



Complete College OCCC

Spring 2016 Estimated Enrollment Overview



Presentation By:
Matt Eastwood
Office of Institutional Effectiveness

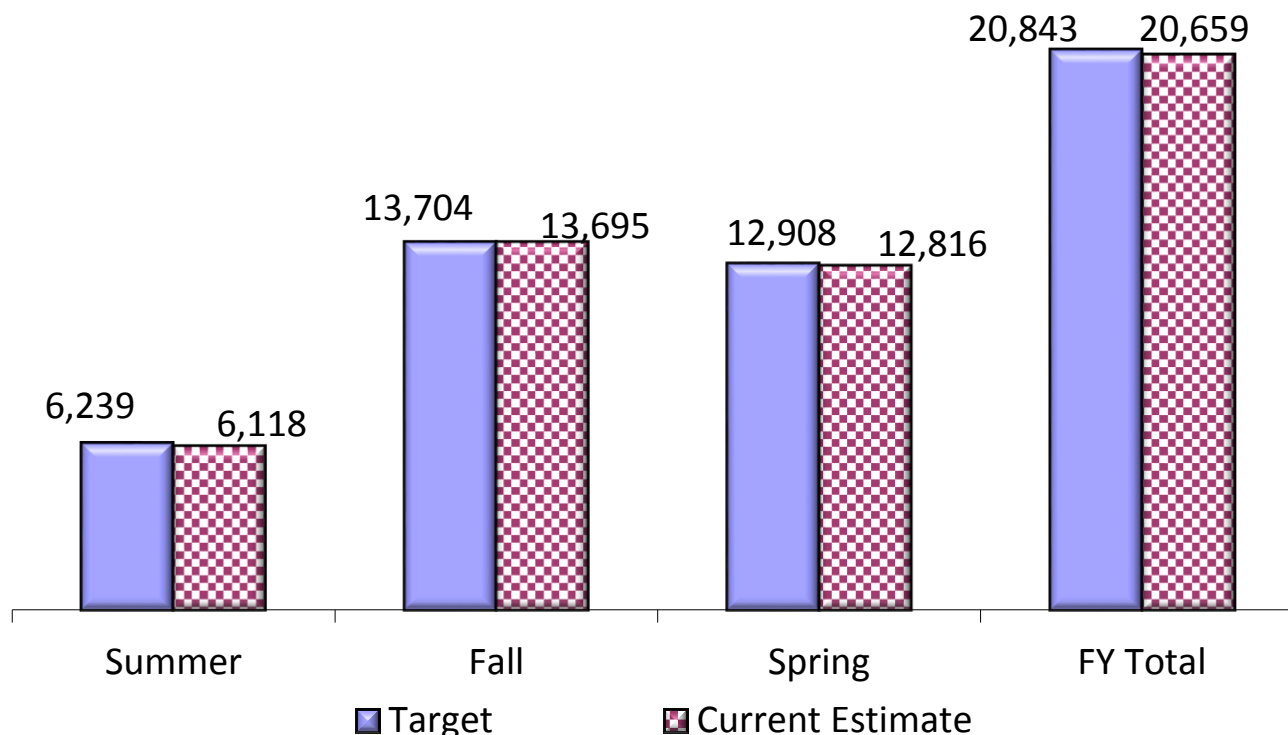
February 17th, 2016

Why is it called estimated headcount and credit hours?

With Spring enrollment still on-going for Mid-8 Weeks and some Fast-Track and Intersession sessions, reported enrollments given to the state, includes an estimate of enrollments likely to occur based on historical enrollment patterns for these late occurring sessions during the Spring semester.

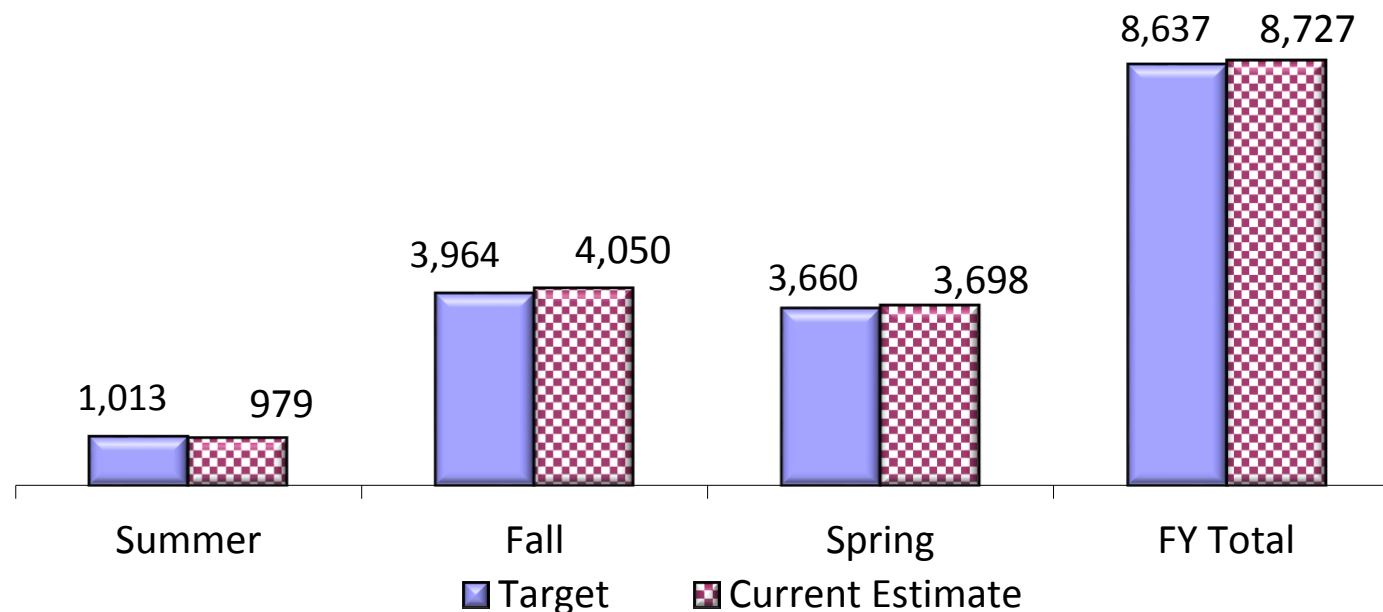


Headcount Target and Current Estimate FY 2016



The estimated spring headcount of 12,816 falls short of the target* headcount of 12,908 by 90 or 0.7%. The estimated FTE of 3,698 exceeds the target* FTE of 3,660 by 38 or 0.1%.

FTE Enrollment Target and Current Estimate FY 2016



Spring 2016 Estimated Credit Hours and Average Credit Hours

- Compared to the previous year, total estimated credit hours for Spring 2016 are up 1.8% (110,929 in 2016 vs 108,931 in 2015).
- The average credit hour per student is 8.9 for Spring 2016; which is higher than the 8.6 average credit hour for Spring 2015.

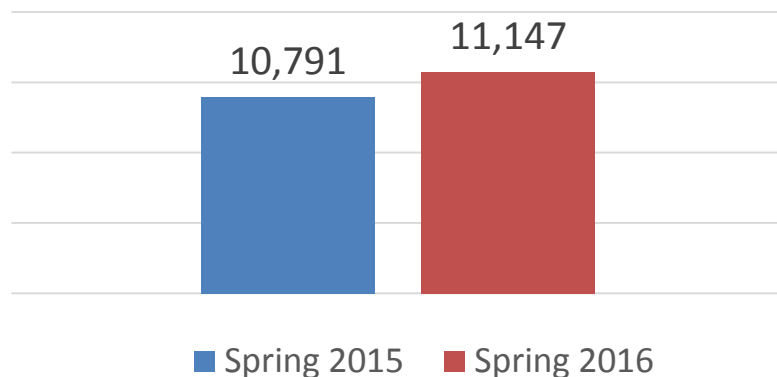
Estimated Returning Student Headcount and Credit Hours

The estimated number of returning students in Spring 2016 increased 3.3% from Spring 2015 (11,147 in Spring 2016 vs 10,791 in Spring 2015).

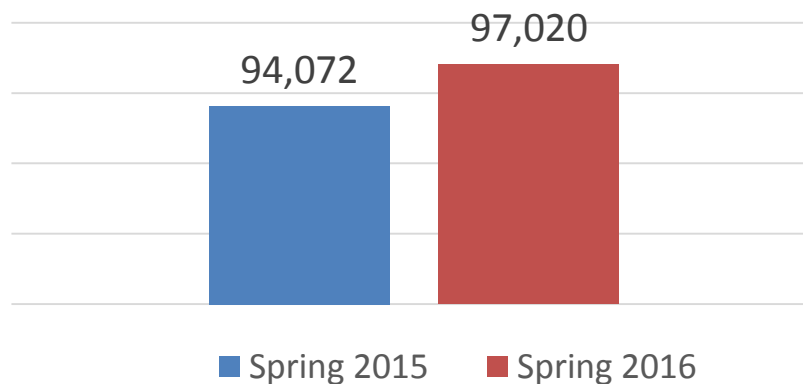
Estimated total returning student credit hours for Spring 2016 is up 3.1% (97,020 in Spring 2016 vs 94,072 in Spring 2015) compared to the previous Spring 2015 semester.

The average number of credit hours in Spring 2016 for returning students is 8.9 compared to 8.8 for Spring 2015.

Estimated Returning Student
Headcount



Estimated Returning Student Credit
Hours



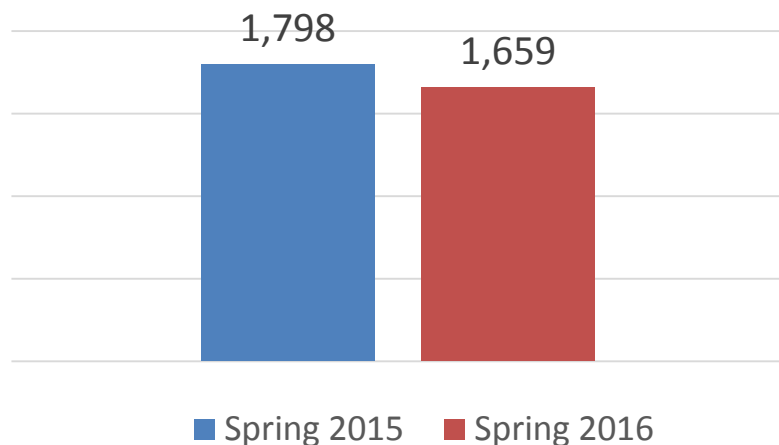
Estimated New Student Headcount and Credit Hours

Estimated Spring 2016 new student headcount decreased 7.7% from Spring 2015 (1,659 in Spring 2016 vs 1,798 in Spring 2015).

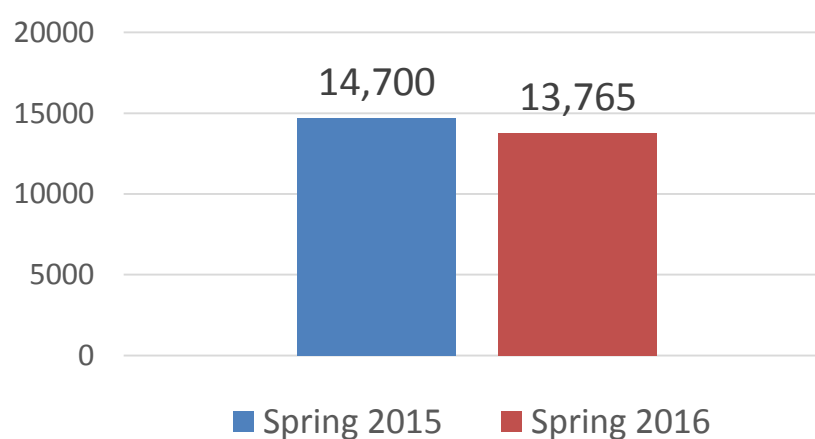
Estimated total new student credit hours for Spring 2016 decreased 6.4% (13,765 in Spring 2016 vs 14,700 in Spring 2015).

The average credit hour per new student is up significantly from 8.9 for Spring 2016 compared to 8.3 for Spring 2015.

Estimated New Student Headcount

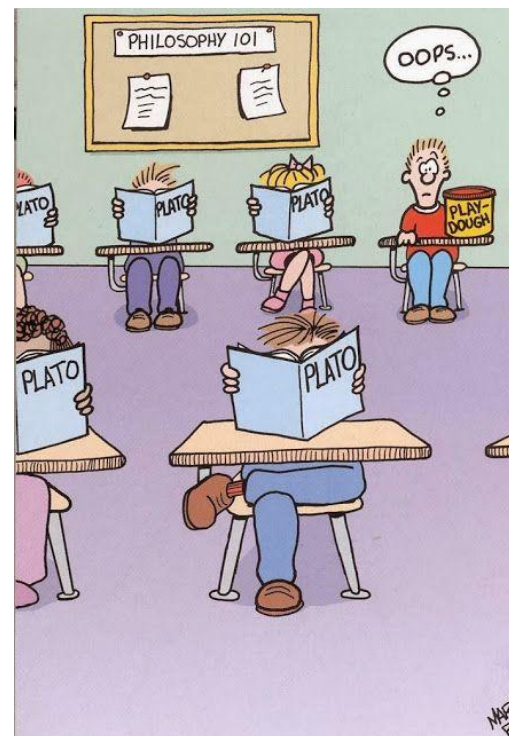


Estimated New Student Credit Hours



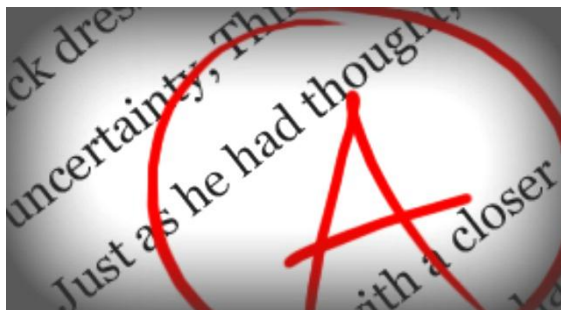
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Fall 2015 Course Success Overview



What is success?

- Adopting definitions used by Achieving the Dream, course success is defined as a student earning a(n) A, B, C or S as their final grade in a course.

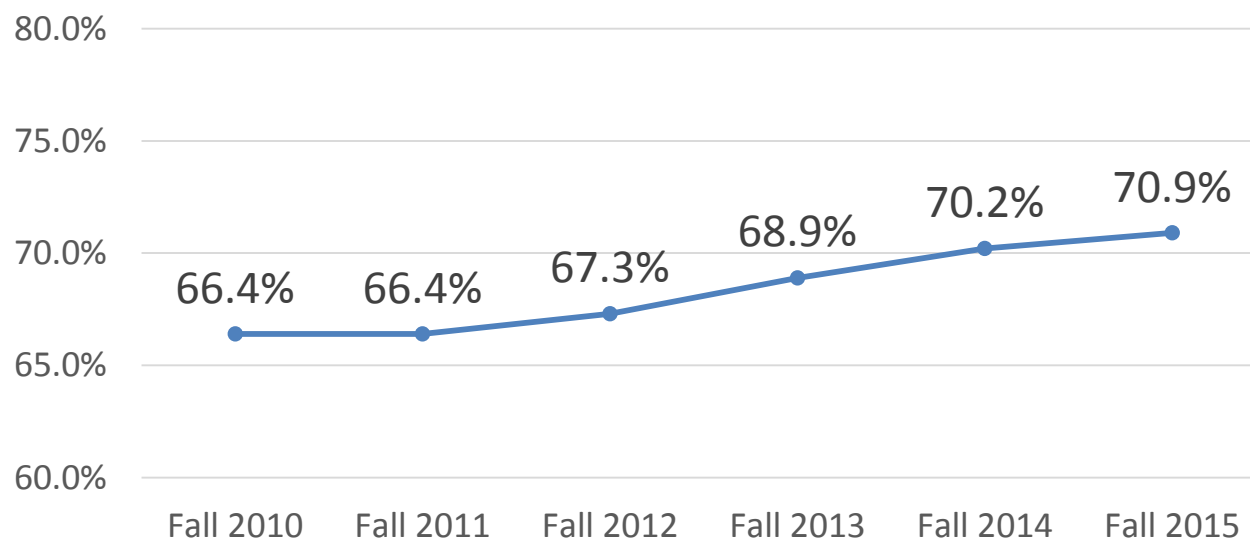


What is a success rate?

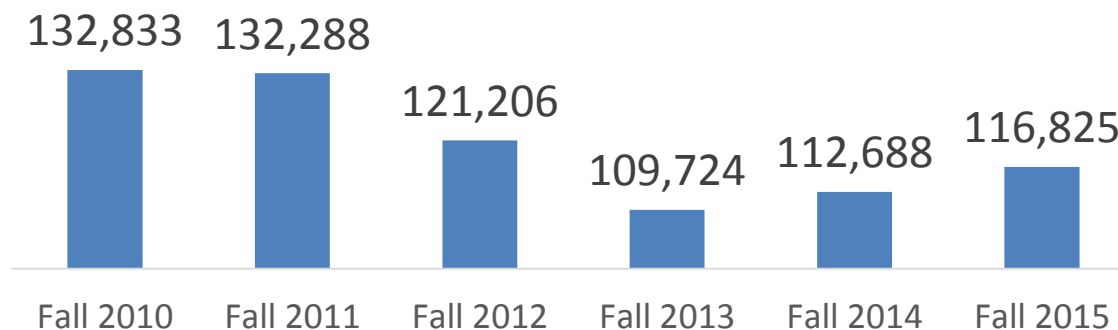
- The number of students in a given population that received an A, B, C or S as percent of the entire population. Students receiving an Incomplete grade or Auditing the course were not included in the aggregate.

Courses

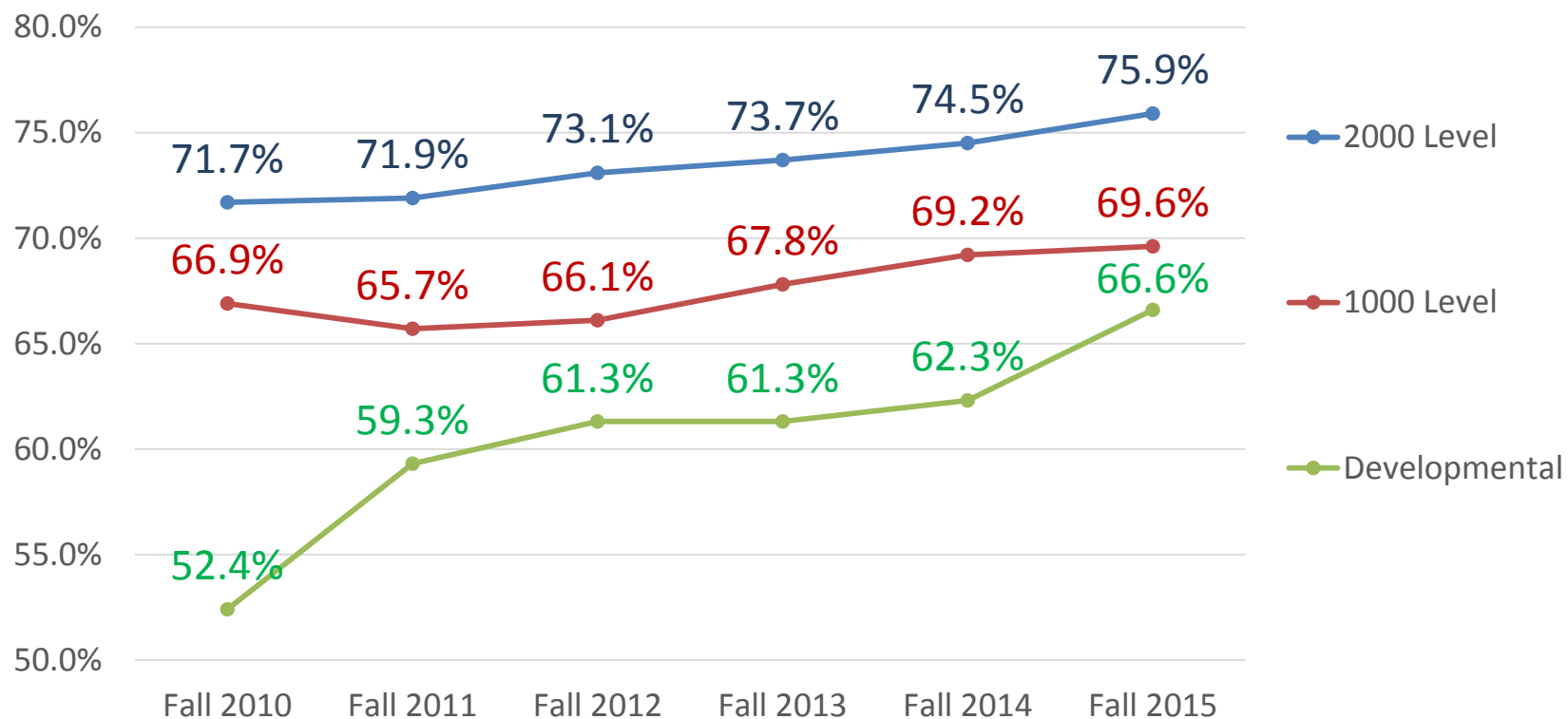
Overall Fall Success Rates



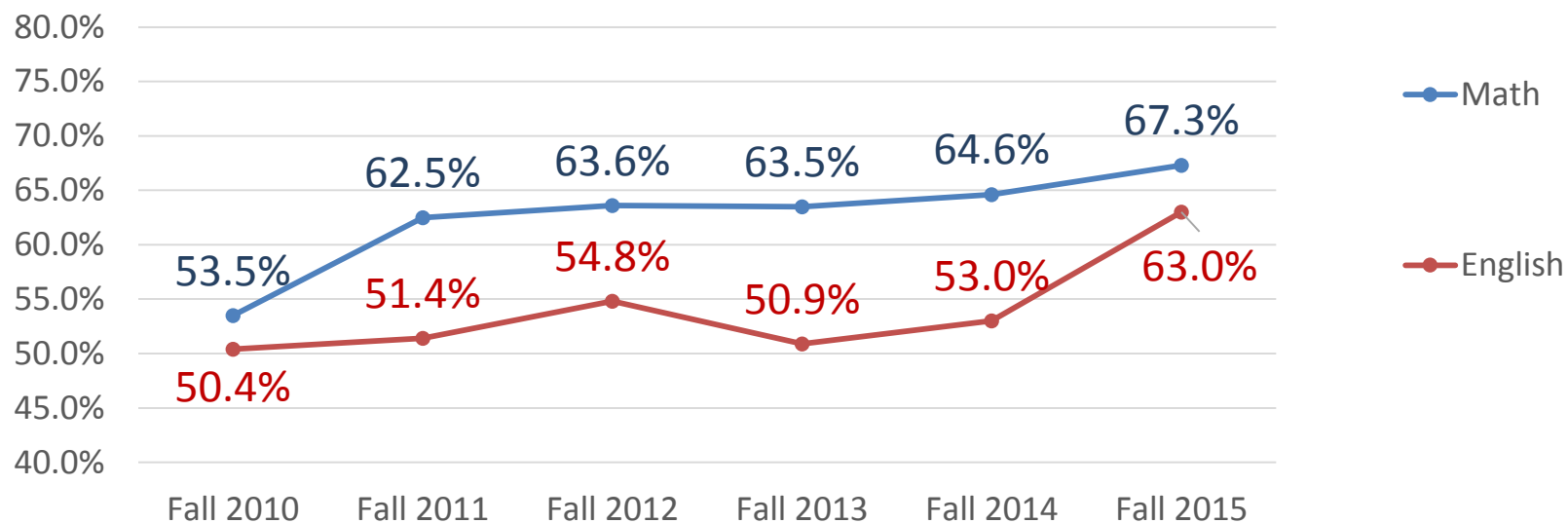
Overall Fall Credit Hours



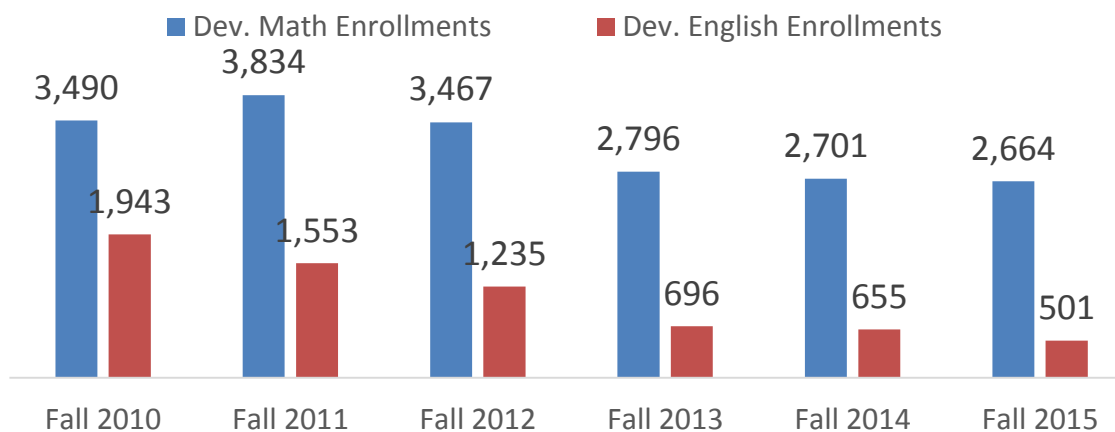
Overall Fall Success Rates – By Course Level



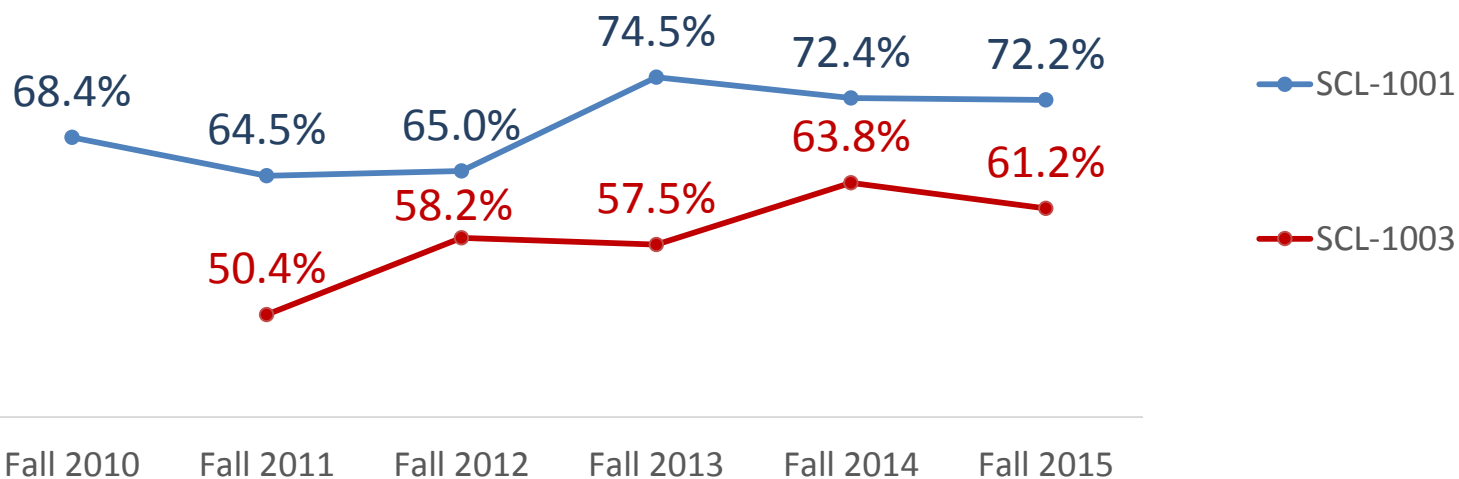
Overall Fall Success Rates – By Developmental Course Subjects



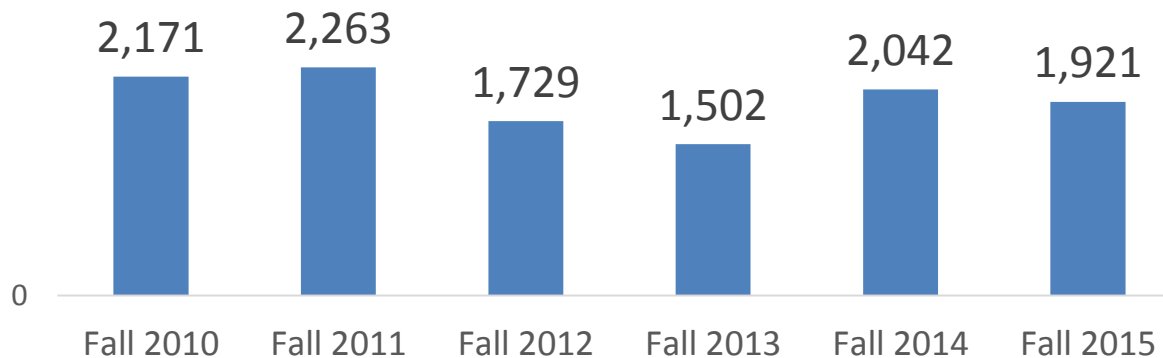
Overall Fall Enrollments



Overall Fall Success Rates – Success in College and Life



Fall Enrollments in SCL



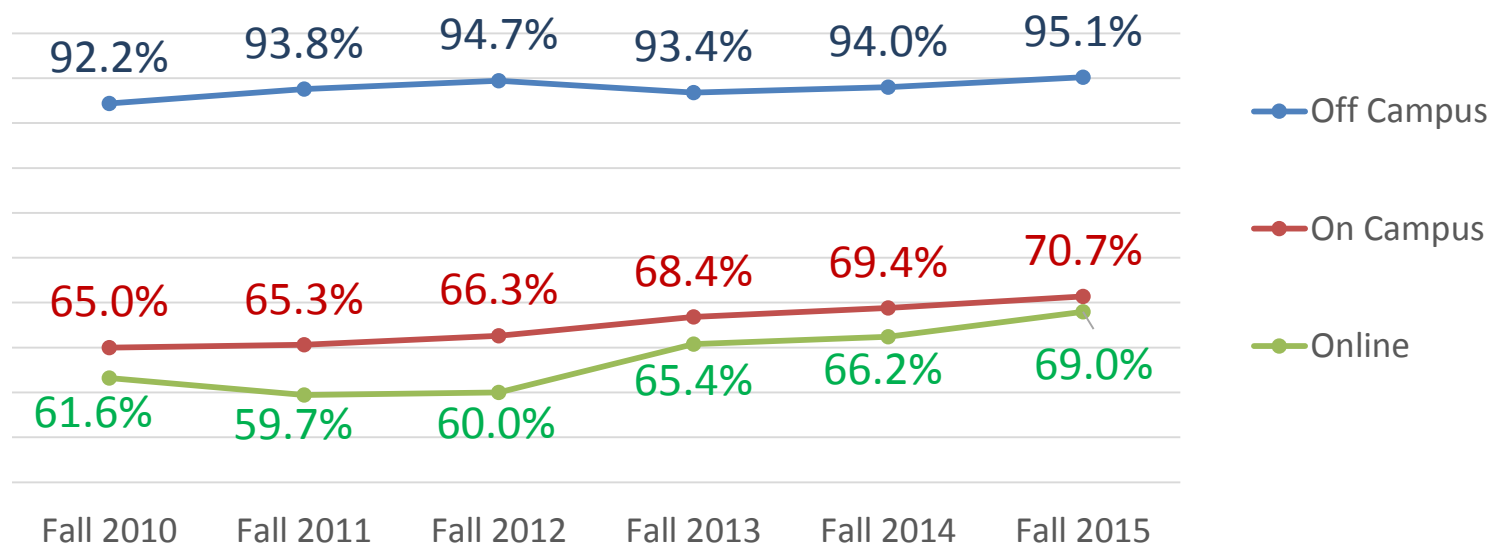
Fall Success Rates – By Academic Division

Division	Fall 2015 Success Rate	5 year % increase/decrease	Annual % increase/decrease
Arts	73.8%	N/A	.2%
Business	73.8%	+5%	-0.9%
Chem & Bio	64.9%	N/A	-0.2%
Engl & Hum	71.9%	N/A	4.6%
Health Prof.	88.3%	4.2%	1.1%
IT	69.0%	-0.1 %	-0.1%
MEPS	66.0%	N/A	1.3%
Soc. Sciences	71.5%	9.3%	1.3%
All	70.9%	4.5%	0.7%

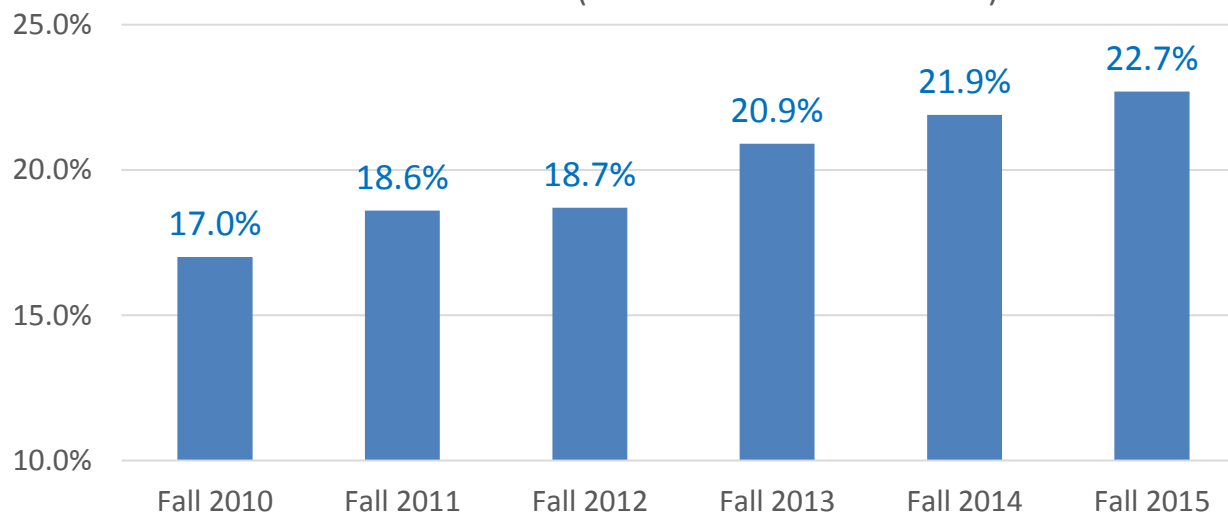
Fall Success Rates – By 10 Largest Gateway Courses

Course	Fall 2015 Success Rate	5 year % increase/decrease	Annual % increase/decrease
ENGL-1113	68.4%	7.1%	2.2%
POLSC-1113	71.8%	10.9%	-0.4%
PSY-1113	67.1%	11.1%	1.6%
HIST-1493	73.0%	8.9%	0.7%
MATH-1513	65.4%	4.0%	-0.6%
ENGL-1213	71.0%	6.4%	3.3%
BIO-1023	61.1%	0.6%	-0.4%
HIST-1483	65.0%	14.3%	2.3%
SOC-1113	68.6%	2.7%	3.2%
CS-1103	59.0%	6.6%	1.5%

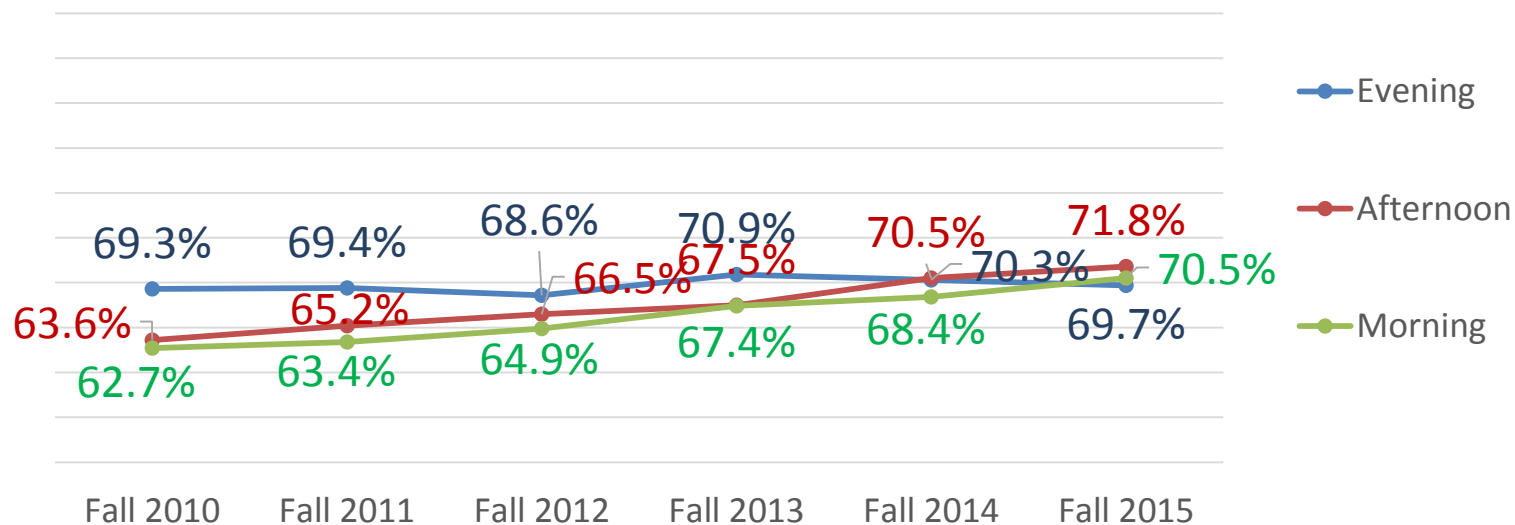
Overall Fall Success Rates – By Enrollment Location



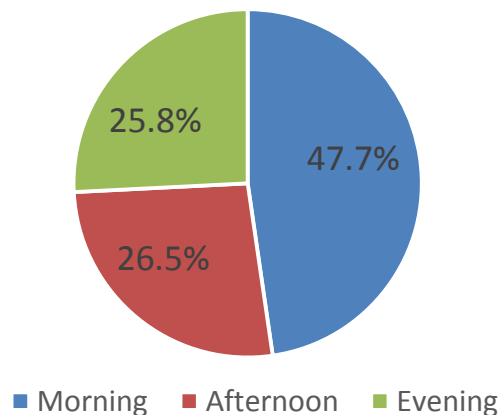
Online Credit Hours (Percent of All Credit Hours)



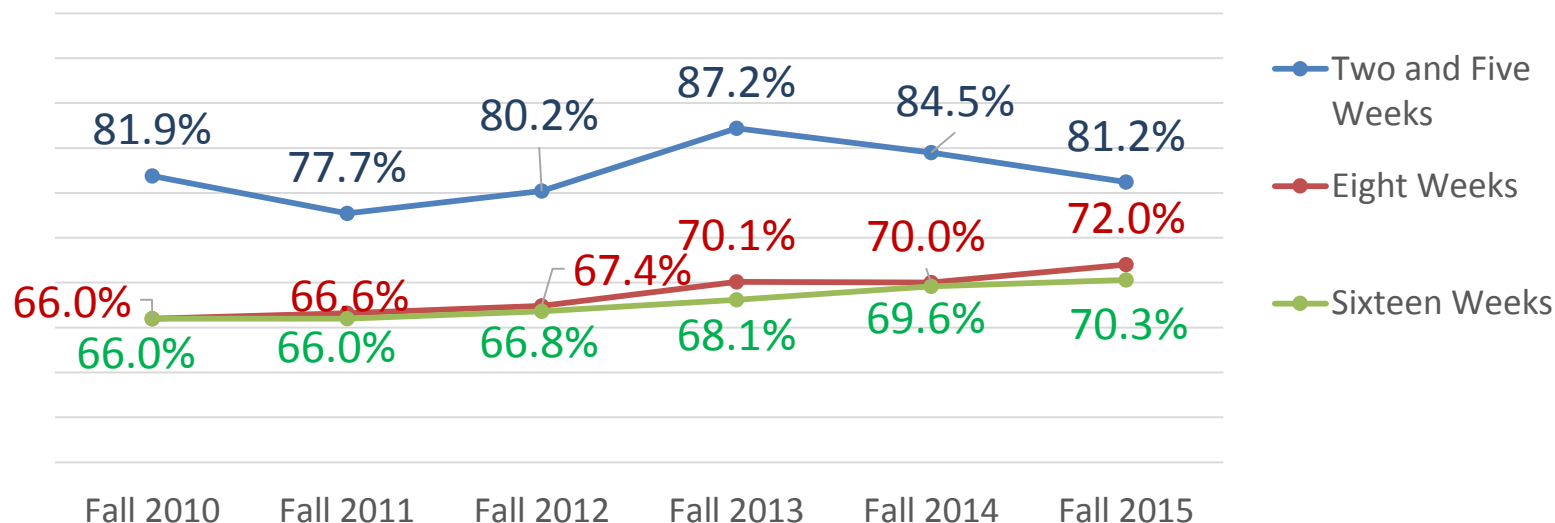
Overall Fall Success Rates – By Time of Day



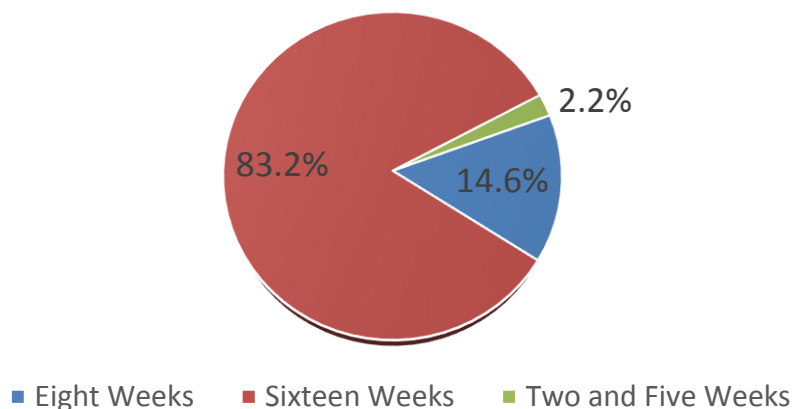
Time of Day Enrollment Compositions – Fall 2015



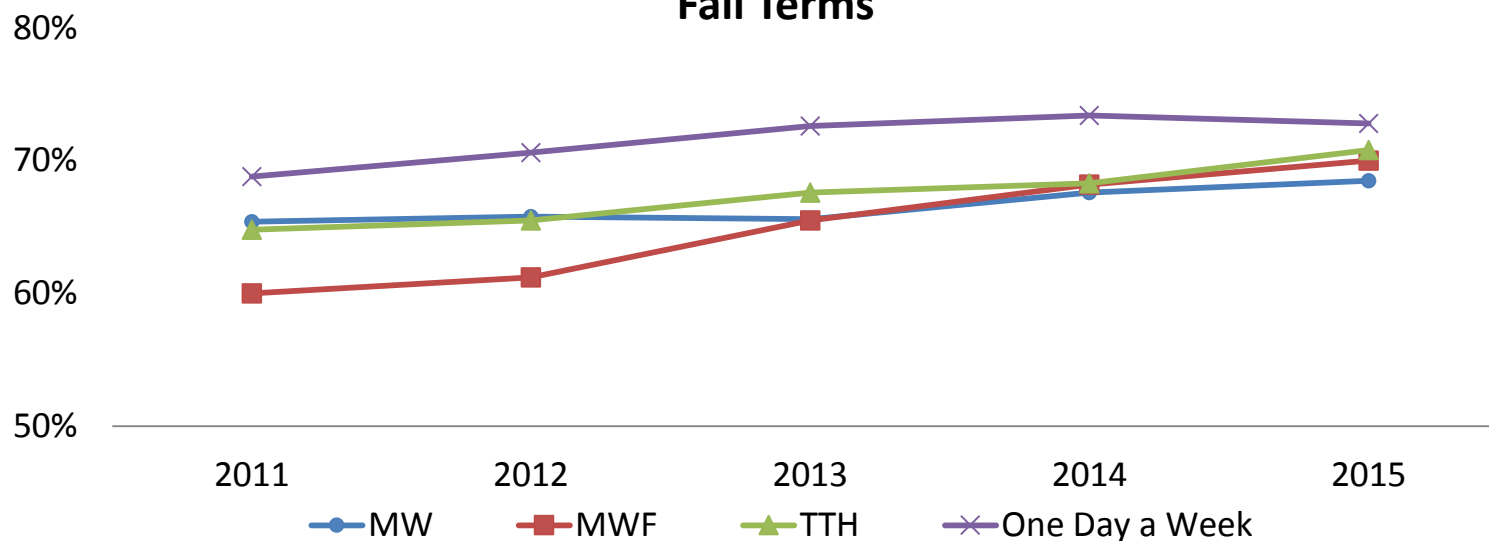
Overall Fall Success Rates – Course Duration



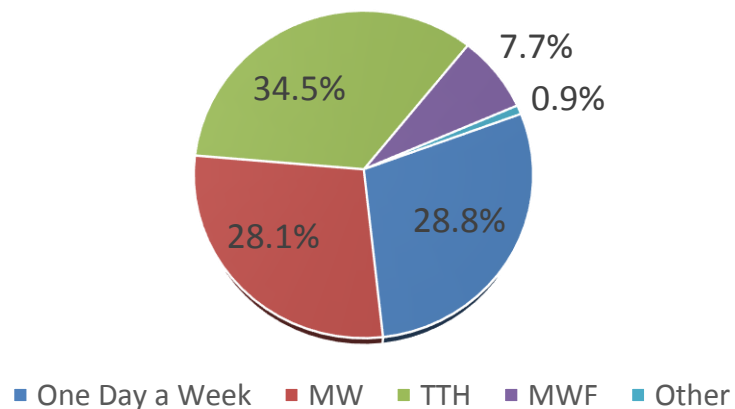
Course Duration Enrollment Compositions – Fall 2015



Campus Success Rates by Days Each Week Fall Terms

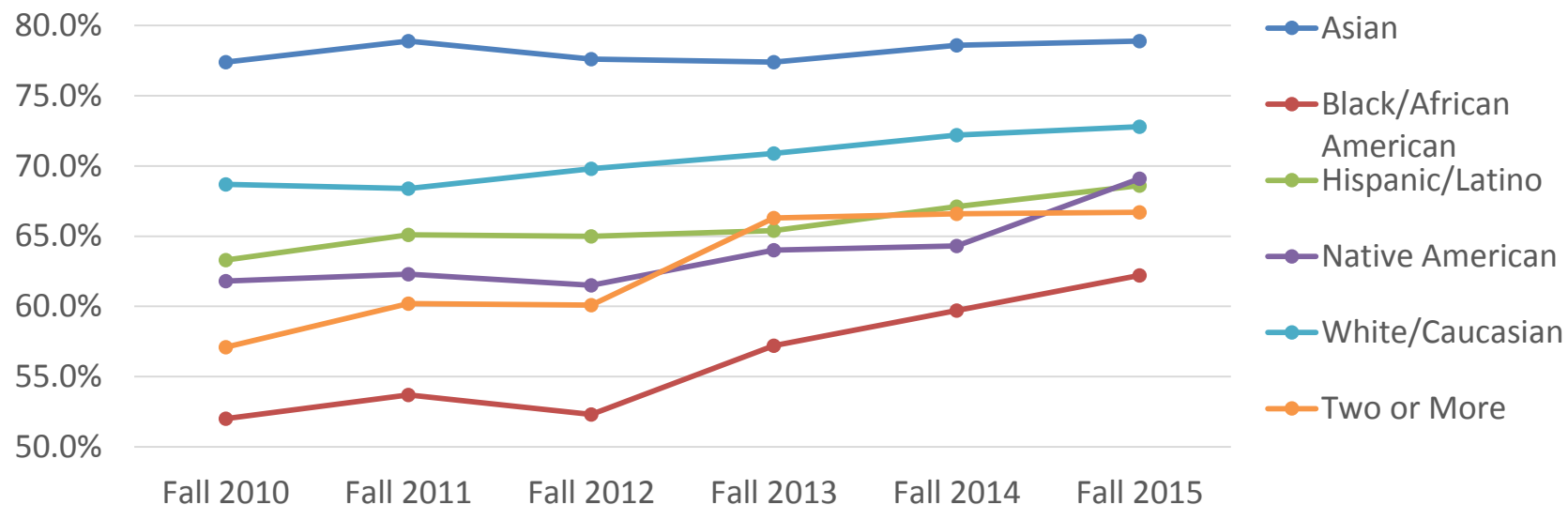


Course Day of the Week Offering Enrollment Compositions

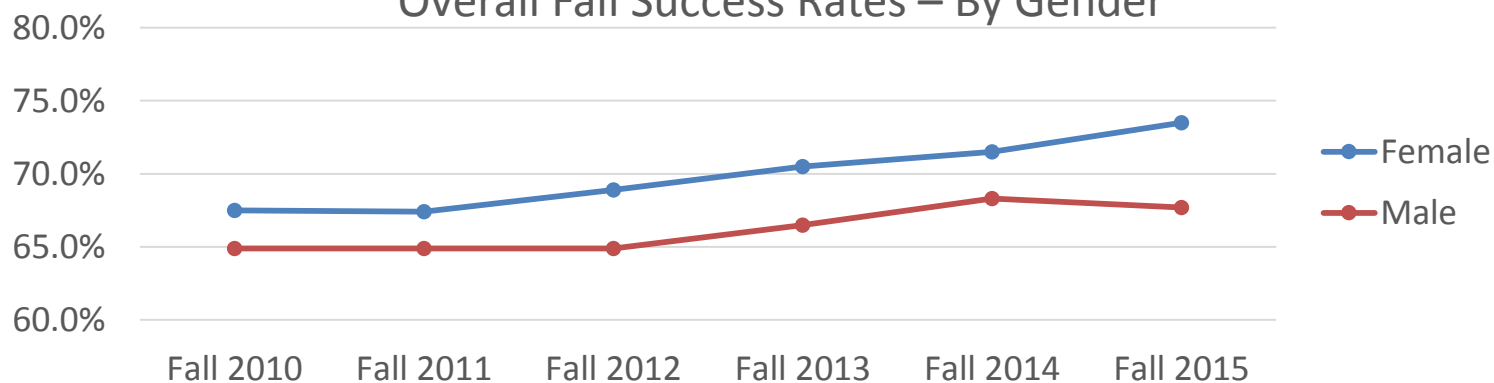


Demographics

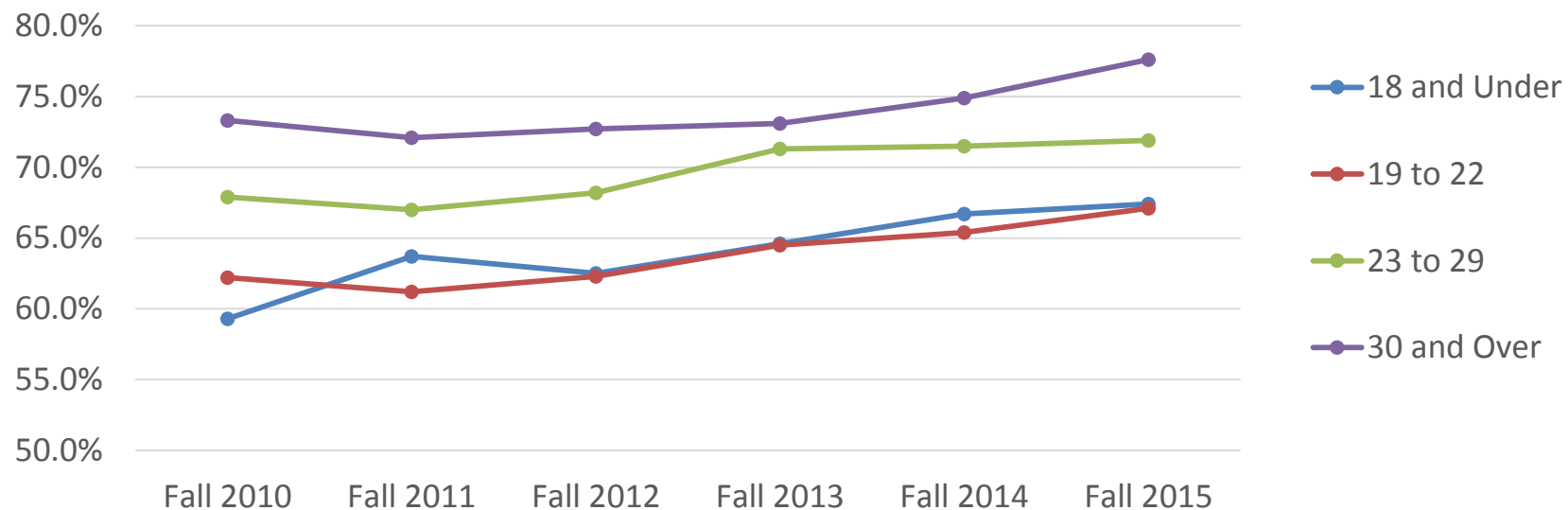
Overall Fall Success Rates – By Race/Ethnicity



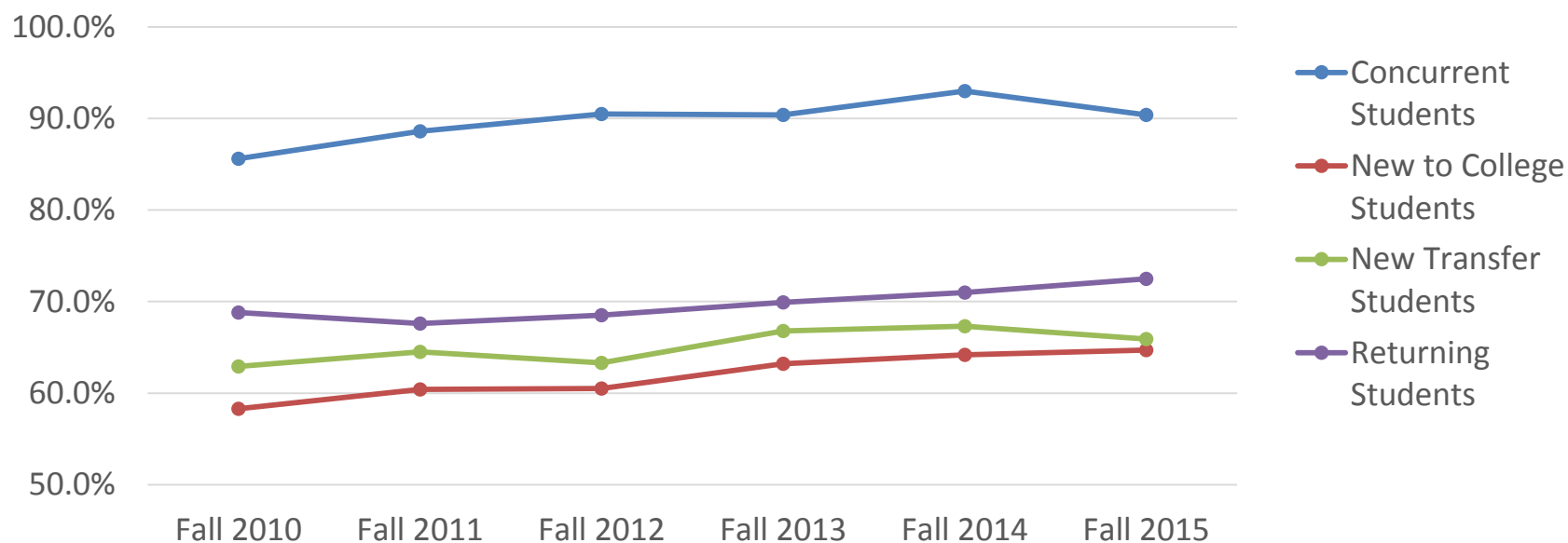
Overall Fall Success Rates – By Gender



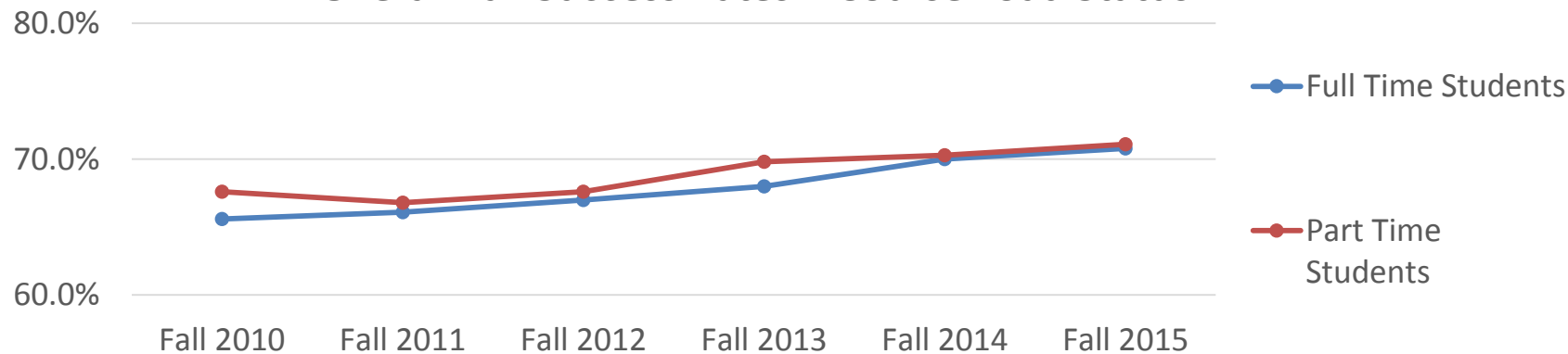
Overall Fall Success Rates – By Age Groups (No Concurrents)



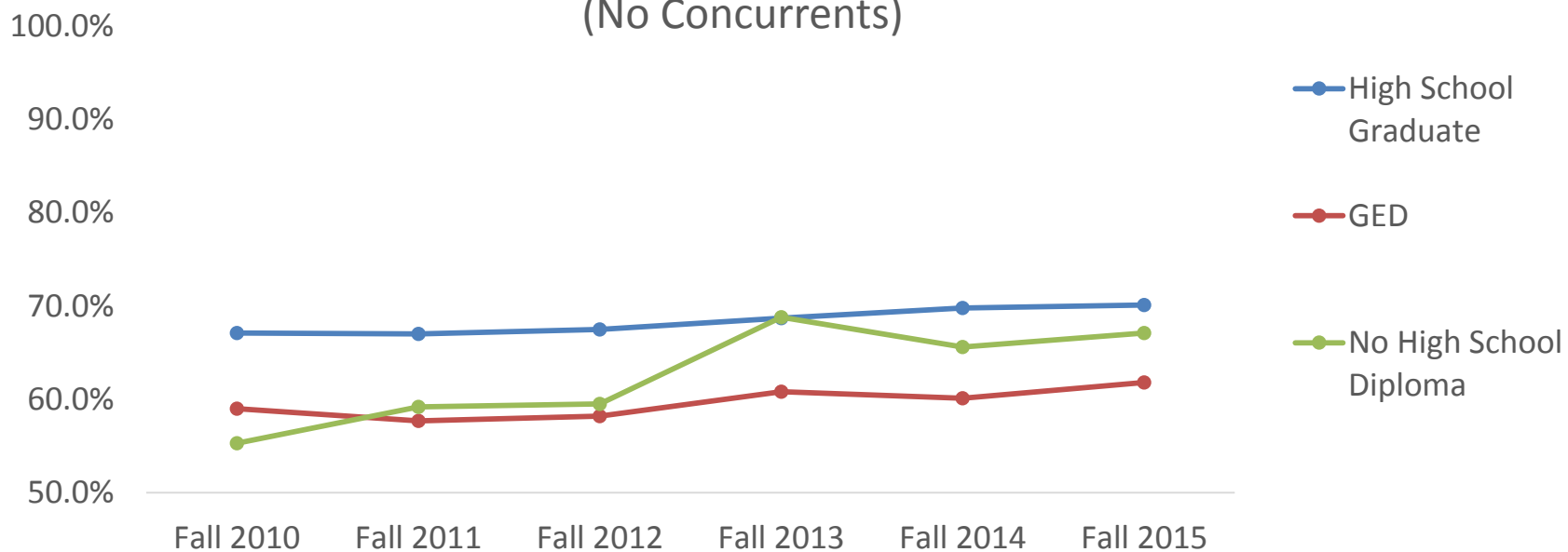
Overall Fall Success Rates – By Student Type



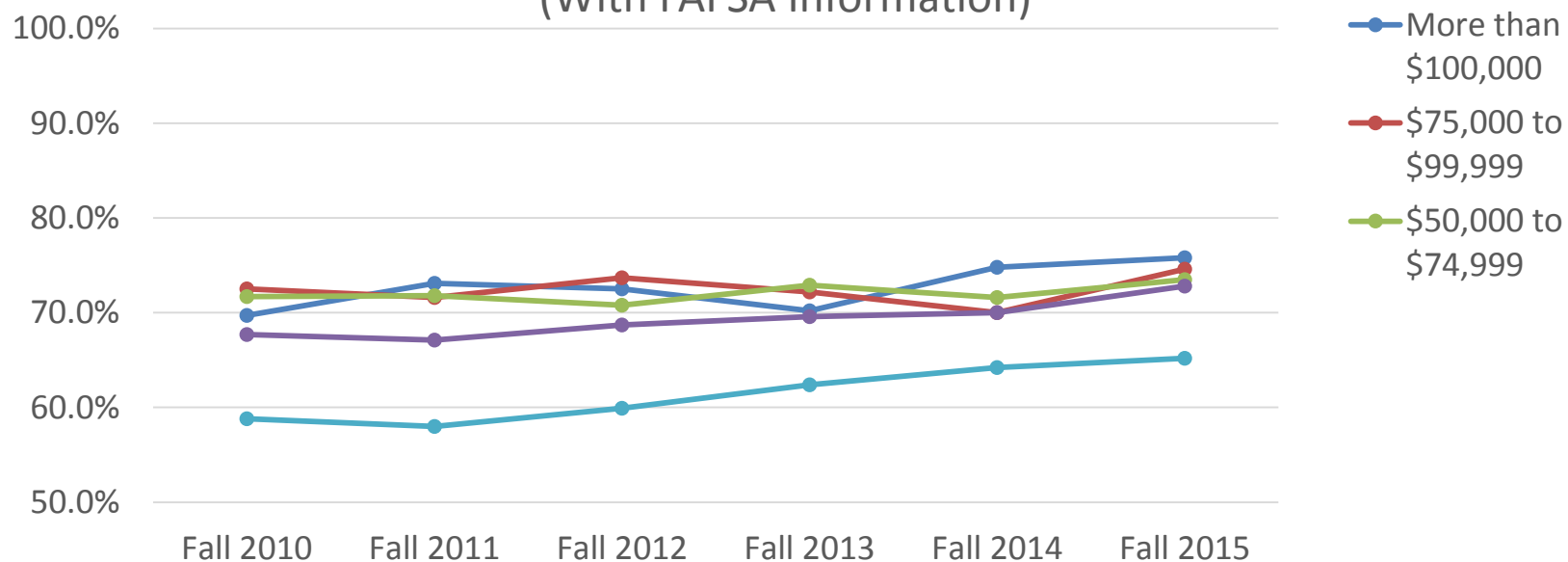
Overall Fall Success Rates – Course Load Status



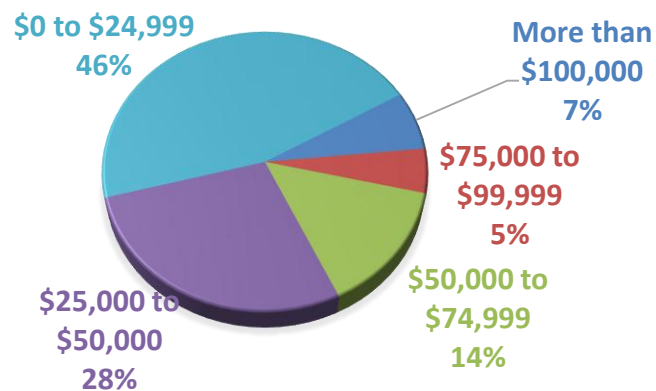
Overall Fall Success Rates – By High School Graduation Status (No Concurrents)



Overall Fall Success Rates – By Family Income Categories (With FAFSA Information)



Fall 2014 (last complete FY) Family Income Range Composition (FAFSA Completers Only)



Complete College OCCC

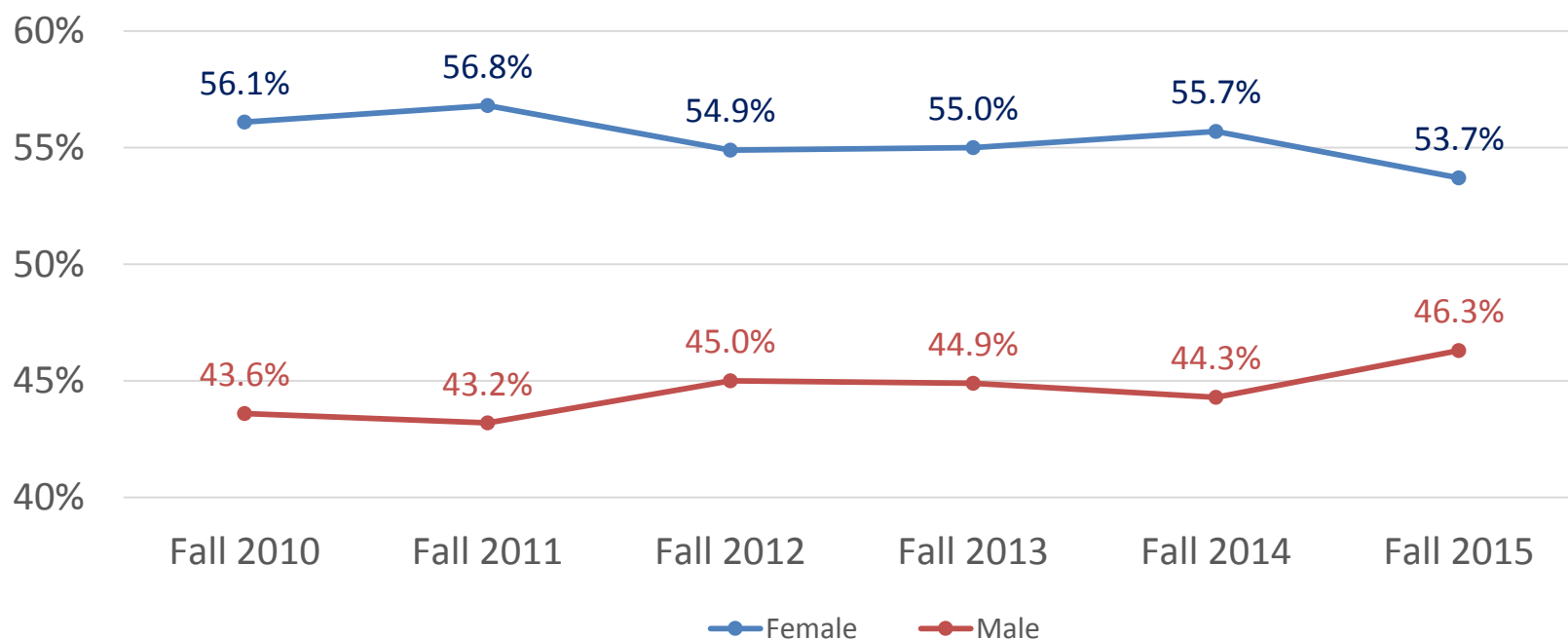
Fall 2015 AtD Cohort (New Student)
Persistence and Composition



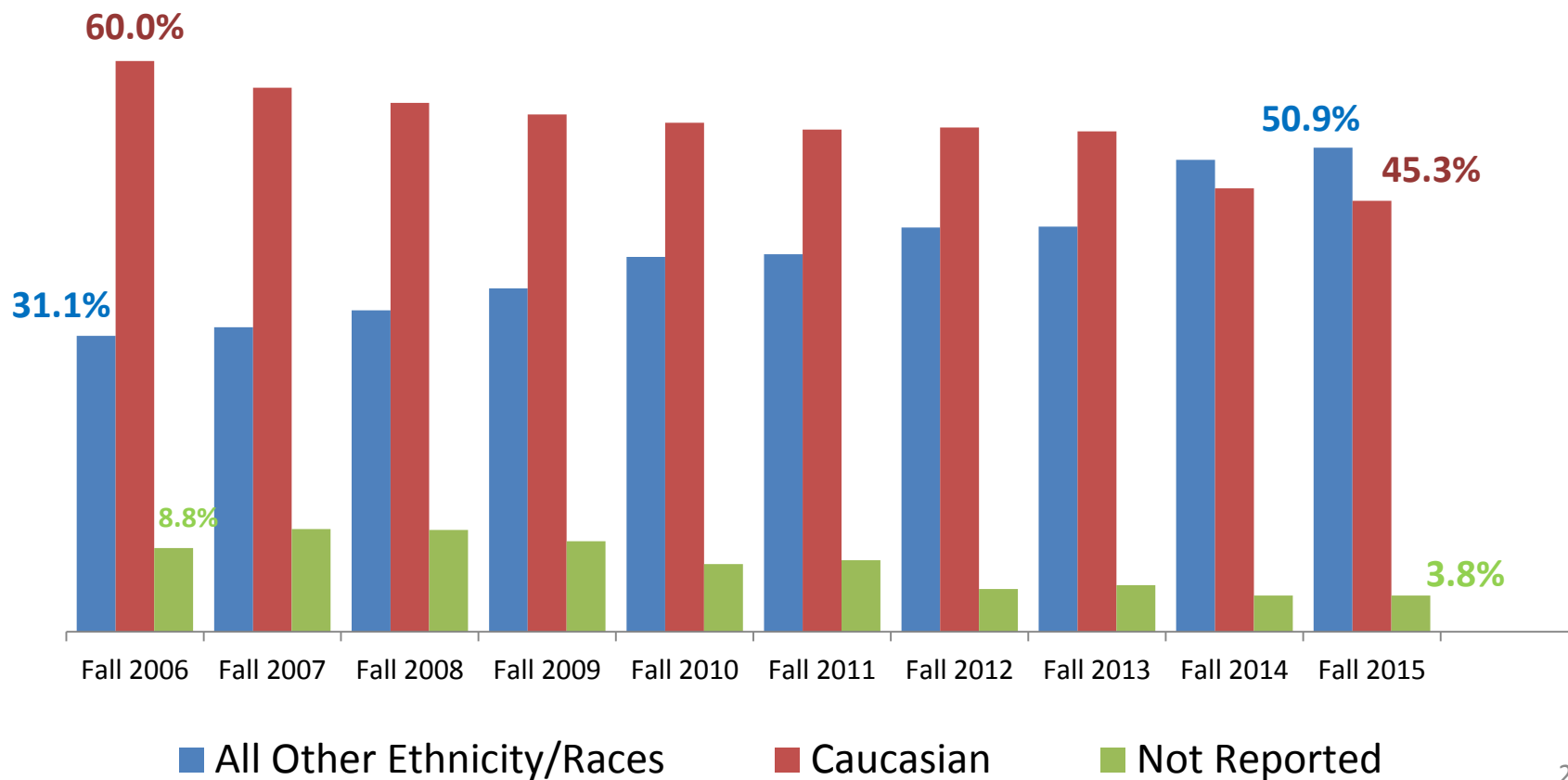
DEFINITION OF AtD COHORT AND PERSISTENCE

- AtD Cohort consists of students who are new to OCCC in the fall semester.
 - New to higher education (OCCC first college attended)
 - New Transfer (transferring credit hours from one or more other higher education institutions to OCCC for the first time)
 - No Concurrents
- Persistence – student from AtD Cohort enrolls in following spring semester

Composition of AtD COHORTS Six Year Look - GENDER



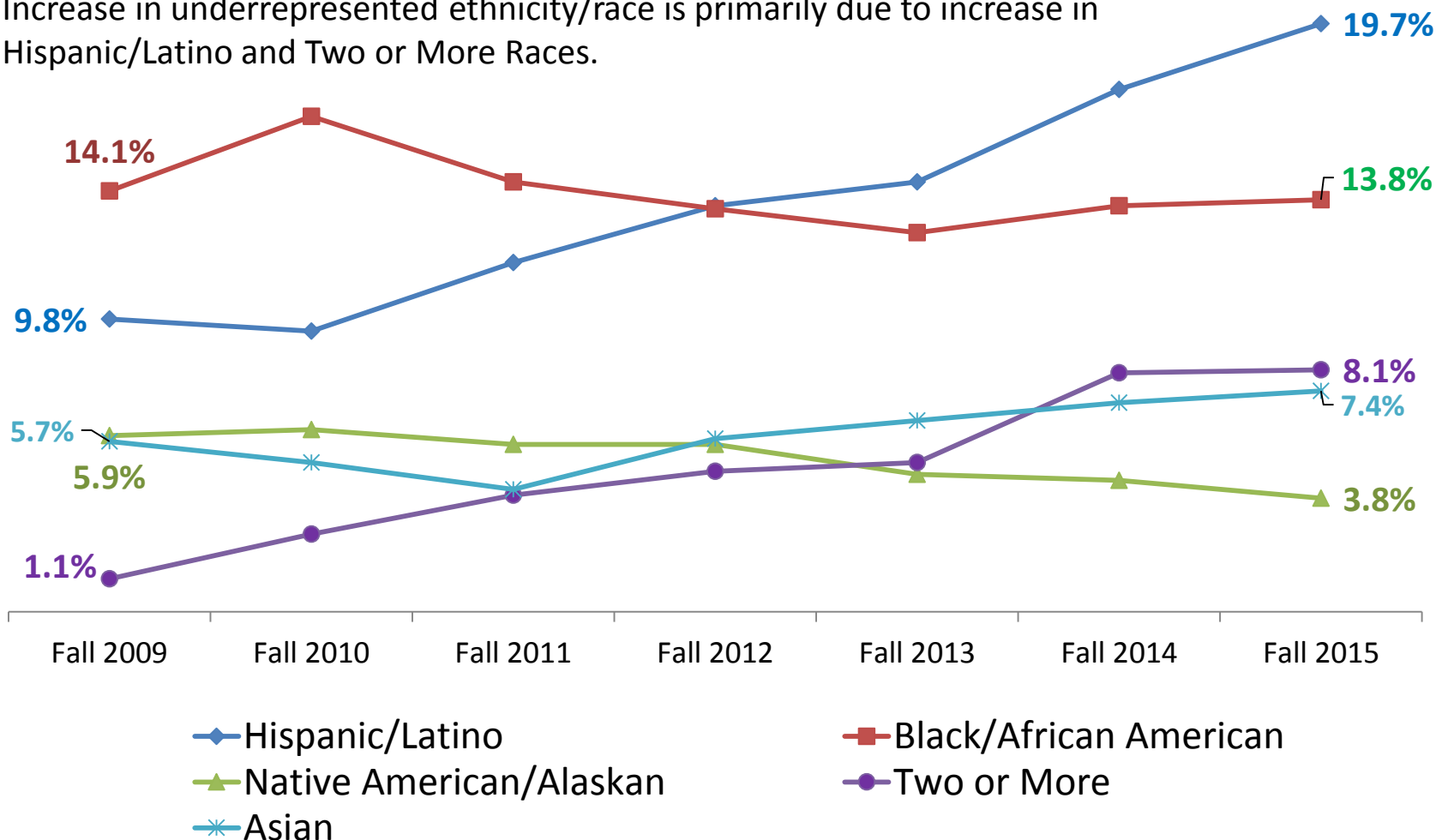
Composition of AtD COHORTS Ten Year Look – ETHNICITY/RACE



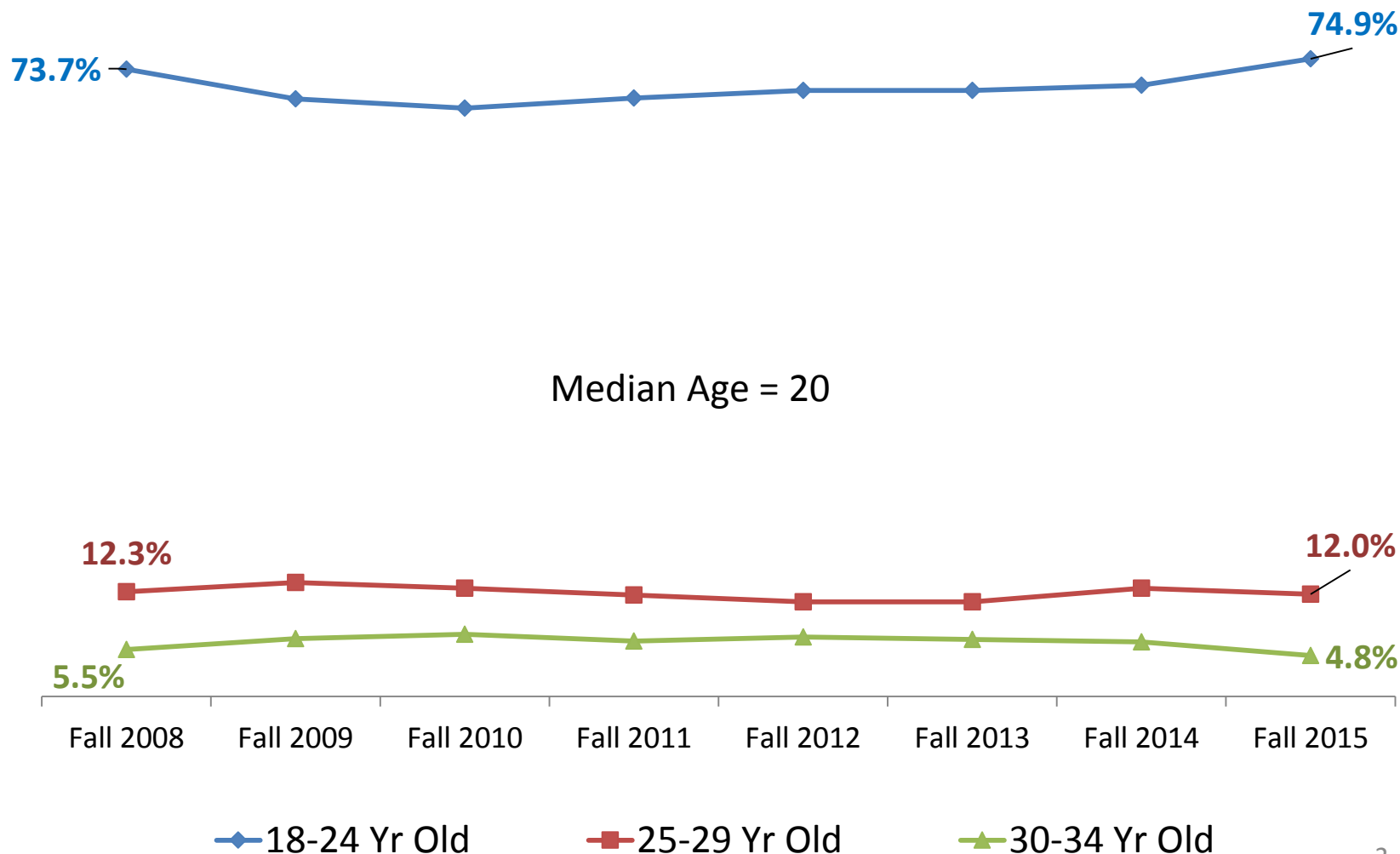
Composition of AtD COHORTS

Seven Year Look – UNDER REPRESENTED ETHNICITY/RACE

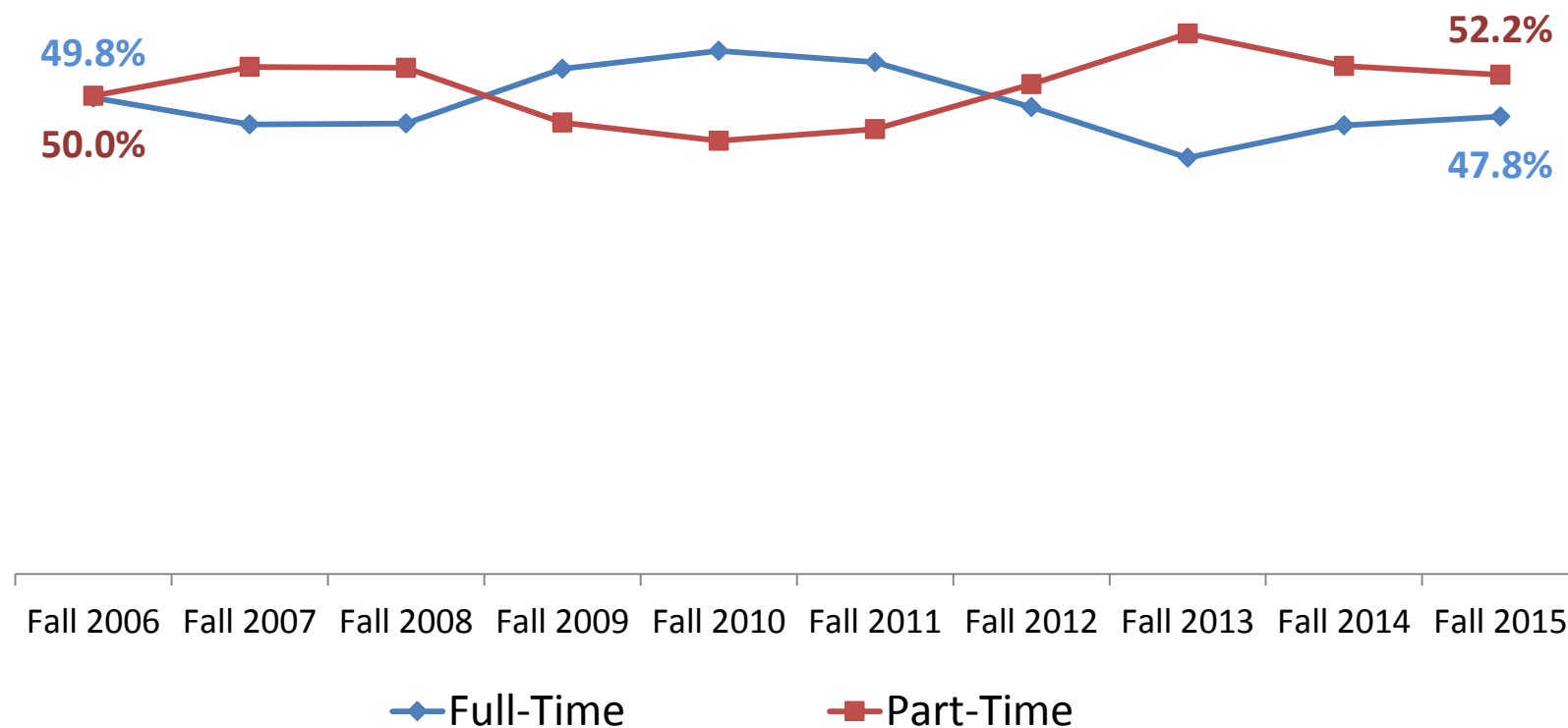
Increase in underrepresented ethnicity/race is primarily due to increase in Hispanic/Latino and Two or More Races.



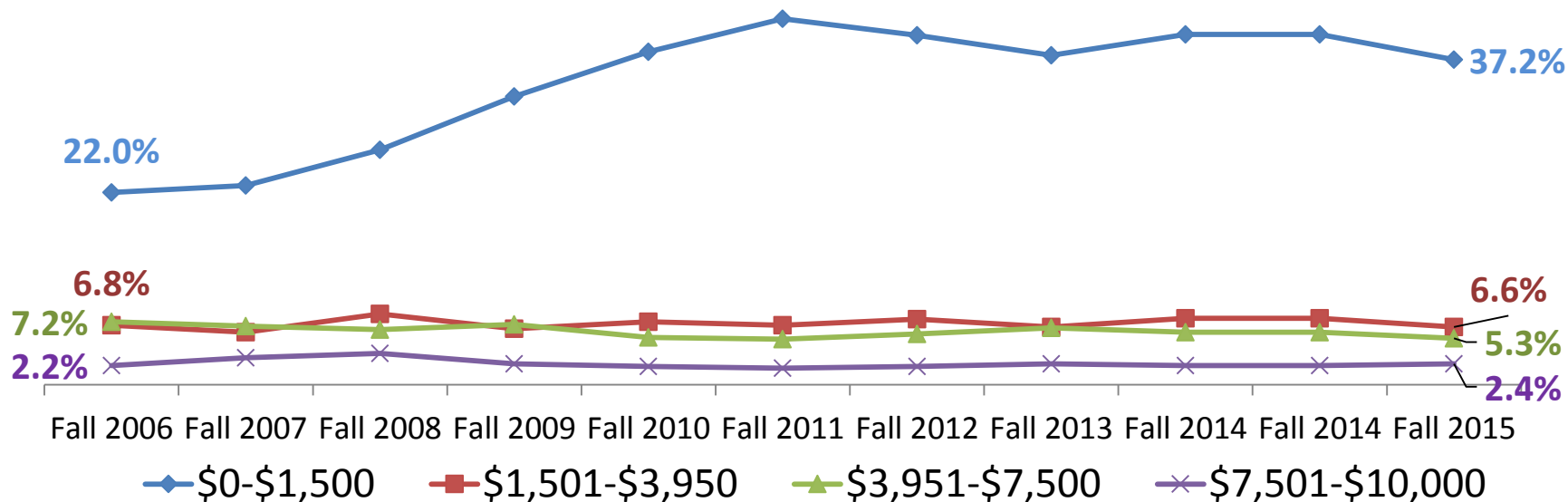
Composition of AtD COHORTS Eight Year Look – AGE GROUPS



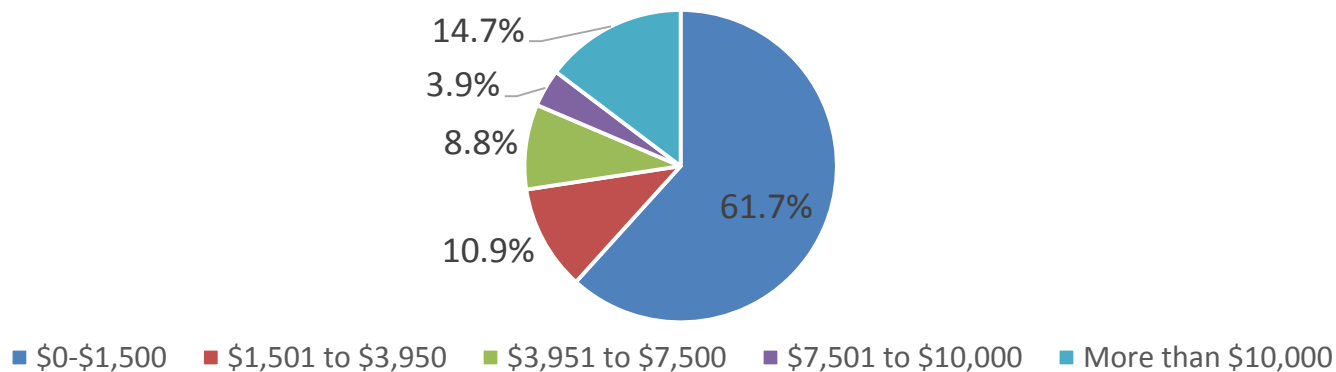
Composition of AtD COHORTS Ten Year Look – COURSE LOAD



Composition of AtD COHORTS Ten Year Look – EFC GROUPS



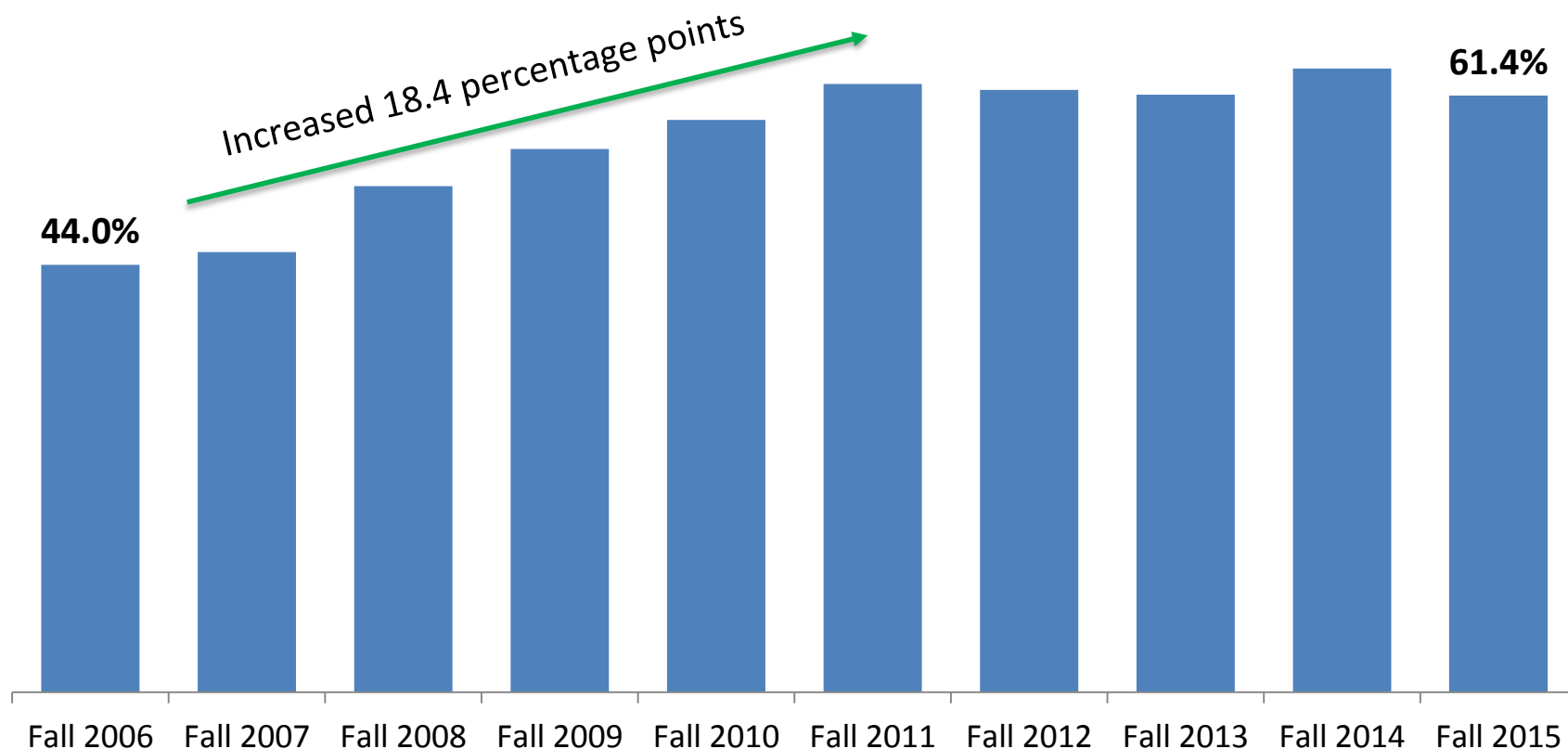
FAFSA Completers Composition Fall 2015



*61.4% of AtD Cohort had completed a FAFSA for Fall 2015.

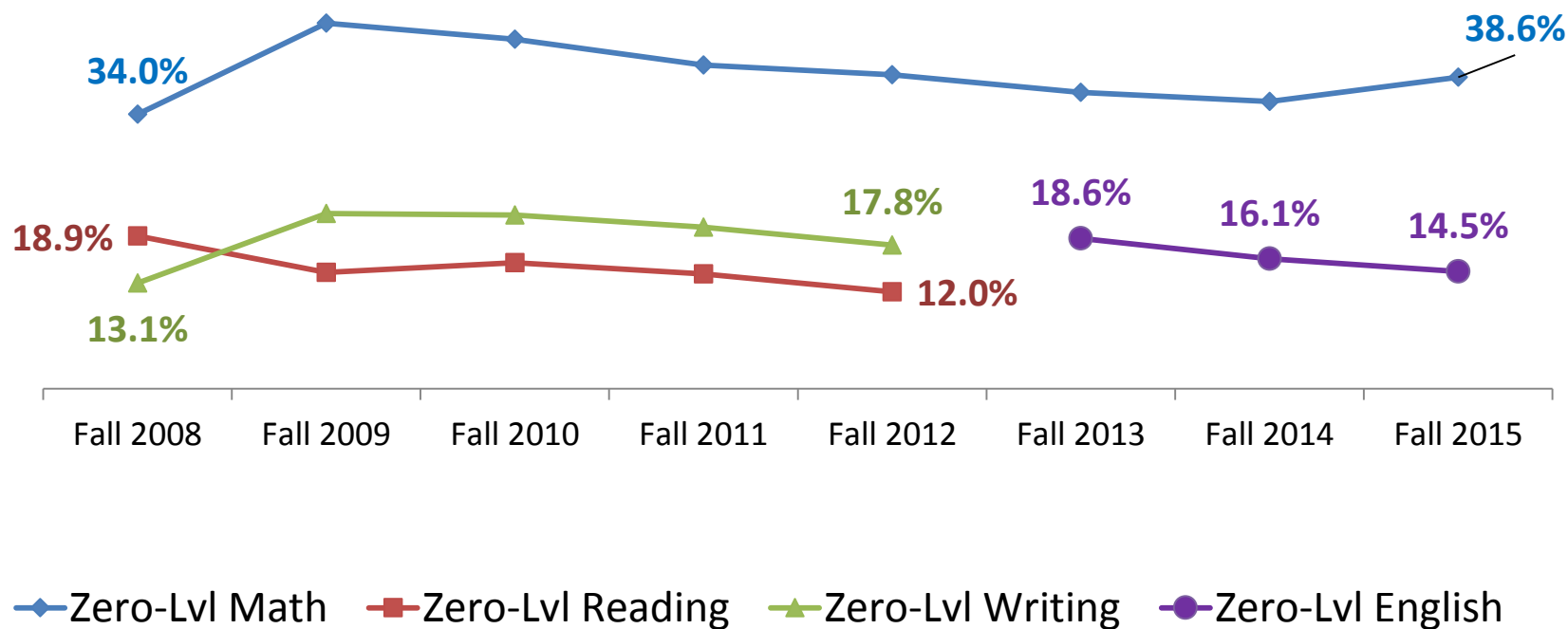
Composition of AtD COHORTS

Ten Year Look – Applied for Financial Aid



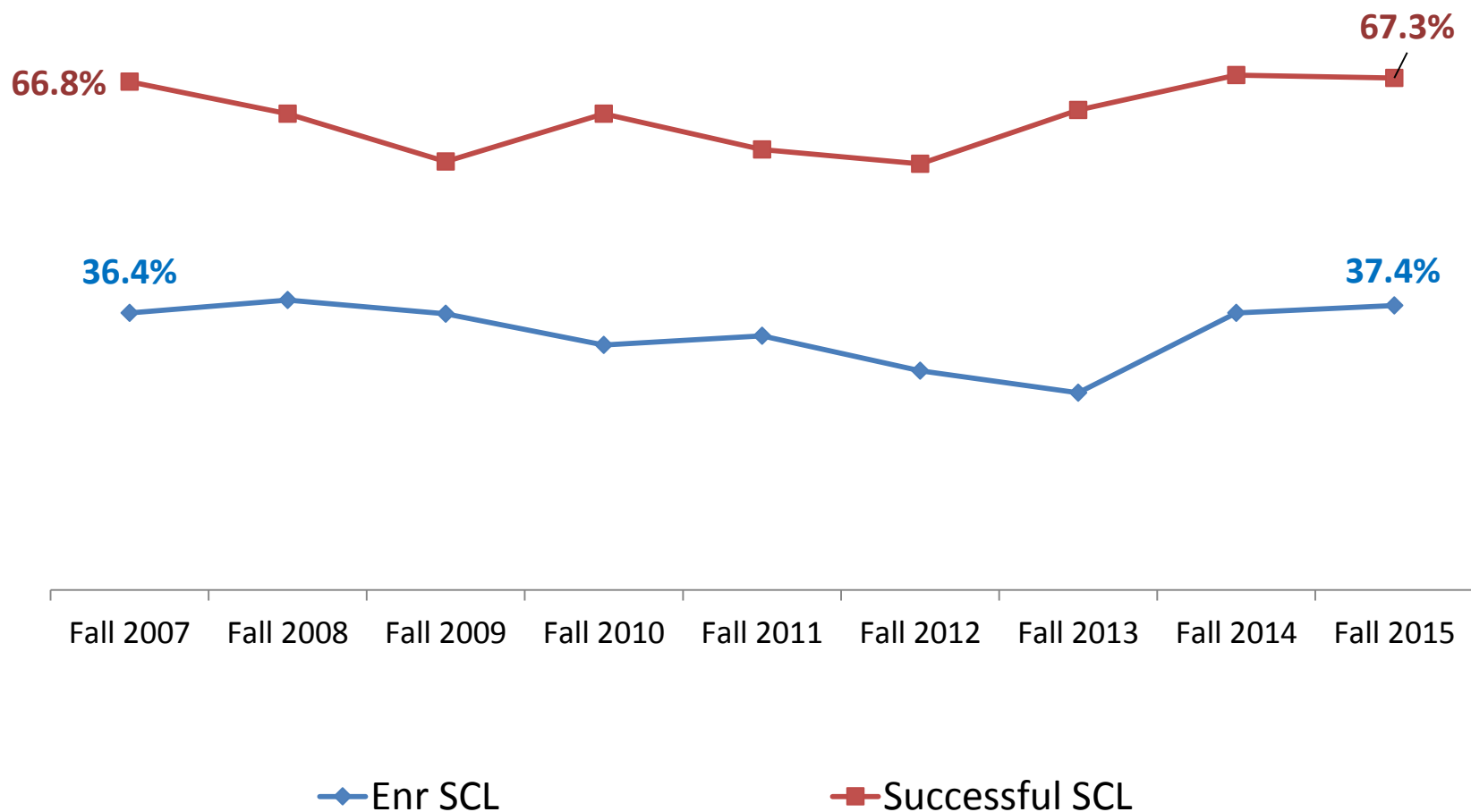
Composition of AtD COHORTS

Eight Year Look – Enrolled in Zero-Level Course



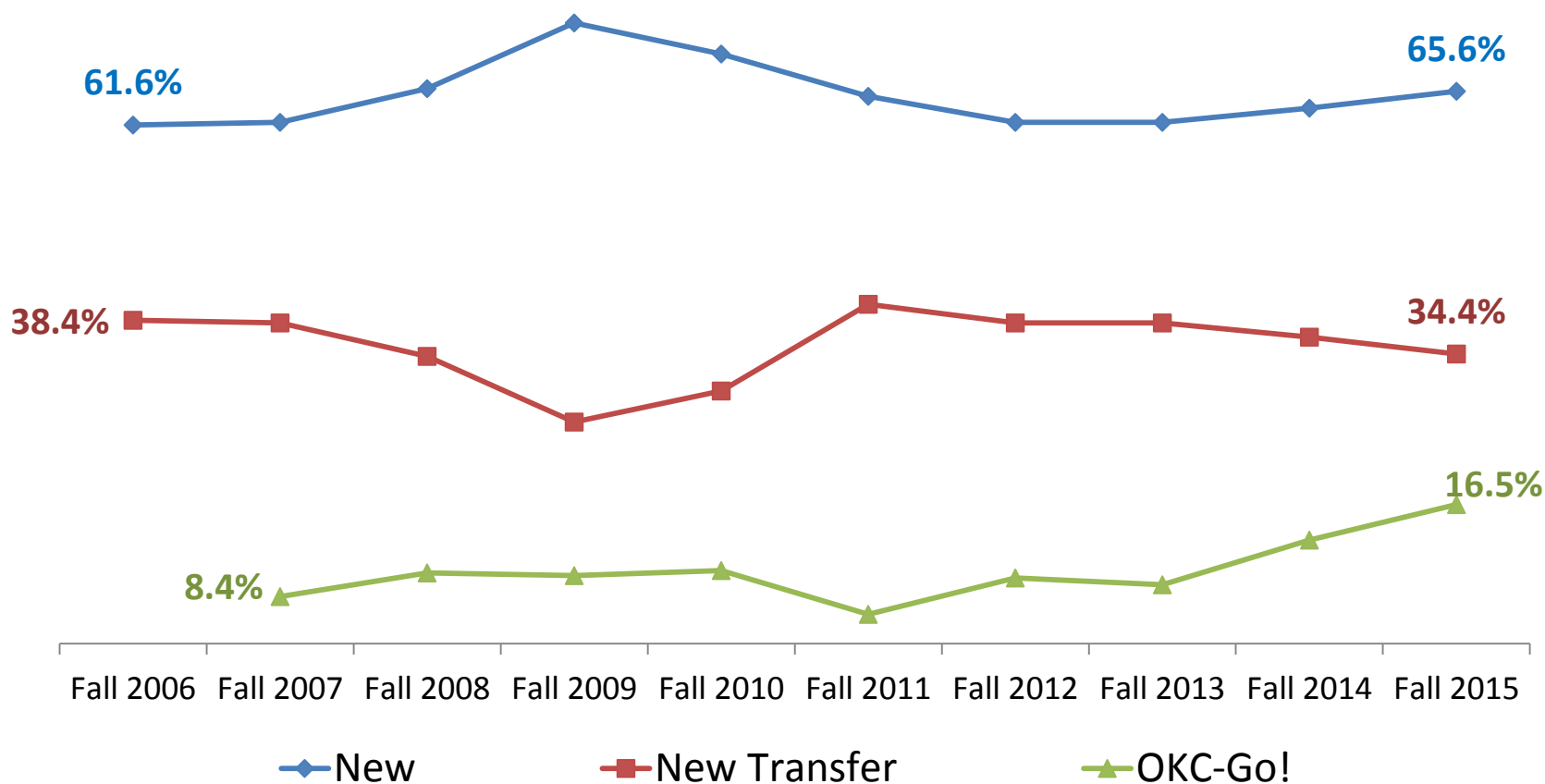
Composition of AtD COHORTS

Nine Year Look – Enrolled in SCL and Success

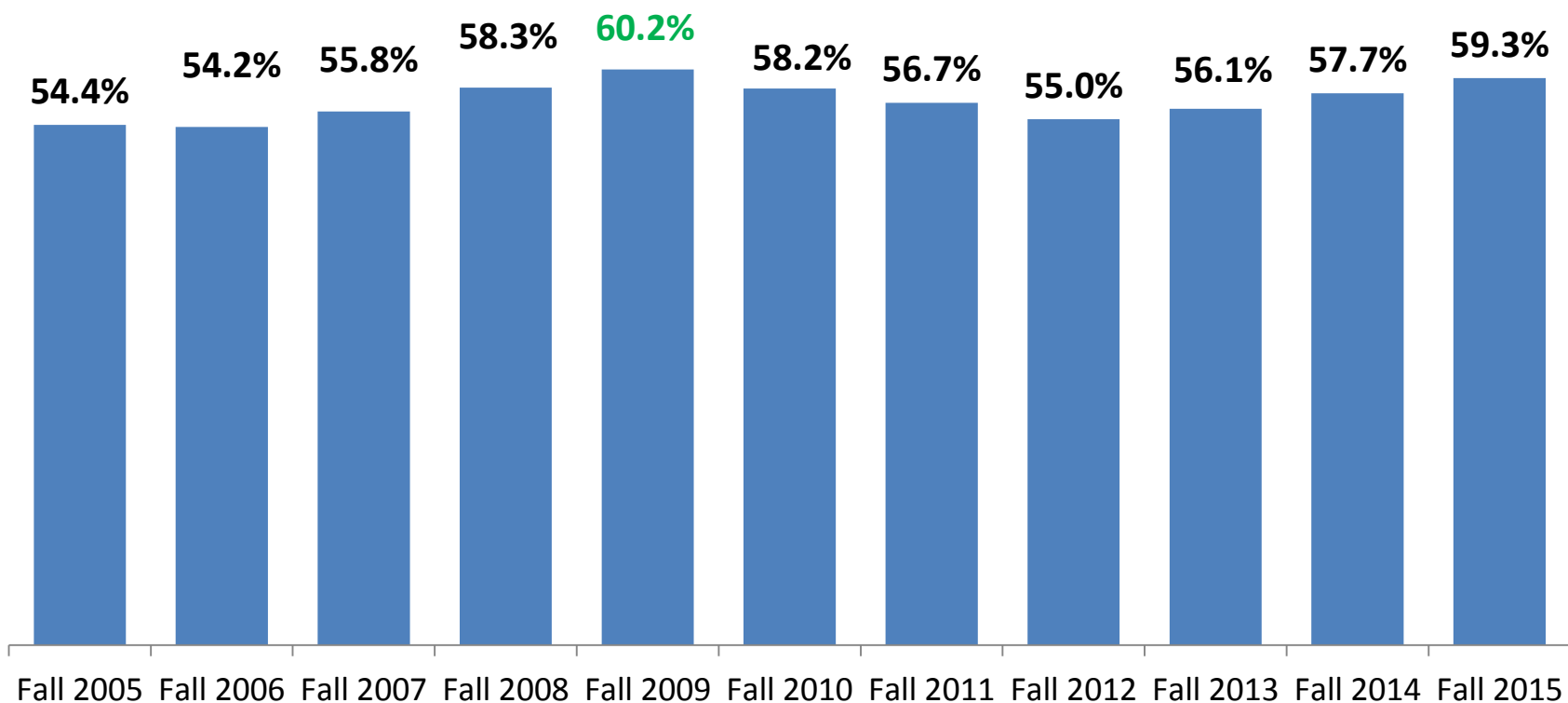


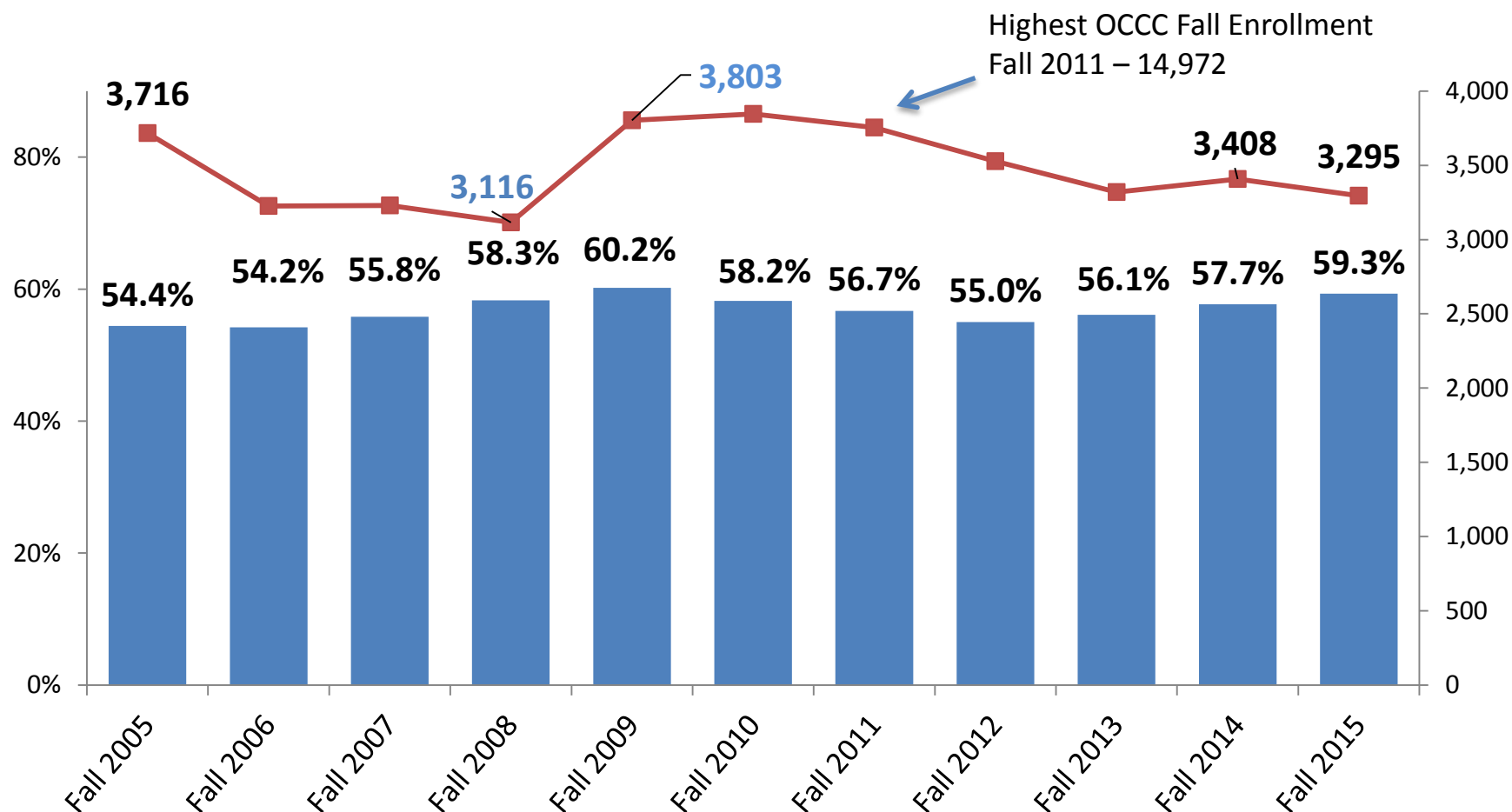
Composition of AtD COHORTS

Ten Year Look – New, New Transfer, & OKC-Go!

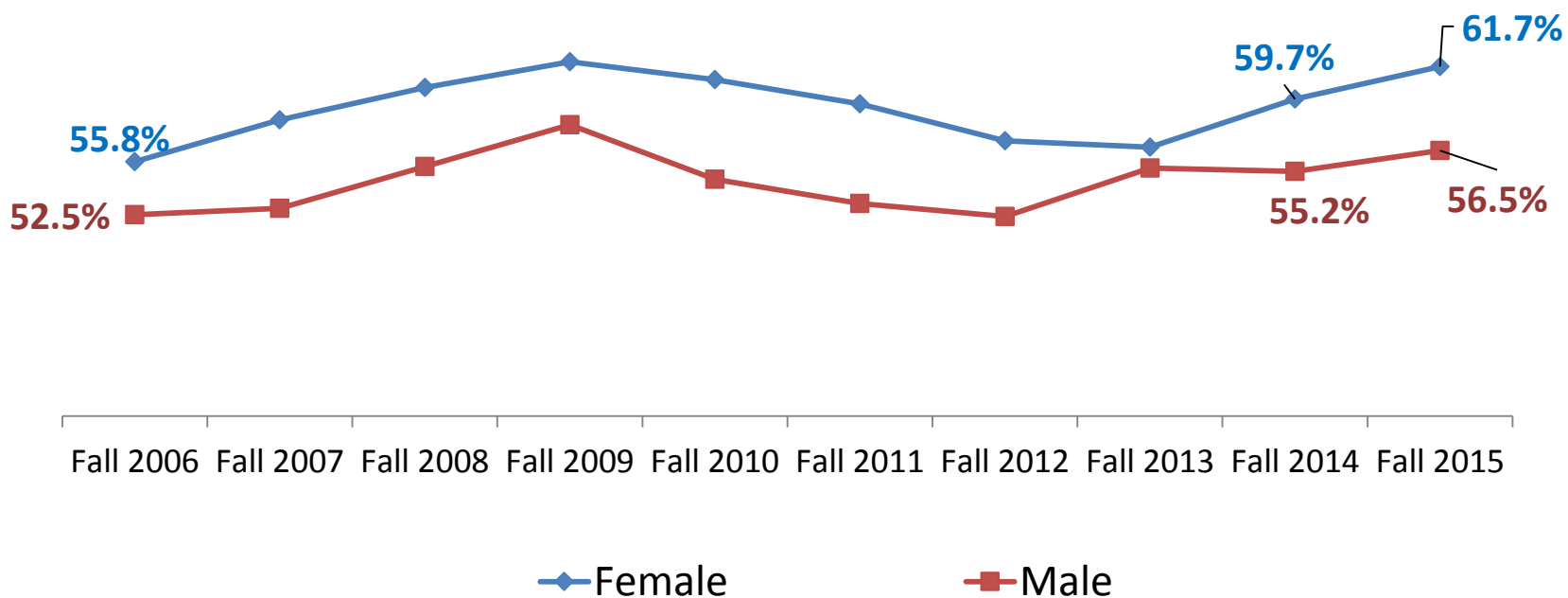


PERSISTENCE of AtD COHORTS to FOLLOWING SPRING

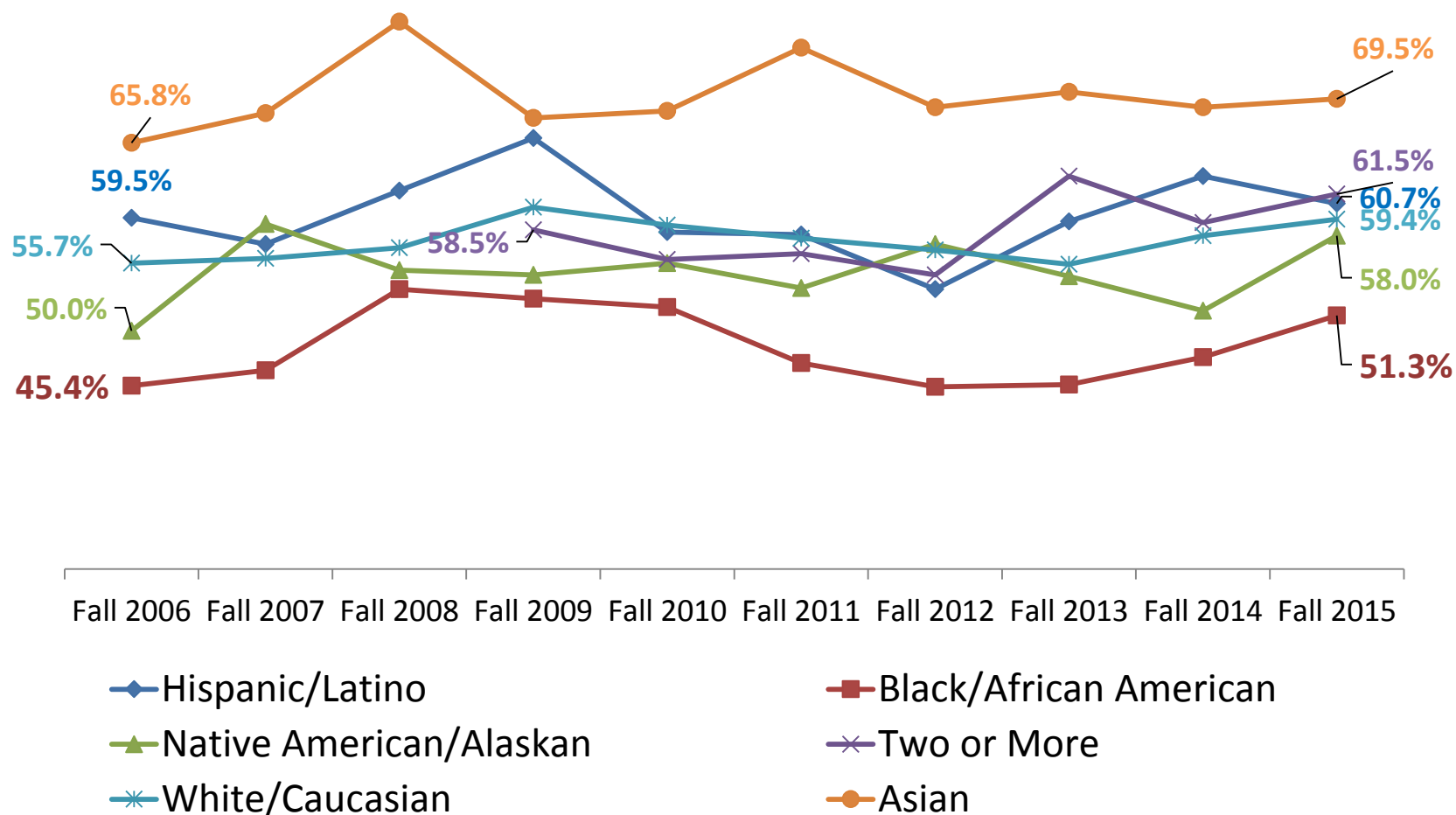




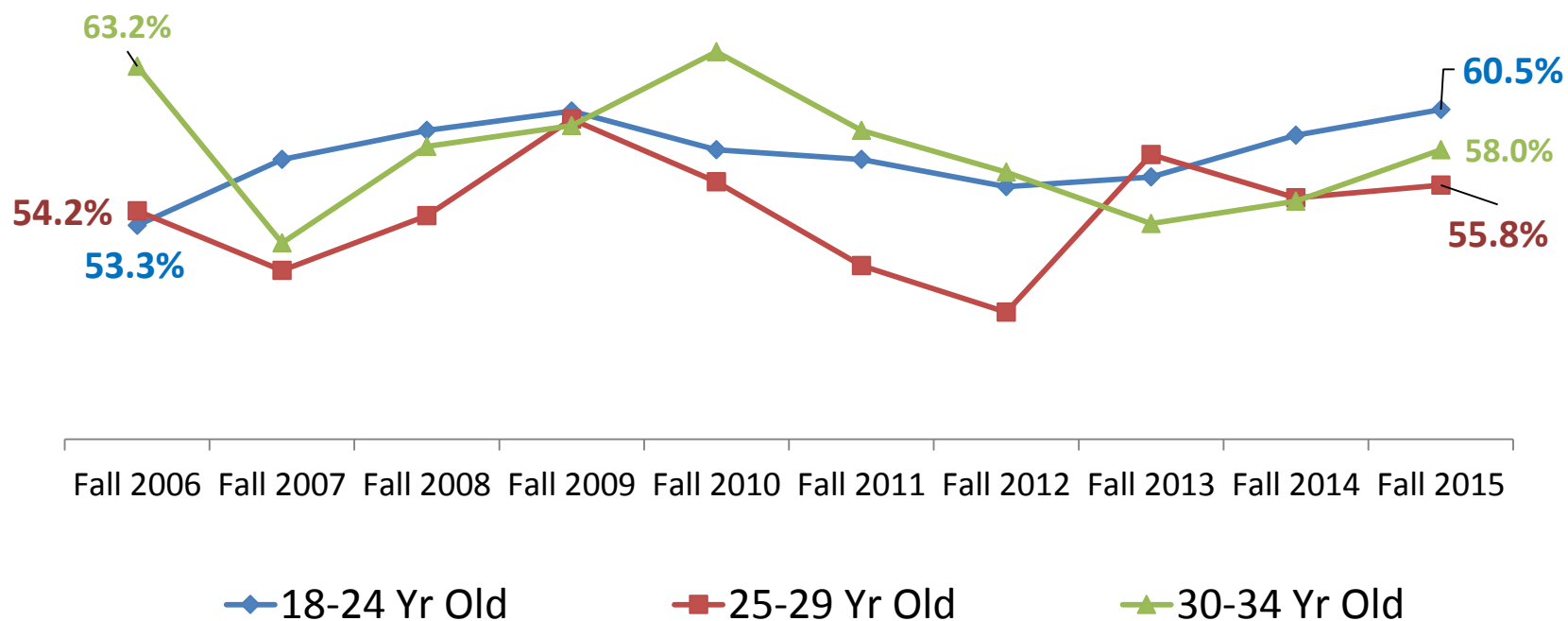
Persistence of AtD COHORTS Ten Year Look - GENDER



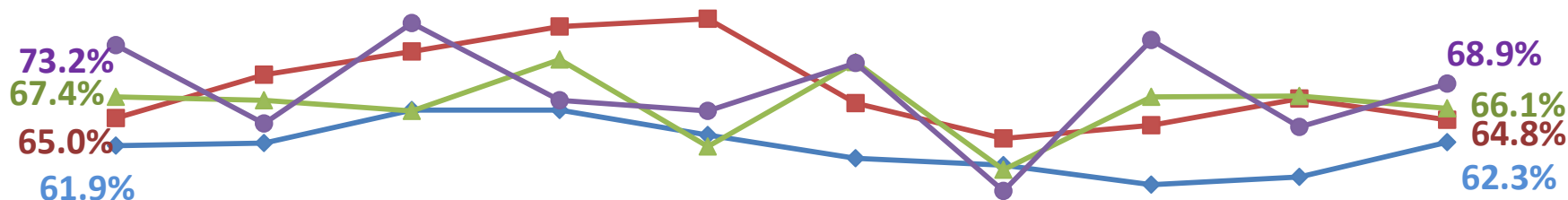
Persistence of AtD COHORTS Ten Year Look – ETHNICITY/RACE



Persistence of AtD COHORTS Ten Year Look – Age Groups



Persistence of AtD COHORTS Ten Year Look – EFC GROUPS



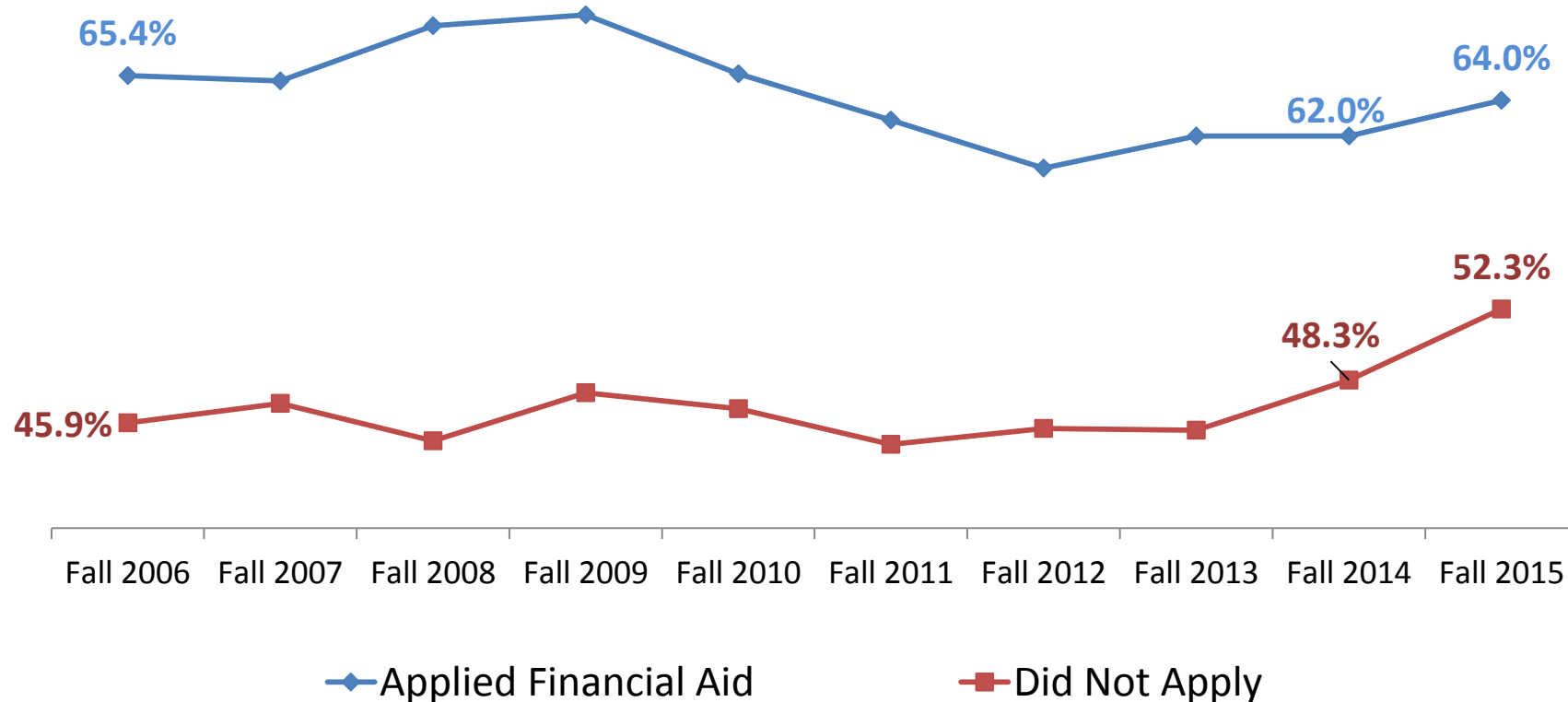
* Students with EFC greater than \$10,000 for Fall 2015 persisted at 67.6%.

Fall 2006 Fall 2007 Fall 2008 Fall 2009 Fall 2010 Fall 2011 Fall 2012 Fall 2013 Fall 2014 Fall 2015

◆ \$0-\$1,500 ■ \$1,501-\$3,950 ▲ \$3,951-\$7,500 ● \$7,501-\$10,000

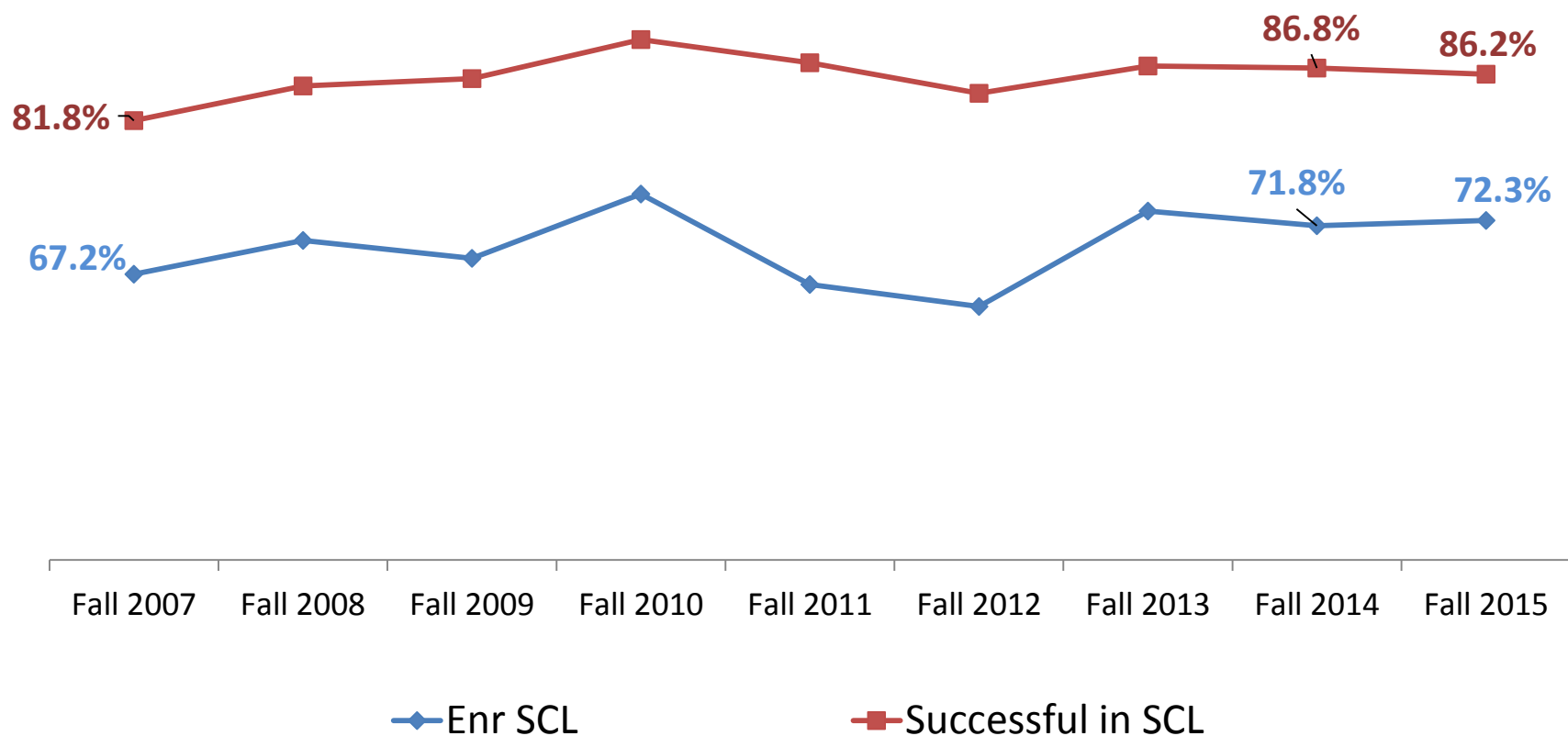
Persistence of AtD COHORTS

Ten Year Look – Applied Financial Aid vs. Not Applied



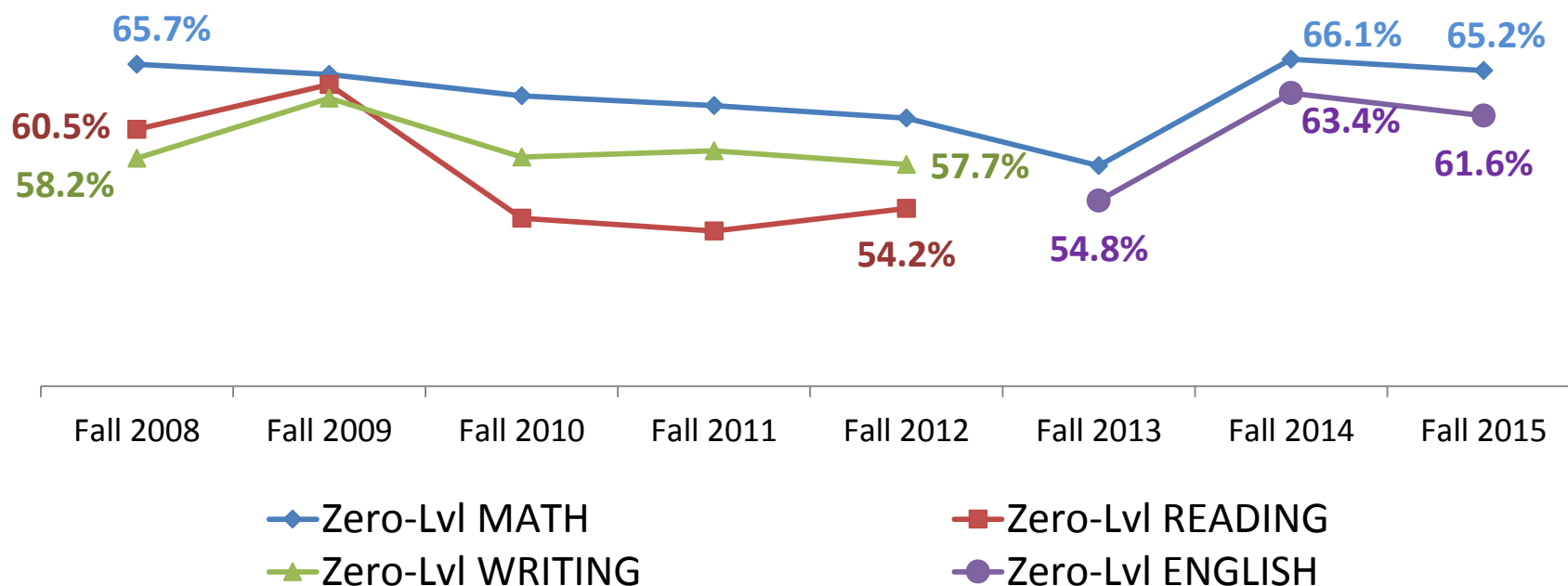
Persistence of AtD COHORTS

Nine Year Look – Enrolled in SCL & Success



Persistence of AtD COHORTS

Eight Year Look – Enrolled in Zero-Level Course



Summary

- Overall current spring headcounts are pretty much flat. Declines in new students (primarily new transfers) are offset by increases in returning students.
- Credit hours are up close to 2% (1.8%) for the spring. Both new and returning students are taking larger credit loads.
- Fall success rates have increased close to 5 percentage points (4.5 points) in last 5 years at a steady pace. This equals over 5,000 successful fall enrollments that wouldn't have occurred if success had remained the same during this time frame.
- Both Math and English developmental success rates have shown significant improvements and as a whole, developmental courses are approaching parity (3 point difference) with 1000 level courses in terms of success. In Fall 2010 this gap was close to 15 percentage points.
- For the first time, a majority of our AtD Cohort (New and New Tran.) with a reported ethnicity, reported as non-white (50.9%).
- Persistence has increased over 4 percentage points (4.3) in last 4 years at a steady pace as well. This equals roughly 350 new students that persisted to the spring at OCCC that would not have if persistence rates remained the same during this time frame.

Great Job on all the positive numbers...We're Moving the Needle! High Fives!

