



The Michigan Center
for Adult College Success
Collaborate. Innovate. Transform.



Michigan Regional Adult Initiative for Skills and Education (MI-RAISE) Design Lab

Convening
February 13, 2024





Agenda

- Welcome and Updates
- Student Success & Adult Learners
- Seamless Pathways That Accelerate
- Peer Learning Breakout Sessions
- Next Steps

*****Please rename your pin with your organization.*****

MI-RAISE Design Lab



“Don’t wait for success, go out and create it.”

~unknown





Innovation Investment Awards Timeline

IIA application made available – Mar. 15, 2024

IIA applications open – May 1, 2024

IIA applications due – July 15, 2024

Select IIA cohort – Early August, 2024

IIA Recipients notified – Mid-August, 2024

IIA process begins – End of August, 2024

IIA funds expended – Sept. 1, 2026



IIA System Changes

Looking for proposals that include systemic changes that include at least one of the following:

- Flexible scheduling and accelerated degree programs
- Prior learning assessments and credit for prior learning
- Competency-based education
- Adult navigators, proactive and/or comprehensive advising supports
- Corequisite support and corequisite remediation
- Work-based learning, apprenticeships, internships, and/or corporate partnership programs
- Eliminate barriers to transfer students
- Career-aligned and guided pathways
- Basic needs support
- Other system changes that incorporate evidence-based best practices to promote adult student success

Student Success & Adult Learners





Learning Session Prepared for the MI-RAISE Design Lab

Student Success & Adult Learners

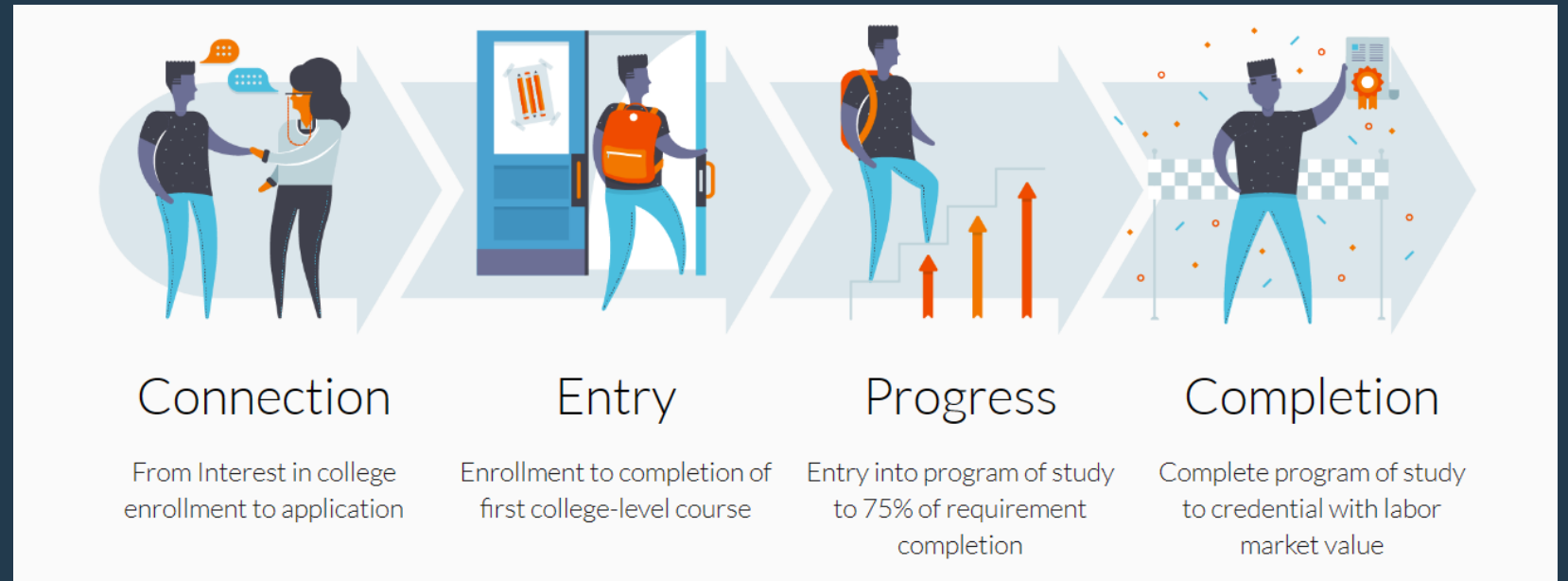
February 2024

The Student Success Movement Timeline

- 1950s-1980s – Community colleges emerge with an exclusive mission focus on access and universities are not concerned with access (or success)
- 1990s – Community colleges and access-oriented universities begin looking at their data and the “completion agenda” takes off
- early 2000s – National networks like Achieving the Dream launch and community colleges begin innovating, researchers dig in. Some access-oriented universities quietly participate and even lead the way (e.g., Georgia State). The Loss & Momentum Framework appears from a combination of researcher activity (CCRC) and on-the-ground efforts by colleges in several states.
- mid-2000s – Research suggests that the proliferation of boutique interventions reaching small numbers of students isn’t having significant impact – a decade of reform with little to show. The “Guided Pathways” movement emerges as a response.

The Loss & Momentum Framework Origin Story

*Completion by Design – 2011-2016
9 colleges in 3 states (FL, NC, OH) with
support from a set of national orgs
and research engagement from CCRC*

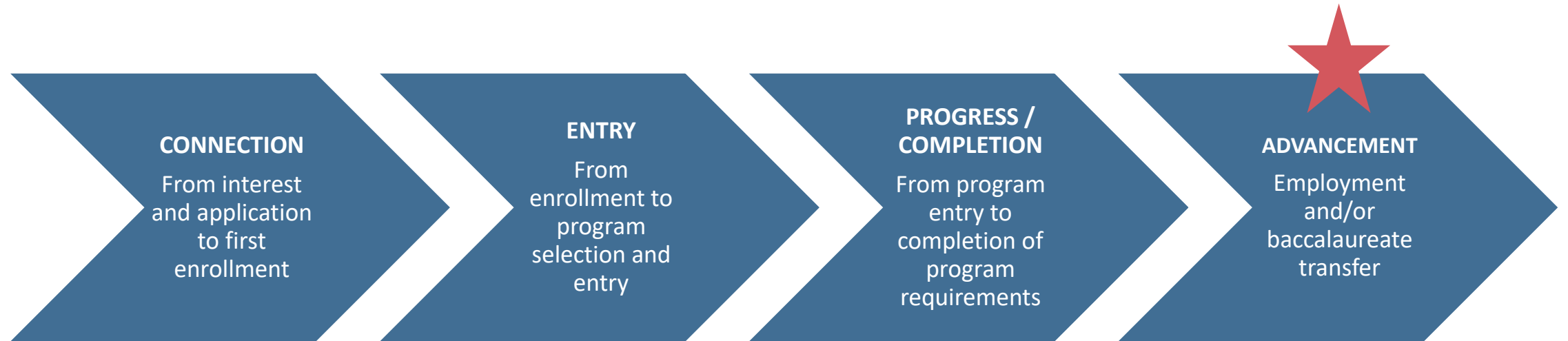


IHEs began looking at student outcomes data, researchers began looking for patterns, and the student journey was centered for the first time (ever)

Evolving the Loss & Momentum Framework: From Completion to Advancement

Completion of credentials isn't the goal: the goal is socioeconomic mobility. The value of credentials matters.

The overwhelming majority of community college students intend to earn at least a bachelor's degree, which wasn't reflected in the original formulation.



Redesigned institutional practices

Program organization / information

- Career-aligned guided pathways.
- Credit for prior learning
- Targeted recruitment
- Adult Navigator
- Eliminate transfer barriers

Student onboarding

- Early career exploration
- Academic planning
- Integrated academic support in math and other critical program courses

Ongoing support

- Proactive/comprehensive advising
- Flexible scheduling
- Competency based education
- Basic needs support

Program-specific teaching / learning

- Field-specific learning outcomes
- Work-based learning, apprenticeships

Student experience stages



Student behavior metrics

- Enrollment
- Initial program declaration
- CPL, non-credit, transfer credits articulated.

- Program choice
- Passing college-level math and English
- Success in program & gateway courses
- First semester credits enrolled

- Persistence term-to-term and year-to-year
- Persistence in program
- Program course pass rate
- Program credits earned
- Time/credits to credential
- Award receipt

- Employment
- Employment in chosen field
- Earnings gains
- Successful transfer
- Bachelor's receipt

Evolution of the Movement

2021 CCRC Statement of Essential Practices for Achieving Equitable Student Success

Organize all programs by meta-major and backward map them to ensure they prepare students to secure a family-supporting job or transfer to a four-year college with no excess credits in their field of interest.

Redesign the onboarding experience (ACIP)

Reorganize advising to enable case management by field, and monitor progress and schedule classes using students' individualized educational plans.

Integrate active and experiential learning throughout programs, both inside and outside the classroom.

Evolution of CCRC's Thinking

The Ask, Connect, Inspire, Plan Framework

ASK every student about their interests, strengths, aspirations, and life circumstances with the aim of helping them explore programs of study and career paths aligned with their goals

CONNECT every student with faculty, peers, alumni, and employers in fields of interest to them and to college and community resources that can help support their needs

INSPIRE students by ensuring that they are able to take at least one well-taught, college-level course on a topic that interests them in their first term.

PLAN: Help every student develop—by the end of the first term—at least a preliminary individualized education plan that is aligned to jobs and/or transfer in a field of interest

Comparing Conventional Practice and ACIP Practice

The ACIP Framework in Action

	Conventional Practice	ACIP Practice
Ask	Academic and career exploration is mainly limited to information provision and students' self-directed efforts.	Every student is engaged in an ongoing conversation about their interests, strengths, and aspirations and is guided to relevant programs and people at the college.
Connect	Students forge relationships in their field mostly independently.	Colleges provide organized opportunities for all students to meet with faculty, peers, alumni, and employers who are in fields of interest to them.
Inspire	Students spend the first term or year completing math and English requirements and general education courses.	Every student takes at least one well-taught, college-level course on a topic that interests them in their first term.
Plan	Students are helped to develop a first-term or first-year schedule, followed by self-directed efforts.	Colleges help every student to develop a full-program educational plan used to schedule classes and monitor progress.

Lessons from the Field: Common Barriers to All Types of Student Success Innovation (data and evidence are necessary, but they're never enough)

Absence of unifying vision grounded in evidence and student experience

- Identify impediments to senior leadership prioritizing and communicating effectively about adult college success and close gaps here first
- Connect work to the strategic plan and make adult college success visible as a vital piece of the college's ability to achieve its mission
- Set SMART goals and plant seeds of the mindset shifts required to live into the vision. Care about foster a joyful, mindful, tenacious, and courageous culture

Lack of coordination across different functional areas

- Map initiatives to better understand dependencies, resource challenges, impacts on divisions
- Create silo-spanning conversations to help leadership of student services, academic functions and operations better understand how each and all are implicated in major student success initiatives
- Incentivize collaboration across areas

Insufficient supports for mid-level leaders and front-line faculty & staff tasked with implementation

- Engage deans, chairs and mid-level academic administrators as partners, and listen carefully to better understand support needs
- Carefully distinguish between unmet PD/training needs, staffing shortfalls, and communications breakdowns that are manifesting as perceived support gaps
- Know where your resources are going and what they're achieving

Seamless Pathways That Accelerate

Key elements of program pathways that are essential for accelerating adult learner progress



A Note on Language

Non-credit programs: Industry-focused technical training programs that lead to a certificate or certification of value.

Degree programs: Programs leading to an associate, applied associate, or bachelor's degree regardless of whether the credits are offered through non-credit or academic departments. This is inclusive of standalone credit-bearing workforce credentials nested within degree programs.

Pathways: Having a clear route with identified steps from one program to the next.

Michigan Landscape Analysis

2.5
million

Adults in Michigan lack
a postsecondary
credential

1.16
million

Some College, No
Degree

5% ↑

Increase in SCND
population from 20/21-
21/22

Adult Postsecondary Education In Michigan & Beyond A Landscape
Analysis, September 2023, MCACS

Michigan Transfer Data



4 in 5

bachelor's degree completers in Michigan have taken a course at a community college

Michigan community college students who complete bachelor's degrees accumulate upwards of 30 excess credits.

Smoothing Pathways To Transfer In The Humanities: A Report On The Strengthening Michigan Humanities Project, March 2023, CCRC

What defines a high-quality, accelerated pathway model?

Program Features

Fast-track to Credentials and/or Degrees in High-Demand Careers



At Minimal or No Cost to Students

Addresses Barriers to Equitable Participation



Student Experience

Integrated Work-Based Learning Experiences



Sequenced Set of College Courses

Embedded College & Career Advising



Self-Assessment Priorities



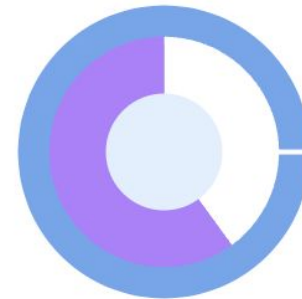
80%

of institutions identified credit for prior learning as a priority



62%

of institutions identified LMI as a priority



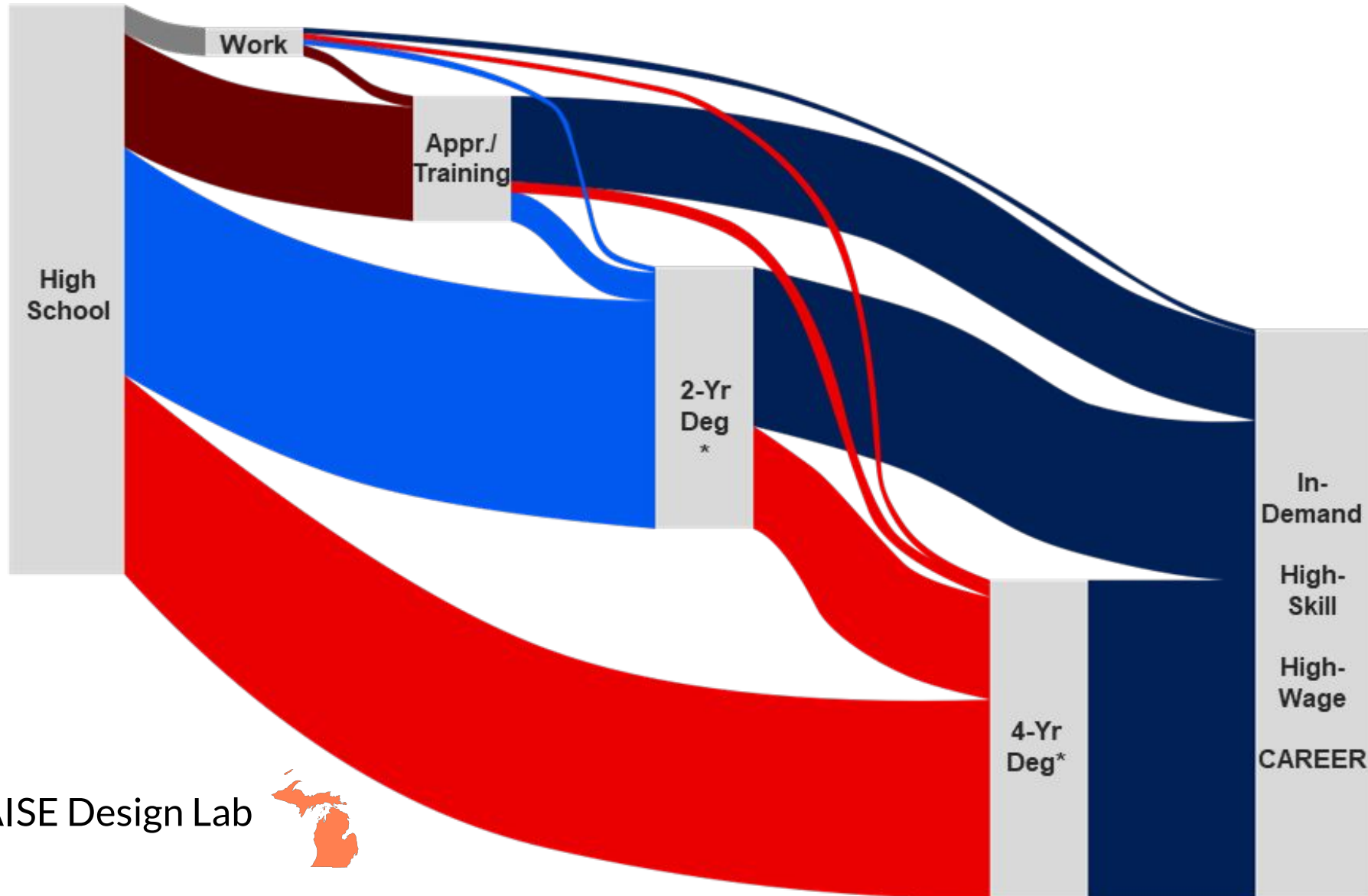
60%

of institutions identified aligning credit and non-credit pathways as a priority

Labor Market Information

Determine high-skill, in-demand,
family-sustaining wage occupations to
identify pathways

Labor Market Information



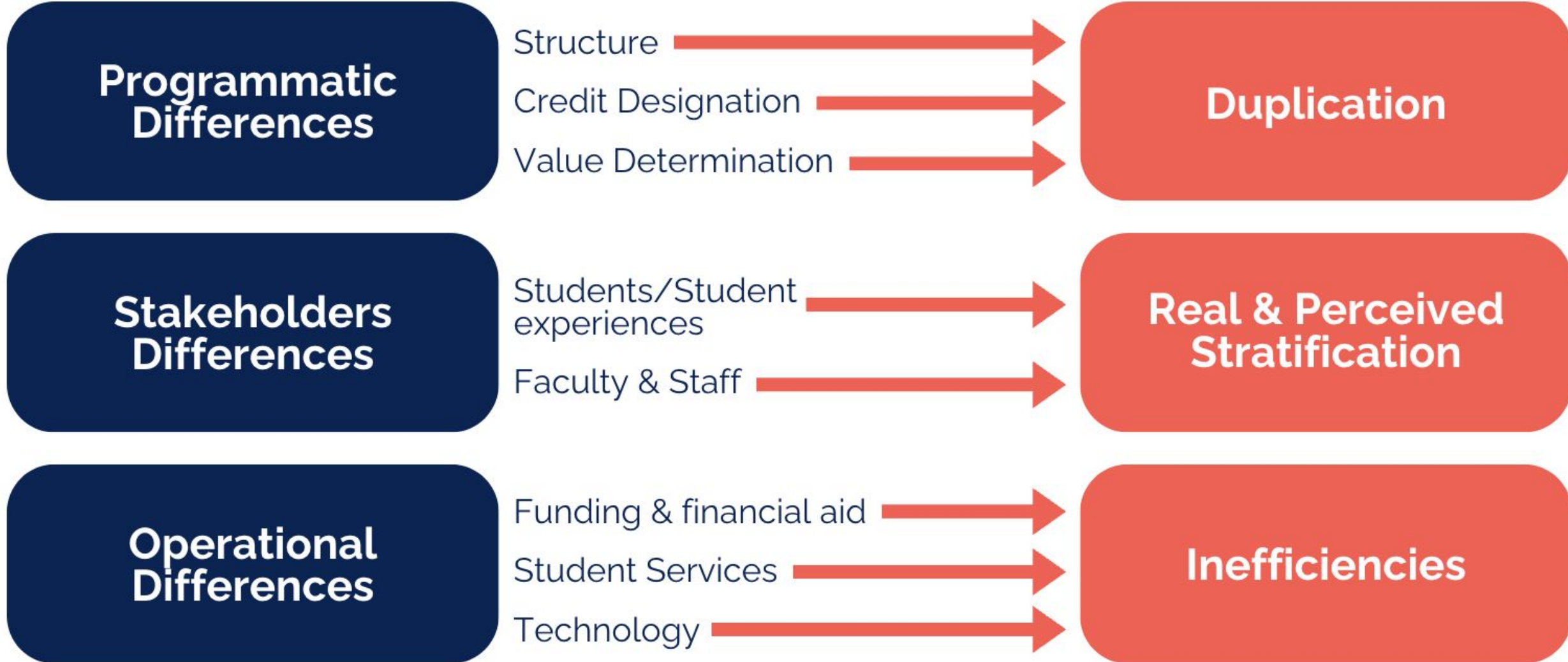
Non-credit and Credit Alignment

Leaders in postsecondary must eliminate the silos that too often exist across non-credit and credit divisions

The **division** between non-credit & credit is **severe** and **obstructs** pathways.

Differences

Results



Guiding Framework



TREAT ALL STUDENTS AS STUDENTS

1

Treat all students as students. Treat noncredit students as equal to credit students.

**BUILD PATHWAYS BETWEEN
NON-CREDIT & CREDIT CREDENTIALS**

2



Build clear pathways between non-credit and credit credentials. Promote the next step on the pathway through clear communications and advising.



ALIGN DEPARTMENTS & GOVERNANCE

3

Align departments and governance. Align operations functions as demonstrated through joint leadership, shared data systems, and/or coordinated processes.

**MAKE PROGRAMS CREDIT-WORTHY
OR CREDIT-BASED**

4



Make programs credit-worthy or credit-based. Provide automatic or partially automatic credit determination for noncredit learning experiences.



REMOVE BARRIERS TO TRANSITION

5

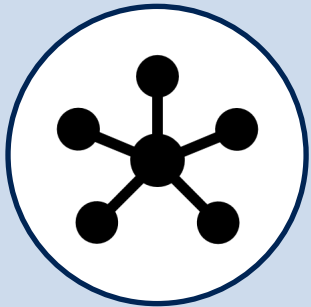
Remove barriers to transition. Remove barriers related to finances, financial aid, registration, and others.



Learning Recognition

Students who are awarded credit for their prior learning take more credits, on average, than students who are not awarded credit for prior learning

Credit for Prior Learning (CPL)



Systemic



Transparent



Faculty-Driven



Collaborative

Scale Credit for Prior Learning (CPL)

Agreements on Modalities

Evaluation of National & Local Training

Standard Exams

Credit for Military Training

Individualized Assessments

Build Institutional Capacity

Identify Assets

Faculty Steering Committee

Examine Advising Structures

Develop Institutional Plan

Engage Faculty & Advisors

Identify Courses & Programs

Faculty Review & Agreements

Systemic Advisor Review

Plan for Professional Development on Assessment & Review

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Stackability

Stackable credentials ensure that students have equitable access to on- and off-ramps to learning while working.



Stackability is a tool to be leveraged

"Stackable credentials have the *potential* to provide more *equitable access* for students, offer more *flexible training* options for employers, and generate a pipeline of individuals who will *re-enroll* in institutions for upskilling."



Equitable
access

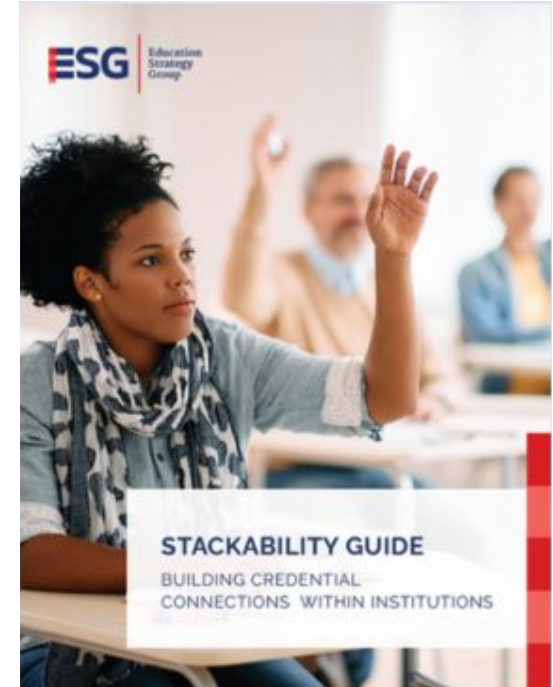


Flexible training
options



Increased
Enrollments

Stackability Guide



Mapping & Alignment of Curriculum

Mapping & Alignment of Curriculum



Align with federal and state financial aid rules and scholarship requirements (if applicable). Consider if the credential map ensures that different stackable credentials are eligible for federal and state financial aid in terms of length of time and clock or credit hours.



Ensure each credential has value in the labor market by working with local employers to assess critical short-term and long-term workforce needs.



Ensure alignment with relevant institutional, state, accreditation, industry, and licensure or professional certification requirements or standards.



Update any professional or national accreditation organizations as required by the quality assurance entity.



Update any MOUs or agreements with intermediaries or additional institutions as needed to support the stackable credential pathway.



Align credential course requirements to ensure overlapping coursework and the ability for students to make progress towards multiple credentials simultaneously.



Mapping &
Alignment of
Curriculum

Ensuring alignment in requirements means that students can return and build upon what they already have without losing credits or time while securing meaningful credentials with labor market value

- 1 Create working teams tasked with mapping and aligning curricular requirements and relevant educational policies.
- 2 Build stackable credential pathways based on agreed upon mapping and alignment.
- 3 Connect with employers to ensure that stackable credential pathways lead to sustainable income and good jobs.



Example in Action

Mapping &
Alignment of
Curriculum



South Texas College understands the value of recruiting students already enrolled in short-term programs, including **English Language Learners** and **adult education programs**, from inside the college.

Using the mindset that **“no degree is terminal”**, the college uses **stackability to build confidence each step of the way** and leverages competency-based education to ensure the learner can progress much faster and with less debt up a ladder of credentials.



**SOUTH TEXAS
COLLEGE**

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Credential Pathway Communication

Credential Pathway Communication

- ✓ Include a description of the stackable credential pathway.
- ✓ Clearly state each credential available along the pathway (certificate, technical diploma, associate degree, etc.) including any certifications earned.
- ✓ Provide information on the cost, financial supports, and length of each credential.
- ✓ Outline employment opportunities associated with each credential and certification including titles, salary and skills.



Credential Pathway Communication

Students and advisors should be able to clearly see, with any credential, what job it leads to, how to take the next step, and when to come back for the next credential.

- 1 Design student-centered communications plans on the availability and benefit of stackable credentials
- 2 Engage with employers and community partners on shared messaging in support of stackable credentials
- 3 Develop an internal communication plan for consistency of messaging and information sharing within and across an institution



Example in Action

Credential Pathway Communication

Using learner personas to explore and define how and where students are most likely to access information will require a multi-level marketing and communications plan.

Faculty, staff, and communications leads should consider:

- 1 Audience
 - Key Messages for Learners
- 2 Actions Desired of Learners
 - Mediums of Communication
- 3 Frequency
 - Communications Lead
 - Impact



Mapping Stackable Credentials
Connecting Credentials for Academic and Career Success

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Discussion Questions

- What resonates with the group from the presentation?
- How does this work align with your institution's priorities?
- What additional information do you need?



Peer Learning Breakouts



Next Steps

- **Register** for the in-person convening that will be held on March 21, 2024 9 a.m.-3:30 p.m @ Lansing Community College
- **Submit** all January expenses as soon as possible. Those that have been received are being processed.
- **Update** the contact information for each institution's or collaboration's teams.
- **Review** the occupation lists from the labor market executive summaries
- **Complete** the survey on today's session.



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Q & A

Contact us:

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