

COMPLETE
COLLEGE
AMERICA

The Game Changers



COMPLETE COLLEGE AMERICA



COREQUISITE REMEDICATION



FULL-TIME

IS 15



**GUIDED
PATHWAYS TO
SUCCESS**



STRUCTURED SCHEDULES



PERFORMANCE FUNDING

The Game Changers



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COREQUISITE REMEDICATION

Too many entering freshmen need remediation.

51.7%

of those entering a 2-year college
enrolled in remediation

19.9%

of those entering a 4-year college
enrolled in remediation



Source: Fall 2006 cohorts

Most remedial students never graduate.

2-Year Colleges



62.0%

Complete remediation



22.3%

Complete remediation and gateway courses in two years



9.5%

Graduate within 6 years (projected)

4-Year Colleges



74.4%

Complete remediation



36.8%

Complete remediation and gateway courses in two years



35.1%

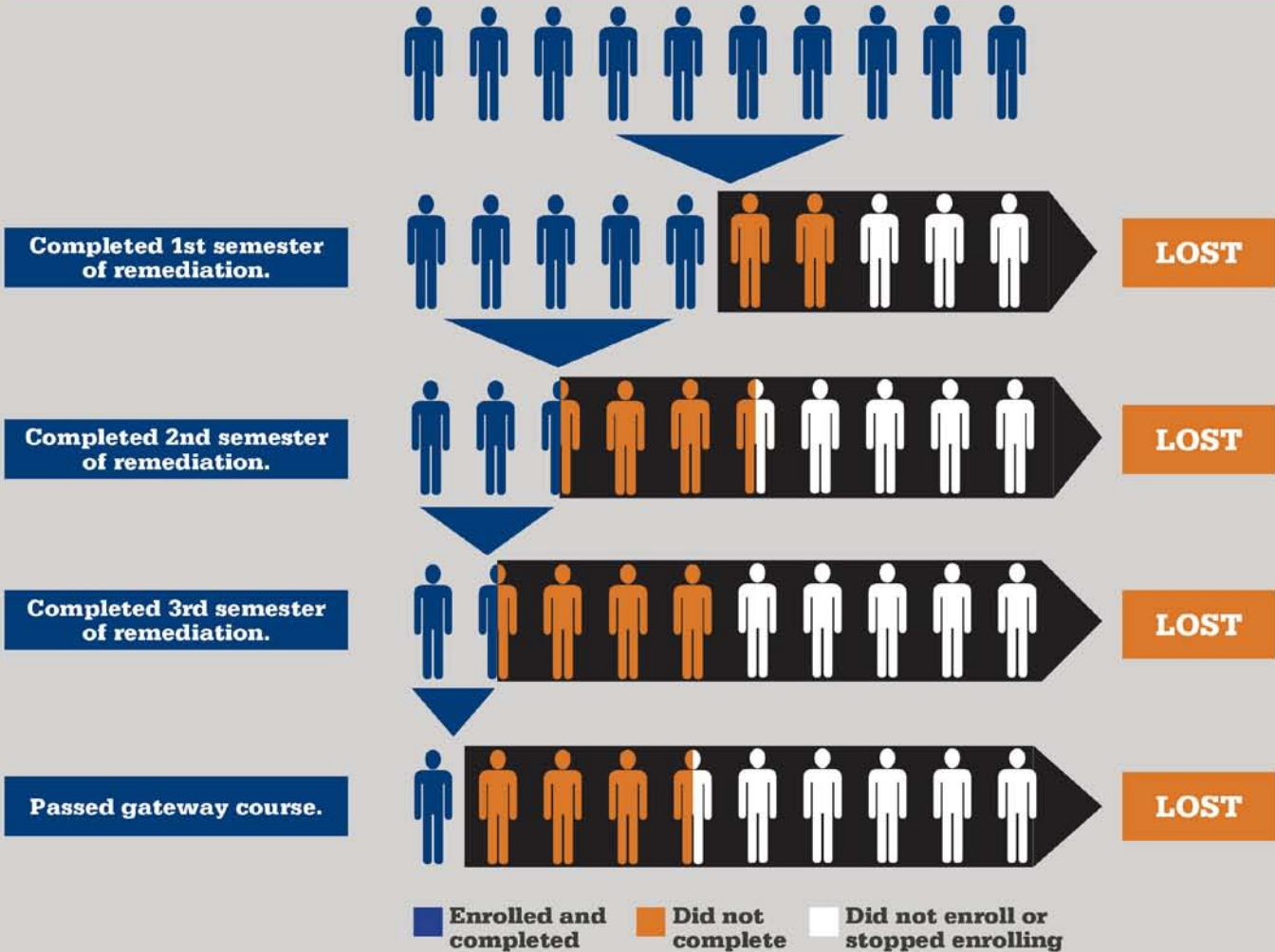
Graduate within 6 years (projected)



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

Remediation: The effect of attrition.

Students assigned 3 or more semesters of **math** remediation.

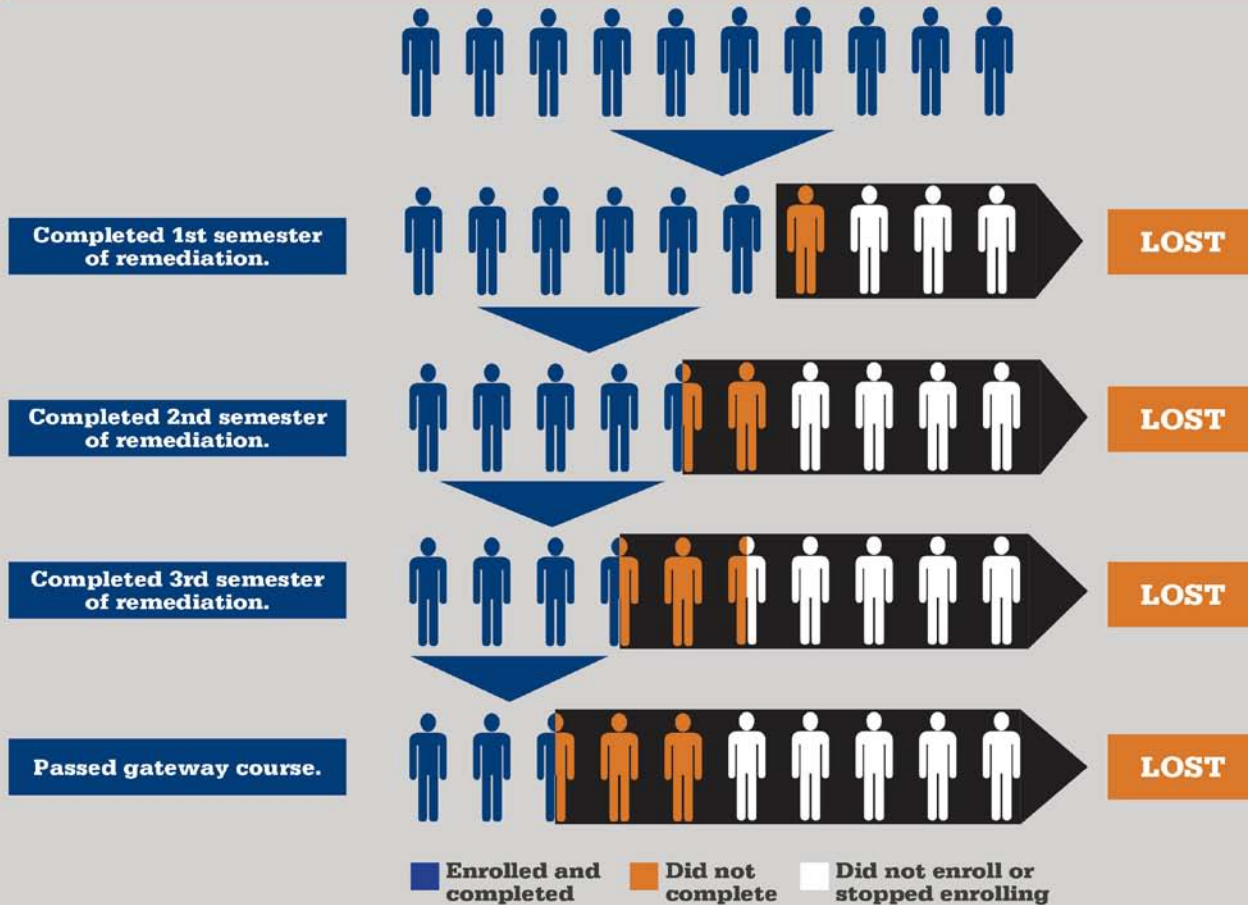


KNOW THIS

The remediation system is broken. More students quit than fail.

Remediation: The effect of attrition.

Students assigned 3 or more semesters of **English** remediation.



KNOW THIS

The remediation system is broken. More students quit than fail.

Guiding Objective

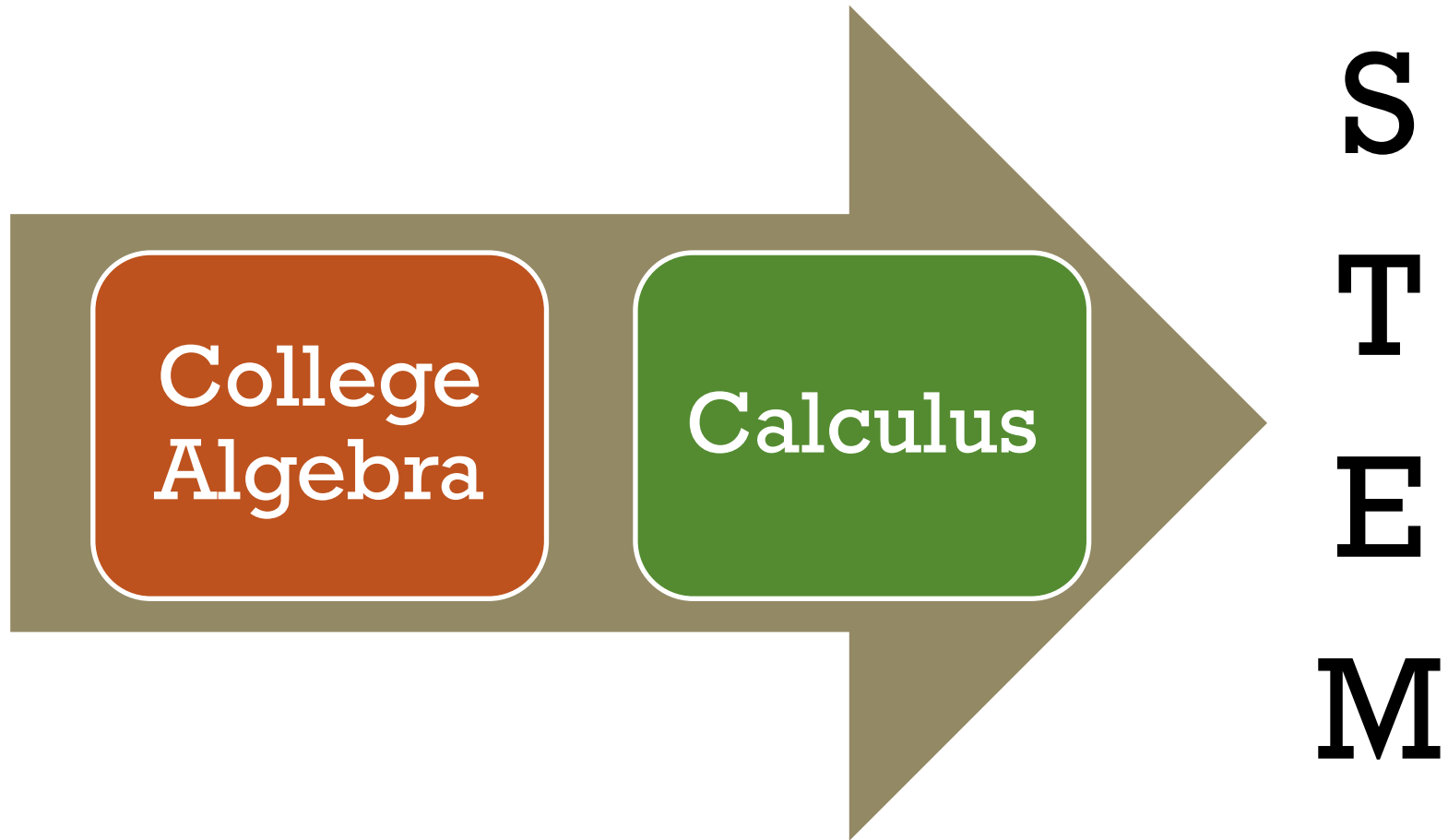
Students complete gateway courses and enter programs of study in their first academic year

Policy Objectives for Gateway Course Success

- 1. Design STEM and non-STEM math options.**
- 2. The default placement for most students will be gateway courses.**
- 3. Provide additional academic support as corequisite, not prerequisite.**
- 4. Establish a placement range instead of a single cut score.**

Mathematics
must be aligned
with programs of study.

College Algebra's Only Purpose: Preparation for Calculus

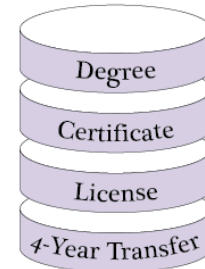
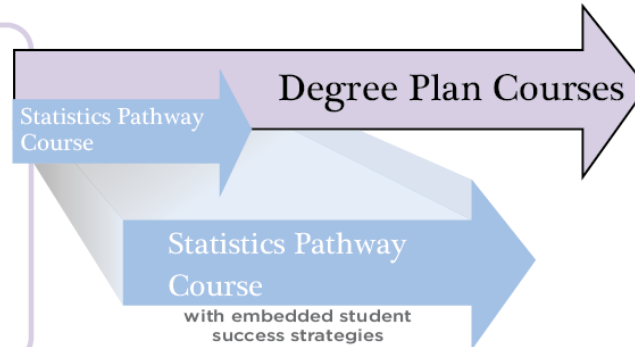


Three Pathways To-and-Through College Transferable Courses

The New Mathways Project

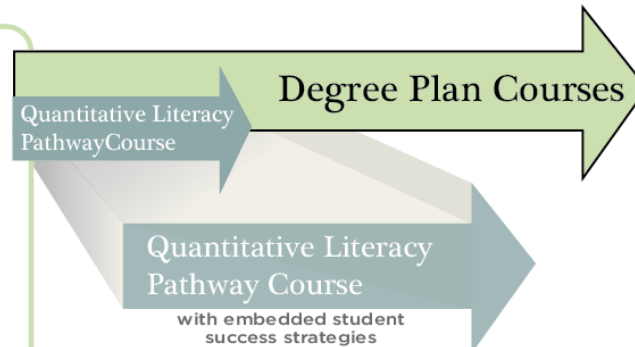
STATISTICS PATHWAY is designed for students seeking a college-level statistics course as part of their general education requirement for majors in fields including:

- Psychology
- Nursing
- Political Science
- Business/Marketing



QUANTITATIVE LITERACY PATHWAY is designed for students pursuing a field of study in which general education math is a requirement. These fields include majors in:

- Journalism
- Graphic Design
- Foreign Language
- Law Enforcement

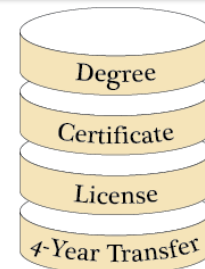
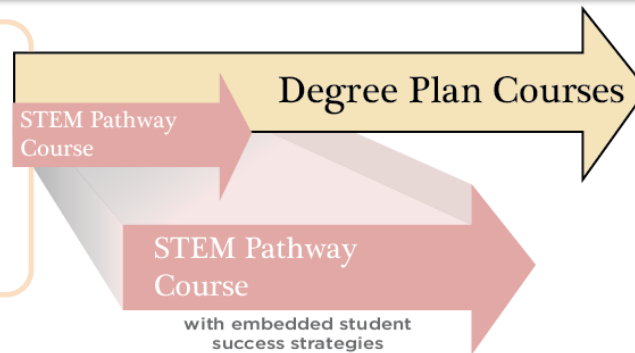


college completion goals

S
T
E
M

STEM PATHWAY is designed for students seeking a STEM major in fields including:

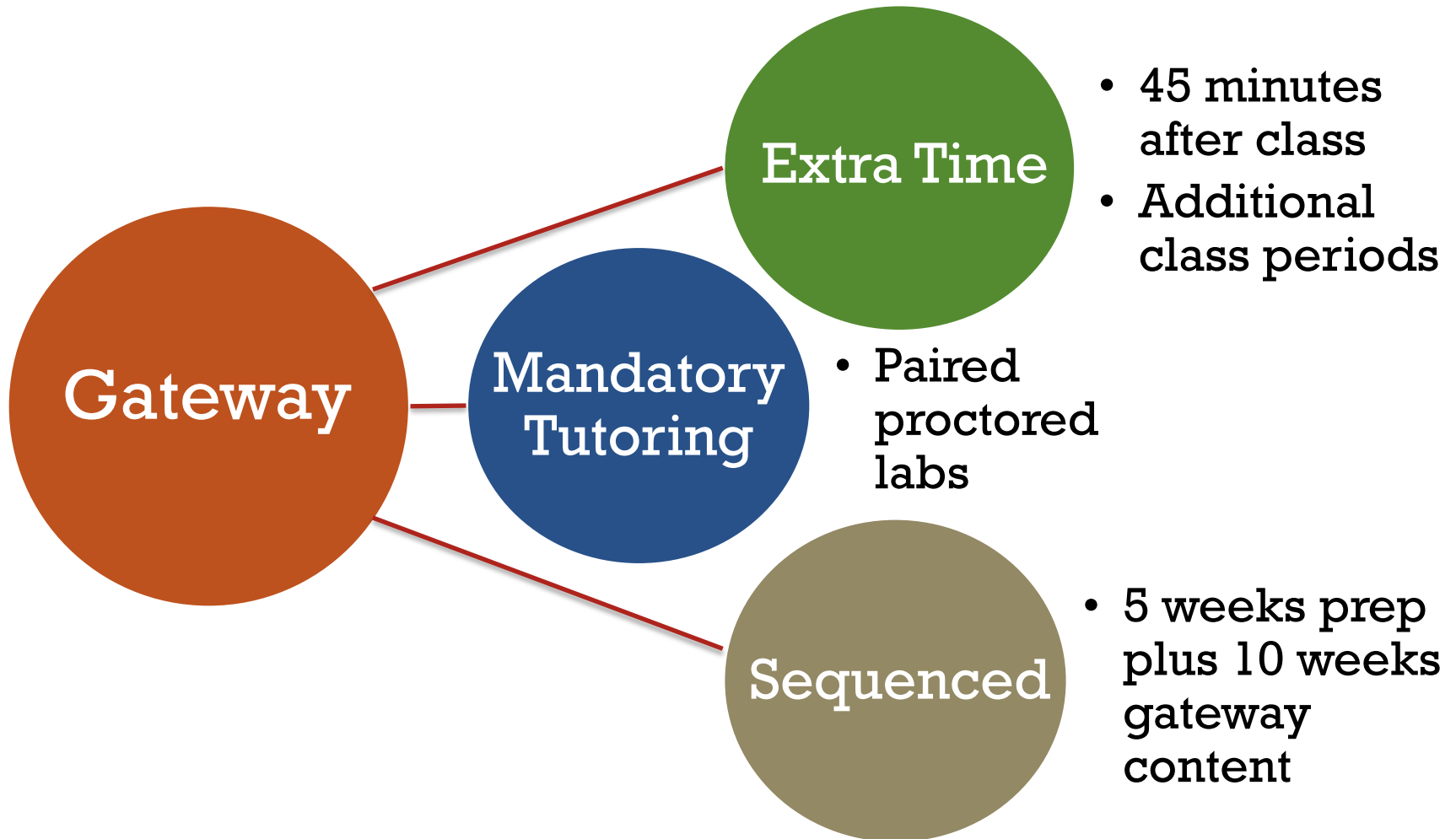
- Math Education
- Engineering
- Computer Science
- Biology



The Charles A. Dana Center
at the University of Texas at Austin

Providing Academic Support as a Corequisite

One Semester Redesigned Gateway



One Semester Corequisite Results

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

One-Year Corequisite

Semester 1

Semester 2

Gateway Content
Academic Support
College Success
Skills

```
graph LR; A[Gateway Content Academic Support College Success Skills] --> B[Quantitative Reasoning]; A --> C[Statistics]; A --> D[STEM];
```

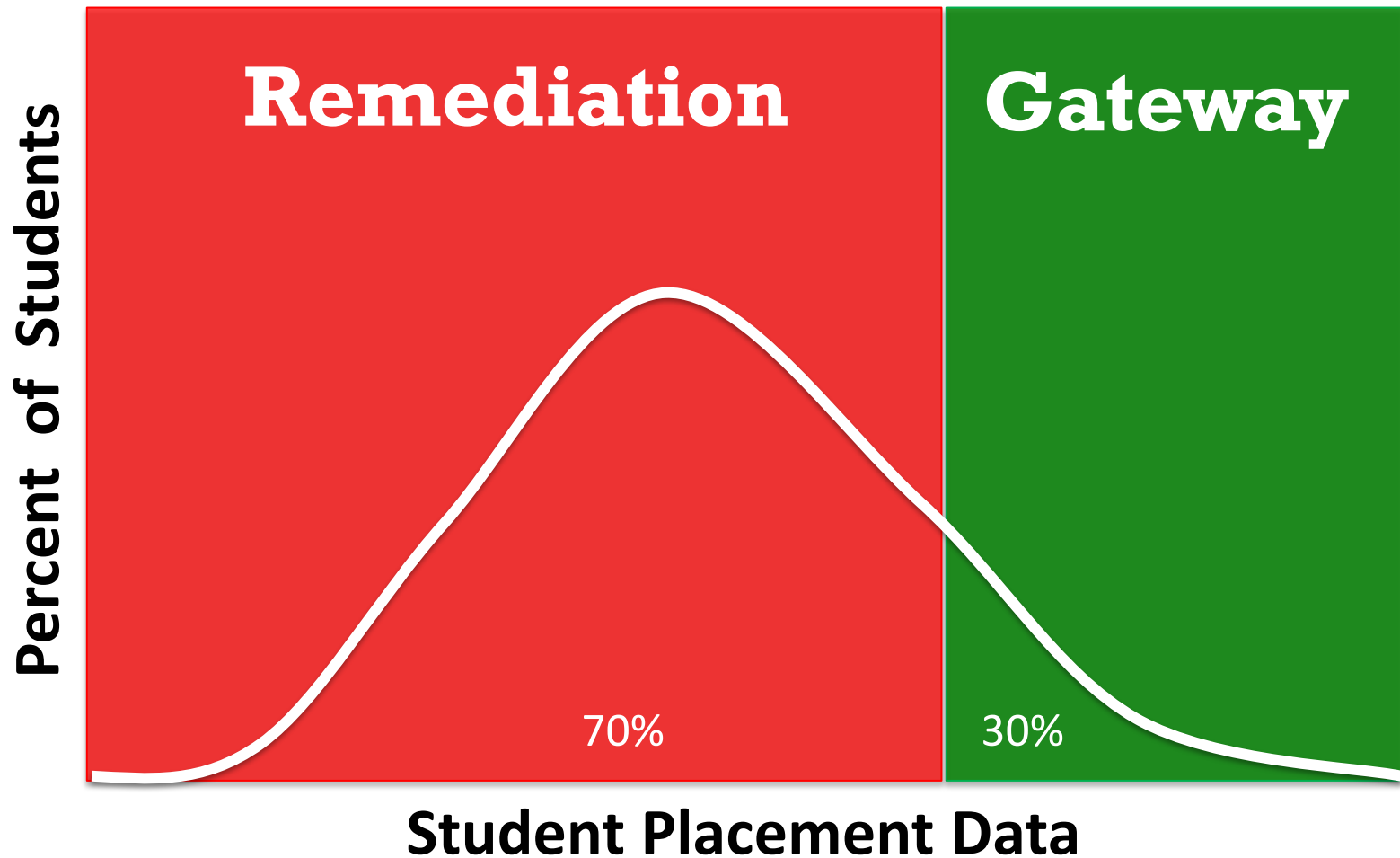
Quantitative
Reasoning

Statistics

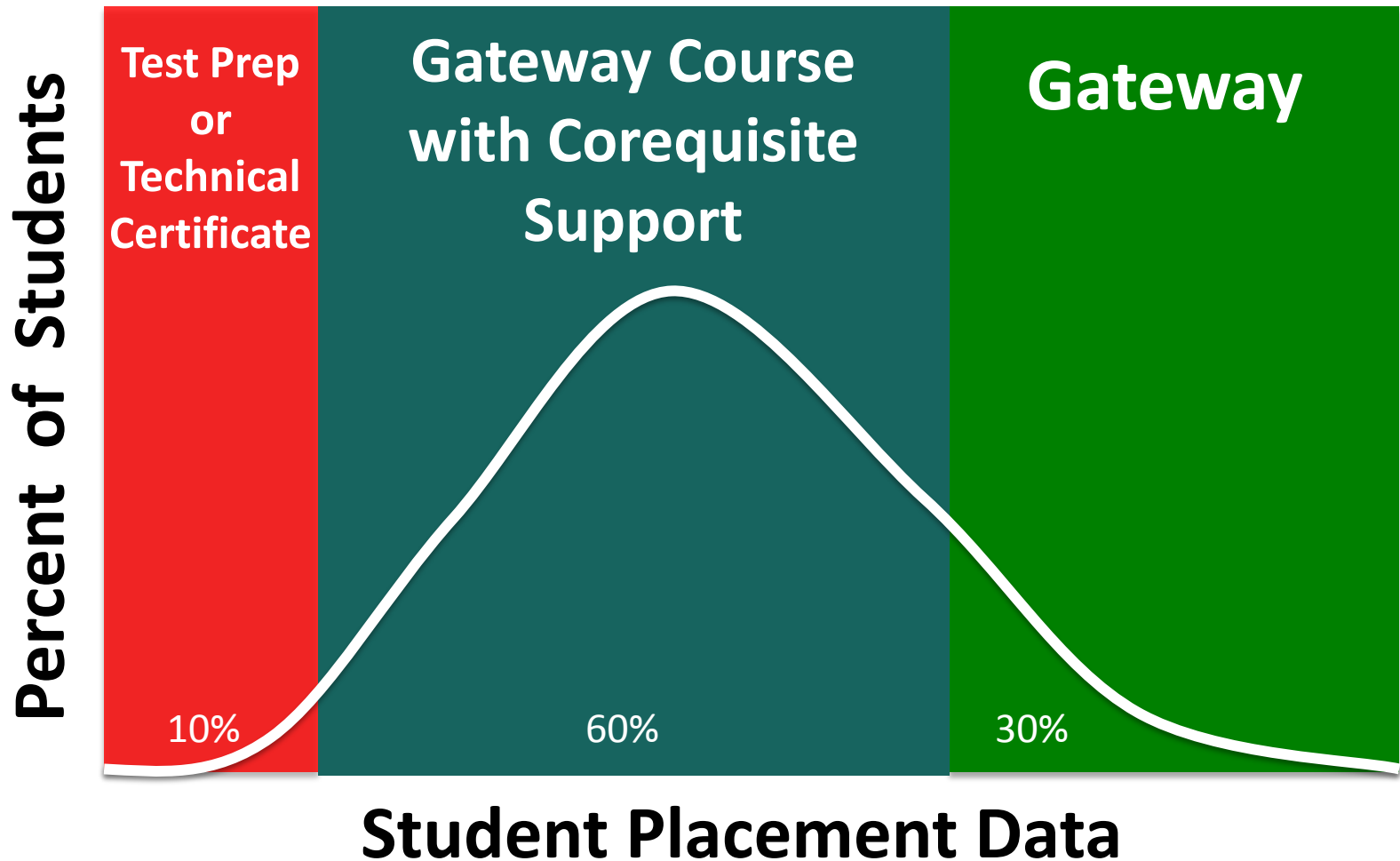
STEM

Placement into gateway courses and programs of study

Current Model Enrolls Most Students into Remediation



New Model Enrolls Most in College



The Game Changers



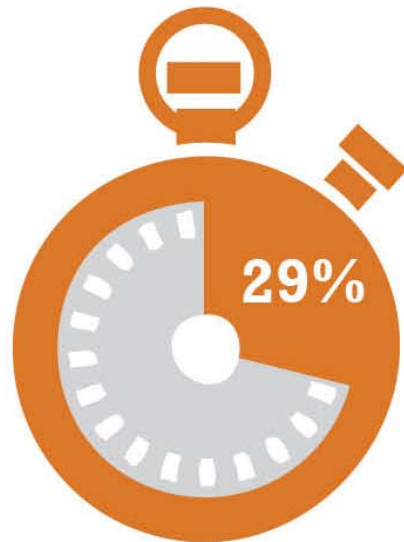
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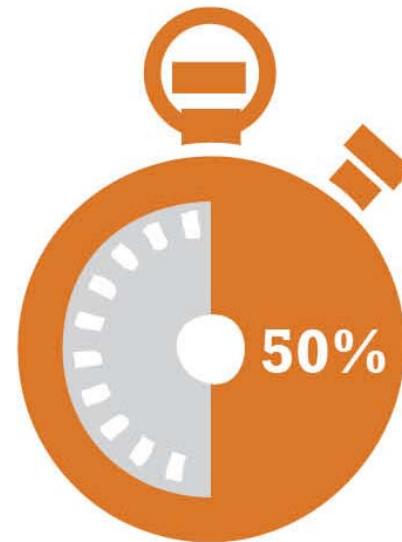
**FULL-TIME
IS 15**

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

Full-time Students Taking 15+ Credits Per Semester



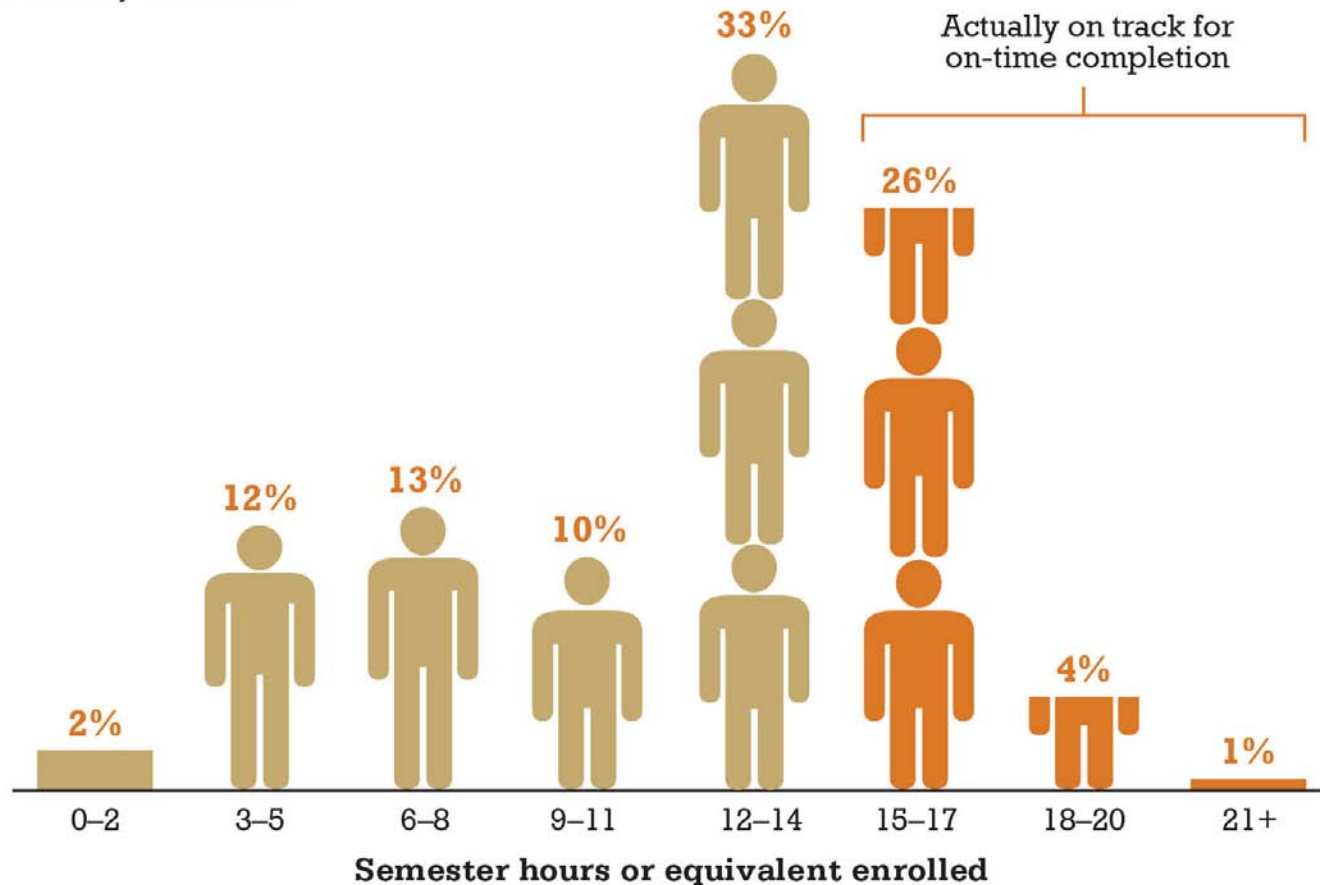
At 2-year
institutions



At 4-year
institutions

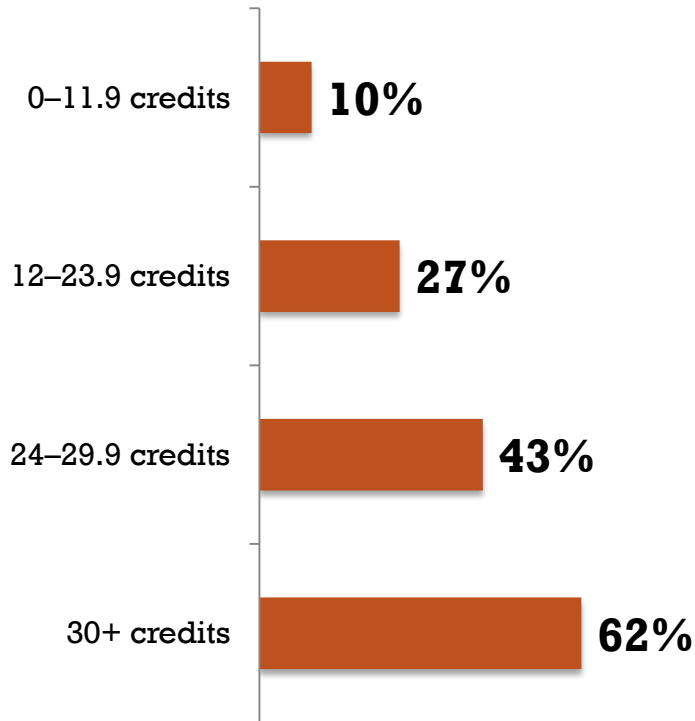
Most students DON'T take the credit hours necessary to graduate on time.

Percentage of undergraduates by course load level, fall 2012

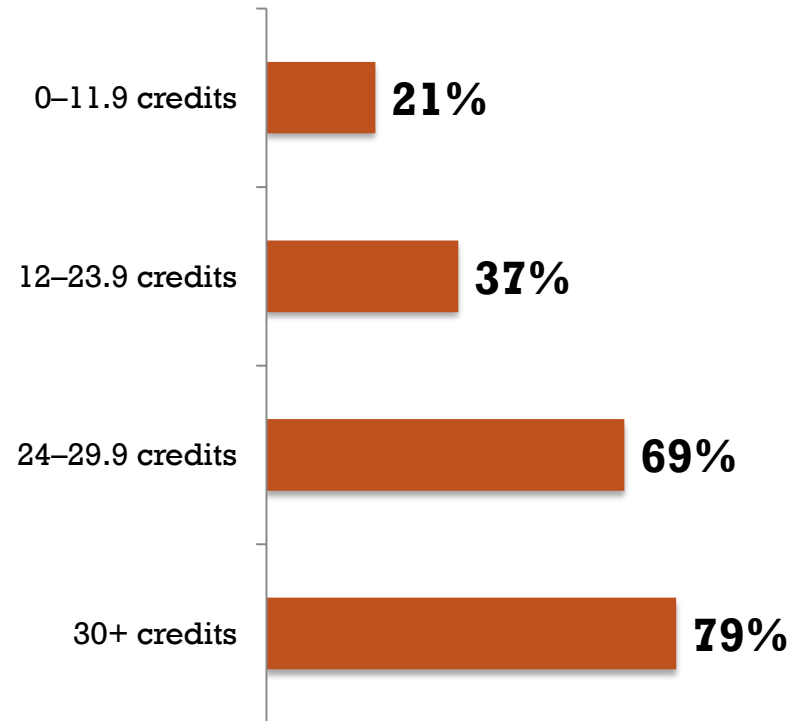


The Power of 15 Credits: More students graduate when they complete 30+ credits in their first year.

Associate degree



Bachelor's degree





**FULL-TIME
IS 15**

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Guided Pathways to Success (GPS)

**Why
GPS?**

Students are ...



Taking too much time



Taking too many credits



Spending too much money

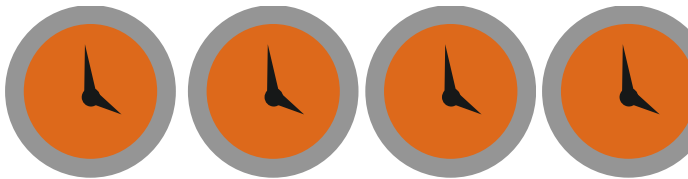


Not graduating

Too Much Time to Degree

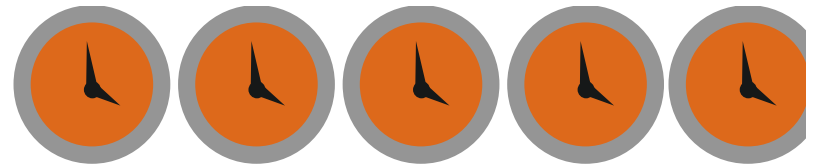
Of those who graduate...

2-year
Associate



Full-time students take
3.9 years

4-year
Bachelor's
(Non-Flagship)



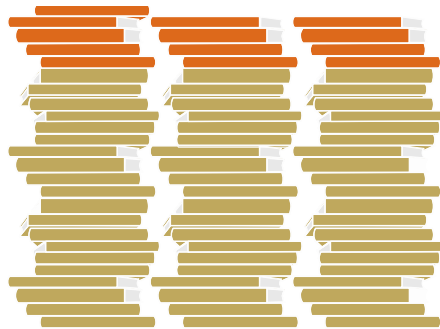
Full-time students take
4.9 years

Too Many Credits

2-year

Associate

78.8
credits accumulated

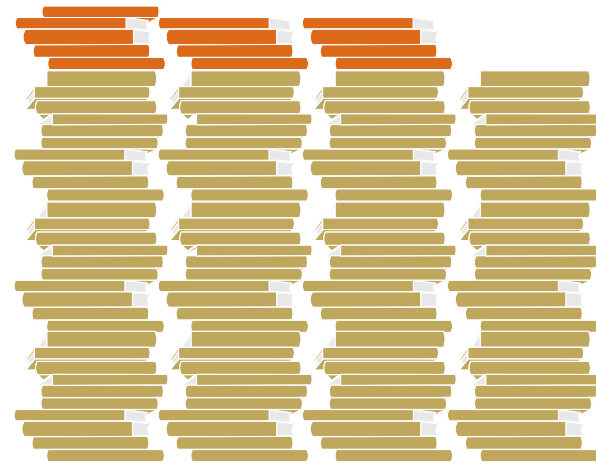


60
credits standard

4-year

Bachelor's
(Non-Flagship)

136.2
credits accumulated



120
credits standard

Does NOT count remediation

Very Few Graduate on Time ...

On-Time Graduation Rates (Full-time students)

2-year
Associate



5.0%

4-year
Bachelor's
(Non-Flagship)



18.1%

Too Few Graduate at All

2-year
Associate



12.9%

4-year
Bachelor's
(Non-Flagship)



43.2%

150% time = 3 years for associate, 6 years for bachelor's

Part-Time Students Rarely Graduate

2-year
Associate



6.9%

4-year
Bachelor's
(Non-Flagship)



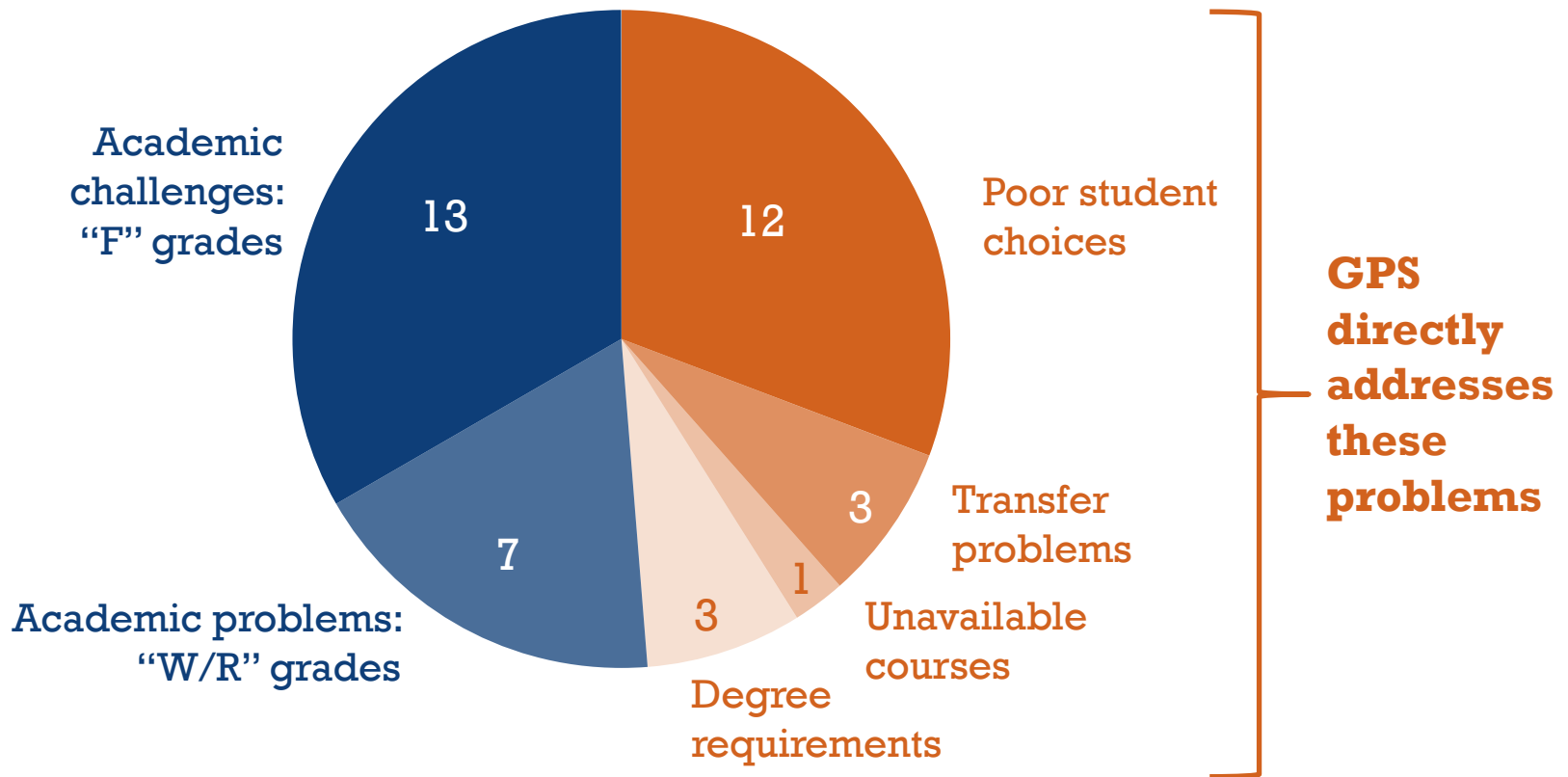
15.9%

200% time = 4 years for associate, 8 years for bachelor's

Why So Many Excess Credits?

Causes

(in semester credit hours)



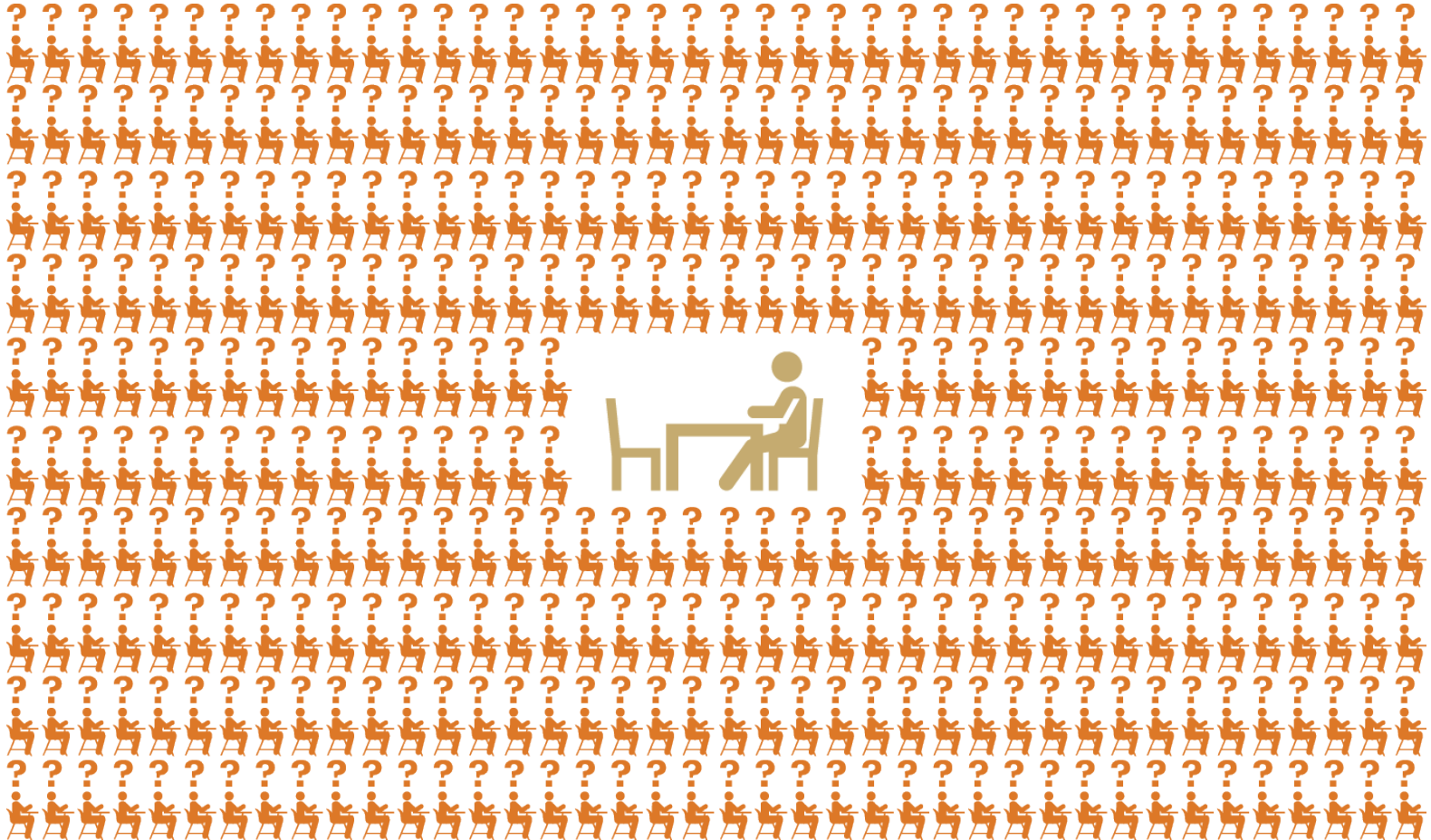
**Why
GPS?**

**Too Many Choices and
Too Little Guidance**

- Most colleges have more than 100 majors and hundreds of courses
- Most students are uncertain about their career interests
- 45% of students haven't seen a counselor by the third week of class

Why
GPS?

1 counselor : 400 students



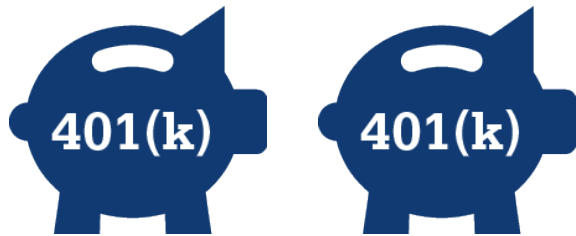
Behavioral Economics: **Choice**

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

Behavioral Economics: Choice

Overwhelmed by Choice

2 Plans Offered



75% Participation

59 Plans Offered



60% Participation

Behavioral Economics: **Default**

A substantial number of people accept — even welcome — a default choice designed by informed professionals.

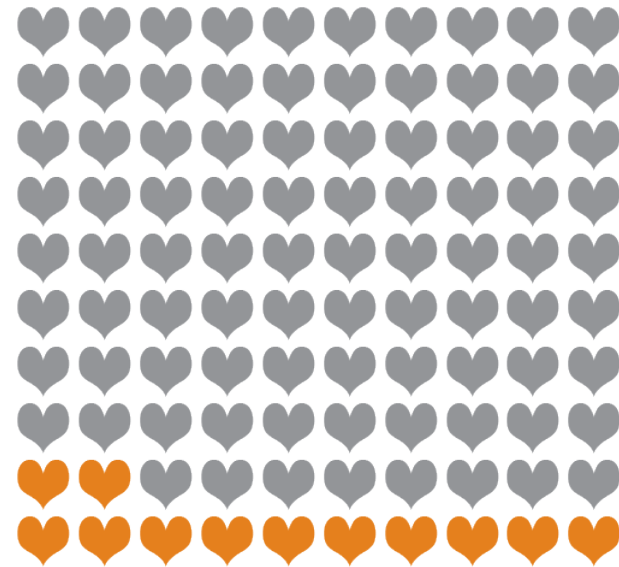
Behavioral Economics: Default

Organ Donation Rates



Austria (OPT-
OUT)

99%



Germany (OPT-
IN)

12%



GPS: The Solution

**DO
THIS**

GPS: Essential Components



1. Default pathways



2. Informed Choice



3. Meta-Majors



4. Academic Maps



5. Milestone courses



6. Intrusive advising



1. Structured, Default Pathways Built for On-Time Graduation

- Students don't "discover" the right path; the academic map is the default schedule.
 - Students do **not** need permission to register for courses on their schedule.
 - They **do** need permission to take courses not on their schedule.



2. Informed Choice

- Provides information on careers
- Uses high school performance and other measures to recommend broad academic pathways — “**meta-majors**”
- Presents default pathways



3. Meta-Majors

- Students must choose a meta-major — broad clusters of majors

STEM

Health Sciences

Social Sciences

Liberal Arts

Education

Business










- No student is “unclassified” — those who can’t decide are defaulted into Liberal Arts





4. Academic Maps

STEM
META MAJOR

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

 Milestone course
required in this term

 Gateway course with
corequisite support



5. Milestone Courses

- Prerequisite courses are designated for each semester
- They must be taken in the recommended sequence
- The college must guarantee the courses are available in the sequence and terms designed in the academic maps



6. Intrusive Advising

- Students must see their advisors before registering for classes if:
 - they do not complete the milestone 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



GPS: The Results

Results



Higher graduation rates



More on-time graduates



Closing the achievement gap



Fewer lost credits — saving time and money



- **Degree maps** and **intrusive advising**
- Graduation rates **up 20%** 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%**

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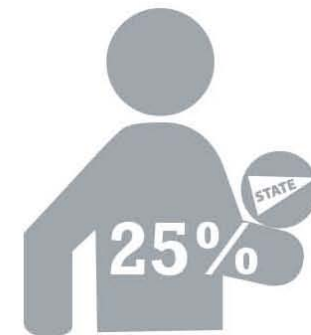


STRUCTURED SCHEDULES

The New Majority



75% of students are college commuters, often juggling families, jobs, and school.



25% of students attend full-time at residential colleges.

Highly Structured Option



Block schedules of classes



Cohorts of students



Students choose programs or majors not courses



Attendance required



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

Where there is structure, there are significant results.

PROMISING PROGRAM: STRUCTURED LEARNING COMMUNITIES TENNESSEE COMMUNITY COLLEGES

- As of Fall 2012:
 - 63 Structured Learning Communities statewide
 - 2,738 students enrolled
 - 3 certificates in General Ed for transfer students, career programs in Education and Business
 - **75% graduation/enrollment rate**

The Game Changers

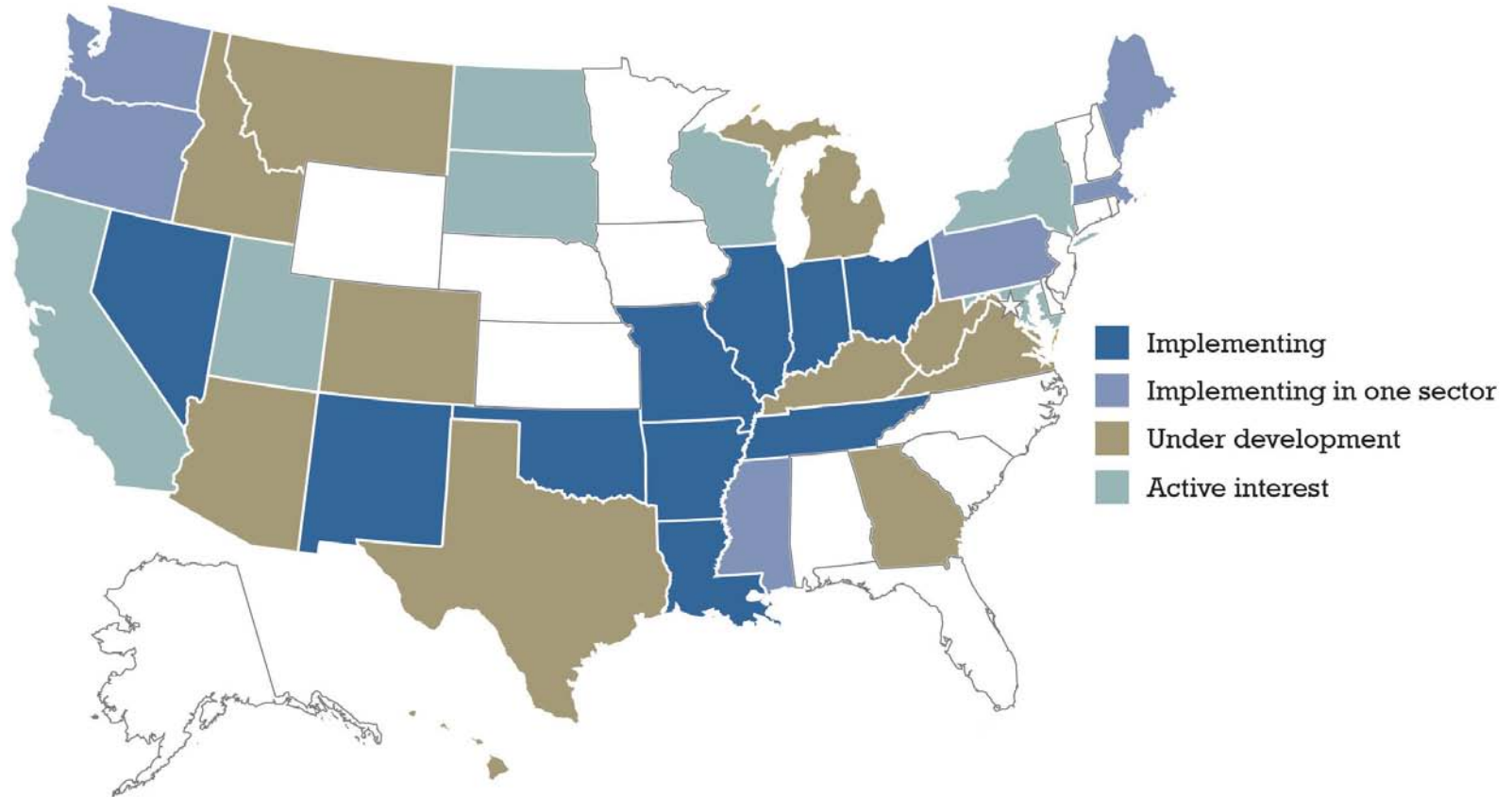


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PERFORMANCE FUNDING

Performance funding is sweeping America.



Performance Funding Design Principles

- **Recognize that all funding models create incentives for institutional behavior.**
- **Get agreement on goals before attempting to implement outcomes-based funding.**
- **Design the model so it reflects and reinforces mission differentiation.**

Performance Funding Design Principles

- Include provisions that reward success in serving underrepresented populations.
- Include provisions that reward progress as well as ultimate success (degree completion).
- Limit the categories of outcomes to be rewarded.
- Use metrics that are unambiguous and difficult to game.

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