



OAKLAND  
COMMUNITY  
COLLEGE

# **2000/01 Institutional Effectiveness Preliminary Transfer Report**

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January 2001**

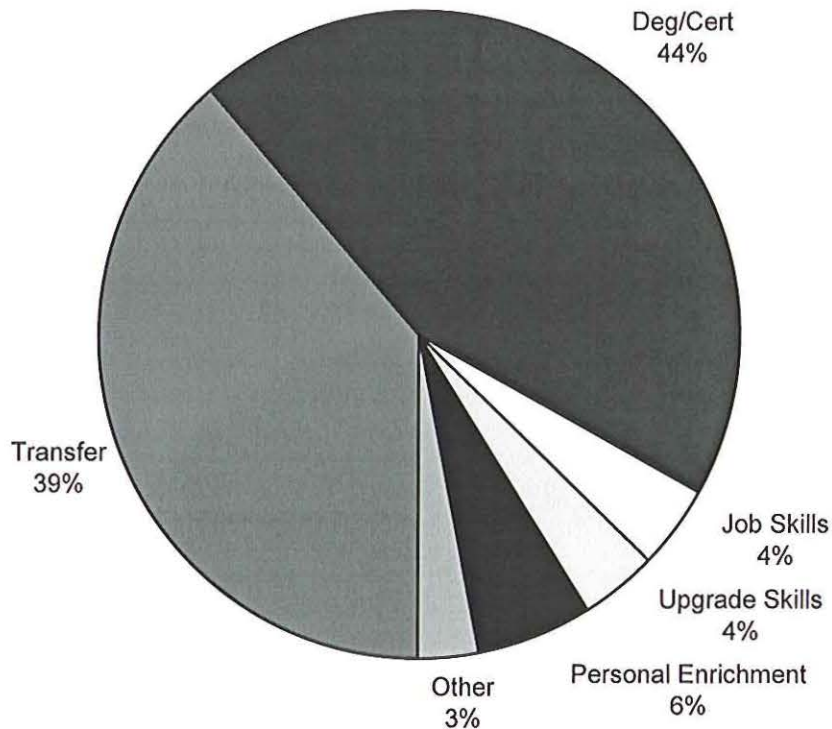
# Oakland Community College

## 2000/2001 Effectiveness Report on Transfer Students

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**Percentage of OCC Students Identifying Educational Goals When  
Registering for Fall 2000 Courses**

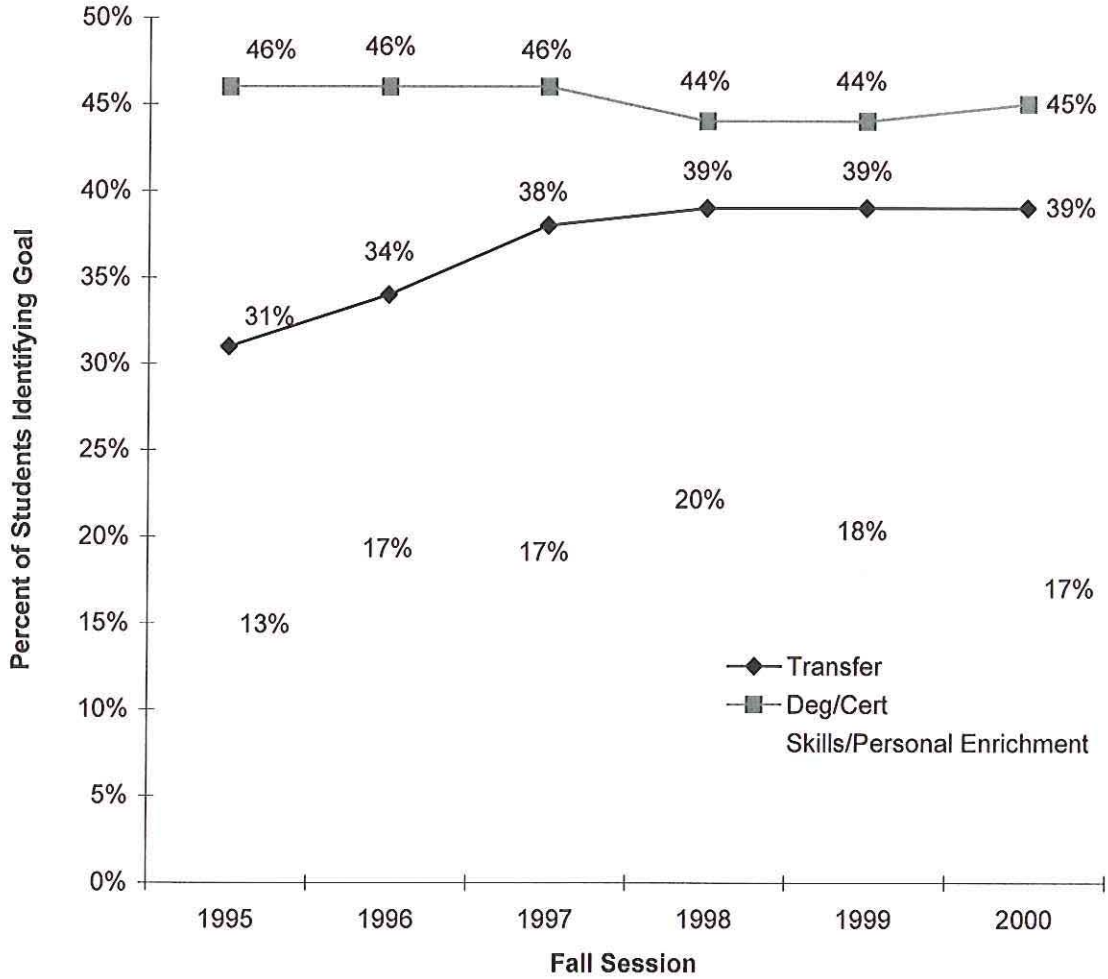


**Analysis:** As was the case in the previous version of the Transfer Effectiveness Report, little has changed over the past academic year regarding the goals of registering OCC students. When compared with other reasons for enrolling, there has been a slight increase in the percentage of OCC students who identify transfer as their most salient motivation for attending the college over the last nine years. There was no change, however, from 1999 to 2000. 39% of students registered in the Fall Session of 1999 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 2000 Session. There was no 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. Currently, discussion is under way to include two new categories - transfer with an OCC Degree/Certificate and transfer without.

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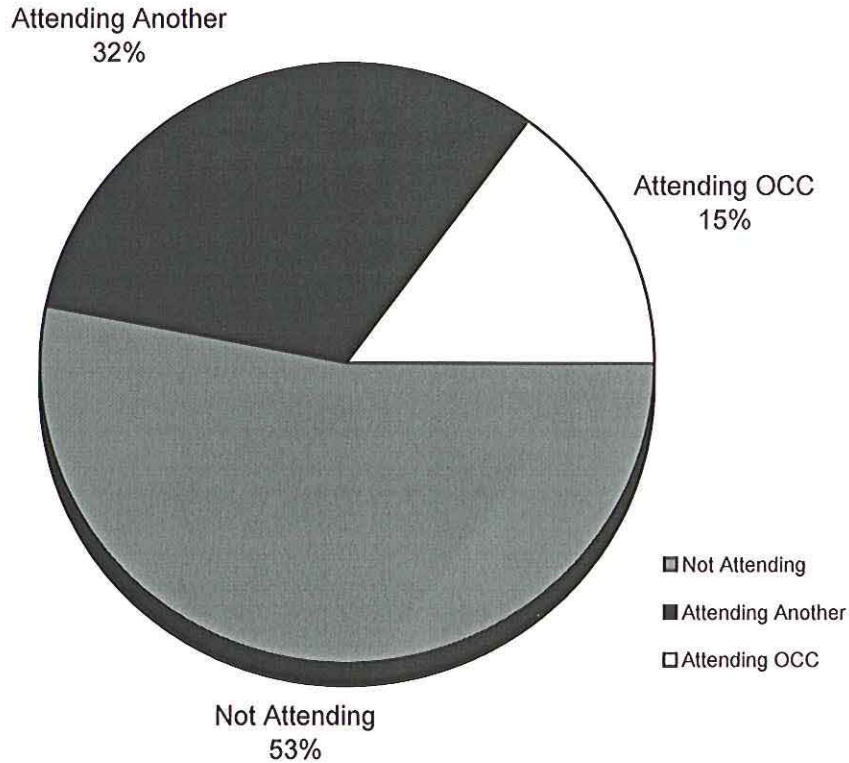
Trend in Educational Goals of Students Registering for Courses at  
OCC



**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 2000, 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. The proportion of students identifying each goal is identical to those levels in 1998. This measure has been stable for the past three years this report was produced.

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**Trend in Percentage of OCC Graduates Who Have Transferred to A  
Post-Secondary Institution**



**Analysis:** This graph is the first year for this measure. On the new version of the OCC Graduate Follow-up Survey, students are asked what their current educational activities are. Here we see that about half of the 1998/99 graduates reported they were engaged in some form of post-secondary education within one year of graduation. Of those students attending an educational institution, about 32% are going to another institution besides OCC.

About 15% of students have returned to OCC for additional classes. Their reasons for doing so include (listed from most to least often mentioned) 1. Personal Enrichment 2. Gain Skills to Advance in their Current Job 3. Gain Skills to Accomplish Current Job 4. Gain Skills to Locate a Job in the Same Field as Their Degree/Certificate 5. Gain Skills to Locate a Job in a Field as Their Degree/Certificate. It will be interesting to see what occurs with this measure over the next few years in terms of the number people who attend an educational institution after graduating from OCC.

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**Institutions Where OCC Graduates Were Most Likely to Continue Their  
Education**

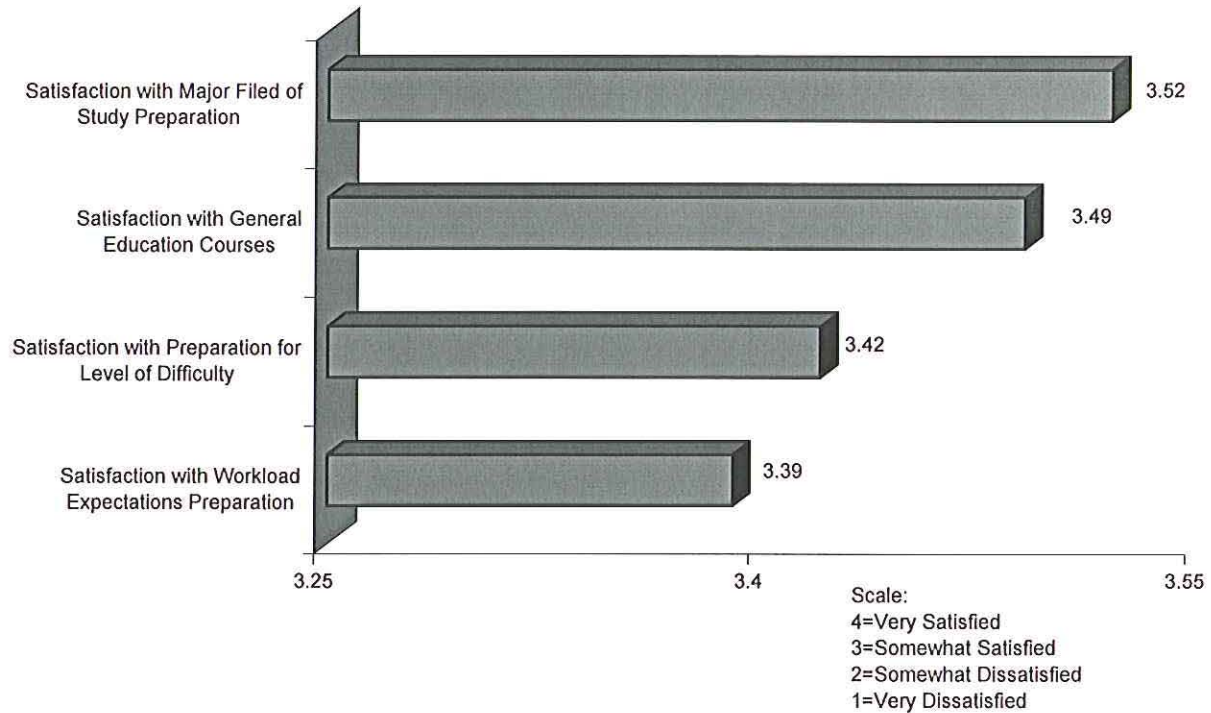
From a sample of 1998/99 Graduates who reported continuing their education within one year of graduation, graduates were attending the following institutions:

OCC	25%
Oakland Univ.	23%
Wayne State Univ.	14%
Eastern Michigan	6%
Walsh College	5%
U of M Dearborn	5%
Madonna Univ.	4%
U of M Flint	3%
Baker College	3%
Central Michigan	3%
U of Detroit Mercy	2%
U of M Ann Arbor	2%
U of Phoenix	2%
Lawrence Tech	2%
Western Michigan	1%
Michigan State	1%

**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. Excluding OCC the top five transfer institutions are Oakland, Wayne, Eastern, Walsh, and U of M Dearborn. Together, the top 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.

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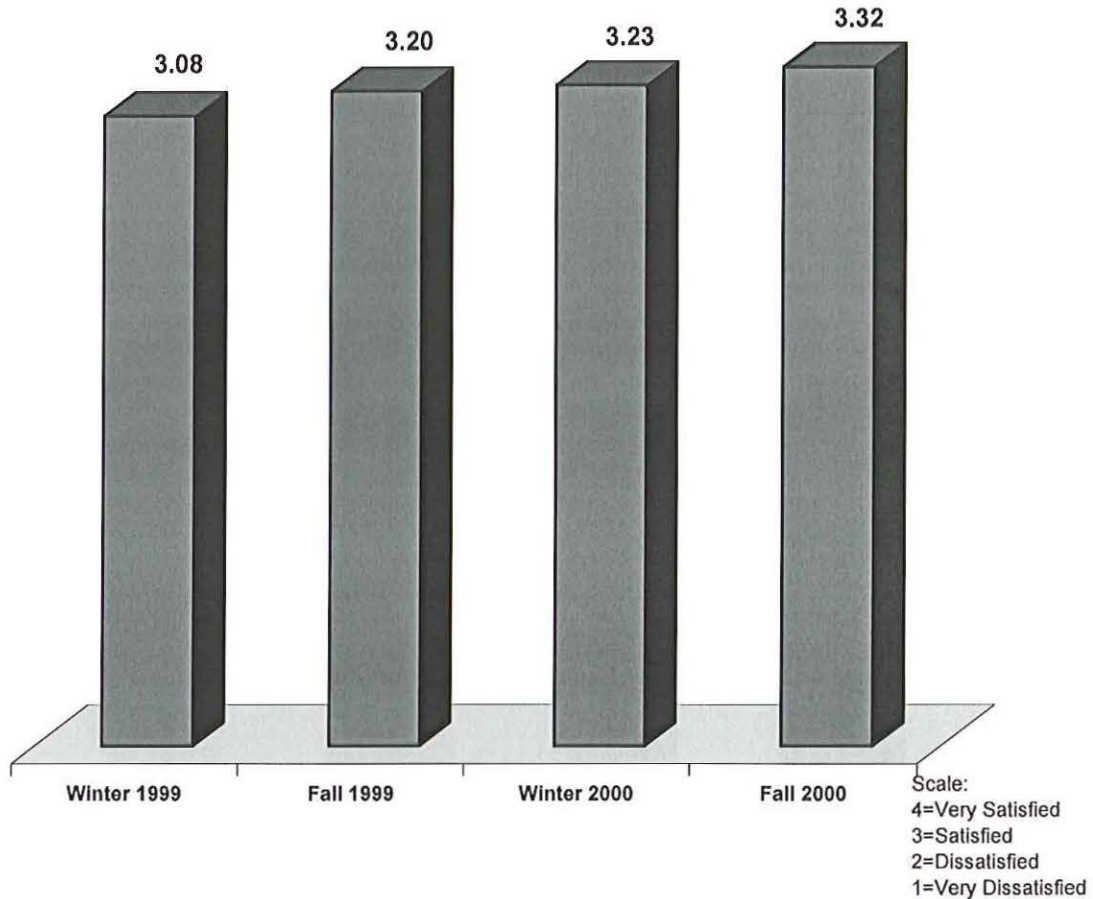
**Graduate Satisfaction with Academic Preparation for Transfer**



**Analysis:** Overall, results indicate that OCC Graduates are quite satisfied with the Academic Preparation process for transfer. Four items assessing Academic Preparation are included as part of the graduate follow-up survey. These questions are only answered by those students who have since transferred to another post-secondary institution since their graduation date. Scores on each item range from 1 (very dissatisfied) to 4 (very satisfied). Students were most satisfied with the preparation they received in their major field of study, and were least satisfied with the workload preparation. In the main, OCC Students are similarly satisfied with their Non-Academic Preparation for transfer and their Academic Preparation.

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**Non-Returning Student Satisfaction with Academic Preparation for Transfer**

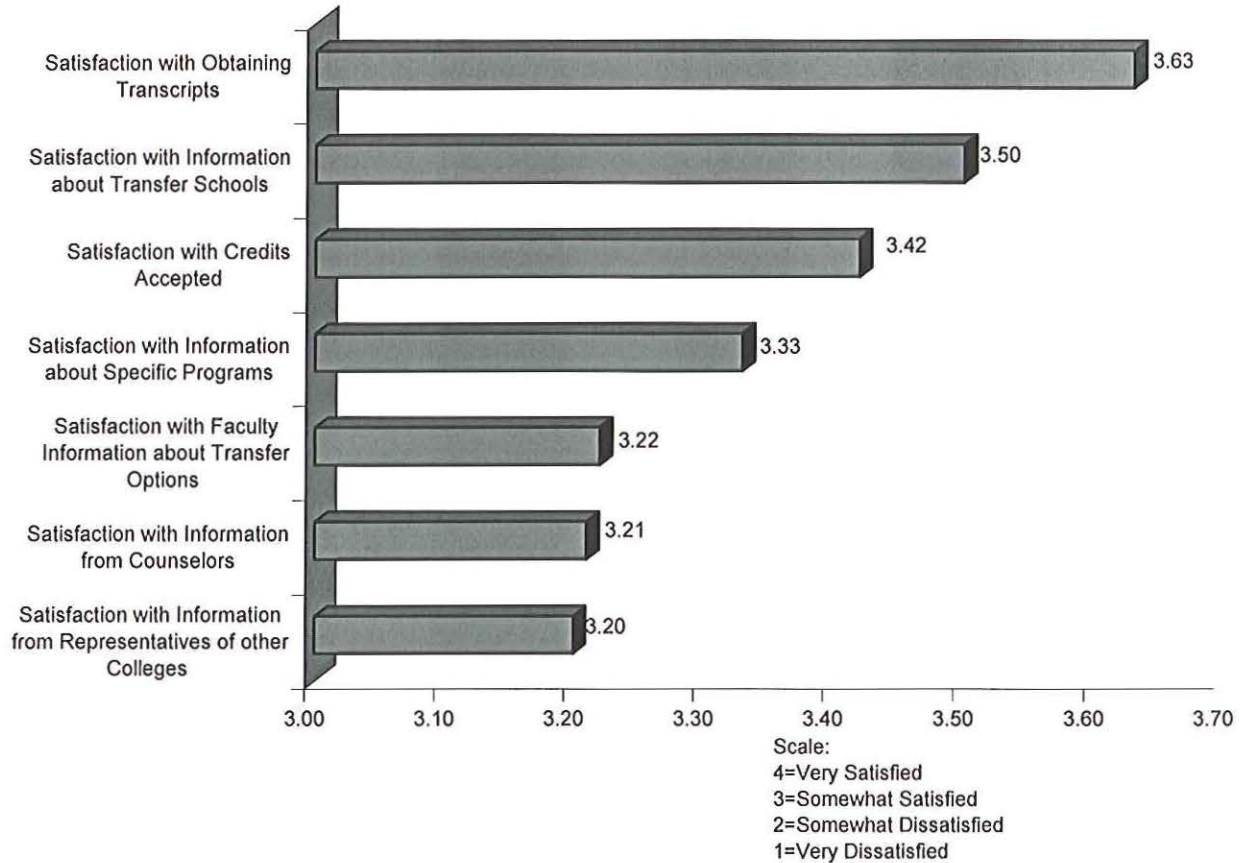


**Analysis:** The responses of this group of former students who have not received an OCC degree or certificate, but who have transferred to another post-secondary institution provide the first information about the attitudes of such OCC students concerning the transfer process. Previously, data regarding transfer was limited to the responses of OCC graduates. The data depicted in this chart was collected in the Non-Returning Student Survey from Winter 1999 through Fall 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 3.32. Student satisfaction with their academic preparation increases the longer the student is enrolled at OCC.



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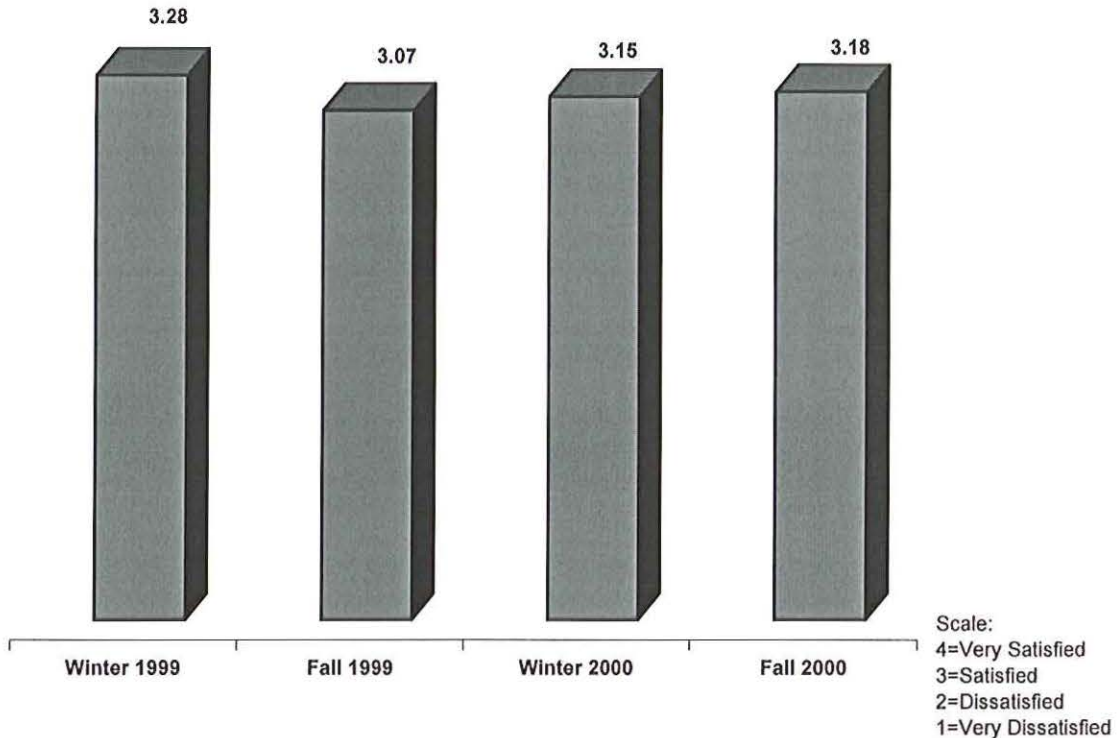
**Graduate Satisfaction with Non-Academic Preparation for Transfer**



**Analysis:** Overall, results indicate that OCC Graduates are quite satisfied with the Non-Academic process for transfer. Seven items assessing Non-Academic Preparation are included as part of the graduate follow-up survey. These questions are only answered by those students who have since transferred to another post-secondary institution since their graduation date. Scores on each item range from 1 (very dissatisfied) to 4 (very satisfied). Students were most satisfied with the process of obtaining transcripts from OCC and least satisfied with information from representatives of other colleges available on the OCC Campuses. In the main, OCC Students are similarly satisfied with their Non-Academic Preparation for transfer and their Academic Preparation.

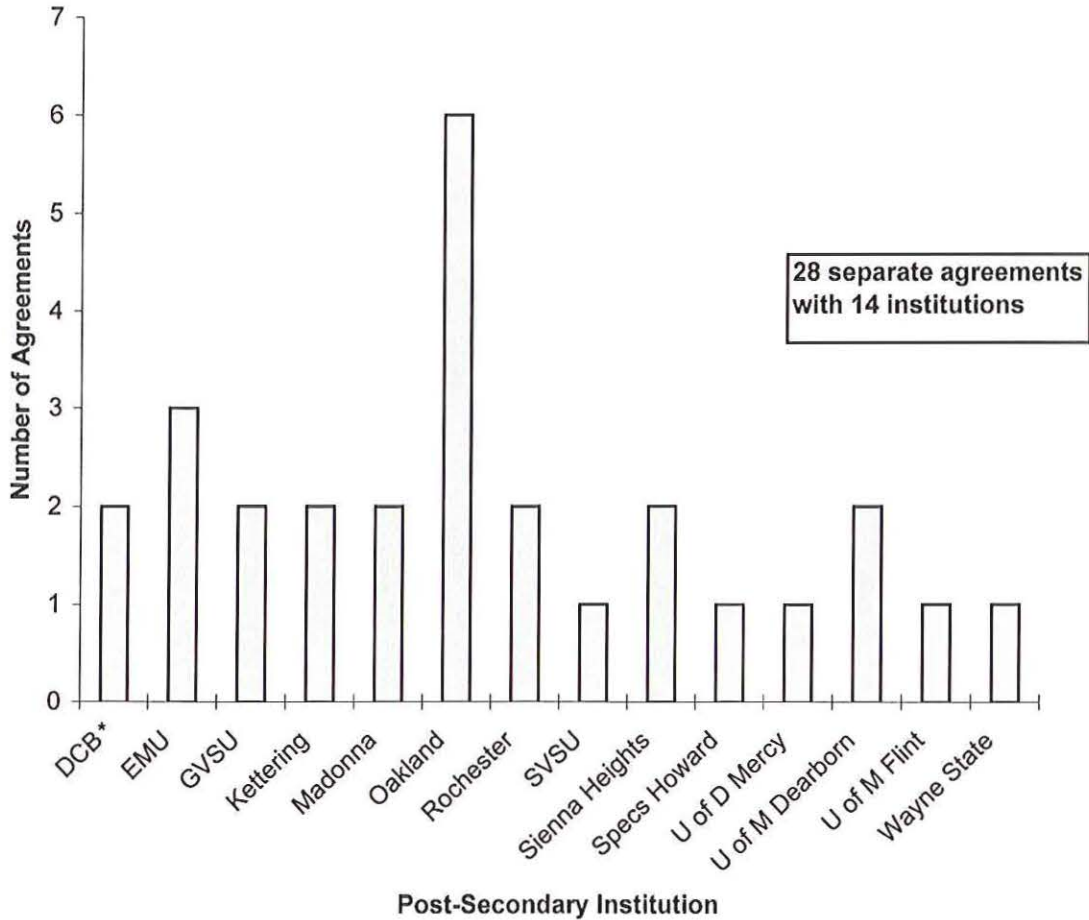
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**Non-Returning Student Satisfaction With Non-Academic Preparation for Transfer**



**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 from the **Non-Returning Student Survey** during Winter 1999 through Fall 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 Non-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 Non-Academic Preparation for transfer was 3.18 for the most recent academic semester. Overall, OCC Students are more satisfied with their Academic Preparation for transfer than with their Non-Academic Preparation.

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

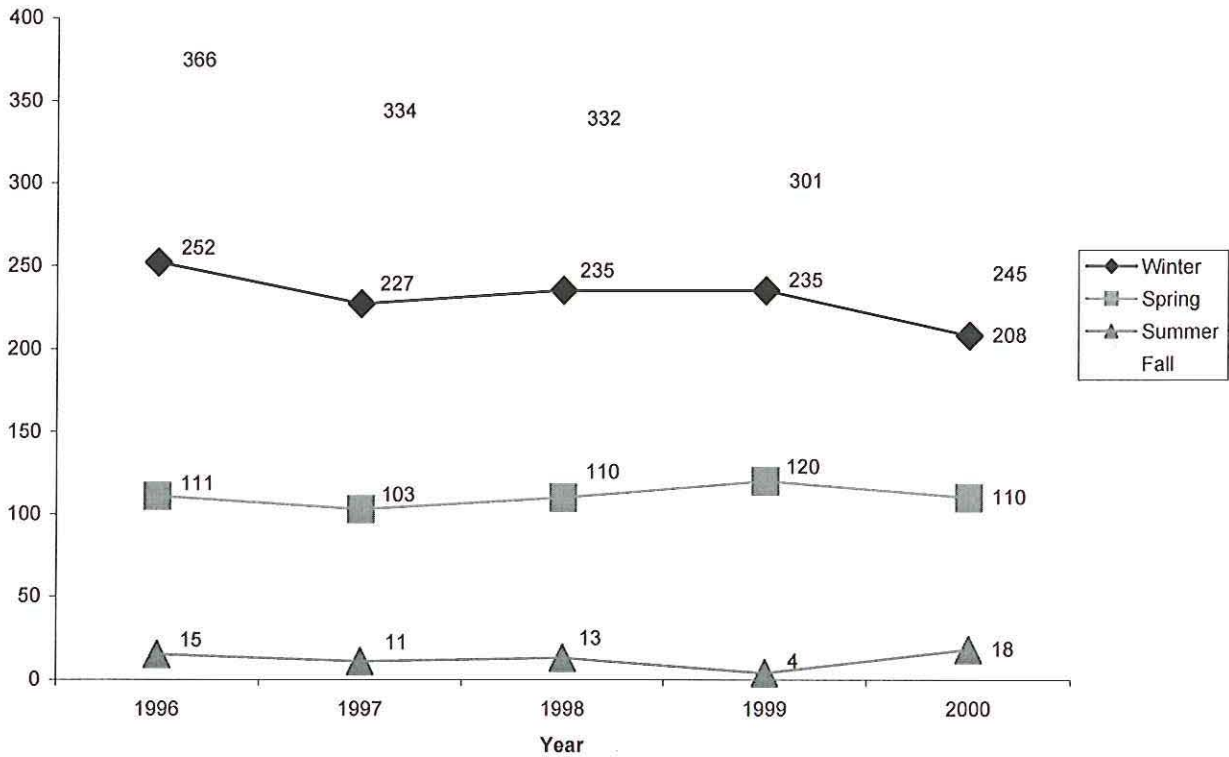


**Analysis:** OCC has formal articulation agreements with 14 local post-secondary institutions ranging from small private colleges to large state institutions. These agreements specify, in detail, the coursework to be taken both at OCC and at the transfer institution. These agreements also represent 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.

\*Detroit College of Business recently merged with Great Lakes College and Davenport College to become Davenport University. Agreements formerly made with DCB are under review with the new merged institution.

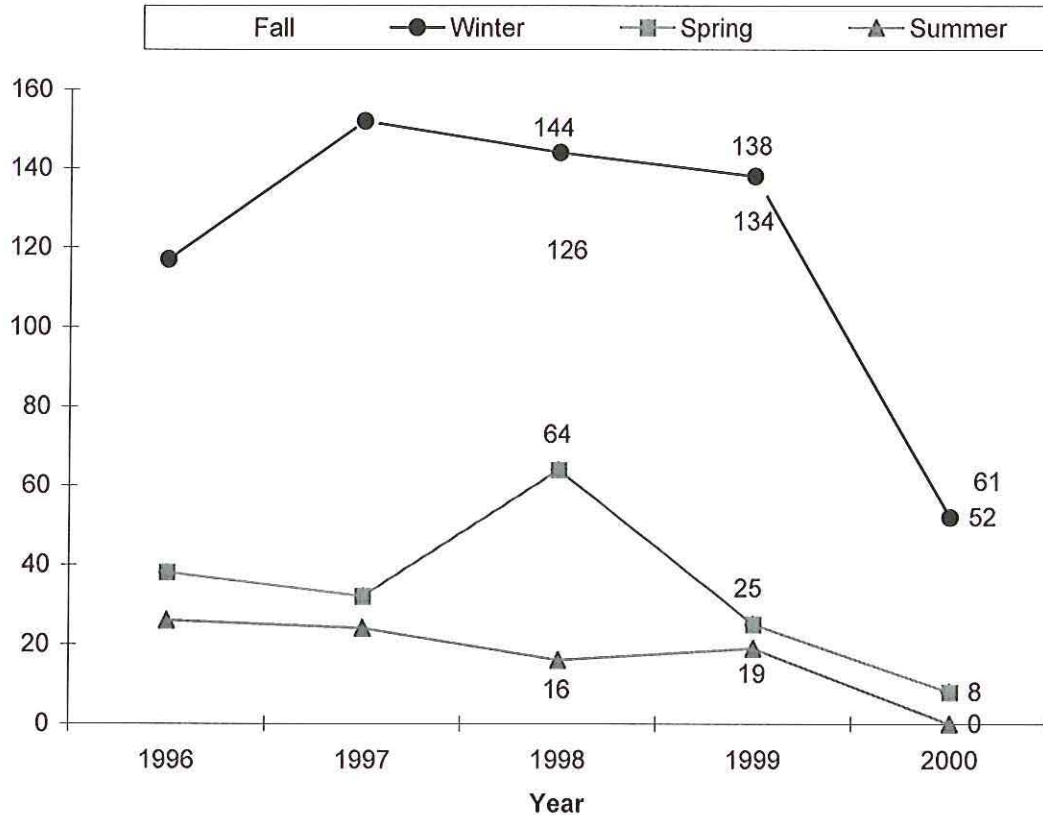
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**Trend in the Number of OCC Students Participating in Internships and Cooperative Experiences**



**Analysis:** Over the past five academic years, there has been a consistent absolute decrease in the number of OCC students participating in Internships and Cooperative Learning. 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. The largest decline in the number of participants over the past five years has been in the Fall Session. 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.

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**Trend in Number of OCC Students Participating in Apprenticeship Courses**



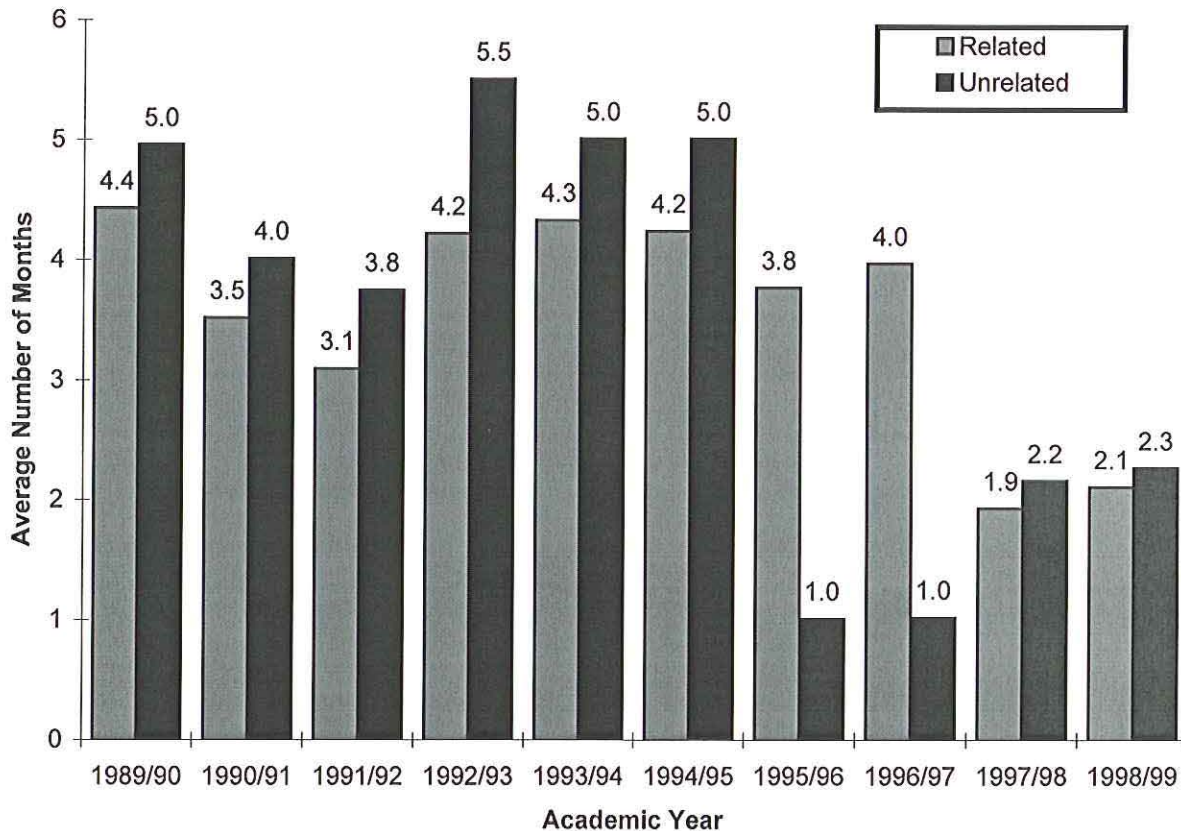
**Analysis:** Between 1996 and 2000, the enrollment in Apprenticeship courses has fluctuated from year to year to a greater extent than the figures from Internships and Cooperative Learning. There has been a dramatic decrease in the enrollment for all Sessions in the year 2000. Overall, a very small percentage of the overall student population participates in Apprenticeship programs. Less than 1% of OCC Students were enrolled in Apprenticeship courses since 1998. It should be stressed, however, that Apprenticeship programs are restricted in terms of the number of students who may participate. It is not represented in these figures what impact these restrictions may have on enrollment in Apprenticeship Programs at OCC. A complete listing of the course numbers included in this graphic is an addendum to this report. As a note for the final version of this 200/01 Effectiveness Report, a full review of the course sequence numbers will be conducted to assess what role this might have played in this steep drop in enrollment.

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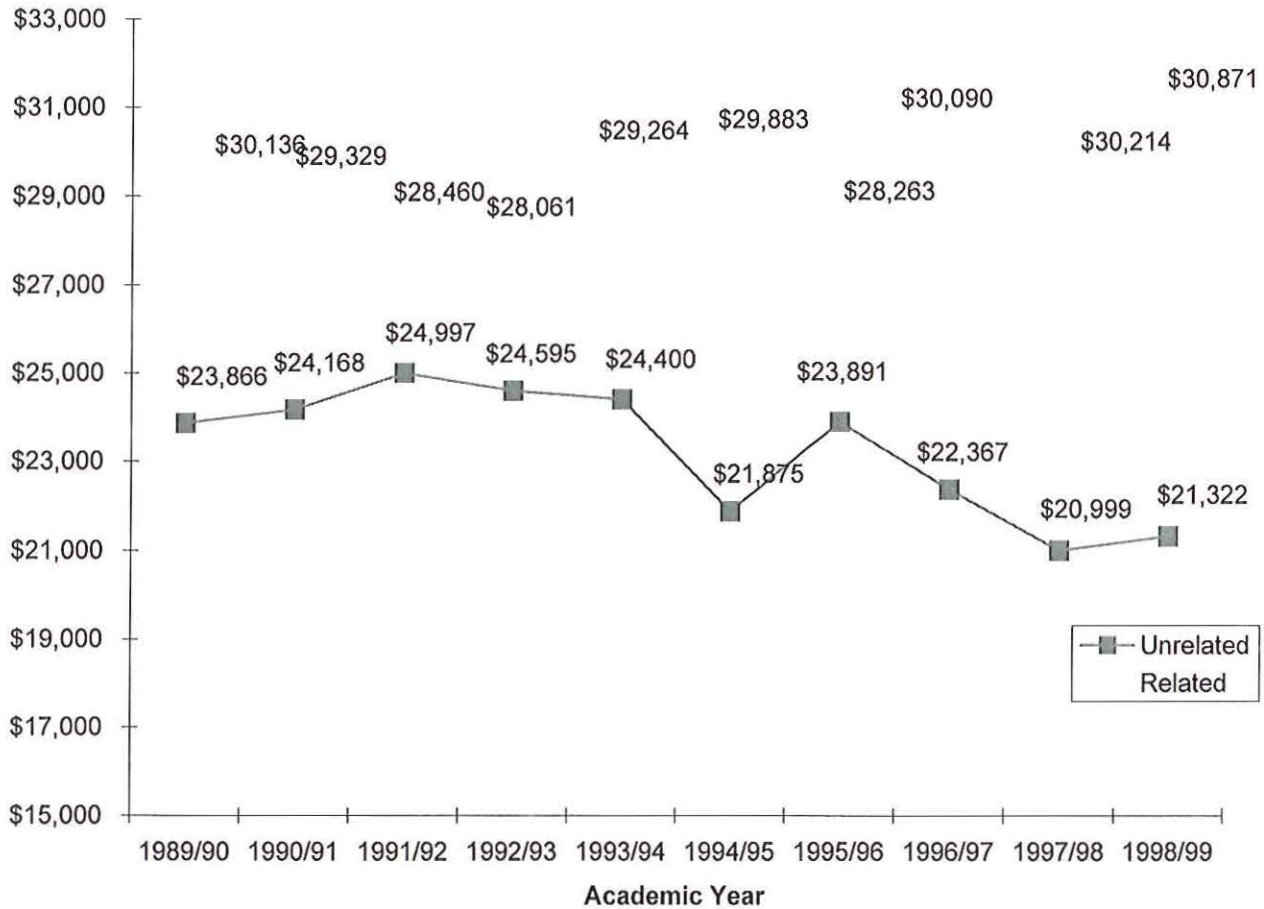
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**Trend in Average Number of Months for OCC Graduates to Find Employment**



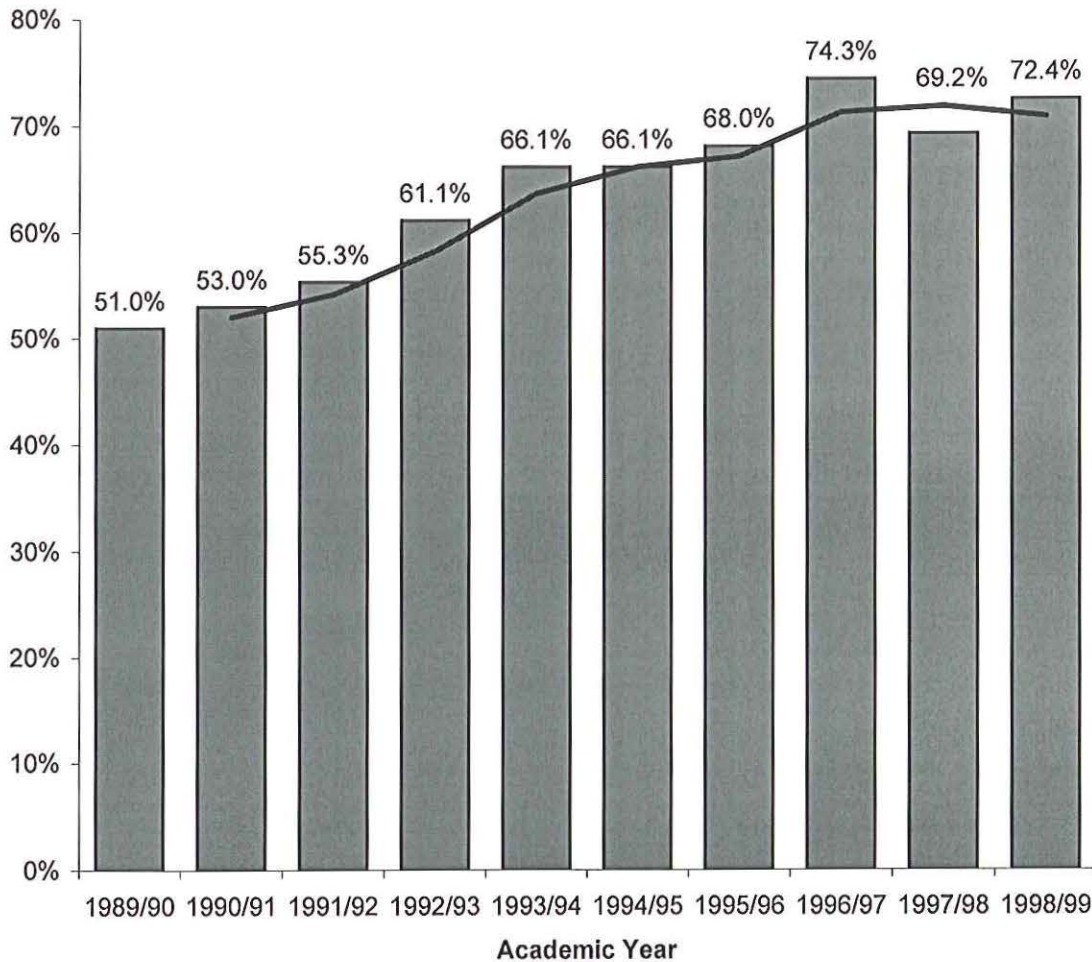
**Analysis:** In previous years, OCC graduates spent an average of 4 months looking for a job after graduation. However, for graduates in 1998/99, this time was quite cut to about half - approximately 2 months for those finding work in occupations related to their OCC degree or certificate. This decline 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 ten academic years.

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**Trend in Average Annual Salary of OCC Graduates**



**Analysis:** The salaries of OCC graduates has been relatively stable over the past ten academic years, but of the year 1998/99 there was a slight jump in the average annual salary for both those in related and unrelated occupations. Over the past three academic years, there has been a slight increase in the salaries of OCC graduates who work in an occupation related to their OCC degree or certificate. The salary figures here are reported in 1998 dollars, and all values have been adjusted to reflect the national value in that year. As was evident in previous years, OCC graduates who are in jobs somewhat or highly related to their program of study earned significantly more money than those graduates in unrelated jobs. For the 1998/99 academic year, that difference is at its greatest for the past ten years. In the 1998/99 year, over 70% of OCC graduates are employed in jobs somewhat or highly related to their program. This augurs well for their earning potential in their chosen field of study. In addition, this salary information was compiled only one year following their date of graduation. A note of caution is important to include in this analysis. This is a self-reported measure of income so interpret these data with that factor in mind. Questions about salary are highly personal and many people leave this question blank. In the next year, we hope to have additional information about salary from the Michigan Department of Labor.

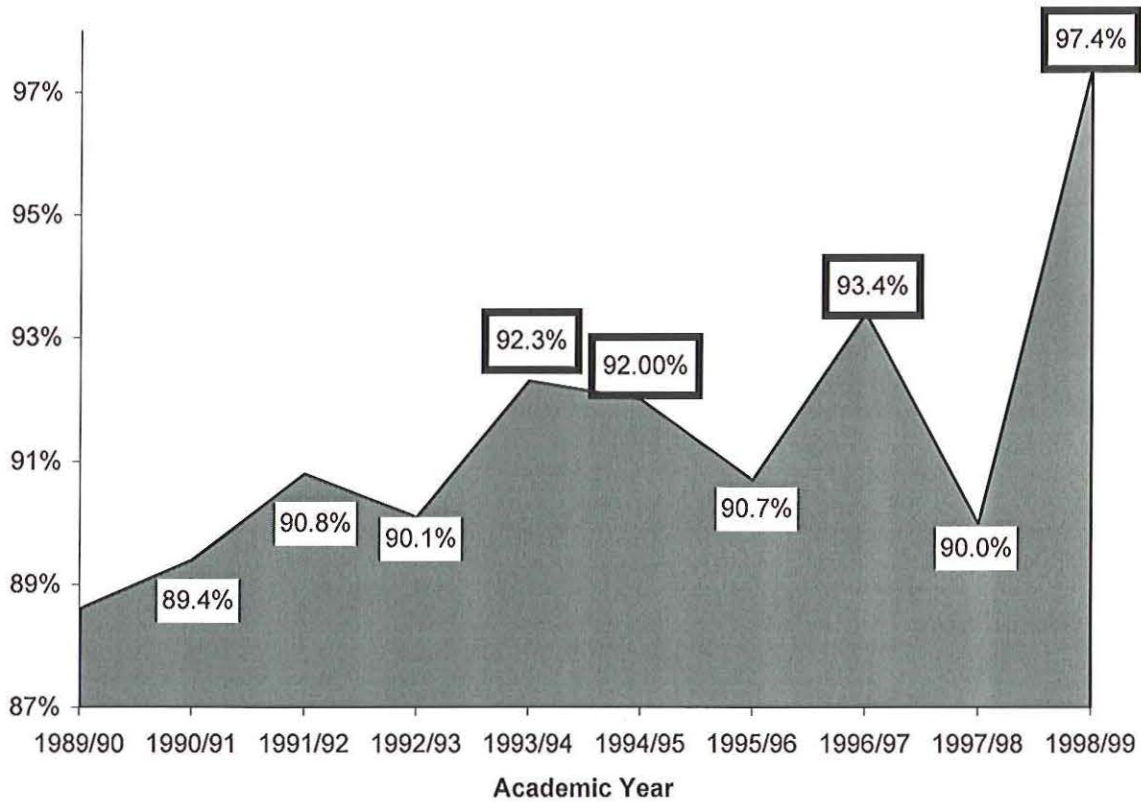
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**Trend in Percentage of OCC Graduates in Somewhat or Highly  
Related Occupations**



**Analysis:** There has been a steady increase in the percentage of OCC graduates employed in somewhat or highly related occupations over the past ten years. The slight decrease in that percentage exhibited in 1997-98, has rebounded to a 72.4% of graduates who are employed in occupations that are somewhat or highly related to their OCC program. In terms of specific curriculum clusters, Allied Health and Computer Science graduates have the greatest percentages in the somewhat related and highly related occupation responses. In addition, those with Business Degrees and Certificates also have a high percentage of people employed in somewhat or related occupations.



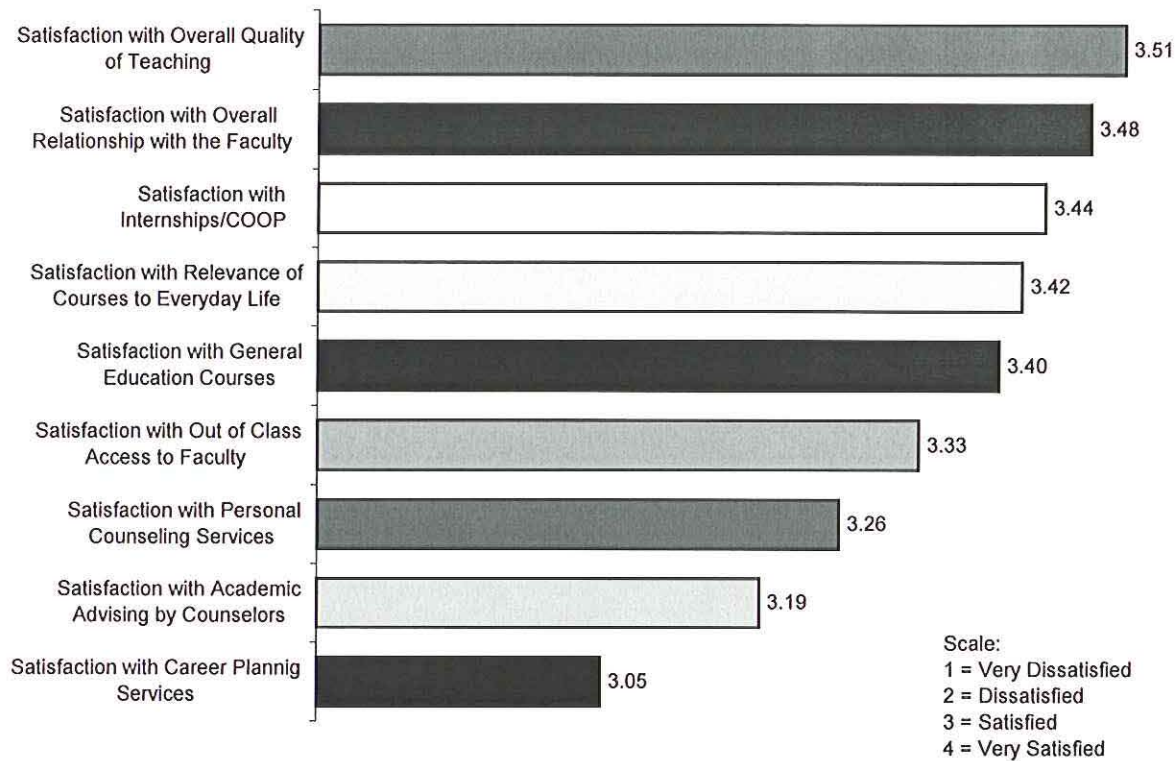
*PRELIMINARY*  
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2000/01 Effectiveness Report on Occupational and Technical Programs  
**Trend in Percentage of OCC Graduates Satisfied or Very Satisfied  
With Courses in Major**



**Analysis:** Overall the percentage of OCC graduates satisfied or very satisfied with the courses in their major field of study has remained quite stable over the past ten academic years. All curriculum clusters had high levels of satisfaction in general, but the Business and Allied Health Clusters had the largest percentage of graduates in the satisfied or very satisfied categories over the course of the past ten years. The percentage satisfied or very satisfied with courses in their major for 1997/98 was down slightly from the levels in the previous years, but this figure rebounded in the 1998/99 period and increased to its highest level in ten years. In addition, few people are dissatisfied with their OCC experience, only about one percent of OCC graduates indicated that they were dissatisfied or very dissatisfied with the courses in their major field of study in 1998/99.

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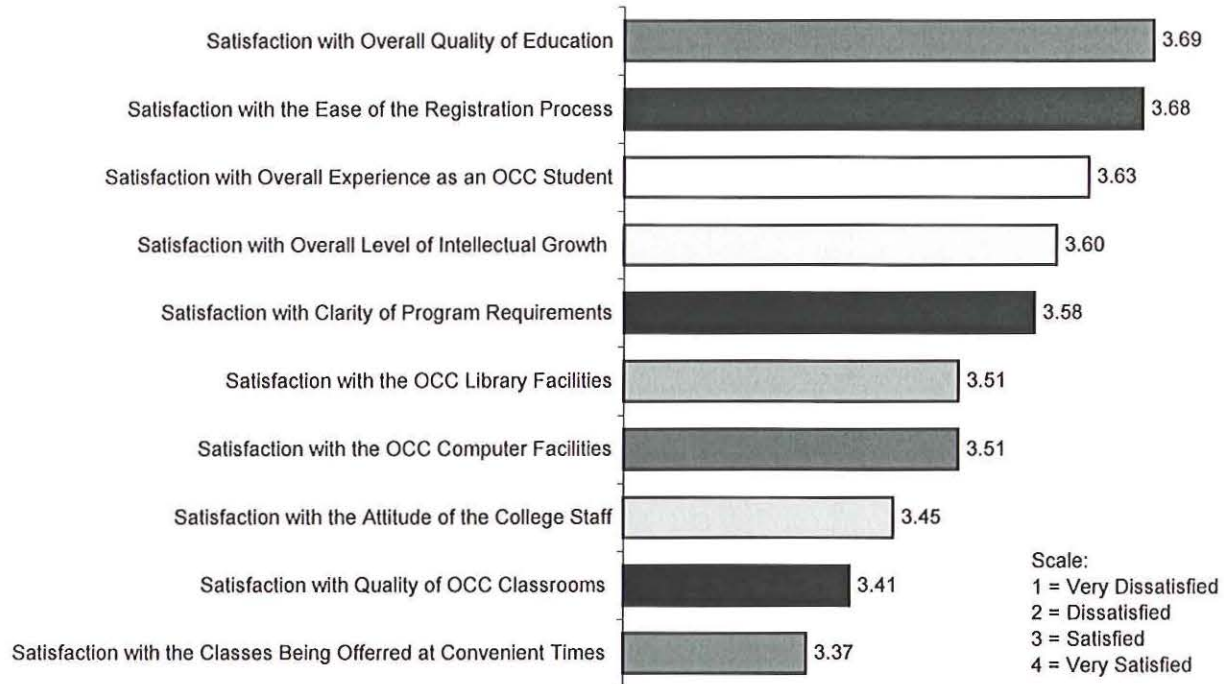
**Satisfaction of OCC Graduates with Academic Features of the College**



**Analysis:** This is a new measure for the Occupational and Technical Education Report for 2000/01. As a result of changes in the Graduate Follow-Up Survey, a number of additional questions were added to discover the opinions of graduates about a wide range of college features. The scale for the items ranged from 1 (Very Dissatisfied) to 4 (Very Satisfied). The chart above reveals the mean scores for each of nine items relating to academic features of the college. Overall, satisfaction is quite high on all measures. The lowest scoring measure is 'Satisfaction with Career Planning Services', while the highest scoring measure is the 'Satisfaction with the Overall Quality of Teaching'. As the years progress, future iterations of this measure will reveal data with an over time orientation. It should be noted that this information is from OCC graduates, and their levels of satisfaction with the college may be quite different than those people who opted to leave the college prior to graduation.

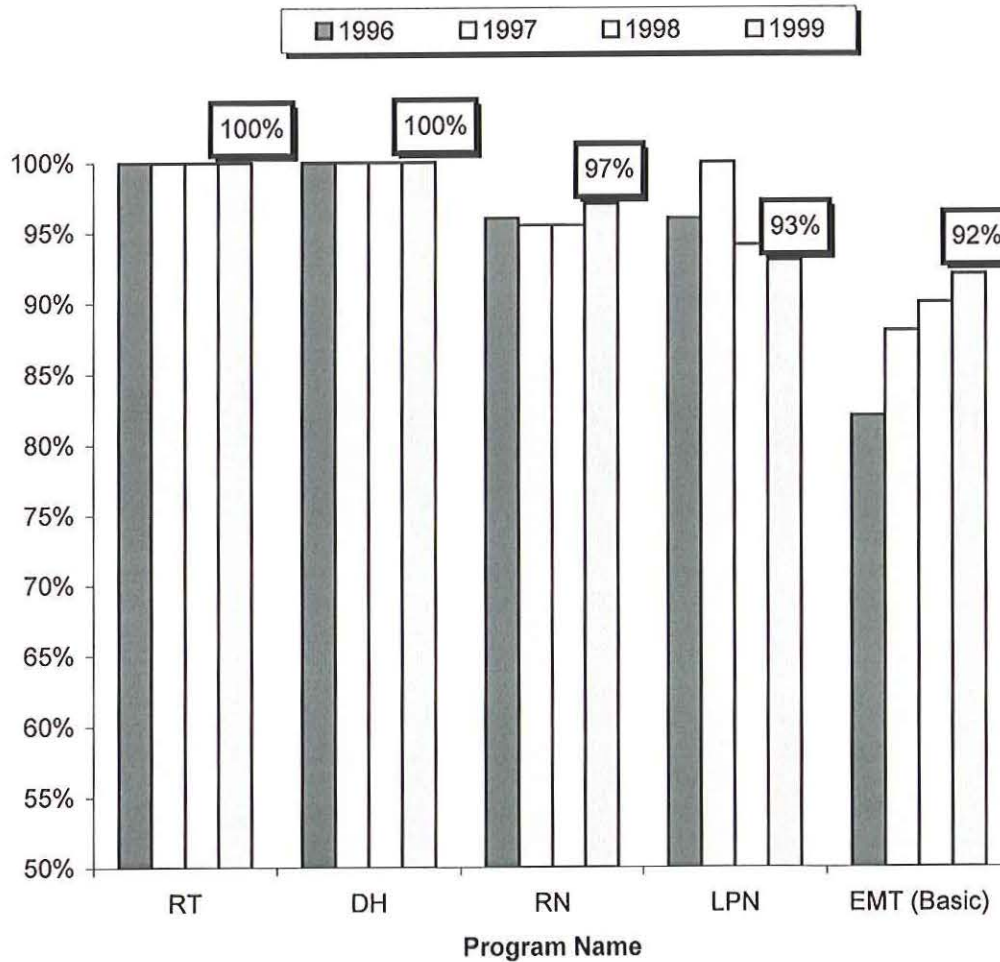
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**Satisfaction of OCC Graduates with General Features of the College**



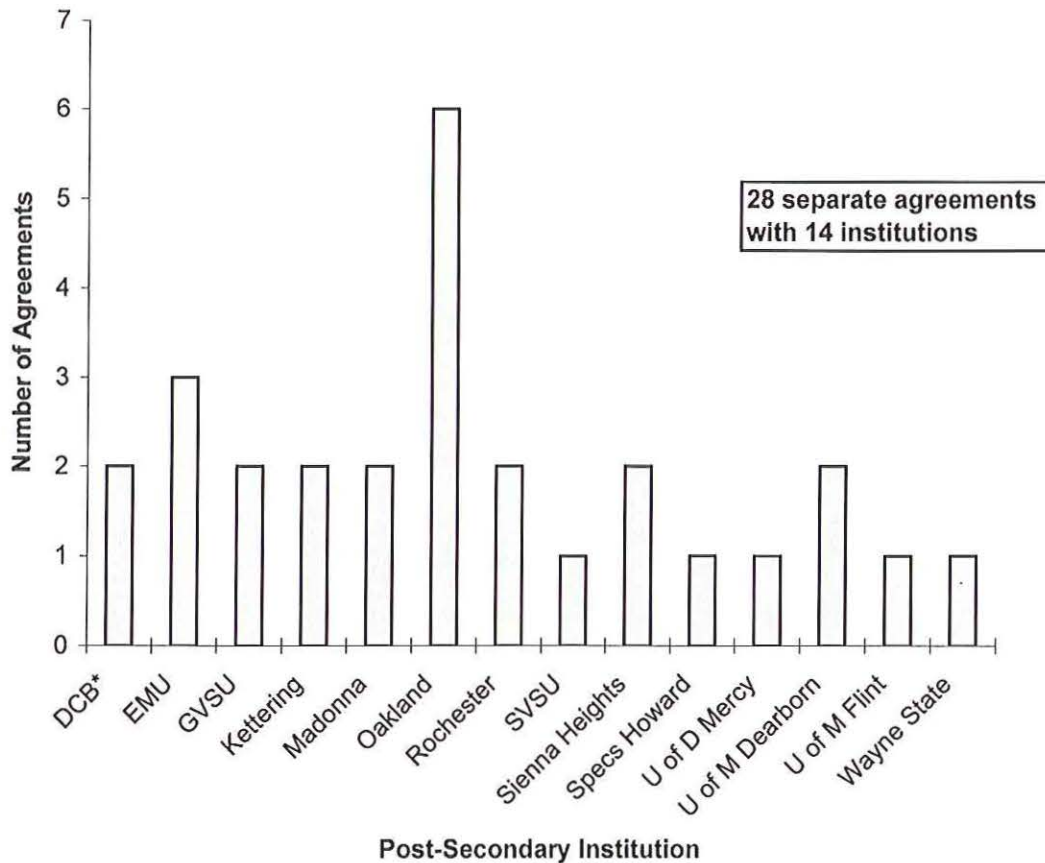
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*PRELIMINARY*  
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 2000/01 Effectiveness Report on Occupational and Technical Programs  
 Trend in Percentage of OCC Students Passing Licensure Exams



**Analysis:** The trend over the past four year for passage rates for Licensure Exams for the programs: Radiologic Technology (RT), Dental Hygiene (DH), and Registered and Licensed Practical Nursing (RN/LPN) and Basic EMT is overwhelmingly positive. Nearly every OCC graduate who has taken the exam over the last four years have passed. In addition, these percentages are derived from the large number of OCC graduates who have taken their respective licensure exams. For example, over 25 students in the Dental Hygiene program have taken and passed the licensure exam for each of the past four years. These numbers indicate the quality of these programs. All four programs appear to prepare graduates well to succeed in their professions. Some of these programs have developed additional questions to for their graduates to assess more specific details of their programs. This information is available from the Office of Institutional Research, which conducts these program-specific surveys with the annual survey of graduates.

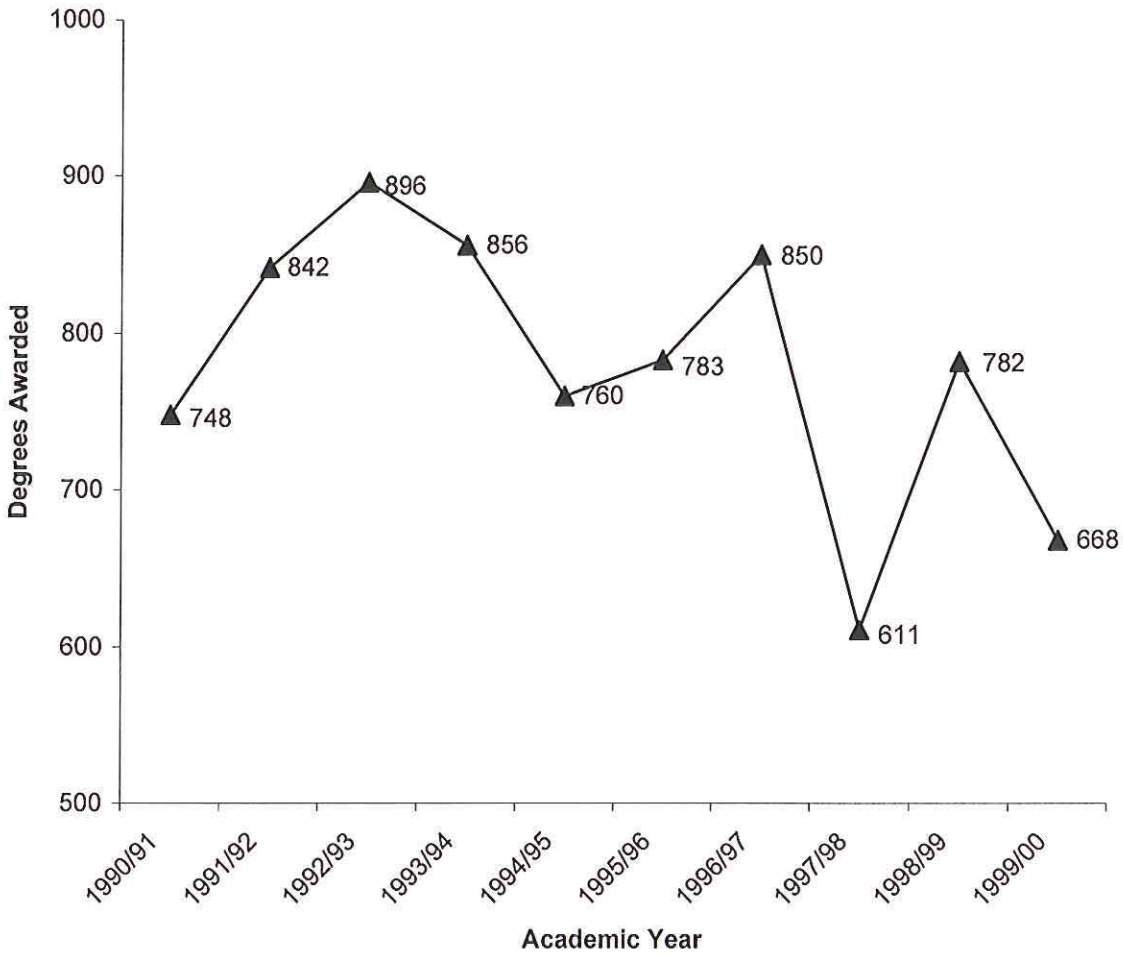
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**2000/01 Effectiveness Report on Occupational and Technical Programs**  
**Number of Post-Secondary Institutions That Have Formal**  
**Articulation Agreements with OCC**



**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.

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**2000/01 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 1992-93 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 ten 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 largest number of degrees when compared with every other individual cluster.

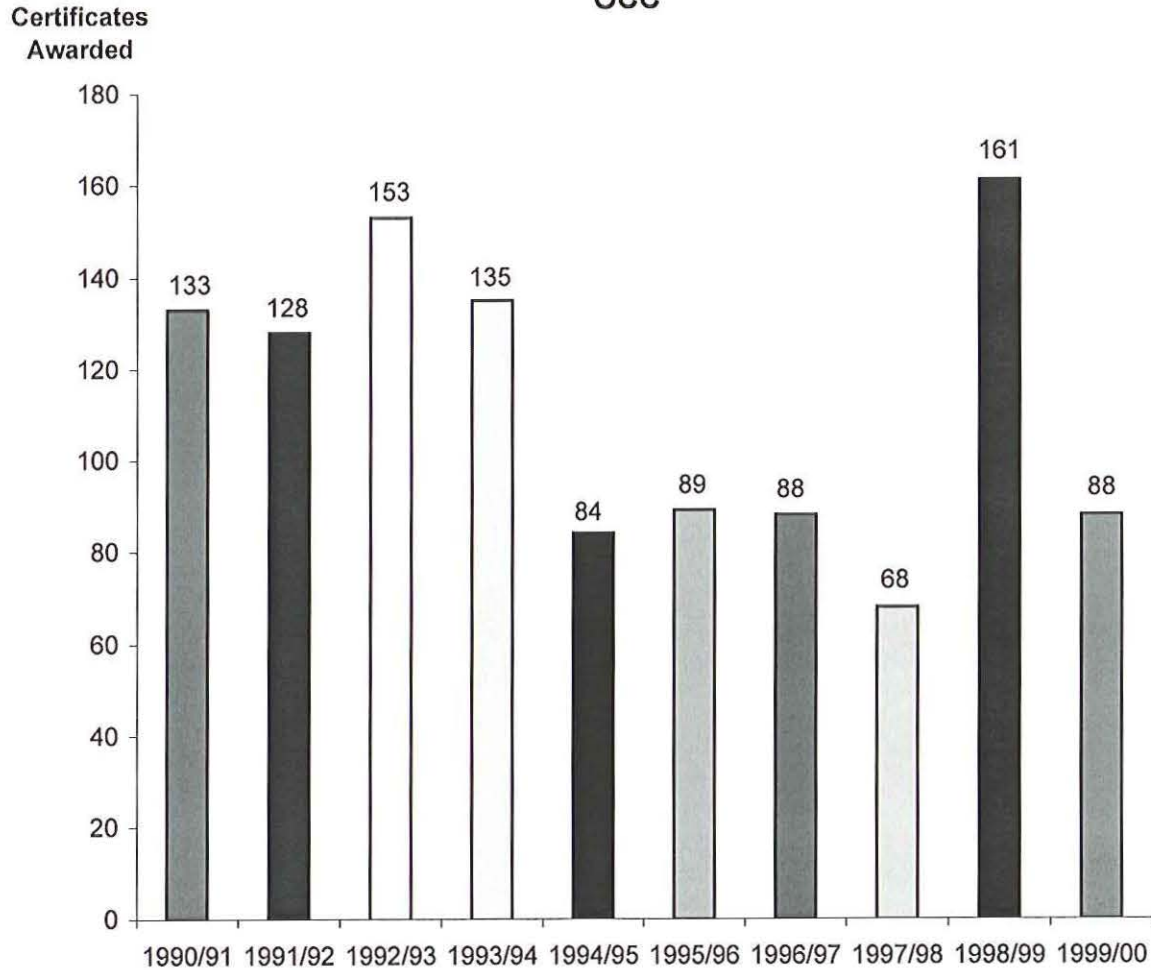
**Note:** This measure has been adjusted for the 2000-01 report and will not be comparable with previously issued effectiveness reports. Prior reports had used cluster analysis to determine subgroups. New methodology is more refined and uses the official Program Inventory to classify programs as Occupational and Technical.

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Trend in Number of Occupational/Technical Certificates Awarded by  
OCC



**Analysis:** The number of certificates awarded at OCC peaked in 1998/99. Greater than average numbers of certificates were awarded during that academic year in Medical Assisting, Emergency Medical Technician, Computer Programming and Industrial Technology: Skilled Trades. Over the ten-year period Allied Health programs granted the most certificates followed by Business programs and Automotive Technologies. The high number of certificates awarded from 1990/91 through 1993/94 is primarily attributable to the Practical Nursing Education program.

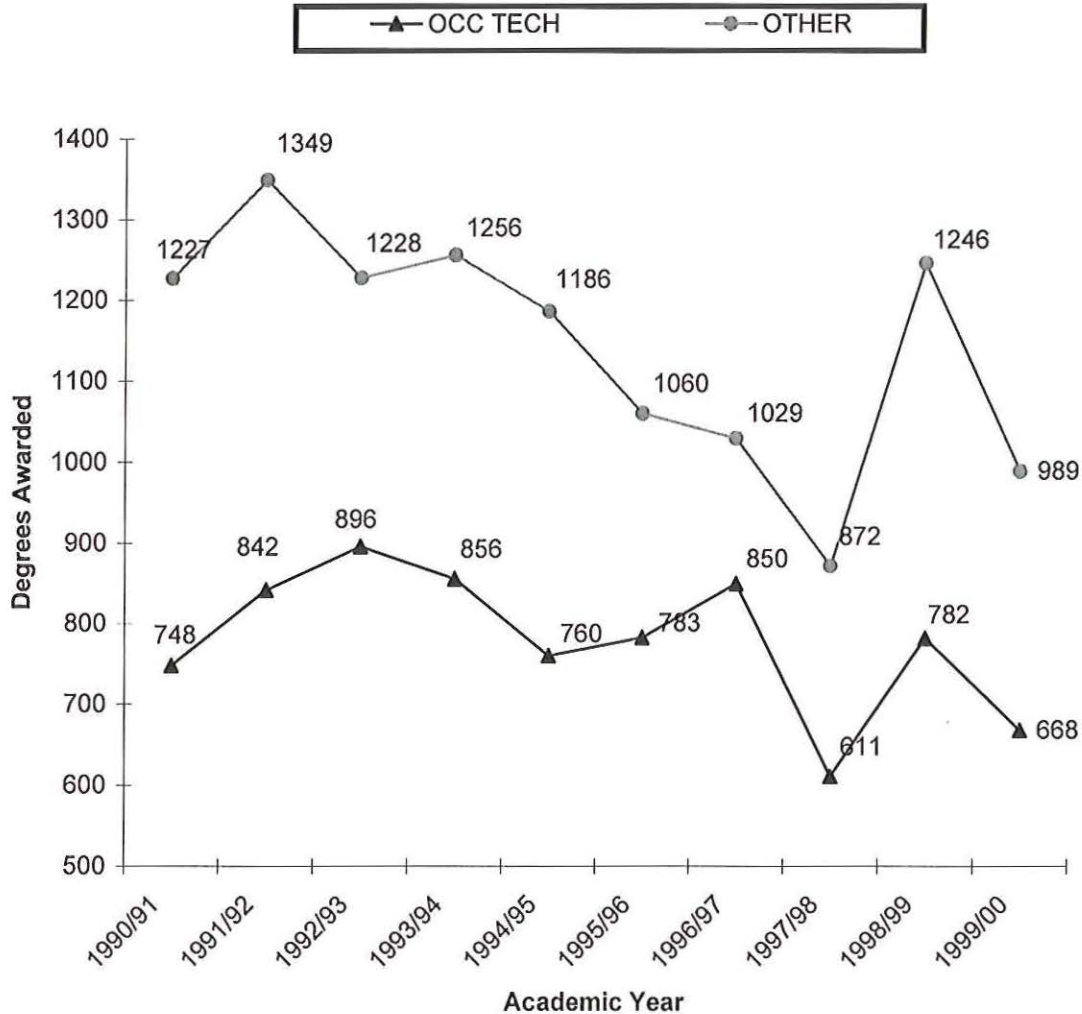
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Trend in Number of Occupational/Technical Degrees V. Other Degree Awarded at OCC

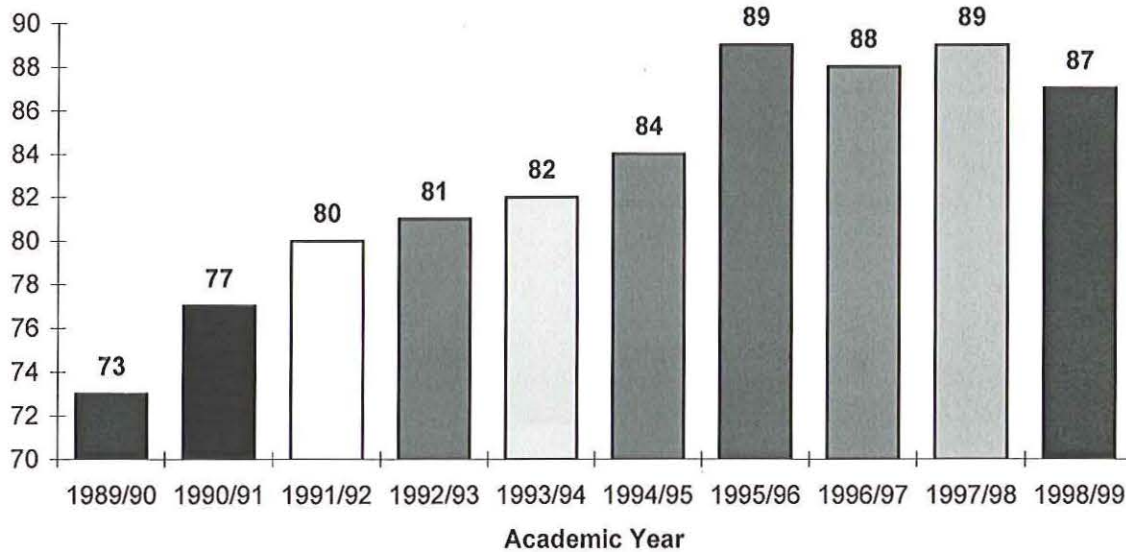


**Analysis:** When the trends in the number of degrees awarded in the Occupational and Technical Programs are compared with the number of degrees awarded in other programs, over the last four years their linear representation follows a similar pattern of upward and downward fluctuations. When enrollment 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 ten-year period. On average, for the past ten years Occupational and Technical degrees account for 40% of the degrees awarded. In 1997/98, both Occupational and Technical degrees and other degrees were granted at a lower level than the previous year. However, their relative proportions remained constant.

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



<b># of Months to Graduate Quartile Splits</b>	
<i>25th Percentile</i>	44 Months
<i>Median Score</i>	66 Months
<i>75th Percentile</i>	106 Months

**Analysis:** Over the past ten academic years, the average number of months for an OCC student to graduate has increased by approximately 20%. For the year 1998/99, the number dropped slightly, so that the average graduate spent 2 months less to receive their degree than a year ago. This trend is similar to that in higher education as a whole for both two-year and four-year institutions. 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. The overall trend has remained constant for the past four 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. As the College completes its transition to the Colleague system, we will be able to track the number of semesters a student is enrolled in and their average credits per semester to provide a broader understanding of the time period involved in earning a degree from OCC.