COMPLETE COLLEGE AMERICA

GAME CHANGERS

Secretary's Innovation Group
August 3, 2013
Milwaukee, Wisconsin

COMPLETE COLLEGE AMERICA

Founded in 2009 with a single mission to work with states to:

- Significantly increase the number of students successfully earning degrees and credentials of value in the labor market, and

- Close attainment gaps for traditionally underrepresented populations, including minority and low-income young adults.

COMPLETE COLLEGE AMERICA
Alliance OF *States*
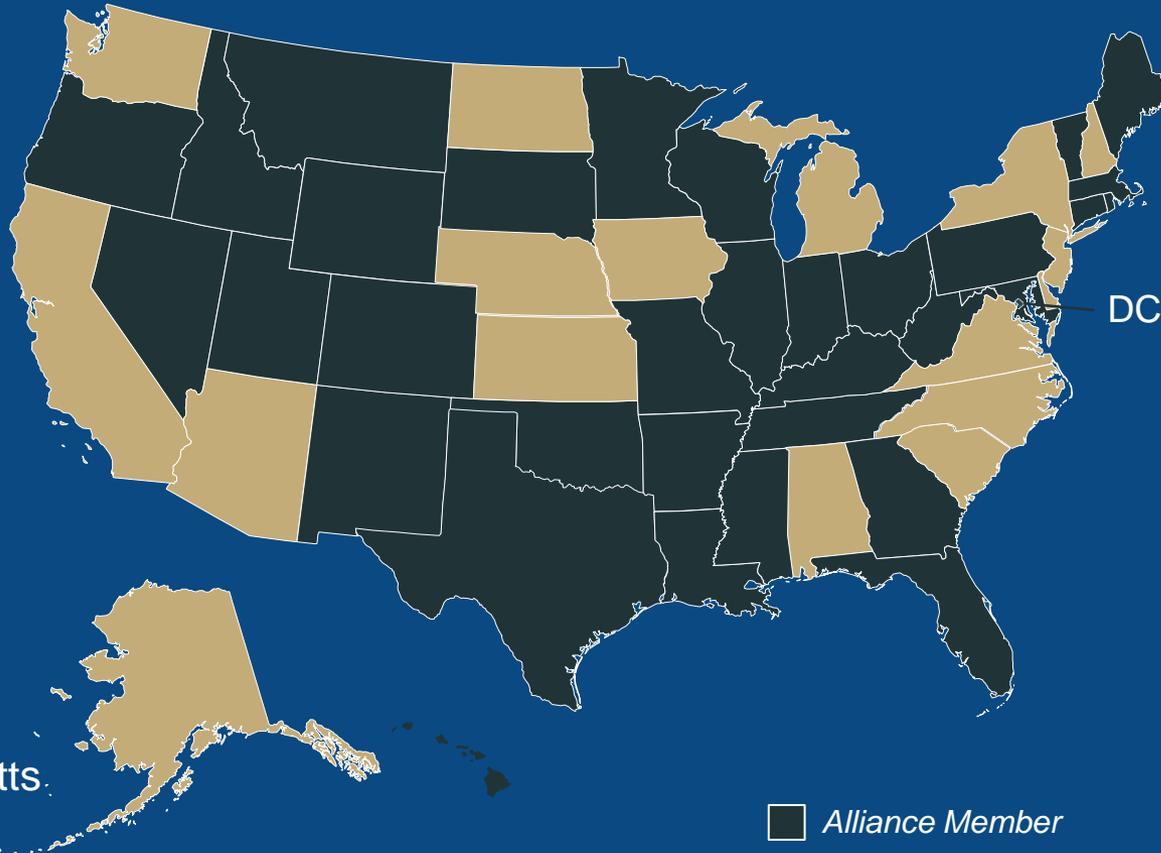
34 Members

- Arkansas
- Colorado
- Connecticut
- District of Columbia
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Montana
- Minnesota
- Mississippi

- Missouri
- Nevada
- New Mexico
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- West Virginia
- Wisconsin
- Wyoming

DC

□ *Alliance Member*

State Commitments

☑ **Establish State and Campus Completion Goals**

☑ **Measure and Annually Report Student Progress and Success**

☑ **Implement at Scale Completion "Game Changer" Strategies**

Remedial students rarely graduate.

Students are taking too much time...

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**
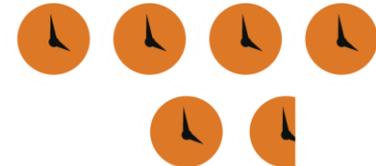
and too many credits.

Certificate
Should take **30** credits
Students take **63.5** credits

EXCESS

NEEDED
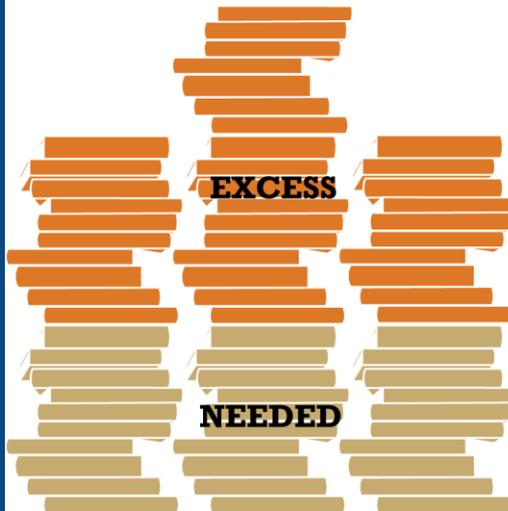
Associate
Should take **60** credits
Students take **79.0** credits

Bachelor's
Should take **120** credits
Students take **136.5** credits
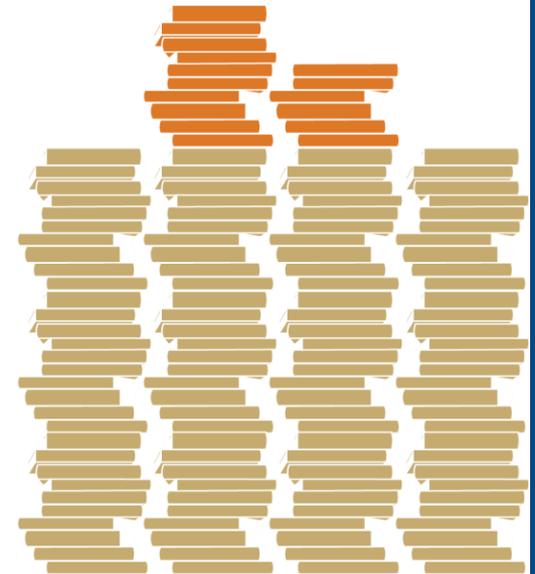
GAME CHANGERS

- ☑ Metrics & Funding
- ☑ Corequisite Remediation
- ☑ Time and Intensity
- ☑ Guided Pathways to Success (GPS)
- ☑ Block Scheduling

☑ Corequisite Remediation

Remediation: The effect of attrition.
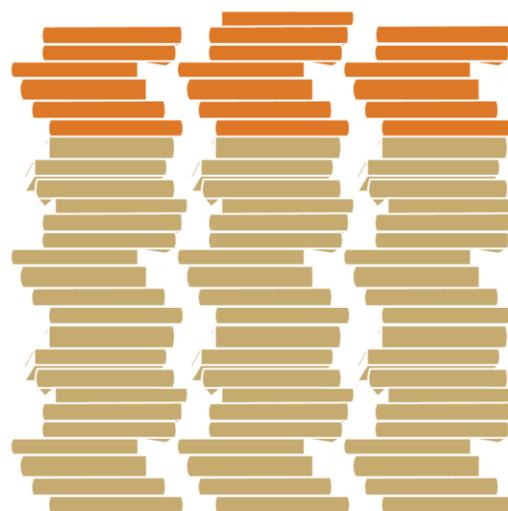
Students assigned 3 or more semesters of **English** remediation.

Completed 1st semester of remediation. — LOST

Completed 2nd semester of remediation. — LOST

Completed 3rd semester of remediation. — LOST

Passed gateway course. — LOST

■ **Enrolled and completed**   ■ **Did not complete**   □ **Did not enroll or stopped enrolling**
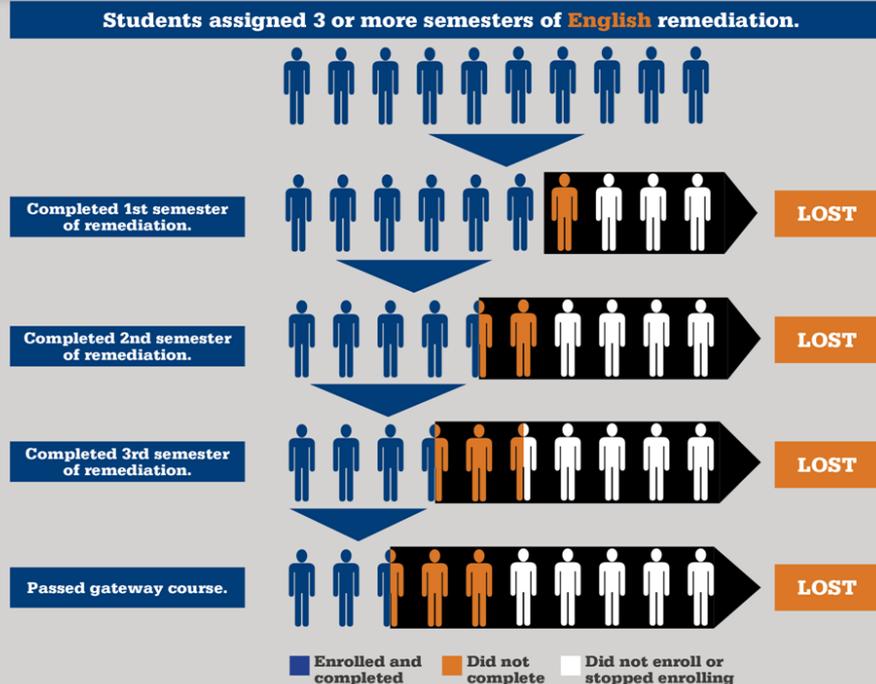
KNOW THIS The remediation system is broken. More students quit than fail.

Source: Edgecombe, N. (2011). "Accelerating the Academic Achievement of Students Referred to Developmental Education" (CCRC Working Paper No. 30). New York: Columbia University, Teachers College, Community College Research Center.

☑ Corequisite Remediation

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

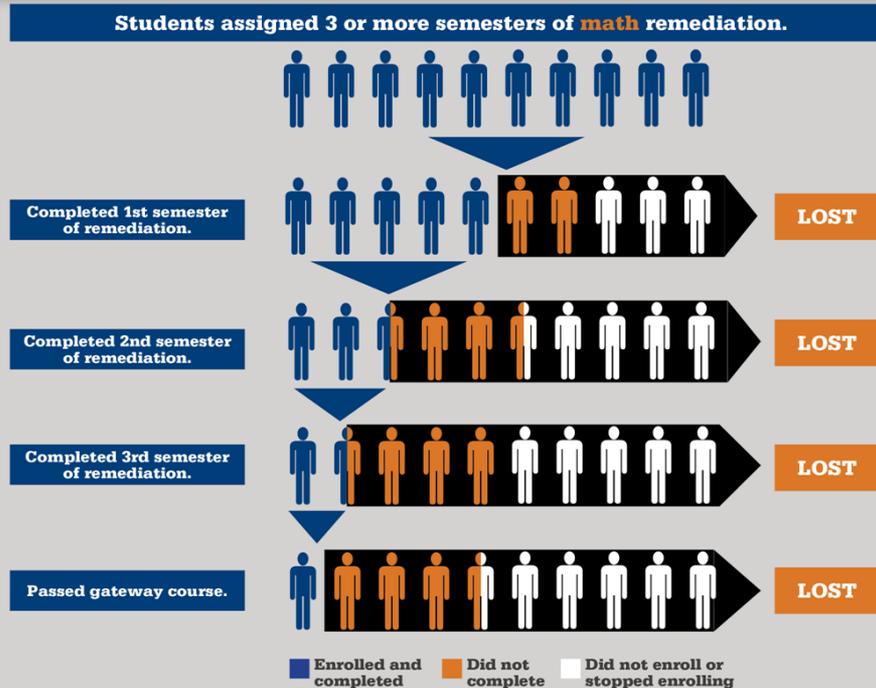■ Enrolled and completed   ■ Did not complete   □ Did not enroll or stopped enrolling

KNOW THIS The remediation system is broken. More students quit than fail.

Source: Hughes, K., Edgecombe, N., & Snell, M. (2011). "Developmental Education: Why and How We Must Reform It." New York: Columbia University, Teachers College, Community College Research Center. Presentation given at the 2011 League for Innovation in the Community College Annual Conference.

Core Principles for Transforming Remedial Education

☑ Corequisite Remediation

PRINCIPLE 4

- Additional academic support should be integrated with gateway college-level course content — as a corequisite,

  not a prerequisite.
  - Single Semester Corequisite
  - One-Year Course Pathway
  - Embedded or Parallel Remediation in Career Technical Programs

☑ Corequisite Remediation

PRINCIPLE 5

- Students who are significantly underprepared for college-level academic work need accelerated routes into programs of study.

GAME CHANGER

☑ Guided Pathways to Success (GPS)

▪ Academic maps and intrusive advising provide highly-structured, default course pathways to on-time completion – for all students

☑ Guided Pathways

- Taking too much time
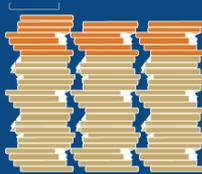
- Taking too many credits

- Spending too much money

- Not graduating

☑ Guided Pathways

TOO MANY CHOICES, 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 have not seen an advisor by the third week of class
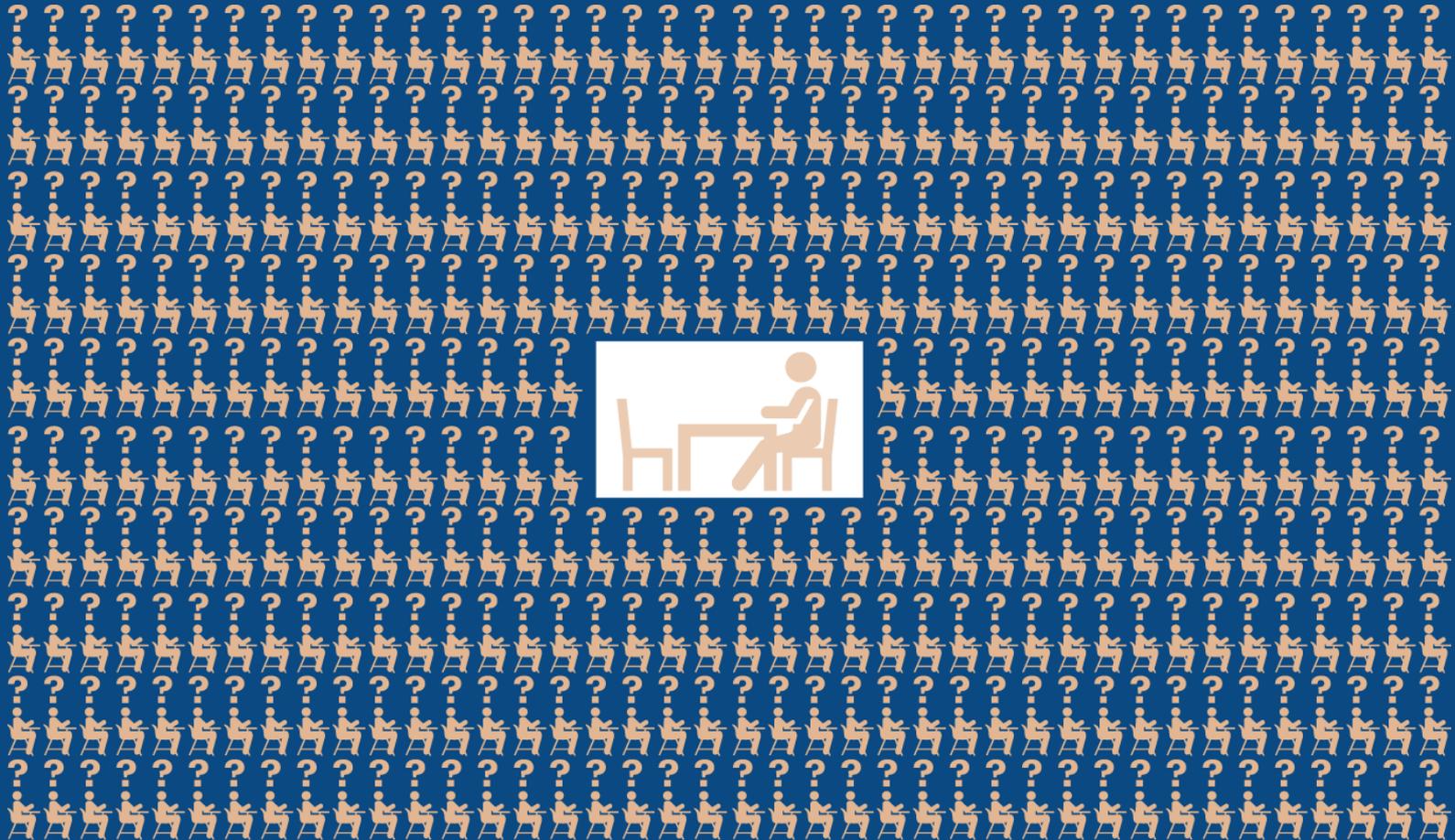
☑ Guided Pathways

BEHAVIORIAL ECONOMICS:
POSITIVE POWER OF DEFAULTS

A substantial number of people accept -- even welcome -- a default choice designed by informed professionals.

Advisors and faculty know the best pathways to success for students. Show them the way!

☑ Guided Pathways

Defaults: Organ Donation Rates
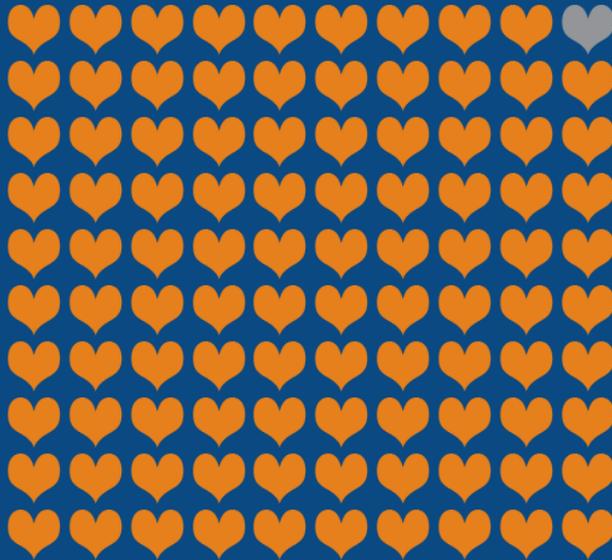
Austria (OPT-OUT)

99%
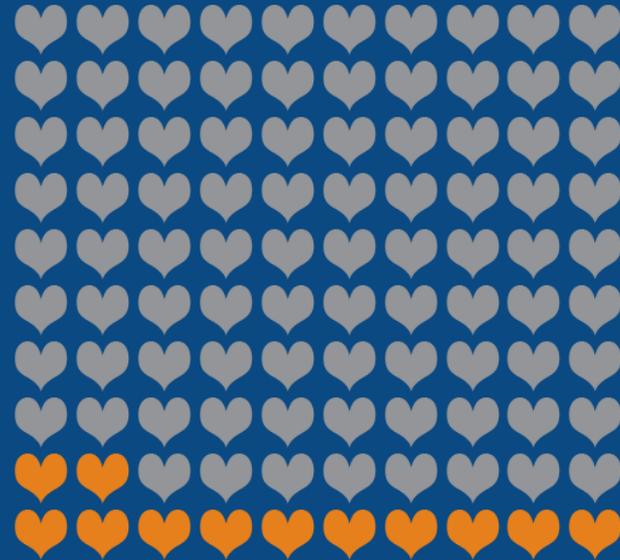
Germany (OPT-IN)

12%

GPS: Essential Components

1. Default pathways

2. Informed Choice

3. Meta-Majors

4. Academic Maps

5. Milestone courses

6. Intrusive advising

GPS: Results

Higher graduation rates

More on-time graduates

Closing the achievement gap

Fewer lost credits — saving time and money

GAME CHANGER

☑ Block Scheduling

▪ To encourage more full-time enrollment and significantly boost completion, add predictability to the lives of working students who are balancing jobs and school

☑ Block Scheduling

NEW MAJORITY OF COLLEGE STUDENTS

- Work at least part-time

- Are the first generation in their family to go to college

- Commute to college instead of living on campus

- 25% of all students have dependent children

Public Agenda, 2009
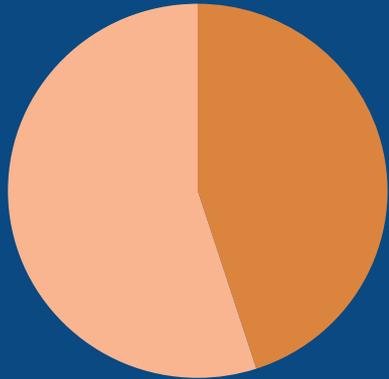
☑ Block Scheduling

45% of students at four-year colleges work more than 20 hours a week

60% of community college students work more than 20 hours a week – more than **25%** work more than 35 hours a week.

☑ Block Scheduling

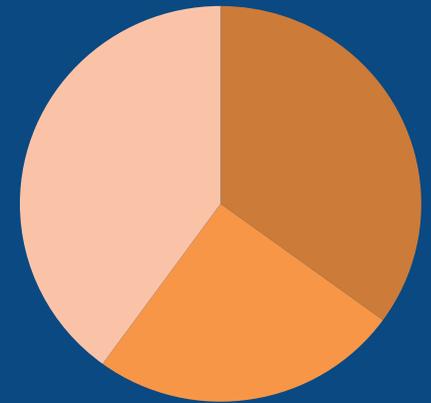| Course ↓	Sec	Hours	Title	Days	Dates	Times	Campus	Bldg	Room	Instructor	Reg/Max
ACCT110R	20	3.0	Payroll Accounting (ITV)	--T-R--	08/24/10 – 12/10/10	5:30PM – 7:20PM	SPRG	FORR	108	Anderson,H	0/5
ACCT110T	01	3.0	Payroll Accounting	--T-R--	08/24/10 – 12/10/10	5:30PM – 7:20PM	MAIN	BUS	112	Anderson,H	0/14
ACCT200	01	4.0	Accounting Principles I	-M-W---	08/23/10 – 12/10/10	9:00AM – 10:40AM	MAIN	BUS	112	Anderson,H	0/14
ACCT200E	01	4.0	Accounting Principles I (DL)	--T-R--	08/24/10 – 12/10/10	5:30PM – 7:10PM	EWEB	MAIN		Spencer, E	0/15
ACCT218	01	4.0	QuickBooks	-M-W---	08/23/10 – 12/10/10	11:00AM – 1:15PM	MAIN	BUS	112	Anderson,H	0/14
ACCT252	01	3.0	Individual Taxation	------S	08/21/10 – 12/10/10	9:00AM – 11:50AM	MAIN	BUS	107	Encinias,	0/15
ANTH103	01	3.0	Introduction to Anthropology	--T-R--	08/24/10 – 12/10/10	9:00AM – 10:15AM	MAIN	GEN	102A	Withnall,M	0/20
ANTH103E	20	3.0	Intrdctn to Anthropology (DL)	--T----	08/24/10 – 12/10/10	6:00PM – 8:50PM	EWEB	SPRG		Zimmer, S	0/20
ANTH221	01	3.0	Cultures of the World	-M-W-F-	08/23/10 – 12/10/10	10:00AM – 10:50AM	MAIN	GEN	102A	Withnall,M	0/20
ANTH221E	20	3.0	Cultures of the World (DL)	-M-W---	08/23/10 – 12/10/10	7:30PM – 8:45PM	EWEB	SPRG		Beil, J.	0/20
ART106	01	3.0	Introduction to Drawing	--T-R--	08/24/10 – 12/10/10	11:00AM – 12:40PM	MAIN	GEN	111	Bohm, N	0/15
ART110	01	3.0	Introduction to Art	--T-R--	08/24/10 – 12/10/10	6:00PM – 7:15PM	MAIN	GEN	109	Bohm, N	0/25
ART110R	30	3.0	Introduction to Art (ITV)	--T-R--	08/24/10 – 12/10/10	9:00AM – 10:15AM	SROS	MAIN	103	Bohm, N	0/5
ART110T	01	3.0	Introduction to Art	--T-R--	08/24/10 – 12/10/10	9:00AM – 10:15AM	MAIN	GEN	108	Bohm, N	0/25
ART210E	20	3.0	Art History (DL)	-----F-	08/27/10 – 12/10/10	6:00PM – 8:50PM	EWEB	SPRG		Gaytan, R	0/20
ASE101	01	3.0	Introduction to Renewable Energy	--T-R--	08/24/10 – 12/10/10	5:00PM – 6:15PM	MAIN	TECH	136	Jencka, D	0/18
ASE202	01	4.0	Solar and Wind Energy	-M-W---	08/23/10 – 12/10/10	5:00PM – 6:15PM	MAIN	TECH	136	Jencka, D	0/18
ASE202L	01	0.0	Solar and Wind Energy Lab	-----F-	08/27/10 – 12/10/10	2:00PM – 3:50PM	MAIN	ALT	102	Jencka, D	0/18
AUTO100	01	4.0	Automotive Fundamentals	--T-R--	08/24/10 – 12/10/10	9:00AM – 11:30AM	MAIN	AUTO		Sandoval,E	0/15
AUTO100	02	4.0	Automotive Fundamentals	-M-W-F-	08/23/10 – 12/10/10	1:00PM – 2:45PM	MAIN	AUTO		Nitcz:nski,	0/15
AUTO100	20	4.0	Automotive Fundamentals	--T-R--	08/24/10 – 12/10/10	5:30PM – 8:30PM	SPRG	AUTO		Jensen, S	0/10
AUTO101	01	2.0	General Automotive Service	-M-----	08/23/10 – 12/10/10	5:30PM – 8:20PM	MAIN	AUTO		Sandoval,E	0/15
AUTO101	20	2.0	General Automotive Service	-MTWRF-	08/23/10 – 12/10/10	1:10PM – 2:00PM	SPRG	AUTO		Jensen, S	0/10
AUTO104	01	5.0	Electrical & Elctrnc Systems I	---WR--	08/25/10 – 12/10/10	6:00PM – 9:00PM	MAIN	AUTO		Nitcznski,	0/15
AUTO108	01	4.0	Manual Transmission & Drivetrain	--T-R--	08/24/10 – 12/10/10	9:00AM – 11:30AM	MAIN	AUTO		Nitcznski,	0/15
AUTO120	01	5.0	Engine Repair	-M-W---	08/23/10 – 12/10/10	9:00AM – 12:00PM	MAIN	AUTO		Sandoval,E	0/15
AUTO135	01	4.0	Brakes	-M-W---	08/23/10 – 12/10/10	1:00PM – 3:45PM	MAIN	AUTO		Sandoval,E	0/15
AUTO295	01	1.0	Automotive Technology Capstone	------S	08/21/10 – 09/28/10	8:00AM – 4:00PM	MAIN	AUTO		Sandoval,E	0/12
BAKE102	01	4.0	Baking Principles	--T-R--	08/24/10 – 12/10/10	9:00AM – 11:30AM	MAIN	CAFE		O'Brien, A	0/15
BAKE140	01	3.0	Intermediate Baking Principles	-M-----	08/23/10 – 12/10/10	9:00AM – 12:50PM	MAIN	CAFE		O'Brien, A	0/15
BIO103E	01	2.0	Medical Terminology (DL)	---W---	08/25/10 – 12/10/10	7:00PM – 8:50PM	EWEB	MAIN		Roybal, E	0/20
BIO103E	02	2.0	Medical Terminology (DL)	--T----	08/24/10 – 12/10/10	7:00PM – 8:50PM	EWEB	MAIN		Roybal, E	0/20
BIO103R	20	2.0	Medical Terminology (ITV)	----R--	08/26/10 – 12/10/10	1:00PM – 2:50PM	SPRG	FORR	107	Olson, S	0/5
BIO103R	40	2.0	Medical Terminology (ITV)	----R--	08/26/10 – 12/10/10	1:00PM – 2:50PM	OFFS	OFFS	DCL1	Olson, S	0/5
BIO103T	01	2.0	Medical Terminology	----R--	08/26/10 – 12/10/10	1:00PM – 2:50PM	MAIN	AHC	NO9	Olson, S	0/20
BIO105	01	4.0	Biology for Non-Majors	-M-----	08/23/10 – 12/10/10	4:00PM – 6:50PM	MAIN	ADMN	103	Fereshteh	0/20
BIO105L	01	0.0	Biology for Non-Majors Lab	---W---	08/25/10 – 12/10/10	4:00PM – 5:50PM	MAIN	ADMN	103F	Fereshteh	0/20
BIO110	01	4.0	General Biology I	-M-W-F-	08/23/10 – 12/10/10	11:00AM – 11:50AM	MAIN	ADMN	103	Fereshteh	0/20
BIO110	40	4.0	General Biology I	--T----	08/24/10 – 12/10/10	3:30PM – 6:20PM	OFFS	OFFS	MOR1	{Staff}	0/15
BIO110L	01	0.0	General Biology I Lab	--T----	08/24/10 – 12/10/10	3:00PM – 4:50PM	MAIN	ADMN	103F	Fereshteh	0/20
BIO110L	40	0.0	General Biology I Lab	----R--	08/26/10 – 12/10/10	3:30PM – 5:20PM	OFFS	OFFS	MOR1	{Staff}	0/15
BIO201	01	4.0	Medical Microbiology	-M-----	08/23/10 – 12/10/10	4:00PM – 6:50PM	MAIN	AHC	NO10	Ray, B	0/16
BIO201L	01	0.0	Medical Microbiology Lab	-M-----	08/23/10 – 12/10/10	2:00PM – 3:50PM	MAIN	AHC	MO1	Ray, B	0/16

☑ Block Scheduling

STUDY OF STRUCTURED PROGRAMS

College practices can change student outcomes:

- Provide a "package deal" plan for attaining an explicit educational goal in a clear time frame

- Help students make the "big choices" – and then make the small choices for them

- Inform students up front about costs, outcomes, and time

(Rosenbaum, Deil-Amen & Person, 2006)

☑ Block Scheduling

PRACTICAL NURSING
Program Structure
Trimester Format

2008 Completion Rate 96%
2008 Placement Rate 100%

2008 Licensure Pass Rate 100%

Term 1		Term 2	
Unit of study	**Hours**	**Unit of study**	**Hours**
Basic Nursing Skills	100	Obstetrical Nursing	60
Basic Sciences	75	Pediatric Nursing	60
Nutrition	30	Medical-Surgical Nursing	60
Vocational Relations	35	Pharmacology	90
Basic Math	20	Clinical	162
Common Emergencies	20	**TOTAL**	**432**
Medical-Surgical Nursing	72		
Clinical	79		
TOTAL	**432**		

Term 3			
Unit of study	**Hours**		
Medical-Surgical Nursing	85		
Psychiatric Nursing	20		
Geriatrics	20		
Vocational Relations II	10		
Clinical	297		
TOTAL	**432**		
EXIT POINT:Practical Nursing Diploma	**1296**		

- The cost of the entire program is approximately $7,000; this includes tuition, technology fee, textbooks, tools and supplies.

☑ Block Scheduling

Course Outline
16 months/1,728Clock Hours

Modern Residential Wiring	Hands-on Commercial Wiring
Hands-on Residential Wiring	Industrial Wiring
National Electrical Code	Hands-on Industrial Wiring
AC Theory	Motor Controls
DC Theory	Hands-on Motor Controls
Solid State Electronics	Applied Electricity
Commercial Wiring	Electric Motors

Diplomas Offered and Hours Needed
Construction Electrician   1728
Industrial Electrician   1728
Class 1 Electrician Apprentice 1296
Class 2 Electrician Apprentice 864

Certificates Offered and Hours Needed
Electrician Helper   432

Typical Job Opportunities
Electrical Companies
Manufacturers
Hospitals

Graduates of the Industrial Electricity program will have a strong foundation in the basic principles of electricity, including motor generator principles; meters; testing equipment and instruments; blueprint reading and math; residential wiring; National Electric Code; industrial wiring/distribution; related electronics; and shop management and records.

2009 Graduation Rate 76%
2009 Placement Rate 69%

The average starting wage for our Industrial Electricity graduates in 2009 was $13.35 per hour.

Class meets Monday through Friday from 8:00 a.m. to 2:30 p.m.

☑ Block Scheduling

ESSENTIAL ELEMENTS FOR SUCCESS

- **Full-time, Monday-Friday**, morning or afternoon blocks
- **Predictable schedule** constant throughout
- **Whole program choice**, not courses
- Full-time equals **"15 to Finish"** on-time
- **Student cohorts** for added support and faculty engagement
- **Corequisite** or integrated remediation
- **Mandatory attendance**

☑ Block Scheduling

BEST PRACTICE: TENNESSEE COLLEGES OF APPLIED TECHNOLOGY

- **75%** avg. **<u>on-time</u>** graduation rate
- **83%** avg. job placement rate

Tennessee Community Colleges:
14% average graduation rate
(150% of time)

☑ Block Scheduling

**BEST PRACTICE: ASAP PROGRAM
CITY UNIVERSITY OF NEW YORK**

- **55%** 3-year graduation rate for associate degrees
- **Doubled** graduation rates using block scheduling, whole programs
- **3X higher grad. rate** than national avg. for urban community colleges

☑ Block Scheduling

PROMISING PROGRAM: IVY INSTITUTE OF TECHNOLGY PROGRAM
IVY TECH COMMUNITY COLLEGE SYSTEM

- Structured career certificate programs in welding, machine tool, automotive, HVAC, mechatronics and office technology

- First cohort: **85% completion**

- New cohorts: **90% retention**

☑ Block Scheduling

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**