North Central State College

Redesigning North Central State College

Utilizing Student Success

Guided Pathway Research

and the Policy Governance ® Model

ACCT Concurrent Presentation October 6, 2016

ACCESS & SUCCESS FOR ALL

Presentation Plan
Impact of Pathway on student success & college performance

1. **College mission and background**
2. **Guided Pathway definition and phases**
3. **Carver Policy Governance ® Model, and Ends Policies**
4. **State performance funding model**
5. **Review history of ATD, DEI, CCA, CCP, Guided Pathway**
6. **Review of Pathway's phases of Connection, Entry, Progress, and Completion and what the college is doing**
7. **College strategic plan and goals**
8. **College performance data**
9. **Overall alignment and execution of success pathway**

Mission

North Central State College exists for the citizens of its service region to attain the knowledge and skills to succeed in their chosen path of learning, work or enrichment, sufficient for the college to justify available resources

North Central State College

- Located in north central Ohio

- Serves the three-county district of Ashland, Crawford & Richland

- Population ~ 220,000

College Data

1. Budget: $19 million

2. Total annual head count: ~3,750

3. Full Time Equivalent: 1,934

4. Division Enrollment: BIT 904; EPS 462; Health 1,320; Liberal Arts 1048

5. Adult > 25: 64%

6. Full-time: 25%

7. Female: 61%

8. Minority: 10%

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, <u>aligns math</u> and other foundation skills coursework <u>with a Program of Study.</u>

3. Provide **accelerated remediation (co-requisites)** 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 <u>aligned with</u> the requirements for success in <u>employment</u> 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).**

The Carver Policy Governance ® Model

**Carver Policy Principles (by John Carver)**

1. **Ownership** (board as servant to shareholders who morally and legally own the organization)

2. **Governance position** (owners above and operation below)

3. **Board holism** (authority only as a group)

4. **Ends policies** (reflect purpose based on what good, for whom, at what cost)

5. **Means policies** (everything that is not Ends)

The Carver Policy Governance ® Model

Carver Policy Principles (continued)

6. **Executive limitations** (to avoid prescribing means)
7. **Policy sizes** (starting at the broadest and most inclusive; then narrowing one level at a time)
8. **Delegation to management**: CEO has sole accountability
9. **Reasonable interpretation**: to any policy not stated (as long as it is not Illegal, Unethical, or Imprudent)
10. **Monitoring:** Evaluation of CEO based on Ends and Executive Limitations

Policy Governance ® Cycle
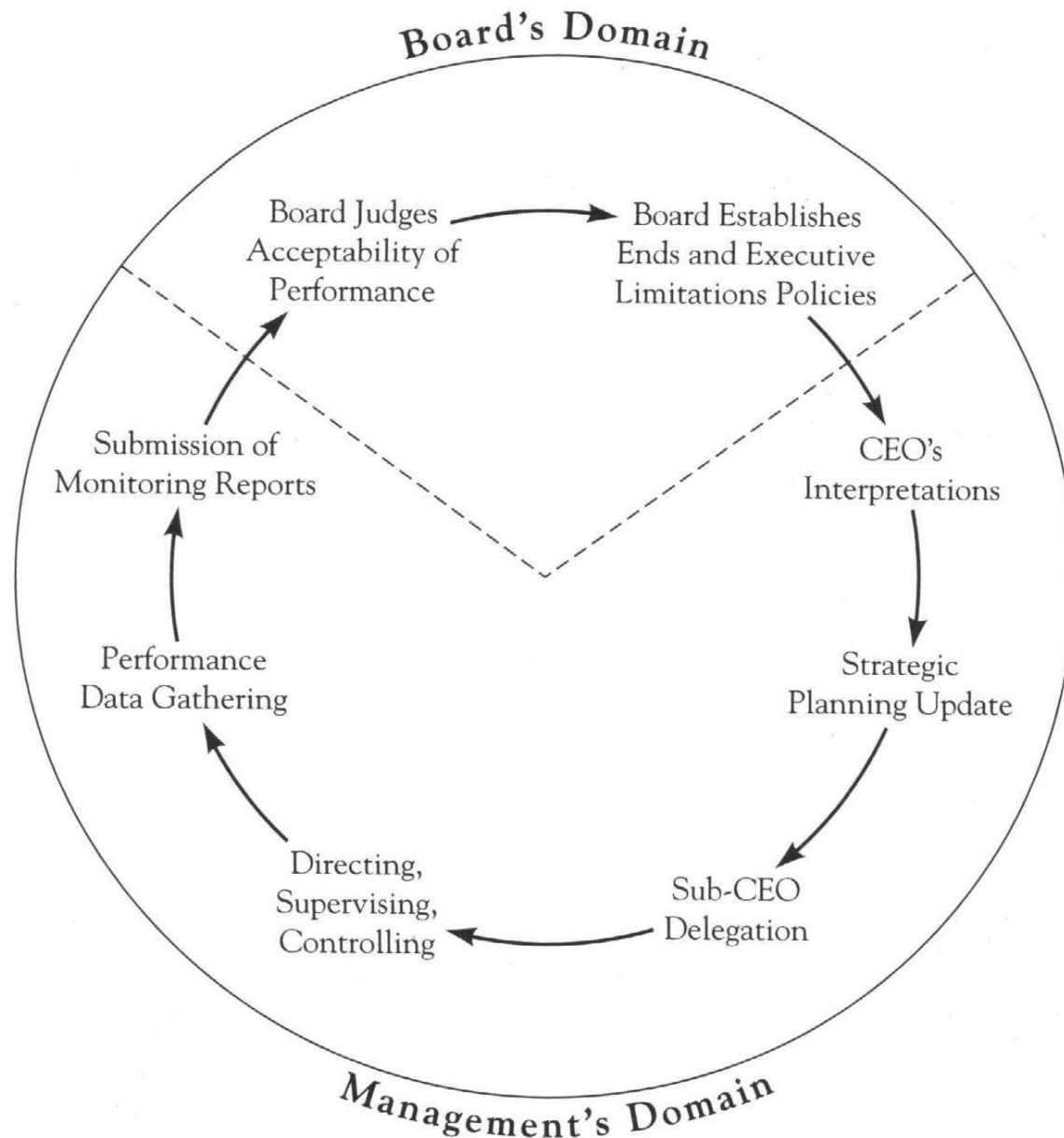
Board Ends Policies

1. Equal opportunity/diversity
2. Job readiness
3. High demand / emerging technologies
4. Career development
5. Transferability
6. Enrichment

Ohio Performance Funding Student Success Framework

Pie chart segments:
- Cost-Based Completion Milestones* 25%
- Success Points 25%
- Cost-Based Course Completions...

*Access Categories Applied

- Adult (age 25 and over at time of enrollment)

- Low-Income, Pell Eligible (ever in college career)

- Minority (African American, Hispanic, Native American)

All data averaged over three years

Component 1: Course Completion (50%)

Cost-Based Calculation

- Average statewide cost based on level of course and subject area (aggregation of CIP codes)
- # of FTE who pass course * determined cost

Access category weight:

15% for any student with one (or more) risk factors

Component 2: Success Points (25%)

Developmental Education Success

- # of Students completing developmental education Math and enrolling in first college-level math course (1 point)
- # of Students completing developmental education English & enrolling in first college-level English course (1 point)

12 Credit Hours

- # of students earning first 12 college-level credits (1 point)

24 Credit Hours

- # of students earning first 24 college-level credits (1 point)

36 Credit Hours

- # of students earning first 36 college-level credits (1 point)

Component 3: Completion Milestones (25%)

Associate Degree Completions	Certificate Completions	Transfer w/12+ credit hours

Cost-Based Model

Access Category Weights:

25% for one access category

66% for two access categories

150% for three access categories

How did we get to the Pathway Model National Initiatives: ATD to DEI to CCA to CBD

1. Learned from Achieving the Dream (ATD) and Development Education Institute (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)** and the Bill & Melinda Gates-funded Completion by Design **(CBD)** initiative, which began in 2011.

Complete College America Design Principles

1. Give students a **clear roadmap** to end goals
2. **Simplify their choices**
3. Help new students choose and successfully enter a **program of study**
4. **Monitor their progress**, giving frequent feedback and support as needed
5. Empower faculty and staff to lead the **redesign process**

Complete College America Comparison

Status Quo	Guided Pathways
Little upfront career and college planning	Default program maps
Requirements confusing; too many choices	"Exploratory" majors for undecided
Paths unclear, poorly aligned with end goals	Requires plans tied to predictable schedules
Developmental diversion	Integrated academic support for program gatekeeper courses
Students' progress not monitored; limited ongoing feedback is provided	Progress tracking, feedback, and support
Poor alignment with high school	Bridges to college programs from high school, ABE, and other feeders

Completion by Design (CBD)

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 (CBD)
Four Phases

1. **Connection Phase:** from interest to enrollment

2. **Entry Phase:** from enrollment to entry into program

3. **Progress Phase:** from program entry to 75% program completion

4. **Completion Phase:** program completion for further education or employment

Connection Phase: from interest to enrollment
(Redesigning America's Community Colleges – by Bailey, Jaggars, and Jenkins)

Cafeteria Model (no clear direction, enrolled PT)	Guided Pathway Model (on program path, enrolled FT)
Attends HS but poorly informed about local cc, offerings, and readiness standards	Attends HS and aligning senior year curriculum with local cc readiness standards in offerings
Not helped explore career and college options	Participates in career assessment/exploration w/cc
Takes any dual enrollment courses	Takes dual enrollment courses in field of interest
HS graduates, gets low-wage job, delays enrollment in college, enrolls later part-time	HS graduates, gets low-wage job, but enrolls FT in college in field of interest

Connection Phase: what college is doing

1. Engage students and their families prior to enrollment
2. Identify and remediate academic deficiencies before entering college
3. Improve the intake process from application to admission
4. Improve accessibility to career tool kit
5. Assist students in understanding financial aid
6. Advise students on career choices from the start (stackable certificates, degree, transfer)
7. College Credit Plus pathways for traditional students with all local high schools
8. Pathways for adult students including Prior Learning Assessment, and cohorts

Entry Phase: from enrollment to entry into program
(Redesigning America's Community Colleges – by Bailey, Jaggars, and Jenkins)

Cafeteria Model (lacking direction, getting discouraged)	Guided Pathway Model (has goal & completion plan, gaining momentum)
Skips orientation, meets with advisor to select first term courses	Required orientation, career assessment and advising, select courses in meta-major
Takes no major courses, unaware of career center	Takes a first-year sequence courses and a student success course in major
Placed in remedial math, will need 2 semesters to get to college level math	Takes statistics math related to major, completes college math in 2 semesters
Disengaged by lecture-based courses	Engaged and participates in class projects

Entry Phase: what college is doing

1. Require orientation to develop familiarity with resources

2. Advise students into meta-majors and reduce number of undecided students

3. Develop and strengthen (two loan distributions), yet simplify, policies and procedures related to financial aid and admissions

4. Institute intrusive advising through more deliberate touch points to keep students on track to graduation

5. Provide clearer curriculum maps with sequence of courses for both full-time and part-time

6. Increase co-requisites, reduce prerequisites, increase wrap around services including embedded tutoring

Cafeteria Model (still lacking direction, getting discouraged)	Guided Pathway Model (has goal & completion plan, building on early momentum)
Poor self advising leads to extra courses and credits	Online advising enables student and advisor to monitor progress on degree plan
Fails early program class, considers retaking it	Early alert in early program class by faculty leads advisor to recommend tutoring, student passes class
Does not participate in clubs and activities	Participate in clubs suggested by faculty which leads to internship
Does not know college has a transfer center	Applies to major program at 2 universities with assistance from advisor

Progress Phase: what college is doing

1. Develop policies and procedures with benchmarks: drop for non-pay, non-attendance, early alerts, mid-term warnings, withdrawal after speaking with faculty/advisor

2. Embed milestone courses in curriculum worksheets

3. Introduce course similar to Statway and Quantway

4. Leverage technology to monitor student progress

5. Create a culture of academic success: honor college; embedded tutoring; block scheduling and cohort structure based on enrollment pattern (Ad Astra software)

6. Provide faculty with course completion data

7. Enhance program assessment for quality improvement

8. Implement student planning software to decrease excess credit hours taken by students (pre-health students to default to Associate of Science)

Cafeteria Model (earns a general study degree, employed in low-wage jobs)	Guided Pathway Model (graduates in 2 years, on track to finish bachelor degree while working PT)
Has not completed major in 5 years of sporadic, part-time enrollment	Completes major in 2 years
Some courses taken will not transfer; discover university program has restricted enrollment; graduates with general studies degree	Accepted into bachelor degree at university; transfers all credits with junior standing
Continues working in low-wage jobs	Works part-time while starting at university
Disengaged by lecture –based courses	Engaged and participates in class projects

Completion Phase: what college is doing

1. Develop a process for auto award of certificate and degrees

2. Establish clearer transfer pathways with universities and develop reverse transfer policy

3. Develop more industry-based and recognized certificates

4. Continually review program outcomes with program advisory committees

5. Reduce number of required credit hours to graduate from programs

6. Remove barriers from graduation process by continually running degree audits so students know exactly what classes they need to complete

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

Strategic Planning Next Year Goals, 2016-2017

1. **Access:** Increase FTE by at least 1% over the previous year.

2. **Success:** Increase success by 2% (graduation that includes certificates + transfer + fall to fall persistence)

3. **Resources:** increase reserve by 2% and maintain composite ratio at least 4.0

Board Ends Policies & Strategic Goals Metrics

Board Ends are aligned with metrics of access, success, and resources :

1. **Access:** annualized headcount, credit hours & FTE including alternative delivery, new programs

2. **Success:** course level completion; student success points; certificates, degrees, transfer; graduates and employers satisfaction survey; certificates and licensure passing rates

3. **Resources:** HR survey, fiscal composite score and foundation endowment, plant operation maintenance and technology

Access – Accomplishments

1. Stability of headcount over past 3 years, annual 3770-3780 students.
2. Tuition Freedom Scholarship to go full-time (150)
3. Increase the number of articulation and transfer agreements (>30)
4. Redesigned engineering curriculum with more funded certificates
5. CCP (> 30 high schools – 1/3 of total headcount)
6. Two outreach centers (UC, Crawford Success Center)
7. Nearly half of the credit programs (47%) are less than 3 years old. Have increased from 6 last year to 17 this year, including certificates.
8. The percent of high school matriculators to the college with previous college credits has increased from 18% to 26% over the past year.

Success – Accomplishments

1. Course completion with passing grade increase by 2 to 5% in all categories (online, technical, general and developmental)
2. Launch & Train staff, faculty and students with ACADEMIC planning & registration. More than 50% of full-time faculty have completed or are in student advising training through the Title III grant
3. Tremendous increase in internships and apprenticeship
4. Students assigned to academic advisors at all time
5. Licensure passage rate for all health programs above national average. An overall average of 97%.
6. Customer service training at the spring in-service day
7. Persistence rate from fall to spring semesters remains around 70%. Fall to fall persistence in 2014 was at 57%,

We did the following over the past year for our people:

1. We also shared the President's Report that comes from department managers with the whole college community.

2. Switched to a new health plan consortium which provided two-months holiday premium last year and 3 months this coming year saving several hundred dollars in premiums for for employees and $400k-600k for the college.

3. Provided $20 per individual for Thanksgiving

4. College closed for two weeks over the holidays allowing employees more family time with pay

5. Established the 4-day summer schedule to allow for 3-day weekends

7. Created an Earned-Time-Off for part-time faculty and staff: 1 day / semester for PT faculty, 18 hours for PT staff annually

**Overall assessment: great achievement despite challenges**

1. **We balanced the budget for three consecutive years.**
2. We were able to increase the reserve again, now at 17%. Although, it is still below the current OACC average of 37%.
3. **We have also increased the OBR composite ratio from 2.7 to 4.0, enhancing the college's fiscal viability and stability. The composite score community colleges statewide ratio is 3.44.**
4. We have had a clean financial audit over the past 3 years (in fact, it has been the case for the past 13 years).
5. **Foundation, strong endowment, a 3-year average of $4.3 million, over three times the average of similar OACC colleges**
6. We brought in around $5M in grants and capital budget

Alignment / Execution of student pathway 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**

Alignment / Execution of student pathway at NCSC

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**
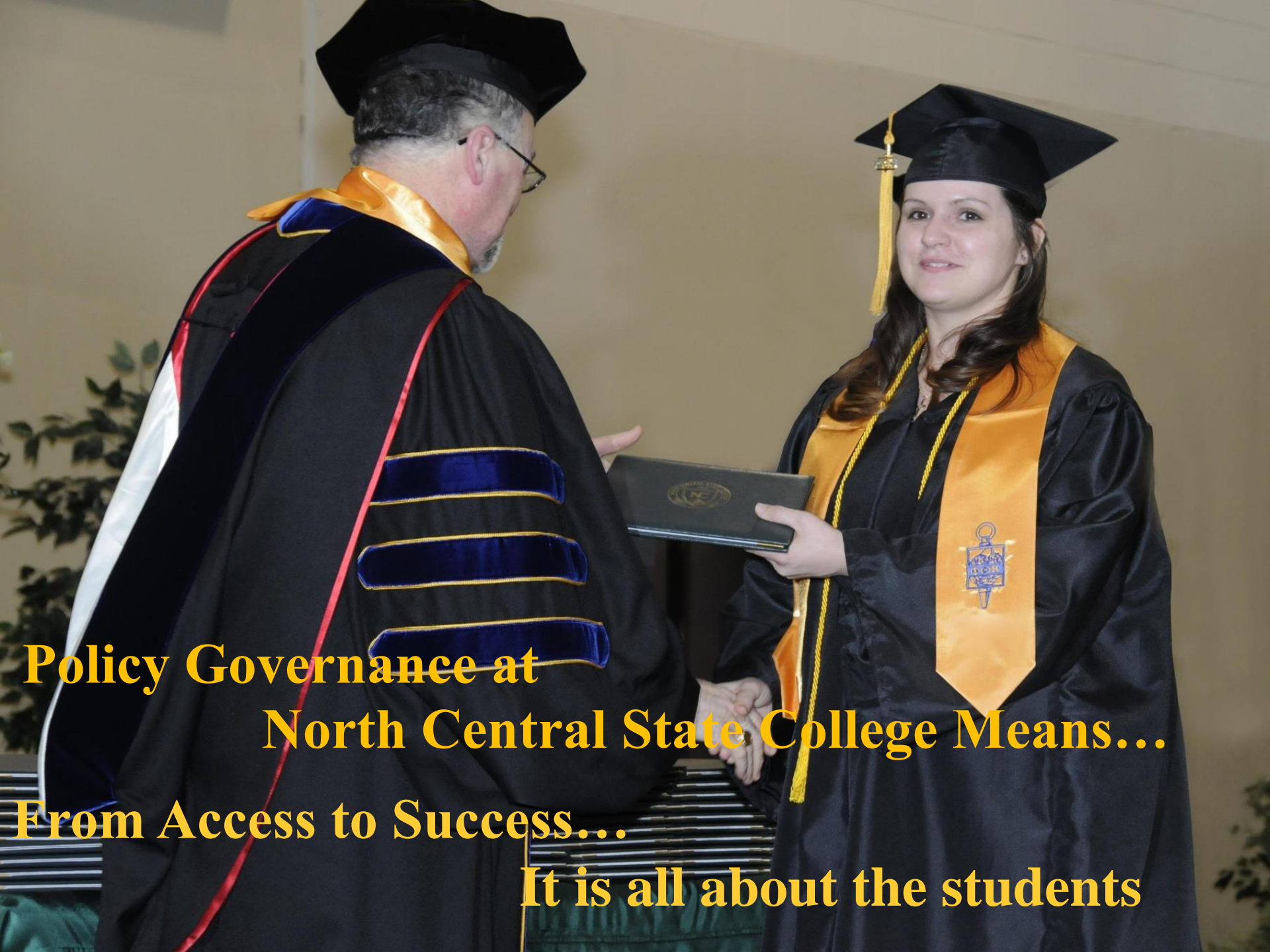
Policy Governance at
        North Central State College Means…

From Access to Success…

                It is all about the students