

Oakland Community College
College Assessment Activities

Intended Student Outcome	Assessment Measure	Responsibility	Results Distributed To:	Use of Results	Assessment Schedule	Assessment Instrument
1. Students will identify their long term educational goals.	<ul style="list-style-type: none"> - What is your long term (5+ years) educational goal? - To what extent did OCC help you identify this goal? 	- Office of Institutional Planning & Analysis	<ul style="list-style-type: none"> - Academic Senate - Faculty - Deans - Administration 		- All assessment points	<ol style="list-style-type: none"> 1. Admissions 2. FTS 3. CSS 4. Returning 5. Non-returning 7. GES 8. GPS
2. Students will achieve their OCC educational goals.	<ul style="list-style-type: none"> - What is your OCC educational goal? - Has your OCC educational goal changed? - Why did your goal change? - SIS outcome data 	- Office of Institutional Planning & Analysis	<ul style="list-style-type: none"> - Academic Senate - Faculty - Deans - Administration 		- All assessment points	<ol style="list-style-type: none"> 2. FTS 3. CSS 4. Returning 5. Non-returning 6. Transfer 7. GES 8. GPS
3. Students will identify their career goals.	<ul style="list-style-type: none"> - What is your career goal? - To what extent did OCC help you identify this goal? - Has your career goal changed? - Why did your goal change? - Graduate Follow Up Survey 	- Office of Institutional Planning & Analysis	<ul style="list-style-type: none"> - Academic Senate - Faculty - Deans - Administration 		- All assessment points	<ol style="list-style-type: none"> 1. Admissions 2. FTS 3. CSS 4. Returning 5. Non-returning 7. GES 8. GPS
4. Students will perceive that they have made progress toward achieving their career goals.	<ul style="list-style-type: none"> - To what extent have you made progress towards your career goal? - To what extent has OCC helped you? 	- Office of Institutional Planning & Analysis	<ul style="list-style-type: none"> - Academic Senate - Faculty - Deans - Administration 		- Assessment points 2 and beyond	<ol style="list-style-type: none"> 2. FTS 3. CSS 4. Returning 5. Non-returning 6. Transfer 7. GES 8. GPS

Brainstorm:

- List Review
- ~~what are~~ goals/
- How do other schools assess
- 1 year of 15

who - students which one
get assessed?

CLASSASSESS.COLLEGE.MTX

what influences their
ed goal

→ what are the issues for
each of the outcomes

Word Limits:

methodology - Survey - Admissions -

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NOTE:

- FTS - First-time student survey
- CSS - Continuing student survey
- GES - Graduate exit survey
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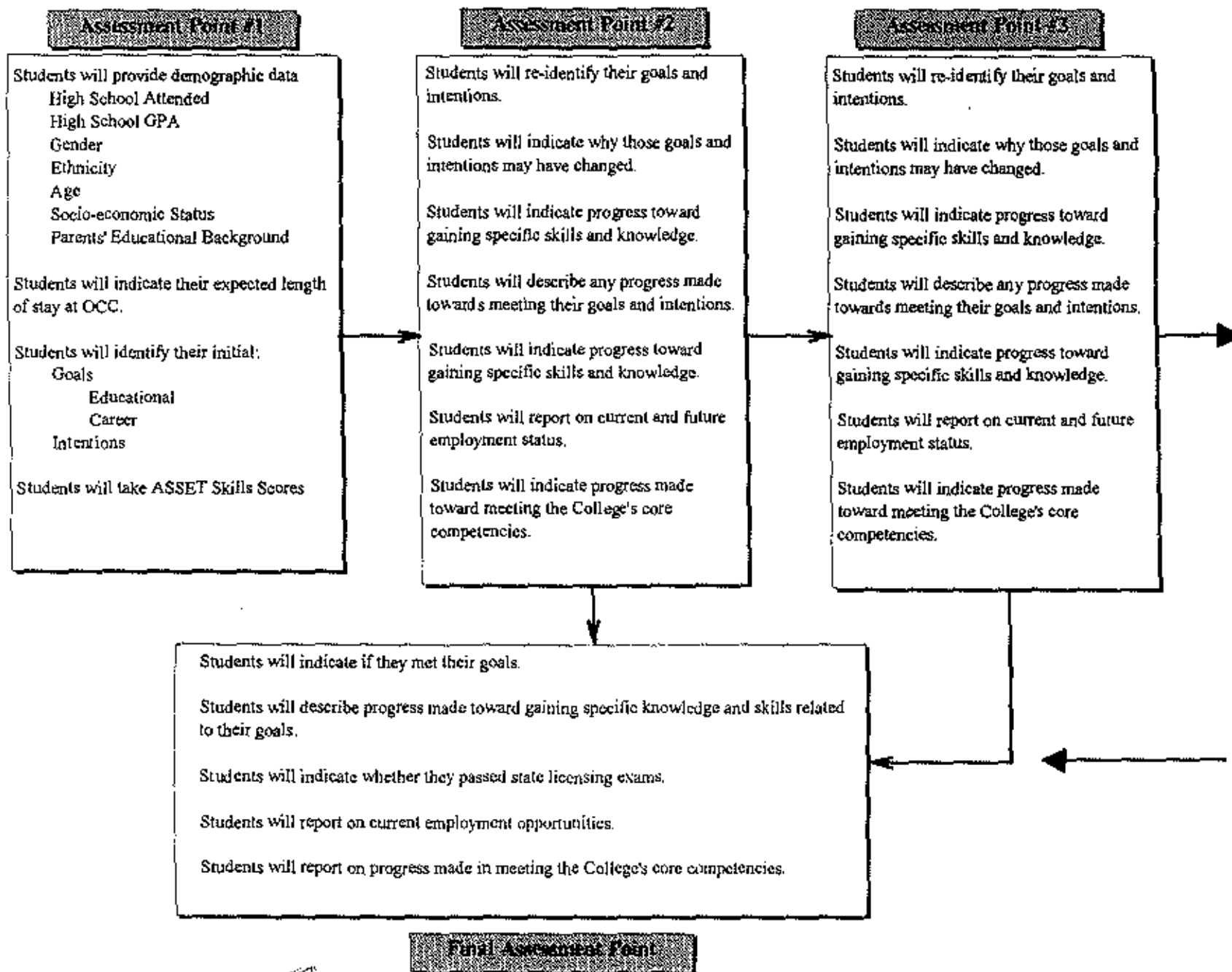
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NOTE:

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Measures for Assessing Student Outcomes





OAKLAND
COMMUNITY
COLLEGE

FIRST TIME STUDENT SURVEY (phone)

[_____]

Please make any name and/or address changes below.

[_____]

Hello. This is _____ and I'm calling from Oakland Community College. We are calling First Time students at OCC in order to gauge their opinions and experiences at OCC to date. Please be confident that your answers to the following questions are confidential and no personal information will be released or published. Would you be willing to answer a few questions for us?

(If Yes, continue the survey; if no, thank them for their time and discontinue the survey.)

Verify student address at this point????

The following questions focus on your personal and educational goals and your satisfaction with OCC's programs and services.

1. First, what is the **PRIMARY** reason you are attending OCC?

[Read the list first---they can select only one.]

- (1) _____ To gain skills necessary to enter a new job or occupation.
- (2) _____ To gain skills necessary to retrain, remain current, or advance in a current job or occupation.
- (3) _____ To prepare for transfer to a four-year college or university.
- (4) _____ To satisfy general education requirements.
- (5) _____ To improve basic skills in English, reading, or math.
- (6) _____ Take courses for personal interest.
- (7) _____ To comply with my employer's requirements.
- (8) _____ Other (Specify) _____

2. Next, please rate your satisfaction with OCC's services thus far on each of the following aspects of campus life. Please tell me if you are *very satisfied*, *satisfied*, *dissatisfied*, *very dissatisfied*, or *that you have not used this service to date*. [They should select one answer for each question]

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have Not Used Service
a. Admissions process	4	3	2	1	
b. Registration process	4	3	2	1	
c. Cashier's office	4	3	2	1	8
d. Financial aid services	4	3	2	1	8
e. Academic advising	4	3	2	1	8

Repeat scale --*very satisfied, satisfied, dissatisfied, very dissatisfied, or have not used service*

f. Library (LRC) services	4	3	2	1	8
g. Individualized Instructional Center Services (IIC)	4	3	2	1	8
h. Cafeteria/food services	4	3	2	1	8
i. Recreational facilities	4	3	2	1	8
j. Parking facilities	4	3	2	1	8

Repeat scale --*very satisfied, satisfied, dissatisfied, very dissatisfied, or have not used service*

k. Computer facilities	4	3	2	1	8
l. College's orientation process	4	3	2	1	
m. Overall satisfaction with OCC's services	4	3	2	1	

3. Now I'd like to ask you about your choice of colleges. When you applied to OCC, was OCC your: [read the list---they can choose one]

- (4) _____ First choice
 (3) _____ Second choice
 (2) _____ Third choice
 (1) _____ Fourth choice or lower

4. Can you please tell me your plans for the next term (Winter 1999). [Read list...They can choose only one]

- (1) _____ Plan NOT to attend OCC next term
 (2) _____ Plan to re-enroll
 (3) _____ Plan to transfer to a four-year or two-year college
 (4) _____ Undecided

5. The next question concerns your long-term educational goal. Within the next 5 years, please tell me what is your long-term educational goal? [read list--they can choose only one]

- (1) _____ Classes only; not pursuing a degree or certificate
 (2) _____ Certificate
 (3) _____ Two-year Associate degree
 (4) _____ Bachelor's degree
 (5) _____ Master/Professional or higher degree (e.g., M.D., J.D., MBA, Ph.D.)

6. I'd next like to ask about how long do you expect to be at OCC? [Inform them that a year is defined as Fall, Winter and Spring] [Read list first and they can choose only one]

- (1) _____ One semester (Skip to Question #8)
- (2) _____ Two semesters
- (3) _____ Three semesters
- (4) _____ One year
- (5) _____ Two years
- (6) _____ Three years
- (7) _____ More than three years

7. Can you tell me about your future enrollment intentions at OCC? Do you expect to enroll continuously at OCC, do you expect to take a break between semesters, or are you uncertain about your plans at this point? (Check only one.)

- (3) _____ Continuously enroll (Fall, Winter, Spring)
- (2) _____ Take a break between semesters
- (1) _____ Uncertain at this time

8. The next questions are about some of the reasons that might have influenced your decision to attend OCC. How important was each reason in your decision to attend OCC? Was it *very important*, *somewhat important* or *not important*? [They can select one for each question]

	Very Important	Somewhat Important	Not Important
a. My parents/guardians wanted me to attend	3	2	1
b. My high school guidance counselor advised me	3	2	1
c. My high school teacher advised me	3	2	1
d. OCC has a good academic reputation	3	2	1
e. OCC has a good reputation for its social activities	3	2	1

Repeat Scale--*Very important, somewhat important, not important*

f. I was offered financial aid at OCC	3	2	1
g. OCC offers basic skills classes (for example: reading, writing, etc.)	3	2	1
h. OCC has affordable tuition	3	2	1
i. I wanted to live near home	3	2	1
j. A college representative recruited me	3	2	1

Repeat Scale---*Very important, somewhat important, not important*

k. OCC students gain admission into four-year colleges and universities	3	2	1
l. Could work while attending OCC	3	2	1
m. Wanted to be with friends who are also attending OCC	3	2	1
n. Size of the college	3	2	1

9. I'd next like to ask you about your overall impressions with OCC. What has been your overall impression with the quality of **Education** (for example: class instruction and knowledge of faculty) you have received at OCC to date? Has it been *excellent, good, average, below average or poor*? **[They can select only one]**

- (5) _____ Excellent
- (4) _____ Good
- (3) _____ Average
- (2) _____ Below Average
- (1) _____ Poor

10. Can you also tell me your overall impression with the quality of **Services** (for example: admissions, financial aid, academic advising) you have received at OCC to date? Has it been *excellent, good, average, below average or poor*? **[They can select only one]**

- (5) _____ Excellent
- (4) _____ Good
- (3) _____ Average
- (2) _____ Below Average
- (1) _____ Poor

11. What about your overall impression with the quality of the **Facilities** (e.g., computer facilities, student lounges, parking lots, recreation center) at OCC? Are they *excellent, good, average, below average or poor*? **[They can select only one]**

- (5) _____ Excellent
- (4) _____ Good
- (3) _____ Average
- (2) _____ Below Average
- (1) _____ Poor

12. Next I'd like to ask you if you plan to transfer. Are you not intending to transfer, undecided about transferring to another college or university, will transfer to a 2 year college, will transfer to a 4 year college/university, or will transfer to another type of school? **[They can choose only one]**

- (1) _____ Not intending to transfer
- (2) _____ Undecided about transferring to another college or university
- (3) _____ To a 2-year college
- (4) _____ To a 4-year college/university
- (5) _____ Another type of school or college

13.

14. When you are choosing your career goal, what issues are *very important, somewhat important, or not important* to you in your selection of a career? *[They should select one answer for each question]*

	Very Important	Somewhat Important	Not Important
a. Ability to advance or get promoted	3	2	1
b. Autonomy/Independence at work	3	2	1
c. Ability to earn a high income	3	2	1
d. Benefits	3	2	1
e. Flexibility of work hours	3	2	1

Repeat Scale --- *Very important, somewhat important, not important*

f. Ability to help others	3	2	1
g. Being intellectually challenged	3	2	1
h. Ability to utilize you skills and talents	3	2	1
i. Enjoying the work	3	2	1
j. Being motivated to perform your best	3	2	1

Repeat Scale --- *Very important, somewhat important, not important*

k. Working with different types of individuals	3	2	1
l. Effect of career on your family (For example: traveling, personal safety)	3	2	1
m. Effect of career on yourself (For example: stress, safety)	3	2	1

Now I'd like to you some questions about yourself. Remember the answers that you provide are confidential.

15. To the best of your ability, please indicate your overall high school grade.

[Read list....They can choose only one]

- | | |
|--------------|-------------------|
| (8) _____ A | (4) _____ B- |
| (7) _____ A- | (3) _____ C+ |
| (6) _____ B+ | (2) _____ C |
| (5) _____ B | (1) _____ Below C |

16. Who has the **Primary** responsibility for paying for your education at OCC this term?

[Read list....They can select only one]

- (1) _____ Self
- (2) _____ Spouse
- (3) _____ Parent(s)/Guardian(s)
- (4) _____ Other family members
- (5) _____ Employer (include reimbursement)
- (6) _____ Military (include the GI Bill)
- (7) _____ Self and Parents
- (8) _____ Other (specify) _____

17. The next question relates to your and/or your parents annual income. What would be your best estimate of your and/or your parent's income last year? Consider all income from all sources before taxes. [Read list.....They can select only one category]

- (1) _____ Less than \$9,999
- (2) _____ \$10,000 to \$19,999
- (3) _____ \$20,000 to \$29,999
- (4) _____ \$30,000 to \$39,999
- (5) _____ \$40,000 to \$49,999
- (6) _____ \$50,000 to \$59,999
- (7) _____ \$60,000 to \$74,999
- (8) _____ \$75,000 to \$99,999
- (9) _____ \$100,000 or more

18. Excluding yourself, how many brothers and sisters do you have? _____ (fill in number.)

19. Next, I'd like to ask you what is the highest level of formal education obtained by your parents or guardians? [Read list....They can select only one for each column]

	Father/Male Guardian	Mother/Female Guardian
a. Elementary school or less	1	1
b. Some high school	2	2
c. High school graduate	3	3
d. Postsecondary school other than college (e.g., Certificate, Lisensure, etc.)	4	4
e. Some college (no degree)	5	5
f. College degree	6	6
g. Some graduate/professional school (no degree)	7	7
h. Graduate/professional degree (e.g., MD, Ph.D., MBA, etc.)	8	8

20. How will you pay for your classes at OCC this term? (Circle one for each column.)

	YES	NO
Personal finances (e.g., savings) 1		0
Parent's/Family finances	1	0
Merit-based scholarship(s)	1	0
Need-based scholarship(s)	1	0
Student loans	1	0
Grant(s)	1	0
Credit Card	1	0
Other (specify) _____	1	0

21. Is English the Primary language spoken in your home? (Check one.)

(1) _____ Yes.

(0) _____ No. If not, which language is spoken in the home? (specify) _____

Thank you very much for your time and assistance in completing this survey. Do you have any questions about this survey?

Oakland Community College

Revised College Wide Student Outcomes Assessment Methodology Plan

Introduction to the Study

Is OCC having the desired effect on students and to what extent is that influence? This is the overarching question in our attempts to understand whether the institution is affecting (negatively or positively) students who attend Oakland Community College. Subsumed within this question are numerous subquestions which are also salient in understanding the impact the institution is having on students while they are enrolled.

In order to begin answering these series of questions, we must begin to conceptually understand how the institution is influencing the students within various and somewhat mutually exclusive contexts. Furthermore, the outcomes which have been designed to be assessed may be important only for a select sample of the population. That is why stratifying the new student cohort (Fall of 1998) within the framework of the college's purposes is significant in our attempts to better understand and assess whether and/or how the institution is having an impact on students.

Overview of the research design

We will begin the Fall 1998 study by stratifying the student cohort by three of the six purposes of the college: Transfer (educational experiences), Occupational and Technical (career) and Developmental. In addition, an "Other" category could also be used for those students who are undecided or did not select an option when they registered for courses, but were selected for the study. General Education is assumed to be integrated into the three college purposes and will not be assessed within this framework. To further stratify this group of students, we will select out those students who are guest students or transfers. Thus, only First Time in Any College (FITAC's) students will be included in the new cohort.

The other two college purposes (community service and workforce development) have not been included in this study. The reason for their exclusion is that these two purposes do not fit within the outcomes model, nor are they congruent with the eleven outcomes being assessed.

How do we identify those students who are in the various tracks: transfer, developmental, occupational/technical, or other? During registration, all students are asked their primary reason for attending OCC. Hence, for our analysis, we grouped anyone who is here to "gain skills to get a job," "upgrade existing job skills," or "or to obtain an OCC degree" into the Occupational/Technical track. For those who state that they intend to transfer to another institution, they will be placed in the Transfer track, while those who enroll in a developmental course with an ACS code of 1.5 will be classified as Developmental. The "Other" category will include those individuals who are attending OCC because they are taking courses for personal enrichment or other reasons. **NOTE:** There will be overlap with students who are in two different tracks concurrently. This will especially true with developmental students.

Developmental students will concurrently be in the Transfer, Occ/Tech and Other. Thus, the four tracks are not mutually exclusive.

These four categorical designations will have a dualistic purpose: The primary intent is to assess student change among the 11 outcomes measures. However, a secondary intent of the study could be our ability to measure other student changes in certain affective and cognitive domains as they take courses and interact with others in the institution. This could be integrated into the overall outcomes assessment, but would require further research and additional questions on certain student questionnaires.

Research Design

Sample Selection

Ideally we need a large enough sample to ensure that we continue to have a critical mass of students to follow throughout the life of the cohort. We also need to guard against low response rates from those students who drop out of college, refuse to participate, or those we cannot contact, etc. Whereas in previous cohorts, we have identified 800 students, and saw the response rate drop below 20% the third year out, we should, at the very least, identify 1200 to 1600 students to include in the new study. This number should assure us that we have a large initial sample.

In the conceptual stages of the report, we initially thought that the 1200 to 1600 figure would allow us to randomly stratify by the four tracks (transfer, occ/tech, developmental, other) in order to accurately assess those students in the different categories. Ideally, the 1200 to 1600 would have provided 300 to 400 students within each of the four tracks.

However, after looking at the data from Fall 1997, we decided that instead of selecting a random sample from the Fall 1998 entering cohort, we will use all FITAC's from the 1998 entering class. This should provide us with a large population; one which we can more easily track than the previous 800 randomly selected students for previous analyses.

Using data from the Student Information System (Fall 1997) we are able to guesstimate?? how many students may fall within each category. The numbers from the Fall of 1997 was as follows: Transfer (n=1483), Occ/Tech (n=1439), Other (n=379), and Developmental (n=1221) (See Table 1).

Table 1: Number of Students in the Four Tracks Being Assessed for Student Outcomes

Taking Developmental Courses			
	YES	NO	Total
Transfer	652	1483	2135
Occ/Tech	517	1439	1956
Other	52	379	431
Total	1221	3301	4522

The above number of cases were obtained by combing two SPSS datasets: The first one contains students' course information who were registered during the Fall of 1997. Using the 19 courses designated as developmental (ACS code of 1.5), we selected out those students who had enrolled in at least one of the 19 classes and categorized them as "developmental." We then merged this file, using students' SSNs as the linking variable, with the demographic dataset. Within the demographic dataset, we constructed a FITAC variable so we would only assess those students who are attending college for the first time anywhere. **NOTE:** One of the limitations of self reporting this information is that students may not reveal if they have previously attended another college. In addition, determining if the students have enrolled in other colleges vis-a-vis assessing whether they have transcripts on file does not always work. For instance, by the time the transcripts reach the registrar's office, the demographic information has already been entered into the student information system database.

From the newly created dataset (merged course information and demographic information), we were able to select only those first time in college students (n=4522) from the Fall 1997 dataset. Since those students who we identified as "Developmental" were also included in the other three tracks, we needed to also select them out, as to have a discreet total number of students in each of the four categories. Thus, the final segmentation of the students in the various tracks was: Total=4522; Transfer=1483; Occ/Tech=1439; Other=379; and Developmental=1221. We expect the numbers from the entering Fall 1998 class to be similar albeit lower in comparison to Fall of 1997. **NOTE:** The numbers are not mutually exclusive. Thus, the 1221 developmental students are also either in the Transfer, Occ/Tech, or Other tracks.

Once the cohort has been defined and placed within the four categories, a detailed and meticulous process of tracking the students will need to be developed and implemented. That is, students we cannot contact for various reasons (phone disconnected, moved, etc.) need to be

counted in order to accurately measure the response rates and adjust the sample accordingly. This type of tracking will consume both staff time and additional financial resources, as databases will need to be updated and access to other external sources, will need to be provided.

A secondary analysis can also be undertaken within this study. If there are certain demographic traits of the student body which we are interested in learning about (i.e, race/ethnicity, age, resident vs. non-resident, etc.) we will also need to ensure that these students are selected and then included. It may be necessary to over sample for those students who have low numbers in certain categories. In addition, analysis could also be conducted on certain curriculum clusters (majors) if deemed salient for the college's long term strategy.

Instruments

This will be one of the most important aspects of the entire study: the modification of the current surveys. Currently, the surveys used to measure outcomes are at best fair for our purposes of ascertaining student outcomes. We need to do a better job of improving the reliability of the surveys and increase their validity. One way in which we can increase both is to make sure we ask several questions (multiple items) regarding the same concept under review. Not every question will have multiple items, but certain questions regarding the college's core competencies and knowledge and skill areas will need to be asked in numerous ways to accurately gauge the student's progress. Since the students are doing the self-reporting, we must ensure that we define as specifically as possible, those outcomes we are interested in knowing. In addition, the surveys should be pilot tested for ascertaining their reliability.

Other questions will need to be operationally defined more clearly to accurately reflect what it is we wish to know. Currently, a few questions are too nebulous. That is why we need to ask concrete specific, nongeneral, questions in the surveys.

Not only will surveys be utilized but we will also use the current student information system database to assess certain outcomes. This information will be more reliable than the responses which will be self reported by students. Additionally, some of the outcomes can be measured from the database; we will not need to ask certain questions where we can find the answers in the student information system databases.

Statistics

We will mostly use descriptive statistics to analyze the data: frequencies, crosstabs, and t-tests, chi squares, and/or ANOVAs to measure if there are any significant differences among the groups. In addition, correlations will be executed to observe if there are any relationships among the bivariate variables. Future analysis of the data could include linear or logistical regression in order to explain which of the variables might be used to predict some to be determined dependent variable.

Outcomes

If things go according to plan (which they will) we should at least be able to track the cohort for a minimum of three years. Because of the nature of the community college: students move, graduate, leave the area, take a job, etc., we may obtain an attrition rate between 75% and 80% the third year during our assessment. This large attrition rate will be sufficient enough to terminate the tracking of the Fall 1988 cohort.

The rigorous tracking will help increase response rates and provide invaluable data to the institution and everyone in the college community. Of course our hope is to see progress in certain cognitive and affective developmental areas in our students and to provide information to the college community to support future decision making.

Final Thought

The design, implementation and follow through will consume a large amount of time, effort, and resources. In order to provide an outcomes plan that will provide accurate and valid information for the college's future decision making process, we must ensure that the beginning stages of the plan are reliable. Thus, it will take a large percentage of time and expense to make sure the Institutional Office of Planning and Analysis, in cooperation with other college units and departments, provides the college with a cogent student outcomes report.

Oakland Community College
College Wide Outcomes Assessment
Outcome Measure Profile Revised (July 30, 1998)

Outcome 7: Underprepared students will successfully complete their developmental courses.

Operational Definition:

Which students? [Those categorized as Developmental in their first term (Fall) at OCC]

How are "underdeveloped students" classified or identified?

[Those who take at least one developmental (ACS 1.5) class] *(see attached list of classes)*

When do we assess that they are developmental? [Using the Fall 1/10 Day Data file]

How do we measure "successfully complete?" [Received a grade of "C" or better at the end of the class]

Issues:

What happens if these students complete/pass one developmental course but not the other? Are they still tracked as developmental?

What happens when these students do complete their developmental courses? Are they placed in different tracks or do we complete assessing this group?

Methodology:

Using the Fall 1/10 day data, we will flag those students who have registered for at least one developmental course. At the end of the course we will check their grades and count those students who either passed, did not pass, or had mixed results (i.e. passed two, failed one).

Limitations of the Methodology:

This will allow us to only learn about which students passed, had mixed results, or didn't pass the developmental courses. Also, we may not capture all the students who could be classified as developmental since enrolling in some developmental courses is voluntary.

Oakland Community College
College Wide Outcomes Assessment
Outcome Measure Profile Revised (July 30, 1998)

Time Line:

Data collection [Fall 1/10 day, End of Fall, End of Winter]

Data processing [January and May]

Analysis [May]

Preliminary report [June]

Interpretation [June]

Final Report [July]

Presentation [July]

Partnerships:

To implement

For discussion

Developmental Class List (as designated by the ACS 1.5 code)

SPE 100	Basic Speech and Listening Skills
TEM 102	Intro to Algebra
TEM 101	Basic Math
MAT 104	Fundamentals of Arithmetic
ENG 110	Reading Skills
ENG 050	Developmental Reading Skills
BIS 100	Keyboarding
ENG 052	Basic Writing: Sentences
MAT 105	Prep for Algebra
ENG 131	Basic Writing: Paragraphs
MAT 110	Elementary Algebra
CSC 024	Go At Your Own Pace
LIB 110	Information Research Methods
CEC 020	Exploring Career Options
CNS 110	Orientation to College
CNS 116	Personal Assertiveness
EDU 160	Intro to Education
IIC 057	Success Skills
CNS 115	Career Planning

Oakland Community College
College Wide Outcomes Assessment
Outcome Measure Profile Revised (July 30, 1998)

Outcome 8: Students intending to transfer will successfully do so.

Operational Definition:

Which students? [Those who are being tracked as Transfer in their first term (Fall) at OCC]

When do we assess that they wish to transfer? [At every registration throughout the outcomes assessment period]

Transfer where? [four year, two year, and proprietary institutions]

Issues:

One of the problems associated with this outcome will be knowing whether the student did indeed transfer. Thus, this outcome may be delayed to some extent and will have to be reported at a later time.

In addition, before we can fully assess this measure, we must first design the Transfer Database and concurrently join (participate) in the TransferTrak and the Data Exchange Consortium. Both of these organizations will require human as well as financial resources.

Methodology:

Will assess those students who have a desire to transfer at the beginning of the Fall term. We will continue to ask them during registration whether they are still intending to transfer. For those students who leave OCC, we can utilize the Transfer database (consisting of the in-house database, TransferTrak, and the Data Exchange Consortium) to discern if those students who did not return, did transfer. For those students where no information is available, we will need to survey them to see whether they transferred.

Limitations of the Methodology

One problem with the methodology is that we may undercount the number of students who will transfer. That is, those who do not on the outset state that they will or want to transfer, but do transfer eventually. In addition, we may not receive proper notification from other institutions on whether our students transferred.

Oakland Community College
College Wide Outcomes Assessment
Outcome Measure Profile Revised (July 30, 1998)

Time Line:

Data collection [During registration, throughout the study, and TransferTrak,
transfer consortium]

Data processing [Beginning of every term]

Analysis [July]

Preliminary report [August]

Interpretation [August]

Final Report [September]

Presentation

Partnerships:

To implement

For discussion

Oakland Community College
College Wide Outcomes Assessment
Outcome Measure Profile Revised (July 30, 1998)

Outcome 9: Students intending to take state licensing exams will be certified

Operational Definition:

Which students? [Those students enrolled in an academic program that required state licensure in order to be employed in the field]

Which state licensing exams? [Those programs which require students to pass the exam before they can become employed in the field: registered nurse, licensed practical nurse, emergency medical technician, dental hygiene, radiologic tech, occupational therapy assistant, physical therapy assistant, respiratory therapy, automotive technician]

Certified by whom? [State of Michigan]

Issues:

When do we assess whether the students intend to take the exams? Near the end of their academic program?

Methodology:

We will assess those students who are part of the Occ/Tech track for this part of the study. Within the Occ/Tech track, those students who are in the aforementioned academic programs will be assessed as to whether they took the exam and passed.

Limitations of the Methodology:

Students within the cohort will take the exam at different times depending on how long it takes them to complete the course requirements and when they actually take the exam. Thus, not all the students in the cohort will take the exam at the same time. So the information pertaining to how many students passed the exam may be sporadic at times.

Oakland Community College
College Wide Outcomes Assessment
Outcome Measure Profile Revised (July 30, 1998)

Time Line:

Data collection [Survey, passage rated provided by the state]
Data processing
Analysis
Preliminary report
Interpretation
Final Report
Presentation

Partnerships:

To implement

For discussion

Oakland Community College
College Wide Outcomes Assessment
Outcome Measure Profile Revised (July 30, 1998)

Outcome 10: Students who seek employment will obtain job placement in a training related area.

Operational Definition:

Which students? [Those students tracked as Occ/Tech during their first term (Fall) at OCC. Also, do we just assess those still currently enrolled, those who departed the institution, or both?]

Issues:

When do we assess? Early in their program or near the end of their academic program?
What about those students who depart the institution? Do we assess them, if so, when?

Methodology:

Assess those students who are in the Occ/Tech program.

Limitations of the Methodology:

As with other outcome measures, this one will also be delayed since this outcome will not be assessed until the student is employed.

Time Line:

Data collection [survey]
Data processing
Analysis
Preliminary report
Interpretation
Final Report
Presentation

To implement

Tasks To Be Completed for Student Outcomes Progress Report

- All 11 outcomes need to be operationalized to specifically ascertain what information is wanted/needed by the college for decision making purposes.
- In order to accurately analyze the data, a few of the outcomes (e.g., Outcome 6 and Outcome 11) will need to be measured using multiple items.
- Surveys will need to be redesigned in order to capture the correct data.
- Timeline of when we assess the students, is needed, in order to provide timely feedback.
- We will need to think through and determine if there are other student characteristics (e.g., race/ethnicity, part-time/full-time, etc.) which we think are salient when constructing the cohort.