# Interim Report
# Complete College OCCC
# Improving 2000-level (or Program)
# Course Success

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Complete College OCCC Leadership Team Meeting

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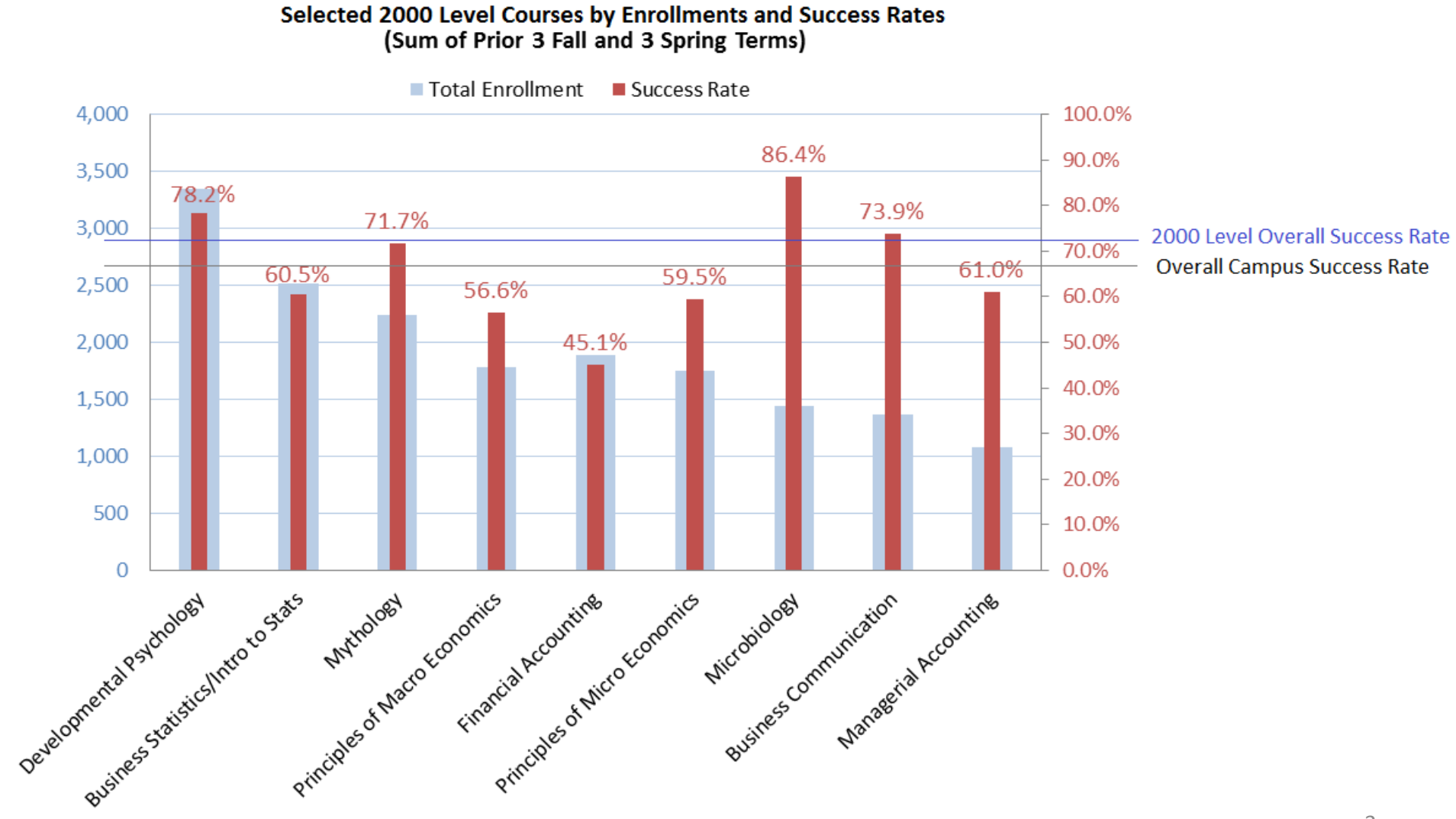
# Team Members

- Matthew Eastwood, Institutional Research Analyst
- Kayla Fessler, Professor of Accounting
- Catherine Kinyon, Director of Curriculum and Assessment
- Chris Oehrlein, Professor of Mathematics
- Cecilia Pittman, Professor of Child Development
- George Risinger, Professor of Biology
- Pam Stout, Professor of English
- Amanda Williams, Assistant Director of Graduation Services
- Anita Williams, Professor of Business

# Why This Issue?



# Objective

Develop recommendations to improve 2000-level course success (for designated courses and in general) at the college.

# Findings/Observations

- In fall 2012, 219 (12.8% of the students enrolled in the course)  of the students who took the SCL course had 30+ hours.

- In general, the data are inconclusive regarding the number of hours completed as a successful predictor for future course success. (i.e. using a minimum number of hours as a pre-requisite).

- Students who take the second course in a two course sequence immediately following the first (i.e. Acct 2113 and 2123) do significantly better. This was a universal trend.:
  - Subsequent term, 82%
  - A year or more, 67%

# Findings/Observations

- Pre-requisites appear to be beneficial for some 2000-level courses (i.e. Micro to Macro – Economics), though not all.

- Creating pre-requisites is not a panacea. Often, this just moves the problem to another course (i.e. Rose's College Accounting Procedures)

- There appear to be certain pathways or combinations that improve student success. This is an area for further consideration. (Ex: Students that successfully completed English Comp. I were significantly more likely to also successfully complete several 2000 level courses within arts, humanities and social sciences. The same is true for College Algebra and subsequent success rates in multiple STEM and business courses.)

- There appear to be some programs where there is a disproportionately large enrollment compared to the number of graduates. (What's going on?).

# Findings/Observations

- Datatel/Process Issues:
  - You can list 3-5 majors in the system for a student. How do you create a successful course pathway? Who advises?
  - Students will often change majors without notifying anyone or having it changed in the system.
  - Students who are unsuccessful in first course, enroll in subsequent course (manual process to override). Email notification?
  - Students can enroll in some courses without taking the pre-requisite.
  - There are lots of programs with minimum grades, but students are often not aware they have not met the minimums. (Reminders?)

# Next Steps

- Look at data related to program success and completion.
- Survey successful faculty of 2000-level courses.
- Evaluate pre-requisites for high enrollment, low success courses.
- Looking at ways to improve alignment in course redesign.
- Proposing design for 2000-level success class that focuses on transfer and/or entering the job market.