



**Monitoring Report on Achieving the  
College's ENDS:  
Student Success  
November 21, 2011**



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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:

**Target**

**Successful College-Level Course Completion:**

- Successful completion of 1000-level courses will meet or exceed prior year. Successful completion rate was 67.1% compared to the previous rate of 69.1%.
- Successful completion of 2000-level courses will meet or exceed prior year. Successful completion rate was 72.8% compared to 74.3%.

**The number of graduates will be at or above the prior three-year average.**

- The FY2011 number of graduates was 1,283 compared to 1,202.

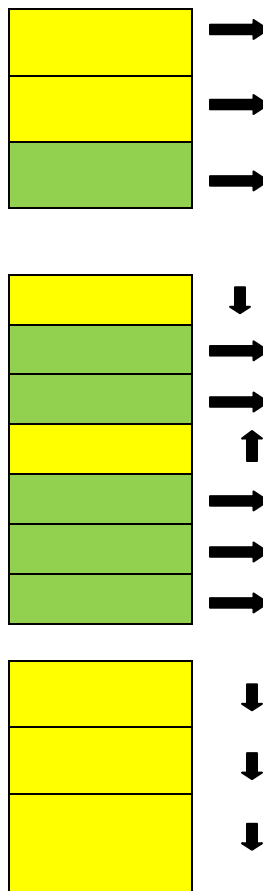
**Results of General Education Assessment of Students will be at or above 70% for the following areas.**

- Human Heritage, Culture, & Value was 69%.
- Mathematical Applications was 84%.
- Mathematical Properties was 91%.
- Public Speaking was 69%.
- Scientific Methodology was 78%.
- Social Institutions was 74%.
- Writing was 89%.

**Persistence, Retention, and Progression:**

- Fall-to-Spring persistence will be at or above prior year. Persistence was 58.2% compared to 60.2%.
- Fall-to-Fall retention will be at or above prior year. Retention was 36.8% compared to 37.8%.
- The three-year progression rate of students graduating, transferring, or continuing their education will be at or above prior year. Progression was 52.1% compared to 58.8%.

Performance Trend



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.)

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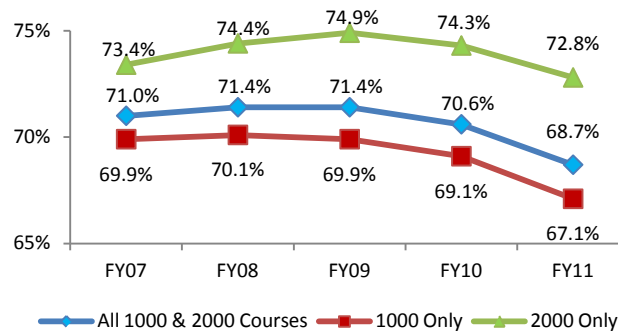
- During the last several years, the College has demonstrated the following progress in addressing its Student Success END:
  - General education assessments of student learning for social institutions, writing, applied mathematics, mathematical properties, and science met or exceeded target.
  - Asian and Native American persistence rates increased.
  - Native American retention rates increased with the gap declining compared to the overall average.
- Areas for improvement include the following:
  - Course completion rates for both 1000- and 2000-level courses declined from 2010 to 2011.
  - General education assessment of student learning for public speaking and human heritage, culture, and value were below target.
  - Persistence levels of students moving from the Fall Semester to the Spring Semester decreased.
  - The three-year progression rate declined.

# Successful College-Level Course Completion

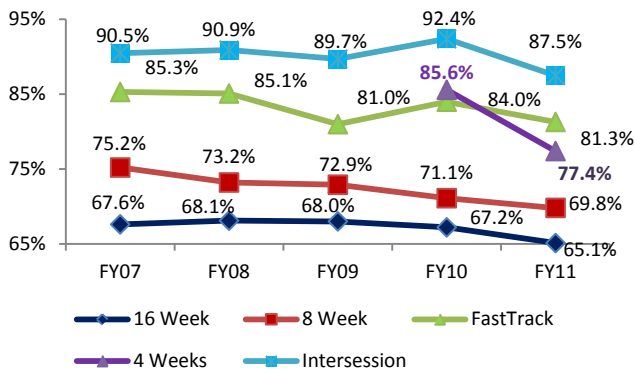
**Target:** Successful completion of college-level courses will meet or exceed 69.1% for 1000-level courses and 74.3% for 2000-level courses.

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.

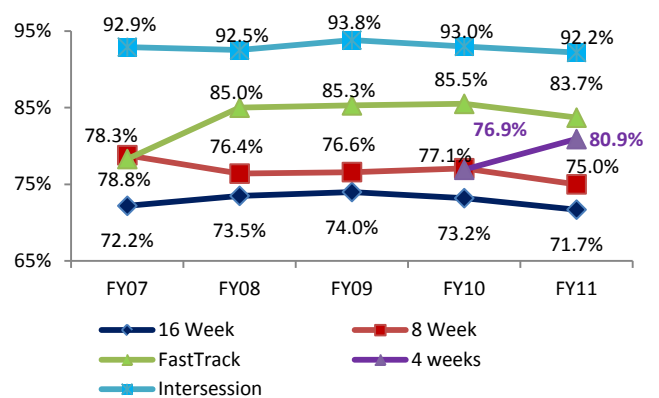
**Successful Course-Completion Rates**



**All 1000-Level Courses by Length of Term**



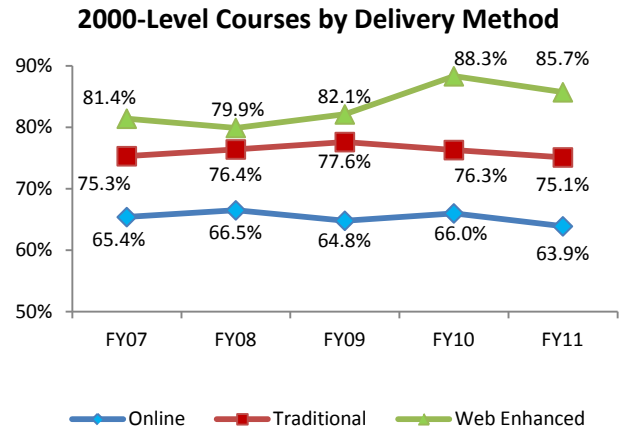
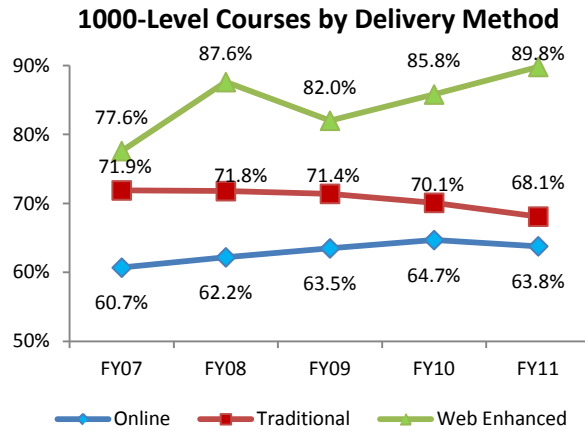
**All 2000-Level Courses by Length of Term**



- For 1000-level courses, students taking Intersession courses were the most successful followed by FastTrack. 1000-level courses by length of term success rates declined.

- Similarly, with the 2000-level courses, students taking Intersession courses were the most successful. The four-week length of term success rates increased. The remaining 2000-level courses by length of term success rates declined.

# Successful College-Level Course Completion



- For 1000-level courses, web enhanced course success improved. Traditional course success and online course success rates declined.
- 2000-level course success declined in all three delivery modes with the least decline represented by the traditional courses.

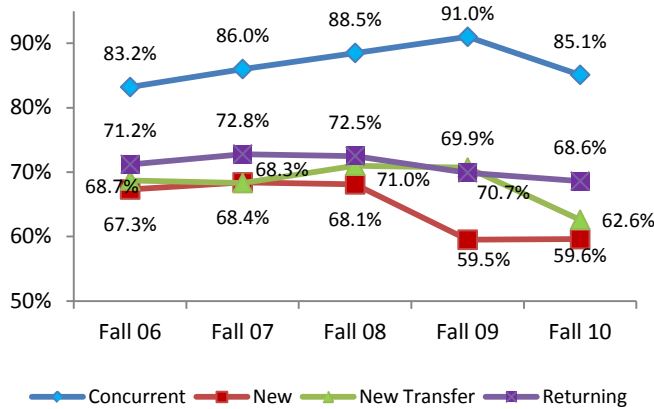
**Enrollments by Delivery Method for FY10:**

Online	14,326 (24.3%)
Traditional	44,486 (75.3%)
Web Enhanced	244 (0.4%)

Source: Office of Institutional Effectiveness

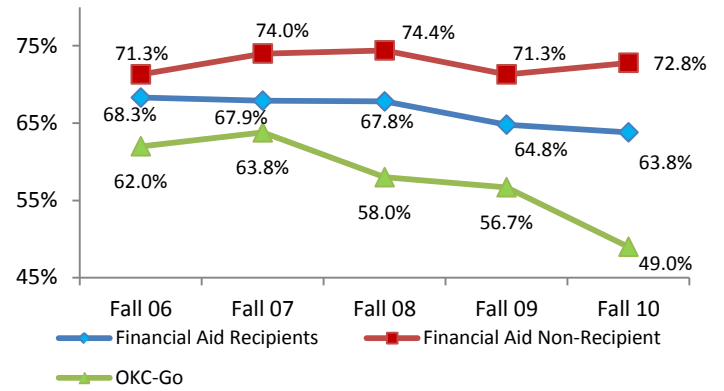
# Successful College-Level Course Completion

All Course Levels by Type of Enrollment\*



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

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



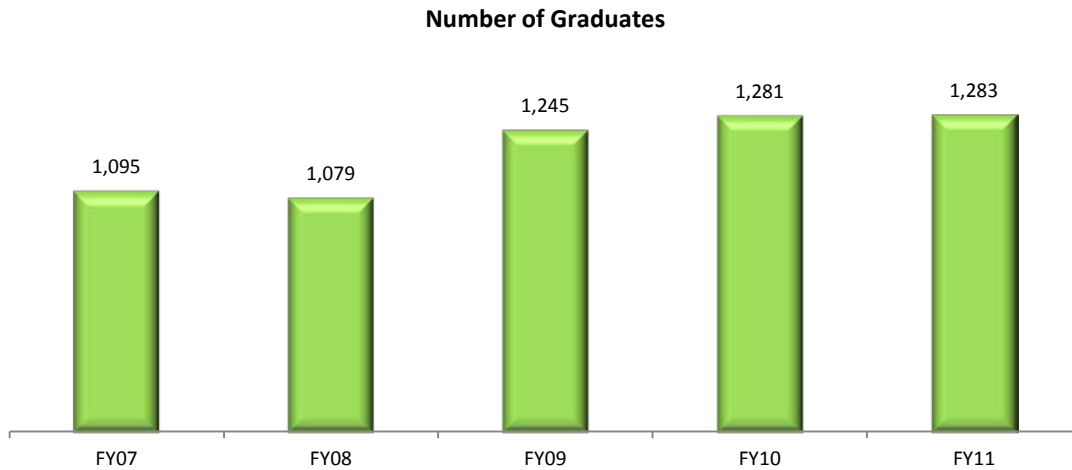
- Concurrent student success rates led all other types of enrollments last year although the success rate did decline. The success rates of students new to higher education increased slightly while new transfer student success rates declined by a large amount.

- Financial aid non-recipients had higher course completion rates than financial aid recipients and increased from Fall 2009. There was a large drop in the success rates of OKC-Go students.

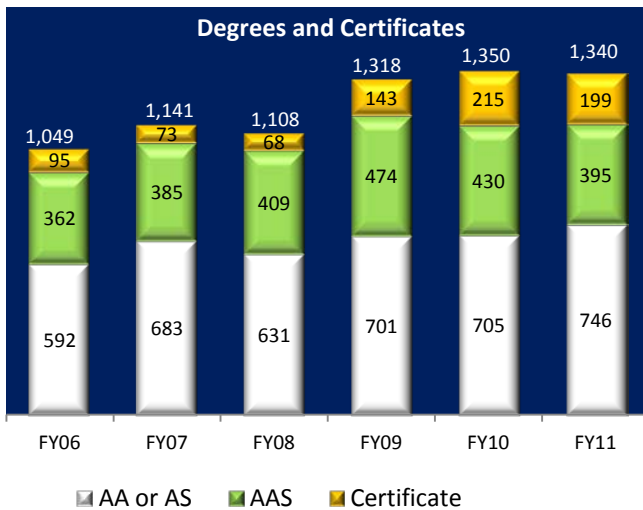
Source: Office of Institutional Effectiveness

# Number of Graduates

**Target:** The number of graduates will be above the prior three-year average of 1,202 graduates.



- The number of unduplicated graduates continues to increase with the total number growing 17.2% since 2007.



### Top Five Degree/Certificate Programs

1. Diversified Studies AA/AS (205)
2. Nursing AAS (159)
3. Business AAS/AS (125)
4. Emergency Medical Services AAS/Cert (123)
5. Psychology AA (88)

- For the first time, Diversified Studies topped the list of degrees.

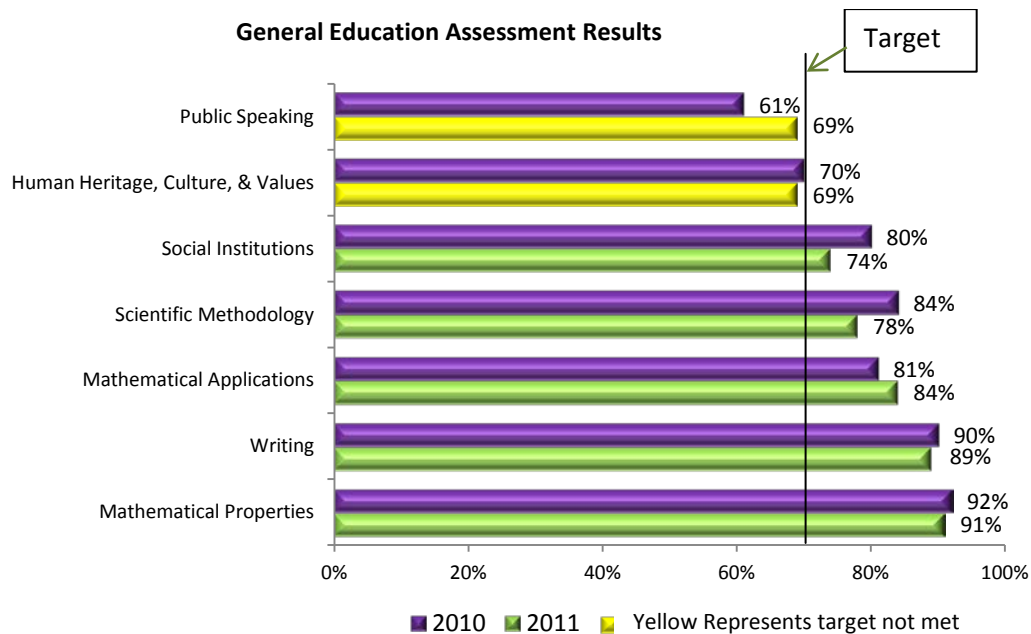
- The number of certificates continues to increase with an increase in the number of AA/AS degrees and a stable number of certificates.



# 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 are evaluated by a group of faculty using predetermined criteria (called a rubric).

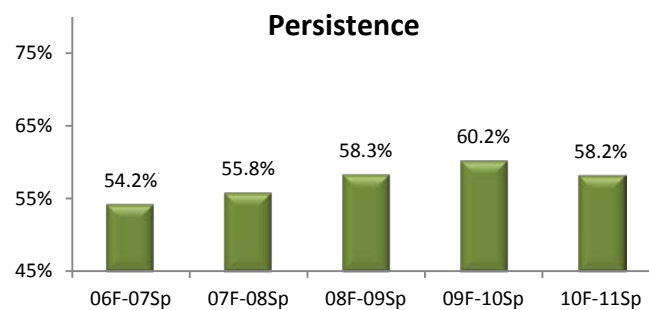


- Five of the seven General Education assessment targets were met. For a second year in a row, public speaking did not reach its target; however, there was significant improvement since the previous year. For the first time, the human heritage, culture, and values assessment target was not met.

# Fall-to-Spring Persistence

**Target:** Students who continue their courses from the Fall to the Spring Semester (Persistence) will be at or above 60.2%.

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 increased during the past four years. . This increase represented 4.0 percentage points from the Fall 2006 cohort which persisted into the Spring of 2007 compared to the Fall 2010 cohort which persisted into the Spring of 2011. Increased financial aid and the College’s Success in College and Life class are correlated drivers to this increase.

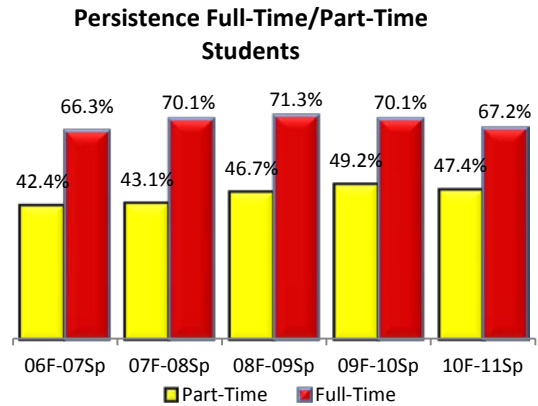
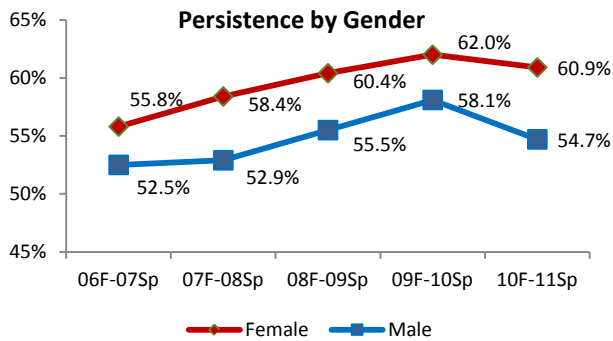
## Persistence Gaps by Race and Ethnicity

	06F-07Sp	07F-08Sp	08F-09Sp	09F-10Sp	10F-11Sp	Gap 06F-07Sp Ethnic Compared to Total	Gap 10F-11Sp Ethnic Compared to Total
<b>Asian</b>	58.6%	68.3%	76.0%	67.9%	68.5%	+4.4	+10.3
<b>African American</b>	45.4%	46.7%	53.5%	52.7%	52.0%	-8.8	-6.2
<b>Hispanic</b>	59.5%	57.3%	61.8%	66.2%	58.3%	+5.7	+0.1
<b>Native American</b>	50.0%	59.0%	55.1%	54.7%	55.7%	-4.2	-2.5
<b>White</b>	55.7%	56.1%	57.0%	60.4%	58.9%	+1.5	+0.7
<b>Total OCCC</b>	54.2%	55.8%	58.3%	60.2%	58.2%	--	--

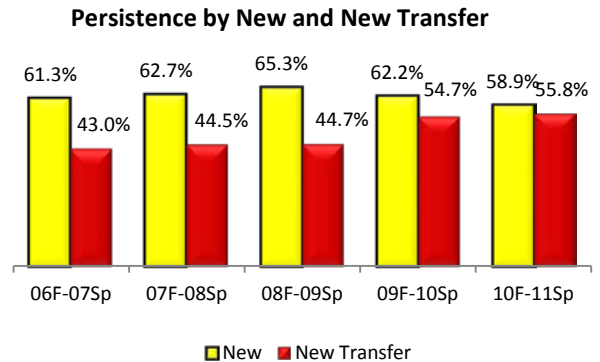
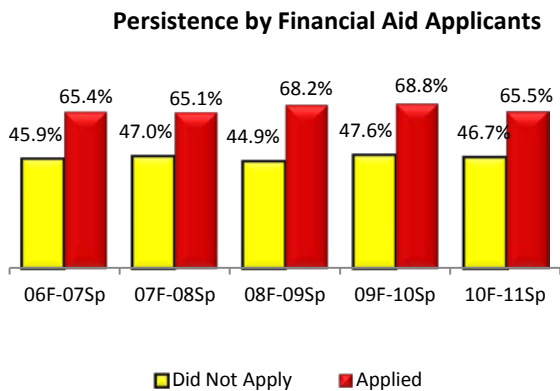
Source: OCCC Office of Institutional Effectiveness

- Over the past year, persistence rates increased within two ethnic and racial groups: Asian and Native American , while Hispanic and Asian persistence continued to be higher than the total average persistence.
- The gap between the racial/ethnic categories and the total varies from the Asian students who were 10.3 percentage points above the college average to a low of -6.2 for African Americans. However, the gap for African Americans and Native Americans has narrowed over the past several years.

# Fall-to-Spring Persistence



- Females persist at a higher rate than males. For the first year in the past four years, both the female and male persistence declined.
- Full-time students persisted at a higher rate than part-time students.

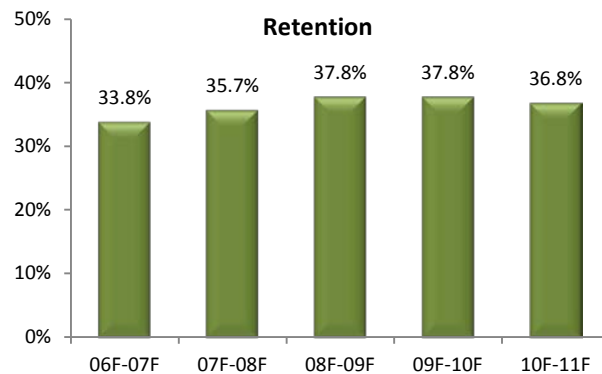


- Students who applied for financial aid persisted at a higher rate than those who did not apply. One of the strongest predictors for student persistence is applying for financial aid.
- The persistence of new students is higher than new transfer students, although the persistence of new transfer students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

Source: Office of Institutional Effectiveness

# Fall-to-Fall Retention

**Target:** Students who continue their courses from Fall 2010 to the Fall 2011 semester (Retention) will be at or above 37.8%. The cohort used to track retention is all new students who enrolled in the Fall 2010.



- Retention has declined from the previous year.

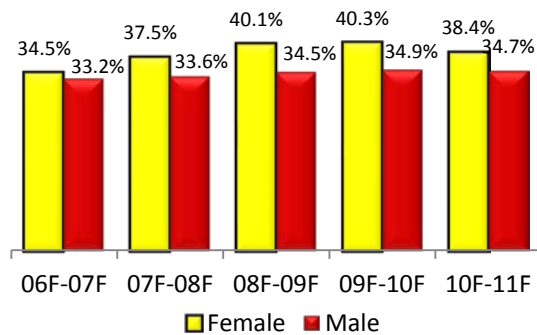
**Retention Gaps by Race and Ethnicity**

	06F-07F	07F-08F	08F-09F	09F-10F	10F-11F	<i>Gap 06F-07Sp Ethnic Compared to Total</i>	<i>Gap 10F-11Sp Ethnic Compared to Total</i>
<b>Asian</b>	42.0%	55.0%	59.0%	51.6%	54.2%	+8.2	+17.4
<b>African American</b>	22.8%	24.3%	25.5%	27.1%	30.7%	-11.0	-6.1
<b>Hispanic</b>	39.8%	34.6%	40.6%	42.6%	40.3%	+6.0	+3.5
<b>Native American</b>	26.0%	36.5%	35.5%	29.6%	34.5%	-7.8	-2.3
<b>White</b>	35.1%	36.6%	38.4%	38.2%	35.9%	+1.3	-0.9
<b>Total OCCC</b>	33.8%	35.7%	37.8%	37.8%	36.8%	---	---

- Retention by racial and ethnic groups reflected an increase in the Asian, African American, and Native American populations.
- The gap between the racial/ethnic retention varies widely by group, from Asian students who are 17.4 percentage points above the overall college level, to a low of -6.1 for African Americans.
- The gap from 06F-07F to 10F-11F declined for Native Americans and African Americans.

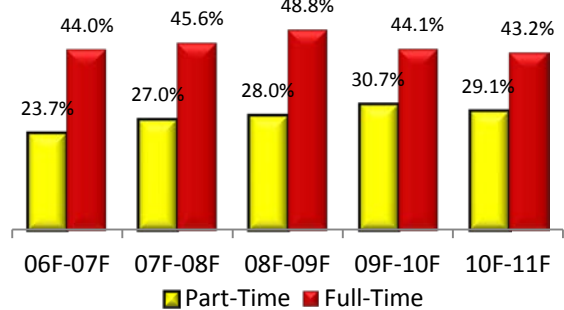
# Fall-to-Fall Retention Cont'd.

**Retention by Gender**



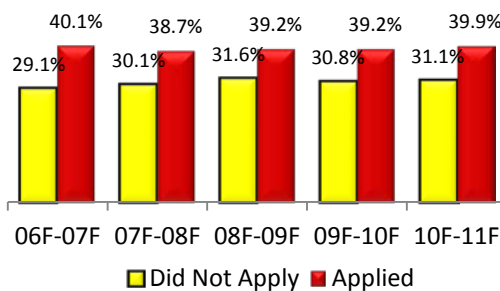
- Females have a higher retention rate than males.

**Retention by Part-Time/Full-Time Students**



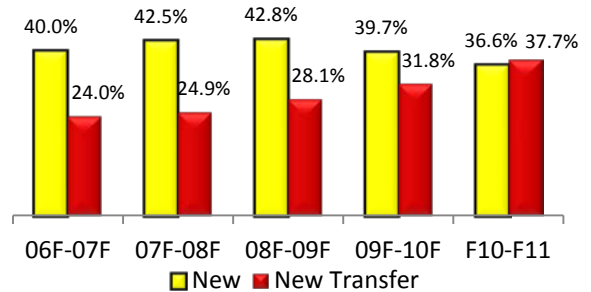
- The retention of full-time students and part-time students declined from the previous year.

**Retention by Financial Aid Applicants**



- Students who applied for financial aid and those who did not apply for financial aid were retained at a slightly higher level from the previous year.

**Retention by New and New Transfer**



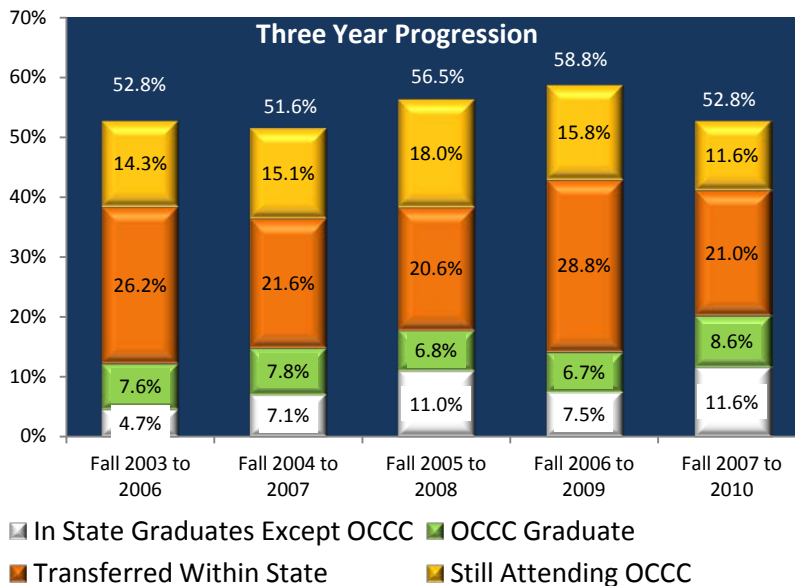
- New transfer student retention rates continue to increase, and for the first time, new transfer students were retained at a higher rate than new students.

# Progression

**Target:** The three-year progression rate will be at or above 58.8%.

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 FY10 decreased 6.7 percentage points over the prior three-year period due to a lower percentage of students who were still attending OCCC or were transferred to another institution in the State. The percentage of those who graduated, whether at OCCC or another institution, was substantially higher.

*Source: Office of Institutional Effectiveness*

# Improvement Strategies

## **FY2011 Improvement Strategies:**

- College staff is encouraged by the success of students who enroll in the Success in College and Life (SCL) course. Emphasis will be placed on enrolling in this course, which is expected to lead to improved persistence and successful course completion.
  - Currently, the SCL fall enrollment is 2,284 students compared to 2,176 students from Fall of 2010, which is an increase of 108 students or 5%.
- Faculty will continue developing assignments to improve student critical-thinking skills.
  - Critical thinking is part of the SCL course content, which we continue to emphasize.
  - The College's cooperative learning initiative is designed to give groups of students the opportunity to explore and discuss different perspectives on course work.
- 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.
  - A Brown Bag Luncheon series on Overcoming Fears in Public Speaking was held.
  - The Public Speaking Lab is open to all students, with the addition of several student workers in the lab.
  - Cooperative Learning training is continuing to be emphasized to enhance communication skills in the classroom.
  - Added an Introduction to Public Speaking to the Leisure Services Management degree.

## **FY 2012 Improvement Strategies:**

- Explore expansion of the three-credit hour Success in College and Life course, so that all students in developmental classes could be enrolled full-time and take the SCL course in their first semester.
- Implement a mandatory retesting program for any student testing into Reading I and/or Writing I to ensure the appropriate placement.
- Enhance the withdrawal outreach program for developmental reading and writing students who have dropped out.
- Due to the fact that so many students who receive financial aid are below the Satisfactory Academic Progress Standards, students will be requested to meet and develop a plan with a Learning Specialist to enhance their academic progress.
- Perform a course-by-course time series analysis of the outcomes of the 15-20 courses with the highest aggregate enrollment. Develop course- or area-specific strategies based on the data.
- Perform an analysis of the characteristics of the students who first enrolled in 2009 and 2010 with an eye toward differences with student body prior to the enrollment increase. This information will be used to structure faculty-development activities.
- Create a faculty-development program to train faculty in the latest motivational techniques.
- Expand innovative teaching techniques adopted within the College Preparatory Math to College Algebra.
- Develop a campus-wide initiative to promote enrollment in general education math courses other than College Algebra.
- Expand the English Composition pilot to require students to use the Communications Lab for all writing assignments.
- Continue to expand the use of the Public Speaking Lab.