Completion by Design’s Loss-Momentum Framework & Design Principles

Dr. Rob Johnstone & Dr. Gretchen Schmidt
Michigan Student Success Symposium
East Lansing, MI
September 20, 2013
Acknowledgements

The content in this presentation was developed under the umbrella of Completion by Design by a host of national partners, including:

- Bill & Melinda Gates Foundation
- Community College Research Center (CCRC)
- Completion by Design Assistance Team (CDAT)
- JBL Associates
- Public Agenda
- The RP Group
- WestEd
The Student Experience
Successful Completion
Exploring the Preventing Loss, Creating Momentum Framework
Loss & Momentum Framework

CONNECTION
Interest to Application

ENTRY
Enrollment to Completion of Gatekeeper Courses

PROGRESS
Entry into Course of Study to 75% Requirements Completed

COMPLETION
Complete Course of Study to Credential with Labor Market Value

Policies

Practices

Programs

Processes
Discussion

❖ What are some key loss points you have observed for your students at each stage?

❖ What are some key momentum points that you have identified that accelerate progress and lead to higher outcomes?
## Completion by Design Framing Model

### Some Known Loss Points

<table>
<thead>
<tr>
<th>CONNECTION</th>
<th>ENTRY</th>
<th>PROGRESS</th>
<th>COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students never apply to college</td>
<td>Unstructured programs / too many choices</td>
<td>Poor work-school balance</td>
<td>Transfer without credential</td>
</tr>
<tr>
<td>Students delay entry into college</td>
<td>Extended onramps delay entry to programs of study</td>
<td>Part-time enrollment forcing long completion times</td>
<td>Students accumulate credits (&amp; debt) not aligned with completion</td>
</tr>
<tr>
<td>College counseling patterns that lead to:</td>
<td>Students fail to enroll/pass Gatekeeper courses</td>
<td>Progress not monitored / feedback given</td>
<td>Never complete college level math</td>
</tr>
<tr>
<td>- under enrollment</td>
<td>Poor academic preparation</td>
<td>Life events / “Stop out or drop out”</td>
<td>Credential doesn’t support needed wage &amp; aren’t stackable</td>
</tr>
<tr>
<td>- little program-specific guidance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- missed financial aid opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Completion by Design Framing Model

*Momentum Strategies*

**CONNECTION**
- First Time Student
- Foster college-going norms in High School
- Expand awareness of college programs and requirements
- Dual enrollment & AP credit
- Take placement test in high school
- Educational planning in high school

**ENTRY**
- Mandatory intrusive advising focused on programs of study
- Accelerate entry to POS
- Effective academic catch-up programs
- Aggressive financial aid support
- Shorter, faster, cheaper course design

**PROGRESS**
- Programs to incentivize optimal attendance
- Student progress to completion monitored & feedback provided
- Accelerated competency-based programs
- Emergency aid for students

**COMPLETION**
- Mandatory intrusive advising toward certificates, degrees & transfer
- Incentives to transfer with credentials
- Remove barriers to graduation
- Learn & Earn and Career Pathway programs

National Center for Inquiry & Improvement

www.inquiry2improvement.com
Discussion

- **Connection**: How can you and your colleagues increase or enhance outreach so new students are better prepared for success?
- **Entry**: How might you and your colleagues accelerate the rate at which new students choose and successfully enter a program?
Discussion

- **Progress**: How can you and your colleagues provide support to students as they progress along their pathway?

- **Completion**: How might you assist students who are close to completion in crossing the finish line?
CbD Design Principles

Adapted from presentations by Johnstone and Davis Jenkins (CCRC) and WestEd’s *Changing Course*
Program Pathway

**CONNECTION**
From interest to enrollment

**ENTRY**
From enrollment to entry into program of study

**PROGRESS**
From program entry to completion of program requirements

**COMPLETION**
Completion of credential of value for further education and (for CTE) labor market advancement

Consider College Education

Enter Program of Study

Complete Program of Study
Pathway Redesign Process

**STEP 4**
- Market program paths
- Build bridges from high school and adult ed. into program streams (e.g., strategic dual enrollment, I-BEST)

**STEP 3**
- Help students choose program pathway and track entry
- Build prescribed “on-ramps” customized to largest program streams

**STEP 2**
- Clearly define and prescribe program paths
- Monitor students’ progress and provide feedback and supports JIT
- Incentivize progress

**START HERE**
- Align academic program outcomes with requirements for success in further education and (for CTE programs) in the labor market

**COMPLETION**
Completion of credential of value for further education and (for CTE) labor market advancement

**PROGRESS**
From program entry to completion of program requirements

**ENTRY**
From enrollment to entry into program of study

**CONNECTION**
From interest to enrollment
Status Quo Pathway Design (example AA in LAS or Gen Studies)

- AA requirements not aligned with requirements for junior standing in a major at transfer institutions
- Lack of clear pathways to transfer in a major for cc students; many choices
- Students progress toward AA and transfer not tracked; little on-going guidance, support
- No mechanism to inform choice of major pathway
- Dev ed narrowly focused on math and English, not customized to particular paths
Pathway Principle #1 – Accelerate Entry into Coherent Programs of Study

1. Features
   ✓ Provide a structured, efficient, and prescriptive student progression experience
   ✓ Clear sequence of courses that lead to completion

2. Discussion Questions
   ✓ When does a student at your college learn about the various programs of study?
   ✓ What guidance is provided that can help a student select a program of study based on their interests, skill levels, and long term goals?
Pathway Principle #2 – Minimize Time to Get College Ready

1. Features
   ✓ Ensure students understand assessment & placement process and importance of preparation
   ✓ Clearly communicate requirements for degrees & certificates and the path to achieving them

2. Discussion Questions
   ✓ How does your institution work with your feeder high schools to help potential students understand the impact of and prepare for the placement test?
   ✓ How long do dev ed students spend in remedial courses?
Pathway Principle #3 – Ensure Students Know Requirements to Succeed

1. **Features**
   - Clearly map out program requirements and sequence
   - Prescribe course of study for students based on goals and level of readiness

2. **Discussion Questions**
   - Currently, how do students obtain necessary info about requirements for achieving their educational goals?
   - What existing systems (e.g. technology) could you and your colleagues leverage to help students better understand the requirements for success?
Pathway Principle #4 – Customize and Contextualize Instruction

1. Features
   ✓ Use program-specific content to make developmental education relevant and engaging
   ✓ Use of experiential learning

2. Discussion Questions
   ✓ Do your current dev ed courses offer students opportunities to explore their fields of interest and provide a context for the math, reading & writing that they are learning? Why or why not?
   ✓ How might you go about contextualizing some of your dev ed courses? Who would need to be involved?
Pathway Principle #5 – Integrate Student Support With Instruction

1. Features
   ✓ Embed student support within instruction where appropriate
   ✓ Ensure student support serves students who most need it

2. Discussion Questions
   ✓ When your students need support, how do they find it?
   ✓ How might your institution make it easier for students who are reluctant to ask for help, or unaware where to find it, to get the assistance they need?
Pathway Principle #6 – Continually Monitor Student Progress & Provide Feedback

1. Features

✓ Monitor and celebrate student progress toward goals and provide prompt and tailored feedback
✓ Use data on student progress to inform planning and creation of safety nets

2. Discussion Questions

✓ How do students currently find out about their progress toward their educational goals?
✓ What customization rules might you consider implementing for students who have a certain experience?
Pathway Principle #7 – Reward Behaviors that Contribute to Completion

1. Features
   ✓ Potential for monetary incentives to encourage progress / completion
   ✓ Also consider non-monetary incentives such as recognition of progress

2. Discussion Questions
   ✓ What are possible monetary and non-monetary incentives that could support progress and achievement of key milestones at your college?
   ✓ When students reach important milestones, does anybody know it?
Pathway Principle #8 – Leverage Technology to Improve Learning / Service Delivery

1. Features
   ✓ Use technology to monitor and celebrate progress
   ✓ Use of technology within curriculum

2. Discussion Questions
   ✓ How are students at your institution currently using technology in their educational experience?
   ✓ What is the impact of that technology use?
   ✓ Can you identify an area where technology could be implemented in your work?
Ideal Pathway Design

- Program learning goals clearly defined and aligned with the requirements transfer with junior standing in major and (for CTE programs) career advancement

- Program pathway well structured and prescribed, with electives only as needed to achieve learning goals

- Students’ progress toward meeting requirements is monitored and feedback/support provided “just-in-time”

- “On-ramps” to help students choose a program of study and customized to accelerate entry into specific program streams
Discussion

❖ What are some of the key features of an coherent pathway for your students?

❖ As you think about the design principles, where might you start with action steps that lead you to a more coherent pathway for your students?
The CBD Inquiry Guide Series

BUILDING A CULTURE OF INQUIRY:
Using a Cycle of Exploring Research and Data to Improve Student Success

Prijadarsini Chaplot
Kathy Booth
Rob Johnstone
THE RESEARCH AND PLANNING GROUP FOR CALIFORNIA COMMUNITY COLLEGES

sponsored by

prepared by

www.inquiry2improvement.com
The CBD Inquiry Guide Series

UNDERSTANDING THE STUDENT EXPERIENCE THROUGH THE LOSS-MOMENTUM FRAMEWORK:
Clearing the Path to Completion

Elita Rasaei, The RP Group
Prijenardini Chapot, The RP Group
Cavis Jenkins, Community College Research Center
Rob Johnstone, The RP Group

www.inquiry2improvement.com
The CBD Inquiry Guide Series

PRINCIPLES OF REDESIGN:
Promising Approaches to Transforming Student Outcomes

Pradyumna Chaturvedi, The RP Group
Elisa Rassan, The RP Group
Dave Jenkins, Community College Research Center
Rob Johnstone, The RP Group

sponsored by
preparing by

www.inquiry2improvement.com
Find Out More

• The National Center for Inquiry & Improvement website (Coming Soon)
  www.inquiry2improvement.com

• Dr. Rob Johnstone, Founder & President
  rob@inquiry2improvement.com

• CBD Inquiry Guide: Building a Culture of Inquiry
  http://www.rpgroup.org/content/inquiry-guides