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

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- Community College Research Center (CCRC)
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- The RP Group
- WestEd
Agenda

• Discuss the context of completion
  • Outline the Completion by Design (CBD) initiative
• Visualize the Student Experience
• Explore the Loss-Momentum Framework
• Engage with the principles for redesign
The Completion Agenda and the Completion by Design Initiative
A Brief Discussion on the Completion Agenda

- Often takes a less “complete” view of completion
- Need for nuanced view
The Challenge of Completion

For Colleges:

- Financial
  - Under-resourced
  - Incentives aligned with access, not completion
- Innovations tend to be isolated
- Change is hard, even when the will is there

For Students:

- Easy to enroll, easy to drop out
- Many enter without a clear plan, and are placed into developmental education
- Lack of confidence, financial resources and social capital
Completion By Design

• Signature initiative of the Bill & Melinda Gates Foundation’s Postsecondary Success Strategy

• **Goal:** Significantly raise community college completion rates for most students Three cadres selected to lead CBD implementation in Florida, North Carolina, and Ohio

• 9 colleges/campuses: 5 in NC, 3 in OH, 1 in FL – incredibly varied in size, urban vs. rural, student demographics

• 3 phases:
  ✓ Planning (12 months)
  ✓ Implementation (24 – 30 months)
  ✓ Scaling and Adoption (24 months)
Redesign Systems & Practices for Student Success

• Analyze and understand the common barriers and momentum points that students experience
• Implement and integrate proven and promising practices to provide students with the quickest, straightest path to completion
• Create the conditions for change by empowering interdisciplinary, cross-campus delegations of faculty, staff and administrators
• Build infrastructure for continuous improvement
Successful Completion
Exploring the Preventing Loss, Creating Momentum Framework
Loss & Momentum Framework

**CONNECTION**
Interest to Application

**ENTRY**
Enrollment to Completion of Gatekeeper Courses

**PROGRESS**
Enter into Course of Study to 75% Requirements Completed

**COMPLETION**
Complete Course of Study to Credential with Labor Market Value

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**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

**CONNECTION**
- Students never apply to college
- Students delay entry into college
- College counseling patterns that lead to:
  - under enrollment
  - little program-specific guidance
  - missed financial aid opportunities

**ENTRY**
- Unstructured programs / too many choices
- Extended onramps delay entry to programs of study
- Students fail to enroll/pass Gatekeeper courses
- Poor academic preparation

**PROGRESS**
- Poor work-school balance
- Part-time enrollment forcing long completion times
- Progress not monitored / feedback given
- Life events / “Stop out or drop out”

**COMPLETION**
- Transfer without credential
- Students accumulate credits (& debt) not aligned with completion
- Never complete college level math
- Credential doesn’t support needed wage & aren’t stackable

National Center for Inquiry & Improvement

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Completion by Design Framing Model

*Momentum Strategies*

**CONNECTION**
- 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

First Time Student
Successful Completion

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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**

1. **CONNECTION**  
   From interest to enrollment

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

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

4. **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

**CONNECTION**
From interest to enrollment

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

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

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

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

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

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

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

START HERE

STEP 2

STEP 3

STEP 4
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
- Developed 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?
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UNDERSTANDING THE STUDENT EXPERIENCE THROUGH THE LOSS-MOMENTUM FRAMEWORK:
Clearing the Path to Completion

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