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Ouachita Technical College Malvern, Arkansas
Office of Research and Planning

College Receives \$400,000 Achieving the Dream Implementation Grant

On July 1, OTC was notified by Bill Rahn, Senior Program Manager of the Winthrop Rockefeller Foundation that it has been awarded Achieving the Dream Implementation Grant. The college will receive \$100,000 per year over the next four years to implement specific strategies targeted to increasing student success and to implementation of processes that use data to drive change.

In June 2007, OTC was selected as one of four Arkansas two-year colleges for participation in Round Four of Achieving the Dream, a national initiative to help more community college students succeed—particularly students of color and low-income students. The Lumina Foundation and other partners provided the college with a \$50,000 Investment Grant and with other resources to conduct a year-long study of its practices, particularly with developmental education and with students of color. The \$400,000 Implementation Grant was contingent on this research and the accompanying, proposed strategies.

Emphasis during this “planning year” was on reviewing data to determine needed improvements. This study led to the identification of three areas that were addressed in the Implementation Grant. Strategies targeted to improving success were delineated in the Implementation Grant Proposal.

The findings of the study and strategies to address each are:

1. Low success rates in Intermediate Algebra (44 percent in combined fall 2004, 2005, 2006 cohorts). Planned interventions include piloting a math lab class meeting 240 minutes per week rather than the current 150 minutes per week and the pilot of a traditional, teacher-led class that meets 150 minutes per week.
2. Low percentage of cohort students who graduate, transfer, or re-enroll (44 per-

cent for fall 2004 cohort tracked to summer 2007). Strategies to improve this rate include the review and revision of first-year experience components (orientation, advising, engagement activities, tutoring, etc.), gathering additional data (particularly from student focus groups), and the implementations of a comprehensive “first-year experience.”

3. Low success rates of African Americans in Basic Composition (54 percent as compared to 70 percent for total population in combined 2004, 2005, 2006 cohorts. Interventions include the pilot of a combination Basic Grammar/Basic Comp class, focus groups with African-Americans for input on writing topics, faculty training on writing pedagogies that teach grammar within students’ own writing, study other learner needs (text change, grading practices, etc.). If successful, eliminate Basic Grammar from the curriculum.

Measurable goals for each priority will be reviewed annually to determine needed changes in strategies. Results will be communicated college-wide and to Achieving the Dream.

This grant also provides funds for professional development targeted toward improving student success and for collaboration with the other three Arkansas Achieving the Dream colleges—National Park Community College, Pulaski Technical College, and Phillips Community College/UA. On August 3-5 a team from OTC met with teams from the other three colleges at Mt. Magazine for a conference on millennial students.

Dr. Sharon Seals is serving as OTC’s Achieving the Dream Core Team Leader. Dr. John Brockman and Dr. Mike Flores, both from Texas two-year colleges, are OTC’s “coach” and “data facilitator.”

“There are three kinds of researchers—those who can do math and those who cannot.”

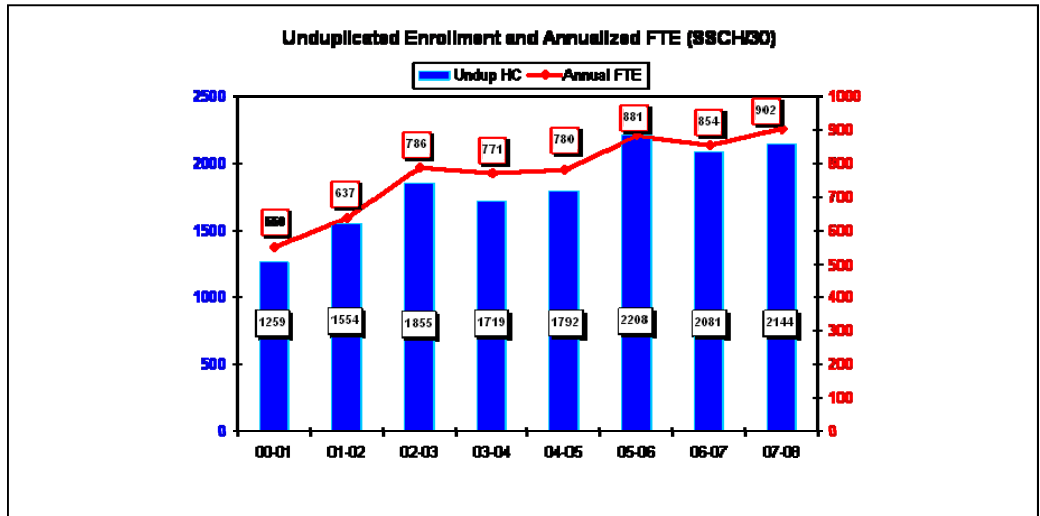
—Tom Rusk
Vickery

2007-08 Student Semester Credit Hours are College’s Highest

During the 2007-08 academic year, 2,144 students were enrolled in 27,061 student semester credit hours (SSCH) resulting in an annualized full-time equivalent (FTE) of 902. The college’s largest unduplicated headcount was in 2005-06 with 2,208 students, but 2007-08’s SSCH is the college’s largest. Previously it was in 2005-06 with 881 FTE. The chart below tracks unduplicated headcount and annualized FTE for the past 8 Years.

The 2007-08 academic year began with the Summer 3, 2007 semester and continued through the Summer 2, 2008 semester. Enrollment by semester was:

- Summer 3, 2007—87 students enrolled in 335 SSCH for a FTE of 24 (335/15).
- Fall 2007—1,558 students enrolled in 12,348 SSCH for a FTE of 823.
- Spring 2008—1,422 students enrolled in 11,721 SSCH for a FTE of 781.
- Summer 1 2008 (10 week)—118 students enrolled in 470 SSCH for a FTE of 31.
- Summer 2 2008 (5 week)—381 students enrolled in 2,038 SSCH for a FTE of 136. (Note: Summer 1 and 2 are combined for ADHE reporting.) Total was 456 students enrolled in 2,518 SSCH for a FTE of 168.
- Off-schedule semesters—Fall: 13 students generating 91 SSCH; Spring 4 students generating 28 SSCH.



Most CEP Concurrent Students Matriculate into Higher Education

A study of concurrent high school students enrolled in OTC general education courses indicates that most matriculate into institutions of higher education upon graduation.

graduated from high school. Data on students’ first college/university reveal that 92 percent were public, 78 percent were four-year, and 96 percent were in-state.

Area high school students concurrently enrolled in OTC general education courses from spring 1998 through spring 2007 were recently tracked through the National Student Clearinghouse. Findings indicate that 85 percent had subsequent college/university enrollment (1242/1468); 2 percent (36) had not yet

This study was part of the certification process of the Concurrent Enrollment Partnerships (CEP) program that enrolls secondary students in general education courses. ADHE requires approval of this program through the national Alliance of Concurrent Enrollment Partnerships (NACEP) within two years.



2007 Benchmarking Results Provides Peer Analysis

The National Community College Benchmark Project (NCCBP) provides community colleges the opportunity to report outcome and effectiveness data in key performance areas; participants receive benchmark reports to make comparisons in aggregate and with selected peers.

OTC submits data in June and results for comparison with other subscribers become available in early fall. Institutional results are not identified to other subscribers, and

institutions make peer comparisons without revealing their own data. Not all institutions report data for each outcome.

In 2007, 178 community colleges participated in NCCBP. The data below and on page 4 compare OTC with a selection of 12 peers from Arkansas, Florida, Iowa, Kansas, Maine, Missouri, Tennessee, and Texas.

2008 data has been submitted, however, results will not be available until the fall.



2007 National Community College Benchmark Project Report							
Outcome Area	Peer Average	OTC Average	OTC's Peer Ranking		Aggregate (N=178)		
			N Reporting	OTC Rank	NCCBP %tile	Rank Quartile	
Completion in Three Years							
Full-time, First-time in Fall 2003	26%	18%	13	11	44%	3	
Part-time, first-time in Fall 2003	7%	3%	11	9	21%	4	
Transfer in Three Years							
Full-time, First-time in Fall 2003	20%	22%	10	4	72%	2	
Part-time, first-time in Fall 2003	13%	34%	10	1	96%	1	
Persistence							
Full- and part-time from F05 to Sp 06	70%	72%	12	4	76%	1	
Full- and part-time from F05 to F06	46%	38%	13	12	7%	4	
Noel-Levitz Student Satisfaction							
Fall 2005 - Scale is 1-7							
Overall Satisfaction	5.54	5.71	5	3	89%	1	
Education Met Expectations	4.83	5.02	5	2	89%	1	
Would Enroll Here Again	5.77	5.9	5	3	73%	2	
CCSE Benchmarks - Spring 2005							
Student-Faculty Interaction	50.6	55.8	10	1	93%	1	
Student Effort	49.9	52.3	10	1	80%	1	
Active & Collaborative Learning	49.5	49.3	10	6	45%	3	
Academic Challenge	49.2	49.2	10	5	41%	3	
College-Level Course Retention & Success-F05							
Retention Rate (Grades A-F/Enrollment)	90%	90%	13	8	68%	2	
Success Rate (Grades A-C/Enrollment)	77%	82%	13	2	93%	1	
Completer Success Rate (Grades A-C/all but W)	85%	90%	13	1	90%	1	
Developmental Course Retention & Success-F05							
Math Retention Rate	86%	90%	13	5	83%	1	
Writing Retention Rate	88%	90%	11	6	66%	2	
Reading Retention Rate	91%	91%	11	8	67%	2	
Math Success Rate	56%	46%	13	12	12%	4	
Writing Success Rate	66%	65%	11	6	55%	2	
Reading Success Rate	72%	70%	11	6	57%	2	
Math Completer Success Rate	65%	51%	13	12	3%	4	
Writing Completer Success Rate	76%	73%	11	6	36%	3	
Reading Completer Success Rate	80%	78%	11	7	46%	3	
Success in First College-Level Course-F04 to F05							
Math Retention Rate (Col Alg/Int Alg Grades A-C)	81%	79%	12	7	34%	3	
Writing Retention Rate (Comp I/Basic Comp A-C)	89%	93%	13	4	79%	1	
Math Enrollee Success Rate (Int Alg A-C/Col Alg)	62%	79%	12	5	64%	2	
Writing Enrollee Success Rate (Basic Comp A-C/Comp I)	71%	82%	13	2	95%	1	
Math Completer Success Rate (Col Alg A-C/Col Alg but W)	77%	87%	12	3	80%	1	
Writing Completer Success Rate (Comp I A-C/Comp I but W)	80%	88%	13	2	82%	1	
Retention & Success in Core Academic Areas-F05							
Comp I Retention Rate (Completers/Enrolled)	92%	96%	13	1	96%	1	
Comp II Retention Rate	84%	90%	12	2	86%	1	
College Algebra Retention Rate	84%	85%	11	6	72%	2	
Comp I Enrollee Success Rate (Grades A-C/Enrolled)	76%	88%	13	1	99%	1	
Comp II Enrollee Success Rate	66%	70%	12	4	64%	2	
College Algebra Enrollee Success Rate	61%	66%	11	5	73%	2	
Comp I Completer Success Rate (Grades A-C/Completers)	82%	92%	13	1	97%	1	
Comp II Completer Success Rate	78%	78%	12	6	28%	3	
College Algebra Completer Success Rate	72%	78%	11	4	63%	2	

Table continued on page 4.

"It doesn't matter what product or service you're offering; there is unlimited ability to improve the quality of anything."

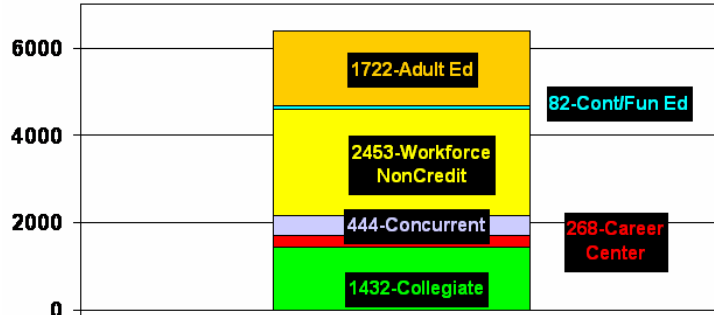
—Tom Peters



Ouachita Technical College
Malvern, Arkansas
Office of Research and Planning

*Direct questions or comments
 concerning this newsletter to
 jprince@otcweb.edu.*

2007-08 Unduplicated Enrollments/Total=6401



National Community College Benchmark Project Report (continued from page 3)

2007 National Community College Benchmark Project Report						
Outcome Area	Peer Average	OTC Average	OTC's Peer Ranking		Aggregate (N=178)	
			N Reporting	OTC Rank	NCCBP %tile Rank	Quartile
All Credit Grades-F05						
Percent A and B Grades	58%	62%	13	3	90%	1
Percent Withdrawals	10%	10%	13	7	31%	3
Percent Completed	90%	90%	13	7	69%	2
Percent Completers Successful	84%	87%	13	3	76%	1
Minority Participation Rates-F05						
Percent of Minority Students	19%	15%	13	7	49%	3
Percent of Minority Employees	13%	8%	12	9	41%	3
Percent of Public HS Graduates Enrolled at Institution	22%	7%	9	9	2%	4
Market Penetration Rate (AY 2005-06 HC/SA Population)						
Credit Students	2%	1%	13	8	11%	4
Non-Credit Students	3%	1%	12	8	45%	3
Workforce Development-FY 2006						
Duplicated Headcount	7,458	773	10	9	12%	4
Total Costs	\$567,554	\$76,968	10	9	6%	4
Total Revenue	\$600,518	\$142,722	10	8	10%	4
Net Revenue	\$32,964	\$47,754	10	4	49%	3
Net Revenue as Percent of Total	9%	38%	10	2	83%	1
Average Credit Section Size - F05	17	17	12	6	18%	4
Credit Course Student/Faculty Ratio-F05	20.96	15.30	13	7	21%	4
Instructional Faculty Load (F05 Sections with 6+ students)						
Percent Sections by Full-time Faculty	64%	61%	12	7	76%	1
Percent Section by Part-time Faculty	36%	39%	12	6	23%	4
Percent Credit Hours by Full-time Faculty	68%	62%	13	9	71%	2
Percent Credit Hours by Part-time Faculty	32%	38%	13	5	28%	3
Distance Learning-F05						
DL Percent of Credit Hours	8%	10%	11	5	78%	1
DL Percent of Sections	7%	10%	10	4	76%	1
Percent A and B Grades	53%	54%	11	6	73%	2
Completer Success Rate (Grades A-C/all but W)	81%	80%	11	6	62%	2
Percent of Completers (All but W/Enrolled)	84%	81%	11	8	47%	3
Percent of Withdrawals (W/Total)	16%	19%	11	4	53%	2
Student/Student Services Ratio (F05 enrollment/Prof SS Staff)						
Career Services		0				4
Testing & Assessment Services	2021	1466	10	8	16%	4
Financial Aid	1040	733	12	8	14%	4
Counseling & Advising	1036	733	12	7	40%	3
Recruitment, Admissions, Registration	817	586	12	6	27%	3
Student Activities		0				4
Employee Retirements & Departures-AY 2005-06						
Retirement Rate	3%	2%	12	5	58%	2
Departures Rate	7%	17%	12	2	96%	1
Employee Grievances & Harrassment Actions						
		0				

