



**Monitoring Report on Achieving  
the College's ENDs:  
College Readiness**  
April 16, 2018



# Table of Contents

---

Background and Summary .....	3
Concurrent Students .....	5
Successful Developmental Course Completion .....	6
Gateway Course Success .....	7
Subsequent College-Level Course Completion for Developmental Students.....	8
Percent of Success in College and Life Students with 12 or Fewer Credit Hours .....	9
Future Issues .....	10

## **APPENDICES**

Concurrent Student Success and Top Ten High Schools .....	12
Developmental Course Information .....	13
First Time to College Developmental Students – Race and Ethnicity Fall 2017 .....	14
Developmental Student Demographics - Fall 2017.....	15
Developmental Students with Low Expected Family Contribution (EFC) .....	16
Successful Developmental Course Completion for Math and English Courses .....	17
Subsequent Course Completion of Developmental Students .....	18
Success in College and Life - Persistence .....	19
Percent of Students Who Successfully Completed Success in College and Life Course.....	20
Gateway Course Success .....	21

# 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 2017 Annual Plan. Based on the latest available information, performance on the targets is as follows:

Target	Performance <sup>1</sup>
Concurrent student headcount in FY2017 will exceed the target of 1,304 which is a three-year average. The most recent concurrent student headcount was 1,283.	
Students will have a success rate higher than 67.3% in their developmental courses in Fall 2017. OCCC's combined developmental course success was 67.9%.	
Students will have a success rate higher than 67.8% in their Gateway courses in Fall 2017. OCCC's Gateway course success for Fall 2017 was 66.9%.	
Successful subsequent course completion for development students will be above 67.5%. The subsequent course completion for developmental students was 64.2%	
The percent of Success in College and Life students who have 12 or fewer credit hours will be above 78.3%. The percent of students with 12 or fewer credit hours who took the SCL course was 81.2%.	

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

- Developmental course success increased slightly from the previous year.
- Students who complete the Success in College and Life course continue to exceed the success of all new students.
- For a third year in a row, developmental English student course completion increased within their subsequent courses.

---

<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.



# Summary Continued

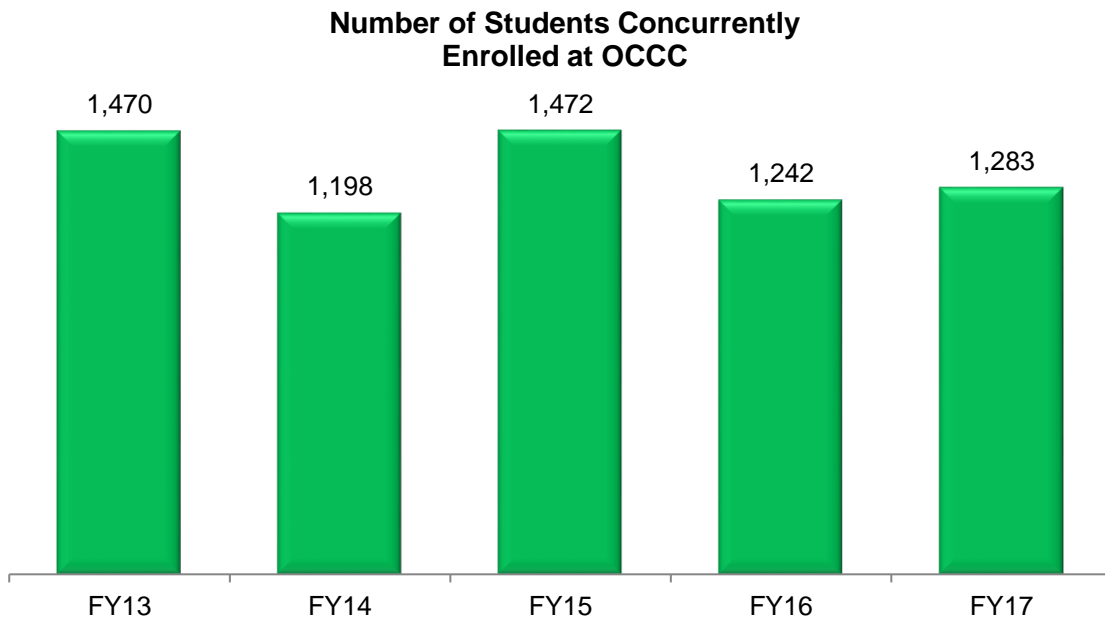
---

Areas for improvement include the following:

- Some minority students complete developmental courses at lower rates compared to the average completion rate.

# Concurrent Students

**Target:** Concurrent student headcount for FY17 will exceed the three-year average target of 1,304.



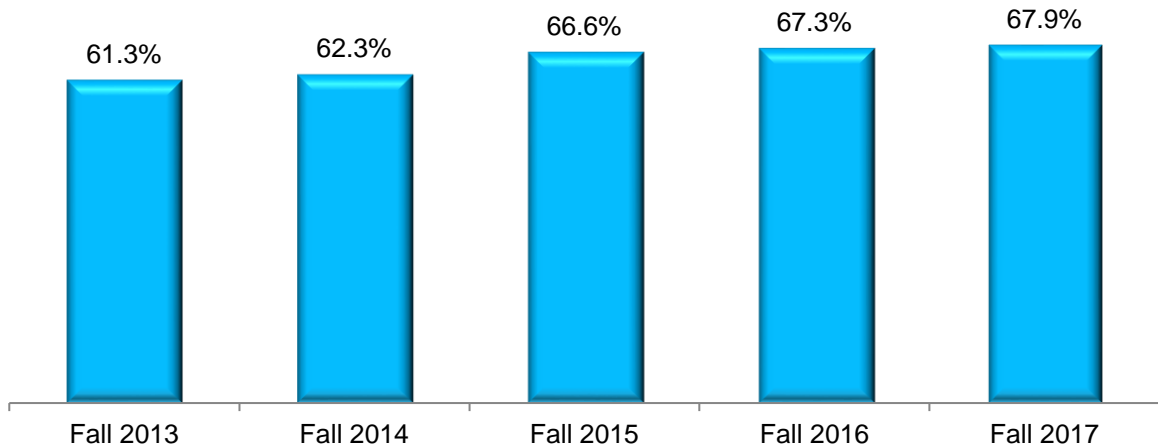
*Source: Office of Institutional Effectiveness*

- The number of students who were concurrently enrolled in high school and college increased 3.3% or 41 from 1,242 in FY2016 to 1,283 in FY2017. Some of this decline could be due to increased competition. (For more information on concurrently enrolled students see page 12 in the Appendices.)

# Successful Developmental Course Completion

**Target:** The rate at which students successfully complete developmental courses in Fall 2017 will be above 67.3%.

**Successful Completion in English and Math Developmental Courses**



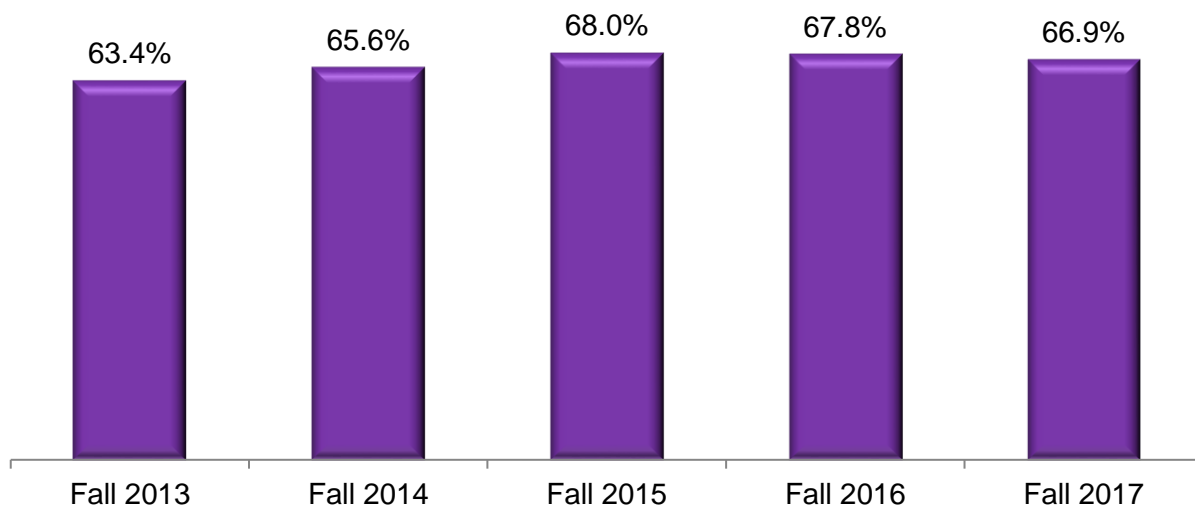
*Source: OCCC Office of Institutional Effectiveness*

- 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 increased for a fourth year in a row and is up 6.6 percentage points from the Fall 2013 levels. (For more information on developmental courses see pages 13-18 in the Appendices.)

# Gateway Course Success

**Target:** The rate of success of students completing their Gateway courses in Fall 2017 will be above 67.8%.

**Gateway Course Success**



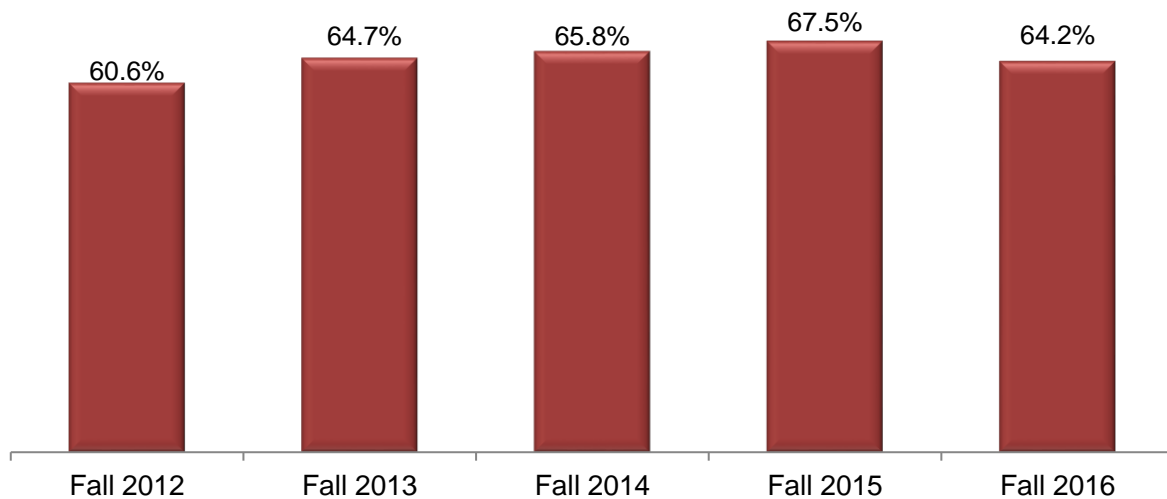
*Source: Office of Institutional Effectiveness*

- Gateway courses are the first college-level courses for most students. These courses are required for most degree programs. More than half of the College's students are enrolled in these courses in any one semester. Although Gateway course success rates declined from Fall 2016 to Fall 2017, the Fall 2017 rate was above the Fall 2013 rate by 3.5 percentage points. (For more information on success in gateway courses see page 21 in the Appendices.)

# Successful Subsequent Course Completion for Developmental Students

**Target:** The rate at which developmental students successfully complete their subsequent course will be above 67.5%.

**Subsequent Successful Course Completion  
Math and English Developmental Students**

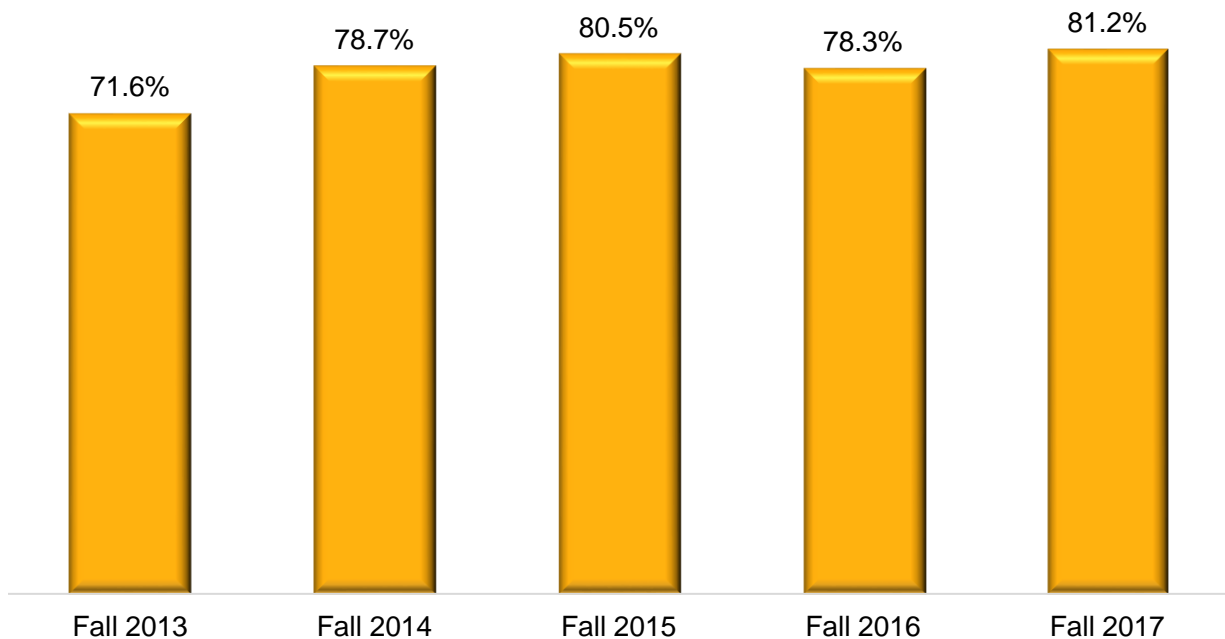


- Subsequent course completion, which measures how well students progress through the developmental sequence and first college level course, has declined for the first time in the past several years.

# Percent of Success in College and Life Students With 12 or Fewer Credit Hours

**Target:** Increase the percent of students with 12 or fewer credit hours who take SCL.

**Percent of SCL Students With 12 or Fewer Credit Hours**



- This measure looks at all students in SCL and reports on the percent who have 12 or fewer credit hours. The percent of SCL students who have 12 or fewer credit hours has increased.



# Future Issues

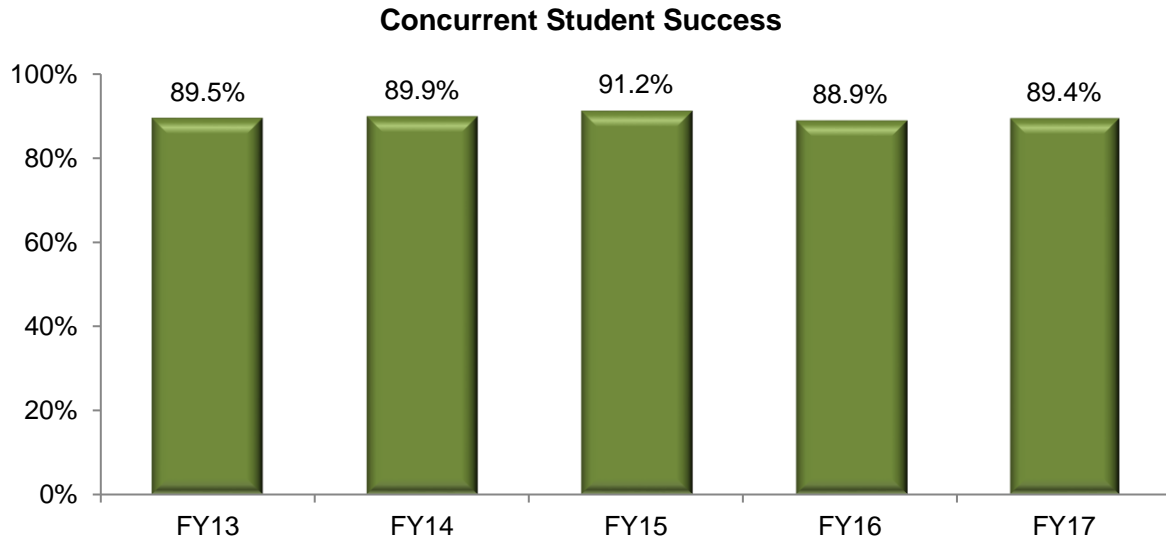
---

- Of students who have completed less than 12 credit hours, increase the percentage taking the Success in College and Life course.
- Increase the concurrent student enrollment.
- Continue to monitor the developmental math successful subsequent course completion.



# APPENDICES

# Concurrent Student Success and Top Ten High Schools



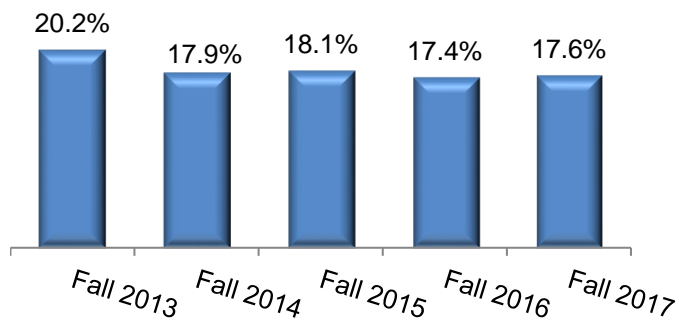
Top Ten High Schools		#	%	% Change Yr over Yr
1	Westmoore High School	170	13.3%	-1.7%
2	Southmoore High School	129	10.1%	30.3%
3	Norman High School North	103	8.0%	41.1%
4	Moore High School	101	7.9%	14.8%
5	Newcastle High School	77	6.0%	2.7%
6	Bridge Creek High School	51	4.0%	0.0%
7	Pathways High School	47	3.7%	46.9%
8	Classen School Advanced Studies	41	3.2%	-2.4%
9	Tuttle High School	38	3.0%	35.7%
10	Ulysses S Grant High School	37	2.9%	37.0%

*Source: Office of Institutional Effectiveness*

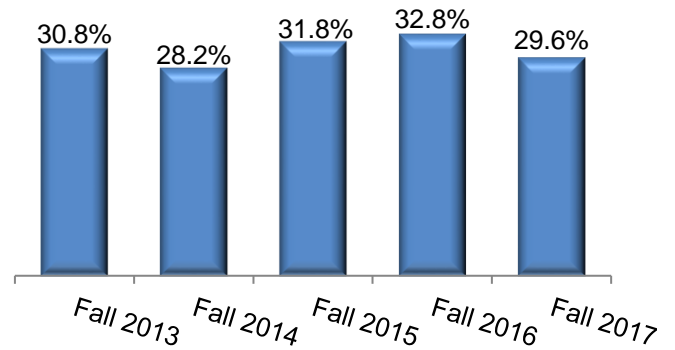
Comment: As would be expected, concurrently enrolled students successfully complete courses at much higher rates than the College average. Thirty-eight percent of these students came from high schools in Moore and Norman in FY 2017.

# Developmental Course Information

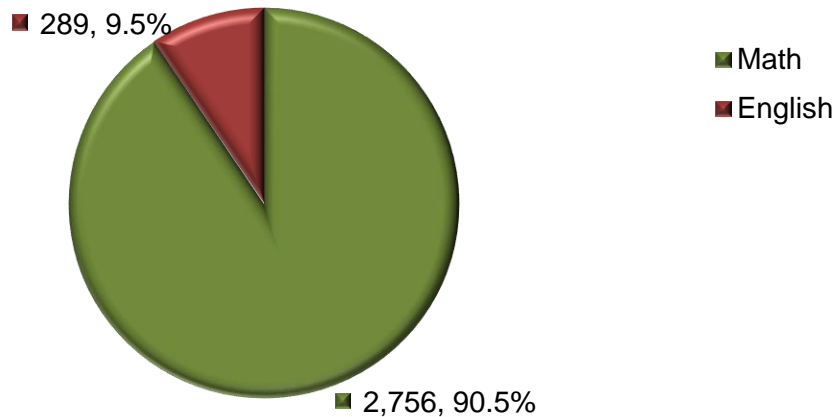
**Percent of ALL Students Taking at Least One Developmental Course**



**Percent of NEW Students Taking at Least One Developmental Course**



**Fall 2017 Developmental Enrollments  
N = 3,045**

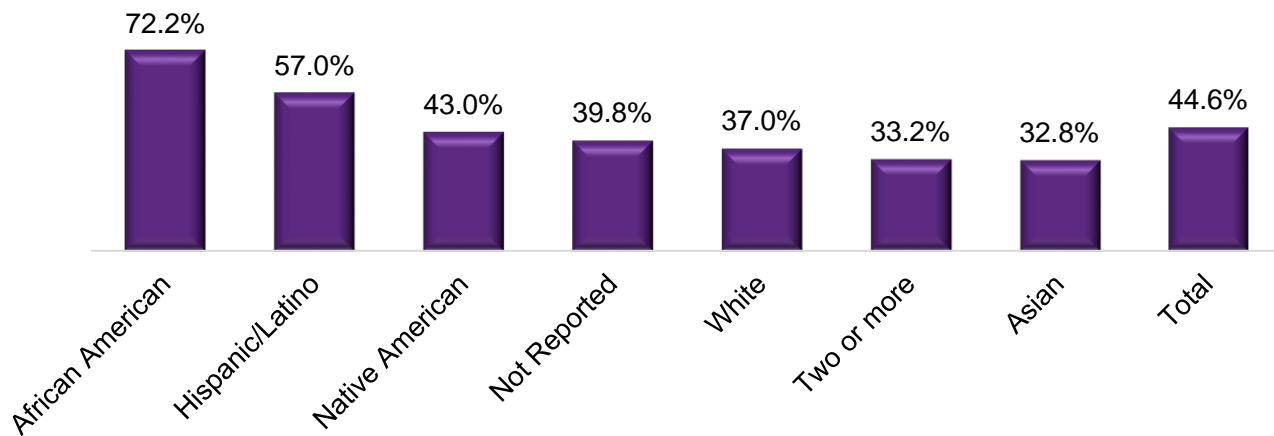


*Source: Office of Institutional Effectiveness*

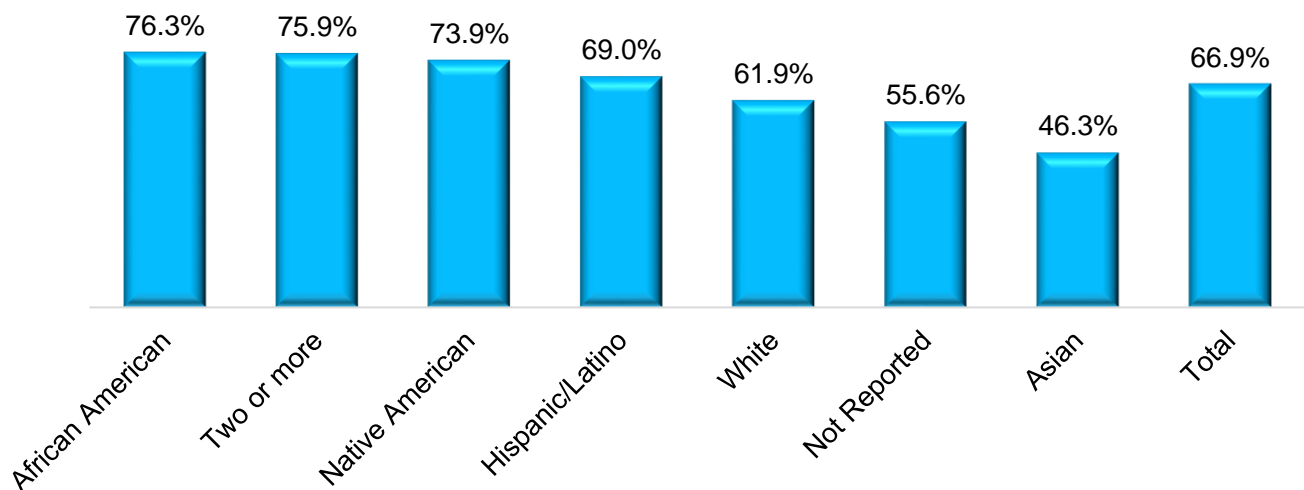
Comment: The percentage of all new students taking at least one developmental course decreased. Most of these students are enrolled in developmental math or college preparatory math courses.

# First Time to College Developmental Students – Race and Ethnicity Fall 2017

**First Time to College  
Percent of Students Who Tested into Developmental Courses**

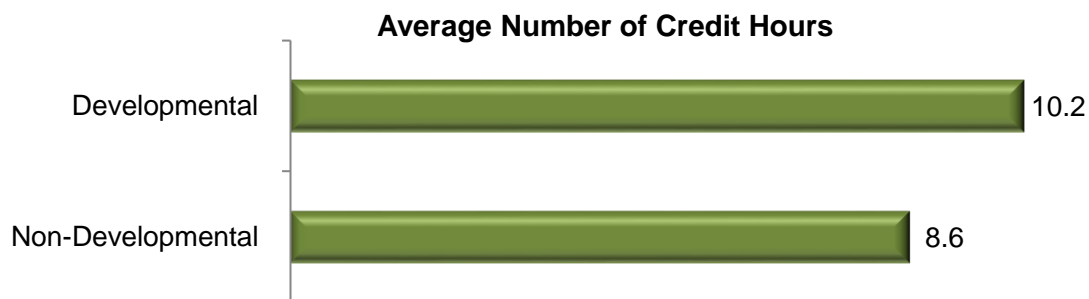
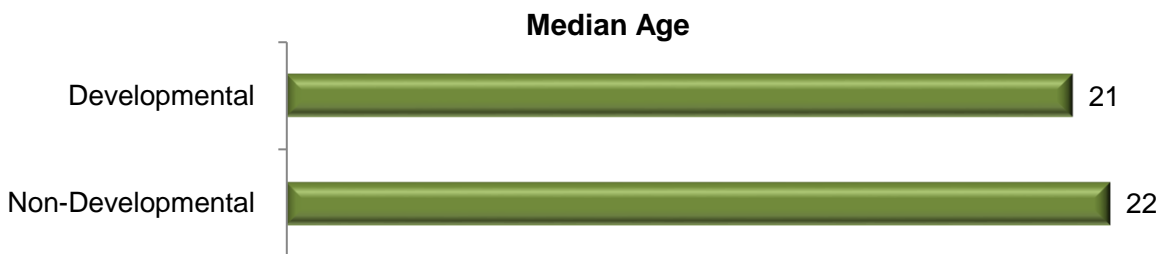
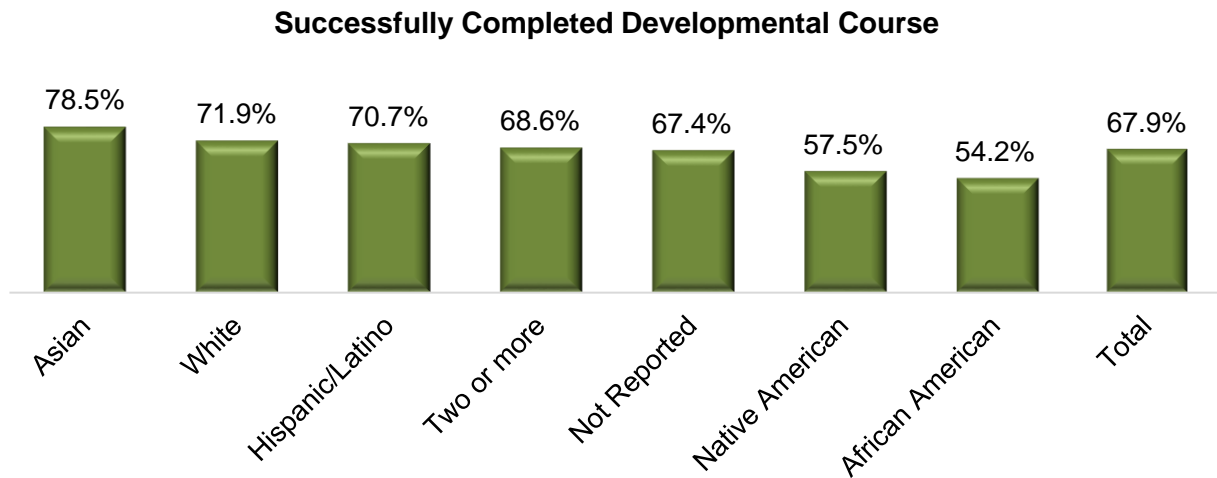


**First Time to College - Percent Who are Referred and  
Enrolled in one or More Developmental Courses**



Comment: African American students test into remedial courses at higher rates than the overall average. Fortunately, three quarters of these students enroll in development courses within their first semester.

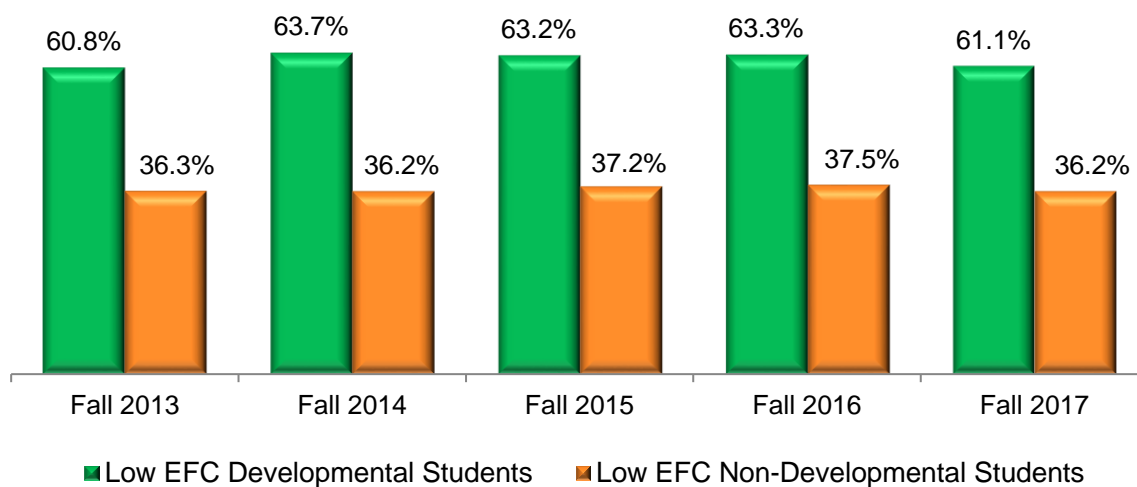
# Developmental Student Demographics – Fall 2017



Comment: The median age and average number of credit hours of developmental and non-developmental students is about the same. 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

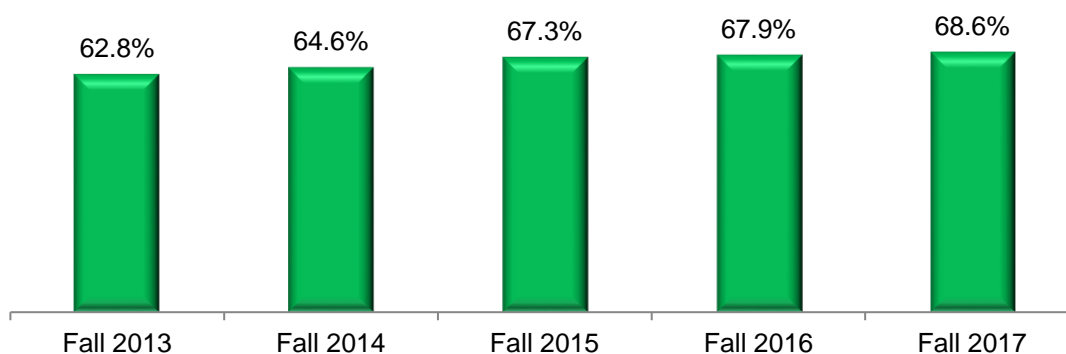


Source: Office of Institutional Effectiveness

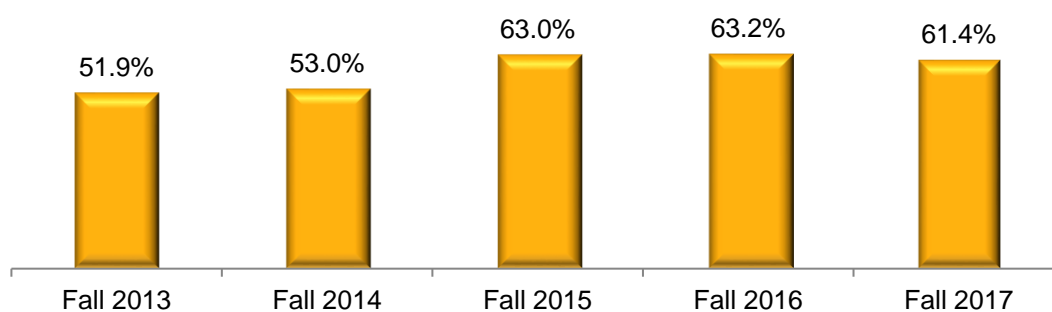
Comment: With roughly two-thirds of the students who come from low-income families taking developmental courses, the lack of financial support for students appears to affect their academic achievement and places them in an at risk category.

# Successful Developmental Course Completion for Math and English

**Successful Completion in Developmental Math Courses**



**Successful Completion in Developmental English Courses**

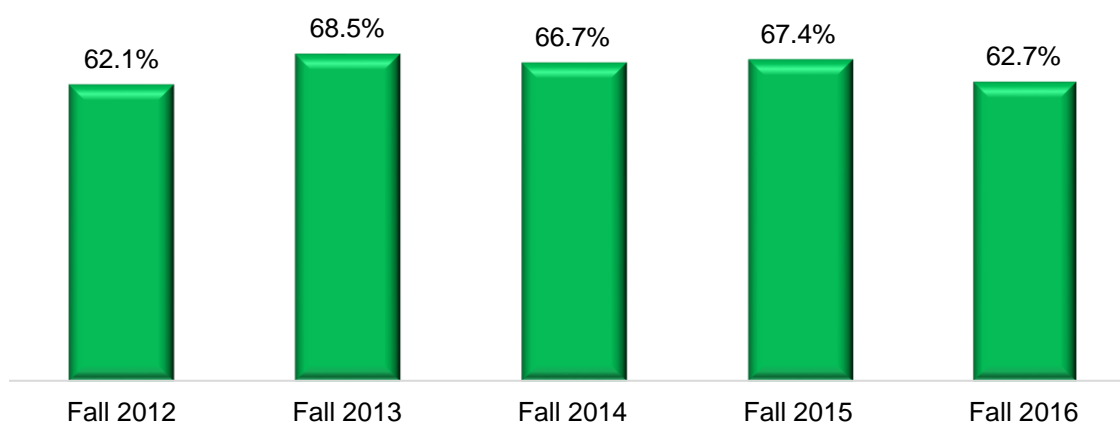


*Source: OCCC Office of Institutional Effectiveness*

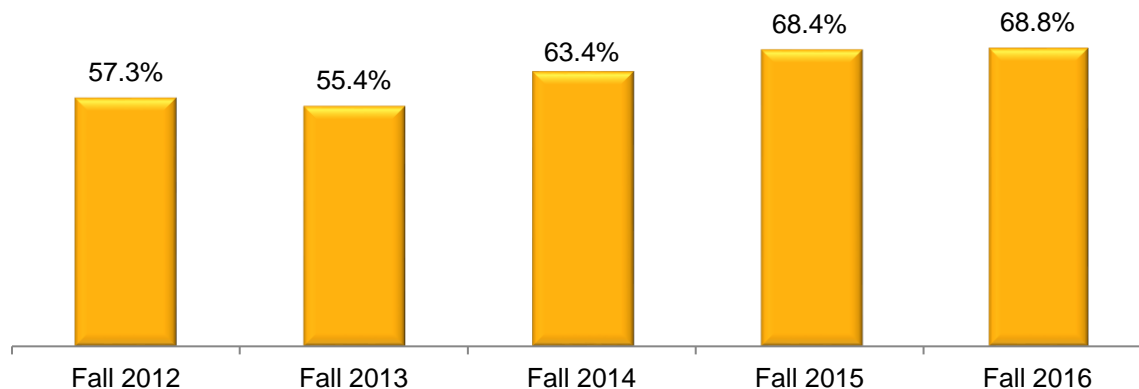
# Subsequent Course Completion of Developmental Students

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

**Subsequent Successful Course Completion  
Developmental Math Students**



**Subsequent Successful Course Completion  
Developmental English Students**

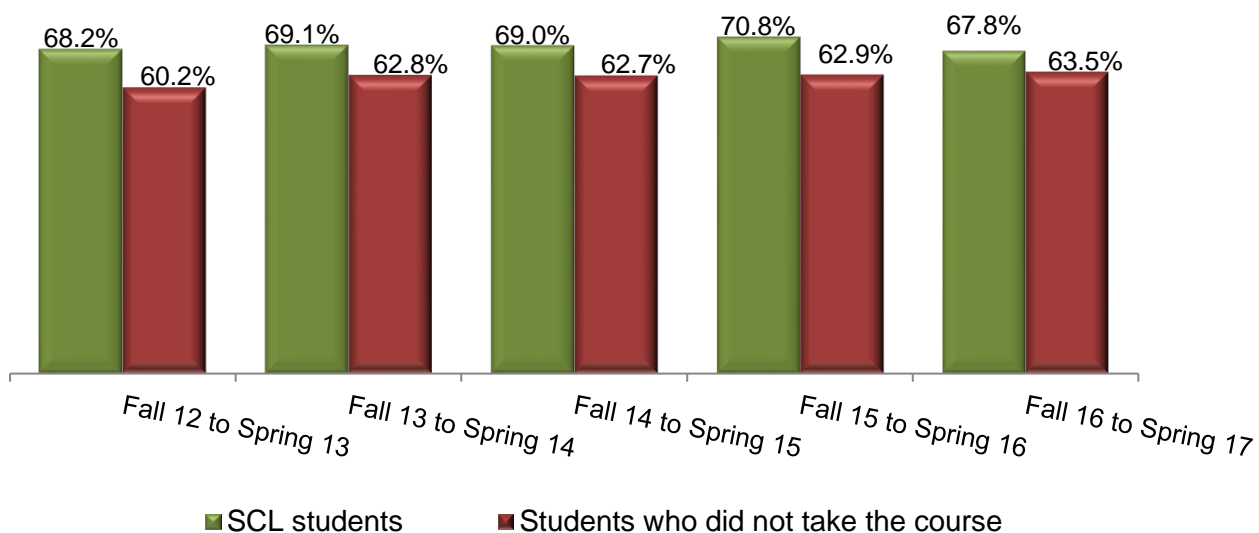


*Source: OCCC Office of Institutional Effectiveness*

Comment: Overall, subsequent successful course completion of English developmental students continues to increase.

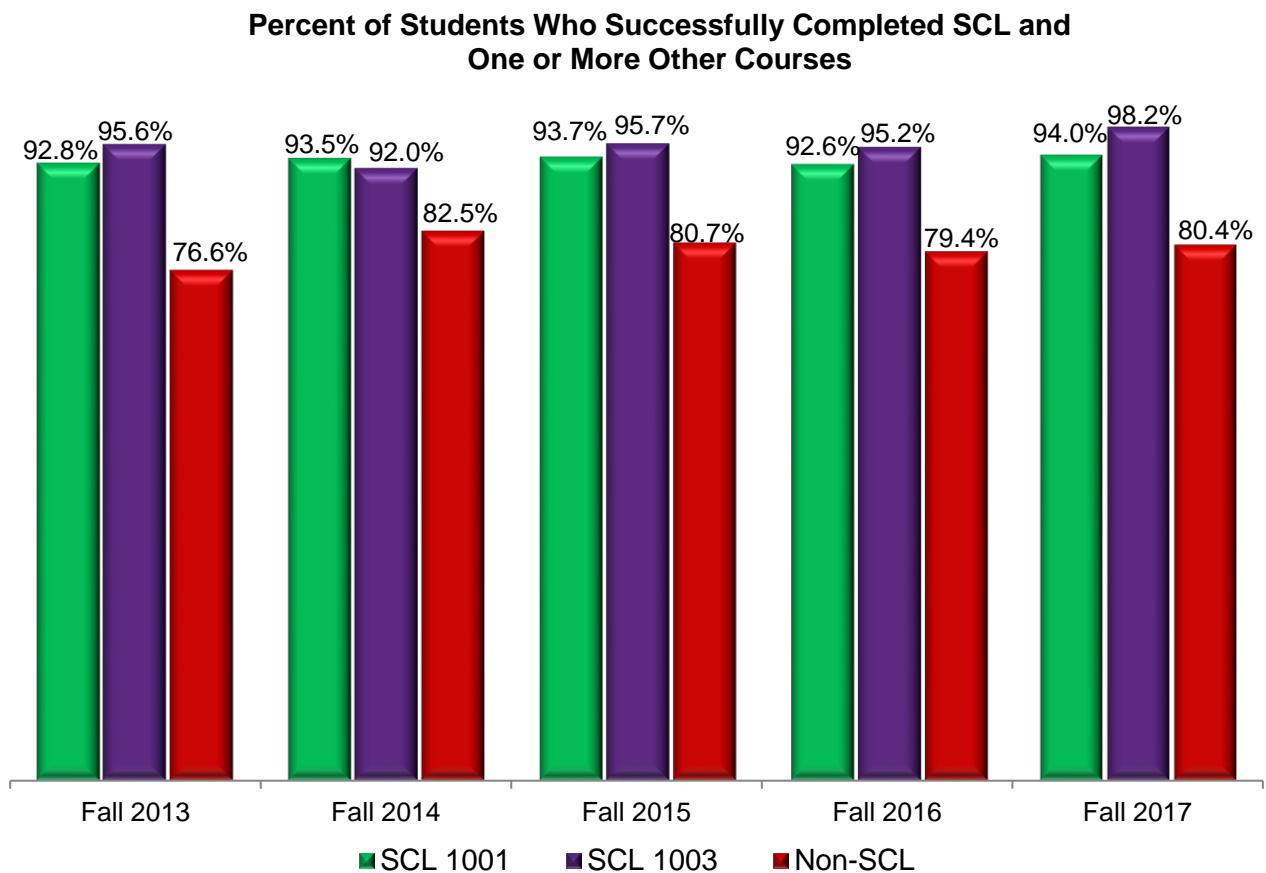
# Success in College and Life - Persistence

Persistence From Fall to Spring



Comment: New and new transfer students who took the college's Success in College and Life courses persisted at a higher rate than those students who did not take the course.

# Successfully Completed Success in College and Life and One or More Other Courses in the Fall Semester



Source: Office of Institutional Effectiveness

# Gateway Course Success

	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Change Yr over Yr
<b>Music Appreciation 1113</b>	77.5%	75.7%	81.7%	80.7%	81.0%	0.3%
<b>Political Science 1113</b>	68.0%	72.2%	71.7%	74.3%	76.2%	1.9%
<b>U.S History 1877 to Present 1493</b>	69.5%	72.3%	73.4%	72.8%	73.1%	0.3%
<b>U.S. History to the Civil War 1483</b>	64.8%	62.7%	65.0%	71.8%	68.4%	-3.4%
<b>English Composition II 1213</b>	70.6%	66.7%	71.0%	69.1%	67.9%	-1.2%
<b>General Biology 1114</b>	61.1%	67.2%	71.8%	71.8%	67.5%	-4.3%
<b>English Composition I 1113</b>	64.0%	66.2%	68.4%	67.7%	67.1%	-0.6%
<b>Introduction to Psychology 1113</b>	58.0%	65.5%	67.4%	66.3%	65.4%	-0.9%
<b>College Algebra 1513</b>	61.1%	66.0%	65.6%	67.2%	65.0%	-2.2%
<b>Intro to Nutrition 1023</b>	61.4%	61.5%	62.3%	61.1%	64.3%	3.2%
<b>Intro to Computer Applications 1103</b>	59.3%	59.0%	61.1%	59.9%	62.5%	2.6%
<b>General Chemistry 1115</b>	54.0%	57.2%	52.2%	57.3%	54.1%	-3.2%
<b>Human Anatomy and Physiology 1314</b>	57.3%	61.2%	59.6%	60.9%	32.4%	-28.5%
<b>TOTAL (All General Ed Courses)</b>	63.4%	65.6%	68.0%	67.8%	66.9%	-0.9%

Comment: As seen by the blue bar with arrows at both ends, seven gateway courses had higher success rates than the overall average in FY2016. Five of the 13 gateway courses showed an improvement from the previous year. Introduction to Nutrition had the greatest increase of 3.2 percentage points followed by Introduction to Computer Applications with 2.6 percentage points. The Human Anatomy and Physiology course success declined considerably from the previous year.