The Los Angeles College Promise: Engaging Student Perspective & Participation
Knowledge you will leave with today

▸ Strategies for implementing student input in program design and evaluation
▸ Understand the theoretical research and data trends which make the case for systematically and meaningfully including student perspective and participation in program design and evaluation
The Los Angeles College Promise will seamlessly transition graduating LAUSD students to full-time LACCD students. This will lead to increased college completion, enhanced social mobility and equity for Angelenos, and a more robust local economy.

LACOLLEGEpromise.ORG
Our Continual Improvement Cycle

Identifying challenges

1. Chart the **student experience** through process maps
2. Collect and analyze **student responses** to identify barriers to success

Designing solutions

3. Create solutions to program challenges **with students**
4. Design prototypes of solutions **with students**
Why Student Input Matters?
Vision for Success mandates that we design with the “student in mind”

We make a lot of assumptions about what students know, need and experience

Needs to go beyond the student panel and/or student survey
LA College Promise
Approach
Behavioral Science & Process Mapping
Using MDRC’s expertise in social policies...

...and CABS’ expertise in behavioral science...

to design innovative and scalable solutions that help make programs work for people.
Why Should Programs like Promise Incorporate Behavioral Science?

- Draws on research in psychology, behavioral economics, and marketing about decision-making
- Deepens understanding of how people make decisions and what prevents us from doing things that are in our best interest
- Helps practitioners best serve their population by putting the user first
- Adapt evidence-based solutions to every context
A “Traditional” View of Decision-Making

“Rational agent” on which economic models of decision-making are based

Steps:
1. Receive Information
2. Understand & Absorb
3. Conduct Cost-benefit analysis
4. Conclude and Execute Choice
A “Behavioral” View of Decision-Making

Are you around people?

Are you under stress?

Did you make a choice or do nothing?

Is completing the action easy or hard?

Choice made (maybe)

Action completed

Information presented

How many decisions have you made today?

How much time do you have?

Applies psychology to behavior to explain decision making
A process map incorporates the user’s perspective and breaks down a process into every decision point, communication, and activity involved.
Process maps helped the LA College Promise team:

- **Visualize the full process** of being a Promise scholar from the perspective of a student
- **Identify opportunities** to increase student engagement and apply behavioral science methods
- **Engage students and other stakeholders** on how to improve each step of the process
Creating a Process Map for Higher Education

A process or journey map is a visual representation of a process that lists each step from start to finish. Higher education institutions can use process maps to help identify the barriers preventing students from achieving a desired outcome. A process map can be used to guide changes to a process that will reduce the barriers students face.

**STEP 1: IDENTIFY THE PROCESS**

- Draft a clear and neutral problem statement, focusing on a measureable outcome (for example, “Too few students are registering full time in the spring semester”). Using this problem statement, identify the process associated with the challenge you are facing.
- Brainstorm the activities involved in the process. Gather multiple perspectives from a variety of staff members (for example, faculty members and administrators) and students.
- Write each step on a separate sticky note, using differently colored notes for the different types of steps, so that you can easily add and move around steps.

**STEP 2: DRAFT YOUR PROCESS MAP**

- Begin with the sequence of steps you want students to follow.
- Write down the details of each step (for example, “student submits online application”) and place them in the order they occur.
- Indicate the points where a decision must be made and identify the decision maker (for example, when a student receives a reminder to register for classes, or when a faculty member must review an appeal application).
- Include details about required meetings, forms, and decision points for each participant.

For more guidance on drafting your process map, refer to “DRAFT YOUR PROCESS MAP: TIPS FOR STEP 2” on the next page. For an example, see the LA College Promise draft process map on page 3 of this document.
Step 1: Identify the Process

A process or journey map is a visual representation of a process that lists each step from start to finish. Higher education institutions can use process maps to help identify the barriers preventing students from achieving a desired outcome. A process map can be used to guide changes to a process that will reduce the barriers students face.

**STEP 1: IDENTIFY THE PROCESS**

- Draft a clear and neutral problem statement, focusing on a measurable outcome (for example, “Too few students are registering full time in the spring semester”). Using this problem statement, identify the process associated with the challenge you are facing.
- Brainstorm the activities involved in the process. Gather multiple perspectives from a variety of staff members (for example, faculty members and administrators) and students.
- Write each step on a separate sticky note, using differently colored notes for the different types of steps, so that you can easily add and move around steps.
Step 1: Identify the Process

Problem Statement:

- Only 75% of first year promise students persist full-time to Spring semester.
**STEP 2: DRAFT YOUR PROCESS MAP**

- Begin with the sequence of steps you want students to follow.
- Write down the details of each step (for example, “student submits online application”) and place them in the order they occur.
- Indicate the points where a decision must be made and identify the decision maker (for example, when a student receives a reminder to register for classes, or when a faculty member must review an appeal application).
- Include details about required meetings, forms, and decision points for each participant.

For more guidance on drafting your process map, refer to “DRAFT YOUR PROCESS MAP: TIPS FOR STEP 2” on the next page. For an example, see the LA College Promise draft process map on page 3 of this document.
Student enrolls full-time in Fall classes

During the first week of Fall classes, student receives Financial Aid disbursement

In early November, registration dates for Spring are assigned

Student looks on their student portal for their registration date

Student attends Spring classes

Student completes Fall semester

Student enrolls in their Spring classes on their registration date (mid November)

Student access the online Spring schedule and chooses classes for Spring

Student attends Spring classes
Use sticky notes to add to this process map

- What important steps or decision points are missing, from the perspective of the student?
- Who else besides the student is involved in each step?
- Who would you need to talk to in order to complete this process map?

*Tip: pick a few steps to focus on for this activity*
Let’s share!
Before you jump into building a process map, establish the problem facing your students. Aim to make your problem statements:

- Specific and observable
- Neutral
- Measurable
Apply this to your work

23

Take 2 minutes and note some initial ideas/problems you’ll explore when you get back “home.”

Consider how you will bring students into the process

Activity Questions

See Step-by-Step Guide: Creating a Process Map for Higher Education

- What important steps or decision points are missing, from the perspective of the student?
- Who else besides the student is involved in each step?
- Who would you need to talk to in order to complete this process map?
Use the resources shared today!
Our Process Map Journey

Spring 2018
- Colleges Develop Problem Statements
- Creation of LACP Process Map and Learn about Behavioral Science based interventions

Summer 2018
- LACP Success Coaches create curriculum and communication utilizing Behavioral Science interventions

Fall 2018
- Colleges integrate Process Mapping Process and Behavioral Science interventions into LACP Planning with student input

Spring 2019
- Colleges create college-specific Process Maps and MDRC conducts focus groups

Summer 2019
- Colleges analyze student feedback, revise process maps and integrate into LACP planning
Our Continual Improvement Cycle

1. Chart the student experience through process maps
2. Collect and analyze student responses to identify barriers to success
3. Create solutions to program challenges with students
4. Design prototypes of solutions with students

Identifying challenges

Designing solutions
College-Specific Process Map

1. Student learns about LA Promise:
   a. Through word of mouth, flyers, or the website
   b. Through a letter or automated email from the LA District with information on eligibility
   c. While in high school through college reps or high school counselors.

2. Student applies to LA Promise and completes necessary steps:
   a. Online orientation
   b. Self diagnosis placement
   c. FAPSA

3. To sign up for Promise, student:
   a. Fills out additional forms required by to participate in Promise
   b. Enrolls in summer bridge

4. Student applies to and expresses interest in LA Promise and completes necessary steps:
   a. Review course placement results (in a group setting)
   b. If the student cannot attend City Days, the Promise counselors can schedule a high school visit, or the student can come to City to complete their Ed plan.

5. Student attends City Senior days (City Madness) in March or early April:
   a. Complete an abbreviated Ed plan with a counselor
   b. Review course placement results (in a group setting)

6. a. Student attends: Summer Bridge (2 weeks) and enrolls full time for fall semester based on their major or major cohorts and learns about eligibility criteria.
   b. Student completes a summer success activity (day-long alternative) and learns about eligibility criteria.

7. Student continues to meet eligibility criteria by:
   a. Remaining enrolled full time (at least 12 units) during fall semester
   b. Maintaining 2.0 GPA
   c. Completing 16 hours of math lab
   d. Meeting once per semester with FYE counselor
   e. Visiting success coach once
   f. Attending an event
   g. Seeing a counselor if student drops a class
   h. Taking math and English in the first semester
   i. Completing Counseling course = 1 unit per term (summer, fall, spring). If not able to do summer bridge, must take 2 units in fall.
   j. Program staff follow-up consistently.

8. Student complete required success activity through fall semester.

9. Student appeals via online form and makes a plan to get back on track. This plan may require a specific success activity in the spring.

10. Student receives notification from program staff about missing summer transition completion and/or not complying with full time requirement.

11. Student appeals via online form and makes a plan to get back on track.

12. Student receives notification from program staff about not meeting eligibility criteria and is guided by counselor to complete appeals process for spring semester.

13. Student completes required success activities through fall semester.

14. Student enrolls full time in spring.

15. Student is out of the program.
Examples from our Colleges
LA City College & West LA College
LACP Take-Aways

- Student feedback is integral to effective design and evaluation
- Model is applicable to a variety of college planning/initiatives
- Helps build coherence and make needed integration visible by building design principles together
- Builds trust and relationships across campus
- Looking at it in different way (process mapping) helps us see it in a new way
Resources

▸ Improving Programs Using Students’ Voices

▸ Step-by-Step Guide to Creating a Process Map for Higher Education

▸ Designing for Success: The Early Implementation of College Promise Programs

▸ A Path from Access to Success: Interim Findings from the Detroit Promise Path Evaluation

▸ Webinar: Using Behavioral Science to Improve Student Outreach
THANKS!

Any questions?
You can find us at

- zimrinjb@laccd.edu
- cristojr@laccd.edu
- Evan.Weissman@mdrc.org