Redesigning College for Student Success:
Using KPIs and the Scale of Adoption Assessment for Planning and Improvement

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Overview

- Key Performance Indicators (KPIs)
- Scale of Adoption Assessment
  - Next steps and timeline
- Campus Completion Plan crosswalk

Early Momentum Matters

CCRC RESEARCH BRIEF

Number 65 | February 2017

Early Momentum Metrics: Why They Matter for College Improvement

By Davis Jenkins and Thomas Bailey

Postsecondary reform has several important goals, including improving degree completion, increasing students' chances of reaching well-informed goals, and closing equity gaps in student achievement. Thus, long-term measures—such as overall increases and improved equity in completion rates and employment outcomes—will eventually signal the success or failure of the current reform movement. But in seeking to reform college practice to improve student success over the long run, there are two broad reasons why stakeholders should initially focus on near-term measures.

First, graduation and employment will occur years in the future. If we rely on longer term metrics, we will have to wait several years after reforms are implemented to begin to get an indication of whether they are working. If we can find measures of near-term progress that predict long-term success, then we can gauge the effectiveness of the reforms much earlier. While near-term progress does not guarantee longer term success, it is unlikely that long-term success will occur if near-term outcomes are stagnant.

Second, focusing on near-term outcomes is not only valuable for the purpose of evaluation; it can also motivate and help guide continuous improvement and adjustment of reforms. If students begin their college careers off-track, then they will spend their first year not making progress toward their goals. In addition to wasting students' time and money, lack of progress in the first year can lead to excess credits and difficulties in transfer, and lowered chances of program completion. An examination of first-year metrics can motivate colleges to introduce practices that create the initial conditions necessary for subsequent success.

In this brief, we propose three measures of "early momentum" for both of the reasons described above: Research is beginning to show that these near-term metrics predict long-term success, and the metrics focus attention on initial conditions at colleges that are particularly important for solidifying the foundation for student success. While these measures are valuable individually, as a group they give a better picture of the impact of reforms on students, and thus are more valuable if used together. These measures include:

> An examination of first-year metrics can motivate colleges to introduce practices that create the initial conditions necessary for subsequent success.

Early Momentum KPIs

- **Credit momentum**
  - Earned 6+ credits in 1st term
  - Earned 12+ credits in 1st term
  - Earned 15+ credits in year 1
  - Earned 24+ credits in year 1
  - Earned 30+ credits in year 1

- **Gatekeeper momentum**
  - Passed college English in year 1
  - Passed college math in year 1
  - Passed college English and math in year 1

- **Program momentum**
  - Persisted from term 1 to term 2
  - Total college credits attempted
  - Total college credits completed
  - Credit pass rate
  - (Attempted 3 courses in a program in year 1)

Early Momentum Mindsets

- **Credit momentum:**
  - From current semester schedule to full-program plan
  - From full-time vs. part-time to "on-plan" vs. "off-plan"
  - From scheduling available courses to scheduling courses on students' plans

- **Gatekeeper momentum:**
  - From academic assessment to holistic assessment
  - From pre-requisite remediation to co-requisite support

- **Program momentum:**
  - From job/transfer help for near completers to career exploration and planning from the start
  - From gen ed to meta-majors
  - From math and English gateways to critical program courses

2018 Ohio Early Momentum KPI Reports

- CCRC analysis of HEI data, FTEIC <u>fall</u> entrants in Ohio CCs, 2010-2016

- Cohorts <u>exclude</u> current *and* former dual enrollment students
  - **future research area

- Credit Momentum KPIs only count college-level (i.e., non-developmental) credits

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

OACC Ohio Association of Community Colleges

Early Momentum KPI Trends for Ohio Community Colleges
Example College
February 2018

As part of the Ohio Student Success Leadership Initiative (SSLI), the following are data on trends in student demographics and "early momentum KPIs" that the Community College Research Center (CCRC) ran for every Ohio two-year college to help colleges monitor the effects of the student success reforms they are implementing. The early momentum KPIs are based on metrics on student performance in their first year of college that research indicates are correlated with higher completion rates over a longer time frame. CCRC calculated these metrics using data shared by ODHE for cohorts of first-time-ever-in-college (FTEIC) student cohorts (including full- and part-time students but excluding current or former dual enrollment students) who entered your college in the fall of the given year. Full data definitions for the KPIs and other variables are provided at the end of the report. For questions, please contact: John Fink at John.Fink@tc.edu.

Contents

FTEIC Cohort Demographics

The following show trends in demographic characteristics across the cohorts used in calculating the KPIs. Substantial changes in the composition of students across the cohorts could account for changes in outcomes over time.

Example College

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total FTEIC Students	1,719	1,526	1,448	1,430	1,297	1,149	1,123
College-ready	33.4%	29.5%	26.3%	24.7%	26.1%	28.7%	32.6%
Referred to dev ed in 1 subject	45.3%	44.6%	39.8%	39.1%	40.9%	40.3%	36.7%
Referred to dev ed in 2 subjects	19.0%	23.7%	32.1%	34.3%	31.8%	30.2%	30.6%
Female	51.2%	53.8%	51.3%	51.2%	51.4%	50.9%	46.8%
Full-time	24.7%	23.6%	24.7%	23.5%	24.7%	26.7%	23.7%
Age at Entry							
18-19	57.0%	56.9%	61.1%	64.0%	63.9%	70.2%	65.6%
20-24	12.6%	15.2%	14.5%	13.8%	15.2%	13.1%	17.3%
25+	30.3%	27.9%	24.4%	22.1%	20.9%	16.7%	17.2%
Race/Ethnicity							
White	69.3%	66.5%	68.3%	66.3%	67.7%	72.2%	68.9%
Black	21.7%	25.1%	22.4%	22.9%	23.5%	18.8%	22.9%
Hispanic	2.1%	2.4%	2.2%	2.4%	1.4%	1.1%	1.1%

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2018 Ohio Early Momentum KPI Reports

**FTEIC Cohort Demographics**

The follow
Substantia
outcomes

Example

Credit Momentum KPIs

	Fall 2010	Fall 201
Example College		
Total FTEIC Students	1,719	1,526
Earned 6+ credits in 1st term	49.9%	45.9%
Earned 12+ credits in 1st term	15.9%	14.5%
Earned 15+ credits in Year 1	31.5%	29.1%
Earned 24+ credits in Year 1	11.6%	10.3%
Earned 30+ credits in Year 1	2.1%	2.3%
OACC Average		
Earned 6+ credits in 1st term	40.9%	39.2%
Earned 12+ credits in 1st term	13.1%	12.5%
Earned 15+ credits in Year 1	26.4%	25.7%
Earned 24+ credits in Year 1	9.1%	9.1%
Earned 30+ credits in Year 1	2.4%	2.5%
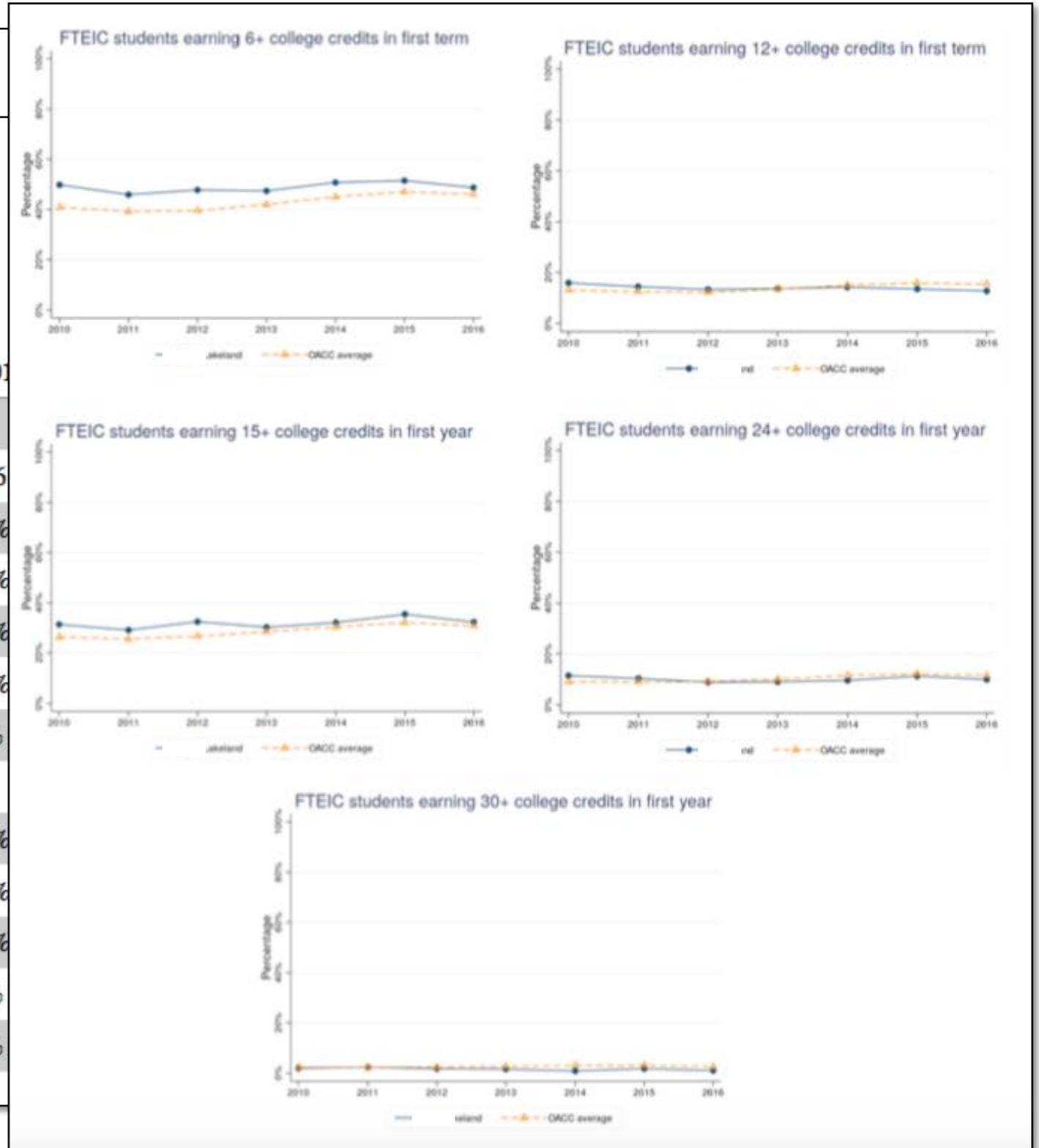
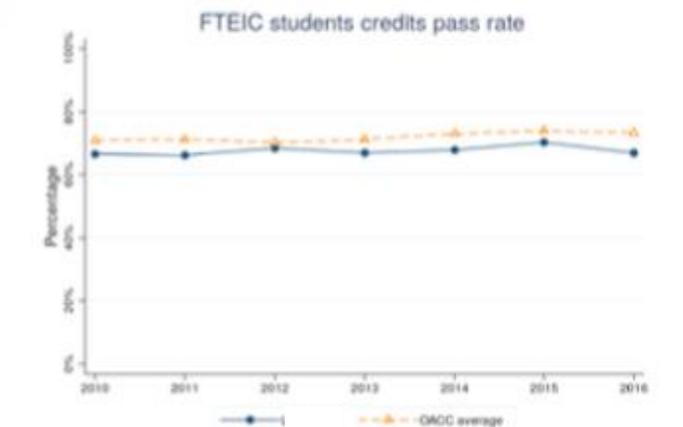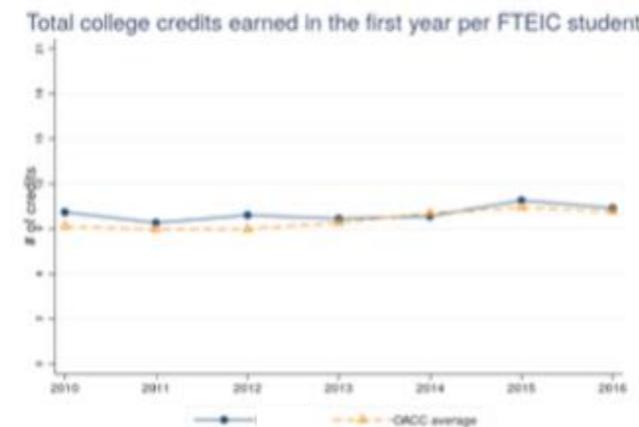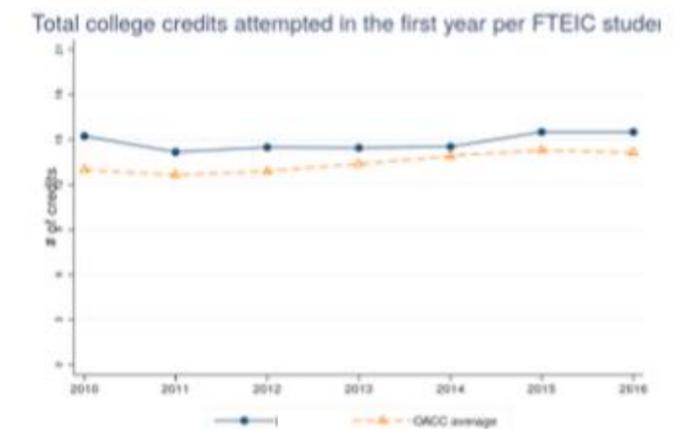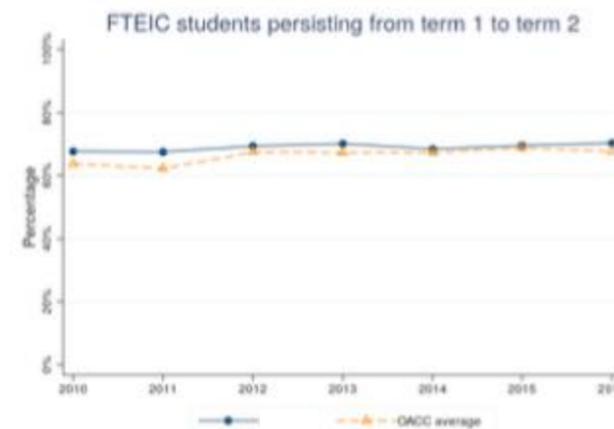# 2018 Ohio Early Momentum KPI Reports

Gateway math and English KPIs

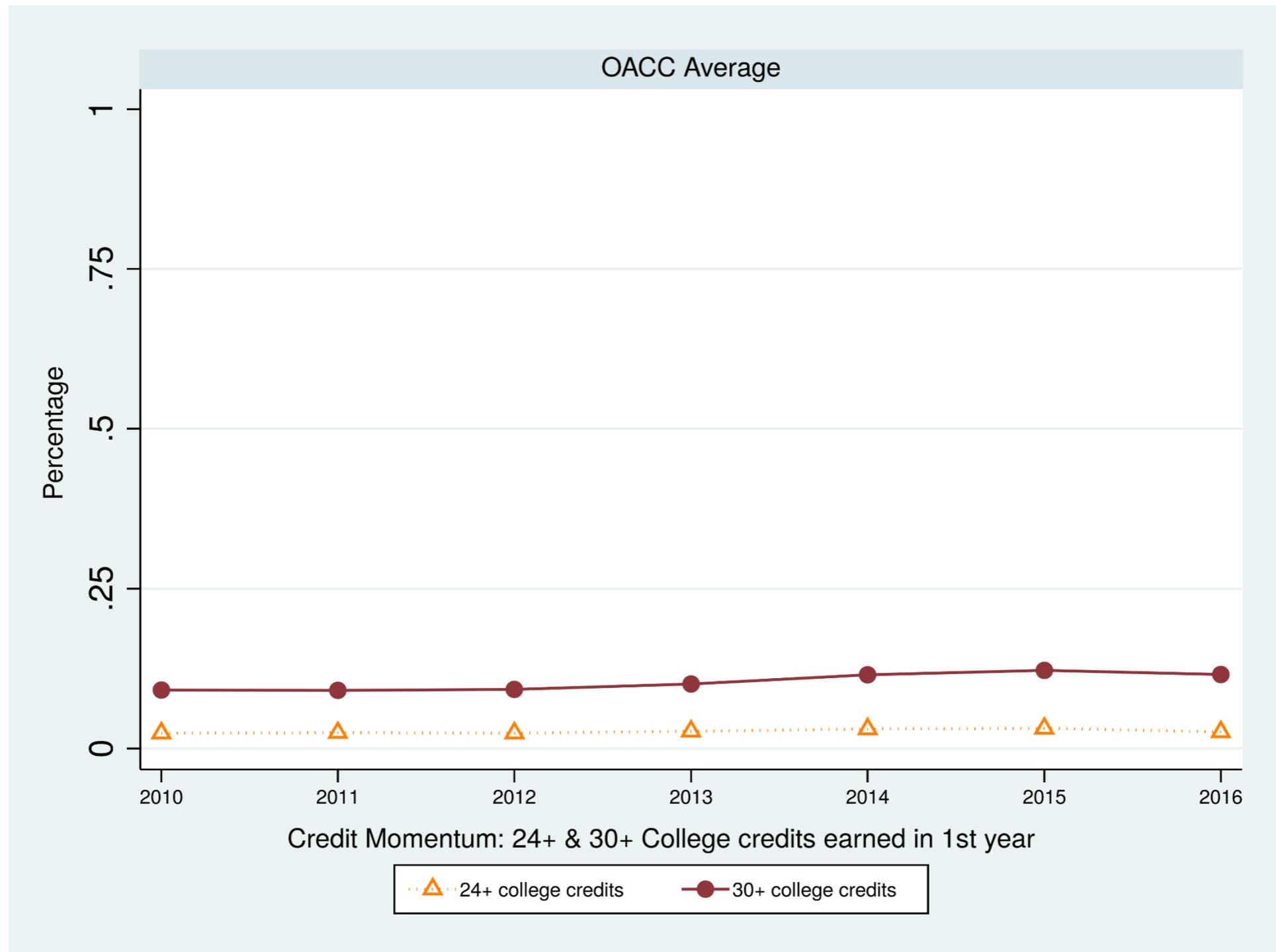|	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Example College							
Total FTEIC Students	1,719	1,526	1,448	1,430	1,297	1,149	1,123
Passed college English in year 1	52.4%	51.9%	56.8%	56.8%	57.0%	59.9%	56.1%
Passed college math in year 1	8.3%	8.6%	9.7%	9.8%	13.9%	15.6%	15.5%
Passed college English & math in year 1	6.3%	6.9%	8.2%	8.1%	12.2%	13.3%	13.5%
OACC Average							
Passed college English in year 1	38.9%	38.8%	37.7%	38.1%	41.6%	43.3%	42.8%
Passed college math in year 1	14.6%	15.2%	14.3%	15.4%	17.0%	18.9%	20.1%
Passed college English & math in year 1	10.4%	10.9%	10.0%	10.9%	12.5%	14.2%	15.2%
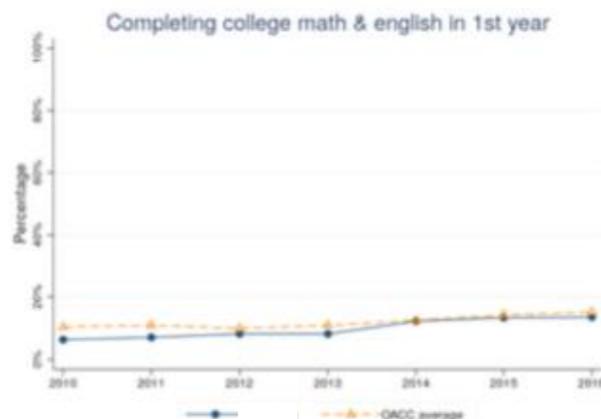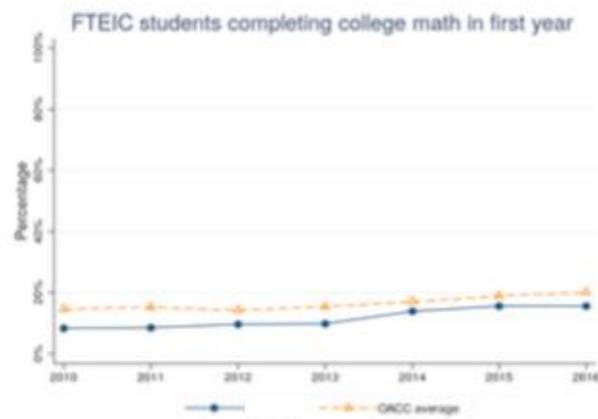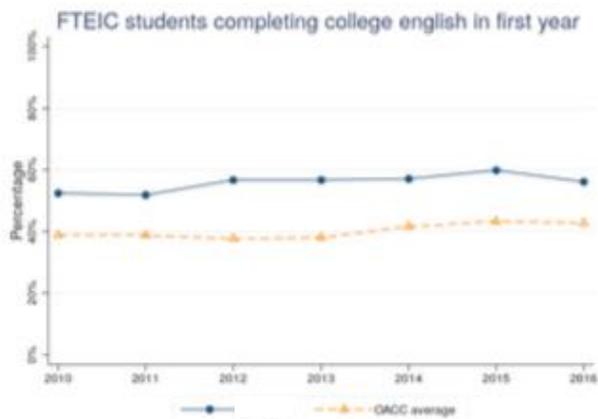
Persistence and College Course Completion KPIs

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Example College							
Total FTEIC Students	1,719	1,526	1,448	1,430	1,297	1,149	1,123
Persisted from term 1 to term 2	67.7%	67.5%	69.4%	70.1%	68.4%	69.6%	70.3%
Total college credits attempted	26,172	21,626	21,005	20,681	18,840	17,817	17,422
Total college credits completed	17,408	14,332	14,367	13,831	12,774	12,513	11,675
Credit pass rate	66.5%	66.3%	68.4%	66.9%	67.8%	70.2%	67.0%
OACC Average							
Persisted from term 1 to term 2	63.8%	62.2%	67.5%	67.4%	67.4%	68.8%	67.7%
Total college credits attempted	499,870	459,360	442,885	409,057	436,755	408,526	369,188
Total college credits completed	354,573	327,542	310,916	291,103	318,850	302,066	270,623
Credit pass rate	70.9%	71.3%	70.2%	71.2%	73.0%	73.9%	73.3%

Earned 6+ & 12+ college credits in year 1

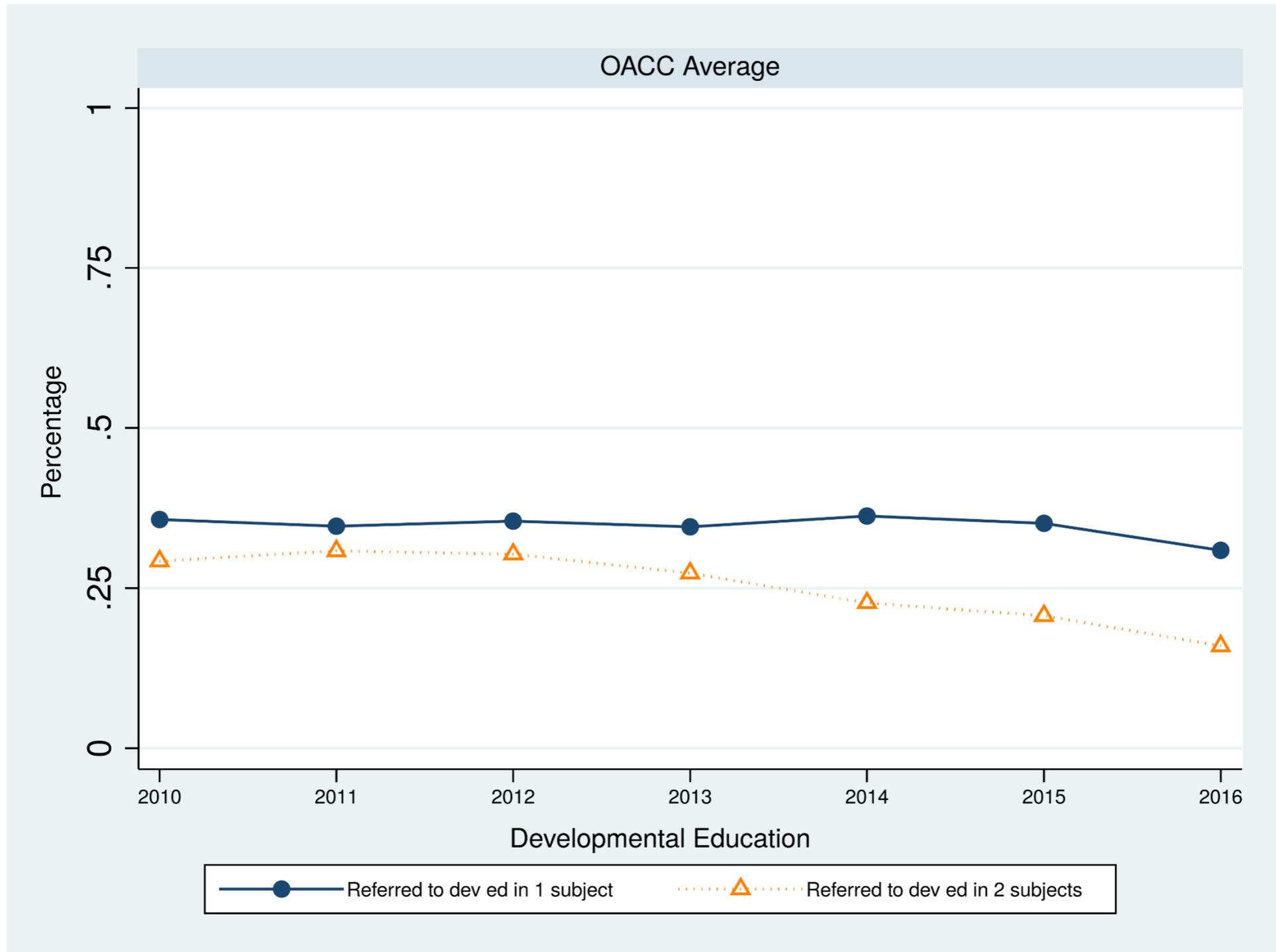OACC Average

Credit Momentum: 6+ and 12+ College credits earned in 1st term
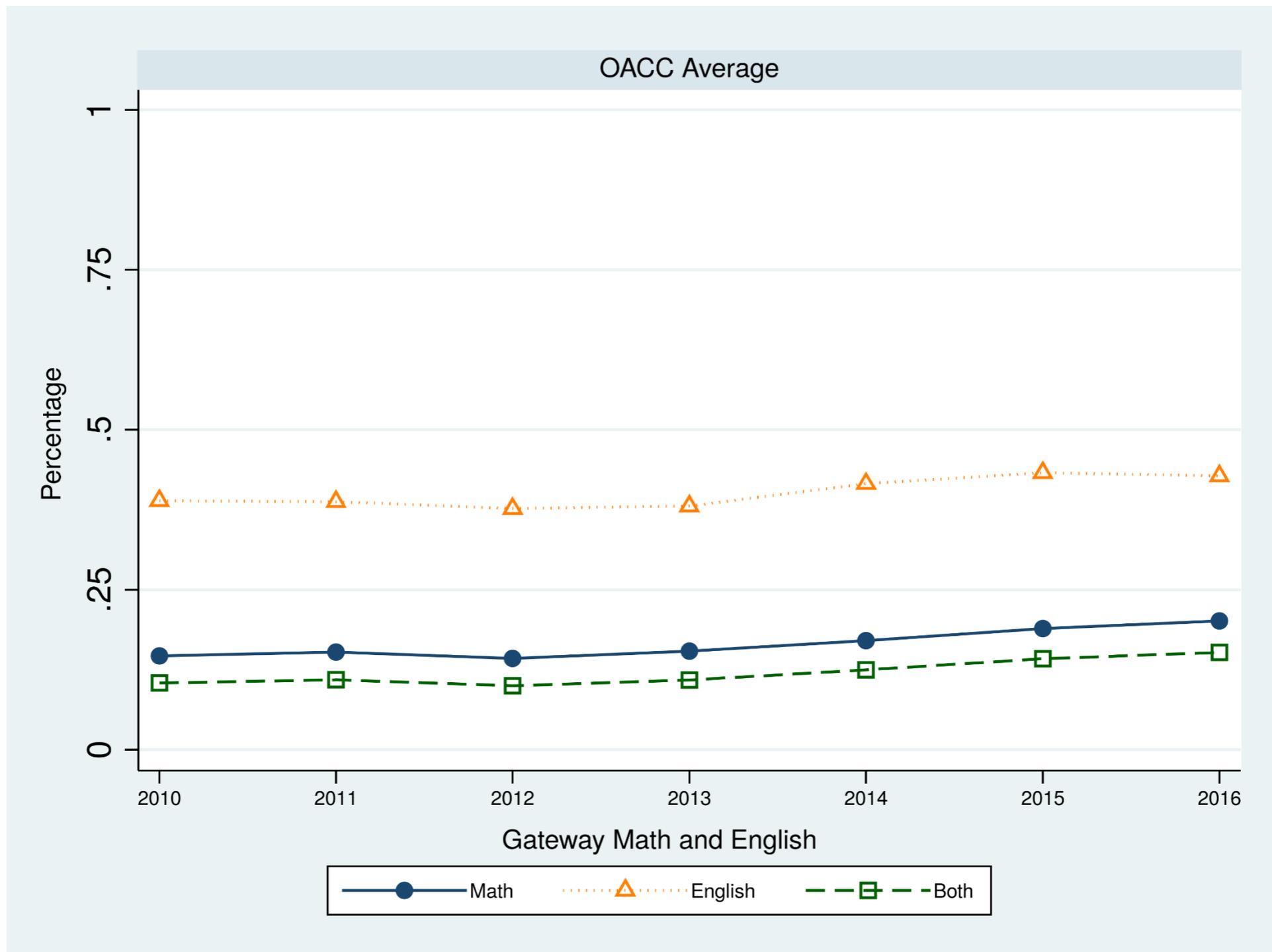
● 6+ credits △ 12+ credits
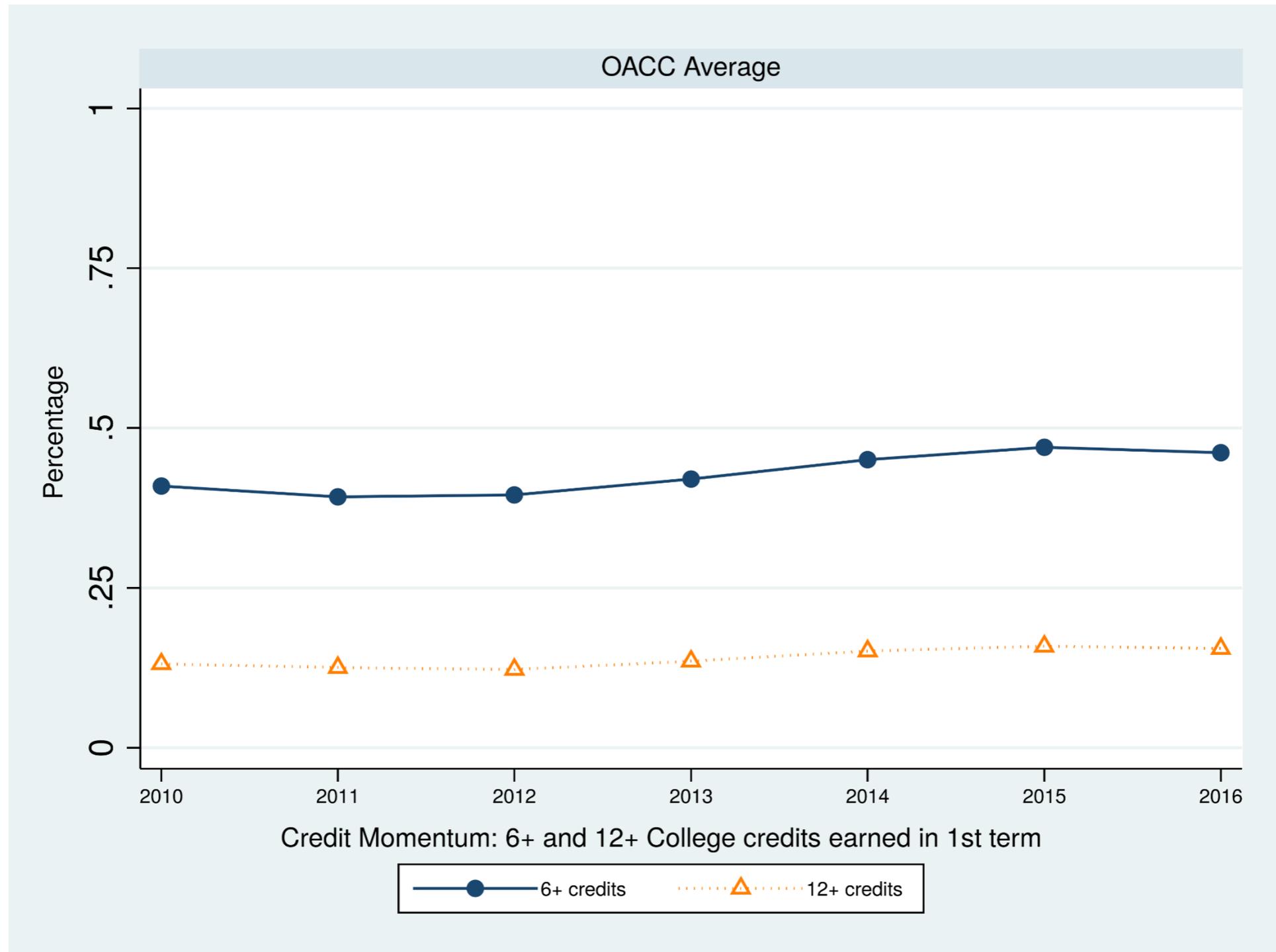
Earned 24+ & 30+ college credits in Year 1

Took developmental ed in 1 or 2 subjects

Passed College math and English in Year 1

Scale of Adoption Assessment

Guided Pathways Practice Areas

1. Mapping Pathways to Student End Goals

2. Helping Students Choose and Enter a Path

3. Keeping Students on their Path

4. Ensuring that Students are Learning

Guided Pathways Scale of Adoption Assessment (SOAA)

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ●	*Next steps:* ● *Timeline for implementing next steps:* ●
f. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ●	*Next steps:* ● *Timeline for implementing next steps:* ●

Purpose of the SOAA

- <u>For colleges:</u>
  - To reflect on current practices and how current reforms and efforts align with the guided pathways framework and can address equity gaps in student outcomes
  - To assess college-wide understanding of pathways practices
  - To develop a plan for next steps and implementation at scale
  - To learn from other colleges

- <u>For the Ohio Student Success Center:</u>
  - To gather information about colleges activities, practices, & challenges
  - To design coaching, workshops, and technical assistance activities
  - To track colleges' progress over time; re-assess college needs and challenges

SOAA: Next Steps in the Process

1. Colleges engage in follow-up interviews with CCRC

2. CCRC synthesizes and summarizes the data from the SOAA and call

3. CCRC reports back findings from the SOAA to the OACC and colleges

4. OACC and CCRC uses findings to design coaching, workshops, and technical assistance activities to support scale implementation

How to decide your college's scaling status

Scaling Status	Official Definition	Description
Not occurring	College is currently not following, or planning to follow, this practice	College is either <u>not currently planning</u> to implement a practice, <u>but may in the future</u>; or has <u>no plans to implement</u> the practice.
Not systematic	Practice is incomplete, inconsistent, informal, and/or optional	For any number of reasons, practice currently <u>affects, happens for, happens to, or is accessible to some, but not all students</u> (e.g. it's optional, informal, inconsistent, etc.)
Planning to Scale	College has made plans to implement the practice at scale and has started to put these plans into practice	College, with support of leadership, faculty, etc. has <u>committed to implementing the practice</u> and has a <u>plan and timeline</u> for implementation.
Scaling in Progress	Implementation of the practice is in progress for all students	College has piloted or tested the practice (not required for all practices), and is currently scaling it for all students, with a timeline for being at scale (currently at around 50%)
At Scale	Practice is implemented at scale—that is, for all students in all programs of study	Practice is in place for all <u>entering</u> students in a given semester.

What types of questions will we ask in the SOAA calls?

START HERE	STEP 3	STEP 2	STEP 4
Column 1: Guided Pathways Essential Practices	Column 2: Scale of Adoption at our College	Column 3: Progress to Date Implementing Practice	Column 4: Next Steps, Timeline for Planning & Implementation
• These are idealized statements of guided pathways practices; what a practice would look like at scale.	• Based on what your team wrote in Column 3, what is your current scaling status? • (Review the SOAA scale on page 1) • Remember, this tool is for improvement and planning purposes – you'll be doing this again in a year or so!	• What is the college currently doing related to the essential practice? • What current efforts/reforms/ practices relate to the GP practices and how? • Which students are currently affected by the practice? • Who (people or depts.) within the college is currently doing this practice? • Any lessons learned during implementation/ scaling? • Any challenges?	• What will it take to move to the next level of scale? • Who from the college is involved in the planning and design of the practice? • Who is the lead? • Which external partners (e.g., universities, HS, employers) are or should be engaged in the planning, design, and implementation? • What resources and support does the college need to move this practice forward? • Discuss preliminary timeline.

Follow-up interviews with college teams

- To review college's progress to date implementing the guided pathways essential practices, next steps, and timeline

- To learn about colleges' processes to implement reforms to address equity gaps

- To answer questions about the practices, discuss any challenges

- To determine what assistance the college requires

Who should be included in the interview?

- 3-4 members of the leadership team that completed the SOAA

- Interview is 90 minutes

- Interview will be led by two CCRCers

- Interviews will be conducted in February

- Timeline
  - February 9: SOAA due to Laura Rittner at OACC
  - February 12: CCRC will email SSLI team leads to schedule SOAA calls
  - February 15 – March 9: SOAA calls
  - Early summer: CCRC writes summary report

CCRC's Ohio Research Topics

- **Early momentum**
  - What are the course-taking patterns and other factors associated with higher (or lower) rates of early momentum?

- **Equity**
  - What are the effects of guided pathways reforms on progress and outcomes for students of color, lower-income students, and older working students?

- **Dual Enrollment**
  - What are the course-taking patterns of CCP students? Where are CCP students going after HS? How does participation in CCP effect early momentum and program momentum?

- **Cost and Cost Effectiveness**
  - What are the costs of the guided pathways reforms being implemented by Ohio's two-year colleges and how are the colleges covering these costs? Are these reforms cost-effective for students, and taxpayers?

CCRC

A National Movement:
Colleges Implementing Guided Pathways
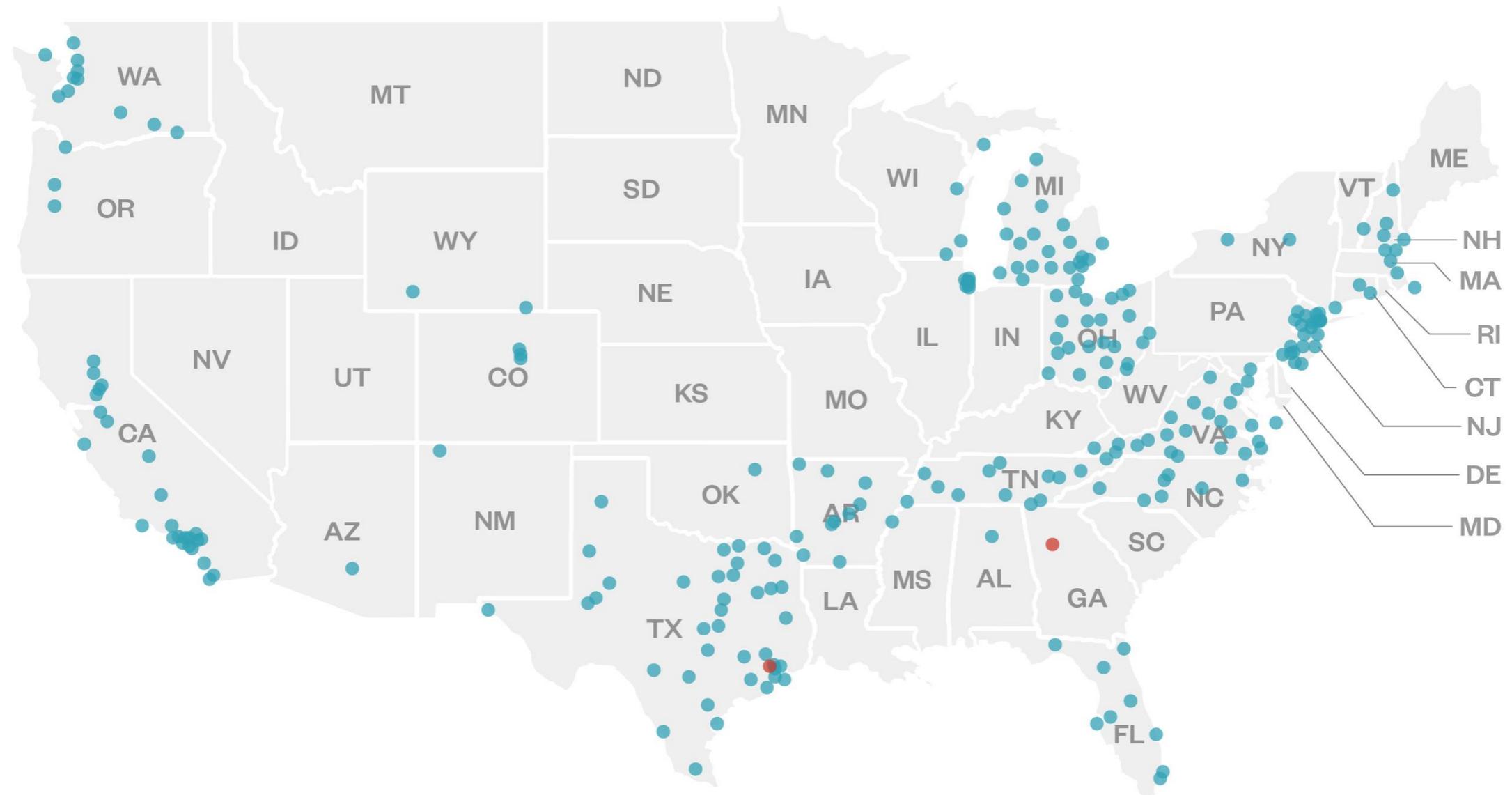
Institution Type
- Community College
- University

Updated January 2018

Using the SOAA to help with the Campus Completion Plan

Campus Completion Plan Area	SOAA Practice Areas	Essential Practices
Connection	Mapping Pathways to Student End Goals	a, b, c
	Helping Students Choose and Enter a Path	a, b, c, d, e
First-Year Entry	Mapping Pathways to Student End Goals	a
	Helping Students Choose and Enter a Path	a, b, d,
	Keeping Students on the Path	a, b, e
	Ensuring that Students are Learning	b
Progress	Mapping Pathways to Student End Goals	a, b, c
	Keeping Students on the Path	a, b, c, d, e
	Ensuring that Students are Learning	a, b, c, d, e
Completion	Keeping Students on the Path	a, b
	Ensuring that Students are Learning	a, b, c, d, e, f

Guiding Questions

- Based on the SOAA, for each part of the completion plan (Connection, Entry, Progress, and Completion):
    - Where has your college made the most progress since June 2016?
    - What is your major next step or priority in each area?
- What policies, practices, or programs is the college putting in place to help students achieve higher rates of credit momentum, gateway momentum, and program momentum?
- How can the KPI and performance funding data help inform your completion plans? Based on current trends, what goals can you set and how can the SOAA/Completion plan practices help achieve these goals?

Questions?

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Thank you!

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