



OAKLAND
COMMUNITY
COLLEGE

Trend Analyses of Various Student Outcomes:
Time Period One (Winter 1999) to Time Period Three (Winter 2000)

Prepared by:
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June 2000

Overview

After four periods of data collection (Fall 1998 through Winter 2000), we can finally begin to paint a picture of the students in our cohort. Five of the outcome measures are included in this report as they provide the best representation of the longitudinal data representing changes in students' experiences and growth.

While certain limitations are inherent in the analysis, and certain caveats must be stipulated, the richness of the longitudinal data provides salient reasons why this type of methodology should continue to be utilized. In our attempts to understand if we, as an institution, are having the desired effects on students' affective and cognitive development continued adjustment should be made to our methodology and instruments to get to the core of what we are interested in knowing about our students.

What follows in the subsequent pages is an attempt to analyze the data based on students' responses to our inquiries. A few of the outcome measures will have four data points (e.g., Outcome 5-A (CSS) and Outcome 5-B (CSS)) since some of the data from the First-Time Student survey could be used for the continuing student analysis. However, most of the charts will only contain three time periods, as we did not start collecting data until the time period two. Furthermore, while most of the analysis is on the bottom of the graph, written responses for Outcome 5-A (CSS & NRS) and Outcome 6 (CSS & NRS) are included on separate sheets appended to the end of the document because of space limitations.

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From: Leon Hill
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Date: November 15, 1999

Subject: Student Outcomes Information: Prior and Current Models

Attached you will find Oakland Community College's Student Outcome measures which have been evaluated since the Fall of 1994 (see Appendix A). The Institutional Research office has been given the responsibility to assess 11 of the 12 measures at the institutional level. To date all measures, except #8, #9 and #11, have been assessed at least once. The Vice Chancellor's office has the responsibility for assessing Outcome #12 (Students who have met OCC General Education requirements will demonstrate that they have made progress towards achieving the College's core competencies).

Prior & Current Assessment Models

In the Fall of 1994 and 1996, an entering student cohort of 800 FTIACs (First Time In Any College) was randomly selected to begin assessment of the 11 outcomes. However, by the third year the response rates to the various surveys were at or below 20%, making any further attempts at data collection meaningless in terms of subsequent analyses.

In the Fall of 1998 we modified our research design in order to more accurately assess the 11 student outcomes. First, the cohort was expanded to include all FTIAC students in the Fall 1998 (n=4359). In addition, we categorized the students into three mutually exclusive groups: Transfer, Occupational/Technical, and Other. We also created a category for Developmental students, however, this was not a mutually exclusive grouping since a student could be a Transfer student and developmental concurrently. Furthermore, items used in the surveys to assess the various outcomes were expanded in order to provide multiple measures to assess the outcomes. We also added more ordinal and scaled responses (e.g., significant progress, some progress, no progress) rather than dichotomous answers (e.g., Yes or No).

To date we have followed this cohort from the Fall of 1998 to the Fall of 1999, or one full year. We have designed two surveys in which to measure the various outcomes. One instrument is a Continuing Student Survey (students who started in the Fall of 1998 and have continued through the Fall of 1999)¹.

The Non-Returning Student Survey has been administered twice: once for those students who were enrolled in Fall 1998 but not Winter 1999, and also for those enrolled Fall 1998 and Winter 1999 or Spring 1999 or Summer 1999, but did not return in the Fall 1999.

Our design and use of a longitudinal database permits us to follow students' self-reported gains in terms of their learning, goals, and experiences. We have also incorporated institutional data (i.e., credits hours earned, cumulative g.p.a., curriculum codes, ASSET scores, etc.) into the data base in order to follow these data progressions.

We have provided you a copy of a Student Outcome Report # 1 so that you have a better understanding of the process and analysis of some of the data which we have collected.

Limitations Encountered

The College has yet to operationally define what areas it wants to assess in terms of students' Out-of-Classroom objectives as stipulated in the 1994 revised Student Outcomes report. These measures have not been included in our assessment measures, although a few of the questions asked in the various surveys could be used to evaluate out-of-classroom assessment at the institutional level.

While the College is interested in knowing what specific goals, skills, and experiences the students have learned or gained, these objectives need to be more fully and clearly focused in order to assess them correctly. While the Institutional Research Office is able to measure specific skills/goals of students, we are still uncertain if these are the skills, goals, and experiences the Student Outcomes Assessment committee intended for students to acquire while enrolled at OCC.

¹ Logic: Student was here in the Fall 1998, Winter 1999 or Spring/Summer of 1999, and enrolled again in the Fall 1999. Might have stopped out for one or more terms Winter 1999 to Summer 1999.

Executive Summary

1998 Cohort Enrollment Pattern: Term-to-Term Persistence

Trend Analysis

- Largest terms for student enrollment are in the Fall and the subsequent Winter semesters for both years.
- Students, in the cohort, enroll during the Spring term in sufficient numbers. In addition, of those students who enrolled during the Spring semester, 94% (Year 1) and 82% (Year 2) of the students attending OCC during the Spring term continued from preceding Winter term.
- Returning students, that is, students who enroll at OCC without taking classes the prior term, are noticeably larger in Winter 2000 and Spring 2000 than the same time period in 1999 (Year 1).
- One interesting enrollment trend: The 132 students who were enrolled in the Summer of 1999 also enrolled during the Fall of 1999.
- Retention rates for *term to term* persistence are as follows and are based on 1/10 day data:

Fall 1999 to Winter 1999	Winter 1999 to Spring 1999	Spring 1999 to Summer 1999	Summer 1999 to Fall 1999	Fall 1999 to Winter 2000	Winter 2000 to Spring 2000
65%	23%	13%	100%	74%	35%

Cohort Analysis

- Majority of the students in the cohort are female, 18-22 years old, White, and indicate that they plan to transfer to a four-year college or university. Furthermore, the data was selected from the 1/10 day data file, thus any student who dropped out after the official count day was still considered part of each term's total enrollment.
- Prior analyses the cohort data have suggested that as the cohort continues to the next term, a more critical mass of students who are part of the cohort are here to transfer. Thus, those students who indicated that they were enrolled for other reasons (e.g., job skills, degree/certificate, etc.) began to drop out of the cohort as they either acquired their goals, changed or deferred them. This would eventually leave a larger number of students who intend to transfer to another institution.

OCC's Student Outcomes Matrix

Outcomes	Transfer	Developmental	Occ/Tech	Other
1. Students will identify their long term educational goals				
2. Students will achieve their OCC educational goals				
3. Students will identify their career goals				
4. Students will perceive that they have made progress toward achieving their career goals				
5. Students will be retained at OCC for their expected length of stay				
6. Students will perceive that they have gained specific knowledge and skills related to their goals				
7. Under prepared students will successfully complete their developmental courses				
8. Students intending to transfer will successfully do so				
9. Students intending to take state licensing exams will be certified				
10. Students who seek employment will obtain job placement in a training related area				
11. Students who have met OCC General Education requirements will perceive they have made progress toward achieving the College core competencies.				

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.

1998 Student Cohort Flowchart

Fall 1998

Intake (Application)
&
Term 1

- Identify educational goals [1] (FITIAC)
- Identify their career goals [3] (FITIAC)
- Expected length of stay [5] (FITIAC)
- Students will have made progress toward their career goals [4]

Winter 1999

Term 2

Border out com

Spring/Summer 1999*

Term 3

- ward
- Will achieve their OCC goals [2]
- Expected length of stay [5]
- s [6] Gained specific knowledge and skills [6]
- e
- Students intending to transfer will do so [8]
- so [8]
- l area •Will obtain job placement in a related area [10]

Fall 1999

Term 4

- Will achieve their OCC goals [2]
- Students will have made progress toward their career goals [4]
- Expected length of stay [5]
- Gained specific knowledge and skills [6]
- Students intending to transfer will do so [8]
- Will obtain job placement in a related area [10]
- Gen Ed...progress toward achieving the core competencies [11]??

Term 5

- All the aforementioned outcomes, and the state licensing exam outcome [9]

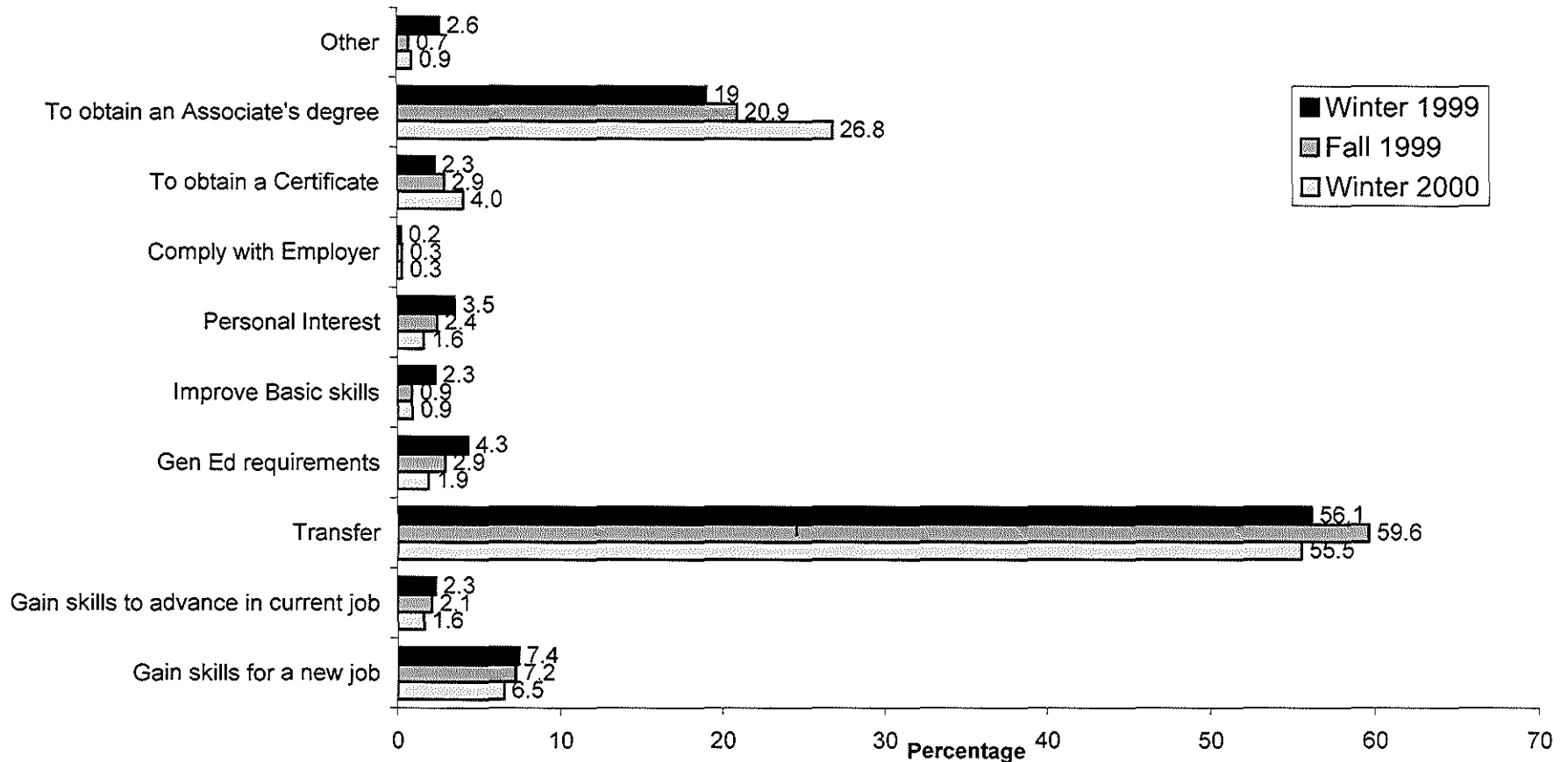
Spring/Summer 2000*

Term 6

All remaining outcome measures

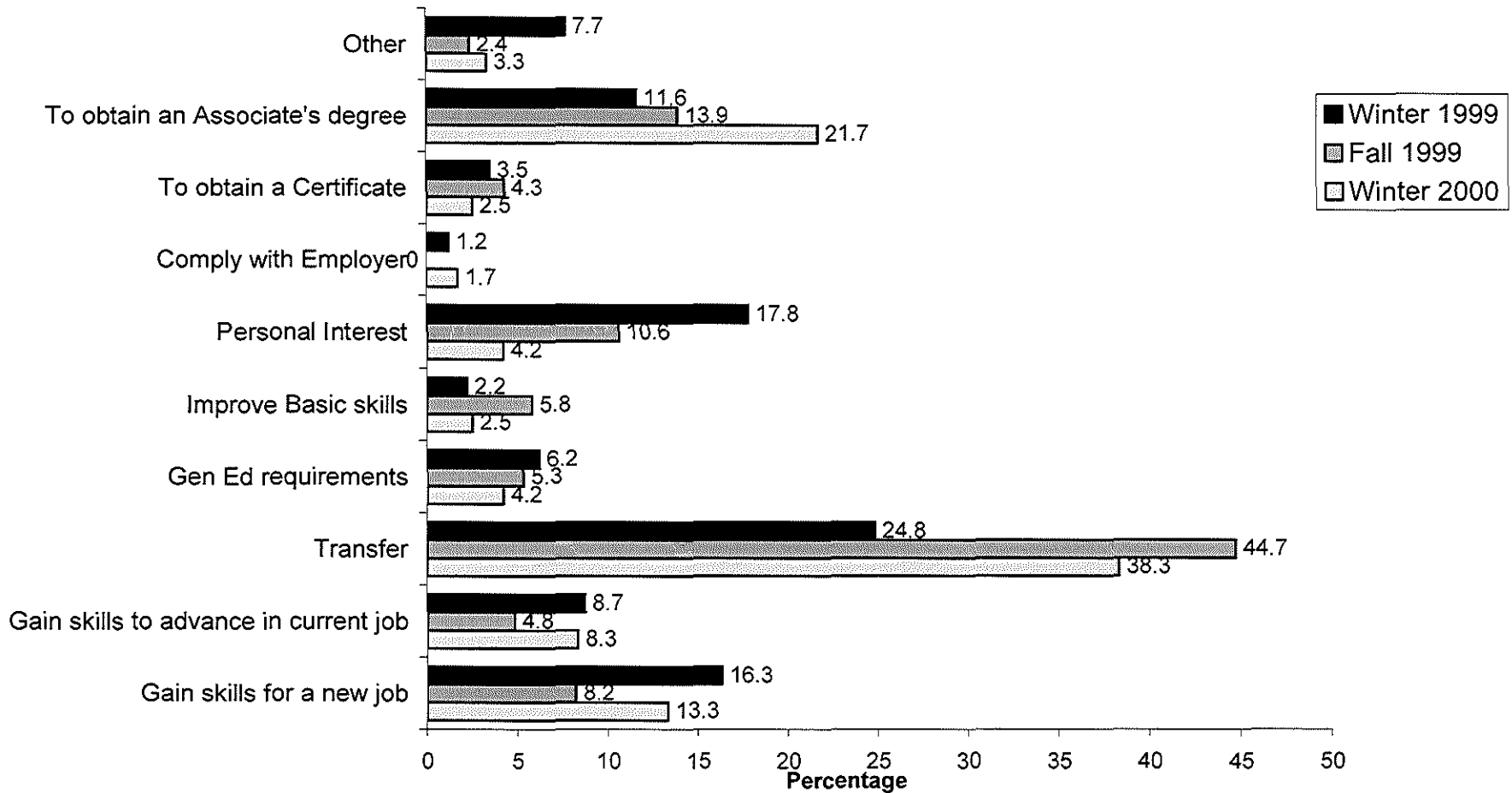
* Do we survey during the spring/summer terms or wait until the fall term to assess the students?

Outcome 1 Trend Analysis (CSS): Students' Long-Term OCC Educational Goals



Students who continued throughout the terms did not significantly vary in terms of their responses to their OCC educational goal. While transfer was the majority response given by the students, and remained fairly unchanged over the three time periods, we do begin to see a shift in another response category. Students who remained in the cohort increasingly selected the option to obtain an associate's degree as their educational. This may be to the fact that the longer students remain in college, their educational goals not only change, but begin to crystalize as they now have had interactions with a wide variety of curricular issues and individuals which may have influenced their decision to obtain an associate's degree. On the other hand, the increased percentage in this response category may also indicate a smaller number of transfer students in time period three since these students may have transferred out to another institution.

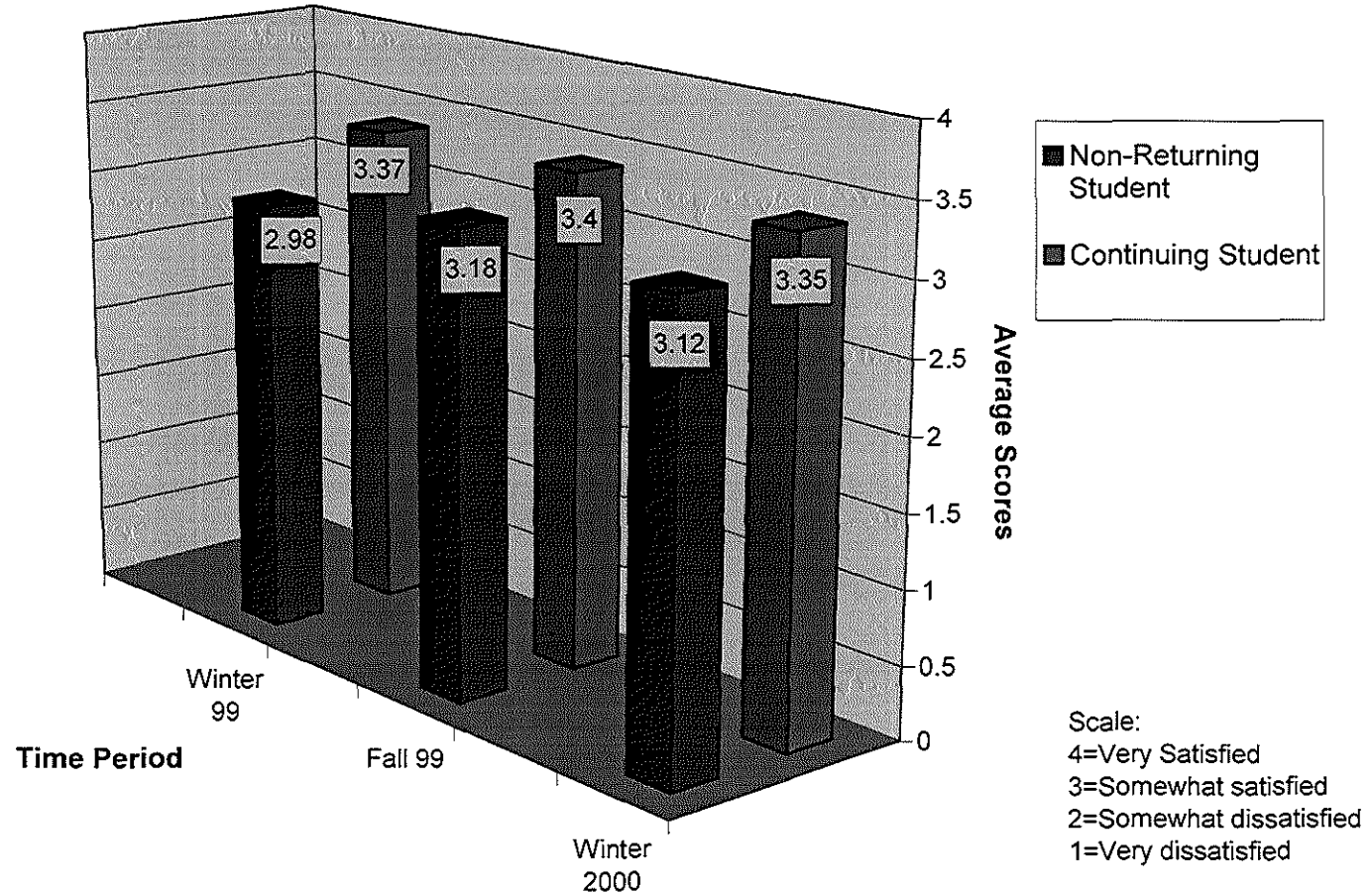
Outcome 1 Trend Analysis (NRS): Students' Long-Term OCC Educational Goals



Non-returning students who responded to our surveys selected transfer (in all three time periods) as being their long-term OCC

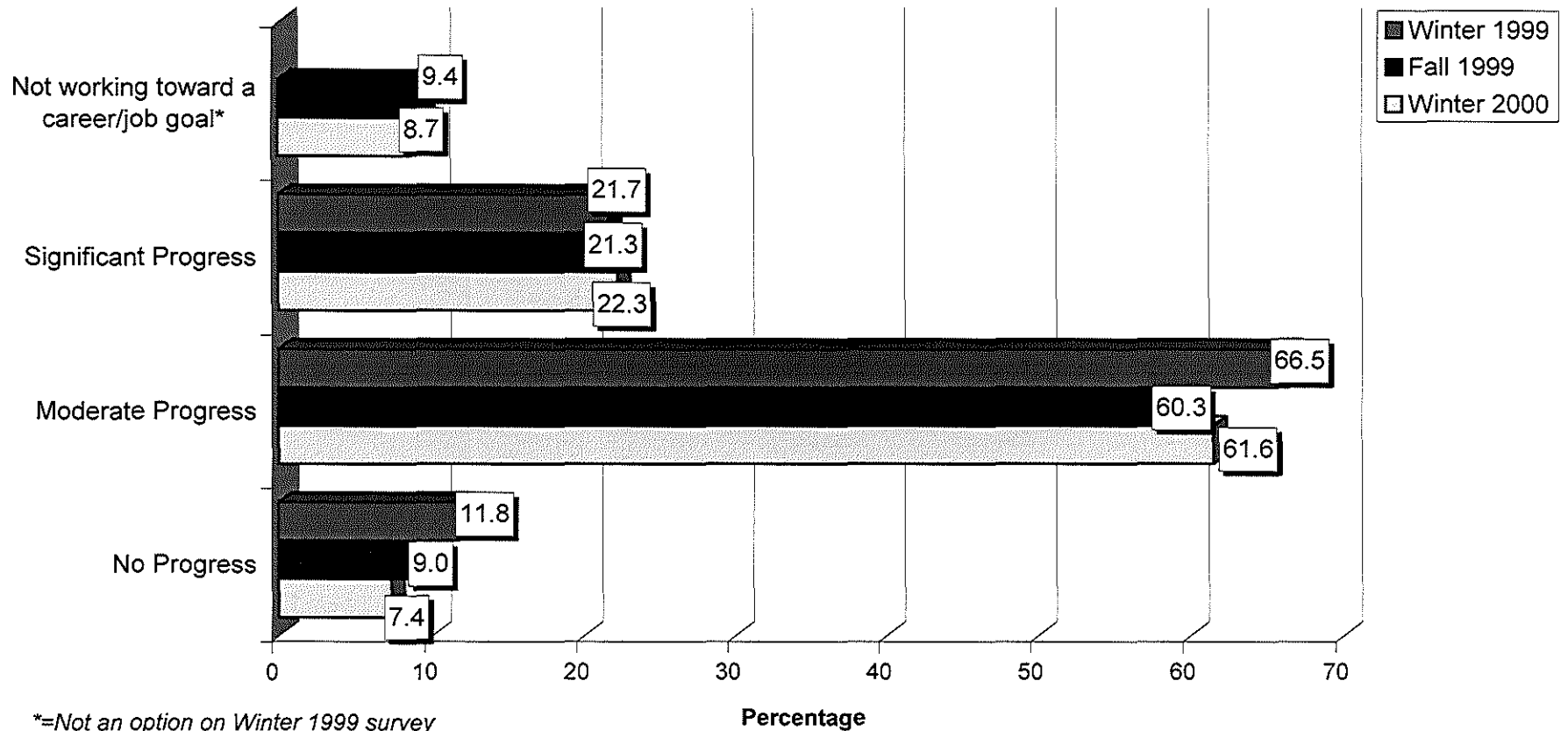
increased significantly between Fall 1999 and Winter 2000.

Outcome 2 Trend Analysis: Student Satisfaction with OCC Educational Goals



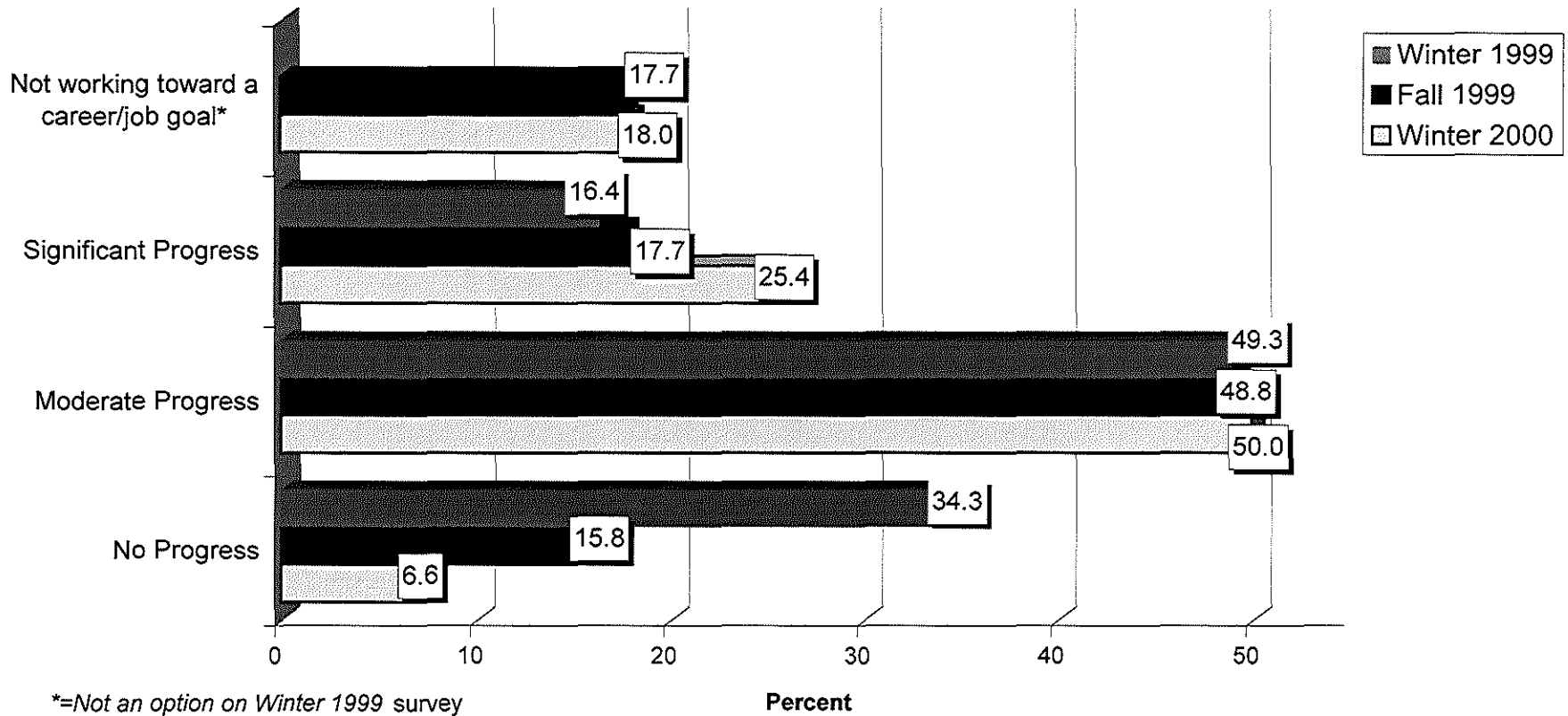
On average, continuing students are more satisfied with their progress toward their OCC educational goals than non-returning students. While continuing students' scores have remained fairly consistent over the three time periods, non-returning students' mean index scores increased between time period one and two, but decreased slightly from time period two to time period three.

Outcome 4 Trend Analysis (CSS): Progress made toward career/job goals



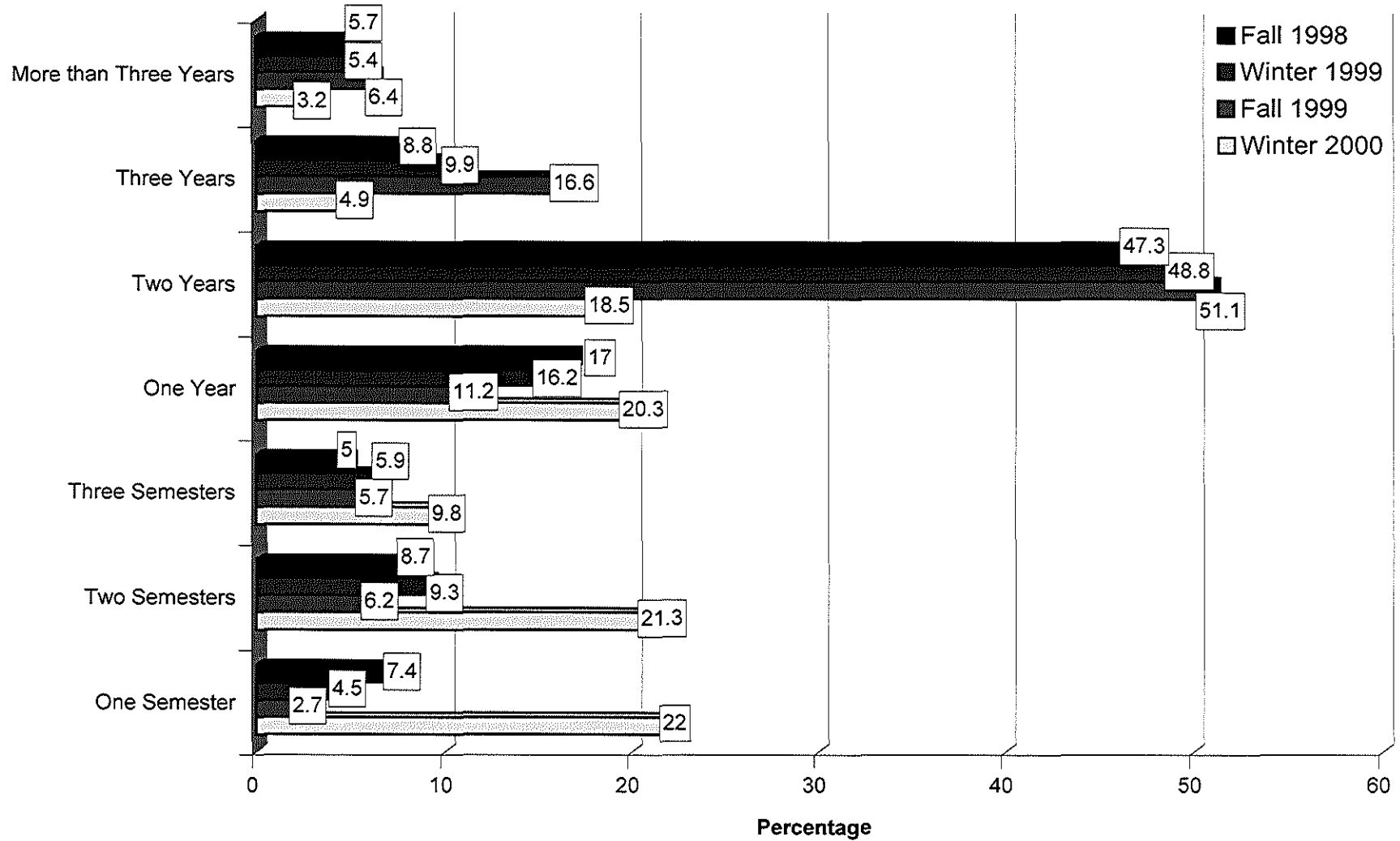
Continuing students who completed the surveys are more inclined to suggest that they are making progress in achieving their career goals. One indication of this is the gradual decline in the overall percentage of students who reported "no progress" over the time periods. Yet, as with the non-returning students, caution must be made in interpreting the data since the option of "not working toward a career goal" was not included on the Winter 1999 survey.

Outcome 4 Trend Analysis (NRS): Progress made toward career/job goals

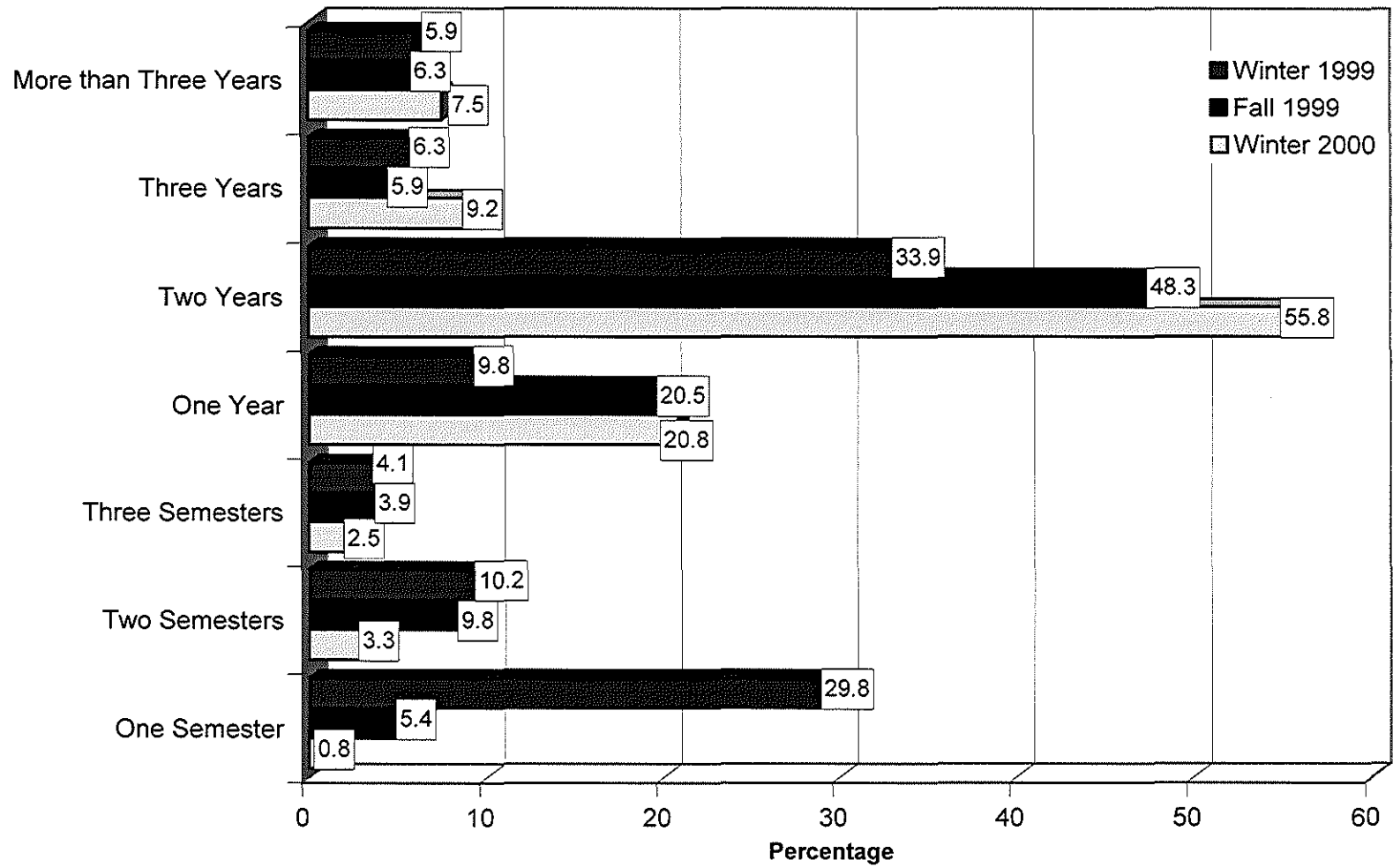


Over the course of the three time periods, non-returning students have indicated that they have made moderate to significant progress in realizing their career goals. The more interesting data of the longitudinal analysis is that from Winter 1999 to Winter 2000, students suggest that their job progress has significantly increased, while their responses to the "no progress" answer has dramatically decreased. Thus, one may argue that these students have fulfilled or are close to achieving their career/job goals and therefore did not return to OCC.

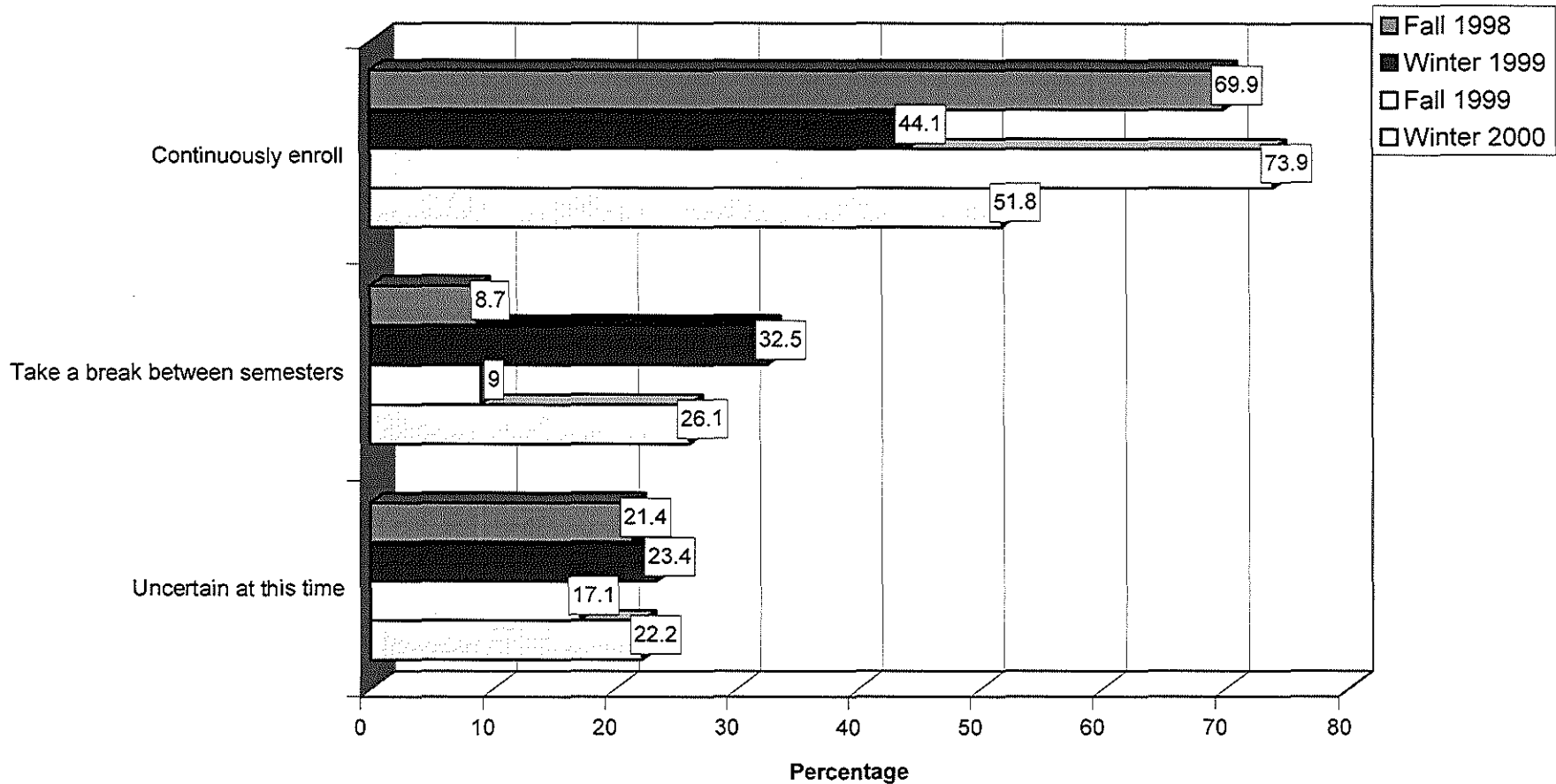
Outcome 5-A Trend Analysis (CSS): Expected length of stay at OCC



Outcome 5-A Trend Analysis (NRS): Expected length of stay at OCC

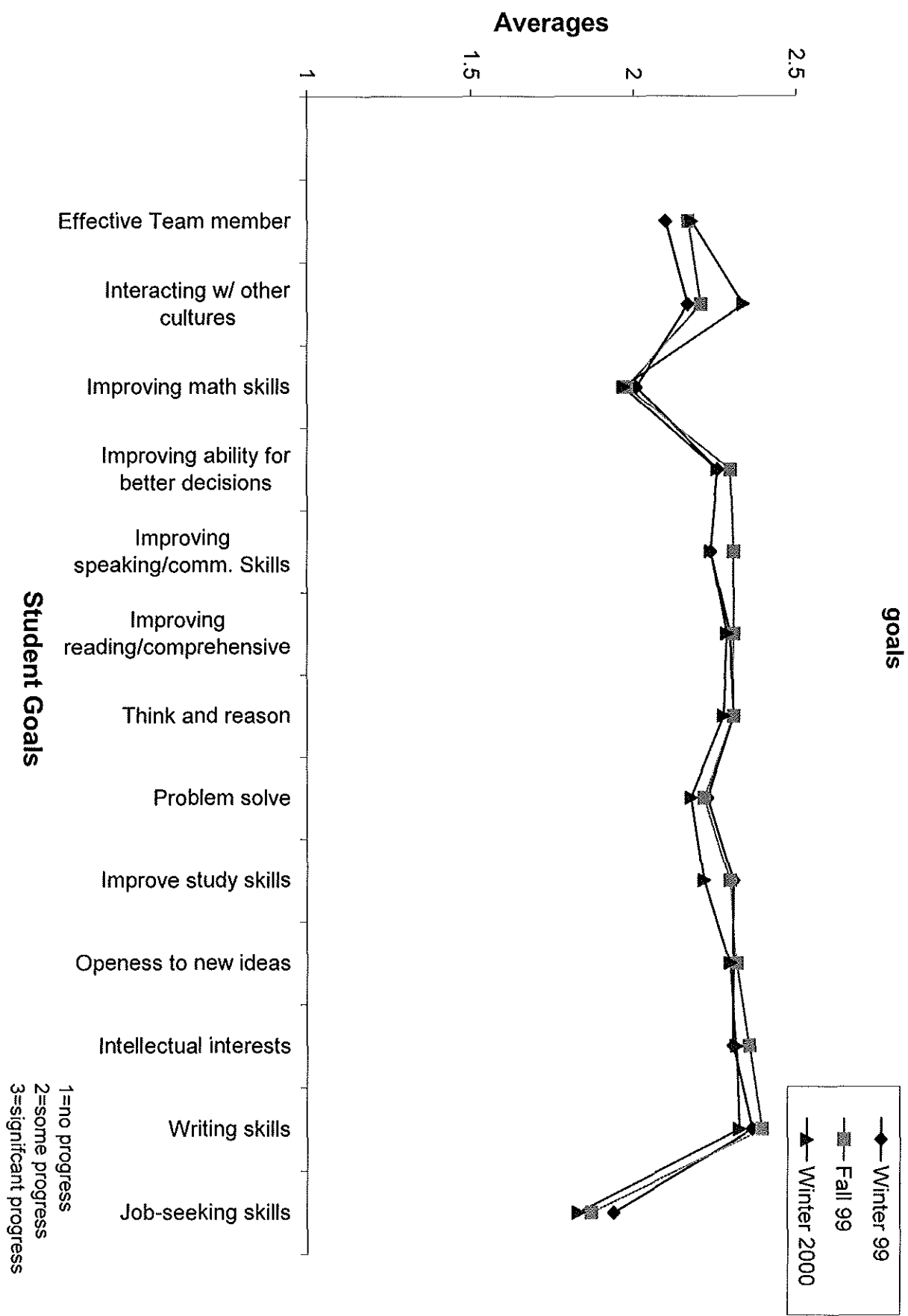


Outcome 5-B (CSS) Trend Analysis : Expected enrollment pattern



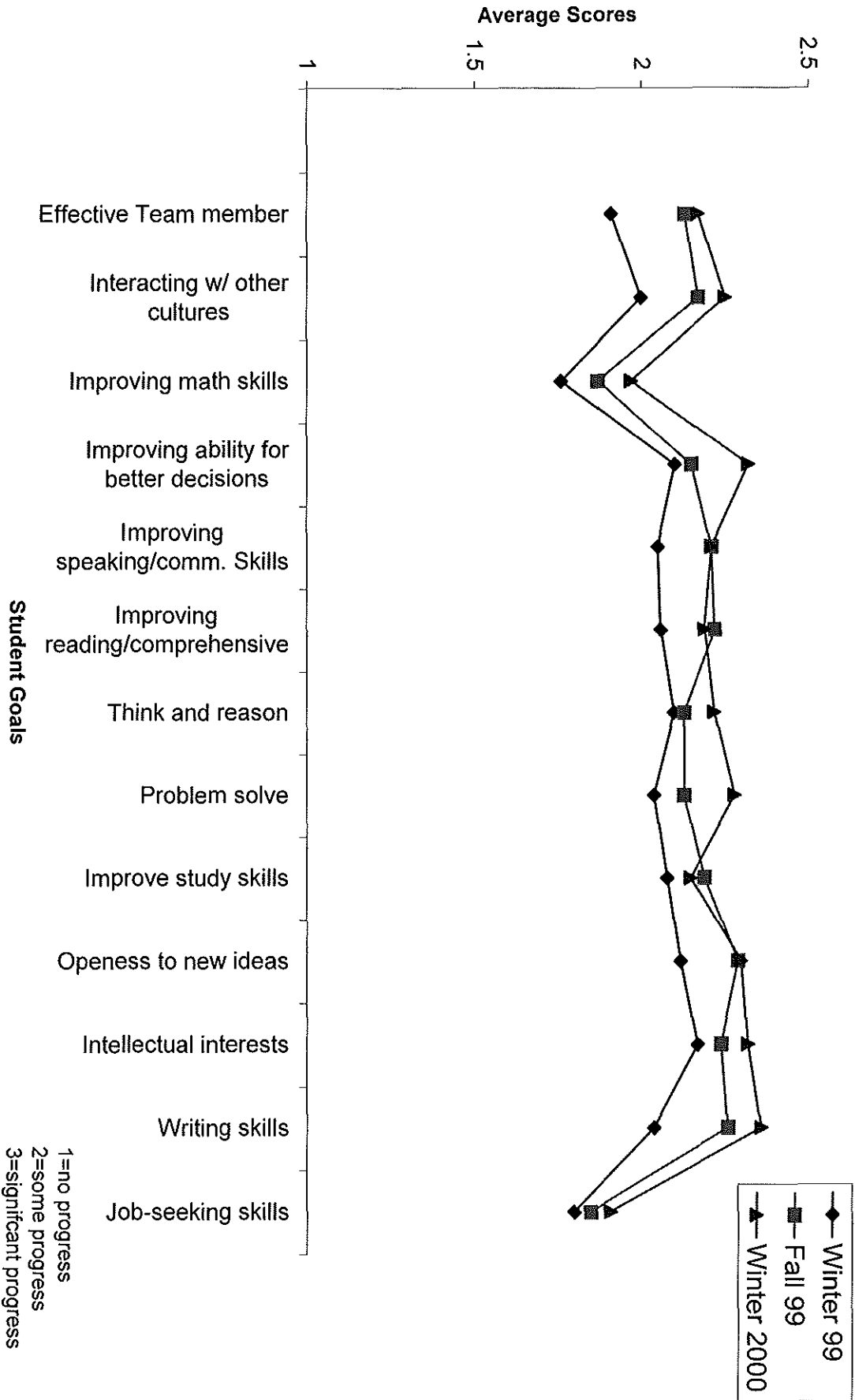
Continuing students who completed the surveys indicated that at least during the Fall terms they intended to continuously enroll through to the Winter term. Yet, the percentage decreases when we ask the students the same question in the Winter terms. This may indicate that the students have decided not to enroll in the Spring and/or Summer terms and thus plan on stopping out, at least until the next Fall term.

Outcome 6 (CSS) Trend Analysis: Progress made in skills and knowledge goals



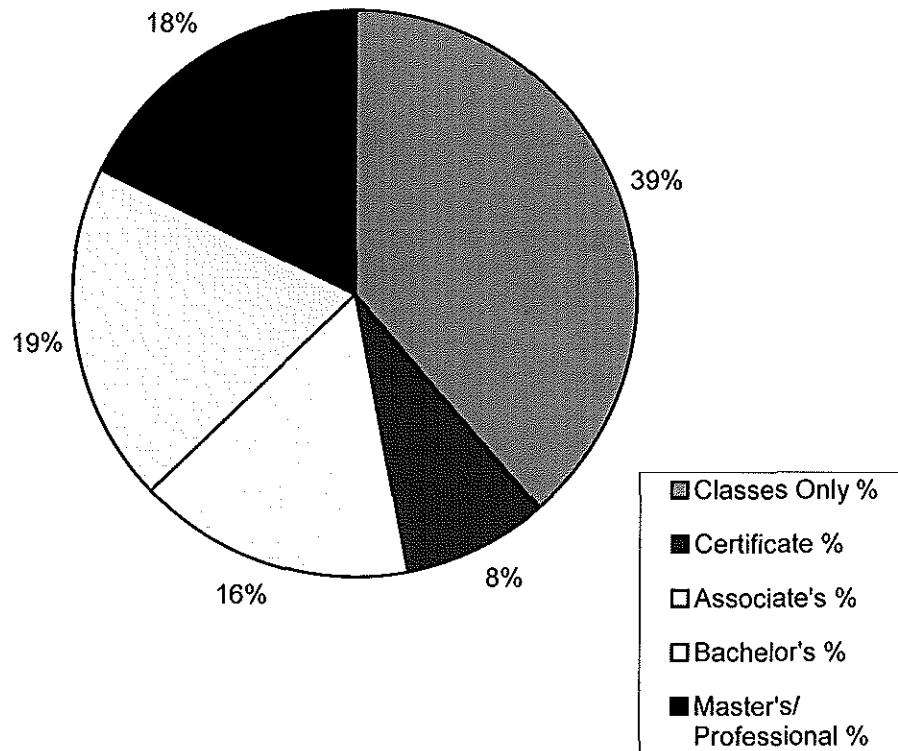
1=no progress
 2=some progress
 3=significant progress

Outcome 6 (NRS) Trend Analysis: Progress made in skills and knowledge goals



Oakland Community College
College Wide Student Outcomes
Measure #1: Students Will Identify Their Long Term Educational Goals
Report 1

Long Term Educational Goals of 'Other' Students

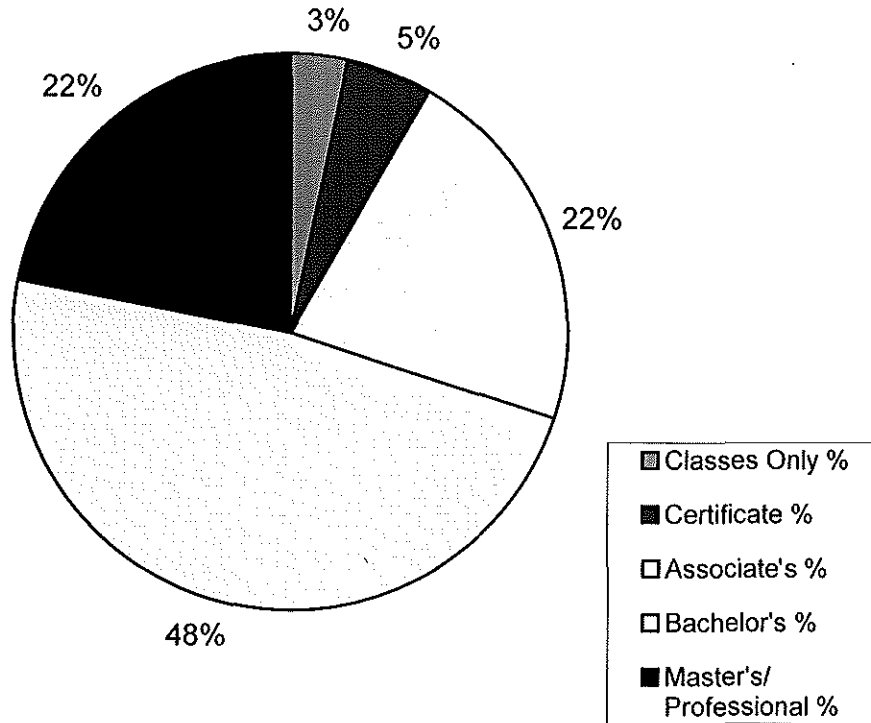


Analysis:

There are only 202 Other Students, in comparison to the 1003 Transfer Students, and the 881 Occupational/ Technical (Occ/ Tech) Students. Most Other Students listed Classes Only as their long term educational goal (39%). Again, this is in contrast to Transfer and Occ/ Tech Students, who both had the largest percentage of students list a bachelor's degree as their long term educational goal. This is not surprising in light of the fact that their academic intent is not to transfer into a larger college or university or to obtain occupational/ technical training.

Oakland Community College
College Wide Student Outcomes
Measure #1: Students Will Identify Their Long Term Educational Goals
Report 1

Long Term Educational Goals of Students Enrolled in a
Developmental Course



Analysis:

There were 1675 students who were enrolled in a developmental course. However, of those, only 808 indicated a long term educational goal. As noted above, 92% of students in a developmental course are seeking a degree, with 48% listing a bachelor's degree as their long term educational goal.

Qualitative Analysis # 10

While students had the opportunity to indicate whether a listing of reasons were a major, minor, or not a reason to continue their enrollment, we also provided a open ended question thus they might provide any additional insight into why they decided to not re-enroll. Below are the most frequent segments in which those open responses were categorized.

A total of 154 various responses were given and recoded into 22 different themes (Complete list of codes and the percentages are listed in Appendix A). The following are the themes and the percentage of students responding within those categories.

Reasons Students Did Not Return

Personal Issues (i.e., No time, too many responsibilities, etc.)	25%
Work Issues	12%
Financial Issues	11%
Transferring to another institution	10%
Curricular issues (i.e., courses not offered, offered on one campus but not the other, etc.)	6%

We also asked students to provide us with any other comments or opinions they might have in terms of their experiences at OCC. A total number of 64 responses were provided and used exact codes as the previous question Complete list of codes and the percentages are listed in Appendix B). The following are the themes and the percentage of students responding within those categories.

No problems/everything is fine	52%
Teaching/faculty problems	10%

Appendix A—Question 10

Code	Frequency	Percentage
Personal issues	39	25
Work issues	19	12
Financial (personal) issues	17	11
OCC Administrative issues	15	10
Curricular issues	10	8
No problems	9	6
Family issues	8	
Miscellaneous	6	
Financial aid issues	5	
Academic advising issues	5	
Academic ability issues	5	
Pursuing education elsewhere (i.e., in-house)	5	
Health related issues	4	
Transportation issues	3	
Teaching/Faculty issues	2	
Minority student concerns	1	
Undecided about life	1	

Appendix B—Question 19

No problems/everything is fine	33	25
Academic advising issues	6	
Teaching/faculty problems	5	
Miscellaneous	4	
Rude instructors	2	
Excellent classes/instructors	2	
Parking issues	2	
Curricular issues	2	
Personal issues	2	
OCC Administration problems	2	
Financial aid issues/problems	1	
Financial (personal) issues	1	
Academic ability issues	1	
Family issues	1	
Minority student concerns	1	
Transferring	1	

**Oakland Community College
College Wide Student Outcomes
Measure #2: Students Will Achieve Their Educational Goals
Report 2**

Executive Summary

- Overall, 65% of Non-Returning students for Fall 1999 reported that they were satisfied with their progress toward achieving their educational goals versus 50% of Continuing students. However, 45% of Continuing students report that they were very satisfied. This represents a 2% increase from the Winter 1999 semester, though this increase is not indicative of a trend at this point (report 3 will better determine this).
- Continuing Students for Fall 1999 had the highest overall satisfaction (3.4), which is a slight increase from Winter 1999 (1= very dissatisfied, 4= very satisfied). Non-Returning Fall 1999 students' overall satisfaction was above 3 (3.18), as opposed to Non-returning Winter 1999 students, who were at 2.98.
- There were almost no differences along academic intent. Non-Returning Fall 1999 Other students were very satisfied (43%), nearly as high as Continuing Other students (47%).
- There were no differences of Developmental Students from the Overall differences (i.e. most students were satisfied, with more Continuing students reporting being very satisfied than Non-returning students).
- For Continuing students, females (50%) were very satisfied with their progress, versus 39% of males. However, 29% of Non-Returning males reported being very satisfied, while 24% of Non-Returning females reported the same.
- Older students reported being very satisfied. The highest percentage belongs to 40+ Continuing students (83% very satisfied), with 63% of 23-29 year old Continuing students report being very satisfied as well. Non-Returning students all report being satisfied or very satisfied, with only 12% of 16-22 year old students reporting dissatisfaction.
- More African American Continuing students (53%) reported being very satisfied versus 44% of whites who reported being very satisfied with their progress toward achieving their educational goals.

Oakland Community College
College Wide Student Outcomes
Measure #3: Students Will Identify Their Career Goals
(1999)

1

Executive Summary

Overview

This report encompasses a partial synopsis of Oakland Community College's effort to understand and measure various student outcomes. The emphasis is placed on the student's ability to develop a career goal and identify many characteristics associated with it. Various descriptive analyses were completed in order to enhance the understanding of student attributes in relation to the career goal he or she identified.

- I. Most students are undecided about what career they want to pursue. The least likely career area to be chosen was for Physical and Natural Sciences.
- II. Career goals identified vary greatly when considering the academic intent of the student.
- III. Certain career goals were more likely to have a student enrolled in a developmental course than other career goal categories.
- IV. The distribution of gender changes, depending on career goal field.
- V. Selected career goal fields have more minority students.
- VI. Across all career goals most students are younger, however some goals have a larger number of older students.
- VII. Income levels fluctuate across career goals. Whereas, some career goals have more students in the lowest income interval and others have more in the highest income interval.
- VIII. Most students are employed part-time but some identified career goals have more full-time workers.
- IX. All identified career goals have parents who attended college more often than parents who did not attend college. Differences are minimal between career categories.
- X. Altogether there is at least some importance placed on every career characteristic. Of these, having a career where work is enjoyable is most important and the effect the career has on the family is least important.
- XI. Three career factors are developed and to the students are all at least somewhat important characteristics of a career. The satisfaction of the career is most important, followed by career prestige, and then by career risk.
- XII. Academic intention influences the importance placed on the three career characteristic factors.
- XIII. Enrollment in a developmental course varies the importance put on the three career characteristic factors.

Oakland Community College
College Wide Student Outcomes
Measure #6: Students Will Perceive That They Have Gained Specific Knowledge and Skills
Related to Their Goals
Report 1

Executive Summary

- Thirteen items were used to measure students' perceived gain in knowledge and skills related to their goals. The first table indicates the average scores based on a three point scale (1= no progress, 2= some progress, 3= significant progress). The second table plots these averages in order to provide a visual distinction of mean (average) scores. As can be noted, Continuing students perceived more progress than Non-Returning students on all thirteen items.
- Students were given the option of reporting "Not a Goal of Mine." However, these students did not exceed 8% of the total group, and were therefore deemed negligible.
- Continuing Students rated improvement in writing skills the highest across all of the items (2.41), which was significantly different (statistically) from Non-returning students (1.97), while Non-Returning students felt that their most improvement was in broadening intellectual interests (2.15).
- Continuing Students perceived the least amount of gain in developing effective job-seeking skills (2.00). Non-Returning students felt that math skills were the least improved (1.7), though it should be noted that Non-Returning students perceived little gain in job-seeking skills as well (1.8).
- Overall, perceived gain for Continuing students was 2.26, and 1.99 for Non-Returning Students. The difference, however, did not prove to be statistically significant, though it should be kept in mind that the sizes of each group of students are very different, making significance tests problematic.
- Rather than looking at all thirteen items individually across the six demographic variables (academic intent, enrollment in a development course, gender, race, age, and income), the items were summed to create a Perceived Progress index (through factor analysis).
- The Perceived Progress items employed a 3-point scale (as noted above), but for sensitivity of measurement, a 5-point scale was created in order to reflect degree of perceived progress. Therefore, 1= no progress, 3= some progress, and 5= significant progress as in the 3-point scale, with 2 and 4 representing some perceived progress between the listed values.
- **Academic Intent.** Along Academic intent, 41% of Non-Returning Other Students (those students who are not classified as Transfer or Occupational/ Technical students) felt that they made no gain at all. Otherwise, there are no real differences across academic intent (see Perceived Progress of Non-Returning Students by Academic Intent Table).
- **Enrollment in a Developmental Course.** For students enrolled in a developmental course, Continuing students perceived more knowledge and skill gain than Non-Returning students, with 21% reporting significant gain versus only 8% for Non-Returning students.
- **Gender.** For Continuing students, 43% of males reported some knowledge and skill gain to 34% of females, while 24% of females perceived significant gain, with 17% of males reporting the same. Interestingly, 19% of Non-Returning males reported significant progress made to only 14% of females.

Oakland Community College
College Wide Student Outcomes
Measure #6: Students Will Perceive That They Have Gained Specific Knowledge and Skills
Related to Their Goals
Report 1

Executive Summary

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Oakland Community College
College Wide Student Outcomes
Measure #6: Students Will Perceive That They Have Gained Specific Knowledge and Skills
Related to Their Goals
Report 1

- **Race.** While there are no real differences across race for Non-Returning students, it is worth noting that 36% of African American Continuing students reported significant progress made, while only 19% of whites and 20% of Other students felt that they had increased overall knowledge and skill gain.
- **Age.** For Continuing Students, 40+ year old students all perceived at least some skill gain (43% at some gain and 36% at significant gain). For 16-22 year-olds, 39% responded with a modest gain in skill and knowledge. For Non-Returning students, most students perceived little to no progress made, except for 23-29 year-olds, with 35% reporting significant progress made.
- **Income.** Across income categories, there were no outstanding differences found, as most replied some progress made for both Continuing and Non-Returning students

College Wide Student Outcomes

Measure #7: Under-prepared Students Will Successfully Complete Their Developmental Courses

Purpose

The purpose of this outcome was to assess the success rate of those students who enrolled in OCC's English or Math developmental courses. While students might have scored at a developmental level, only those students who enrolled in these classes were measured in terms of their success rates.

OCC courses which are designated as developmental include: English 105 (Academic Literacy I), English 106 (Academic Literacy II), Math 104 (Fundamentals of Arithmetic), Math 105 (Preparation for Algebra), Math 107 (Business Math), Math 110 (Elementary Algebra), TEM 101 (Pre-Apprentice Basic Math), and TEM 102 (Pre-Apprentice Introduction to Algebra). There are also additional courses deemed developmental (i.e. ACS 1.5 classes), however they were not assessed for this study.

Methodology

All 4359 cohort students' social security numbers were cross-referenced with the Student Information System Course file in the Fall 1998 and Winter 1999 semesters. In each case, a SPSS syntax code was written in order to extract each of the eight developmental courses (see above) from the main dataset for both terms.

Once the courses had been identified, we recoded the grades into four new variables: Failure (F), Unsuccessful Completion (C- through D-), Successful Completion (C through A), and Did Not Complete (grades of W, U, Z, etc.). Finally, we combined Failure (F) with Unsuccessful Completion (C- through D-) in order to have only three variables. This would allow us to determine the number and percentage of students who completed each developmental course with a successful or unsuccessful completion. In addition, it also permitted us to assess those students who did not complete their developmental courses. In the course of the analysis, there were no students from the Fall 1998 cohort who registered for TEM 101 and TEM 102 in either Fall 1998 or Winter 1999.

Fall 1998 Summary

- The majority of student who took English 105 and English 106 in the Fall of 1998 successfully completed the courses. However approximately 1/3 (33%) of the students who initially enrolled in English 105 did not finish the course (i.e., dropped, failed to show, etc.)
- Of all the developmental Math courses, Math 105 had the highest successful completion rate at 49%. Math 104 had the second highest successful completion rate at 43%.
- Math 107 and Math 110 each had higher percentage of non-completers among the three categories (successfully completed, unsuccessfully completed, and did not finish course).

Winter 1999 Summary

- The total number of students who enrolled in developmental courses in the Winter semester were smaller than those in the Fall term (except for Math 107).
- As in the Fall 1998 semester, the majority of students who enrolled in either English 105 or English 106 successfully completed the courses. However, when comparing Fall to Winter terms, less students, as a percentage, completed English 106 in the Winter semester (50%) than those in the Fall term (60%).
- Whereas Math 105 had the highest successful completion rate in the Fall (49%), Math 104 had the highest successful completion rate during the Winter semester (47%). This was closely followed by Math 107 at 45%.
- Nearly 1/3 (32%) of students did not successfully complete Math 105 and a similar percentage (32%) did not finish the course
- Students who enrolled in Math 110 in the Winter of 1999 were almost similar to those who enrolled in the Fall semester in terms of completion rates. Forty-three percent of students did not complete the course, while 26% who did finish the course did not complete it successfully.

Oakland Community College College Wide Student Outcomes Measure #8: Students Intending to Transfer Will Successfully Do So

In determining whether students who enroll in OCC with the intention of transferring to another educational institution successfully do so, longitudinal and cross-sectional analyses were performed. Both analyses use a cohort of 4359 students who were first surveyed in the Fall of 1998.

Cross-Sectional Analysis

First, the Cross-sectional analysis will be discussed. All of the students who were surveyed in the Fall of 1998 were included in the cross-sectional analysis regardless of whether they reported that they intended to transfer from OCC or not. The cross-sectional analysis simply looks at how many students do or do not transfer each semester.

Please refer to Appendix "A" for the charts that describe this analysis.

Fall 1998

- When originally surveyed in Fall 1998, 27%, or 1,198 of 4,359 students, identified "to prepare for transfer to a four-year college or university" as their primary reason for attending Oakland Community College.

Winter 1999

- The same population of 4,359 students was subsequently surveyed during the Winter semester of 1999.
 - At this time 1,517 (35%) of those surveyed were not enrolled at OCC during the Winter 1999 semester. 413 students completed the survey.
 - Of these students, 101 (24%) stated that transferring to another educational institution was a reason for them leaving the college.
 - 40 (10%) reported that they were currently attending another university.
 - There were 61 students who stated that transferring was a reason for their departure from OCC but were not currently attending another institution. One possible explanation for this phenomenon is that students decided to take a semester off from school before transferring so that they could start in the fall when most other students are starting.
 - The number of students who actually transferred may actually be higher than indicated above because only 410 (27%) of the 1,517 non-returning students completed the survey. Therefore,

it is not known if the remaining 1,107 (73%) students who did not complete the survey transferred or not.

- 2,842 (65%) of those surveyed in the Winter of 1999 were enrolled in courses at OCC. 1,308 (30%) completed the survey.
 - Of these students, 55%, or 720 students, again stated that their primary intent in attending OCC was to transfer.

Fall 1999

- The 2,842 students who were enrolled in courses in the Winter of 1999 were again surveyed in the Fall of 1999.
 - Of those surveyed, 1,101 (39%) were not enrolled in courses in the Fall of 1999. 307 (28%) of these students completed the survey.
 - 173 (56%) of the non-returning students reported that transferring to another educational institution was a reason for their departure from OCC.
 - 45 (15%) respondents stated that they were currently attending another university.
 - An additional 97 students did not complete the survey but someone from their household reported that they were currently attending another university.
 - 128 of the students who stated transfer was a reason for their non-continuance at OCC were not currently attending another educational institution. Again, these students may be taking time off from their studies before transferring.
 - The number of non-returning students that actually transferred may be higher since it is unknown if any of the remaining 794 non-returning students who did not complete the survey transferred or not.
 - 1,741 (61%) of those surveyed were enrolled in courses during the Fall 1999 semester. 960 (55%) of these students completed the survey.
 - Of these students, 58% or 561 students reported that their primary reason in attending OCC was to transfer to another educational institution.

Longitudinal Analysis

Next, the longitudinal analysis will be discussed. This analysis examines a sub-section of the population that was first surveyed in the Fall of 1998. Specifically, the 1,198 students who responded that their primary intention in attending OCC was to transfer were studied in the longitudinal piece. These particular 1,198 students were followed from the Fall of 1998 to the Fall of 1999.

This analysis differs from the cross-sectional analysis in two ways. First, the cross-sectional analysis made no distinction between those whose intent was to transfer and those who did not intend to transfer. Rather, everyone was included in the cross-sectional analysis. The longitudinal analysis, on the other hand, only examines information obtained from students who stated in the Fall of 1998 that their primary intention in attending OCC was to transfer. Secondly, the cross-sectional analysis simply examines the trend in transferring at a particular point in time. In contrast, the longitudinal analysis tracks the same students and studies them over a period of time.

Please refer to Appendix "B" for a flow chart of the longitudinal analysis.

Fall 1998

- As stated above, when first surveyed in the Fall of 1998, 1,198 students reported that their primary intent in attending OCC was to transfer to another educational institution. These students were the ones included in subsequent semesters of the longitudinal analysis.

Winter 1999

- This particular sub-group of students was among those that subsequently surveyed in the Winter of 1999.
 - 584 (49%) of the 1,198 students who stated in the Fall of 1998 that they intended to transfer from OCC completed the Winter 1999 questionnaire.
 - 62 (11%) of the 584 students who returned the Winter 1999 survey and stated in the Fall of 1998 that they intended to transfer, were not enrolled in courses at OCC during the Winter 1999 semester.
 - Of these 62 non-returning students, 30 (48%) cited transfer as a reason for their departure from OCC.
 - 10 (16%) students stated that they were currently attending another university.
 - Because over half of those who stated in Fall of 1998 that they intended to transfer did not complete their survey in the Winter of 1999, it is impossible to determine if even more students ended up transferring than implied by the above figure.
 - 522 (89%) of the 584 students who stated in the Fall of 1998 that they intended to transfer and completed the survey in the Winter of 1999 were still enrolled in courses at OCC during the Winter 1999 semester.
 - 391, or 75% of this population reported that their primary intent in attending OCC was to transfer.

Fall 1999

- The 584 students who stated in the Winter of 1999 that they intended to transfer to another institution, were enrolled in Winter 1999 courses and completed the Winter 1999 survey were again surveyed in the Fall

of 1999. Of these 584 students, 459 (79%) completed the survey given in the Fall of 1999.

- 69 (15%) of the 459 students who completed the survey were not enrolled in courses at OCC during the fall of 1999.
 - 35, or 51% of these non-continuing students reported that transferring to another institution was a reason for their departure from the college.
 - 20 (29%) students stated that they were currently attending another university.
- 390 (85%) of the 459 students surveyed were enrolled in courses at OCC during the Fall 1999 semester.
 - 286 of 390 students, or 73% of the continuing students surveyed stated that transferring was their primary intent in attending OCC.

One might wonder to where the students who reported that they were currently attending another institution transferred. Although students transferred to a wide variety of schools all over the United States, the most common places former OCC students transferred were as follows.

- Oakland University (21 students)
- Michigan State University (19 students)
- Eastern Michigan University (15 students)
- Wayne State University (13 students)
- Central Michigan University (12 students)
- Western Michigan University (12 students)

Now that the overall trends in transferring have been explored, the data will be further analyzed to examine gender, racial and age differences.

Gender Analysis

There appear to be gender differences in those whose intention is to transfer and in those who actually have transferred. Slightly more women than men identify transferring to another institution as their primary intent in attending OCC. Conversely, more men than women have actually transferred to other universities.

For comparison reasons, it should be stated that of all students surveyed in this cohort, 54% were women and 46% were men.

Fall 1998

- Of those students who stated that their primary intent in attending OCC was to transfer when they were first surveyed in the Fall of 1998,
 - 57% were women
 - 43% were men

Winter 1999

- Students were also surveyed in the Winter of 1999. Of those students enrolled in courses during that semester and who stated that their primary intent in attending OCC was to transfer...
 - 56% were female
 - 44% were male
- Of those students who reported that they were attending another university in the Winter of 1999...
 - 48% were women (19 students)
 - 52% were men (21 students)

Fall 1999

- Of those students who were surveyed again in the Fall of 1999 and stated that their primary intent in attending OCC was to transfer...
 - 58% were women
 - 42% were men
- Of those who were attending another university during the Fall 1999 semester...
 - 33% were women (15 students)
 - 66% were men (30 students)

Although more women than men stated that their primary intent in attending Oakland Community College was to transfer, after one year more men than women reported that transferring to other institutions was a factor in their discontinuance of education at OCC. Women stated that they intended on staying at OCC longer before transferring than men. This could account for the gender differences in transfer rates after one year. In the years to come we may see an increase in the number of women who transfer from this institution.

It should be stated that because the number of students who completed the survey and stated that they were currently attending another university was so small, it is problematic to assume that these patterns could be generalized and applied to OCC's student body as a whole. Not enough students responded to this portion of the survey to accurately make any sort of applicable conclusions about present or future transfer patterns.

Racial Analysis

Fall 1998

- There are little differences between students of different races when identifying transfer as their primary intent for attending OCC. When first surveyed in the Fall of 1998...
 - 896 (76%) of White students responded that their primary intent in attending the college was to transfer, this is slightly higher than the percentage of white students that responded to the survey (72%).
 - 12% of African American students intended to transfer, slightly lower than the 14% of African American students that responded to the survey.
 - All other races surveyed (American Indian, Asian, Hispanic and "other") showed equal proportions of those surveyed to those intending to transfer.

Winter 1999

- During the Winter 1999 semester, there were little differences between the proportion of students of different races/ethnicities who stated that their primary reason for attending OCC was to transfer and the overall proportion of these races/ethnicities that responded to the survey. Of those students who were enrolled in courses in the Winter of 1999 and stated that transferring was their primary reason for attending OCC...
 - 545 (76%) were White,
 - 66 (9%) were African American.
 - The remaining 108 students (15%) were those who identified as American Indian, Asian, Hispanic or "other."
- Of those who stated that they were currently attending another university during the Winter semester of 1999...
 - 25 (63%) students were White
 - 6 (15%) students were Asian
 - 5 (13%) students were African American
 - 2 (5%) students did not answer that question.
 - 1 (3%) student was American Indian
 - 1 (3%) student identified as "Other"
- Because the number of students who completed the survey and indicated that they were currently attending another university was so small, it is difficult to determine if there were racial and ethnic differences with any significance.

Fall 1999

- In proportion to the racial make-up of all students surveyed, the racial/ethnic differences of those whose primary intent was to transfer were also very slight during the Fall 1999 semester. Of those who were enrolled in courses during the Fall 1999 semester, stated that their primary reason for attending OCC was to transfer and were successfully surveyed...

- 431 (78%) students were White
- 45 (8%) students were African American
- 45 (8%) were from "other" races/ethnicities.
- 19 (3%) students were Asian
- 11 (2%) students were Hispanic
- 4 (0.7%) students were American Indian
- Of those students who stated that they were attending another university during the Fall 1999 semester...
 - 37 (82%) students were White
 - 4 (9%) students were African American
 - 2 (4%) students were Asian
 - 2 (4%) students were of "Other" races/ethnicities
 - 0 students were American Indian
 - 0 students were Hispanic

Age Analysis

An overwhelming majority of students who stated that their primary intention in attending OCC was to transfer were of the ages 18-22. Similarly, most students who actually did transfer were also of the ages 18-22.

Fall 1998

- Of the students who stated in the Fall of 1998 that their primary intent in attending OCC was to transfer...
 - 90% (1068 students) were of the ages 18-22.
 - 5% (55 students) were of the ages 23-29.
 - 3% (34 students) were of the ages 30-39.
 - 2% (20 students) were of the ages 16-17.
 - 1% (10 students) were of the ages 40-49.

Winter 1999

- Of the students who were enrolled in courses during the Winter 1999 semester and stated that their primary intent in attending OCC was to transfer...
 - 92% (659 students) were of the ages 18-22.
 - 4% (30 students) were of the ages 23-29.
 - 2% (11 students) were of the ages 30-39.
 - 2% (10 students) were of the ages 16-17.
 - 0.4% (3 students) were of the ages 40-49.
 - 0.3% (2 students) were of the ages of 60 or older.
- Of those students who stated that they were currently attending another university during the Winter 1999 semester...
 - 23 (58%) were of the ages 18-22.

- 8 (20%) were of the ages 23-29.
- 4 (10%) were of the ages 30-39.
- 4 (10%) were of the ages 40-49
- 1 (3%) was of the ages 16-17.

Fall 1999

- Of the students who were enrolled in courses during the Fall of 1999 and stated that their primary intent in attending OCC was to transfer...
 - 91% (505 students) were of the ages 18-22.
 - 4% (21 students) were of the ages 23-29.
 - 3% (16 students) were of the ages 30-39.
 - 1% (7 students) were of the ages 16-17.
 - 1% (5 students) were of the ages 40-49.
 - 0.4% (2 students) were of the ages 60 and older.
- Of the students who stated that they were currently attending another university during the Fall 1999 semester...
 - 34 (78%) were of the ages 18-22.
 - 3 (7%) were of the ages 30-39.
 - 3 (7%) were of the ages 40-49.
 - 2 (5%) were of the ages 16-17.
 - 1 (2%) was of the ages 23-29.
 - 1 (2%) was of the ages 60 or older.

Methodology

The information obtained to create the above described analyses was from the Cohort # 3 data set, containing survey information and official college information on 4359 students starting with the Fall 1998 semester. There are several aspects of the analyses that need to be brought to attention.

First, because many students failed to complete the surveys subsequent to the Fall 1998 survey, it is difficult to generalize the results stated in the analyses to OCC's entire student body. It is not known if the population of students who completed the survey differed in any way from the population of students who did not complete the survey. It is possible that those who completed the survey display certain characteristics that are not shared by those who did not respond to the questionnaire. Therefore, the rates at which students successfully transfer to other universities may be different than the above stated results if the same information had been available from those students who did not complete the survey. Similarly, this information cannot be used accurately to predict future trends in successful transfer of OCC students to other universities.

Second, it should also be noted that most students, 53%, reported what they intend to stay at Oakland Community College for two years before transferring. This could explain why more students whose primary intent in attending OCC was to transfer have not yet done so.

Third, for the purposes of this analysis, no distinction was made between transferring being a "major" reason or a "minor" reason for leaving OCC. Rather, the two categories were combined into one category. Therefore, if a respondent stated that transfer was either a "major" or "minor" reason for their departure from OCC they were included under the general category of "transfer was a reason for leaving OCC". It is possible that the inclusion of students who stated that transfer was a "minor reason" for leaving OCC contributed to the relatively low number of students who actually enrolled at other educational institutions.

Oakland Community College
College Wide Student Outcomes
Measure #10: Students Who Seek Employment Will
Obtain Job Placement in a Training Related Area
Report #1

Measure #10 of the College Wide Student Outcome Assessment explores whether students who seek employment will obtain job placements in training related areas. This report is an analysis of how related students' employment is to their training area at OCC and how much progress they have made toward achieving their career goals.

First, general analyses of whether students were successful in seeking employment in a training related area and how much progress they have made towards achieving their career goals will be discussed. Next, an analysis of job-relatedness by employment type (i.e. full-time, part-time, etc.) will be explored. Finally, this report examines differences in job relatedness and progress achieving career goals between genders, races/ethnicities and age categories.

Methodology

The data analyzed in this report was from a cohort of 4,359 students who were first surveyed in the Fall of 1998. This cohort has subsequently been surveyed during each Fall and Winter semester. Of these 4359 students, 2,842 (65%) were enrolled in courses at OCC during the Winter 1999 semester. For the purposes of this report, these students are referred to as "continuing students." 1,308 (46%) of these continuing students completed the survey. Because less than half of the targeted population of students completed the survey, it may be difficult to generalize the results of this analysis to OCC's entire student body.

There were 1,517 (35%) students in the cohort of 4,359 students who were not enrolled in courses at OCC during the Winter semester of 1999. For the purposes of this analysis, these students are referred to as "non-returning students." Of these non-returning students, only 413 (27%) students completed the Winter 1999 survey. Again, because of the relatively low completion rate it may be difficult to generalize these results to all OCC students.

In all analyses, a distinction is made between continuing students and non-returning students.

General Analysis of All Students Surveyed

Please see Appendix "A" for a graphical representation of this data.

Non-Returning Students

- The majority of non-returning students, 60% or 201 students, stated that their current job was "not at all related" to the training they received at OCC. Non-returning students were least likely to have stated that their job was "highly related" (17% or 56 students.)
- Non-returning students were most likely to have reported that they had made "moderate progress" towards achieving their career goals (49%.) They were least likely to have stated that they had made "significant progress" (16% or 66 students.)

Continuing Students

- Most continuing students (61% or 651 students) stated that their job was "not at all related" to the training they received at OCC. Continuing students were least likely to state that their job was "highly related" (13% or 138 students.)
- A majority of continuing students reported that they had made "moderate progress" towards achieving their career goals (67% or 850 students.) These students were least likely to have stated that they had made "no progress" (12% or 151 students.)

The differences between continuing and non-returning students regarding how related their job was to the training they received at OCC were very small. Few students in either category stated that their job was "highly related" to the training they received at OCC. In fact, a large majority of students reported that their job was "not at all related" to their training.

It appears as though many students are not obtaining job placement in a training related area. There could be several explanations for this phenomenon. For example, it is possible that continuing students were not professionally/academically ready or interested in obtaining a job in their training area at the point in time in which they were surveyed. Perhaps at the time they were surveyed these students were more focused on transferring to another educational institution or obtaining more education from OCC than they were on their career. Another possible explanation for this phenomenon is that students did not have jobs that were related to their training area at the time the survey was administered (approximately 3 weeks after the start of the Winter 1999 semester) but that they later obtained positions in their training related area. In

other words, it may have taken students a longer period of time to obtain jobs in their training related area than anticipated. Therefore, if this same question had been posed to students a few months later, perhaps more students would have reported that their job was either "somewhat" or "highly" related to their training area at OCC.

Continuing students appear to feel as though they had made more progress towards achieving their career goals than non-returning students. Continuing students were 6% more likely to state that they had made "significant progress" and 18% more likely to report that they had made "moderate progress." Continuing students were 22% less likely than non-returning students to report that they had made "no progress" towards achieving their career goals.

Most continuing and non-returning students stated that they had made "moderate" progress towards achieving their career goals. Therefore, despite the fact that many students stated that their jobs were "not at all related" to the training they received at OCC, they seem to be optimistic regarding the progress they have made toward achieving their career goals. One possible explanation for this phenomenon is that students felt that the education they had received from OCC had a positive impact toward achieving their career goals.

It is not surprising that relatively few students reported that they had made "significant" progress toward achieving their career goals considering that these students had only attended one semester of courses at OCC. Perhaps subsequent reports will reflect greater student satisfaction with achievement of career goals.

Analysis of Students Who Are Employed Full-Time

Please see Appendix "B" for a graphical representation of this data.

- Full-time is defined as working 35 or more hours per week.

Non-Returning Students

- A majority of non-returning students, 63% or 234 students, who were not enrolled in courses during the Winter 1999 semester reported that they were employed in full-time positions.
- A majority of these students, 56% or 131 students, reported that their jobs were "not at all related" to the training they received at OCC. Non-returning students who were working full time were least likely to state that their jobs were "highly related" (18% or 42 students.)

- Non-returning students working full time were most likely to report that they had made "moderate progress" towards achieving their career goals (47% or 109 students.) They were least likely to state that they had made "significant progress" (15% or 36 students.)

Continuing Students

- A total of 34%, or 400 students, who were enrolled in courses during the Winter 1999 semester stated that they were currently working full-time.
- Most continuing students who were working full-time (52% or 208 students) stated that their jobs were "not at all related" to the training they received at OCC. These students were least likely to report that their jobs were "highly related" (20% or 81 students.)
- When continuing students were asked how much progress they have made toward achieving their career goals a majority (64% or 252 students) reported that they had made "moderate progress" toward achieving these goals. They were least likely to have stated that they had made "no progress" (16% or 63 students.)

The differences between continuing and non-returning students who were working full-time were minimal regarding job relatedness to their OCC training area. Continuing students were slightly more likely than non-returning students to report that their jobs were "highly related" or "somewhat related" (2% and 3%, respectively.) Non-returning students working full-time were 4% more likely to have stated that their jobs were "not at all related" to the training they received at OCC. Again, there may be several explanations for this phenomenon. It may not be realistic to expect that students receive job placement in their training related areas after taking only one term of courses at OCC. Perhaps after students have completed several terms of education, they will be more likely to obtain jobs that are highly related to their field of study.

Similar to the analysis of all students surveyed, a large majority of students who were working full-time stated that their current job was "not at all related" to their OCC training. This data implies that most students who were employed full-time had not obtained job placements in their training related areas.

The differences between continuing and non-returning students who were working full time were larger regarding progress towards achieving career goals than differences regarding job relatedness. Continuing students seem to be more optimistic regarding the progress they had made toward achieving their career goals. These students were 5% more likely than non-returning students to report that they had made "significant progress." Continuing students who were working full-time were 17% more likely to state that they had made "moderate

progress" than non-returning students working full-time. Non-returning students were 20% more likely to state that they had made "no progress" toward achieving their career goals. It is possible that non-returning students did not have career goals that were well defined or were not as motivated as continuing students to complete their education. This may have impacted students' perceptions of how much progress they had made toward achieving career goals.

A majority of continuing and non-returning students working full-time stated that they had made "moderate" progress toward achieving their career goals. Given the fact that a large majority of these students stated that they were employed in jobs that were "not at all related" to their OCC training, students seem rather positive regarding the progress they had made toward achieving their career goals. Perhaps these students felt that they were making progress by enrolling in OCC courses.

Analysis of Students Who Are Employed Part-time:

Please see Appendix "C" for a graphical representation of this data.

- Part-time is defined as working 34 or fewer hours per week.

Non-Returning Students

- A total of 23% (86 students) of students who were not enrolled during the Winter 1999 semester reported that they were employed part-time.
- A large majority of these students (71% or 60 students) stated that their job was "not at all related" to the training they received at OCC. Non-returning students who were working part-time were least likely to report that their job was "highly related" (13% or 11 students.)
- Most non-returning students reported that they had made "moderate progress" toward achieving their career goals (62% or 52 students.) Only 15% (13 students) of these students stated that they had made "significant progress."

Continuing Students

- 53%, or 629 students, who were enrolled during the Winter 1999 semester stated that they were employed part-time.
- Most continuing students who were working part-time (66% or 414 students) reported that their job was "not at all related" to the training they received at OCC. Only 8% (51 students) stated that their job was "highly related."

- When continuing students were asked how much progress they had made toward achieving their career goals 71% (446 students) reported that they had made "moderate progress." These students were least likely to state that they had made "no progress" (9% or 55 students.)

Few students who were working part-time reported that their job was "highly related" to their OCC training area. More non-returning students who were working part-time stated that their job was "highly related" than continuing students who were working part-time (13% versus 8%, respectively.)

Therefore, it appears as though most students who were working part-time not obtained job placement in their training related area. There may be many possible explanations for this phenomenon. For example, it is possible that continuing students who were working part-time while attending classes plan on obtaining jobs in their training area following their completion of their OCC education. It is also possible that non-returning students had not obtained a job in their training related area at the time they were surveyed (approximately 3 weeks after the start of the Winter 1999 semester) but that they needed a longer period of time to obtain these jobs.) Another possible explanation is that students who stated that their job was "not at all related" were not attending OCC with the intention of obtaining training related jobs. Rather, it is possible that they were taking OCC courses for the purpose of personal enrichment. If this were the case, it would not be expected that these students obtain jobs in their training related areas.

Continuing students who were working part-time seem to have been more positive regarding the progress they had made towards achieving their career goals than non-returning students who were working part-time. More continuing students who were working part-time stated that they had made "significant progress" toward achieving their career goals than non-returning students who were working part-time (20% versus 15%, respectively.) Continuing students who were employed part-time were also more likely to state that they had made "moderate" progress toward achieving their career goals (71% versus 62%, respectively). Non-returning students who were working part-time were more likely than continuing students who were employed part-time to report that they had made "no progress" towards achieving their career goals (23% versus 9%, respectively).

A majority of continuing and non-returning students who were employed part-time reported that they had made "moderate" progress towards achieving their career goals. It appears as though students felt that they were making progress towards achieving their career goals even though a great majority of students were not employed in a job that was related to their training area. Again, it is possible that students felt that the education they had received from OCC has had a positive impact toward achieving their career goals.

Analysis of Students Who Are Self Employed

Please see Appendix "D" for a graphical representation of this data.

- Only 19 non-returning students (5%) stated that they were self employed. Thirty-four continuing students also stated that they were self-employed. The sizes of these samples were very small. Therefore, it may be difficult to generalize the results of this analysis to all OCC students who are self-employed.

Non-Returning Students

- Most non-returning students who were self-employed (10 students) stated that their job was "not at all related" to the training they received at OCC. Only 3 students stated that their current job was "highly related."
- A majority of non-returning students (9 students) who were self employed reported that they had made "moderate progress" towards achieving their career goals. Seven students stated that they had made "no progress" and only 3 students reported that they had made "significant progress."

Continuing Students

- Most continuing students (21 students) who were self employed stated that their current job was "not at all related" to the training they received at OCC. The least number of students (3 students) reported that their job was "highly related."
- The majority of continuing students stated that they had made "moderate progress" toward achieving their career goals (20 students.) Ten students reported that they had made "significant progress" and only 3 students stated that they had made "no progress."

Due to the fact that samples of continuing and non-returning students who were self-employed were small, comparison of the two groups is unlikely to produce any meaningful differences.

However, what can be observed from this sample is that a majority of students who were self-employed reported that their jobs were "not at all" related to their training areas. Therefore, it appears as though most self-employed students had not obtained a job in their training related area. Perhaps these students had taken OCC courses for the purpose of personal enrichment and had no intention of obtaining a job in their training related area.

It can also be observed that most self-employed students felt as though they had made "moderate" progress towards achieving their career goals. Similar to other categories of students, few of these students had jobs that were "highly" related to their training area. Despite this fact, they appear to be optimistic regarding the progress they have made toward achieving their career goals.

Analysis of Students Who Are Not Employed, but Are Seeking Employment

Please see Appendix "E" for a graphical representation of this data.

Non-Returning Students

- A total of 35 non-returning students (9%) stated that they were not currently employed, but were seeking employment. Because the number of non-returning students who were not employed but seeking employment was small, it may be difficult to generalize of the results of this analysis to all OCC students who were unemployed but seeking employment.
- When non-returning students were asked how much progress they have made toward achieving their career goals, most stated that they had made "no progress" (15 students.) Twelve students stated that they had made "moderate progress" and 8 students reported that they had made "significant progress."

Continuing Students

- A total of 131 continuing students (11%) stated that they were currently unemployed but were seeking employment
- A majority of these students (57% or 71 students) reported that they had made "moderate progress" towards achieving their career goals. Only 16 students (13%) stated that they had made "no progress."

It is difficult to compare non-returning students who were not employed but seeking employment to continuing students who were also unemployed but seeking employment because the sample size of the non-returning students was very small. However, it can be observed that most continuing students reported that they had made "moderate progress" toward achieving their career goals, while a majority of non-returning students reported that they had made "no progress" toward achieving these goals.

Gender Analysis

Please see Appendices "F" and "G" for a graphical representation of this data.

This section of the report examines the differences in job relatedness and progress made towards achieving career goals between men and women.

Non-returning Students:

Job Relatedness to Training Area

	Females	Percent of Females	Males	Percent of Males
"Highly" Related	31	17%	25	17%
"Somewhat" Related	44	24%	32	23%
"Not at All" Related	108	59%	93	60%
Total	183	100%	150	100%

As can be seen, the differences between genders concerning job-relatedness were minimal. The mean score for women was 1.58; the mean score for men was 1.43 (1= not at all related, 3= highly related.) In fact, there was no significant statistical difference between men and women concerning how related students' employment was to the training they received at OCC.

Progress Made Toward Achieving Career Goals

	Females	Percent of Females	Males	Percent of Males
"Significant" Progress	35	15%	31	16%
"Moderate" Progress	117	51%	81	47%
"No" Progress	76	33%	62	36%
Total	228	99%*	174	99%*

*1% difference due to rounding

Similar to the phenomenon seen regarding job-relatedness, the differences between genders concerning how much progress students had made towards achieving career goals were minimal. The mean score for women was 1.82; the mean score for men was also 1.82 (1= no progress, 3= significant progress.)

There is no significant statistical difference between men and women concerning achievement of career goals.

Continuing Students:

Job Relatedness

	Females	Percent of Females	Males	Percent of Males
"Highly" Related	96	15%	42	10%
"Somewhat" Related	174	28%	106	24%
"Not at All" Related	360	57%	291	66%
Total	630	100%	439	100%

As can be seen, there were differences between men and women regarding how related their current job was to the training they received at OCC. The mean score for women on this measure was 1.58; the mean score for men was 1.43 (1= not at all related, 3= highly related.) These differences are statistically significant ($p < .05$.) Women were more likely to state that their job was "highly" or "somewhat" related. Men were more likely to report that their job was "not at all" related.

Progress Made Toward Achieving Career Goals:

	Females	Percent of Females	Males	Percent of Males
"Significant" Progress	180	24%	98	19%
"Moderate" Progress	482	64%	368	70%
"No" Progress	88	12%	63	12%
Total	750	100%	529	101%*

* 1% difference due to rounding

Differences between genders regarding progress made towards achieving career goals were minimal. The mean score for women on this measure was 2.12; the mean score for men was 2.07 (1= no progress, 3= significant progress.) There was no statistical difference between the two groups. Therefore, despite the fact that women stated that their jobs were more related to the training they received at OCC, it appears as though men and women had very similar attitudes regarding how much progress they had made towards achieving their career goals.

Racial / Ethnic Analysis

Please see Appendices "H" and "I" for a graphical representation of this data.

This section examines differences between racial groups regarding job-relatedness and progress made towards achieving career goals. There were several racial/ethnic categories that contained a small number of students. For example, there was only one American Indian student in the sample of non-returning students. For this reason, the categories of American Indian, Asian and Hispanic were combined into the category "Other." Even with this adjustment, the sample of those in the "Other" categories remains rather small. For this reason, it may be difficult to generalize the results of this analysis to all non-White, non-African American OCC students.

Non-returning Students:

Job Relatedness

	White	% White	Black	% Black	Other	% Other
"Not at All" Related	138	60%	28	57%	30	67%
"Somewhat" Related	52	23%	11	22%	11	24%
"Highly" Related	40	17%	10	20%	4	8%
	230	100%	49	99%*	45	99%*

* 1% difference due to rounding

As shown, the differences between races concerning how related their jobs were to the training they received at OCC were very small. In fact, there were no statistically significant differences between races regarding how related students' jobs were to the training they received at OCC.

Progress Made Towards Achieving Career Goals

	White	% White	Black	% Black	Other	% Other
"No Progress"	89	33%	25	40%	21	37%
"Moderate Progress"	136	51%	29	46%	26	46%
"Significant Progress"	44	16%	9	14%	10	18%
	269	100%	63	100%	57	101%*

* 1% difference due to rounding

The differences between races concerning the progress students had made toward achieving career goals were not statistically significant. Therefore, students' attitudes regarding how much progress they had made towards achieving their career goals were unrelated to their racial/ethnic affiliation.

Continuing Students

Job Relatedness

	White	% White	Black	% Black	Other	% Other
"Not at All" Related	506	61%	63	58%	76	63%
"Somewhat" Related	212	26%	25	23%	35	29%
"Highly" Related	107	13%	20	19%	9	8%
	825	100%	108	100%	120	100%

There were no statistically significant differences between racial/ethnic categories regarding how related students' jobs were to the training they received at OCC. In other words, students' race/ethnicity was not linked to how related their job was to their OCC education.

Progress Made Towards Achieving Career Goals

	White	% White	Black	% Black	Other	% Other
"No Progress"	112	12%	13	10%	22	13%
"Moderate Progress"	654	68%	80	62%	105	64%
"Significant Progress"	198	21%	37	29%	38	23%
	964	101%*	130	101%	165	100%

* 1% difference due to rounding

Again, there were no statistically significant differences between students of varying racial/ethnic backgrounds regarding how much progress they had made toward achieving their career goals. Race/Ethnicity was unrelated to how much progress students stated that they had made in this area.

Age Analysis

Please see Appendices "J" and "K" for a graphical representation of this data.

This section explores the differences between age groups regarding job-relatedness to the training students have received at OCC and how much progress students had made toward achieving their career goals.

Non-returning students

Job Relatedness

	22 and younger	% of 22 and younger	23-39 years	% of 23-39 years	40 and older	% 40 and older
"Not at All" Related	132	73%	42	45%	26	45%
"Somewhat" Related	35	19%	25	27%	16	28%
"Highly" Related	13	7%	27	29%	16	28%
Total	180	99%*	94	101%*	58	101%*

* 1% difference due to rounding.

There was a statistically significant relationship between age groups and how related students' jobs were to the training they received at OCC. There was a positive correlation between age and job relatedness ($r=.224$, $p<.05$.) In other words, as the age of students increased so did relatedness of their job to the training they received at OCC.

As can be seen in the above table, students age 22 and younger were the most likely to state that their job was "not at all" related to the training they received at OCC. Students over the age of 23 were more likely to report that their jobs were "highly" related than students 22 or younger.

Progress Made Towards Achieving Career Goals

	22 and younger	% of 22 and younger	23-39 years	% of 23-39 years	40 and older	% 40 and older
"No" Progress	81	38%	36	31%	21	29%
"Moderate" Progress	107	51%	56	48%	34	47%
"Significant" Progress	24	11%	24	21%	17	24%
Total	212	100%	116	100%	72	100%

There was a statistically significant relationship between age and progress made toward achieving career goals. The relationship was relatively weak ($r=.147$, $p<.05$.) Therefore, the older students were, the more progress they had made toward achieving their career goals (although only by a small margin.)

Those students who were 40 years old and older were the most likely to state that they had made "significant" progress toward achieving their career goals. Perhaps this could be due to the fact that older students may have more employment experience than younger students. It is likely that they have been in the work force longer than those students age 22 and younger. Perhaps more employment experience and time in the work force has allowed older students to accomplish more of their career goals. Consistent with this explanation, students age 22 and younger were the most likely to report that they had made "no"

progress towards achieving their career goals. Younger students may not yet have obtained the employment experience needed to accomplish their goals.

Continuing Students

Job Relatedness

	22 and younger	% of 22 and younger	23-39 years	% of 23-39 years	40 and older	% 40 and older
"Not at All" Related	567	63%	60	52%	18	33%
"Somewhat" Related	237	27%	22	19%	21	40%
"Highly" Related	90	10%	34	29%	14	26%
Total	894	100%	116	100%	53	99%*

* 1% difference due to rounding

There was a statistically significant relationship between age and how related students' jobs were to the training they received at OCC. A correlation revealed that the relationship between these age and job relatedness was weak ($r=.057$, $p<.05$.) That is, as the age of students increased, so did the relatedness of their job to the training they received at OCC (but only by a small margin.)

As shown in the table above, those students who were age 22 and younger were the least likely to have had jobs that were "highly" related to the training they received at OCC. It is possible that students younger than 23 have not had enough work experience to have obtained job placement in their training related areas. Those students 40 and older were least likely to have reported that their job was "not at all" related. It is possible that those students who were age 40 or older were taking courses at OCC with the purpose of furthering their existing careers.

Progress Made Toward Achieving Career Goals

	22 and younger	% of 22 and younger	23-39 years	% of 23-39 years	40 and older	% 40 and older
"No" Progress	126	12%	19	13%	5	7%
"Moderate" Progress	710	67%	90	60%	45	65%
"Significant" Progress	217	21%	41	27%	19	28%
Total	1053	100%	150	100%	69	100%

There was no statistically significant relationship between age and progress made toward achieving career goals. However, what we can observe from this sample is that students age 40 and older were most likely to report that they had made "significant" progress toward achieving their career goals. It is possible

that students 40 years old and older were more satisfied with the progress they had made toward achieving their career goals because they have had more time and experience in the work force than students age 40 and under.