

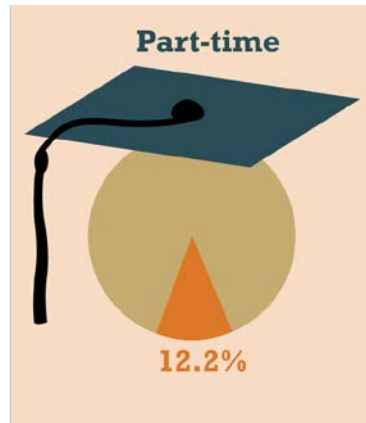
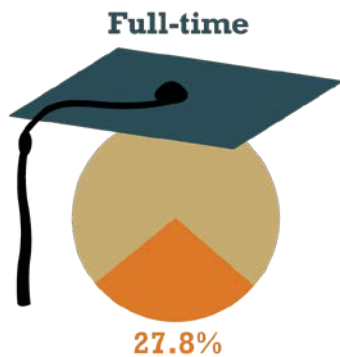


Setting a State Agenda for College Completion

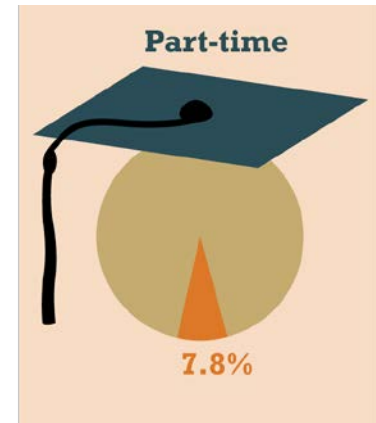
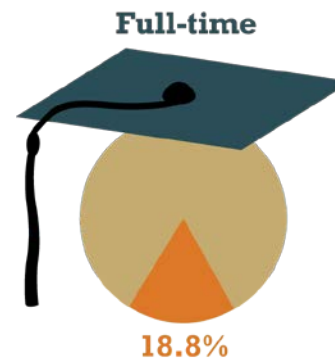
Bruce Vandal, Vice President
Complete College America

Too few students graduate — even when they have twice as much time

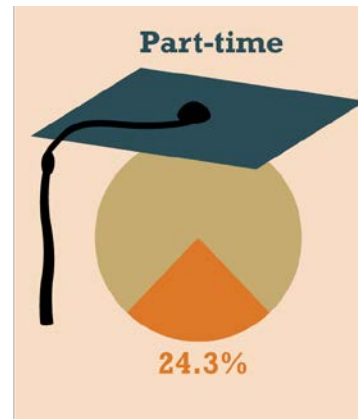
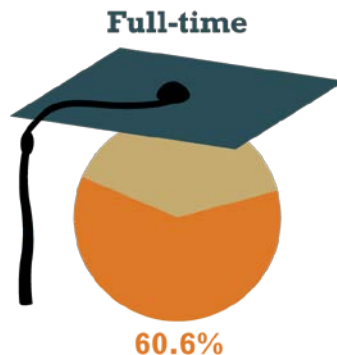
1-year certificate within 2 years



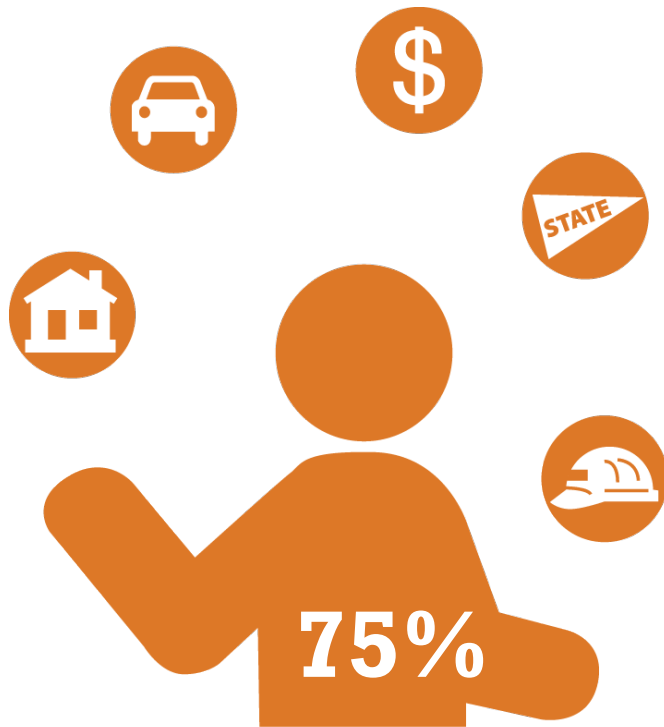
2-year associate within 4 years



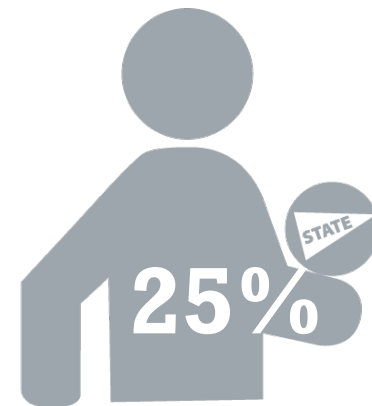
4-year bachelor's within 8 years



Nontraditional students are the new majority.



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



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

Creating the Conditions For Reform

- ▶ **Set a State Goal to Improve College Completion**
 - Agree on the Metrics to Measure Improvement
 - Create a State Completion Plan
 - Align Resources with Performance Outcomes

Creating the Conditions For Reform

- Set a State Goal to Improve College Completion
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Metrics that Inform Progress

Disaggregation Necessary to Close Achievement Gaps

Gender

Race/Ethnicity

Income (Pell Grant recipients) *

Age Group (where applicable) *

Full-time/Part-time Enrollment *

Discipline/Degree-type *

Remedial Status *

* = NOT Collected in IPEDS

Metrics that Inform Progress

Outcome Metrics

Indicators of successful outcomes

DEGREES AWARDED ANNUALLY
(# and change over time)

GRADUATION RATES

TRANSFER RATES

CREDITS AND TIME TO DEGREE

Metrics that Inform Progress

Progress Metrics

Measures of interim achievements strongly linked to student success

REMEDiation: ENTRY and SUCCESS *

SUCCESS in FIRST-YEAR COLLEGE COURSES
(1st yr. math and English) *

CREDIT ACCUMULATION *

RETENTION RATES

COURSE COMPLETION *



= NOT Collected in IPEDS

Creating the Conditions For Reform

- Set a State Goal to Improve College Completion
- Agree on the Metrics to Measure Improvement
- ▶ **Create a State Completion Plan**
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Completion Plans

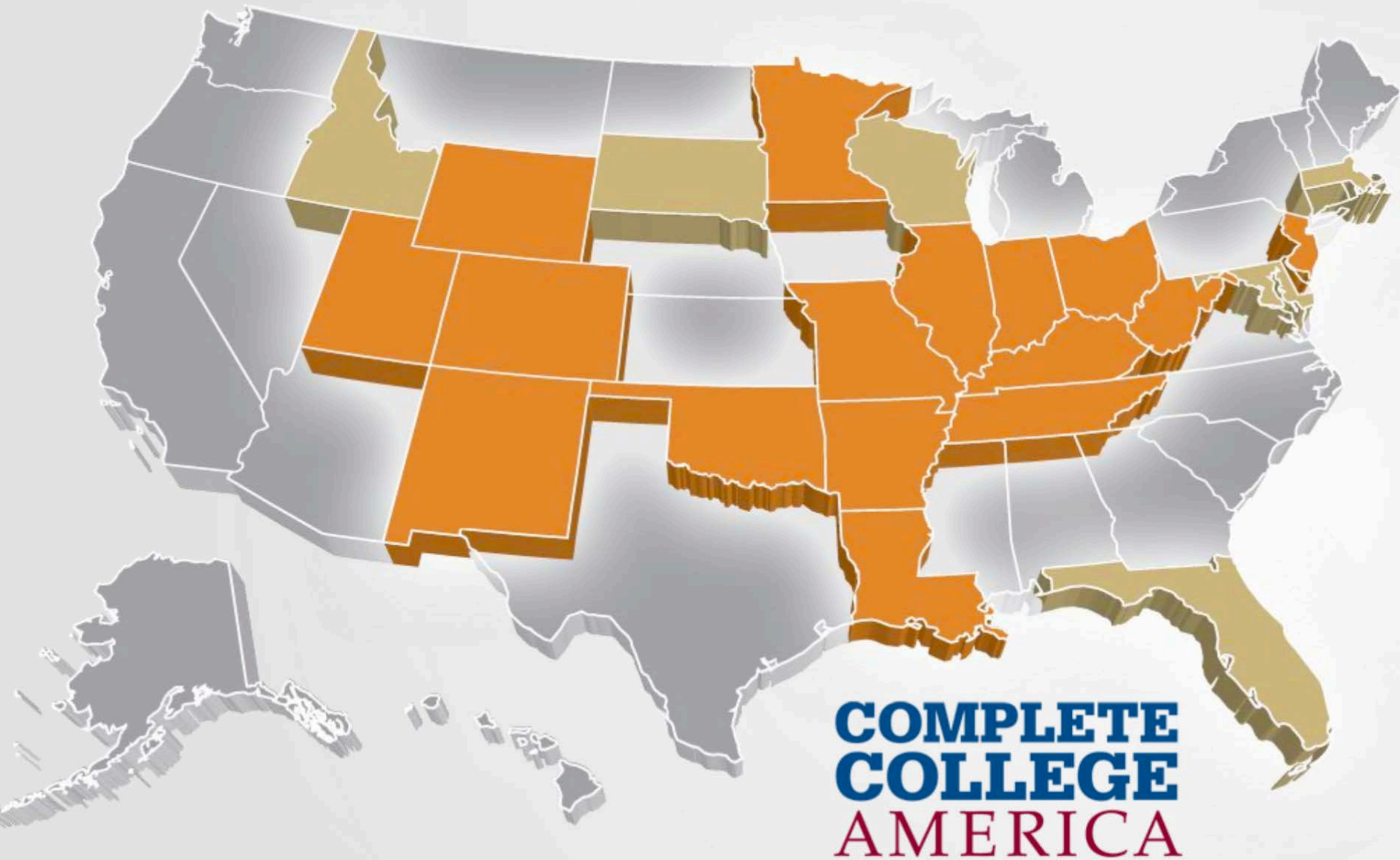


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Creating the Conditions For Reform

- Set a State Goal to Improve College Completion
- Agree on the Metrics to Measure Improvement
- Create a State Completion Plan
- ▶ **Align Resources with Performance Outcomes**

Shifting to Performance Funding





TIME is the ENEMY

Understanding the Barriers to Completion

- ▶ **Long remedial education sequences for a majority of students end college before it begins**
- Part time students rarely earn a credential
- Students take too long and too many credits to graduate

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 don't make it through college-level gateway courses.

2-Year Colleges



62.0%

Complete remediation



22.3%

**Complete remediation and
associated college-level courses
in two years**

4-Year Colleges



74.4%

Complete remediation



36.8%

**Complete remediation and
associated college-level courses
in two years**

Source: Fall 2006 cohorts

Most remedial students never graduate.

2-Year Colleges



62.0%

Complete remediation



22.3%

Complete remediation and associated college-level courses in two years



9.5%

Graduate within 3 years (projected)

4-Year Colleges



74.4%

Complete remediation



36.8%

Complete remediation and associated college-level courses in two years



35.1%

Graduate within 6 years (projected)

Source: Completion data: fall 2006 cohorts; graduation data: 2-year, fall 2004 cohorts; 4-year, fall 2002 cohorts

Game Changer #1

Deliver remedial instruction for gateway college-level course content — as a co-requisite, not a pre-requisite.

- Single Semester Co-Requisite
- One-Year Course Pathway
- Embedded or Parallel Remediation in Career Technical Programs

Transforming Remediation

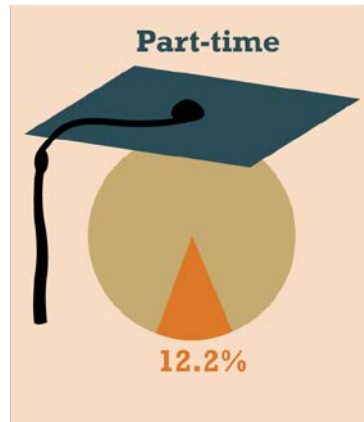
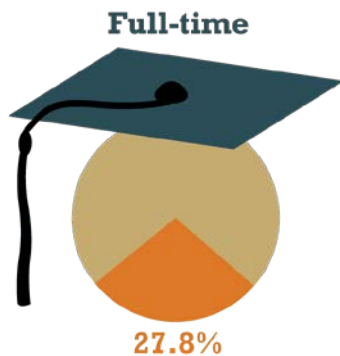


Understanding the Barriers to Completion

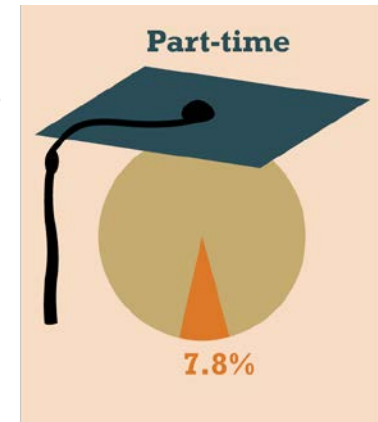
- Long remedial education sequences for a majority of students end college before it begins
- ▶ **Part time students rarely earn a credential**
- Students take too long and too many credits to graduate

Too few students graduate. For part-timers, results are dismal — even when they have twice as much time

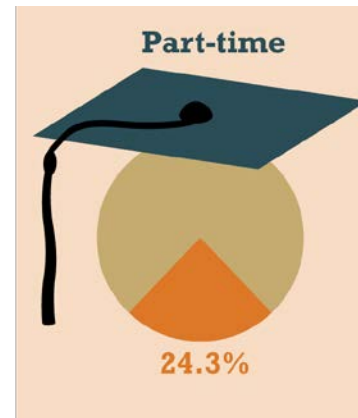
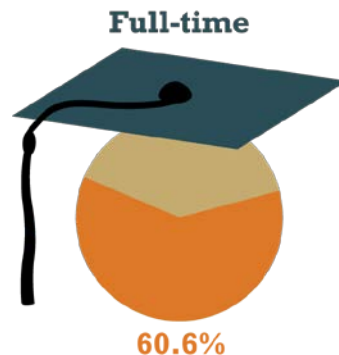
1-year certificate within 2 years



2-year associate within 4 years



4-year bachelor's within 8 years



Game Changer #2

Structured, block schedule programs enable students to balance school, family and work

- Tennessee Tech Center model
- CUNY ASAP Program

Understanding the Barriers to Completion

- Long remedial education sequences for a majority of students end college before it begins
- Part time students rarely earn a credential
- ▶ **Students take too long and too many credits to graduate**

... and taking too much time to earn a degree.

Certificate

Should take **1 year**



Full-time students take **3.3 years**



Part-time students take **4.4 years**



Associate

Should take **2 years**



Full-time students take **3.8 years**



Part-time students take **5 years**



Bachelor's

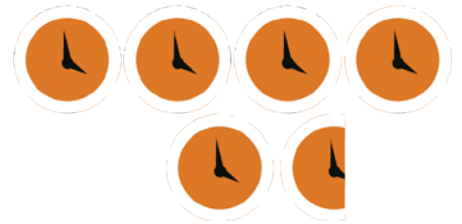
Should take **4 years**



Full-time students take **4.7 years**



Part-time students take **5.6 years**

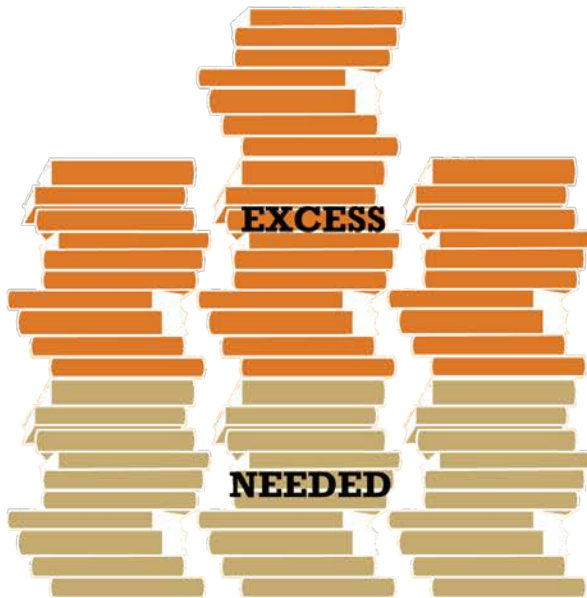


Students are wasting time (and money) on excess credits ...

Certificate

Should take **30 credits**

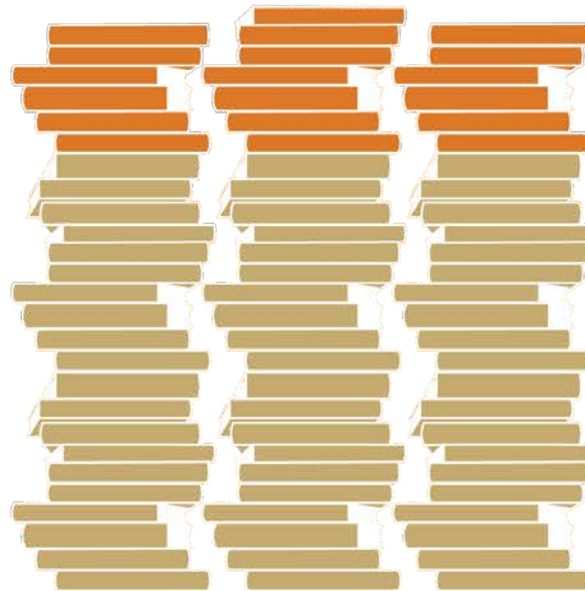
Students take **63.5 credits**



Associate

Should take **60 credits**

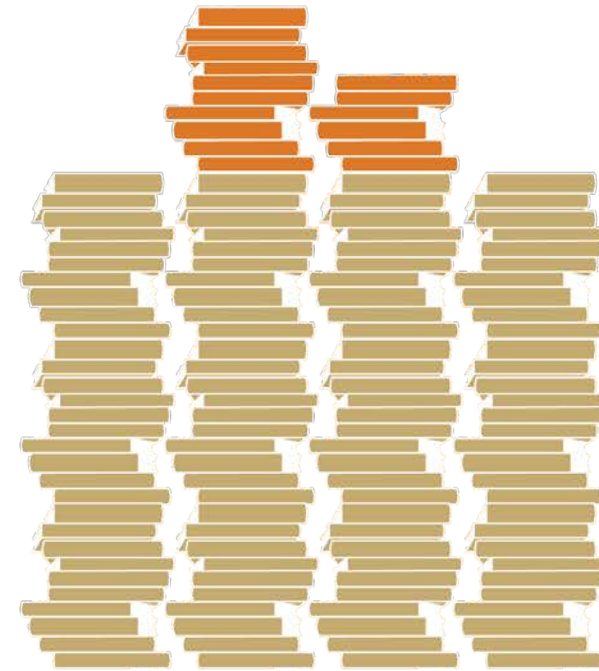
Students take **79.0 credits**



Bachelor's

Should take **120 credits**

Students take **136.5 credits**



Game Changer #3

Implement credit caps to ensure most programs adhere to the 60 credit/Associate Degree, 120 credit/Bachelor's Degree standard.

Game Changer #4

Incent students to take 15 credits per semester, to stay on track for on time graduation.

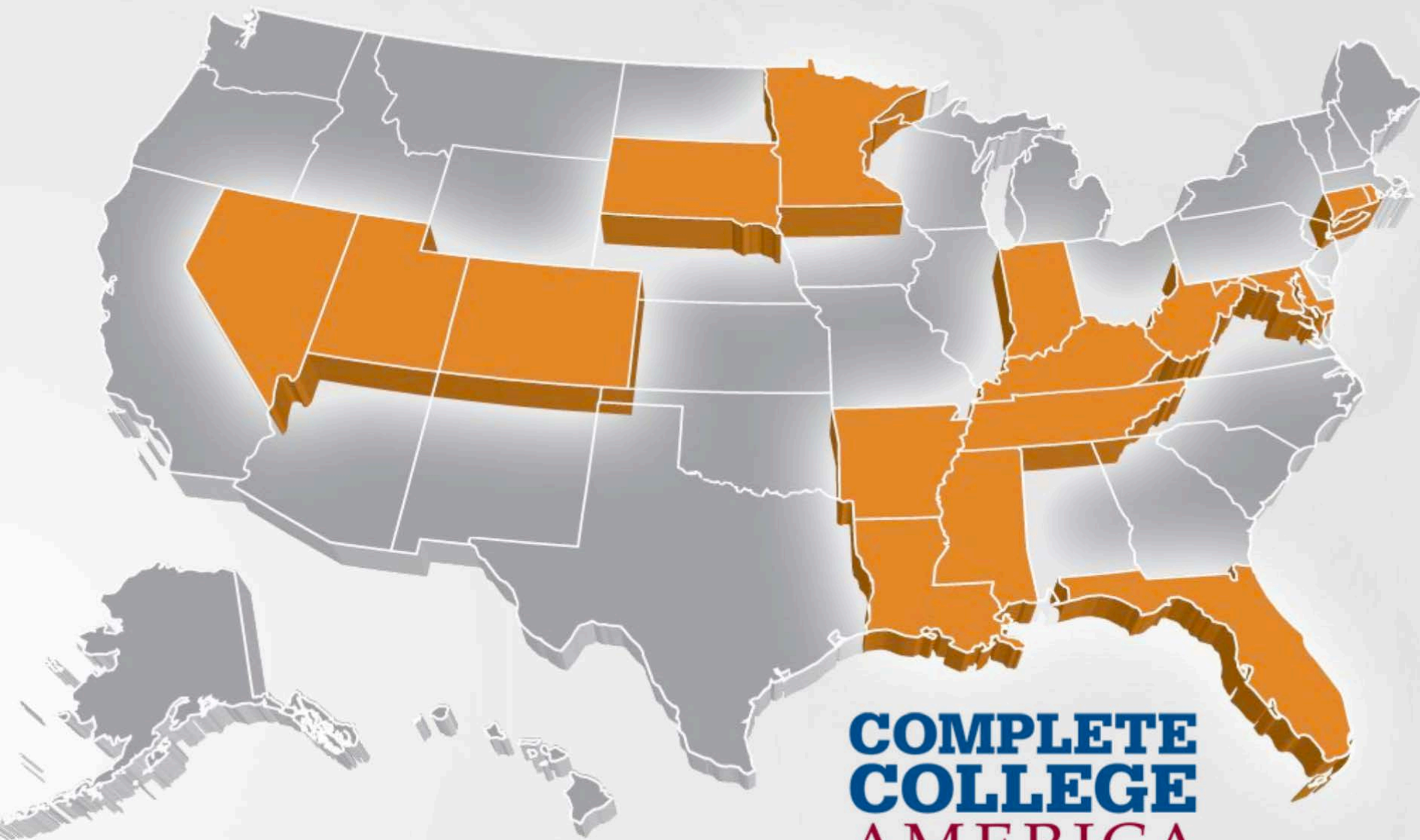
- Hawaii's 15 to Finish

Game Changer #5

Create smarter, default academic pathways to postsecondary credentials.

- Students choose a “meta-major” when they enroll
- Semester by semester course schedules for chosen major
- Milestone courses ensure students stay on course
- Technology tracks student progress and flags students who veer off course

Reducing Time to Degree



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AMERICA**

In Conclusion . . .

Set the Conditions for Reform

- Set completion goals
- Use metrics to measure progress
- Create a state plan
- Performance Funding

In Conclusion . . .

Implement high impact, large scale “game changer strategies

- Co-Requisite Remediation
- Block Scheduling
- Credit Caps
- Incentives for On Time Graduation
- Default Pathways to Credentials

Alliance Expectations

- Letter from governor enlisting in the Alliance
- Identify a team of state policymakers, higher education leaders and business representatives to be the CCA state team.
- Agree to college, submit and report CCA completion metric data
- Create a state completion goal and plan to achieve, statewide and at each campus
- Identify a state liaison

Alliance Benefits

- Participation in a CCA Completion Academy
- Invitations to CCA Policy Institutes
- State Institutes on CCA Completion Strategies
- State Completion Academies
- State Team Attendance at Annual Meeting of Alliance
- Just in Time Technical Assistance



Bruce Vandal

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