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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 |