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

Full-time: 27.8%
Part-time: 12.2%

2-year associate within 4 years

Full-time: 18.8%
Part-time: 7.8%

4-year bachelor's within 8 years

Full-time: 60.6%
Part-time: 24.3%
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

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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
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
Using Completion Metrics

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Shifting to Performance Funding

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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**

- Complete remediation: 62.0%
- Complete remediation and associated college-level courses in two years: 22.3%

**4-Year Colleges**

- Complete remediation: 74.4%
- Complete remediation and associated college-level courses in two years: 36.8%

Source: Fall 2006 cohorts
Most remedial students never graduate.

### 2-Year Colleges
- **Complete remediation**: 62.0%
- **Complete remediation and associated college-level courses in two years**: 22.3%
- **Graduate within 3 years (projected)**: 9.5%

### 4-Year Colleges
- **Complete remediation**: 74.4%
- **Complete remediation and associated college-level courses in two years**: 36.8%
- **Graduate within 6 years (projected)**: 35.1%

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

COMPLETE COLLEGE AMERICA
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

- Full-time: 27.8%
- Part-time: 12.2%

2-year associate within 4 years

- Full-time: 18.8%
- Part-time: 7.8%

4-year bachelor's within 8 years

- Full-time: 60.6%
- Part-time: 24.3%
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.

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Standard Time</th>
<th>Full-time Completion</th>
<th>Part-time Completion</th>
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</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>1 year</td>
<td>3.3 years</td>
<td>4.4 years</td>
</tr>
<tr>
<td>Associate</td>
<td>2 years</td>
<td>3.8 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>4 years</td>
<td>4.7 years</td>
<td>5.6 years</td>
</tr>
</tbody>
</table>
Students are wasting time (and money) on excess 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
In Conclusion . . .

Set the Conditions for Reform

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