




To: Recruitment Team

From: Martin A. Orłowski,  Director  
Institutional Research

Date: August 31, 1999

Subject: First Time Student Comparative Analysis

The Office of Institutional Research is engaged in a major study that tracks all First-Time In Any College (FTIAC) students who entered OCC in the Fall of 1998. The study focuses on more than 4,350 students and incorporates data from the Student Information System as well as responses to an on-going series of surveys. The richness of the data is allowing us to conduct never before possible studies that will shed new light on the students we serve.

The attached report examines FTIAC students in relation to when they graduated from high school (*year of high school graduation*), as well as the district that the student graduated from high school (*within Oakland County or Outside of Oakland County*). Analysis indicates that there are a number of similarities as well as differences between students when examining these variables.

Information presented in this report provides a better understanding of our students which can be used to more effectively design and implement recruitment activities. If you have any questions with regard to the information presented in this report, please do not hesitate to contact me at 7746.

pc: C. Brown  
J. Campbell

/s



**OAKLAND  
COMMUNITY  
COLLEGE**

**First Time Student Comparative Analysis  
Fall 1998**

**Prepared by:  
The Office of Institutional Research  
August, 1999**

**Primary Researcher: Brian G. Moss, Research Analyst**

**Oakland Community College**  
**First Time Student Comparative Analysis**  
**(Fall 1998)**

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1

Executive Summary

I. Overview

- A. This report examines the characteristics of first time college students enrolled at Oakland Community College (OCC) in the fall of 1998. Emphasis is placed on two main attributes relating to those first time college students, the district of high school graduation and the year of high school graduation, are explored. This was an attempt at describing similarities and differences between those groups identified above and to gain better insight into the questions, "Are there demographic parallels or disparities in respect to the population identified?" and "What was important about the student's decision to enroll at OCC?"
- B. The sample that was used for this report encompasses approximately 2100 of the 4300 first time college students. These students responded to the same questions by either replying to a mailed questionnaire or answering the questions over the telephone.

II. Variables Examined and Manuscript Arrangement

A. Variables Examined

- 1. A variety of first time student attributes were explored.
- 2. Initially, students were dichotomized into two groups based on the district they graduated high school: those who graduated from an Oakland county high school are considered In-district and those who graduated from a high school that was in any other county are considered Out-of-district (see Figure 1.0).
- 3. Independent of this division, students were separated into two groups according to the year they graduated from high school: those who graduated high school in 1998 and those who graduated any year prior to 1998 (see Figure 1.1).
- 4. The subcategories of these two variables (district of high school graduation and year of high school graduation) were compared against various student characteristics, which included the following:
  - a. Gender
  - b. Race
  - c. Academic Intention
  - d. Age
  - e. Factors Influencing OCC as a College Choice
    - 1. Reputation of OCC
    - 2. Role of High School Advisement
    - 3. Concern About Post-high School Adjustment

B. Manuscript Arrangement

- 1. The manuscript was arranged so that district of high school and year of high school graduation were compared across each of the student characteristic variables.
- 2. Each of the constant variables (i.e. district of high school graduation and year of high school graduation) were separated into groups by student characteristics (see Figures 1.3 through 1.58).

Executive Summary (continued)

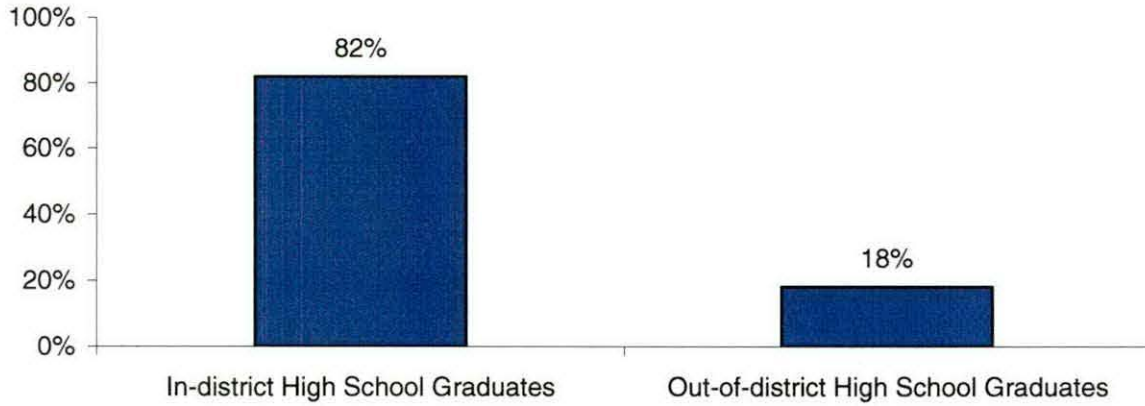
III. Significant Relationships

- A. Due to the nature of the information collected, statistical inference can only address dependence between variables and percent differences/similarities.
- B. This report includes graphic examples of relationships between variables that are not significantly dependent upon one another. This information should be used solely for descriptive purposes and was incorporated into the manuscript to provide a more comprehensive overview of the first time student population.
- C. The following list compiles the significant relationships that were found with corresponding figure(s) to reference:
  1. *Gender and Year of High School Graduation (Figures 1.7 – 1.10)*
    - Most students who waited at least one year to enroll in college were female (60%).
    - Those students who enrolled immediately following high school graduation were slightly more likely to be female (53%) than male (47%).
  2. *Race and District of High School Graduation (Figures 1.11 – 1.14)*
    - OCC attracts twice as many minority students who graduated from an Out-of-district high school than it does students who graduated from an In-district high school.
  3. *Race and Year of High School Graduation (Figures 1.15 – 1.18)*
    - Overall, White students account for the largest portion of OCC enrolled student (76%), followed by African American students (13%), and then Other students (11%).
    - When considering the race of the student and the year in which they graduated high school, the largest group were White and graduated in 1998 (55%).
  4. *Academic Intention and District of High School Graduation (Figures 1.19 – 1.22)*
    - Of those students who graduated from an In-district high school most reported that their academic intention was to transfer to another educational institution (57%).
    - On the other hand, most of those students who graduated from an Out-of-district high school indicated that their academic intention was to earn an occupational/technical degree or training.
  5. *Academic Intention and Year of High School Graduation (Figures 1.23 – 1.26)*
    - There was a large difference in academic intent when dividing students into two groups (i.e. those who graduated high school in 1998 and those who graduated high school prior to 1998).
    - The 1998 high school graduates report that most intend on receiving an occupational/technical degree or training (59%).
    - Conversely, transferring to another educational institution was reported as being the most reported academic intent for those students who graduated high school in 1998.

Executive Summary (continued)

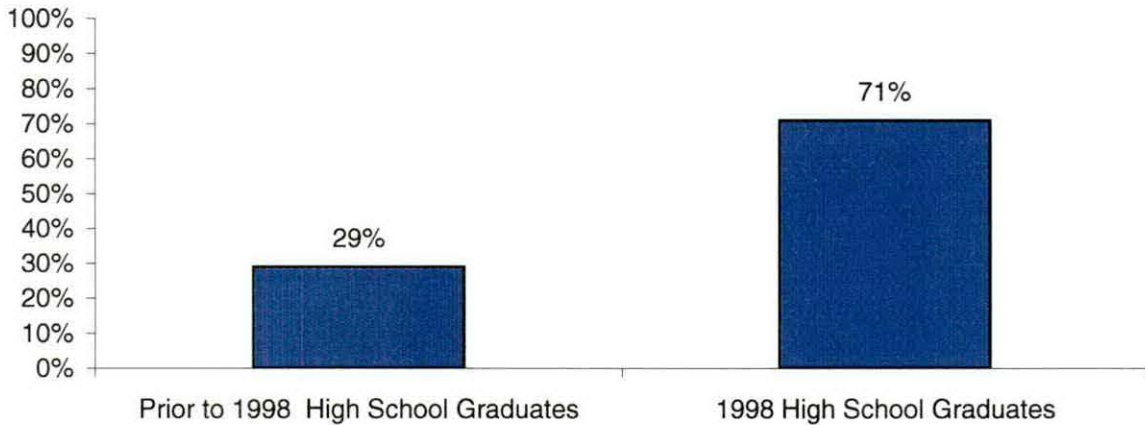
6. *Age and District of High School Graduation (Figures 1.27 – 1.30)*
  - Overall, the majority of students (74%) were 22 years old and younger.
  - However, those students who graduated from a high school Out-of-district tended to be older students than those students who graduate from an In-district high school.
  - In fact, 35% of students who graduated from an Out-of-district high school were 23 or older. This is quite different than those students who graduated from an In-district high school. Here about only about 12% of students were 23 or older. Thus, those who graduated from an Out-of-district high school were almost three times more likely to be 23 or older than those students who graduated from an In-district high school.
  
7. *Age and Year of High School Graduation (Figures 1.31 – 1-34)*
  - As one might expect, 99% of those students who graduated high school in 1998 were 22 years old or younger.
  - There was more variance in age for those students who graduated prior to 1998. Approximately half of these students were 22 years and younger. Across the remaining age groups, older age groups had fewer enrollees.
  
8. *Reputation of OCC and District of High School Graduation (Figures 1.35-1.38)*
  - Students who graduated from an Out-of-district high school were more likely than In-district high school graduates to place high importance on OCC's reputation as a factor of enrolling in the college
  
9. *Role of High School Advisement and Year of High School Graduation (Figures 1.43 – 1.46)*
  - The majority of In-district and Out-of-district high school graduates reported that the high school advisement had little or no importance when choosing OCC.
  
10. *Concern About Post-High School Adjustment and Year of High School Graduation (Figures 1.56 – 1.58)*
  - Most students, regardless of whether they graduated high school in 1998 or if they graduated prior to 1998, were highly concerned about post-high school adjustment as a factor that influenced enrollment at OCC.

**Figure 1.0. District of High School Graduation**



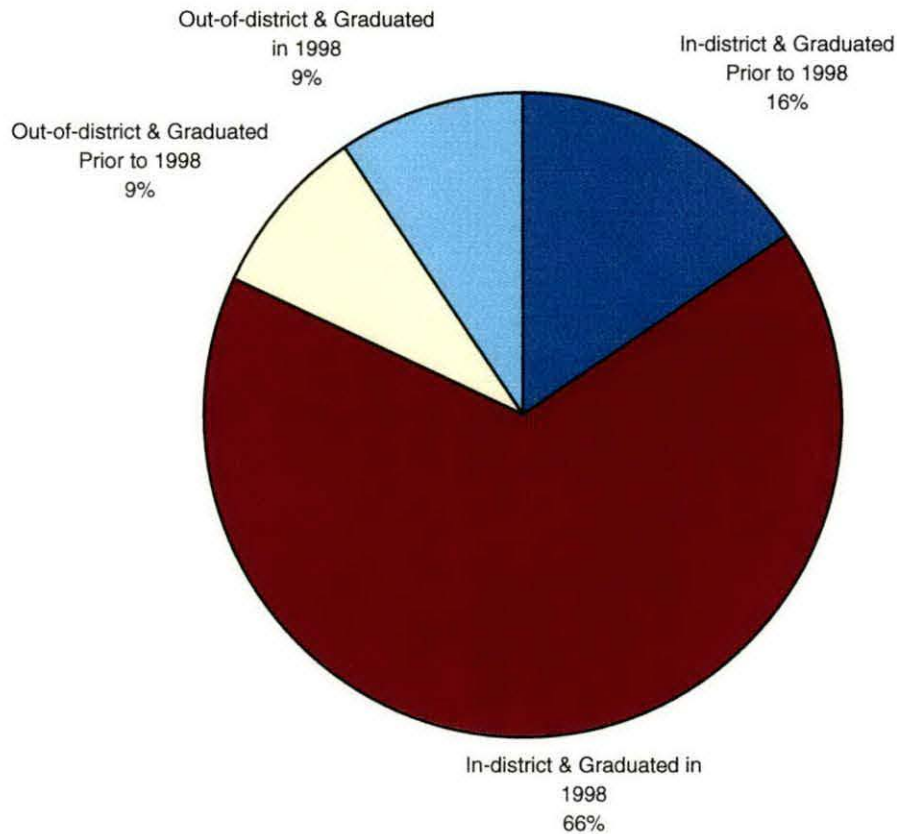
Summary: There are more than four times as many students who graduated from an In-district high school than students who graduated from an Out-of-district high school.

**Figure 1.1. Year of High School Graduation**



Summary: More than two-thirds of students graduated high school in 1998. The remainder of students graduated high school prior to 1998.

**Figure 1.2. District of High School Graduation and Year of High School Graduation**



Summary: The majority of students graduated from an In-district high school in 1998 (66%). The second largest group were those who graduated from an In-district high school and prior to 1998 (16%). Both students who graduated from an Out-of-district high school in 1998 and those who graduated high school from an Out-of-district high school prior to 1998, constituted 9% of the total population.



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Figure 1.3. Overall Gender Distribution

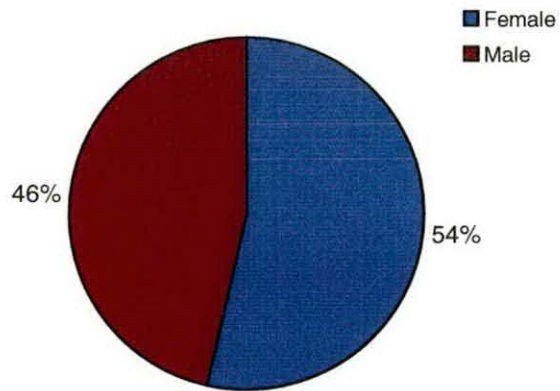


Figure 1.4. Gender by District of High School Graduation

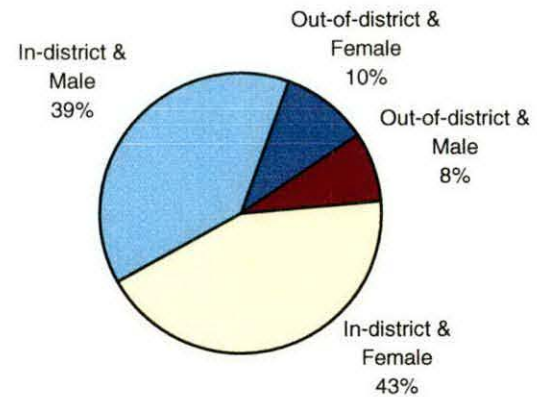


Figure 1.5. Gender by In-district High School Graduates

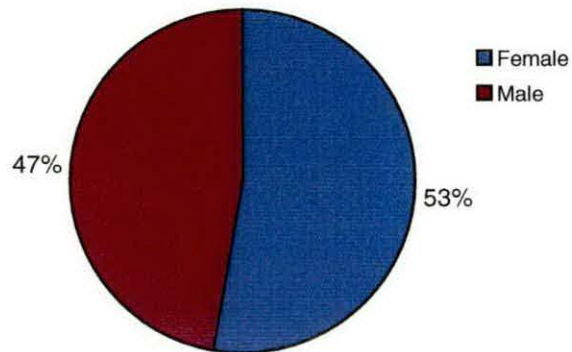
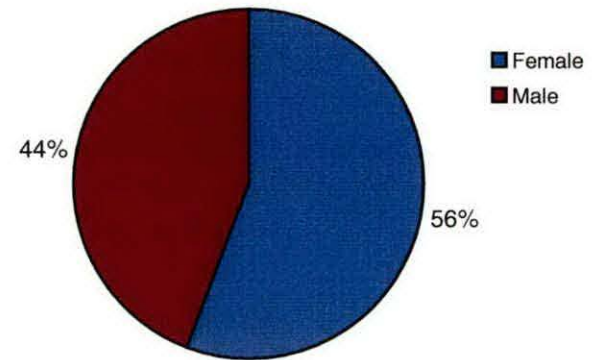


Figure 1.6. Gender by Out-of-district High School Graduates



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Figure 1.7. Overall Gender Distribution

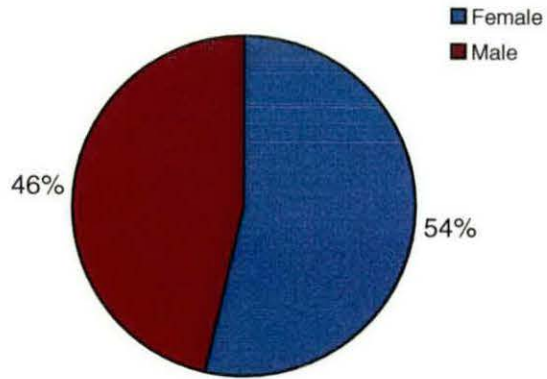


Figure 1.8. Gender by Year of High School Graduation

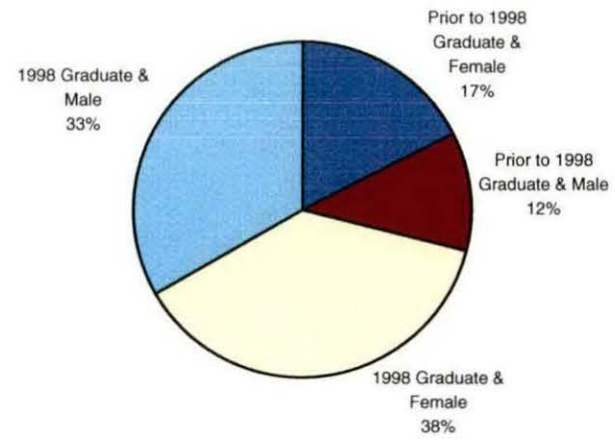


Figure 1.9. Gender by Prior to 1998 High School Graduates

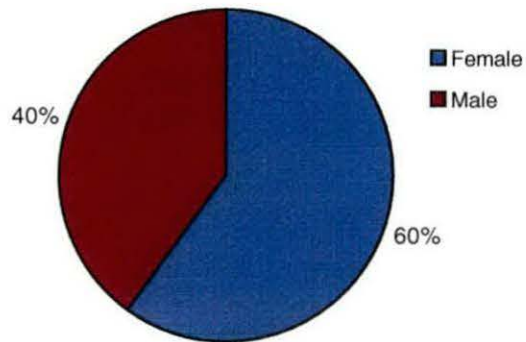
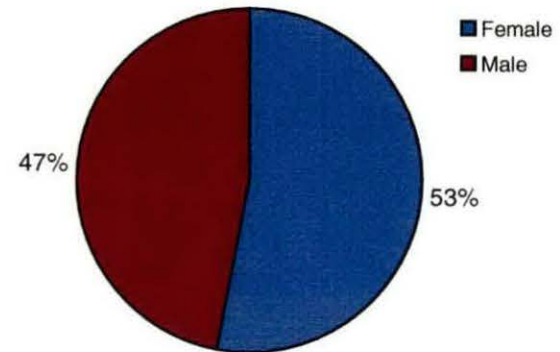
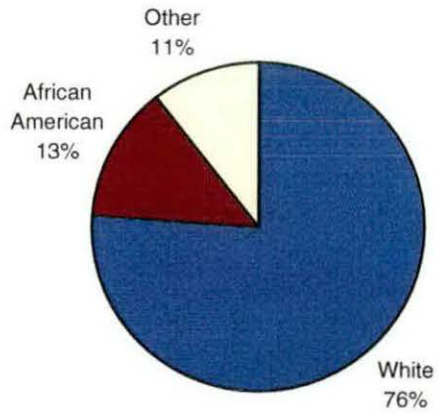


Figure 1.10. Gender by 1998 High School Graduates

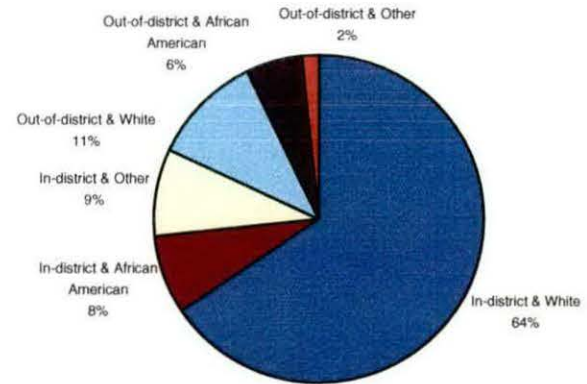


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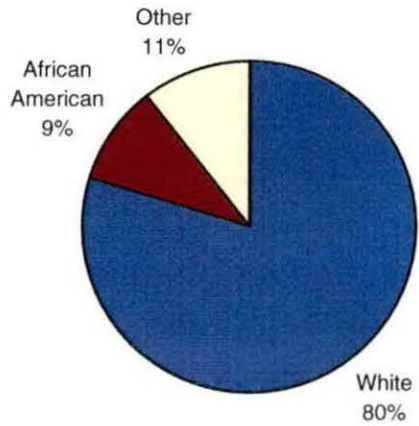
**Figure 1.11. Overall Race Distribution**



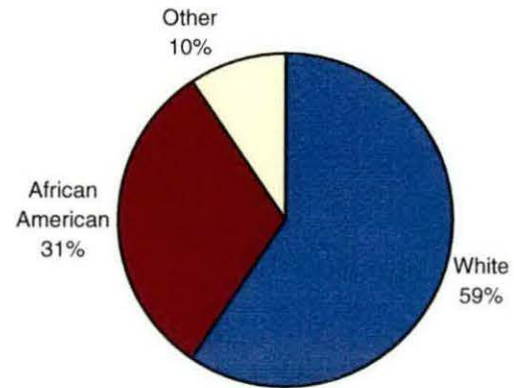
**Figure 1.12. Race by District of High School Graduation**



**Figure 1.13. Race by In-district High School Graduates**

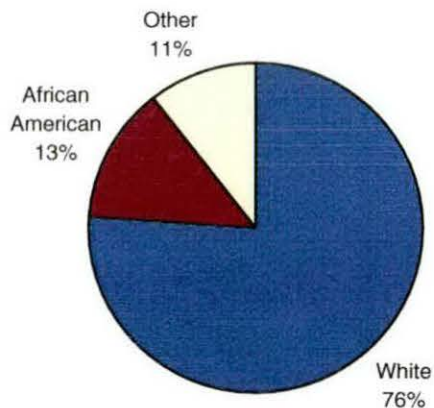


**Figure 1.14. Race by Out-of-district High School Graduates**

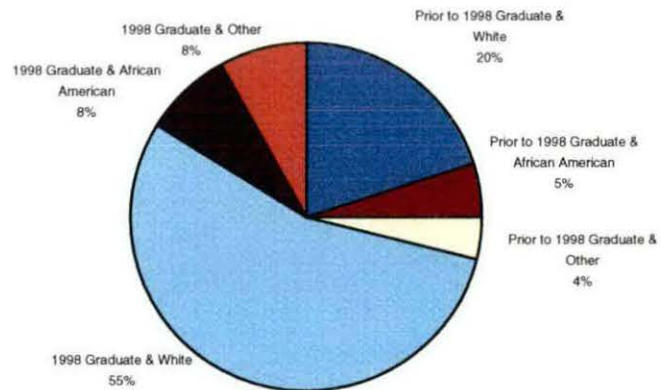


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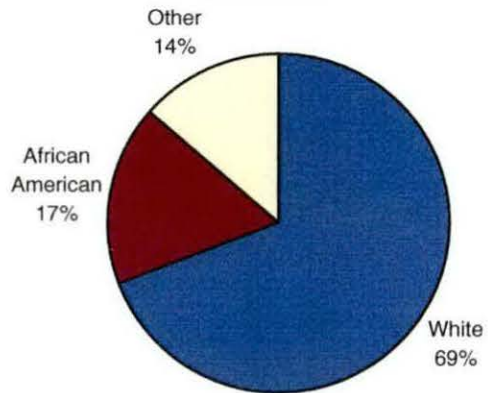
**Figure 1.15. Overall Race Distribution**



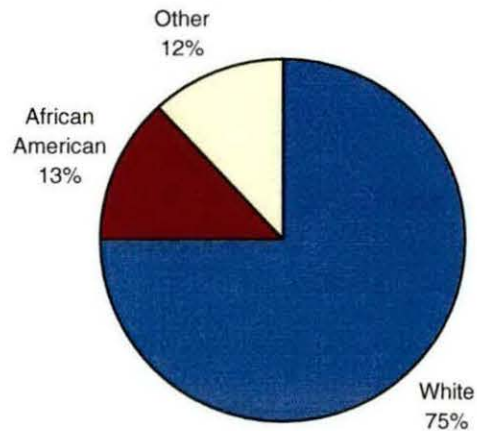
**Figure 1.16. Race by Year of High School Graduation**



**Figure 1.17. Race by Prior to 1998 High School Graduates**

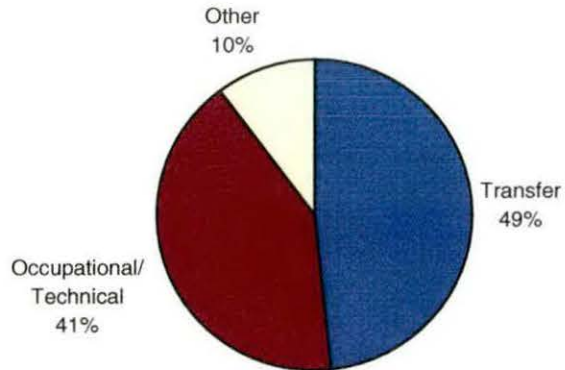


**Figure 1.18. Race by 1998 High School Graduates**

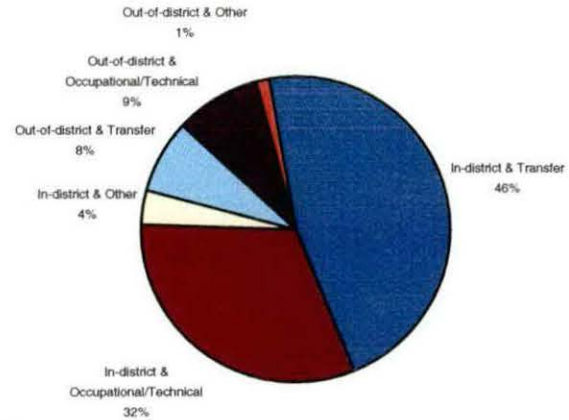


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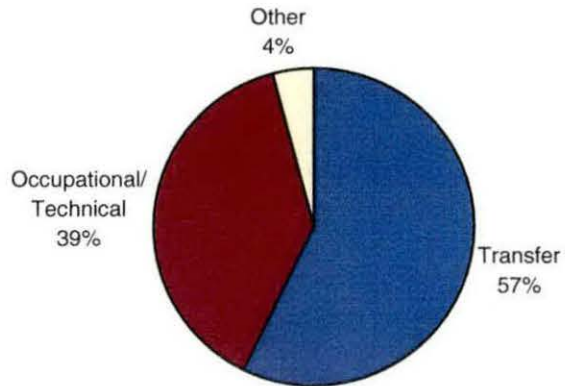
**Figure 1.19. Distribution of Academic Intention Groups**



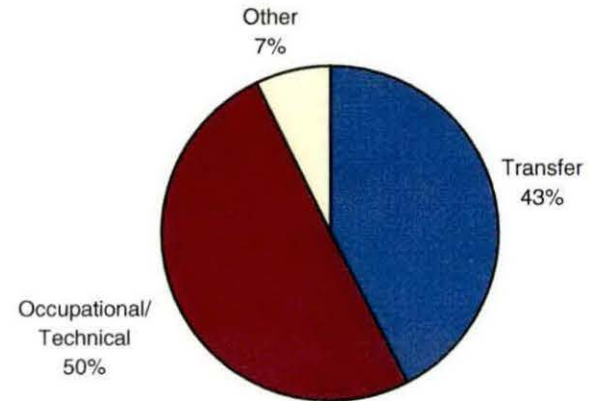
**Figure 1.20. Academic Intention by District of High School Graduation**



**Figure 1.21. Academic Intention by In-district High School Graduates**

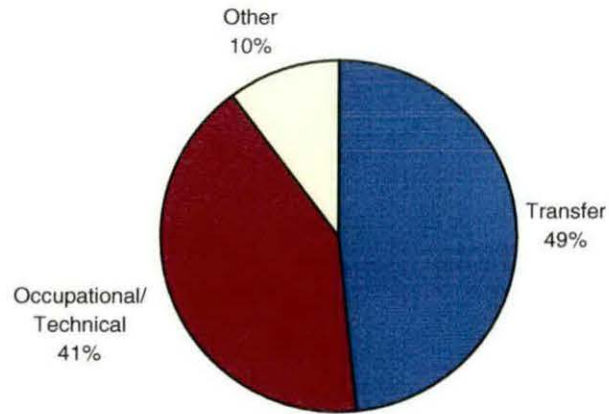


**Figure 1.22. Academic Intention by Out-of-district High School Graduation**

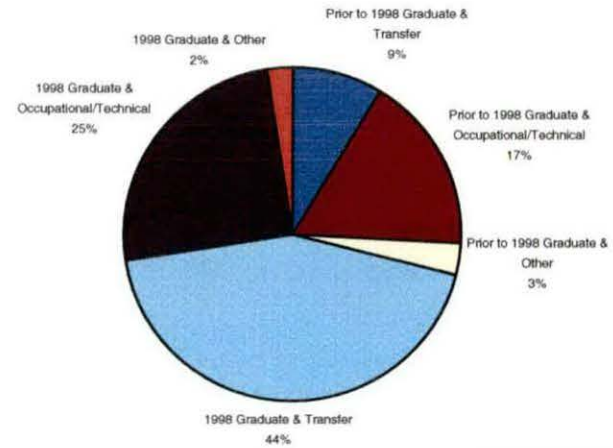


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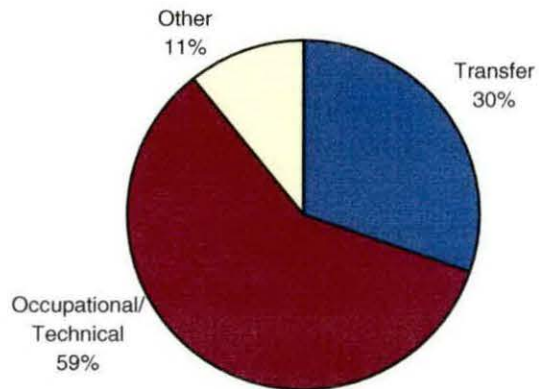
**Figure 1.23. Distribution of Academic Intention Groups**



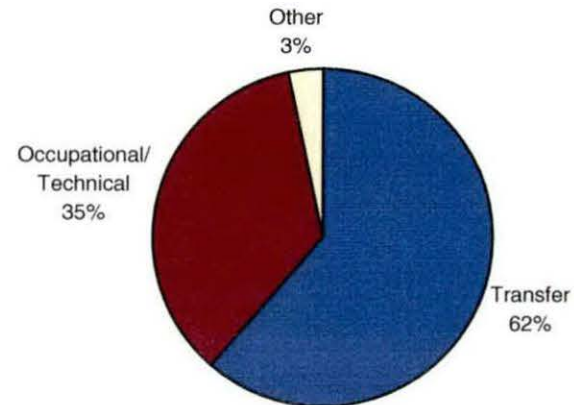
**Figure 1.24. Academic Intention by Year of High School Graduation**



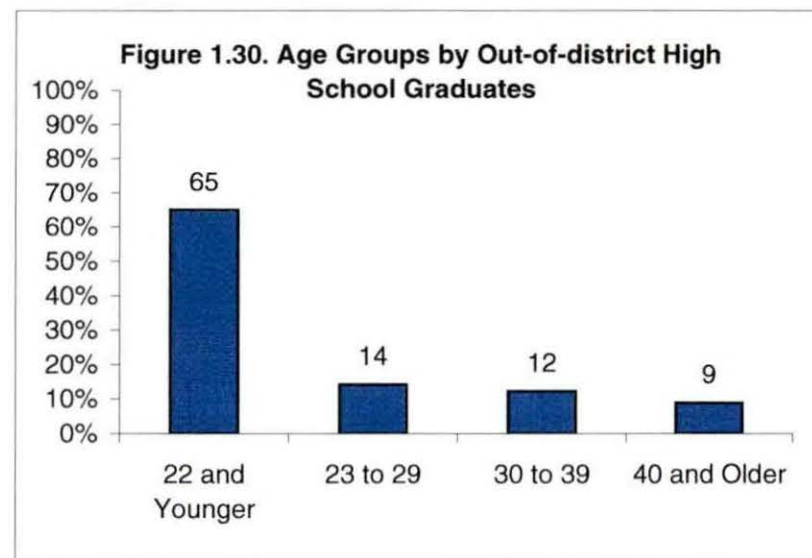
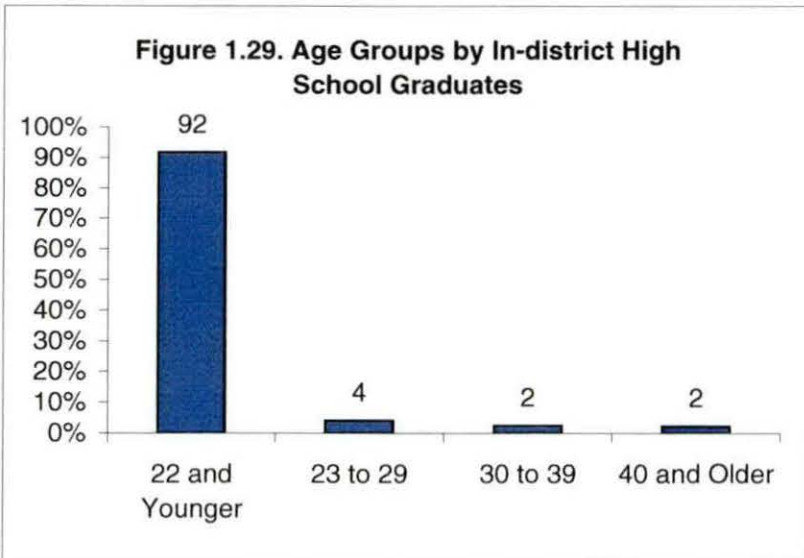
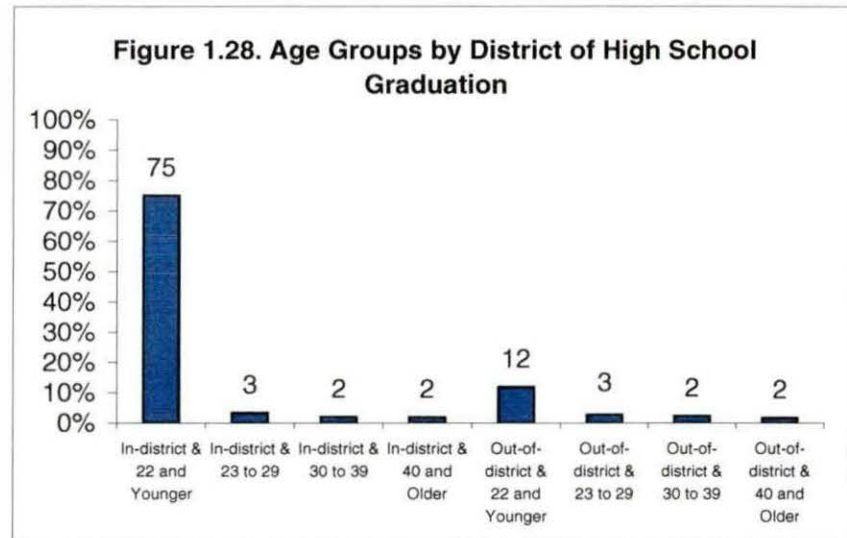
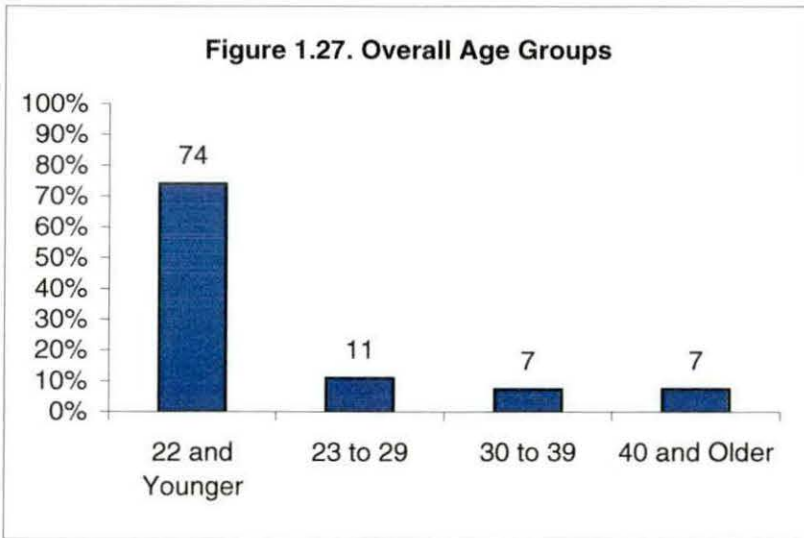
**Figure 1.25. Academic Intention by Prior to 1998 High School Graduates**



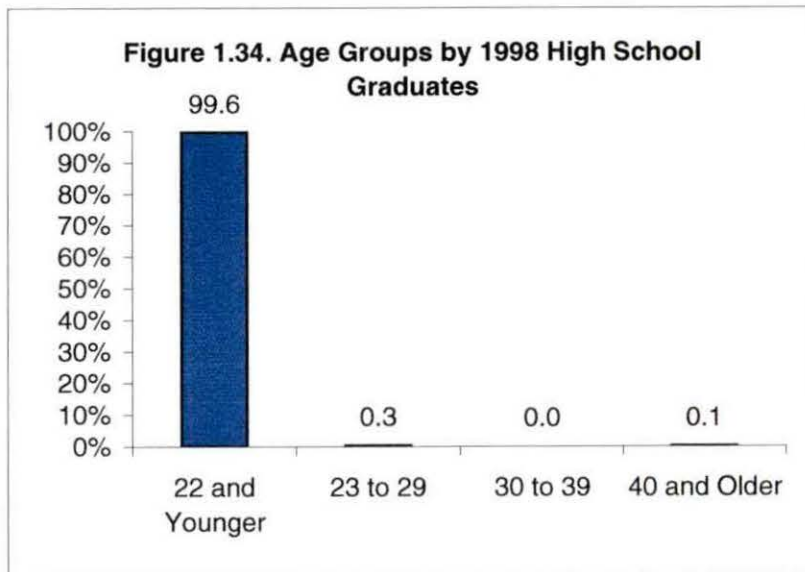
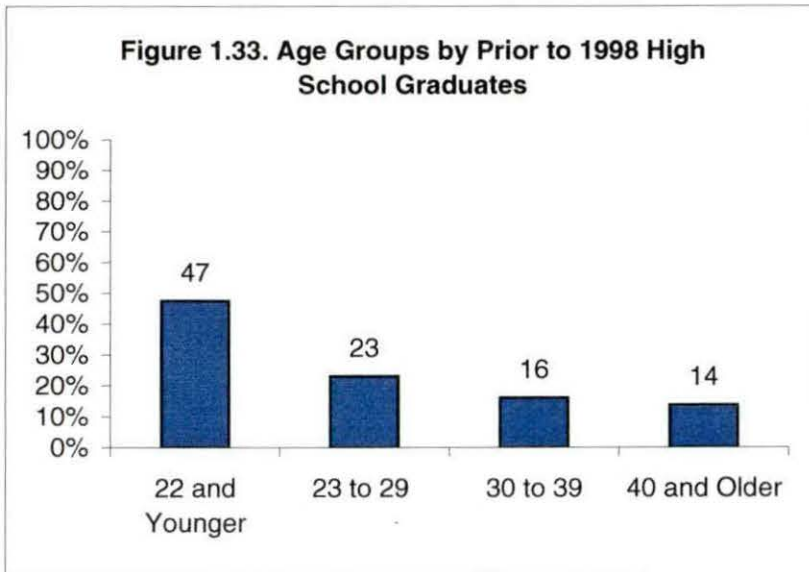
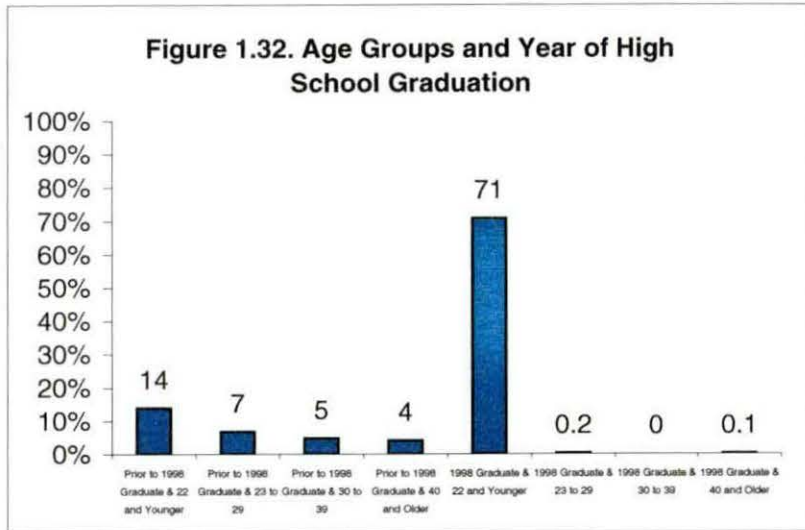
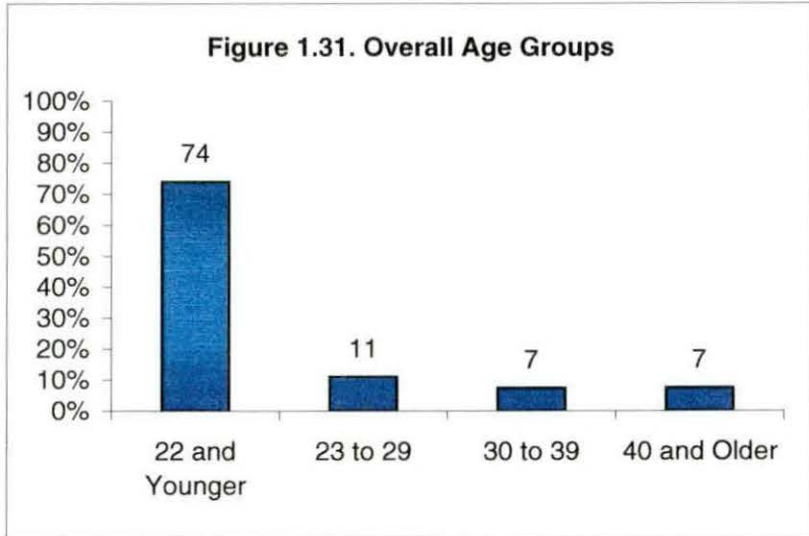
**Figure 1.26. Academic Intention by 1998 High School Graduates**



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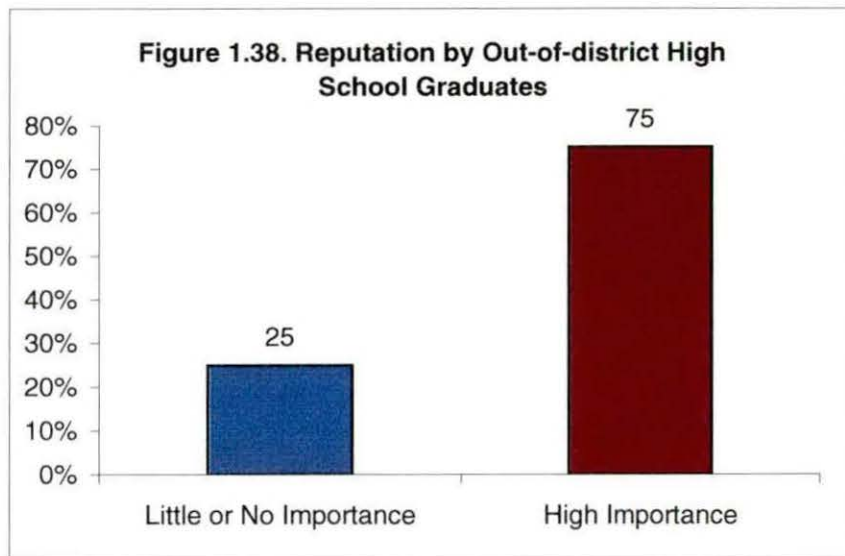
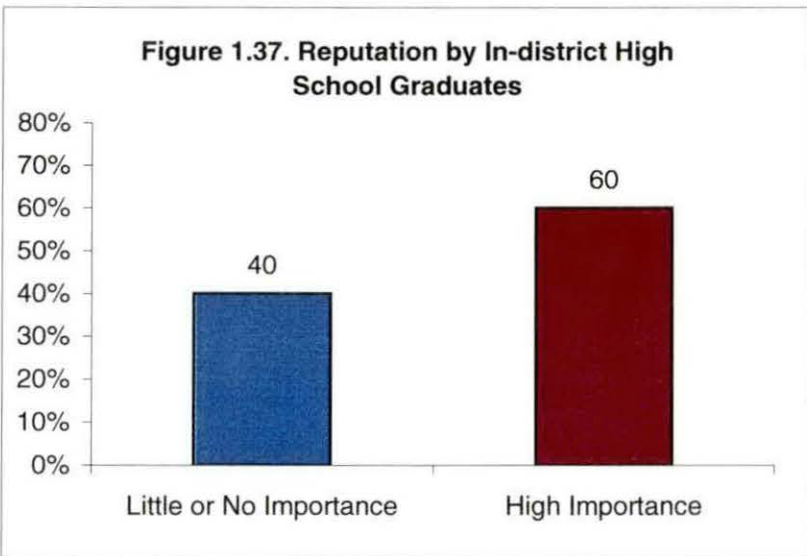
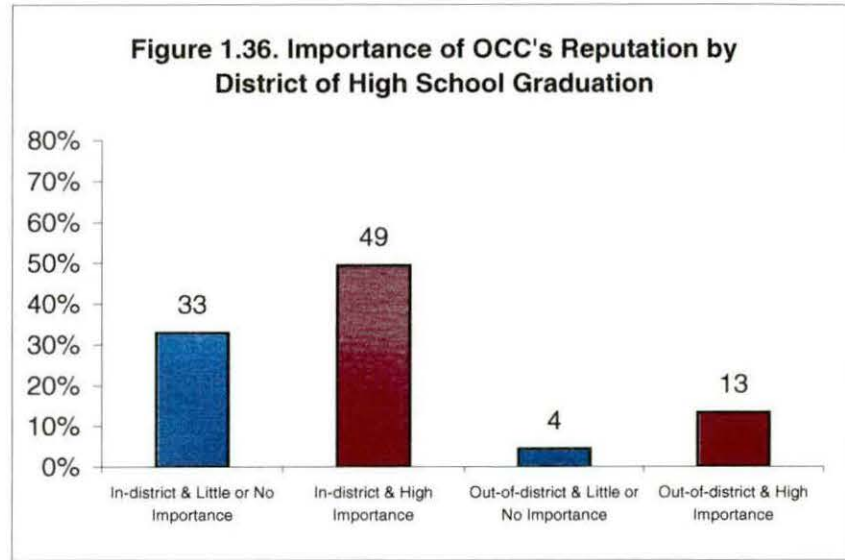
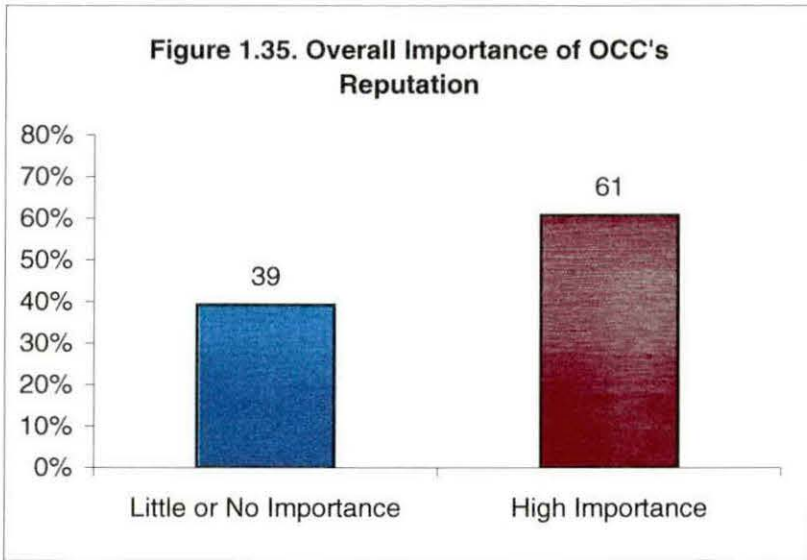


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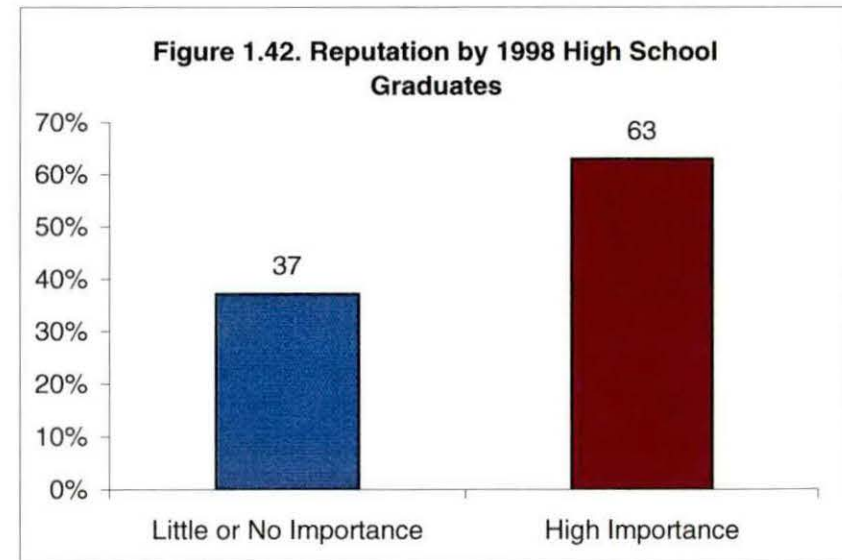
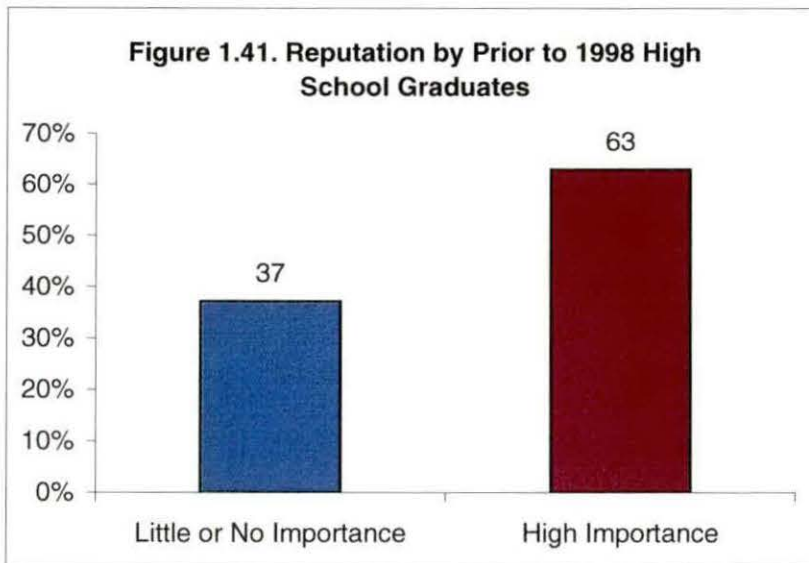
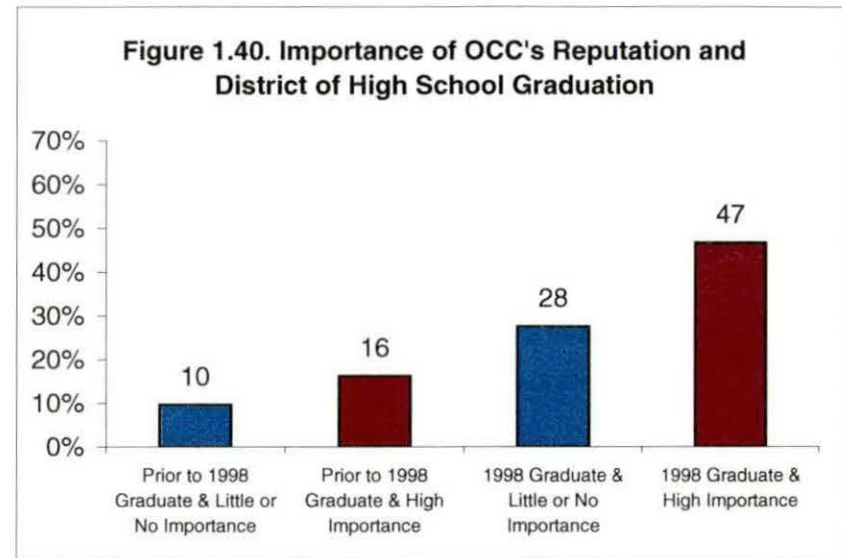
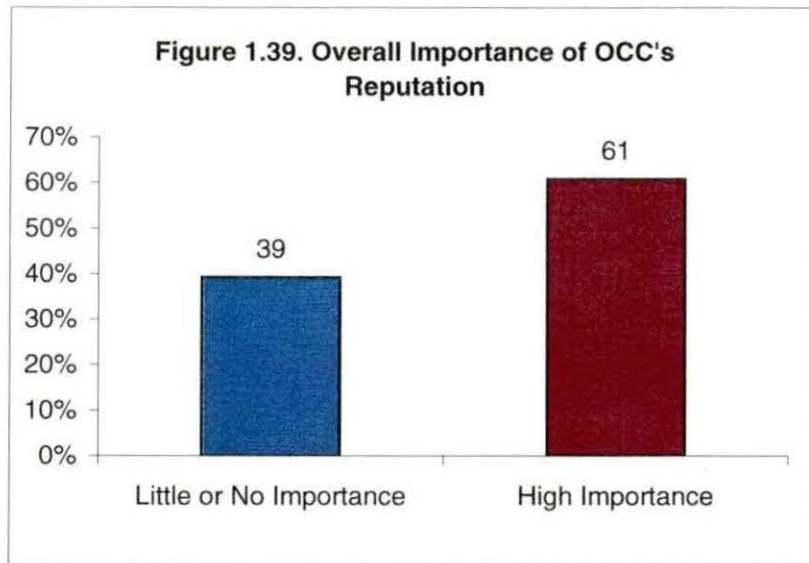




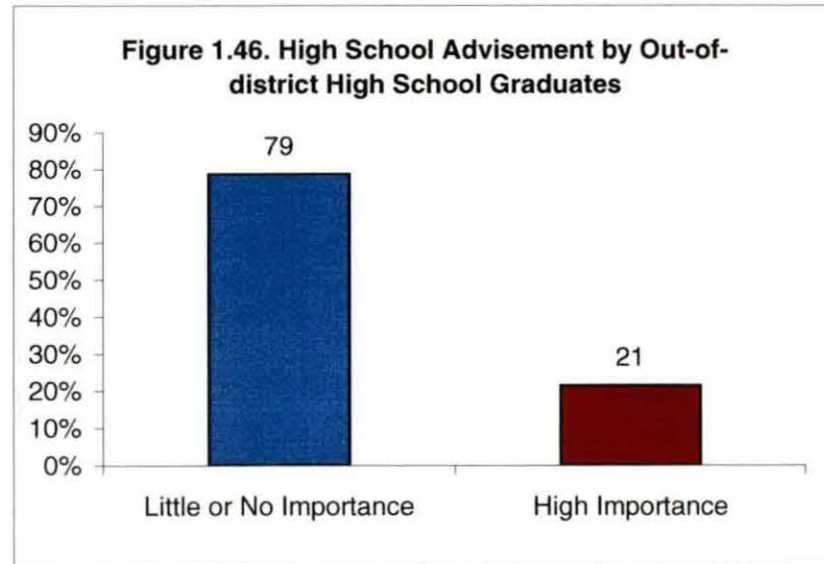
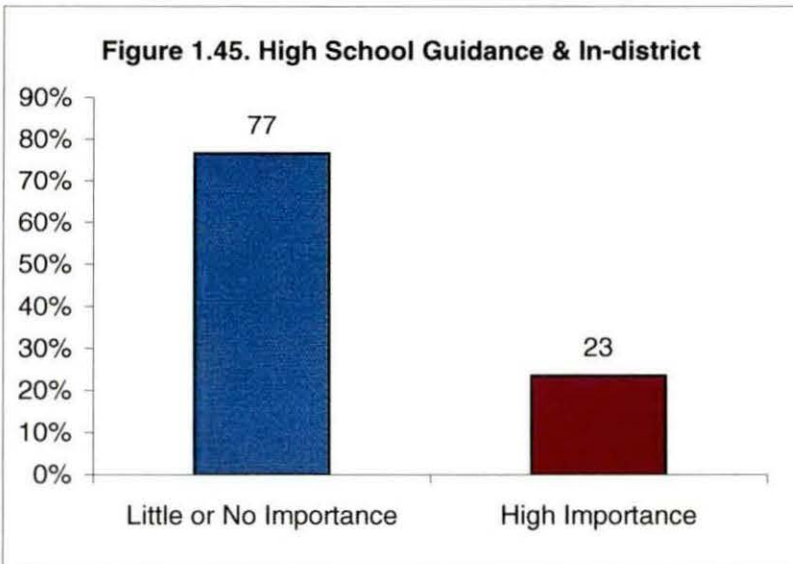
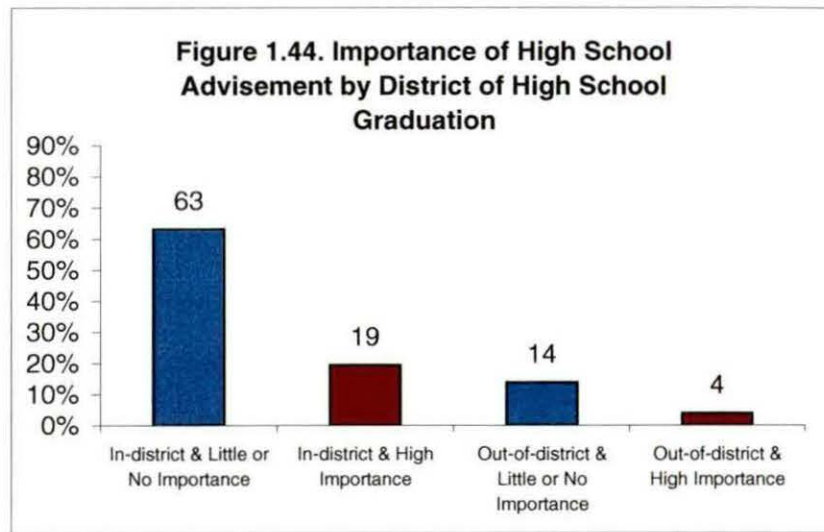
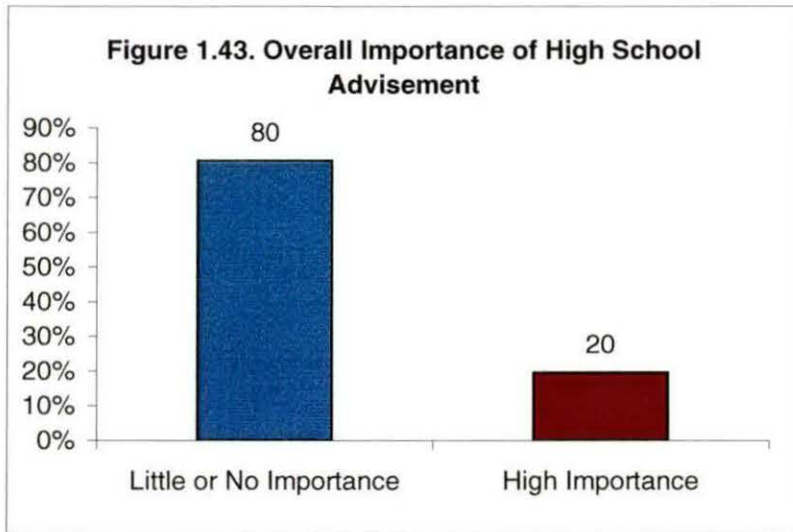
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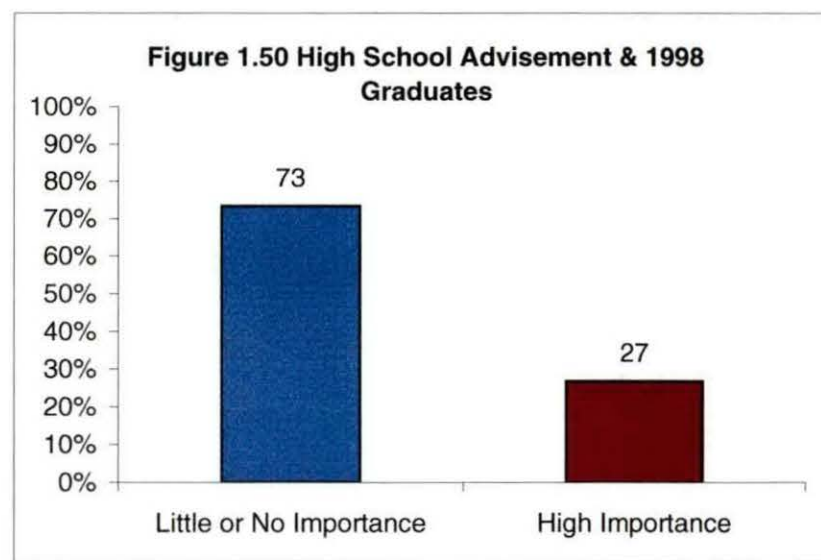
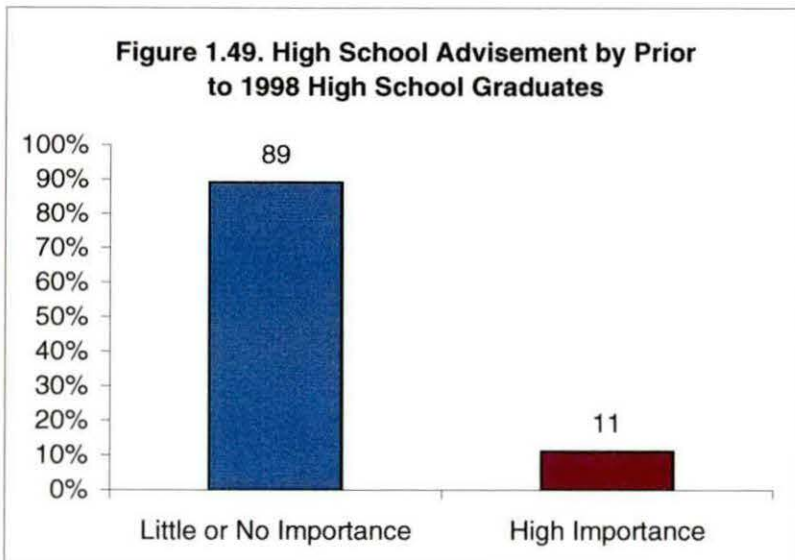
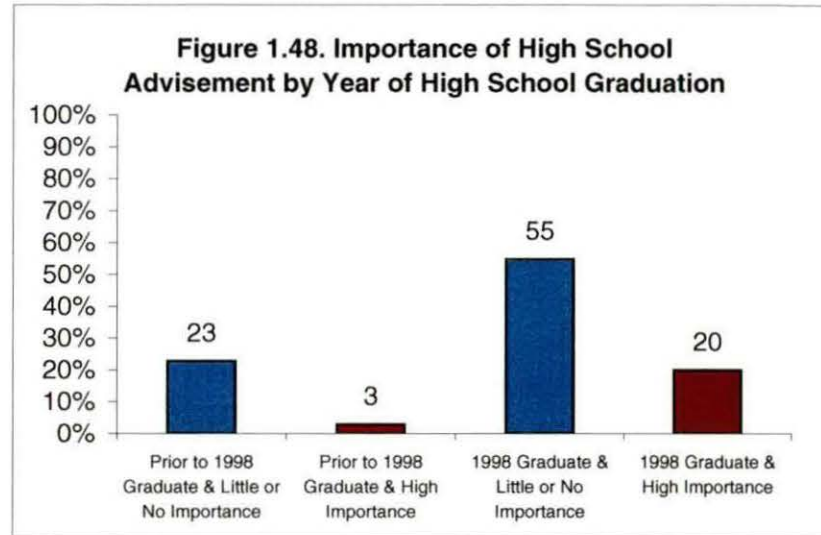
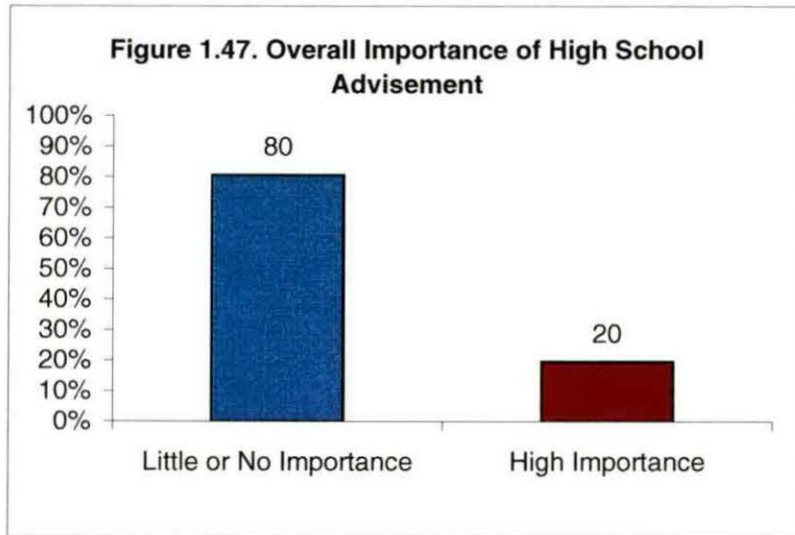
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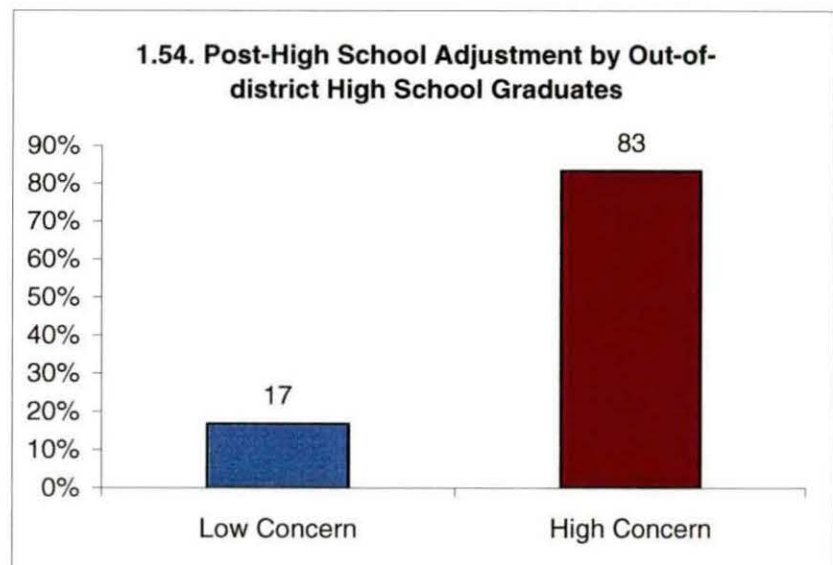
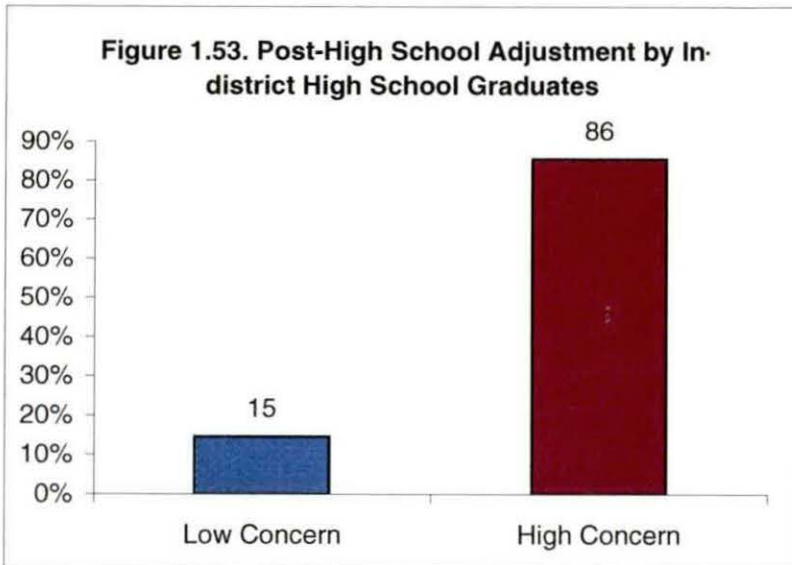
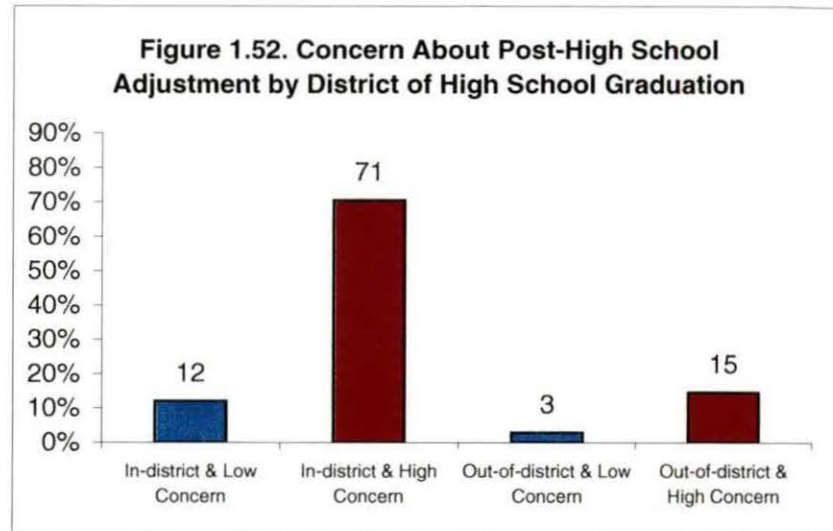
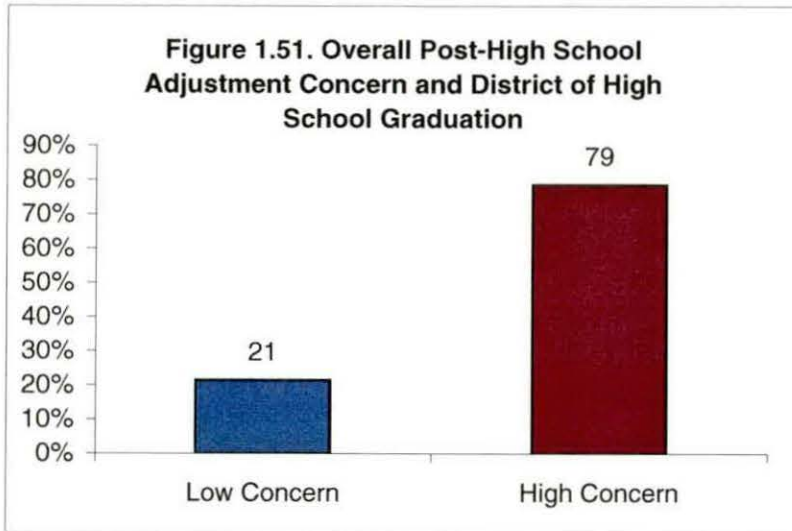
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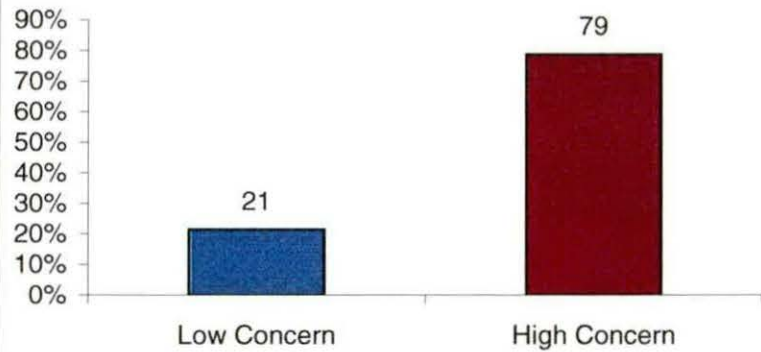


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 First Time Student Comparative Analysis  
 (Fall 1998)

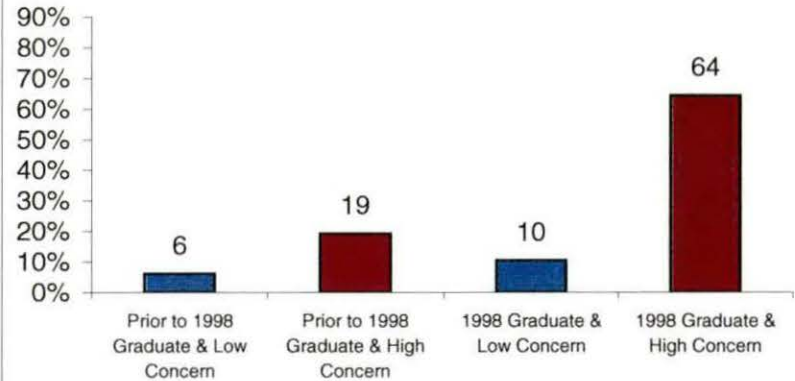


Oakland Community College  
 First Time Student Comparative Analysis  
 (Fall 1998)

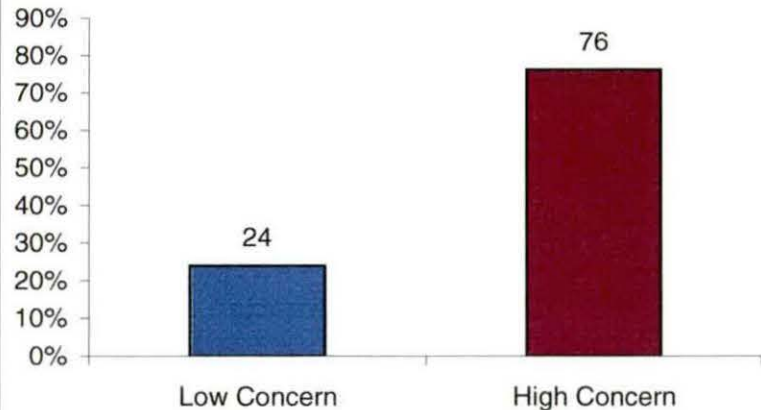
**Figure 1.55. Overall Post-High School Adjustment Concern**



**Figure 1.56. Concern About Post-High School Adjustment by Year of High School Graduation**



**Figure 1.57. Post-High School Adjustment by Prior to 1998 High School Graduates**



**Figure 1.58. Post-High School Adjustment by 1998 High School Graduates**

