Completion by Design Update

Instructional Administrators & Student Development Administrators
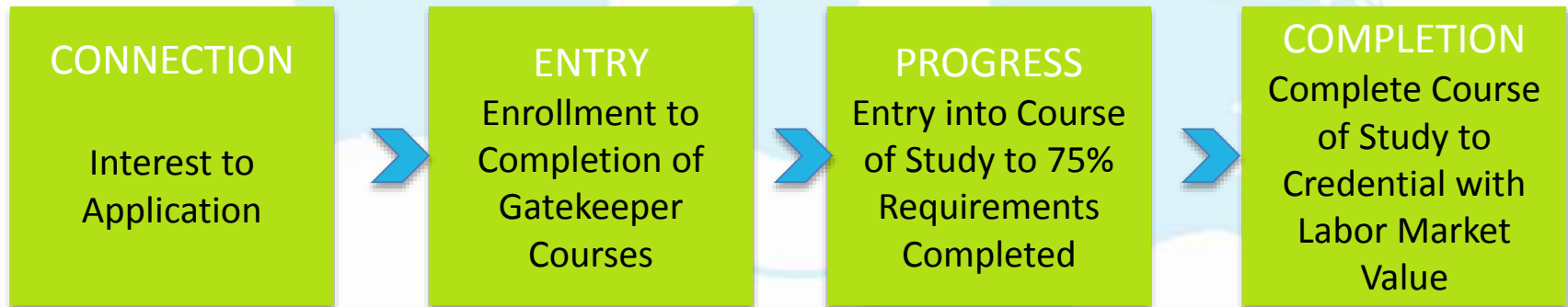
Joint Spring Conference 2014
March 6, 2014
Ed Bowling

Completion By Design

- Funded by the Bill & Melinda Gates Foundation

- Goal: Raise community college completion rates for low-income students under 26

- Guilford Tech CC, Central Piedmont CC, Davidson CCC, Martin CC, Wake Tech CC

- 3 phases
  - Planning (August 2011-July 2012)
  - Implementation (July 2012 – December 2014)
  - Scaling and Adoption (October 2013-December 2016)

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

STUDENT DATA SYSTEM (From Day 1 to Completion)

STUDENT ENGAGEMENT

LEADERSHIP FOCUSED ON COMPLETION

Planning

- Broader and deeper use of data to identify loss/momentum points

- Engage stakeholders

- Integrated approach to processes and interventions

- Structured pathways

Connection **Entry** **Progress** **Completion**

On Ramp

High School Graduates

Dual Enrollment

On Ramp

Adult Students

ABE / GED / Basic Skills

Acceleration into Programs of Study

- Summer bridges/boot camps

- Mandatory orientation, placement test preparation

- Multiple placement criteria

- First year experience

- Concurrent enrollment of highest level developmental education courses and college-level courses

- Student success/study skills courses with college/career exploration emphasis

- Developmental Math and English modularization

College Ready

Structured Programs of Study

- Aligned with Transfer or Career outcomes

- Clear articulation with 4 yr. partners

- Stackable, competency based, credentials

- Clearly defined course sequencing

- Prescriptive, limited electives

- Student support built into academics

TRANSFER
Graduates are ready for transfer with as Juniors with minimal loss of credit

CAREERS
Graduates are career-ready and receive a family-supporting wage

Integrated Planning and Advising Systems (SSP/MAP, OSP, Starfish)

Proactive Advising

Implementation

- Structured programs of study
- Pro-active advising
- Acceleration into programs of study
- First year/front door supports
- Policies that support completion
- Technology to strengthen advising and planning

Structured Programs of Study

Goals: *1) Align with outcomes of jobs or transfer without loss of credit   2) Reduce electives and make course selection more prescriptive*

- Reduced course offerings

- Reduced AAS program hours

- Prescribed AAS general education

- Sequenced courses

Proactive Advising

Goals: *1) Provide ongoing, intrusive advising through each stage of student pathway   2) Guide students through structured programs of study*

- Assessment of existing advising model

- Centralized advising, faculty advising, or a hybrid

- Technology to support caseload and academic planning

Acceleration into Programs of Study

Goals: *1) Reduce the amount of time to get students college-ready*
2) Reduce the amount of time for students to begin stacking credits toward their credentials

- Implement statewide developmental education reforms

- Concurrent enrollment

- Contextualization

- Summer bridge and boot camp programs

First Year/Front Door Experiences

Goals: *Implement proven and promising processes and programs that increase student success*

- Mandatory orientation and first advising session

- Student success courses

- Placement test/diagnostic preparation

- Career counseling

- Mid-term grades

Policy, Technology and Evaluation

- Nine state policy levers to support completion

- Local policy reform to support completion

- Integrated planning and advising software supports advising case management, early alerts and academic planning

- 13 Key Performance Indicators:
  - College readiness, course completion, credit accumulation, program completion

Local College Initiatives

Improving Access *Enhancing Quality* *Increasing Success*

Connection

Early College High Schools

Summer Bridge Programs

Structured Reviews for Placement Testing/Retesting

Mandatory Orientation

Career Counseling upon Admission

Entry

No Late Registration

Study Skills/College Success Course

Accelerated Dev Ed Courses

Concurrent Enrollment of Dev Ed & Curriculum

Credit for Prior Learning

Contextualized Curriculum

Progress

Structured Programs of Study

Reduced Number of Electives

Stackable Credentials

Industry Certifications

Emergency Aid for Students

2+2 Partnerships with 4-year Institutions

Completion

Waived Graduation Fees

Completion Incentives

Portfolios/Capstone Projects

Job Fairs

Pro-Active Advising with Early Alerts

Technology Support

Local Policies that Encourage Student Success

SuccessNC – System Initiatives

Improving Access   *Enhancing Quality*   *Increasing Success*

Connection

Basic Skills Plus
(Accelerating Opportunity

Career and College Promise

Common Core Alignment

Career & Technical Education High School to College Articulation

Entry

Development Education Initiative

Financial Aid Simplification

Math Pathways CIP
(Curriculum Improvement Project)

Multiple Measures/High School GPA for Placement

Progress

Minority Male Mentoring

Code Green Super CIP (Curriculum Improvement Project)

Integrated Teaching & Learning Gateway

Comprehensive Articulation Agreement and Reverse Transfer Credit

Completion

Data Initiative

Performance Measures/Funding

State Policies to Mitigate Barriers to Student Success

Completion by Design/Student Success Learning Institute

Scaling and Adoption

- CBD 2.0 – Asheville-Buncombe Tech, Durham Tech, Gaston College, Stanly CC

- NCACCP and NCACCT professional development

- Adoption of student advising and planning software statewide

- Cost effectiveness study

Student Success Learning Institute

- Scaling strategy to support adoption of CBD framework

- Two cohorts (2013 and 2014)

- Face-to-face and web-based support for colleges to develop action plan

For more information: www.completionbydesign.org

Completion by Design – North Carolina

Ed Bowling, Executive Director

rebowling@gtcc.edu

Structured Programs of Study

Goals: *1) Align with outcomes of jobs or transfer without loss of credit   2) Reduce electives and make course selection more prescriptive*

Highlights:

- **College**: Redesigned AA, AS and AAS in Business Administration
  - Developed well-defined, sequential AA and AS pathways for FT and PT students
  - Created 9 stackable certificate pathways for AAS Business Administration students
  - Reduced course offerings for General Education (Gen Ed) Core from ~200 to ~75
  - Overall, reduced course offerings for Gen Ed and programs by 50%

- **College:** Redesigned AA, AS, AAS in Allied Health, Business and Computers
  - Business & Computer Programs moved Gen Ed courses to 1st year & developed a common 1st year core with students "specializing" in an area during the 2nd semester; total hours for degree decreased by 5-8 hours
  - Allied Health reduced total hours for most degrees by 3 hours; moved Gen Ed to first semester and reduced choices to those most coherent with each degree
  - All programs moved math courses and added Success Course to first semester in program sequence; course prerequisites were re-evaluated and modified to better match modularized development education
  - Reduced course offerings for AA/AS from ~170 to ~45
  - Overall, reduced course offerings for Gen Ed by 50% (mostly in humanities and social sciences)

Structured Programs of Study

Goals: *1) Align with outcomes of jobs or transfer without loss of credit   2) Reduce electives and make course selection more prescriptive*

Highlights:

- **College**: Redesigned AA, AS and AAS in Business Administration, Information Technology and Computer Programming
  - Reduced number of credit hours required for targeted AAS degrees
    - Business Administration 74 -> 68
    - Information Technology 70 -> 66
    - Computer Programming 73 -> 69
  - Reduced courses available to satisfy the Gen Ed core from 109 to 42
  - Narrowed choices for AAS electives
  - Prescribed AAS course sequences
  - Articulation pathway with Guilford College based on new Gen Ed core
- **College :** Redesigned Diploma programs for five concentrations
  - Business/Economics, Humanities/Social Science, Life/Health and Biological Science, Engineering/Math, Science
  - Programs are not implemented for fall 2013
  - Eliminated from catalog 18 courses that were no longer offered

Structured Programs of Study

Goals: *1) Align with outcomes of jobs or transfer without loss of credit   2) Reduce electives and make course selection more prescriptive*

Highlights

- **College :** Redesigned Certificate, Diploma, and AAS degrees in 10 technical programs
    - Early Childhood, School-age Education, Business Administration, Computer Information Technology, Medical Office Administration, Office Administration, Equine Technology, Industrial Systems Technology, Electricity Systems Technology, Automotive Technology
    - Reduced electives in those programs
    - All coursework sequenced developmentally
    - Certificates stackable into diplomas and degrees
    - Each program has a capstone course for career readiness

Proactive Advising

Goals: *1) Provide ongoing, intrusive advising through each stage of student pathway   2) Guide students through structured programs of study*

Highlights

- **College :** Centralized advising model implemented fall 2012
  - Increased number of advisers from 4 to 9 total, with 3 dedicated to each curriculum School of Learning
  - 400-450 students assigned to each adviser
  - Implemented Starfish early alert system, with procedures for intervention
  - Undecided students referred to Career Counselors, who spend time in the Enrollment Center during peak periods
  - Career Counselors connected to ACA-090 course, which has a session and assignment on career exploration

- **College :** New advising model will be implemented during spring 2014
  - Broader use of faculty
  - Training program developed for new advisers will take place during fall 2013
  - Better aligns restructured programs of study with advising and other student supports
  - Announcement to faculty and staff in early fall

Proactive Advising

Goals: 1) Provide ongoing, intrusive advising through each stage of student pathway   2) Guide students through structured programs of study

Highlights

- **College :** Centralized advising with transition to faculty adviser/mentor
  - All FTIC students have mandatory advising session
  - Advisers and counselors have a case management approach
  - Students needing 2+ developmental subjects or HS GPA <2.6 assigned to counselor and required to meet with career counselor and to take a mandatory ACA course
  - AA/AS students required to meet with transfer adviser who assigns faculty adviser/mentor

- **College :** Faculty "pro-active advising" model implemented fall 2013
  - Developed advising syllabus, and engaged a NACADA consultant for recommendations
  - Established a Student Success Specialist
  - Installed Blackboard Early Alert
  - Mandatory advising – students cannot register without the help of their adviser
  - Students have academic planning assignments through their ACA-115 and ACA-122 courses

Proactive Advising

Goals: *1) Provide ongoing, intrusive advising through each stage of student pathway   2) Guide students through structured programs of study*

Highlights

- **College** : Centralized advising model implemented May 2013
    - Some advisers reclassified as student success counselors, and focused on students testing into 2+ developmental education subjects
    - Advising department refocused on first year experiences
    - Developed student success curriculum, called Success Scholars, which requires students to meet with a student success counselor three times during the first semester
    - Developed new curriculum and custom text for ACA-090
    - Faculty and staff from across the college trained to teach ACA-090

Acceleration into Programs of Study

Goals: *1) Reduce the amount of time to get students college-ready*
2) Reduce the amount of time for students to begin stacking credits toward their credentials

Highlights

- **All colleges**
  - Implementing state-wide Developmental Education math and English redesigns
  - Implementing state-wide Multiple Measures policy
    - Davidson -> fall 2013
    - Guilford -> spring 2014
    - Martin -> spring 2014
    - Central Piedmont -> spring 2014
    - Wake -> fall 2015

- **College :**
  - Concurrent enrollment for students in RED-090 with popular arts and sciences courses
  - Co-requisite sections of ENG-095 and ENG-111 (including accelerated 8 week version)
  - Contextualized ACA content embedded in selected ENG-111 courses
  - Online placement test review modified to prepare students for math diagnostic

Acceleration into Programs of Study

Goals: 1) Reduce the amount of time to get students college-ready
2) Reduce the amount of time for students to begin stacking credits toward their credentials

Highlights

- **College :**
  - Summer Bridge Enhancements
    - Career assessments
    - Career-based Service Learning
    - ePortfolios and mentoring/job shadowing
    - Continuous Bridge Support, offering ongoing wraparound support to Bridge students in the Bridge Center
  - Fast-track Math Boot Camp
    - Short course remediation –condensed version of Summer Bridge
    - Multiple entry points

- **College :**
  - Accelerated ENG-095
  - Summer College PREP program: math, English and reading
  - Implemented co-requisite courses for near college-ready students

Acceleration into Programs of Study

Goals: *1) Reduce the amount of time to get students college-ready*
2) Reduce the amount of time for students to begin stacking credits toward their credentials

Highlights

- **College :**
  - NC Pilot college for DRE implementation
  - Required ACA-090 for students testing into one or more developmental courses

- **College :**
  - Introductory Algebra review MOOC – national recognition

First Year/Front Door Experiences

Goals: *Implement proven and promising processes and programs that increase student success*

Highlights

- **College :**
    - Mandatory orientation and first advising session
    - Online placement test review required for students wanting to re-test
    - Mid-term grade notifications sent to students who are not successfully progressing

- **College :**
    - Redesigned mandatory orientation process
    - "Pre-orientation" modules
    - Increased emphasis on career planning
    - More "user-friendly" homepage navigation for new students
    - New web forum that updates students on application status

First Year/Front Door Experiences

Goals: *Implement proven and promising processes and programs that increase student success*

Highlights

- **College :**
  - Customized ACA-090 curriculum (will be mandatory for all students requiring 2+ developmental education courses beginning fall 2014.
  - Financial Aid marketing
    - Developed and implemented three-phase social media outreach program
    - Developed marketing materials and placed in high traffic areas
    - Reviewed and updated the financial aid website for usability

- **College :**
  - Required mid-term grades
  - Placement test prep review before retesting
  - Mandatory ACA-090 for developmental education students (required for al FTIC students beginning fall 2014)

First Year/Front Door Experiences

Goals: *Implement proven and promising processes and programs that increase student success*

Highlights

- **College :**
  - "Career Counseling" added to application process
  - Revised face-to-face orientation and new online "New Student Orientation"
  - Customized intake form for new students
  - Broad use of ACA courses
  - "Culture of Completion" Marketing Campaign
    - Local television and newspaper advertising
    - First Open House
    - Published President's List and Dean's List
    - Reach out directly to the community: middle schools, high schools, civic organizations

National Assistance Partners

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