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Learning Session Prepared for the MI-RAISE Design Lab
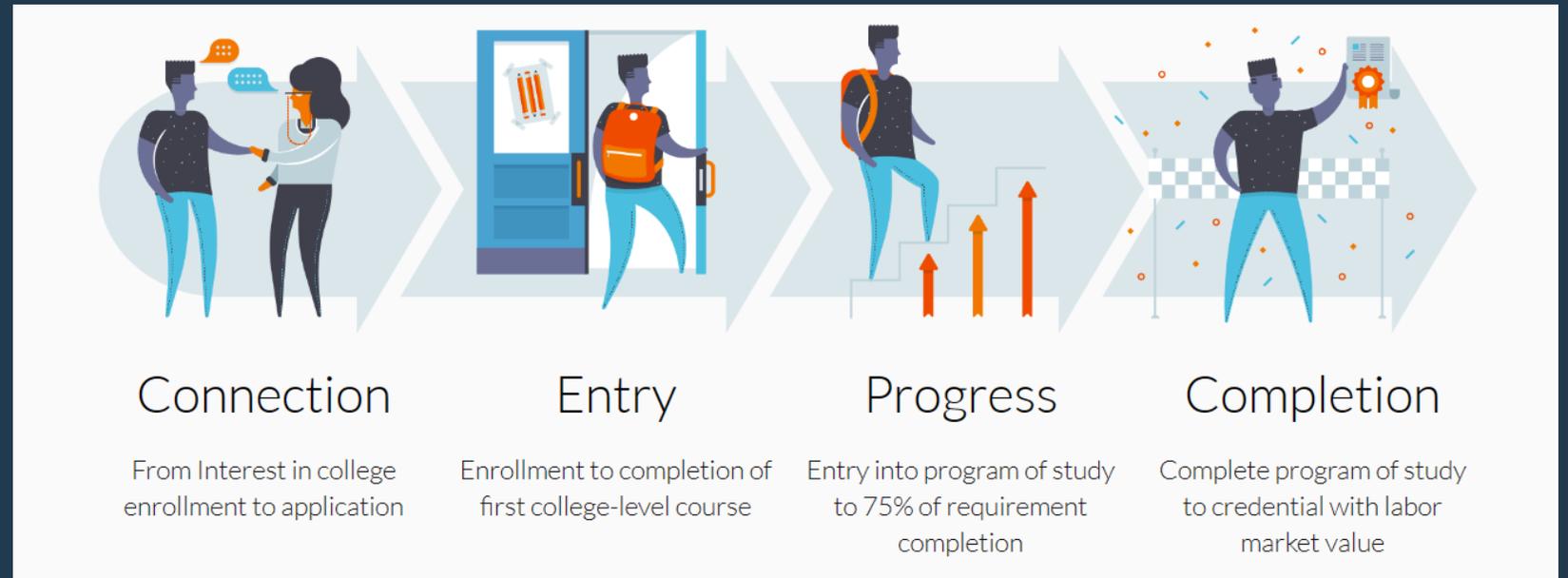
Student Success & Adult Learners

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.

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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

COMPLETION BY DESIGN

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

BILL & MELINDA GATES *foundation*

Connection
From Interest in college enrollment to application

Entry
Enrollment to completion of first college-level course

Progress
Entry into program of study to 75% of requirement completion

Completion
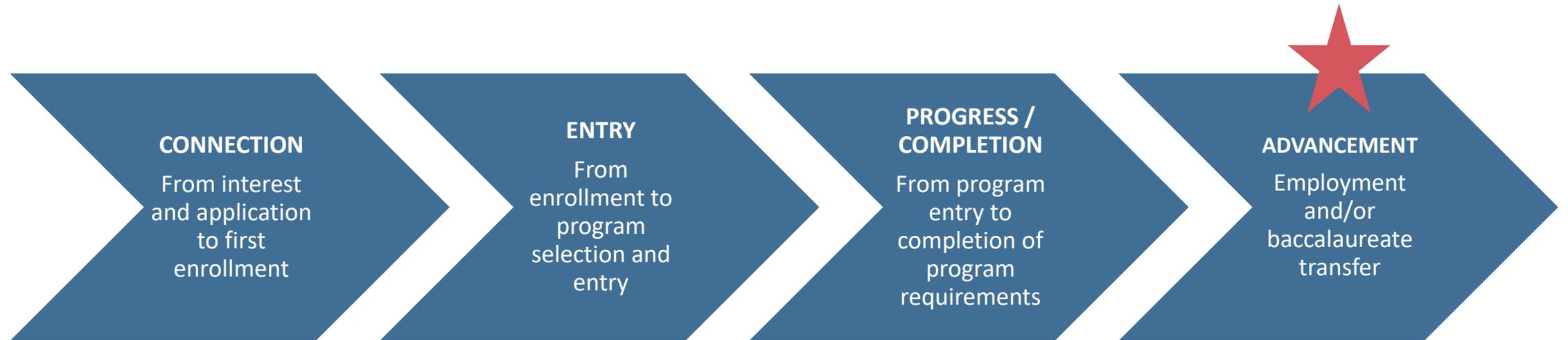Complete program of study to credential with labor market value

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

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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.

CONNECTION

From interest and application to first enrollment

ENTRY

From enrollment to program selection and entry

PROGRESS / COMPLETION

From program entry to completion of program requirements

ADVANCEMENT

Employment and/or baccalaureate transfer

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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

CONNECTION
From interest and application to first enrollment

ENTRY
From enrollment to program selection and entry

PROGRESS / COMPLETION
From program entry to completion of program requirements

ADVANCEMENT
Employment and/or baccalaureate transfer

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

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Adapted from Jenkins & Lahr, CCRC

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.

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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.

https://ccrc.tc.columbia.edu/media/k2/attachments/ask-connect-inspire-plan-onboarding.pdf

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

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