



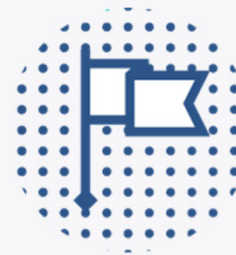
Student Success Summit

Organizing for Student Success

@CPENews

higheredmatters

#kystudentsuccess



PURPOSE FIRST

*Structuring Advising to
Connect Purpose,
Career, and Academics*

**COMPLETE
COLLEGE
AMERICA**



@CompleteCollege
#PurposeFirst



**COMPLETE
COLLEGE
AMERICA**

**Dhanfu Elston, Ph.D.
(dah-nee-foo)**

Vice President for Strategy

delston@completecollege.org



@DrElston



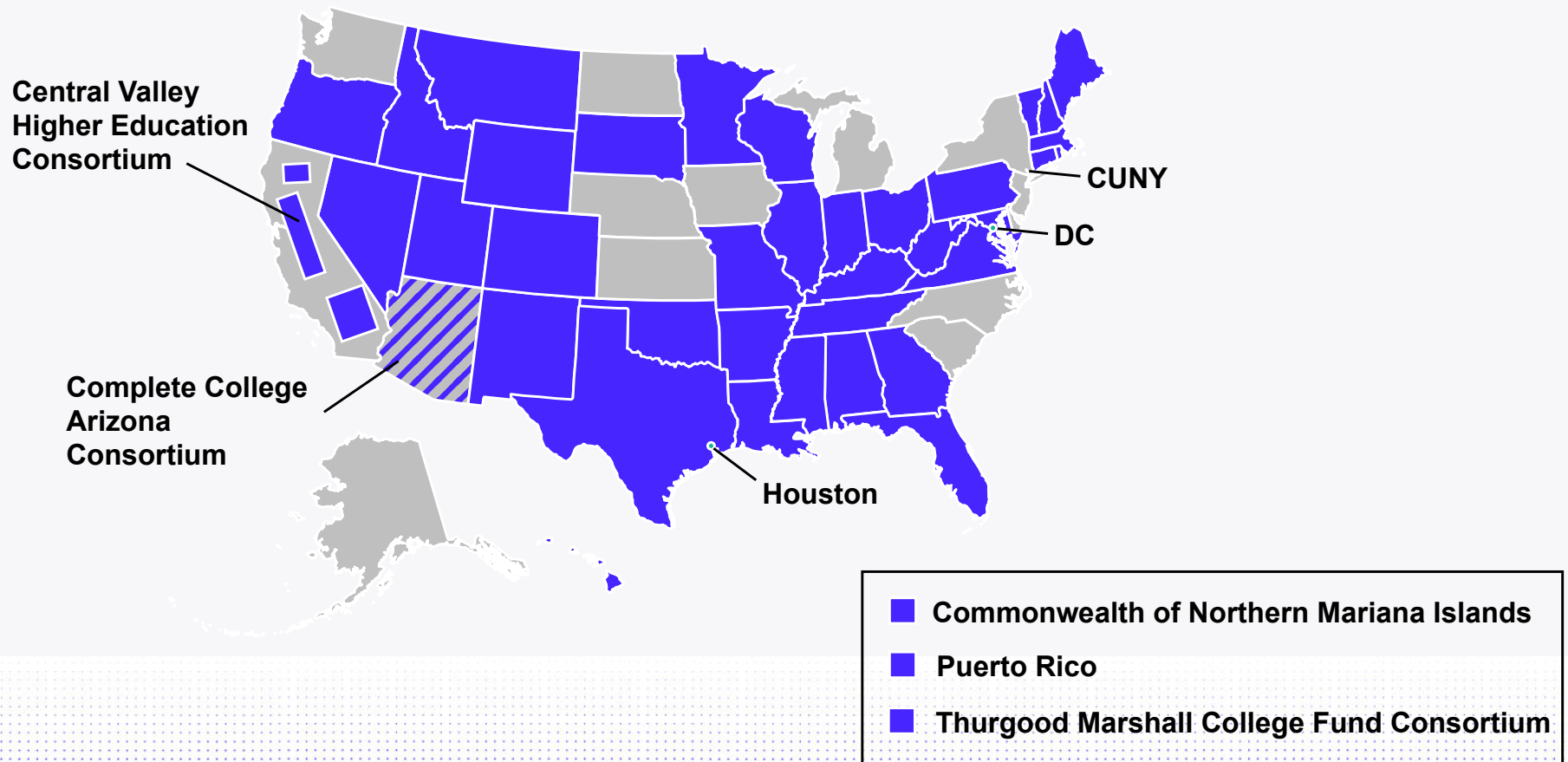
ABOUT CCA

A SINGLE MISSION

Leveraging our Alliance to eliminate achievement gaps by providing equity of opportunity for all students to complete college degrees and credentials of purpose and value.



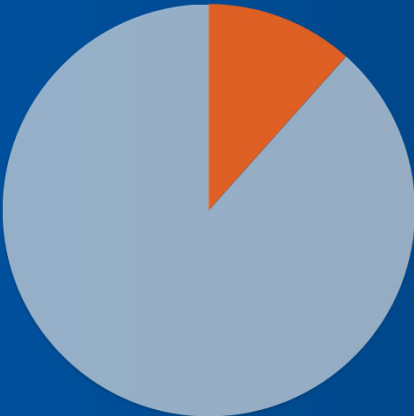
THE ALLIANCE



On-Time Graduation Rates

(Full-Time Students)

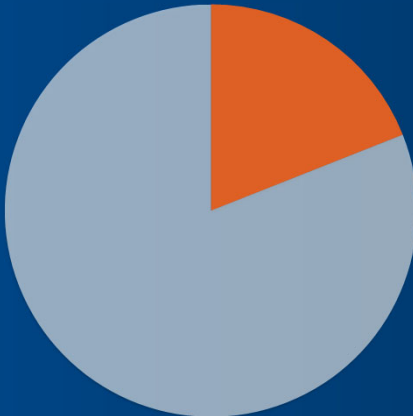
2-Year
Associate



5%

ON TIME

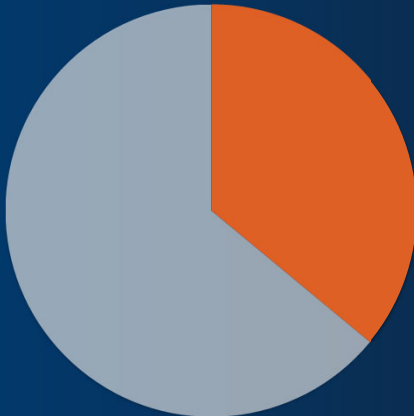
4-Year
Bachelor's
(non-flagship)



19%

ON TIME

4-Year
Bachelor's
(flagship/
very high research)



36%

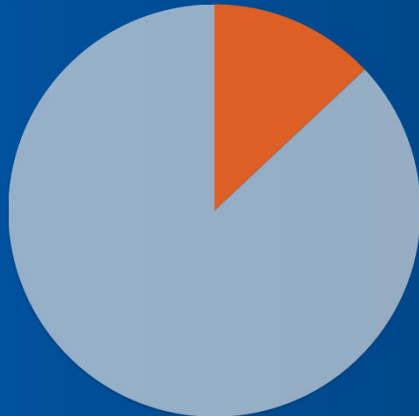
ON TIME

Four-Year **Myth**

150% Graduation Rates

(Full-Time Students)

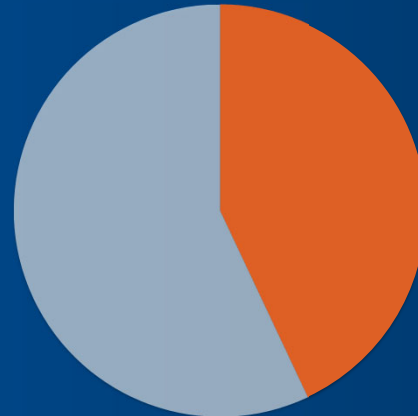
**2-Year
Associate**



13%

IN 3 YEARS

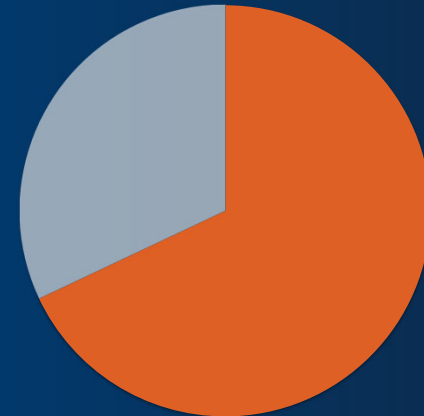
**4-Year
Bachelor's
(non-flagship)**



43%

IN 6 YEARS

**4-Year
Bachelor's
(flagship/
very high research)**



68%

IN 6 YEARS

Four-Year **Myth**

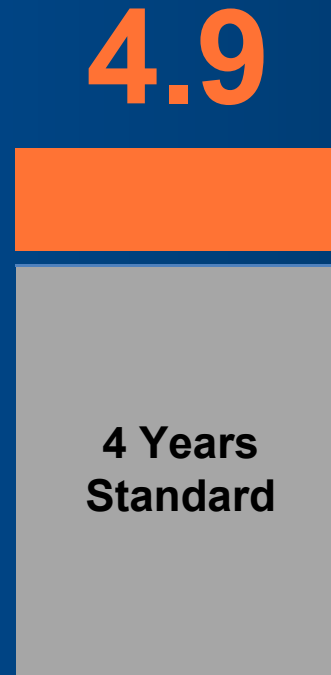
Time to Degree

(Full-Time Students)

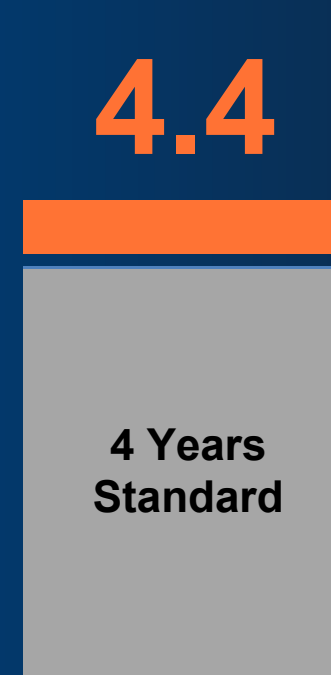
**2-Year
Associate**



**4-Year
Bachelor's
(non-flagship)**



**4-Year
Bachelor's
(flagship/
very high research)**



Four-Year **Myth**

Excess Credits

(Full-Time Students)

2-Year
Associate

80.9



60 Credits
Standard

4-Year
Bachelor's
(non-flagship)

133.5



120 Credits
Standard

4-Year
Bachelor's
(flagship/
very high research)

134.6

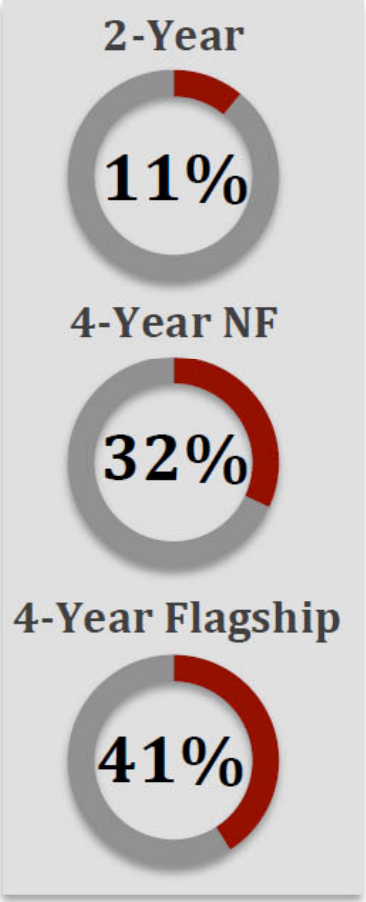
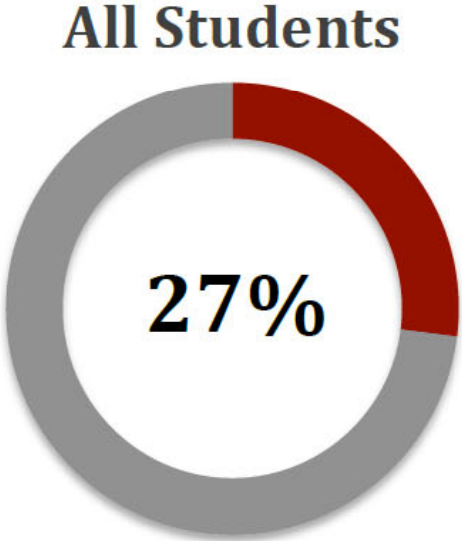


120 Credits
Standard

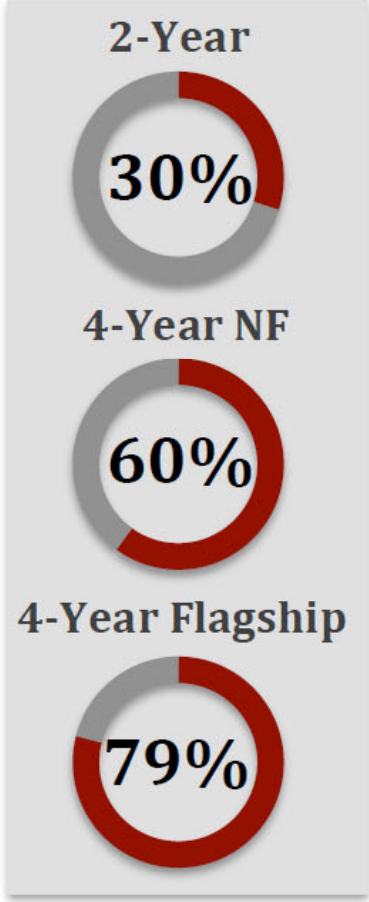
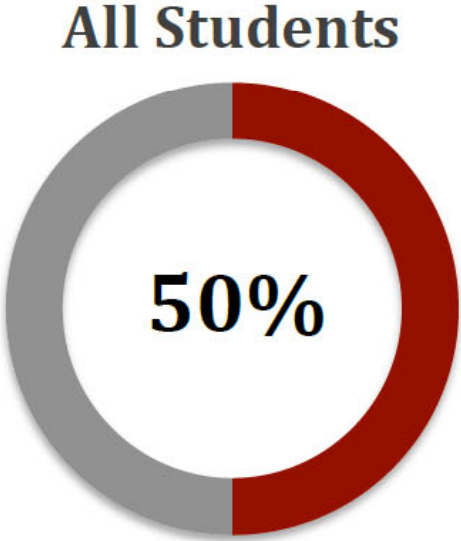
Four-Year **Myth**

Half of American college students need just one more course per semester to be on track for on-time graduation.

Percent of Students
Completing 30 Credits Per Year
(*On-Time* Students)



Percent of Students
Completing 24 Credits Per Year
(Full-Time but Not *On-Time*)





EQUITY



METRICS & EVIDENCE



POLICY


- Empower data experts to be leaders in the movement
- Give voice to the silent through data
- Support implementation at scale
- Support communication & buy-in



IMPLEMENTATION



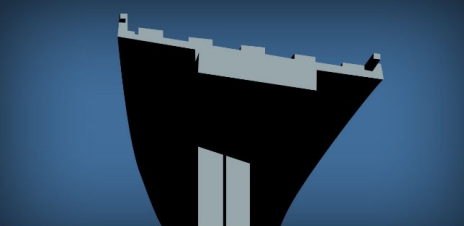
COMMUNICATIONS



TIME is the ENEMY

The surprising truth about why today's college students aren't graduating ... AND WHAT NEEDS TO CHANGE

COMPLETE COLLEGE AMERICA



REMEDICATION


Higher Education's Bridge to Nowhere

Remediation is a broken system. There's a better way — start many more students in college courses with just-in-time support.

COMPLETE COLLEGE AMERICA

The Game Changers

Are states implementing the best reforms to get more college graduates?

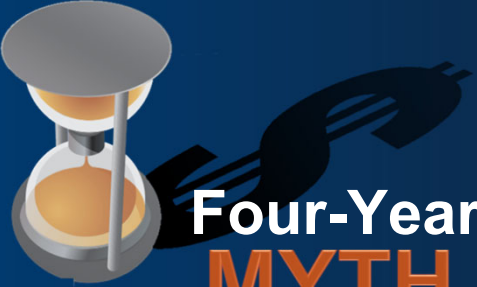


COMPLETE COLLEGE AMERICA

COMPLETE COLLEGE AMERICA

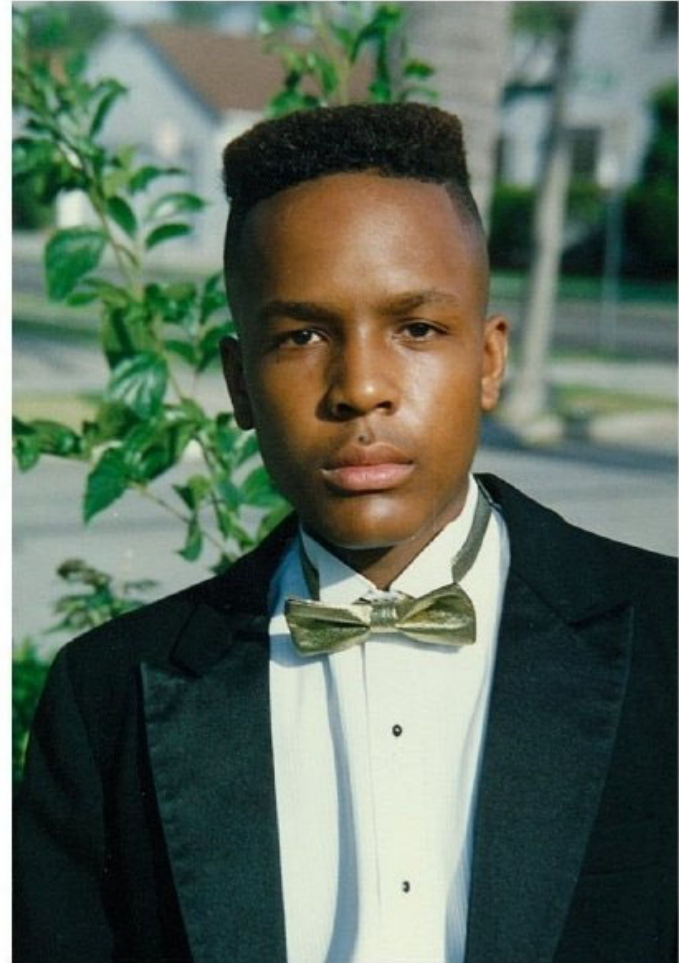
Corequisite Remediation: Spanning the Completion Divide

Breakthrough Results Fulfilling The Promise of College Access for Underprepared Students



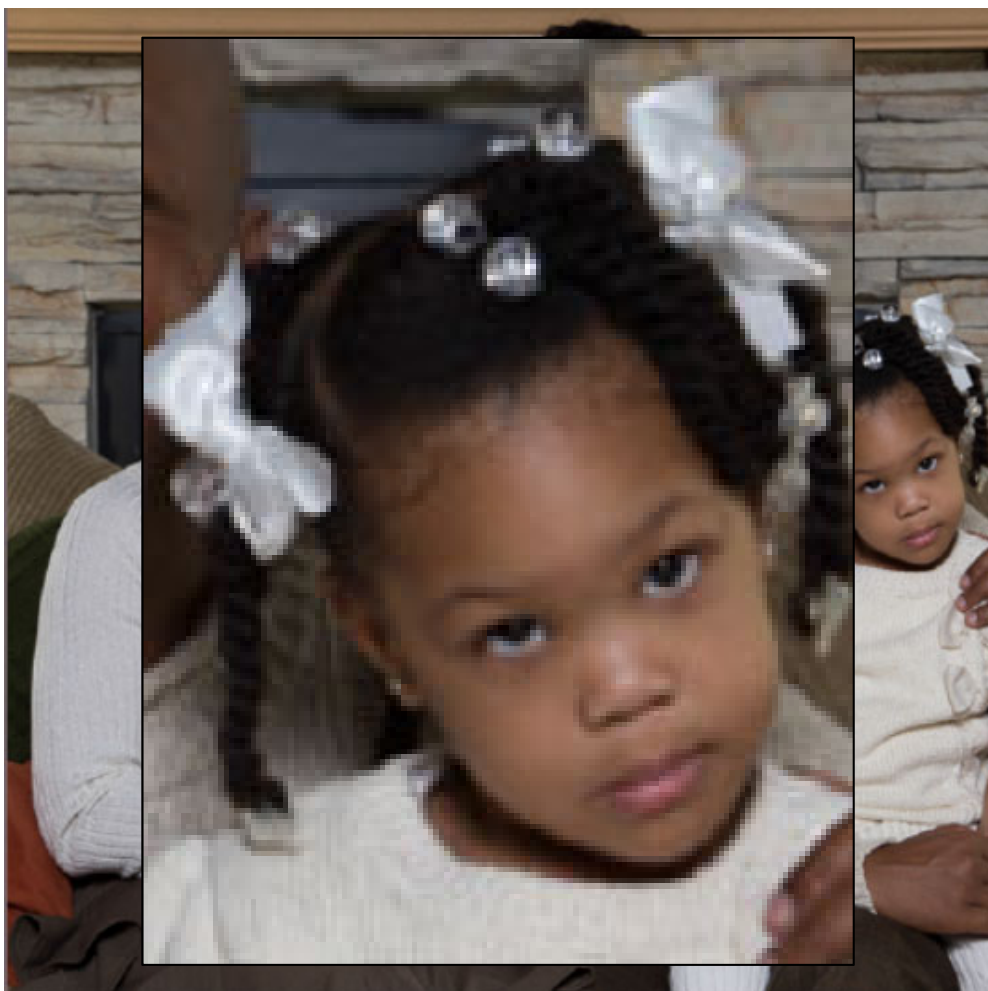
Four-Year MYTH











THE BIG ISSUES

- **Uninformed major decisions**
- Taking too much time
- Inability to access required courses
- Difficulty with registration
- Excess credits
- Not enough guardrails to prevent poor choices
- Spending too much money
- Not graduating
- Not moving on to well-paying, rewarding careers
- Persistent opportunity gaps



NACADA
THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING

**ADVISING IS
TEACHING**

The Game Changers



COMPLETE COLLEGE AMERICA

THE GAME CHANGERS

15 to Finish

Math Pathways

Corequisite
Support

GPS Direct

Structured
Schedules

GAME CHANGERS

Administration
& Advising

15 to Finish

Momentum Year

Academic Maps
w/ Proactive
Advising

Faculty

Corequisite Support

Math Pathways

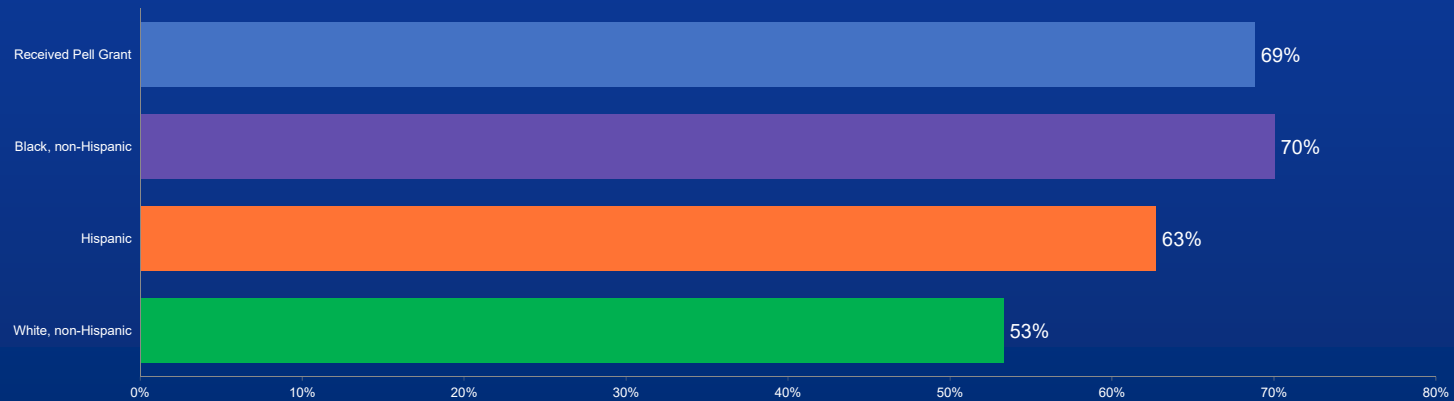
A Better Deal for Returning Adults

Faculty-Based Strategies

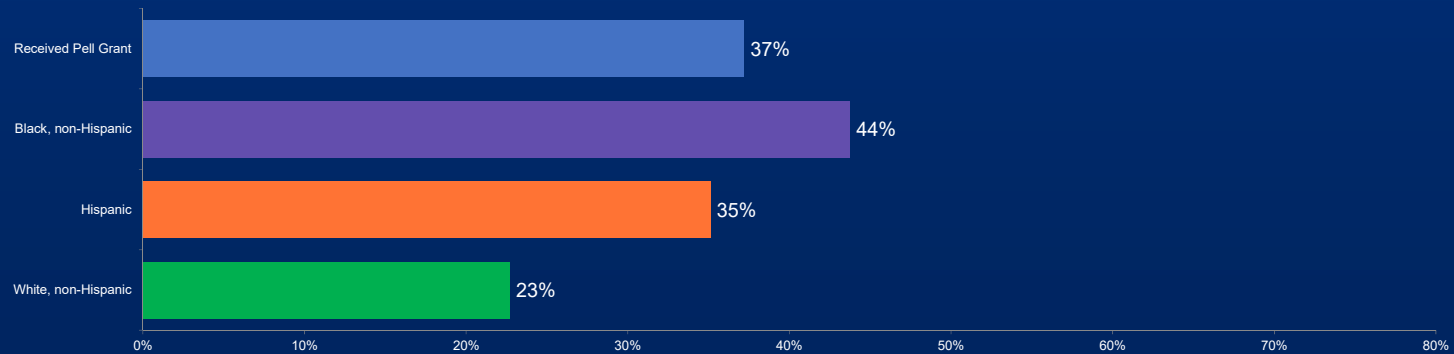
**Corequisite
Support
#CoreqWorks**

African Americans, Hispanics and Pell Students are Overrepresented

2-Year Students

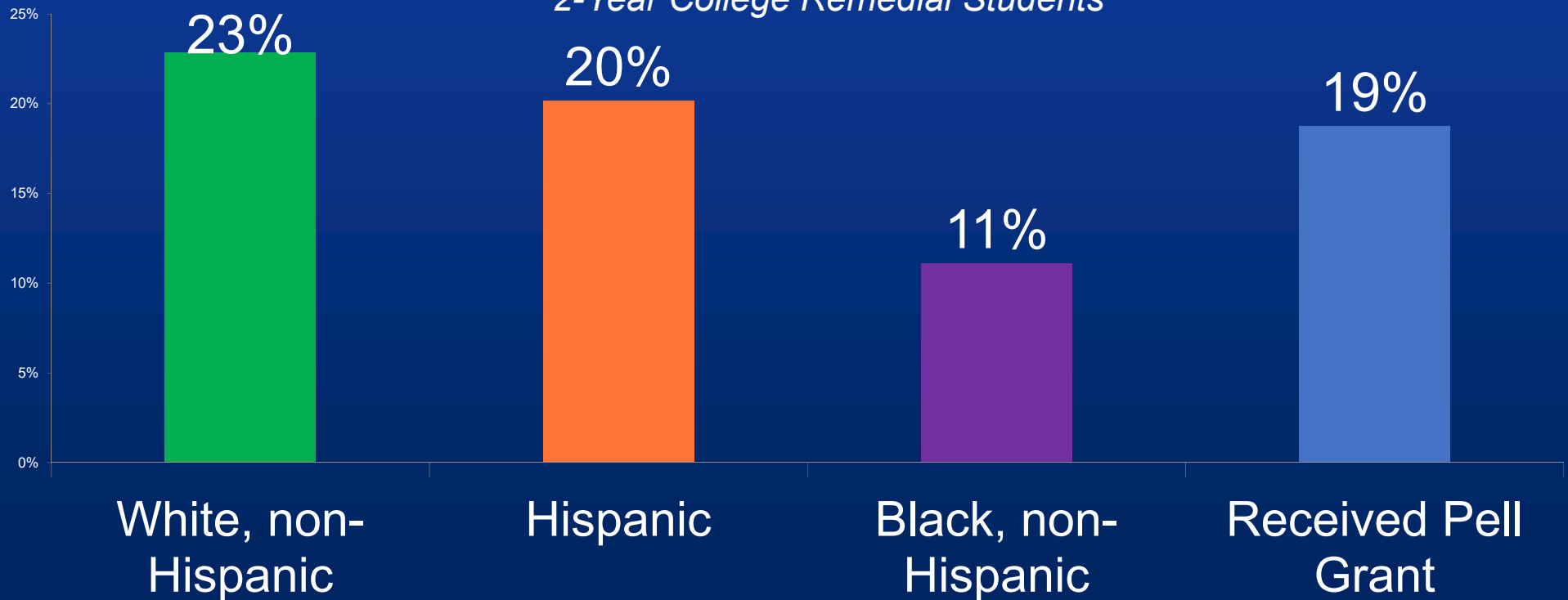


4-Year Non-Flagship Students

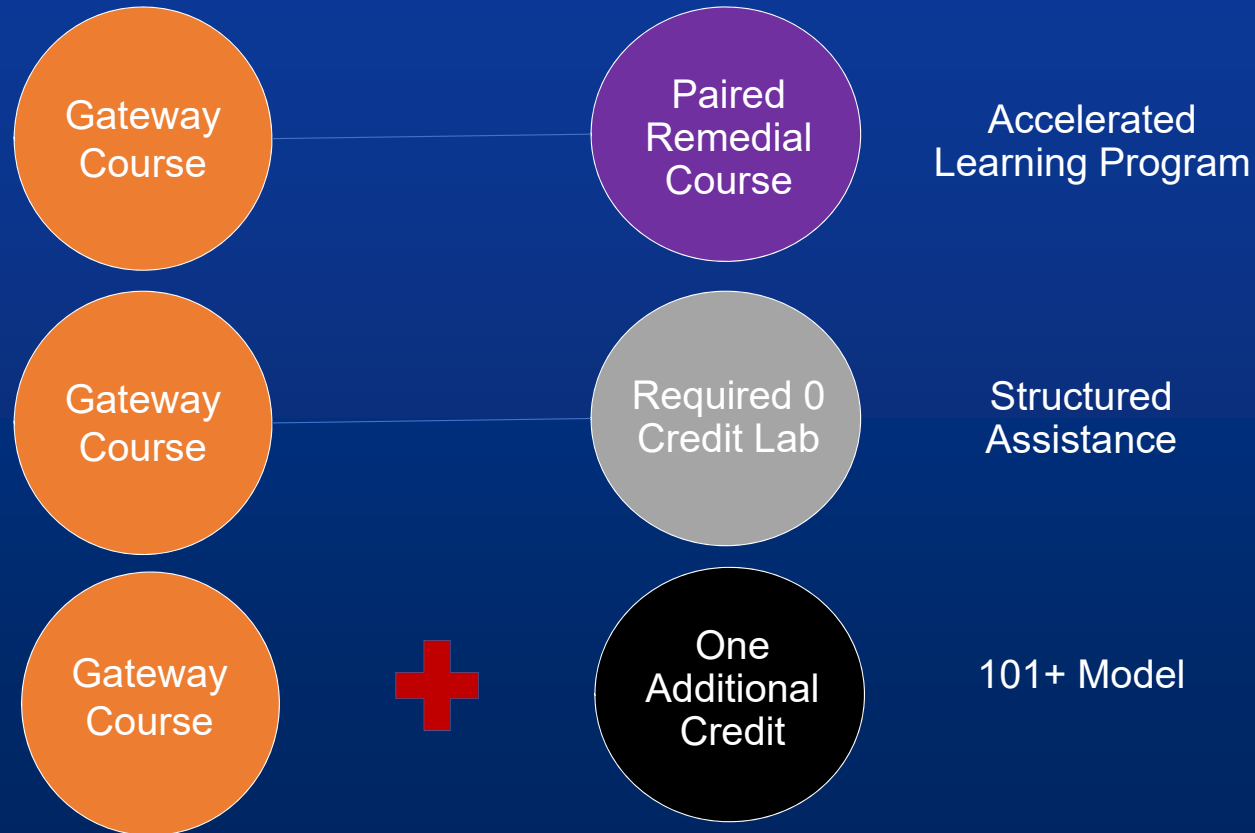


The System Does Not Work, Particularly for African Americans

*Gateway Course Completion in Two Years
2-Year College Remedial Students*

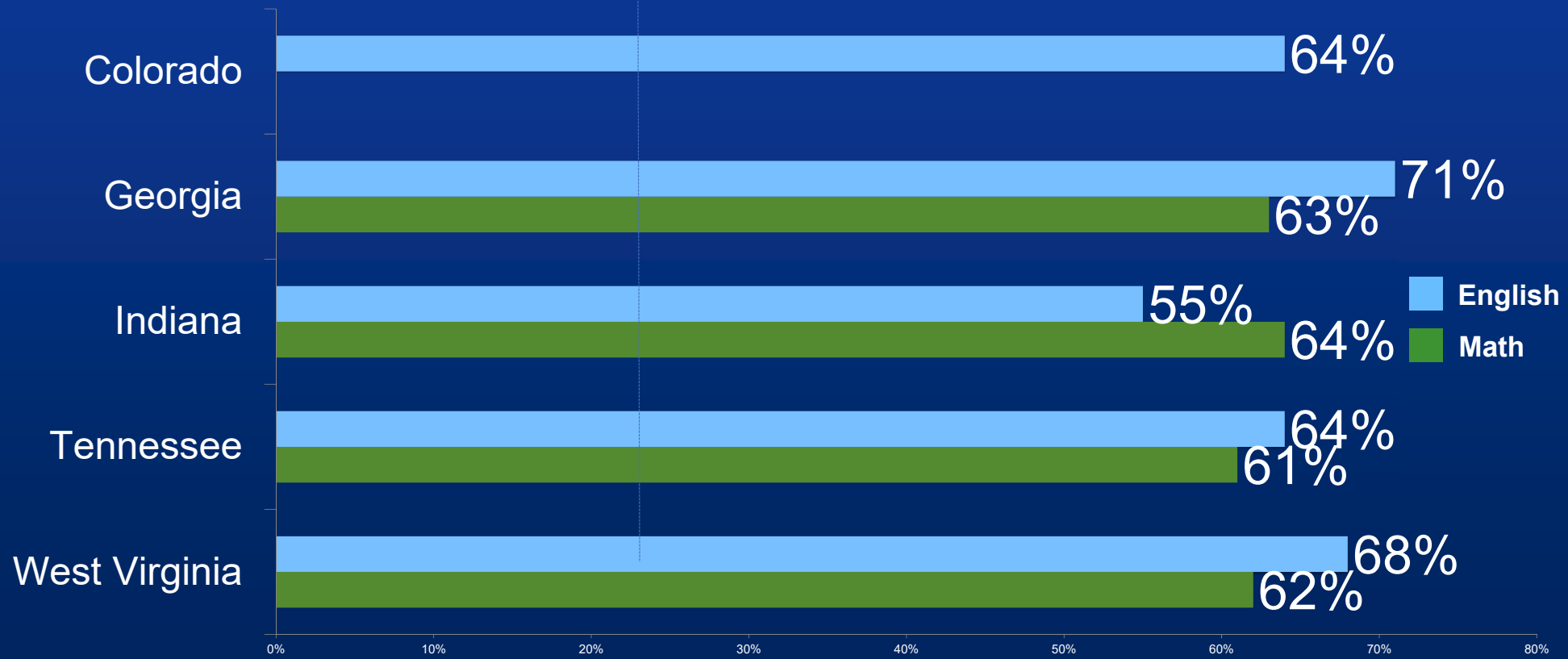


Multiple Corequisite Models



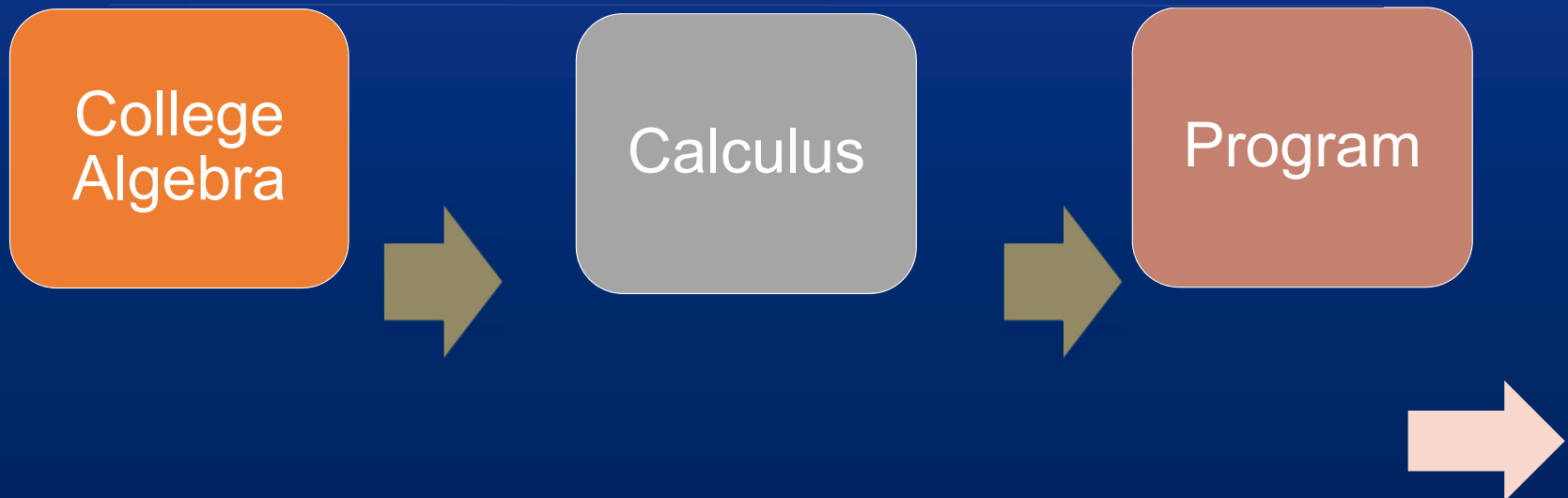
One Year Scaled Results

22% Traditional Remediation
National Avg for Gateway Course Success

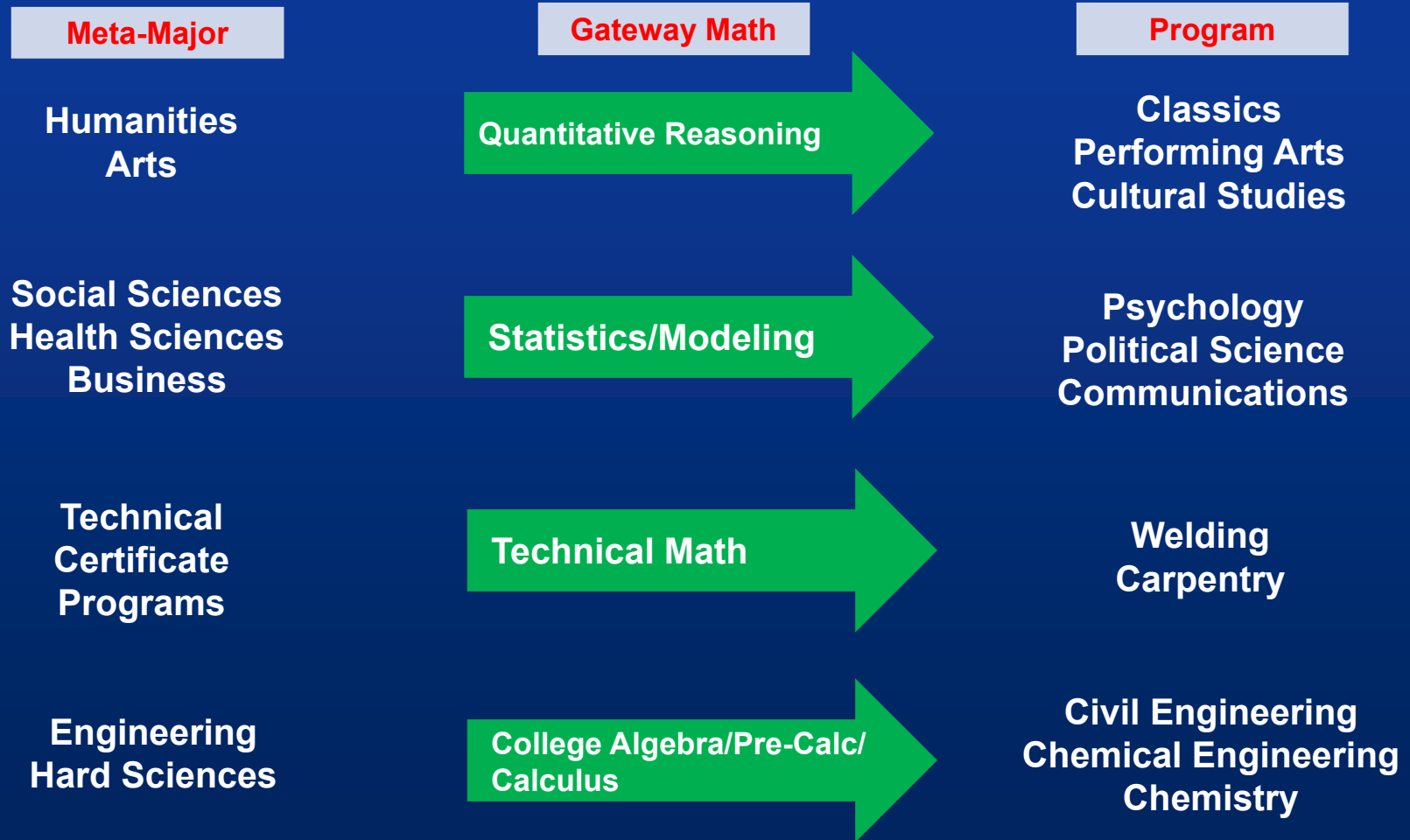


#MathPathways

College Algebra's Purpose Is Preparation for Programs Requiring Calculus

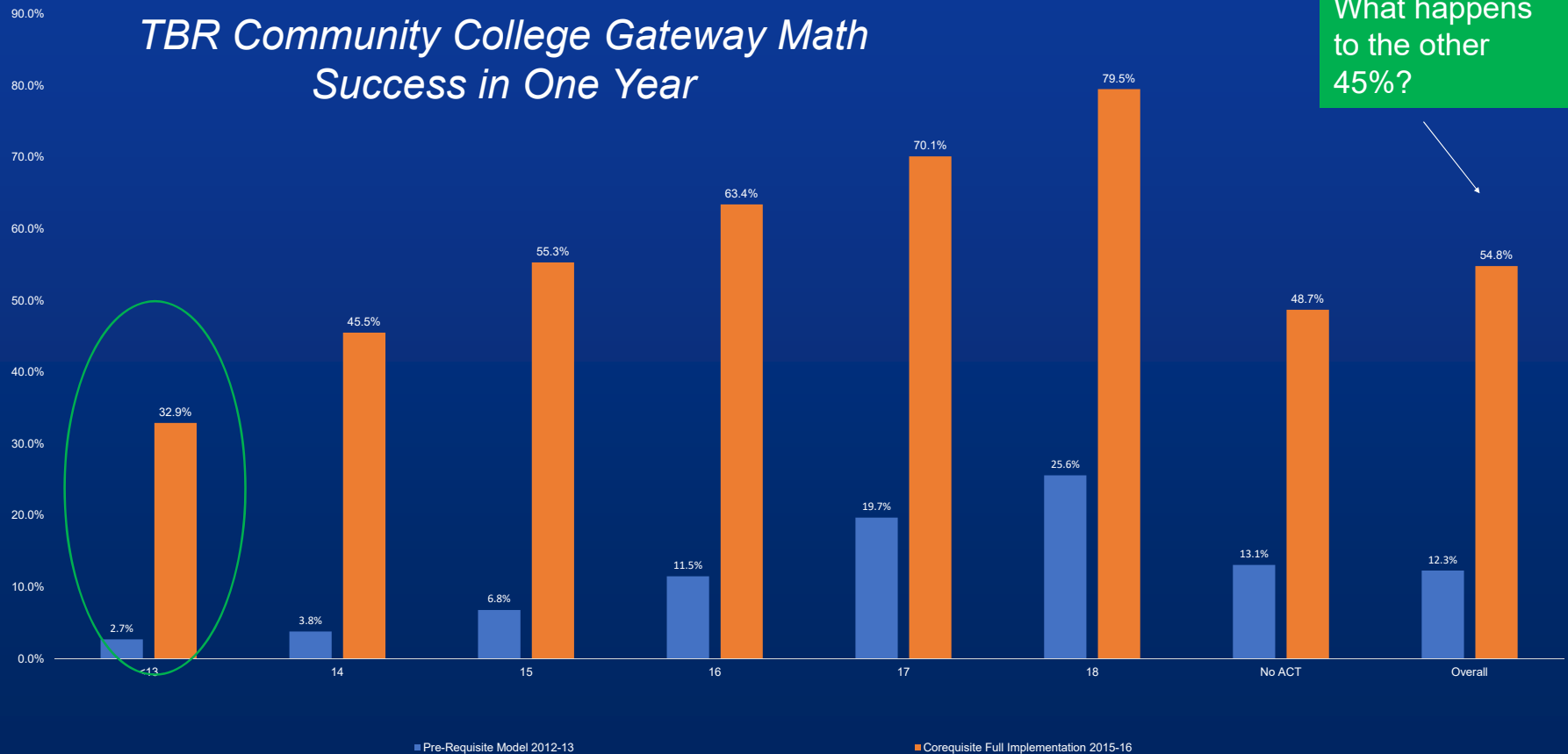


Math Is Aligned to Majors



Corequisites Result In Dramatic Improvements In Gateway Course Success

TBR Community College Gateway Math Success in One Year



What happens to the other 45%?

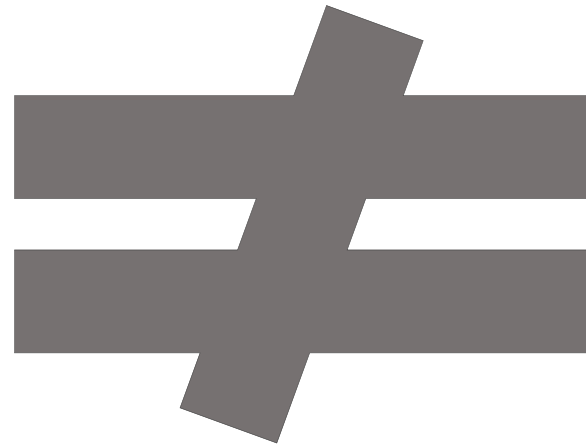
Advising/Administrator- Based Strategies

15 TO FINISH

#15toFinish



FULL-TIME



ON-TIME



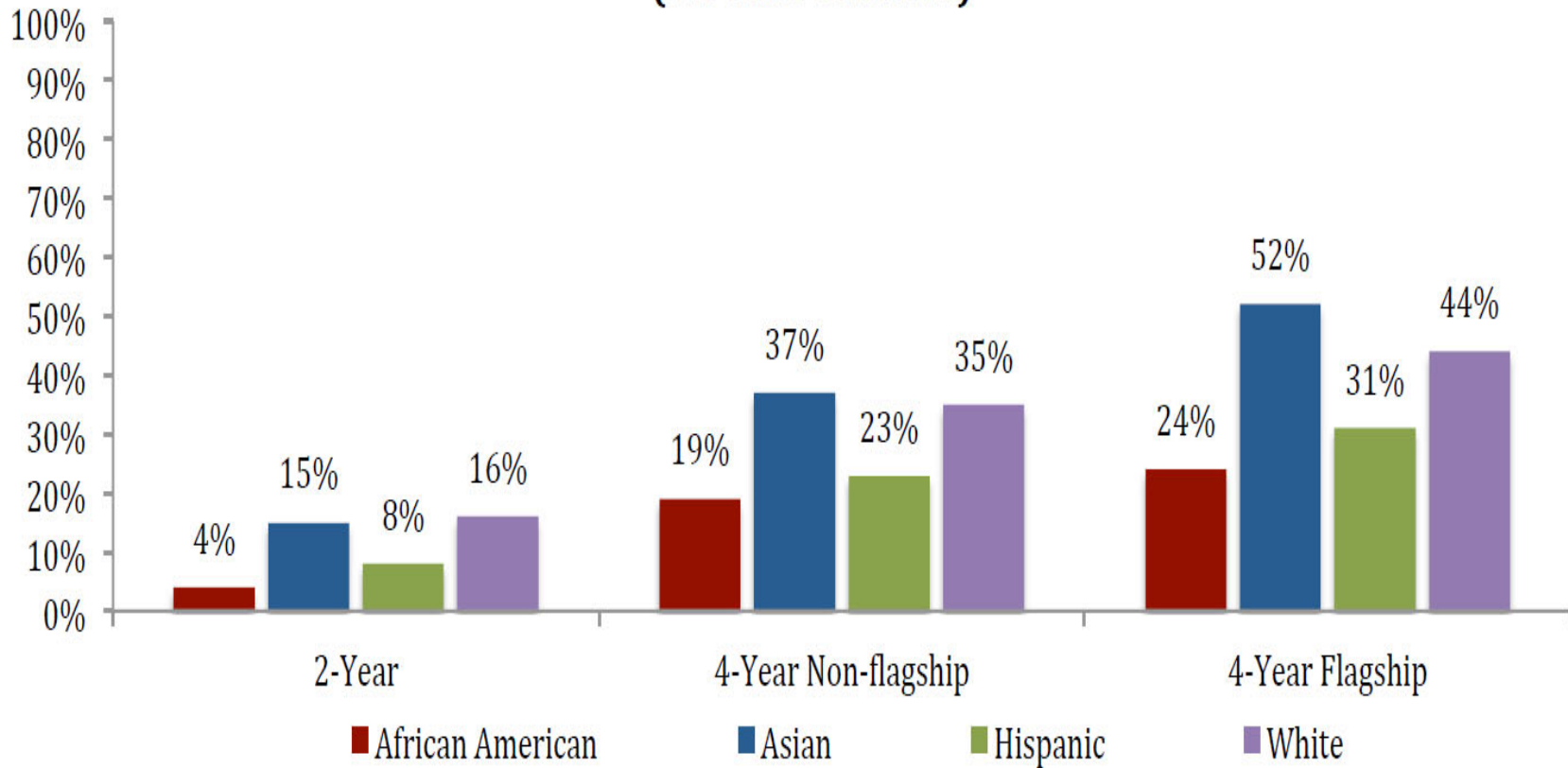
15^{to} FINISH 

2+2

**Finish
in 4**



Percent of Students Completing 30 Credits Per Year (*On-Time* Students)



	ONE EXTRA YEAR, PUBLIC COLLEGE	ONE EXTRA YEAR, PRIVATE COLLEGE	TWO EXTRA YEARS, PUBLIC COLLEGE	TWO EXTRA YEARS, PRIVATE COLLEGE
Tuition and loans	\$18,598	\$26,815	\$37,456	\$53,760
Opportunity costs	\$128,429	\$128,429	\$245,253	\$245,253
Total cost for not graduating in four years	\$147,026	\$155,244	\$282,691	\$298,995

CREATING A CAMPUS-WIDE PLAN

➤ **Collect & Share Campus-Level Data**

- Partner w/ Institutional Research & Faculty Senate

➤ **New Student Orientation**

- Clear, Introductory Messages to Students & Parents

➤ **Degree Maps (2 & 4-year)**

➤ **Block Scheduling**

- (Opt-Out vs. Opt-In to 15 credit hours)

➤ **Reinforced Messages – Changing the Culture to 15 Credit Hours**

- Academic Advisors
- Marketing Campaign





15

**CREDITS A SEMESTER
TO GRADUATE ON TIME**

#15TOFINISH

RACK
UP



15
CREDITS & BENEFITS
TO GRAB ON 15
#15TOPFISH





MSI INITIATIVE

(Preliminary Data)

Number of First-Time/Full-Time enrolled in 15+ hours fall 2018



↑ **54.6%**



↑ **61.7%**



↑ **9.6%**
(Hispanic students)



↑ **29.0%**



↑ **12.5%**

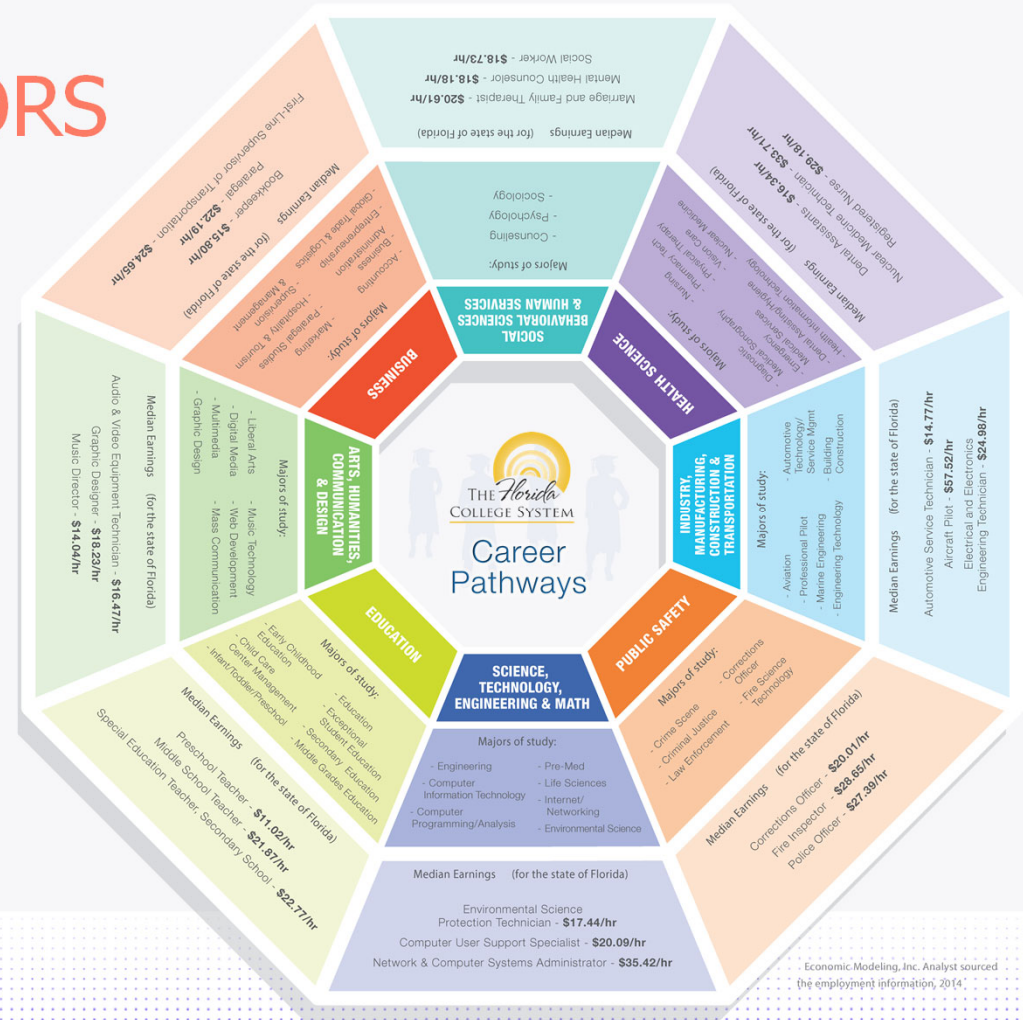
DEEP DIVE: META-MAJORS & ACADEMIC MAPS

WHAT:

- Meta-Majors: Collection of academic majors with related courses and career opportunities
- Academic Maps: Highly structured semester-by-semester plan for on-time completion

WHY:

- Maintain momentum toward completion while narrowing down choice in major
- Align majors with potential careers



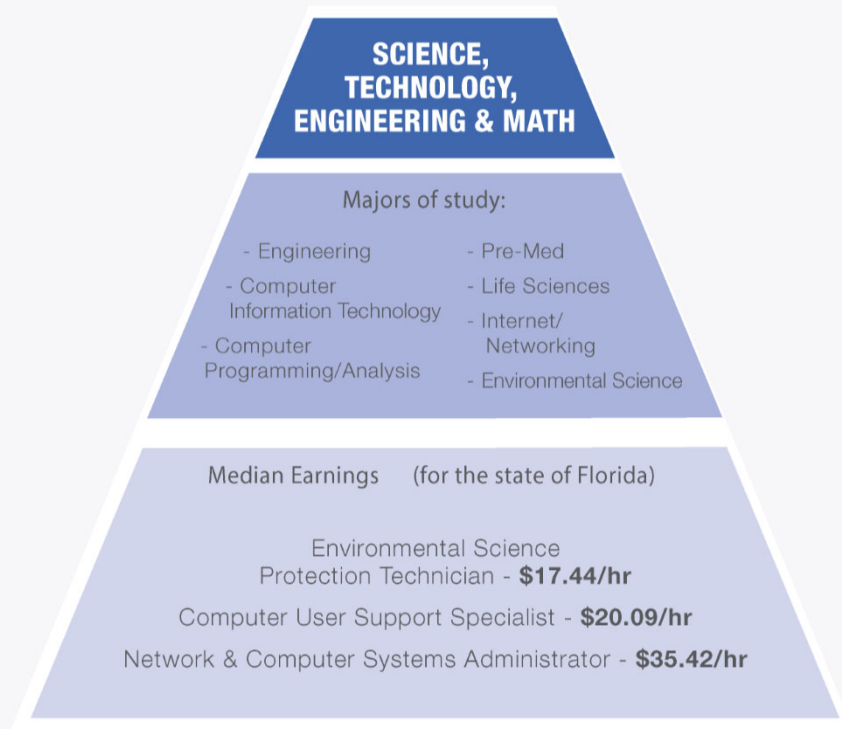
DEEP DIVE: META-MAJORS & ACADEMIC MAPS

WHAT:

- Meta-Majors: Collection of academic majors with related courses and career opportunities
- Academic Maps: Highly structured semester-by-semester plan for on-time completion

WHY:

- Maintain momentum toward completion while narrowing down choice in major
- Align majors with potential careers





Pathways to Achievement, Completion, Career & Transfer

ACADEMIC MAP



Business Accounting Associate in Science

START here

1

SEMESTER 1 – FALL	CREDITS	MILESTONE	COMPLETED
ENG 101 – English Composition I	3		<input type="checkbox"/>
BUS 110 – Introduction to Business	3		<input type="checkbox"/>
CAP 101 – Computer Applications	3		<input type="checkbox"/>
Behavioral Science elective – Recommended: PSY 101– Intro to Psychology	3		<input type="checkbox"/>
MAT 120, MAT 177, MAT 182 –or– higher level math	3		<input type="checkbox"/>
IDS 101 – First Year Experience	1		<input type="checkbox"/>

TOTAL CREDITS 16

2

SEMESTER 2 – SPRING	CREDITS	MILESTONE	COMPLETED
---------------------	---------	-----------	-----------



Milestone Courses should be taken in the order shown. This will help you stay on track and graduate on time.



Make Your Summer Matter. Summer is a great time to take some elective courses and get ahead.

THE IMPORTANCE OF MOMENTUM

In the first year of enrollment, students who...

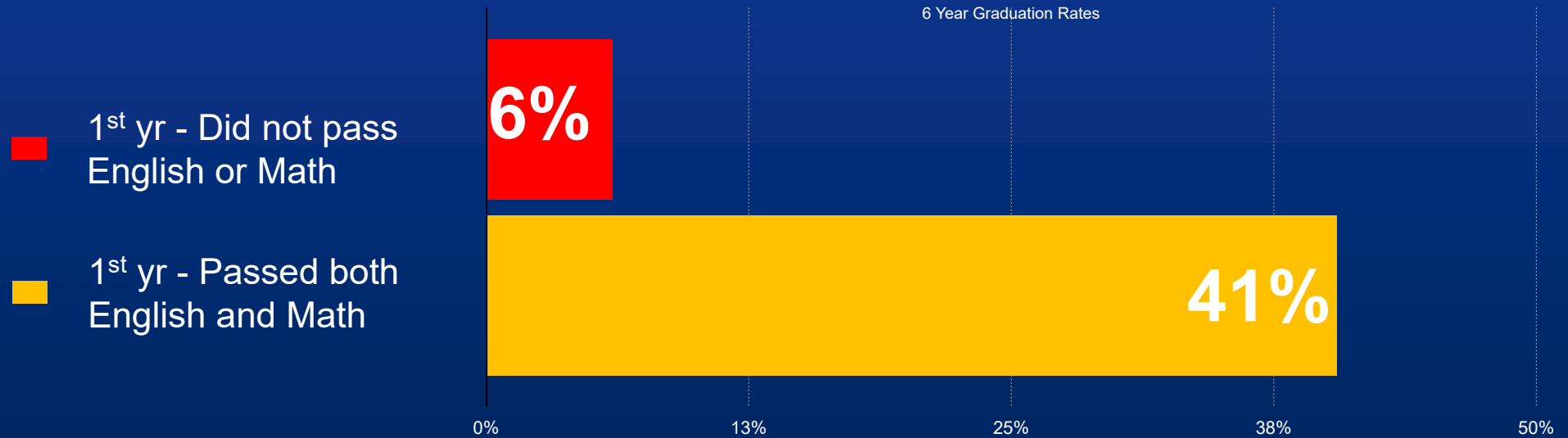
- ✓ Earn 30 credits in first year
- ✓ Complete math and English gateway courses
- ✓ Enter a program of study
- ✓ Complete nine program credits

...are far more likely to graduate.



Completion of Gateway Math and English Creates Momentum

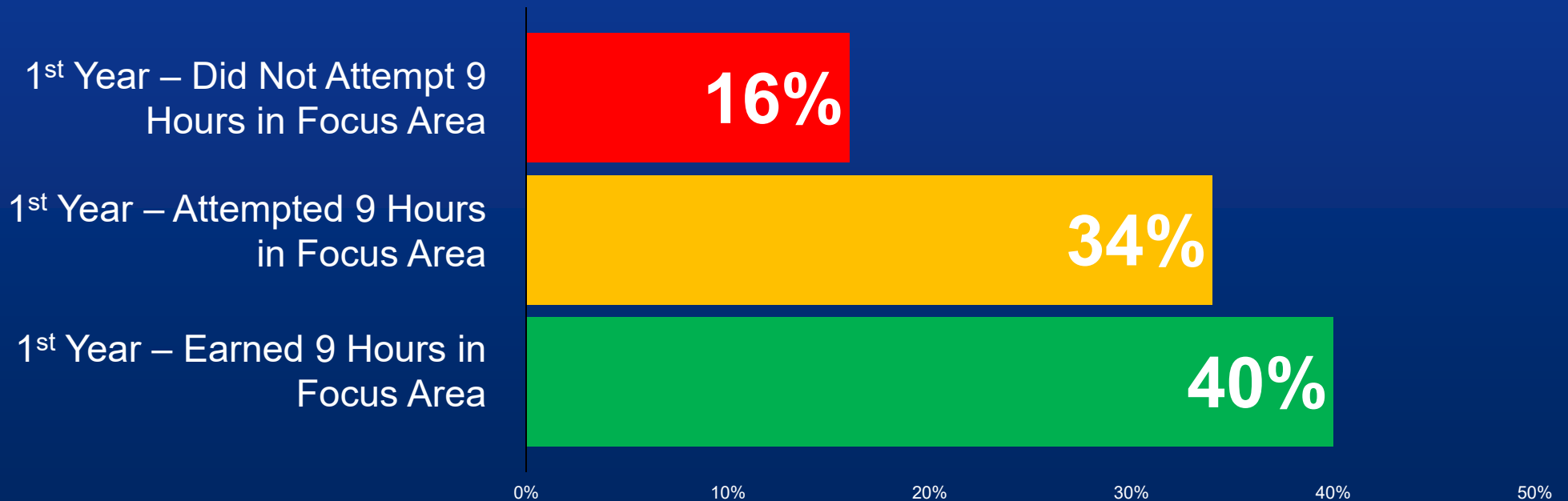
Community College English and Math



Tennessee Board of Regents
Denley, 2016

Nine Credits in Program First Year Creates Momentum

6 Year Community College Graduation Rates



Tennessee Board of Regents
Denley, 2016

GAME CHANGERS

Administration
& Advising

15 to Finish

Momentum Year

Academic Maps
w/ Proactive
Advising

Faculty

Corequisite Support

Math Pathways

A Better Deal for Returning Adults



#PURPOSEFIRST

GAME CHANGERS

Administration
& Advising

Purpose First

15 to Finish

**Momentum
Year**

**Academic Maps
w/ Proactive
Advising**

Faculty

Corequisite Support

Math Pathways

A Better Deal for Returning Adults

HOW ARE STUDENTS CHOOSING MAJORS?

#PurposeFirst



that
sounds
cool!





Questions for a Potential Nursing Student

- Are you prepared for Chemistry 101?
- Do you like working with people?

Real-life Questions

- How do you feel about working with BLOOD and BEDPANS?





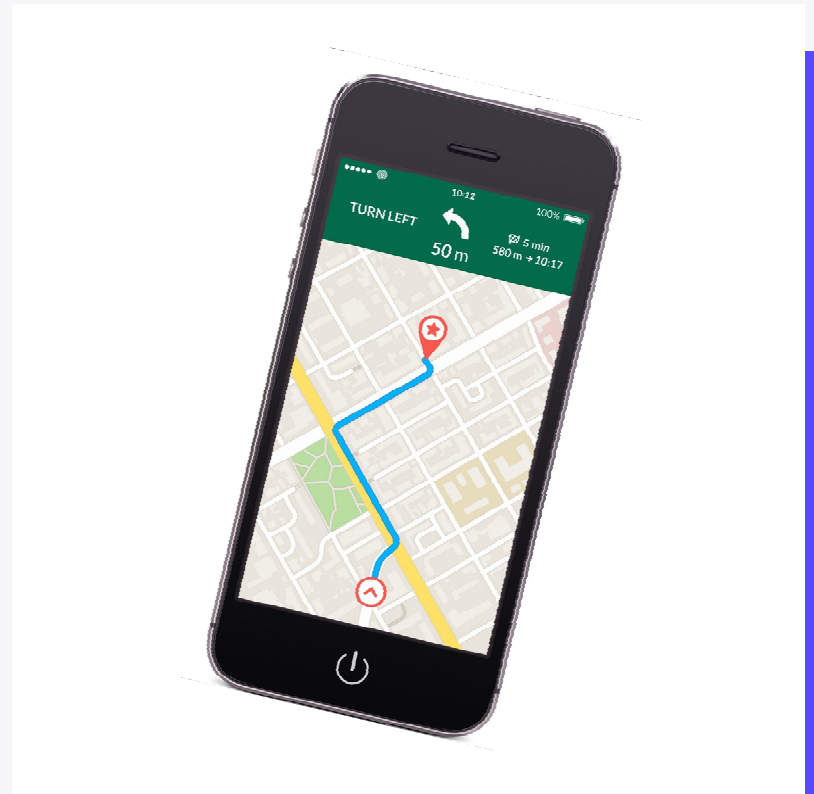
I didn't really know what I wanted to do. My brothers told me they thought I should go into law. I thought that's great, but I wanted to find out what I liked to do. I work part-time as a waitress, so there isn't much time to explore career options outside of school.

HANNA CROCE

Nashua Community College Graduate

ACADEMIC MAPS ARE NOT ENOUGH

Having a direct route is important, but you first have to know where you are going.



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

PURPOSE MATTERS

More than 31 million

Americans have enrolled in college and left without receiving a degree or other credential over the last 20 years.

(NSC Research Center, 2014)

43%

of college grads are underemployed in their first job.

(Korn, Wall Street Journal, 2018)

36%

of graduates would choose a different major.

(Gallup-Strada, 2017)

African Americans & Hispanics are underrepresented

in the fastest-growing, highest-paying occupations: STEM, health, and business.

(Carnevale, Fasules, Porter, Landis-Santos, 2016 & Carnevale, Porter, Landis-Santos, 2015)



Supporting students in developing a sense of career purpose prior to making a significant decision about their major.





DEMONSTRATION PROJECT

PARTICIPANTS

HAWAII

University Hawaii System

NEW HAMPSHIRE

Community College System
of New Hampshire

HOUSTON

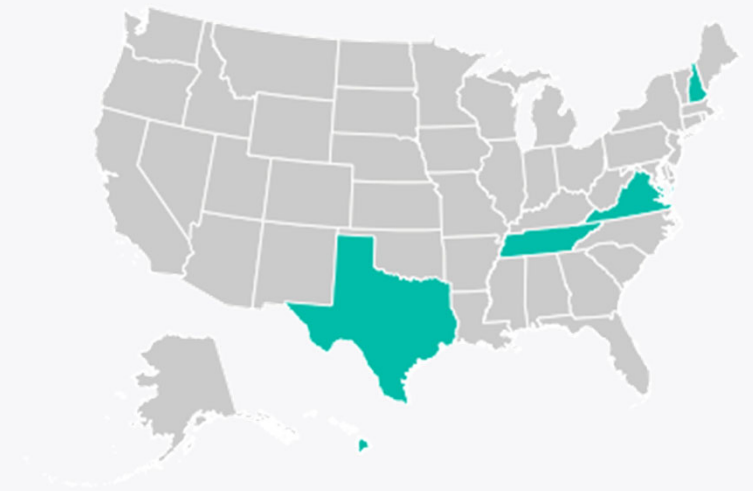
Houston Community College
UH System
San Jacinto College
Wharton County Junior College

TENNESSEE

Walters State Community College
University of Memphis
Austin Peay State University
Pellissippi State Community College
East Tennessee State University

VIRGINIA

Virginia Community College System
Richard Bland College
University of Mary Washington



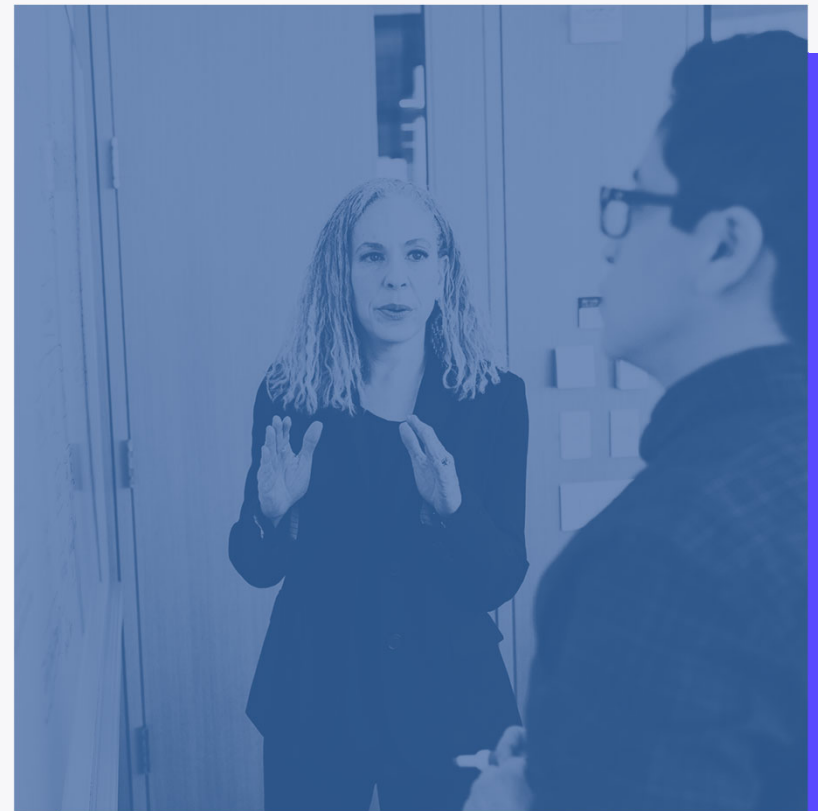
OUR PARTNERS

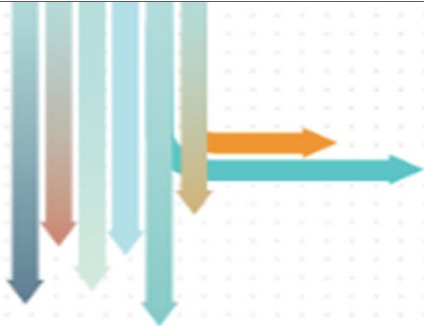


STAKEHOLDERS

Successfully supporting students in developing a sense of career purpose requires commitment and collaboration from numerous stakeholders.

- ✓ Registrars
- ✓ Admissions Officers
- ✓ Academic Advisors
- ✓ Student Affairs Professionals
- ✓ Career Services Professionals
- ✓ Faculty Members
- ✓ Employers





SHARED BELIEFS AND PRACTICES FOR PUTTING PURPOSE FIRST IN AMERICAN HIGHER EDUCATION



SHARED BELIEFS

Higher education should be a launching pad toward a meaningful career, empowering students with the knowledge to make informed choices, the structures to explore available opportunities, and the tools needed for success.

Career exploration and planning must be intentional and start early in the educational experience.

States, systems and institutions must **build a culture** of purpose across all tiers in higher education.





COLLEGE, ON PURPOSE

A guide to implementing the Purpose First strategy—
the missing link between career choice,
guided pathways, and first-year momentum

COMPLETE
COLLEGE
AMERICA

 PURPOSE
FIRST

COLLEGE, ON PURPOSE

The evidence indicates that a sense of purpose is critical to ensuring that a credential pays dividends. Institutions much provide opportunities and tools for students to examine their own interests, skills, and passions.

Purpose First integrates best practices to create a seamless onboarding experience designed to ensure students identify their interests, explore possible careers and understand important job market data that could impact their financial futures.

Successful implementation requires coordinated and intentional efforts across the institution and must take into consideration workforce demands.



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 2016 to Spring 2017)

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)



BEST PRACTICES

BEST PRACTICES

INSTITUTIONAL CULTURE

- ✓ Collect data on undeclared majors and on the frequency and number of major changes
- ✓ Establish institution-wide working group focused on Purpose First (faculty, administration, student support professionals, and students)
- ✓ Encourage students to participate in campus activities that build skills and connect to future careers

RECRUITING, ADMISSIONS & ONBOARDING

- ✓ Administer early interest assessments
- ✓ Integrate career exploration with orientation

CAREER EXPLORATION

- ✓ Provide technology that empowers the process
- ✓ Provide labor-market data and in-depth career information
- ✓ Connect with regional employers to identify future high-demand jobs and skills

ACADEMIC STRUCTURES

- ✓ Offer meta-majors
- ✓ Integrate experiential learning and co-curricular experiences in academic maps

FIRST YEAR & BEYOND

- ✓ Require students to connect with academic and career advisors
- ✓ Include a career exploration assignment in required College Success course



In UH's College Success course, we looked at data for all of the different degrees offered and their associated careers. It's nice to see what's most in demand now and what will be in demand in ten years. I realized accounting is what I want to do, and seeing the numbers helped me to know it's something I can do and that I'll be able to find a job.


MONICA HERNANDEZ

University of Houston ('19, Accounting and Finance)

DEEP DIVE: TECHNOLOGY

- ✓ Facilitate interest assessments and career exploration
- ✓ Proactive advising
- ✓ Informed choice of meta-major and major
- ✓ Default students onto their chosen academic map
- ✓ Easy integration of the registration process and software
- ✓ Mechanisms for ongoing monitoring and reporting for when students get off track





MEASUREMENT &
EVALUATION

QUANTITATIVE OUTCOMES

For Each Meta Major Category

- ✓ Number of students enrolled in a major or meta-major within 1 year
- ✓ Number of students who complete 30+ credits within 1 year
- ✓ Number of students with at least 9 credits associated with program of study after 1 year
- ✓ Number of students who change their major at the end of the 1st year
- ✓ GPA or Level of Academic Standing by meta-major in the first year



Broken out by: race/ethnicity, age, gender, pell status, remedial status

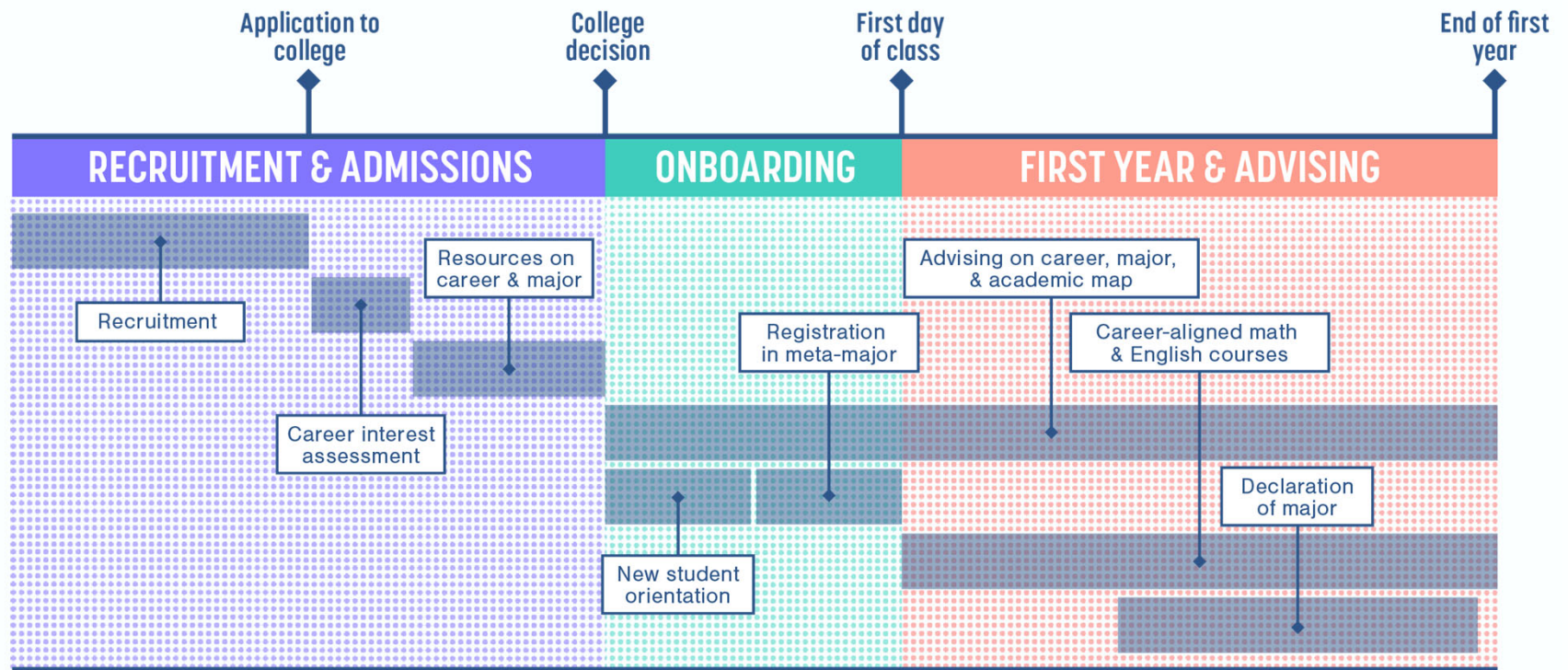
QUALITATIVE OUTCOMES

Survey of Student Participants

- ✓ Have an increased understanding of careers connected to majors
- ✓ Have meaningful exposure to career and labor market data
- ✓ Feel career and labor market data helps inform their major choice
- ✓ Feel their advisors incorporated career and labor market data into discussion regarding major choice
- ✓ Feel like first year courses are applicable to career



THE PURPOSE FIRST EXPERIENCE





Changes to Onboarding Process

- Mandated Online Orientation was implemented
- Career Assessment Inventory is completed as part of the registration process
- Integrated career assessment and counseling—early and continuously—into academic advising.
- Incorporated economic and non-economic ROI calculators into the advising process and student success course
- Students required to declare a major by end of first semester
- Career Exploration using career coach embedded in student success course`
- Experiential Learning Activity embedded in student success course

CURRENT EXPERIENTIAL LEARNING EDUC 1300

- **Career Assessment (Career Coach)**
- **Occupational Outlook Handbook**

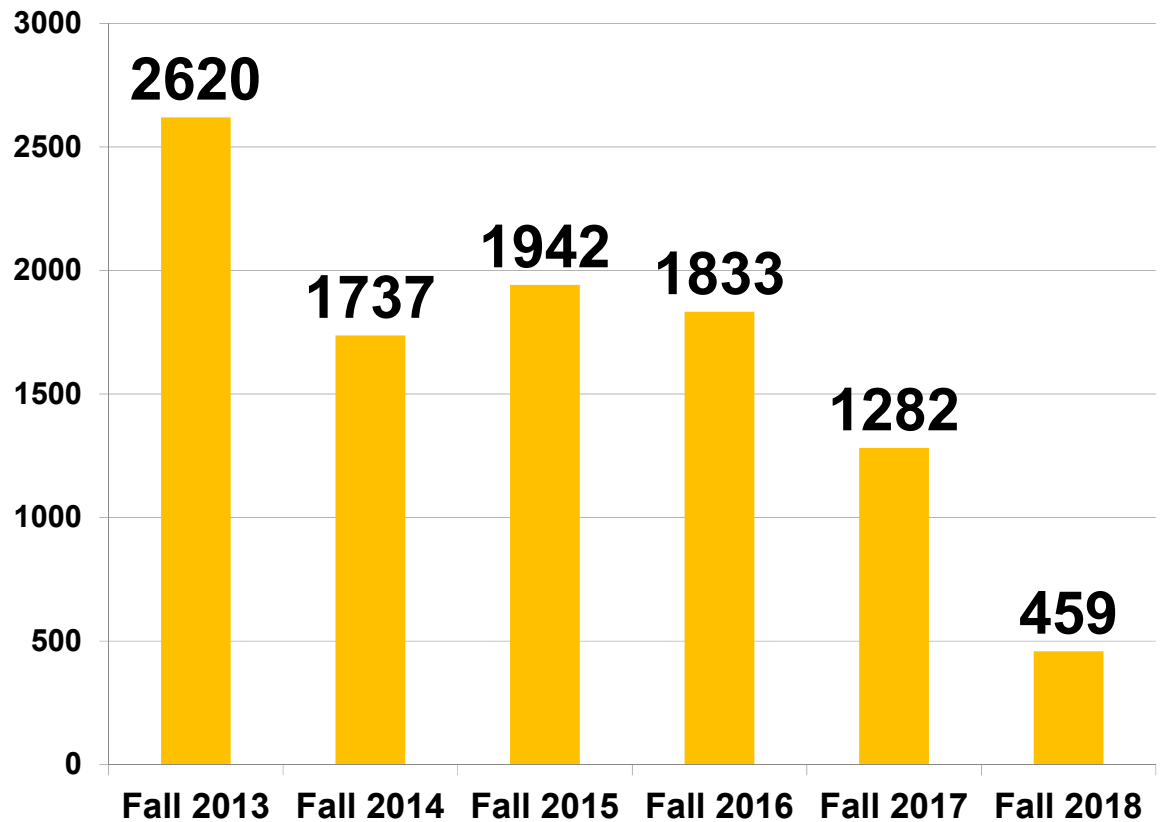
- **Interview/Education Plan**
- **Texas Reality Check**

- **CNN Money Calculator**
- **Volunteer Match – Soft Skills**

- **SMART Goals**
- **Portfolio/Career Project**

- **Experiential Learning Activity**
 - **Career Conference**
 - **Career Shadowing**

Number
of
Students
without a
Plan





EQUITY



METRICS & EVIDENCE



POLICY



- Empower data experts to be leaders in the movement
- Give voice to the silent through data
- Support implementation & scale
- Support communication & engagement

IMPLEMENTATION



COMMUNICATIONS

CCA Web Platform



www.completecollege.org/PurposeFirst

COMPLETE
COLLEGE
AMERICA

STRATEGIES

DATA

CHANGEMAKERS

LATEST+RESOURCES

Emily ▼

AMERICAN DREAMS ARE POWERED BY COLLEGE COMPLETION

At CCA, we're leveraging our Alliance and implementing strategies around the country to close achievement gaps, boost graduation rates and ensure every student has the opportunity to achieve their dreams.



KENTUCKY

YEARS IN ALLIANCE

8

NETWORK

39

15 TO
FINISH



COMMIT

- Know the Problem
- Generate Buy In
- Create an Action Plan

ACT


- Design the Strategy
- Communicate with Stakeholders
- Implement the Strategy

IMPROVE

- Measure
- Refine the Implementation
- Sustain the Strategy

RESOURCES

+



EARLY MOMENTUM THROUGH #15TOFINISH AND PURPOSE FIRST

Panel explores #15toFinish efforts and CCA's Purpose First initiative, which seeks to help students make more informed majors and career track decisions.

[Learn More](#) [VIDEO](#)

MOMENTUM: THE ACADEMIC AND ECONOMIC VALUE OF A 15-CREDIT FIRST-SEMESTER COURSE LOAD

CCRC

[Learn More](#) [ARTICLE](#)

ON SECOND THOUGHT: U.S. ADULTS REFLECT ON THEIR EDUCATION DECISIONS

Strada/Gallup - More than half of U.S. adults have regrets.

[Learn More](#) [REPORT](#)


ADDITIONAL RESOURCES ►

CONNECT WITH CONTENT EXPERTS

Below are state and institutional leaders from around the country who are leading efforts around the Momentum Year. Use the form below to ask questions and receive expert guidance for your own implementation efforts.

STATE 

ORGANIZATION TYPE 

ROLE 

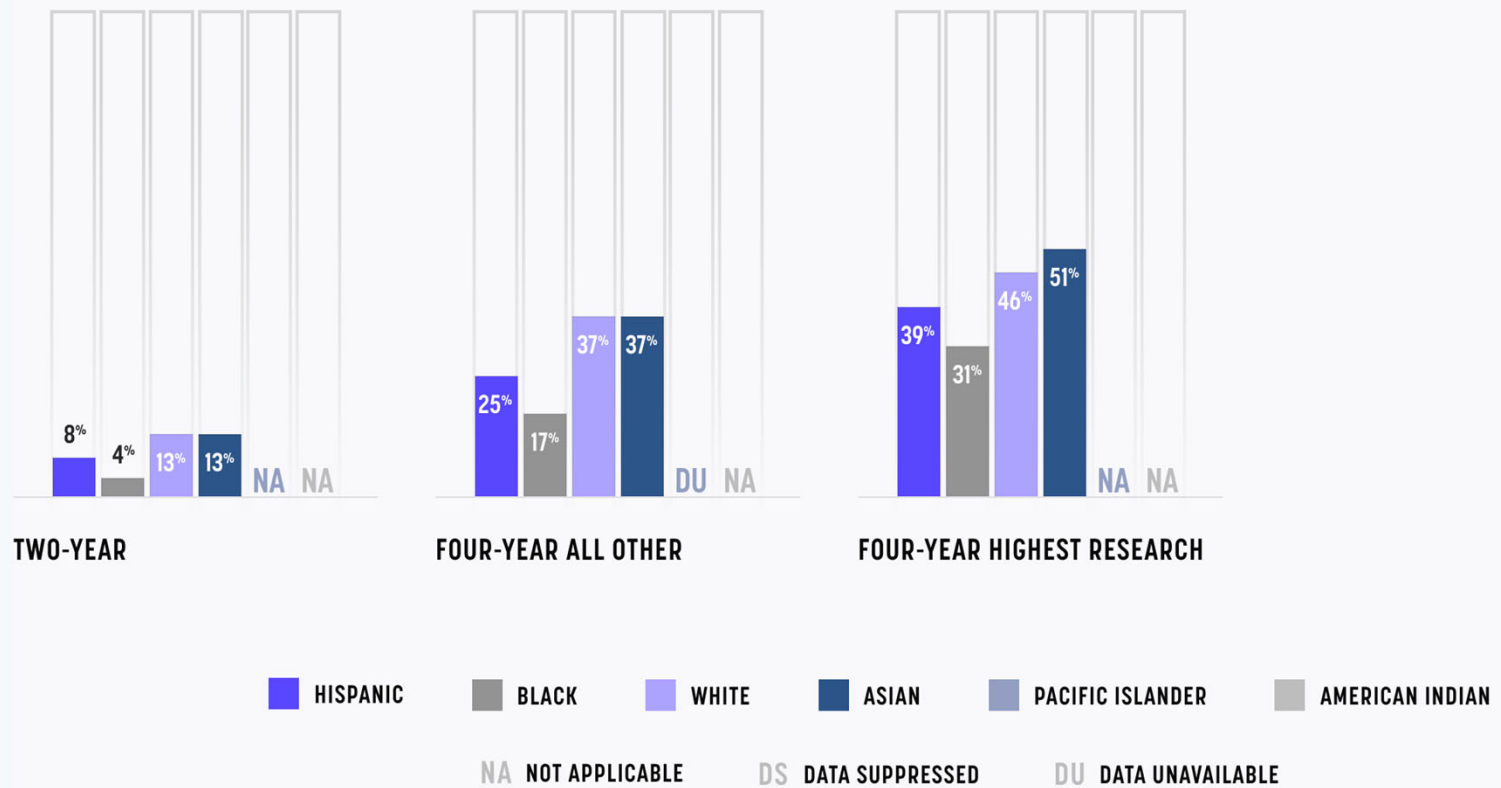


CREDIT ACCUMULATION

% OF STUDENTS COMPLETING # OF CREDITS IN THEIR FIRST YEAR



30 CREDITS PER YEAR 24 CREDITS PER YEAR





December 12 -14, 2019
Phoenix, Arizona







U.S. Department of Education
Information about your federal student loan

October 27, 2017

**PAID IN FULL
NOTIFICATION**

#BWBBCFT
#B078 8616 4810 27L7#
DHANFU E ELSTON
11050 UNIVERSITY BLVD INDC



Account Number: [REDACTED]





**COMPLETE
COLLEGE
AMERICA**



QUESTIONS?

COMMENTS?



**COMPLETE
COLLEGE
AMERICA**

Dhanfu Elston, Ph.D.

Vice President for Strategy

delston@completecollege.org



@DrElston



Student Success Summit

Organizing for Student Success

@CPENews

higheredmatters

#kystudentsuccess