



**Monitoring Report on Achieving the
College's ENDS:
Student Success**
January 25, 2021





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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 2020 Annual Plan. Based on the latest available information, performance is as follows:

Target	Performance ¹
Concurrent Headcount will be above prior year headcount of 1,586.	
Fiscal year 2020 concurrent student headcount was 1,872.	
Successful completion rate of gateway courses will be at least 65%.	
Fall 2019 successful completion rate of gateway courses was 68.4%.	
Successful completion rate of all credit courses will be at least 70%.	
Successful completion rate of credit courses was 75.8%.	
Persistence, Retention, and Progression will be above the prior year rate.	
Fall-to-Spring persistence rate was 56.9% compared to 56.2%.	
Fall-to-Fall retention rate was 37.4% compared to 37.7%.	
Progression (The progression rate of students graduating, transferring, and continuing education) was 52.1% compared to 50.7%.	
The number of graduates will be above the prior year rate.	
The number of graduates was 1,764 compared to the target of 1,787.	
Results of General Education Assessment of Students will be a passing rate at or above 70%:	
Critical thinking passing rate was 93.0%.	
Human heritage, culture, and institutions passing rate was 82.2%.	
Mathematical methods passing rate was 75.8%.	
Public speaking passing rate was 86.7%.	
Writing skills passing rate was 93.2%.	

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

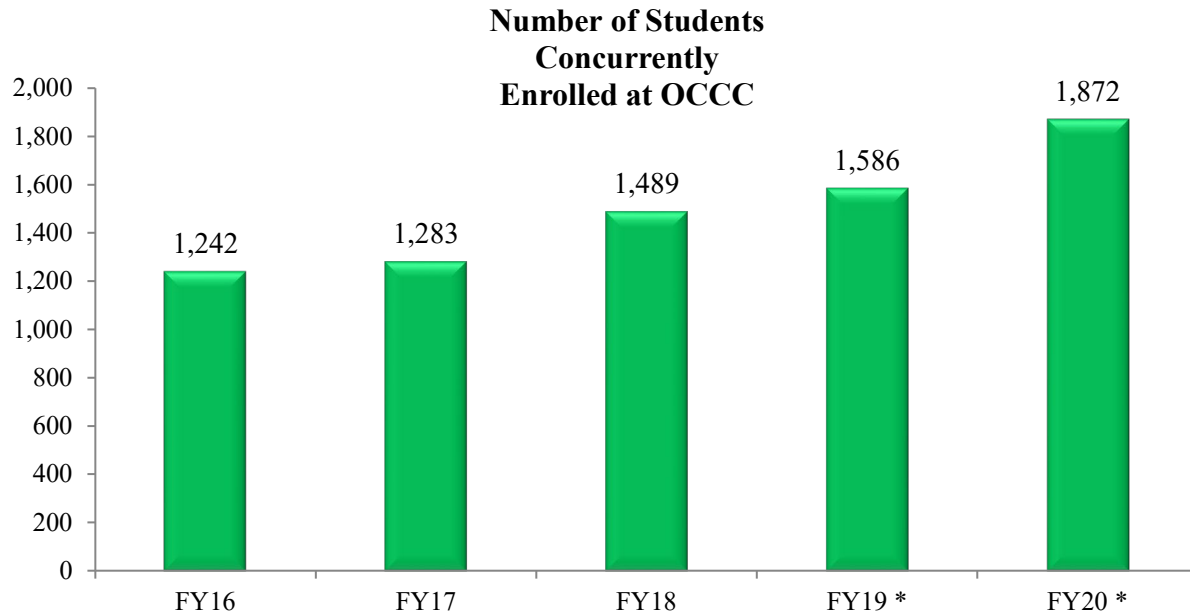


Background and Summary

- During the last several years, the College has demonstrated the following progress in addressing its Student Success ENDS:
 - Concurrent headcount has increased for the last five years.
 - Successful completion of gateway courses has increased to a new five-year high.
- In the last year, the College has demonstrated the following progress in addressing its Student Success ENDS:
 - Successful completion of college level courses exceeded the target.
 - All five general education assessments of student learning exceeded the target.
 - Student persistence rate from Fall to Spring terms exceeded the target.
- Areas for improvement include the following:
 - Retention and number of graduates.

Concurrent Headcount

Target: Concurrent Headcount will be above 1,586.

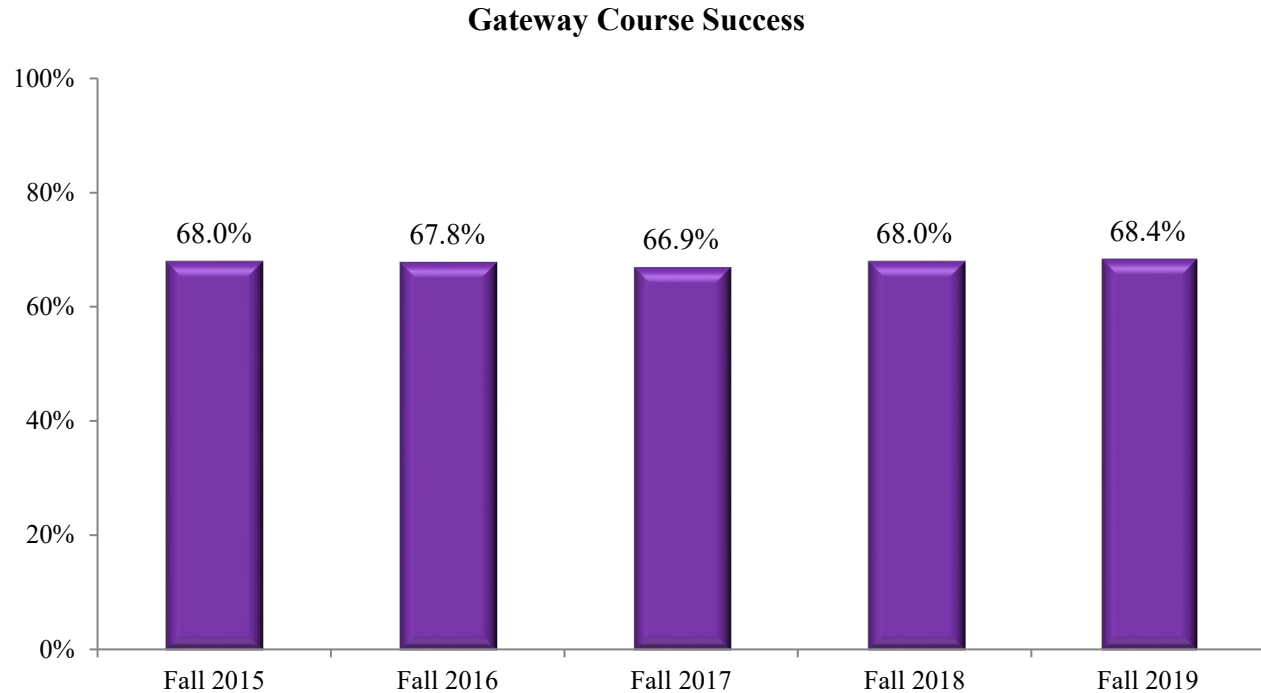


* Concurrent Students are defined using Student Type.

- The number of concurrent students has been increasing since FY 2016. The increase from FY 2019 to FY 2020 was 286 or 18.0%.
- 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%.



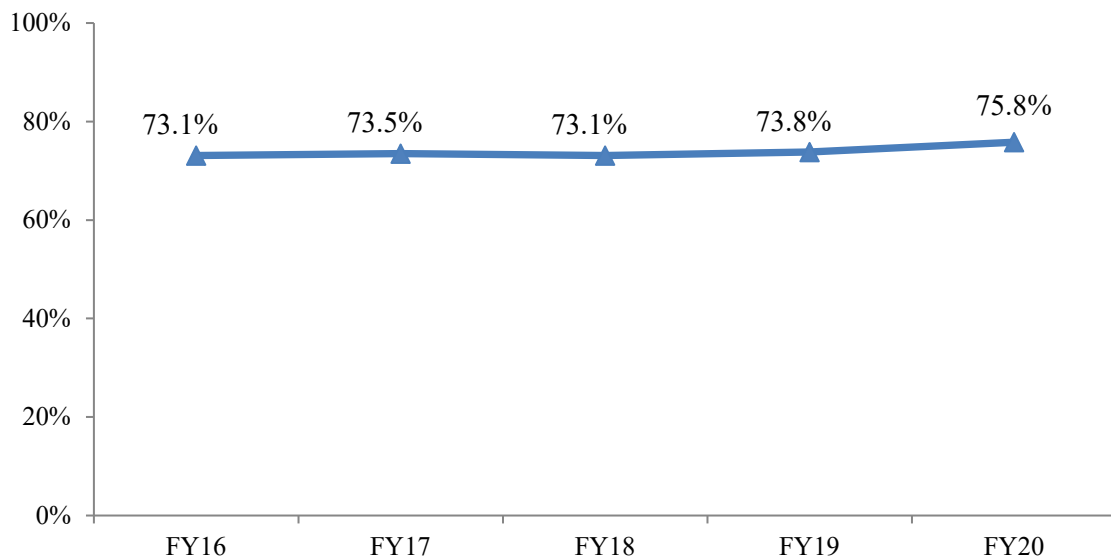
- Gateway course success has continued to be above the 65% target.
- The ten courses with a success rate at or above the average gateway course success rate included American Federal Government, General Biology, U.S. History 1877 to Present, Music Appreciation, English Composition II, Introduction to Computers and Applications, Introductory Nutrition, U.S. History to 1877, General Psychology, and English Composition I.

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, P or S.

Successful Course Completion Rates

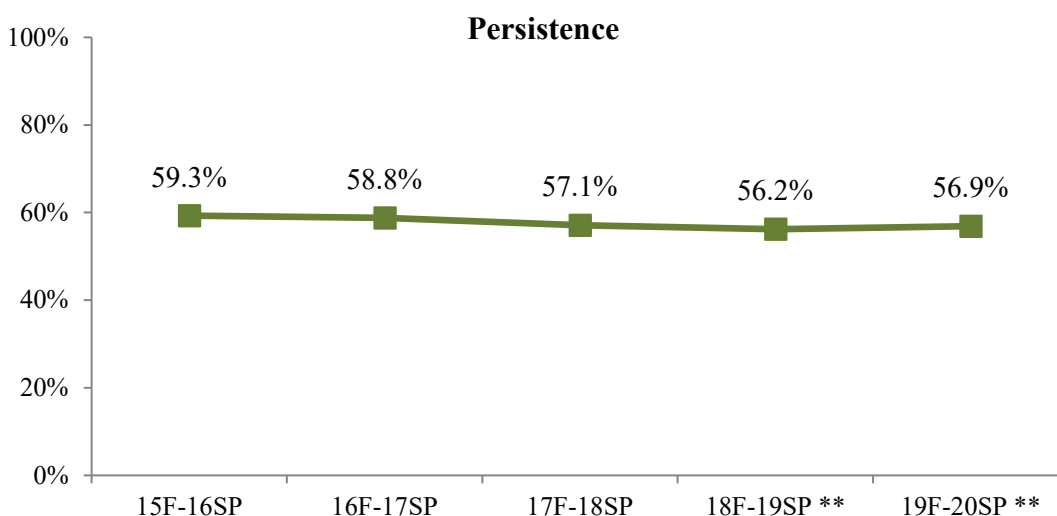


- Successful course completion of all courses has remained relatively steady over the past several years. Details can be found on pages 19-21.
- Intersession, Eight Week, and Sixteen Week course success rates increased.
- Traditional course success rate decreased, while the online course success rate increased.
- New student success rates declined in the last 5 years while concurrent, new transfer, and returning student success rates have held steady.
- Success rates based on financial aid recipient status mirrors the same rate as five years ago with minor deviations each year.

Fall-to-Spring Persistence

Target: Rate of students who continue their enrollment from the Fall 2019 to the Spring 2020 Semester (Persistence) will be above 56.2%.

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 metric includes all new and new transfer students to OCCC in that particular fall semester.

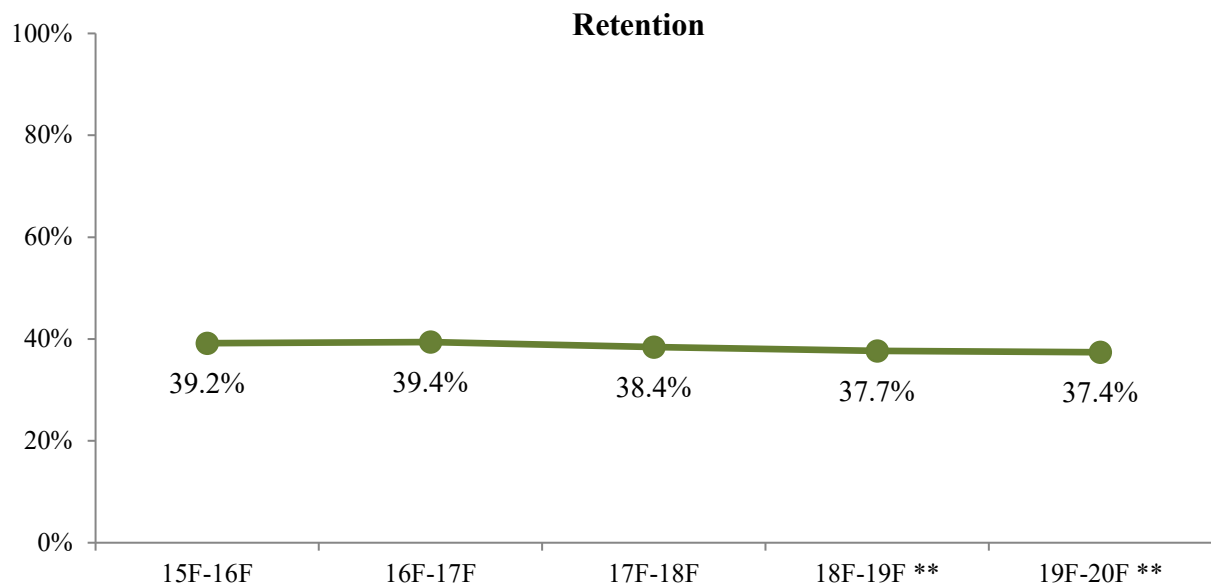


** Persistence does not include students who never attended.

- The Fall 2019 persistence rate exceeded the target by 0.7 percentage points. Details can be found on pages 22 and 23.
- Persistence Black/African American and Native American students continues to lag behind the College level persistence overall for the last five years.
- Persistence continues to be at a higher rate for full-time students compared to part-time students, females compared to males, and new students compared to new transfer students.
- Students with a higher “low” expected family contribution have higher persistence rates.

Fall-to-Fall Retention

Target: Students who continue their enrollment from Fall 2019 to the Fall 2020 semester (Retention) will be above 37.7%. 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.

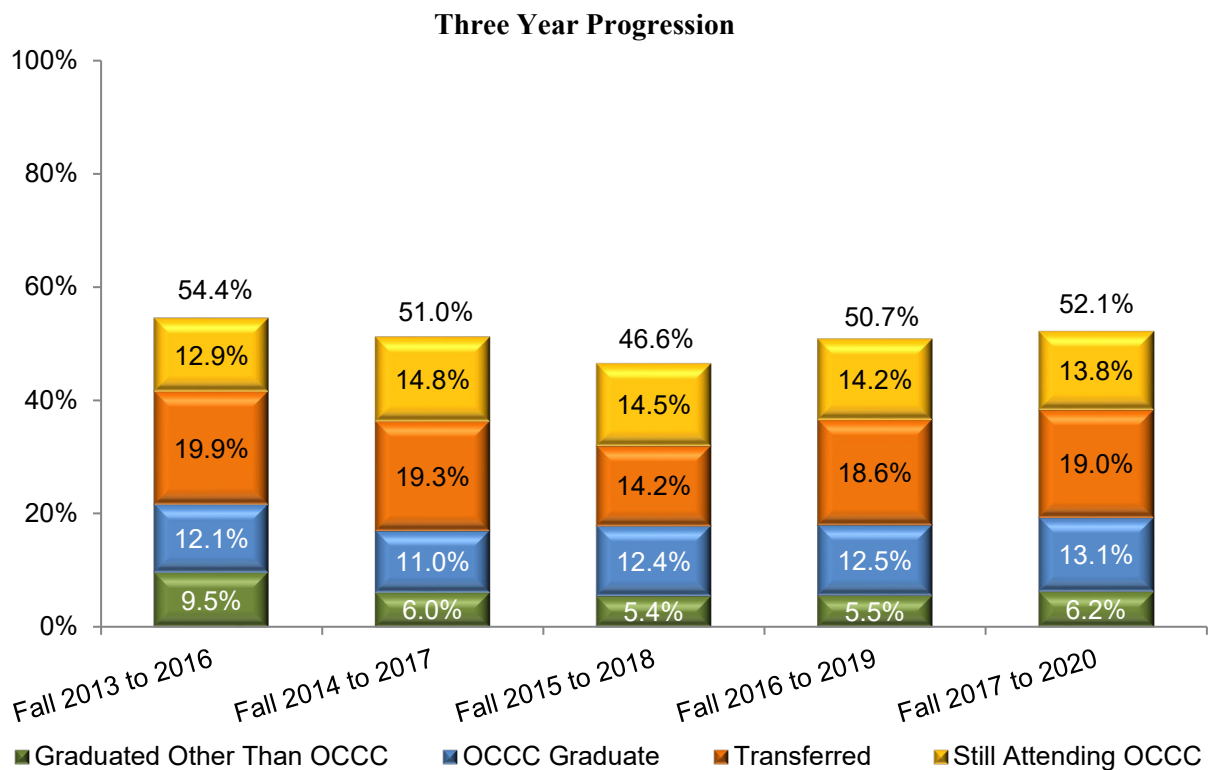
- Retention rate fell slightly below the target by 0.3 percentage points. Details of the retention information are found on pages 24 and 25.
- The gap between the College's retention and the Black/African American students and the Native American students retention rate decreased in the last year.
- The retention rates were higher 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.

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:

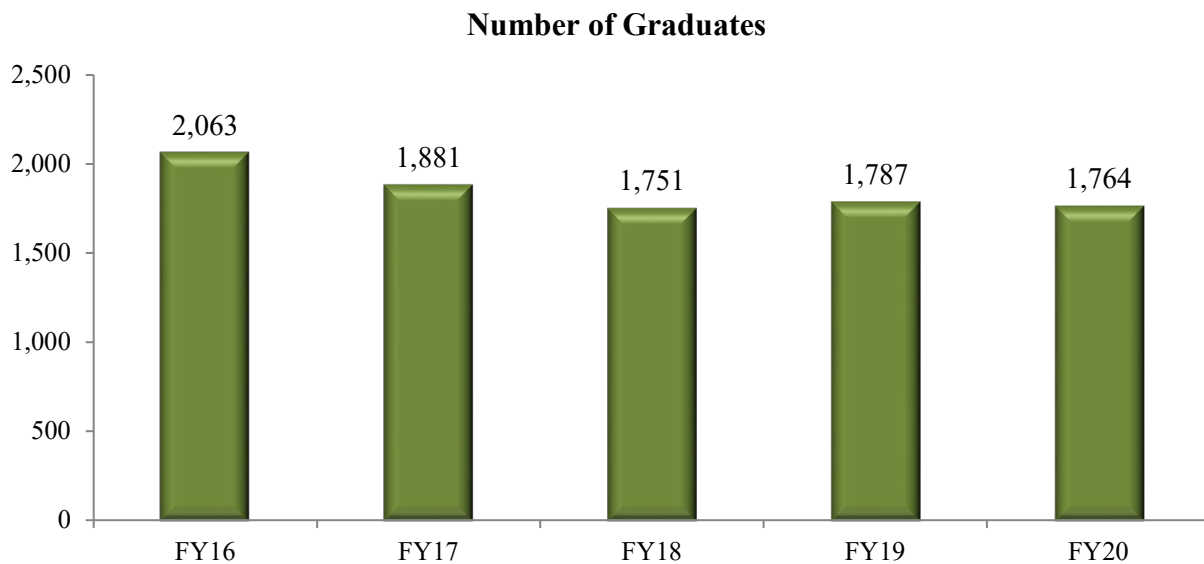
- They earned a degree or certificate at OCCC.
- They earned a degree or certificate at a transfer institution.
- They transferred to another educational institution.
- They are currently attending OCCC.



- The progression rate target was met. The percent of students transferred has increased by 1.4 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 exceed the number of graduates in the prior year: 1,787 graduates.

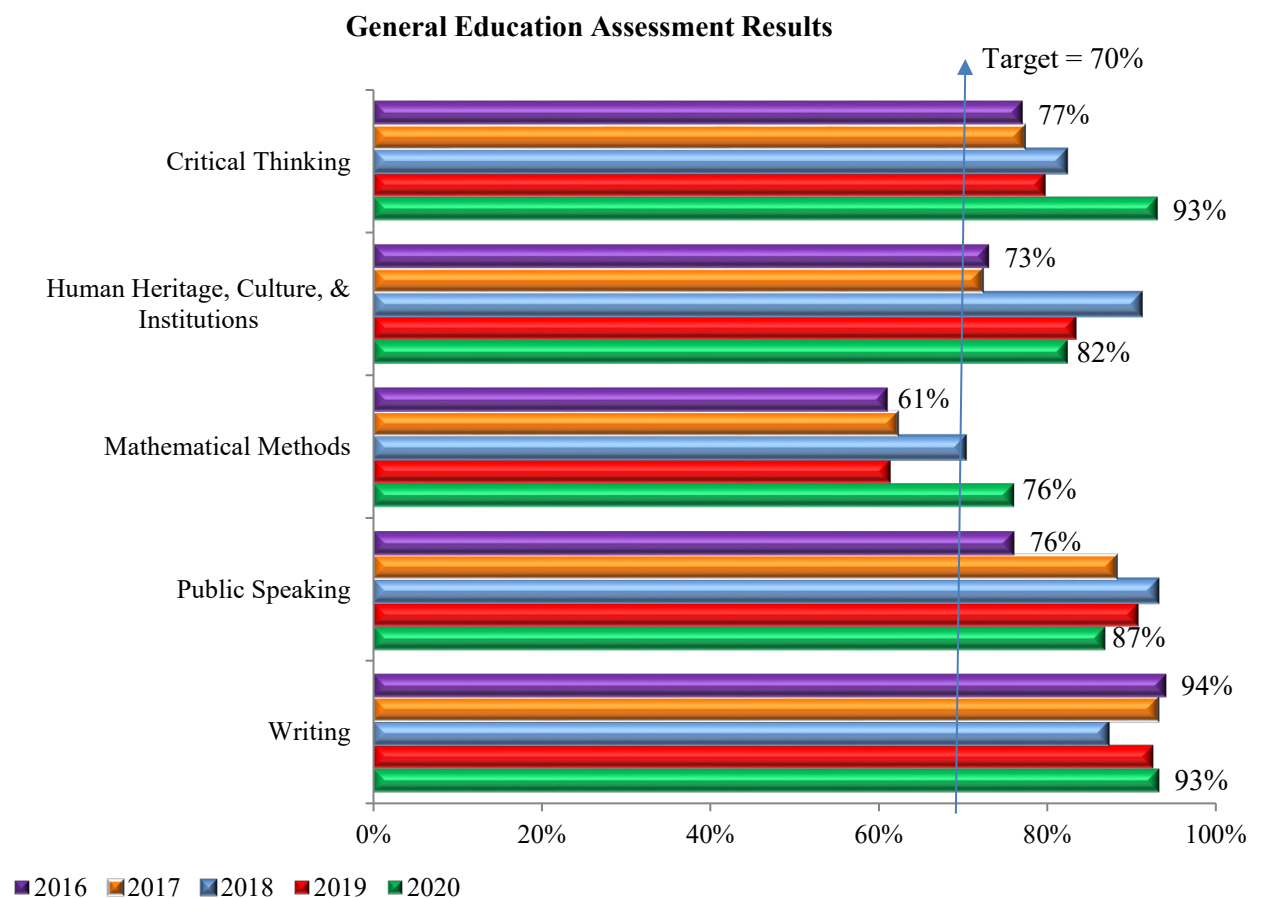


- The number of graduates was below the target by 23 or 1.3%.
- Over the last ten years, the number of graduates increased by 37.8% (from 1,280 in 2011 to 1,764 in 2020); compared to a decrease in headcount enrollment of 21.7% during the same time span. Details are included on page 26.
- The number of our graduates peaked in FY 2016.

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

All five general education assessment goals were met. Critical Thinking, Mathematics, and Writing pass rates increased from the previous year.



Continuous Improvement Efforts

Focus on persistence and retention:

- Increased 8-week term emphasis over 16-week semester offerings in Fall 2020

- Implemented new early alert system and continued student engagement efforts

- Continued increase from Center for Learning and Teaching for training opportunities

- Continued evaluation of co-requisite classes

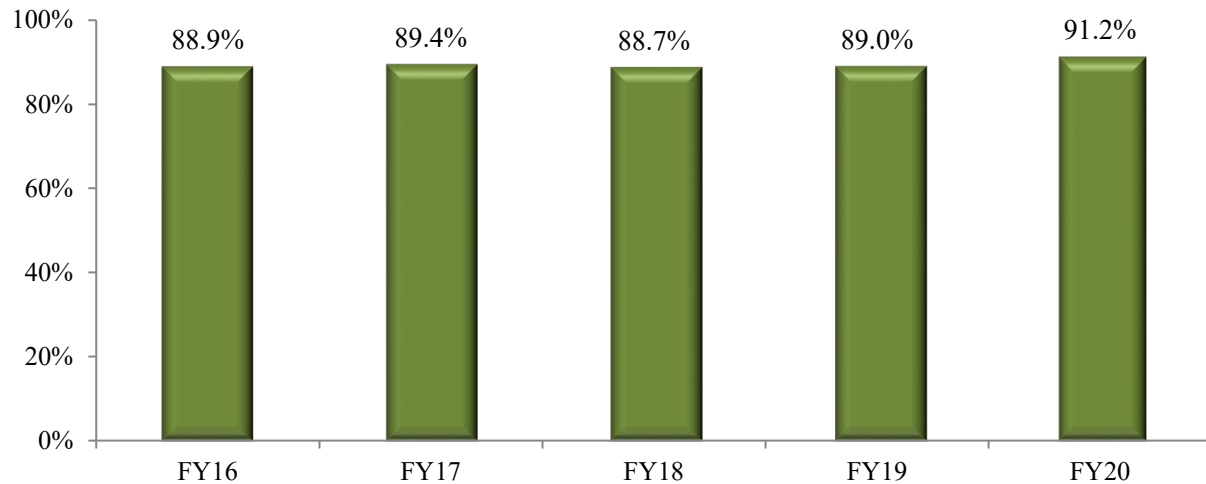
- Continued evaluation of alternative placement success



APPENDICES

Concurrent Student Success and Top Ten High Schools

Concurrent Student Success



Top Ten High Schools

#

%

**% Change
Year over
Year**

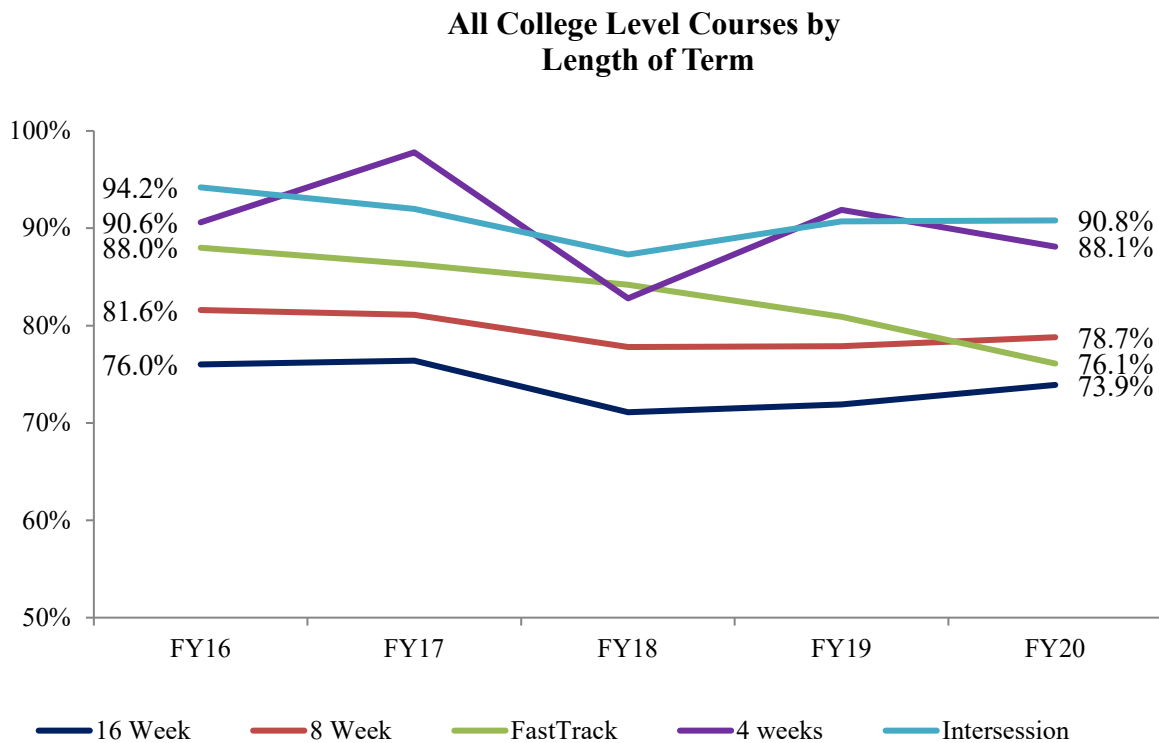
1	Westmoore High School	253	13.5%	29.7%
2	Moore High School	138	7.4%	7.8%
3	SouthMore High School	126	6.7%	24.8%
4	Mustang High School	116	6.2%	6.4%
5	Norman North High School	113	6.0%	6.6%
6	Pathways High School	96	5.1%	21.5%
7	Santa Fe South Schools Inc.	95	5.1%	9.2%
8	Newcastle High School	94	5.0%	-3.1%
9	Tuttle High School	84	4.5%	61.5%
10	Purcell High School	57	3.0%	1.8%

Gateway Course Success

	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Percentage Point Change Yr over Yr
American Federal Government 1113	71.7%	74.3%	76.2%	71.8%	74.5%	2.7
General Biology 1114	71.8%	71.8%	67.5%	65.2%	73.4%	8.2
U.S History 1877 to Present 1493	73.4%	72.8%	73.1%	76.5%	72.8%	-3.6
Music Appreciation 1113	81.7%	80.7%	81.0%	78.0%	71.1%	-6.9
English Composition II 1213	71.0%	69.1%	67.9%	70.5%	70.9%	0.4
Intro to Computers/Applications 1103	61.1%	59.9%	62.5%	66.7%	70.6%	4.0
Introductory Nutrition 1023	62.3%	61.1%	64.3%	73.1%	70.2%	-2.9
U.S. History to 1877 1483	65.0%	71.8%	68.4%	68.8%	69.4%	0.5
General Psychology 1113	67.4%	66.3%	65.4%	66.8%	68.9%	2.1
English Composition I 1113	68.4%	67.7%	67.1%	67.1%	68.4%	1.3
College Algebra/Functions & Modeling 1513/1483	65.6%	67.2%	65.0%	65.6%	57.0%	-8.5
General Chemistry 1115	52.2%	57.3%	54.1%	51.2%	54.3%	3.2
Human Anatomy and Physiology I 1314	59.6%	60.9%	32.4%	48.4%	53.3%	4.9
TOTAL (Gateway Courses)	68.0%	67.8%	66.9%	68.0%	68.4%	0.4

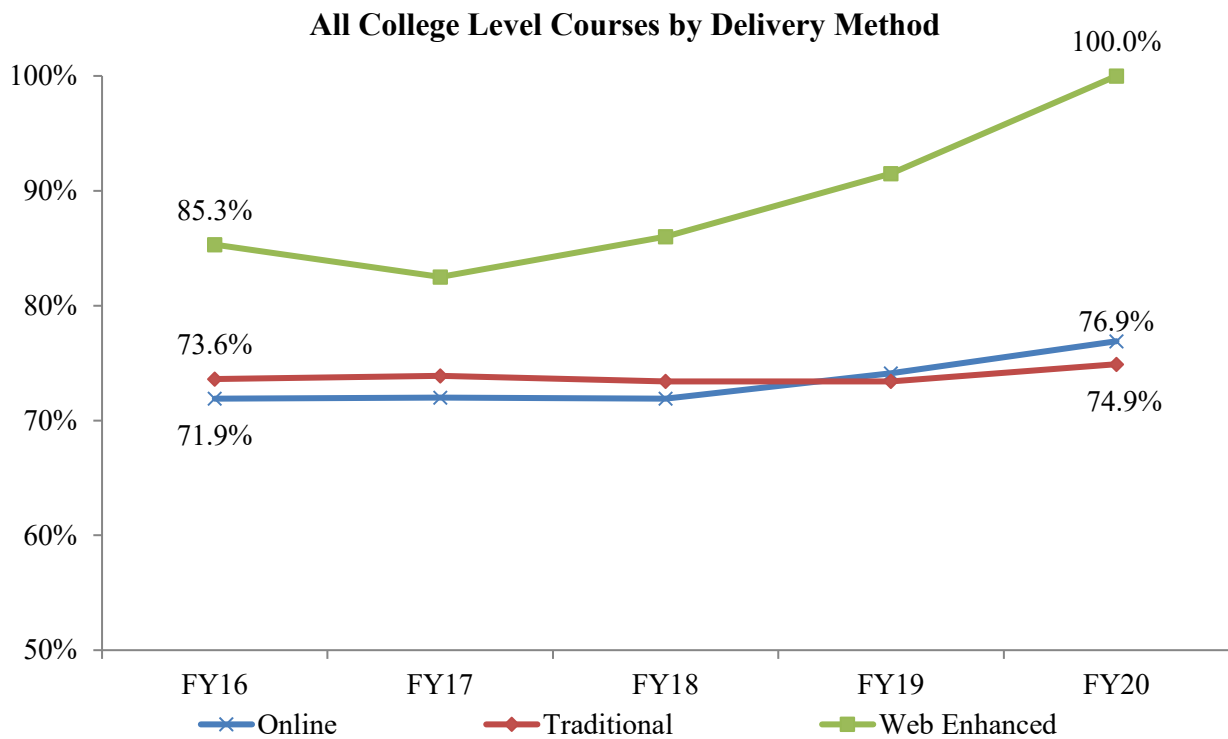
Comment: Ten gateway courses had success rates at or above the target rate in Fall 2019. Nine of the thirteen gateway courses showed an improvement from the previous year. General Biology had the greatest percentage point increase, 8.2, followed by Human Anatomy and Physiology I with an 4.9 percentage point increase.

Successful Course Completion by Length of Term



	FY 2019 Successful Completion for the College		FY 2020 Successful Completion for the College		Percentage Point Change Year over Year
	#	%	#	%	
4-week	91	91.9%	178	88.1%	-3.8
Intersession	569	90.7%	433	90.8%	0.1
Fast Track	360	80.9%	210	76.1%	-4.8
8-week	13,614	77.9%	19,427	78.7%	0.8
16-week	33,228	71.9%	30,247	73.9%	2.0

Successful Course Completion by Delivery Method

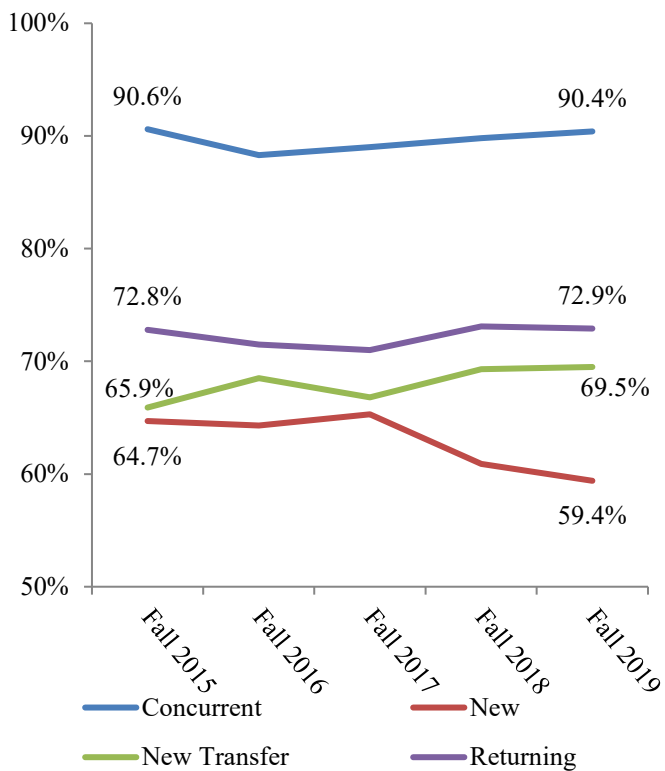


Enrollments by Delivery Method

	FY 2018		FY 2019		FY 2020	
	#	%	#	%	#	%
Traditional	31,928	66.4%	41,123	64.2%	37,943	58.3%
Online	15,486	32.2%	22,674	35.4%	27,092	41.7%
Web Enhanced	639	1.3%	307	0.5%	11	0.0%

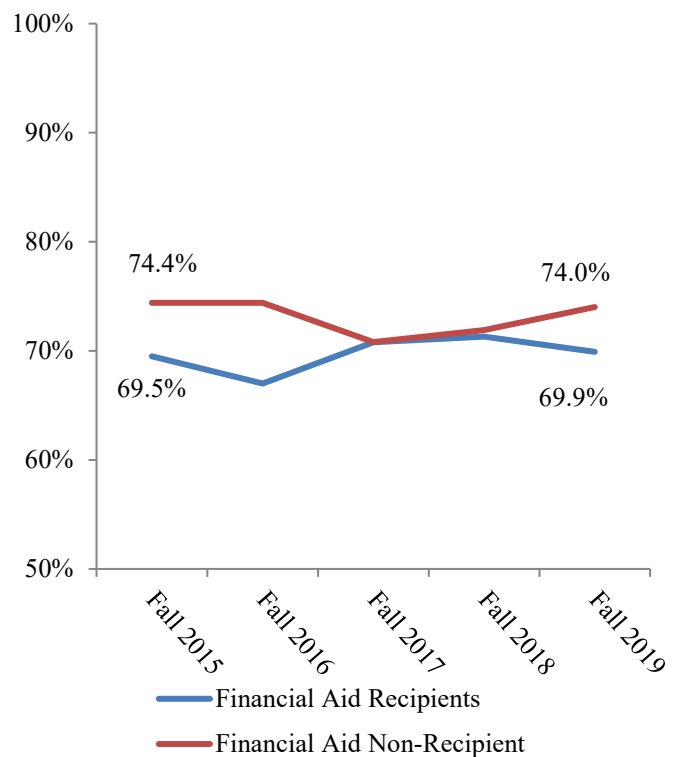
Successful Course Completion by Type of Enrollment

All Course Levels by Type of Enrollment*



These are mutually exclusive categories.

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



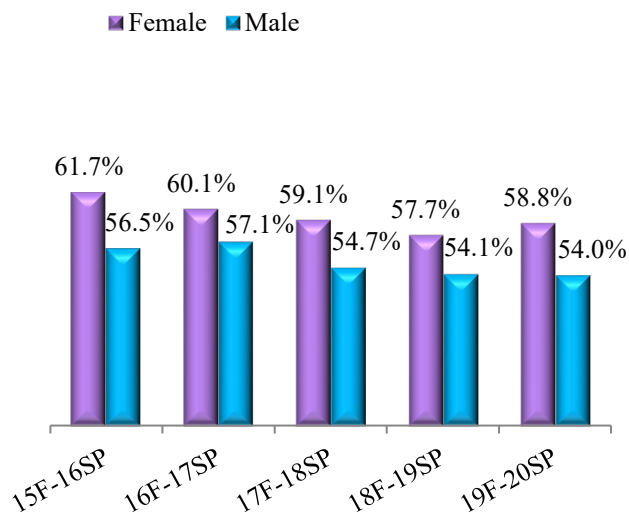
*These two graphs include Developmental, 1000- and 2000-level courses

Persistence by Select Demographics

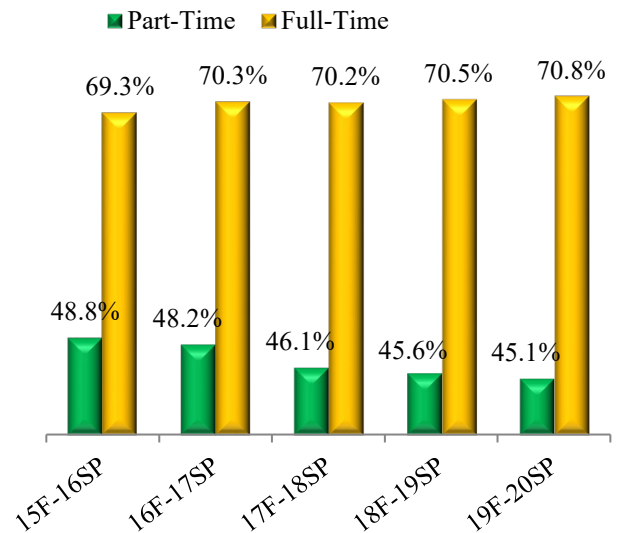
Persistence Rate difference from the Overall Rate by Race/Ethnicity

	15F-16SP	16F-17SP	17F-18SP	18F-19SP	19F-20SP
Asian	10.2	4.1	17.9	5.1	12.6
Black/African American	-8.0	-1.1	-10.6	-10.9	-6.6
Hispanic/Latino	1.4	0.5	0.9	3.1	5.0
Native American/Alaskan	-1.3	-9.2	-0.9	-8.4	-9.8
Two or More Races	2.2	0.3	0.8	3.0	-3.1
Minority Total	0.1	-0.6	-0.6	-1.3	0.6
White	0.1	-0.2	1.1	.5	-0.8
College Persistence	59.3%	58.8%	57.1%	56.2%	56.9%

Persistence by Gender

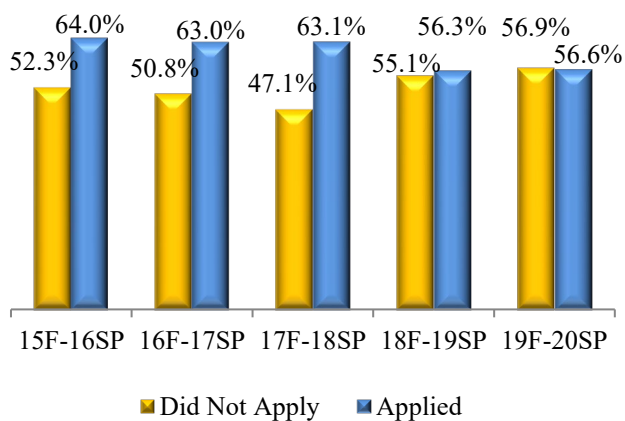


Persistence FT/PT Students

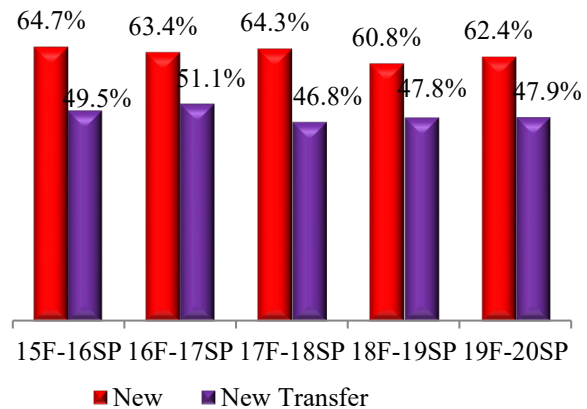


Persistence by Financial Aid Applicants, New Students, EFC, and First Generation

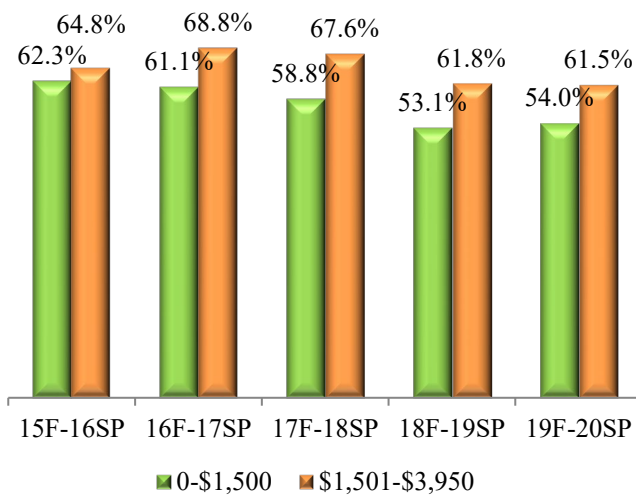
Persistence by Financial Aid Applicants



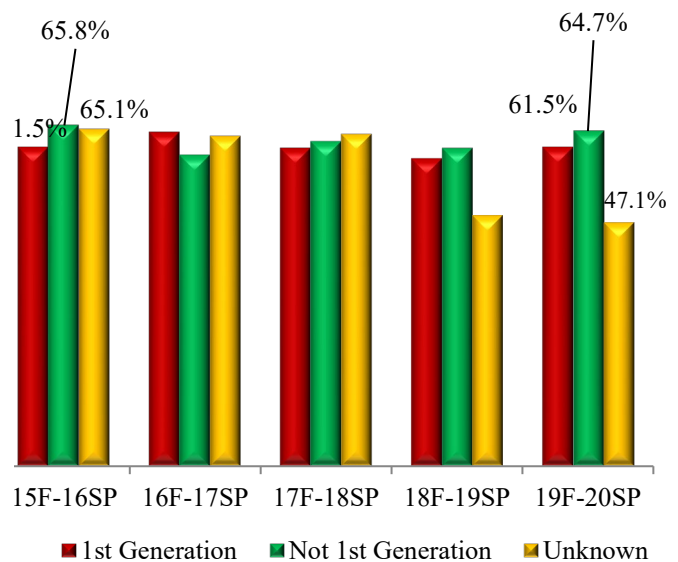
Persistence by New and New Transfer



Persistence by Low Expected Family Contribution



Persistence by First Generation*



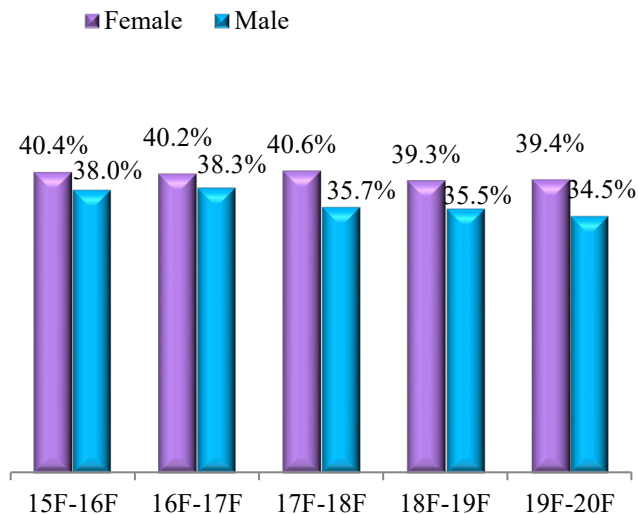
*Excludes students who did not file FAFSA

Retention by Select Demographics

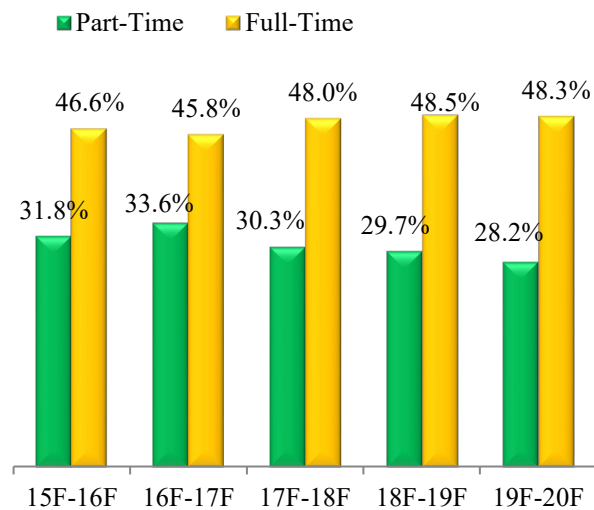
Retention Rate difference from the Overall Rate by Race/Ethnicity

	F15-F16	F16-F17	F17-F18	F18-F19	F19-F20
Asian	9.7	6.7	5.4	7.3	5.8
Black/African American	-9.9	-4.1	-6.2	-10.2	-1.7
Hispanic/Latino	2.4	3.6	0.3	4.9	2.5
Native American/Alaskan	0.3	-10.1	-6.8	-7.3	-2.7
Two or More Races	-1.1	4.1	-2.0	-2.5	0.1
Minority Total	-0.5	0.7	-0.8	-1.3	1.1
White	1.2	-0.9	0.8	0.1	-1.6
College Retention	39.2%	39.4%	38.4%	37.7%	37.4%

Retention by Gender

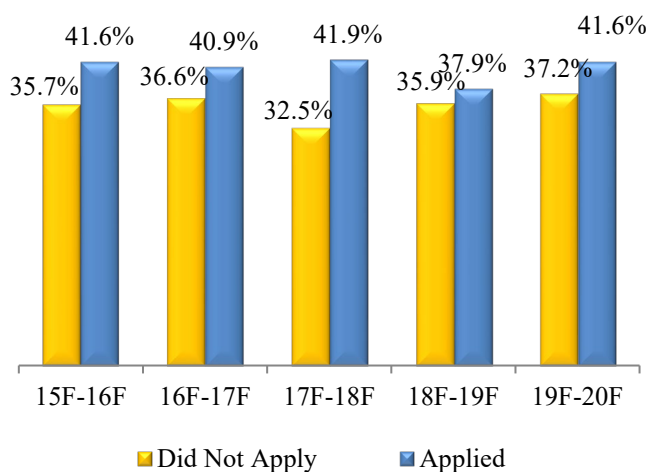


Retention by Part-Time/Full-Time Students

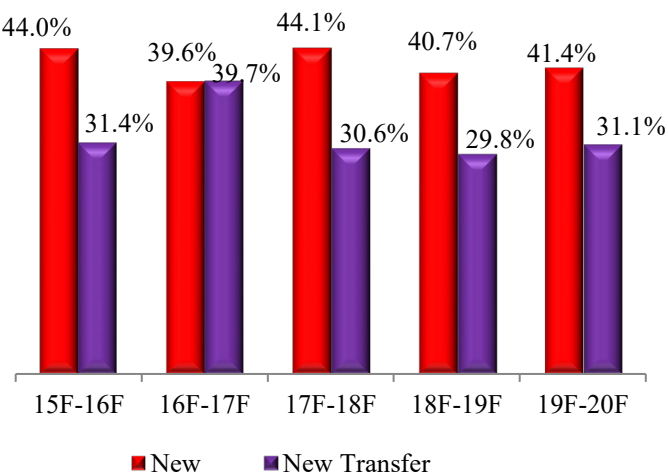


Retention by Financial Aid Applicants, New Students, Low EFC, and First Generation

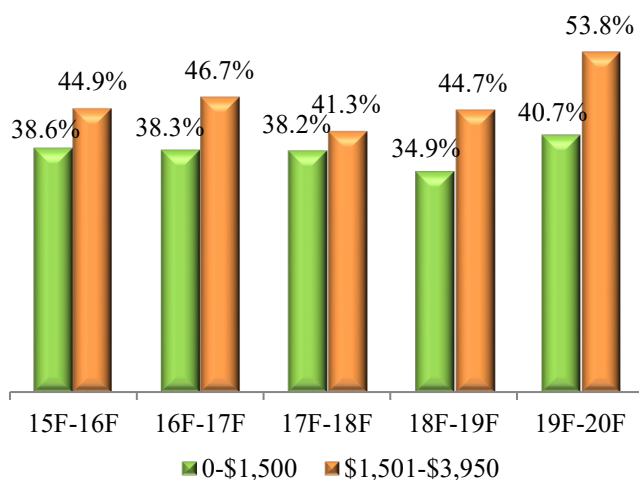
Retention by Financial Aid Applicants



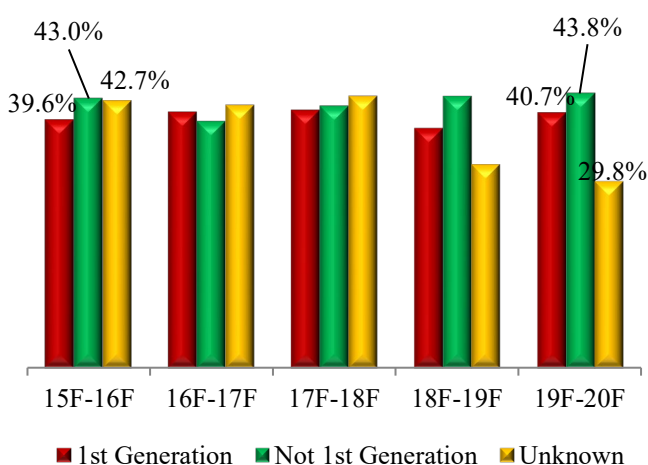
Retention by New and New Transfer



Retention by Expected Family Income

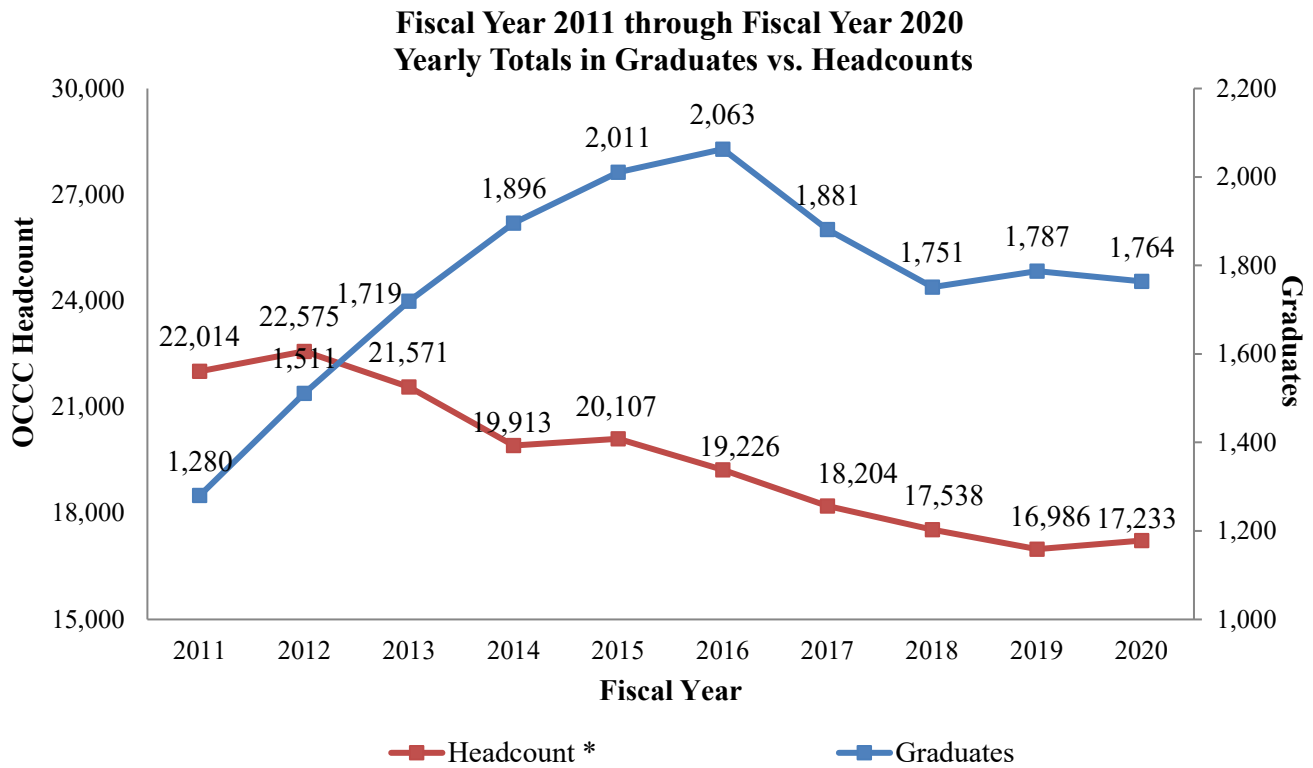


Retention by First Generation*



*Excludes students who did not file FAFSA

Headcount and Graduates



*Excludes students who never attended