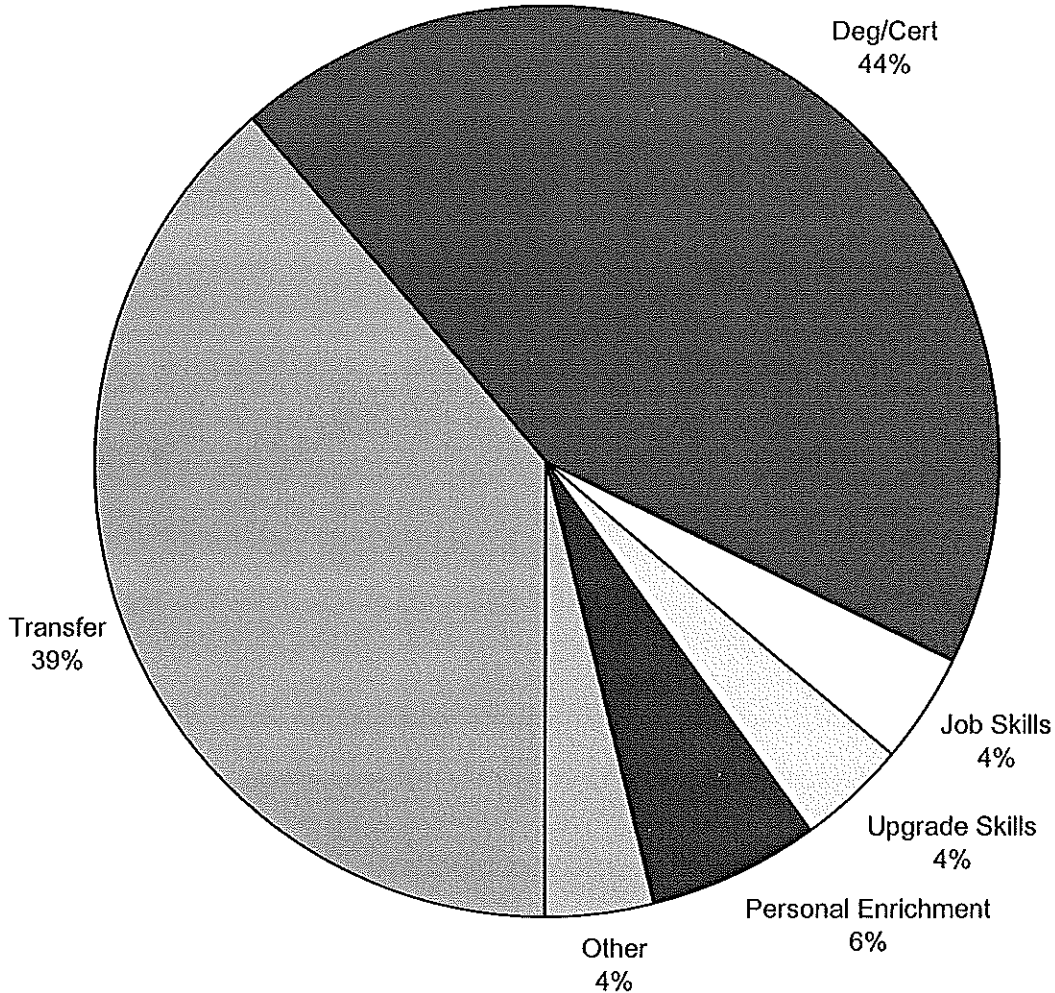


Oakland Community College
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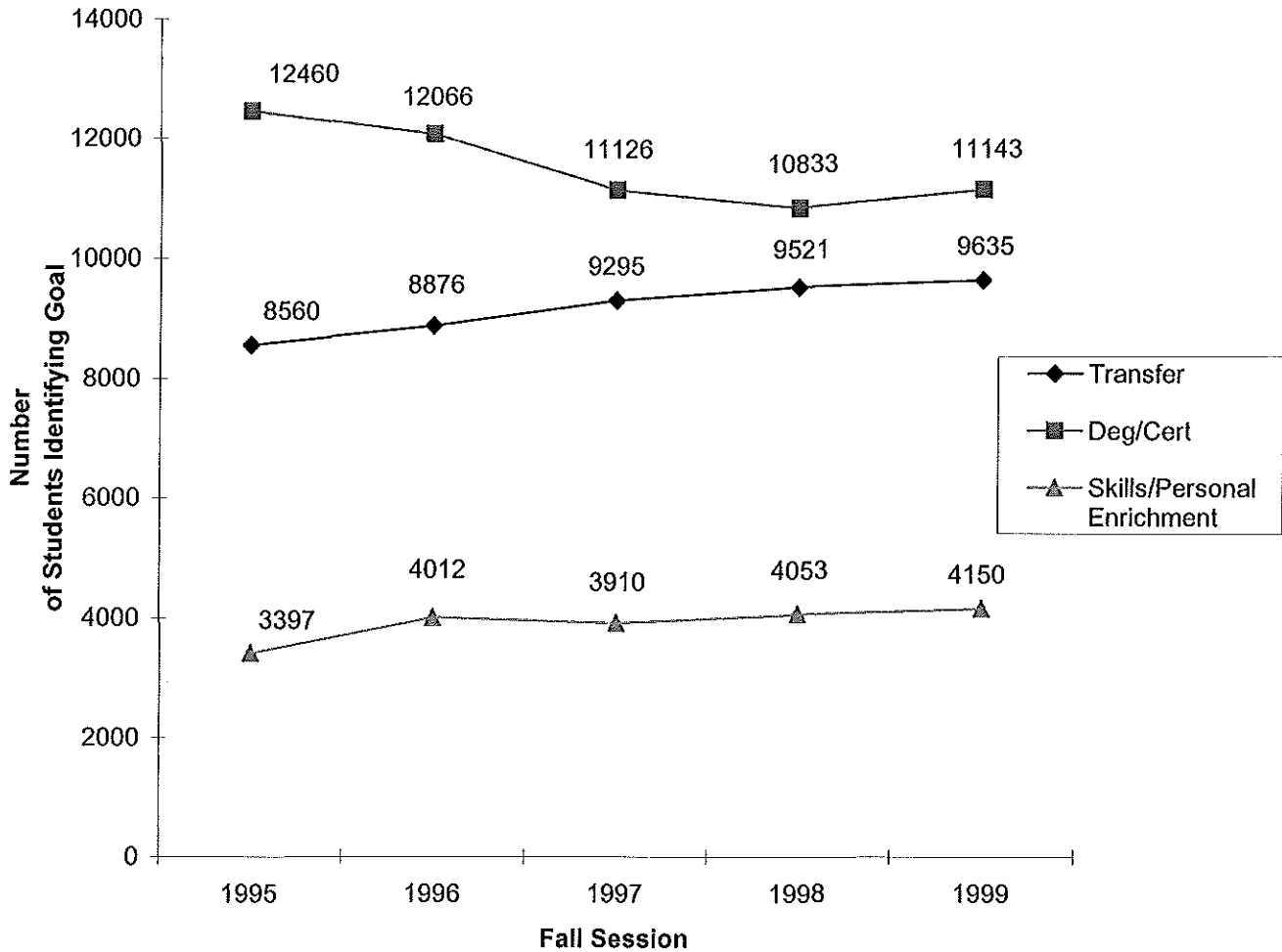
Percentage of OCC Students Identifying Educational Goals When
Registering for Fall 1999 Courses



Analysis: Little has changed over the past academic year regarding the goals of registering OCC students. When compared with other reasons for enrolling, there has been a slight increase in the percentage of OCC students who identify transfer as their most salient motivation for attending the college over the last nine years. There was no change, however, from 1998 to 1999. 39% of students registered in the Fall Session of 2000 identified transfer as their primary educational goal, in contrast with 31% of students from the same Session in 1995. The percentage of students indicating they are here to earn a degree or a certificate remained at its Fall 1998 level of 44%. Students indicating their primary educational goal was to obtain a degree or a certificate at OCC decreased by 2% from 1994 to 1998, but the percentage remained stable at 44% for the Fall 1999 Session. There was no substantial overall change in the percentage identifying upgrading or obtaining new job skills, personal enrichment, or some other reason as their most salient goal. These percentages illustrate the continued significance of the degree/certificate and transfer goal for OCC students.

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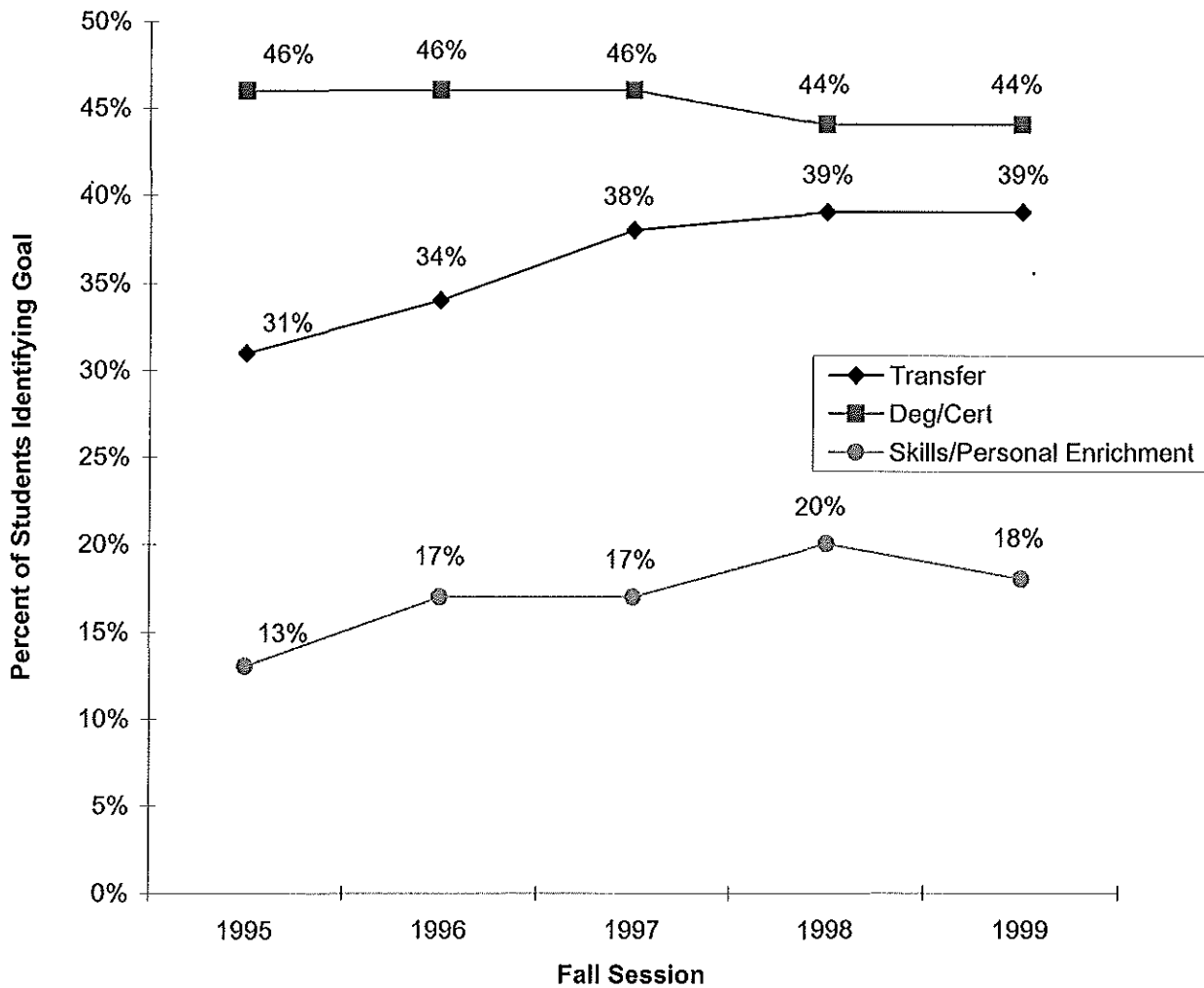
Trend in Educational Goals of Students Registering for Courses at
OCC



Analysis: Since the Fall of 1995, an increasing number of OCC students are registering for courses at the college identifying their primary educational goal as transfer to another post-secondary institution. There has been little change in the pattern of results in terms of students' stated educational goal. As is the case for the past five years, the largest number of OCC students identified their primary educational goal identified as earning an OCC Degree or Certificate. Each year, however, there has been an increase in the number of students identifying transfer as their primary educational goal. This increase has occurred as enrollment has been declining for OCC. For example, in the Fall Session of 1995, there were 27,129 students registered, whereas in 1999 there were 25,197 students registered during the same Session. Yet, there were over 1,000 more students identifying transfer as their primary educational goal. These data indicate the increasing importance of transfer at OCC.

**Oakland Community College
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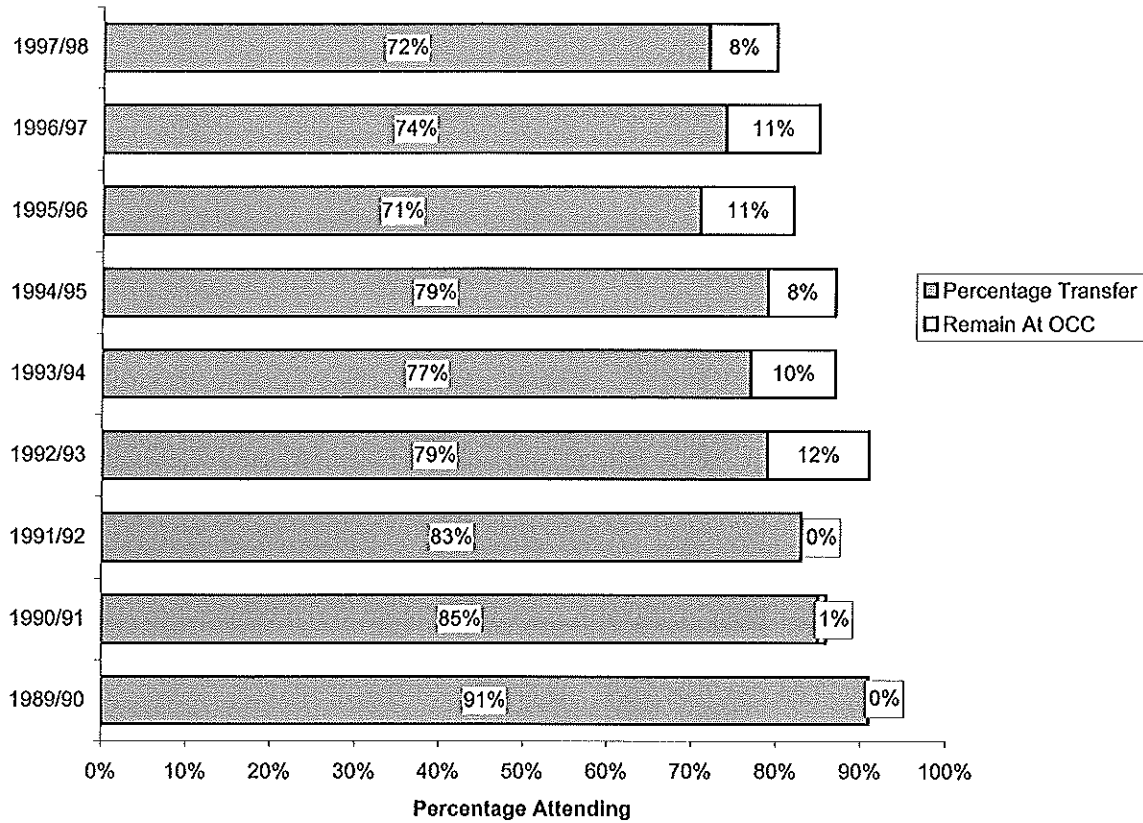
**Trend in Educational Goals of Students Registering for Courses at
OCC**



Analysis: Since the Fall of 1995, an increasing percentage of OCC students are registering for courses at the college identifying their primary educational goal as transfer to another post-secondary institution. Over the past five years about 45% of registering students indicated their primary reason for attending has been earning an OCC Degree or Certificate. However, the gap between the transfer and degree/certificate-seeker percentage has been closing. In Fall 1999, 39% of registering students indicated transfer as their primary reason for attending OCC. The percentages of students identifying these educational goals is unchanged from their 1998 levels. Due to an increase in the total number of students enrolled in the 1999 Fall Session, there is a greater absolute number of students identifying transfer as their primary reason for attending OCC. The proportion of students identifying each goal is identical to those levels in 1998.

Oakland Community College
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Trend in Percentage of OCC Graduates Intending to Transfer
Attending A Post-Secondary Institution



Analysis: A substantial majority of OCC graduates who reported transfer as their primary reason for attending OCC have been attending another post-secondary institution. This percentage has been on the decline over the past nine academic years. In academic year 1997-98, 80% of those graduates intending to transfer were attending another post-secondary institution, or have been taking additional classes at OCC. That is the lowest percentage of OCC graduates continuing their education in the past nine academic years. With the strong labor market in the Oakland County area over the last five years, perhaps students intending to transfer found promising employment opportunities prompting them to forgo additional post-secondary work at present. Over the past five academic years, a greater percentage of OCC Graduates have chosen to continue their education at OCC. Approximately 10% of those OCC Graduates reporting that they intended to transfer decided to attend OCC during the academic years 1992-93 to 1996-1997. That figure has dropped a bit in the 1997-98 academic year to about 8% of graduates opting to return to OCC for additional courses. Prior to that point few opted to attend OCC in the year following their matriculation.

Oakland Community College
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Institutions to Which OCC Graduates are Most Likely to Transfer

□

	<u>1997/98</u>	<u>% of Total</u>
OCC	154	27%
Oakland	112	19%
Wayne State	68	12%
Eastern	32	6%
Walsh	28	5%
U of M Dearborn	22	4%
Madonna	19	3%
U of M Flint	18	3%
Central	13	2%
U of Detroit	13	2%
U of M Ann Arbor	10	2%
U of Phoenix	9	2%
Lawrence Tech	7	1%
Western	6	1%
Michigan State	<u>4</u>	
TOTAL	515	

Analysis: Due to circumstances in the availability of data in the state of Michigan, the best indication we have of to where OCC graduates transfer is their self-reported response to what post-secondary educational facility they currently attend from the OCC Graduate Follow-up Survey. OCC graduates are more likely to return to OCC following their degree/certificate than to attend any other post-secondary institution. Completing the top six are Oakland, Wayne, Eastern, Walsh, and U of M Dearborn. Together, these six institutions represent approximately 75% of the total number of OCC graduates who transferred in academic year 1997-98. This academic year also represents the first year the University of Phoenix has made the list of the top fifteen transfer institutions, drawing a greater number of students than Lawrence Technological University, Western, and Michigan State.

Institutions to Which OCC Graduates are Most Likely to Transfer

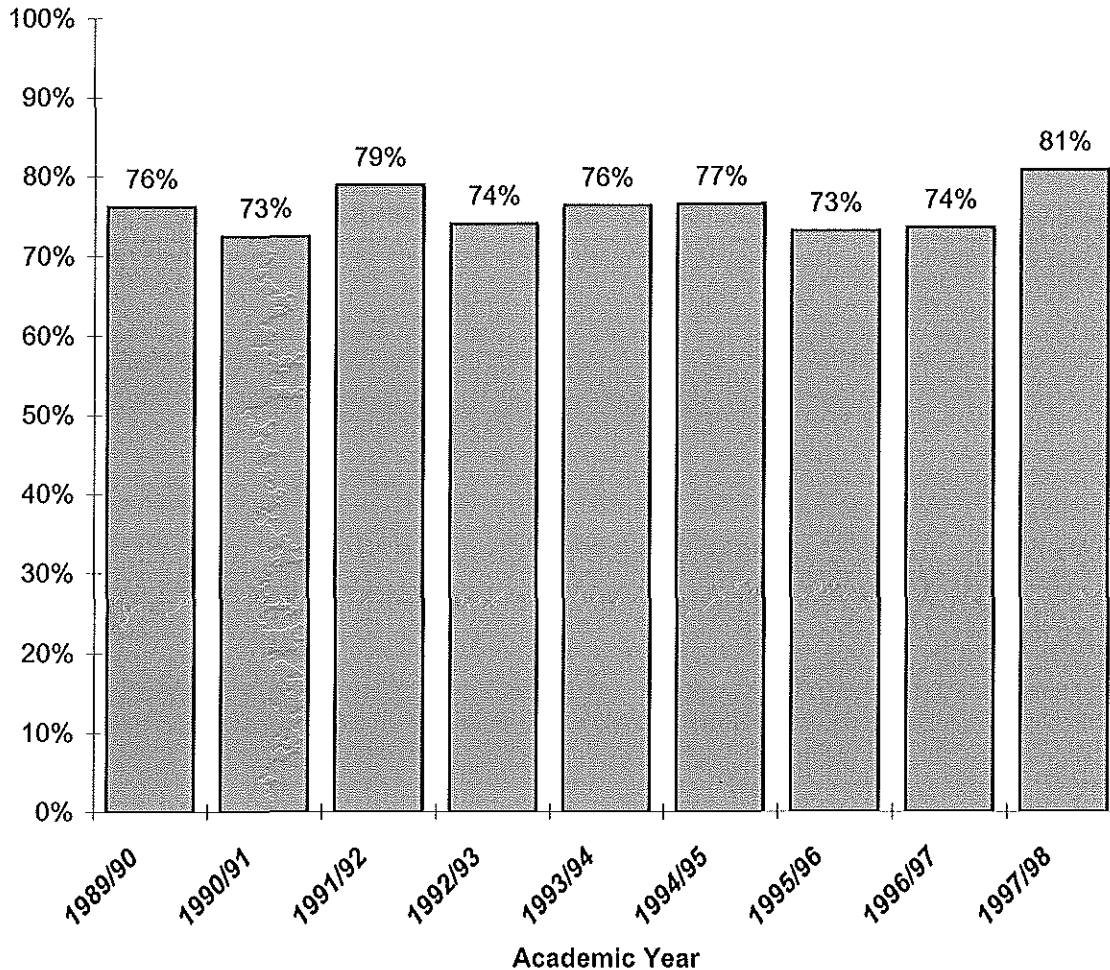
□

	<u>1998/99</u>
OCC	129
Oakland	121
Wayne State	71
Eastern	28
Walsh	31
U of M Dearborn	26
Madonna	11
U of M Flint	21
Central	15
U of Detroit	8
U of M Ann Arbor	11
U of Phoenix	17
Lawrence Tech	4
Western	7
Michigan State	8
<i>TOTAL</i>	508

- The best indication we have of to where OCC graduates transfer is their self-reported response to what post-secondary educational facility they currently attend from the OCC Graduate Follow-up Survey.
- The top six transfer institutions are Oakland, Wayne, Eastern, Walsh, OCC and U of M Dearborn. Together, these six institutions represent approximately 75% of the total number of OCC graduates who transferred in academic year 1998-99.
- This academic year also represents the second year the University of Phoenix has made the list of the top fifteen transfer institutions, drawing a greater number of students than Lawrence Technological University, Western, and Michigan State.

Oakland Community College
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**Trend in Percentage of OCC Graduates Rating Academic
Preparation for Transfer as Good or Excellent**

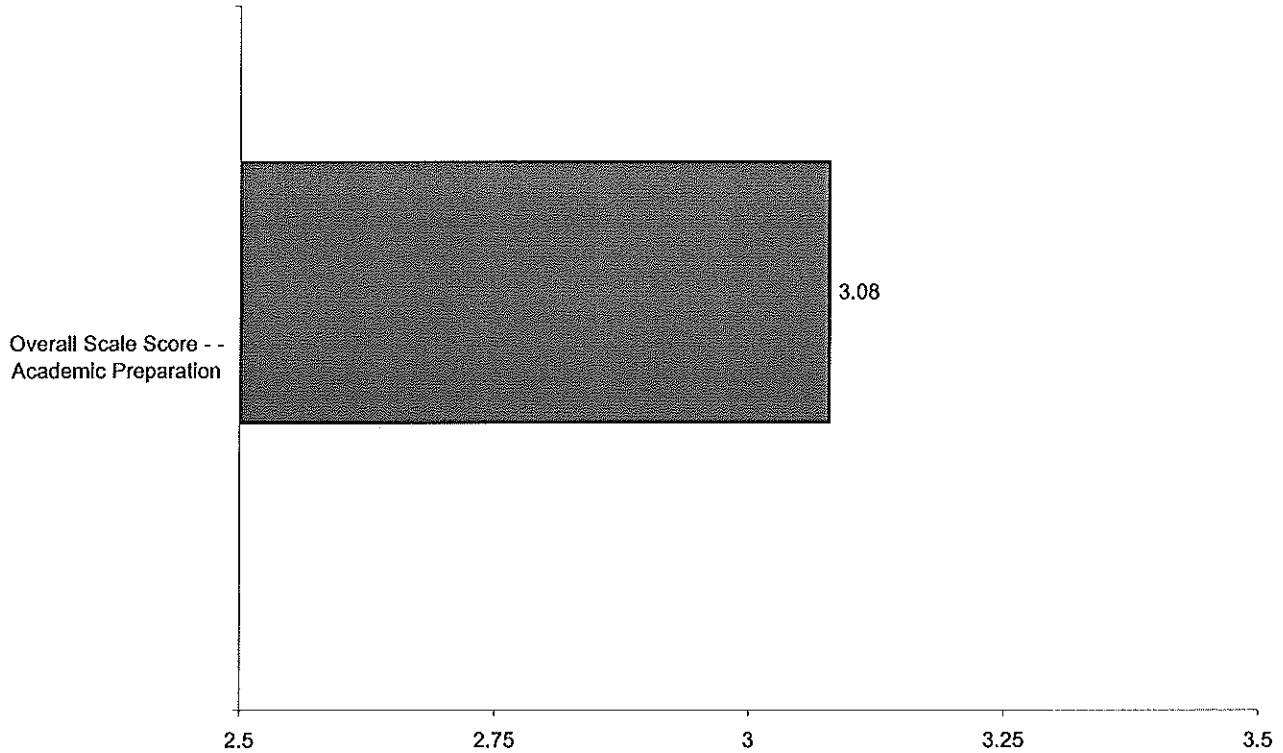


Analysis: OCC graduates are increasingly satisfied with their overall academic preparation for transfer to a post-secondary institution. Over the past eight academic years, the percentage of graduates reporting good or excellent preparation for transfer by OCC had stabilized in the mid to low seventy percent range. In 1997-98, however, the percentage rating preparation as good or excellent increased 7% to a nine year high of 81%. From academic year 1989-90 to 1997-98, 2% or less of the graduates indicated they felt their preparation for transfer was inadequate. A more specific examination of satisfaction with the transfer process is contained in the next two effectiveness measures. Due to alterations in the Graduate Follow-Up Survey, this will be the final year for this measure to be completed. The greater breadth and depth of the questions pertaining to transfer will supplant this information.

Oakland Community College
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Former OCC Student Satisfaction With Academic Preparation for
Transfer

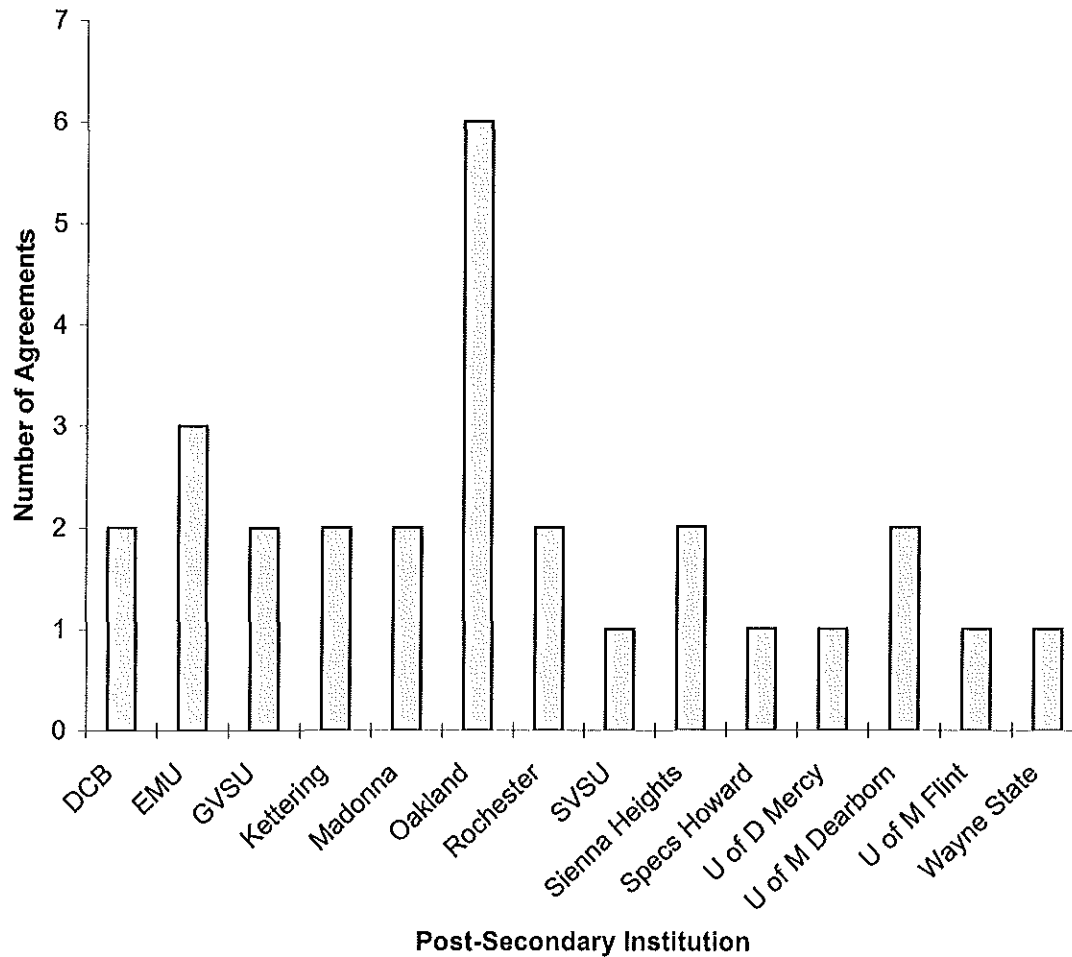
Preliminary Report



Analysis: The responses of this group of former students who have not received an OCC degree or certificate, but who have transferred to another post-secondary institution provide the first information about the attitudes of such OCC students concerning the transfer process. Previously, data regarding transfer was limited to the responses of OCC graduates. The data depicted in this chart was collected in the Non-Returning Student Survey in Winter 1999, where a series of questions about transfer-related issues were asked. These questions are also included in a revised version of the Graduate Follow-Up Survey so that the responses of graduates and non-completers can be compared. Overall, results indicate that former students are satisfied with their **Academic Preparation** for transfer. These four items assessing Academic Preparation for transfer have been summed and form a scale representing overall satisfaction. Scores on each item range from 1 (very dissatisfied) to 4 (very satisfied). The mean overall score for Academic Preparation for transfer was 3.08. Students were most satisfied with the preparation for courses within their major, and least satisfied with the preparation for workload expectations. These results should be interpreted with caution because of the small sample size of 42 students.

Oakland Community College
1999/00 Effectiveness Report on Transfer

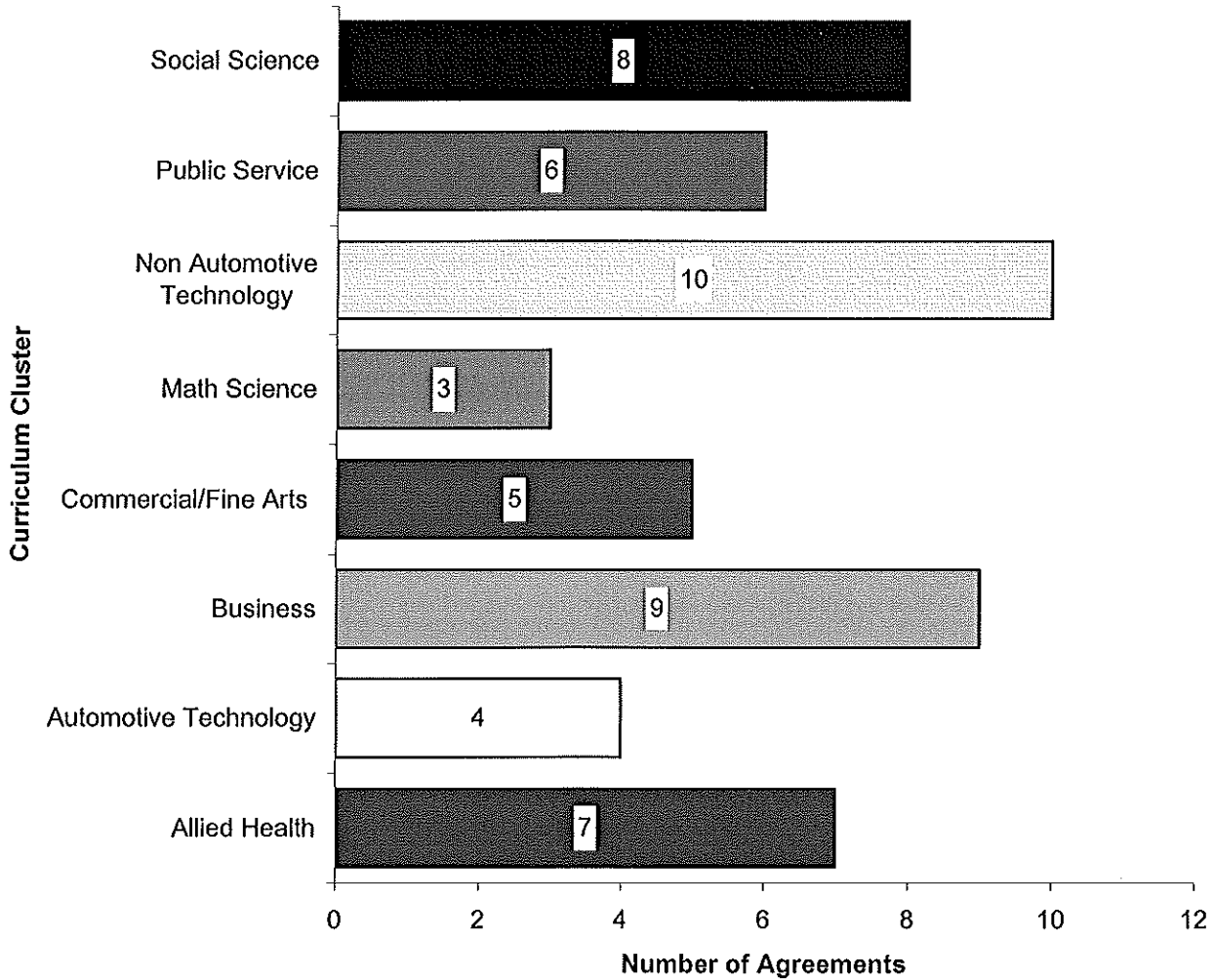
Number of Post-Secondary Institutions That Have Formal
Articulation Agreements with OCC



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.

Oakland Community College
1999/00 Effectiveness Report on Transfer

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.

5.1.2 Trend in the Number of OCC Graduates Indicating an Intention to Transfer Who Are A

	<u>1989/90</u>	<u>1990/91</u>	<u>1991/92</u>	<u>1992/93</u>	<u>1993/94</u>	<u>1994/95</u>
Not Attending	28	50	64	26	31	31
Attending Another	285	308	316	229	194	209
Attending OCC	0	4	0	35	25	21

	<u>1989/90</u>	<u>1990/91</u>	<u>1991/92</u>	<u>1992/93</u>	<u>1993/94</u>	<u>1994/95</u>
Percentage Transfer	91%	85%	83%	79%	77%	79%
Remain At OCC	0%	1%	0%	12%	10%	8%

	<u>1989/90</u>	<u>1990/91</u>	<u>1991/92</u>	<u>1992/93</u>	<u>1993/94</u>	<u>1994/95</u>
Transfer Plus OCC	91%	86%	83%	91%	87%	87%

Attending a Post-Secondary Institution

<u>1995/96</u>	<u>1996/97</u>	<u>1997/98</u>
33	30	46
128	147	164
19	23	19

<u>1995/96</u>	<u>1996/97</u>	<u>1997/98</u>
71%	74%	72%
11%	11%	8%

<u>1995/96</u>	<u>1996/97</u>	<u>1997/98</u>
82%	85%	80%

5.2.1 Trend in Percentage of OCC Graduates Satisfied With Overall Transfer Preparation

	<u>1989/90</u>	<u>1990/91</u>	<u>1991/92</u>	<u>1992/93</u>	<u>1993/94</u>	<u>1994/95</u>
Percentage Good/Excellent	76.2%	72.5%	78.9%	74.0%	76.3%	76.5%

<u>1995/96</u>	<u>1996/97</u>	<u>1997/98</u>
73.1%	73.5%	80.8%

5.1.1 Trend in Number of OCC Students Who Register for OCC Courses with the Transfer Goal in Mind

	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>
Transfer	8560	8876	9295	9521	9635
Deg/Cert	12460	12066	11126	10833	11143
Skills/Personal Enrichment	3397	4012	3910	4053	4150
Job Skills	820	913	905	971	978
Upgrade Skills	1021	1202	1119	1043	1033
Personal Enrichment	1093	1188	1244	1343	1454
Other	463	709	642	696	685

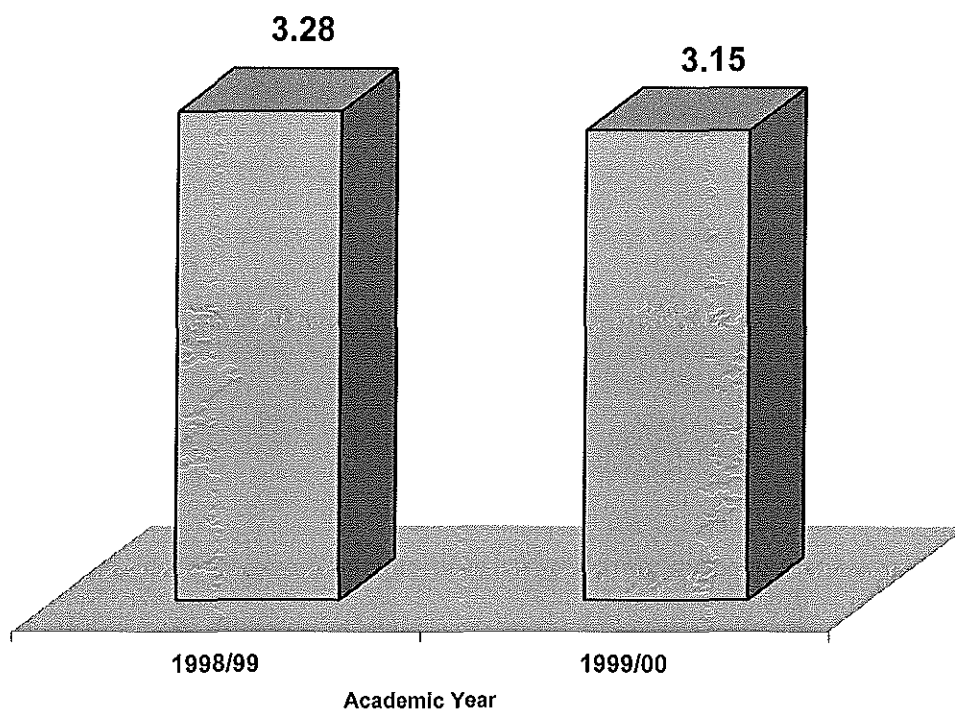
	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>
Transfer	31%	34%	38%	39%	39%
Deg/Cert	46%	46%	46%	44%	44%
Skills/Personal Enrichment	13%	17%	17%	20%	18%
Job Skills	3%	4%	4%	4%	4%
Upgrade Skills	4%	5%	5%	4%	4%
Personal Enrichment	4%	5%	5%	6%	6%
Other	2%	3%	3%	6%	4%

	<u>1999</u>
Transfer	39%
Deg/Cert	44%
Job Skills	4%
Upgrade Skills	4%
Personal Enrichment	6%
Other	4%

Oakland Community College
1999/00 Effectiveness Report on Transfer

Preliminary Report

Former OCC Student Satisfaction With Administrative Preparation for Transfer

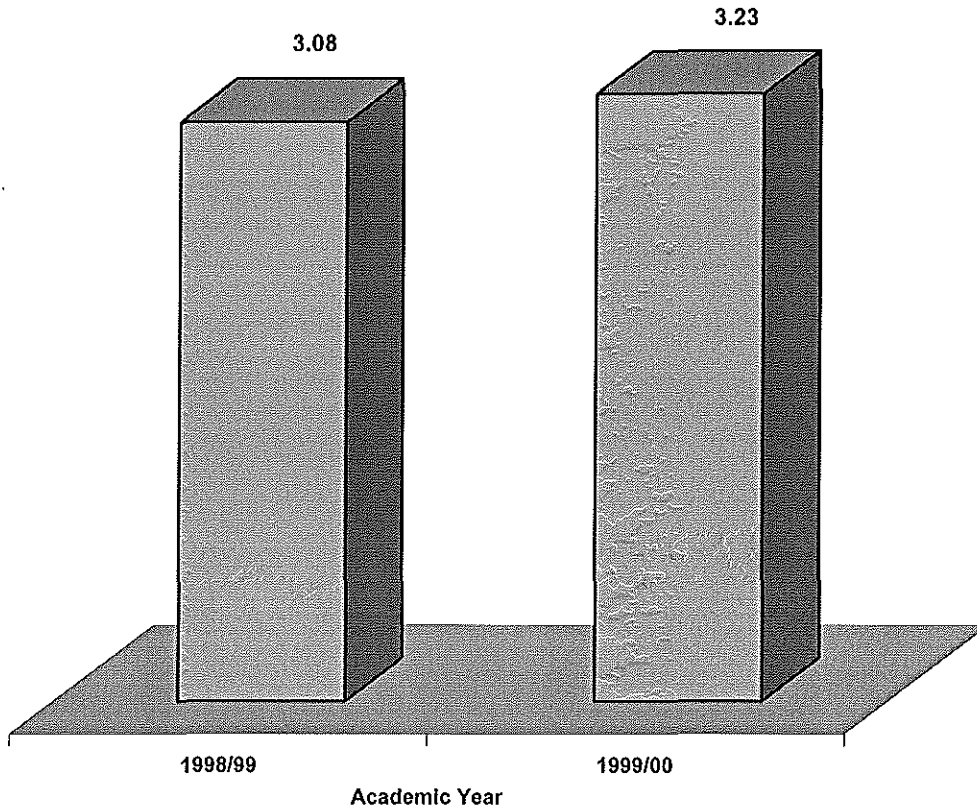


Analysis: The responses of this group of former students who have not received an OCC degree or certificate, but who have transferred to another post-secondary institution provide the first information about the attitudes of such OCC students concerning the transfer process. Previously, data regarding transfer was limited to the responses of OCC graduates. The data depicted in this chart was collected in the Non-Returning Student Survey in Winter 1999 and 2000, where a series of questions about transfer-related issues were asked. These questions are also included in the revised version of the Graduate Follow-Up Survey so that the responses of graduates and non-completers can be compared beginning in 2001. Overall, results indicate that former students are satisfied with the Administrative process for transfer. Seven items assessing Administrative Preparation for transfer have been summed and form a scale representing overall satisfaction. Scores on each item range from 1 (very dissatisfied) to 4 (very satisfied). The mean overall score for Administrative Preparation for transfer was 3.15 for the most recent academic year. That is down only slightly from the previous academic year. Students were most satisfied with the number of OCC credits accepted by the transfer institution and least satisfied with information provided by representatives from other colleges representatives and from OCC Faculty about transfer options. In the main, OCC Students are more satisfied with their Administrative Preparation for transfer than with their Academic Preparation.

Oakland Community College
1999/00 Effectiveness Report on Transfer

Preliminary Report

Former OCC Student Satisfaction with Academic Preparation for Transfer



Analysis: The responses of this group of former students who have not received an OCC degree or certificate, but who have transferred to another post-secondary institution provide the first information about the attitudes of such OCC students concerning the transfer process. Previously, data regarding transfer was limited to the responses of OCC graduates. The data depicted in this chart was collected in the Non-Returning Student Survey in 1999 and 2000, where a series of questions about transfer-related issues were asked. These questions are also included in a revised version of the Graduate Follow-Up Survey so that the responses of graduates and non-completers can be compared beginning in 2001. Overall, results indicate that former students are satisfied with their Academic Preparation for transfer. These four items assessing Academic Preparation for transfer have been summed and form a scale representing overall satisfaction. Scores on each item range from 1 (very dissatisfied) to 4 (very satisfied). The mean overall score for Academic Preparation for transfer was 3.23. This is up slightly from the mean score from the previous academic year. Students were most satisfied with the preparation for courses within their major, and least satisfied with the preparation for workload expectations.

Satisfaction with Administrative Processes Related to Trans

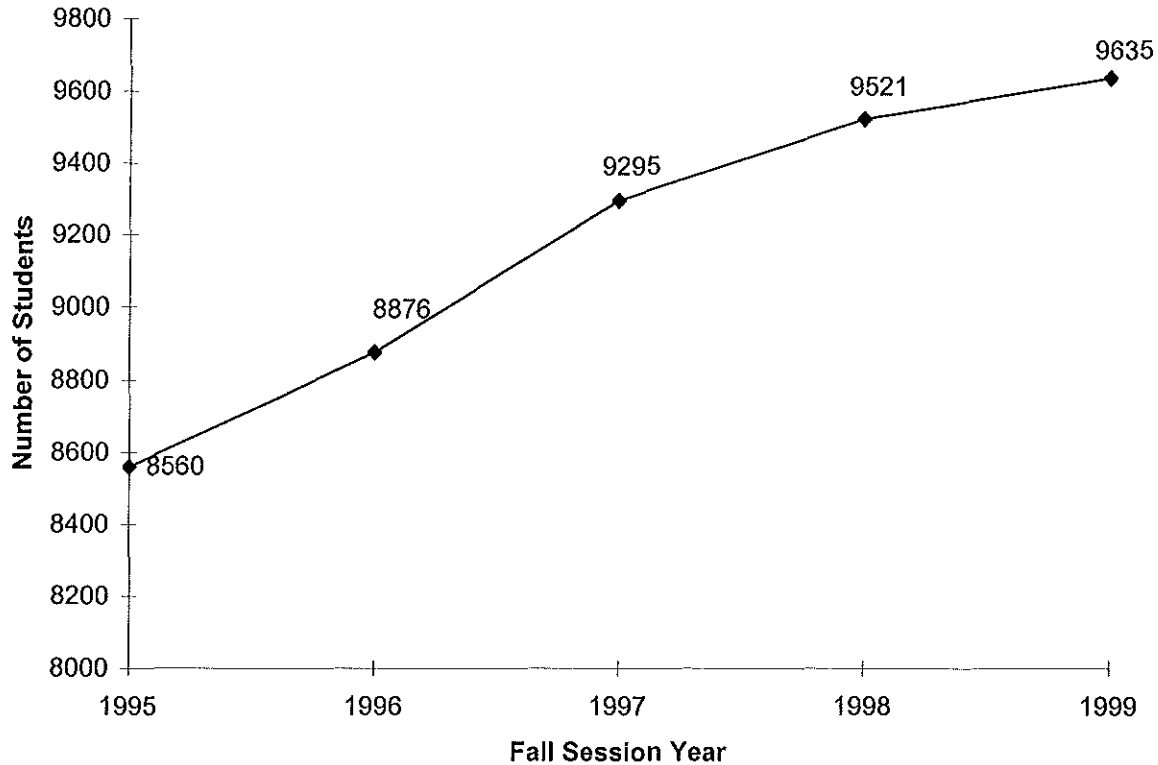
	<u>1998/99</u>	<u>1999/00</u>
Overall Scale Score - - Administrative Processes	3.28	3.15

	<u>1998/99</u>	<u>1999/00</u>
Overall Scale Score - - Academic Preparation	3.08	3.23

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Oakland Community College
1999 Effectiveness Report on Transfer

Preliminary Report
**5.1.1 Trend in Number of OCC Students Identifying Transfer as Their
Primary Educational Goal**



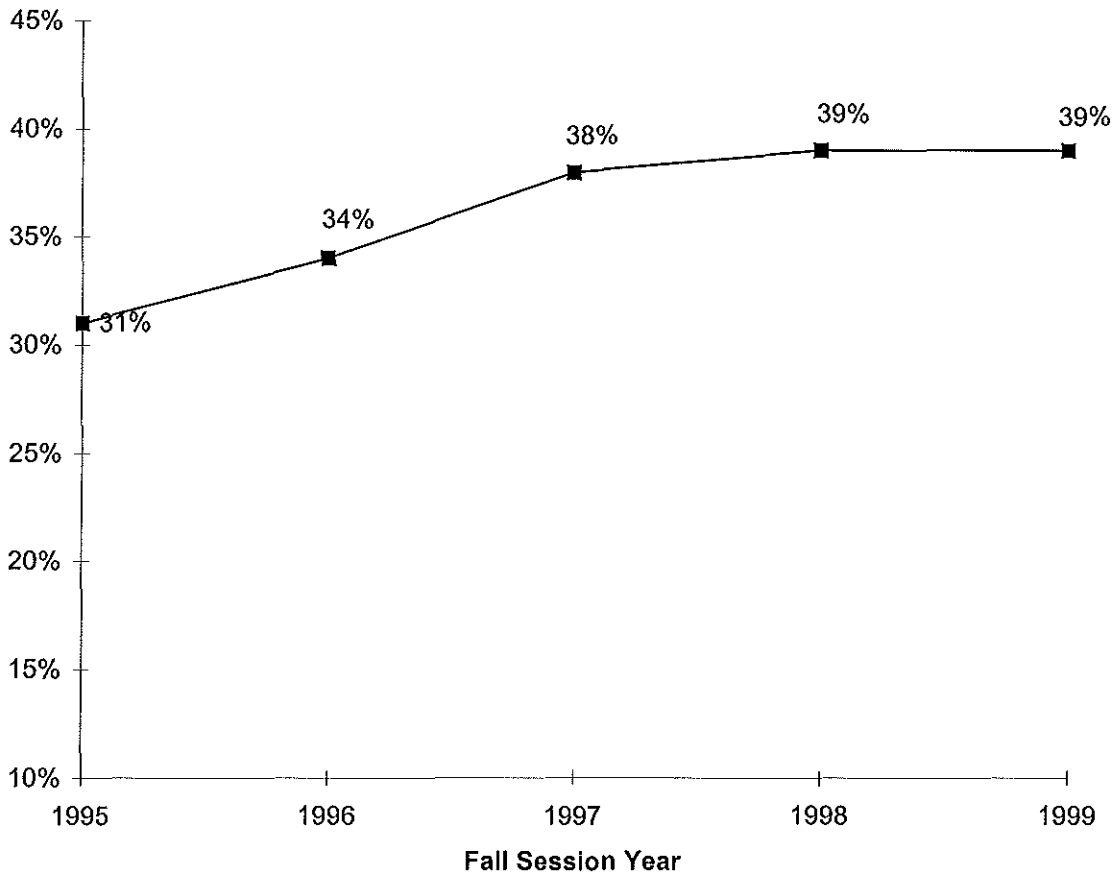
Analysis: Since the Fall of 1995, an increasing number of OCC students are registering for courses at the college identifying their primary educational goal as transfer to another post-secondary institution. This increase in the number of potential transfer students occurred despite the overall decrease in enrollment at OCC. For example, in the Fall Session of 1995, there were 27,129 students registered, whereas in 1998 there were 24,455 students registered during the same Session. Yet, there were almost 1,000 more students identifying transfer as their primary educational goal. These data indicate the increasing importance of transfer at OCC.

Implications:

Oakland Community College
1998 Effectiveness Report on Transfer

Preliminary Findings

5.1.1 Trend in the Percentage of Students Entering OCC Identifying Transfer as Their Primary Educational Goal



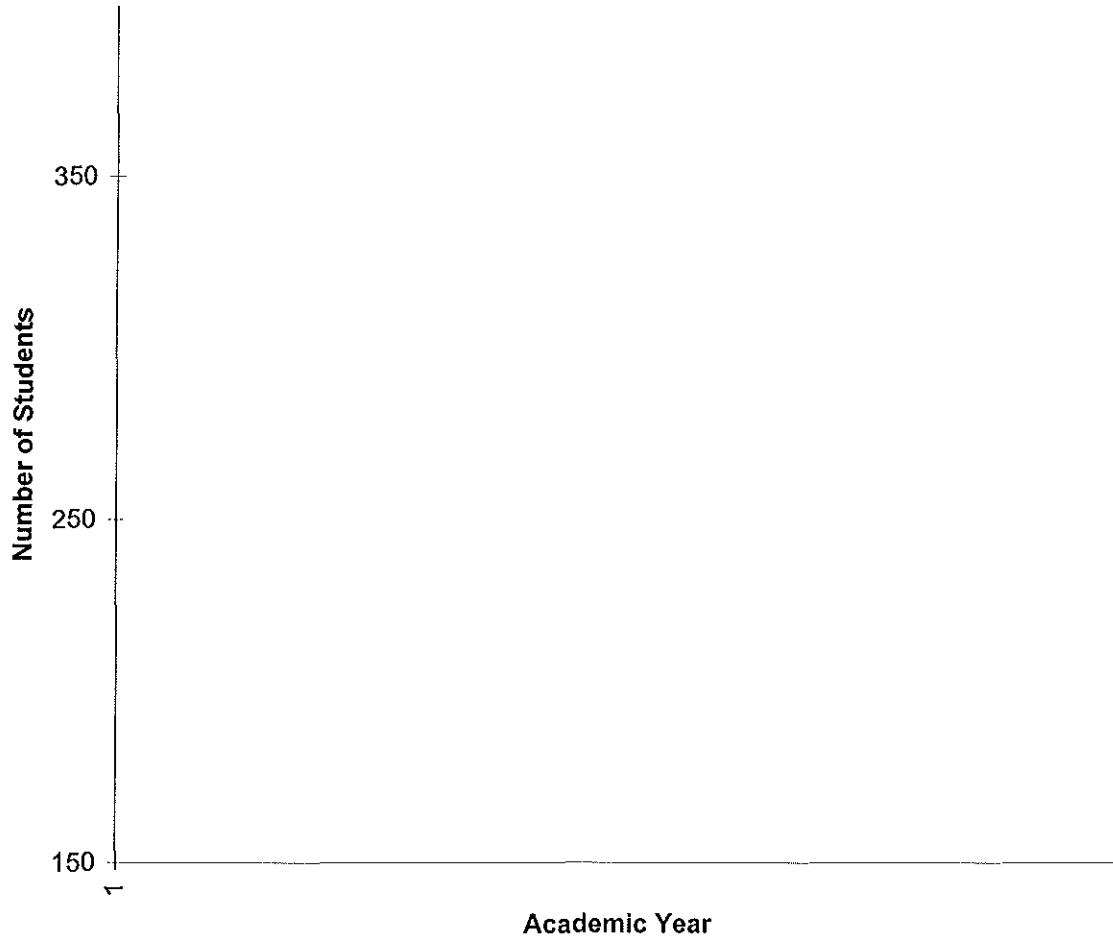
Analysis: When compared with other reasons for enrolling, there has been a slight increase in the percentage of OCC students who identify transfer as their most salient motivation for attending the college. Nearly 40% of students registered in the Fall Session of 1998 identified transfer as their primary educational goal, in contrast with 31% of students from the same Session in 1995. This increase in the percentage of students identifying the transfer goal is not due to a single source, but rather small declines in the other reasons for attending OCC. Students indicating their primary educational was to obtain a degree or a certificate at OCC decreased by 2% from 1994 to 1998. Students identifying obtaining or updating job skills as their primary educational goal increased by only 1% during this time period. There was no overall change in the percentage identifying personal enrichment as their most salient goal. These percentages point to the increasing significance of transfer for the college.

Implications:

Oakland Community College
1999 Effectiveness Report on Transfer

Preliminary Report

**5.1.1 Number of OCC Graduates Reporting an Intention to Transfer
to Another Post-Secondary Institution**



Analysis: According to information provided by OCC graduates, the number of them intending to transfer to another post-secondary institutions has fluctuated a good deal over the past ten years. The number of students reporting an intention to transfer peaked in the 1992/92 academic year. This desire on the part of OCC graduates may be related to the high unemployment rate and economic malaise which characterized the early part of the decade. As the economy improved, the number of students reporting a transfer desire has decreased, experiencing the largest decline in 1995-96.

Implications: