NCSC Strategic Journey over the past decade (quality & efficiency)

- 2005 - Higher Learning Commission - AQIP
- 2006 - Achieving the Dream Initiative
- 2009 - Developmental Education Initiative
- 2011 - College Completion Challenge signed by BOT
- 2012 - Reaffirmation of College accreditation by Higher Learning Commission
- 2012 - Semester Conversion
- 2013 - State of Ohio implements performance funding
- 2014 - Title III grant awarded
- 2014 - CCA-GPS
- 2014 - State mandated College Completion Plan due to Ohio Department of Higher Education
- 2015 - All programs reduced credit hours from a max of 72 to 65
- 2015 - Affordability & Efficiency Report issued by state of Ohio (low enrollment)
- 2015-2016 - National Guided Pathways to Student Success, and the State Student Success Leadership Institute (SSLI)
National Initiatives: ATD Originally 5 Principles

1. Secure leadership commitment.
2. Use data to prioritize actions.
3. Engage stakeholders.
4. Implement, evaluate, and improve intervention strategies.
5. Establish a culture of continuous improvement.

Focus on academically and economically disadvantaged and first generation students to provide them with the necessary support.
Now Updated to 7 Principles
1. Learned from ATD and DEI that developmental education should not be conceptualized as a separate activity, but rather should be designed into a broader model as part of an on-ramp to college level programs of study.

2. This became a fundamental element of more comprehensive models and contributed to the conceptual foundation of Complete College America (CCA-GPS) and the Bill & Melinda Gates-funded Completion by Design (CBD) initiative, which began in 2011.
CCA-GPS Design Principles

- Give students a clear roadmap to end goals
- Simplify their choices
- Help new students choose and successfully enter a program of study
- Monitor their progress, giving frequent feedback and support as needed
- Empower faculty and staff to lead the redesign process
Completion by Design

CBD was based on the following principles:

1. Accelerate entry into coherent programs of study.
2. Minimize the time required to get college-ready.
3. Ensure that students know the requirements to succeed.
4. Customize and contextualize instruction.
5. Integrate student supports with instruction.
6. Monitor student progress and proactively provide feedback.
7. Reward behaviors that contribute to completion.
8. Leverage technology to improve learning and program delivery.
Completion by Design Framework

Understanding the Student Experience:
LOSS AND MOMENTUM FRAMEWORK

- **POLICY** (Institutional, State and Federal)
- **ACCREDITATION** (Transfer, Articulation, Credentialing)
- **VENDORS** (Testing, Publishing, Data/Transactional Systems)

**LosePoints**
- Do not apply to PS
- Delayed entry to PS
- Poor college counseling leads to under enrollment, poor matching and failure to obtain financial aid for which they qualify

**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** (Faculty, Administration, Trustees)
CBD - Start with the End in Mind

**STEP 4**

**CONNECTION**
From interest to application

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

**STEP 3**

**ENTRY**
From entry to passing program gatekeeper courses

- Require exploratory or “meta-majors” for undecided students
- Integrate basic skills instruction with program gatekeeper courses

**STEP 2**

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

- Clearly map out program paths
- Rethink advising around maps
- Use “eAdvising” to monitor student progress, provide feedback and support as needed

**START HERE**

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

- Align program outcomes with requirements for success in further education and the labor market
What is the “Guided Pathways Model?”

The Guided Pathways Model definition is:

• an integrated,
• institution-wide approach to student success,
• based on intentionally designed, clear, coherent and structured educational experiences,
• informed by available evidence,
• that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.
There are 4 dimensions to the Guided Pathways Model

1. Clear **roadmaps** from start to finish
2. Help students choose and **enter a program of study**
3. **Students’ progress tracked** - frequent feedback/support
4. Ensure that students are learning (**learning outcomes and assessments**)
1. Clarify paths to student end goals

1. Simplify students’ choices with default **program maps** developed by faculty and advisors that show students a **clear pathway to completion**, further education and employment in fields of importance to the region.

2. Establish **transfer pathways** through **alignment of pathway courses and expected learning outcomes with transfer institutions**, to optimize applicability of community college credits to university majors.
2. Help students choose and enter a pathway

1. Bridge K12 to higher education by assuring early remediation in the final year of high school.

2. Redesign traditional remediation as an “on-ramp” to a program of study, which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a Program of Study.

3. Provide accelerated remediation to help very poorly prepared students succeed in college-level courses as soon as possible.
3. Help students stay on path

1. Support students through a strong advising process, supported by appropriate technology, to strengthen clarity about transfer and career opportunities, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.

2. Embed academic and non-academic supports throughout students’ programs to promote student learning and persistence.
4. Ensure that students are learning

1. Establish program-level learning outcomes aligned with the requirements for success in employment and further education and apply the results of learning outcomes assessment to improve instruction.

2. Integrate digital and projects, internships and other applied learning experiences to enhance instruction and student success.

3. Ensure incorporation of effective teaching practice throughout the pathways (digital media, flipped classroom).
Guided Pathway Model

- **Academic maps** that detail the scope and sequence of courses required to complete a credential efficiently and transition to baccalaureate degree programs or the labor market.
- **Structured onboarding processes** that provide students with clear, actionable, and usable information they need to get off to the right start in college.
- **Proactive academic and career advising** from the start through completion and/or transfer, with assigned point of contact at each stage.
- **Early alert systems** aligned with interventions and resources to help students stay on the Pathway, persist, and progress.
- **Instructional support and co-curricular activities** aligned with classroom learning and career interests.
Essential College Capacities for Pathways Success

1. Leadership for managing and sustaining large-scale transformational change
2. Authentic engagement of faculty and staff - particularly advisors
3. Institutional capacity to use data and evidence to design academic and career pathways, monitor student progress, and implement improvements
4. Technological tools and infrastructure to support student progress
5. Commitment to strategically targeted professional development to design and implement pathways at scale (pilots don’t work)
6. Policies established at the state and institutional level that supports pathway design and implementation at scale while removing barriers
7. Continually examining the efficacy of guided pathways to support effective implementation at scale
State Initiatives

Across the State

1. P-16 and other state initiatives
2. Completion plans and workforce alignment
3. Military and Prior Learning Assessment
4. One year option, certificates
5. Remedial co-requisites
6. Competency based education
OACC: Student Success Leadership Institute (SSLI)

Advisory Committees

1. All education is workforce training
2. Work ethic
3. Effective advisory committees
Improving Student Retention and Graduation

1. Accelerated Study in Associate Programs (ASAP) and D3
2. Resources to graduate students in 2-3 years
Multiple Measures

1. Four principles:
   1. students who fall below remediation free standards;
   2. use academic factors like GPA and transcript;
   3. colleges use measures that evaluate readiness; and
   4. use a measure that has a good shelf life

2. Grit assessment

3. Looking at statewide English assessment (free to state schools)
Completion plan

1. Mandatory orientation
2. Pathways – can reduce SAP appeals
3. Everyone has a role
4. Developmental Education changes – Stark found short, intense remediation is more effective
Completion plan

1. Use evidence based approach – data team
2. Advising
3. Faculty directors and coordinators created the pathways
4. Students should have a “critical” path
5. Ensure effective teaching practices
Alignment / Execution of student journey at NCSC

1. Getting admitted and **oriented** to college, curriculum and career counseling
2. Providing proactive and **intrusive advising (early alert for early intervention)** through student and academic services, faculty & staff, online and face to face (high tech, high touch)
3. Discovering and **removing barriers** through new policies and enhanced support services with earlier interventions (especially for at risk students)
4. **Course completion and helping student move from a development course to another**, and to a college level course (especially gateway/milestone)
5. **Finishing 12, 24, and 36 credit hours**
6. Moving from one semester to another, from one year to another
7. Finishing certificates
8. Enhance internships/apprenticeships, Tech Skills, & Soft Skills
9. Doing cohorts, PLA, & CBE especially for adult learners
10. Smoother transferring process and articulation agreements
11. Increasing graduation rate
12. Tracking through employment and getting a job