

COMPLETE COLLEGE AMERICA

Common Measures to Assess Postsecondary Persistence & Completion

Grantmakers for Education Conference

October 25, 2012

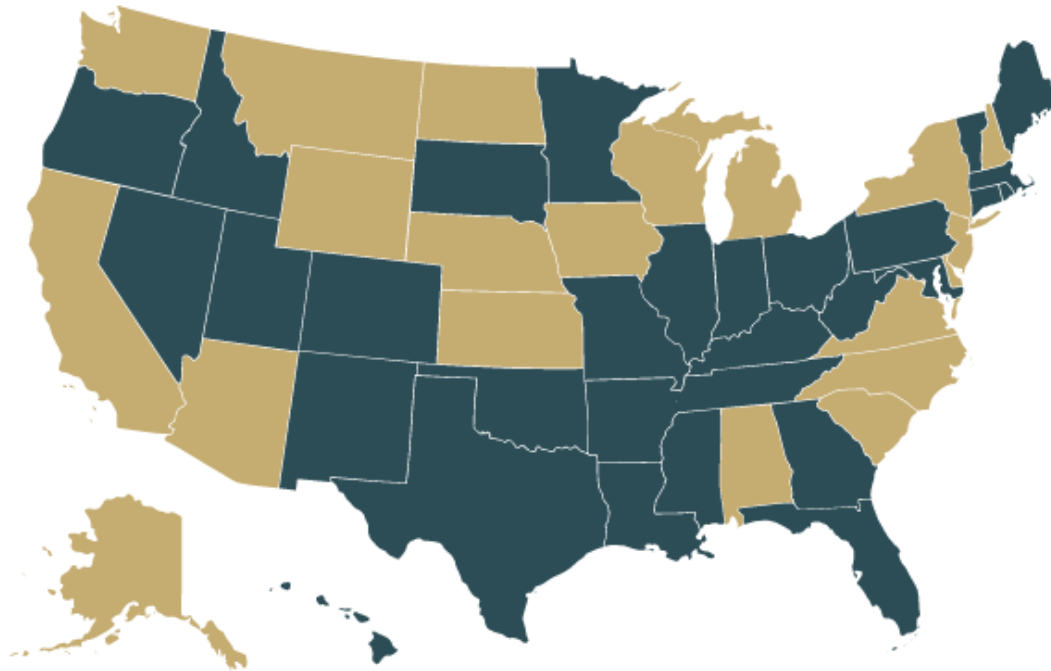
COMPLETE COLLEGE AMERICA

Founded in 2009 with a single focus on working with states to:

- Significantly increase the number of students successfully earning degrees and credentials of value in the labor market, and
- Close attainment gaps for traditionally underrepresented populations, including minority and low-income young adults.

THE ALLIANCE OF STATES

Arkansas
Colorado
Connecticut
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Minnesota



Mississippi
Missouri
Nevada
New Mexico
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Dakota
Tennessee
Texas
Utah
Vermont
West Virginia

**COMPLETE
COLLEGE
AMERICA**

THE ALLIANCE OF STATES

COMMITMENT TO STATE AND CAMPUS GOALS

- Commit to set state and campus numerical goals to increase completion and close attainment gaps by 2020

COMMITMENT TO MEASURING PROGRESS & SUCCESS

- **State and campus leaders pledge to measure and publicly report annual progress on key progression and completion metrics**

COMMITMENT TO BOLD ACTION

- Ensure all students are ready to start and succeed in freshman credit courses
- Redesign remediation strategies to substantially improve success
- Reduce time to degree and increase the number of students completing on time
- Provide financial incentives to students and colleges for progress
- Develop new, shorter and faster pathways to degrees and certificates of value

THE ALLIANCE OF STATES

- National Convening
- Completion Academies
- Institutes
- In-State Completion Academies
- Completion Innovation Challenge Grant
- Publications
- In-State Technical Assistance

*Common completion metrics underlie every
CCA activity*

WHY COMMON COMPLETION METRICS?

- **INFORM**: To help policymakers and the public understand how students, colleges, and the state are doing on college completion
- **ANALYZE**: To help policymakers and colleges identify specific challenges and opportunities for improvement
- **SHOW PROGRESS**: To establish a fair baseline and show progress over time
- **HOLD ACCOUNTABLE**: To hold students, colleges, and the state accountable to the public and to policymakers investing taxpayer dollars in higher education

CRITICAL LIMITATIONS OF CURRENT DATA (IPEDS)

- **No graduation rates for Part-Time Students:**
 - 38% of all college students,
 - 59% of public two-year college students,
 - 39% of all African American students, and
 - 46% of all Latino students.
- **No graduation rates for Transfer Students:**
 - 35% of students who *earned* bachelor's degrees attended two institution; 24% attended three or more
- **No graduation rates for Low-Income Students:**
 - Pell grant program represents an \$35.7 billion public investment in 9.3 million students (2010-2011)
- **No graduation rates for Remedial Students:**
 - Around 40% of all students, and 61% of students who start in community colleges, enter needing remedial education.

DISAGGREGATIONS

Gender

Race/Ethnicity

Income (Pell Grant recipients)

*

Age Group (where applicable)

*

Full-time/Part-time /Transfer Entry Status

*

Discipline/Degree-type

*

Remedial Status

*

*

= NOT Collected in IPEDS

PROGRESS METRICS

Remediation: Entry and Success

*

**Success in first-year college courses
(1st yr. math and English)**

*

Credit Accumulation

*

Retention Rates

Course Completion

*

* = NOT Collected in IPEDS

OUTCOME METRICS

Degrees Awarded Annually (# and change over time)

Graduation Rates

Transfer Rates

Credits and Time to Degree

*

*

= NOT Collected in IPEDS

DATA IN USE: COMPLETION ACADEMIES

STUDENTS ENROLLING IN REMEDIAL EDUCATION (of all entering students)

	Math Only	English Only	Both Math & English	Any Remedial (Total)
All Students				
Hispanic Students				
African American Students				
White Students				
Other Races				
Directly from HS (Age 17-19)				
Age 25 and over				
Age 20-24				
Pell Grant Recipients (at entry)				

STUDENTS COMPLETING COLLEGE-LEVEL GATEKEEPER MATH/ENGLISH COURSES

	FIRST-TIME ENTRY STUDENTS COMPLETING BOTH MATH <u>AND</u> ENGLISH GATEWAY COURSES IN FIRST TWO ACADEMIC YEARS	STUDENTS ENROLLED IN REMEDIAL EDUCATION COMPLETING REMEDIAL <u>AND</u> CORRESPONDING GATEWAY COURSE(S) WITHIN TWO YEARS
All Students		
Hispanic Students		
African American Students		
White Students		
Other Races		
Directly from HS (Age 17-19)		
Age 25 and over		
Age 20-24		
Pell Grant Recipients (at entry)		

DATA IN USE: INSTITUTES AND OUTREACH

2-Year Colleges



62.0%

Complete remediation



22.3%

Complete remediation and associated college-level courses in two years



9.5%

Graduate within 3 years (projected)

4-Year Colleges



74.4%

Complete remediation



36.8%

Complete remediation and associated college-level courses in two years



35.1%

Graduate within 6 years (projected)



TIME is
the
ENEMY

COMPLETE COLLEGE AMERICA



REMEDICATION

Higher Education's Bridge to Nowhere

COMPLETE COLLEGE AMERICA

A DATA-DRIVEN POLICY AGENDA

- Setting goals, benchmarks
- Performance-based funding
- Remediation: gateway course success
- Time and credits to degree
- Restructuring program delivery