

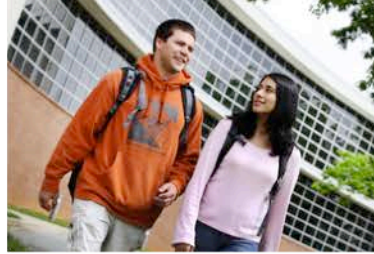
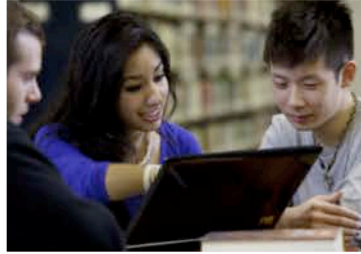
DCCC

THE COLLEGE OF
DAVIDSON AND DAVIE COUNTIES



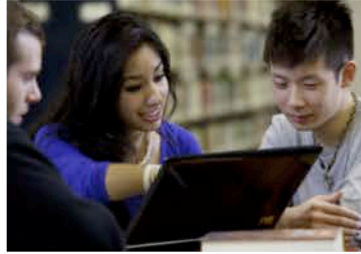
Completion by Design

Davidson County Community College



- Located in the Piedmont Triad of North Carolina
- Approximately 4,500 curriculum students
- Fall 2014 – 1,568 First Time Ever in College
- 2 campuses – Davidson County, Davie County
- 3 satellite sites
- 2 Early Colleges
- 4 high school systems

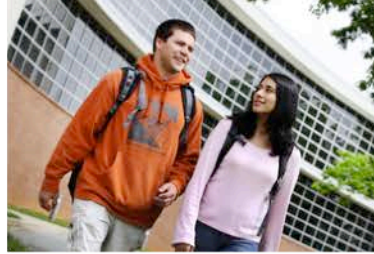
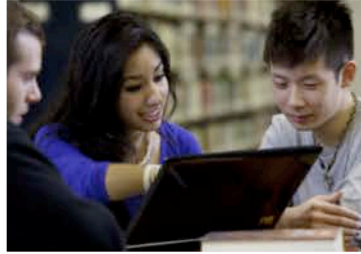




Completion by Design

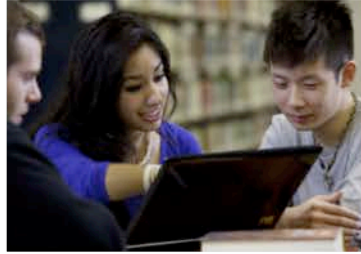
- A Grant Funded by the Bill & Melinda Gates Foundation
- Overall Goal: Significantly raise community college completion rates
 - Florida, Ohio, North Carolina
- Loss/Momentum Framework





How is Completion by Design unique?

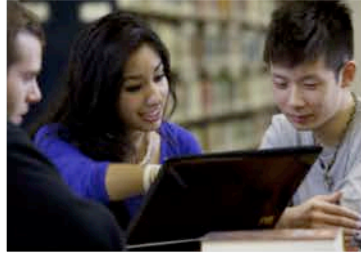
- First project to look at a student's entire journey
- Focus on graduation rates
- Deliberate information gathering
- Permission to experiment
- Partnered with the System Office on Policy
 - Multiple Measures Placement
 - Developmental Education Redesign
 - Comprehensive Articulation Agreement



Moving toward a Student Success Model

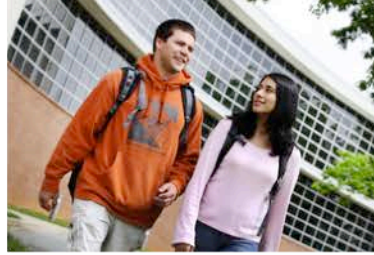
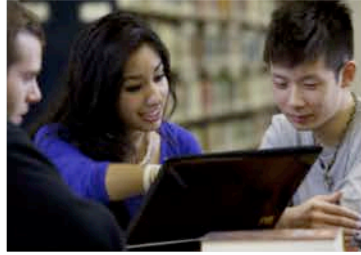
- Utilizing the Loss/Momentum Framework of Completion by Design
 - What are barriers to completion?
 - What creates momentum toward completion?





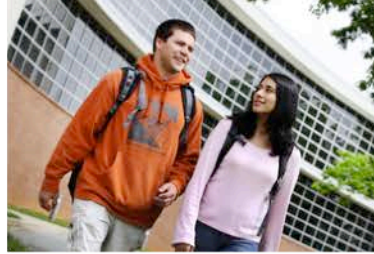
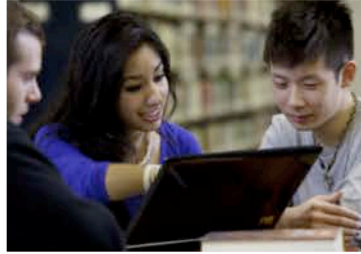
Loss/Momentum Framework

- Gathering the information:
 - Policies, Practices, Procedures and Programs (4 Ps) activity with College leadership
 - All personnel activity at opening session
 - Board of Trustees input
- Using the information:
 - To change some of the 4 Ps
 - To organize our efforts
 - To communicate about student success (“placemat”)



DCCC's Structure

- Office of Student Success and Communication
 - VP reports to President
 - Primary role to integrate student success initiatives
- Student Success Team (CbD)
 - Membership changes some every year based on our focus
 - Cross-functional team
- Student Success Data Team
 - Completion By Design
 - Achieving the Dream
 - Quality Enhancement Plan (Accreditation-related)



NC Cadre Strategies:

- Intentional/Proactive Advising
- Acceleration into Programs of Study
- Program Redesign
- Student Success Experience*

NORTH CAROLINA



**COMPLETION
BY DESIGN**

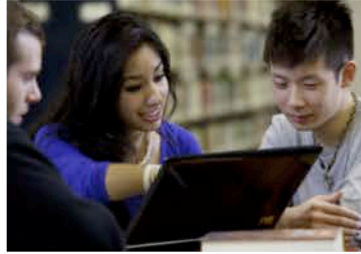
GTCC
GUILFORD TECHNICAL
COMMUNITY COLLEGE



DCCC
THE COLLEGE OF
DAVIDSON AND DAVIE COUNTIES

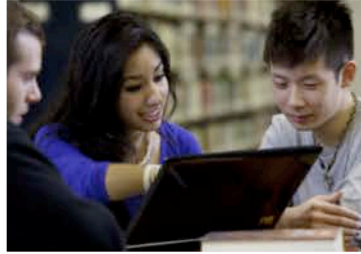
 **CENTRAL PIEDMONT
COMMUNITY COLLEGE**





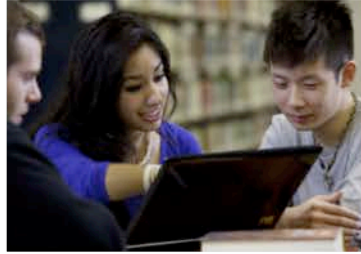
Advising

- Split advising model prior to fall 2012
 - Advising was inconsistent
 - Advising was often registration
 - Lack of coordination between Academics and Student Affairs
- Moved to centralized, professional model with assistance of NACADA consultant
 - Major transition all at once
 - 9 advisors with 3 dedicated to our 3 major divisions
 - Positive student feedback



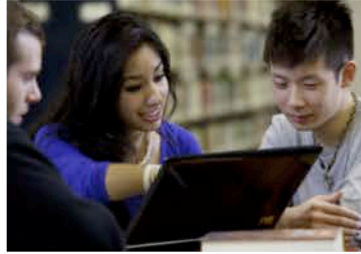
Characteristics of Intentional Advising

- Mandatory
- Consistent
- Relationship-focused
- Continued emphasis on thoughtful decision-making and educational planning
- Early intervention via Starfish
- Use of mid term grades
- Continued intervention via warning and probation
- Increased ownership



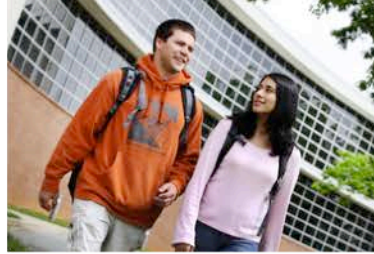
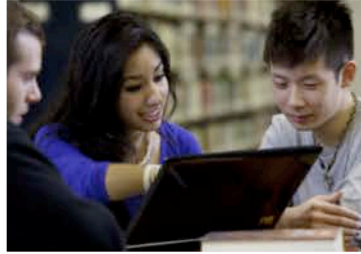
Advising and Academic Collaboration

- Advisors are devoted to Schools of Learning, attend School meetings, participate in program changes
- Starfish communications
- Faculty mentoring
 - Transitions to career or further education
 - Maintain spontaneity of naturally occurring relationships with instructors
 - Continuing emphasis on informed decision-making and self advocacy
 - Combine with other capstone efforts



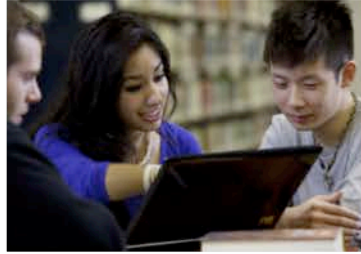
Acceleration into Programs of Study

- Early career counseling
- Multiple measures for placement (NCCCSO)
- New diagnostic placement test (NCCCSO)
- Required retest review policy
- Modularized developmental education (NCCCSO)
- Revised course pre-requisites and co-requisites
- Structured, efficient, prescriptive student progression experiences aligned to learning outcomes



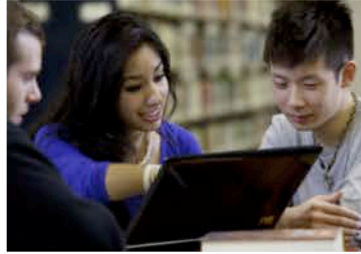
DCCC Goal for Program Redesign

- Significantly redesigned and more prescriptive programs of study aligned with the demands of the local job market or the requirements for junior standing for a baccalaureate degree



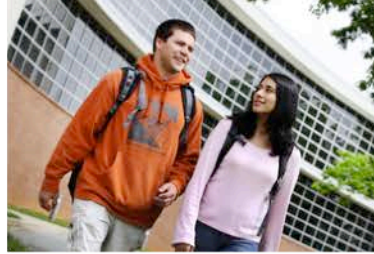
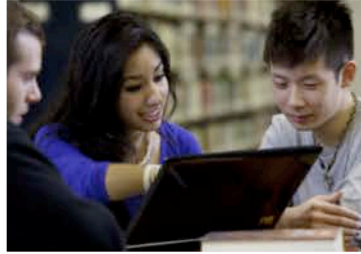
Design Principles

- Provide a clear sequence of courses with limited electives that lead to credentials
- Establish essential prerequisites for every certificate or degree program, including basic English and math
- Eliminate requirements that are not essential to success in a chosen field of study (reduce total hours)
- Put Student Success Course in the first semester
- Put math as early as possible in the curriculum



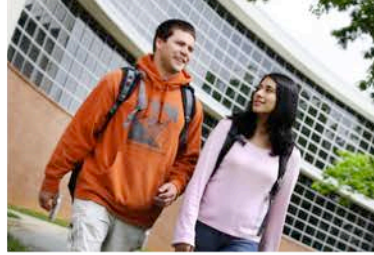
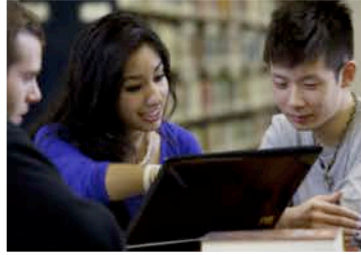
Our Approach to Program Redesign

- Evaluate policies
- Analyze data
- Choose programs for initial implementation
- Engage faculty
 - Standardize general education core
 - Reduce number of hours in programs
 - Create programs that direct student choice
- Utilize technology



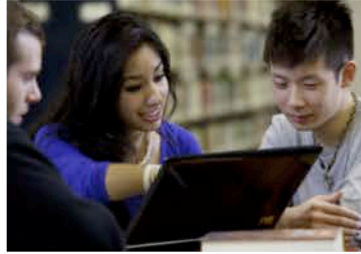
DCCC Policy/Procedure Changes

- Faculty must use Moodle gradebook and Starfish Early Alert
- Success plans for academically at-risk students
- Stacked credentials
- Eliminated graduation fee
- Reverse Transfer (NCCCSO)
- Required student success course (ACA 090)



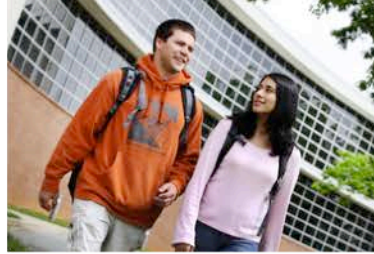
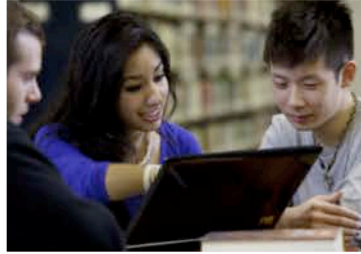
Student Success Course

- *On Course* curriculum
- Existed for students seeking admission into selective health programs and students in developmental education
- Beginning fall 2014, required of all first time ever in college students with a high school GPA < 3.0

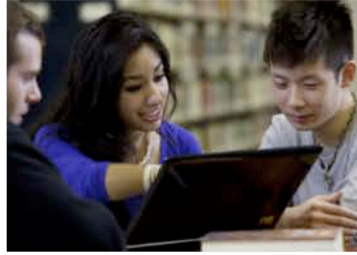


Analyze Data to Get Started

- Start with top 3 programs that graduate students (“low hanging fruit”)
- Gather data
 - Enrollment data
 - Retention, completion, and success data
 - Transfer data (AA/AS) and Advisory Board Input (AAS)

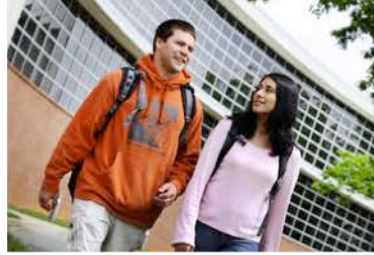
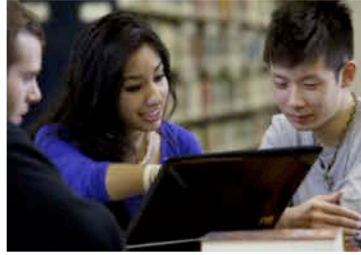


Course	ASU	UNCG	WCU	WSSU
ART 111	Aesthetic Themes (GE)	Hum/Fine Arts (GE)	Fine/Perf Arts (GE)	Humanities (GE)
COM 120	No (COM 2121)	No (CST 207)	No (COMM150)	Not on list
COM 231	No (COM 2101)	Reasoning & Discourse (GE)	Oral Comm (GE)	Speech (GE)
ENG 231	The American Life (GE)	Hum/Fine Arts (GE)	Humanities+ (GE+)	No (ENG2313)
ENG 232	The American Life (GE)	Hum/Fine Arts (GE)	History+ (GE+)	No (ENG2314)
ENG 241	Traditions & Innovations (GE)	Hum/Fine Arts (GE)	Humanities+ (GE+)	No (ENG3306)
HUM 115	No (PHL 1040)	Reasoning & Discourse (GE)	Humanities+ (GE+)	Not on list
HUM 120	No (Elective Credit)	Hum/Fine Arts (GE)	Humanities (GE)	Not on list
MUS 110	Analyzing Style & Form (GE)	Hum/Fine Arts (GE)	Fine/Perf Arts (GE)	Humanities (GE)
MUS 112	No (MUS 2014)	Hum/Fine Arts (GE)	Fine/Perf Arts (GE)	Not on list
PHI 240	Individual & Society (GE)	Hum/Fine Arts (GE)	Humanities (GE)	No (PHI2302)
REL 110	Cultural Diversity (GE)	Hum/Fine Arts (GE)	World Cultures (GE)	Not on list
REL 211	Ancient Worlds (GE)	Historical Perspective (GE)	History (GE)	No (REL2302)
REL 212	How We Tell Stories (GE)	Historical Perspective (GE)	History (GE)	No (REL2301)



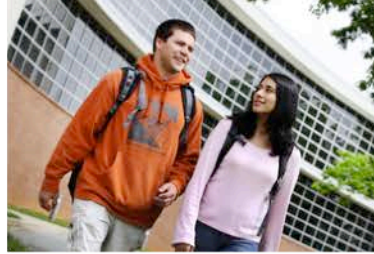
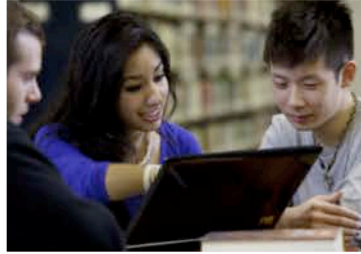
Engage Faculty

- Process is determined by the institutional culture
- Share data early
- Identify faculty champions
- Provide time for faculty conversations
 - Use trained facilitators if you have the resources
 - Clearly define the goals/objectives
 - Be open to dissent
- Facilitate collaboration among program and general education faculty
- Frequent communication with advisors



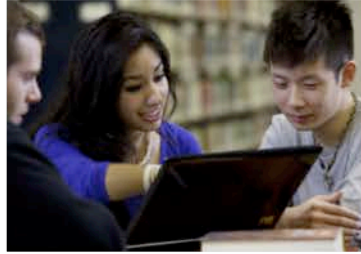
DCCC Spring 2013 Results

- Business & Computer Programs moved Gen Ed courses to 1st year & developed a common 1st year core with students “specializing” in an area during the 2nd year; total hours for degree decreased by 5-8 hours
- Allied Health reduced total hours by 3 or more hours; moved Gen Ed to first year and reduced choices to those most coherent with each degree



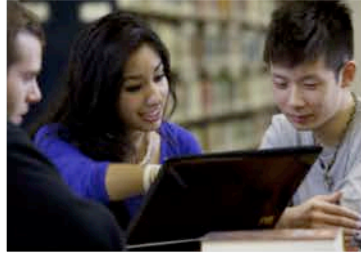
DCCC Spring 2013 Results

- Transfer Degrees (Prior to new CAA)
 - Relied on transfer data to top 8 transfer institutions for DCCC students
 - Engaged in important conversations around goals/purpose of first 2 years of education for a baccalaureate student
 - Reduced course offerings for AA/AS from ~170 to ~45
 - Overall, reduced course offerings for Gen Ed by 50% (mostly in humanities and social sciences)



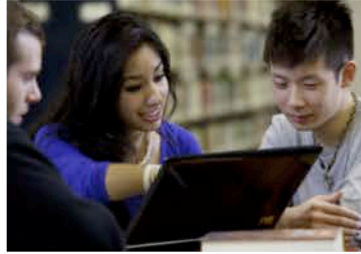
DCCC Results – All Programs of Study

- Redesigned remaining programs of study in Fall 2013
- Moved Student Success Course to first semester in program sequence
- Moved required math course(s) as early as possible
- Course prerequisites were re-evaluated and modified to better match modularized development education
- Program reductions occurred in all cases



Utilize Technology

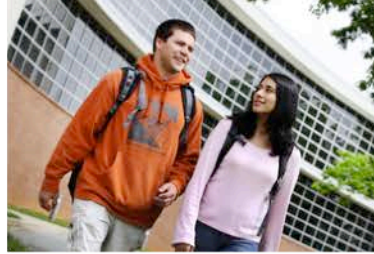
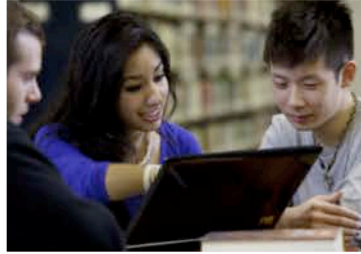
- Starfish Early Alert and Connect
 - Facilitates communication among faculty, advisors and students
- Academic Planning Software
 - Plans developed for full-time students with no developmental needs in all programs of study
 - Next Steps
 - Create a MAP for part-time students
 - Create a MAP for students with developmental needs



Campus Communication

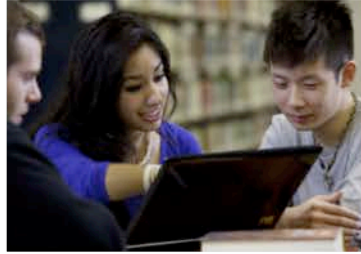
- Institutional Climate Survey
- Updates at meetings
- Campus All Reads
- End of Year Celebration
- Align with other initiatives



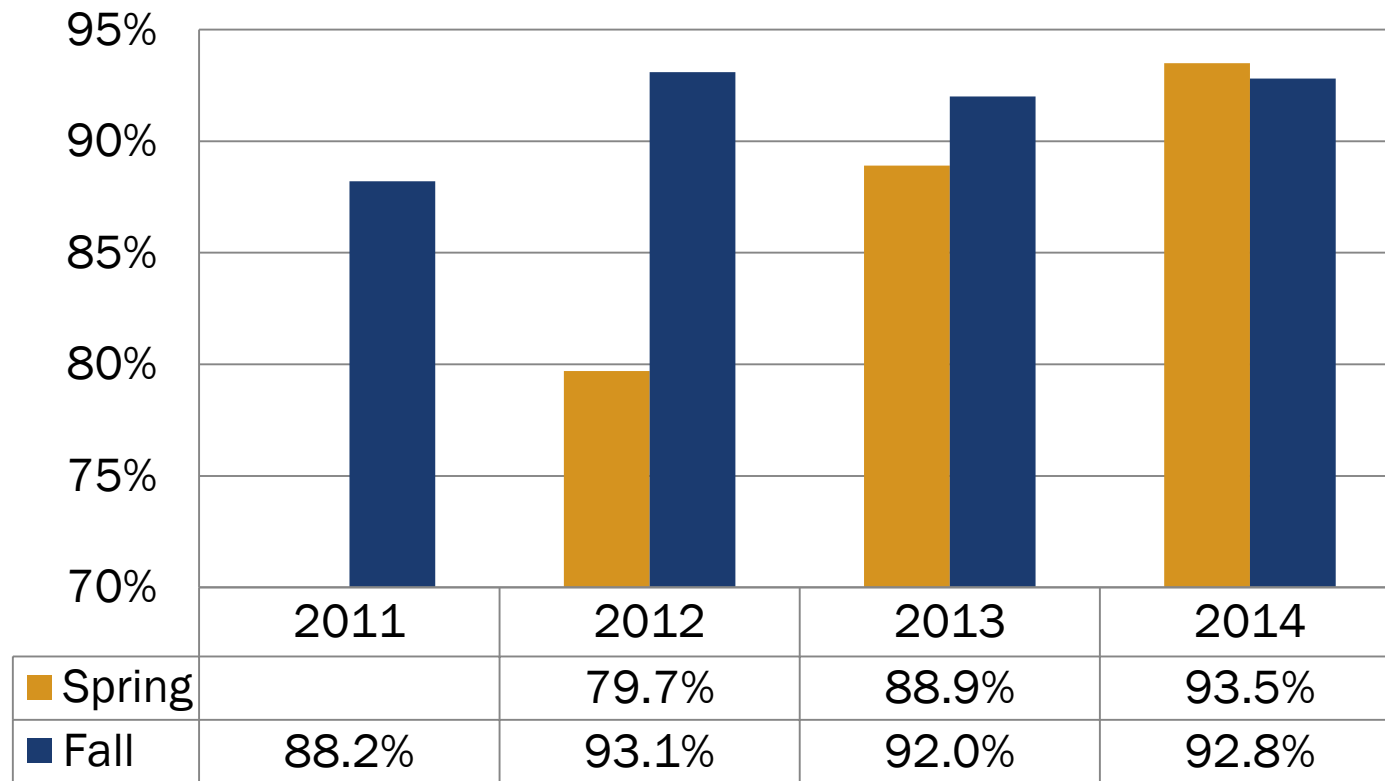


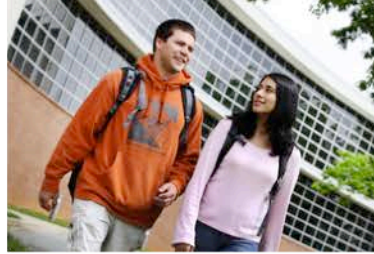
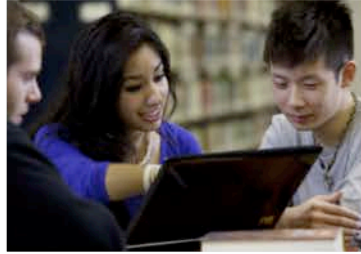
Tips and Lessons Learned

- Keep the student as the main point of focus
- Supportive leadership is essential
- Form cross-functional teams to cover all perspectives
- Use data to engage campus
- Take the time to make the best decisions for your institution
- Allow and encourage dissent
- Recruit external assistance when needed
- Identify and bridge gaps
- Be flexible and adaptable
- Stay focused on the big picture and overall strategic plan

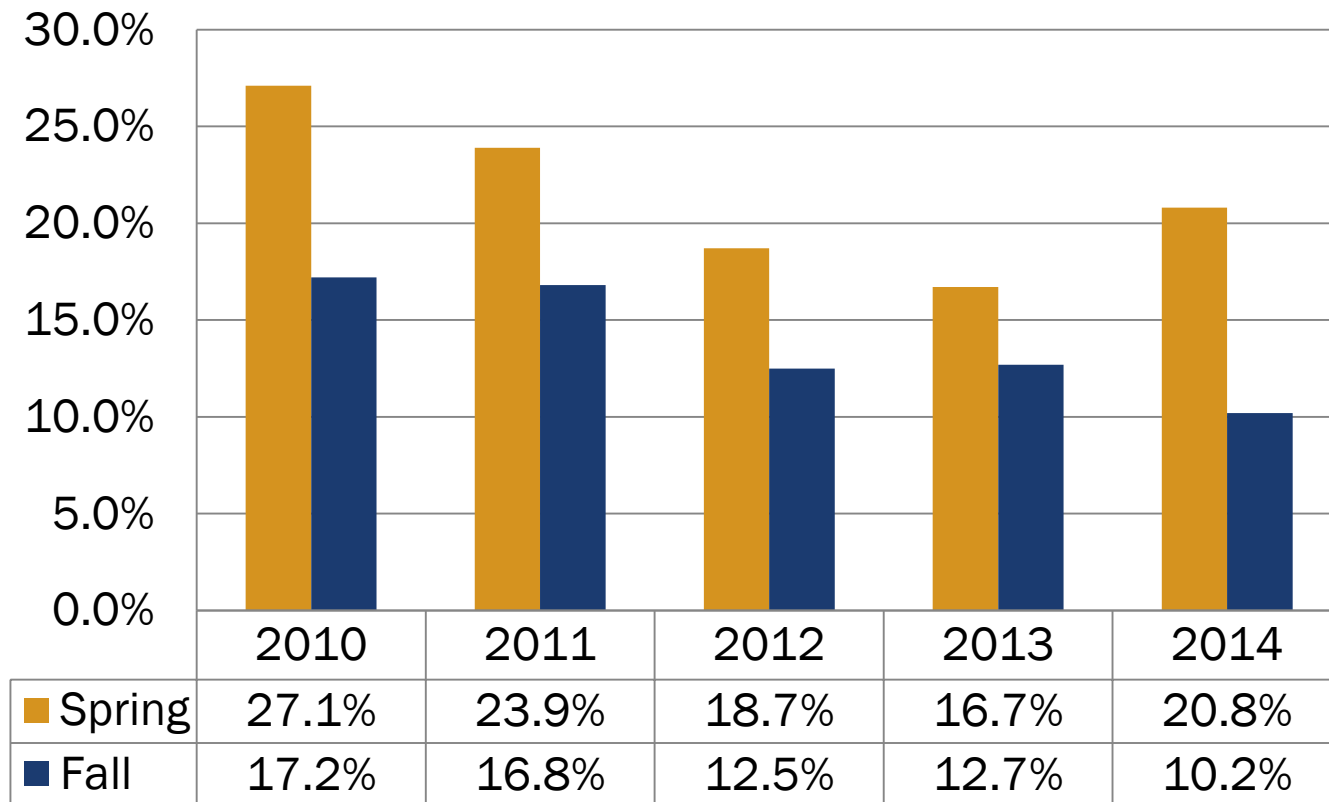


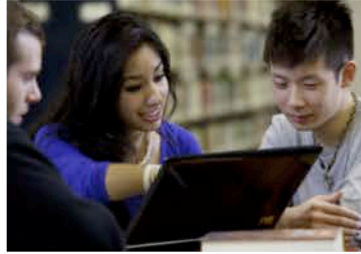
Course Retention Rates



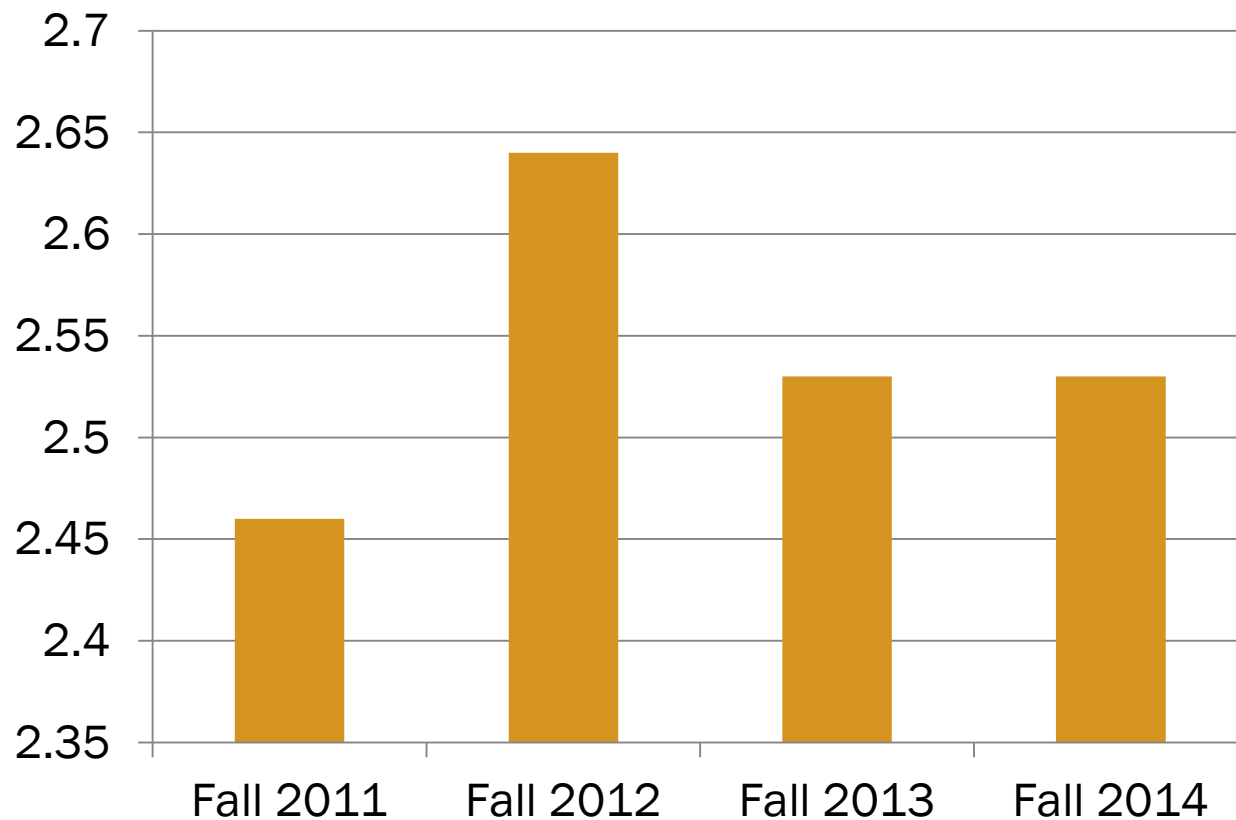


Percentage of Courses Withdrawn From By 1st Term Students





Average GPA for First-Time to DCCC Students



CONNECTION & ENTRY

↑ % of students completing 12 credential-bearing credits, first term

↑ Also % completing 6 and 15 credential-bearing credits, first term

↑ Change from 2009 -> 2013

- 6 credits 41.5% -> 56.3%
- 12 credits 21.8% -> 27.7%
- 15 credits 5.5% -> 6.4%

↑ % of students persisting from first to second term

↑ Change from 2009 -> 2012

- 60.3% -> 56.3%

↑ % of dev ed students completing dev ed coursework in year 1

↑ Change from 2009 -> 2012

- 13.6% -> 12.2%

PROGRESS & MOMENTUM

↑ % of all students who complete first credential-bearing/college level English & math in year 1, on first attempt

↑ Change from 2009 -> 2013

- 29.1% -> 53.8% (English)
- 12.1% -> 16.4% (Math)

↑ % of students completing 24 credential-bearing credits in year 1

↑ Also % completing 12 and 30 credential-bearing credits in 1 year

↑ Change from 2009 -> 2013

- 12 credits 44.7% -> 58.7%
- 24 credits 13.5% -> 24.3%
- 30 credits 7.0% -> 10.2%

↑ % of students who enter a program of study (concentrate) by the end of the 1st year

↑ Change from 2009 -> 2013

- 52.6% -> 64.7%

↑ Also % of attempted credential-bearing credits completed in year 1

↑ Change from 2009 -> 2013

- 59.0% -> 68.6%

↑ % of students persisting from year 1 to 2

↑ Change from 2009 -> 2013

- 55.3% -> 52.2%

↑ Average credential-bearing credit course-load of students in year 2

↑ Change from 2009 -> 2012

- 20.6 -> 20

COMPLETION

↑ % of students who completed/transferred within 5, 4, 3, 2, and 1 years (No data yet)

- *Certificates*
- *2-Year degree*
- *Transferred to a 4-yr, no credential*
- *Transferred to a 4-yr with 2-yr degree*
- *Still enrolled with 30+ college credits*

↓ Excess credits (2 year degree recipients)

- *Average # credential-bearing credits accumulated by degree recipients*
 - 72.1 -> 65.6
- *% of students with credential-bearing credits beyond those needed for degree*
 - 35.3% -> 70.0%
- *Average # of excess credits*
 - 10.1 -> 2.9



Student Success at Davidson County Community College

2012-2013 Proposed Strategies

Accelerated Pathways*

- Core to College Alignment; Career & College Promise; Early College; Contextualized Curriculums in College & Career Readiness
- Placement Testing & Transition
- Work in High School*
- Revised CFNC Application*
- Recruitment
- Open House; Targeted Communications
- Early Career Exploration

Mandatory Placement Re-Test Review

- Alternate Placement Measures
- Mandatory Orientation
- Mandatory Enrollment in Success Course/Experience
- Mandatory consecutive enrollment in math
- Intrusive Advising
- Starfish Early Alert
- Meetings when average < C
- Summer FTE for pre-curricular*
- No Late Registration

Redesign Programs of Study

- Structured, Efficient, Focused Choices
- Aligned to learning outcomes, field competencies, further education requirements
- Stackable Credentials
- Possible concurrent enrollment for almost college-ready students
- Mid-term Grades
- Educational Planning (MAPS)
- Faculty Mentoring

Update the Comprehensive Articulation Agreement (CAA)*

- Provide Incentives to Community College Students to Complete Associates Degree prior to transfer*
- Tuition reduction guarantee for completers
- Provide Incentives for faculty/staff who impact completion

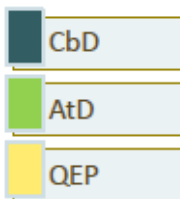
Completion
by Design
Pathway

CONNECTION

ENTRY

PROGRESS

COMPLETION



Expected Outcomes

- ↓ Proportion of students coming directly from high school that place below college level
- ↑ Proportion of students who start below college level and complete recommended remediation within 1 year
- ↑ Proportion of students who pass required entry-level math and English within 1 year and 2 years on first attempt

- ↑ Proportion of students persisting fall to fall term.
- ↑ Proportion of students earning 12 college credits in 1 year
- ↑ Proportion of students 24 college credits in 2 years
- ↑ Proportion of students who enter a program of study within 1 year and 2 years

- ↑ Proportion of students who received in 5 years:
 - less than 1 year certificate
 - 1-2 year certificate
 - 2+ year certificate
 - 2 year degree
 - Transferred to a 4 year institution with credential
- ↓ Excess college credits earned per credential (accumulated beyond # required for credential)
- ↓ Total Cost per Credential

*System Office



Proposed Student Success Timeline

Equity

Achieving the Dream urges colleges to:

- make a commitment to eliminating achievement gaps while improving outcomes for all students
- examine their policies, practices, and institutional culture with the goal of reducing inequities that create barriers to success
- have a student-centered vision, a culture of evidence and accountability, and a commitment to equity and excellence.

Equitable treatment provides each student the encouragement, opportunities, and support that he or she needs to succeed.

Equity is at the heart of student success because different students have different needs for resources and support.

Fall
2012

Spring
2013

Fall
2013

Spring
2014

Starfish full-scale

- 3 flags: email
- 6 flags: call

Intrusive Advising full-scale

- New students/Alert & Probation students – individual meeting
- Current students in good academic standing – group session during advising period

New Orientation Format

- Pilot this summer (June)

Career Development Process

- Pilot this fall

Enrollment Case Management

- Fully implemented this fall

ACA 090 required in 1st semester

- 1 pre-curricular need for AA/AS/AGE students
- 2 pre-curricular needs
- Probation (FA or Academic)

Mid-term Grade Reports

Mandatory Placement Review for Re-test

- CbD populations entering Spring 2013
- Online or ACE

Pilot High School GPA as Placement Measure

- For entering new students for Spring 2013

Complete redesign of 4 Programs of Study

- College Transfer
- Allied Health
- Business
- Computer Technologies

Professional Development

- Intrusive Advising
- Mentoring
- Program of Study Redesign

New Orientation Format full-scale

- For entering summer/fall students

Educational Planning (MAPS)

- Academic Plan
- Career/Transfer Plan

Faculty Mentoring

- For 2nd year degree-seeking students

Mandatory Placement Review for Re-test

- All students

Pilot High School GPA as Placement Measure

- For additional students

Begin redesign of additional Programs of Study

- ACA 090 required in 1st semester
- All students with 1 pre-curricular need

Career Development Process

- Scale up

High School GPA as Placement Measure

- For all students meeting criteria

Begin redesign of additional Programs of Study

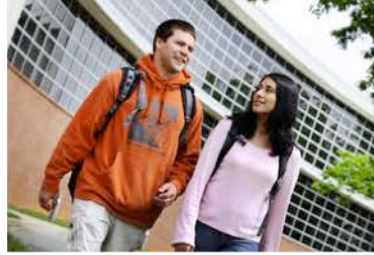
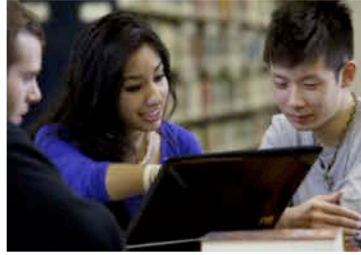
- All complete by end of Spring 2014

ACA 090 required in 1st semester

- All new students entering in Fall 2014

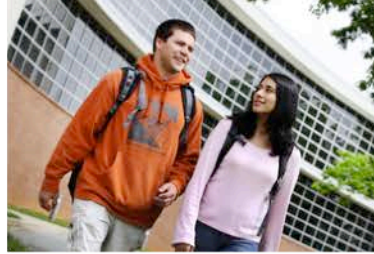
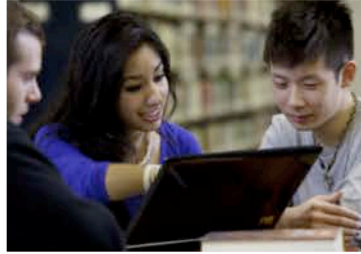
Career Development Process

- For all new students entering Summer/Fall 2014



What's Next for DCCC?

- Improved intake process
- Telling the CbD story
- Cost efficiency measures
- Communication strategy for retention/completion
- Support for faculty – What does completion look like *in* the classroom?
- Professional development in diversity/equity
- Predictive analytics
- Integrated technology solution



Presenters

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