



ACCESS AND AFFORDABILITY



Odessa College encourages equity by providing a first class free to all students. The college also recognizes that maintaining pathway momentum can be a challenge for student, and provides students with Academic Progress Scholarships upon completion of 30 and 45 semester credit hours.

The college is proud to continue providing affordable options for higher education in the region, and in the state:

- Average cost per 3 credit hour class for other Texas Community Colleges: \$279
- Average cost per 3 credit hour class for Texas Universities: \$914
- Cost for 3 credit hour class at Odessa College: \$273

Source: College for All Texans

THE FAFSA COMPLETION CHALLENGE

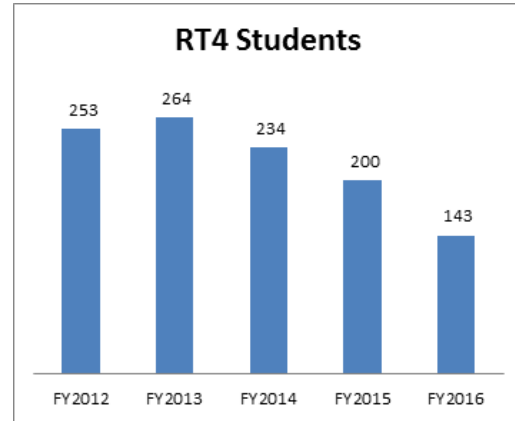
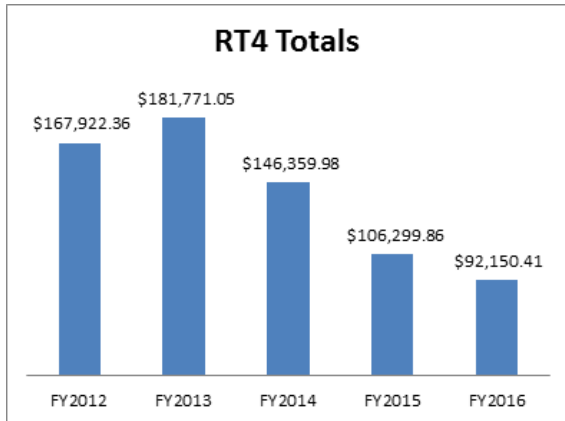
The City of Odessa has a 25% Free Application for Federal Student Aid completion rate, and the national average is 61%. This summer, the office of Student Financial Aid submitted a grant proposal to the **National College Access Network**, and was one of the 25 organizations selected to receive the **\$40,000 FAFSA Completion Challenge Grant**. Only three of the grant recipients were institutions of higher education. This grant will create a Financial Aid Outreach Specialist position, who will work alongside the College2Career Coaches already embedded in local high schools. This position will be a constant presence in the high schools, at community events, and on the Odessa College campus – helping students begin and complete the FAFSA, and most importantly get buy-in from parents.

FINANCIAL AID AND 8 WEEK TERMS

Odessa College serves a diverse population of students: full-time employees, single parents, primary caregivers, etc. The students have unique academic needs coupled with a strong desire to earn a credential or degree in spite of life challenges and obligations. As such, the college developed a wide variety of courses both on campus and online, during the day, the night, and on the weekends. In spite of this, many of students continued to experience persistence issues that, in part, could be attributed to the traditional 16 week semester structure. In response, Odessa College transitioned to an eight (8) week term schedule better designed to support all students. The goals were simple: increase persistence within semesters; increase retention across semesters; and increase completion to degree, transfer, and/or career. Additionally, the transition to 8 week terms has led to an **increase in the number of students who have access to federal aid, and a decrease in the college's return to Title 4 amount.**



ACCESS AND AFFORDABILITY CONTINUED



SUMMER PELL

In the summer of 2018, the college's Pell grant awards increased by 50% over the prior year. Summer Pell allows students to accelerate pathway completion by removing some, if not all, financial barriers. The opportunity for students to receive Pell Grant funds in the summer terms will be critical to pathway completion.

ODESSA COLLEGE
FIRST CLASS
Free
SCHOLARSHIP

If you are a FIRST-TIME OC Student,
your FIRST CREDIT CLASS IS ON US!

www.odessa.edu
imagine
more
at ODESSA COLLEGE

ASPIEN PRIZE RISING STAR 2017
ASPIEN PRIZE TOP 10 2017

ACADEMIC PROGRESS SCHOLARSHIP

10% TUITION SCHOLARSHIP UPON COMPLETION OF 30 CREDIT HOURS

20% TUITION SCHOLARSHIP UPON COMPLETION OF 45 CREDIT HOURS



ARTICULATION AGREEMENTS



In addition to the structured pathways built for OC students, the college has designed articulation pathways depicting all four years of each student’s coursework in a clear, visual graphic that takes the guesswork out of transfer. The University of Texas of the Permian Basin (UTPB) serves the majority of OC transfer students, and articulation pathways with UTPB have been firmly established. Other universities have been prioritized for pathway development based on student volume, ease of access without relocation, and affordability.

In addition to the traditional degree completion to transfer pathway, Texas allows for transfer after Core Completion (completion of 42 designated semester credit hours of general education coursework). Reference is often made to “getting my basics” at a community college, but students and their families are often uncertain about exactly what that means. The Odessa College Core Courses graphic was designed to remove ambiguity for students planning Core or Degree completion before transfer. This graphic has been shared with hundreds of high school students by OC’s College2Career Coaches. The C2C coaches also work with dual credit students to ensure that the core completion certificate is attainable through dual credit course offerings. **This resulted in 19 district seniors earning their Core Certificate and/or associates degree in 2017-2018, a significant increase from the single high school student degree completer in 2016.** Collaboration with Success Coaches also ensures that students matriculating to OC understand the value of Core or Degree completion prior to transfer.



My Core = My Basics

CORE TRANSFER CERTIFICATE

Save time and money! Simply take these courses and you’re set to transfer to any public Texas university with your Core Transfer Certificate from OC!

- Course list for certificate:
- Communications - 2 classes (English or Speech)
 - Creative Arts - 1 class (Music Appreciation, Art History, Intro to Theatre, etc.)
 - Government/Political Science - 2 classes
 - History - 2 classes
 - Language, Philosophy, & Culture - 1 class (Humanities, Spanish, Literature, etc.)
 - Math - 1 class
 - Science - 2 classes (with labs)
 - Social or Behavioral Science - 1 class (Psychology, Sociology, Economics, etc.)
 - Electives - 2 classes (Business Computer Applications, Kinesiology, Speech, etc.)





AVID FOR HIGHER EDUCATION



The AVID (Advancement Via Individual Determination) program provides students with the necessary tools to be successful in and out of the classroom. AVID also empowers faculty with high engagement teaching practices to improve student success and retention. Beginning in 2011, all new freshmen enrolled in the *Strategies for Success* course learned how to take control of their own learning with AVID strategies. At the same time groups of faculty members were learning how to better engage students through AVID teaching strategies. By 2012, a campus-wide effort to train all faculty in AVID was in place, which led to more effective uniformity in various key aspects of instruction, including syllabi, class observation forms, working with new faculty, and assessing student learning outcomes. On-going professional development for faculty includes training in AVID 101 and 201, which introduce faculty to high-engagement teaching practices and techniques to assist students in taking control of their own learning. In 2016, Odessa College became the first AVID for Higher Education National Demonstration Site.

The division of Teaching & Learning was developed to further empower faculty to ensure that the curriculum taught at Odessa College is adequately preparing students for the workforce or transfer. Focusing on learning outcomes has been provided the foundation for systemic instructional change. The emphasis on learning outcomes rather than content has allowed faculty to focus on critical student learning, enabling the rapid shift from 16 week course to 8 week terms. The purposeful emphasis on learning outcomes also facilitated an environment where faculty transitioned from textbook-driven courses to Open Education Resources, which has been coupled with the critical evaluation of learning outcomes and course content.

The foundation of the assessment process at Odessa College was the development of program student learning outcomes for every instructional program by faculty in their respective areas. These outcomes flow into a set of four interrelated documents that make up the assessment process at the college:

1. **IRA Map** – The IRA map lists every course in a program of study and identifies which course(s) introduce, reinforce and/or assess each of the program student learning outcomes. Each program has two core Student Learning Outcomes (critical thinking/communication skills) and three Program Student Learning Outcomes (as developed by faculty).
2. **Course Map** – Each course map aligns course learning outcomes (established by the Texas Higher Education Coordinating Board and listed in the ACGM/WECM) to program student learning outcomes; identifies assignment(s) used to assess course and program learning outcomes, and provides a snapshot of which program outcomes and Core Objectives are assessed in each course.
3. **Scoring Rubric** – Program faculty work together to assess student work utilizing a scoring rubric specific to the program-level student learning outcomes. Each criteria of the scoring rubric allows faculty to examine what students are learning in the program.



AVID FOR HIGHER EDUCATION CONTINUED

- 4. **Program Assessment Matrix** – Once the evaluation of artifacts is complete, the results are totaled, and program faculty are able to view the results. Examining the results allows program faculty to determine if any gaps exist within the program. There may be specific criteria that was not met by students, and this prompts a discussion of program improvement.

SEMESTER TO SEMESTER PERSISTENCE

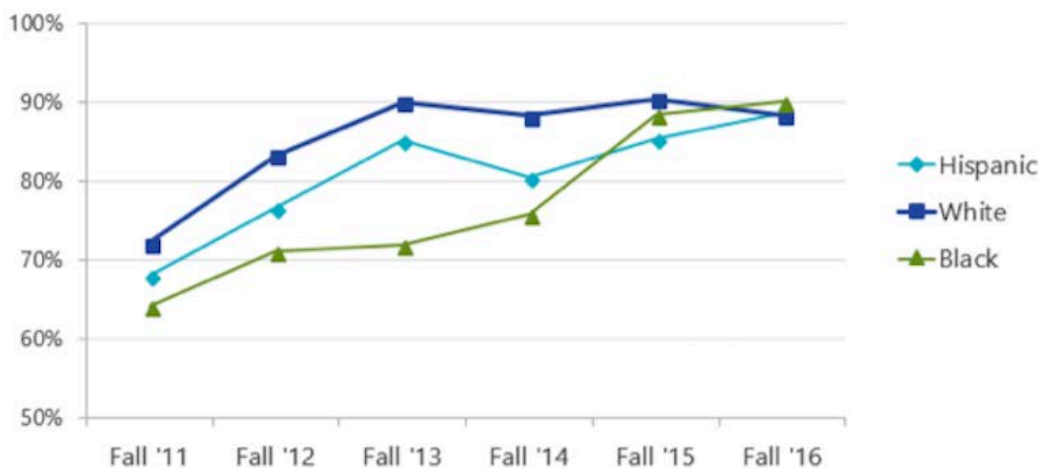
- AVID Student Success Course
- Freshmen/FTIC students who passed the AVID Success course show better persistence than those who did not take the course.

PERSISTENCE RATE FALL to SPRING SEMESTER			
NO AVID		AVID INFUSED SUCCESS COURSE	
Fall Cohort	Persistence	Fall Cohort	Persistence
2008	68%	2014	79%
2009	69%	2015	82%
2010	68%	2016	83%

PERSISTENCE RATE FALL to FALL SEMESTER			
NO AVID		AVID INFUSED SUCCESS COURSE	
Fall Cohort	Persistence	Fall Cohort	Persistence
2008	49%	2014	53%
2009	45%	2015	60%
2010	45%	2016	58%

ACHIEVEMENT GAPS CLOSED

Success Rate for **Full-Time Students** who passed the AVID Student Success Course:





COLLEGE 2 CAREER



The division of Academic Partnerships is a product of the strategic planning of the campus leadership team. As a community serving institution, we strive to create and nurture a college-going culture through collaboration with our local ISD systems. Academic Partnerships includes dual credit, but also goes beyond that through an intentional and strategic outreach plan that impacts all grade levels with the local ISD. Four College2Career coaches spend the entirety of their work week dedicated to students from specific campuses in the local ISD. These College2Career coaches assist ISD students with college applications, FASFA workshops, college panel discussions, and serve as a bridge between the college and their junior high and high schools. The division of Academic Partnerships facilitates meaningful campus visits and brings professors and program directors to classrooms to engage with secondary students so they are aware of all the

1,353
TOTAL PRESENTATIONS

105
NUMBER OF STUDENTS WHO COMPLETED DEGREE OR CERTIFICATE MAY 2018

career options that exist in our community and beyond. In 2017, Odessa College made 5 commitments to ECISD which included the implementation of College2Career coaches for high school students, College2Career coaches for middle school students, 1000 presentations to the students and staff of our local ISD, utilization of our

Fab Lab, and informational admissions for all 8th graders enrolled in our local ISD. In 2018, Odessa College added a sixth commitment to our original five, which provides students in our local ISD the first 6 hours of dual college credit for free. Odessa College has also committed to doing 1500 presentations in the schools during the 2018-2019 school year. We have asked local stakeholders and businesses to help Odessa College increase the college-going culture in our area by assisting Odessa College personnel in making these presentations. One of the region's major hospitals has already answered that call to action and we look forward to working with the other businesses and local stakeholders who will assist us in this endeavor.





CONTINUING EDUCATION

LABOR
MARKET
OUTCOMES

The Odessa College Continuing Education Department strives to meet community, business and industry, and educational needs through lifelong learning, personal enrichment, professional development, and specialized training. The Continuing Education Department works closely with business and industry partners and community stakeholders to ensure well-timed training and program offerings. The department strives to be a pathway into the workforce for individuals seeking employment or a career change. The Continuing Education Department also offers existing members of the workforce an opportunity to retrain or to learn new skills in emerging technologies in various business and industry arenas. The Continuing Education Department works closely with employers to provide training opportunities through the use of two Texas Workforce grants: Skills for Small Business Grant and the Skills Development Fund grants.



A Business & Industry Coordinator and a Health Careers Director ensure that intentional partnerships take place that will maximize opportunities for the community that Odessa College serves. The Business & Industry Coordinator focuses on building relationships with workforce partners in a vast array of professional areas. This coordinator communicates with community partners to ensure that organizations and their employees are getting the occupation-specific skills they need to be successful in the workforce. The Health Careers Director is critical in recruiting and training employees for medical-specific professions.

Additionally, the Continuing Education Department provides a 'safe place' for students to begin their journey in higher education. Credit courses are 'cross-linked' with courses in the Continuing Education Department so that students can try out a course in a 'cross-linked' program without the perceived high stakes that these students may attach to credit courses. Once a student has taken a 'cross-linked' course, they are advised about credit opportunities that exist to further their skill development and pursuit of higher education.

CE Programs Include:

- Electrical Lineman
- OC Truck Driving Academy
- Certified Nurse's Aide
- Medical Assisting
- Phlebotomy
- PACE Academy
- QuickBooks and Bookkeeping
- Occupational Safety
- College for Kids



DESIGN4COMPLETION



Design4Completion (D4C) Design4Completion (D4C) was designed to provide a framework for meaningful connections and engagement between students, their success coach, and a faculty mentor. It is student-centric and completion focused, providing students with clear, coherent pathways, high

expectations, and wrap-around support. At the time of acceptance, a student is assigned a School-specific Student Success Coach.

Student Success Coaches play an integral role both in academic advising and degree pathway planning and support and encouragement in facilitating career placement and transfer. Student Success Coaches also teach Strategies for Success, a one-credit-hour college preparatory course which is mandatory for all first-time-in-college (FTIC) students. Strategies for Success is offered both on campus and online, and provides two foundational college experience enhancements: an AVID-based tool-kit for building a successful college experience and crucial advice for transfer and/or career planning and exploration.



Odessa College implemented Student Planner in the spring of 2016. Student Planner is a Colleague product that provides academic planning tools to help students, Success Coaches, and faculty mentors determine what courses students need to complete to stay on track and graduate. Student Planner offers students linear pathways that feature clear pace and progress indicators. Additionally, pathways in Student Planner allow the college to map course offerings more effectively and offer the courses students want and need.

In the spring of 2018, the college transitioned from Meta Majors to Schools and this summer, a cross-divisional team is working to develop specific deliverables that will:

- Enhance holistic advising
- Provide a platform for first semester career exploration experiences
- Reduce students lost in general studies or hoping for competitive program entry
- Inform recruitment conversations and programming
- Increase school cohort programming, communication, and engagement
- Develop professional learning communities among faculty and staff teams
- Allow for general education contextualization within each school



DRIVE TO SUCCESS



The Odessa College Drive to Success program is the ultimate student success incentive program. It was created to encourage and increase student engagement by giving students the opportunity to win BIG and LITTLE prizes for engaging in events, activities, programs and services proven to increase overall success in college including:

- Registering at least part-time
- Working on campus
- Completing the FAFSA
- Accessing learning support and tutoring services
- Participating in Registered Student Organizations
- Attending academic, community service, enrichment, social, leadership, development, etc. events and activities on campus



Students earn points for participation in events and activities via the Drive to Success app. Enrollment, FAFSA, and employment points are awarded automatically.

The program is open to all Odessa College students, registered at least part-time, regardless of modality. To be eligible for prizes, students must be in good academic standing with a minimum 2.0 cumulative GPA, and no major disciplinary violations.



Each year in the spring, five (5) eligible students, drawn at random, participate in the Drive to Success Grand Finale – Ford Mustang Giveaway. Additionally, the Drive to Success Program rewards the top three students with the highest point totals: \$1000, \$350 and \$150 - respectively.

Drive to Success is made possible by community and corporate sponsors. No institutional dollars are designated for this initiative.

In 2017-18 student points per category were as follows:

2017 - 2018 104,008 POINTS AWARDED		
Credits	60,971	1/2 point per credit hour
FAFSA Completion	26,940	10 points
Faculty	3,003	faculty can award 2 points/term/student/class
Learning Support & Tutoring	3,002	1 point per visit
Student Events & Activities	10,092	1-5 points per event



DROP RATE IMPROVEMENT PROGRAM



DROP RATE IMPROVEMENT PROGRAM

ODESSA COLLEGE

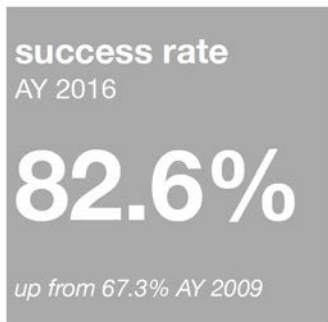
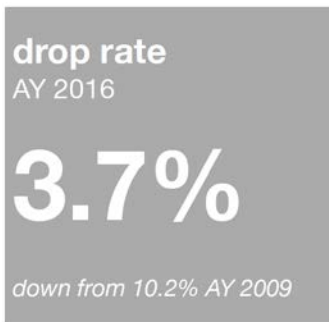
The Drop Rate Improvement Program is a scientifically based program developed at Odessa College to answer the question “What factors account for the differences in student drop rates between instructors?” Created from research based on faculty feedback, the program has led to the highest in-class completion rates in the nation. Since its implementation in AY 2011, the Drop Rate Improvement Program has been

institutionalized across the instructional division, with intentional support from the Division of Teaching & Learning, where success and drop rates are reviewed for each instructor, every term. The results of this program have led to the reduction of achievement gaps and attainment of equity among all major student demographic groups, across all courses, and instructional delivery methods at Odessa College.

THE FOUR COMMITMENTS

- interact with students by name
- closely monitor student behavior and intervene early
- one on one meetings with students
- masters of paradox

OUTCOMES



STUDENT VOICE

“My instructor takes time from his own to help us, have one to one conversations, to help us with our degree plans and advisement, explain everything very clear, and helps every student even if they are not from his class. Very respectful, responsible, professional.”



EARLY COLLEGE HIGH SCHOOLS



Four years ago, Odessa College was one of the first, four community colleges in Texas to offer an early college high school built around Associate in Applied Science degree pathways – a Career and Technical Early College High School. Odessa Career and Technical Early College High School (OC TECHS) opened in the fall of 2015, and is currently the high school of choice for 360 students. OC TECHS looks forward to celebrating commencement in May 2019 with the first graduating class. By design, over 50% of the OC TECHS students are identified as at risk, and are recognized to be statistically more likely to drop out of high school than they are to earn a college credential. Through this program, students are shifting the dynamic and the college going culture of their families, while fighting against the high school dropout epidemic in our community.

The following AAS degrees are offered at OC TECHS:

- Business Leadership
- Energy Technology
- Precision Manufacturing (machining)
- Occupational Safety and Environmental Technology
- Welding
- Criminal Justice (added in 2016)
- Culinary Arts (added in 2016)



In the summer of 2018, the ongoing partnership of Ector County Independent School District (ECISD), Odessa College (OC) and The University of Texas of the Permian Basin announced that UTPB’s Falcon Early College High School (ECHS) would be relocating to its new home on the OC campus in the fall of 2018. Currently, Falcon ECHS is the high school of choice for 237 students, freshmen through seniors. Together, OC, ECISD and UT Permian Basin look forward to meeting the original goal of providing Falcon students with the opportunity to receive a high school diploma and earn 60 hours of college credit. This transition will allow students to now earn an associate’s degree along with a seamless pathway for completing a bachelor’s degree at UT Permian Basin, including university scholarship opportunities for all qualified graduates who choose to finish at UTPB.

Early college high schools are designed to remove major barriers to postsecondary educational access and success. By providing early, continuous and tuition-free immersion in a college learning environment as part of the high school experience, early college high schools close the financial and resource gaps that prevent many students from attending college. Students who might not otherwise have made the choice to attend college are able to take advantage of the opportunity provided by an early college high school – becoming part of a college-going culture and earning either an associate’s degree or 60 hours of college credit towards a bachelor’s degree.



EIGHT WEEK TERMS

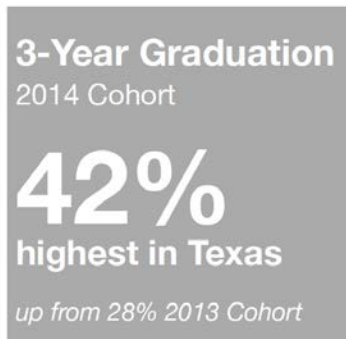


In Fall 2014, Odessa College shifted to eight week terms with the goals of increasing on-ramps for students to start college, and reducing the number of courses students need to take at any point in time without increasing their time to or cost of degree completion. Since implementation, Odessa College’s enrollment has increased to its highest in the college’s history, and three-year graduation rates have soared to the highest in Texas. Building upon the instructional practices of course mapping and program student learning outcomes assessment, eight week terms have complemented instructional innovations including the expansion of hybrid and flipped classes, and the implementation of open educational resources, which have reduced the overall cost of attendance for students at OC by almost \$1 million per semester.

INSTITUTIONAL IMPACTS



OUTCOMES



STUDENT VOICE

“I like that we get to limit ourselves and not have so much stress by taking two classes one half and the other two the next half”

“For those with busy lives, it makes it easier and not so stressful.”

REGISTER TODAY!

FOR THE **FALL 1 EIGHT WEEK TERM**

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ODESSA COLLEGE
WRANGLERS

ASPEN PRIZE
FOR COMMUNITY COLLEGE EXCELLENCE
RISING STAR
Odessa College
2017

ODESSA COLLEGE



EMPLOYEE ENGAGEMENT



The underlying principle for creating an effective, student-centered team – a group whose individual and collective efforts improve student success – is the shared understanding that, in one way or another, ‘each of us is accountable’ for student outcomes at our college.

Establishing that shared understanding - that student success and year-on-year progress toward improving such success was felt as a personal achievement by every employee - was not simple. It required a change in the culture of how college employees felt toward students, toward each other, toward their jobs and toward their participation in the life and vision of a college whose main goal was to be the best in the nation at improving student success. Employees at Odessa College had truly embraced what it meant to be “All In.”

Odessa College’s president brought staff, faculty and the administrative team together by instituting events and activities designed to improve interpersonal relationships, break down traditional silos and foster the growth of a ‘team spirit’. These efforts built the common cause that, together as a team, we are “All In” when it comes to student success:

- **Coffee & Conversation:** twice-monthly one-hour meetings that include socializing over coffee and pastries, a presentation by a department of the college on initiatives and progress in their area, and a “Final Fifteen” minutes with the president and administrative team. During the “Final Fifteen”, anyone may ask questions about college policies or programs. From raises and budgets to hiring and job evaluations, anything and everything is open for discussion, without repercussions.
- **Birthday Bash:** once-monthly get-together celebrations with refreshments and a drawing for those who have birthdays during the month to win either \$25 gift certificates to local restaurants or a \$100 grand prize. The president or a member of the administrative team oversees the drawing.
- **OC All In:** an incentive program for all full-time employees. All-In Points are earned by attending a wide variety of campus events. Employees “check in” at events with the OC app, enter a random four digit code (revealed at the event), and earn cumulative All-In points for each eight-week term. When an employee reaches the



ODESSA COLLEGE
Employee Rewards Program

OC All-In points total representing participation in a minimum number of events for that term, he or she qualifies to receive a gift certificate, awarded at a celebration held each term for all employees who achieved at least the minimum All-In points total. Over 98% of all Odessa College full-time employees participate in OC All-In, and last semester over 90% received an award for participating in campus events.

The benefits of bringing together employees, regardless of their roles, are incalculable in terms of team building and creating the culture that, at Odessa College, we are all in this effort together.



FAB LAB



Fab Labs were developed conceptually and built originally at MIT almost 20 years ago. Today, they provide widespread access to digital fabrication technologies that have redefined the modern means of invention. Fab (short for ‘fabrication’) Labs are part of a global movement to transform learning and discovery by providing everyone with the tools and resources - from 3-D printers to computer-controlled laser cutters - to make almost anything.

In 2015, Odessa College was awarded funding by the Fab Foundation and Chevron, Inc., to establish the first Fab Lab in the Permian Basin, along with a mobile Fab Lab for outreach into the community, with a primary aim of boosting STEM education. The 4,000 sq. ft. stationary lab and the mobile lab have been a resounding success in introducing students and the community to high-tech STEM learning. In the past semester alone, the lab introduced 1,461 students, 480 community members, 178 teachers and 1,320 others to its cutting edge fabrication technology.

The mobile lab has traveled to the region’s most remote locations, reaching local schools that otherwise wouldn’t have access to these hands-on, innovative STEM resources. Lizbeth Bgarza, an engineering professor at Odessa College, is one example of an educator that has supplemented traditional educational approaches with the innovative and creative project-based learning design offered by the Fab Lab. As Bgarza recently said,

“My aim is to provide these students with an opportunity to take ownership of their projects, and demonstrate skills in time management, motivation and flexibility—important complements to the technical aspects of the Fab Lab’s work, which will allow these students to enter the workforce with managerial positions.”

The Fab Lab also hosts a dual-credit business and leadership class through a partnership with the Ector County Independent School District and Odessa College. Many of the program’s projects are designed to develop a range of skills as well as provide interdisciplinary ways to foster communication, creative thinking, work ethic, teamwork and problem solving.





MATH STUDIO



The initiative that has come to be known as the Math Studio started as Odessa College's answer to the failing state of developmental education, especially in Mathematics. The college recognized that the nationally accepted model of developmental education was simply not working for almost anyone, and we set out to redesign how we support students who enter college and struggle with fundamental math, reading and writing skills.

Six key factors went into the development of the Math Studio Model:

1. **Modular Coursework** – Provided students the flexibility to work at their own pace and potentially advance into their college-level math course more quickly.
2. **Emporium Model** – We adapted the emporium concept in the Math Studio to have our best Mathematics faculty assigned to these students, NOT teaching assistants or tutors.
3. **Case Management** – Faculty assigned to the Math Studio use every means necessary to contact and encourage students. Faculty time is devoted to very personalized Case Management of developmental education students.
4. **Drop Rate Improvement Program** – This key building block of Odessa College's student success focuses on treating students like human beings, and on being flexible and supportive when students have unexpected challenges.
5. **Wrap-Around Support** – The Studio is open 75 hours a week, and is always staffed by college mathematics faculty.
6. **Studio Feel** – We took the concept of an artist working independently under the guidance of a Master, and applied that to the Math Studio. The space is comfortable, has plenty of resources, and a qualified Master (of Math) available to help students whenever needed.

STUDENT EXPERIENCE

The student success data gathered from Math Studio show that students are overwhelmingly ready and prepared for college-level math classes upon completion. Being able to work at their own pace, at nearly almost any time of day in the Studio, and literally anytime online, allows students to make commitments to themselves about the speed of their own pace and progress.

Given the success of the Math Studio, an integrated Reading & Writing (INRW) Studio has been developed, and was applied to specific sections of the developmental reading and writing courses in Spring of 2018. Student progress appears to be keeping pace with the Math Studio success. The INRW Studio co-requisite courses work similarly, and are co-scheduled as a support for both English Composition courses throughout the two back-to-back 8-week terms.





OC 10,000



OC 10,000 – a new initiative created and implemented in 2018 - is designed to increase sustainable fall term enrollment to 10,000 unduplicated students over the next 5 years. Odessa College’s fall 2018 enrollment of 6,308 unduplicated students was, in itself, a record. To get to 10,000 students on a sustainable basis *and* continue to improve student outcomes, one critical and challenging strategic imperative must be met: continual improvement of college resources in an increasingly difficult demographic and economic environment.

Many postsecondary institutions, including public and private universities, are struggling to improve student success in the face of declining enrollment and a reduction of financial resources. Demographic trends of declining enrollment are being seen across the nation, in almost all states. The most recent Texas Higher Education Almanac, for example, cited overall state community college enrollment declines of 0.7% over the five year period from 2012 through 2017.

Exacerbating enrollment declines are funding declines for higher education. Based on recent trends, disturbing estimates of when states will hit ‘zero funding’ are being made. In Texas, for example, zero funding is estimated by 2047 (T. Mortenson, 2012, *State Funding, A Race to the Bottom*, American Council on Education). Texas lawmakers recently justified a reduction in community college funding by citing a decline in community college enrollment. When enrollments increased a year later, however, there was no proportional increase in state funding. Doing more with less – and less – has clearly become the new normal for college administrators (D. Pierce, 2015, *State Budgets Hit Community College Funding*, AACC 21st Century Center).

Under the current circumstances, another workable enrollment growth strategy is to leverage existing resources, with minimal added expense. This strategy, which if successful, can serve as a model for other community colleges.

The basic plan is to leverage current staff and instructors who have day-to-day contact with potential college-going students in K-12 and adult basic education programs. The effort is divided into manageable, targeted student high engagement and college oriented programs led by current personnel. These programs include working with our K-12 partners on approaches aimed at keeping more students in school and graduating; increasing the college-going percentage of high school graduates; advancing more students into dual credit programs with the goal of having every high school student graduate with 6 or more college credits.

The overall effort is organized and guided by Odessa College’s Vice President for Institutional Effectiveness. Leaders of the different program initiatives convene monthly with the full administrative team to discuss and review progress, and the administrative team analyzes challenges and opportunities at their weekly meetings.



ODESSA COLLEGE LEADERSHIP INSTITUTE



The Odessa College Leadership Institute was founded over 10 years ago to attract, encourage and foster new leaders among OC employees. It was one of several initiatives that brought together OC staff, faculty and administration to work for a common cause: becoming the best in the nation at improving student success.

Under this unifying vision, Odessa College began gaining recognition, both within Texas and nationally, for making noteworthy progress in improving student success and student outcomes. Over the past six years, Odessa College has, among other accomplishments:

- Received the Texas Higher Education Coordinating Board Award of Excellence three times;
- Received the Texas Higher Education Coordinating Board STAR AWARD (2017) for advancing the state's premier education goal of 60X30TX (having 60% of adults, between ages 25 and 34, attain a college certificate or degree by the year 2030);
- Named an Aspen Prize for Community College Excellence Rising Star Award recipient (2017); and
- Won the prestigious Leah-Meyer-Austin Award (2018) from the Achieving the Dream Foundation.

The accomplishments these awards represent led people at other colleges nationwide to contact OC at many levels: instructor to instructor, president to president, and virtually every peer-to-peer combination in between, to ask how we were achieving such award-winning progress in advancing student success.

Many colleges requested the opportunity to visit Odessa College and learn, first-hand, how to implement the programs that led to improved student outcomes. These requests led to the development of the Odessa College Leadership Institute for Developing High Impact Strategies Workshop. The workshop is designed to bring together educators interested in implementing high impact strategies and programs that have immediate and positive impact on student success. The workshop focuses on techniques that lead to greater term-to-term persistence and degree attainment among all students, including minorities, socio-economically disadvantaged and underprepared students.



ODESSA COLLEGE LEADERSHIP INSTITUTE CONTINUED

In April 2018 Odessa College's Leadership Institute held its first High Impact Strategies Workshop, hosting almost 50 participants from three community colleges in Texas (2) and Michigan (1), as well as the state-wide community college system from Indiana (representing 19 community colleges). Participants at the 2-day workshop learned:

- How to create and sustain a campus-wide culture of transformation, leading to improved student outcomes in both face-to-face and online programs;
- How to bring programs to scale in order to help all students;
- How to engage all stakeholders, including administration, staff, faculty, Board of Trustees and community members, in supporting and sustaining initiatives that improve student success;
- How to develop low-cost action plans for implementation and customization of high impact strategies and programs; and
- About high impact strategies designed to increase and sustain enrollment, course completion, student success (a grade of "C" or better), persistence term-to-term, and certificate and degree completion for all students.

The workshop evolved, in part, from the encouragement of education leaders, both nationally and in Texas, to share the Odessa College story with other colleges and universities. We are indebted to the many colleges in several states that have already adopted Odessa College's high impact strategies. In virtually every instance, the institutions found measurable improvement in student achievement within a single semester. A second workshop is planned for April, 2019.





OPEN EDUCATIONAL RESOURCES (OER)



The Open Educational Resources (OER) initiative at Odessa College has dramatically impacted the financial realities of education for many students. A grant from Achieving the Dream brought OER to Odessa College, but the initiative did not stop with the development of OER for the degree plans put forth to AtD for acquisition of the grant. For example, Developmental Math at OC was revolutionized by creating a Math Studio which utilizes Lumen Learning’s Online Homework Manager (OHM) and Waymaker software – both of which are OER packages. Further, structuring the entire catalog of coursework requirements for an associate degree in Psychology and Sociology as OER-enabled impacted the majority of students at Odessa College, as those two disciplines make up a significant part of the CORE courses.

The OER initiative has definitely contributed to student success by increasing access to instructional materials, but just as importantly, it has also saved OC students a truly significant amount of money. In Fall 2017, the OER initiative saved Odessa College students over 1 million dollars from the previous cost of required course materials during the two eight-week fall terms alone. This type of very real and immediate economic leverage can make the difference for many students between being able to attend classes or not being able to afford college at all.

Building upon the success of this initiative, Odessa College continues to use an instructional model that mandates if one section of a particular course can go to OER, then all sections of that course do the same, institution-wide, regardless of instructor or modality. This extension of the OER model has allowed Odessa College to increase uniformity in instructional material and access to those materials, rather than create instructional silos.



832

OER SECTIONS

19,340

ENROLLMENTS

\$1 MILLION
IN SAVINGS
PER SEMESTER



ODESSA COLLEGE STUDENT ATHLETES EXCEL INSIDE AND OUTSIDE OF THE CLASSROOM

Odessa College competes as a Division One school in the Western Junior College Athletic Conference of the National Junior College Athletic Association. To date, the Odessa College Wrangler sports programs have won 46 national NJCAA titles. The competitive sports teams include: Men's and Women's Basketball, Baseball, Softball, Golf, Rodeo, Men's and Women's Cross Country and Track, Dance, and Trainers.

In 2017-18, Wrangler Athletic Teams experienced tremendous success:

- Lady Wrangler Volleyball placed third in the conference
- Lady Wrangler Basketball finished first in the region and earned a berth in the national tournament for the second year in a row
- Wrangler Basketball earned a berth in the national tournament for the third year in a row
- Lady Wrangler Softball placed third in the conference
- Wrangler Baseball placed fourth in the conference
- 7 Rodeo athletes qualified for the College National Finals Rodeo
- The OC Blues Dance Team named hip-hop National Champions for three years in a row
- Wrangler Golf won the NJCAA Division 1 Men's Golf Nation Tournament
- 4 Wrangler Athletic Coaches received conference, regional, or national Coach of the Year recognition (2017)
- 23 Odessa College student-athletes named as NJCAA Academic All Americans – student athletes are eligible as follows:
 - First Team Academic All Americans earned a GPA of 4.0
 - Second Team Academic All Americans earned a GPA of 3.80-3.99
 - Third Team Academic All Americans earned a GPA of 3.60-3.79
- 63 student-athletes were named to the WJCAC Commissioner's Honor Roll for Spring 2018. To be eligible for the honor roll, student athletes must have a 3.25 GPA or better on their official transcript

