Understanding the Student Experience

External factors include federal, state, and local policy, accreditation, and the vendor market

**Connection**
Interest to application

- Do not apply to postsecondary education

**Entry**
Enrollment to completion of gateway courses

- Poor academic preparation
- 75% of low-income students need to combine work and school; work over 20 hours/week; schedule changes

**Progress**
Entry into course of study through to 75% of requirements completed

- Limited advising leads to credit (and debt) accumulation not matched to degree attainment
- Credits obtained at community college don’t transfer to four-year institution

**Completion**
Complete a certificate or degree or to obtain a credential with labor market value

- Part-time enrollment means slow progress, loss of momentum
- Leave with credits needed for degree but for college-level math
- Leave college with excess credits

**Transition**
Successful transition to four-year institution or workforce

- Poor college counseling leads to under-enrollment, poor matching and failure to obtain financial aid for which they qualify
- Fail to enroll/pass Gatekeeper courses (i.e., entry-level math and English)
- Life happens/complex lives means many disruptions; stop out or drop out
- Transfer without credential
- Leave college without support for job search or with no career plans
- Credential doesn’t garner family-supporting wage job or isn’t “stackable” to career that does
- Leave college without knowledge of additional qualifications that can help advance career

**Common Loss Points**

**What initiatives support your students along their educational journey? Also, consider planned changes to technologies, policies, processes, and behavior.**

**Your Momentum Strategies**

Adapted from Completion by Design’s Loss-Momentum Framework