

Oakland Community College

College Wide Student Outcomes Assessment

Second Follow-Up Study of Cohort 2

Overview and Methodology

What follows is a longitudinal inquiry of students assessed over a one-year period (from Fall 1996 to Fall 1997). Analysis will be made against those students in Cohort 1 who were also measured one year out. In addition, comparisons may be made utilizing the initial study of Cohort 2 students. However, since there was no segmentation of continuing and non-returning students in the initial study, one should not infer too much from the data interpretations between the initial study and the follow-up analysis of Cohort 2.

From our first follow-up analysis of Cohort 2, we received a total response rate of 48% (n=384) out of the original cohort (n=800). Of the 384 students assessed, 250 were continuing students and 134 were classified as non-returning students. Thus, the response rate for continuing students for the first follow-up study was 31%, and for non-returning students, the rate of response was 17%.

Continuing Students

Reasons for being at OCC

Similar to the results obtained from the initial survey conducted in 1996, the largest percentage (54%- n=133) of continuing students indicated that their single most important reason for being at OCC was to gain transfer credits (see Table 1)¹, while 31% desired to obtain an associate's degree. These results seem to indicate that most students attend OCC to obtain credits which would then transfer to a four-year institution. When compared to Cohort 1's first year follow-up, an almost equal percentage (54%--n=143) stated that they were also attending OCC to obtain transfer credits and 33% (n=89) indicated that they wanted to receive an associate's degree.

Outcome One--Students will identify their long-term educational goal

In 1997, 43% (n=107) of continuing students stated that they wanted to obtain a bachelor's degree, while 35% (n=87) noted they wanted to acquire an associate's degree (see Table 2). When asked how sure they were about this educational goal, 70% (n=162) were very sure, while 24% (n=59) were somewhat sure of their goal.

This differed slightly from the analysis of students who responded from the first cohort. In Cohort 1, 39% (n=104) stated that they wanted to obtain a bachelor's degree in the long-term,

¹ Note: All Tables (1-12) are located in Appendix A. There are two tables (A and B) embedded in the text.

however, only 8% (n=21) wanted an associate's degree. The second largest percentage of responses from the first cohort were those students who wanted a professional, master's, or doctorate degree (35%--n=90).

Outcome Four--Students will perceive that they have made progress toward achieving their career goals

After one year, of the continuing students assessed, 51% (n=126) suggested that they had made some progress in their career goals, while 41% (n=100) stated that they had made significant progress (see Table 3). When asked in what ways they had made progress toward their goal, 57% (n=123) stated they had gained some of the skills necessary for their career goals. Also, thirty-four percent of Cohort 2 (n=73) noted that they were now able to define their goals more clearly (see Table 4).

When comparing answers at the same point in time with Cohort 1, the results were approximately similar. Fifty-five percent of students from Cohort 1 noted they made some progress, 38% stated they made significant progress, while seven percent indicated that they had made no progress.

Outcome Five--Students will be retained at OCC for their expected length of stay

When asked how long they intended to stay at OCC, two answers garnered the most responses. For instance, 31% (n=77) of students suggested they would stay at OCC for one year and 25% (n=62) stated they would remain for two years (see Table 5). In addition, the majority of students (75%- n=158) stated that they would continuously enroll while at OCC. These percentages approximate Cohort 1's responses (i.e., 27% and 21% respectively).

Outcome Eight--Students intending to transfer will successfully do so

When asked if they intended to transfer, students who were surveyed overwhelmingly (75% - n=163) suggested that they would transfer to a four-year institution. This was followed by those students who were not sure where they would transfer (12% - n=26), and those who were not intending to transfer (9% - n=20) (see Table 6). The students who responded to this question from Cohort 1, had identical percentage responses. Seventy-four percent of Cohort 1 intended to transfer to a (n=168) and 12% (n=27) were not intending to transfer.

Outcome Nine--Students intending to take state licensing exams will be certified

The number of continuing students responding to this question was very small. Only 9 students took the exam for a state license and 8 passed the exam.

Outcome Ten—Students who seek employment will obtain job placement in a training related area

The majority of continuing students from Cohort 2 were employed either full-time or part-time. Of those students contacted, 41% (n=102) were employed full-time whereas 46% (n=116) of the students were employed part-time (see Table 7). Sixty-six percent of the students responding stated that their jobs were not at all related to their studies at OCC (see Table 8).

In comparison to Cohort 1, 33% were employed full-time, while 48% were employed part-time. There was a significant difference between the two Cohorts in terms of full-time employment. The students in Cohort 2 were employed more in a full-time capacity than those at the same time interval in Cohort 1.

Outcome Eleven—Students who have met OCC general education requirements will perceive they have made progress towards achieving the college’s core competencies.

Continuing students were asked a series of questions related to their progress at OCC. In particular they were asked to rate their development on a set of measures based on the College’s core competencies. Table A reflects those responses given in each year. It should be noted that the “Progress” variable has been collapsed and calculated from scales of “significant progress” and “some progress.”

Table A
Progress of Continuing Students in Core Competencies*

	<u>Progress</u>	<u>No Progress</u>
Independent learning skills	97	3
Attain personal goals	97	3
Communication skills	93	7
Interpersonal skills	93	7
Solve complex problems	92	8
Knowledge of world problems	78	22
Usage of technology	78	22
Scientific methods	75	25
Mathematical skills	74	26

* percentages

Continuing students suggested that they have made progress in all nine categories. Those areas where they seemed to have excelled in the most were: “learning skills,” “communication skills,” “personal goals,” and “interpersonal goals.” Conversely, the four core competencies where students did not seem to make as much progress was in “math,” “world problems,” “technology,” and “scientific methods.” There was also a significant gender difference in two of the competencies. Men were more likely to suggest that they had made more progress in their mathematical skills than women. On the other hand, women had made more progress in their interpersonal skills than did the male students.

Students in Cohorts 1 and 2 indicated that they did not make as much progress in four competencies (i.e., greater awareness of world problems, effective use of technology, understanding scientific methods, and mathematical skills). Albeit the percentages were somewhat different between the two cohorts, the fact remains that the last four competencies had the highest percentage of responses in the “no progress” column for continuing students.

Not only do the aforementioned lower rated competencies (i.e., greater awareness of world problems, effective use of technology, understanding scientific methods, and mathematical skills) rate low within each cohort but they are also rated low across the cohorts. This seems to suggest that continuing and non-returning students do not think they are making too much progress in these areas. These areas will need to be further explored to ensure that all students feel they are making significant headway in the core competencies.

Non-returning/Departing Students

Student information system data recorded that individuals in this group were not registered at OCC in the Fall of 1997. Thus, the focus of the analysis was to ascertain the extent to which non-returning students had completed their educational goals while enrolled at OCC.

Completion of Educational Goal

When non-returning students were asked if they had completed their educational goals, most respondents noted that they had not completed their goal (64%- n=86). Forty-eight percent (n=23) suggested that their goal was to transfer to another college, while 35% (n=17) stated that their goal was to complete courses at OCC (see Table 9).

These answers corresponded with the answers from the Cohort 1 analysis. Those students who did not return indicated that they also did not accomplish their educational goals, 69% vs. 31% respectively.

When Cohort 1's non-returning students were assessed about their educational goals, their answers differed from Cohort 2's non-returning students. Cohort 1 students indicated that they were mostly interested in completing courses (59%), while only 28% stated that they wanted to transfer to a different institution. Cohort 2's responses indicated that 50% (n=23) wanted to transfer to

another college while only 35% (n=17) were interested in completing coursework.

Unfortunately, we do not know why there is a difference between these two cohorts. One could argue that there were more transfer oriented students in Cohort 2 than Cohort 1, thus the diversity between the two groups' answers. Another possible explanation may be that various institutional, career, and/or personal reasons influenced each cohort's response to the question.

Reasons students chose not to return to OCC

Students were asked why they chose not to re-enroll at OCC. They were given three choices: financial, personal, and/or academic reasons. Each of these categories had subquestions which are listed below if deemed significant by the student.

Students who responded to the survey suggested that financial concerns were not a dominant reason why they did not return to OCC (58%-n=50). However of the individuals who did say finances were important in their decision not to return, answers given by these students indicated that they did not return because: "they couldn't earn enough money" while enrolled (50%-n=17), and that they "did not have enough money at registration" (50% - n=17).

When asked if their decision not to return was personal, the majority of students (57% - n=49) stated that it was not. Of those students who did answer in the affirmative to this question, 56% (n=20) stated that they had a "time conflict between their job and when classes were offered."

Finally, we asked if their reason for not re-enrolling was an academic matter. As in the two preceding categories, a majority of the non-returning students indicated that their decision not to return was not related to any academic reasons. Yet those student who did agree with the statement suggested that "courses needed were not available" (69%-n=9) was the main reason they did not return to OCC.

When compared against Cohort 1, only the "Personal" reason was different between the two cohorts. In Cohort 1, 63% (n=80) stated that personal reasons did make a difference in their decision to re-enroll. Of the answers given within each category, "could not earn enough income while enrolled" and "did not have enough money at registration" were both significant in both cohort's answers concerning financial reasons. There were no other personal or academic reasons which were similar across both cohorts.

Plans to return to OCC

When we asked the non-returning students if they planned on re-enrolling at OCC, a majority of Cohort 2 students stated that they would return. Fifty-three percent (n=72) of the non-returning students indicated that they would re-enroll, while 26% (n=35) suggested they would not and 21% (n=27) were unsure (see Table 10). The percentage who stated they would return in Cohort 2 was lower than those from Cohort 1 (53% vs. 65%).

Outcome Four—Students will perceive that they have made progress toward achieving their career goals

The majority of non-returning students indicated that they had made “some progress” (55%-n=69) in achieving their career goal, while 21% (n=26) that they had made “significant progress.” Almost one-quarter (24%-n=31) suggested that they had not made any progress toward their career goals (see Table 11). This differed from Cohort 1, in that Cohort 2's non-returning students seemed to make more progress toward their career goals than those from Cohort 1.

When we assessed in what ways the students had made progress in their career goals, 63% (n=59) stated that they had gained the skills they were seeking, while 23% (n=22) indicated that they were able to define their career goals. These figures were nearly identical to Cohort 1's responses.

Outcome Nine—Students intending to take state licensing exams will be certified

Eight non-returning students took a state licensing exam and of those eight, six students passed the exam.

Outcome Ten—Students who seek employment will obtain job placement in a training related area

As with the continuing student assessment from this cohort, the majority of students indicated that they were employed either full-time (57%-n=75) or part-time (14%-n=19). In addition, 17% (n=23) indicated that they were not employed and were not seeking employment (see Table 12).

When asked if their job was related to their studies at OCC, a majority (49%-n=47) of non-returning students stated that there was no relationship between their academic work at OCC and career. Twenty-seven percent (n=26) noted that their job and courses at OCC were highly related and 24% (n=24) noted that course work and employment were somewhat related. A significant finding from this analysis was that women indicated that their studies were more related to their jobs than men. This finding may suggest that men are looking to change jobs or careers, whereas women might be seeking out advancement opportunities at the same work site.

Student Outcome Eleven—Students who have met OCC general education requirements will perceive they have made progress towards achieving the college's core competencies.

Educational Progress

Non-returning students were asked a series of questions related to their progress at OCC. In particular they were asked to rate their progress on a set of measures based on the College's core competencies. Table B reflects those responses given. It should be noted that the “Progress” variable has been collapsed and computed from the items of “significant progress” and “some progress.”

Table B
Progress of Continuing Students in Core Competencies*

	<u>Progress</u>	<u>No Progress</u>
Independent learning skills	85	15
Attain personal goals	83	17
Communication skills	83	17
Interpersonal skills	80	20
Solve complex problems	78	22
Knowledge of world problems	65	35
Usage of technology	64	36
Scientific methods	57	43
Mathematical skills	56	44

* percentages

Unlike the continuing students who had larger percentages in the “progress” column, non-returning students indicated that they had made less progress in each of the categories than continuing students. Students from this cohort seemed to make more progress than those from Cohort 1. For instance, although the four lowest rated competencies are the same, the responses from Cohort 2 showed more agreement with the “progress” variable than “no progress.”

Two interpretations can be advanced for the non-returning student analysis: First is the argument that these students departed the college because their academic abilities were moderate to fair and thus the responses given by the students. Another argument may have been that the students believed they were not receiving the academic support needed to make progress in the competencies. However, this argument is negated by the fact that earlier, a majority of the students indicated that academic reasons were not a factor in their decision not to re-enroll.

However, why the differentiation between Cohort 1 and Cohort 2? Did the students make progress in each competency based on the feedback from the Cohort 1 analysis? That is, did faculty make changes in classroom curriculum and thus the change in student responses? Or were the students, who withdrew from the college, in Cohort 1, more academically advanced in certain competencies? Thus their higher responses to the “no progress” category.

Conclusion

The follow-up study of Cohort 2 seems to indicate that those students who are continuing their studies at OCC are very much interested in transferring to a four-year institution and intend to stay at the college for approximately one year. These same students noted that their current occupations are not related to their current academic pursuits, and that they do not make as much progress in four certain competencies as the other five. We are still uncertain as to why there is a difference the students' certain responses from one cohort to the next.

The analysis of the non-returning students indicated that they did not accomplish their goals and that a small majority of them suggested that their educational goal was to transfer to another college. In addition, these students also indicated that their reasons not to return to OCC was not merely financial, academic or personal. Thus, we are left with a perplexing question: What influenced these students to withdraw from OCC if it was not either of the choices just mentioned? When asked if they plan to return to OCC in the future, a majority of them stated that they would re-enroll. Also, like their continuing peers above, this group of students also seems to have lower progress scores in the same four competencies.

One of the limitations with the analysis is the availability of minority students in the sample. Since there was not a critical mass of minorities assessed, it is difficult to know if various racial/ethnic students provided different responses and thus, if their answers are significant across racial groups. In addition, the research design and questions used to ascertain responses from students may be flawed in terms of their validity and reliability for this project.

Appendix B: Longitudinal Analysis

Fall 1998

Students who were surveyed:
4359 students

Students who identified their primary intention in attending OCC was to transfer:
1198 students, 27%

Winter 1999

These 1198 students were surveyed again in the Winter of 1999

Students who completed the survey:
584 students, 49%

Students who were enrolled during the Winter 1999 semester and completed the Winter 1999 survey:
522 students, 89%

Students who were not enrolled during the Winter 1999 semester and completed the Winter 1999 survey:
62 students, 11%

Students who stated again that transferring was their primary intent in attending OCC:
391 students, 75%

Students who reported that they are currently attending another institution:
10 students, 16%

Students who stated that transfer was a reason for their departure from OCC:
30 students, 48%

Fall 1999

These 522 students were again surveyed in the Fall of 1999.

Students who completed the survey:
459 students, 88%

Students who were enrolled in courses during the Fall 1999 semester:
390 students, 85%

Students who were not enrolled in courses during the Fall of 1999:
69 students, 15%

Students who again stated that their primary intention in attending OCC was to transfer:
286 students, 73%

Students who stated that they were currently attending another university:
20 students, 29%

Students who cited transfer as a reason for leaving OCC:
35 students, 51%

Still using the same scale of very dissatisfied, dissatisfied, satisfied, very satisfied, or have not used service, how would you rate the following OCC services? Very

	Very Satisfied	Have Not Satisfied	Dissatisfied	Dissatisfied	Used Service
g. Individualized Instructional Center Services (IIC)	4	3	2	1	8
h. Cafeteria/food services	4	3	2	1	8
I. Recreational facilities	4	3	2	1	8
j. Parking facilities	4	3	2	1	8
k. Computer facilities	4	3	2	1	8
l. College's orientation process	4	3	2	1	8
m. Course availability	4	3	2	1	
n. Overall satisfaction with OCC's services	4	3	2	1	

3. Thinking about your choice of colleges to attend, was OCC your first choice, second choice, third choice, or was OCC your fourth choice or lower?

They can choose only one

- (4) _____ *First choice*
- (3) _____ *Second choice*
- (2) _____ *Third choice*
- (1) _____ *Fourth choice or lower*

4. Let's focus on your plans for next term--Winter 1999. Do you plan NOT to attend OCC next term, do you plan to re-enroll at OCC, do you plan to transfer to a four or two year college, or are you undecided about your plans for next term?.

They can choose only one

- (1) _____ *Plan NOT to attend OCC next term*
- (2) _____ *Plan to re-enroll*
- (3) _____ *Plan to transfer to a four-year or two-year college*
- (4) _____ *Undecided*

5. Now I'd like to ask about your long-term educational goal. Within the next 5 years, is your career goal to...:

Read list--they can choose only one

- (1) _____ *Take classes only and not pursue a degree or certificate*
- (2) _____ *Obtain a Certificate*
- (3) _____ *Acquire a two-year Associate degree*
- (4) _____ *Obtain a bachelor's degree,*
- (5) _____ *Or is your educational goal to acquire a Master/Professional or higher degree such as an M.D., Law degree, MBA, or Ph.D.*

6. My next question concerns how long you expect to be at OCC. For this question we are defining a year as the Fall, Winter and Spring semesters. Given this do you expect to be here for...

Read list -- they can choose only one

- (1) _____ One semester (*Skip to Question #8*)
- (2) _____ Two semesters
- (3) _____ Three semesters
- (4) _____ One year
- (5) _____ Two years
- (6) _____ Three years,
- (7) _____ Or do you expect to be at OCC for more than three years?

7. Now I'd like you to think about your future enrollment intentions at OCC. Do you expect to enroll continuously for example Fall, Winter, Spring; do you expect to take a break between semesters; or are you uncertain about your plans at this point?

Check only one.

- (3) _____ *Continuously enroll (Fall, Winter, Spring)*
- (2) _____ *Take a break between semesters*
- (1) _____ *Uncertain at this time*

8. I'm going to read you a list of reasons that may have influenced your decision to attend OCC. Please tell me how important each reason was in your decision to attend OCC? Was it **not important**, **somewhat important** or **very important**?

They can select only one for each question

	Very Important	Somewhat Important	Not Important
a. Your parents/guardians wanted you to attend	3	2	1
b. Your high school guidance counselor advised you	3	2	1
c. Your high school teacher advised you	3	2	1
d. OCC has a good academic reputation	3	2	1
e. OCC has a good reputation for its social activities	3	2	1
f. You were offered financial aid at OCC	3	2	1
g. OCC offers basic skills classes for example: reading, writing	3	2	1

Still using the same scale of not important, somewhat important or very important, to what extent were the following reasons important to you in choosing OCC.

	Very Important	Somewhat Important	Not Important
h. OCC has affordable tuition	3	2	1
I. You wanted to live near home	3	2	1
j. A college representative recruited you	3	2	1
k. OCC students gain admission into four-year colleges and universities	3	2	1
l. Could work while attending OCC	3	2	1
m. Wanted to be with friends who are also attending OCC	3	2	1
n. Size of the college	3	2	1

Now I'd like to focus on your overall impressions with OCC.

9. So far, what has been your overall impression with the quality of **Education** you have received at OCC to date, for example, class instruction and knowledge of the faculty? Has it been **poor, below average, average, good, or excellent?**

They can select only one

- (5) _____ *Excellent*
- (4) _____ *Good*
- (3) _____ *Average*
- (2) _____ *Below Average*
- (1) _____ *Poor*

10. What about your overall impression with the quality of **Services** you have received at OCC to date, for example, admissions, financial aid, academic advising. Has it been **poor, below average, average, good, or excellent?**

They can select only one

- (5) _____ *Excellent*
- (4) _____ *Good*
- (3) _____ *Average*
- (2) _____ *Below Average*
- (1) _____ *Poor*

11. And what about your overall impression with the quality of the **Facilities** at OCC such as computer facilities, student lounges, parking lots, and the recreation centers? Are they **poor, below average, average, good, or excellent?**

They can select only one

- (5) _____ *Excellent*
- (4) _____ *Good*
- (3) _____ *Average*
- (2) _____ *Below Average*
- (1) _____ *Poor*

12. Now I'd like you to consider your plans to transfer. Are you **not** intending to transfer; undecided about transferring to another college or university; intending to transfer to a 2 year college; intending to transfer to a 4 year college/university; or are you planning to transfer to another type of school?

They can choose only one

- (1) _____ *Not intending to transfer*
- (2) _____ *Undecided about transferring to another college or university*
- (3) _____ *To a 2-year college*
- (4) _____ *To a 4-year college/university*
- (5) _____ *Another type of school or college*

13. Now let's focus on your future career. At this point in time what is your future occupational goal?

Let them tell you their job/career title and write it in below on the line.

They can choose only one career goal

Write In Occupations

- | | | |
|--|--|--|
| 01 _____ Undecided/Uncertain | 07 _____ Computer&Information Systems (systems analyst, computer programing) | 13 _____ Health Profession (doctor, Nurse, dentist, dental hygienist) |
| 02 _____ Agriculture (forestry, wildlife mgt) | 08 _____ Education (teacher education, student guidance counselor) | 14 _____ Home Economics (nutrition, dietitian) |
| 03 _____ Architecture (landscape, interior design) | 09 _____ Engineering (civil, mechanical, chemical) | 15 _____ Mathematics (statistics, math) |
| 04 _____ Biological Sciences (biology, botany, zoology) | 10 _____ Fine & Applied Arts (dance, art, music) | 16 _____ Physical Sciences (physics, chemistry) |
| 05 _____ Business (management, accounting, hospitality, marketing) | 11 _____ Humanities (English/literature, _____ foreign language) | 17 _____ Community Service (police, parks, military, social work, firefighter) |
| 06 _____ Communications (journalism, advertising) | 12 _____ Social Sciences (law, sociology, psychology) | 18 _____ Trade/Technical/Industrial (CAD, Drafting, Auto repair) |
| | | 19 _____ Other _____ |

14. In selecting your career goal, how important are each of the following statements to you? Are they **not important, somewhat important, or very important?**

They can select only one answer for each question

	Very Important	Somewhat Important	Not Important
a. Ability to advance or get promoted	3	2	1
b. Autonomy/Independence at work	3	2	1
c. Ability to earn a high income	3	2	1
d. Benefits	3	2	1
e. Flexibility of work hours	3	2	1
f. Ability to help others	3	2	1
g. Being intellectually challenged	3	2	1

X Still using the same scale, **not important, somewhat important, very important**, to what extent are the following important to you in selecting your future career goal?

	Very Important	Somewhat Important	Not Important
h. Ability to utilize you skills and talents	3	2	1
I. Enjoying the work	3	2	1
j. Being motivated to perform your best	3	2	1
k. Working with different types of individuals	3	2	1
l. Effect of career on your family, for example: traveling, personal safety	3	2	1
m. Effect of career on yourself for example: stress, safety	3	2	1

Now I'd like to get some background information about yourself and your family. Please remember that all your answers will be kept **confidential**.

15. To the best of your recollection, please tell me your overall high school grade. Was it...

Read list....They can choose only one

- | | |
|--------------|----------------------|
| (8) _____ A | (4) _____ B- |
| (7) _____ A- | (3) _____ C+ |
| (6) _____ B+ | (2) _____ C |
| (5) _____ B | (1) _____ OR Below C |

16. Next, think about the financing of your education. Who has the **Primary** responsibility for paying for your education at OCC this term. Is it...

Read list....They can select only one

- (1) _____ Yourself
- (2) _____ Your Spouse
- (3) _____ Your Parent(s)/Guardian(s)
- (4) _____ Another family members
- (5) _____ An Employer which includes employer reimbursement
- (6) _____ The Military including the GI Bill
- (7) _____ Yourself and your Parents,
- (8) _____ Or someone else _____

17. Now I'm going to read you a list of income categories. What is your best estimate of your and/or your parent's income last year? Consider all income from all sources before taxes. Was it...

Read list.....They can select only one category

- (0) _____ Less than \$9,999
- (1) _____ \$10,000 to \$19,999
- (2) _____ \$20,000 to \$29,999
- (3) _____ \$30,000 to \$39,999
- (4) _____ \$40,000 to \$49,999
- (5) _____ \$50,000 to \$59,999
- (6) _____ \$60,000 to \$74,999
- (7) _____ \$75,000 to \$99,999
- (8) _____ \$100,000 or more

18. Excluding yourself, how many brothers and/or sisters do you have? _____ *(fill in number.)*

19. My next question pertains to your parents and/or guardians. What is the **highest level** of formal education obtained by your father or male guardian. Did they complete...

Read list..They can select only one

- (1) _____ Elementary school or less
- (2) _____ Some high school
- (3) _____ High school graduate
- (4) _____ Post-secondary school other than college for example, he obtained a Certificate or License.
- (5) _____ Some college but no degree
- (6) _____ College degree
- (7) _____ Some graduate/professional school but no degree
- (8) _____ Graduate/professional degree, for example, MD, Ph.D., MBA

What is the highest level of formal education obtained by your mother or female guardian. Did they complete...

Read list.... They can select only one.

- (1) Elementary school or less
- (2) Some high school
- (3) High school graduate
- (4) Post-secondary school other than college for example, she obtained a Certificate or License.
- (5) Some college but no degree
- (6) College degree
- (7) Some graduate/professional school but no degree
- (8) Graduate/professional degree, for example, MD, Ph.D., MBA

20. Thinking about how you plan to pay for classes at OCC this term, I'm going to read you a list of ways students pay for classes. Please answer YES or NO to each of the following. Will you pay by means of..

NOTE: Financial Aid is composed of Scholarships (Merit and Need-based), Student Loans, and Grants.

Read list

	YES	NO
Personal finances such as savings	1	0
Parent's/Family finances	1	0
Merit-based scholarship(s)		
based on your academic performance	1	0
Need-based scholarship(s)		
based on your financial circumstances	1	0
Student loans	1	0
Grant(s)	1	0
Credit Card	1	0
Other (specify) _____	1	0

21. Finally, my last question is about language use in your household. Is English the Primary language spoken in your home? YES or NO?

1 Yes

0 No. What language is spoken in the home? _____
(Write in language spoken)

Before I let you go, I'd like to verify your address, the address we have on file is:
[Refer to name/address label on front of survey]

Thank you very much for your time and assistance in completing this survey. Do you have any questions about this survey?

Interviewer signature

Date/Time



OAKLAND
COMMUNITY
COLLEGE

**1994 COHORT
CONTINUING STUDENT SURVEY 1** → *Type*

┌

└

Please make any name and/or address changes here.

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As you may recall, last fall you were invited as a first-time student to participate in a new project to measure student success at Oakland Community College. We greatly appreciated your help at that time. Now we would like to ask you a few follow-up questions.

1. First of all, which of the following is **the single most** important reason for your being at OCC?
(Read responses 1-6. Check just one answer).

Reason

- 1 _____ To gain a certificate *(Skip to question 3)*
- 2 _____ To gain an associate's degree *(Ask question 2)*
- 3 _____ To gain transfer credits *(Ask question 2)*
- 4 _____ To gain job skills for a new career *(Ask question 2)*
- 5 _____ To upgrade existing job skills *(Ask question 2)*
- 6 _____ To gain personal enrichment *(Ask question 2)*
- 7 _____ Or do you have another reason; could you please explain?

2. Last fall you indicated the most important reason for your being here was to gain an OCC certificate. Could you explain why your reason has changed?

3. How much longer do you expect to stay at OCC? *(Allow interviewee to tell you. Check only one answer)*

Stay

- 1 _____ *One semester (Skip to question #5)*
- 2 _____ *Two semesters*
- 3 _____ *Three semesters*
- 4 _____ *One year*
- 5 _____ *Two years*
- 6 _____ *Three years*
- 7 _____ *More than three years*
- 8 _____ *Unsure; please explain*

4. Do you expect to enroll continuously at OCC or do you expect to take a break between semesters? (Please check only one answer)

Break

- 1 _____ Continuously enroll (Fall, Winter, Spring)
- 2 _____ Take a break between semesters
- 3 _____ Uncertain at this time

5. How many credits in total do you expect to take at OCC? (Ask for a specific number)

Credit

_____ Credits

6. After obtaining your associate's degree at OCC do you intend to transfer to another college or university? (IF YES) Do you intend to transfer to a 2-year, 4-year college, or another type of school? (Check only one answer.)

Trans

- 1 _____ Not intending to transfer
- 2 _____ Undecided about transfer
- 3 _____ To a 2-year college
- 4 _____ To a 4-year college
- 5 _____ Another type of school or college

7. Thinking about your future educational plans, which of the following best describes the amount of education you want to complete in the long-term after OCC? (Read responses 1-6, check only one answer)

Long

- 1 _____ Personal improvement courses
 - 2 _____ Professional development courses
 - 3 _____ Professional certification
 - 4 _____ Associate degree
 - 5 _____ A bachelor's degree
 - 6 _____ A professional, master's degree or doctorate
 - 7 _____ Other,
-

8. Are you very sure, somewhat sure or not at all sure about this long-term educational goal? (Check only one answer.)

Sure

- 3 _____ Very sure
- 2 _____ Somewhat sure
- 1 _____ Not sure at all

The next questions deal with your feelings about the progress you have made at OCC.

9. Using the scale **Significant Progress, Some Progress, or No Progress**, to what extent have you made progress in the following educational areas as a result of your attendance at OCC?

	Significant Progress	Some Progress	No Progress
a. Independent learning skills? <i>Indep</i>	3	2	1
b. Communication skills? <i>Comm</i>	3	2	1
c. Ability to solve complex problems? <i>Solve</i>	3	2	1
d. Ability to attain personal goals? <i>Goals</i>	3	2	1
e. Mathematical skills? <i>Math</i>	3	2	1
f. Interpersonal skills? <i>Inter</i>	3	2	1
g. Greater awareness of world problems? <i>World</i>	3	2	1
h. Effective use of technology? <i>Tech</i>	3	2	1
i. Understanding scientific methods? <i>Scien</i>	3	2	1

10. Now, I would like you to think about your **career goals**. Using the same scale **Significant Progress, Some Progress, or No Progress**, to what extent have you made progress towards your career goal as a result of your attendance at OCC?

Career

- 3 _____ Significant progress
- 2 _____ Some progress
- 1 _____ No progress (*Skip to question 12*)
- 7 _____ Attendance at OCC was not related to a career goal (*Skip to question 12*)

11. Could you explain in what way you made progress? Did you:

How

- 3 _____ Define your goal more clearly?
 - 2 _____ Gain some of the skills needed? or
 - 1 _____ Achieve your goal?
 - 7 _____ Other (Please explain)
-

12. Are you currently employed? If so, are you employed full or part-time?

Employ

- 1 _____ Employed full-time
- 2 _____ Employed part-time
- 3 _____ Unemployed (seeking work) (*Skip to question 14*)
- 4 _____ Not employed and not seeking employment (*Skip to question 14*)
- 5 _____ Self employed

13. To what extent is your current job related to your studies at OCC?

Relate

- 3 _____ Highly related
- 2 _____ Somewhat related
- 1 _____ Not at all related

14. Have you taken any state licensing or professional examinations related to your academic studies at OCC?

Exam

- 1 _____ Yes, in which field _____
- 0 _____ No (*Skip to end of survey*)

15. Did you pass this examination?

Pass

- 1 _____ Yes
- 0 _____ No

This completes my questions. Thank you for taking the time to complete this survey. We appreciate your help.

Interviewer: _____ **Date:** _____

**1994 COHORT
RETURNING STUDENT SURVEY**

Hello, I'm calling from Oakland Community College. As you may recall, in the fall of 1994 we asked for your help with a new project to help us better understand our students' goals. Our records show that you were not enrolled at OCC last fall but have since returned to the college, and we'd like to ask you a few questions about your decision to return. This will only take a few minutes. OK? *(If no, discontinue survey)*

1. First, I'd like to ask you about your current reasons for attending OCC. Please tell me which of the following is the single most important reason why you are **currently** attending OCC:

Reason

- 1 _____ To gain a certificate
 - 2 _____ To gain an associate's degree
 - 3 _____ To gain transfer credits
 - 4 _____ To gain job skills for a new career
 - 5 _____ To upgrade existing job skills
 - 6 _____ To gain personal enrichment
 - 7 _____ Or do you have another reason? *(Please specify)*
-

2. Now, I'd like to ask you about the time you were absent from OCC. Our records show that you were enrolled in the fall of 1994, took some time off, and then re-enrolled. Can you tell me how many terms you took off between fall 1994 and this term?

Terms

_____ term(s)

3. We'd also like to better understand what you did during this period of time. We know from speaking to other students that employment, family responsibilities, and attendance at other colleges are common during time off from OCC. Can you explain to me, in your own words, what you did during your time off? It will help us if you are as specific as possible.

OFF

4. Now I'd like to talk about your decision to return to OCC. Again, using your own words, can you tell me what factors influenced your decision to come back to OCC?

Come back

5. We're also interested in knowing how long our students plan to stay at the college. How many more terms do you expect you will be at OCC?

Stay

- 1 _____ One term (*Skip to question #7*)
2 _____ Two terms
3 _____ Three terms
4 _____ Four terms
5 _____ Five terms
6 _____ Six terms
7 _____ More than six terms
8 _____ Unsure; please explain
-

6. Do you expect to enroll continuously at OCC or do you expect to take a break between terms? (*Please check only one answer*)

Break

- 1 _____ Continuously enroll (Fall, Winter, Spring)
2 _____ Take a break between terms
3 _____ Uncertain at this time

7. How many credits in total do you expect to take at OCC? (*Ask for a specific number*)

Credit

_____ Credits

8. We'd also like to hear about your educational goals beyond OCC. At this point, do you intend to transfer to another college or university after leaving OCC? (**IF YES**) Do you intend to transfer to a 2-year, 4-year college, or another type of school? (*Check only one answer.*)

Trans

- 1 _____ *Not intending to transfer*
2 _____ *Undecided about transfer*
3 _____ *To a 2-year college*
4 _____ *To a 4-year college*
5 _____ *Another type of school or college*

9. Still thinking about your future educational plans, which of the following best describes the amount of education you want to complete in the long-term after OCC? (*Read responses 1-6, check only one answer*)

Long

- 1 _____ Personal improvement courses
2 _____ Professional development courses
3 _____ Professional certification
4 _____ Associate degree
5 _____ A bachelor's degree
6 _____ A professional, master's degree or doctorate
7 _____ *Other:*
-

10. Are you very sure, somewhat sure or not at all sure about this long-term educational goal? (Check only one answer.)

- Sure*
- 3 _____ Very sure
2 _____ Somewhat sure
1 _____ Not sure at all

11. I'd also like to ask you about your employment situation. Are you currently employed? If so, are you employed full or part-time?

- Employ*
- 1 _____ Employed full-time
2 _____ Employed part-time
3 _____ Unemployed (seeking work) (*Skip to end of survey*)
4 _____ Not employed and not seeking employment (*Skip to end of survey*)
5 _____ Self employed

12. To what extent is your current job related to your studies at OCC?

- Relate*
- 3 _____ Highly related
2 _____ Somewhat related
1 _____ Not at all related

This completes my questions. Thank you for taking the time to complete this survey. We appreciate your help.

Interviewer: _____ Date: _____



OAKLAND
COMMUNITY
COLLEGE

1994 COHORT
NON-RETURNING STUDENT SURVEY

Depending

Please make any name and/or address changes here.

[

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L

J

As you may recall, last fall you were invited as a first-time student to participate in a new project to measure student success at Oakland Community College. We greatly appreciated your help at that time. Now, as you are not currently enrolled at the college we would like to ask you a few follow-up questions.

1. First of all, did you accomplish your educational goal while attending the College?

Reach
1 Yes
0 No (*Skip to question 2*)

1a. Was your educational goal

Ed goal
1 to transfer to another college? Where? (where)
2 to complete a course or courses
3 another goal? Please explain:

(Skip to question 8)

2. Now, I'd like to ask about your decision not to enroll at OCC this fall. There are many reasons why students do not re-enroll at the college. We have grouped them into three main categories of financial, personal, or academic. Was your decision related to financial reasons?

Financ
1 Yes
0 No (*Skip to question 4*)

3. I'm going to read you a list of financial reasons. Please tell me which apply to you:

	Yes	No	<i>VI</i>	<i>NI</i>
a. Tuition was too expensive <i>Tuition</i>	1	0	3	2
b. Did not apply for financial aid <i>No appl</i>	1	0		
c. Financial aid denied <i>Denied</i>	1	0		
d. Insufficient financial aid <i>insuff</i>	1	0		
e. Could not earn enough income while enrolled <i>enough</i>	1	0		
f. Did not have enough money at registration <i>money</i>	1	0		
g. Other: (please explain) <u>-Other</u>				

4. Was your decision not to enroll in classes at OCC related to **personal matters**? 1

Personal

1 Yes
0 No (Skip to question 6)

5. Please tell me which of the following reasons apply to you:

	Yes	No	
a. Moved away from the College <i>market</i>	1	0	$\sqrt{NI} \rightarrow NI$ 3 2 1
b. College experience was not what I expected	1 <i>expect</i>	0	
c. Accepted a new job	1 <i>accept</i>	0	
d. Time/schedule conflict with job and classes	1 <i>time</i>	0	
e. Personal illness	1 <i>sick</i>	0	
f. Family illness or death	1 <i>family</i>	0	

g. Other: (please explain): Other

6. Was your decision not to enroll this fall at OCC related to **academic reasons**? (such as the courses available, the schedule, instructors etc.)

Academic

1 Yes
0 No (Skip to question 8)

7. Please tell me which of these reasons apply to you:

	Yes	No	
a. Courses I needed were not available <i>avail</i>	1	0	$\sqrt{NI} \rightarrow NI$ 1-3 3 2 1
b. Courses were too difficult <i>hard</i>	1	0	
c. Courses were not challenging <i>chall</i>	1	0	
d. Dissatisfied with quality of education <i>quality</i>	1	0	
e. Dissatisfied with my academic performance <i>perform</i>	1	0	
f. Dissatisfied with the instructor <i>instru</i>	1	0	

g. Other: (please explain): Other

8. Thinking in terms of your future educational plans, do you plan to return to OCC ?

Return

1 Yes
0 No
7 Unsure

9. Still thinking in terms of future plans, which of the following best describes the amount of education you want to complete in the long-term? (Read responses 1-6, check only one answer)

Long

- 1 _____ Personal improvement courses
- 2 _____ Professional development courses
- 3 _____ Professional certification
- 4 _____ Associate degree
- 5 _____ A bachelor's degree
- 6 _____ A professional, master's degree or doctorate
- 7 _____ Other,

10. Are you very sure, somewhat sure or not at all sure about this long-term educational goal? (Check only one answer.)

Sure

- 3 _____ Very sure
- 2 _____ Somewhat sure
- 1 _____ Not sure at all

The next set of questions deals with your feelings about the progress you made while at OCC.

11. Using the scale Significant Progress, Some Progress, or No Progress, to what extent have you made progress in the following educational areas as a result of your attendance at OCC?

	Significant Progress	Some Progress	No Progress
a. Independent learning skills? <i>In dep</i>	3	2	1
b. Communication skills? <i>Comm</i>	3	2	1
c. Ability to solve complex problems? <i>Solve</i>	3	2	1
d. Ability to attain personal goals? <i>Goals</i>	3	2	1
e. Mathematical skills? <i>Math</i>	3	2	1
f. Interpersonal skills? <i>Inter</i>	3	2	1
g. Greater awareness of world problems? <i>World</i>	3	2	1
h. Effective use of technology? <i>Tech</i>	3	2	1
i. Understanding scientific methods? <i>Scien</i>	3	2	1

12. Now, I would like you to think about your career goals. Using the same scale **Significant Progress, Some Progress, or No Progress**, to what extent have you made progress towards your career goal as a result of your attendance at OCC?

Career

- 3 _____ Significant progress
- 2 _____ Some progress
- 1 _____ No progress (*Skip to question 14*)
- 7 _____ Attendance at OCC was not related to a career goal (*Skip to question 14*)

13. Could you explain in what way you made progress? Did you:

How

- 3 _____ Define your goal more clearly?
 - 2 _____ Gain some of the skills needed? or
 - 1 _____ Achieve your goal?
 - 7 _____ Other (Please explain)
-

14. Are you currently employed? If so, are you employed full or part-time?

Employ

- 1 _____ Employed full-time
- 2 _____ Employed part-time
- 3 _____ Unemployed (seeking work) (*Skip to question 16*)
- 4 _____ Not employed and not seeking employment (*Skip to question 16*)
- 5 _____ Self employed

15. To what extent is your current job related to your studies at OCC?

Relate

- 3 _____ Highly related
- 2 _____ Somewhat related
- 3 _____ Not at all related

16. Have you taken any state licensing or professional examinations related to your academic studies at OCC?

Exam

- 1 _____ Yes, in which field _____
 - 0 _____ No (*Skip to end of survey*)
-

17. Did you pass this examination?

Pass

- 1 _____ Yes
- 0 _____ No

This completes my questions. Thank you for taking the time to complete this survey. We appreciate your help.