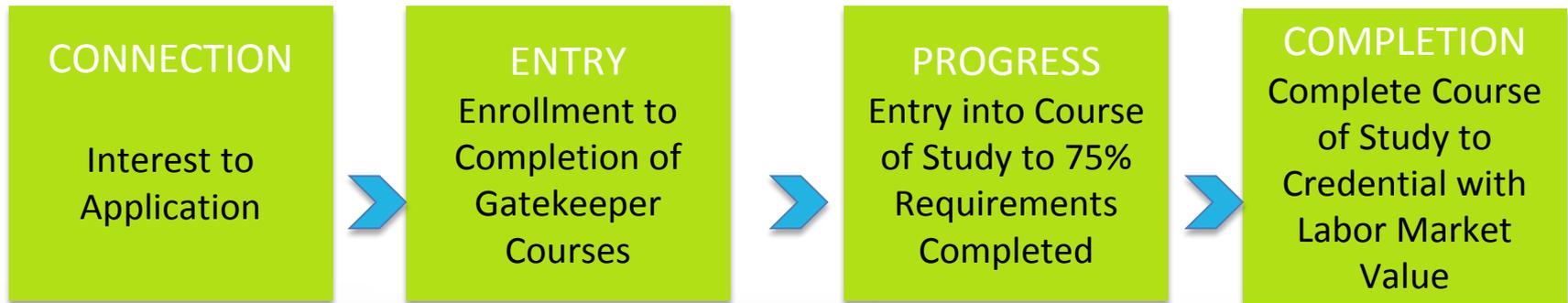


**COMPLETION
BY DESIGN
OHIO CADRE** 

Ohio Association of Community Colleges
Statewide Symposium
March 2014
Dr. Kathleen Cleary

Loss & Momentum Framework



STUDENT DATA SYSTEM (From Day 1 to Completion)

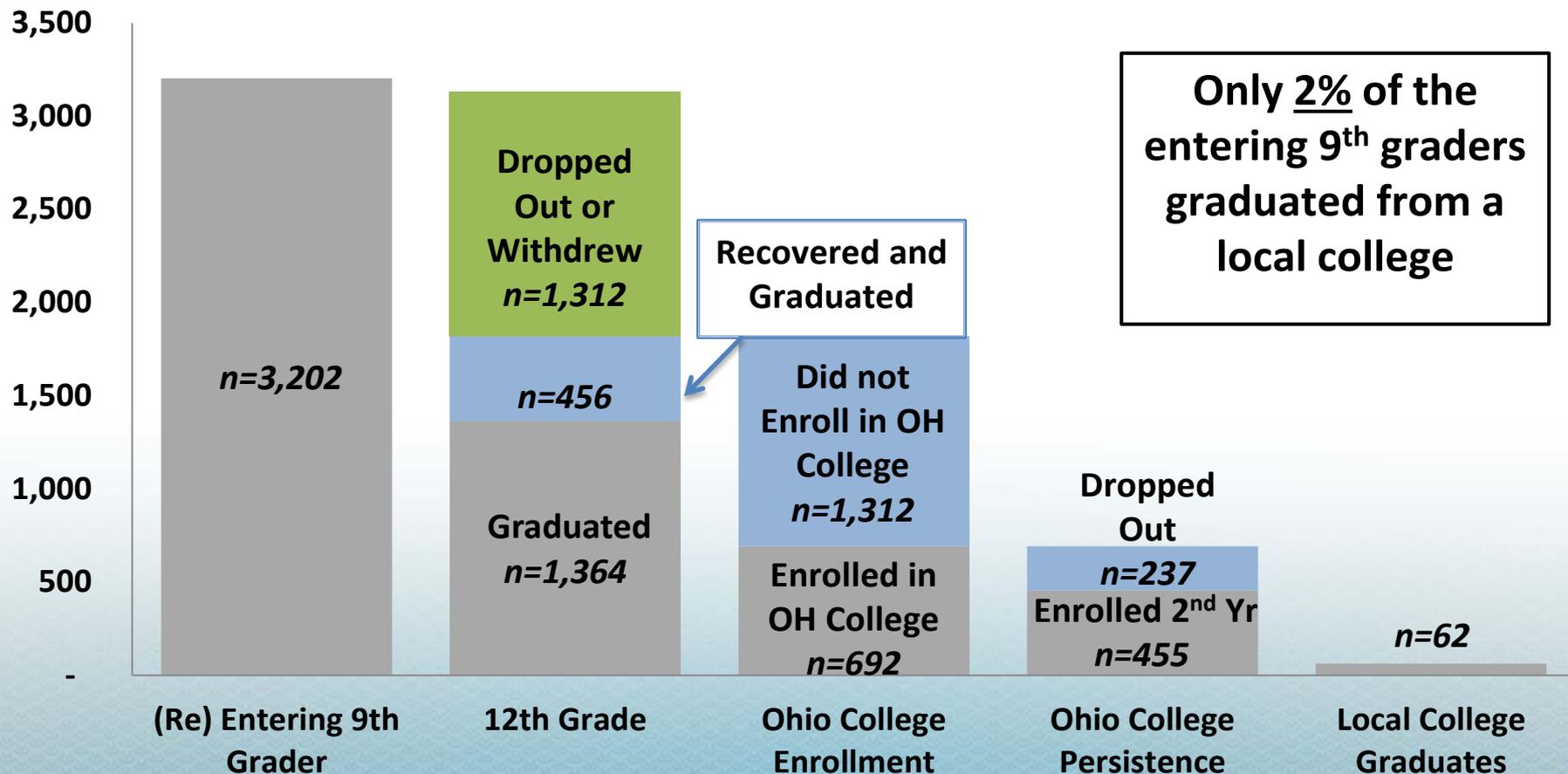
STUDENT ENGAGEMENT

LEADERSHIP FOCUSED ON COMPLETION

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Low-Income High School Graduating Class Outcomes



Discussion Question

How can we safeguard quality at the same time we try to increase the number of students completing their goals?



Focus on Data



Ohio Cadre Goal

- Increase graduation rate by 40% for the 2015 cohort.
 - Currently at 11% graduation rate, want to get to 15% for Ohio cadre (*IPEDs, based on fall 2007 cohort*)
 - There are 94 Associate Degree programs at Sinclair.
 - Increase 1 student per program per year, and we increase graduation rate by roughly 1.5% per year at Sinclair



Key Findings from Data and Faculty, Staff and Student Input



Examples of Key Findings from Data

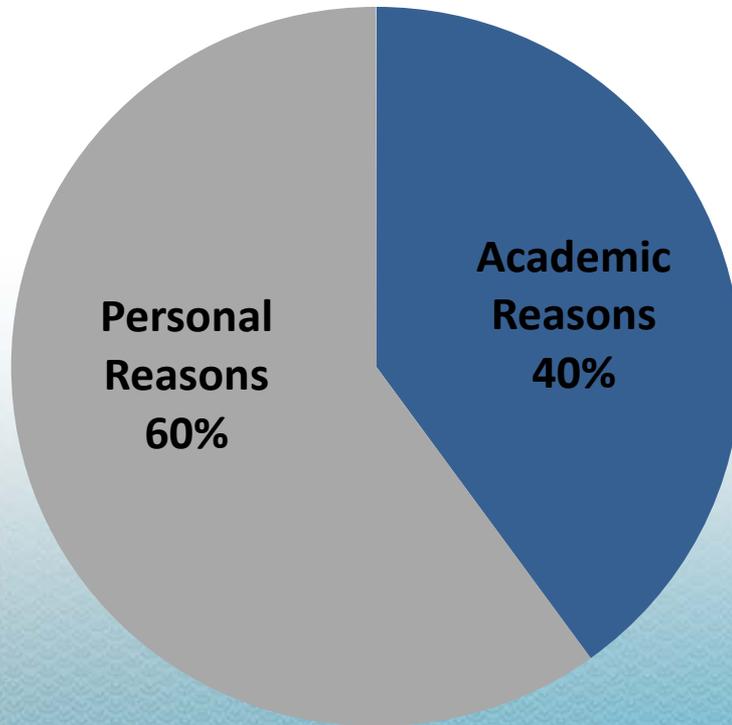
- **Quantitative:** Students who enter a program of study (take three classes within the major) within one or two years are more likely to graduate
- **Qualitative:** Students need more structure, advising, and orientation and that it should be mandatory.



Factors for Course Withdrawal

Self-Reported Reasons for Course Withdrawal

(Fall 2011)



Academic Reasons (examples):

- Lack of Time Management
- Poor Concentration
- Test Anxiety
- Instructor Issues
- Missed Too Many Classes
- Not Doing Well
- Not Required for Major

Personal Reasons (examples):

- Financial Issues
- Medical Problem
- Personal Issues
- Work Conflict



Factors within College's Control

- Cost of tuition – some colleges offer free tuition after 12 credit hours to encourage students to take more classes
- Course offerings and scheduling
- Clear and consistent academic pathways
- Articulation and transfer agreements



Factors Not within College's Control?

- Personal and family issues
- Medical issues
- But time is the enemy



Strategic Priorities for Ohio Cadre



Strategic Priorities for Ohio Cadre

1. Accelerating students through Dev Ed and programs more quickly
2. Clear pathway toward transfer/career (take guess work out)
3. Integrated Student Support
4. Institutional and State Policy



Accelerating Students through the Pathway

- Early placement testing and interventions in high school
- Accelerate students through developmental education (i.e. boot camps, math modules)

Related KPIs and Goals:

- Increase the % of students who completed developmental education in 1 year
- Increase the % of students who pass college-level math and English in 1-2 years

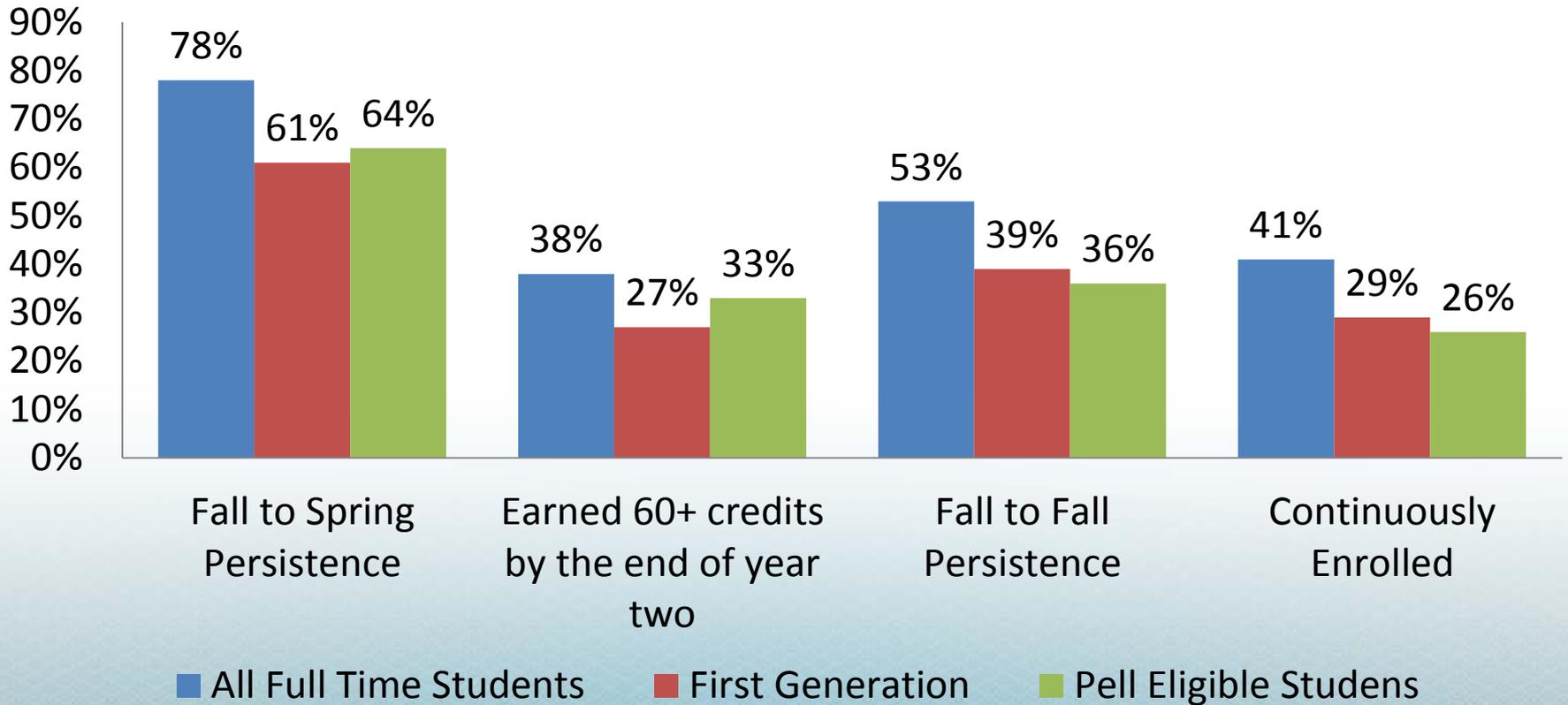


Why Accelerating

- Time is the enemy
- Sequencing is the enemy College #1
 - 100 students start Basic Arithmetic, 55 pass
 - 45 continue to Intro to Algebra, 25 pass
 - 20 continue to Intermediate Algebra I, 12 pass
 - 10 continue to Int. Algebra II, 6 pass
 - 4 continue to Intermediate Algebra III, 3 pass
 - 2 continue to college level math, 1 passes



First Time, Full Time Degree Seeking Students at College #2 Fall 2010 Cohort



College #2 data

	% of students passing		% of students passing*
Dev MATH #1	43%	Dev Eng #1	43%
Dev MATH #2	42%	Dev Eng #2	71%
Dev MATH #3	51%	College Eng 1	60%
College MATH	56%	Coll. Eng/Alt	72%

- **Math 1650: $.43 \times .8 \times .42 \times .8 \times .51 \times .8 \times .56 = 3\%$**
- **English: $.43 \times .8 \times .71 \times .8 \times .6 = 12\%$**

**with a "C" or better, taken from College #2 data*



Academic Pathway Redesign and Contextualization

- Examine excess credits
- Quantway, boot camps, co-requisite Dev Ed
- Build MAPs to get students through developmental education and into a program of study as soon as possible

Related KPIs and Goals:

- Increase the % of students who take 9 hours in their major within their 1st and 2nd year
- Decrease the average number of excess credits



Why Pathway Redesign

- 7% of the fall 2006 cohort (219 students) have more than 90 quarter hour credits but no credential
- Student feedback: Too many choices leave them confused



The Student Experience



Successful Completion



Integrated Student Support

- Mandatory orientation and advising
- Holistic development of students
- Career advising integrated with faculty support

Related KPIs and Goals:

- Increase the % of students persisting fall-to-fall
- Reduce the number of excess credits



Why Integrated Support

- Only 40% of non-completers “concentrated” within first two years; these “delayed entry” students are often undecided majors and need more guidance.
- Students don't do optional
- Employer input on skills gap
- Student feedback: Need a "go-to" person



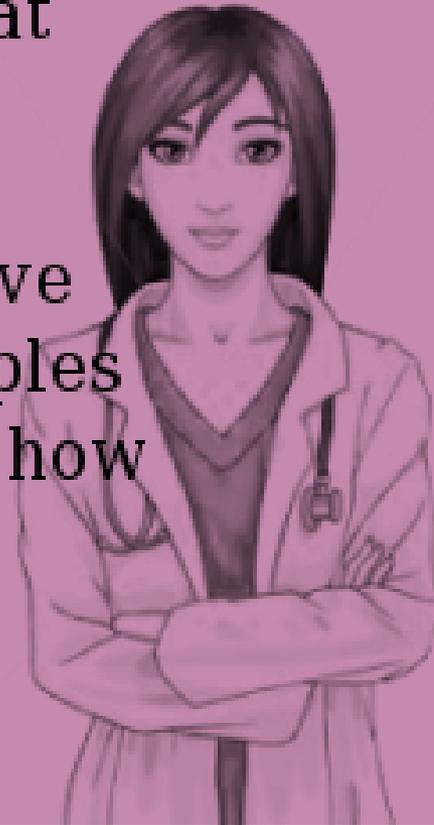
Providing Critical Program Context

Example: Nursing

- Admission requirements
- Wait lists
- Basics about the profession



I wear bodily fluids that aren't mine, I work weekends & holidays, I get screamed at & have my hands in other peoples orifices. Tell me again how hard you work?



ROTTENeCARDS USER CARD



Institutional and State Policy

- Conduct institutional policy review
- Work with state policy leaders to create a state plan for increasing completion

Related KPIs and Goals:

- Increase the % of students who earn a credential (especially prior to transfer)



Policies to Consider

- Faculty
 - classroom policies, attendance policies, grading policies
- Academic departments
 - admissions policies, advising policies, pre-requisite policies, placement policies
- Student services
 - advising policies, student success courses and orientation requirements, financial aid policies
- Business office
 - billing and payment policies, drop policies



The Role of Institutional Policy in Scaling Reform

- Structures, policies and practices need to be revised to support new systems
- New structures prevent the institution from falling back into 'old' way of doing things
- Opportunity to reconsider long-standing practices
- Communication key in helping students get accurate information to navigate the college



How Could Your College Move Forward with this Work?



Build: The Team



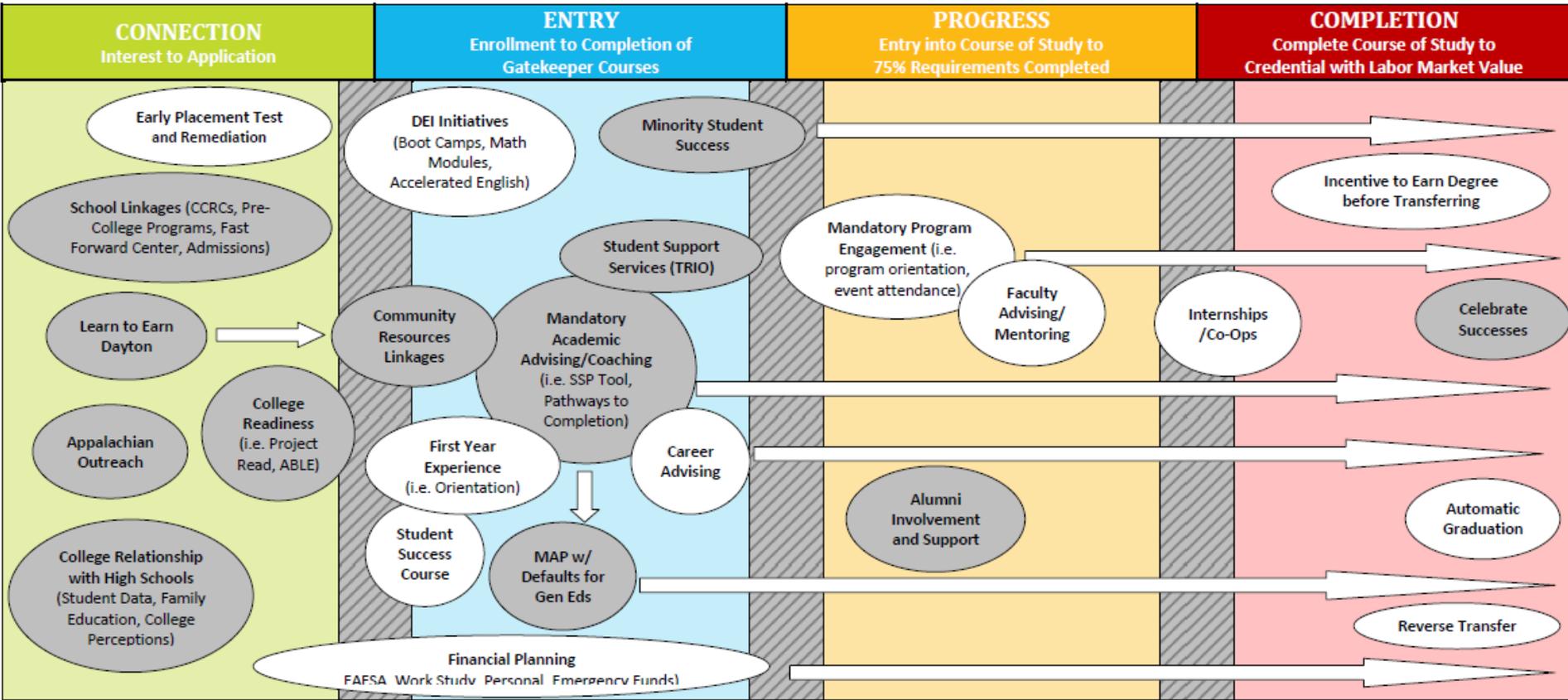
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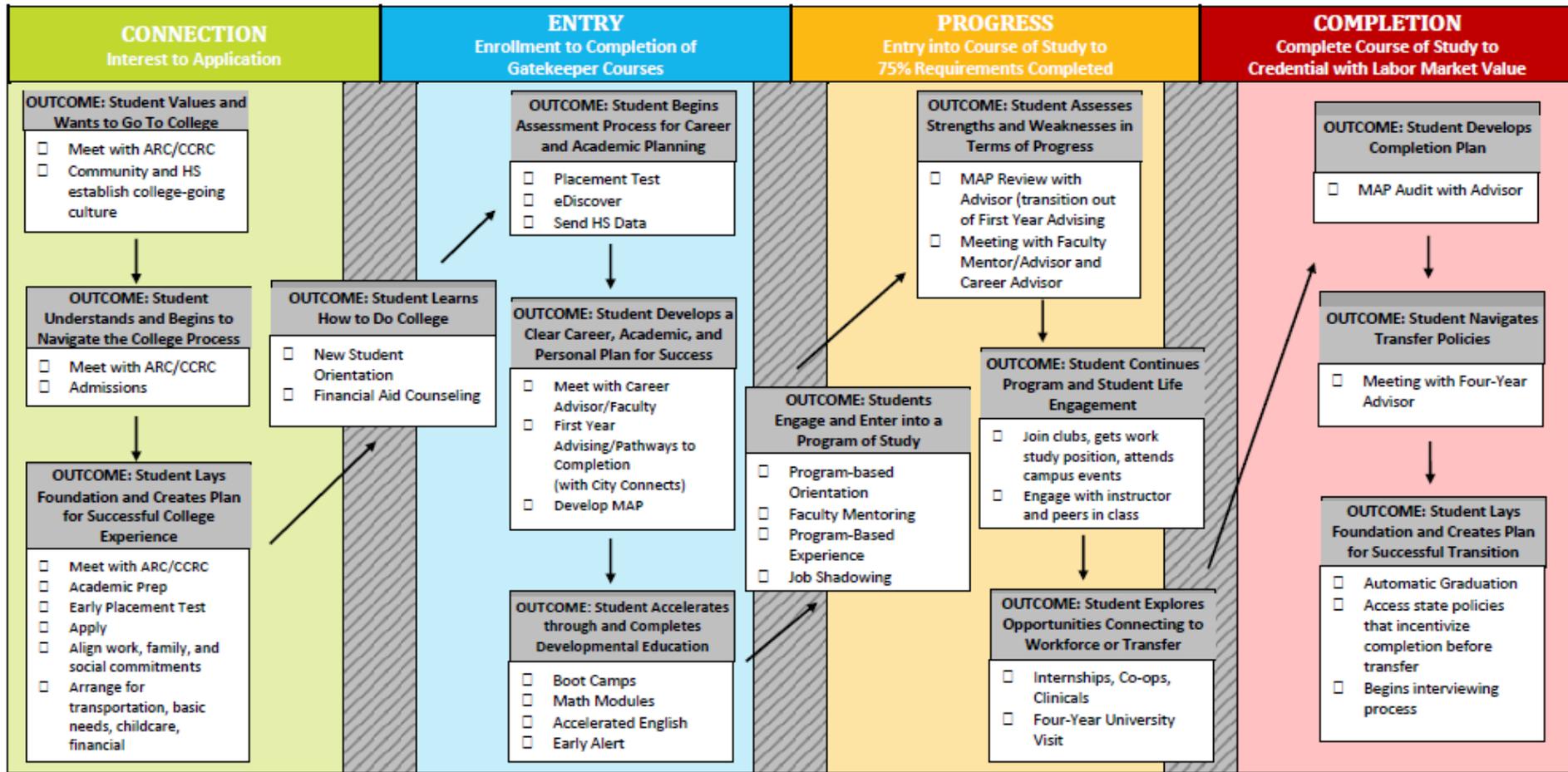
Build: On Existing Work



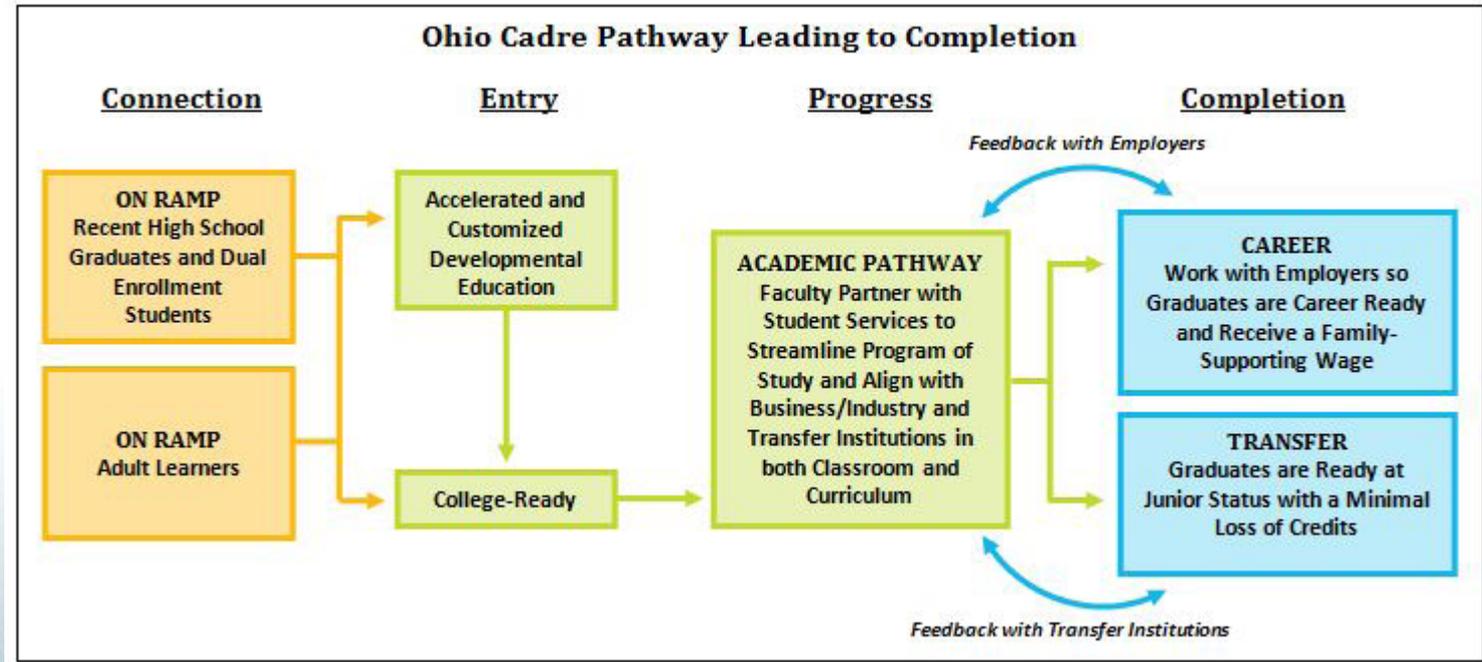
See where the gaps are....



...Develop Outcomes



Implement with the End in Mind



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Preparing to Make the Jump



Discussion Question

How will the college maintain access while improving completion?



Three Things

- 1. Pick Team for April 21st**
- 2. Identify Data Points**
- 3. Map what you are already doing/gaps**

