STUDENT OUTCOMES
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- Student Development - First-Year Retention
- Student Experiences - High-Impact Practices
- Student Achievement - Graduation and Honors
- Post-Graduation Success - Job and graduate school placement, salaries
Student Development: First-Year Retention

Strengths:

1. FY retention has been hitting 93-94%, in league with higher ranked and better endowed schools.

2. Students of color have higher average retention rates at 95%, while white students are at 92% average.

3. No discernable patterns between retention and gender.

4. No discernable patterns between retention and first-generation-college student status.
Student Development: First-Year Retention

Retention Rate for Freshman Cohorts 2003-2013

- 2003: 91.6%
- 2004: 91.7%
- 2005: 89.9%
- 2006: 91.5%
- 2007: 94.1%
- 2008: 94.1%
- 2009: 90.8%
- 2010: 90.4%
- 2011: 94.0%
- 2012: 93.0%
- 2013: 92.5%
Oxy FY retention is in league with higher-ranked schools.
Student Development: First-Year Retention

Areas for Concern:

1. Consistently lower retention: International students

FY retention of international students has been consistently lower.
Student Development: First-Year Retention

Retention Rate for Freshman Cohorts 2003-2013

Let’s focus on this
Student Development: First-Year Retention

Sources of data:

1) Institutional data (Banner tables)

2) Your First College Year Survey
   • 82-91% response rate
   • compare results for cohorts 2009, 2010, 2012
Based on institutional data …

The drop in FY retention for Cohort 2010 does not appear to be correlated with:

1. SAT and ACT scores of entering cohort.
2. Race/ethnicity, gender, First Generation College (FGC) status.
Based on survey data …

The drop in FY retention for Cohort 2010 does not appear to be correlated with:

1. Concern for ability to finance college education, satisfaction with financial aid, parental income levels.
2. Faculty-student interaction at Oxy
3. Satisfaction with overall quality of instruction.
4. Habits of mind (behaviors associated with academic success)
5. Oxy being a first choice college
Student Development: First-Year Retention

"What do you think you will be doing next Fall?"

- Not attending any
- Don't know yet
- Attending another
- Attending Oxy
Student Development: First-Year Retention

The drop in FY retention for Cohort 2010 appears to be correlated with:

**Sense of belonging**
(a sense of academic and social integration on campus)

- I feel I am a member of this college
- I feel a sense of belonging to this campus
- I see myself as part of the campus community
- If asked, I would recommend this college to others

Note: Leavers and non-leavers have the *same* participation rates in “student groups/clubs”. 
Student Experiences: High-Impact Practices

Participation rates for cohorts 2009 & 2010

- Undergraduate Research:
  - Cohort 2007: 32%
  - Cohort 2008: 27%
  - Cohort 2009: 30%
  - Cohort 2010: 25%

- Intl and Domestic Study:
  - Cohort 2007: 41%
  - Cohort 2008: 37%
  - Cohort 2009: 39%
  - Cohort 2010: 35%

- CBL:
  - Cohort 2007: 61%
  - Cohort 2008: 55%
  - Cohort 2009: 60%
  - Cohort 2010: 76%
Student Experiences: High-Impact Practices

Participation rates by gender for cohorts 2009 & 2010

- Undergraduate Research:
  - Female: 30%
  - Male: 24%

- Intl and Domestic Study:
  - Female: 45%
  - Male: 26%

- CBL:
  - Female: 74%
  - Male: 61%
Student Experiences: High-Impact Practices

Participation rates by first-generation-in-college status for cohorts 2009 & 2010

- **Undergraduate Research**: 29% (FGC), 27% (Non-FGC)
- **Intl and Domestic Study**: 34% (FGC), 37% (Non-FGC)
- **CBL**: 71% (FGC), 67% (Non-FGC)
Student Experiences: High-Impact Practices

Participation rates by race for cohorts 2009 & 2010

- **Asian**
  - Undergraduate Research: 29%
  - Intl and Domestic Study: 46%
  - CBL: 57%

- **Black or African American**
  - Undergraduate Research: 26%
  - Intl and Domestic Study: 37%
  - CBL: 73%

- **Hispanic or Latino**
  - Undergraduate Research: 27%
  - Intl and Domestic Study: 39%
  - CBL: 68%

- **White**
  - Undergraduate Research: 19%
  - Intl and Domestic Study: 27%
  - CBL: 62%

- **International**
  - Undergraduate Research: 0%
  - Intl and Domestic Study: 20%
  - CBL: 62%
Student Experiences: High-Impact Practices and Other Outcomes

Overall Satisfaction — satisfaction with the college experience

Course Satisfaction — students see coursework as relevant, useful and applicable to daily life and future plans

Faculty-student Interaction — satisfaction with amount and type of student-faculty contact

Sense of Belonging — feel sense of academic and social integration on campus

Habits of Mind - behaviors associated with academic success

Pluralistic Orientation — skills and dispositions appropriate for living and working in a diverse society

Source:
College Senior Survey, Spring 2013, 62% response rate
Student Experiences:
High-Impact Practices and Other Outcomes

*There is a statistically significant difference in means between participant and non-participant at 99% confidence level.
Student Experiences: High-Impact Practices and Other Outcomes

Student "studied abroad"

<table>
<thead>
<tr>
<th>Scores</th>
<th>Overall Satisfaction*</th>
<th>Sense of Belonging*</th>
<th>Habits of Mind*</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>50</td>
<td>45</td>
<td>55</td>
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<tr>
<td>Yes</td>
<td>55</td>
<td>50</td>
<td>60</td>
</tr>
</tbody>
</table>

*There is a statistically significant difference in means between participant and non-participant at 99% confidence level.
Student Experiences: High-Impact Practices and Other Outcomes

*Student "performed community service as part of a class"

Scores

Overall Satisfaction*  Course Satisfaction*  Faculty/Student...  Sense of Belonging*  Habits of Mind*  Pluralistic Orientation*  
Not at all  Occasional  Frequently

*There is a statistically significant difference in means between participant and non-participant at 99% confidence level.
*There is a statistically significant difference in means between participant and non-participant at 99% confidence level.
Student Achievement: Graduation Rates by Cohort Year

Graduation rate (%)


Grad 4 yrs  Grad 5 yrs  Grad 6 yrs  Linear (Grad 4 yrs)
Student Achievement:
High-Impact Practices, Graduation and Honors

Graduation and honors received for cohorts 2009 & 2010

- Graduation
- Honors
Student Achievement: Honors (Latin, College and PBK)

Honors by first-generation-college status for cohorts 2009 & 2010

Cohorts 2009 & 2010

Students with honors
Student Achievement:
Honors (Latin, College and PBK)

Honors by gender for cohorts 2009 & 2010

Cohorts 2009 & 2010
Students with honors

Male
Female
Student Achievement:
Honors (Latin, College and PBK)

Honors by race/ethnicity
for cohorts 2009 & 2010

- White
- Unknown
- Two or More Races
- International
- Native Hawaiian or Other Pacific Islander
- Hispanic or Latino
- Black or African American
- Asian
- American Indian or Alaska Native
Student Achievement: GPA Comparisons

GPA by Race for Freshman and Senior Years
Cohorts 2009&2010

- White
- International
- Hispanic or Latino
- Black or African American
- Asian
- American Indian or Alaska Native
Student Achievement: GPA Comparisons

GPA by Race for Freshman and Senior Years
Cohorts 2009&2010

GPA

Fall First Year
Fall Senior Year

White
International
Hispanic or Latino
Black or African American
Asian
American Indian or Alaska Native
Student Achievement: GPA Comparisons

GPA by Gender for Freshman and Senior Years
Cohorts 2009&2010

GPA by Gender for Freshman and Senior Years
Cohorts 2009&2010

- Female
- Male

- Fall First Year
- Fall Senior Year
Student Achievement: GPA Comparisons

GPA by First-Generation-College Status for Freshman and Senior Years
Cohorts 2009&2010

GPA

Non-FGC
FGC

Fall First Year
Fall Senior Year
Student Achievement: GPA Comparisons

GPA by Major for Freshman and Senior Years
Cohorts 2009&2010

GPA

Fall First Year  Fall Senior Year
Student Achievement: National Awards

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>28</td>
</tr>
<tr>
<td>2012-2013</td>
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<tr>
<td>2011-2012</td>
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<td>2010-2011</td>
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<tr>
<td>2008-2009</td>
<td>15</td>
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<tr>
<td>2007-2008</td>
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2013-14 National Awards

<table>
<thead>
<tr>
<th>Award</th>
<th>Recipients</th>
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<tbody>
<tr>
<td>Fulbright Fellowships</td>
<td>13</td>
</tr>
<tr>
<td>Critical Language School</td>
<td>1</td>
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<tr>
<td>Capital Fellows Program</td>
<td>1</td>
</tr>
<tr>
<td>Humanity in Action</td>
<td>1</td>
</tr>
<tr>
<td>NSF Grad Res Fellowship</td>
<td>2</td>
</tr>
<tr>
<td>CORO Fellows Program</td>
<td>3</td>
</tr>
<tr>
<td>Barry M. Goldwater Schol</td>
<td>1</td>
</tr>
<tr>
<td>Princeton-in-Africa</td>
<td>1</td>
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<tr>
<td>Public Policy and International Affairs Fellowship (PPIA)</td>
<td>3</td>
</tr>
<tr>
<td>Davis Projects for Peace</td>
<td>1</td>
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<tr>
<td>Marianne Ruuth Award</td>
<td>1</td>
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</tbody>
</table>
## Student Achievement: National Awards

<table>
<thead>
<tr>
<th>2014 Top Fulbright Producers among Liberal Arts Colleges</th>
<th>Number of applicants</th>
<th>Number of awards</th>
<th>Awards/Applications</th>
</tr>
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<tbody>
<tr>
<td>Pitzer College</td>
<td>108</td>
<td>19</td>
<td>18%</td>
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<tr>
<td>Smith College</td>
<td>38</td>
<td>15</td>
<td>39%</td>
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<tr>
<td>Amherst College</td>
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<td>13</td>
<td>33%</td>
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<tr>
<td>Oberlin College</td>
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<td>13</td>
<td>24%</td>
</tr>
<tr>
<td>Occidental College</td>
<td>55</td>
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<td>24%</td>
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<tr>
<td>Middlebury College</td>
<td>42</td>
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</tr>
<tr>
<td>Scripps College</td>
<td>28</td>
<td>11</td>
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<tr>
<td>Williams College</td>
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<td>11</td>
<td>20%</td>
</tr>
<tr>
<td>Bates College</td>
<td>34</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Pomona College</td>
<td>72</td>
<td>10</td>
<td>14%</td>
</tr>
</tbody>
</table>
Post-Graduation Success

June 2014: IRAP and Career Center joined the national HEDS Alumni Survey for the first time.

- Perceptions and Experiences of Oxy Alums
- Job Placement
- Graduate Study
## Sample Size and Response Rates for Oxy Alumni

<table>
<thead>
<tr>
<th>Years Out</th>
<th>Grad Year</th>
<th>Class Size (N)</th>
<th>Invited Participants (with valid contact info)</th>
<th>Respondents (n)</th>
<th>Response Rates</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2013</td>
<td>513</td>
<td>424</td>
<td>241</td>
<td>57%</td>
</tr>
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<td></td>
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<td>52%</td>
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<tr>
<td>5</td>
<td>2009</td>
<td>384</td>
<td>379</td>
<td>228</td>
<td>60%</td>
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<td></td>
<td>61%</td>
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<tr>
<td>10</td>
<td>2004</td>
<td>475</td>
<td>365</td>
<td>184</td>
<td>50%</td>
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<tr>
<td>20</td>
<td>1994</td>
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<td></td>
<td></td>
<td>45%</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td>1,761</td>
<td>1,420</td>
<td>752</td>
<td>53%</td>
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<tr>
<td></td>
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### Response Rates

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<th>Class Size (N)</th>
<th>Invited Participants (with valid contact info)</th>
<th>Respondents (n)</th>
<th>OVERALL</th>
<th>Arts and Humanities</th>
<th>Sciences</th>
<th>Social Sciences</th>
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<td>56%</td>
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Note: Response Rate is based on the HEDS formula of dividing an institution’s total number of valid responses by the number of emails successfully delivered through Qualtrics. Survey administration was in June 2014.
Percent of alumni satisfied with their undergraduate education

![Bar chart showing the percentage of alumni who are very satisfied and satisfied with their undergraduate education, categorized by alma mater (Oxy vs. Others) and years after graduation (1 yr, 5 yrs, 10 yrs, more than 10 yrs).]

- Oxy:
  - 1 yr: 42% very satisfied, 54% satisfied
  - 5 yrs: 39% very satisfied, 50% satisfied
  - 10 yrs: 56% very satisfied, 34% satisfied
  - More than 10 yrs: 53% very satisfied, 31% satisfied

- Others:
  - 1 yr: 47% very satisfied, 35% satisfied
  - 5 yrs: 50% very satisfied, 34% satisfied
  - 10 yrs: 38% very satisfied, 31% satisfied
  - More than 10 yrs: 63% very satisfied, 28% satisfied

Legend:
- Blue: Very satisfied
- Light blue: Satisfied

Years after graduation:
- 1 yr
- 5 yrs
- 10 yrs
- More than 10 yrs
Percent of alumni with “(feeling of) connection” to alma mater

<table>
<thead>
<tr>
<th>Time</th>
<th>Oxy</th>
<th>Others</th>
<th>Oxy</th>
<th>Others</th>
<th>Oxy</th>
<th>Others</th>
<th>Oxy</th>
<th>Others</th>
<th>Oxy</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 yr</td>
<td>38%</td>
<td>49%</td>
<td>48%</td>
<td>38%</td>
<td>44%</td>
<td>50%</td>
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<td>50%</td>
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<td>49%</td>
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<td>5 yrs</td>
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<td>30%</td>
<td>38%</td>
<td>50%</td>
<td>25%</td>
<td>43%</td>
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<td>30%</td>
</tr>
<tr>
<td>10 yrs</td>
<td>40%</td>
<td>45%</td>
<td>45%</td>
<td>45%</td>
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<td>54%</td>
<td>54%</td>
<td>54%</td>
<td>40%</td>
<td>45%</td>
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<tr>
<td>more than 10 yrs</td>
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<td>62%</td>
<td>23%</td>
<td>62%</td>
<td>36%</td>
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<td>36%</td>
<td>46%</td>
<td>23%</td>
<td>62%</td>
</tr>
</tbody>
</table>

- Very strong connection
- Some connection
Current primary activity of graduates from Oxy and other schools, by year graduated

![Bar chart showing current primary activity of graduates from Oxy and other schools, by year graduated. The chart includes data for 1 year, 5 years, 10 years, and more than 10 years after graduation.](chart.png)
Graduate/professional degrees received or currently pursuing

Note: These are based on responses from the 202 Oxy alumni and 2,909 alumni from other schools who graduated 1 and 5 years ago who are currently enrolled in graduate/professional schools or have already received their degrees.
Income before taxes of Oxy alumni 5 years after graduation

Notes: These are 2009 graduates for Oxy, and 2008/09 graduates for the other schools. Oxy n=198, Others n=2605.
Occidental Learning Goals

College-wide student learning goals

- Synthesis of ideas …
- Linkage of theory and practice …
- Mastery essential content, methods, concepts …
- Development of key intellectual skills …
- Capacity for active intellectual community engagement …