Oakland Community College
College Wide Outcomes Assessment
Outcome Measure Profile Revised (October 20, 1998)

Outcome 2: Students will achieve their OCC educational goals

Operational Definition:

Which students? (All, continuing, non-returning, returning, part-time, full-time, day or evening)
What OCC educational goals? (transfer, new job, personal enrichment, career enhancement, etc.)
How does one measure achievement within this context? (self reporting or institutional reporting)
Need to use multiple measures (items) to assess the outcome.

Issues: What if the students' educational goals change during time spent at OCC? Thus, if a student enrolls with the aspiration of obtaining an associate's degree but decides to transfer, which goal is assessed as being achieved? His/her incoming goal of an associate's degree or their decision to transfer?

Methodology:

Longitudinal cohort analysis for all students, but stratifying cohort to ensure adequate representation of various students (i.e., certain background characteristics, intent of students entering OCC, etc.)

Point in Time analysis--Randomly select various students at different points in time to assess. Stratification would need to be defined as that stated above.

Limitations of the Methodology:

One of the shortcomings of a longitudinal cohort analysis is the attrition or dropping out of students selected to be in the cohort. In order to prevent this phenomenon, the initial cohort will need to be larger than previously selected and stratified in order to accurately reflect the general population of the college or those students who are to be assessed.

The limitation of the point in time analysis is that there would be no systematic or highly reliable way to compare point in time 1 vs. point in time 2 vs. point in time 3, etc. Therefore, making generalizations may be highly unreliable. The Cohort method allows all internal and external effects to be controlled for with the same group of students. One way to negate the low reliability factor would be to use the point in time (cross sectional) analysis and then follow it up with the same students a few terms out; a sort of mini longitudinal method.

Outcome 3:   Students will identify their career goals

Operational Definition:

> Which students? **Transfer, Occ/Tech, and Developmental**
> Identify when? (Intake/Application, after their first term at OCC, etc.)
> What career goals? Career categories *(Undecided/Uncertain, Agriculture, Architecture, Biological Sciences, Business, Communications, Computer and Information Sciences, Education, Engineering, Fine and Applied Arts, Humanities, Social Sciences, Health Profession, Home Economics, Mathematics, Physical Sciences, Community Services, Trade/Technical and Industrial, Other)*

Issues:

> When do we assess their career goals? On entrance to the college or some other point in time?

Methodology:

Limitations of the Methodology:

Time Line:

> Data collection —   Survey (Mail and Phone)
> Data processing
> Analysis
> Preliminary report
> Interpretation
> Final Report
> Presentation

Outcome 4:   Students will perceive that they have made progress toward achieving their career goals.

Operational Definition:

> Which students? (All, continuing, non-returning, returning, part-time, full-time, day or evening)
> How do we define progress? (self reported, institutional criteria, etc.)
> What career goals? (transfer, new job, personal enrichment, career enhancement, etc.)

Issues:

> Are we assuming that their attendance at OCC is related to students career goals. Might it be that it may be a direct or indirect event. That is, attending OCC may directly affect their chances at obtaining their career goals or it may be an indirect effect; OCC→ four year college→career goal.

Methodology:

> Longitudinal cohort analysis for all students, but stratifying cohort to ensure adequate representation of various students (i.e., certain background characteristics, intent of students entering OCC, etc.)

> Point in Time analysis--Randomly select various students at different points in time to assess. Stratification would need to be defined as that stated above.

Limitations of the Methodology:

> One of the shortcomings of a longitudinal cohort analysis is the attrition or dropping out of students selected to be in the cohort. In order to prevent this phenomenon, the initial cohort will need to be larger than previously selected and stratified in order to accurately reflect the general population of the college or those students who are to be assessed.

> The limitation of the point in time analysis is that there would be no systematic or highly reliable way to compare point in time 1 vs. point in time 2 vs. point in time 3, etc. Therefore, making generalizations may be highly unreliable. The Cohort method allows all internal and external effects to be controlled for with the same group of students. One way to negate the low reliability factor would be to use the point in time (cross sectional) analysis and then follow it up with the same students a few terms out; a sort of mini

Outcome 5: Students will be retained at OCC for their expected length of stay.

Operational Definition:

Which students? **(Transfer, Occ/Tech, Developmental, Other)**
Expected length of stay? **(What are their plans for the following term? How long do**
they expect to be at OCC? Do they expect to continuously enroll or take a break?)

Issues:

When do we assess how long students expect to stay at OCC (application, 1 semester out, 1 year
out, etc.) and do we reassess this outcome later to see if their expected length of stay remains
static from time period one to time period two, etc.

Methodology:

Longitudinal cohort analysis for all students, but stratifying cohort to ensure adequate
representation of various students (i.e., certain background characteristics, intent of
students entering OCC, etc.)

Point in Time analysis--Randomly select various students at different points in time to
assess. Stratification would need to be defined as that stated above.

Limitations of the Methodology:

Time Line:

Data collection — Survey (Mail and Phone)
Data processing
Analysis
Preliminary report
Interpretation
Final Report
Presentation

Partnerships:

Oakland Community College
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Outcome 6:   Students will perceive that they have gained specific knowledge and skills related
to their goals

Operational Definition:

Which students? (All, continuing, non-returning, returning, part-time, full-time, day or
evening)
How do we measure and define "gained?"
What specific knowledge? (academic, career, societal, combination)
What type or skills? (Academic, career, societal, combination)
What type of goals? (Academic, career, societal, combination)
Need to use multiple measures (items) to assess the outcome.

Issues: Is this outcome too broad and/or nebulous? We need to ascertain what "specific
knowledge," and "skills," and what goals are we referring to in this context?

Methodology:

Longitudinal cohort analysis for all students, but stratifying cohort to ensure adequate
representation of various students (i.e., certain background characteristics, intent of
students entering OCC, etc.)

Limitations of the Methodology:

One of the shortcomings of a longitudinal cohort analysis is the attrition or dropping out
of students selected to be in the cohort. In order to prevent this phenomenon, the initial
cohort will need to be larger than previously selected and stratified in order to accurately
reflect the general population of the college or those students who are to be assessed.

The limitation of the point in time analysis is that there would be no systematic or highly
reliable way to compare point in time 1 vs. point in time 2 vs. point in time 3, etc.
Therefore, making generalizations may be highly unreliable. The Cohort method allows
all internal and external effects to be controlled for with the same group of students. One
way to negate the low reliability factor would be to use the point in time (cross sectional)
analysis and then follow it up with the same students a few terms out; a sort of mini
longitudinal method.

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Outcome 7:   Underprepared students will successfully complete their developmental courses.

Operational Definition:

Which students? **[Those categorized as Developmental in their first term (Fall) at OCC]**
How are "underdeveloped students" classified or identified?
[Those who take at least one developmental (ACS 1.5) class] *(see attached list of classes)*
When do we assess that they are developmental? **[Using the Fall 1/10 Day Data file]**
How do we measure "successfully complete?" **[Received a grade of "C" or better at the end of the class]**
ASSET Reading, writing, numerical skills data*

Issues:

What happens if these students complete/pass one developmental course but not the other? Are they still tracked as developmental?
What happens when these students do complete their developmental courses? Are they placed in different tracks or do we complete assessing this group?

Methodology:

Using the Fall 1/10 day data, we will flag those students who have registered for at least one developmental course. At the end of the course we will check their grades and count those students who either passed, did not pass, or had mixed results (i.e. passed two, failed one).

Limitations of the Methodology:

This will allow us to only learn about which students passed, had mixed results, or didn't pass the developmental courses. Also, we may not capture all the students who could be classified as developmental since enrolling in some developmental courses is voluntary.

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Time Line:

Data collection [Fall 1/10 day, End of Fall, End of Winter]
Data processing [January and May]
Analysis [May]
Preliminary report [June]
Interpretation [June]
Final Report [July]
Presentation [July]

Partnerships:

To implement

For discussion

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Outcome 8:   Students intending to transfer will successfully do so.

Operational Definition:

> Which students? **[Those who are being tracked as Transfer in their first term (Fall)**
> **at OCC]**
> When do we assess that they wish to transfer? **[At every registration throughout the**
> **outcomes assessment period and questions on survey]**
> Transfer where? **[four year, two year, or other institutions]**
> **ASSET EPF***

Issues:

One of the problems associated with this outcome will be knowing whether the student did
indeed transfer. Thus, this outcome may be delayed to some extent and will have to be reported
at a later time.
In addition, before we can fully assess this measure, we must first design the Transfer Database
and concurrently join (participate) in the TransferTrak and the Data Exchange Consortium. Both
of these organizations will require human as well as financial resources.

Methodology:

Will assess those students who have a desire to transfer at the beginning of the Fall term. We
will continue to ask them during registration whether they are still intending to transfer. For
those students who leave OCC, we can utilized the Transfer database (consisting of the in-house
database, TransferTrak, and the Data Exchange Consortium) to discern if those students who did
not return, did transfer. For those students where no information is available, we will need to
survey them to see whether they transferred.

Limitations of the Methodology

One problem with the methodology is that we may undercount the number of students who will
transfer. That is, those who do not on the outset state that they will or want to transfer, but do
transfer eventually. In addition, we may not receive proper notification from other institutions on
whether our students transferred.

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Time Line:

Data collection [**During registration, throughout the study, and TransferTrak, transfer consortium**]
Data processing [**Beginning of every term**]
Analysis [**July**]
Preliminary report [**August**]
Interpretation [**August**]
Final Report [**September**]
Presentation

Partnerships:

To implement

For discussion

Outcome 9:   Students intending to take state licensing exams will be certified

Operational Definition:

> Which students? **[Those students enrolled in an academic program that required state licensure in order to be employed in the field]**
> Which state licensing exams?**[Those programs which require students to pass the exam before they can become employed in the field: registered nurse, licensed practical nurse, emergency medical technician, dental hygiene, radiologic tech, occupational therapy assistant, physical therapy assistant, respiratory therapy, automotive technician]**
> Certified by whom? **[State of Michigan]**

Issues:

> When do we assess whether the students intend to take the exams? Near the end of their academic program?

Methodology:

> We will assess those students who are part of the Occ/Tech track for this part of the study. Within the Occ/Tech track, those students who are in the aforementioned academic programs will be assessed as to whether they took the exam and passed.

Limitations of the Methodology:

> Students within the cohort will take the exam at different times depending on how long it takes them to complete the course requirements and when they actually take the exam. Thus, not all the students in the cohort will take the exam at the same time. So the information pertaining to how many students passed the exam may be sporadic at times.

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Time Line:

Data collection [**Survey, passage rated provided by the state**]
Data processing
Analysis
Preliminary report
Interpretation
Final Report
Presentation

Partnerships:

To implement

For discussion

Outcome 10:   Students who seek employment will obtain job placement in a training related
area.

Operational Definition:

**Which students? [Those students tracked as Occ/Tech during their first term (Fall) at
OCC. Also, do we just assess those still currently enrolled, those who departed the
institution, or both?]**

Issues:

When do we assess? Early in their program or near the end of their academic program?
What about those students who depart the institution? Do we assess them, if so, when?

Methodology:

Assess those students who are in the Occ/Tech program.

Limitations of the Methodology:

As with other outcome measures, this one will also be delayed since this outcome will not
be assessed until the student is employed.

Time Line:

Data collection [**survey**]
Data processing
Analysis
Preliminary report
Interpretation
Final Report
Presentation

To implement

Outcome 11:   Students who have met OCC General Education requirements will perceive they
                   have made progress toward achieving the College core competencies

Operational Definition:

   Which students? (All, continuing, non-returning, returning, part-time, full-time, day or
   evening)
   Which General Education requirements? (All gen ed requirements or a few)
   Perceive--(self reported)
   Made progress? (Overall, in an academic setting, for their job)

Issues:

   Each of the nine indices will need to be assessed through multiple measure to ensure that
   student don't interpret the competencies differently.

Methodology:

   Longitudinal cohort analysis for all students, but stratifying cohort to ensure adequate
   representation of various students (i.e., certain background characteristics, intent of
   students entering OCC, etc.)

   Point in Time analysis--Randomly select various students at different points in time to
   assess. Stratification would need to be defined as that stated above.
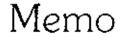
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OAKLAND
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MARTIN A. ORLOWSKI
INSTITUT'L PLANNING & ANALYSI
JRCHARD RIDGE

Memo

TO: OCC Faculty

FROM: Carol Brown, Vice Chancellor of Academic and Student Affairs   CB
           Nancy Rudary, Student Outcomes Assessment Committee (SOAC) NR

DATE: March 27, 1998

SUBJECT: **Revised Student Outcomes Assessment Plan**

In 1994, OCC presented a report to North Central Association describing its Student Outcomes
Assessment Plan. Since that time, this plan has been continually assessed and revised to better
meet the needs of our complex institution and to align with the mission and purposes of OCC.
Attached is a copy of the revised plan. Some of the key points include:

- **Institutional Assessment:** Attention has been focused on how to assess the totality of the
  student experience at OCC. The Office of Institutional Research has been tracking two
  student cohort groups. The survey questions answered by the students has generated a
  wealth of information for the college. In the fall of 1998, an additional cohort group of
  students will be identified to participate in a process that will assess their progress toward
  achieving the College's General Education Attributes.
- **Out of Classroom Assessment:** The out of classroom assessment committee, a
  subcommittee of SOAC, was formed in February 1996 for the purpose of assessing the
  student experience obtained outside the classroom.
- **Discipline/Instructional Assessment:** Staff Development, in the form of workshops,
  brown bag discussions, newsletters, and the building of a professional library, continues.
  Student Outcomes Assessment has been incorporated into syllabus guidelines, the
  curriculum review process, curriculum development, TLTR process, and into the
  implementation of general education. Sixty-five percent of the faculty have completed
  matrices for one or more of their courses.
- **Program Assessment:** Program assessment has been integrated into the Curriculum
  Review process.
- **Administration of the Plan:** Student outcomes assessment is supported by SOAC, a
  standing committee of the College Academic Senate. Its membership includes
  representatives from each of the 4 campuses and the Vice Chancellor of Academic and
  Student Affairs.

Faculty understanding of our Student Outcomes Assessment Plan is a crucial element of our
North Central evaluation process. We hope you will study the plan and evaluate your own level
of participation in Student Outcomes Assessment. If you have any questions, please feel free to
contact any of the members of the Student Outcomes Assessment Committee.

CB:kmo

ACADEMIC MASTER PLAN

MISSION STATEMENT

The Academic Master Plan should guide future development of learning opportunities for individuals, communities and organizations.

PURPOSE

Focusing on quality, coherence and growth, the Academic Master Plan provides models for:

A. Teaching and Learning ✓
B. Curriculum and Program Development ✓
C. Quality Services ✓
D. Delivery Systems ✓

A. TEACHING AND LEARNING

Definition

The teaching and learning process at OCC leads to discovery, knowledge, skill, innovation, and transformation.

Major Characteristics

Teaching and learning:

♦ Is multi-level, active, measurable, lifelong and influenced by culture.
♦ Will be offered in a multiplicity of delivery systems.
♦ Will be integrated throughout the student experience.
♦ Will include general education attributes and support the college's mission and purposes.

Implementation

♦ Identify the college resources that will support new forms of learning, pedagogy, and discipline that leads to innovation, educational growth, and student success.
♦ Support faculty initiatives that explore development of new forms of learning, pedagogy, and academic disciplines.
♦ Guide an academic technology plan that enhances a teaching and learning environment that leads to student success.
♦ Identify and support college out-of-class experiences that enhance learning.

- Programs reviewed.
- Needs assessments completed.
- New programs developed.
- Programs sunset.
- Major program revised.
- Disciplines with identified outcomes.
- Before/after enrollment analysis in conjunction with program revision.
- Satisfaction level of process users.

C.   QUALITY SERVICES

Definition

Quality services at OCC meet and strive to exceed the educational needs and desires of individuals, communities, and organizations in order to promote their academic success.

Major Characteristics

Quality services:

- Are based upon research of students needs and desires.
- Are beneficial and useful to student success.
- Are timely, well-designed and efficient.
- Are continually assessed and revised toward providing quality.
- Promote 'ease' and convenience for students.

Implementation

- Provide a college-wide program that enhances retention and success.
- Provide an enrollment service process that facilitates student success.
- Provide services that enhance the out-of-class experience for students.

Assessment

- Students using student services.
- Enhanced retention rates.
- Students satisfied with student services.
- Students indicating services at OCC assisted in the achievement of their academic goal.

- Student awareness of services and support available to them.
- Staff satisfied with the effectiveness of the institution in meeting the needs of students.
- External community satisfied with the educational and training opportunities provided by the college.

Revised December, 1998