



CCA Alliance Launch: Kansas

February 11, 2025



CCA Alliance Launch: Kansas

FEBRUARY 11, 2025

9 – 10 a.m.

Welcome + Opening Remarks

10:15 – 11:30 a.m.

Data + Inquiry: Identifying Kansas' Needs

11:30 a.m. – 12:30 p.m.

Networking Lunch

12:30 – 1:30 p.m.

An Integrated Framework for Student Success

1:45 – 3 p.m.

Collaborating for Corequisite Success:
Sharing Models and Metrics

3 – 3:30 p.m.

Closing

Kansas Board of Regents Welcome

Blake Flanders, Ph.D.
President and CEO
Kansas Board of Regents

Kansas Board of Regents Welcome

Rusty Monhollon, Ph.D.
Vice President, Academic Affairs
Kansas Board of Regents

Mobilizing the Boldest Innovation for Every Leader, Every Campus, Every System

Dhanfu Elston, Ph.D.

(dah-NEE-foo)

Senior Vice President for
Strategy & Chief of Staff

Complete College America

STAY CONNECTED

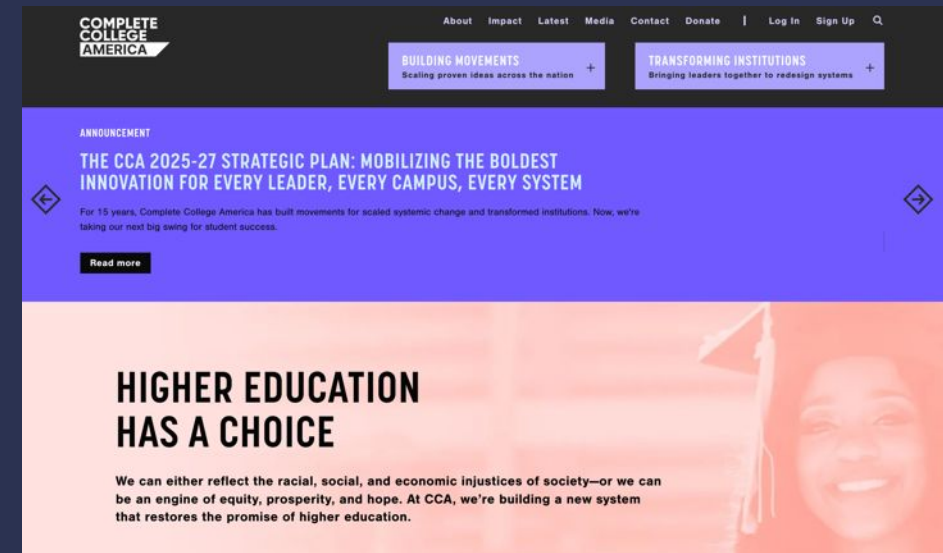
Social Media

 Complete College America

 Complete College America

 @CompleteCollege

CompleteCollege.org

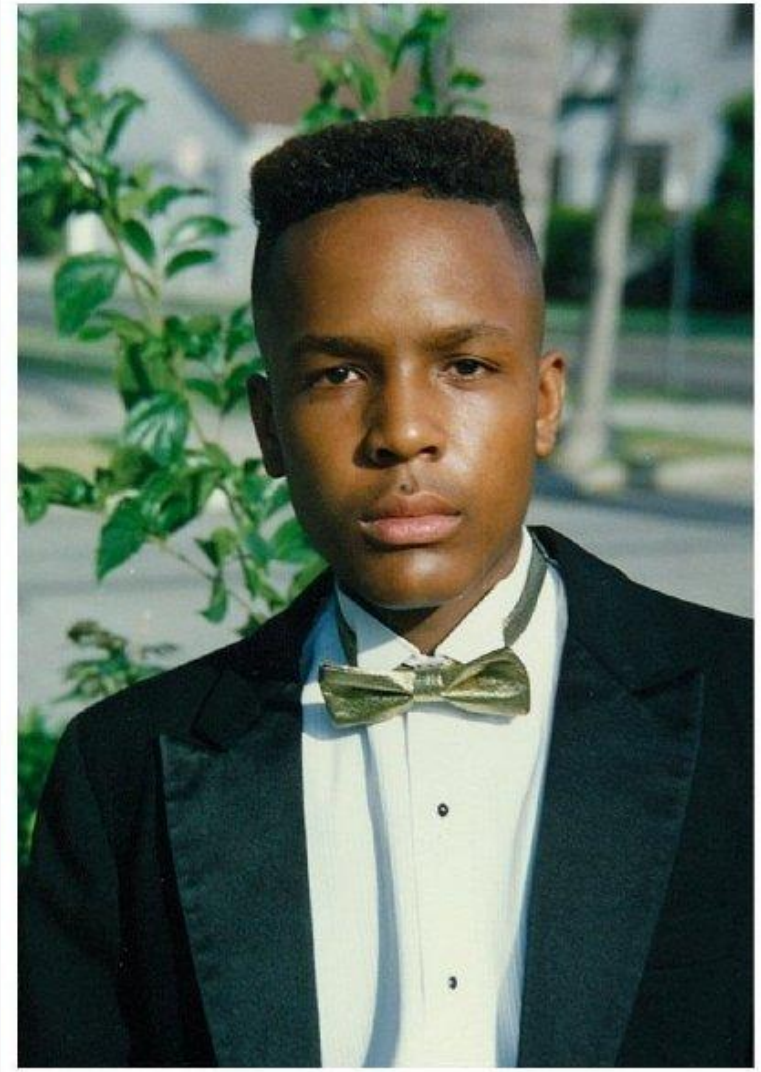


Publications | Resources
Webinars & Podcasts | Convenings
Connect with the CCA Team

OUR 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.

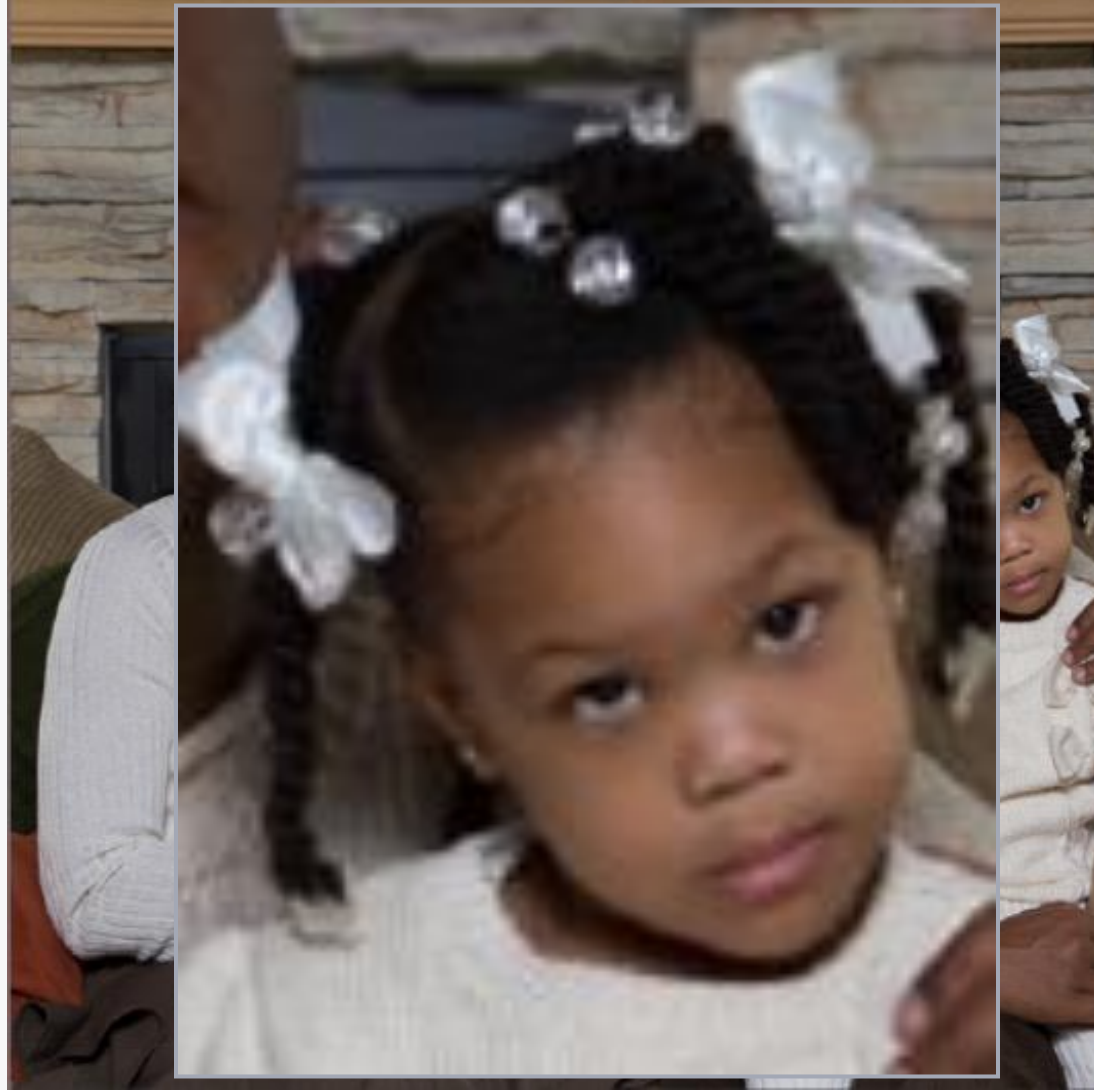


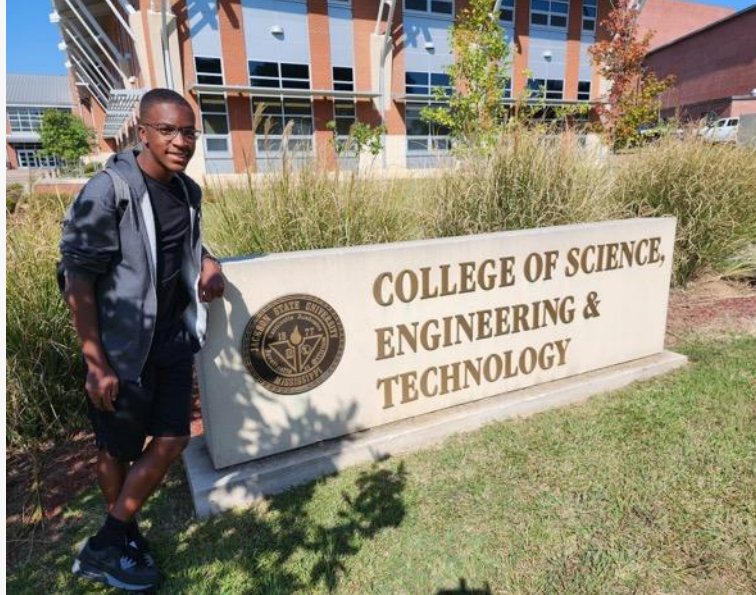




LONG BEACH
CITY COLLEGE







WHY COMPLETE COLLEGE AMERICA DOES THE WORK



We see a future where all learners graduate on time because the higher education system – every pathway, institution, and state – supports them.

WHEN WE SAY 'COLLEGE'



Photo: The New York Times

WHEN WE SAY 'COLLEGE'



VISION

The barriers to that vision are complex and intertwined.

No one educator, department, institution, or state can solve them.

Without a simultaneous and intersectional approach, those barriers will continue to rob all of us – educators, advocates, and students alike – of the life changing benefits of a **complete college journey.**

<23% / of community college students graduate in two years

70% / of low-income or first-generation students who enroll in college leave without a job related to their studies or without entering graduate school

~50% / of excess credits result from poor student choices, unavailable courses, transfer issues, or degree requirements

\$150k / cost for each additional year spent in college beyond on-time graduation

~ 60% / of college students experience basic needs insecurity

Sources: [IPEDS, 2024](#); [Braven, 2024](#); [CCA, 2016](#); [CCA, 2017](#); [Hope Center, 2021](#)

RELEVANT

“You’re talking to someone like me.”

VALUABLE

“I’ll gain something from putting in the work; it’s worth it.”

ACCESSIBLE

“I have the support I need to make my plans a reality.”

THE BENEFITS OF COLLEGE COMPLETION



People with bachelor's degrees, on average, **earn \$1.2 million more over their lifetime** than those with only a high school education.

- Georgetown University Center on Education and the Workforce

80 percent of employers strongly or somewhat **agree** that **college prepares people** for success in the workforce.

- American Association of Colleges and Universities

A college degree is correlated with **better outcomes in health and wellbeing, cognitive ability, civic participation, social engagement,** and more.

- Gallup and Lumina Foundation

72 percent of jobs in the United States **will require post-high school education or training** by the year 2031.

- Georgetown University Center on Education and the Workforce

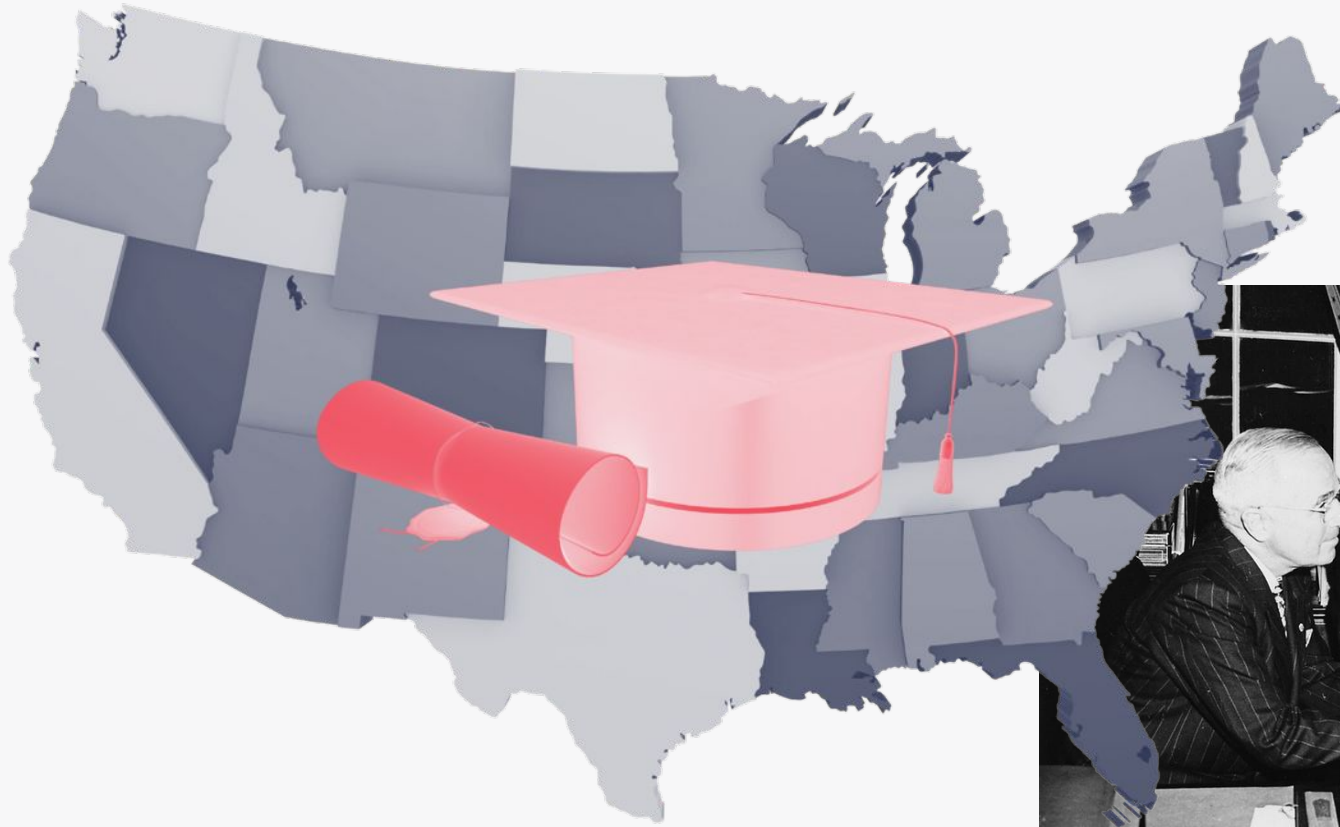
Bachelor's degree holders **vote at a rate 44% higher** than that of high school graduates.

- U.S. Census Bureau

53% of employed college graduates in their mid-20s and early 30s say they are **"very satisfied" at work compared** to 37% of comparably aged Millennials with a high school diploma or less.

-Pew Research Center

A TRUMAN COMMISSION FOR COLLEGE COMPLETION



A TRUMAN COMMISSION FOR COLLEGE COMPLETION

Increasing access and equity

Expanding the role of community college

Increasing federal support

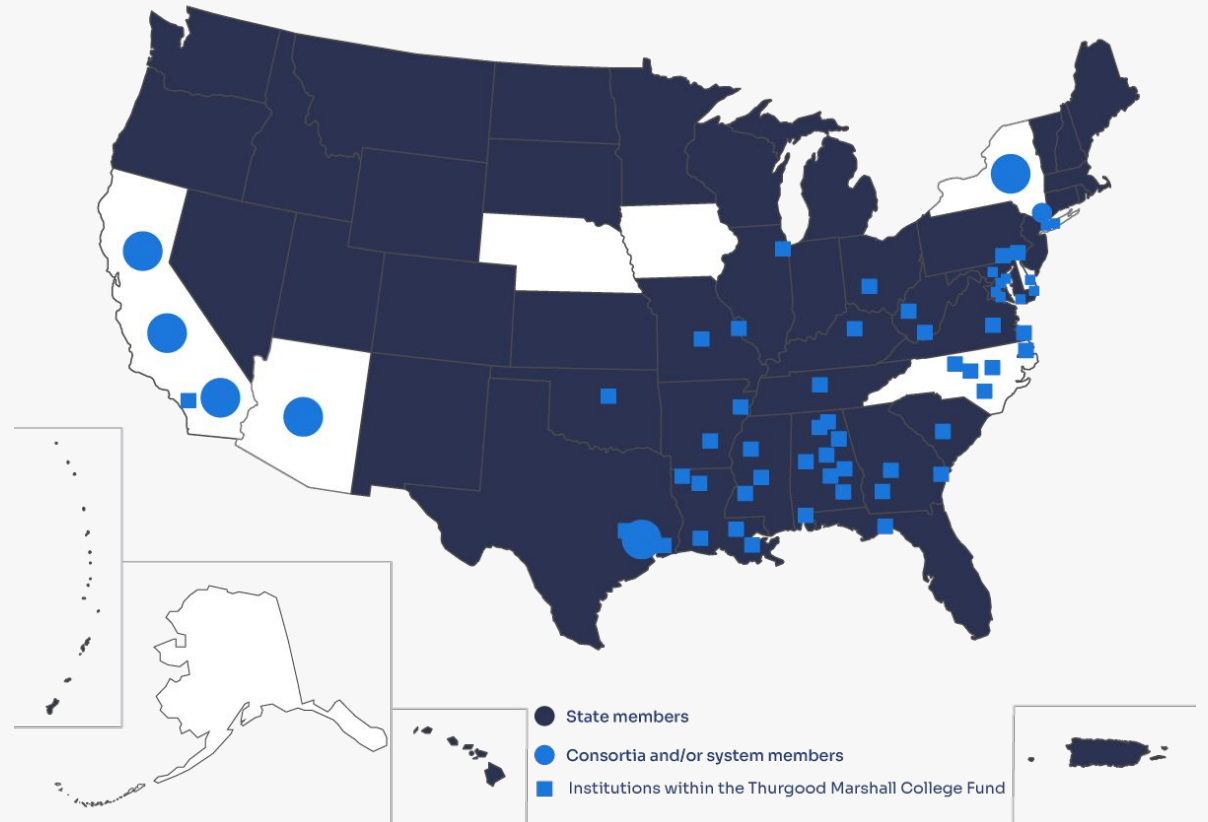
Developing a new curriculum

Setting enrollment goals

We build the network to create change.



- Alabama
- Arizona
- Arkansas
- Central Valley Higher Education Consortium
- City University of New York (CUNY)
- Colorado
- Connecticut
- District of Columbia
- Florida
- Georgia
- Hawaii
- Houston GPS
- Idaho
- Illinois
- Indiana
- Inland Empire
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan



APPROACH

We face complexity head-on.



TRUST THE DATA.

We use data –not public opinion– to identify intertwined barriers and successful strategies for college completion.



DESIGN FOR COMPLEXITY.

We align policy, perspective, and practice to bring complex systems into sync.



BUILD SHARED ACCOUNTABILITY.

We define and track progress toward improved completion rates – honestly and out in the open.



CONNECT THE EXPERTS.

We elevate unafraid leaders championing a critical piece of the puzzle, amplifying their insights and wins across the field.

WORK

Research & Design: uncover what works.

Along with our network of 4k changemakers, we invest in finding and testing what works, standardizing the boldest innovations into strategies for every campus, anywhere.



EXAMPLES

- / **Reports:** We frame critical issues and offer in-depth solutions to the field's most pressing problems.
- / **Resources:** Over 4k changemakers regularly access our collection of tools and guidance for implementation.
- / **Learning:** We facilitate information sharing and practice exchanges among our growing Alliance.

WORK

Coaching & Support: implement with confidence.

We guide cross-sectional teams through a data-driven process to prioritize the right change, implement precise change, and sustain change at every level.

1

Identify challenges & opportunities

2

Convene & equip a diverse team

3

Rally around a shared vision

4

Create an action plan

5

Implement & refine

EXAMPLES

/ **Data:** We identify barriers to equitable student outcomes and work with leaders to define a clear case for change.

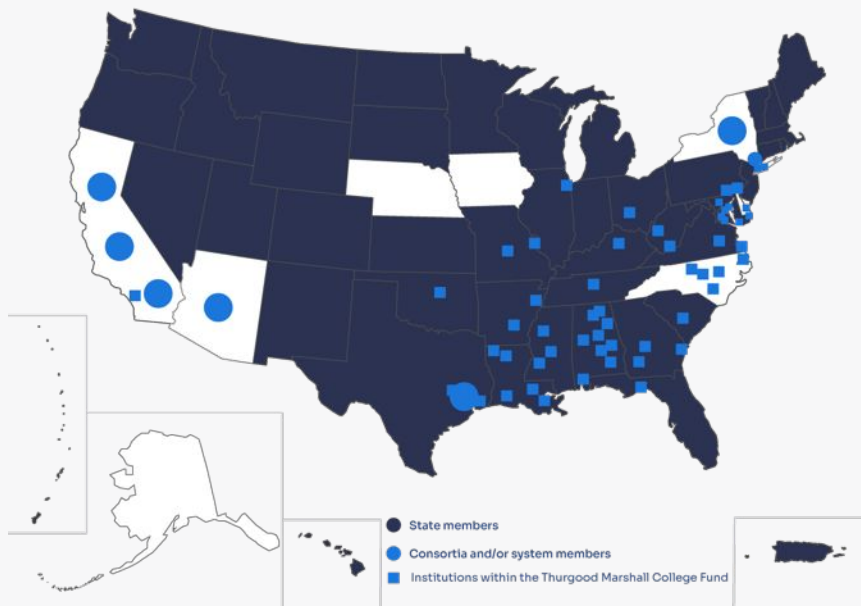
/ **Team:** We assemble state-, system-, and campus-wide teams and support them in leading change efforts.

/ **Implementation:** We guide teams as they remove obstacles, learn from one another, and garner key wins.

WORK

Alliance & Advocacy: commit to change.

Our Alliance of states, campus systems, institutional consortia, and partner organizations boldly and publicly holds itself accountable to creating a new higher education system.



EXAMPLES

- / **Reform:** We identify and promote proven solutions to policymakers and practitioners around the country.
- / **Toolkits:** We design toolkits that allow turnkey implementation for higher education teams.
- / **Partnership:** We coordinate with college leaders and reform organizations to advance change.

Purpose

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

Structure

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

Momentum

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

Support

Addressing student needs and removing barriers to academic success.

IMPACT

CCA is getting real results.

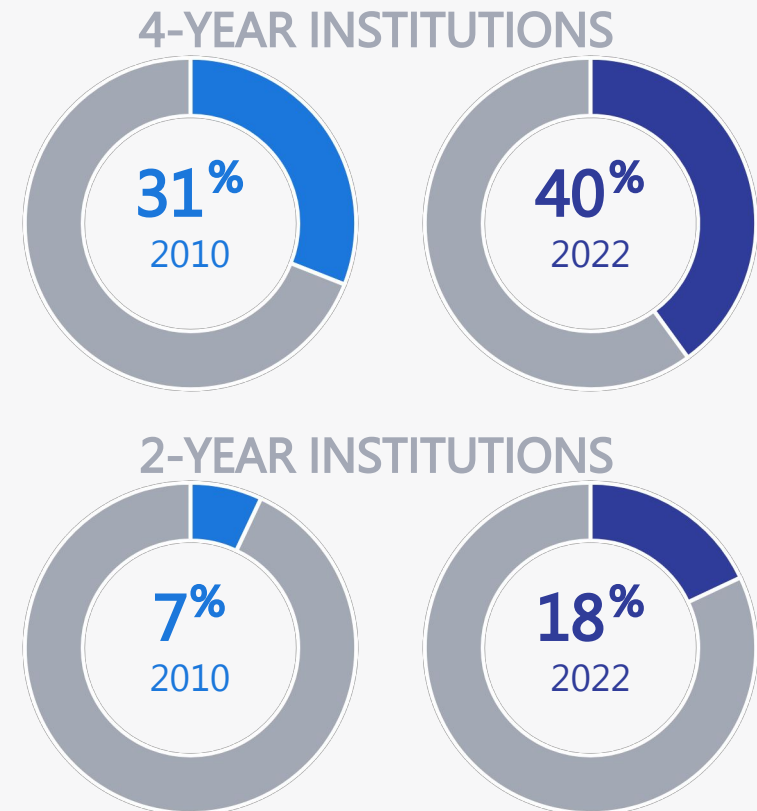
Students receiving degrees & certificates

Nationwide, the movement led by CCA is supporting completion of postsecondary credentials by more students at public institutions:



Graduation rate *

Even as the Alliance has expanded, graduation rates among members have increased:



*100% time; four-year data includes bachelor's degrees only
Source: National Center for Education Statistics, Integrated Postsecondary Education Data System





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

October 27, 2017

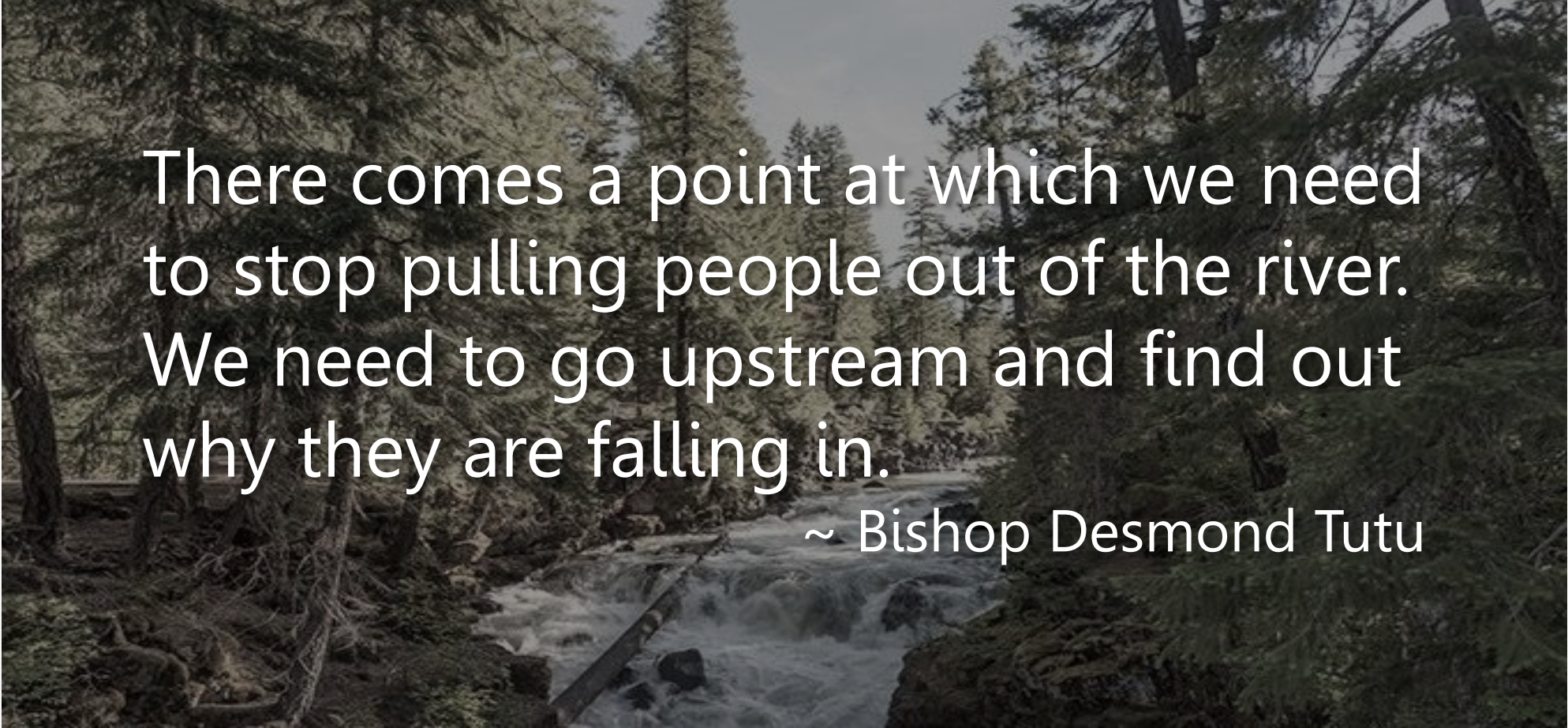
PAID IN FULL NOTIFICATION

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41656 WYVACROFT LN DC



Account Number: [REDACTED]





There comes a point at which we need
to stop pulling people out of the river.
We need to go upstream and find out
why they are falling in.

~ Bishop Desmond Tutu

**COMPLETE
COLLEGE
AMERICA**

**Let's create the higher
education system
students deserve.**

Data + Inquiry: Identifying Trends and Needs in Kansas

Brandon Protas, Ed.D.

Assistant Vice President for
Alliance Engagement

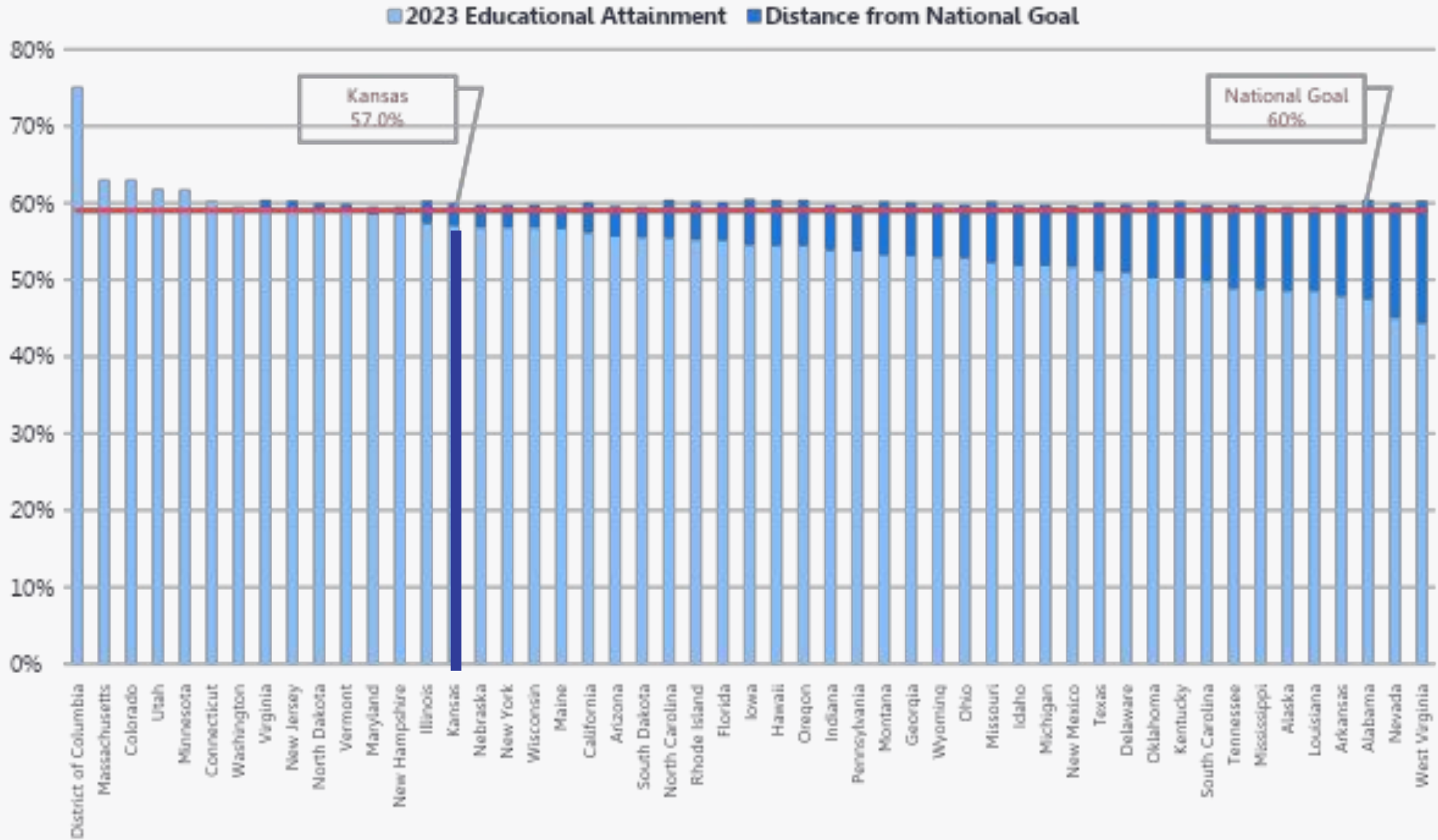
**NATIONAL
ATTAINMENT
RATE**

Latest National
Educational Attainment
(2023)

54.9%

Target National Educational
Attainment

60%



On-Time Graduation in Kansas



48.0%

State Universities, 2023



46.4%

Community Colleges, 2023
Includes transfer-out rate



63.5%

Technical Colleges, 2023

Retention Rates in Kansas



82.8%

State Universities, 2023



63.0%

Community Colleges, 2023

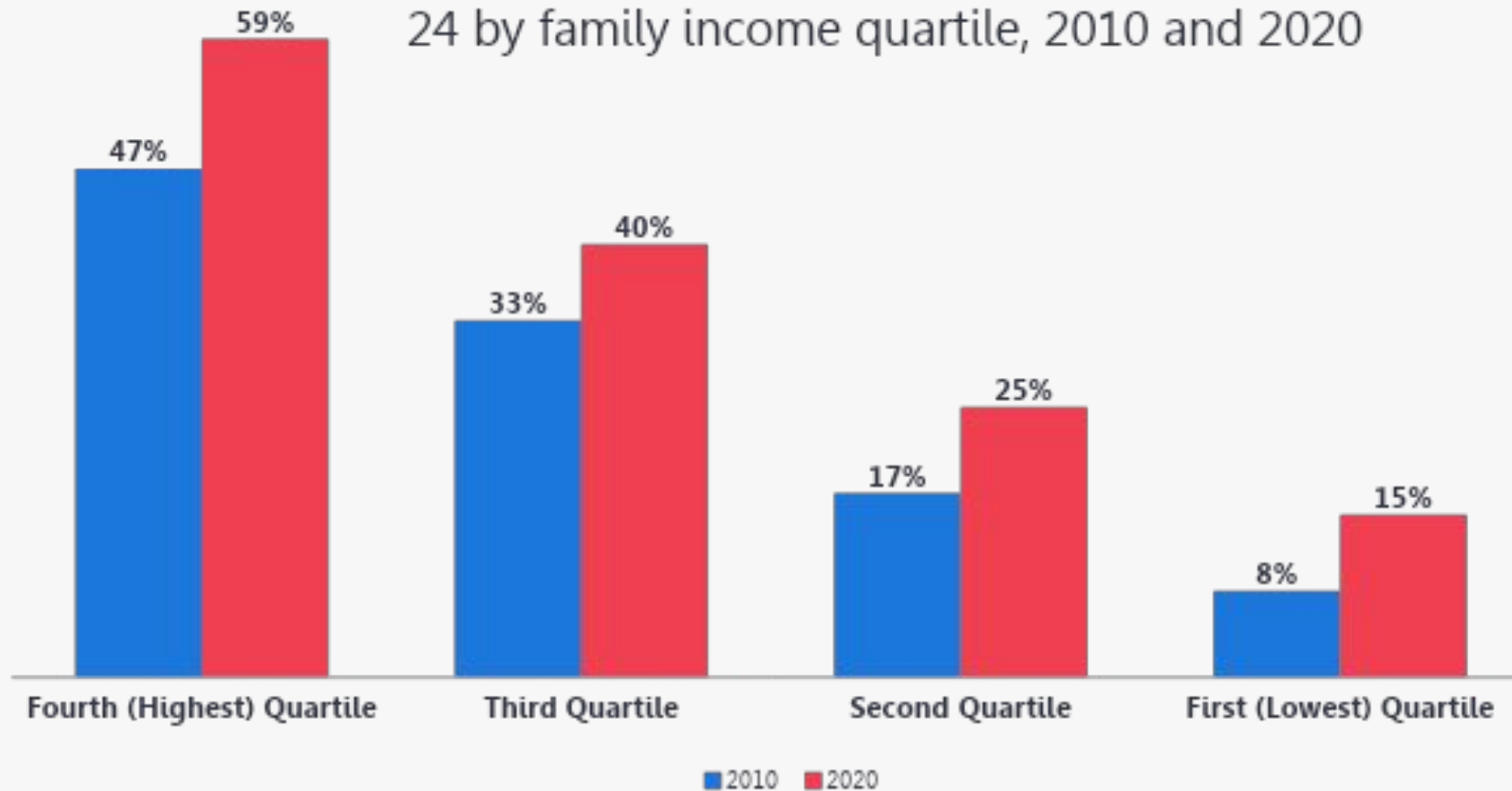


72.4%

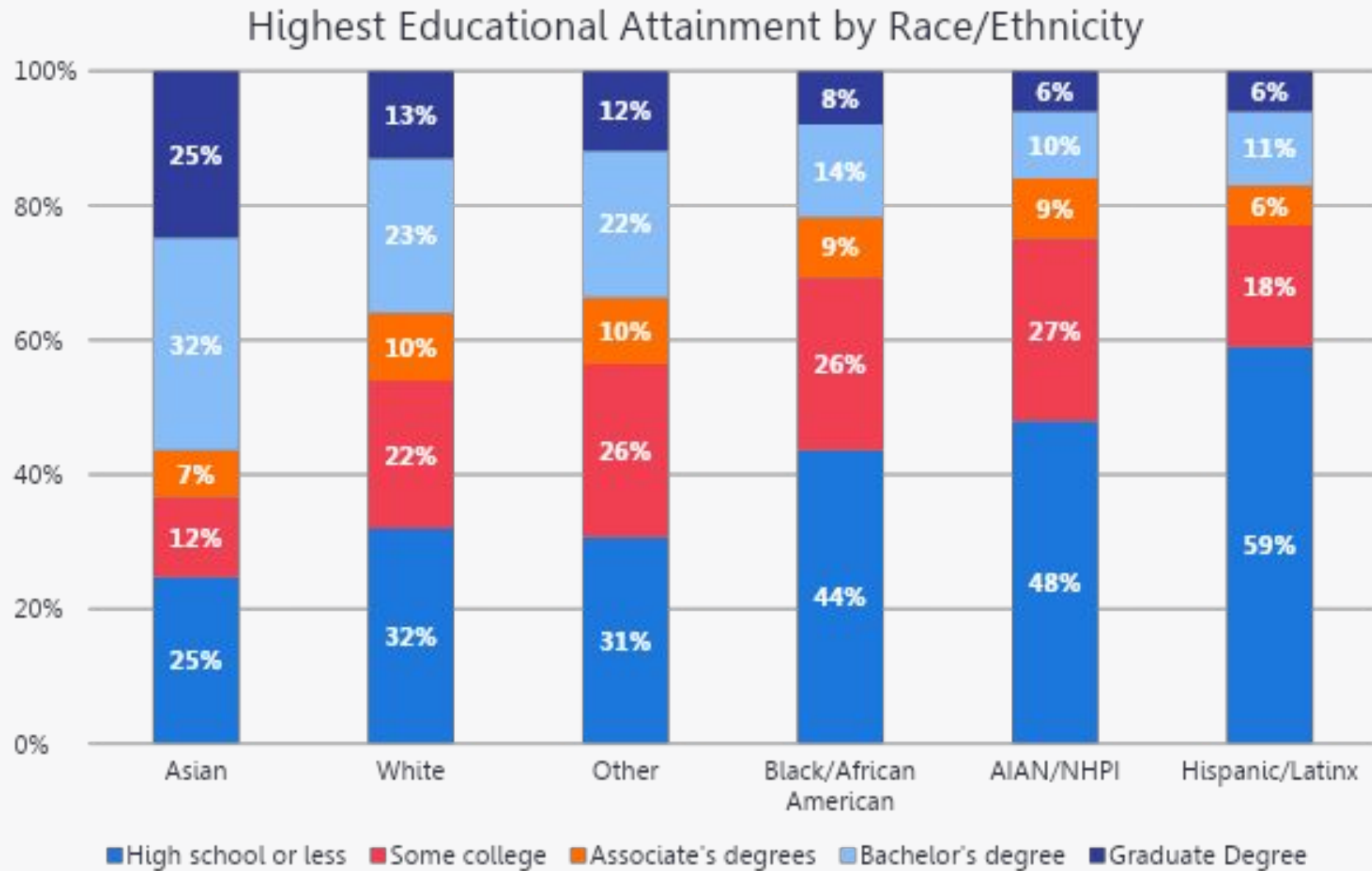
Technical Colleges, 2023

Bachelor's degree holders earn 31% more than those with an Associate's degree and 84% more than those with just a high school diploma.

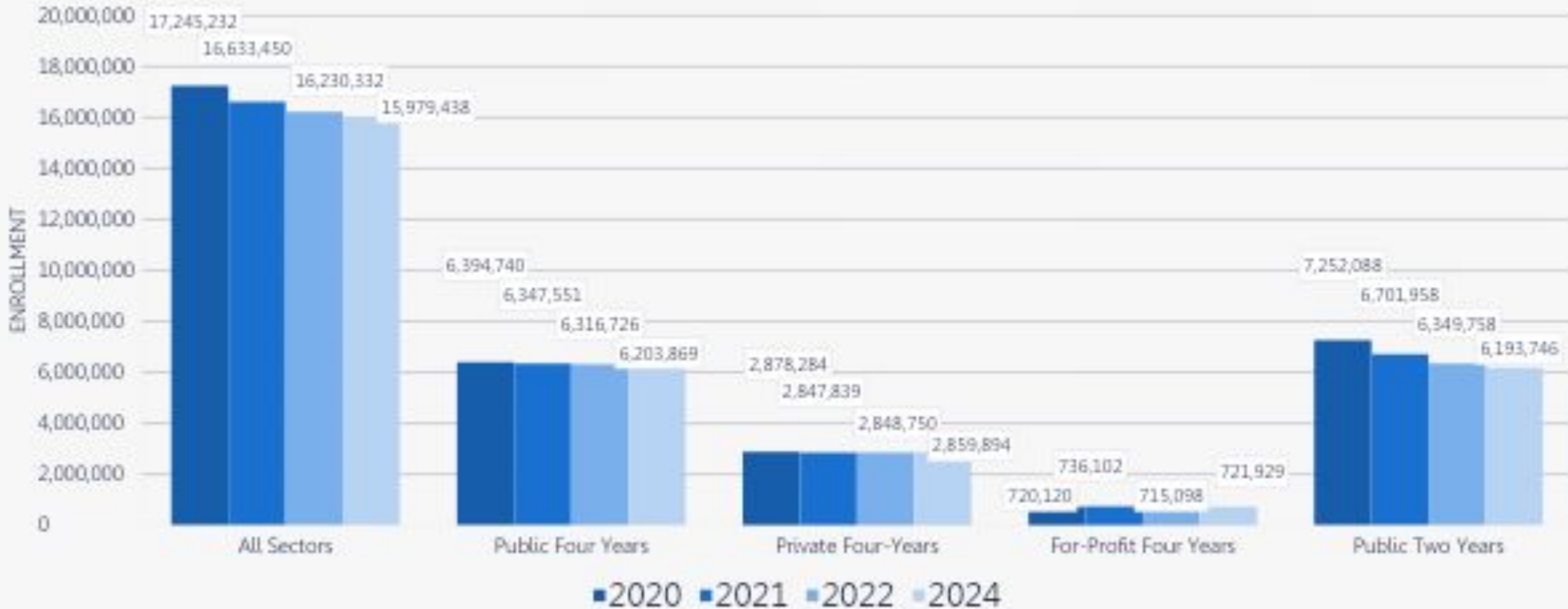
Estimated bachelor's degree attainment by age 24 by family income quartile, 2010 and 2020



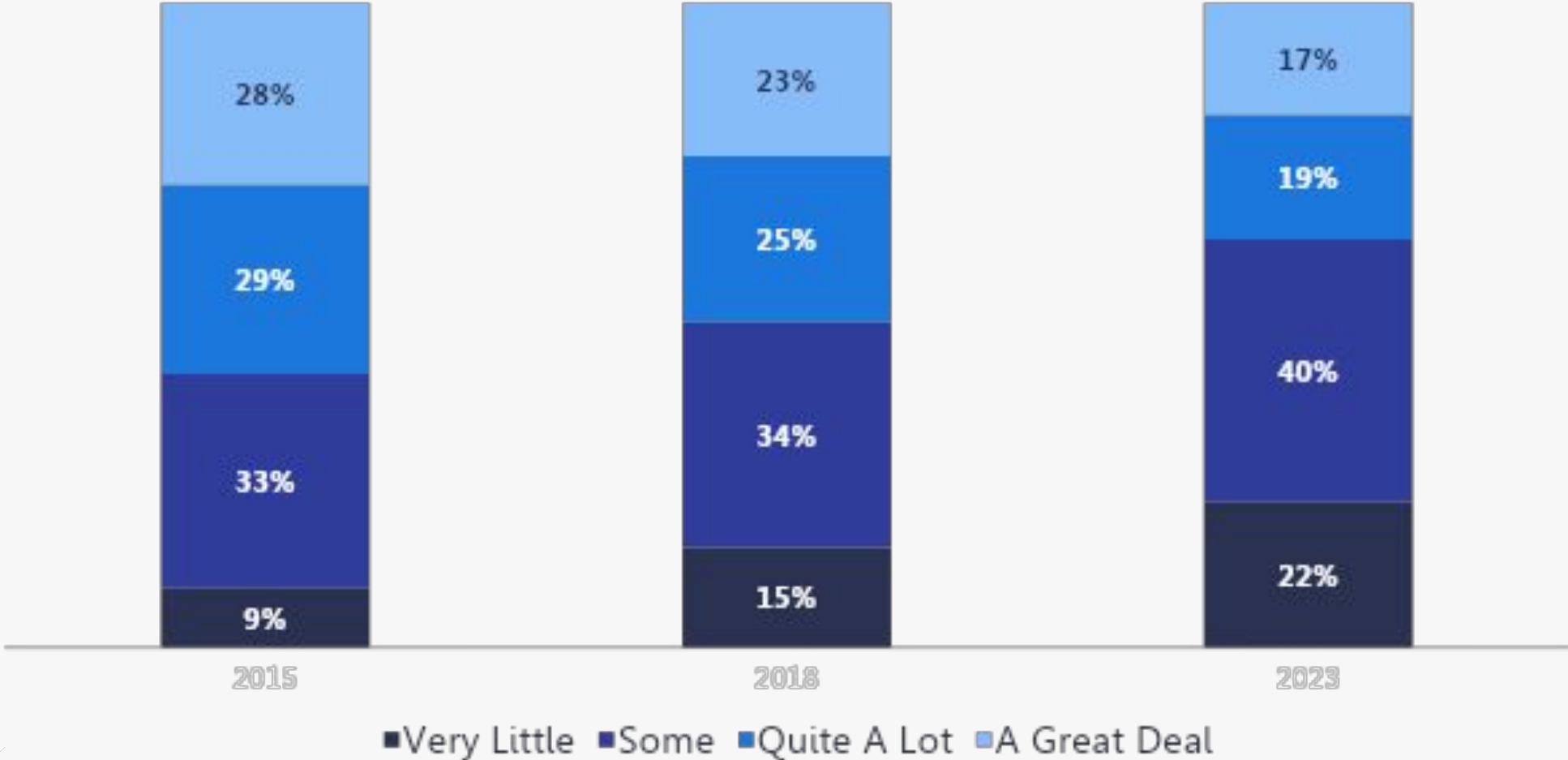
The Completion Imperative



Enrollment Trends Across Sectors



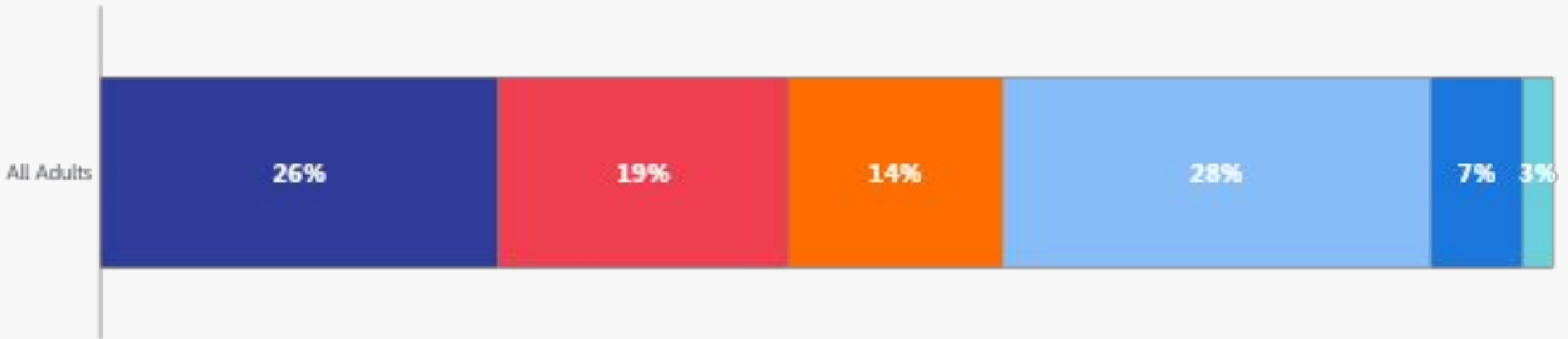
Public confidence in higher education is decreasing.



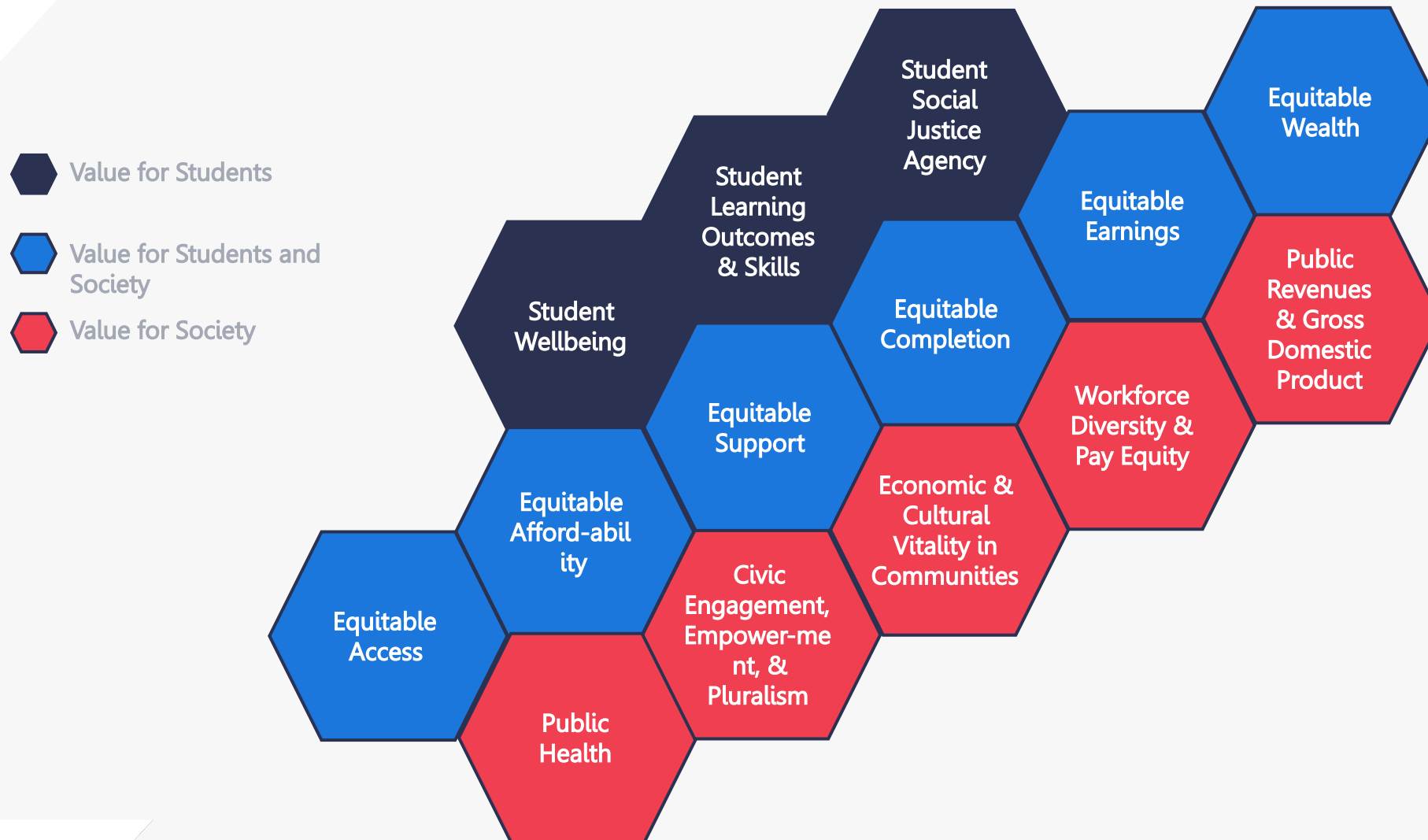
Americans still think that the investment in postsecondary education is worth it.

What is the minimum level of education that you believe your immediate or close family members need to complete to ensure financial security?

■ High school diploma/GED ■ Technical certificate ■ Associate degree ■ Bachelor's degree ■ Master's degree ■ Doctoral or professional degree

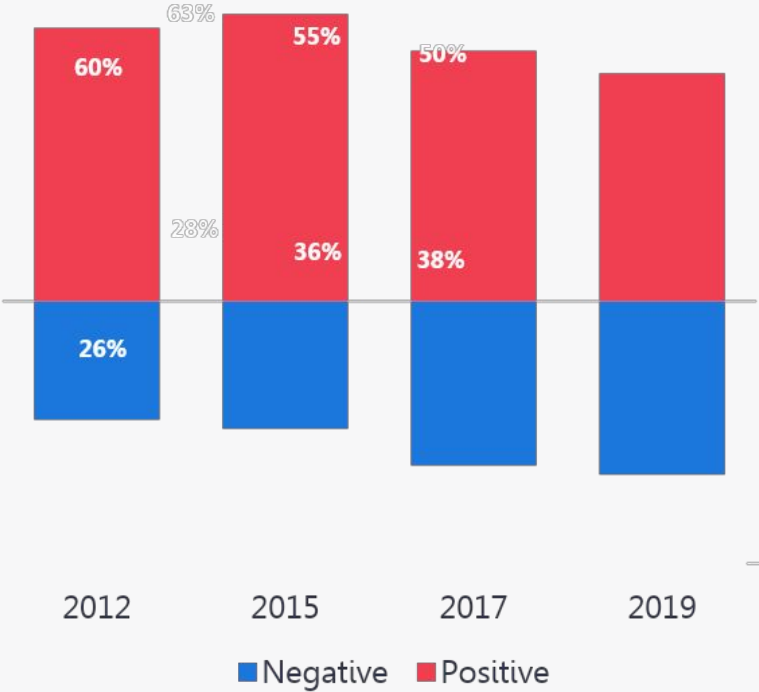


What higher education can deliver for students and society

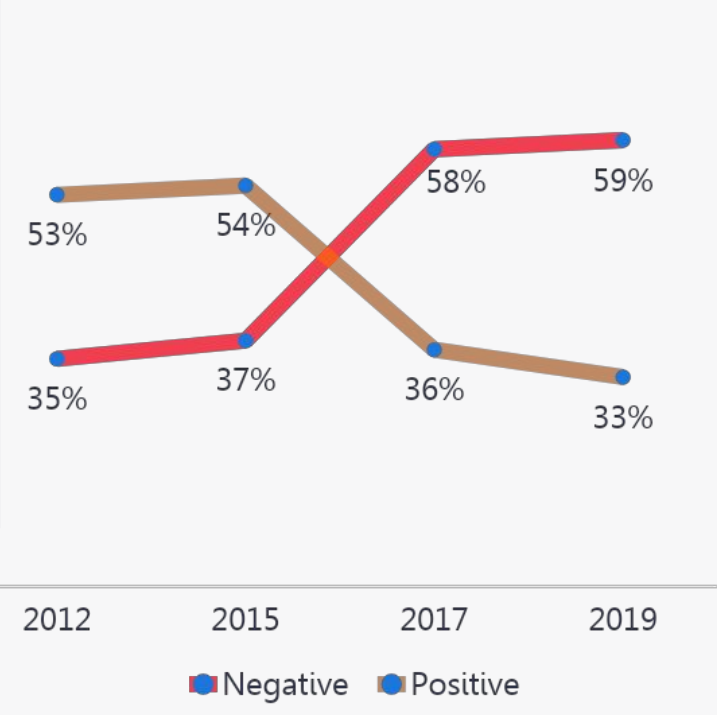


Political views increasingly align with the view of the value of colleges in the US

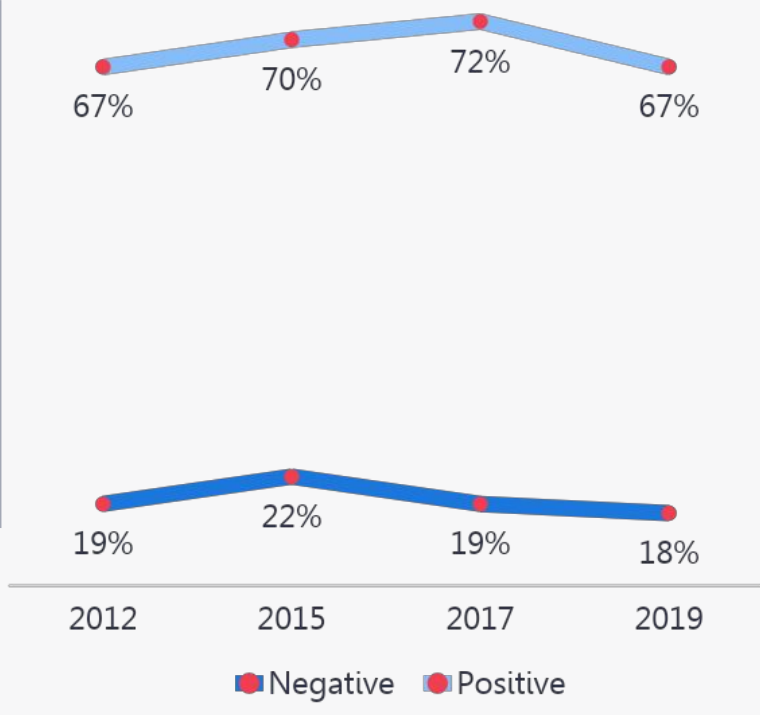
Among All Adults



Among Rep/Lean Rep

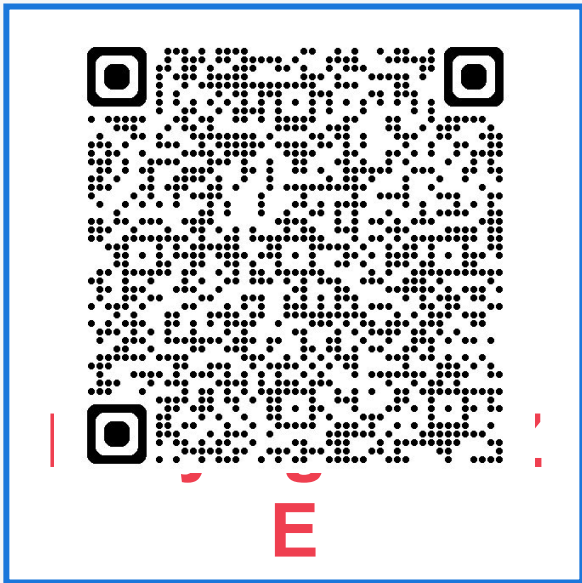


Among Dem/Lean Dem



DISCUSSION

1. Begin by introducing yourselves.
2. Choose one person to serve as the recorder for your table.
The recorder will be responsible for summarizing key points from the discussion.
3. Use the data provided to guide and enrich your conversation.

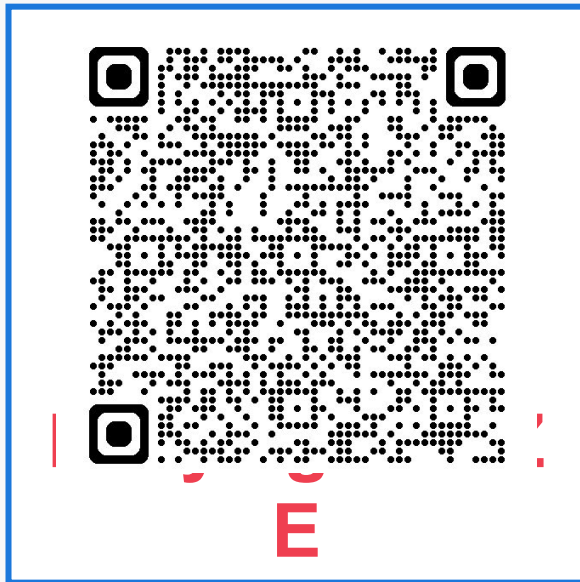


Discuss the most pressing issues currently facing your campus. Consider challenges related to first-year retention, on-time graduation, and overall student success.

- What specific needs must be addressed to improve outcomes in these areas?

DISCUSSION

Building on your discussion from Prompt A, explore what is needed to support meaningful progress in the following areas:



- **Policy:** How can policy changes accelerate progress and remove barriers to student success?
- **Perspective:** How can shifting mindsets and challenging assumptions positively impact student outcomes?
- **Practice:** What proven strategies can be implemented or expanded to support student success more effectively?

Encourage open dialogue, collaboration, and thoughtful reflection as you explore these important topics together.

Networking Lunch

**The next session begins at
12:30 pm.**

An Integrated Framework for Student Success

Brandon Protas, Ed.D.

Assistant Vice President
for Alliance Engagement

Nichole Mann, M.A.

Alliance Engagement
Director

Purpose

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

Structure

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

Momentum

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

Support

Addressing student needs and removing barriers to academic success.

Purpose

Uninformed decisions about a course of study can lead students to earn unnecessary credits, extend their time to degree, or leave school altogether, exacerbating financial burdens.

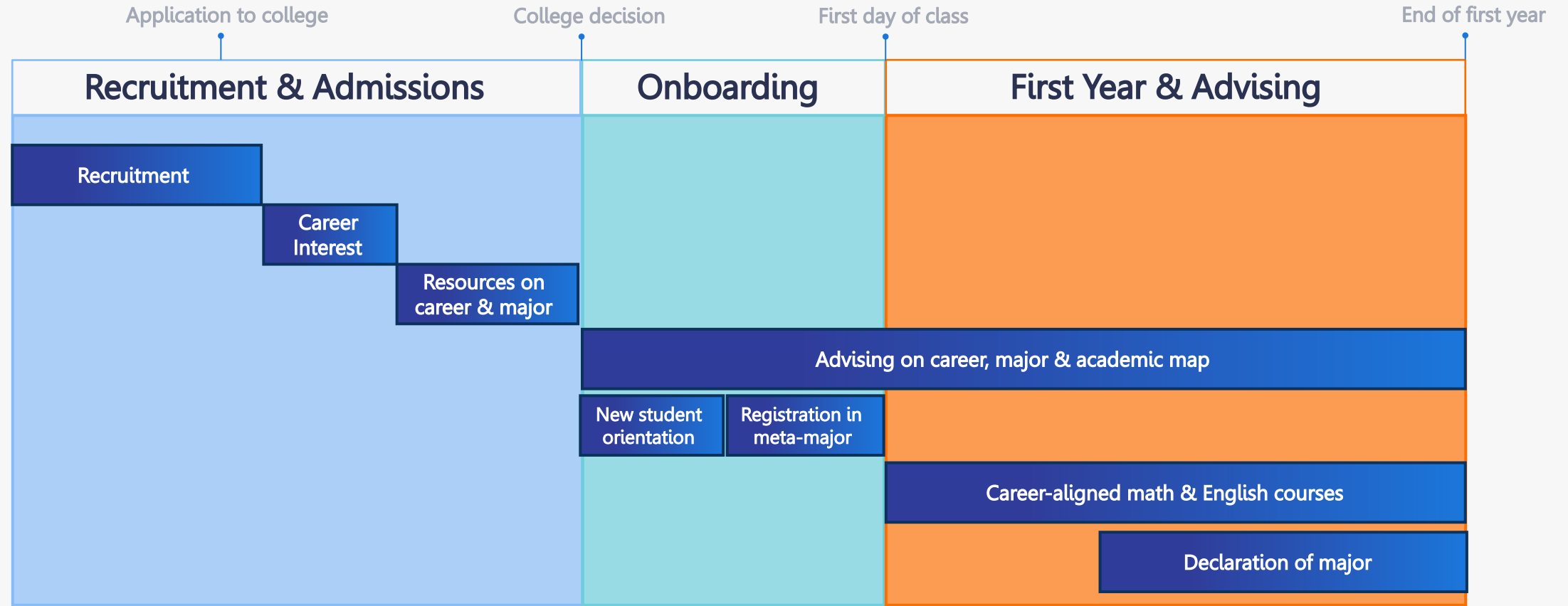
From recruitment to onboarding to the first-year experience, CCA partners with institutions to align student goals and abilities with course selections.

Align college experiences to students' goals.

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

Purpose

First-Year Experience



Purpose

- / 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

Career Exploration



542% increase in number of career coach assessment and a resulting 82.8% decreased in undeclared majors.
(Spring 2018 to spring 2019)



25% incoming first-year students changed majors prior to registration after engaging with career assessment tools.



18% increase in enrollment by providing career assessment to prospective students.
(MyMajors)

Purpose

Academic & Career Alignment

COLLEGE to CAREER Skill Builder

INFORMATION

Course/Program

Assignment/Activity

Author

Additional Text

COMPETENCIES


 Critical Thinking/Problem Solving

 Oral/Written Communication

 Teamwork/Collaboration

 Digital Technology

 Leadership

 Professionalism/Work Ethic

 Career Management

 Global/Intercultural Fluency

SKILLS

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

APPLIED

Critical Thinking/Problem Solving Skill

Purpose

Adult Learner Engagement

Highlight
value of
higher
education



Redefine value of college
degree and opportunities

Showcase
flexibility
and
possibility



Demonstrate how institution
will work with them to
progress and complete

Employer
Partnerships



Build relationships with
local/regional employers

Structure

Confusing course and degree sequences, challenging schedules, and rigid major requirements muddy the path to completion. We work with colleges to meet students where they are, balancing flexibility and structure and clarifying the path to a degree or credential.

Clarify the path to a degree or valued workplace credential.

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

Structure

Math Pathways

Meta-Major

Humanities
Arts

Social Sciences
Health Sciences
Business

Technical Certificate
Programs

Engineering
Hard Sciences

Gateway Math

Quantitative Reasoning

Statistics/Modeling

Technical Math

College Algebra /
Pre-Calculus...Calculus

Program

Classics
Performing Arts
Cultural Studies

Psychology
Political Science
Communications

Welding
Carpentry

Civil Engineering
Chemical Engineering
Chemistry

Structure

Meta-Majors/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

- Allow for more informed, deliberate decisions
- Help reduce major changes after first year

Structure

Academic Maps

FINANCE

First Year

- Sign up to get a peer mentor. Contact them with questions about how things work at WJ.
- Find the Tutoring Center, the Career and Internship Center, and the Library. These resources are free and here to support your success.
- Make sure you know what you need to do to stay in good standing for your scholarships and grants.
- Attend campus cultural events and lectures to get the full Waldenston experience.
- Fill out the Finance Career Exploration Survey and make an appointment with your advisor to discuss your results.
- Make sure you are completing enough credits to graduate on time.

Second Year

- Work with an advisor to talk about the possibilities and value of adding a minor or getting a professional certification.
- Build professional relationships with faculty so that they are able to write you letters of recommendation – start by attending their office hours.
- Talk to the career center about ways to start networking with alumni and other business professionals. Consider attending a business expo or career fair.
- Get involved in WEBS (Waldenston Excellence in Business Symposium)

More Info

A comprehensive four-year plan that provides a framework for the integration of coursework, career development, and co-curricular activities.

Third Year

- Work with a career counselor to work on building a resume and to identify areas of growth.
- Continue building professional relationships with faculty members in your department and reach out to members of other offices and departments who may assist in identifying opportunities.
- Start exploring opportunities for internships.
- Become a peer mentor to support incoming students into the College of Business.
- Do a degree audit to make sure that you are on track to graduate.

Fourth Year

- Apply to graduate – ask your advisor if you are eligible to graduate with honors.
- Find an internship in your field and make sure your resume is ready to go. The Career Center can help.
- If you are planning to go directly to an MBA program, make sure you have all your application materials and letters of recommendations ready on time.
- Attend the monthly "Senior Business Lunch" series to both keep track of all of your graduation deadlines and to earn your "Business Professional Certificate"

More Info
A comprehensive four-year plan that provides a framework for the integration of coursework, career development, and co-curricular activities.

COMPLETE COLLEGE AMERICA

Course Number	Course Title	Credits	Semester
GNBS 100	C. First Year Experience 1	3	Fall
ENGL 101	C. English Composition 1	4	Fall
MATH 168*	C. Statistics with Lab	4	Fall
PSYC 101	C. General Psychology	3	Fall
BUS 100	B. Business Computing	3	Fall
BUS 102	B. Business Law	4	Spring
ECON 101*	B. Microeconomics	4	Spring
GNBS 101	C. First Year Experience 2	3	Spring
GNBS 102	C. Choice of Fine Arts	3	Spring

Course Number	Course Title	Credits	Semester
ADCT 201*	B. Business Accounting 1	3	Fall
ENGL 102	C. English Composition 2	3	Fall
ECON 102	B. Macroeconomics	4	Fall
	Free Elective	3	Fall
	C. Choice of Natural Science	3	Fall
ADCT 202	B. Business Accounting 2	3	Spring
MATH 118	B. Quantitative Methods	4	Spring
ENGL 104	B. Technical Writing for Business	2	Spring
	C. Choice of Humanities	4	Spring

- Prospective students can watch short videos from faculty and student about why they should select major.
- Students learn about how different majors provide multiple opportunities and that one major ≠ one career.



AFTER DECISION

- Peer mentors reach out to accepted students to share more information about major selected and similar programs.
- College offers meta-major fairs introducing students to different majors and careers in areas of interest.

BEFORE CLASSES START

- Departments reach out to new students to welcome them into the program and share information about co-curricular activities, academic support, and skills/competencies learned in the program.

ORIENTATION

- Peer mentors lead discussion groups around meta-majors.
- Career services meet with groups of students to discuss career options.
- Students register in blocks of courses based on meta-major.

FIRST-YEAR EXPERIENCE

- Instructors integrate assessments and activities in their syllabus designed for the students to actively engage in the career exploration process.
- Academic advisors and career services discuss results from career assessment tools with students.
- College hosts major fairs, career fairs, and career weeks.
- Alumni services create opportunities for students to connect with alumni about their experiences and career trajectories.
- Housing integrates activities and experiential learning in living-learning communities to connect students with organizations on campus and the larger community.
- Student Affairs hosts events to promote student and professional organizations on campus.

IN THE CLASSROOM

- Faculty highlight the relevance of the course and assignments on the syllabus.
- Syllabus lists skills and competencies learned alongside the learning outcomes.

ACADEMIC EXPERIENCE

- Academic advisors and career services continue to engage students in conversations about major selection and discuss career preparation and options.
- Departments integrate and require participation in experiential learning activities in every program.

Course Number	Course Title	Credits	Semester
FIN 300*	F. Principles of Finance	3	Fall
MKT 301	B. Principles of Marketing	3	Fall
MNG 303	B. Principles of Management	3	Fall
MIS 301	B. Principles of Management Information Systems	3	Fall
FIN 309*	F. FINANCE ELECTIVE	3	Fall
FIN 309*	F. Financial Management	3	Spring
FIN 348	F. Investment	3	Spring
FIN 352	F. Ethics of Financial Planning	3	Spring
	FINANCE ELECTIVE	3	Spring

Course Number	Course Title	Credits	Semester
FIN 400*	F. Financial Portfolio	3	Fall
FIN 431	F. Multinational Finance	3	Fall
FIN 441	F. Insurance	3	Fall
	Free Elective	3	Fall
	FINANCE ELECTIVE	3	Fall
FIN 492	F. Financial Policies	3	Spring
FIN 471	F. Advanced Financial Marketing	3	Spring
	FINANCE ELECTIVE	3	Spring
	Free Elective	3	Spring
FIN 420*	F. Financial Portfolio	3	Spring

Recruitment strategies and connection to student aspirations

Provide a holistic picture of the student experience (academic and cocurricular)

Better tracking of student progress to degree

- Data & Reporting
- Early Alert & Proactive Advising

Allow for scheduling forecasting

- Teaching schedule
- Enough seats in courses

Structure

Creating flexible schedules that accommodate students

- For duration of program
- Consistent scheduling
- Yearly schedule

Different modalities

- Online
- Hybrid

Shorter/condensed terms

Block scheduling

Smart Schedules

Business		
Course	Title	CH
GSU 1010	New Student Orientation	1
Engl 1101	English Composition I	3
Math 1070	Elementary Statistics	3
Econ 2106	Principles of Microeconomics	3
Pers 2001	Global Hospitality and Tourism	2
Hist 2110	Survey of U.S. History	3

Structure

ATLANTA TECHNICAL COLLEGE

Computer Programming Pathways

The Computer Programming program consists of courses designed to provide students with an understanding of the concepts, principles, and techniques required in writing computer software. Those interested in a computer programming should be highly motivated individuals who are interested in becoming an Information Technology professional. Program graduates will be competent in the technical areas of SQL, XHTML, systems analysis and design, database management, networking concepts, and the programming languages PHP, Visual BASIC, Java, C++, and JavaScript. The number of jobs in this field is projected to grow by 1% nationally and 2% in the State of Georgia over the next 10 years.

Foundations of Computer Programming Certificate
1 Semester
4 Classes
Receive CompTia Network + Industry Certification
Careers: IT Support Specialist, Desktop Support Specialist, IT Technician, Field Service Technician
Estimated Starting Salaries at \$35,000/year

Java Programmer Certificate
1 Additional Semester, 4 Additional Classes
(3 to complete Certificate, 1 Towards Overall Program)
Receive Java SE 11 Industry Certification
Careers: Junior Programmer, Big Data Development, Android Development
Estimated Starting Salaries at \$42,000/year

C++ Programmer Certificate
1 Additional Semester, 4 Classes
(1 to Complete Certificate, 3 Towards Overall Program)
Receive CPA - C++ Certified Associate Programmer Industry Certification
Careers: Computer Programmer, Video Game Designer, Video Game Programmer
Estimated Starting Salaries at \$45,000/year

Computer Programming Associate's Degree
2 Additional Semester
8 Additional Classes
Careers: Computer Programmer, Embedded Software Engineer, Programmer Analyst
Estimated Starting Salaries at \$68,000/year

For more information contact:
Dr. Peter Ejindu, Ph.D.
Program Coordinator
404.225.4538
pejindu@atlantatech.edu
atlantatech.edu

Atlanta Technical College
1560 Metropolitan Parkway, SW
Atlanta, GA 30310-4446

ATLANTA TECHNICAL COLLEGE

*All job growth projections and estimated salaries are based on data from Emis (Economic Modeling Specialists Inc) and are updated annually.

Stackable Certificates & Credentials

- Clearly articulated
- Time to certificate(s)
- Jobs/Careers
- Salary implication
- Skills/Competencies learned
- Scaffolding to credential

Momentum

Students face blocks to progress from day one of college, including unrecognized prior learning, inconsistent support to get up to speed for college-level learning, poorly designed curricular sequences, and miscommunication about credit hours needed for on-time graduation. CCA guides colleges in facilitating strong starts that sustain critical progress.

Facilitate strong starts that sustain critical progress.

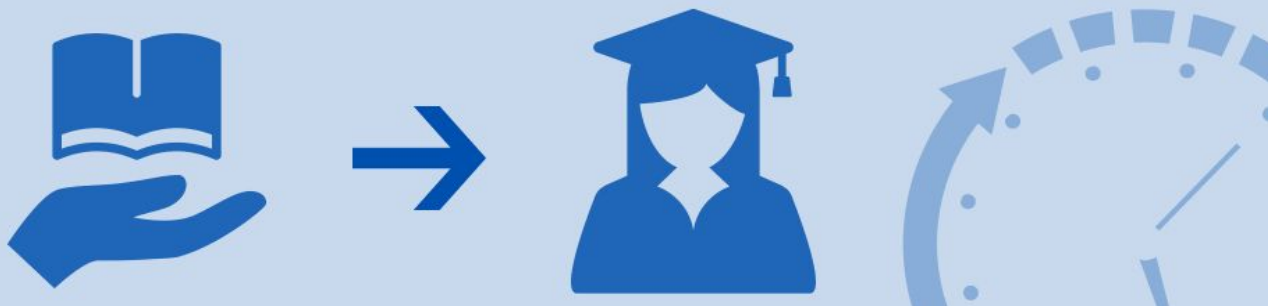
- / Credit for Competency
- / Multiple Measures
- / Corequisite Support
- / Dual Enrollment
- / 15 to Finish/Stay on Track

Momentum

Credit for Competency

Credit for What you Know

Earn credits for your life experiences, skills or knowledge.



- / Examinations (national exams such as AP, IB, CLEP, DSST)
- / Departmental challenge examinations
- / High school career and technical education programs
- / Professional certifications
- / Professional certifications
- / Noncredit programs completed at community college
- / Workplace training
- / Independent study
- / Volunteer services

Momentum

Credit for Competency

Adult students credential completion rates:

49% With PLA **27%** Without PLA

The PLA boost for adult student completion when controlling for other factors (PSM effect size):

17% All PLA methods **30%** Methods that were not ACE credit recommendations for military

COMPLETION RATES

85% Higher

Completion rates for associate seeking adults were 85% higher with PLA than without.

49% Higher

Completion rates for bachelor's seeking adults were 49% higher with PLA than without.

PLA SAVES MONEY

\$1,500 to \$10,200

Estimated adult student savings through PLA, depending on sector

PLA SAVES TIME

9 to 14 Months

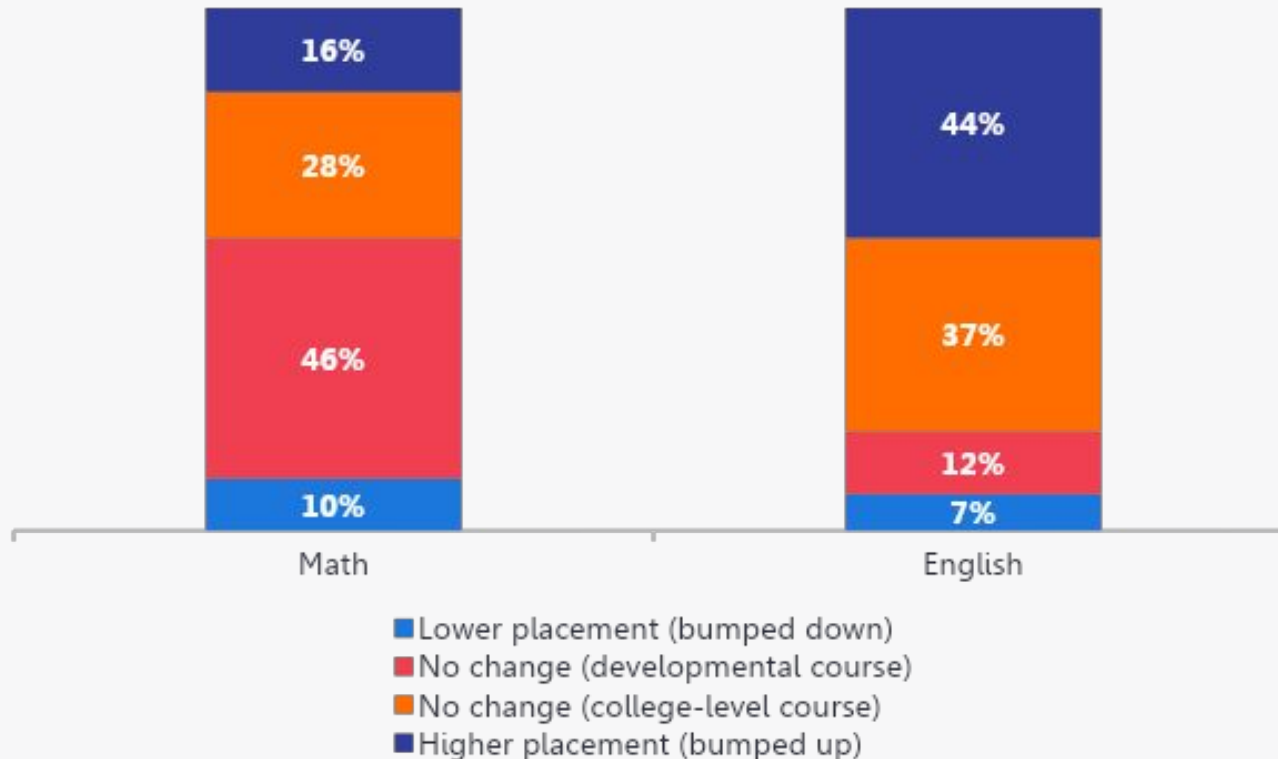
Estimated adult student time savings in earning degrees, with 12 or more PLA credits

17.6
More Credits

Institutions also benefitted from PLA—on average, PLA students took 17.6 more course credits than non-PLA students.

Momentum

Change in Placement Among Program Group Students



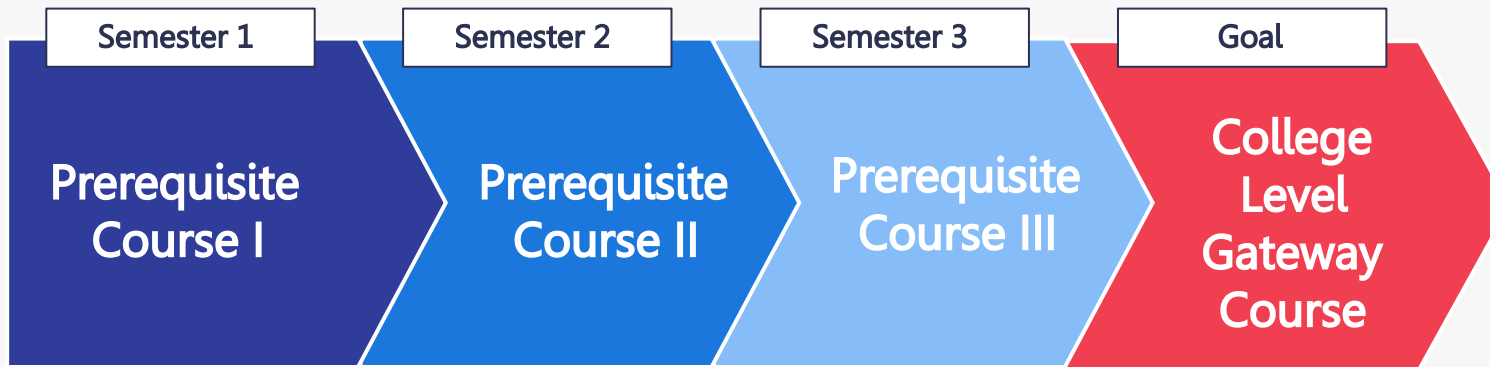
Multiple Measures

- Students can demonstrate proficiency in a variety of ways resulting in a more accurate placement
- High school GPA is better predictor of college student success than standardized tests
- Asset-based approach to students' potential rather than perpetuate inequities

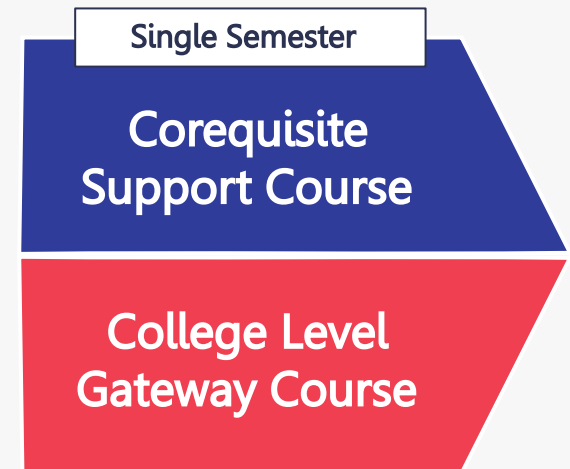
Momentum

Corequisite Support

Traditional Prerequisite Remedial Model

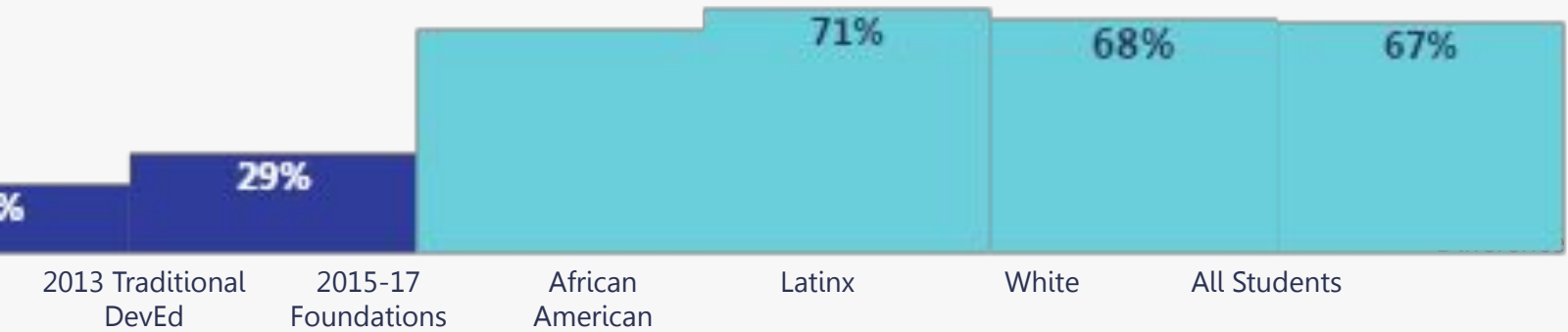


Corequisite Support Model

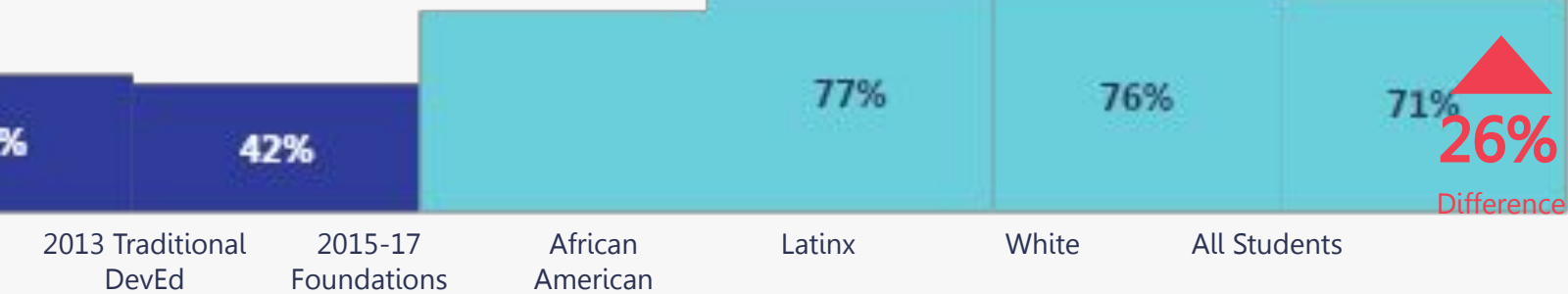


Momentum

University System of Georgia Comparison of Gateway **Math** Course Completion

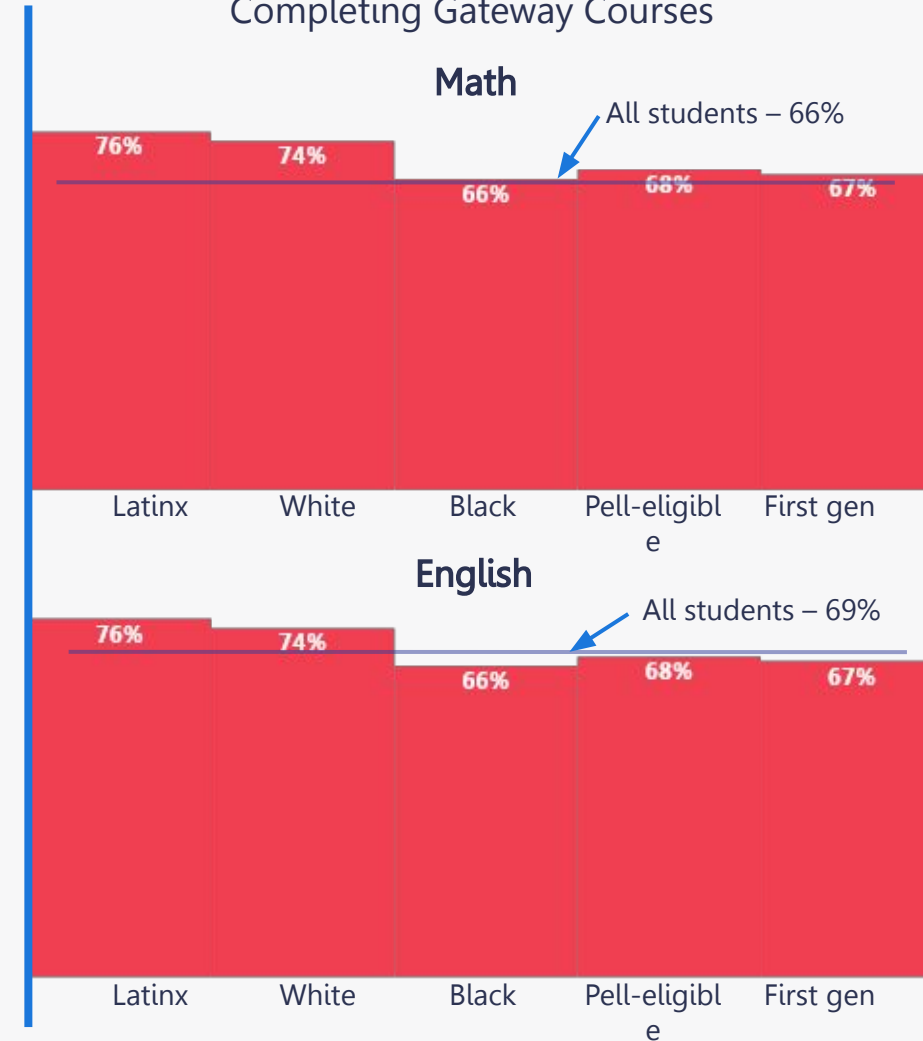


University System of Georgia Comparison of Gateway **English** Course Completion

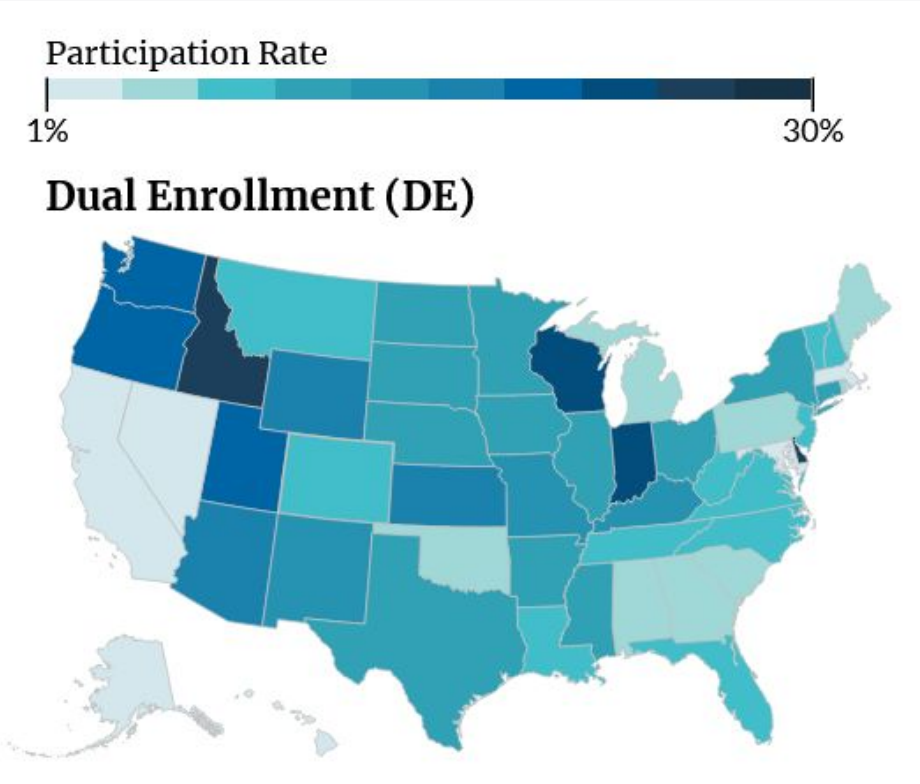


Corequisite Support

Percent of Students Successfully Completing Gateway Courses

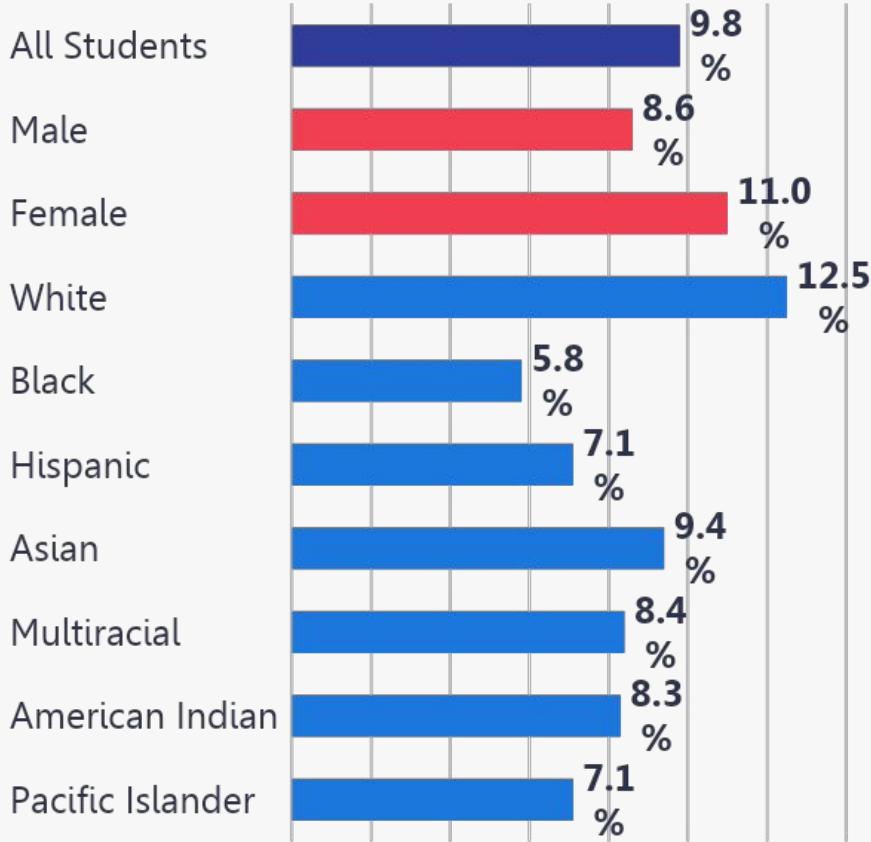


Momentum



Dual Enrollment

Participation in Dual Enrollment by Student Group



Momentum

15 to Finish/Stay on Track

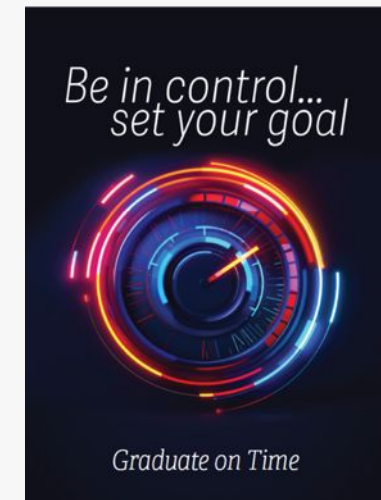
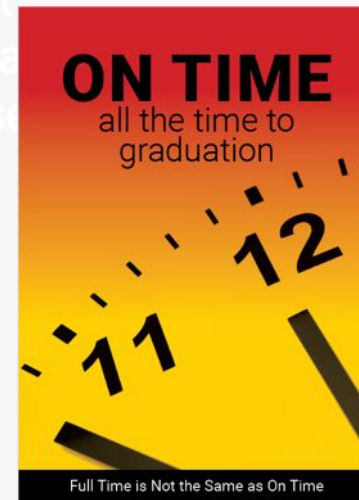
Prerequisite
Course I



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Support

Students navigating food insecurity, childcare, financial constraints, or other life challenges need more than academic support to graduate on time. We equip institutions to proactively address students' needs beyond the classroom, so every student can focus on reaching their college goals.

Address co-curricular needs so students can focus on college goals.

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

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

University Writing Center

Support


- Implicit & unconscious bias training
 - Advisor Satisfaction Reports
 - Cohort-based advising structure
- Accessibility & Availability
- Adjusting hours of operation
- Address advisor burnout & high turnover
- Diversity of your staff
- Awareness of campus & community resources
- Preparing faculty to be advisors

Proactive Advising

1 

Prioritization
Proactively identify 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
Identify critical times for outreach (e.g., registration, midterms, drop/add)

3 

Outreach & Follow-Up
Execute outreach, tracks responses, and follow up as needed

5 

Monitoring & Documentation
Close the loop and monitor whether students improve

4 

In-Person Support
Advise students in person and refer to other offices as needed

Support

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.

360° Coaching



Support

Student Basic Needs Support

Student basic needs support is a social justice support strategy that ensures that students can access the necessities of life critical to their wellbeing and academic success, which include access to nutritious food and stable and safe housing. Financial aid is often not enough to cover the real cost of attending college.

- Support unique populations
- Use data to understand student population
- Raise awareness of resources
- Eliminate stigma of accessing resources
- Partner with community services

NEARLY
3 IN 5
experienced
basic needs insecurity

FOOD INSECURITY
AFFECTED

39% at two-year
institutions

29% at four-year
institutions

HOUSING INSECURITY
AFFECTED

 **48%**

HOMELESSNESS
AFFECTED

14%

Hope Center Survey 2021

<https://hope.temple.edu/sites/hope/files/media/document/HopeSurveyReport2021.pdf>

Purpose

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

Structure

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

Momentum

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

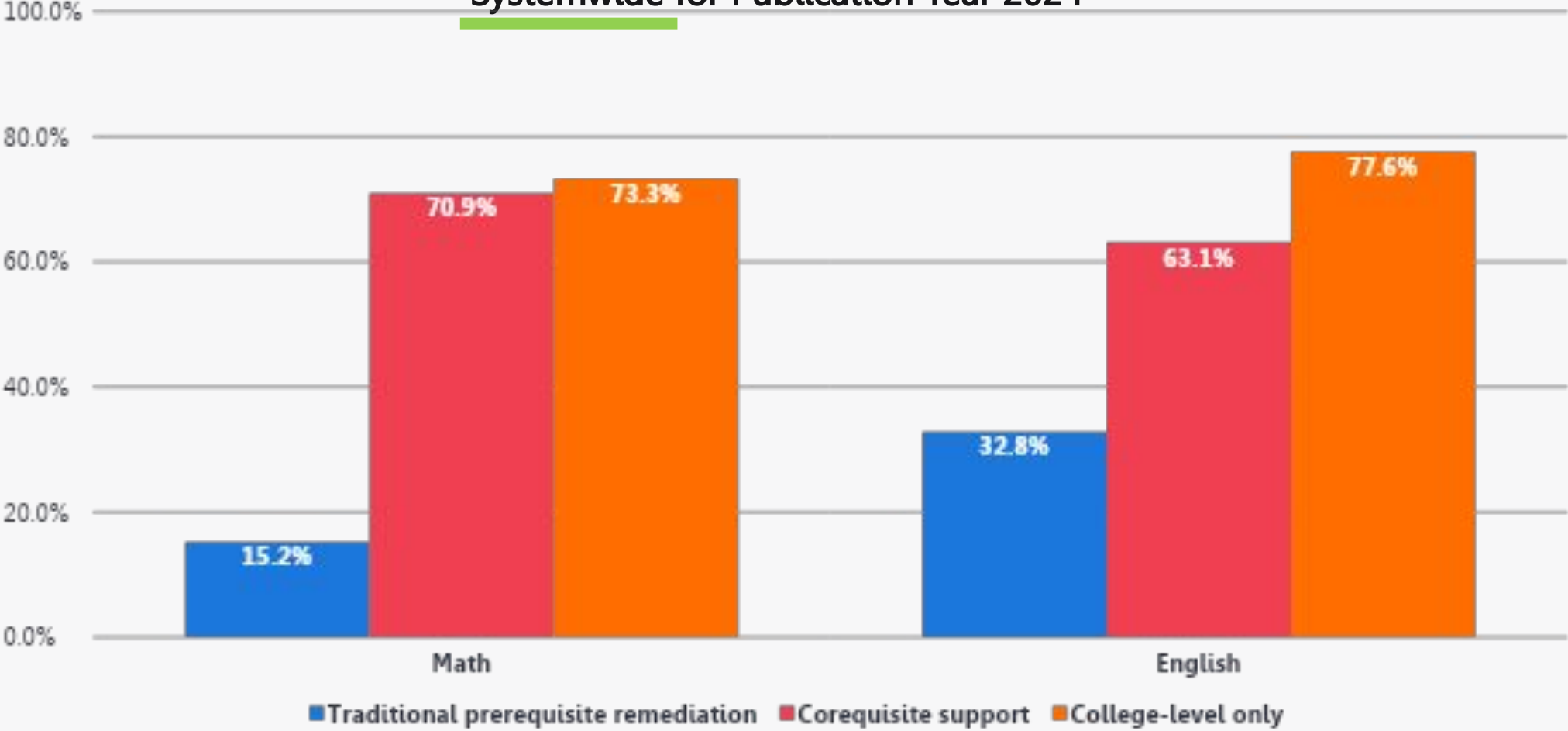
Support

Addressing student needs and removing barriers to academic success.

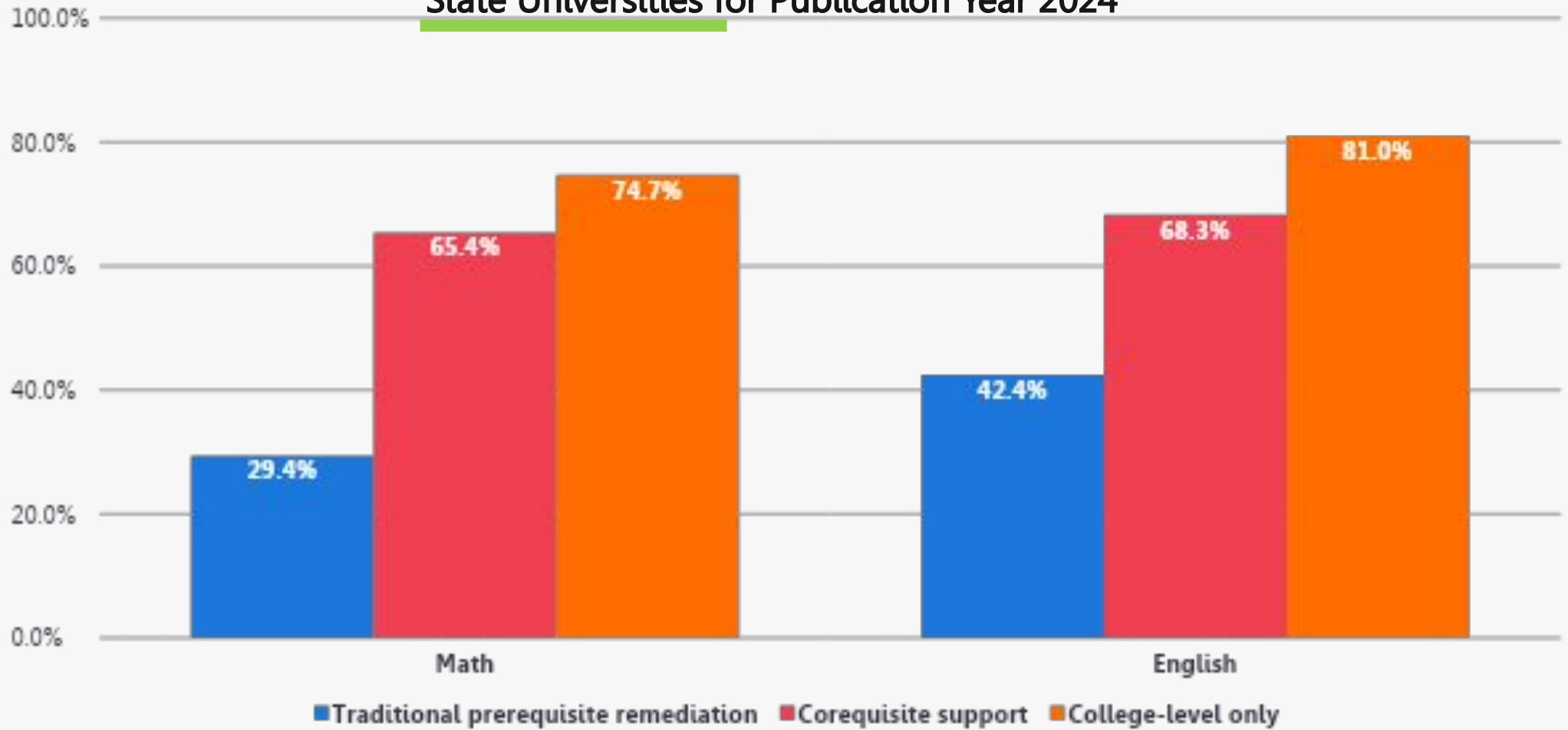
Collaborating for Corequisite Success: Sharing Models and Metrics

Brandon Protas, Ed.D.
Assistant Vice President
for Alliance Engagement

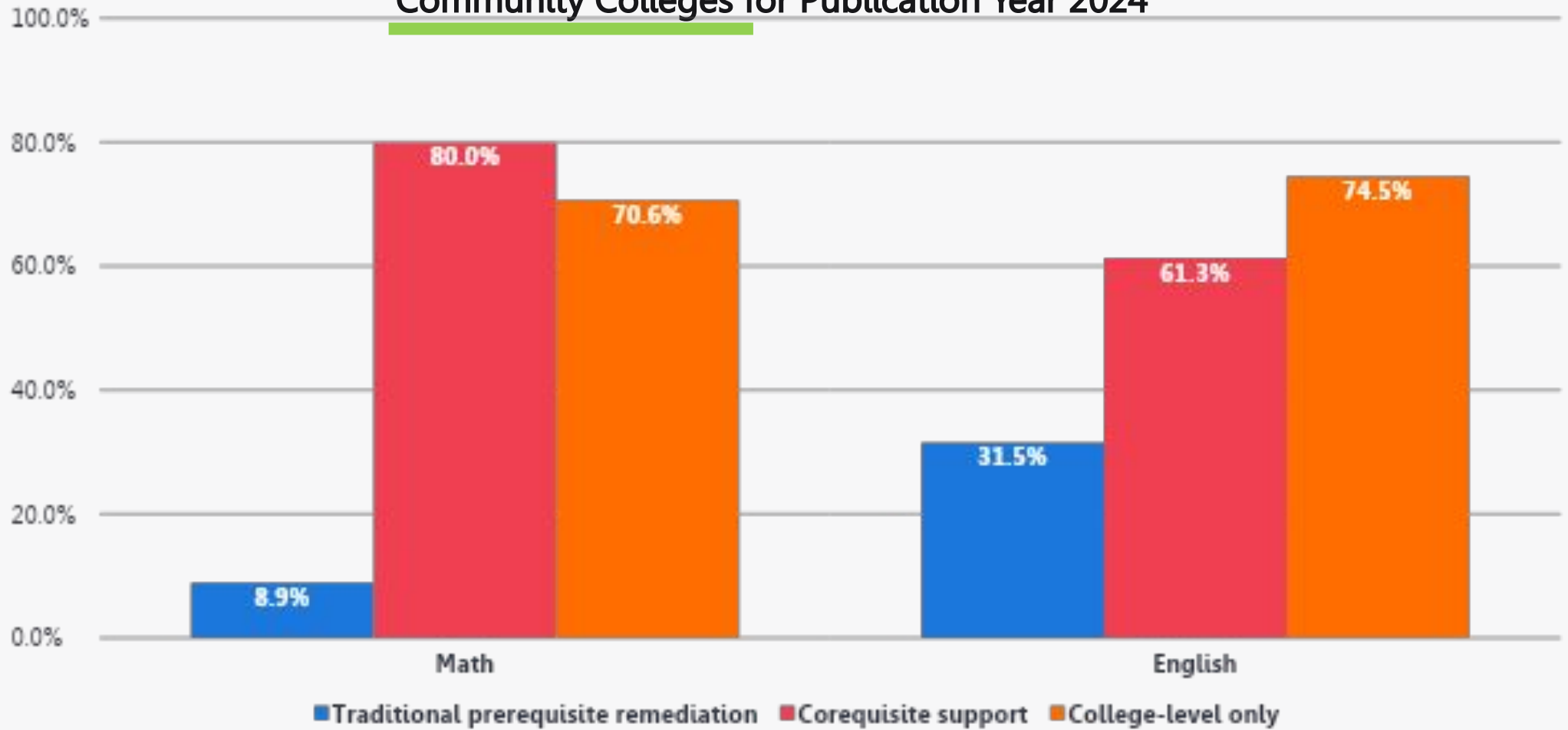
Percent of Students Passing Gateway Courses by Developmental Type Metric Systemwide for Publication Year 2024



Percent of Students Passing Gateway Courses by Developmental Type Metric State Universities for Publication Year 2024



Percent of Students Passing Gateway Courses by Developmental Type Metric Community Colleges for Publication Year 2024



Developmental Education - Math: Academic Years 2010-2024

Sector	Overall Totals	Cohort	Percent Enrolled in Developmental Math Course	Percent Completed Developmental Math Course	Percent Completed Developmental Math Course and College Algebra
Community Colleges		276,646	25.7%	63.4%	6.0%
Public Universities		199,338	12.3%	68.7%	24.7%

Sector	By Age	Cohort	Percent Enrolled in Developmental Math Course	Percent Completed Developmental Math Course	Percent Completed Developmental Math Course and College Algebra
Community Colleges	Ages 17-19	168,321	27.2%	63.2%	7.2%
Public Universities		180,850	11.3%	71.7%	27.2%
Community Colleges	Ages 20-24	57,977	26.6%	60.2%	4.0%
Public Universities		12,913	21.2%	55.0%	13.8%
Community Colleges	Ages 25+	49,755	19.6%	69.1%	3.8%
Public Universities		5,502	27.1%	52.6%	11.1%

Source: KBOR KHEDS AY Collection and P20 Data Systems
 First-time, degree-seeking students the academic year following high school, from all sources.
 Development and gateway course outcomes reflect the **first year of enrollment** .

Developmental Education - Math: Academic Years 2010-2024

Sector	By Race/Ethnicity	Cohort	Percent Enrolled in Developmental Math Course	Percent Completed Developmental Math Course	Percent Completed Developmental Math Course and College Algebra
Community Colleges	Hispanic	39,671	29.6%	62.2%	5.5%
Public Universities		17,271	18.8%	67.5%	22.9%
Community Colleges	African American, Non-Hispanic	33,727	37.1%	54.8%	3.5%
Public Universities		9,599	30.9%	60.7%	19.3%
Community Colleges	White, Non-Hispanic	163,502	22.3%	65.9%	6.8%
Public Universities		144,320	10.3%	70.9%	27.1%
Community Colleges	Other Races	39,746	26.2%	66.0%	6.7%
Public Universities		28,148	12.6%	67.2%	21.1%

Sector	By Gender	Cohort	Percent Enrolled in Developmental Math Course	Percent Completed Developmental Math Course	Percent Completed Developmental Math Course and College Algebra
Community Colleges	Female	137,686	26.8%	67.3%	6.9%
Public Universities		105,380	13.5%	71.8%	27.1%
Community Colleges	Male	138,280	24.6%	59.1%	5.1%
Public Universities		93,922	11.1%	64.4%	21.6%

Source: KBOR KHEDS AY Collection and P20 Data Systems
 First-time, degree-seeking students the academic year following high school, from all sources.
 Development and gateway course outcomes reflect the **first year of enrollment** .

Developmental Education - English: Academic Years 2010-2024

Sector	Overall Totals	Cohort	Percent Enrolled in Developmental English/Reading Course	Percent Completed Developmental English/Reading Course	Percent Completed Developmental English/Reading Course and Comp I
Community Colleges		276,646	19.2%	68.7%	31.5%
Public Universities		199,338	2.8%	77.0%	46.3%

Sector	By Age	Cohort	Percent Enrolled in Developmental English/Reading Course	Percent Completed Developmental English/Reading Course	Percent Completed Developmental English/Reading Course and Comp I
Community Colleges	Ages 17-19	168,321	20.7%	69.5%	35.5%
Public Universities		180,850	2.4%	80.0%	51.3%
Community Colleges	Ages 20-24	57,977	21.4%	65.6%	25.6%
Public Universities		12,913	5.7%	70.7%	29.8%
Community Colleges	Ages 25+	49,755	11.7%	70.5%	19.7%
Public Universities		5,502	6.4%	53.4%	18.6%

Source: KBOR KHEDS AY Collection and P20 Data Systems
 First-time, degree-seeking students the academic year following high school, from all sources.
 Development and gateway course outcomes reflect the **first year of enrollment** .

Developmental Education - English: Academic Years 2010-2024

Sector	By Race/Ethnicity	Cohort	Percent Enrolled in Developmental English/Reading Course	Percent Completed Developmental English/Reading Course	Percent Completed Developmental English/Reading Course and Comp I
Community Colleges	Hispanic	39,671	25.7%	68.8%	31.9%
Public Universities		17,271	5.8%	76.2%	47.0%
Community Colleges	African American, Non-Hispanic	33,727	35.1%	63.7%	25.2%
Public Universities		9,599	10.9%	71.6%	43.3%
Community Colleges	White, Non-Hispanic	163,502	13.5%	69.4%	33.8%
Public Universities		144,320	1.6%	78.6%	51.4%
Community Colleges	Other Races	39,746	22.5%	73.3%	33.6%
Public Universities		28,148	4.0%	79.4%	38.2%

Sector	By Gender	Cohort	Percent Enrolled in Developmental English/Reading Course	Percent Completed Developmental English/Reading Course	Percent Completed Developmental English/Reading Course and Comp I
Community Colleges	Female	137,686	18.4%	71.6%	34.7%
Public Universities		105,380	2.8%	79.5%	50.1%
Community Colleges	Male	138,280	20.1%	66.0%	28.5%
Public Universities		93,922	2.7%	74.1%	42.1%

Source: KBOR KHEDS AY Collection and P20 Data Systems
 First-time, degree-seeking students the academic year following high school, from all sources.
 Development and gateway course outcomes reflect the **first year of enrollment** .

DISCUSSION

1. Begin by introducing yourselves.
2. Choose one person to serve as the recorder for your table.
The recorder will be responsible for summarizing key points from the discussion.
3. Use the data provided to guide and enrich your conversation.



Engage with your table in a discussion about which model(s) of corequisite developmental education your institution has selected for gateway Math and English courses. (Refer to the KBOR-approved models for context.)

- Why did your institution choose these particular models?
- What factors influenced the decision?

Reference: Models Approved by Policy

Supplemental Course Section

A student in a supplemental course section attends a corequisite support developmental education section model in which there are structured courses that run before, after, or on opposite days to the gateway course. *The gateway course and the concurrent supplemental course are completed in the same semester.*

Mandatory Tutoring Section

A student in a mandatory tutoring section attends a corequisite support developmental education section model in which mandatory tutoring in a lab is required for a specified number of hours per week. *The gateway course and concurrent mandatory tutoring are completed in the same semester.*

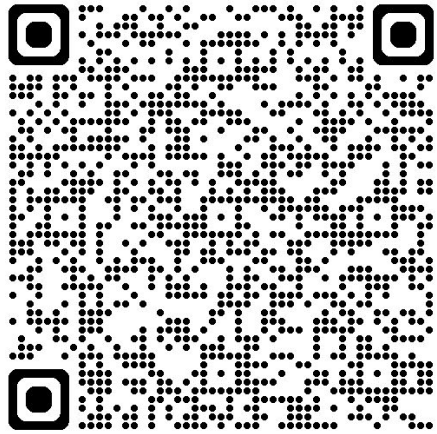
Boot Camp Section

A student in a boot camp section attends a corequisite support developmental education section model in which the first three to five weeks of the semester are typically developmental content, followed by the college-level content. Classes meet extra hours each week throughout the semester to equal the two classes or class plus lab. The boot camp and gateway course are completed in the same semester.

Compressed Course Section

A student in a compressed course section attends a corequisite support developmental education section model in which a developmental class is typically compressed into eight weeks, and then the college-level gateway course is typically compressed into eight weeks, so that both classes are completed in the same semester. Classes meet extra hours each week throughout the semester to deliver the applicable credit hours of instruction for both the corequisite section and the gateway course within the compressed timeframes.

DISCUSSION



bit.ly/3CsxTG1

Explore how your institution plans to assess the effectiveness of the selected corequisite model(s).

- What types of data will you collect to evaluate success?
- How will the data be used to inform potential adjustments or improvements to the model moving forward?

Closing

Brandon Protas, Ed.D.

Assistant Vice President for
Alliance Engagement

Benefits of the CCA Alliance



Attend and participate in events: Annual Convening, Alliance Day on the Hill, Data Days, and strategy-specific events



Request **expert testimony and keynote speeches** from CCA executive leadership and staff.



Enlist CCA to conduct **policy audits** to ensure alignment with national best practices.



Organize **data analysis workshops and assistance** to increase capacity and support strategic state initiatives.



Connect to **CCA resources**, including publications, toolkits, podcasts, and more.



Access **professional development** modules on student success for college faculty, staff, and leadership through CCA University.



Identify opportunities for **technical assistance** from CCA and its network of Fellows and content experts to support implementation of evidence-based strategies.

Implementing the Movement

- Focus on **systemic change**
- Remain steadfast in resolving **the most critical issues**
- Confirm **broad commitment**
- Gear plans to achieve **results**
- Don't reinvent; **customize**
- Don't pilot; **commit**
- Ensure **early momentum**
- **Measure, monitor, and mend**
- Sustain **scale** through organizational reforms and policy



Let's create the higher
education system
students deserve.

info@completecollege.org