Redesigning Community Colleges for Completion

Tools for Data Inquiry and Faculty Engagement

Davis Jenkins
Community College Research Center
Teachers College, Columbia University

Rob Johnstone
RP Group

Isaac Rowlett    Kristi Short
Public Agenda    Guilford Technical Community College
Student 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
Ideal CC Student Pathways

- "110110................." (17 students)
- "11011................." (38 students)
- "11.11................." (175 students)
Actual CC Student Pathways
Status Quo Pathway Design

• Little upfront career or college planning
• Remediation narrowly focused on math and English, no “soft skills” prep
• Programs paths unclear; too many choices
• Poor alignment with requirements for further education and career advancement
• Students’ progress not monitored
• Limited on-going feedback and support
Guided Pathways to Success

✓ Program learning goals clearly defined and aligned with outcome requirements
✓ Program paths well structured, prescribed
✓ Students’ progress closely monitored; timely feedback provided
✓ “On-ramps” help students choose and enter a program of study
✓ Strong alignment with high school and adult basic education
Pathway Redesign Process

**STEP 4**
**START HERE**

**STEP 3**

**STEP 2**

**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

**CONNECTION**
From interest to enrollment

- Market program paths
- Help students choose program pathway and track entry
- Build prescribed “on-ramps” customized to largest program streams
- Clearly define and prescribe program paths
- Monitor students’ progress and provide feedback and supports JIT
- Incentivize progress
- Align academic program outcomes with requirements for success in further education and (for CTE programs) in the labor market
- Build bridges from high school and adult ed. into program streams
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
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
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
Discussion

• What is your reaction to the idea of more intentional pathways and increased structure for students?

• What are some key loss or momentum points for your students (either from our list or your own)?
Why Should I Care About Faculty Engagement?
Why Should I Care About Faculty Engagement?

• Faculty know best which course sequences will lead to student success

• Implementation of successful pathway redesign relies on faculty participation

• Wealth of research and experience supports importance of faculty engagement
## Faculty Engagement in Pathway Redesign

<table>
<thead>
<tr>
<th>Obstacles</th>
<th>Solutions</th>
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</thead>
<tbody>
<tr>
<td>Lack of Authenticity</td>
<td>Purposeful Engagement</td>
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<tr>
<td>Leadership Buy-in</td>
<td>Get on the Same Page</td>
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<tr>
<td>Poorly Structured Meetings</td>
<td>Quality Facilitation, Goal &amp; Role Clarity</td>
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<tr>
<td>Initiative Overload</td>
<td>Fundamental Restructuring, Tie to Mission</td>
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<tr>
<td>Resistance to Mandates</td>
<td>Collaborative Pathway Design</td>
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<tr>
<td>Heavy Workloads</td>
<td>Respect &amp; Recognition</td>
</tr>
<tr>
<td>Fear of Change</td>
<td>Honesty &amp; Clarity</td>
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</tbody>
</table>
Students must complete 14 general education courses

- 2 English Composition
- 2 Natural Sciences
- 2 Mathematics
- 4 Humanities/Fine Arts
- 4 Social/Behavioral Sciences

GTCC offers 109 courses to satisfy 14 general education courses

- 3 English Composition
- 18 Natural Sciences
- 18 Mathematics
- 46 Humanities/Fine Arts
- 24 Social/Behavioral Sciences
The committee analyzed how our general education core courses transferred to satisfy general education requirements at the 16 state four-year institutions.

<table>
<thead>
<tr>
<th>Transferability</th>
<th>Number of courses</th>
<th>% of GTCC Gen Ed offerings</th>
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</thead>
<tbody>
<tr>
<td>Transfers to 12 or more</td>
<td>39</td>
<td>36%</td>
</tr>
<tr>
<td>Transfers to eight or fewer</td>
<td>34</td>
<td>32%</td>
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</table>

Students face this reality after they transfer and realize they must re-take significant portions of their general education requirements.
After analyzing all of the information, the committee used several factors to determine the new core requirements:

- Student preparedness
- Transferability
- Teaching resources
- Scheduling

Final proposal offers 42 courses* to satisfy the 14 general education courses:

- 2 English Composition
- 5 Mathematics*
- 5 Natural Sciences
- 21 Humanities/Fine Arts*
- 9 Social/Behavioral Sciences

* Higher level courses may be substituted based upon prerequisites
## CREATING A NEW WAY IN A.A.S. AT GTCC

### Business Administration
- Reduced program of study from 74 credit hours to 65 credit hours
  - Adopted a contextualized math course
  - Imbedded critical thinking in other classes
  - Eliminated elective course

### Computer Information Technology
- Reduced program of study from 70 to 66 credit hours
  - Streamlined elective courses
  - Reduced non-state issued course load
  - Imbedded critical thinking in other classes
CbD Design Principles

Extracted from presentations by Jenkins (CCRC) & Johnstone (RP) and WestEd’s Changing Course
CBD Pathway Principles

1. Accelerate Entry into Coherent Programs of Study
   - Provide a structured, efficient, and prescriptive student progression experience
   - Clear sequence of courses that lead to completion

2. Ensure Students Know Requirements to Succeed
   - Ensure students understand assessment & placement process and importance of preparation
   - Clearly communicate requirements for degrees & certificates and the path to achieving them
CBD Pathway Principles

3. Minimize Time Required to Get College Ready
   - Clearly map out program requirements and sequence
   - Prescribe course of study for students based on goals and level of readiness

4. Customize and Contextualize Instruction
   - Use program-specific content to make developmental education relevant and engaging
   - Use of experiential learning
CBD Pathway Principles

5. Integrate Student Support with Instruction
   - Embed student support within instruction where appropriate
   - Ensure student support serves students who most need it

6. Continually Monitor Student Progress and Proactively Provide Feedback
   - 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
CBD Pathway Principles

7. Reward Behaviors that Contribute to Completion
   - Potential for monetary incentives to encourage progress / completion
   - Also consider non-monetary incentives such as recognition of progress

8. Leverage Technology to Improve Learning and Service Delivery
   - Use technology to monitor and celebrate progress
   - Use of technology within curriculum