



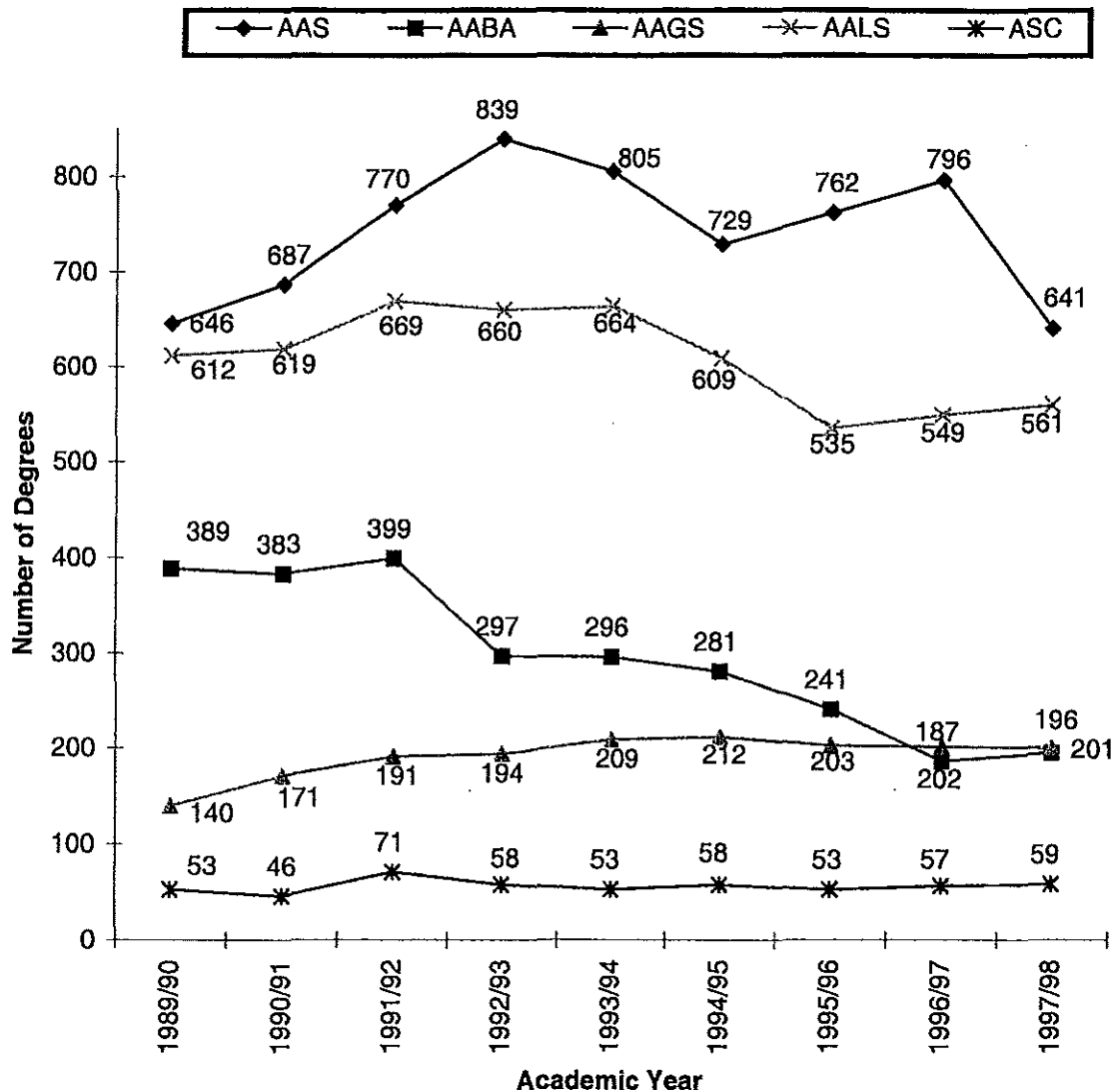
OAKLAND
COMMUNITY
COLLEGE

1999/00 Institutional Effectiveness Occupational & Technical Programs Report

Prepared by:
Kristen E. Salomonson
The Office of Institutional Research
May, 2000

**Oakland Community College
1999/00 Effectiveness Report on Occupational and Technical Programs**

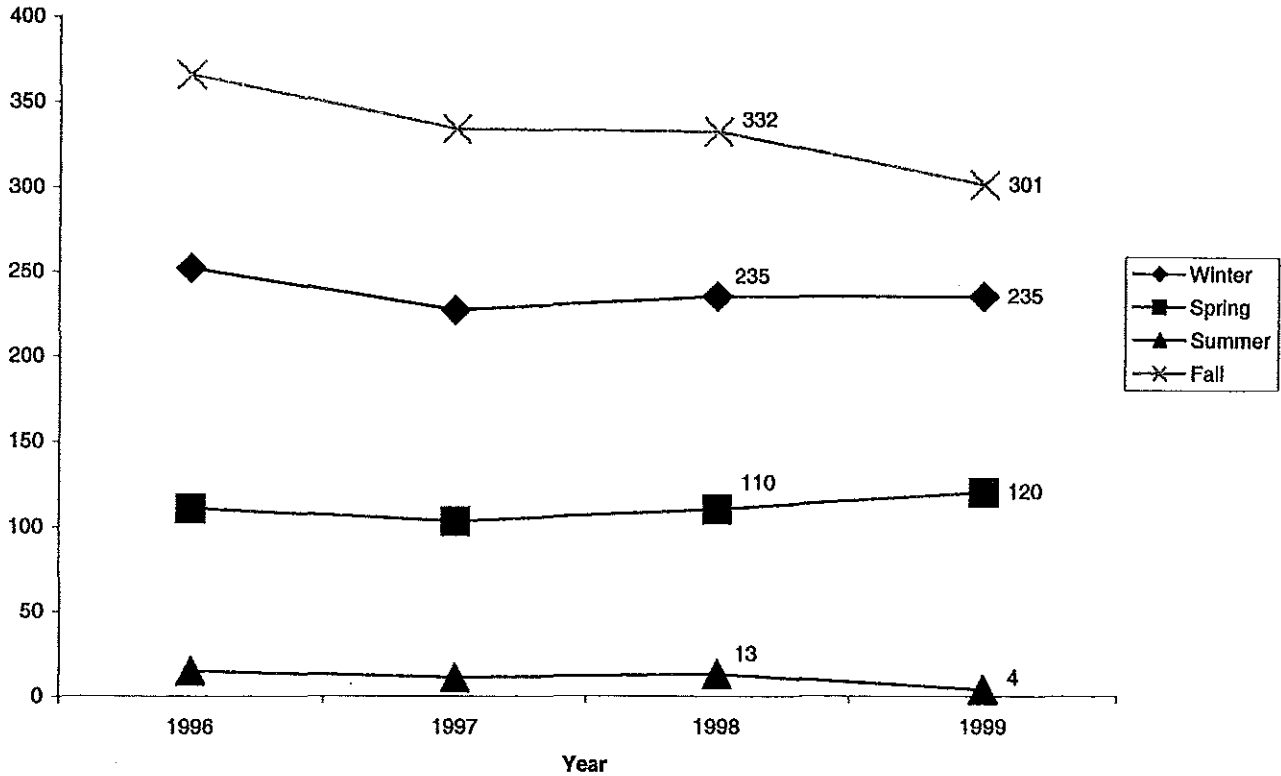
Trend in Type of Degrees Awarded at OCC



Analysis: The number of different types of degrees awarded by OCC over the past nine years have been quite varied over the time period. Associate's Degrees in the Applied Sciences (AAS) remain the most frequently awarded, but have experienced a sharp decline in the 1997-98 academic year. Associate's Degrees in the Liberal Sciences (AALS) were again the second most frequently awarded type. The disparity between these two degree types has been increasing over the last four academic years, but their relative positions remain the same for the nine year period. The remaining degree types demonstrate stable patterns similar to last year. Business Administration (AABA) degrees awarded have not rebounded to their levels in previous years, and the number of Associate's Degrees in General Studies (AAGS) has surpassed those for Business Administration. The number of Associate's Degrees in Science (ASC) has been relatively flat during this period.

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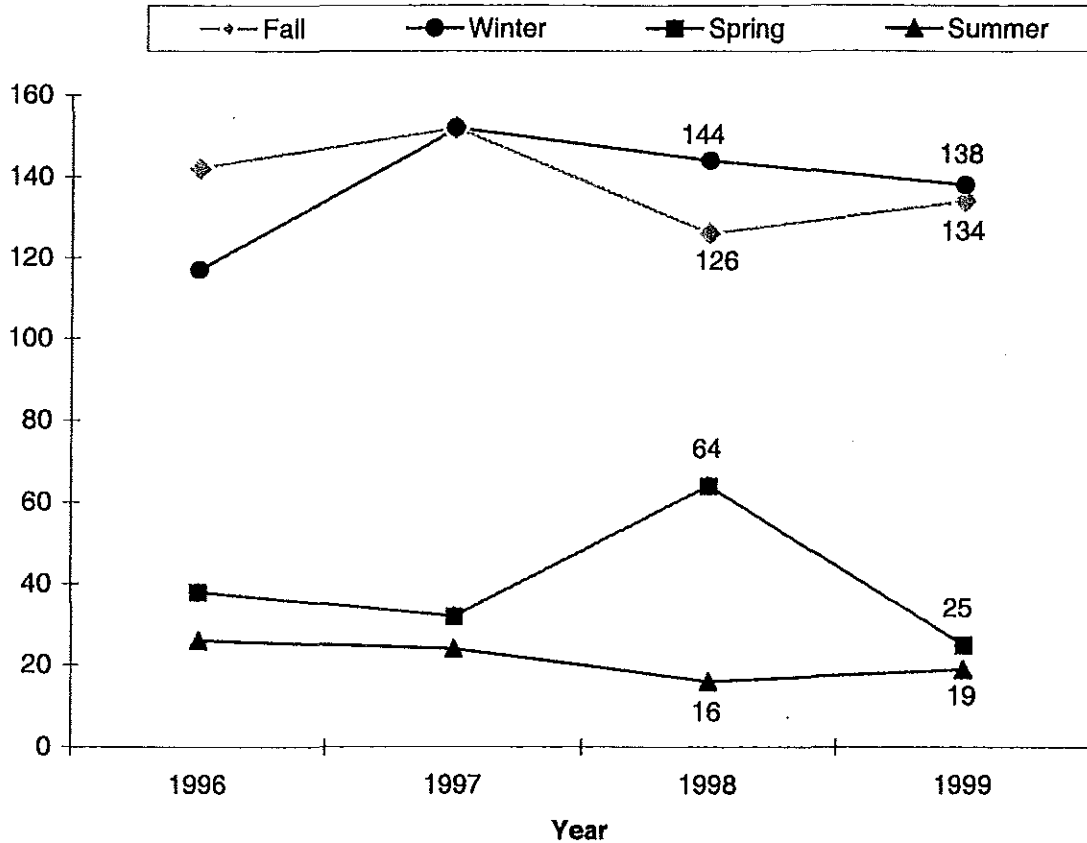
**Trend in the Number of OCC Students Participating in Internships
and Cooperative Experiences**



Analysis: Over the past four years, there has been a slight absolute decrease in the number of OCC students participating in Internships and Cooperative Learning. However, there has been little change in the total proportion of OCC students participating in such experiences. In the Fall Session of 1999, total enrollment at OCC was 25,197, with 301 students enrolled in Internships and Cooperative Learning. This represents a decline from the 1998 Fall Session when about 332 students of approximately 24,000 were enrolled in an Internship or Cooperative Learning experience. Despite this decline, OCC students remain most likely to enroll in Internships and Cooperatives in the Fall and Winter Sessions, with smaller numbers of OCC students enrolled in the Summer and Spring Sessions. This report does not contain information about how many Internships and Cooperative Learning experiences are available for OCC students. No inferences can be made regarding whether students are opting not to enroll in such experiences, or if there are not adequate berths available to the students. A complete listing of the course numbers included in this graphic is an addendum to this report.

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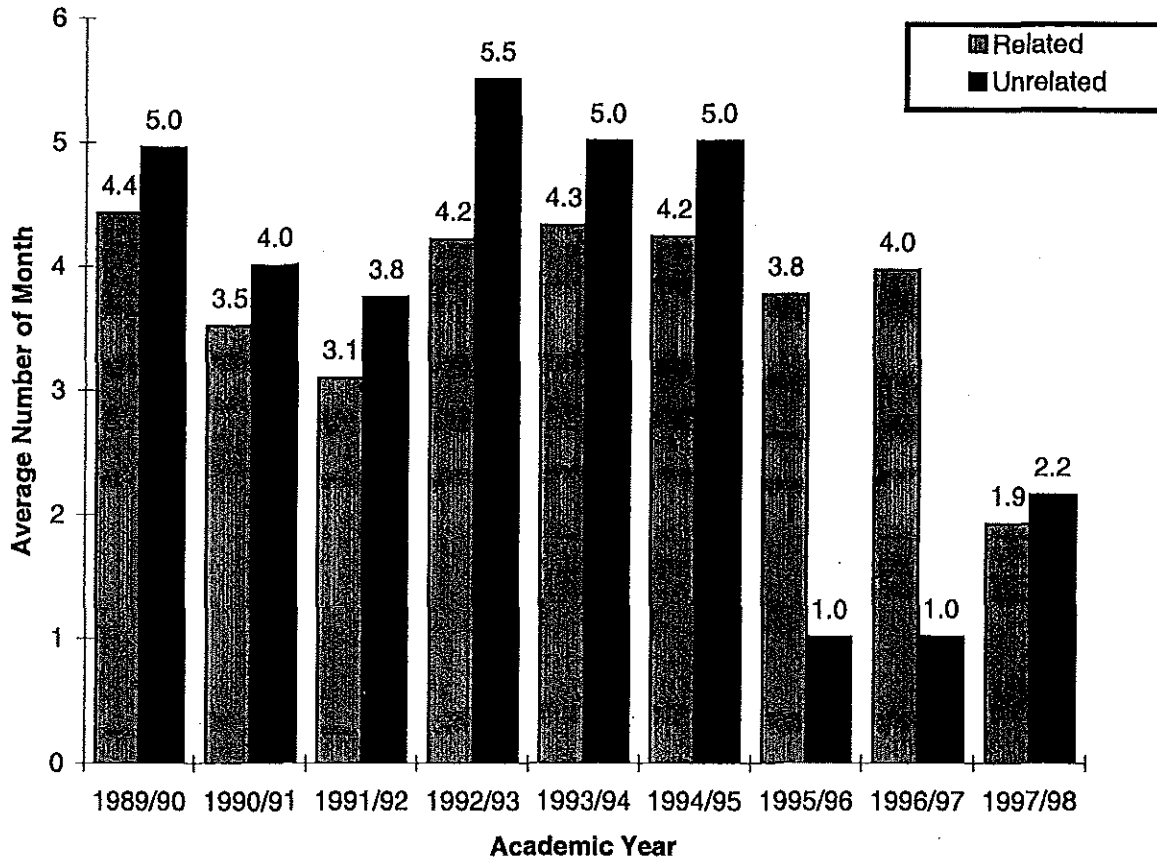
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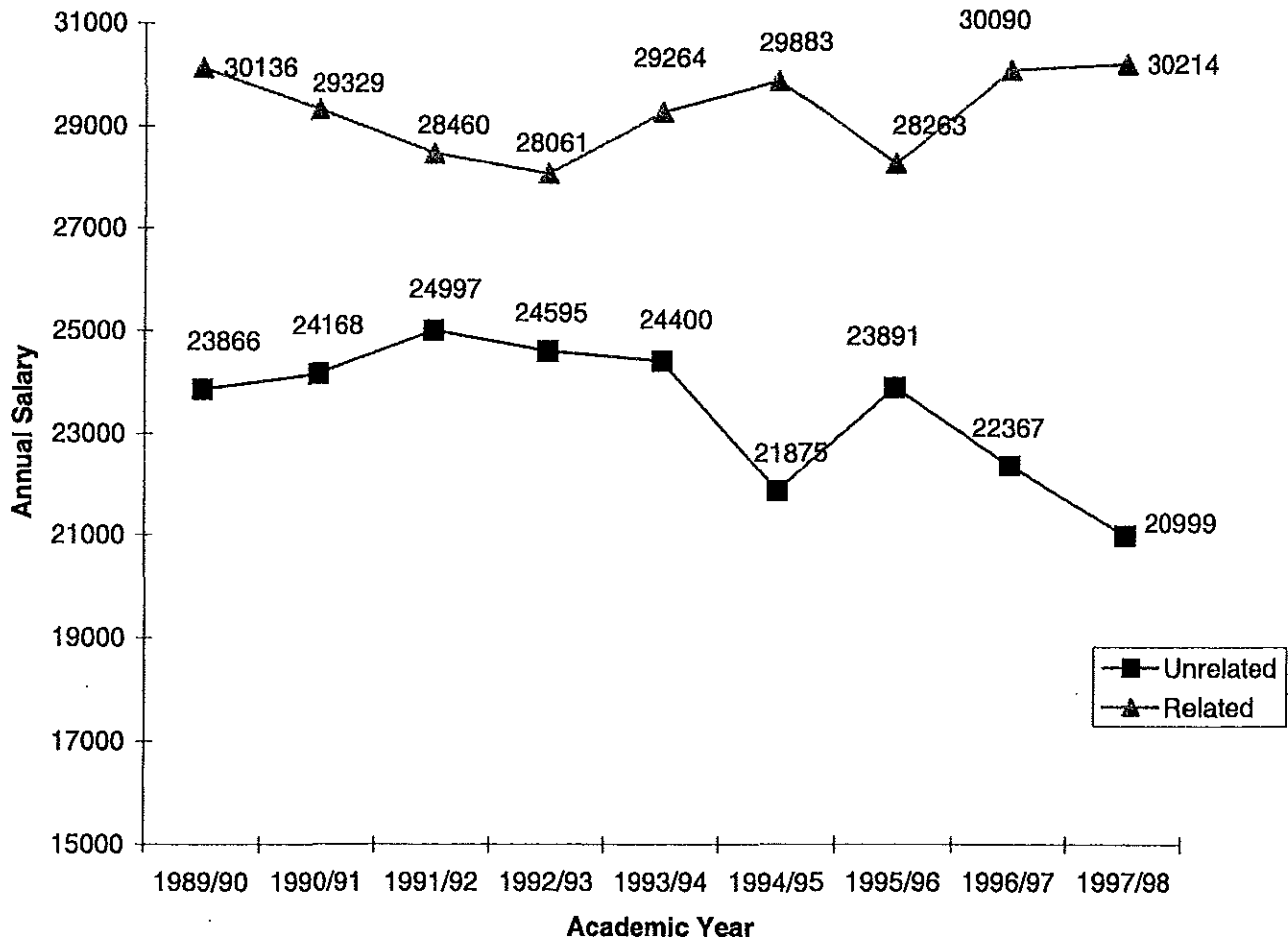
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Analysis: In previous years, OCC graduates spent an average of 4 months looking for a job after graduation. However, for graduates in 1997/98, this time was cut to about half - approximately 2 months for those finding work in occupations related to their OCC degree or certificate. This decline in the number of months taken to find a job may be due to the unusually strong labor market existing in Southeastern lower Michigan during this period. This figure does not include those who had a job prior to graduation, which comprise a large proportion of OCC graduates. In fact, 85% of OCC graduates had a job prior to their graduation. In line with the strong labor market over the past three years, 96% of OCC graduates in 1995-96, and 1996-97 located a job within six months of graduation, while 99% of those graduates in 1997-98 located a job within six months of graduation. It is not clear at this juncture whether future OCC graduates will experience the same fortune in locating a job quickly. It does indicate that OCC graduates are experiencing the best job search success in the last ten years. Overall, about 50% of OCC graduates found a job in 2 months or less over the past nine academic years.

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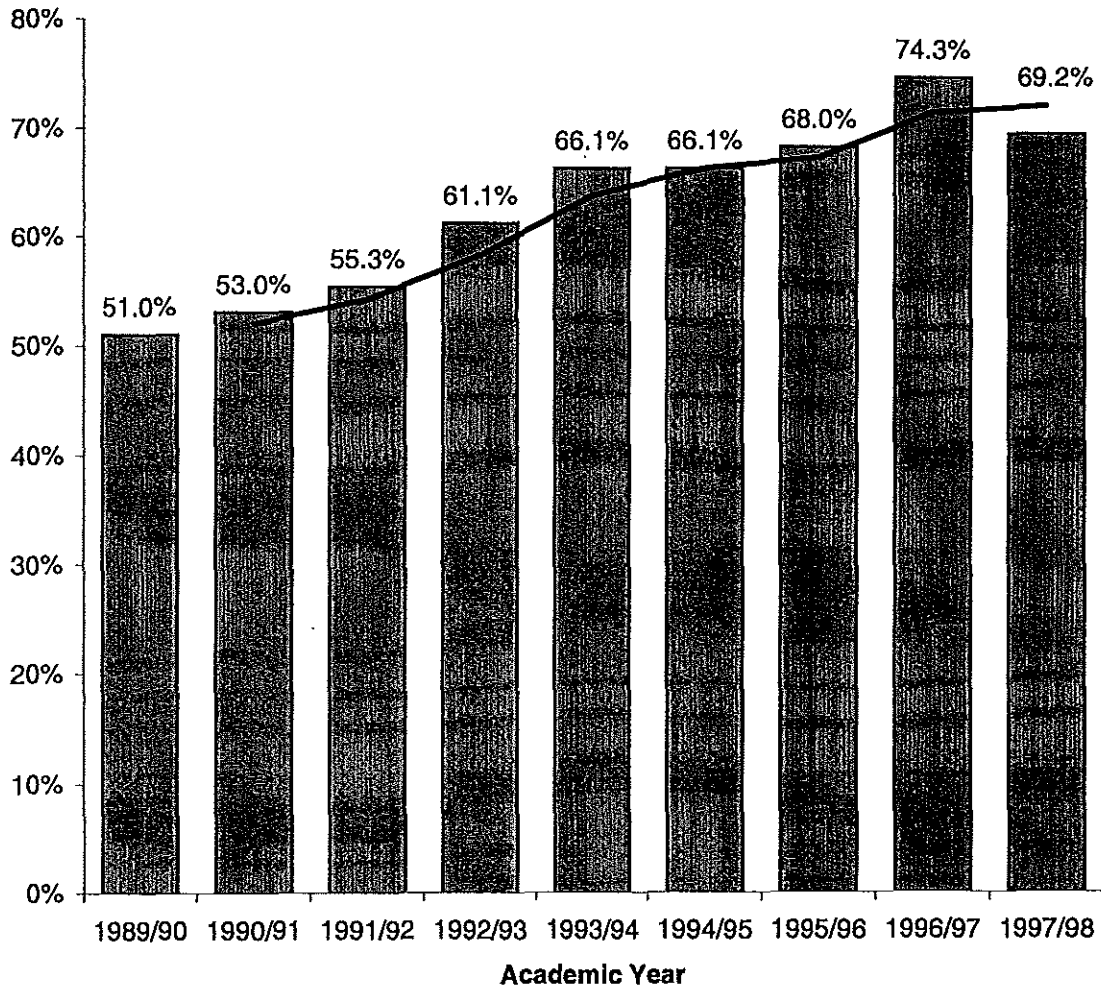
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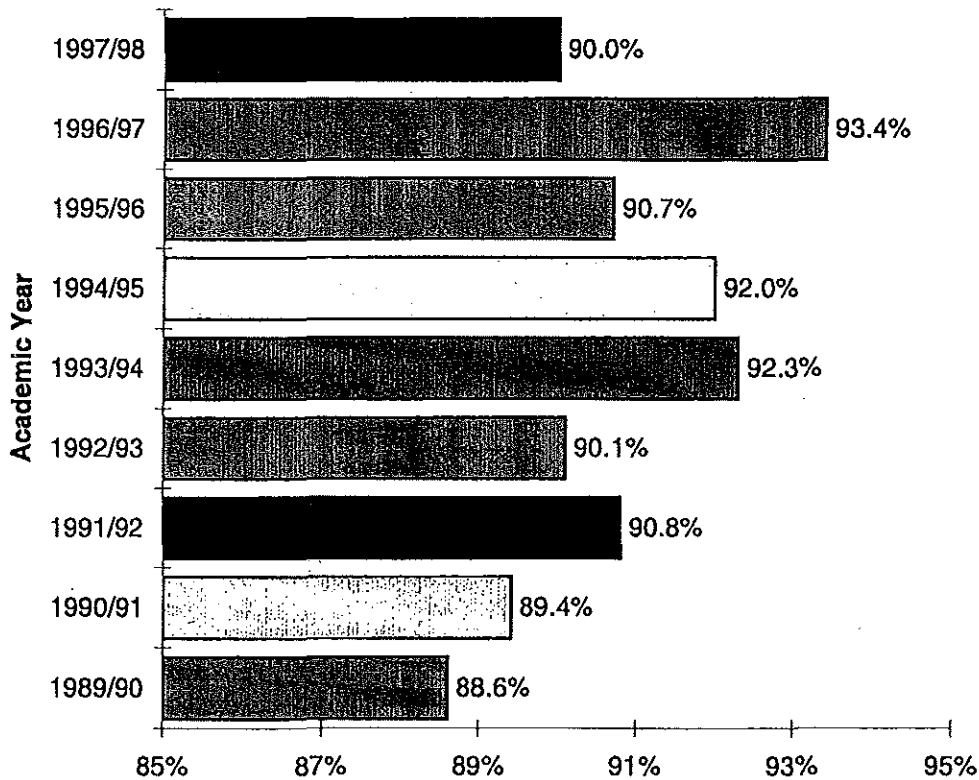
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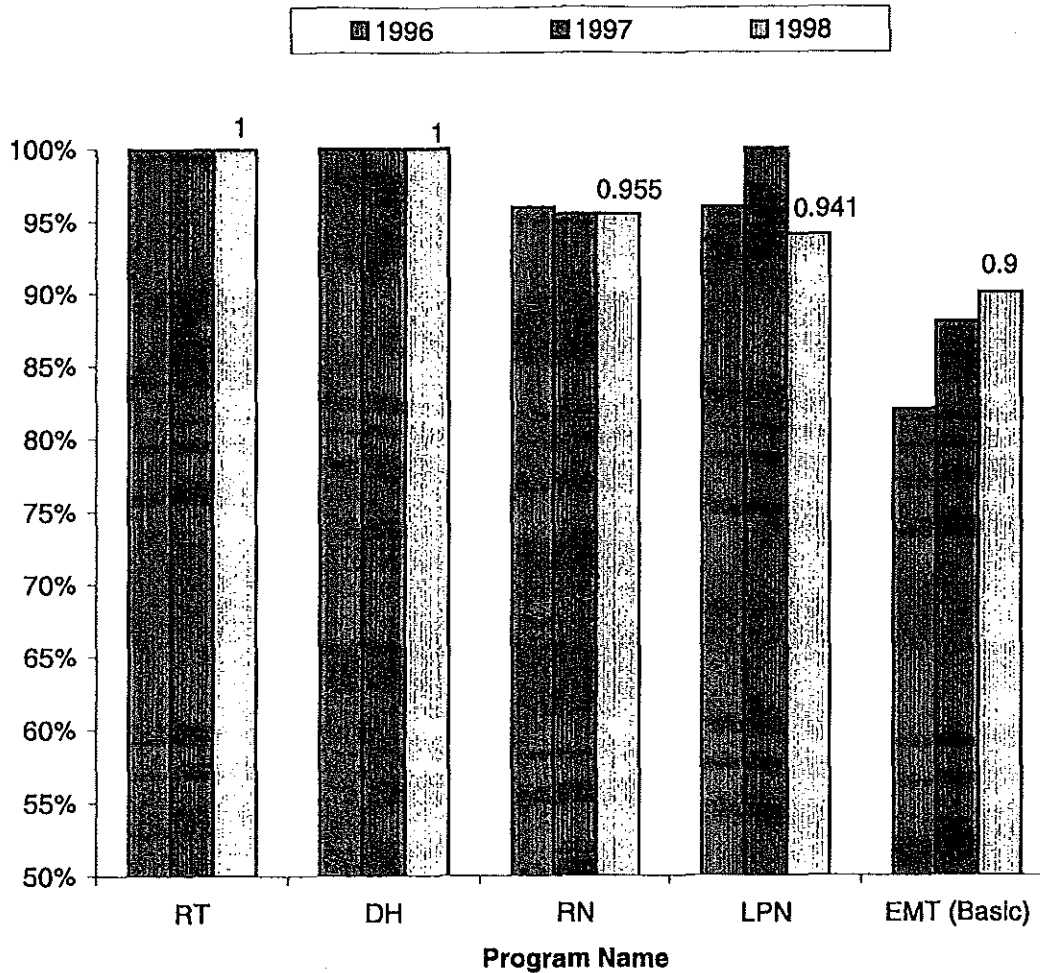
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With Courses in Major



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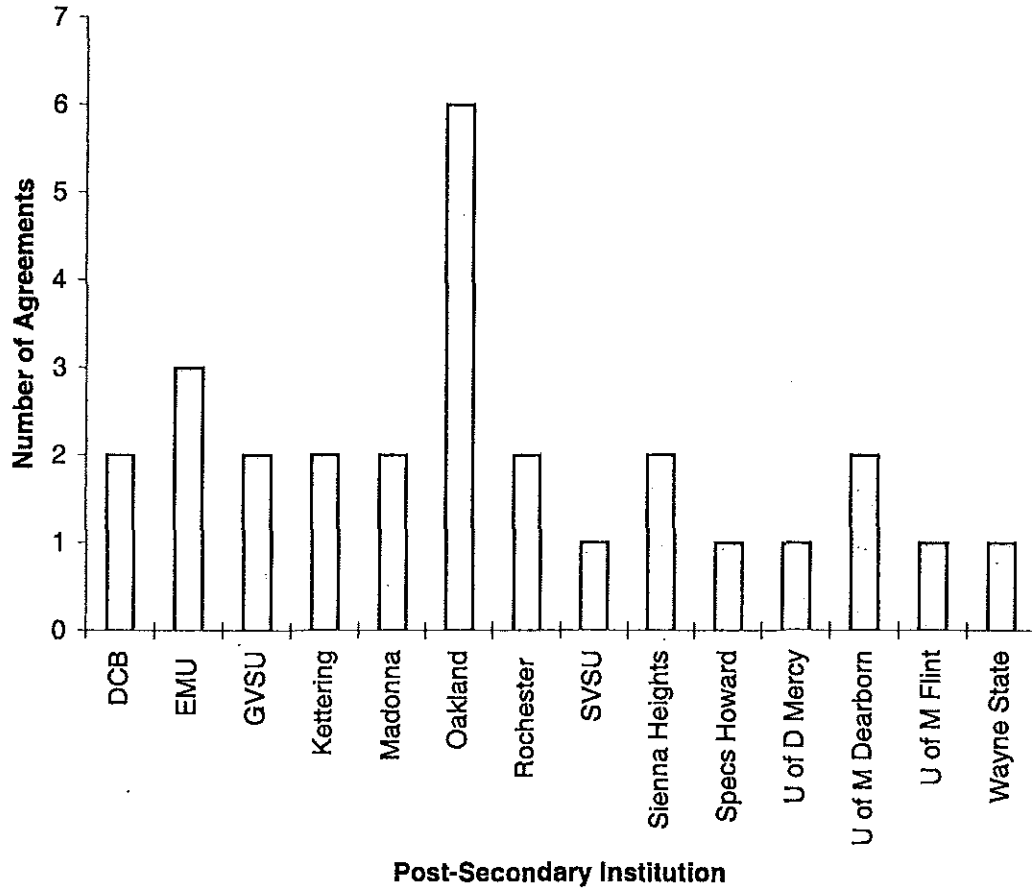
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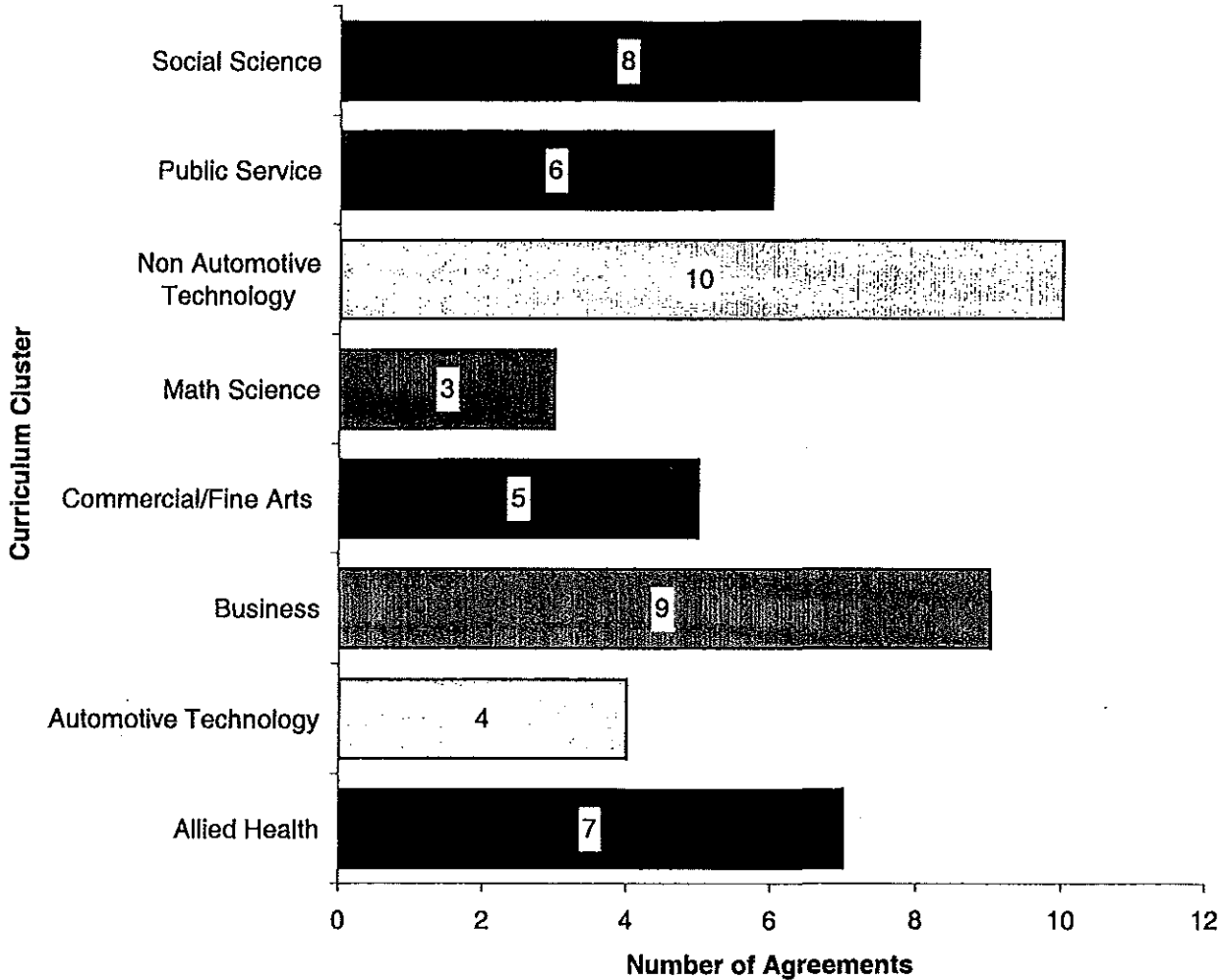
Number of Post-Secondary Institutions That Have Formal
Articulation Agreements with OCC



Analysis: OCC has formal articulation agreements with 14 local post-secondary institutions ranging from small private colleges to large state institutions. These agreements specify in detail the coursework to be taken both at OCC and at the transfer institution. These agreements represent those that have been officially approved by both OCC and the transfer institution. OCC has agreements with several institutions whereby a student in any Occupational and Technical program at OCC may obtain a four-year degree. These institutions include Lawrence Technological University, Sienna Heights College, and the University of Michigan, Flint. During 1999, a new articulation agreement was approved for engineering at Wayne State University.

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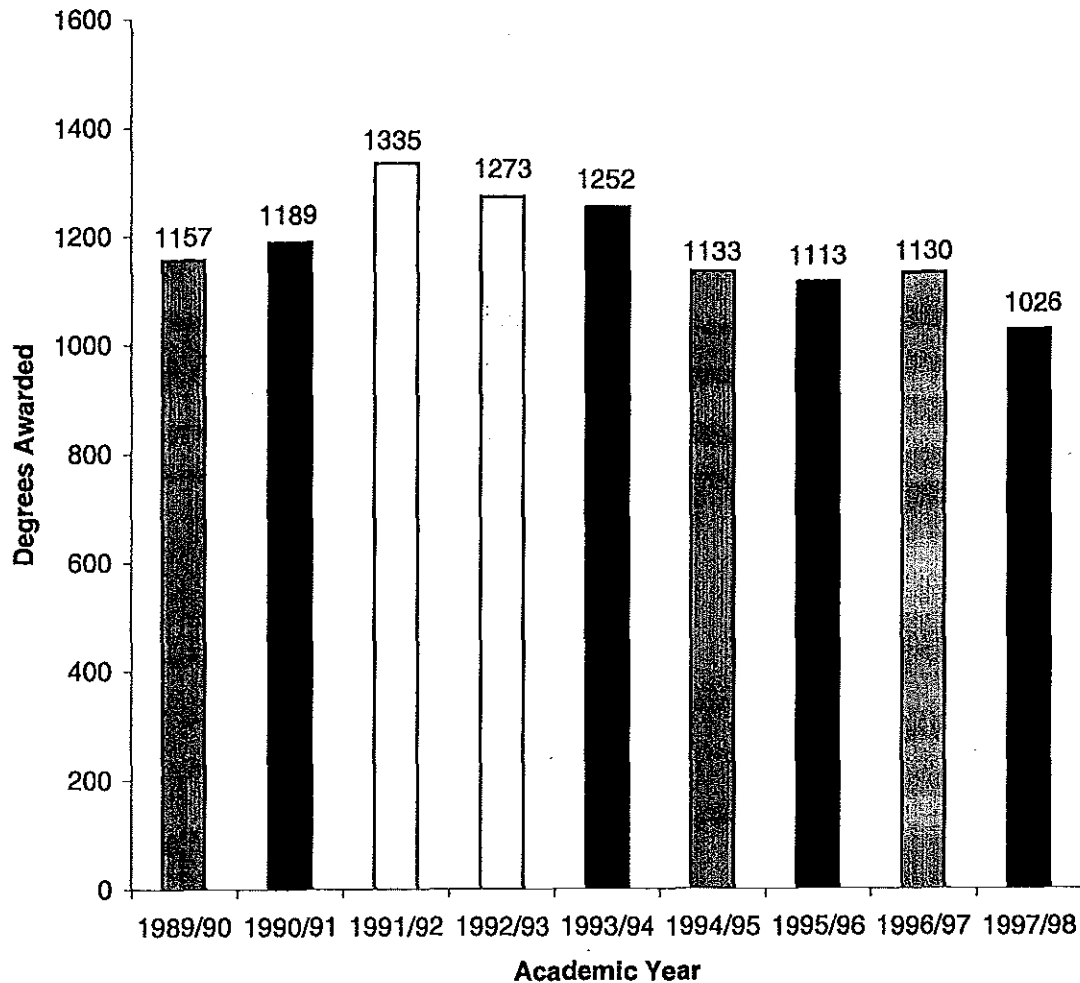
Number of Formal Articulation Agreements by OCC Curriculum Cluster



Analysis: A large number of OCC Occupational and Technical Programs have formal articulation agreements with area colleges and universities. In this graphic, each articulation agreement represents a degree which is earned at the transfer institution. Several programs are included under a single agreement. For example, a student graduating in an Allied Health program has the choice of pursuing seven distinct degrees. A complete list of all the specific OCC programs and their corresponding agreements is included as an appendix to these monitoring reports. In 1999, there has been one additional articulation agreement finalized with Wayne State University's engineering program.

Oakland Community College
1998/99 Effectiveness Report on Occupational and Technical Programs

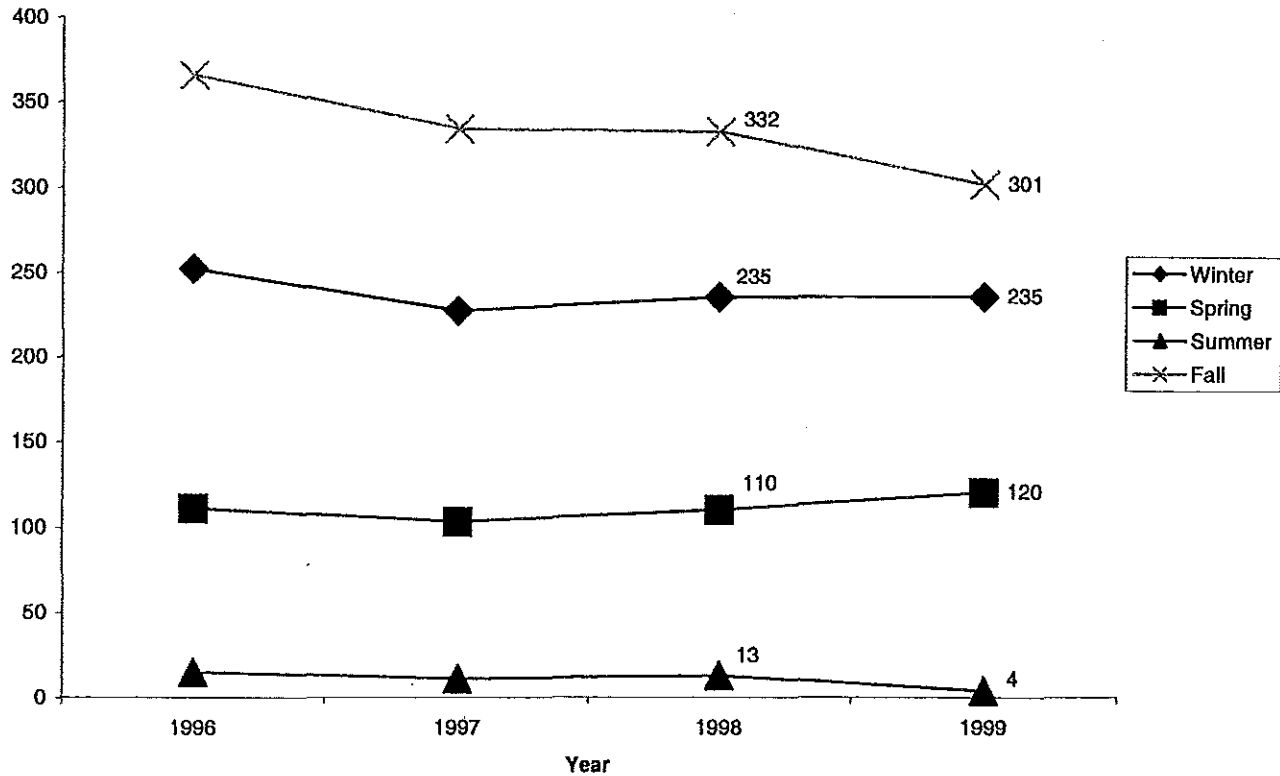
Trend in Number of Occupational/Technical Degrees Awarded by
OCC



Analysis: The number of degrees awarded at OCC in Occupational and Technical Programs peaked in the 1991-92 academic year. With the corresponding dip in enrollment, in the mid to late 1990's, the number of degrees awarded attenuated as well. In the most recent year of this report, the number of Associate's Degrees has fallen again. Over the nine year period examined in this report, the Allied Health and Business Curriculums were the largest degree generating clusters in the Occupational and Technical area. In terms of all degrees awarded at OCC, the Liberal Arts Program comprised the large number of degrees when compared with every other individual cluster.

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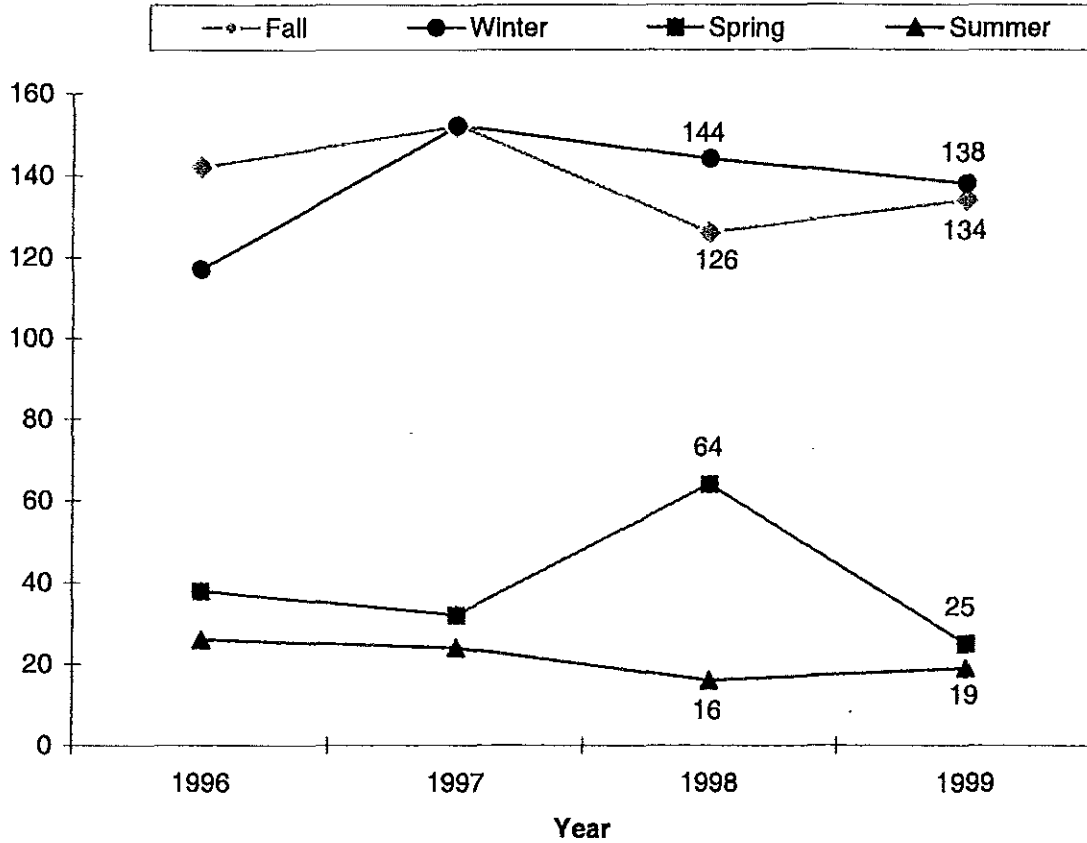
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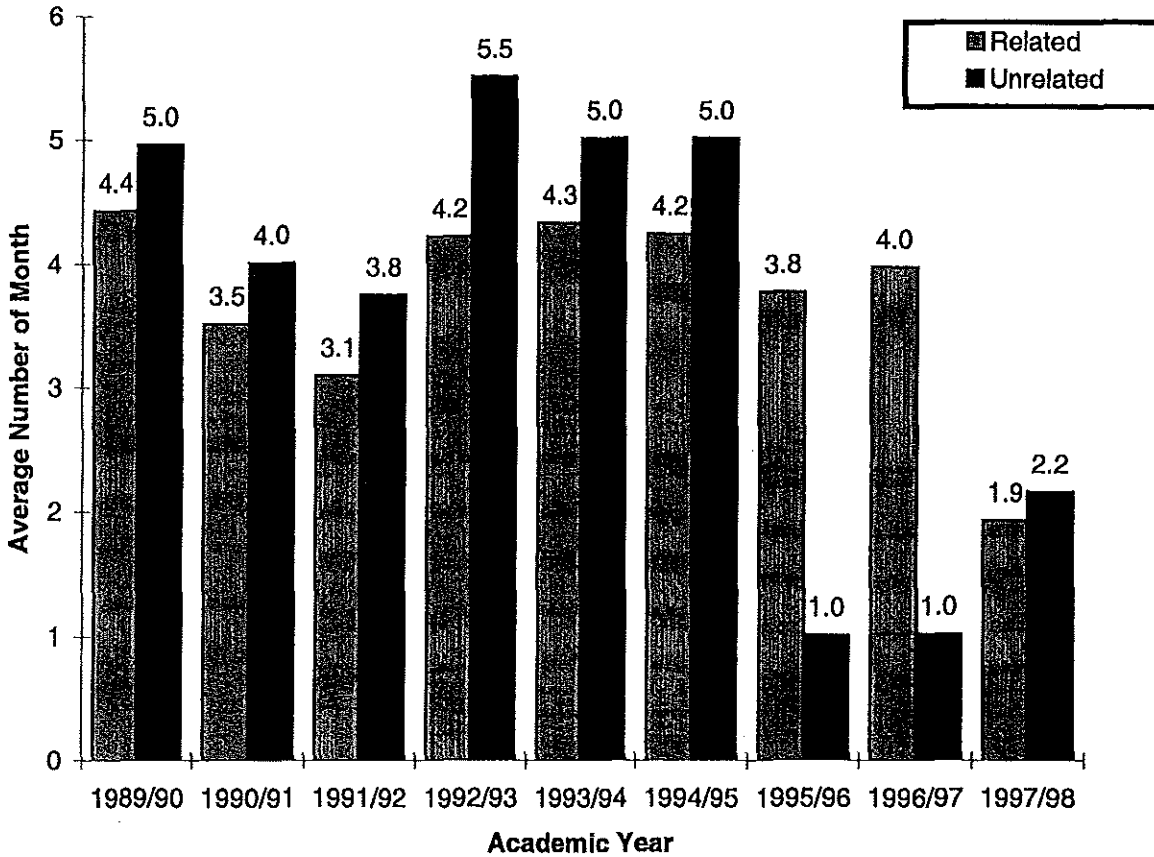
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Occupational and Technical Education

Driving Issues for Institutional Effectiveness

Practical Learning Experiences

Issue #1: Over the past four years, there has been a small decrease in the overall percentage of OCC students who participate in Internships, Coops, and Apprenticeships. The percentage is a small proportion of the total OCC population, about 15%. This percentage seems low, especially given the growing importance of practical experiences for obtaining jobs. For example, in the 1998 Multimedia Employers Survey conducted by the Institutional Research Office, employers rated practical experiences as more important than having a degree in employment decisions.

- 1) Is there a need to increase the number of students who complete a practical experience while at OCC?
- 2) What can be done to encourage students to enroll in such experiences?
- 3) What are strategies we can develop to increase awareness of available OCC practical experiences?

Articulation Agreements

Issue #2: A large number of OCC Occupational and Technical Programs have formal articulation agreements with area colleges and universities. Located at the Transfer Center at the Highland Lakes Campus, there is a document source which lists specific information about what degrees may be earned from which 4-year school, and what courses from both institutions lead to a degree. Other than this source, there is no other place at OCC that contains complete information about articulation agreements formally sanctioned by the OCC Administration and the Transfer Institution. At present, it is difficult to monitor how much information is available to students. In addition, it is difficult to determine how many OCC students end up completing the degree at the transfer institution.

- 1) Is there a need to increase the awareness of OCC Articulation Agreements among students?
- 2) Is there a need to better follow student progress at their transfer institutions to determine if they actually earn the degree associated with one of their program's Articulation Agreements?
- 3) Is there a need to develop a more accessible source of information for staff and students about formal articulation agreements at OCC?

Completion Rates

Issue #3: Over the past ten academic years, the average number of months for an OCC student enrolled in an Occupational and Technical Education Program to graduate has increase by about 25%. This situation is not unique to OCC. With respect to both 2-year and 4-year institutions, the amount of time from start to graduation has been on the increase. Issues such as "Enrollment Intensity" and "Educational Commitment" are frequently discussed.

- 1) Is there a need to address the issue of students taking a longer time to earn their degree or certificate?
- 2) Are there some steps OCC can take to uncover the reasons why this circumstance exists?
- 3) Is there a need to develop some strategies to address this problem and assist students to complete their degree or certificate more quickly?



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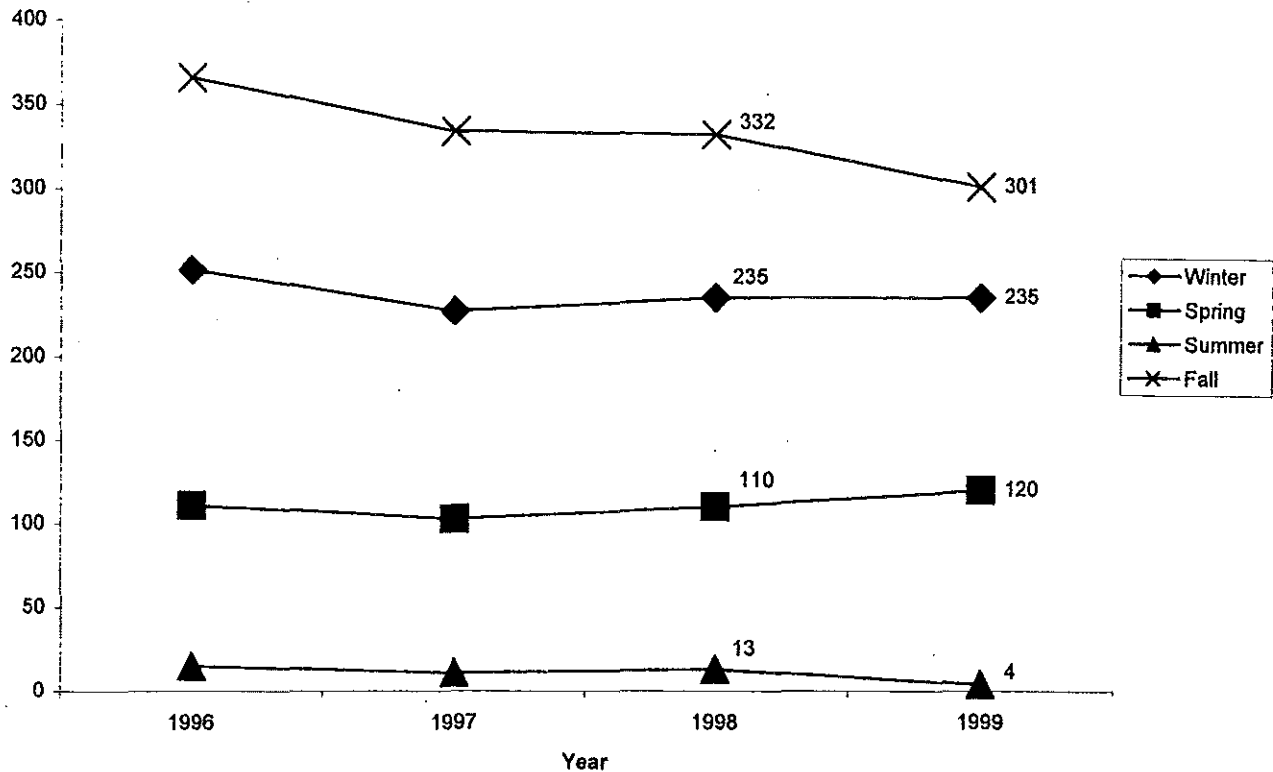
**ANNUAL EFFECTIVENESS REPORT ON OCC'S
OCCUPATIONAL & TECHNICAL EDUCATION PURPOSE**

1999/2000 Preliminary Report

**Prepared by:
Kristen E. Salomonson
The Office of Institutional Research
Fall 1999**

Oakland Community College
1999/00 Effectiveness Report on Occupational and Technical Programs

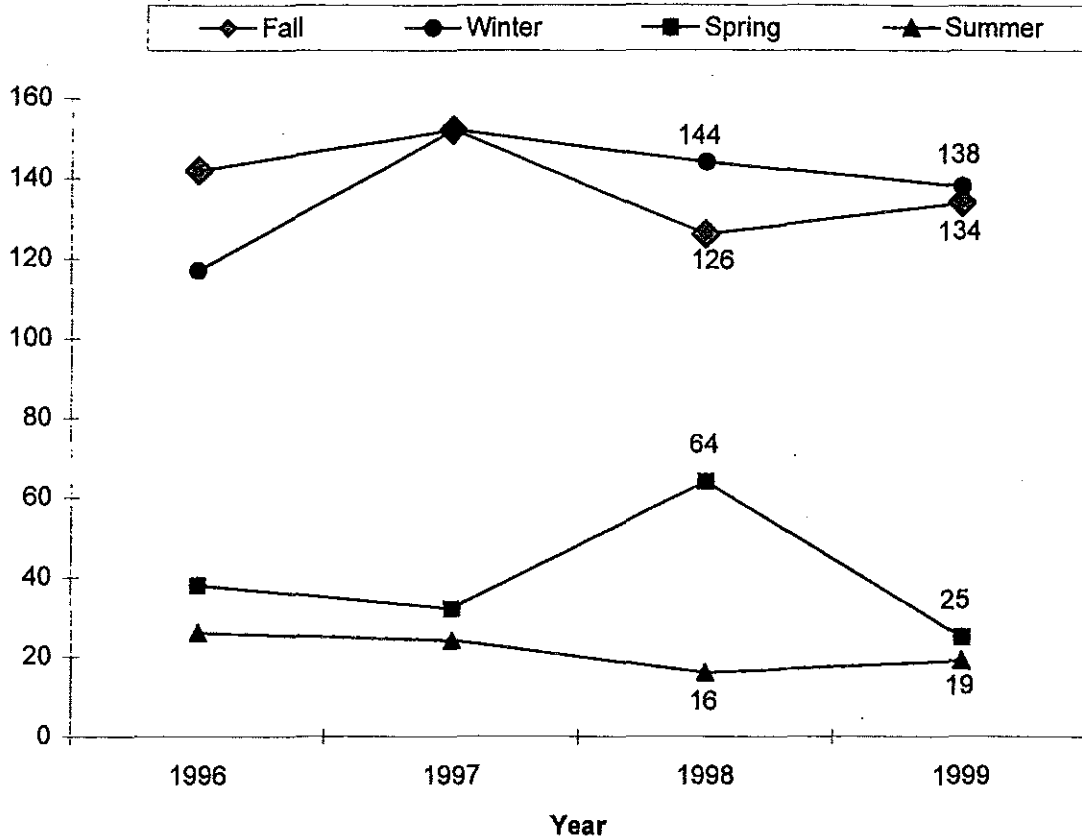
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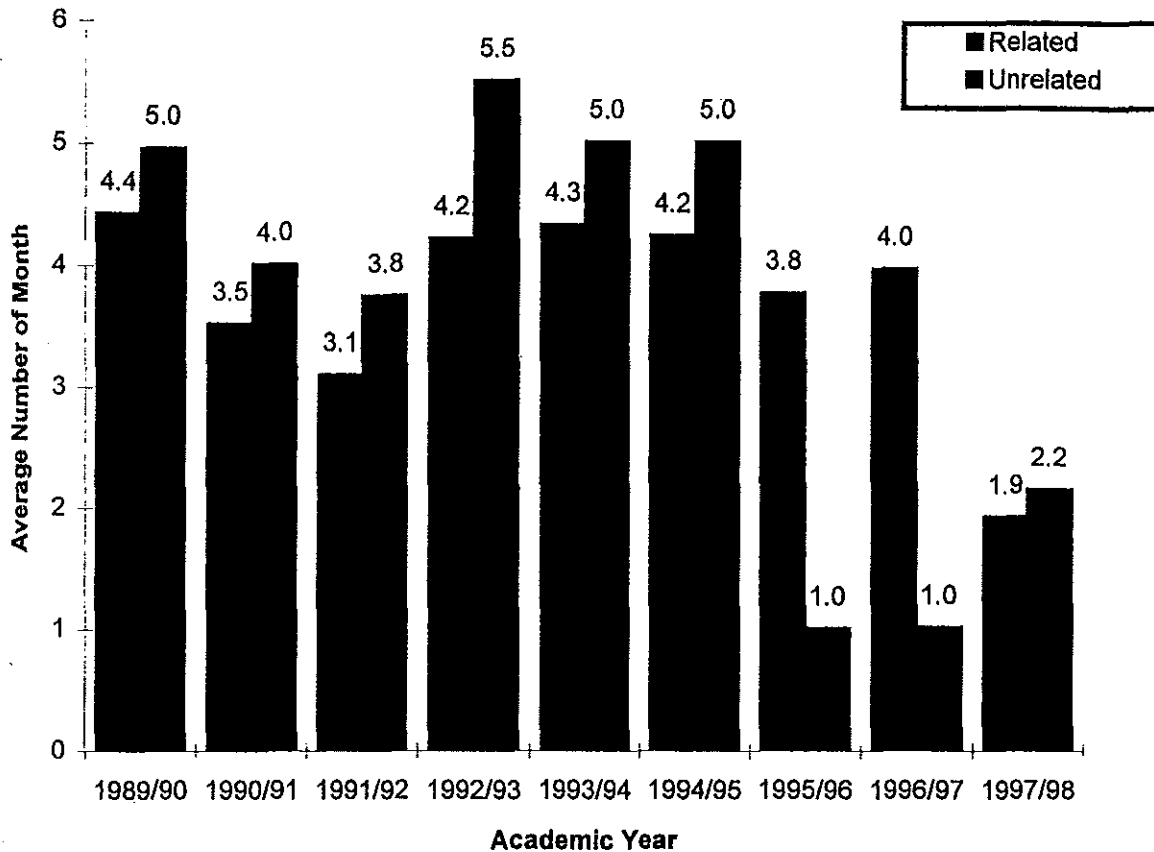
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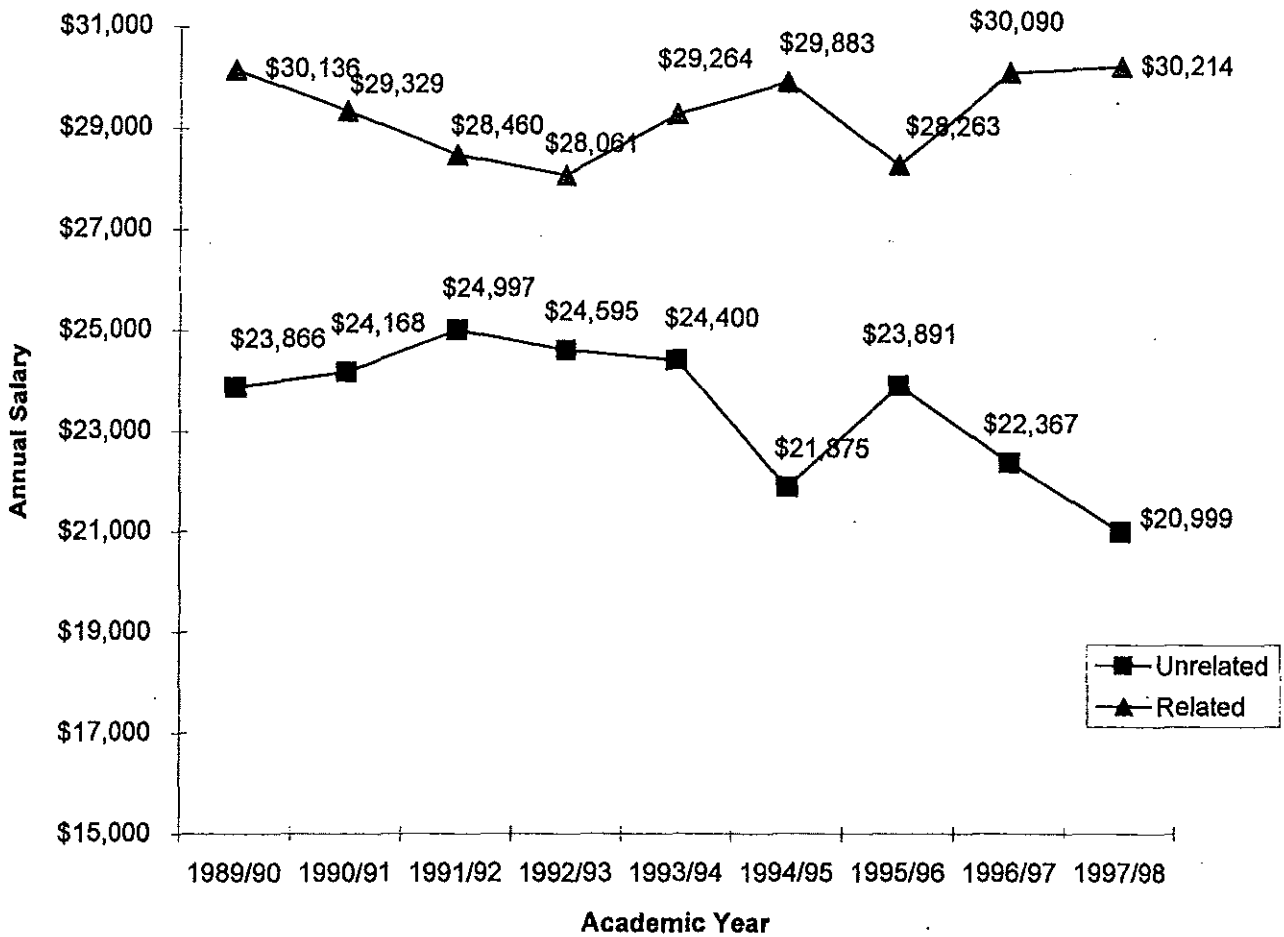
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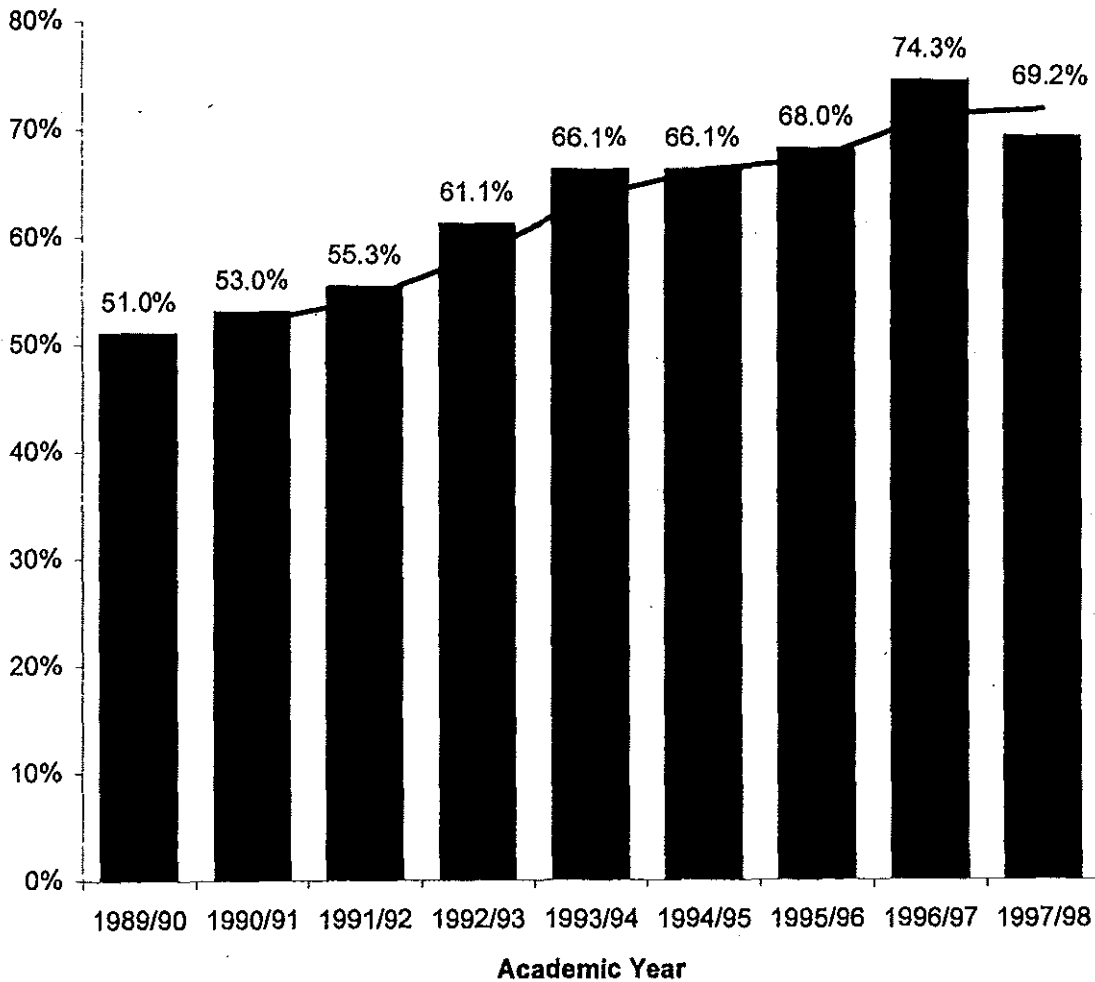
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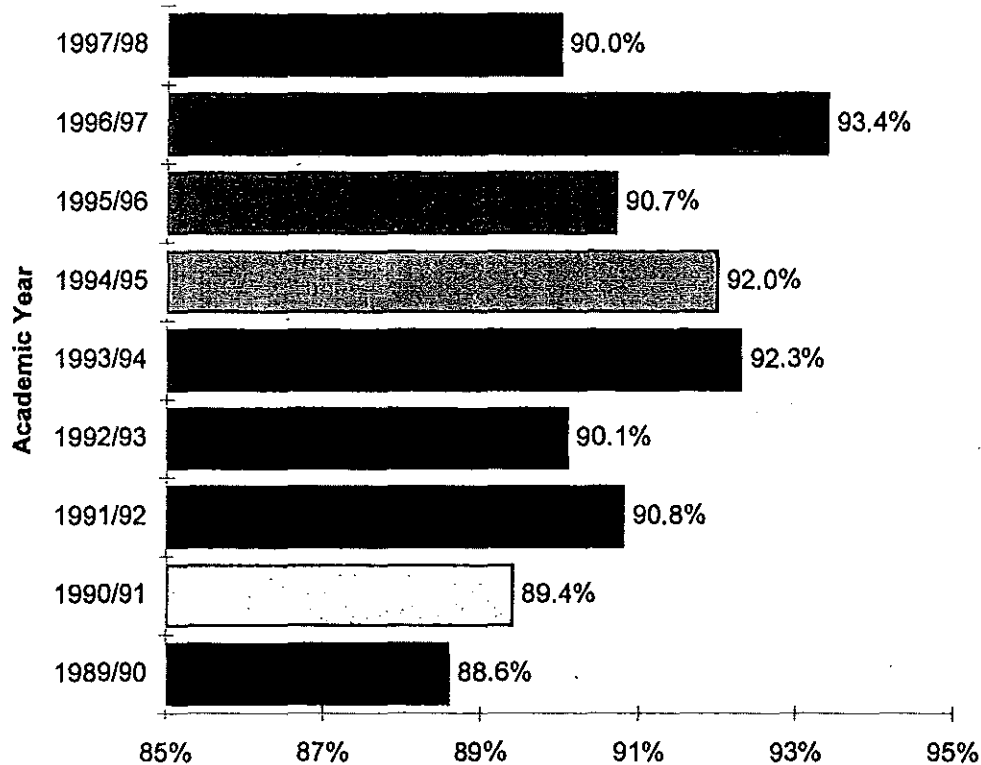
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1999/00 Effectiveness Report on Occupational and Technical Education

Number of Active Advisory Committees

<u>Program</u>	<u>Campus Committee?</u>		<u># of Members</u>	
Business	OR	No		
Mathematics	OR	No		
Physical Sciences	OR	Yes	9	
Social Science	AH	Yes	10	Sep-98
Life Sciences	OR	No		Dec-98
CIS	OR	Yes	12	
Counselling-Application Science	OR	No		Feb-98
English	AH	No		
Nursing	HL	Yes	15	
Accounting	AH	No		May-98
Allied Health (Medical Assistant)	HL	Yes	7	
Allied Health (Dental)	HL	Yes	7	Fall-98
Allied Health (Exercise Science)	HL	Yes	7	May-98
	HL	Yes	7	Don't Know
Behavioral Sciences	OR	No		May-98
Mathematics	AH	No		
Allied Health (Radiography)	SF	Yes	15	
Allied Health (Synography)	SF	Yes	20	Dec-98
Allied Health (Respiratory)	SF	Yes	8	Oct-98
Mathematics	SF & RO	Yes	5	Dec-98
Police Academy EMT	AH	Yes	15	Aug-98
Technology	AH	Yes	20	Dec-98
Communications/Humanities	HL	No		Nov-98
Human Sciences	OR	No		
Mathematics	HL	No		
Art and Music	OR	Yes	10	
Fire Training Institute	SF	Yes	14	Jan-98
Natural Science	SF	No		Dec-98
Behavioral Sciences	HL	No		
Humanities	RO	No		
English	OR	No		
Business	AH	No		
Business	HL	No		
Humanities	AH	No		
CIS/Business	AH	Yes	21	
English	RO	No		Apr-98
Natural Science	AH	Yes	20	
Humanities	RO	No		Nov-98

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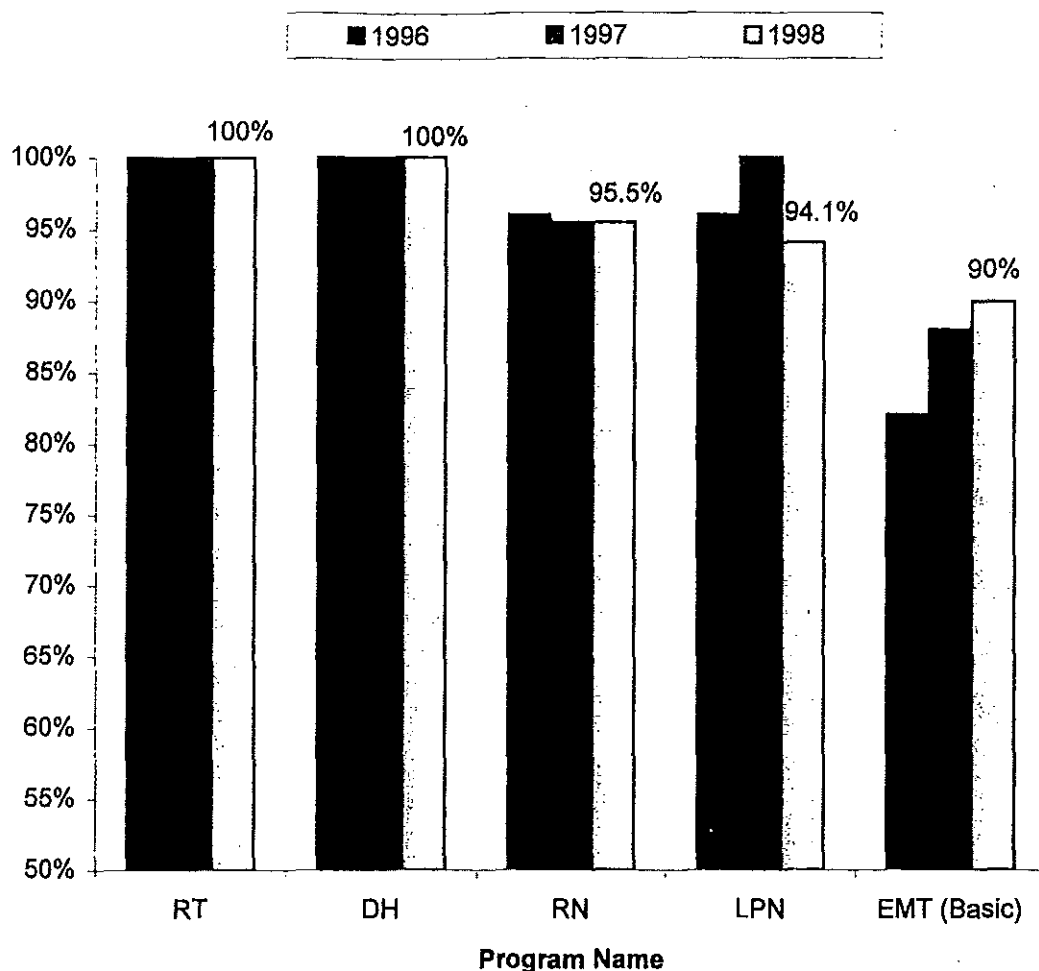
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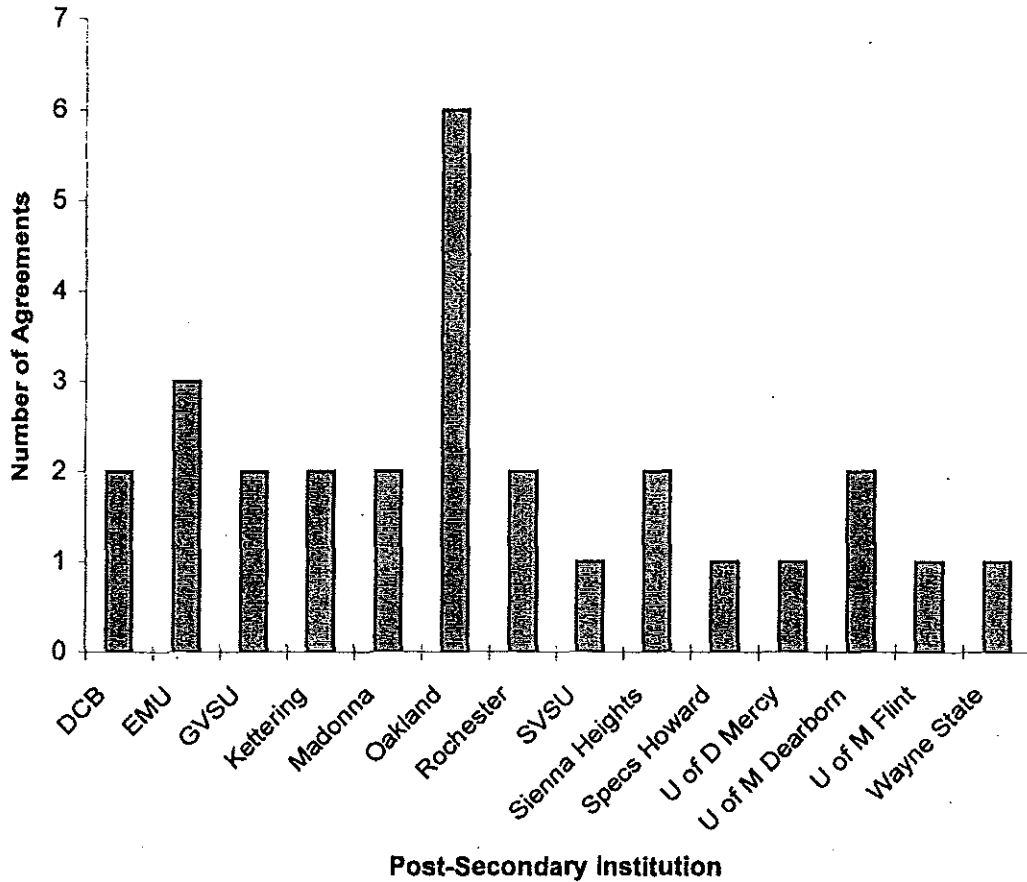
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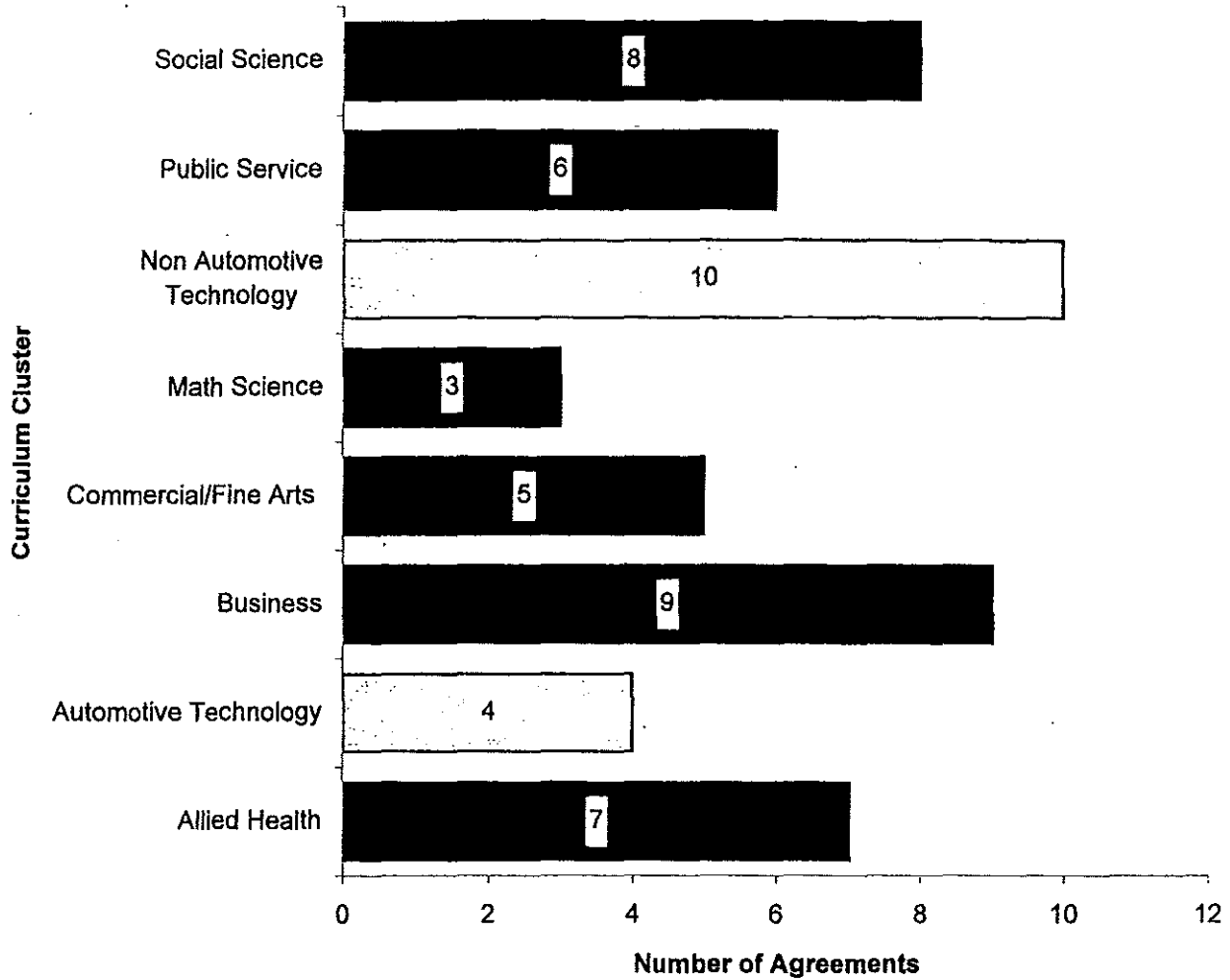
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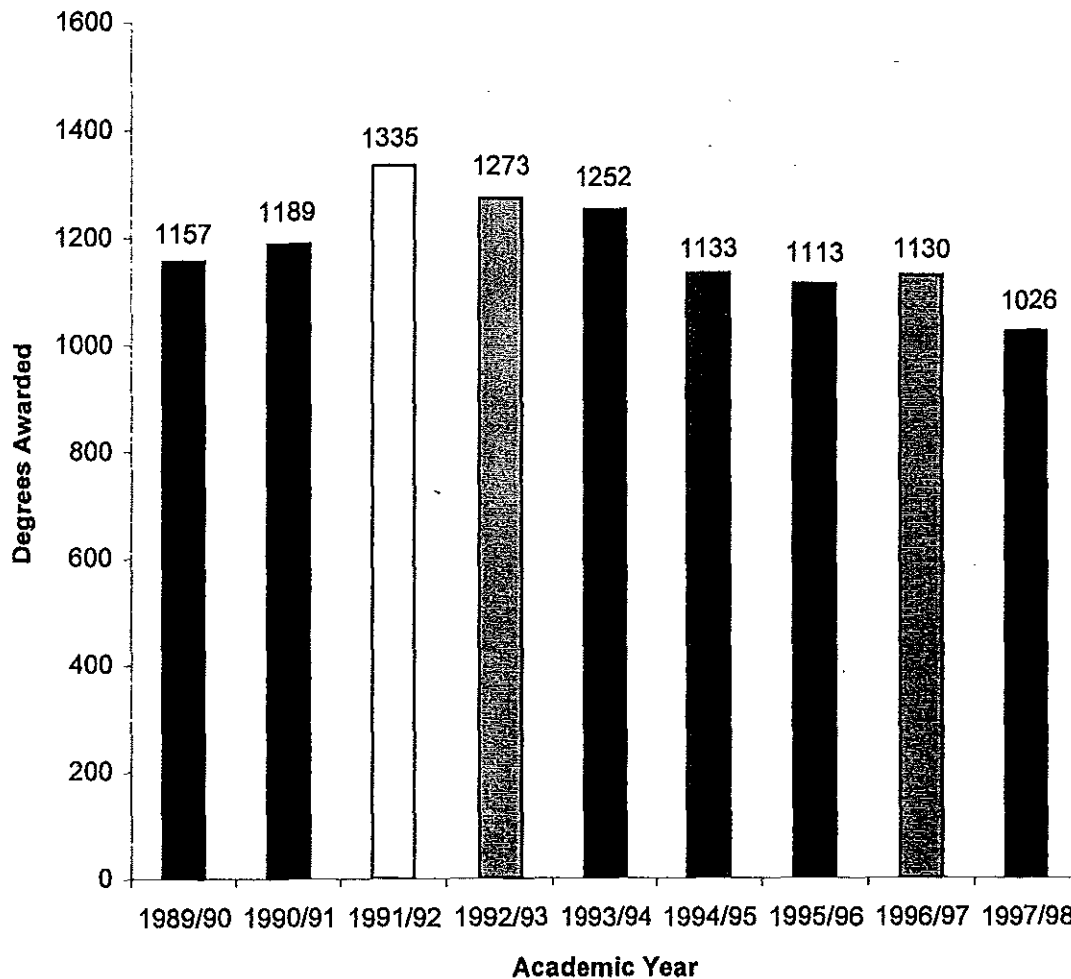
Number of Formal Articulation Agreements by OCC Curriculum Cluster



Analysis: A large number of OCC Occupational and Technical Programs have formal articulation agreements with area colleges and universities. In this graphic, each articulation agreement represents a degree which is earned at the transfer institution. Several programs are included under a single agreement. For example, a student graduating in an Allied Health program has the choice of pursuing seven distinct degrees. A complete list of all the specific OCC programs and their corresponding agreements is included as an appendix to these monitoring reports. In 1999, there has been one additional articulation agreement finalized with Wayne State University's engineering program.

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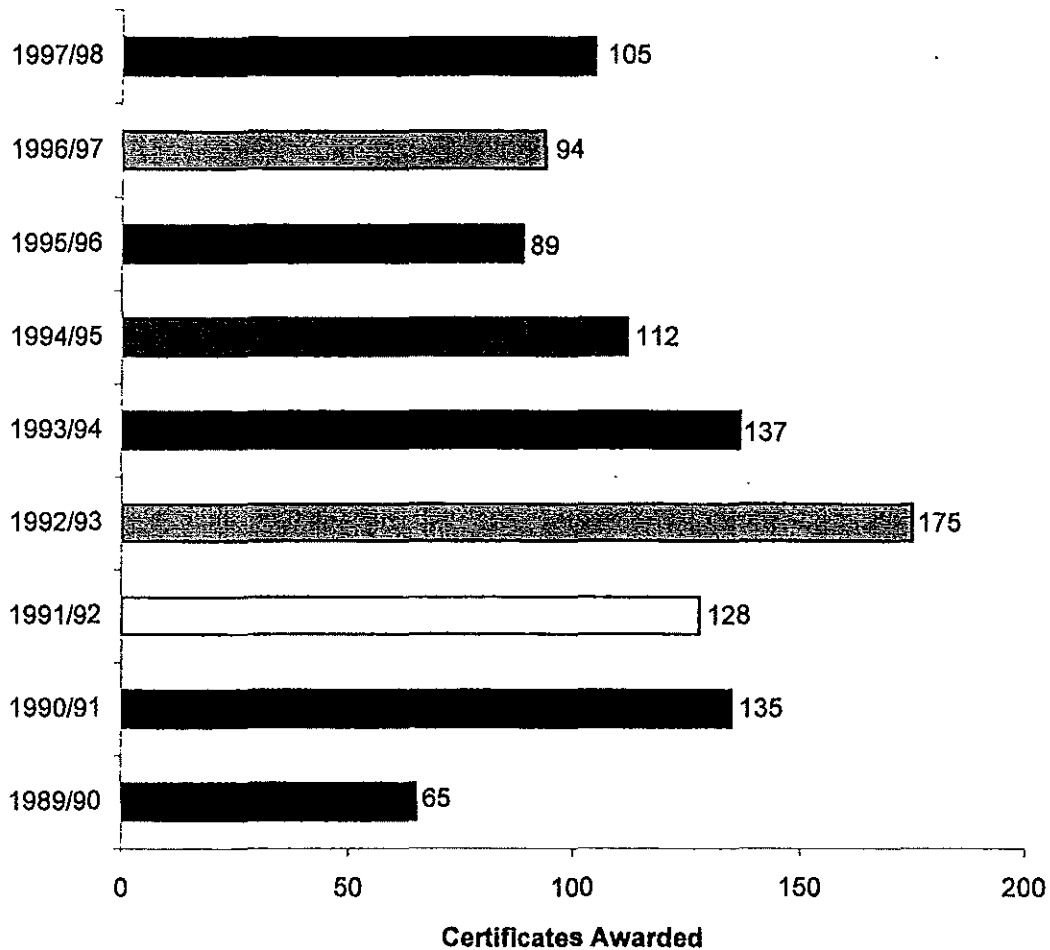
Trend in Number of Occupational/Technical Degrees Awarded by
OCC



Analysis: The number of degrees awarded at OCC in Occupational and Technical Programs peaked in the 1991-92 academic year. With the corresponding dip in enrollment, in the mid to late 1990's, the number of degrees awarded attenuated as well. In the most recent year of this report, the number of Associate's Degrees has fallen again. Over the nine year period examined in this report, the Allied Health and Business Curriculums were the largest degree generating clusters in the Occupational and Technical area. In terms of all degrees awarded at OCC, the Liberal Arts Program comprised the large number of degrees when compared with every other individual cluster.

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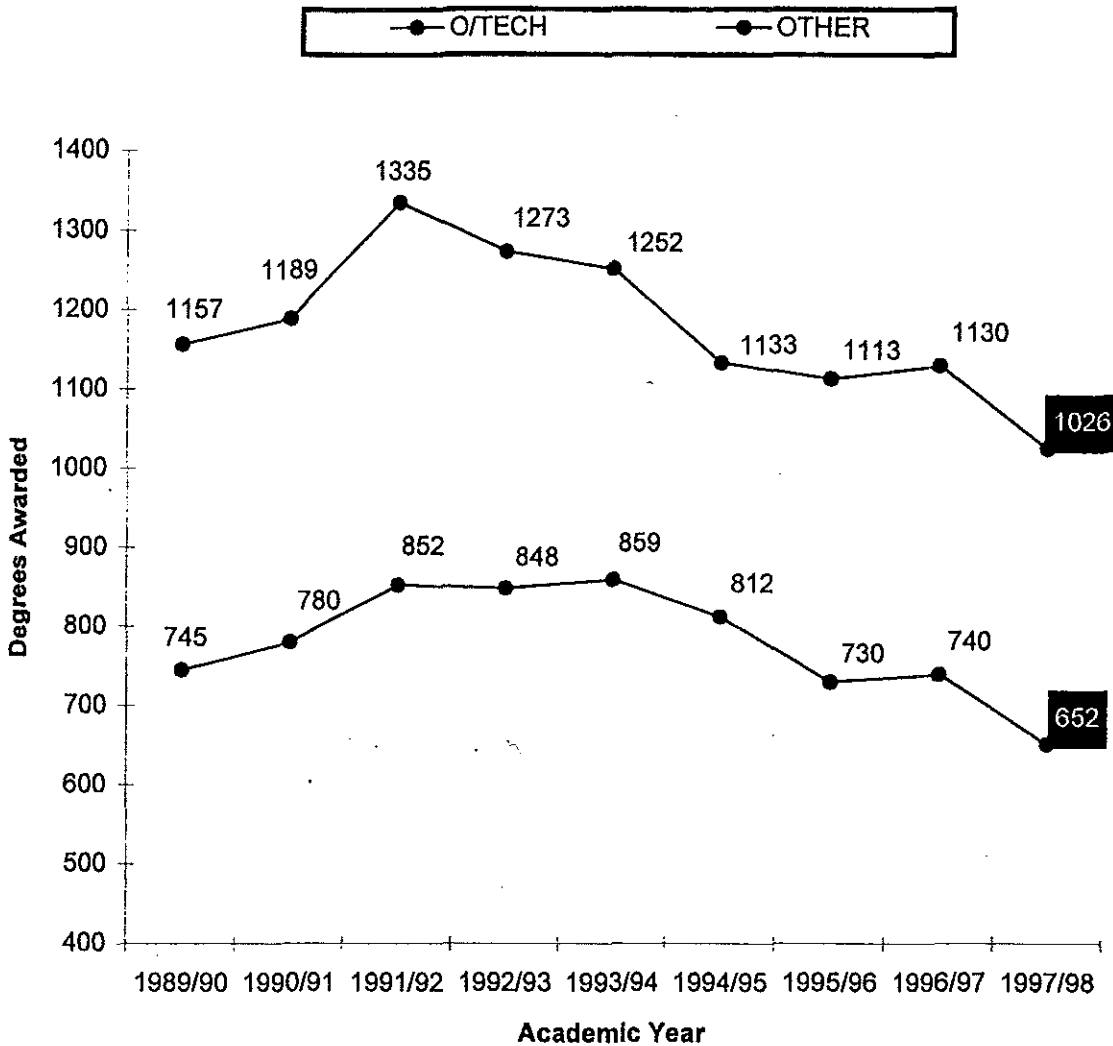
Trend in Number of Occupational/Technical Certificates Awarded
by OCC



Analysis: The number of certificates awarded at OCC peaked in the 1993-94 academic year. Following this peak, the number of certificates fell consistently over the next four year period. There was a slight upswing in the 1996-97 academic year, and that upward trend has continued in the 1997/98 academic year. In terms of specific areas where certificates are granted, the Allied Health cluster awarded the largest number of certificates during this ten year period, next largest was the Automotive Technologies cluster, and third was the Business cluster.

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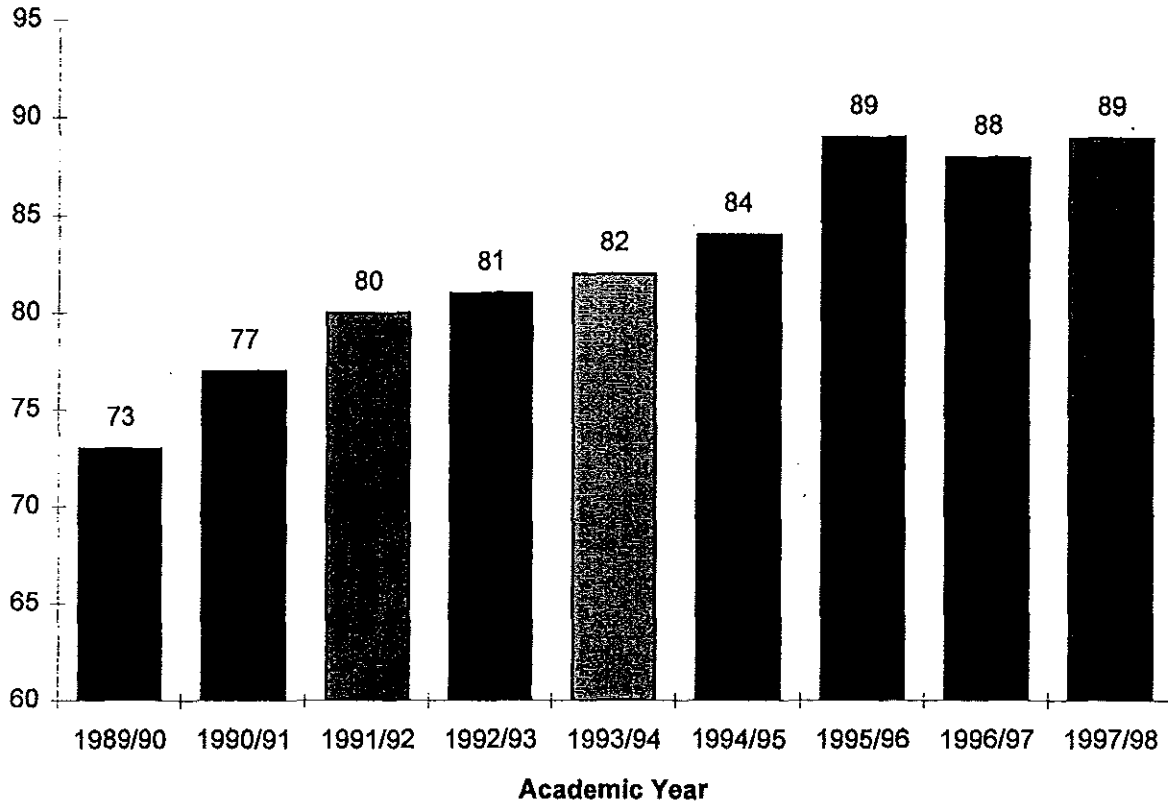
**Trend in Number of Occupational/Technical Degrees V. Other
 Degree Awarded at OCC**



Analysis: When the trends in the number of degrees awarded in the Occupational and Technical Programs are compared with the number of degrees awarded in other programs, their linear representation follows a similar pattern of upward and downward fluctuations. When enrollment was at its peak in the early nineties, a greater number of degrees were awarded in the following years. In terms of Occupational and Technical degrees, they account for approximately the same proportion of all degrees awarded at the college over this nine-year period. In 1997/98, both Occupational and Technical degrees and other degrees were granted at a lower level than the previous year. However, their relative proportion remained constant.

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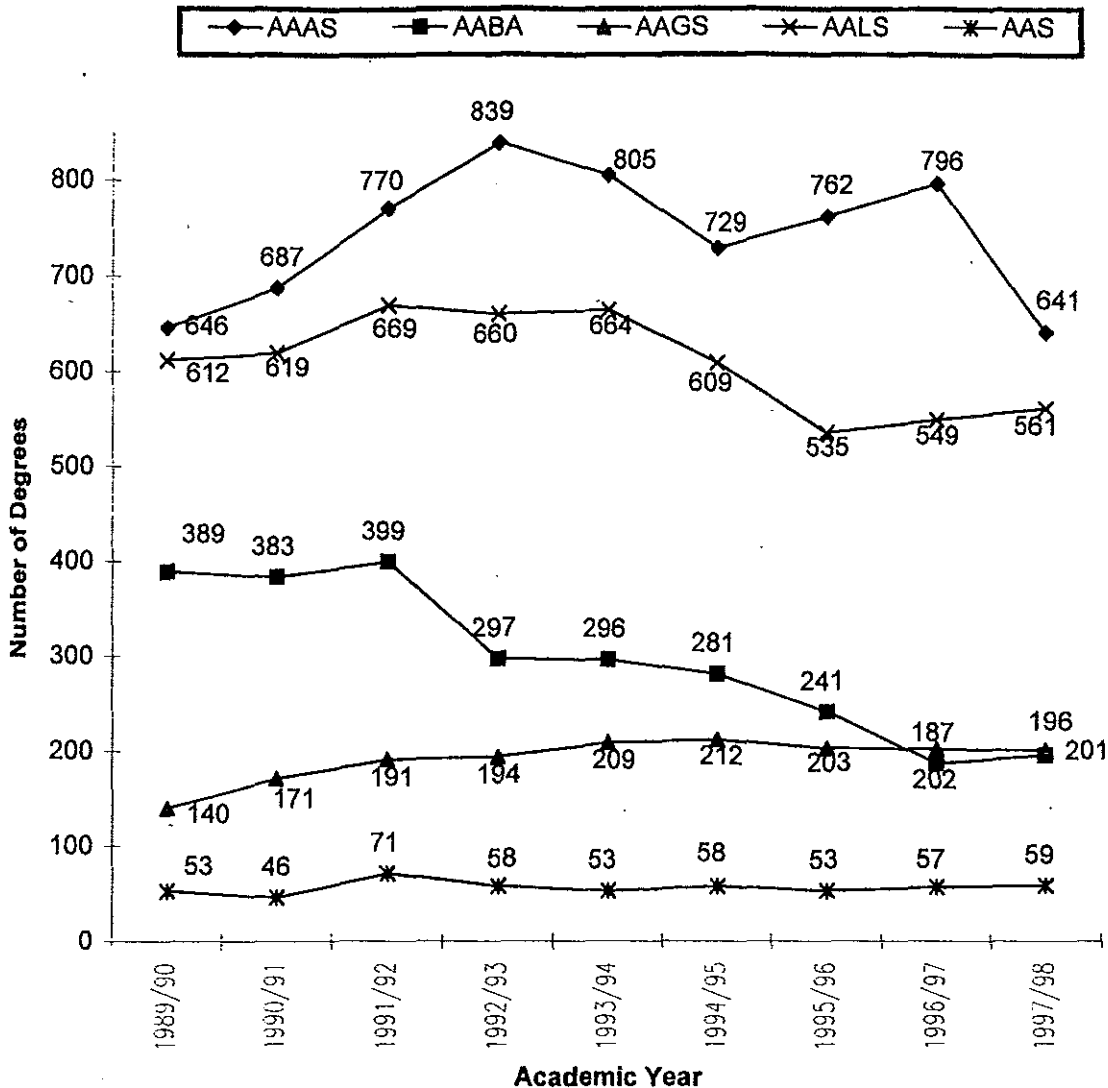
Trend in Average Number of Months for OCC Student to Receive a Degree



Analysis: Over the past nine academic years, the average number of months for an OCC student to graduate has increased by approximately 20%. This trend is similar to that in higher education as a whole. For instance, the average undergraduate spends over five years to obtain a Bachelor's Degree according to *The Chronicle of Higher Education*. Enrollment intensity has become a more critical issue as more funding decisions are based on criteria such as how long students take to earn their degrees. Those students earning degrees in Automotive Technology, Commercial and Fine Arts, and Technology spent the most time earning their degrees. For example, in the 1997-98 academic year, the average number of months for an Automotive Technology was 115 months, compared with 91 months for those students earning a degree in Business. The overall trend has remained constant for the past three academic years, and may represent a leveling off of the increase in time to degree for the OCC graduate. It is important to note that this figure is calculated by looking at the date of the first semester a student has enrolled at OCC. Stop-out periods are not included because tracking with the current student information system is prohibitive.

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Trend in Type of Degrees Awarded at OCC



Analysis: The number of different types of degrees awarded by OCC over the past nine years have been quite varied over the time period. Associate's Degrees in the Applied Sciences (AAAS) remain the most frequently awarded, but have experienced a sharp decline in the 1997-98 academic year. Associate's Degrees in the Liberal Sciences (AALS) were again the second most frequently awarded type. The disparity between these two degree types has been increasing over the last four academic years, but their relative positions remain the same for the nine year period. The remaining degree types demonstrate stable patterns similar to last year. Business Administration (AABA) degrees awarded have not rebounded to their levels in previous years, and the number of Associate's Degrees in General Studies (AAGS) has surpassed those for Business Administration. The number of Associate's Degrees in Science (AAS) has been relatively flat during this period.