



**Monitoring Report on Achieving  
the College's ENDS:  
Student Success**  
November 17, 2014



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# 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, general education assessment, 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 2014 Annual Plan. Based on the latest available information, performance is as follows:

Target	Performance <sup>1</sup>	Change from previous year
<b>Successful College-Level Course Completion:</b>		
Successful completion of 1000-level courses was 69.5% compared to 67.9% last year.		↑
Successful completion of 2000-level courses was 74.9% compared to 74.2% last year.		↑
<b>Results of General Education Assessment of Students will be at or above 70%:</b>		
Critical thinking was 77%.		↑
Human heritage, culture, and institutions was 74%.		→
Mathematical methods was 75%.		↑
Public speaking was 88%.		↑
Writing skills was 87%.		↓
<b>Persistence, Retention, and Progression will be at or above the previous year.</b>		
Fall-to-Spring persistence was 56.1% compared to 55.0% last year.		↑
Fall-to-Fall retention was 35.6% compared to 33.4% last year.		↑
Progression (The three-year progression rate of students graduating, transferring, and continuing education) was 54.3% compared to 57.8% last year.		↓
<b>The number of graduates – 1,896 was above the prior three-year average of 1,496.</b>		↑

<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



# Background and Summary

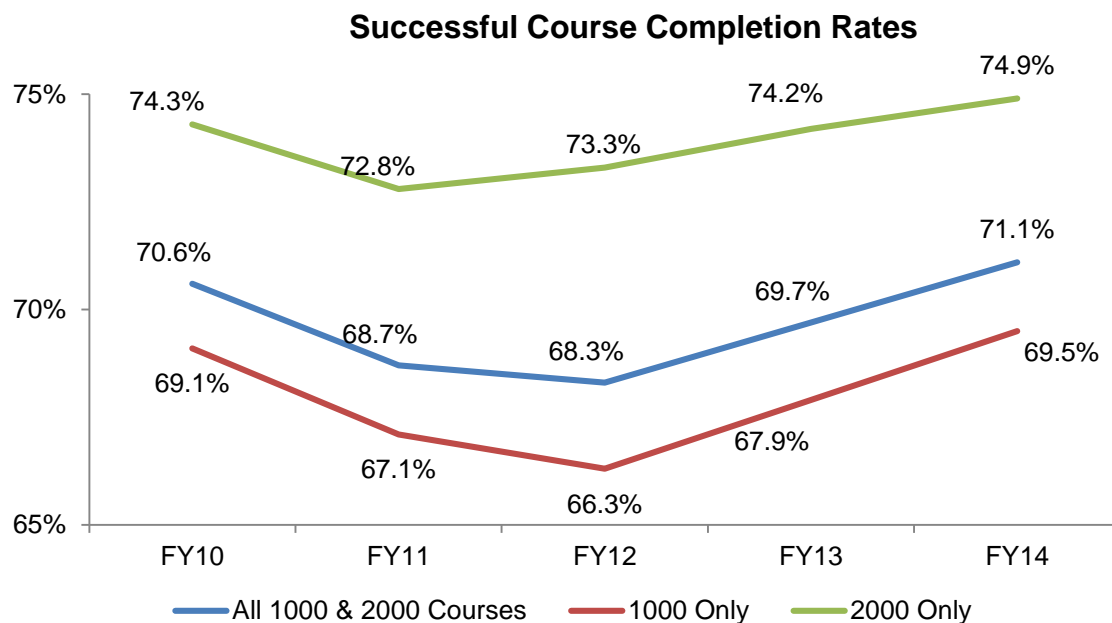
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- During the last several years, the College has demonstrated the following progress in addressing its Student Success END:
  - Course completion for 1000-level and 2000-level courses increased.
  - The number of graduates continues to increase with a gain of 177 or a 10.3% gain from the previous year.
  - Fall to Spring persistence and Fall-to-Fall retention both increased after declining in the previous year.
  - General education assessments of student learning for all five areas exceeded the target.
- Areas for improvement include the following:
  - Persistence and retention for African Americans has continued to be significantly lower than the College average.
  - For a fourth year in a row, persistence for first generation students has declined.
  - The three-year progression rate has declined from 57.8% three year average to 54.3% for the Fall 2010 cohort.

# Successful College-Level Course Completion

**Target:** Successful completion of college-level courses will meet or exceed 67.9% for 1000-level courses and 74.2% for 2000-level courses.

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



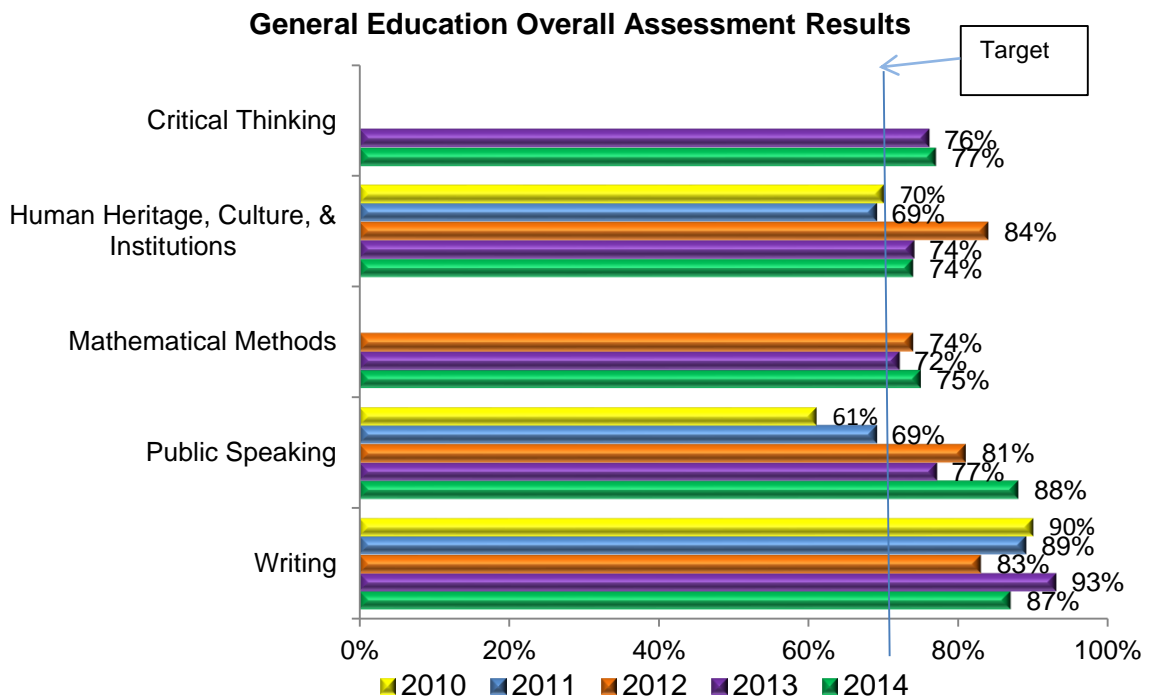
*Source:* Office of Institutional Effectiveness

- Successful course completion of 1000-level and 2000-level courses both exceeded the target. This is the second year that all three course levels (1000, 2000 and all 1000/2000) exceeded the course completion rates. (Detailed information can be found on pages 13, 14, and 15).
- Successful course completion for 1000-level courses for 8-week, FastTrack, Intercession and 4-week courses all increased because of an improvement in online course success rates. 16-week, traditional and web-enhanced course success rates declined slightly.
- Two-thousand level successful course completions increased within the FastTrack and 8-week courses with the 16-week, 4-week, and intercession sessions declining. Online and web-enhanced student course completions increased while the traditional classroom course completions declined.
- Course completion of new, new transfer, returning, financially-aided students and OKC-Go 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 five 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 from students with 35 or more credits completed at OCCC. Target levels are reached if 70% or higher of the assigned evaluation meets the criteria.



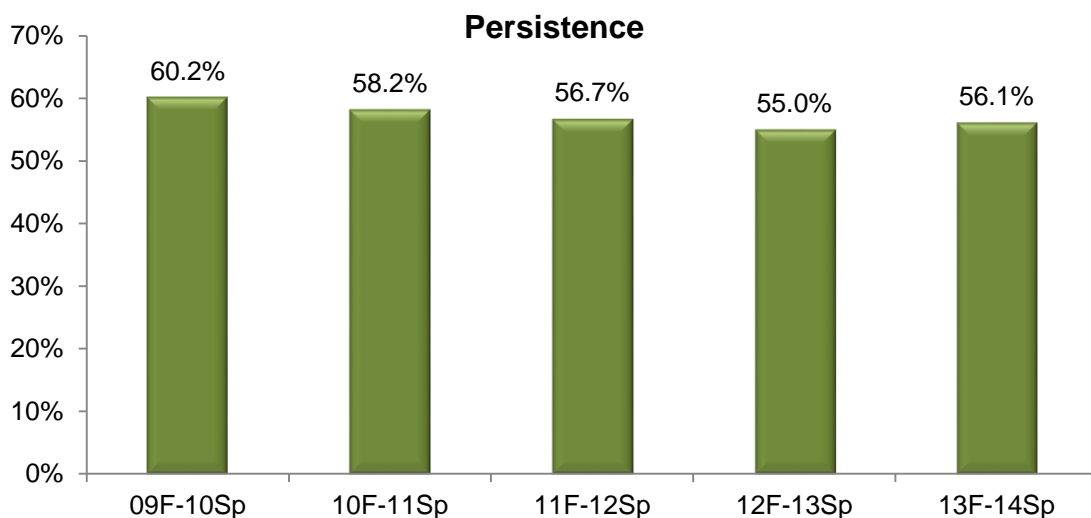
Each of the five general education assessment goals was met. As can be viewed by the chart below there were three of the five areas which had online artifacts.

	Overall	Traditional	Online
Critical Thinking	77%	79%	72%
Human Heritage, Culture, and Institutions	74%	76%	64%
Mathematical Methods	75%	75%	--
Public Speaking	88%	88%	--
Writing	87%	88%	83%

# Fall-to-Spring Persistence

**Target:** Students who continue their courses from the Fall 2013 to the Spring 2014 Semester (Persistence) will be at or above 55.0%.

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.)

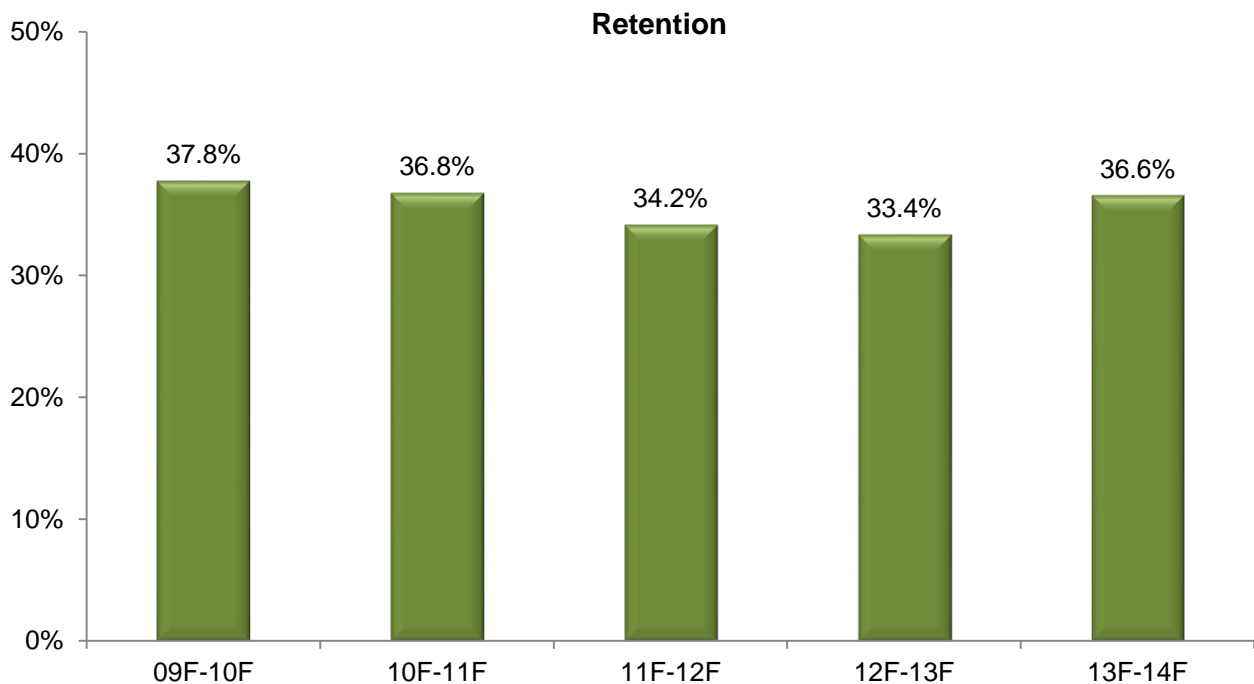


Source: Office of Institutional Effectiveness

- The persistence target was met with an increase of 1.1 percentage points from the previous year. This is the first increase since the decline began in 10F-11Sp. The details can be found on pages 16-17.
- **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.* For a more comprehensive set of comparisons please see Appendix page 16.

# Fall-to-Fall Retention

**Target:** Students who continue their courses from Fall 2013 to the Fall 2014 semester (Retention) will be at or above 33.4%. The cohort used to track retention is all new students who enrolled in the Fall 2013.



Source: Office of Institutional Effectiveness

- Target was met with an increase of 3.2 percentage points. Details of the retention information are found on pages 18-20.
- 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 20.
- **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.” For a more comprehensive set of comparisons please see Appendix page 18.



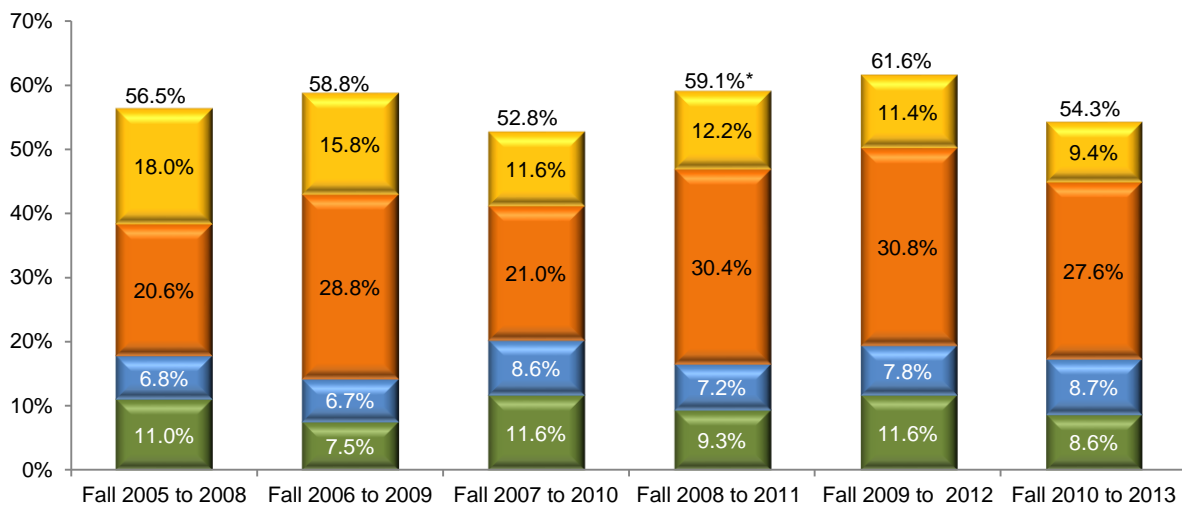
# Progression

**Target:** The three-year progression rate will be at or above 57.8%.

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\***



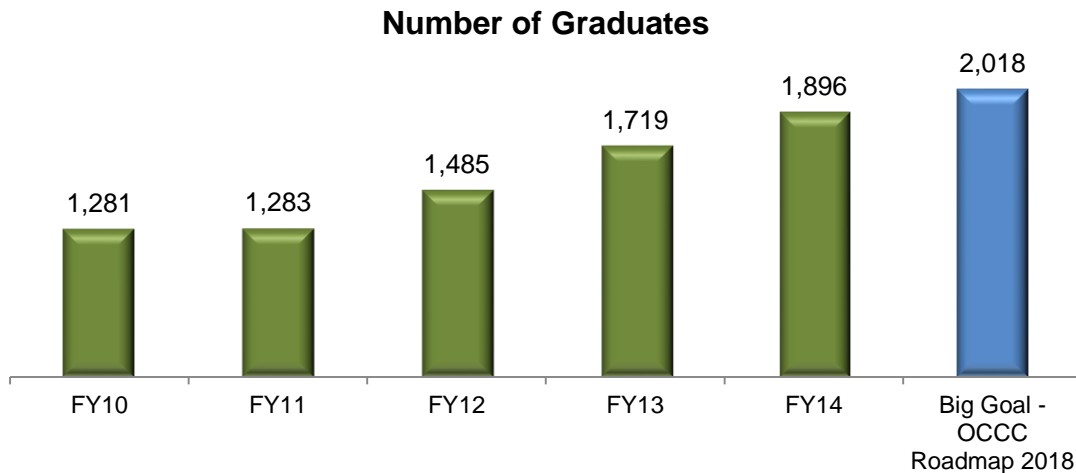
■ Graduated Other Than OCCC ■ OCCC Graduate ■ Transferred ■ Still Attending OCCC

\* Beginning with the Fall 2008 to 2010 cohort, the data includes information from the National Student Clearinghouse.

- Target was not met with a decrease of 3.5 percentage points from the three year average and a decrease of 7.3 percentage points from the previous year. The declines were evident in the still attending OCCC (↓2.0 percentage points), transferred (↓3.2 percentage points) and graduated other than at OCCC (↓3.0 percentage points).

# Number of Graduates

**Target:** The number of graduates will be above the prior three-year average of 1,496 graduates.



- The target was achieved. The number of unduplicated graduates increased 10.3% because of reverse transfers allowing UCO student credits for an OCCC degree, a concerted effort by staff to map students' schedules to program requirements in the most efficient manner possible and a commitment to increase emphasis on completion throughout the College.
- The number of degrees and certificates increased 208 or 11.3% from the previous year. The average annual increase allocated to OCCC by OSRHE is 39. The details are included on page 22.
- Over the last ten years, the number of graduates increased by 74% (from 1,089 in 2005 to 1,896 in 2014) compared to an increase in headcount enrollment of 2%. Details are included on page 23.
- **Big Goal #1** – *“Increase the number of students who complete a certificate or degree by 50%.”* The number of OCCC graduates continues to increase and is swiftly approaching the Big Goal of 2,018 graduates by the year 2018.



# Improvement Strategies

## Response to Last Year's 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.
  - Students declaring nursing as their major are now also enrolling in Diversified studies. This allows students to change career directions and still utilize any nursing pre-requisite courses toward degree completion. In addition, students who continue and complete both the AAS Nursing and AS Diversified Studies are better positioned to continue for a bachelor's in nursing should they choose to do so.
- An outreach program will be created for the 25% of new transfer students who enter the College under suspension or academic probation.
  - At the point of admissions, students who are transferring in on probation are given college success-related printed materials and enrolled in an orientation session that addresses the necessary tasks, skills, resources and behaviors required for college success.
- 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.
  - The above is in regard to the transfer/probation issue. We also began a pilot this Fall Semester with faculty advising. Sixteen faculty advisors are working 5 hours each week in the office of academic advising throughout the semester. The program has been met with a strong support from faculty, staff and students alike. The role of the faculty advisors includes: meeting one-on-one with new and returning students, outreach to discipline specific student populations, training of fellow faculty members in advisement related areas, reviewing transferability of degree plans, and assisting in the coordination of events for students to promote career exploration.
- 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.)
  - OKC-Go students are currently completing their FAFSA prior to enrolling.
- The College will reapply for Title III funds to improve advising and gateway course success.
  - The College was awarded Title III.



# Improvement Strategies

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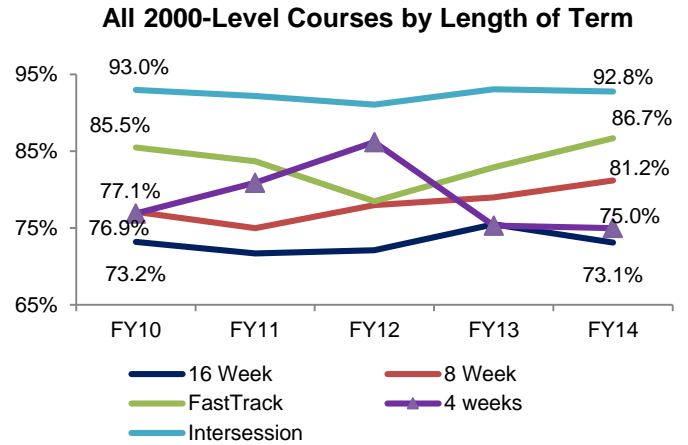
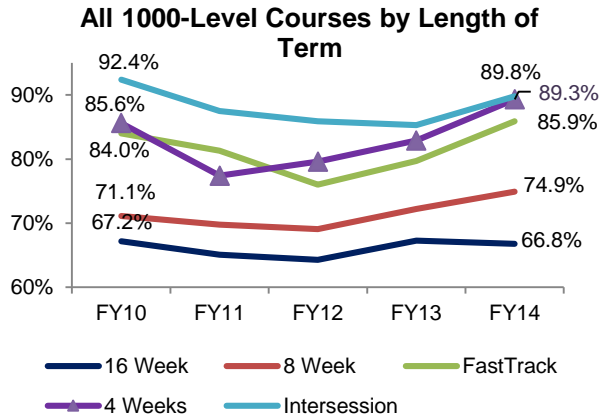
## **FY2015 Improvement Strategies**

- Implement initiatives designed to provide additional support to groups experiencing student success gaps including:
  - Implementation of a case management system.
  - Implementation of a peer mentoring system targeted at African American OKC-Go students.
  - Implementation of a degree planning software.
  - Begin implementation of the advising component of the Title III grant.
- Implement training to improve course success in both traditional and online formats including:
  - Begin implementation of mandatory training for faculty teaching online courses.
  - Begin implementation of the gateway course redesign component of the Title III grant.



# APPENDICES

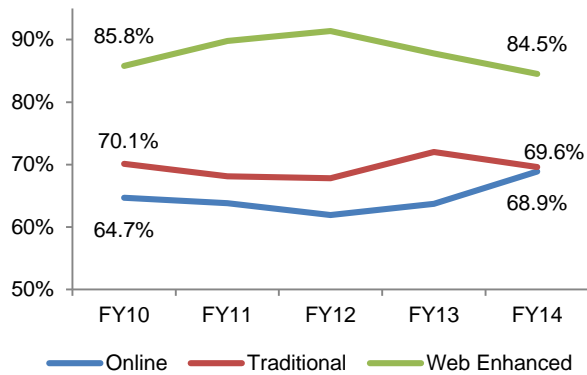
# Successful Course Completion by Length of Term



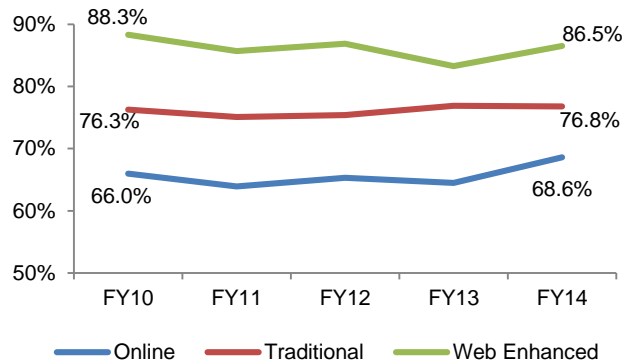
FY2014 Successful Completion for the College		
	#	%
4-week	299	82.6%
8-week	14,190	76.3%
16-week	50,312	68.7%
FastTrack	964	86.2%
Intersession	1,151	90.4%

# Successful Course Completion by Delivery Method

**1000-Level Courses by Delivery Method**



**2000-Level Courses by Delivery Method**

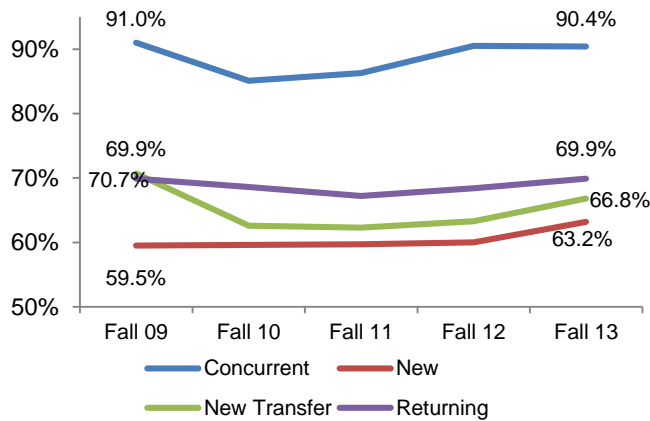


**Enrollments by Delivery Method**

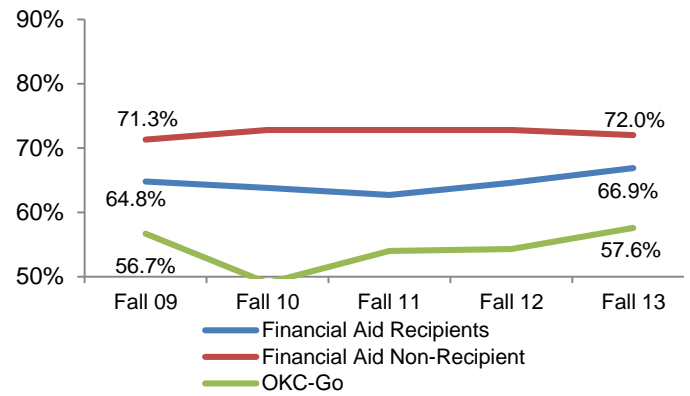
	FY2012		FY2013		FY2014	
	#	%	#	%	#	%
Online	13,257	21.3%	12,425	21.6%	13,105	25.2%
Traditional	48,653	78.0%	44,530	77.4%	38,158	73.5%
Web Enhanced	451	0.7%	589	1.0%	645	1.2%

# 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

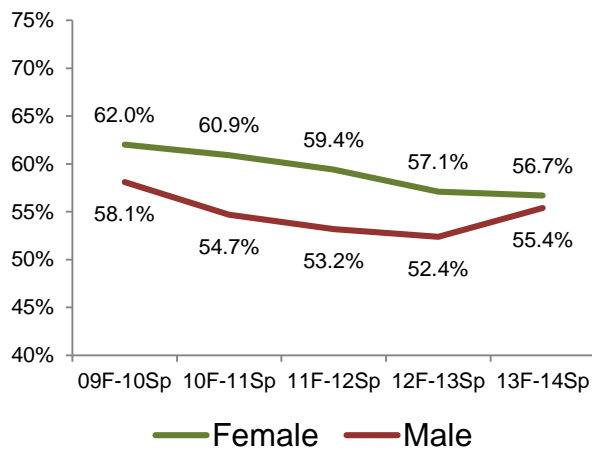
**Persistence Gaps by Race and Ethnicity**

	09F-10Sp	10F-11Sp	11F-12Sp	12F-13Sp	13F-14Sp	Gap*
<b>Asian</b>	67.9%	68.5%	73.8%	64.8%	69.3%	+13.2
<b>African American</b>	52.7%	52.0%	47.3%	45.3%	45.5%	-10.6
<b>Hispanic</b>	66.2%	58.3%	58.1%	53.5%	59.2%	+3.1
<b>Native American</b>	54.7%	55.7%	53.6%	57.3%	54.6%	-1.5
<b>Two or More</b>	58.5%	56.0%	56.5%	54.7%	63.0%	+6.9
<b>White</b>	60.4%	58.9%	57.8%	56.8%	55.6%	-0.5
<b>Total OCCC</b>	60.2%	58.2%	56.7%	55.0%	56.1%	---

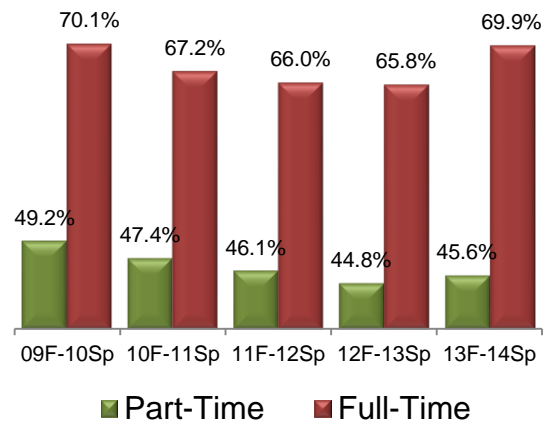
\*Difference between the 13F-14Sp Total OCCC persistence rates and 13F-14Sp race or ethnicity.

Source: OCCC Office of Institutional Effectiveness

**Persistence by Gender**

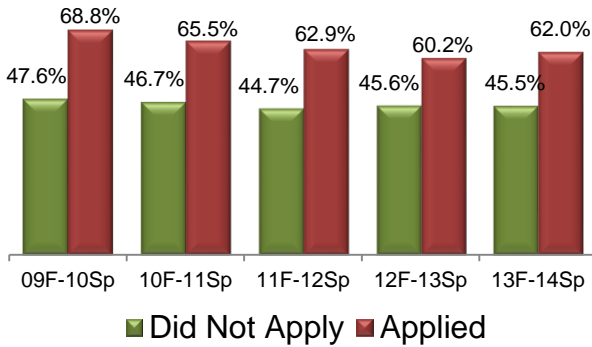


**Persistence FT/PT Students**

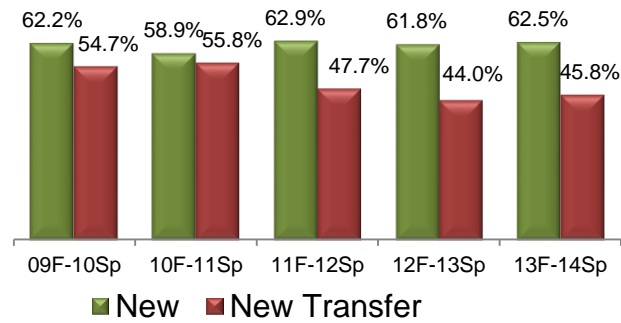


# Persistence by Financial Aid Applicants, New Students, EFC, and First Generation

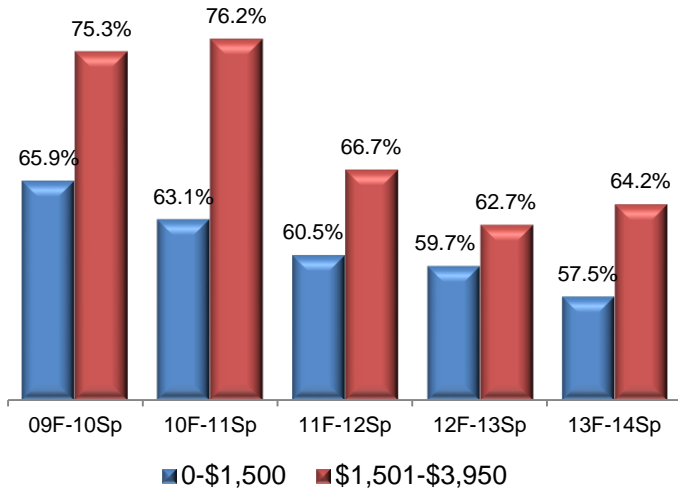
Persistence by Financial Aid Applicants



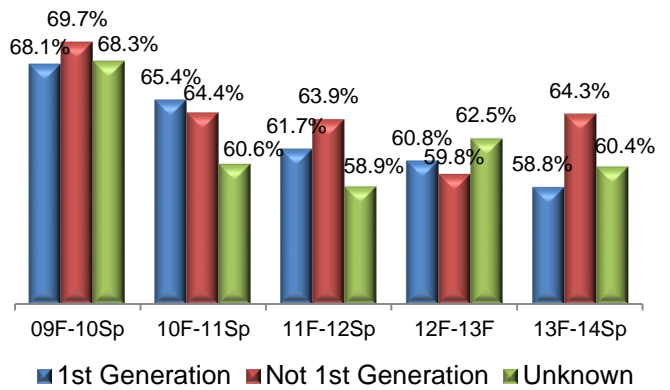
Persistence by New and New Transfer



Persistence by Low Expected Family Contribution



Persistence by First Generation\*



\*Excludes students who did not file FAFSA

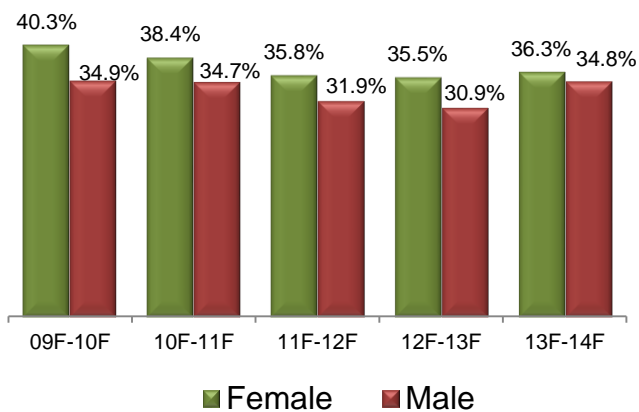
# Retention by Select Demographics

**Retention Gaps by Race and Ethnicity**

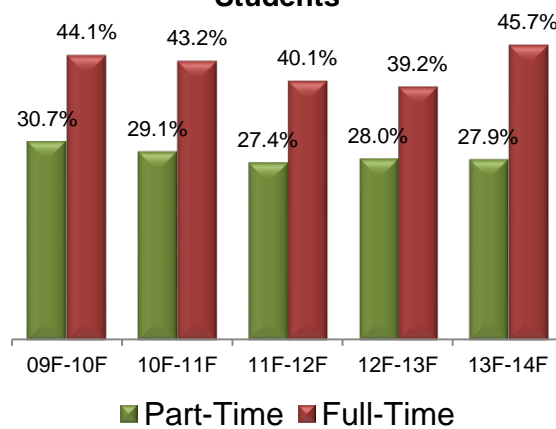
	09F-10F	10F-11F	11F-12F	12F-13F	13F-14F	Gap*
<b>Asian</b>	51.6%	54.2%	53.9%	47.5%	51.3%	+15.7
<b>African American</b>	27.1%	30.7%	25.2%	19.7%	24.0%	-11.6
<b>Hispanic</b>	42.6%	40.3%	36.0%	37.7%	37.7%	+2.1
<b>Native American</b>	29.6%	34.5%	36.5%	33.5%	29.6%	-6.0
<b>Two or More</b>	36.6%	32.0%	36.7%	28.0%	35.8%	+0.2
<b>White</b>	38.2%	35.9%	34.4%	34.5%	36.5%	+0.9
<b>Total OCCC</b>	37.8%	36.8%	34.2%	33.4%	35.6%	---

\*Difference between the 13F-14F Total OCCC retention rates and 13F-14F race or ethnicity.

**Retention by Gender**

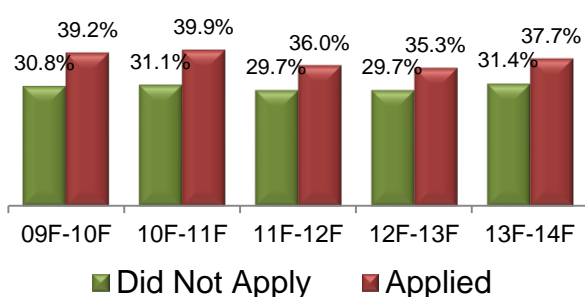


**Retention by Part-Time/Full-Time Students**

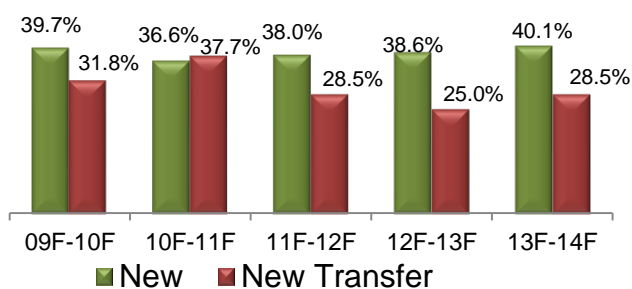


# Retention by Financial Aid Applicants, New Students, Low EFC, and First Generation

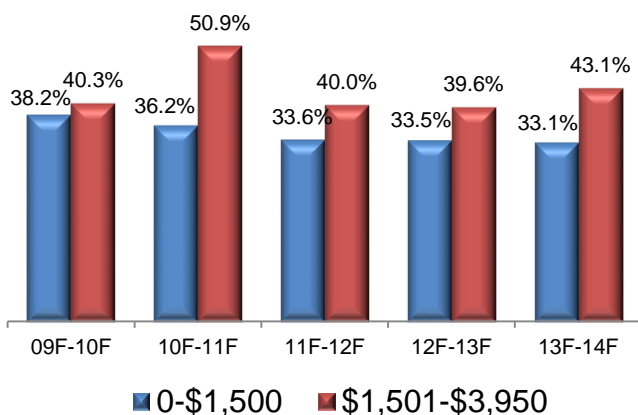
Retention by Financial Aid Applicants



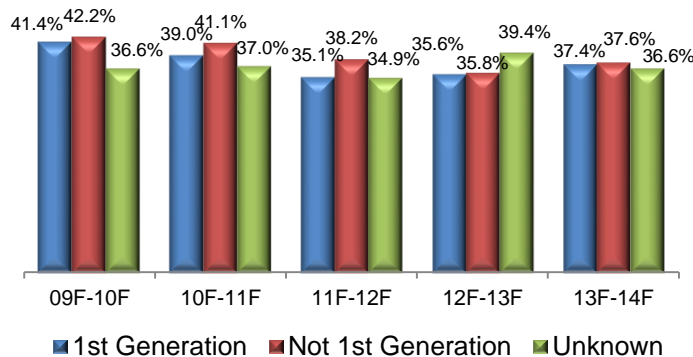
Retention by New and New Transfer



Retention by Expected Family Income



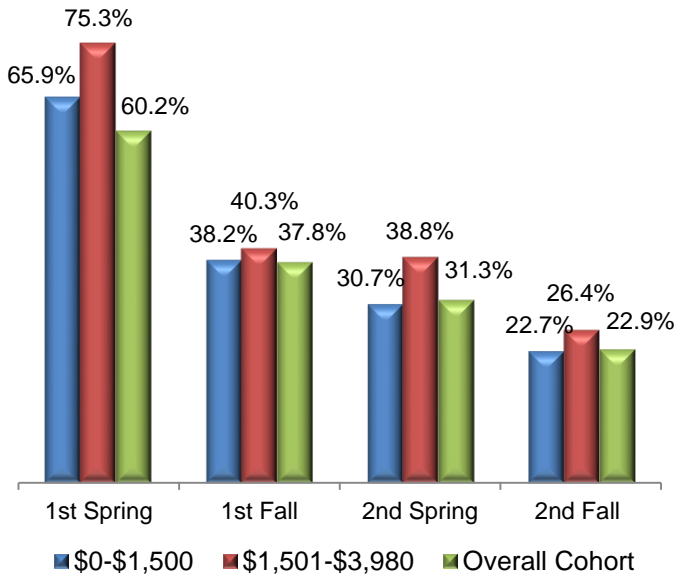
Retention by First Generation\*



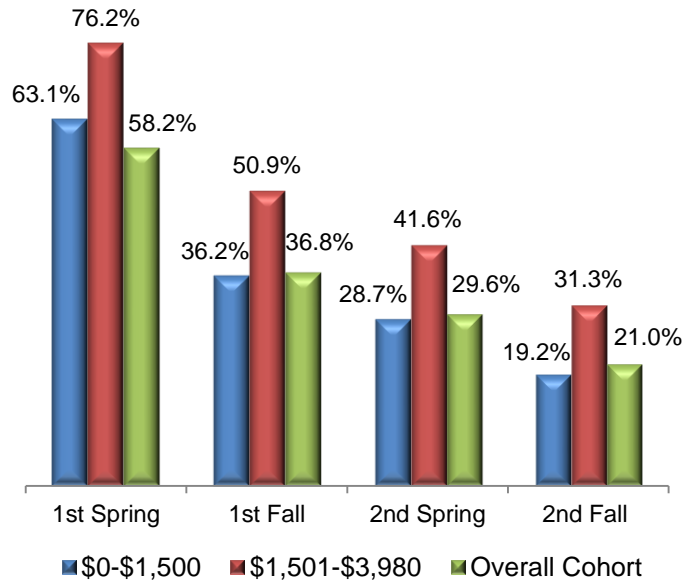
\*Excludes students who did not file FAFSA

# EFC Retention Over Time

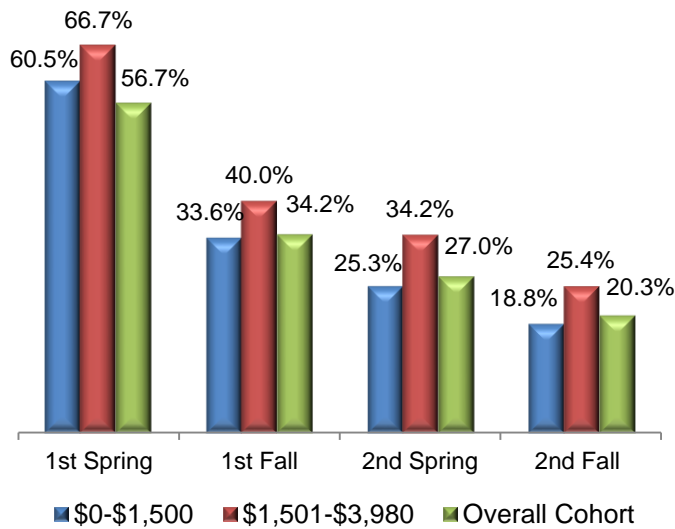
### 2009 Cohort



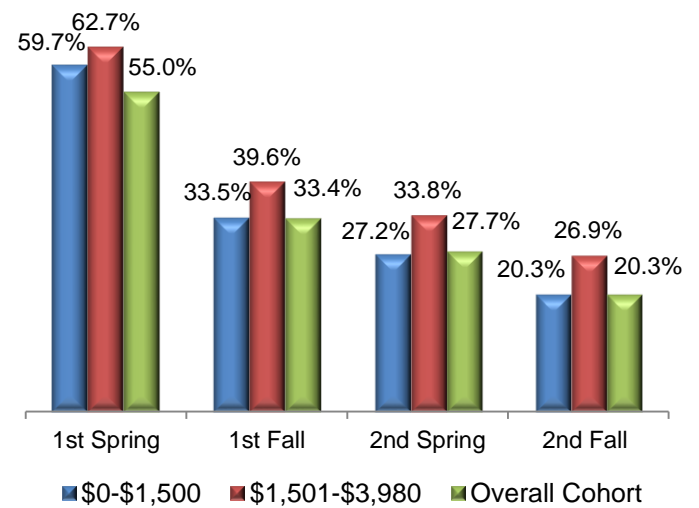
### 2010 Cohort



### 2011 Cohort

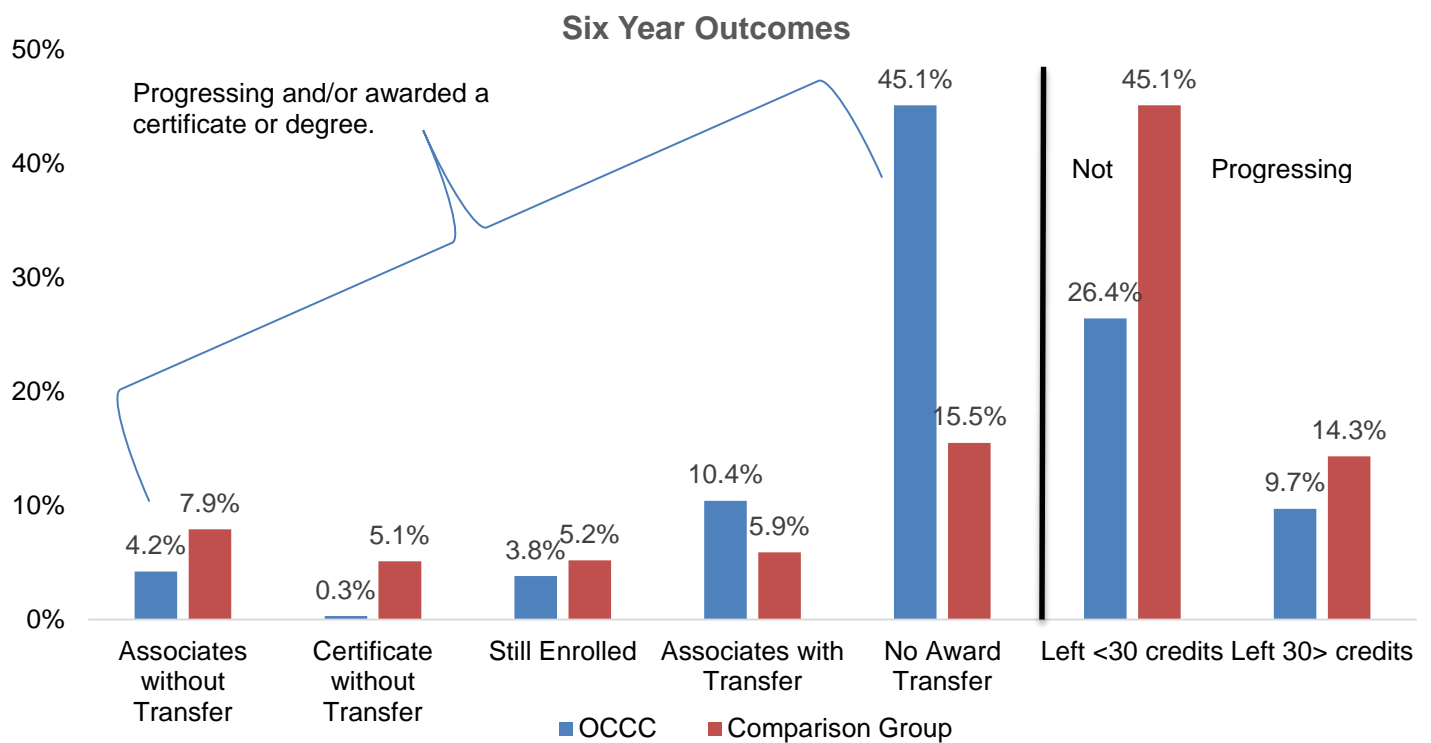


### 2012 Cohort



# Voluntary Framework of Accountability

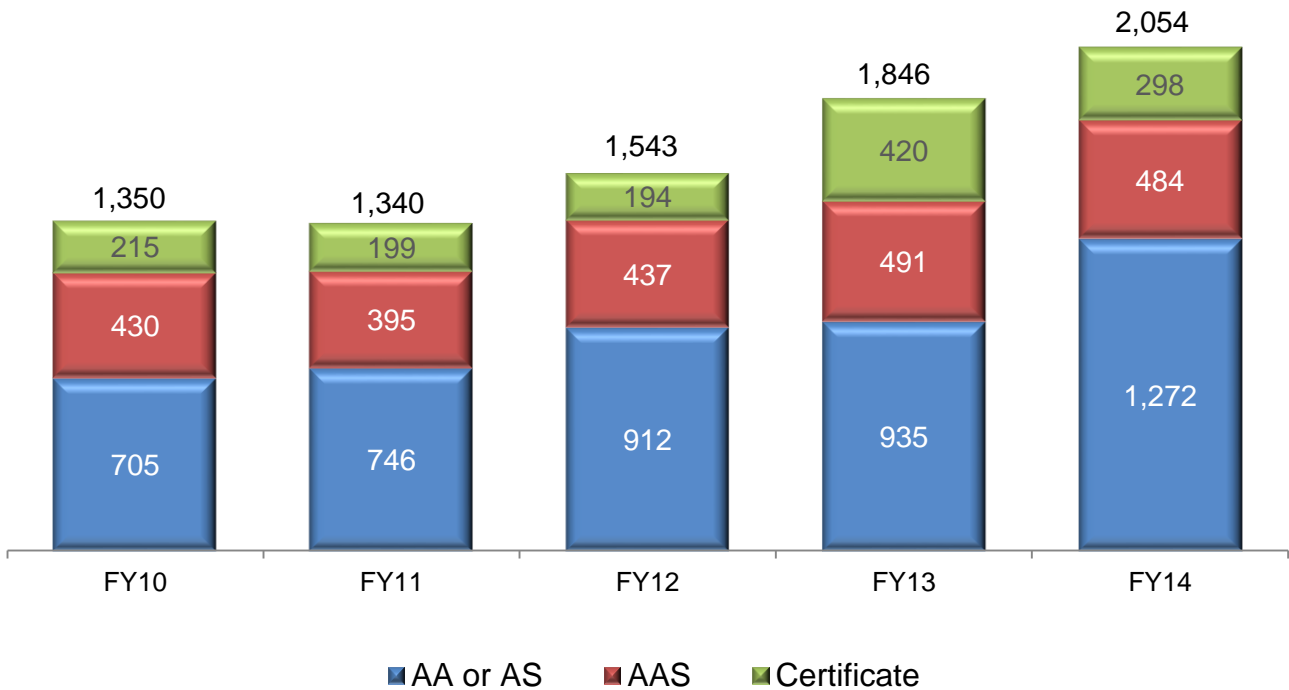
OCCC became a pilot member of the Voluntary Framework for Accountability (VFA) in 2011. Under the auspices of the American Association of Community Colleges, VFA schools developed a set of student success measurements that are more relevant for community colleges than traditional Department of Education measures. The first round of data was completed and loaded this fall. Since these data have been carefully defined and reviewed we believe they may be a useful benchmarking tool in the future.



The chart above shows a six year progression rate (2007-2013) for OCCC compared to a group of schools (anonymous) with similar enrollment and percentages of developmental students. Two immediate takeaways: the percentage of students who did not progress at OCCC during the six years was significantly lower than the peer group (36% vs. 59%) and the percentage of students who were not awarded a degree, but who had transferred to another institution (primarily four year schools) was much higher at OCCC than its peers (45% vs. 16%). This, no doubt, reflects the large number of post-secondary institutions in the Oklahoma City metro area.

# Degrees, Certificates, and Top Five Programs

Degrees and Certificates



Top Five Degree/Certificate Programs

	Frequency		
	FY12	FY13	FY14
Diversified Studies AA/AS	300	379	701
Nursing AAS	217	192	213
Emergency Medical Technology Cert	104	154	130
Psychology AA	84	89	108
Business AS	140	138	137

# Graduates and Headcount

