THE COMPLETION AGENDA

An *Inside Higher Ed* webinar
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Presenters

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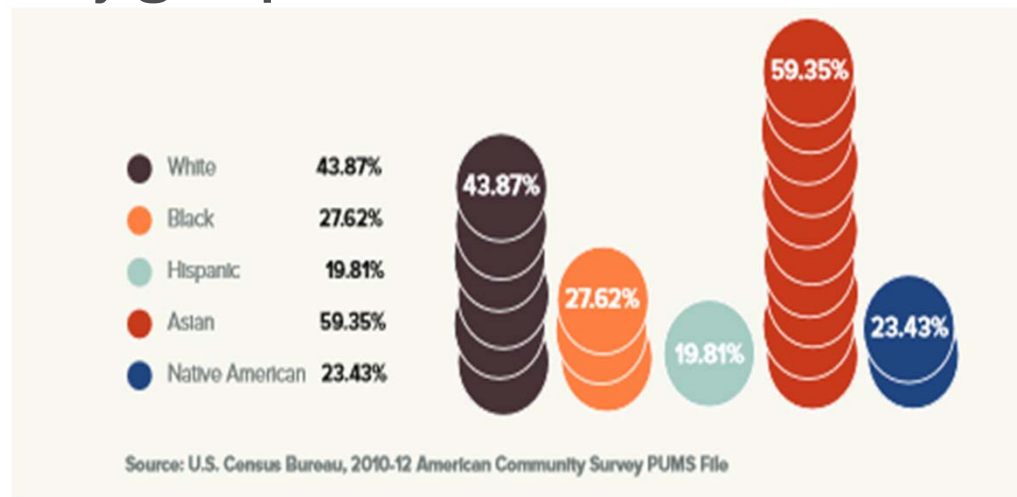# Completion Numbers - I

Share of working age population with college degrees (two-year or four-year), per Lumina Foundation report:

37.9%	38.1%	38.3%	38.7%	39.4%
2008	2009	2010	2011	2012

Big gaps by groups:

White	43.87%
Black	27.62%
Hispanic	19.81%
Asian	59.35%
Native American	23.43%

Source: U.S. Census Bureau, 2010-12 American Community Survey PUMS File

Completion Numbers - II

Percentage of those who start college who obtain a degree within six years, per National Student Clearinghouse report:

How the Two Data Sets Relate

- The ultimate goal
- Changing demographics
- Changing attitudes about government funding

The Access Agenda

–Much of American higher education was closed off to many would-be students by issues of race, gender, class or other factors.

–An emphasis on breaking down roadblocks to enrollment.

–Era in which little data was available on how previously excluded students would fare in higher education.

The Completion Non-Agenda

"Look to your left, look to your right, because one of you won't be here by the end of the year."

Shift to Completion Agenda

–Foundations

–Politicians

–The impact of foundations and politicians being on the same page

Many Completion Agendas, Not One

Latino completion rate statistics from Excelencia in Education
(Other groups have similar analyses)

K-12 POPULATION
In the United States, 22% of the K-12 population was Latino.[1]

POPULATION
In the United States, 17% of the population was Latino.[2] Projections show a continued increase.
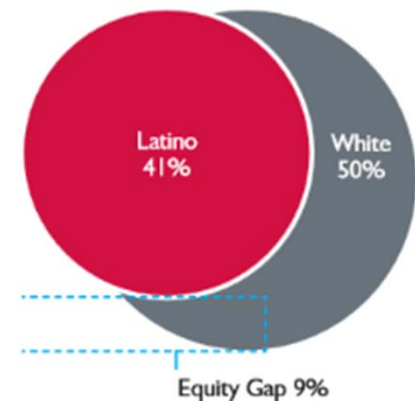
DEGREE ATTAINMENT
In the United States, 20% of Latino adults (25 and older) had earned an associate degree or higher, compared to 36% of all adults.[4]

Latino adults = 2 of 10

All adults = 3.6 of 10

GRADUATION RATES: 2010 – 11

Latino 41%

White 50%

Equity Gap 9%

Completion Strategies I – Low Hanging Fruit

–Those who left without nearly enough credit.

–Those who are closer to graduation than they realize.

–Those who earned enough for an associate degree and never realized it.

Completion Strategies II – Funding Formulas

–Funding degrees, not enrollments – sounds easy, but creates lots of issues.

Completion Strategies III – Tough Love

- Required orientation/academic advising
- Enforcing deadlines on registration
- Priority registration

NEW STUDENT COURSE SELECTION

All students attending college for the first time must attend one of our New Student Orientation and Registration (NSOR) sessions in order to register for courses. During these **two (2) hour sessions** students will meet other new students and an academic advisor, select and register for classes, and receive important information on College resources and campus life.

How to Register

Prior to attending a New Student Orientation and Registration session you must also have completed the following.

- Taken the **Placement Tests (Accuplacer)**, at Montgomery County Community College Testing and Placement Department, unless you have AP, CLEP, PSSA, ACT, SAT, or PSAT scores that meet the minimum college-level requirements. Visit our Testing and Placement page for details on placement testing and testing exemption options. Placement testing exemptions must be submitted to MCCC's Testing and Placement Department and be recorded prior to you attending a NSOR session.
- Completed the Pre-Advisement Survey.

Attend a Campus New Student Orientation and Registration (NSOR) session.

Remember, you cannot register for your first semester courses without completing all the above requirements. Get started today!

Virtual Campus students can register online through WebAdvisor after they consult with their assigned Academic Advisor/Counselor.

Completion Strategies IV – Competency

Completion Strategies V – Remediation

- Why remediation matters so much
- Mend it or end it? (Fund it?)
- Mix remedial and college-level instruction?
- Redefine how remedial education is delivered
- Remediation and money
- Remediation and politics

Completion Strategies VI – Talking About It

Pledges, discussions and other ways to make completion part of students' plans – from enrollment on.

Completion Strategies VII – Obama Ratings

Carrots and sticks on completion

Completion Strategies VIII – Change the Measures

What if the measures we have been using are all wrong?

The SAM project provides a common measure for student achievement for nearly all types of institutions: public and private, nonprofit universities, colleges, and community colleges. There are two models included in SAM, one for bachelor's degree programs and one for associate degree and certificate programs. This document describes the methodology for calculating the bachelor's degree-seeking model.

The **bachelor's degree-seeking model** will report outcomes for (1) full-time bachelor's degree-seeking students attending college for the first time *(the same definition as the Student Right to Know graduation rate report in IPEDS)*; and (2) full-time, bachelor's degree-seeking students who transferred in to the reporting institution (transfer-in students).

The **bachelor's degree-seeking model** will report on the percentage of students who:
- Graduated from the reporting institution
- Are still enrolled at the reporting institution
- Transferred/graduated from one or more subsequent institution
- Transferred/are still enrolled at a subsequent institution

Have unknown current enrollment or graduation status (includes students who transferred but whose enrollment or graduation status is unknown)

The **bachelor's degree-seeking model** will report outcomes for three time periods for each cohort.
- At the end of 4 years
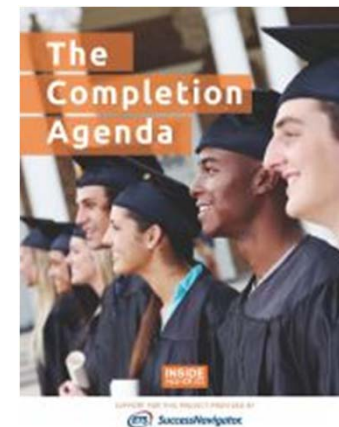- At the end of 5 years
- At the end of 6 years

Questioning the Completion Strategy

- Is anyone against completion?

- Does completion favor speed over rigor?

- Does completion reward the institutions that educate the best prepared with the best resources?

- Does completion emphasis discourage colleges from enrolling at-risk students?

Booklet on Completion Agenda

Free download here:

http://www.insidehighered.com/download/form3.php?width=500&height=550&iframe=true&title=The%20Completion%20Agenda%20booklet&file=completionAgenda-final2.pdf

Q&A

- Your questions
- Your suggestions for future coverage

With thanks for support

Inside Higher Ed's "The Completion Agenda" webinar is made possible with the support of ETS, a leader in higher education assessment. The SuccessNavigator assessment from ETS helps colleges and universities reach at-risk incoming students and improve retention and completion rates as early as their next incoming class.

ETS SuccessNavigator