

COMPLETION FUNDAMENTALS WEBINAR

March 15, 2011

COMPLETE COLLEGE AMERICA

Completion Innovation Challenge

WELCOME

Stan Jones
President
Complete College America

TRANSFORMING REMEDICATION

Cheryl Orr
Senior Vice President
Complete College America

TRANSFORMING REMEDIATION

Too many students in remediation

- 42% of freshmen in public 2-year colleges
- 20% in public 4-year colleges
- 60% of recent high school graduates

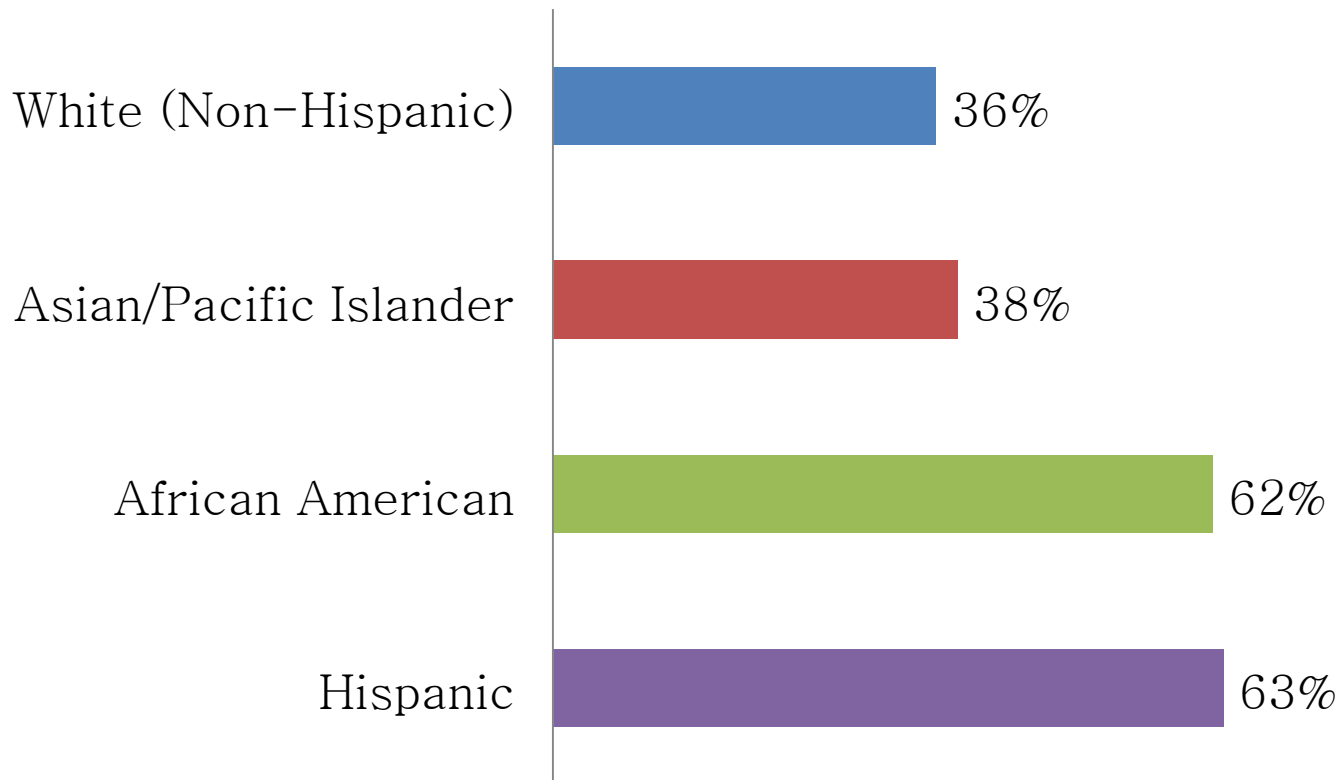
TRANSFORMING REMEDIATION

Examples from an Alliance state:

% of Students taking Remedial Courses			
MATH	ENGLISH	BOTH MATH & ENGLISH	ANY REMEDIAL
Two-Year Institutions			
43%	41%	26%	58%
Four-Year Institutions			
29%	23%	16%	36%

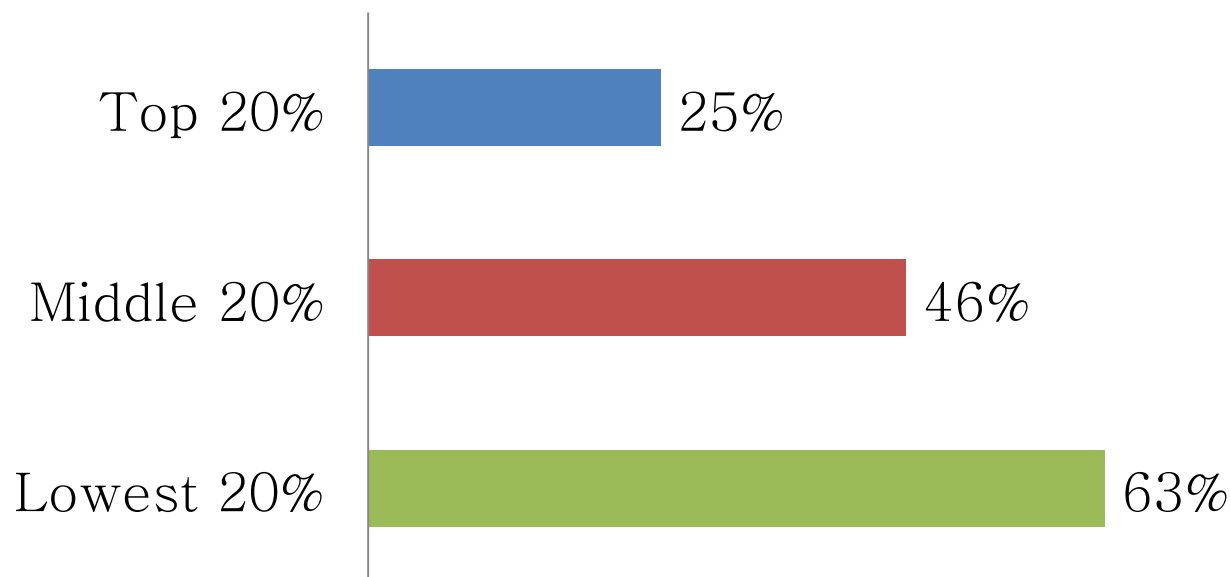
TRANSFORMING REMEDIATION

Percentage of Students Taking Remedial Courses by Race/Ethnicity



TRANSFORMING REMEDIATION

Percentage of Students Taking Remedial Courses by Income



TRANSFORMING REMEDIATION

Too few students complete

- Fewer than 25% of students who take remedial courses graduate (even in 8 years)

TRANSFORMING REMEDIATION

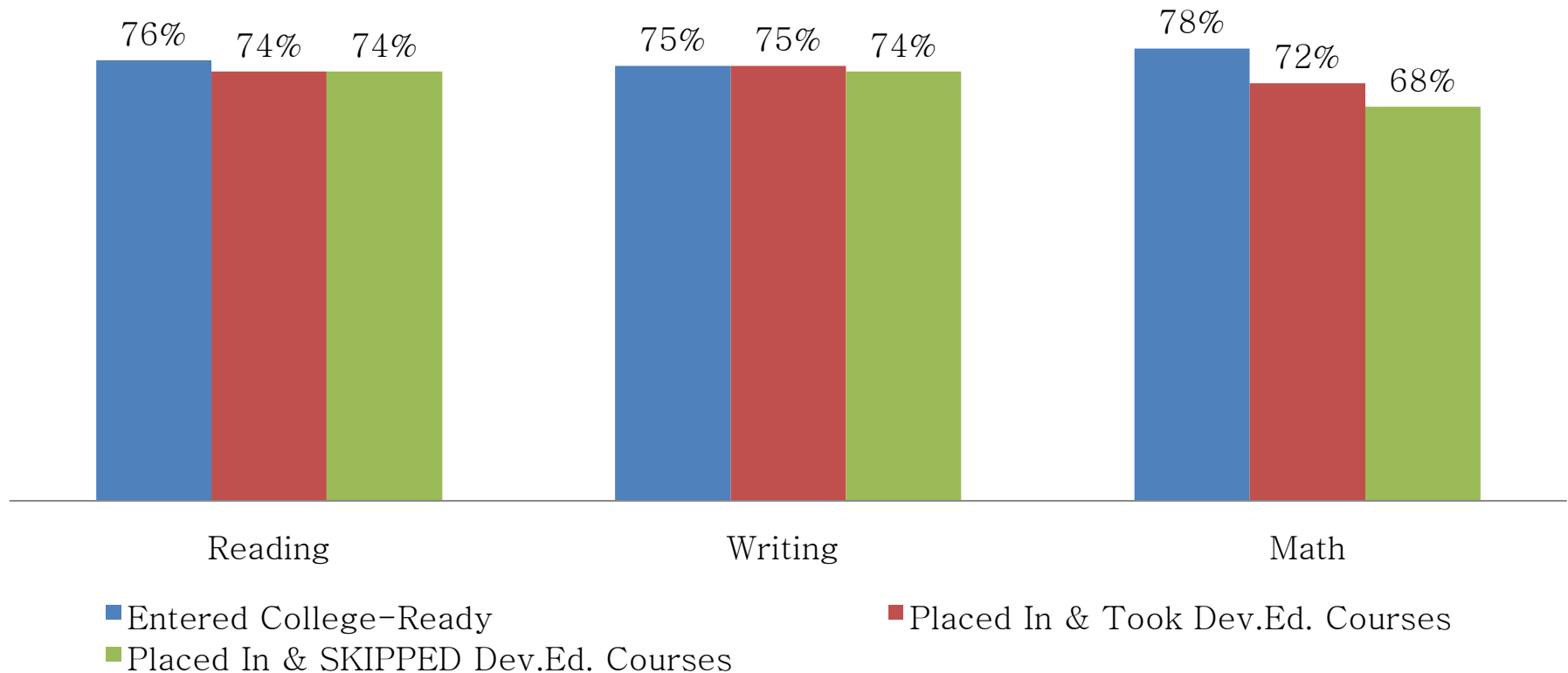
Costs

- \$1.9–\$2.3 billion at community colleges alone

TRANSFORMING REMEDIATION

Students may do just as well if they skip remediation altogether

Percentage of Students who Passed Gatekeeper Courses



TRANSFORMING REMEDIATION

The purpose of remediation = success in full-credit, college-level
“Gateway Courses”

- Only 1 in 3 students complete their remedial math sequence and only 1 in 5 complete their gateway math course in the first three years.
- Even students who complete their remedial sequence avoid taking the gateway course they were preparing for during the first two years.
- Texas: 42,000 community college students start in remedial math and only 6,000 (14%) complete a gateway math course in three years.

TRANSFORMING REMEDIATION

- Remediation, as it currently exists, does not make a difference
- Current placement tests are not predictive

TRANSFORMING REMEDIATION

Work to eliminate the need for remediation:

Accelerate efforts to ensure all high school students graduate college and career ready

- End college admissions mystery, align college admission/high school exit requirements (Indiana)
- Administer college-ready anchor assessments in high school (California, Florida)
- Work to develop better diagnostic placement tools and policies by leveraging common core standards and cross-state comprehensive assessment opportunities (PARCC, SBAC)

TRANSFORMING REMEDIATION

Students needing remediation:

Move students into full-credit, college-level courses as quickly as possible

- Require students to immediately enroll in gateway courses when remediation is completed. No delays.
- Start as many freshmen students as possible in gateway courses from Day #1 by providing co-requisite supports.

TRANSFORMING REMEDIATION

Students needing remediation:

Deliver remediation as a co-requisite rather than a pre-requisite

- Start students in college-level course
- Provide additional academic support integrated with the college level course
- Shorten time by delivering remediation when the student needs it while taking gateway courses
 - Accelerated Learning Project (ALP)

TRANSFORMING REMEDIATION

Community College of Baltimore County Accelerated Learning Project (ALP)

- Students take the remedial English course back-to-back with English 101
- Results: Double the success rate in half the time.

TRANSFORMING REMEDIATION

Students needing remediation:

Compress and accelerate targeted remediation

- Identify specific deficiencies, provide targeted remediation using self-paced, competency-based technology.
- Students should move on as soon as they are ready

TRANSFORMING REMEDIATION

Students needing remediation:

Embed basic skills in career training

Basic skills instruction is embedded in an alternate pathway focused on providing career-focused certificate or other credential with labor market value.

- Washington I-BEST
- Arkansas Career Pathways

TRANSFORMING REMEDIATION

The Bermuda Triangle

*Starting in
remediation...never to
complete.*

**REDUCING TIME-TO-
DEGREE AND
ACCELERATING SUCCESS**

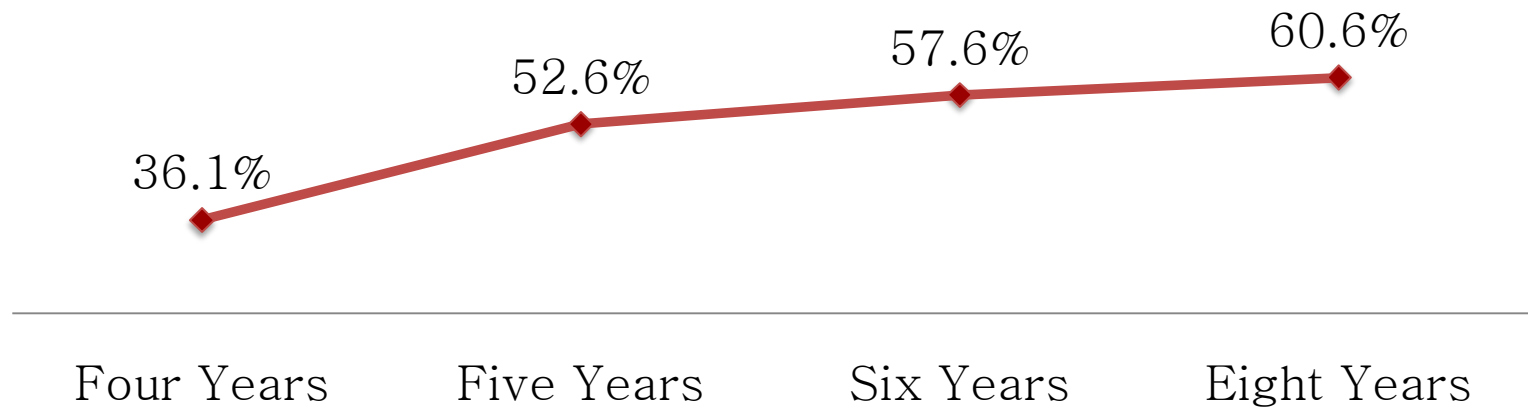
Tom Sugar
Senior Vice President
Complete College America

REDUCING TIME-TO-DEGREE AND ACCELERATING SUCCESS

Time is the enemy.

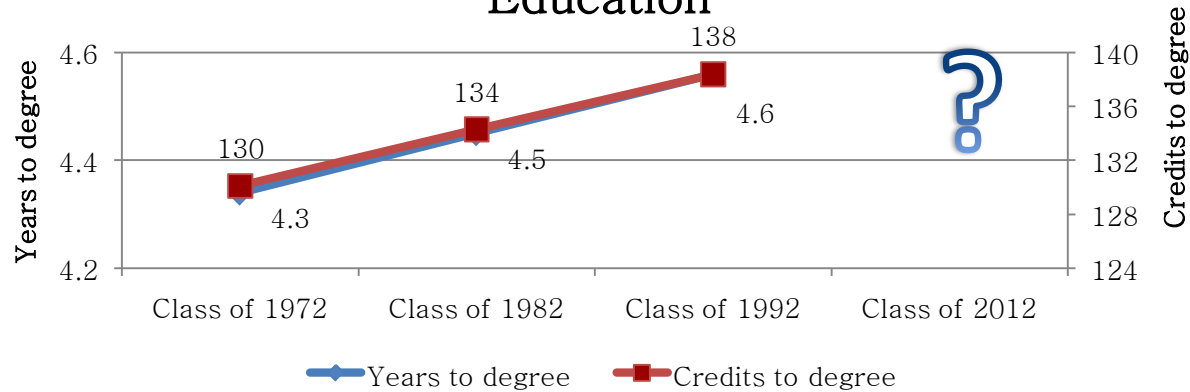
REDUCING TIME-TO-DEGREE AND ACCELERATING SUCCESS

Graduation Rates – Bachelor's Degree-Seeking Students

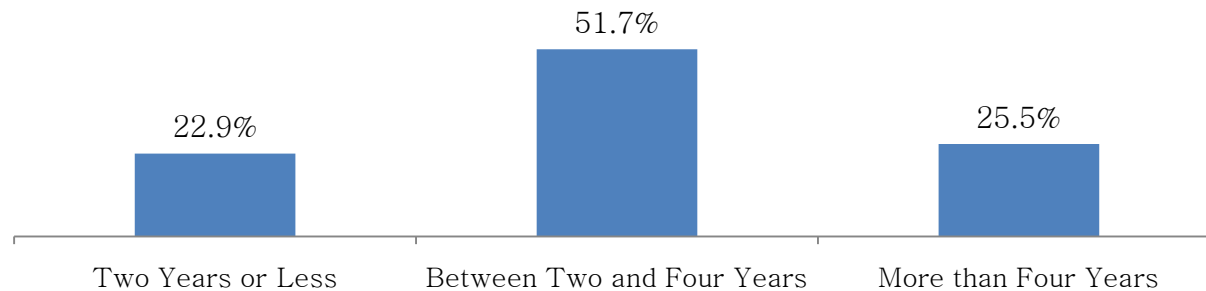


REDUCING TIME-TO-DEGREE AND ACCELERATING STUDENT SUCCESS

Time to Bachelor's Degree for HS Graduates Who Entered Postsecondary Education



Time to Associate Degree for 2003-04 Beginning Postsecondary Students



REDUCING TIME-TO-DEGREE AND ACCELERATING SUCCESS

Why are we headed in the wrong direction?

Students:

- Under-prepared for college
- Making wrong choices, repeating courses
- Needs have changed

REDUCING TIME-TO-DEGREE AND ACCELERATING SUCCESS

The longer it takes, the more
life gets in the way.

REDUCING TIME-TO-DEGREE AND ACCELERATING SUCCESS

Why are we headed in the wrong direction?

Institutions:

- Broken remediation
- Credit creep
- No student completion plans
- Poor transfer policies
- No student aid for summers

REDUCING TIME-TO-DEGREE AND ACCELERATING SUCCESS

Examples from an Alliance state:

Average Time to Degree	
FULL-TIME	PART-TIME
Certificates	
3.55 years	3.9 years
Associate Degrees	
3.83 years	4.92 years
Bachelor's Degrees	
5.02 years	5.68 years

REDUCING TIME-TO-DEGREE AND ACCELERATING SUCCESS

Examples from an Alliance state:

Average Credits to Degree	
FULL-TIME	PART-TIME
Certificates	
68	52
Associate Degrees	
86	80
Bachelor's Degrees	
142	140

REDUCING TIME-TO-DEGREE AND ACCELERATING SUCCESS

And more time costs states money.

Florida:

- 780,760 credits in excess of graduation requirements in one year
- \$62 million in state funding

REDUCING TIME-TO-DEGREE AND ACCELERATING SUCCESS

Accelerate success:

- Compress and accelerate remedial sequences
- Require students to have graduation plans and declare majors early
- Reduce unnecessary course-taking
- Improve transfer policies
- Develop common course-numbering system
- Provide incentives for full-time attendance
- Use summers
- Use technology
- Expand early credit accumulation

RESTRUCTURING DELIVERY FOR TODAY'S STUDENTS

Dominique Raymond
Director of State Relations
Complete College America

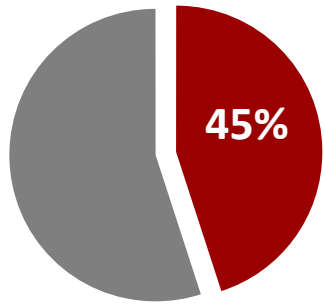
RESTRUCTURING DELIVERY FOR TODAY'S STUDENTS

The 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
- Many are raising children of their own

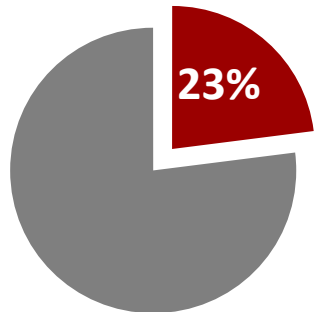
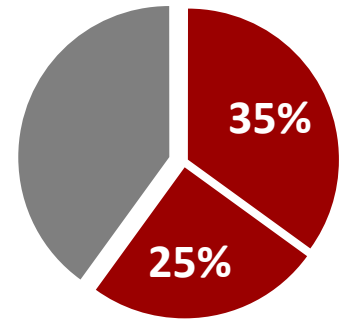
(Public Agenda, 2009)

RESTRUCTURING DELIVERY FOR TODAY'S STUDENTS



45% of students at four-year colleges **work more than 20 hours per week.**

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



23% of all college students **have dependent children.**

RESTRUCTURING DELIVERY FOR TODAY'S STUDENTS

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)

RESTRUCTURING DELIVERY FOR TODAY'S STUDENTS

Provide greater structure and clearer pathways to completion:

- Block schedules
- Cohort-based programs
- Remediation integrated into college courses
- Transparency in costs and courses required to earn a degree or certificate

RESTRUCTURING DELIVERY FOR TODAY'S STUDENTS

Course I	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		Nitcznski,	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 & Elctrcn 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

RESTRUCTURING DELIVERY FOR TODAY'S STUDENTS

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.

RESTRUCTURING DELIVERY FOR TODAY'S STUDENTS

Course Outline

16 months/1,728 Clock 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.

RESTRUCTURING DELIVERY FOR TODAY'S STUDENTS

Tennessee Technology Centers:

- 8am-2pm block schedule, M-F
- Cohort-based
- Integrated remediation
- Mandatory attendance
- Competency-based
- Programs, not courses

RESTRUCTURING DELIVERY FOR TODAY'S STUDENTS

Tennessee Technology Centers (on-time):

75% Average Graduation Rate

83% Average Job Placement Rate

Tennessee community colleges (150% time):

14% Graduation Rate

RESTRUCTURING DELIVERY FOR TODAY'S STUDENTS

Other promising models:

- CUNY ASAP (Accelerated Study in Associate Programs)

RESTRUCTURING DELIVERY FOR TODAY'S STUDENTS

Target Population

- Low- and moderate-income community college students, including recent high school graduates and working adults

Program Elements

- Financial support (transportation vouchers and textbook rentals)
- Advising and tutoring
- Peer cohorts
- Block scheduling
- Full-time study required
- Remediation completed in pre-college summer program

RESTRUCTURING DELIVERY FOR TODAY'S STUDENTS

CUNY ASAP

- Fall 2007 Cohort: **80% first-year retention rate**
 - Compared to 60% for comparison group
- Fall 2007 Cohort: **55% graduation rate (within 3 years)**
 - Compared to 24% of comparison group
- 90% of ASAP graduates plan to attend four-year colleges

RESTRUCTURING DELIVERY FOR TODAY'S STUDENTS

Assess and Count Certificates

- One-year technical certificates with economic value
- Embed industry credentials and require third party validation
- Publicly report increases in degrees AND certificates annually
- Provide financial incentives to increase certificates
- Include certificates in attainment goals
- Link certificate programs with associate degrees

**DEPLOYING
TRANSFORMATIVE
TECHNOLOGY**

Josh Jarrett

Senior Program Officer

Bill & Melinda Gates Foundation

DEPLOYING TRANSFORMATIVE TECHNOLOGY

A flavor of the possible:

1. Blended learning models
2. Redesigned courses and programs
3. Open textbook, library and courseware efforts
4. Shared and syndicated enrollments across campuses
5. Data analytics and predictive modeling
6. New, lower cost capacity

DEPLOYING TRANSFORMATIVE TECHNOLOGY

1. Blended learning models

- **What is it?** Shifting 20–80% of interaction time online
- **Why do it?** Faculty engagement in online learning; delivery costs; classroom utilization; flexibility, convenience, and access; student learning
- **What results?** Learning > online or face-to-face; 5–10% increase in classroom utilization
- **Who is doing it?** University of Central Florida, SUNY Learning Network

DEPLOYING TRANSFORMATIVE TECHNOLOGY

2. Redesigned courses and programs

- **What is it?** Using technology and disaggregated roles for faculty in high enrollment courses
- **Why do it?** Simultaneously improve student success while lowering costs in developmental and gatekeeper courses
- **What results?** ~50% improvement in course success with ~30% reduction in costs
- **Who is doing it?** NCAT, TN, KY, MO, MS, U of Alabama, U of Maryland

DEPLOYING TRANSFORMATIVE TECHNOLOGY

3. Open textbook, library and courseware efforts

- **What is it?** Utilizing Creative Commons licensed textbooks and courseware over publisher content in “commodity” subjects (e.g., “renting $2 + 2$ ”)
- **Why do it?** Reduce student costs and, hopefully, retention and full-time enrollment; increase faculty customization; increase control over course updates
- **What results?** Reduced cost to students of up to \$1,000/year + increased local control
- **Who is doing it?** WA state open course library project; Connexions; National Repository of Online Courses; Carnegie Mellon OLI; multiple states considering

DEPLOYING TRANSFORMATIVE TECHNOLOGY

4. Shared and syndicated enrollments across campuses

- **What is it?** Specializing offerings across campuses and/or pooling enrollments with online learning
- **Why do it?** Fill sections; reduce redundancy; improve course availability
- **What results?** Higher cost efficiency and, potentially, accelerated time to degree
- **Who is doing it?** Ohio shared enrollment program; WashingtonOnline; Omnicademy

DEPLOYING TRANSFORMATIVE TECHNOLOGY

5. Data analytics and predictive modeling

- **What is it?** Driving data into the hands of students, faculty, advisors, and student services to for more informed decision-making
- **Why do it?** Target scarce resources on students with most to gain; empower students, faculty, and advisors to take action and personalize learning experience
- **What results?** 70% accurate prediction of course passing; + 50% pass rates in gatekeeper courses
- **Who is doing it?** Purdue/Sungard Course Signals; Valencia CC LifeMap; Rio Salado College; Sinclair CC; Capella

DEPLOYING TRANSFORMATIVE TECHNOLOGY

6. New, lower cost capacity

- **What is it?** Encouraging growth in existing institutions or partnership institutions with fundamentally lower cost structure
- **Why do it?** Additional enrollments and credentials with little or no ongoing state subsidy
- **What results?** WGU \$6,000/year tuition is full cost
- **Who is doing it?** WGU-Indiana; U of Minn-Rochester; Rio Salado; Univ of Maryland University College

SHIFTING TO PERFORMANCE FUNDING

Jeff Stanley

Associate Vice President, SHEEO

Complete College America Consultant

SHIFTING TO PERFORMANCE FUNDING

Performance funding:

- Values and incentivizes **outcomes** – not just enrollment
- Aligns state spending on higher education with broader statewide goals for workforce development and economic growth

SHIFTING TO PERFORMANCE FUNDING

Key Factors:

- Keep it simple
- Get broad buy-in early
- Find the sustainable tipping point
- No “hold harmless” provision
- Reward closing equity gaps
- Begin immediately, scale up

SHIFTING TO PERFORMANCE FUNDING

Focus on outcomes:

- Increases in the number of degrees/certificates
- Increases in on-time graduation
- Increases in transfer rates
- Increases in number of low-income (Pell) graduates
- Courses completed (rather than attempted)

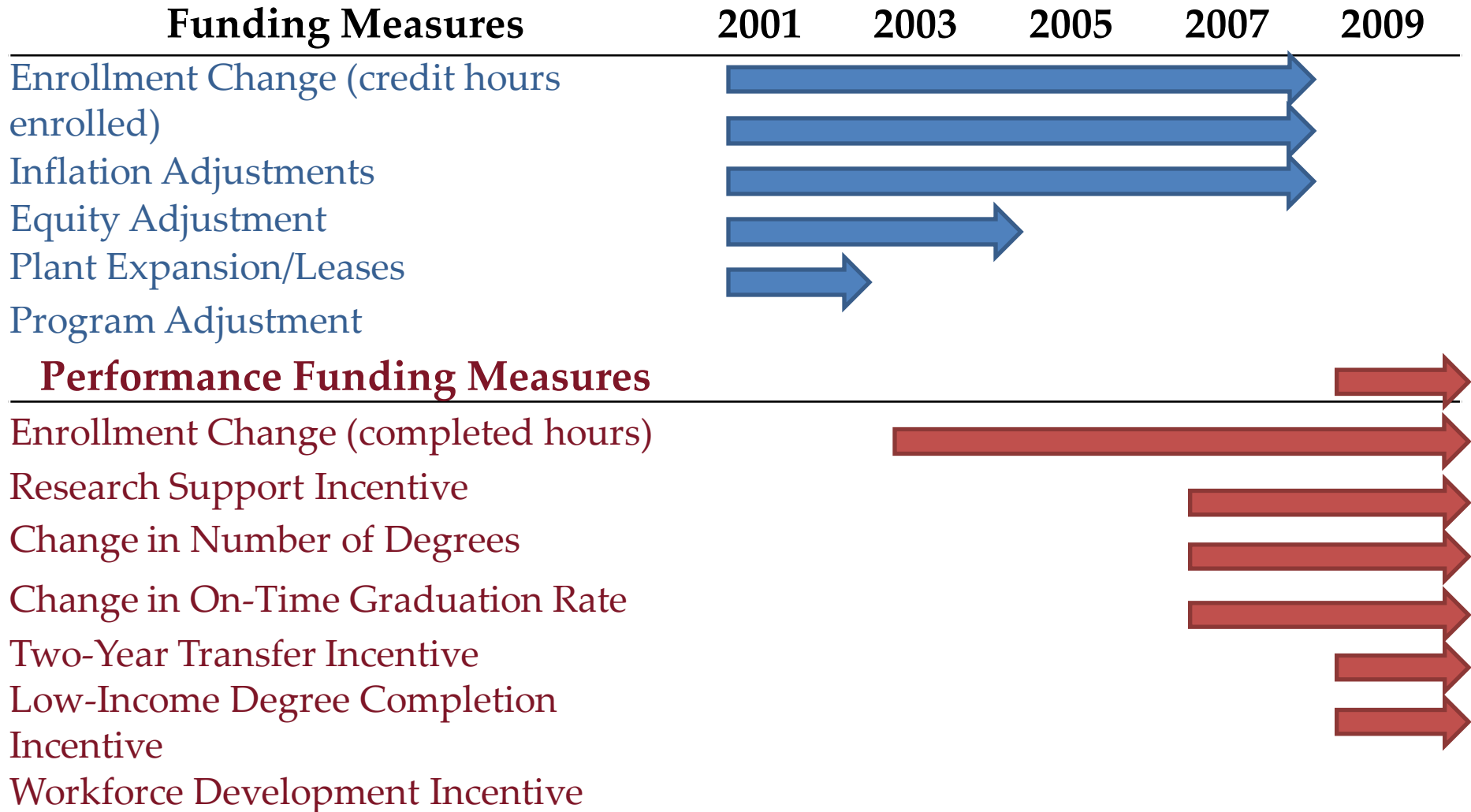
SHIFTING TO PERFORMANCE FUNDING

Ohio performance funding includes student progress indicators for community colleges:

- Complete first remedial education course
- Complete remedial education course(s) and subsequently enroll in college level course
- 15 credit hours of college level instruction
- 30 credit hours of college level instruction
- Associate degree, and transfer to a university

SHIFTING TO PERFORMANCE FUNDING

Indiana: Phased in Performance Funding



QUESTION & ANSWER SESSION

To submit a question, please:

- Use the chat box in the bottom left corner of your window
- Email innovation.challenge@completecollege.org

Common Completion Metrics Webinar

March 29, 2011

2:30PM ET

To register, visit

<http://www.completecollege.org/innovationchallenge/>

COMPLETE COLLEGE AMERICA

Completion Innovation Challenge