



**Monitoring Report on Achieving the  
College's ENDS:  
Student Success**  
January 27, 2020





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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 six core indicators (with several sub-indicators) used to measure student success in the College’s FY 2019 Annual Plan. Based on the latest available information, performance is as follows:

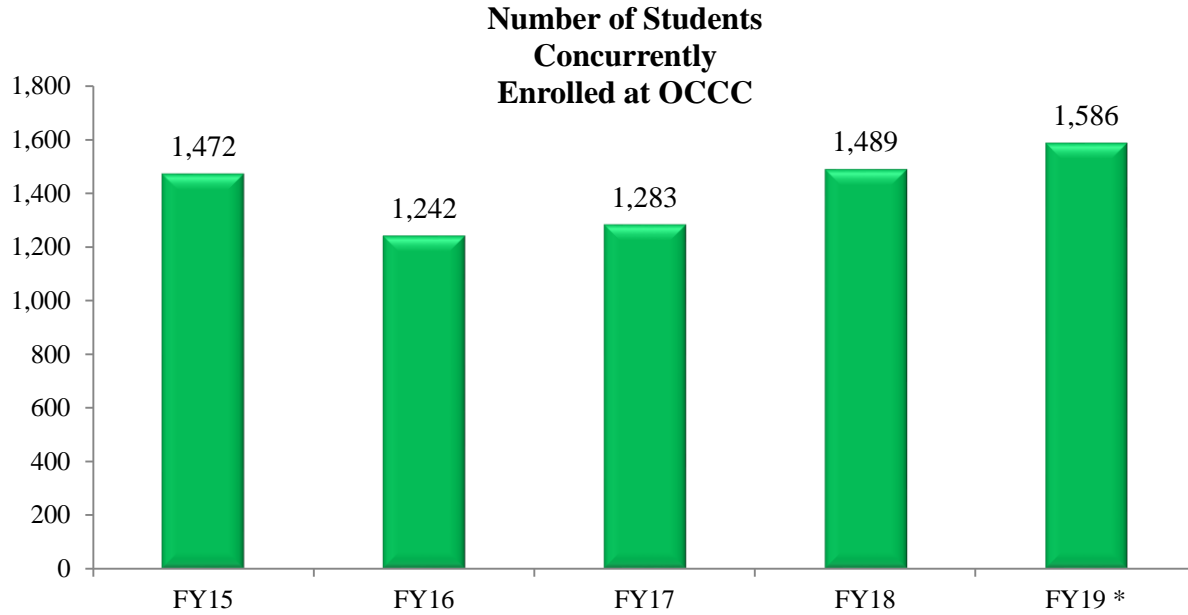
Target	Performance <sup>1</sup>
<b>Concurrent Headcount will be above prior three-year average of 1,338.</b>	
Fiscal year 2019 concurrent student headcount was 1,586.	
<b>Successful completion of gateway courses will be at least 65%.</b>	
Fall 2018 successful completion of gateway course was 68.0%.	
<b>Successful completion of all credit courses will be at least 70%.</b>	
Successful completion of credit courses was 73.8%.	
<b>Persistence, Retention, and Progression will be above the prior three-year average.</b>	
Fall-to-Spring persistence was 56.2% compared to 58.4%.	
Fall-to-Fall retention was 37.7% compared to 39.0%.	
Progression (The progression rate of students graduating, transferring, and continuing education) was 50.7% compared to 50.7%.	
<b>The number of graduates will be above the prior three-year average.</b>	
The number of graduates was 1,787 compared to the target of 1,898.	
<b>Results of General Education Assessment of Students will be at or above 70%:</b>	
Critical thinking was 80%.	
Human heritage, culture, and institutions was 83%.	
Mathematical methods was 61%.	
Public speaking was 91%.	
Writing skills was 93%.	

<sup>1</sup> Performance is shown in the following colors: (green) denotes at or exceeding target, (yellow) denotes slightly below target requiring monitoring, (red) denotes significantly below target

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- During the last several years, the College has demonstrated the following progress in addressing its Student Success END:
    - Concurrent headcount has been increasing over the past several years.
    - Successful completion of gateway courses has increased.
    - Four general education assessments of student learning exceeded the target.
  
  - Areas for improvement include the following:
    - Completion, persistence, and retention has remained relatively flat.
    - Mathematical methods assessment was below the target.

# Concurrent Headcount

**Target:** Concurrent Headcount will be above 1,338.



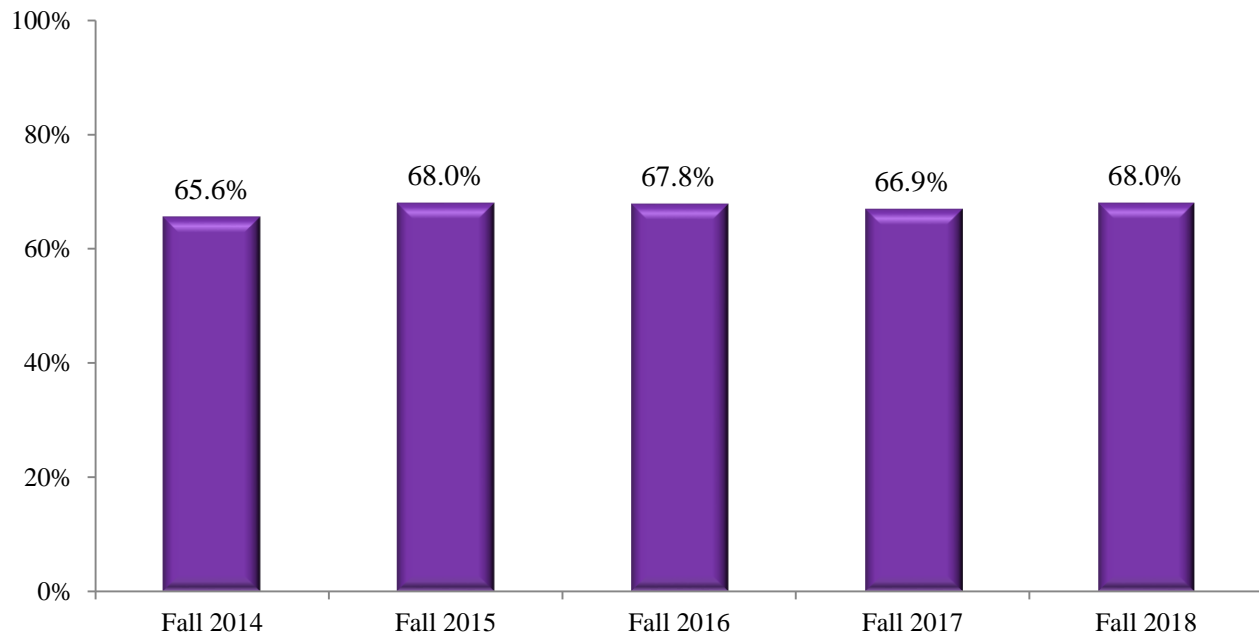
\* FY19 Concurrent Students are defined using Student Type.

- The number of concurrent students has been increasing since FY 2016. The increase from FY 2018 to FY 2019 was 97 or 6.5%.
- Westmoore High School students continues to be at the top of the list with the largest number of concurrent students at OCCC.

# Successful Completion of Gateway Courses

**Target:** Successful completion of gateway courses will be at least 65%.

**Gateway Course Success**



- Gateway course success has continued to be above the 65% target.
- The five courses with a success rate above the average gateway course success included Music Appreciation, U.S. History 1877 to Present, Introduction to Nutrition, Political Science, English Composition II, and U.S. History to the Civil War.

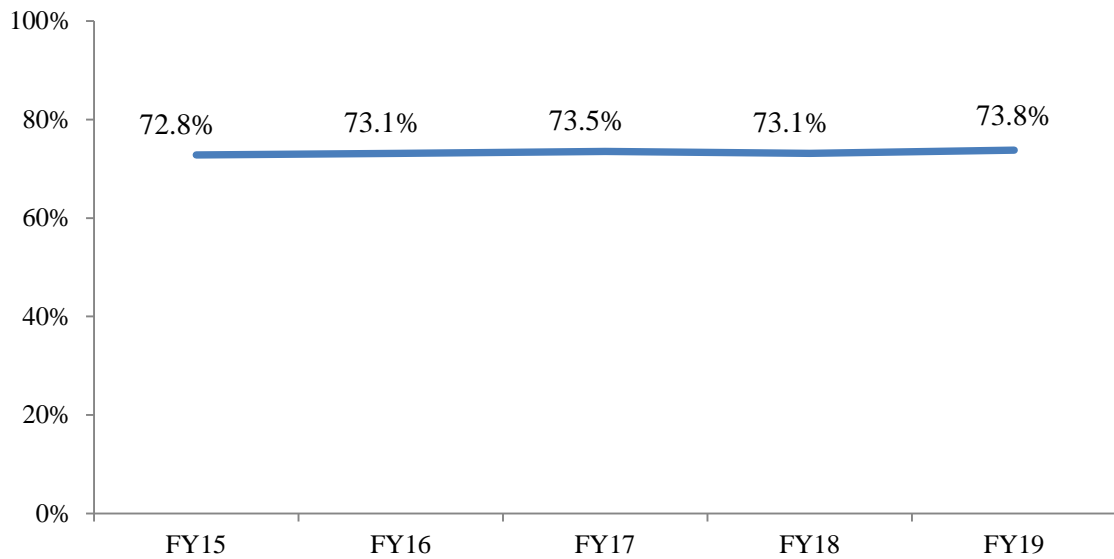


# Successful College-Level Course Completion

**Target:** Successful completion of college-level courses will meet or exceed 70% for all courses.

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

**Successful Course Completion Rates**

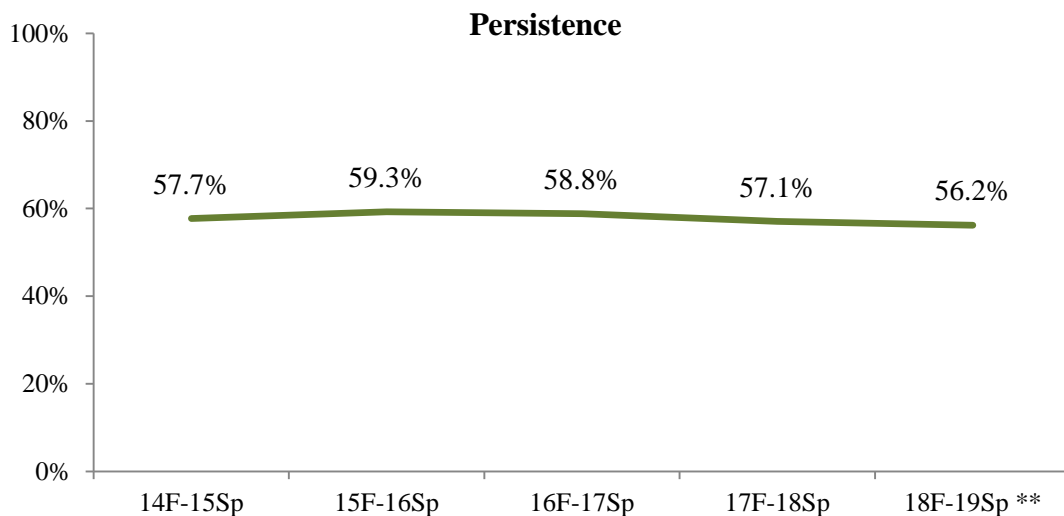


- Successful course completion of all courses has remained relatively steady over the past several years. Details can be found on pages 19-21
- All but the Fast Track course success rate increased.
- Traditional course completions remained the same, while the web-enhanced and online course completions reflected an increase.
- Concurrent, new transfer, and returning student course completions all increased with the new student course completions declining.
- Financial aid recipients and non-recipients course completions both increased slightly.

# Fall-to-Spring Persistence

**Target:** Students who continue their courses from the Fall 2018 to the Spring 2019 Semester (Persistence) will be above 58.4%.

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 new and new transfer students to OCCC in that particular semester.

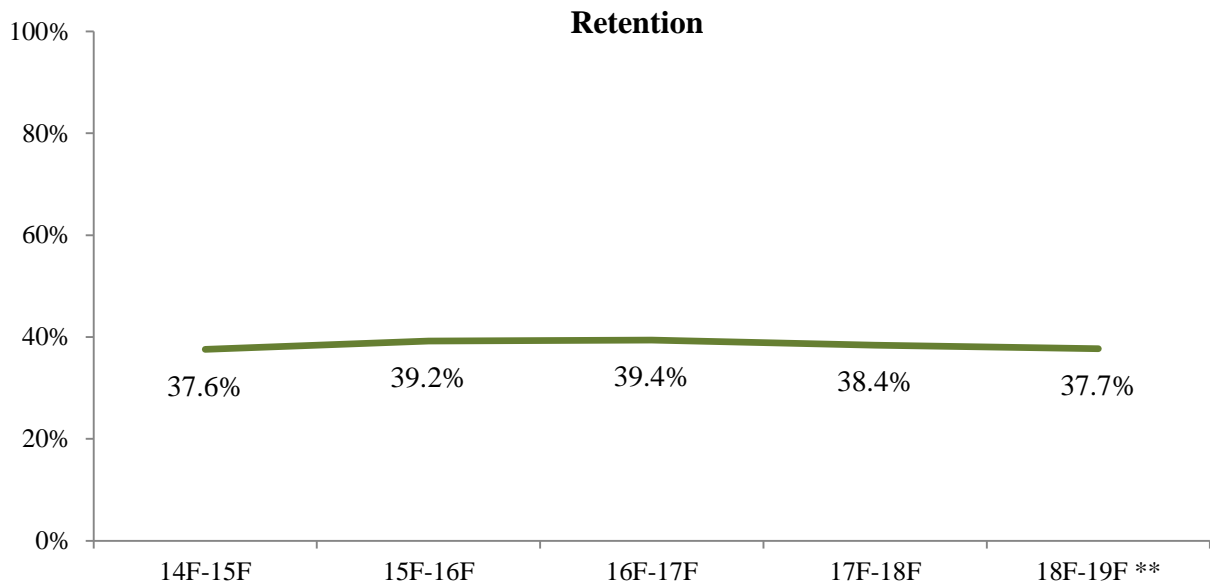


\*\* Persistence does not include students who never attended

- The persistence target fell short of its goal by 2.2 percentage points. Details can be found on pages 22 and 23.
- Persistence has declined sharply for the Black/African American students from the Fall 2016 to Spring 2017 measure of less than 1.1 of the College level persistence to 10.6 below the College level persistence in Fall 2017 to Spring 2018 and 10.9 below the average in Fall 2018 to Spring 2019.
- Persistence continues to be at a higher rate for full-time students compared to part-time students, females compared to males, financial aid applicants compared to non-financial aid applicants, and new students compared to new transfer students.
- Students with a higher low expected family contribution have higher persistence rates.
- The first generation student persistence has been slightly lower than students who were not first generation students, however, it is important to note that this information is only available on the student's FAFSA files.

# Fall-to-Fall Retention

**Target:** Students who continue their courses from Fall 2018 to the Fall 2019 semester (Retention) will be above 39.0%. The cohort used to track retention is all new and new transfer students to OCCC who enrolled in the fall.



\*\* Retention does not include students who never attended

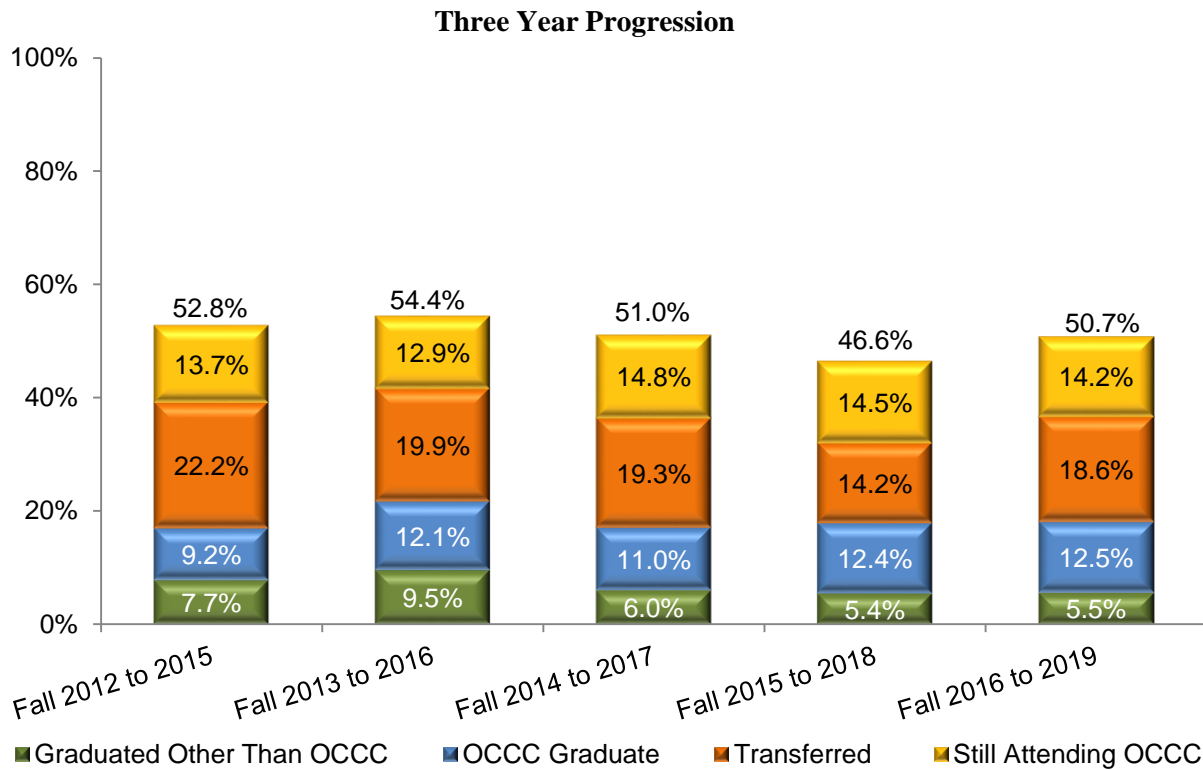
- Retention fell slightly below the target by 1.3 percentage points. Details of the retention information are found on pages 24 and 25.
- Retention has been trending downward in the past three years for the Black/African American students with the gap increasing between the College's retention and the Black/African American students.
- The numbers for the demographic retention rates were similar in make-up to the persistence rates, with a higher rate for full-time students compared to part-time students, females compared to males, financial aid applicants compared to non-financial aid applicants, and new students compared to new transfer students.
- Students with a higher low expected family contribution have higher retention rates.
- The first generation student retention rate was lower than students who were not first generation students, however, it is important to note that this information is only available on the student's FAFSA files.

# Progression

**Target:** The progression rate will be above 50.7%.

The progression rate measures the progress that a new and new transfer 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:

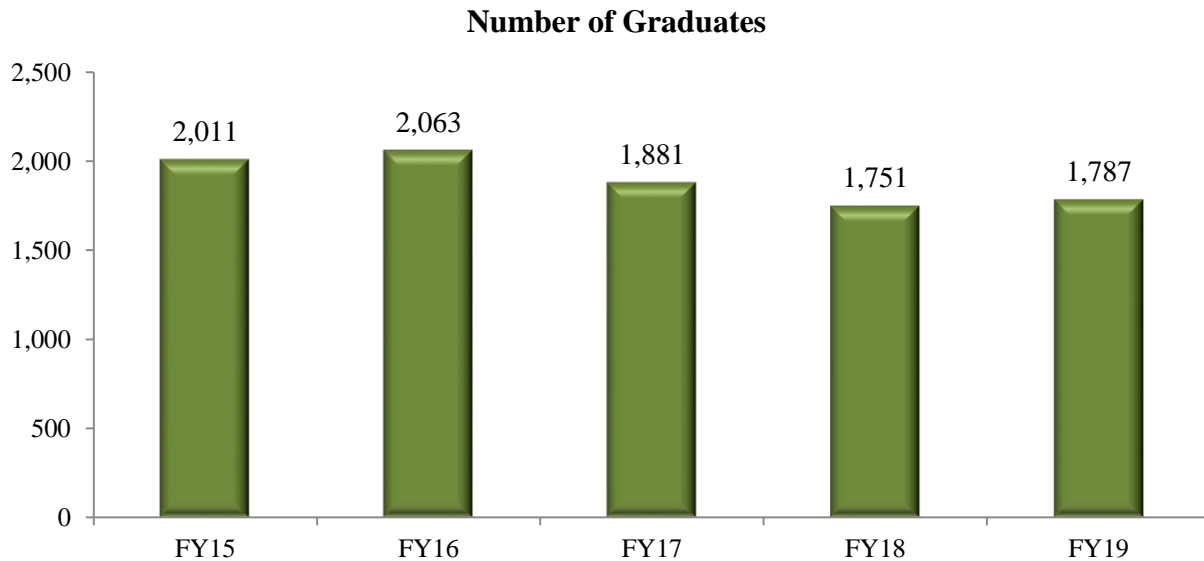
- They earned a degree or certificate at OCCC.
- They earned a degree or certificate at a transfer institution.
- They transferred to another educational institution.
- They are currently attending OCCC.



- The progression rate target was met. The percent of students transferred has increased by 4.4 percentage points since the previous analysis while the other data remained relatively the same as last year.

# Number of Graduates

**Target:** The number of graduates will be above the prior three-year average of 1,898 graduates.



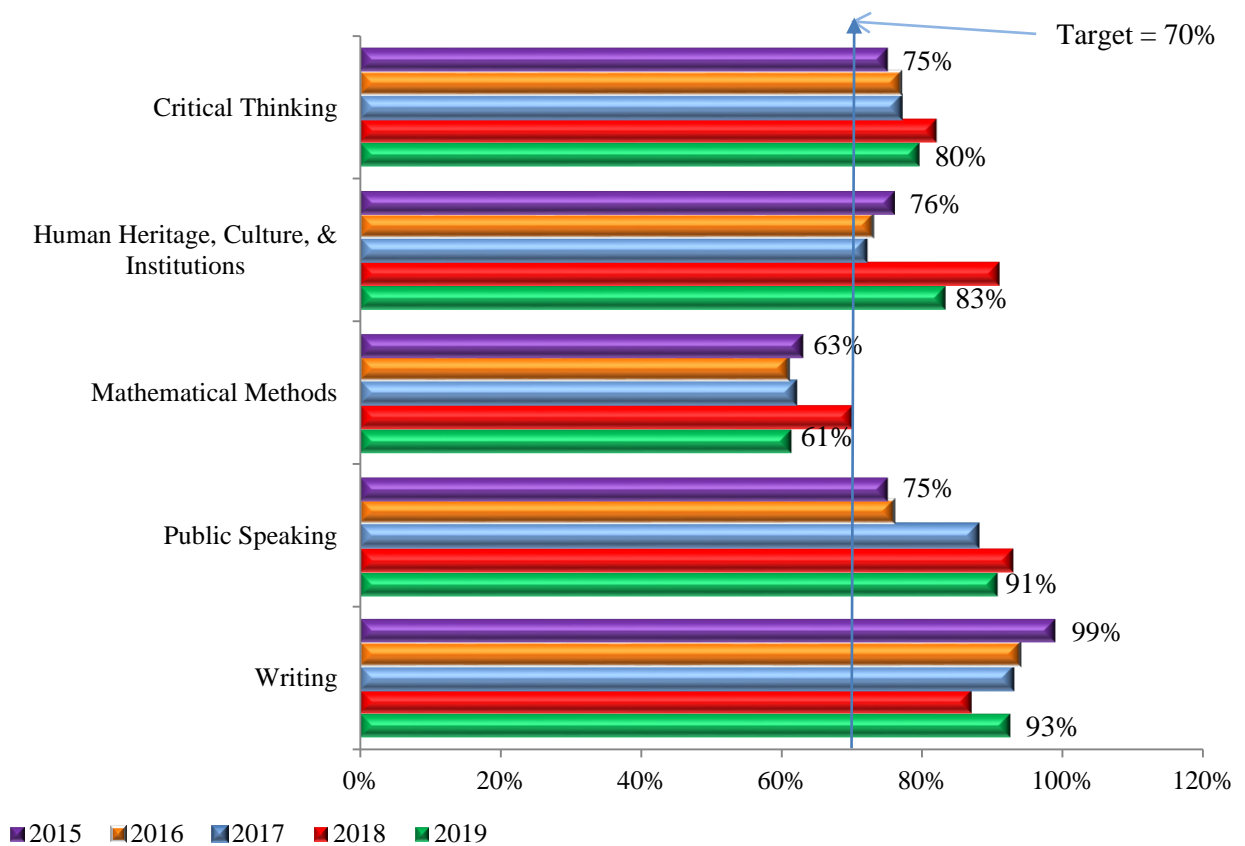
- The number of graduates was below the target by 111 or 5.8%.
- Over the last ten years, the number of graduates increased by 39.3% (from 1,283 in 2010 to 1,787 in 2019); compared to a decrease in headcount enrollment of 21.6% during the same time span. Details are included on page 26.
- The number of our graduates peaked in FY 2016.
- The headcount declined from FY 2012 through FY 2014 with a slight increase in FY 2015 then declined each year since then.

# 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 Assessment Results**



*Source:* General Education Committee

Four of the five general education assessment goals were met. Mathematical Methods fell below the 70% target. Writing increased from the previous year.



# Continuous Improvement Efforts

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Focus on persistence and retention:

Moving from 16 week to 8-week classes in Fall 2020

Implementation of new early alert system

Center for Learning and Teaching training opportunities

Evaluate Co-requisite classes

Evaluate Alternative placement success

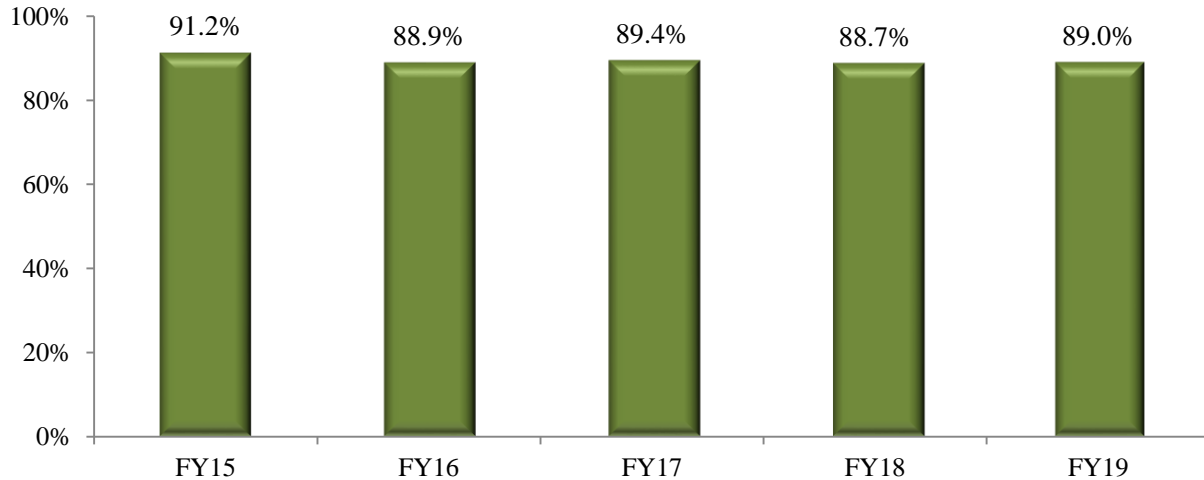


# **APPENDICES**



# Concurrent Student Success and Top Ten High Schools

**Concurrent Student Success**



	<b>Top Ten High Schools</b>	<b>#</b>	<b>%</b>	<b>% Change Year over Year</b>
1	Westmoore High School	195	12.3%	-6.7%
2	Moore High School	128	8.1%	15.3%
3	Mustang High School	109	6.9%	101.9%
4	Norman High School North	106	6.7%	-3.6%
5	Southmoore High School	101	6.4%	-32.7%
6	Newcastle High School	97	6.1%	6.6%
7	Santa Fe South Schools Inc.	87	5.5%	52.6%
8	Pathways High School	79	5.0%	12.9%
9	Purcell High School	56	3.5%	36.6%
10	Tuttle High School	52	3.3%	13.0%

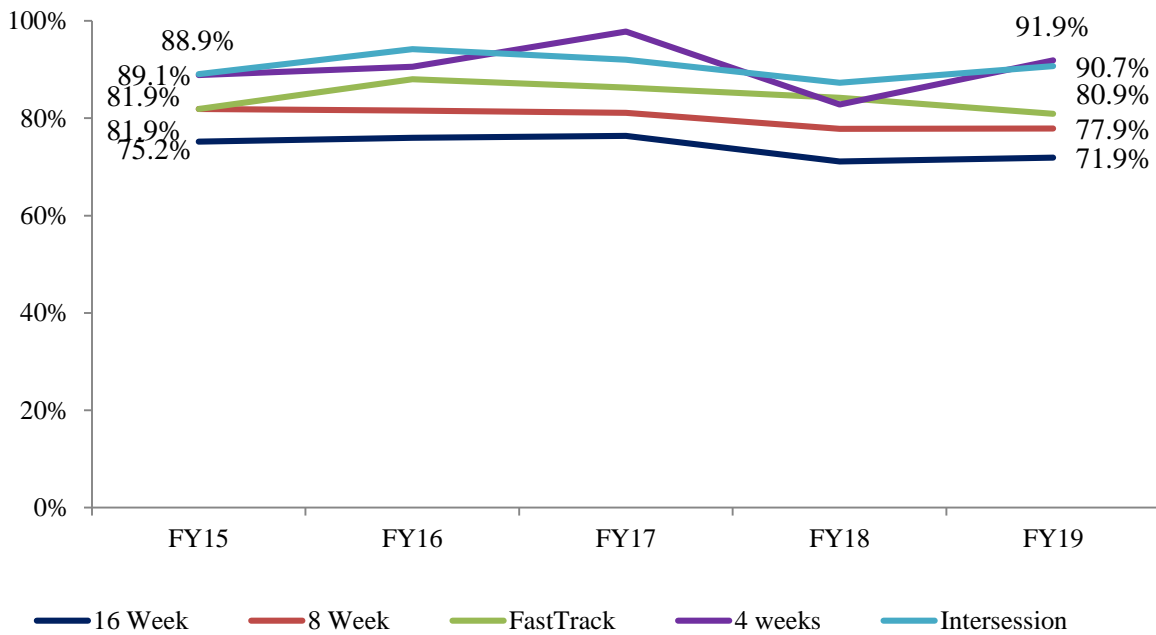
# Gateway Course Success

	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Change Yr over Yr
<b>Music Appreciation 1113</b>	75.7%	81.7%	80.7%	81.0%	78.0%	-3.0
<b>U.S History 1877 to Present 1493</b>	72.3%	73.4%	72.8%	73.1%	76.5%	3.4
<b>Intro to Nutrition 1023</b>	61.5%	62.3%	61.1%	64.3%	73.1%	8.8
<b>Political Science 1113</b>	72.2%	71.7%	74.3%	76.2%	71.8%	-4.4
<b>English Composition II 1213</b>	66.7%	71.0%	69.1%	67.9%	70.5%	2.6
<b>U.S. History to the Civil War 1483</b>	62.7%	65.0%	71.8%	68.4%	68.8%	0.4
<b>English Composition I 1113</b>	66.2%	68.4%	67.7%	67.1%	67.1%	0.0
<b>Introduction to Psychology 1113</b>	65.5%	67.4%	66.3%	65.4%	66.8%	1.4
<b>Intro to Computer Applications 1103</b>	59.0%	61.1%	59.9%	62.5%	66.7%	4.2
<b>College Algebra 1513</b>	66.0%	65.6%	67.2%	65.0%	65.6%	0.6
<b>General Biology 1114</b>	67.2%	71.8%	71.8%	67.5%	65.2%	-2.3
<b>General Chemistry 1115</b>	57.2%	52.2%	57.3%	54.1%	51.2%	-2.9
<b>Human Anatomy and Physiology 1314</b>	61.2%	59.6%	60.9%	32.4%	48.4%	16.0
<b>TOTAL (Gateway Courses)</b>	65.6%	68.0%	67.8%	66.9%	68.0%	1.1

Comment: Six gateway courses had higher success rates in Fall 2018, than the overall success rate for the total gateway courses listed above. Eight of the thirteen gateway courses showed an improvement from the previous year. Human Anatomy and Physiology had the greatest increase with a 16.0 percentage point increase, followed by Introduction to Nutrition with an 8.8 percentage point increase.

# Successful Course Completion by Length of Term

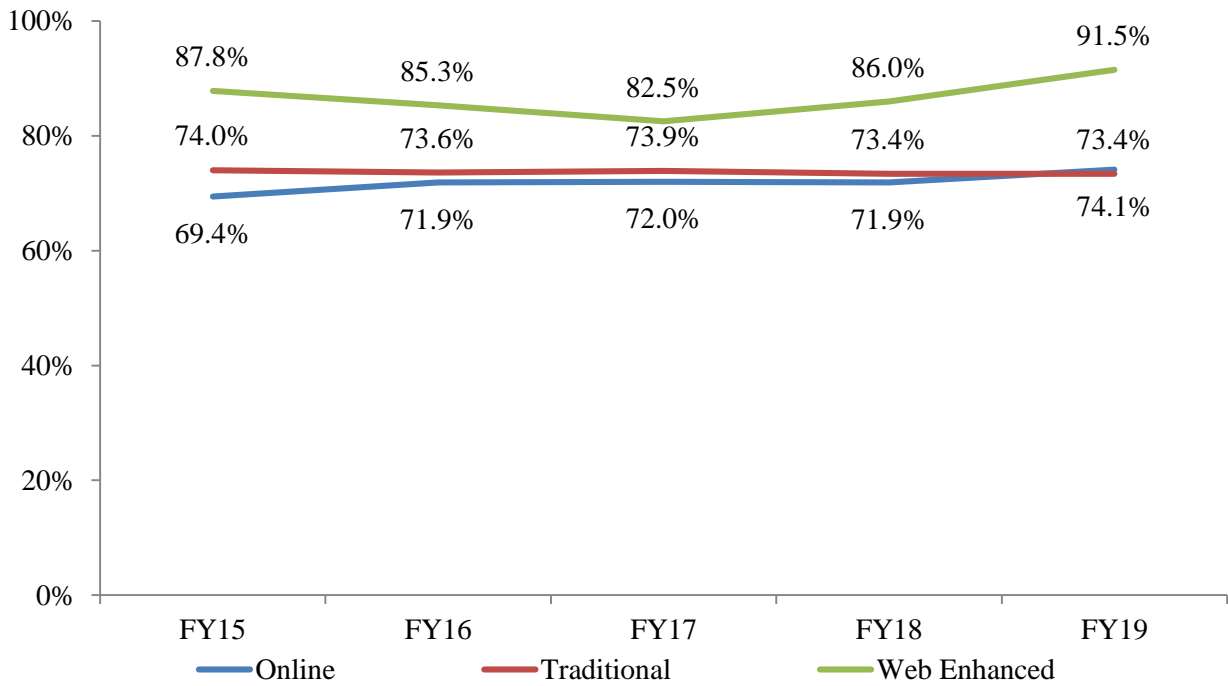
All College Level Courses by Length of Term



	FY 2018 Successful Completion for the College		FY 2019 Successful Completion for the College		Percentage Point Diff FY 2018 to FY 2019
	#	%	#	%	
4-week	101	82.8%	91	91.9%	9.1%
Intersession	563	87.3%	569	90.7%	3.4%
Fast Track	513	84.2%	360	80.9%	-3.3%
8-week	12,868	77.8%	13,614	77.9%	0.1%
16-week	34,309	71.1%	33,228	71.9%	0.8%

# Successful Course Completion by Delivery Methods

**All College Level Courses by Delivery Method**

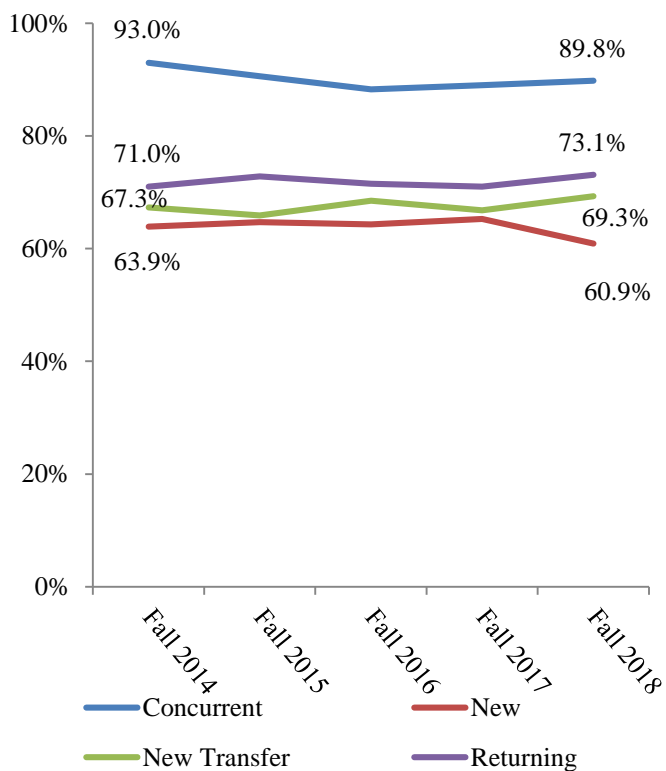


**Enrollments by Delivery Method**

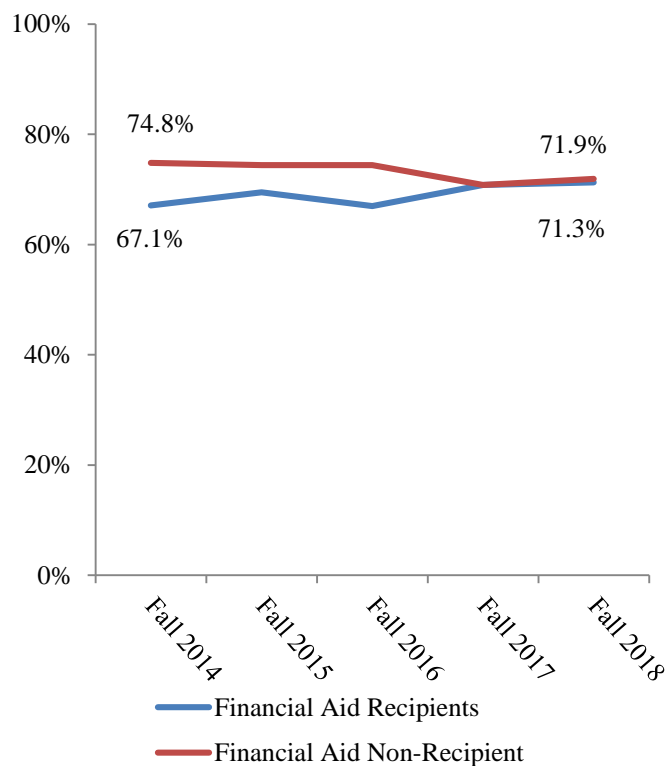
	FY 2017		FY 2018		FY 2019	
	#	%	#	%	#	%
Traditional	34,295	67.9%	31,928	66.4%	41,123	64.2%
Online	15,360	30.4%	15,486	32.2%	22,674	35.4%
Web Enhanced	844	1.7%	639	1.3%	307	0.5%

# Successful Course Completion by Type of Enrollments

All Course Levels by Type of Enrollment\*



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



These are mutually exclusive categories.

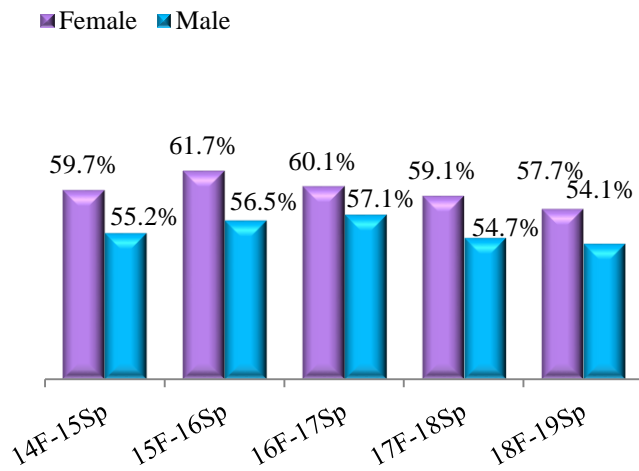
\*These two graphs include Developmental, 1000- and 2000-level courses

# Persistence by Select Demographics

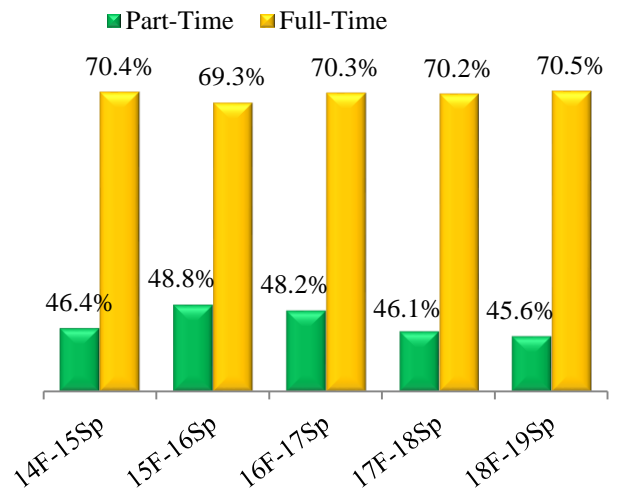
**Persistence Differences between the Overall Rate by Race/Ethnicity**

	<b>14F-15Sp</b>	<b>15F-16Sp</b>	<b>16F-17Sp</b>	<b>17F-18Sp</b>	<b>18F-19Sp</b>
Asian	8.8	10.2	4.1	17.9	5.1
Black/African American	-9.9	-8.0	-1.1	-10.6	-10.9
Hispanic/Latino	5.3	1.4	0.5	0.9	3.1
Native American/Alaskan	-6.1	-1.3	-9.2	-0.9	-8.4
Two or More Races	1.4	2.2	0.3	0.8	3.0
Minority Total	-0.3	0.1	-0.6	-0.6	-1.3
White	0.2	0.1	-0.2	1.1	.5
<b>College Persistence</b>	<b>57.7%</b>	<b>59.3%</b>	<b>58.8%</b>	<b>57.1%</b>	<b>56.2%</b>

**Persistence by Gender**

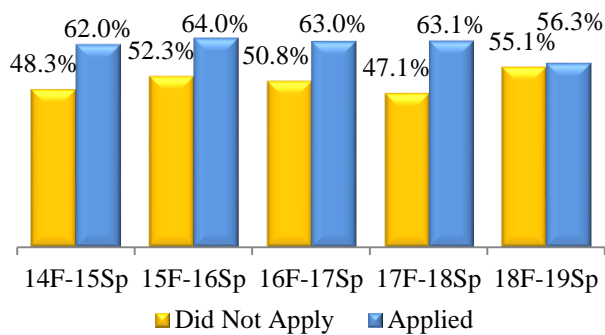


**Persistence FT/PT Students**

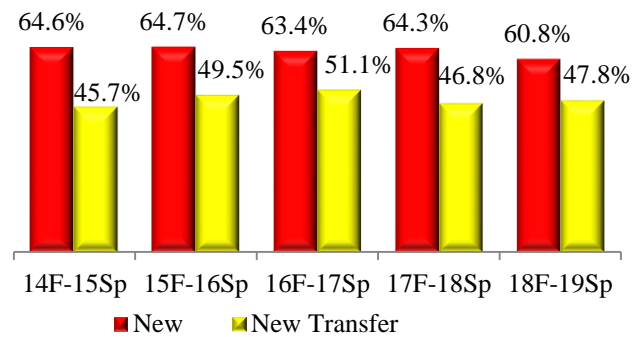


# Persistence by Financial Aid Applicants, New Students, EFC, and First Generation

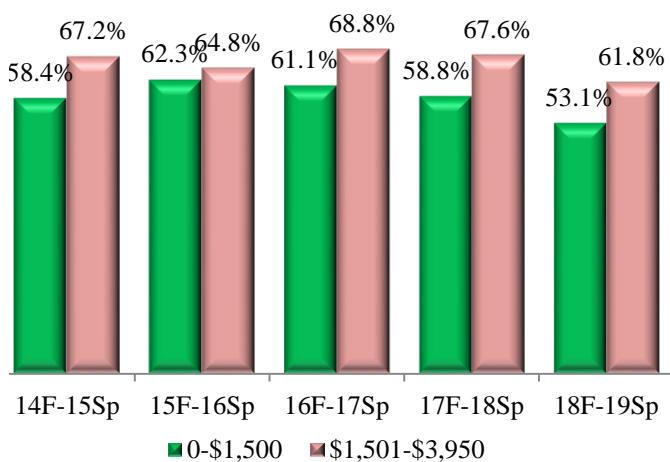
**Persistence by Financial Aid Applicants**



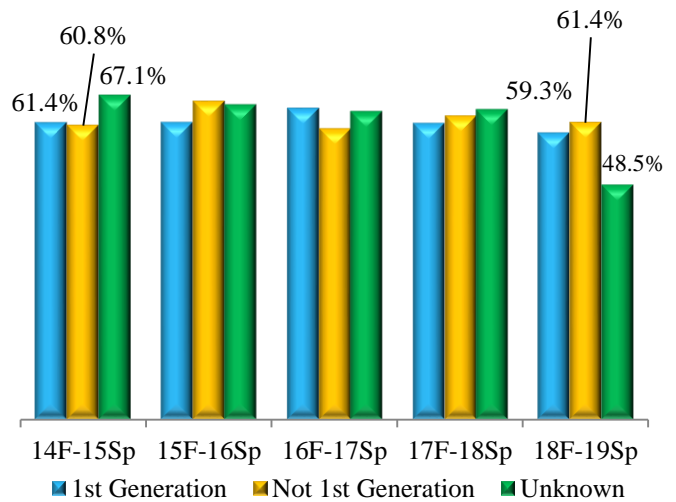
**Persistence by New and New Transfer**



**Persistence by Low Expected Family Contribution**



**Persistence by First Generation\***



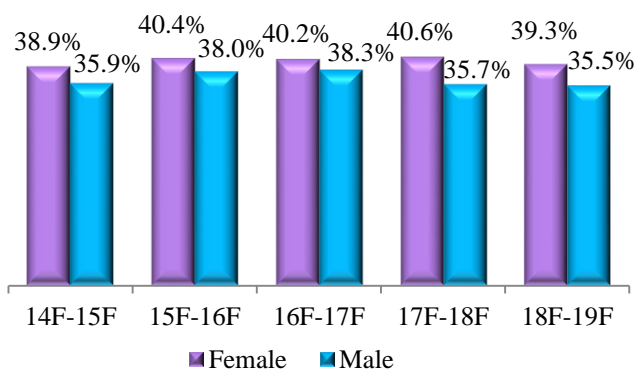
\*Excludes students who did not file FAFSA

# Retention by Select Demographics

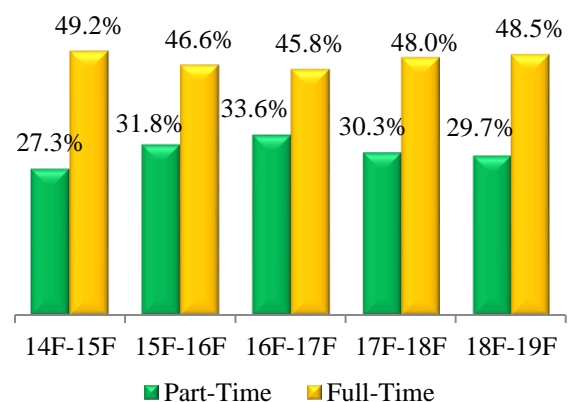
**Retention Differences between the Overall Rate and by Race/Ethnicity**

	F14-F15	F15-F16	F16-F17	F17-F18	F18-F19
Asian	12.2	9.7	6.7	5.4	7.3
Black/African American	-8.1	-9.9	-4.1	-6.2	-10.2
Hispanic/Latino	3.8	2.4	3.6	0.3	4.9
Native American/Alaskan	-3.1	0.3	-10.1	-6.8	-7.3
Two or More Races	-1.1	-1.1	4.1	-2.0	-2.5
Minority Total	0.0	-0.5	0.7	-0.8	-1.3
White	-0.2	1.2	-0.9	0.8	0.1
<b>College Retention</b>	<b>37.6%</b>	<b>39.2%</b>	<b>39.4%</b>	<b>38.4%</b>	<b>37.7%</b>

**Retention by Gender**



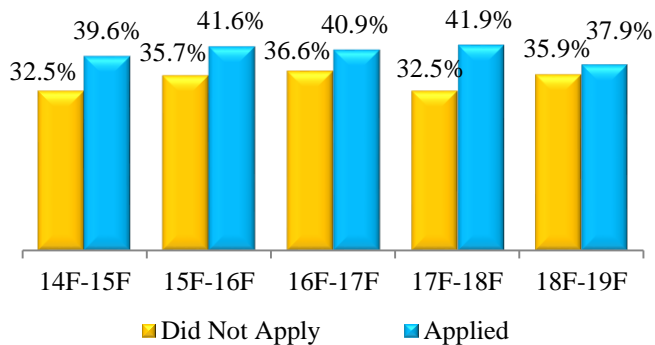
**Retention by Part-Time/Full-Time Students**



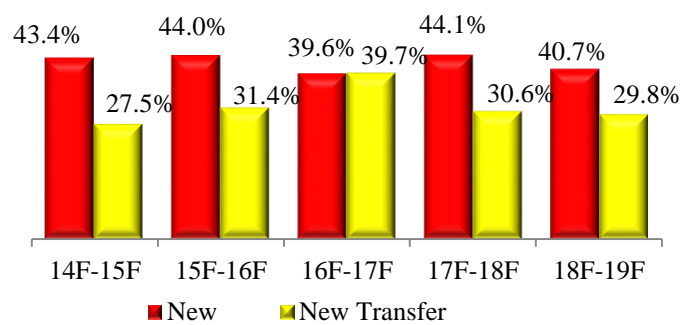


# Retention by Financial Aid Applicants, New Students, Low EFC, and First Generation

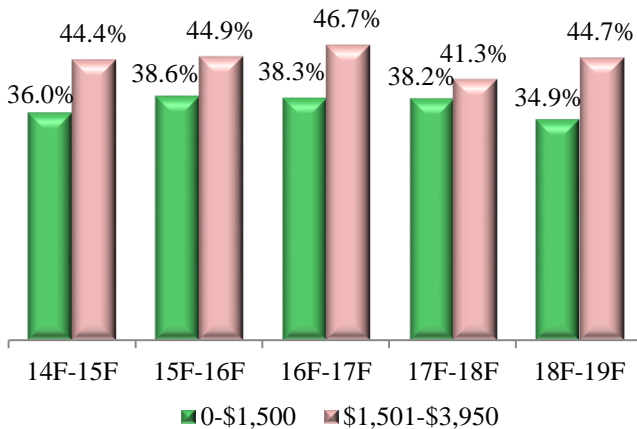
**Retention by Financial Aid Applicants**



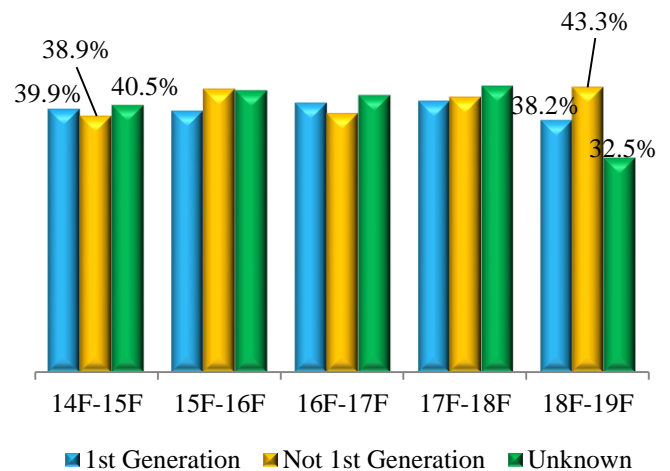
**Retention by New and New Transfer**



**Retention by Expected Family Income**

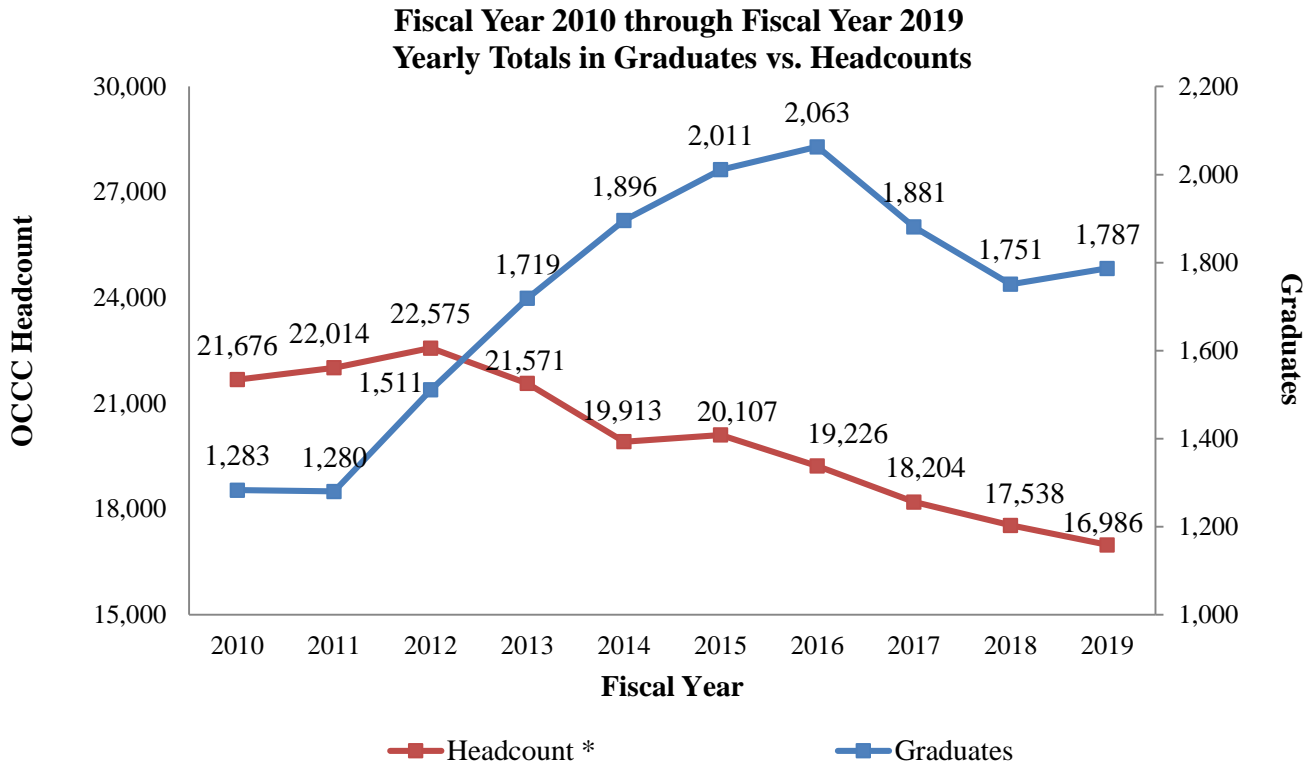


**Retention by First Generation\***



\*Excludes students who did not file FAFSA

# Headcount and Graduates



\*Excludes students who never attended