



**Monitoring Report on Achieving
the College's ENDs:
Student Success**
November 20, 2017





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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 2017 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 71.7% compared to 71.5% last year.	
Successful completion of 2000-level courses was 77.9% compared to 77.1% last year.	
Results of General Education Assessment of Students will be above 70%:	
Critical thinking was 77%.	
Human heritage, culture, and institutions was 72%.	
Mathematical methods was 62%.	
Public speaking was 88%.	
Writing skills was 93%.	
Persistence, Retention, and Progression will be above the previous year.	
Fall-to-Spring persistence was 58.8% compared to 59.3% last year.	
Fall-to-Fall retention was 39.4% compared to 39.2% last year.	
Progression (The progression rate of students graduating, transferring, and continuing education) was 54.3% compared to 52.8% 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 2016 was 17.7% which was higher than Fall 2015 of 17.4%.	
The retention (Fall to Fall) of students on academic probation was 19.3% for the Fall 2016 cohort which was below the Fall 2015 cohort of 20.9%.	
The number of graduates will be above the prior three-year average.	
The number of graduates was 1,881 compared to the target of 1,990.	

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

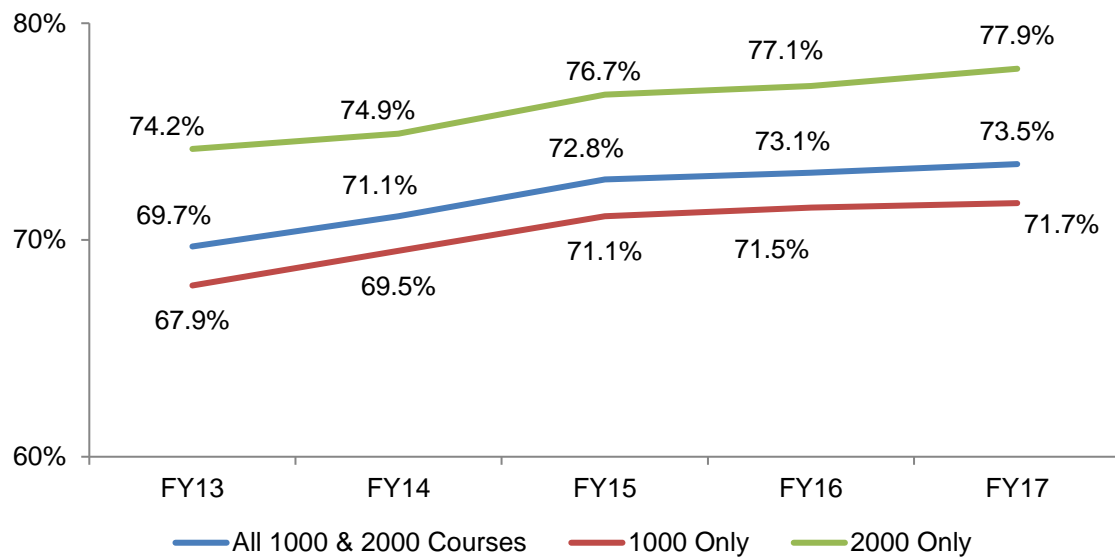
- During the last several years, the College has demonstrated the following progress in addressing its Student Success END:
 - Course completion for 1000-level and 2000-level courses has consistently increased.
 - Fall-to-Fall retention was the highest in the last ten years, and increased five years in a row.
 - General education assessments of student learning for four of the five areas exceeded the target.
 - General Education course assignments submitted has continued to increase.
- Areas for improvement include the following:
 - Fall to Spring persistence declined.

Successful College-Level Course Completion

Target: Successful completion of college-level courses will meet or exceed 71.5% for 1000-level courses and 77.1% 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

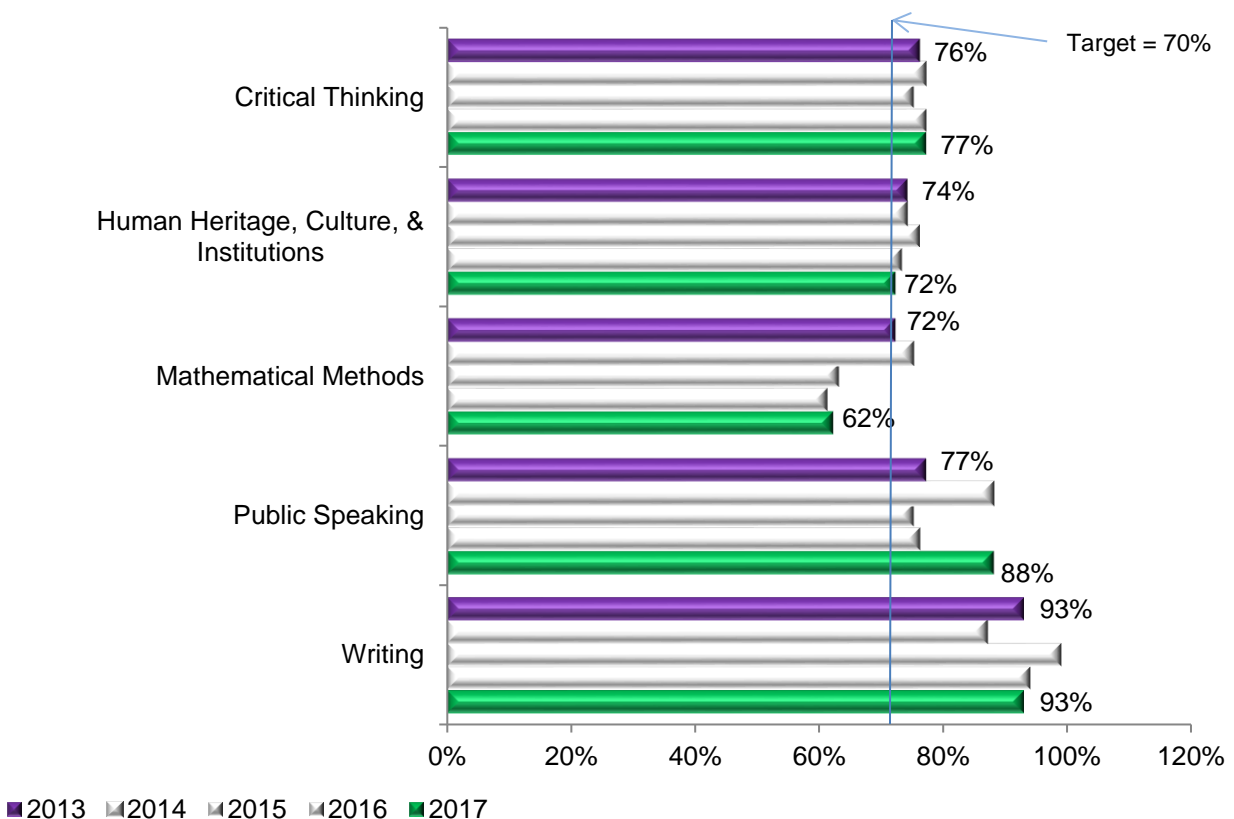
- Successful course completion of 1000-level and 2000-level courses both exceeded the target. This is the fifth year that both course levels (1000 and 2000) exceeded the course completion rates of the previous year. Detailed information can be found on pages 17-19.
- The 8-week and FastTrack 1000 level courses experienced an increase from the previous year while the 16-week courses remained the same.
- Successful course completion for 2000-level courses for 16-week and the 4-week courses increased.
- Successful course completion of online, web-enhanced, 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.

General Education Overall Assessment Results



Source: General Education Committee

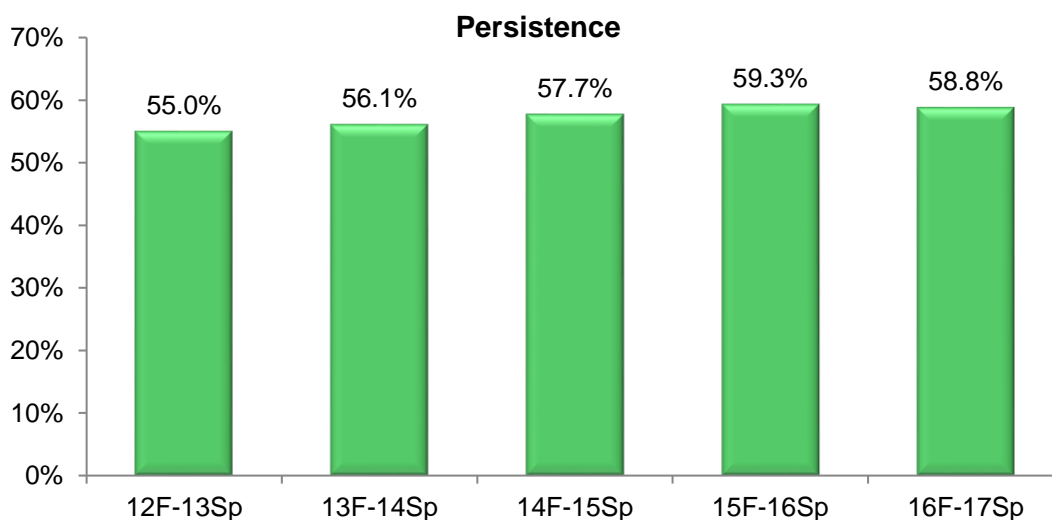
The General Education Committee members have made a concerted effort to increase the number of assignments submitted for evaluation. As a result the number has increased from 698 in 2015 to 1,426 in 2017 an increase of 104%.

Four of the five general education assessment goals were met. Public Speaking increased by 12 percentage points from the previous years. Mathematical Methods continues to be below target because it is critical for students to pass all three criteria. Students continue to struggle with the conclusion and evaluation component which was added in 2015.

Fall-to-Spring Persistence

Target: Students who continue their courses from the Fall 2016 to the Spring 2017 Semester (Persistence) will be above 59.3%.

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.

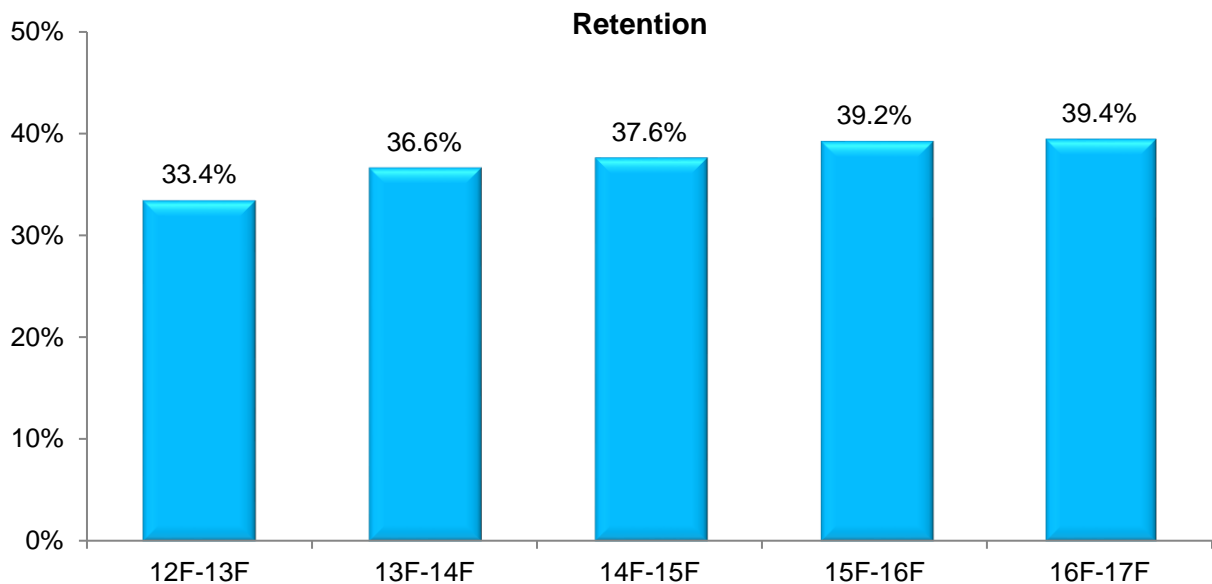


Source: Office of Institutional Effectiveness

- The persistence target fell slightly short of its goal by 0.5 percentage points. Details can be found on pages 20-21.
- **Big Goal #2** – The persistence gap between African-American and the overall College average declined from -8.0 percentage points in 2016 to -1.1 percentage points in 2017 which was a significant improvement. The African-American student persistence also increased over the past five years.

Fall-to-Fall Retention

Target: Students who continue their courses from Fall 2016 to the Fall 2017 semester (Retention) will be above 39.2%. 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 0.2 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 22.
- **Big Goal #2** – The retention gap for African American students declined from -9.9 percentage points for the Fall 2015 cohort to a -4.1 percentage points for the Fall 2016 cohort which was a significant improvement.

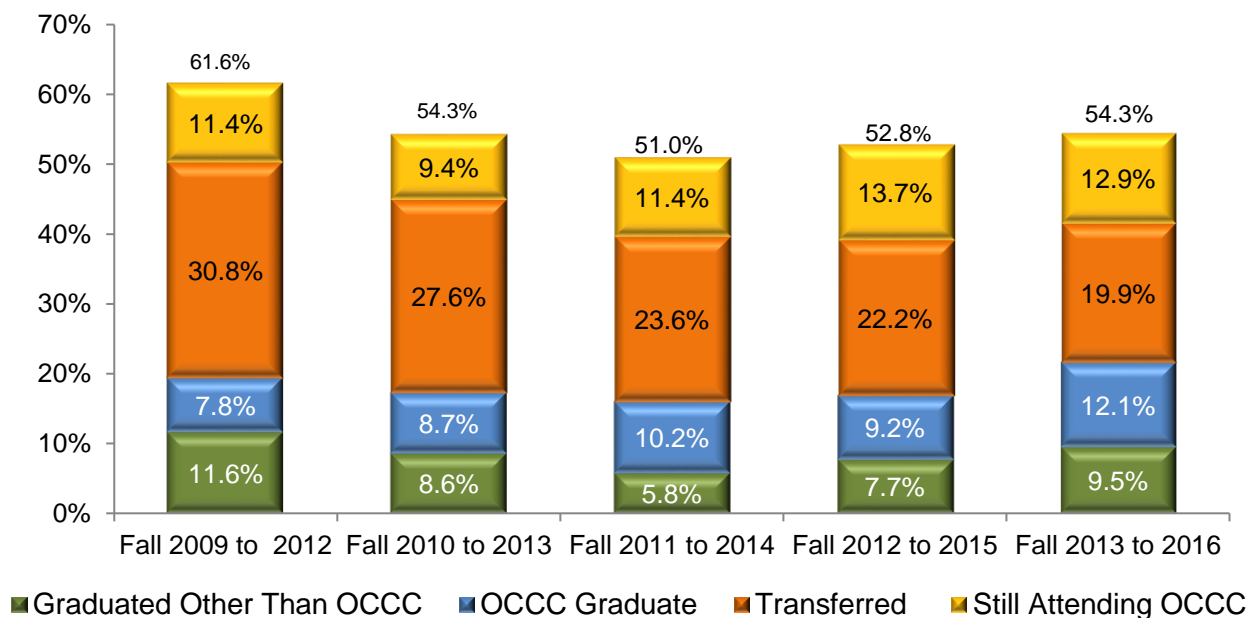
Progression

Target: The progression rate will be above 52.8%.

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.

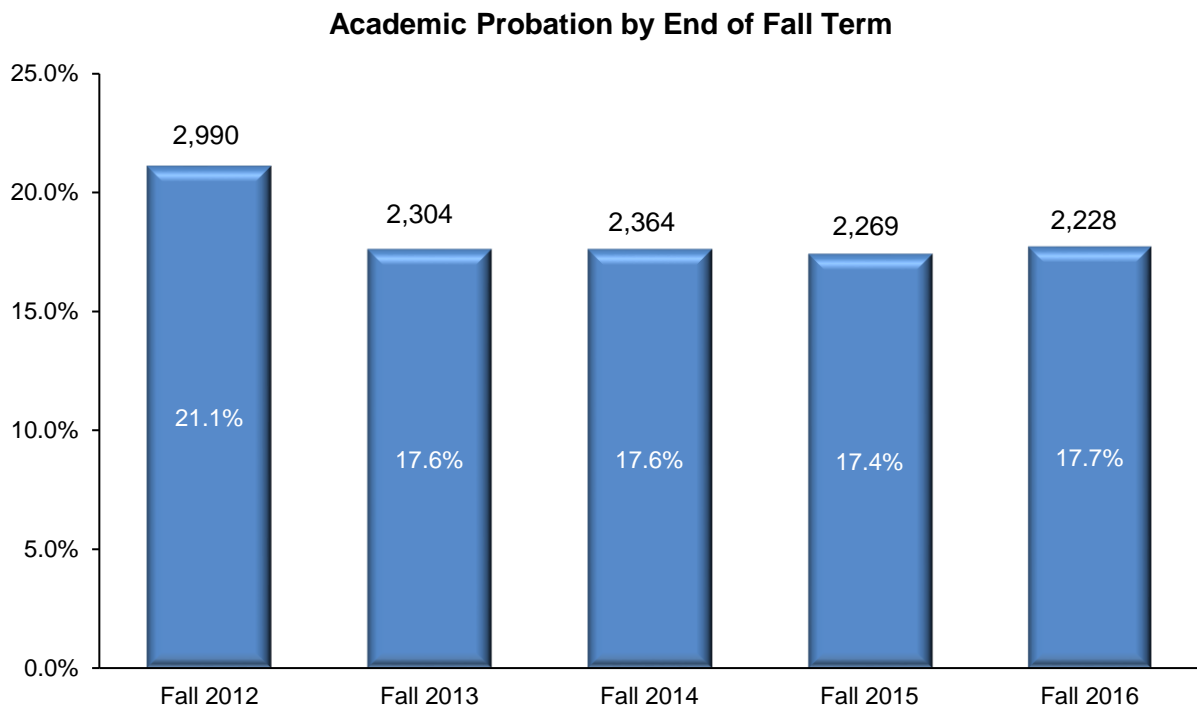
Three-Year Progression



- For a second year in a row the target was met with an increase of 1.5 percentage points from the previous year. The graduates other than OCCC (1.8 percentage points) and OCCC graduates (2.9 percentage points) both increased. The declines were in the transfer students (-2.3 percentage points) and still attending OCCC (-0.8 percentage points).

All Students on Probation at the end of the Fall Term

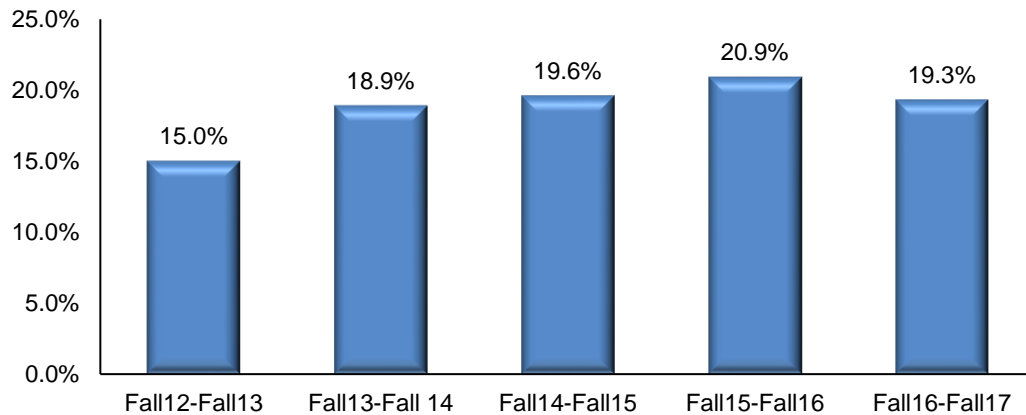
Targets: The percentage of students on academic probation is below 17.4%. The percentage of students on academic probation have been retained at a higher rate than 20.9%.



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 not met with the percent of students on probation in Fall 2016 increasing slightly from the previous fall.

AtD Cohort* Students on Probation at the end of the Fall Term

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



Students on probation continue their courses from Fall 2016 to the Fall 2017 semester (Retention). The percent on probation returning the following fall declined by 1.7 percentage points which did not meet the target.

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Percent of the AtD cohort on probation	33.5%	30.4%	31.3%	31.0%	31.4%
Number of the AtD cohort on probation	1,068	906	971	1,018	922

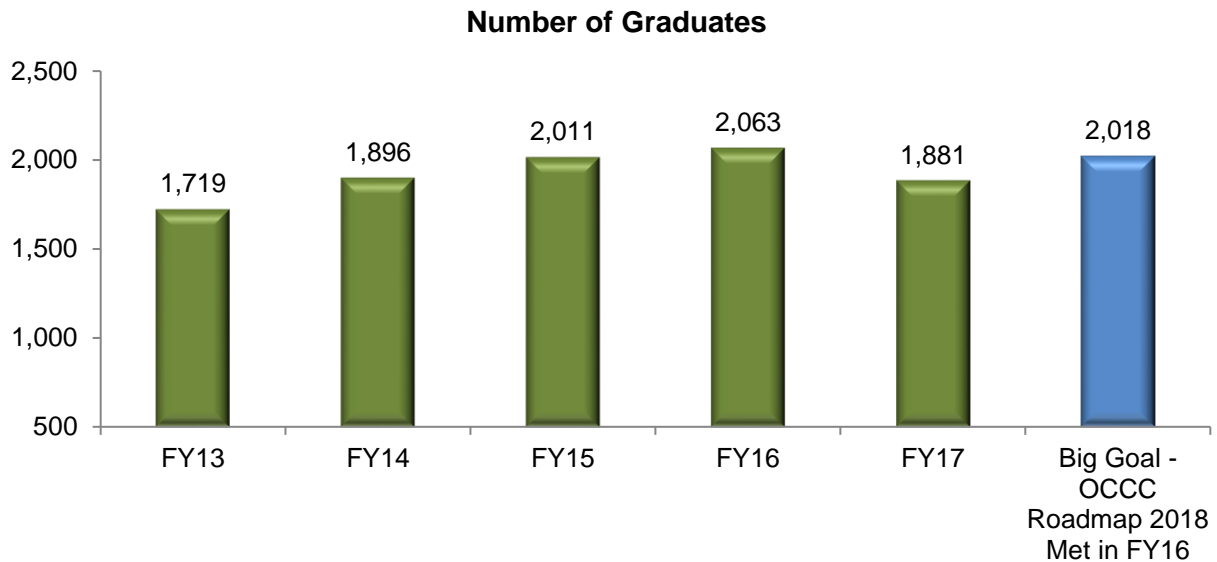
Percent of the AtD cohort on probation retained the following fall	15.0%	18.9%	19.6%	20.9%	19.2%
Number of the AtD cohort on probation retained the following fall	160	171	190	213	177

Overall, the percent of the AtD cohort on probation has declined while the percent of students retained has increased.

*AtD population is comprised of first time to the college both new and new transfer students. Concurrent students are not included in this cohort.

Number of Graduates

Target: The number of graduates will be above the prior three-year average of 1,990 graduates.



- The number of graduates was 109 less than the target or 5%.
- **Big Goal #1** – “Increase the number of students who complete a certificate or degree by 50%.”
- The number of degrees and certificates declined by 207 or 9.2% from the previous year.
- Over the last ten years, the number of graduates increased by 74.2% (from 1,080 in 2008 to 1,881 in 2017) compared to a decrease in headcount enrollment of 4.3%. Details are included on page 24.



Continuous Improvement Efforts

Persistence and retention have continuously been at the forefront of student success discussions. To aid students in better understanding the withdrawal process, The Enrollment Management Committee members recommended the college staff and faculty communicate with students the critical need to understand that if a student enrolls in a course, does not attend, and fails to withdraw, they will be responsible for paying for that course. Although we do not have a baseline, a recent survey of new students showed that 94% of the students were aware of this process which was a direct result of these efforts.

The Center for Learning and Teaching has continued to offer informational programs to faculty and students. The Virtual Learning Center which is also part of the Center for Learning and Teaching offers students the necessary skill sets to succeed.

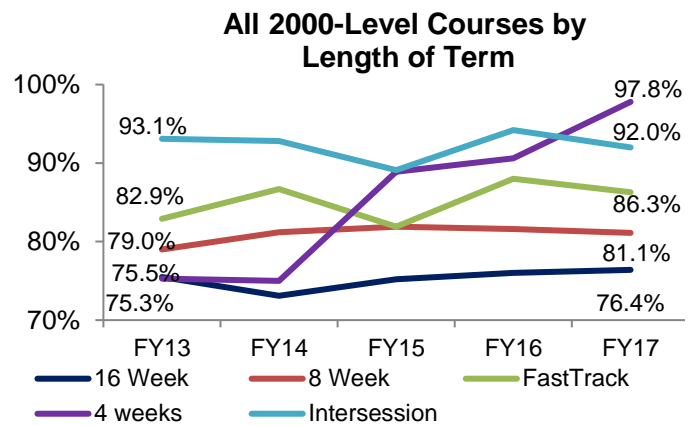
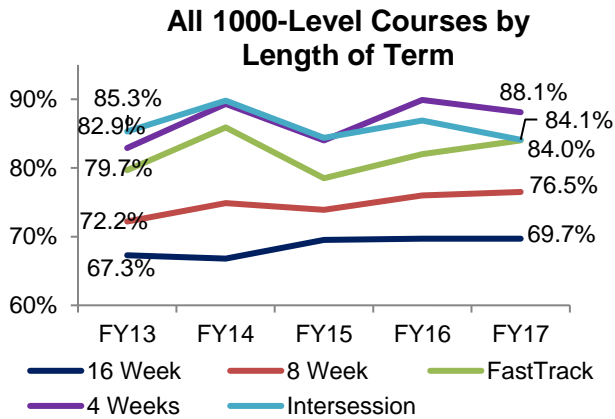




APPENDICES



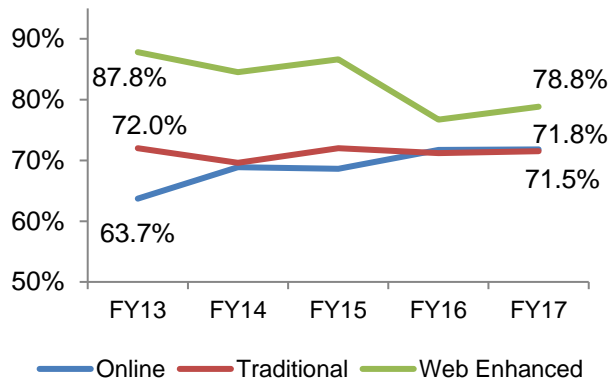
Successful Course Completion by Length of Term



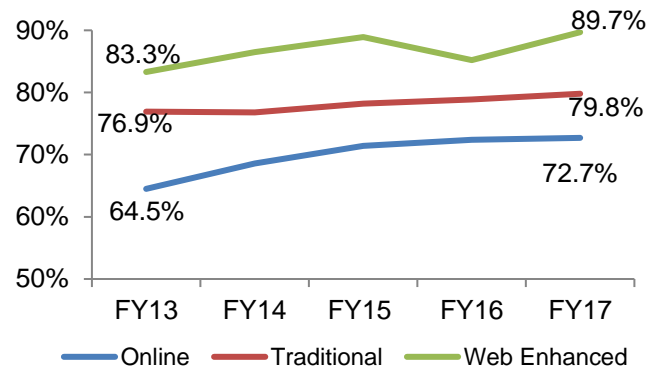
	FY2016 Successful Completion for the College		FY2017 Successful Completion for the College		Percentage Point Diff FY16 to FY17
	#	%	#	%	
4-week	225	90.2%	155	91.0%	0.8
Intercession	849	88.2%	759	85.9%	-2.3
FastTrack	828	84.3%	671	84.8%	0.5
8-week	12,073	77.1%	15,383	77.7%	0.6
16-week	49,235	71.5%	50,519	71.6%	0.1

Successful Course Completion by Delivery Methods

1000-Level Courses by Delivery Method



2000-Level Courses by Delivery Method

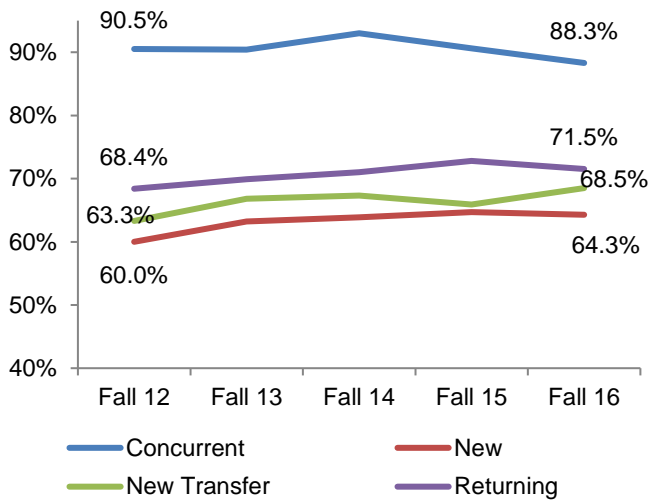


Enrollments by Delivery Method

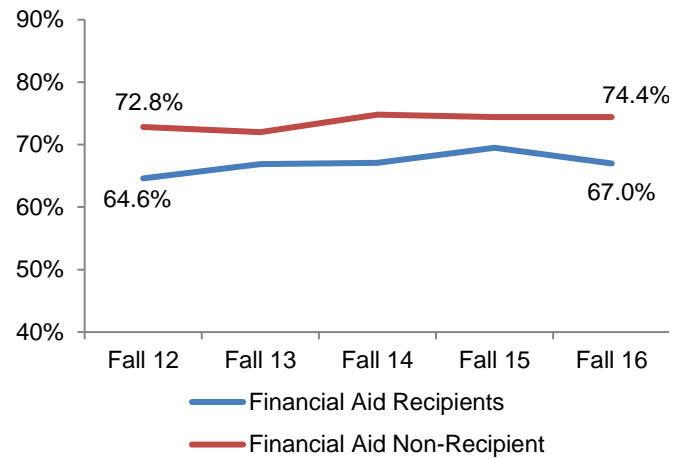
	FY2015		FY2016		FY2017	
	#	%	#	%	#	%
Online	13,966	27.0%	15,235	29.2%	15,360	30.4%
Traditional	37,038	71.7%	36,188	69.3%	34,295	67.9%
Web Enhanced	676	1.3%	821	1.6%	844	1.7%

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.

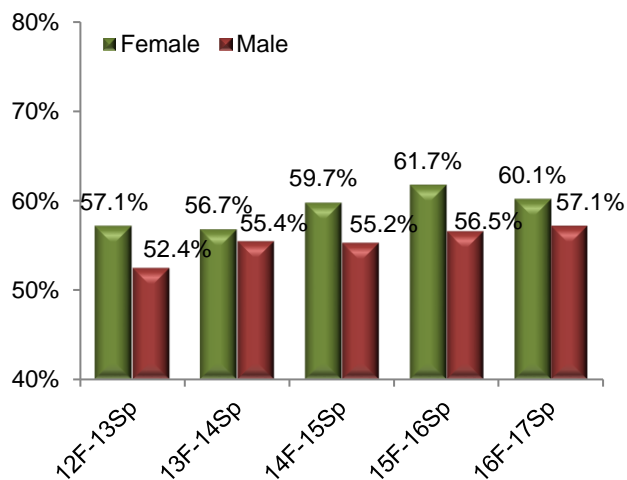
Persistence by Select Demographics

Persistence Differences between the Overall Rate and Race/Ethnicity

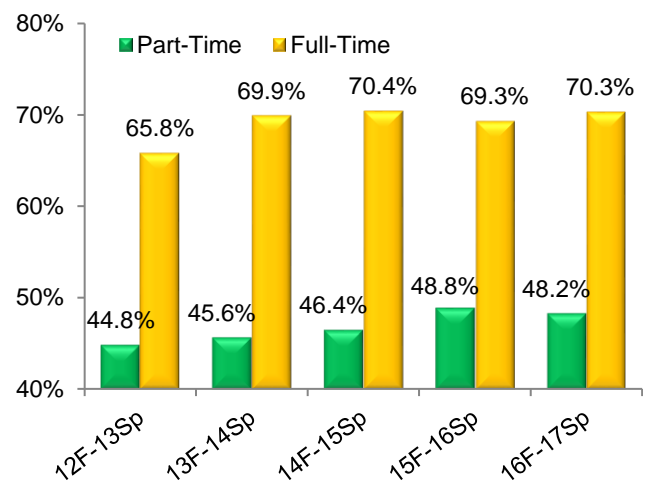
	12F-13Sp	13F-14Sp	14F-15Sp	15F-16Sp	16F-17Sp
Asian	9.8	13.2	8.8	10.2	4.1
Black/African American	-9.7	-10.7	-9.9	-8.0	-1.1
Hispanic/Latino	-1.5	3.1	5.3	1.4	0.5
Native American/Alaskan	2.3	-1.5	-6.1	-1.3	-9.2
Two or More Races	-0.4	6.9	1.4	2.2	0.3
Minority Total	-2.2	0.4	-0.3	0.1	-0.6
White	1.8	-0.6	0.2	0.1	-0.2
College Persistence	55.0%	56.1%	57.7%	59.3%	58.8%

Source: OCCC Office of Institutional Effectiveness

Persistence by Gender

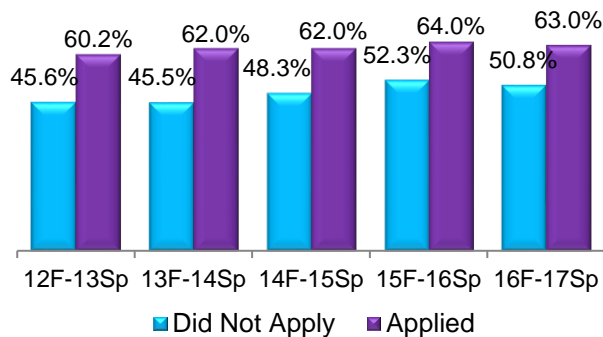


Persistence FT/PT Students

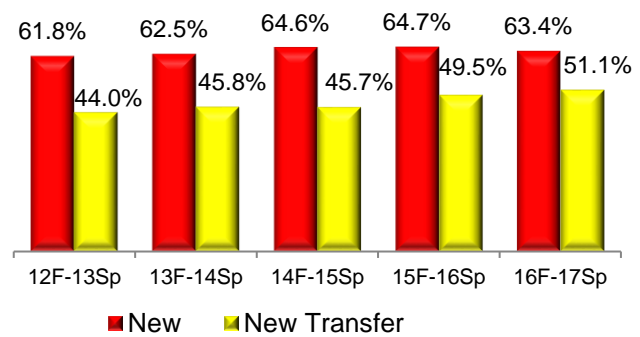


Persistence by Financial Aid Applicants, New Students, EFC, and First Generation

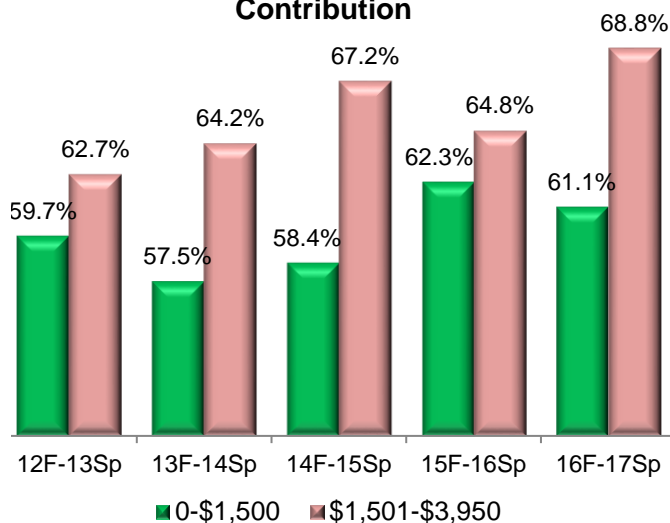
Persistence by Financial Aid Applicants



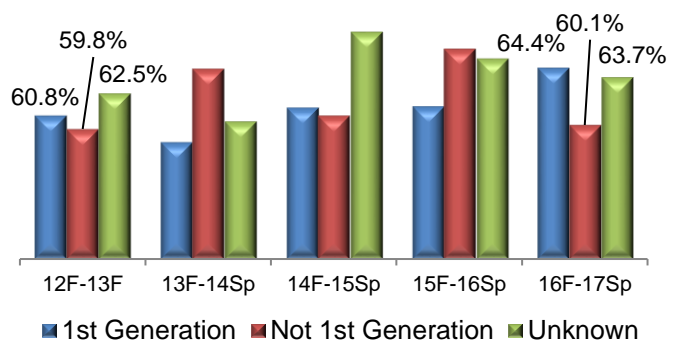
Persistence by New and New Transfer



Persistence by Low Expected Family Contribution



Persistence by First Generation*

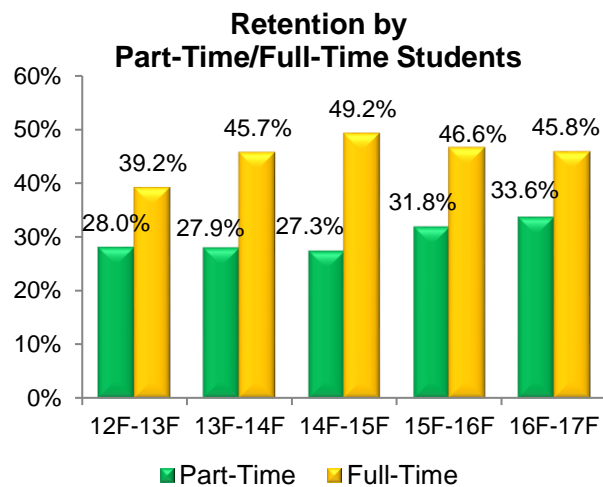
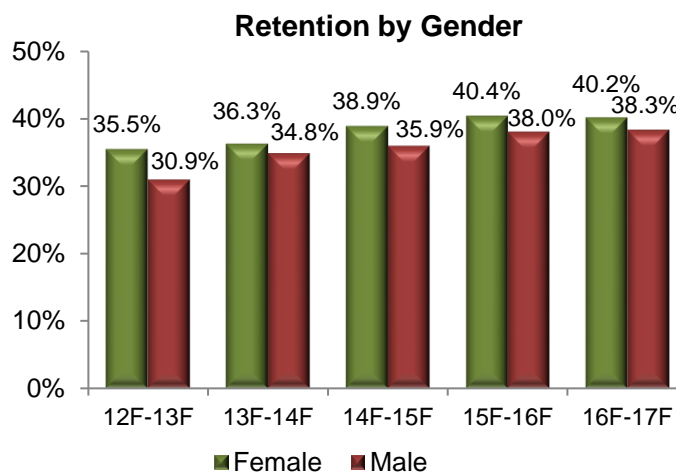


*Excludes students who did not file FAFSA

Retention by Select Demographics

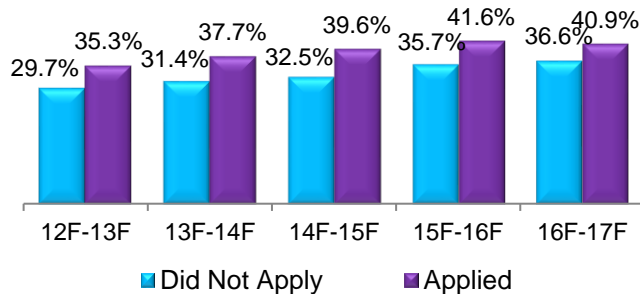
Retention Differences between the Overall Rate and by Race/Ethnicity

	F12 – F13	F13 – F14	F14 – F15	F15-F16	F16-F17
Asian	14.1	15.7	12.2	9.7	6.7
Black/African American	-13.7	-11.6	-8.1	-9.9	-4.1
Hispanic/Latino	4.3	2.0	3.8	2.4	3.6
Native American/Alaskan	0.1	-6.0	-3.1	0.3	-10.1
Two or More Races	-5.5	0.1	-1.1	-1.1	4.1
Minority Total	-2.0	-1.2	0.0	-0.5	0.7
White	1.0	0.8	-0.2	1.2	-0.9
College Retention	33.4%	35.6%	37.6%	39.2%	39.4%

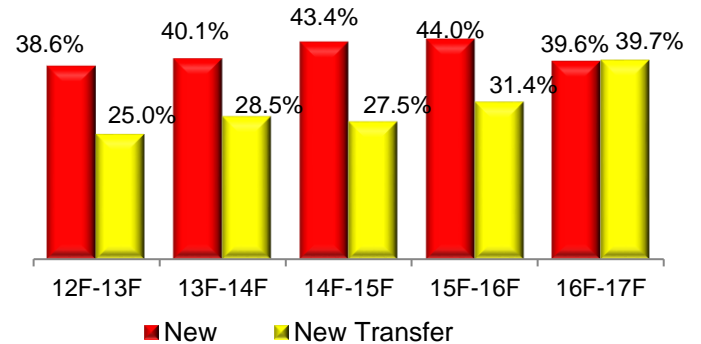


Retention by Financial Aid Applicants, New Students, Low EFC, and First Generation

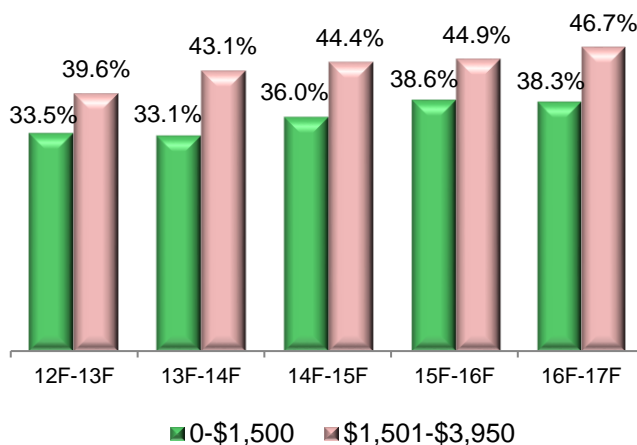
Retention by Financial Aid Applicants



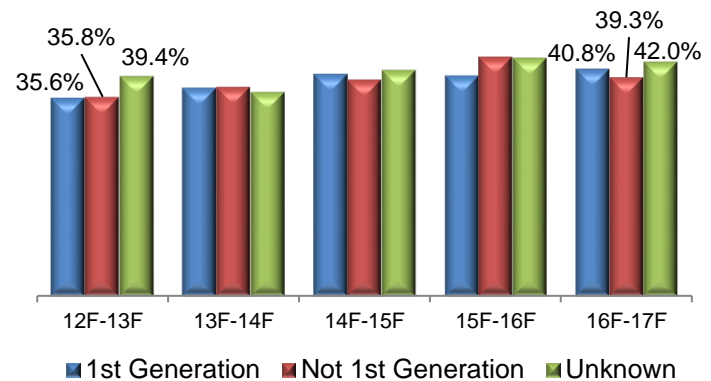
Retention by New and New Transfer



Retention by Expected Family Income



Retention by First Generation*



*Excludes students who did not file FAFSA

Headcount and Graduates

