



**Monitoring Report on Achieving the  
College's ENDS:  
Student Success**  
October 2009









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# Background and Summary

- The College’s Student Success END, established by the OCCC Board of Regents, states: **Our students achieve their individual educational aspirations.**
- Completion, persistence, retention and progression provide the foundation for determining the success of OCCC students.
- 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:

<u>Target</u>	<u>Performance</u> <sup>1</sup>	<u>Trend</u>
Successful completion of college level courses will meet or exceed 71.2%. The most recent successful completion rate was 71.3%		
Students who continue their courses from the Fall to the Spring Semester (Persistence) will be at or above 55.8%. OCCC’s persistence rate for the Fall 2008 cohort was 58.3%.		
Students who continue their courses from the Fall to the Fall Semester (Retention) will be at or above 35.7%. The Fall to Fall retention rate for 2008 to 2009 was 37.8%.		

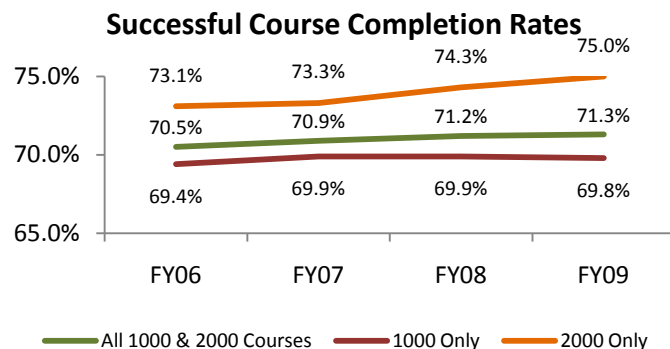
- During the last several years, the college has demonstrated the following progress in addressing its Student Success END:
  - Successful completion of college level courses has consistently improved.
  - Persistence levels of students moving from the Fall Semester to the Spring Semester have increased three years in a row.
  - Retention levels of students progressing from the Fall Semester to the Fall Semester increased above the target.
- Areas for improvement include the following:
  - Native American persistence and retention rates declined from the previous report.
  - OKC-Go student course completion rates declined from 2008 to 2009.
  - African American students’ retention gap (under the average) was higher than their persistence gap.

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

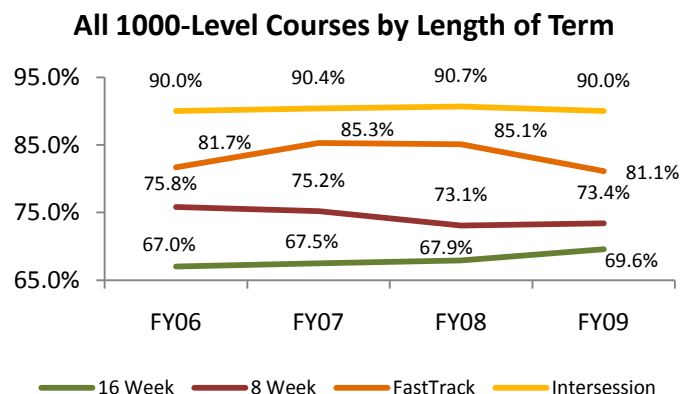
# Successful College Level Course Completion

**Target:** Successful completion of college level courses will meet or exceed 71.2%.

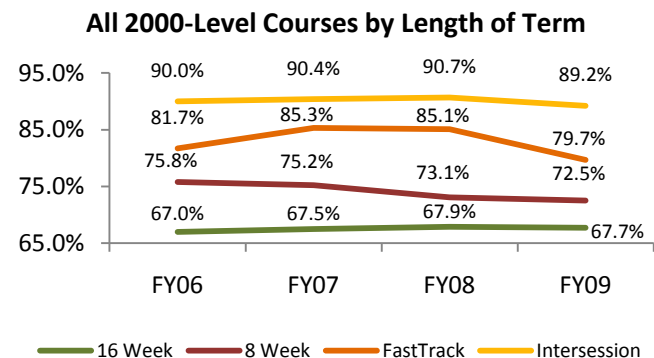
- A successful course completion is one in which students obtain a grade of A, B, C, or S. Overall, course completion has remained fairly steady over the past several years. FY2009 results were comparable to FY2008 results.



- For 1000 level courses, intersession classes remained the most successful format. Eight-week and 16-week course success remained relatively steady while FastTrack declined slightly.



- Student success rates at the 2000-level courses reflected a similar pattern to 1000-level courses.



Source: IE Office

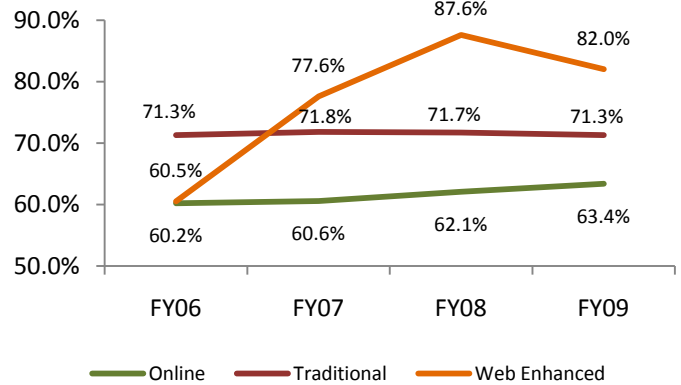
# Successful College-Level Course Completion

- Course success was also analyzed by delivery method:

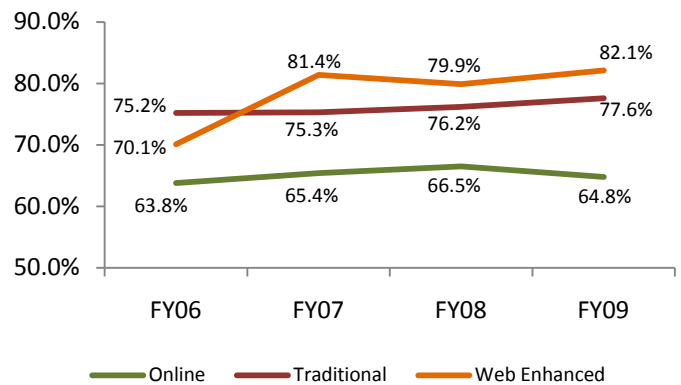
	FY09 Enrollment
Online	13,767 (19.8%)
Traditional	55,197 (79.6%)
Web Enhanced	418 (0.6%)

- For 1000 level courses, online course success improved. Traditional course success declined slightly and web-enhanced courses which combines features of online and traditional courses, declined by more than five percentage points.
- Traditional and web enhanced delivery method courses in the 2000 level course completion increased slightly while online course completion declined.

**1000 Level Courses by Delivery Method**



**2000 Level Courses by Delivery Method**

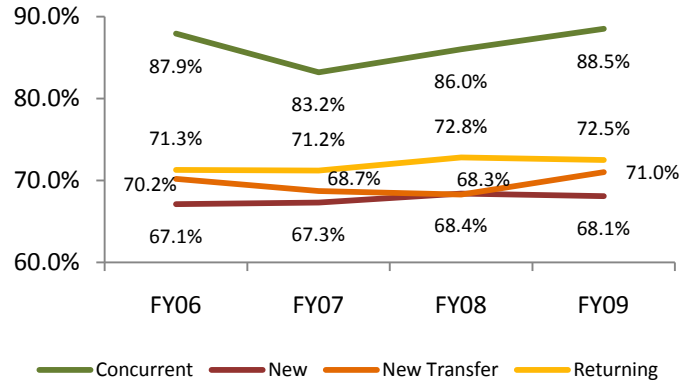


Source: Office of Institutional Effectiveness

# Successful College-Level Course Completion

- As might be expected, concurrent student success rates led all other types of enrollments last year. New transfer students also registered an increase while new and returning student success rates declined slightly.

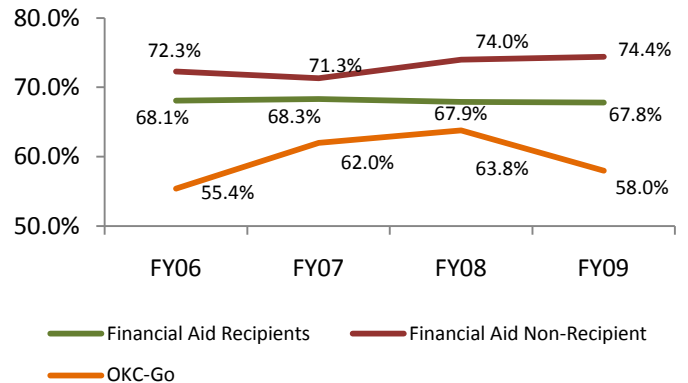
**All Course Levels by Type of Enrollment**



Source: Office of Institutional Effectiveness

- Students who did not receive financial aid had higher course completion rates than student who did. OKC-Go student course completion success declined after increasing for three years.

**All Course Levels Financial Aid Recipients, Financial Aid Non-Recipients & OKC-Go**

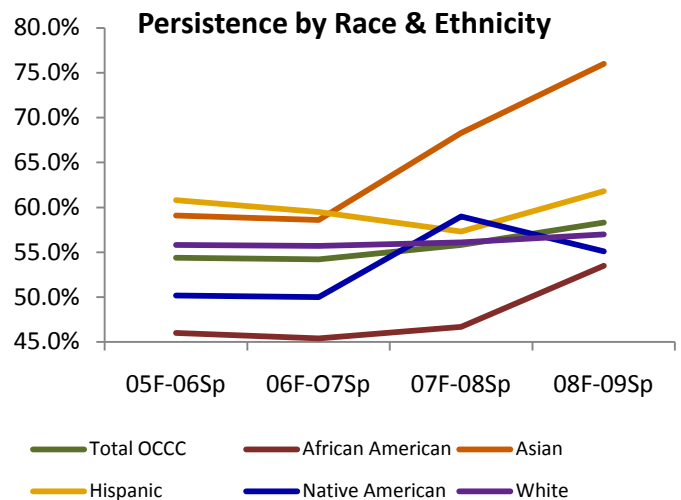
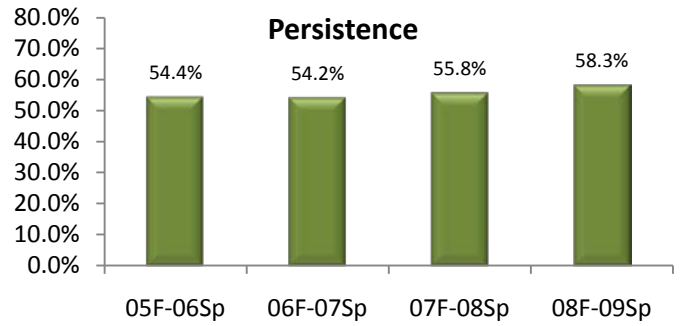


Source: OCCC Office of Institutional Effectiveness

# Fall to Spring Persistence

**Target:** Students who continue their courses from the Fall to the Spring Semester (Persistence) will be at or above 55.8%.

- Student persistence is defined as a student who enters in the fall semester and returns in the subsequent spring semester. (Unless otherwise indicated, the cohort of students used in this report, are all students new to OCCC in that particular semester.)
- Overall persistence has been increasing with an increase of 2.5 percentage points from the Fall 2007 cohort to Fall 2008 cohort.
- Persistence rates for most ethnic and racial groups increased at the college last year. Hispanic persistence was higher than the average persistence, a pattern that has not been observed nationally. In addition, the gap between the Hispanic students and the average increased from last year. The African American gap narrowed in the last year bringing it closer to the college average. Native American persistence was the only group to decline.
- The gap between the racial/ethnic categories and the total varies from the Asian students who were 17.7 percentage points above the college average to a low of -4.8 for African Americans.



**Persistence by Race and Ethnicity**

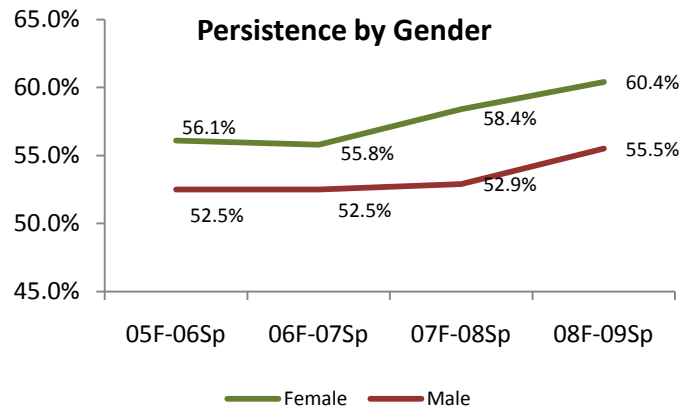
	05F-06Sp	06F-07Sp	07F-08Sp	08F-09Sp	Gap*
<b>Asian</b>	59.1%	58.6%	68.3%	76.0%	+17.7
<b>African American</b>	46.0%	45.4%	46.7%	53.5%	-4.8
<b>Hispanic</b>	60.8%	59.5%	57.3%	61.8%	+3.5
<b>Native American</b>	50.2%	50.0%	59.0%	55.1%	-3.2
<b>White</b>	55.8%	55.7%	56.1%	57.0%	-1.3
<b>Total OCCC</b>	54.4%	54.2%	55.8%	58.3%	--

\*Difference between the 08F-09Sp Total OCCC persistence rates and 08F-09Sp race or ethnicity.

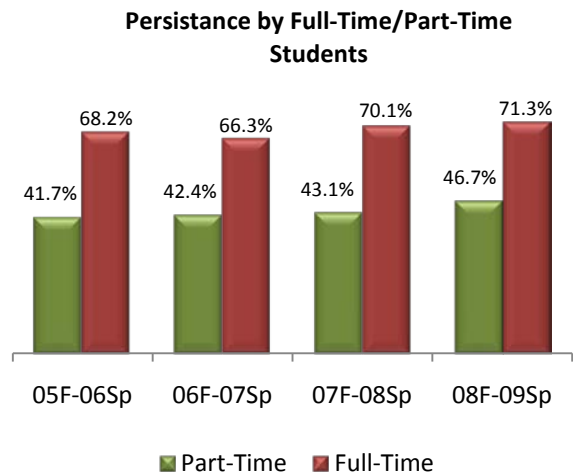
Source: OCCC Office of Institutional Effectiveness

# Fall to Spring Persistence

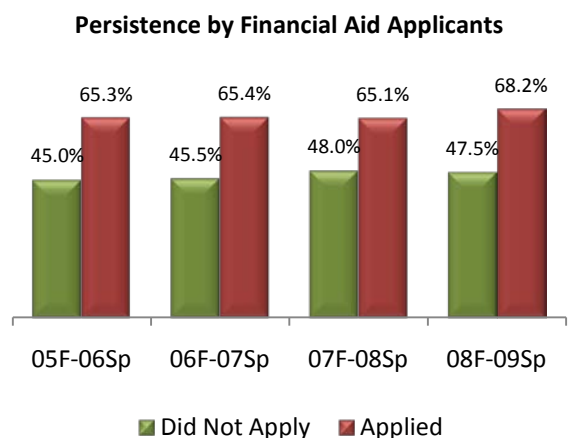
- Although females persist at a higher rate than males, both cohorts have persisted at higher rates in the last three years.



- As expected, full-time students persisted at a higher rate than part-time students. However, part-time students' persistence improved at a faster rate than last year.



- Students who applied for financial aid persist at a higher rate than those who do not apply. One of the strongest predictors for student persistence is applying for financial aid.

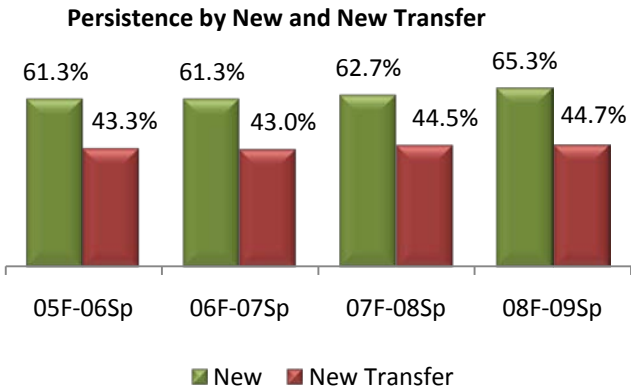


Source: Office of Institutional Effectiveness



# Fall to Spring Persistence

- The persistence of new students is higher than new transfer students because many transfer students complete several courses and return to another institution.

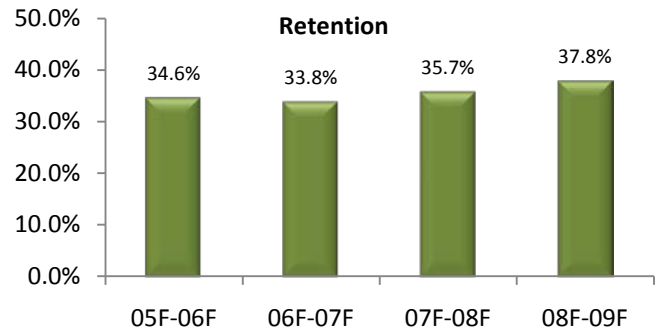


Source: Office of Institutional Effectiveness

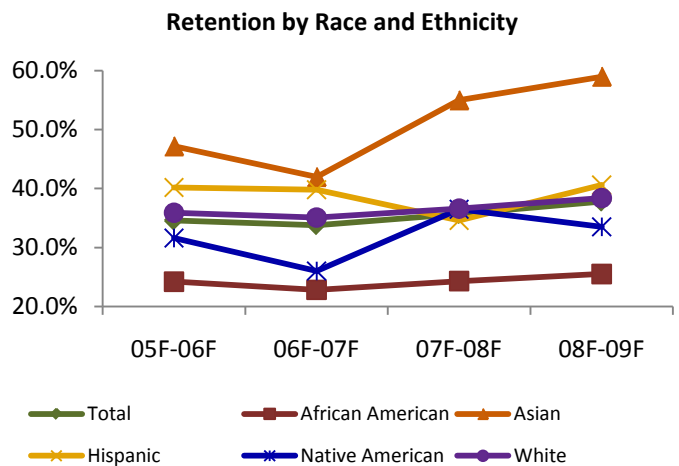
# Fall-to-Fall Retention

**Target:** Students who continue their courses from the Fall to the Fall Semester (Retention) will be at or above 35.7%.

- Students are considered to be retained if they are enrolled in one fall and return the following fall.
- As with students who persist, retention has increased the last three years.



- Retention by racial and ethnic groups mirrors the persistence data, though the retention gap between African American and the average actually increased.



- The gap between the racial/ethnic categories and the total varies from the Asian students who have 21.2 percentage points above the college level to a low of -12.3 for African Americans.

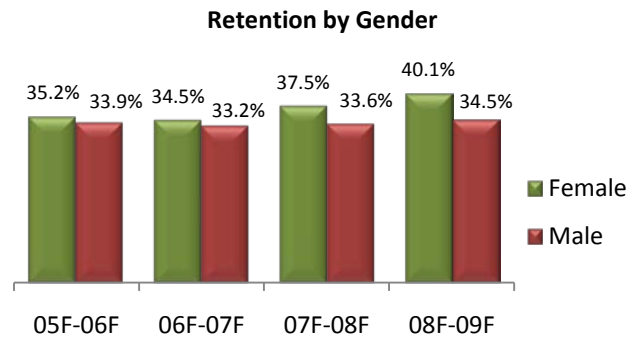
	05F-06F	06F-07F	07F-08F	08F-09F	Gap*
<b>Asian</b>	47.2%	42.0%	55.0%	59.0%	+21.2
<b>African American</b>	24.2%	22.8%	24.3%	25.5%	-12.3
<b>Hispanic</b>	40.2%	39.8%	34.6%	40.6%	+2.8
<b>Native American</b>	31.6%	26.0%	36.5%	35.5%	-2.3
<b>White</b>	35.9%	35.1%	36.6%	38.4%	+0.6%
<b>Total OCCC</b>	34.6%	33.8%	35.7%	37.8%	---

\*Difference between the 08F-09F Total OCCC retention rates and 08F-09F race or ethnicity.

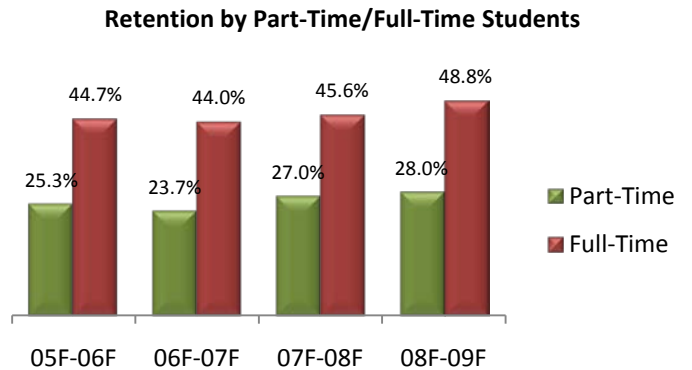
Source: Office of Institutional Effectiveness

# Fall-to-Fall Retention

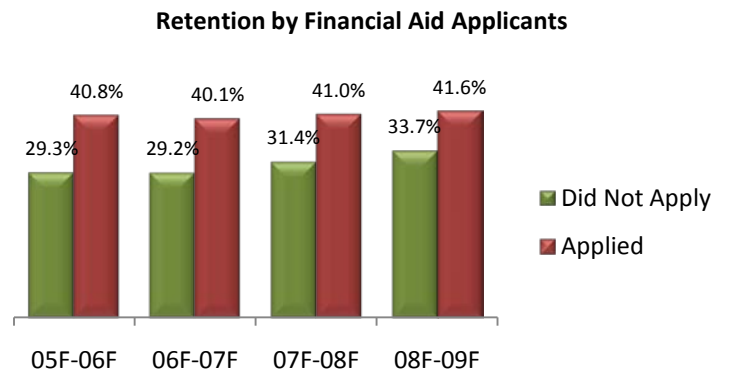
- Females have a higher retention rate than males which is consistent with national retention trends.



- The retention of full-time students is similar to the persistence of full-time students. This chart reflects an upward trend for both the part-time and full-time students.



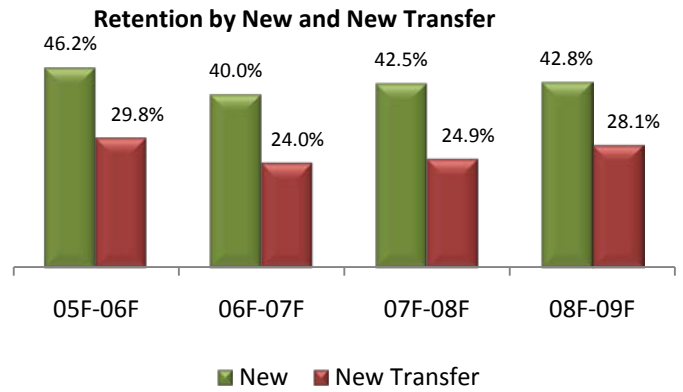
- Students who apply for financial aid were retained at a higher level than those that did not apply.



Source: Office of Institutional Effectiveness

# Fall-to-Fall Retention

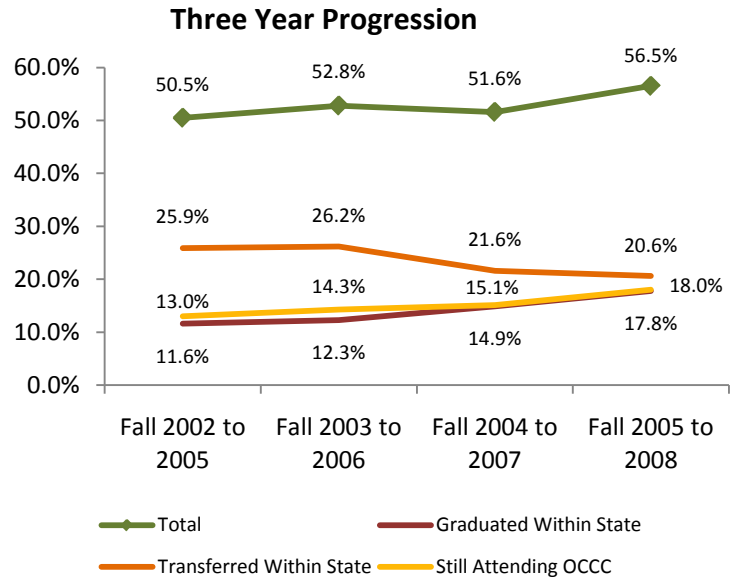
- New students were retained at a higher rate than transfer students.



*Source: Office of Institutional Effectiveness*

# Progression

- The three year progression rate measures the progress that a first-time student to OCCC has made toward earning a degree or certificate over a three-year period. A student is said to progress over the three year period if:
  - They earned a degree or certificate at OCCC.
  - They earned a degree or certificate at a transfer institution.
  - They are currently attending a transfer institution.
  - They are currently attending OCCC.
- The most significant reason for the upswing in the progression rate is the number of students who are retained at OCCC.



Source: Office of Institutional Effectiveness



# Improvement Strategies

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- Students who enrolled in the College's Success in College and Life orientation course were retained at higher levels than peers who didn't take the course - 60.3% for those who successfully completed the course vs. 37.8% overall.
- The significant increase in the amounts and numbers of students with financial aid has contributed to higher retention rates. Students who did not apply for financial aid were retained at a 33.7% rate vs. 41.6% for those who did apply. Since 2004, the percentage of students who did not apply for financial aid has declined from 53.6% to 44.1% of the cohort due to outreach, communications and work flow improvements in the college's financial aid department.
- The following Achieving the Dream initiatives are either under development or have been implemented; improving course success through faculty professional development in collaborative learning, an automated Retention Alert system designed to more quickly identify and intervene with individual students who are at-risk for dropping out, a new advisement model and several measures to improve online course success.