

The top of the slide features a decorative header consisting of a solid green horizontal bar at the very top, followed by a black horizontal bar. The text 'Guilford Technical Community College' is centered within the black bar in a white, sans-serif font. Below the black bar is another solid green horizontal bar.

Guilford Technical Community College

The Loss/Momentum Framework

Webinar for
New York Student Success Center
September 6, 2018

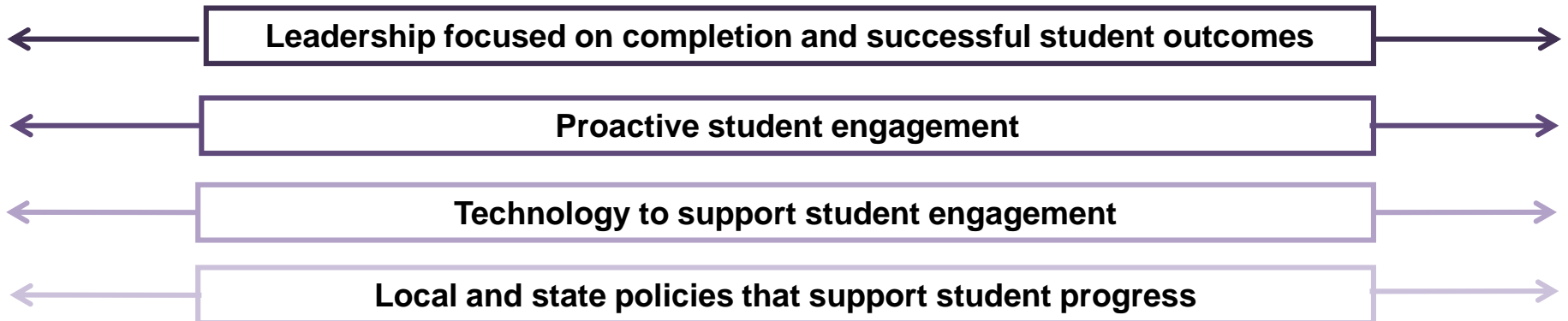
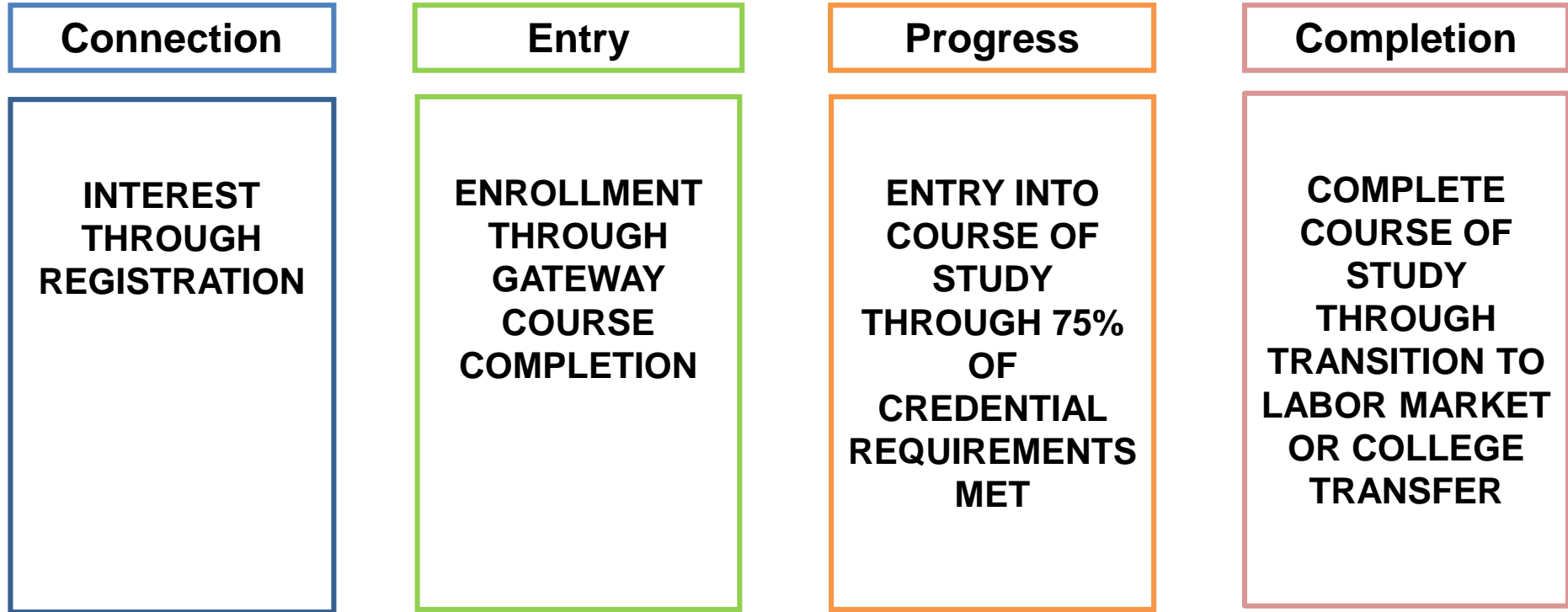
Completion by Design 2011-2018

- First national guided pathways initiative
- Goal: Raise community college completion rates for low-income students under 26
- North Carolina, Florida, Ohio
- 3 phases
 - Planning
 - Implementation
 - Scaling and Adoption

Loss/Momentum Framework

- Engage stakeholders
- Think about the student experience in four distinct phases
- Identify the experiences students have that cause them to stop
- Identify the experiences students have that move them forward

Loss/Momentum Framework



“Loss Points”

Connection

- **Students never apply or delay entry into college**
- **Poor placement testing preparation**
- **Insufficient career and program advising**
- **Late application for financial aid**

Entry

- **Poor academic preparation**
- **Weak study and computer skills**
- **Unstructured programs or too many choices**
- **Fail to enroll in or pass gateway courses**
- **Not accepted into limited program**

Progress

- **Poor work-school balance**
- **Schedule courses not in program**
- **Part-time enrollment results in long completion times**
- **Progress not monitored / no feedback**
- **Life events / “stop out”**

Completion

- **Transfer without credential**
- **Accumulate credits not aligned with completion**
- **Never complete credit-level math**
- **Financial aid runs out**
- **Uncertain how to transition**

“Momentum Points”

Connection

- **Foster college-going norms in high school**
- **Dual enrollment and AP credit**
- **Take placement test in high school / provide bridge programs**
- **Orient students to college life**

Entry

- **Assigned adviser**
- **Completion of dev ed**
- **Passing math requirement**
- **Complete student success and study skills course**
- **Pass gateway courses**
- **Map out academic plan**

Progress

- **Complete 50% of program requirements**
- **Complete certificate / stackable credential**
- **Receive emergency aid for unexpected event**
- **Receive credit for prior learning**
- **Connections**

Completion

- **Prepare for graduation / order cap and gown**
- **Work-based learning opportunities**
- **Complete applications for transfer**
- **Capstone projects**
- **Program awards and recognitions**

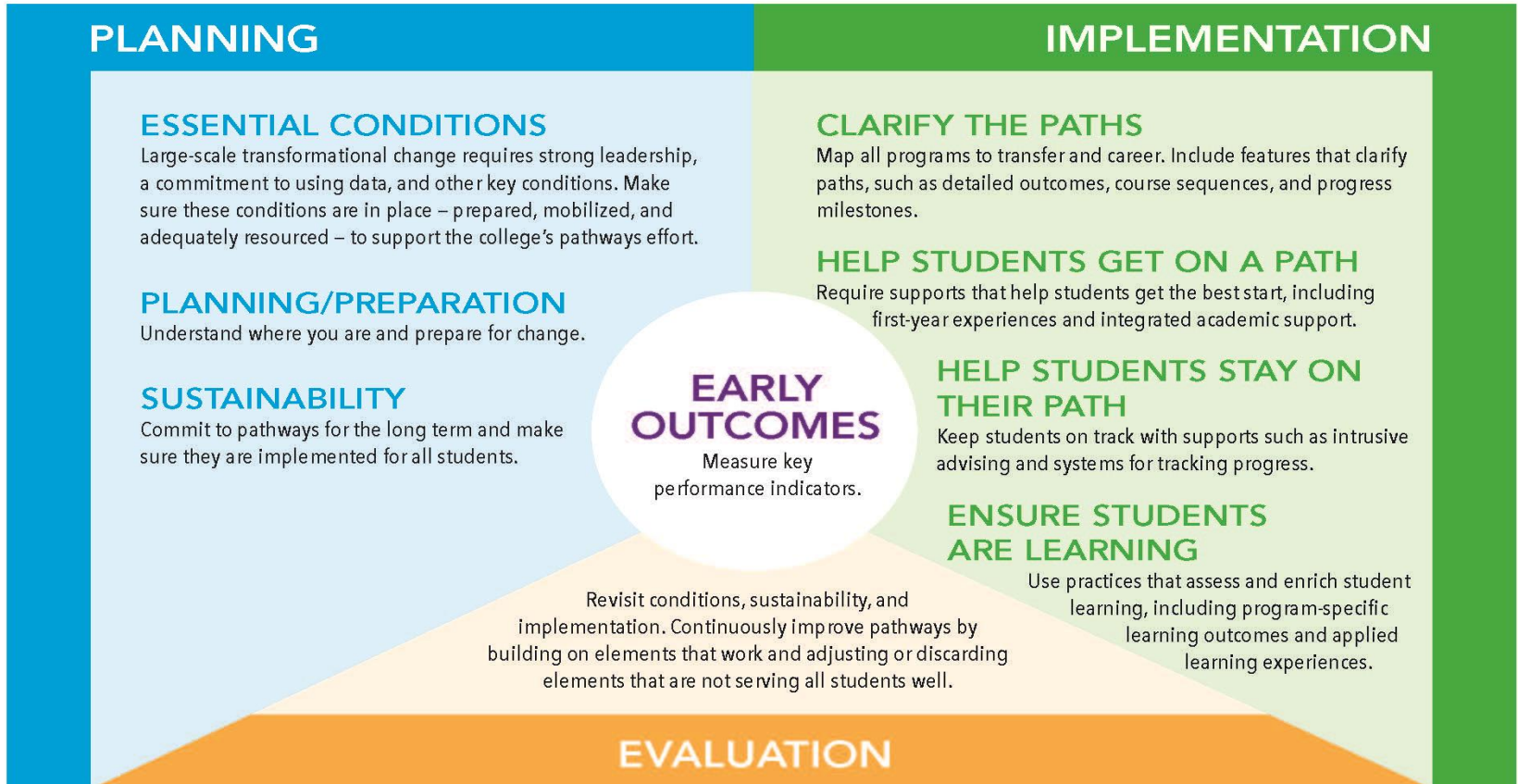
The **Loss/Momentum Framework** is a way to *think* about the student experience...

The **Guided Pathways Four Pillars** is a way to think about how we organize our colleges to *respond* to that experience.



Guided Pathways: Planning, Implementation, Evaluation

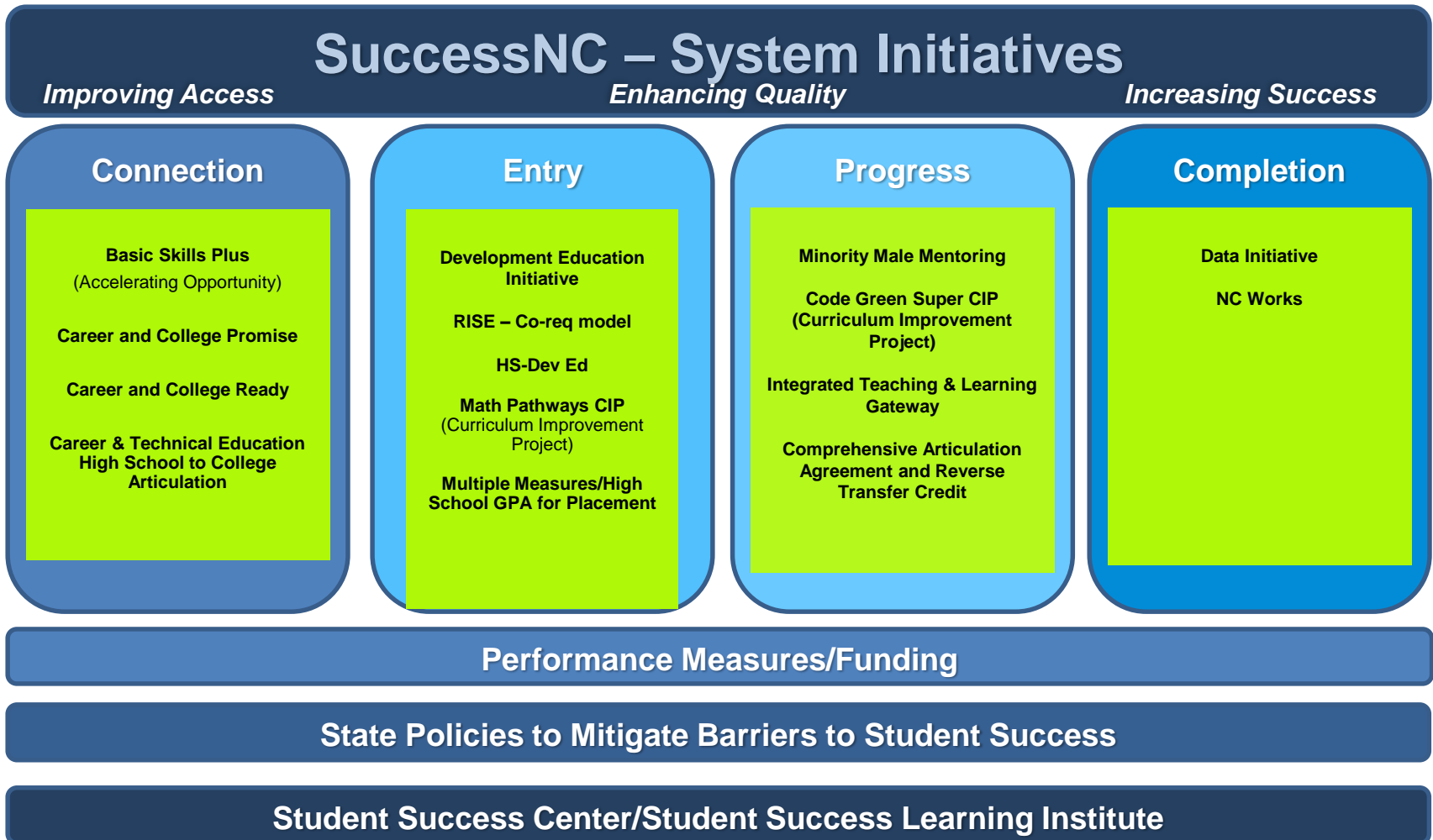
Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. Colleges should assess their readiness for intensive, broad-based change before beginning this work.



The Pathways Project is led by the American Association of Community Colleges in partnership with Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCSE), Community College Research Center (CCRC), Jobs for the Future (JFF), The National Center for Inquiry and Improvement (NCII), and Public Agenda. It is funded with support from the Bill & Melinda Gates Foundation.

Using the Framework

Connect system initiatives to local pathways work



Using the Framework to connect all local initiatives to pathways work...

The Davidson County Community College
“placemat”



2018-2019 Success Strategies

- L** Learning
- E** Equity
- C** Completion
- M** Labor Market

- Career & College Readiness** (L, E)
 - Career Coaches – Davie/South
- High School Transitions** (L, E, C)
 - Homeschool Engagement
 - DCCC Advantage Scholarship
 - Pre-Apprenticeships
- Recruitment** (E, M)
 - Enrollment Van
 - Latino Outreach
 - Redesign of College Website
 - Faculty K-12 Connections
 - Recruitment Day
 - Emphasis on Online Programs
 - Call Campaigns & School Messenger
- Apprenticeship Consortium** (L, M)
- Davie Campus Identity** (E, M)

- Developmental Education** (L, E, C)
 - RISE
- Student Connection** (E, C)
 - Career & College Promise in high schools
 - Student to Student calls
 - Peer Mentors
 - Legacy Program
- Online Enhancement** (L, C)
 - Readiness Assessment
 - Quality Matters
- Guided Pathways** (L, E, C, M)
 - Refinement of student pathways (NC-GPS)
 - Credit for Prior Learning
 - Con Ed to Curriculum Pathways
 - Career in a Year

- Equity** (L, E, C)
 - Equity Champions
 - Classroom strategies
 - Laptop Kiosks
 - Payment plan pilot
- Student Engagement/Support** (L, C)
 - International Education Center
 - Educational Travel Opportunities
 - Call Campaigns & School Messenger
- Center for Teaching & Learning** (E, L)
 - Incorporating Teaching Principles
 - Digital Learning
 - Universal Design/Accessibility
 - Assessment of Student Learning
- Year-long Registration** (C)
- Transfer Certificate** (C)

- Workforce Partnerships** (L, M)
 - Internships
 - Job Development/Placement
 - Finish Line Grants
- Foundation Partnerships** (C)
 - Completion Scholarships
- Transfer Partnerships** (C, M)
 - Articulation Agreements
 - Bachelors' degrees offered locally
- Career Services** (E, C, M)
 - Clothes Closet/Interview Attire
 - FT/PT Job Placement Services
 - Employer Interviews on campus
 - Diversified Job Fairs

Guided Pathway

CONNECTION
(Interest to Application)

ENTRY
(Enrollment to completion of 1st college-level course)

PROGRESS
(Entry to Program of Study to 75% completed)

COMPLETION
(Complete remaining 25% of requirements)

Expected Outcomes

- ↑ Percentage of students moving from Application to Enrollment
- ↑ Percentage of high school students earning college credit
- ↑ Overall enrollment

- ↑ Percentage of students entering that are college-ready
- ↑ Percentage of students who start below college level and complete recommended remediation within 1 year
- ↑ Percentage of students who pass required entry-level math and English in year one

- ↑ Proportion of students persisting to second term
- ↑ Percentage of students persisting to second year
- ↑ Percentage of credits earned of those attempted

- ↑ Graduation Rate (150% of normal time)
- ↑ Number of Completions
- ↑ % of credential-seeking students completing certificates, associate's degrees or transferring within 3 years of first enrollment

RISE (Reinforced Instruction for Student Excellence)

Program Overview

Students entering a NC Community College will be placed by unweighted high school GPA into one of three buckets.

- Students with a GPA 2.8+ may register for any class without mandatory additional supports.
- Students with a GPA 2.2-2.799 may enroll in a gateway course with a mandatory co-requisite.
- Students with a GPA < 2.2 must enroll in a one semester transition course.

Program Objectives

- Increase successful completion of gateway math and English within two years of enrollment at the community college and on their first attempt
- Positively impact traditionally underserved populations
- Decrease cost of attendance and time to completion

Placement Rules

- Applies to graduates of a U.S. high school within 10 years of graduation
- Unweighted high school GPA
- ACT/SAT scores (if do not hit GPA benchmark)
- Eliminates fourth high school math requirement under Multiple Measures Policy
- High School GPA of ≥ 2.2 places students in all other curriculum classes

NC-GPS (NC Guided Pathways to Success)

Based on the AACC Guided Pathways framework, NC-GPS is an integrated institution-wide approach to creating highly structured student experiences that guide them on the pathway to completion. Seventeen NC community colleges are in the first cohort of the year-long program led by the NC Success Center.

Essential Practices

- Clarify paths to student end goals
- Help students choose and enter a pathway
- Help students stay on path
- Ensure that students are learning

Aspen Student Success Outcomes

C Completion - High levels of student completion of workforce certificates, two-year degrees, and transfer to four-year colleges driven by institutional practices and policies that promote completion.

M Labor Market - High rates of employment and earnings for graduates achieved through institutional practices and policies aligned with labor market needs and student labor market success.

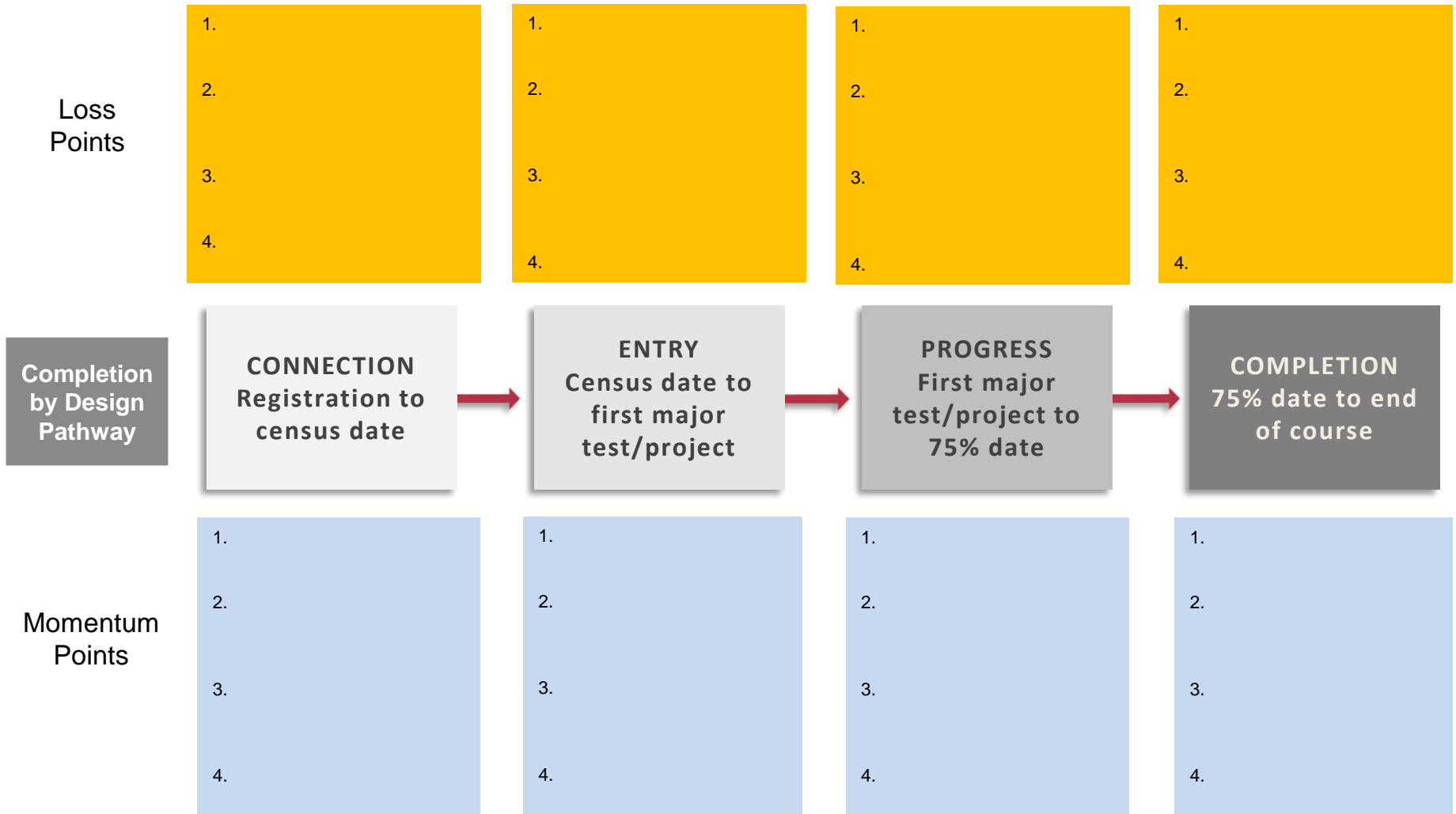
L Learning - Evidence that students learn at high levels, resulting from institutional practices and policies that result in strong and improving levels of student learning in courses, within programs, and at the college-wide level.

E Equity - High levels of access and success for students who are often underserved, underrepresented and from low-income backgrounds, stemming from an institutional commitment to close achievement gaps.

Guiding Teaching Principles

1. Effective teaching centers on **facilitating student learning** to meet the requirements of a changing global economy.
2. Effective teaching is inspirational, **providing clear expectations** for students regarding learning goals, course policies and assignments.
3. Effective teaching **encourages students to engage** in critical thinking, reflective reasoning, problem solving, collaboration, and application.
4. Effective teaching **helps students understand** how course content is relevant to them and their community throughout their lives, preparing students for enhanced career and educational opportunities.
5. Effective teaching **fosters a collegial and dynamic process** in which faculty share and learn strategies and approaches focused on improving student learning.
6. Effective teaching **infuses a culture of assessment** of student learning into the instructional environment to inform improvements in curriculum, pedagogy, resources and student success.

Completion in the Classroom



On average, CBD colleges met three out of five of their 2019 target goals three years ahead of schedule.



10% more students completing entry-level Math in their first term



12% more students completing 12+ credits in their first term



8% more students completing 24+ credits in their first year



9% more students choosing a concentration in their first year



12% more students completing entry-level English in their first term

Guided Pathways Approach at Rockland Community College

Pathways Goals

- ALL STUDENTS WILL BE ON A CLEAR PATHWAY TO AN EDUCATIONAL OR CAREER GOAL THAT INCLUDES A SOUND FINANCIAL PLAN.
- ALL STUDENTS ON CREDENTIAL SEEKING PATHWAY WILL COMPLETE ALL GATEWAY COURSES WITHIN THE FIRST YEAR.
- ALL FACULTY/STAFF WILL HAVE THE SKILLS, TRAINING AND KNOWLEDGE REQUIRED TO IMPLEMENT GUIDED PATHWAYS.
- AT LEAST 50% OF OUR CREDENTIAL SEEKING STUDENTS WILL COMPLETE IN 3 YEARS.

Pathways Leadership Team

Pathway Leadership Co-Leads

Connection Team Co-Leads

Entry Team Co-Leads

Professional Development
Team Co-Leads

Progress and Completion
Team Co-Leads

Communication and Logistics
Team Co-Leads

Pathways Working Groups

- Connection
- Entry
- Professional Development
- Progress & Completion
- Communication
& Logistics



GTCC Completions are UP!

Academic Year	Associate Degrees	Total Credentials	Total Completers	Fall Enrollment	IPEDS 3-yr Completion (reported)
2011	1,122	1,573	1,339	14,530	14.0%
2012	1,197	2,148	1,735	14,257	11.8%
2013	1,194	3,476	2,475	13,362	9.6%
2014	1,342	2,452	2,012	12,146	12.1%
2015	1,334	2,554	2,049	11,113	12.6%
2016	1,425	2,483	2,090	11,066	17.0%
2017	1,449	2,273	1,939	9,914	18.5%
2011-2017	+ 29.1%	+44.5%	+44.8%	-31.7%	

For more information:

www.completionbydesign.org

www.gtcc.edu

www.davidsonccc.edu

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