

# ADULT STUDENTS WANTED: A Better Deal

**27 Million**

Some College, No Degree

**6 Million More**

Credentials of Value Needed by 2025

Wanted: A Better Deal

**64 Million**

No College

**5.5 Million More**

Credentials of Value Needed by 2025

# Game-Changers for Adult Students



**Structured Schedule**



**Coach**



**Credit for Competency**



**Career Relevance**

**TIME**

**CHOICE**

**STRUCTURE**

$$p = mv$$

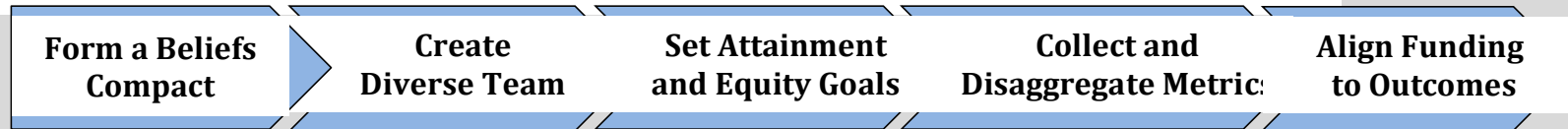
# ***THE MOMENTUM YEAR***



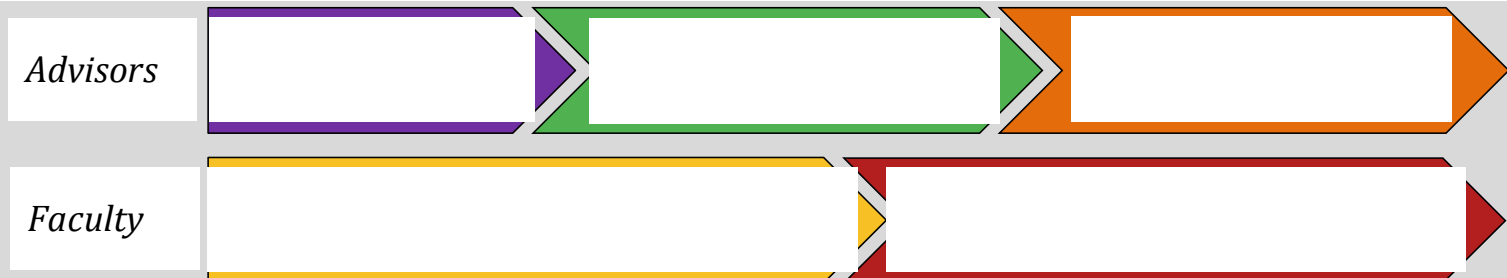
- Informed Choice
- Math Pathways
- 30 Credits
- 9 Program Credits
- Math and English Gateway Courses
- Corequisite Support

# COMPLETE COLLEGE AMERICA

## Establish the Conditions for Change



## Use Momentum Pathways to Restructure Systems, Improve Outcomes and Narrow Gaps



## Deploy Targeted Interventions to Permanently Close Gaps



2017 COMPLETE COLLEGE AMERICA ANNUAL CONVENING

---

ACCESS TO THE **AMERICAN**  
**DREAM**

The text 'AMERICAN DREAM' is rendered in large, bold, white letters. The word 'AMERICAN' is set against a red background with a close-up image of an American flag. The word 'DREAM' is set against a blue background with a close-up image of a person's face. The words 'ACCESS TO THE' are in a smaller, black, sans-serif font to the left of 'AMERICAN'.

---

NEW ORLEANS | NOV 29 - DEC 1





***“Do what you can,  
with what you've got,  
where you are.”***

**COMPLETE  
COLLEGE  
AMERICA**

[completeccollege.org](http://completeccollege.org)

# **Game Changers: Corequisite Remediation Initiative**

**Timothy Hall**

**[thall@mercy.edu](mailto:thall@mercy.edu)**

**President, Mercy College, NY**

**Former President, Austin Peay State  
University, TN**

# A Reason to Change

### THE GRADUATION GAP



High-scoring college students are more likely to graduate if they're from well-off families — and the gap is even greater for lower-scoring students.

**AP**  
**Austin Peay**  
State University



# Two Paradigms


## Austin Peay

- Non-credit developmental courses to required math and English credit

## Mercy College

- Elective developmental credit to required math and English credit

# One Semester Corequisite Results

Institution	Subject	Traditional Model	Corequisite Model
	English	49%	70%
	Quantitative Reasoning	11%	78%
	Statistics	8%	65%



# Mercy College Redesign of Quantitative Reasoning and College Algebra

- SMART Math pilot Fall 2015
- Developmental math discontinued
- Full roll-out Spring 2016
- My Open Math: Open source, self-paced content taught in “emporium” style lab with Structured Learning Assistance Modules (including material in former developmental math)


# Mercy College Redesign of Quantitative Reasoning and College Algebra

- **Math 115 Quantitative Reasoning; Math 116 Algebra: all sections are co-requisite model, but students can quickly place out of the co-requisite instruction**

# Mercy College Redesign of English and Writing

- Previously four-course sequence: two developmental courses for general credit
- Now co-requisite model based on “just in time remediation”
- 4 semesters reduced to 2 semester sequence; four courses reduced to three for students with deficiencies
- All students placing into gateway English ENG 111, with co-requisite sections of ENG 110/111

# Percentage of Students Who Pass Both Semesters of Freshmen English Within Their First Year

Institution	Fall 2014	Fall 2015	Corequisite Model
	18.20%	22.60%	65.4%

# Lessons

- Co-requisite alternatives and maximizing acceptance
- Deciding up front how to measure impact
- Favoring scale over isolated “best practices”

# The Mercy Success Toolkit

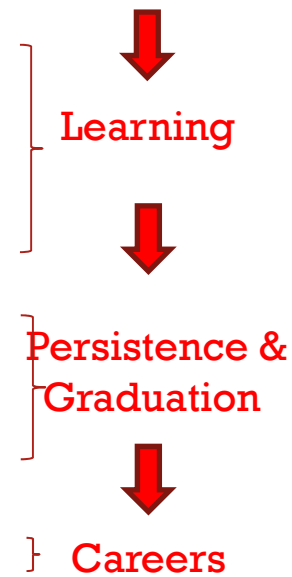


Teaching  
Excellence  
Course Redesign

High Impact  
Practices  
PACT/Targeted  
Interventions  
Guided Pathways

Career Landing  
Paths

## Student Success



# Game Changers

## Q & A

- **Tim Hall, Mercy College**
- **Jose Herrera, Mercy College**
- **Henry Fernandez, CCA**