

# COMPLETE COLLEGE AMERICA

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# THE CCA WAY

The Game Changers and Scaling Standards

Corequisite  
Remediation

Math  
Pathways

GPS Direct  
Purpose First

A Better Deal

The Alliance  
15 to Finish

HIGHLY-STRUCTURED IMPLEMENTATION DESIGN

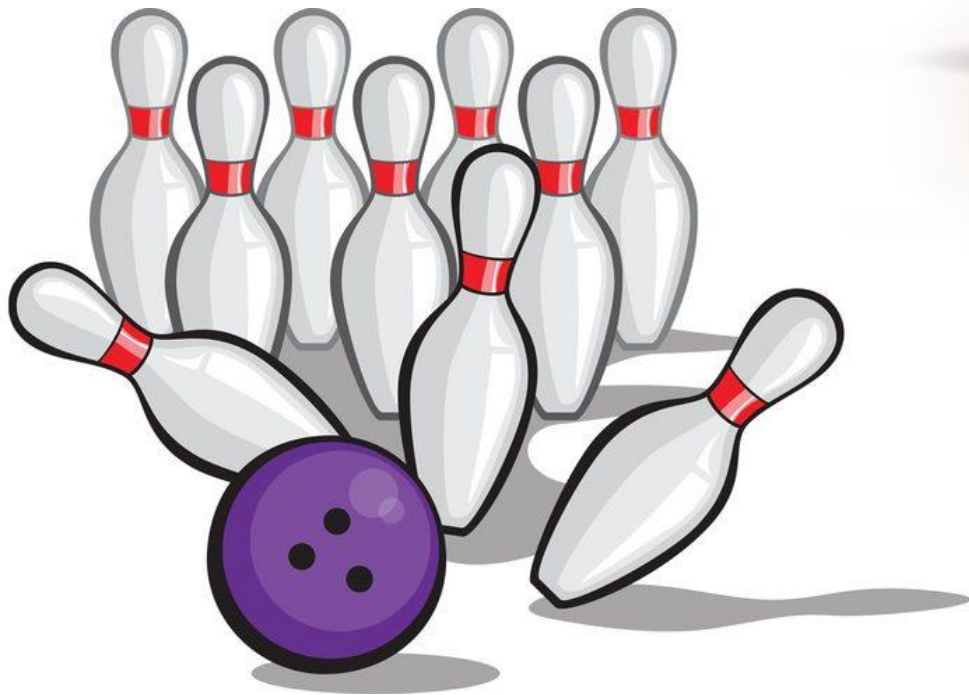
EQUITY: RACE, INCOME, AGE

METRICS AND EVIDENCE

POLICY

COMMUNICATIONS

$$\mathbf{p} = m\mathbf{v}$$



# ***STUDENT MOMENTUM***



*In the first year of enrollment, students who. . .*

- Enter a Program of Study
- Complete Math and English Gateway Courses
- Complete 9 Program Credits
- Earn 30 Credits in First Year

*. . . Are far more likely to graduate.*

# Optimal Complete College Sequence

## ESTABLISH THE CONDITIONS to catalyze change



## RESTRUCTURE SYSTEMS to improve outcomes and narrow gaps

**ADVISORS**



**FACULTY**



## DEPLOY TARGETED INTERVENTIONS to permanently close gaps

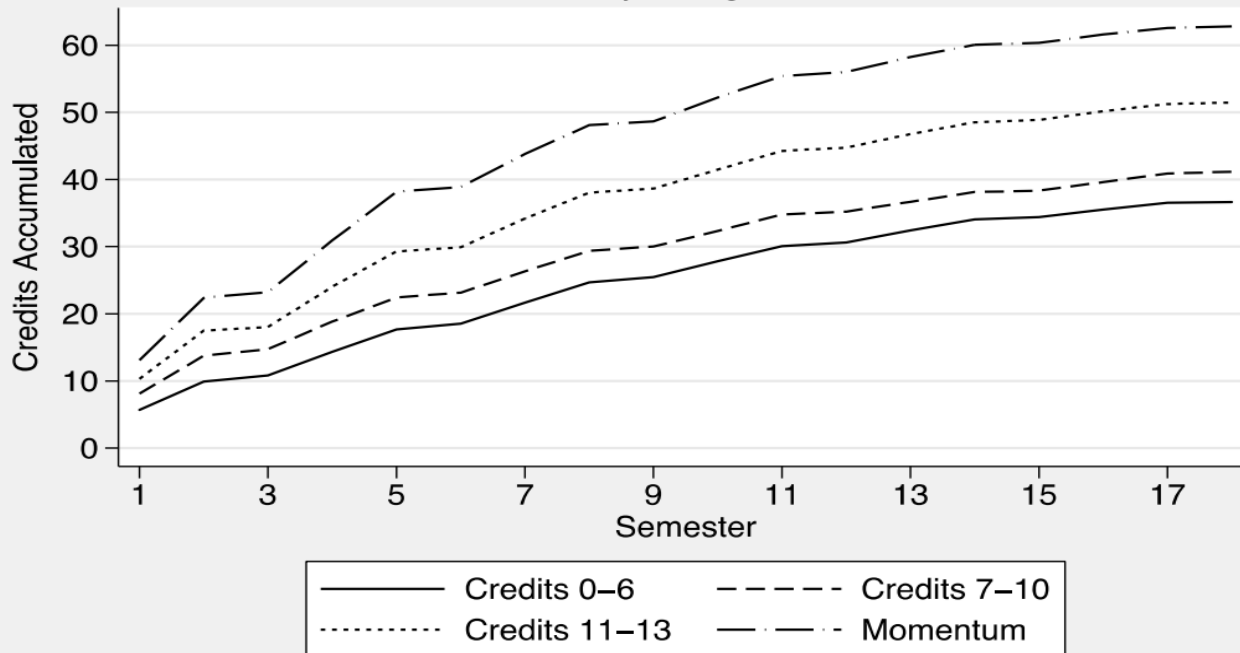
Monitor Impact of Game Changer  
Scaling to Drive Continuous Improvement

Scale A Better Deal

# 30 Credits Matters!

Community College Research Center: Students who complete 30 credits in the first year are significantly more likely to graduate

Figure 1. Credits Accumulated by Semester  
Community College Students

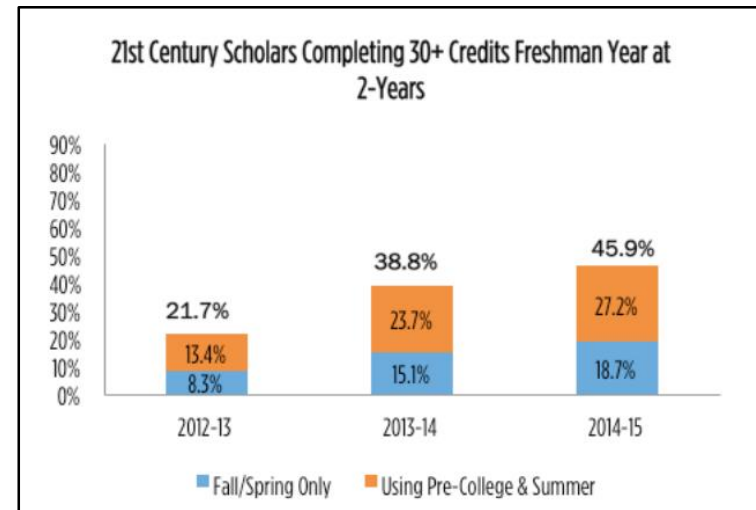
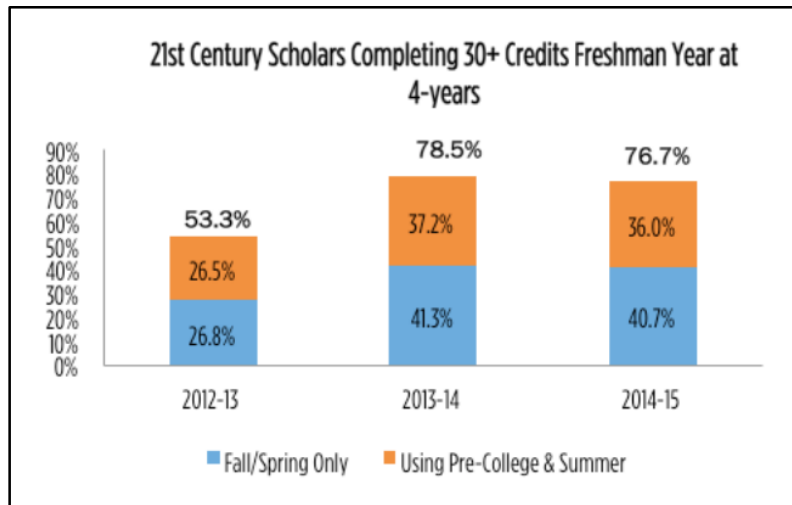


TBR data, fall 2008 cohort.

[http://ccrc.tc.colu  
mbia.edu/media/k  
2/attachments/m  
omentum-15-  
credit-course-  
load.pdf](http://ccrc.tc.colu<br/>mbia.edu/media/k<br/>2/attachments/m<br/>omentum-15-<br/>credit-course-<br/>load.pdf)

# 30 Credits Matters!

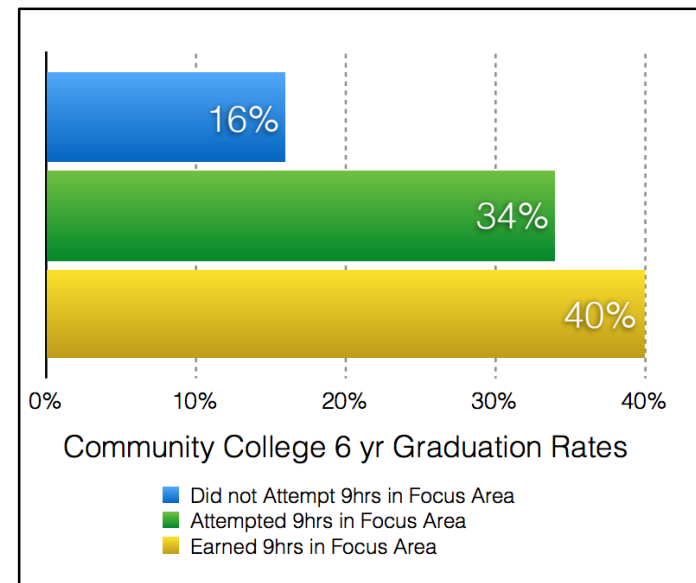
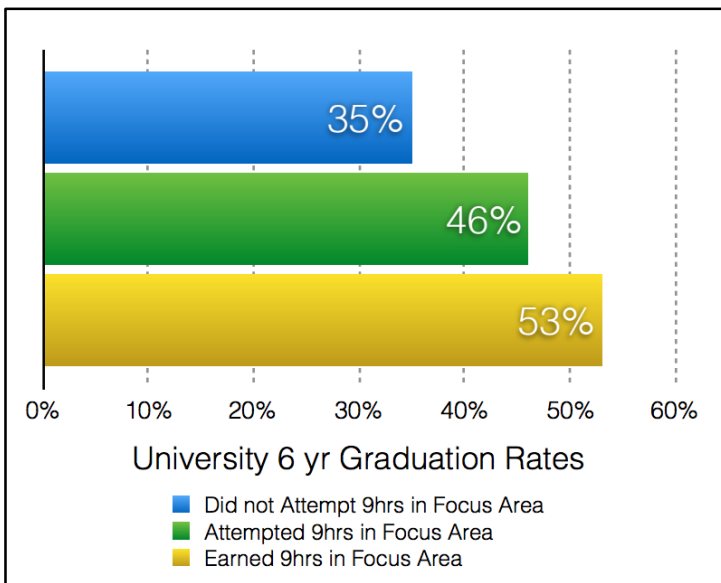
Indiana Commission for Higher Education: Significantly more students will complete 30 credits if they know they need to do so.





# 9 Program Credits Matters!

Tennessee Board of Regents: Students who take and complete 9 credits in their program during the first year are significantly more likely to graduate



# 9 Program Credits Matters!

Community College Research Center: Students who enter a program (by taking 9 or more credit hours) graduate or transfer at greater rates.

“The analysis shows not only that students must enter a program of study to earn a credential but also that it is critical that they do so as quickly as possible.”

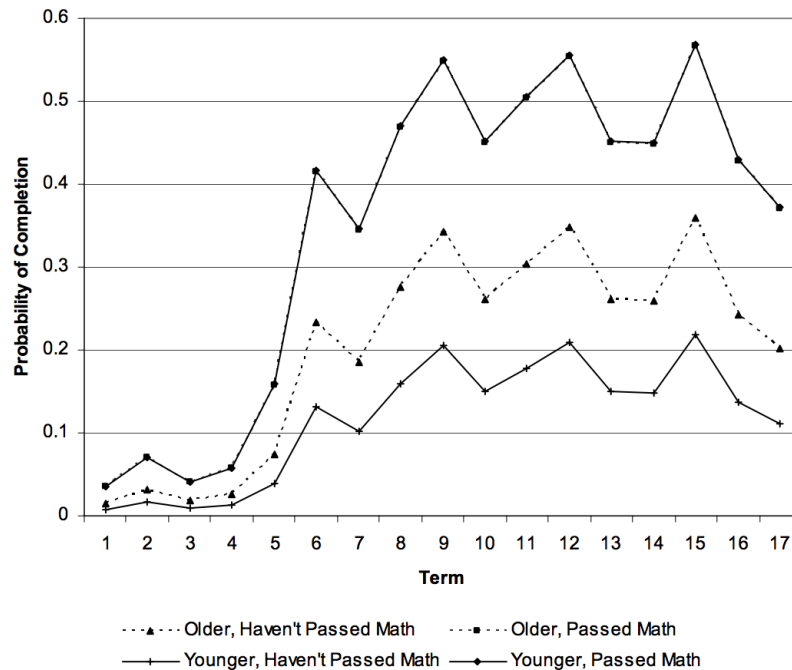
“Students who do not enter a program of study within a year of enrollment are far less likely to ever enter a program and therefore less likely to complete and earn a credential.”

<http://ccrc.tc.columbia.edu/publications/get-with-the-program.html>

# Gateway Courses Matter!

Community College Research Center: Completing gateway math and English in Year 1 doubles a student's chances of graduating.

Figure 2: Estimated Probability of Completion by Age and Passing First College-Level Math Class Subgroups



<https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-college-improvement.pdf>

# Gateway Courses Matter!

University of Nevada Reno: Graduation rates across all campuses are significantly higher for students completing gateway courses in Year 1.

Fall 2007 cohort	% Completed Gateway Math in first 2 years	150% Graduation Rate	% <u>not</u> Completed Gateway Math in first 2 years	150% Graduation Rate
UNLV	59.5%	48.8%	40.5%	22.6%
UNR	79.2%	52.0%	20.8%	12.7%
NSC	37.0%	25.0%	63.0%	3.9%
CSN	16.9%	23.2%	83.1%	3.9%
GBC	17.5%	26.8%	82.5%	1.8%
TMCC	18.8%	31.8%	81.2%	1.5%
WNC	35.1%	30.9%	64.9%	0.3%

Data Provided by the Nevada System of Higher Education

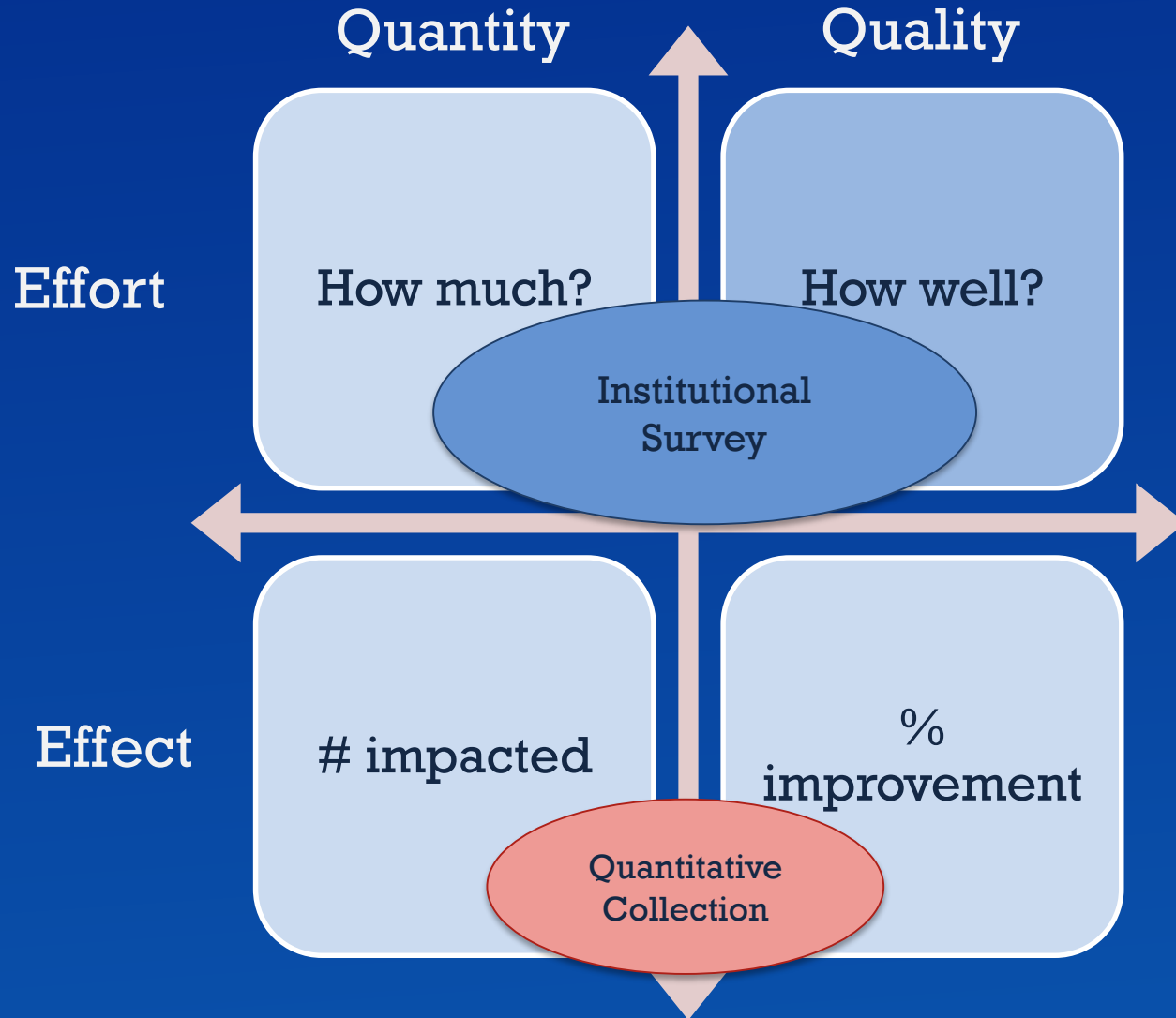
***MEASURING***

***MOMENTUM***

***on your campus***



# Performance Measures



# Momentum Year Measures

## Institutional Surveys

- Collecting data on what elements of the Momentum Year and GPS Direct strategies through institutional surveys allows us to understand the extent and quality of implementation.
- Surveys must capture information about the implementation of specific strategies to provide a full picture of an institution's work.
- These surveys include an understanding of how many students are being touched by each intervention.

# Momentum Year Measures #s

## For Each Meta Major Category & By Remedial Need:

- Number of students who enroll in gateway math & English in the first year/first two years
- Number of students who complete gateway math & English in the first year/first two years
- Number of students who start full time enroll in and complete 24 & 30 credits in their first year and number of students who start part-time who enroll in and complete 12 and 15 credits.
- Number of students who enroll in and complete 9 credits associated with the major category enrolled in
- Number of students retained over the first four terms
- Number of students who have declared a major within their major category after the first year

### Broken out by:

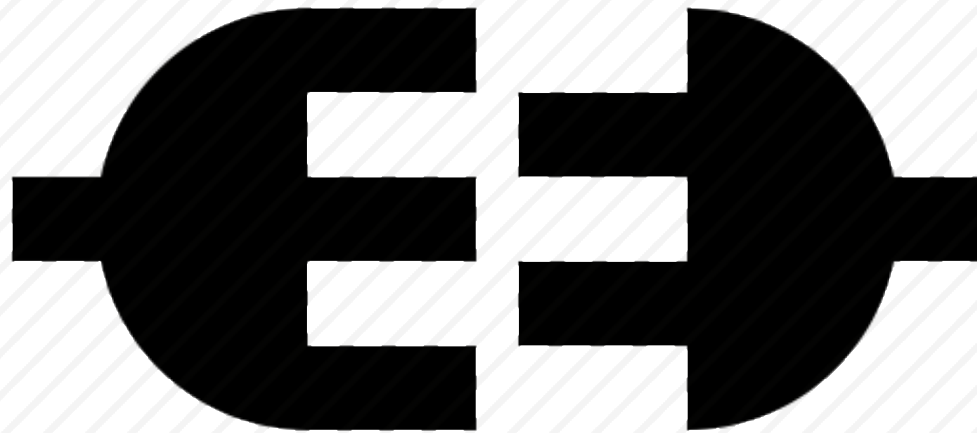
race/ethnicity, age, gender, Pell status, remedial status



# Momentum Year Measures Improvements

- Collecting these data for comparison groups allows us to measure the impact of our interventions. Comparison data is primarily collected by collecting an identical data set of data for a baseline year.
- CCA has been collecting much of this data (from the state) already, it provides an excellent foundation.
- Collecting demographic breakouts are essential to understanding whether an intervention is having an impact on all groups.
- IR offices are key to ensuring that these data collections are routinized and institutionalized. They also provide innovation.

# Pathways Must Connect

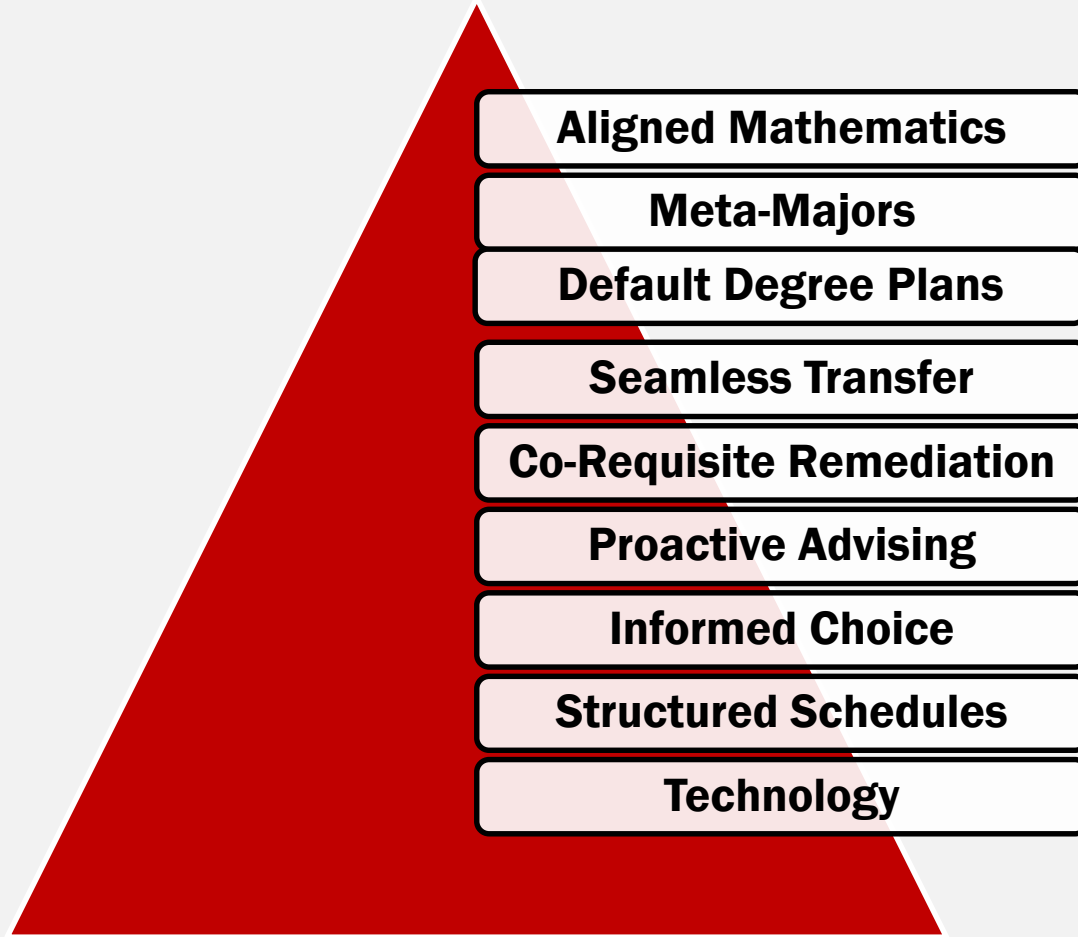


# HOUSTON | GPS



**COMPLETE COLLEGE** AMERICA

# Houston GPS Components



# Houston GPS Timeline: Developing an Evidence-Based Plan

- ✓ **Spring 2015**: review of persistence/graduation studies focused on the Houston area
- ✓ **June 2015**: meeting with institutional leaders to discuss progress and next steps
- ✓ **Summer 2015**: Campus Coordinators appointed, Institutional Teams and Task Force Groups formed
- ✓ **August 2015**: Houston GPS representatives attended CCA GPS Leader meeting
- ✓ **September 2015**: Houston GPS Fall Planning Academy
- ✓ **Fall 2015**: Monthly Institutional Team and Task Force Group meetings
- ✓ **January 2016**: Cross-institutional technology vendor demonstration meeting
- ✓ **February 2016**: Houston GPS Spring Academy
- ✓ **February 2016**: Task Force Plans completed
- ✓ **March 2016**: Institutional Plans completed



**GPS  
DIRECT**

**COMPLETE COLLEGE AMERICA**

**2016 SEAL OF APPROVAL AWARD**

# Technology Seal of Approval

## ■ **Year #1 – 2016**

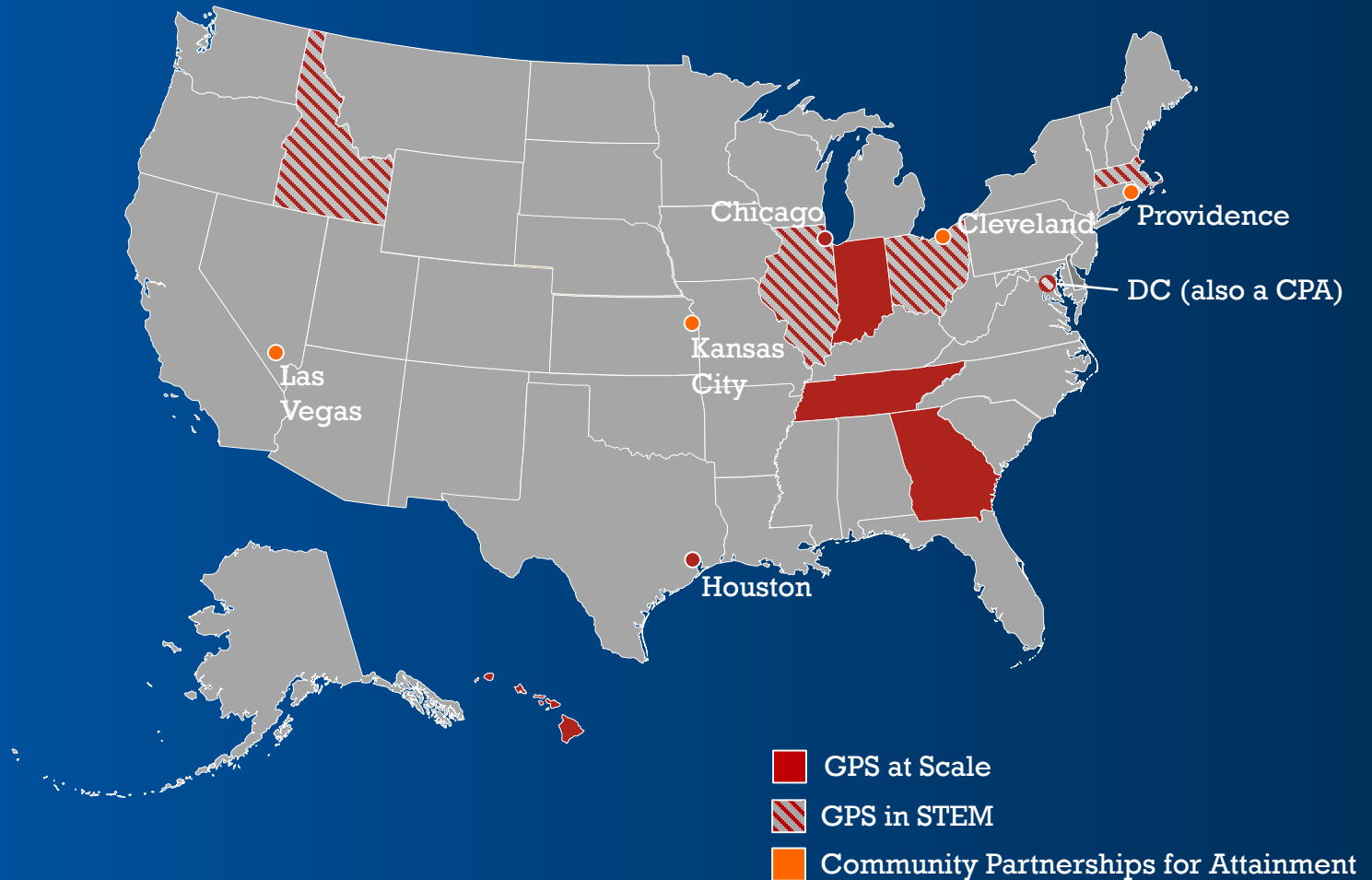
- Default students onto their chosen degree map
- Easy integration of the registration process and software
- Mechanisms for ongoing monitoring and reporting for when students get off track.

## ■ **Year #2 - 2017**

- Proactive Advising
- Informed Choice of Major



# Guided Pathways to Success





# GPS Direct at Scale

- **Standard Memoranda of Understanding** for institutions to sign to signal their commitment to clear outcomes
  - **Purpose First/Informed Major Choice:** Academic and career exploration during pre-enrollment
  - **Meta-Majors:** Structure for students to choose from 5-7 meta-majors (academic focus areas)
  - **Default Degree Maps:** Term-by-term degree map
    - **Momentum Year:** Degree maps include gateway math, gateway English and at least 9 hours of major/meta-major content in the first year.
  - **Proactive Advising:** Proactively track progress on degree maps and other early-warning triggers
  - **Transferability:** Ability to transfer coursework across institutions

# Selection Priority for Alliance Members

- **Commitment to CCA Scaling Standards**
- **Math Pathways**
  - Participating institutions will offer, at least, two math pathways to include one pathway that does not require college algebra or prerequisite readiness for college algebra.
- **Corequisite Support**
  - At least 70 percent of all students in need of additional academic support in math and English receive it as a corequisite to the college-level course.
- **Fifteen To Finish**
  - Students are exposed, upon enrollment or orientation, to messaging that clearly articulates how many credits they need to take to graduate on time.

# Working with CCA

- **Planning opportunities** with the CCA Team
- **Planning session** with CCA staff to lead the implementation and ensure fidelity to all Scaling Standards
- **Initial In-State Convening** agenda planning, written resources, and content experts
- **Agenda planning, templates, content experts, and facilitation**
- **Ongoing connection with national content experts** and on-demand support from CCA staff



# Projected Enrollment Revenue Opportunity

## Estimated Impact for Purdue University - Calumet

### Revenue Gains vs. Baseline

#### Model Inputs:

**Total**

**Enrollment: 8,639**

#### **Net Revenue**

**Per Student: \$10,565**

(net tuition and fees plus state appropriations)

#### **Retention Improvement**

0-29 credits	4.7% total over 1 year
30-59 credits	0% total over 1 year
60-89 credits	0% total over 1 year
90-119 credits	0% total over 1 year
120+ credits	0% total over 1 year

