OCCC

**Monitoring Report on Achieving
the College's ENDs:
Student Success**

November 16, 2015

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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]	Change from previous yr
Successful College-Level Course Completion will be above the previous year.		
Successful completion of 1000-level courses was 71.1% compared to 69.5% last year.	🟩	⬆
Successful completion of 2000-level courses was 76.7% compared to 74.9% last year.	🟩	⬆
Results of General Education Assessment of Students will be above 70%:		
Critical thinking was 75%.	🟩	⬇
Human heritage, culture, and institutions was 76%.	🟩	⬆
Mathematical methods was 63%.	🟨	⬇
Public speaking was 75%.	🟩	⬇
Writing skills was 99%.	🟩	⬆
Persistence, Retention, and Progression will be above the previous year.		
Fall-to-Spring persistence was 57.7% compared to 56.1% last year.	🟩	⬆
Fall-to-Fall retention was 37.6% compared to 36.6% last year.	🟩	⬆
Progression (The progression rate of students graduating, transferring, and continuing education) was 51.0% compared to 54.3% 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 2014 was 17.6% which was the same as Fall 2013.	🟨	➡
The retention (Fall to Fall) of students on academic probation was 19.6% for the Fall 2014 cohort which was above the Fall 2013 cohort of 18.9%.	🟩	⬆
The number of graduates will be above the prior three-year average.		
The number of graduates was 2,011 compared to the target of 1,700.	🟩	⬆

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[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 continues to increase with an increase of 131 students or a 6.4% gain from the previous year.
  - 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.
  - For the first time in five years the persistence for first generation students has increased.

- Areas for improvement include the following:
  - Persistence and retention for African Americans has continued to be significantly lower than the College average.
  - The progression rate has declined from 54.3% to 51.0%.

Successful College-Level Course Completion

Target: Successful completion of college-level courses will meet or exceed 69.5% for 1000-level courses and 74.9% for 2000-level courses.

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

Successful Course Completion Rates
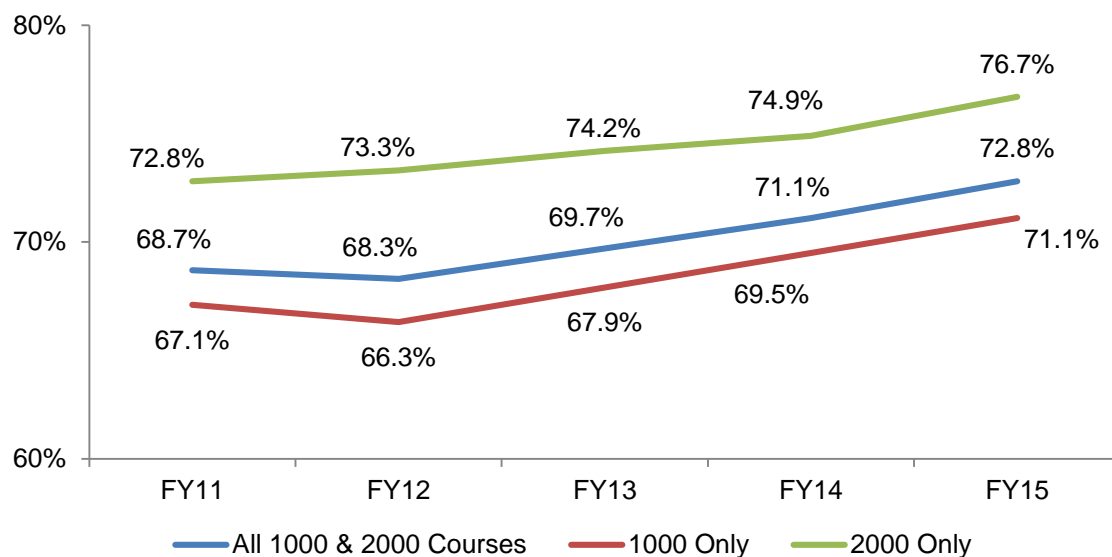
- Successful course completion of 1000-level and 2000-level courses both exceeded the target. This is the third year that both course levels (1000 and 2000) exceeded the course completion rates of the previous year. Detailed information can be found on pages 15 through 17.

- Successful course completion for 1000-level courses for 16-week courses increased. Eight-week, FastTrack, Intercession and 4-week successful course completions all declined.

- Two-thousand level successful course completions increased within the 16-week, 8-week, and 4-week sessions. Traditional, online, and web-enhanced student course completions increased.

- Successful course completion of concurrent, new, new transfer, returning, financially-aided students and OKC-Go 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
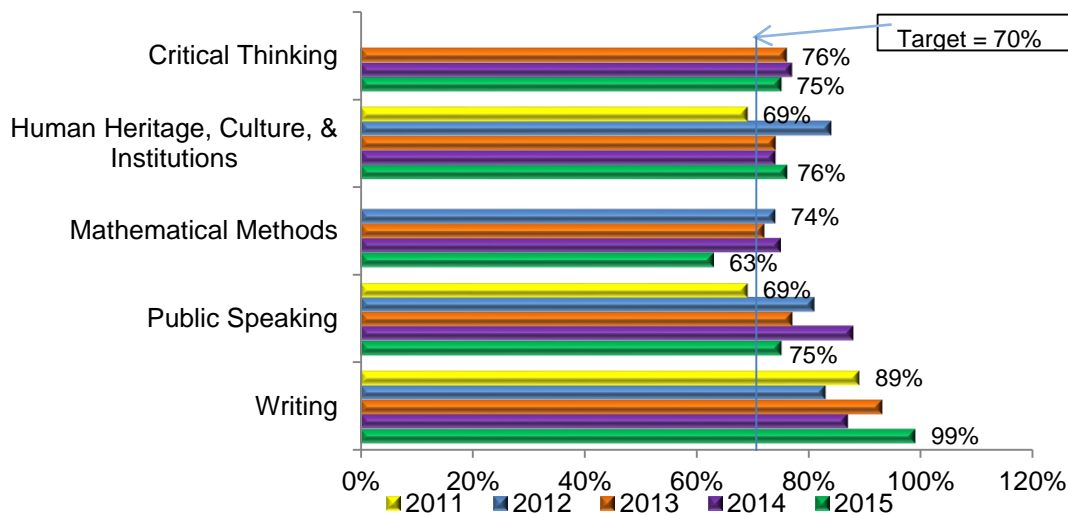
Source: General Education Committee

Four of the five general education assessment goals were met. The one that was not met was Mathematical Methods. This is a direct result of the rubric being changed in 2015 to reflect a more stringent set of criteria. Previously, a student would pass if he/she met two of the three criteria. This year, the committee decided it was critical that students pass all three areas (mathematical properties, application of properties/calculations, and conclusion/evaluation).

The reason for the high writing scores are not known, but we do know that historically writing results have been high.

As can be viewed by the chart below there were four of the five areas which included online assignments.

	Overall	Traditional	Online
Writing	99% (187/189)	98% (116/118)	100% (71/71)
Human Heritage, Culture, & Institutions	76% (59/78)	84% (26/31)	70% (33/47)
Critical Thinking	75% (183/244)	75% (145/194)	76% (38/50)
Public Speaking	75% (69/92)	74% (64/87)	100% (5/5)
Mathematical Methods	63% (60/95)	63% (60/95)	---

Fall-to-Spring Persistence

Target: Students who continue their courses from the Fall 2014 to the Spring 2015 Semester (Persistence) will be above 56.1%.

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.)

Persistence

| Semester	Persistence
10F-11Sp	58.2%
11F-12Sp	56.7%
12F-13Sp	55.0%
13F-14Sp	56.1%
14F-15Sp	57.7%
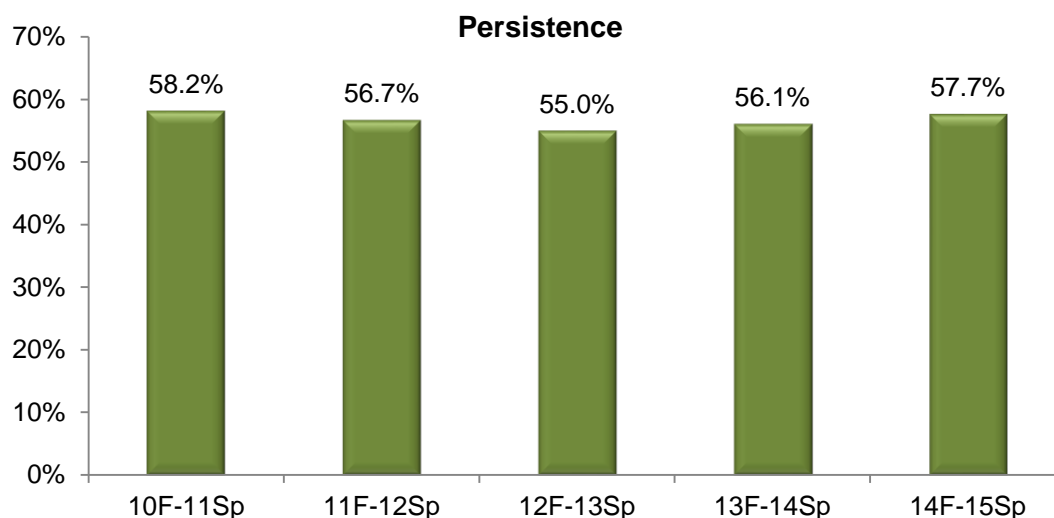
Source: Office of Institutional Effectiveness

- The persistence target was met with an increase of 1.6 percentage points from the previous year. Details can be found on pages 17-18.

- **Big Goal #2** – Though the persistence gap between African-American and the overall College average was significant, it declined from -10.7 percentage points in 2014 to -9.9 percentage points in 2015. However, the persistence gap of Native American students increased from -1.5 percentage points to -6.1 percentage points. For a more comprehensive set of comparisons please see the Appendix, page 18.

Fall-to-Fall Retention

Target: Students who continue their courses from Fall 2014 to the Fall 2015 semester (Retention) will be above 36.6%. The cohort used to track retention is all new students to OCCC who enrolled in the fall.

Retention

10F-11F	36.8%
11F-12F	34.2%
12F-13F	33.4%
13F-14F	36.6%
14F-15F	37.6%
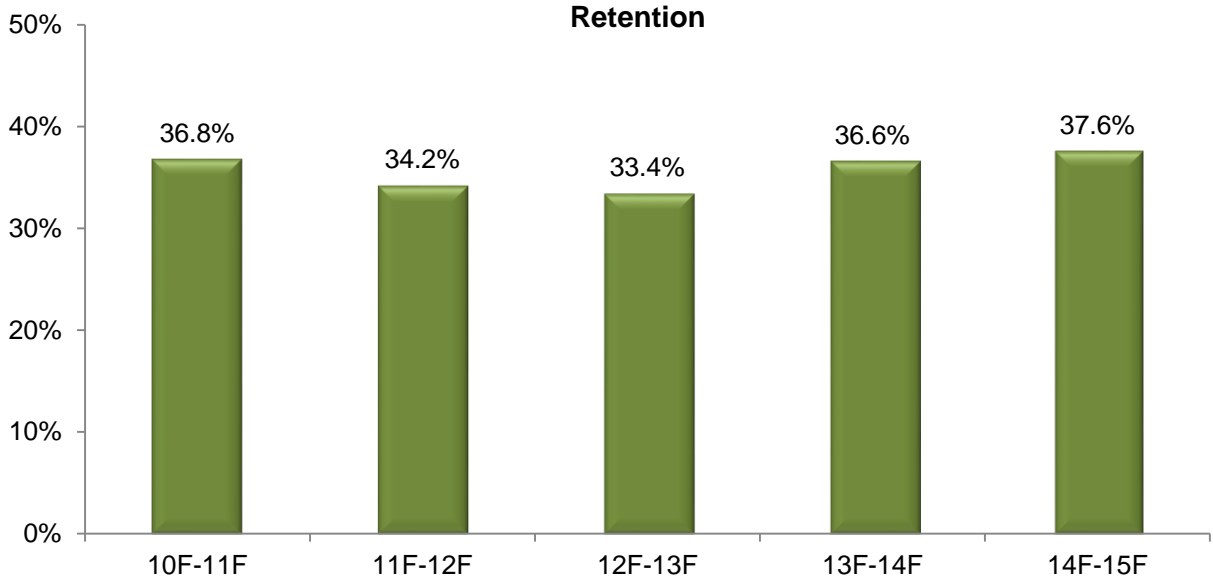
Source: **Office of Institutional Effectiveness**

- Target was met with an increase of 1.0 percentage point. Details of the retention information are found on pages 19-20.

- 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. In most cases, this reflects a decline with academic standing or financial challenges. Additional information can be found on page 20.

- **Big Goal #2** – The retention gap for African American students improved from a -11.6 percentage points for the Fall 2013 cohort to a -8.1 percentage points for the Fall 2014 cohort. The gap for Native Americans also improved from a -6.0 percentage points for the Fall 2013 cohort to -3.1 percentage points for the Fall 2014 cohort. For a more comprehensive set of comparisons please see the Appendix, page 20.

Progression

Target: The progression rate will be above 54.3%.

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*
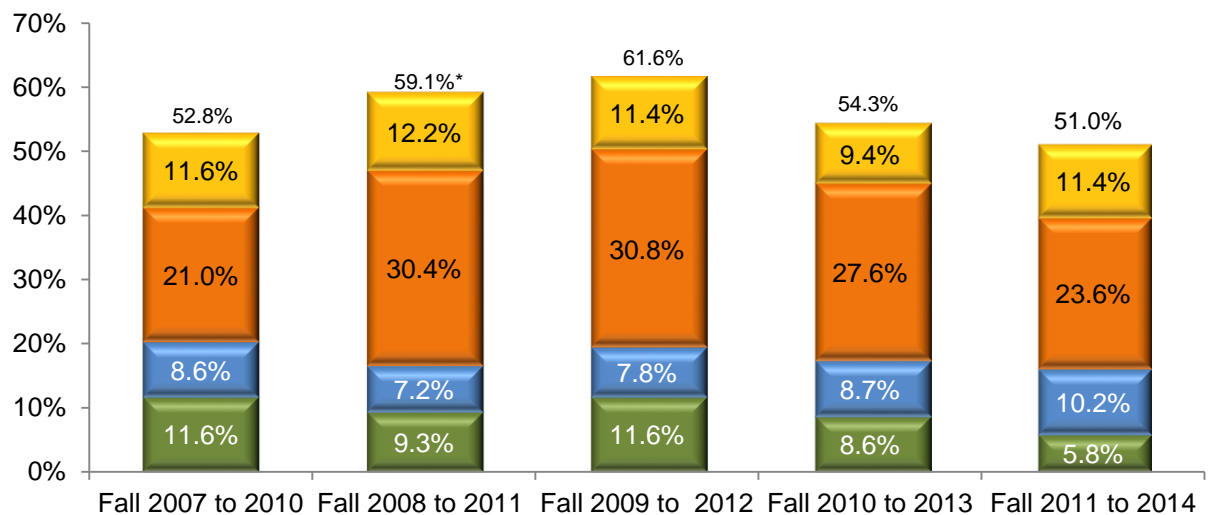

Beginning with the Fall 2008 cohort, the data includes information from the National Student Clearinghouse.

- Target was not met with a decrease of 3.3 percentage points from the previous year. The OCCC graduates and students still attending both increased. The declines were evident in the transfer students (4.0 percentage points) and graduated other than at OCCC (2.8 percentage points).
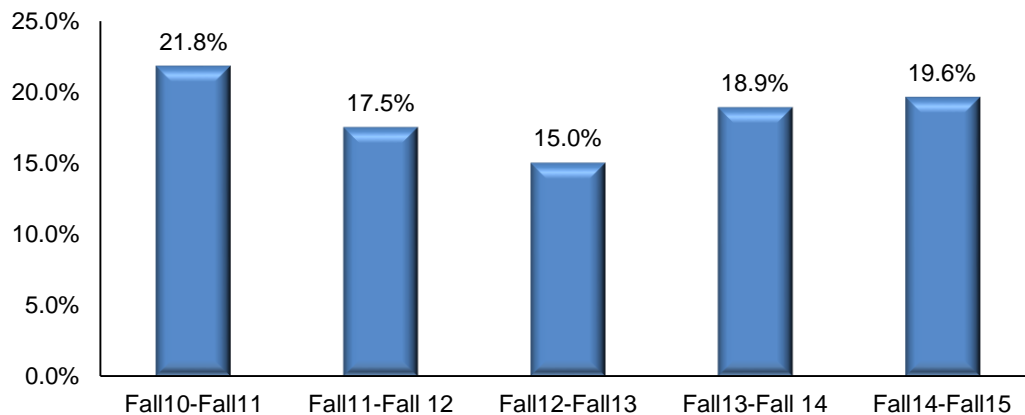
Students on Probation

Targets: The percent of students on academic probation is below 17.6%. The number of students on academic probation have been retained at a higher rate than 18.9%.

Academic Probation by End of Fall Term

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
	21.3%	22.5%	21.1%	17.6%	17.6%
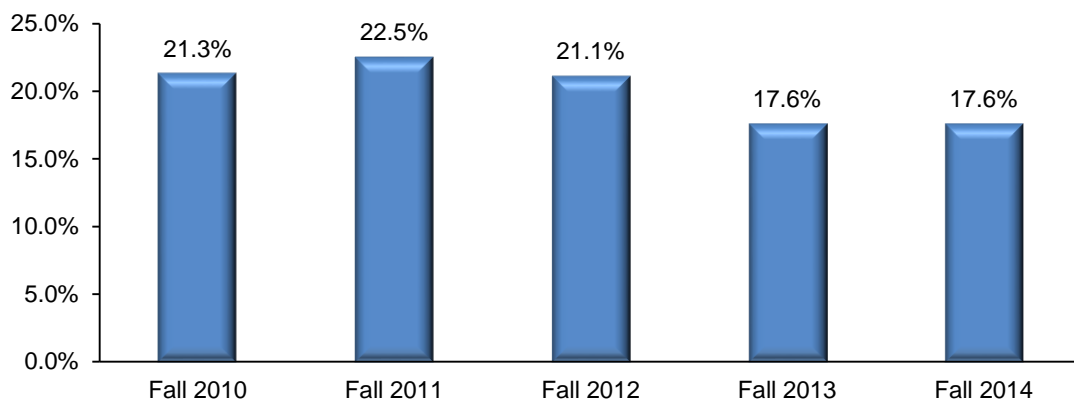
Student probation is calculated by the percent of the student body that is on probation at the end of the Fall semester. The target was almost met with the percent of students on probation in Fall 2014 which is equal to the percent of students on probation the previous year.

Percent of Fall AtD Cohort on Probation that was Retained the Following Fall

	Fall10-Fall11	Fall11-Fall 12	Fall12-Fall13	Fall13-Fall 14	Fall14-Fall15
	21.8%	17.5%	15.0%	18.9%	19.6%

Students on probation continue their courses from Fall 2014 to the Fall 2015 semester (Retention). These numbers have increased since the Fall 2012 cohort.

Number of Graduates

Target: The number of graduates will be above the prior three-year average of 1,700 graduates.

Number of Graduates
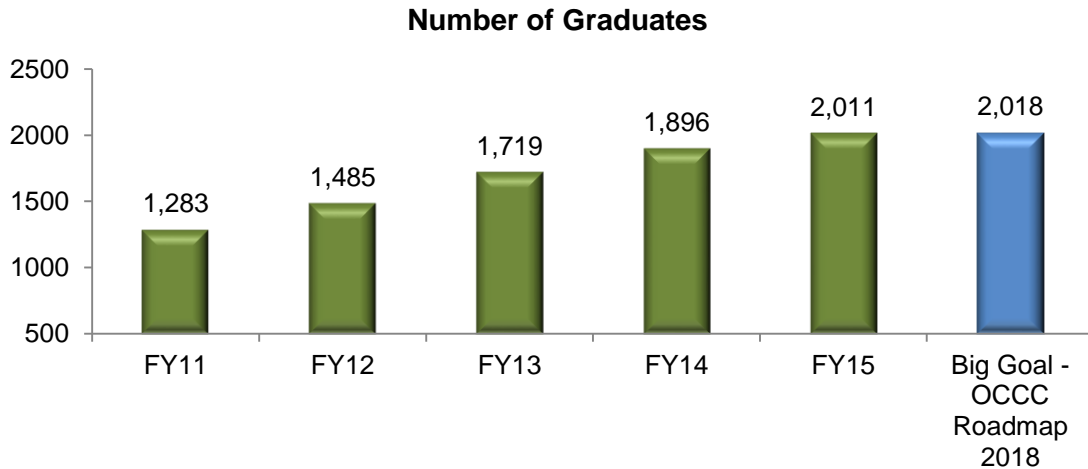
- The target was achieved.

- The number of degrees and certificates increased 131 or 6.4% 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 98.7% (from 1,012 in 2005 to 2,011 in 2014) compared to an increase in headcount enrollment of 3.7%. Details are included on page 22.

- **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 is swiftly approaching the Big Goal with only 7 graduates shy of the goal.

Improvement Strategies

Response to Last Year's Improvement Strategies

- Implement initiatives designed to provide additional support to groups experiencing student success gaps including:
  - Implementation of a case management system.
    - The implementation of a student case management system is in process. The purpose of this program is to be able to gather a holistic perspective of students' experiences and risk factors. A KUDOS component allows faculty and staff to send positive messages to a student when they observe the student has improved their performance or met a specified milestone.
  - Implementation of a mentoring system targeted at high-risk students.
    - This program is designed to connect students with mentors in the community who have achieved success and the balance of life, work and education. Mentors will help any student set clear goals, to persevere through the challenges of college and all of life's events, and offer support in a non-judgmental environment. We anticipate this program will be beneficial to our highest risk students.
  - Implementation of a degree planning software. Begin implementation of the advising component of the Title III grant.
    - Student Planning has been implemented. The Graduation, Employment and Transfer Office (GET) staff are working with academic departments to further clarify degree plans for ease of student use. GET and Academic Advisement will coordinate a pilot of the Student Planning software in spring 2016 with at least 300 students. The Student Planning will be released for broad student and advisor use in late spring, early summer 2016. The Student Planning software is to provide students with a transparent path to graduation from the onset of their college career.

- Implement training to improve course success in both traditional and online formats including:
  - Begin implementation of mandatory training for faculty teaching online courses.
    - Full-time and adjunct faculty teaching the online courses began training during the 2015 fiscal year. To date 186 faculty have been trained with an additional 18 currently enrolled this semester.
  - Begin implementation of the gateway course redesign component of the Title III grant.
    - English Composition I and Success in College and Life both underwent curriculum redesign.

- Review biannual Student Satisfaction Survey results to determine if there are any specific areas of need. Develop and implement changes as appropriate.
  - The one item with the largest difference between importance and satisfaction in the Spring 2015 survey was "students are notified early if doing poorly in a class."

Improvement Strategies (Continued)

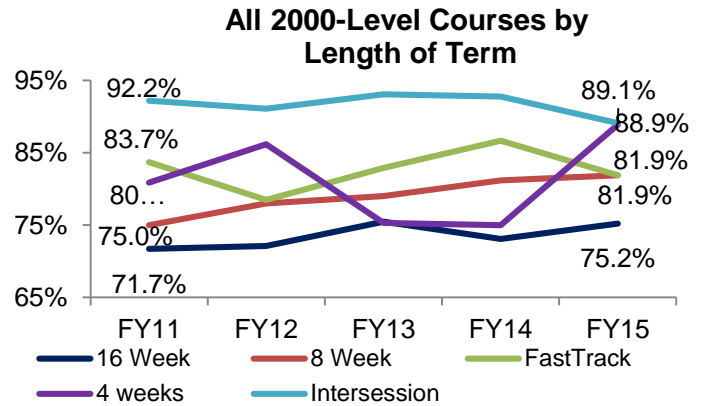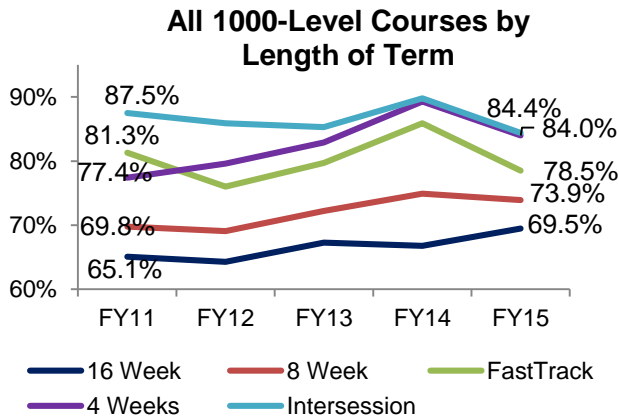**Future Improvement Strategies**

- Ensure students have timely access to grades.
- 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
  - Reevaluate the Mathematical Methods rubric to confirm the rubric's accuracy.

APPENDICES

Successful Course Completion by Length of Term

All 1000-Level Courses by Length of Term

87.5%
81.3%
84.4%
84.0%
77.4%
78.5%
73.9%
69.8%
69.5%
65.1%

FY11 FY12 FY13 FY14 FY15

90%
80%
70%
60%

— 16 Week — 8 Week — FastTrack
— 4 Weeks — Intersession

All 2000-Level Courses by Length of Term

92.2%
89.1%
83.7%
88.9%
80…
81.9%
75.0%
81.9%
71.7%
75.2%

FY11 FY12 FY13 FY14 FY15

95%
85%
75%
65%

— 16 Week — 8 Week — FastTrack
— 4 weeks — Intersession

	FY2014 Successful Completion for the College		FY2015 Successful Completion for the College		Percentage Point Diff FY14 to FY15
	#	%	#	%	
4-week	299	82.6%	635	85.8%	3.2
Intercession	1,151	90.4%	923	85.3%	-5.1
FastTrack	964	86.2%	842	79.7%	-6.5
8-week	14,190	76.3%	14,328	75.6%	-0.7
16-week	50,312	68.7%	52,564	71.3%	2.6

Successful Course Completion by Delivery Methods

1000-Level Courses by Delivery Method

89.8%
86.6%
68.1%
72.0%
68.6%
63.8%

Online — Traditional — Web Enhanced

2000-Level Courses by Delivery Method

88.9%
85.7%
75.1%
78.2%
71.4%
63.9%
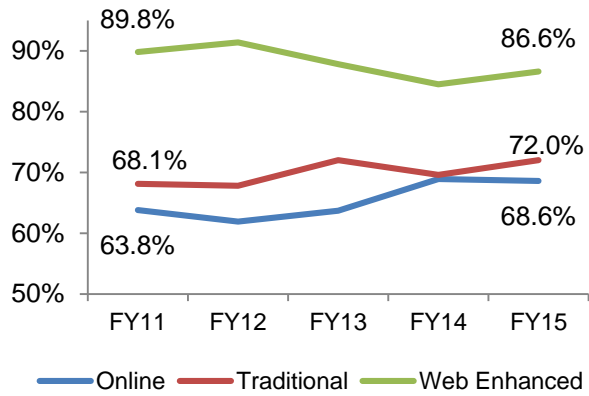
Online — Traditional — Web Enhanced
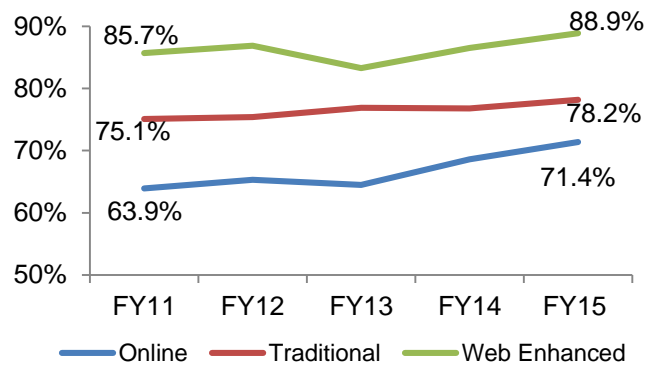
Enrollments by Delivery Method

	FY2013		FY2014		FY2015	
	#	%	#	%	#	%
Online	12,425	21.6%	13,105	25.2%	13,966	27.0%
Traditional	44,530	77.4%	38,158	73.5%	37,038	71.7%
Web Enhanced	589	1.0%	645	1.2%	676	1.3%

Successful Course Completion by Type of Enrollments

All Course Levels by Type of Enrollment*

Legend:
- Concurrent
- New
- New Transfer
- Returning

Data points labeled:
- 85.1%, 93.0%
- 68.6%, 71.0%
- 62.6%, 67.3%
- 59.6%, 63.9%
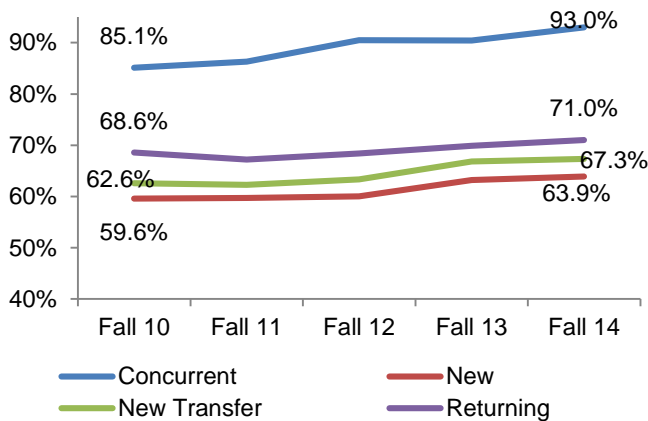
All Course Levels Financial Aid Recipients, Financial Aid Non-Recipients & OKC-Go*

Legend:
- Financial Aid Recipients
- Financial Aid Non-Recipient
- OKC-Go

Data points labeled:
- 72.8%, 74.8%
- 63.8%, 67.1%
- 49.0%, 58.7%
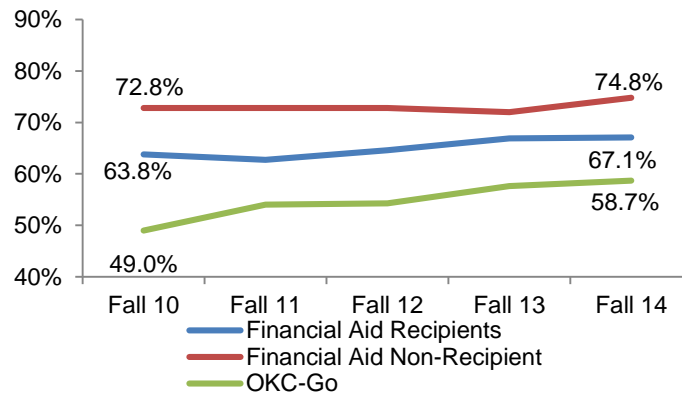
*These graphs include Developmental, 1000- and 2000-level courses.

Persistence by Select Demographics

Persistence Gaps by Race and Ethnicity

	10F-11Sp	11F-12Sp	12F-13Sp	13F-14Sp	14F-15Sp
Asian	10.2	17.0	9.8	13.2	8.8
Black/African American	-6.3	-9.4	-9.7	-10.7	-9.9
Hispanic/Latino	0.1	1.3	-1.5	3.1	5.3
Native American/Alaskan	-2.5	-3.2	2.3	-1.5	-6.1
Native Hawaiian/Pacific Islander	13.2	4.8	-5.0	18.9	-30.4
Two or More Races	-2.2	-0.3	-0.4	6.9	1.4
Minority Total	-1.9	-1.8	-2.2	0.4	-0.3
White	0.7	1.1	1.8	-0.6	0.2
College Persistence	**58.2%**	**56.7%**	**55.0%**	**56.1%**	**57.7%**

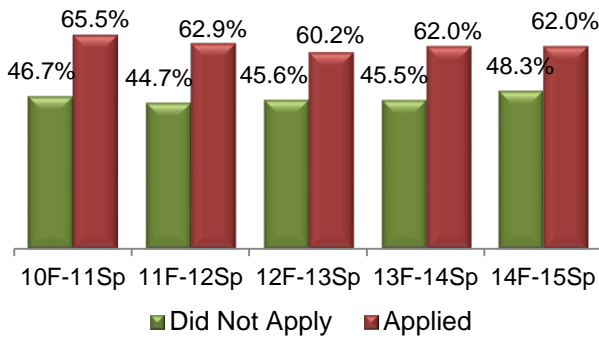*Source:* OCCC Office of Institutional Effectiveness
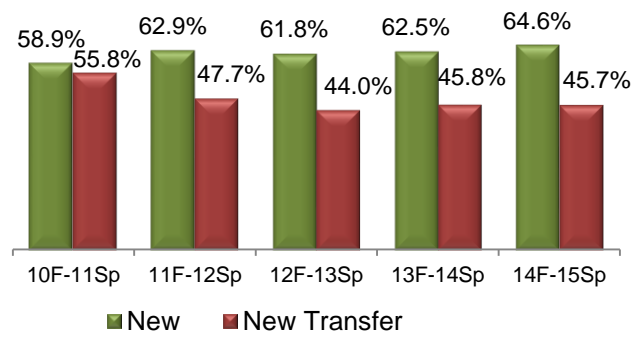
Persistence by Gender
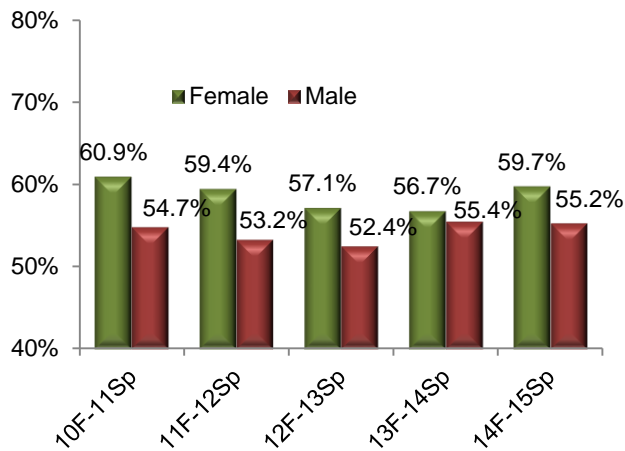
Persistence FT/PT Students
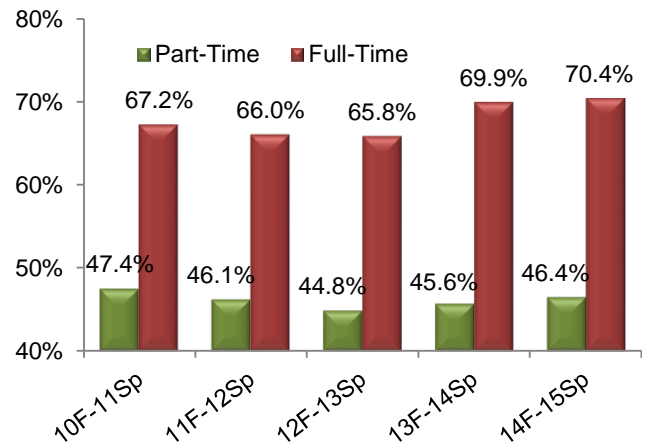
Persistence by Financial Aid Applicants, New Students, EFC, and First Generation
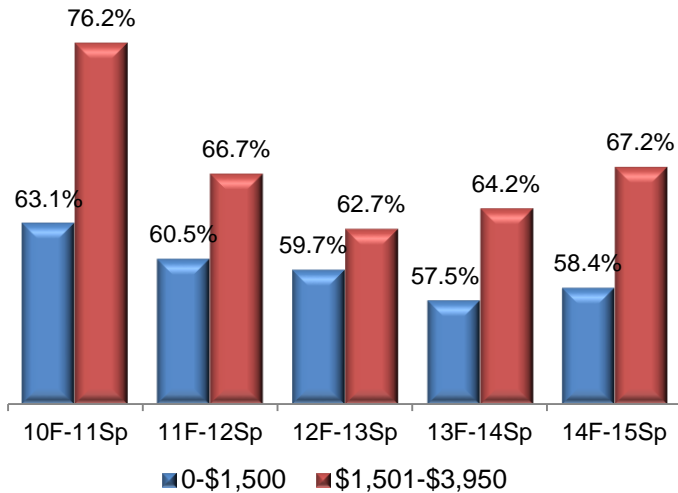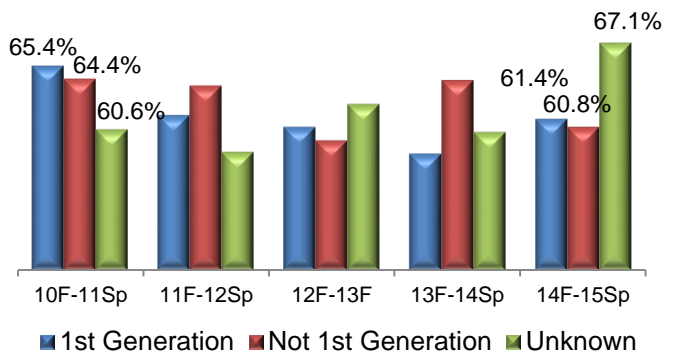
Persistence by Financial Aid Applicants

Term	Did Not Apply	Applied
10F-11Sp	46.7%	65.5%
11F-12Sp	44.7%	62.9%
12F-13Sp	45.6%	60.2%
13F-14Sp	45.5%	62.0%
14F-15Sp	48.3%	62.0%

Legend: ■ Did Not Apply ■ Applied

Persistence by New and New Transfer

Term	New	New Transfer
10F-11Sp	58.9%	55.8%
11F-12Sp	62.9%	47.7%
12F-13Sp	61.8%	44.0%
13F-14Sp	62.5%	45.8%
14F-15Sp	64.6%	45.7%

Legend: ■ New ■ New Transfer

Persistence by Low Expected Family Contribution

Term	0-$1,500	$1,501-$3,950
10F-11Sp	63.1%	76.2%
11F-12Sp	60.5%	66.7%
12F-13Sp	59.7%	62.7%
13F-14Sp	57.5%	64.2%
14F-15Sp	58.4%	67.2%

Legend: ■ 0-$1,500 ■ $1,501-$3,950

Persistence by First Generation*

Term	1st Generation	Not 1st Generation	Unknown
10F-11Sp	65.4%	64.4%	60.6%
11F-12Sp			
12F-13F			
13F-14Sp		61.4%	
14F-15Sp	60.8%		67.1%

Legend: ■ 1st Generation ■ Not 1st Generation ■ Unknown

*Excludes students who did not file FAFSA

Retention by Select Demographics

Retention Gaps by Race and Ethnicity

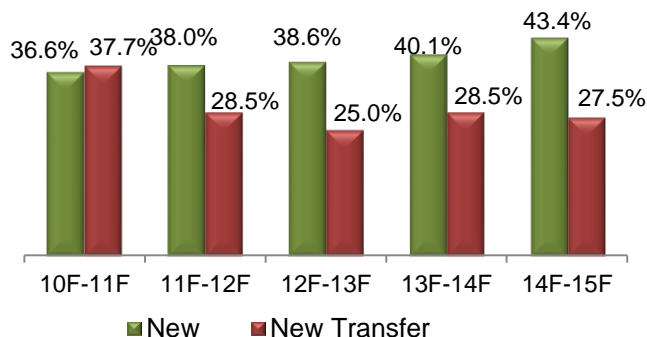|	F10 – F11	F11 – F12	F12 – F13	F13 – F14	F14 – F15
Asian	17.4	19.8	14.1	15.7	12.2
Black/African American	-6.1	-8.9	-13.7	-11.6	-8.1
Hispanic/Latino	3.5	1.8	4.3	2.0	3.8
Native American/Alaskan	-2.3	2.3	0.1	-6.0	-3.1
Native Hawaiian/Pacific Islander	27.5	19.7	-16.8	14.4	-19.4
Two or More Races	-4.8	2.6	-5.5	0.1	-1.1
Minority Total	-0.3	-0.1	-2.0	-1.2	0.0
White	-0.9	0.2	1.0	0.8	-0.2
College Retention	**36.8%**	**34.2%**	**33.4%**	**35.6%**	**37.6%**

Retention by Gender

Retention by Part-Time/Full-Time Students
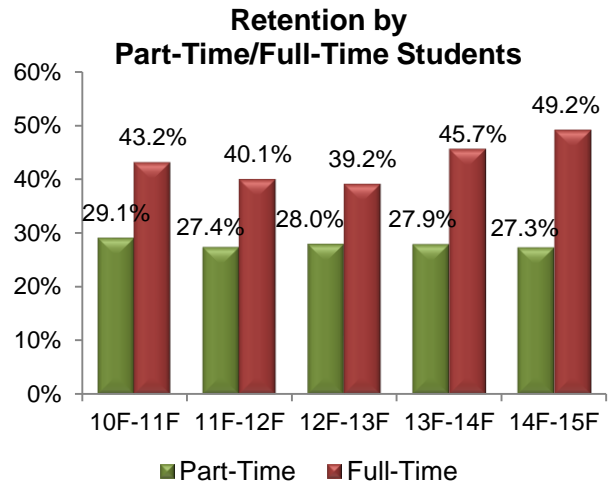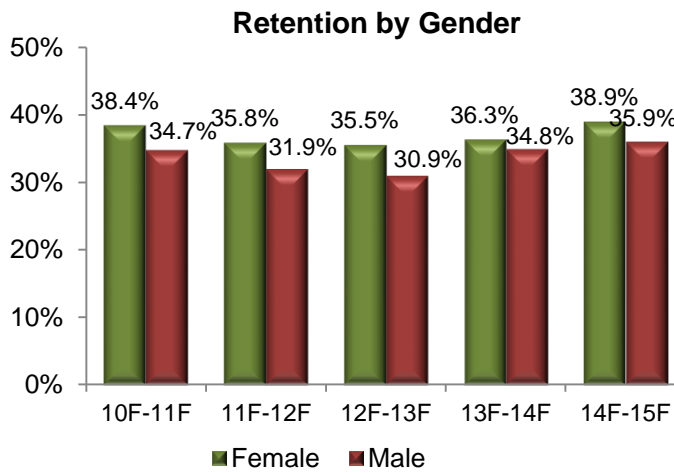
Retention by Financial Aid Applicants, New Students, Low EFC, and First Generation

Retention by Financial Aid Applicants

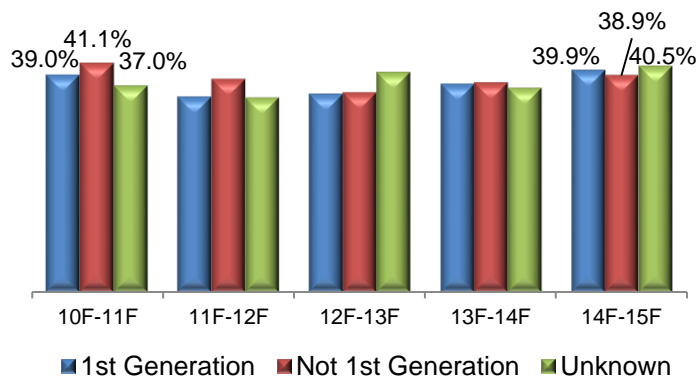|	10F-11F	11F-12F	12F-13F	13F-14F	14F-15F
Did Not Apply	31.1%	29.7%	29.7%	31.4%	32.5%
Applied	39.9%	36.0%	35.3%	37.7%	39.6%
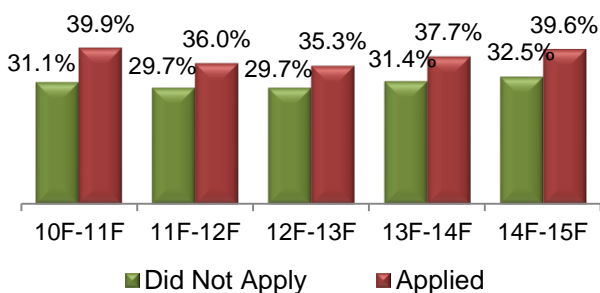
Retention by New and New Transfer

	10F-11F	11F-12F	12F-13F	13F-14F	14F-15F
New	36.6%	38.0%	38.6%	40.1%	43.4%
New Transfer	37.7%	28.5%	25.0%	28.5%	27.5%

Retention by Expected Family Income

	10F-11F	11F-12F	12F-13F	13F-14F	14F-15F
0-$1,500	36.2%	33.6%	33.5%	33.1%	36.0%
$1,501-$3,950	50.9%	40.0%	39.6%	43.1%	44.4%
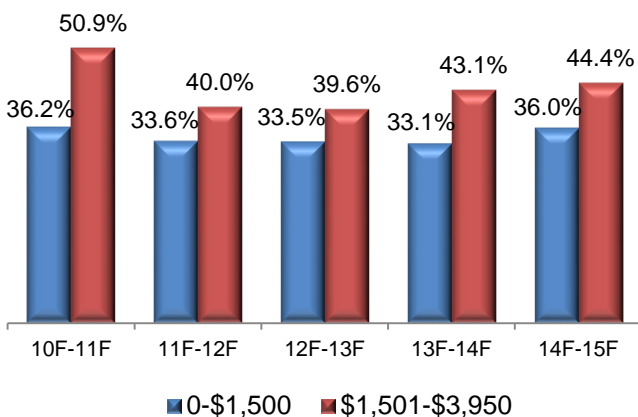
Retention by First Generation*

	10F-11F	11F-12F	12F-13F	13F-14F	14F-15F
1st Generation	39.0%				39.9%
Not 1st Generation	41.1%				
Unknown	37.0%				40.5% 38.9%

*Excludes students who did not file FAFSA

21

Headcount and Graduates

Fiscal Year 2006 through Fiscal Year 2015 - Yearly Totals in Graduates vs. Headcounts