

Version 2.0

NEW RULES

Policies to Meet Attainment Goals
and Close Equity Gaps



**COMPLETE
COLLEGE
AMERICA**

Foreword

In 2016, we published *New Rules: Policies to Strengthen and Scale the Game Changers*. We did so because we perceived a need: In a sea of policy briefs and white papers, policymakers still lacked the tools they needed to do effective college completion work — language, talking points, Q&A preparation, and a clear sense of the results they can expect.

We sensed a hunger for that level of clarity. We were right. As booklets flew off our shelves, the suggested policies started emerging from statehouses and system offices. But since the first version of this resource was published, a lot has changed:

- After years of efforts to raise **awareness**, a critical mass of policymakers now openly acknowledge the **economic** and **social imperatives** to permanently **close achievement gaps** for low-income students and students of color.
- Research emerged to identify discrete things students can do to gain **momentum** toward graduation day.
- States and regions realized that meeting attainment goals requires significant numbers of **returning adults**.
- Free-tuition “**Promise Programs**” proliferated across the country.
- Complete College America’s implementations of Game Changers revealed an optimal **sequence**, moving us beyond an a la carte approach.

In **NEW RULES 2.0**, existing sections have been updated with new policies and new exemplars. New sections have been added to address student momentum and returning adults. Information in Money and Metrics now includes an architecture for Promise Programs to ensure that they are built for completion. We have retained the focus on equity from the first version but enhanced the content with even more specifics.

These updates ensure that **NEW RULES** continues to be an **up-to-date, evidence-based policy resource** that helps policymakers *listen, lead*, and ultimately **close gaps** and **meet workforce needs**.



Sarah Ancel

Vice President of the Alliance and Policy

NOVEMBER 2017

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College completion is good policy ...



More college graduates deliver the results policymakers want.

College completion gets people good jobs.

A completed degree or credential unlocks access to hundreds of good-paying jobs not available to those who did not graduate. A college degree translates into more than \$1 million in extra earnings over a person's career.

College completion fuels economic development.

A college-educated workforce offers area employers the talent pool they need to grow and innovate. This fuels the new economy and supports workforce needs across industries.

College completion closes equity gaps.

A college degree or credential is a great equalizer — providing a path to prosperity for citizens of every race and income bracket.

College completion benefits the state budget.

College graduates earn more, pay more in taxes, and use fewer government services compared to those who did not go to college or did not finish.

College completion builds stronger families.

College graduates have stronger financial foundations but are also less likely to get divorced, less likely to have children outside of marriage, and more likely to send their own children to college.

College completion drives civic engagement.

College graduates are more likely to be educated about their government and involved in shaping their communities.



... especially if you avoid these pitfalls

Follow these recommendations to ensure that your efforts produce transformative results.

Do not let anyone convince you that some students cannot succeed.

Be steadfast in the philosophy that all students can succeed if higher education serves all students. Options ranging from short-term workforce credentials to doctoral degrees provide choices for students no matter their interests and abilities.

Draw distinction between academics and structure.

Argue that state and institutional stakeholders must work together to ensure an optimal structure in higher education, while respecting faculty control over matters of curriculum.

Be aware of turf.

Do not overstep. For institution-level policies, resolutions adopted at the state level are a good way to drive change and signal state priorities without excessive intervention.

Talk to stakeholders before going public.

To generate goodwill and ensure full understanding of the history and context, talk to your state's higher education chief and leadership of two-year and four-year institutions before making policy proposals public.

Set the conditions for change.

If it matters, measure it and tie funding to it. Money tends to focus minds.

Listen. Lead. In that order and with urgency.

If you enact the **NEW RULES**, your talking points, handouts, and other tools are provided and tested to boost returns on your valuable investments of time and effort.

For more advice about the steps to take to ensure successful enactment and implementation of policy, visit <https://tinyurl.com/CCAScalingStandards>.

Leverage the Metrics



Complete College America collects important data from Alliance Members every year to help them identify gaps, describe outcomes, and drive change:



ENTRY: placement in remediation, success in remediation, success in gateway courses



MOMENTUM: completion of 24 and 30 credits, retention, course completion rate, transfer rate



COMPLETION: degrees conferred, on-time graduation rate, overall graduation rate, time to degree, credits to degree

Examine these metrics, and how they break down by race, age, income, and location, at CCA's new state-of-the-art web platform. Visit completecollege.org to learn more.

Leverage the Money



When states allocate taxpayer dollars to public colleges and universities, they should consider student outcomes as part of that process — and a growing number do. But how strong are their formulas?

Outcomes-Based Funding Strength Test: How Does Your Formula Stack Up?

CRITICAL COMPONENTS

Does the formula reward institutions for underrepresented students' success and overall completion?

YES **STRONG** NO **WEAK**

What percentage of total operating funding flows through the formula?

50%+ **STRONG** 0% **WEAK**

Can institutions lose money year over year if they do not perform well?

YES **STRONG** NO **WEAK**

STRENGTHENERS

Are metrics aligned to established state goals?

YES **STRONG** NO **WEAK**

How many metrics are there?

3-6 **STRONG** 7+ **WEAK**

Are all public institutions included in the model?

YES **STRONG** NO **WEAK**

Does the formula incorporate workforce outcomes?

YES **STRONG** NO **WEAK**

Do the metrics change over time?

NO **STRONG** YES **WEAK**

How is success defined?

CONTINUOUS IMPROVEMENT **STRONG** FIXED GOAL **WEAK**

Is the formula tailored to the differing missions of two-year and four-year institutions?

YES **STRONG** NO **WEAK**

CHANGE THE CONVERSATION ON CAPITAL.

Move beyond "cost per square foot" and ask about "degrees per dollar invested."



Leverage the Promise

The “Promise” of free tuition is sweeping the country, making significant strides in college access and affordability. But are these programs built for completion and equity? Use this architecture to get the best return for these investments. New dollars can quickly disappear if they do not produce results.



STUDENTS promise to:

- Complete **30 credits** per year (including summer); and
- Meet periodically with an **adviser** or mentor.



INSTITUTIONS serving these students promise to:

- Deliver any required remediation as a **corequisite**, not a prerequisite;
- Provide students term-by-term **academic maps** with the following characteristics proven to drive momentum:
 - Are based on **30 credits** per year,
 - Include at least **nine credits** in the student’s selected **content area** within the first year, and
 - Include program-aligned gateway **math** and **English** in the first year;
- Operate a **registration process** that registers students based on their maps by default; and
- Assign an **adviser** or mentor to each scholarship recipient for the duration of the program.



STATE OR LOCAL LEADERS promise to:

- Annually **collect and report** on-time graduation rates disaggregated by race, age, and income for each participating institution;
- Monitor the percentage of students **meeting credit completion benchmarks** at each institution and address deficiencies, if they exist;
- Operate an **appeals process** for students who do not complete their required credits due to extenuating circumstances (e.g., illness), and allow such students to continue receiving funding; and
- **Keep the Promise!** Fully fund the program, and in the event of unintended shortfalls, ensure that currently enrolled students are unaffected.

The Game Changer Strategies



15 to Finish	Boost the number of students who are on track for on-time graduation by encouraging enrollment in 15 credits each semester (30 credits per year, including summers). Financial aid dollars, as well as institutional process and practice, should support that standard.	MOMENTUM PATHWAYS
Math Pathways	Ensure that all students enroll in and complete gateway math in their first year by designing math courses that are aligned with the skills students need for their chosen program of study.	
Corequisite Support	Increase gateway course completion within the first year by enrolling entering students in college-level math and English courses, providing those who need additional help a concurrent course or lab that offers just-in-time academic support.	
Momentum Year	Build early momentum so students meet key, first-year benchmarks: informed choice of a meta major or major, enrollment in 30 credits, completion of nine credits in the program of study, and completion of gateway math and English requirements. Provide early support and guidance that empower decisionmaking, including the use of interest assessments and labor-market data.	
Academic Maps with Proactive Advising	Default students onto highly structured academic maps that lay out a semester-by-semester plan toward on-time completion. Design maps to include 15 credits per semester (or 30 per year), indicate milestone and prerequisite courses, and empower advisers to effectively monitor progress and provide intervention as needed.	
A Better Deal for Returning Adults	Increase degree attainment by inviting adult learners back to complete their education, providing a redesigned system that offers accelerated courses, year-round enrollment, and predictable schedules that fit their busy lives. Give credit for prior learning and experience and additional support to help students navigate the system.	



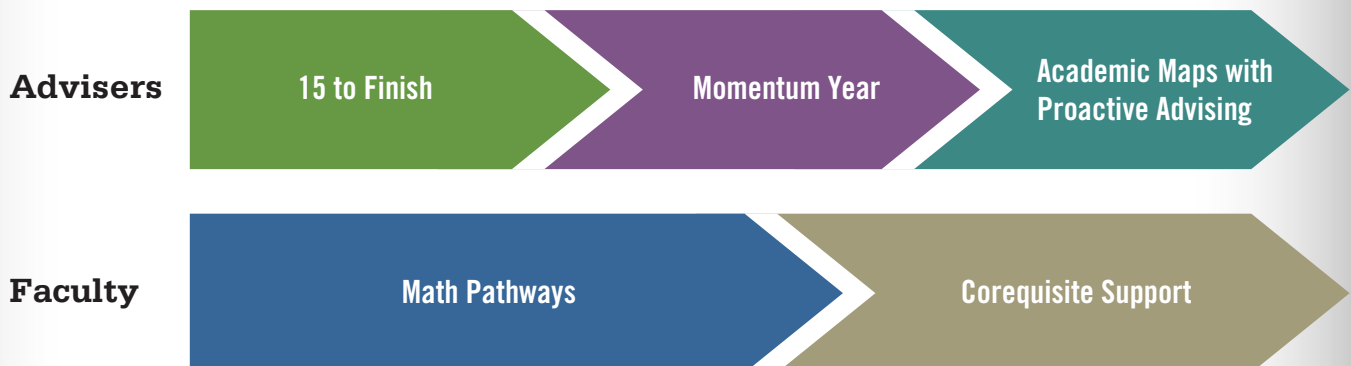
A Game-Changing Sequence

There is an optimal sequence for implementing the Game Changers. Follow this plan to create momentum for your scale efforts and momentum for students.

1. Establish the Conditions for Change



2. Use Momentum Pathways to Restructure Systems, Improve Outcomes, and Eliminate Gaps



3. Deploy Targeted Interventions to Permanently Close Gaps



15 to Finish



CONTEXT

THE PROBLEM

Students reasonably assume that if they attend school full time, they will graduate on time. But an on-time pace is 30 credits per year — more than the minimum 12 credits per semester required for full-time status. If students do not enroll in 15 credits per semester or make a plan to attend school during the summer, they have no chance of graduating on time. **The cost of extra time is staggering — roughly \$150,000 for each additional year.¹**

THE SOLUTION

All full-time students are advised to enroll in 15 credits each semester or craft a plan for summer enrollment. Tuition structure, as well as institutional process and practice, supports that standard.

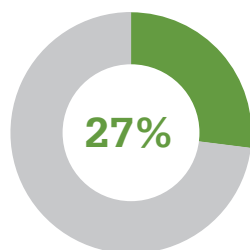


Fifteen to Finish benefits all students but benefits students of color more because only 19 percent of African American students and 20 percent of Latino students are on track to graduate after their first year compared to 33 percent of white students.

THE BIG PICTURE

The vast majority of students do not take enough credits to graduate on time, costing them significantly more time and money.

Full-Time Students Completing 30 Credits Per Year



Cost of Additional Year



**\$150,000
per student**

(tuition, lost wages, and retirement and other costs)

¹ <https://www.nerdwallet.com/blog/loans/student-loans/victory-lap/>



MYTH BUSTING

Ask these questions to separate fact from fiction:

- What do you currently do to make sure students know what it takes to graduate on time?
- What is the current on-time graduation rate for full-time students?
- What are the on-time graduation rates for low-income students and students of color?
- What percentage of the student population is ages 18–24 and attending full time? Do they graduate on time?
- How many years can a student get state financial aid?
- What do students do when they run out of financial aid before graduation?
- What percentage of degree programs require more than 60 credits for an associate degree or 120 credits for a bachelor's?
- How much money would students save in tuition if credit caps were in place?



POLICY IN ACTION

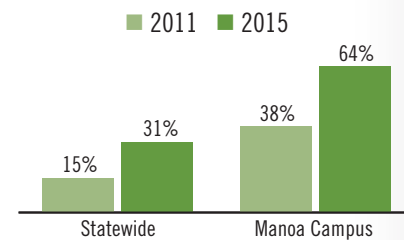
In 2013, the **University of Oklahoma** converted to a flat-rate tuition as part of its Think 15 campaign. Since then, retention rates have risen from 86 percent to 93 percent, and the median cost per degree has dropped \$5,600. A year later, the **Oklahoma State University** system implemented this tuition structure on all of its campuses to support its Finish in Four project, resulting in all-time-high on-time graduation rates. Statewide, credit hours per semester have ticked up sharply.

Decrease in Median Cost per Degree with Flat-Rate Tuition



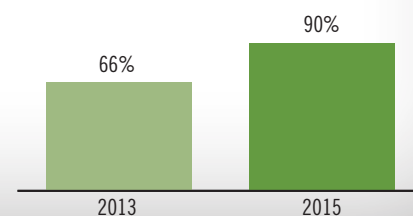
The **University of Hawai'i** conducted an aggressive 15 to Finish marketing campaign. In just one year, the state saw double-digit percentage point increases in the proportion of students taking 15 credits.

Students Taking 15 Credits



Mississippi Valley State University, a historically black university, increased its percentage of full-time students taking 15 credits in the first semester from 66 percent in 2013 to 90 percent in 2015 after conducting a 15 to Finish campaign and training advisers on the 15 to Finish message.

Full-Time Students Taking 15 Credits in the First Semester





NEW RULES

STATE ACTION

- **Coordinate a statewide 15 to Finish campaign** using data and marketing materials provided by Complete College America.
- **Train advisers** to recommend 15 credits for students as a default, and encourage administrators to **formally update** their advising protocol to incorporate this practice.
- **Cap credit hours** for a degree at 60 for an associate degree and 120 for a bachelor's degree, except in special cases such as accreditation, to ensure that 15 to Finish leads to on-time graduation.

INSTITUTION ACTION

- **Use banded tuition** so that students pay no more for 15 credits than they do for 12.
- **Create financial aid packages and academic maps** based on the 15 credit standard, and train advisers to counsel full-time students into 15 credits each term or 30 per year.
- **Ensure sufficient course availability** so that all full-time students can register for 15 credits each semester.
- **Reward students** who complete 15 credits per semester or 30 per year with priority registration, premium parking, preferred housing selection, and other campus perks.



Get started crafting your own policies using the detailed policy language found on the New Rules thumb drive and at <https://tinyurl.com/CCANewRules>.



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NACADA, the Global Community for Academic Advising, has committed to sharing 15 to Finish materials with its members.

Academic advisers may reject the notion of 15 credits as the default because they have, with the best intentions, been advising students into lighter course loads. Show them Complete College America data proving that speeding up, not slowing down, is what ensures success.

Institutions serving significant part-time or **nontraditional populations** will likely be skeptical or outright opposed to this campaign. Reiterate that the 15 to Finish message is for full-time students, but ask them to think about how part-time students can graduate faster.

Currently enrolled students, especially those taking lighter course loads, may find it unfair that rules on how they are charged tuition are changing. Grandfather current students to avoid this critique and the public outcry that may come with it.

Faculty will have to make tough choices and some sacrifices to scale back program requirements to 60 credits for an associate degree or 120 credits for a bachelor's degree. Acknowledge and thank them for doing this work to help students graduate faster.



TALKING POINTS

- Significant percentages of college students **do not graduate** on time.
- The key reason: Students **assume** that if they attend **full time** they will graduate **on time**.
- This assumption is **false**. Full time is 12 credits; on time is 15.
- Higher education is **structured around the 12-credit standard**, designed for **delayed** graduation.
- Every **additional year** of college costs a student roughly **\$150,000** in additional tuition and foregone income and retirement.
- We should **refuse** to let our students incur these **life-altering costs** because of how **we** built the system.
- **Advising, financing, and incentives** must be updated to the **15-credit standard** to support on-time graduation.



BE READY FOR QUESTIONS

“Are you saying all students will need to take 15 credits?”

No, but let’s make sure we are not delaying their graduation simply because we **did not advise them** properly.

“Aren’t you worried that students’ grades will suffer if they take too many courses?”

The truth is that **speeding up**, not slowing down, **gets the best results**. Students who take more courses each semester get **better grades** and are **less likely** to drop or fail their courses.

“What about the single working parents and other students with complicated lives?”

They are the **least likely** to be able to afford the **\$150,000 price tag** for delayed graduation that results from additional tuition, lost wages, and foregone retirement. These students may benefit from spreading courses over the **full year**, including summer.

“Does the state have the capacity or expertise to run a 15 to Finish campaign?”

Our state is a member of the **Complete College America Alliance**, a nonprofit that has developed **free resources** to support this campaign.

“What about the fact that many institutions charge more for 15 credits than they do for 12?”

Students should weigh the **short-term** and **long-term** costs. Fifteen credits may cost up to **\$1,000** more per term, but that is far less than the **\$150,000** for the additional year. Institutions can **defray the additional cost** by converting to a **banded tuition** model.

“Won’t banded tuition just shift the cost to students taking 12 credits?”

No, banded tuition will make it in students’ **financial best interest** to take 15 credits and **lower the long-term cost** of their degrees. This makes short-term and long-term cost structures consistent with one another.

Math Pathways



CONTEXT

THE PROBLEM

There is a costly mismatch in college math. For too long, the default math course for the vast majority of students has been College Algebra — a course designed solely to prepare students for Calculus. Millions of students are forced to struggle through polynomial factoring and logarithmic functions with no intentions of using these skills in future coursework or a career. Many will not make it: College Algebra frequently ends college dreams. Even those who pass will have missed the opportunity to learn statistical and quantitative reasoning skills they need for their life and career.

THE SOLUTION

Students who are required to take only one math course in college take a course that is designed to help them navigate the increasingly data-driven world. That way, more students take and pass gateway math without the need for remediation, and graduates are better equipped to understand the mathematical content they will face in their lives and careers. Mathematicians nationwide recommend pathways for statistics, quantitative reasoning, College Algebra/Calculus, and technical math.



Math Pathways benefit all students but benefit students of color more since only 64 percent of schools serving the highest percentages of African American or Latino students offer Algebra II, compared to 88 percent of schools serving the lowest percentages of students of color.

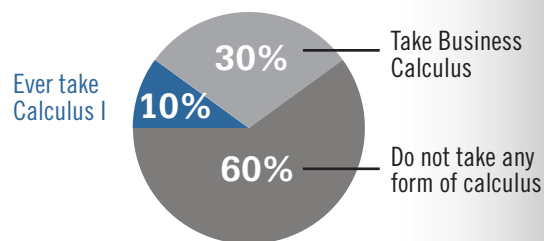


THE BIG PICTURE

Very few students who take College Algebra ever start Calculus, which is a key course for science, technology, engineering, and math majors.

Source: Dunbar, S. 2005. Enrollment flow to and from courses below calculus. In *A Fresh State for Collegiate Mathematics: Rethinking the Courses below Calculus*, N. B. Hastings et al. (Eds.). Washington, DC: MAA Notes, Mathematics Association of America.

Students Taking College Algebra



MYTH BUSTING

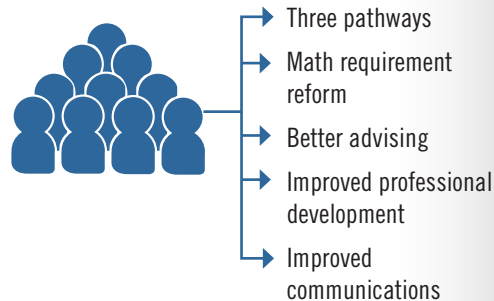
Ask these questions to separate fact from fiction:

- What do your math faculty members say is the purpose of College Algebra?
- What percentage of students who take College Algebra end up retaking it because they withdrew or failed?
- What percentage of those who pass College Algebra go on to take Calculus?
- Why are students advised to take College Algebra when their programs do not include Calculus?

POLICY IN ACTION

The **Colorado Department of Higher Education** convened a task force of math faculty as part of an overall completion strategy. The result is a set of recommendations by math leaders for creating three clear pathways, statewide reforms in math requirements for many high enrollment academic programs, improved advising strategies, a blueprint for improved professional development, and a commitment to improved communication among institutions on the implementation of Math Pathways. Already, many programs have realigned their math requirements to align with the new Math Pathways.

Math Faculty Task Force



The **Nevada System of Higher Education** was facing low gateway math completion rates at public institutions and even lower graduation rates for students who did not complete gateway math in their first year. In response, the system convened math faculty to develop a strategy to improve these outcomes. The group recommended a policy so that the vast majority of students would have the opportunity to complete gateway math courses within their first academic year. The system adopted the recommended policy shortly thereafter.

All public postsecondary institutions, by policy, now **PLACE STUDENTS IN GATEWAY COURSES IN THEIR FIRST ACADEMIC YEAR**

Ohio adopted a remediation-free standard that set in motion conversations among math faculty leaders on what math students really need. At the same time, difficulties were surfacing with math courses receiving approval for transfer through the Ohio Transfer Module. Against this backdrop, math faculty convened to create Math Pathways with clear learning outcomes that transfer seamlessly through the Transfer Module. Ohio embraced another of the group's recommendations, overturning a policy that required Intermediate Algebra as a prerequisite for all gateway math courses.

Implemented **REMEDIATION-FREE STANDARD** and enabled **SEAMLESS TRANSFER OF MATH CREDITS**



NEW RULES

STATE ACTION

- **Examine enrollment and success rates** in various gateway math courses with a specific focus on the impact of **College Algebra** on a student's long-term educational outcomes.
- Create a leadership group of math faculty from across all institutions to **evaluate the relevance of various math gateway courses** to fields of study and **develop recommendations** for Math Pathways.
- **Align statewide transfer and articulation frameworks** to accommodate Math Pathways at all public institutions.

INSTITUTION ACTION

- **Establish** a rigorous Quantitative Reasoning, Statistics, and/or technical math gateway course and offer sufficient sections to accommodate all students outside of science, technology, engineering, and math (STEM) disciplines.
- **Revise program requirements and academic maps** such that a course other than College Algebra is the default math course for students outside of STEM disciplines, and train advisers on the new pathways.
- **Offer a meaningful pathway into STEM** disciplines for students who enter college without having had access to precalculus or calculus coursework in high school.
- **Align assessments** of college readiness to students' Math Pathway.



Get started crafting your own policies using the detailed policy language found on the New Rules thumb drive and at <https://tinyurl.com/CCANewRules>.



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Math Pathways have the support of Achieving the Dream, the American Association of Community Colleges, Education Commission of the States, Jobs for the Future, and the Charles A. Dana Center at the University of Texas at Austin — a national leader in mathematics.

Some will **misunderstand or misrepresent** Math Pathways as watering down mathematical rigor. Addressing this misunderstanding head on is best: Proactively state that this is not about just getting students through their math course, it is about giving them skills they will use in their life after graduation.

Math faculty will likely be the most natural supporters of Math Pathways, but they will also bear the heaviest burden for implementing them. Support the math department's professional development and ensure that it can secure classroom space to teach new sections or new courses.

Provosts and department chairs in other disciplines must also be convinced about the value of Math Pathways because they are the ones who must alter their degree requirements, which may have been in place for decades.

Advisers often encourage students to “keep doors open” by taking College Algebra or Calculus if they are undeclared or if there is any chance they might change majors. Establish the premise that if a student cannot pass College Algebra but can pass another course, College Algebra is the closed door.



TALKING POINTS

- The United States is **27th in the world** in mathematical competency, far below global competitors like China and the European Union.²
- The **default math** course for many students is **College Algebra**, a course designed solely to prepare students for Calculus.
- **Sixty percent** of students who take College Algebra do not go on to take Calculus, making the **College Algebra course irrelevant** to their college and career goals.
- At the same time, College Algebra has **lower success rates** than any other course, even more advanced courses like Calculus.
- College Algebra not only is a **stumbling block** for students en route to a degree, but it also does not serve them well long term even if they do master the content.
- College graduates need to be **mathematically literate** in today's increasingly data-driven world, which means colleges need to **rethink** their approach to math.



BE READY FOR QUESTIONS

"Aren't you just watering down math to get more students through college?"

Quantitative reasoning courses are actually **quite challenging**, with assignments like analyzing a data set and writing an essay about the findings. They are built around the skills needed for **academic and career success**, so they are not only rigorous, they are **relevant**.

"Is there a cost to implementing Math Pathways?"

There are plenty of **free resources** to help faculty and advisers with implementation, many developed through a partnership with **Complete College America** and the **Dana Center** at the University of Texas at Austin, which is **leading the way** in Math Pathways.

"Will we need to add math faculty?"

Because the new math courses are **more interactive** in nature, they may require a smaller student-faculty ratio. If the courses require **additional instructors**, these costs should be viewed as an **investment in student retention**, which improves the bottom line.

"Can underprepared students still pursue STEM fields?"

Students from lesser resourced school districts may have the **aptitude** but not the **prior coursework** needed to start directly in Calculus. Math Pathways include an efficient **pathway to college-level calculus** coursework for such students rather than tracking them into other disciplines.

² <https://www.oecd.org/unitedstates/PISA-2012-results-US.pdf>

Corequisite Support



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CONTEXT

THE PROBLEM

Some students inevitably will start college with deficits in math and language skills. Well-intentioned efforts created a system to deal with that fact — a series of stand-alone “remedial” courses that cost money but do not grant college credit. This gauntlet created several points of attrition (students exiting) before college-level courses even begin, and students drop out more often than they fail.

THE SOLUTION

Entering students are enrolled in the college-level “gateway” course, while those who need additional support co-enroll in a course or lab during the same semester that provides just-in-time academic support, referred to as “corequisite support.” Colleges move from a single exam as an indicator of college readiness to a process that looks at high school performance and other factors.

CLOSE the GAP Corequisite Support benefits all students but benefits students of color more because more than half of African American students and a third of Hispanic students drop out when they are in the remedial pipeline compared to a quarter of white students.

THE BIG PICTURE

Students placed in remediation are more likely to drop out than to fail.

Of Those Entering a 2-Year College ...



51.7%
enroll in remediation



22.3%
of those students complete remediation and associated college-level courses in 2 years



9.5%
graduate within 3 years

MYTH BUSTING

Ask these questions to separate fact from fiction:

- What percentage of your remedial students stay enrolled past the first semester?
- What percentage of your remedial students graduate?
- How many students take stand-alone remediation each year?
- What is the total cost to these students?
- Have you seen the data from the six states that scaled Corequisite Support?
- Can our state match the tremendous success of states that have doubled or tripled the success of underprepared students by using Corequisite Support?

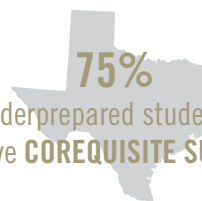

POLICY IN ACTION

In 2017, **California** passed legislation requiring institutions to consider high school coursework, grades, and grade point average (GPA) when determining readiness for college-level courses. It shifted the burden of proof; institutions must now produce evidence that students are unlikely to succeed in college-level courses before they can mandate stand-alone remediation.



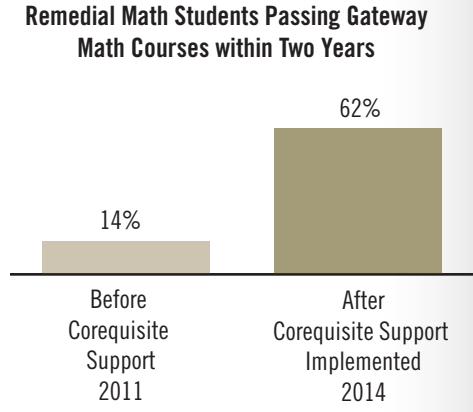
Require institutions to use
MULTIPLE MEASURES PLACEMENT

In 2017, the **Texas Legislature** enacted law that set a standard for statewide scale of Corequisite Support. Over three years, institutions across Texas must scale up the practice such that 75 percent of underprepared students receive Corequisite Support instead of traditional remediation.

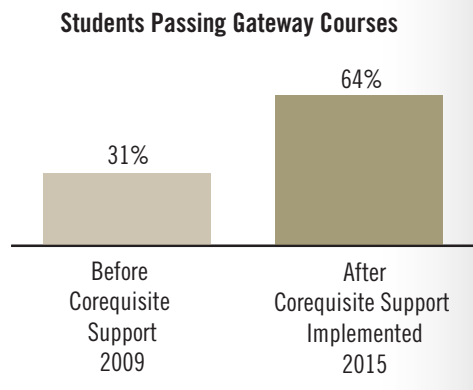


75%
 of underprepared students will
 receive **COREQUISITE SUPPORT**

Under the traditional remedial model at the **West Virginia Community and Technical Colleges**, only 14 percent of students placed into remedial math were completing the associated gateway course within two years. Armed with evidence that the corequisite model could achieve meaningful improvements, West Virginia made the switch to Corequisite Support. Within just one year of the reforms, success rates skyrocketed to 62 percent.



The **Colorado Community College System** was one of the first in the nation to enact a new state policy that explicitly called for Corequisite Support. The system's chief academic officer convened faculty leaders from all campuses in a review of the research and experimentation that has resulted in an approach in which more than 5,000 otherwise traditional remedial students are now in corequisites. The reforms resulted in success rates that improved from 31 percent to 64 percent.





NEW RULES

STATE ACTION

- Set a threshold for **statewide scale** of Corequisite Support and a **target date** for institutions to reach it.
- Establish expectations that **high school coursework** and grades will be used to **assess college readiness**.
- **Prohibit institutions** from mandating that students take stand-alone remedial courses.

INSTITUTION ACTION

- **End mandatory placement** into stand-alone remediation.
- **Offer a corequisite option** for all gateway math and English courses.
- **Modify assessment** and placement processes to incorporate **high school coursework** and grades and reduce reliance on stand-alone placement exams.



Get started crafting your own policies using the detailed policy language found on the New Rules thumb drive and at <https://tinyurl.com/CCANewRules>.



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Corequisite Support has the support of **Achieving the Dream, the American Association of Community Colleges, Education Commission of the States, Jobs for the Future, and the Charles A. Dana Center at the University of Texas at Austin.**

Developmental educators will argue that students pass their remedial courses. Ask them if the students take and pass the gateway course as well.

Accreditors require additional credentials from an instructor of a college-level course than an instructor teaching stand-alone remediation. Faculty may need some professional development or additional credentialing to make the corequisite model work at scale since many more students will go directly into college-level courses.

Converting to a corequisite approach takes time. **Institutional leaders** may convey that they need up to three years to fully scale the model. Watch out for unnecessarily long implementation timelines, but do not expect institutions to fully implement it the next academic year.



TALKING POINTS

- **More than half** of entering community college students are told by their college they are not ready for gateway math and English courses, and those numbers are significantly higher for **low-income students** and **students of color**.
- These students are currently required to take prerequisite **“remedial”** or **“developmental”** courses that **cost money** but **do not count** toward the students’ degrees.
- The problem is not that students do not pass the remedial course. It is that they **drop out** afterward, **before they try** the college-level course.
- Across the country, colleges are employing a **new approach**: delivering the remedial content as a corequisite in the **same semester** the student takes the **gateway** college course.
- This approach **works** because it **eliminates the attrition** point between the remedial course and the college-level gateway course.
- The **results are compelling**: Only **22 percent** of remedial students nationally ever complete the college-level gateway course, but students in Corequisite Support do so at a rate of **60 percent** or more.
- This strategy is **undeniably successful** and **should be implemented** wherever in the state remediation is being offered.



BE READY FOR QUESTIONS

“Is it really in students’ best interest to place them into college-level courses if they aren’t ready?”

Looking at the **success rates** of the corequisite approach, it clearly is. It is not in students’ best interest to send them into a **remedial path** that is most likely to end with the **student dropping out**.

“How do institutions figure out if a student is college ready?”

As it turns out, not very well. Students often take a placement test **without being told why** they are taking it or being given the **opportunity to prepare**. In places that have ended mandatory remediation, it has become clear that many, many students who test below the cut score on the placement test are **able to succeed** in college-level courses.

“What are the costs associated with Corequisite Support?”

To the students, the **costs are lower**. They will no longer pay for a series of courses that do not count toward their degree and will graduate faster, **saving them time and money**. Short-term transition costs to the institution may result from the need for faculty to **increase their credential level** so that more sections of college-level gateway courses can be offered.

“In Corequisite Support, does the student take two courses at the same time, or is it organized some other way?”

There are a **variety of models**. Some include two courses — one remedial and one gateway — that a student takes in the same semester. Others offer two **different versions** of the gateway course, one of which embeds more preparatory material into the curriculum than the other. Another model **adds a lab** to the gateway course for students in need of additional support. The improvements are the same regardless of the model used.

Momentum Year



CONTEXT

THE PROBLEM

Too few students start college with momentum — they delay selecting a program, take too few credits in their first year, and put off critical math and English gateway courses. Research proves that each of these choices dramatically reduces the likelihood that students will ever graduate. Colleges and universities allow this to persist through their policies and advising.

THE SOLUTION

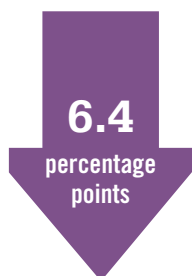
Students' first year is intentionally designed as a Momentum Year. They take gateway math and English courses, nine credits in their academic interest area, and 30 credits overall. Institutional policy and practice reinforce this standard.

CLOSE the GAP Momentum Year benefits all students but benefits students of color more because African American students are currently half as likely to complete gateway courses in the first year as their white peers.³

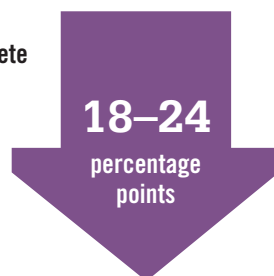
THE BIG PICTURE

Without momentum, students are much less likely to graduate.

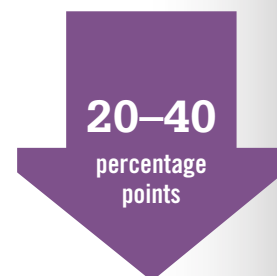
If they do NOT take 15 credits in the first semester:



If they do NOT complete 9 credits in their academic interest area:



If they do NOT complete gateway math and English:



Sources: <https://ccrc.tc.columbia.edu/media/k2/attachments/momentum-15-credit-course-load.pdf>
<http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Agendas/2015/jun-mtgs/arsa-refs/ARSA-10b.pdf>
<https://www.tbr.edu/sites/tbr.edu/files/media/2016/12/TBR%20Focus%20Study%202015-16.pdf>

³ <http://completecollege.org/wp-content/uploads/2016/07/Serving-the-Equity-Imperative-Final.pdf>

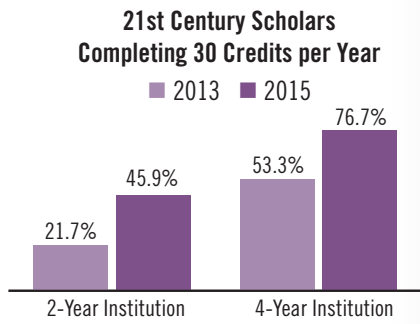

MYTH BUSTING

Ask these questions to separate fact from fiction:

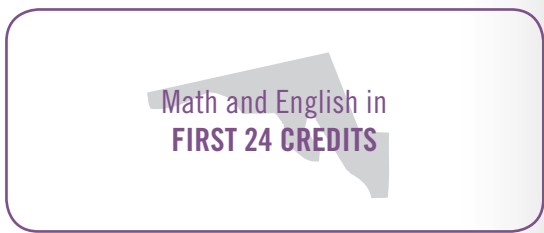
- What percentage of students (including students of color) pass gateway math and English in the first year?
- How many students are currently waitlisted for gateway courses or prevented from taking them because the courses are full?
- What percentage of students complete 30 credits in the first year?
- What percentage enter as undecided?
- How would students be harmed by choosing an interest area in their first year?
- How do you currently design a first-year course schedule for undecided students?
- What is the difference in graduation rate for students who take 30 credits, complete gateway math and English, select an interest area, and complete nine credits in it?


POLICY IN ACTION

Indiana set a standard of 30 credits per year for its need-based 21st Century Scholars financial aid program. This program proved that changing behavior in a big way is possible if the system is built for it. Now, more than three-quarters of scholarship recipients at four-year institutions and nearly half at two-year institutions complete enough credits to graduate on time.

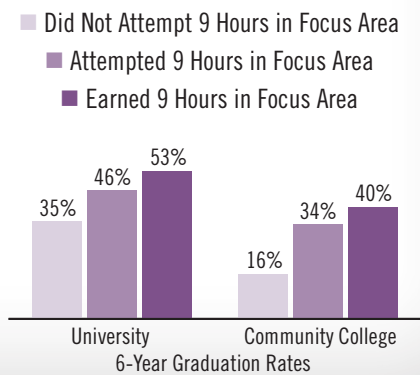


Maryland enacted law in 2013 that requires students to complete at least one college-level, nonremedial math and English course as part of the first 24 credits they earn. This law was part of comprehensive college completion legislation that also scaled remedial reform and academic maps statewide.



The **Tennessee Board of Regents** created a choice architecture for students such that they choose either a major or an academic focus from a list of eight possibilities. No student is classified as “undecided” or placed in a general degree classification. Prior to the policy, 32 percent of students were undeclared; after, 83 percent declare a major, and 17 percent select an academic focus. This has resulted in a 10–20 percentage point increase in students taking nine credits in their academic focus area, and graduation rates for those students have increased dramatically.

Graduation Rate of Students Taking Nine Credits



Source: <https://www.tbr.edu/sites/tbr.edu/files/media/2016/12/TBR%20Focus%20Study%202015-16.pdf>



NEW RULES

STATE ACTION

- **Set a state guarantee** that students will have access to gateway math and English during their first year of enrollment. Require institutions to uphold that guarantee or offer the course for free.
- Produce a **suggested set of interest areas** for campuses, and convene academic leaders to **explore the possibility** of statewide consistency.
- **Set a standard** of 30 credits per year as the benchmark for full-time financial aid or free college programs.
- **Nudge students** receiving state financial aid or free college toward the institutions that have Momentum Year policies and practices in place.

INSTITUTION ACTION

- **Set academic policy** and/or create academic maps such that students **select a major or interest area** and complete at least **nine credits** in their major or interest area and gateway courses within the first year.
- Proactively ensure that a **sufficient number of sections** of gateway math and English are offered to **ensure capacity** for all incoming students.
- **Formalize advising protocol** and create academic maps such that students are strongly encouraged to complete **30 credits** in the first year.
- **Monitor student progress** toward the 30-credit benchmark, and **systematically reach out** to those falling short to encourage them to use summer terms to add more credits.



Get started crafting your own policies using the detailed policy language found on the New Rules thumb drive and at <https://tinyurl.com/CCANewRules>.



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Math and English departments will likely need to increase the number of sections they offer for gateway courses. It is critical that they receive sufficient resources (instructors and classroom space) to do so.

Campus academic leaders may resist using a state-suggested set of interest areas and want to customize the list to fit their campus. Ensure that they have this flexibility.

Those serving **nontraditional students** may be anxious about tying financial aid eligibility to 30 credits per year. Encourage them to use summer and winter sessions to help nontraditional students meet this threshold, or consider fully redesigning

the term structure as described in the A Better Deal for Returning Adults portion of this publication.

Students may struggle to complete gateway math courses in the first year if they are required to take stand-alone remedial courses first or if they are required to take College Algebra and do not pass it. Campuses are strongly encouraged to put Math Pathways and Corequisite Support in place before implementing the Momentum Year.

Financial aid professionals will rightly be worried about how changes to financial aid rules will affect their internal processes. Devise implementation plans to minimize the burden on financial aid offices.



TALKING POINTS

- The way students approach their **first year in college** dramatically affects their **likelihood of graduating**.
- Students gain **momentum** by **completing math and English early** and immediately starting in **classes aligned** to their **academic interests**.
- **Taking and completing more credits** also creates **momentum** because students **progress more quickly** to graduation day.
- Evidence proves that **nine credits** in an academic interest area and **30 credits overall** is the **tipping point** that **dramatically improves** students' **likelihood of graduating**.
- Unfortunately, **traditional higher education** has **very little structure** that ensures that students meet these **key benchmarks**.
- Institutions should **systematically guide** students through a **first-year curriculum** that includes these **Momentum Year** components.
- The state has an **obligation** to ensure **return on investment** for the taxpayer dollars that fund financial aid and Promise programs and should **use this leverage** to ensure that **institutions** put the **Momentum Year in place**.



BE READY FOR QUESTIONS

“Why is student momentum so important?”

Momentum is what carries a student **forward to graduation**. It is the difference between releasing a ball **at the top** of a hill and releasing it **in the middle**. The ball is much more likely **to get to its destination**, and get there **quickly**, if it has momentum. The **same is true** for **students**.

“Why is completing nine credits in the content area so important?”

It is important because students go to college to **learn the things** that are aligned to their **interests and career pursuits**. Taking **relevant courses** early on **reinforces** their reason for going to college. Failing to do so may **make them question** why they are **really there**.

“How do you explain the dramatic impact of completing gateway math and English in the first year?”

These courses are **foundational** to the rest of the content the student will learn in the degree program, especially if **math** is aligned to the major. **Mastering these skills** early not only gets students some **critical successes** early, but it also ensures that they have a **strong foundation** for their **other coursework**.

“What if financial aid recipients have a death in the family or a learning disability and don't complete their 30 credits?”

It is recommended that the state set up an **appeals process** to allow these students to keep their financial aid. Other students could earn their eligibility back if they **meet the benchmark** the next year.

“Do you really think financial aid recipients can complete 30 credits in a year? Don't they typically have to work?”

Indiana's financial aid policy **proves** that **significantly more** students can **complete 30 credits** per year, even **low-income** students. The **impact** of aligning financial aid to 30 credits was actually even **more positive** for **community college** students and **students of color** than it was for the general population.

Academic Maps with Proactive Advising



CONTEXT

THE PROBLEM

Students select from a dizzying array of programs and majors, frequently with no built-in career advising. Once they pick a major, they must track down degree requirements and roam the course catalog to piece together a degree plan — despite the fact that faculty have already established the optimal sequence. To make students discover that sequence independently wastes the time of students and their advisers and leaves far too much room for error.

THE SOLUTION

Students are placed on academic maps that take the guesswork out of semester-by-semester course selection and streamline the registration process. One-on-one career advising is replaced with a structured, intentional first-semester process for students to explore their academic interest area and related careers. Advisers, with significant time freed up, track student progress on degree plans, monitor early-alert systems, and reach out to students before the students realize they are vulnerable.

CLOSE the GAP Academic Maps with Proactive Advising benefits all students but benefits students of color more because 60 percent of African American students are enrolled in community colleges where advisers have twice as many students as those who advise at four-year research institutions.

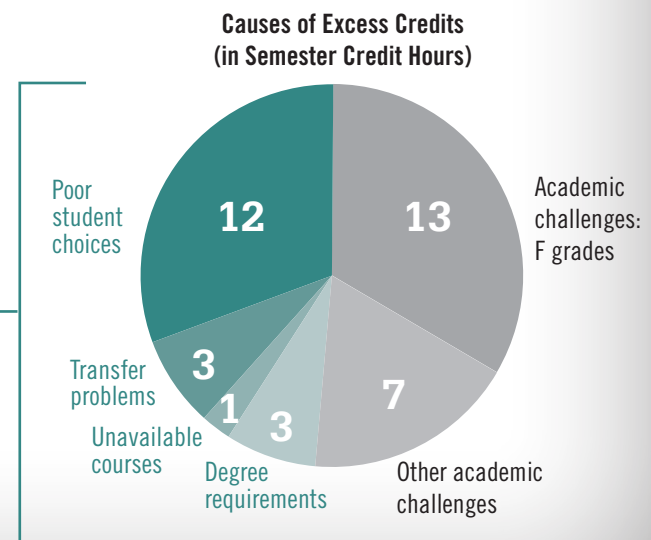
THE BIG PICTURE

Students take more credits than they need.

	NEED	TAKE
Associate	60	81
Bachelor's (non-flagship)	120	133
Bachelor's (flagship)	120	135

Academic Maps with Proactive Advising directly addresses these problems.

Nearly half of the excess credits students accrue could be avoided with Academic Maps with Proactive Advising in place.





MYTH BUSTING

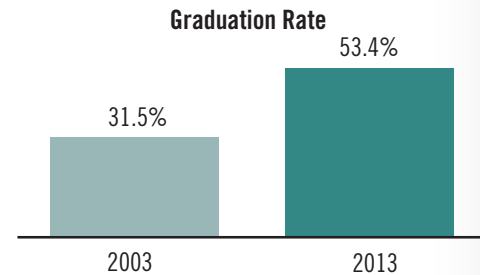
Ask these questions to separate fact from fiction:

- What is your current on-time graduation rate?
- What are the on-time graduation rates for low-income students and students of color?
- How many credits, on average, do your students accumulate before they graduate?
- What is your current student to adviser ratio?
- How do students currently get advice about their choices of programs and majors?
- What percentage of your students change their major after the first year?
- How do you currently determine if a student is off track for graduation, and what do you do about it?

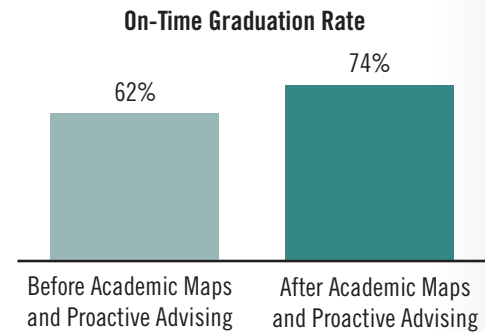


POLICY IN ACTION

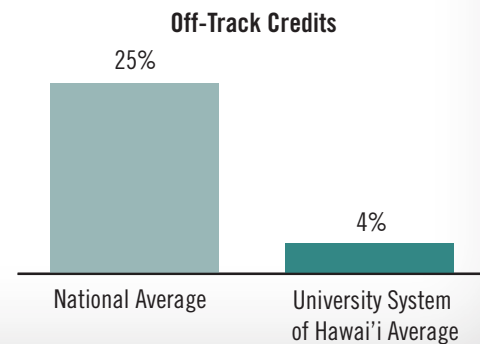
Georgia State University implemented Academic Maps with Proactive Advising and as a result saw a 20 percentage-point increase in graduation rates. Perhaps even more notable, its achievement gap closed entirely, with African American, Hispanic, and Pell-eligible students graduating at greater rates than the overall student body.



Florida State University (FSU) combines academic maps with other strategies to increase graduation rates and close attainment gaps. In 10 years, FSU's graduation rate for all students has increased by 12 percentage points — to 74 percent. More significantly, the graduation rate for African American students has increased to 77 percent, for first-generation Pell students to 72 percent, and for Hispanic students to more than 70 percent.



The **University System of Hawai'i**, in support of its Academic Maps with Proactive Advising efforts, developed a state-of-the-art technology system that defaults students onto their academic pathways and recalculates when they stray from that path. Preliminary results show that the system has reduced the average percentage of off-track credits to 4 percent for students at the University of Hawai'i, far below the national average of 25 percent and at the cost of zero additional advising resources.





NEW RULES

STATE ACTION

- **Require institutions to provide students academic maps** and guaranteed **critical path courses**.
- **Establish an expectation of transferability** among two-year and four-year public institutions that guarantees credits will transfer and **apply to a student's program**, with particular attention to general education blocks and the transfer of completed associate degrees into baccalaureate programs.
- **Help students make informed choices** on program selection by using state data to evaluate and report career outcomes information for each academic program.

INSTITUTION ACTION

- Guide all entering students through a process to **explore academic programs** and their career outcomes.
- **Create, publicize, and customize academic maps** for each major and each student.
- **Automatically enroll students** in their mapped courses as a default in the registration process, requiring advising for any student wishing to deviate from the map.
- **Determine conditions for mid-semester and end-of-semester proactive advising**, and **create an alert system** so that advisers know whom to help.



Get started crafting your own policies using the detailed policy language found on the New Rules thumb drive and at <https://tinyurl.com/CCANewRules>.



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Institutions may convey that they do not have or cannot afford the **technology** they need to implement these policies. View technology as an investment that will increase retention (and bring in tuition dollars), and look for products that have received Complete College America's Seal of Approval.

Academic advisers may worry about the additional workload of proactive advising. Assure them that academic mapping means they will be doing proactive advising instead of student schedule-building, not in addition to it.

Faculty may portray prescriptive academic maps as "limiting choice" or "prohibiting exploration." Make clear that academic maps still include electives. Convey that whatever cognitive value there is in students' discovering their path on their own is not worth the \$150,000 cost of an extra year in college.



TALKING POINTS

- **Significant percentages** of college students **take longer** than two years to earn an associate degree and four years to earn a baccalaureate degree.
- Every **additional year** of college costs a student roughly **\$150,000** in additional tuition and foregone income and retirement savings.
- Students **will not graduate** on time if they cannot **get into** the courses they need, take courses that do not count toward graduation, or **change majors** late in the game.
- Roughly half of excess credits taken result from **poor student choices, unavailable courses, transfer issues, and degree requirements** — problems that can be solved if the institutions provide **better navigation** for students.
- We should refuse to let our students incur these **life-altering costs** because we **fail** to get them and keep them on the **path to on-time completion** and a good-fit career.



BE READY FOR QUESTIONS

“Aren’t students already informed about the courses they need to take?”

Sort of, but not really. At most institutions, the information is housed in **at least two different systems**, and students have to **figure out** how they fit together. It is no wonder advisers spend most of their time helping students with their schedules.

“Isn’t college about exploration and discovery?”

Of course it is. Academic Maps with Proactive Advising allows students to explore their choices through a **structured, intentionally designed** process. Student “exploration” that results from random, haphazard, or uninformed course-taking has never been proven to get students on the right path quickly.

“If we default students onto their maps, doesn’t that restrict their choices?”

No, it **guides** their choices. The policy allows for students to register for courses off map but only after speaking to an adviser and signaling that they **understand the consequences** of that choice.

“Don’t advisers already have enough to do? Now they have to do proactive advising too?”

Academic maps **automate scheduling**, and structured exploration replaces one-on-one career advising. This **frees up advisers’ time**, which they can then dedicate to serving students who **need them the most**.

“What is the difference between credits transferring and credits applying to a program?”

Often institutions will transfer the credit, but they go into an **“undistributed”** or general elective spot. If the transfer credits **apply**, it means they fulfill a **specific course** required for graduation.

A Better Deal for Returning Adults



CONTEXT

THE PROBLEM

The attainment goals set by state and national leaders cannot be met unless significantly more adults and other nontraditional students return to higher education and complete a degree or credential. Unfortunately, these students have been asked to choose between making life-altering sacrifices to attend full time or attending part time with a much lower chance of ever graduating and greater long-term costs.

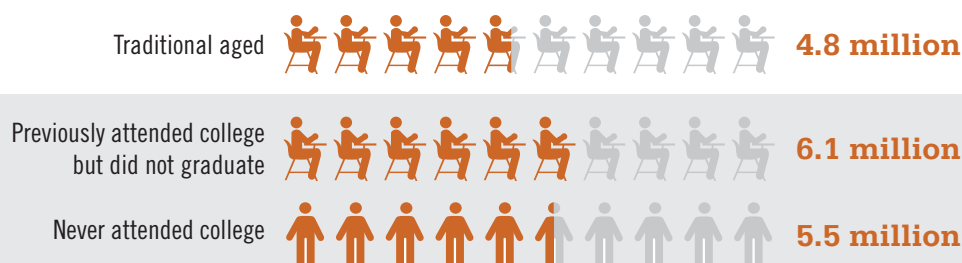
THE SOLUTION

Adult students are invited back to education with assurances that they can progress to their degree faster with accelerated courses, year-round enrollment, and schedules that work with their lives. They get a head start through an embedded process that awards college credit for previous learning and experience. They have a dedicated coach to help them when life gets in the way.

CLOSE the GAP A Better Deal for Returning Adults helps all adult students but benefits adult students of color more because the “some college, no degree” population is overrepresented with students of color. Among the nation’s adults 25 or older who have attended college, only 61 percent of African American and Hispanic students have earned a degree, compared to 74 percent of white students and 86 percent of Asian students.⁴

THE BIG PICTURE

To meet the goal of 60 percent postsecondary attainment, the following students are needed:



Nationwide, 11.6 million additional adults will need to earn a degree or credential, compared to 4.8 million traditional-aged students, to meet the attainment goal.

Source: <https://www.luminafoundation.org/resources/lumina-foundation-strategic-plan-for-2017-to-2020>

⁴ <https://www.census.gov/content/dam/Census/library/publications/2016/demo/p20-578.pdf>



MYTH BUSTING

Ask these questions to separate fact from fiction:

- What percentage of students start out full time and drop to part time in a future semester?
- How many years do your nontraditional students take to graduate on average?
- What percentage of your nontraditional students drop out before they graduate?
- How do you currently determine when you offer a particular course?
- Do you tell faculty when they need to teach, or do they set the course schedule based on preference or past semesters?
- What percentage of your students receive college credit for the competencies they have mastered when they enter?
- How do students find out about opportunities to get credit for previous learning or experience? Is there any systematic advising around it?
- Can you say with a high level of confidence that your students know who they can reach out to if they experience struggles such as life events?



POLICY IN ACTION

Indiana estimated that to meet its attainment goals, roughly 200,000 adults needed to return to higher education and complete a credential. It tackled this challenge two ways — a significant policy review and a full-fledged direct marketing campaign. These efforts successfully brought back more than 13,000 former students with some college but no degree in just one year!

13,000
former students with some college but no degree **RETURNED IN ONE YEAR**

The **University of Memphis**, as part of its adult re-engagement efforts, adopted a “Fresh Start” policy for returning students who had been out of school for at least four years. This policy allows courses the student failed in the past to be excluded from the GPA calculation used to determine admission. Now many more former students can re-enroll even if they had a disastrous semester in the past.

FRESH START POLICY EXCLUDES COURSES
returning students **FAILED IN THE PAST**
from admission decisions

Mississippi analyzed its student records to identify former students with enough credits to have already earned an associate or baccalaureate degree. The state identified 17,000 residents who may qualify to receive a degree with no additional coursework and nearly 67,500 who could earn one with just a few more courses. The state then reached out to these students to encourage them to complete their degree.

Number of residents who could **EARN A DEGREE** with:
NO ADDITIONAL courses **17,000** just a **FEW MORE** courses **67,500**



NEW RULES

STATE ACTION

- **Coordinate with employers and institutions** to launch a direct marketing campaign encouraging adults to go back to college, but **nudge students** to institutions that have scaled A Better Deal for Returning Adults.
- **Revise criteria for state financial aid** and free college programs to ensure that they do not exclude adult students, and **decouple state aid** eligibility from federal aid status.
- **Adopt statewide standards** for prior learning assessment, provide a method for **consistent transcripting** of the credits, and allow state aid dollars to pay related costs.

INSTITUTION ACTION

- **Redesign the term structure** to allow for accelerated courses, and create **consistent, year-round schedules** that lead to on-time graduation.
- **Adopt a clear policy on prior learning assessment** that includes the methods for earning credit, the courses these credits replace, and the cost to students.
- **Invest in coaches** for returning adult students or **redesign the existing advising model** to provide this coaching.
- **Create a grade forgiveness policy** and audit the enrollment process to eliminate unnecessary documentation (e.g., immunization records) and processes that may serve as barriers.



Get started crafting your own policies using the detailed policy language found on the New Rules thumb drive and at <https://tinyurl.com/CCANewRules>.



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When redesigning schedules, recognize that **faculty** will have less control over when they teach and may need to teach in the evening or on weekends. Be sensitive to the new demands on instructors, but make the case that student-focused schedules will increase enrollment and completion within the program.

Institutional business offices and chief financial officers will identify the fact that granting credit for learning outside the institution reduces the revenue that comes in through tuition dollars. Be ready to discuss the increase in retention and *future* tuition dollars that this practice secures.

Lawmakers and philanthropies that provide resources for state and institutional efforts do

not readily fund marketing efforts. Explain why re-engagement efforts are different, and show them the return on investment seen in other states.

Academic advisers will tell you that coaching is very similar to what advising professionals call “proactive advising.” They are right. Honor the advancements in the field of advising, and explore the possibility of empowering current advisers to serve as coaches.

Employers may be hesitant partners in re-engagement efforts if they fear that their employees will leave upon completion of a credential. Show them data that supporting employees’ college pursuits actually improves worker satisfaction and retention.



TALKING POINTS

- We have **ambitious postsecondary attainment goals** that cannot be met unless we attract back **significant numbers of adults**.
- Unfortunately, traditional higher education **has not provided adult students** with an **efficient and effective path** to graduation.
- We can **reach out** to encourage adults to return, but this outreach will **only work** if we can offer them a **better deal**.
- Adult students come in with **college-level, credit-worthy knowledge** and deserve a **clear process** for demonstrating and transcribing it.
- Taking **one or two courses** at a time *can* lead to on-time completion if those courses can be **completed faster** than the traditional 16-week semester.
- For adult students, **it is not “if”** life gets in the way of college completion. **It is “when” and “how often.”** Coaches help students **navigate these life events** — and navigate the **institution’s bureaucracies** and processes.
- Scaling these practices is critical to **attracting and graduating adult students** and getting us to our **degree attainment goals**.



BE READY FOR QUESTIONS

“Why should we be concerned with adult students?”

First of all, they are a **growing portion** of our student body. Thirty-eight percent are older than 25, 58 percent work, 26 percent are raising children, and 47 percent support themselves financially.⁵ Not only do we need to provide these students with a **better path to graduation**, but we also need to **attract significantly more** of them if we are going to meet **workforce needs**.

“What exactly is coaching? How is it different from academic advising?”

Students are not always assigned a single adviser for the duration of their program, but a **coach stays with them** from start to finish. Traditional advisers see students when the students are **required** to go. Coaches (or **“proactive advisers”**) visit students where they are; reach out to students when problems arise; and **develop a relationship** of trust so that students can **come to them with any problem**, academic or otherwise.

“Aren’t highly structured schedules less flexible?”

Current scheduling practice is **not as flexible** as it seems. Required courses are offered when **faculty** want to teach them, and students must **rearrange everything** to get to campus whenever that is.

“Does a grade forgiveness policy give students credit for courses they failed?”

No. A student must have **passed a course** for it to be included on his or her transcript as college credit. What grade forgiveness does is **exclude failed courses** from the calculation of GPA so that a **disastrous semester** does not keep a student from returning.

“Does credit for learning that occurred outside the institution water down the quality of the degree?”

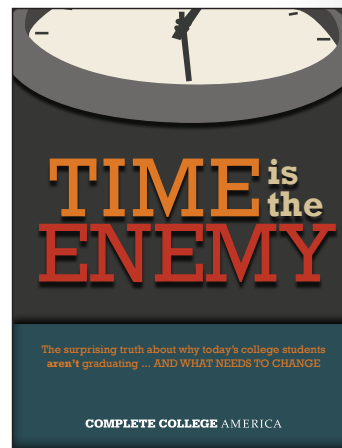
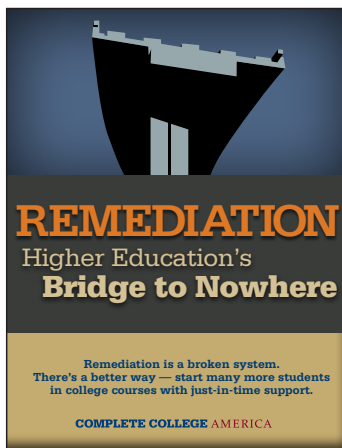
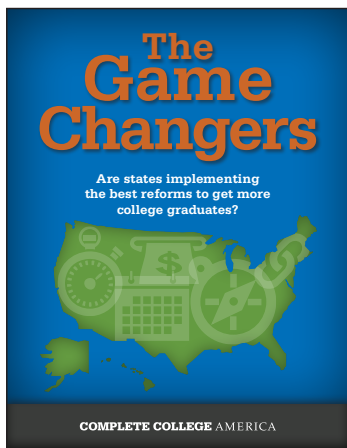
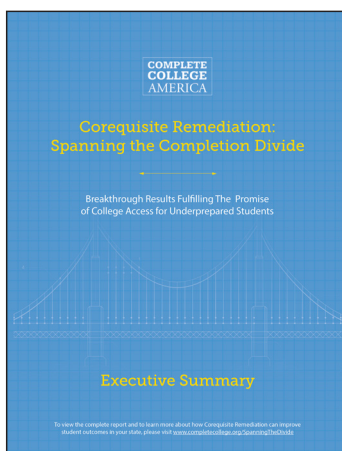
Absolutely not. When students get credit for **college-level, credit-worthy learning** from their previous experience, it is granted by **faculty**. Faculty use their own expertise and the advice from national experts to ensure that the learning is **consistent with the rigor** of the degree program.

⁵ <https://www.luminafoundation.org/todays-student>

Related Resources



Following are additional resources from Complete College America.



For a complete collection of reports, briefs, and presentations, visit completecollege.org/resources.

OUR PHILANTHROPIC PARTNERS

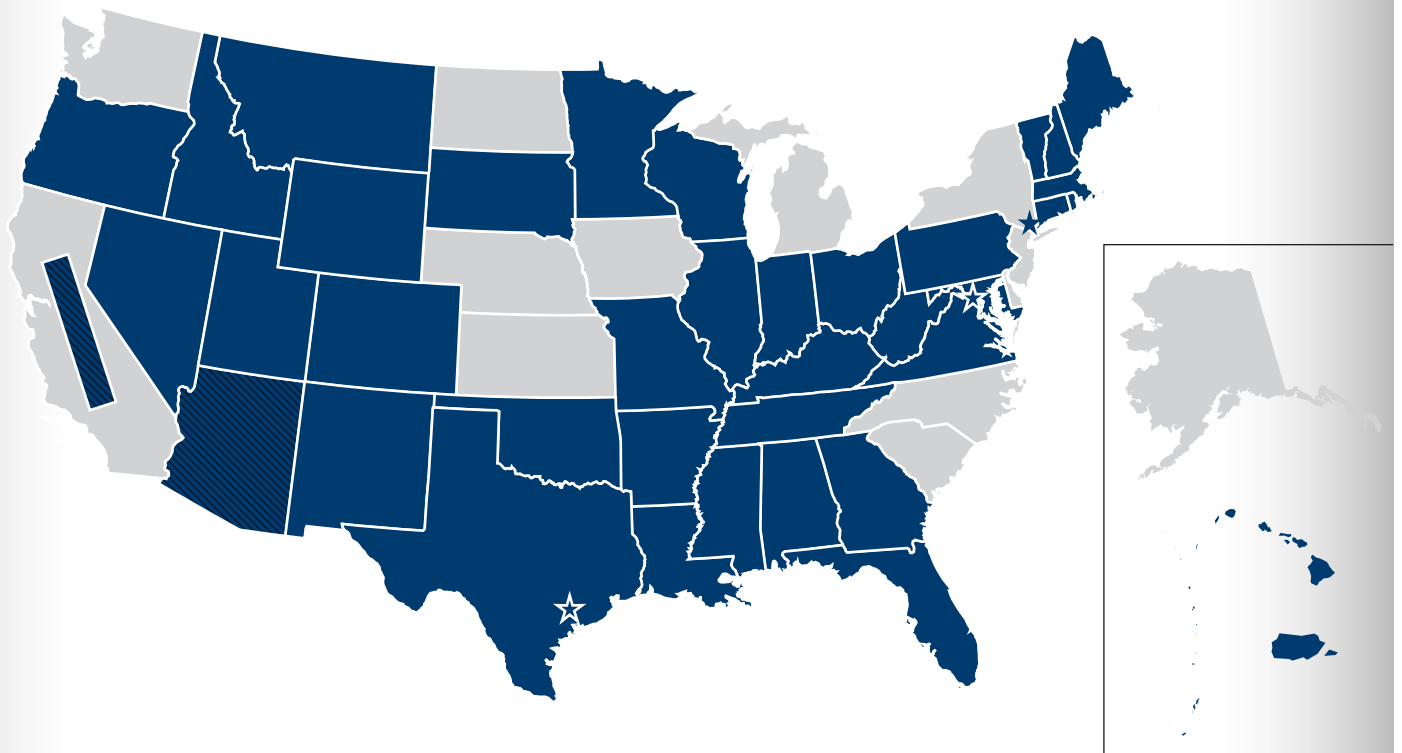
Barr Foundation, Bill & Melinda Gates Foundation, Carnegie Corporation of New York, College Futures Foundation, Kresge Foundation, Lumina Foundation, Michael & Susan Dell Foundation, and USA Funds.

COMPLETE COLLEGE AMERICA ALLIANCE OF STATES

Leading the college completion movement.

Complete College America has built an Alliance taking bold actions to significantly increase the number of students successfully completing college. That means achieving degrees and credentials with value in the labor market and closing attainment gaps for traditionally underrepresented populations.

■ Alliance members



- | | | | |
|---|---------------|---------------|-----------------------------------|
| Alabama | Florida | Minnesota | Rhode Island |
| Arizona Consortium | Georgia | Mississippi | South Dakota |
| Arkansas | Hawaii | Missouri | Tennessee |
| Central Valley (CA)
Higher Education
Consortium | Houston | Montana | Texas |
| City University of New
York | Idaho | Nevada | Thurgood Marshall
College Fund |
| Colorado | Illinois | New Hampshire | Utah |
| Commonwealth
of the Northern
Mariana Islands | Indiana | New Mexico | Vermont |
| Connecticut | Kentucky | Ohio | Virginia |
| District of Columbia | Louisiana | Oklahoma | West Virginia |
| | Maine | Oregon | Wisconsin |
| | Maryland | Pennsylvania | Wyoming |
| | Massachusetts | Puerto Rico | |

ABOUT COMPLETE COLLEGE AMERICA

Established in 2009, Complete College America is a national nonprofit with a single mission: to work with states and regions to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally under-represented populations.

The need for this work is compelling. Between 1970 and 2009, undergraduate enrollment in the United States more than doubled, while the completion rate has been virtually unchanged. We've made progress in giving students from all backgrounds access to college — but we haven't finished the all-important job of helping them achieve a degree. Counting the success of all students is an essential first step. And then we must move with urgency to reinvent American higher education to meet the needs of the new majority of students on our campuses, delicately balancing the jobs they need with the education they desire.

Complete College America believes there is great reason for optimism ... and a clear path forward. With a little more support — and a lot of common sense — we can ensure that many more get the high-quality college education that will help them live productive and fulfilling lives. All Americans will share in the benefits of their success.

**COMPLETE
COLLEGE
AMERICA**

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