

# Oakland Community College 1998/99 Institutional Effectiveness Final Report

## Overview

The College Planning Council (CPC) <sup>has</sup> is charged the Office of Institutional Research with the responsibility of implementing a comprehensive Institutional Effectiveness process. Institutional Effectiveness is a systematic process of continually assessing the extent to which the College is accomplishing its Purposes. This report contains major findings pertaining to four of the College's six Purposes (Community Service, Developmental Education, Occupational & Technical Education, and Transfer Education). The remaining two Purposes (General Education and Workforce Development) will be implemented during the 1999/00 reporting cycle. In addition, this report presents proposed modifications to future effectiveness reports.

Each Purpose has been operationalized into specific Indicators. Within each Indicator detailed Measures have been established. Once data was collected on each Measure a Monitoring Report was prepared (for each Purpose). These preliminary reports were then presented and discussed among various Councils and Committees throughout the College.

These discussions enhanced the analysis and interpretation of findings and are reflected in the attached 1998/99 Monitoring Reports. It is at this point that the Institutional Effectiveness Analytical Committee (a standing committee of the CPC) will determine what if any action needs to be taken in order to effect positive improvement on the College's Purposes. Recommendations from this committee will be considered by the CPC during the summer of 1999.

## Results

### *Community Service*

A fair majority of Oakland County residents are aware of OCC's commitment to Community Service and agree that it is a worthy Purpose. While participation in activities geared toward fulfilling this Purpose is not high, overall residents are still quite satisfied with OCC's efforts.

1. Public awareness of OCC's Community Service Purpose is quite high and comparable to awareness of most of the College's other Purposes. And while Community Service is seen as the *least* important of OCC's Purposes, the College appears to be meeting the public's needs in this domain, as the high satisfaction rate associated with this Purpose would indicate.
2. For the most part, public use of facilities and attendance of events at OCC has been on the decline since 1986. However, library use has remained steady, with approximately 20% of Oakland County residents taking advantage of this public service.

## ***Developmental Education***

Initial findings indicate that a small yet significant portion of the student population is served by the remedial education provided under OCC's Developmental Education Purpose. The pattern of enrollment in Developmental Education courses has been relatively stable, declining only slightly over the last seven academic years.

1. Overall, participation in Developmental Education has declined somewhat since 1991/92 and constituted 10% of all Student Credit Hours during the 1997/98 academic year. In particular, drops in enrollment were seen in the numbers of First-time students taking developmental English. On the other hand, developmental math enrollment was more stable.
2. Across the fall terms from 1994 to 1995, successful completion rates for students enrolled in Developmental Education courses have fluctuated between the 40 and 60% marks. On average, 58% of English students and 44% of Math students successfully finished their developmental courses.

## ***Occupational and Technical Education***

Results from this first iteration of the Effectiveness process indicate that activities in the Occupational and Technical Education area contribute considerably to the college. The largest percentage of students are enrolled in and graduate from these programs. Over the past ten years, the proportion of Occupational Technical students when compared to all students enrolled has remained consistent.

1. About 15% of OCC Students participate in an Internship, Cooperative Learning Experience, or an Apprenticeship. The slight drop in the absolute number of students participating over the past four years is due to the overall downturn in enrollment.
2. About 3/4 of Occupational and Technical Program graduates have found a job in a field related to their degree or certificate, and found a job within 4 months of their graduation date. Those in related occupations earn significantly more money than those in unrelated jobs.
3. Results indicate the currency of our Occupational and Technical Programs. Internally, 95% of graduates are satisfied or very satisfied with the courses in their major. In addition, there are external indications of program quality as OCC's students have had a 90% pass rate for State Licensure Exams for the past three years.
4. OCC has articulation agreements with 14 area colleges and universities. There are

a number of transfer options for every Occupational and Technical Program where students may earn a variety of four-year degrees.

5. Graduates of Occupational and Technical Programs spent an average of 88 months earning their degree from the time they first enrolled. This figure has been increasing over the past ten years. In 1988/89, the average number of months to earn a degree was 70.

### ***Transfer Education***

Initial results of the Effectiveness Report on Transfer indicate that a growing number of students attending OCC are doing so with the transfer goal in mind. Although the largest percentage of our students indicate they are here primarily to earn a degree or certificate, there has been a 10% increase in the proportion of students identifying Transfer as their primary goal since Fall 1995. This change points to the increasing significance of Transfer for the College. 1).

1. Information from the Graduate Follow-Up Survey reveals that each year between 150 and 225 Graduates of OCC transfer to a four-year institution upon completion of their degree/certificate over the past ten years. Graduates are most likely to attend Oakland University, Wayne State, and Walsh College.
2. About 3/4 of OCC Graduates who transferred to another institution reported they were satisfied or very satisfied with their academic preparation for transfer. Over the past ten years, this percentage has been fairly consistent.
3. OCC has articulation agreements with 14 area colleges and universities. There are a number of transfer options for nearly every OCC Program where students may earn a variety of four-year degrees.

## **Future Modifications**

### ***Community Service***

1. Trend data for all public awareness measures which are currently depicted with only one data point will begin with the next Community Service Effectiveness Report.
2. An examination of how residents view OCC compared to other similar post-secondary institutions on a number of specific criteria (i.e. reputation, cost, quality of programs, etc...) is intended for the next version of the Effectiveness Report.

3. A measure illustrating the public's overall impression of OCC will be added. As well, the public will be asked to indicate how OCC could better accommodate its needs.
4. To gage future participation rates among Oakland County residents, a variable capturing the percentage of residents who expect to attend an OCC sponsored function or use OCC facilities sometime in the next year will be included.
5. Environmental scanning will contribute to richer understanding of the trends in Community Service at OCC and other Community Colleges in the next Effectiveness Report.

### ***Developmental Education***

1. The extent to which students are successful **after** completing their developmental course(s) will be provided. Former Developmental Education students will be tracked and their completion rates compared to overall completion rates in non-developmental courses.
2. Information garnered from environmental scanning efforts will be incorporated into the Effectiveness Report to provide a broader context in which to understand Developmental Education at OCC.

### ***Occupational and Technical Education***

1. Additional information for these measures will be collected through the **Revised Graduate Follow-Up Survey** commencing in August 1999. Three questions concerning the extent to which an OCC degree/certificate helps graduates perform their current job and help to advance them in their careers are included.
2. More data will be compiled to assess how well OCC students are doing in **Passing State Licensure Exams**. Currently, only four programs are included in the Effectiveness Report.
3. Changes in the data available from the **Michigan Jobs Commission** will afford us the opportunity to include more detailed career information about OCC Graduates in the Effectiveness Report. These data include more reliable industry classification information and actual hourly/yearly salary figures.
4. As OCC is involved in the **Michigan Community College Environmental Scanning Consortium**, more external comparisons regarding trends in

Occupational and Technical Programs and their graduates will be synthesized into the Effectiveness Report.

### ***Transfer Education***

1. Additional information for these measures will be collected through the **Revised Graduate Follow-Up Survey** commencing in August 1999. There will be a number of items assessing student satisfaction with both academic and administrative transfer processes. In addition, information about the G.P.A.'s of former OCC Students at their transfer institutions will be collected.
2. More data will be compiled from the **Non-Returning Student Survey** about the transfer decisions of former students who did not earn an OCC Degree or Certificate. The identical battery of questions from the Graduate Follow-Up Survey are included here.
3. As OCC is involved in the **Michigan Community College Environmental Scanning Consortium**, more external comparisons regarding trends in Transfer will be synthesized into the Effectiveness Report.
4. Further attempts will be made to better track former OCC students to their transfer institutions through services such as **Transfer-Track** and **Transfer Data Exchange Consortium**. While the data previously provided through these services has been incomplete and of dubious quality, efforts are underway to substantially improve these sources.

**Oakland Community College  
1998-99 Institutional Effectiveness  
Developmental Education Final Report**

## **Results**

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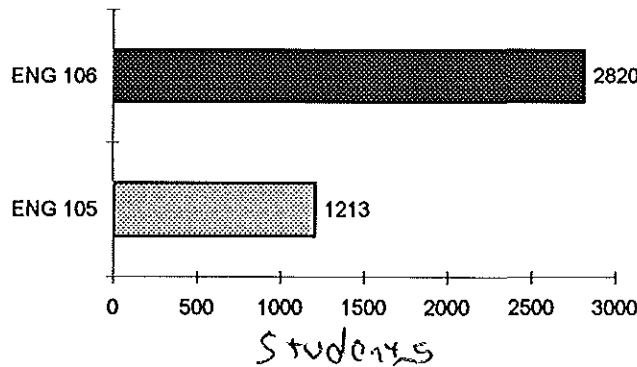
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**Oakland Community College  
Institutional Effectiveness Modifications  
Developmental Education (1999-00)**

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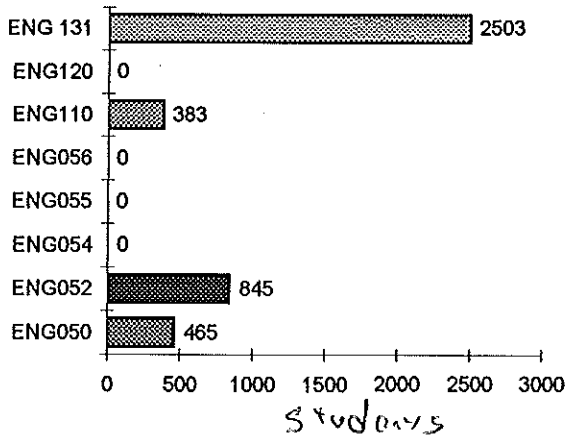
**Oakland Community College**  
**1998 Effectiveness Report on Developmental Education**  
**Annual Enrollment in Developmental English**

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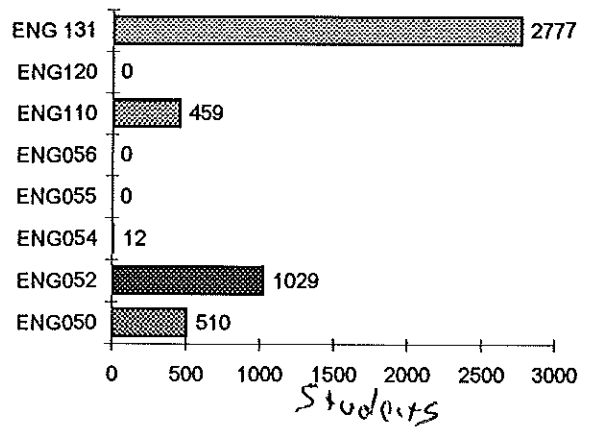


\*ENG 105 Replaces: ENG 050, ENG 052, ENG 054, ENG 055 & ENG 056  
 ENG 106 Replaces: ENG 110 & 131

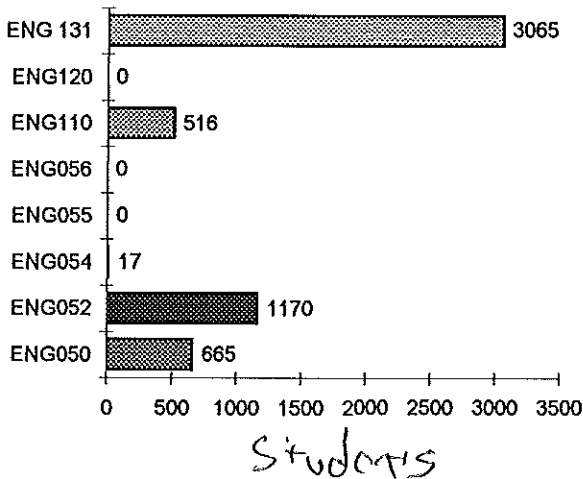
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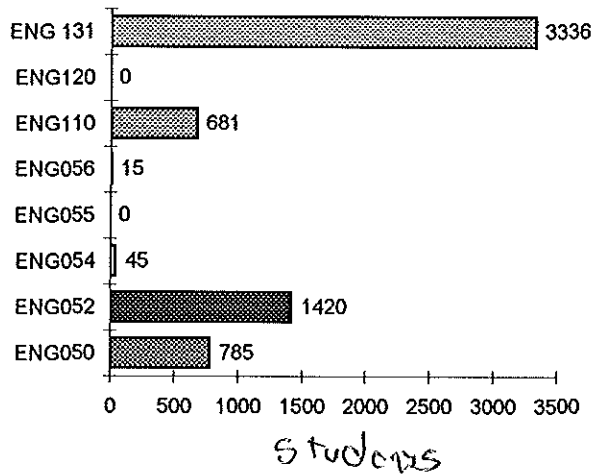
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