COMPLETE COLLEGE AMERICA
The Game Changers

COMPLETE COLLEGE AMERICA
COREQUISITE
REMEDIATION
FULL-TIME IS 15
GUIDED PATHWAYS TO SUCCESS
STRUCTURED SCHEDULES
PERFORMANCE FUNDING
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.

<table>
<thead>
<tr>
<th>2-Year Colleges</th>
<th>4-Year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>62.0%</strong></td>
<td><strong>74.4%</strong></td>
</tr>
<tr>
<td>Complete remediation</td>
<td>Complete remediation</td>
</tr>
<tr>
<td><strong>22.3%</strong></td>
<td><strong>36.8%</strong></td>
</tr>
<tr>
<td>Complete remediation and gateway courses in two years</td>
<td>Complete remediation and gateway courses in two years</td>
</tr>
<tr>
<td><strong>9.5%</strong></td>
<td><strong>35.1%</strong></td>
</tr>
<tr>
<td>Graduate within 6 years (projected)</td>
<td>Graduate within 6 years (projected)</td>
</tr>
</tbody>
</table>
Student attrition is at the heart of the matter.
Remediation: The effect of attrition.

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

- Completed 1st semester of remediation. [LOST]
- Completed 2nd semester of remediation. [LOST]
- Completed 3rd semester of remediation. [LOST]
- Passed gateway course. [LOST]

**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.

- Completed 1st semester of remediation.
  - Enrolled and completed
  - Did not complete
  - Did not enroll or stopped enrolling
  - LOST

- Completed 2nd semester of remediation.
  - Enrolled and completed
  - Did not complete
  - Did not enroll or stopped enrolling
  - LOST

- Completed 3rd semester of remediation.
  - Enrolled and completed
  - Did not complete
  - Did not enroll or stopped enrolling
  - LOST

- Passed gateway course.
  - Enrolled and completed
  - Did not complete
  - Did not enroll or stopped enrolling
  - LOST

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

**STEM PATHWAY** is designed for students seeking a STEM major in fields including:
- Math Education
- Engineering
- Computer Science
- Biology

Degree Plan Courses

Degree
Certificate
License
4-Year Transfer

Degree Plan Courses

Degree
Certificate
License
4-Year Transfer

Degree Plan Courses

Degree
Certificate
License
4-Year Transfer

The Charles A. Dana Center
at the University of Texas at Austin
Providing Academic Support as a Corequisite
One Semester Redesigned Gateway

Gateway

Mandatory Tutoring

- Paired proctored labs

Extra Time

- 45 minutes after class
- Additional class periods

Sequenced

- 5 weeks prep plus 10 weeks gateway content
# One Semester Corequisite Results

<table>
<thead>
<tr>
<th>Institution</th>
<th>Subject</th>
<th>Traditional Model</th>
<th>Corequisite Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC of Baltimore County</td>
<td>English</td>
<td>33%</td>
<td>74%</td>
</tr>
<tr>
<td>Accelerated Learning Model</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Austin Peay State University</td>
<td>English</td>
<td>49%</td>
<td>70%</td>
</tr>
<tr>
<td>Structured Assistance</td>
<td>Quantitative Reasoning</td>
<td>11%</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>Statistics</td>
<td>8%</td>
<td>65%</td>
</tr>
</tbody>
</table>
One-Year Corequisite

**Semester 1**
- Gateway Content
- Academic Support
- College Success
- Skills

**Semester 2**
- Quantitative Reasoning
- Statistics
- STEM
Placement into gateway courses and programs of study
Current Model Enrolls Most Students into Remediation

Student Placement Data

Remediation

70%

Gateway

30%
New Model Enrolls Most in College

Student Placement Data

<table>
<thead>
<tr>
<th>Percent of Students</th>
<th>Test Prep or Technical Certificate</th>
<th>Gateway Course with Corequisite Support</th>
<th>Gateway</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10%</td>
<td>60%</td>
<td>30%</td>
</tr>
</tbody>
</table>
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: 29%
- At 4-year institutions: 50%
Most students DON’T take the credit hours necessary to graduate on time.
The Power of 15 Credits: More students graduate when they complete 30+ credits in their first year.

<table>
<thead>
<tr>
<th></th>
<th>Associate degree</th>
<th>Bachelor's degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–11.9 credits</td>
<td>10%</td>
<td>21%</td>
</tr>
<tr>
<td>12–23.9 credits</td>
<td>27%</td>
<td>37%</td>
</tr>
<tr>
<td>24–29.9 credits</td>
<td>43%</td>
<td>69%</td>
</tr>
<tr>
<td>30+ credits</td>
<td>62%</td>
<td>79%</td>
</tr>
</tbody>
</table>
FULL-TIME IS 15
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

Does NOT count remediation

4-year
Bachelor’s (Non-Flagship)

136.2 credits accumulated

120 credits standard
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)

- Academic challenges: “F” grades (13)
- Poor student choices (12)
- Academic problems: “W/R” grades (7)
- Transfer problems (3)
- Unavailable courses (1)
- Degree requirements (3)

GPS directly addresses these problems.
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

401(k) 401(k)

75% Participation

59 Plans Offered

60% Participation
A substantial number of people accept — even welcome — a default choice designed by informed professionals.
Organ Donation Rates

Austria (OPT-OUT) 99%

Germany (OPT-IN) 12%
GPS: The Solution
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

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Year Core</strong></td>
<td><strong>First-Year Core</strong></td>
</tr>
<tr>
<td>**English 101</td>
<td>English 101+**</td>
</tr>
<tr>
<td>**Pre-calc 101</td>
<td>Pre-calc 101+**</td>
</tr>
<tr>
<td>Biology, Chemistry, or Physics Core w/lab</td>
<td>4</td>
</tr>
<tr>
<td>Biology, Chemistry, or Physics Core w/lab</td>
<td>4</td>
</tr>
<tr>
<td>Student Success Seminar</td>
<td>1</td>
</tr>
<tr>
<td><strong>Credits 15</strong></td>
<td><strong>Credits 15</strong></td>
</tr>
</tbody>
</table>

- 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
Georgia State University

- 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, at 66.4%
- More bachelor’s degrees to African-Americans than any other U.S. university
Florida State 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%
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
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.