Let’s Do an Activity!
What number did you reach?
One More Time with Directions
What number did you reach?
One More Time with Directions and a Framework
What number did you reach?
One More Time with a Vision of a Different Framework
What number did you reach?
CCA Mission

CCA is a bold national advocate for dramatically increasing college completion rates and closing institutional performance gaps by working with states, systems, institutions, and partners to scale highly effective structural reforms and promote policies that improve student success.
CCA envisions a nation where all students, regardless of race, ethnicity, socioeconomic status, or familial educational achievement, have equal opportunities to access and complete a college education or credential of value because postsecondary institutions, policy makers, and systems of higher education welcome, invest in, and support these students through and to an on-time completion.
The CCA Approach

Strategic Initiatives

Publications & Insights

A Network of Change Agents
CCA Values

- Student-centered institutions
- Equitable structures & outcomes
- Data-informed decision making
- System-wide collaboration
- Implementation at scale
Systems Change

**POLICY**
Accelerating Change & Removing Barriers

**PERSPECTIVE**
Challenging Assumptions & Changing Mindsets

**PRACTICE**
Strengthening Institutions around the Student Experience

**BUILDING MOVEMENTS**
Scaling proven ideas across the nation

**TRANSFORMING INSTITUTIONS**
Bringing leaders together to redesign systems
Institutional Transformation

1. Identify challenges & opportunities
2. Convene & equip a diverse team
3. Rally around a shared vision
4. Create an action plan
5. Implement & refine
# CCA Student Success Strategies

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<th><strong>SUPPORT</strong></th>
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<td>Building course road maps that make the path to a degree or valued workplace credential clear.</td>
<td>Designing multiple avenues for students to get started, earn credits faster, and stay on track to graduate.</td>
<td>Addressing student needs and removing barriers to academic success.</td>
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<td>- Math Pathways</td>
<td>- Credit for Competency</td>
<td>- Active Academic Support</td>
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<td>- Career Exploration</td>
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<td>- Proactive Advising</td>
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<td>- Academic &amp; Career Alignment</td>
<td>- Academic Maps &amp; Milestones</td>
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<td>- Adult Learner Engagement</td>
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<td>- Stackable Certificates &amp; Credentials</td>
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<td>- 15 to Finish/Stay on Track</td>
<td>-</td>
</tr>
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</table>
PURPOSE

Aligning the college experience to each students' goals for the future
Uninformed decisions about purpose...

...lead to significant negative impact on student outcomes

- Too many major options
- Little alignment with interests and values
- Little understanding of career implications
- Major-switching
- Excess credits
- Longer time-to-degree
- Extra costs
- “Some college, no degree”
- Unsuccessful career launch
- Persistent opportunity gaps
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% decrease in undeclared majors. (Spring 2018 to spring 2019)

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

18% increase in enrollment by providing career assessment to prospective students. (MyMajors)
Academic & Career Alignment

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

- 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 Partnerships
  - Build relationships with local/regional employers
STRUCTURE

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

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
  - Allow for more informed, deliberate decisions
  - Help reduce major changes after first year
Academic Maps & Milestones

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

Creating flexible schedules that accommodate students
- For duration of program
- Consistent scheduling
- Yearly schedule

Different modalities
- Online
- Hybrid

Shorter/condensed terms

Block scheduling

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CH</th>
</tr>
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<tbody>
<tr>
<td>GSU 1010</td>
<td>New Student Orientation</td>
<td>1</td>
</tr>
<tr>
<td>Engl 1101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Math 1070</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 2106</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Pers 2001</td>
<td>Global Hospitality and Tourism</td>
<td>2</td>
</tr>
<tr>
<td>Hist 2110</td>
<td>Survey of U.S. History</td>
<td>3</td>
</tr>
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</table>
Stackable Credentials & Certificates

- Clearly articulated
- Time to certificate(s)
- Jobs/Careers
- Salary implication
- Skills/Competencies learned
- Scaffolding to credential
If you have a meeting in Chicago...
We already make structural changes to meet student needs.

https://www.mbacentral.org/executive-mba-degrees/
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.

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

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

17.6 More Credits

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

From Equity Paradoxes in The PLA Boost Report by CAEL and WICHE
Multiple Measures

- 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

Traditional Prerequisite Remedial Model

- **Semester 1**: Prerequisite Course I
- **Semester 2**: Prerequisite Course II
- **Semester 3**: Prerequisite Course III
- **Goal**: COLLEGE LEVEL GATEWAY COURSE

Corequisite Support Model

- **Single Semester**: COREQUISITE SUPPORT COURSE
- **COLLEGE LEVEL GATEWAY COURSE**
Corequisite Support

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

<table>
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<tr>
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<th>2013 Traditional DevEd</th>
<th>2015-17 Foundations</th>
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</thead>
<tbody>
<tr>
<td>African American</td>
<td>20%</td>
<td>47%</td>
</tr>
<tr>
<td>Latinx</td>
<td>29%</td>
<td>65%</td>
</tr>
<tr>
<td>White</td>
<td>68%</td>
<td>71%</td>
</tr>
<tr>
<td>All Students</td>
<td>67%</td>
<td>68%</td>
</tr>
</tbody>
</table>

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

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<tr>
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<th>2013 Traditional DevEd</th>
<th>2015-17 Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>45%</td>
<td>26%</td>
</tr>
<tr>
<td>Latinx</td>
<td>42%</td>
<td>66%</td>
</tr>
<tr>
<td>White</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>All Students</td>
<td>71%</td>
<td>71%</td>
</tr>
</tbody>
</table>
Dual Enrollment

EC Fall College Enrollment After High School Graduation *

- 62.0% Average of All Maine High School Graduates Enrolled in College the Fall Immediately After Graduation (Class 2012-19)****
- 32% Average of All Maine High School Graduates Enrolled in UMS the Fall Immediately After Graduation (Class 2012-19)****

Retention Rates Fall 2018 First-Year, Full-Time Cohort

https://www.maine.edu/early-college/early-college-report/
Dual Enrollment

Six-Year Graduation Rates
Fall 2014 Full-Time, First-Year Cohort (Maine students only)

- Rural: 47% (No Early College), 59% (Early College)
- Urban: 53% (No Early College), 55% (Early College)
- Male: 47% (No Early College), 62% (Early College)
- Female: 54% (No Early College), 67% (Early College)
- Students of Color: 43% (No Early College), 52% (Early College)
- White: 76% (No Early College), 64% (Early College)
15 to Finish/Stay on Track

Think 30

2 + 2

Finish in 4

Think 30

www.washburn.edu/think30

Louisiana

15
SUPPORT

Addressing student needs and removing barriers to academic success
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

4. **In-Person Support**
   - Advises students in person and refers to other offices as needed

5. **Monitoring & Documentation**
   - Closes the loop and monitors whether students improve
360° Coaching

Provide students with a designated coach to contact whenever issues arise in and outside of the classroom. Train coaches to work with students to find answers, identify appropriate resources, and advocate or intervene on their behalf.
Student Basic Needs Support

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
ARE YOU FUTURE READY?
The future is coming into focus—and we know what’s needed to thrive. Adaptability. Creativity. Resilience. Are our leaders, institutions, students, and communities ready for what’s next?

PEP participants wanted!
• Discounted registration for all in CCA Alliance regions and states
• Groups of 4 or more receive 50% of each registration
• Early bird pricing until August 1st

REGISTER NOW at completecollege.org/future-ready