

**Ohlone College**  
**Annual “Data-Scan”**  
**Implications for Planning and Improvement**  
**September, 2007**

**Overview**

This is the first of what will be an annual report on institutional performance data from the Office of Institution Research to the college community. The President’s Institutional Research Advisory Team (IRAT) has helped direct the review of institutional performance data from a variety of sources. These sources include:

- Ohlone College’s Datatel Colleague MIS System
- Ohlone College Program and Services Review Reports
- Annual College Survey of Students, Faculty and Staff
- California Community College Chancellor’s Office DataMart
- Annual reports for grants (Title III, NSF, and others)
- Departmentally-specific surveys and research

The purpose of the Annual “Data-Scan” will be to examine these data and identify trends and points of concern that can help direct institutional dialogue and planning for improvement. The “Data-Scan” will be published on the college website, distributed to college community, and formally presented to a number of college groups, including:

- Accreditation Learning and Assessment Teams (It is proposed that the teams formed for our 2007 accreditation self study process continue with ongoing dialogue related to accreditation standards)
- College Council
- Faculty Senate and Curriculum Committee
- Basic Skills Coordination Team
- Board of Trustees

**A Perspective of Constructive Review**

There are many wonderful things about Ohlone College. We need only look at the findings from the recent survey of students for proof of this. The following show the percent of students who expressed agreement with specific quality statements:

I would recommend taking classes at Ohlone.	94%
My instructors are responsive to my individual needs.	93%
Ohlone is a positive and supportive environment to pursue an education.	92%
My instructors are highly skilled and come to classes well prepared.	92%
The College demonstrates concern for issues of equity and diversity.	92%
Courses are preparing me for my career or educational goal.	92%
Faculty and staff are sufficiently diverse to meet the needs of students.	92%
I have been made to feel comfortable here by staff and other students.	91%
Ohlone promotes positive interaction among students from diverse backgrounds.	91%
The college offers a variety of courses to meet my needs and interests.	90%
My instructors are available to talk with me.	90%
My instructors have been fair in their grading.	90%

Looking at data to provide direction for improvement necessarily involves identifying shortcomings. It is important to remember that this is done for the constructive purpose of helping the college become more effective. While we are convinced that Ohlone is an excellent college and our students overwhelmingly agree with us on that, we are also committed to ongoing, systematic assessment and action planning for improvement. It is in that spirit that the Annual “Data-Scan” is presented.

## **This first Data-Scan is organized as follows:**

### A. General Student Success Issues

Student Demographics  
Student Success  
Student Services

### B. Focus on Basic Skills

### C. Institutional Issues

Staff Demographics  
Survey Findings

## **A. General Student Success Issues**

### Student Demographics

- There was a significant increase in 2006FA for students age 19 or under. Why? Probably reflects that K-12 enrollment is up almost 50% over the previous Fall.
- Headcount numbers for African-American, Hispanic, and Asian students are increasing; headcount for White students is declining. Are we/how are we responding to this changing student culture? Or do we even need to?
- Do we address that White students are under-represented at a higher rate than Hispanic students, or do we continue to focus on Hispanics because they are traditionally under-represented?
- We have had a declining evening enrollment—both in percent and in numbers (down 1000 evening students since 2001FA). Does this correlate with the decline in CS students over that time? Or are there other factors that make evening classes less attractive? Maybe this student population is taking online classes instead?
- The credit type ratio of transferable:vocational has risen from approximately 2:1 to 3:1. This probably reflects the recoding of many vocational courses to be CSU transferable a few years ago, rather than signaling an increase in students taking general education courses.
- Why such a jump in concurrent enrollment? A targeted effort that has been successful, or dumb luck? Same question for baccalaureate-holding students. This might reflect the high percentage of residents in Fremont who already have degrees, but why did they decide to come in just the past two years in increased numbers?
- 80% less freshmen who came without high school graduation. Is this good because high schools are doing a better job of graduating their students/ or bad because we are not attracting this segment of the population?
- The major health problems facing students are allergy/sinus/asthma, back pain, and psychological problems
- Student-reported factors adversely affecting academic performance are sleep difficulty (22.7%), illness (22.4%), concern for troubled friend or family member (18.3%), and distractions of internet use or video games (17.5%)
- 13.2% of students report being victims of an emotionally abusive relationship; 3% report being victims of a physically abusive relationship

### Student Success

- Retention rates (the percent of students persisting in a class after census) have been in decline and are below the state average. Why? Is there an increasing trend for instructors to drop students after census who have failed to attend rather than to give them an F? Would this practice be a good or a bad thing?
- Success rates (the percent of students getting a grade of C or better {CR counts here as a C}) declined in 2006FA to below the state average and below the 2005FA rate. But success rates for

2005SP and 2006SP are up. Why are we up in Spring but down in Fall? Why are we so low this past Fall?

- Online success rates are high even though online retention rates are not. Do online classes weed out those students not equipped for independent study (giving us a low retention rate) but then insure that those who remain succeed at a higher than normal rate?
- Why, despite efforts of Title III, do we still only have 24.4% of our students enrolled full-time; more importantly, why do only 12.5% of students successfully complete 12 units?
- Efforts to increase full-time students are not yet showing gains, and Title III is using the Learning Communities as one vehicle to increase full-time numbers. Is this approach not working? Or is it only attracting students that would have been full-time anyway?
- Why are transfers to UCs up but transfers to CSUs down?
- What explains that our success rates are the lowest they have been since before 2001FA? Are teachers getting tougher? Students less capable? Student support services dwindling or understaffed?

#### Student Services

- Why the decline in matriculation services: orientation, assessment, counseling? Is this just a reporting problem?
- We did not even report statistics for ed plans because the numbers were so abysmal. Why don't we capture this data since it is publicly reported on the Chancellor's site?
- There was a decline for most financial aid measures between 04-05 and 05-06. When 06-07 numbers come out, will there be a rebound? If not, why are we declining?
- What happened to scholarship awards in 05-06? Will it be better when 06-07 numbers come out? Or are we just not awarding many scholarships? Or, if this is a measure of scholarships awarded our students by a third party, why aren't we getting more students who have been awarded scholarships?
- Why has the average College Work Study award amount decreased by almost 50%?

#### **B. Focus on Basic Skills**

- 2006FA retention rate (percent of students enrolled at census who persisted to the end of the semester) for all basic skills students is the highest fall rate since before 2001FA
- Persistence rate from fall-to-spring for all basic skills students is at the highest rate since before 2001FA and is up 5.3% over 2005FA and up 4.4% over previous five year average
- 2006FA success rates (percent of students getting a C grade or better) for all basic skills classes is at the lowest point since 2001FA
- There has been a decline in enrollment for basic skills Deaf studies classes (DEAF-100s and -200s) for the past two years; over 20% annual decline since 04-05
- Unduplicated students in basic skills Deaf studies is down 27% from 2005FA and down 14.5% over the previous five year average; 2006FA was the lowest unduplicated number of Deaf students since 2002FA
- Retention rate for Deaf studies for 2006FA is 94.6%! So there are fewer students enrolled, but they are remaining to the end of the term rather than dropping out; and they are succeeding. 2006FA success rate is the highest since before 2001FA
- The unduplicated number of students enrolled in basic skills English composition (ENGL-151A/B) is the highest since 2002FA, up 13.2% from 2005FA and up 9.6% over the previous five year average
- Fall-to-spring persistence rates (students in ENGL-151A or 151B enrolling the next semester in another English course) are, at 80.3%, the highest since before 2001FA, up 3.7% over the previous five year average
- The significant drop in both sections and enrollment in ESL classes can partially be explained by the combining two courses into one several times over. If you look at the WSCH generated by ESL in 06-07, it is up 23% over the previous five year average

- Fall-to-spring persistence rate for ESL students (students in an ESL course enrolling the next semester in any other ESL or ENGL course) is the highest since 2002FA, up 3.2% over 2005FA and up 2.3% over previous five year average
- Retention rate for Reading in 2007SP and the success rates for both 2006FA and 2007SP in Reading are at the lowest points since before 2001FA
- Spring enrollment in basic skills math (151, 190) has been in decline for three years and the 2007SP enrollment is the lowest it has been since before 2001FA
- Unduplicated count of basic skills math students is the lowest since before 2001FA, down 4.4% from 2005FA and down 8.6% from the previous five year average
- Basic skills math retention rates for both 2006FA and 2007SP are up; for 2006FA it is the highest since before 2001FA. However, 2006FA success rates are the lowest since before 2001FA. Why are we keeping more students but then not giving them Cs or better; is it the student? Or us?
- Fall-to-spring persistence rates (math basic skills students who enroll in any math class the following semester) are the lowest since 2001FA, down almost 4% from both 2005FA and the previous five year average

### **C. Institutional Issues**

#### Staff Demographics

- Do we need to address an aging management? 68% of our managers are 50+, while the state average is 63%. Although there is a higher than average age to our management, Ohlone managers are more ethnically diverse than average!
- Faculty do not reflect the same above average aging characteristics and are much more diverse than the state average.
- Both numbers and percent of staff in admin/manager positions have been declining, raising the student-to-administrator ratio to its highest since before 2001FA. Is this good or bad?
- 2006FA has a decrease in administrative positions and an increase in management positions. Is this just a change in the way we label people or...?

#### Survey Findings

- Almost 10% of students expressed concerns that they did not feel safe on campus; primarily these were evening students with concern about inadequate lighting
- Classified staff generally either do not feel connected to the shared governance procedures or do not care if they are connected
- The findings from the student health survey show that the major health problems are allergy/sinus/asthma (air quality issues), back pain (furniture issue) and psychological problems (engagement and support issues). 13.2% reporting they experienced an emotionally abusive relationship and 3% a physically abusive relationship. The main factors students reported that adversely impacted their academic performance were: sleep difficulties 22.7%; illness 22.4%; concern for a troubled friend or family member 18.3%; and Internet use or computer games 17.5%.