

INCOMING STUDENTS LOOK AHEAD AT THEIR COLLEGE ASPIRATIONS

The Cooperative Institutional Research Project (CIRP) is a survey based on 2015 incoming freshmen, given to students during orientation about their expectations of college. Information about the high school experiences of students entering college helps enrollment planning, retention efforts and provides a baseline for understanding college effectiveness.

PERSONAL GOALS

87%
want to be "very well off" financially

74%
want to raise a family

71%
want to help others

DO STUDENTS WANT TO GET INVOLVED?

33%
want to join a fraternity or sorority

58%
want to play intramural or recreational sports

80%
want to join student clubs or groups

70%
want to participate in volunteer or community service work

48%
want to study abroad

ECONOMIC SITUATION

54%

believe that their current economic situation affected their decision to enroll at OU

REASONS FOR GOING TO COLLEGE

87%
get a better job

80%
continue education

CHOOSING A COLLEGE: WHAT MATTERS MOST

64%
attracted to OU's academic reputation

54%
low cost of attendance

53%
OU's graduates get good jobs

49%
offered financial assistance

CHOOSING A COLLEGE: WHAT'S LESS IMPORTANT

20%
parent's recommendation

10%
advice from a teacher

7%
high school counselor recommendation

INCOMING FRESHMEN ACADEMIC HABITS

67%
consider their academic abilities to be above average

55%
accepted their own mistakes as part of the learning process

47%
frequently asked questions in class

46%
revised papers to improve their writing

FUTURE CAREER: FEMALE STUDENTS

12%
nurse

12%
undecided

10%
physician

7%
teacher/administrator

6%
physical/speech therapist

3%
lawyer

FUTURE CAREER: MALE STUDENTS

17%
engineering

10%
undecided

8%
physician

5%
computer programmer

3%
physical/speech therapist

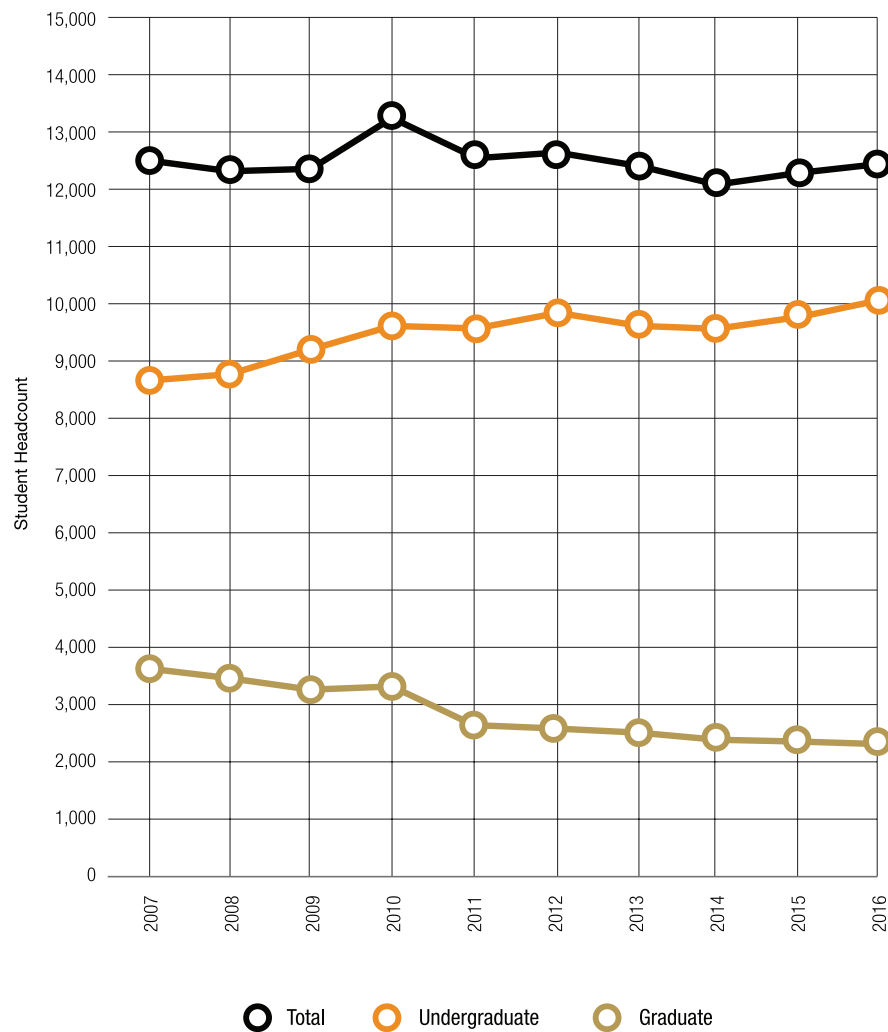
3%
lawyer

The International Institution for Production Engineering Research Research (CIRP): Information about the high school experiences of students entering college helps enrollment planning, retention efforts and provides a baseline for understanding college effectiveness.

GRIZZ FACTS

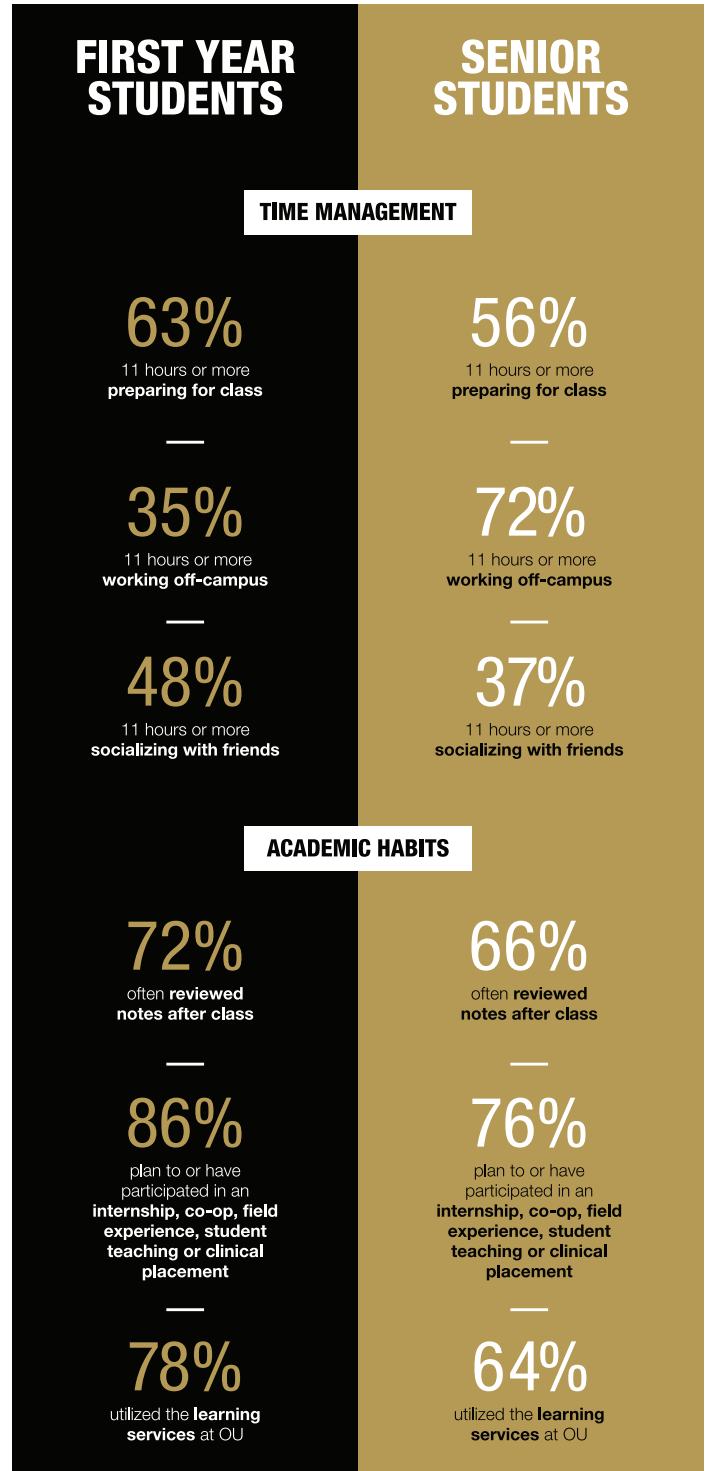
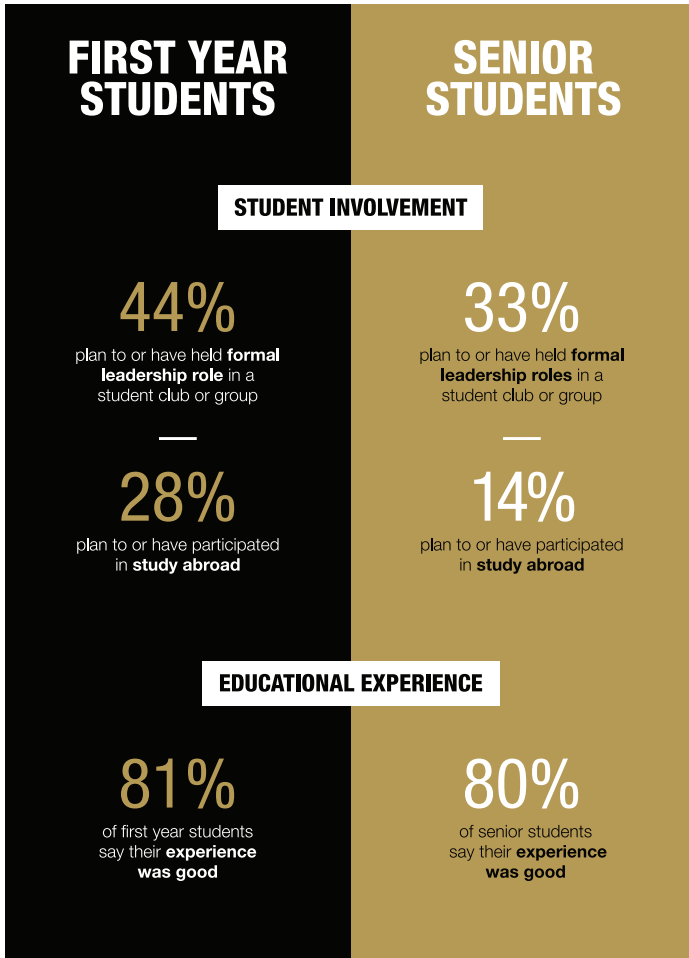
SUMMER ENROLLMENT

Fall enrollment at OU has increased considerably in the last ten years. However, summer enrollment has not. Total summer enrollment is essentially flat when compared to 2007. A closer look at the data shows that undergraduate enrollment has increased, but graduate enrollment has declined. Summer enrollment is smaller than fall or winter enrollment, so it is more sensitive to small changes in faculty, course scheduling, course offerings, etc.



FRESHMEN AND SENIORS REFLECT ON THEIR COLLEGE EXPERIENCES

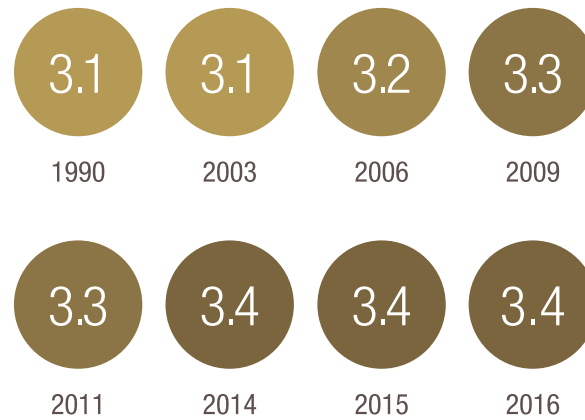
The National Survey of Student Engagement is a survey specially designed for students to provide information about their undergraduate experience, including their views about the quality of their education and how they spend their time. These survey responses are an important piece of information as they are used to improve the quality of education at Oakland University.



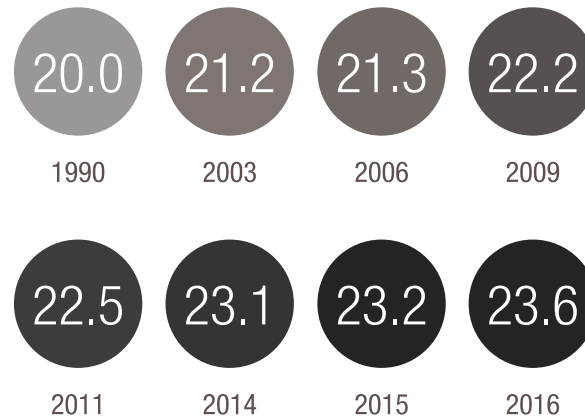
GPA AND ACT SCORES

We've hit a record high this year for the average incoming GPA and ACT scores — the highest since OIRA started keeping records in 1978.

AVERAGE HIGH SCHOOL GPA



AVERAGE ACT SCORE



GRIZZ FACTS

ENROLLMENT

FALL 2016 ENROLLMENT

Oakland University ushered in the 2016-17 academic year with the second highest enrollment numbers ever, with a headcount of 20,012. Though headcount was down slightly this fall when compared to last year, both total student credit hours and FYES were slightly up.

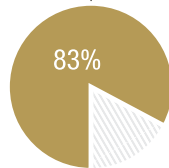
FYES is an enrollment metric the state uses to estimate the size of public institutions that takes into account part-time enrollment.

20,012

TOTAL NUMBER OF ENROLLED STUDENTS

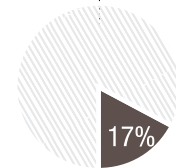
UNDERGRADUATE

GRADUATE



16,568

UNDERGRADUATE STUDENTS



3,444

GRADUATE STUDENTS



16%

Undergraduate students living on campus



21

Median undergraduate student age



40%

Undergraduate students that started as transfer students



15%

Graduate students of international origin



29

Median graduate student age



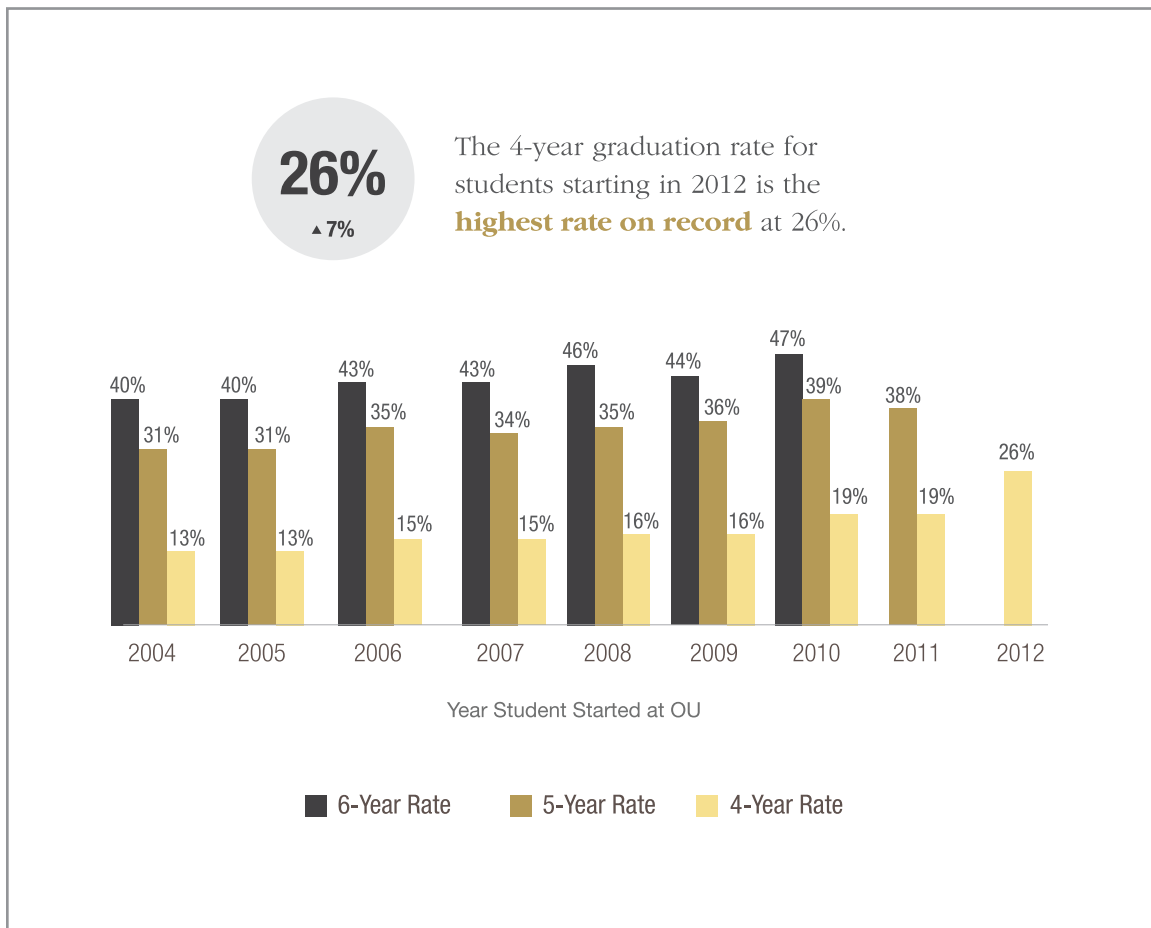
43%

Percent of graduate students that are full-time

GRADUATION RATES

GRADUATION RATES ARE ON THE RISE

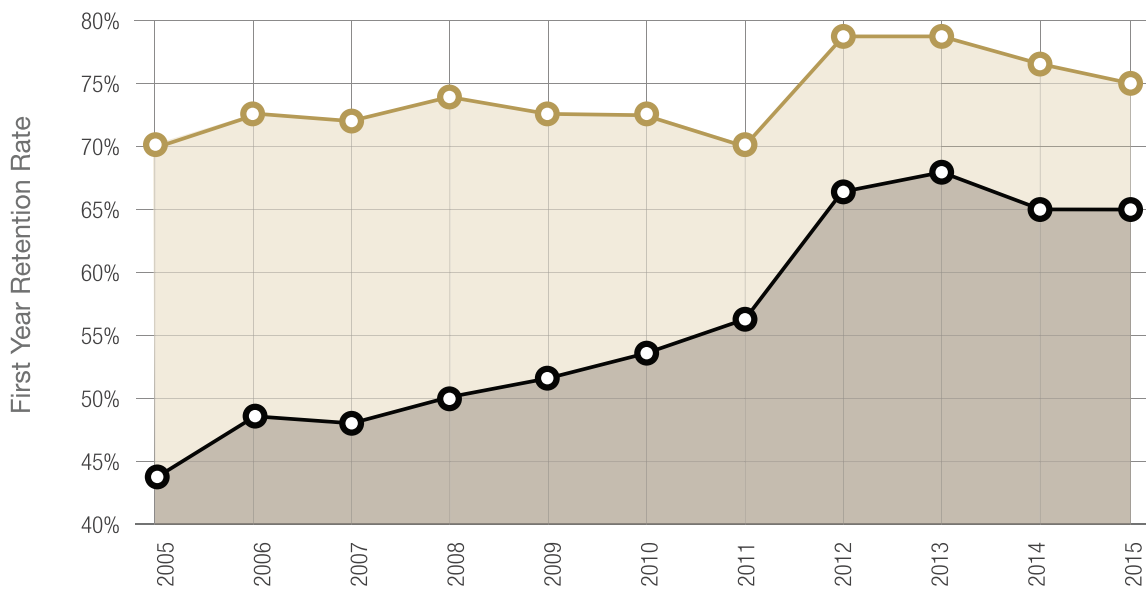
The most recent data for 6-year graduation rates show the 2010 cohort with a graduation rate of 46.8 percent, officially the highest on record since OIRA started tracking the rate in 1992. However, the bigger news is the 2012 cohort's 4-year graduation rate of 26.2 percent. This shatters the previous high of 19.1 percent set just last year.



FIRST YEAR RETENTION RATES (2005-15)

First year retention rates for last year's incoming freshmen students (i.e., 2015 FTIACs) dropped slightly to 75 percent. While still good compared to historical rates, it represents a noticeable decline from 2012 and 2013 record highs of 78 percent.

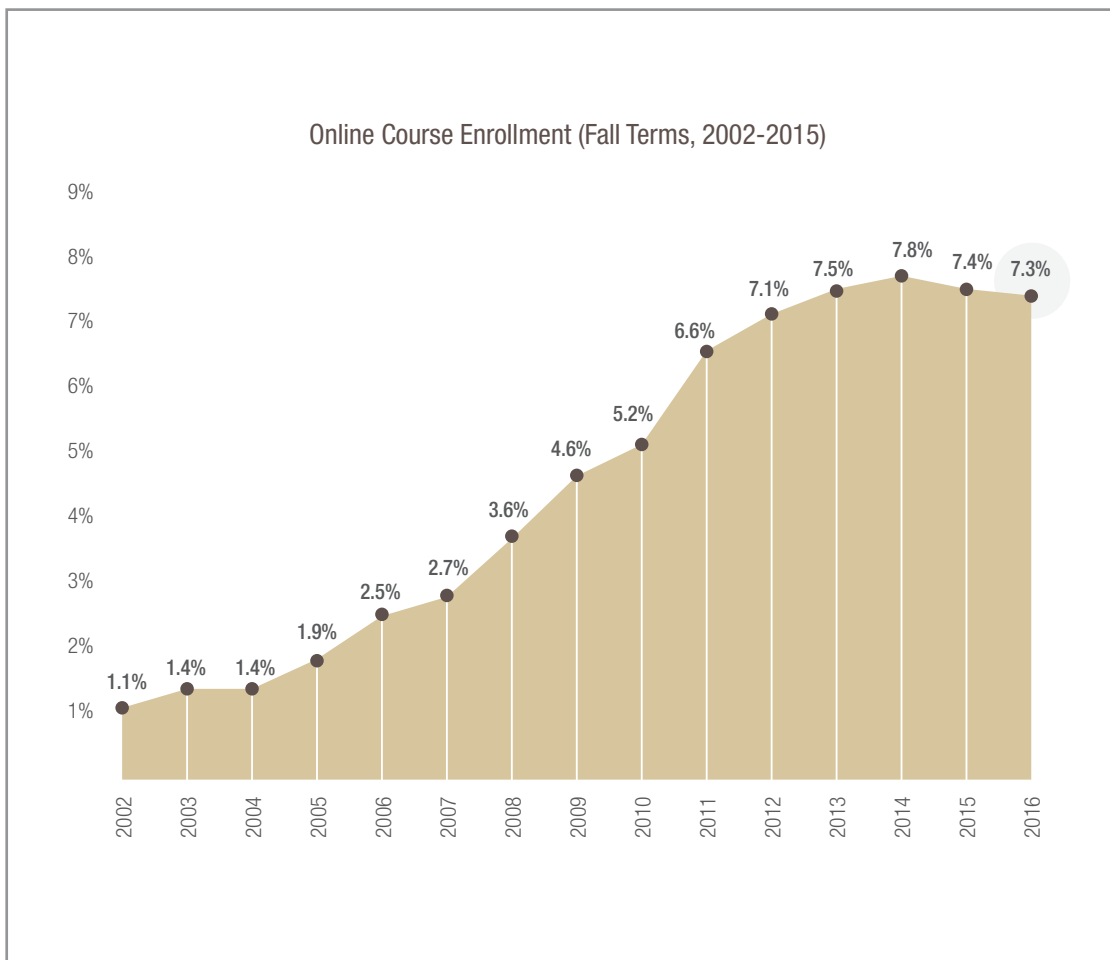
The number of students "on-track" to graduate (i.e., 28 credits by the start of their second year) remains high, though it too is still slightly below 2012 and 2013 levels.



- First Year Retention
- First Year Retention with 28+ Credits

ONLINE COURSE ENROLLMENT (2002-16)

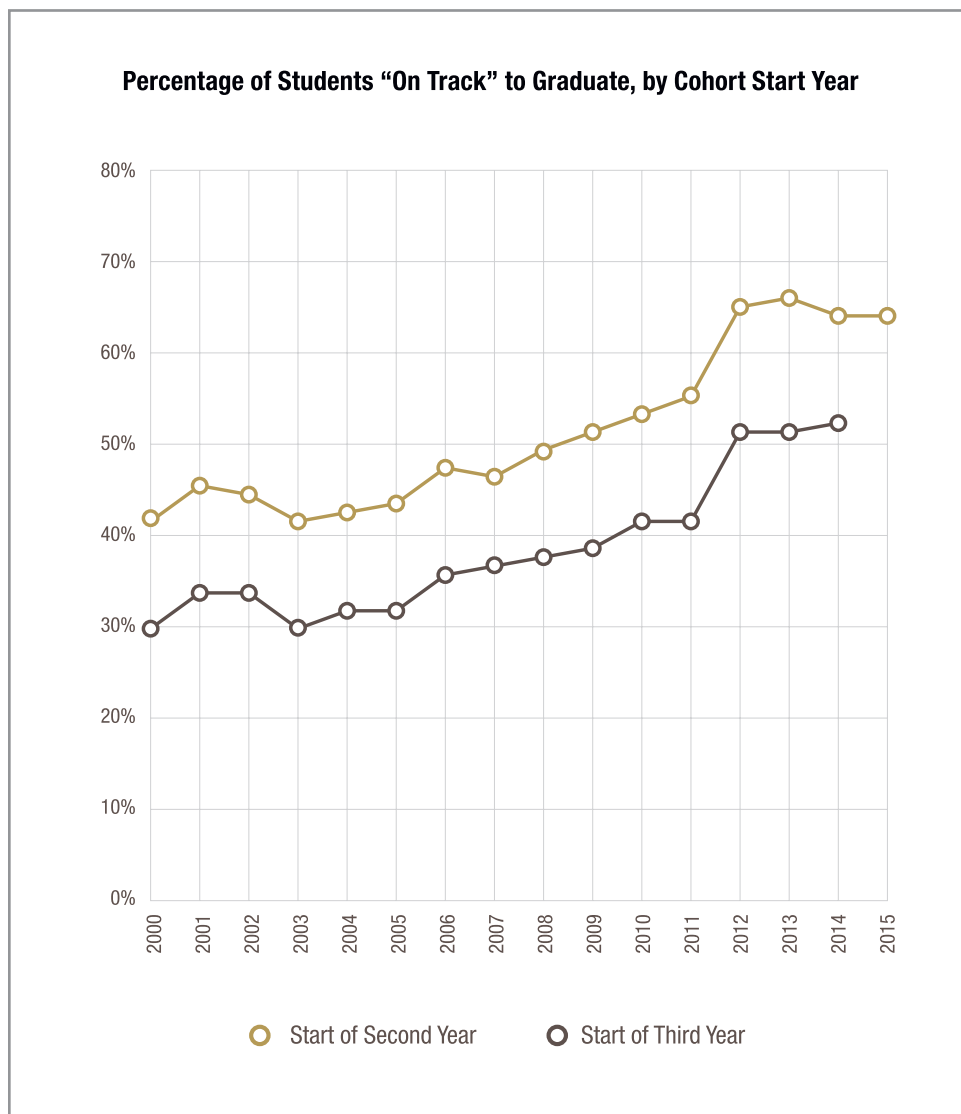
For many years, online enrollment increased as a share of total enrollment. However, that trend has now stopped — over the past two years, online enrollments have leveled off.



STUDENTS “ON TRACK” TO GRADUATE

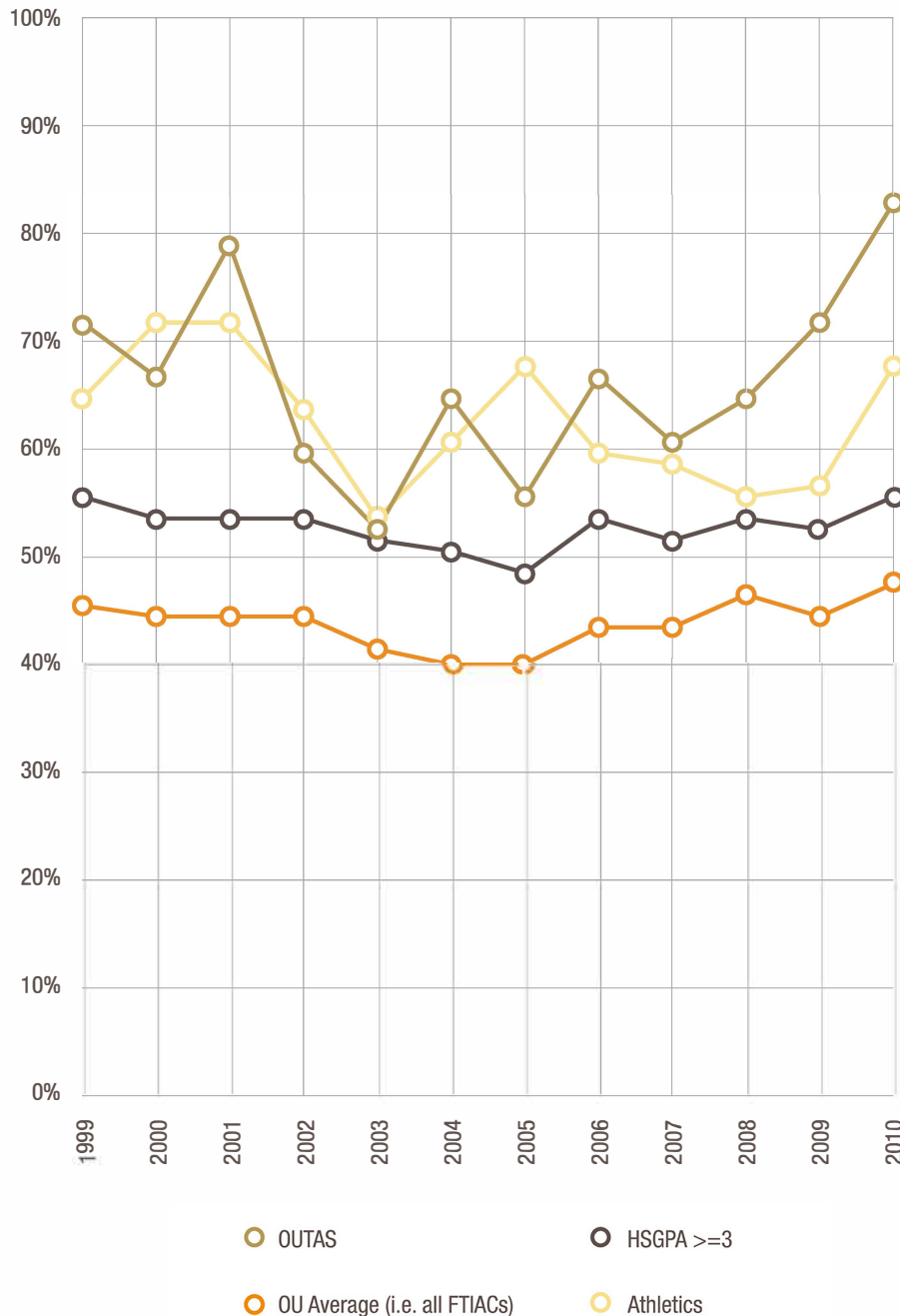
Keeping students on track to graduate is one of the best tools the University has to bolster student success. Significant progress has been made on these metrics, especially since 2012, though improvements were being made even before then.

The proportion of FTIAC students “on-track” (i.e., sophomores at the start of their second year, juniors by their third year) has greatly improved over the last decade. The University has made credit accumulation a priority for students, especially for freshmen students, who should have 28 credits by the start of their second year. This is good news because about 70 percent of students that start their second year on track will graduate from OU within six years. Even better, 87 percent of students that start their third year on track graduate in six years.



6-YEAR GRADUATION RATES

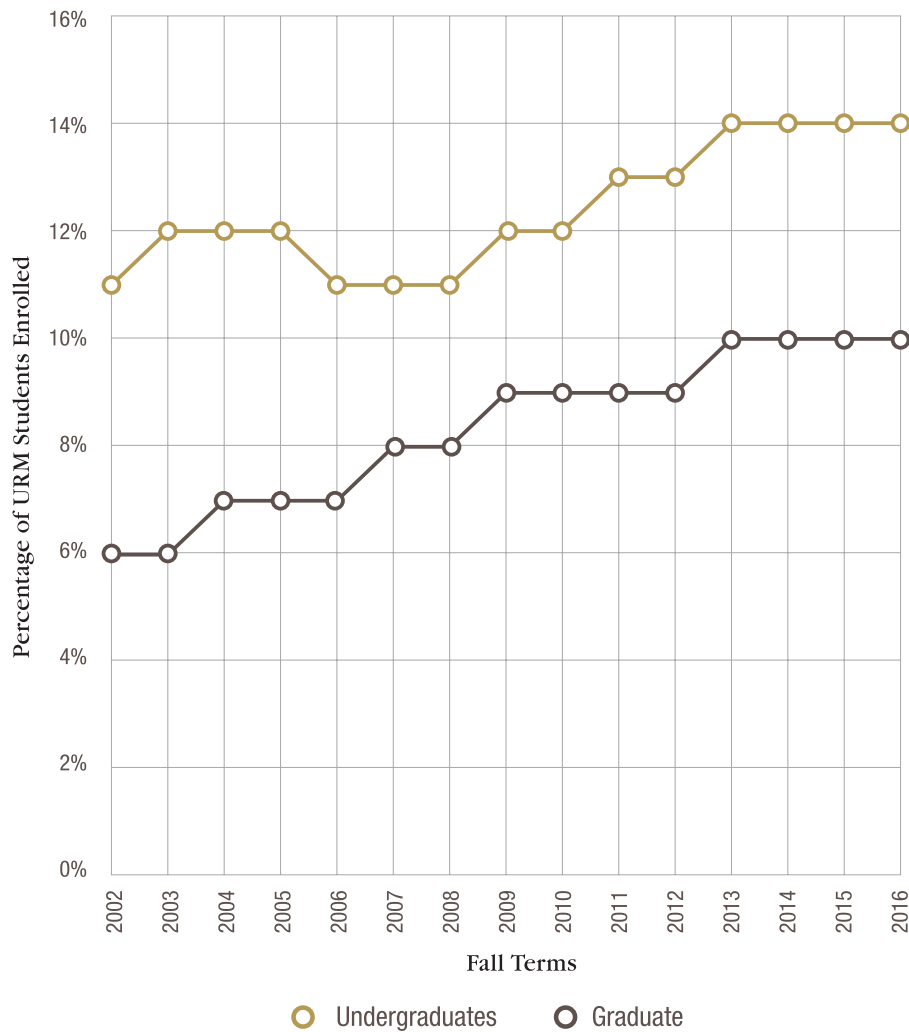
Though OU's average 6-year graduation rate fluctuates in and around the mid-40s, some groups have consistently shown higher graduation rates. Students with high school GPAs of a 3.0 or higher tend to have graduation rates that are about nine percentage points higher than the University average. Meanwhile, athletes and students that receive the OU Trustee Academic Scholarship (OUTAS) have rates that are historically about 20 percentage points higher than the average graduation rate.



PERCENTAGE OF UNDERREPRESENTED MINORITY STUDENTS AS A PROPORTION OF THE STUDENT BODY (FALL TERMS)

Over the past several years, underrepresented minority students have increased in both raw numbers and as a percentage of the total population.

For the purposes of this graph, underrepresented minority students are those with racial or ethnic self-identification of African American, Hispanic, Native American, Native Alaskan, Native Hawaiian or Pacific Islander.

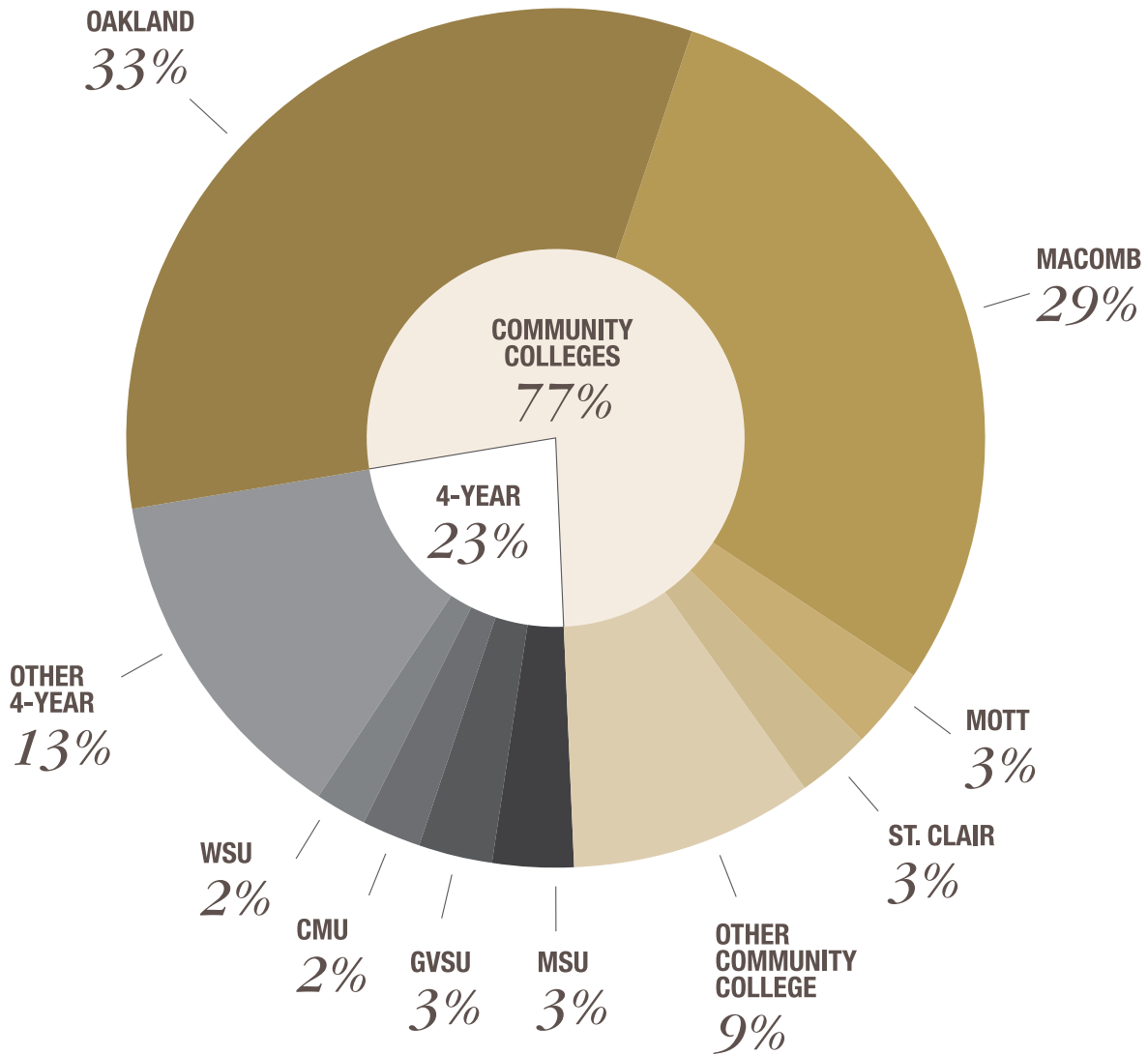


GRIZZ FACTS

A LOOK AT TRANSFER STUDENT ORIGINS

WHERE DO TRANSFER STUDENTS COME FROM?

While about 40 percent of OU's undergraduate students are transfer students, 77 percent transfer from the community college sector.

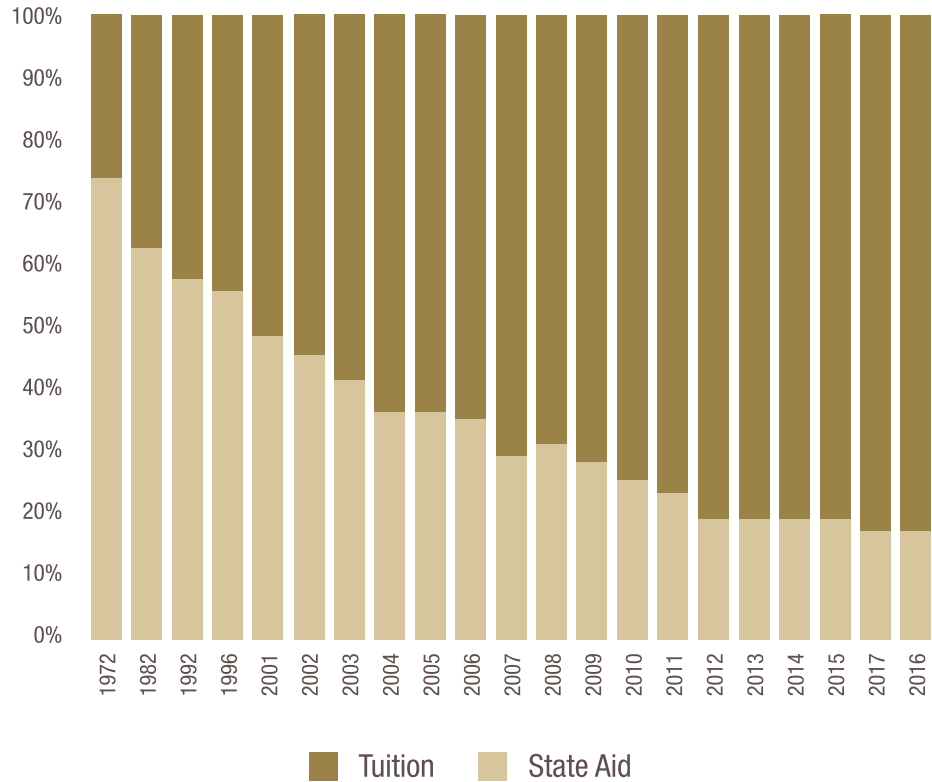


STATE APPROPRIATIONS

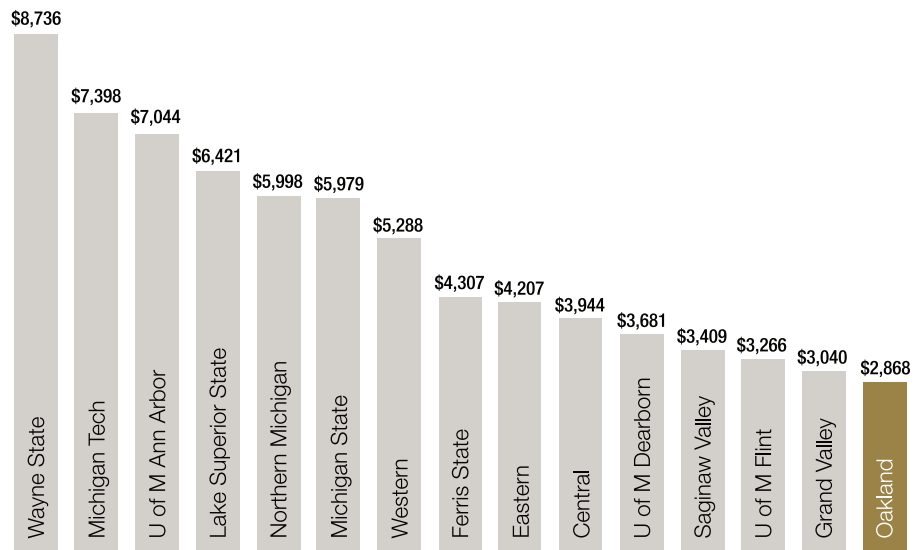
STATE SUPPORT FOR OU HAS BEEN DECLINING

Since 1972, the percentage of state aid to tuition revenue has been steadily declining. Adjusting for inflation, OU now receives less state aid than it did in 1972, even though enrollment is 2.5 times larger today (Chart 1). OU ranks last in appropriations per student (Chart 2).

Percentage of State Aid vs. Tuition Revenue



Appropriations per Student (FY 15-16)



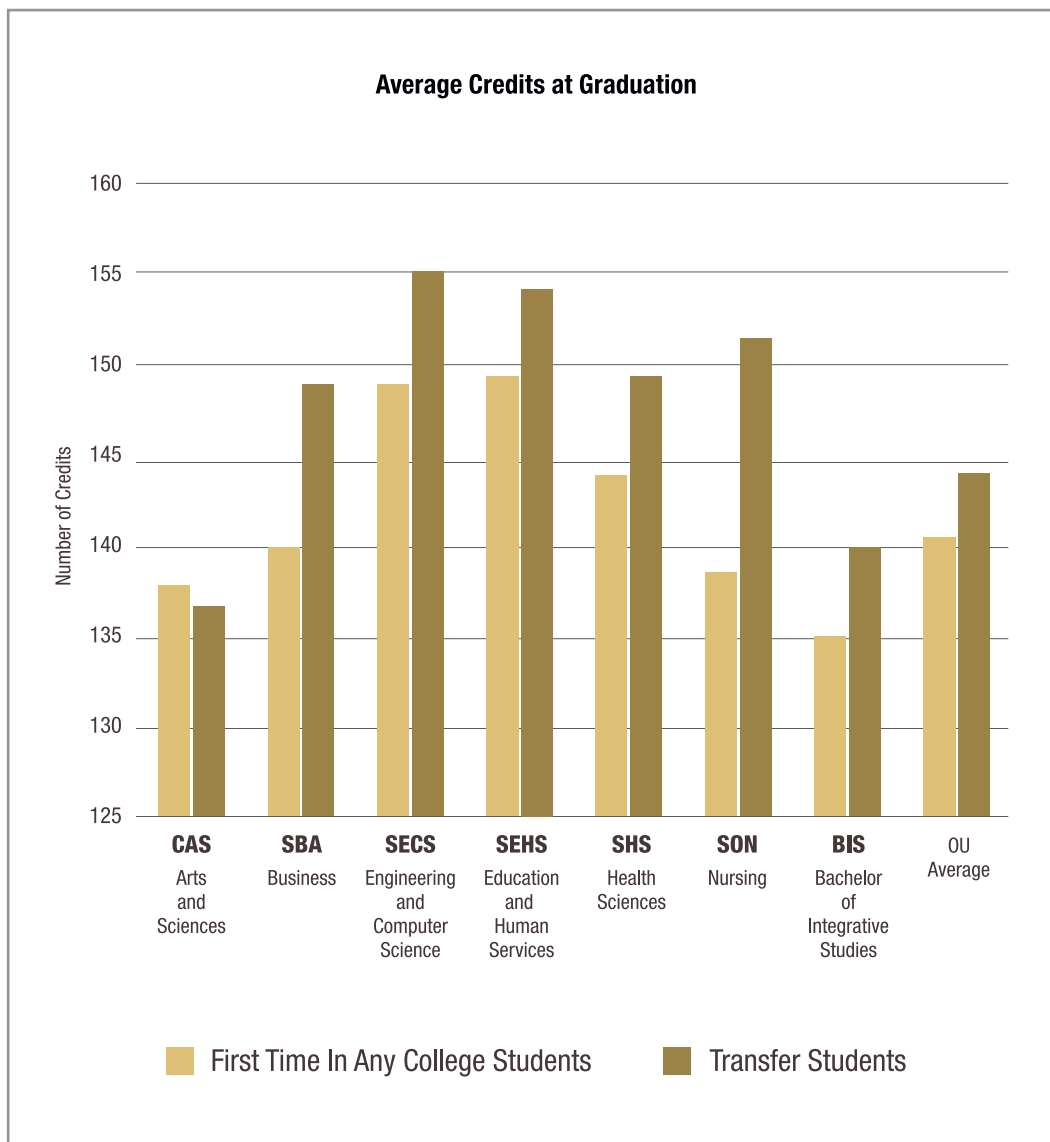
GRIZZ FACTS

A LOOK AT CREDITS EARNED AT GRADUATION

TRANSFERS TEND TO EARN MORE CREDITS THAN FTIACS

The average number of credits that an undergraduate student graduates with varies considerably depending on which school or college the student attends.

In this chart, transfer students and FTIACs (i.e., non-transfer students) are broken out. Some units have only small differences between these two student groups, while others have quite large differences. The chart below excludes all post-bachelor graduates and second degree students.



GRIZZ FACTS

A LOOK AT INTERNATIONAL STUDENT ENROLLMENT

INTERNATIONAL STUDENT COUNT ON THE RISE SINCE 2012

International student enrollment has doubled since fall 2008, from 400 total students to 809 in fall 2016. Both undergraduate and graduate enrollments have shown strong growth in recent years.

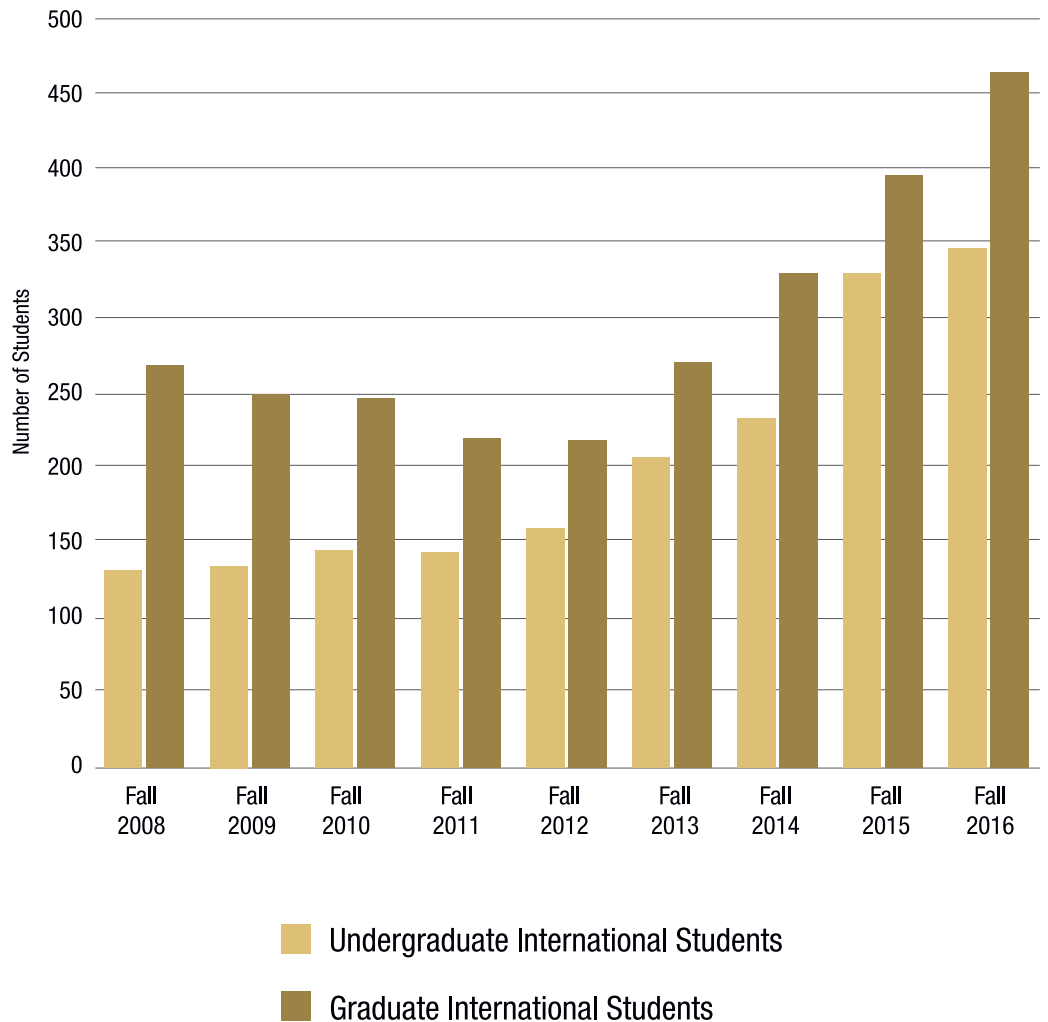
346

Undergraduate Students

International student enrollment in fall 2016

463

Graduate Students



FIRST-YEAR RETENTION RATES OF UNDERREPRESENTED MINORITY STUDENTS

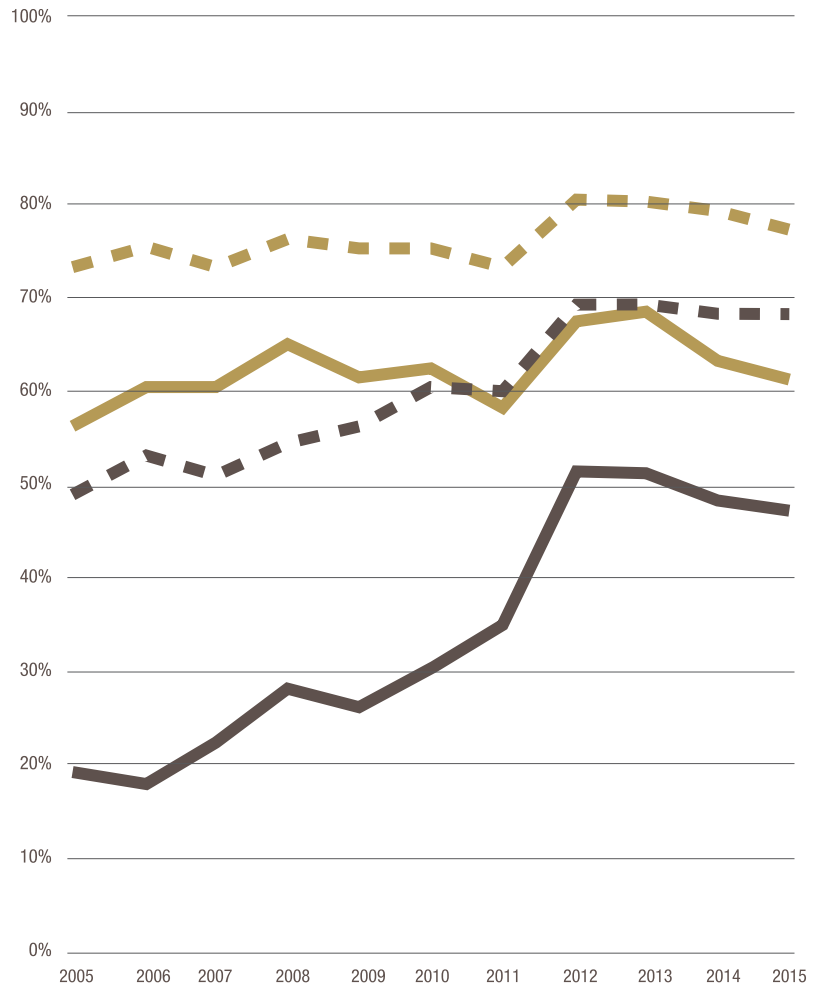
The first-year retention rate for underrepresented minority (URM) students has declined noticeably since its peak in 2013. It now hovers around 61 percent, which is actually a few percentage points below its historical average.

However, the percentage of URM students that return with enough credits to stay on track to graduate (i.e., with 28 or more credits) has dipped only slightly, and is still near record highs. This is good news, as this correlates highly with eventual graduation.

The gap in retention rates between URM students and non-minority students is around 16 percent for 2015, which is slightly higher than historical averages. This gap has proven difficult to close in the last decade, although the gap in the 'on-track' rate has closed considerably since 2005 and now rests at 21 percent.

There is a lot more to this data story – differences in socioeconomic status, academic preparedness, improvements in credit accumulations, etc.

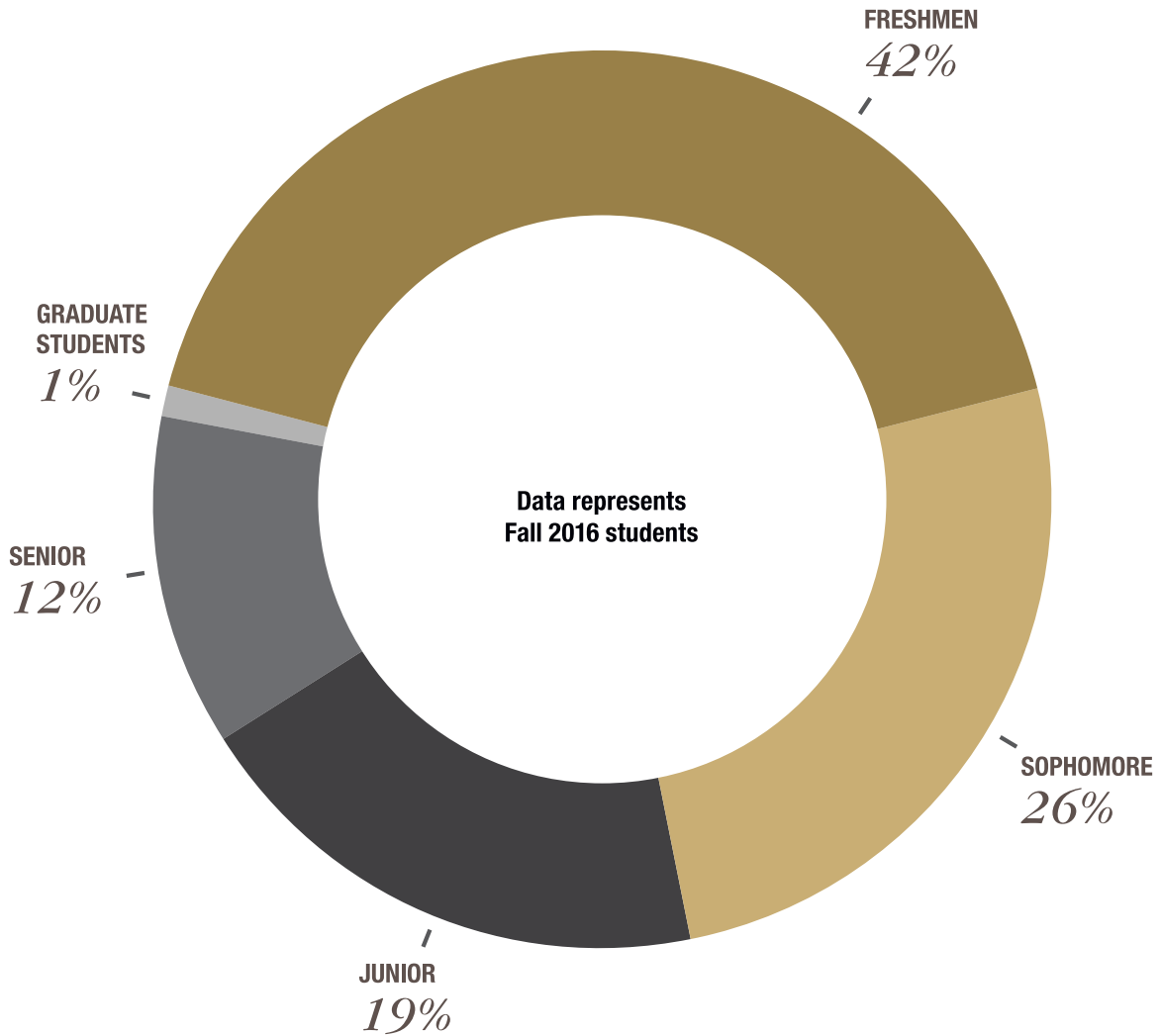
Underrepresented minority and white student retention rates 2005-15



- First Year Retention (Underrepresented Minority Students)
- - First Year Retention (White Students)
- First Year Retention - 28+ Credits (Underrepresented Minority Students)
- - First Year Retention - 28+ Credits (White Students)

GRIZZ FACTS

A LOOK AT WHO LIVES IN UNIVERSITY HOUSING



GRIZZ FACTS

A LOOK AT TRANSFER STUDENT RETENTION RATES

FIRST-YEAR RETENTION RATES OF NEW INCOMING TRANSFER STUDENTS

When looking at first-year retention rates of transfer students, it is helpful to break apart groups of students by the number of incoming credits they have.

At the aggregate level, transfer retention rates have improved over the last several years – but some of this improvement comes as a result of our changing enrollment patterns. We’ve enrolled a higher portion of juniors, who tend to have high retention rates to begin with.

When we disaggregate the data, what we see is that the retention rate of freshmen transfer students has improved in recent years, while the retention rate of new sophomore transfers has been somewhat unsteady. Meanwhile, the junior rate has been fairly consistent for several years.

