



**Monitoring Report on Achieving
the College's ENDS:
College Readiness
April 18, 2016**



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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 five core indicators used to measure student readiness in the College’s FY 2015 Annual Plan. Based on the latest available information, performance on the targets is as follows:

Target	Performance ¹	Trend Yr/Yr
Concurrent student headcount in FY15 will exceed the target of 1,260 which is a three-year average. The most recent concurrent student headcount was 1,472.		↑
Students will have a success rate higher than 62.3% in their developmental courses in Fall 2015. OCCC’s combined developmental course success was 66.6%.		↑
Students will have a success rate higher than 65.6% in their Gateway courses in Fall 2015. OCCC’s Gateway course success for Fall 2015 was 68.0%.		↑
Subsequent college-level course completion for development students will be above 64.7%. The subsequent college-level course completion for developmental students was 65.8%		↑
The percent of students with 12 or fewer credit hours who take the Success in College and Life course will be above 78.7%. The percent of students with 12 or fewer credit hours who took the SCL course was 80.5%.		↑

- The College has demonstrated the following progress in addressing its College Readiness END:
- Gateway course success continued to rise for a fourth straight year.
 - Successful developmental course completion had the largest gain in four years.
 - The successful completion of developmental English courses increased by 10 percentage points from the Fall 2014 to the Fall 2015. The subsequent course success also increased by 8 percentage points.
 - The percent of students taking SCL courses early in their time with OCCC has increased.

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



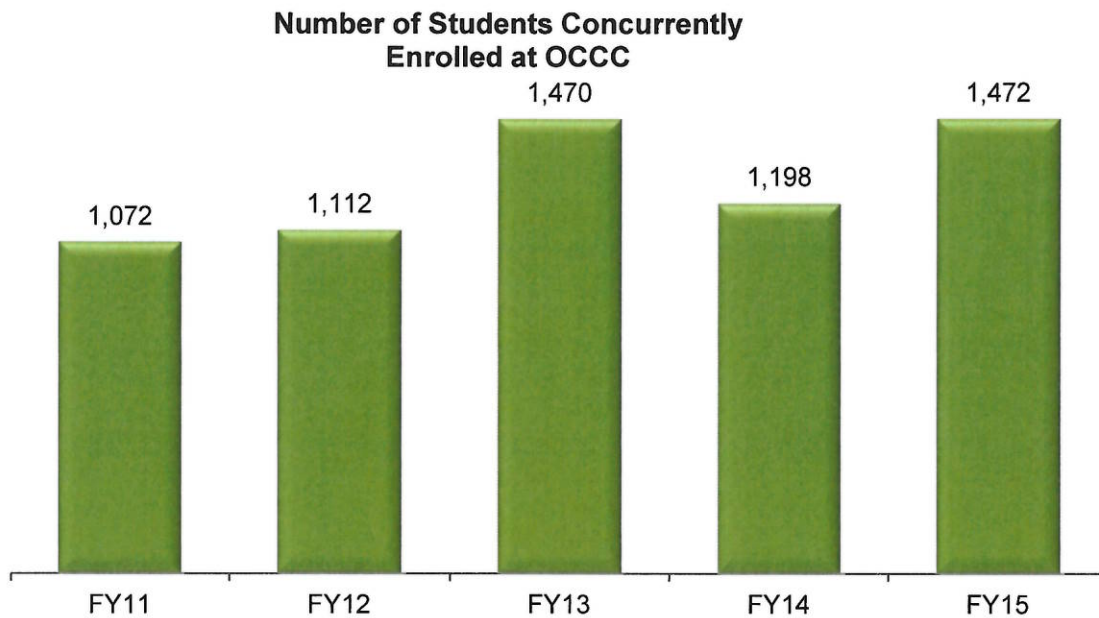
Summary Continued

Areas for improvement include the following:

- The percentage of the first time to college Black student population who test into developmental courses is the highest among all of the racial and ethnic groups with 83.3% compared to the average of 67.4%.
- Blacks also have the lowest success rate for completing the developmental course with a 47.9% compared to the average of 65.8%.

Concurrent Students

Target: Concurrent student headcount for FY15 will exceed the three-year average target of 1,260.



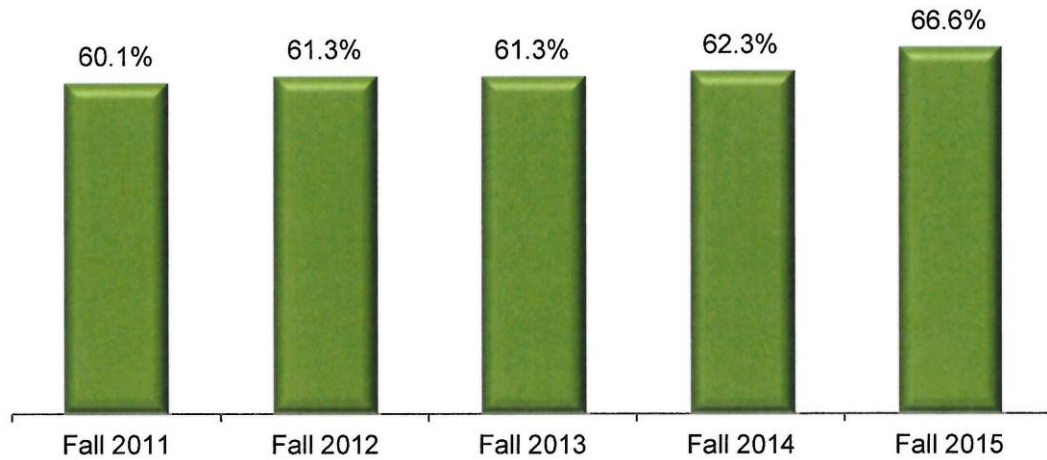
Source: Office of Institutional Effectiveness

- The number of students who were concurrently enrolled in high school and college increased 23% or 274 from 1,198 in FY2014 to 1,472 in FY15. Some of this gain was due to the high school juniors who did not have to pay tuition. This may change in the near future as junior concurrent fee waivers will be eliminated as a cost saving measure. Therefore, this target may have to be reevaluated based on changes to the concurrent policy.

Successful Developmental Course Completion

Target: Students will successfully complete developmental courses in Fall 2015 will be above 62.3%.

Successful Completion in English and Math Developmental Courses

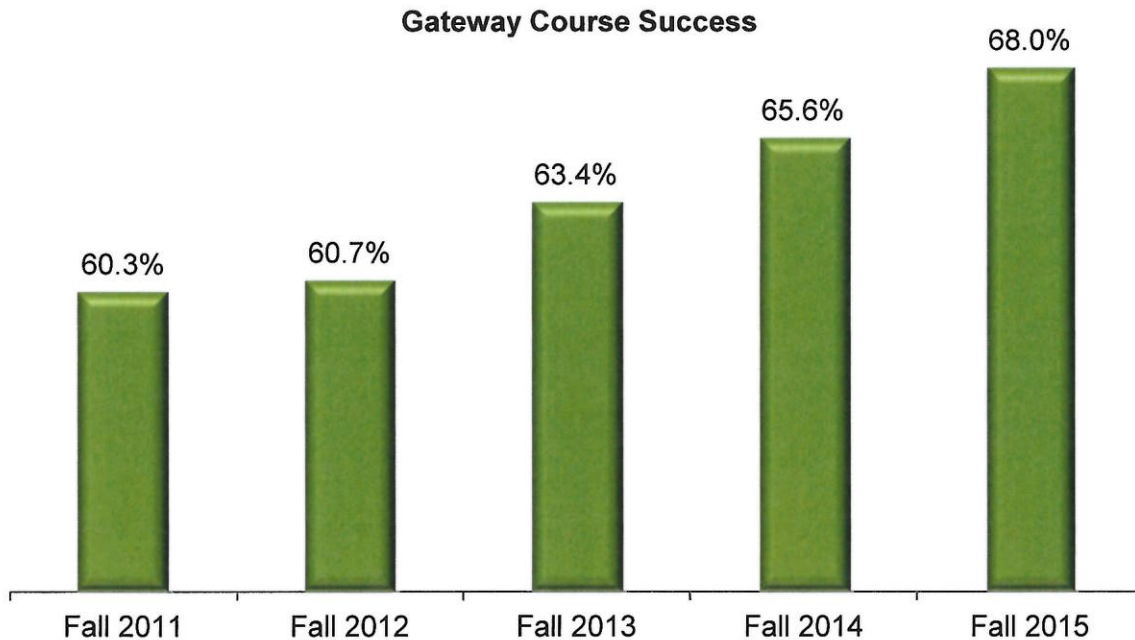


Source: OCCC Office of Institutional Effectiveness

- 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 continues to increase with the most recent increase of 4.3 percentage points from last year. There were significant increases in both math and reading/writing developmental course success. (For more information on developmental courses see pages 13-18 in the Appendices.)

Gateway Course Success

Target: Students will successfully complete their Gateway courses in Fall 2015 will be above 65.6%.

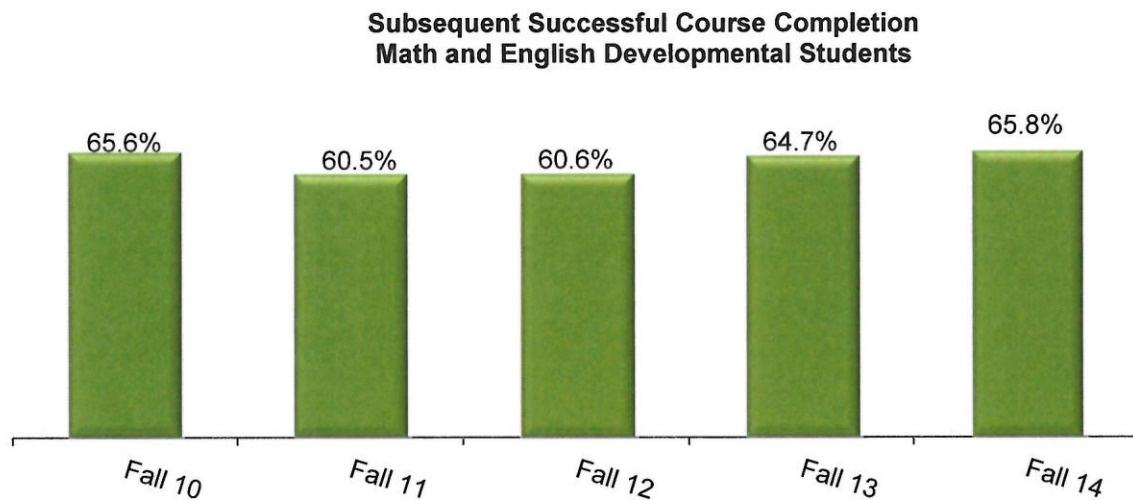


Source: Office of Institutional Effectiveness

- Gateway courses are the first college-level courses for most students. These courses are required for most degree programs. For a fourth year in a row, total gateway course success increased. Since Fall 2011, course completion rates have increased almost 8 percentage points. More than half of the College's students are enrolled in these courses in any one semester. (For course completion detail see page 21 in the Appendices.)

Subsequent College-Level Course Completion for Development Students

Target: Developmental students will successfully complete their subsequent college-level course will be above 64.7%.

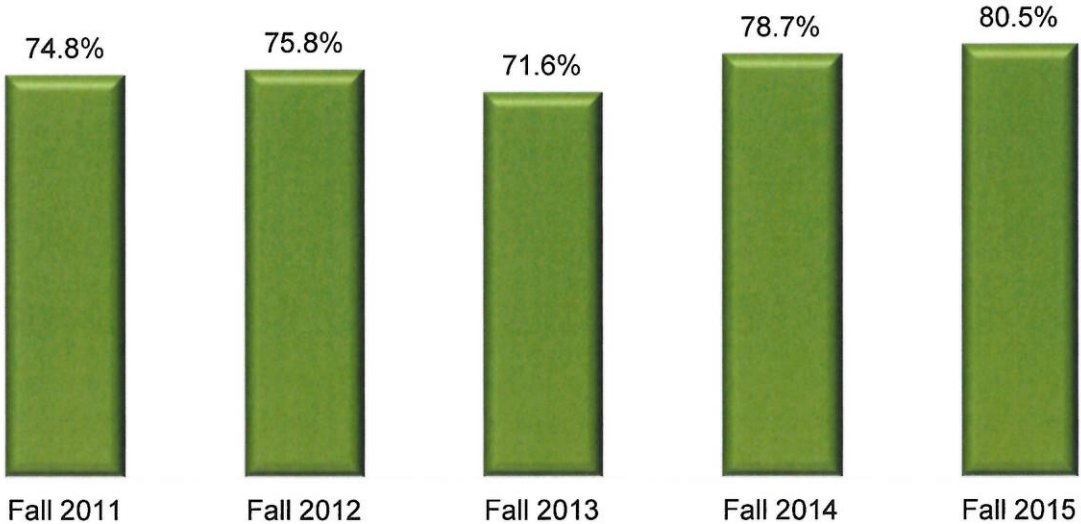


- Subsequent college level course completion has continued to increase over the past three years.

Percent of Students with 12 or Fewer Credit Hours Who Take the Success in College and Life Course

Target: Students will successfully complete their Gateway courses in Fall 2015 will be above 78.7%

Percent of Student with 12 or Fewer Credit Hour who Take the SCL Course



- Since the College has made a concerted effort to encourage students to enroll in the Success in College and Life course, the percent of students enrolling early in their educational experience have continued to increase.



Improvement Strategies

Update on Improvement Strategies from the Last Report

- Concurrent enrollment increases are anticipated as a result of the following:
 - OCCC staff are working with Purcell, Lexington and Washington School Districts to increase the number of concurrent students.
 - OCCC is currently offering courses at within this high school district.
 - Staff are working with US Grant to increase the concurrent enrollment offered at the high school.
 - OCCC is currently offering courses at US Grant High School.
 - Staff plan to better utilize ACT data to target concurrent students more directly rather than via the high school counselors.
 - We are currently working with Ellucian (Datatel) consultants to create the programming which allows the data sent from ACT to be uploaded into our Recruiter system. Once the technology solution is implemented we will be able to begin systematic outreach and recruitment efforts.
- Review mandatory lab pilot for English 1113 students and expand program if successful.
 - The pilot for the English 1113 students was successful. Success rates were maintained while the number of students in College Prep English has declined.

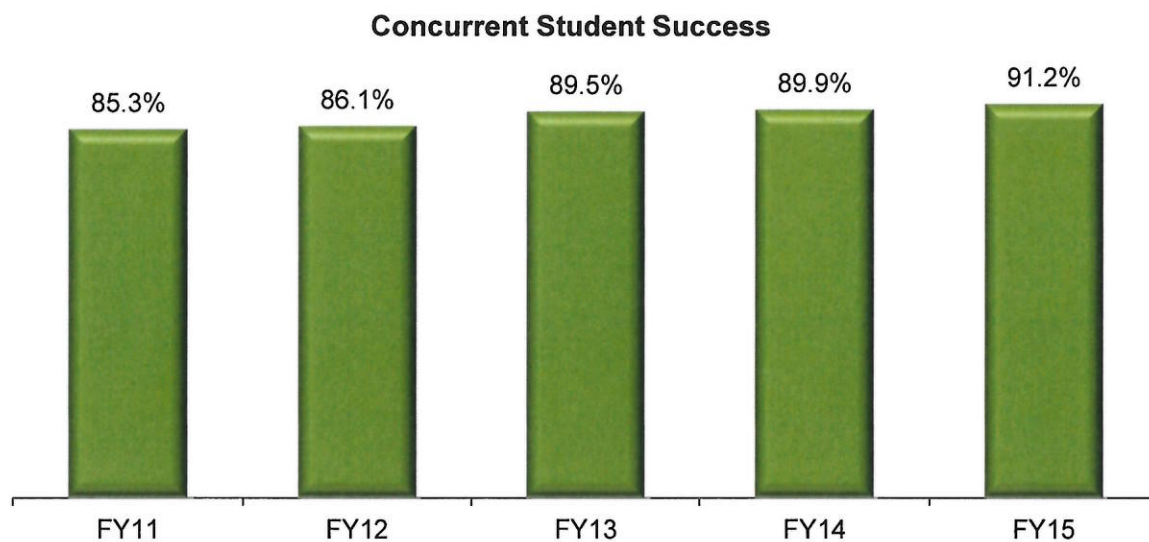
New Improvement Strategies

- Increase completion of developmental students through a curriculum redesign and alternative placement strategies.
- Conduct a pilot onboarding project that uses predictive analytics to identify and target interventions for at-risk students early in their college experience.



APPENDICES

Concurrent Student Success and Top Ten High Schools



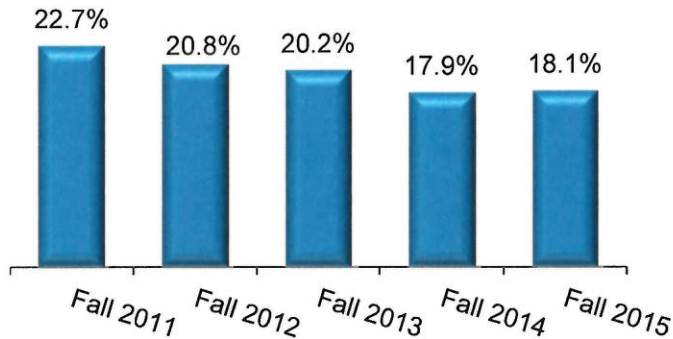
	Top Ten High Schools	#	%	% Change Yr over Yr
1	Westmoore High School	219	14.9%	31.1%
2	Southmoore High School	153	10.4%	16.8%
3	Moore High School	128	8.7%	-2.3%
4	Norman High School North	126	8.6%	110.0%
5	Newcastle High School	73	5.0%	5.8%
6	Homeschool	71	4.8%	51.1%
7	Classen School Advanced Studies	58	3.9%	65.7%
8	Southeast High School	40	2.7%	25.0%
9	Mustang High School	39	2.6%	-27.8%
10	Putman City North High School	38	2.6%	153.3%

Source: Office of Institutional Effectiveness

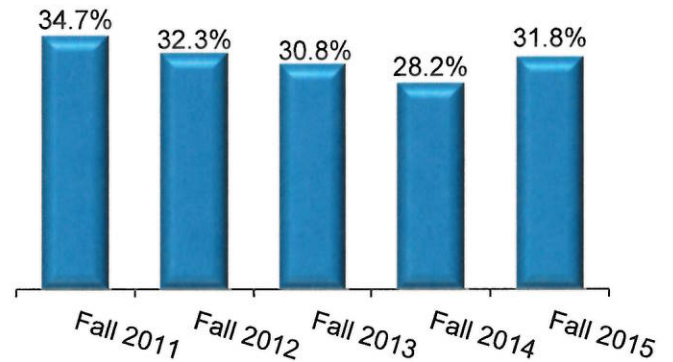
Comment: As would be expected, concurrently enrolled students successfully complete courses at much higher rates than the College average. Forty-three percent of these students came from high schools in Moore and Norman in FY 2015.

Developmental Course Information

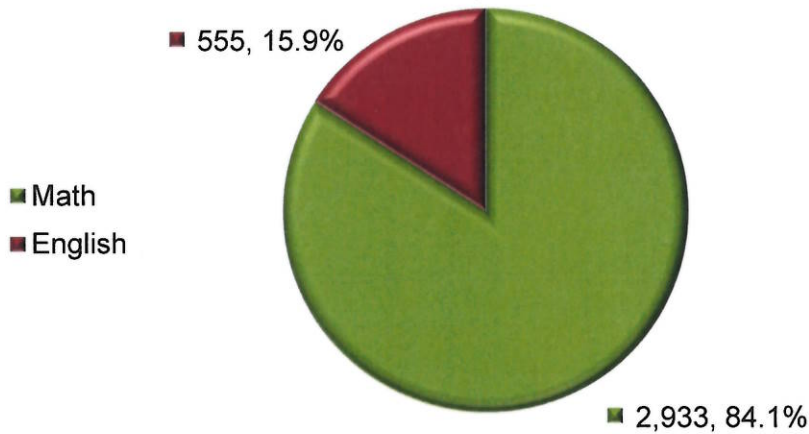
Percent of ALL Students Taking at Least One Developmental Course



Percent of NEW Students Taking at Least One Developmental Course



**Fall 2015 Developmental Enrollments
N = 3,488**

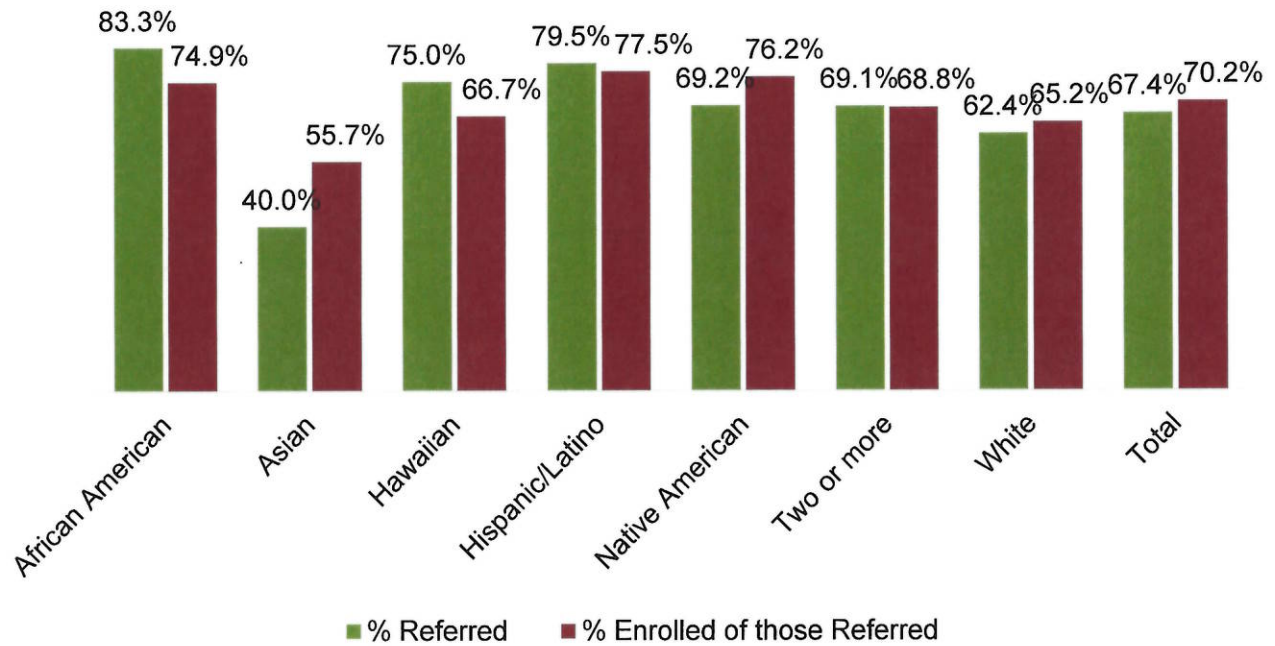


Source: Office of Institutional Effectiveness

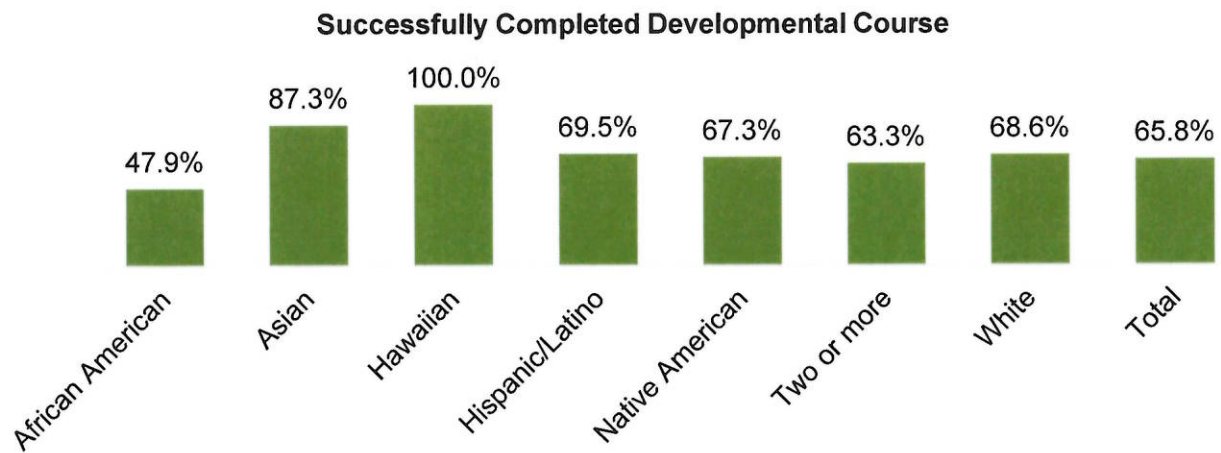
Comment: The percentage of all and new students taking at least one developmental course increased slightly. The most logical explanation for this change would be that students are beginning to enroll in their developmental courses earlier in their educational career.

Developmental Students – Race and Ethnicity Fall 2015

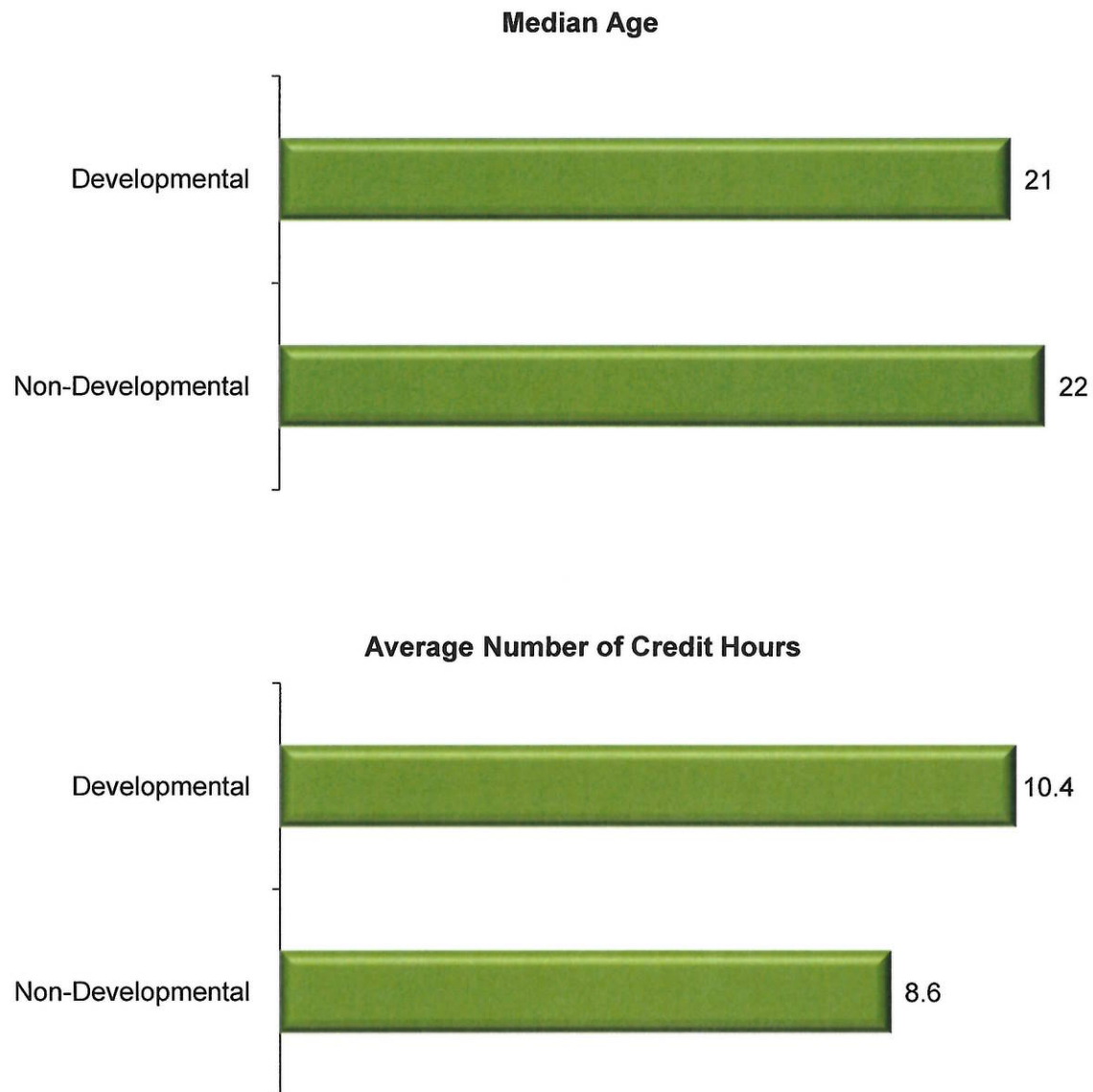
First Time to College - Percent of Students Who Tested into Developmental Courses and Percent Who Enrolled in Developmental Courses



Comment: The African American population had the highest percent of students requiring remediation. Fortunately, three quarters of these students enroll their first semester in the developmental courses. The graph below shows the percent of students who successfully completed their developmental course with the African American population pass rates significantly below average.



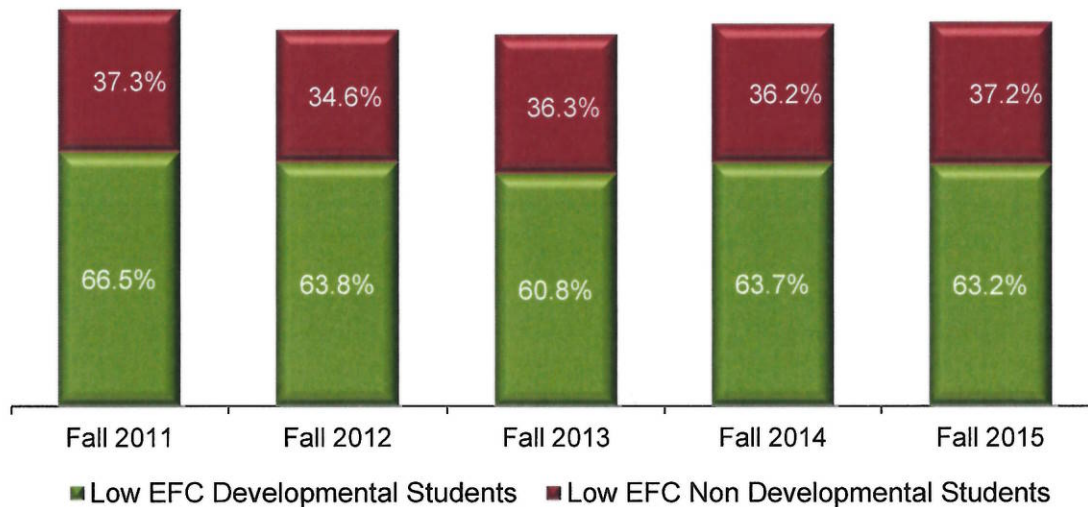
Developmental Students – Median Age & Average Number of Credit Hours-Fall 2015



Comment: The median age of developmental and non-developmental students is about the same. The average number of credit hours taken by developmental students is higher. Both of these measurements have remained stable over the last several years.

Developmental Students with Low Expected Family Contribution (EFC)

Percent Of Students With Low Expected Family Contribution *



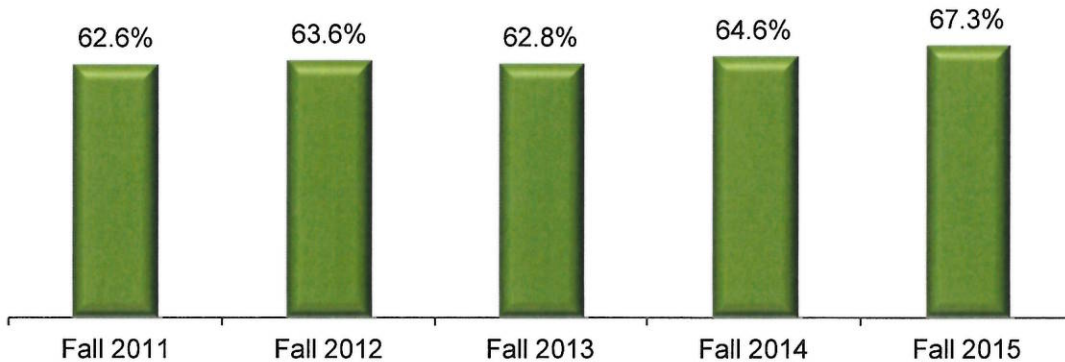
Source: Office of Institutional Effectiveness

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

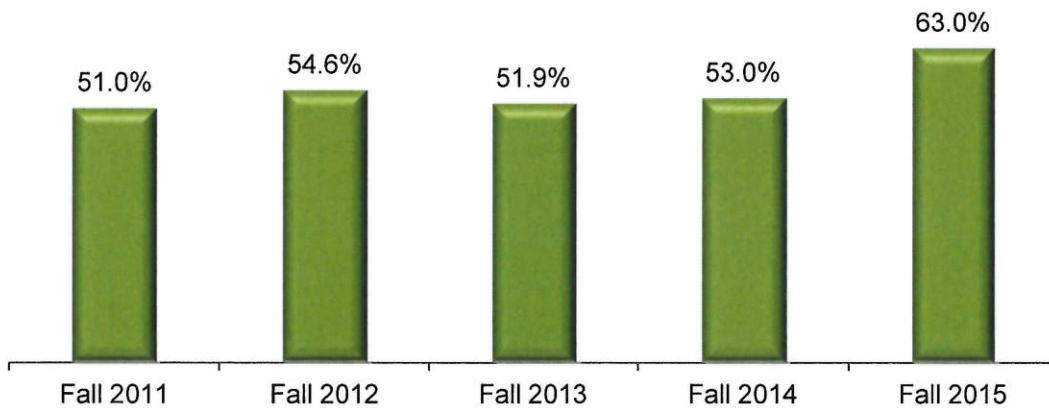
Comment: Students who come from low-income families are much more likely to require developmental courses than students with more financial support.

Successful Developmental Course Completion for Math and English

Successful Completion in Developmental Math Courses



Successful Completion in Developmental English Courses

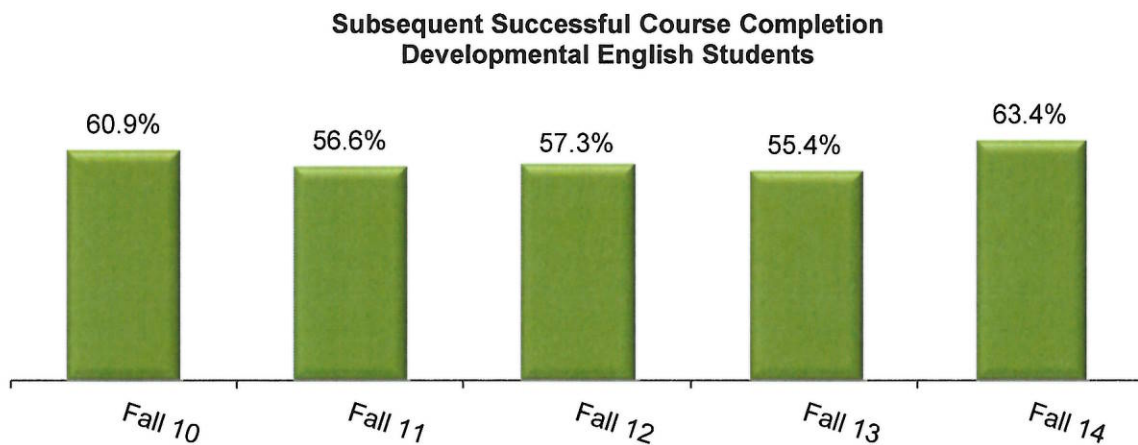
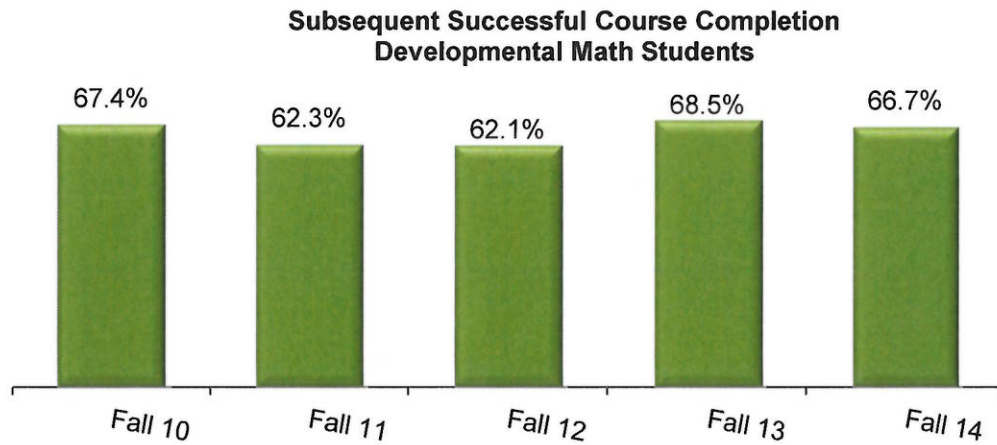


Comment: The Developmental English course success increase by 10 percentage points because the development course curriculum was significantly changed from four developmental courses to two developmental courses.

Source: OCCC Office of Institutional Effectiveness

Subsequent Course Completion of Developmental Students

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

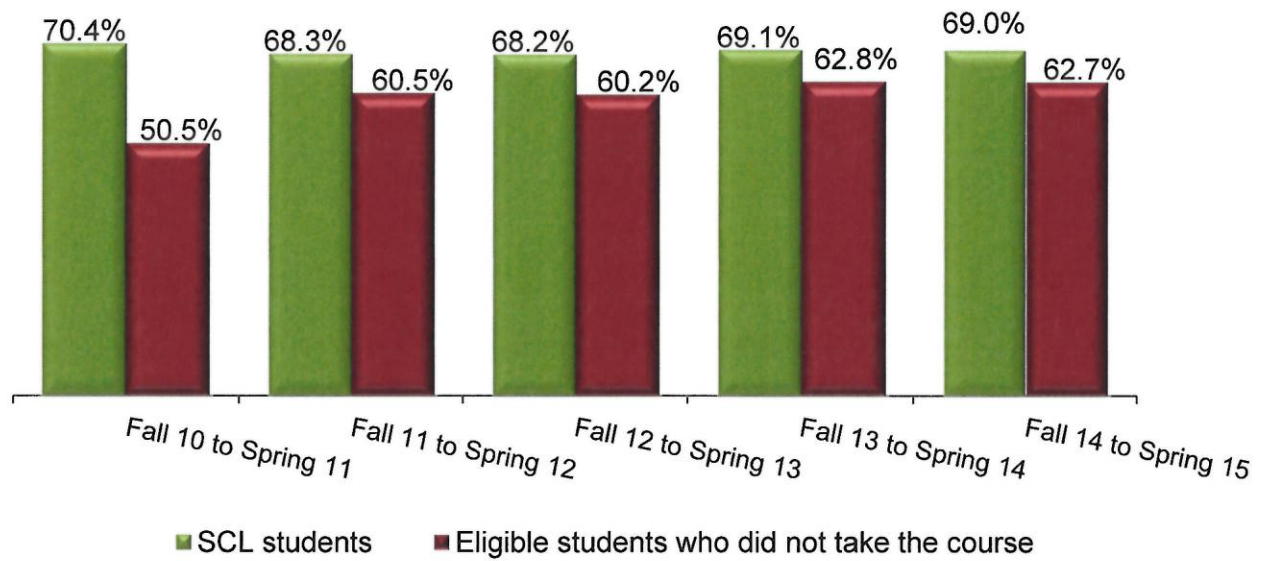


Source: OCCC Office of Institutional Effectiveness

Comment: Overall, subsequent successful course completion of English developmental students increased significantly which is a reflection of the development of the new College Prep English curriculum.

Success in College and Life - Persistence

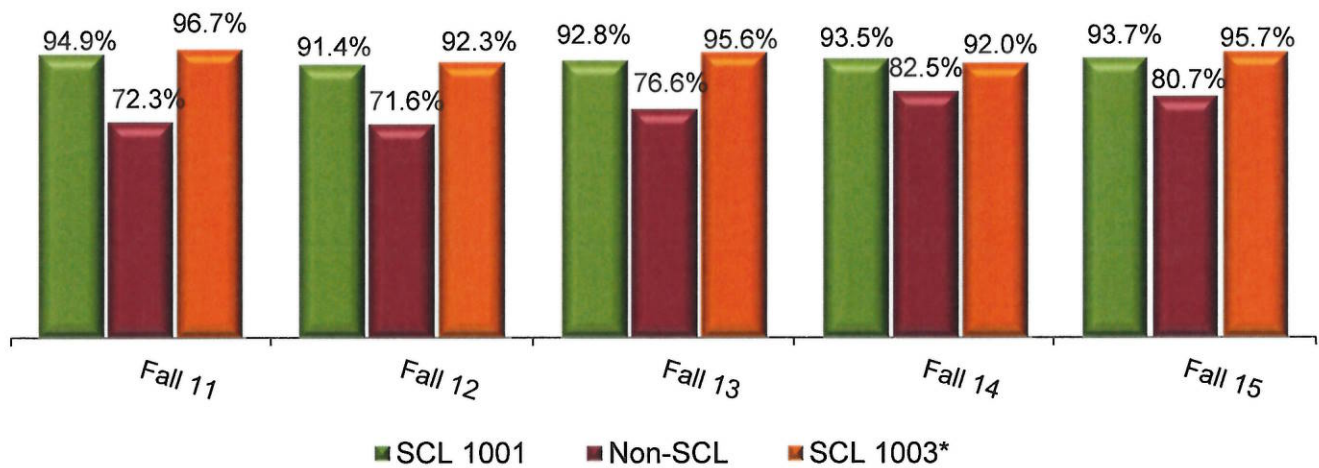
Persistence From Fall to Spring



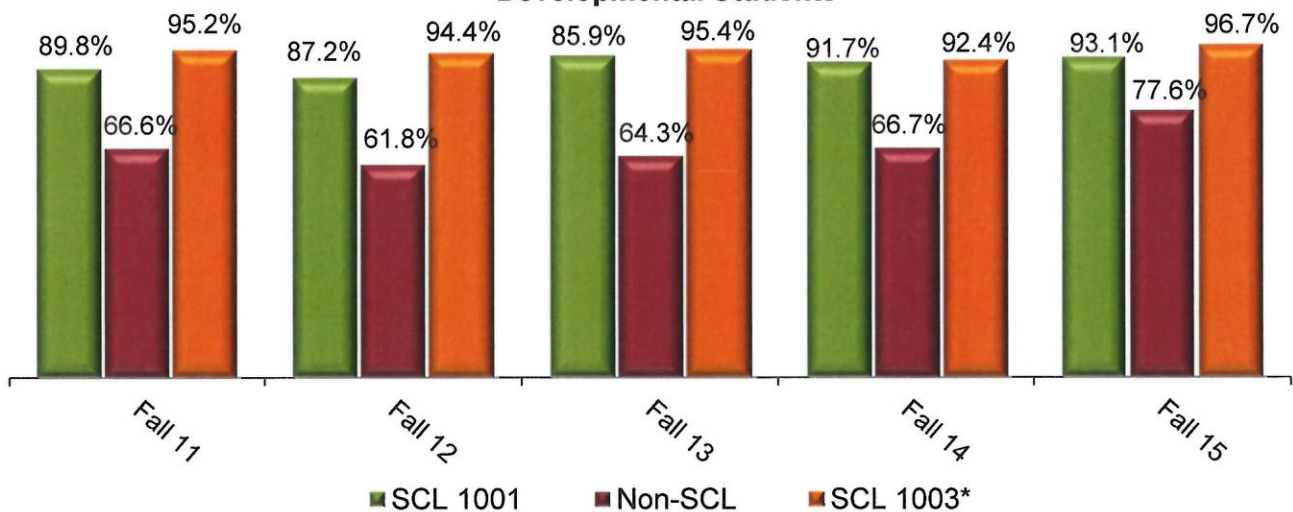
Comment: As in past years, students who took the college's Success in College and Life courses persisted at higher rates than those students who did not take the course.

Success in College and Life Course - Completion

Successful Course Completion of All New Students



Successful Course Completion Developmental Students



Source: Office of Institutional Effectiveness

*Course specifically designed for College Prep English II students.

Gateway Course Success

	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Change Yr over Yr
Music Appreciation 1113	76.5%	71.7%	77.5%	75.7%	81.7%	6.0
History after the Civil War 1493	61.4%	67.4%	69.5%	72.3%	73.4%	1.1
General Biology 1114	67.1%	59.0%	61.1%	67.2%	71.8%	4.6
Political Science 1113	60.8%	58.9%	68.0%	72.2%	71.7%	-0.5
English Composition II 1213	64.3%	66.8%	70.6%	66.7%	71.0%	4.3
English Composition I 1113	61.1%	59.5%	64.0%	66.2%	68.4%	2.2
Psychology 1113	55.9%	56.7%	58.0%	65.5%	67.4%	1.9
College Algebra 1513	61.4%	61.4%	61.1%	66.0%	65.6%	-0.4
History Prior to the Civil War 1483	50.7%	60.9%	64.8%	62.7%	65.0%	2.3
Introduction to Nutrition 1023	60.5%	58.5%	61.4%	61.5%	62.3%	0.8
Intro to Computer Applications 1103	52.4%	55.4%	59.3%	59.0%	61.1%	2.1
Human Anatomy and Physiology 1314	57.0%	53.9%	57.3%	61.2%	59.6%	-1.6
General Chemistry 1115	54.0%	58.4%	54.0%	57.2%	52.2%	-5.0
TOTAL (All General Ed Courses)	60.3%	60.7%	63.4%	65.6%	68.0%	2.4

Comment: As seen by the blue bar, the number of courses which have experienced greater success than the average general education course success included six gateway courses. This number increased from three courses in Fall 2014. Ten of the 13 gateway courses showed an improvement from the previous year. Music Appreciation had the greatest increase of 6.0 percentage points.