



**Monitoring Report on Achieving the
College's ENDs:
Student Success**
November 15, 2010



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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 four core indicators (with several sub-indicators) used to measure student success in the college's proposed FY 2011 Annual Plan. Based on the latest available information, performance on the targets is as follows:

<u>Target</u>	<u>Performance</u> ¹	<u>Trend</u>
Successful College-Level Course Completion:		
Successful completion of 1000-level courses will meet or exceed prior year.	●	↓
Successful completion of 2000-level courses will meet or exceed prior year.	●	↓
Persistence, Retention and Progression:		
Fall-to-Spring persistence will be at or above prior year.	●	↑
Fall-to-Fall retention will be at or above prior year.	●	→
The three-year progression rate of students graduating, transferring or continuing their education will be at or above prior year.	●	↑
The number of graduates will be at or above the prior three-year average.	●	↑
Results of General Education Assessment of Students will be at or above 70% for following areas:		
Human Heritage, Culture, and Value	●	
Public Speaking	●	
Writing skills	●	

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

Background and Summary Cont.'d

Social Institutions



Science



Mathematical Competence

Mathematical Properties



Mathematical Applications



Mathematical Conclusions



Mathematical Evaluations



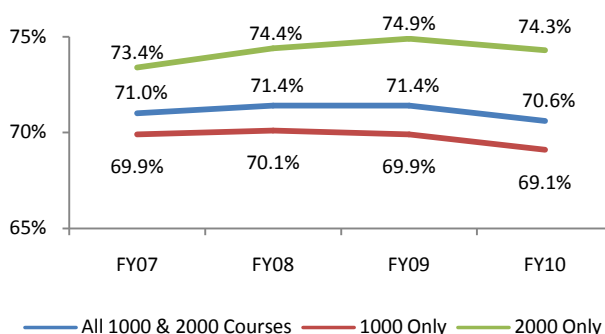
- During the last several years, the college has demonstrated the following progress in addressing its Student Success END:
 - Persistence levels of students moving from the Fall Semester to the Spring Semester have increased three years in a row.
 - African American retention rates continue to increase with the gap declining compared to the overall average.
 - The three-year progression rate has improved two years in a row and had increased from 52.8% in FY03-06 to 58.8% in FY06-09 or six percentage points.
 - General education assessments of student learning for human heritage, social institutions, writing, applied mathematics, mathematical properties and science met or exceeded target.
- Areas for improvement include the following:
 - After a two-year increase, course completion rates for both 1000- and 2000-level courses declined from 2009 to 2010.
 - Native American retention rates declined for the second straight year.
 - General education assessment of student learning for public speaking, mathematical conclusions and mathematical evaluations (analytical math) were below target.

Successful College Level Course Completion

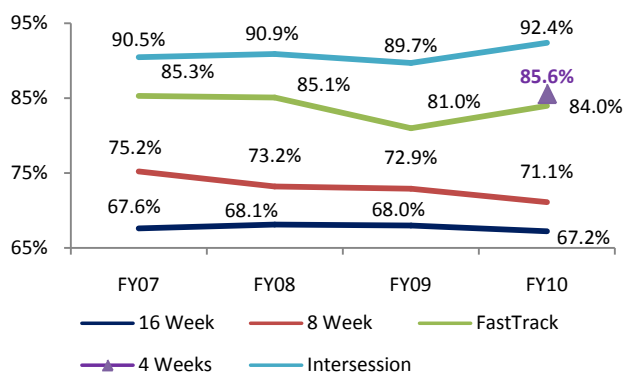
Target: Successful completion of college-level courses will meet or exceed 69.9% for 1000-level courses and 74.9% for 2000-level courses.

Students successfully complete a course if they achieve a grade of A,B,C, or S. Overall, course completion has remained fairly steady over the past several years. FY2010 results declined slightly from FY2009.

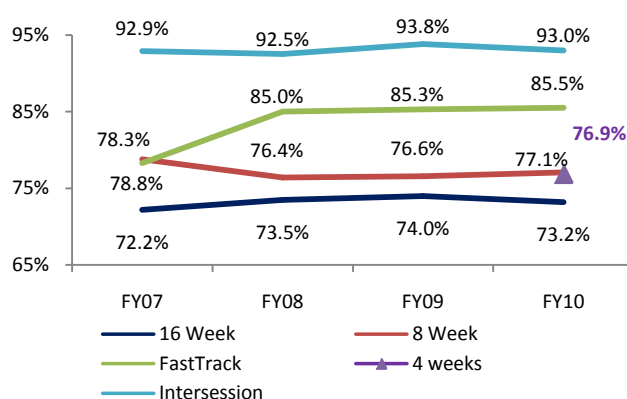
Successful Course Completion Rates



All 1000-Level Courses by Length of Term

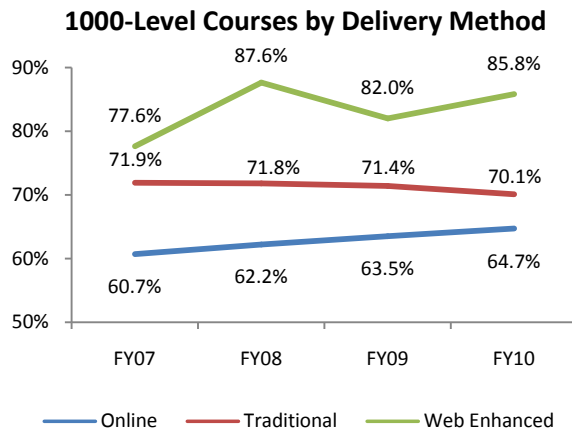


All 2000-Level Courses by Length of Term

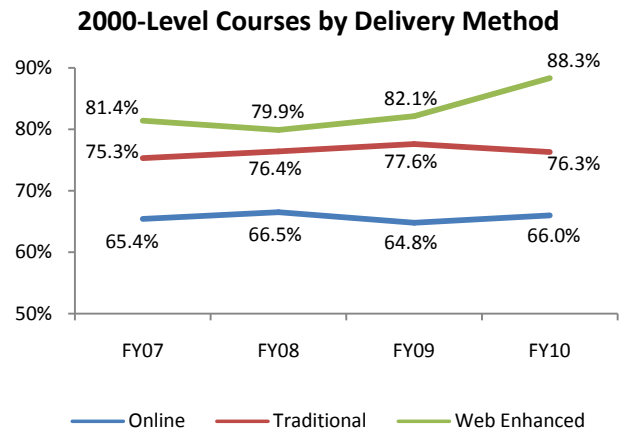


- For 1000-level courses, students taking Intersession courses were the most successful followed by FastTrack. Eight-week and sixteen-week success rates declined. This is the first time we have a data point on 4-week course which has the second highest success rate within the 1000-level courses.
- For the 2000-level courses, 16-week, FastTrack, and 8-week course success has been relatively stable the past three years. Intersession dipped slightly in the past year. The 2000-level courses also include the 4-week courses for the first time.

Successful College-Level Course Completion



- For 1000-level courses, online course success improved. Traditional course success declined slightly and web-enhanced courses, which combine features of online and traditional courses, increased by almost four percentage points.



- 2000-level course success improved in online and web-enhanced courses, but declined in the traditional format.

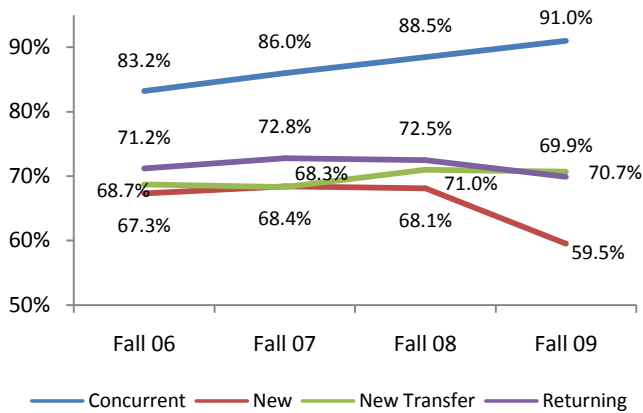
- Enrollments by Delivery Method for FY10:

Online	16,724 (20.9%)
Traditional	62,972 (78.6%)
Web Enhanced	374 (0.5%)

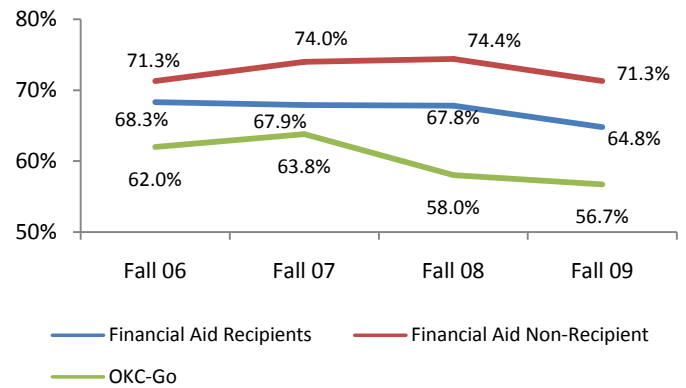
Source: Office of Institutional Effectiveness

Successful College-Level Course Completion

All Course Levels by Type of Enrollment*



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



*These tables include Developmental, 1000- and 2000-level courses

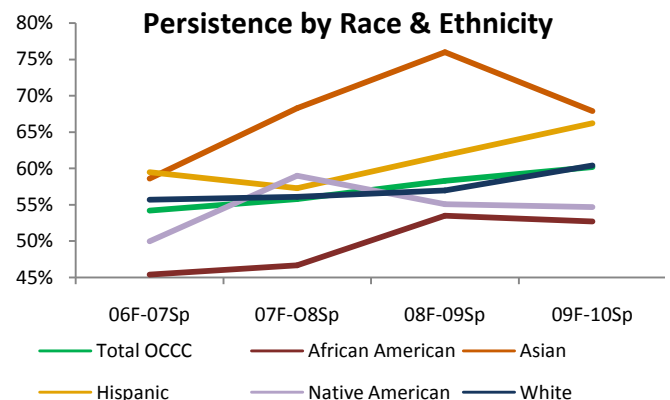
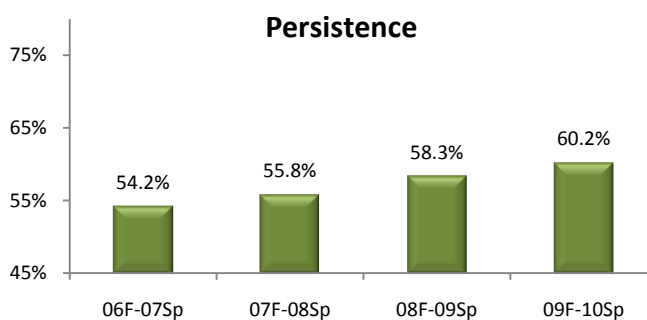
- Concurrent student success rates led all other types of enrollments last year. Returning student success rates increased while the new and new-transfer student success rates declined.
- Financial aid non-recipients had higher course completion rates than financial aid recipients. However, success rates for financially-aided recipients and OKC-Go enrollees increased after declining in 2009.

Source: 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 58.3%.

Student persistence is defined as a student who enters in the fall semester and returns in the subsequent spring semester. (The cohort of students used in this report includes all students new to OCCC in that particular semester.)



- Overall persistence has been increasing with an increase of 1.9 percentage points from the Fall 2008 cohort to Fall 2009 cohort. Increased financial aid and the college's Success in College and Life class are correlated drivers to this increase.
- Persistence rates declined within three ethnic and racial groups while two ethnic and racial groups increased at the college last year. Hispanic persistence continued to be higher than the average persistence. In addition, the gap between the Hispanic students and the average increased positively by three percentage points from last year. The African American gap negatively increased in the last year.

Persistence Gaps by Race and Ethnicity

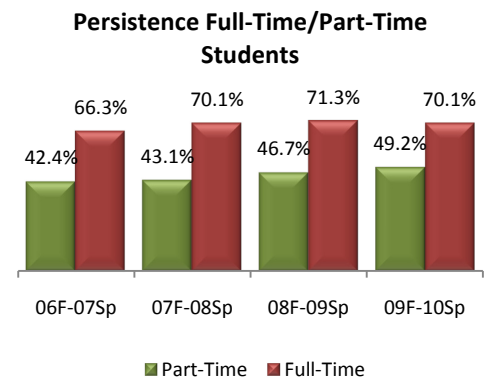
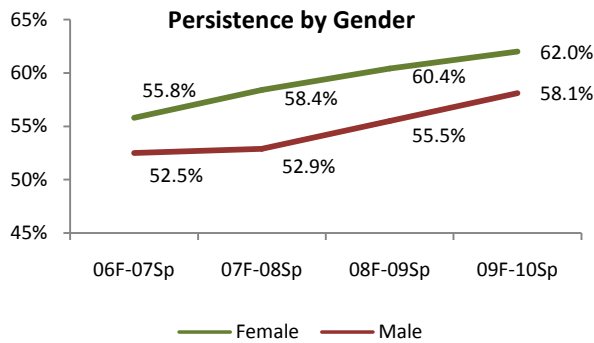
	06F-07Sp	07F-08Sp	08F-09Sp	09F-10Sp	Gap*
Asian	58.6%	68.3%	76.0%	67.9%	+7.7
African American	45.4%	46.7%	53.5%	52.7%	-7.5
Hispanic	59.5%	57.3%	61.8%	66.2%	+6.0
Native American	50.0%	59.0%	55.1%	54.7%	-5.5
White	55.7%	56.1%	57.0%	60.4%	+0.2
Total OCCC	54.2%	55.8%	58.3%	60.2%	--

*Difference between the 09F-10Sp Total OCCC persistence rates and 09F-10Sp race or ethnicity.

Source: OCCC Office of Institutional Effectiveness

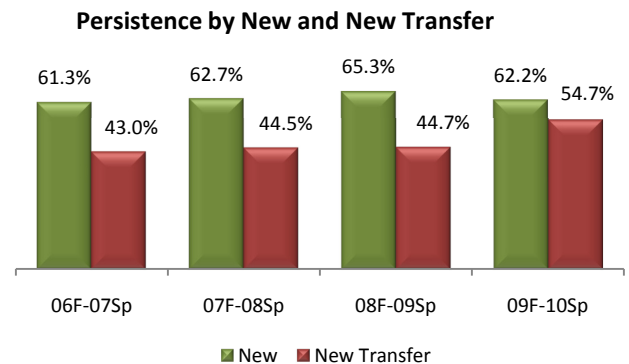
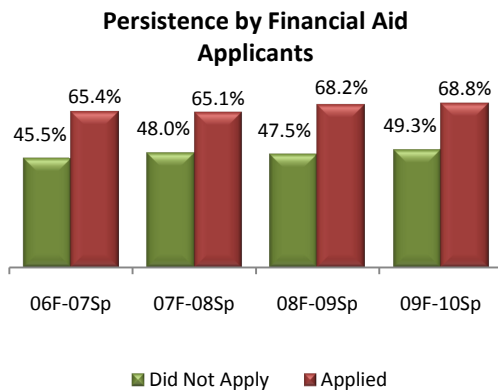
- The gap between the racial/ethnic categories and the total varies from the Asian students who were 7.7 percentage points above the college average to a low of -7.5 for African Americans.

Fall-to-Spring Persistence



- Although females persist at a higher rate than males, both groups have persisted at higher rates in the last three years. Males have achieved in 09-10Sp the level of persistence of females in 07-08Sp.

- Full-time students persisted at a higher rate than part-time students. However, part-time students' persistence improved at a faster rate last year and accounts for all of the increase in overall persistence.

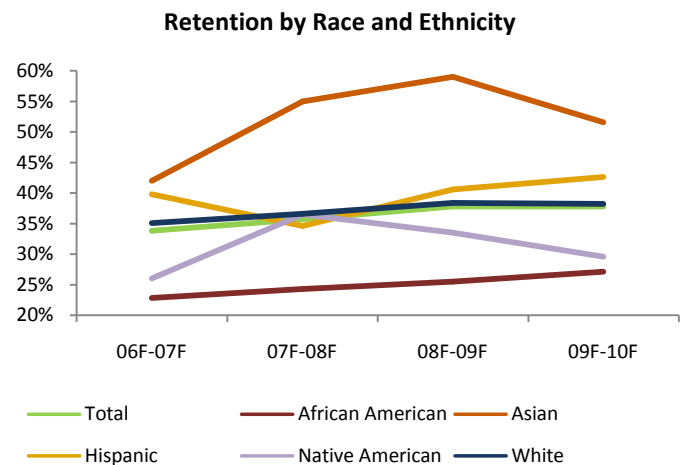
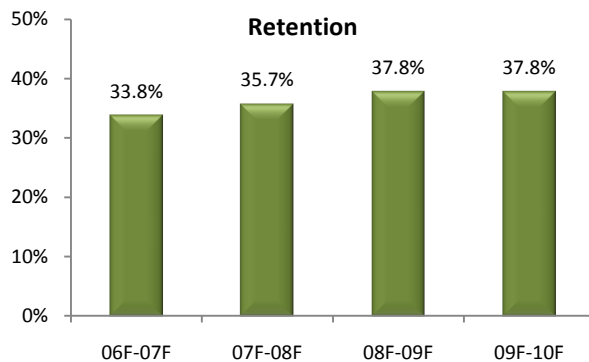


- Students who applied for financial aid persisted at a higher rate than those who did not apply. One of the strongest predictors for student persistence is applying for financial aid.
- The persistence of new students is higher than new transfer students, although the gap is narrowing.

Source: Office of Institutional Effectiveness

Fall-to-Fall Retention

Target: Students who continue their courses from Fall 2009 to the Fall 2010 semester (Retention) will be at or above 37.8%. The cohort used to track retention is all new students who enrolled in the Fall 2009.



- Retention was flat from the Fall 2008 cohort to the Fall 2009 cohort.
- Retention by racial and ethnic groups mirrors the persistence data, though the retention gap between African American and the average actually decreased.

Retention Gaps by Race and Ethnicity

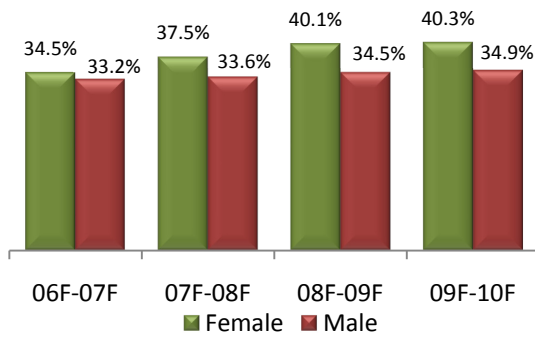
	06F-07F	07F-08F	08F-09F	09F-10F	Gap*
Asian	42.0%	55.0%	59.0%	51.6%	+13.8
African American	22.8%	24.3%	25.5%	27.1%	-10.7
Hispanic	39.8%	34.6%	40.6%	42.6%	+4.8
Native American	26.0%	36.5%	35.5%	29.6%	-8.2
White	35.1%	36.6%	38.4%	38.2%	+0.4
Total OCCC	33.8%	35.7%	37.8%	37.8%	---

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

- The gap between the racial/ethnic retention varies widely by group, from Asian students who are 13.8 percentage points above the overall college level to a low of -10.7 for African Americans. The gap in F09-F10 for African Americans declined from the previous year, while the gap increased substantially for Native Americans.

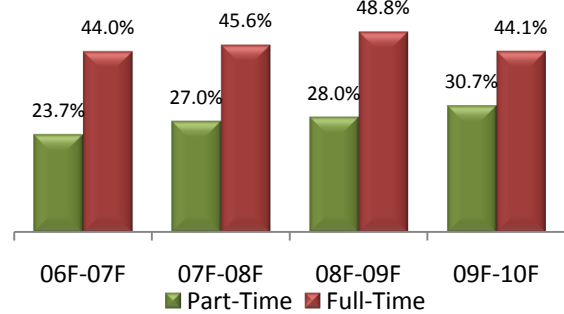
Fall-to-Fall Retention Cont'd.

Retention by Gender



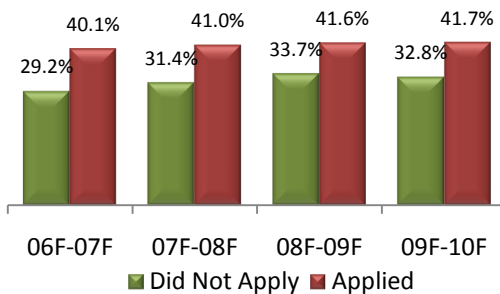
- Females have a higher retention rate than males while the male retention rate continues to increase.

Retention by Part-Time/Full-Time Students



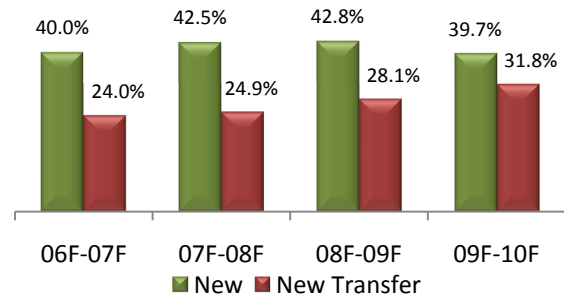
- The retention of full-time students declined from the previous year while part-time student retention has increased annually since the Fall 2006 cohort.

Retention by Financial Aid Applicants



- Students who applied for financial aid were retained at the same level from the previous year, while those that did not apply declined slightly from the previous year.

Retention by New and New Transfer



- New students were retained at a higher rate than new transfer students although new transfer student retention is continuing on an upward trend.

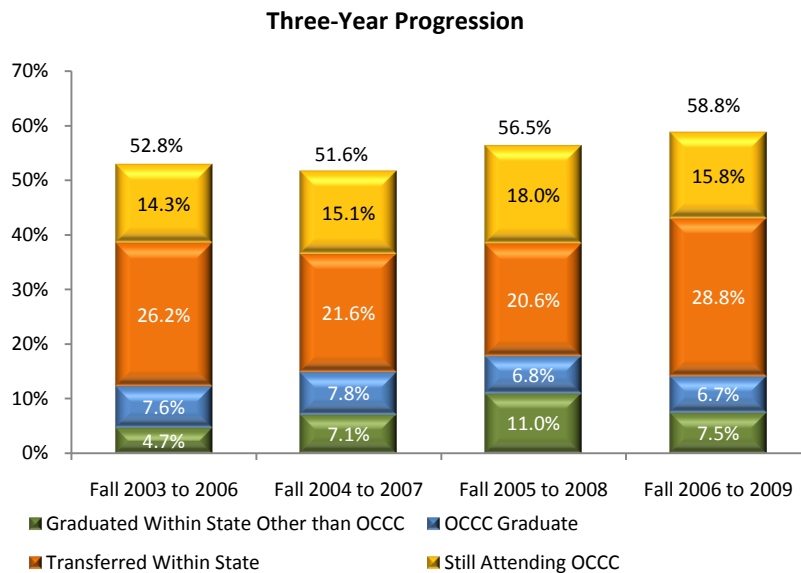
Source: Office of Institutional Effectiveness

Progression

Target: The three-year progression rate will be at or above 56.5%.

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.

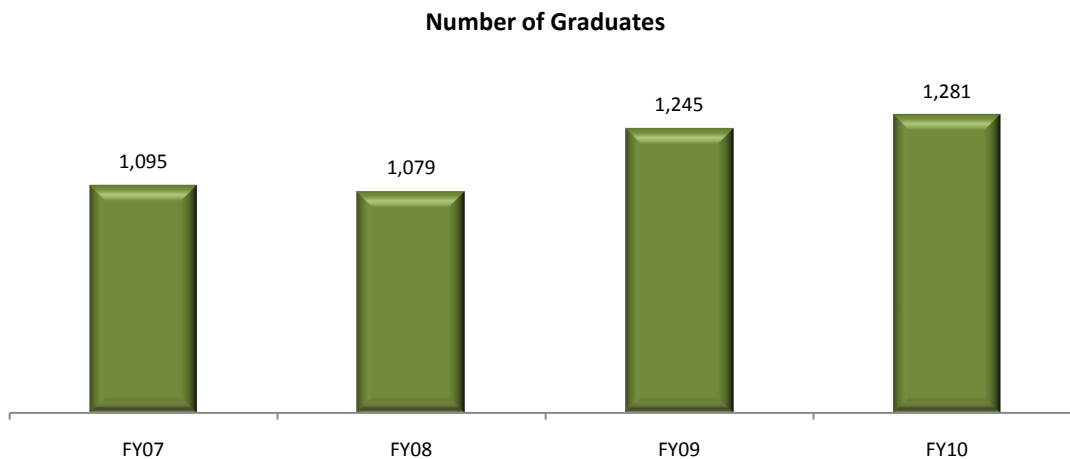


- OCCC's three-year progression rate in FY09 increased 2.3 percentage points over the prior three-year period, primarily due to a large increase in the percentage of students who transferred from the college who are attending other state educational institutions.

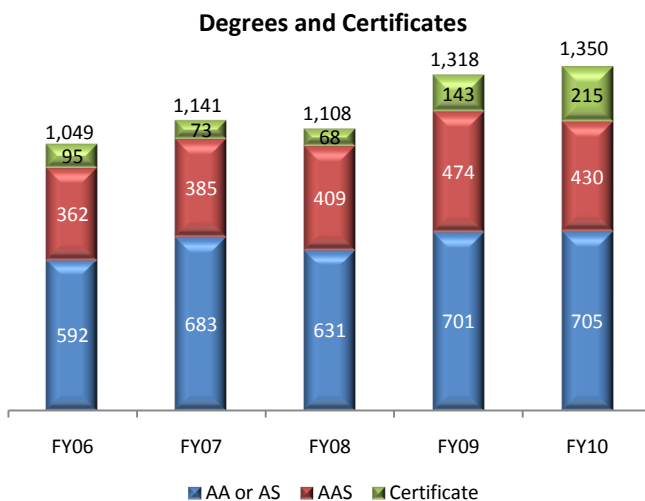
Source: Office of Institutional Effectiveness

Number of Graduates

Target: The number of graduates will be above the prior three-year average of 1189 graduates.



- The number of unduplicated graduates continues to increase with the total number growing 17.0% since 2007.



Top Five Degree/Certificate Programs

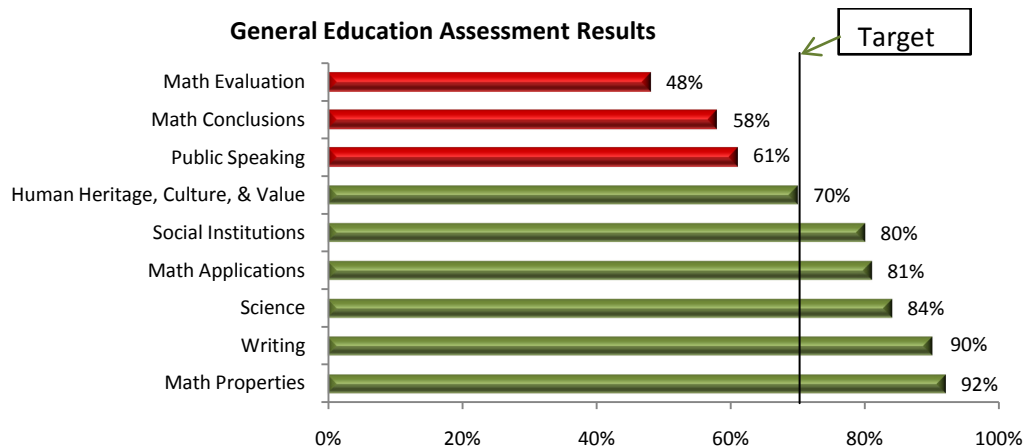
1. Nursing AAS (204)
2. Diversified Studies AA/AS (185)
3. Business AS (126)
4. Emergency Medical Sciences Cert (120)
5. Science AS (80)

- The number of certificates continues to increase with a stable number of AA/AS degrees and a slight decline in the AAS degrees.

General Education Assessment

Target: The goal of the general education assessment process is to score at least 70%.

The General Education Committee Chair collects artifacts (student assignments) from across the curriculum, which is evaluated by a group of faculty using predetermined criteria (called a rubric).



Human Heritage, Culture, and Value = 70% (68 out of 97 artifacts)

Definition – Geography, cultural Issues, historical events and figures plus ethical concerns were measured.

Note: Students performed well on the rubric at the explanation level of thinking. The group suggested students need more practice with higher critical thinking skills, such as application, analysis, evaluation, and synthesis.

Mathematical Methods

92% (97 out of 105) Mathematical Properties – any type of mathematical calculations

81% (84 out of 104) Mathematical Applications – ability to apply knowledge to complete a math problem

58% (42 out of 72) Mathematical Conclusions – ability to reach a conclusion based on the calculations

48% (30 out of 62) Mathematical Evaluation - evaluate the conclusion for correctness

Note: The majority of artifacts evaluated showed competency in Mathematical Properties and Applications. However, the evaluation demonstrates students need to possess evaluation, analytical, and communication skills when making conclusions and evaluations on mathematical questions.

Public Speaking = 61% (28 out of 46 speeches)

Definition – Organization including introduction, body, and conclusion of the speech, plus delivery including audience orientation, verbal delivery and nonverbal delivery

Science = 84% (57 out of 68)

Definition – Students will demonstrate critical thinking by using the scientific method.

Social Institutions = 80% (53 out of 66)

Definition – Political systems, economic systems, religions and their social manifestation, the educational system, and the function of family in society.

Writing = 90% (94 out of 105 essays)

Definition – Thesis, evidence, paragraph development, spelling, grammar, and word choice



Improvement Strategies

Response from Last Year's Improvement Strategies:

- Increased participation in Success in College and Life (SCL) course.
 - *600 students were enrolled in the SCL course in Fall 2010, an 8.7% increase from last year.*
- Increased financial aid.
 - *58.9% of students new to OCCC applied for financial aid in Fall 2010, a 3 percentage point increase from the prior fall.*
- Implementation of Achieving the Dream initiatives.
 - Improving course success through faculty professional development in cooperative learning.
 - *There have been 28 faculty members trained to date.*
 - *Five faculty members and staff were sent to a train-the-trainer cooperative learning workshop. Plans are to provide a short orientation on cooperative learning for all new instructors and to a series of 1 ½ day workshops for adjunct and full-time faculty.*
 - *In a comparison of 14 courses that used cooperative instruction versus their traditionally taught counterparts, ten showed success rates that were five percentage points or higher than the traditional courses, three were slightly lower and one was five percentage points lower.*
 - Implement an automated Retention Alert system.
 - *The college implemented the Datatel Retention Alert system during Fall 2009. In the previous fall, 561 referrals were made by faculty with 55 follow-up face – to – face or phone contacts with students (9.8%) compared with 2009 totals of 569 referrals with 148 student contacts (26%) – a 270% increase in student contacts.*
 - New advisement model.
 - *During summer 2010, ten faculty advisors advised 185 students. Subsequent analysis showed these advisees persisted and were retained at much higher rates than the overall cohort.*

Current Year Improvement Strategies:

- College staff is encouraged by the success of students who enroll in the Success in College and Life course. Emphasis will be placed on enrolling in this course, which is expected to lead to improved persistence and successful course completion.
- Faculty will continue developing assignments to improve student critical thinking skills.
- Faculty will review how to include more mathematical analytical questions in their classroom.
- The General Education committee will develop a plan to encourage more faculty to embrace speaking in their classrooms and encourage them to offer the evaluators an opportunity to sit in their classroom to evaluate student speeches.