

ATD Group Discussions

I. Purpose of Discussions:

To obtain the views of participants on how OCCC can address three major student success issues: basic skills and preparation for college (developmental education); failure to complete entry-level and advanced courses (1000- and 2000 – level courses); and external pressures in students' lives that make it difficult to succeed (persistence and retention).

II. Discussion Groups:

Target Group	Contact/Moderator	Number and Specific Groups Recommended
Students	M. Paden/?	3-5 groups with at least one from the following: <ul style="list-style-type: none">- Students who were not retained- One group from the Leadership Council (successful students)- One group of current students stratified by academic division in which they have a major.
Employees	S. Hendrix/S. Hendrix	3-5 groups with at least one from the following: <ul style="list-style-type: none">- Division administrative assistants in Academic Affairs- Student Services Employees at all levels- The Managers Group.
Faculty	F. Aquino/M. Barr	5 groups with stratified sample by division.
Community	F. Aquino/M. Barr	One group culled from a representative cross-section of the college's program advisory groups.

III. ATD Discussion Outline

- A. Introduction of Moderator and recorder
- B. Ground Rules
 - a. Respect other opinions
 - b. Listen and consider everyone's opinions
 - c. Focus comments on ideas not people
- C. Background: Oklahoma City Community College has made a commitment to Achieving the Dream. Achieving the Dream is a national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that have faced the most significant barriers to success.
- D. The purpose of this discussion is to obtain your views of how O-triple C can address three major areas of the College. These three areas include:
 - a. Students' lack of preparedness for their educational experience which requires them to complete zero level courses prior to taking college level courses – you will note that some people call these courses developmental/remedial courses.
 - b. Some college level courses are known to be less successful than others with students withdrawing or failing at a high percentage rate.
 - c. Students choosing to leave the college prior to completing their degree including fall semester to spring semester and fall semester to fall semester.
- E. To begin this process, I would like to share with you the following information
 - a. Students are tested when applying to the College. About 65% of the students must complete a developmental math course. The data shows that approximately 50% withdraw or fail these courses.
 - b. The top five college level courses at the 1000 level that students are having difficulties in succeeding include: U.S. History to the Civil War, College Algebra, General Chemistry 1, Human Anatomy & Physiology, and American Federal Government. The top five college level courses at the 2000 level that students are having difficulties in succeeding include: Accounting 1 – Financial, General Zoology, Principles of Macroeconomics, Principles of Management, and Accounting 2 - Managerial.
 - c. Approximately 60% of our students continue from the fall semester to the spring semester and about 35% of the students are here the following fall.

- F. Let's review the potential causes for each one of these.
- a. Students' lack of preparedness for the college experience (Put this item on a flip chart, divide the flip chart in half and have the note taker jot down participants' answers to i on the left side and ii on the right side. Paste the flip chart up on the wall.)
 - i. What are some of the reasons students do not finish these courses?
 - ii. What can the college do to address these reasons?
 - b. High percentage of student failure/withdrawal from some courses (Put this item on a flip chart, divide the flip chart in half and have the note taker jot down participants' answers to i on the left side and ii on the right side. Paste the flip chart up on the wall.)
 - i. What are some of the reasons students do not finish these courses?
 - ii. What can the college do to address these reasons?
 - c. Students withdrawing from the college prior to completing their program (Put this item on a flip chart, divide the flip chart in half and have the note taker jot down participants' answers to i on the left side and ii on the right side. Paste the flip chart up on the wall.)
 - i. What are some of the reasons students do not finish these courses?
 - ii. What can the college do to address these reasons?
- G. If you have time, go back to the first item on zero level courses and have each person pick one item out of column ii that they feel would have the greatest impact. Have the note taker put a check mark next to each item. Continue this process for each one.
- H. Thank them for participating in the focus group.

Collect the information and keep for the final discussion session for all moderators and note takers. We will be reviewing the information at that time. Thank you.

COURSES

Achieving the Dream (AtD) defines student success in a course as a grade of A, B, C, or S; students earning a grade of D, F, U or W are defined as unsuccessful.

Zero-level Math and LS courses were selected first because unsuccessful completion of these courses is a barrier to enrollment in college level courses. The AtD Data Teams narrowed it to the following five zero-level courses based on highest number of students effected coupled with highest failure rate.

- 1) LS 0033 - College Writing II
- 2) LS 0213 - College Reading II
- 3) LS 0133 - Study Skills
- 4) MATH 0033 - Basic Math
- 5) MATH 0113 - Elementary Algebra

The 1000-level courses were selected by high enrollment (300 or greater) and high failure rates (30% or greater). The AtD Data Teams narrowed it to the following five 1000-level courses based on highest number of students effected coupled with highest failure rate.

- 1) ENGL 1113 - English Composition I
- 2) HIST 1483 - US History to the Civil War
- 3) MATH 1513 - College Algebra
- 4) PSY 1113 - Introduction to Psychology
- 5) POLSC 1113 - American Federal Government

The 2000-level courses were selected by high enrollment (100 or greater) and high failure rates (30% or greater). The AtD Data Teams narrowed it to the following five 2000-level courses based on highest number of students effected coupled with highest failure rate.

- 1) ACCT 2113 - Accounting I / Financial
- 2) BUS 2023 or MATH 2013 - Business Statistics or Introduction to Statistics
- 3) ECON 2113 - Principles of Macroeconomics
- 4) ECON 2113 - Principles of Microeconomics
- 5) GEOG 2603 - World Regional Geography

ADVISING

Advising is a critical component of student success. From the identification of curricular deficiencies and utilization of scores for course placement to curriculum pattern, transfer, and career advise, students depend on advisement.

PERSISTENCE/RETENTION

All persistence and retention data is based on AtD cohorts, which include all students who enter OCCC for the first-time in a fall semester.

Persistence is defined as a student from a fall cohort attending OCCC the following spring semester. (Fall to Spring)

Retention is defined as a student from a fall cohort attending OCCC the following fall semester. (Fall to Fall)

COURSES - ZERO-LEVEL

Zero-level Math and LS courses were selected first because unsuccessful completion of these courses is a barrier to enrollment in college level courses. The AtD Data Teams narrowed it to the following five zero-level courses based on highest number of students effected coupled with highest failure rate.

- 1) LS 0033 - College Writing II
- 2) LS 0213 - College Reading II
- 3) LS 0133 - Study Skills
- 4) MATH 0033 - Basic Math
- 5) MATH 0113 - Elementary Algebra

ALL SELECTED ZERO-LEVEL COURSES

- Larger percentage of students receive a D, F, or U than withdraw.
 - Elementary Algebra has almost as many withdrawing.
- Online sections are less successful than traditional sections.
- Have a consistently higher failure rate in spring semesters than fall.
 - Study Skills failure rate is approximately 10-13% higher in spring.

SPECIFIC ZERO-LEVEL COURSES

- For Study Skills, Basic Math, and Elementary Algebra, 3- and 8-week sections are more successful than 16-week sections.
- For College Writing II and College Reading II, 16-week sections are more successful than 3- and 8-week sections.
- Night sections in Math courses are more successful than other times of the day.
- 1 in every 2 students will fail in Study Skills, Basic Math, and Elementary Algebra.
- 2 out of every 5 students will fail in College Writing II and College Reading II.

COURSES - 1000- LEVEL

The 1000-level courses were selected by high enrollment (300 or greater) and high failure rates (30% or greater). The AtD Data Teams narrowed it to the following five 1000-level courses based on highest number of students effected coupled with highest failure rate.

- 1) ENGL 1113 - English Composition I
- 2) HIST 1483 - US History to the Civil War
- 3) MATH 1513 - College Algebra
- 4) PSY 1113 - Introduction to Psychology
- 5) POLSC 1113 - American Federal Government

ALL SELECTED 1000-LEVEL COURSES

- Larger percentage of students receive a D, F, or U than withdraw.
 - ▶ College Algebra is an exception.
- When offered, 2-, 5-, and 8-week sections had a lower failure rate than 16-week sections.
 - ▶ College Algebra is an exception
- Failure rates in night sections are equal to or lower than morning sections.
 - ▶ College Algebra is an exception
- Online sections had a higher failure rate than traditional sections
- Telecourse sections had a higher failure rate than any other delivery method.

SPECIFIC 1000-LEVEL COURSES

- Failure rates in night sections are equal to or lower than morning sections for US History to the Civil War, American Federal Government, and Introduction to Psychology.
- English Composition I and US History to the Civil War show a continued increase in failure rate over time.
- English Composition I has consistently lower failure rates in fall semesters.
- American Federal Government has increased in number of students per semester.

COURSES - 2000- LEVEL

The 2000-level courses were selected by high enrollment (100 or greater) and high failure rates (30% or greater). The AtD Data Teams narrowed it to the following five 2000-level courses based on highest number of students effected coupled with highest failure rate.

- 1) ACCT 2113 - Accounting I / Financial
- 2) BUS 2023 or MATH 2013 - Business Statistics or Introduction to Statistics
- 3) ECON 2113 - Principles of Macroeconomics
- 4) ECON 2113 - Principles of Microeconomics
- 5) GEOG 2603 - World Regional Geography

ALL SELECTED 2000-LEVEL COURSES

- According to AtD Coach, high failure rates in 2000-level courses are unusual in in AtD schools.
- Night sections had a lower failure rate than other times of the day.
 - ▶ Business Statistics/Intro to Statistics is an exception.
- Online sections had noticeably higher failure rates than traditional sections.
 - ▶ World Regional Geography is an exception.
- One in every three students will fail.
 - ▶ Three out of every five students will fail Accounting I / Financial.

SPECIFIC 2000-LEVEL COURSES

- Accounting I/Financial and Business Statistics/Introduction to Statistics have a higher withdrawal rate than failure rate.
- Accounting I/Financial and World Regional Geography only offer 16-week classes.
- Both Economics classes offered 5- and 8-week sections, which were more successful than 16-week sections.
- Business Statistics or Introduction to Statistics has consistently lower failure rates in spring semesters.
- World Regional Geography has consistently lower failure rates in fall semesters.

ADVISING

Advising is a critical component of student success. From the identification of curricular deficiencies and utilization of scores for course placement to curriculum pattern, transfer, and career advise, students depend on advisement.

- ▶ Opportunity to talk one-on-one with a student
 - ▶ Advising is both formal and informal
 - ▶ Advising is multi-faceted
-
- OCCC Administrative Procedure No. 5049 dtd 1-02-1991 and OCCC Administrative Procedure NO 5056 dtd 6-01-1996 outline the current Dual Advisement model.
-
- Advantages to Dual Advisement Model
 - ▶ Trained Staff
 - ▶ Central access
 - ▶ Economy of scale
 - Disadvantages to Dual Advisement Model
 - ▶ Unclear definition of advising
 - ▶ Communication of responsibilities
 - Areas of Concern
 - ▶ Communication - internal and external
 - ▶ Roles and procedures not clearly defined
 - ▶ Training for Faculty Advisors
 - ▶ Transition from Academic Advisor to Faculty Advisor
 - ▶ Self-advisement
 - ▶ Loophole

PERSISTENCE AND RETENTION

All persistence and retention data is based on AtD cohorts, which include all students who enter OCCC for the first-time in a fall semester.

Persistence is defined as a student from a fall cohort attending OCCC the following spring semester. (Fall to Spring)

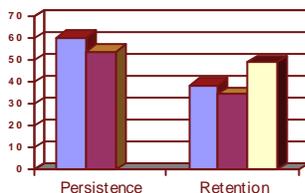
Retention is defined as a student from a fall cohort attending OCCC the following fall semester. (Fall to Fall)

AtD COHORT DEMOGRAPHIC PROFILE

- Looking at the demographic profile of the two AtD Cohorts in comparison to all students enrolled at OCCC's during the same time frame, the following differences can be seen:
 - ▶ AtD Cohorts have a higher percentage of males.
 - ▶ AtD Cohorts have a higher percentage of 18-24 year olds.
 - ▶ AtD Cohorts have a higher percentage in all race/ethnic groups except Asian.

AtD COHORT PERSISTENCE AND RETENTION

- Females persisted and were retained at a higher percentage than males.
 - ▶ Females were more successful than males as well.
- Fall 2004 minority total persist and are retained at or above the rate for Caucasians. This changes for Fall 2005 minority total that persist and are retained at a lower rate than Caucasians.
 - ▶ Asian and Hispanic students persist and are retained at a higher rate than other minority groups and Caucasians.
- Minority totals in both Fall Cohorts are less successful than Caucasians.
 - ▶ Asian and Hispanic students are more successful than other minority groups and Caucasians.
- Both persistence and retention declined from Fall 2004 Cohort to Fall 2005 Cohort in all areas, except the 30-34 age group.
- Although the persistence rate for 30-34 year olds decreased from Fall 2004 to Fall 2005, the retention rate increased.
 - ▶ The opposite was true for 40-44 year olds.
- A student in the Fall 2004 Cohort had approximately a:
 - ▶ Three in five chance of persisting
 - ▶ One in two chance of being successful in spring courses
 - ▶ Almost a two in five chance of being retained
 - ▶ Less than a one in three chance of being successful in fall courses
 - ▶ This means that over two-thirds of the Fall 2004 Cohort did not successfully complete Fall 2005.



■ Fall 2004 ■ Fall 2005 ■ IPEDS/OCCC

Questions Used to Develop AtD Strategy Document (10/24/2007)

1. Describe how you collected and analyzed qualitative and quantitative data. What student outcome data were examined?
2. In what ways did you engage faculty, staff, students and the community?
3. What priority issues arose from your data analyses and discussions? Why did you choose these priorities?
4. What do you believe are the key contributing factors of each problem you intend to address? What evidence led you to this understanding?
5. What measurable change do you intend to achieve over the four-year period?
6. How will you bring about these changes?
7. What evidence or rationale suggests that your strategies will be effective in increasing student success?
8. How will you assess progress?
9. Who will be responsible for collecting and analyzing evaluation data?
10. How will you use the Achieving the Dream work to drive lasting change in core policies and practices at your college?
11. Who will lead this work and how will they engage others inside and outside the institution? What will be the role of the president and the governing board?
12. How will your plans influence the allocation and/or reallocation of college resources for 2007-2008 and beyond?