Overview

Higher education associations and national agencies are promoting President Obama’s goal to increase the number of students who complete degrees, certificates, and other credentials by 2020. These associations and funding agencies are supporting institutions that promote degree completion. These efforts are not restricted to the United States but are part of the international higher education picture as well. In this Web Event, our panelists will provide an overview of the major issues that are a part of the Completion Agenda toward building a “Completion Agenda literacy”.

Definitions of Terms and Concepts

**College Scorecard** – President Obama has focused extensively on higher education issues including issues pertaining to college affordability, degree attainment, achievement gaps, and strengthening community colleges in the U.S. One of the President’s most important initiatives focuses on improving transparency around college costs and outcomes. The “College Scorecard” is designed to allow students and their families’ access to accurate information about college costs, loans, degree attainment, and post-baccalaureate employability.

[http://www.whitehouse.gov/issues/education/higher-education](http://www.whitehouse.gov/issues/education/higher-education)

**Completion Agenda** – An umbrella term that describes state and national policy initiatives that focuses on degree completion at two and four-year higher education institutions in the United States. This “agenda” encompasses a broad focus including but not limited to:

- Federal and state financial aid policies coupled with rising institutional costs;
- Institutional issues and barriers that impact student attrition, persistence, and degree completion;
- Attainment gaps that impact rising potential students;
- Policies and barriers that affect transfer students moving between two and four-year institutions;
- Remediation policies and courses which influences student persistence; and
- Institutional cultures which create barriers for students due to lack of intra or inter-institutional cooperation.

Source: NACADA: The Global Community for Academic Advising

[http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Graduation-and-completion-resources.aspx](http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Graduation-and-completion-resources.aspx)

**Completion by Design** – “A five-year Bill & Melinda Gates Foundation initiative that works with community colleges to significantly increase completion and graduation rates for low-income students under 26. The Gates Foundation has awarded competitive grants to three groups of community colleges to help transform their students’ experience. The goal
of *Completion by Design* is to substantially increase completion rates for these students while holding down costs and maintaining access and quality.”

Source: *Completion by Design*: http://completionbydesign.org/about-us

**Goal 2020/Goal 2025** – The White House and other national voices have identified the crucial gap between degree/certificate attainment and job force needs that will occur by 2020. In 2009, President Obama set the goal that, to meet increasing market needs and to lead the world in having the highest proportion of college graduates, the U.S. needed to dramatically increase the number of college graduates. Many states and foundations have created their own Goal 2020 or Goal 2025, to address the issues raised and to work toward meeting these state and national goals.


**Performance or Outcomes-based Funding** – Appropriating state and national funding according to performance measures such as the number of students retained (and on-track for graduation) from first-year to second-year; improvement in the number of certificates or degrees awarded; improvement in the number of successful transfer students who earn their degrees in four-years; and other metrics that support *measurable progress* toward a degree. An additional example of performance-based funding would be to reward institutions that meet completion gains and goals for rising potential student populations such as low-income or under-represented students.


**Post-Webinar Questions for Participants**

1. How does your advising unit, academic department, college, or division define student success? Does that definition match the ways in which your institution defines student success? Why or why not?

2. Has your institution identified “Completion Agenda” goals that they are meeting? If so, which goals? If not, in what other ways is your campus working to improve measurable student success?

3. What is your role or your advising unit’s role in meeting identifiable goals for student success?

**NACADA Resources and Links**

**Degree Completion Resources** – Reports and articles from Complete College America, the Gates Foundation, the Lumina Foundation, Center for Public Education, American Association of Community Colleges, *The Chronicle of Higher Education*, and *Inside Higher Education* among other sources.

http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Graduation-and-completion-resources.aspx


**Additional National Resources**

**Community College Research Center**, Teachers College at Columbia University: Focuses on policy and practice at US community colleges. CCRC houses two research centers which provide analyses of transition into, through, and out of two-year post-secondary education: The National Center for Postsecondary Research and The Center for Analysis of Postsecondary Education and Employment.

http://ccrc.tc.columbia.edu

**Complete College America**: A national non-profit focused on working with states to increase degree and certificate attainment and address the achievement gap in higher education. CCA has formed an “Alliance of States” in order to set and meet completion goals, collect and report common measures of progress, and develop action plans to meet state and national goals.

http://completecollege.org
Complete College America’s Game Changers Report

Georgetown University Center on Education and the Workforce: This independent research and policy institute focuses on issues and policy analysis related to education, the economy, the workforce, career readiness and qualifications. The Center produces outstanding reports on public policy as it relates to US labor markets, education, and workforce demands.
http://cew.georgetown.edu/

John Gardner Institute for Excellence in Undergraduate Education: The Institute focuses on improving institutional responsibility for student learning, persistence, and completion through guided self-studies, evaluations, surveys, and other research toward developing excellence in undergraduate education.
http://www.jngi.org
Available at http://www.jngi.org/g2c-findings/
- Gardner Institute’s Gateways to Completion Gateway Course Baseline Data / Findings
- John N. Gardner & Andrew K. Koch’s *Inside Higher Ed* “A Program is Not a Plan” View Piece
- Gardner Institute’s Examples of Retention and Revenue Benefits Associated with High Implementation of Intentional, Evidence-Based, Student Success Plans
- Andrew K. Koch’s “A Call to Action: Why High-Enrollment, High-Risk, Gateway Courses Require an Intentional Institutional Improvement Effort”

Lumina Foundation: A grant-funding research foundation that focuses on access to high-quality degrees and certificates, increased accountability in and outcomes-based improvements to higher education in the U.S. Lumina’s central focus is on reaching Goal 2025 (“To increase the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by the year 2025”) and to that end, awarded 96 grants for $63 million dollars in 2013.
http://www.luminafoundation.org

References


Advising and the Completion Agenda: Key Voices in Higher Education
A Panel Discussion
Higher education associations and national agencies are promoting President Obama's goal to increase the number of students who complete degrees, certificates, and other credentials by 2020. These associations and funding agencies are supporting institutions that promote degree completion. These efforts are not restricted to the United States but are part of the international higher education picture as well. In this Webinar, our panelists will provide an overview of the major issues that are a part of the Completion Agenda toward building a "Completion Agenda literacy".

Completion Agenda Literacy

- Terminology, concepts, trends, key voices and players;
- Understand how the Completion Agenda is affecting higher education today;
- Understand our responsibility as advisors and advising administrators facing this shift in higher education.

Today’s Scope

National Picture
Key Voices
Implications for Advising
Questions

Today’s Headlines

Student retention and persistence is a hot topic for higher education institutions because of:

- Global Financial Crisis
- Changing Workplace
- Public Perception
- Government Interests
- Resource/Revenue Generation

Unemployment based on education, 2013

---

Bureau of Labor Statistics
Textile Winding Setter

40% reduction in jobs between 2008-2018

The Midwest Challenge; A Decade Behind: Georgetown Center

IT & health professionals, 2008-2018:

- Computer software engineers: 34% growth
- Home health aides: 50% growth
- Network analysts: 53% growth

The Midwest Challenge; A Decade Behind: Georgetown Center

Meaningful Degrees

63% of jobs in the United States will require a postsecondary degree by 2020

66% of jobs in Kansas will require a postsecondary degree by 2020

NACADA

The Global Community For Academic Advising

“The federal government must also focus on college retention, participation in practices that produce both persistence and high quality learning, and degree attainment.”

~ Roadmap for Ensuring America’s Future, Excelencia in Education

President Obama’s Focus: Tying Federal Aid to Performance

National rating system

- How many students graduate?
- How much debt graduates accumulate?
- How much money students earn after graduating?

http://www.whitehouse.gov

What are students learning when they occupy a seat?
Campus Trends/Advising Opportunities

- Completion focus
- Accountability
- Changing student demographics
- Legal issues
- Financial issues
- Adoption of Enterprise-wide Technology
- Changing curricula

Policy Changes/Completion Agenda

In the UK, policy changes are shifting responsibility for funding from the taxpayer onto the students. Data on retention, completion, and employment outcomes are to become more transparent and are expected to influence student choices about higher education.

Liz Thomas, 
Building Student Engagement and Belonging in Higher Education at a Time of Change, 2012

About the Presenter & Institute

Dr. Andrew “Drew” Koch
Executive Vice President

About the Presenter & Institute

Scholarship

Signature Processes
Participating Institutions: 2003-2014

Top Takeaway #1
THE FIRST YEAR (STILL) MATTERS (AND SO DOES THE SECOND YEAR)

National Context
Demographics

No Magic Pills!

Four Lessons on First (and Second) Year Success

1. Context
2. Scale
3. Coordination
4. A Plan
Top Takeaway #2
THERE IS MORE TO TRANSFER THAN CREDITS . . .

Transfer Transitions

• Intentional Pathways Matter

Top Takeaway #3
SUCCESS IN GATEWAY COURSES IS THE KEY MEASURE OF UNDERGRADUATE EXCELLENCE (OR A LACK THEREOF . . . )

Early Lessons – Admitting the Issue

Early Lessons

<table>
<thead>
<tr>
<th>Column A. Course</th>
<th>Column B. Number of Institutions Working on Course</th>
<th>Column C. Average DFWI Rate for All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>2</td>
<td>43.4%</td>
</tr>
<tr>
<td>Biology</td>
<td>8</td>
<td>30.8%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>31.9%</td>
</tr>
<tr>
<td>English – College Level</td>
<td>6</td>
<td>30.3%</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
<td>30.3%</td>
</tr>
<tr>
<td>Math – College Level</td>
<td>10</td>
<td>35.3%</td>
</tr>
<tr>
<td>Math – Developmental</td>
<td>3</td>
<td>49.4%</td>
</tr>
<tr>
<td>Psychology</td>
<td>5</td>
<td>30.0%</td>
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Early Lessons – Race / Income / First Gen.

- Race Matters
  — And So Do Income and First-Generation Status

Early Lessons

<table>
<thead>
<tr>
<th>Column A. Course</th>
<th>Column B. Subpopulation</th>
<th>Column C. Average DFWI Rate for Subpopulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>African American</td>
<td>62.0%</td>
</tr>
<tr>
<td>Biology</td>
<td>Hispanic / Latino</td>
<td>69.5%</td>
</tr>
<tr>
<td>History</td>
<td>First Generation</td>
<td>48.2%</td>
</tr>
</tbody>
</table>

Early Lessons – Correlation with Retention

<table>
<thead>
<tr>
<th>Column A. Course Examples from individual G2C Institutions</th>
<th>Column B. Average DFWI Rate</th>
<th>Column C. DFWI Rate for Non-Recorded Eligible-to-Return Student*</th>
<th>Column D. DFWI Rate for Academic Dismissal Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Accounting I</td>
<td>54.0%</td>
<td>81.6%</td>
<td>100%</td>
</tr>
<tr>
<td>Foundation for Physiology / Biology</td>
<td>18.3%</td>
<td>55.0%</td>
<td>92.9%</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>36.3%</td>
<td>73.9%</td>
<td>82.4%</td>
</tr>
<tr>
<td>Writing and Rhetoric /</td>
<td>10.4%</td>
<td>25.8%</td>
<td>61.4%</td>
</tr>
<tr>
<td>Survey of American History</td>
<td>28.8%</td>
<td>67.2%</td>
<td>89.0%</td>
</tr>
<tr>
<td>College Algebra</td>
<td>25.7%</td>
<td>71.5%</td>
<td>89.6%</td>
</tr>
<tr>
<td>Beginning Algebra</td>
<td>24.4%</td>
<td>61.1%</td>
<td>100%</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>28.1%</td>
<td>46.1%</td>
<td>83.7%</td>
</tr>
<tr>
<td>Mean of Average DFWI Rates for Examples</td>
<td>37.4%</td>
<td>61.0%</td>
<td>88.8%</td>
</tr>
</tbody>
</table>

* These students left voluntarily. In other words, their lack of retention was not due to formal academic dismissal.

Gateway Course Success is a **DIRECT** predictor of retention . . .
**Early Lessons – Correlation with Retention**

<table>
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<tr>
<th>Column A: Course Examples from Individual GCC Institutions</th>
<th>Column B: Average DFWI Rate</th>
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<tr>
<td>Foundation for Physiology / College</td>
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**Contact**

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828-877-3549
jngi.org

**COMPLETE COLLEGE AMERICA**

**THE GAME CHANGERS**

Dominique Raymond
Vice President, Alliance State Relations

**35 Members**

- Arkansas
- Colorado
- Connecticut
- District of Columbia
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Montana
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming

**Why This Matters**

**So What?**
GAME CHANGERS

☑ Metrics & Funding
☑ Corequisite Remediation
☑ Guided Pathways to Success (GPS)
☑ Time and Intensity
☑ Structured Schedules

☑ Remediation

Too many students start college in remediation
60%

☑ Remediation

Too few remedial students ever graduate
1 in 10

☑ Remediation

Student attrition is at the heart of the matter

☑ Corequisite Remediation

Few Ever Get to Gateway

70% of students placed into remediation math fail to enroll in a gateway course in two academic years

☑ Corequisite Remediation

Guiding Objective

Students complete gateway courses and enter programs of study in one academic year
Corequisite Remediation

Providing Academic Support as a Corequisite, not a prerequisite

Corequisite Options

- 45 minutes after class
- An additional class period or two
- Required lab with mentors
- Required tutoring
- 5 weeks dev ed, 10 weeks regular course (5 days/wk)
- Two semester stretch course

Corequisite Remediation

One-Semester Corequisite Results

<table>
<thead>
<tr>
<th>Institution</th>
<th>Subject</th>
<th>Traditional Model</th>
<th>Corequisite Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC of Baltimore County</td>
<td>English</td>
<td>33%</td>
<td>74%</td>
</tr>
<tr>
<td>Accelerated Learning Model</td>
<td>English</td>
<td>49%</td>
<td>70%</td>
</tr>
<tr>
<td>Austin Peay State University</td>
<td>Quantitative Reasoning</td>
<td>11%</td>
<td>78%</td>
</tr>
<tr>
<td>Structured Assistance</td>
<td>Statistics</td>
<td>8%</td>
<td>65%</td>
</tr>
</tbody>
</table>

(Current Model Enrolls Most Students into Remediation)

Remediation 70%  
Gateway 30%

New Model Enrolls Most in College

Time and Intensity

- Time is the enemy of college completion
- Most part-time students never graduate
- Shorten time to degree
- Increase course-taking intensity
Students are taking too long…

<table>
<thead>
<tr>
<th>Average Time to Degree</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>3.55 years</td>
<td>3.9 years</td>
</tr>
<tr>
<td>Associate Degrees</td>
<td>3.83 years</td>
<td>4.02 years</td>
</tr>
<tr>
<td>Bachelor’s Degrees</td>
<td>5.02 years</td>
<td>5.68 years</td>
</tr>
</tbody>
</table>

And too many credits.

<table>
<thead>
<tr>
<th>Average Credits to Degree</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>68</td>
<td>52</td>
</tr>
<tr>
<td>Associate Degrees</td>
<td>86</td>
<td>80</td>
</tr>
<tr>
<td>Bachelor’s Degrees</td>
<td>142</td>
<td>140</td>
</tr>
</tbody>
</table>

TIME-SAVING STRATEGIES:
- Corequisite remediation
- Ensure seamless transfer of credits
- Provide incentives for full-time attendance
- Use summers
- Expand early college credit opportunities
- Guided Pathways to Success (GPS)
- Structured schedules
- “15 to Finish”

HAWAI’I’S “15 TO FINISH”

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Manoa</th>
<th>Hilo</th>
<th>West O’ahu</th>
<th>UHCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-14 Credits</td>
<td>55.5</td>
<td>58.7</td>
<td>57.9</td>
<td>52.3</td>
</tr>
<tr>
<td>15+ Credits</td>
<td>46.9</td>
<td>41.5</td>
<td>42.1</td>
<td>47.7</td>
</tr>
</tbody>
</table>

GAME CHANGER

Guided Pathways to Success (GPS)

- Academic maps and intrusive advising provide highly-structured, default course pathways

HAWAI’I’S “15 TO FINISH”

Significant results in campaign’s first year

15 or More Credits Attempted
UH First-Time Freshmen, Fall 2012

15.5

39.3

Fall 2009 Fall 2010 Fall 2011 Fall 2012
Guided Pathways

- Taking too much time
- Taking too many credits
- Spending too much money
- Not graduating

Choice Architecture

Structure optimizes design elements for success and minimizes mistakes

Structured, Default Pathways

- Students don’t “discover” the right path; the academic map is the default schedule.
- Students do not need permission to register for courses on their schedule.
- They do need permission to take courses not on their schedule.

GPS: Essential Components

1. Default pathways
2. Informed Choice
3. Meta-Majors
4. Academic Maps
5. Milestone courses
6. Intrusive advising

Meta-Majors

- Clusters
  - STEM
    - Health Sciences
    - Social Sciences
  - Liberal Arts
    - Education
    - Business
Math Aligned to Meta-Majors

Florida State 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%

Intrusive Advising

- Students must see their advisors before registering for classes if:
  - they do not complete the milestone 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

Georgia State University

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

Structured Schedules

To encourage more full-time enrollment and significantly boost completion, add predictability to the lives of working students who are balancing jobs and school.

Structured Schedules

45% of students at four-year colleges work more than 20 hours a week.

60% of community college students work more than 20 hours a week – more than 25% work more than 35 hours a week.

ESSENTIAL ELEMENTS FOR SUCCESS

- Full-time, Monday-Friday, morning or afternoon blocks
- Predictable schedule
- Whole program choice, not courses
- Student cohorts
- Embedded remediation
- Mandatory attendance

TENNESSEE COLLEGES OF APPLIED TECHNOLOGY

75% avg. on-time graduation rate

Tennessee Community Colleges:
14% average graduation rate
(150% of time)

ASAP PROGRAM
CITY UNIVERSITY OF NEW YORK

55% 3-year graduation rate for associate degrees

Doubled graduation rates using block scheduling, whole programs
Structured Schedules

IVY TECH COMMUNITY COLLEGE SYSTEM

- Structured career certificate programs in Technology Division
- First cohort: 85% completion

Structured Schedules

STRUCTURED LEARNING COMMUNITIES
TENNESSEE COMMUNITY COLLEGES

- As of Fall 2012:
  - 63 Structured Learning programs statewide
  - 2,738 students enrolled
  - 75% graduation/enrollment rate

COMPLETE COLLEGE AMERICA
THE GAME CHANGERS

www.completecollege.org
draymond@completecollege.org

NACADA The Global Community For Academic Advising

Has your Advising Unit defined Student Success?

Align the definition of student success in your advising unit with your institution’s commitment to completion.

NACADA The Global Community For Academic Advising

Commit to Understanding

- National Trends
- State Needs
- Current Research
- Context for Change and Action

NACADA The Global Community For Academic Advising

“The federal government must also focus on college retention, participation in practices that produce both persistence and high quality learning, and degree attainment.”

~ Roadmap for Ensuring America’s Future, Excelencia in Education
Commit to Communicating
Coalition-Building
Collaborating
Connecting

GAME CHANGERS
☑ Metrics & Funding
☑ Corequisite Remediation
☑ Guided Pathways to Success (GPS)
☑ Time and Intensity
☑ Structured Schedules

Commit to Being Nimble
Action
Adaptation
Change
Alteration
Implementation

TIME-SAVING STRATEGIES:
- Corequisite remediation
- Ensure seamless transfer of credits
- Provide incentives for full-time attendance
- Use summers
- Expand early college credit opportunities
- Guided Pathways to Success (GPS)
- Structured schedules
- "15 to Finish"

Be Alert For:
“We’ve always done it this way.”
“That will never happen at State U because…”
Advisor Development

- Review Webinar with your team; show to new advisors.
- Use the Reference List for discussions, brown bag lunches, and follow-up meetings.
- Use staff meetings to discuss new policies and to improve practices.

Support Research & Assessment

- Commit to data-driven decision-making.
- Use analysis built into tools.
- Bring research full circle back to staff to share successes & improve practices.
- Bring staff input to tech, leadership, & assessment teams.

Georgia State University

- **Degree maps and intrusive advising**
- Graduation rates **up 20%** in past 10 years
- Graduation rates higher for:
  - Pell students: **52.3%**
  - African American students: **57.4%**
  - Hispanic students: **66.4%**
- More bachelor's degrees to African-Americans than any other U.S. university

Completion Agenda Literacy

- Terminology, concepts, trends, key voices and players;
- Understand how the Completion Agenda is affecting higher education today;
- Understand our responsibility as advisors and advising administrators facing this shift in higher education.