



OAKLAND
COMMUNITY
COLLEGE

**College Wide Outcomes Assessment
Students' Long Term Career Goals**

Preliminary Report

**Requested by
Student Outcomes Assessment Committee**

**Prepared by
The Office of Institutional Research**

May 1999

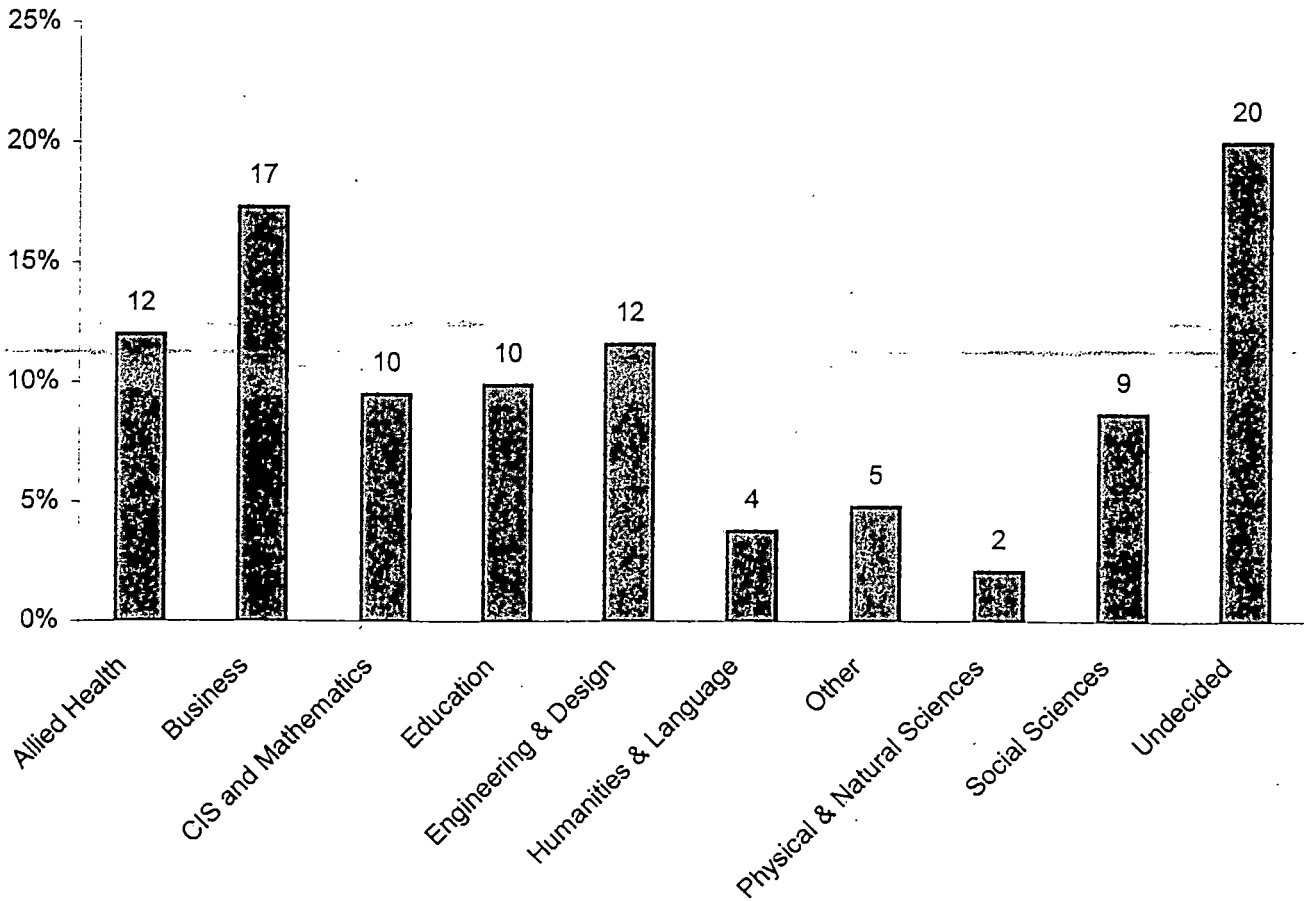
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College Wide Student Outcomes
Measure #3: Students Will Identify Their Career Goals
(1999)**

Condensing of All Career Goals into Sub-groupings

New Category	Original Categories
1. Undecided	Undecided/Uncertain
2. Physical & Natural Sciences	Agriculture Biological Sciences Physical Sciences
3. Humanities & Language	Fine & Applied Arts Humanities
4. Computer & Information Sciences and Mathematics	Computer & Information Sciences Mathematics
5. Social Sciences	Social Sciences Community Service
6. Business	Business Communications
7. Engineering & Design	Architecture Engineering Trade/Technical & Industrial
8. Education	Education
9. Applied Health	Health Profession Home Economics
10. Other	Other

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Overall Career Goal

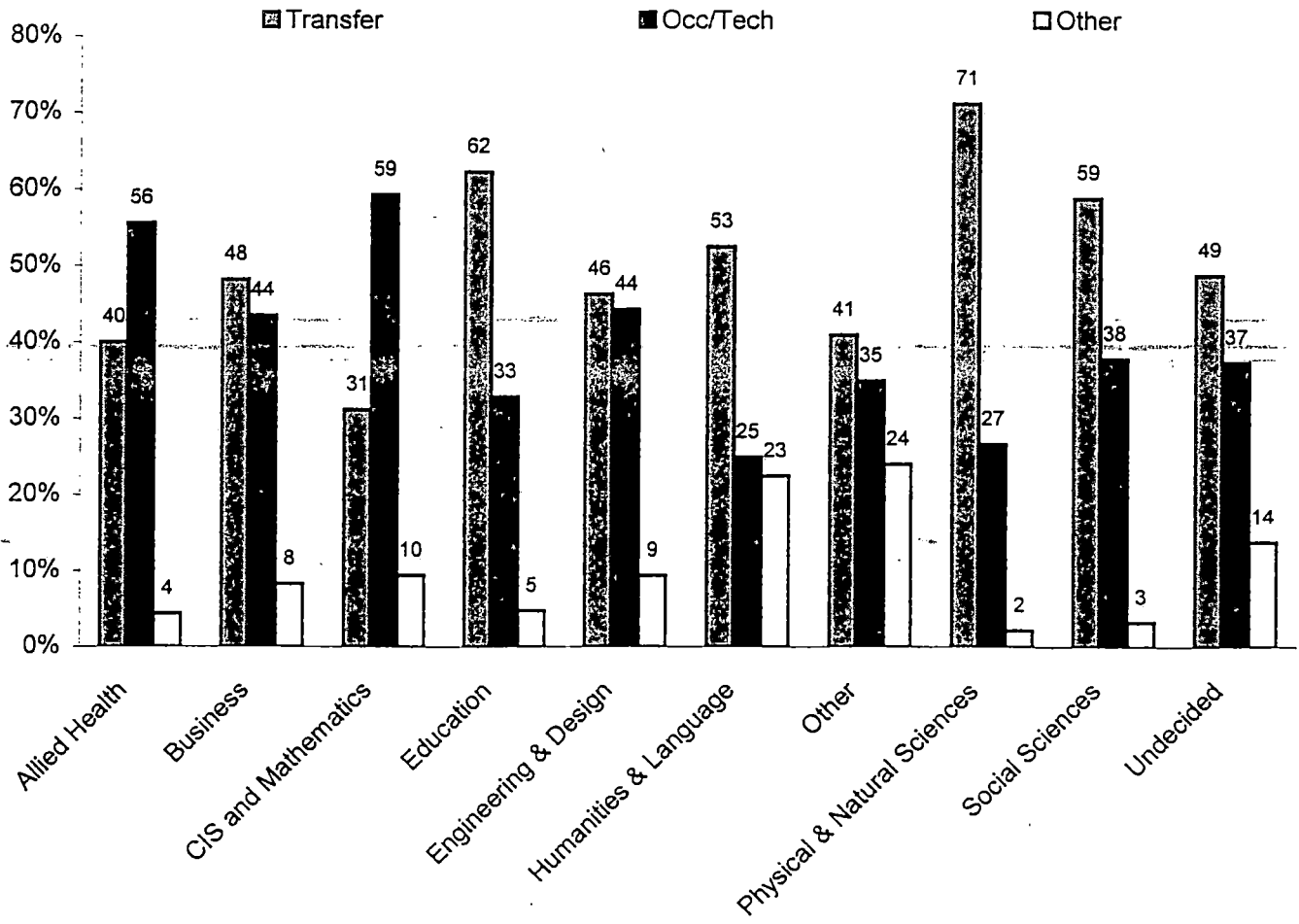


Summary:

Most students report that they are undecided about their career goal (20%). Of the goals that were identified, Business is the most sought after career area. Twelve percent of students report that Engineering and Design as well as Allied Health professions are the type of careers they are seeking. Education and the CIS and Mathematics category are equally reported as a career goal (10%). The field that was least identified was Physical and Natural Sciences (2%).

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Career Goal by Academic Intention



Summary:

In all but two career goals, the majority of students report that their academic intent is to Transfer to another educational institution. Allied health and the CIS and Mathematics career goals are most identified as Occupational/Technical academic intention. Those students who are enrolled for Other reasons account for the smallest portion of each career goal.

Below is a list of each academic intention subgroup and how the four highest career goals scored:

Transfer

1. Physical & Natural Sciences
2. Education
3. Social Sciences
4. Humanities & Language

Occupational/Technical

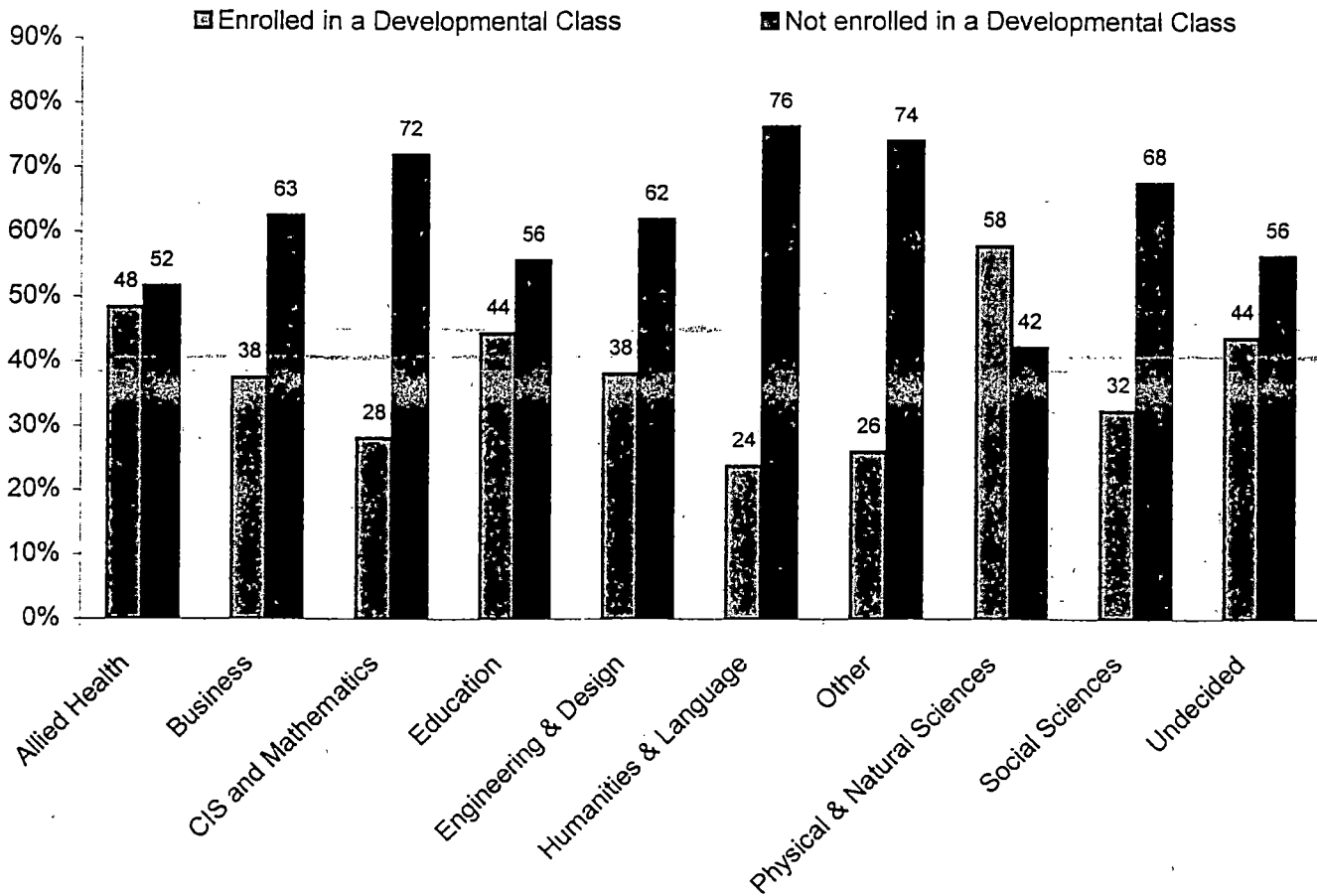
1. CIS & Mathematics
2. Allied Health
3. Engineering
4. Business

Other

1. Other
2. Humanities & Language
3. Undecided
4. CIS & Mathematics

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Career Goal by Enrollment in a Developmental Class



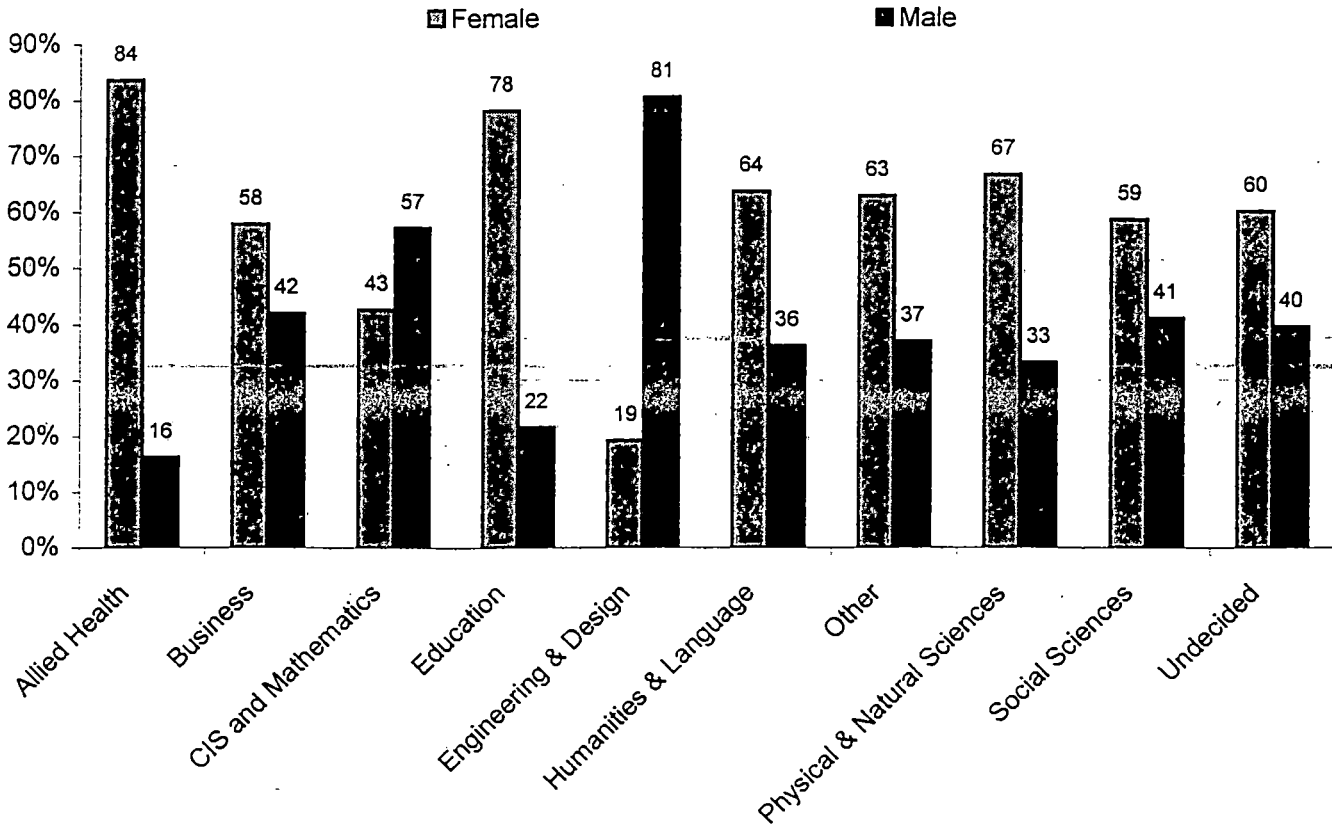
Summary:

Overall, all but one of the career goals had more students who are not enrolled than enrolled in a developmental course. The one exception is for those students who reported wanting a career in the Physical and Natural Sciences. Here, 58% of the students are enrolled in a developmental course. About half of students hoping to enter the Allied Health field are in a developmental course (48%) These developmental students are closely related to those seeking a Education career (44%) and those who are Undecided (44%).

Those students who identified Humanities and Language as a career goal have the lowest percentage of students enrolled in a developmental course (24%). The next two lowest groups of developmentally enrolled students, identified the Other and the CIS and Mathematics as their career goal.

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Career Goal by Gender

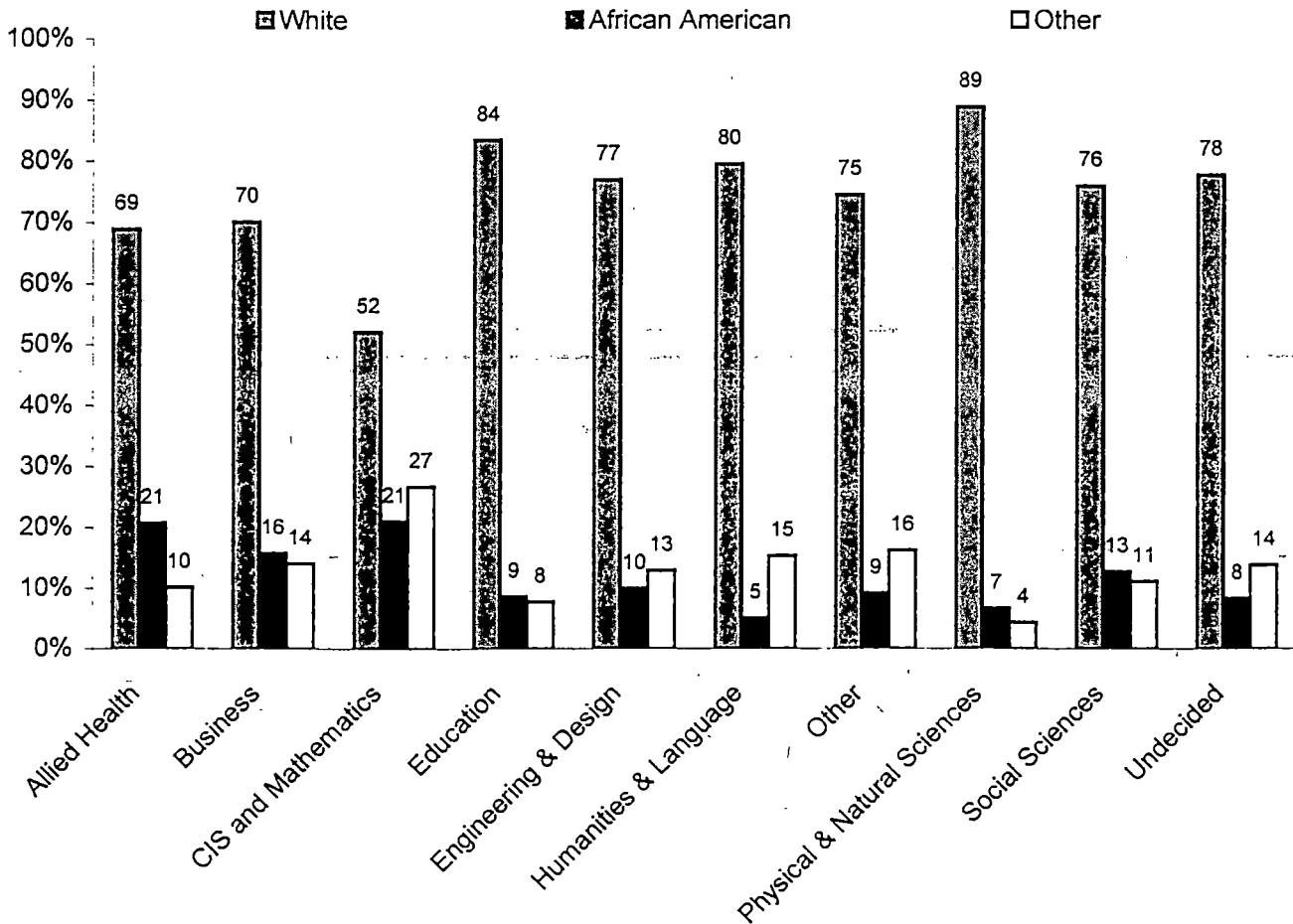


Summary:

There are only two career goals that have a majority of males over females, Engineering and Design (81%) as well as CIS and Mathematics (57%). Within each of the remaining identified career goals female students outnumber male students. The largest difference, where females are the majority, can be found in the Allied Health field. When this career goal is reported there are roughly four females for every male. On the other hand, the Engineering and Design career goal has the inverse relationship to the Allied Health career goal. Here, for every female there are approximately four males.

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Career Goal by Race

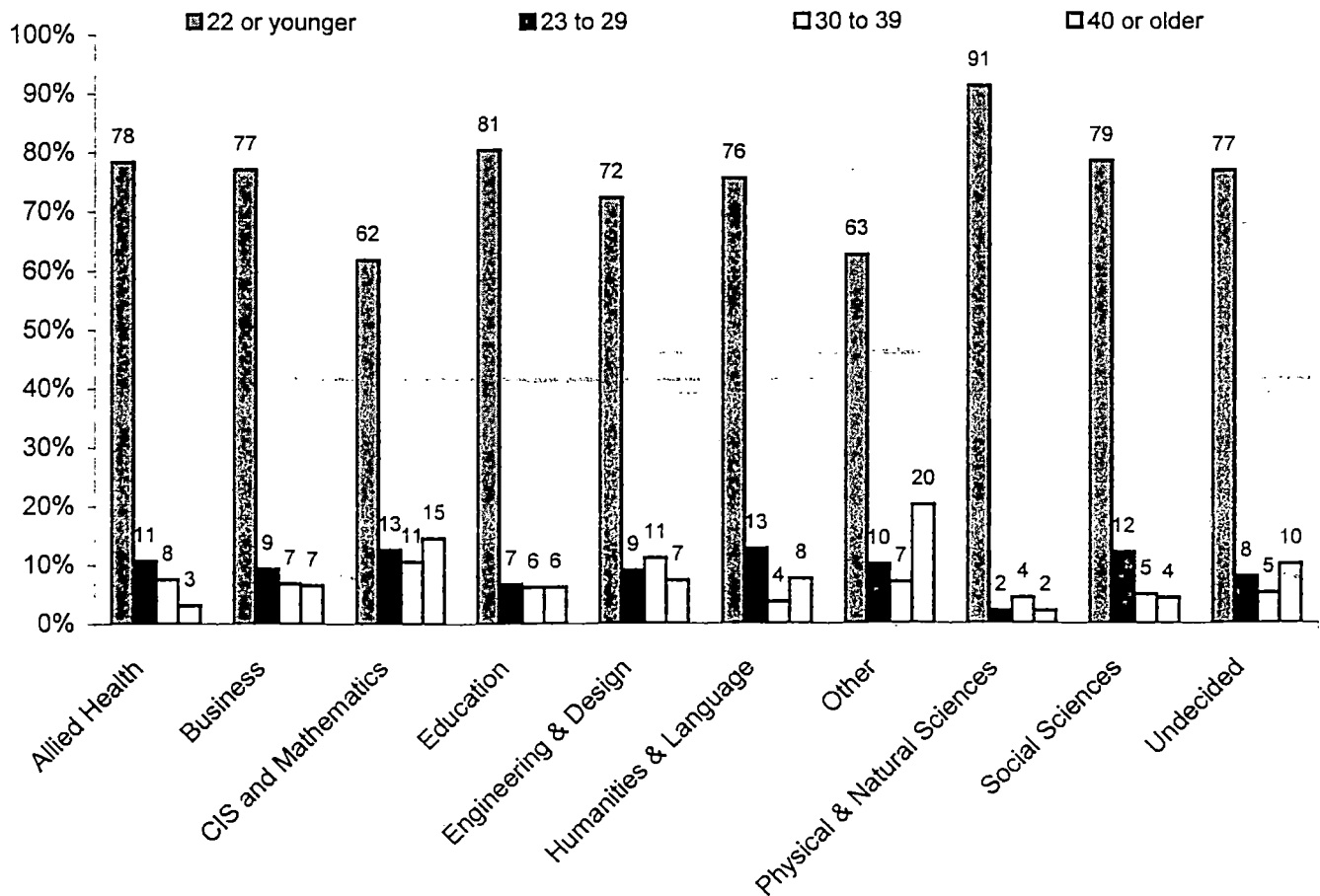


Summary:

Across all of the career goals there are a larger proportion of Whites than African Americans or Other students. There are fluctuations, in regards to the racial make-up of each career goal category. The percentage of Whites in each category ranged from 52% , for CIS and Mathematics, to 89% for Physical and Natural Sciences. Because of the smaller number of African Americans and Other students in the population they account for less of the overall percentage within each career goal category. African American students account for 21% of the students in both the Allied Health and CIS and Mathematics career categories. These are the two largest percentages for this group. There are, however, more Other students (27%) in the CIS and Mathematics career goal category than African Americans. This is also the largest percentage for this group.

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Career Goal by Age Group

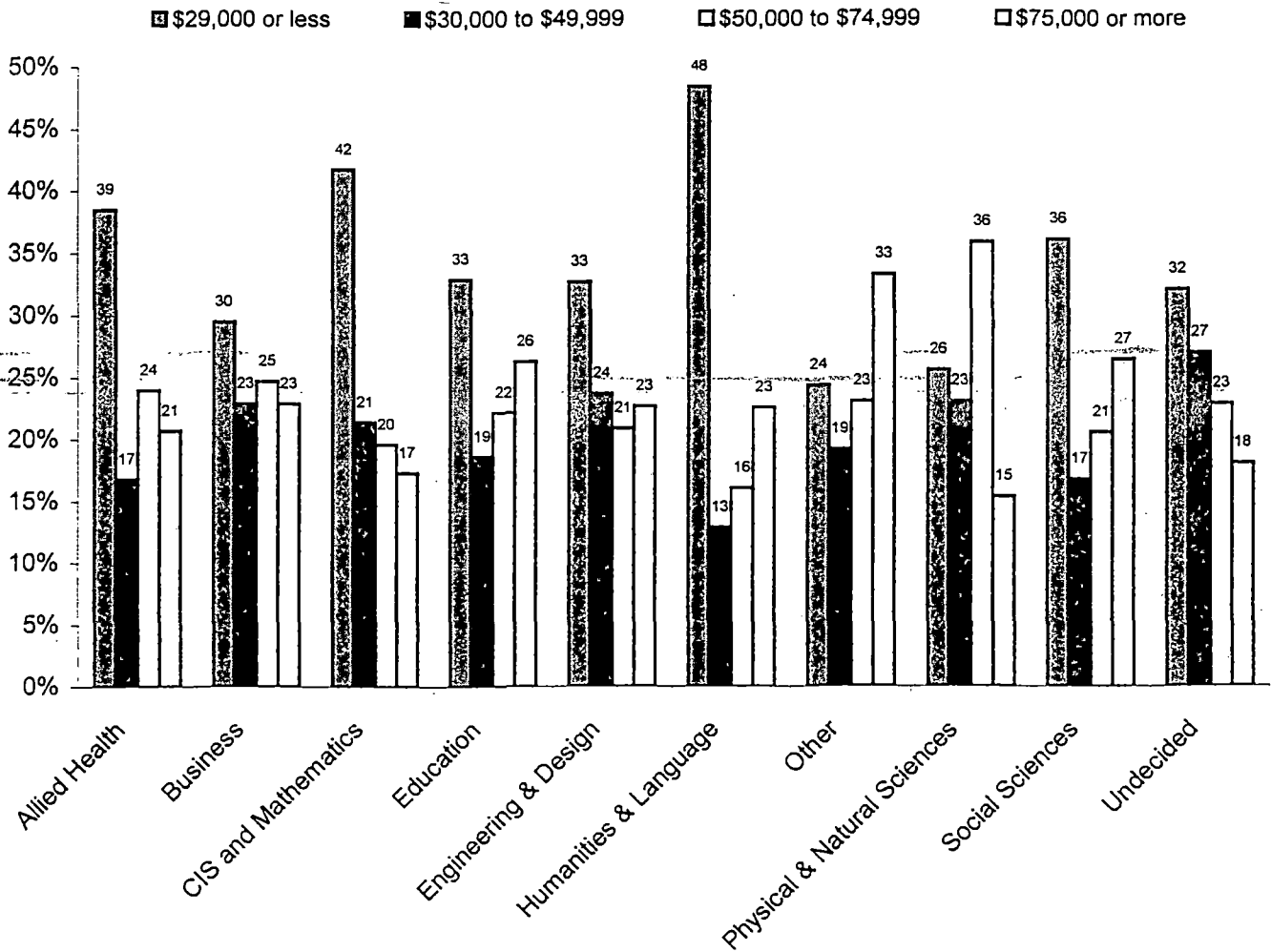


Summary:

Overwhelmingly, within each career goal category, the largest group are those students who are 22 years old and younger. There are however a larger number of older students in CIS and Mathematics as well as the Other career goal category. Moreover, the second largest proportion represented by the age categories are the 40 years and older age groups (20% for Other, 15% for CIS and Mathematics). Those students who are between 23 and 29 years old range from 2% to 13% across all the career goals. There is less variation for the 30 to 39 year old age group. Here, the percentages fall between 4% and 11%.

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Career Goal by Household Income

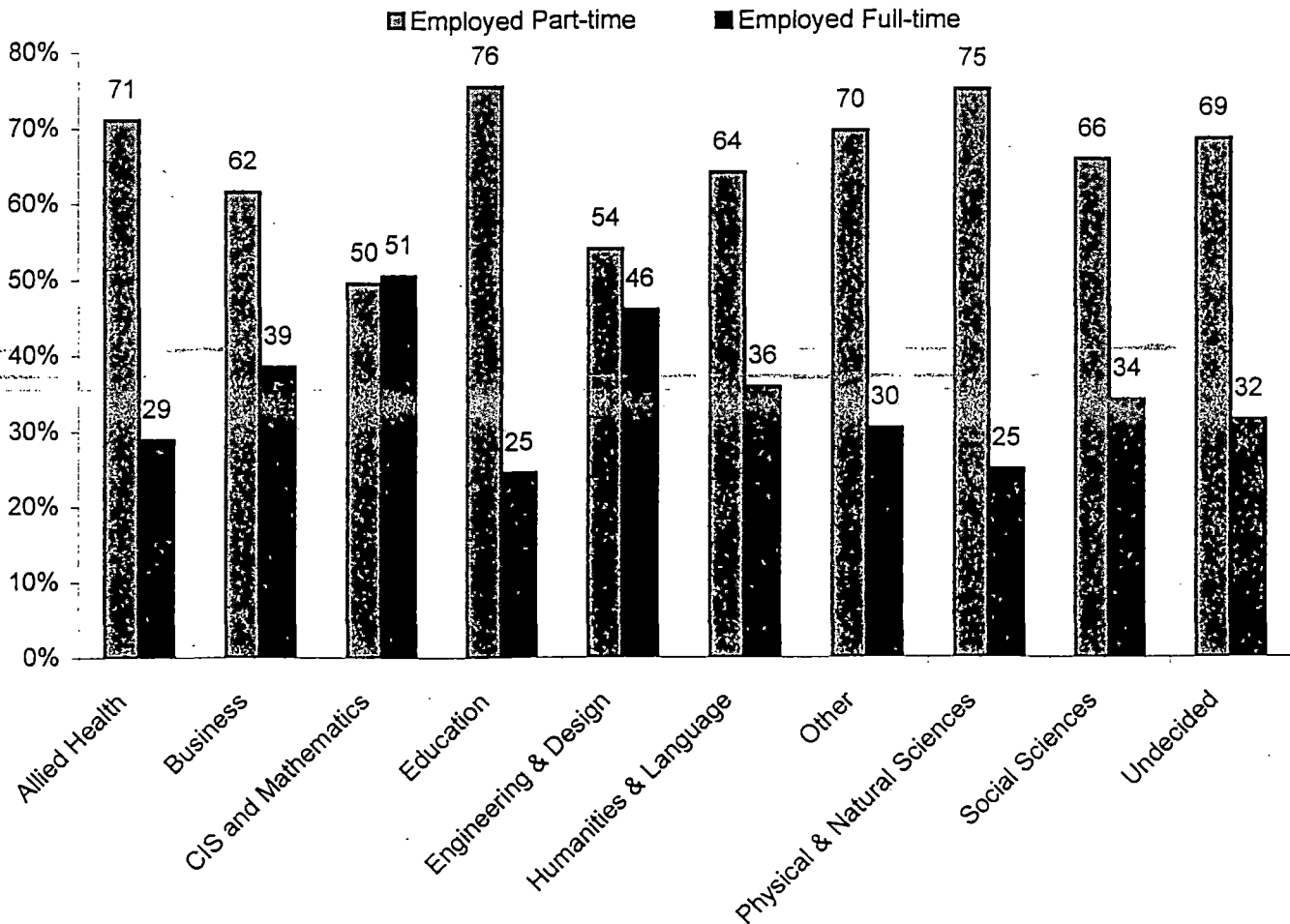


Summary:

There are differences between the income intervals and the choice of career goal. First, the higher the income interval the less undecided students are about what their career goals are. This trend, of increasing income affecting career goal choice is consistent with those who choose CIS and Mathematics. The relationship suggests that most students who choose this career goal are in the lowest income interval. This holds true for Humanities and Language, Social Sciences, Business, Engineering and Design, Education, and Allied Health. Within the Other, Social Sciences, and Education career goal categories there are the large percentage of students who have a family income of \$75,000 or more.

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Career Goal by Employment Status

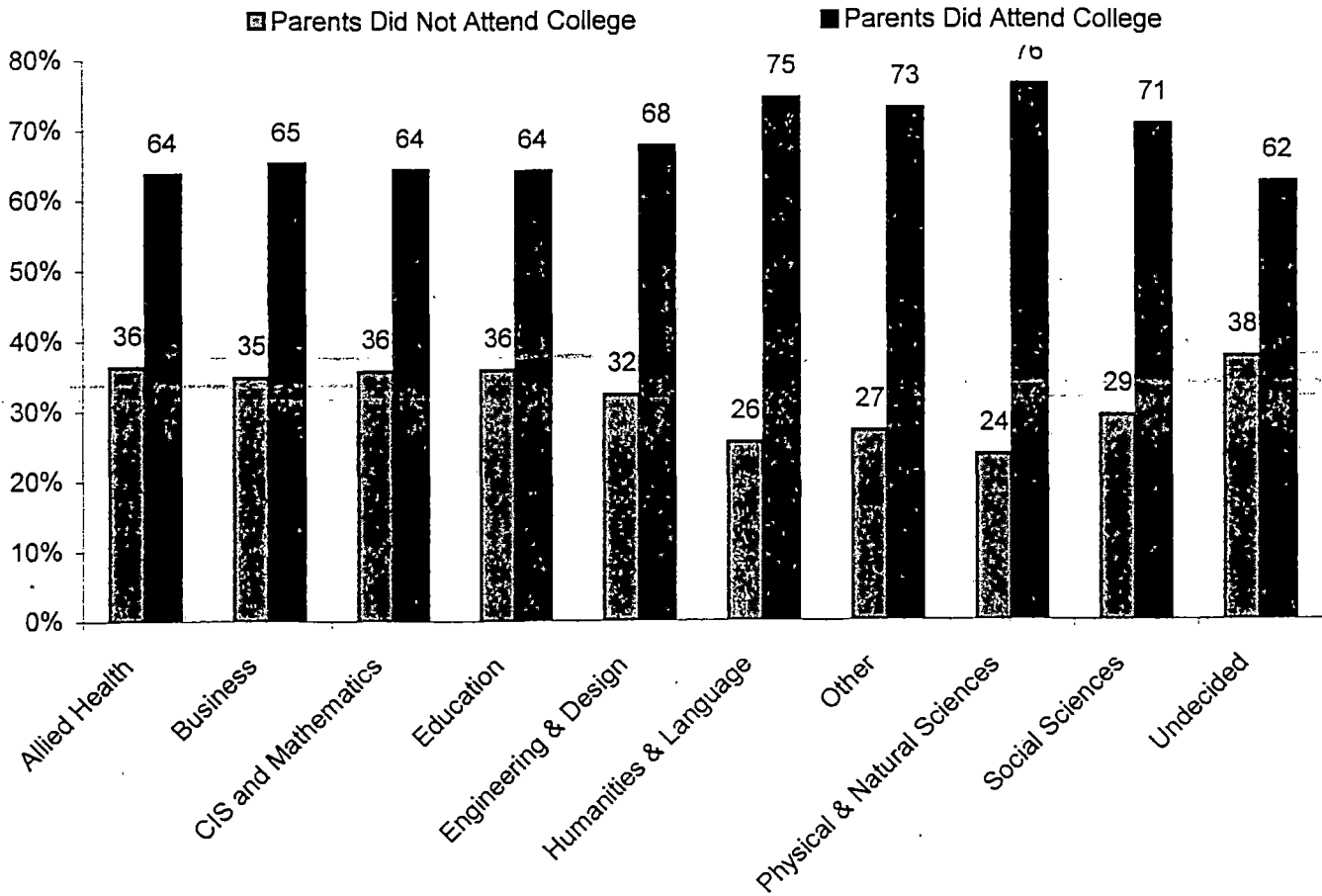


Summary:

For most career goals, roughly one out of four students are working full-time with the remainder working part-time. The Business, CIS and Mathematics, and Engineering and Design career goal groups have more students who are working full-time. In fact, those students who want a CIS and Mathematics career or a Engineering and Design career are more likely to work full-time than any of the other career categories.

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Career Goal by Parental College Attendance

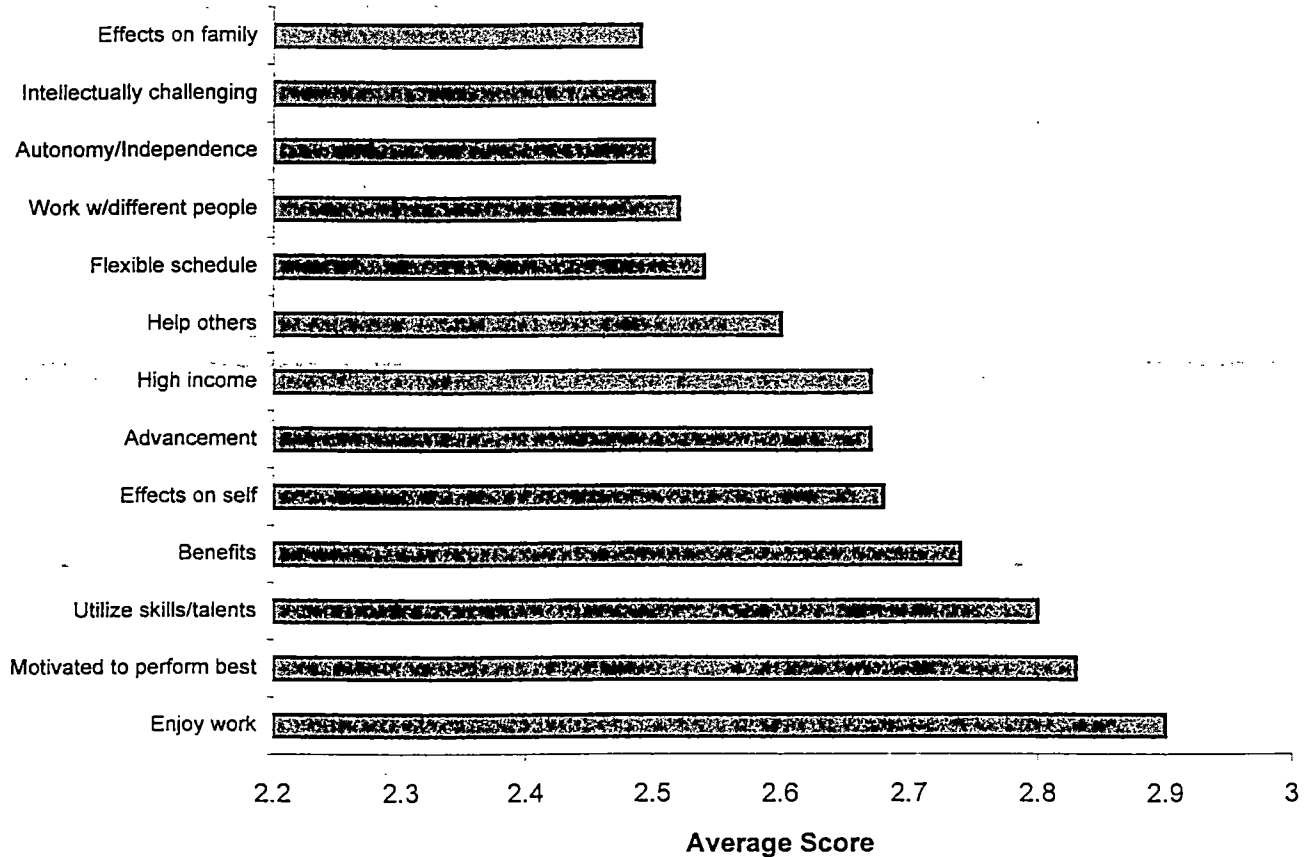


Summary:

Most students, regardless of career goal, have had a parent that attended college. Between 24%, for the Physical and Natural Sciences, and 38%, for the Undecided, of the students report that neither parent had any college after high school. There does not appear to be any meaningful difference between career goal categories.

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Importance of Career Characteristics

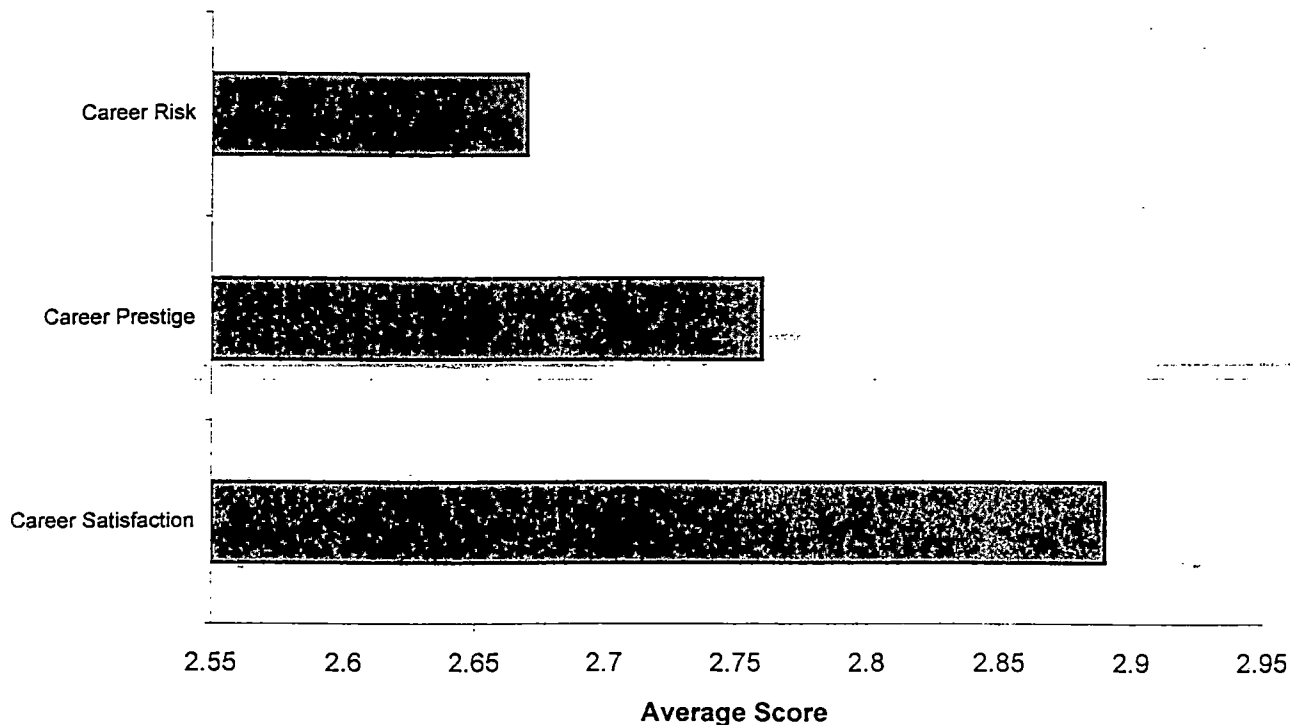


Summary:

On the whole, all of the career characteristics are considered to be at least somewhat important. There are, however, different levels of importance placed on the career characteristics. When asked which characteristics are important when considering a career the most important is to enjoy the work being done. This is followed closed by being motivated to perform their best and utilization of skills and talents. The least important characteristic is has to do with the effects the career will have on the family. The second and third least important are for the career to be intellectually challenging and to have workplace autonomy or independence.

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Importance of Career Factors

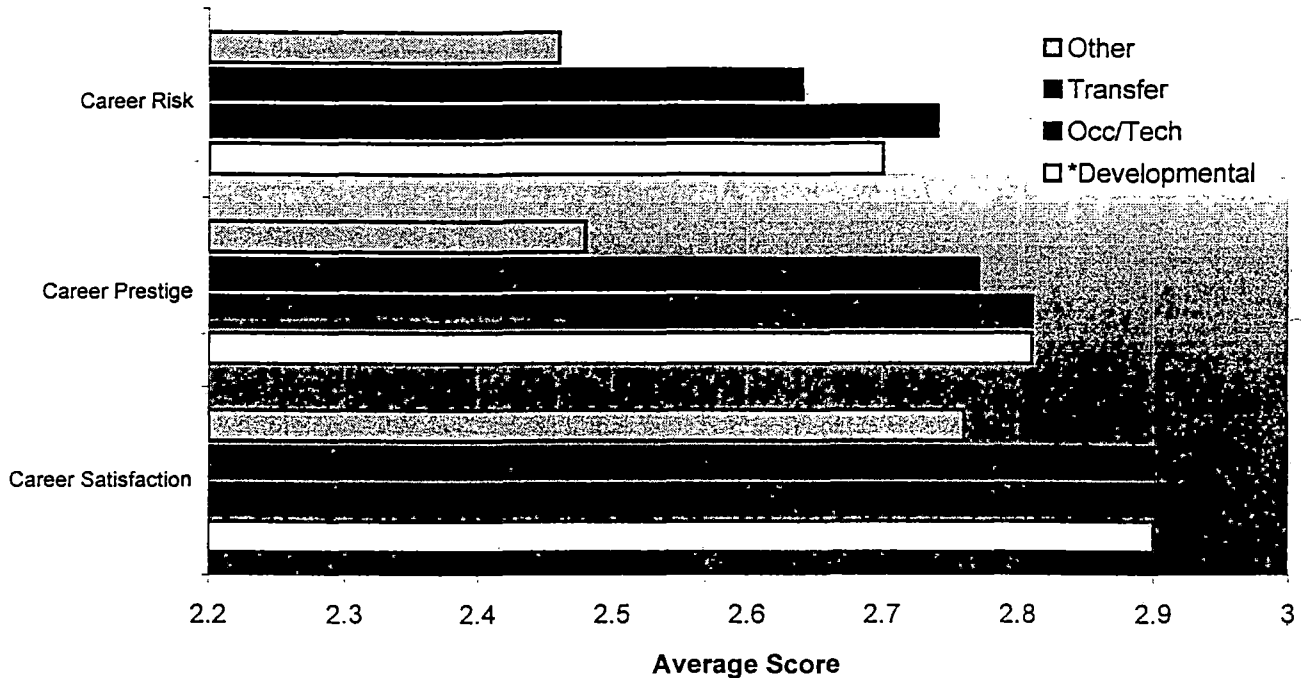


Summary:

Analyses were completed that collapsed the various career characteristics into three factors, i.e., career risk, career prestige, and career satisfaction. All three of the factors were at least somewhat important. Having a satisfying career was most important. This was followed by the prestige associated with the career. Least important was the physical and psychology risk related to the career.

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**Importance of Career Factors by Academic Intention and Enrollment
in a Developmental Course**



*Note that Developmental students are not exclusive of the other academic intention groups. For instance, a student may be enrolled in a Developmental course and have reported Transferring as his or her academic intent.

Summary:

All of the academic intention subgroups and developmental education students reported that career risk, career prestige, and career satisfaction are at least somewhat important. All academic intention subgroups and those students enrolled in a developmental course believed that career risk is the least important of the three, then career prestige, followed by career satisfaction.

The Other subgroup indicates that all three career factors are not as important as the other subgroups thought. Transfer academic intenders placed slightly more importance on the three factors but not as high as the Occupational/Technical subgroup. The Occupational/Technical subgroup place the most importance on all three career factors when compared to the other two subgroups.

Students enrolled in a Developmental course can be simultaneously part of one of the aforementioned academic intention subgroups. Thus, these students have been included only as a reference to the subgroups.