

Meeting of the
OKLAHOMA CITY COMMUNITY COLLEGE BOARD OF REGENTS
September 17, 2007

AGENDA ITEM 8A :

Report on the College End: “Our Students achieve their individual educational aspirations.”

Monitoring Report on Persistence, Retention and Progression

- Oklahoma City Community College Board of Regent’s Policy Governance document identifies “Persistence Rates (retention)” as an indicator of the Student Success END Oklahoma City Community College students achieve their individual educational aspirations.
- This annual monitoring report on *Persistence, Retention, and Progression Rates - 2007* is one of the six annual reports related to the Student Success End.
- A full report is attached.

Oklahoma City Community College
Persistence and Retention Rates- 2007

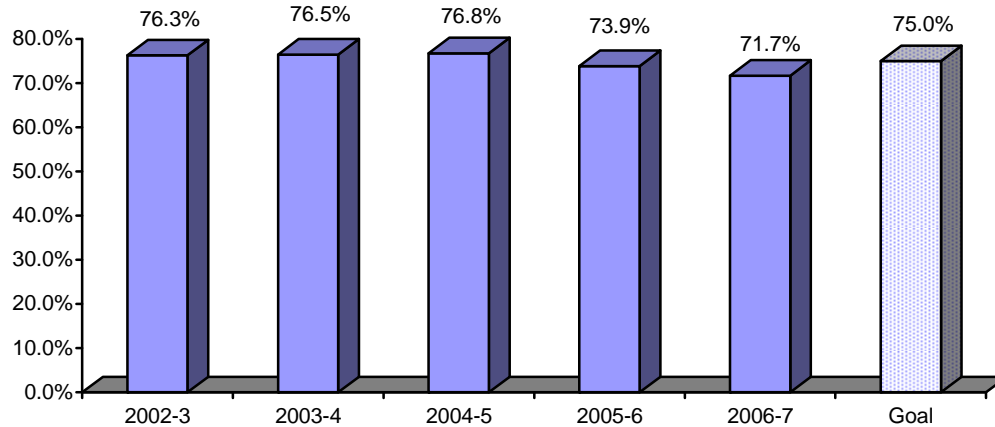
Introduction

- For the purposes of this report the following definitions are applicable:
 1. Persistence: Continued enrollment from the Fall term into the Spring term, in the same academic year, by First-Time Full-Time (FTFT) students at Oklahoma City Community College
 2. Retention: FTFT students who continue their enrollments from the Fall term to the subsequent Fall term
 - *Within institution retention* refers to continued enrollment from the Fall term to the subsequent Fall term at Oklahoma City Community College
 - *Within state retention* refers to continued enrollment (Fall to Fall) at any higher education institution within the State of Oklahoma
 3. Progression: A 3-year measure of academic progress for a cohort of fall first-time students to OCCC.
 - *Graduated in 3 years* refers to students who earned their certificate or degree at OCCC within 3 years of their beginning fall semester at OCCC.
 - *Transferred within 3 years* refers to students who transferred to another academic institution within 3 years of their beginning fall semester at OCCC.
 - *Attending Final Spring or Summer Semester* refers to students that were in attendance during the spring or summer of the third year from their beginning fall semester at OCCC.
 - *Drop out* refers to those students who are no longer attending OCCC, did not transfer to another institution and did not graduate from OCCC or another institution.
 4. Comparison Groups: The College uses comparison groups composed of other state two year colleges
 - other state urban two year colleges
 - the ACT national data for open two year schools
 - the Southern Region Education Board (SREB)
- The College's FY 2007 Institutional Plan outcome standard is achievement *at or above the latest three year average* of the College's two year peer group within the state as its performance standard.
- The latest available information from the Oklahoma State Regents of Higher Education is retention rates for FY 2004-5.

PERSISTENCE

Chart 1

OCCC First-Time Full-Time Persistence Rate



Observations

1. There is not comparable statewide or national data available for persistence from Fall to Spring. The College's internal goal for persistence, which measures the percentage of FTFT students who return in the subsequent spring from the Fall semester, has been 75 percent.
2. OCCC's 2006-7 persistence rate continues a declining trend over the past several years and is below the College's goal.

Interventions

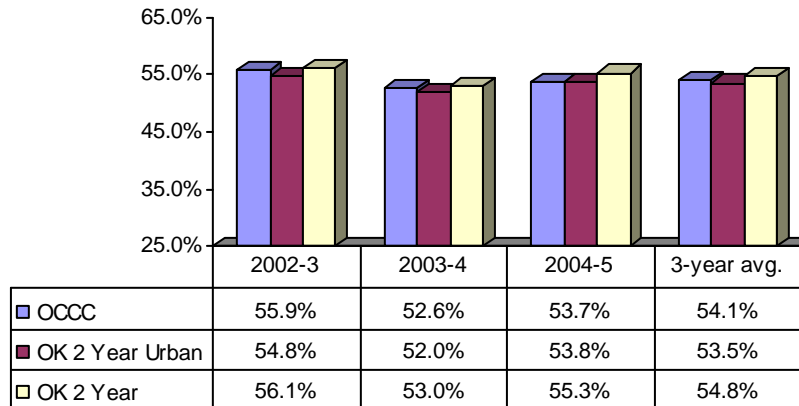
- A year ago, a position was created to develop, plan, implement, and assess new student orientation sessions, welcome events, social programs, family activities, student academic success seminars and other relevant services to enhance the success of a diverse student body and to improve student persistence and retention rates.
- In Summer 2006, forty-six (46) new student orientation sessions were conducted for new full time and part time students. The fall to spring persistence rates of the participants was 70.4% compared to a fall to spring persistence rate of non-participants of 64.7%.
- Opening Day activities were established for both fall and spring with a Family Orientation component presented in Spanish as well as in English.
- An emphasis has been placed on providing comprehensive, intentional and purposeful academic advising for all incoming freshman this year and the Student Development Center was renamed to Advising and Career Services to more accurately communicate the purposes of the department.

- Additionally, personnel were reassigned and a Learning Support Services position created to coordinate a comprehensive Early Alert – Early Warning program.

RETENTION

Table 1

**OCCC Within Institution FTFT Retention Rate
Compared to All Oklahoma Two-Year and Urban Peers**



*Data from OSRHE

Observations

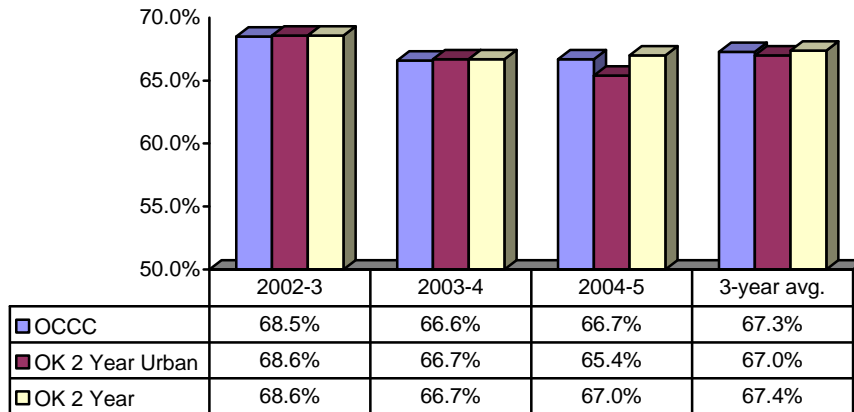
1. Oklahoma City Community College’s FY 2004-5 *within institution retention rate* increased from the previous year by 1.1 percentage points. The Two-Year and the Urban Two-Year Colleges rates also increased.
2. OCCC’s *within institution retention rate* is slightly lower than the Urban Two-Year colleges (53.7% to 53.8%) for the 2004-5 dataset, and 1.6 percentage points lower than the total Two-Year Colleges (53.7% to 55.3%).
3. The three year average *within institution retention rate* for OCCC (54.1%) is lower than the *within institution retention rate* for the Oklahoma Two-Year Colleges (54.8%), but exceeded the Oklahoma Two-Year Urban Colleges (53.5%).
4. The 2004-5 average retention rate for Two-Year public institutions with open admissions is 51% (ACT Institutional Data File, 2005).

Interventions

- The College is offering a Success In College and Life Course for all new students beginning in Fall 2007. This new, locally developed, 1 credit hour class is required and is designed to impact student success, persistence, and retention.
- Tutoring services, as well as Supplemental Instruction and Learning Communities are also being expanded in the 2007 – 2008 academic year.

Table 2

OCCC Within State Retention Rates Compared to All Oklahoma 2 Year and Urban Peers



*Data from OSRHE

Observations

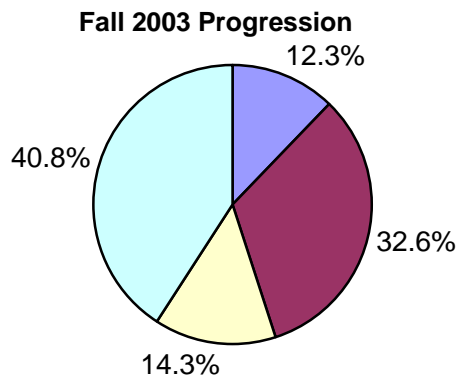
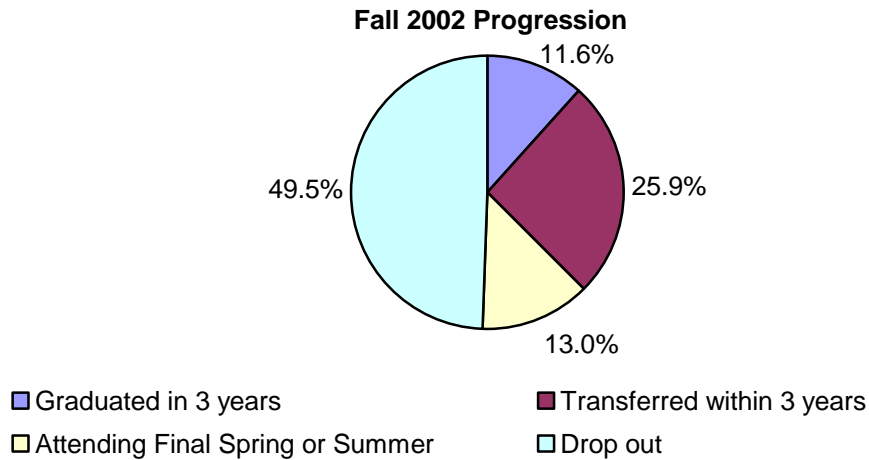
1. Oklahoma City Community College’s *within state retention rate* exceeded that of the Urban Two-Year Colleges (Rose State College, Tulsa Community College, and OCCC) in the state by 1.3 percentage points, 66.7% compared to 65.4%.
2. Based on OSRHE FY 2004-5 data, OCCC’s *within state retention rate* of 66.7% is 0.3 percentage points lower than the *within state retention rate* for all Oklahoma Two-Year Colleges.
3. Over the past three years, OCCC’s *within state retention rate* is slightly lower than that of all Oklahoma Two-Year Colleges, 67.3% to 67.4%.
4. For the 2004-5 OSRHE data set, OCCC and the Two-Year Colleges as a whole, increased their retention rates from the previous year while the Urban Two-Year Colleges decreased.

PROGRESSION

Progression Rates

Chart 2 depicts student progression of first-time to OCCC students for the fall 2002 (N=3,012) and fall 2003 (N=3,179) cohorts. *Graduated in 3 years* refers to students who earned their degree from OCCC with 3 years of their beginning fall semester. Students who transferred to other academic institutions within 3 years are listed under the *Transferred within 3 years* cluster. Those students who have continued their education at OCCC and enrolled in the spring or summer semester of their third year are listed under the *Attending the Final Spring or Summer Semester*. The *Drop out* cluster refers to those students who are no longer attending OCCC, did not transfer to another institution and did not graduate from OCCC or another institution.

Chart 2



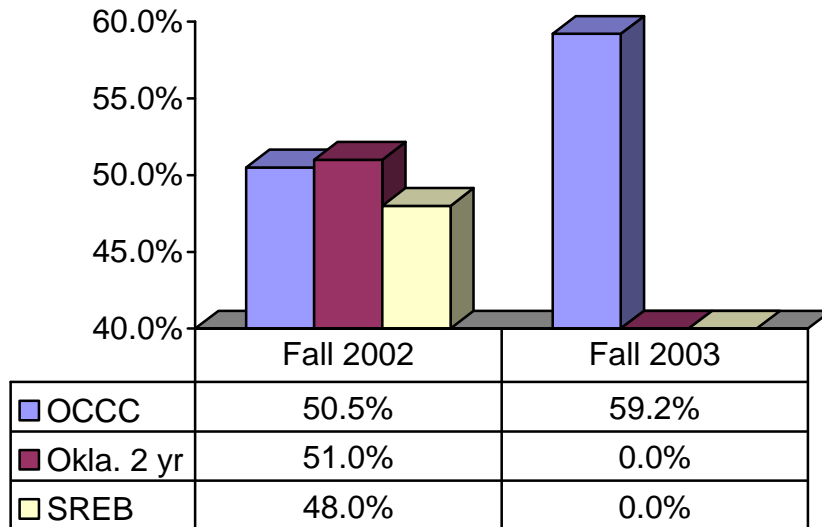
Observations

1. The percentage of students who graduated within 3 years increased 0.7 percentage points from fall 2002 to fall 2003.
2. The percentage of students who transferred within 3 years increased 6.7 percentage points from fall 2002 to fall 2003.
3. The percentage of students who attend the spring or summer semester of their third year increased 1.3 percentage points from fall 2002 to fall 2003.
4. The percentage of students dropped out of OCCC decreased 8.7 percentage points from fall 2002 to fall 2003.

Table 3

Chart 3 depicts a comparison of 3-year progression rates between OCCC, all 2-year colleges in Oklahoma, and the 16 states within the Southern Region Education Board (SREB) for the 2002 cohorts. Data is not yet available for Oklahoma and SREB for 2003 cohorts.

**Comparison of 3-Year Progression Rates of OCCC
Oklahoma 2-Year Colleges and SREB**



Observations

1. The OCCC 3-year progression rate was 0.5 percentage points less than other 2-year colleges in Oklahoma for the 2002 cohort.
2. The OCCC 3-year progression rate was 2.5 percentage points higher than other colleges in the SREB coalition for the 2002 cohort.
3. The 3-year progression rate at OCCC improved 8.7 percentage points from the 2002 cohort to the 2003 cohort.
4. Three-year progression rates for the 2003 cohorts are not yet available for other Oklahoma 2-year colleges and SREB.

Conclusions

1. Based on the three year average, the College's *within state retention rate* has been equal to or higher than the state average for all two year colleges and for the urban community colleges for the past two datasets.
2. *Within state retention rates* and *within institution retention rates* improved for the first time in the last 3 years while *persistence rates* continue the declining trend.
3. The three year progression rate for OCCC increased from the fall 2002 cohort to the fall 2003 cohort.