



**Monitoring Report on Achieving the  
College's ENDS:  
Student Preparation**  
April 16, 2012









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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 preparation in the College’s proposed FY 2011 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 FY11 will exceed the target of 1,090. The most recent concurrent student headcount was 1,072.		
Students will successfully complete 52.8% or higher of their developmental courses in Fall 2011. OCCC’s combined developmental course success was 60.1%.		
Students will successfully complete 59.0% or higher of their Gateway courses in Fall 2011. OCCC’s Gateway course success for Fall 2011 cohort was 58.7%.		

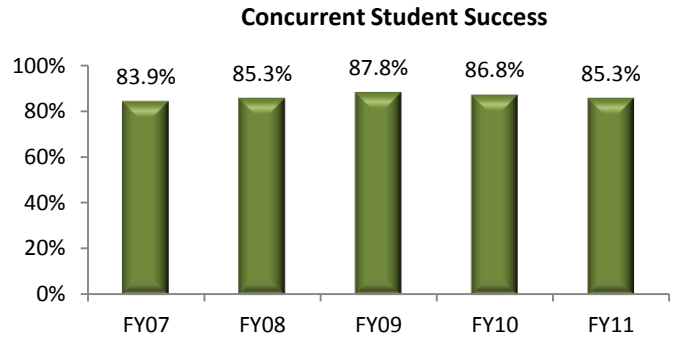
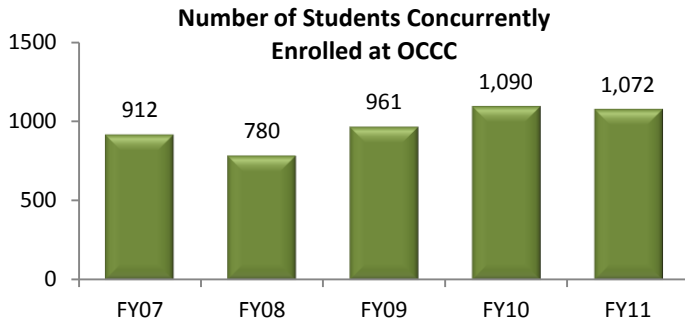
- During the last several years, the College has demonstrated the following progress in addressing its Student Preparation END:
  - The new College Prep Math curriculum has had a significant and sustained positive impact on student course success.
  - Students who successfully completed the College’s Success in College and Life (SCL) course were much more likely to persist than those who didn’t enroll in the course.
  - Students who successfully completed the SCL course were much more likely to be successful in completing their other courses.
- Areas for improvement include the following:
  - Three of the five Gateway courses had lower success rates than the previous year.
  - The number of concurrent students declined slightly from the previous year.

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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 FY11 will exceed the target of 1,091.

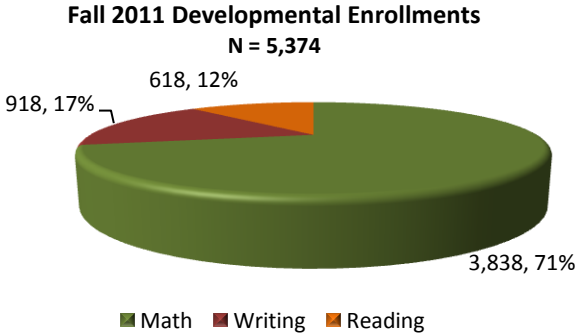
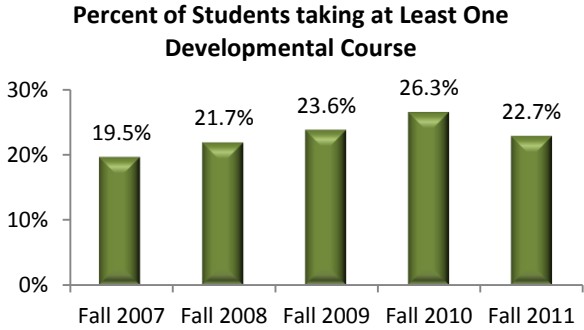


- The number of students who are concurrently enrolled in high school and college declined slightly since FY10.
- This is the second year in a row that the percent of concurrent student who are successful has declined.

	Top Ten High Schools with OCCC Concurrent Enrollment	#	% of Concurrent Enrollment
1	WESTMOORE HIGH SCHOOL	138	12.9%
2	MOORE HIGH SCHOOL	115	10.7%
3	SOUTHMOORE HIGH SCHOOL	95	8.9%
4	NORMAN HIGH SCHOOL NORTH	54	5.0%
5	DOUGLASS HIGH SCHOOL	50	4.7%
6	NORMAN HIGH SCHOOL	37	3.5%
7	WESTERN HEIGHTS HIGH SCHOOL	33	3.1%
8	NORTHEAST ACADEMY	33	3.1%
9	PUTNAM CITY NORTH HIGH SCHOOL	32	3.0%
10	SANTA FE SOUTH HIGH	29	2.7%

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 declined since last year.

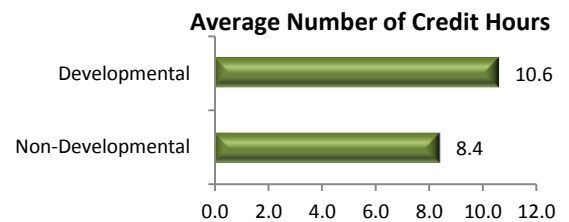
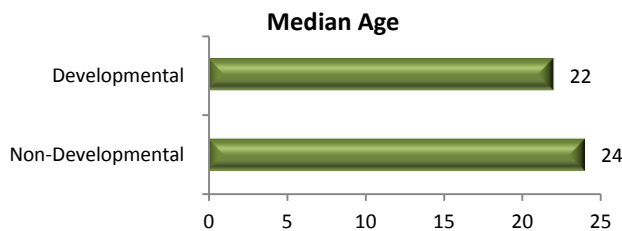
- Math enrollment continues to represent the highest percentage of developmental students, accounting for approximately three-fourths of the total.

*Source: Office of Institutional Effectiveness*

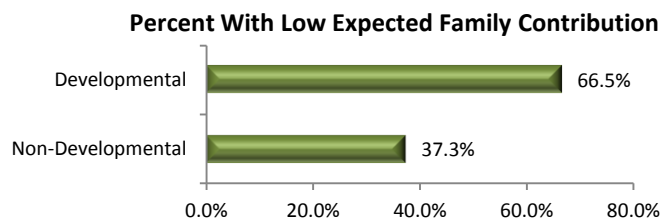
# Demographics of Developmental Students-Fall 2011

	Developmental		Non Developmental	
	# of Students	%	# of Students	%
Asian	84	2.5%	750	6.5%
Black/African American	617	18.1%	1,046	9.0%
Hispanic/Latino	428	12.6%	1,033	8.9%
Native American/Alaskan	209	6.1%	597	5.2%
Native Hawaiian/Pacific Islander	13	0.4%	37	0.3%
Not Reported	271	8.0%	1,307	11.3%
Two or More Races	102	3.0%	198	1.7%
White	1,678	49.3%	6,601	57.1%
Total	3,402	100%	11,569	100%

- Developmental students are more likely to be a member of a racial or ethnic minority, except for the Asian population. Note the major differences in the percent of student minorities enrolled in developmental courses.



- The median age for developmental students is younger than the non-developmental population.
- Developmental students on average take more credit hours than non-developmental students.



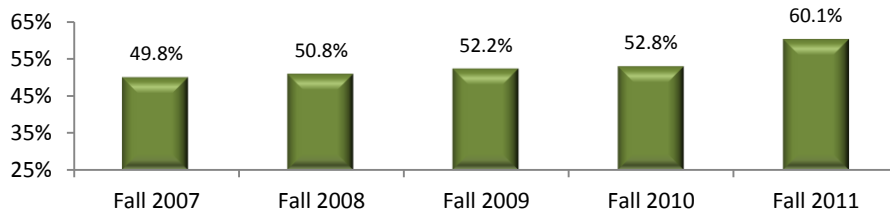
- Developmental students have lower expected family contributions (less than \$5,273/yr) for the purposes of calculating financial aid. This indicates that in addition to their academic challenges, developmental students face socio-economic obstacles to meeting their educational goals.

Source: Office of Institutional Effectiveness

# Successful Developmental Course Completion

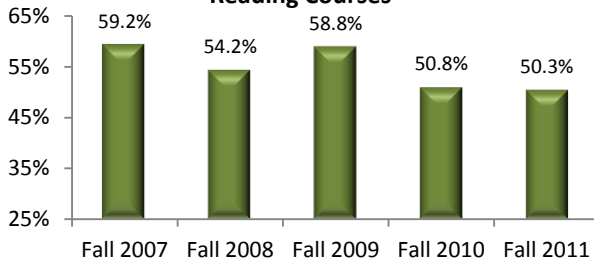
**Target:** Students will successfully complete developmental courses in Fall 2010 above 52.8%.

**Successful Completion in Reading, Writing, and Math Developmental Courses**



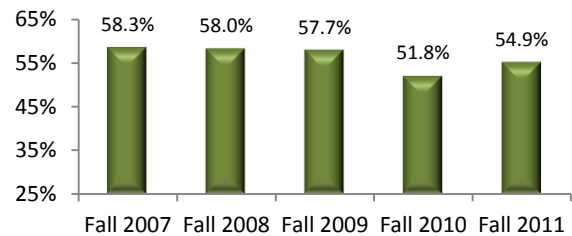
- Successful course completion is defined as students who complete their course work with a grade of A, B, C, or S (Satisfactory). Overall developmental course success rates have continued to improve over the past four years with a gain of 7.3 percentage points from the previous year.

**Successful Completion in Developmental Reading Courses**



- Successful completion in developmental reading courses declined in FY2011 from the previous year.

**Successful Completion in Developmental Writing Courses**

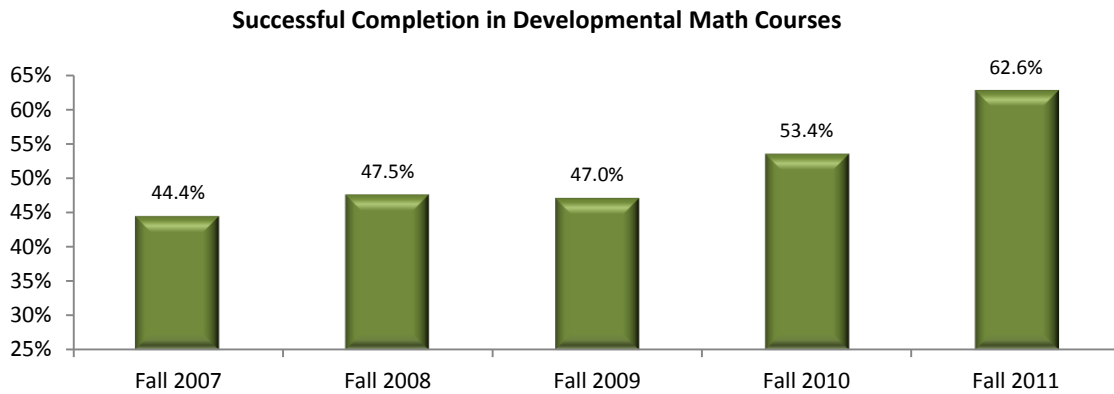


- Successful completion in developmental writing courses has increased this past year representing the first gain in the past four years.

*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.

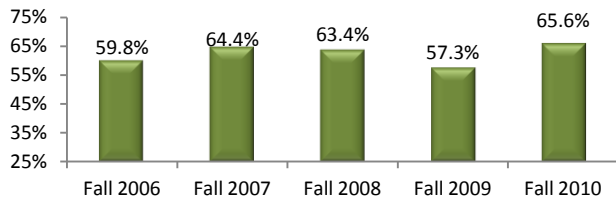


- Successful completion in developmental math courses continues to improve due to the changes made in the mathematics program. There was an increase of 9.2 percentage points from Fall 2010 to Fall 2011. (Note: Fall 2010 included the old Developmental Math courses for students who were finishing in this format.)



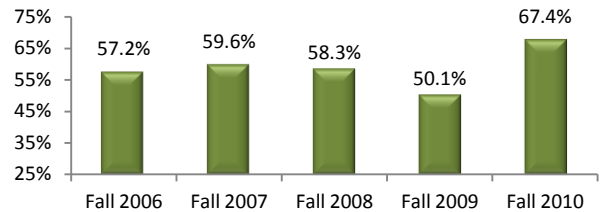
# Subsequent Course Success of Developmental Students

**Subsequent Successful Course Completion  
Math, Reading and Writing Developmental  
Students**



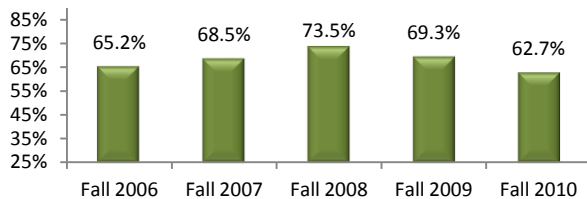
- The subsequent successful course completion of math, reading, and writing developmental students increased by 8.3 percentage points.

**Subsequent Successful Course Completion  
Developmental Math Students**



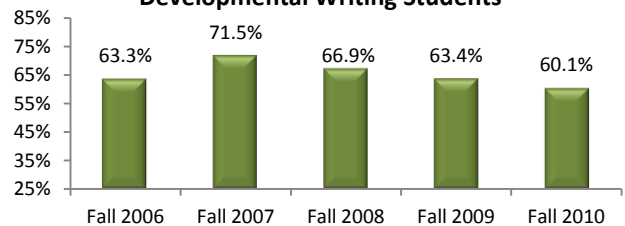
- Developmental math students' subsequent successful course completion increased significantly due to the change in the math format.

**Subsequent Successful Course Completion  
Developmental Reading Students**



- The subsequent successful course completion for developmental reading declined in the Fall of 2010.

**Subsequent Successful Course Completion  
Developmental Writing Students**



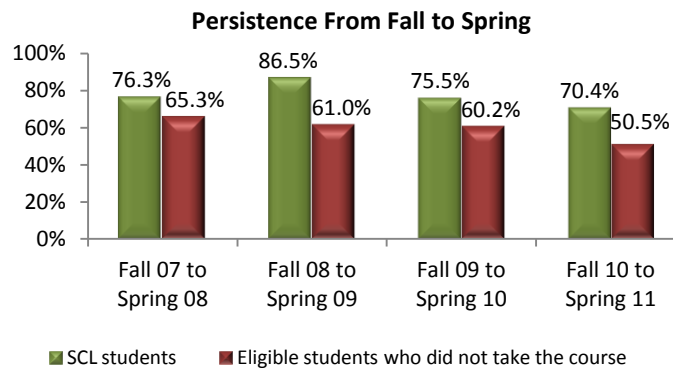
- Developmental writing students' subsequent successful course completion has declined over the past three years.

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

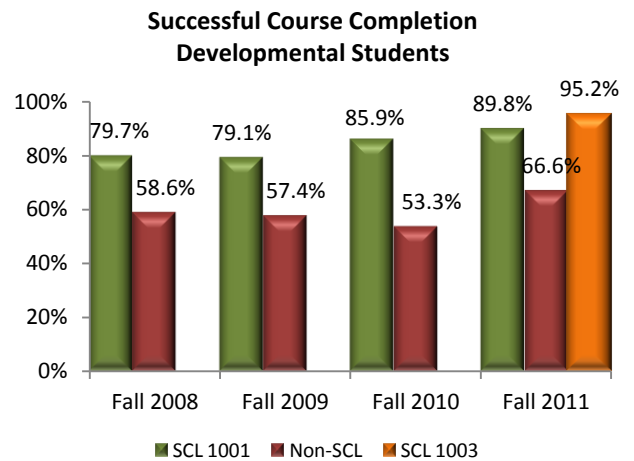
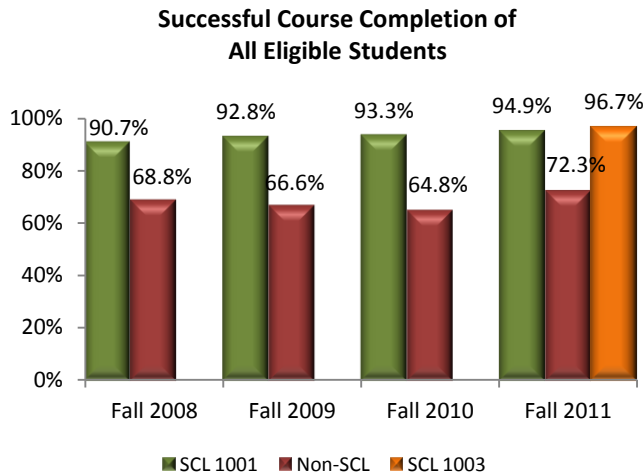
Source: OCCC Office of Institutional Effectiveness

# Success in College and Life

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



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



- Overall, successful course completion of students who completed the Success in College and Life course was significantly higher than those who did not take the course. Note that the SCL 1001 course is a 1 credit-hour course and the SCL 1003 course is a 3 credit-hour course.
- Students who successfully completed the SCL course were also more successful in completing their developmental courses.

*Source: Office of Institutional Effectiveness*



# Gateway Course Success

**Target:** Students will successfully complete their Gateway courses in Fall 2011 above 59.0%.

- 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. Two of the five course success rates declined from Fall 2010, while English, Math, and Political Science increased. More than half of the College's students are enrolled in these courses in any one semester.

	Fall 09	Fall 10	Fall 11	3Yr Fall Avg
English 1113	61.6%	60.0%	61.1%	60.9%
History 1483	56.9%	51.3%	50.7%	53.0%
Math 1513	59.4%	61.0%	61.4%	60.6%
Political Science 1113	62.5%	60.4%	60.8%	61.2%
Psychology 1113	65.2%	58.7%	55.9%	59.9%
<b>TOTAL</b>	61.6%	59.0%	58.7%	59.7%

*Source: Office of Institutional Effectiveness*



# Update on Improvement Strategies for FY2012

- Develop and implement initiatives to improve developmental reading and writing course success.
  - ❖ Arts and Humanities created a new curriculum for reading and writing courses. This curriculum focuses on using reading and writing strategies together in each course instead of separate courses for each area. The new name for the Learning Skills will be College Preparation English. The two courses developed include English—Basic, and College Preparation—Intermediate.
  
- Develop and implement initiatives to improve subsequent course success in development courses.
  - ❖ The College Prep Math courses were designed to build student knowledge toward college-level mathematics in content, study skills, and responsibility. This gradual building process, along with a strong focus on content alignment between the courses, has contributed to the improvement of subsequent course success.
  - ❖ To take the improvement of the reading and writing courses, as well as Composition I and II, further, we need to expand the Communications Lab and add tutors or lab assistants to each of the College Preparation English sections. The Communications Lab is currently turning away students, events, and faculty requests.
  
- Review gateway course curricula and implement improvements to enhance course success.
  - ❖ Social Sciences Division is in the process of implementing numerous changes. A sample follows:
    - Hold a one-day retreat for Social Sciences faculty to create additional strategies.
    - Review the potential of offering more gateway courses in eight-week blocks.
    - Expand online assistance for Psychology; in some ways ‘hybridize’ the course in order to provide greater assistance.
    - The following activities are under discussion for the History courses:
      - Establish a buddy system during the first week of class.
      - Assign a project the first week of class regarding plagiarism, academic honesty, life goals, and attendance.
      - Offer group-testing in pairs or threes.
      - Increase contact with adjunct instructors to help students succeed.
    - The following activities are under discussion for the Sociology courses:
      - Consider creating a course designed for international students who struggle with the language.
      - Increase contact with adjunct instructors providing them with goals for retention and completion-rate improvement.
      - Incorporate more hands-on, interactive, immediate feedback-type activities.
      - Hire additional full-time faculty.
  - ❖ The Communications Lab serves 5 out of 6 of the academic divisions. The current lab space is not adequate to serve this number of students. To better serve the needs of our students, whether person to person, in groups, presentations, or online, the Communications Lab staff and space needs to be expanded.



## Update Improvement Strategies for 2012 (cont.)

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- Monitor and respond to potential concurrent enrollment impact from Oklahoma City Public Schools migrating to a year-round schedule.
  - ❖ The Oklahoma City Public Schools migrating to a year-round schedule had a negligible impact on concurrent enrollment because most of these students participate in “contract” concurrent class offerings delivered on their high school campuses.
  - ❖ We anticipate concurrent enrollment numbers to stay relatively constant over the next year. Tuition waivers for eligible seniors will continue, and eligible juniors will be added beginning this summer. We expect the program to have a modest impact on the number of eligible high school juniors choosing OCCC for concurrent enrollment.



# Improvement Strategies for FY2013

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- Continue to implement strategies to improve gateway course success in Political Science, Psychology, and History.
- Develop and implement concurrent enrollment strategies to increase enrollment.
- Developmental reading and writing strategies to improve student success.