

COMPLETE COLLEGE AMERICA

GPS Direct

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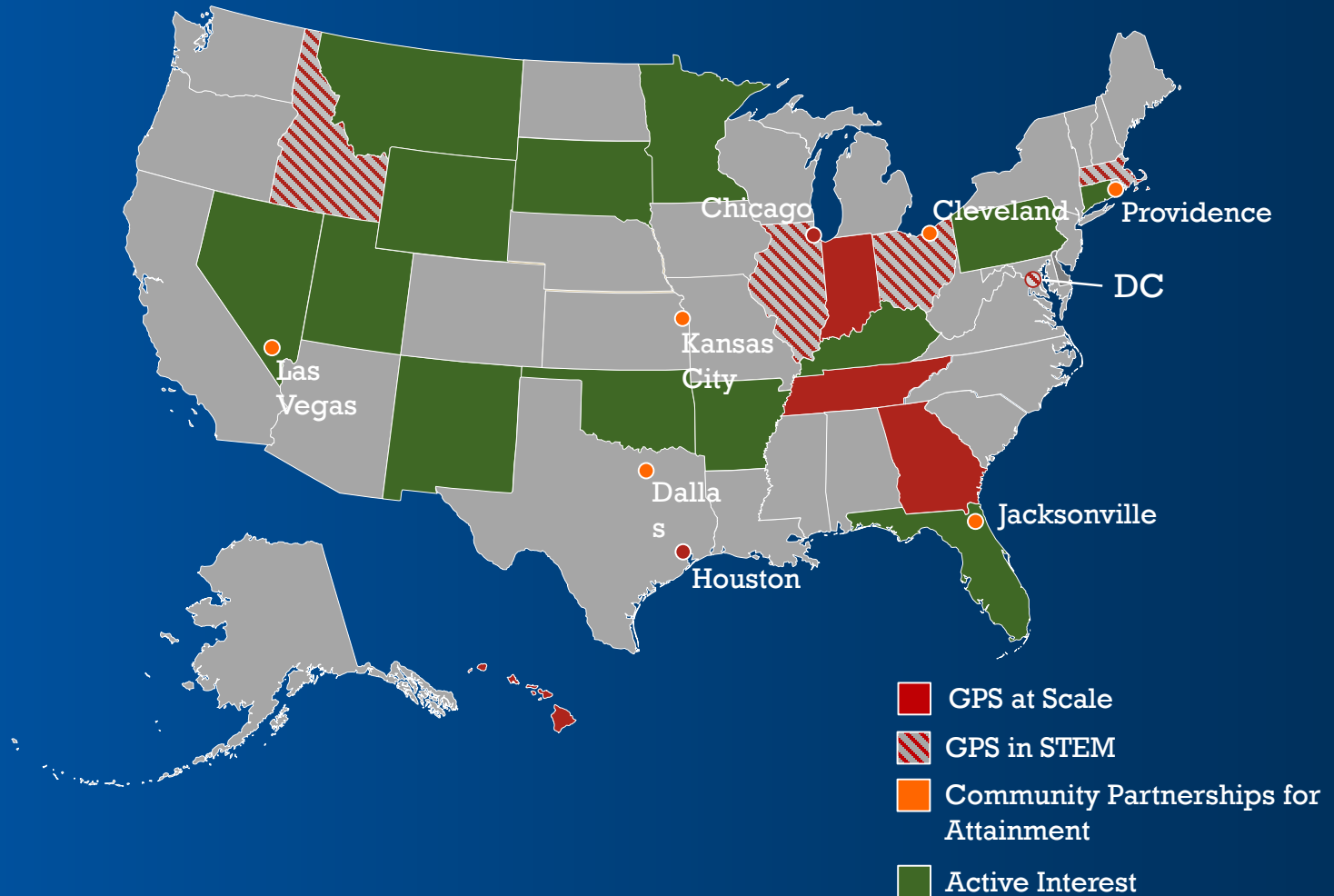
@DrElston



@CompleteCollege



Guided Pathways to Success



The Game Changers



COMPLETE COLLEGE AMERICA



1. Performance Funding & Metrics



2. Full Time is Fifteen



3. Structured Schedules



4. GPS Direct



5. Corequisite Remediation



CCA DATA METRICS

CONTEXT

- Enrollment
- Completion ratio *

PROGRESS

- Remediation*
- Success in 1st yr college English and math*
- Credit accumulation *
- Retention rates
- Course completion *

OUTCOMES

- Degrees awarded annually and change over time
- Graduation rates
- Transfer rates
- Credit and time to degree*

** Not collected in IPEDS*

A high-angle, 3D perspective of a complex white maze. The maze is composed of numerous interconnected paths and dead ends, creating a sense of depth and complexity. In the lower-left quadrant, a small figure of a person wearing an orange shirt and blue pants stands on one of the paths, looking out into the maze. A black rectangular banner with white text is superimposed over the center of the image.

NO CLEAR PATH

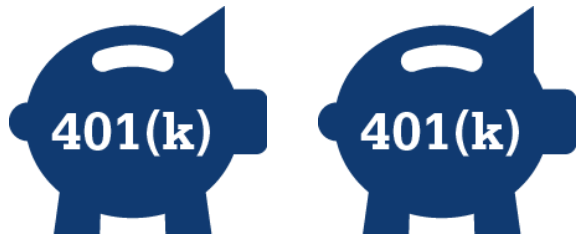
**Why
GPS?**

Behavioral Economics: **Choice**

Overwhelmed by Choice

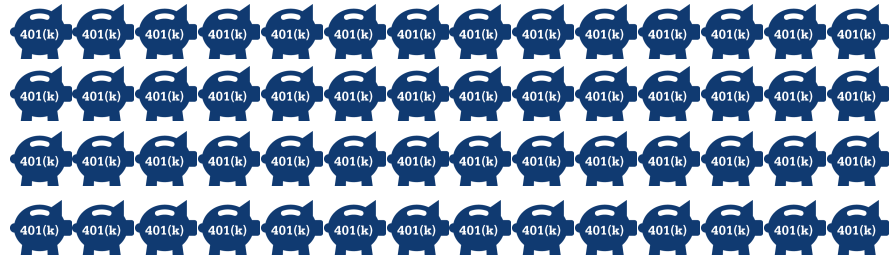
401(k) plans

2 Plans Offered



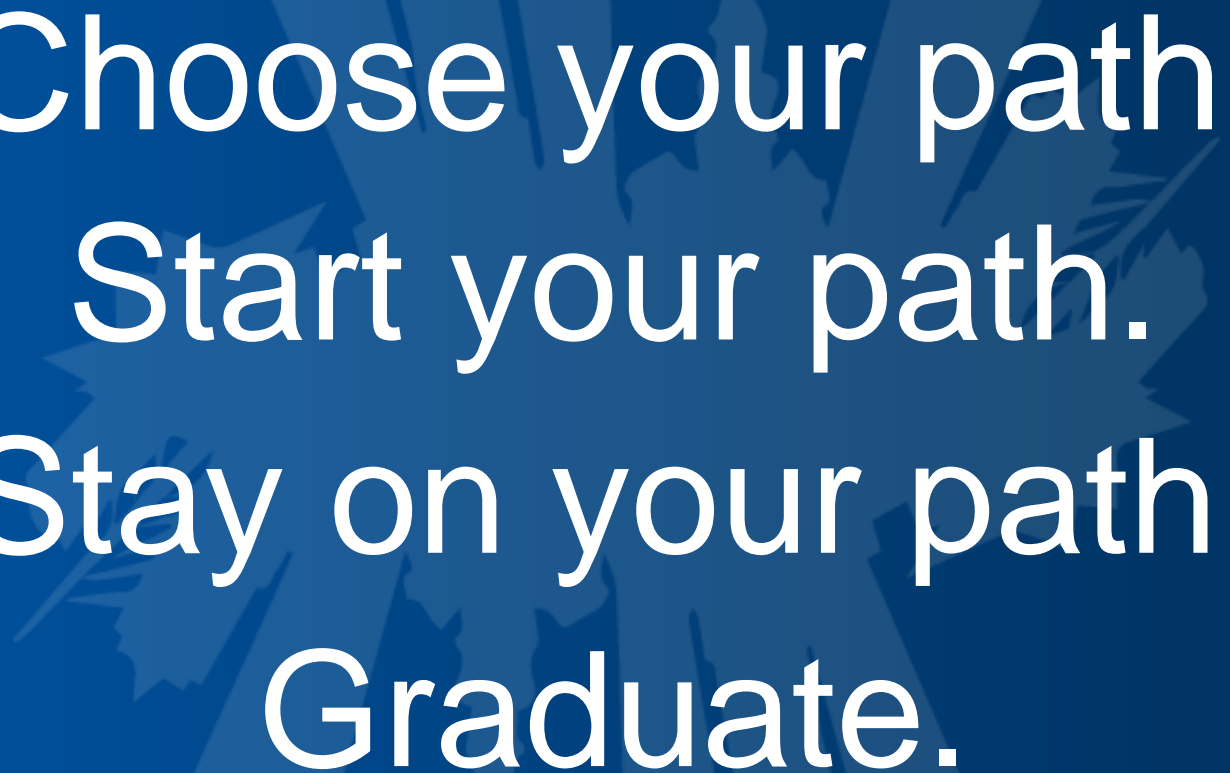
75% Participation

59 Plans Offered



60% Participation





Choose your path.
Start your path.
Stay on your path.
Graduate.

GPS DIRECT

- **Meta-Majors**
- **Academic Maps**
- **Math Pathways**
- **15-To-Finish**

- **Structured Schedules**
- **Corequisite Remediation**
- **Default Pathways**

Create Path

Choose Path

Start Path

Stay On Path / Graduate

- **Purpose First (Intake)**
- **Meta-Majors**
- **15-To-Finish**

- **Critical Path Courses**
- **Intrusive Advising**

TECHNOLOGY | DATA METRICS

Case Study: Hawaii & Indiana

15^{to} FINISH 

Finding Out What Matters

- First-time, full-time freshman
- Freshman completing at least 30 credits hours within 1st academic year
- Students completing college level English and math within 1st academic year
- Freshmen with a declared major by start of second year

Assessing the Current Situation

At most campuses, the majority of FT Freshmen took 12 to 14 credits

Freshmen Completing 30 or More Credits within First Academic Year, UH Mānoa

	Fall 07 Cohort	
Cumulative Credits 1st AY		Cohort
<12 credits	114	6.4%
12-23 credits	351	19.7%
24-29 credits	691	38.8%
≥30 credits	624	35.1%
TOTAL	1,780	100.0%
Graduate in 4 Years	Graduates	Grad Rate
<24 credits	6	1.3%
24-29 credits	311	23.7%
≥30 credits	201	32.2%
TOTAL	317	17.8%

Analysis of <15 & ≥ 15 Credits

- 15+ credits tended to be more prepared & have better academic success
- Students in 15+ credits had more academic success
- Similar success for Pell & underrepresented students

Survey of UH Freshmen Enrolled in 12–14 Credits, Fall 2013

Top 4 reasons for NOT taking 15+ credits

- Personal schedule prevents me from enrolling in more credits (26%)
- 15 credits is too heavy of a load (22%)
- The courses I wanted were not offered at a day/time that fit my schedule (11%)
- The courses I wanted were closed/filled (10%)

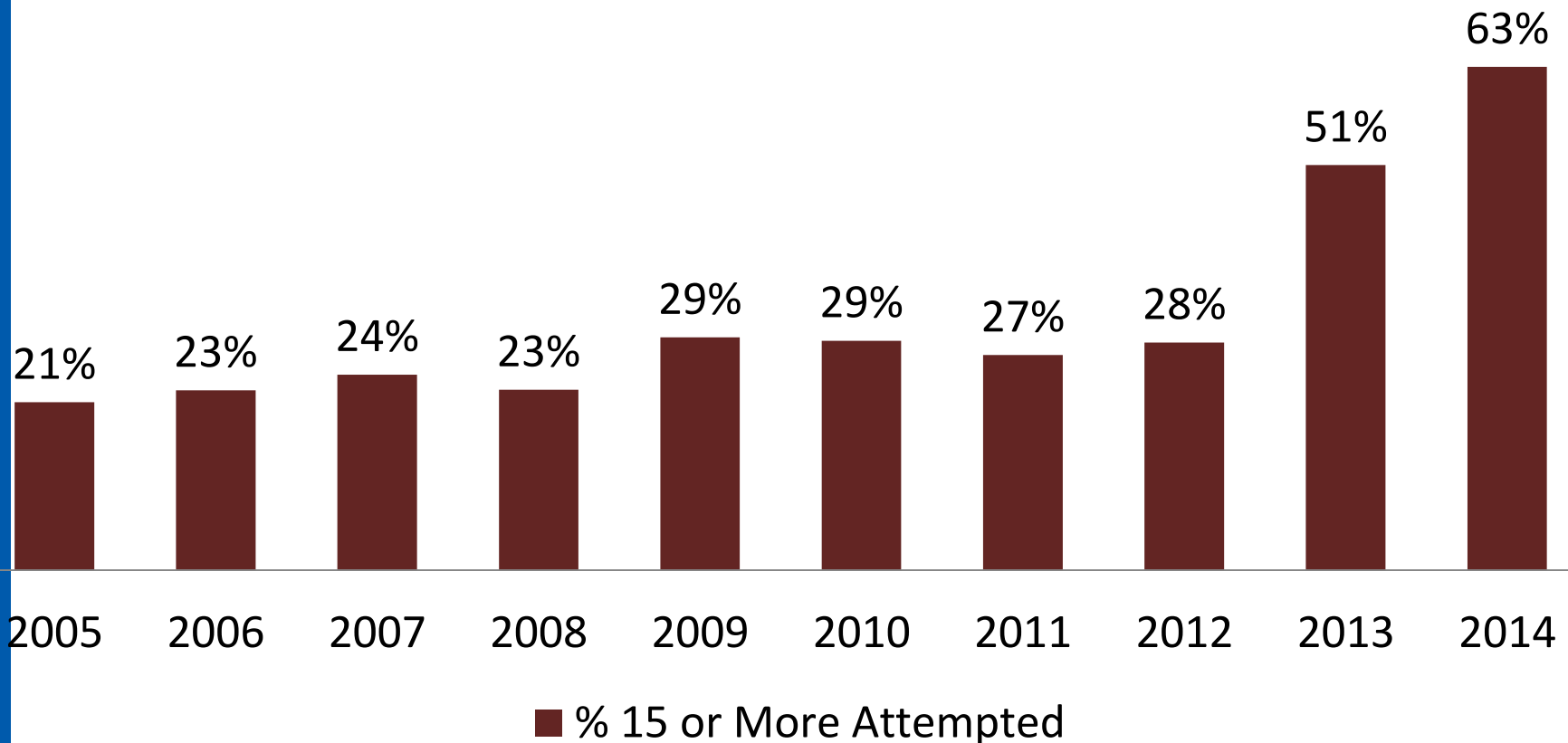
Comprehensive Institutional Plan



- **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 or More Credit Hours Attempted and Completed - Fall Semester

% 15 IU Credit Hours or More Attempted and Earned
First-time, Full-Time Beginners



Communications & Engagement Strategy

- Branding theme for consistency in messages
- Key messages by audience group
 - External
 - Students, parents, and the general public
 - Internal
 - Buy-In: Advisors, campus administrators, and faculty
- Media strategy – Utilize PR professionals to create and rollout (paid & earned)
- Materials and website
- Maintain focus and a sense of urgency

**It's Not Just Taking Fifteen
(15)...**

**It's About Taking the
“RIGHT” Fifteen!!!**

**DO
THIS**

GPS: Essential Components

 1. Purpose First: Informed Choice

 2. Academic Maps

 3. Meta-Majors

 4. Default Pathways










 5. Critical Path Courses


 6. Intrusive Advising


Default Degree Maps

STEM META MAJOR

FIRST-YEAR CORE

TERM 1	TERM 2
 English 101 English 101+  3 credits	 English 102 English 102+  3 credits
 Pre-calc 101 Pre-calc 101+  3	 Calculus 101 Calculus 101+  3
Biology, Chemistry, or Physics Core w/lab 4	 Bio, Chem, or Physics Core w/lab 4
Biology, Chemistry, or Physics Core w/lab 4	Biology, Chemistry, or Physics Core w/lab 4
Student Success Seminar 1	STEM or Engineering Options Seminar 1
CREDITS 15	CREDITS 15

 Milestone course
required in this term

 Gateway course with
corequisite support

Purpose, Not Placement

- Integrated information system
 - academic performance
 - career opportunities
 - aspirations
 - students make informed choices of meta-majors and majors.

Meta Majors



**Why
GPS?**

1 counselor : 400 students



INTRUSIVE (PROACTIVE) ADVISING

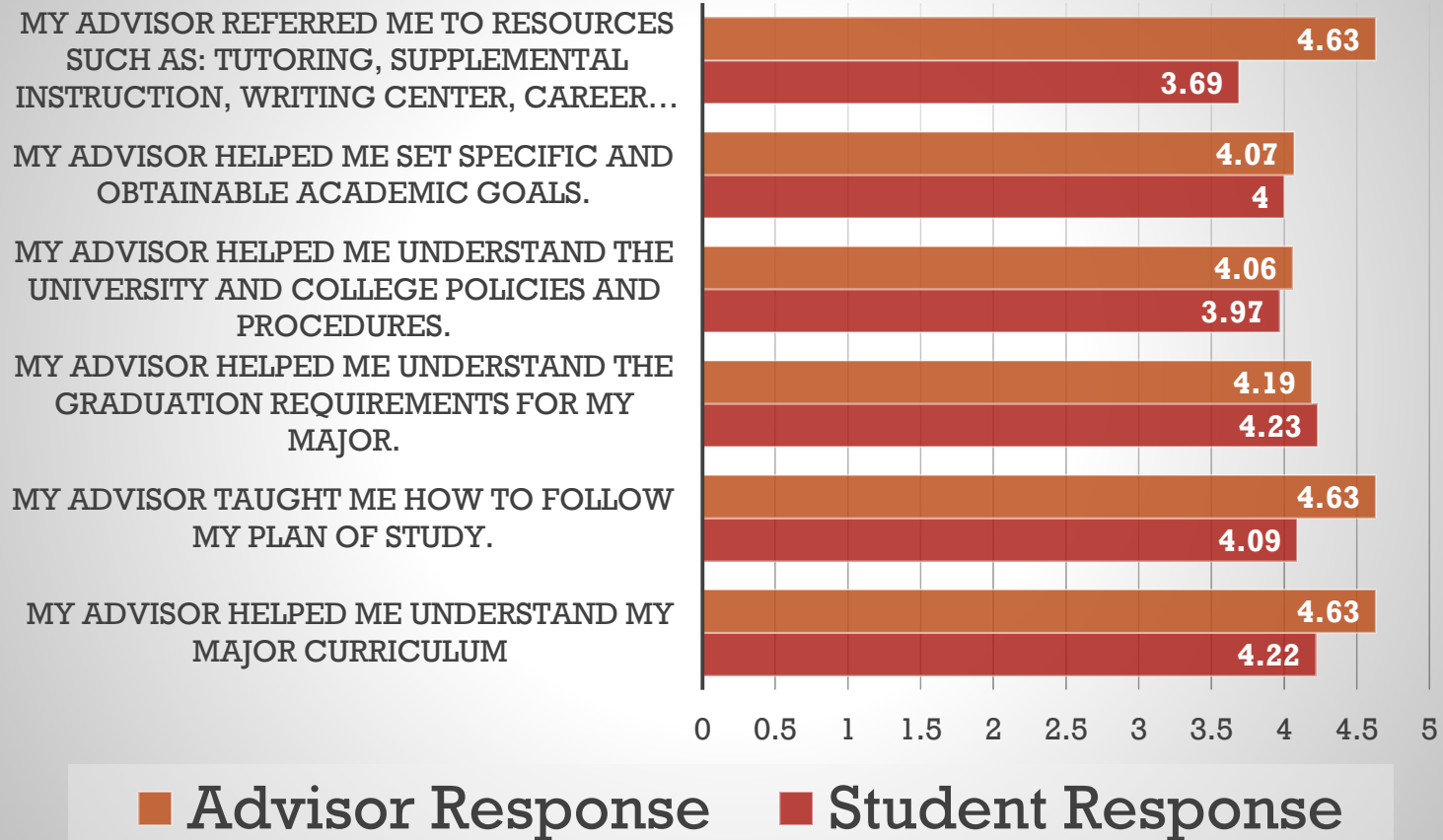
- Culture Shift: No longer wait for students to come to us!
- Transition from Schedulers to “True” advising
- Review Existing Model: Professional vs. Faculty Advisors
- Advisor Training & Retreats
- Solution-oriented Meetings
- Advising Syllabus – Common, shared outcomes



**ADVISING IS
TEACHING**

Academic Advisor Learning Outcomes

Learning Outcomes





PROACTIVE ADVISING (cont.)

- Incorporation of Technology
- Predictive Analytics
- Advising Innovation
 - Mandatory 1st Year Advising
 - FYE Course
 - Group Sessions
 - Peer Mentors
 - Online via Skype



Intrusive (Proactive) Advising

- Students must see their advisors before registering for classes if:
 - they do not complete the critical path course on schedule
 - they fall 2 or more courses behind on their academic map
 - they have a 2.0 GPA or less for the semester



- **Degree maps** and **intrusive advising**
- Graduation rates **up 20 percentage points** in past 10 years
- Graduation rates higher for:
 - Pell students, at **52.5%**
 - African American students, at **57.4%**
 - Hispanic students students, at **66.4%**
- More bachelor's degrees to African-Americans than any other U.S. university



- Since starting **degree maps**, FSU has cut the number of students graduating with excess credits in half
- Graduation rate **increased to 74%**
 - African Americans to **77%**
 - First-generation Pell students to **72%**
 - Hispanic students to more than **70%**



- Students grouped into **cohorts** with consolidated **block schedules**
- **Doubled** graduation rates for associate degrees
- **55%** of fall 2007 cohort earned associate degrees in 3 years



GPS Impact at Scale

GPS at Scale Lumina	Houston GPS Houston Endowment	GPS in STEM Helmsley	CPA GPS Lumina
Indiana	UH	DC	Cleveland
Georgia	Lone Star	Idaho	Dallas
Tennessee	Houston Community	Illinois	Jacksonville
	San Jacinto	Massachusetts	Kansas City
	Wharton Junior	Ohio	Las Vegas
			Providence
887,000	260,000	22,000	157,000

1,326,000 students

Why Don't We Do It?





Projected Enrollment Revenue Opportunity

Estimated Impact for Purdue University - Calumet

Revenue Gains vs. Baseline

Model Inputs:

Total

Enrollment: 8,639

Net Revenue

Per Student: \$10,565

(net tuition and fees plus state appropriations)

Retention Improvement

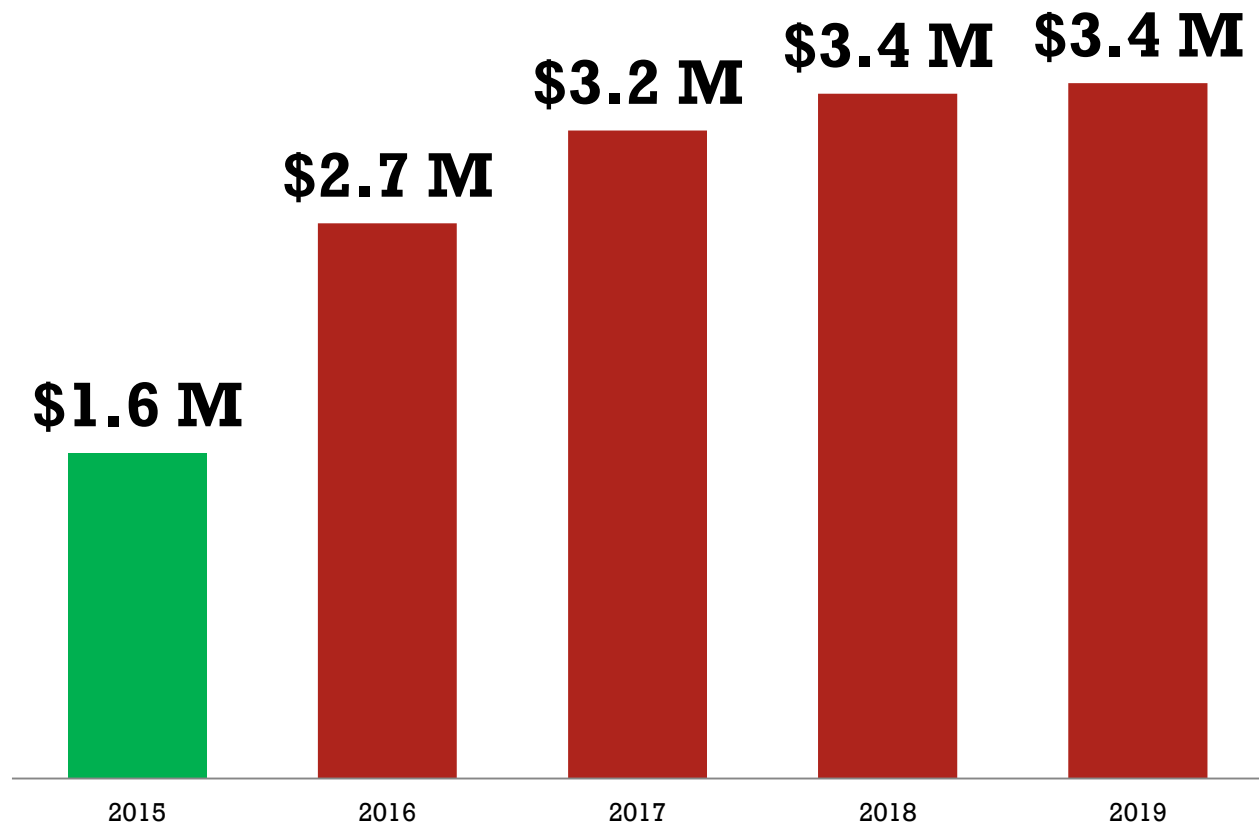
0-29 credits 4.7% total over 1 year

30-59 credits 0% total over 1 year

60-89 credits 0% total over 1 year

90-119 credits 0% total over 1 year

120+ credits 0% total over 1 year



COMPLETE COLLEGE AMERICA

Working with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.

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