



**Monitoring Report on Achieving the  
College's ENDS:**

**Access**

May 20, 2013









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# Background and Summary

- The College’s Access END, established by the OCCC Board of Regents, states:  
**Our community has broad and equitable access to both highly valued certificate and degree programs and non-credit educational opportunities and events.**
- There are three core indicators used to measure student access in the College’s FY 2013 Annual Plan. Based on the latest available information, performance on these targets is:

<u>Target</u>	<u>Performance</u> <sup>1</sup>	<u>Trend</u>
Full-Time Equivalent credit hour (FTE =30 hours) market share will be at or above 47.1%. The most recent market share rate was 47.1%.		
FTE enrollment will be 9,089 or higher. OCCC’s FTE enrollment for FY 2012 was 9,614.		
OCCC’s racial and ethnic composition of the student body will be at or above the five-county area’s composition of 34.4%. OCCC’s fall 2012 baseline was 39.4%.		

- During the last several years, the College has demonstrated strength in the following areas:
  - FTE market share remained steady.
  - Historically underserved racial and ethnic groups are represented in the student population in higher percentages than the overall population in the five-county area.
  - Financial aid assistance has continued to rise.
  - Based on OCCC’s affordability, increased enrollment, and the diversity of its student population, we believe the College is providing broad and equitable access to a college education.
- Areas for improvement include the following:
  - Enrollment has started to decline.

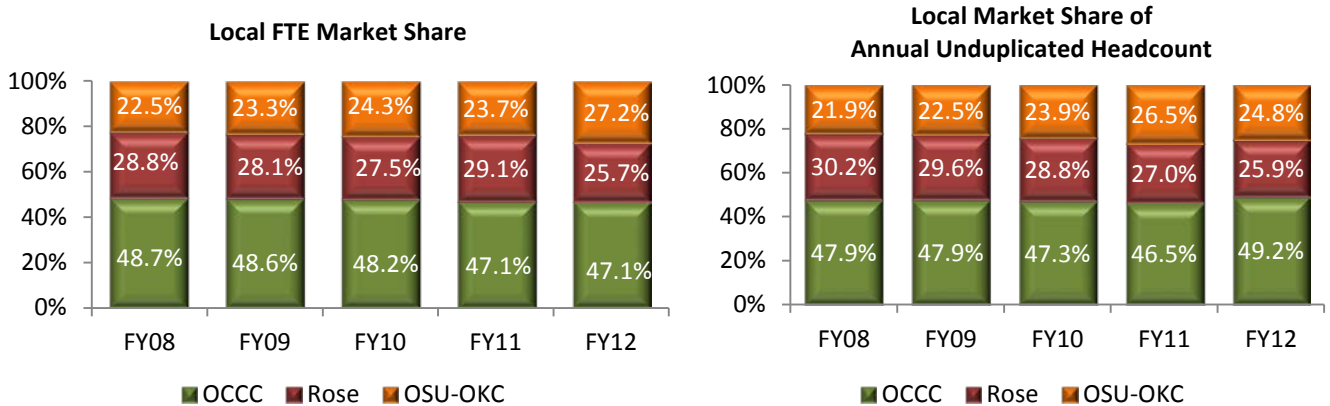
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<sup>1</sup> Performance indicators are as follows: ● (green) denotes at or exceeding target, ● (yellow) denotes slightly below target requiring monitoring, ● (red) denotes significantly below target

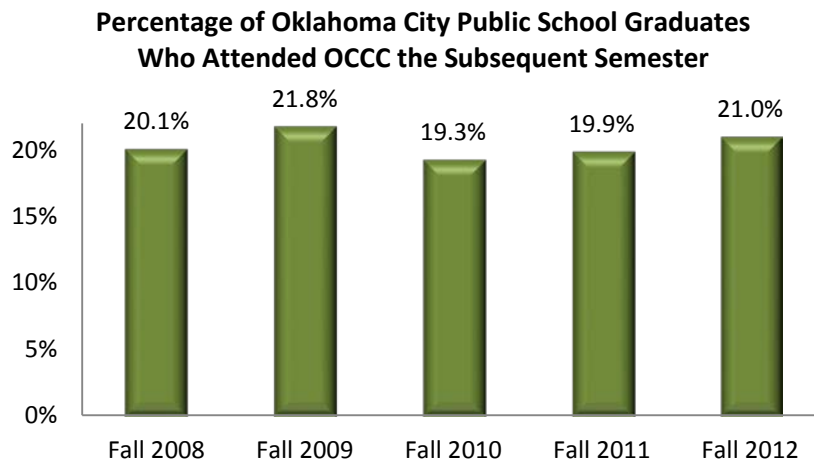
# Market Share

**Target:** Total FTE market share will be at or above 47.1%.

Market share is a way to measure the relevance of course offerings, affordability, and the quality of student support. External factors such as demographics and the economy affect enrollment, but market share is a consistent way to measure progress in good and challenging times.



- OCCC's community college market is defined as the total headcount of Rose, OSU-OKC, and OCCC over an academic year. The College's FTE market share remained the same from 2011 to 2012. OSU-OKC gained market share almost exclusively from Rose State. Headcount market share increased from 46.5% to 49.2%.

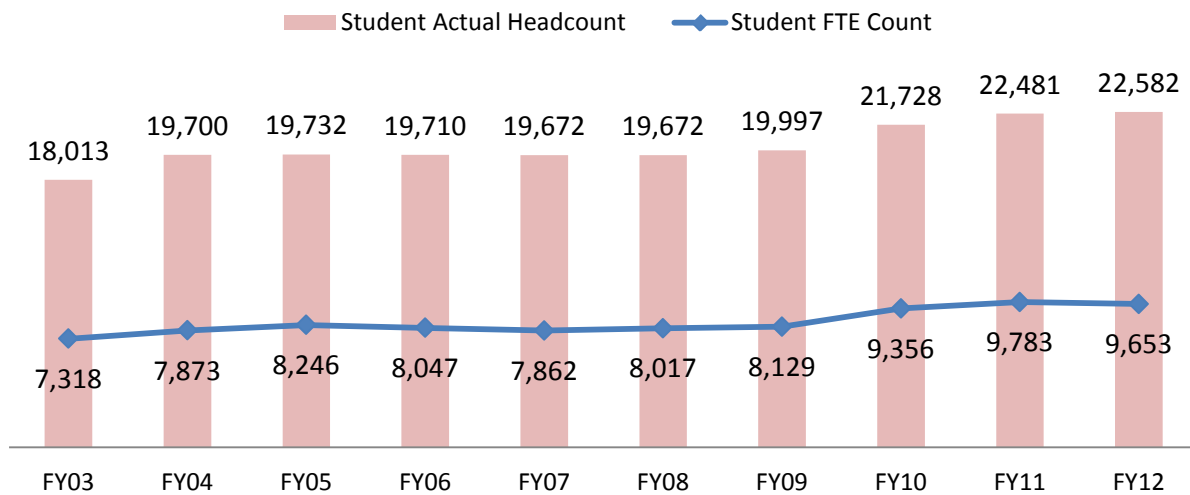


- The College's share of Oklahoma City Public School graduates increased significantly from the Fall of 2011 to the fall of 2012. There were 1,322 graduates from the Oklahoma City Public Schools of which 278 attended OCCC.

# Enrollment Changes Over Prior Years

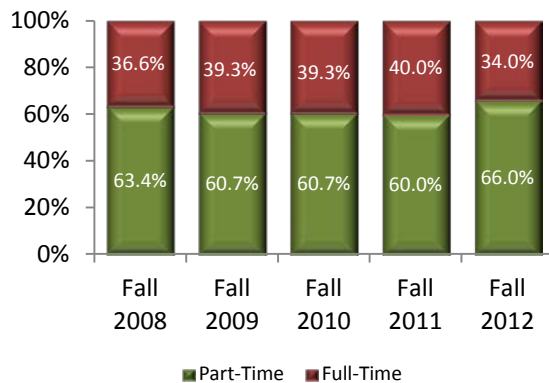
**Target:** FTE enrollment will increase over the target of 9,089 (prior three-year average).

**Headcount and FTE - Fiscal Years 2003 thru 2012**

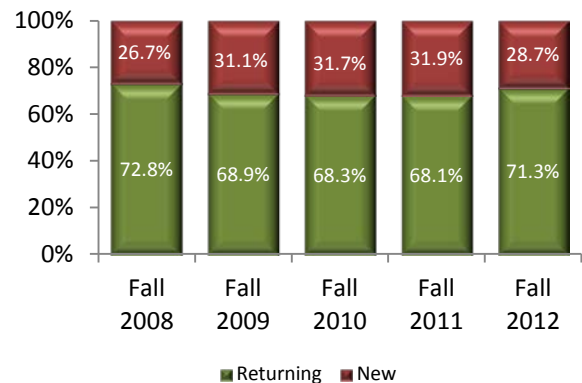


- Although FTE enrollment declined by 1.7% from FY11 to FY12, it continued to exceed the target of the prior three-year average. The ten-year FTE enrollment grew by 39.8% or about 3.8% a year. This is more than twice the rate of the population growth in the College's service area. Our Headcount has been increasing slightly.

**Part-Time/Full-Time Students**



**New and Returning to OCCC**

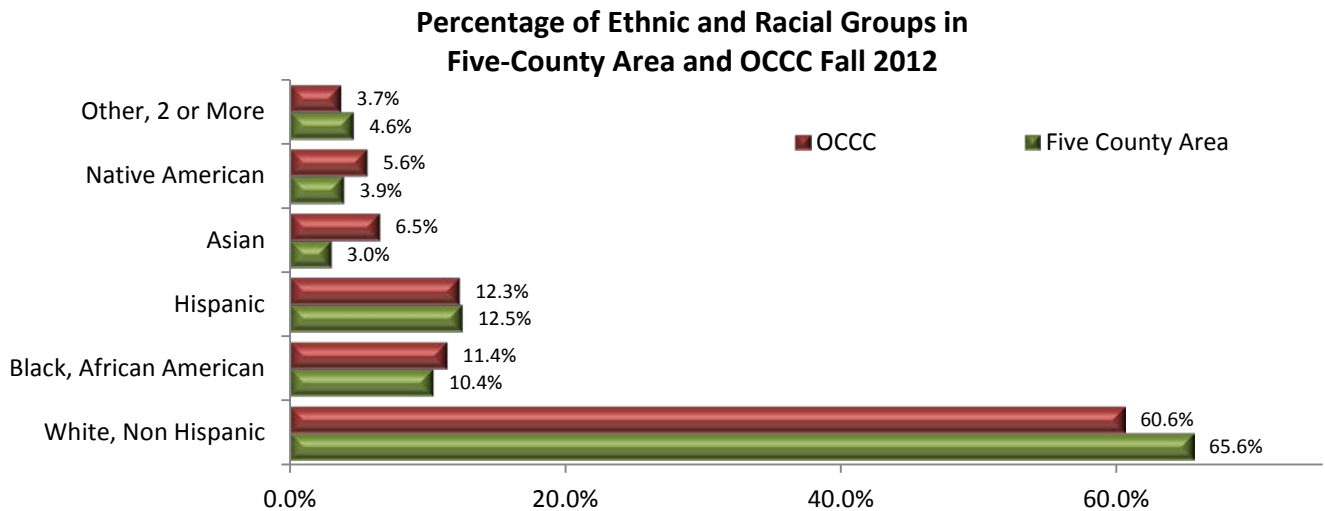


- The percentage of part-time students (those who take less than 12 hours in a semester) increased significantly from fall 2011 to fall 2012, and is at its highest level in the last five years.
- The percentage of returning students increased by 3.2%.

Source: Office of Institutional Effectiveness

# Student Characteristics – Race and Ethnicity

**Target:** OCCC’s racial and ethnic composition of the student body will exceed the five-county area’s composition of 34.4%.

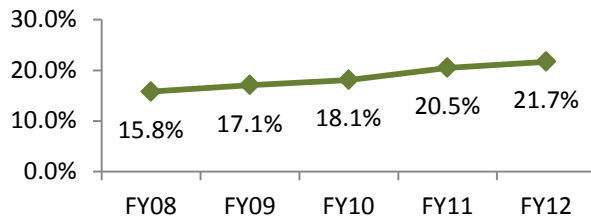


- OCCC’s student population has a greater ethnic and racial diversity than the five-county area from which we draw 93% of our students. 39.4% of the OCCC student population was racially and ethnically diverse compared to the five-county region of 34.4%.

*Source: OCCC Office of Institutional Effectiveness*

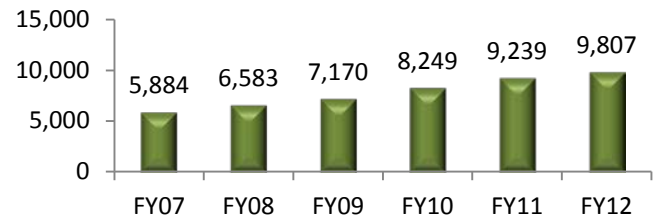
# Online Enrollment and Cooperative Alliance

**Online Credit Hours as a Percent of Total OCCC Credit Hours**



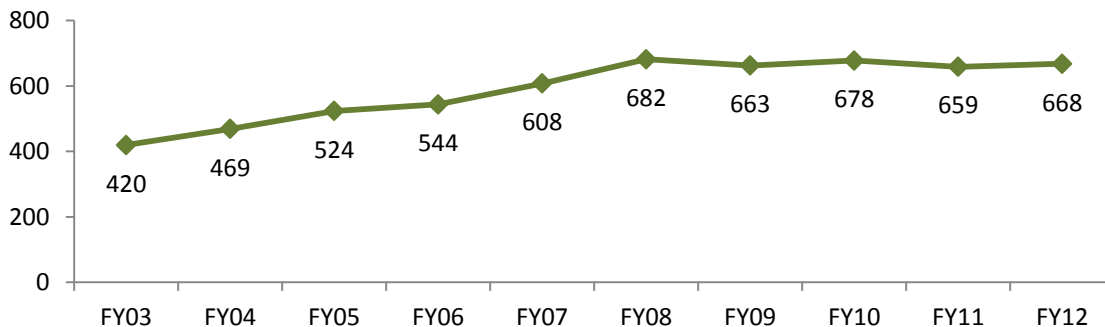
- Online course credit hours as a percent of the total number of credit hours increased by 1.2 percentage points from FY2011 to FY2012.

**Students Who Took at Least One Online Course**



- The number of OCCC students who took at least one online course increased by 6.1% from the previous year.
- One-in-six students took courses exclusively online as a percent of the total unduplicated headcount.

**Cooperative Alliance FTE**



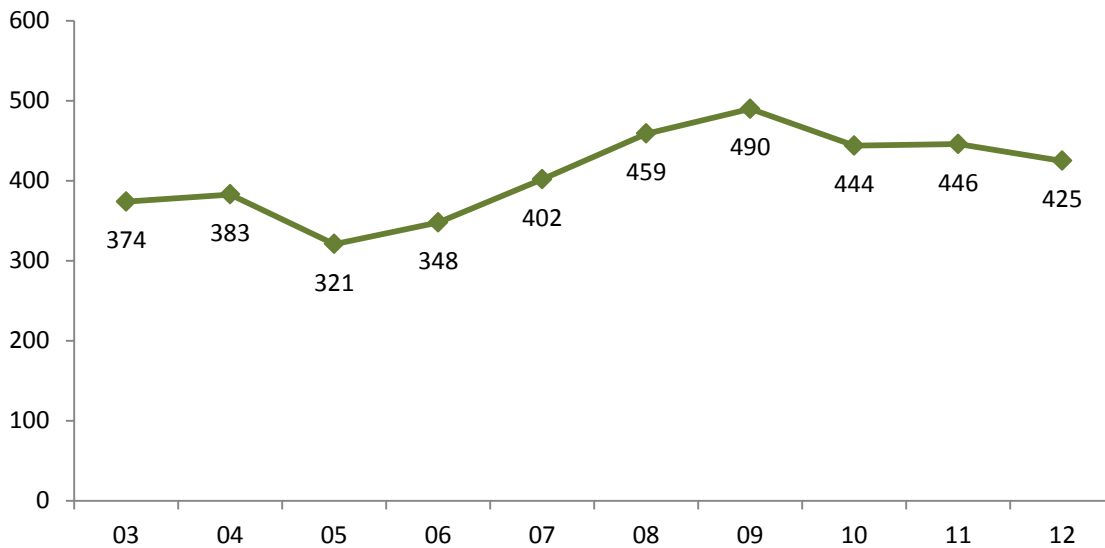
- OCCC partners with area Technology Centers to provide technical training to area residents. Many of these have the opportunity to complete their education at the Centers. There was a slight increase in the number of FTE. The fall 2012 headcount by technology center is as follows.

	#	%
Moore Norman	479	35.6%
Francis Tuttle	478	35.6%
Metro Tech	290	21.6%
Mid America Tech	97	7.2%
<b>Total</b>	<b>1344</b>	

Source: Office of Institutional Effectiveness

# International Students

**Number of International Students Enrolled  
At OCCC in the Fall**



- The number of International students remained steady from fall 2011 to fall 2012.
- Of the top ten countries of origin, Chinese students account for the largest percentage of the College's international student population.

Country	Number
China	81
South Korea	54
Nepal	40
Vietnam	39
Kenya	26
Cameroon	20
Nigeria	15
India	13
Saudi Arabia	12
Ghana	10

*Source: Office of Recruitment and Admissions*



# Geographical Distribution and High School of Origin

**Percent of Total OCCC Headcount From the 731XX Zip Codes**

	Fall 2008	Fall 2012	% Change
SW	2,782	3,056	9.8%
NW	2,291	2,398	4.7%
SE	1,502	1,720	14.5%
NE	349	369	5.7%
Total	6,924	7,543	8.9%

- The largest number of students who enroll at OCCC come from the southwestern portion of the metropolitan area, with the largest percentage increase from the southeastern portion.

**Top 20 High Schools of Origin who Graduated in Spring Immediately Preceding Fall Semester (Five Year Comparison)**

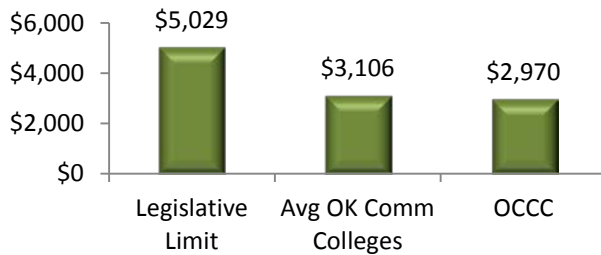
High School	# of Students who graduated HS in 2007 and attended OCCC in 2008	# of Students who graduated HS in 2011 and attended OCCC in 2012	# Diff	% Diff
Astec High School	5	22	17	340.0%
Blanchard High School	10	27	17	170.0%
Putnam City West High School	14	26	12	85.7%
Santa Fe South High	21	36	15	71.4%
Noble High School	22	31	9	40.9%
Yukon High School	23	29	6	26.1%
Oklahoma City Public Schools	176	199	23	13.1%
Ulysses S Grant High School	55	80	25	45.5%
Southeast High School	43	45	2	4.7%
Capitol Hill High School	40	24	-16	-40.0%
Northwest Classen High School	38	50	12	31.6%
Mustang High School	64	65	1	1.6%
Edmond Santa Fe High School	24	24	0	0.0%
Putnam City High School	31	29	-2	-6.5%
Norman High School	72	66	-6	-8.3%
Western Heights High School	62	56	-6	-9.7%
Moore High Schools	279	241	-38	-13.6%
Moore High School	138	74	-64	-46.4%
Southmoore High School (Built in Fall 2008)		74	+74	100%
Westmoore High School	141	93	-48	-34.0%
Putnam City North High School	35	28	-7	-20.0%
Norman North High School	78	62	-16	-20.5%

- The high school contributing the largest number of students is Westmoore High School. The largest percentage increase came from Astec High School with 340%, while the greatest numerical increases came from Southmoore High School.

Source: Office of Institutional Effectiveness

# Affordability

**Comparison of Tuition and Mandatory Fees for 30 Credit Hours in 2012**



Source: OSRHE

- The College's tuition continues to be among the lowest in the State. OCCC's tuition is 59% of the legislative limit.

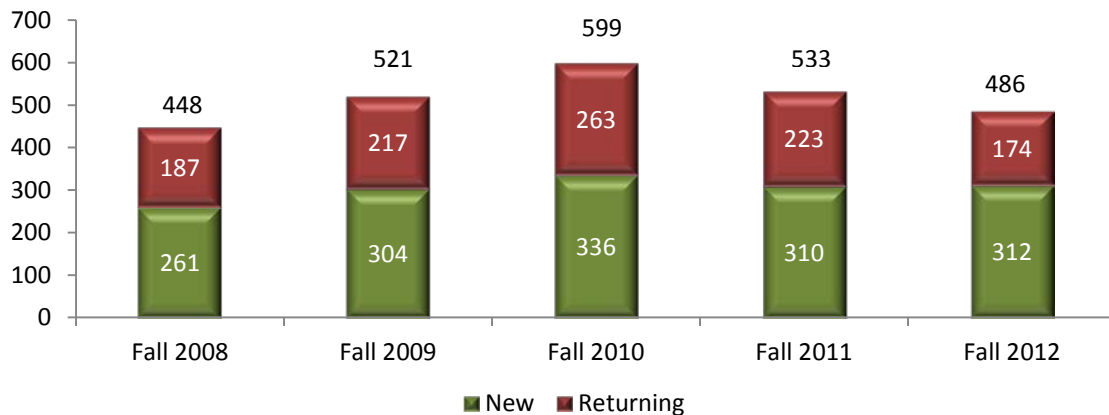
**Number of Students and Dollar Value Financial Aid for OCCC Students**

	FY08	FY09	FY10	FY11	FY12
# Students	8,830	8,053	9,842	11,367	11,532
\$ Value (millions)	\$27.4	\$33.3	\$44.8	\$60.8	\$60.8

Source: OCCC Office of Financial Aid

- For a third year in a row, the total number of part-time and full-time students who receive some type of financial assistance at the College increased. For the fourth consecutive year the amount of dollars provided to students on financial aid increased. The increase since FY2008 was \$33.4 million or 121.9%. The average was \$5,272 per person and 51% receiving financial aid.

**Number of OCCC Students Participating in OKC-Go**



Source: OCCC Office of Financial Aid

- The number of students receiving free or reduced tuition through OCCC's OKC-GO declined for a second year in a row although the new students increased slightly. The Oklahoma Promise program increased from 700 students in Fall 2008 to 931 in the Fall of 2012.

# Courses and Alignment with Economy

Enrollment Change by Academic Division  
(5-Yr Credit Hour Change)

DIVISION	FY 2008	FY 2012	Diff	% Diff
Arts and Humanities	57,393	81,407	24,014	41.8%
Science & Mathematics	70,329	90,075	19,746	28.1%
Social Sciences	47,522	59,419	11,897	25.0%
Health Professions	21,287	25,494	4,207	19.8%
Information Technology	11,974	15,719	3,745	31.3%
Business	27,053	26,098	-955	-3.5%

Source: Office of Institutional Effectiveness

- The highest credit hour growth was in two academic divisions offering general education courses.

Projected Top Growing Jobs That Require an Associate Degree  
(2011-2021, Five-County Area)

Within the Five-County Area	2012 Jobs	2022 Jobs
<i>Registered Nurses</i>	<b>10,916</b>	<b>13,407</b>
<i>Computer Support Specialists</i>	<b>2,391</b>	<b>2,699</b>
<i>Preschool Teachers, Except Special Education</i>	<b>1,997</b>	<b>2,549</b>
Appraisers and Assessors of Real Estate	1,571	1,744
Paralegals and Legal Assistants	1,159	1,429
<i>Radiologic Technologists and Technicians</i>	<b>1,036</b>	<b>1,284</b>
<i>Electrical and Electronics Engineering Technicians</i>	<b>991</b>	<b>982</b>
Dental Hygienists	642	863
<i>Respiratory Therapists</i>	<b>527</b>	<b>671</b>
<i>Medical and Clinical Laboratory Technicians</i>	<b>579</b>	<b>650</b>
<i>Physical Therapist Assistants</i>	<b>467</b>	<b>622</b>
Architectural and Civil Drafters	628	611
Veterinary Technologists and Technicians	376	554
<i>Mechanical Drafters</i>	<b>481</b>	<b>535</b>
<i>Civil Engineering Technicians</i>	<b>426</b>	<b>459</b>

Associate's Degree\* - Green, bold, and italicized text indicates programs offered at OCCC.

Source: CC Benefits

- As the demand for jobs continues to fluctuate, it is important to note that there are some jobs which will increase over the next ten years. Ten of the fifteen fastest growing jobs requiring an associate's degree are included in the programs offered at OCCC.



# Responses to Improvement Strategies for 2013

- Initiate the Pre OKC-GO Orientation (POGO) program for new OKC-GO scholarship to foster a deeper connection to OCCC and develop the foundation for student success.
  - *92% of the OKC-Go students completed the reflective essay.*
  - *Persistence has increased by 11%.*
- Implement General Education Diploma (GED) Gateway to Success orientation for newly admitted students. This program is for students who do not have a high school diploma or GED and need financial aid.
  - *Because only three students enrolled, it was decided that special GED Courses were not required.*
- Initiate special-population marketing campaigns.
  - Home-schooled students.
    - *Home-schooled students currently have access to an admission's advisor. A plan is in development on how we can further assist these students.*
  - Adult students (emphasizing evening, weekend, and online courses).
    - *We have extended student services hours to accommodate adult students.*
- Expanded efforts to work with Putnam City Public Schools; including the offering of concurrent enrollment.
  - *Academic Affairs staff worked with Putnam City and Deer Creek public schools to increase concurrent enrollment.*
- Develop special programming and outreach to students not accepted into our health professions application processes (Nursing, PTA, OTA, and Speech Language Pathology Assistant).
  - *Options are currently being reviewed.*
- Broaden implementation of the scholarship application process.
  - *The process is now online and was implemented two months earlier than prior semesters.*
- Implement large recruitment events.
  - *Oklahoma City Public School College Fair (1,800 potential students on campus).*
    - *Expanded this process by three.*
  - *Senior Shift Event (1,200 high school juniors on campus).*
    - *Expanded this process by three.*
  - *Increased the number of Campus Tours by 300%.*
  - *Expanded recruitment activities online.*
  - *Continue to expand services to African Americans.*
  - *Information sessions have also been expanded to 3,500 students who identified their major.*
- Expand concurrent tuition fee waiver program to include high school juniors.
  - *Have expanded the fee waiver program to high school juniors but limited the numbers served.*
- Explore opportunities to offer ACT preparation workshops on campus.
  - *An ACT program has been established.*

# Responses to Improvement Strategies for 2013 (Continued)

- Realign high school admissions advisors' territories so that more time can be spent with larger "feeder" high schools.
  - *This project has been implemented.*
- Implement strategies to improve student success, persistence, and retention.
  - Speech Language Pathology Assistant (SLPA) is expanding to accept more students each year.
    - *SLPA expanded to include a Special Topics Clinical Fieldwork Experience.*
  - Curricular and teaching strategy improvements will occur within developmental reading and writing.
    - *Training and curriculum changes have been developed and implemented.*
  - Continue efforts to align curriculum patterns for seamless transferability of programs.
    - *The Affinity Network partnerships were created among Oklahoma City Public Schools, OCCC, and UCO to align post-secondary and K-12 curriculum around Common Core Standards.*
- Arts and Humanities
  - Create three certificates for Graphic Communications.
    - *Faculty are developing surveys to obtain feedback from employers to create appropriate certificates.*
  - Continue to promote the Film and Video Production program to area high school students.
    - *Provided tours for Moore North HS and Midwest City HS due to our website.*
    - *Increased visits from parents and families due to our website.*
    - *Developed a promotional video for our website and Recruitment Department.*
  - Invite local middle- and high-school students to theater productions.
    - *Workshops were conducted with several high schools. High school students participated in OCCC productions. High schools receive marketing materials regarding OCCC events and current OCCC students serve as ambassadors to their former high schools.*
- Business Division:
  - Create a certificate in advanced automotive technology.
    - *The automotive faculty discussed this option but decided not to offer it.*
  - Work with a local farmers' cooperative to create courses in exporting agricultural products.
    - *Although faculty discussed this option, it was decided not to implement this program.*
  - Create a Division of Business marketing brochure.
    - *A marketing brochure was completed.*
- Health Professions Division:
  - Market Speech Language Pathology Assistant Program to school superintendents and special services directors.
    - *Marketing efforts resulted in students being placed in public school clinicals. The SLPA Program Director served on an Oklahoma State Department of Education SLP Stakeholders Committee. An OCCC SLPA Program proposal was accepted by the Council of State Superintendents Association (COSSA) for their summer conference.*



# Response to Improvement Strategies for 2013 (Continued)

- Market the College's nursing Bachelor to Associate Degree Nursing Accelerated Pathway (BADNAP).
  - *The Admissions Department's marketing efforts and changes to the BADNAP requirements resulted in a full class.*
- Offer an OTA Flex-Track option in Spring 2014 and develop a 3-year part-time curriculum pattern.
  - *The OTA faculty are expecting a Spring 2015 implementation after final approval from the Accreditation Council for Occupational Therapy Education (ACOTE).*
- Science and Math Division:
  - Develop undergraduate research opportunities to recruit better prepared science students.
    - *Science faculty created three research projects which will be implemented in the summer of 2013. In addition, during the spring 2013 semester, a course was offered on advanced nucleic acids.*
- Information Technology Division:
  - Visit area high schools to promote the IT Division to juniors and seniors.
    - *The IT Division faculty visited four high schools and hosted two high schools.*
- Social Sciences Division
  - Expand online assistance for Psychology 1113 students in hybrid format.
    - *Online homework became a required component using The Connect platform.*
  - Increase contacts among Political Science, Psychology, and History faculty to set department goals and outcomes assessment objectives.
    - *All POLSC 1113 section requirements include at least one written component from their list of outcome assessment goals.*
    - *All Psychology faculty are required to spend at least one hour per week in the lab assisting students with the online component.*
    - *History faculty are revising United States History 1493 online course offerings.*
- Marketing and Public Relations:
  - Implement the newly designed College website.
    - *The new OCCC website has been implemented.*
  - Develop and implement a new marketing campaign.
    - *A new marketing campaign was created and launched.*



# Improvement Strategies for 2014

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- The new Enrollment Management Committee will analyze groups and areas where the College has experienced attrition and recommend/implement an integrated set of interventions to increase enrollment. Particular areas of emphasis will include increasing OKC-Go enrollment, increasing the number of students from certain geographical areas (Northwest and North Oklahoma City especially) and finding ways to appeal to adult students.
- A task force of faculty has been commissioned to analyze and propose recommendations for increasing online enrollment in that increasingly competitive market. This analysis will investigate best practices in course design, course delivery and content and promising formats such as hybrid courses.
- Academic Affairs will investigate and implement new degree programs and certificates for both the traditional classroom and online, and recommend new improvements designed to increase business enrollment.