1. Record Nr. UNINA9910787900103321 College completion agenda: practical approaches for reaching the big Titolo goal / / Brad C. Phillips, Jordan E. Horowitz, editors Pubbl/distr/stampa San Francisco:,: Jossey-Bass,, [2014] ©2014 **ISBN** 1-118-86224-4 1-118-86227-9 Descrizione fisica 1 online resource (88 p.) Collana New directions for community colleges; number 164 (Winter 2013) Altri autori (Persone) PhillipsBrad C HorowitzJordan (Jordan E.) Disciplina 378.73 Soggetti College student orientation - United States Educational attainment - United States Education, Higher - United States Universities and colleges - United States Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Includes index. Note generali The College Completion Agenda: Practical Approaches for Reaching the Nota di contenuto Big Goal; CONTENTS: EDITORS' NOTES: Foreword: 1 Leadership Matters: Addressing the Student Success and Completion Agenda; Beginning of a Movement: Coaching for Transformation: The Role of Boards: Effective Boards; Reasons for Progress; Inventory of Policies and Practices; Transformative Culture; Changes at the Front Door; Promising Interventions; A Movement; References; 2 Maximizing Data Use: A Focus on the Completion Agenda; Data, Indicators, and Metrics; A Model for Improving Data Use in Colleges; Analytics Data CollectionAnalysis; Reporting; Human Judgment and Behavior; Presentation Is a Key Element; Getting to Decision Making; Organizational Habits; Summary; References; 3 Get With the Program . . . and Finish It: Building Guided Pathways to Accelerate Student Completion; Many Choices, Little Guidance; Building Guided Pathways

to Success; Clear Roadmaps to Student Goals; On-Ramps to Programs

of Study; Embedded Advising, Progress Tracking, Feedback, and Support; Supporting Evidence; Defaults and Active Choice; Program

Coherence; Integrated Supports; Collaboration Is Key; References 4 Acceleration Strategies in the New Developmental Education LandscapeEvidence on Remedial Assessment and Placement; An Example of Institutional- and Classroom-Based Reform: Accelerating Developmental Education; Accelerated Learning Program of the Community College of Baltimore County; State-Based Examples of Developmental Education Reform; California's Basic Skills Initiative; Wholesale Developmental Education Reform in Virginia and NorthCarolina.; Elimination of Traditional Remediation in Connecticut; Reforming Assessment and Placement in Florida; Discussion; References

5 Working Across the Segments: High Schools and the College Completion AgendaColleges and the Common Core; A Structure for the Process; Three Stages to Alignment; An Example of Successful Regional Alignment; Alignment and College Completion; References; 6 Tuning Toward Completion; Tuning USA; Value to Community Colleges; Early Tuning Efforts; A Statewide Tuning Effort; Building Success With Facilitation; A National Discipline-Based Effort: The American Historical Association; Tuning and College Completion; References 7 Unmet Need and Unclaimed Aid: Increasing Access to Financial Aid for Community College StudentsStudent Characteristics; Does Financial Aid Make a Difference in Persistence and Completion?; Do Institutional Practices Make a Difference?; Concluding Thoughts; References; Index; Other Titles; Order Form; House Ad

Sommario/riassunto

This volume provides practical ways colleges can focus on the College Completion Agenda. Originally begun as an economic workforce issue for the Obama administration, the College Completion Agenda has been adopted by myriad educational institutions, public and private funders, and others. The identified "Big Goal" is to increase the proportion of Americans with high quality college degrees and credentials from 39% of the population to 60% by 2025. To date, much advice has been offered to colleges about what the issues are and what needs to be done. However, there is considerable work