

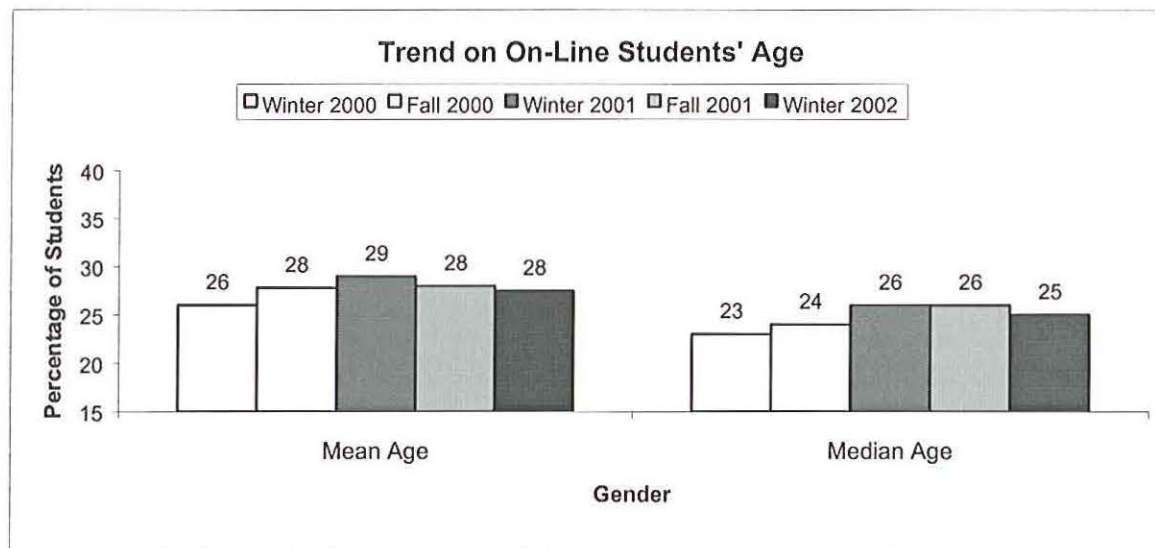
**On-line Assessment Report  
Winter 2002**

**Trend Analysis Report  
Winter 2000 to Winter 2002**

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 Trend Analysis  
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**DEMOGRAPHIC TRENDS**

**AGE**



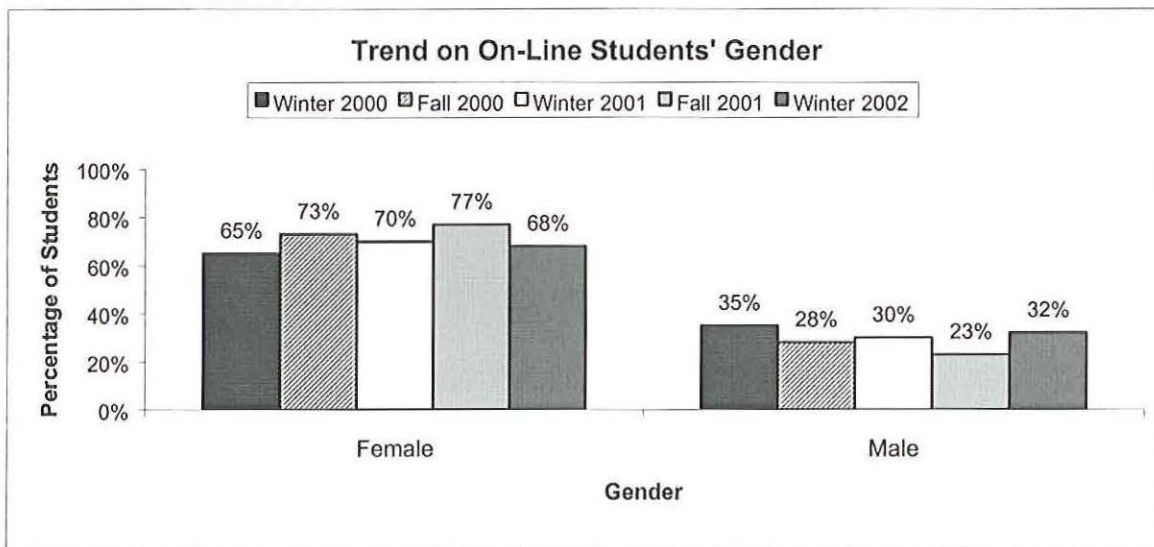
- *Both* The mean and median age of on-line students have remained relatively stable over time.
- The age was slightly lower prior to Winter 2001, possibly related to a less diverse online curriculum.

*What means am I looking at here - means of all*

*\*note curriculums vary. Appendix-list all courses*

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GENDER

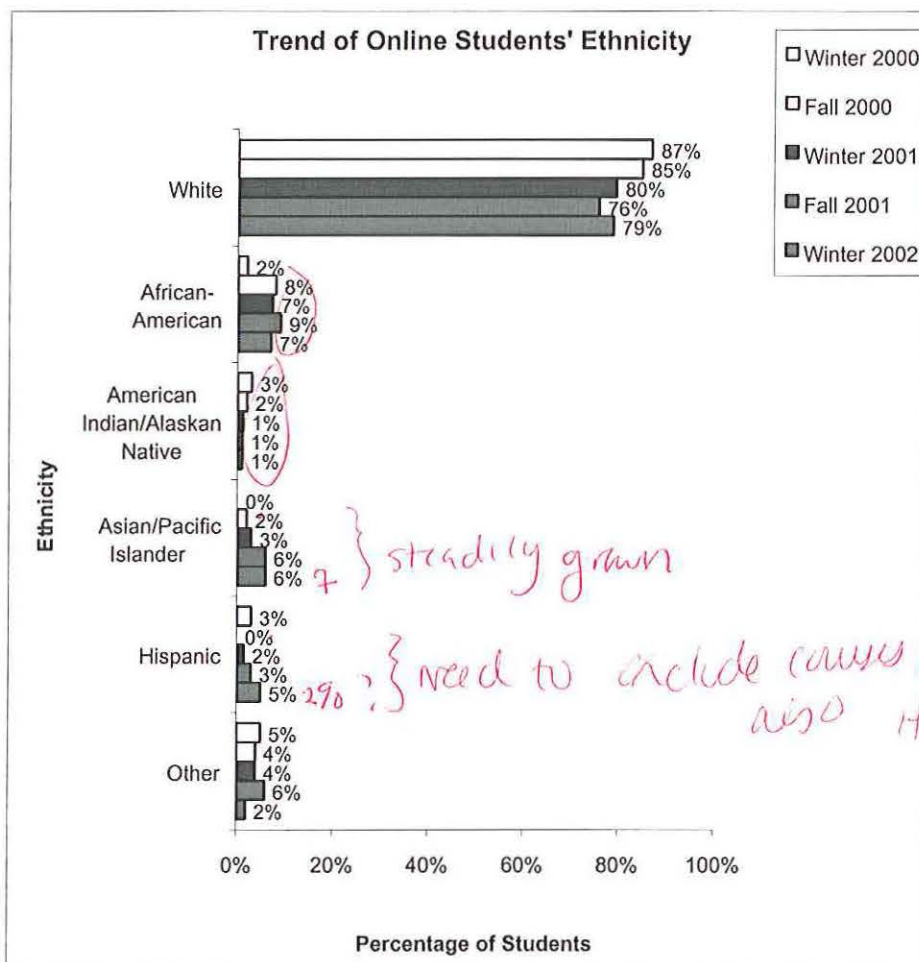


- Regardless of term, more women than men enrolled in an on-line course.
- This trend reflects the overall trend of OCC, which is represented by a substantially higher percentage of women.

*However, typically has been even  
 Altho, the contrast is even more pronounced  
 w/ online courses.*

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## ETHNICITY



- The proportion of online students represented by African Americans and American Indian/Alaskan Natives has remained relatively consistent over the past four semesters. In contrast, the proportion of Asian/Pacific Islander and Hispanic online enrollees has increased between Fall 2000 and Winter 2002 (from 2% in Fall 2000 to 6% in Winter 2002, and from 0% in Fall 2000 to 5% in Winter 2002 respectively).
- Prior to Winter 2001 whites constituted a higher proportion of the online student body than in subsequent semesters. However, sample sizes were substantially smaller during the Winter 2000 and Fall 2000 semesters (N=61 and N=156 respectively); smaller subgroups within a sample tend to be under-represented when overall sample size is small. Additionally, the Winter 2000 and Fall 2000 online offerings consisted exclusively of English courses, which, in general,

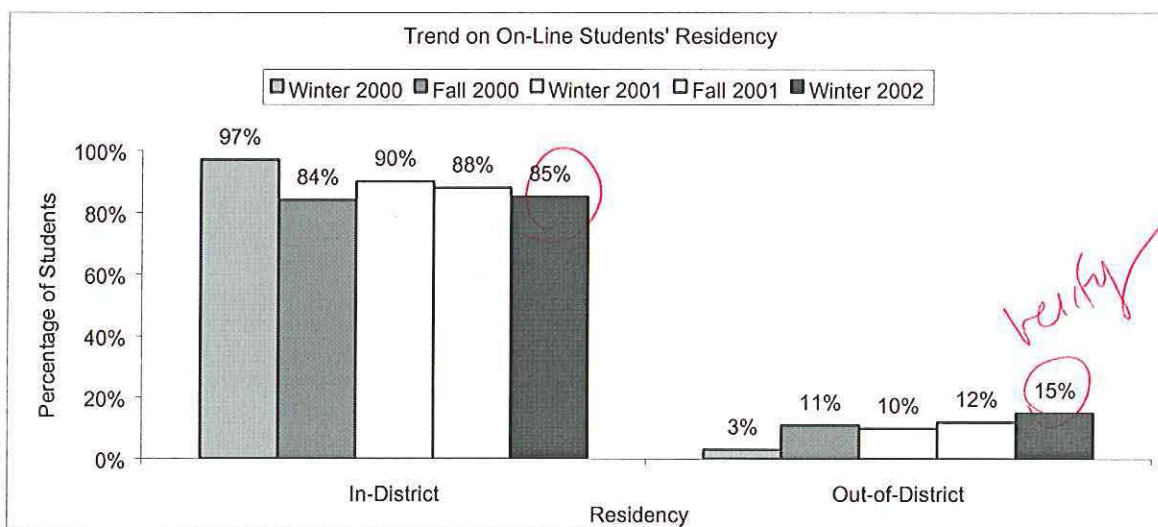
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### ETHNICITY (Continued)

consist of a higher proportion of white students than do many other courses (regardless of teaching modality, online or traditional).

- With the addition of a more varied curriculum, the online course selection appears to be attracting a larger percentage of non-white students. Most notably, MAT 158 and CIS 153 reflect this trend. *verify*

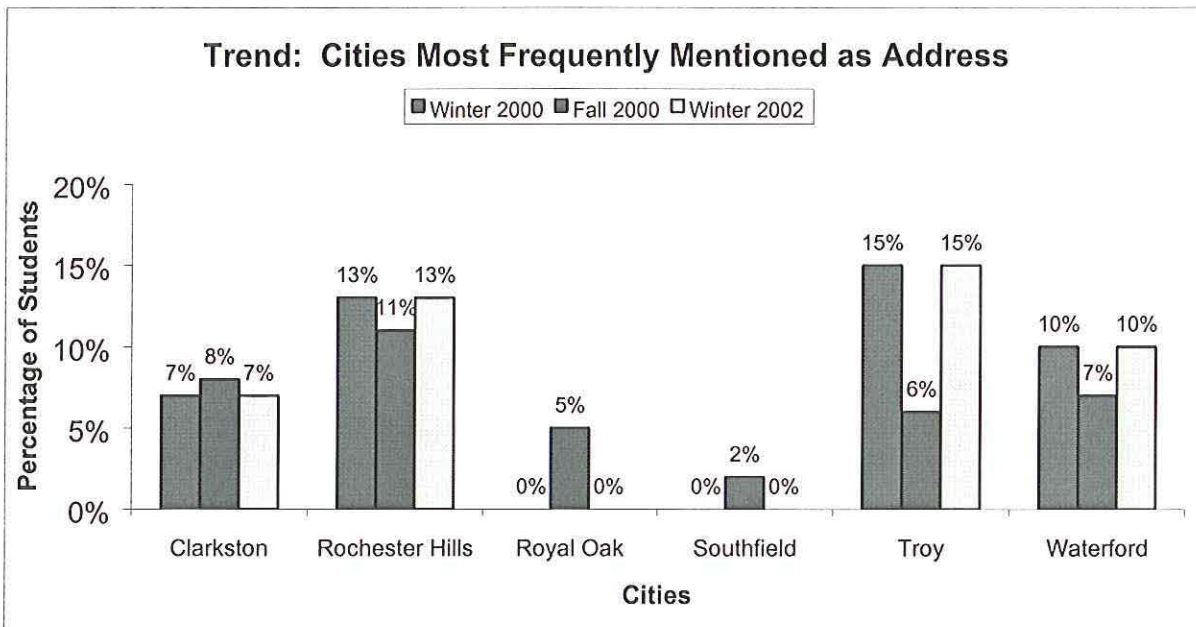
### RESIDENCY



- Although in-District individuals represent the majority of on-line students, a steady increase in "Out-of-District" students is apparent (from 3% in Winter 2000 to 15% during Winter 2002). It is possible that more Out-of-District students have become aware of the OCC online course offerings as the spectrum of courses offered has expanded.
- Call MATR DEPT.*
- What are many efforts?*

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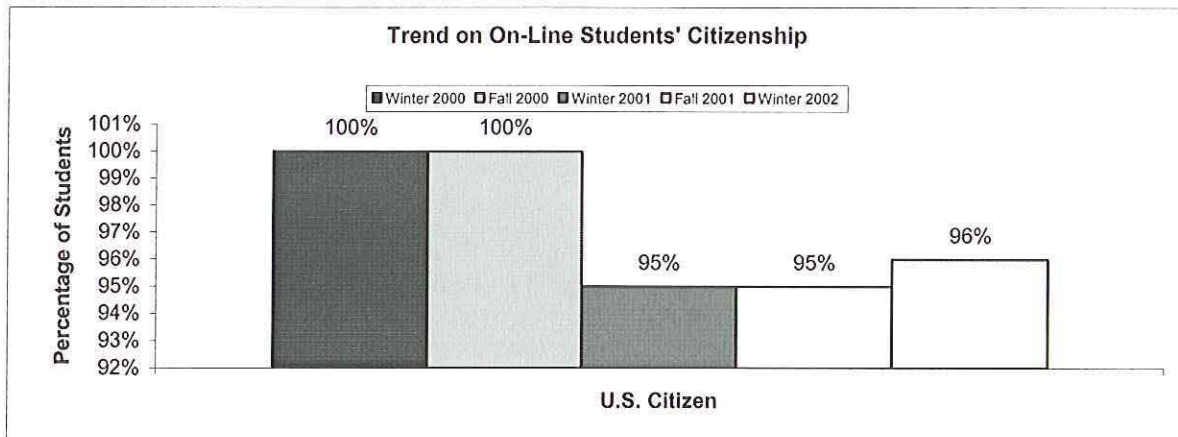
### CITIES MOST FREQUENTLY MENTIONED AS ADDRESS



- The trend illustrates that students participating in on-line courses most frequently resided in cities that are located near campuses that offered an on-line course. As shown above, Royal Oak and Southfield probably have an increase during the Fall 2000 term because there were on-line courses offered at that location during that term.

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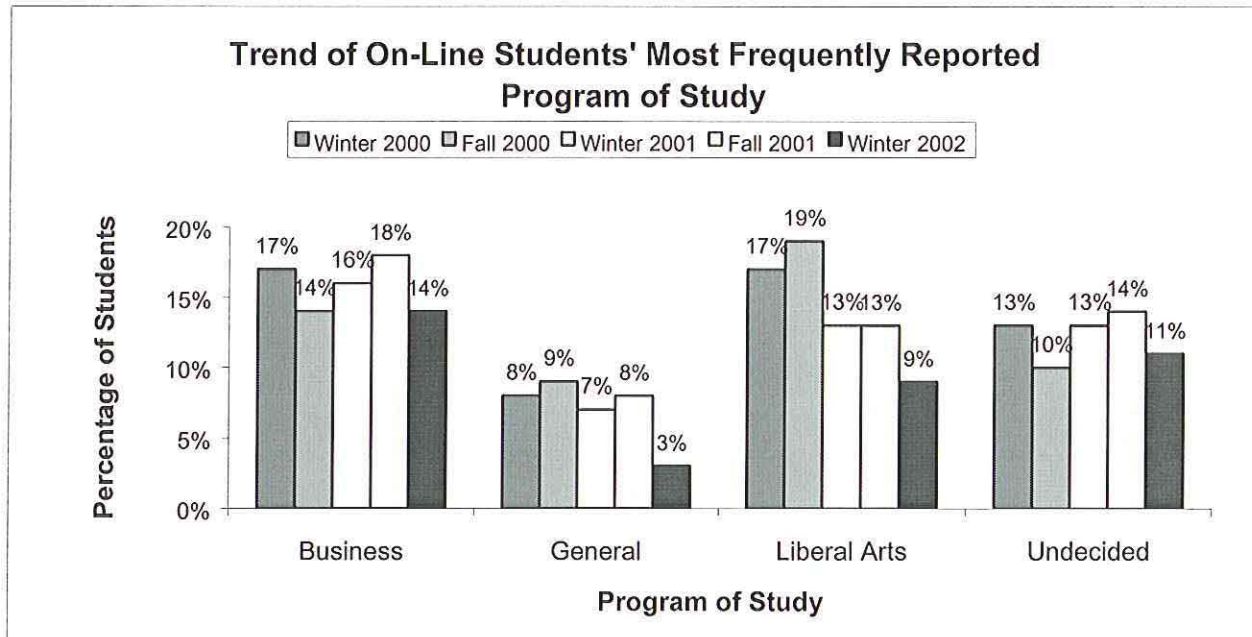
## CITIZENSHIP



- The proportion of U.S. citizens (self-reported) has remained relatively *consistent* over the past several semesters for online students.

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## CURRICULUM



- The trend illustrates a decrease in the proportion of online students declared as Liberal Arts or General Studies majors from Winter 2000 to Winter 2002.
- It is possible that the broader spectrum of courses offered online is pulling in a more diverse group of students (representing a wider variety of disciplines).

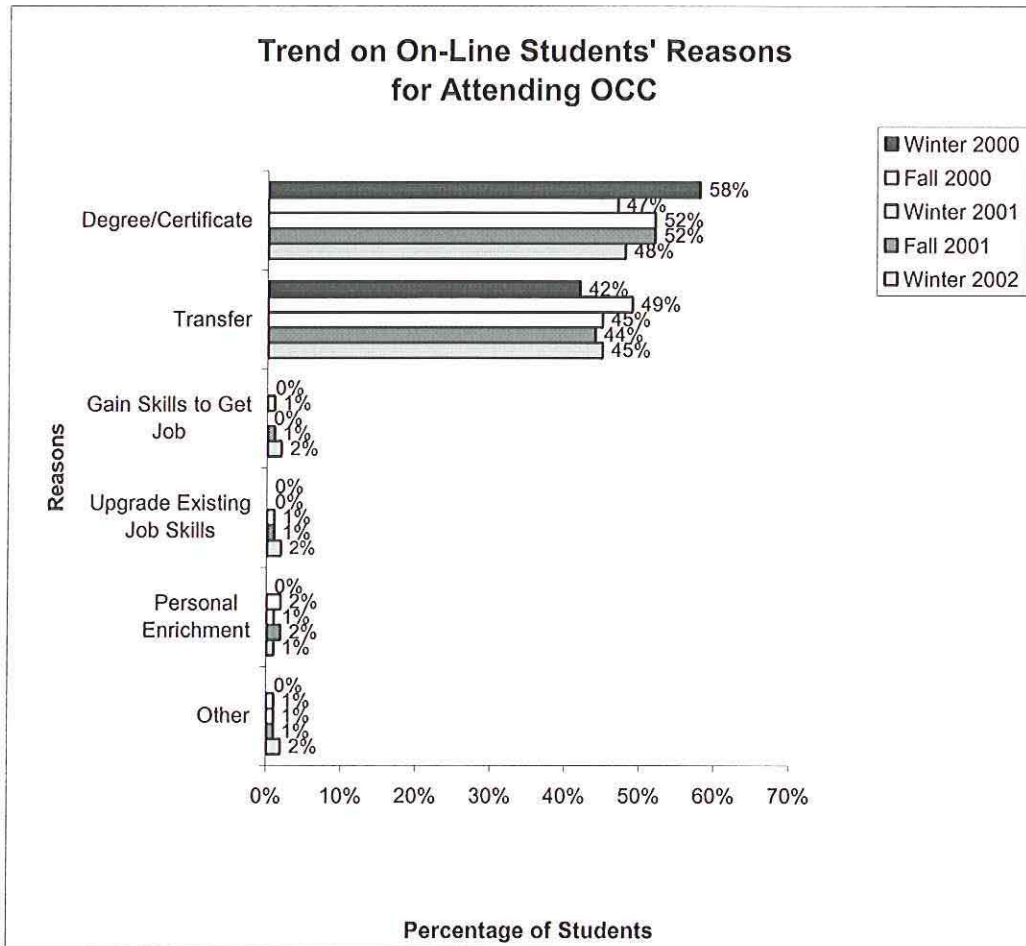
*between and*

*attracted*



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REASONS FOR ATTENDING OCC



- The number of online students intending to obtain a degree dropped slightly <sup>here</sup> between Fall 2001 and Winter 2002, whereas the proportion intending to transfer has remained relatively stable over the past three semesters.

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### **PREVIOUS SESSION ATTENDED**

The percentage of students enrolling in an on-line course who have attended OCC the previous session has increased slightly from winter 2000 (68%) to Fall 2000 (71%).77% FOR WINTER 2001.

### **TOTAL CREDITS ATTEMPTED AT OCC**

The mean total credits attempted at OCC by on-line students have slightly decreased from Winter 2002 (30 credits) to WINTER 01 = 29Fall 2001 (26 credits). However, the range of total credits has widened from zero to 73 credits during Winter 2000 to zero to 160 credits in Fall 2000. WINTER 2001 RANGED FROM 0 TO 116

### **TOTAL CREDITS EARNED AT OCC**

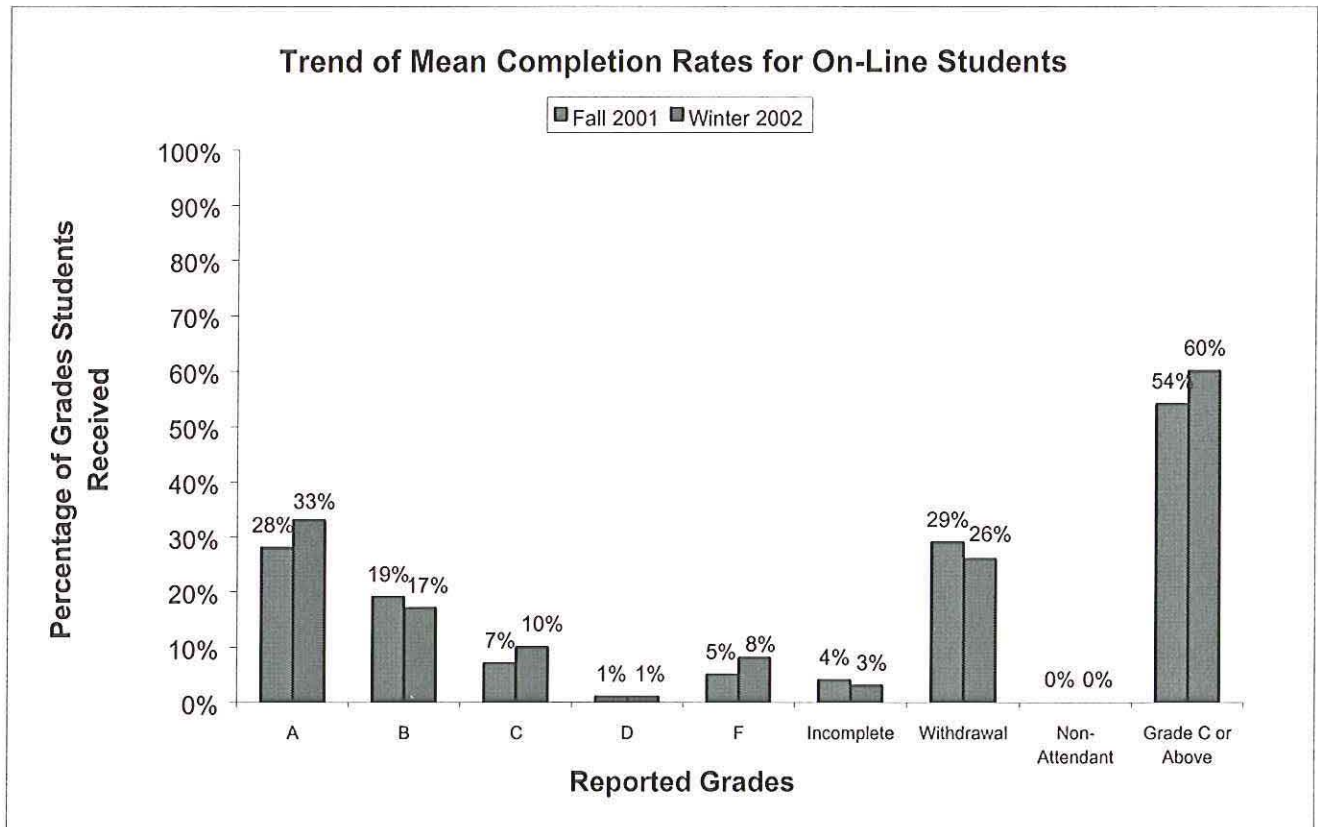
Data indicates a small decrease of total credits earned at OCC when looking at students who enrolled in an on-line course. During the Winter 2002 term, the average total credits earned was 28 credits, which decreased to 25 credits during the Fall 2000 term. WINTER 2001 27. RANGE 0-116

### **CREDITS ENROLLED IN CURRENT TERM**

Mean credits for which on-line students enrolled during Winter 2000 and Fall 2000 remained the same (9 credits regardless of term).

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### COURSE COMPLETION TRENDS



Overall, reported "Total Passing" grades for on-line students decreased from 73% in the Winter 2000 term to 61% in the Fall 2000 term.

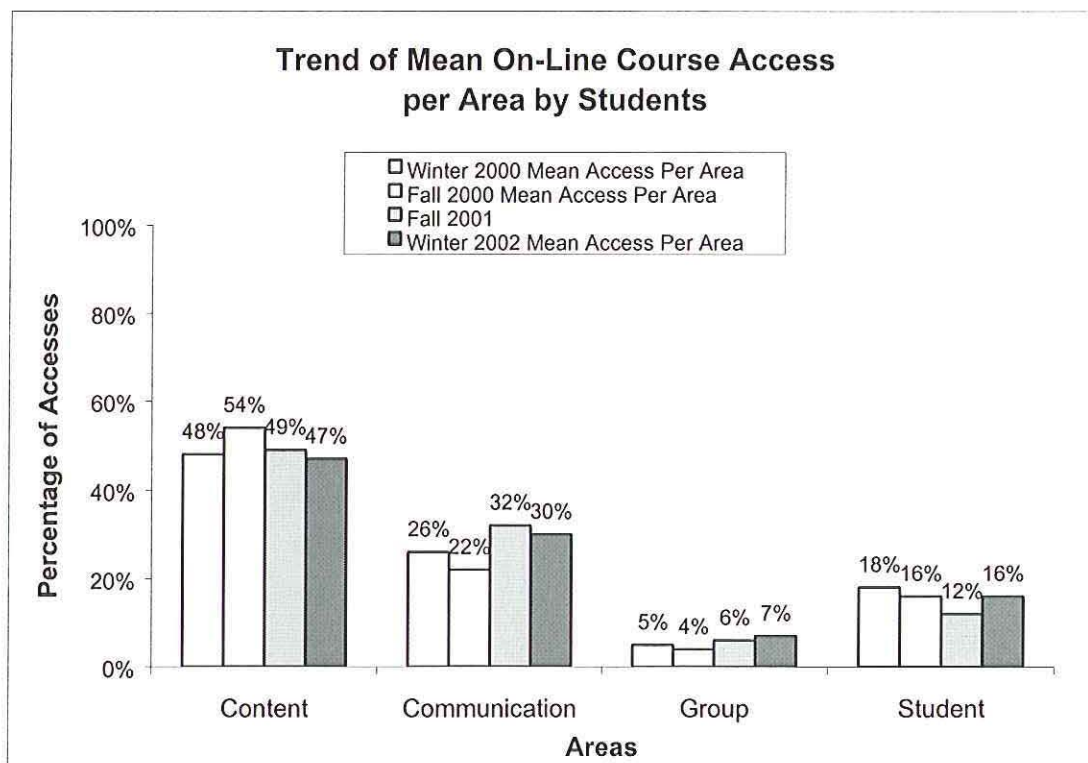
- Reported A's and B's held steady at 35% during Winter 2000. However, during the Fall 2000 term there was a large difference between the percent of A's and B's obtained by the students. Forty percent of students received A's while only 14% of students received B's.
- Failure of completion increased from 2% to 7%.
- Non-Attendance rose from 0% to 6% in the Fall 2000 term.

### SUMMARY STATISTICS TRENDS

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During the Winter 2000 analysis, a 'bug' was noticed in the Blackboard Software. To date, the company has not corrected this problem. This bug in some instances altered the Course Statistics provided for this analysis (e.g. grand totals did not correspond with other data provided). According to Blackboard, it is difficult to determine what information provided by their Course Statistics is accurate and what information is inflated or entirely inaccurate. Thus, the findings in this report should not be viewed as factual information.

### ACCESS PER AREA



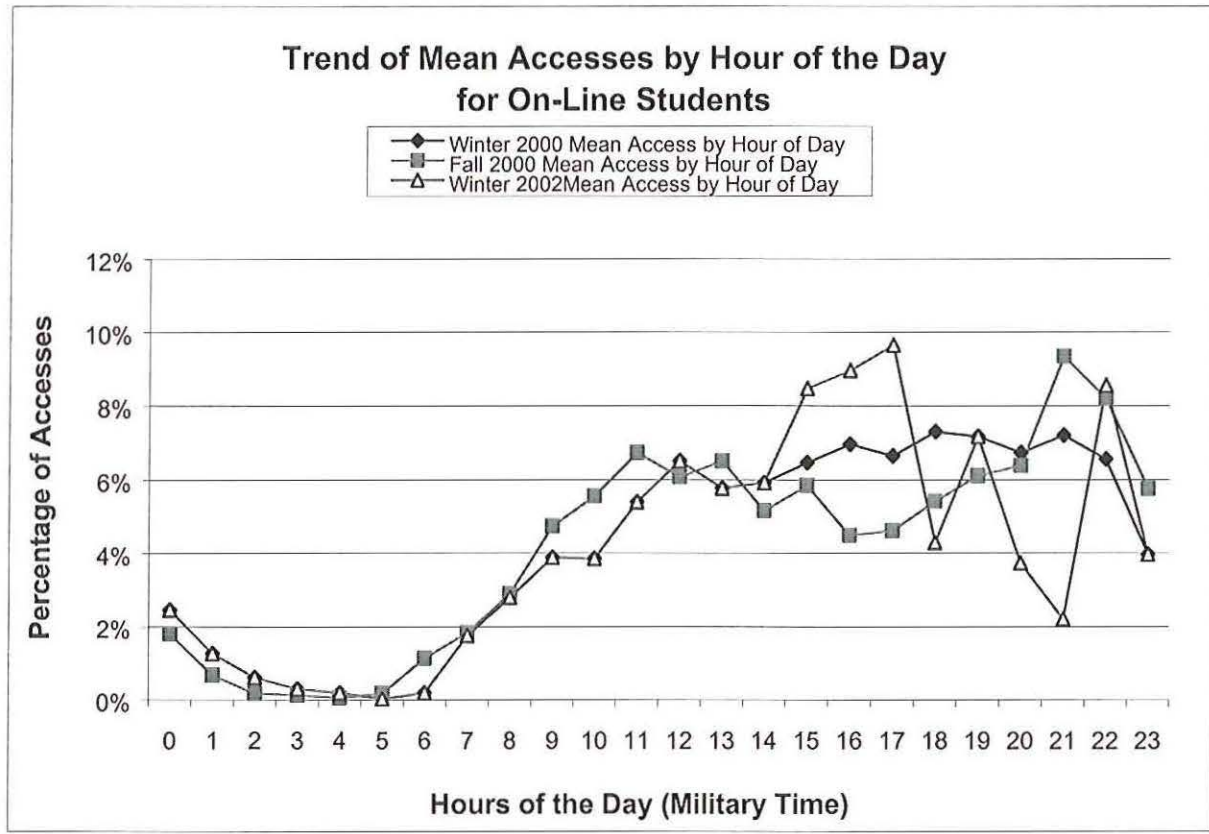
- Regardless of term, the area most accessed by on-line students was the Content Area. The area accessed the least by these students was the Group Area.
- Access to the Content Area increased slightly from 48% to 54%, while access to Communication, Group, and Student Areas decreased.
- The trend suggests that on-line student were asked to review class information and assignments more than in the past. However, fewer communications between students/students and students/instructor via virtual chats and e-mails occurred

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during the Fall 2000 term. Although this trend seems to go against the notion of a participating environment, other means of communication (outside of computer usage) might have transpired during the term (i.e. e-mail usage not related to Blackboard, telephone).

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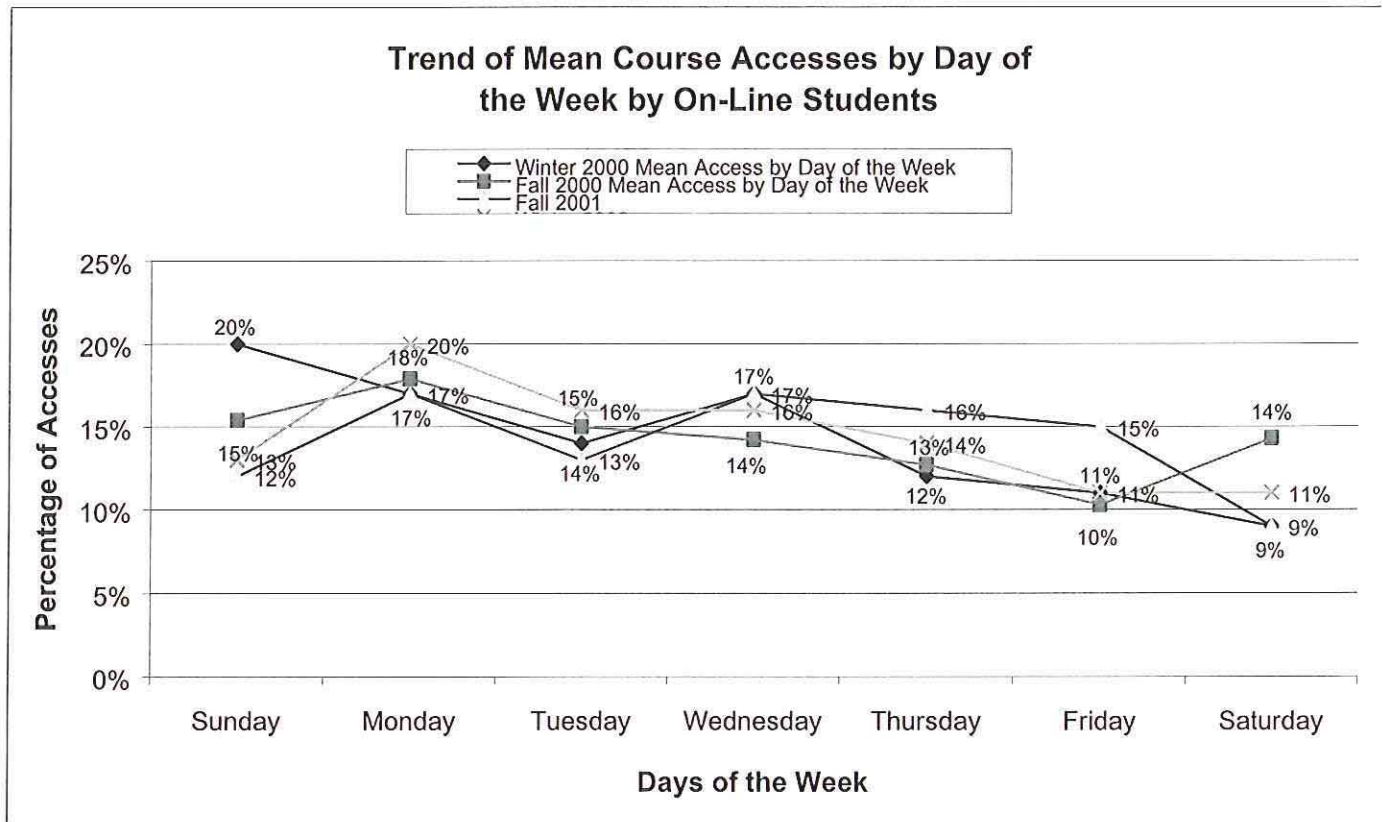
### ACCESS BY HOUR OF DAY



- Regardless of term, on-line students accessed information via the computer more frequently during the afternoon and evening hours.
- There was a decline in computer activity from Winter 2000 to Fall 2000 between 3pm and 8pm.
- The most frequent computer accesses for the Fall 2000 term was at 9pm, while during the Winter 2000 term students accessed their course most frequently at 6pm.

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**ACCESS BY DAY OF THE WEEK:**

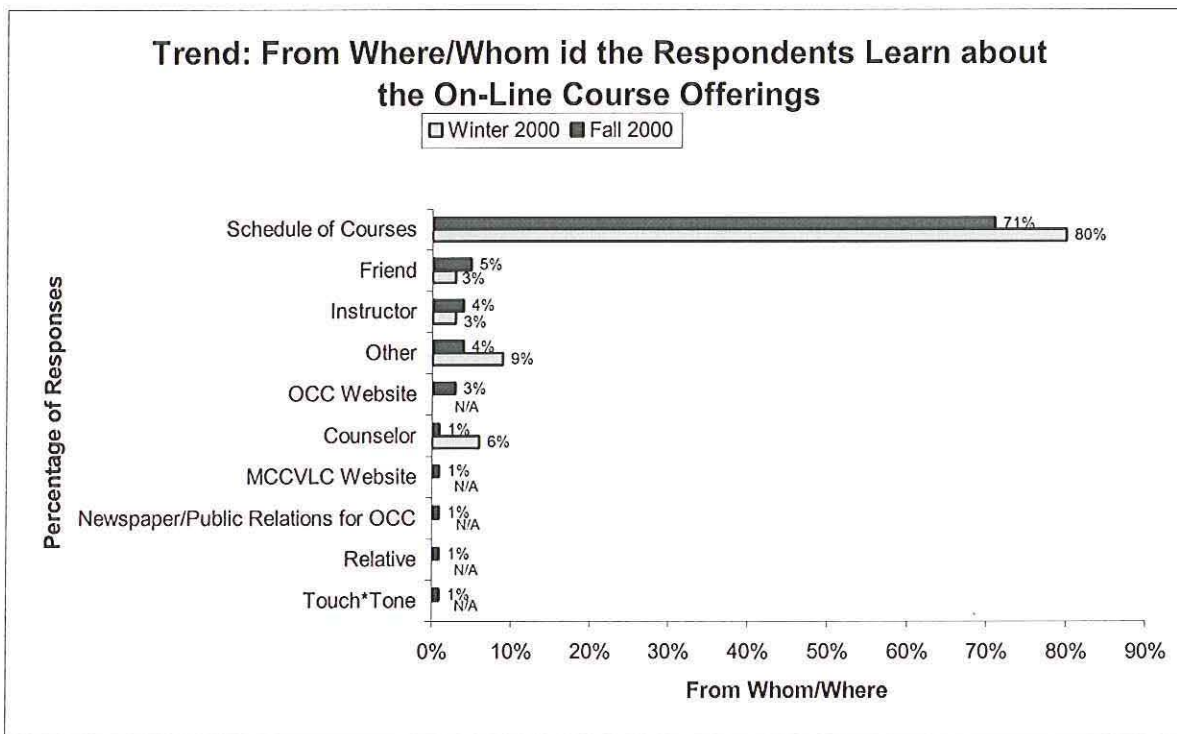


- On-line students accessing their courses by day of the week varied from Winter 2000 to Fall 2000 terms. Course work during the Winter 2000 term was due Sundays, Mondays, and Wednesdays. Course work during the Fall 2000 term was due five out of the seven days (excluding Tuesdays and Thursdays)
- The most frequent day students accessed course information for Winter 2000 was Sunday (20%) followed by Wednesday (17%). However, Fall 2000 activity was highest on Mondays (18%) followed by the weekend days (Sunday at 15%; Saturday at 14%).

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**SURVEY ANALYSIS TREND**

**FROM WHERE/WHOME DID THE RESPONDENTS LEARN ABOUT THE ON-LINE COURSE OFFERINGS?**



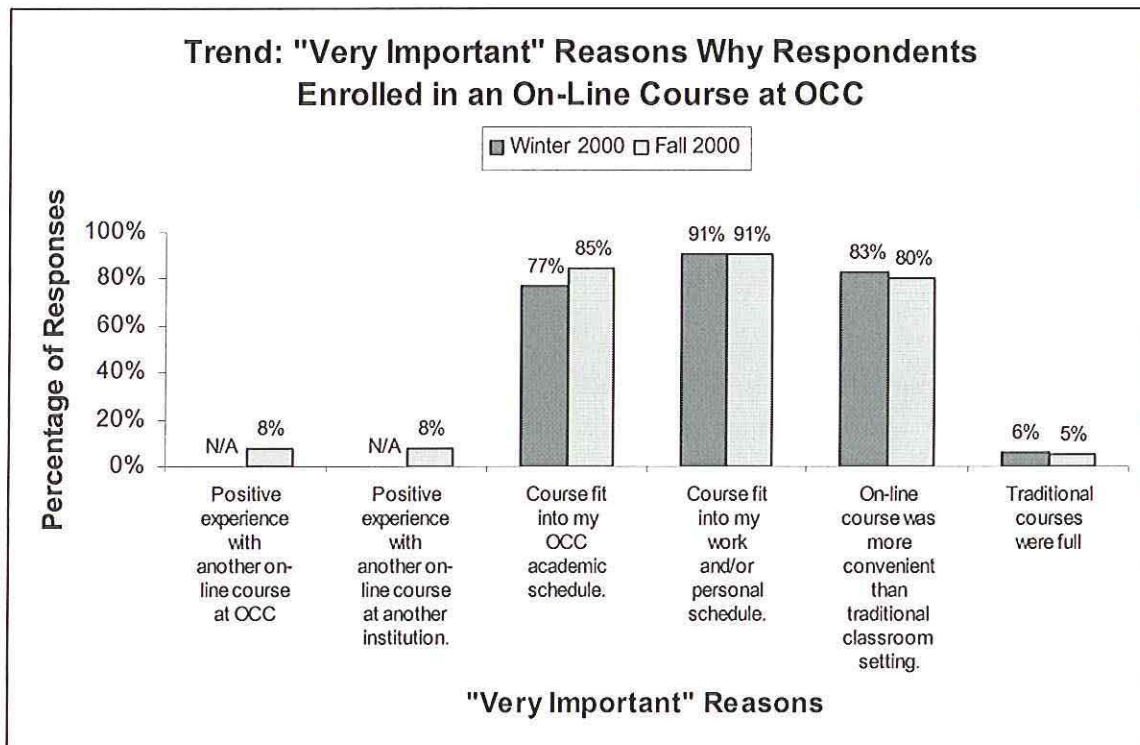
- The majority of respondents learned about the on-line course offerings from the Schedule of Courses regardless of term. However, the trend shows that a smaller percentage (71%) during Fall 2000 learned about the courses via the Schedule of Courses than during the Winter 2000 term (80%).
- Fewer respondents (1%) learned about the on-line courses from a counselor during the Fall 2000 terms than in the Winter 2000 term (6%).
- The categories: OCC Website; MCCVLC Website; Newspapers/Public Relations for OCC; Relative; or Touch\*Tone were not an option during the Winter 2000 assessment, thus a comparison cannot be made for these responses from Winter to Fall 2000 terms.



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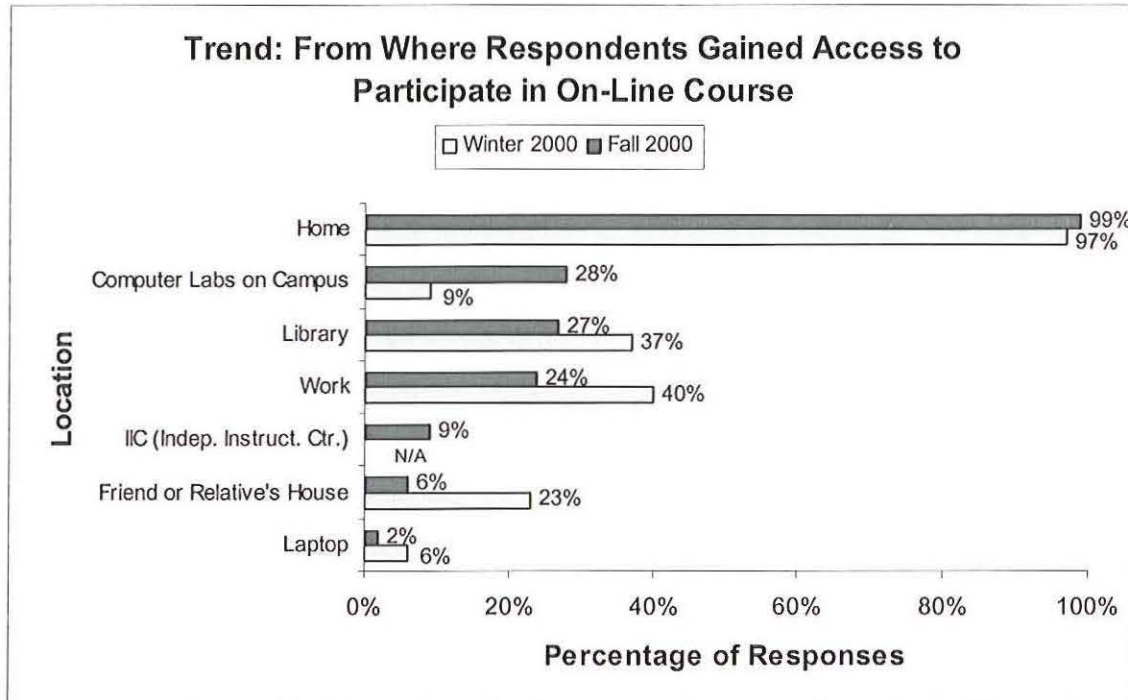
### REASONS WHY RESPONDENTS ENROLLED IN AN ON-LINE COURSE AT OCC



- Regardless of term, the most noted "very important" response as to why respondents enrolled in an on-line course at OCC was due to the course fitting into their work and/or personal schedule (91% for Winter 2000 and Fall 2000 terms).
- While the notion of the course fitting into the respondents' academic schedule has been a very important reason to enroll during both terms, a higher percentage (85%) put great importance on this factor during the Fall 2000 term (up from 77% in the Winter 2000 term).

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## FROM WHERE DID RESPONDENTS GAIN ACCESS TO PARTICIPATE IN THEIR COURSE?



- Regardless of term, most respondents accessed their on-line courses from home (97% during Winter 2000 and 99% during Fall 2000).
- Fewer respondents used their friends or relatives' facilities (from 23% during Winter 2000 to 6% during Fall 2000), while there was a surge in computer lab usage on campus (from 9% in the Winter 2000 term to 28% in the Fall 2000 term).
- Additionally, less course participation occurred at respondents' place of work (40% in Winter 2000 to 24% in Fall 2000), as well as at the library (37% in Winter 2000 to 27% in Fall 2000).

## COURSE MATERIAL THAT WAS PRINTED OUT

There has been a slight decrease in the amount of course material being printed from Winter 2000 to Fall 2000. During the Winter 2000 term, 69% of the respondents printed

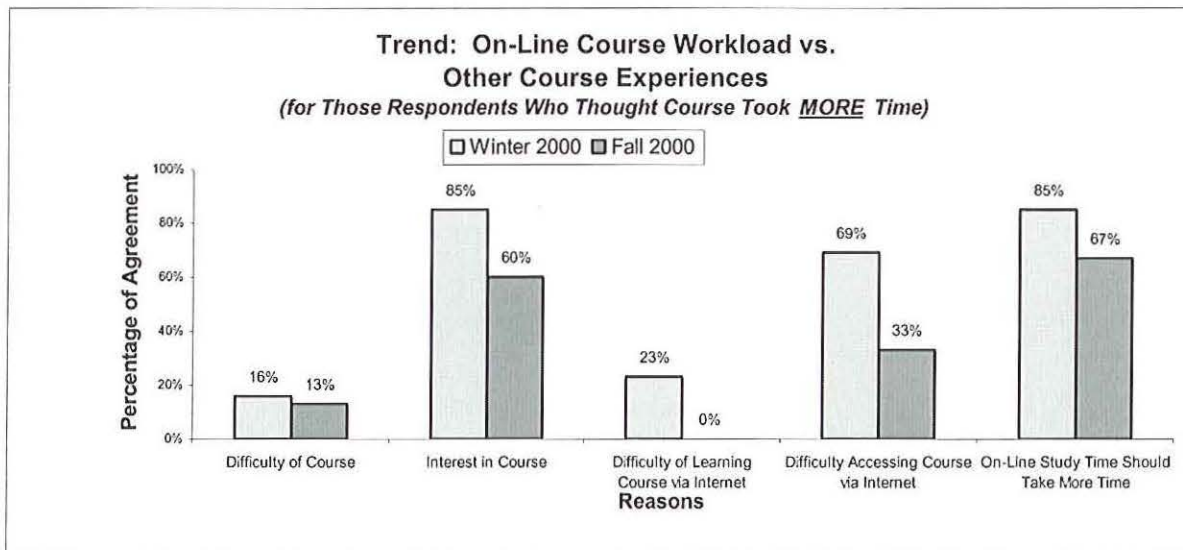
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out at least half of their course material throughout the term, while during the Fall 2000 term, 60% of the respondents printed out at least half of their course work.

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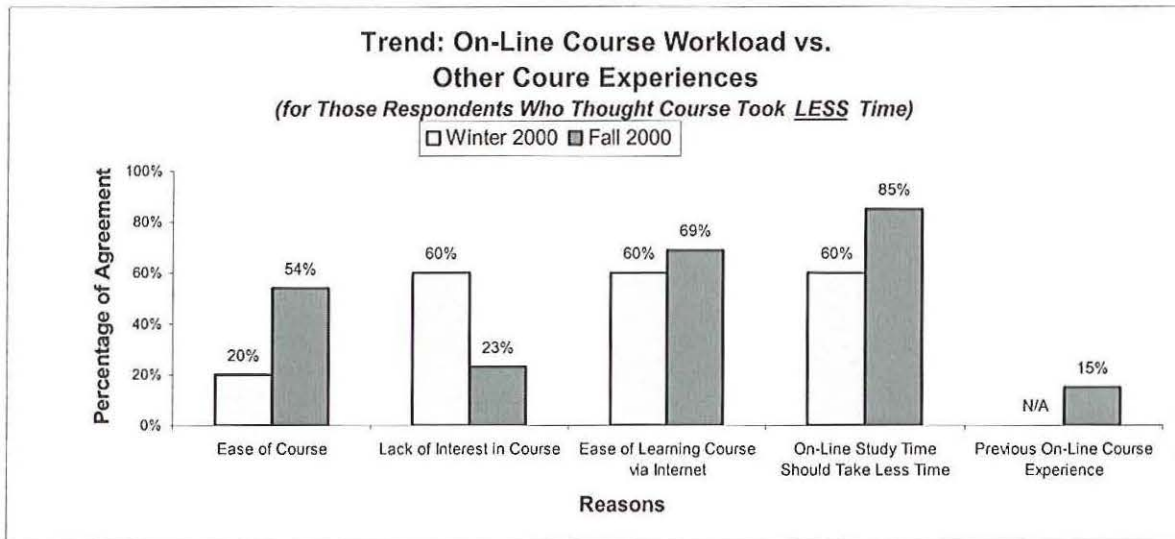
## COURSE WORKLOAD

While a slight increase was noted regarding the percentage of respondents who indicated that their workload was comparable to other courses they had taken (49% in Winter 2000 versus 58% in Fall 2000), there was a decrease in the notion that the on-line course took more time than other courses (37% in Winter 2000 to 21% in Fall 2000).



- Across the board, a smaller percentage of respondents in Fall 2000 (felt that their on-line course took **more** time than other courses, when comparing Winter 2000 term and Fall 2000 term).
- The most noted reason why the o-line course took **more** time was because “on-line study time should take more time” than other courses (a decrease from 85% in Winter 2000 to 67% in Fall 2000).

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- Of those respondents who believed that their on-line course should take **less** time than other courses, most (85%) believed the reason was because "on-line study time should take less time" than other courses (an increase from 60% in Winter 2000 to 85% in Fall 2000).

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## LIKES AND DISLIKES REGARDING THE ON-LINE COURSES

### LIKES:

	<u>Winter 2000</u>	<u>Fall 2000</u>
Flexibility; convenience; accessibility	77%	76%
Good student/student and/or student/teacher interaction	20%	24%
Nothing	3%	2%

- Flexibility, convenience, and/or accessibility were by far the reasons why respondents liked the on-line courses regardless of term (77% for Winter 2000 and 76% for Fall 2000).
- Additionally, good student/student and/or student teacher interaction was the second highest reason why respondents liked the on-line course (20% in Winter 2000 and 24% in Fall 2000).

### DISLIKES:

	<u>Winter 2000</u>	<u>Fall 2000</u>
Server problems, trouble accessing course information	37%	12%
Nothing	23%	22%
Lack of human interaction	6%	22%
Easier to procrastinate	11%	8%

- Respondents seemed to have fewer difficulties with accessing their course (from 37% during Winter 2000 to 12% during Fall 2000).

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- More respondents than in the past were missing the human interaction that they would have obtained in a traditional classroom (from 6% during Winter 2000 to 22% during Fall 2000 term).