



**Monitoring Report on Achieving the
College's ENDS:
College Readiness
April 15, 2013**









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Background and Summary

- The College Readiness END, established by the OCCC Board of Regents, states: **Our students develop skills and knowledge required 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 2012 Annual Plan. Based on the latest available information, performance on the targets is as follows:

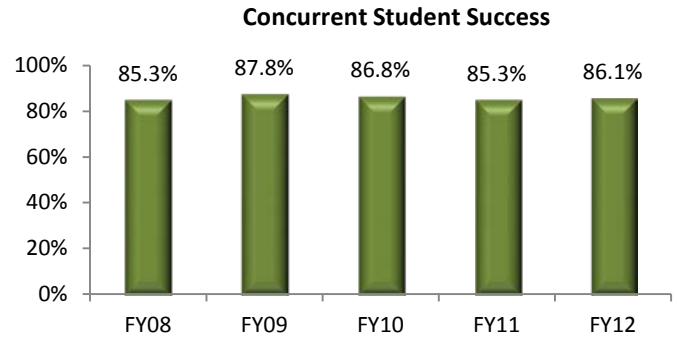
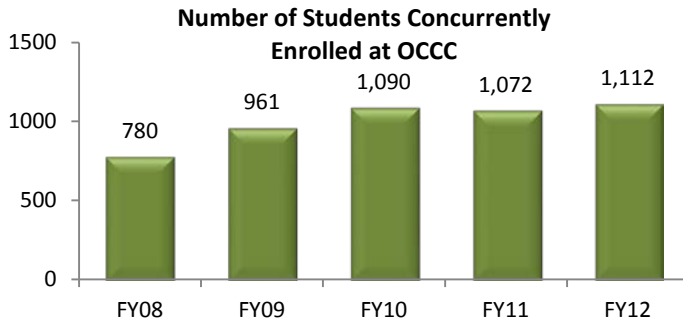
<u>Target</u>	<u>Performance¹</u>	<u>Trend</u>
Concurrent student headcount in FY12 will exceed the target of 1,072. The most recent concurrent student headcount was 1,112.		
Students will successfully complete 60.1% or higher of their developmental courses in Fall 2012. OCCC’s combined developmental course success was 61.3%.		
Students will successfully complete 58.7% or higher of their Gateway courses in Fall 2012. OCCC’s Gateway course success for Fall 2012 cohort was 59.5%.		

- The College has demonstrated the following progress in addressing its College Readiness END:
 - The number of concurrent students has increased.
 - For the first time in the last three years, developmental reading course completions increased.
 - 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:
 - Subsequent successful course completion for developmental students declined in all three developmental areas – Math, Reading, and Writing.
 - Three of the five Gateway courses had lower success rates than the previous year.

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 FY12 will exceed the target of 1,072.



- The number of students who are concurrently enrolled in high school and college increased 43% in the past five years.
- The percent of concurrent students who were successful within their classes increased after two years of a decline.

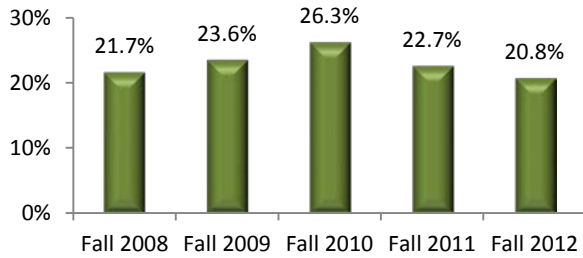
	Top Ten High Schools with OCCC Concurrent Enrollment	#	% of Concurrent Enrollment
1	Westmoore High School	144	12.9%
2	Southmoore High School	118	10.6%
3	Moore High School	112	10.1%
4	Norman High School North	60	5.4%
5	Mustang High School	52	4.7%
6	Southeast High School	45	4.0%
7	Homeschool	45	4.0%
8	Douglass High School	44	4.0%
9	Newcastle High School	40	3.6%
10	Norman High School	36	3.2%

- Westmoore High School continues to lead in the number of concurrent enrollments.

Source: Office of Institutional Effectiveness

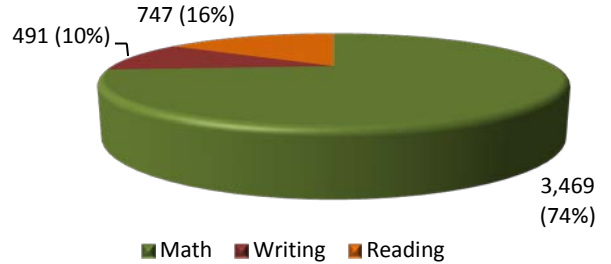
Developmental Students

Percent of Students Taking at Least One Developmental Course



- 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 the last two years.

Fall 2012 Developmental Enrollments
N = 4,707



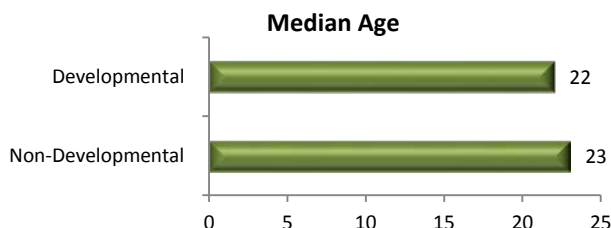
- Math enrollment continues to represent the highest percentage of developmental students, accounting for approximately 74% of the total.

Source: Office of Institutional Effectiveness

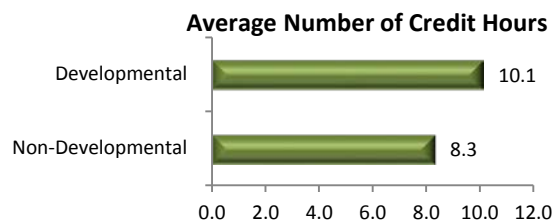
Demographics of Developmental Students-Fall 2012

	Developmental		Non Developmental	
	# of Students	%	# of Students	%
Asian	69	2.3%	773	6.9%
Black/African American	471	16.0%	993	8.9%
Hispanic/Latino	470	15.9%	1,104	9.9%
Native American/Alaskan	188	6.4%	525	4.7%
Native Hawaiian/Pacific Islander	12	0.4%	41	0.4%
Not Reported	180	6.1%	1,123	10.0%
Two or More Races	133	4.5%	285	2.5%
White	1,427	48.4%	6,359	56.8%
Total	2,950	100%	11,203	100%

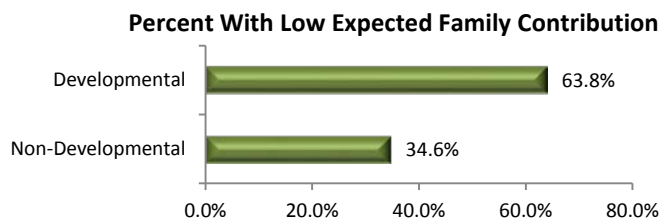
- Developmental students are more likely to be a member of a racial or ethnic minority, except for the Asian population. There are a disproportionate number of Blacks, Hispanic, and Native Americans who are enrolled in developmental courses.



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



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

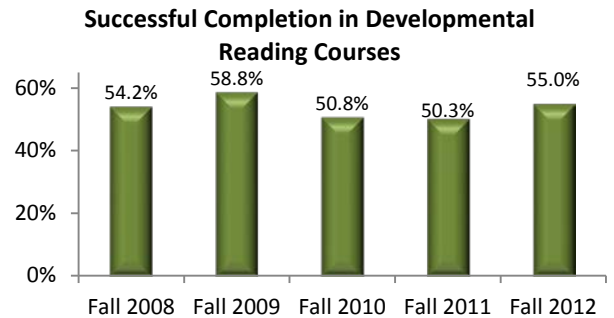
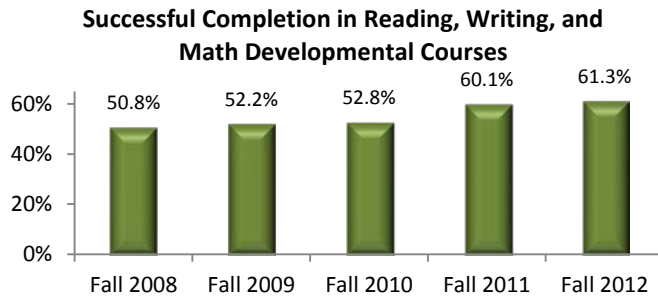


- Developmental students have lower expected family contributions (less than \$4,995/yr) for the purposes of calculating financial aid. This indicates that in addition to their academic challenges, developmental students face socio-economic obstacles to meeting their educational goals.

Source: Office of Institutional Effectiveness

Successful Developmental Course Completion

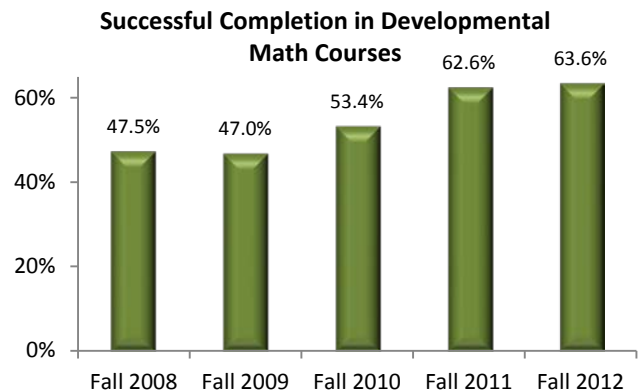
Target: Students will successfully complete developmental courses in Fall 2012 above 60.1%.



- Successful course completion is defined as students who complete their course work with a grade of A, B, C, or S (Satisfactory). This is the fourth Fall in a row that the successful completion for developmental courses has increased.

- Successful completion in developmental reading courses has increased 4.7 percentage points over the prior year.

Source: OCCC Office of Institutional Effectiveness



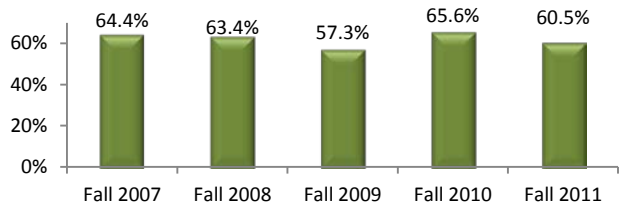
- Successful completion in developmental writing courses was essentially flat from the previous year.

- Successful completion in developmental math courses has increased for the third year in a row. (Note: Fall 2010 included the old Developmental Math courses for students who were finishing in this format.)

Source: OCCC Office of Institutional Effectiveness

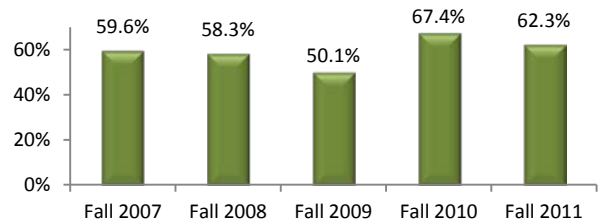
Subsequent Course Success of Developmental Students

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



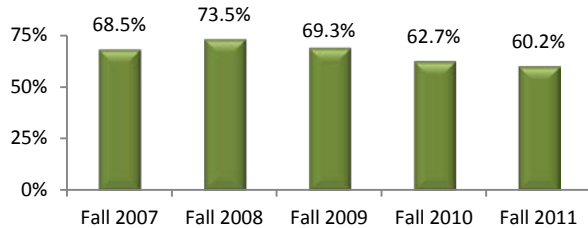
- The subsequent successful course completion of math, reading, and writing developmental students declined by 5.1 percentage points.

**Subsequent Successful Course Completion
Developmental Math Students**



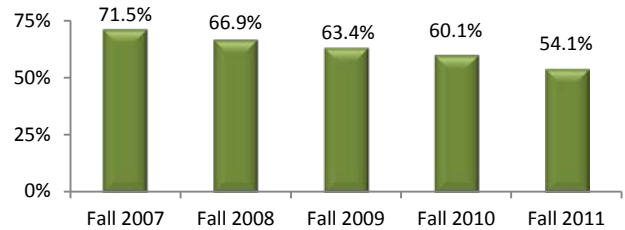
- Developmental math students' subsequent successful course completion declined by 5.1 percentage points, though it is higher than five years ago.

**Subsequent Successful Course Completion
Developmental Reading Students**



- The subsequent successful course completion for developmental reading declined for a third time in the past three years.

**Subsequent Successful Course Completion
Developmental Writing Students**



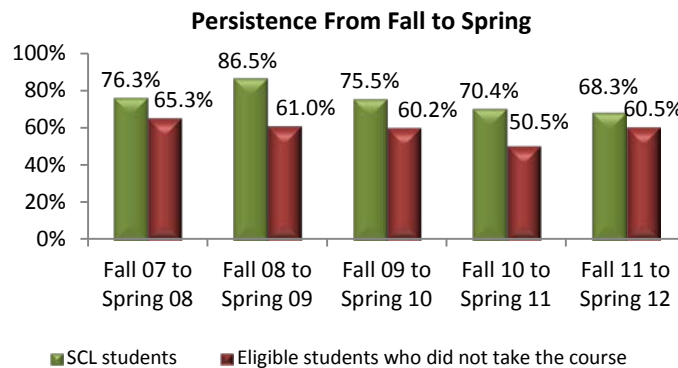
- Developmental writing students' subsequent successful course completion has declined over the past four years.

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

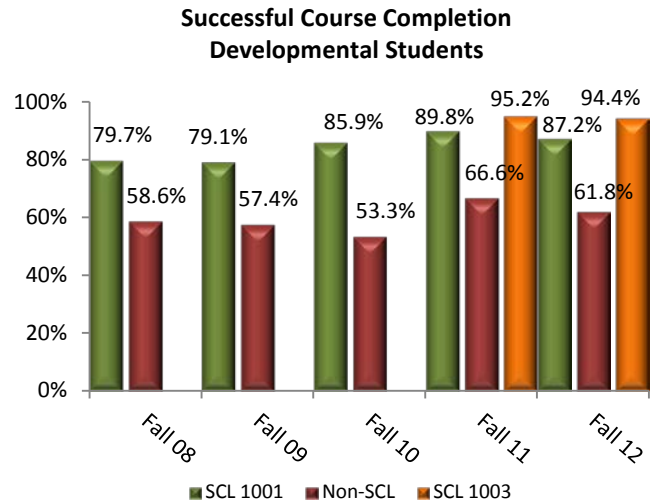
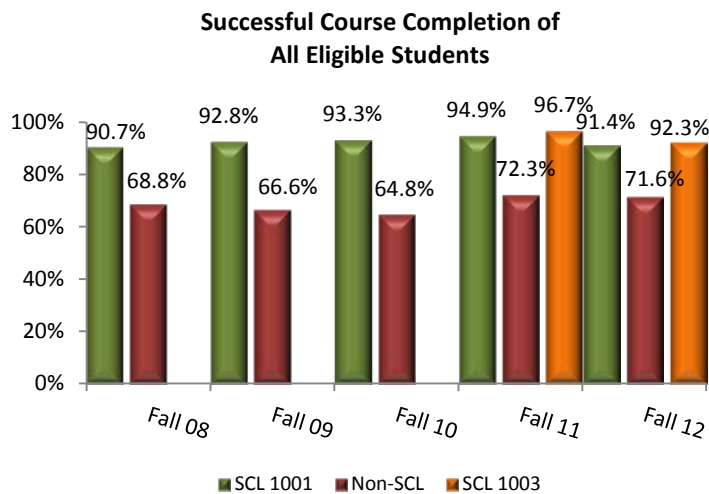
Source: OCCC Office of Institutional Effectiveness

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 designed for developmental reading/writing students.
- 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 2012 above 58.7%.

- 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. Overall the total gateway course success increased from the previous year. Three of the five course success rates declined from Fall 2011, while history and math increased. More than half of the College's students are enrolled in these courses in any one semester.

	Fall 10	Fall 11	Fall 12	3Yr Fall Avg
English 1113	60.0%	61.1%	59.5%	60.2%
History 1483	51.3%	50.7%	60.9%	54.3%
Math 1513	61.0%	61.4%	61.3%	61.2%
Political Science 1113	60.4%	60.8%	58.9%	60.0%
Psychology 1113	58.7%	55.9%	56.7%	57.1%
TOTAL	59.0%	58.7%	59.3%	59.0%

Source: Office of Institutional Effectiveness



Update on Improvement Strategies for FY2013

- Rewrite Basic Reading and Basic Writing curricula and combine into a six-credit College Prep English course.
 - *A new College Prep English curriculum will be implemented in the Fall of 2013.*
- Expand online assistance for PSY 1113 students in a hybrid format.
 - *Faculty are continuing to work on this.*
- Increase contacts between Political Science, Psychology, and History full-time and adjunct faculty making clear department goals and outcomes assessment objectives.
 - *History 1493 course is being redesigned. Other courses will follow.*
- OCCC plans to expand the concurrent class offerings with Oklahoma City Public Schools, Classen School for Advanced Studies, and John Marshall High School.
 - *There has been improved coordination and increased commitment to providing concurrently enrolled students with a high-quality collegiate experience.*



Improvement Strategies for FY2014

- Academic Affairs will conduct a review of the curricular alignment of developmental courses with their subsequent college-level courses to improve subsequent course success.
- Continue to expand concurrent enrollments in additional school districts.