CREATING STRUCTURE:
Institutional Transformation & Achieving Alabama’s Attainment Goal

Complete College America

COMPLETE COLLEGE AMERICA

Nikolas Huot
nhuot@completecollege.org
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.
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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
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CCA & Transformation

Accelerate Change on College Campuses
Build on successful reform efforts that have made colleges more equitable and student-centered

Address System Dynamics
Reinforcing the Status Quo
Create scalable, sustainable change by aligning policy, perspective, and practice
How CCA Works

POLICY
+ THE CCA ALLIANCE
+ POLICY & ADVOCACY
+ REPORTS & DATA

PERSPECTIVE
+ WORKSHOPS
+ COACHING & SUPPORT
+ EVENTS & CONVENINGS

PRACTICE
+ NEEDS ASSESSMENT
+ STRATEGIC PLANNING
+ IMPLEMENTATION
The CCA Model in Action
## Evidence-Based Pillars & Strategies

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>MOMENTUM</th>
<th>STRUCTURE</th>
<th>SUPPORT</th>
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<td>Aligning the college experience to each student's goals for the future.</td>
<td>Designing multiple avenues for students to get started, earn credits faster, and stay on track to graduate.</td>
<td>Building course road maps that make the path to a degree or valued workplace credential clear.</td>
<td>Addressing student needs and removing barriers to academic success.</td>
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<td>- First-Year Experience</td>
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First-Year Experience

Creating Purpose
THE PURPOSE FIRST EXPERIENCE
Career Exploration

Creating Purpose
PURPOSE MATTERS

Uninformed decisions about purpose...

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

...lead to significant negative impact on student outcomes

- Major-switching
- Excess credits
- Longer time-to-degree
- Extra costs
- “Some college, no degree”
- Unsuccessful career launch
- Persistent achievement gaps
More than 36 million Americans have enrolled in college and left without receiving a degree or other credential over the last 20 years. (NSC Research Center, 2020)

58% of students say getting a good job is their primary motivation for pursuing an education. (Gallup-Strada, 2018)

63% More likely to value their education if they understand the relevance of their courses and degree to their career. (National Association of Student Financial Aid Administrators, 2018)

African Americans & Latinx are underrepresented in the fastest-growing, highest-paying occupations: STEM, health, and business. (Carnevale, Fasules, Porter, Landis-Santos, 2016 & Carnevale, Porter, Landis-Santos, 2015)
OUTCOMES

✓ 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

Houston Community College saw a 542% increase in the number of career coach assessments and a resulting 82.8% decrease in undeclared majors.

(from Spring 2018 to Spring 2019)

By incorporating career assessment tools prior to registration, 25% of incoming first-year students changed majors.

(EAB)

By incorporating labor-market data and matching interests and ability, Baker College dropped program changes by enrollment from 26.1% to 13.9%.

(MyMajors)
Academic & Career Alignment

Creating Purpose
Critical Thinking/Problem Solving
- 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

Oral/Written Communication

Teamwork/Collaboration

Digital Technology

Leadership

Professionalism/Work Ethic

Career Management

Global/Intercultural Fluency
BEST PRACTICES

1. Include potential careers and jobs on academic maps for every majors and concentrations (make sure these maps are easily accessible to students and widely distributed)

2. Actively engage incoming first-year students in their major decisions from admissions until the end of their first year (assessments, Handshake, first-year experience, major fairs, panels of employers, etc)

3. Connect with regional employers across disciplines and ask them to highlight desired competencies for their fields (share these findings with faculty and students)

4. Integrate experiential learning in every major (preferably paid!)

5. Include career competencies on syllabus
"What if we don't change at all ... and something magical just happens?"

"I know I hurt you in the past but I've changed"

OMG I love you
Credit for Competency

Creating Momentum
The Power of Credit for Competency

Figure A. Adult students with PLA credits had higher overall credential completion, compared to adult students without PLA, from 2011-2012 academic year to end of 2018.

Credential completion rates, by PLA credit-earning:

- Certificate: PLA Students (24,512) - 39% with PLA, 10% without PLA; PLA Students, Excluding Those with Only Military Credit (9,118) - 60%
- Associate: PLA Students (24,512) - 49% with PLA, 12% without PLA
- Bachelor: PLA Students (24,512) - 73% overall credential completion

Credential level results may not add up to the total due to rounding.

From The PLA Boost Report by CAEL and WICHE
**Multiple Measures Options**

**BOX 2**

**Primary Options for Assessment Measures**

<table>
<thead>
<tr>
<th>MEASURES ADMINISTERED BY THE COLLEGE</th>
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<tr>
<td>1. Traditional placement tests (such as ACCUPLACER) measure students’ math, reading, and writing skills.</td>
</tr>
<tr>
<td>2. Noncognitive assessments measure attitudes and behaviors that have been found to be relevant to college success. Commonly used assessments are the Learning and Study Strategies Inventory (LASSI), which has ten scales to measure components of a student’s approach to learning; ACT Engage, developed by the ACT assessment organization to measure such qualities as motivation, social engagement, and self-regulation; and the Grit Scale, which focuses on perseverance and consistency of interests.</td>
</tr>
<tr>
<td>3. Writing assessments</td>
</tr>
<tr>
<td>4. Computer skills assessments</td>
</tr>
<tr>
<td>5. Questionnaires (may include self-reported high school transcripts)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>MEASURES OBTAINED FROM OUTSIDE THE COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. High school grade point average (GPA)</td>
</tr>
<tr>
<td>2. Other high school transcript information (courses taken, course grades, class rank, years since graduation)</td>
</tr>
<tr>
<td>3. Standardized test results (for example, ACT, SAT, Smarter Balanced, or PARCC assessments). In addition to the ACT and SAT college admissions tests, colleges may use scores from other tests administered by high schools, for example, systems such as Smarter Balanced and PARCC (Partnership for Assessment of Readiness for College and Careers), which some states have adopted to meet federal accountability requirements.</td>
</tr>
</tbody>
</table>

**BOX 3**

**Placement System Elements and Options**

- **EXEMPTIONS OR WAIVERS:** Students are placed directly into college-level courses without the need for placement testing if their scores on specified tests or other measures exceed a certain threshold.
- **DECISION RULES:** As shown in the middle panel of Figure 1, a sequence of rules compares each selected measure to a threshold in a predetermined order. If the threshold is met, a placement is generated; if not, another rule is applied.
- **DECISION BANDS:** As shown in the bottom panel of Figure 1, decision rules apply only to students who fall within a certain range on a specified indicator (such as high school grade point average or a placement test score), usually just below the cutoff.
- **PLACEMENT FORMULA (ALGORITHM):** An algorithm applies a weight for each of various factors based on an analysis of historical data to calculate the probability of success in college courses and generate a recommended placement.
- **DIRECTED SELF-PLACEMENT** can be used in conjunction with any of the above methods, or on its own. When this is used with another method, the student is told of the generated placement but given the option to enroll in either developmental or college-level courses. In a system where no definitive placement is given, the student has a conversation with the adviser or counselor about test results, prior courses, and grades, and selects preferred courses.

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*Toward Better College Course Placement: A Guide to Launching a Multiple Measures Assessment System*

By Dan Cullinan, Elisabeth A. Barnett, Alyssa Ratledge, Rashida Welbeck, Clive Belfield & Andrea Lopez Salazar (2018)*
Impact of Multiple Measures

College-Level Math Course Outcomes (Among Students in the Math Subsample)

<table>
<thead>
<tr>
<th>Placement</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>37%</strong></td>
<td><strong>27%</strong></td>
<td><strong>39%</strong></td>
<td><strong>46%</strong></td>
</tr>
<tr>
<td><strong>44%</strong></td>
<td><strong>29%</strong></td>
<td><strong>40%</strong></td>
<td><strong>48%</strong></td>
</tr>
</tbody>
</table>

**Place**

- Business-as-usual group
- Program group

***p < .01, **p < .05, *p < .10

Figure ES.3

College-Level English Course Outcomes (Among Students in the English Subsample)

<table>
<thead>
<tr>
<th>Placement</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
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<tr>
<td><strong>80%</strong></td>
<td><strong>46%</strong></td>
<td><strong>44%</strong></td>
<td><strong>46%</strong></td>
</tr>
<tr>
<td><strong>71%</strong></td>
<td><strong>57%</strong></td>
<td><strong>62%</strong></td>
<td><strong>66%</strong></td>
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</tbody>
</table>

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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)
What is Coreq?

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
Georgia Triples Math Gateway Course Completion

University System of Georgia Comparison of Gateway Math Course Completion

- 20% Traditional DevEd
- 29% Foundations
- 65% African American
- 71% Latinx
- 68% White
- 67% All Students

47% Difference
Georgia Increases English Gateway Course Completion

University System of Georgia Comparison of Gateway English Course Completion

- 2013 Traditional DevEd: 45%
- 2015-17 Foundations: 42%
- African American: 66%
- Latinx: 77%
- White: 76%
- All Students: 71%

Difference: 26%
Research Study at CUNY Shows Graduation Rates

- 907 students required to take remedial algebra
- College algebra not required for intended majors
- Split into three courses:
  - Traditional remedial elementary algebra
  - Traditional remedial elementary algebra + weekly workshop
  - College-level statistics + weekly workshop (corequisite support)
- Close to 50% more corequisite statistics students graduated

Increased by 50%
ROI: Corequisite Students Go on to Take More Courses

Total 2015-2016 Revenue Generated for West Virginia Community Colleges That Used Corequisite Instead of Prerequisite Models

Based on per-credit tuition rates from 2015-2016, and then subsequent credits attempted, covers Math, English, expressed in today's dollars.
Dual Enrollment
Creating Momentum
How Equitable Is Access to AP and Dual Enrollment Across States and School Districts
Fink - CCRC (2021)
Impacts of Dual Enrollment

Findings from a study in Florida

High School Dual Enrollment in Florida: Effects on College Outcomes by Race/Ethnicity and Course Modality
Yuen Ting Liu, et al.- CCRC (2020)
15 to Finish
Stay on Track

Creating Momentum

COMPLETE
COLLEGE
AMERICA
Is On-Time Really that Important?

Students who complete 30+ credits in their first year are more likely to graduate.
Communications Materials Available

Math Pathways

Creating Structure
COLLEGE ALGEBRA’S PURPOSE:

PREPARATION FOR PROGRAMS REQUIRING CALCULUS
<table>
<thead>
<tr>
<th>Meta-Major</th>
<th>Gateway Math</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities/Arts</td>
<td>Quantitative Reasoning</td>
<td>Classics/Performing Arts/Cultural Studies</td>
</tr>
<tr>
<td>Social Sciences/Health Sciences/Business</td>
<td>Statistics/Modeling</td>
<td>Psychology/Political Science/Communications</td>
</tr>
<tr>
<td>Technical Certificate/Programs</td>
<td>Technical Math</td>
<td>Welding/Carpentry</td>
</tr>
<tr>
<td>Engineering/Hard Sciences</td>
<td>College Algebra/Pre-Calc/Calculus</td>
<td>Civil Engineering/Chemical Engineering/Chemistry</td>
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FOCUS AREAS

Group of majors linked in a common general discipline and career cluster with, for the most part, shared first-year Core Curriculum courses and requirements.

Example: Business focus area includes accounting, finance, marketing, entrepreneurship, etc.
Same math pathway and same lab sequence
FOCUS AREAS

• Eliminate dilemma of choice during onboarding
• Shape students’ first-year degree map and curriculum—momentum year
• Provide opportunities for interventions to explore and choose major
  o Allow for more informed, deliberate decisions
  o Help reduce major changes after first year
Academic Maps & Milestones

Creating Structure
Why Academic Maps?

- Students graduate with additional credits
  - Courses that do not count towards graduation
  - Catalogs are difficult to understand (if even known!)
  - Degree requirements are not clear
- Allow for internal discussions about:
  - Math course for program of study
  - Meta-major
  - Milestones
  - Preferred grades
  - Policies about repeats
Why Academic Maps?

- Better tracking of student progress to degree
  - Data & Reporting
  - Early Alert & Proactive Advising
- Allow for scheduling forecasting
  - Teaching schedule
  - Enough seats in courses
Academic Maps ➔ Proactive Advising

- Free advisors from transactional relationship
- Allow more time for coaching
- Create clear guard rails
  - Registration hours
  - Registration courses
  - Grades
- Act as success coach through “productive academic struggle,” active listening, etc
- Technology helps but does not replace you!
Smart Schedules

Creating Structure
Stackable Certificates & Credentials

Creating Structure
Active Academic Support
Active Academic Support

- Faculty Office Hours
- First-Generation Success Center
- Math Help Center
- Office of Accessibility
- Peer Academic Coach
- Supplemental Instruction
- TRiO
- Tutoring
- University Libraries
- University Speaking Center
- Writing Center
Proactive Advising

Creating Support
Proactive Advising

Require advisors to take a preemptive approach that anticipates and helps eliminate concerns, roadblocks, and barriers affecting student success. Through strategic and consistent outreach, ensure advisors are a resource for students, working with them to create a holistic plan for a timely graduation.
Proactive Caseload Management

Five-Step Framework

1. **PRIORITYZATION**
   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

Creating Support
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

Creating Support
Student Basic Needs

- Access to Child Care
- Broadband Access
- Child-friendly Campus
- Clothing Closets
- Financial Assistance
- Financial Education
- Food Bank
- Health & Wellness Centers
- Technology Support (on campus & at home)
- Textbook & Supply Assistance
- Transportation Programs
# Evidence-Based Pillars & Strategies

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

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

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

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

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

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

**Support**
Addressing student needs and removing barriers to academic success.

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

### Complete College America

![Complete College America Logo](complete-college-america.png)
www.completecollege.org

AMERICAN DREAMS ARE FUELED BY COLLEGE DEGREES

A college education has always been the most effective way to increase social mobility, advance economic opportunity, and realize racial justice. But it’s an achievement that’s beyond the reach of far too many students—through no fault of their own. Complete College America is restoring the promise of higher education by advocating for forward-thinking policies, identifying effective strategies, and
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