OAKLAND COMMUNITY COLLEGE

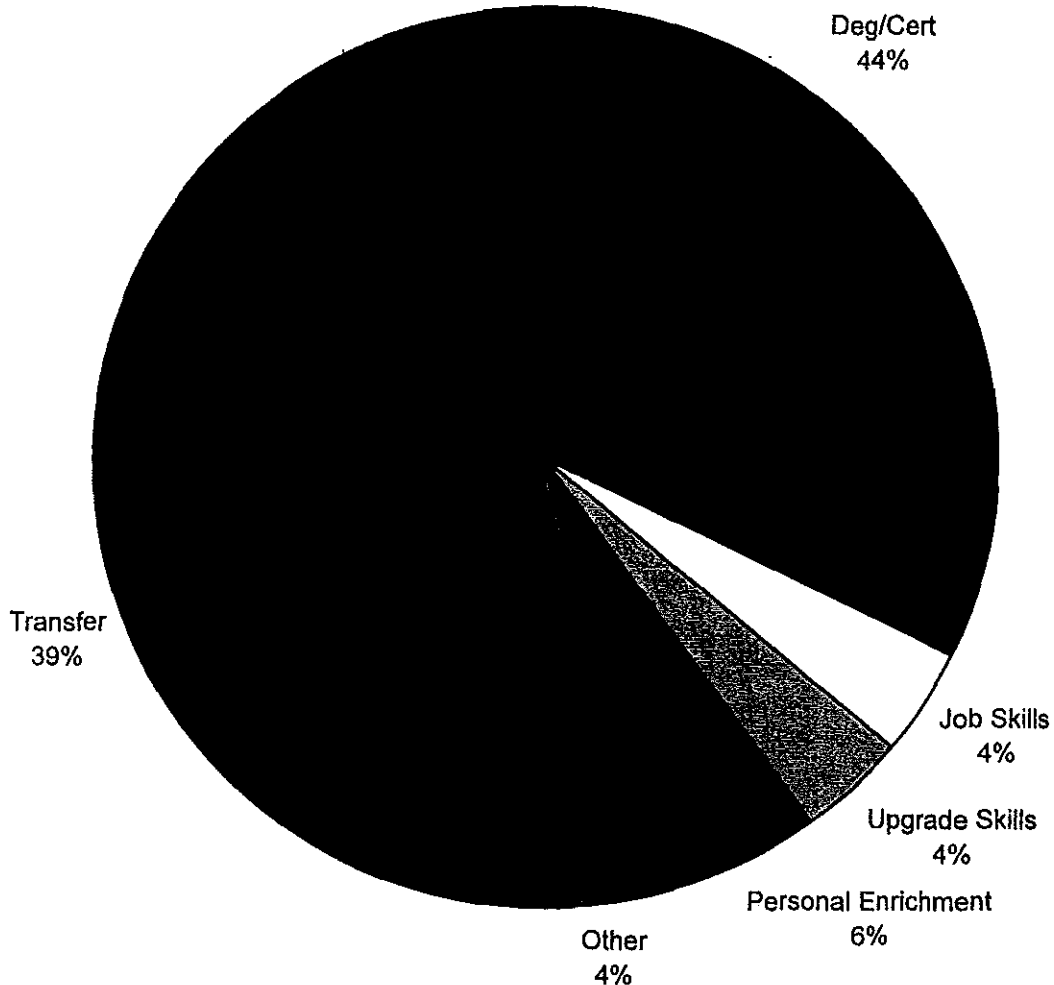# ANNUAL EFFECTIVENESS REPORT ON OCC'S TRANSFER PURPOSE

1999/2000 Preliminary Report

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Fall 1999

Percentage of OCC Students Identifying Educational Goals When Registering for Fall 1999 Courses

Deg/Cert
44%

Transfer
39%

Job Skills
4%

Upgrade Skills
4%

Personal Enrichment
6%

Other
4%

Analysis: 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 1998 to 1999. 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 1999 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.
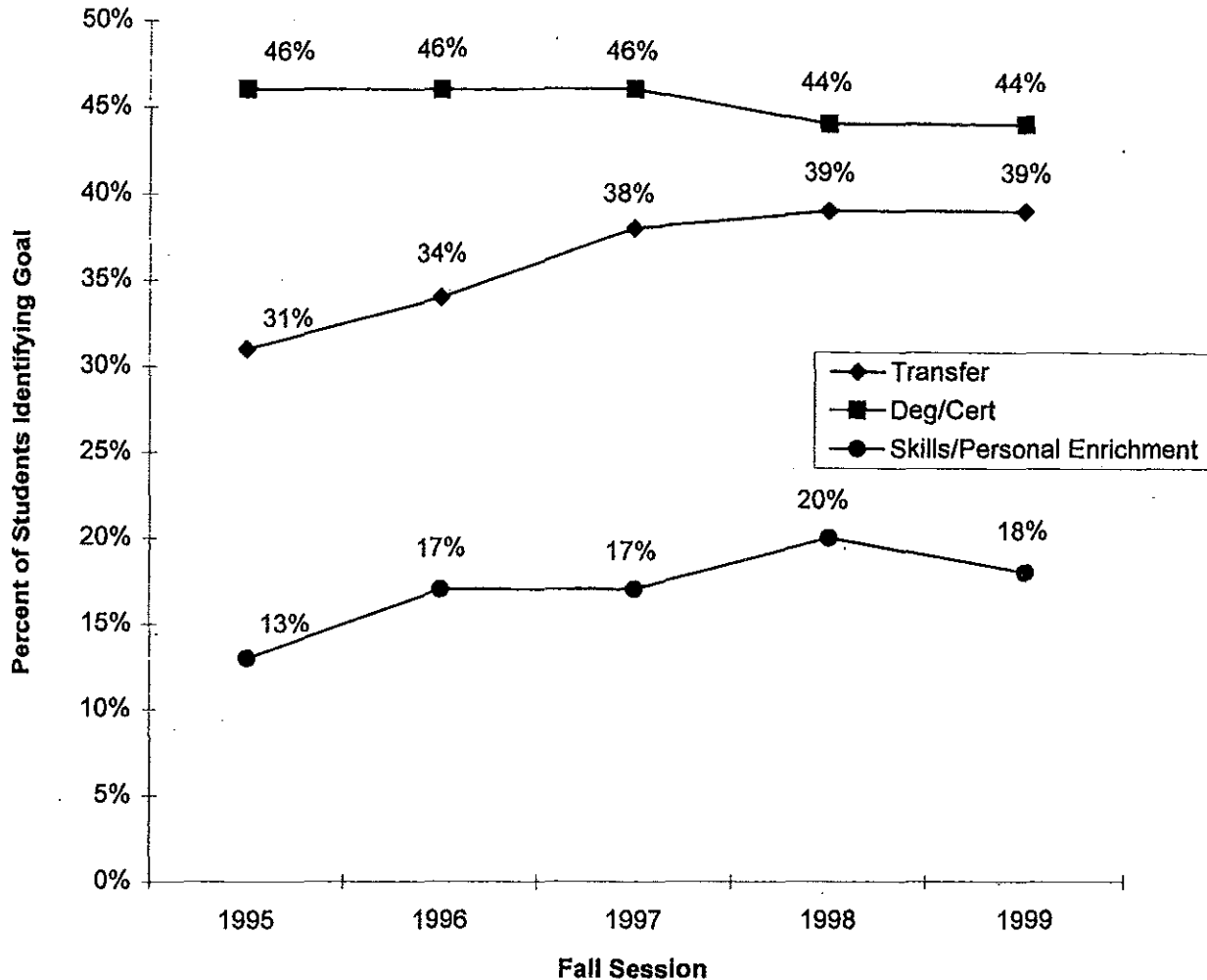
Trend in Educational Goals of Students Registering for Courses at OCC
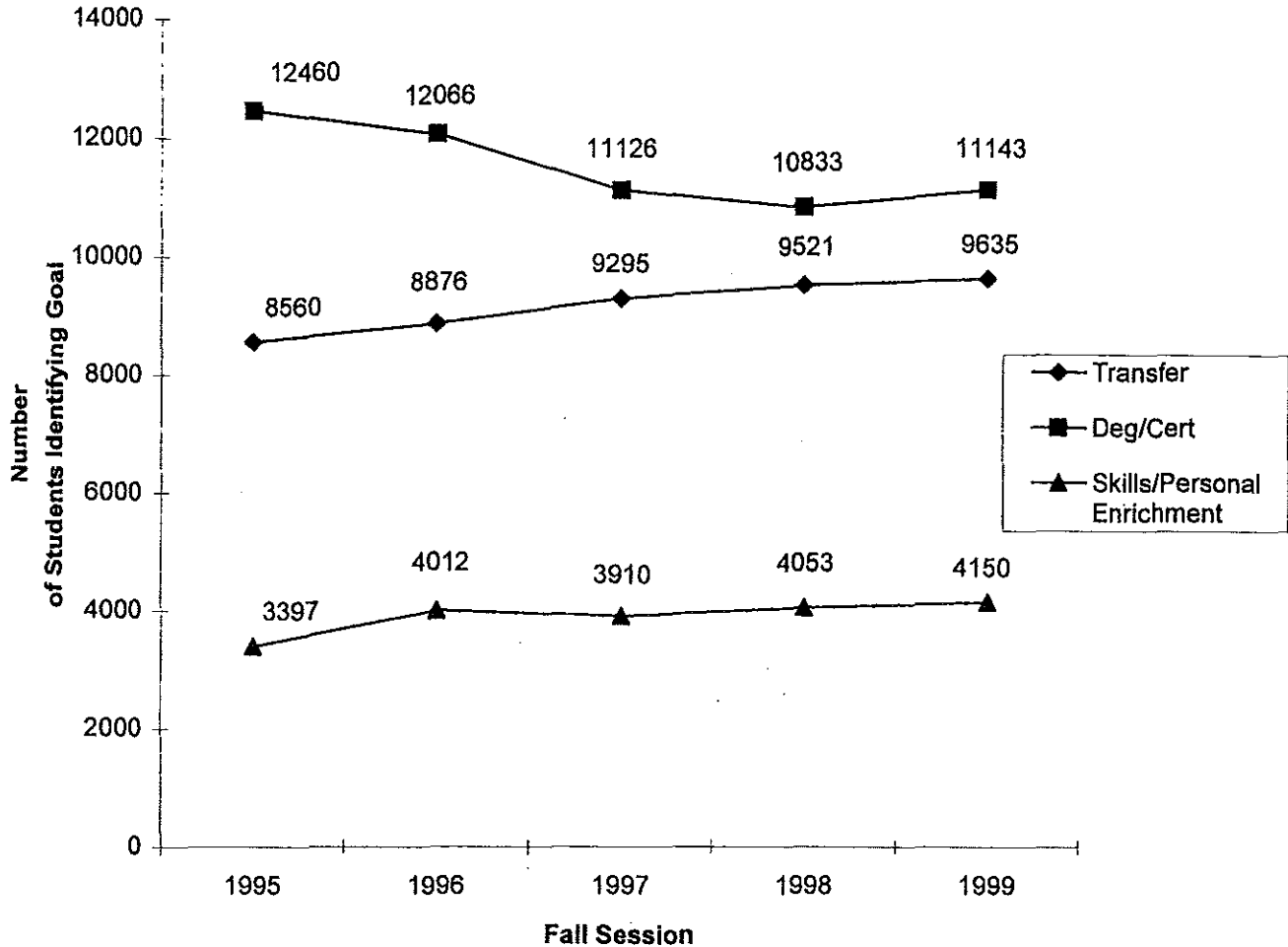
Analysis: Since the Fall of 1995, an increasing number of OCC students are registering for courses at the college identifying their primary educational goal as transfer to another post-secondary institution. There has been little change in the pattern of results in terms of students' stated educational goal. As is the case for the past five years, the largest number of OCC students identified their primary educational goal identified as earning an OCC Degree or Certificate. Each year, however, there has been an increase in the number of students identifying transfer as their primary educational goal. This increase has occurred as enrollment has been declining for OCC. For example, in the Fall Session of 1995, there were 27,129 students registered, whereas in 1999 there were 25,197 students registered during the same Session. Yet, there were over 1,000 more students identifying transfer as their primary educational goal. These data indicate the increasing importance of transfer at OCC.

Trend in Educational Goals of Students Registering for Courses at OCC

Fall Session

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 1999, 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. Due to an increase in the total number of students enrolled in the 1999 Fall Session, there is a greater absolute number of students identifying transfer as their primary reason for attending OCC. The proportion of students identifying each goal is identical to those levels in 1998.

Trend in Percentage of OCC Graduates Intending to Transfer
Attending A Post-Secondary Institution
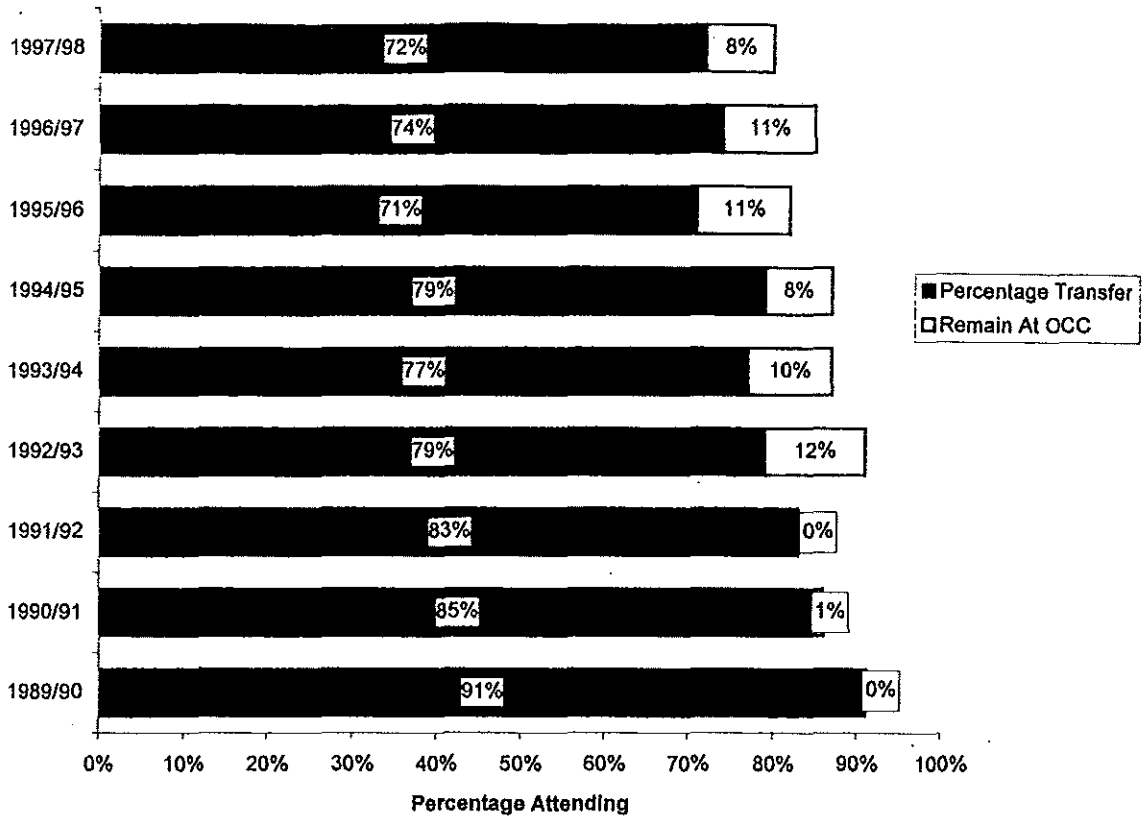
Analysis: A substantial majority of OCC graduates who reported transfer as their primary reason for attending OCC have been attending another post-secondary institution. This percentage has been on the decline over the past nine academic years. In academic year 1997-98, 80% of those graduates intending to transfer were attending another post-secondary institution, or have been taking additional classes at OCC. That is the lowest percentage of OCC graduates continuing their education in the past nine academic years.   With the strong labor market in the Oakland County area over the last five years, perhaps students intending to transfer found promising employment opportunities prompting them to forgo additional post-secondary work at present. Over the past five academic years, a greater percentage of OCC Graduates have chosen to continue their education at OCC. Approximately 10% of those OCC Graduates reporting that they intended to transfer decided to attend OCC during the academic years 1992-93 to 1996-1997. That figure has dropped a bit in the 1997-98 academic year to about 8% of graduates opting to return to OCC for additional courses. Prior to that point few opted to attend OCC in the year following their matriculation.

Oakland Community College
1999/00Effectiveness Report on Transfer

	1997/98	% of Total
OCC	154	27%
Oakland	112	19%
Wayne State	68	12%
Eastern	32	6%
Walsh	28	5%
U of M Dearborn	22	4%
Madonna	19	3%
U of M Flint	18	3%
Central	13	2%
U of Detroit	13	2%
U of M Ann Arbor	10	2%
U of Phoenix	9	2%
Lawrence Tech	7	1%
Western	6	1%
Michigan State	4	
TOTAL	515	

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. Completing the top six are Oakland, Wayne, Eastern, Walsh, and U of M Dearborn. Together, these six institutions represent approximately 75% of the total number of OCC graduates who transferred in academic year 1997-98. This academic year also represents the first year the University of Phoenix has made the list of the top fifteen transfer institutions, drawing a greater number of students than Lawerence Technological University, Western, and Michigan State.

Trend in Percentage of OCC Graduates Rating Academic
Preparation for Transfer as Good or Excellent
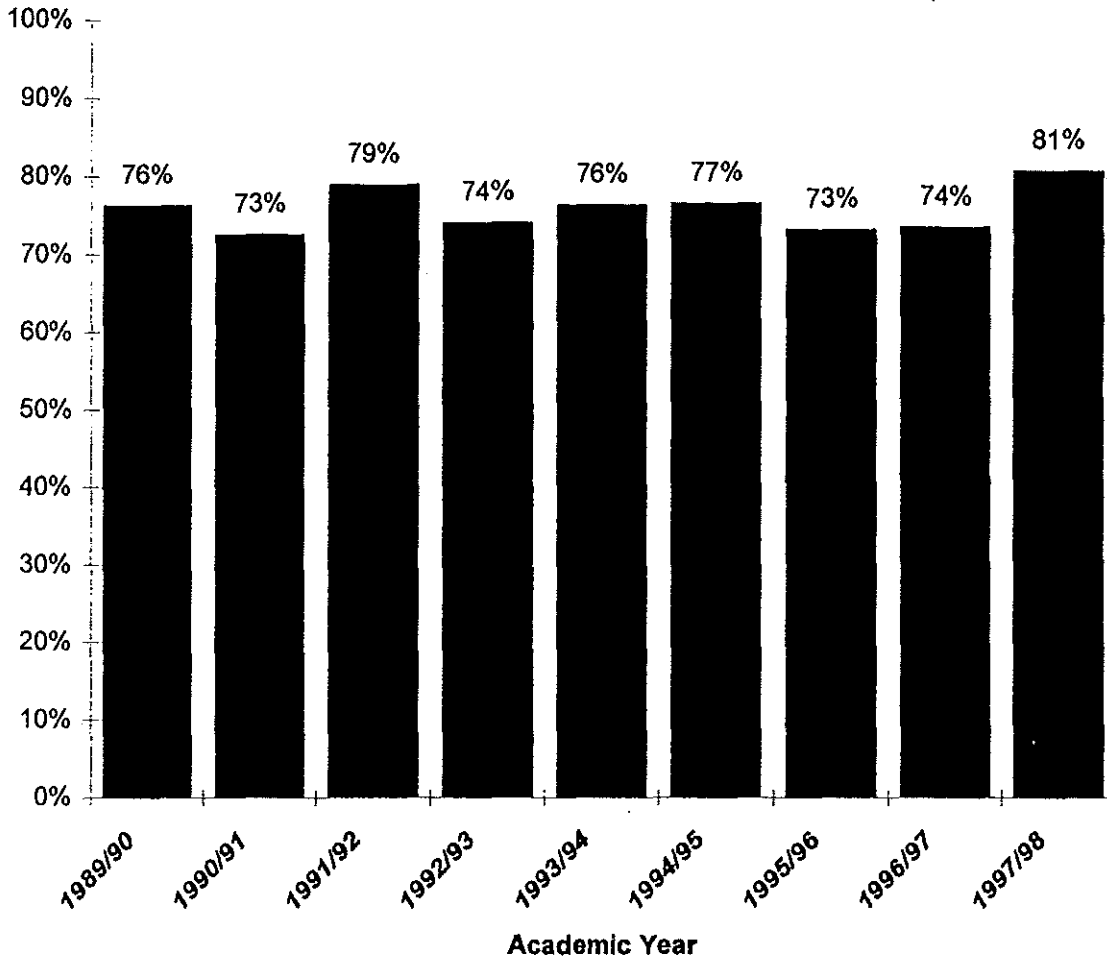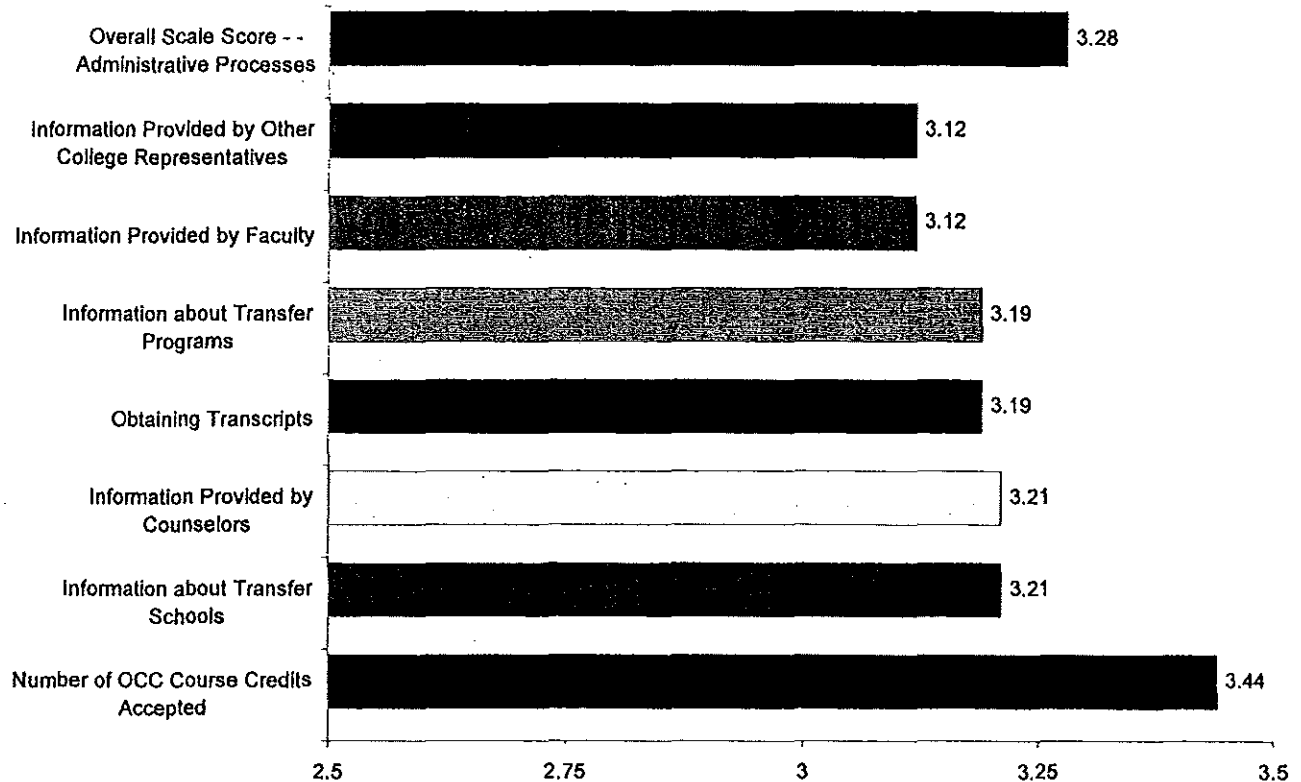

Academic Year

Analysis: OCC graduates are increasingly satisfied with their overall academic preparation for transfer to a post-secondary institution. Over the past eight academic years, the percentage of graduates reporting good or excellent preparation for transfer by OCC had stabilized in the mid to low seventy percent range. In 1997-98, however, the percentage rating preparation as good or excellent increased 7% to a nine year high of 81%. From academic year 1989-90 to 1997-98, 2% or less of the graduates indicated they felt their preparation for transfer was inadequate. A more specific examination of satisfaction with the transfer process is contained in the next two effectiveness measures. Due to alterations in the Graduate Follow-Up Survey, this will be the final year for this measure to be completed. The greater breadth and depth of the questions pertaining to transfer will supplant this information.

Former OCC Student Satisfaction With Administrative Preparation for Transfer

Preliminary Report

Category	Score
Overall Scale Score - - Administrative Processes	3.28
Information Provided by Other College Representatives	3.12
Information Provided by Faculty	3.12
Information about Transfer Programs	3.19
Obtaining Transcripts	3.19
Information Provided by Counselors	3.21
Information about Transfer Schools	3.21
Number of OCC Course Credits Accepted	3.44

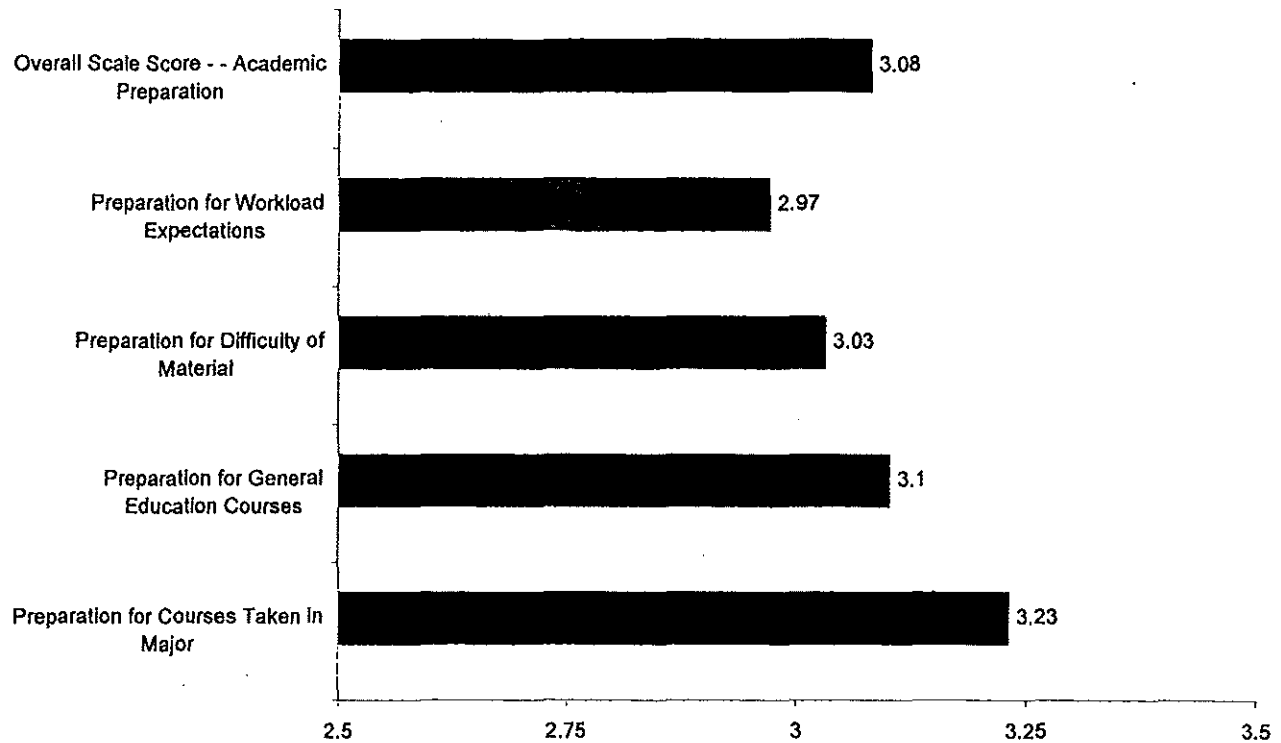(Axis: 2.5   2.75   3   3.25   3.5)

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 in Winter 1999, 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. Overall, results indicate that former students are satisfied with the **Administrative** process for transfer. These seven items assessing Administrative 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 Administrative Preparation for transfer was 3.28. Students were most satisfied with the number of OCC credits accepted by the transfer institution and least satisfied with information provided by representatives from other colleges representatives and from OCC Faculty about transfer options. In the main, OCC Students are more satisfied with their Administrative Preparation for transfer then with their Academic Preparation. These results should be interpreted with caution because of the small sample size of 42 students.

Former OCC Student Satisfaction With Academic Preparation for Transfer

Preliminary Report

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

Post-Secondary Institution
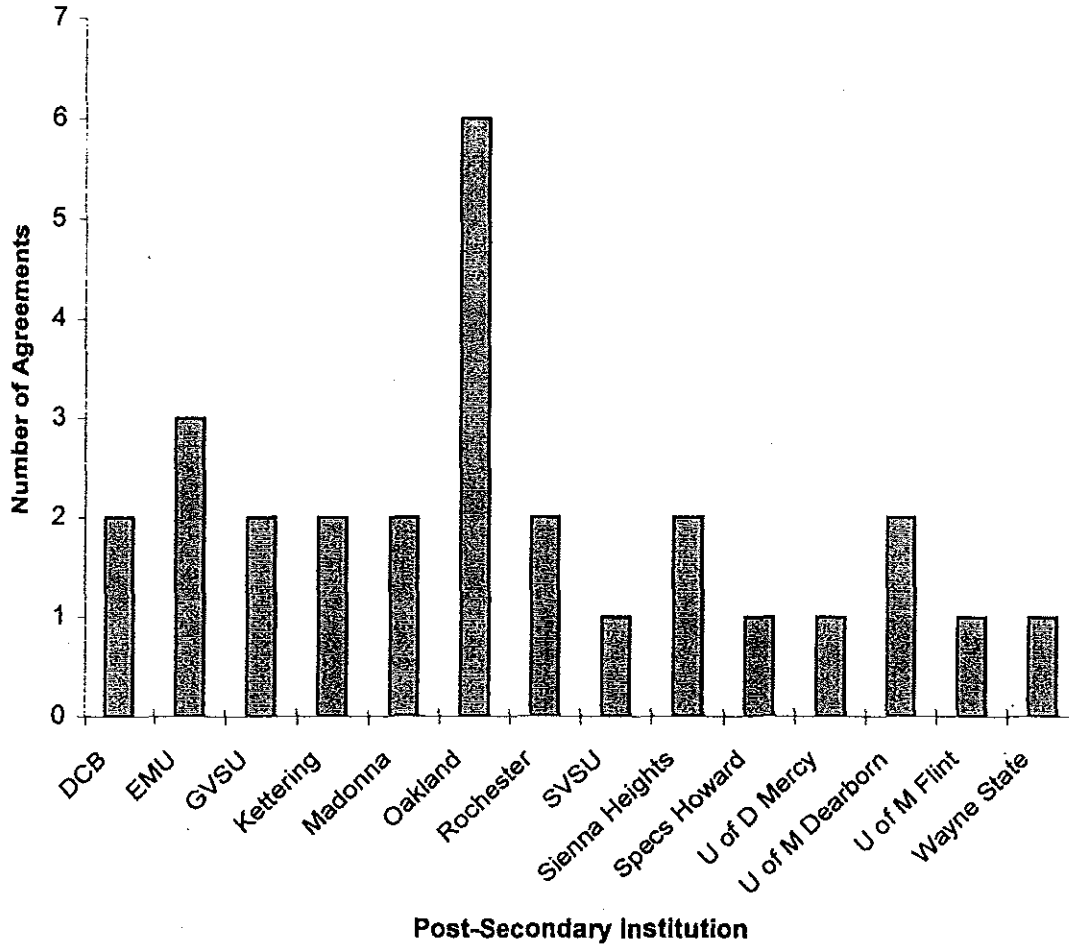
Analysis: OCC has formal articulation agreements with 14 local post-secondary institutions ranging from small private colleges to large state institutions. These agreements specify in detail the coursework to be taken both at OCC and at the transfer institution. These agreementas represent those that 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. During 1999, a new articulation agreement was approved for engineering at Wayne State University.

Number of Formal Articulation Agreements by OCC Curriculum Cluster

Curriculum Cluster (vertical axis)

- Social Science: 8
- Public Service: 6
- Non Automotive Technology: 10
- Math Science: 3
- Commercial/Fine Arts: 5
- Business: 9
- Automotive Technology: 4
- Allied Health: 7

Horizontal axis: 0, 2, 4, 6, 8, 10, 12

Number of Agreements
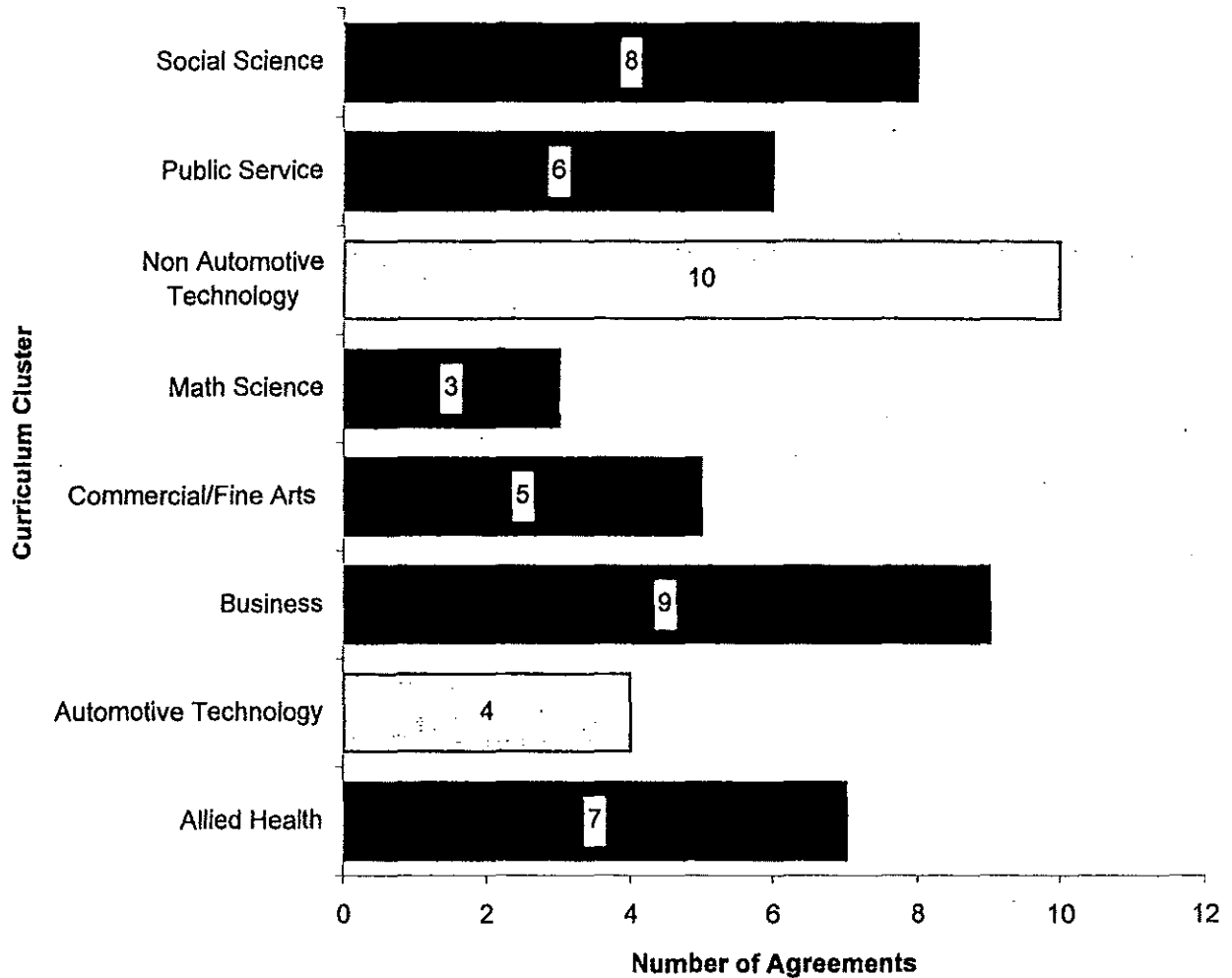
Analysis: A large number of OCC Occupational and Technical Programs have formal articulation agreements with area colleges and universities. In this graphic, each articulation agreement represents a degree which is earned at the transfer institution. Several programs are included under a single agreement. For example, a student graduating in an Allied Health program has the choice of pursuing seven distinct degrees. A complete list of all the specific OCC programs and their corresponding agreements is included as an appendix to these monitoring reports. In 1999, there has been one additional articulation agreement finalized with Wayne State Univerisity's engineering program.

Developmental Education
Driving Issues for Institutional Effectiveness

[Providing] opportunities...to prepare for college-level studies

Issue #1:

Is the process for identifying and placing students in Developmental Education courses operating adequately? Are students who require developmental training being identified and offered the necessary resources in an effective manner?

Issue #2:

Should concentrated attention be given to the overall decline in enrollment in Developmental Education courses, particularly Developmental English? When looking solely *within* the Developmental arena, how should the increased representation of Math enrollment relative to English enrollment among Developmental courses be viewed?

Issue #3:

Is the current trend in 'Satisfactory Completions' rates acceptable?

Community Service
Driving Issues for Institutional Effectiveness

[Providing]...cultural, social and enrichment opportunities for lifelong learning

Issue #1:

Are the levels of public awareness, perceived importance and satisfaction appropriate?

Issue #2:

Are the services & facilities offered, adequately meeting the cultural, social, enrichment and lifelong learning needs and expectations of the community?

Issue #3:

Are enrollment levels in non-credit, continuing education a concern?

Occupational and Technical Education
Driving Issues for Institutional Effectiveness

Issue #1 - - Practical Learning Experiences

Is there a need to increase the number of students who complete a practical experience while at OCC? What can be done to encourage students to enroll in such experiences? What are strategies we can develop to increase awareness of available OCC practical experiences?

Issue #2 - - Articulation Agreements

Is there a need to increase the awareness of OCC Articulation Agreements among students? Is there a need to develop a more accessible source of information for staff and students about formal articulation agreements at OCC?

Issue #3 - - Completion Rates

Is there a need to address the issue of students taking a longer time to earn their degree or certificate? Are there some steps OCC can take to uncover the reasons why this circumstance exists?

Transfer Purpose
Driving Issues for Institutional Effectiveness

Issue #1 - - OCC Transfer Rate & Outcomes

Is there a need to discover the reasons why OCC graduates are returning to the college for additional courses? Are we satisfied with the number of OCC students who are transferring to other post-secondary institutions?

Issue #2 - - Satisfaction with Preparation for Transfer by OCC

Is there a need ask additional questions about student satisfaction with the transfer process?
Should an effort be made to gather data from all students about why they decide to transfer to another post-secondary institution?