



**Monitoring Report on Achieving
the College's ENDS:
Student Success**
November 18, 2013



Table of Contents

Background and Summary	3
Successful College-Level Course Completion	5
General Education Assessment	6
Fall-to-Spring Persistence	7
Fall-to-Fall Retention	8
Progression	9
Number of Graduates	10
Response from Last Year's Improvement Strategies	11
Current Improvement Strategies	12
Appendices	
Successful Course Completion by Length of Term	14
Successful Course Completion by Delivery Methods	15
Successful Course Completion by Type of Enrollments	16
Persistence by Select Demographics	17
Persistence by Financial Aid Applicants, New Students, Low Expected Family Contribution, and First Generation	18
Persistence Rates and Oklahoma Unemployment Rates Correlation	19
Retention by Select Demographics	20
Retention by Financial Aid Applicants, New Students, Low Expected Family Contribution, and First Generation	21
Retention Rates and Oklahoma Unemployment Rates Correlation	22
EFC Retention Over Time	23
Degrees and Certificates	24
Graduates and Enrollment	25

Background and Summary

The College's Student Success END, established by the OCCC Board of Regents, states: **Our students successfully complete their academic courses, persist in college, and earn certificates or degrees at OCCC or another institution.**

- 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 2013 Annual Plan. Based on the latest available information, performance on the targets is as follows:

	Performance ¹	Change from previous year
Successful College-Level Course Completion:		
Successful completion of 1000-level courses was 67.9% compared to 66.3% last year.		↑
Successful completion of 2000-level courses was 74.2% compared to 73.3% last year.		↑
Results of General Education Assessment of Students will be at or above 70% for following areas:		
Critical thinking was 76% (This assessment was initiated in FY2013.)		
Human heritage, culture, and value was 74%		↓
Mathematical methods was 72%		↓
Public speaking was 77%		↓
Social institutions was 73%		↑
Writing skills was 93%		↑
Persistence, Retention, and Progression will be at or above the previous year.		
Fall-to-Spring persistence was 55.0% compared to 56.7% last year.		↓
Fall-to-Fall retention was 33.4% compared to 34.2% last year.		↓
Progression (The three-year progression rate of students graduating, transferring, and continuing education) was 61.6% compared to 59.1% last year		↑
The number of graduates – 1,719 was above the prior three-year average.		↑

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



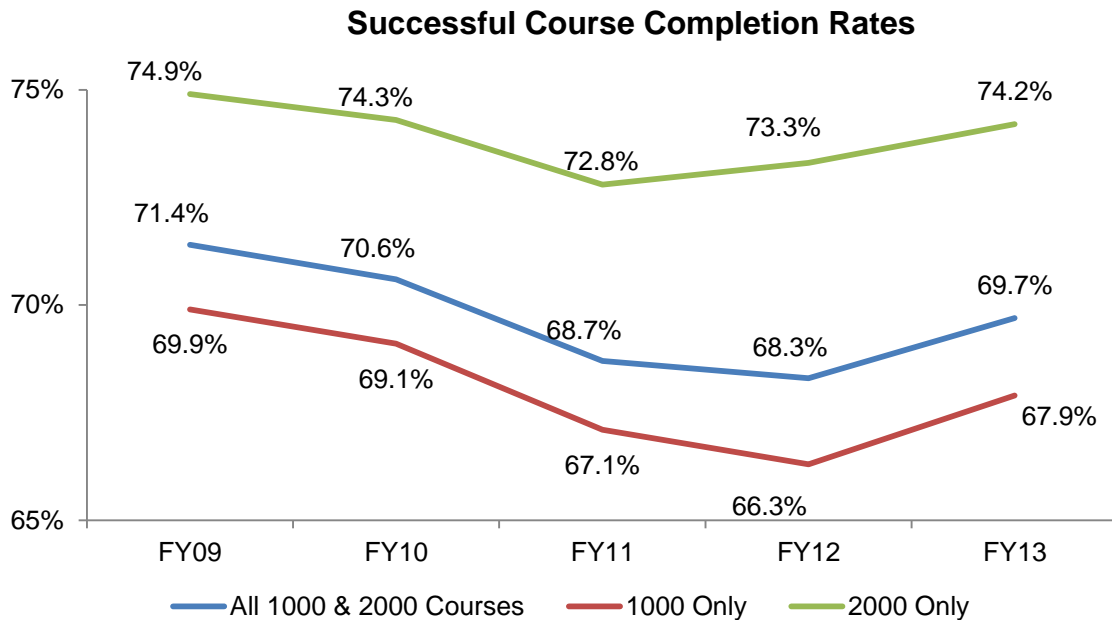
Background and Summary

- During the last several years, the College has demonstrated the following progress in addressing its Student Success END:
 - Course completion for 1000-level and 2000-level courses increased.
 - The number of graduates continues to increase with a gain of 234 or a 15.8% gain from the previous year.
 - The three-year progression rate has improved from 59.1% to 61.6%.
 - General education assessments of student learning for all six areas exceeded the target. This is the first year Critical Thinking was used rather than Scientific Methodology.
- Areas for improvement include the following:
 - Fall to Spring persistence and Fall-to-Fall retention both declined.

Successful College-Level Course

Target: Successful completion of college-level courses will meet or exceed 66.3% for 1000-level courses and 73.3% for 2000-level courses.

Students successfully complete a course if they achieve a grade of A, B, C, or S.



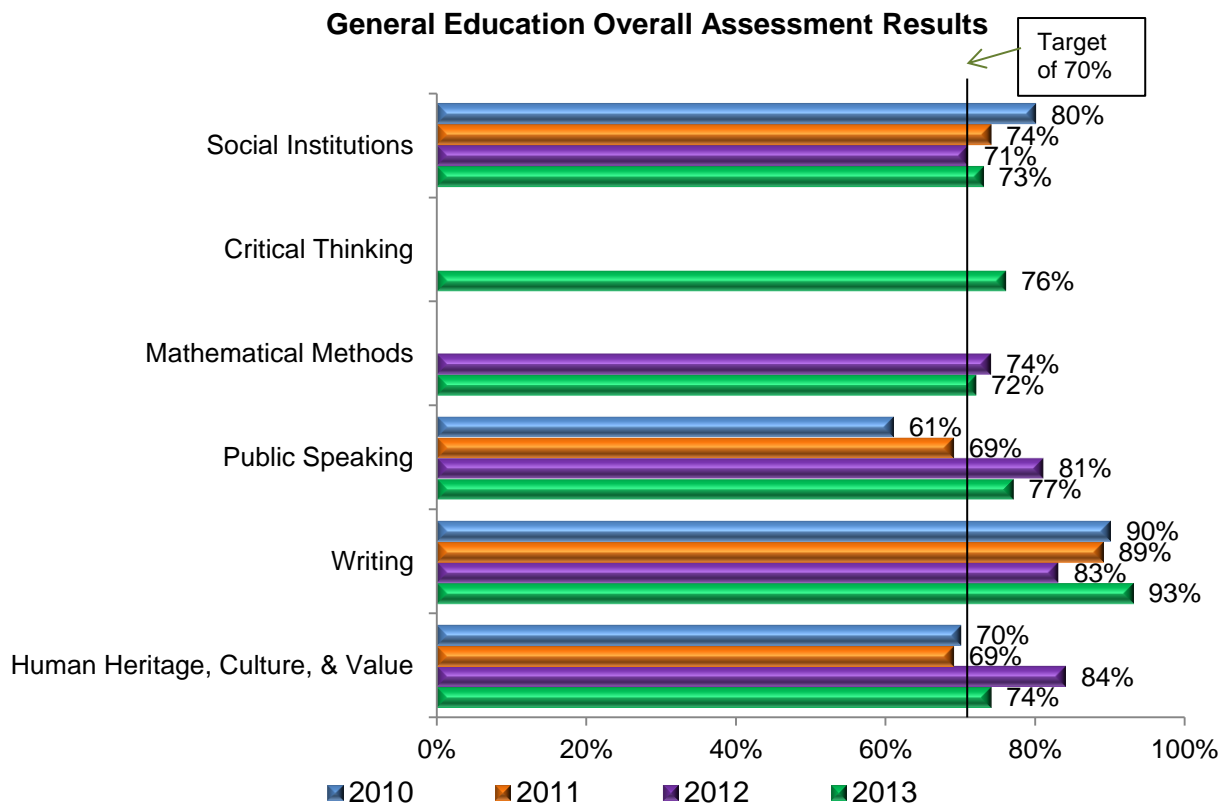
Source: Office of Institutional Effectiveness

- Successful course completion of 1000-level and 2000-level courses both exceeded the target. This is the first year in the last four that the 1000-level successful course completion rates exceeded the rates from the year before. (Detailed information is seen on pages 14, 15, and 16).
- Successful course completion for 1000-level courses for 16-week, 8-week, FastTrack, and 4-week courses all increased, with the intersession courses declining slightly. The online and traditional course completions increased while the web enhanced course completions declined.
- Two-thousand level successful course completions increased in 16-week, 8-week, FastTrack, and intersession courses with the 4 week successful course completions declining. Traditional classroom course completion increased from last year, while online and web-enhanced student course completions declined.
- Course completion of, new, new transfer, concurrent, returning, and financially-aided students increased.

General Education Assessment

Target: The goal of the general education process is for at least 70% of the students assessed to demonstrate required levels of learning in each subject area.

General Education Assessment seeks to answer the question: “Have students learned and demonstrated the ability to critically analyze material in six major areas spanning the College’s general education curriculum?” A rigorous system of assessment is important to the College’s accrediting bodies, and ensures consistent evaluation of learning outcomes over time. Course assignments (called artifacts) are evaluated by independent faculty committees to determine if they meet a set of pre-determined criteria (rubrics). These artifacts are of students with 35 or more credits completed at OCCC. Target levels are reached if 70% or higher of the assignment evaluation meets the criteria.

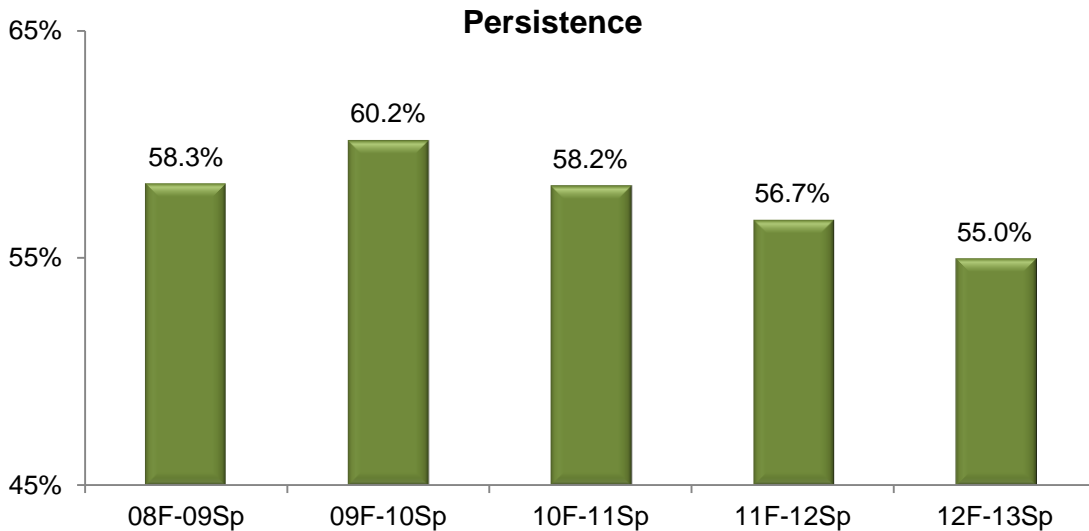


Each of the six general education assessment goals was met. This is the first year that the General Education Committee changed Scientific Methodology to Critical Thinking to expand the collection of artifacts across the curriculum. Critical thinking is an important skill valued by employers. Writing was the only assessment component which reported online data. The success rate was 96% for the online and 92% success rate for the traditional courses.

Fall-to-Spring Persistence

Target: Students who continue their courses from the Fall to the Spring Semester (Persistence) will be at or above 56.7%.

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.)

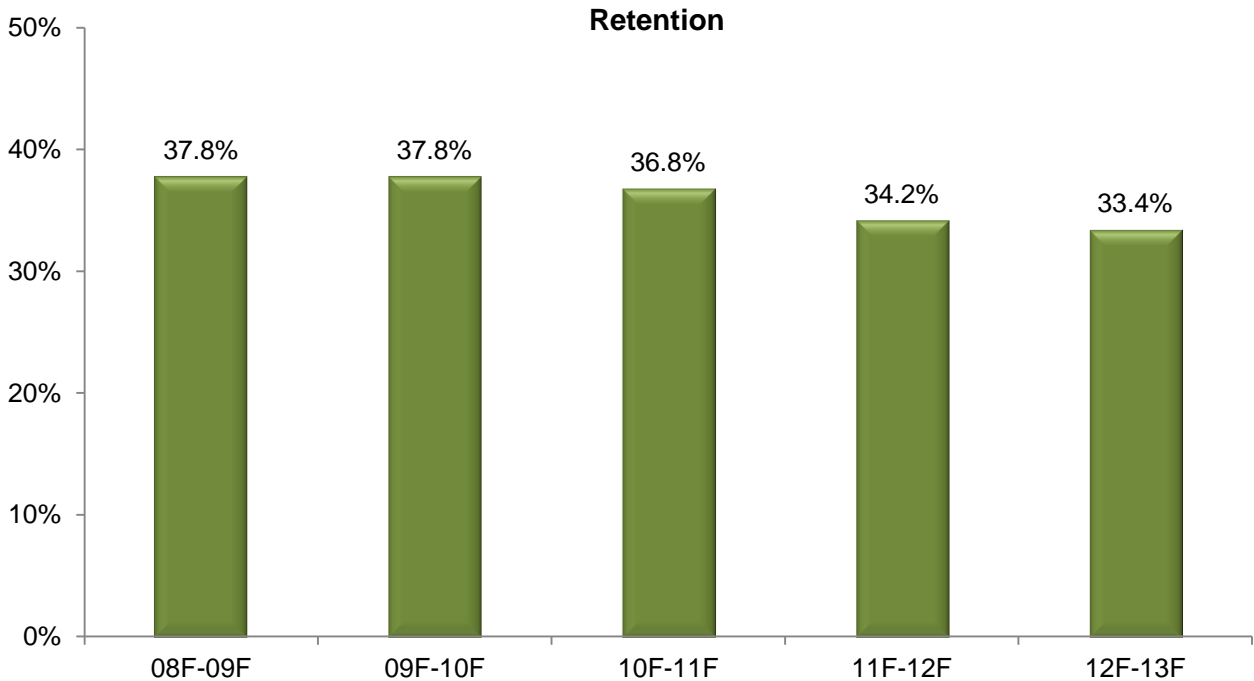


Source: Office of Institutional Effectiveness

- The persistence target was not met with a decline of 1.7 percentage points from the previous year. Persistence has declined the last three years despite the numerous activities implemented to assist students in their educational efforts. The details can be found on pages 17-19 with a brief summary below.
- **Big Goal #2** – *Close the academic achievement gaps that persist with our low income, first generation, and some racial and ethnic groups, specifically Blacks/African American and Native Americans.* The persistence of students were the two lowest expected family contributions for financial aid purposes was 59.7% for \$0-\$1,500 and 62.7% for \$1,501 to \$3,950, which were both above the College-wide persistence of 55.0%. Black/African American persistence was 9.7 percentage points below the average while the Native Americans were above by 2.3 percentage points. The Hispanic persistence rate was 53.5% which was slightly less than the average.

Fall-to-Fall Retention

Target: Students who continue their courses from Fall 2012 to the Fall 2013 semester (Retention) will be at or above 34.2%. The cohort used to track retention is all new students who enrolled in the Fall 2012.



Source: Office of Institutional Effectiveness

- Target was not met with a slight decline of 0.8 percentage points. This is the third year in a row retention has declined from the previous year. (Details of the retention information are found on pages 20-23.)
- In looking at socio-economic status, students who are in the lowest level expected family contribution (\$0 - \$1,500) persist higher but are retained at lower rates. (Further information is found on page 23.)
- **Big Goal #2** – “Close the academic achievement gaps that persist with our low income, first generation, and some racial and ethnic groups, specifically Blacks/African American and Native Americans.” The retention of the lowest two expected family contributions was 33.5% for \$0-\$1,500 and 39.6% for \$1501-\$3,950, which were both above the College-wide retention of 33.4%. The Black/African American retention rate was 13.7 percentage points below the College average while the Native American retention rate was 0.1 percentage points above the College’s average. The Hispanic retention rate was 37.7% which was 4.3 percentage points higher than the average.

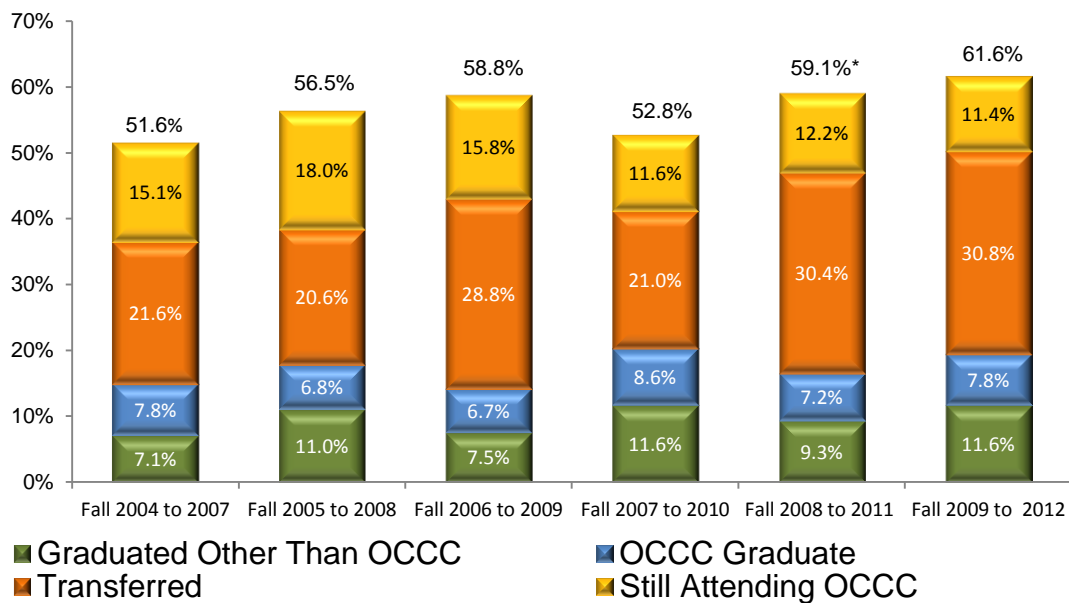
Progression

Target: The three-year progression rate will be at or above 59.1%.

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 transferred to another educational institution.
- They are currently attending OCCC.

Three-Year Progression*

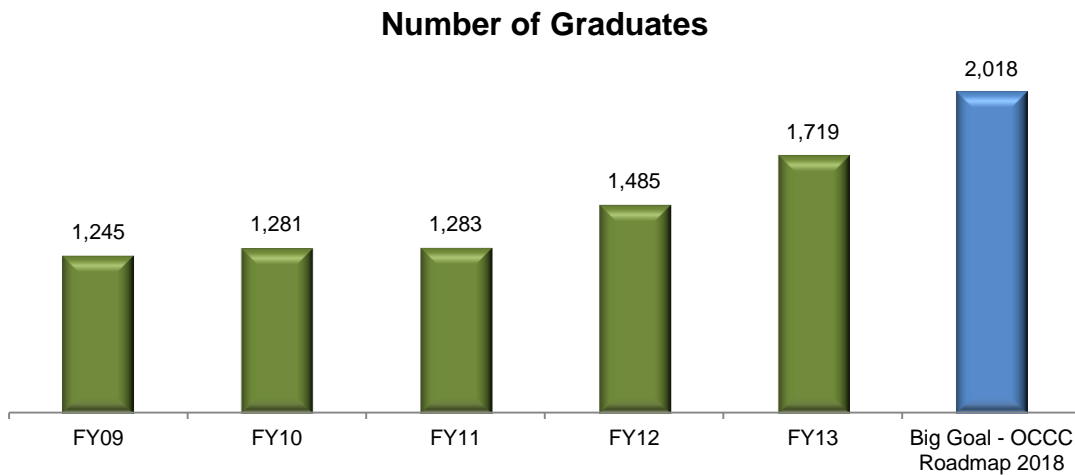


**Beginning with the Fall 2008 to 2011 cohort, the data includes information from the National Student Clearinghouse.*

- Target was met with an increase of 2.5 percentage points, principally because of an increase in the number of students who graduated at OCCC or another institution.

Number of Graduates

Target: The number of graduates will be above the prior three-year average of 1,350 graduates.



- The target was achieved. The number of unduplicated graduates increased 15.8% for three reasons: reverse transfers allowing UCO student credits for an OCCC degree; awarding certificate credits earned by associate degree graduates; and a concerted effort by staff to map students' schedules to program requirements in the most efficient manner possible.
- The number of degrees and certificates increased 303 or 19.6% from the previous year. Certificates recorded the most significant gain of 226 or 116.5% from the previous year. The average annual increase allocated to OCCC by OSRHE is 39. (The details are included on page 21.)
- The top five programs with the most graduates were Diversified Studies AA/AS degrees, Nursing AAS degree, Emergency Medical Technology Certificates, Airframe & Power Plant Technician Certificates, and Business AA/AS degrees.
- Over the last nine years, the number of graduates increased by 66% compared to an increase in headcount enrollment of 9% (from 1,035 in 2004 to 1,713 in 2013).
- **Big Goal #1** – “Increase the number of students who complete a certificate or degree by 50%.” The baseline of 2012’s 1,485 graduates was easily exceeded in FY2013 with 1,719 graduates. The Big Goal total is 2,018 graduates.



Response From Last Year's Improvement Strategies

- A new initiative, Pre OKC-Go Orientation (POGO), was implemented this fall to increase OKC-GO student success.
 - OKC-Go students attended Pre-OKC-Go Orientation Sessions (POGO) the summer prior to starting classes. Part of this program included reading the “Alchemist” by Paulo Coelho and completing a guided essay. More than 85% of the students completed the essay. Students’ persistence from fall to spring was 59%, which was 5 percentage points higher than the overall population.
- Academic Affairs and Student Services will collaborate on finding ways to increase participation in the Success in College and Life (SCL) Course.
 - Student Services staff met with the Director of SCL to ensure the right students were enrolling in the courses.
 - Data on SCL students was generated to review whether students cannot or should not be enrolled in this class.
 - The SCL course remains on all registration forms as a reminder for students to take the course.
 - Student Services staff met with the SCL instructors to clarify course substitutions for SCL, and as a result, students are receiving better information on course substitutions.
- A cross-functional Enrollment Management Committee is reviewing data, policies, and procedures to develop a new enrollment plan to be implemented in Fall 2013.
 - Adjusted the Never Attended policy and practice so that it is more equitable to all students.
 - Deeply researched and analyzed data whether students who enroll late do more poorly in classes than those who enroll earlier. Data revealed no meaningful difference, therefore, no policy or practice adjustment was made.
 - Adjusted the section numbering system as to be more transparent to students regarding the format, type and timing of the course.
 - Met throughout the summer to review and analyze fall enrollment data and implemented strategies to mitigate a significant drop in enrollment numbers.
- Complete College OCCC, an initiative designed to support Oklahoma’s participation in Complete College America, commenced this fall. A team of faculty and staff from throughout the College are currently reviewing student success and graduation data and will decide on high-priority areas of opportunity and improvement by the end of the semester. Projects will be divided into short term (one year or less) and long term (three to five years).
 - A leadership team of more than 50 staff and faculty selected three major areas to investigate for improvements: students on probation and suspension; online enrollment and course success; and 2000-level course success. Task forces have been meeting and will report out recommendations in the spring. Additionally, Complete College OCCC Innovation grants have been awarded to 9 individuals and groups for implementing promising practices to improve student success. The first evaluations of these initiatives will occur in the Spring.



Current Improvement Strategies

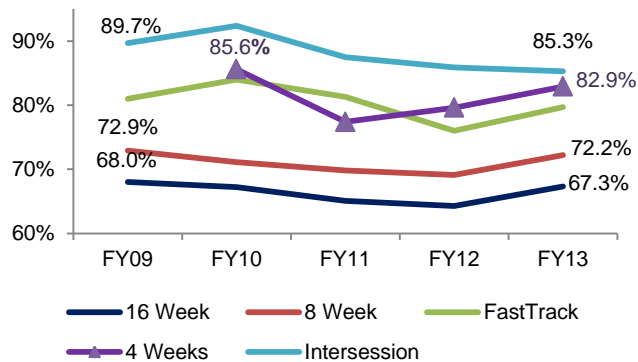
- Alternative pathways for students who declared nursing as their major will be investigated. Establish a process for nurses to have a double major to increase retention.
- An outreach program will be created for the 25% of new transfer students who enter the College under suspension or academic probation.
- Begin implementation of recommendations from Complete College OCCC Task Force to improve online and 2000-level course success and the success of students on probation.
- OKC-Go students will be required to apply for financial aid prior to receiving the OKC-Go tuition waiver. (Students who apply for FAFSA are retained at a higher rate.)
- The College will reapply for Title III funds to improve advising and gateway course success.



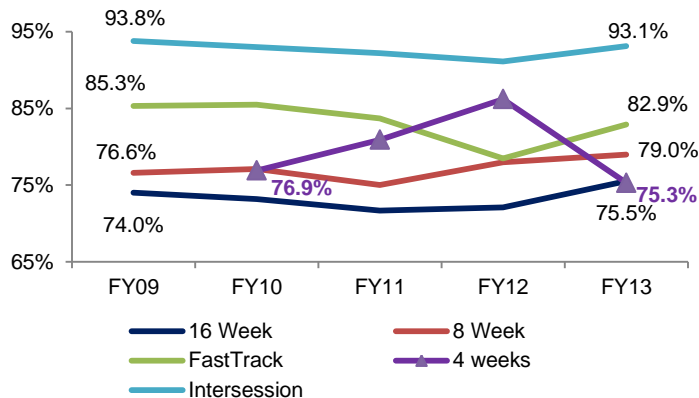
Appendices

Successful Course Completion by Length of Term

All 1000-Level Courses by Length of Term



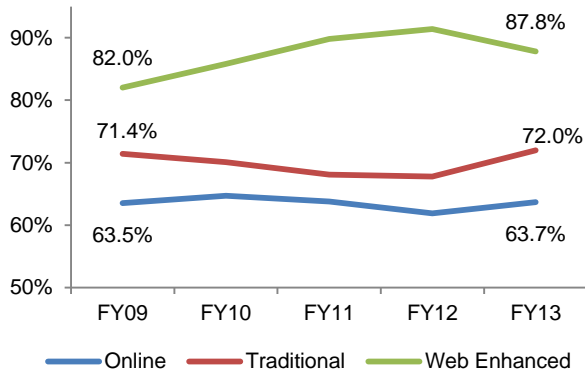
All 2000-Level Courses by Length of Term



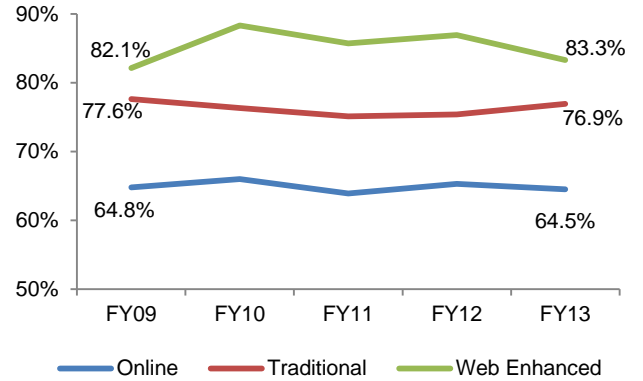
FY2013 Successful Completion for the College		
	#	%
4-week	200	80.0%
8-week	11,523	73.4%
16-week	51,796	69.7%
FastTrack	1,257	80.7%
Intersession	1,428	86.8%

Successful Course Completion by Delivery Method

1000-Level Courses by Delivery Method



2000-Level Courses by Delivery Method

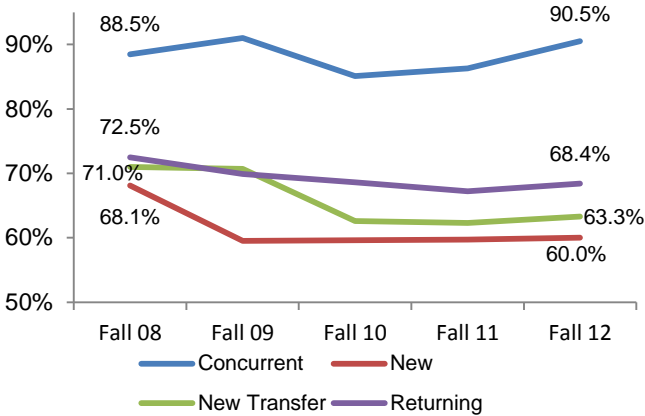


Enrollments by Delivery Method

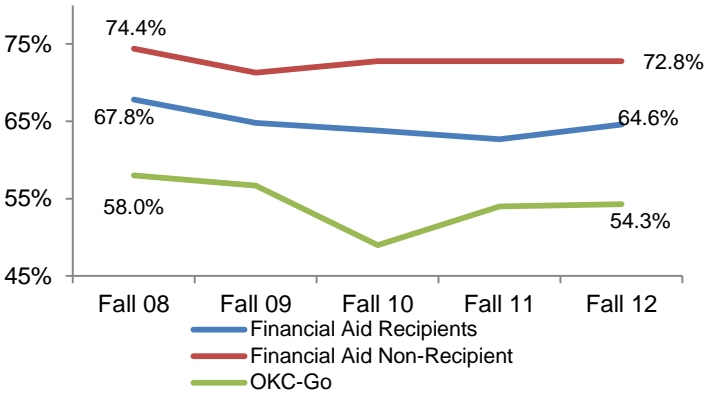
	FY2011		FY2012		FY2013	
	#	%	#	%	#	%
Online	14,326	24.3%	13,257	21.3%	12,425	21.6%
Traditional	44,486	75.3%	48,653	78.0%	44,530	77.4%
Web Enhanced	244	0.4%	451	0.7%	589	1.0%

Successful Course Completion by Type of Enrollments

All Course Levels by Type of Enrollment*



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



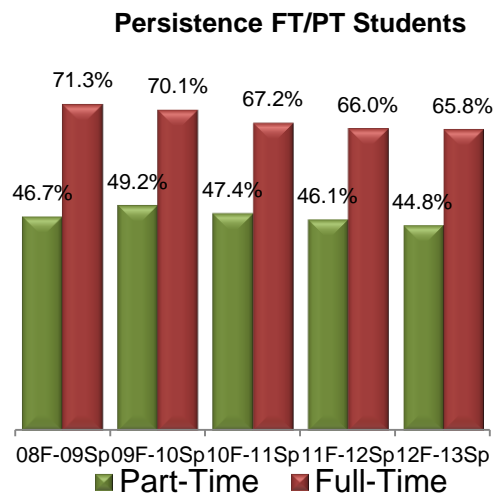
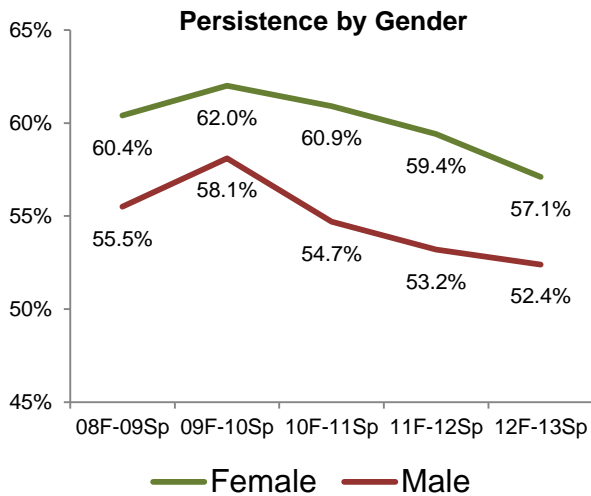
*These graphs include Developmental, 1000- and 2000-level courses.

Persistence by Select Demographics

Persistence Gaps by Race and Ethnicity

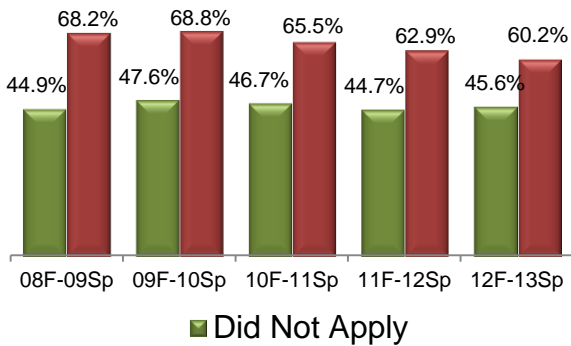
	08F-09Sp	09F-10Sp	10F-11Sp	11F-12Sp	12F-13Sp	Gap*
Asian	76.0%	67.9%	68.5%	73.8%	64.8%	+9.8
African American	53.5%	52.7%	52.0%	47.3%	45.3%	-9.7
Hispanic	61.8%	66.2%	58.3%	58.1%	53.5%	-1.5
Native American	55.1%	54.7%	55.7%	53.6%	57.3%	+2.3
Two or More		58.5%	56.0%	56.5%	54.7%	-0.3
White	57.0%	60.4%	58.9%	57.8%	56.8%	+1.8
Total OCCC	58.3%	60.2%	58.2%	56.7%	55.0%	--

*Difference between the 12F-13Sp Total OCCC persistence rates and 12F-13Sp race or ethnicity.
 Source: OCCC Office of Institutional Effectiveness

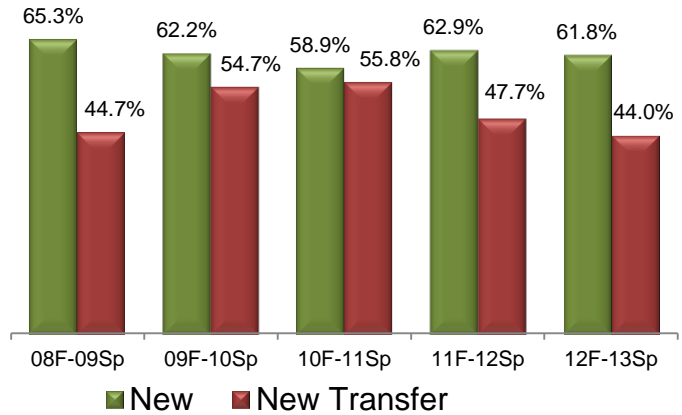


Persistence by Financial Aid Applicants, New Students, EFC, and First Generation

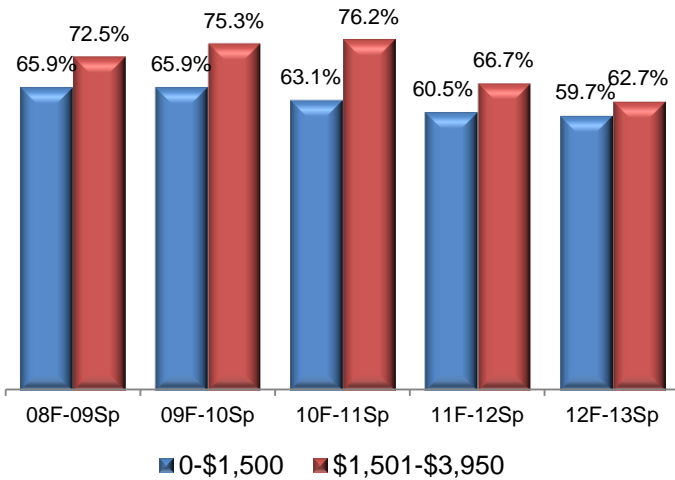
Persistence by Financial Aid Applicants



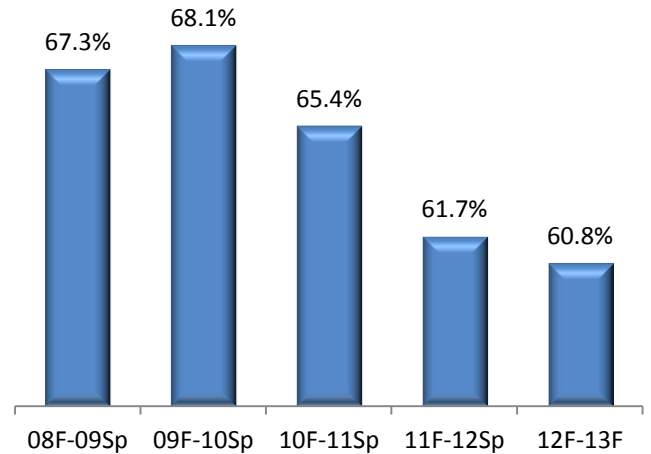
Persistence by New and New Transfer



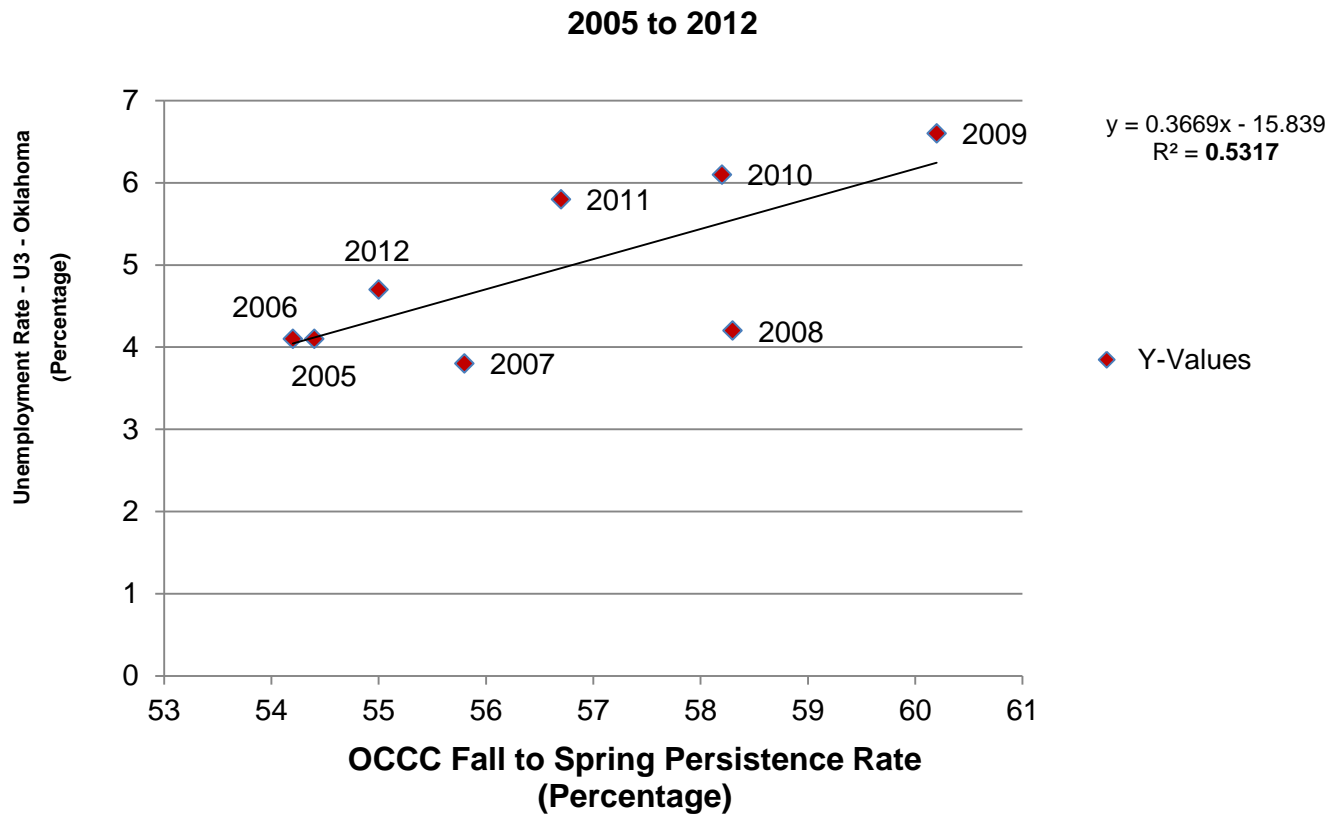
Persistence by Low Expected Family Contribution



Persistence by First Generation



OCCC Persistence Rates and Oklahoma Unemployment Rates Correlations



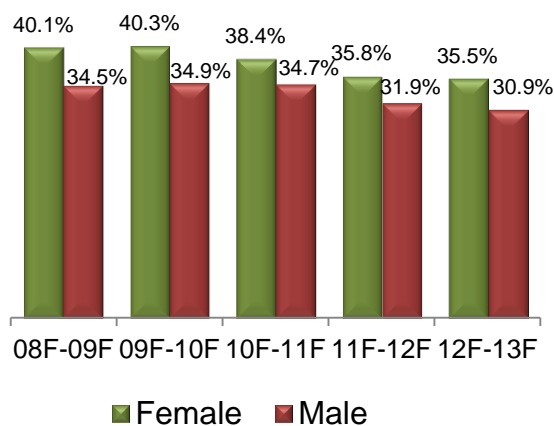
Retention by Select Demographics

Retention Gaps by Race and Ethnicity

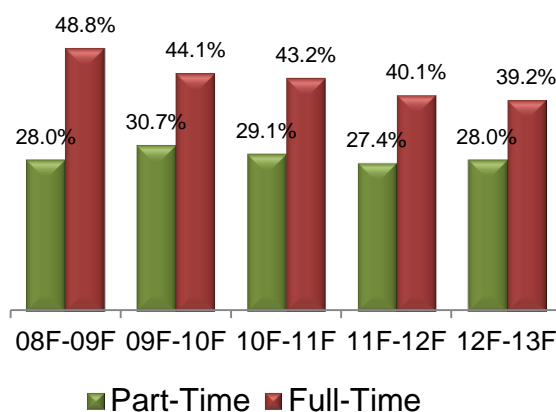
	08F-09F	09F-10F	10F-11F	11F-12F	12F-13F	Gap*
Asian	59.0%	51.6%	54.2%	53.9%	47.5%	+14.1
African American	25.5%	27.1%	30.7%	25.2%	19.7%	-13.7
Hispanic	40.6%	42.6%	40.3%	36.0%	37.7%	+4.3
Native American	35.5%	29.6%	34.5%	36.5%	33.5%	+0.1
Two or More		36.6%	32.0%	36.7%	28.0%	-5.4
White	38.4%	38.2%	35.9%	34.4%	34.5%	+1.1
Total OCCC	37.8%	37.8%	36.8%	34.2%	33.4%	---

*Difference between the 11F-12F Total OCCC retention rates and 11F-12F race or ethnicity.

Retention by Gender

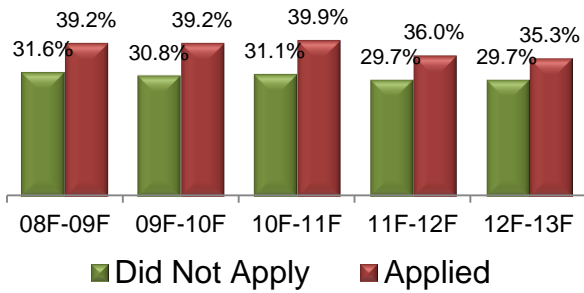


Retention by Part-Time/Full-Time Students

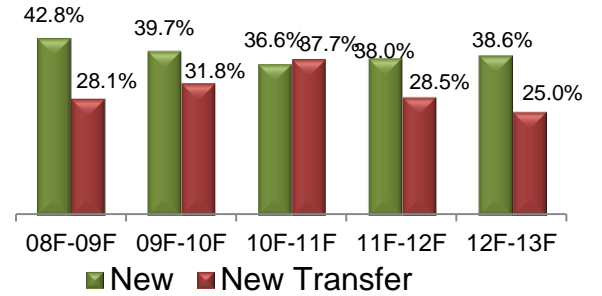


Retention by Financial Aid Applicants and New Students

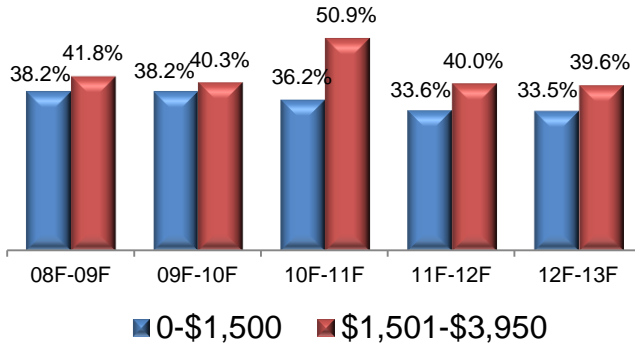
Retention by Financial Aid Applicants



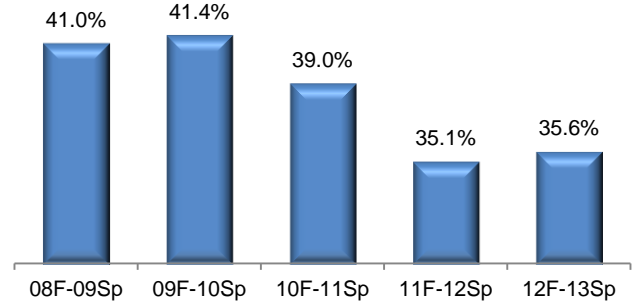
Retention by New and New Transfer



Retention by Expected Family Income

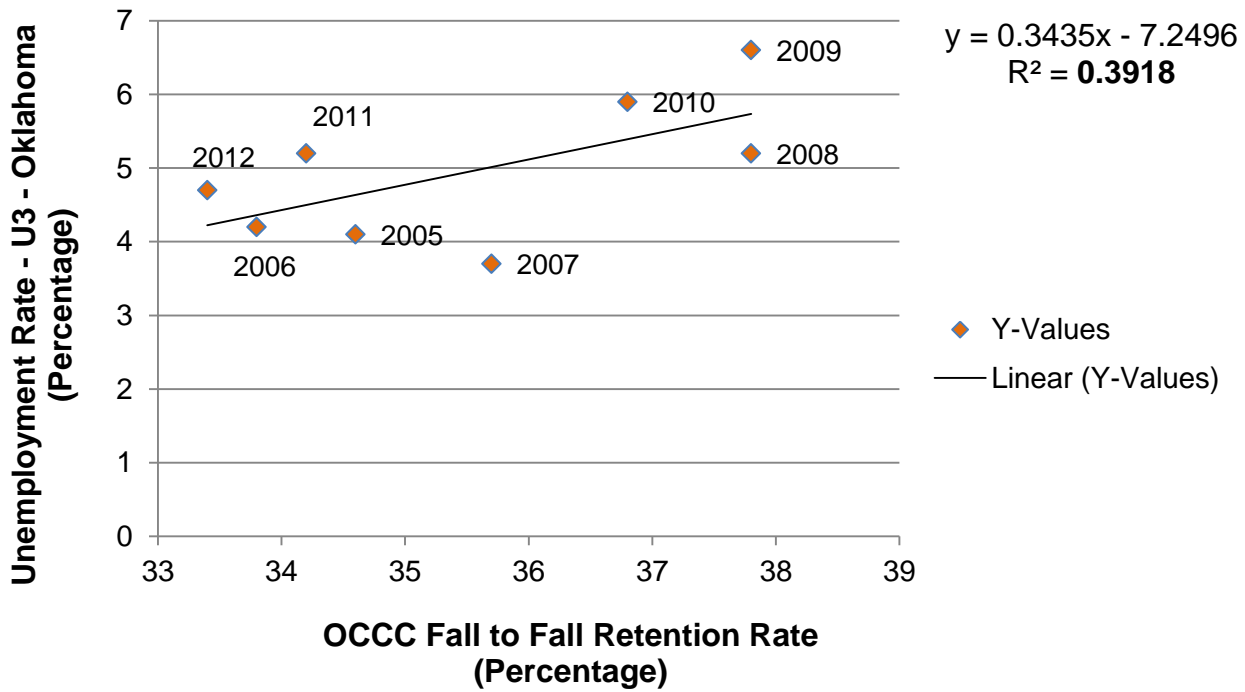


Retention by First Generation



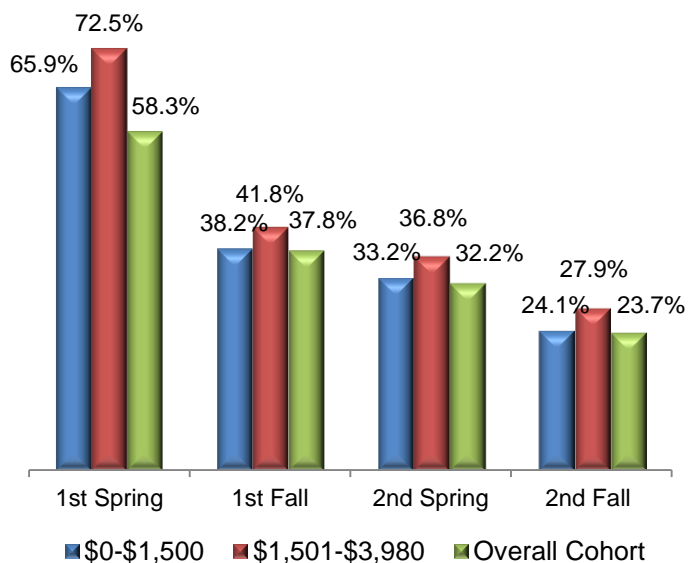
OCCC Retention Rates and Oklahoma Unemployment Rates Correlations

2005 thru 2012

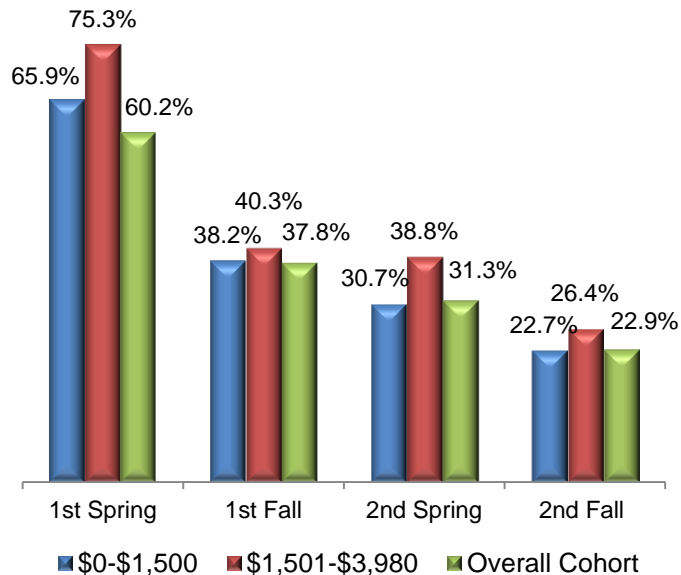


EFC Retention Over Time

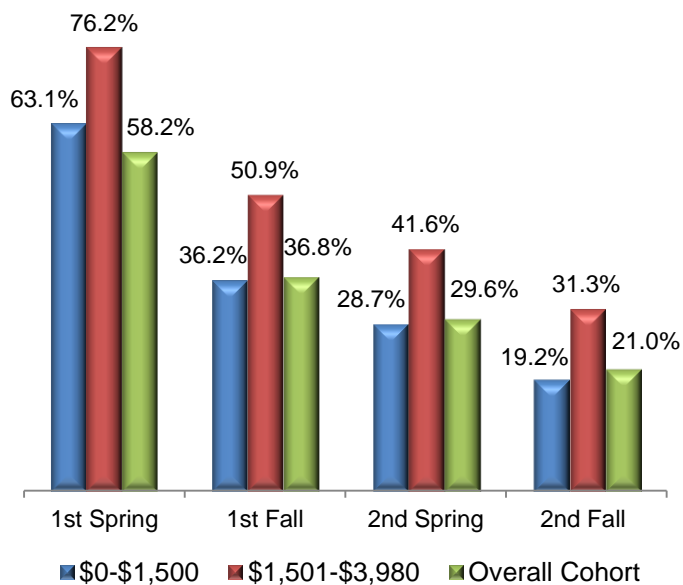
2008 Cohort



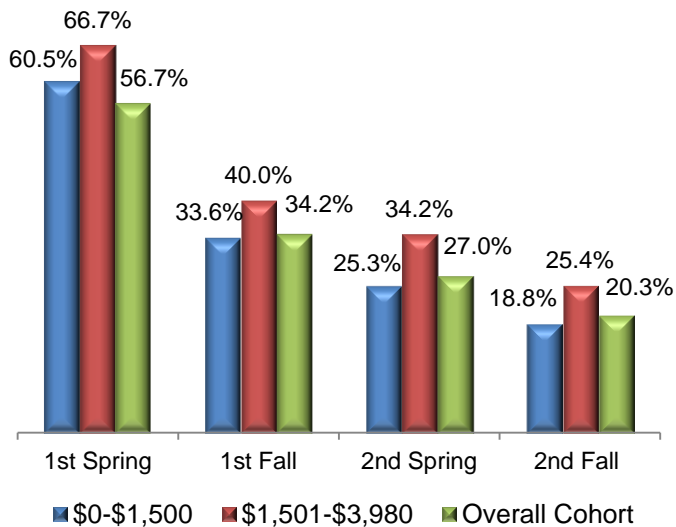
2009 Cohort



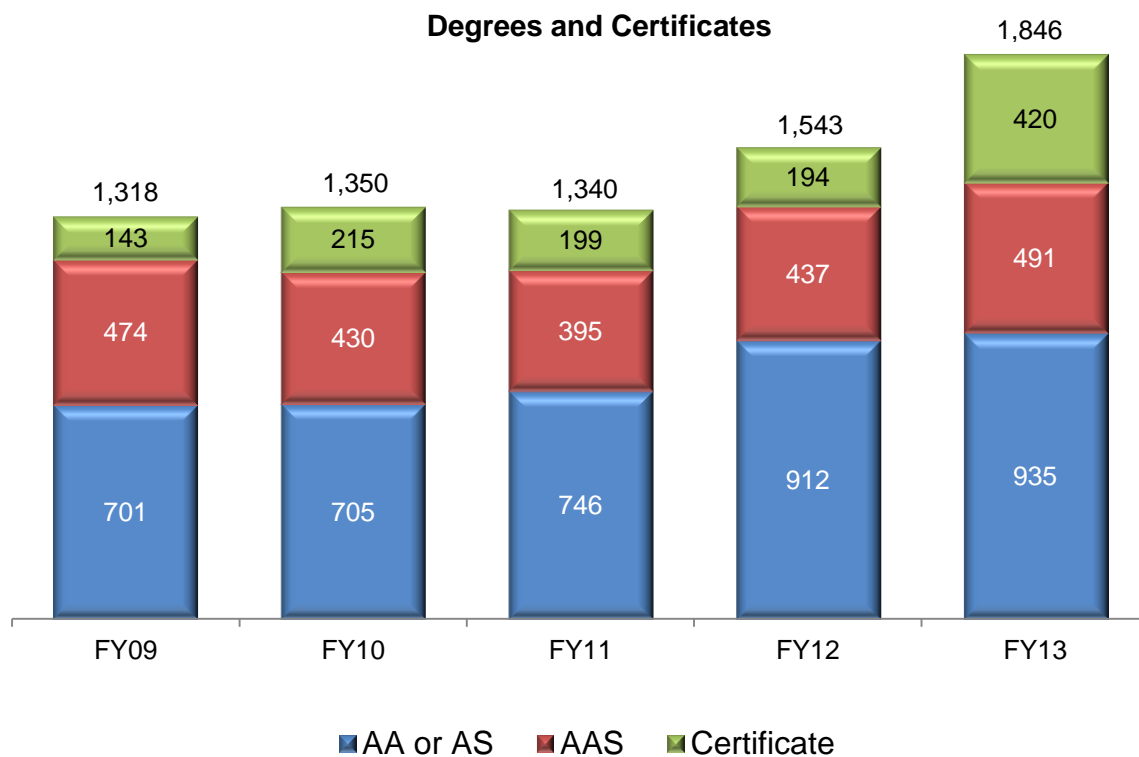
2010 Cohort



2011 Cohort



Degrees and Certificates



Top Five Degree/Certificate Programs

	Frequency		
	FY11	FY12	FY13
Diversified Studies AA/AS	205	300	379
Nursing AAS	159	217	192
Emergency Medical Technology Cert	111	104	154
Airframe and Power Plant Technician Cert	3	1	147
Business AA/AS	121	140	138

Graduates and Enrollment

Fiscal Year 2004 through Fiscal Year 2013 - Yearly Percent Changes in Graduates vs. Headcounts

