



**Monitoring Report on Achieving
the College's ENDs:
Student Success**
November 21, 2016





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Background and Summary

Student Success: Our students successfully complete their academic courses, persist in college, and earn certificates or degrees at OCCC or another institution.

There are five core indicators (with several sub-indicators) used to measure student success in the College's proposed FY 2015 Annual Plan. Based on the latest available information, performance is as follows:

Target	Performance ¹
Successful College-Level Course Completion will be above the previous year.	
Successful completion of 1000-level courses was 71.5% compared to 71.1% last year.	
Successful completion of 2000-level courses was 77.1% compared to 76.7% last year.	
Results of General Education Assessment of Students will be above 70%:	
Critical thinking was 77%.	
Human heritage, culture, and institutions was 73%.	
Mathematical methods was 61%.	
Public speaking was 76%.	
Writing skills was 94%.	
Persistence, Retention, and Progression will be above the previous year.	
Fall-to-Spring persistence was 59.3% compared to 57.7% last year.	
Fall-to-Fall retention was 39.2% compared to 37.6% last year.	
Progression (The progression rate of students graduating, transferring, and continuing education) was 52.8% compared to 51.0% last year.	
The percentage of Academic Probation students will decrease and the retention will increase from the prior year.	
The percentage of students on academic probation at the end of Fall 2015 was 17.4% which was lower than Fall 2014 of 17.6%.	
The retention (Fall to Fall) of students on academic probation was 20.9% for the Fall 2015 cohort which was above the Fall 2014 cohort of 19.6%.	
The number of graduates will be above the prior three-year average.	
The number of graduates was 2,063 compared to the target of 1,875.	

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

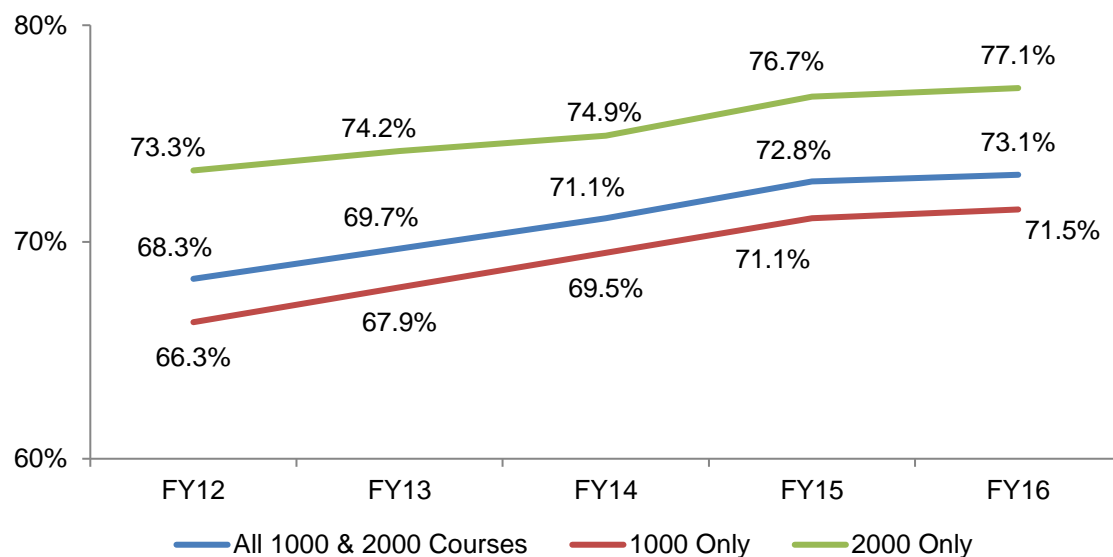
- During the last several years, the College has demonstrated the following progress in addressing its Student Success END:
 - Course completion for 1000-level and 2000-level courses has consistently increased.
 - The number of graduates exceeded the Big Goal by 45 graduates or 2.2%.
 - Fall-to-Spring persistence and Fall-to-Fall retention both increased.
 - General education assessments of student learning for four of the five areas exceeded the target.
- Areas for improvement include the following:
 - There are persistence and retention gaps among certain underrepresented populations.

Successful College-Level Course Completion

Target: Successful completion of college-level courses will meet or exceed 71.1% for 1000-level courses and 76.7% for 2000-level courses.

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

Successful Course Completion Rates



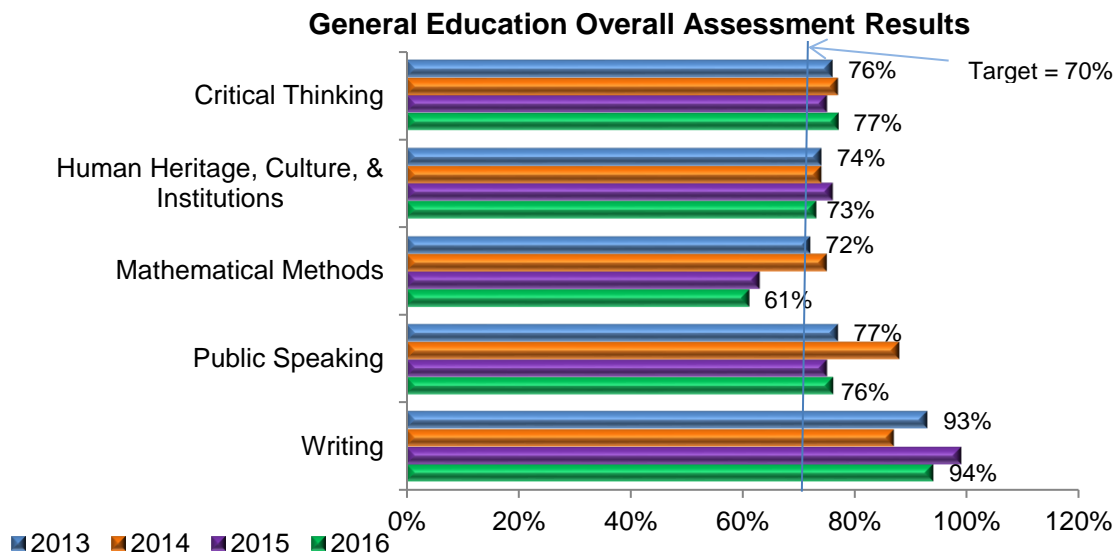
Source: Office of Institutional Effectiveness

- Successful course completion of 1000-level and 2000-level courses both exceeded the target. This is the fourth year that both course levels (1000 and 2000) exceeded the course completion rates of the previous year. Detailed information can be found on pages 17-19.
- The 16-week courses were the only 1000 level courses which experienced an increase from the previous year.
- Successful course completion for 2000-level courses for 16-week courses, 8-week and the 4-week courses increased. FastTrack and Intercession successful course completions declined.
- Successful course completion of new, 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.

A rigorous system of general education assessment is important to the College's accrediting bodies, and ensures consistent evaluation of learning outcomes over time. Course assignments are evaluated by independent faculty committees to determine if they meet a set of pre-determined criteria (rubrics). Students must have 35 or more OCCC credits to be included in the assessment.



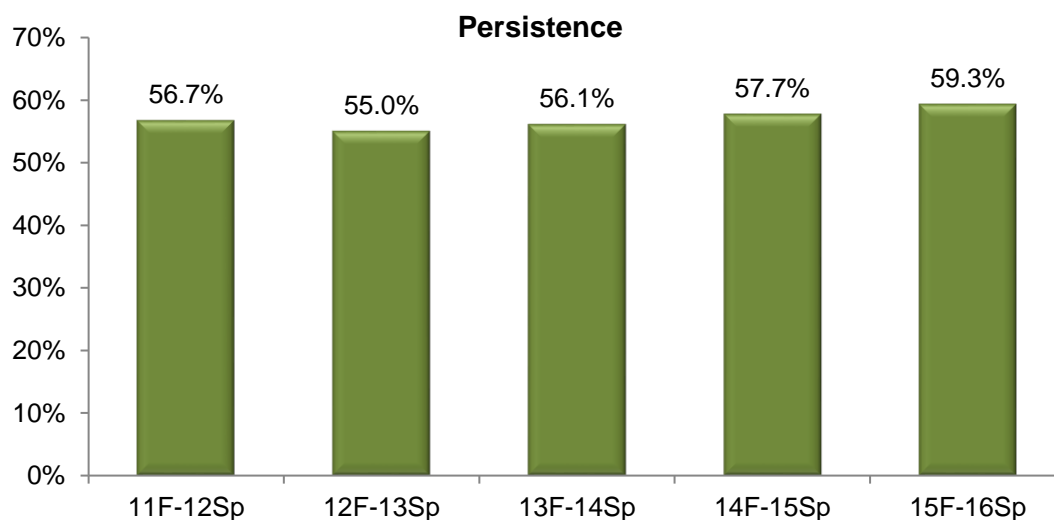
Source: General Education Committee

Four of the five general education assessment goals were met. Mathematical Methods was below target performance as a direct result of a more stringent set of evaluation criteria adopted in 2015. Previously, a student would pass if he/she met two of the three criteria. The General Education Committee decided it was critical that students pass all three areas (mathematical properties, application of properties/calculations, and conclusion/evaluation).

Fall-to-Spring Persistence

Target: Students who continue their courses from the Fall 2015 to the Spring 2016 Semester (Persistence) will be above 57.7%.

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.

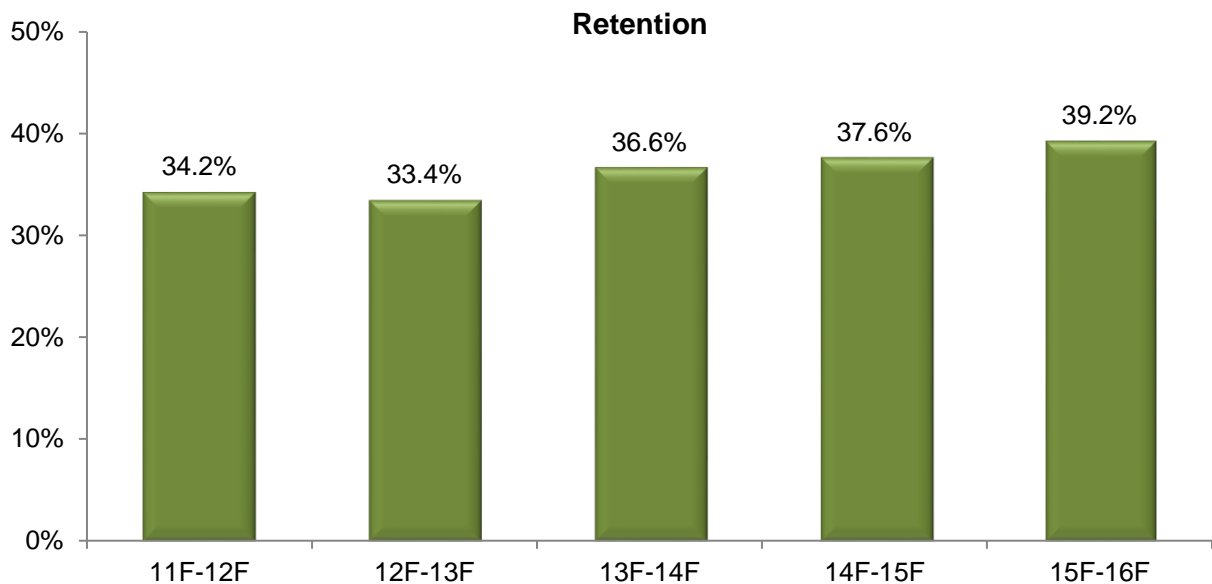


Source: Office of Institutional Effectiveness

- This is the third consecutive year persistence has increased. The persistence target was met with an increase of 1.6 percentage points from the previous year. Details can be found on pages 20-21.
- **Big Goal #2** – Though the persistence gap between African-American and overall College average was significant, it declined from -9.9 percentage points in 2015 to -8.0 percentage points in 2016. The persistence gap of Native American students also declined from -6.1 percentage points to -1.3 percentage points.

Fall-to-Fall Retention

Target: Students who continue their courses from Fall 2015 to the Fall 2016 semester (Retention) will be above 37.6%. The cohort used to track retention is all new students to OCCC who enrolled in the fall.



Source: Office of Institutional Effectiveness

- Target was met with an increase of 1.6 percentage points. Details of the retention information are found on pages 22-23.
- In looking at socio-economic status, students who are in the lowest level expected family contribution (\$0 - \$1,500) persist at higher rates but are retained at lower rates than the college's average. This is probably due to financial challenges and the lack of academic preparation for many of these students. Additional information can be found on page 20.
- **Big Goal #2** – The retention gap for African American students increased from a -8.1 percentage points for the Fall 2014 cohort to a -9.9 percentage points for the Fall 2015 cohort. The gap for Native Americans improved from a -3.1 percentage points for the Fall 2014 cohort to 0.3 percentage points for the Fall 2015 cohort.

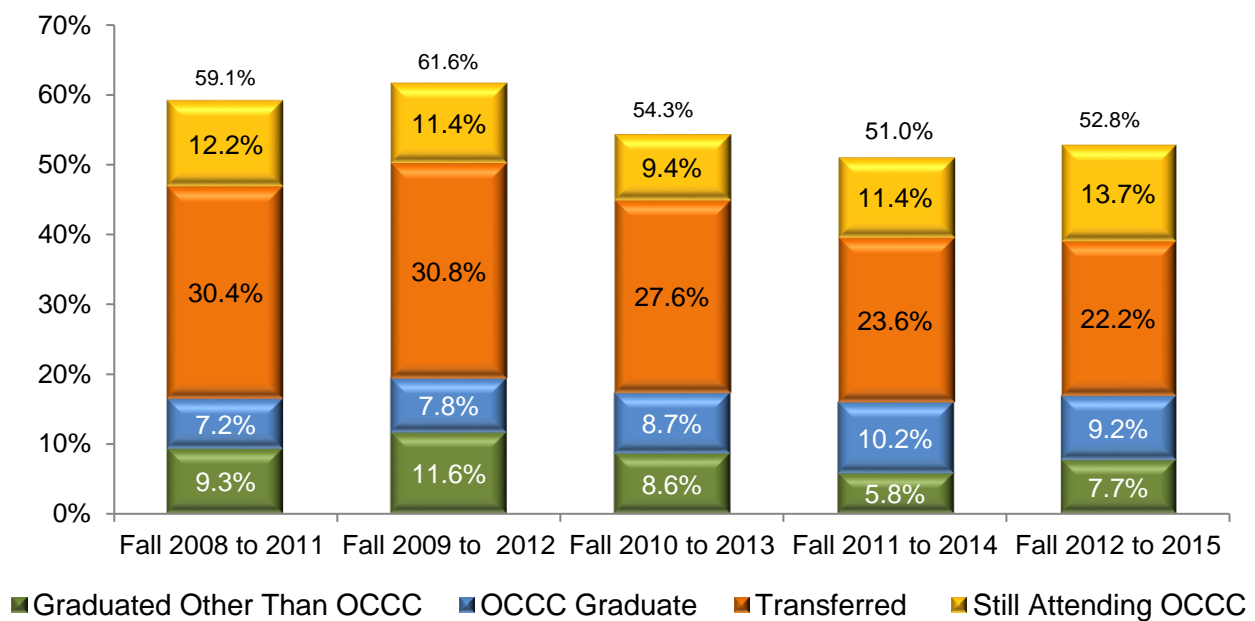
Progression

Target: The progression rate will be above 51.0%.

The 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

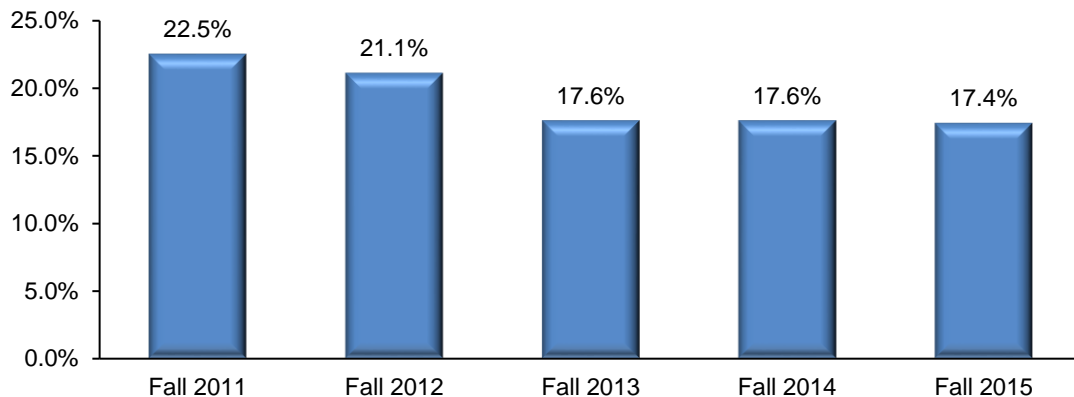


- Target was met with an increase of 1.8 percentage points from the previous year. The graduates other than OCCC (1.9 percentage points) and students still attending (2.3 percentage points) both increased. The declines were in the transfer students (-1.4 percentage points) and graduated from OCCC (-1.0 percentage points).

Students on Probation

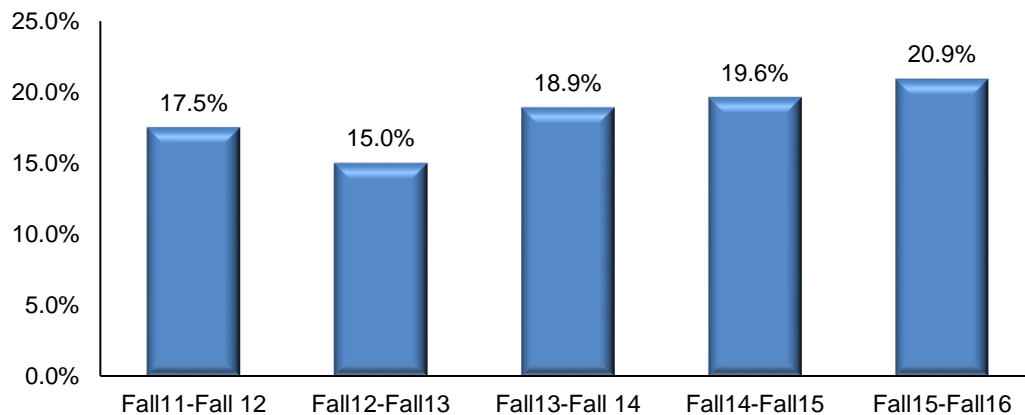
Targets: The percentage of students on academic probation is below 17.6%. The percentage of students on academic probation have been retained at a higher rate than 19.6%.

Academic Probation by End of Fall Term



Student probation is calculated by the percent of the student body that is on probation at the end of the Fall semester. The target was met with the percent of students on probation in Fall 2015 which is less than the percent of students on probation the previous year.

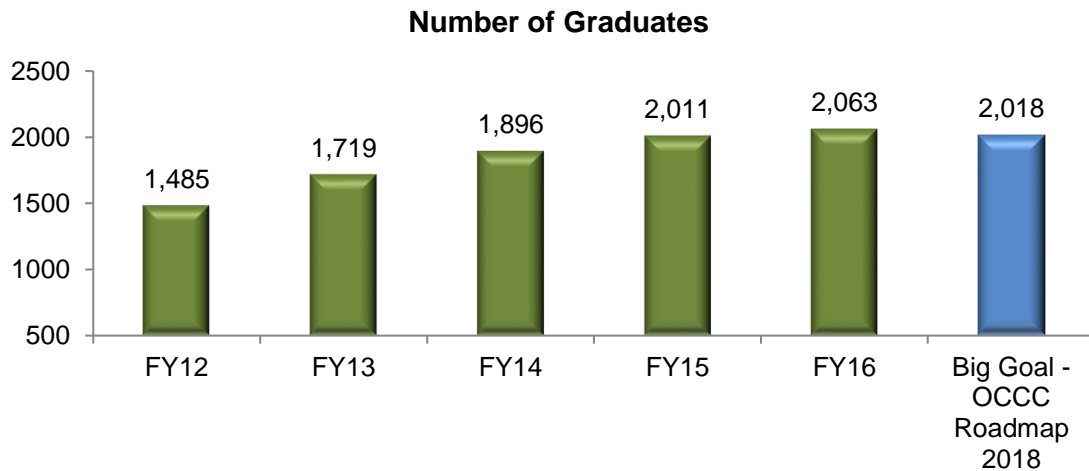
Percent of Fall AtD Cohort on Probation and Retained the Following Fall



Students on probation continue their courses from Fall 2015 to the Fall 2016 semester (Retention). This is the third year that these numbers have increased.

Number of Graduates

Target: The number of graduates will be above the prior three-year average of 1,875 graduates.



- The target was achieved.
- **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 exceeded the Big Goal by 45 or 2.2%.
- The number of degrees and certificates increased 70 or 3.2% from the previous year. The average annual increase allocated to OCCC by OSRHE in its Complete College America initiative is 39.
- Over the last ten years, the number of graduates increased by 90.5% (from 1,083 in 2006 to 2,063 in 2016) compared to a decrease in headcount enrollment of 2.0%. Details are included on page 24.



Improvement Strategies

Response to Last Year's Improvement Strategies

- Ensure students have timely access to grades.
 - Faculty are encouraged to use Moodle for their grading.
- To address the Mathematical Methods 2015 result, the General Education Committee will:
 - Actively encourage the submission of Mathematical Methods assignments from a wider variety of courses
 - The number of Mathematical artifacts increased from 95 in 2015 to 257 in 2016.
 - Reevaluate the Mathematical Methods rubric to confirm the rubric's accuracy.
 - The Mathematical Methods rubric was reviewed with the final rubric remaining the same. These components are important for the students to complete.

Future Issues

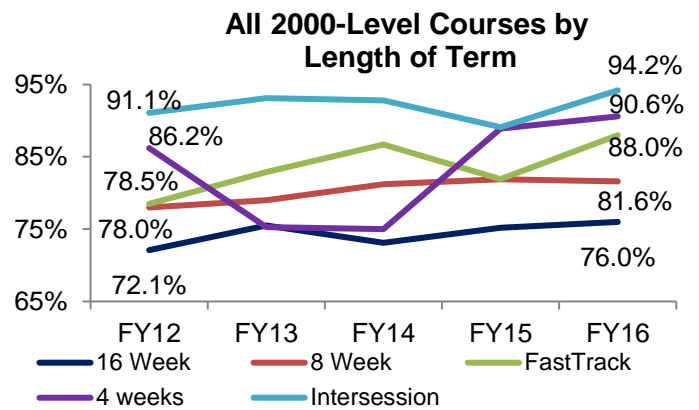
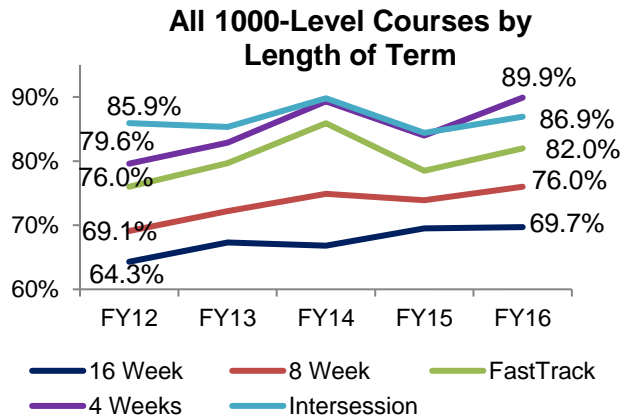
- Investigate Persistence vs Retention.
 - Enrollment Management Committee
- Increase the percentage of OCCC Graduates
 - Expand 2+2 agreements
 - Expand programs offerings
- Center for Learning and Teaching
 - Focus on Teaching
 - Focus on Learning



APPENDICES



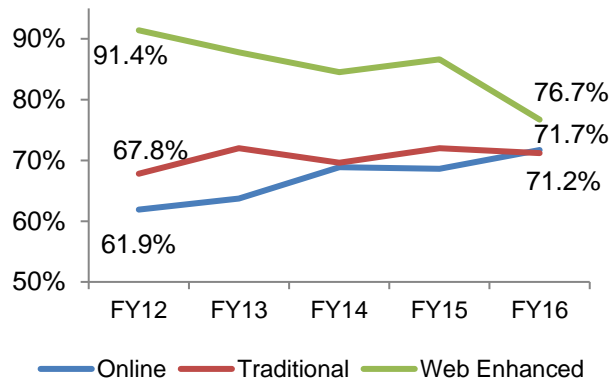
Successful Course Completion by Length of Term



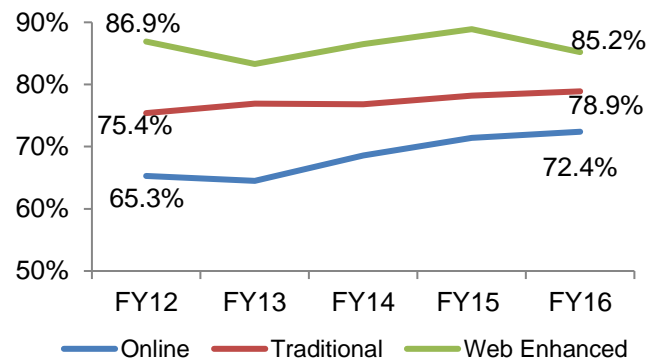
	FY2015 Successful Completion for the College		FY2016 Successful Completion for the College		Percentage Point Diff FY15 to FY16
	#	%	#	%	
4-week	635	85.8%	225	90.2%	4.4
Intercession	923	85.3%	849	88.2%	2.9
FastTrack	842	79.7%	828	84.3%	4.6
8-week	14,328	75.6%	12,073	77.1%	1.5
16-week	52,564	71.3%	49,235	71.5%	0.2

Successful Course Completion by Delivery Methods

1000-Level Courses by Delivery Method



2000-Level Courses by Delivery Method

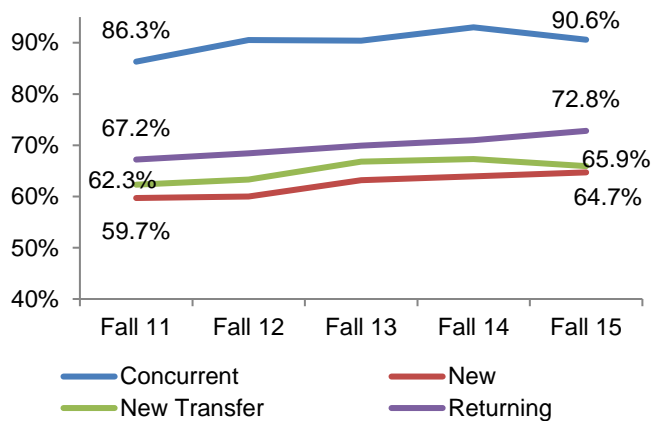


Enrollments by Delivery Method

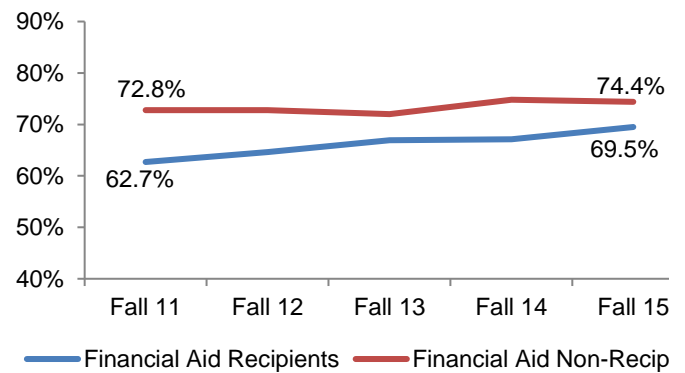
	FY2014		FY2015		FY2016	
	#	%	#	%	#	%
Online	13,105	25.2%	13,966	27.0%	15,235	29.2%
Traditional	38,158	73.5%	37,038	71.7%	36,188	69.3%
Web Enhanced	645	1.2%	676	1.3%	821	1.6%

Successful Course Completion by Type of Enrollments

All Course Levels by Type of Enrollment*



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



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

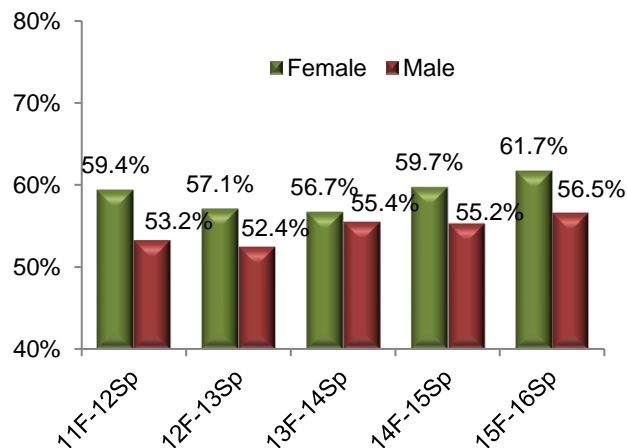
Persistence by Select Demographics

Persistence Gaps by Race and Ethnicity

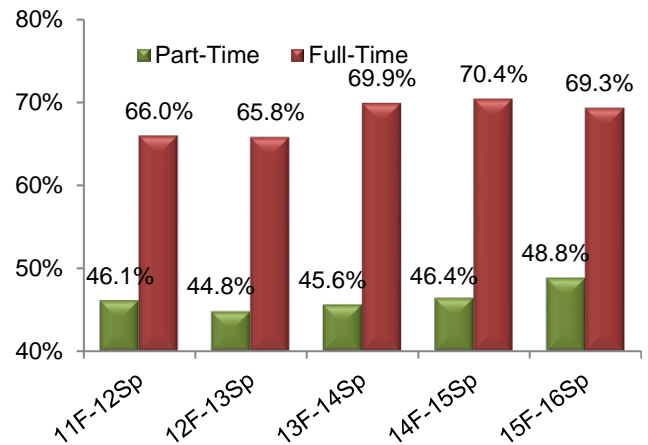
	11F-12Sp	12F-13Sp	13F-14Sp	14F-15Sp	15F-16Sp
Asian	17.0	9.8	13.2	8.8	10.2
Black/African American	-9.4	-9.7	-10.7	-9.9	-8.0
Hispanic/Latino	1.3	-1.5	3.1	5.3	1.4
Native American/Alaskan	-3.2	2.3	-1.5	-6.1	-1.3
Native Hawaiian/Pacific Islander	4.8	-5.0	18.9	-30.4	7.4
Two or More Races	-0.3	-0.4	6.9	1.4	2.2
Minority Total	-1.8	-2.2	0.4	-0.3	0.1
White	1.1	1.8	-0.6	0.2	0.1
College Persistence	56.7%	55.0%	56.1%	57.7%	59.3%

Source: OCCC Office of Institutional Effectiveness

Persistence by Gender

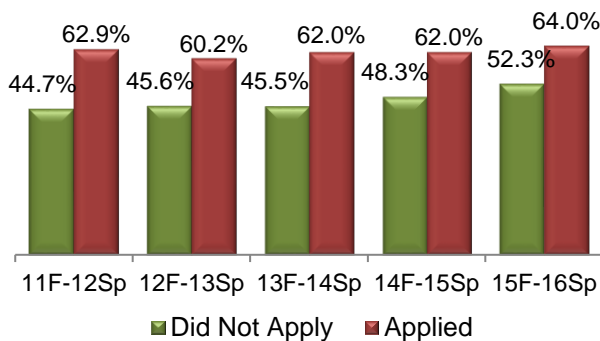


Persistence FT/PT Students

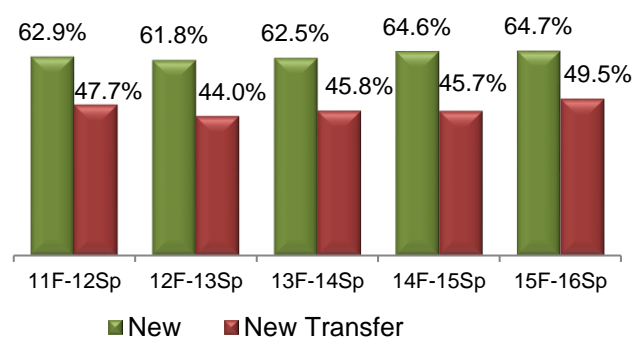


Persistence by Financial Aid Applicants, New Students, EFC, and First Generation

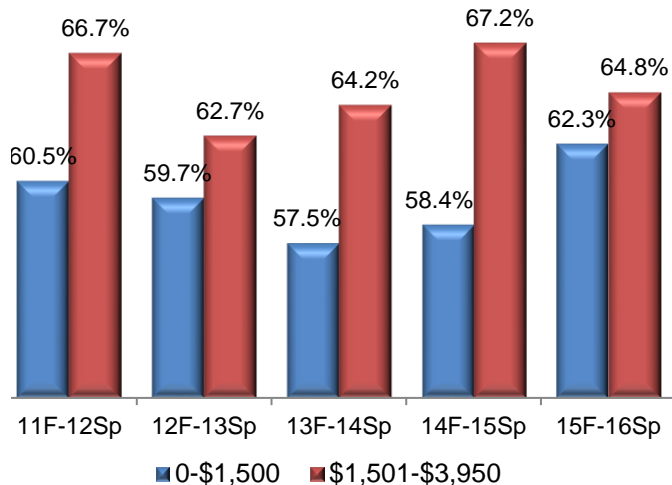
Persistence by Financial Aid Applicants



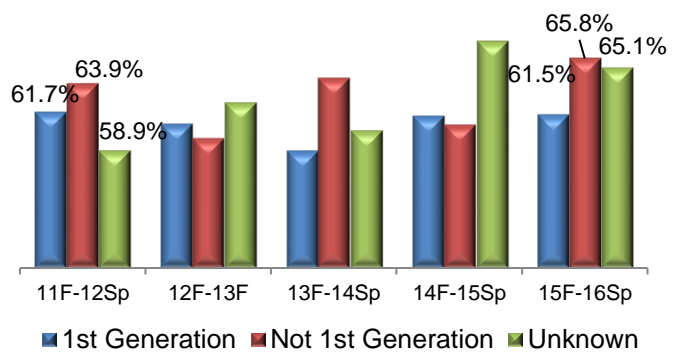
Persistence by New and New Transfer



Persistence by Low Expected Family Contribution



Persistence by First Generation*



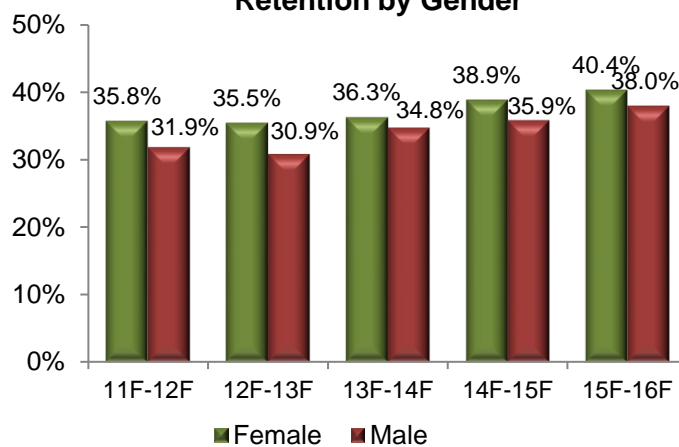
*Excludes students who did not file FAFSA

Retention by Select Demographics

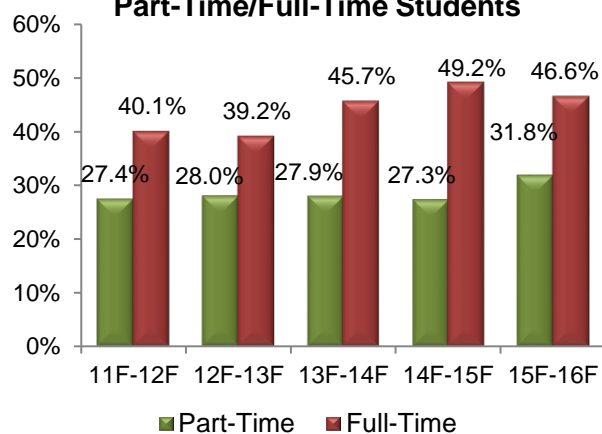
Retention Gaps by Race and Ethnicity

	F11 – F12	F12 – F13	F13 – F14	F14 – F15	F15-F16
Asian	19.8	14.1	15.7	12.2	9.7
Black/African American	-8.9	-13.7	-11.6	-8.1	-9.9
Hispanic/Latino	1.8	4.3	2.0	3.8	2.4
Native American/Alaskan	2.3	0.1	-6.0	-3.1	0.3
Native Hawaiian/Pacific Islander	19.7	-16.8	14.4	-19.4	-5.9
Two or More Races	2.6	-5.5	0.1	-1.1	-1.1
Minority Total	-0.1	-2.0	-1.2	0.0	-0.5
White	0.2	1.0	0.8	-0.2	1.2
College Retention	34.2%	33.4%	35.6%	37.6%	39.2%

Retention by Gender

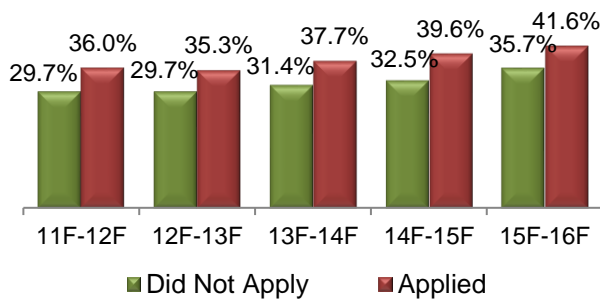


Retention by Part-Time/Full-Time Students

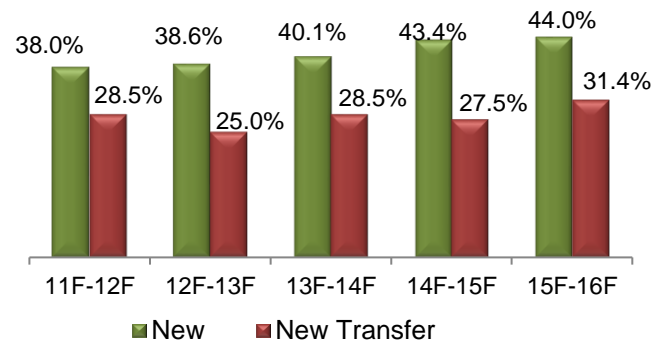


Retention by Financial Aid Applicants, New Students, Low EFC, and First Generation

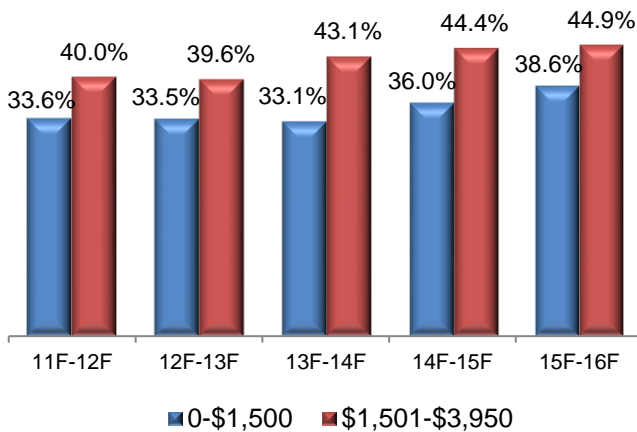
Retention by Financial Aid Applicants



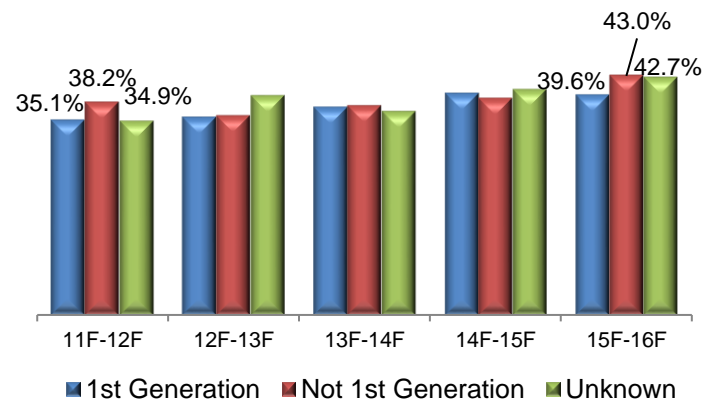
Retention by New and New Transfer



Retention by Expected Family Income



Retention by First Generation*



*Excludes students who did not file FAFSA

Headcount and Graduates

