Data Use at Oklahoma City Community College

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Background

- Program started in 2008
- Performance Based Funding
- Complete College America
  - Complete College OCCC
- Honest Look at Data
  - Achievements
  - Post-Assessments
  - Gains
Why We Look at Data Consistently

- Part-Time Teachers
- Populations Served (Needs Changing)
- Managed Enrollment
- Deadlines for teachers
- Monthly Attendance (Student Hours)
- Consistent Way to Monitor Student Hours/Achievements
- Model Teachers
- Student Support Services
Evaluation Tool

• Based on State Funding Formula
• Points System
• Rewards retention
• Rewards meeting deadlines
• Rewards teachers for helping students make level gains
• Incentive Pay at end of each semester
Teacher Incentive Based on Performance

- Monthly Attendance Forms Turned In On Time (25%)
- Total Students with 12 hours (20%)
- Percent of students with 12 hours and one assessment (30%)
- Students with Post-tests and Improved EFL (25%)
Getting Data to Teachers

Used in Addition to Tables 4 and 4b
- Great to Supplement Teacher Observations
- Fall and Spring In-service
- Review Entire ALC Performance at Fall In-Service (Great for new Teachers)

Reward System for Teachers
- Receive additional Pay for “Checkout”
- Documentation

Evaluating Strengths and Areas of Improvement
- Review Teacher & Student Performance
- Monthly Checks (Now Weekly)
Teacher Buy-In

• Consistent, Timely Feedback from Lead Teachers and Coordinator
• Areas for Improvement are brought to teacher early
• Professional Development Needs Addressed
• Monitor Level Gains (4b)
• Probationary Period to Make Improvements
How Successful We’ve Been – According to the Data

• Orientations Full
• Waiting Lists (1,000 on ESL)
• Attendance Policy
• Effective Teaching (Level Gains)
Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Unduplicated Headcount</th>
<th>Fundables</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2040</td>
<td>1617</td>
</tr>
<tr>
<td>2010</td>
<td>3012</td>
<td>2342</td>
</tr>
<tr>
<td>2011</td>
<td>3118</td>
<td>2503</td>
</tr>
<tr>
<td>2012</td>
<td>3210</td>
<td>2649</td>
</tr>
<tr>
<td>2013</td>
<td>3930</td>
<td>3419</td>
</tr>
</tbody>
</table>

Legend:
- Blue: Unduplicated Headcount
- Red: Fundables
Goal Achievements FY12
Goal Achievements FY13

Assessment - Level Completion

<table>
<thead>
<tr>
<th>EFL Level</th>
<th>Level Gain in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beg Lit ABE</td>
<td>44%</td>
</tr>
<tr>
<td>Beginning ABE</td>
<td>45%</td>
</tr>
<tr>
<td>Low Intermediate ABE</td>
<td>41%</td>
</tr>
<tr>
<td>High Intermediate ABE</td>
<td>33%</td>
</tr>
<tr>
<td>Law Adult Secondary</td>
<td>17%</td>
</tr>
<tr>
<td>Beg Lit ESL</td>
<td>45%</td>
</tr>
<tr>
<td>Law Beginning ESL</td>
<td>45%</td>
</tr>
<tr>
<td>High Beginning ESL</td>
<td>50%</td>
</tr>
<tr>
<td>Law Intermediate ESL</td>
<td>57%</td>
</tr>
<tr>
<td>High Intermediate ESL</td>
<td>38%</td>
</tr>
<tr>
<td>Advanced ESL</td>
<td>25%</td>
</tr>
</tbody>
</table>

Level Gain in %: 41%, 46%, 41%, 33%, 34%, 45%, 45%, 39%, 46%, 44%, 38%, 33%, 25%, 0%
Challenges

• Data Errors
• Retention
• Off-sites (Student Support Services)
• Funding for Data Entry Staff/Teachers/Testers
Our Best Tips

• Involve Teachers in Planning Process
• Consistently Evaluate Processes and Procedures
• Show Benefits
• Reward and Recognize Quality Teaching
Contact Information

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