



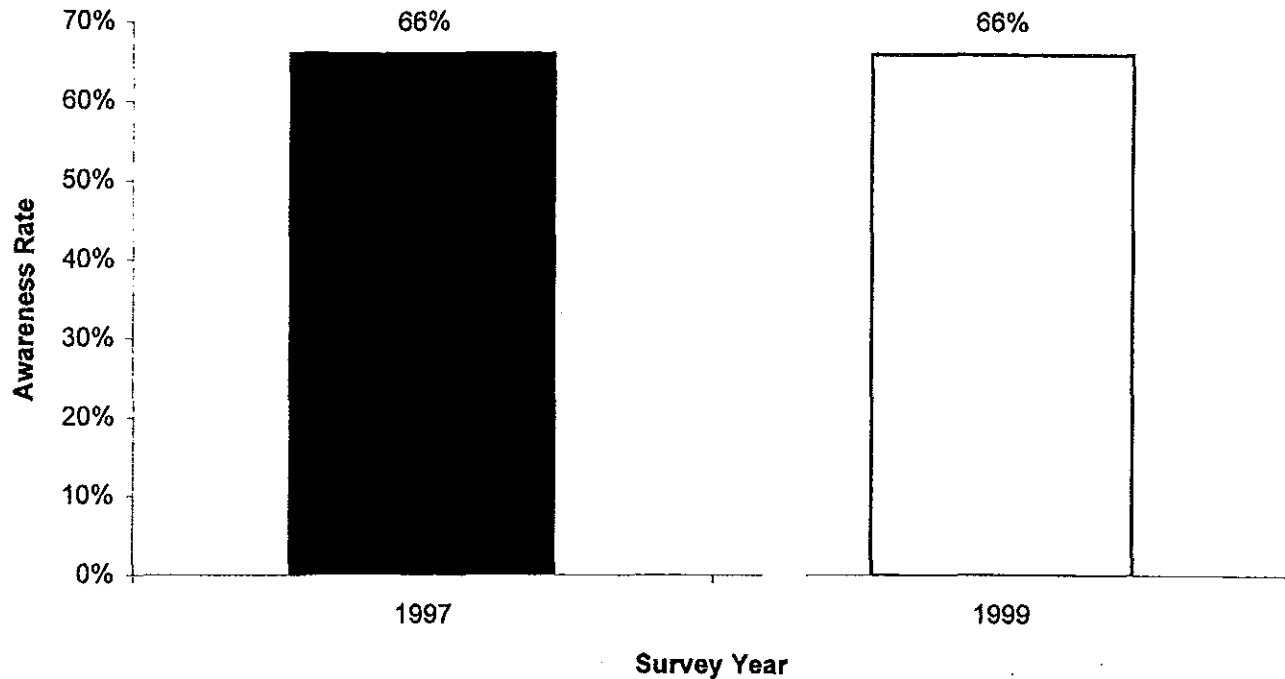
**OAKLAND
COMMUNITY
COLLEGE**

**ANNUAL EFFECTIVENESS REPORT ON THE COLLEGE'S
COMMUNITY SERVICE PURPOSE**

1999/00 Preliminary Report

**Prepared by:
Andrea Taylor Butts for
The Office of Institutional Research
Fall, 1999**

Public Awareness of Community Services Offered by OCC.



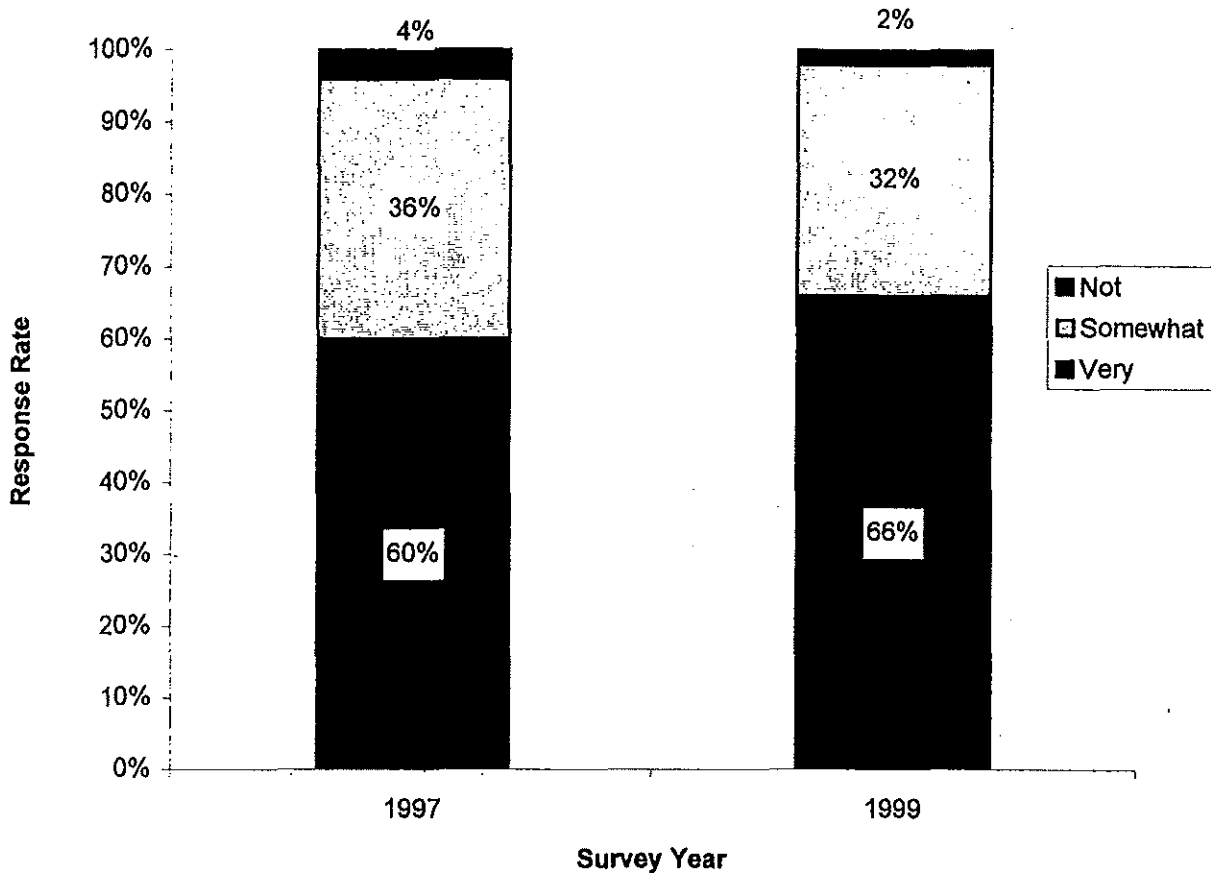
According to the 1999 Public Opinion Poll, a majority of Oakland County residents are aware that OCC is committed to providing the community with opportunities for life long learning through continuing education programs as well as cultural, social and recreational services. This current level of awareness has remained unchanged since the time of the 1997 Public Opinion Poll.

A more detailed analysis revealed no significant differences in awareness along the lines of gender, race, income level, age, employment status or region of residence. However, meaningful differences on the basis of whether or not one attends/ has attended college and one's level of education were discovered. For example, 69% of those who were currently attending college or had attended in the past versus only 59% of 'non-attendeess' are aware of OCC Community Service Purpose. (*Note of Interest: 34% of respondents currently attend or have attended OCC.*)

Similarly, higher levels of education were accompanied by an increased likelihood of awareness. For instance, only 50% of respondents who did not complete high school are aware of Community Service at OCC. Whereas 67% of respondents who were college graduates and 87% of those with a post-graduate degree know of OCC's Community Service Purpose.

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Importance of Community Services to the Public

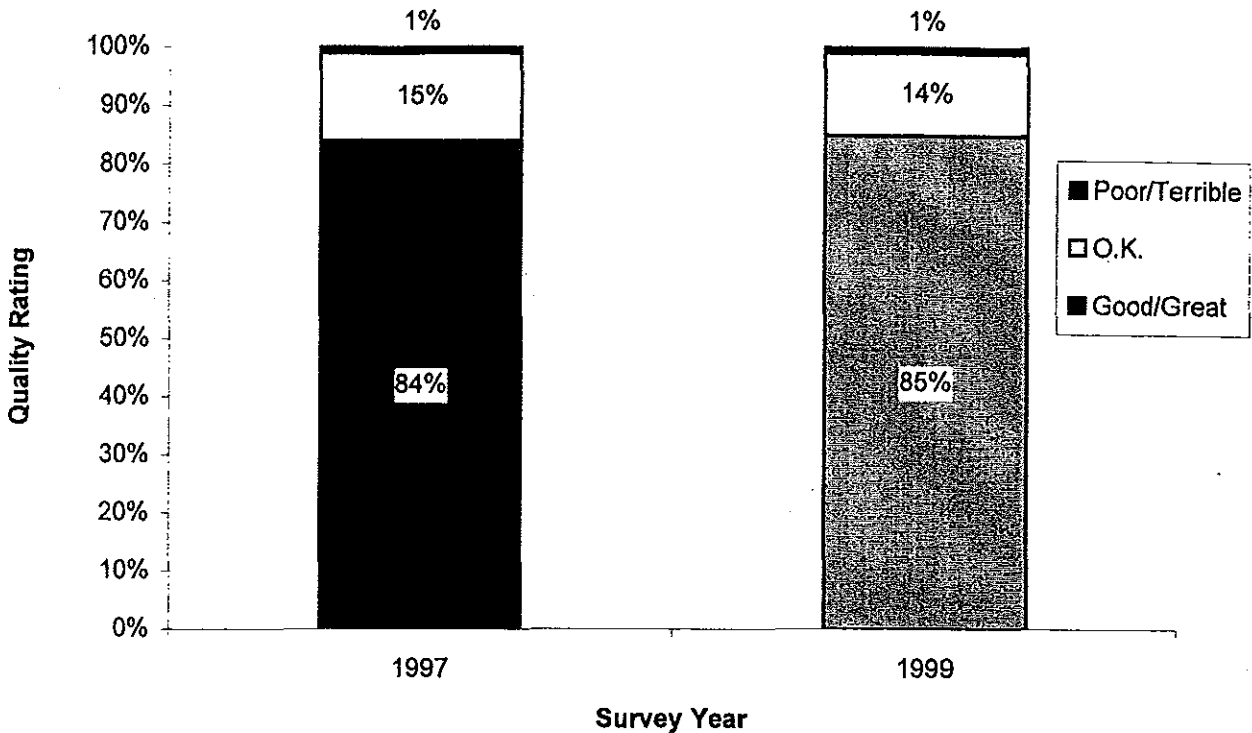


Almost all of the residents surveyed agree that Community Service is an important Purpose for the College to maintain. Indeed, the majority of Oakland County residents believe that the provision of community services by OCC is a 'very' worthwhile activity. Only 2% of those surveyed feel that this is 'not' an important function of the College. Moreover, the level of importance accorded the Community Service Purpose has risen slightly since the last Public Opinion Poll. Despite the public's endorsement of Community Service as a legitimate Purpose, Community Service continues to be the least important of OCC's 6 Purposes among respondents. When asked to single-out OCC's 'most important' function, the most favored response was Transfer (37% of respondents), followed by Occupational/Technical Education (22% of respondents). Only 5% of respondents elected Community Service as the 'most important' OCC Purpose.

Looking at the data more closely reveals only one significant factor related to respondents' tendencies to consider Community Service unimportant, somewhat important or very important. Individuals from higher income categories indicated that the Community Service Purpose is 'somewhat important' as opposed to 'very important', with greater frequency than those from lower income groups.

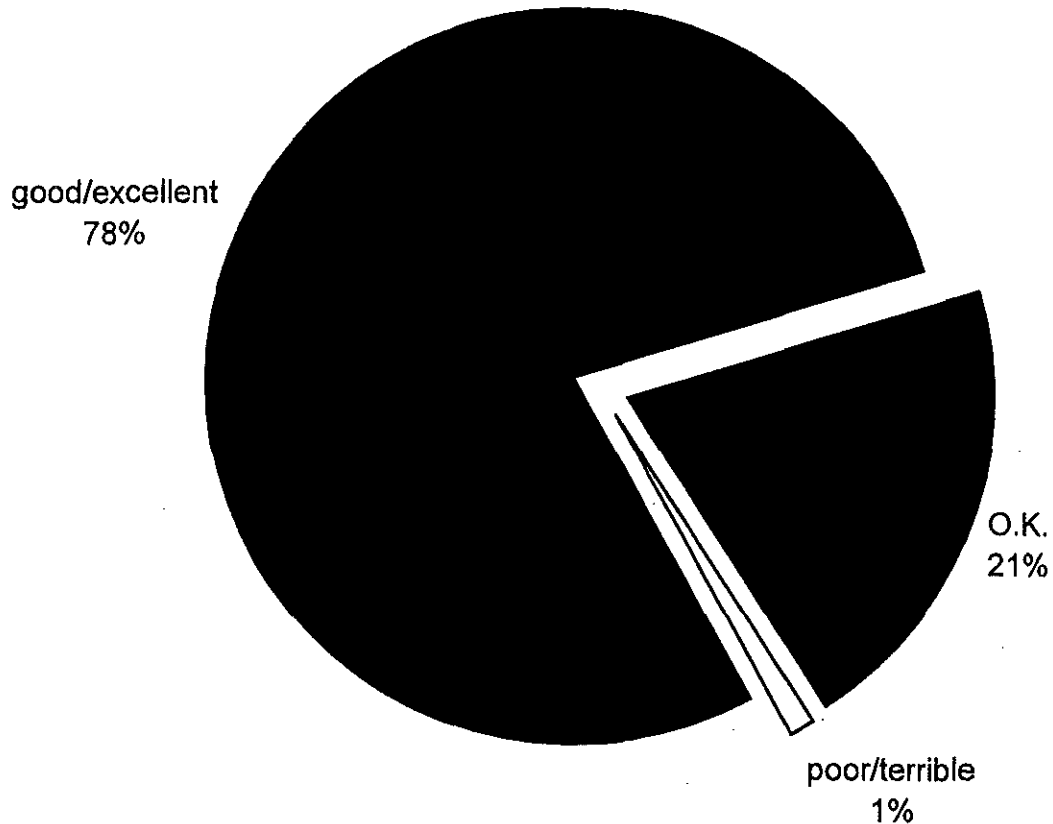
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Public Satisfaction with the Quality of Community Services
Offered by OCC.



Since 1997, there has been little change in the level of public satisfaction with the social, recreational, cultural and continuing education activities which constitute Community Services at OCC. In 1999 a large majority, 84%, of respondents still stated that the quality of services provided to residents of Oakland County is either 'good' or 'great'. It is, nevertheless, important to note that of *all* survey participants who confirmed that they are aware of the Community Service Purpose, 37% were unable to respond to the question regarding the 'quality' of Community Service at OCC. Further analysis did not uncover any significant differences in responses according to respondents' demographic characteristics.

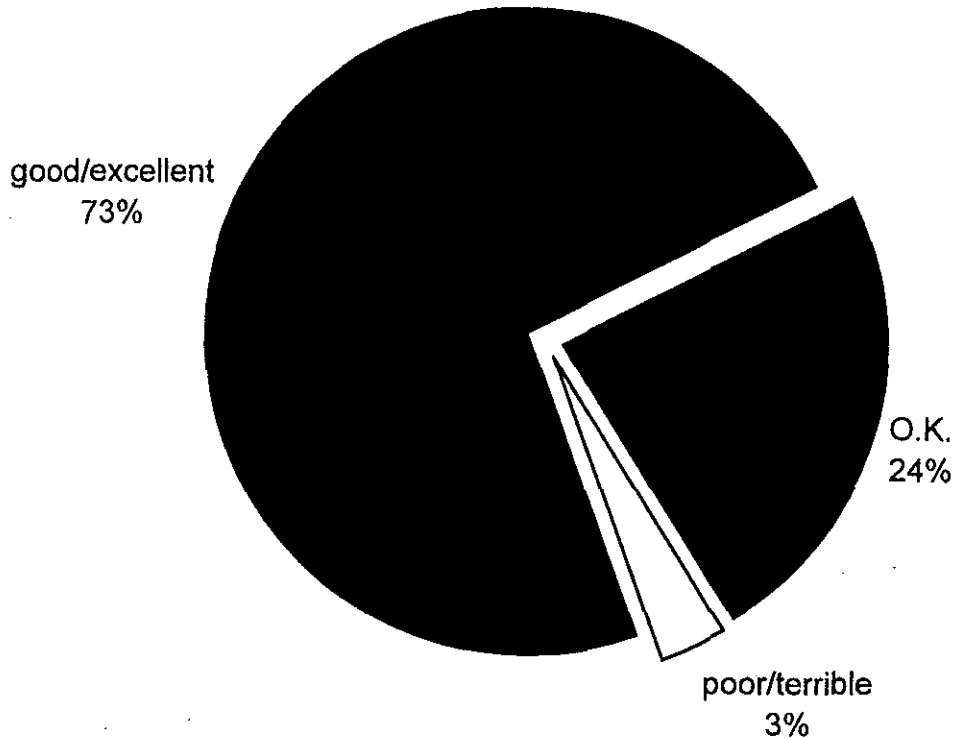
Overall Impression of OCC



The public's general impression of OCC is largely favorable. Only 1% of residents offered a patently negative opinion of the College. Impressions of OCC did not differ significantly across demographic groups, with one exception. Residents who had a high school education and those with some college or vocational training are slightly more favorable in their assessments, rating OCC as excellent/good more frequently than individuals from different educational backgrounds. Survey participants were also asked to state whether or not they would recommend OCC to a friend or family member. In 1999, 90% of respondents said that they would indeed recommend OCC to their family and friends. Thereby confirming the positive impression of the College held by the majority of Oakland County residents.

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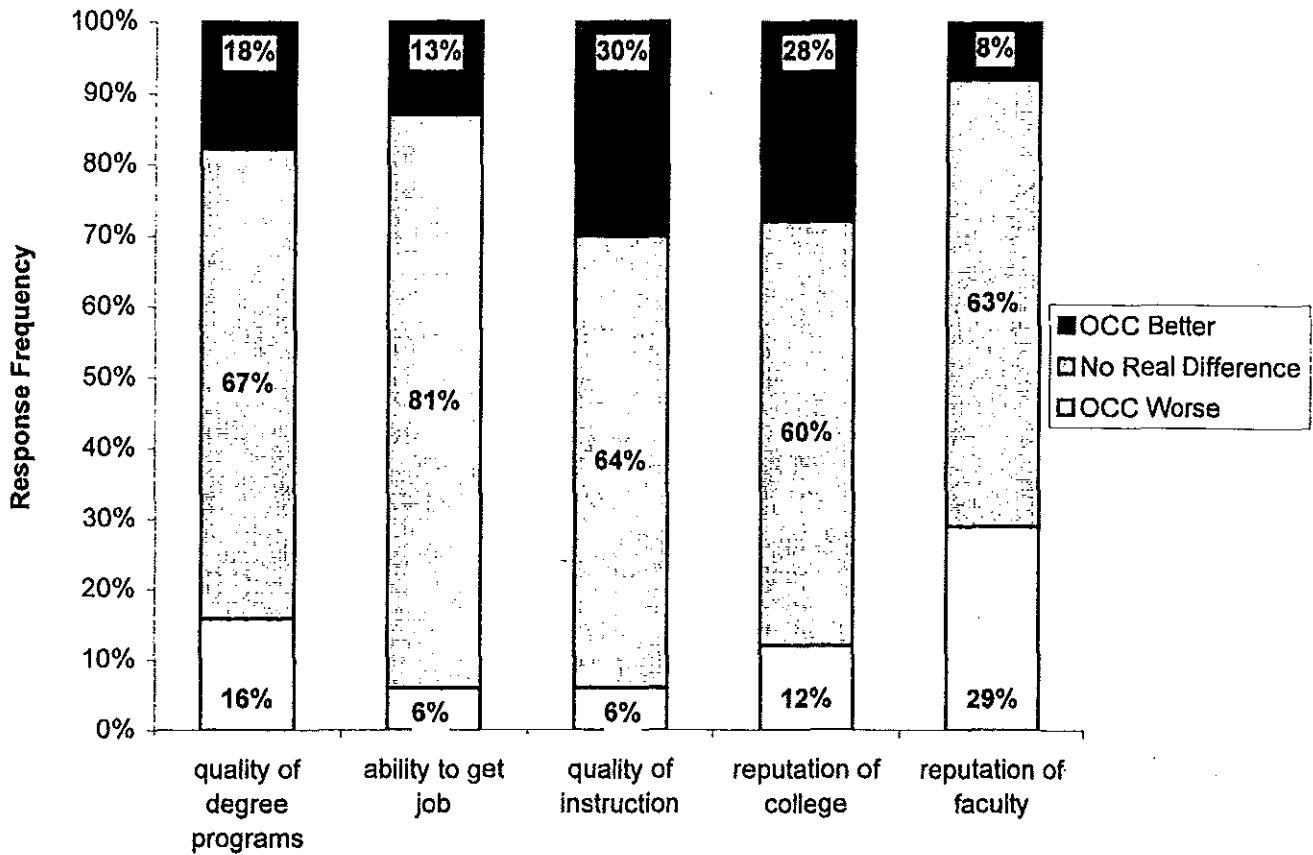
Overall Impression of OCC:
OCC Compared to Other 2-year Colleges



Along with their general impression of OCC, residents of Oakland County were also asked to provide their overall impression of OCC *relative* to at least one other post-secondary institution. Among respondents who compared OCC to another **2-year college**, overall impressions of OCC remain quite positive. However relative to the overall impressions which did not involve comparisons to other schools, the percentage of people rating OCC as excellent or good declined by 5%. Accordingly, this 5% was re-distributed across the other response categories. With a comparison college in mind, the percentage of individuals who see OCC as being merely 'O.K.' now rose by 3% and the percentage of individuals considering OCC to be poor/terrible also increased by 2%.

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How Does OCC Do In the Areas That Matter Most?



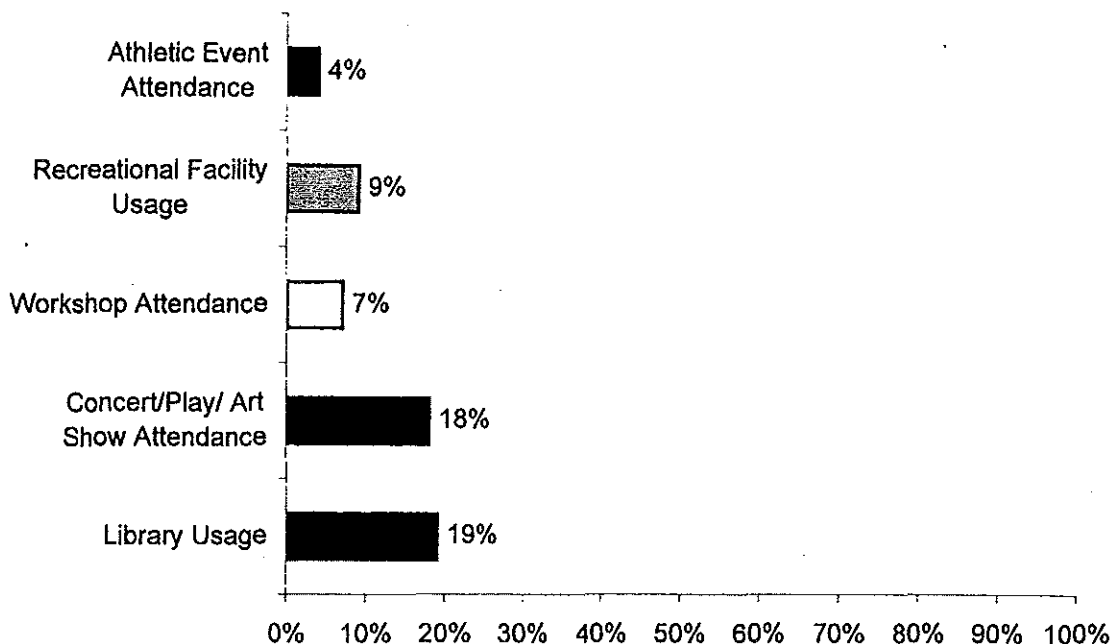
**5 Most Important Items Considered
When Choosing a College**

Survey participants were asked whether they thought a number of items would be unimportant, somewhat important or very important to their decision-making process when choosing a college. The 5 items deemed to be 'very important' most often were: quality of degree programs, ability to get a job after attending, quality of instruction, reputation of college, and reputation of faculty. By examining how respondents feel OCC is doing relative to other colleges with respect to these items, an additional sense of public satisfaction can be gained.

Broadly speaking, OCC residents of Oakland County view OCC as being competitive with other 2 year colleges. OCC gets best reviews on the quality of its instruction and the overall reputation of the college and the College's public image fares somewhat worse when comes to reputation of its faculty and the quality of its degree programs. However it can be said that in general, on the issues that matter most, respondents generally consider OCC to be neither better nor worse than other schools of this type.

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**Attendance of OCC Sponsored Events/
Utilization of OCC Facilities, 1999**

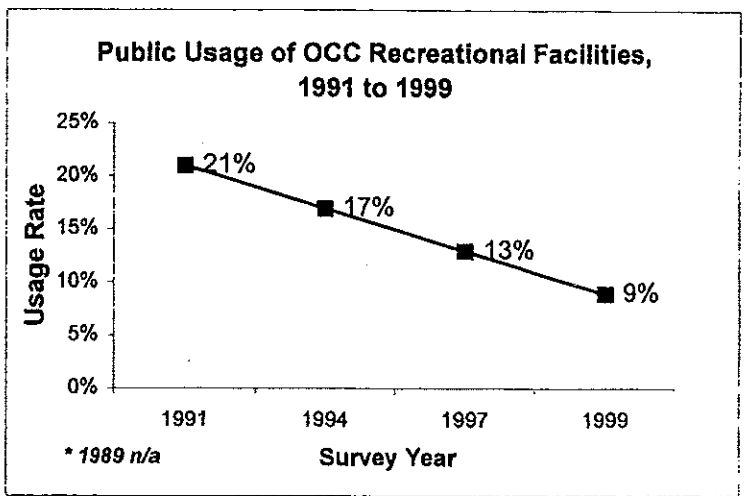
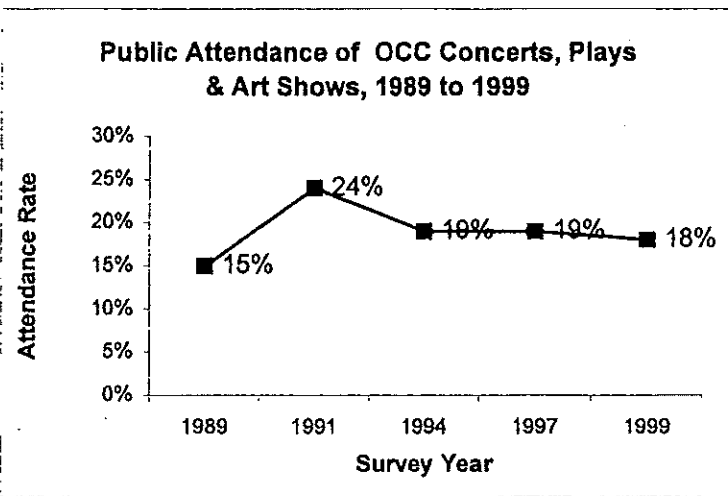
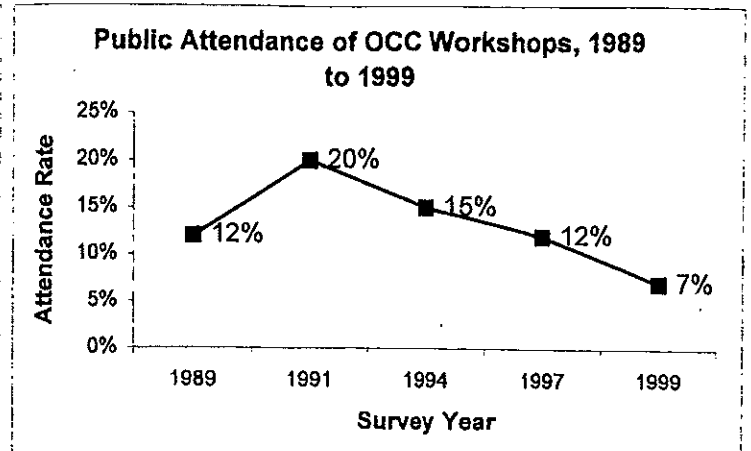
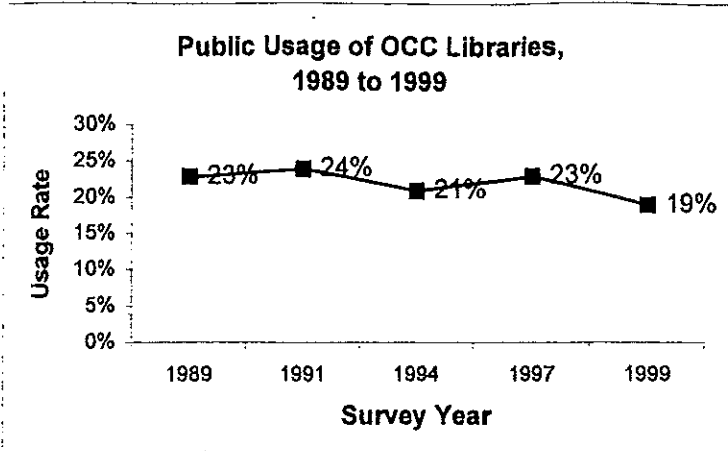


Respondents Participating/Utilizing Within Last 2 Years

Within the last 2 years, most residents surveyed have not taken advantage of OCC facilities or OCC sponsored events. Individuals living in Oakland County are most apt to use OCC libraries (19%) and are almost equally as likely to attend a concert, play, or art show at OCC (18%). Usage of recreational facilities, workshops and sporting events was quite low, under 10%. Among those having used OCC libraries within the last 2 years, most likely did so between 1 and 2 times per month. This was also the most frequently reported pattern among those attending OCC sponsored concerts, plays, and/or art shows. Workshop participation and athletic event attendance were most likely to occur only once or twice a year. No such utilization pattern existed among individuals using OCC recreational facilities.

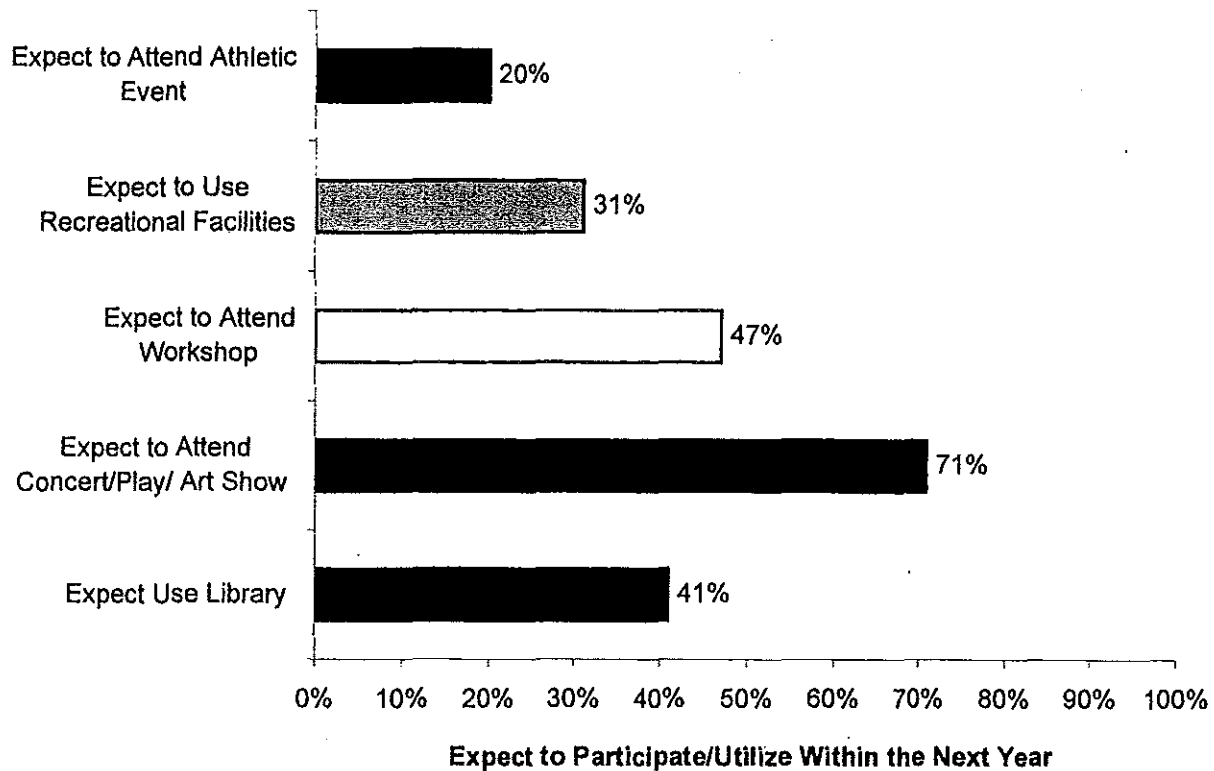
Individuals who are or have attended college were more likely than 'non-attendees' to use OCC's libraries and recreational facilities as well as attend concerts and workshops sponsored by the College. Library usage also varied by age group. Persons age 50 and up were less likely than younger individuals to report having used OCC libraries. Those in the youngest survey group, 18 -29 years of age, were also about two time more likely than individuals in any other age group to have used recreational facilities at OCC. Finally analysis of the data shows that residents living in the Western region of Oakland County were significantly more apt than people living elsewhere in the county, to have utilized the recreational facilities OCC makes available to the public.

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Considering the past decade, trends in public interest in OCC facilities and services vary depending on the particular activity or event. For example, library use has remained more or less constant. After a peek in reported attendance on the 1991 survey, attendance of plays, concerts and art shows has also been relatively stable. Public participation in OCC workshops and seminars also hit an all-time high during 1991, but has declined significantly with each subsequent survey. Use of OCC recreational facilities was not recorded until 1991. Since then however, use of recreational facilities has continually dropped.

Anticipated Attendance/ Utilization of OCC Events/ Facilities



Individuals were asked whether or not they anticipate attending/using any one of the activities or facilities listed above. Almost 31% of those surveyed affirmed their expectation to take advantage of the facilities and/ or events offered by OCC, sometime within the next year. Of these individuals, a significant majority (71%) expect to take-in some cultural event such as a play, concert or art show at OCC. Just under half anticipate going to a workshop. Least likely to be attended is an OCC athletic event.

Annual Report on Institutional Effectiveness:
A Quick Update on Developmental Education – 1999-2000.

Please Note: The following is merely a brief update. It is a summary of notable findings that are significantly different from last year's report. Please consult the full 1999-2000 "Annual Effectiveness Report on The College's Developmental Education Purpose" for complete coverage of the latest findings.

1. THE USE OF DIRECTED ENGLISH PLACEMENT/ LITERACY SCORES (A NEW MEASURE).

- Directed English Placement or Literacy Scores place students in either developmental or college-level English
- In the past, potential Developmental English students were identified through their combined scores on Language Use and Reading Skills ASSET tests. However, this year students' Directed English Placement or Literacy Scores were also used. These scores place students in developmental or college-level English and are derived from the evaluation of a writing sample that is submitted during ASSET testing.
- Prior to Fall 1998, college-wide writing samples were not used so Placement Scores were generally a direct reflection of ASSET performance. For the most part, students who scored in the developmental range on ASSET also received developmental English Placement Scores. In rare instances, counselors might (with reason), bump a student's Placement Score up to college-level English. But between 1994 & 1997, this only happened to 1% of the students whose ASSET scores originally indicated that they should enroll in a developmental-level English course.
- A change came in Fall 1998. Beginning in Fall '98 more students who, given their performance on ASSET, would have qualified for Developmental English, actually received college-level Placement Scores.
- For instance, in Fall 1998 16% of students whose ASSET score alone would have placed them in Developmental English, actually received college-level English Placement Scores. In Fall 1999, this figure rose to 27%.
- Possible Implication: Introduction of the writing sample in Fall '98, affected the flexibility of the placement process, so that more students could be placed out of Developmental English.

2. ENROLLMENT TRENDS IN DEVELOPMENTAL ENGLISH & MATH.

- Overall, enrollment patterns in both are holding steady, with a slight decrease in Developmental English enrollment and a slight increase in Developmental Math enrollment.
- Enrollment among 'First Time in Any College' (FTIAC) students is at same level as last year, with 47% of FTIACs taking at least one Developmental Education course.

- Note however, due to a decline in Developmental English enrollment in Fall '98 & Fall '99, overall Developmental Education enrollment rates among FTIACs are still down about 10% from the Fall '94 -- Fall '97 period.
- Also, when we look at the trend in the percentage of FTIACs who are placed in Developmental English vs. the percentage of FTIACs enrolled in a Developmental English course, again we see a change between the Fall '94 – Fall '97 and the past two Fall semesters.
- From Fall '94 to Fall '97, the difference between the percentage of FTIACs placed in Developmental English and the percentage enrolled in Developmental English was just 1%.
- However in Fall 1998, while 29% of FTIACs received Developmental English Placement Scores, 21% of FTIACs were enrolled in a Developmental English course – a difference of 8%.
- And in Fall 1999, this difference was smaller (3%), but still greater than it had been in earlier years – 23% of FTIACs received Developmental English Placement Scores, & 20% of FTIACs were enrolled in a Developmental English course.
- Possible Implications:
 - 1) Fewer FTIACs enrolling in Developmental English because fewer placed in Developmental English.
 - 2) In the last 2 years, more students waiting to enroll in Developmental English course.

3. COMPLETION RATES: SATISFACTORY COMPLETION OF DEVELOPMENTAL ENGLISH & MATH

- In Fall 1999, 65% of individuals in Developmental English completed their course satisfactorily, with a grade of 'C' or better.
- This figure is up 11% from last year and more closely resembles completion rates from previous years.
- Satisfactory completion rates for Developmental Math were 41% in Fall '99 -- this similar to that of past years.

3. SUBSEQUENT SUCCESS OF FORMER DEVELOPMENTAL ENGLISH & MATH STUDENTS

- A sample of students who were FTIACs in Fall 1995, were tracked until Fall 1998.
- Former Developmental Education students (those who successfully completed a Developmental English course in Fall 1995) were tracked to determine their performance in their first college-level English course. The performance of the former Developmental English students was then compared to the performance of their Non-Developmental peers (students who took college-level English in Fall 1995).
- A similar evaluation was completed for former Developmental Math students.

DEVELOPMENTAL ENGLISH

- Of the sample of FTIACs who completed Developmental English with a 'C' or better, 67% went on to enroll in college-level English (ENG 151).
- And for those who continued, the former Developmental English FTIACs were more successful than their non-Developmental peers (students who immediately entered college-level English in their first year of college in Fall 1995).
- Only 13% of former Developmental English students failed to complete ENG 151 while 19% of non-Developmental English students did not complete the college-level English course.
- Former Developmental students were significantly more likely to complete AND to earn a grade of 'C' or higher -- 77% of former Developmental English students vs. 70% of non-Developmental English students got at least a 'C' in ENG 151.

DEVELOPMENTAL MATH

- 65% of the sample of FTIACs who had successfully completed a Developmental Math course proceeded to enroll in college-level Math (MAT 114 or MAT 115).
- Just under half (49%) of these FTIACs completed their non-Developmental Math course with a 'C' or higher.
- Nevertheless, FTIACs who completed a Developmental Math course prior to enrolling in a college-level Math course out-performed their peers who went directly into college-level Math as FTIACs in Fall '95
- The former Developmental Math students were significantly more likely than the non-Developmental group to complete and receive satisfactory grades.
- 49% of former Developmental Math students vs. only 35% of the non-Developmental students earned a grade of 'C' or higher in their first college-level Math course.
- 31% of the former Developmental Math students did not complete MAT 114 or MAT 115 vs. 49% of the non-Developmental students.