HISTORICAL BACKGROUND

• COMMUNITY COLLEGE MODEL
  • PRESIDENT TRUMAN COMMISSION’S REPORT, HIGHER EDUCATION FOR AMERICAN DEMOCRACY PUBLISHED IN 1947
  • CREATION OF COMMUNITY–BASED COLLEGES
    • IN 1950S THERE WERE 400 JUNIOR COLLEGES
    • BY 1960S MORE THAN 900. TODAY OVER 1,400

• EXPANSION OF ACCESS
  • ENROLLMENT
  • FROM 2.2 MILLION IN 1960 TO OVER 9 MILLION IN 2015
EDUCATION REFORM AGENDA

• REFORM AGENDA FOR HIGHER EDUCATION SECTOR BEGAN IN 1990
  • CAMPUS SECURITY ACT (1990) WITH STUDENT RIGHT TO KNOW
    REQUEST BY EDUCATION DEPARTMENT FOR COLLEGES WHO WANTED TO PARTICIPATE IN THE FINANCIAL AID REQUIRED TO SUBMIT PERFORMANCE DATA INCLUDING GRADUATION RATES.

• GRADUATION RATES WERE PUBLISHED IN 1995
  • COMMUNITY COLLEGES HAD BELOW 20% GRADUATION RATES.
WHY THE SHIFT? ACCESS AND SUCCESS

• GRADUATION RATES
• NEED FOR COLLEGE EDUCATED WORKFORCE
• STUDENT EXPECTATION TO EARN A BACHELOR DEGREE
• HIGHER COST OF EDUCATION—STEEP INCREASE IN TUITION
• DECREASING FUNDS FROM FEDERAL, STATE, AND LOCAL GOVERNMENT
• DECREASE IN INTERNATIONAL RANKING
  • US RANKS 12TH AMONG NATIONS IN 25 TO 34 YEARS OLDS WITH DEGREES
NATIONAL AND STATE EXPECTATIONS

- **IN 2008: PRESIDENT OBAMA** – 20 MILLION GRADUATES BY 2020 INCREASE THE U.S. COLLEGE DEGREE ATTAINMENT RATE FROM 40 TO 60%
  - 5 MILLION FOR COMMUNITY COLLEGES

- **IN 2009: STATE OF ILLINOIS EXPECTATIONS** – 60% BY 2025
  - 60% OF 25-34 YEARS OLD WILL EARN A DEGREE BY 2025
  - CURRENTLY MEETING BENCHMARKS TOWARD GOAL

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Graduates Goal</th>
<th>Actual</th>
<th>Percent Change</th>
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<tbody>
<tr>
<td>2009</td>
<td>35,003</td>
<td>33,693</td>
<td>-</td>
</tr>
<tr>
<td>2010</td>
<td>35,253</td>
<td>26,684</td>
<td>-12%</td>
</tr>
<tr>
<td>2011</td>
<td>37,453</td>
<td>83,544</td>
<td>+140%</td>
</tr>
<tr>
<td>2012</td>
<td>59,653</td>
<td>60,256</td>
<td>+1%</td>
</tr>
<tr>
<td>2013</td>
<td>61,853</td>
<td>69,016</td>
<td>+171%</td>
</tr>
<tr>
<td>2014</td>
<td>64,053</td>
<td>69,812</td>
<td>+57%</td>
</tr>
<tr>
<td>2015</td>
<td>69,253</td>
<td>71,787</td>
<td>+5%</td>
</tr>
</tbody>
</table>

*Figure 1. Statewide Graduation Goal for Illinois Public Community Colleges Fiscal Years 2009-2025*
GPS BACKGROUND

- BASED ON WORK THROUGH THE GATES FOUNDATION COMPLETION BY DESIGN AND LUMINA FOUNDATION
- GROUNDBREAKING RESEARCH FROM BAILEY, JAGGARS, AND JENKINS’ REDESIGNING AMERICA’S COMMUNITY COLLEGES
- AACC’S GUIDED PATHWAYS PROJECT
- DESIGNED TO CONTRIBUTE TO THE COUNTRY’S COMPLETION GOALS
WHAT’S THE PROBLEM?

Bachelor’s: 34% graduate on time
Associate: 10% graduate on time

Bachelor’s: 136 earned, 120 needed
Associate: 80 earned, 60 needed
Certificate: 63 earned, 30 needed
AS A RESULT…

$19 billion spent on excess credits

$8 billion

students

$11 billion

taxpayers
SUCCESSFUL COMPLETION OF COURSES BY TYPE

Percent of Successful Course Completion by Course Type

- Face to Face
- Online
- Total

FY2016
FY2017
FY2018
ANNUAL CREDIT HOUR ACCUMULATION FOR FULL AND PART TIME DEGREE SEEKERS

Credit Hour Accumulation for Degree Seekers

- Full Time
- Part Time
ANNUAL CREDIT HOUR ACCUMULATION FOR PART AND FULL TIME DEGREE SEEKERS
Retention rates for all degree seeking students by fall terms.
COMPLETION RATES FOR FIRST TIME FULL TIME DEGREE SEEKERS
COMPLETION RATES FOR FIRST TIME PART TIME DEGREE SEEKERS
WHERE ARE WE GOING WITH ANALYTICS?

- EXAMINE FULL AND PART TIME DEGREE SEEKING STUDENTS WHO COMPLETE 6 CREDIT HOURS THEIR FIRST TERM WITHOUT DEVELOPMENTAL EDUCATION.
- EXAMINE FULL AND PART TIME DEGREE SEEKERS WHO SUCCESSFULLY COMPLETE DEVELOPMENTAL EDUCATION COURSES (I.E., RECEIVE AN A, B, OR C)
- EXAMINE FULL AND PART TIME DEGREE SEEKERS WHO SUCCESSFULLY COMPLETE (I.E., RECEIVE AN A, B, OR C) GATEWAY COURSES SUCH AS ENGLISH 120 AND 121 AND MATH REQUIREMENTS
- NUMBER OF DEGREE SEEKERS WHO SUCCESSFULLY COMPLETE 15 CREDIT HOURS IN THEIR FIRST SEMESTER WITHOUT DEVELOPMENTAL EDUCATION COURSES.
- EXAMINE ACCUMULATION OF CREDIT HOURS FOR DEGREE SEEKERS
- TRACK RETENTION FOR FULL AND PART TIME DEGREE SEEKERS
- TRACK COMPLETION/GRADUATION RATES FOR FULL AND PART TIME DEGREE SEEKERS
GUIDED PATHWAYS PROJECT

PURPOSE

- DESIGN AND IMPLEMENT STRUCTURED ACADEMIC AND CAREER PATHWAYS, AT SCALE, FOR ALL STUDENTS THAT THEY MAY HAVE A CLEARER PATH TO SUCCESS

- STRATEGY ADOPTED BY COLLEGES AND UNIVERSITIES ACROSS THE COUNTRY

- A GUIDED PATHWAYS REDESIGN IS A FRAMEWORK -- THE CENTRAL GOAL IS TO HELP STUDENTS CHOOSE, ENTER, AND COMPLETE A PROGRAM OF STUDY THAT IS ALIGNED WITH THEIR GOALS.
DOES GPS REALLY WORK?

• FLORIDA STATE UNIVERSITY: GRADUATION RATES HAVE INCREASED 10% TO 74% SINCE IMPLEMENTING GPS MODEL. (10 YEAR PERIOD)

• TENNESSEE TECHNOLOGY CENTERS: MORE THAN 75% OF STUDENTS ARE GRADUATING ON TIME.

• GEORGIA STATE: DEGREE MAPS AND INTRUSIVE ADVISING HAVE INCREASED GRADUATION RATES BY 20% OVER A 10 YEAR TIME PERIOD.

• AUSTIN COMMUNITY COLLEGE: GENERATED AN 11% INCREASE IN PERSISTENCE SINCE IMPLEMENTING DEGREE MAPS.
## TIMELINE OF ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Opening Day – Kick-Off GPS Strategic Initiative</td>
<td>August 2018</td>
</tr>
<tr>
<td>• Opening Day – GPLT Meet with EAB Advisor and review action plan</td>
<td>August 2018</td>
</tr>
<tr>
<td>• Create open dialogue with GPS among all employees</td>
<td>Ongoing</td>
</tr>
<tr>
<td>• Conduct Staff Focus Groups – Divisional groups complete self-assessment</td>
<td>November/December 2018</td>
</tr>
<tr>
<td>• Conduct Student Focus Groups</td>
<td>November 2018</td>
</tr>
<tr>
<td>• Communicate findings, create shared ownership, generate momentum</td>
<td>Ongoing</td>
</tr>
<tr>
<td>• Complete mapping process in Agriculture Division</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>• Create meta-majors</td>
<td>Spring 2019</td>
</tr>
</tbody>
</table>
QUIZ TIME!

HTTPS://PLAY.KAHOOT.IT/#/K/525A6F05-8300-4F56-90E3-02F6AF910F18
THANK YOU