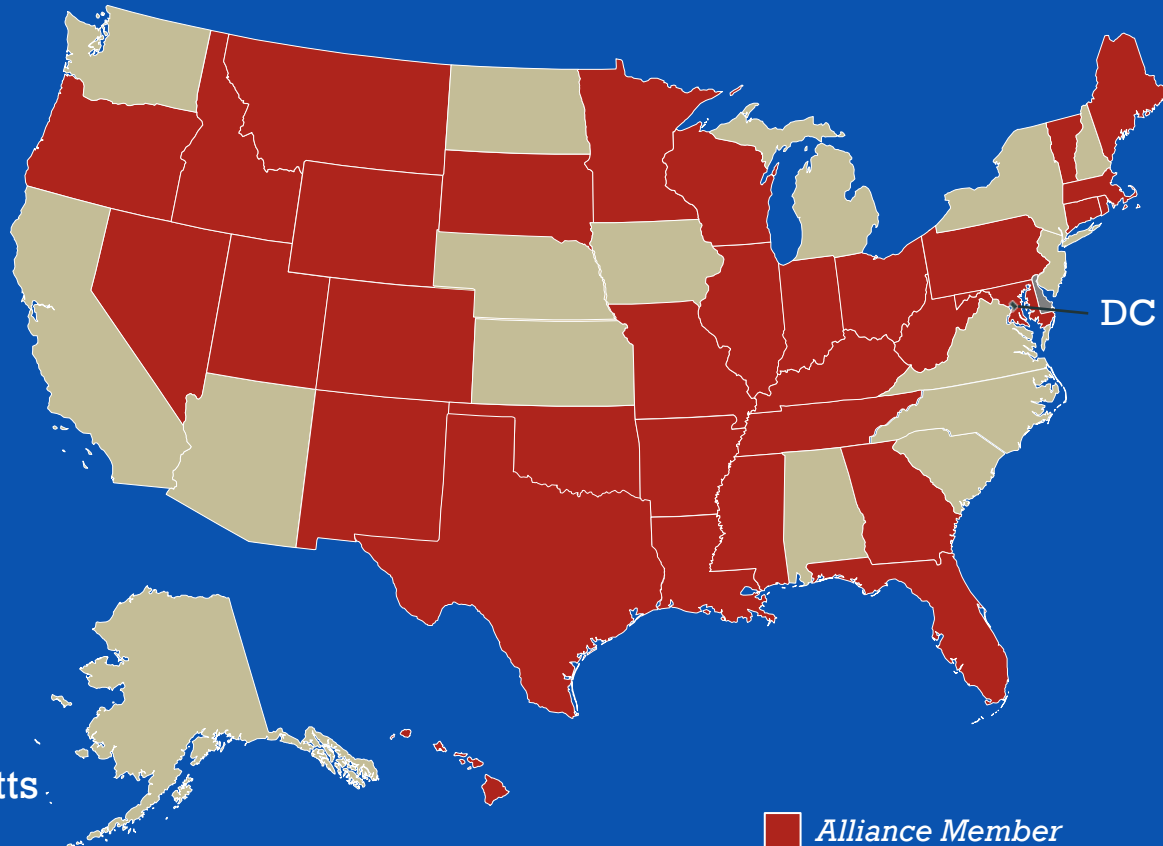


# COMPLETE COLLEGE AMERICA



## 35 Members

- Arkansas
- Colorado
- Connecticut
- District of Columbia
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Montana
- Minnesota
- Mississippi
- Missouri



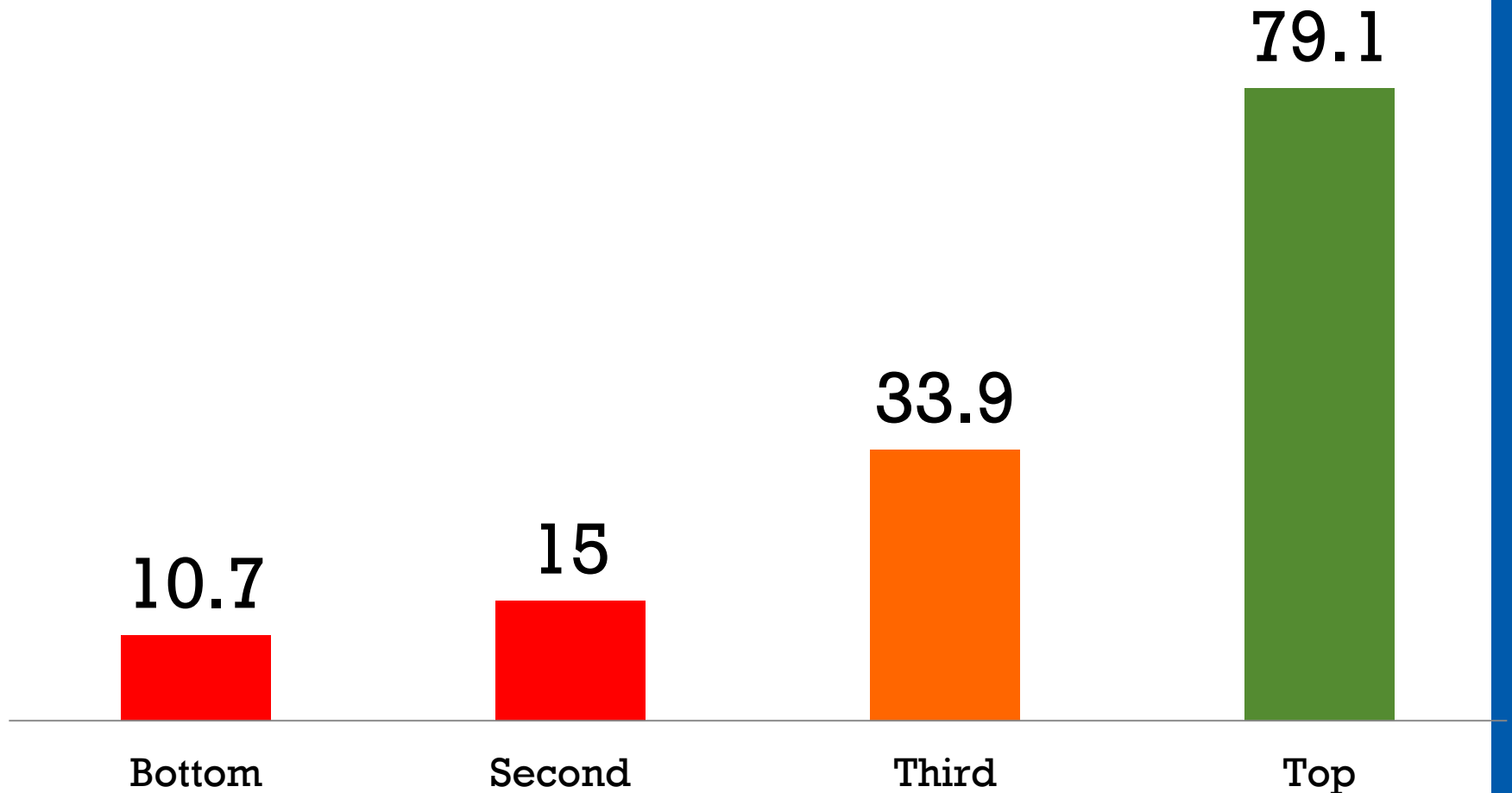
- Commonwealth of the Northern Mariana Islands
- Nevada
- New Mexico
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- West Virginia
- Wisconsin
- Wyoming

# Enrollment at Peak of Recession

- Record enrollment
- More minority students
- More low-income students
- More first-generation students

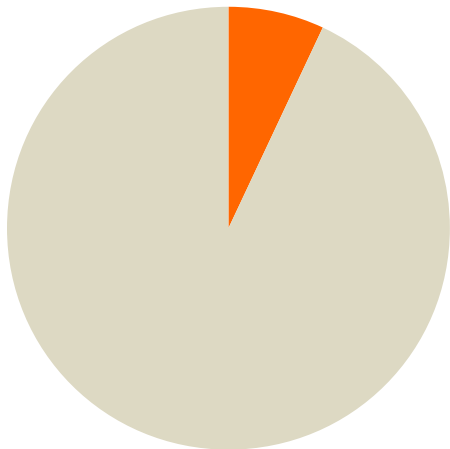
# Estimated Bachelor's Degree Attainment by Income Quartile by Age 24

■ Bottom ■ Second ■ Third ■ Top



# Too few Louisianans graduate.

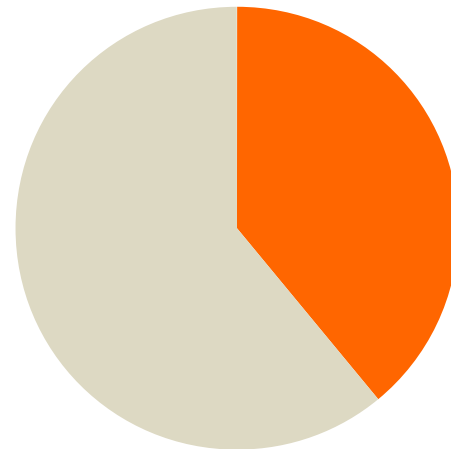
2 year colleges



**7%**

Within  
3 years

4 year colleges  
(non-flagship)



**39%**

Within  
6 years

(full-time)

# The Game Changers



**COMPLETE COLLEGE** AMERICA



**1. Performance Funding & Metrics**



**2. Corequisite Remediation**



**3. Time and Intensity**



**4. Guided Pathways - GPS**



**5. Structured Schedules**



# Metrics

## **Data drives change!**

*Remediation- Gateway courses*

*Credit hours earned 1<sup>st</sup> year*

*Time and Credits to degree*

*Graduation rates (on time & 6yrs)*



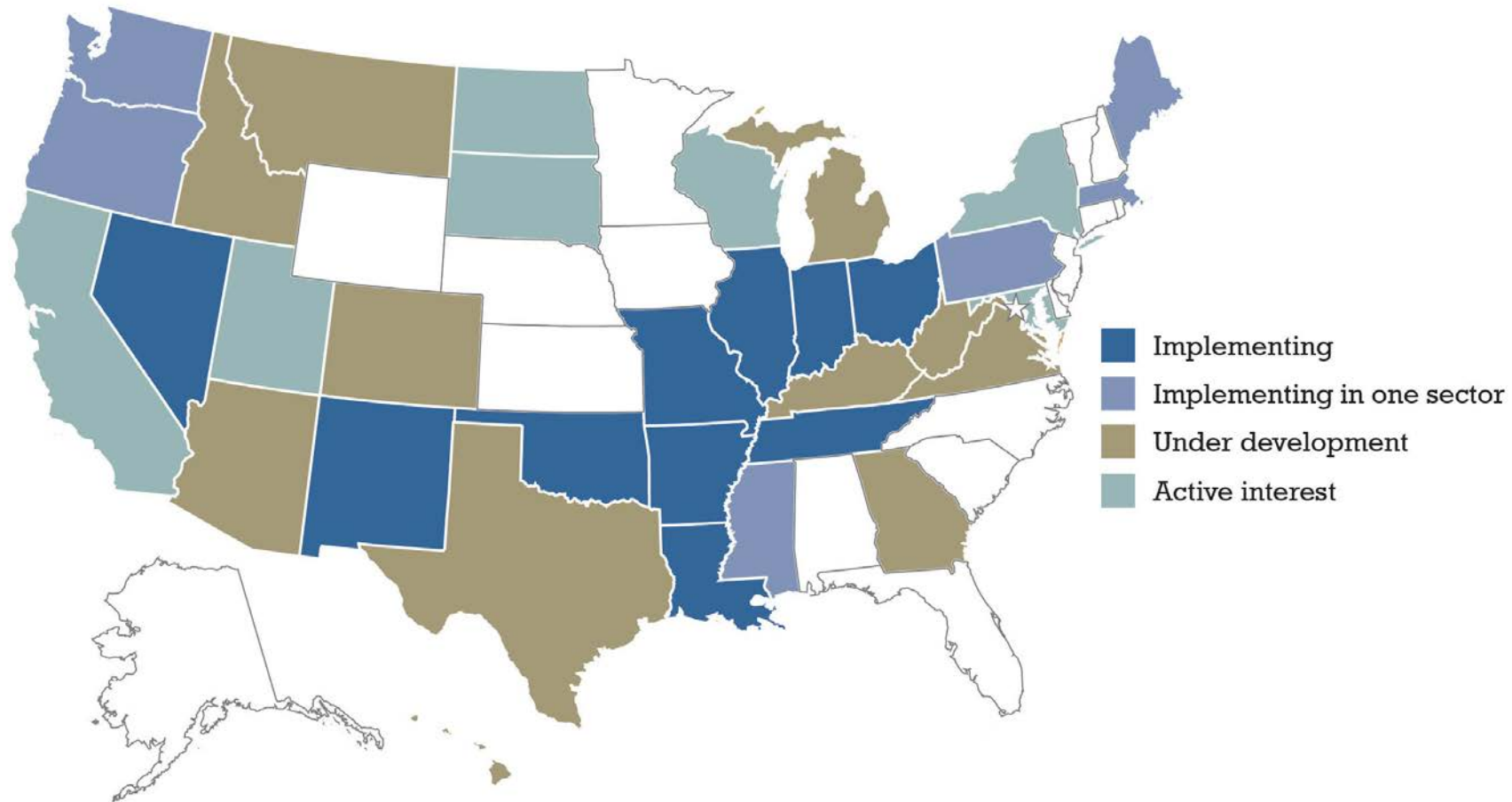


**GAME CHANGER**

Performance  
Funding



# Performance Funding





**GAME CHANGER**

Corequisite  
Remediation

# Remediation

## Louisiana Community Colleges

Students who require remediation

White



61%

African American



80%

Hispanic



71%

Few Louisiana remedial students complete college gateway courses at 2-year colleges.

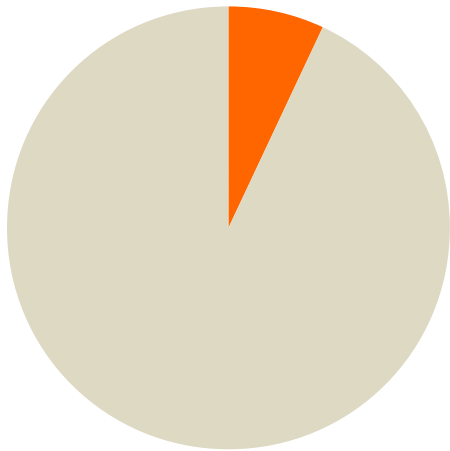


**90%**

**DON'T** Complete  
Corresponding  
Gateway Course

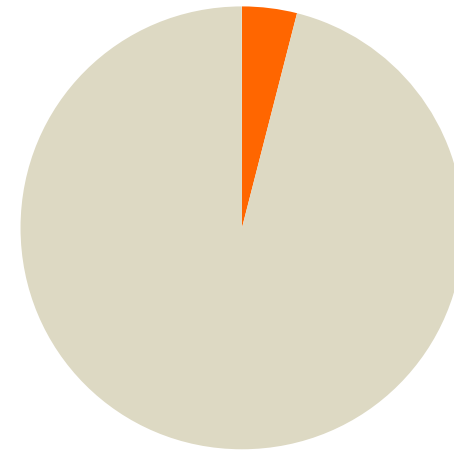
# Louisiana remedial students graduate at about half the rate of college-ready peers

Degree/certificate completion in 3 years  
(2-year colleges)



**7%**

College Ready

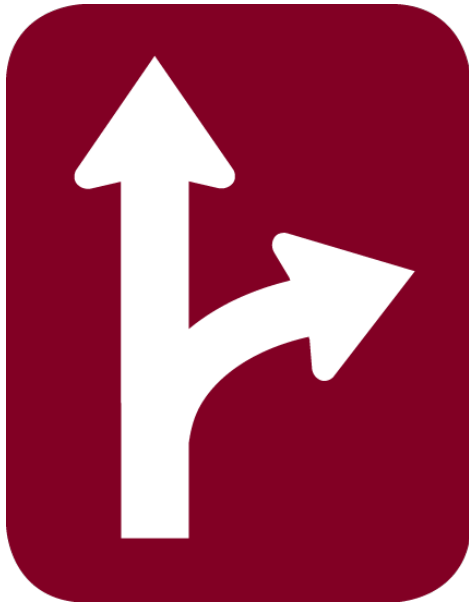


**4%**

Remedial



# Remediation



**Student attrition is  
at the heart of the  
matter.**

## ☑ Remediation

### **Few Ever Get to Gateway**

**70%** of students placed into remedial math fail to enroll in a gateway course within two academic years.

Achieving the Dream





# Corequisite Remediation

Provide academic support  
as a Corequisite not as a  
prerequisite

# The Corequisite Strategy

More time on task and help for students when they need it (just in time).

# Corequisite Options

- 45 minutes after class
- An additional class period or two
- Required lab with mentors
- Two semester stretch course

# One Semester Corequisite Results

Institution	Subject	Traditional Model	Corequisite Model
CC of Baltimore County	English	33%	74%
Austin Peay	English	49%	70%
	Quantitative Reasoning	11%	78%
	Statistics	8%	65%

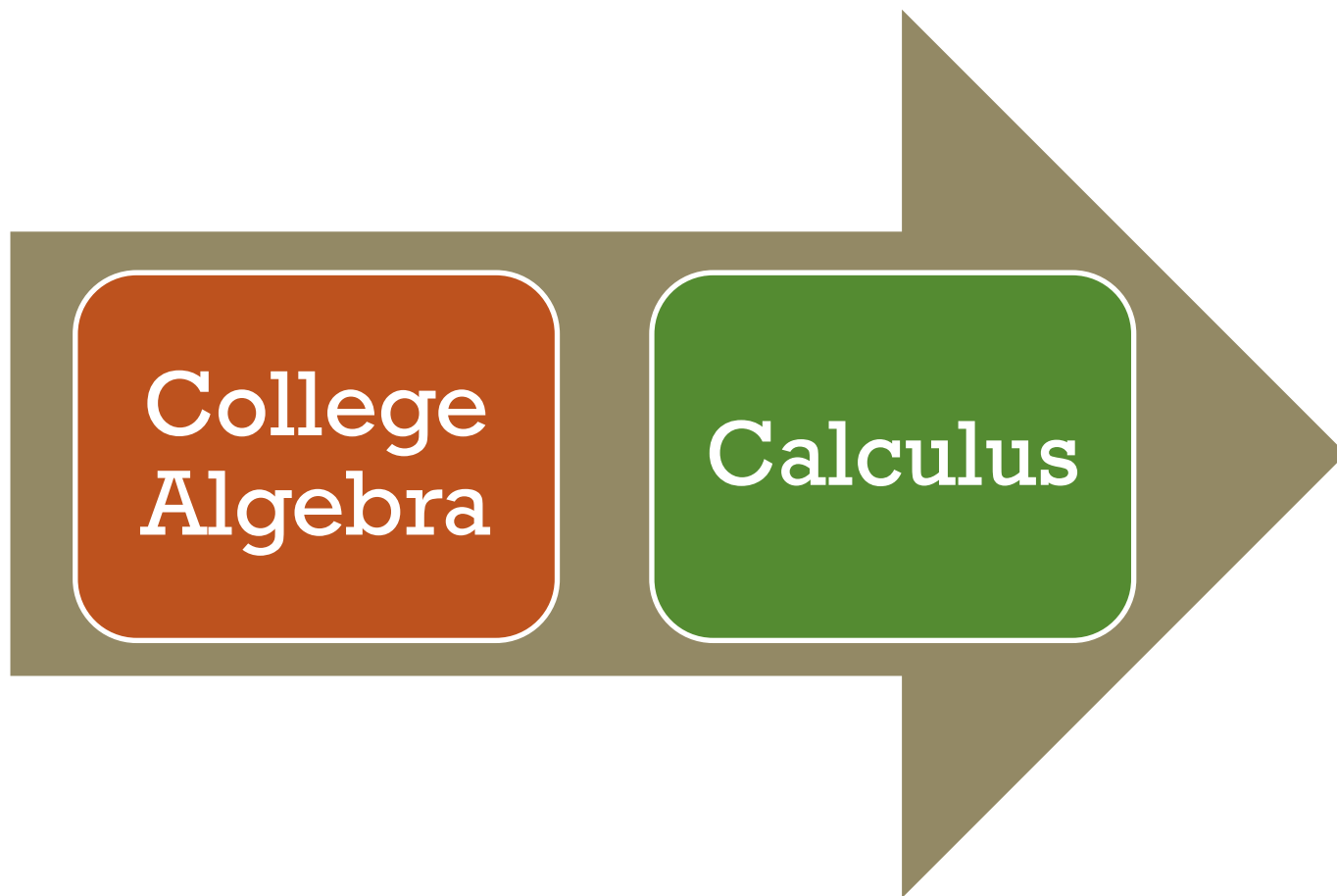
# Ivy Tech Community College

- Before: **25%** of remedial students completed college English in **three semesters**.
- Now: over **50%** complete in **one semester**.
- Before: **9%** of remedial students completed college math in **three semesters**.
- Now: over **50%** complete in **one semester**.



# Math Pathways

# College Algebra's Only Purpose: Preparation for Calculus





# 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**

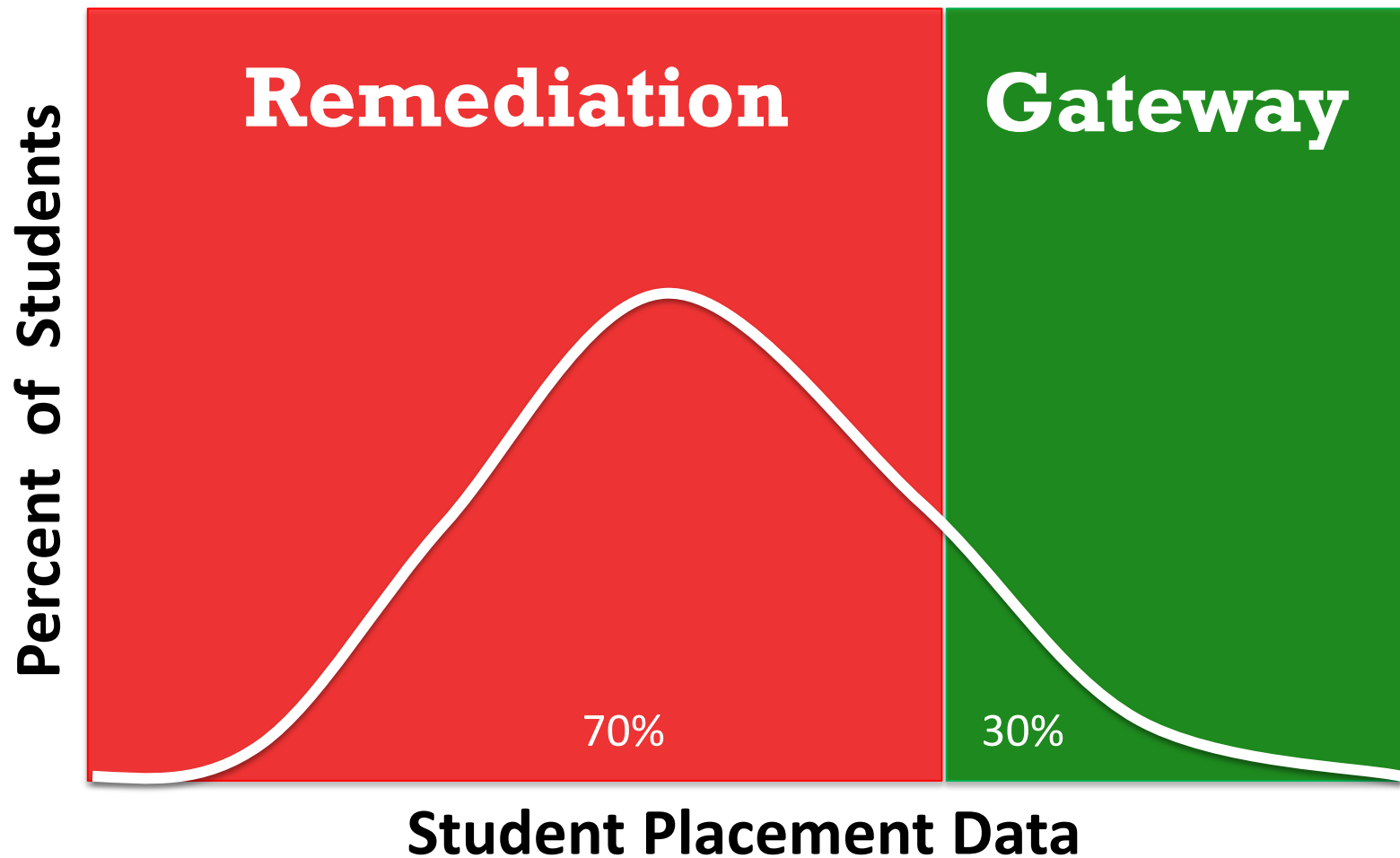
**License**



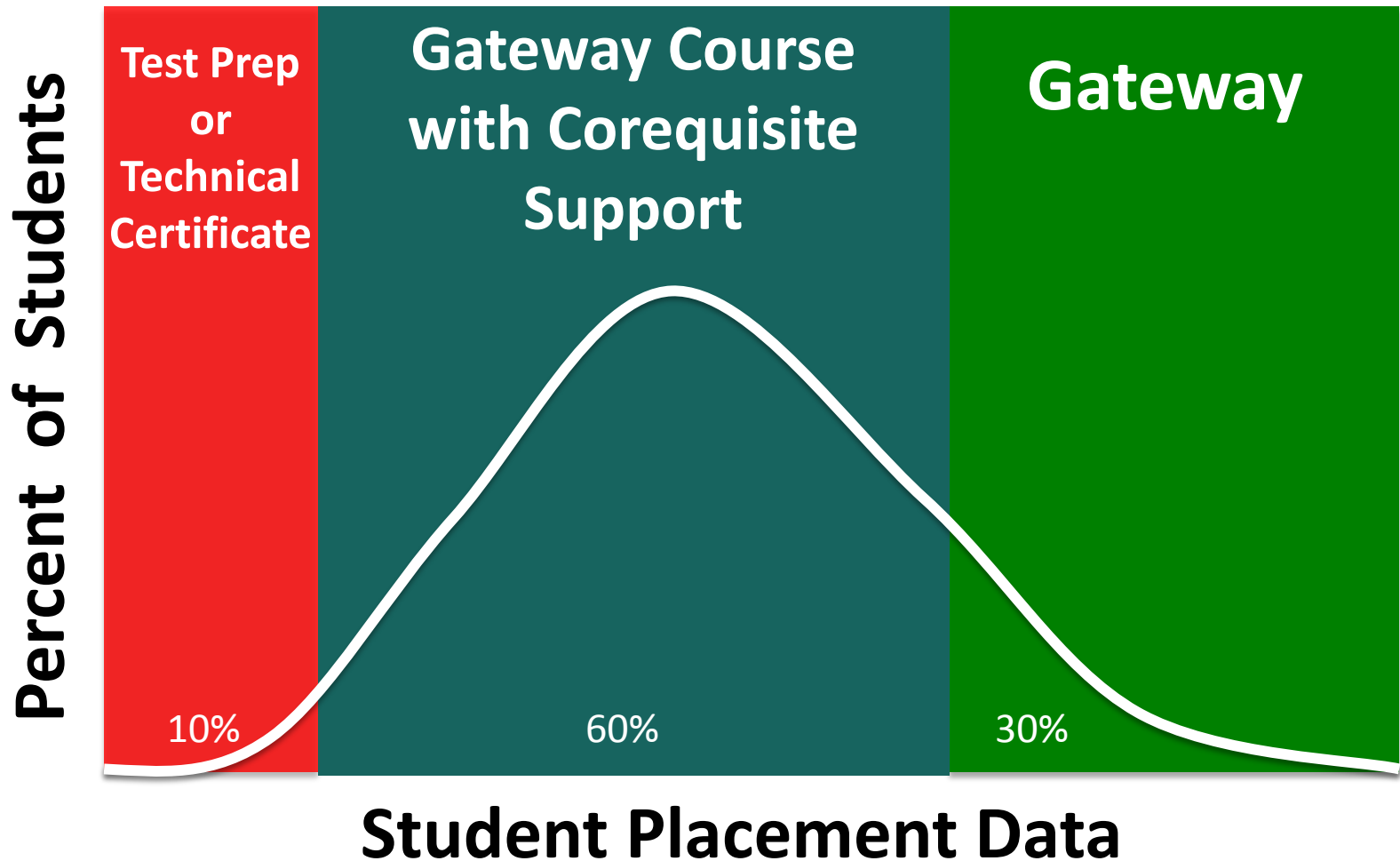


# Placement

# Current Model Enrolls Most Students into Remediation



# New Model Enrolls Most in College





**GAME CHANGER**

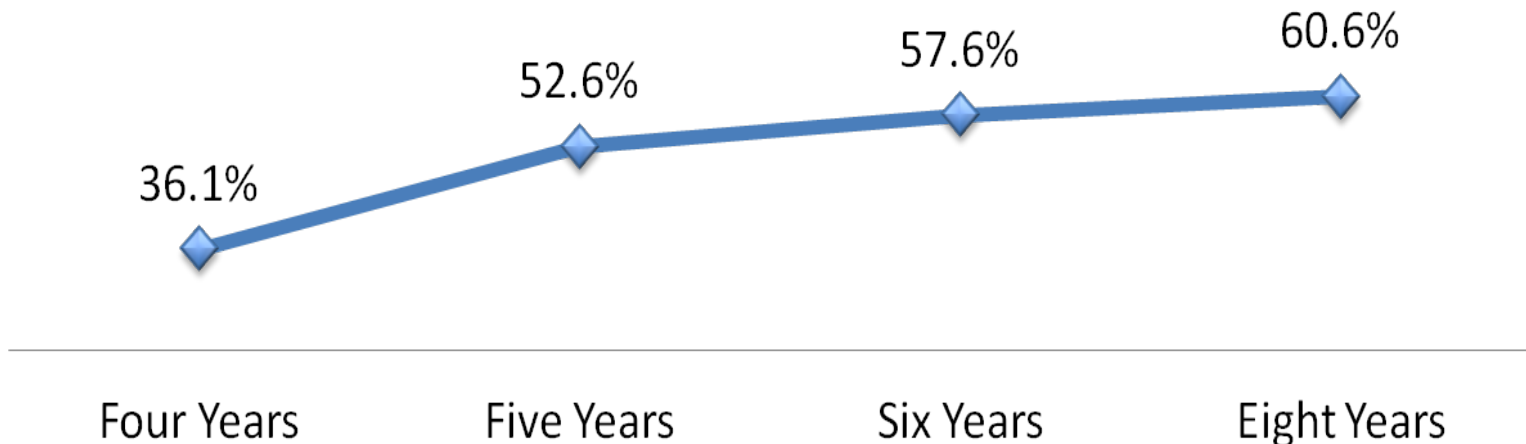
Time & Intensity



# Time and Intensity

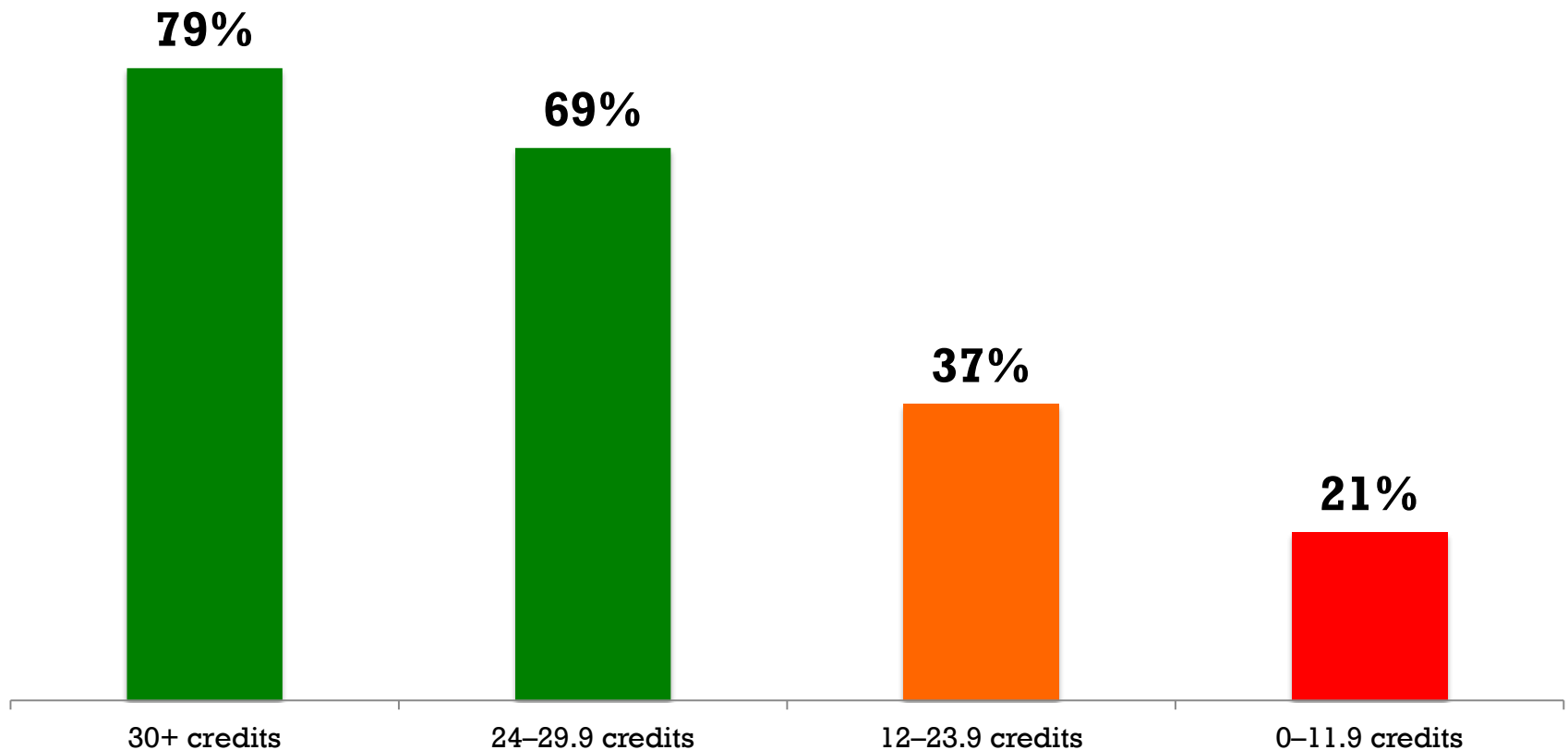
**The longer it takes...the more life gets in the way.**

**Graduation Rates - Bachelor's Degree-Seeking Students**



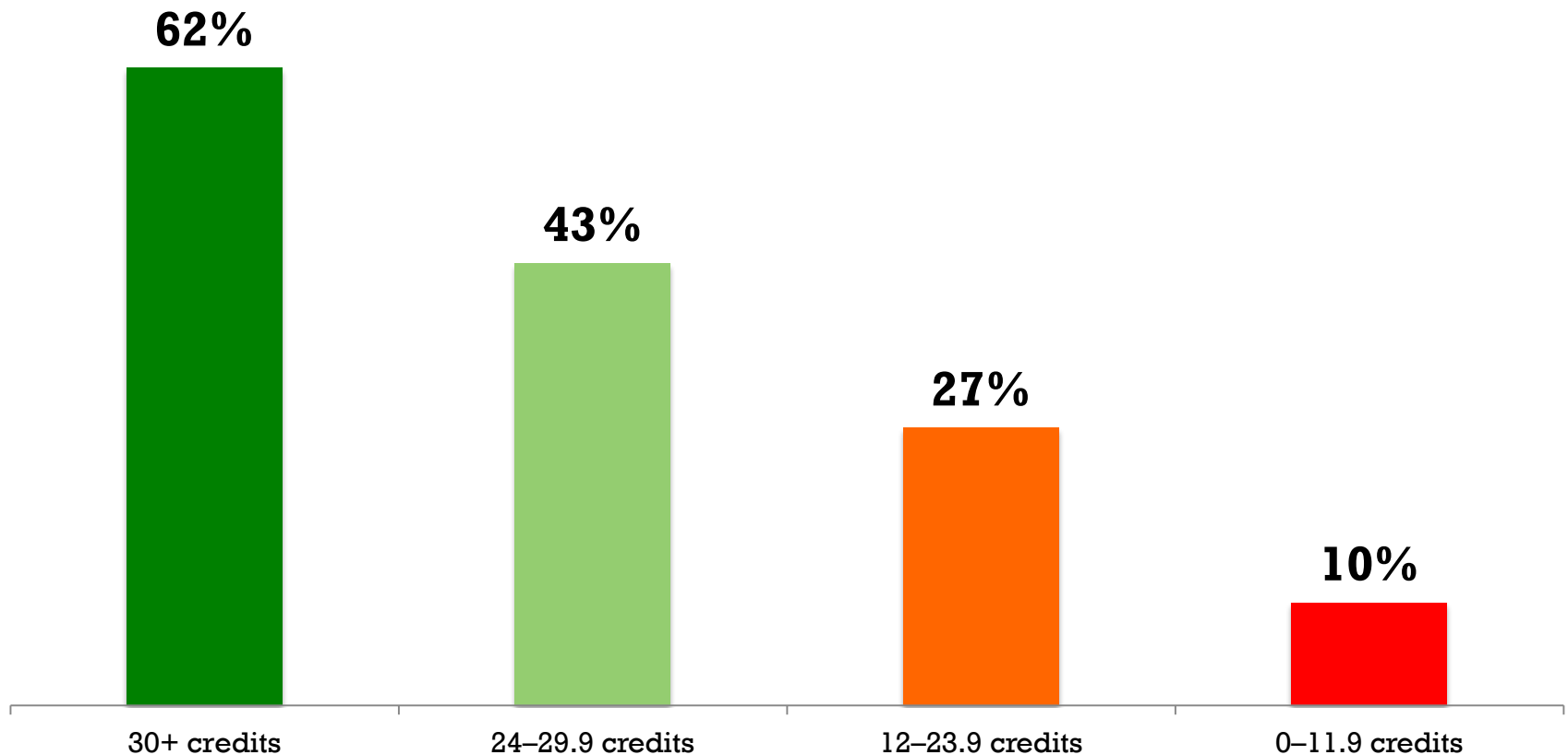
**The Power of 15 Credits: More students graduate when they complete 30+ credits in their first year.**

## **Bachelor's degree**



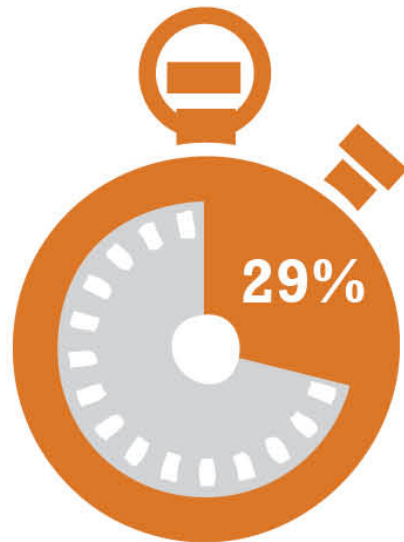
**The Power of 15 Credits: More students graduate when they complete 30+ credits in their first year.**

## **Associate Degrees**

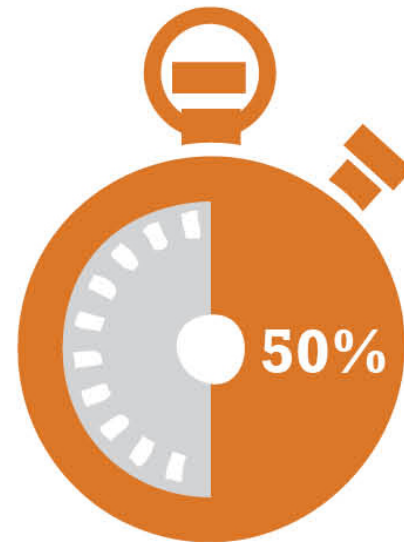


Most students DON'T take the credit hours necessary to graduate on time.

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



At 2-year  
institutions



At 4-year  
institutions



# Louisianans are taking too much time to earn a degree.

## Associate

Should take  
**2 years**



Full-time: **5.5**



Part-time: **6.4**



## Bachelor's (non-flagship)

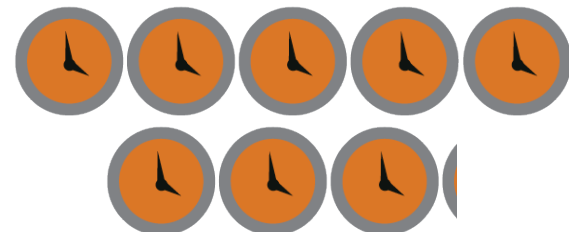
Should take  
**4 years**



Full-time: **5.5**



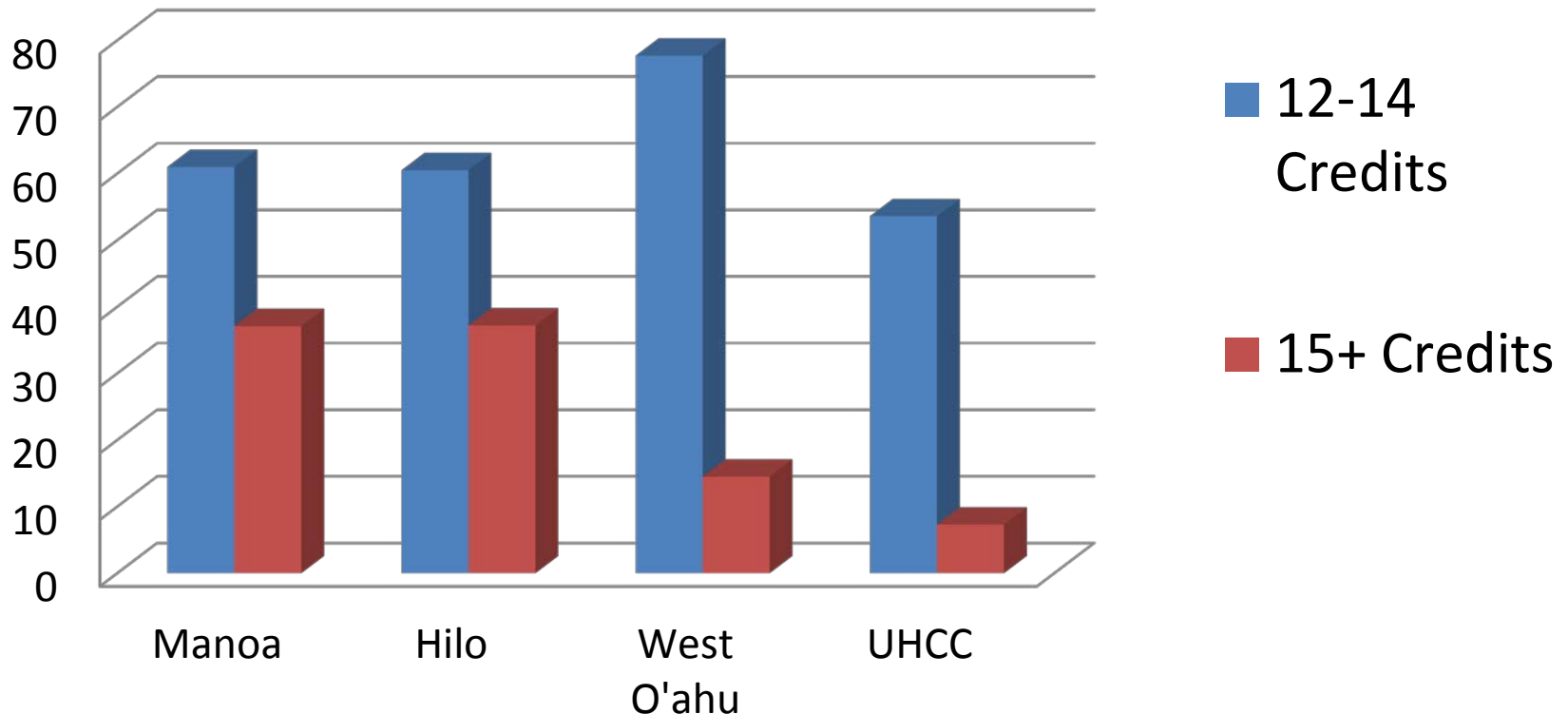
Part-time: **8.1**



# Hawai'i's *15 to Finish*

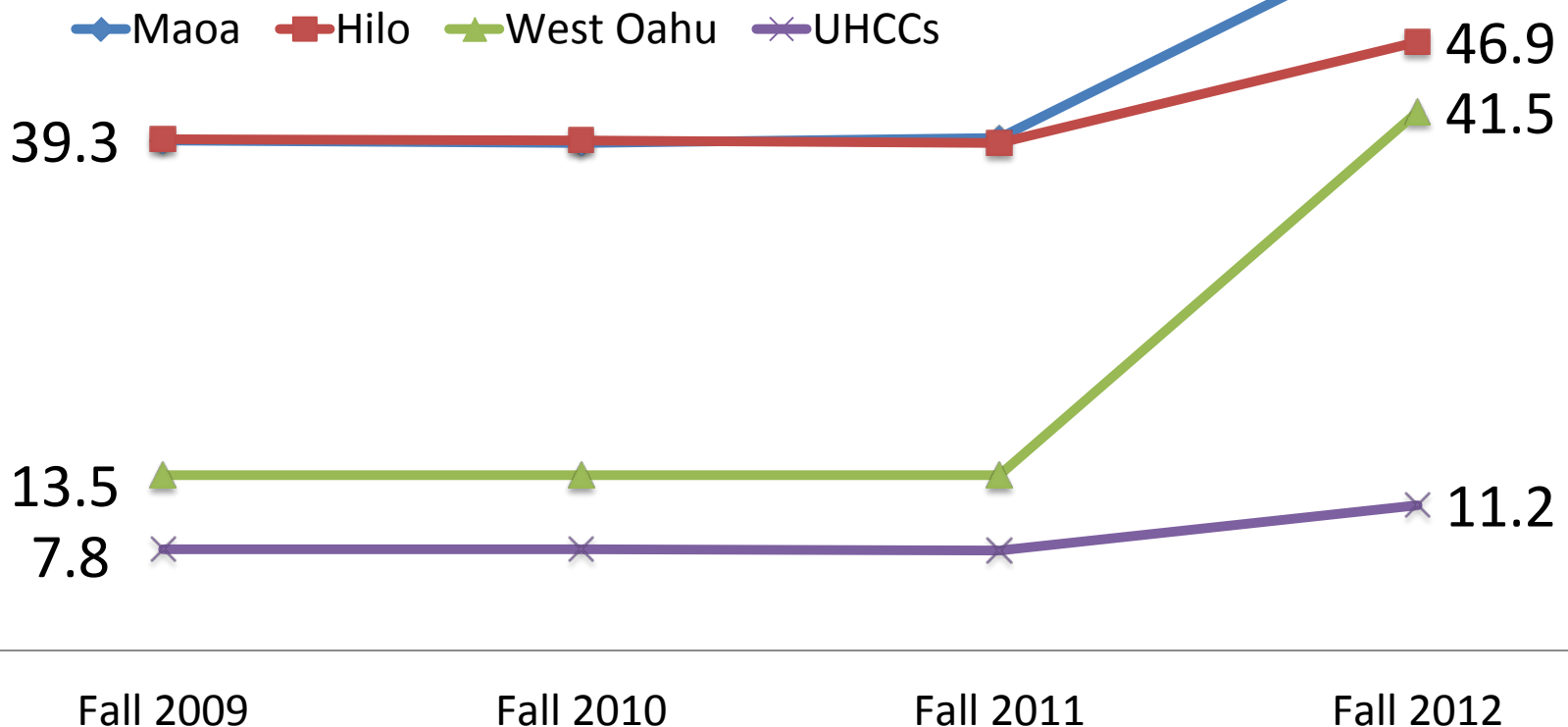
The majority of full-time freshmen were taking 12-14 credits.

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



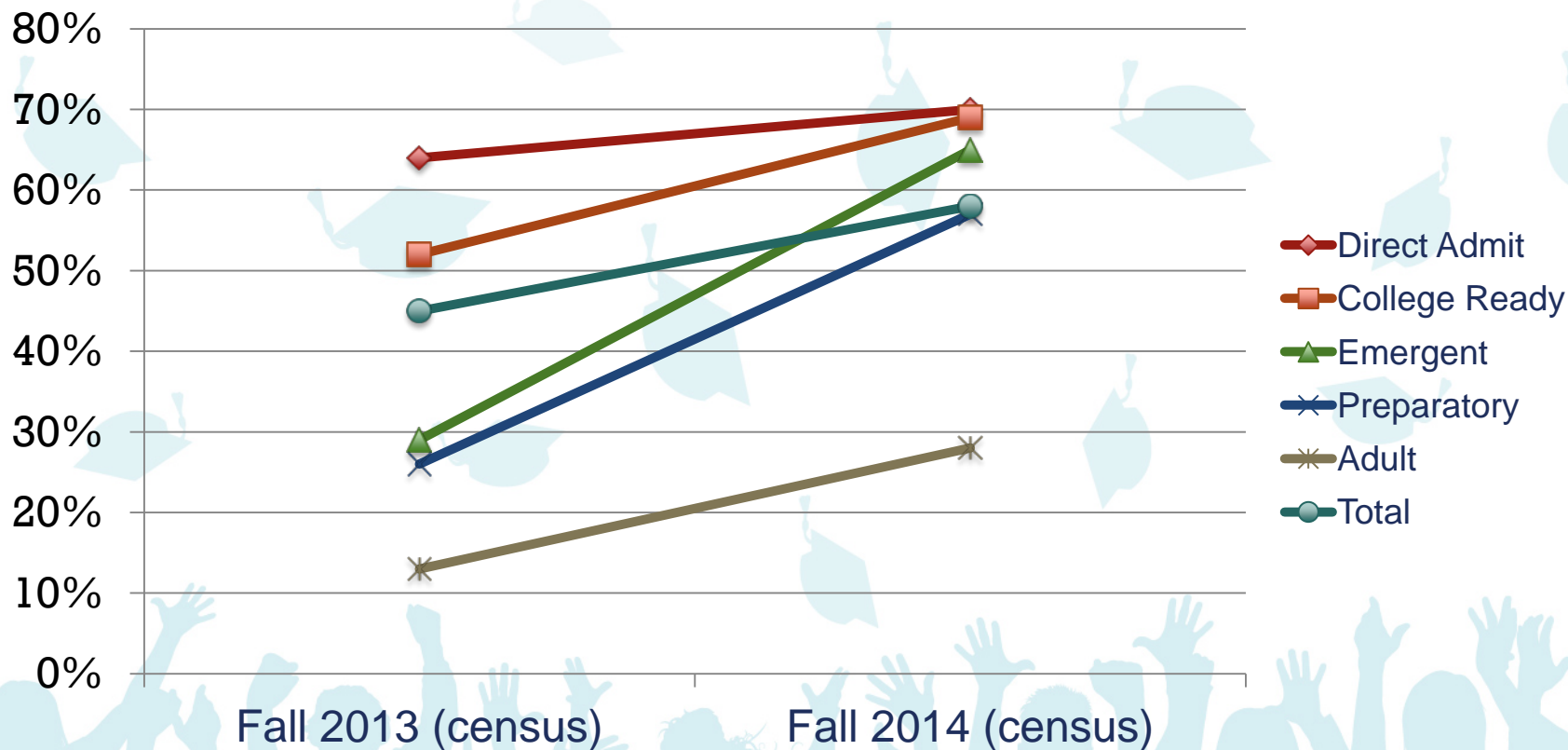
# Hawai'i's *15 to Finish* *First year results*

## 15 or More Credits First-Time Freshmen, Fall 2012



# RESULTS

Percent of NEW full-time freshmen registered for 15+ credits



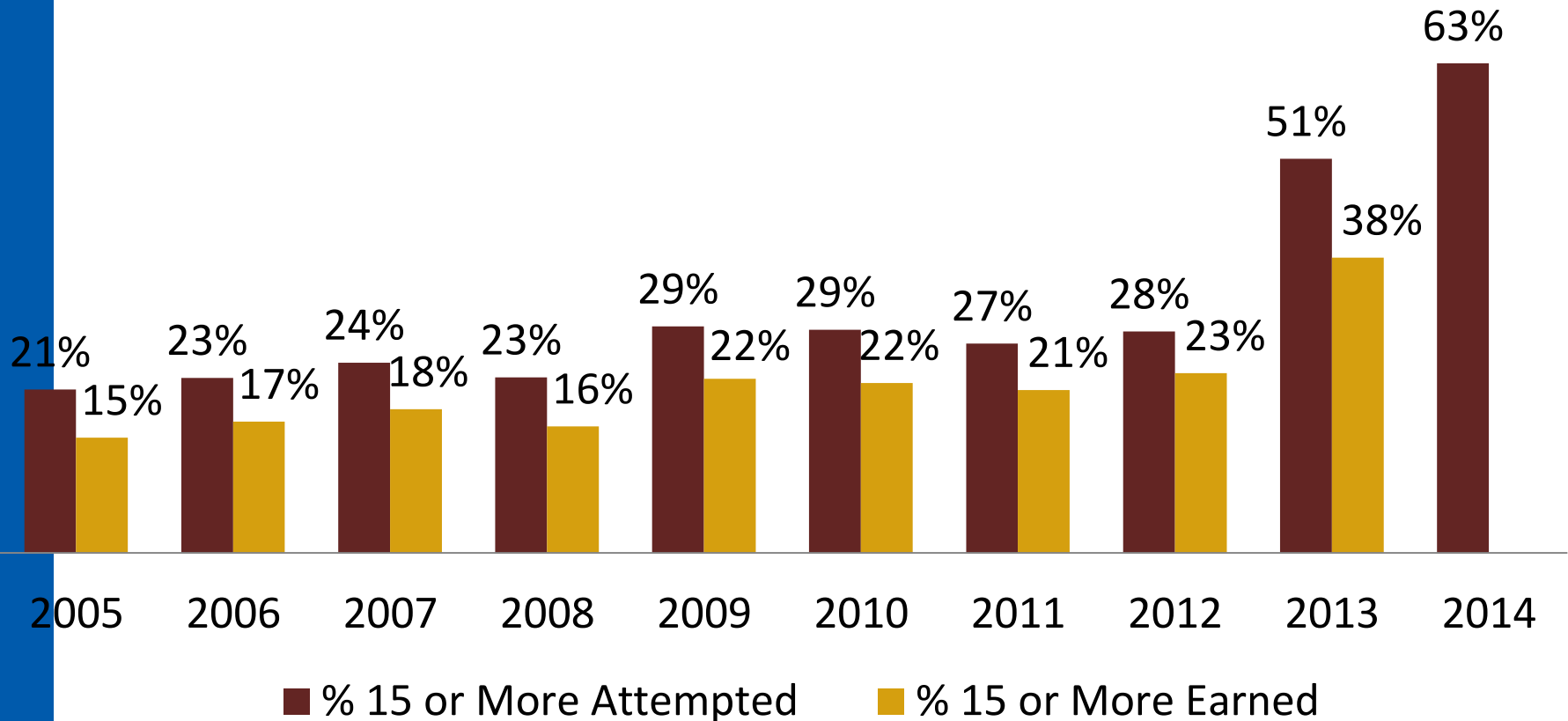
The University of Akron



[www.uakron.edu/finish](http://www.uakron.edu/finish)

# 15 or More Credit Hours Attempted and Completed - Fall Semester

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

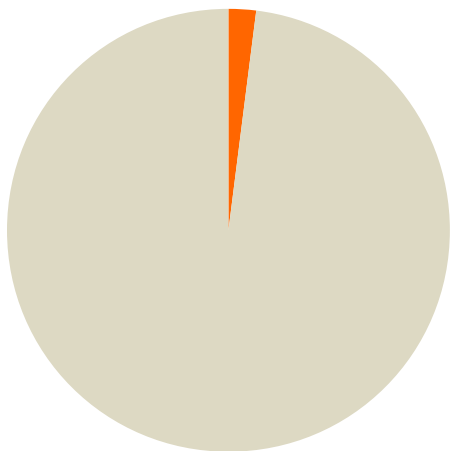




**GAME CHANGER**

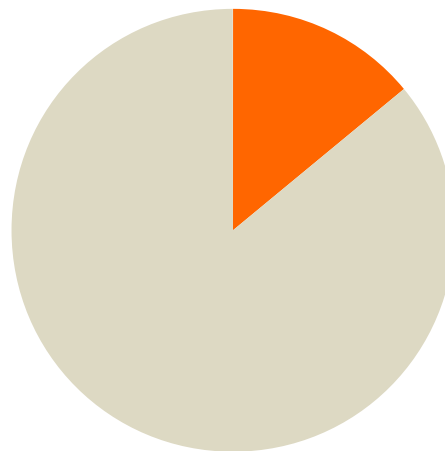
Guided Pathways  
to Success

# Too few Louisianans graduate on time.



**2%**

2-year degree  
in 2 years



**14%**

4-year degree  
in 4 years  
(non-flagship)

A high-angle, 3D perspective of a complex white maze. The maze is composed of numerous interconnected paths and dead ends, creating a dense, geometric pattern. In the lower-left quadrant, a small figure of a person wearing an orange shirt and blue pants stands on one of the paths, looking into the maze. A black rectangular banner with white text is centered horizontally across the middle of the image.

**NO CLEAR PATH**



**Why  
GPS?**

**Too Many Choices and  
Too Little Guidance**

- Most colleges have over 100 majors and hundreds of courses.
- **One** Counselor per **400** students.
- **45%** of students haven't seen a counselor by the third week of class.

**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 professionals.

# New Model – Structured Programs

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

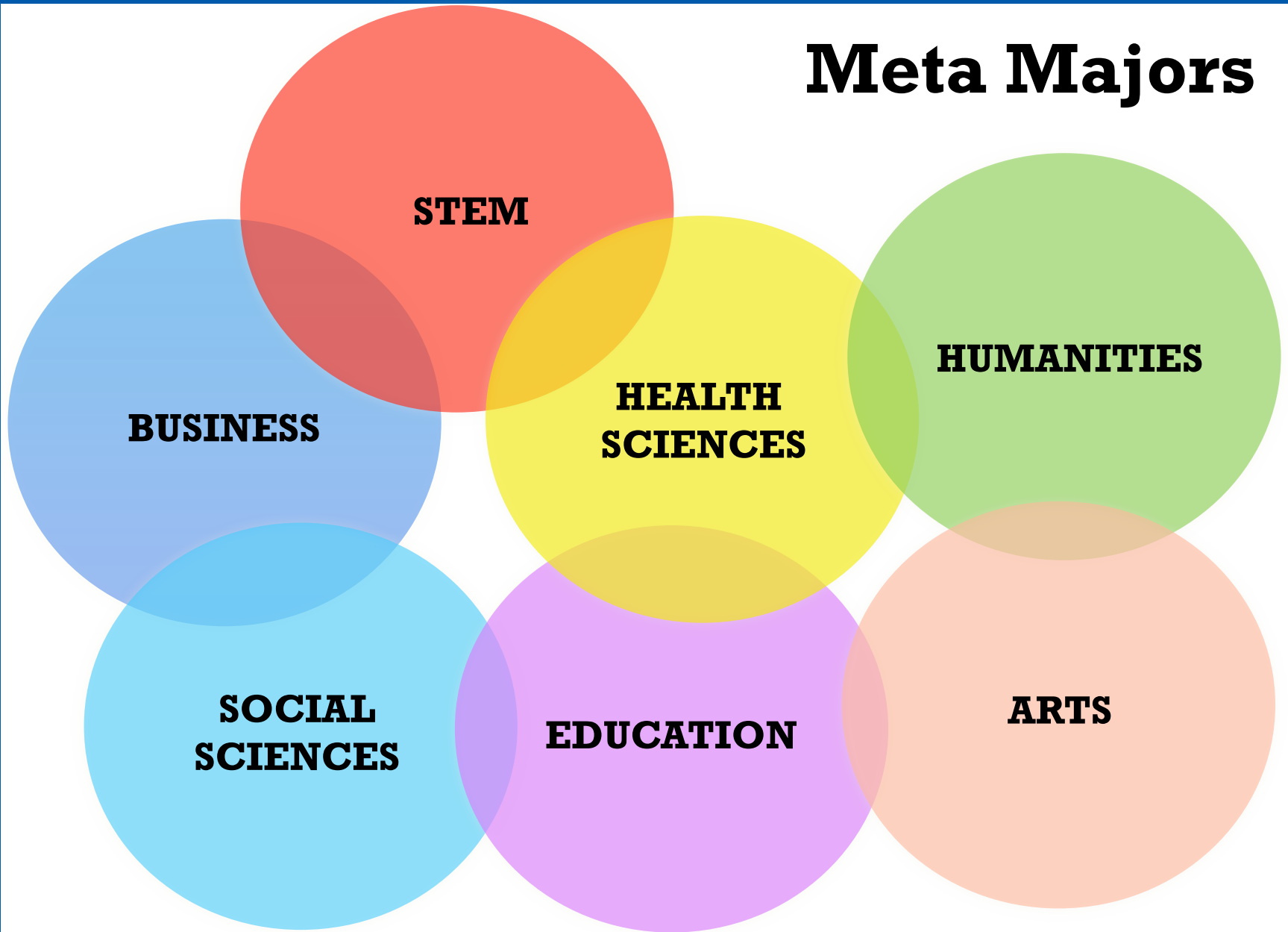
**Nursing**

**Engineering**

**Honors**

*Choice Architecture*

# Meta Majors





## Meta-Major to Majors

- Help students make the big choices (a meta major and a major)..
- A semester-by-semester academic map is the sequential, prescriptive schedule of classes for the meta-major and the major.

# ACADEMIC MAPS: 4 essential components – the narrative, sample schedule, milestones and employment opportunities

Criminology/Criminal Justice is an interdisciplinary field of study. Included are the contributions and approaches of many of the social and behavioral sciences, as well as areas of study such as law and ethics, as they relate to the phenomenon of crime. The criminology/criminal justice major prepares students for employment in a wide variety of criminal justice agencies, under local, state and federal jurisdictions, as well as the private sector. This major can also serve as a foundation for graduate study in criminology, law, social work, sociology, psychology, and government including public administration.

The narrative explains the **use of academic maps** and any specific information about **degree requirements**, including admissions requirements

The sample schedule outlines **which courses** should be taken in **which specific term** in order to **satisfy all requirements**

List of Representative Job Titles and Potential Employers

Sample Schedule		Milestones	
TERM 1	Hrs.	TERM 1	
ENC1101	3	Complete ENC1101	
LS Math	3	GPA $\geq 2.0$ and in good academic standing	
LS Natural Science w/Lab	4		
Elective/minor	3		
Elective	1		
Total hours	14		
TERM 2	Hrs.		
ENC1102 or other second English	3		
LS Math (STA1013/2122)	3	Complete LS Mathematics course	
LS History/Humanities/Fine Arts	3	GPA $\geq 2.0$ and in good academic standing	
CGS2060	3		
Elective/minor	3		
Total hours	15		

The **milestones** identify **critical courses** for timely progress and the last semester in which they can be completed for **on-time graduation**. **Critical grades for Milestone courses** may be included.



## The Default Path

Students don't “discover” the right path; after choosing a major, **the academic map is the default schedule.**

*Behavioral Economics*





## Critical Path Courses

- Prerequisite courses are designated for each semester.
- Taken in the recommended sequence.
- The college guarantees the critical path courses are available.



# Intrusive Advising

- Students must see their advisors before registering for classes if:
  - they do not complete the critical path course on schedule
  - they fall 2 or more courses behind on their academic map
  - they have a 2.0 GPA or less for the semester



- **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



- Since starting **degree maps**, FSU has cut the number of students graduating with excess credits in half
- Graduation rate **increased to 74%**
  - African Americans to **77%**
  - First-generation Pell students to **72%**
  - Hispanic students to more than **70%**



# **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
<b>MORNING BLOCK</b>				
8:00AM – 8:50AM MUS 103 - #8765	<b>Structured Learning Activities</b> 	8:00AM – 8:50AM MUS 103 - #8765	<b>Structured Learning Activities</b> 	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 <b>COLLEGE FREE HOUR</b>		12:00PM – 12:50PM <b>COLLEGE FREE HOUR</b>		12:00PM – 12:50PM <b>COLLEGE FREE HOUR</b>

<b>AFTERNOON BLOCK</b>				
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	<b>Structured Learning Activities</b>	3:00 PM – 3:50PM ENG 101 - #8773	<b>Structured Learning Activities</b>	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	ENGLISH COMPOSITION	BUSINESS COMMUNICATION	ENGLISH COMPOSITION	INTRODUCTION TO HEALTH	
10:00-10:50 AM		MARKETING	COMPUTER FUNDAMENTALS	MARKETING	COMPUTER FUNDAMENTALS	INTRODUCTION TO HEALTH	
11:00-11:50 AM			COMPUTER FUNDAMENTALS		COMPUTER FUNDAMENTALS	ASAP SEMINAR	
12:00-12:50 PM		REVIEW SESSION	REVIEW SESSION	REVIEW SESSION		ASAP SEMINAR	
1:00-1:50 PM		REVIEW SESSION	REVIEW SESSION	REVIEW SESSION			





# CUNY ASAP Program

- Students grouped into **cohorts** with **block schedules**
- **Doubled** graduation rates for associate degrees
- **55%** of fall 2007 cohort earned associate degrees in 3 years



## TN Colleges of Applied Technology (one year certificates)

- **Highly structured, block schedule** program
- More than **75%** of students **graduate,**
- Certificate programs have **job placement** rates of **80% or higher**

Where there is structure, there are significant results.

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](http://www.completecollege.org)



/ CompleteCollege



/ CompleteCollege