

To: Carol Brown  
Sharon Blackman  
Nadia Boulos  
Rick Bowden  
Patti Briggs  
Gail Bryan  
Maureen Carney  
Gerry Faye  
Sally Hanna  
Lynn Hitchcock  
Vicki Kroll  
Patrick O'Connor  
Linda Pososki  
Karen Robinson  
Nancy Rudary  
Mary Ston  
Henry Tanaka

From: Leon Hill  
Institutional Research

Date: November 15, 1999

Subject: Student Outcomes Information: Prior and Current Models

Attached you will find Oakland Community College's Student Outcome measures which have been evaluated since the Fall of 1994 (see Appendix A). The Institutional Research office has been given the responsibility to assess 11 of the 12 measures at the institutional level. To date all measures, except #8, #9 and #11, have been assessed at least once. The Vice Chancellor's office has the responsibility for assessing Outcome #12 (Students who have met OCC General Education requirements will demonstrate that they have made progress towards achieving the College's core competencies).

### Prior & Current Assessment Models

In the Fall of 1994 and 1996, an entering student cohort of 800 FTIACs (First Time In Any College) was randomly selected to begin assessment of the 11 outcomes. However, by the third year the response rates to the various surveys were at or below 20%, making any further attempts at data collection meaningless in terms of subsequent analyses.

In the Fall of 1998 we modified our research design in order to more accurately assess the 11 student outcomes. First, the cohort was expanded to include all FTIAC students in the Fall 1998 (n=4359). In addition, we categorized the students into three mutually exclusive groups: Transfer, Occupational/Technical, and Other. We also created a category for Developmental students, however, this was not a mutually exclusive grouping since a student could be a Transfer student and developmental concurrently. Furthermore, items used in the surveys to assess the various outcomes were expanded in order to provide multiple measures to assess the outcomes. We also added more ordinal and scaled responses (e.g., significant progress, some progress, no progress) rather than dichotomous answers (e.g., Yes or No).

To date we have followed this cohort from the Fall of 1998 to the Fall of 1999, or one full year. We have designed two surveys in which to measure the various outcomes. One instrument is a Continuing Student Survey (students who started in the Fall of 1998 and have continued through the Fall of 1999)<sup>1</sup>.

The Non-Returning Student Survey has been administered twice: once for those students who were enrolled in Fall 1998 but not Winter 1999, and also for those enrolled Fall 1998 and Winter 1999 or Spring 1999 or Summer 1999, but did not return in the Fall 1999.

Our design and use of a longitudinal database permits us to follow students' self-reported gains in terms of their learning, goals, and experiences. We have also incorporated institutional data (i.e., credits hours earned, cumulative g.p.a., curriculum codes, ASSET scores, etc.) into the data base in order to follow these data progressions.

We have provided you a copy of a Student Outcome Report # 1 so that you have a better understanding of the process and analysis of some of the data which we have collected.

## Limitations Encountered

The College has yet to operationally define what areas it wants to assess in terms of students' Out-of-Classroom objectives as stipulated in the 1994 revised Student Outcomes report. These measures have not been included in our assessment measures, although a few of the questions asked in the various surveys could be used to evaluate out-of-classroom assessment at the institutional level.

While the College is interested in knowing what specific goals, skills, and experiences the students have learned or gained, these objectives need to be more fully and clearly focused in order to assess them correctly. While the Institutional Research Office is able to measure specific skills/goals of students, we are still uncertain if these are the skills, goals, and experiences the Student Outcomes Assessment committee intended for students to acquire while enrolled at OCC.

---

<sup>1</sup> Logic: Student was here in the Fall 1998, Winter 1999 or Spring/Summer of 1999, and enrolled again in the Fall 1999. Might have stopped out for one or more terms Winter 1999 to Summer 1999.

**Oakland Community College**  
**College Wide Student Outcomes**  
**Measure #10: Students Who Seek Employment Will**  
**Obtain Job Placement in a Training Related Area**  
**Report #1**

Measure #10 of the College Wide Student Outcome Assessment explores whether students who seek employment will obtain job placements in training related areas. This report is an analysis of how related students' employment is to their training area at OCC and how much progress they have made toward achieving their career goals.

First, general analyses of whether students were successful in seeking employment in a training related area and how much progress they have made towards achieving their career goals will be discussed. Next, an analysis of job-relatedness by employment type (i.e. full-time, part-time, etc.) will be explored. Finally, this report examines differences in job relatedness and progress achieving career goals between genders, races/ethnicities and age categories.

### **Methodology**

The data analyzed in this report was from a cohort of 4,359 students who were first surveyed in the Fall of 1998. This cohort has subsequently been surveyed during each Fall and Winter semester. Of these 4359 students, 2,842 (65%) were enrolled in courses at OCC during the Winter 1999 semester. For the purposes of this report, these students are referred to as "continuing students." 1,308 (46%) of these continuing students completed the survey. Because less than half of the targeted population of students completed the survey, it may be difficult to generalize the results of this analysis to OCC's entire student body.

There were 1,517 (35%) students in the cohort of 4,359 students who were not enrolled in courses at OCC during the Winter semester of 1999. For the purposes of this analysis, these students are referred to as "non-returning students." Of these non-returning students, only 413 (27%) students completed the Winter 1999 survey. Again, because of the relatively low completion rate it may be difficult to generalize these results to all OCC students.

In all analyses, a distinction is made between continuing students and non-returning students.

## **General Analysis of All Students Surveyed**

Please see Appendix "A" for a graphical representation of this data.

### **Non-Returning Students**

- The majority of non-returning students, 60% or 201 students, stated that their current job was "not at all related" to the training they received at OCC. Non-returning students were least likely to have stated that their job was "highly related" (17% or 56 students.)
- Non-returning students were most likely to have reported that they had made "moderate progress" towards achieving their career goals (49%.) They were least likely to have stated that they had made "significant progress" (16% or 66 students.)

### **Continuing Students**

- Most continuing students (61% or 651 students) stated that their job was "not at all related" to the training they received at OCC. Continuing students were least likely to state that their job was "highly related" (13% or 138 students.)
- A majority of continuing students reported that they had made "moderate progress" towards achieving their career goals (67% or 850 students.) These students were least likely to have stated that they had made "no progress" (12% or 151 students.)

The differences between continuing and non-returning students regarding how related their job was to the training they received at OCC were very small. Few students in either category stated that their job was "highly related" to the training they received at OCC. In fact, a large majority of students reported that their job was "not at all related" to their training.

It appears as though many students are not obtaining job placement in a training related area. There could be several explanations for this phenomenon. For example, it is possible that continuing students were not professionally/academically ready or interested in obtaining a job in their training area at the point in time in which they were surveyed. Perhaps at the time they were surveyed these students were more focused on transferring to another educational institution or obtaining more education from OCC than they were on their career. Another possible explanation for this phenomenon is that students did not have jobs that were related to their training area at the time the survey was administered (approximately 3 weeks after the start of the Winter 1999 semester) but that they later obtained positions in their training related area. In

other words, it may have taken students a longer period of time to obtain jobs in their training related area than anticipated. Therefore, if this same question had been posed to students a few months later, perhaps more students would have reported that their job was either "somewhat" or "highly" related to their training area at OCC.

Continuing students appear to feel as though they had made more progress towards achieving their career goals than non-returning students. Continuing students were 6% more likely to state that they had made "significant progress" and 18% more likely to report that they had made "moderate progress." Continuing students were 22% less likely than non-returning students to report that they had made "no progress" towards achieving their career goals.

Most continuing and non-returning students stated that they had made "moderate" progress towards achieving their career goals. Therefore, despite the fact that many students stated that their jobs were "not at all related" to the training they received at OCC, they seem to be optimistic regarding the progress they have made toward achieving their career goals. One possible explanation for this phenomenon is that students felt that the education they had received from OCC had a positive impact toward achieving their career goals.

It is not surprising that relatively few students reported that they had made "significant" progress toward achieving their career goals considering that these students had only attended one semester of courses at OCC. Perhaps subsequent reports will reflect greater student satisfaction with achievement of career goals.

### **Analysis of Students Who Are Employed Full-Time**

Please see Appendix "B" for a graphical representation of this data.

- Full-time is defined as working 35 or more hours per week.

### **Non-Returning Students**

- A majority of non-returning students, 63% or 234 students, who were not enrolled in courses during the Winter 1999 semester reported that they were employed in full-time positions.
- A majority of these students, 56% or 131 students, reported that their jobs were "not at all related" to the training they received at OCC. Non-returning students who were working full time were least likely to state that their jobs were "highly related" (18% or 42 students.)

- Non-returning students working full time were most likely to report that they had made “moderate progress” towards achieving their career goals (47% or 109 students.) They were least likely to state that they had made “significant progress” (15% or 36 students.)

### **Continuing Students**

- A total of 34%, or 400 students, who were enrolled in courses during the Winter 1999 semester stated that they were currently working full-time.
- Most continuing students who were working full-time (52% or 208 students) stated that their jobs were “not at all related” to the training they received at OCC. These students were least likely to report that their jobs were “highly related” (20% or 81 students.)
- When continuing students were asked how much progress they have made toward achieving their career goals a majority (64% or 252 students) reported that they had made “moderate progress” toward achieving these goals. They were least likely to have stated that they had made “no progress” (16% or 63 students.)

The differences between continuing and non-returning students who were working full-time were minimal regarding job relatedness to their OCC training area. Continuing students were slightly more likely than non-returning students to report that their jobs were “highly related” or “somewhat related” (2% and 3%, respectively.) Non-returning students working full-time were 4% more likely to have stated that their jobs were “not at all related” to the training they received at OCC. Again, there may be several explanations for this phenomenon. It may not be realistic to expect that students receive job placement in their training related areas after taking only one term of courses at OCC. Perhaps after students have completed several terms of education, they will be more likely to obtain jobs that are highly related to their field of study.

Similar to the analysis of all students surveyed, a large majority of students who were working full-time stated that their current job was “not at all related” to their OCC training. This data implies that most students who were employed full-time had not obtained job placements in their training related areas.

The differences between continuing and non-returning students who were working full time were larger regarding progress towards achieving career goals than differences regarding job relatedness. Continuing students seem to be more optimistic regarding the progress they had made toward achieving their career goals. These students were 5% more likely than non-returning students to report that they had made “significant progress.” Continuing students who were working full-time were 17% more likely to state that they had made “moderate

progress” than non-returning students working full-time. Non-returning students were 20% more likely to state that they had made “no progress” toward achieving their career goals. It is possible that non-returning students did not have career goals that were well defined or were not as motivated as continuing students to complete their education. This may have impacted students' perceptions of how much progress they had made toward achieving career goals.

A majority of continuing and non-returning students working full-time stated that they had made “moderate” progress toward achieving their career goals. Given the fact that a large majority of these students stated that they were employed in jobs that were “not at all related” to their OCC training, students seem rather positive regarding the progress they had made toward achieving their career goals. Perhaps these students felt that they were making progress by enrolling in OCC courses.

### **Analysis of Students Who Are Employed Part-time:**

Please see Appendix “C” for a graphical representation of this data.

- Part-time is defined as working 34 or fewer hours per week.

### **Non-Returning Students**

- A total of 23% (86 students) of students who were not enrolled during the Winter 1999 semester reported that they were employed part-time.
- A large majority of these students (71% or 60 students) stated that their job was “not at all related” to the training they received at OCC. Non-returning students who were working part-time were least likely to report that their job was “highly related” (13% or 11 students.)
- Most non-returning students reported that they had made “moderate progress” toward achieving their career goals (62% or 52 students.) Only 15% (13 students) of these students stated that they had made “significant progress.”

### **Continuing Students**

- 53%, or 629 students, who were enrolled during the Winter 1999 semester stated that they were employed part-time.
- Most continuing students who were working part-time (66% or 414 students) reported that their job was “not at all related” to the training they received at OCC. Only 8% (51 students) stated that their job was “highly related.”

- When continuing students were asked how much progress they had made toward achieving their career goals 71% (446 students) reported that they had made “moderate progress.” These students were least likely to state that they had made “no progress” (9% or 55 students.)

Few students who were working part-time reported that their job was “highly related” to their OCC training area. More non-returning students who were working part-time stated that their job was “highly related” than continuing students who were working part-time (13% versus 8%, respectively.)

Therefore, it appears as though most students who were working part-time not obtained job placement in their training related area. There may be many possible explanations for this phenomenon. For example, it is possible that continuing students who were working part-time while attending classes plan on obtaining jobs in their training area following their completion of their OCC education. It is also possible that non-returning students had not obtained a job in their training related area at the time they were surveyed (approximately 3 weeks after the start of the Winter 1999 semester) but that they needed a longer period of time to obtain these jobs. .) Another possible explanation is that students who stated that their job was “not at all related” were not attending OCC with the intention of obtaining training related jobs. Rather, it is possible that they were taking OCC courses for the purpose of personal enrichment. If this were the case, it would not be expected that these students obtain jobs in their training related areas.

Continuing students who were working part-time seem to have been more positive regarding the progress they had made towards achieving their career goals than non-returning students who were working part-time. More continuing students who were working part-time stated that they had made “significant progress” toward achieving their career goals than non-returning students who were working part-time (20% versus 15%, respectively.) Continuing students who were employed part-time were also more likely to state that they had made “moderate” progress toward achieving their career goals (71% versus 62%, respectively). Non-returning students who were working part-time were more likely than continuing students who were employed part-time to report that they had made “no progress” towards achieving their career goals (23% versus 9%, respectively).

A majority of continuing and non-returning students who were employed part-time reported that they had made “moderate” progress towards achieving their career goals. It appears as though students felt that they were making progress towards achieving their career goals even though a great majority of students were not employed in a job that was related to their training area. Again, it is possible that students felt that the education they had received from OCC has had a positive impact toward achieving their career goals.



### **Analysis of Students Who Are Self Employed**

Please see Appendix "D" for a graphical representation of this data.

- Only 19 non-returning students (5%) stated that they were self employed. Thirty-four continuing students also stated that they were self-employed. The sizes of these samples were very small. Therefore, it may be difficult to generalize the results of this analysis to all OCC students who are self-employed.

#### **Non-Returning Students**

- Most non-returning students who were self-employed (10 students) stated that their job was "not at all related" to the training they received at OCC. Only 3 students stated that their current job was "highly related."
- A majority of non-returning students (9 students) who were self employed reported that they had made "moderate progress" towards achieving their career goals. Seven students stated that they had made "no progress" and only 3 students reported that they had made "significant progress."

#### **Continuing Students**

- Most continuing students (21 students) who were self employed stated that their current job was "not at all related" to the training they received at OCC. The least number of students (3 students) reported that their job was "highly related."
- The majority of continuing students stated that they had made "moderate progress" toward achieving their career goals (20 students.) Ten students reported that they had made "significant progress" and only 3 students stated that they had made "no progress."

Due to the fact that samples of continuing and non-returning students who were self-employed were small, comparison of the two groups is unlikely to produce any meaningful differences.

However, what can be observed from this sample is that a majority of students who were self-employed reported that their jobs were "not at all" related to their training areas. Therefore, it appears as though most self-employed students had not obtained a job in their training related area. Perhaps these students had taken OCC courses for the purpose of personal enrichment and had no intention of obtaining a job in their training related area.

It can also be observed that most self-employed students felt as though they had made “moderate” progress towards achieving their career goals. Similar to other categories of students, few of these students had jobs that were “highly” related to their training area. Despite this fact, they appear to be optimistic regarding the progress they have made toward achieving their career goals.

### **Analysis of Students Who Are Not Employed, but Are Seeking Employment**

Please see Appendix “E” for a graphical representation of this data.

#### **Non-Returning Students**

- A total of 35 non-returning students (9%) stated that they were not currently employed, but were seeking employment. Because the number of non-returning students who were not employed but seeking employment was small, it may be difficult to generalize of the results of this analysis to all OCC students who were unemployed but seeking employment.
- When non-returning students were asked how much progress they have made toward achieving their career goals, most stated that they had made “no progress” (15 students.) Twelve students stated that they had made “moderate progress” and 8 students reported that they had made “significant progress.”

#### **Continuing Students**

- A total of 131 continuing students (11%) stated that they were currently unemployed but were seeking employment
- A majority of these students (57% or 71 students) reported that they had made “moderate progress” towards achieving their career goals. Only 16 students (13%) stated that they had made “no progress.”

It is difficult to compare non-returning students who were not employed but seeking employment to continuing students who were also unemployed but seeking employment because the sample size of the non-returning students was very small. However, it can be observed that most continuing students reported that they had made “moderate progress” toward achieving their career goals, while a majority of non-returning students reported that they had made “no progress” toward achieving these goals.

## Gender Analysis

Please see Appendices "F" and "G" for a graphical representation of this data.

This section of the report examines the differences in job relatedness and progress made towards achieving career goals between men and women.

### Non-returning Students:

#### Job Relatedness to Training Area

	Females	Percent of Females	Males	Percent of Males
"Highly" Related	31	17%	25	17%
"Somewhat" Related	44	24%	32	23%
"Not at All" Related	108	59%	93	60%
<b>Total</b>	<b>183</b>	<b>100%</b>	<b>150</b>	<b>100%</b>

As can be seen, the differences between genders concerning job-relatedness were minimal. The mean score for women was 1.58; the mean score for men was 1.43 (1= not at all related, 3= highly related.) In fact, there was no significant statistical difference between men and women concerning how related students' employment was to the training they received at OCC.

#### Progress Made Toward Achieving Career Goals

	Females	Percent of Females	Males	Percent of Males
"Significant" Progress	35	15%	31	16%
"Moderate" Progress	117	51%	81	47%
"No" Progress	76	33%	62	36%
<b>Total</b>	<b>228</b>	<b>99%*</b>	<b>174</b>	<b>99%*</b>

\*1% difference due to rounding

Similar to the phenomenon seen regarding job-relatedness, the differences between genders concerning how much progress students had made towards achieving career goals were minimal. The mean score for women was 1.82; the mean score for men was also 1.82 (1= no progress, 3= significant progress.)

There is no significant statistical difference between men and women concerning achievement of career goals.

### Continuing Students:

#### Job Relatedness

	Females	Percent of Females	Males	Percent of Males
"Highly" Related	96	15%	42	10%
"Somewhat" Related	174	28%	106	24%
"Not at All" Related	360	57%	291	66%
<b>Total</b>	<b>630</b>	<b>100%</b>	<b>439</b>	<b>100%</b>

As can be seen, there were differences between men and women regarding how related their current job was to the training they received at OCC. The mean score for women on this measure was 1.58; the mean score for men was 1.43 (1= not at all related, 3= highly related.) These differences are statistically significant ( $p < .05$ .) Women were more likely to state that their job was "highly" or "somewhat" related. Men were more likely to report that their job was "not at all" related.

#### Progress Made Toward Achieving Career Goals:

	Females	Percent of Females	Males	Percent of Males
"Significant" Progress	180	24%	98	19%
"Moderate" Progress	482	64%	368	70%
"No" Progress	88	12%	63	12%
<b>Total</b>	<b>750</b>	<b>100%</b>	<b>529</b>	<b>101%*</b>

\* 1% difference due to rounding

Differences between genders regarding progress made towards achieving career goals were minimal. The mean score for women on this measure was 2.12; the mean score for men was 2.07 (1= no progress, 3= significant progress.) There was no statistical difference between the two groups. Therefore, despite the fact that women stated that their jobs were more related to the training they received at OCC, it appears as though men and women had very similar attitudes regarding how much progress they had made towards achieving their career goals.

## Racial / Ethnic Analysis

Please see Appendices "H" and "I" for a graphical representation of this data.

This section examines differences between racial groups regarding job-relatedness and progress made towards achieving career goals. There were several racial/ethnic categories that contained a small number of students. For example, there was only one American Indian student in the sample of non-returning students. For this reason, the categories of American Indian, Asian and Hispanic were combined into the category "Other." Even with this adjustment, the sample of those in the "Other" categories remains rather small. For this reason, it may be difficult to generalize the results of this analysis to all non-White, non-African American OCC students.

### Non-returning Students:

#### Job Relatedness

	White	% White	Black	% Black	Other	% Other
"Not at All" Related	138	60%	28	57%	30	67%
"Somewhat" Related	52	23%	11	22%	11	24%
"Highly" Related	40	17%	10	20%	4	8%
	230	100%	49	99%*	45	99%*

\* 1% difference due to rounding

As shown, the differences between races concerning how related their jobs were to the training they received at OCC were very small. In fact, there were no statistically significant differences between races regarding how related students' jobs were to the training they received at OCC.

#### Progress Made Towards Achieving Career Goals

	White	% White	Black	% Black	Other	% Other
"No Progress"	89	33%	25	40%	21	37%
"Moderate Progress"	136	51%	29	46%	26	46%
"Significant Progress"	44	16%	9	14%	10	18%
	269	100%	63	100%	57	101%*

\* 1% difference due to rounding

The differences between races concerning the progress students had made toward achieving career goals were not statistically significant. Therefore, students' attitudes regarding how much progress they had made towards achieving their career goals were unrelated to their racial/ethnic affiliation.

## Continuing Students

### Job Relatedness

	White	% White	Black	% Black	Other	% Other
"Not at All" Related	506	61%	63	58%	76	63%
"Somewhat" Related	212	26%	25	23%	35	29%
"Highly" Related	107	13%	20	19%	9	8%
	825	100%	108	100%	120	100%

There were no statistically significant differences between racial/ethnic categories regarding how related students' jobs were to the training they received at OCC. In other words, students' race/ethnicity was not linked to how related their job was to their OCC education.

### Progress Made Towards Achieving Career Goals

	White	% White	Black	% Black	Other	% Other
"No Progress"	112	12%	13	10%	22	13%
"Moderate Progress"	654	68%	80	62%	105	64%
"Significant Progress"	198	21%	37	29%	38	23%
	964	101%*	130	101%	165	100%

\* 1% difference due to rounding

Again, there were no statistically significant differences between students of varying racial/ethnic backgrounds regarding how much progress they had made toward achieving their career goals. Race/Ethnicity was unrelated to how much progress students stated that they had made in this area.

## Age Analysis

Please see Appendices "J" and "K" for a graphical representation of this data.

This section explores the differences between age groups regarding job-relatedness to the training students have received at OCC and how much progress students had made toward achieving their career goals.

### Non-returning students

## Job Relatedness

	22 and younger	% of 22 and younger	23-39 years	% of 23-39 years	40 and older	% 40 and older
"Not at All" Related	132	73%	42	45%	26	45%
"Somewhat" Related	35	19%	25	27%	16	28%
"Highly" Related	13	7%	27	29%	16	28%
<b>Total</b>	<b>180</b>	<b>99%*</b>	<b>94</b>	<b>101%*</b>	<b>58</b>	<b>101%*</b>

\* 1% difference due to rounding.

There was a statistically significant relationship between age groups and how related students' jobs were to the training they received at OCC. There was a positive correlation between age and job relatedness ( $r=.224$ ,  $p<.05$ .) In other words, as the age of students increased so did relatedness of their job to the training they received at OCC.

As can be seen in the above table, students age 22 and younger were the most likely to state that their job was "not at all" related to the training they received at OCC. Students over the age of 23 were more likely to report that their jobs were "highly" related than students 22 or younger.

## Progress Made Towards Achieving Career Goals

	22 and younger	% of 22 and younger	23-39 years	% of 23-39 years	40 and older	% 40 and older
"No" Progress	81	38%	36	31%	21	29%
"Moderate" Progress	107	51%	56	48%	34	47%
"Significant" Progress	24	11%	24	21%	17	24%
<b>Total</b>	<b>212</b>	<b>100%</b>	<b>116</b>	<b>100%</b>	<b>72</b>	<b>100%</b>

There was a statistically significant relationship between age and progress made toward achieving career goals. The relationship was relatively weak ( $r=.147$ ,  $p<.05$ .) Therefore, the older students were, the more progress they had made toward achieving their career goals (although only by a small margin.)

Those students who were 40 years old and older were the most likely to state that they had made "significant" progress toward achieving their career goals. Perhaps this could be due to the fact that older students may have more employment experience than younger students. It is likely that they have been in the work force longer than those students age 22 and younger. Perhaps more employment experience and time in the work force has allowed older students to accomplish more of their career goals. Consistent with this explanation, students age 22 and younger were the most likely to report that they had made "no"

progress towards achieving their career goals. Younger students may not yet have obtained the employment experience needed to accomplish their goals.

## Continuing Students

### Job Relatedness

	22 and younger	% of 22 and younger	23-39 years	% of 23-39 years	40 and older	% 40 and older
"Not at All" Related	567	63%	60	52%	18	33%
"Somewhat" Related	237	27%	22	19%	21	40%
"Highly" Related	90	10%	34	29%	14	26%
<b>Total</b>	<b>894</b>	<b>100%</b>	<b>116</b>	<b>100%</b>	<b>53</b>	<b>99%*</b>

\* 1% difference due to rounding

There was a statistically significant relationship between age and how related students' jobs were to the training they received at OCC. A correlation revealed that the relationship between these age and job relatedness was weak ( $r=.057$ ,  $p<.05$ .) That is, as the age of students increased, so did the relatedness of their job to the training they received at OCC (but only by a small margin.)

As shown in the table above, those students who were age 22 and younger were the least likely to have had jobs that were "highly" related to the training they received at OCC. It is possible that students younger than 23 have not had enough work experience to have obtained job placement in their training related areas. Those students 40 and older were least likely to have reported that their job was "not at all" related. It is possible that those students who were age 40 or older were taking courses at OCC with the purpose of furthering their existing careers.

### Progress Made Toward Achieving Career Goals

	22 and younger	% of 22 and younger	23-39 years	% of 23-39 years	40 and older	% 40 and older
"No" Progress	126	12%	19	13%	5	7%
"Moderate" Progress	710	67%	90	60%	45	65%
"Significant" Progress	217	21%	41	27%	19	28%
<b>Total</b>	<b>1053</b>	<b>100%</b>	<b>150</b>	<b>100%</b>	<b>69</b>	<b>100%</b>

There was no statistically significant relationship between age and progress made toward achieving career goals. However, what we can observe from this sample is that students age 40 and older were most likely to report that they had made "significant" progress toward achieving their career goals. It is possible