A SINGLE MISSION

- Work with states to significantly increase the number of college graduates,

AND

- Close attainment gaps
Founded in 2009 with a single focus on working with states to:

**Philanthropic Partners**

Bill and Melinda Gates Foundation  
Lumina Foundation for Education  
Carnegie Corporation of New York  
Helmsley Charitable Trust  
Kresge Foundation  
USA Funds
34 Members

- Arkansas
- Colorado
- Connecticut
- District of Columbia
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Montaña
- Minnesota
- Mississippi
- Missouri
- Nevada
- New Mexico
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- West Virginia
- Wisconsin
- Wyoming
State Commitments

- Establish State and Campus Completion Goals
- Measure and Annually Report Student Progress and Success
- Implement at Scale Completion “Game Changer” Strategies
Indiana

13.5%  
2-year  
Associate

39.3%  
4-year  
Bachelor’s  
(Non-Flagship)

150% Time Graduation Rates  
(Full-time students)
Few Hoosiers Graduate on Time

On-Time Graduation Rates
(Full-time students)

2-year Associate
6.2%

4-year Bachelor’s (Non-Flagship)
16.6%
PERFORMANCE FUNDING
COREQUISITE

REMEDIATION
FULL-TIME IS 15
GUIDED PATHWAYS TO SUCCESS
PERFORMANCE FUNDING
Performance Funding Essentials

- Values OUTCOMES – not just enrollment
- Creates “conditions for change”
Performance funding is sweeping America.
Performance funding is underway.
COREQUISITE
REMEDIATION
Too many Indiana freshmen need remediation.

74.9% of those entering a 2-year college enrolled in remediation

23.9% of those entering a 4-year college enrolled in remediation
Very few pass their gateway courses.

19.8%
Pass associated gateway course at 2-year colleges

30%
Pass associated gateway course at 4-year colleges (non-flagship)
Most remedial students in Indiana never graduate.

13.2%  18.8%

2-year colleges  4-year (non-flagship)
Student attrition is at the heart of the matter.
Remediation: The effect of attrition.

Students assigned 3 or more semesters of **math** remediation.

- Completed 1st semester of remediation.
- Completed 2nd semester of remediation.
- Completed 3rd semester of remediation.
- Passed gateway course.

**Enrolled and completed** | **Did not complete** | **Did not enroll or stopped enrolling**

**LOST**

**KNOW THIS** The remediation system is broken. More students quit than fail.
Few Ever Get to Gateway

70% of students placed into remediation fail to enroll in a gateway course in two academic years
Core Principles for Transforming Remedial Education
Policy Objectives for Gateway Course Success

1. Design STEM and non-STEM math options.

2. Default placement for most students should be gateway courses.

3. Provide additional academic support as corequisite, not prerequisite.

4. Establish a placement range instead of a single cut score.
Guiding Objective

Students complete gateway courses and enter programs of study in their first academic year.
START HERE!
College mathematics must be aligned with programs of study.
College Algebra’s Only Purpose: Preparation for Calculus
Align Mathematics to Meta-Majors and Majors.

- Health Sciences
- Social Sciences
- Liberal Arts
- Education
- Business

Quantitative Reasoning/Statistics

- Degree
- 4-Year Transfer
- Certificate
- License

STEM

College Algebra/Precalculus

- Degree
- 4-Year Transfer
- Certificate
- License
“College Algebra was designed explicitly to meet the needs of students who are preparing to take Precalculus and Calculus.”
Provide Academic Support as a Corequisite, Not a Prerequisite
One Semester Redesigned Gateway

- **Gateway**
- **Mandatory Tutoring**
  - Paired proctored labs
- **Extra Time**
  - 45 minutes after class
  - Additional class periods
- **Sequenced**
  - 5 weeks prep plus 10 weeks gateway content
# One Semester Corequisite Results

<table>
<thead>
<tr>
<th>Institution</th>
<th>Subject</th>
<th>Traditional Model</th>
<th>Corequisite Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm. College of Baltimore County</td>
<td>English</td>
<td>33%</td>
<td>74%</td>
</tr>
<tr>
<td>Accelerated Learning Model</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Austin Peay State University</td>
<td>English</td>
<td>49%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>11%</td>
<td>78%</td>
</tr>
<tr>
<td>Structured Assistance</td>
<td>Statistics</td>
<td>8%</td>
<td>65%</td>
</tr>
</tbody>
</table>
One-Year Corequisite

Semester 1

Gateway Content

Academic Support

College Success Skills

Semester 2

Quantitative Reasoning

Statistics

STEM
One-Year Corequisite Results

Carnegie Statway
Success in gateway math within one academic year

Traditional Model: 5.9%
Statway: 51.0%
Aligned and Parallel Support in Technical Certificate Programs

Technical Program

Math and Language Skills

- Work Keys/Keytrain
- Required, Proctored Lab
- Competency-based, Self-paced
79% Graduation Rate
(Including All Math and English Requirements for the Occupation)
Traditional Placement Practices are FAILING Students
“...it is questionable whether their use (placement tests) as the sole determinant of college access can be justified on the basis of anything other than consistency and efficiency.”

*Do High-Stakes Placement Exams Predict College Success?*
  
  *by Judith Scott-Clayton*
Simulations designed to test how underrepresented students would have fared had they been placed directly into college-level courses indicate that a quarter to a third could have passed college-level classes with a grade of B or better.

Do High-Stakes Placement Exams Predict College Success?
by Judith Scott-Clayton
Current Model Enrolls Most Students into Remediation

Percent of Students

Student Placement Data

Remediation

70%

Gateway

30%
Remediation is an off ramp from, not a path to college success.
Redesign Postsecondary Assessment and Placement

- College ready is not only about academic skills.

- High school GPA, senior year courses and class rank are all better measures of readiness than placement exams.
DON’T

- Try to build the perfect test

- Create a new system for sorting students into the same system of long remedial sequences
DO

1. Use the senior year to prepare students for college success.
2. Combine high school efforts with remedial education reform to create a better system.
3. End the debate over building a better test by placing most students into gateway courses and provide appropriate support.
4. Establish a placement range instead of a single cut score.
New Model Enrolls Most in College

Student Placement Data

- 10% Test Prep or Technical Certificate
- 60% Gateway Course with Corequisite Support
- 30% Gateway
Ivy Tech moving corequisite remediation reforms at scale.

Colleges and universities need to work on math alignment for college majors.
FULL-TIME IS 15
The longer it takes...the more life gets in the way.

Graduation Rates - Bachelor's Degree-Seeking Students

- Four Years: 36.1%
- Five Years: 52.6%
- Six Years: 57.6%
- Eight Years: 60.6%
Too Much Time to Degree

Of Hoosiers who graduate…

Full-time

4 years

5 years

Part-time

4.3 years

5.6 years

2-year Associate

4-year Bachelor’s
Most students DON’T take the credit hours necessary to graduate on time.

Full-time Students Taking 15+ Credits Per Semester

- At 2-year institutions: 29%
- At 4-year institutions: 50%
Most students DON’T take the credit hours necessary to graduate on time.

Percentage of undergraduates by course load level, fall 2012

- 2% (0-2 hours)
- 12% (3-5 hours)
- 13% (6-8 hours)
- 10% (9-11 hours)
- 33% (12-14 hours)
- 26% (15-17 hours)
- 4% (18-20 hours)
- 1% (21+ hours)

Actually on track for on-time completion

Semester hours or equivalent enrolled
Tuition and aid policy at many four-year colleges works against 15-credit enrollment.

**Net Tuition for Typical Student Eligible for Maximum Pell Grant and State Aid**

Pell and State Aid Often Cover Most Direct Costs for Low-Income Students Up to 12 Credits

But Students Get No Support Beyond That

<table>
<thead>
<tr>
<th>Number of Semester Credits Taken</th>
<th>$13</th>
<th>$26</th>
<th>$39</th>
<th>$53</th>
<th>$1,135</th>
<th>$2,216</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
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<td>$2,216</td>
<td></td>
</tr>
</tbody>
</table>
The Power of 15 Credits:
More students graduate when they complete 30+ credits in their first year.

### Associate degree
- 0–11.9 credits: 10%
- 12–23.9 credits: 27%
- 24–29.9 credits: 43%
- 30+ credits: 62%

### Bachelor’s degree
- 0–11.9 credits: 21%
- 12–23.9 credits: 37%
- 24–29.9 credits: 69%
- 30+ credits: 79%
# Hawaii Efforts

## Percent Enrolled in 15 or More Credits

<table>
<thead>
<tr>
<th>All UG Students</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH System</td>
<td>20.7%</td>
<td>23.4%</td>
<td>25.2%</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>39.2%</td>
<td>44.4%</td>
<td>45.8%</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>36.6%</td>
<td>39.3%</td>
<td>40.6%</td>
</tr>
<tr>
<td>UH West O‘ahu</td>
<td>19.7%</td>
<td>25.1%</td>
<td>29.2%</td>
</tr>
<tr>
<td>UH Community Colleges</td>
<td>8.7%</td>
<td>9.7%</td>
<td>11.2%</td>
</tr>
</tbody>
</table>

Source: UH IRAO Base, Census
## Hawaii Retention of Freshmen (Fall 2012 to Fall 2013)

<table>
<thead>
<tr>
<th></th>
<th>12-14 Credits</th>
<th>15 or more Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH System</td>
<td>62.2%</td>
<td>75.9%</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>73.3%</td>
<td>82.2%</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>65.4%</td>
<td>73.8%</td>
</tr>
<tr>
<td>UH West O‘ahu</td>
<td>60.1%</td>
<td>64%</td>
</tr>
<tr>
<td>UH Community College</td>
<td>58.9%</td>
<td>68.3%</td>
</tr>
</tbody>
</table>

Source: UH IRAO Base, Census
Retention at home campus only
Launching “15 to Finish” campaign

Have state financial aid incentives for 30 credits in a year
Cheryl Orr Dixon
corrdixon@completecollege.org
Twitter: @CompleteCollege
completecollege.org