



OAKLAND
COMMUNITY
COLLEGE

College Wide Outcomes Assessment

Students' Perceptions Of Specific Knowledge And Skills Gained Related To Their Goals

**Requested by
Student Outcomes Assessment Committee**

**Prepared by
The Office of Institutional Research
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Measure #6: Students Will Perceive That They Have Gained Specific Knowledge And Skills
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Executive Summary

- This outcome measure looked at students' perceived knowledge gain and skills gain related to their goals. The data were obtained from students who enrolled in the Fall semester of 1998 and Winter 1999. Those students who returned for the Winter semester are referred to as "Continuing" students, while those who did not enroll in the following Winter 1999 semester are categorized as "Non-Returning" students.
- There are six variables of interest in investigating the outcome measure (that students will perceive that they have gained knowledge and skills related to their goals) These variables include:

align

✓ **Academic Intent** (that is whether their intent is to Transfer, obtain an Occupational/ Technical (Occ/ Tech) degree, or some Other purpose (e.g. personal enrichment))

✓ **Developmental** (students who enrolled in a developmental course)

Gender

Race (White, African American, and Other)

Age (16-22, 23-29, 30-39, 40+)

Income (less than \$30,000, \$30, 000- \$49,999, \$50,000- \$74,999, and \$75,000+)

rough (○) There were 17 items of which students were asked to relate the importance of these items toward their goals. Overall, Continuing Students rated all items as more important than Non-Returning Students. For Continuing Students, Increasing knowledge and understanding in an academic field was considered the most important (2.77), followed by obtaining a certificate or degree (2.66), and the ability to experience intellectual growth (2.63). For Non-Returning students, increasing knowledge and understanding in an academic field was also rated as most important (2.55) along with the ability to experience intellectual growth.

- what do the # mean?*
- Across these two groups (○) (Continuing and (○) non-returning) the widest margin within an item was on the importance of obtaining a certificate or degree. While Continuing Students gave it an average score of 2.66 in importance, Non-Returning Students felt it only moderately important (2.08), making the difference 0.46. The next highest disparity within an item was in the importance of obtaining knowledge and information about career opportunities in my field (0.33), as Continuing Students felt it more important (2.47) than Non-Returning Students (2.14). Improving one's ability to get along with others was the third highest difference between the two groups, with Continuing Students (○) creating an average of 2.12 versus Non-Returning Students (1.84)

✓ These items were grouped into three meaningful factors: Career, Social, and Self-Improvement. These three factors were measured against the six variables noted above. This report will look at the three factors along with these six variables:

each of these

- **Academic Intent**

1. **Career**—Continuing Students are overall more concerned than Non-Returning Students about skill and knowledge gain as it pertains to a career. However, Other Students (those students who are not categorized as Transfer or Occupational/ Technical Students) regardless of whether they are Continuing or Non-Returning do

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not rate the career factor as important. Transfer and Occ/ Tech students rate about the same in important for the career factor, with most students rating it 2.5 or higher.

2. **Social**—Non-Returning Students regardless of academic intent feel social skills and knowledge as less important than Continuing Students. Continuing Transfer Students (29%) rated this factor as moderately important (2.00), while 54% of Non-Returning Continuing Students rated this factor as not important (1.00 and 1.33).

*Is it
Importance
or
Improvement?*

prospective

3. **Self-Improvement**—Transfer Students, both Continuing (21%) and Non-Returning (17%) see improving ones skills and knowledge as very important (3.00). Continuing Occ/ Tech Students (26%) also feel self-improvement as very important. This is compared to 21% of Continuing Transfer Students, 12% Continuing Other Students, and 14% Non-Returning Occ/ Tech Students.

• **Students Who Enrolled in a Developmental Course**

1. **Career**—Both Continuing (27%) and Non-Returning students (23%) consider improving ones skills for a career to be Very Important (3).
2. **Social**—For Continuing Students, 29% felt that learning social skills was moderately important (2), compared to 21% of Non-Returning students.
3. **Self-Improvement**—Overall, there are very few differences between Continuing and Non-Returning students. However, 26% of Continuing students rate self-improvement skills as very important, versus 20% of Non-Returning students.

• **Gender**

1. **Career**—Overall, there seems to be no difference across gender.
2. **Social**—For Continuing Students, there was virtually no difference across gender. However, 23% of females averaged a 1.67 on importance of obtaining social skills (1= not at all important, 3= very important), while 12% of Non-Returning males answered the same. This trend reverses at the moderately important level (2) where 13% of Non-Returning females answered versus 17% of Non-Returning males.
3. **Self-Improvement**—Again, there is very little difference across gender for Continuing students. For Non-Returning students, more females than males feel self-improvement skills are moderately to very important, although 16% of Non-Returning males stated that these skills are very important versus 12% of Non-Returning females.

• **Race**

1. **Career**—Overall, African Americans (both Continuing (40%) and Non-Returning(29%)) find career skills to be very important.
2. **Social**—Slightly more Continuing African Americans find social skills to be important than whites or others, While 14% of Non-Return Other students find this skill to be very important.

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3. **Self-Improvement**—African American and Other students (both Continuing and Non-Returning) rate self-improvement skills as very important. However, there is a larger percentage of Non-Returning African Americans (21%) who find it only moderately important (2.2).
- **Age**
 1. **Career**—For Continuing Students, 30% of 23-29 year-olds rate knowledge and skills gained toward career to be very important. Interestingly enough, 30-39 year-old Non-Returning students (34%) find this factor to be very important.
 2. **Social**—While percentages fluctuate by age, overall, there is little difference across age, as both Continuing and Non-Returning students see the social factor as not at all important to moderately important.
 3. **Self-Improvement**—Most Continuing students regardless of age feel self-improvement to be moderately to very important, with 31% of 23-29 year-olds rating it very important. This trend is not true for Non-Returning students, with 19% of 40+ students rating self-improvement as not at all important, 34% of 23-29 year olds rating it as moderately important (2.0-2.2), and 16% of 16-22 year-olds rating it as very important.
 - **Income**
 1. **Career**—There is no difference across income for Continuing Students, however, 24% of Non-Returning students whose income exceed \$75,000 do not feel that obtaining skills and knowledge for a career to be important at all. This is not very surprising.
 2. **Social**—Again, there is no real difference across income for Continuing Students, as most feel gaining knowledge and skills for social reasons as moderately important. For Non-Returning students, 41% of those students whose income exceeds \$75,000 feel it not at all important, while 34% of those whose income range is \$50,000 - \$74,999 find it moderately important (1.67).
 3. **Self-Improvement**—Most Continuing Students find this to be very important, with no difference across income, however, 23% of Non-Returning students find this to be very important, while all other income categories find self-improvement to be not at all to moderately important.

Sort High to Low

TITLE

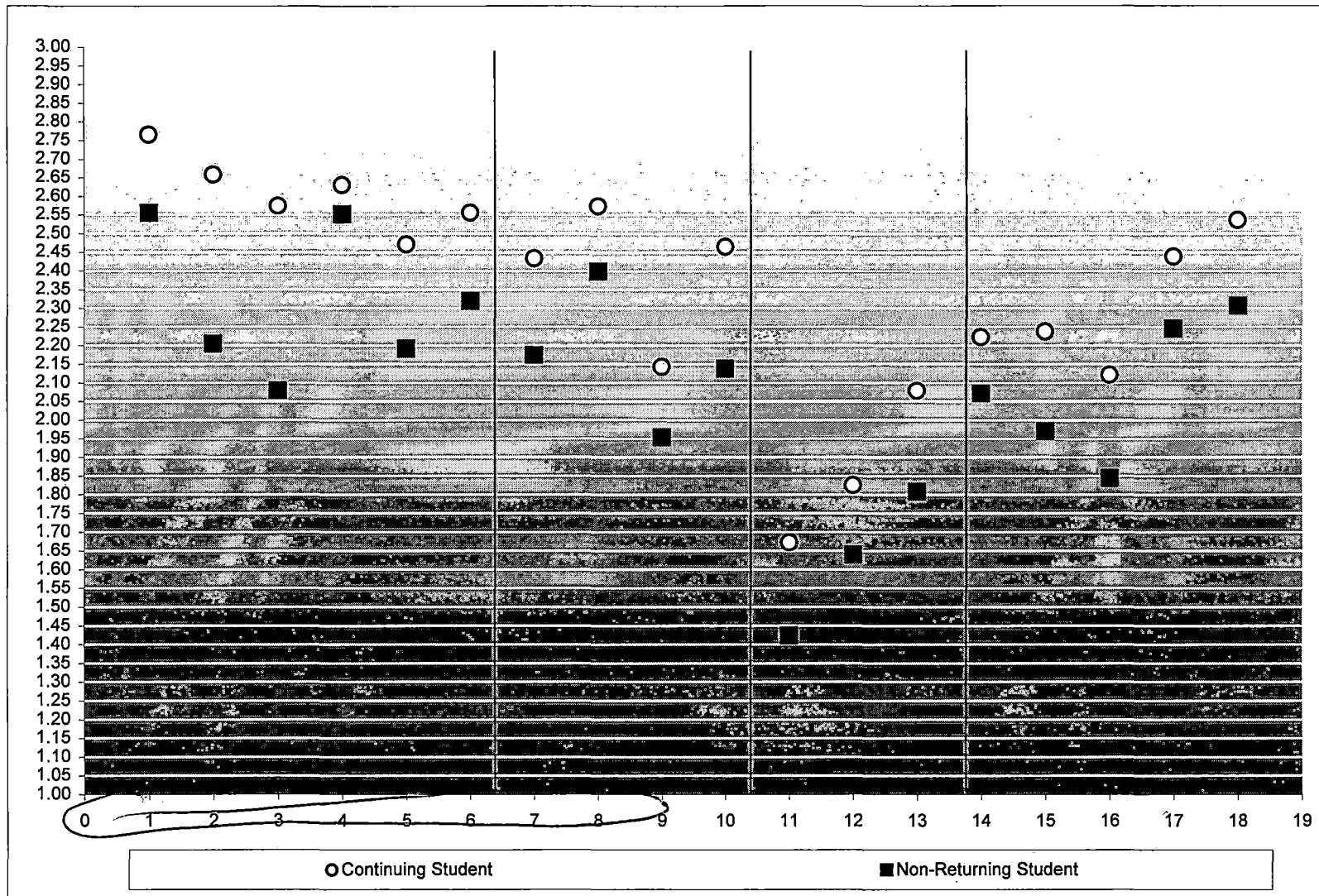
	Continuing Student	Non-Returning Student	D.F. - race
1. Increasing knowledge and understanding in an academic field	2.77	2.55	
2. Obtaining a certificate or degree	2.66	2.20	
3. Completing courses for transfer	2.58	2.08	
4. Ability to experience intellectual growth	2.63	2.55	
5. To discover career interests	2.47	2.19	
6. Formulate long-term career plans/goals	2.56	2.32	
7. To prepare for a new career	2.43	2.17	
8. Improve knowledge, technical skills, competencies required for job/career	2.57	2.40	
9. Increase my chances for a raise or promotion	2.14	1.95	
10. Obtain knowledge and information about career opportunities in my field	2.47	2.14	
11. To become actively involved in student life	1.67	1.42	
12. To increase my participation in cultural activities	1.83	1.64	
13. To meet new people	2.08	1.81	
14. To increase my self confidence	2.22	2.07	
15. To improve my leadership skills	2.24	1.97	
16. To improve my ability to get along with others	2.12	1.84	
17. To learn skills that will make me a more complete person	2.44	2.25	
18. Develop my ability to be independent, self-reliant, and adaptable	2.54	2.31	

Appendices

Factor Series: - Alphas
- Loadings

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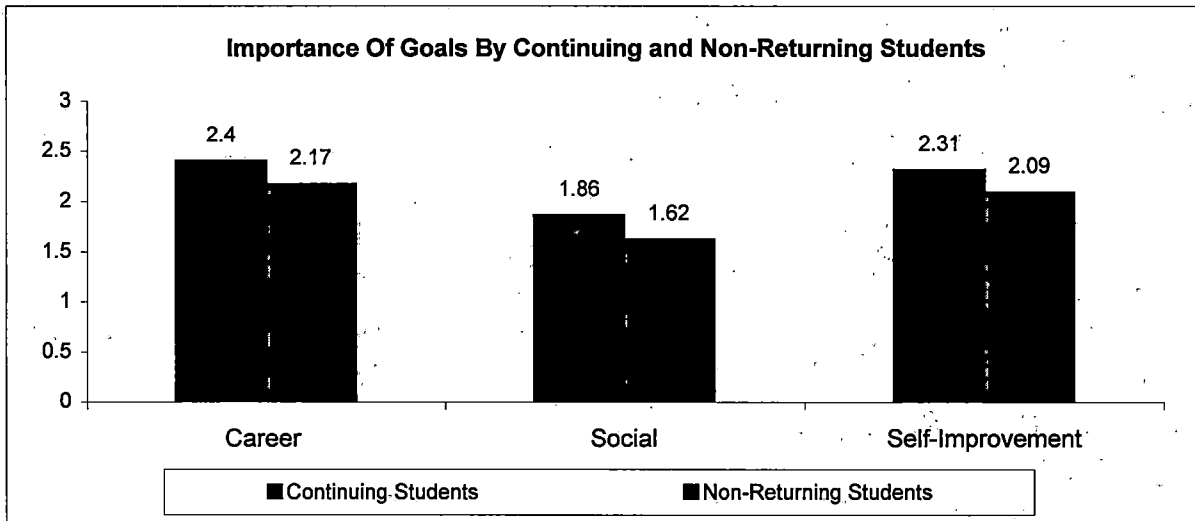


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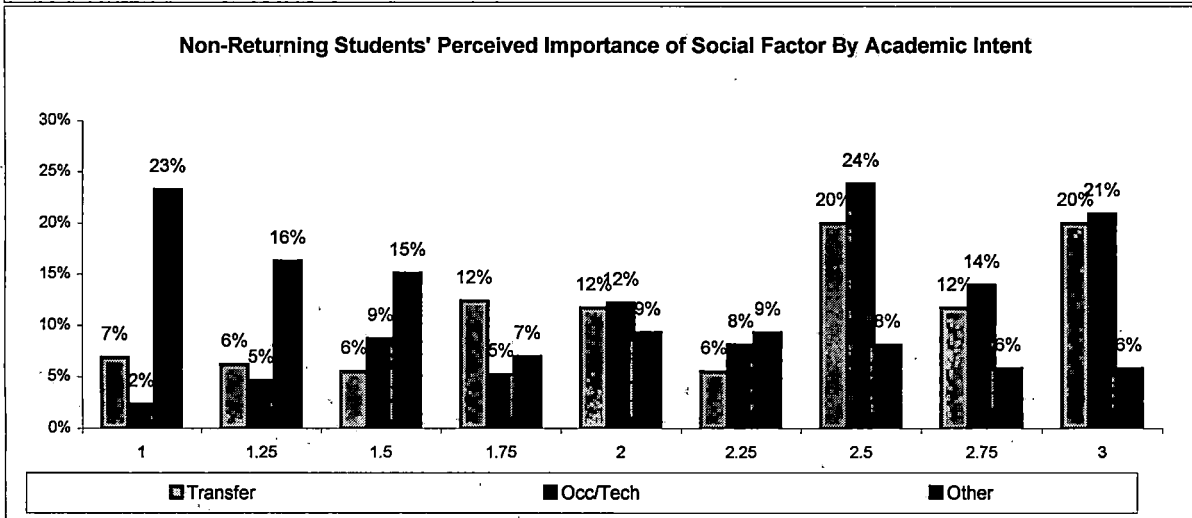
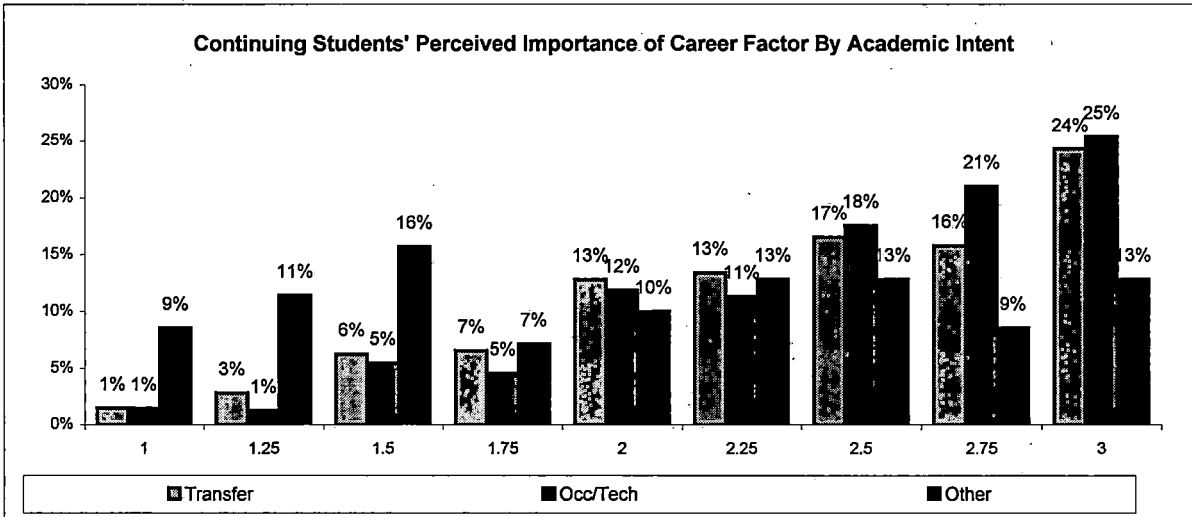
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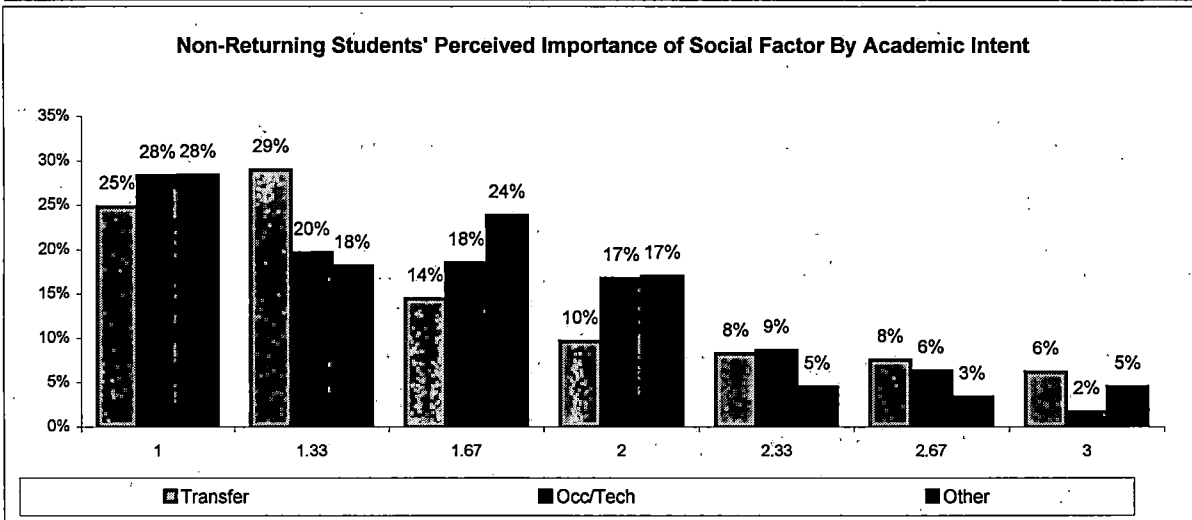
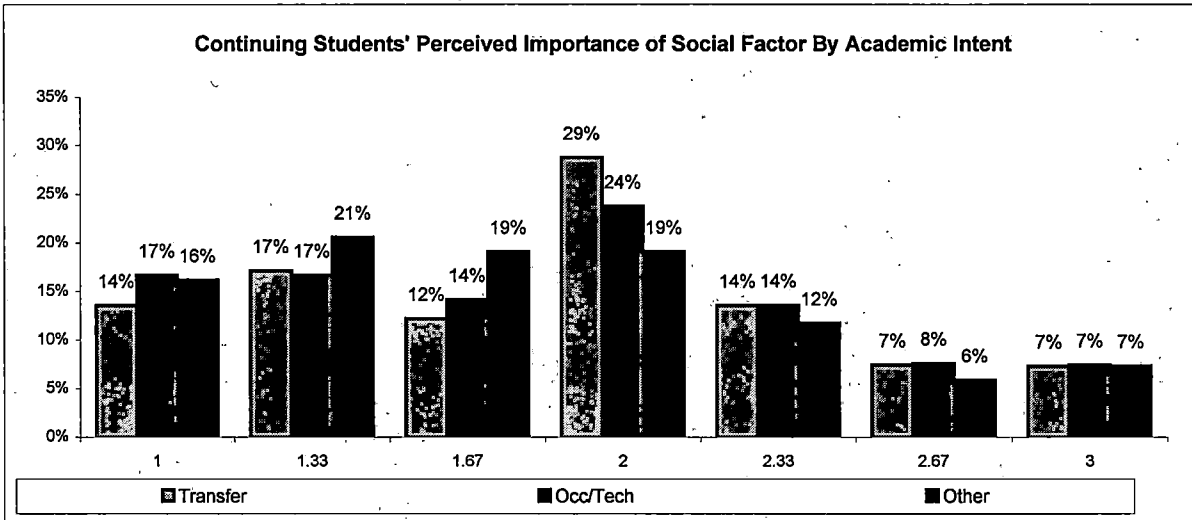
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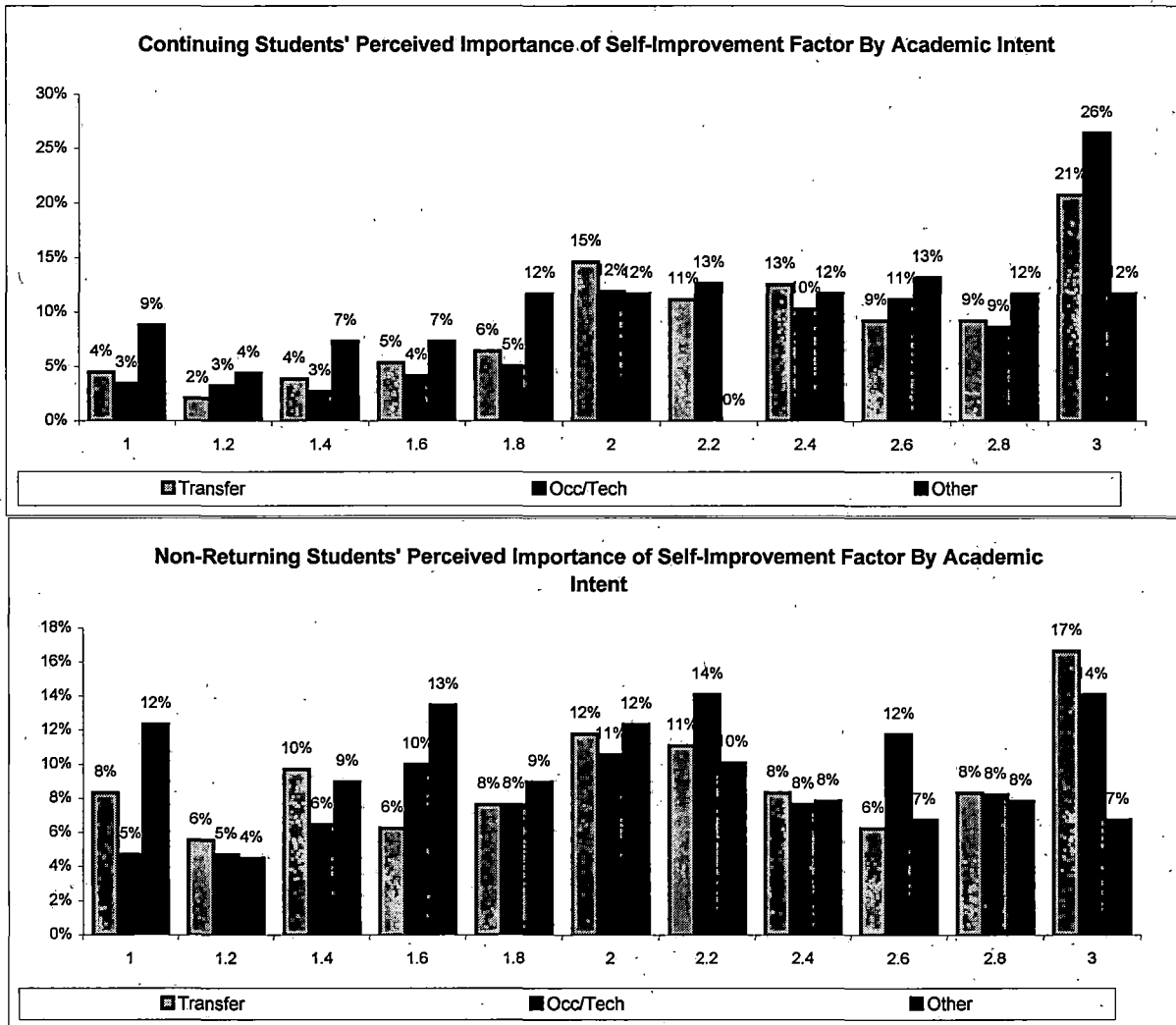
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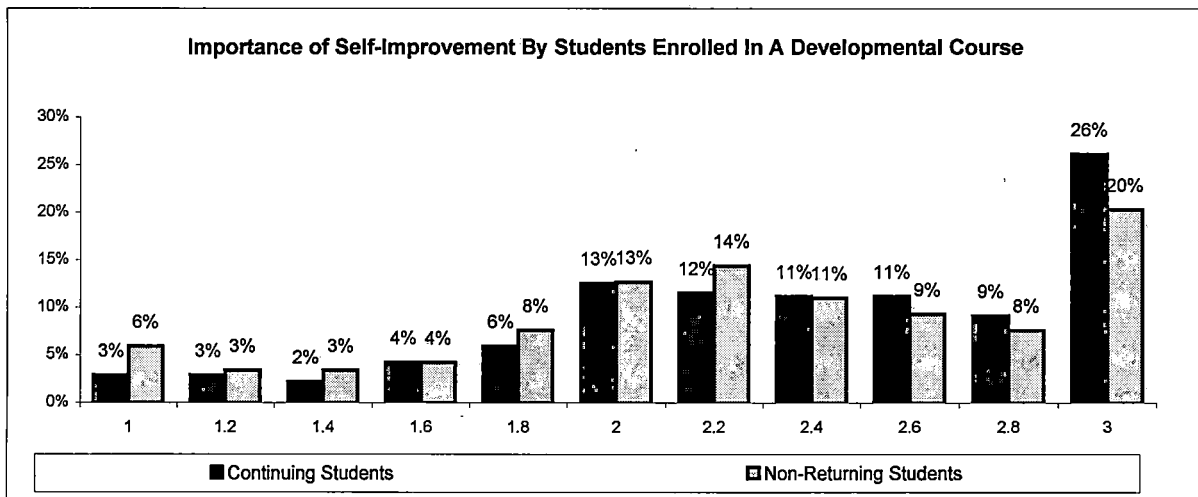
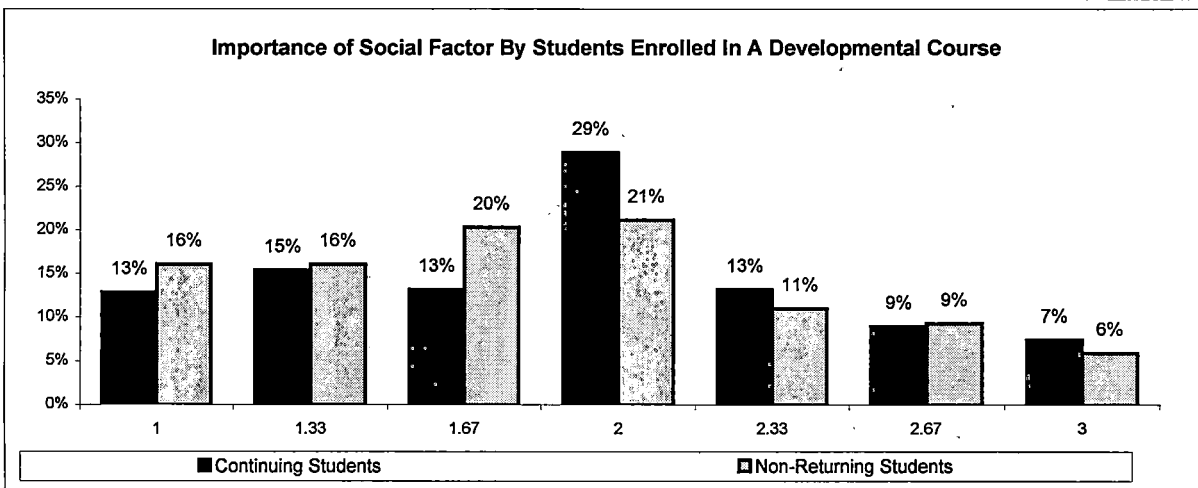
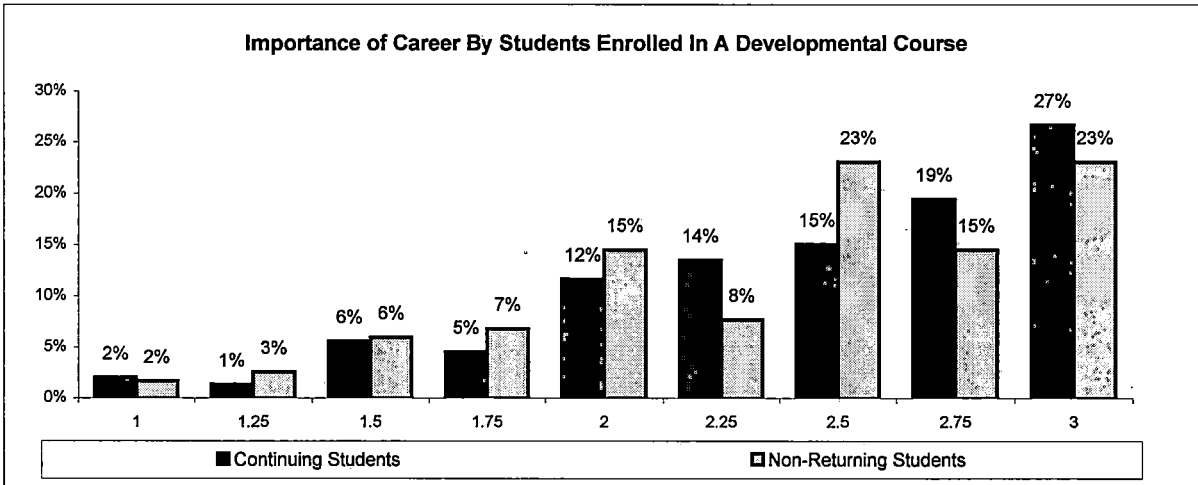
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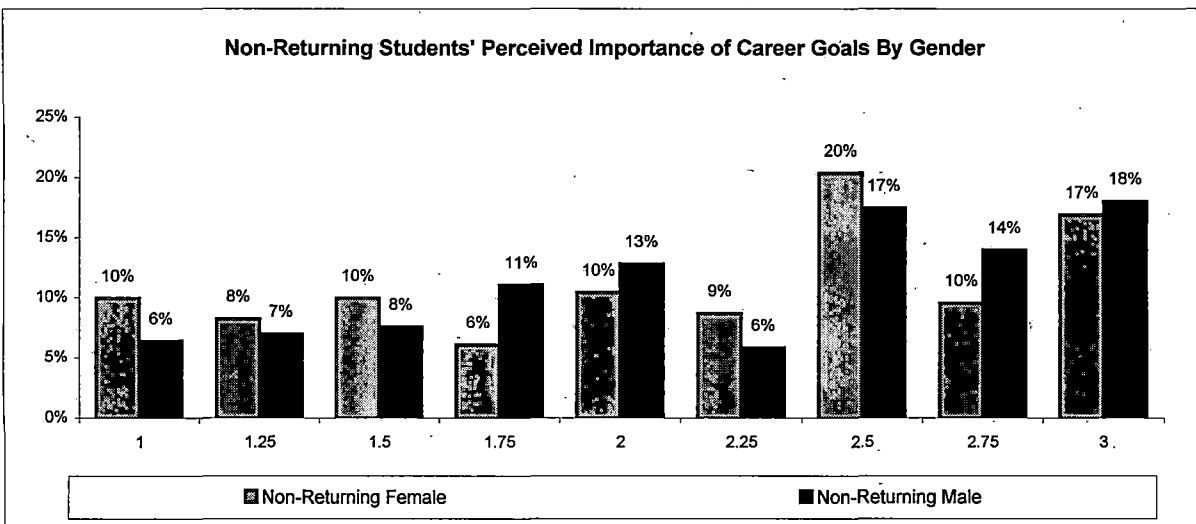
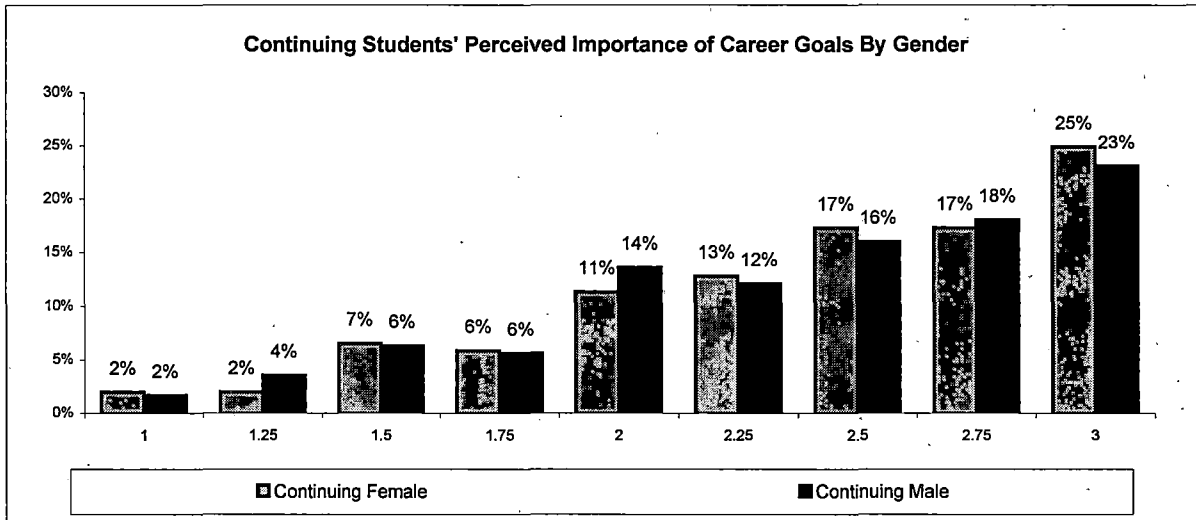
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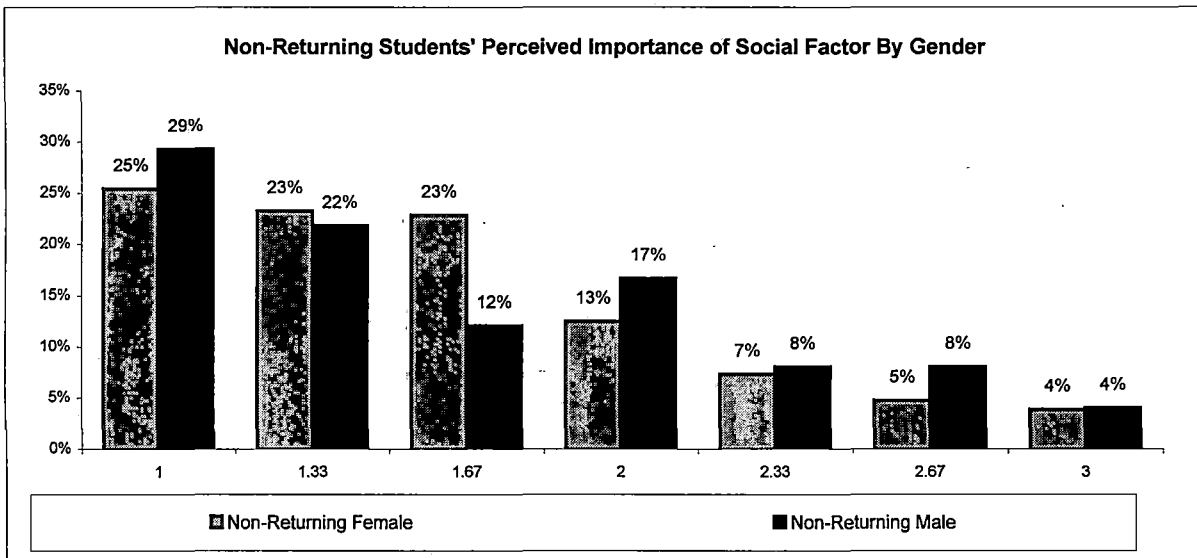
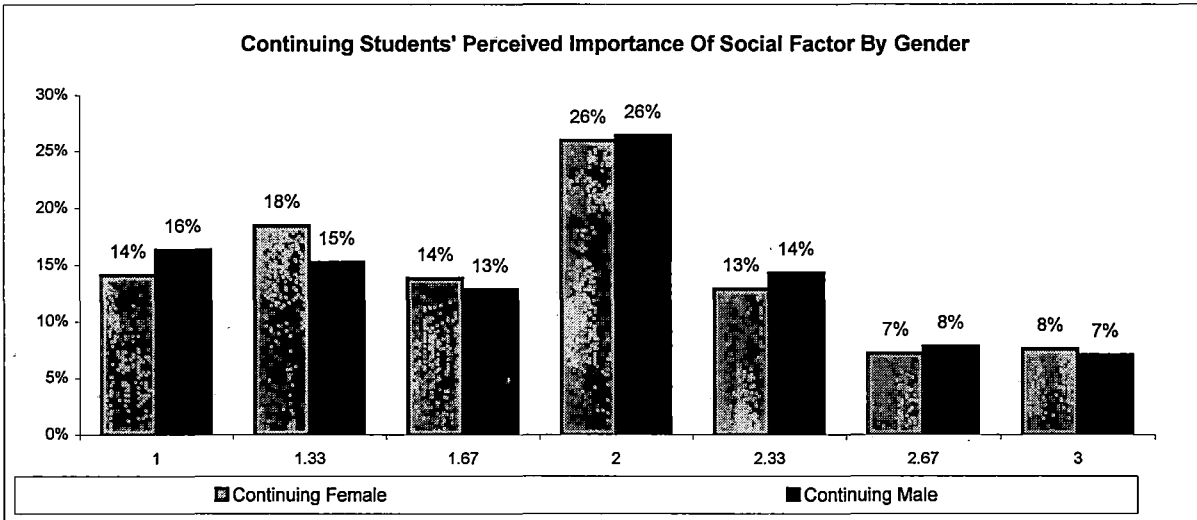
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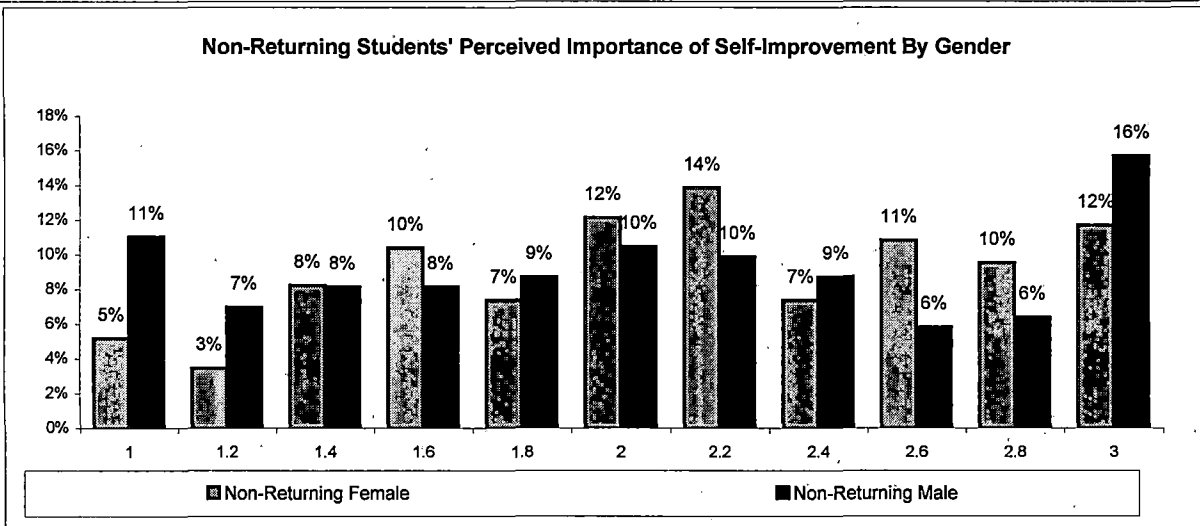
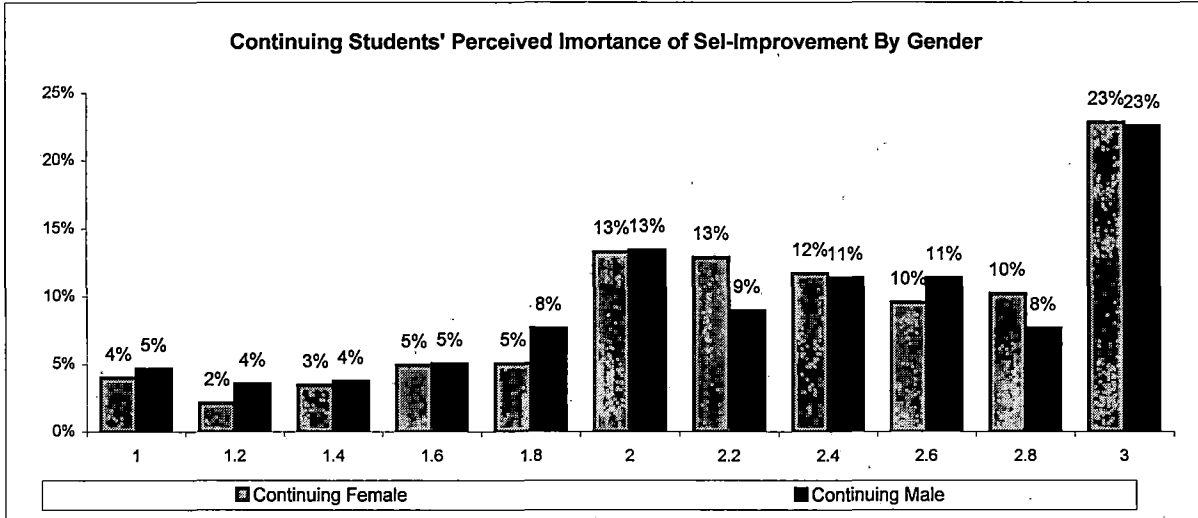
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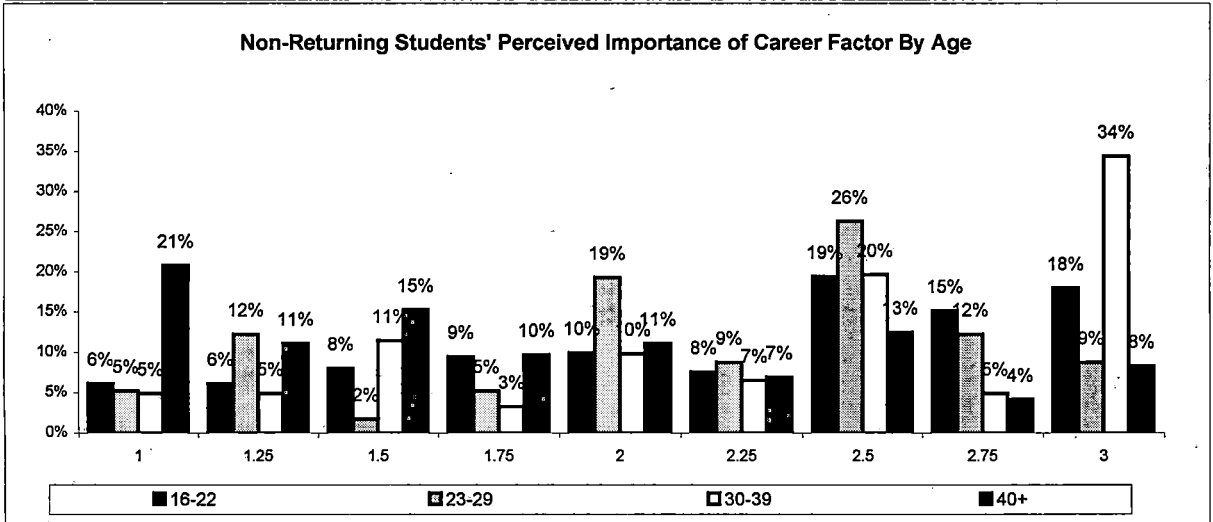
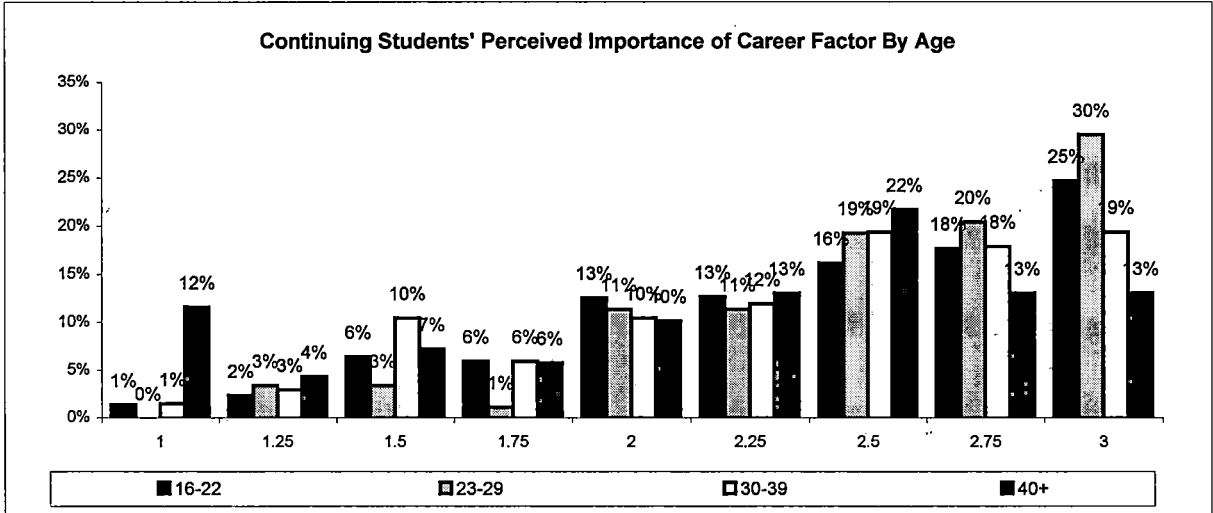
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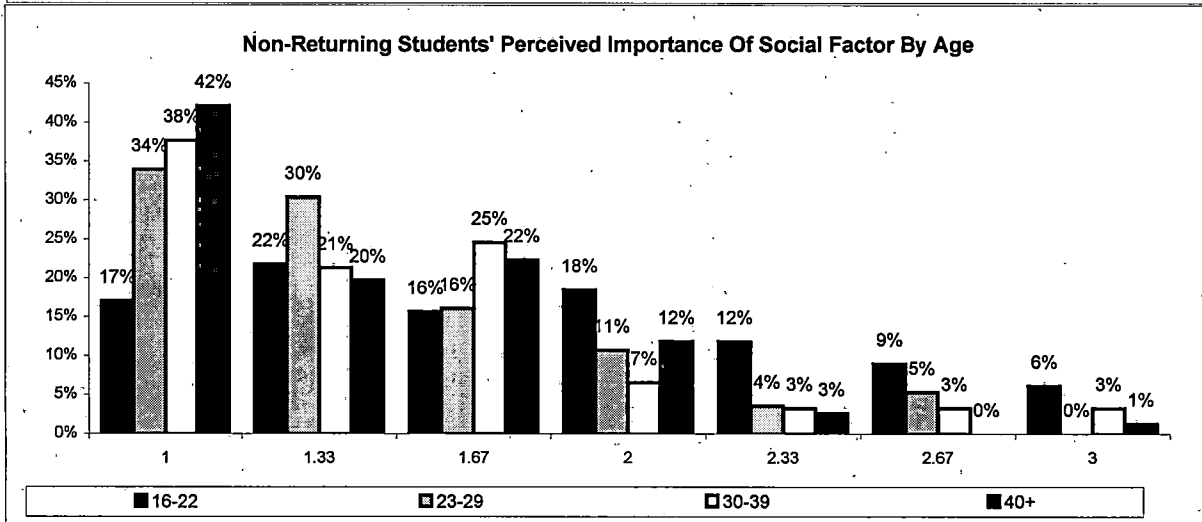
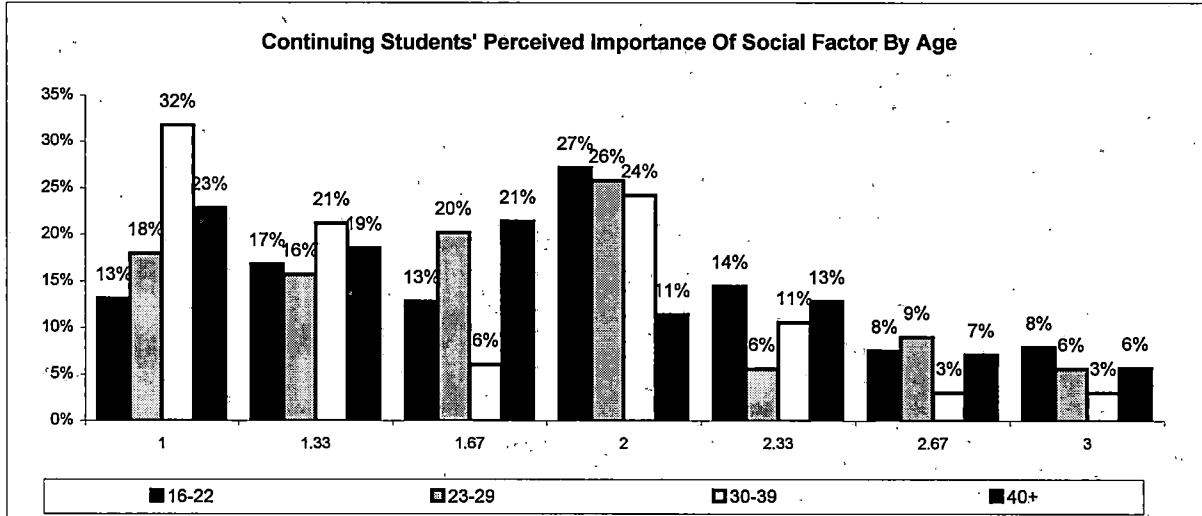
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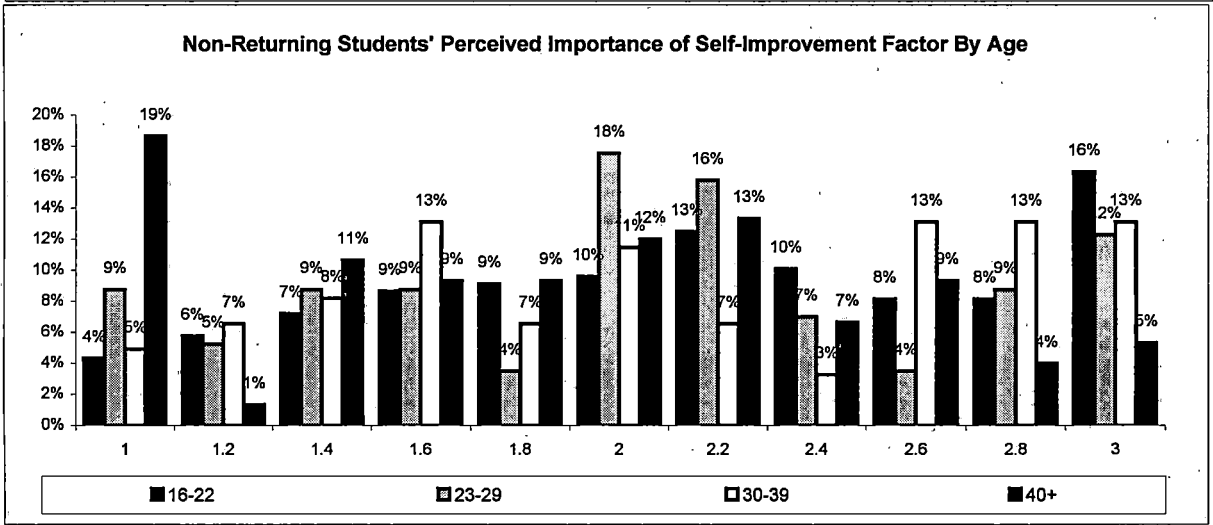
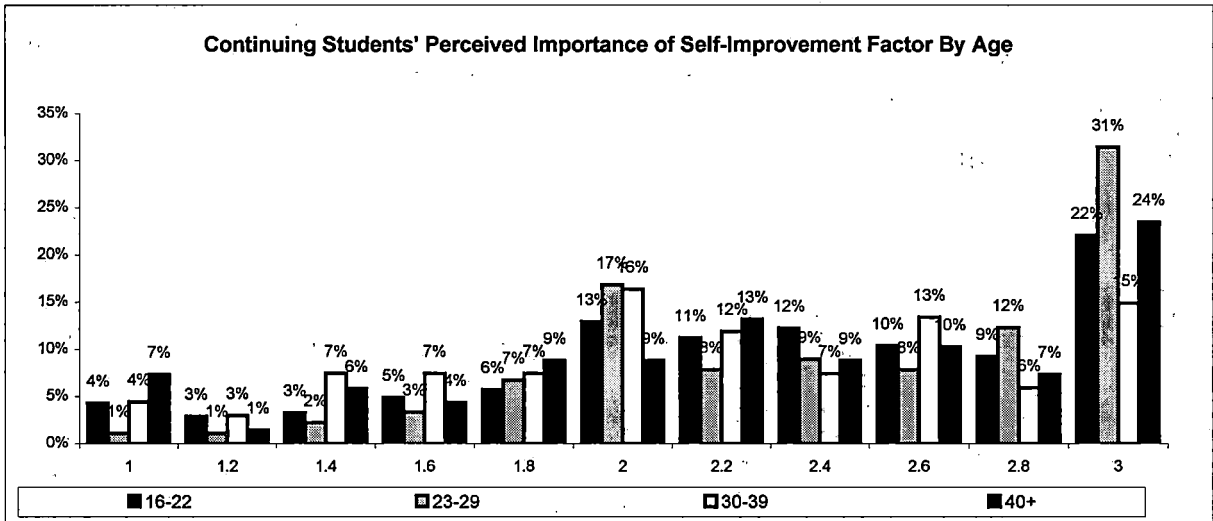
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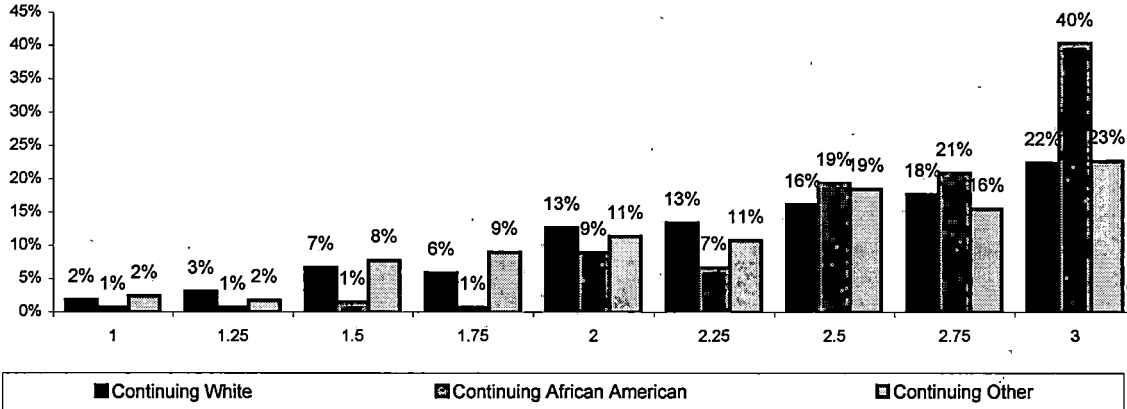
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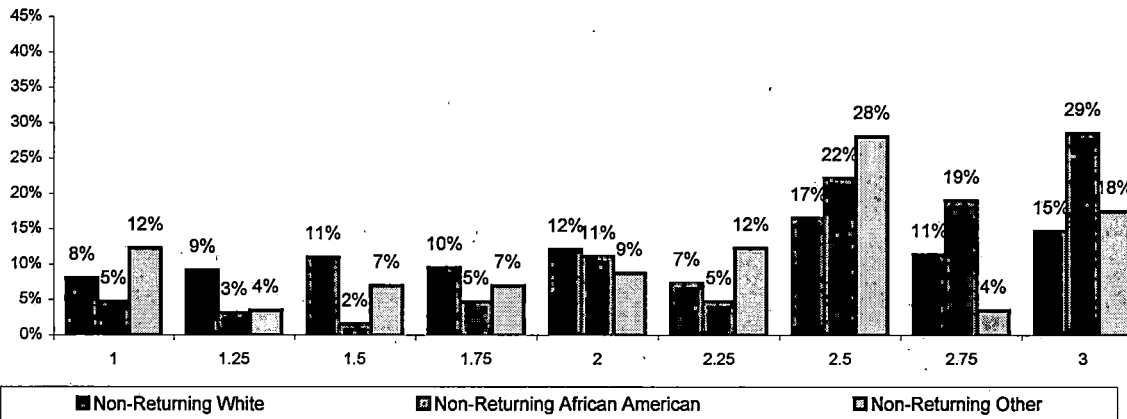
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Continuing Students' Perceived Importance Of Career Factor By Race

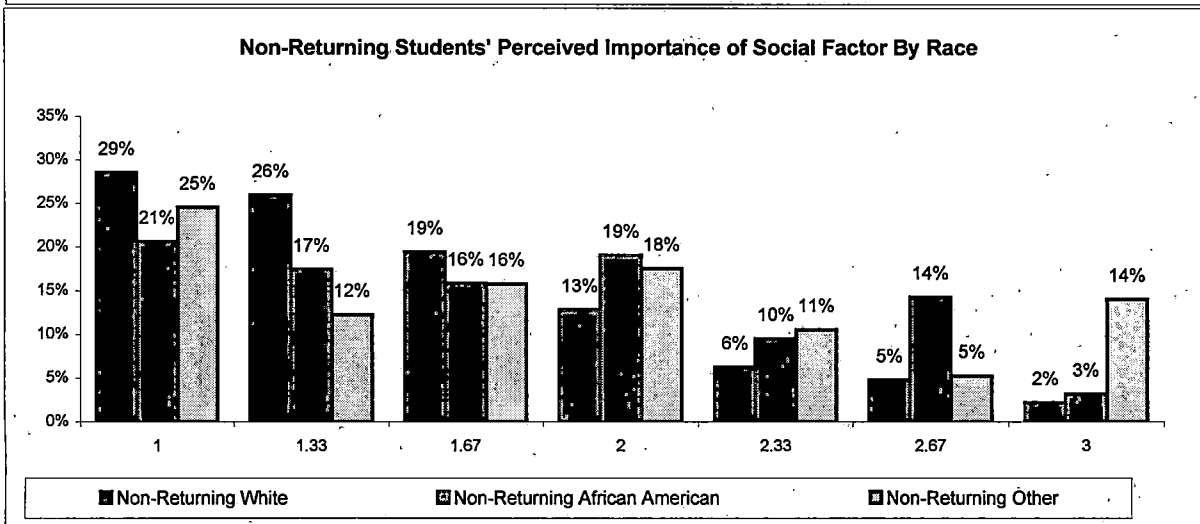
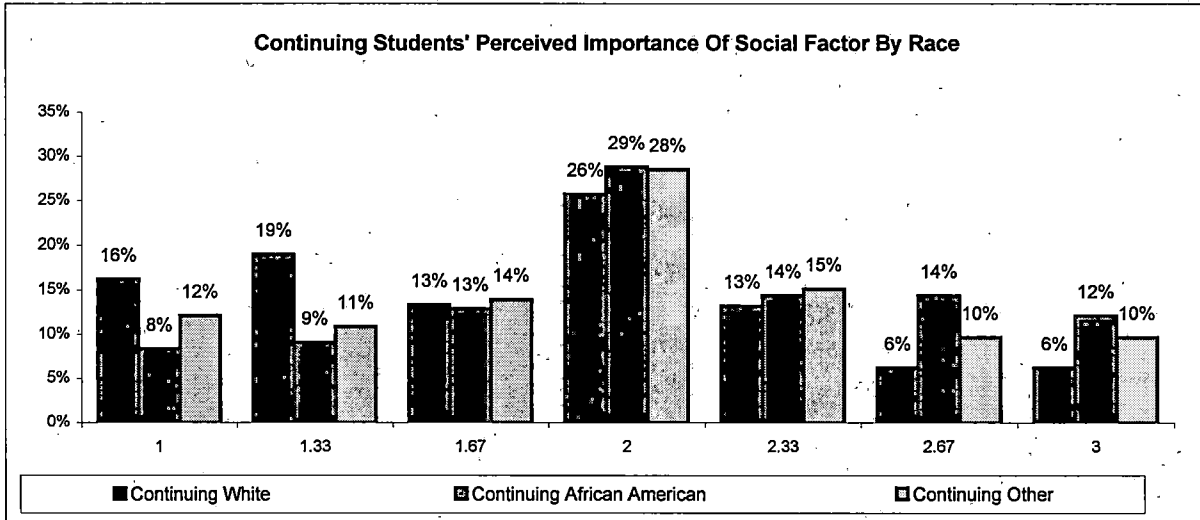


Non-Returning Students' Perceived Importance of Career Factor By Race



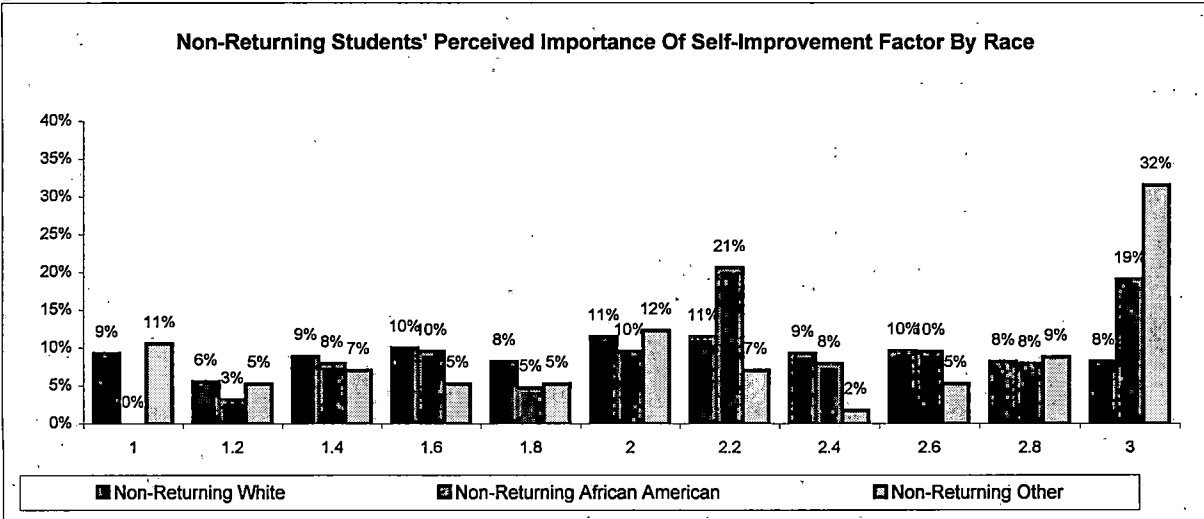
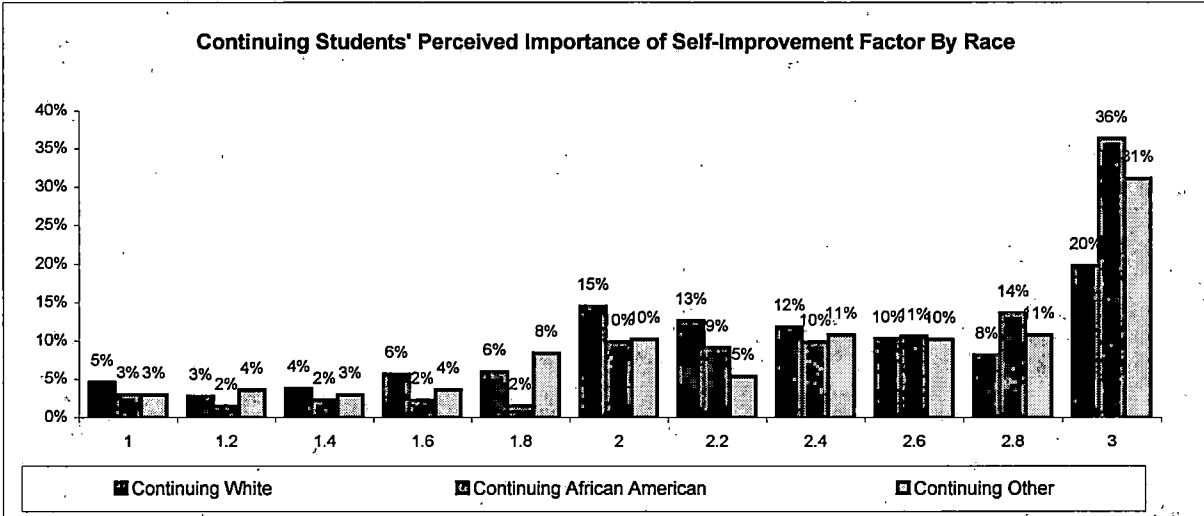
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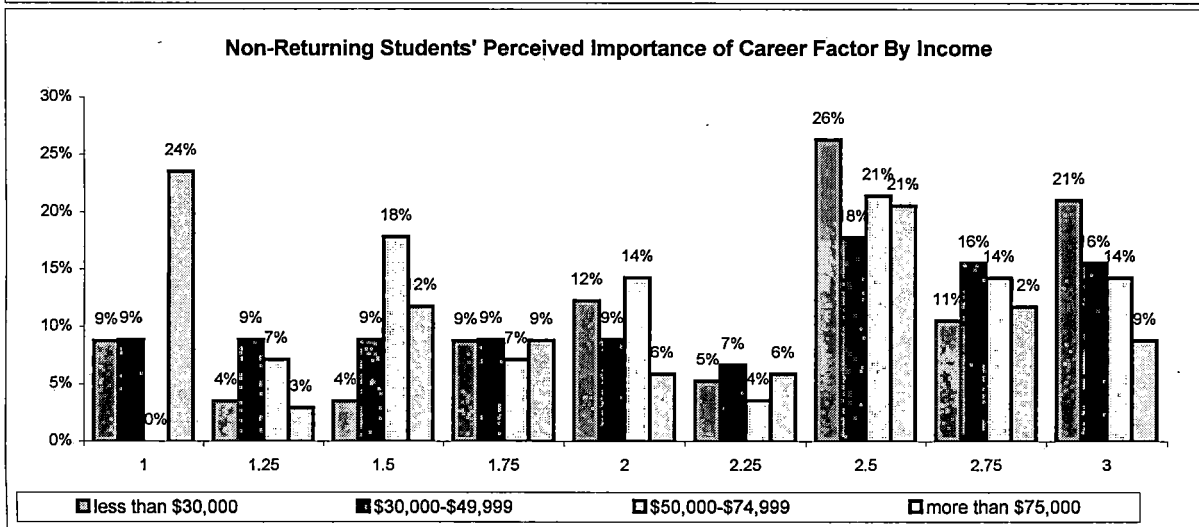
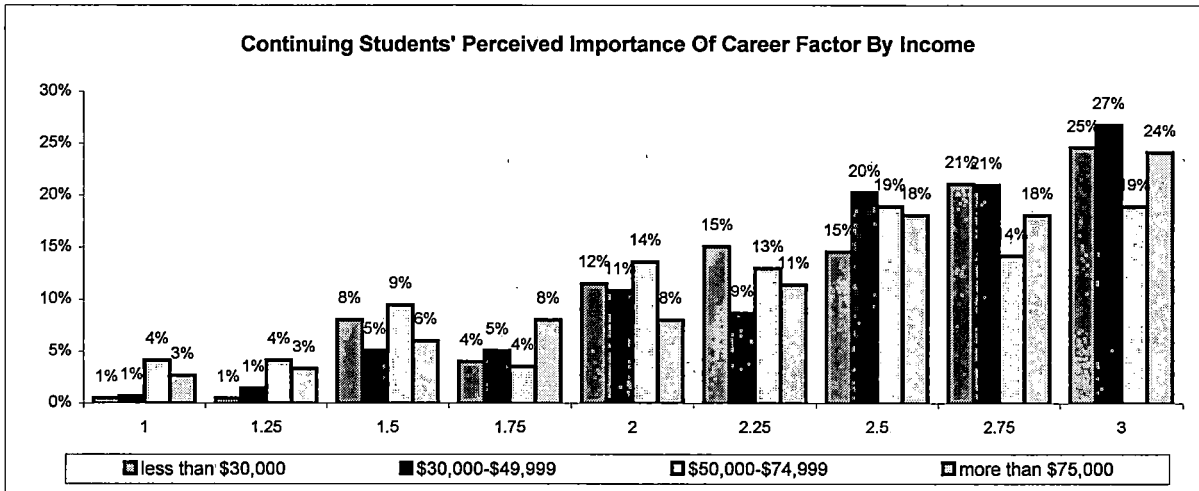
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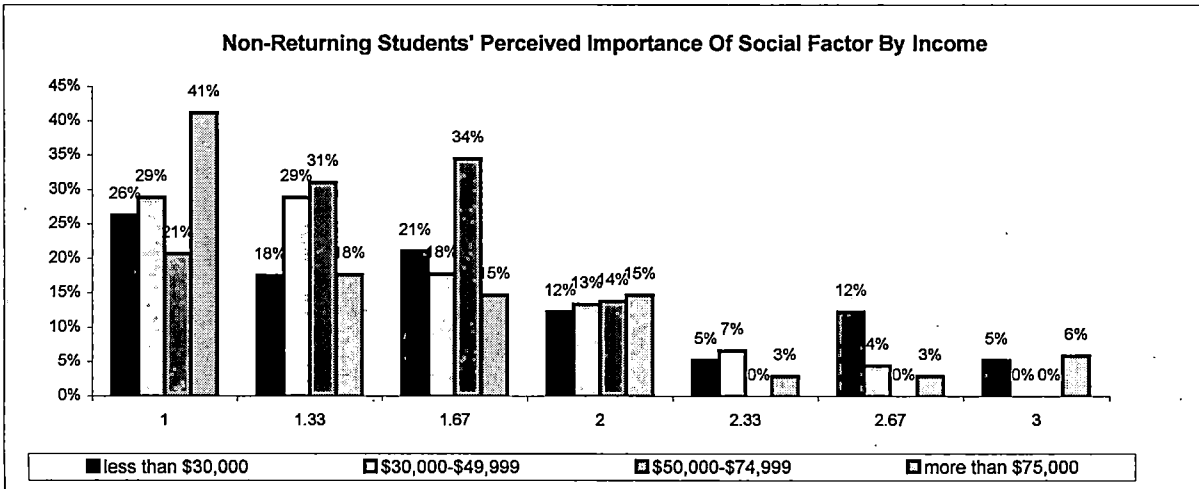
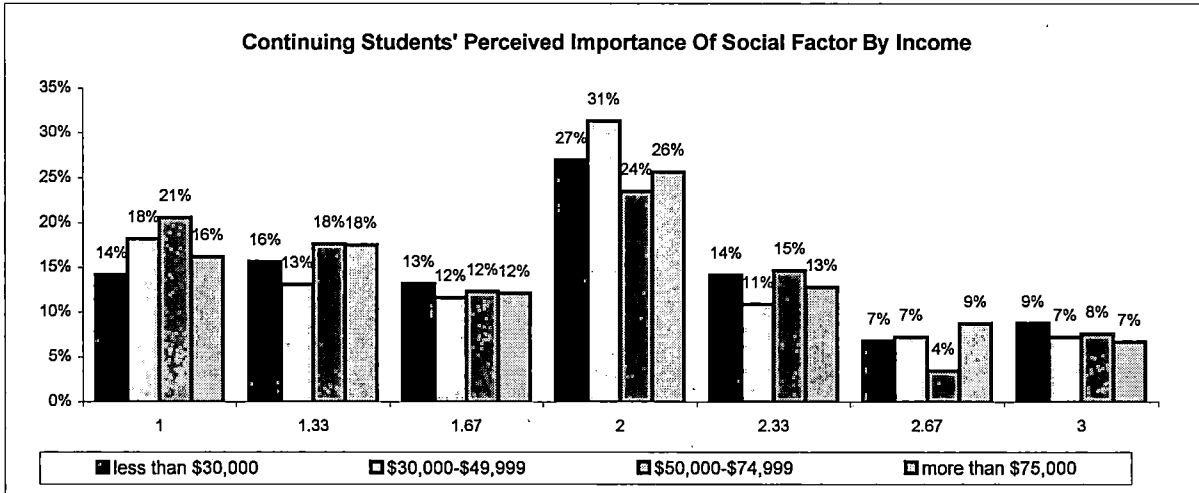
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