



**Monitoring Report on Achieving the  
College's ENDS:  
Student Preparation  
March 2010**









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# Background and Summary

- The College’s Student Preparation END, established by the OCCC Board of Regents, states: **Our students are prepared to succeed in college.**
- Student success in developmental courses, Gateway courses, concurrent courses and Success in College and Life courses are essential early milestones toward obtaining a degree.
- 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>
Concurrent student headcount in FY09 will exceed the target of 871. The most recent concurrent student headcount was 961.		
Students will successfully complete their developmental courses in Fall 2009 above 50.8%. OCCC’s developmental course success was 52.2%.		
Students will successfully complete their Gateway courses in Fall 2009 above 62.0%. OCCC’s Gateway course success for Fall 2009 cohort was 61.6%.		

- During the last several years, the college has demonstrated the following progress in addressing its Student Preparation END:
  - The number of concurrent students has increased 31% over the past four years.
  - Developmental reading success rates increased more than four percentage points over 2008.
  - Students who successfully completed the College’s Success in College and Life course were much more likely to persist than those who didn’t enroll in the course.
  - Developmental students who attended the SCL course also had higher course completion rates.
- Areas for improvement include the following:
  - Success rates for the five Gateway courses monitored were lower than in 2008.
  - Overall subsequent course completion declined from 2008, though they are higher than four years ago.
  - Successful course completion in developmental writing courses has steadily declined during the last four years.

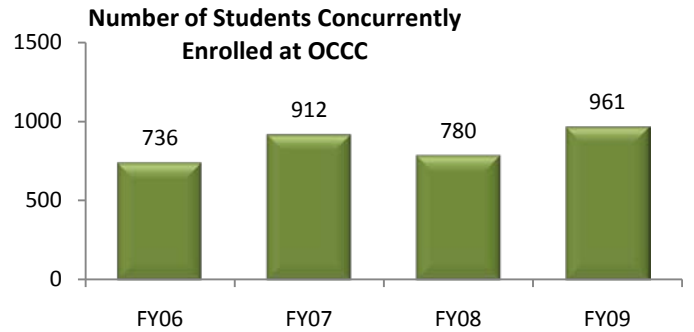
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<sup>1</sup> Performance indicators are as follows: ● (green) denotes at or exceeding target, ● (yellow) denotes slightly below target requiring monitoring, ● (red) denotes significantly below target.

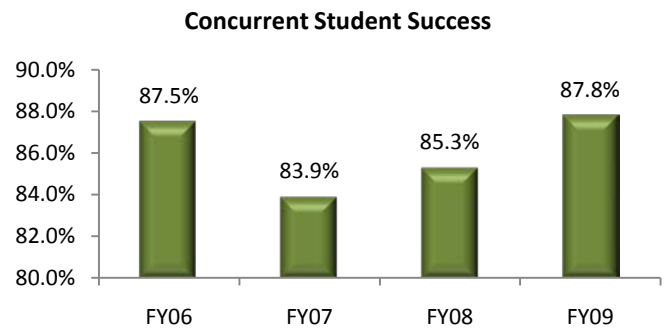
# Concurrent Students

**Target:** Concurrent student headcount for FY09 will exceed the target of 871.

- The number of students who are concurrently enrolled in high school and college has continued to rise. Total enrollment has increased by 31 percent over the past four years.



- Concurrent students were successful in 87.8% of attempted credit hours.



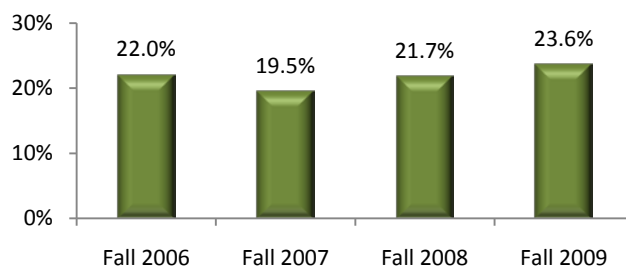
	Top Ten Concurrent High Schools	#	% of All
1	Westmoore High School	166	17.3%
2	Moore High School	88	9.2%
3	Northeast Academy	86	8.9%
4	Ulysses S Grant High School	44	4.6%
5	Homeschooled	38	4.0%
6	Norman High School	36	3.7%
7	Southmoore High School	35	3.6%
8	Norman High School North	35	3.6%
9	Lexington High School	33	3.4%
10	Northwest Classen High School	29	3.0%

Source: Office of Institutional Effectiveness

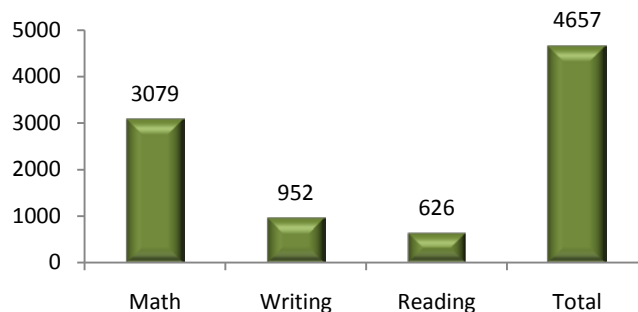
# Developmental Students

- New students with lower or no standardized test scores are required to test for competency in reading, writing, and mathematics. If their scores are below a certain level, these students are placed in developmental courses to prepare them for college-level courses. The percent of students taking at least one developmental course has risen over the past three years.
- Developmental math students continue to represent the highest percentage of developmental students accounting for two thirds of the total.
- Enrollment in Basic Math (the lowest level in the developmental math sequence) increased more than 75% from 2008 to 2009 and more than 42% in Elementary Algebra, the next highest level.

**Percent of Students taking at Least One Developmental Course**



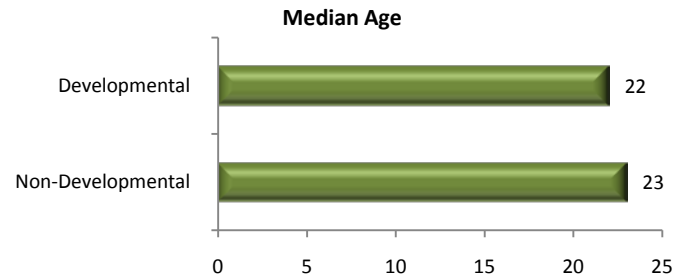
**Fall 2009 Developmental Enrollments**



Source: Office of Institutional Effectiveness

# Demographics of Developmental Students-Fall 2009

- The median age for developmental students is slightly younger than the non-developmental population.

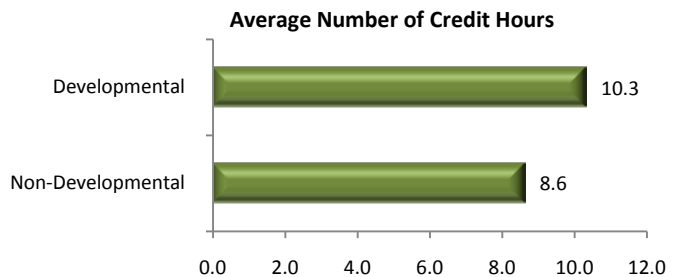


- Developmental students are more likely to be a member of a racial or ethnic minority except for the Asian population.

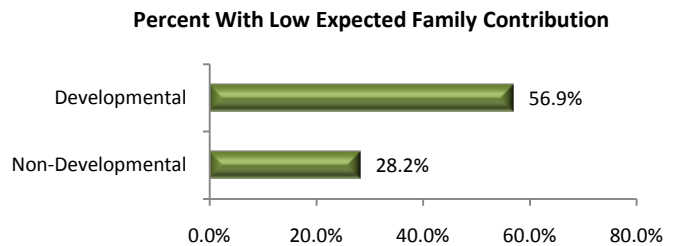
DEVELOPMENTAL	#	%
Asian	103	3.1%
Black/African American	559	16.7%
Hispanic/Latino	420	12.6%
Native American/Alaskan	203	6.1%
Native Hawaiian/Pacific Islander	12	0.4%
Not Reported	313	9.4%
Two or More Races	27	0.8%
White	1,704	51.0%
Total	3,341	100%

NON-DEVELOPMENTAL	#	%
Asian	829	7.7%
Black/African American	891	8.2%
Hispanic/Latino	787	7.3%
Native American/Alaskan	592	5.5%
Native Hawaiian/Pacific Islander	29	0.3%
Not Reported	1,238	11.4%
Two or More Races	38	0.4%
White	6,413	59.3%
Total	10,817	100%

- Developmental students take more credit hours than non-developmental students.



- Developmental students have lower expected family contributions (less than \$4,617/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.

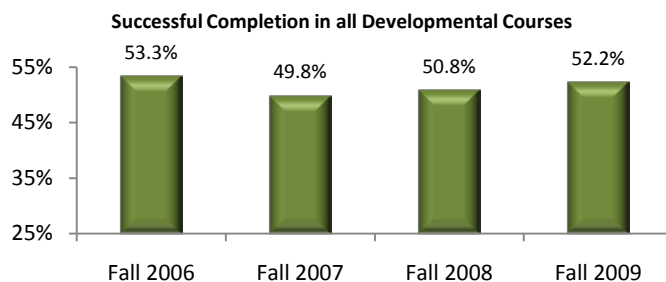


Source: Office of Institutional Effectiveness

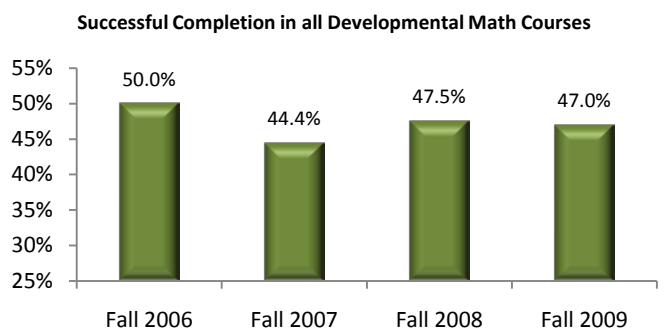
# Successful Developmental Course Completion

**Target:** Students will successfully complete developmental courses in Fall 2009 above 50.8%.

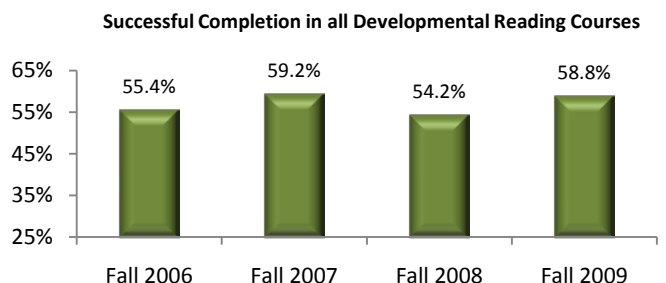
- Successful course completion is defined as students who complete their course work with a grade of A, B, C, or S (Satisfactory). Overall developmental course success rates have improved over the past three years.



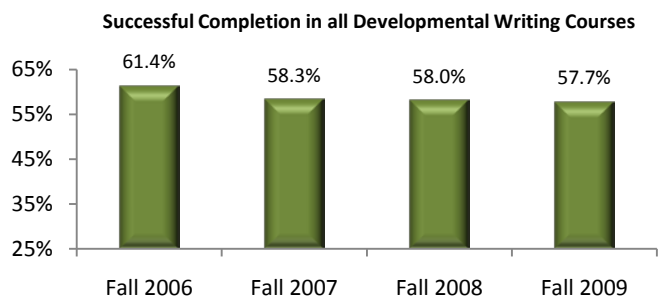
- Successful completion in developmental math courses showed a very slight decline in Fall 2009 from Fall 2008.



- Successful completion in developmental reading courses increased from Fall 2006 to Fall 2007, declined in Fall 2008, and increased in Fall 2009.



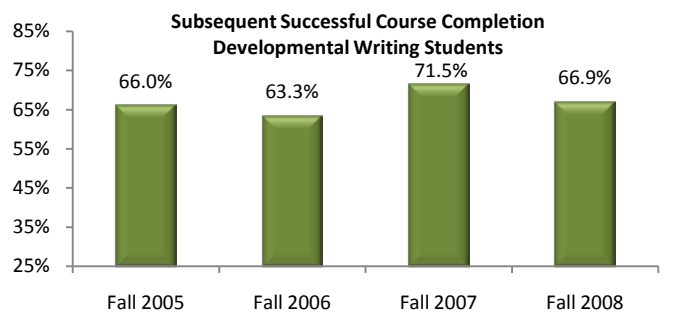
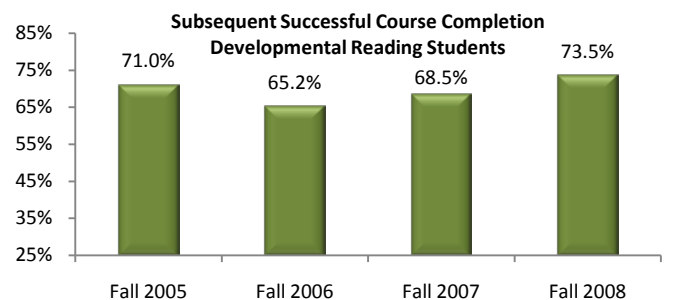
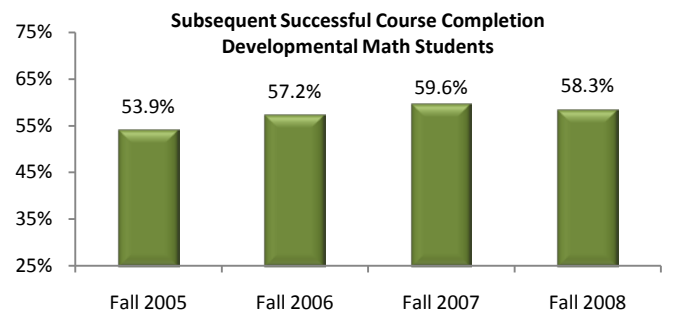
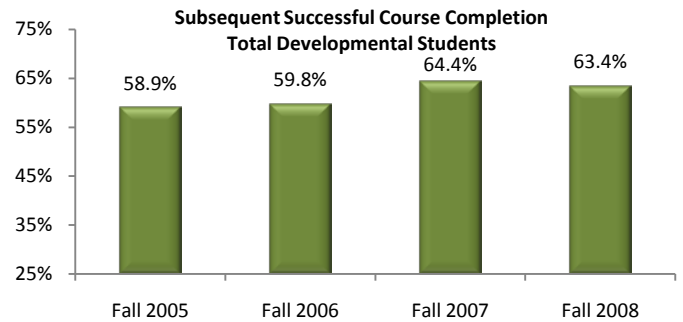
- Successful completion in developmental writing courses has steadily declined during the last four years.



*Source: OCCC Office of Institutional Effectiveness*

# Subsequent Course Success of Developmental Students

- The subsequent successful course completion of all developmental students declined last year for the first time in four years.
- Developmental math students' subsequent successful course completion declined slightly from the previous year.
- Subsequent successful course completion for developmental reading students has steadily increased in the last three years. The Fall 2008 cohort had the highest rate in four years.
- Developmental writing students' subsequent successful course completion has been fluctuating over the past four years with a decline in Fall 2008.

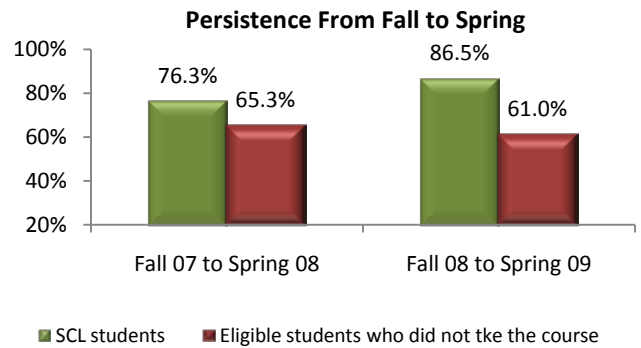


Source: OCCC Office of Institutional Effectiveness

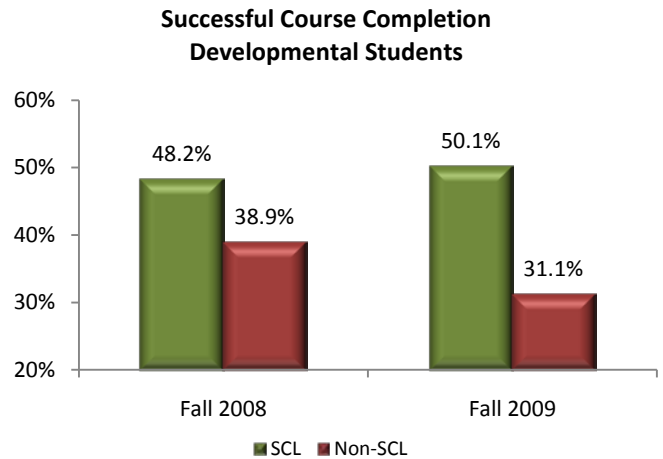


# Success in College and Life

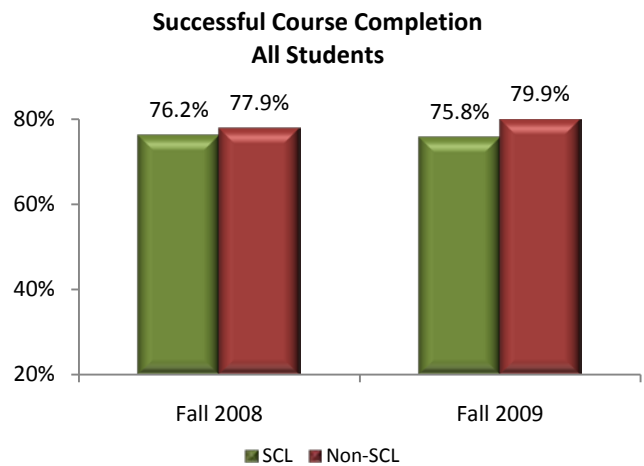
- Students who completed the Success in College and Life course persisted at a much higher rate than those who did not complete the course.



- Students enrolled in developmental courses were more successful in completing their courses if they completed the Success in College and Life course.



- Overall successful course completion of students who took the Success in College and Life courses was slightly lower than those who did not enroll in the course.



Source: Office of Institutional Effectiveness

# Gateway Course Success

**Target:** Students will successfully complete their Gateway courses in Fall 2009 above 62.0%.

- Gateway courses are the first college-level courses for most students. These courses are required for most degree programs. Five Gateway courses were identified by the College's Achieving the Dream Leadership Team for monitoring based on their high enrollment and low-success rates. Although the total success rate for the five courses declined slightly in 2009, four of the five were above their three-year averages. More than half of the College's students are enrolled in these courses in any one semester.

	Fall 06	Fall 07	Fall 08	Fall 09	3Yr Avg
English 1113	62.1%	62.4%	64.4%	61.6%	62.9%
History 1483	53.1%	56.7%	56.8%	56.9%	56.8%
Math 1513	55.4%	57.4%	58.6%	59.4%	58.5%
Political Science 1113	64.2%	61.2%	62.7%	62.5%	62.1%
Psychology 1113	66.2%	63.0%	63.5%	65.2%	63.9%
<b>TOTAL</b>	60.2%	60.1%	62.0%	61.6%	61.5%



# Improvement Strategies

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- A new developmental math curriculum titled College Prep Math (CPM) has been designed and will be implemented in Fall 2010. It is hoped that the different delivery formats and sequence of courses will improve both success and subsequent course success rates.
- Nineteen instructors recently went through collaborative learning training which uses small groups of students within the classroom to accomplish classroom tasks. Data from pilot sections has been positive and the College is planning to expand the program to include more full-time and part-time faculty who teach Gateway courses.
- The College will continue to aggressively recruit concurrent students.