

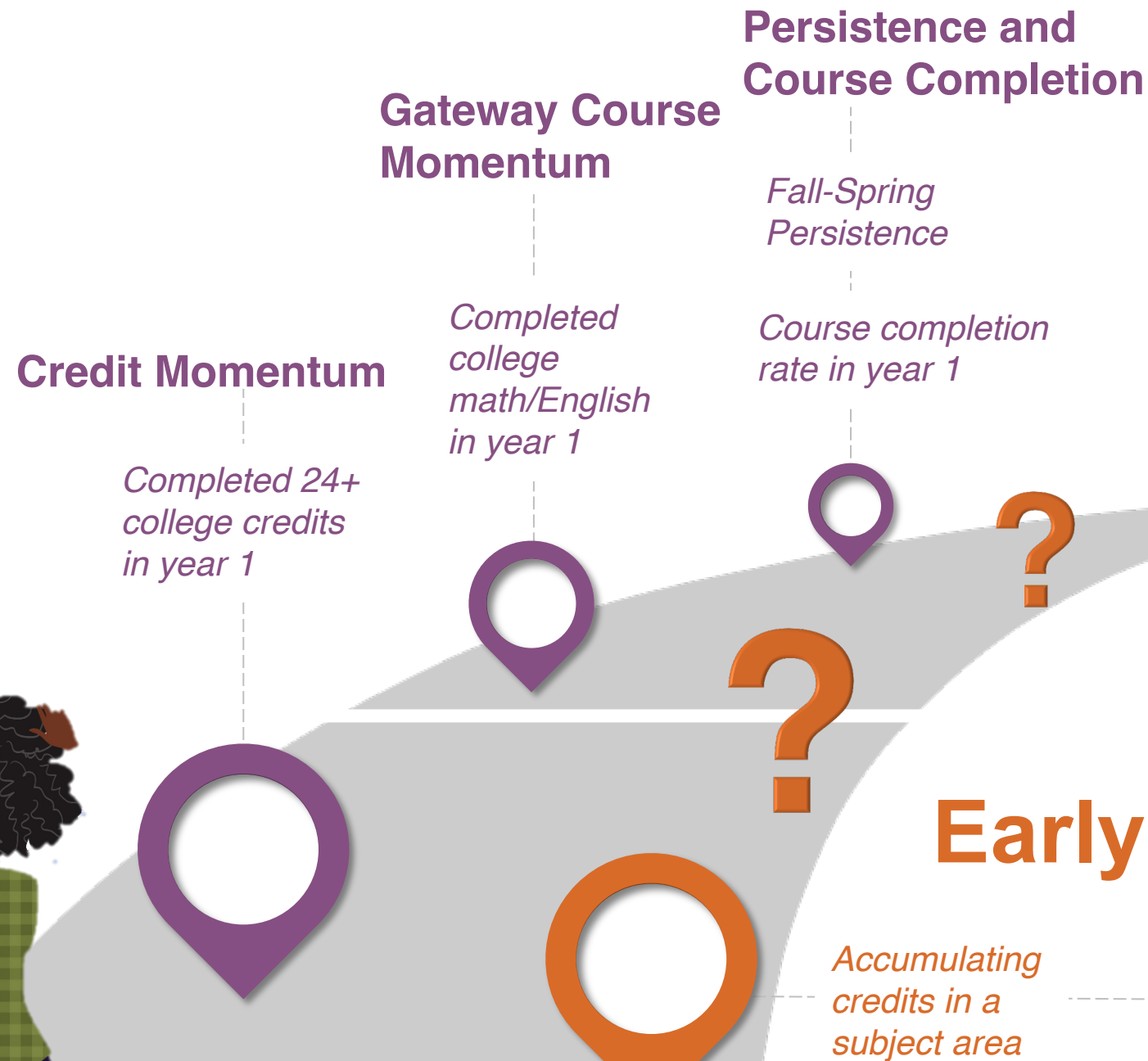
Update on **Early Academic Momentum** Trends at Ohio **Community Colleges**

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Metrics for Improvement: Momentum as Leading Indicator

Early Academic Momentum



Early Momentum Metrics Leading Indicators for Community College Improvement

By Clive R. Belfield, Davis Jenkins, and John Fink

As community colleges across the country implement large-scale reforms to improve student success, they need timely and actionable metrics to determine if the changes they are making in a given year or term will likely improve student outcomes in the long run. In this brief, we examine how well nine measures of students' progress in their first year predict student completion in subsequent years and thus how suitable these early momentum metrics, or EMMs, are as leading indicators of the effectiveness of institutional reforms.

Based on analysis of student data from all community colleges in three states, we find that EMMs do predict longer term success for students. We also find that a key factor in low completion rates, as well as in equity gaps in completion rates, is that many students do not gain early momentum in their first year. College outcomes would be substantially higher if more students met EMMs. Our findings indicate the need for comprehensive reforms to community college organization and practice to help more students gain early momentum on their way to earning a credential.

Based on analysis in three states, we find that measures of student progress in the first year predict student completion in subsequent years.

First-Year Indicators of Longer-Term Success

Throughout the nation, two-year and four-year colleges are recognizing that to "move the needle" on collegewide measures of success (e.g., completion rates) major redesign across the entire institution may be required to ensure that its programs, policies, and practices are well designed and aligned to promote student success. Hundreds of community colleges across the country are adopting whole-college reforms commonly referred to as "guided pathways" (Bailey, Jaggars, & Jenkins, 2015). As part of these reforms, colleges are mapping requirements and options for programs of study so that they are aligned with desired employment and transfer outcomes, redesigning the onboarding process to help new students explore options and interests and develop an academic completion plan, and revamping advising to better support students in making timely progress toward completion of a credential. Faculty are also working together across disciplines to ensure that curricula and teaching prepare students to succeed in employment and transfer in their field of study.

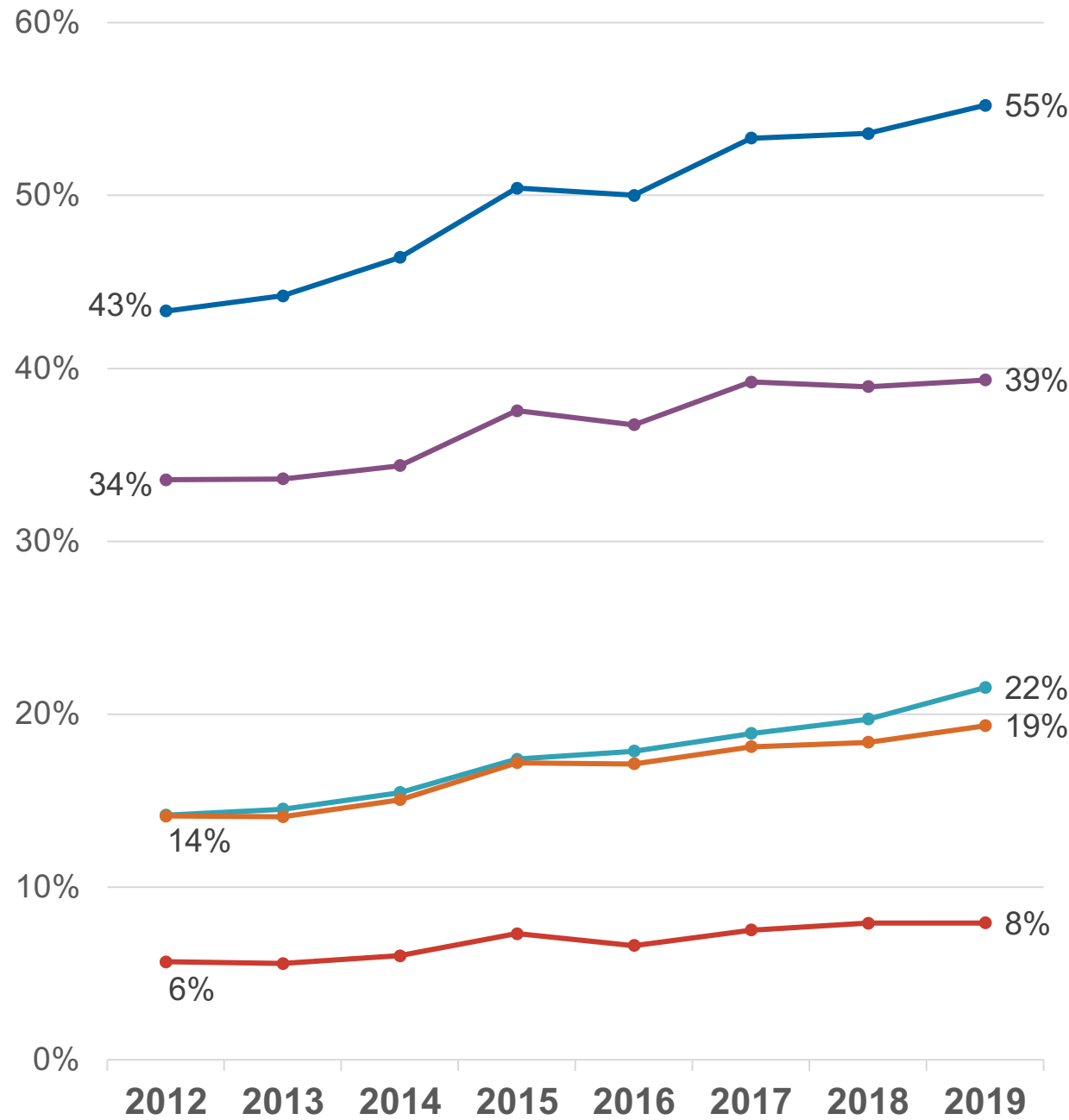
Because they involve a redesign of college practices at scale, guided pathways reforms take several years to implement (Jenkins, Lahr, Fink, & Ganga, 2018, pp. 2-3). Given that whole-college

Key Takeaways

1. Most colleges have made improvements on the EMMs in the past 5 years
2. Many colleges have also improved on EMMs specifically for Black, Hispanic, and adult students, but **equity gaps remain large and widespread**

Early Momentum Trends, Ohio Community Colleges

OACC Average (Unweighted)

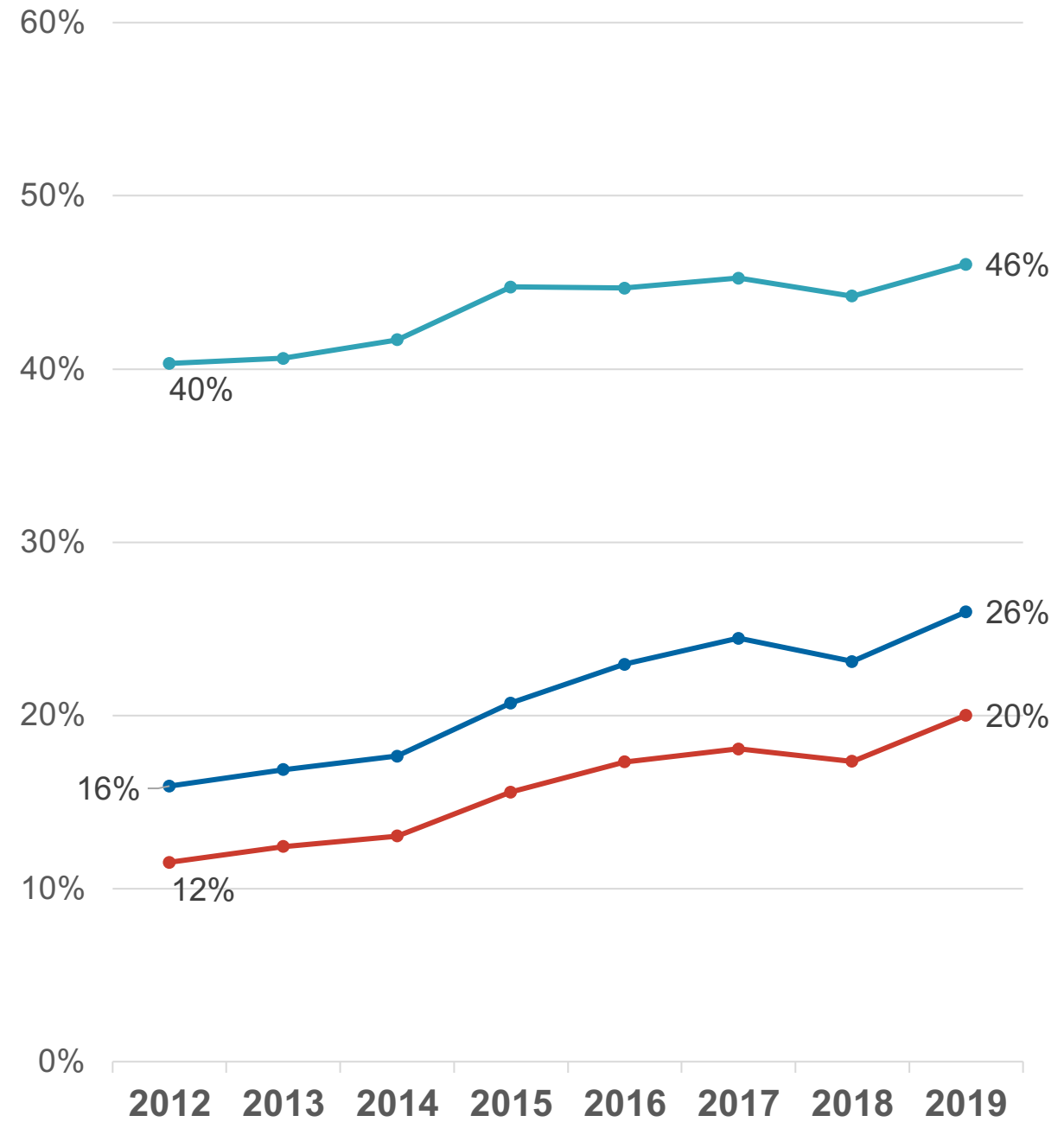


Entering Cohort (FTIC Students)

**Credit Momentum:
College-level
Credits Earned**

- 6+ in term 1
- 12+ in term 1
- 15+ in year 1
- 24+ in year 1
- 30+ in year 1

OACC Average (Unweighted)



Entering Cohort (FTIC Students)

**Gateway Course
Momentum in Year 1**

- Completed College English
- Completed College Math
- Completed Both

The following charts show changes in colleges' early momentum metrics, comparing the EMM rates for the fall 2014 or fall 2016 FTEIC cohorts to the fall 2019 FTEIC cohorts. Changes over time are reported in percentage point differences.

Show change in past 3- or 5-years
 Since 2014 (5yr change)
 Since 2016 (3yr change)

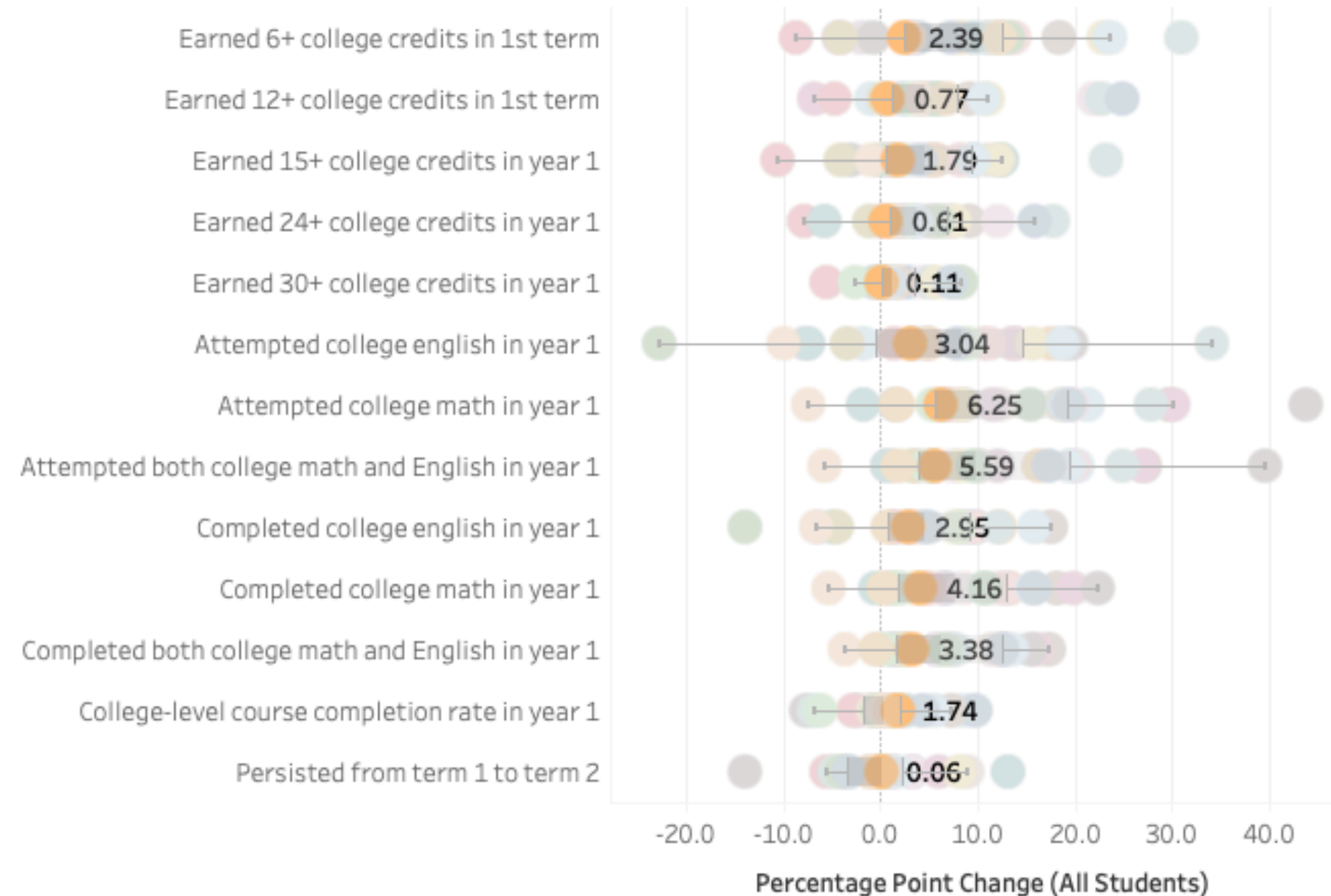
Former Dual Enrollment / CCP Students
 Exclude from cohorts
 Include in cohorts

Filter Colleges by 2019 Cohort Size

Highlight Your College

- | | | | |
|------------------------------------|-------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> College 1 | <input type="checkbox"/> College 7 | <input type="checkbox"/> College 13 | <input type="checkbox"/> College 19 |
| <input type="checkbox"/> College 2 | <input type="checkbox"/> College 8 | <input type="checkbox"/> College 14 | <input type="checkbox"/> College 20 |
| <input type="checkbox"/> College 3 | <input type="checkbox"/> College 9 | <input type="checkbox"/> College 15 | <input type="checkbox"/> College 21 |
| <input type="checkbox"/> College 4 | <input type="checkbox"/> College 10 | <input type="checkbox"/> College 16 | <input type="checkbox"/> College 22 |
| <input type="checkbox"/> College 5 | <input type="checkbox"/> College 11 | <input type="checkbox"/> College 17 | <input type="checkbox"/> College 23 |
| <input type="checkbox"/> College 6 | <input type="checkbox"/> College 12 | <input type="checkbox"/> College 18 | <input checked="" type="checkbox"/> OACC Colleges |

College Improvement Overall by Metric



Most OACC Colleges have made gains on the Early Momentum Metrics

The following charts show changes in colleges' early momentum metrics, comparing the EMM rates for the fall 2014 or fall 2016 FTEIC cohorts to the fall 2019 FTEIC cohorts. Changes over time are reported in percentage point differences.

Show change in past 3- or 5-years
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Former Dual Enrollment / CCP Students
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Filter Colleges by 2019 Cohort Size

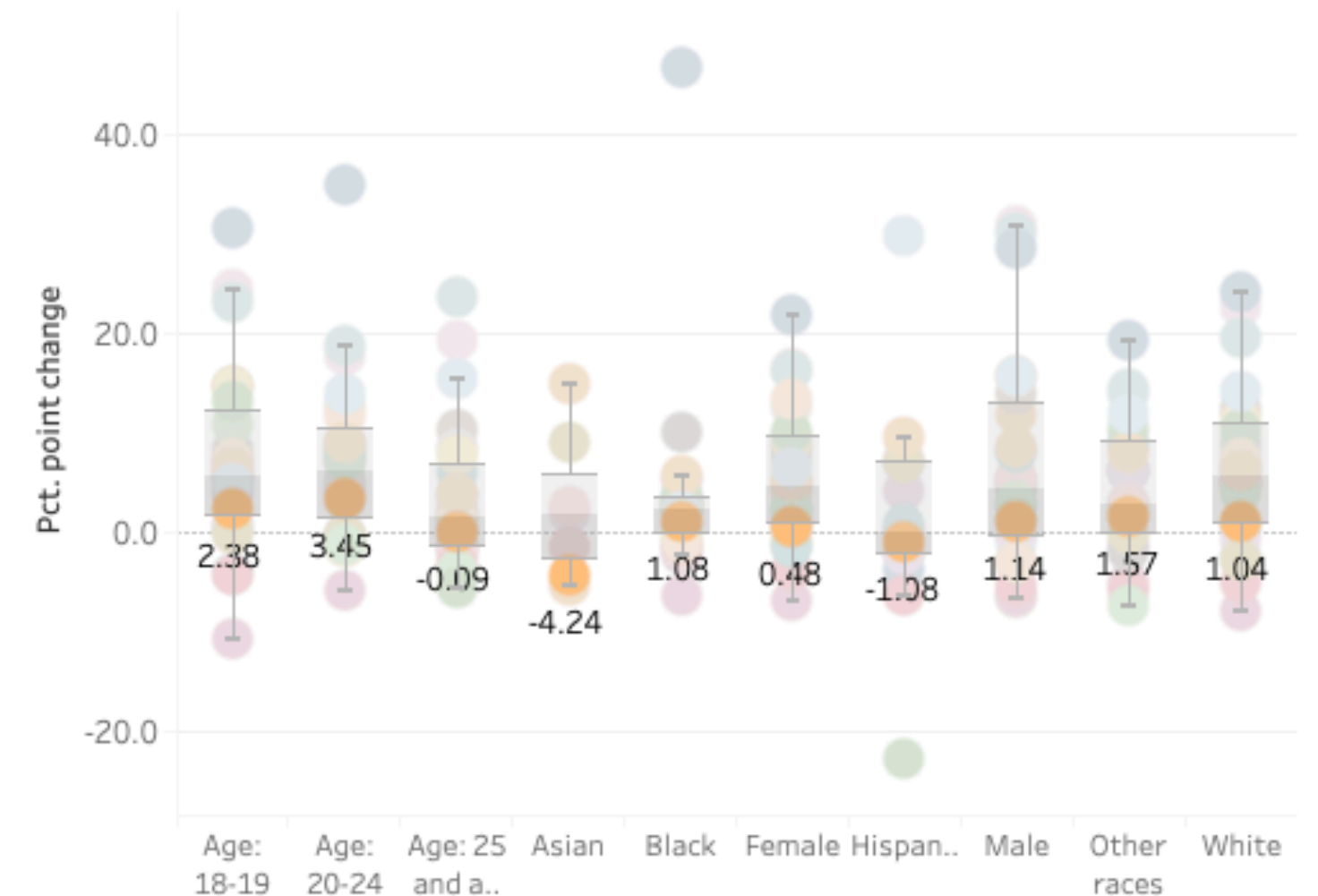
Highlight Your College

- College 1
- College 2
- College 3
- College 4
- College 5
- College 6
- College 7
- College 8
- College 9
- College 10
- College 11
- College 12
- College 13
- College 14
- College 15
- College 16
- College 17
- College 18
- College 19
- College 20
- College 21
- College 22
- College 23
- OACC Colleges

Select a metric to view improvement by subgroup

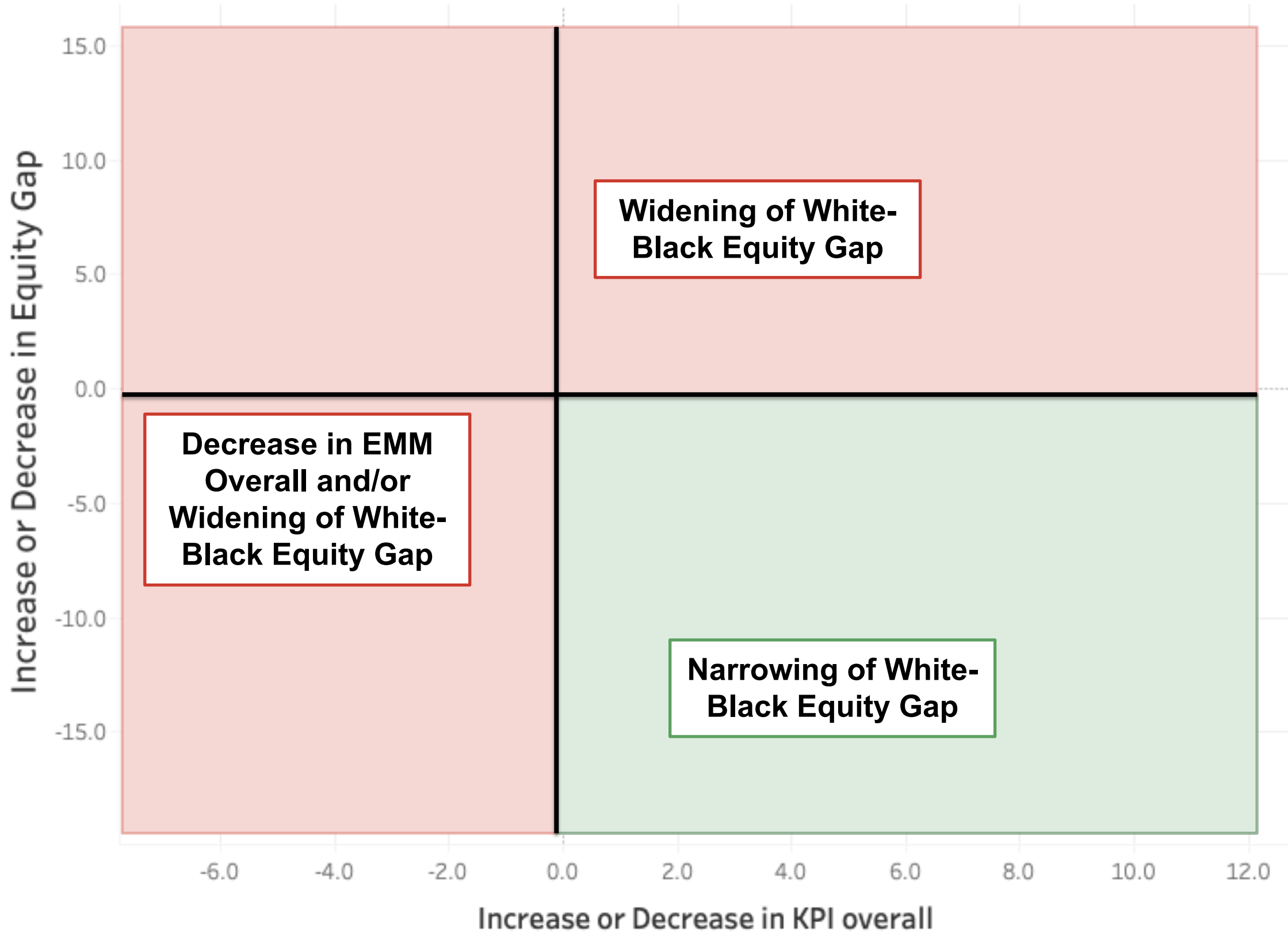
College Improvement by Student Subgroup

Earned 12+ college credits in 1st term



Gains in Early Momentum vary by college and across student subgroups

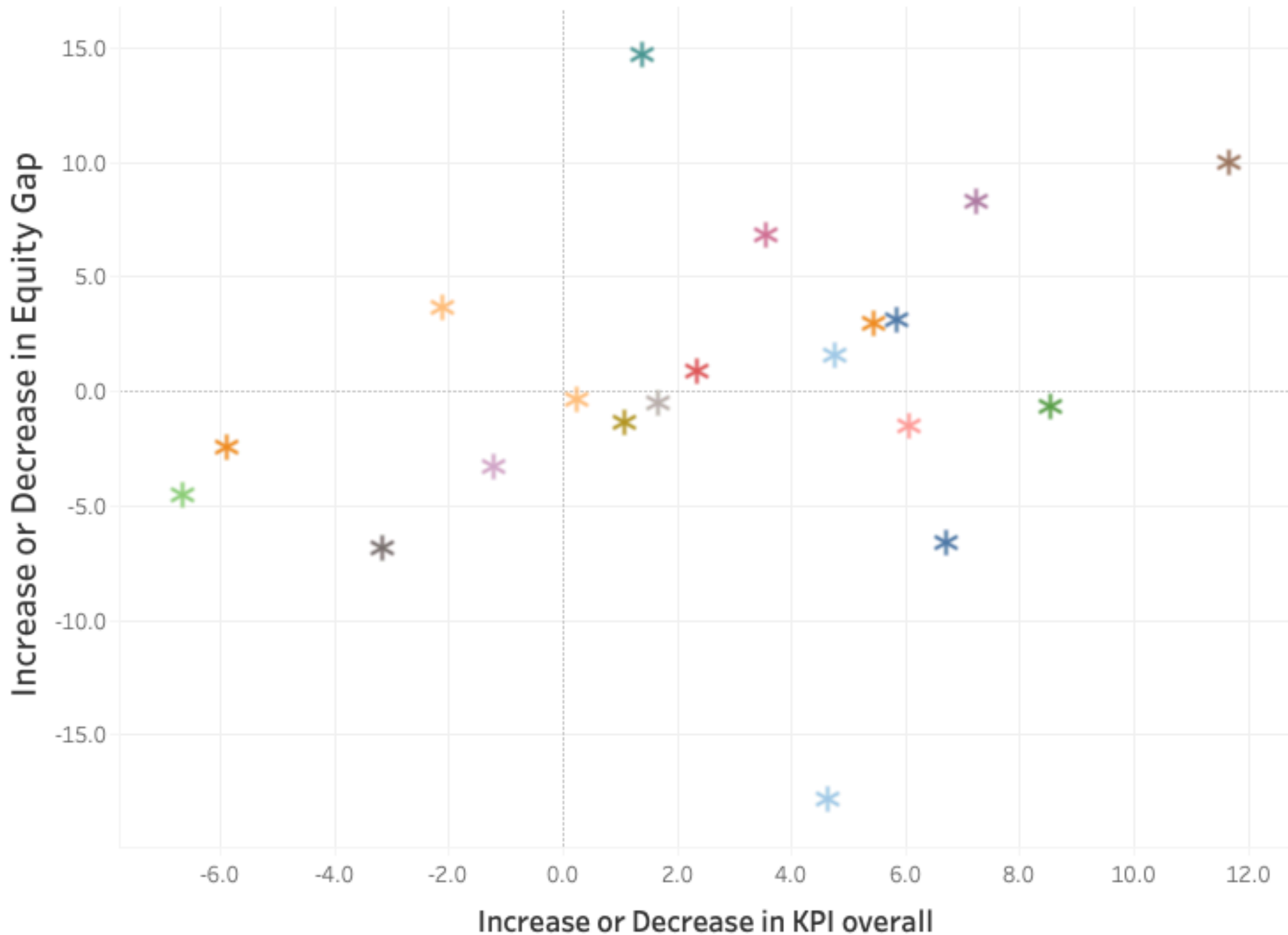
Overall Early Momentum Gains & Change in Equity Gaps
Change Since 2016 (3yr change), Gap: White-Black



Overall gains are accompanied by both closing and widening of equity gaps

Overall Early Momentum Gains & Change in Equity Gaps

Change *Since 2016 (3yr change)*, Gap: White-Black



Select a gap

- Age:18/19-Age:25+
- White-Black
- White-Hispanic

Show change:

- Since 2014 (5yr change)
- Since 2016 (3yr change)

Highlight Your College

- | | | |
|------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> College 1 | <input type="checkbox"/> College 9 | <input type="checkbox"/> College 17 |
| <input type="checkbox"/> College 2 | <input type="checkbox"/> College 10 | <input type="checkbox"/> College 18 |
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| <input type="checkbox"/> College 7 | <input type="checkbox"/> College 15 | <input type="checkbox"/> College 23 |
| <input type="checkbox"/> College 8 | <input type="checkbox"/> College 16 | <input type="checkbox"/> OACC Colleges |

Filter by Metric

Completed both college math and En... ▼

Filter Colleges by 2019 Cohort Size

(All) ▼

Highlight a Metric

- * Completed both college math and English in year 1

Onboarding for Dual Enrollment Students

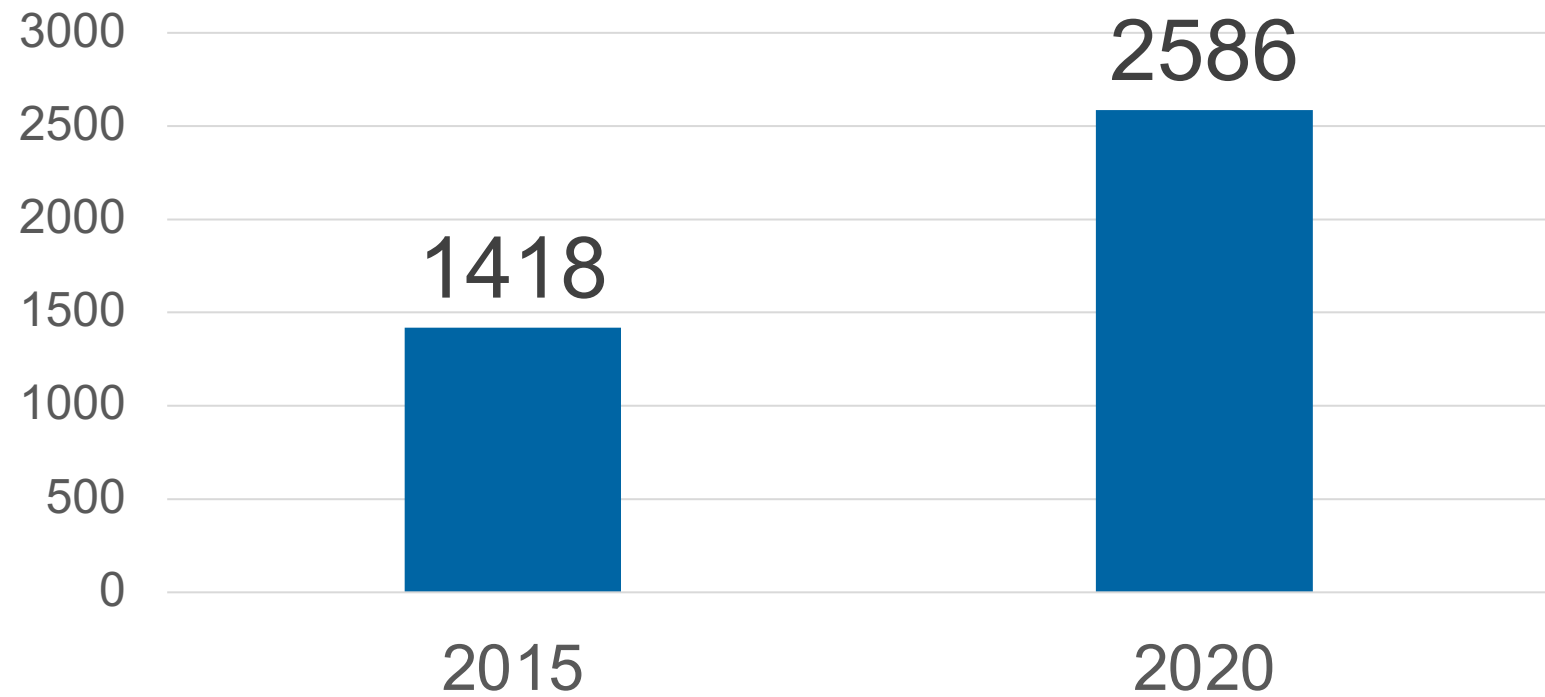
College Credit Plus (CCP) at Edison State Community College

CCP is a priority enrollment pipeline at Edison State

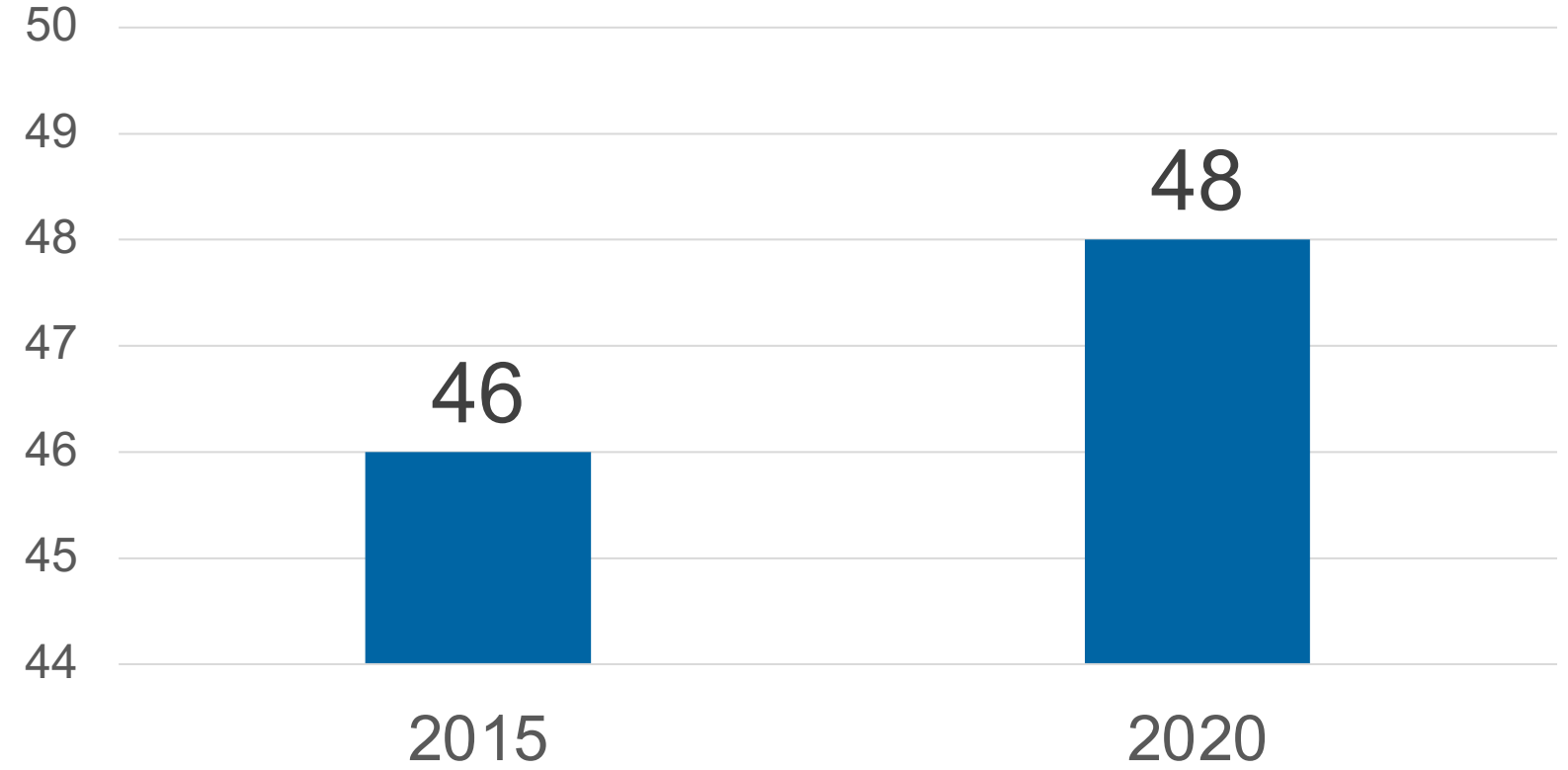
- CCP students choose a Career Pathway as an entry requirement
- Dedicated full time staff partner with each high school on a custom basis
- Dedicated Edison State website resources for CCP
- Custom Career Pathways guidance materials created for high school partner

CCP history

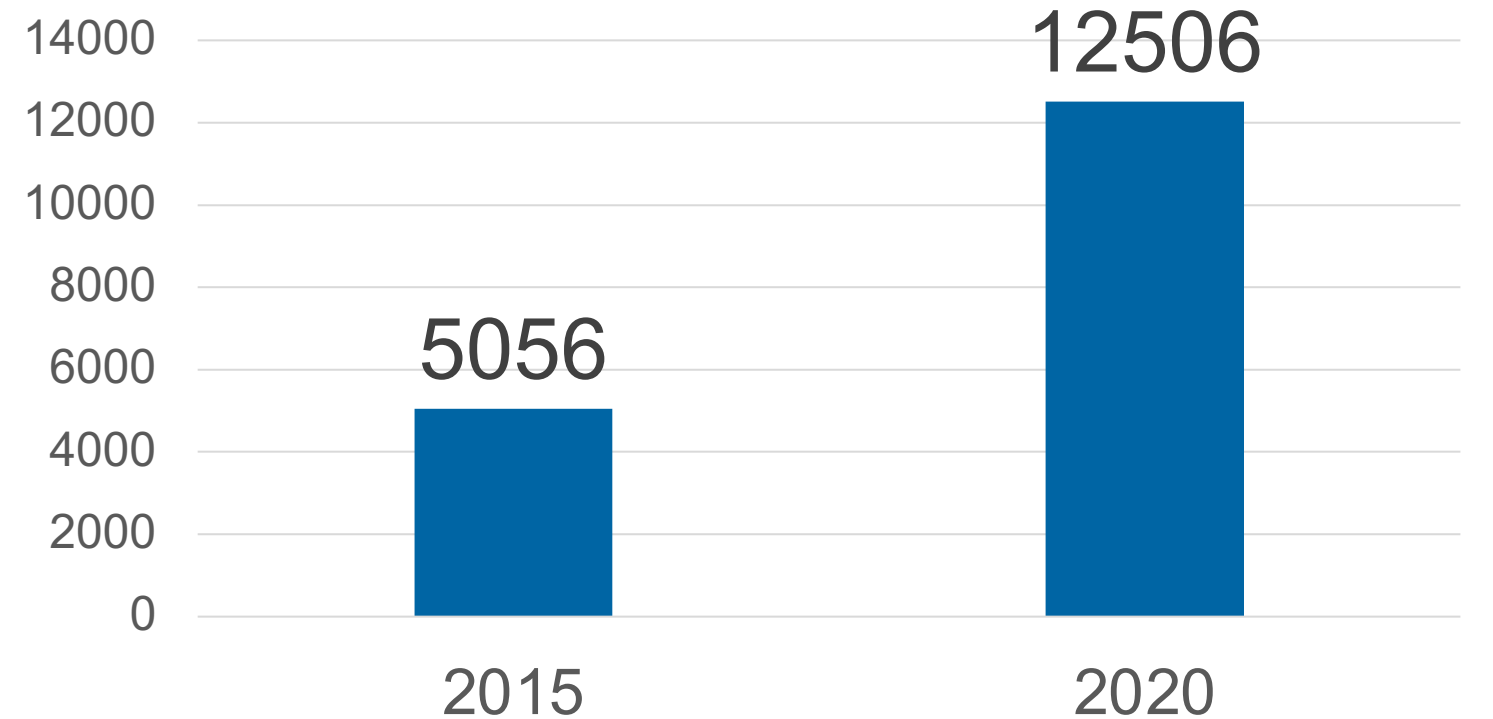
Headcount



Partner High Schools



Credit Hours



Communication components for CCP students

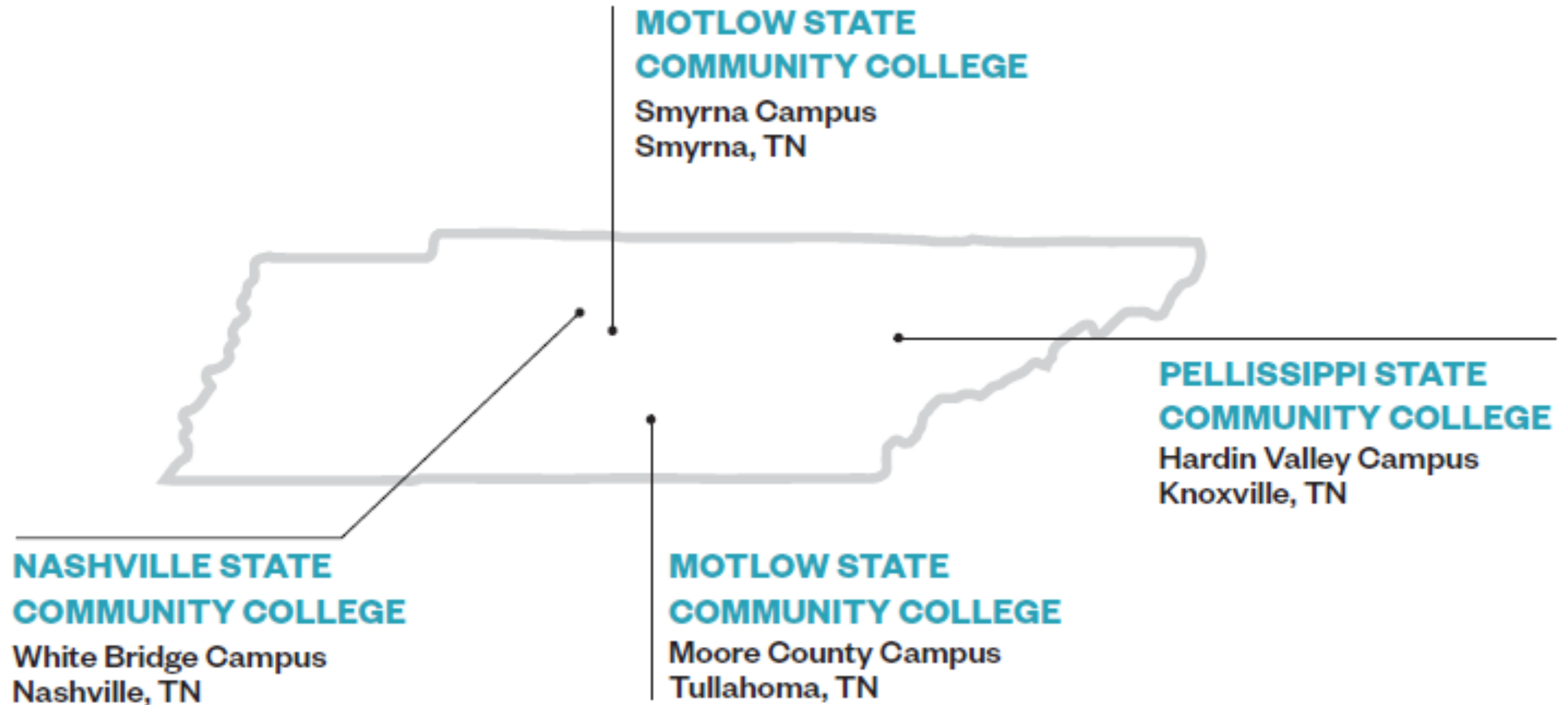
Edison State sends weekly reports customized for each partner high school

- Number and status of students in application pipeline
- Individual report for each enrollment student that includes
 - Career Pathway designation
 - Current course enrollment
 - Current course grades
 - Status of progress toward AA or AS degree
 - Accumulated credits
 - Other student information as needed by partner high school

Onboarding for Adult Students

Lessons from Three Tennessee Community Colleges

Where and how we learned about adult students



Why adult students benefit from targeted support during onboarding

Varying amounts
of time out of
education

Varying prior
college
experience

Different life
experience

Difference career
experience

No clear institutionalized
supports for college planning

How onboarding can be designed differently for adults



Recruitment



Enrollment



Program
Selection



Education
Planning



Confidence
Building

CCRC Resources

- Redesigning Community College Student Onboarding Through Guided Pathways: <https://ccrc.tc.columbia.edu/publications/redesigning-community-college-onboarding-guided-pathways.html>
- Mehl, G., Wyner, J., Barnett, E., Fink, J., & Jenkins, D. (2020). The dual enrollment playbook: A guide to equitable acceleration for students. <https://ccrc.tc.columbia.edu/publications/dual-enrollment-playbook-equitable-acceleration.html>
- Klempin, S., & Lahr, H. (2021). How guided pathways reforms can improve support for adult students: Lessons from three Tennessee community colleges. <https://ccrc.tc.columbia.edu/publications/guided-pathways-adults-tennessee.html>

Thank you!

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