

Section I: College Information

Name of College: *Oklahoma City Community College*
Submission Date: *3/31/2008*
Website: *www.occc.edu*

Mailing Address of Participant (self-funded): *7777 S. May Ave., Oklahoma City, OK 73159*

Purpose Statement (one sentence describing the purpose of this proposal): *To provide a summary of the rationale and strategies selected for improving student success identified by the OCCC Achieving the Dream Leadership Team.*

Proposed Project Start Date: *7/1/2008* and End Date *6/30/12*
Total Amount Requested: *\$337,500*

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Who has legal authority to execute a grant agreement on behalf of your organization?
Self-funded.

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Section II: Proposal Narrative

The Oklahoma City Community College (OCCC) Board of Regents uses a Policy Governance framework to assess the effectiveness of the institution. Central to this framework are five “ENDs” or key outcomes that the board regularly monitors: access to a high quality education, student preparation for college, student achievement of their educational aspirations (success), graduate success and community development. Data on progress in achieving each END are regularly reported at board meetings.

In developing and reviewing these monitoring reports, it became clear to the college’s administration that OCCC was demonstrating significant progress in achieving its Access, Graduate Success and Community Development ENDs. However, in reviewing data for the Student Preparation and Student Success ENDs, the results were less encouraging. Successful developmental and subsequent course completion rates remained stubbornly low compared to benchmarks and over time. Persistence, retention and graduation rates declined or showed little improvement. Systematic course completion data weren’t collected.

Given these concerns, senior college leadership and the board decided that improving student preparation and success would be one of the key initiatives in the college’s 2007-2017 Strategic Plan, *The Way Forward and Why It Matters*. Achieving the Dream, with its proven track – record of fostering student success in institutions with high at-risk/at-promise student populations, was a natural fit for this initiative. AtD’s focus on data-driven decision-making and accountability were also attractive complements to the college’s Policy Governance philosophy.

Describe how you collected and analyzed quantitative and qualitative data. What student data were examined?

Quantitative Data. Quantitative data analysis was performed by the data team led by the senior research analyst in the Office of Institutional Effectiveness. Initially, course completion data for FY 2005, 2006 and 2007 were analyzed for all zero-level or developmental courses; thirteen 1000-level or gateway courses which had high enrollments with high failure rates; and nine high enrollment, high failure 2000-level courses. Subsequent analyses were conducted on all developmental courses and subsets of five gateway and five advanced courses examining the time of day; length of the course; delivery method (traditional and online); student demographics including age, race and ethnicity, and expected family contribution (EFC); student admit status (part-time/full-time); instructor success and category of instructor (adjunct or full-time). All findings were subjected to statistical tests for significance at a 5% level using ANOVA.

Persistence and retention analyses used the 2004 and 2005 AtD cohorts which included all students who were new to the institution in the fall semester. Follow-up analyses of persistence and retention data used the same attributes (with the exception of the instructor data) that were used in the course completion analyses.

Qualitative Data. The college has administered the ACT Student Satisfaction survey every other year since 1996. This longitudinal information proved valuable in confirming the quantitative data or hypotheses generated by members of the data and leadership teams. In addition, the college administered the Community College Survey of Student Engagement (CCSSE) for the first time in the spring of 2007, which assesses the degree to which students are prepared and committed to their educations inside and out of the classroom. Focus groups facilitated by an outside facilitator were also conducted

with broad cross-sections of faculty and staff to identify potential student success issues and underlying causes.

In what ways did you engage faculty, staff, students and the community?

The core team made the conscious decision to create a large leadership team to ensure a variety of perspectives was used in analyzing the data and to create a sense “that we’re all in this together.” The team has 33 members including eight full-time and one adjunct faculty member, the academic deans, a member of the Board of Regents, and a number of professionals and managers in staff functions. During the planning phase, the team met twice a month where it reviewed data and then discussed implications in break-out groups. This process culminated in a half-day workshop at which members of the leadership team identified six key issues to address in the strategy development phase.

Throughout this period, information about the college’s AtD commitment was communicated using print, internet and video media. The president of the college personally briefed the campus Leadership Group, the President’s Advisory Council (PAC), a faculty orientation session and featured an AtD video at the college’s fall convocation. In an effort to promote transparency, the college has also posted all leadership team meeting agendas, meeting minutes, reports and data on its website at:

<http://www.occc.edu/AchievingtheDream/Reports.html>

Community feedback was received early in the process. During the development of *The Way Forward*, a diverse group of opinion leaders from the Oklahoma City area were invited to a breakfast where AtD was discussed (along with several other initiatives). The community representatives then provided systematic feedback on the

initiative. While not dealing with specific issues, community leaders did applaud the college and AtD for their emphasis on accountability and data-driven decision-making.

What priority issues arose from your data analyses and discussions? Why did you choose these priorities? What were the contributing factors? What evidence led to this understanding?

In assigning priorities to issues, the leadership team used three criteria for deciding whether one issue was more important than another: 1) the data made a compelling case 2) the issue fell within the college's area of responsibility or influence 3) potential interventions would be scalable, or reach a relatively large group of students. Using these criteria, the following issues were identified as priorities.

Priority Issue #1: Low developmental math success rates.

Why Selected. All developmental math courses had course completion failure rates in excess of 50% over the three year period, ranging from 50.7% for Intermediate Algebra (0123) to 56.4% for Elementary Algebra. Of the students who began Basic Math (0033), more than half didn't complete the course successfully. Of those who did complete the course successfully, only 33% were successful in the next course in the sequence, Beginning Algebra. Moreover, only 56% of the students who completed Beginning Algebra went on to be successful in Intermediate Algebra. In the last three years, combined enrollments for these three courses have averaged more than 2,300 students each semester.

Contributing Factors. In disaggregating the data, several possible explanatory factors were identified. Income appears to play an important role: more than two thirds of all developmental math students were in the lowest EFC bracket (\$1,500 or less). Night classes, which had students with a higher average age than day classes, had higher

success rates, though this explanation is partially offset by the fact that Basic Math has the highest average age of all math courses in the morning at 24.7 years old.

Eight week courses were the most successful format in all developmental math courses, suggesting that the risks of failure or withdrawal increase as the semester goes on. Online success rates, on the other hand, were lower (which is consistent with results in gateway and 2000-level courses).

Although there was less variability among developmental instructor success rates than in other courses, outcomes still differed markedly. For instance, the instructor with the highest average success rate in Basic Math in FY 2007 had a 66% success rate over the three year period compared to a low success rate of 34%.

Finally, subsequent discussions during leadership team meetings and with math faculty, surfaced potential course design and alignment issues between Intermediate Algebra and College Algebra

Evidence.

Below is a table summarizing the team’s developmental math findings.

Three year average failure rate Basic Math (0033)	51.6%
Three year average failure rate Elementary Algebra (0113)	56.4%
Three year average failure rate Intermediate Algebra (0123)	50.7%
Night class success rates for developmental students compared to average	+ 3.5%
Online class success rates for developmental students compared to average	-8.5%
Instructor with highest Basic Math success rate compared to average	+14.9%
Instructor with lowest Basic Math success rate compared to average	-15.3%
Percentage of developmental math students with lowest EFC compared to average percentage of all students.	+35%

Priority Issue #2: Low online course success rates.

Why Selected. In the last five years, OCCC’s online enrollment has grown rapidly from 18,117 credit hours in FY 2003 to 27,098 credit hours in FY 2007. In FY 2007 almost one in four students at the college took at least one online course and one in

twelve matriculated exclusively online. Estimates are that these trends will continue for at least the next few years, which is why online student success data analyzed by the OCCC AtD leadership team is a concern.

All developmental, eight of eleven gateway (1000-level) and seven of nine advanced courses (2000-level) courses had lower success rates in online than in traditional sections. Most disturbingly, online course success rates have declined from 66% in FY 2003 to 59% in FY 2007, a considerably faster rate than their classroom counterparts.

Contributing Factors. Online students at OCCC are disproportionately female, older and Caucasian -- all groups that have higher than average success in traditional formats. Time management seems to be a key issue. In a recent survey, 40% of the students indicated they didn't have clear deadlines in their online classes.

Another contributory factor is that the institution is beginning to offer entire online degree programs, which makes effective and ongoing communication with students an urgent concern. Instructor training and student computer proficiency have been cited as potential problems, though these hypotheses will have to be tested in the strategy phase.

Evidence

Below is a table summarizing the team's online success findings.

Percentage of successful online developmental courses at/below traditional sections	100%
Percentage of successful online gateway course completion at/below traditional sections	73%
Percentage of successful online 2000-level course completion at/below traditional sections	89%
Successful course completion in online courses, FY 2003 vs. FY 2007	66% vs. 59%
Successful course completion in traditional courses, FY 2003 vs. FY 2007	71% vs. 69%
Average age of online student compared to average age of student population	28.4 v. 26.3
Percent female in online courses compared to percent female in overall student population	61.8% vs. 56.3%
Ethnic or racial group with highest percentage representation in online courses	African-American, 7%,
Ethnic or racial group with lowest percentage representation in online courses	Hispanic, 4%

Priority Issue #3: Low gateway (1000-level) course completion.

Why Selected. Enrollment in the college’s largest gateway or 1000-level courses typically comprise more than 60% of the enrollment at the college in any given semester. In analyzing these courses, the data team found that thirteen 1000-level courses with enrollments exceeding 300 students had failure rates in excess of 30 percent. Six of these courses demonstrated steadily declining success rates over the three years studied.

Contributing Factors. As with developmental students, a high proportion of students in gateway courses had lower expected family contributions (half). Eight week and two week course success rates were also higher than their 16 week counterparts for most courses.

Four courses – Math 1513, Hist. 1483, Pol. Sci. 1113 and Eng. 1113 – are required for almost every degree program offered by the college.

Standardization analyses were conducted on five major gateway courses using four criteria: textbooks, curricula, tests or evaluations and desired outcomes. Sections for all five courses used the same textbook and specified the same learning outcomes. However, only two of the courses used the same curricula in all sections and none of the courses had consistent evaluations or tests.

Evidence

Below is a table summarizing the team’s gateway course success findings.

Successful course completion 1000-level courses, Calendar 2005 vs. 2007	66% vs. 64%
Successful course completion for all for all classes, Calendar 2005 vs. 2007	69% vs. 68%
Range of instructional success rates for Eng. 1113 (mean, median, mode)	61.7%, 62%, 66%
Range of instructional success rates for Math 1513 (mean, median, mode)	55.1%, 45%, 20/50%
Percentage of gateway course students with lowest EFC compared to average percentage of all students.	X?
Total number and percentage of standardization criteria met for five courses (five times four = 20 or 100%)	12 of 20 or 60%
Number of gateway courses with higher success rates in the evening	11 of 13 or 87%

Priority Issue #4: Unclear advisement policies and processes

Why Selected. Currently, OCCC employs a dual advising model that uses both faculty and student development advisors. In theory, this model provides central access to advisement resources; trained staff; and economies of scale. In practice, however, the model has led to an unclear definition of what constitutes advising and confusion over roles and responsibilities. This is reflected in student survey data that has shown uneven rates of satisfaction – increasing some years and declining other years - with advising and course placement services between 1996 and 2006. Correspondingly, students in both the ACT and CCSSE surveys indicated they use advisement services less than their peers at other institutions and, in the case of the ACT survey, these percentages have declined over time.

Contributory Factors. A review of the college’s catalogue yielded no clear statement of the institution’s advisement policies.

Evidence

Below is a table summarizing the team’s advisement findings. (Note: much of the first year of advisement interventions will be devoted to developing better data about the issue).

Percentage of students who are satisfied with advisement/course placement services vs. peers (2006) (ACT)	65.7% vs. 68.1%
Percentage of students who are satisfied with advisement/course placement services 2000 vs. 2006 (ACT)	71.2% vs. 65.7%
Percentage of students who “have used” advisement services vs. peers (2006) (ACT)	51.2% vs. 56.4%
Percentage of students who “have used” advisement services 2000 vs. 2006 (ACT)	55.8% vs. 51.2%
Percentage of students who “never” talked to instructor or advisor about career plans vs. peers (CCSSE)	45% vs. 39%
Percentage of students who rated academic advising/planning “not at all important” vs. peers (CCSSE)	21% vs. 13%

Priority Issue #5: Financial aid.

Why Selected. More than half the students in OCCC’s Fall 2004 and 2005 AtD cohorts did not apply for financial aid. Of those students who did apply more than half reported the lowest expected family contribution. Both these groups had significantly lower fall – to – fall retention rates than the average for the college. In the case of students with EFC’s of \$1,500 or less in the 2004 cohort, there was a *31 percentage point* decline from spring to the subsequent fall. Because of the large numbers of students who receive or are eligible for financial aid, an incremental increase in aid availability can make a significant difference in student success outcomes.

Contributing Factors. Recent comparisons show that OCCC’s students receive a third less financial aid on an FTE basis than students at peer institutions in the state. The disparity is particularly wide on amounts expended on student employment.

On first glance, the finding that students who do not receive financial aid have the lowest retention rates is counter-intuitive. Students who do not need financial aid, who come from higher income families, generally have higher success rates. However, upon further reflection, members of the data team believe that there is a large group of students who are eligible for financial aid who for some reason do not apply and/or receive it. Almost half of the AtD cohort did not apply for financial aid.

Evidence

Below is a table summarizing the team’s financial aid findings.

Fall-to-fall retention rate for students who receive no financial aid vs. overall retention rate.	29.2% vs. 33.8%
Fall-to-fall retention rate for students with less than \$1500 EFC vs. overall retention rate	32.3% vs. 33.8%
OCCC percentage of average student aid/FTE of state urban peers (Rose and TCC)(2005-6)	66.2%
OCCC percentage of aid spent on student employment vs. average of state peers (2005-6)	1% vs. 3.5%

Four-Year Implementation Plan

What measurable changes do you intend to achieve over the four year period? How will you bring about these changes? What evidence or rationale suggests that your strategies will be effective?

To develop strategies, three strategy teams – developmental education, course completion and retention/persistence - led by co-chairs were formed. Membership included representatives from the leadership team as well as subject matter experts from throughout the institution.

Priority Outcome #1: Improving developmental math pass rates.

OCCC proposes a two year goal to improve successful course completion in each of three developmental and two college-level math courses one percentage point over their FY 2007 baseline. The Fall 2012 goal is to improve success rates by 2.5 percentage points over the FY 2007 baseline.

The developmental math strategy implementation team will focus their efforts on refining placement procedures, increasing professional development opportunities in developmental education, investigating multiple delivery methods geared to student learning styles, multiple pacing opportunities, enhanced and more frequent communication with students and realignment of the curriculum.

The college believes these interventions will be successful because they will enable the Math Department to more quickly identify, test and adapt best practices in developmental education at OCCC.

Priority Outcome #2: Improving student success in online courses.

Members of the leadership and strategy teams concluded that while there is abundant evidence that online course completion rates are a serious problem, not enough

is understood about root causes of the problem to offer a specific strategy and action plan for improvement. Consequently, the college will form an Online Student Success Taskforce, which will be given the responsibility of determining the underlying causes of declining success rates and recommending improvement strategies. In determining improvement strategies for online success the task force will concentrate on finding and adapting best practices currently used at a variety of schools with large online programs.

Effective measurements and targets for success will be determined by the team as part of its first year work plan.

Priority Outcome #3: Improving course completion rates in gateway (1000-level) courses.

The college's goals to improve gateway course completion take into account the size of 1000-level courses and anticipate a diffusion process starting with a relatively small number of courses. For FY 2010, the proposed goal is to increase successful course completion in five courses, which is expanded to include thirteen courses by FY 2012 (over baselines established in FY 2010.)

Improving gateway course success will begin with faculty focus groups, which will discuss the merits of three instructional enhancement methodologies with proven track records: collaborative learning, critical thinking and critical reading techniques. Once a technique is decided upon, a group of 20-30 faculty who teach one of the five core gateway courses listed above will receive training in the chosen methodology. This will be followed with pilot projects in the courses. If successful, the pilot programs will be extended to the remaining nine courses. Additional techniques will be introduced if they prove promising.

The college believes these approaches will enhance gateway course success because of extensive discussions several OCCC representatives had with colleagues at the recent AtD strategy conference.

Priority Outcome #4: Improving advisement processes and outcomes.

Members of the advisement strategy sub-team will use the next year to gather data and investigate new approaches to delivering advisement and placement services, using best practices to guide their deliberations. Efforts will focus on analyzing and developing improvement steps in the areas of advisement to at-risk/at-promise populations, using technology more effectively and providing improved access to advisement services. Consequently, the team has chosen to measure effectiveness as a series of milestones achieved in the first year. In subsequent years, appropriate quantitative and qualitative benchmarks and measurements will be employed.

Priority Outcome #5: Expanding the availability and effectiveness of financial aid.

Working from the premise that students without financial aid are less successful than eligible students who obtain some kind of assistance, the college intends to increase the number of students who file Free Application for Federal Student Aid (FAFSA) by 6 percentage points over the Fall 2007 AtD cohort and increase the number of students awarded financial assistance and having financial assistance transmitted by 3 percentage points.

The financial aid team also proposes to conduct an assessment of the academic success rate of students who have an expected family contribution of less than \$1,500 in the Fall of 2008 compared with the Fall 2007 cohort.

The Financial Aid Department is already implementing several initiatives to market the availability of financial aid to students and prospective students; develop a group of peer mentors to assist students with the preparation of financial aid documentation; use right-to-know e-mails to encourage students to apply for FAFSA; increase the number of financial aid presentations in the college's mandated student success course; and establish a fund to authorize late applicants to charge essential bookstore supplies. Early results from these initiatives have already increased the number of recipients of financial aid at the college.

Who will lead this work and how will they engage others inside and outside the institution?

Implementation co-chairs and task forces from different divisions will be given the responsibility to implement each initiative. To clear potential “roadblocks”, ensure adequate resources are provided and assist in institutionalizing improvement efforts executive sponsors will be assigned to each initiative. These groups will review progress and, with the assistance of the data team, will report at quarterly meetings of the leadership team. Progress on the initiatives will regularly be communicated to internal and external constituencies in the community.

What will be the role of the president and governing board?

The president of the college intends to remain in his role as chairman of the project as does the board member who serves on the leadership team. The college will incorporate progress reports on all five strategies in its regularly scheduled board monitoring reports.

How will your plans influence the allocation or reallocation of college resources for 2008-9 and beyond?

The college has a detailed resource allocation process. Several key items from each strategy have already been submitted for consideration for FY 2009. The college intends to fund these initiatives if incremental funding is available. If incremental funding is not available, every effort will be made to reallocate resources within divisions to fund them. If funding is not available and reallocation is not an option, timelines will be altered to include items without a budgetary impact in FY 2009. Over the remaining four years the leadership team is confident that all items will be funded adequately.

Section III

To present measurements and targets for the college’s improvement strategies in a compact format we have included the tables below. *(Note: all numerical targets listed in blue will be calculated and included in the final draft of this proposal.)*

Developmental Math Strategy Measurements and Targets:

Measurement	Fall 2007 Baselines	2010 Goal	2012 Goal
Percent of students who successfully complete the following developmental courses: Math 0033, Math 0113, Math, Math 0123	X% X% X%	X+1 pct. pt.	X+2.5 pct. pt.
Percent of students who successfully complete the following college-level courses over baseline in two college level courses: Math 1513 and Math 2083	X% X%	X+1 pct. pt.	X+2.5 pct. pt.
Percent of students who complete subsequent developmental courses: Math 0033 to Math 0113 and Math 0113 to Math 0123.	X% X%	X+1 pct. pt.	X+2.5 pct. pt.

Online Strategy Measurements and Targets:

Measurement	Fall 2007 Baseline	2008-9 Goal	2012 Goal
The Online Student Success Task force will complete findings and develop improvement recommendations. Quantitative measures will be developed during the study phase for subsequent years.	NA	Complete study.	TBD

Gateway Strategy Measurements and Targets:

Measurement	Fall 2007 Baselines	2010 Goal	2012 Goal
Percent of students who successfully complete the following developmental courses: Eng. 1113, Math 1513, Pol. Sci. 1113, Hist. 1483, Pys.1113	X% X% X% X% X%	X+1 pct. pt.	X+2.5 pct. pt..
Percent of students who successfully complete the following the following gateway courses: APPM 1313, Bio 1023, Bio 1114, Bio 1313, Chem. 1115, CS 1103, Eng. 1213, Hist. 1493, Soc. 1113	2010 Baselines TBD	NA	X+1 pct. pt.

Advisement Strategy Measurements and Targets:

<p>Measurement The Student Advisement Task Force will complete findings and develop improvement recommendations. Quantitative measures will be developed for subsequent years.</p>	<p>2008-9 Complete study</p>	<p>2012 Goal TBD</p>
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Financial Aid Strategy Measurements and Targets:

<p>Measurement Percentage of students in AtD cohort who apply for financial aid.</p>	<p>Fall 2007 Baselines X%</p>	<p>Fall 2008 Target Goal X%+6 pct. pts.</p>	<p>2012 Goal TBD</p>
<p>Percentage of students in AtD cohort who have aid transmitted.</p>	<p>X%</p>	<p>X%+ 3pct.pts</p>	<p>TBD</p>

Section III. Proposal Action Plan and Timeline
(complete this form for each priority area; add rows to the work plan as needed)

Priority Area: Developmental Education with a focus on Mathematics

Evidence/Rationale: See Section II.

Measurable Changes after Two Years: Increase successful completion rates in developmental mathematics courses, successful completion in subsequent developmental courses and successful completion rates of college-level mathematics courses by students who begin in developmental mathematics by 1 percentage point more than 2007 Fall Semester baseline.

Measurable Changes after Four Years: Same measures as two year measurements except the course success rates will increase by 2.5 percentage points over 2007 baseline.

Work Plan	Budget Needs	Year One	Year Two	Year Three	Year Four	Lead Staff
Ongoing professional development (specifically aimed at developmental education) for full-time and part-time faculty, tutors, staff, supplemental instructors, etc. in all areas of developmental education.	Funds to pay participants. Funds to pay speakers. Funds to host the conference or event (including food, promotion of the event, possibly even door prizes). Approx. \$20,000	X	X	X	X	Coordinator of Developmental Mathematics, Director of the Mathematics Department, and Director of the Language Arts Department.
Refine placement procedures and content assessments with learning styles inventory (for individual areas of focus within the classes and for possible change of classes). Year 1 is		X	X	X	X	Coordinator of Developmental Mathematics, Director of the Mathematics

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<p>investigation of the procedures desired. Years 2-4 include a repeating cycle of implementation, evaluation, and revision of these procedures.</p>						<p>Department, and Director of the Language Arts Department, ELAC (Entry-Level Assessment Committee).</p>
<p>Investigate requirements from OSRHE (Oklahoma State Regents for Higher Education) and subsequent courses at OCCC and transfer institutions in preparation to realign the mathematics curriculum.</p>		<p>X</p>				<p>Coordinator of Developmental Mathematics, Director of the Mathematics Department, and Mathematics Faculty.</p>
<p>Realign the mathematics curriculum according to the findings from first year investigations.</p>			<p>X</p>			<p>Mathematics Faculty, Coordinator of Developmental Mathematics and Director of the Mathematics Department.</p>
<p>Investigate multiple delivery methods and class formats and make it clear to all involved (students, faculty, advisors, etc.) which classes are offered in particular formats.</p>	<p>Depending on the lab model, we could need additional space to hold the subject-specific labs, increase use of lab time, funding for additional tutors and/or faculty and expanded use of computerized training aids. \$180,000.</p>	<p>X</p>				<p>Coordinator of Developmental Mathematics and Mathematics Faculty</p>

<p>Pilot delivery methods and class formats with at least 3 sections of each of the chosen formats and methods per semester.</p>		<p>X</p>	<p>X</p>			<p>Coordinator of Developmental Mathematics and Mathematics Faculty</p>
<p>Assess results of pilot delivery methods and class formats and expand to an appropriate proportion of the class offerings according to the need for each format.</p>				<p>X</p>	<p>X</p>	<p>Coordinator of Developmental Mathematics and Director of the Mathematics Department</p>
<p>Enhance communication with students.</p>		<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>Faculty and Student Services</p>
<p>Advising. The loopholes and other advising points will be incorporated into the academic advising plan. Specific suggestions from this committee include suggestions to take developmental classes in sequence without a break until the appropriate college level course has been completed.</p>			<p>X</p>	<p>X</p>	<p>X</p>	<p>Coordinate with Advisement Strategy Subcommittee.</p>

Section III. Proposal Action Plan and Timeline
(complete this form for each priority area; add rows to the work plan as needed)

Priority Area: Increasing Successful Online Course Completion

Evidence/Rationale: See Section II.

Measurable Changes after Two Years: TBD.

Measurable Changes after Four Years: TBD.

Work Plan	Budget Needs	Year One	Year Two	Year Three	Year Four	Lead Staff
An Online Student Success Task Force will be convened to study and develop recommendations to improve online student success. The study team’s scope will include but not be limited to the areas of student readiness, instructor readiness, communication, course design, organization of instruction and support services and technical support. Special attention will be paid to adopting and adapting best practices from other online education providers.	\$10,000 for travel to “best practices” schools.	X				Online Student Success Task Force Co-chairs and Vice President of Academic Affairs.
Implement recommendations from Online Student Success Task Force.	TBD		X	X	X	Vice President of Academic Affairs and Chief Technology Officer.

Section III. Proposal Action Plan and Timeline
(complete this form for each priority area; add rows to the work plan as needed)

Priority Area: Increasing Successful Gateway (1000-level) Course Completion

Evidence/Rationale: See Section II.

Measurable Changes after Two Years: Increase successful course completion in Eng. 1113, Math 1513, Pol. Sci. 1113, Hist. 1483 and Pys.1113 by one percentage point over Fall 2007 Baseline.

Measurable Changes after Four Years: Increase successful course completion in five courses 2.5 percentage points over Fall 2007 Baseline and increase course completion in following courses by one percentage point over Fall 2010 baseline: APPM 1313, Bio 1023, Bio 1114, Bio 1313, Chem. 1115, CS 1103, Eng. 1213, Hist. 1493, and Soc. 1113.

Work Plan	Budget Needs	Year One	Year Two	Year Three	Year Four	Lead Staff
Conduct focus groups with faculty to discuss this initiative and suggest teaching strategies.		X				Co-chairs of implementation committee (Includes Student Learning Coordinator and Director of the Center for Learning and Teaching) and VP of Academic Affairs.

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<p>As a result of the focus groups, set up a faculty task force to research and choose an appropriate teaching strategy such as, but not limited to, collaborative learning, critical thinking, and critical reading.</p>	<p>\$5,000 in faculty development funds</p>	<p>X</p>				<p>Co-chairs of implementation committee (Includes Student Learning Coordinator and Director of the Center for Learning and Teaching) and VP of Academic Affairs.</p>
<p>Provide faculty (full time and adjunct) professional development opportunities focused on the chosen teaching strategy in the fall. These should be paid one-day or two-day workshops with outside experts.</p>	<p>\$10,000—stipends, trainers, materials</p>		<p>X</p>			<p>Director of the CLT and VP of Academic Affairs.</p>
<p>Start a pilot program with faculty (full time and adjunct) volunteers (approximately 20-30) from the Success course and one or two targeted gateway courses (ENGL 1113, MATH 1513, POLSC 1113, HIST 1483, PSY 1113). These volunteers should have attended the workshops provided.</p>			<p>X</p>			<p>Co-chairs of implementation committee and VP of Academic Affairs</p>
<p>Expand the professional development opportunities to more faculty.</p>	<p>\$5,000—stipends and materials</p>			<p>X</p>		<p>Director of the CLT and VP of Academic Affairs.</p>

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Expand the targeted gateway courses to three and increase the number of participating faculty to 30-40.				X		Co-chairs of implementation committee and VP of Academic Affairs.
Evaluate the success based on two years of data. Make changes or adjustments if needed. If none are needed, expand to all gateway courses.					X	Co-chairs of implementation committee and VP of Academic Affairs.
Continue with professional development opportunities.	\$2,000—stipends and materials				X	Director of CLT and VP of Academic Affairs.

Section III. Proposal Action Plan and Timeline
(complete this form for each priority area; add rows to the work plan as needed)

Priority Area: Improving Advisement Services

Evidence/Rationale: See Section II.

Measurable Changes after Two Years: TBD

Measurable Changes after Four Years:

Work Plan	Budget Needs	Year One	Year Two	Year Three	Year Four	Lead Staff
Assess the effectiveness of the current Early Alert system and expand. Pilot changes during Spring 2009	\$20,000	X				Co-chairs of Advisement Task Force and VP of Student Services
Assess Early Alert pilot projects, make necessary adjustments and fully implement			X			Co-chairs of Advisement Task Force and VP of Student Services.
Create and implement a plan to expand outreach to students currently enrolled on probation to ensure their success in subsequent semesters. Provide for ongoing assessment.	\$4,000		X			Co-chairs of Advisement Task Force and VP of Student Services.

OCCC – Implementation Proposal

Form a committee to create a plan for a progress reporting and follow-up system.			X			Co-chairs of Advisement Task Force and VP of Student Services.
Implement and assess program reporting system				X		Co-chairs of Advisement Task Force and VP of Student Services.
Form a committee to develop a system to receive alerts on students who withdraw from courses throughout the semester and implement a system to follow-up with these students	\$25,000	X				Co-chairs of Advisement Task Force and VP of Student Services.
Implement and assess withdraw alert system			X			Co-chairs of Advisement Task Force and VP of Student Services.
Form a committee to assess, expand and enhance usability of MineOnline with specific attention paid to language used on the system, the ability of students to update their personal information online, alerts when students enroll in course for which they don't qualify or withdraw from courses which affect financial aid		X				Co-chairs of Advisement Task Force and VP of Student Services.

OCCC – Implementation Proposal

Implement project to expand and enhance usability of MineOnline.			X	X	X	Co-chairs of Advisement Task Force and VP of Student Services.
Research and create an implementation plan to expand distance advisement services.		X				Co-chairs of Advisement Task Force and VP of Student Services.
Implement plan to assess and expand distance advisement services	\$3,500		X	X		Co-chairs of Advisement Task Force and VP of Student Services.
Review and identify management software that would make a student’s personal academic plan available online for their use and the institution’s use in monitoring progress.		X				Co-chairs of Advisement Task Force and VP of Student Services.
Implement management software to make students’ personal academic plans available online.	\$5,000		X	X		Co-chairs of Advisement Task Force and VP of Student Services.
Form advisement access committee review current advisement model and develop a five year plan to move from a dual advisement model to a split or self-contained model.		X				Co-chairs of Advisement Task Force and VP of Student Services.

Implement advisement access committee recommendations with on-going assessment throughout.	TBD		X	X	X	Co-chairs of Advisement Task Force and VP of Student Services.
Form committee to review and begin enhancement of current workflow for diversified studies, overrides, declaration of major, updates on student information, faculty approved electives and registration forms. Policies and procedures will be updated as needed.		X	X			Co-chairs of Advisement Task Force and VP of Student Services.
Form a student services committee to create a plan to move new students through the service processes including admissions, testing, advisement, orientation, financial aid and registration.		X				Co-chairs of Advisement Task Force and VP of Student Services.
Implement plan to seamlessly move students through student services processes.	TBD		X	X	X	Co-chairs of Advisement Task Force and VP of Student Services.

Section III. Proposal Action Plan and Timeline
(complete this form for each priority area; add rows to the work plan as needed)

Priority Area: Increasing the Number of Students Who Receive Financial Aid

Evidence/Rationale: See Section II.

Measurable Changes after Two Years: Increase the number of students who receive financial aid in Fall 2008 6 percentage points over Fall 2007 baseline. Increase the percentage of students who are transmitted aid by 3 pct. pts. Over Fall 2007 baseline.

Measurable Changes after Four Years: TBD

Work Plan	Budget Needs	Year One	Year Two	Year Three	Year Four	Lead Staff
Increase the number of joint recruitment financial aid presentations to schools and agencies serving adult populations		X				Co-chairs of Financial Aid Strategy Team and VP Student Services
Expand marketing of Financial Aid website.		X				Co-chairs of Financial Aid Strategy Team and VP Student Services
Expand student financial aid recruiters and award community service credit.		X				Co-chairs of Financial Aid Strategy Team and VP Student Services
Collaborate with Bursar to create comment on student fee statement informing students about filing with FAFSA.		X				Co-chairs of Financial Aid Strategy Team and VP Student Services

OCCC – Implementation Proposal

Use high school senior lists to insure all contacts with area high school seniors include information about filling out FAFSA		X				Co-chairs of Financial Aid Strategy Team and VP Student Services
Use Right-to-Know emails sent to all students and Right-to-Know link with Financial Aid and College websites to encourage students and prospective students to file FAFSA annually.		X				Co-chairs of Financial Aid Strategy Team and VP Student Services
Increase the number of Financial Aid presentations to Success in College and Life courses.		X				Co-chairs of Financial Aid Strategy Team and VP Student Services.
Increase OCCC faculty and staff awareness of financial aid.		X				Co-chairs of Financial Aid Strategy Team and VP Student Services.
Use Hobson’s contact management software to identify prospective and current student inquiries about financial assistance and . Develop a message from the Financial Aid office to communicate with these students		X				Co-chairs of Financial Aid Strategy Team and VP Student Services
Create a bookstore revolving fund to provide financing for late financial aid applicants.	\$50,000	X	X	X	X	Co-chairs of Financial Aid Strategy Team and VP Student Services.

OCCC – Implementation Proposal

Annually distribute to key Enrollment/Student Services staff and faculty the U.S. Dept. of Education’s publication: Counselors and Mentors Handbook for Financial Aid.		X	X	X	X	Co-chairs of Financial Aid Strategy Team and VP Student Services
Recommend schedule adjustment to Academic Division tuition waiver program to cover a full academic year.		X				

Section IV – Budget

**Oklahoma City Community College
Estimated Budgetary Requirements for Strategies FY 2009 - FY 2012**

Strategy	FY 09	FY 10	FY 11	FY 12	Total
<i>Increasing Developmental Math Success Rates</i>	\$70,000.00	\$70,000.00	\$60,000.00	\$ -	\$200,000.00
<i>Increasing Online Student Success</i>	\$10,000.00	\$ -	\$ -	\$ -	\$ 10,000.00
<i>Increasing Student Success in Gateway Courses</i>	\$ 5,000.00	\$10,000.00	\$ 5,000.00	\$2,000.00	\$ 22,000.00
<i>Improving Advisement Services</i>	\$45,000.00	\$12,500.00	\$ -	\$ -	\$ 57,500.00
<i>Increasing the Availability of Financial Aid</i>	\$50,000.00	\$ -	\$ -	\$ -	\$ 50,000.00
				Total	\$337,500.00

Attachment A – Itemized Expenses

Increasing Developmental Math Success Rates:

Professional development - \$20,000

Space and equipment for computer labs - \$180,000

Increasing Online Student Success:

Travel to visit best practices schools - \$10,000

Increasing Success in Gateway Courses:

Faculty stipends: \$17,000

Professional development: \$5,000

Improving Advisement Services:

Early Alert pilot projects: \$20,000

Expenses related to increased outreach: \$4,000

Expenses related to withdrawal alert program: \$25,000

Distance advisement expenses: \$3,500

Management software to review academic plans: \$5,000

Increasing the Availability of Financial Aid:

Establish a revolving fund for bookstore: \$50,000

Attachment B: Bios of Core Team Members

Paul Sechrist – PRESIDENT AND CEO

Paul Sechrist is President of Oklahoma City Community College (OK), a position he has held since 2005. During his 12 –year tenure at OCCC, President Sechrist has served as Provost and Vice President for Academic Affairs and as Dean of Business and Computer Technology.

Under his leadership, President Sechrist acquired approval for the addition of several new programs that meet the workforce needs within the community. He played a key role in the development of OCCC’s long-range plan, *“The Way Forward and Why It Matters.”*

Prior to joining the administration at Oklahoma City Community College, President Sechrist held faculty and academic leadership positions at Southwestern Nazarene University (OK). At the start of his career, President Sechrist served as classroom teacher in the Yukon Public School System (OK).

President Sechrist’s professional commitments have included memberships on the Council of Presidents and the Council on Instruction for the Oklahoma State Regents for Higher Education, and the Oklahoma Global Education Consortium. President Sechrist also serves as a Trustee for the College Board and is the trustee liaison to the College Board’s national Community College Advisory Panel.

His civic involvement includes the Oklahoma Foundation for Excellence, Rotary Club of Oklahoma City, Oklahoma City Public Schools Leadership Advisory Board, INTEGRIS Southwest Medical Center Board of Directors, Leadership Oklahoma, and Leadership Oklahoma City.

Stu Harvey – EXECUTIVE DIRECTOR OF PLANNING

Stu was born in Tulsa, Oklahoma and graduated from Tulsa Central High School. In 1974, he received a B.A. in English Literature from Knox College and subsequently earned a MBA from the University of Tulsa. From 1974 through 1984 he was an account executive at Public Relations International, where he was responsible for managing an award-winning speaker’s bureau, the Energy

Advocates. In 1984, he joined Public Service Company of Oklahoma where he worked in a variety of planning and consulting jobs. In 1994, he joined PSO's parent company, Central and South West, where he became Manager of Resource Allocation, responsible for assembling the budget of the \$3 billion company as well as developing operating plans for five business units. He joined OCCC in 2003 and was responsible for facilitating the development of the College's annual plan, board monitoring reports and supporting the creation of the College's strategic initiatives, The Way Forward and Why it Matters.

Felix J. Aquino – VICE PRESIDENT FOR ACADEMIC AFFAIRS

Felix Aquino was born in New York City, where he attended public schools. He studied anthropology at Queens College of the City University of New York, graduating with honors in 1974. He continued his anthropological studies at Boston University. He earned his Masters in 1978 and his doctorate in 1986. As part of his doctoral studies, he performed anthropological field work in Spain from 1979 to 1982, where he studied the relationship between labor migration and industrialization. Partly as a result of his experiences in Europe, Felix speaks several languages.

Upon his return to the United States, Felix pursued a career in community college administration. His first position was as Assistant to the President at Atlantic Community College in Mays Landing, New Jersey. In 1987 he moved to Dallas, Texas where he served as district-wide Director of Institutional Research at the Dallas County Community College District. In 1993 he returned to the East Coast to take the position of Dean, North Hudson Center/Instructional Support Services at Hudson County Community College in Jersey City, New Jersey. He made the jump to California in 2000 where he was President of the Continuing Education Centers of the San Diego Community College District. Three years later he was in Fresno, California, as Vice Chancellor, Educational Services and Planning at State Center Community College District. In January 2007 he assumed his present duties as Vice President for Academic Affairs at Oklahoma City Community College. Felix and his wife have three adult children and reside in Moore, Oklahoma.

Marion Paden - CHIEF STUDENT SERVICES OFFICER

Marion Paden has worked in student affairs in a variety of higher education institutions (small liberal arts college in a rural area to a large community college in a metropolitan city) for over three decades. Since 1992, Paden has served as the VP for Enrollment and Student Services at OCCC. Her Bachelors in psychology and Masters in student personnel and guidance are from Oklahoma State and her doctorate in higher education administration is from NOVA Southeastern.

During her career, Paden has been active in Oklahoma's House of Representatives Minority Teacher Recruitment Advisory Committee, Oklahoma State Regents for Higher Education Council on Student Affairs, the Oklahoma Educators' Leadership Academy, and the southwest region of The College Board.

Her civic involvement includes serving on the boards of the American Red Cross of Central Oklahoma, the Christmas Connection, the Cultural Development Corp., and Rotary International Club 29. A member of Leadership OKC Class XI, she has continued to volunteer for the group serving as president of the alumni association, as adult program co-chair, and on the executive committee and advisory board. She also finds time to volunteer with the Festival of the Arts.

Paden's honors include U.S. Congress' Russian Leadership Program Recognition Award, the Rotary International District 5750 Governor's Citation for Outstanding Service, the Oklahoma City Rotary Club 29 International Service Award, the National Association for Community Leadership Distinguished Leadership Award, and the Oklahoma City Beautiful Distinguished Service Award. She also is a 2004 honoree of *The Journal Record's* 50 Making a Difference.