Monitoring Report on Achieving the College's ENDs:
Student Preparation
April 2011

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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 2010 Annual Plan. Based on the latest available information, performance on the targets is as follows:

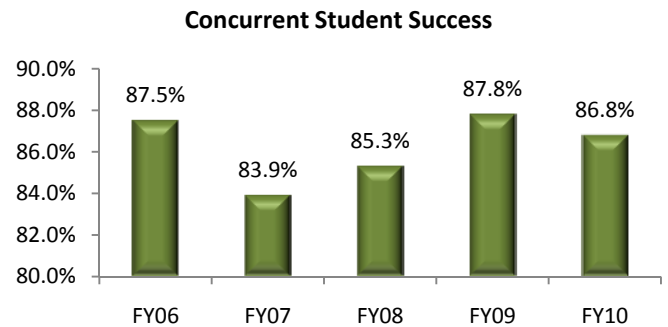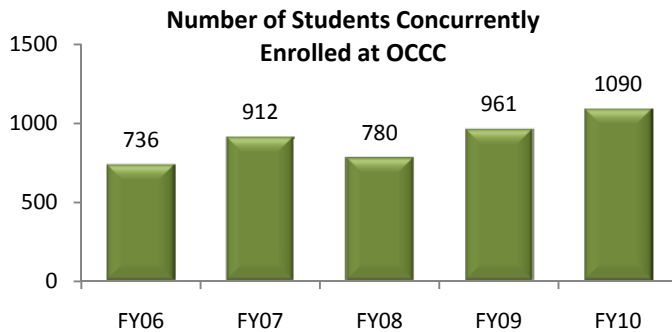| Target	Performance[1]	Trend
Concurrent student headcount in FY10 will exceed the target of 961. The most recent concurrent student headcount was 1,090.	🟢	➡️
Students will successfully complete 52.2% or higher of their developmental courses in Fall 2010. OCCC's combined developmental course success was 52.8%.	🟢	➡️
Students will successfully complete 61.6% or higher of their Gateway courses in Fall 2010. OCCC's Gateway course success for Fall 2010 cohort was 59.0%.	🟡	➡️

- 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 40% since 2008.
  - The change in the developmental math courses had a positive impact on student success.
  - Students who successfully completed the College's Success in College and Life (SCL) 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:
  - Four of the five Gateway courses had lower success rates than the previous year.
  - Overall subsequent course completion declined for the last two years.

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[1] 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 FY10 will exceed the target of 961.

Number of Students Concurrently Enrolled at OCCC

FY	Students
FY06	736
FY07	912
FY08	780
FY09	961
FY10	1090

Concurrent Student Success

FY	Success
FY06	87.5%
FY07	83.9%
FY08	85.3%
FY09	87.8%
FY10	86.8%

- The number of students who are concurrently enrolled in high school and college has continued to rise. Total enrollment has increased by 40% since FY2008.

- Concurrent students were successful in 86.8% of attempted credit hours which is a slight decline from the previous year.

	Top Ten High Schools with OCCC Concurrent Enrollment	#	% of All
1	Westmoore High School	146	13.4%
2	Moore High School	76	7.0%
3	Norman High School North	66	6.1%
4	Southmoore High School	66	6.1%
5	Northeast Academy	50	4.6%
6	Norman High School	44	4.0%
7	Putman City West High	41	3.8%
8	Ulysses S Grant High School	41	3.8%
9	Homeschooled	37	3.4%
10	Putnam City High School	35	3.2%

Source: Office of Institutional Effectiveness

Developmental Students

Percent of Students taking at Least One Developmental Course

- 22.0% Fall 2006
- 19.5% Fall 2007
- 21.7% Fall 2008
- 23.6% Fall 2009
- 26.3% Fall 2010

Fall 2010 Developmental Enrollments

- Math: 3,494
- Writing: 934
- Reading: 660
- Total: 5,088
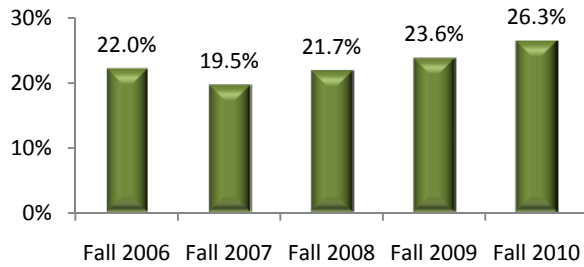
- New students with lower or no standardized test scores are required to test for competency in reading, writing, and mathematics. If their scores are below a certain level, these students are placed in developmental courses to prepare them for college-level courses. The percent of students taking at least one developmental course has risen over the past three years.

- Math students continue to represent the highest percentage of developmental students, accounting for two-thirds of the total.

*Source: Office of Institutional Effectiveness*

# Demographics of Developmental Students-Fall 2010

DEVELOPMENTAL	#	%	NON-DEVELOPMENTAL	#	%

Asian	183	4.7%	Asian	912	8.3%
Black/African American	555	14.2%	Black/African American	816	7.4%
Hispanic/Latino	423	10.8%	Hispanic/Latino	803	7.3%
Native American/Alaskan	235	6.0%	Native American/Alaskan	327	3.0%
Native Hawaiian/Pacific Islander	16	0.4%	Native Hawaiian/Pacific Islander	11	0.1%
Not Reported	407	10.4%	Not Reported	1262	11.5%
Two or More Races	34	0.9%	Two or More Races	204	1.9%
White	2,053	52.6%	White	6,627	60.5%
Total	3,906		Total	10,962	

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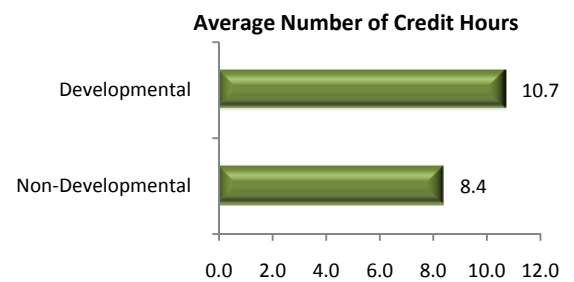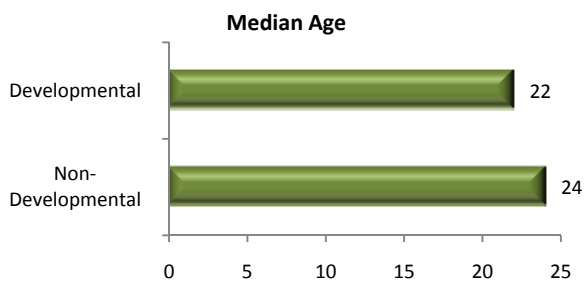
Median Age

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

Average Number of Credit Hours

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

Percent With Low Expected Family Contribution
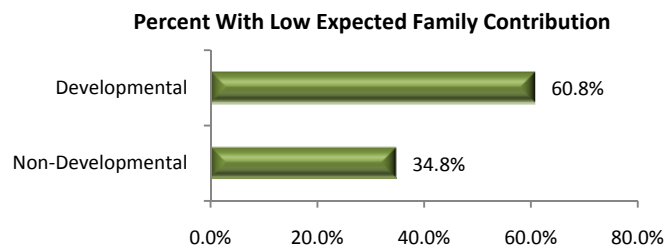

- Developmental students have lower expected family contributions (less than $5,273/yr) for the purposes of calculating financial aid. This indicates that in addition to their academic challenges, developmental students face socio-economic obstacles to meeting their educational goals.

Source: Office of Institutional Effectiveness

Successful Developmental Course Completion

Target: Students will successfully complete developmental courses in Fall 2010 above 52.2%.

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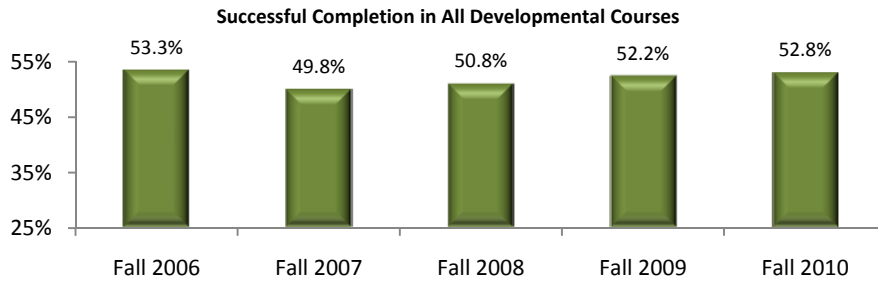
- Successful course completion is defined as students who complete their course work with a grade of A, B, C, or S (Satisfactory). Overall developmental course success rates have improved over the past three years.

Successful Completion in All Developmental Reading Courses

Successful Completion in All Developmental Writing Courses
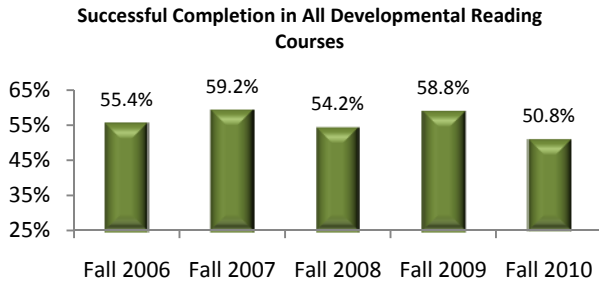
- Successful completion in developmental reading courses declined in FY2010 from the previous year and is below FY2006 levels.
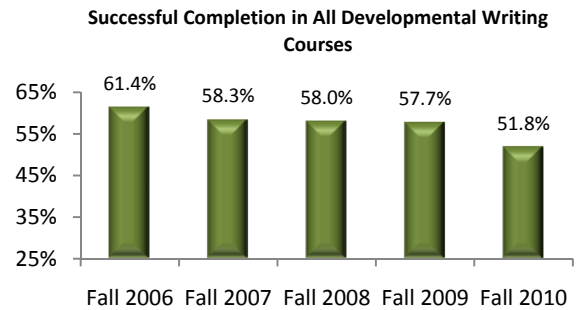
- Successful completion in developmental writing courses has steadily declined during the last four years with a 5.9 percentage point decrease from Fall 2009 to Fall 2010.

Source: OCCC Office of Institutional Effectiveness
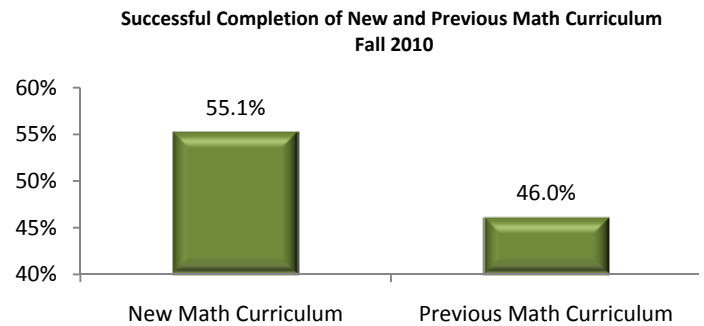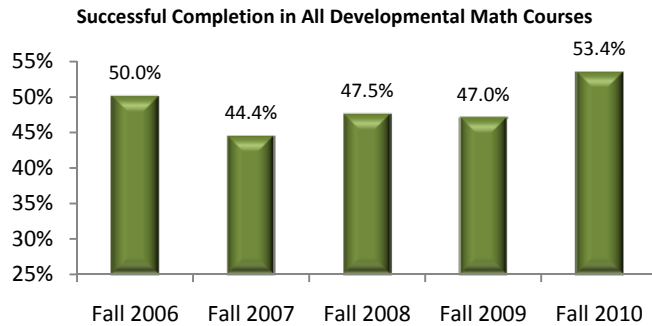
Successful Developmental Math Course Completion

The Math Department has been working on improving developmental math success rates for several years, culminating in a complete redesign of the curriculum called College Prep Math (CPM). CPM was implemented in Fall 2010, and early results are very encouraging.

Successful Completion in All Developmental Math Courses

Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
50.0%	44.4%	47.5%	47.0%	53.4%

Successful Completion of New and Previous Math Curriculum Fall 2010

New Math Curriculum	Previous Math Curriculum
55.1%	46.0%

- Successful completion in developmental math courses showed a significant increase in Fall 2010 from Fall 2009, which is attributable to the newly implemented mathematics program.

- Clearly, the new math program begun in the Fall of 2010 has made a significant difference in the success of student course completion.

Subsequent Course Success of Developmental Students

Subsequent Successful Course Completion Total Developmental Students

75%
65%   58.9%   59.8%   64.4%   63.4%
55%   57.6%
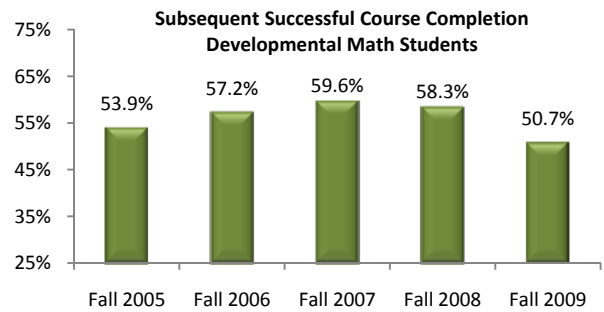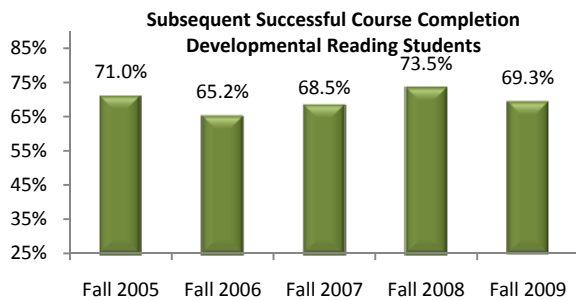45%
35%
25%
       Fall 2005 Fall 2006 Fall 2007 Fall 2008 Fall 2009

Subsequent Successful Course Completion Developmental Math Students

75%
65%   53.9%   57.2%   59.6%   58.3%
55%   50.7%
45%
35%
25%
   Fall 2005 Fall 2006 Fall 2007 Fall 2008 Fall 2009
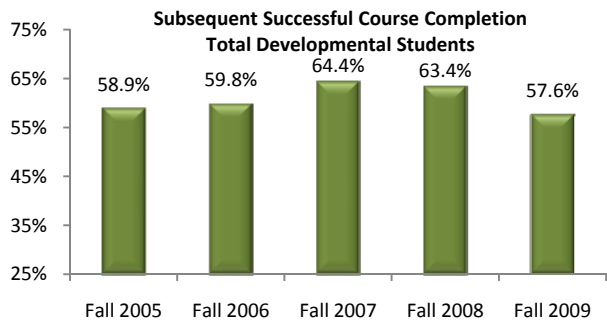
- The subsequent successful course completion of all developmental students declined for a second year in a row.

- Developmental math students' subsequent successful course completion declined for a second year in a row.

Subsequent Successful Course Completion Developmental Reading Students

85%
75%   71.0%   68.5%   73.5%   69.3%
65%   65.2%
55%
45%
35%
25%
       Fall 2005 Fall 2006 Fall 2007 Fall 2008 Fall 2009

Subsequent Successful Course Completion Developmental Writing Students

85%
75%   71.5%
65%   66.0%   63.3%   66.9%   63.4%
55%
45%
35%
25%
       Fall 2005 Fall 2006 Fall 2007 Fall 2008 Fall 2009

- After two years of increases, the subsequent successful course completion for developmental reading declined in the Fall of 2009.
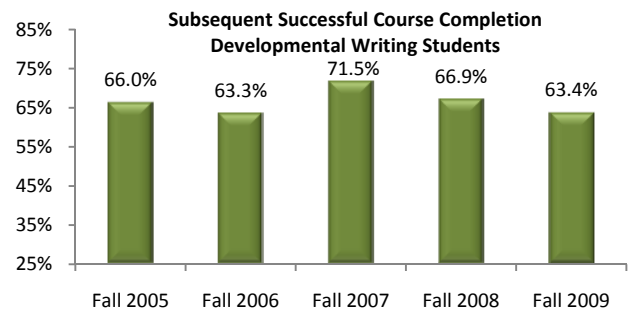
- Developmental writing students' subsequent successful course completion has declined over the past two years.

Note: Data reported shows successful completion of a subsequent course within the following spring.

Source: OCCC Office of Institutional Effectiveness

Success in College and Life

The Success in College and Life (SCL) course is a one credit, eight week course designed to provide new students with information and techniques that will increase the likelihood they will be successful.

Persistence From Fall to Spring

Legend: SCL students | Eligible students who did not tke the course
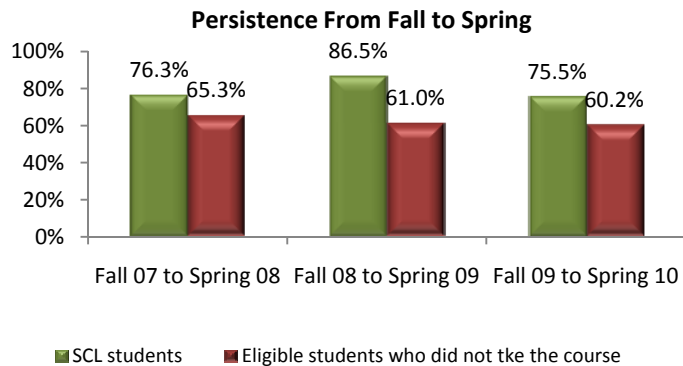
- Students who completed the Success in College and Life course persisted at a much higher rate than those who did not complete the course although there was a decline in the last year.

**Successful Course Completion
All Students**

Legend: SCL | Non-SCL

**Successful Course Completion
Developmental Students**

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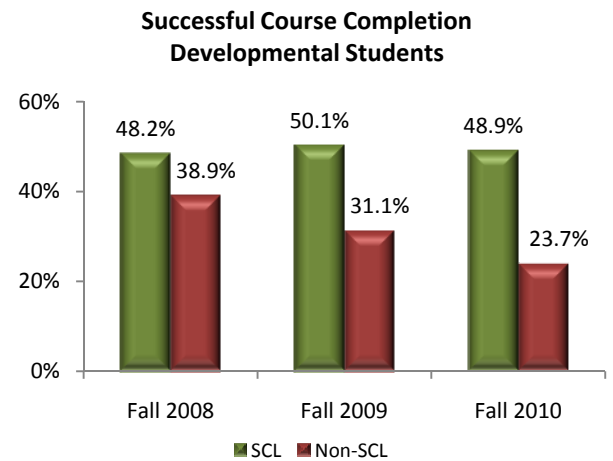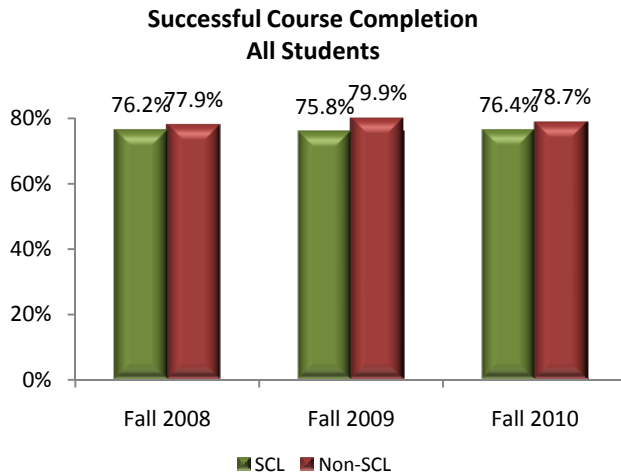
- Overall successful course completion of students who took the Success in College and Life courses was slightly lower than those who did not enroll in the course.

- Students enrolled in developmental courses were significantly more successful in completing their courses if they completed the Success in College and Life course.
- Note: The total number of SCL students was 844 and the total number of Non-SCL students was 1,623 in FY2010.

Gateway Course Success

Target: Students will successfully complete their Gateway courses in Fall 2010 above 61.6%.

- 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. Four of the five course success rates declined from Fall 2009 with Math 1513 the only course to register an increase. More than half of the College's students are enrolled in these courses in any one semester.

	Fall 08	Fall 09	Fall 10	3Yr Fall Avg
English 1113	64.7%	61.6%	60.0%	62.1%
History 1483	56.8%	56.9%	51.3%	55.0%
Math 1513	58.6%	59.4%	61.0%	59.7%
Political Science 1113	62.7%	62.5%	60.4%	61.9%
Psychology 1113	63.5%	65.2%	58.7%	62.5%
TOTAL	62.0%	61.6%	59.0%	59.0%

Update on Improvement Strategies for FY2011

- 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.
    - *CPM was successfully implemented with higher 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.
    - *Increased from 19 trained in FY 2009 to 56 faculty trained this year, with another 60 scheduled for FY 2012. Six "train-the-trainer" faculty and staff are providing training.*

- The College will continue to aggressively recruit concurrent students.
    - *55 individual college-level classes were offered at area OKC high schools representing an increase of 25%. Enrollment in these courses was 162 unduplicated students representing an increase of 8%.*
    - *Increased outreach occurred at local high schools.*
    - *Expanded discussions with high school counselors.*
    - *Expanded the high school counselor breakfast to include more information about concurrent student processes.*
    - *Offered distance learning with Noble High School.*

Improvement Strategies for FY2012

- Develop and implement initiatives to improve developmental reading and writing course success.

- Develop and implement initiatives to improve subsequent course success in development courses.

- Review gateway course curricula and implement improvements to enhance course success.

- Monitor and respond to potential concurrent enrollment impact from Oklahoma City Public Schools migrating to a year-round schedule.