

Table 3. OLC 10 Year Enrollment Summary of Entering Freshmen

Oglala Lakota College has an open door policy and provides an equal opportunity for all students to succeed. Oglala Lakota College’s recruiting efforts have been historically informal using specific efforts and relying primarily on word of mouth to recruit Native American students from reservation communities and urban Native communities. Specific recruiting efforts include: fliers, advertisements in local and Native newspapers, local radio and television announcements, social media, and K-12 outreach including career fairs, STEM outreach programs, and financial aid information nights, library outreach programs, and athletics. However these specific efforts have been primarily at the program and district level.

Oglala Lakota College enrollment data indicates a consistent enrollment pattern of new entering students for over the past 10 years (Table 3) and our ability to attract and recruit students was not listed as a concern during the focus visits/interviews with center staff. Regardless, Oglala Lakota College will increase efforts to actively recruit and attract students to increase the student capacity by coordinating recruitment activities at an institutional level.

Enrollment Summary Statistics	
Academic year	Entering Freshmen
AY 2003-2004	323
AY 2004-2005	322
AY 2005-2006	269
AY 2006-2007	397
AY 2007-2008	579
AY 2008-2009	414
AY 2009-2010	478
AY 2010-2011	520
AY 2011-2012	374
AY 2012-2013	375
AY 2013-2014	406
Average	405.1

OLC 2010-2012 Retention Rates

First Time, Full-Time, Degree Seeking Students who returned from Fall to Fall semesters as reported to IPEDS.

Oglala Lakota College views persistence as associated to student behavior some challenges OLC students face are family and economic situations which cause them to stop out. Center staff play a key role in retention and persistence, since they have the most direct contact with the student population. Center staff advise and mentor students to address their personal factors and work closely with department chairs, faculty and administration to address the programmatic and institutional factors to ensure student success. Center staff maintain individual student files and track the student course needs for meeting degree requirements. Center staff coordinate community and college based activities; including workshops to support student learning, foundation studies preparation sessions, financial aid workshops, college success and student orientation on a semester basis. Center staff participates in college-wide recruitment efforts at the local area high schools and job fairs.

Over the years Oglala Lakota College did not separate persistence from retention. The academic departments sporadically recorded attrition rates per semester; however, this data is sporadic and is found at the program level. The data was not analyzed to reflect the current institutional data on persistence. Institutional data for 6 year retention/persistence rates indicate that we need to separate the two factors and develop clear definitions to identify the quality of advisement, academic and social integration of students through their intent to persist within their degree.

OLC Retention rate for past 4 years				
AY2010	AY2011	AY2012	AY2013	Average
45%	46%	44%	43%	44.5 %

OLC 2009-2013 Persistence Rates

Entering Freshman fall semester and tracking both Full-Time and Part-Time students for each semester. In 2009 students had to declare a degree in order to receive their PELL grant and were required to take only courses listed on their plan of study. Prior to this it was not mandatory that students declare a degree and therefore we reported on all our students in each cohort for our retention numbers.

FA_EF2009											
	FALL2009	SP2009	FA2010	SP2010	FA2011	SP2011	FA2012	SP2012	FA2013	SP2013	FA2014
Total Full Time:	207	157	117	98	61	77	49	46	40	46	42
		76%	57%	47%	29%	37%	24%	22%	19%	22%	20%
Total Part-Time:	54	24	16	16	19	18	13	10	15	7	7
		44%	30%	30%	35%	33%	24%	19%	28%	13%	13%
Total FA2009 EF:	261	181	133	114	80	95	62	56	55	53	49
		69%	51%	44%	31%	36%	24%	21%	21%	20%	19%
FA_EF2010											
	FA2010	SP2010	FA2011	SP2011	FA2012	SP2012	FA2013	SP2013	FA2014		
Total Full Time:	271	188	131	120	97	73	68	62	49		
		69%	48%	44%	36%	27%	25%	23%	18%		
Total Part-Time:	95	36	36	26	21	19	20	15	12		
		38%	38%	27%	22%	20%	21%	16%	13%		
Total FA2010 EF:	366	224	167	146	118	92	88	77	61		
		61%	46%	40%	32%	25%	24%	21%	17%		
FA_EF2011											
	FA2011	SP2011	FA2012	SP2012	FA2013	SP2013	FA2014				
Total Full Time:	180	126	83	82	55	55	45				
		70%	46%	46%	31%	31%	25%				

Total Part-Time:	37	20	10	9	5	7	4
		54%	27%	24%	14%	19%	11%
Total FA2011 EF:	217	146	93	91	60	62	49
		67%	43%	42%	28%	29%	23%

FA_EF2012	FA2012	SP2012	FA2013	SP2013	FA2014
Total Full Time:	180	103	78	64	44
		57%	43%	36%	24%
Total Part-Time:	72	28	25	19	12
		39%	35%	26%	17%
Total FA2012 EF:	252	131	103	83	56
		52%	41%	33%	22%

FA_EF2013	FA2013	SP2013	FA2014
Total Full Time:	183	123	78
		67%	43%
Total Part-Time:	40	23	18
		58%	45%
Total FA2013 EF:	223	146	96
		65%	43%

Table 6. OLC Completion Rate for past 3 years

Graduation rate as reported to IPEDS. Reporting on our First Time, Full-Time Entering Freshman cohorts each fall semester.

Completion Rate, Certificates, AA/AAS and Bachelor's degrees for past 3 years (IPEDS)				
AY2010	AY2011	AY2012	AY2013	Average
11%	12%	12%	12%	12%