



**Monitoring Report on
Achieving the College's ENDS:
Student Preparation**
February 2009



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Background and Summary

- Student preparation is a key link between access to higher education and student success.
- The College’s Student Preparation End, established by the OCCC Board of Regents states: *Our students are prepared to succeed in college.*
- There are three core indicators used to measure student success in the College’s proposed FY 2009 Annual Plan. Based on the latest available information, performance on the targets is as follows:

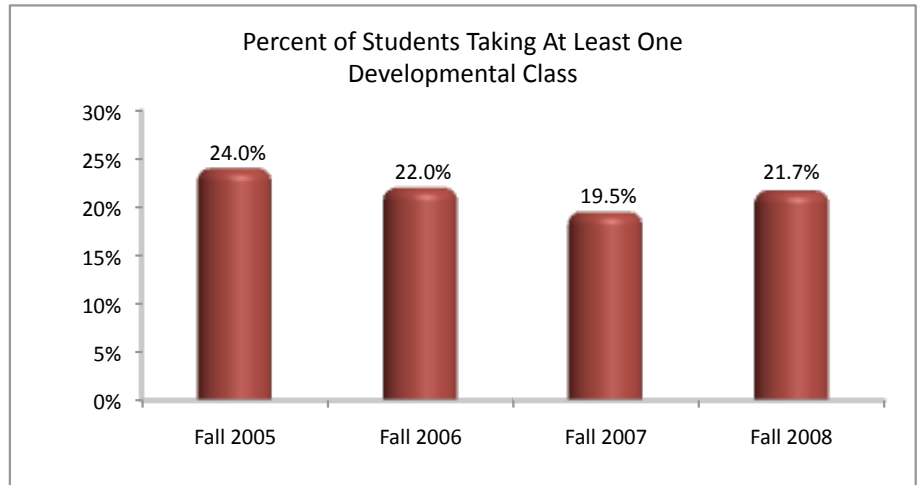
Target	Performance	Trend
Concurrent enrollment of high school students—equal to or increase participation over prior years	●	↑
Successful completion rates in developmental courses— increase over prior years	●	→
Successful completion rates in gateway courses (first semester)— increase over prior years	●	→

- During the last several years, the College has demonstrated the following strengths in working with students to achieve student success:
 - Overall, the successful completion rates in developmental math courses increased from Fall 2007 to Fall 2008.
 - The overall success of developmental students in subsequent courses has been increasing over the past four years.
 - Gateway course success increased in three out of five courses from Fall 2007 to Fall 2008.
 - Students who took the Success in College and Life course (SCL) were more successful in their developmental courses than those who did not enroll in the SCL. They were also more likely to persist from the Fall semester to the Spring semester.
 - The number of concurrent students has increased 61% over the past four years.
- Areas for Improvement include the following:
 - Successful course completion for developmental reading students declined significantly.
 - The success of gateway courses needs to be monitored closely since the numbers have been very similar in the past couple of years.

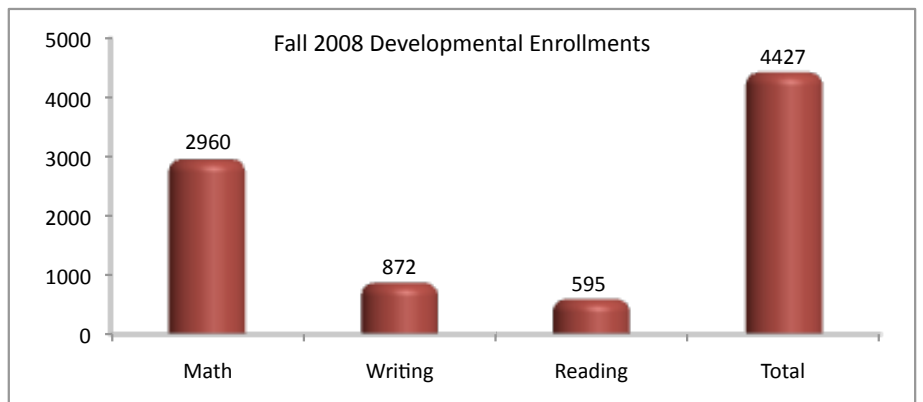
* Performance indicators are as follows: ● (green) denotes at or exceeding target, ● (yellow) denotes slightly below target requiring monitoring, ● (red) denotes significantly below target

Preparation—The Critical Link

- Student preparation is an important link between the college's access mission and student success. As an open enrollment community college, OCCC admits all students. However, students with lower or no standardized test scores are tested for competency in reading, writing, and mathematics to determine their eligibility for taking college courses. If their scores are below a certain level, these students place in developmental courses designed to prepare them for college-level courses. During any one semester, between a fifth and a quarter of OCCC students are taking at least one developmental course. In 2008, more than half of OCCC's graduates had taken at least one developmental course before completing their degree or certificate.

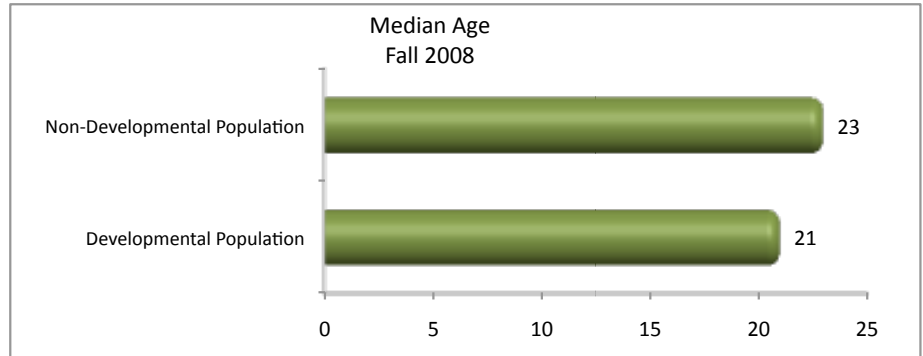


- Of the more than 4,400 developmental enrollments (some students take more than one course during a semester) in Fall 2008, two-thirds were in developmental math courses, about a fifth were in developmental writing, with the remainder taking reading courses. These proportions have remained stable for the last several years.

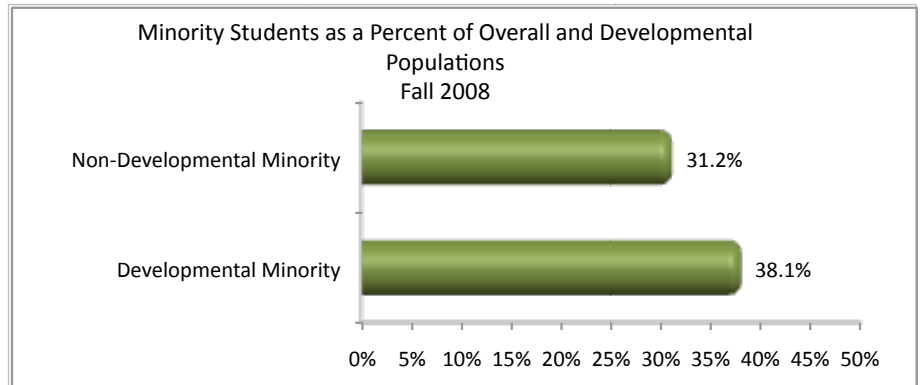


Demographics of Developmental Students

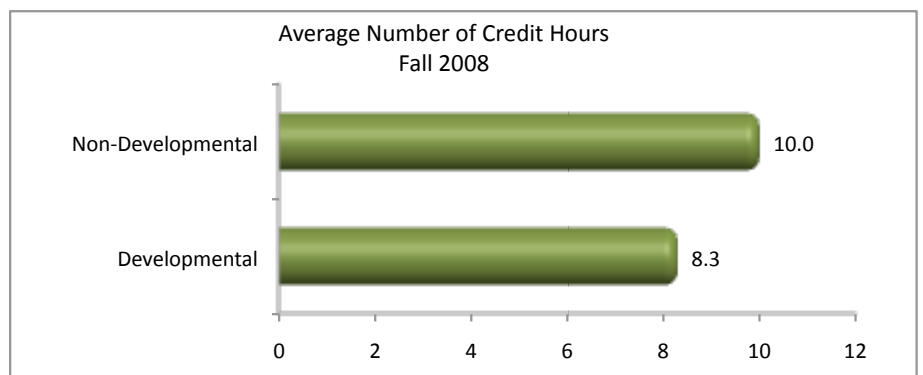
- As a group, developmental students are slightly younger than the overall population.



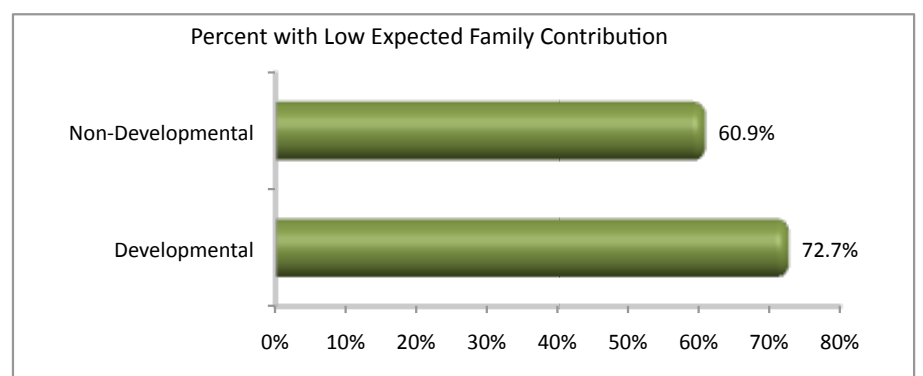
- Developmental students are more likely to be a member of a racial or ethnic minority.



- Developmental students take fewer credit hours.

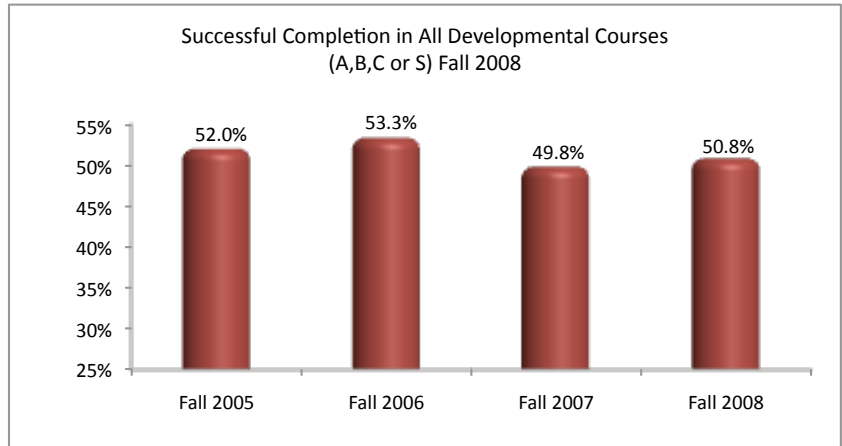


- And have lower expected family contributions (less than \$3,950/yr) for the purposes of calculating financial aid. This indicates that, in addition to their academic challenges, developmental students face socio-economic obstacles to meeting their educational goals.

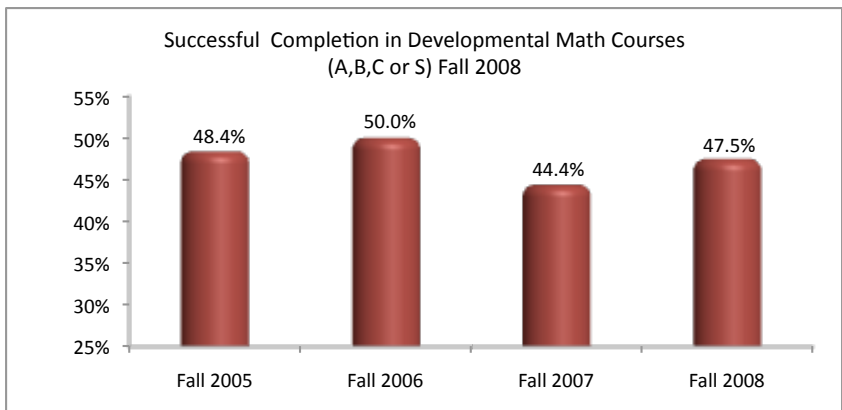


Successful Developmental Course Completion

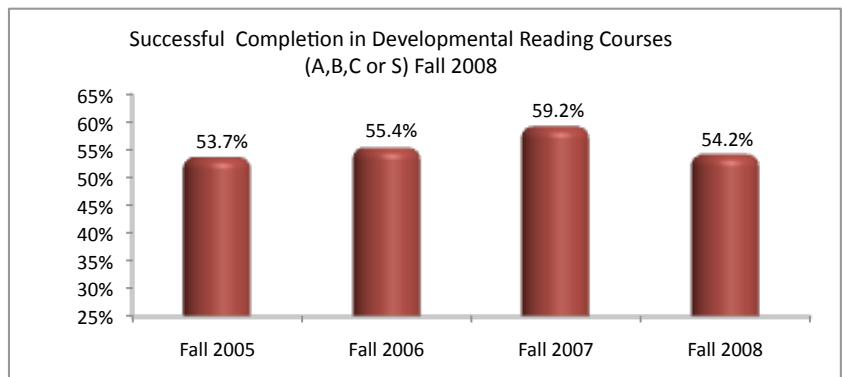
- Successful course completion is defined as students who complete their course work with a grade of A, B, C or S (Satisfactory). Overall developmental course success rates climbed slightly between Fall 2007 and Fall 2008.



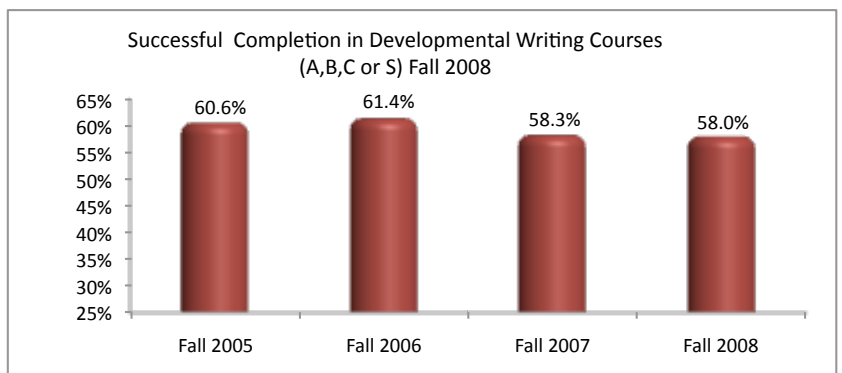
- After declining between Fall 2006 and Fall 2007, the success rates for developmental math students improved in Fall 2008. This is encouraging given the large number of students who were enrolled in the college's three developmental math offerings.



- Developmental reading success rates showed a noticeable decline in Fall 2008, after two consecutive years of increase. In the months ahead, we will be examining potential causes of the decline and finding ways to address it.

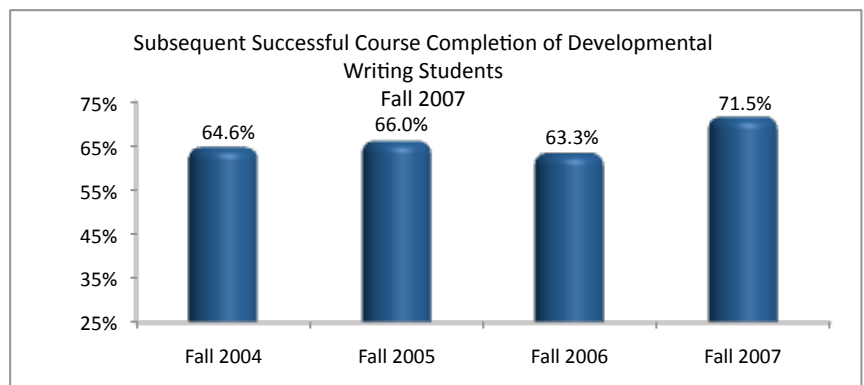
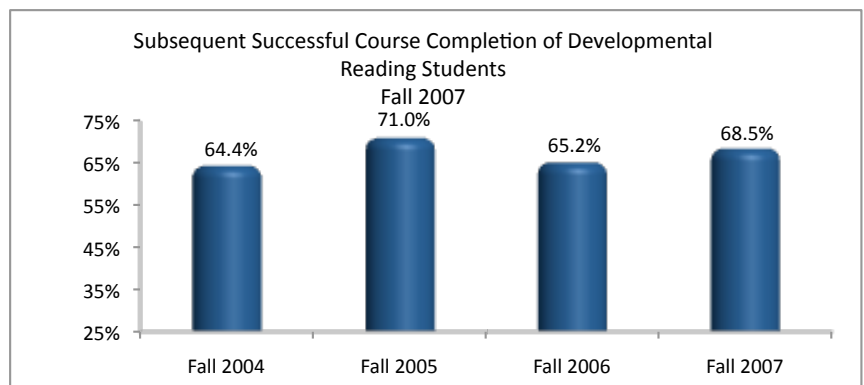
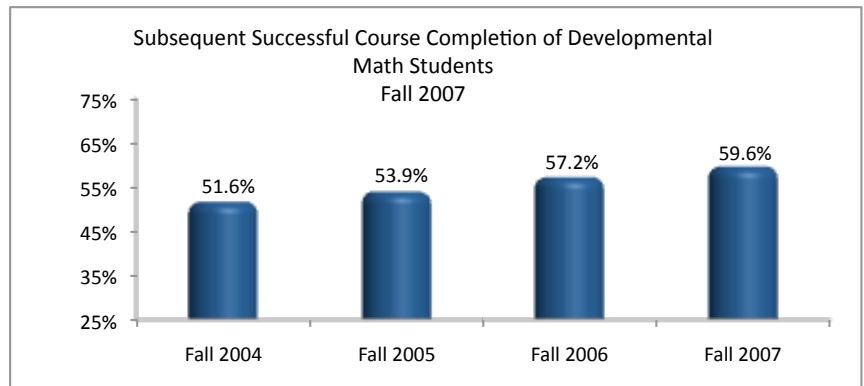
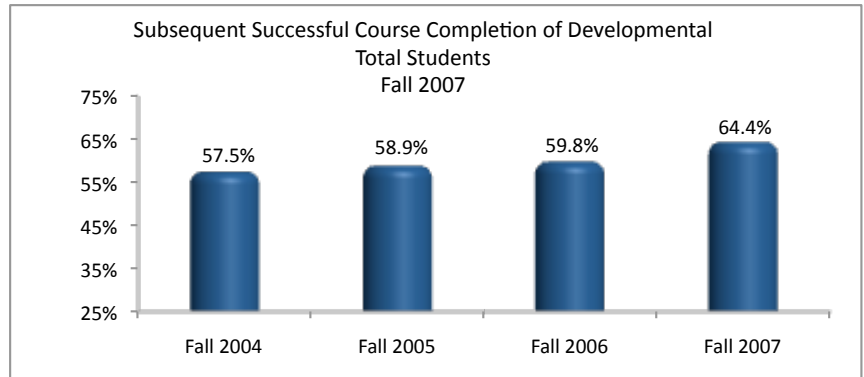


- Successful completion rates for developmental writing courses remained about the same between 2007 and 2008.



Subsequent Course Success of Developmental Students

- Success in subsequent courses—both college-level and other developmental classes—is an important preparation outcome.
- Developmental math students' success rate within subsequent courses has been increasing since 2004. Subsequent math courses included subsequent developmental math courses and 1000-level courses.
- Subsequent course success for developmental reading students also increased. Subsequent courses used for this calculation included the subsequent developmental course and all 1000-level courses.
- The subsequent success rates of developmental writing students increased significantly in 2007, exceeding the levels of 2004. Subsequent courses used for this calculation included the subsequent developmental course and the 1000-level English Composition course.



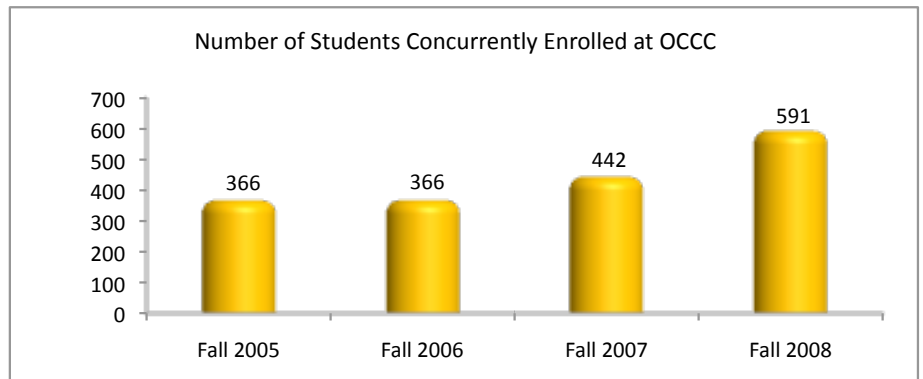
Gateway Course Success

- Gateway courses are the first college-level courses for most students and are required for most degree programs. Last year, the college's Achieving the Dream Leadership team selected five courses to be foci for improvement efforts. More than half of the college's students are enrolled in these courses in any one semester. Over the last four years, successful course completion rates have remained stable for these five courses, though success rates in Fall 2008 either remained equal to or were above the rates for Fall 2007. Only three of the course success rates were above those of three years ago.

	Fall 05	Fall 06	Fall 07	Fall 08
English 1113	63.3%	62.1%	62.4%	64.4%
History 1483	58.2%	53.1%	56.7%	56.8%
Math 1513	57.6%	55.4%	57.4%	58.6%
Political Science 1113	61.2%	64.2%	61.2%	62.7%
Psychology 1113	68.9%	66.2%	63.0%	63.5%
TOTAL	61.8%	60.2%	60.1%	61.2%

Concurrent Students

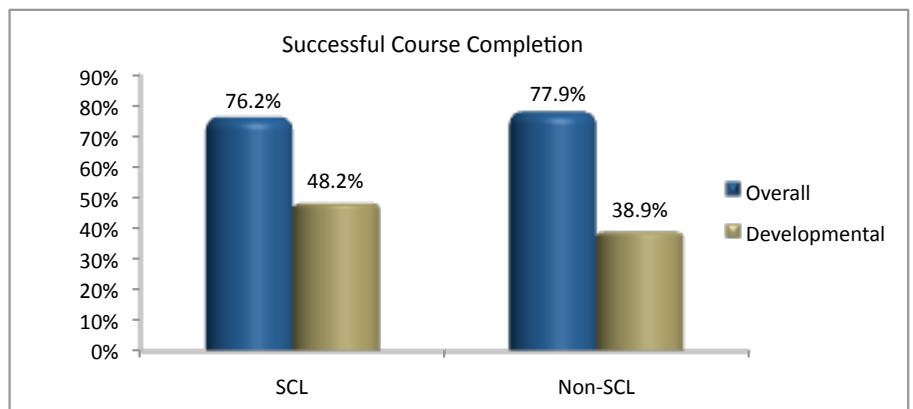
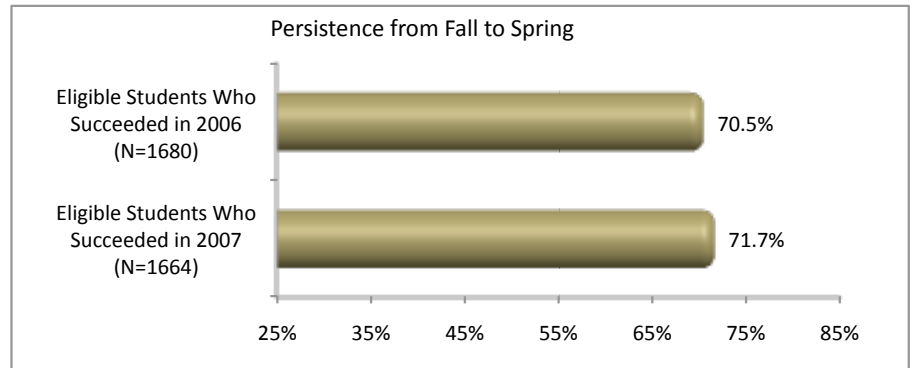
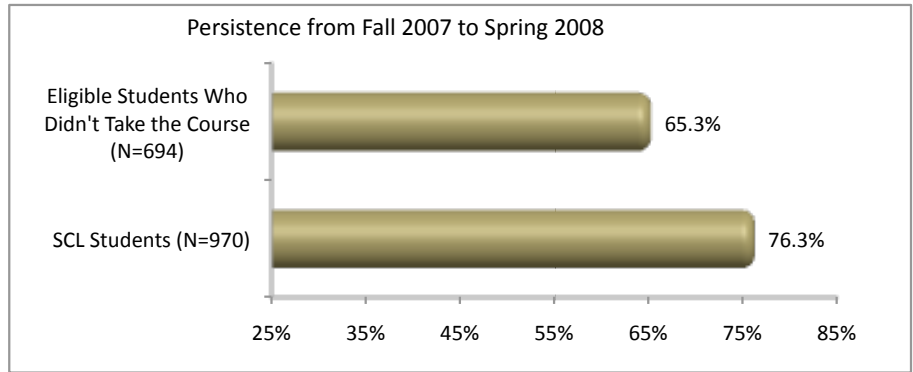
- Students who are concurrently enrolled in high school and college have become an increasingly important part of the college's preparation agenda. The program is—and by statute—designed to provide high-achieving students with the ability to earn college credit before they attend college. However, researchers—and the college administration—believe that concurrent studies have the potential to provide at-risk/at-promise students with early college-going experiences that will increase their chances of succeeding once they arrive at the college. In 2005, Senate Bill 982 established free tuition for concurrently enrolled seniors in Oklahoma. In addition, the college has been actively recruiting concurrent students. This is reflected in the 61% increase in concurrent enrollment at the college since 2005.
- Westmoore and Moore high schools accounted for more than a quarter of all concurrent students in Fall 2008.



	Top Ten Concurrent High Schools	#	% of All
1	Westmoore	112	19.0%
2	Northeast Academy	64	10.8%
3	Moore	45	7.6%
4	Home School	32	5.4%
5	Ulysses Grant	31	5.2%
6	Dove Science	25	4.2%
7	Norman North	25	4.2%
8	Southeast	20	3.4%
9	Deer Creek	19	3.2%
10	Northwest Classen	18	3.0%

Success in College and Life

- One credit hour Success in College and Life course (SCL) was instituted at the college in the Fall of 2007. The course is designed to orient students to college life as well as provide them with practical learning and study skills. All new students are eligible, though there are some exemptions for previous college credit and other special considerations. The first cohort of students who took the course were significantly more likely to persist into the Spring semester than those eligible students who didn't take the course.
- Successful course completion of SCL and non-SCL students were equivalent overall, with the important exception of those who took developmental courses where SCL attendance increased success rates. It appears that the exceptions for taking the SCL courses are appropriate for college-level courses but should be examined for developmental courses.





Improvement Strategies

- An Achieving the Dream developmental math team has been piloting new teaching and course design methodologies and plans to revise the entire developmental math curriculum in the near future.
- A sub-group of Achieving the Dream developmental team will be convened to determine the underlying causes of the lower developmental reading scores and address them.
- The Success in College and Life course continues to be improved, and changes will be made to increase participation, particularly by developmental students.
- Efforts to increase concurrent enrollment will continue to be implemented.