Completion by Design

November, 2011

Dallas County Community College District

What is CBD?

- Five year community college reform effort aimed to help more low-income young adults complete more quickly and with greater rates of success

- The Bill & Melinda Gates Foundation will provide nearly $40 million over five years to four states

- The largest investment to date in higher education

Why CBD?

- By 2018, 63% of all jobs will require education beyond high school.
- As a nation, the U.S. ranks 8th in the number of students who complete a degree
- As a state, Texas ranks 45th in attainment of Associate's degrees, 42nd in residents aged 25-35 with an associate's or higher
- The TX CBD cadre represents 235,000 students – 1/3 of all college students in the state

Who is CBD?

After a rigorous application process, only four Managing Partners were awarded in the nation:

- Florida – Miami Dade College
- North Carolina – Guilford Technical Community College
- Ohio – Sinclair Community College
- Texas – Lone Star College System

Cadre Colleges / Campuses & State Policy Leads

| FLORIDA	NORTH CAROLINA	OHIO	TEXAS
MIAMI DADE COLLEGE	**GUILFORD TECH. COMM. COLLEGE**	**SINCLAIR COMM. COLLEGE**	**LONE STAR COLLEGE SYSTEM**
Hialeah Campus	Central Piedmont Community College	Sinclair – Courseview Campus	Alamo Colleges
Homestead Campus	Davidson County Community College	Sinclair – Dayton Campus	Dallas County Community College District
InterAmerican Campus	Martin Community College	Lorain County Community College	El Paso Community College
Kendall Campus	Wake Technical Community College	Stark State College	South Texas College
Medical Center Campus			
North Campus			
Wolfson Campus			
STATE POLICY LEAD	**STATE POLICY LEAD**	**STATE POLICY LEAD**	**STATE POLICY LEAD**
Florida College System / Department of Education	North Carolina Community College System	Ohio Association of Community Colleges	Communities Foundation of Texas & Texas Higher Education Coordinating Board

★ TEXAS ★ COMPLETION BY DESIGN

Texas CBD Cadre

- Alamo Colleges
- Dallas County Community College District- lead by Cedar Valley College
- El Paso Community College
- Lone Star College System
- South Texas College

What will we do?
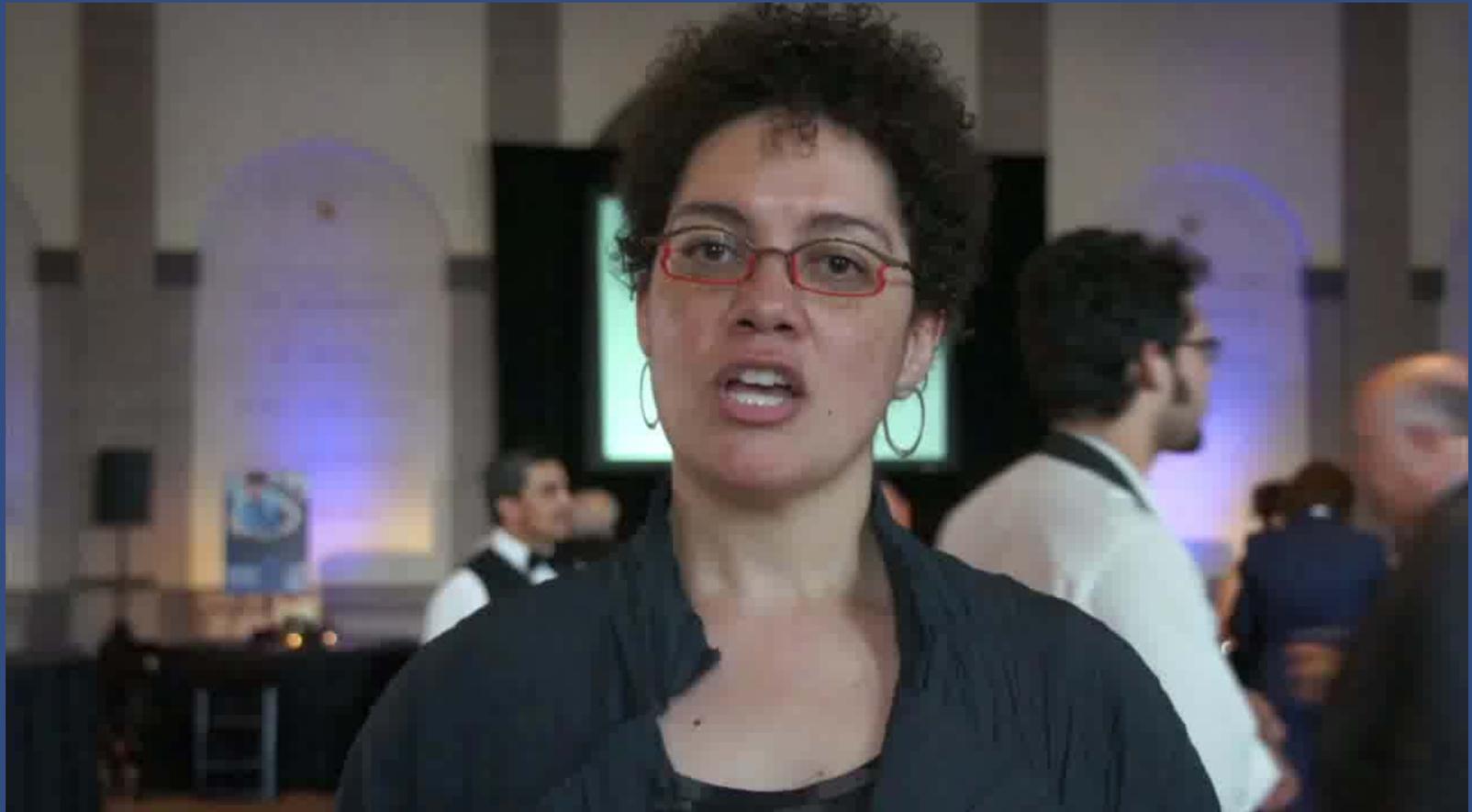
CBD Pathways

Mark Milliron, Deputy Director for Postsecondary Improvement, BMGF on the Loss and Momentum Framework

http://www.youtube.com/watch?v=n7oPhyUmpY8

National Partners

Partner	Expertise	Resources Provided
CDAT (Completion by Design Assistance Team)	Educational practice, data analysis and utilization, leadership, finance, systems change and policy	CDAT will provide each managing partner with the expert technical assistance required to address the full range of postsecondary educational matters
The Bridgespan Group	Cost and Productivity Analysis	Briefs on cost analysis for community colleges; search for the Senior Partner position
Community College Research Center (CCRC)	Data Analysis	Ongoing support for data submission; pathway analysis; orientation to pathway analysis results
Jobs for the Future (JFF)	Policy Analysis	State policy scan through the lens of completion; support to policy lead to develop completion-focused policy agenda
Public Agenda	Facilitation Training	Facilitator and recorder training
Pyramid	Completion by Design website	www.completionbydesign.org
WestEd	Research and Knowledge Management	Publication of Action Guide; Development and technical assistance of Knowledge Center

State Partners

Why Texas?

Phases

Three Distinct Phases:

- Phase I – Planning – 12 months
    - TX CBD will design a model pathway to completion that will help more young people stay in college and complete. The pathway will be founded on proven practices and data-based evidence.

- Phase II – Implementation – 24-36 months
    - If the model pathway is approved by the foundation, it will be implemented at pilot colleges within the TX cadre. LSC-North Harris is our pilot.

- Phase III – Scaling – 12 months
    - Following successful implementation, this phase will focus on policy implications and changes, and the scaling up of the project for national impact.

Phase I – Planning - $500,000

- Each college submitted student data for the 2005/2006 cohort to CCRC (will submit later years' data in coming months)
- Working with the experts, CDAT will perform a pathway/systems analysis for each institution to show where we are losing our students
- LSCS will lead the cadre as we develop a model pathway to completion based on proven practices, using the knowledge gained from the analysis

Planning Steps

September – Kickoff Meeting at LSC-UP

September – Cadre Planning Retreat at LSC-UP

November – Cadre Planning Retreat at Dallas

January – Cadre Planning Retreat at Alamo

February – Cadre lead meeting in Austin

March – All State Cadre Meeting

March – Statewide Advisory Committee Meeting in Austin

April – Model Pathway due to Gates

May – Phase II grants are awarded

Fall 2012 – Implementation begins

20 year trend for institutional outcomes

Retention Rate

Success Rate

1999   2008

What does that tell us about the usefulness of these metrics in setting institutional strategies?

Q. How can a community college raise completion rates for large numbers of students while containing costs, maintaining open access and ensuring quality?

A. Develop strong completion pathways, defined as integrated policies, practices and programs designed to maximize students' progress from start to finish.

The Challenge of Completion

For Colleges:

- Financial
  - Incentives aligned with access, not completion
  - Under-resourced
- Innovations tend to be isolated
- Change is hard, even when the will is there

For Students:

- Easy to enroll, easy to drop out
- Many enter without a clear plan, and need developmental education
- Lack of confidence, financial resources and family support

Catalyzing Principles

- Catalyzing Principle 1 – Provide the necessary leadership and investments to support inquiry and action.

- Catalyzing Principle 2 – Value analysis, experimentation, and innovation.

- Catalyzing Principle 3 – Analyze college efforts through a framework of student pathways.

- Catalyzing Principle 4 – Integrate student perspectives into analysis and planning.

- Catalyzing Principle 5 – Pursue and sustain institution-wide strategies for improvement.

A new way of looking at student progression and outcomes

Completion by Design Goal

"Substantially increase completion rates over five years while holding down costs and maintaining access and quality"

Students Need to "Get with the Program"

- Many community college students enroll without clear goals for college and careers

- CCs offer lots of programs, but most offer little guidance to help students choose a program

- Disadvantaged students are more likely to complete if they enter a well-structured program of study as early as possible

- To increase completion rates, colleges need to help more students get "with the program"

CBD Pathways Analysis

CONNECTION From interest to enrollment	**ENTRY** From enrollment to entry into program of study	**PROGRESS** From program entry to completion of program requirements	**COMPLETION** Completion of credential of value for further education and (for CTE) labor market advancement

- How can we increase the number of entering students who are motivated and prepared to choose a college-level program of study?

- How can we accelerate the rate at which new students choose and successfully enter a program?

- How can we accelerate rates at which program concentrators complete program requirements?

- How can we ensure that our programs prepare students for further education and (for CTE programs) for career advancement?

CBD Performance Measures

- First-time-in-college (FTIC) cohorts:
  - Broken down by: starting program level, initial developmental placement level, and first-term enrollment status (full- vs. part-time)
- 5-year highest educational outcomes:
  - Certificate < 1 yr.; certificate ≥ 1 yr.; associate degree or bachelor's degree at the starting institution
  - Transferred to 4-year institution with award
  - Certificate, associate, or bachelor's (from another inst.)
  - Transferred to 4-year institution with no award
  - Still enrolled at college in Year 5 with 30+ college credits

- College "scoreboard" student completion rates
- Program of study entry/completion patterns
  - Characteristics of concentrators vs. non-concentrators
  - Program entry/completion rates by field
  - Timing of program entry
- Pathways of program completers
  - Courses most frequently taken by program completers
  - "Stacking" of credentials
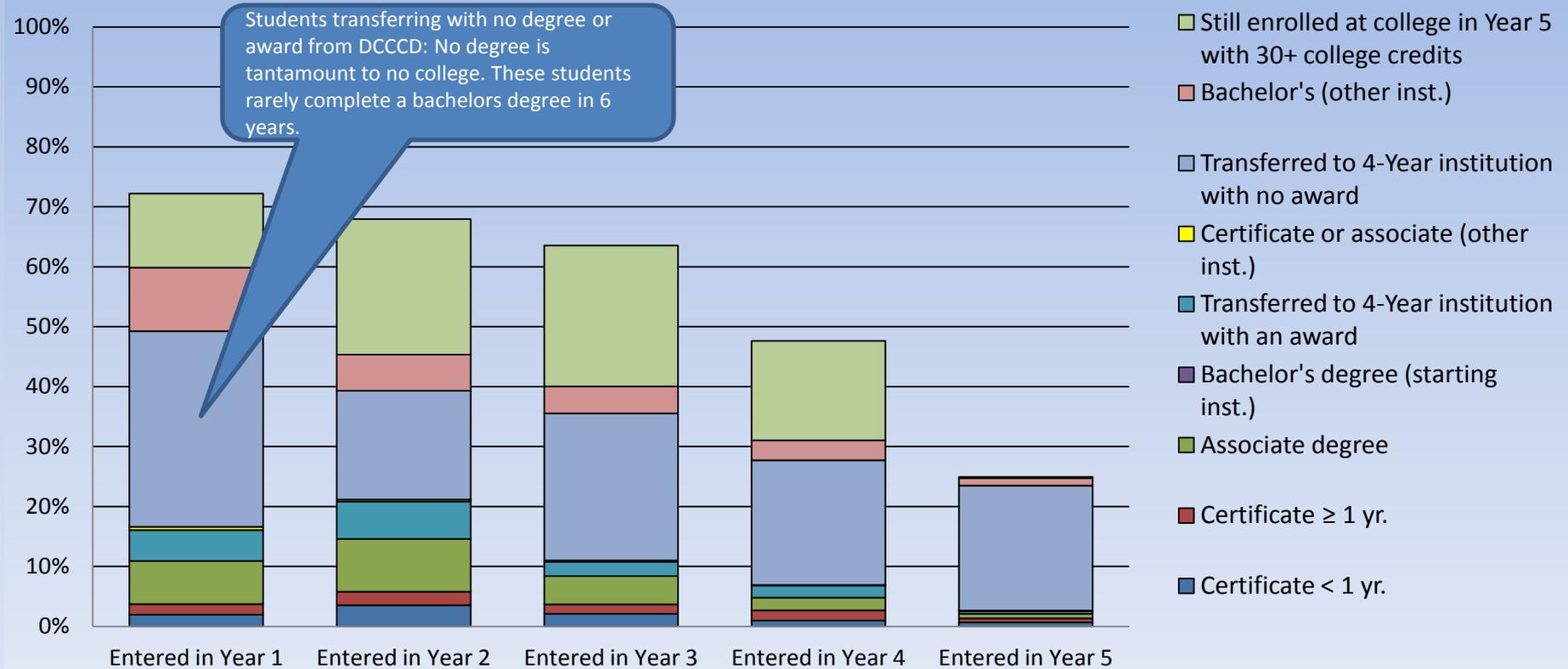- Trends in awards by field (IPEDS)

Key Intermediate Milestone: Entering a Program of Study

- *Concentrator* – completes at least 9 semester college credits (~3 courses) in a single CIP program area

- *Non-concentrator* – attempts but does not pass at least 9 college credits in a single program area

- *Non-attempter* – does not attempt at least 9 college credits in a single field

5-Year Highest Educational Outcomes: Concentrators by Year Entered a Concentration

Students transferring with no degree or award from DCCCD: No degree is tantamount to no college. These students rarely complete a bachelors degree in 6 years.

Legend:
- Still enrolled at college in Year 5 with 30+ college credits
- Bachelor's (other inst.)
- Transferred to 4-Year institution with no award
- Certificate or associate (other inst.)
- Transferred to 4-Year institution with an award
- Bachelor's degree (starting inst.)
- Associate degree
- Certificate ≥ 1 yr.
- Certificate < 1 yr.

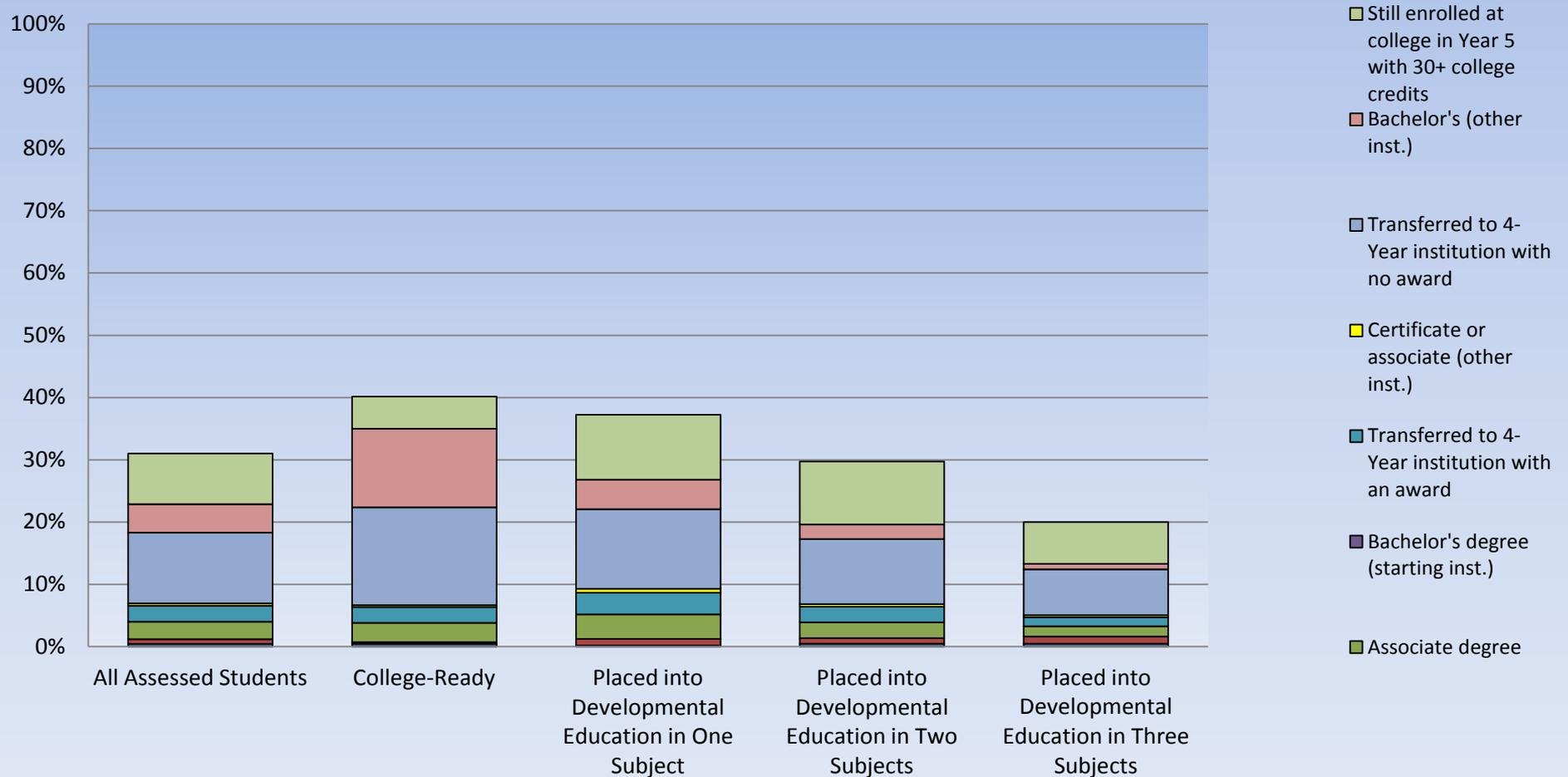X-axis: Entered in Year 1, Entered in Year 2, Entered in Year 3, Entered in Year 4, Entered in Year 5

Help students choose a program of study asap.

Texas College Performance

5-Year Highest Educational Outcome by Initial Placement Level

Legend:
- Still enrolled at college in Year 5 with 30+ college credits
- Bachelor's (other inst.)
- Transferred to 4-Year institution with no award
- Certificate or associate (other inst.)
- Transferred to 4-Year institution with an award
- Bachelor's degree (starting inst.)
- Associate degree

Categories:
- All Assessed Students
- College-Ready
- Placed into Developmental Education in One Subject
- Placed into Developmental Education in Two Subjects
- Placed into Developmental Education in Three Subjects

Texas College Performance

5-Year Highest Educational Outcome by First-Term Enroll Status

Redesign Systems & Practices for Student Success

- Analyze and understand the common barriers and momentum points that students experience
- Implement and integrate proven and promising practices to provide students with the quickest, straightest path to a degree
- Create the conditions for change by empowering interdisciplinary, cross-campus delegations of faculty, staff and administrators
- Build infrastructure for continuous improvement

QUESTIONS ?