

# First Time Student Survey

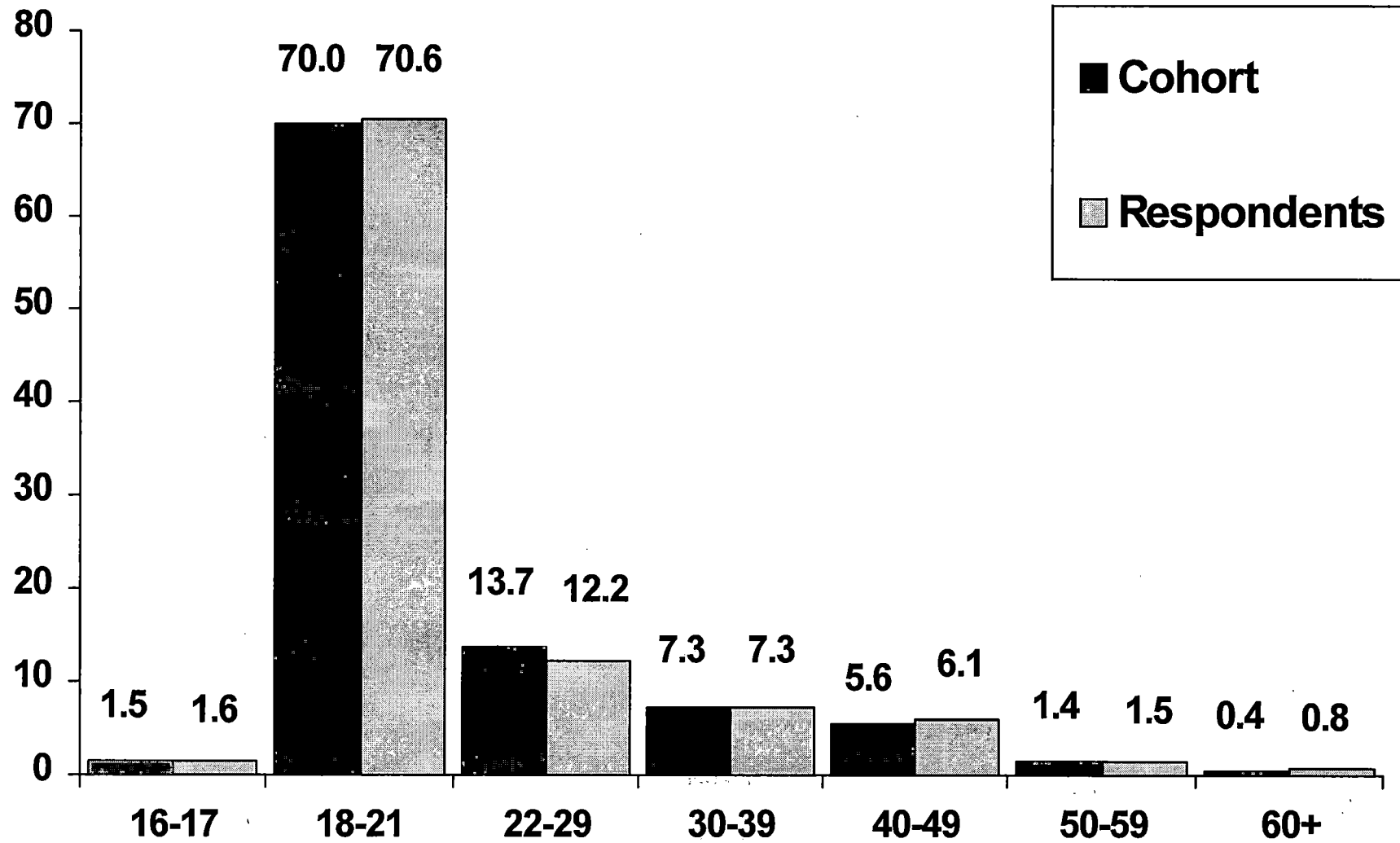
Analysis and Report to the Oakland Community  
College Recruitment Team

Office of Institutional Research  
December 21, 1998

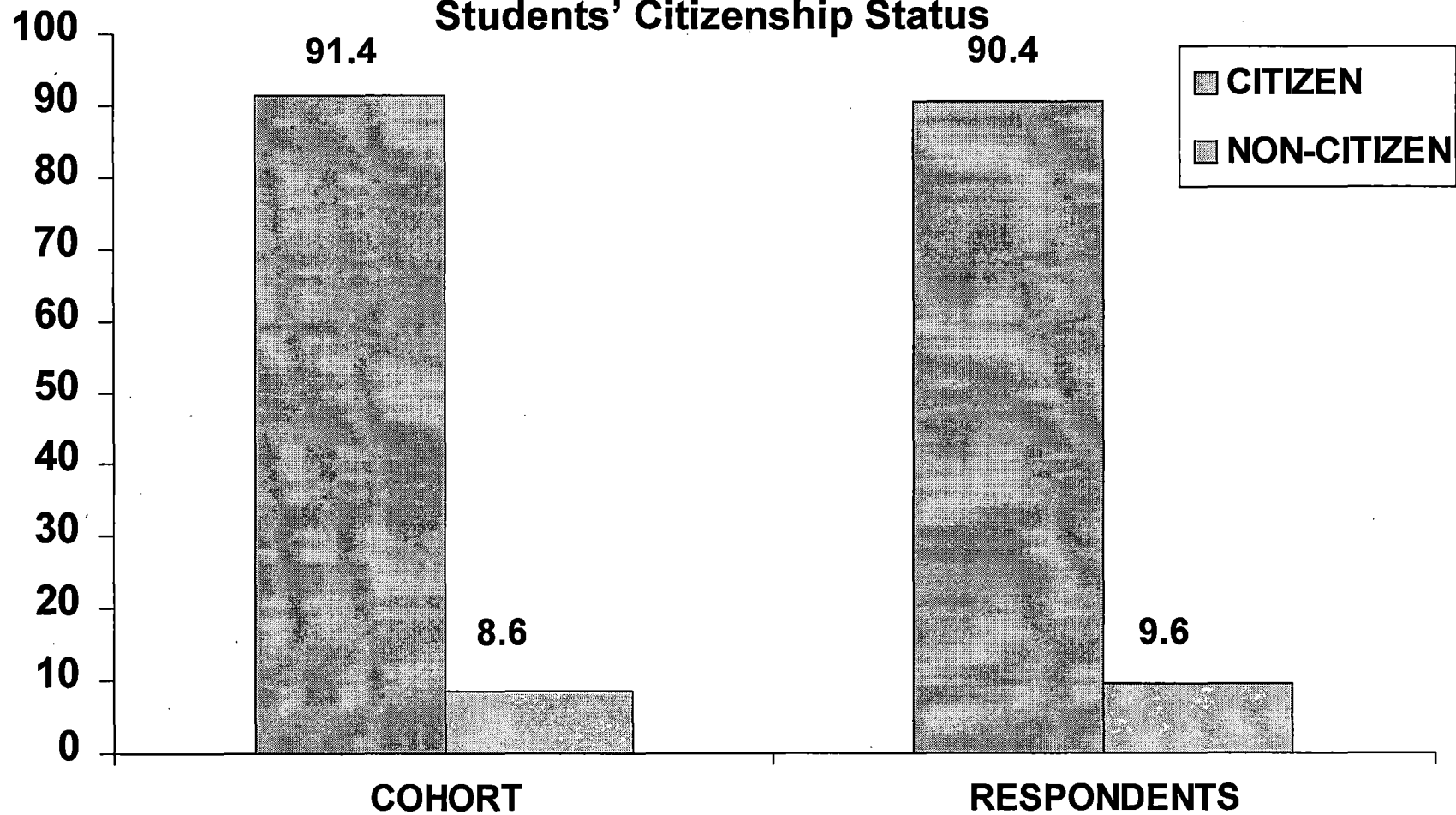
# First Time Student Demographic Data

Student Information System (1/10 Day)  
and  
Self-Reported Information

### Students' Age Range at Entry



### Students' Citizenship Status



STUDENTS' GENDER

■ RESPONDENTS  
□ COHORT

MALE

41.6

46.4

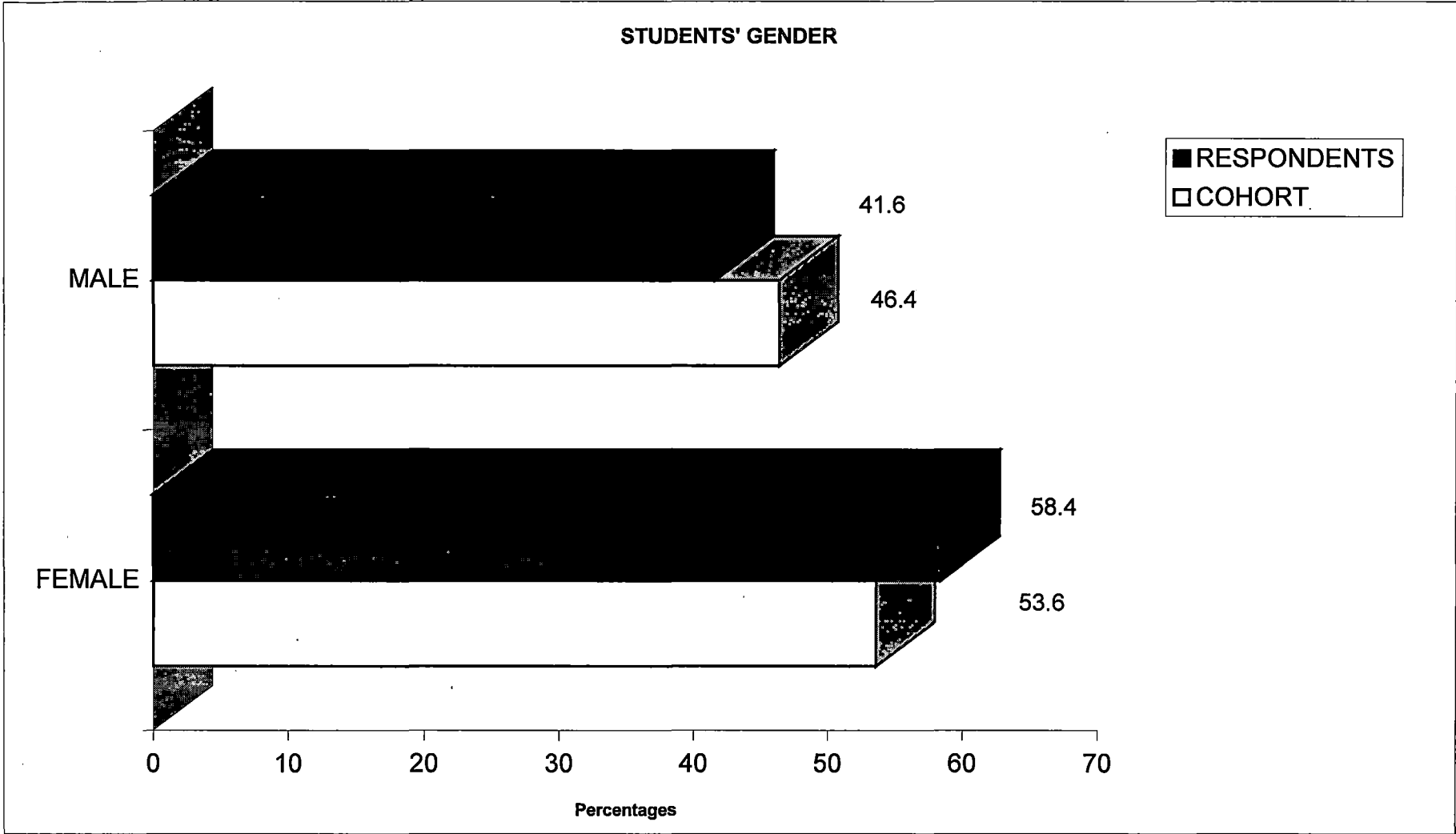
FEMALE

58.4

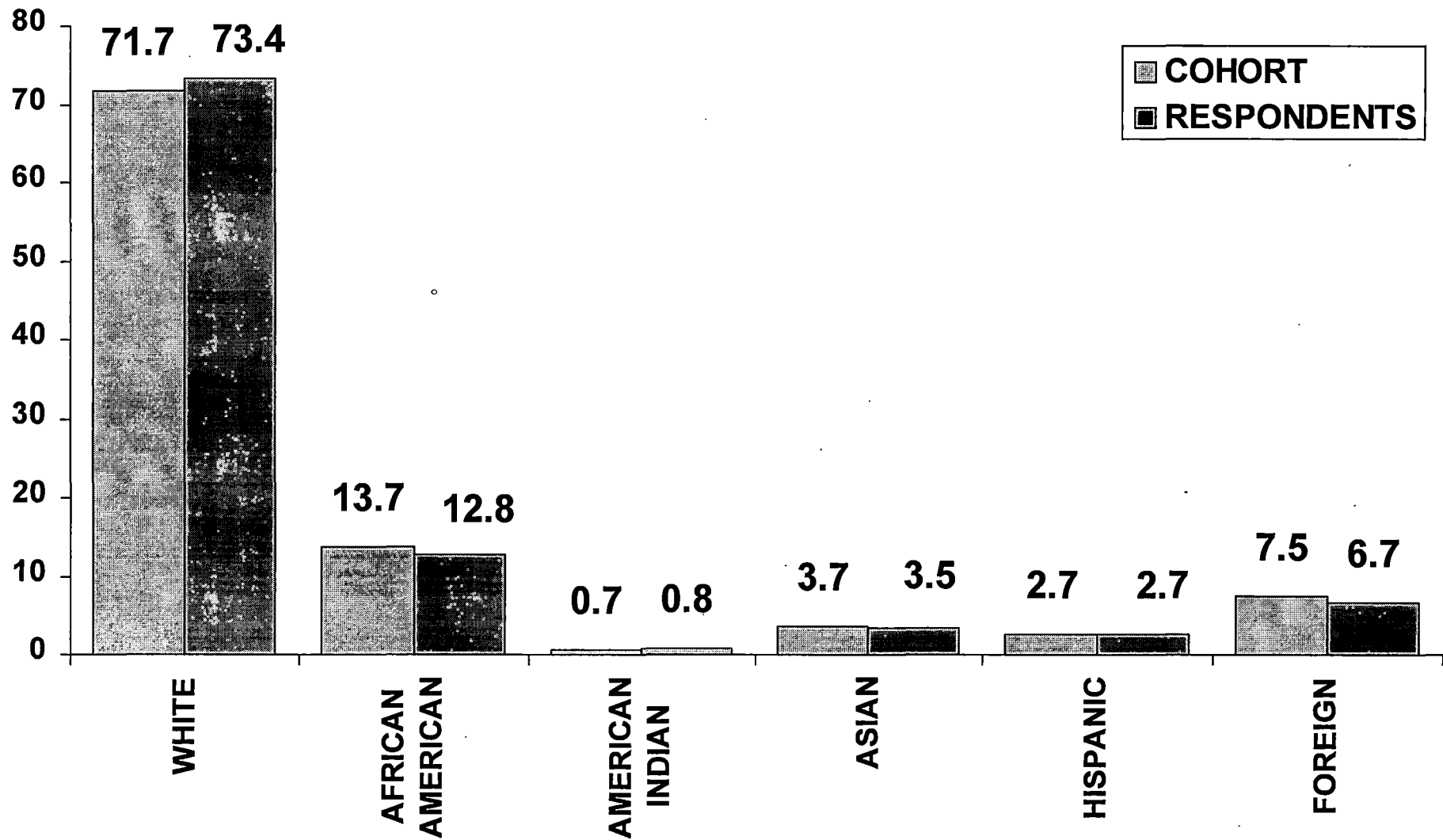
53.6

0 10 20 30 40 50 60 70

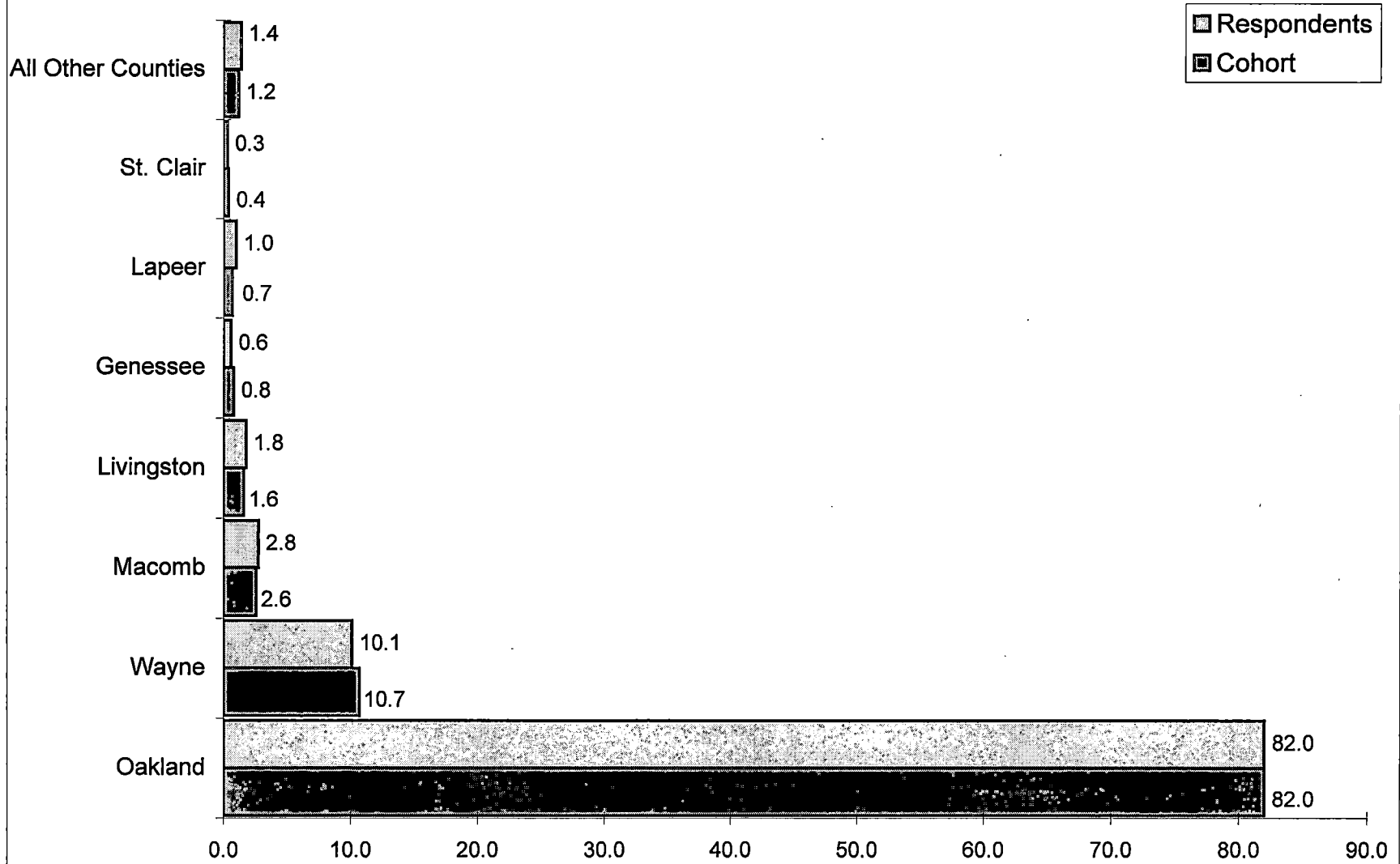
Percentages



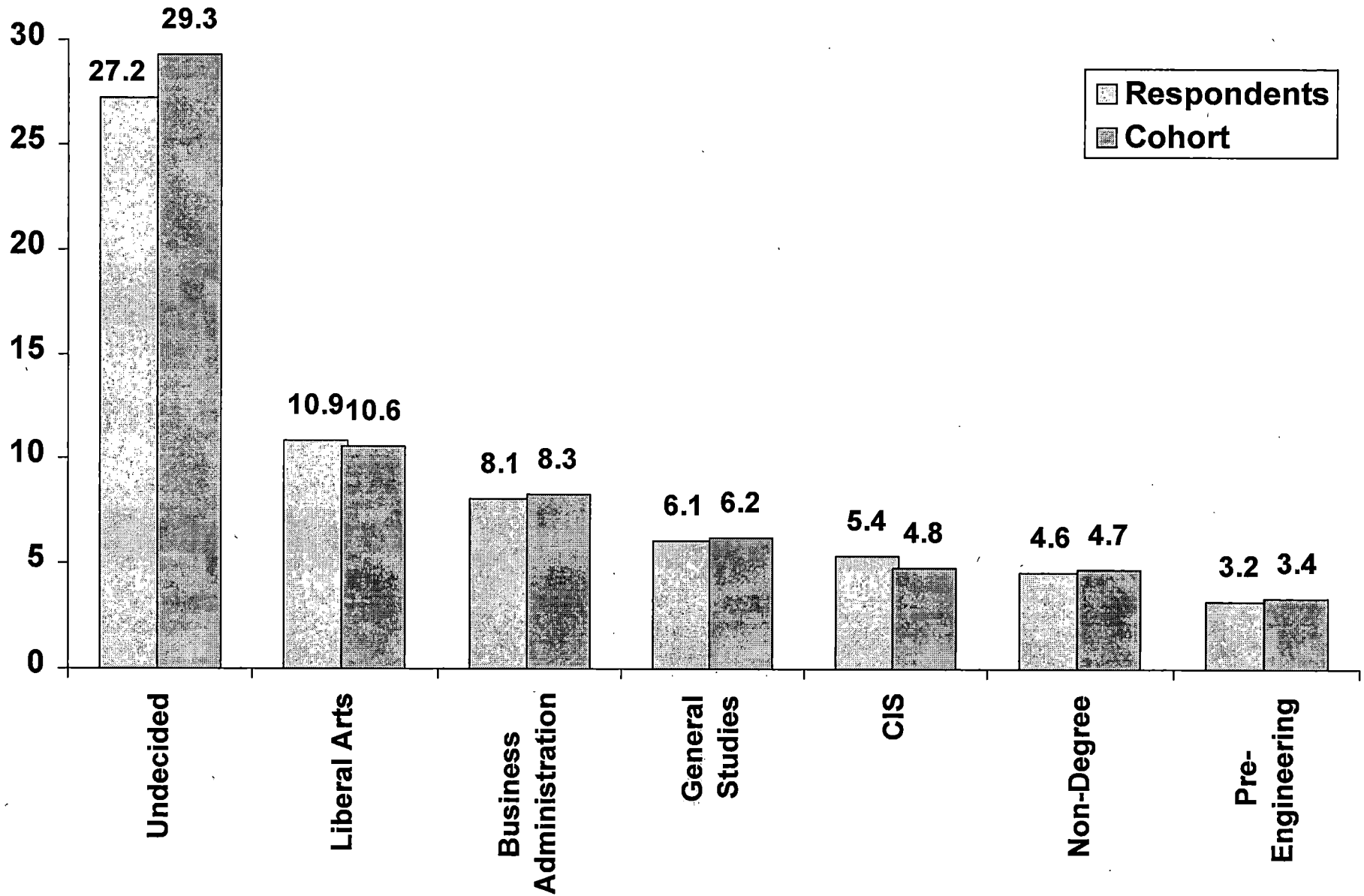
### Students' Ethnic/Racial Background



# County of Students' High School

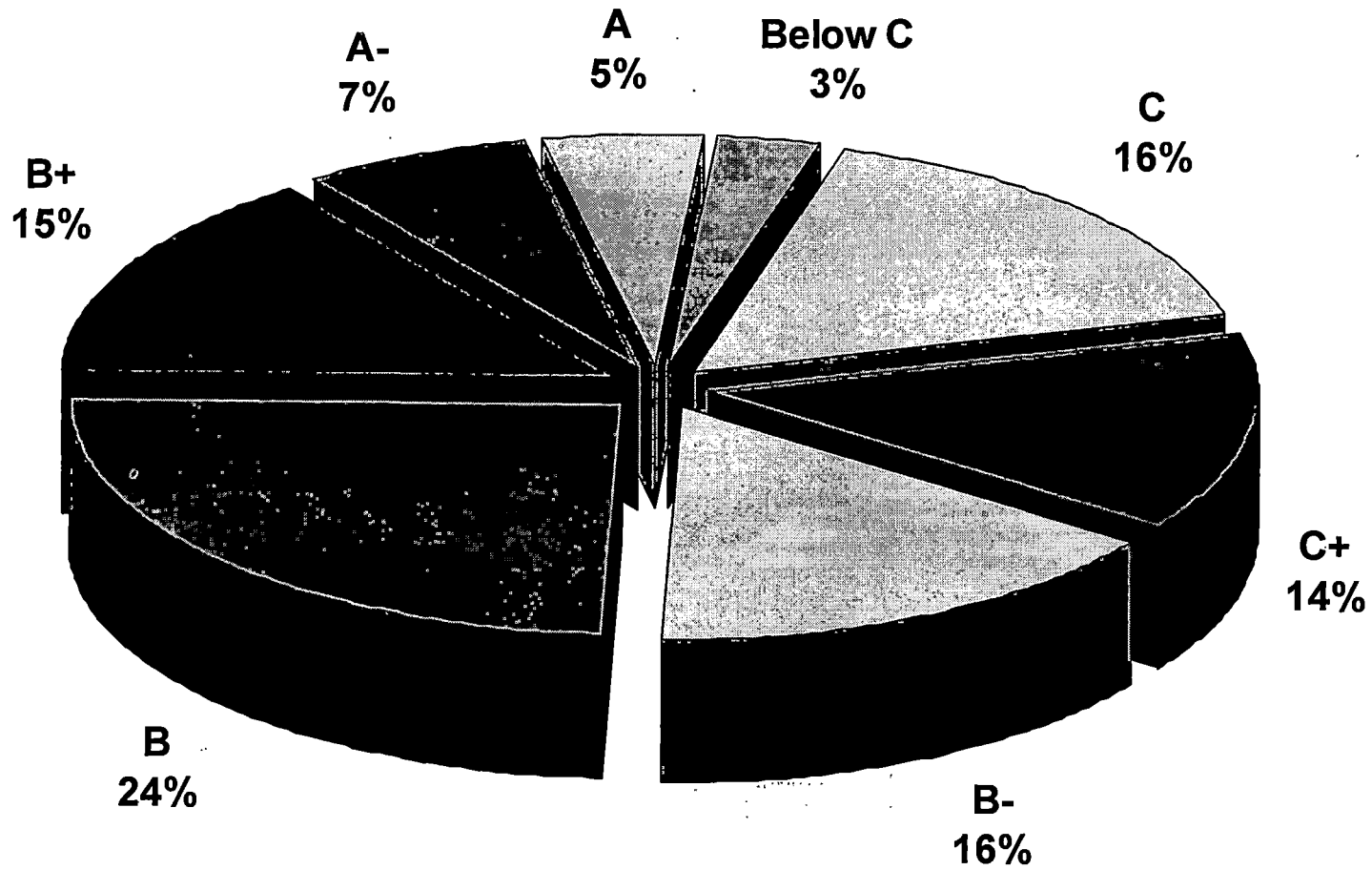


# Students' Choice of Curriculum

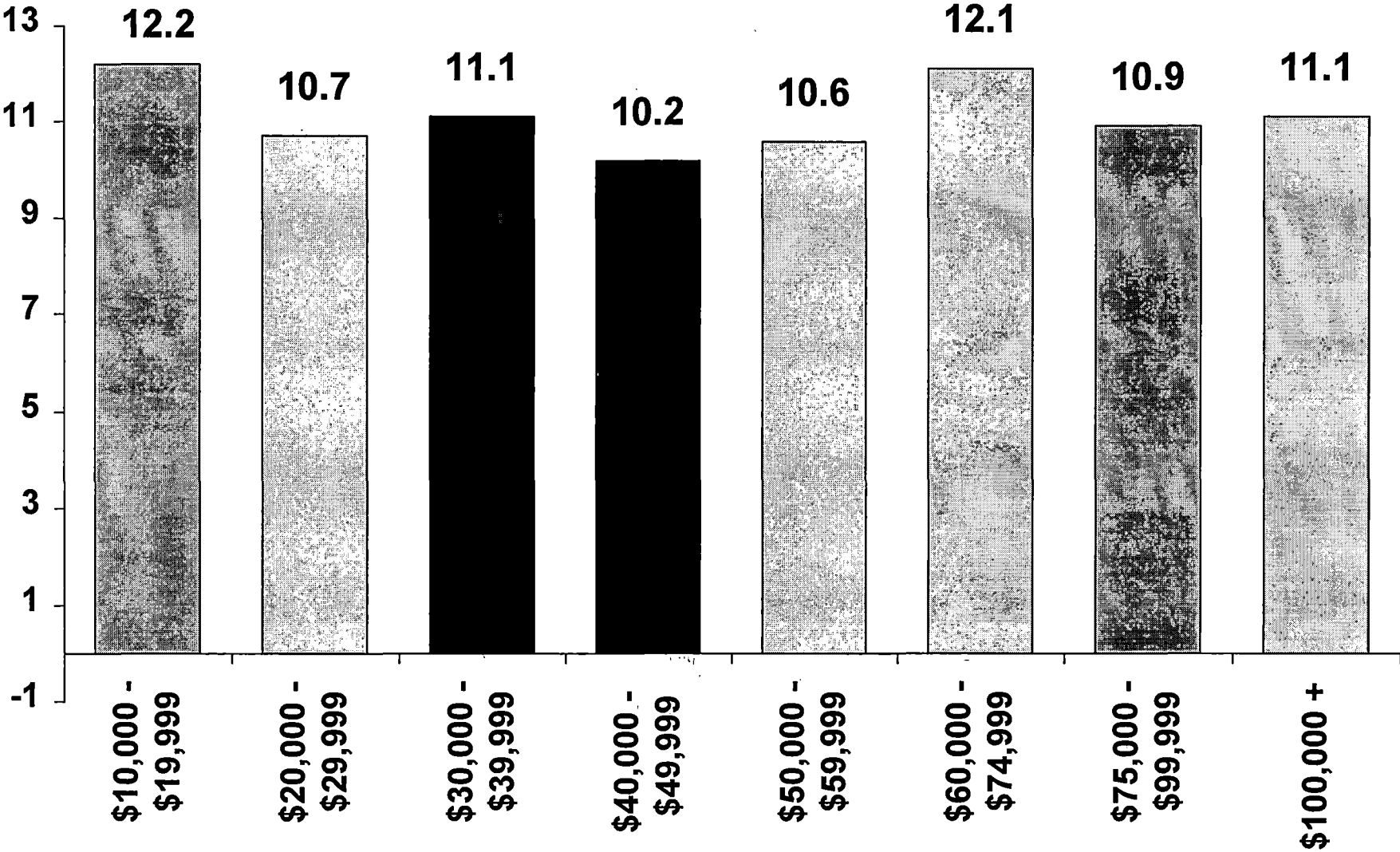




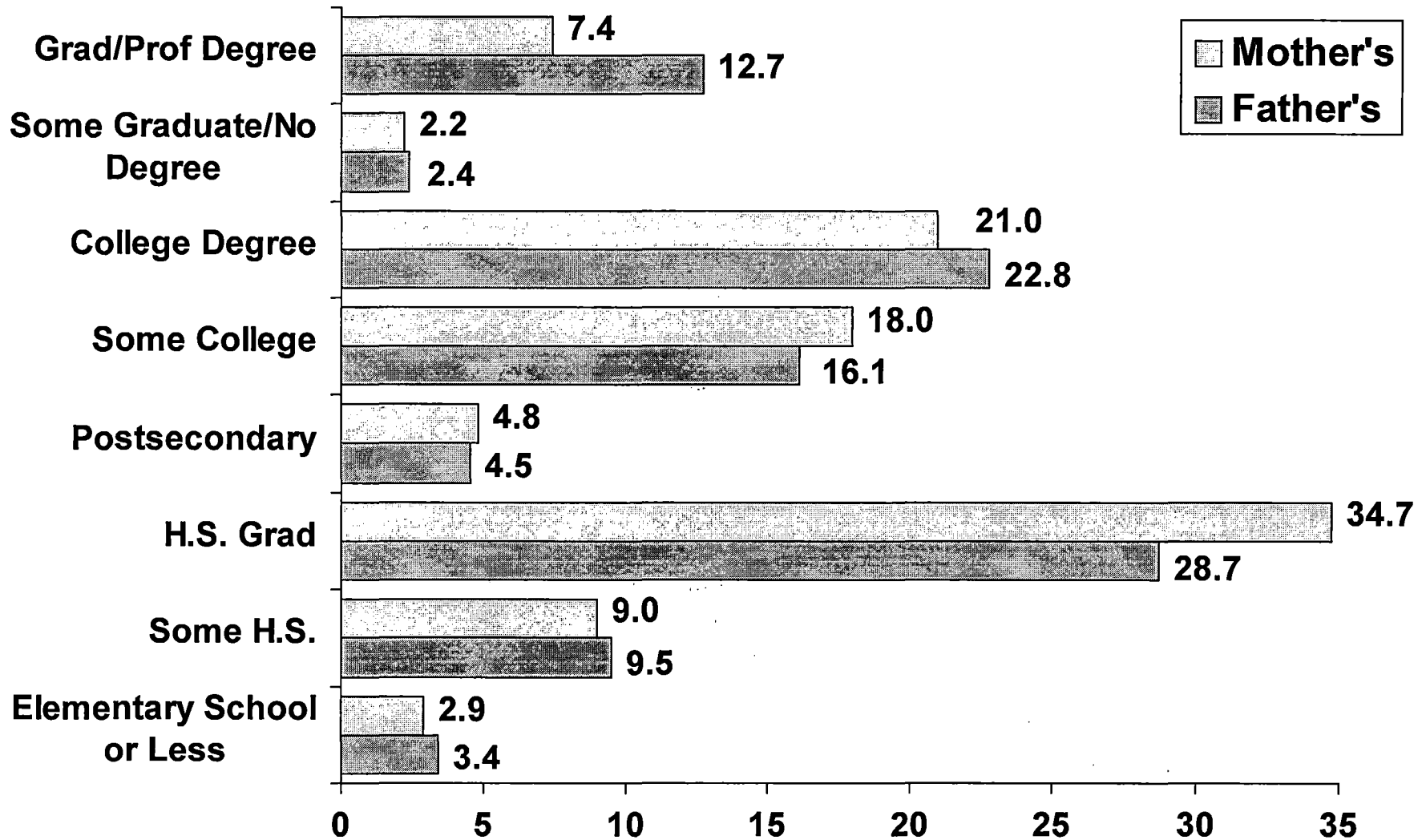
# Students' Self Reported GPA at Entry



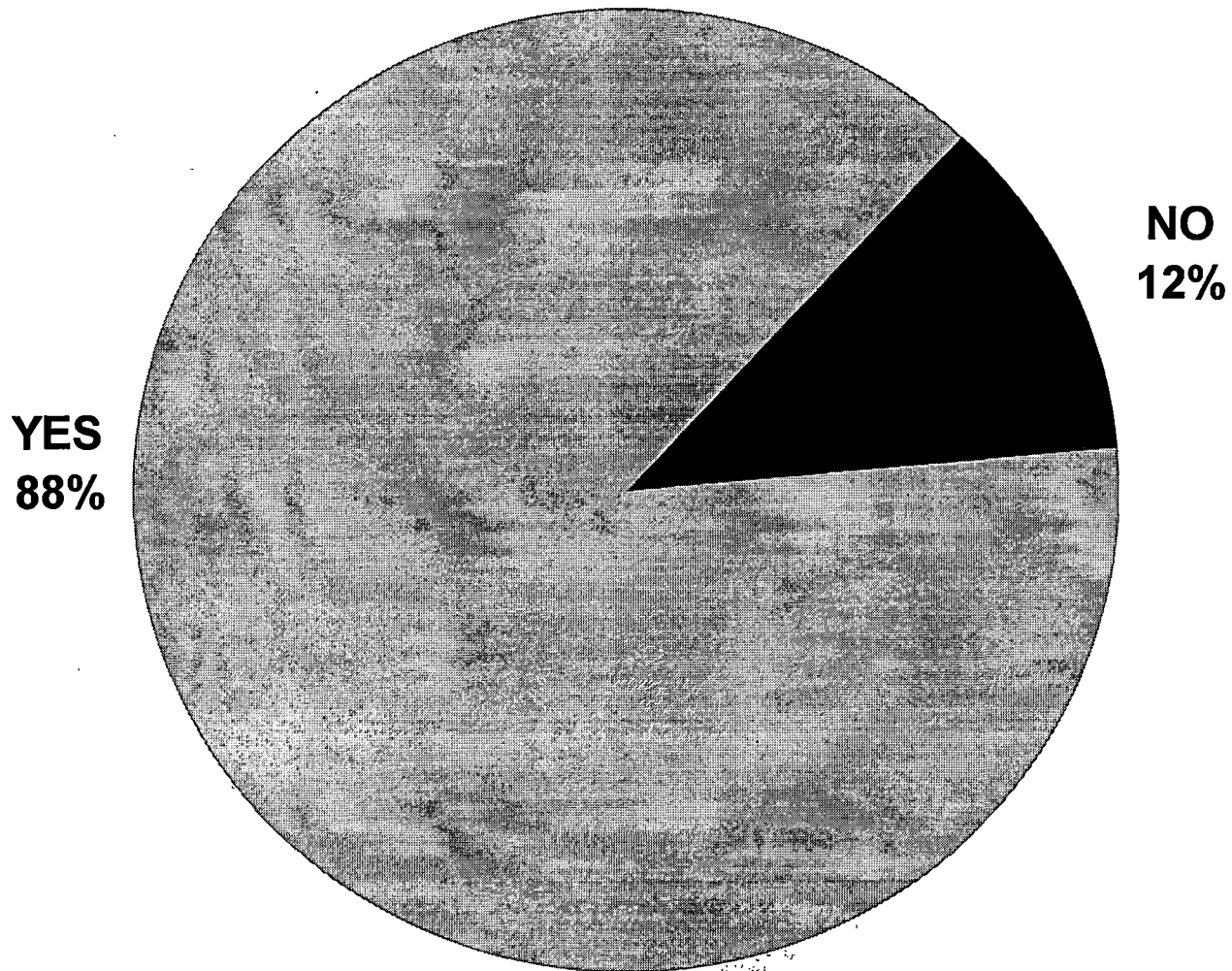
### Parental/Student Reported Income



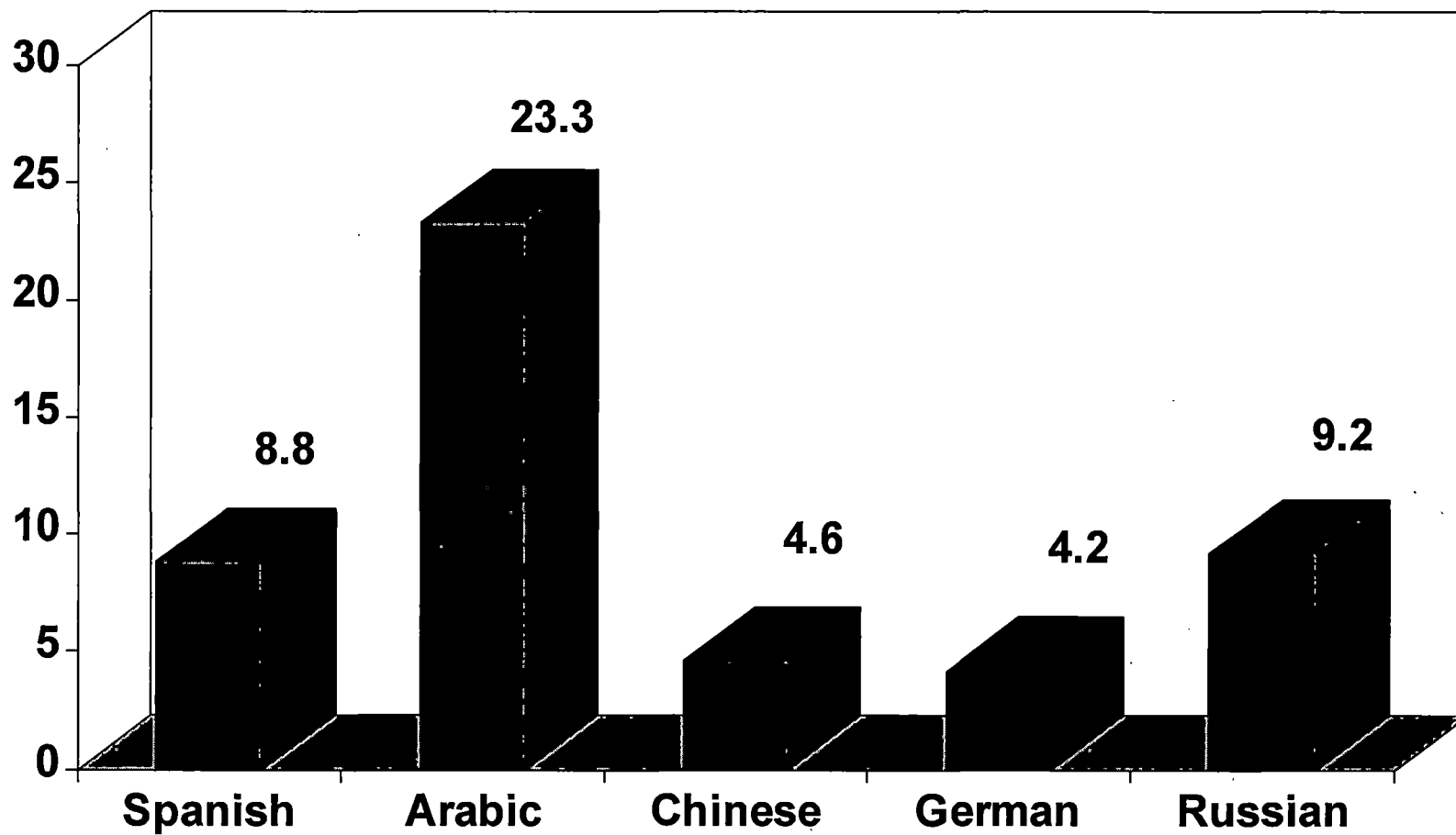
## Parents'/Guardians' Level of Formal Education



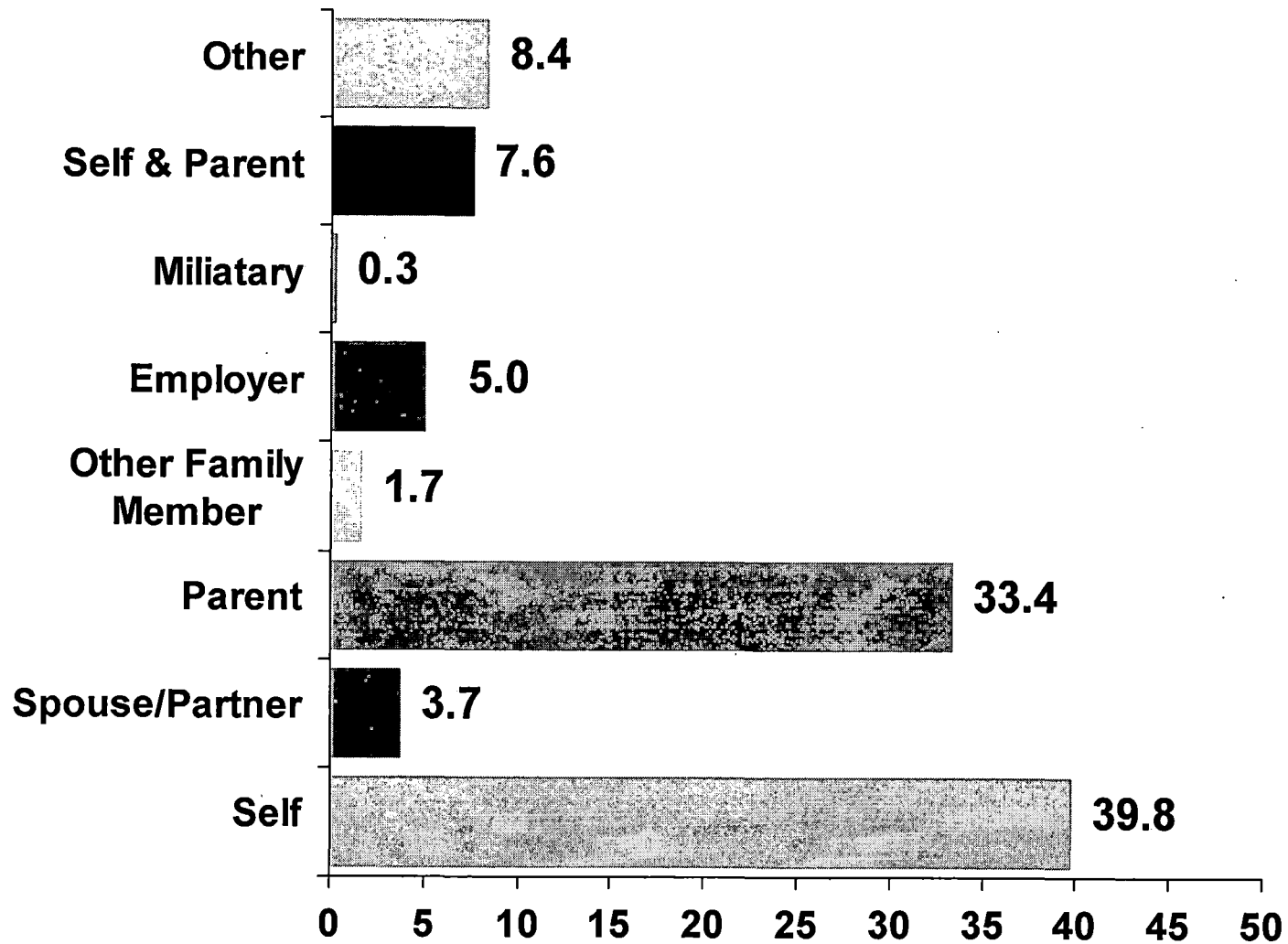
## English as the Primary Language Used in the Home



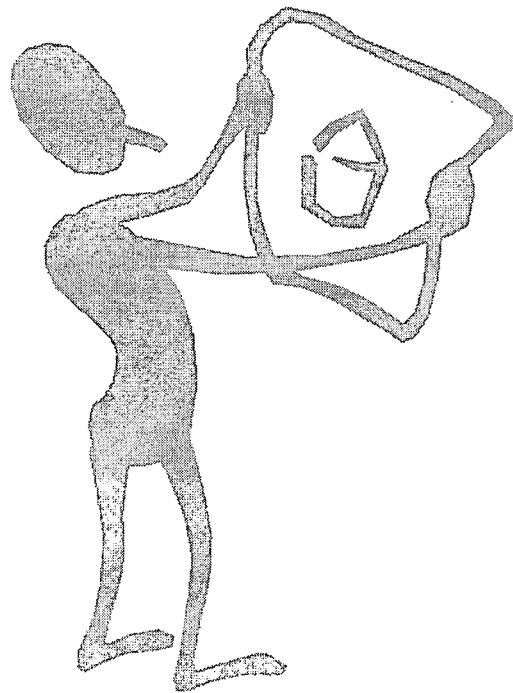
## Top Five Languages Spoken in Home Except English



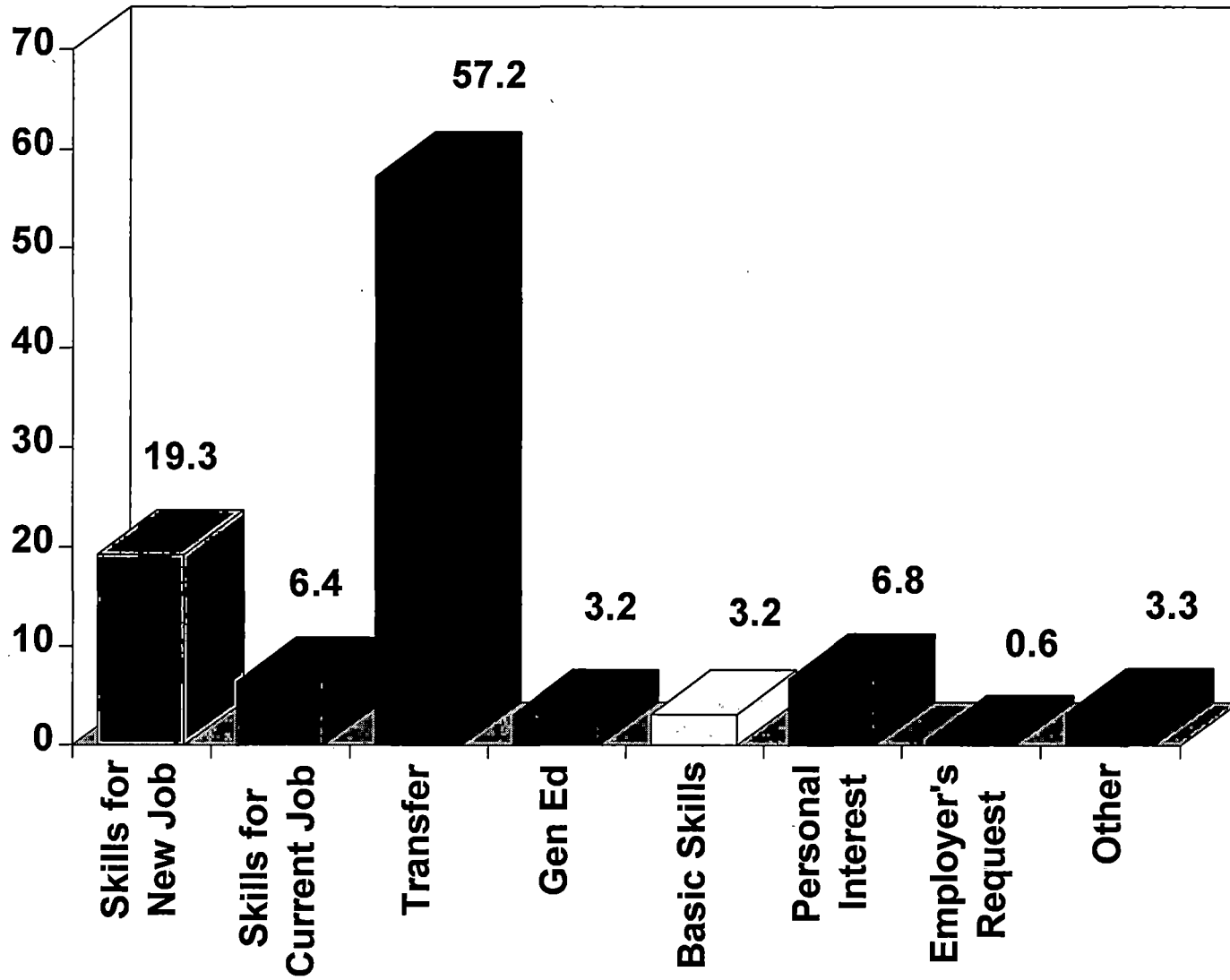
## Primary Responsibility for Paying for Their Education This Term



# Results of the First Time Student Survey

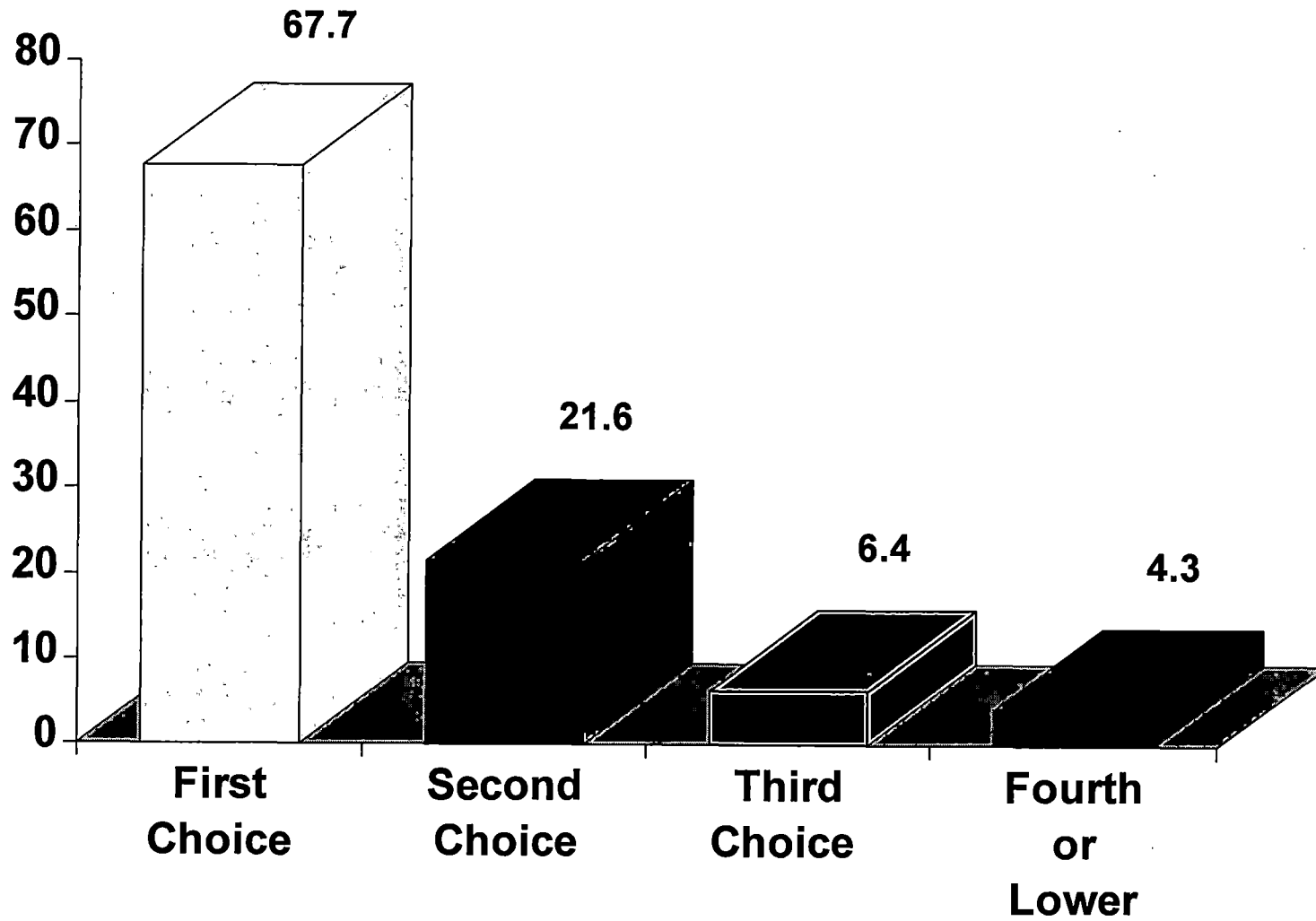


## Students' Primary Reason for Attending OCC

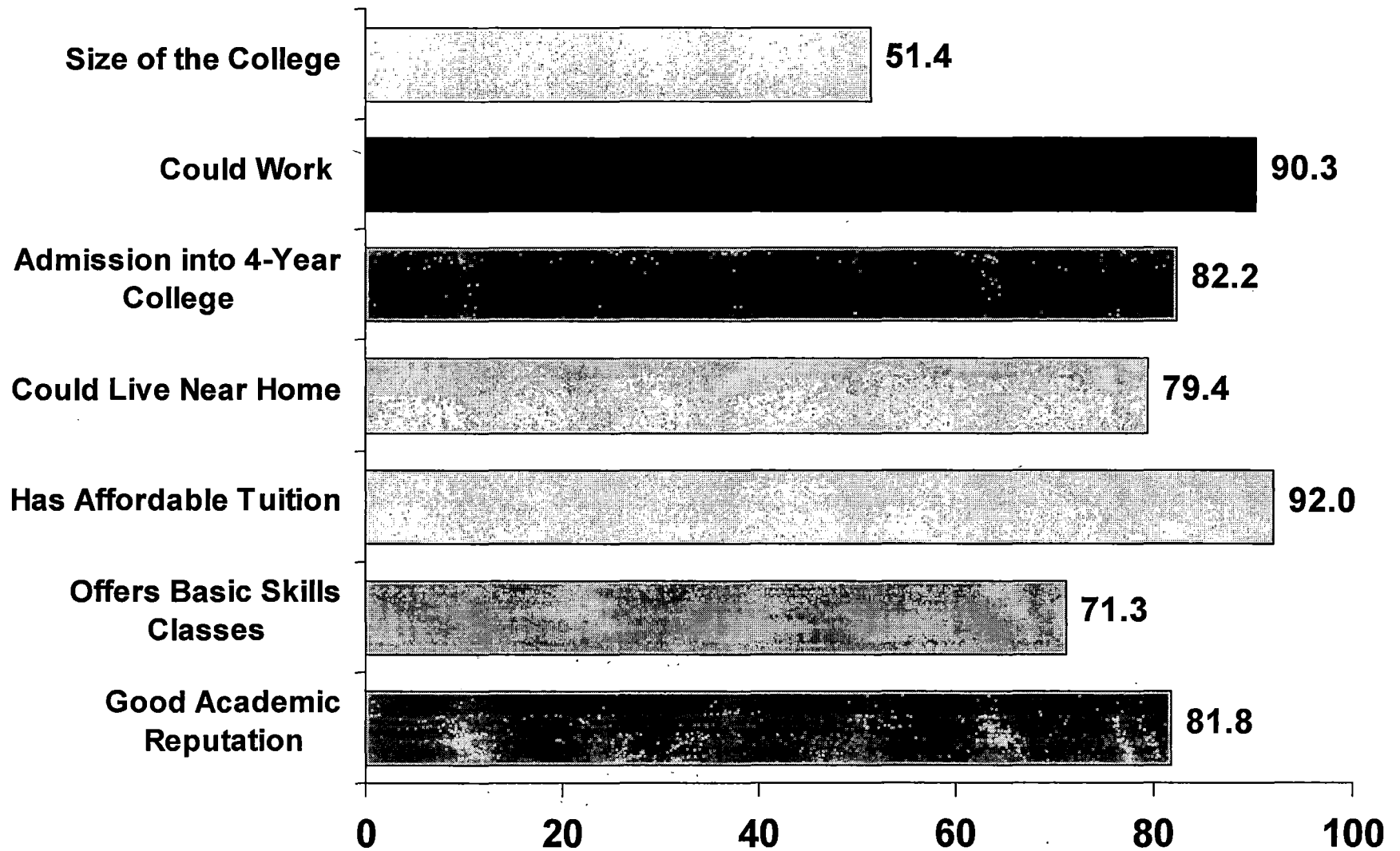




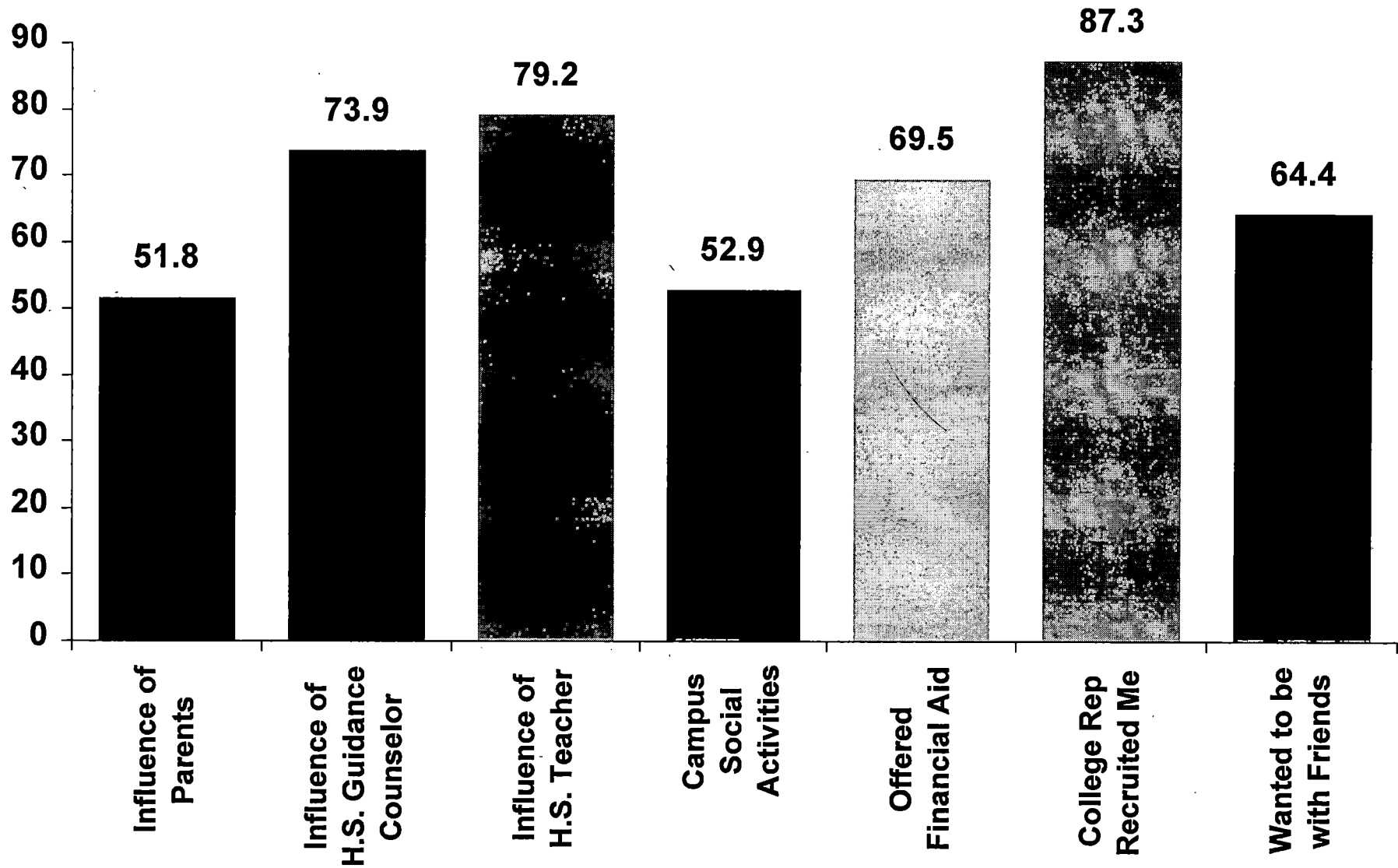
## OCC's College Ranking by First Time Students



## Important Reasons Which Affected Students' Choice to Attend OCC



## Items Students Deemed Not Important in Their Decision to Attend OCC



## Additional Analysis by Age

- Those students who were older (50+) suggested that basic skills courses were not important in their decision to attend the college.
- Traditional aged students (18-21) indicated that their parents' influence (51.5%) and the reputation of campus based social activities (51.4%) were important in their decision to attend OCC.

## Additional Analysis by Gender

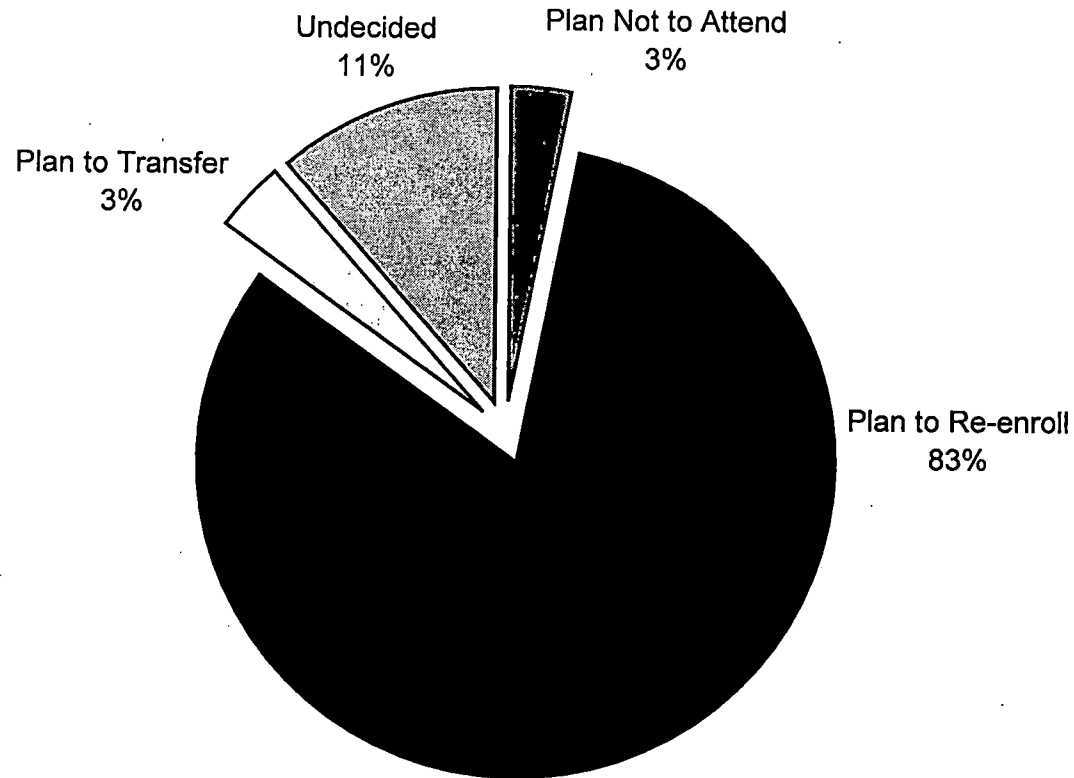
- While female students stated that their parents' influence was not an important reason they chose to attend, approximately 52% of men did believe that their parents had an effect on their enrollment at OCC.
- Conversely, female students indicated that the size of the college was an important reason for their attendance (55%), while the majority of male students did not have the same opinion.

## Additional Analysis by Race/Ethnicity

- Asian students were more likely to suggest that their parents had an influence on their enrollment at OCC than other students.
- All racial/ethnic student groups, except white students, indicated that the reputation of OCC's social activities were important in their decision to attend.
- African American and Native American students noted that being offered financial aid was a salient determinant in their decision to attend OCC.

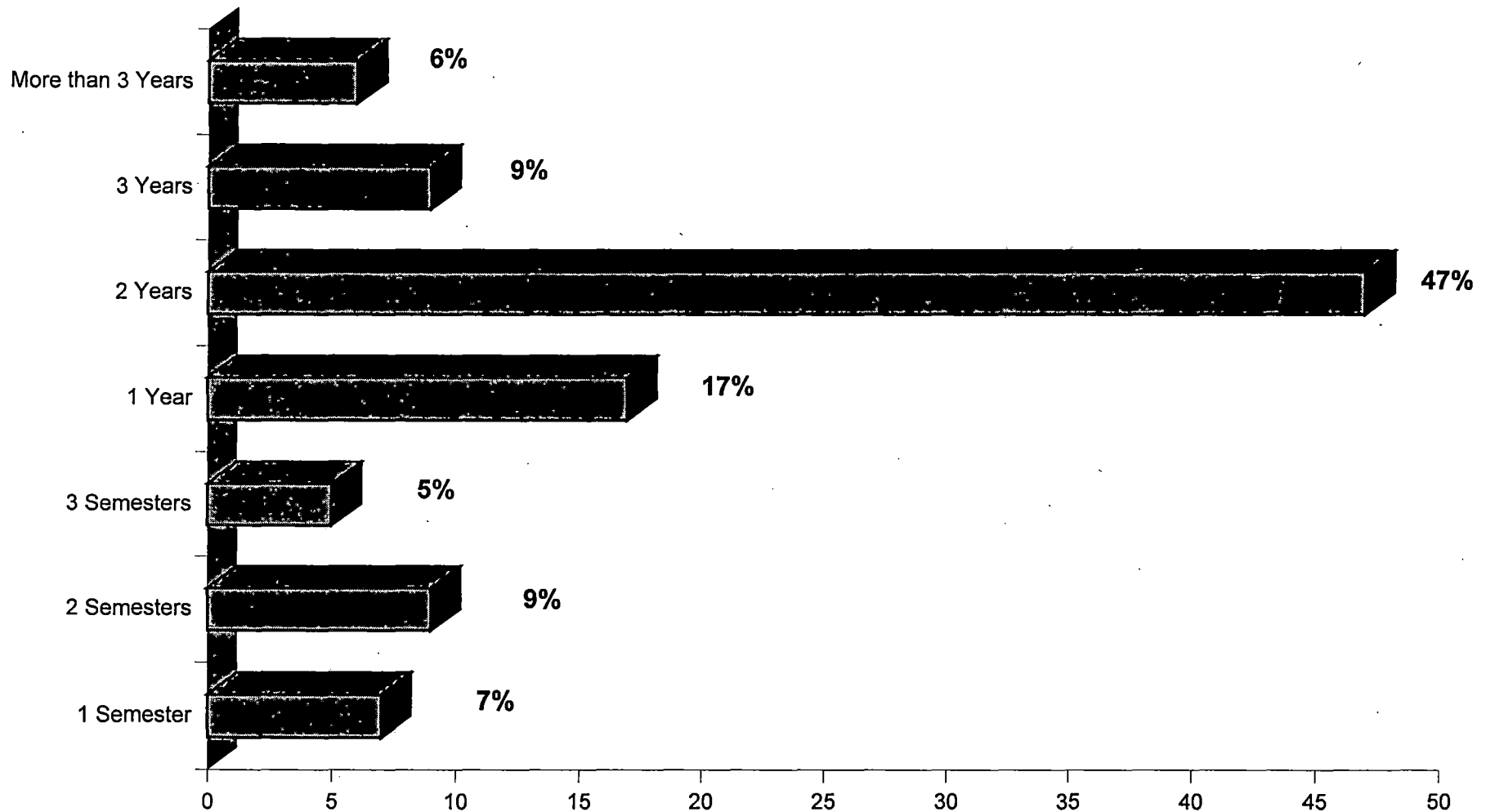
College-Wide Student Outcomes Assessment Baseline Report  
Measure #5: Students will be retained at OCC for their expected length of stay

**Students' Plans for Winter 1999**



College-Wide Student Outcomes Results  
Measure #5: Students will be retained at OCC for their expected length of stay

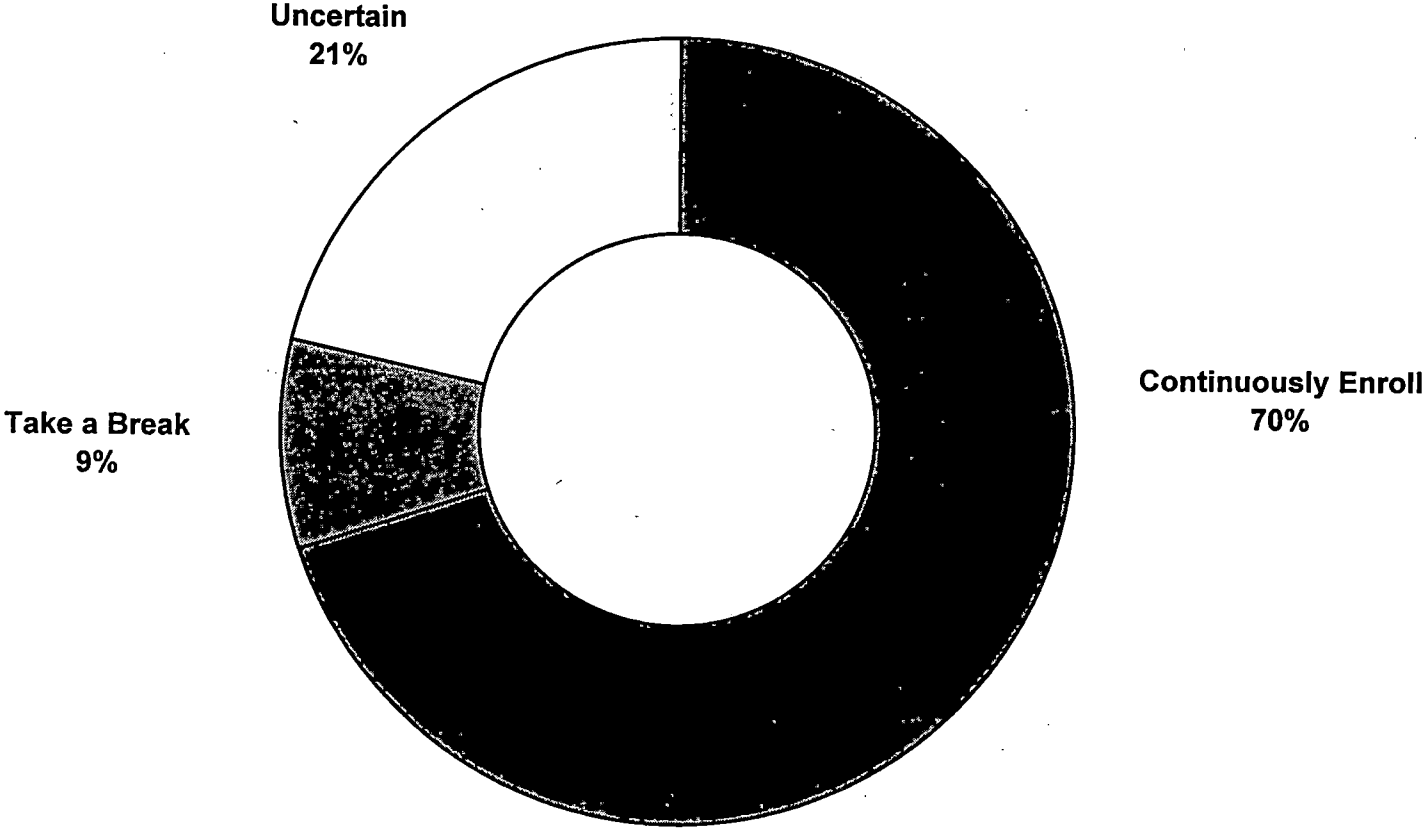
Students' Expected Length of Stay at OCC





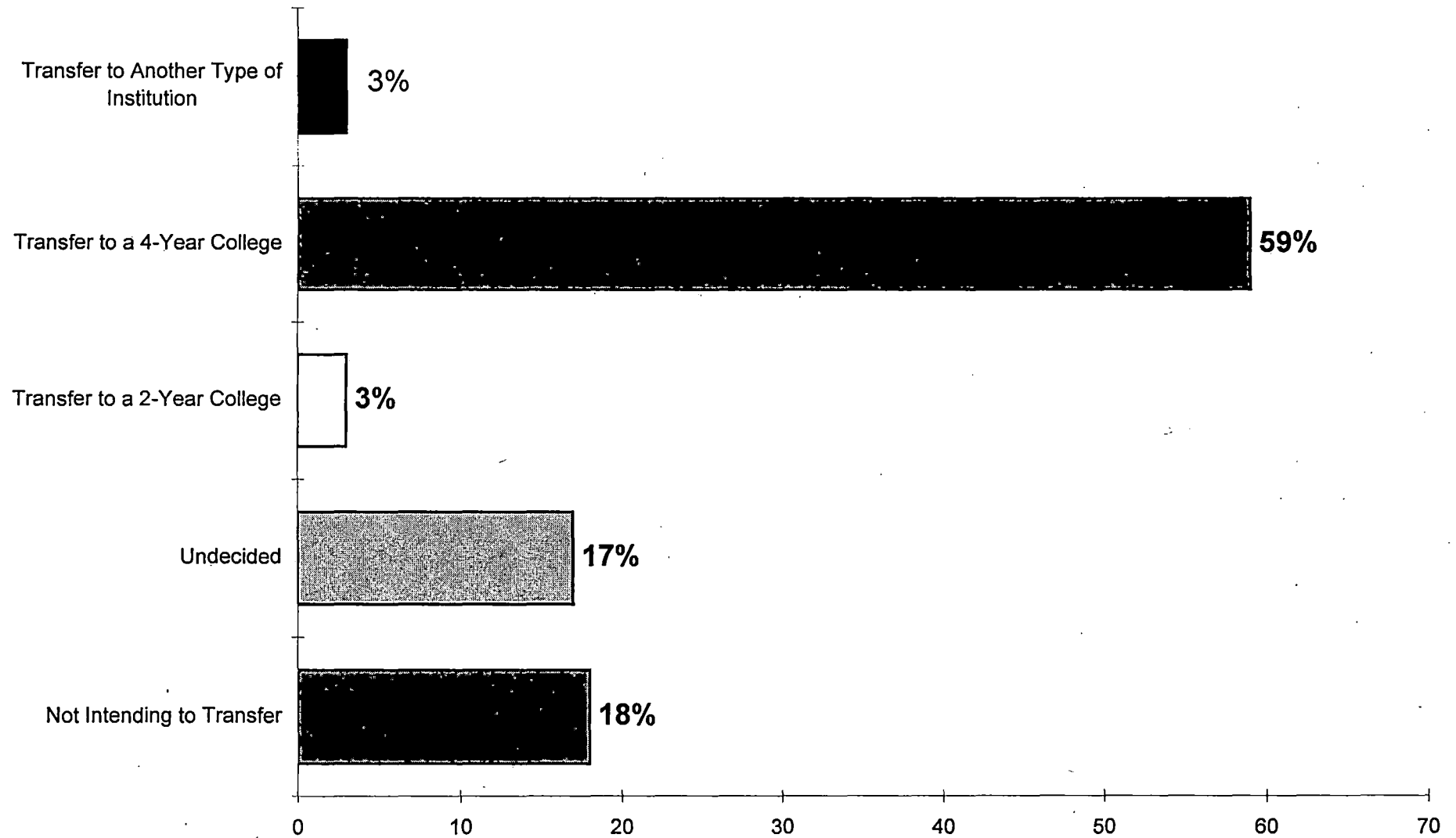
College-Wide Student Outcomes Assessment  
Measure # 5: Students will be retained at OCC for their expected length of stay,

**Expectation to Continuously Enroll**



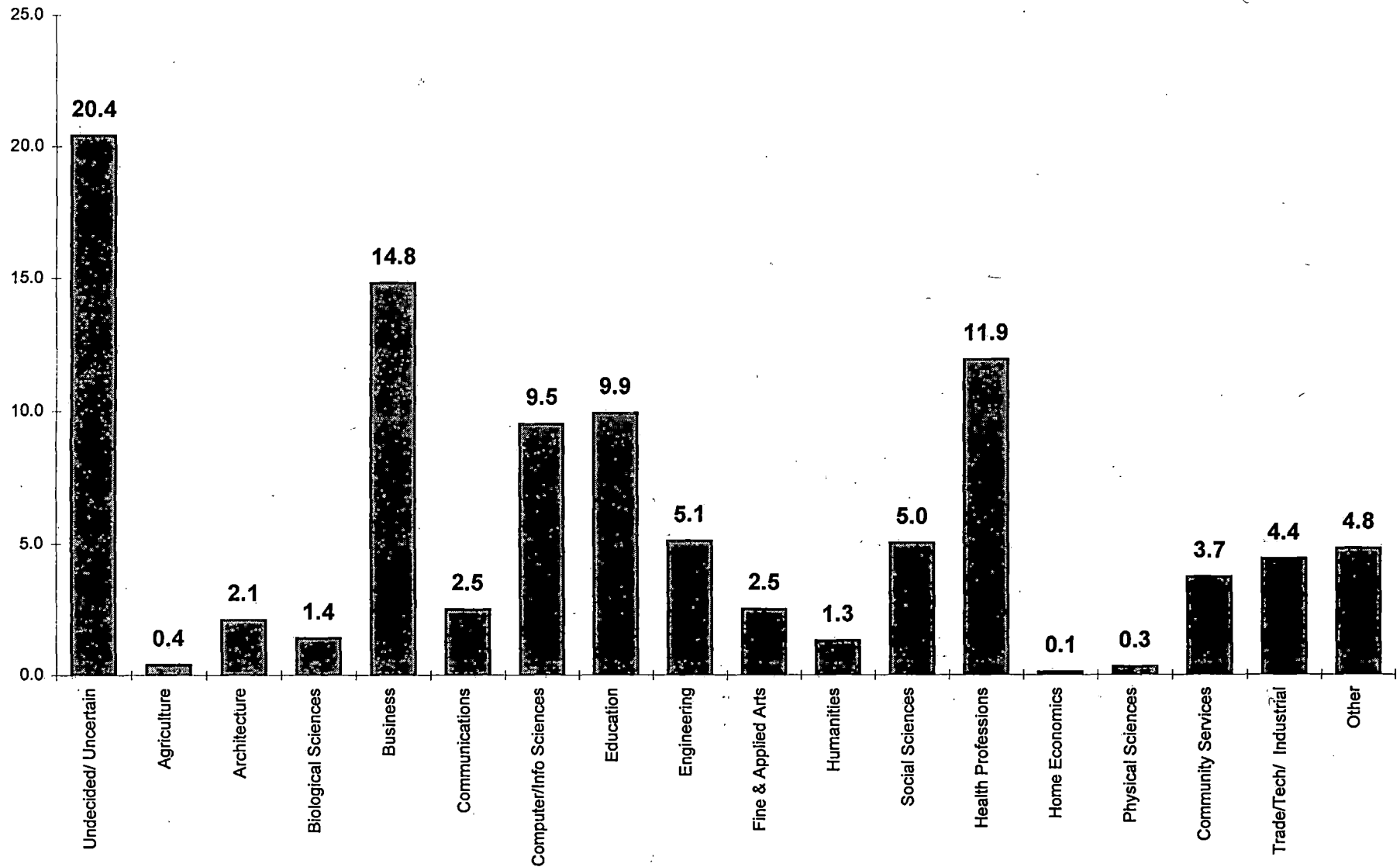
College-Wide Students Outcomes Assessment  
Measure # 8: Students Intending to transfer will successfully do so

**Students' Intention to Transfer**



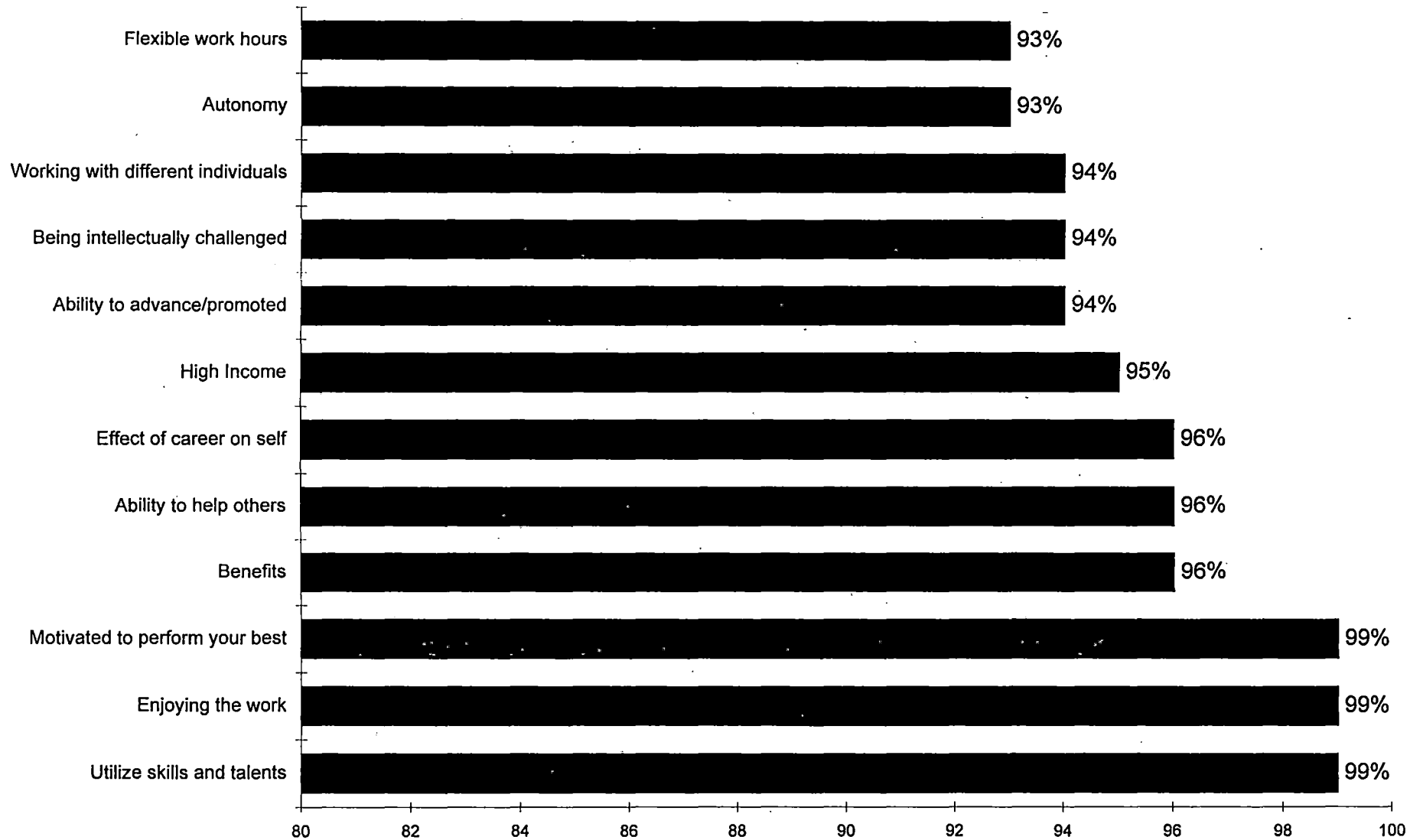
College-Wide Student Outcomes Assessment  
Measure # 3: Students will identify their career goals

**Students' Future Career Goals**



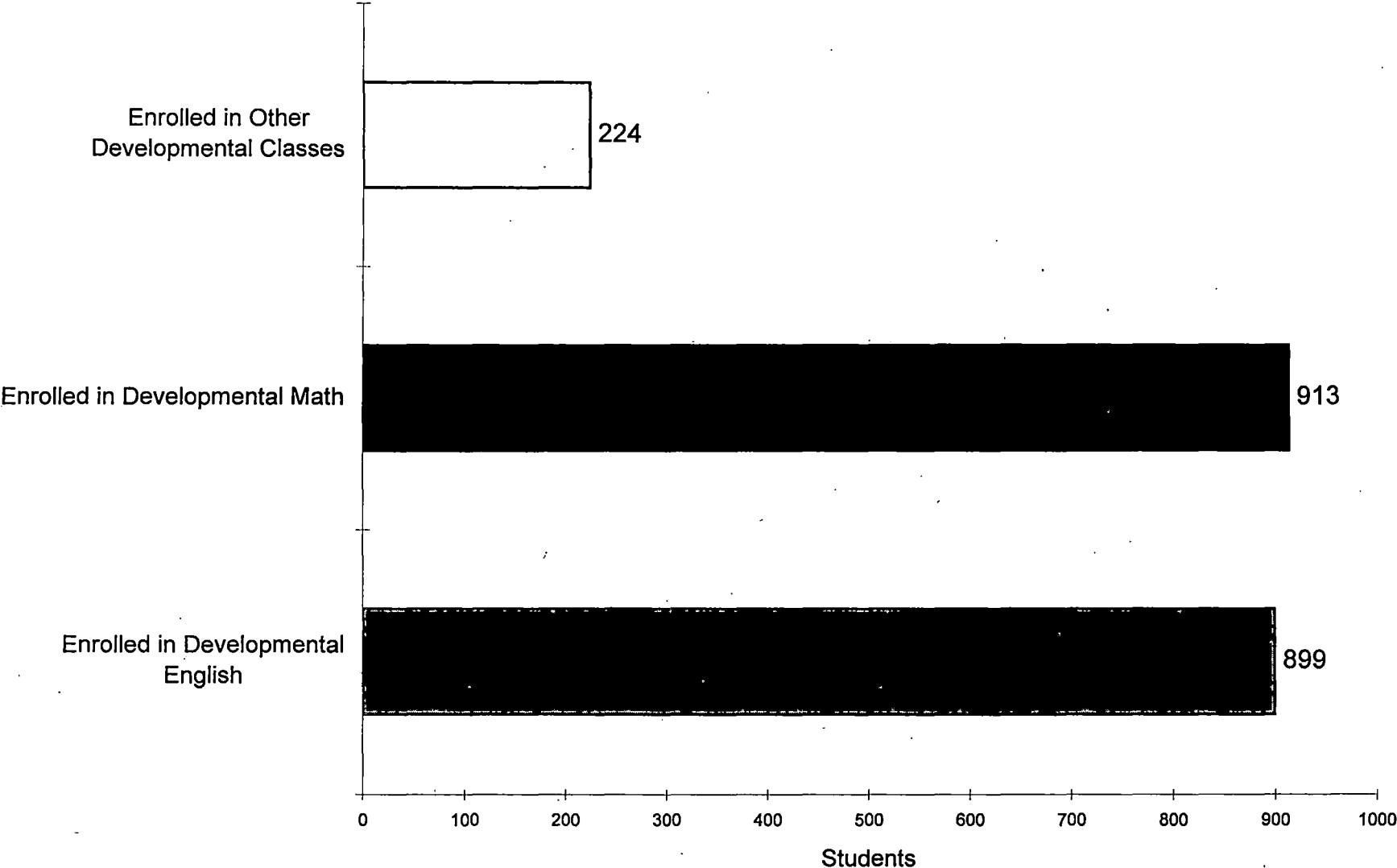
College-Wide Student Outcomes Assessment  
Measure # 3: Students will identify their career goals

Importance of Values and Attitudes on Career Choice



# College-Wide Student Outcomes Assessment

## Students Enrolled in Developmental Courses



# Percentage of Students Enrolled in Developmental English, Math, or Developmental Other Course

## Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Cohort Subgroups * Enrolled in a Developmental English Course	899	20.6%	3460	79.4%	4359	100.0%
Cohort Subgroups * Enrolled in a Developmental Math Course	913	20.9%	3446	79.1%	4359	100.0%
Cohort Subgroups * Enrolled in Developmental Courses Other than English & Math	224	5.1%	4135	94.9%	4359	100.0%

### Cohort Subgroups \* Enrolled in a Developmental English Course Crosstabulation

			Enrolled in a Developmental English Course	
			1 Developmental English	Total
Cohort Subgroups	1 Transfer Student	Count	480	480
		% within Enrolled in a Developmental English Course	53.4%	53.4%
		% of Total	53.4%	53.4%
2 Occupational/Technical Student		Count	390	390
		% within Enrolled in a Developmental English Course	43.4%	43.4%
		% of Total	43.4%	43.4%
3 Other		Count	29	29
		% within Enrolled in a Developmental English Course	3.2%	3.2%
		% of Total	3.2%	3.2%
Total		Count	899	899
		% within Enrolled in a Developmental English Course	100.0%	100.0%
		% of Total	100.0%	100.0%