



**Monitoring Report on Achieving  
the College's ENDS:  
College Readiness**  
April 21, 2014



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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.**
- There are three core indicators used to measure student readiness in the College’s FY 2013 Annual Plan. Based on the latest available information, performance on the targets is as follows:

Target	Performance <sup>1</sup>	Trend Yr/Yr
Concurrent student headcount in FY13 will exceed the target of 1,112. The most recent concurrent student headcount was 1,470.		↑
Students will have a success rate of 61.3% or higher in their developmental courses in Fall 2013. OCCC’s combined developmental course success was 61.3%.		→
Students will have a success rate of 60.7% or higher in their Gateway courses in Fall 2013. OCCC’s Gateway course success for Fall 2013 was 63.4%.		↑

The College has demonstrated the following progress in addressing its College Readiness END:

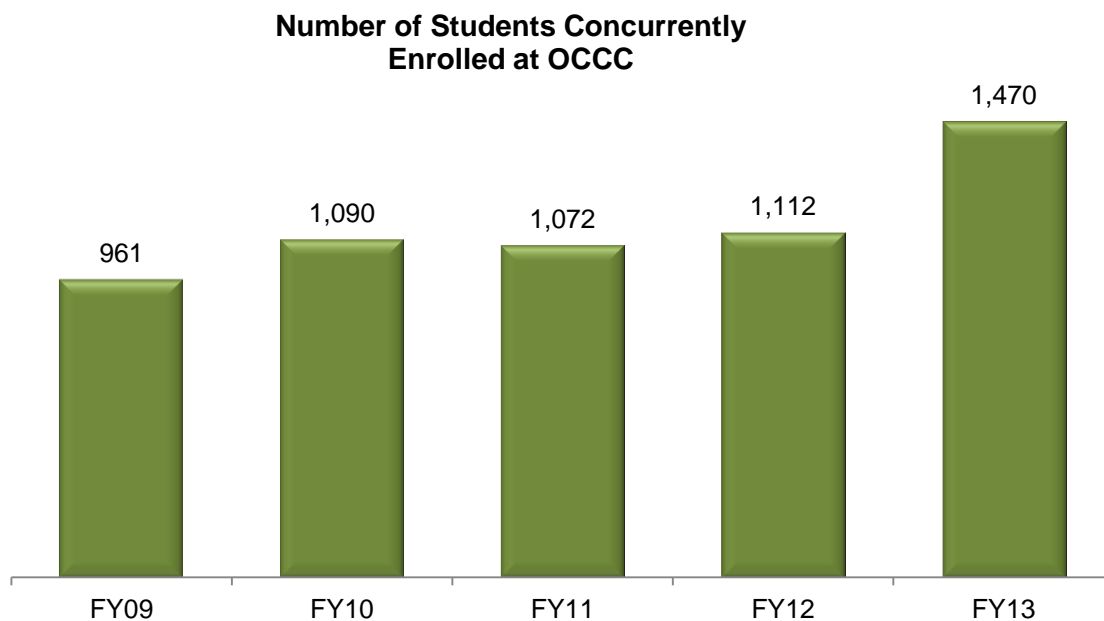
- The number of concurrent students increased substantially.
  - Students who successfully completed the College’s Success in College and Life (SCL) course were much more likely to persist than those who didn’t enroll in the course.
  - Students who successfully completed the SCL course were much more likely to be successful in completing their other courses.
  - The percent of students who are new to OCCC who took at least one developmental course declined over the past several years from a high of 37.4% in Fall 2010 to the current value of 30.8% in the Fall of 2013.
- Areas for improvement include the following:
    - Subsequent successful course completion for Reading developmental students declined.
    - Successful course completion of developmental English students declined.

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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 FY13 will exceed the target of 1,112.



*Source: Office of Institutional Effectiveness*

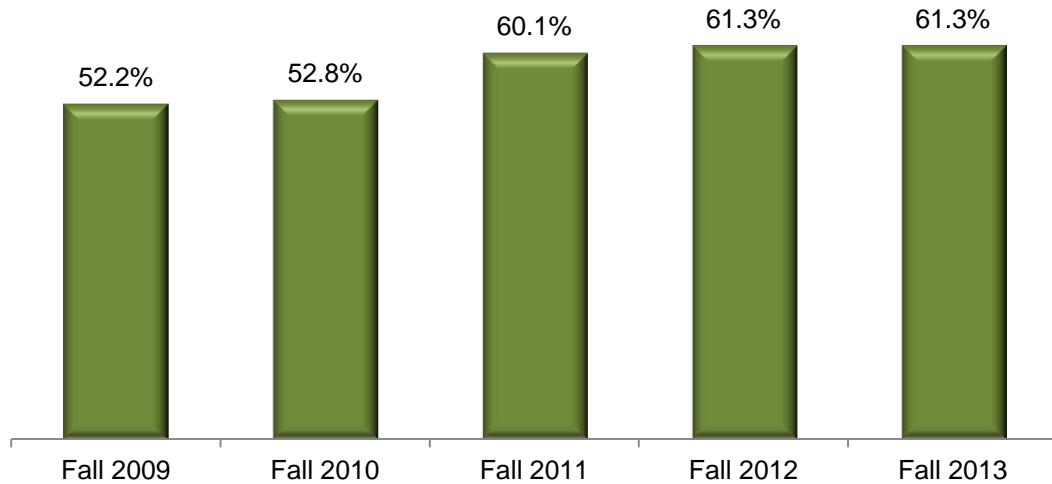
- The number of students who are concurrently enrolled in high school and college increased 32% from FY12 to FY13. There were nine additional schools with concurrent attending OCCC this Fall compared to Fall of 2012. This increase in the number of concurrently enrolled students are attributable to:
  - Enrollment and Student Services Recruitment and Admissions office staff have made a concerted effort to reach out more frequently to high school counselors.
  - The State now mandates students be awarded dual credit for college courses taken in high school. Previously, some high schools counted college courses as electives and required students to take a comparable course even though they completed a college course in the same subject.
  - In the Fall semester of 2012, free tuition was extended to juniors. (Other colleges in the area are also offering this incentive.)

For more information on concurrent students see page 9 in the Appendices.

# Successful Developmental Course Completion

**Target:** Students will successfully complete developmental courses in Fall 2013 at or above 61.3%.

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



*Source: OCCC Office of Institutional Effectiveness*

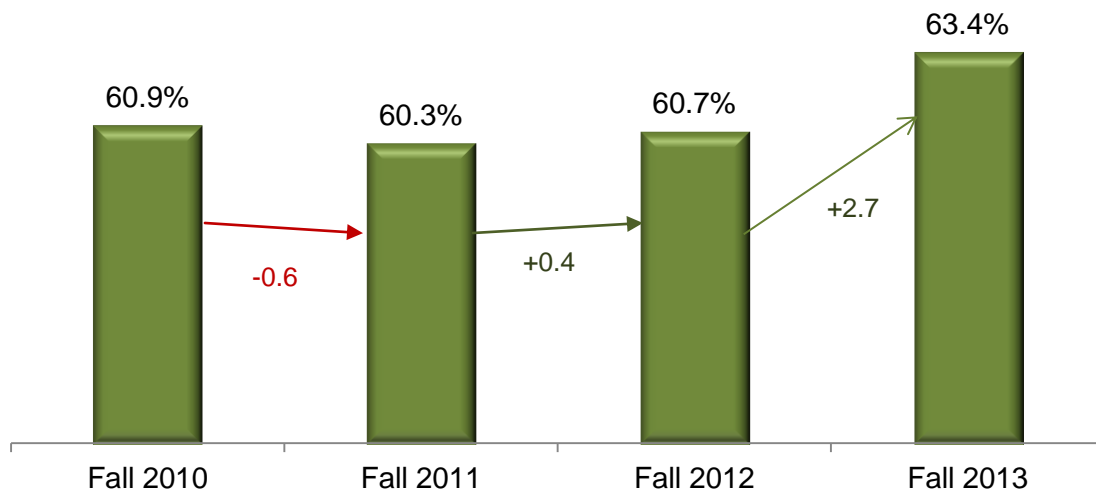
Successful course completion is defined as students who complete their course work with a grade of A, B, C, or S (Satisfactory). Successful completion of developmental courses remained the same as last year. (For more information on developmental courses see pages 10-14 in the Appendices.)

# Gateway Course Success

**Target:** Students will successfully complete their Gateway courses in Fall 2013 at or above 60.7%.

Gateway courses are the first college-level courses for most students. These courses are required for most degree programs. The recent Annual Plan increased the number of gateway courses to fourteen. Overall the total gateway course success increased from the previous year. This is the second year in a row that gateway course success has exceeded the target. More than half of the College's students are enrolled in these courses in any one semester. (For course completion detail see page 17 in the Appendices.)

**Gateway Course Success**



*Source: Office of Institutional Effectiveness*



# Improvement Strategies

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## Update on Improvement Strategies for FY 2013

- Academic Affairs will conduct a review of the curricular alignment of developmental courses with their subsequent college-level courses to improve subsequent course success.
  - Developmental Math 3 and 4 course curriculum was redesigned to better align with the subsequent Algebra course. Specifically small group work in CPM courses is more focused on critical thinking and data interpretation. This reflects the changes made in College Algebra.
- Continue to expand concurrent enrollments in additional school districts.
  - John Marshall High School was added this year as a new concurrent high school location.

## Improvement Strategies for FY 2014

- Increase the percentage of new students who take the SCL course in their first 12 hours through focused efforts by those who advise and enroll new students.
- Increase College Prep English course success through the implementation of the following:
  - Streamline the sequence of courses to reduce the time between the Developmental English and College level English.
  - Target professional development activities to improve instruction of CPE faculty.

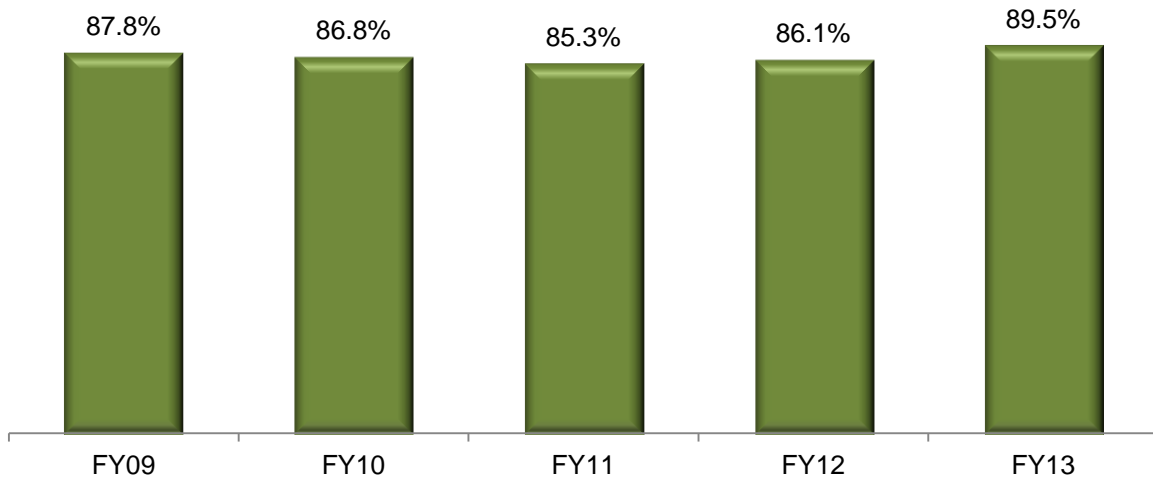


# APPENDICES



# Concurrent Student Success and Top Ten High Schools

Concurrent Student Success

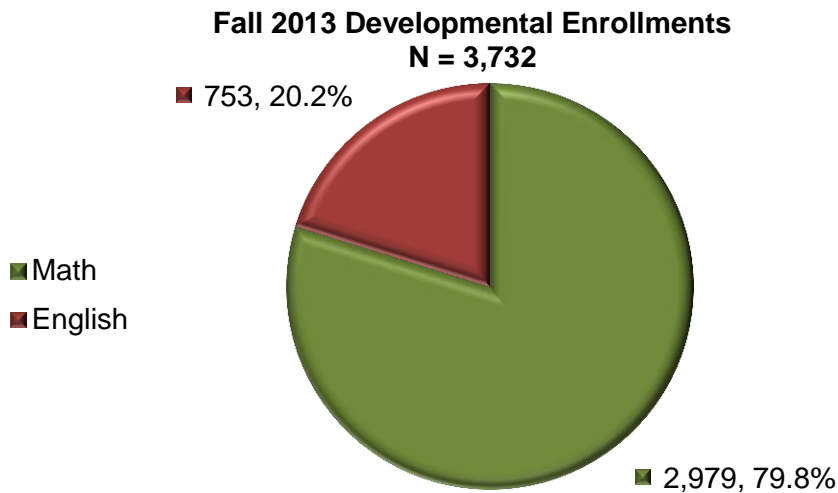
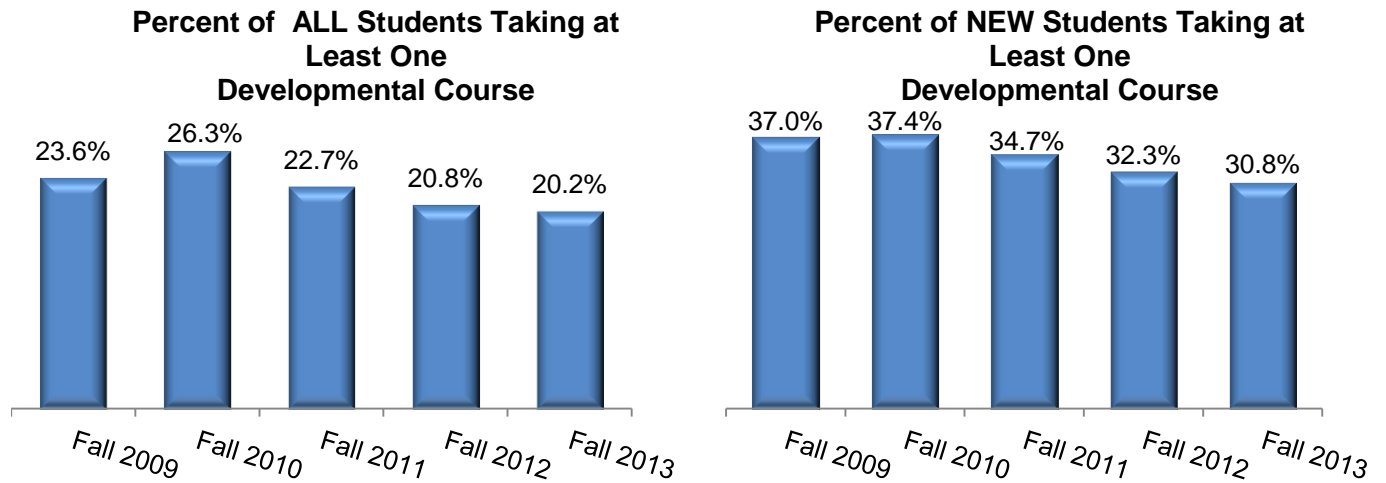


	Top Ten High Schools	#	%
1	Westmoore High School	173	11.8%
2	Southmoore High School	149	10.1%
3	Moore High School	146	9.9%
4	Norman High School North	83	5.6%
5	Mustang High School	79	5.4%
6	Homeschool	70	4.8%
7	Southeast High School	55	3.7%
8	Newcastle High School	50	3.4%
9	Western Heights High School	46	3.1%
10	Norman High School	43	2.9%

Source: Office of Institutional Effectiveness

Comment: As would be expected, concurrently enrolled students successfully complete courses at much higher rates than the College average. Forty percent of these students came from high schools in Moore and Norman in FY 2013.

# Developmental Course Information



Source: Office of Institutional Effectiveness

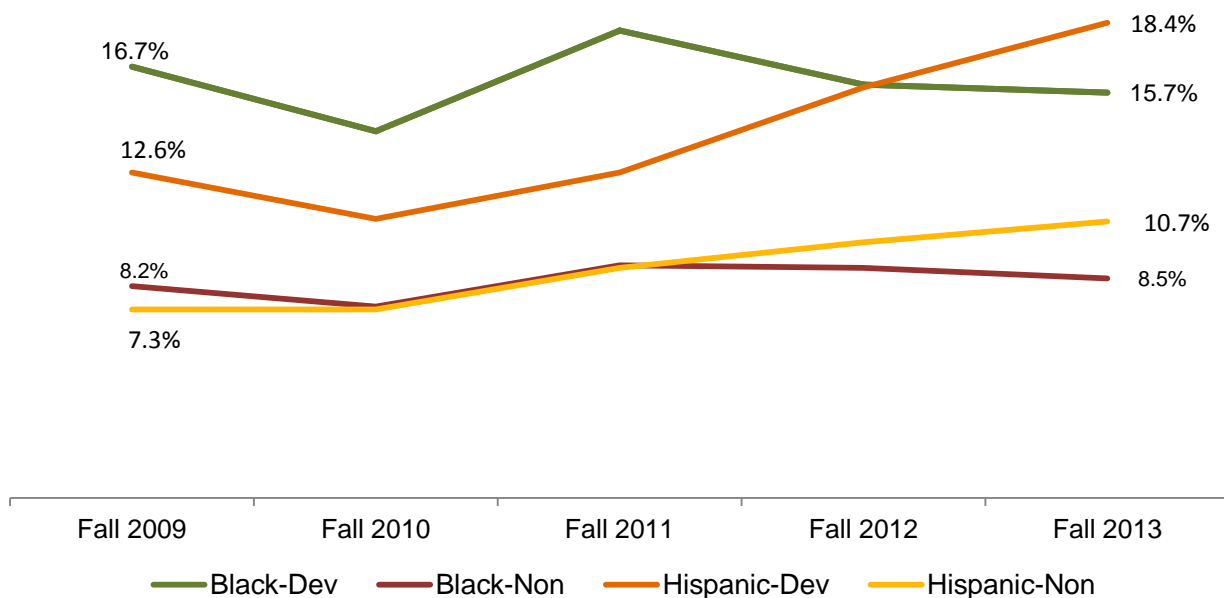
Comment: The percentage of new students taking at least one developmental course has been declining for three years. This is encouraging because developmental students are at significantly higher risk for not completing their coursework.

# Developmental Students – Race and Ethnicity Fall 2013

	Developmental # of Students	%	Non Developmental # of Students	%
Asian	73	2.9%	748	7.1%
Black/African American	393	15.7%	905	8.5%
Hispanic/Latino	462	18.4%	1,129	10.7%
Native American/Alaskan	139	5.5%	508	4.8%
Native Hawaiian/Pacific Islander	11	0.4%	35	0.3%
Not Reported	156	6.2%	906	8.6%
Two or More Races	107	4.3%	350	3.3%
White	1,164	46.5%	6,006	56.7%
<b>Total</b>	<b>2,505</b>	<b>100%</b>	<b>10,587</b>	<b>100%</b>

Comment: Historically under-represented groups such as Hispanic/Latino and Black/African Americans disproportionately have tested into developmental courses.

**Black and Hispanic Developmental and Non-Developmental Students  
Percent Composition of Total Student Body**



Comment: Although the number of students taking developmental courses has continued to decline, the percent of Hispanic/Latino students taking developmental courses has increased. The number of Black/African American students taking developmental courses has fluctuated over the years with the last two years appearing to be very similar.

# Developmental Students – Median Age & Average Number of Credit Hours-Fall 2013

Median Age

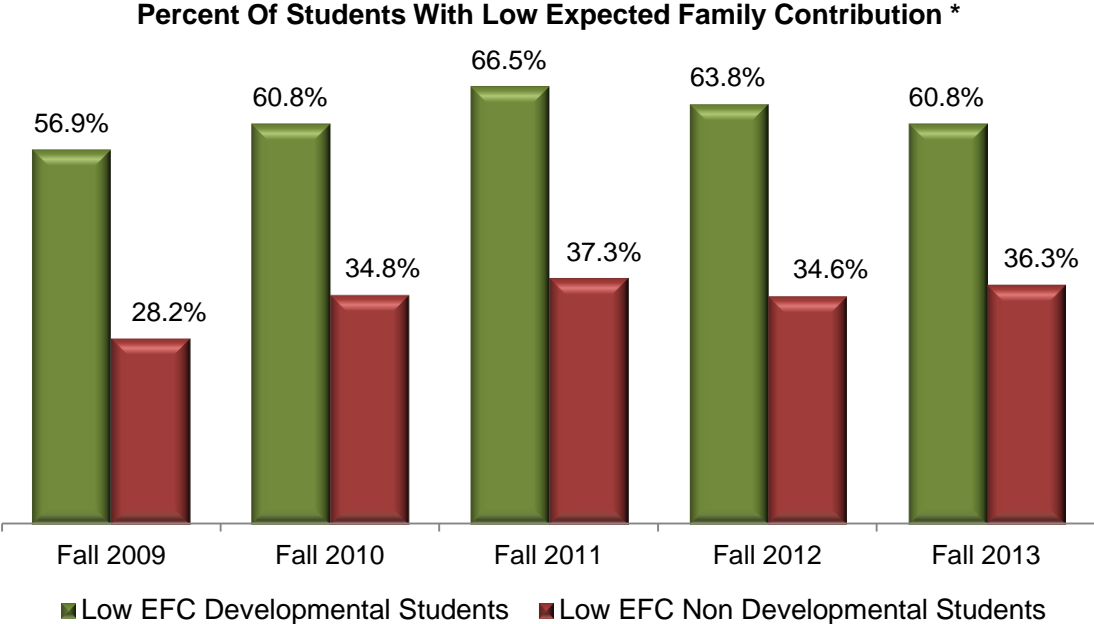


Average Number of Credit Hours



Comment: The median age and average number of credit hours have remained relatively stable over the past several years.

# Developmental Students With Low Expected Family Contribution (EFC)



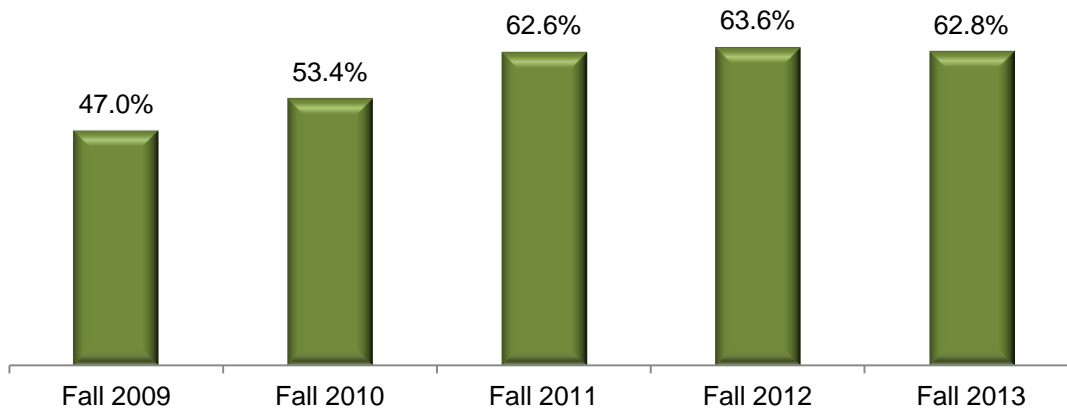
Source: Office of Institutional Effectiveness

\* Includes students who filed a Federal Application of Financial Student Aid

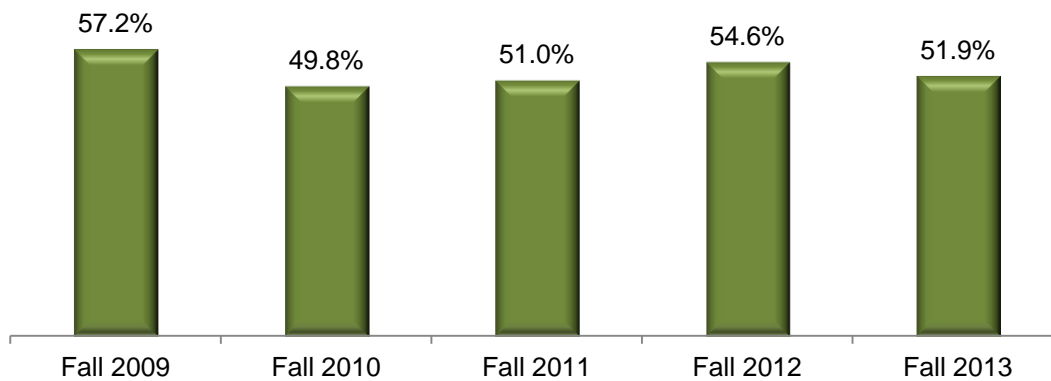
Comment: Students who come from low income families are much more likely to require developmental courses.

# Successful Developmental Course Completion

**Successful Completion in Developmental Math Courses**



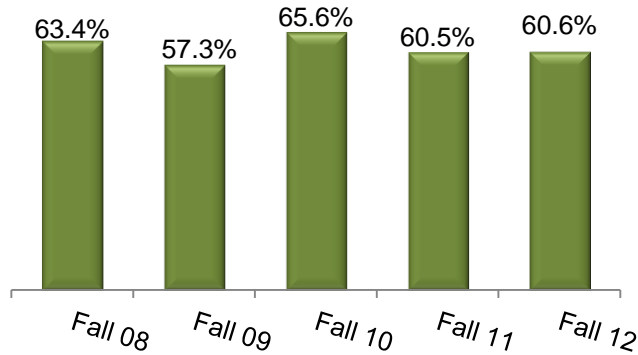
**Successful Completion in Developmental English Courses**



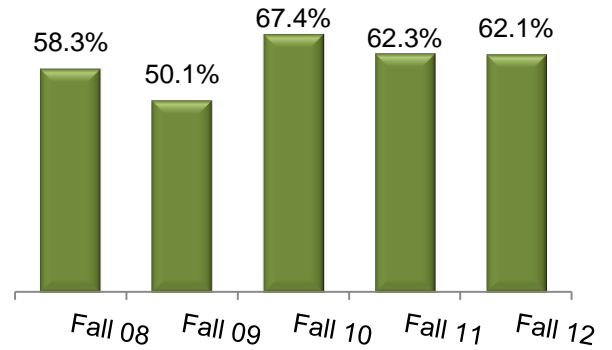
*Source: OCCC Office of Institutional Effectiveness*

# Subsequent Course Completion of Developmental Students

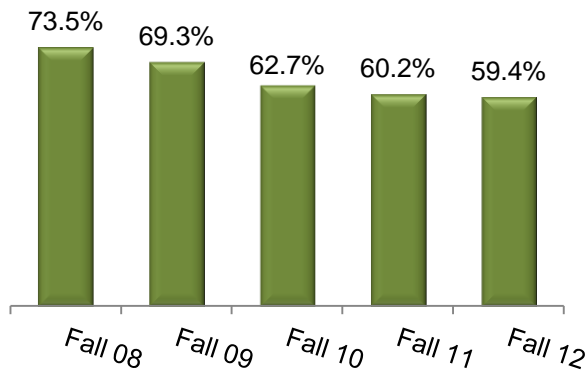
**Subsequent Successful Course Completion  
Math, Reading, and Writing Developmental  
Students**



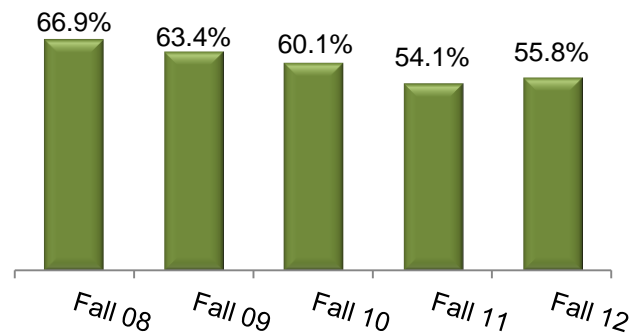
**Subsequent Successful Course Completion  
Developmental Math Students**



**Subsequent Successful Course  
Completion  
Developmental Reading Students**



**Subsequent Successful Course Completion  
Developmental Writing Students**



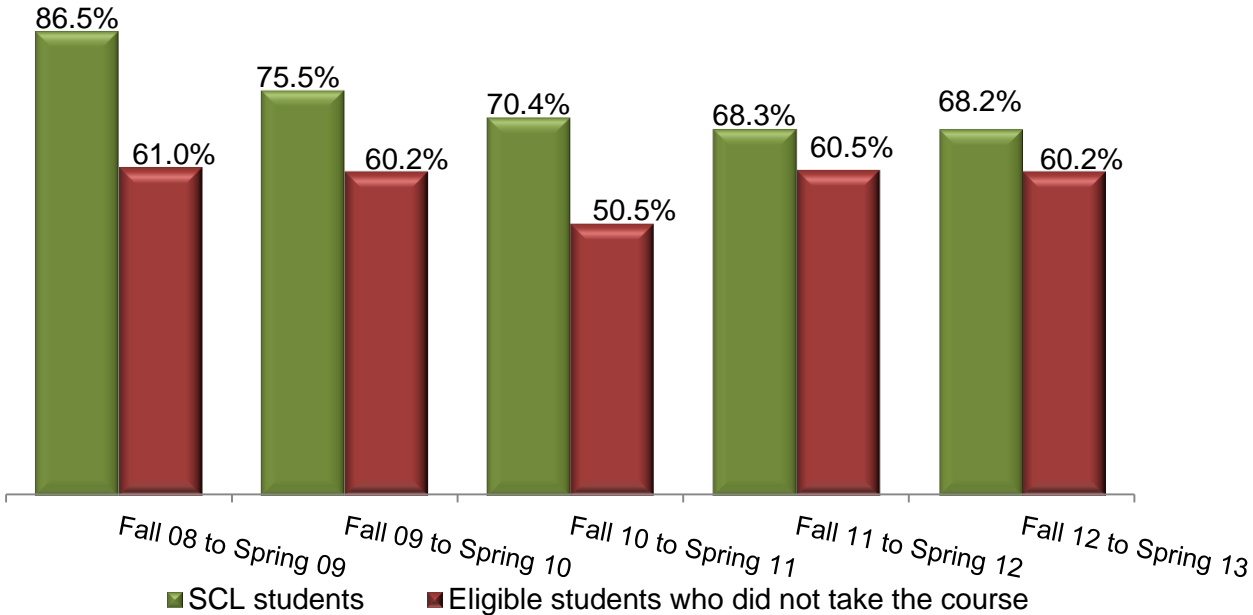
Note: Data reported shows successful completion of a subsequent course within the following spring.

*Source: OCCC Office of Institutional Effectiveness*

Comment: Overall, subsequent successful course completion of developmental students has remained about the same, though there has been variabilities by subject matter.

# Success in College and Life - Persistence

Persistence From Fall to Spring

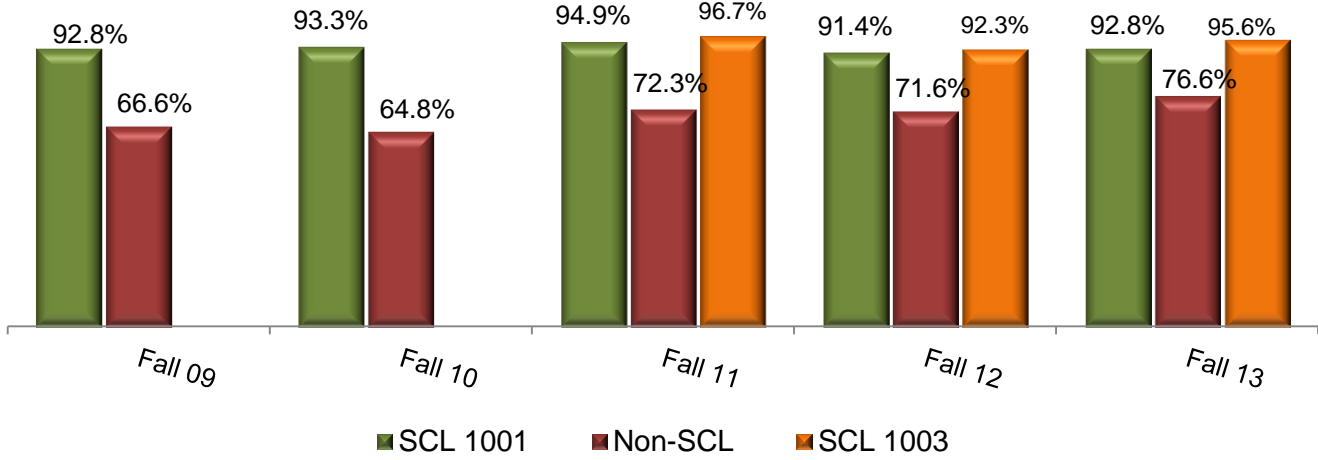


Comment: As in past years, students who took the College’s Success in College and Life courses persisted and successfully completed their coursework at higher rates.

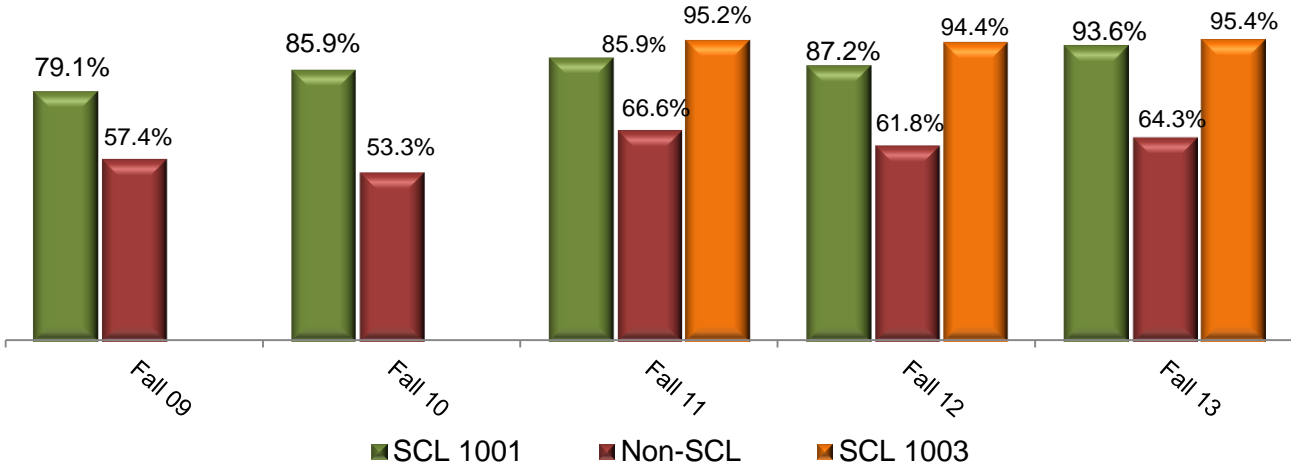


# Success in College and Life Course Completion

**Successful Course Completion of All New Students**



**Successful Course Completion Developmental Students**



Source: Office of Institutional Effectiveness

# Gateway Course Success

	Fall 10	Fall 11	Fall 12	Fall 13
English Composition 1113	60.0%	61.1%	59.5%	64.0%
History Prior to the Civil War 1483	51.3%	50.7%	60.9%	64.8%
Math 1513	61.0%	61.4%	61.3%	61.1%
Political Science 1113	60.4%	60.8%	58.9%	68.0%
Psychology 1113	58.7%	55.9%	56.7%	58.0%
College Algebra 1513	61.1%	61.4%	61.4%	61.1%
English Composition II 1213	68.8%	64.3%	66.8%	70.6%
General Biology 1114	66.8%	67.1%	59.0%	61.1%
General Chemistry 1115	58.3%	54.0%	58.4%	54.0%
History after the Civil War 1493	61.4%	61.4%	67.4%	69.5%
Human Anatomy and Physiology 1314	56.4%	57.0%	53.9%	57.3%
Intro to Computer Applications 1103	59.0%	52.4%	55.4%	59.3%
Introduction to Nutrition 1023	57.8%	60.5%	58.5%	61.4%
Music Appreciation 1113	71.0%	76.5%	71.7%	77.5%
<b>TOTAL</b>	<b>60.9%</b>	<b>60.3%</b>	<b>60.7%</b>	<b>63.4%</b>