

Student Outcomes Assessment Cohort 2

Fall 1996

Oakland Community College

Methodology

- A cohort of 800 first-time students was selected for participation in the study
- All cohort members received a letter explaining the study and its purposes in early Fall 1996
- Telephone interviewers contacted cohort members to collect survey data. A total of 680 students (85%) completed the survey

Cohort Two Survey Respondent Demographics

- 53% female, 47% male
- 77% white, 23% minority
- 8% ESL students
- Mean age=22.4
- Mean ASSET scores: Numeric=37.3, Reading=40.9, Writing=41.3

Reasons for Attending OCC

<i>Reason</i>	<i>1994</i>	<i>1996</i>
To gain transfer credits	46%	52%
To gain a certificate	4%	0%
To gain an associate degree	25%	20%
To gain skills for a new career	10%	10%
For personal enrichment	7%	7%
To upgrade existing job skills	6%	6%
Other reason	3%	4%

Expected length of stay at OCC

- 7%: one term
- 14%: two terms
- 11% three terms
- 9%: four terms
- 3% five terms
- 30% six terms
- 16% more than six terms
- 10%: uncertain

Educational Goals

- 84% of respondents plan to continue their education beyond OCC (84% in 1994)
- Over half (52%) of those planning to continue their education intend to earn a bachelor's degree, while over one third (35%) plan to earn a master's degree or higher
- Two thirds (67%) are "very sure" about their longterm educational goals

Transfer Intentions

- Almost all respondents (93%) reported an intention to transfer to another institution after leaving OCC
- The majority (89%) plan to transfer to a four year college or university

Career Goals

- Nearly two-thirds (62%) report that they are attending OCC for career reasons (72% in 1994)
- Of those attending for career reasons, more than half (55%) say they want to gain skills for their first career, while 19% want to gain skills for a different career

Assessment of academic abilities

Statement	% Agree /Strongly Agree
I am able to learn independently	94%
I am able to communicate effectively	92%
I am able to solve complex problems	76%
I am able to attain my personal goals	95%

Assessment of academic abilities

Statement	% Agree/Strongly Agree
I can understand/apply mathematical concepts	67%
I have effective interpersonal skills	91%
I am aware of world issues and problems	73%
I can use technology effectively	76%
I can understand and apply scientific method	65%

Gender Differences

- Men are significantly more likely to agree that they understand world issues and problems
- Men are significantly more likely to agree that they can understand and apply mathematical concepts and scientific method
- Men are significantly more likely to agree that they can use technology effectively

Age Differences

- Traditional age students (18-21) most likely to attend to gain transfer credits
- Generation X students (22-31) most likely to attend to gain transfer credits and associate degree
- Baby Boomers (32-54) most likely to attend to gain skills for a new career
- Seniors (55+) most likely to attend for personal enrichment

Ethnicity Differences

- Minority students more likely to score below college level on ASSET
- Minority students more likely to report an intention to stay at OCC four terms or less
- Minority students more likely to report they are “very sure” about longterm educational goals