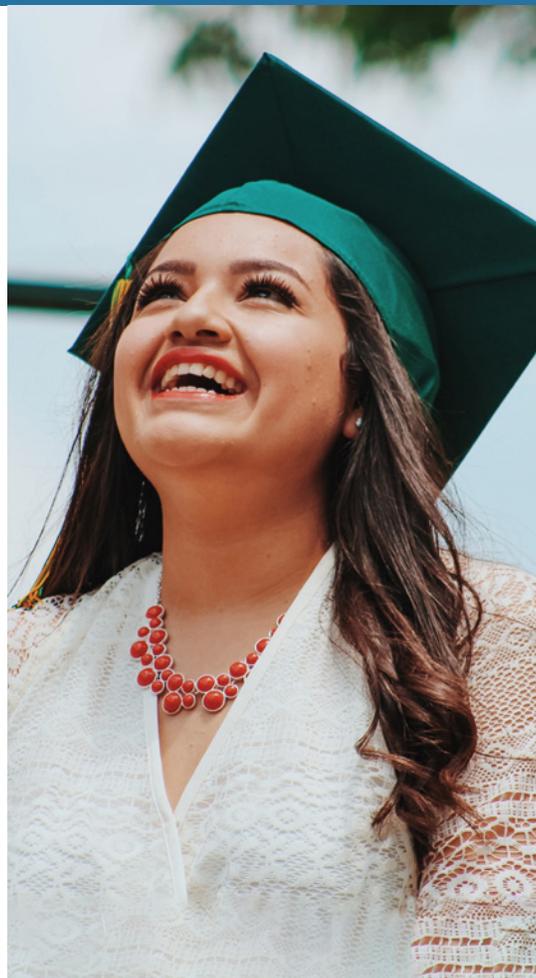


# BUILDING ON COMPLETION GAINS



AMPLIFYING PROGRESS  
AND CLOSING  
PERSISTENT GAPS

COMPLETE  
COLLEGE  
AMERICA

DECEMBER  
2022

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A photograph of three diverse graduates in black caps and gowns with yellow tassels, smiling broadly. The background is a blurred outdoor setting with trees and a building.

# BUILDING ON COMPLETION GAINS

Across the country, colleges using Complete College America (CCA) strategies are improving graduation rates. But despite these overall gains, data continues to show persistent institutional performance gaps for BILPOC (Black, Indigenous, Latinx, People of Color) students and students ages 25 and older.

Students in both of these groups disproportionately attend college part time, and data consistently shows a range of institutional performance gaps for part-time students. But these facts tell only part of the story.

Enrollment intensity is not a factor in all of the institutional performance gaps that BILPOC students and students ages 25 and older experience. For example, part-time enrollment rates cannot account for these students' experiencing dramatically lower gateway course completion rates.

Thus, colleges must use multiple lenses for reforms.

Of course, colleges must implement reforms to address the challenges facing part-time students. These changes—such as course schedules that accommodate working learners and supports that facilitate increased enrollment intensity—are essential for improving retention and completion rates.

At the same time, improvements that better serve part-time students are not enough. Colleges and universities also must address institutional performance gaps that are specific to BILPOC students, students ages 25 and older, and students who fall in both of these groups.

Closing these gaps begins with identifying them. This report includes data from CCA Alliance members, allowing CCA to provide national numbers on metrics not tracked in the Integrated Postsecondary Education Data System (IPEDS). Using this CCA data, combined with publicly available data, this report highlights critical institutional performance gaps—and explains how colleges can act to close them.



# THE CURRENT STATUS OF COLLEGE IN AMERICA



# GRADUATION RATES ARE IMPROVING, BUT GAINS ARE NOT INCLUSIVE

Results from across the country prove that CCA strategies lead to higher completion rates. At this time, however, reforms are moving the needle for some students more than others. Colleges cannot truly be successful unless they modify and scale reforms so they reach the students most in need.

How do colleges extend proven practices and close institutional performance gaps?

The work begins by understanding who today's college students are and identifying the students the reforms are not yet reaching.

A recent CCA report—*Part-Time Students Must Be a Full-Time Priority*—shows that part-time students' attainment rates severely lag those of their full-time counterparts.<sup>1</sup> This finding holds true across sectors and completion timeframes.

At four-year institutions, 45 percent of students attend part time for at least one semester. At community colleges, where students are more likely to come from under-resourced families, that figure is 75 percent.

Certainly, closing institutional performance gaps for part-time students should be a top priority. A variety

of reforms—such as scheduling classes outside of traditional hours and offering shorter, more intensive courses—can help part-time students, who are more likely to have work and family obligations. At the same time, looking at improvement through the lens of enrollment intensity tells only part of the story. Colleges also must consider these facts:

- Historically excluded students are more likely to attend college part time, as are students ages 25 and older. These groups, therefore, are disproportionately affected by policies and practices that create barriers for part-time students.
- Data shows a variety of institutional performance gaps for BILPOC students and students ages 25 and older, and not all of these gaps are related to enrollment intensity.

Thus, if colleges hope to address equity and further improve completion rates, they must identify, understand, and address the needs of part-time students, BILPOC students, and students ages 25 and older, who make up a large portion of college students.<sup>2</sup>

# UNDERSTANDING TODAY'S COLLEGE STUDENTS

## Who Graduates?

### FOUR-YEAR INSTITUTIONS

GRADUATING WITHIN SIX YEARS



All students



Students who attend exclusively part time

### COMMUNITY COLLEGES

COMPLETING A CREDENTIAL WITHIN SIX YEARS



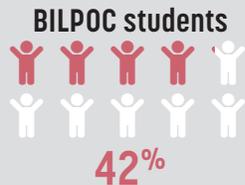
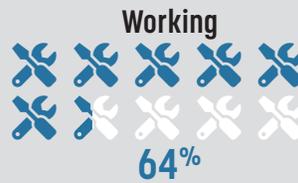
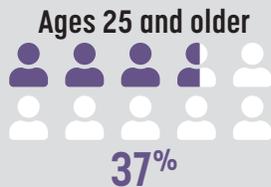
All students



Students who attend exclusively part time

Source: National Student Clearinghouse Research Center, February 2022, <https://nscresearchcenter.org/completing-college/>

More than a third of college students are ages 25 or older, and almost two-thirds of them work. High percentages of students report experiencing food and/or housing insecurity.



\*Students who report not knowing where they will get their next meal.

\*\*Students who report a lack of stable housing within the past year.

Source: Lumina Foundation, Today's Student, [www.luminafoundation.org/campaign/todays-student/](http://www.luminafoundation.org/campaign/todays-student/)

# BILPOC Students and Students 25+ Are More Likely to Attend College Part Time ... and Less Likely to Complete

## PUBLIC FOUR-YEAR INSTITUTIONS

**42%** of Asian students attend college part time at some point during their college experience



OF THESE STUDENTS



**56%** of Black students attend college part time at some point during their college experience



OF THESE STUDENTS



**44%** of Latinx students attend college part time at some point during their college experience



OF THESE STUDENTS



**42%** of White students attend college part time at some point during their college experience



OF THESE STUDENTS



**46%** of students ages 24 and younger attend college part time at some point during their college experience



OF THESE STUDENTS



**57%** of students ages 25 and older attend college part time at some point during their college experience



OF THESE STUDENTS



Note: These six-year graduation rates are from the National Student Clearinghouse Research Center, February 2022. These rates do not include Native American students at the sectoral level or by enrollment intensity. The Native American national graduation rate in six years is 47 percent. <https://nscresearchcenter.org/completing-college/>

Note: The terms Asian, Black, and Latinx encompass students from the U.S. and other countries with many different backgrounds, cultures, and experiences. At this time, data for more specific student groups is not available.

Source: National Student Clearinghouse Research Center, February 2022, <https://nscresearchcenter.org/completing-college>

## COMMUNITY COLLEGES

**79%** of Asian students attend college part time at some point during their college experience



OF THESE STUDENTS



**79%** of Black students attend college part time at some point during their college experience



OF THESE STUDENTS



**83%** of Latinx students attend college part time at some point during their college experience



OF THESE STUDENTS



**69%** of White students attend college part time at some point during their college experience



OF THESE STUDENTS



**74%** of students ages 24 and younger attend college part time at some point during their college experience



OF THESE STUDENTS



**78%** of students ages 25 and older attend college part time at some point during their college experience



OF THESE STUDENTS



Note: These six-year graduation rates are from the National Student Clearinghouse Research Center, February 2022. These rates do not include Native American students at the sectoral level or by enrollment intensity. The Native American national graduation rate in six years is 47 percent. <https://nscresearchcenter.org/completing-college/>

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Source: National Student Clearinghouse Research Center, February 2022, <https://nscresearchcenter.org/completing-college>



# WE KNOW HOW TO DO BETTER

## Alliance Members Are Making Progress

College reforms work. CCA has collaborated on reform efforts across the country, seen the progress, and quantified the results.

A decade ago, CCA's groundbreaking report, *Time Is the Enemy*, showed that the longer students stay in college, the less likely they are to earn a credential. CCA's pillars and strategies help students stay on track and eliminate wasted time so they are more likely to complete.

CCA Alliance members have developed policy and implemented practices that have improved completion rates across the country.

- Between 2015 and today, almost all Alliance members improved on-time graduation rates for students pursuing two- and four-year degrees.

- Seven Alliance members have more than doubled their on-time graduation rates for two-year students in the past five years alone.
- At both two- and four-year institutions, most Alliance state and regional colleges and universities have seen growth in graduation rates across all races and ethnicities.

As a result, over the past few years, Alliance members have collectively produced more than 100,000 additional graduates than they would have without reforms. CCA estimates that these graduates contribute at least \$3 billion to the national gross domestic product each year. See Appendix A and Appendix B for state-by-state completion results.

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## The Completion Movement Is Effective

The role of the college completion movement in these changes—in increasing the number of students with college credentials—is powerful.

By sharing data and ideas, colleges have made headway with a variety of reforms grounded in CCA's pillars and strategies. Alliance members are:

- Replacing old modes of assessing student readiness, moving from high-stakes exams to multiple measures for course placement.
- Moving from prerequisite remediation to corequisite support. With this change, academic support is delivered alongside credit-bearing coursework instead of as a prerequisite for college-credit coursework.

- Advising full-time students to take 15 credits instead of 12 and thus realigning full-time enrollment with academic plans that allow students to graduate with a degree from a two-year college in two years and from a four-year college in four years.

- Emphasizing intentionality and academic planning and thus embracing student-centrism as the norm in everything from planning for the first-year experience to using student academic plan information as the basis for scheduling.

## The Work Continues

Despite these improvements, the pandemic has put postsecondary education in a perilous position. Not only have retention rates suffered for continuing students, but more people also are forgoing college to go straight into the workforce. Colleges that serve the most first-generation students, BILPOC students, and working adults—notably community colleges and less selective, non-flagship four-year institutions—have seen enrollment declines in double-digit percentages in the past two years.

### CCA Pillars and Strategies

#### PURPOSE

Aligning the college experience to each student’s goals for the future

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

#### STRUCTURE

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

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

#### MOMENTUM

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

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

#### SUPPORT

Addressing student needs and removing barriers to academic success

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



## CLARIFYING LANGUAGE

In discussing the people affected by racial inequity in education, CCA aims to choose words that underscore essential ideas, acknowledge the people affected by inequity, and are clear and consistent across our communications.

We use the following terms in this report:

**BILPOC (Black, Indigenous, Latinx, People of Color).** CCA chose this term in the context of our work on educational attainment. Using CCA's metric of college completion, the data shows consistent institutional performance gaps for Black, Indigenous, and Latinx students.

**Historically excluded/historically under-represented/historically underserved.** All of these terms refer to groups that have been denied access to resources (e.g., education and health care) as a result of institutional racism. In the past, CCA used the word *marginalized* in this context. CCA uses the term *historically excluded* now because it most accurately describes the cause of institutional performance gaps. The term *racially minoritized* underscores the fact that *minority groups* is a designation created by those in power so certain groups could be marginalized or excluded.

**Institutional performance gaps.** These are gaps among student groups in completion rates and other outcomes. This term puts the focus on the institutional barriers that are the root causes of inequities, whereas the term *equity gaps* implies that students are the cause of (and/or are responsible for changing) gaps in performance and completion.

**Students from under-resourced families.** In college data, Pell Grant status is a proxy for family income, which typically correlates with completion rates. CCA says *students from under-resourced families* instead of *low-income students* or *students from low-income families*. We use this term because we recognize that family income also correlates with access to food, health care, technology, and other resources that affect students' ability to succeed.





# DATA FINDINGS AND STRATEGIES FOR CHANGE



# THE STUDENTS MOST LIKELY TO ATTEND PART TIME ARE LEAST LIKELY TO COMPLETE

Figures 1–3 on page 12 show completion rates for the students most likely to attend college part time. Figure 4 shows data for all part-time students at community colleges.

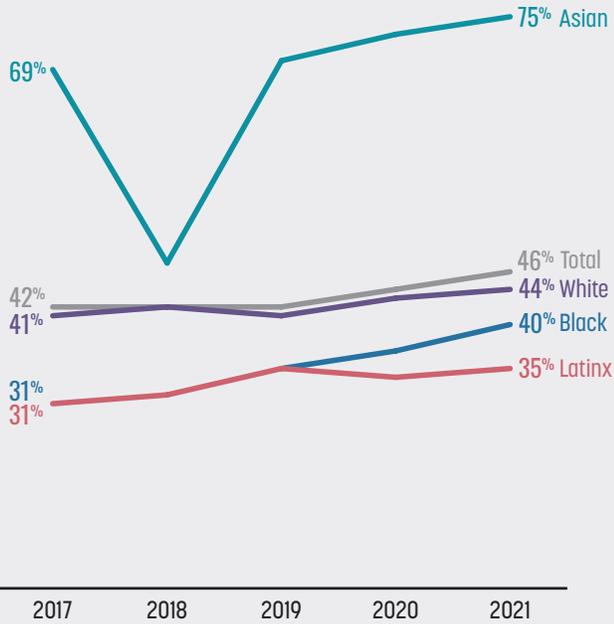
Among students ages 25 and older, fewer than four in 10 Black and Latinx students complete a four-year degree in six years (Figure 1). Only four in 10 students ages 25 and older complete a credential at a community college in six years (Figure 2).

Most students who attend community college are part-time students. And at these two-year institutions, completion rates are lower. Fewer than four in 10 Black and Latinx community college students complete a credential in six years (Figure 3). Fewer than two in 10 part-time community college students complete a credential in six years (Figure 4).

# Students Most Likely to Attend College Part Time

**FIGURE 1**

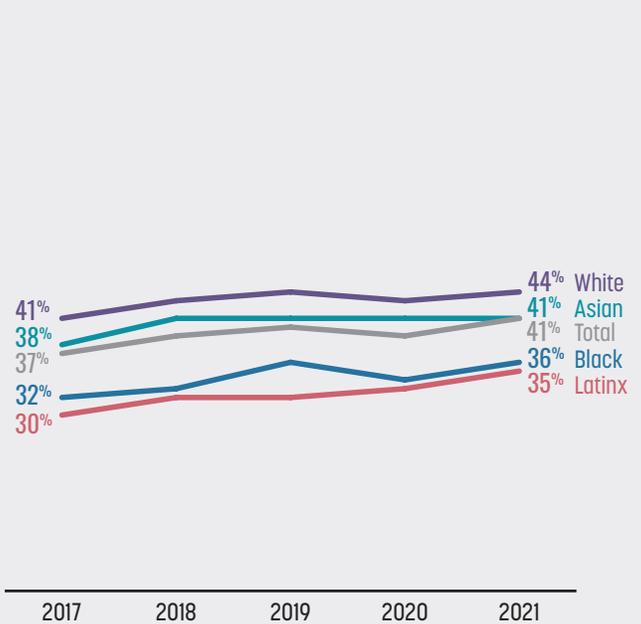
**Four-Year Students Ages 25 and Older:** Fewer Than Four in 10 Black and Latinx Students Complete a Four-Year Degree in Six Years



Source: National Student Clearinghouse Research Center, February 2022, <https://nscresearchcenter.org/completing-college/>

**FIGURE 2**

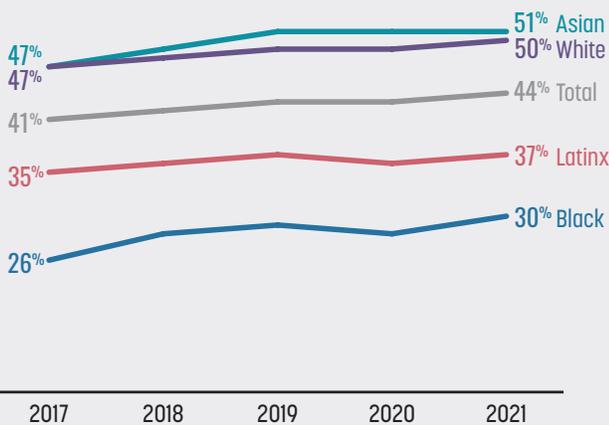
**Community College Students Ages 25 and Older:** Overall, Only Four in 10 Complete a Community College Credential in Six Years



Source: National Student Clearinghouse Research Center, February 2022, <https://nscresearchcenter.org/completing-college/>

**FIGURE 3**

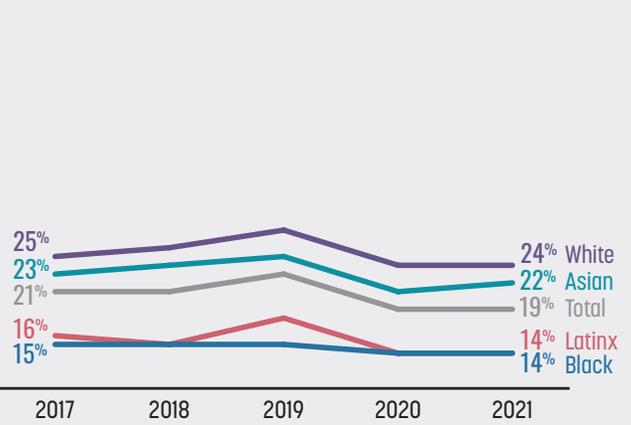
**Community College Students:** Fewer Than Four in 10 Black and Latinx Students Complete a Credential in Six Years



Source: National Student Clearinghouse Research Center, February 2022, <https://nscresearchcenter.org/completing-college/>

**FIGURE 4**

**Part-Time Community College Students:** Overall, Fewer Than Two in 10 Students Complete a Credential in Six Years



Source: National Student Clearinghouse Research Center, February 2022, <https://nscresearchcenter.org/completing-college/>

A photograph of several students in a library or study hall. They are sitting at tables, looking down at books or papers. The scene is dimly lit, with warm light from desk lamps illuminating the students' faces and the pages of their books. The background shows bookshelves filled with books.

# ENROLLMENT DECLINES EXACERBATE COLLEGE COMPLETION CHALLENGES

College enrollment predicts how many students will graduate from a specific college or university, a particular state, or the entire country. Because enrollment predicts college completion, it also predicts the number of students from under-resourced families who will gain access to higher-paying jobs and careers. By extension, college attendance and completion predict consumer behavior and overall economic growth. In this way, enrollment fluctuations ultimately speak not only to educational activity but also to broader societal goals for higher education and the type of country we want to live in.

Many colleges are experiencing severe enrollment declines that began during or were greatly exacerbated by the COVID-19 pandemic. The colleges with the greatest declines are community colleges and less selective, non-flagship four-year institutions (Figure 5). These are the colleges that serve the students who have been historically excluded—the students who can benefit the most from higher education (Figure 6).

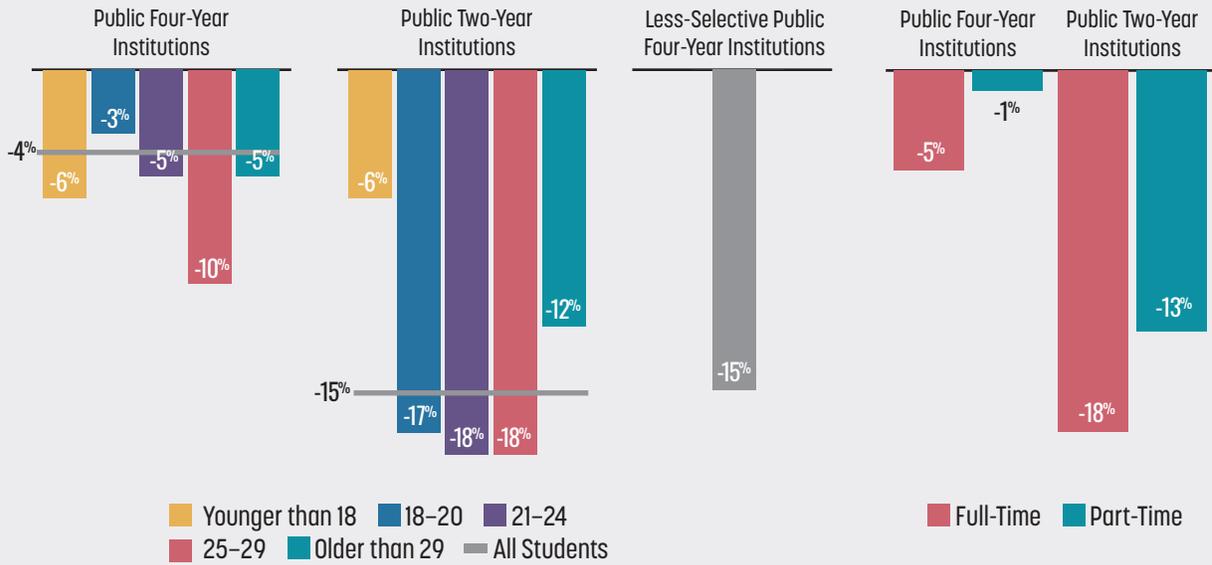
In addition, full-time enrollment has dropped significantly as students have increasingly downshifted to part-time enrollment.

Finally, new student enrollment has declined overall, and the drop is steepest for Black and Indigenous students—two groups of historically excluded students—at community colleges.

This report presents enrollment data because students cannot complete college unless they attend college. That said, efforts to increase enrollment will not be successful if they happen in isolation. To improve completion rates—and to close institutional performance gaps—colleges must combine efforts to improve enrollment with reforms that are aligned with CCA strategies.

**FIGURE 5**  
**Overall Enrollment Has Fallen in All Sectors**

**Undergraduate enrollment, fall 2019–fall 2021**

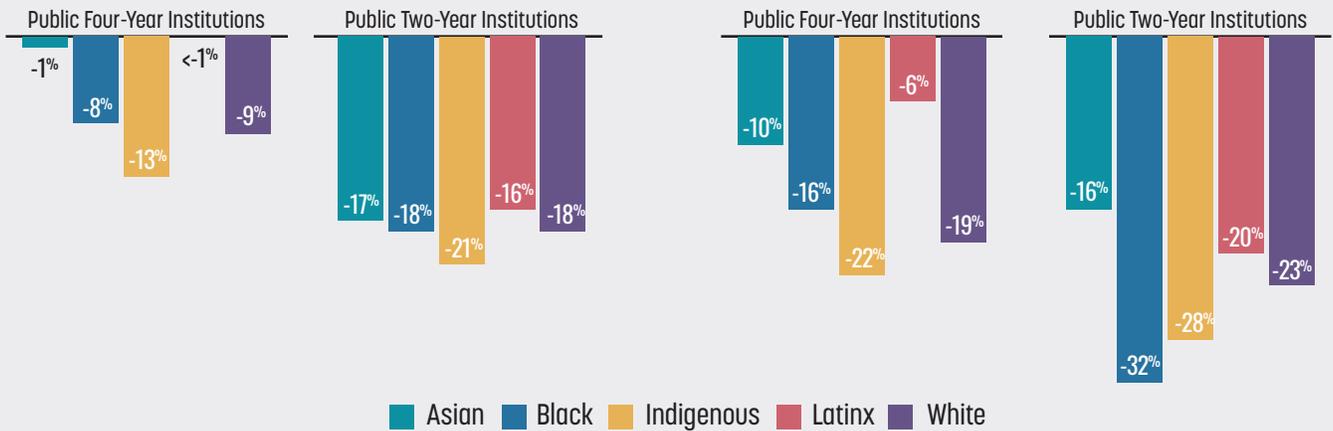


Source: National Student Clearinghouse Research Center, November 2021, <https://nscresearchcenter.org/stay-informed/>

**FIGURE 6**  
**Enrollment Decline Is Steepest for Black and Indigenous Community College Students**

**Overall undergraduate enrollment, fall 2019–fall 2021**

**First-year undergraduate enrollment, fall 2019–fall 2021**



Source: National Student Clearinghouse Research Center, November 2021, <https://nscresearchcenter.org/stay-informed/>



# IMPROVEMENT BEGINS WITH IDENTIFYING GAPS

Colleges have only one path to substantial progress in college completion: closing institutional performance gaps. Each institution can use its own data to identify its gaps and focus on areas for improvement. Nationally, some of the most challenging institutional performance gaps exist at the intersections of enrollment intensity, race and ethnicity, and age.

## Retention is Lower for Part-Time Students; CCA Strategies Can Raise It

Figure 7 looks shows one-year retention rates at two-year colleges. It compares full-time and part-time students and looks at data by race/ethnicity and age.

- The one-year retention rate for all full-time students is 55 percent.
- Retention drops to 48 percent for full-time students ages 25 and older.
- Retention drops to 40 percent for all part-time students and to 36 percent for part-time students ages 25 and older.

- There is a dramatic drop in retention among Indigenous students ages 25 and older.

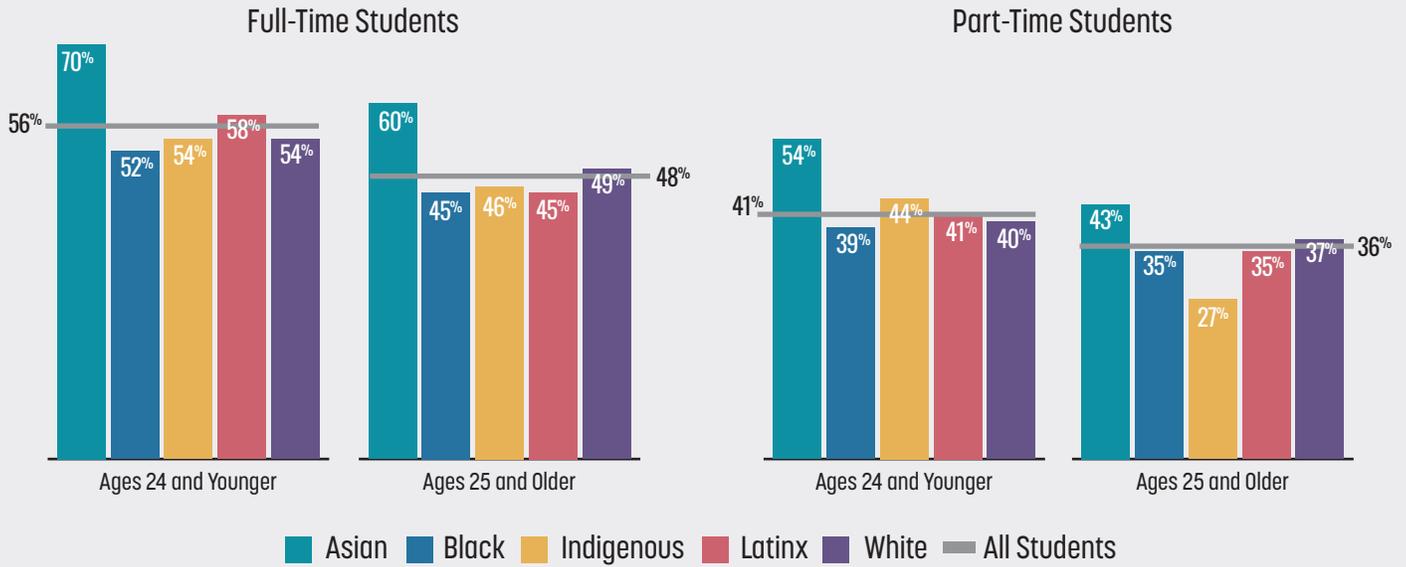
Figure 8 shows that at four-year colleges, part-time student retention is much lower than full-time student retention.

CCA strategies, discussed in the following sections, can improve outcomes for interim measures, including credit accumulation and gateway course completion, that ultimately boost retention and graduation rates.

FIGURE 7

**At Two-Year Colleges, Retention Is Lower for Part-Time Students**

Percentage of students still attending college one year after their starting semester, 2019–2020

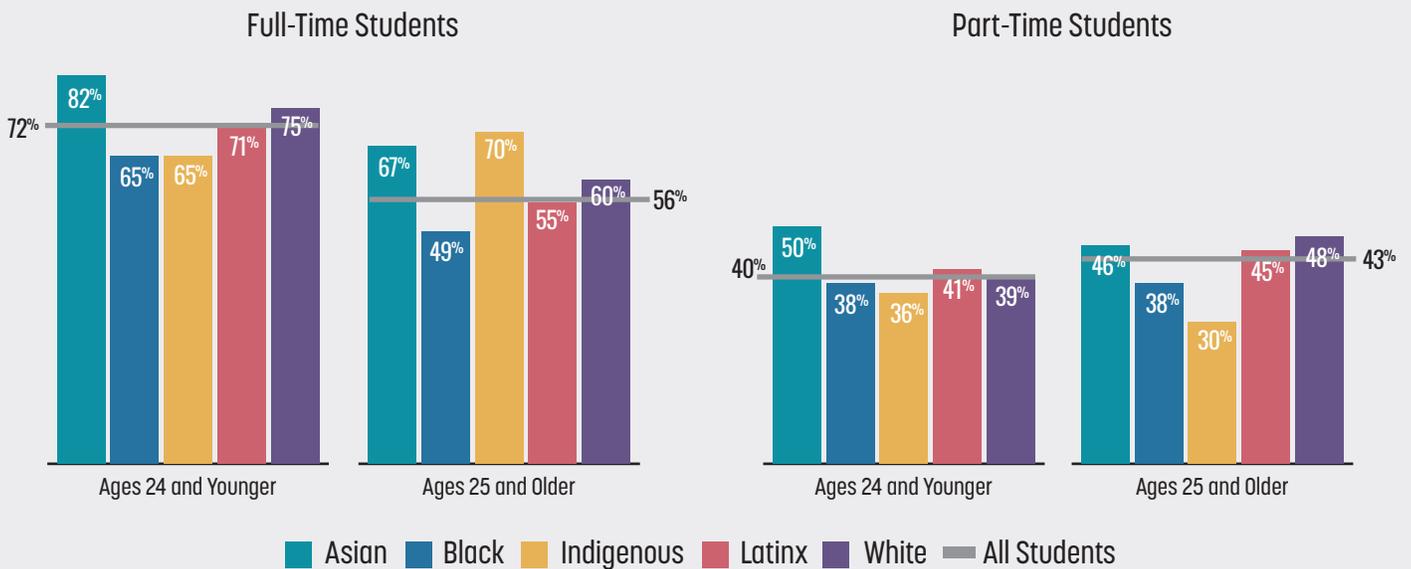


Source: CCA Alliance data

FIGURE 8

**At Four-Year Colleges, Part-Time Students Return at Much Lower Rates Than Full-Time Students**

Percentage of students still attending college one year after their starting semester, 2019–2020



Source: CCA Alliance data

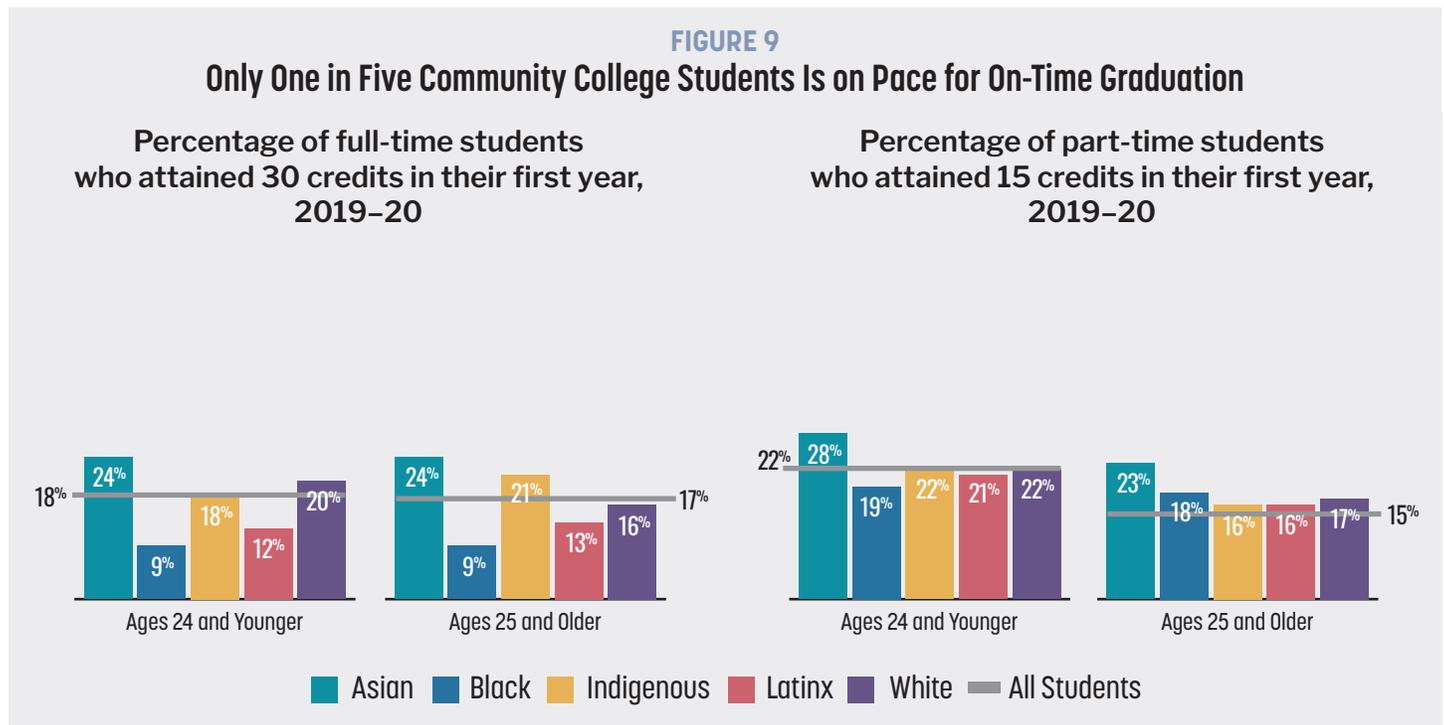
# CCA Strategies Can Help More BILPOC and Older Students Stay on Pace to Graduate

Figure 9 shows that two-year colleges struggle to support students—in particular BILPOC students and students ages 25 and older—in ways that keep them on pace to graduate. Despite CCA’s push for full-time students to take 15 credits per semester instead of 12, the vast majority of community college students are not doing so. Only one in five full-time students complete 30 credits in their first year. Part-time students complete 15 credits in their first year at the same rate.

Thus, for credit attainment, enrollment intensity does not appear to be the primary challenge, although if the number of students enrolled starts to rise, different outcomes based on enrollment intensity may emerge. Current data,

however, shows stark differences by race/ethnicity and age. Only 9 percent of Black full-time community college students completed 30 credits in their first year. Students ages 25 and older also are less likely to complete 30 credits full time or 15 credits part time.

Students have lower credit completion for a variety of reasons, including not attempting enough credits, getting stuck in prerequisite remediation, and failing one or more courses. CCA strategies—including first-year experience, multiple measures, 15 to Finish, and corequisite support—can address these challenges. For older students, credit for competency (prior experience or demonstrated content mastery) is essential.



Source: CCA Alliance data

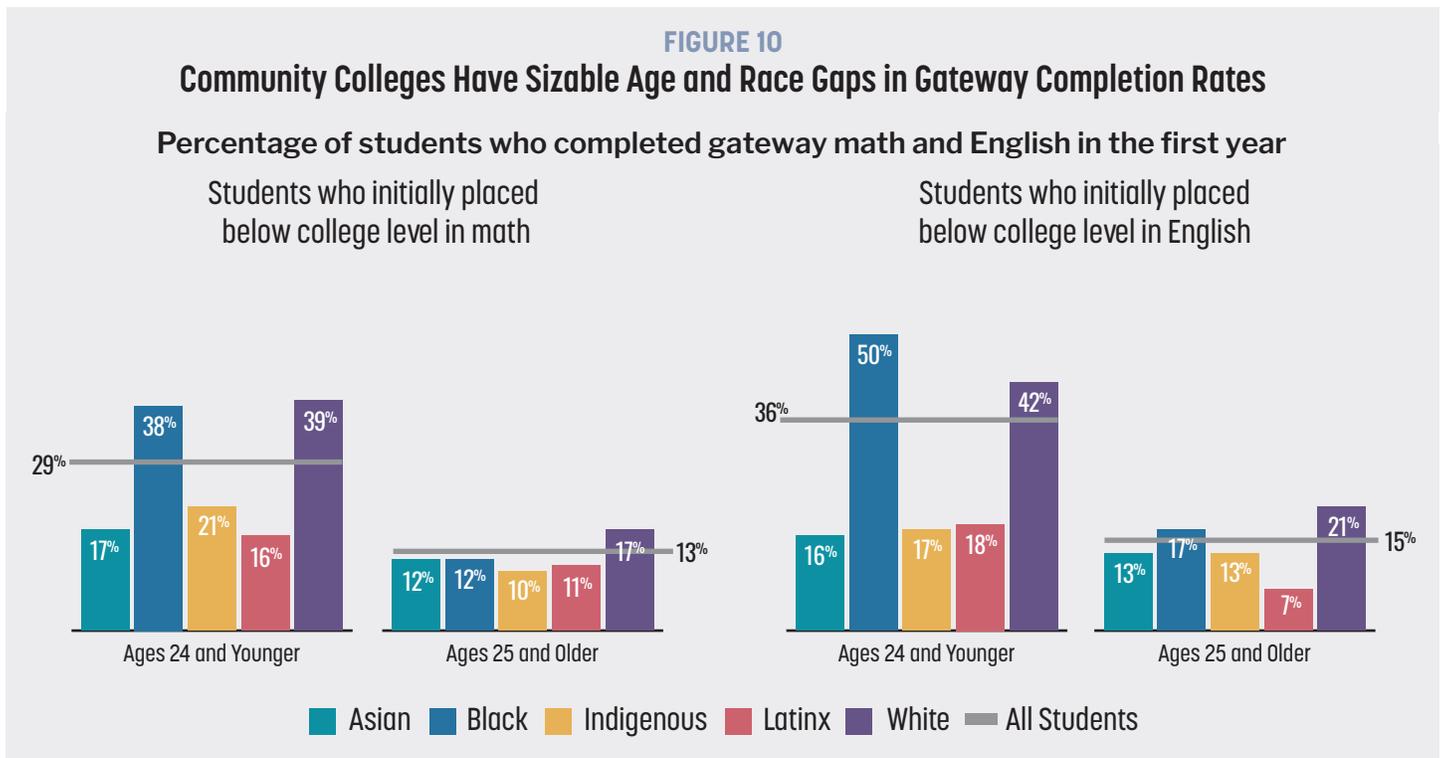
# CCA Strategies Can Address Age and Race Gaps in Gateway Course Completion Rates

Figure 10 shows rates at community colleges for completing gateway courses in both math and English in the first year. The left side shows this completion data (completing both gateway courses) for students who were placed below college level in math. The right side shows the same data for students who were placed below college level in English.

While overall completion rates remain low, they are in fact higher than they were just five years ago. Yet the data continues to show sizable age and race gaps. Students

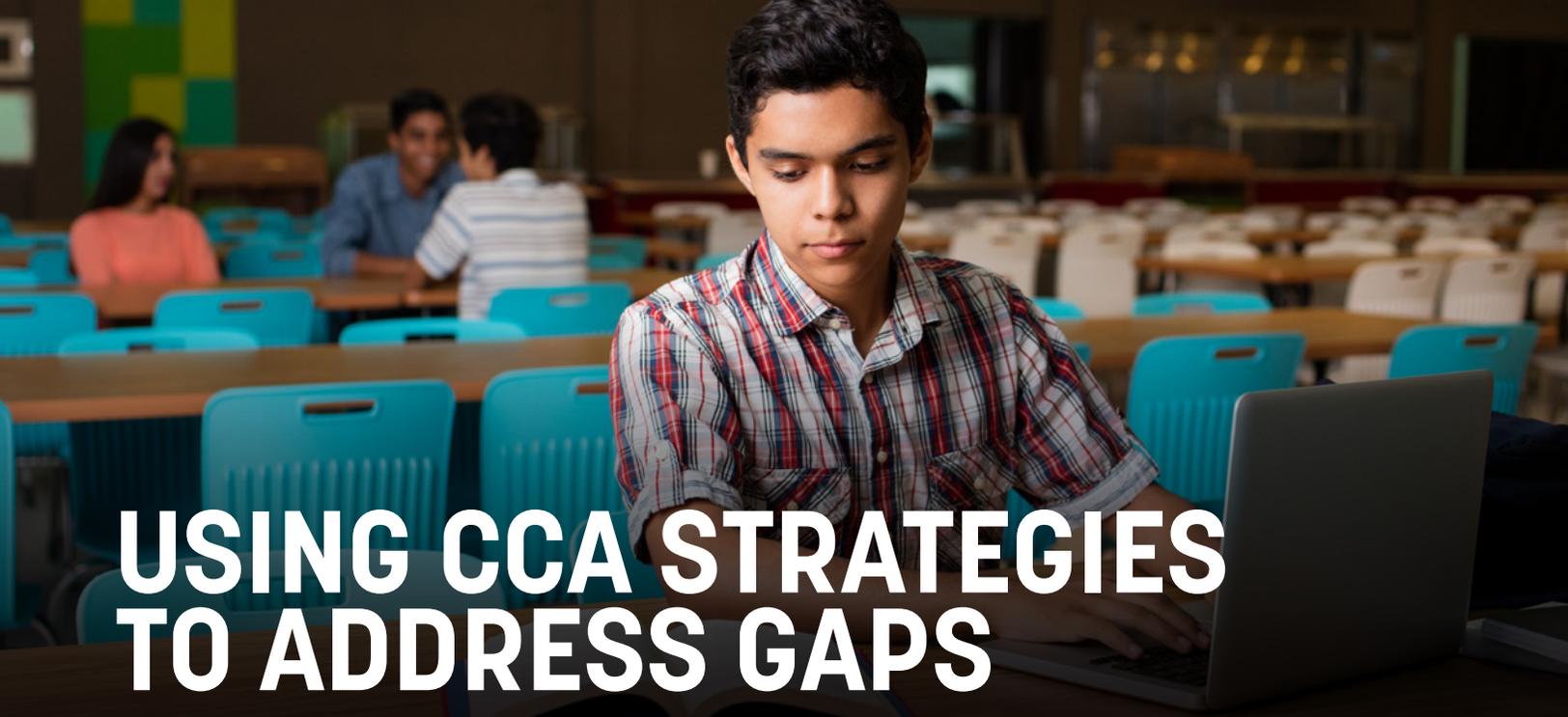
ages 25 and older pass both gateway courses at less than half the rate of their younger peers. Moreover, the gaps are largest at the intersection of race and age. For example, among students initially placed below college level in English, pass rates for Black students ages 25 and older are 66 percent lower than they are for Black students who are younger than 25.

Again, CCA strategies—such as corequisite support and multiple measures—must be scaled to address these institutional performance gaps.



Note: Students may have placed below college level in only math, only English, or both math and English.

Source: CCA Alliance data



# USING CCA STRATEGIES TO ADDRESS GAPS

Higher education has improved completion rates in recent years, particularly for full-time students. But given the persistent institutional performance gaps for BILPOC students and students ages 25 and older—students who overwhelmingly attend college part time—these changes are not yet enough.

Colleges must find better ways to serve the students they have. They can undertake this challenging work by implementing proven strategies with fidelity and scaling them for all students.

Time is still the enemy. And the reality is that even though full-time students graduate at higher rates than they used to, most students are not able to attend college full time.

Although it makes sense for full-time students to strive for five courses and 15 credits instead of four courses and 12 credits, most part-time students—who often have work and family obligations—are not likely to be able to begin attending full time. Most students simply cannot balance work, family obligations, and a full-time college schedule, nor can they pay for all of these things without significant support.

Closing persistent institutional performance gaps depends on being strategic and scaling reforms so all students—including part-time students, BILPOC students, and students ages 25 and older—benefit from them.

- We can close the retention gap for part-time students by better supporting their specific needs and by making college more affordable.

- We can close credit accumulation gaps and boost retention by making sure every student has clear academic goals that are tied to career plans and a semester-by-semester academic plan to reach those goals. Colleges should identify their largest gaps—which likely are associated with race/ethnicity, age, or both—and work to close them. For example, do BILPOC students need more career exploration? Are students ages 25 and older getting credit for competency?
- We can improve gateway course completion rates and close race/ethnicity gaps by implementing corequisite support at scale. When the University System of Georgia (USG) did so, it tripled the percentage of students who successfully completed gateway math and significantly increased the percentage who completed gateway English. USG also closed race/ethnicity gaps. This change is expected to lead to higher graduation rates because at USG, gateway completion increases the likelihood of graduation by a factor of ten.<sup>3</sup>

What do these changes look like in practice? CCA pillars and strategies—as shown in Figure 11 on pages 20–21—provide a road map for doing this work.

FIGURE 11

## Scaling Reforms to Close Institutional Performance Gaps

### INSTITUTIONAL PERFORMANCE GAPS

Part-time students are retained at lower rates than full-time students.

Older students are retained at lower rates than younger students.

#### AREAS TO IMPROVE

- Ensure that students' academic aspirations are aligned with credentials of economic value.
- Provide supports to:
  - » Enable part-time students to attend full time.
  - » Help part-time students feel purpose.
  - » Help part-time students build confidence.

#### CCA PILLARS & STRATEGIES

##### PURPOSE

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

##### STRUCTURE

- Stackable Certificates & Credentials

##### SUPPORT

- Active Academic Support
- Proactive Advising
- 360° Coaching

### INSTITUTIONAL PERFORMANCE GAPS

Not enough two-year students, particularly non-White students, are staying on track to complete certificates or degrees.

Not enough four-year students, particularly older students, are staying on track to complete degrees.

#### AREAS TO IMPROVE

- Provide supports to help part-time students take at least 15 credits each year.
- Focus on older students at four-year institutions.

#### CCA PILLARS & STRATEGIES

##### STRUCTURE

- Math Pathways
- Meta Majors
- Academic Maps & Milestones
- Smart Schedules

##### MOMENTUM

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

FIGURE 11 (continued)

## Scaling Reforms to Close Institutional Performance Gaps

### INSTITUTIONAL PERFORMANCE GAP

Gateway completion rates are too low for non-White and older students.

#### AREAS TO IMPROVE

- Scale reforms to improve gateway course completion for all students.
- Evaluate data to see if older and non-White students need additional interventions.

#### CCA PILLARS & STRATEGIES

##### MOMENTUM

- Corequisite Support

### INSTITUTIONAL PERFORMANCE GAP

College affordability affects retention and other predictors of college completion.

#### AREAS TO IMPROVE

- Provide institutional support to help students afford college.
- Be aware of options to use one-time funding to support student needs (e.g., emergency relief dollars can be used to provide mental health support).

#### CCA PILLARS & STRATEGIES

##### STRUCTURE

- Stackable Certificates & Credentials

##### SUPPORT

- Student Basic Needs Support



# PURPOSE

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

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

Year-to-year retention drops off significantly by age bracket, and retention is particularly low for part-time students, who are more likely to be BILPOC students and students ages 25 and older (Figures 7 and 8, page 16). In addition, the data shows pronounced racial/ethnic institutional performance gaps among full-time students attaining 30 credits in the first year (Figure 9, page 17). Colleges can address these issues with PURPOSE strategies, including establishing strong student purpose and providing structured student experiences.

Students who are engaged and passionate about their academics are more likely to choose career objectives and develop academic plans to follow them. Each year, however, 1.2 million students from under-resourced families and/or first-generation students enroll in college, but only a quarter of them leave with a job related to their studies or enter graduate school.<sup>4</sup> One reason for this disconnect is that many students do not decide on a program of interest.

In a recent survey, just 35 percent of students indicated that their college is *very good* or *excellent* at connecting education to meaningful careers. And one in five college students said the pandemic has made their opportunities for career exploration *much worse*. In addition, 83 percent of respondents who said they received excellent career support believed their education was worth the cost. Only 17 percent of those who said they got poor career support retained their belief that college was worth it.<sup>5</sup>

Career advising, including identifying academic aspirations and goal-setting, is a must for all students, whether they are starting college immediately after high school or attending college to cross-train or upskill while continuing their current employment.

Unfortunately, many students from under-resourced families either are unfamiliar with career services or do

not have the time for career counseling because of work or family obligations. To address these problems, many colleges have brought career development into the classroom. In first-year experience courses and advising structures, students define career goals and align academic aspirations with them.

When colleges help students align career interest and academic purpose at the beginning of their postsecondary journey, students are able to make informed choices. These choices, in turn, help them hit early benchmarks toward on-time graduation. The value of leading with PURPOSE is clear: Graduates are 63 percent more likely to value their education if they understand the relevance of their courses and degree to their career.<sup>6</sup> That said, four in 10 undergraduates have never used their college's career services.<sup>7</sup>

### CCA RECOMMENDS THAT COLLEGES:

- **Align all academic programs with professional, workforce outcomes.**
- **Ensure that all students use career exploration services and choose a major or a meta major to provide academic focus.** In other words, no students should be classified as “undecided” or placed in a “general” degree classification.
- **Ensure that degree plans are aligned with career goals and workforce outcomes.** Faculty should design default plans that lead to available jobs; strengthen employer engagement; and encourage internships, apprenticeships, and other cooperative education opportunities. Leading area employers should review these plans to ensure that they meet employer needs.
- **Institute a mandatory first-year experience course.** Such a course is critical for new students who do not have a specific, declared major going into their first semester.

# STRUCTURE

## Building course road maps that make the path to a degree or valuable workplace credential clear

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

Few full-time community college students attain 30 credits in their first year, and few part-time students earn 15 credits in the same amount of time (Figure 9, page 17). Given the predictive nature of credit accumulation for credential attainment, any lack of momentum imperils students' ability to graduate on time or at all. In addition, BILPOC students and students from under-resourced families disproportionately attend two-year colleges, so the sizable institutional performance gaps for completion by race/ethnicity (Figure 3, page 12) are a significant equity concern.

Put simply, colleges need to help students stay on track through a structured academic experience, whether those students attend college part time or full time. In doing so, colleges and universities must address the fact that BILPOC students attain fewer credits in their first year of full-time attendance. CCA recommends evaluating whether the advising process reflects implicit bias that leads to BILPOC students being advised to take fewer credits relative to their White counterparts.

While students overall are not earning enough credits each semester, many students also are accumulating credits that do not help them complete a credential. Half of excess credits result from unavailable courses,

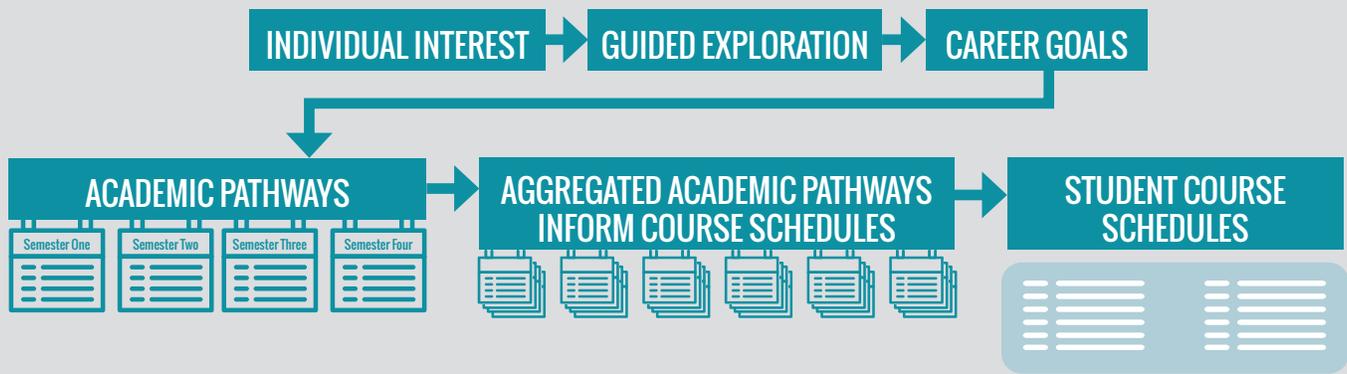
transfer issues, or missing degree requirements.<sup>8</sup> Colleges can solve these problems by encouraging students to create semester-by-semester academic plans—and developing student-centric schedules based on these plans.

### CCA RECOMMENDS THAT COLLEGES:

- **Make sure all students have structured academic plans.** If students do not have structured academic plans, they are more likely to take excess credits and more likely to drop out. Each student should have a purposeful pathway, with the right math requirement for their area of interest. Students also can move toward on-time completion by exclusively taking courses that count for college credit and receiving credit for all prior learning.
- **Use technology to structure scheduling around students' needs.** Technology is an especially important part of providing better navigation. Faculty-authored semester-by-semester default pathways—which students can customize to meet their specific career and ongoing educational needs—are essential. They also will not be used *unless they are part of the registration system itself*.



FIGURE 12



Setting up this type of registration system requires both technology and advising capacity. It demands having software to analyze student pathway progress as well as software integration. Ideally—as shown in Figure 12—data will flow from career exploration tools into academic planning software so students register with a semester-by-semester map that is available from the start.

Moreover, when software for course scheduling is tied to student planner data, course schedules can be determined by the demand from student plans (plus predictions around course pass, plan switch, and term-to-term retention rates). With this approach, colleges base course schedules on student demand so students are able to register for the courses they need. When schedules are based on other facts, student choice is constrained because the supply does not always align with the demand.

- **Require all students to declare a major or meta major.** If a student has not decided on a major, they should declare a meta major (e.g., business, health care, information technology) that will guide the selection of appropriate gateway courses, including math and English. Each student’s academic program should include full, semester-by-semester maps with more elective and general education options until a student makes a specific choice. This approach helps students take at least three major-specific courses in their first year, including the appropriate math for their interests, even if their major is not fully decided.
- **Institute multiple-semester registration.** When students can register for multiple semesters at once, they can predict their schedules so they are more likely to persist. Breaking the per-semester registration cycle—allowing for multi-semester or even whole program registration—also relieves the college’s operational burden. This approach frees

up planning and advising resources, and, more importantly, structures the student experience.

- **Structure all default certificate and degree plans around properly sequenced “critical path” milestone courses and any embedded, stackable certificates.** With this structure, students can hit essential milestones for attainment and build psychological momentum toward on-time completion.
- **Implement Math Pathways to ensure that all students take the appropriate math course for their chosen careers.** Taking the right math course is essential if students are to learn skills and academic competencies that align with their career interests. Gateway math completion is low for students with academic readiness needs, and the data shows institutional performance gaps for students ages 25 and older, BILPOC students, and students who fall in both of these groups. Students deemed to have math academic readiness needs are more likely to complete their entry-level math coursework through implementation of a Math Pathways initiative.<sup>9</sup>

Math Pathways has value for students in all areas of study. Students who are not on science, technology, engineering, and math (STEM) paths can take classes that are more relevant to their field of study, such as statistics and quantitative literacy rather than algebra and calculus. For students who are on a STEM track, Math Pathways ensures that STEM math progress occurs over the appropriate number of courses. With this approach, colleges and universities can accomplish multiple goals: They can close institutional performance gaps in first-year math attainment—and ultimately improve retention and completion, which this attainment predicts. They also can disrupt persistent race/ethnicity institutional performance gaps in STEM graduation rates.<sup>10</sup>

# MOMENTUM

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

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

Very few students who are deemed not academically ready for college complete gateway math and English in their first year (Figure 10 on page 18).

One of the greatest injustices in higher education, especially in community colleges, is the requirement to take long sequences of prerequisite remediation that have the same tuition cost and fees as other courses but do not count toward graduation requirements. This approach—traditional prerequisite developmental education—assumes student failure. It is steeped in a deficit mindset that puts the impetus for college preparation on students, instead of on the colleges themselves. Colleges and states must be more steadfast

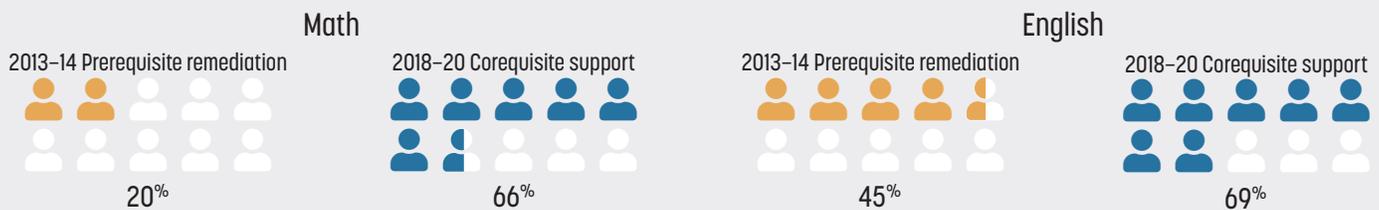
in the philosophy that all students can succeed if higher education does its job right, confident that increased college success is possible without compromising access or quality.

In a corequisite support model, students are immediately enrolled in credit-bearing, college-level courses while receiving additional support to ensure their success. Corequisite education is proven to close institutional performance gaps for passing college-level math and English. For example, USG doubled the percentage of students—across all races and ethnicities—who completed gateway math and English courses (Figure 13).

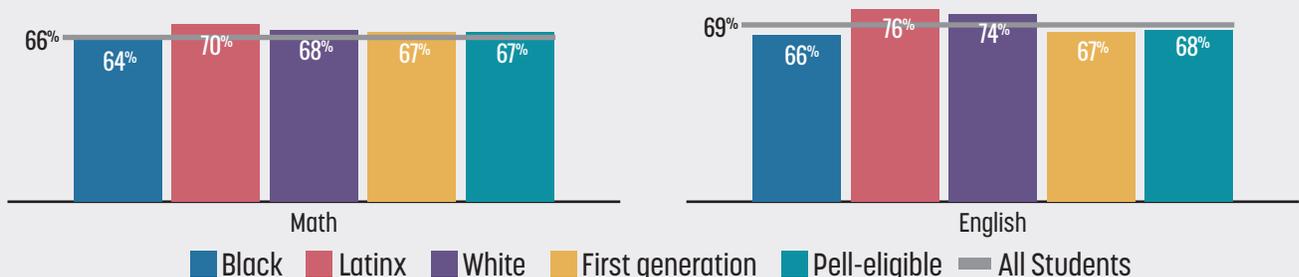
FIGURE 13

### At USG, Corequisite Education Improved Gateway Course Completion and Closed Institutional Performance Gaps

#### Percentage of students successfully completing gateway courses



#### Gateway Course Completion With Corequisite Support, 2018-20



Source: *Corequisite Works: Student Success Models at the University System of Georgia*, <https://completecollege.org/resource/corequisite-works/>

Similar data on the impact of corequisite-based remediation can be found in other states and systems. In the City University of New York (CUNY) system, 50 percent more corequisite statistics students graduated in comparison to traditional remediation students. And in California, corequisite students across all grade point average bands saw roughly double the rate of attainment in gateway English relative to their peers who were enrolled in prerequisite remediation.<sup>11</sup>

### CCA RECOMMENDS THAT POLICYMAKERS:

- **Replace standalone prerequisite developmental education with corequisite education.** Policymakers should set a state guarantee that students have access to college-level gateway math and English coursework during their first year of enrollment and require institutions of education to uphold that guarantee.

### CCA RECOMMENDS THAT COLLEGES:

- **Use multiple measures instead of a single high-stakes exam to assess whether students need introductory courses.** A randomized, controlled trial at seven State University of New York (SUNY) community colleges found that more students are placed in college-level courses when they are assessed with multiple measures. Moreover, students placed using multiple measures had higher rates of course completion across all races, ethnicities, and household income levels.<sup>12</sup>
- **Provide credit for competency.** Colleges and universities have a moral obligation to provide credit for prior learning (CPL) that was earned in school or on the job. CPL can be awarded based on scores on College-Level Examination Program, Advanced Placement, or International Baccalaureate exams that meet American Council on Education

standards and through other types of prior learning assessment. In one study, CPL was shown to potentially increase completion rates by 17 percent, with even higher rates for non-White students. On average, CPL saved students up to a year's worth of tuition and time.<sup>13</sup> Given the critically low attainment rates for part-time students and the institutional performance gaps by race/ethnicity (see pages 5 and 6), CPL is one of the most effective ways to increase momentum and ultimately attainment for part-time students.

- **Create dual enrollment opportunities for high school students.** Eleven percent of high school students without dual enrollment credits earn a bachelor's degree compared to 21 percent of students with these early credits.<sup>14</sup>
- **Make 15 credits per semester the default credit load for full-time students, and create plans for part-time students to stay on track to graduation in 150 percent of expected time.** Part-time students with work and family obligations may not be able to attend college full time, and some full-time students may have work obligations. However, students who can afford college without concurrent work obligations—either because they come from well-resourced families or have adequate tuition, fee, and basic needs assistance—should be advised to take the credit load that will increase the likelihood of them graduating on time. States including Mississippi, Nevada, Hawai'i, and Indiana have created scholarships and policies that incentivize a standard of full-time attendance—including 15 credits per semester, or 30 per year—that promotes on-time graduation. These states have seen increases in both attempted and earned credits per semester and per year.<sup>15</sup>



# SUPPORT

## Addressing student needs and removing barriers to academic success

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

Year-to-year retention drops off significantly by age bracket for two-year students and full-time four-year students (Figures 7 and 8 on page 16). Retention is especially low for part-time students, who are more likely to be BILPOC students and students ages 25 and older. Thirty-seven percent of today's undergraduates are older than 25, 54 percent do not live on campus, and 30 percent have children of their own.<sup>16, 17</sup> With so many demands on their time, completing college is particularly challenging for these students.

Although there are practices encompassed in the prior three pillars that can be helpful for almost every student, each student's journey to a degree or certificate is different. Given students' diverse backgrounds and wide array of demands—as well as their unique talents and assets—colleges and universities must be ready to support all paths to graduation. Active academic support, proactive advising, 360-degree coaching, and basic needs support provide essential services that remove obstacles standing in the way of student success.

### CCA RECOMMENDS THAT COLLEGES:

- **Provide active academic support.** Supports that undergird the reforms embedded in the PURPOSE, STRUCTURE, and MOMENTUM pillars—including academic coaching, experience navigation, and tutoring—are essential for helping students develop academic skills. In addition, these services must be designed for the post-pandemic new normal, which is increasingly digital, asynchronous, and remote. Supplemental instruction and early alert systems that help students get the just-in-time academic support they need to stay on track bolster the likelihood of retention, credit accumulation, and ultimate attainment.
- **Proactively advise students to stay on track.** Combined with active academic support, dedicated advising that helps students at just the right time can make a critical contribution to improving success rates. The University of Memphis Finish Line program, for example, is geared toward working adults who



have stopped out and need to wrap up their degree. Through tailored advising, the university has helped hundreds of students attain credentials they would not have gotten otherwise.

- **Introduce 360-degree coaching.** This intensive coaching model gives students a dedicated coach or navigator to help them when issues arise inside or outside of the classroom. Such practices are usually combined with proactive advising and academic support programs to promote on-time graduation.
- **Help students meet their basic needs.** As noted throughout this report, many college students have jobs while they are in colleges so they can afford higher tuition prices. In addition, throughout the pandemic, students have had to grapple with significant personal and professional challenges. With nearly 60 percent of students experiencing basic needs insecurity, helping students address food and housing insecurity—in addition to providing support for tuition, books, transportation, and technology—is paramount.<sup>18</sup>

The best programs bring all of these supports together and intertwine basic needs, academics, coaching, and advising. For example, CUNY’s Accelerated Study in Associate Programs (ASAP) aims to help students at nine New York City colleges earn associate degrees within three years of starting.

The program—which serves primarily non-White students and students from under-resourced families—combines

academic, social, and financial supports to keep each student on track with a set, structured, purpose-driven academic plan.

By combining academic support, career advising, and financial incentives—including tuition, transit, and textbook assistance—CUNY ASAP has dramatically increased attainment and closed the institutional performance gaps discussed throughout this report. ASAP has increased full-time student graduation rates from 24 percent to 53 percent. In addition, 48 percent of ASAP students with academic readiness needs graduated compared with 21 percent of similar non-ASAP students.<sup>19</sup>

The CUNY example—and programs of other CCA Alliance members—shows the value of SUPPORT. This support, moreover, goes further when it is part of a core of practices that build student PURPOSE, STRUCTURE, and MOMENTUM. In this way, practices and policies combine to become greater than the sum of their parts.

By embedding supports in a core practice that incorporates CCA’s pillars and strategies, colleges can enact reform agendas that holistically embrace the goal of success for all students. They can do this work in ways that intentionally close institutional performance gaps—including those by race/ethnicity and age—to increase attainment while transforming an inequitable postsecondary landscape and, in doing so, change that terrain.



## Appendix A

# CCA Alliance, State-by-State Results

## Changes in On-Time Completion Rates, 2015 to 2020

This table includes data for only degree-granting, public two-year and public four-year institutions. It shows completion in 100 percent of expected time—a two-year degree in two years and a four-year degree in four years.

The table includes data for states, regions, and systems that joined the Alliance before 2018 because those Alliance members have had time to see some impact from implementing CCA practices.

The Five-Year Multiplier is a measurement of improvement over five years. A completion rate that moved from 30 percent to 45 percent would have a five-year multiplier of 1.5 ( $30 \times 1.5 = 45$ ). A multiplier of 1 indicates no change. A multiplier that is less than 1 indicates a decrease.

ALL STUDENTS						
COMPLETION RATE OF DEGREES AND CERTIFICATES IN 100% OF EXPECTED TIME						
	FOUR-YEAR COLLEGES AND UNIVERSITIES			TWO-YEAR COLLEGES		
	2015	2020	FIVE-YEAR MULTIPLIER	2015	2020	FIVE-YEAR MULTIPLIER
Alabama	26%	34%	1.32	10%	17%	1.74
Arizona	37%	47%	1.25	9%	10%	1.16
Arkansas	21%	31%	1.50	14%	20%	1.42
Central Valley Higher Education Consortium (CA)	17%	21%	1.26	8%	11%	1.49
City University of New York (CUNY)	21%	24%	1.16	6%	13%	2.05
Colorado	33%	35%	1.04	15%	31%	2.03
Connecticut	42%	48%	1.14	4%	6%	1.42
District of Columbia	6%	16%	2.72	*	*	*
Florida	39%	45%	1.16	14%	12%	0.91
Georgia	27%	28%	1.02	12%	19%	1.61
Hawai'i	16%	28%	1.75	4%	10%	2.28
Idaho	16%	23%	1.50	10%	19%	1.85
Illinois	40%	41%	1.03	12%	17%	1.45
Indiana	34%	42%	1.22	4%	18%	5.06
Kentucky	24%	33%	1.36	17%	24%	1.43
Louisiana	20%	26%	1.31	8%	11%	1.44
Maine	28%	33%	1.16	11%	16%	1.48
Maryland	43%	49%	1.13	7%	13%	1.75
Massachusetts	38%	48%	1.27	6%	10%	1.64
Minnesota	34%	42%	1.24	19%	24%	1.27
Mississippi	27%	32%	1.20	17%	32%	1.91
Missouri	32%	34%	1.04	12%	21%	1.72
Montana	21%	24%	1.15	19%	22%	1.18

## ALL STUDENTS

### COMPLETION RATE OF DEGREES AND CERTIFICATES IN 100% OF EXPECTED TIME

	FOUR-YEAR COLLEGES AND UNIVERSITIES			TWO-YEAR COLLEGES		
	2015	2020	FIVE-YEAR MULTIPLIER	2015	2020	FIVE-YEAR MULTIPLIER
Nevada	16%	20%	1.30	9%	*	*
New Hampshire	55%	59%	1.06	11%	21%	1.94
New Mexico	14%	19%	1.34	10%	16%	1.64
Northern Mariana Islands	0%	2%	*	*	*	*
Ohio	32%	34%	1.06	7%	13%	1.76
Oklahoma	23%	30%	1.30	12%	15%	1.34
Oregon	30%	37%	1.23	10%	12%	1.23
Pennsylvania	38%	43%	1.13	7%	11%	1.54
Puerto Rico	11%	9%	0.83	51%	40%	0.78
Rhode Island	34%	42%	1.22	5%	18%	4.00
South Dakota	24%	33%	1.34	49%	56%	1.14
Tennessee	21%	28%	1.37	7%	13%	1.89
Texas	28%	32%	1.15	7%	13%	1.93
Utah	21%	21%	1.03	10%	14%	1.35
Vermont	56%	55%	0.97	6%	13%	2.35
Virginia	52%	56%	1.08	12%	17%	1.50
West Virginia	25%	30%	1.22	5%	16%	3.25
Wisconsin	29%	36%	1.26	22%	27%	1.21
Wyoming	24%	27%	1.12	20%	29%	1.42
<b>CCA Alliance</b>	31%	36%	1.16	10%	16%	1.61

Source: 2020 IPEDS data

## Appendix B

# CCA Alliance, State-by-State Results

## Changes in Completion Rates by Race/Ethnicity, 2015 to 2020

This table includes data for only degree-granting, public two-year and public four-year institutions. It shows completion in 150 percent of expected time—a two-year degree in three years and a four-year degree in six years. (IPEDS does not provide a race/ethnicity breakdown for completion in 100 percent of expected time.)

The table includes data for states, regions, and systems that joined the Alliance before 2018 because those Alliance members have had time to see some impact from implementing CCA practices.

The Five-Year Multiplier is a measurement of improvement over five years. A completion rate that moved from 30 percent to 45 percent would have a five-year multiplier of 1.5 (30 x 1.5 = 45). A multiplier of 1 indicates no change. A multiplier that is less than 1 indicates a decrease.

COMPLETION RATE OF DEGREES AND CERTIFICATES IN 150% OF EXPECTED TIME FIVE-YEAR MULTIPLIERS (2015–2020) BY RACE/ETHNICITY						
FOUR-YEAR COLLEGES AND UNIVERSITIES						
	ASIAN	BLACK	INDIGENOUS	LATINX	WHITE	ALL STUDENTS
Alabama	1.14	1.29	1.55	1.16	1.14	1.19
Arizona	1.08	0.95	1.56	1.05	1.05	1.06
Arkansas	1.32	1.24	1.09	1.38	1.17	1.21
Central Valley Higher Education Consortium (CA)	0.97	0.72	0.87	0.82	0.74	0.84
City University of New York (CUNY)	1.06	1.20	1.30	1.16	1.18	1.15
Colorado	1.03	1.07	0.81	0.99	0.99	0.97
Connecticut	1.01	0.97	1.73	1.03	1.02	1.00
District of Columbia	*	1.64	*	0.43	*	1.48
Florida	1.15	1.15	1.22	1.05	1.11	1.09
Georgia	0.98	1.19	1.08	1.09	1.15	1.15
Hawai'i	1.16	1.25	0.40	1.29	1.15	1.14
Idaho	1.25	1.06	0.96	1.13	1.15	1.10
Illinois	1.08	0.99	1.38	1.06	1.02	1.01
Indiana	1.17	1.10	0.83	1.12	1.12	1.12
Kentucky	1.12	1.23	1.66	1.00	1.14	1.14
Louisiana	1.36	1.16	0.99	1.12	1.12	1.14
Maine	1.34	1.68	0.96	1.56	1.09	1.07
Maryland	1.02	1.29	1.12	0.98	1.02	1.07
Massachusetts	1.13	1.04	0.96	1.07	1.14	1.10
Minnesota	1.04	1.17	0.87	1.14	1.10	1.09
Mississippi	1.09	1.09	1.11	1.04	1.09	1.10
Missouri	1.14	1.20	0.97	1.14	1.09	1.10
Montana	0.89	1.23	1.25	1.31	1.17	1.15

**COMPLETION RATE OF DEGREES AND CERTIFICATES IN 150% OF EXPECTED TIME  
FIVE-YEAR MULTIPLIERS (2015–2020) BY RACE/ETHNICITY**

**FOUR-YEAR COLLEGES AND UNIVERSITIES**

	ASIAN	BLACK	INDIGENOUS	LATINX	WHITE	ALL STUDENTS
Nevada	1.32	1.65	1.34	1.47	1.16	1.24
New Hampshire	1.08	1.00	0.73	1.06	0.98	0.98
New Mexico	1.24	1.12	0.89	1.20	1.12	1.16
Northern Mariana Islands	0.96	*	*	*	0.50	1.52
Ohio	1.01	1.19	0.76	1.01	1.05	1.07
Oklahoma	1.12	1.15	1.05	1.23	1.15	1.15
Oregon	1.08	1.23	1.25	1.11	1.10	1.09
Pennsylvania	1.13	0.97	0.94	0.90	1.03	1.02
Puerto Rico	1.33	3.00	0.86	1.18	1.61	1.18
Rhode Island	1.05	1.09	0.70	1.09	1.14	1.12
South Dakota	1.19	0.76	0.61	1.43	1.13	1.14
Tennessee	1.14	1.02	1.15	1.12	1.14	1.11
Texas	1.02	0.97	0.63	1.03	0.95	0.96
Utah	1.26	1.11	1.18	1.03	1.07	1.04
Vermont	1.06	0.68	0.90	0.84	1.02	1.01
Virginia	1.05	1.06	1.25	1.02	1.04	1.04
West Virginia	0.97	1.27	1.20	1.06	1.11	1.11
Wisconsin	1.08	1.29	0.87	1.09	1.09	1.08
Wyoming	0.73	1.10	0.44	0.83	0.97	0.92
<b>CCA Alliance</b>	1.07	1.12	1.00	1.07	1.07	1.07

Source: 2020 IPEDS data

**COMPLETION RATE OF DEGREES AND CERTIFICATES IN 150% OF EXPECTED TIME  
FIVE-YEAR MULTIPLIERS (2015–2020) BY RACE/ETHNICITY**

**TWO-YEAR COLLEGES**

	ASIAN	BLACK	INDIGENOUS	LATINX	WHITE	ALL STUDENTS
Alabama	2.03	1.57	1.63	2.06	1.43	1.46
Arizona	1.08	1.32	1.27	1.13	1.21	1.18
Arkansas	1.56	1.61	0.61	1.40	1.28	1.36
Central Valley Higher Education Consortium (CA)	1.17	1.93	1.34	1.33	1.28	1.25
City University of New York (CUNY)	1.35	1.35	2.26	1.35	1.38	1.34
Colorado	2.35	1.67	2.91	1.73	1.79	1.72
Connecticut	0.62	1.19	0.77	1.19	1.19	1.09
District of Columbia	*	*	*	*	*	*
Florida	1.12	0.86	0.38	0.92	0.83	0.89
Georgia	2.23	1.55	1.06	1.62	1.48	1.53
Hawai'i	1.40	1.89	*	1.19	1.04	1.35
Idaho	1.00	1.23	1.13	1.35	1.37	1.38
Illinois	1.50	1.36	1.45	1.47	1.21	1.28
Indiana	3.85	3.84	1.42	2.99	2.29	2.53
Kentucky	2.15	1.53	3.82	1.53	1.39	1.41
Louisiana	1.31	1.27	2.43	1.33	1.27	1.31
Maine	2.67	1.86	0.43	1.39	1.13	1.13
Maryland	1.49	1.80	1.17	1.70	1.46	1.49
Massachusetts	1.47	1.58	1.21	1.27	1.16	1.18
Minnesota	1.47	1.28	1.12	1.29	1.16	1.15
Mississippi	1.35	1.51	1.49	1.37	1.31	1.37
Missouri	1.25	2.14	1.13	1.44	1.41	1.43
Montana	1.40	3.71	1.29	0.18	1.39	1.30
Nevada	*	*	*	*	*	*
New Hampshire	1.04	1.19	*	1.47	1.53	1.46
New Mexico	1.33	1.48	1.95	1.71	1.39	1.59
Northern Mariana Islands	*	*	*	*	*	*
Ohio	1.76	2.10	1.00	2.69	1.62	1.68
Oklahoma	1.98	1.17	1.38	1.19	1.14	1.19
Oregon	1.09	1.11	1.22	1.26	1.21	1.20
Pennsylvania	1.33	1.35	1.21	1.16	1.34	1.28
Puerto Rico	*	*	*	0.92	*	0.92
Rhode Island	2.54	3.37	1.00	2.79	2.13	2.20
South Dakota	1.96	1.50	0.69	0.99	0.99	1.00

**COMPLETION RATE OF DEGREES AND CERTIFICATES IN 150% OF EXPECTED TIME  
FIVE-YEAR MULTIPLIERS (2015–2020) BY RACE/ETHNICITY**

**TWO-YEAR COLLEGES**

	ASIAN	BLACK	INDIGENOUS	LATINX	WHITE	ALL STUDENTS
Tennessee	3.16	2.18	1.07	1.74	1.56	1.59
Texas	1.55	1.74	1.43	1.58	1.48	1.56
Utah	1.08	2.60	0.93	1.63	1.48	1.45
Vermont	*	*	*	1.00	1.58	1.61
Virginia	1.22	1.58	2.55	1.45	1.27	1.33
West Virginia	2.25	1.03	0.00	1.59	1.73	1.75
Wisconsin	0.92	1.43	0.53	1.28	1.26	1.18
Wyoming	1.23	1.88	1.63	1.10	1.34	1.30
<b>CCA Alliance</b>	1.42	1.54	1.37	1.42	1.36	1.38

Source: 2020 IPEDS data

# Endnotes

- 1 Complete College America. (2022). *Part-time students must be a full-time priority*. <https://completercollege.org/resource/parttimestudentsmustbeafulltimepriority/>
- 2 For more information about addressing equity issues, see *No Middle Ground: Advancing Equity Through Practice*, <https://completercollege.org/resource/nomiddleground/>
- 3 To learn more, see *Corequisite Works: Student Success Models at the University System of Georgia*, <https://completercollege.org/resource/corequisite-works/>
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Access the digital report at  
[https://completecollege.org/resource/  
BuildingOnCompletionGains](https://completecollege.org/resource/BuildingOnCompletionGains).

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Complete College America (CCA) builds movements for scaled change and transforms institutions through data-driven policies, student-centered perspectives, and equity-driven practices. Since its founding in 2009, CCA has connected a national network of forward-thinking state and higher education leaders and introduced bold initiatives that help states and institutions confront inequities; close institutional performance gaps; and increase college completion rates, especially for historically excluded students.

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