



**Monitoring Report on Achieving
the College's ENDS:
College Readiness**
April 27, 2015



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Background and Summary

- The College Readiness END, established by the OCCC Board of Regents, states: **Our students develop skills and knowledge required to succeed in college.**
- There are three core indicators used to measure student readiness in the College’s FY 2013 Annual Plan. Based on the latest available information, performance on the targets is as follows:

Target	Performance ¹	Trend Yr/Yr
Concurrent student headcount in FY14 will exceed the target of 1,218 which is a three year average. The most recent concurrent student headcount was 1,198.		↓
Students will have a success rate of at least 61.3% or higher in their developmental courses in Fall 2014. OCCC’s combined developmental course success was 62.3%.		↑
Students will have a success rate of at least 63.4% or higher in their Gateway courses in Fall 2014. OCCC’s Gateway course success for Fall 2014 was 65.6%.		↑

The College has demonstrated the following progress in addressing its College Readiness END:

- Students who successfully completed the College’s Success in College and Life (SCL) course were much more likely to persist than those who didn’t enroll in the course.
- Students who successfully completed the SCL course were much more likely to be successful in completing their other courses.
- The percent of students who are new to OCCC who took at least one developmental course declined over the past several years.

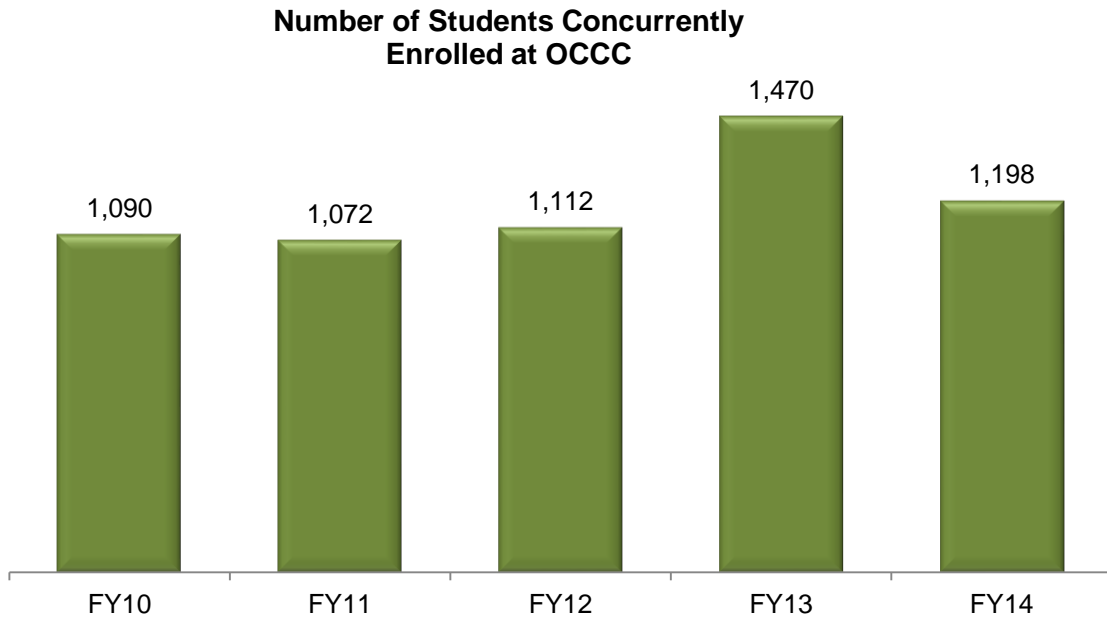
Areas for improvement include the following:

- Increase the number of concurrently enrolled students.
- Increase subsequent course success of developmental English students.

¹ Performance indicators are as follows: ● (green) denotes at or exceeding target, ● (yellow) denotes slightly below target requiring monitoring, ● (red) denotes significantly below target.

Concurrent Students

Target: Concurrent student headcount for FY14 will exceed the three-year average target of 1,218.



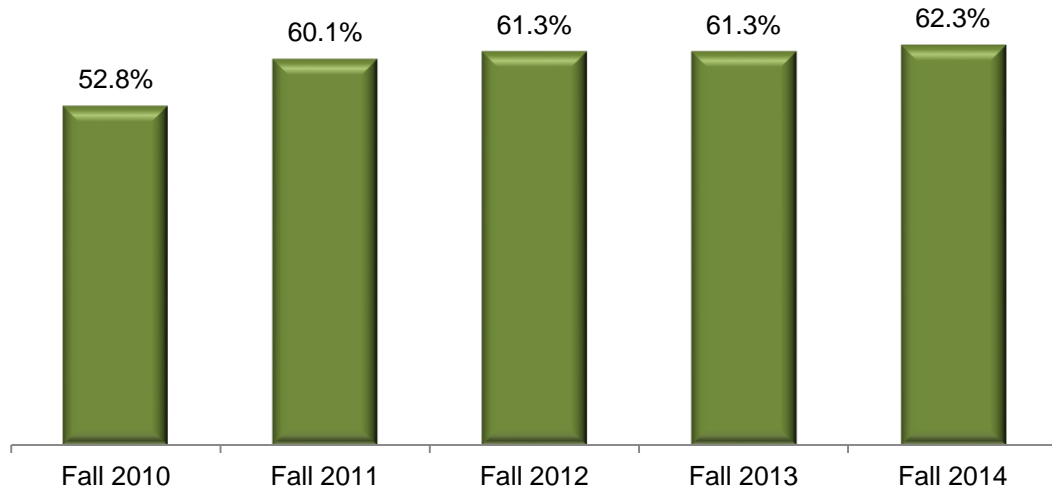
Source: Office of Institutional Effectiveness

- The number of students who were concurrently enrolled in high school and college dropped 19% from 1,470 in FY2013 to 1,198 in FY2014. The decline is attributable to the number of concurrent career technology center enrollments which were down quite significantly in Fall 2013.

Successful Developmental Course Completion

Target: Students will successfully complete developmental courses in Fall 2014 at or above 61.3%.

Successful Completion in English and Math Developmental Courses



Source: OCCC Office of Institutional Effectiveness

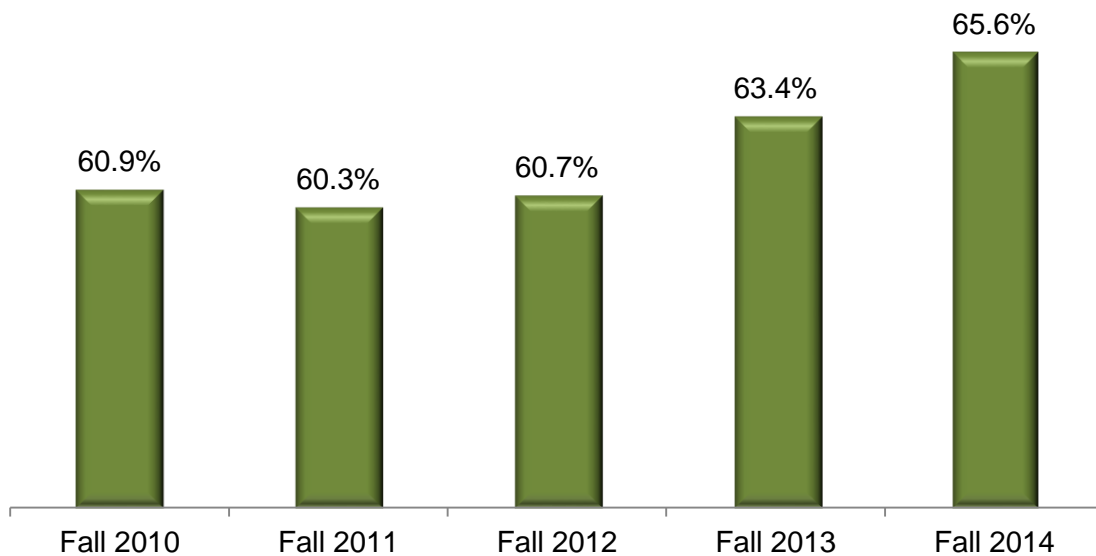
Successful course completion is defined as students who complete their course work with a grade of A, B, C, or S (Satisfactory). Successful completion of developmental courses increased by 1 percentage point from last year as a result of an increase in College Prep Math and College Prep English success rates. (For more information on developmental courses see pages 10-14 in the Appendices.)

Gateway Course Success

Target: Students will successfully complete their Gateway courses in Fall 2014 at or above 63.4%.

Gateway courses are the first college-level courses for most students. These courses are required for most degree programs. Overall, total gateway course success increased from the previous year. This is the third year in a row that gateway course success has exceeded the target. Since Fall 2010, course completion rates have increased almost 5 percentage points. More than half of the College's students are enrolled in these courses in any one semester. (For course completion detail see page 18 in the Appendices.)

Gateway Course Success



Source: Office of Institutional Effectiveness



Improvement Strategies

Update on Improvement Strategies from the Last Report

- Increase the percentage of new students who take the SCL course in their first 12 hours through focused efforts by those who advise and enroll new students.
 - From Fall 2013 to Fall 2014 SCL course enrollment increased from 1,502 to 2,042 an increase of 540 or 36%.
- Increase College Prep English (CPE) course success through the implementation of the following:
 - Streamline the sequence of courses to reduce the time between the Developmental English and College level English.
 - Reading and writing developmental courses were combined into one set of courses - College Prep English, which reduced the number of English developmental courses thereby reducing the number of hours in developmental English.
 - The English composition group is working on redesigning the CPE course.
 - Students testing in the upper range of developmental English are encouraged to enroll into Composition I which requires a 1 hour lab course.
 - Target professional development activities to improve instruction of CPE faculty.
 - The coordinator for CPE is participating in the online master course training with Center for Learning and Teaching (CLT).
 - CPE faculty will participate in English Composition training, once the CPE course redesign is complete.
 - All full-time CPE faculty will be teaching one section of Composition I in the Fall 2015 semester and working with a composition mentor.
 - CPE faculty will be working in collaborative groups with composition faculty.

New Improvement Strategies

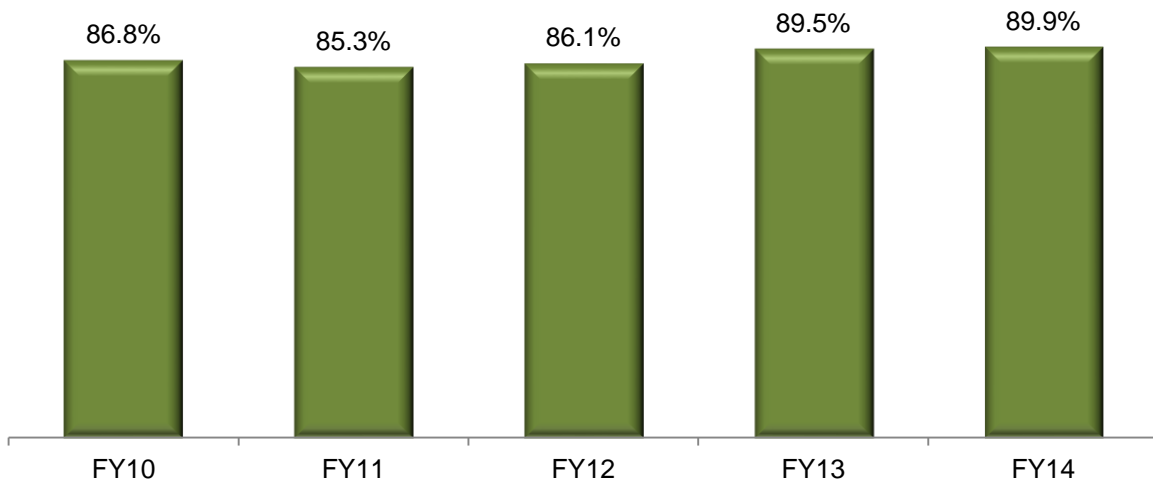
- Concurrent enrollment increases are anticipated as a result of the following:
 - OCCC staff are working with Purcell, Lexington and Washington School Districts to increase the number of concurrent students.
 - Staff are working with US Grant to increase the concurrent enrollment offered at the high school.
 - Staff plan to better utilize ACT data to target concurrent students more directly rather than via the high school counselors.
- Review mandatory lab pilot for English 1113 students and expand program if successful.



APPENDICES

Concurrent Student Success and Top Ten High Schools

Concurrent Student Success

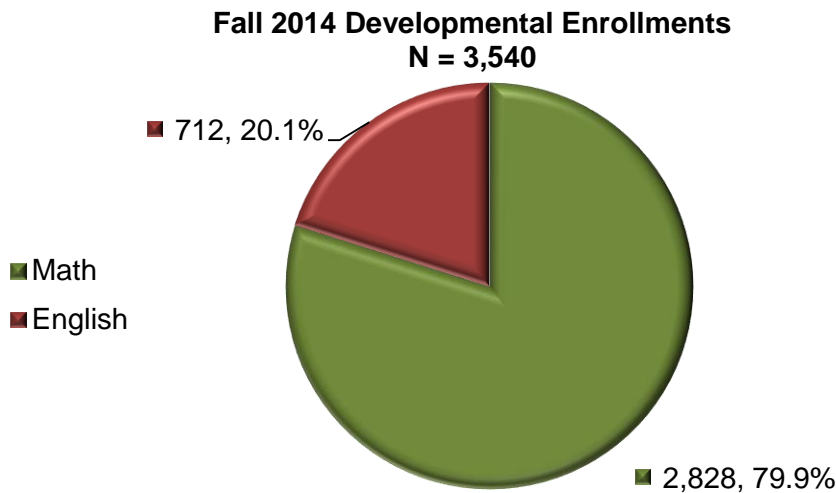
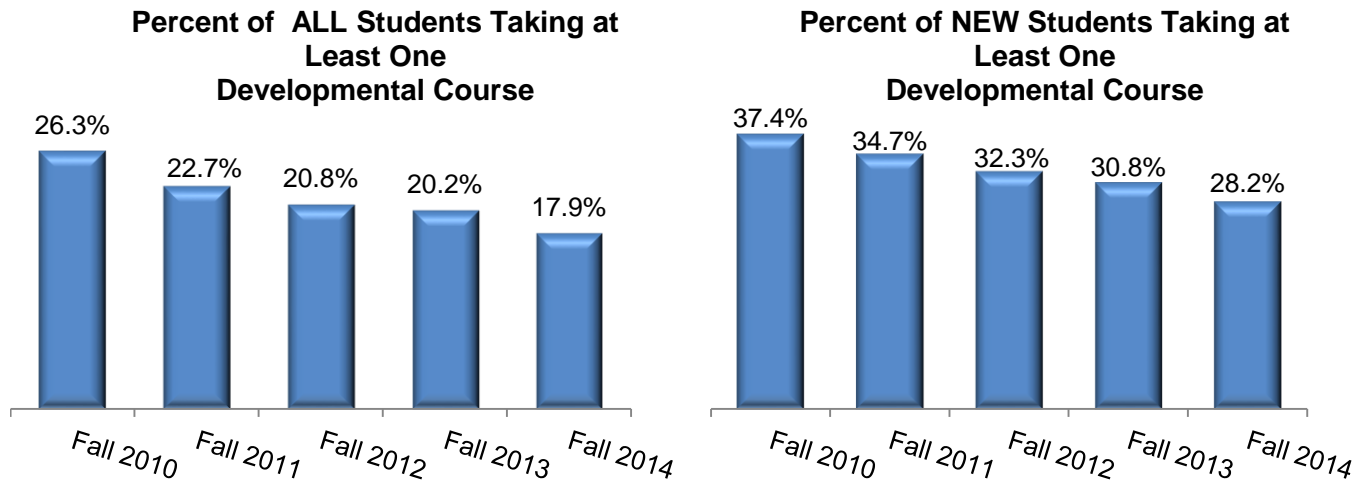


	Top Ten High Schools	#	%	% Change Yr over Yr
1	Westmoore High School	166	13.9%	3.2%
2	Southmoore High School	131	10.9%	1.6%
3	Moore High School	131	10.9%	1.2%
8	Newcastle High School	69	5.8%	2.7%
4	Norman High School North	58	4.8%	-1.1%
5	Mustang High School	53	4.4%	-0.9%
6	Homeschool	46	3.8%	-0.9%
9	Santa Fe South High School	43	3.6%	1.8%
10	Classen School Advanced Studies	35	2.9%	0.0%
7	Southeast High School	32	2.7%	-1.2%

Source: Office of Institutional Effectiveness

Comment: As would be expected, concurrently enrolled students successfully complete courses at much higher rates than the College average. Forty-one percent of these students came from high schools in Moore and Norman in FY 2014.

Developmental Course Information



Source: Office of Institutional Effectiveness

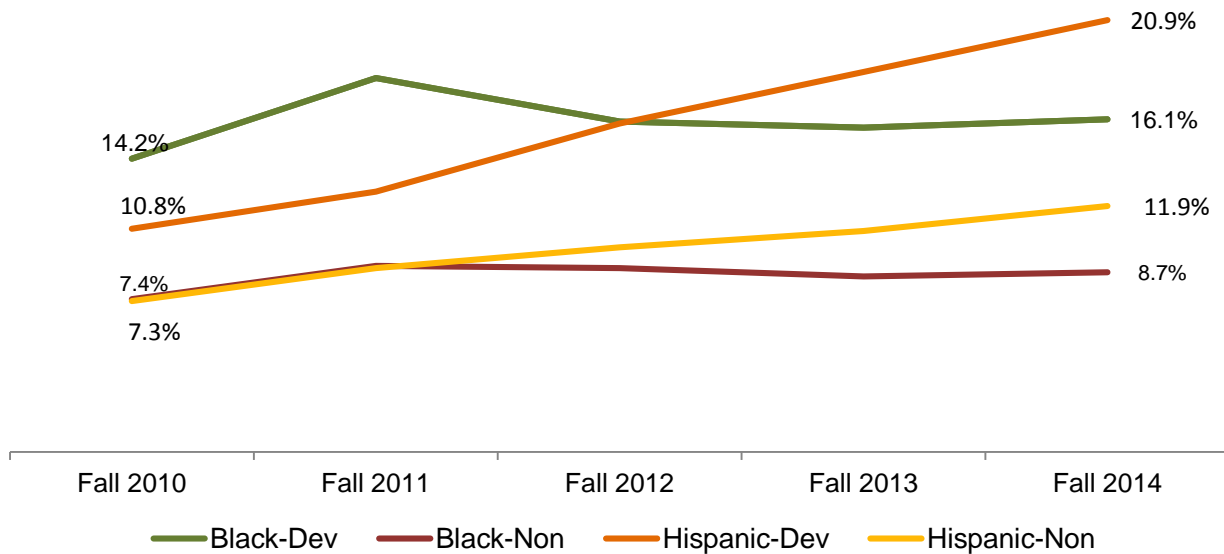
Comment: The percentage of new students taking at least one developmental course has been declining for four years due to alternate placement methods using students' GPA's and higher academic preparedness of our new students. This is encouraging because developmental students are at significantly higher risk for not completing their coursework.

Developmental Students – Race and Ethnicity Fall 2014

	% of New Students who Tested into One or more Developmental Courses
	%
Asian	38.2%
Black/African American	73.9%
Hispanic/Latino	69.6%
Native American/Alaskan	67.9%
Native Hawaiian/Pacific Islander	71.4%
Two or More Races	55.7%
White	53.7%
Not Reported	40.3%

Comment: Historically under-represented groups such as Hispanic/Latino and Black/African Americans disproportionately have placed into developmental courses.

**Black and Hispanic Developmental and Non-Developmental Students
Percent Composition of Total Student Body**



Comment: Although the number of students taking developmental courses has continued to decline, the percent of Hispanic/Latino students taking developmental courses has increased. In comparison, the number of Black/African American students taking developmental courses has remained relatively steady.

Developmental Students – Median Age & Average Number of Credit Hours-Fall 2014

Median Age

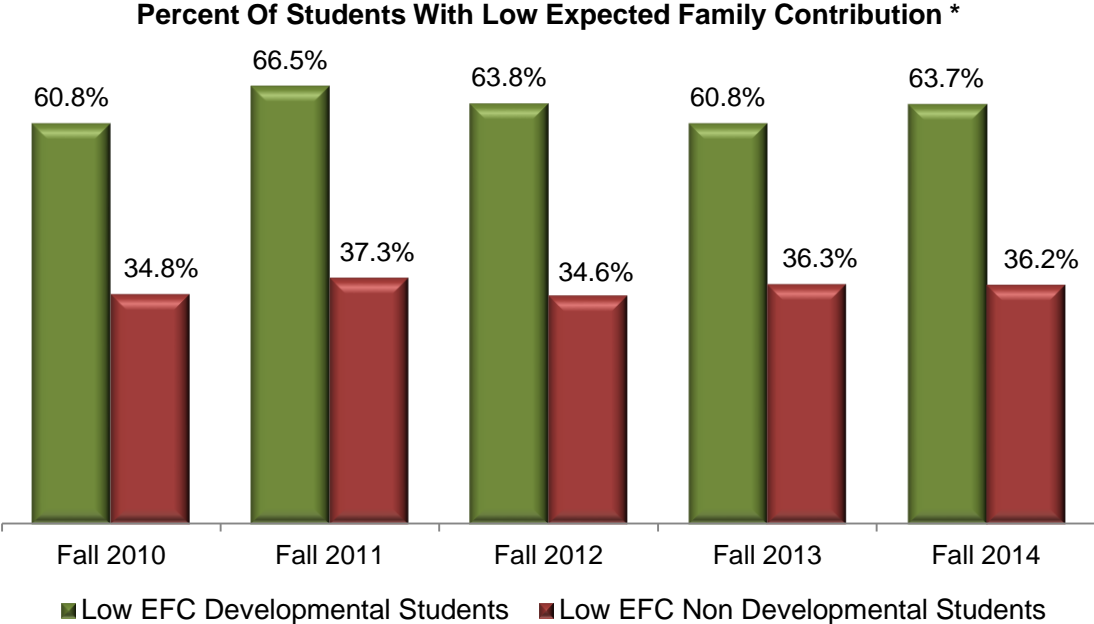


Average Number of Credit Hours



Comment: The median age and average number of credit hours have remained relatively stable over the past several years.

Developmental Students with Low Expected Family Contribution (EFC)



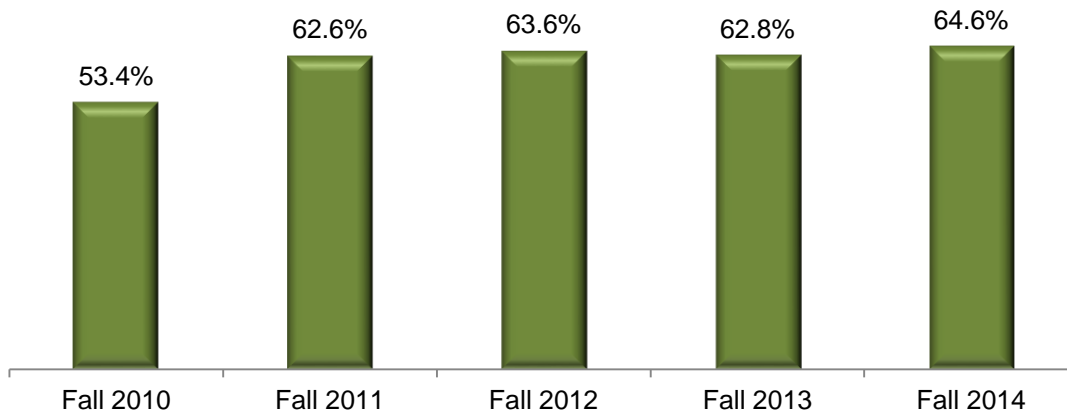
Source: Office of Institutional Effectiveness

* Includes students who filed a Federal Application of Financial Student Aid

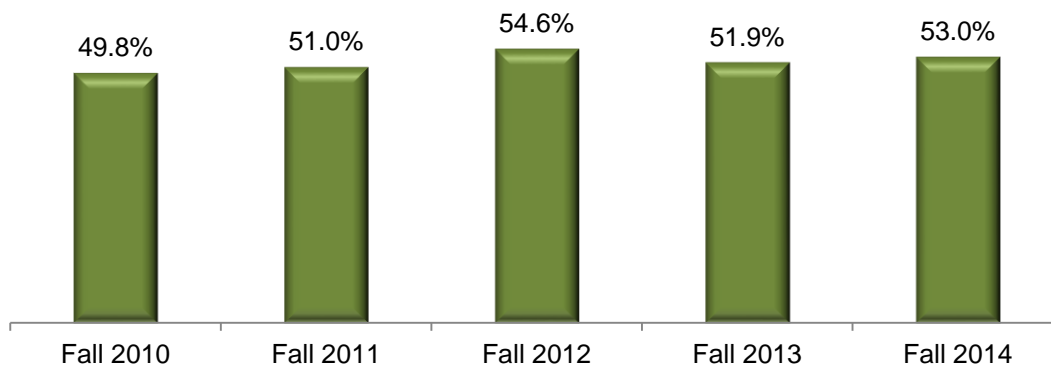
Comment: Students who come from low-income families are much more likely to require developmental courses.

Successful Developmental Course Completion for Math and English

Successful Completion in Developmental Math Courses



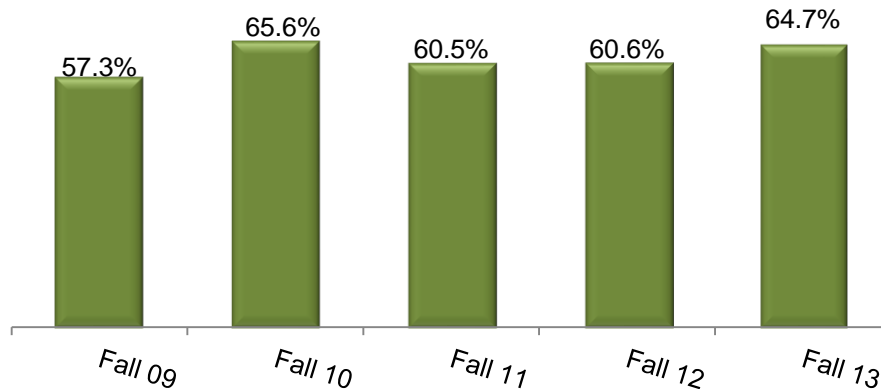
Successful Completion in Developmental English Courses



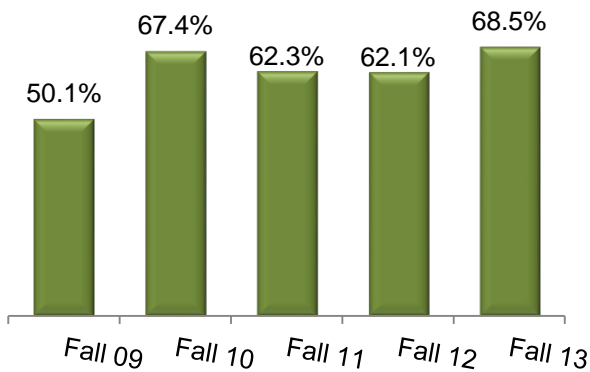
Source: OCCC Office of Institutional Effectiveness

Subsequent Course Completion of Developmental Students

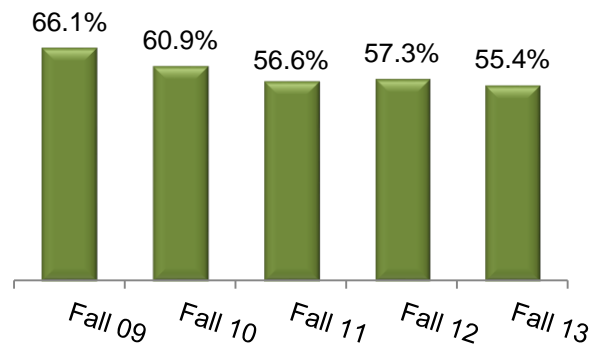
**Subsequent Successful Course Completion
Math and English Developmental Students**



**Subsequent Successful Course Completion
Developmental Math Students**



**Subsequent Successful Course
Completion
Developmental English Students**



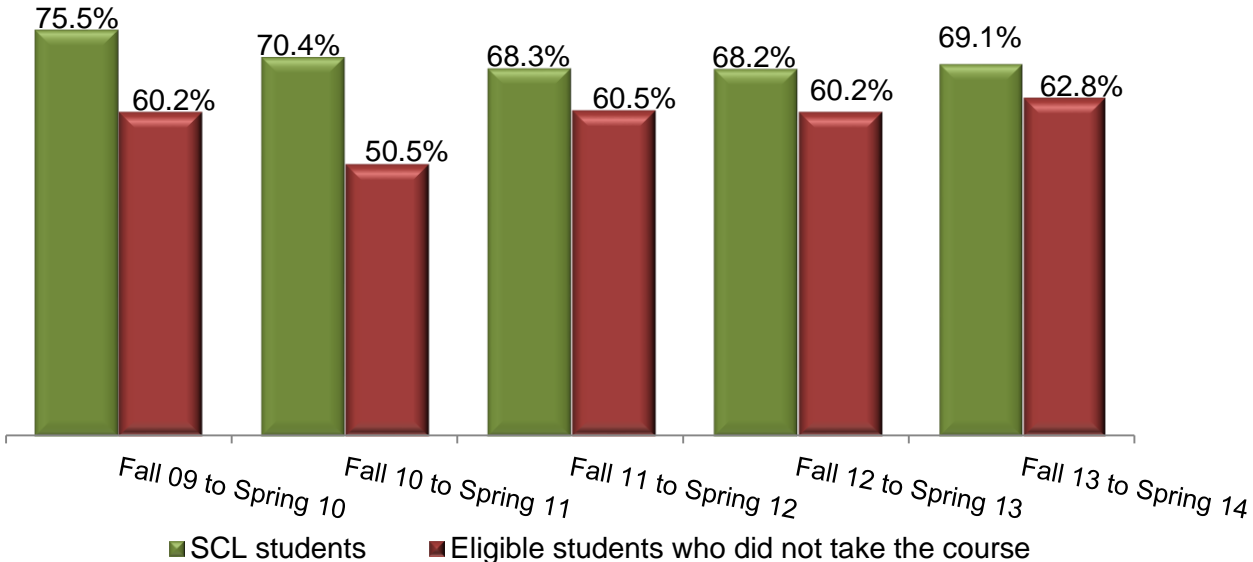
Note: Data reported shows successful completion of a subsequent course within the following spring.

Source: OCCC Office of Institutional Effectiveness

Comment: Overall, subsequent successful course completion of math developmental students increased significantly which increased the overall success. The reading and writing developmental courses were recently combined into College Prep English, which declined slightly from the previous year.

Success in College and Life - Persistence

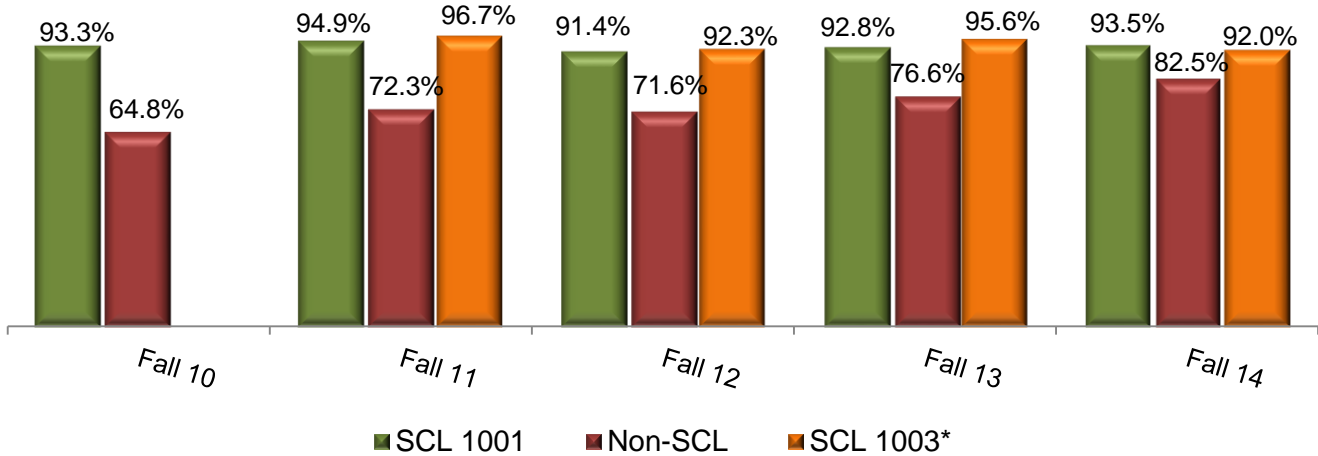
Persistence From Fall to Spring



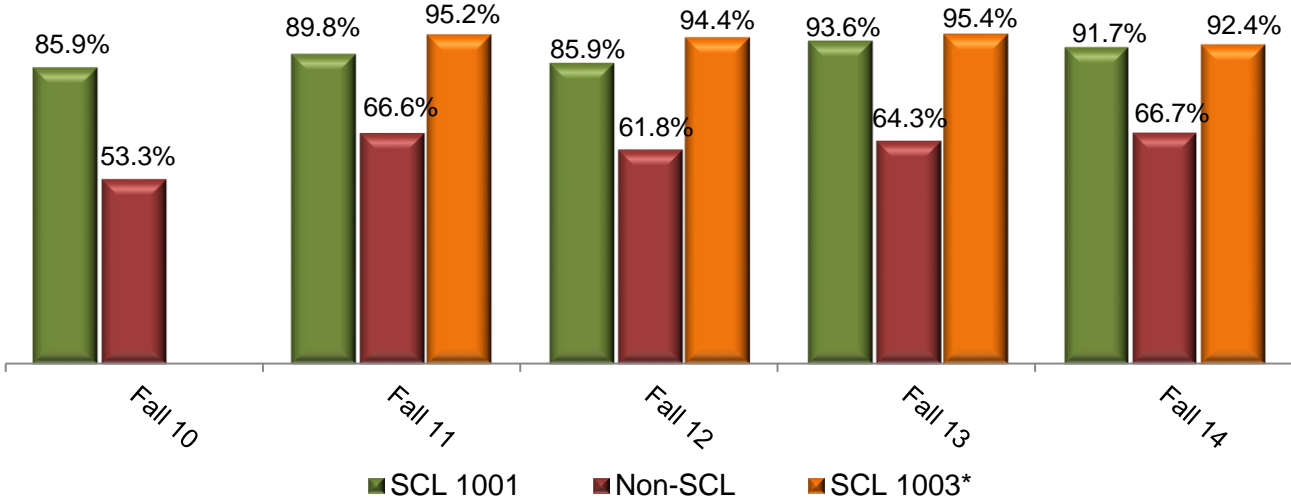
Comment: As in past years, students who took the College’s Success in College and Life courses persisted and successfully completed their coursework at higher rates.

Success in College and Life Course - Completion

Successful Course Completion of All New Students



Successful Course Completion Developmental Students



Source: Office of Institutional Effectiveness

*Course specifically designed for College Prep English II students.

Gateway Course Success

	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Yr over Yr
Music Appreciation 1113	71.0%	76.5%	71.7%	77.5%	75.7%	-1.8
History after the Civil War 1493	61.4%	61.4%	67.4%	69.5%	72.3%	+2.8
Political Science 1113	60.4%	60.8%	58.9%	68.0%	72.2%	+4.2
General Biology 1114	66.8%	67.1%	59.0%	61.1%	67.2%	+6.1%
English Composition II 1213	68.8%	64.3%	66.8%	70.6%	66.7%	-3.9%
English Composition 1113	60.0%	61.1%	59.5%	64.0%	66.2%	+2.2%
College Algebra 1513	61.1%	61.4%	61.4%	61.1%	66.0%	+4.9%
Psychology 1113	58.7%	55.9%	56.7%	58.0%	65.5%	+7.5%
History Prior to the Civil War 1483	51.3%	50.7%	60.9%	64.8%	62.7%	-2.1%
Introduction to Nutrition 1023	57.8%	60.5%	58.5%	61.4%	61.5%	+0.1%
Human Anatomy and Physiology 1314	56.4%	57.0%	53.9%	57.3%	61.2%	+3.9%
Intro to Computer Applications 1103	59.0%	52.4%	55.4%	59.3%	59.0%	-0.3%
General Chemistry 1115	58.3%	54.0%	58.4%	54.0%	57.2%	+3.2%
TOTAL	60.9%	60.3%	60.7%	63.4%	65.6%	+2.2%

Note: The overall course success was 70.2% in Fall 2014.

Nine of the 13 gateway courses showed an improvement from the previous year. General Biology had the greatest increase of 6.1 percentage points.