



Ohio **STRONG START**
TO FINISH

DATA-INFORMED & EQUITY-CENTERED



SSLI Institute

September 17, 2020

Ohio Department of Higher Education

- **Collaboration of**

- 18 Ohio community colleges
- 12 Ohio universities
- OACC and IUC

- **Each participating institution committed to**

- Create programs of study with guided pathways for all majors
- Align gateway math and English classes with the pathways
- Implement co-requisite remediation at scale
- Implement redesigned advising structures

Three year project to increase completion of remedial and gateway mathematics and English in one year:

■ CCA national data, two year colleges

- Complete both math and English: 16%
- Complete math only: 5%
- Complete English only: 25%

■ CCA Ohio community college data

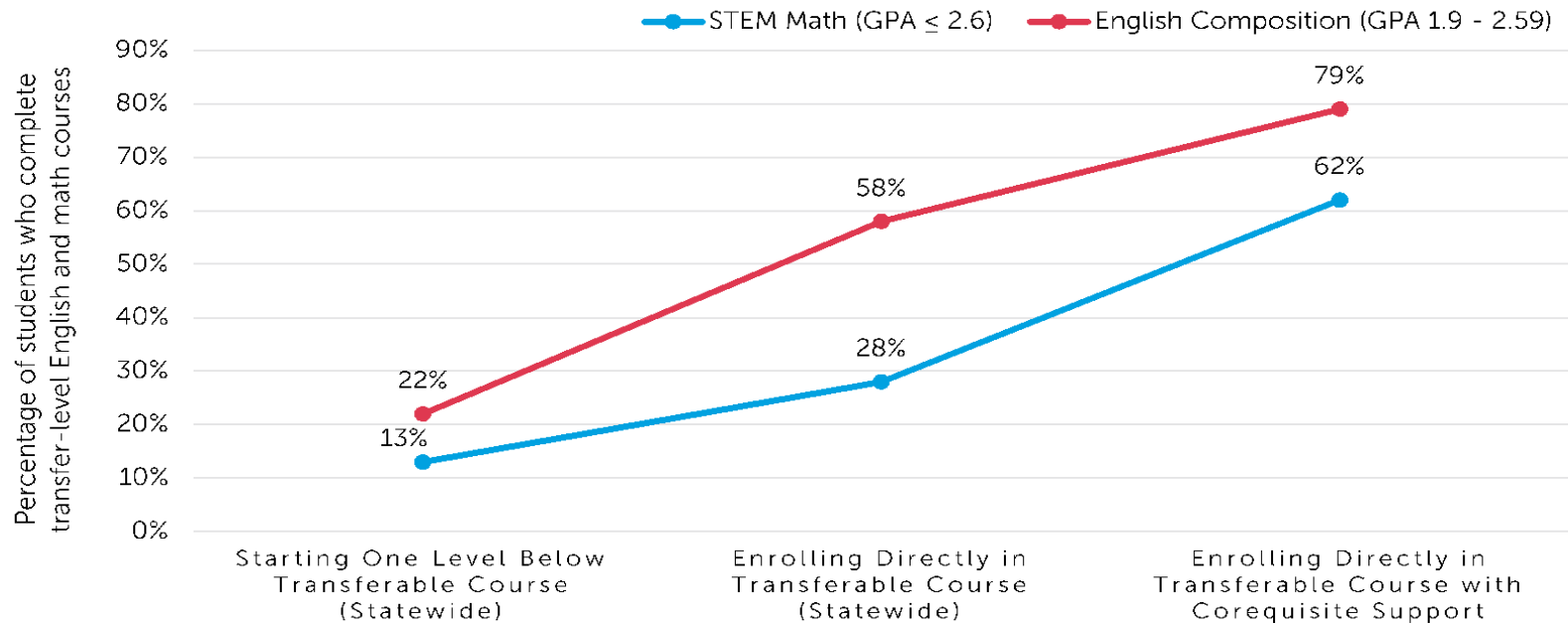
- Complete both math and English: 16%
- Complete math only: 5%
- Complete English only: 31%

Ohio Goals

- **Increase first year completion from 33% to 50%**
- **Reduce the achievement gaps for economically disadvantaged students, students of color, rural students, and students over age 25.**
- **Be a catalyst for developmental education reform across the state**
- **Reform: advising structures, placement, academic support, curriculum**

Increasing Gateway Completion

When students begin directly in a gateway college course, they are more likely to complete the course than if they are placed initially in a remedial course.



Source: The Campaign for College Opportunity & California Acceleration Project. (2019). [Getting There II: A Statewide Progress Report on Implementation of AB 705. Are California Community Colleges maximizing student completion of transfer-level math and English?](https://collegecampaign.org/portfolio/ab-705-statewide-progress-report/) Retrieved from <https://collegecampaign.org/portfolio/ab-705-statewide-progress-report/>. Notes: The data used to create this chart are provided in Figures 1 and 3 of the report. For STEM Math, the completion percentage for direct enrollment with corequisite support came from one college while for English Composition the data came from 13 colleges.

Ohio Strong Start Projects

- **Create a community of Ohio institutions addressing first year success**
 - Webinars
 - Convenings
 - Shared information
- **Institutional Grants**
- **Practitioner recommendations**
 - Five implementation forums

Implementation Forum Reports

- **Review best practices on topic**
- **Make recommendations**
 - For colleges and universities
 - For policy makers
 - 75 in all
- **Available online:**
<https://www.ohiohighered.org/SSTF/forums>

Institutional recommendations:

Institutions should consider offering some “late start” courses for students wishing to register after the beginning of the term or needing schedule changes.

Institutions should consider multiple-measure placement within a larger context of helping students identify career paths and majors, and ensuring that students are enrolling in the courses that are appropriate for the students’ desired major.

Institutions should develop and implement systematic, ongoing formative evaluation of their co-requisite remediation programs.

Policy recommendations:

The Ohio Department of Education should adopt a uniform electronic transcript for high school students within the state. The transcript should be compatible with college and university student information systems.

ODHE should add the following variables to its regular data collections:

- Gateway English requirement met prior to matriculation
 - Yes – select method (AP credit, CCP, transfer)
 - No
 - Not reported or Unknown

ODHE should establish a Standing Committee on Equity and Inclusion in Ohio Higher Education

Thoughts/Comments/Questions



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SSTF Convening: Oct 22, 23

Thank you

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