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Recommendation 1 – Completion

Increase completion rates by 50% by 2020

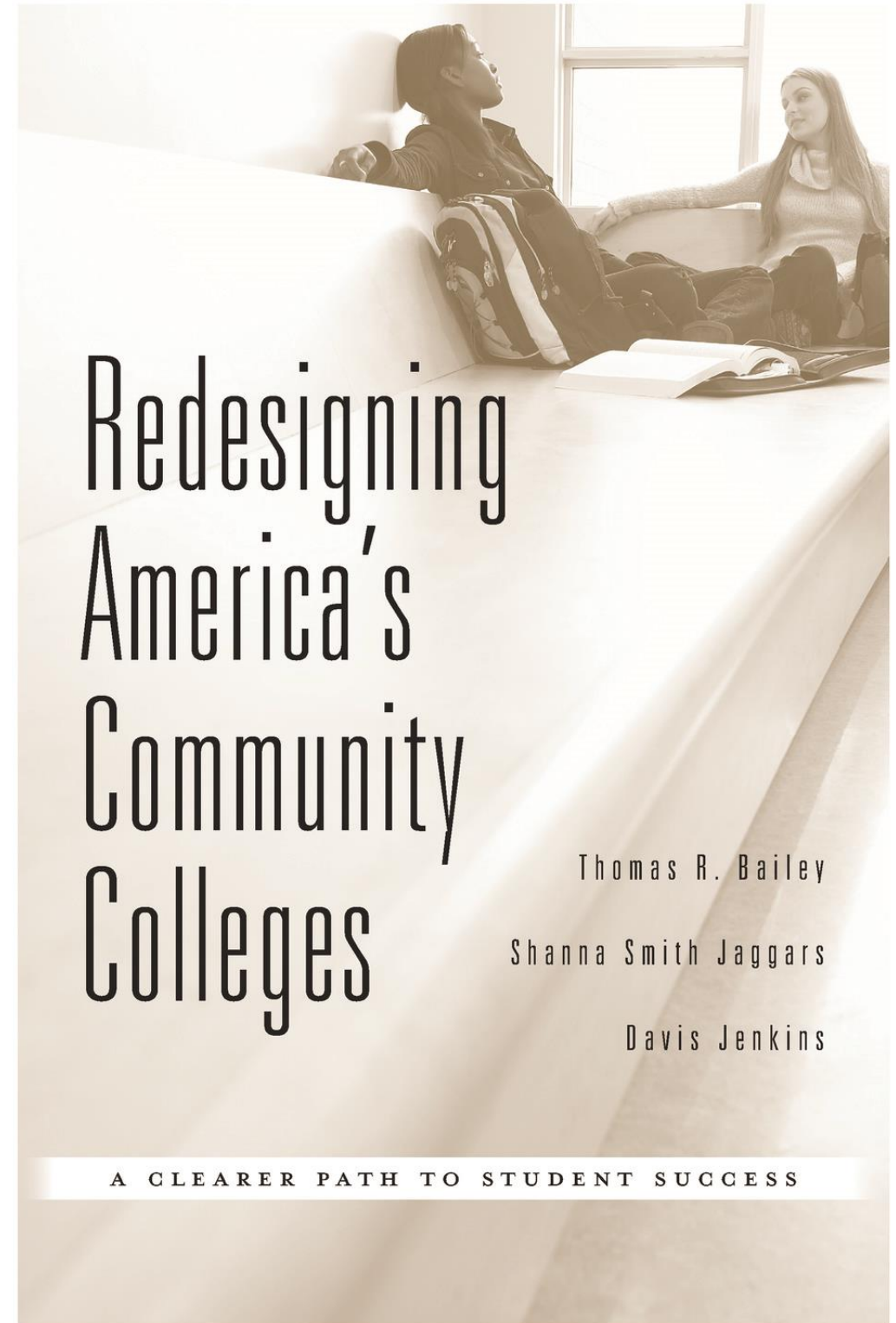
Increase completion rates of students earning community college credentials (certificates and associate degrees) by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender.

To meet the challenge of dramatically increasing college completion rates, community colleges will have to fundamentally redesign students' educational experiences.

How Can Colleges Do This Work?

Advice to colleges focuses on six implementation strategies:

- **Publicly commit to explicit goals for college completion.** At the institution and state levels, articulate aggressive numeric goals, time frames, and the commitment to achieve equity in outcomes for a diverse student population.
- **Create pathways.** Construct coherent, structured pathways to certificate and degree completion, and then ensure that students enter a pathway soon after beginning college.
- **Expand prior learning assessments.** Maximize appropriate awards of college credits for prior learning, such as learning acquired through military service.
- **Devise completion strategies on both ends of the college experience.** Improve student outcomes in high-risk entry-level classes, such as college-prep algebra and college-level mathematics, and help students who have completed 30 credit hours take the final steps toward completion.
- **Establish guarantees for seamless transfer.** Advocate state policy that ensures transfer of designated courses, certificates, and degrees from community colleges to universities and monitors compliance.
- **Implement reverse transfer agreements.** Ensure that students who transfer before completing an associate degree are awarded credit toward community college credentials for courses completed at other community colleges and baccalaureate institutions.



Scale of Adoption Assessment Highlights

Guided Pathways Practice	# of Colleges	Exemplars
Meta-majors that are closely tied to career fields/integrated into student onboarding and supports	18	Alamo, CCP, Cleveland State, Prince George's, TriC, Wallace State
Completed program maps that are sequenced and on the college's website	17	Bakersfield, Front Range, Linn-Benton
Mapped transfer pathways	9	Alamo
Pathways redesign/mapping/program assessment resulted in changes to programs	6	Prince George's, San Jac
Math pathways identified/default on maps	12	Cleveland State, NWTC
Onboarding around career exploration and program choice	12	Alamo, IRSC, TriC
Helping students create full program plans that are centrally stored, updated, tied to scheduling	3	Cleveland State, IRSC, Jackson
Redesigned advising to monitor/support student progress on their plans	12	Alamo, CCP, Linn-Benton
Integrated, contextualized academic support for Math and English	8	Cleveland State
Faculty engaged in changing teaching to enhance learning along the path (good examples, not typically scaled)	9	CCP, Linn-Benton, NWTC, Wallace State

AACC 1.0 College **Current Priorities**

- *Metamajor as “academic and career communities”*
 - Colleges are using metamajors as framework for student engagement in “academic and career communities,” student advising, career and transfer supports, program development, review and improvement, and professional development
- *Dev ed redesign*
 - Colleges are replacing prerequisite remediation with integrated and contextualized academic support in field-appropriate math and other critical program gateway courses
- *Advising redesign*
 - Implementing case management advising, embedding advisors and increasing faculty coaching in metamajors, monitoring student progress on their plans

AACC 1.0 College **Next Frontiers**

- Strengthening program mapping (credit *and* non-credit) to living-wage jobs with clear degree path or transfer in major
- Strengthening on-boarding to support career and program exploration and selection
- Creating full educational plans that are regularly updated, used to monitor student progress, tied to scheduling and financial plans
- Scaling program-appropriate active and experiential learning into all programs
- Working with high schools to help students explore career/college interests and develop plans
- Scrutinizing and further redesigning practices to address equity gaps

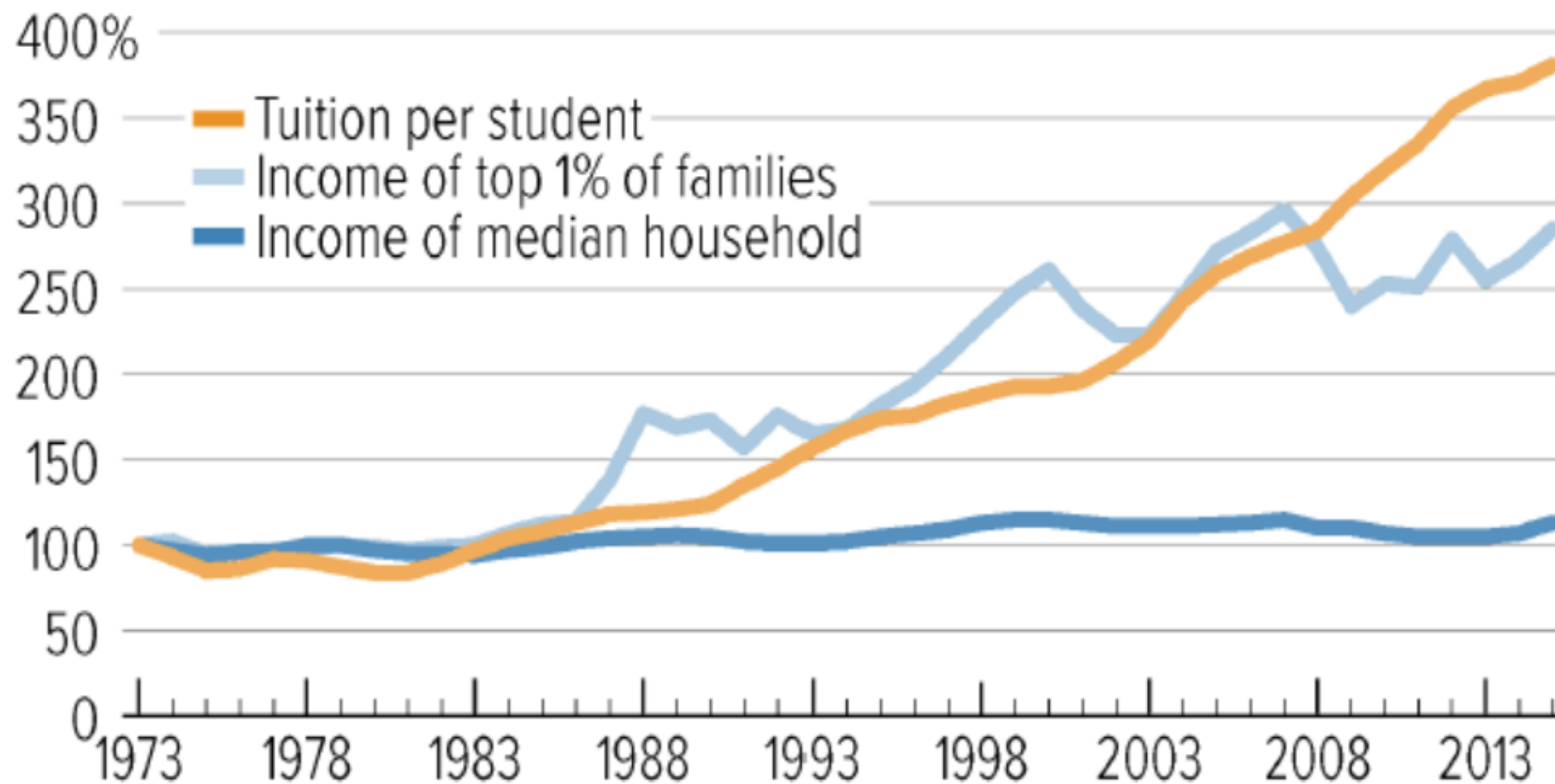
Guided Pathways **at Scale**

- ❑ Map all programs (including non-credit) to jobs and transfer
- ❑ Help all new students explore interests and options
- ❑ Ensure new students take an “awesome” course in term 1
- ❑ Replace prerequisite remediation with integrated and contextualized support
- ❑ Help all new students develop a full-program plan in term 1
- ❑ Schedule courses and monitor progress based on plans
- ❑ Help dual enrollment students to explore options, develop a plan, take plan-related courses
- ❑ Engage area employer and university partners in building a “regional education mobility pathways partnership”

FIGURE 9

Tuition Growth Has Vastly Outpaced Income Gains

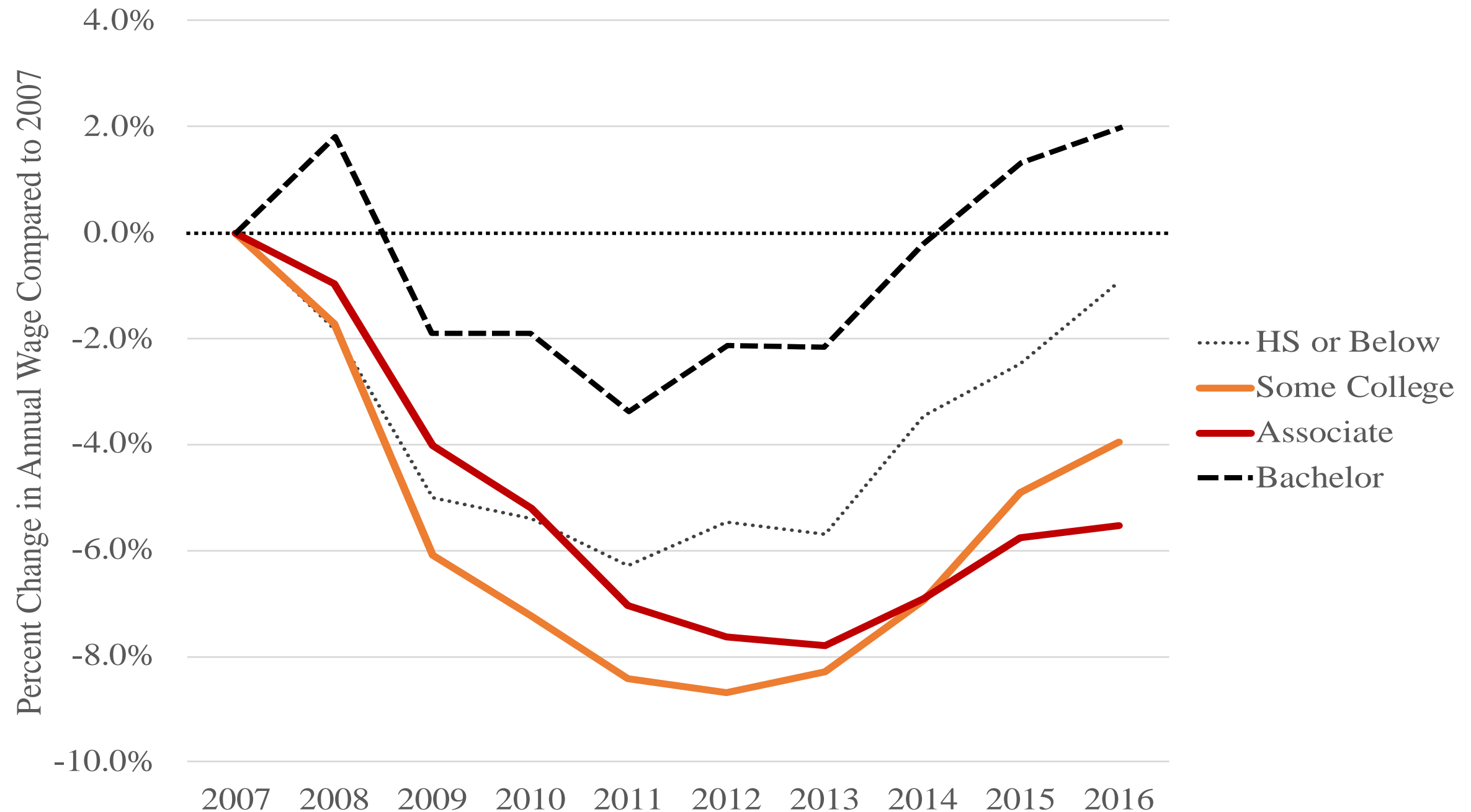
Inflation-adjusted average tuition and fees at public four-year institutions and income for select groups (1973 = 100%)



Source: Center on Budget and Policy Priorities based on the College Board and Census Bureau. Tuition per student and income levels, adjusted for inflation, as a percentage of 1973-1974 price levels. Years shown and income data are for the calendar year. Tuition data cover the school year beginning in the calendar year.

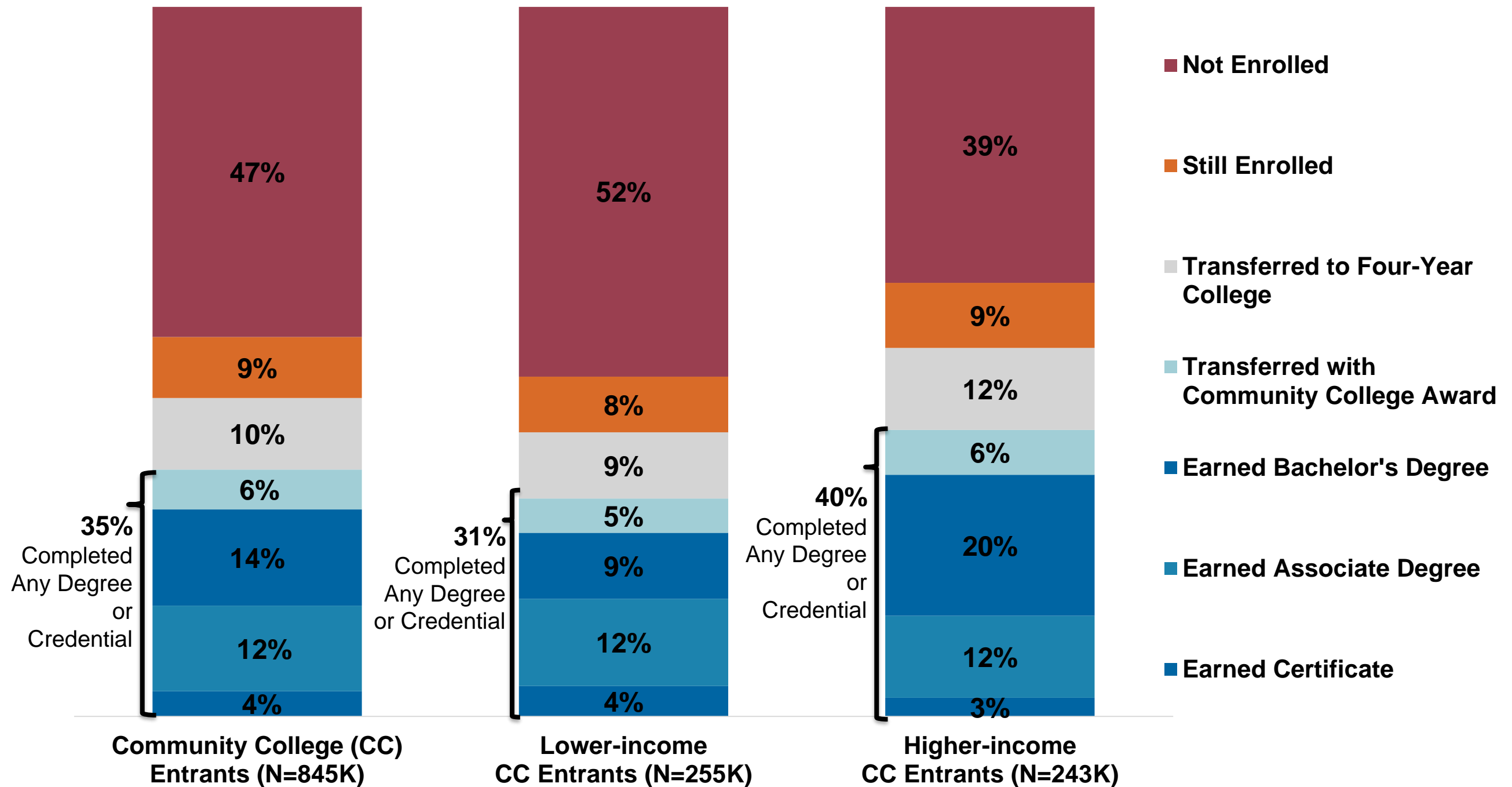
Difference in Annual Earnings Compared to 2007 (%) in 2016 Dollars

Average earnings of community colleges students not recovered since the Great Recession.



Sources: ACS 2008 through 2017.

Highest Outcomes in Six Years by Income Among FTEIC Degree-Seeking Community College Students (Excluding Dual Enrollment Students)



CC Practices that Drive Students Away

- Intake process discourages many students from enrolling
- Education paths to degrees, careers and transfer are unclear
- New students not helped to explore options/interests, develop a plan
- Pre-requisite dev ed sorts out students; fails to prepare for success in college-level courses
- Students' progress not monitored; advising grossly inadequate
- Colleges fail to schedule courses students need, when they need them
- Too many students experience abstract, rote instruction in subjects they see as irrelevant; too few experience active learning on issues of interest
- Too many poorly prepared students allowed to take fully on-line courses
- Instructors not systematically helped to adopt high-impact practices
- Students not helped to gain program-relevant experience