



**Monitoring Report on Achieving the
College's ENDS:
GRADUATE SUCCESS
October 2011**



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Background and Summary

The College's Graduate Success END, established by the OCCC Board of Regents, states:

-- **Our graduates succeed at four-year institutions and/or in their careers.**

- The success of our graduates is critical for assessing the College's programs and ensuring our community has an educated workforce.
- There are four core indicators (with several sub-indicators) used to measure graduate success in the College's proposed FY 2011 Annual Plan. Based on the latest available information, performance on the targets is as follows:

Target	Performance	Trend
OCCC Transfer Grade Point Average (GPA) will be equal or above the. Transfer Institution Average GPA		
• OU	NA*	NA
• OCCC was 3.0 compared to OSU 3.0		➡
• OCCC was 2.9 compared to UCO 2.8		➡
First Time Licensure Pass Rates will be equal or above the national pass rates (Health Professions)		
• OCCC nursing graduates' pass rate was 92% compared to 86% at the national level.		➡
• OCCC Occupational Therapy Assistant graduates' pass rate was 82% compared to 84% at the national level		⬆
• OCCC Paramedic graduates' pass rate was 100% compared to 70% at the national level.		➡
• OCCC Physical Therapist Assistant graduates' pass rate was 78% compared to 82% at the national level.		⬇
Eighty-eight percent of the graduates were satisfied with their education.		➡
Ninety-six percent of the employers were satisfied with their OCCC graduates.		➡

* Data was not available.

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

- During the last several years, the college has demonstrated the following progress in addressing its Graduate Success END:
 - OCCC graduates were satisfied with their educational experience and preparation for careers and transfer institutions.
 - Area employers value their OCCC employees and would hire additional graduates from the College.
 - Of the 352 graduates who completed the survey and continued their education, only 13 report having difficulties transferring their credit hours.
- Areas for improvement include the following:
 - Occupational Therapy Assistant licensure pass rates increased from last year, but continued to be below the national pass rates.
 - Physical Therapy Assistant licensure pass rates fell below the national pass rates.
 - The widest negative gap between OCCC graduates' level of performance and importance was for leadership followed closely by conflict resolution.

Transfer Student Performance

Target: Students who transfer to OU, OSU, or UCO will have a grade point average equal to or better than the grade point average in that institution.

Transfer Student Performance

Type of Student	2007 GPA	2008 GPA	2009 GPA	2010 GPA	2011 GPA
UCO					
OCCC Transfer	2.9	3.0	3.0	2.9	2.9
All Undergraduates	2.8	2.9	2.9	2.9	2.8
OSU					
OCCC Transfer	3.0	3.0	3.0	3.1	3.0
All Undergraduates	2.9	2.9	2.9	3.0	3.0
OU*					
OCCC Transfer	2.8	2.8	2.7	NA	In progress
All Undergraduates	3.1	3.1	3.1	NA	In progress

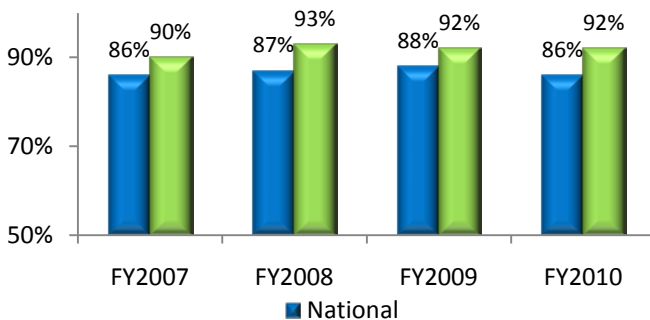
*Source: UCO, OSU and OU (*Data from OU not available at publication)*

OCCC transfer students had a higher grade point average than the native students at UCO and an equivalent GPA at OSU. OU data were not available at the time of publication although historically OCCC's GPA has been below OU's GPA.

Licensure Pass Rates

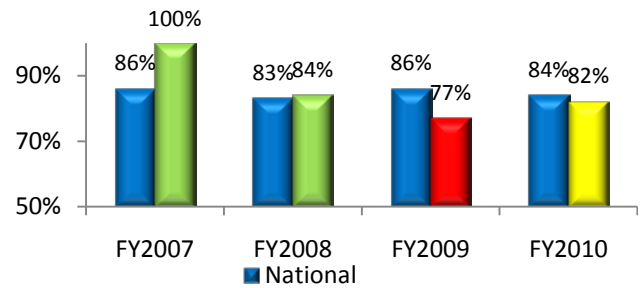
Target: The first time licensure pass rates of OCCC Health professions graduates will exceed the national averages. In 2010, licensure pass rates exceeded national pass rates in two of four Health Profession programs.

Nursing First-time Licensure Pass Rates



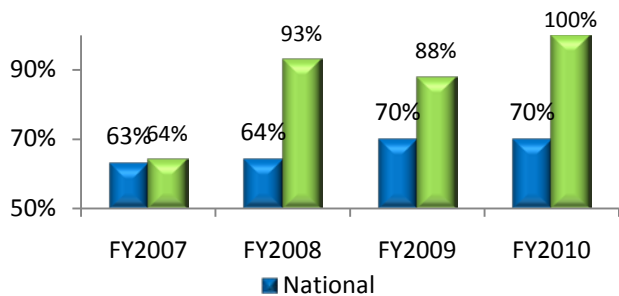
Success rates of nursing graduates remained above the national rate for the past several years.

Occupational Therapy Assistant First-time Licensure Pass Rates



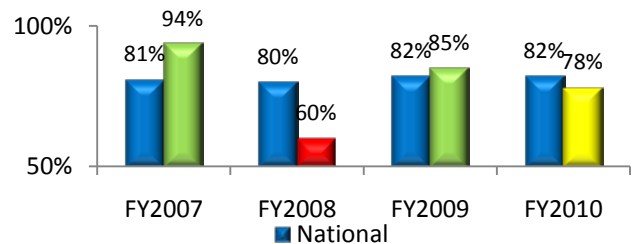
The occupational therapy assistant rate increased from the previous year but was slightly below the national average. Two of the four graduates who waited to complete the exam, did not pass the first time but passed the second time.

Paramedic First-time Licensure Pass Rates



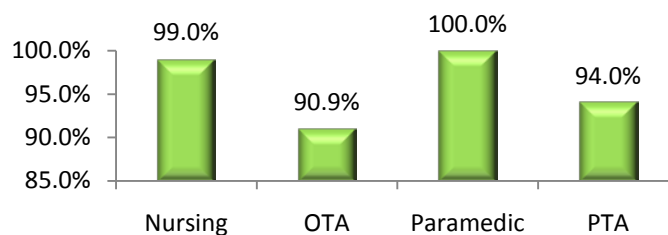
Paramedic graduates' licensure pass rate of 100% in FY2010 was significantly above the national pass rate of 70%.

Physical Therapist Assistant First-time Licensure Pass Rates



Physical therapist assistant pass rates decreased from 85% in FY2009 to 78% in FY2010. Unfortunately, one graduate waited a full year before taking the exam and consequently failed on the first try.

Final Success Rate for FY2010 Graduates



Graduate Survey

Target: 85% or higher satisfaction rating on a graduation survey.

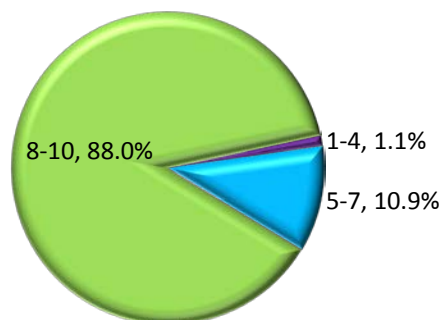
In addition to the multiple mailings, this is the first year that the college used an outside source to contact graduates. The result was 681 responses or a total response rate of 50.4% which was an increase of 5.5 percentage points from last year. Other findings include:

- 88% met their educational goal.
- 39% were the first ones in their family to attend college.
- 99% would recommend the college to a friend.

Graduate Satisfaction

N=681

8.92 average on a 10 pt scale

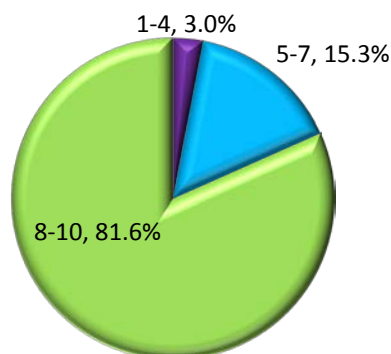


Satisfaction questions were changed to reflect a scale of 1 through 10 with 10 being the highest level of satisfaction. As can be viewed in the chart above graduates were very satisfied. Eighty-eight percent of the graduates rated the college an “8” or better.

AA/AS Level of Preparation for Continuing Education

N=288

8.55 average on a 10 pt scale

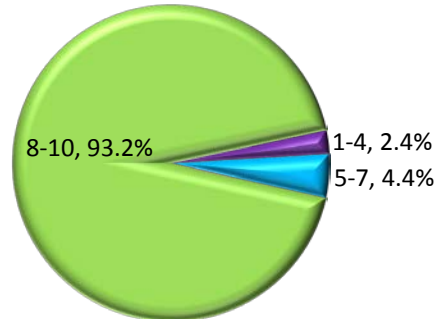


Graduates continuing their education were very satisfied. Eighty-two percent of the graduates rated the college an “8” or better.

Graduate Survey (continued)

AAS/Cert Level of Preparation for Employment
N=161

8.95 average on
a 10 pt scale



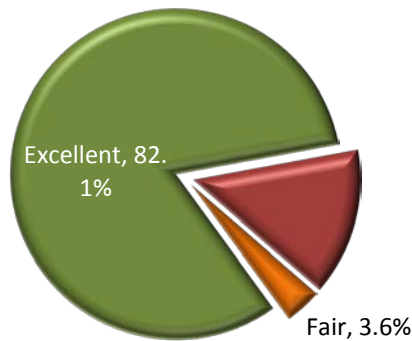
Graduates who completed a degree or certificate for the purpose of engaging in employment had the highest level of satisfaction for the college preparing them for the job. Ninety-three percent of the graduates rated the college an “8” or better.

Source: OCCC Office of Institutional Effectiveness

Employer Survey

Target: 85% or higher satisfaction on employer survey.

Employer Satisfaction
N=31



96% reported OCCC graduate skills were good or excellent.

Gap Comparison of Graduate Performance Versus Importance

	FY2007	FY2008	FY2009	FY2010
Writing	-0.08	-0.36	-0.33	+0.29
Computer utilization	+0.10	+0.28	-0.03	+0.12
Cultural diversity	+0.04	-0.01	+0.22	+0.02
Negotiating	-0.19	-0.34	-0.33	-0.01
Computational skills	+0.17	+0.20	+0.13	-0.04
Consensus building	-0.25	-0.20	-0.03	-0.04
Reading	-0.14	-0.27	-0.21	-0.07
Listening	-0.15	-0.28	-0.36	-0.08
Client service	-0.16	-0.13	-0.23	-0.09
Choosing appropriate technology	+0.01	+0.17	-0.16	-0.11
Applying technology to tasks	+0.02	+0.13	-0.04	-0.11
Team work	-0.28	-0.21	-0.33	-0.19
Speaking	-0.25	-0.29	-0.37	-0.23
Critical Thinking	-0.47	-0.32	-0.52	-0.29
Conflict resolution	-0.29	-0.31	-0.40	-0.33
Leadership	-0.16	-0.31	-0.41	-0.36







Performance rated above Importance

Widest gaps between performance and importance

One hundred percent of the employers would hire another OCCC graduate.

Employer Survey

Most of the top employers of OCCC graduates who responded to the survey were health-care providers.

	Employer	OCCC Graduates
	Norman Regional Hospital	22
	OU Medical Center	21
	Integris Hospitals	13
	Emergency Medical Services Authority	7
	Mercy Health System	7
	Tinker AFB	7

Source: OCCC Office of Institutional Effectiveness



Improvement Strategies

Last Year's Improvement Strategies

- The Occupational Therapy Assistant program faculty will make changes to their curriculum to encourage students to study for the exam.
 - OTA faculty encouraged and facilitated the creation of student study groups.

Next Year's Improvements

- PTA and OTA faculty will continue to serve on national panels to better understand changes in national licensure exams.
- PTA has instituted a comprehensive test to better prepare students for the exam.
- The college should consider additional programs - curricular and noncurricular – to provide students with opportunities for leadership training.