

# *Secretaries' Innovation Group*

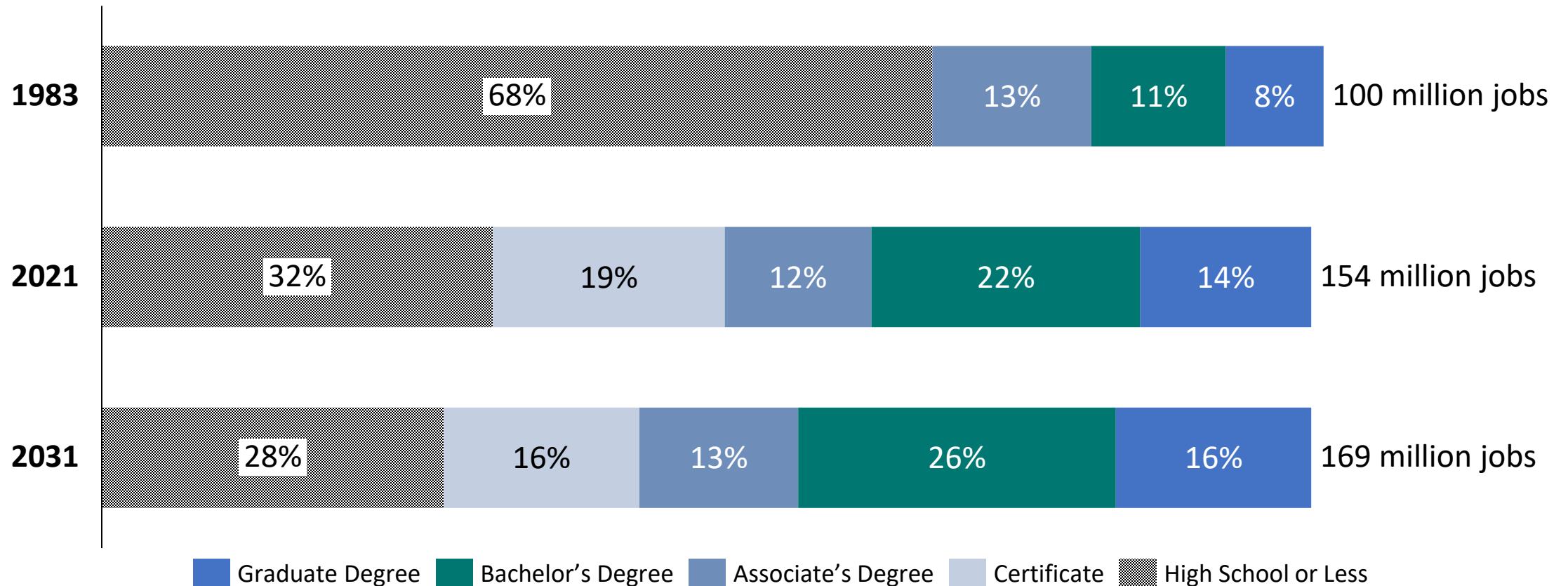
*Summer Meeting  
Yotel Washington, DC  
July 10, 2024*

**COMPLETE  
COLLEGE  
AMERICA**



# Despite incremental gains, the American higher education system has room for improvement

Where we need to be: 72 Percent Attainment by 2031

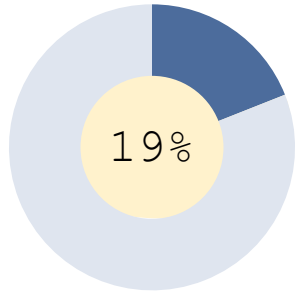


**Notes on the data:**

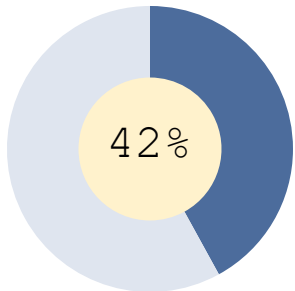
- CCA labeled CEW's "some college" as "certificate" under the assumption that colleges want to quantify their value impact and wrap in stackable certificates the sets of courses that represent market value.
- 13% in 1983 combines "some college" and "associate's attainment," due to limitations in 1983 data.

# College Completion: National Snapshot

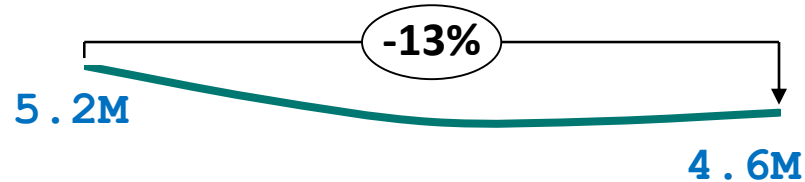
Percent of public two-year students graduating in two years



Percent of public four-year students graduating in four years



Enrollment trend, Fall 2019 – Fall 2023  
Public, two-year



Public, four-year

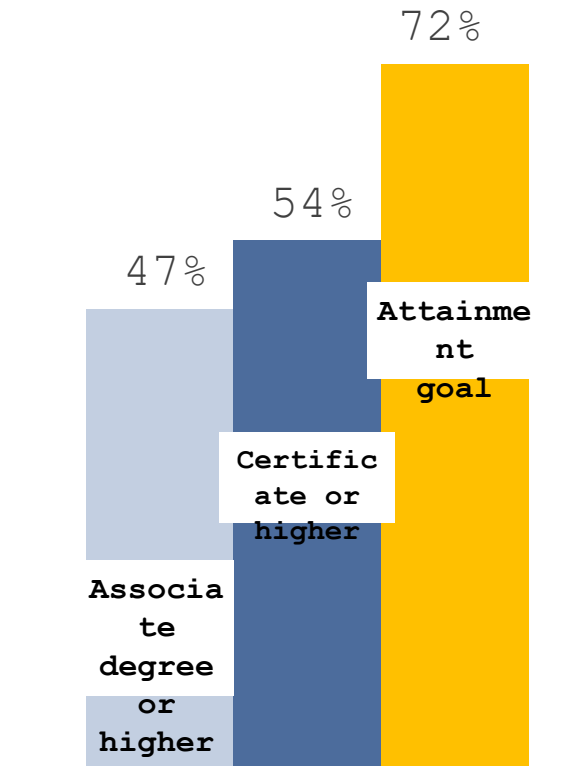


Some college but no degree

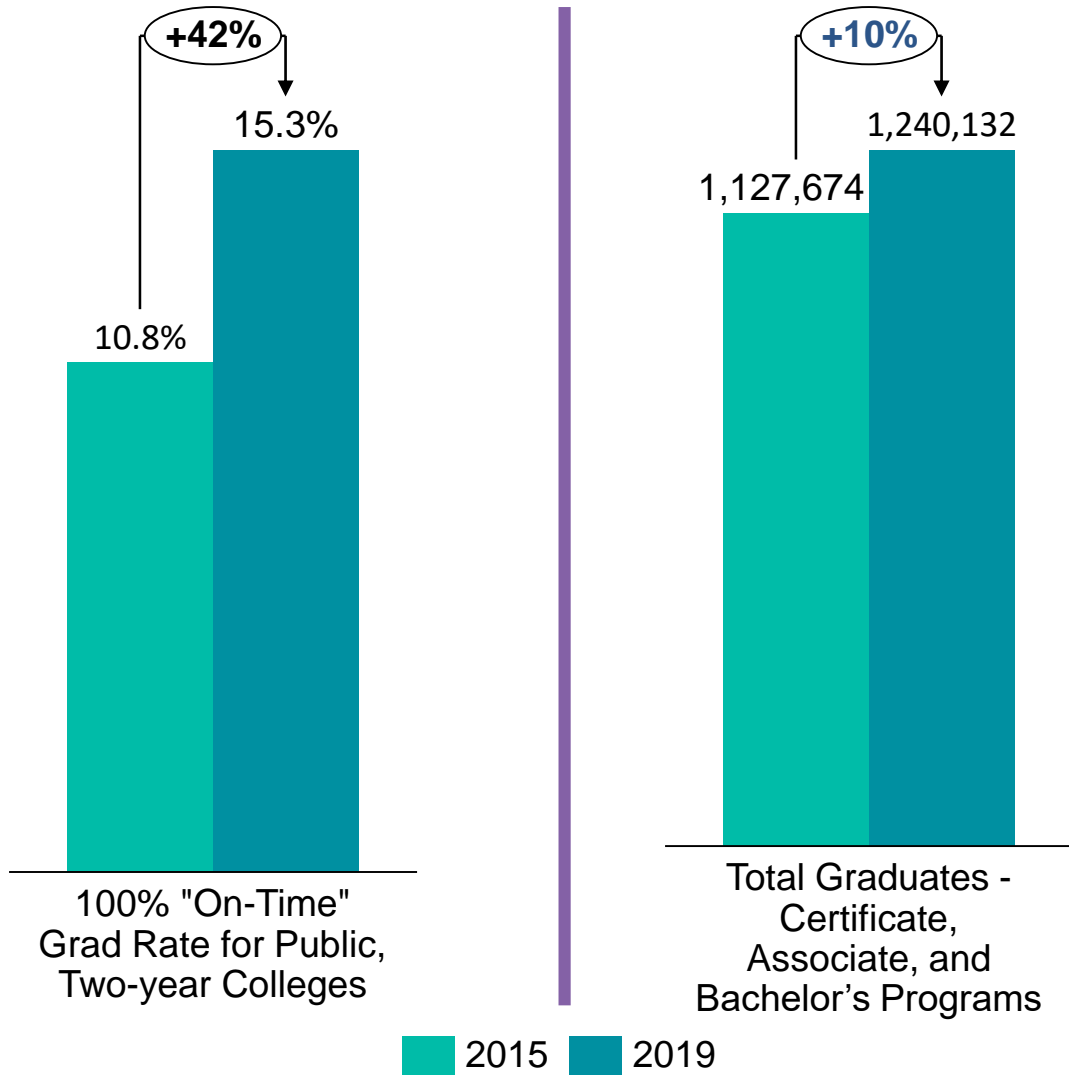
36,840,4


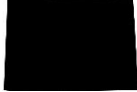





42

Postsecondary Attainment



# Working on graduation rate improvements



2015 -2019, Increases in On-Time Grad Rate for CC's: <b>Deep CCA Engagement</b>	
<b>City University of NY</b> 	<b>+70%</b>
<b>Colorado</b> 	<b>+103%</b>
<b>Georgia</b> 	<b>+65%</b>
<b>Indiana</b> 	<b>+270%</b>
<b>Ohio</b> 	<b>+77%</b>
<b>Tennessee</b> 	<b>+88%</b>
<b>Texas</b> 	<b>+83%</b>

# We must do three things: commit to the right practices and policies, advocate for funding them in alignment with stated attainment goals, and manage them well

## Implement the Pillars

PURPOSE	STRUCTURE	MOMENTUM	SUPPORT
Aligning the college experience to each student's goals for the future <ul style="list-style-type: none"> <li>• First-Year Experience</li> <li>• Career Exploration</li> <li>• Academic &amp; Career Alignment</li> <li>• Adult Learner Engagement</li> </ul>	Building course road maps that make the path to a degree or valued workplace credential clear <ul style="list-style-type: none"> <li>• Math Pathways</li> <li>• Meta Majors</li> <li>• Academic Maps &amp; Milestones</li> <li>• Smart Schedules</li> <li>• Stackable Certificates &amp; Credentials</li> </ul>	Designing multiple avenues for students to get started, earn credits faster, and stay on track to graduate <ul style="list-style-type: none"> <li>• Credit for Competency</li> <li>• Multiple Measures</li> <li>• Corequisite Support</li> <li>• Dual Enrollment</li> <li>• 15 to Finish/Stay on Track</li> </ul>	Addressing student needs and removing barriers to academic success <ul style="list-style-type: none"> <li>• Active Academic Support</li> <li>• Proactive Advising</li> <li>• 360° Coaching</li> <li>• Student Basic Needs Support</li> </ul>

*We know the reforms that work, that help combat the fact that time is the enemy of college completion. We must scale them – in policy, and in technology.*

## Fund Completion Goals



*Adequately funding higher education is nothing without accountability, and vice versa. Both the size of the budgetary pie and its slicing require evaluation.*

## Manage the metrics

*Progress on key metrics drive reform efforts. It is not enough to understand the nuances of student reality – you have to measure your own progress over time, relating the work to the KPI's.*

# CCA Pillars and Strategies

## PURPOSE

Aligning the college experience to each student's goals for the future

- First-Year Experience
- Career Exploration
- Academic & Career Alignment
- Adult Learner Engagement

## STRUCTURE

Building course road maps that make the path to a degree or valued workplace credential clear

- Math Pathways
- Meta Majors
- Academic Maps & Milestones
- Smart Schedules
- Stackable Certificates & Credentials

## MOMENTUM

Designing multiple avenues for students to get started, earn credits faster, and stay on track to graduate

- Credit for Competency
- Multiple Measures
- Corequisite Support
- Dual Enrollment
- 15 to Finish/Stay on Track

## SUPPORT

Addressing student needs and removing barriers to academic success

- Active Academic Support
- Proactive Advising
- 360° Coaching
- Student Basic Needs Support

# PURPOSE MATTERS

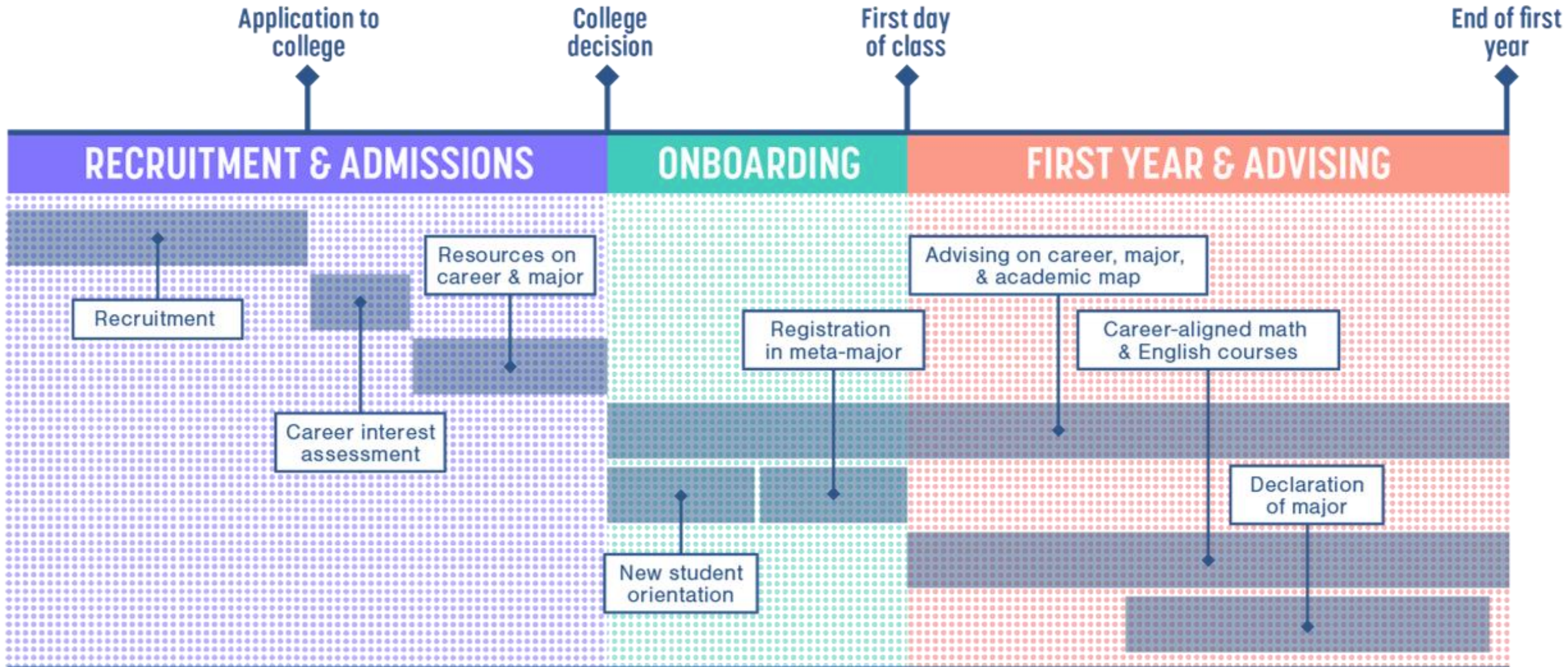
## Uninformed decisions about purpose...

- Too many major options
- Little alignment with interests and values
- Little understanding of career implications

## ...lead to significant negative impact on student outcomes

- Major-switching
- Excess credits
- Longer time-to-degree
- Extra costs
- “Some college, no degree”
- Unsuccessful career launch
- Persistent opportunity gaps

# First-Year Experience





# Career Exploration

- ✓ Better understanding of career connection to major
- ✓ Earlier enrollment in program of study
- ✓ Greater credit completion in program of study
- ✓ Increased major stability
- ✓ Reduced opportunity gaps



*542% increase in number of career coach assessment and a resulting 82.8% decreased in undeclared majors.*  
(Spring 2018 to spring 2019)

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*25% incoming first-year students changed majors prior to registration after engaging with career assessment tools.*

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*18% increase in enrollment by providing career assessment to prospective students.*

# Academic & Career Alignment

## COLLEGE to CAREER Skill Builder

### INFORMATION

Course/Program

Assignment/Activity

Author

Additional Text

### COMPETENCIES

 Critical Thinking/Problem Solving

 Oral/Written Communication

 Teamwork/Collaboration

 Digital Technology

 Leadership

 Professionalism/Work Ethic

 Career Management

 Global/Intercultural Fluency

### SKILLS

recognize, build, and appraise arguments

create and implement action plans

analyze visual data

conduct academic and archival research

mine and analyze data

create and implement solutions to crises/problems

identify errors in reasoning

provide useful summaries/precis

### APPLIED

# Adult Learners Engagement

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*Highlight  
value of  
higher  
education*



**Redefine value of  
college degree and  
opportunities**

*Showcase  
flexibility  
and  
possibility*



**Demonstrate how  
institution will work with  
them to progress and  
complete**

*Employer  
Partnershi  
ps*



**Build relationships with  
local/regional employers**

# STRUCTURE

Building course road maps that  
make the path to a degree or  
valuable workplace credential clear

The image shows a close-up of a student transcript. It is divided into two main sections: 'Fall' and 'Spring', separated by dashed lines. The 'Fall' section lists courses such as 'ANAL GEOM-CALC II', 'INTRO PHYSICS II', and 'AMER NATL GOVERN', with a 'term gpa: 3.33' and 'Status: Dean's List'. The 'Spring' section lists courses like 'MODERN PHYSICS', 'SOPHOMORE LAB', 'ANAL GEOM-CALC III', and 'INTRO TO COMPUTING', with a 'term gpa: 3.50' and 'Status: Dean's List'. The transcript also shows cumulative GPAs and 'accum hours' for each semester.

Semester	Course	Term GPA	Status	Accum Hours
Fall	ANAL GEOM-CALC II	3.33	Dean's List	33.0
Fall	INTRO PHYSICS II			
Fall	AMER NATL GOVERN			
Fall	ETHICS&POLIT&RHET			
Spring	MODERN PHYSICS	3.50	Dean's List	
Spring	SOPHOMORE LAB			
Spring	ANAL GEOM-CALC III			
Spring	INTRO TO COMPUTING			
Spring	UNIV/COMM CHORUS			

**Meta-Major**

Humanities  
Arts

Social Sciences  
Health Sciences  
Business

Technical  
Certificate  
Programs

Engineering  
Hard Sciences

**Gateway  
Math**

Quantitative Reasoning

Statistics/Modeling

Technical Math

College Algebra/Pre-  
Calculus/ Calculus

**Program**

Classics  
Performing Arts  
Cultural Studies

Psychology  
Political Science  
Communications

Welding  
Carpentry

Civil Engineering  
Chemical Engineering  
Chemistry

# META-MAJORS/FOCUS AREAS



Eliminate dilemma of choice during onboarding



Shape students' first-year degree map and curriculum—momentum year





Provide opportunities for interventions to explore and choose major

- o Allow for more informed, deliberate decisions
- o Help reduce major changes after first year



# Academic Maps & Milestones

--- Semester 1

COURSE	CREDIT HOURS	SIGNIFICANCE
COLL 101 — ORIENTATION TO COLLEGE	1	
MATH 120 — QUANTITATIVE LITERACY (OR HIGHER)	3	
ENGL 107 — TECHNICAL WRITING	3	
ATPT 130 — INTRO TO PROCESS TECHNOLOGY	2	CAPT* COURSE 
ATPT 131 — PROCESS SAFETY, HEALTH AND ENVIRONMENTAL	3	OSHA CERTIFICATE 
ATPT 244 — PROCESS TECHNOLOGY 3 (OPERATIONS)	3	
<b>TOTAL</b>	<b>15</b>	

--- Semester 2 ---

Recruitment strategies and connection to student aspirations

Provide a holistic picture of the student experience (academic and cocurricular)

Better tracking of student progress to degree

- Data & Reporting
- Early Alert & Proactive Advising

Allow for scheduling forecasting

- Teaching schedule
- Enough seats in courses

# Smart Schedules



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Creating flexible schedules that accommodate students

- For duration of program
- Consistent scheduling
- Yearly schedule

Different modalities

- Online
- Hybrid

Shorter/condensed terms

Block scheduling

Business		
Course	Title	CH
GSU 1010	New Student Orientation	1
Engl 1101	English Composition I	3
Math 1070	Elementary Statistics	3
Econ 2106	Principles of Microeconomics	3
Pers 2001	Global Hospitality and Tourism	2
Hist 2110	Survey of U.S. History	3



# Stackable Credentials & Certificates

## ATLANTA TECHNICAL COLLEGE



### Computer Programming Pathways

The Computer Programming program consists of courses designed to provide students with an understanding of the concepts, principles, and techniques required in writing computer software. Those interested in a computer programming should be highly motivated individuals who are interested in becoming an Information Technology professional. Program graduates will be competent in the technical areas of SQL, XHTML, systems analysis and design, database management, networking concepts, and the programming languages PHP, Visual BASIC, Java, C++, and JavaScript. The number of jobs in this field is projected to grow by 1% nationally and 2% in the State of Georgia over the next 10 years.

#### Foundations of Computer Programming Certificate

1 Semester  
4 Classes

Receive CompTia Network + Industry Certification

Careers: IT Support Specialist, Desktop Support Specialist, IT Technician, Field Service Technician

Estimated Starting Salaries at \$35,000/year



#### Java Programmer Certificate

1 Additional Semester, 4 Additional Classes  
(3 to complete Certificate, 1 Towards Overall Program)

Receive Java SE 11 Industry Certification

Careers: Junior Programmer, Big Data Development, Android Development

Estimated Starting Salaries at \$42,000/year



#### C++ Programmer Certificate

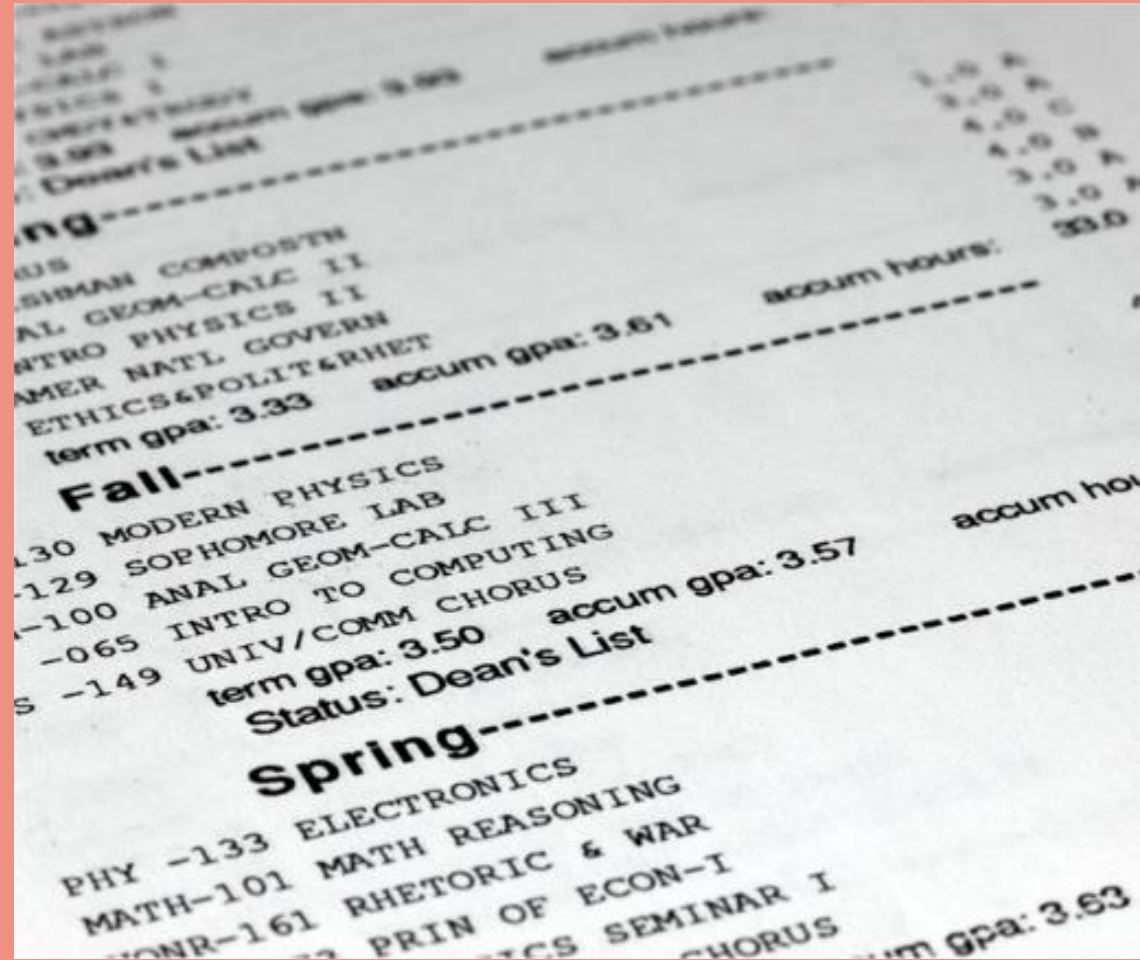
1 Additional Semester 4 Classes

For more information contact:  
Dr. Peter Ejindu, Ph.D.  
Program Coordinator

- Clearly articulated
- Time to certificate(s)
- Jobs/Careers
- Salary implication
- Skills/Competencies learned
- Scaffolding to credential

# MOMENTUM

Designing multiple avenues for students to get started, earn credits faster, and stay on track to graduate



# Credit for Competency

## Community College *of* Philadelphia

### Credit for What you Know

Earn credits for your life experiences, skills or knowledge.



- Employment experience
- Workplace training
- Military training and service
- Independent study
- Professional certifications
- Volunteer services

- Examinations (national exams such as AP, IB, CLEP, DSST)
- Departmental challenge examinations
- High school career and technical education programs
- Noncredit programs completed at community college

# Credit for Competency

Adult students credential completion rates:

**49%**

With PLA

**27%**

Without PLA

The PLA boost for adult student completion when controlling for other factors (PSM effect size):

**17%**

All PLA methods

**30%**

Methods that were not ACE credit recommendations for military

## COMPLETION RATES

**85% Higher**

*Completion rates for associate seeking adults were 85% higher with PLA than without.*

**49% Higher**

*Completion rates for bachelor's seeking adults were 49% higher with PLA than without.*

## PLA SAVES MONEY

**\$1,500 to \$10,200**

*Estimated adult student savings through PLA, depending on sector*

## PLA SAVES TIME

**9 to 14 Months**

*Estimated adult student time savings in earning degrees, with 12 or more PLA credits*

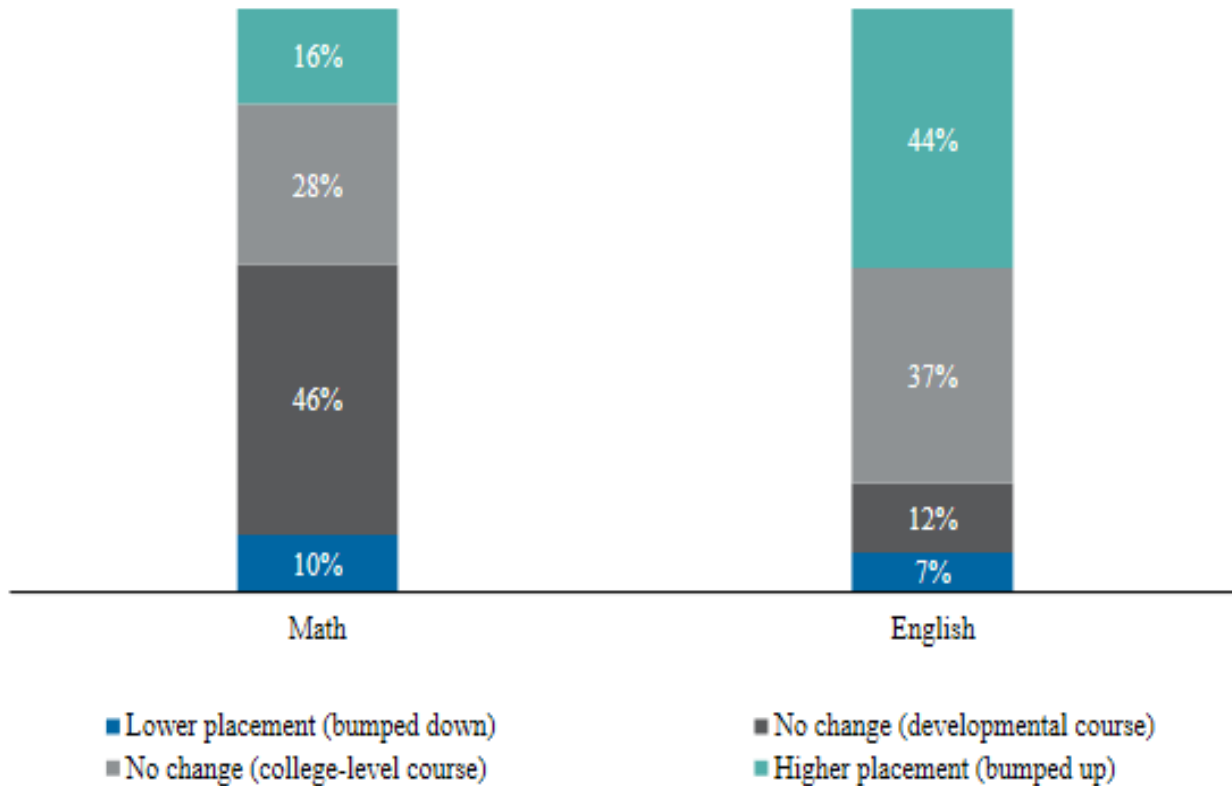
## INSTITUTIONAL BENEFITS

**17.6  
More Credits**

*Institutions also benefitted from PLA—on average, PLA students took 17.6 more course credits than non-PLA students.*

# Multiple Measures

Change in Placement Among Program Group Students

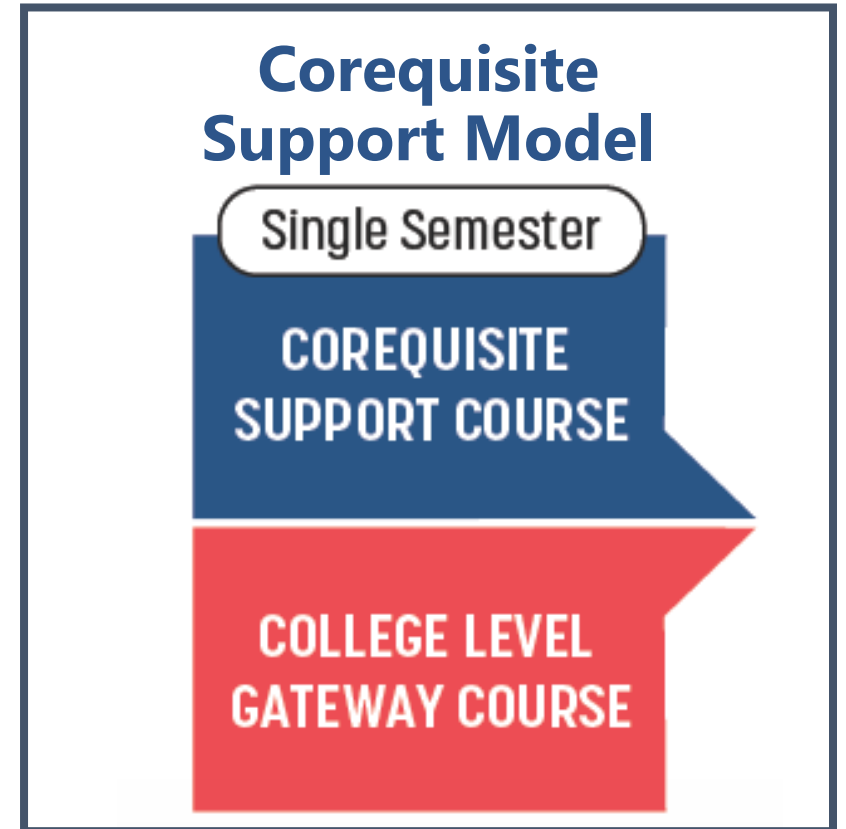
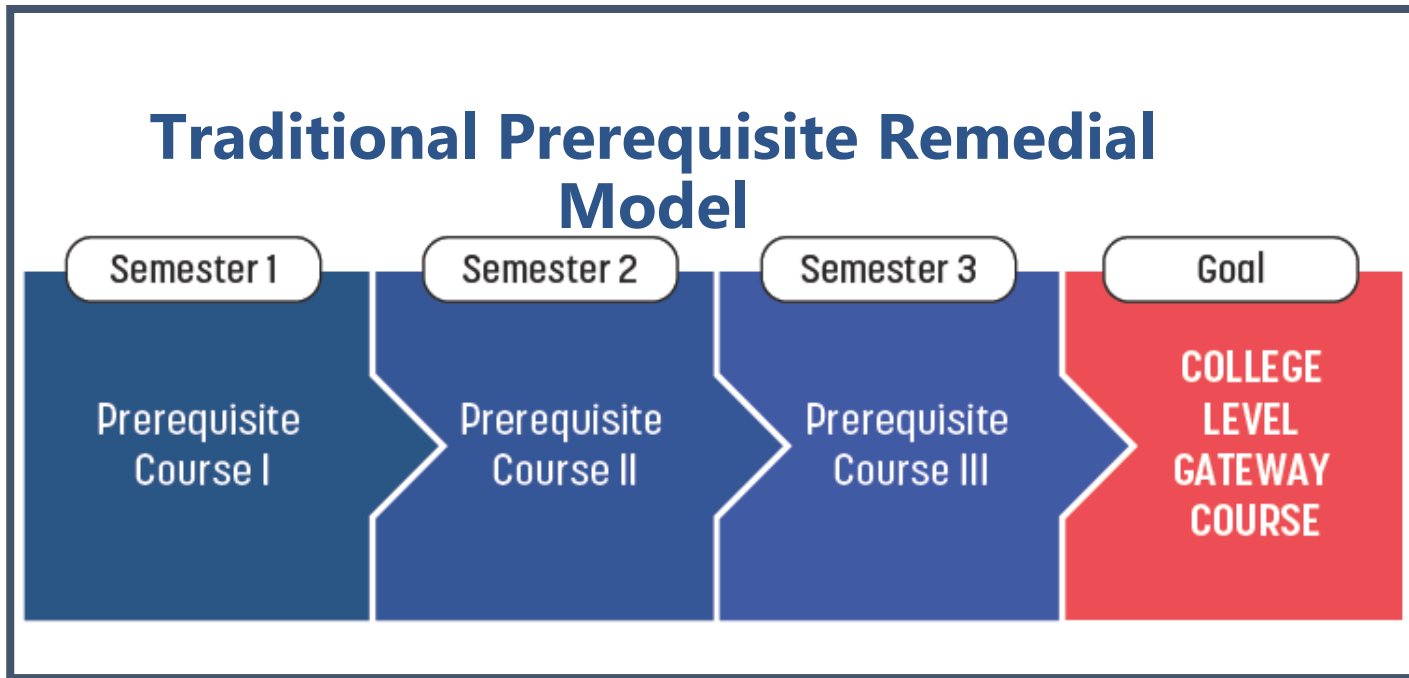


- Students can demonstrate proficiency in a variety of ways resulting in a more accurate placement
- High school GPA is better predictor of college student success than standardized tests
- Asset-based approach to students' potential rather than perpetuate inequities

Who Should Take College-Level Courses? Impact Findings From an Evaluation of a Multiple Measures Assessment Strategy

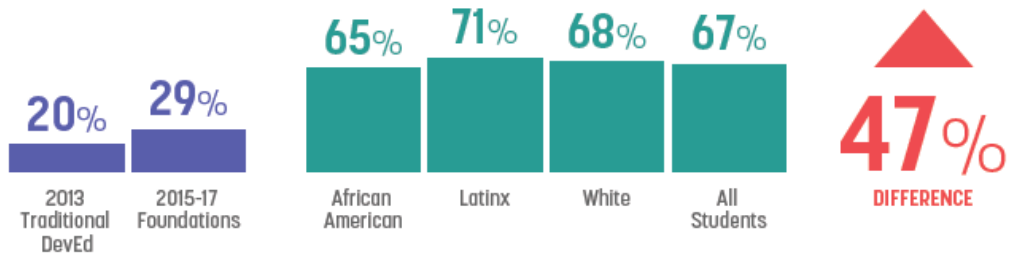
By Elisabeth A. Barnett, Elizabeth M. Kopko, Dan Cullinan & Clive Belfield (2020)

# Corequisite Support

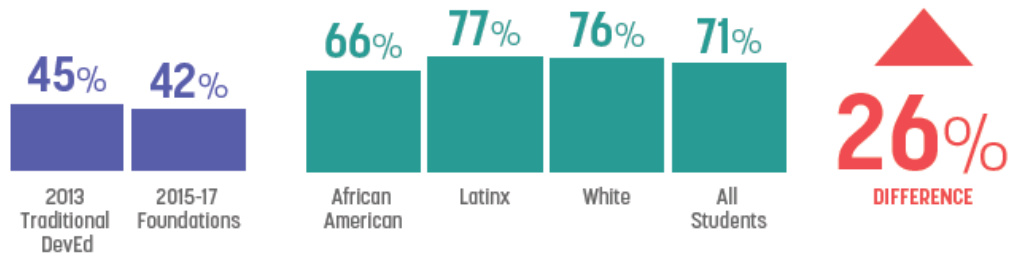


# Corequisite Support

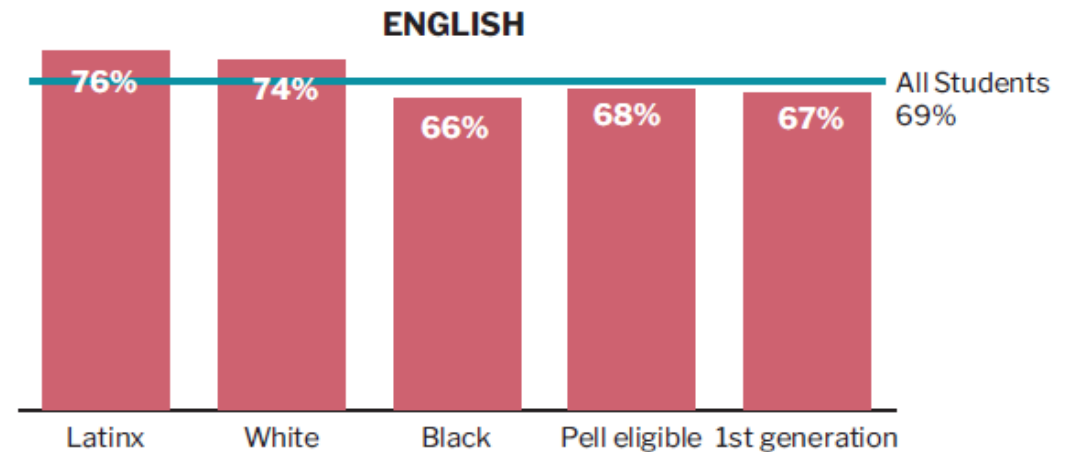
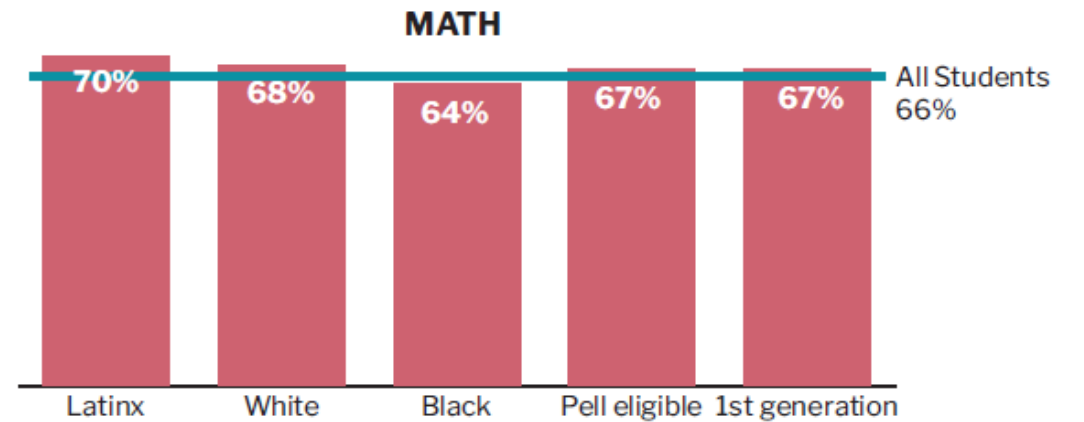
## University System of Georgia Comparison of Gateway Math Course Completion



## University System of Georgia Comparison of Gateway English Course Completion



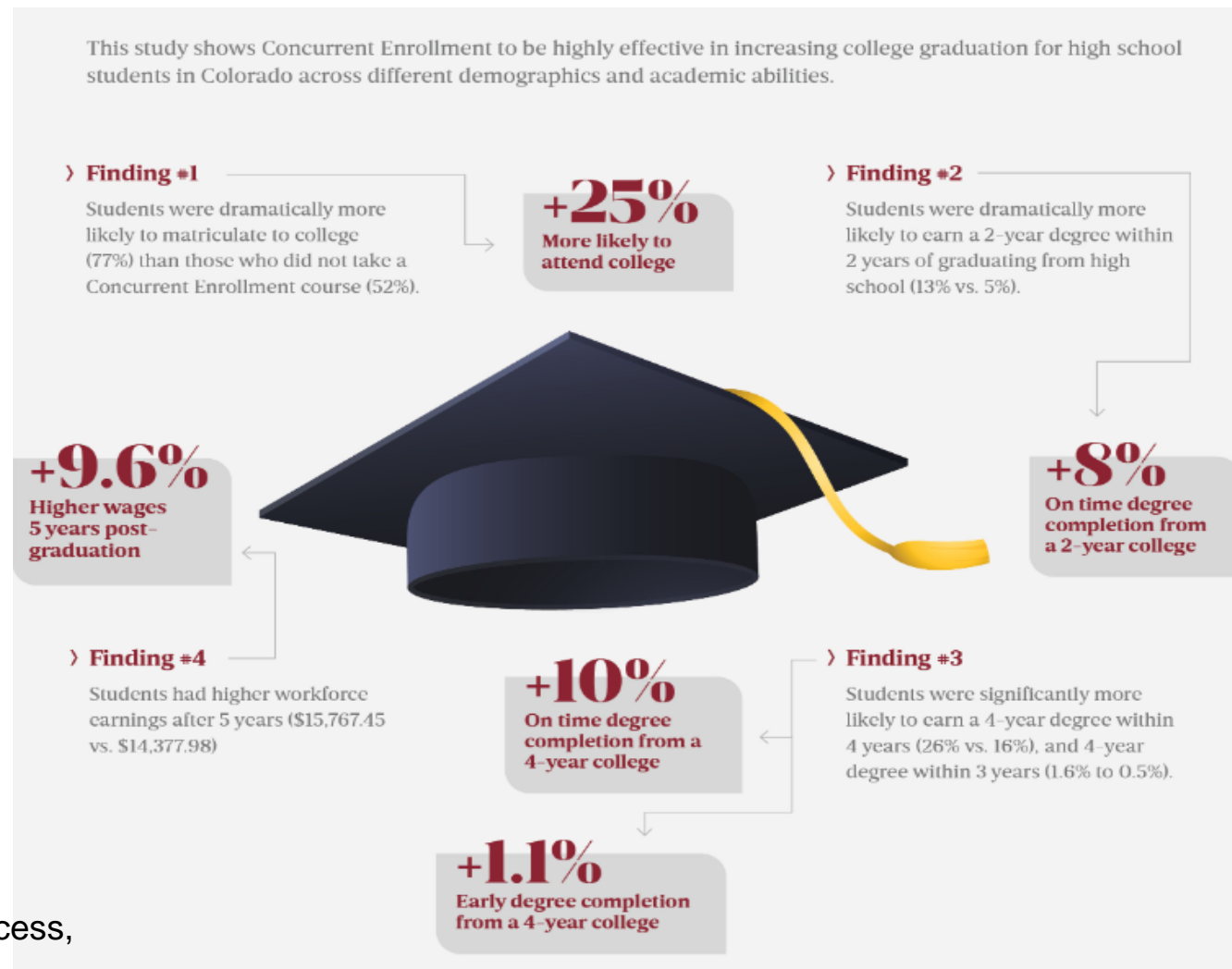
Percentage of students successfully completing gateway courses



# Dual Enrollment

- Great entry point for racially minoritized and first-gen students to experience initial college success to propel them forward
- Coursework paired with academic advising and teaching of college navigational skills
- Bring college to students, rather than waiting for students to elect to go to college

Does Concurrent Enrollment Improve College Access, Success, Time-To-Degree and Earnings? Buckley, et al. (2020)





15<sup>to</sup>   
FINISH

*fill up on*



THINK  
30

2+2

 **THINK  
30**  
to  
FINISH in 4

[www.washburn.edu/think30](http://www.washburn.edu/think30)

RACK  
UP



15  
CREDIT A BACHELOR  
DEGREE IN 15  
SEMESTERS  
#15TOFINISH

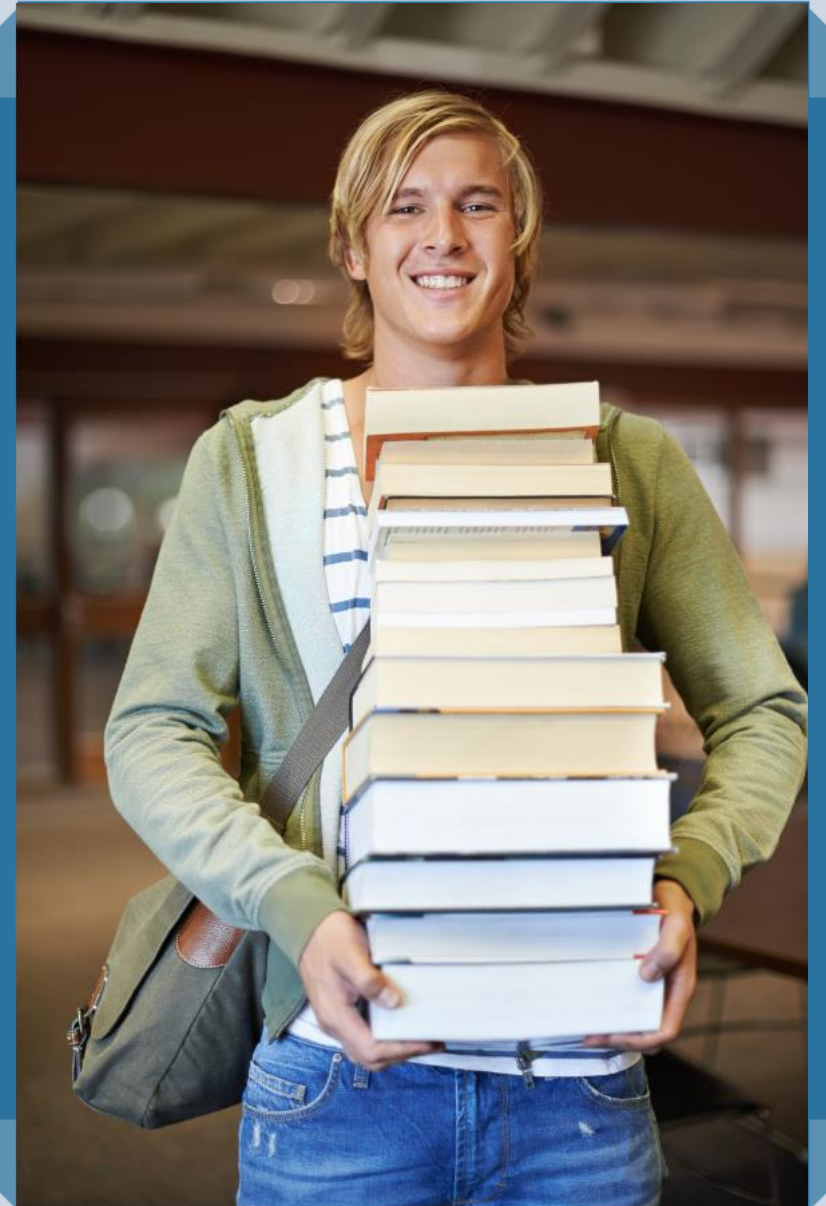
Finish  
in 4



THINK

# SUPPORT

Addressing student needs and  
removing barriers to academic  
success



# Active Academic Support

Faculty Office  
Hours

First-Generation  
Success Center

Math Help  
Center

Office  
of Accessibility

Peer Academic  
Coach

Supplemental  
Instruction

TRiO

Tutoring

University  
Libraries

University  
Speaking Center

University  
Writing Center

# Proactive Advising

- Implicit & unconscious bias training
  - Advisor Satisfaction Reports
  - Cohort-based advising structure
- Accessibility & Availability
- Adjusting hours of operation
- Address advisor burnout & high turnover
- Diversity of your staff
- Awareness of campus & community resources
- Preparing faculty to be advisors



## 1 PRIORITIZATION

Advisor proactively identifies key factors that may indicate a need for extra support, such as:

- Low high school or cumulative GPA
- First-generation
- Financial risk
- Low midterm grades in key courses



## 2 PLANNING

Identifies critical times for outreach (e.g., registration, midterms, drop/add)



## 3 OUTREACH & FOLLOW-UP

Executes outreach, tracks responses, and follows up as needed



## 5 MONITORING & DOCUMENTATION

Closes the loop and monitors whether students improve



## 4 IN-PERSON SUPPORT

Advises students in person and refers to other offices as needed

# Basic Needs Supports



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Student basic needs support is a social justice support strategy that ensures that students can access the necessities of life critical to their wellbeing and academic success, which include access to nutritious food and stable and safe housing.

Financial aid is often not enough to cover the real cost of attending college.

- Support unique populations
- Use data to understand student population
- Raise awareness of resources
- Eliminate stigma of accessing resources
- Partner with community services

# More is changing in higher education in the last two years than in prior decades, and it is important to own and define the practice and policy implications

## Increasing Completion Rates of the new FAFSA

- Implementation of creative outreach tactics
- Leveraging data to drive progress
- Developing strategic partnerships



## Staying ahead of generational change in the AI space



# Translating data to action – at all levels

<b>FREQUENCY OF CHANGE</b> 	LOW	<b>Common measures</b>	<b>Common reporting tools / sources</b>			
	<b>Post-completion and social mobility</b>	<ul style="list-style-type: none"> <li>• Median wage</li> <li>• % employed in area of study</li> <li>• Transfer to 4-year   beyond</li> </ul>				
	<b>Graduation – counts and rates</b>	<ul style="list-style-type: none"> <li>• Awards</li> <li>• Graduates</li> <li>• Credits to degree</li> <li>• Time to degree</li> </ul>	<ul style="list-style-type: none"> <li>• % of exp. time</li> <li>• Multi-year rate</li> </ul>			
	<b>Student success measures that lead to graduation</b>	<ul style="list-style-type: none"> <li>• Enrollment</li> <li>• Credit accumulation</li> <li>• Gateway course completion</li> </ul>	<ul style="list-style-type: none"> <li>• Credit completion ratio</li> <li>• Transfer activity</li> <li>• Retention</li> </ul>			
HIGH	<b>Day-to-day indicators and interventions tracking</b>	<ul style="list-style-type: none"> <li>• Enrollment   Credits activity, by key courses and sections</li> <li>• % at-risk - DFW</li> <li>• % w/ academic plans</li> </ul> <p><i>Much more</i></p>	<b>SIS</b>	<b>LMS</b>	<b>Advising</b>	

**SLICE ALL THE ABOVE BY DEMOGRAPHIC AND ENROLLMENT**