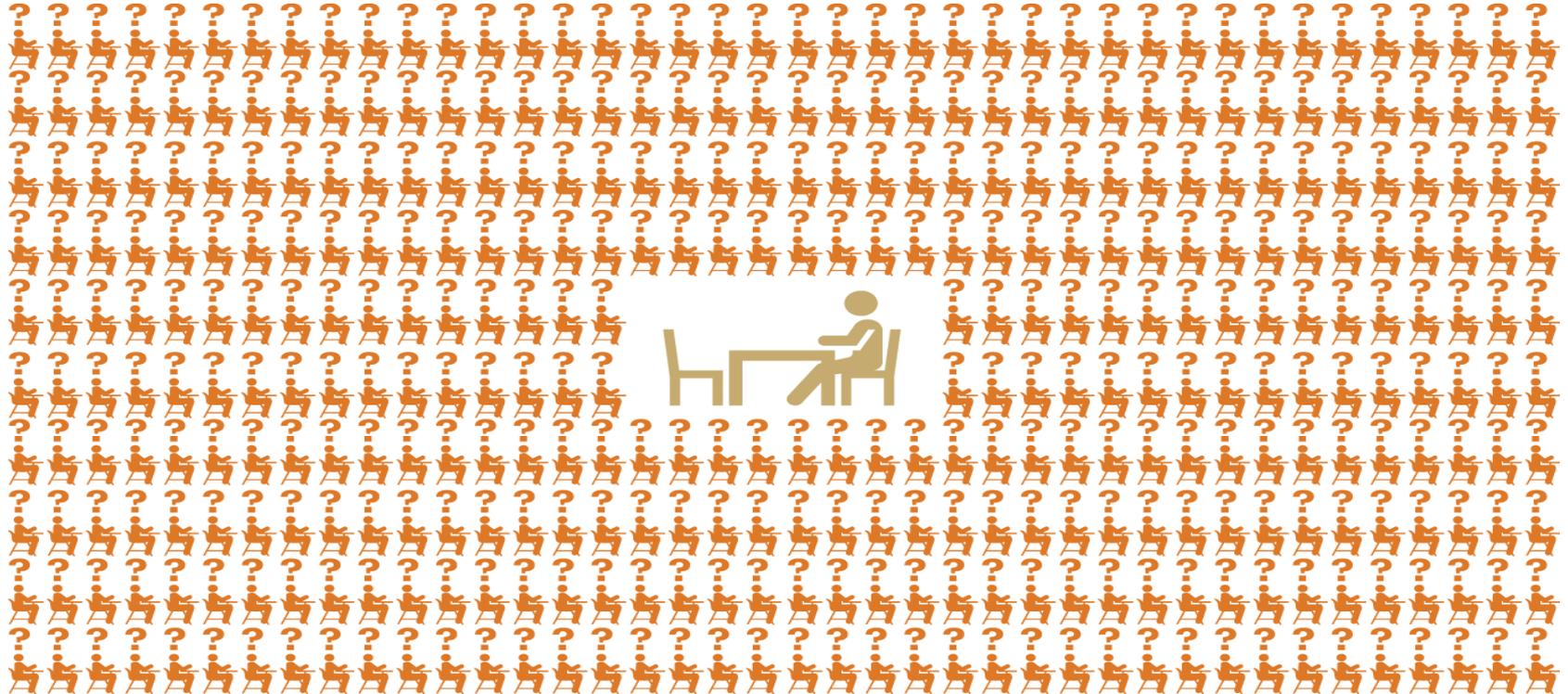
**Why
GPS?**

**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



**Why
GPS?**

Behavioral Economics: **Choice**

Too much choice

**— especially uninformed
choice — leads to indecision
or poor decisions.**

**Why
GPS?**

Behavioral Economics: Default

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



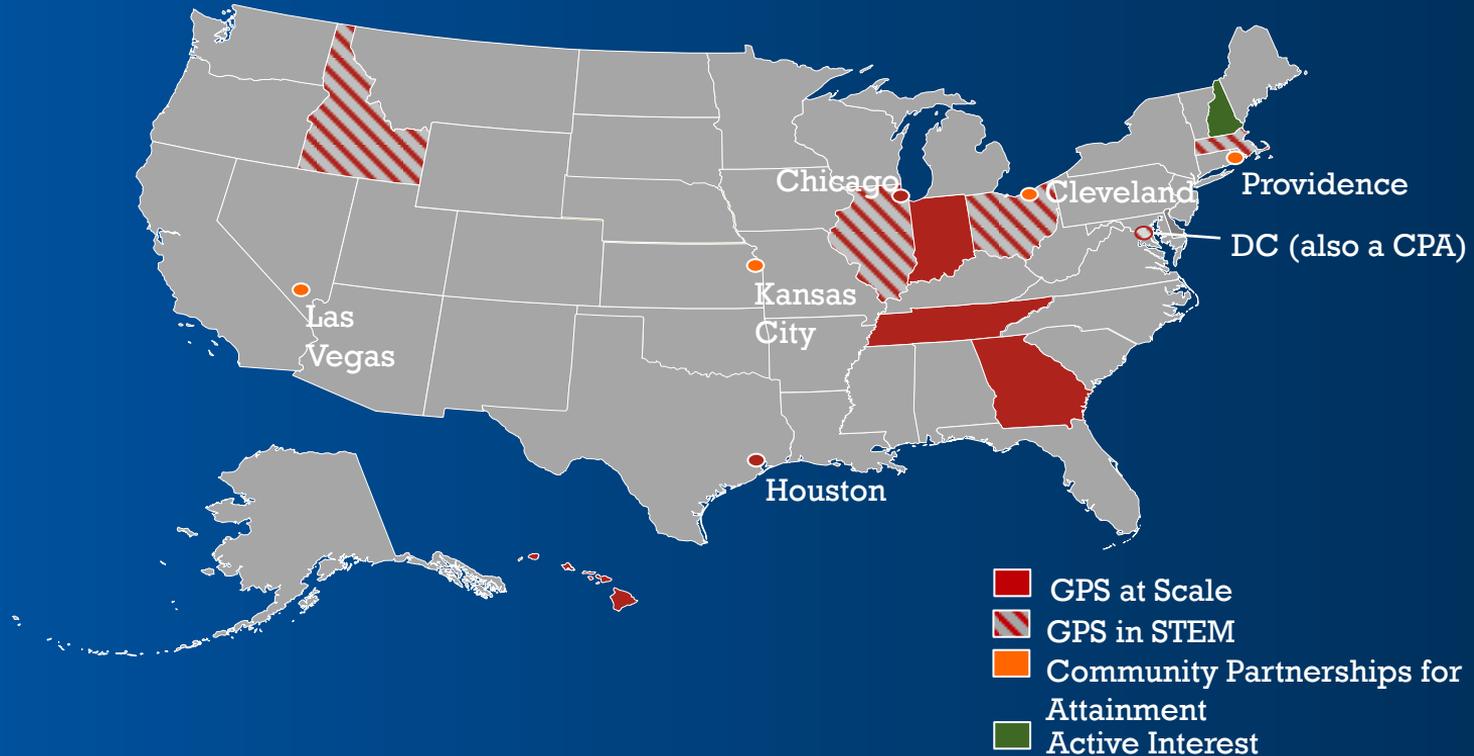
6. Intrusive Advising



- **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 students, at **66.4%**
- More bachelor's degrees to African-Americans than any other U.S. university



Guided Pathways to Success





GPS Impact at Scale

GPS at Scale Lumina	Houston GPS Houston Endowment	GPS in STEM Helmsley	CPA GPS Lumina
Indiana	UH	DC	Cleveland
Georgia	Lone Star	Idaho	Dallas
Tennessee	Houston Community	Illinois	Jacksonville
	San Jacinto	Massachusetts	Kansas City
	Wharton Junior	Ohio	Las Vegas
			Providence
887,000	260,000	22,000	157,000

1,326,000 students



GAME CHANGER

**Structured
Schedules**

☑ GAME CHANGER

Structured Schedules



Block schedules of classes



Cohorts of students



Students choose programs or majors, not courses



Attendance required

Baltimore City Community College

Monday	Tuesday	Wednesday	Thursday	Friday
MORNING BLOCK				
8:00AM – 8:50AM MUS 103 - #8765		8:00AM – 8:50AM MUS 103 - #8765		8:00AM – 8:50AM MUS 103 - #8765
9:00AM – 9:50AM MAT107 - #8766		9:00AM – 9:50AM MAT107 - #8766		9:00AM – 9:50AM MAT107 - #8766
10:00AM – 10:50AM SP 101 - #8767		10:00AM – 10:50AM SP 101 - #8767		10:00AM – 10:50AM SP 101 - #8767
11:00 AM – 11:50AM ENG101 - #8768	11:00 AM – 12:10PM RENG 92 - #8769	11:00 AM – 11:50AM ENG101 - #8768	11:00 AM – 12:10PM RENG 92 - #8769	11:00 AM – 11:50AM ENG101 - #8768
12:00PM – 12:50PM COLLEGE FREE HOUR		12:00PM – 12:50PM COLLEGE FREE HOUR		12:00PM – 12:50PM COLLEGE FREE HOUR

AFTERNOON BLOCK				
1:00PM – 1:50PM ART 106 - #8771	1:00 AM – 2:10PM MAT 92 -	1:00PM – 1:50PM ART 106 - #8771	1:00 AM – 2:10PM MAT 92 -	1:00PM – 1:50PM ART 106 - #8771
2:00PM – 2:50PM SP 101 - #8772		2:00PM – 2:50PM SP 101 - #8772		2:00PM – 2:50PM SP 101 - #8772
3:00 PM – 3:50PM ENG 101 - #8773		3:00 PM – 3:50PM ENG 101 - #8773		3:00 PM – 3:50PM ENG 101 - #8773
4:00PM – 4:50PM MAT 107 - #8774		4:00PM – 4:50PM MAT 107 - #8774		4:00PM – 4:50PM MAT 107 - #8774
5:00PM – 5:50PM		5:00PM – 5:50PM		5:00PM – 5:50PM

City University of New York

ASAP Block Program Sample

Business Administration (A.S.)

HOURS	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00-8:50 AM			ENGLISH COMPOSITION		ENGLISH COMPOSITION		
9:00-9:50 AM		BUSINESS COMMUNICATION		BUSINESS COMMUNICATION		INTRODUCTION TO HEALTH	
10:00-10:50 AM		MARKETING	COMPUTER FUNDAMENTALS	MARKETING	COMPUTER FUNDAMENTALS		
11:00-11:50 AM							
12:00-12:50 PM		REVIEW SESSION	REVIEW SESSION	REVIEW SESSION		ASAP SEMINAR	
1:00-1:50 PM							

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



/ CompleteCollege



/ CompleteCollege