Update on Early Academic Momentum Trends at Ohio Community Colleges

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OACC SSLI 2022
Early Academic Momentum

Persistence and Course Completion

Gateway Course Momentum

Completed college math/English in year 1

Fall-Spring Persistence

Course completion rate in year 1

Credit Momentum

Completed 24+ college credits in year 1

Benefits of Momentum for Transfer & Bachelor's Completion

<table>
<thead>
<tr>
<th>Momentum Milestones</th>
<th>Overall Benefit of Milestone</th>
<th>Black Students</th>
<th>Hispanic Students</th>
<th>Low-Income Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Momentum</td>
<td>1.7-2x</td>
<td>2-3x</td>
<td>4-5x</td>
<td>7-9x</td>
</tr>
<tr>
<td>Gateway English/Math</td>
<td>1.6-3x</td>
<td>2-4x</td>
<td>4-5x</td>
<td>4-5x</td>
</tr>
</tbody>
</table>

Yuxin Lin, Maggie Fay, & John Fink. (2021). CCRC analysis using statewide administrative data on 573,806 community college entrants between 2009-2018, tracked up to 10 years. Estimated odds ratios from hazard models controlling for students characteristics, college fixed effects and cohort fixed effects.

Metrics for Improvement: Momentum as Leading Indicator

Longer-Term Outcomes

vertisements: Charting Equity Gaps in Program Pathways Among Community College Students

December 2020

CCRC Working Paper No. 126

Yuxin Lin, Maggie F. Fay

John Fink

Metrics for Improvement: Momentum as Leading Indicator

**Credit Momentum**
- Completed 24+ college credits in year 1

**Early Academic Momentum**
- Completed college math/English in year 1

**Gateway Course Momentum**
- Fall-Spring Persistence

**Persistence and Course Completion**
- Course completion rate in year 1

**Metrics for Improvement: Momentum as Leading Indicator**

As community colleges across the country implement large-scale reforms to improve student outcomes, they need timely and actionable metrics to determine if changes are having the desired effect. An emerging area of scholarship centers on the idea that early academic momentum (EAM) is key to fostering better outcomes in critical first-year courses. In this brief, we examine how well measures of students’ progress in their first-year math, reading, and writing courses (in English) in the first term of enrollment predict later-term success in math and writing. We also examine whether measures of students’ progress in their first-year math, reading, and writing courses (in English) in the first term of enrollment predict later-term success in math and writing.

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**Longer-Term Outcomes**

**First-Year Indicators of Longer-Term Success**

Throughout their first year, students and their colleges are recognizing that to "move the needle" on college completion measures, schools must ensure that critical first-year courses are well designed and aligned to promote student success. This brief provides insights into the factors that support the success of students in their first year of college and beyond.

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**Early Program Momentum**

[Link to the full report: https://ccrc.tc.columbia.edu/publications/stratified-trajectories-program-pathways.html]
Metrics for Improvement: Momentum as Leading Indicator

Early Academic Momentum

- **Gateway Course Momentum**
  - Completed college math/English in year 1

- **Persistence and Course Completion**
  - Fall-Spring Persistence
  - Course completion rate in year 1

Credit Momentum

- Completed 24+ college credits in year 1

Longer-Term Outcomes

- Entrance into a structured transfer program (e.g., OGTPs)

Metrics for Improvement: Momentum as Leading Indicator

Early Program Momentum

- Completion of program-foundational courses specified on structured transfer pathway

Research-Based Design Principles for Reimagining Program Onboarding

**ASK:** Ask every student about their interests, strengths, and aspirations and help them explore relevant programs.

**INSPIRE:** Ensure every student has light-the-fire learning experience in term 1 and active and experiential learning opportunities throughout.

**PLAN:** Help every student develop an individualized educational plan by the end of term 1.

**CONNECT:** Help all students connect with faculty, students, alumni, others and coursework in a field of interest from the start.

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Placing equity at the center of program onboarding

In order to achieve equity in outcomes for marginalized and underserved students, it is critical to tailor onboarding support to meet the needs of different student groups, for example:

- African American/Black Students, Native/Indigenous Students, and students from other races/ethnic groups historically excluded from higher education,
- English learners
- Military students
- International students
- Students with disabilities
- Undecided students
- Adult students
- Immigrants
- Dual enrollment students
- Students enrolled in basic skills programs
- Additional priority populations at our college
Ohio Early Momentum Metrics
2022 OACC Early Momentum Metric Reports

Materials Shared with Colleges

• PDF/Paper Report (10 Pages) – Focuses on traditional “first-time-ever-in-college” cohorts, excluding former dual enrollment students

• Tableau dashboard showing trends in overall EMM improvements and changes in equity gaps for Black, Hispanic, and older adult students

• Tableau Updates for 2022:
  • Added cohort filter to show students who were transfer or degree seeking upon entry (vs. all students regardless of degree intent)
  • Updated cohort filter for including / excluding former dual enrollment students:
    ➢ Now includes an option to include former DE students and count their DE coursework in the EMM definition (e.g., Completed college math in high school or by the end of the first year of college after high school)

• Excel files with all of your college’s data for cohorts back to 2012
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
Most OACC Colleges have made gains on the Early Momentum Metrics.
Colleges have made gains, but gaps remain.
Overall Early Momentum Gains & Change in Equity Gaps

- Decrease in EMM Overall and/or Widening of White-Black Equity Gap
- Widening of White-Black Equity Gap
- Closing Gap
- Narrowing of Equity Gap

Overall gains have been accompanied by both closing and widening of equity gaps

OACC Early Momentum Dashboard: https://tabsoft.co/3a0Meay
Overall gains have been accompanied by both closing and widening of equity gaps.
Diving into the EMMs for your College

- On which metrics has our college made substantial progress in the past 3-5 years?
- What changes in practices might be explaining these improvements? How can we further build on these improvements?
- Are the gaps by student race/ethnicity on those metrics? How has this changed over time—are gaps closing, widening, or remaining the same?
- If your college has closed equity gaps by race/ethnicity on particular metrics, why do you think this is so? What more needs to be done to fully close gaps where they still exist?
Thank you!
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