



OAKLAND
COMMUNITY
COLLEGE

Online Student Assessment Report

Winter 2002

Prepared by:

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Research Analyst

April 2003



OAKLAND
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**Online Student Assessment
Demographic Analysis**

Winter 2002

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	5
Introduction	5
Overall Demographic Analysis	5
Comparative Analysis.....	5
Online Samples Used in each Analysis	5
Data	6
Key Findings	7
Overall Demographic Analysis	7
Comparative Analysis.....	8
OVERALL DEMOGRAPHIC ANALYSIS	11
Age	11
Gender.....	12
Ethnicity	12
Residency	13
Citizenship	13
Curriculum	14
Reasons for Attending OCC	14
Previous Session Attended.....	15
Credit Information	15
Credits Enrolled for During Winter 2002 Term.....	15
Total Credits Attempted and Total Credits Earned To-Date at OCC	15
Grades and Successful Completion.....	16
DETAILED COMPARATIVE FINDINGS	17
Age	17
Gender.....	18
Ethnicity	18
Residency	19

TABLE OF CONTENTS

Citizenship	19
Curriculum	20
Reasons for Attending OCC in Winter 2002 Term	21
Previous Session Attended	22
Credit Information	22
Credits Enrolled for During Winter 2002 Term.....	22
Total Credits Attempted To-Date at OCC	22
Total Credits Earned To-Date at OCC.....	22
Grades and Successful Completion.....	23

TABLE OF FIGURES

Figure 1: Age of Online Students.....	11
Figure 2: Gender of Online Students	12
Figure 3: Ethnicity of Online Students	12
Figure 4: Residency Status of Online Students	13
Figure 5: Citizenship Status of Online Students	13
Figure 6: Frequently Declared Programs of Study by Online Students	14
Figure 7: Online Students' Reasons for Attending OCC.....	14
Figure 8: Course Completion Rates of Online Students	16
Figure 9: Age of Students -- Online versus Traditional	17
Figure 10: Gender of Students -- Online versus Traditional	18
Figure 11: Ethnicity of Students -- Online versus Traditional.....	18
Figure 12: Residency Status of Students -- Online versus Traditional.....	19
Figure 13: Citizenship Status of Students -- Online versus Traditional.....	19
Figure 14: Frequently Declared Programs of Study -- Online versus Traditional...	20
Figure 15: Reasons for Attending OCC -- Online versus Traditional	21
Figure 16: Course Completion Rates of Students -- Online versus Traditional	23

EXECUTIVE SUMMARY

Introduction

The primary objectives of the Winter 2002 Demographic Report are to:

1. Summarize the demographic characteristics of students enrolled in online courses during the Winter 2002 semester; and
2. Compare students enrolled in online courses with those enrolled in corresponding on-campus courses during the Winter 2002 semester (i.e., courses that had the same prefix and number code as one of the online courses but were taught in a traditional classroom setting instead).¹

This report is divided into two sections: The Overall Demographic Analysis and the Comparative Analysis.

Overall Demographic Analysis

The Overall Demographic Analysis summarizes demographic information about all students who enrolled in an online course during the Winter 2002 Semester.

Comparative Analysis

The Comparative Analysis compares online students with traditional students regarding demographic characteristics.

Online Samples Used in each Analysis

Although both analyses (Overall Demographic and Comparative) provide means and percentage distributions of online student demographic characteristics, the results of the two analyses vary slightly.² The reason is that the samples used in each analysis were different. The Overall sample consisted of all online students enrolled during the Winter 2002 semester (N=434), while the Comparative sample consisted of only those online students enrolled in courses with on-campus equivalents (N=360). Four of the online courses did not have on-campus equivalents and therefore, were excluded from the Comparative Analysis (see Page 6 for a listing of these courses).

¹ Throughout this paper, courses taught in a traditional classroom setting are referred to as 'traditional courses' or 'on-campus courses'. Students enrolled in these courses are referred to as 'traditional students'.

² As an example, the ratio of women to men in the overall sample is 71:29, but the ratio in the comparative sample is 68:32.

EXECUTIVE SUMMARY

Introduction (Continued)

A list of the courses taught online during the Winter 2002 Semester is presented below³. The courses listed within the white region of the table were taught both online and in a traditional classroom setting. The courses listed within the shaded region were taught only online (i.e., ENG 254, ENG 256, EXL 212 and NUR 252). Thus, these courses were excluded from the Comparative Analysis.

<u>Course Name</u>	<u>Course Code</u>
Principles of Accounting I	ACC251
Principles of Accounting II	ACC252
Introduction to Business	BUS110
System Analysis and Design	CIS153
English Composition I	ENG151
English Composition II	ENG152
Nutrition	HEA151
Introduction to Psychology	PSY251
Statistics	MAT158
Environmental Science	BIO150
Introduction to Literature: Short Story and Novel	ENG171
Introduction to Shakespeare	ENG276
Professional Communication	ENG220
World Literature II	ENG254
British Literature II	ENG256
Applied Psychological Aspects of Fitness and Sports	EXL212
Nursing of Adults II	NUR252

Data

Demographic information was obtained through official college records. This data was a snapshot of students' records on the term's census date (1/10th day of the term). Grade data were obtained from official End-of-Session records.

³ Due to scheduling changes that occurred subsequent to the printing of the Schedule of Courses, the final list of online courses was provided by SCT.

EXECUTIVE SUMMARY

Key Findings

Overall Demographic Analysis

The sample used in the Overall Demographic Analysis consisted of 434 online students.

- The mean age of students in this sample was 28 and the median age was 25. There were two modal ages, 21 and 22.⁴
 - Ages ranged from 18 to 62, and were distributed as follows: slightly less than one-third (30%) of online students were between the ages of 16 and 22, 36% were between the ages of 23 and 29, and the remaining 34% were age 30 or older.
- More women than men enrolled in online courses during the Winter 2002 semester (71% women versus 29% men).
- The majority of students enrolled in online courses during the Winter 2002 semester were Caucasian (78%). African American students constituted the second largest group (9%).
- Of those students who provided their citizenship status, the majority reported they were U.S. citizens (97%).⁵
- Most online students resided in-district (85%).
- Business was the most frequently declared program of study by online students (12%). Liberal Arts and Nursing were the second most popular curricula declared (10% each). Twelve percent (12%) of online students were undecided about their area of study.
- Most online students enrolled at OCC either to obtain a degree/certificate or to transfer credits to another institution (48% intend to obtain a degree/certificate and 46% intend to transfer).
- Over two-thirds (69%) of the online students attended the previous session (the Fall semester of 2001). Eleven percent (11%) had not attended OCC prior to Winter 2002.

⁴ The modal age is the age that occurred most frequently within the sample.

⁵ Percentage is based on those who reported their citizenship status. It should be noted, however, that out of 434 online students, citizenship data (self-reported) was only available on 213 students (49%).

EXECUTIVE SUMMARY

Key Findings (Continued)

- During the Winter 2002 term, the average number of credits for which online students registered was eight. The mean total number of credit hours attempted (including Winter 2002) was 31. The mean total number of credit hours earned was 30.
- Roughly one-in-four (26%) students dropped their online course.

Comparative Analysis

The Comparative Analysis examined demographic information about students enrolled in the following courses: Accounting Principles I, Accounting Principles II, Introduction to Business, System Analysis and Design, English Composition I, English Composition II, Introduction to Literature (Short Story and Novel), Introduction to Shakespeare, Professional Communication, Environmental Science, Nutrition, Statistics, and Introduction to Psychology. The total sample for the Comparative Analysis consisted of 8,001 students: 7,641 traditional and 360 online students.

The Comparative Analysis revealed the following information:

- Online students generally were older than traditional students enrolled during the Winter 2002 term.

- Mean, Median, and Mode:

<u>Age</u>	<u>Online</u>	<u>Traditional</u>
Mean	28	25
Median	25	22
Mode	21	20

- A larger proportion of traditional students than online students were under the age of 23 (56% of traditional students versus 33% of online students). The 23 to 29 year-old age group comprised the largest percentage of online students (36%).
- Regardless of the course method, more women than men enrolled at OCC. However, there was a greater gender contrast for students enrolled in online courses (the ratio of women to men enrolled in online courses was 68 to 32, and the ratio of women to men enrolled in traditional courses was 59 to 41).

EXECUTIVE SUMMARY

Key Findings (Continued)

- Caucasian students constituted the majority regardless of course method, but they were more predominant in the online group (80% in the online group versus 69% in the traditional group). In contrast, African American students, who constituted the second largest group under both teaching modalities, were more predominant among the traditional students (15% in the traditional group versus 7% in the online group).
- Of those students who provided their citizenship status, most reported they were U.S. citizens (96% of online students and 92% of traditional students)⁶.
- The majority of students resided in-district regardless of course method (86% online and 87% traditional).
- Business was the most frequently declared curriculum by online students (14%). In contrast, the most frequently declared curriculum designation among traditional students was Undecided (20%). Among those who had declared a major, however, Business was the most popular curriculum (14%).
 - The online courses drew in more guest students than did the traditional courses (9% online versus 1% traditional).
- Regardless of the teaching modality, nearly all students enrolled at OCC either to obtain a degree/certificate or transfer credits to another institution.
 - Slightly more online students indicated that obtaining a degree/certificate was their reason for enrolling at OCC (48% online versus 43% traditional). Slightly more traditional students noted that their educational intent was to transfer credits to another institution (50% traditional versus 46% online).
- Online students enrolled for slightly fewer credits than traditional students during the Winter 2002 term (mean of 8 credits versus 9 credits, respectively).

⁶ Percentages are based on those who reported their citizenship status. It should be noted, however, that out of 7,641 traditional students, citizenship data (self-reported) was only available on 2,073 students (27%). Additionally, out of 360 online students, citizenship data was only available on 166 students (46%).

EXECUTIVE SUMMARY

Key Findings (Continued)

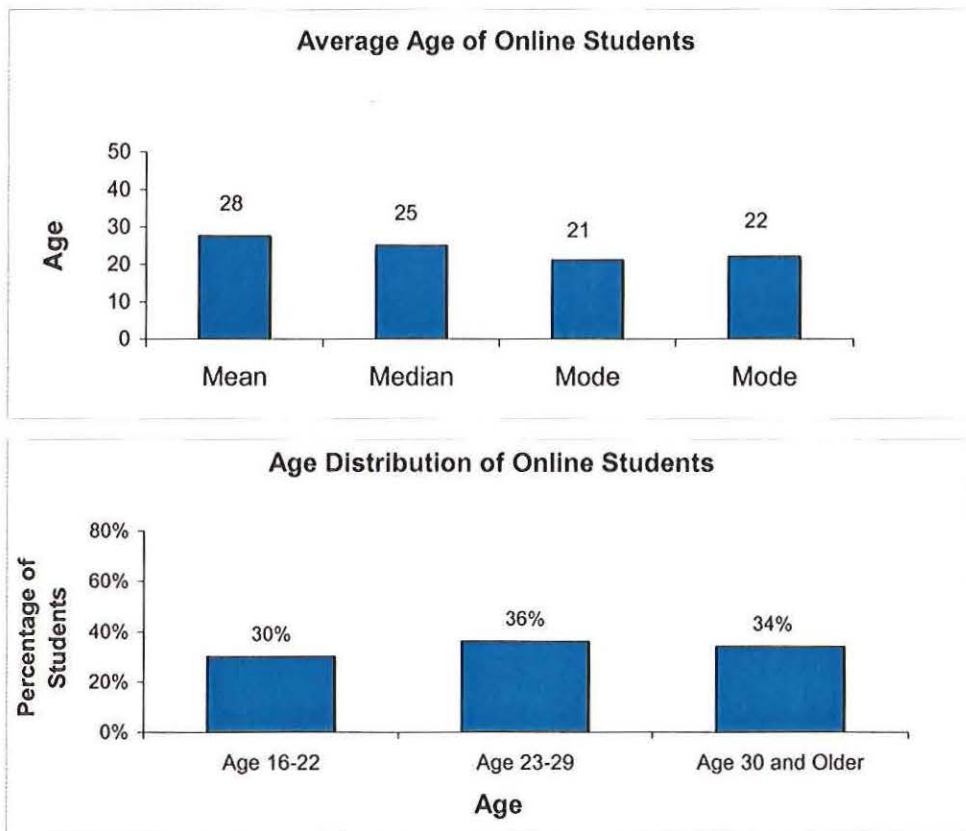
- There were no differences between online and traditional students regarding the proportion of students who attended the previous session at OCC (70% of online students and 70% of traditional students attended OCC during the Fall 2001 semester). However, a smaller percentage of online students than traditional students were new to OCC prior to the Winter 2002 semester (11% of online students versus 16% of traditional students had never taken a course at OCC prior to the Winter 2002 semester).
- On average, the number of credits attempted to-date (at OCC) by online students was greater than the number attempted by traditional students (30 mean total credits for online students versus 20 mean total credits for traditional students).
- On average, the number of credits earned to-date (at OCC) by online students was greater than the number earned by traditional students (28 mean total credits for online students versus 19 mean total credits for traditional students).

OVERALL DEMOGRAPHIC ANALYSIS

The online sample for the Overall Demographic Analysis consisted of 434 students. As previously mentioned, this sample differed slightly from the online sample used in the Comparative Analysis. Four online classes *included in this analysis* were excluded from the Comparative Analysis because they did not have on-campus equivalents.

Age

Figure 1



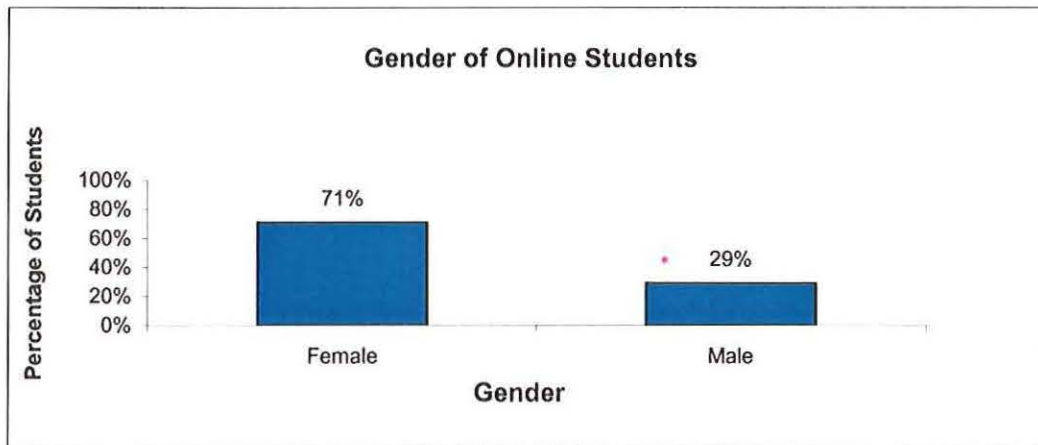
- The mean age of online students was 28 and the median age was 25; there were two modal ages: 21 and 22.⁷
- The age range of online students was 18 to 62.
- Online students were somewhat evenly distributed across the three age groups illustrated above. Roughly one-third (34%) of online students were age 30 or older, and slightly more than one-third (36%) were 23 to 29 years old.

⁷ The modal age is the age that occurred most frequently within the sample.

OVERALL DEMOGRAPHIC ANALYSIS

Gender

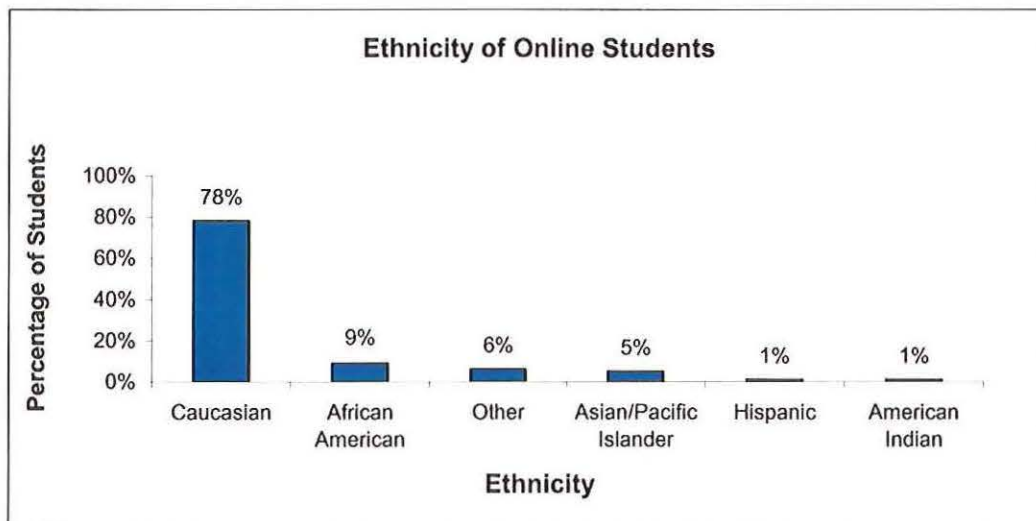
Figure 2



- More women than men enrolled in online courses during the Winter 2002 semester.

Ethnicity

Figure 3

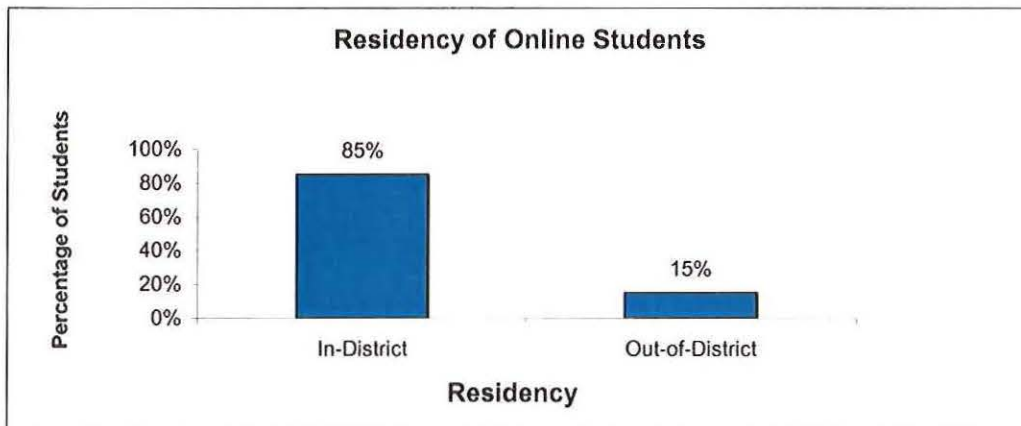


- The majority of students enrolled in online courses during the Winter of 2002 were Caucasian. African American students made up the second largest group.

DETAILED OVERALL FINDINGS

Residency

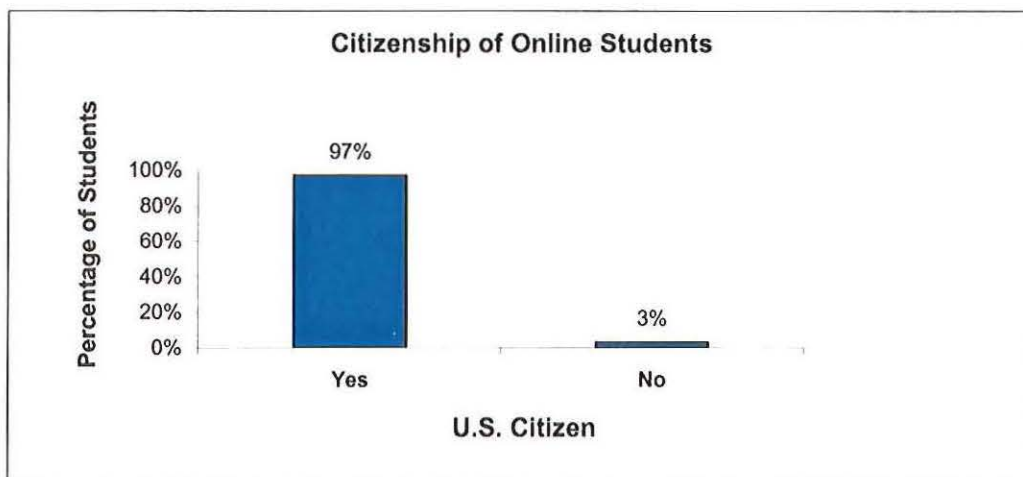
Figure 4



- Most students enrolled in online courses during the Winter of 2002 resided in-district.

Citizenship

Figure 5



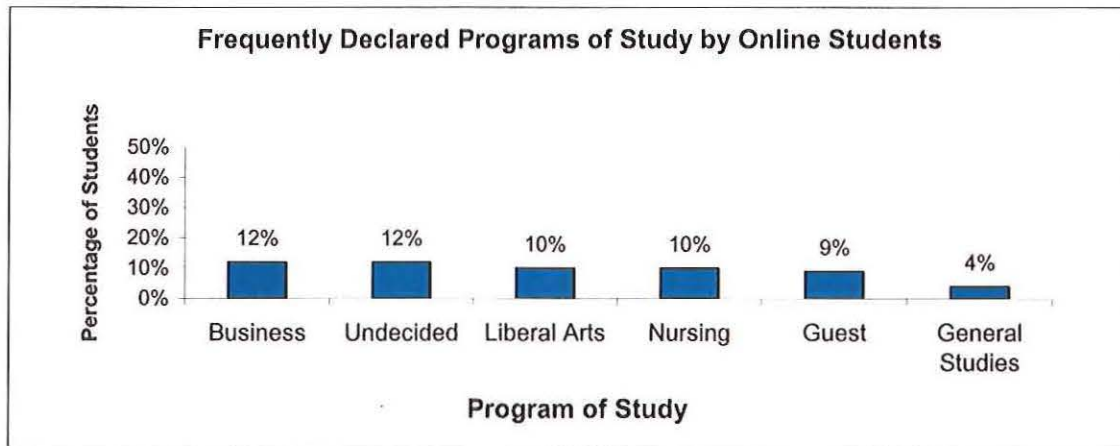
- Of those students who provided their citizenship status, the majority reported they were U.S. citizens.⁸

⁸ Percentage is based on those who reported their citizenship status. It should be noted, however, that out of 434 online students, citizenship data (self-reported) was only available on 213 students (49%)

DETAILED OVERALL FINDINGS

Curriculum

Figure 6

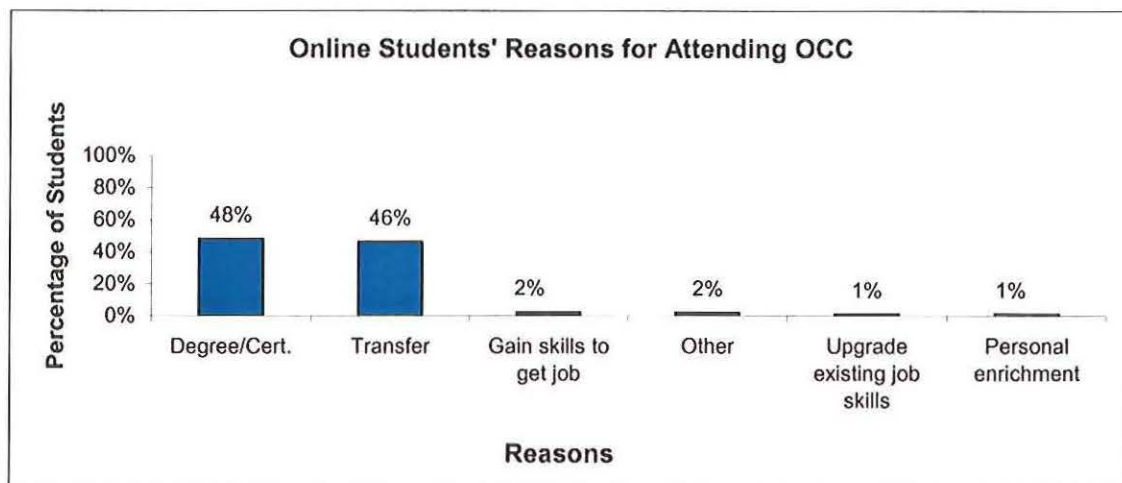


** Other curricula were indicated, but with lower frequency.

- Business was the most frequently declared curriculum among online students enrolled during the Winter 2002 semester (12%). Liberal Arts and Nursing were common curricula as well (10% each).

Reasons for Attending OCC

Figure 7



- Nearly all students enrolled at OCC either to obtain a degree/certificate or to transfer courses to another institution.

DETAILED OVERALL FINDINGS

Previous Session Attended

Over two-thirds (69%) of the online students attended the previous session (Fall 2001). Eleven percent (11%) had not attended OCC prior to Winter 2002.

Credit Information

Credits Enrolled for During Winter 2002 Term

The average credit hour load for online students was eight credit hours during the Winter 2002 term.

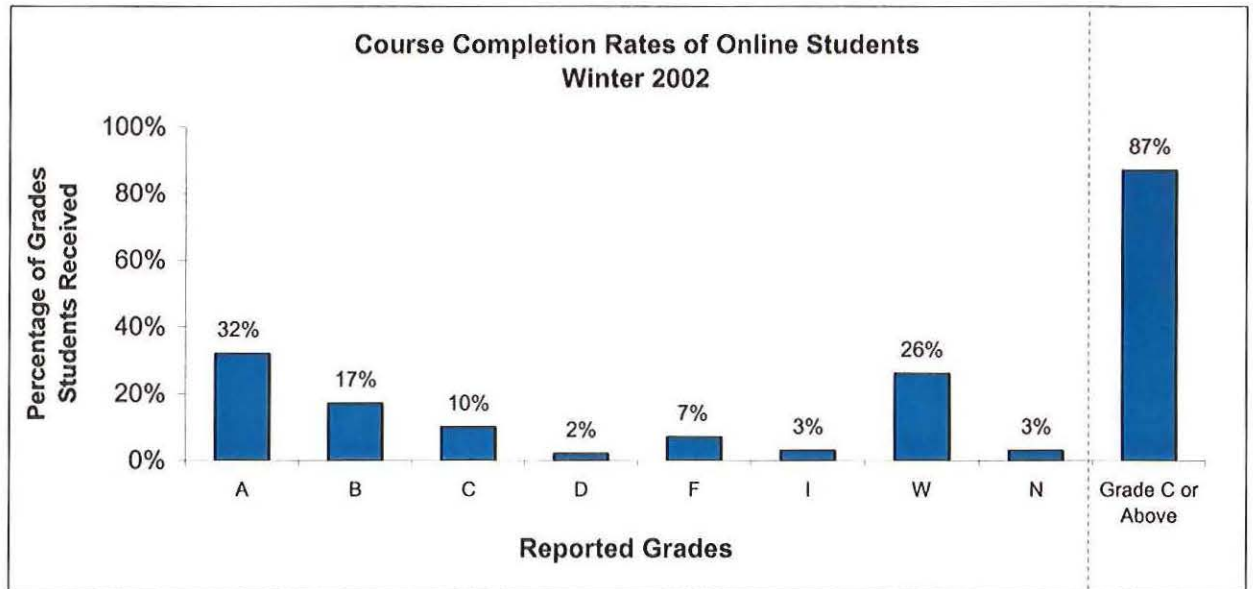
Total Credits Attempted and Total Credits Earned To-Date at OCC

On average, online students had attempted 31 credits and earned 30 to-date (including the Winter 2002 term).

DETAILED OVERALL FINDINGS

Grades and Successful Completion

Figure 8



Note. I = Incomplete, W = Withdrawal, and N = Non-attendant.

- Eighty-seven percent (87%) of Winter 2002 online students who received an actual grade ('A' through 'F') during the semester earned a 'C' or better in their online course.⁹
- Roughly one-in-four students (26%) withdrew from their online course.

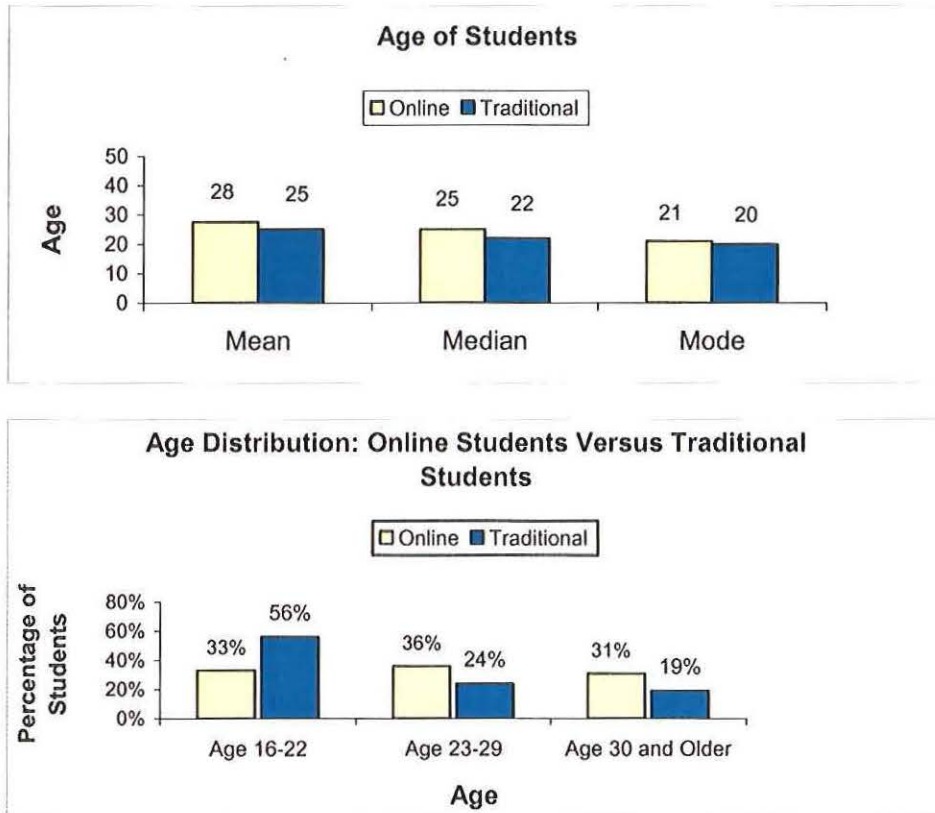
⁹ Percentages to the left of the dotted line (see Figure 8) are out of all online students; percentages to the right of the dotted line are out of online students who received a grade of 'A' through 'F'.

DETAILED COMPARATIVE FINDINGS

The sample used in the Comparative Analysis consisted of 7,641 traditional students and 360 online students.

Age

Figure 9

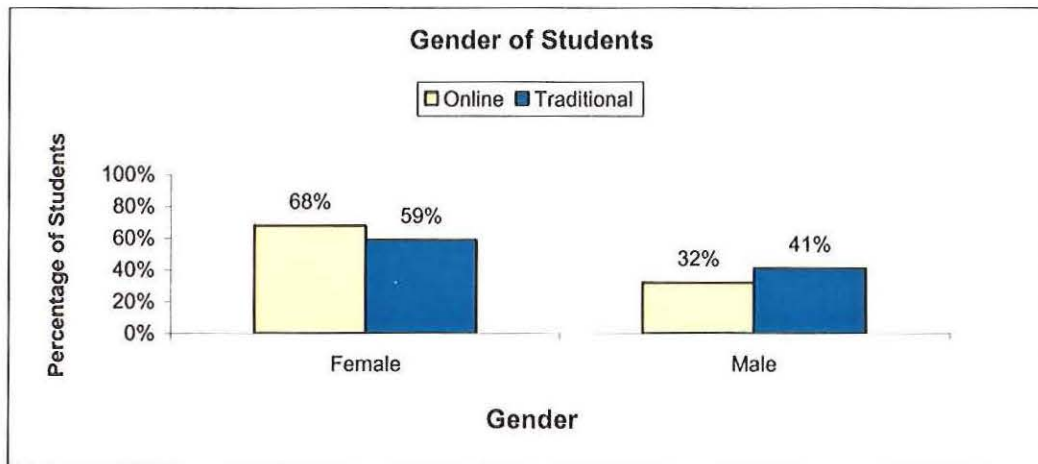


- On average, online students were older than traditional students (mean age 28, median age 25 for online students, versus mean age 25, median age 22 for traditional students). The modal ages were similar between the two groups (21 for the online students and 20 for the traditional students).
- There was a wider age range of traditional students than online students. (traditional students' ages ranged from 16 to 77, and online students' ages ranged from 18 to 62).
- A larger proportion of traditional students were under the age of 23 (56% of traditional students versus 33% of online students). Online students were somewhat evenly distributed among the three age groups.

DETAILED COMPARATIVE FINDINGS

Gender

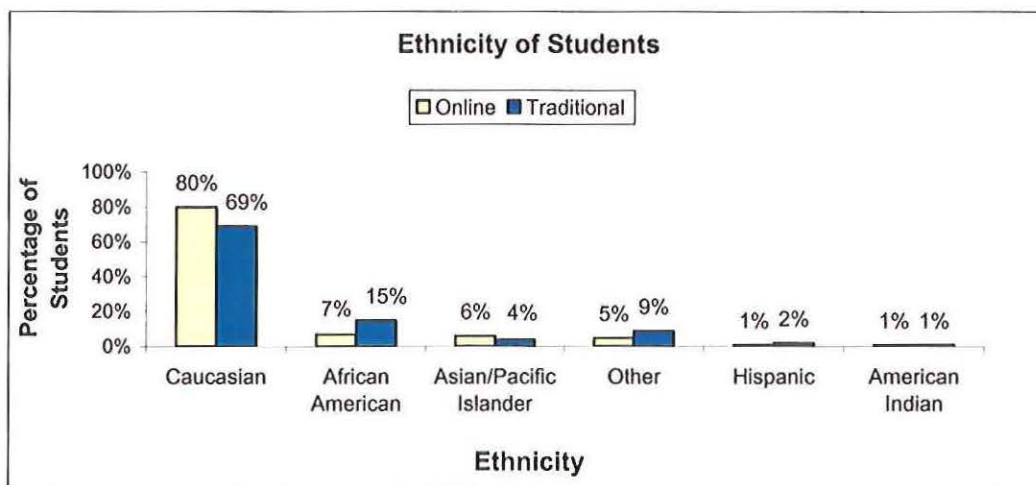
Figure 10



- Regardless of the course method, more women than men enrolled at OCC. However, there was a greater gender contrast for those students enrolled in online courses.

Ethnicity

Figure 11

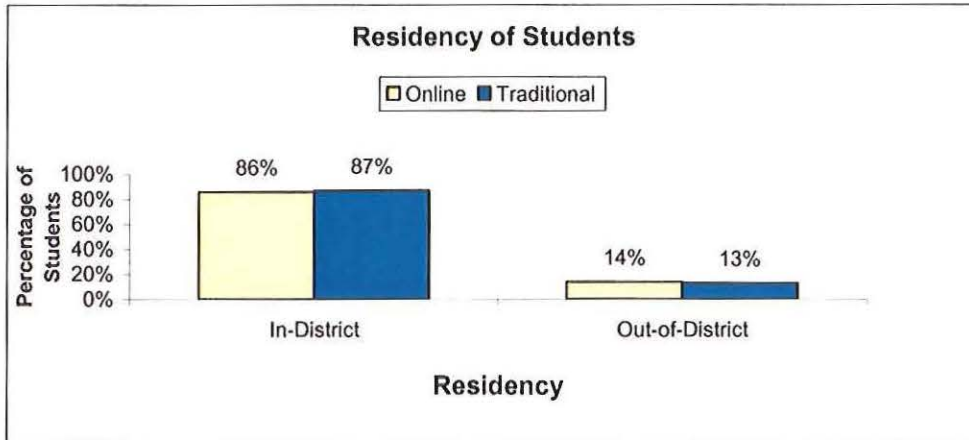


- Caucasian students made up the majority enrolled regardless of course method, but were even more predominant in the online courses.
- African American students represented the second largest group for both teaching modalities, but constituted a larger percentage of the traditional student body (15% traditional versus 7% online).

DETAILED COMPARATIVE FINDINGS

Residency

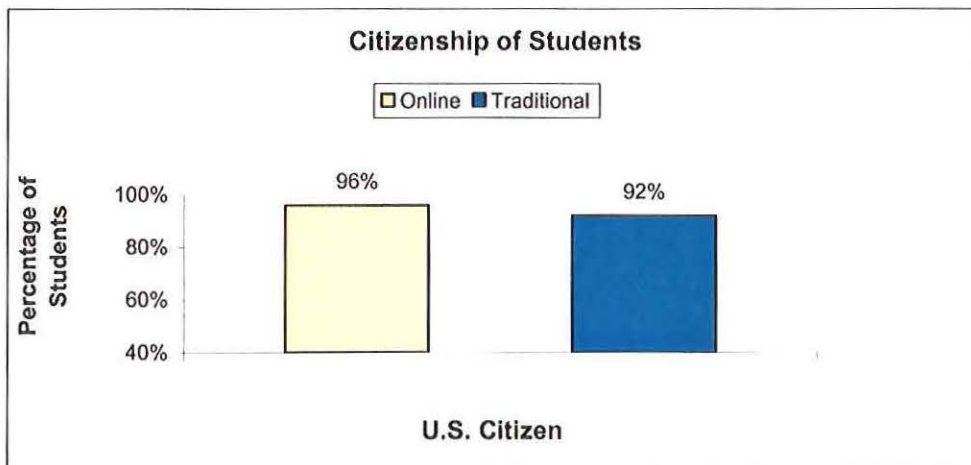
Figure 12



- Most students resided in-district regardless of course method.

Citizenship

Figure 13



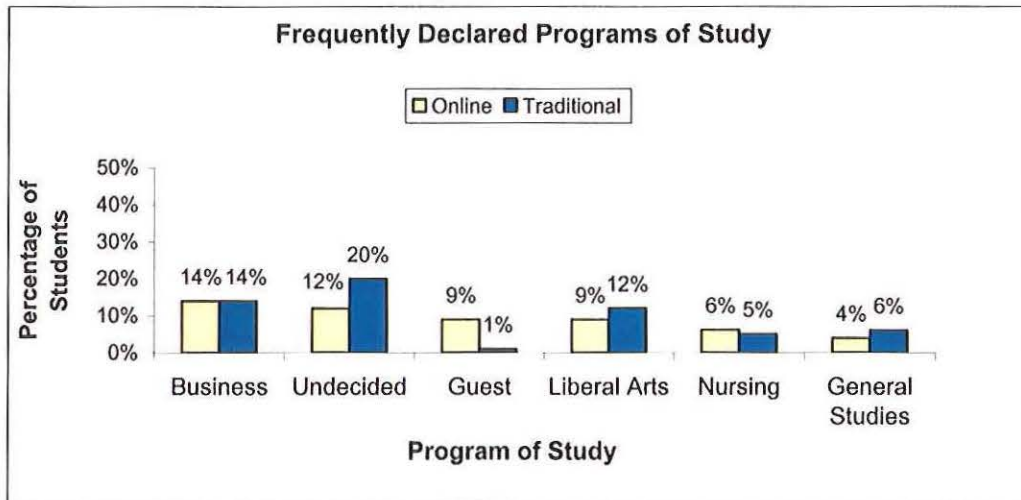
- Of those students who provided their citizenship status, the majority reported they were U.S. citizens. A slightly higher percentage of U.S. citizens enrolled in online courses (96% of online students versus 92% of traditional students)¹⁰.

¹⁰ Percentages are based on those who reported their citizenship status. It should be noted, however, that out of 7,641 traditional students, citizenship data (self-reported) was only available on 2,073 students (27%). Additionally, out of 360 online students, data was only available on 166 students (46%).

DETAILED COMPARATIVE FINDINGS

Curriculum

Figure 14



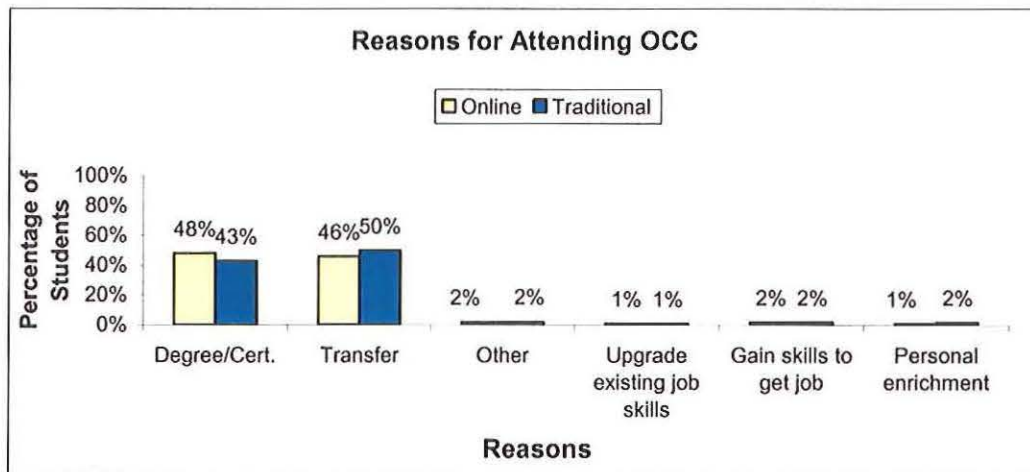
** Other curricula were indicated, but with lower frequency.

- The Business curriculum was the most popular curriculum declared by online students (14%).
- Undecided students represented the largest group enrolled in traditional courses (20%). Among those who declared a major, Business was the most popular curriculum (14%).
- Guest students accounted for a higher percentage of students in the online courses (9%).

DETAILED COMPARATIVE FINDINGS

Reasons for Attending OCC in Winter 2002 Term

Figure 15



- Regardless of the teaching modality, nearly all students enrolled at OCC either to obtain a degree/certificate or to transfer credits to another institution.
- Slightly more online students noted obtaining a degree/certificate as their reason for enrolling at OCC (48% online versus 43% traditional), whereas slightly more traditional students noted intent to transfer as their reason for enrolling (50% traditional versus 46% online).

DETAILED COMPARATIVE FINDINGS

Previous Session Attended

The proportion of students who attended the previous session (Fall 2001) at OCC was the same regardless of course method (70%). However, a smaller percentage of online students had not attended OCC prior to Winter 2002 (11% online versus 16% traditional were new students).

Credit Information

Credits Enrolled for During Winter 2002 Term

Online students enrolled in slightly fewer credits during the Winter 2002 term (mean of 8 credits), compared with traditional students enrolled in corresponding on-campus courses (mean of 9 credits).

Total Credits Attempted To-Date at OCC

On average, online students attempted more credits to-date than traditional students (a mean of 30 credits for online students versus 20 credits for traditional students, including the Winter 2002 term).

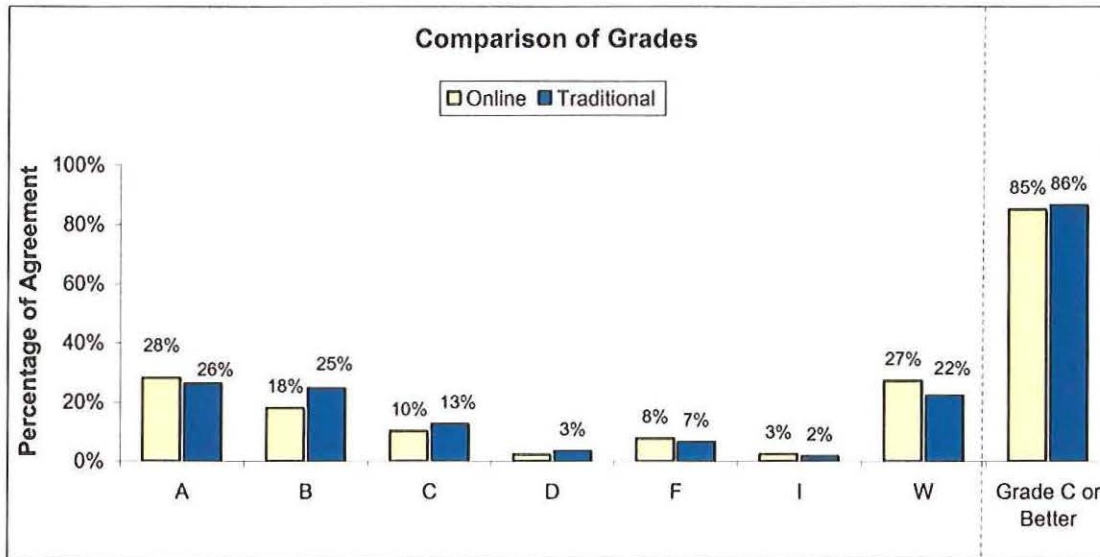
Total Credits Earned To-Date at OCC

On average, online students earned more credits to-date than traditional students (a mean of 28 credits for online students versus 19 credits for traditional students, including the Winter 2002 term).

DETAILED COMPARATIVE FINDINGS

Grades and Successful Completion

Figure 16



Note. I = Incomplete, W = Withdrawal, and N = Non-attendant.

- Of those students who received an actual grade ('A' through 'F'), more than eight-in-ten students received a 'C' or better, regardless of course method (85% online versus 86% traditional).¹¹
- A slightly higher percentage of online students than traditional students withdrew from their courses (27% online versus 22%).

¹¹ Percentages to the left of the dotted line (see Figure 16) are out of all online students; percentages to the right of the dotted line are out of online students who received a grade of 'A' through 'F'.



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Survey Analysis**

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Online Student Assessment Report
Survey Analysis for Winter 2002

TABLE OF CONTENTS

EXECUTIVE SUMMARY	5
Introduction	5
Background	5
Purpose of the Winter 2002 Survey.....	5
Scope	5
EXECUTIVE SUMMARY	6
Table 1: Online Courses Offered During the Winter 2002 Semester	6
Research Methods.....	7
Analyses.....	7
Limitations	7
Sample Overview of Respondents	8
Key Findings	9
DETAILED FINDINGS	13
How Respondents Learned About the Online Course Offerings.....	13
Overall sample of respondents.....	13
Sample analyzed by residency status	14
Previous Experience With an Online Course	15
Reasons why Respondents Enrolled in an Online Course at OCC.....	16
Table 2: Reasons for Enrolling.....	16
From Where Respondents Accessed Their Online Courses.....	17
Importance of Online Features to Learning Experience.....	18
Desire for Online Features by Those who did not Have Features Available to Them.....	20
Comparison of Online to Traditional Courses	22
Table 3: Comparison of Online to Traditional College Course:.....	22
Course Workload	23
Was There Enough Face-To-Face Interaction?.....	24
Was There Enough Online Interaction?.....	24

Oakland Community College
Online Student Assessment Report
Survey Analysis for Winter 2002

TABLE OF CONTENTS

Did Respondents Print the Course Material?25
Likelihood of Enrolling in Another Online Class25
APPENDIX: GRADES OF RESPONDENTS AND NON-RESPONDENTS26

Oakland Community College
Online Student Assessment Report
Survey Analysis for Winter 2002

TABLE OF FIGURES

Figure 1: How Respondents Learned About the Online Course Offerings 13

Figure 2: How Respondents Learned About the Online Course Offerings (by
Residency Status) 14

Figure 3: Previous Experience With an Online Course..... 15

Figure 4: From Where Respondents Accessed Their Online Courses 17

Figure 5: Importance of Online Features to the Learning Experience 18

Figure 6: Desire for Online Features not Provided:20

Figure 7: Reasons Online Course Took More/Less Time.....23

Figure 8: A Grade Comparison of Respondents With Non-Respondents.....26

Oakland Community College
Online Student Assessment Report
Survey Analysis for Winter 2002

EXECUTIVE SUMMARY

Introduction

Background

The Online Student Assessment Survey has been administered three times to date. The first two surveys were administered to OCC online students during the 2000 calendar year.¹ The primary objectives were to:

1. Develop an initial profile of the OCC online student base. This entailed gathering information about how students became aware of the online courses offered at OCC, their previous experiences with online courses, from where they most frequently accessed their online courses, and their reasons for enrolling in online courses at OCC.
2. Measure students' perceptions and opinions of their experiences with the online instruction method including determining which aspects of the online learning modality students liked and disliked the most, whether they thought the work requirements of their online courses were comparable to those of traditional 'on-campus' courses, and whether they intended to enroll in additional online courses at OCC.

Purpose of the Winter 2002 Survey

The third survey, the focus of this report, was administered to students enrolled in online courses during the Winter 2002 semester. In addition to the previously stated objectives, this study strove to:

- Determine the general study habits of online students as measured by the degree to which they used the Blackboard features or other learning opportunities provided to them by their instructors; and
- Identify student needs and preferences for specific Blackboard features.

Scope

The array of online courses offered at OCC has greatly expanded and diversified since the Winter 2000 term. While the initial online program comprised exclusively English courses, the current online program includes courses representing several academic disciplines.

¹ The first survey was administered to students who had enrolled in an online course during the Winter 2000 semester, and the second survey was administered to students who had enrolled during the Fall 2000 semester.

Oakland Community College
Online Student Assessment Report
Survey Analysis for Winter 2002

EXECUTIVE SUMMARY

Introduction (Continued)

The following courses were offered online during the Winter 2002 Semester²:

Table 1: Online Courses Offered During the Winter 2002 Semester

<u>Course Name</u>	<u>Course Code</u>
Principles of Accounting I	ACC251
Principles of Accounting II	ACC252
Environmental Science	BIO150
Introduction to Business	BUS110
System Analysis and Design	CIS153
English Composition I	ENG151
English Composition II	ENG152
Introduction to Literature: Short Story and Novel	ENG171
Professional Communication	ENG220
World Literature II	ENG254
British Literature II	ENG256
Introduction to Shakespeare	ENG276
Applied Psychological Aspects of Fitness and Sports	EXL212
Nutrition	HEA151
Statistics	MAT158
Nursing of Adults II	NUR252
Introduction to Psychology	PSY251

² Due to scheduling changes that occurred subsequent to the printing of the Schedule of Courses, the final list of online courses was provided by SCT.

Oakland Community College
Online Student Assessment Report
Survey Analysis for Winter 2002

EXECUTIVE SUMMARY

Research Methods

A telephone survey was administered to a sample of students enrolled in at least one online course at OCC during the Winter 2002 semester.³

Analyses

Student t-tests and analysis of variance procedures were implemented to determine if statistically significant differences existed among subgroups of the online student body. Additionally, correlation analyses were conducted to determine if there were significant relationships between certain variables, such as respondents' demographic characteristics and online course preferences, or demographic characteristics and likelihood of enrolling in subsequent online courses.

Limitations

The intent of the current study was to present data on a macro level. Therefore, individual online courses were not extracted in the analysis, nor discussed in the findings. Data from the individual online courses were combined into one average or percentage distribution for each variable. The findings, therefore, represent the group as a whole, and are not necessarily applicable to each online course. It is up to instructors and other interested parties to determine the relevance of each finding to a particular online course.

³ Attempts were made to contact all 434 students enrolled in at least one online course during the Winter 2002 semester. All contacts were made within three weeks after the end of the semester (the last day of instruction for the Winter 2002 semester was April 29, 2002).

Oakland Community College
Online Student Assessment Report
Survey Analysis for Winter 2002

EXECUTIVE SUMMARY

Research Methods (Continued)

Sample Overview of Respondents⁴

- Of the 434 students enrolled in online courses during the Winter 2002 term, 181 participated in the survey (42% response rate).
- Ages of respondents ranged from 18 to 62. The mean age was 29, the median age was 26, and the modal age was 20⁵.
- The majority of respondents were female (78% female versus 22% male).
- The ethnic breakdown of survey respondents was as follows: 82% Caucasian; 6% African-American; 6% Asian/Pacific Islander; 2% Hispanic; 1% American Indian; 3% Other.
- The most common credit hour loads of respondents during the Winter 2002 term were as follows: 14% registered for 7 credits; 12% registered for 4 credits; 11% registered for 6 or 3 credits; and 10% registered for 12 credits.
- The most common curricula declared by respondents were: Business (13%), Liberal Arts (11%), Undecided (11%), Nursing (11%), Education (6%), Computer Information Systems (4%), Computer Technology Specialist (4%), and General Studies (4%).
- 95% of those who provided their citizenship status reported they were U.S. citizens.⁶
- The most common reasons for attending OCC were: (1) To obtain a degree or certificate (52% of respondents); (2) To transfer credits to another institution (44% of respondents).

⁴ Note: Respondents did not constitute the entire group of online students enrolled during the Winter 2002. Please refer to the Demographic Analysis, Online Student Assessment Report for descriptive information on the entire online student body.

⁵ The modal age is the age that occurred most frequently within the sample.

⁶ Of 181 survey participants, 98 did not report their citizenship status (54%).

Oakland Community College
Online Student Assessment Report
Survey Analysis for Winter 2002

EXECUTIVE SUMMARY

Key Findings

- Most respondents (75%) learned about the online course offerings from the Schedule of Courses. Other sources, online students relied upon to a lesser degree, included the OCC Web Site, instructors and friends.
 - An examination of respondents by residency status (in-district versus out-of-district) revealed differences in the extent to which these two groups used various sources of information to learn about the online courses⁷.
 - The majority (80%) of in-district respondents learned about the online course offerings from the Schedule of Courses, compared with only 50% of the out-of-district respondents.
 - A higher proportion of out-of-district than in-district respondents learned about the online course offerings from instructors, friends, or the OCC Web Site (5% in-district versus 14% out-of-district learned from instructors; 4% in-district versus 14% out-of-district learned from friends; and 5% in-district versus 14% out-of-district learned from the OCC Web Site).
- Over one-quarter (27%) of survey respondents had previous experience with an online course. Among those respondents, 80% had taken a previous online course at OCC.
- Convenience and flexibility of scheduling (work, personal, or academic) were very important factors in respondents' decisions to enroll in an online course during the Winter 2002 semester (92% cited work or personal schedule, 83% cited academic schedule, and 74% cited convenience). Furthermore, among respondents who had already taken an online course at OCC, 69% considered having a previous positive experience a very important factor in their decisions to enroll in additional online courses.

⁷ It is important to note that the sample size of out-of-district respondents is too small to draw any conclusions (N=22). However, these findings suggest that further research on a larger sample size of out-of-district online students might illuminate important differences between these two groups.

Oakland Community College
Online Student Assessment Report
Survey Analysis for Winter 2002

EXECUTIVE SUMMARY

Key Findings (Continued)

- The majority of survey respondents accessed their online courses from home (96%). The second most common location for online course access was the workplace (19%).⁸
 - Most respondents who accessed their online courses from work were age 25 or older (51% were age 35 or older, 23% were age 25 to 34, and 26% were age 17 to 24).
- *The announcements tool, the ability to e-mail the instructor, and the ability to access course materials (e.g., lecture notes, handouts, etc.) on the Blackboard Web Site, were the features most frequently regarded by respondents as very important in facilitating their online learning experiences (over 80% of respondents using those features rated them as very important).*
- *At least two-thirds of respondents using the online quizzes, web resources, student drop box, discussion board, and supplemental materials provided online⁹ considered those features very important to their learning experience.*
- *External links posted by the instructor, pop-up annotations, tutors available online or at the IIC, and live chat with the instructor were considered very important by roughly half of the survey participants who used those features.*
- *Students not provided with the opportunity to use certain Blackboard features in their online courses were asked whether or not they would have liked to use those features had they been available. The features most in demand (by at least 40% of respondents to whom this question was applicable) included: having a tutor available online, live chat with other students, a student drop box, live chat with the instructor, and supplemental materials provided online.*
 - *Interestingly, students who did have the live chat with other students feature provided in their online classes, had mixed feelings about its usefulness. Some participants were very pleased with this feature.*

⁸ Percentages do not add up to 100 because some students accessed their online course from more than one location during the Winter 2002 term.

⁹ Examples of supplemental materials include, but are not limited to, articles, text, and PowerPoint presentations.

Oakland Community College
Online Student Assessment Report
Survey Analysis for Winter 2002

EXECUTIVE SUMMARY

Key Findings (Continued)

Others shared frustration at the lack of participation by fellow students, or difficulty coordinating their schedules with classmates' and instructors' schedules.

- When respondents were asked to rate their level of agreement (or disagreement) with statements that compared the two learning modalities (online versus traditional), roughly one-third strongly agreed they interacted more with their instructor, were better prepared for their labs, used class-time more effectively, or were better prepared for class activities in their online courses (31%, 32%, 36%, and 30%, respectively).
- Almost half (48%) of the respondents thought their online course workload was comparable to that of a traditional college course. That is, they spent the same amount of time they would have spent in a traditional classroom setting. Approximately one-third (35%) indicated they spent more time in comparison, and the remaining 18% said they spent less time.
 - The most frequently mentioned reasons why respondents felt that their online course took more time than other courses were: (1) Online study time should take more time than other courses (70%); and (2) The course topic was interesting (39%). Additionally, at least 20% of respondents associated the extra time required with difficulty of the modality [difficulty of learning via the Internet (25%), and difficulty of accessing courses via the Internet (20%)]. Twenty-three percent (23%) of respondents associated the heavier workload with the difficulty of the topic.
 - The most frequently mentioned reasons why respondents felt that their online course took less time than other courses were: (1) Ease of learning the course topic via the Internet (69%); and (2) Online study time should take less time than other courses (52%). In addition, almost one-third of the respondents (30%) cited previous online experience as a reason their online course took less time.
- Respondents were asked to approximate the amount of course material they printed for their online course. Eighty percent (80%) of them printed at least half their course material, and roughly one-fourth (24%) printed 100%.
 - Respondents were asked why they printed their course material. The most frequently mentioned reasons were: to make the

Oakland Community College
Online Student Assessment Report
Survey Analysis for Winter 2002

EXECUTIVE SUMMARY

Key Findings (Continued)

coursework more mobile or easier to carry around (77%); to make notes or highlight information (71%); to make coursework more readable (68%); and to help manage computer/Internet access difficulties (54%).

- The majority of survey participants (68%) indicated they were very likely to enroll in another online course.
 - Interestingly, 75% of the women, versus 41% of the men stated it was very likely that they would take another online course through OCC.
 - Respondents who perceived that the online course better prepared them for either labs or class, or allowed them more interaction with the instructor indicated a higher likelihood of enrolling in another online course.
 - Students who attributed high importance to the *discussion board* feature and *accessing course materials on the web site* were more likely to say they would enroll in another online course.

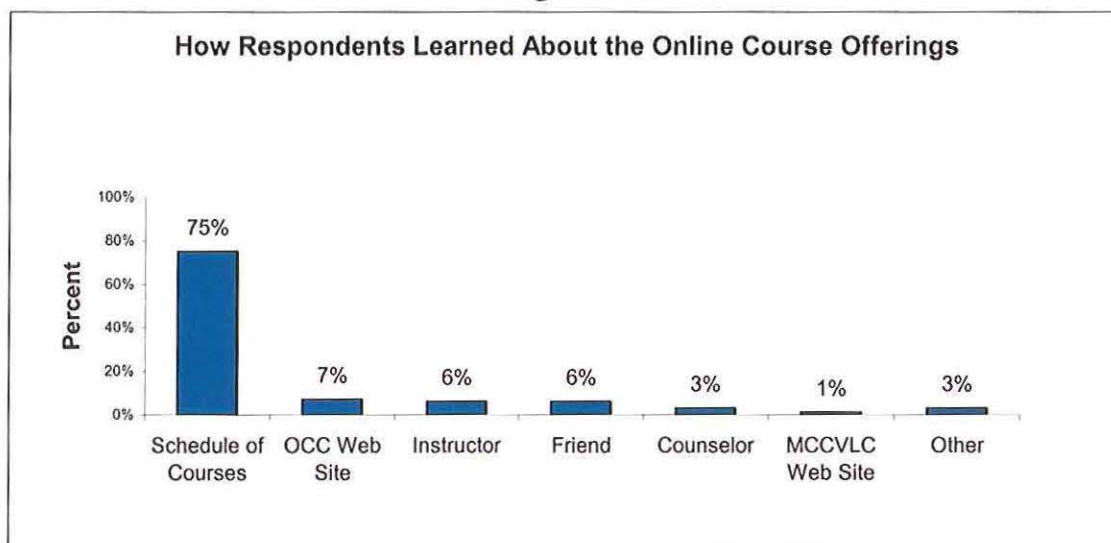
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Online Student Assessment Report
Survey Analysis for Winter 2002

DETAILED FINDINGS

How Respondents Learned About the Online Course Offerings

Overall sample of respondents

Figure 1



- Most respondents (75%) learned about the online course offerings from the Schedule of Courses.
- Seven percent (7%) became aware of the online course offerings from the OCC Web Site, while instructors and friends each accounted for 6% of online course referrals.
- Other sources (e.g. counselors, MCCVLC Web Site) were not considered as informative about the online course offerings.

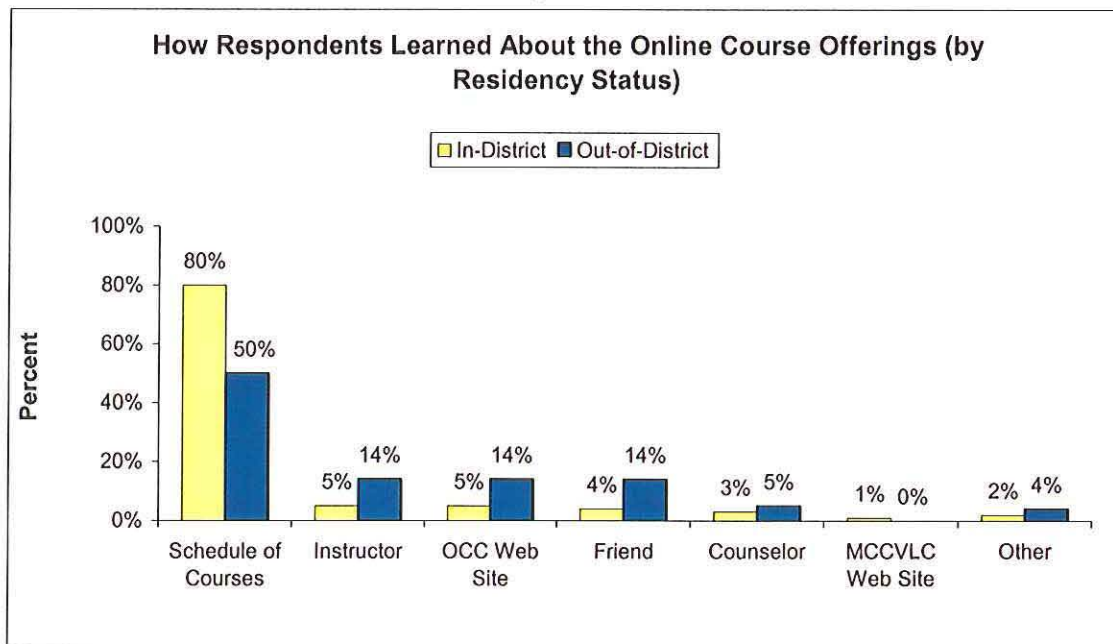
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Online Student Assessment Report
Survey Analysis for Winter 2002

DETAILED FINDINGS

How Respondents Learned About the Online Course Offerings (Continued)

Sample analyzed by residency status¹⁰

Figure 2



- The majority of in-district respondents (80%) learned about the online course offerings from the Schedule of Courses, compared with only half (50%) of the out-of-district respondents.
- A higher proportion of out-of-district respondents than in-district respondents relied on the OCC Web Site, friends, or instructors to learn about the online course offerings.

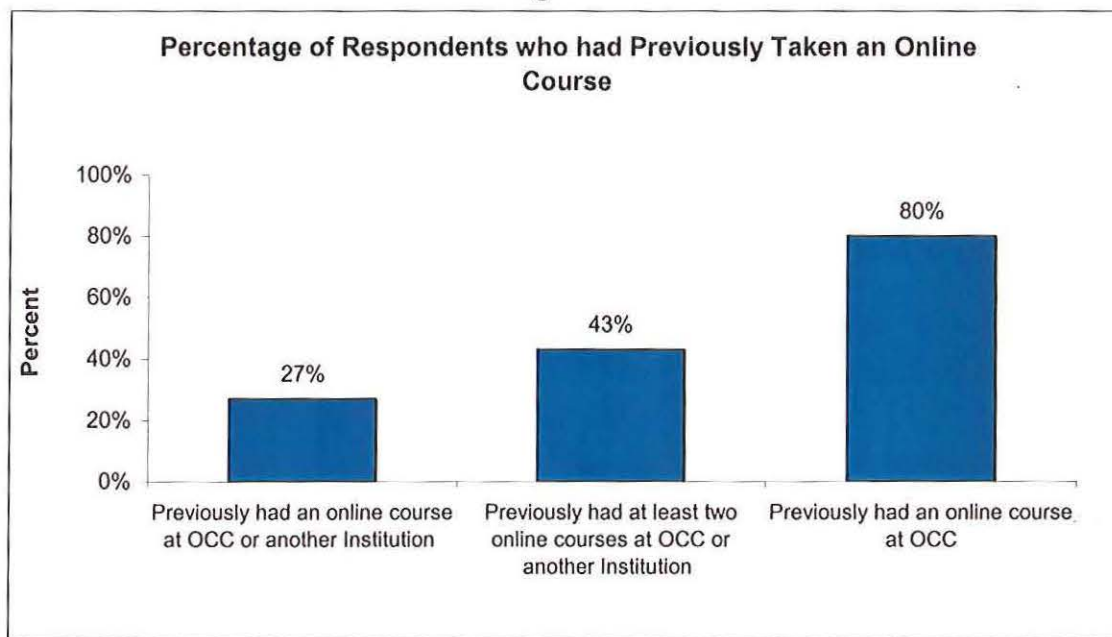
¹⁰ It is important to note that the sample size of out-of-district respondents is too small to draw any conclusions (N=22). However, these findings suggest that further research on a larger sample of out-of-district online students might illuminate differences between the two residency groups.

Oakland Community College
Online Student Assessment Report
Survey Analysis for Winter 2002

DETAILED FINDINGS

Previous Experience With an Online Course

Figure 3



Over one-quarter (27%) of respondents, either through OCC or another institution, participated in an online course prior to the Winter 2002 term.¹¹ Of those respondents:

- 43% previously had taken at least two online courses at OCC or another institution.
- 80% previously had taken an online course at OCC.

¹¹ Compared with 13% in the Fall of 2000 (please see Online Student Assessment Report, Trend Analysis).

Oakland Community College
Online Student Assessment Report
Survey Analysis for Winter 2002

DETAILED FINDINGS

Reasons why Respondents Enrolled in an Online Course at OCC

Respondents were asked to rate the importance of particular reasons for enrolling in an online course. The responses consisted of 'not important,' 'somewhat important,' and 'very important.' The results are illustrated in the table below (Table 2).

Table 2: Reasons for Enrolling <i>How important were the following reasons?</i>	Percentage of Responses		
	<i>Not Important</i>	<i>Somewhat Important</i>	<i>Very Important</i>
A positive experience with a previous online course at OCC? <i>Percent of total sample of respondents</i>	70%	9%	21%
<i>Percent of those who took a prior online course at OCC</i>	8%	22%	69%
A positive experience with a previous online course at another institution <i>Percent of total sample of respondents</i>	89%	4%	7%
<i>Percent of those who took prior online course at another institution</i>	*	*	*
The online course fit into my OCC academic schedule	4%	12%	83%
The online course fit into my work and/or my personal schedule	1%	7%	92%
The online course was more convenient than attending the same course in a traditional classroom setting	5%	21%	74%
The traditional courses were full	88%	4%	8%

* Note. Sample size too small for analysis.

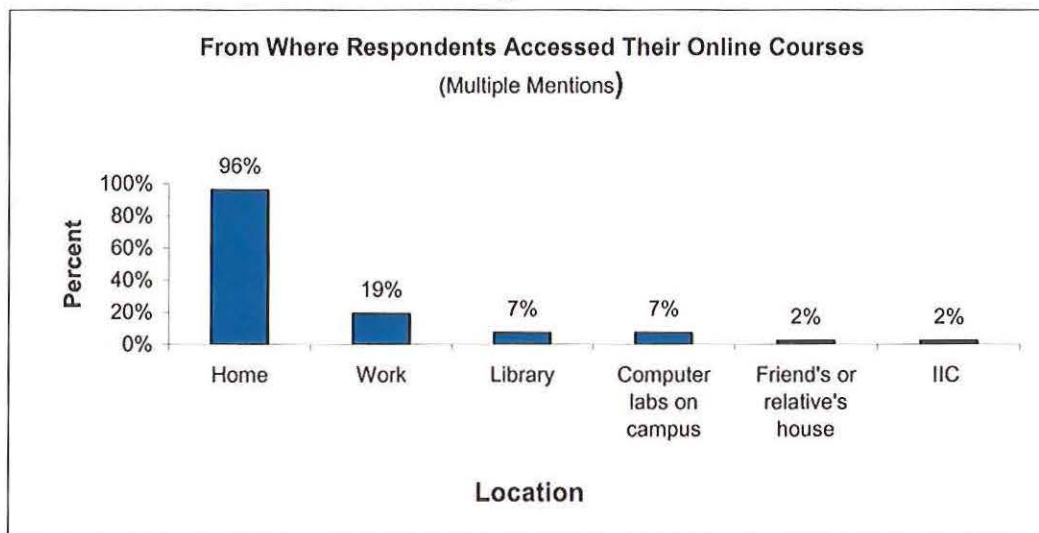
- Overall, convenience and adaptability to academic, work, or personal schedules were the most influential factors in respondents' decisions to enroll in an online course at OCC (92% work or personal schedule, 83% academic schedule, and 74% convenience). However, another factor, a previous positive experience, played an important role among those who had previously taken an online course. As illustrated in Table 2, 69% of respondents who had previously taken an online course at OCC, reported that having a positive experience played a very important role in their decision to enroll in subsequent online courses.
- For the majority of respondents, traditional courses being full was not an important factor in their decision to enroll in an online course.

Oakland Community College
 Online Student Assessment Report
 Survey Analysis for Winter 2002

DETAILED FINDINGS

From Where Respondents Accessed Their Online Courses

Figure 4



- The majority of respondents accessed their online courses from home (96%). The second largest group accessed their online courses from their workplace (19%).
- Use of a computer lab or library for online course access was substantially down from the Fall 2000 semester¹² (from 28% to 7% and from 27% to 7%, respectively).
- The majority (74%) of respondents who logged in from work were age 25 or older; specifically, half (51%) were age 35 or older, 23% were ages 25 to 34, 23% were ages 18 to 24, and 3% were 17 to 19 years old.

¹² Please see the Online Student Assessment Report, Trend Analysis.

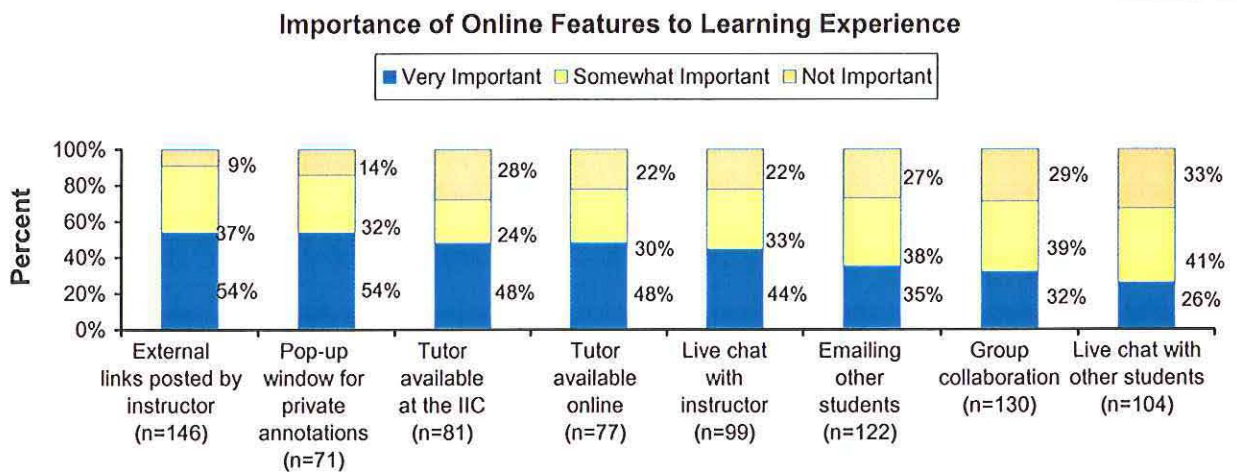
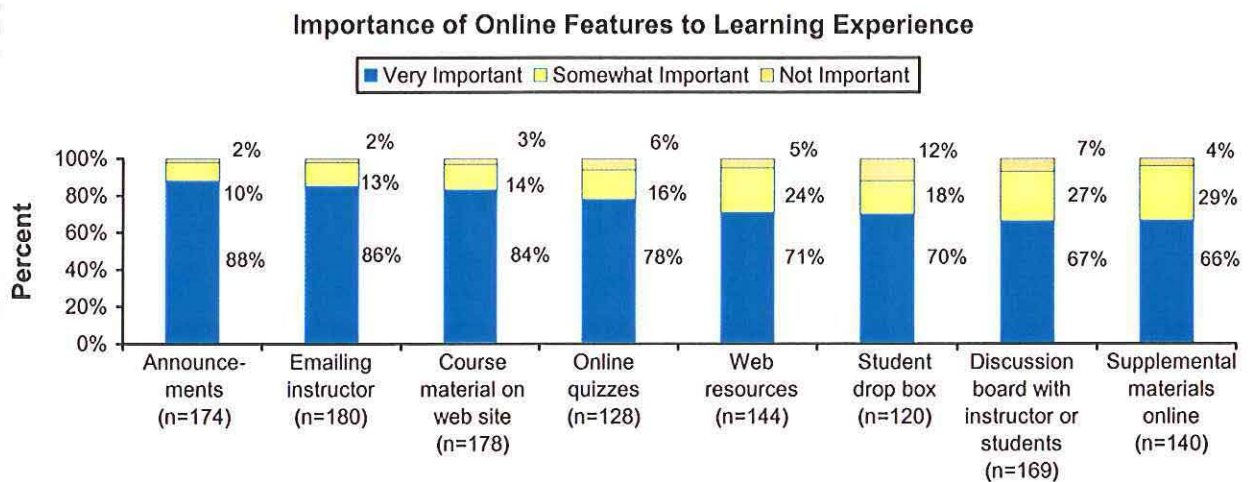
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 Online Student Assessment Report
 Survey Analysis for Winter 2002

DETAILED FINDINGS

Importance of Online Features to Learning Experience

Respondents were presented with a list of online features offered by Blackboard and asked to rate how important each feature *available to them* was to their online learning experience. The results are illustrated in the charts below (see Figure 5), and further summarized on the next page.

Figure 5



DETAILED FINDINGS

Importance of Online Features to Learning Experience (Continued, see Figure 5 on Page 18)

- *The announcements tool, the ability to e-mail the instructor, and the ability to access course materials on the Blackboard Web Site* were reported as the most important features by respondents who used them. Over 80% rated them as very important.
- At least two-thirds of respondents using the *online quizzes, web resources, student drop box, discussion board, and supplemental materials provided online*¹³ considered those features very important to their learning experience.
- *External links posted by the instructor, pop-up annotations, tutors available online or at the IIC, and live chat with the instructor* were considered very important by roughly half of the survey participants who used those features.
- Though fewer respondents considered *e-mailing other students, live chat with other students, and group collaboration* to be of very high importance, nearly two-thirds of respondents using those features considered them somewhat to very important.

¹³ Examples of supplemental materials include, but are not limited to, articles, text, and PowerPoint presentations.

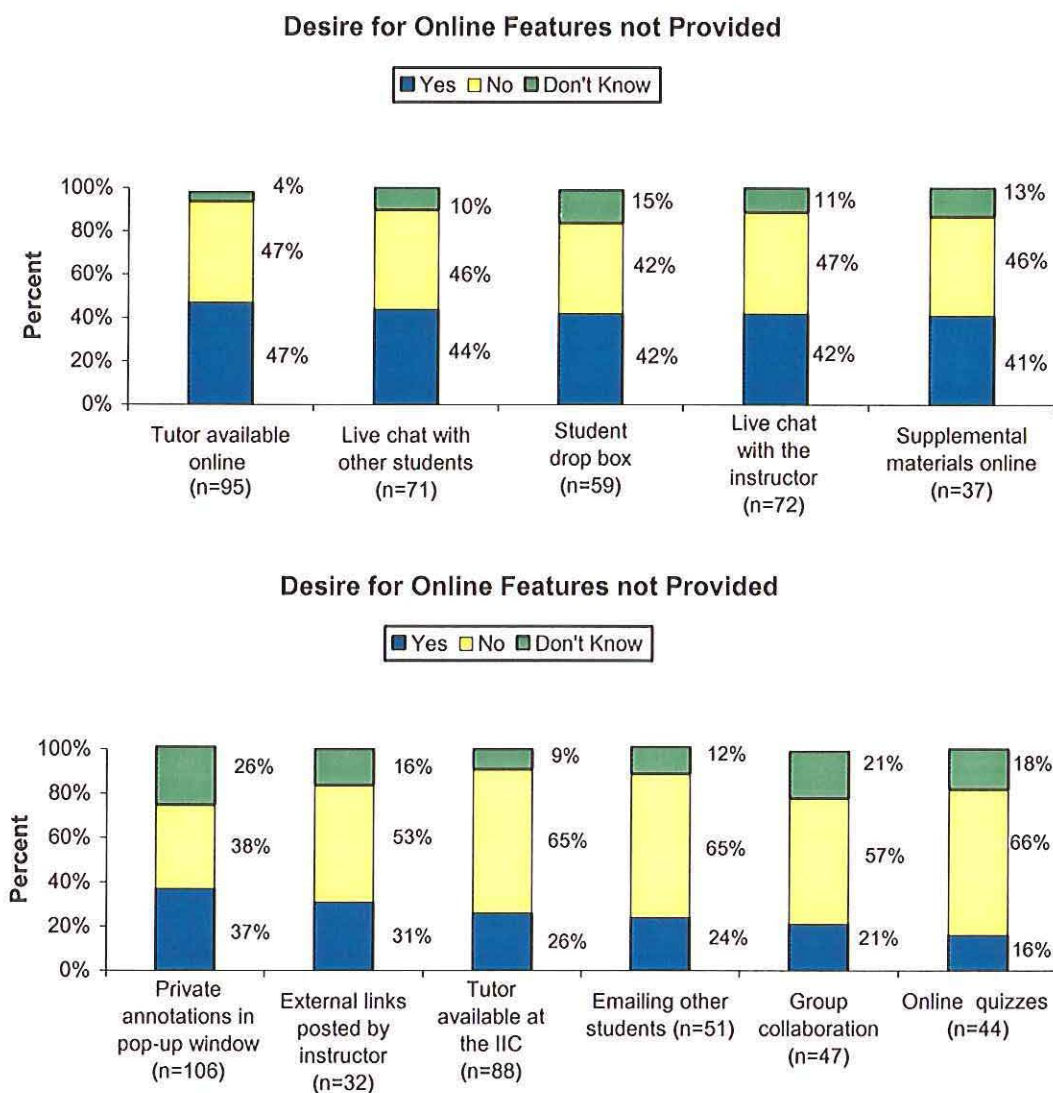
Oakland Community College
Online Assessment Report
Survey Analysis for Winter 2002

DETAILED FINDINGS

Desire for Online Features by Those who did not Have Features Available to Them

Respondents who indicated that certain Blackboard features had not been provided in their online class were asked if they would have wanted those features available. The distribution of responses is presented below.¹⁴

Figure 6



¹⁴ Sample sizes for the following features were too small for analysis: having announcements tool (n=5), having web resources (n=17), accessing course materials on web site (n=3), discussion boards (n=12), and emailing the instructor (n=1). Note: Small sample sizes indicate most students were offered these online features in their courses.

Oakland Community College
Online Assessment Report
Survey Analysis for Winter 2002

DETAILED FINDINGS

Desire for Online Features by Those Who did not Have Features Available to Them (Continued, see Figure 6 on Page 20)

- *Having a tutor available online, and live chat with other students* were the most desired features among students who did not have those features available (47% and 44%, respectively, indicated they would like to have those options provided in their online course).
- Additionally, more than 40% of respondents who did not have use of the *student drop box, live chat with the instructor, or supplemental materials provided online* indicated they would like to have those features available.
- Roughly one-third of those not presented with the opportunity to make *private annotations in a pop-up window* or use *external links posted by the instructor* indicated they would like to be provided with these options.
- Approximately one-fourth of respondents who did not have a *tutor available at the IIC, or the opportunity to e-mail other students* would have liked those options.
- It is worthy of mentioning that although respondents may have expressed a lack of interest in certain features they did not use, their opinions might have been different if they had the opportunity to try them out.

Oakland Community College
Online Assessment Report
Survey Analysis for Winter 2002

DETAILED FINDINGS

Comparison of Online to Traditional Courses

Survey participants were presented with a short list of statements comparing online to traditional course experiences. They were asked to indicate their level of agreement with each statement. The purpose was to gauge online students' perceived benefits of learning via the online course method. The results are presented below (See Table 3). Please note, since curriculum requirements and teaching styles varied among the courses, not all survey items were applicable to every course. For instance, a particular online course may not have required labs or collaboration with peers.

Survey Questions	Percentage of Respondents					N
	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	
I interact more with my teacher in my online course.	15%	19%	12%	23%	31%	174
I am better prepared for my labs in my online course.	10%	18%	19%	21%	32%	96
My class-time is used more effectively.	8%	12%	14%	30%	36%	147
I am better prepared for class activities in my online course.	9%	16%	12%	34%	30%	173
I collaborated more with my peers in my online course.	34%	22%	6%	18%	20%	177

- Roughly one-third of survey participants strongly agreed they interacted more with their teacher, were better prepared for their labs, used their class-time more effectively, and were better prepared for class activities in their online course (31%, 32%, 36%, and 30% respectively).
- The least agreed-upon item was the statement regarding collaboration with peers (34% strongly disagreed with the statement). As noted above, this may not be applicable for certain classes.

Oakland Community College
Online Assessment Report
Survey Analysis for Winter 2002

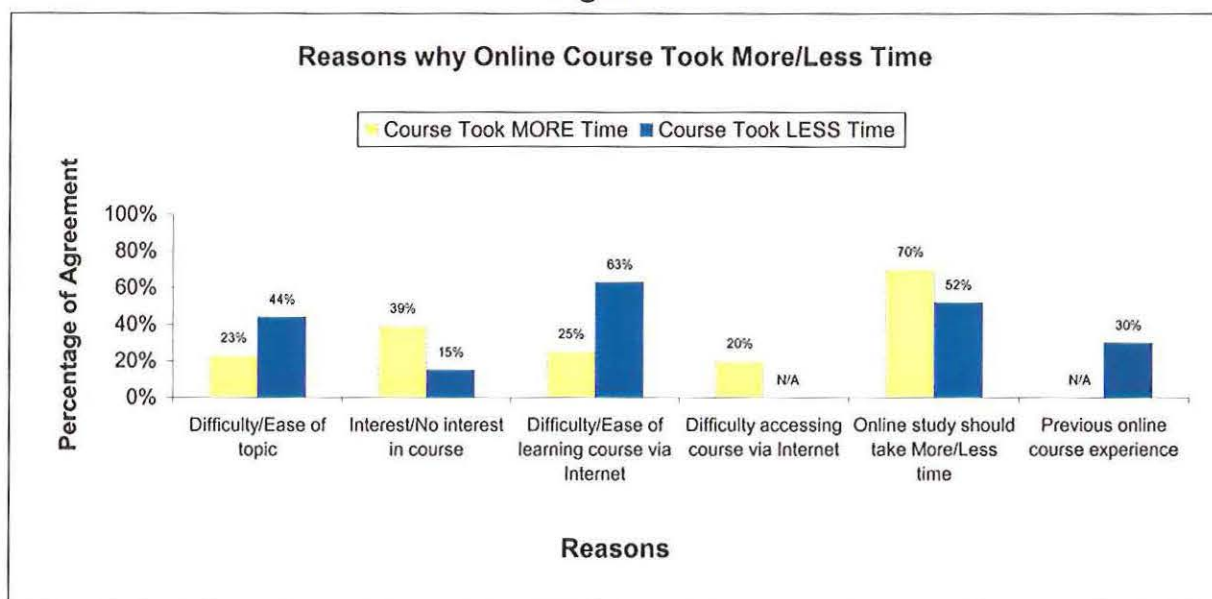
DETAILED FINDINGS

Course Workload

Respondents were asked to compare the online course workload to traditional college or university course experiences they had in the past. Almost half (48%) of the respondents thought the workload was comparable to that of traditional courses they had taken. More than one-third (35%) of respondents indicated they spent more time than they would have in a traditional college class, and the remaining 18% indicated they spent less time.

Respondents who indicated the online course took *more* or *less* time were asked the reasons why they felt this way.

Figure 7



- The most frequently mentioned reasons respondents felt that their online course took *more* time than other courses were: (1) Online study time should take more time than other courses (70%); and (2) The course topic was interesting (39%). Additionally, at least 20% of respondents associated the extra time required with difficulty of the modality [difficulty of learning via the Internet (25%), and difficulty of accessing courses via the Internet (20%)], and 23% of respondents associated the heavier workload with the difficulty of the topic.
- The most frequently mentioned reasons respondents felt that their online course took *less* time than other courses were: (1) Ease of learning course topic via the Internet (69%); and (2) Online study time should take less time than other courses (52%). In addition, almost one-third of the respondents (30%) cited previous online experience as a reason their online course took less time.

Oakland Community College
Online Assessment Report
Survey Analysis for Winter 2002

DETAILED FINDINGS

Was There Enough Face-To-Face Interaction?

Respondents were asked if they were satisfied with the amount of face-to-face interaction in their online course. For Type I courses, which are strictly online, this question was assessing whether students were satisfied with having no face-to-face interaction. For Type II courses, which are mostly online, the survey was assessing whether students would have liked more face-to-face interaction than they had during the term.¹⁵

Most students (88%) were satisfied with the amount of face-to-face interaction in their online class.

Was There Enough Online Interaction?

Similarly, respondents were asked whether they had enough online interaction in their respective classes. In other words, did the online learning method afford respondents enough interaction with other students, the instructor, or both?

Ninety-one percent (91%) of respondents were satisfied.

A small group of respondents (9%) indicated that the level of interaction did not meet their expectations. The reasons cited most often were that they wanted to participate in more live chats or discussion boards with other students or the instructor. In a few cases these options were not available to the students. In other cases, the course provided these options but fellow students were reluctant to participate or simply "did their own thing".

¹⁵ Online courses at OCC are classified as Type I or Type II. A Type I course is defined as "an online course or distance learning course in which the instructor and students are not physically present in the same place at the same time." A Type II course is defined as "an online or other distance-learning course with some mandatory on-site requirements".¹⁵ The sample consisted of both Type I and Type II students.

Oakland Community College
Online Assessment Report
Survey Analysis for Winter 2002

DETAILED FINDINGS

Did Respondents Print the Course Material?

Respondents were asked to approximate the amount of course material they printed during the Winter 2002 term for their online course.

Eighty percent (80%) of the respondents printed at least half their course material, and roughly one-fourth (24%) printed 100%. Respondents were asked the reasons they printed the course material. The most frequently mentioned reasons were, to make the coursework more mobile or easier to carry around (77%); to make notes or highlight information (71%); to make coursework more readable (68%); and to help manage computer/Internet access difficulties (54%).

Likelihood of Enrolling in Another Online Class

The majority of survey participants (68%) indicated they were very likely to enroll in another online course.

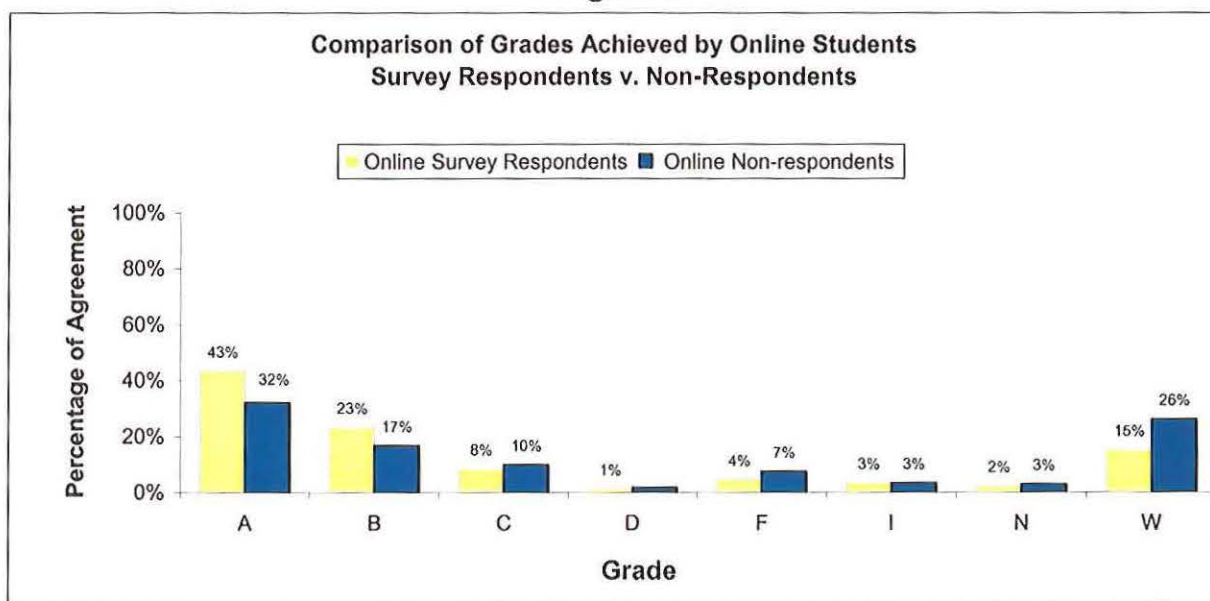
- A larger percentage of women (75%) than men (41%) stated it was very likely they would take another online course through OCC.
- Respondents who perceived that the online course better prepared them for either labs or class, or allowed them more interaction with the instructor were more likely to report that they were very likely to enroll in another online course (i.e., correlations between these perceptions and likelihood to enroll were significant).
- Similarly, students who attributed high importance to the discussion board feature and accessing course materials on the web site (e.g., lecture notes, handouts, etc.), were more likely to indicate they would enroll in another online course (i.e., correlations were significant)

Oakland Community College
 Online Assessment Report
 Survey Analysis for Winter 2002

APPENDIX A: GRADE COMPARISON OF RESPONDENTS WITH NON-RESPONDENTS

An analysis comparing survey participants (N=181) with non-participants (N=253) was conducted to determine if there were any systematic differences between the two groups which *might* have influenced the survey findings. It was observed that online students who participated in the survey, on average, had higher grades. The grade distributions for both respondents and non-respondents are presented below.

Figure 8



Note. I = Incomplete, W = Withdrawal, and N = Non-attendant.

- Respondents had more 'A's and 'B's than non-respondents (43% of respondents v. 32% of non-respondents received 'A's, and 23% of respondents v. 17% of non-respondents received 'Bs').



OAKLAND
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**Online Student Assessment
Blackboard Usage**

Winter 2002

Prepared by:

**Shari Lisnov
Research Analyst**

April 2003

Oakland Community College
Online Student Assessment Report
Blackboard Usage
Winter 2002

TABLE OF CONTENTS

EXECUTIVE SUMMARY	4
Introduction	4
Limitations.....	4
FINDINGS	5
Accesses per Area.....	5
Table 1: Blackboard Areas.....	5
Accesses Within Communication Area	7
Accesses by Hour of the Day.....	8
Accesses by Day of The Week.....	9
APPENDIX	10
Table 2: Online Courses Offered During the Winter 2002 Semester	10

Oakland Community College
Online Student Assessment Report
Blackboard Usage
Winter 2002

TABLE OF FIGURES

Figure 1: Accesses per Area	6
Figure 2: Accesses Within the Communication Area.....	7
Figure 3: Accesses by Hour of the Day	8
Figure 4: Accesses by Day of the Week.....	9

Oakland Community College
Online Student Assessment Report
Blackboard Usage
Winter 2002

EXECUTIVE SUMMARY

Introduction

Blackboard monitors online activity of students by recording movement within the Blackboard environment once a student logs onto the software. Each movement to a new page is provided with a date and time stamp, and recorded as a "hit" to the virtual area housing that page. This allows Blackboard to provide summary statistics of total activity over a specified time period which can be expressed in various units of measurement, including activity per area, time of the day, and day of the week.

Limitations

It is important to note that Blackboard statistics are imprecise, and should be interpreted as estimates of the online activity that occurred during a given timeframe. The reason is that totals reported by Blackboard tend to be inflated for various reasons, including: (1) If a student enters an area by mistake and clicks back to the previous screen to get back on track, that movement to the new area is counted as well as the movement to the previous screen; (2) Instructors' activity within Blackboard is counted in the total number of accesses reported; and (3) Blackboard may overstate the number of accesses per area for online Courses containing large presentations (such as PowerPoint); this is because in addition to recording the student's initial entry into a given area, Blackboard will record each movement within the presentation as an additional hit to the area in which the presentation is contained.

The following pages illustrate the summary statistics provided by Blackboard for the Winter 2002 semester.

Oakland Community College
Online Student Assessment Report
Blackboard Usage
Winter 2002

FINDINGS

Accesses per Area

The Blackboard environment is divided into four main virtual areas based on functionality: the Content Area, Communications Area, Group Area, and Student Area. The functions and tools that constitute each area are listed in the table below.

Table 1: Blackboard Areas

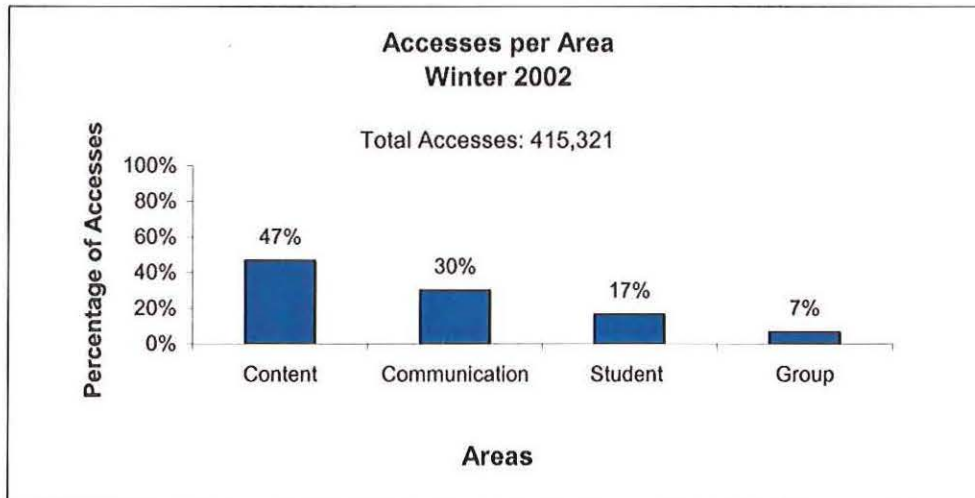
<u>Area</u>	<u>Feature</u>
Content Area	Assignments
	Course Documents
	Course Information
	External Links
	Staff Information
	Email
Communication Area	Discussion Board
	Virtual Chat
	Virtual Classroom
	Student Roster
Group Area	Email
	Virtual Chat
	Digital Drop Box
	Check Grade
Student Area	Edit Homepage
	Search
	Student Drop Box
	Student Calendar
	Other Student Tools

Oakland Community College
Online Student Assessment Report
Blackboard Usage
Winter 2002

FINDINGS

Accesses per Area (Continued)

Figure 1



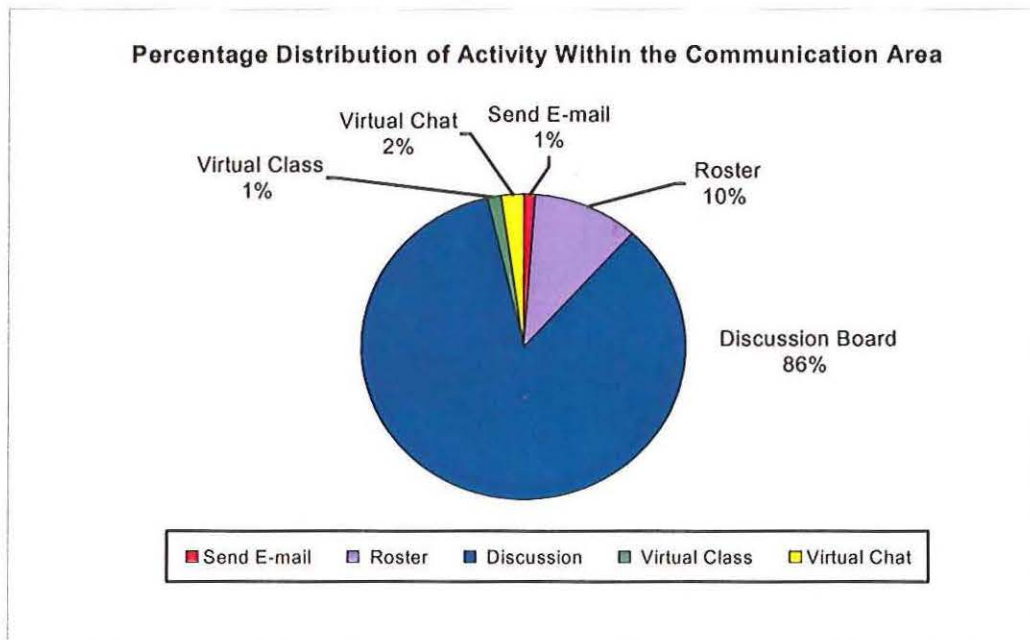
- Online students most frequently visited the Content Area within Blackboard during the Winter term of 2002.
- The Communication Area was the second most frequently accessed area (30%).
- The least accessed area by online students was the Group Area.

Oakland Community College
Online Student Assessment Report
Blackboard Usage
Winter 2002

FINDINGS

Accesses Within Communication Area

Figure 2



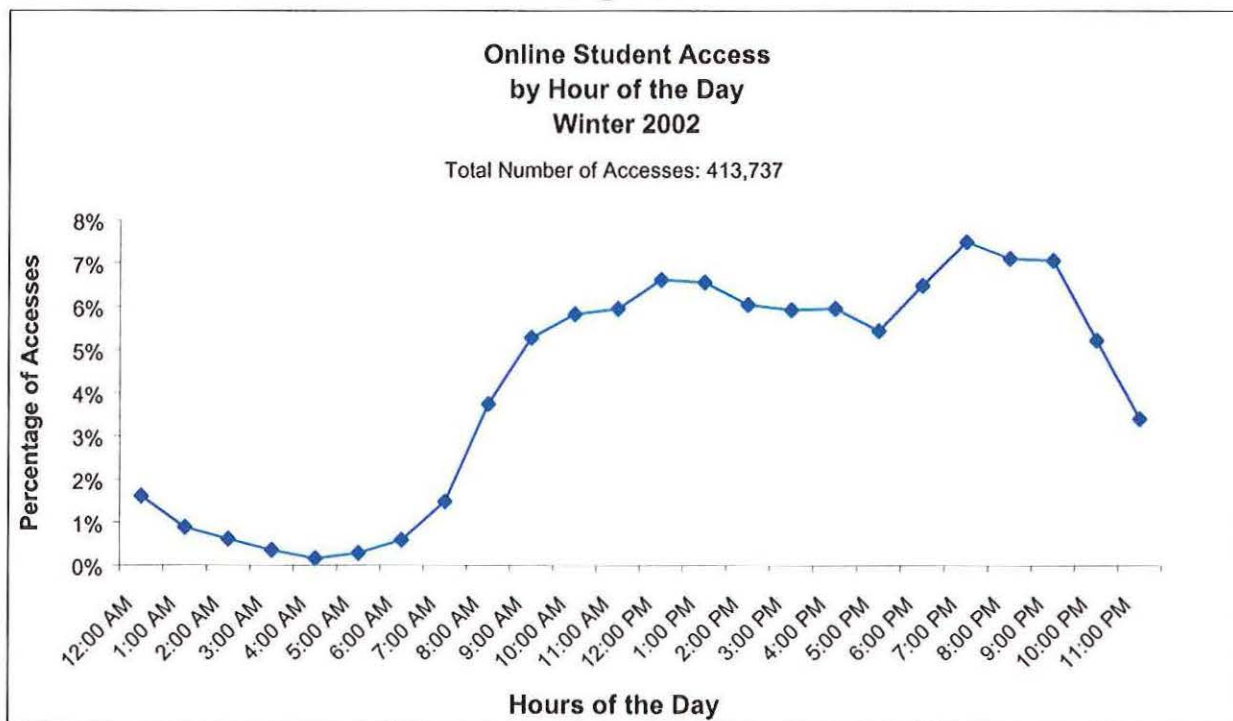
- The majority of accesses that occurred within the Communication Area were to the Discussion Board (86%).

Oakland Community College
Online Student Assessment Report
Blackboard Usage
Winter 2002

FINDINGS

Accesses by Hour of the Day

Figure 3



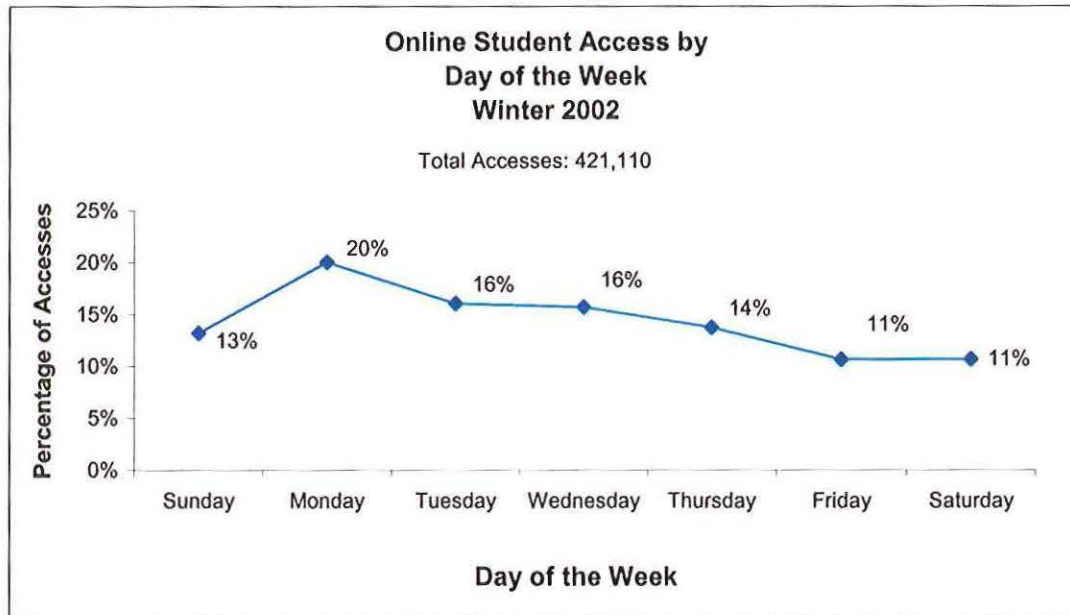
- Most online activity occurred during the afternoon and evening hours, and tapered off after 9 PM. The least amount of online activity occurred during the early morning hours.
- The busiest time during which students accessed Blackboard was between 7:00 and 9:00 PM, with the highest level of activity occurring at 7:00 PM.
- The busiest morning online activity occurred between 10:00 and 11:59 AM, while the heaviest volume of daytime activity occurred between Noon and 1:00 PM.

Oakland Community College
Online Student Assessment Report
Blackboard Usage
Winter 2002

FINDINGS

Accesses by Day of The Week

Figure 4



- During the Winter 2002 semester, online students accessed Blackboard most frequently on Mondays, Tuesdays, and Wednesdays.
- The least amount of online student activity occurred on Fridays and Saturdays during the Winter 2002 semester.

Oakland Community College
 Online Student Assessment Report
 Blackboard Usage
 Winter 2002

APPENDIX

<u>Course Name</u>	<u>Course Code</u>
Principles of Accounting I	ACC251
Principles of Accounting II	ACC252
Environmental Science	BIO150
Introduction to Business	BUS110
System Analysis and Design	CIS153
English Composition I	ENG151
English Composition II	ENG152
Introduction to Literature: Short Story and Novel	ENG171
Professional Communication	ENG220
World Literature II	ENG254
British Literature II	ENG256
Introduction to Shakespeare	ENG276
Applied Psychological Aspects of Fitness and Sports	EXL212
Nutrition	HEA151
Statistics	MAT158
Nursing of Adults II	NUR252
Introduction to Psychology	PSY251



OAKLAND
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**Online Student Assessment
Trend Analysis**

Winter 2002

Prepared by:

**Shari Lisnov
Research Analyst**

April 2003

Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

TABLE OF CONTENTS

EXECUTIVE SUMMARY	5
Introduction.....	5
Background	5
Purpose.....	5
Scope	5
Scope of the courses examined	5
Survey material covered in the Trend Report	5
Data.....	6
Limitations of the Data.....	6
DETAILED FINDINGS	8
Demographic Trends	8
Gender	8
Age.....	9
Ethnicity.....	10
Residency	11
Citizenship.....	12
Curriculum.....	13
Reasons for Attending OCC.....	14
Previous Session Attended	15
Table 1: Percent of Online Students who Attended the Previous Session.....	15
Credit Hour Trends.....	16
Table 2: Mean Credit Hours.....	16
Course Completion Trends.....	17
Blackboard Usage Trends	18
Table 3: Blackboard Areas	18
Access Per Area	19
Access by Hour of the Day.....	20

Oakland Community College
 Online Student Assessment Report
 Trend Analysis
 Winter 2002

TABLE OF CONTENTS

Access by Day of the Week:	21
Survey Analysis Trends	22
How Respondents Learned About the Online Course Offerings	22
Reasons Respondents Enrolled in an Online Course at OCC	23
From Where Respondents Accessed Their Online Course.....	24
Course Material That was Printed	24
Survey Analysis Trends	25
Course Workload	25
Reasons Online Course Took More Time	26
Reasons Online Course Took Less Time.....	27
APPENDIX: LIST OF ONLINE COURSES OFFERED BY TERM.....	28
Table I: Winter 2000 Online Courses.....	28
Table II: Fall 2000 Online Courses	28
Table III: Winter 2001 Online Courses.....	28
Table IV: Fall 2001 Online Courses.....	29
Table V: Winter 2002 Online Courses	30

Oakland Community College
 Online Student Assessment Report
 Trend Analysis
 Winter 2002

TABLE OF FIGURES

Figure 1: Gender of Online Students.....	8
Figure 2: Age of Online Students	9
Figure 3: Ethnicity of Online Students	10
Figure 4: Residency Status of Online Students	11
Figure 5: Citizenship Status of Online Students	12
Figure 6: Frequently Reported Programs of Study	13
Figure 7: Reasons for Attending OCC.....	14
Figure 8: Completion Rates for Online Students	17
Figure 9: Accesses Per Area.....	19
Figure 10: Accesses by Hour of the Day	20
Figure 11: Accesses by Day of the Week.....	21
Figure 12: How Respondents Learned About the Online Course Offerings	22
Figure 13: Reasons Respondents Enrolled in an Online Course at OCC	23
Figure 14: From Where Respondents Accessed Their Online Courses	24
Figure 15: Online Course Workload Compared With Traditional Course Workload ..	25
Figure 16: Reasons Online Course Took More Time	26
Figure 17: Reasons Online Course Took Less Time.....	27

Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

EXECUTIVE SUMMARY

Introduction

Background

This report is a follow-up to the Fall 2000 Online Student Assessment Trend Report. The purpose of that report was to depict trends pertaining to students enrolled in online courses during the Winter 2000 or Fall 2000 semesters. The report's primary objectives were to track changes in data along four different dimensions: student demographics; course completion rates; online activity; and online student profiles conveying student attitudes, opinions, study habits, and preferences.

Purpose

The purpose of this report is to continue monitoring the online student body along the dimensions described above, and to highlight changes that have occurred between the Winter of 2000 and the present.

Scope

Scope of the courses examined

The spectrum of online courses offered at OCC has expanded since the inception of this project. Thus, so has the scope of the analysis. In the Winter of 2000 and Fall of 2000, only three courses were examined, and all fell under the same curriculum heading -- English. In contrast, subsequent to those semesters, courses representing a variety of academic disciplines have been added to the list under consideration.¹

Survey material covered in the Trend Report

The Online Student Assessment Survey was conducted three times in total. First, following the Winter term of 2000, second, following the Fall term of 2000, and third, following the Winter term of 2002. The results presented in *the Survey Analysis Trends* section of this report reflect those respective time periods.

Additional survey items have been added to the Winter 2002 version of the questionnaire. These accommodate the expanded course selection and answer new research questions that arose after the onset of this project. Since these items are not applicable to prior semesters, they are not discussed in this report. However, they can be found in the Winter 2002 Survey Analysis Report.

¹ See Appendix for a list of online courses offered by term.

Oakland Community College
 Online Student Assessment Report
 Trend Analysis
 Winter 2002

EXECUTIVE SUMMARY (CONTINUED)

Data

Data were derived from the following sources: student demographic information was derived from official One-Tenth-Day student records; course completion rates were derived from official End-of-Session student records; online activity data were derived from Blackboard; and online student profiles were derived from the Online Student Assessment Survey.

Data represent students who were enrolled in at least one online course within the 2 ½ year period beginning Winter of 2000 and ending Winter of 2002.

Sample sizes for the respective terms are presented below.

<u>Term</u>	<u>Sample Size</u>
Winter 2000	N=61
Fall 2000	N=158
Winter 2001	N=264
Fall 2001	N=354
Winter 2002	N=434

Limitations of the Data

Blackboard data

Due to a transition to a new Blackboard Version, data regarding student access to Blackboard was not available for the Winter 2001 term; thus, the Trend Analysis excludes data from this semester.

Variation in online course offerings

The intent of this study is to present data on a macro level. Therefore, individual online courses have not been extracted in the analysis, or discussed in the findings. This poses some limitations to the conclusions drawn from the results, including applicability of overall results to individual courses, and assumptions regarding differences among semesters.

Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

EXECUTIVE SUMMARY (CONTINUED)

Applicability of overall results to individual courses

Data from the individual online courses are combined into one average or percentage distribution for each variable. The findings represent the group as a whole, and are not necessarily applicable to individual online courses. It is up to instructors and other interested parties to determine the relevance of each finding to the particular online course.

As more online course sections are added, more data will become available. Consequently, sample sizes will be large enough to divide and analyze by subgroups (classified by course type), without singling out individual courses. This will enable interested parties to draw more straightforward conclusions about the findings as they pertain to a particular type of online course.

Assumptions regarding differences among semesters

Comparing results across semesters must be done with caution, because differences that emerge may be due to several factors. These include disparities between sample sizes (sample size, in this case, refers to the number of online students enrolled in the semester), or inconsistencies in the mix of online courses offered across semesters.

Disparity between sample sizes. The online student sample sizes during the earlier semesters, when the online program was still in its introductory phase, were smaller than the sample sizes of later semesters. This may have influenced the comparability of the descriptive statistics -- summary data such as percentage distributions and means -- from one semester to the next.

Inconsistency in the mix of online courses offered from one semester to another. Inconsistencies in course offerings make it more difficult to draw conclusions about why results differ across semesters. For example, if there were a decrease in the proportion of men enrolled in the subsequent semester, one possible explanation would be that fewer men are interested in online courses. However, factors related to the variation in course offerings may have driven the change. There may have been, for example, an increase in the number of women enrolled in the subsequent semester due to the addition of an online nursing course.

These limitations will likely diminish over time as the online curriculum at OCC becomes more fully developed, and the online course selection stabilizes.

Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

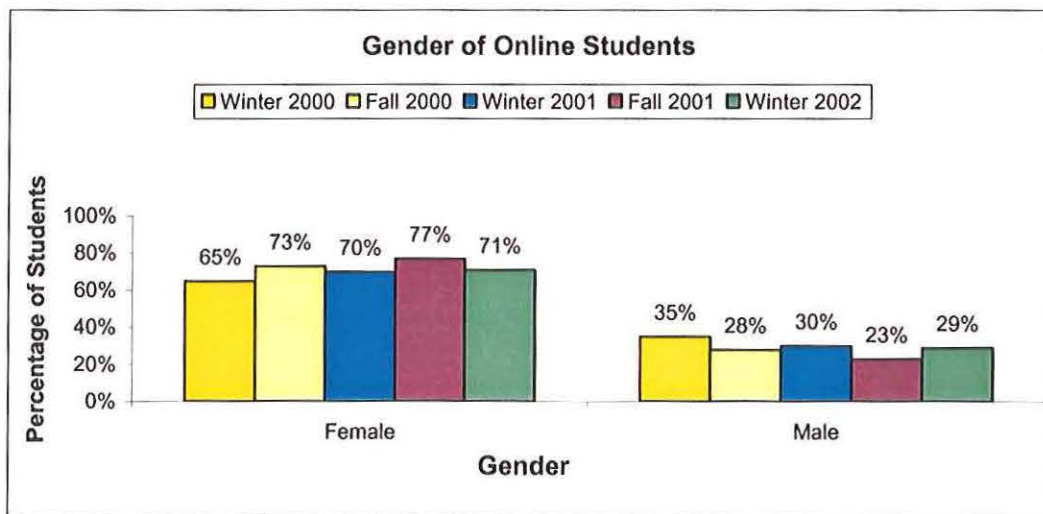
DETAILED FINDINGS

Following is a set of charts presenting the trends of data across semesters for each variable. A summary is presented underneath each chart, explaining the findings in more detail.

Demographic Trends

Gender

Figure 1



- Consistently, more women than men have enrolled in online courses (roughly seven-in-ten online enrollees are women).

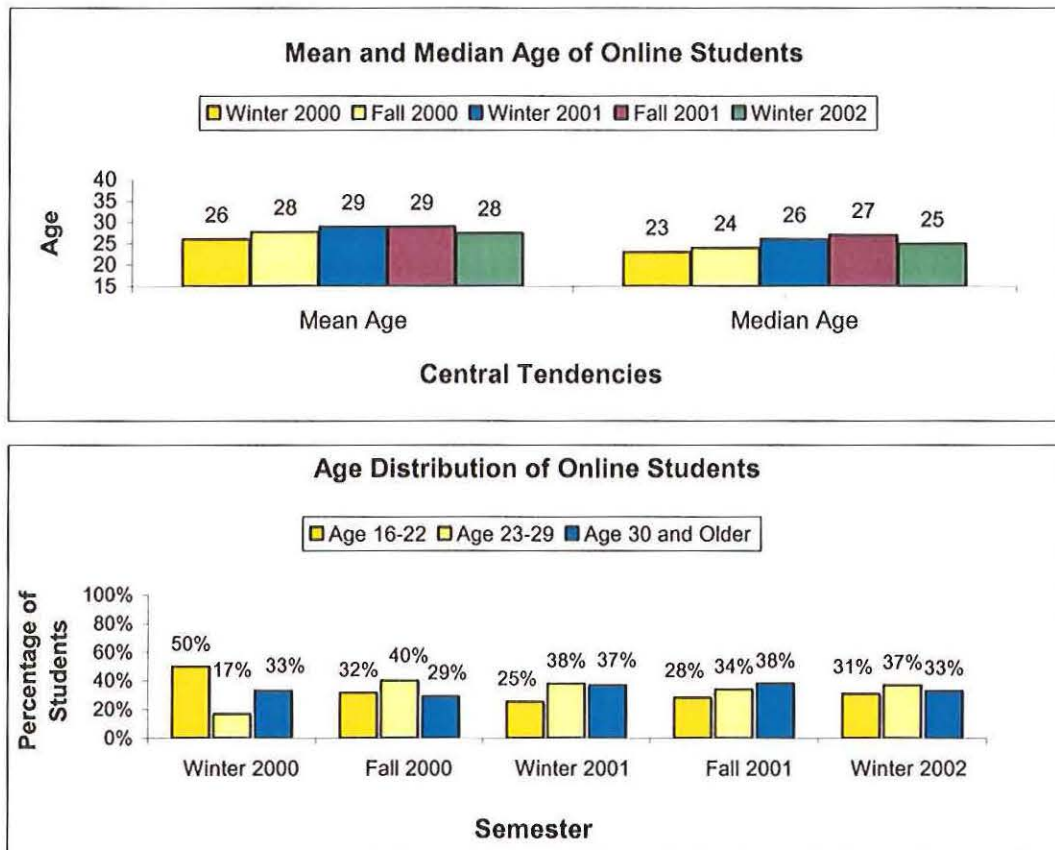
Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

DETAILED FINDINGS (CONTINUED)

Demographic Trends

Age

Figure 2



- The mean age of online students has remained relatively stable (in the late twenties) over the past two years.
- Roughly one-third of OCC online students are age thirty or older.
 - Further analysis revealed that women are more likely to be age 30 or older, and men are more likely to be between the ages of 16 and 22 (gender differences not shown).
- Generally speaking, the modal age of online students has remained at 21 (in Winter 2000 the modal age was 19, and in Winter 2002 there were two modal ages: 21 and 22)².

² The modal age is the age that occurred most frequently within the sample; Modal age was not illustrated in the charts.

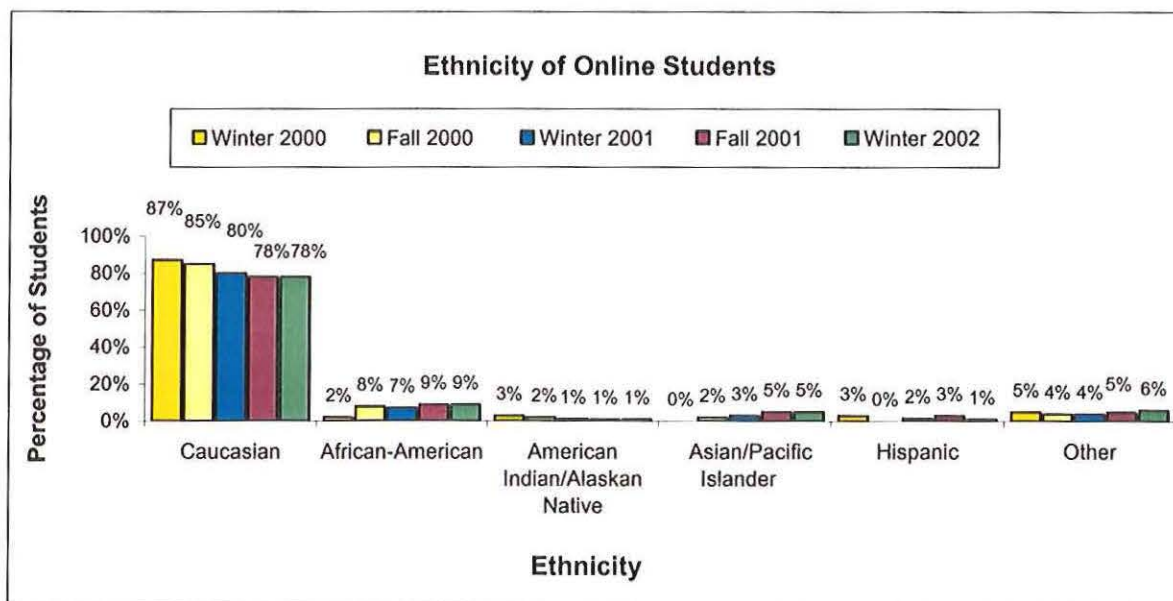
Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

DETAILED FINDINGS (CONTINUED)

Demographic Trends

Ethnicity

Figure 3



- During the online program's first year of implementation, the online student body comprised a higher percentage of Caucasians (87% during Winter 2000 and 85% during Fall 2000). Between Winter 2001 and present, the percentage of Caucasians has remained at roughly eight-in-ten.
- The proportion of online students represented by African Americans has remained relatively consistent since the Fall 2000 semester, at just under one-in-ten.
- The proportion of Asian/Pacific Islander students enrolled in online courses has increased steadily from zero to one-in-twenty since the Winter 2000 semester.

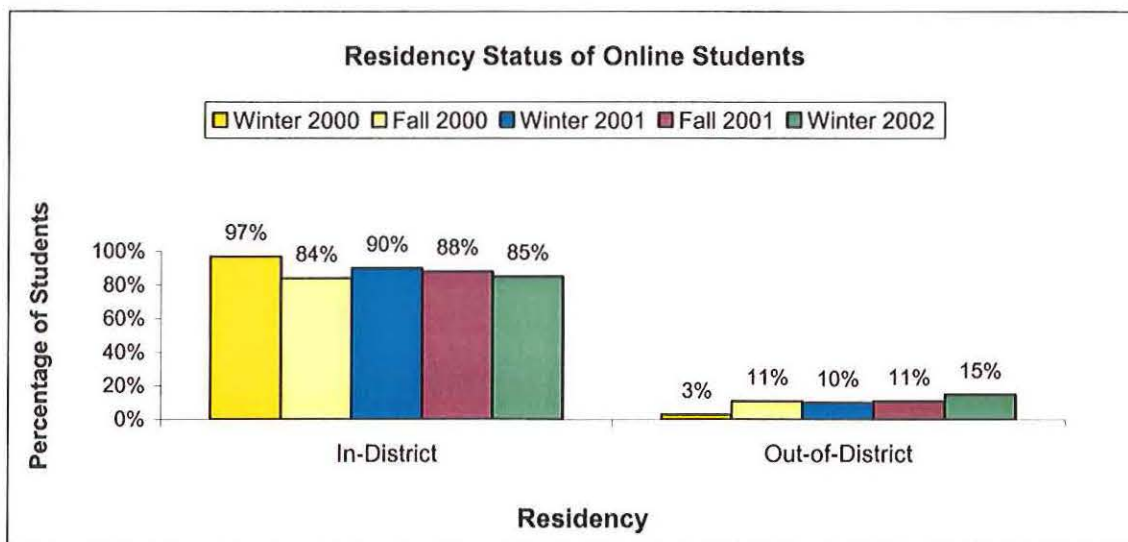
Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

DETAILED FINDINGS (CONTINUED)

Demographic Trends

Residency

Figure 4



- Regardless of term in-district individuals represent the majority of online students.
- The percentage of out-of-district online students increased from 3% in the Winter of 2000 to 15% in the Winter of 2002.

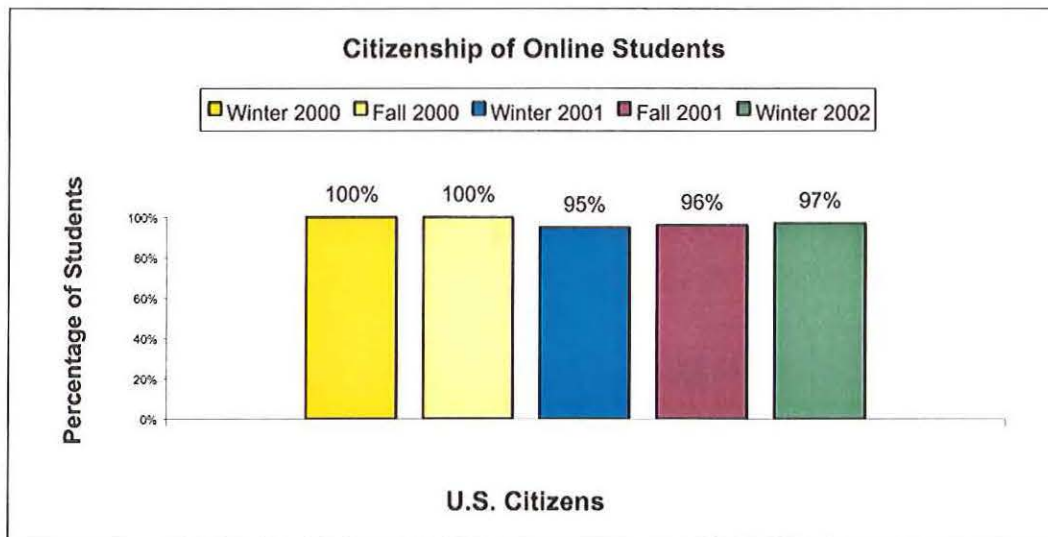
Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

DETAILED FINDINGS (CONTINUED)

Demographic Trends

Citizenship

Figure 5



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

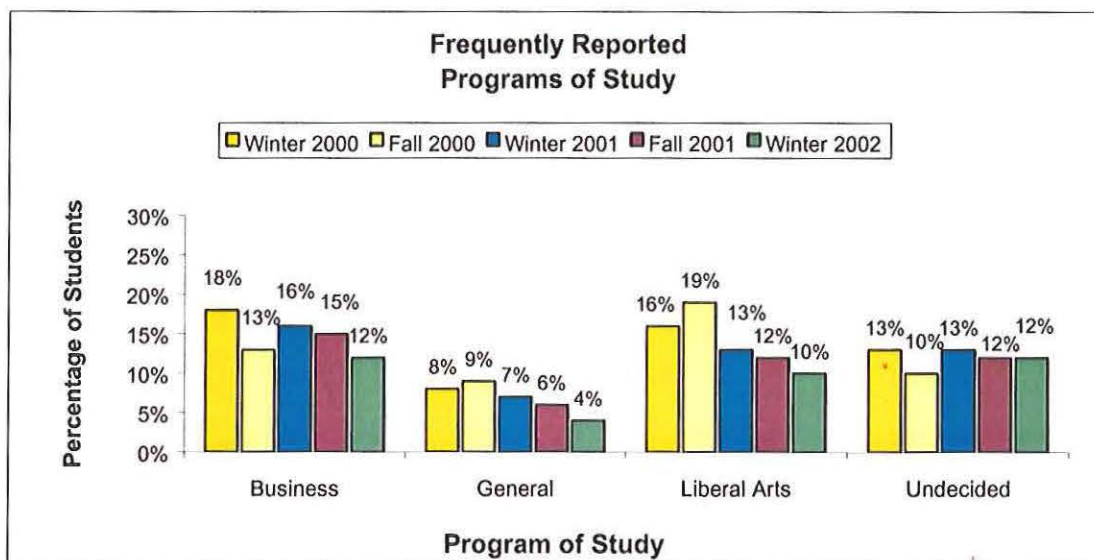
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Online Student Assessment Report
Trend Analysis
Winter 2002

DETAILED FINDINGS (CONTINUED)

Demographic Trends

Curriculum

Figure 6



- Between the Fall of 2000 and the Winter of 2002, the proportion of online students who declared General Studies or Liberal Arts as a major decreased.
- For the past three semesters, Business has remained the top declared program of study by online students. However, the percentage declaring Business as a major has declined during that time.

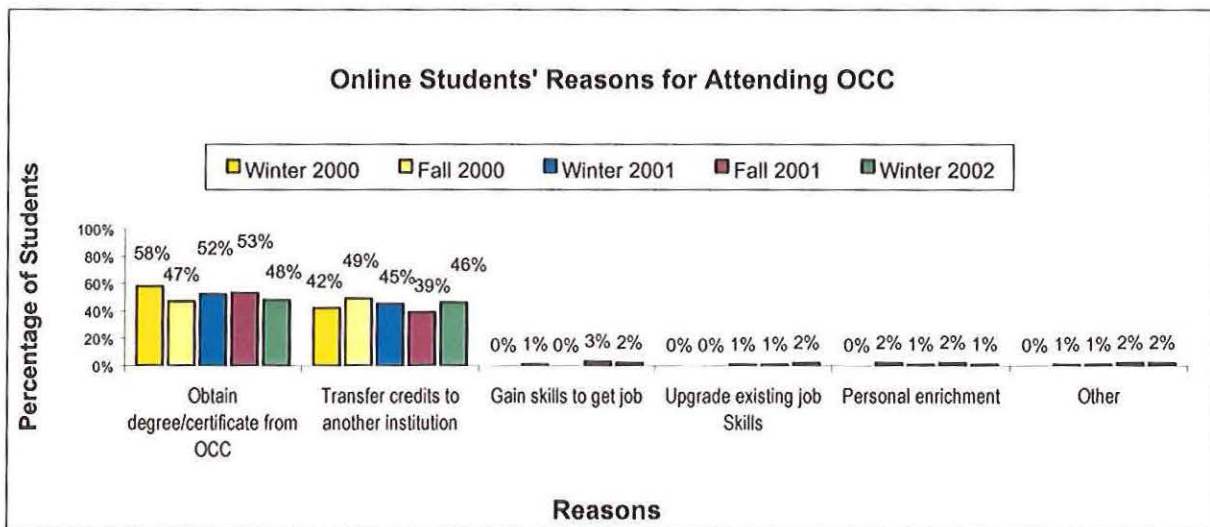
Oakland Community College
 Online Student Assessment Report
 Trend Analysis
 Winter 2002

DETAILED FINDINGS (CONTINUED)

Demographic Trends

Reasons for Attending OCC

Figure 7



- The percentage of online students planning to obtain a degree from OCC dropped slightly between the Fall of 2001 and the Winter of 2002. The percentage of online students intending to transfer OCC credits to another institution increased during that time period.

**Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002**

DETAILED FINDINGS (CONTINUED)

Demographic Trends

Previous Session Attended

Table 1: Percent of Online Students who Attended the Previous Session³

Previous Session if Any	Winter 2000 N=61	Fall 2000 N=158	Winter 2001 N=264	Fall 2001 N=354	Winter 2002 N=434
No Previous Session	2%	17%	6%	10%	11%
Prior to Winter 1999	12%	4%	4%	3%	4%
Winter 1999	10%	2%	1%	1%	1%
Spring 1999	8%	2%	0	0	0
Summer 1999	2%	0	0	0	0
Fall 1999	66%	4%	1%	1%	0
Winter 2000	N/A	26%	4%	3%	1%
Spring 2000	N/A	34%	5%	1%	1%
Summer 2000	N/A	11%	2%	0	0
Fall 2000	N/A	N/A	77%	6%	1%
Winter 2001	N/A	N/A	N/A	26%	6%
Spring 2001	N/A	N/A	N/A	36%	4%
Summer 2001	N/A	N/A	N/A	13%	2%
Fall 2001	N/A	N/A	N/A	N/A	69%

- The majority (90%) of students participating in an online course at OCC during the Fall 2001 semester had previously attended OCC, most within the year (26% during Winter 2001, 36% during Spring 2001, and 13% during Summer 2001); ten percent (10%) had not enrolled in previous coursework at OCC.
- Similarly, the majority (89%) of students participating in an online course at OCC during the Winter 2001 semester had previously attended OCC, most within the preceding Fall Semester (69% during Fall 2001); eleven percent (11%) had not enrolled in previous coursework at OCC.

³ Whether previously enrolled in traditional or online classes.

Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

DETAILED FINDINGS (CONTINUED)

Demographic Trends

Credit Hour Trends

Table 2: Mean Credit Hours

Semester	N	Mean Credit Hours Enrolled in Current Term	Mean Total Credit Hours Attempted To-Date	Mean Total Credit Hours Earned To-Date
Winter 2000	61	9	20	19
Fall 2000	158	9	19	18
Winter 2001	264	9	29	27
Fall 2001	354	9	28	27
Winter 2002	434	8	31	30

- The mean *total* credit hours attempted and *total* credit hours earned by online students increased between Fall 2001 and Winter 2002 (from 28 to 31, and from 27 to 30, respectively).⁴
- The sharpest increase in mean credit hours attempted and credit hours earned by online students occurred between Fall 2000 and Winter 2001 (from 19 to 29, and from 18 to 27, respectively). This increase coincides with an increase in the number and types of online courses offered at OCC.

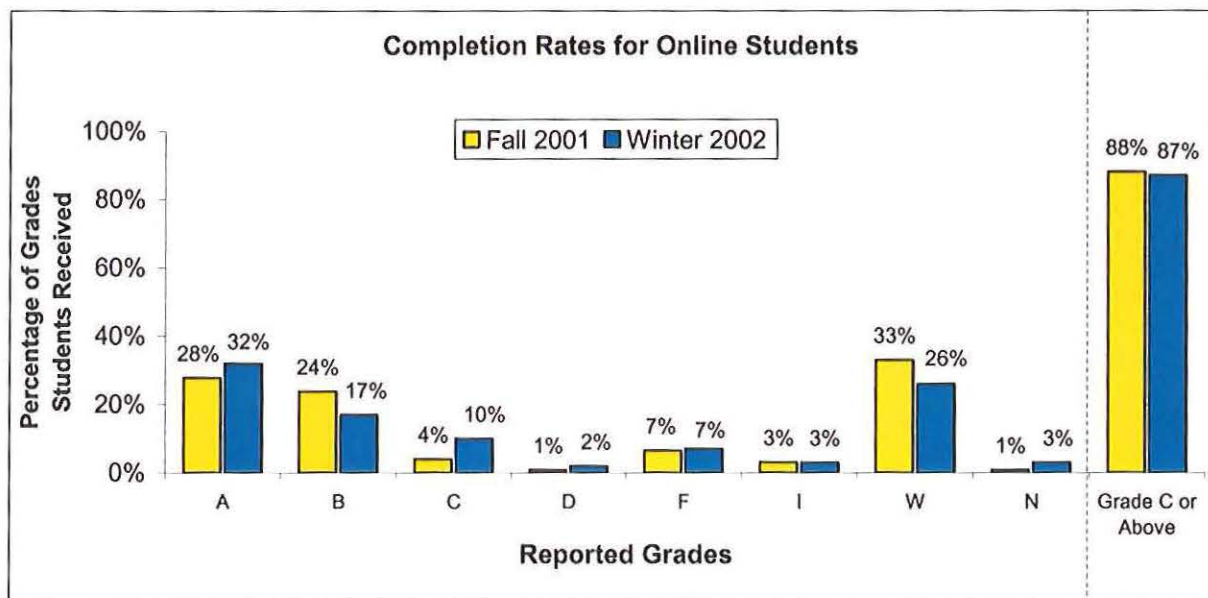
⁴ Total credit hours refer to the cumulative number of credit hours attempted or earned since initial enrollment at OCC.

Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

DETAILED FINDINGS (CONTINUED)

Course Completion Trends

Figure 8



Note. I = Incomplete, W = Withdrawal, and N = Non-attendant.

- More students dropped their online courses in the Fall of 2001 than in the Winter of 2002 (33% and 26%, respectively).⁵
- Of those online students who received an actual grade ('A' through 'F'), more than eight-in-ten achieved a 'C' or better, regardless of term.

⁵ Percentages to the left of the dotted line (see Figure 8) are out of all online students; percentages to the right of the dotted line are out of online students who received a grade of 'A' through 'F'.

**Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002**

DETAILED FINDINGS (CONTINUED)

Blackboard Usage Trends

Blackboard monitors online activity of students by recording movement within the Blackboard environment once a student logs onto the software. Each movement to a new page is provided with a date and time stamp, and recorded as a "hit" to the virtual area housing that page. This allows Blackboard to provide summary statistics of total activity over a specified time period which can be expressed in various units of measurement, including activity per area, time of the day, and day of the week.

The Blackboard environment is divided into four main virtual areas based on functionality: the Content Area, Communications Area, Group Area, and Student Area. The functions and tools that constitute each area are listed in the table below.

Table 3: Blackboard Areas

Area	Feature
Content Area	Assignments
	Course Documents
	Course Information
	External Links
	Staff Information
Communication Area	Email
	Discussion Board
	Virtual Chat
	Virtual Classroom
	Student Roster
Group Area	Email
	Virtual Chat
	Digital Drop Box
	Check Grade
Student Area	Edit Homepage
	Search
	Student Drop Box
	Student Calendar
	Other Student Tools

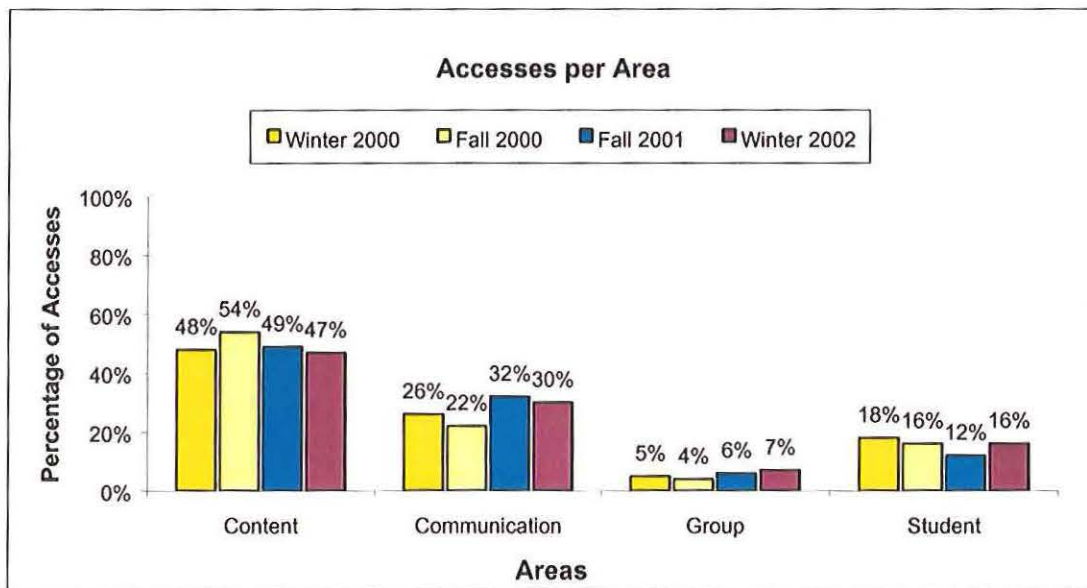
Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

DETAILED FINDINGS (CONTINUED)

Blackboard Usage Trends

Access Per Area

Figure 9



- Regardless of term, the area most frequently accessed by online students was the Content Area. The area accessed least by online students was the Group Area.
- Access to the Content Area decreased slightly between Fall 2000 and Fall 2001 (from 54% to 49%), while access to the Communication Area increased during that time period (from 22% to 32%).
- The Student Area consistently remained the third most frequently accessed area between Winter 2000 and Winter 2002, though the frequency of access fluctuated from one semester to another.

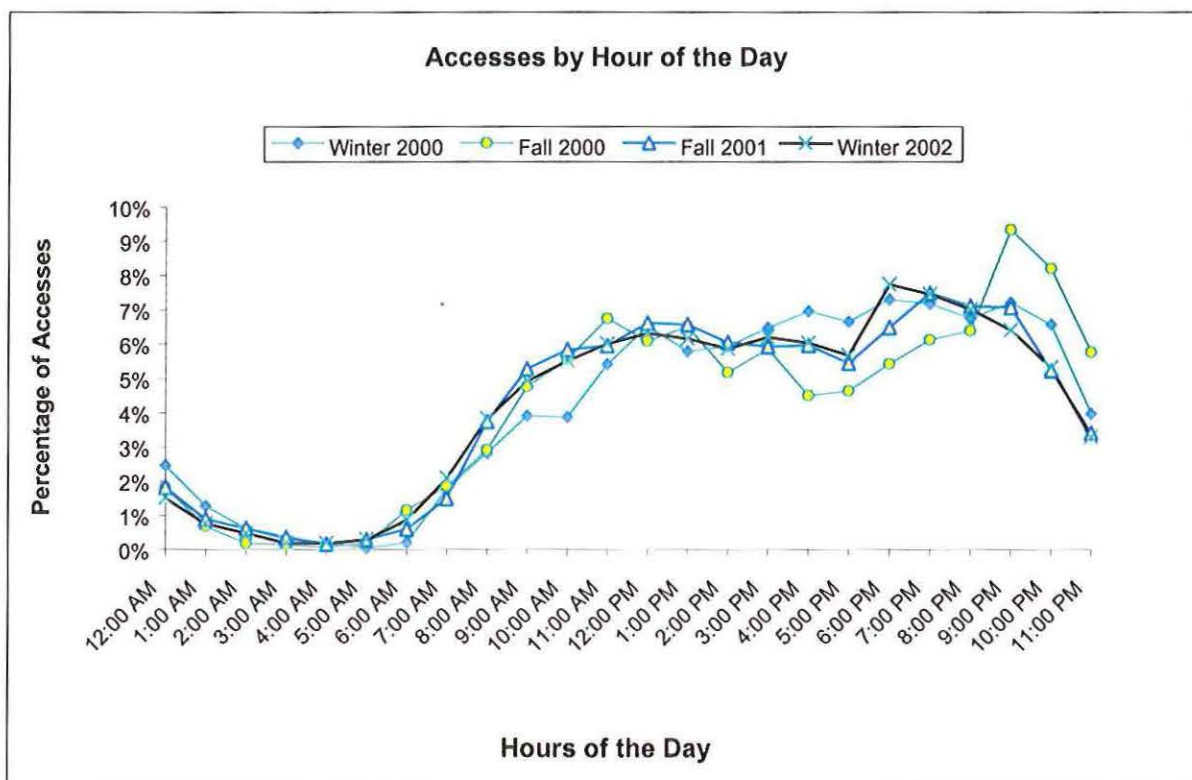
Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

DETAILED FINDINGS (CONTINUED)

Blackboard Usage Trends

Access by Hour of the Day

Figure 10



- Regardless of term, online students accessed Blackboard more frequently during the afternoon and evening hours than morning hours.
- During the Fall 2001 term, the highest volume of online activity occurred between 7 PM and 9 PM (7.6% of total accesses occurred at 7 PM, 7.1% occurred at 8 PM, and 7.1% occurred at 9 PM). The lowest volume of online activity occurred during the early morning hours.
- During the Winter 2002 term, online activity was busiest between 6 PM and 8 PM (7.7% of total accesses occurred at 6 PM, 7.5% occurred at 7 PM, and 7.0% occurred at 8 PM). Consistent with the Fall 2001 term, the lowest volume of online activity occurred during the early morning hours.

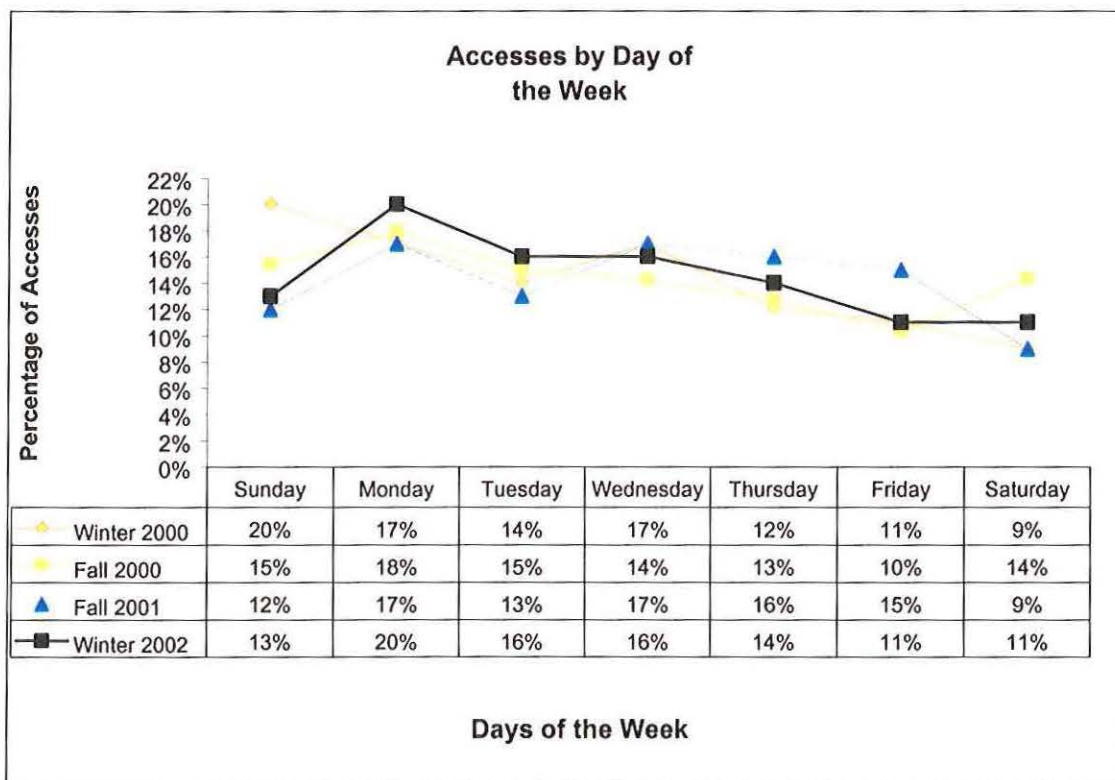
Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

DETAILED FINDINGS (CONTINUED)

Blackboard Usage Trends

Access by Day of the Week:

Figure 11



- During the Fall 2001 semester, Blackboard experienced the highest volume of online activity on Mondays (17%) and Wednesdays (17%). The lowest level of online activity occurred on Saturdays (9%) and Sundays (12%).
- During the Winter 2002 semester, Blackboard experienced the highest volume of online activity on Mondays (20%), followed by Tuesdays and Wednesdays (16%). The least amount of online activity occurred on Fridays (11%) and Saturdays (11%).

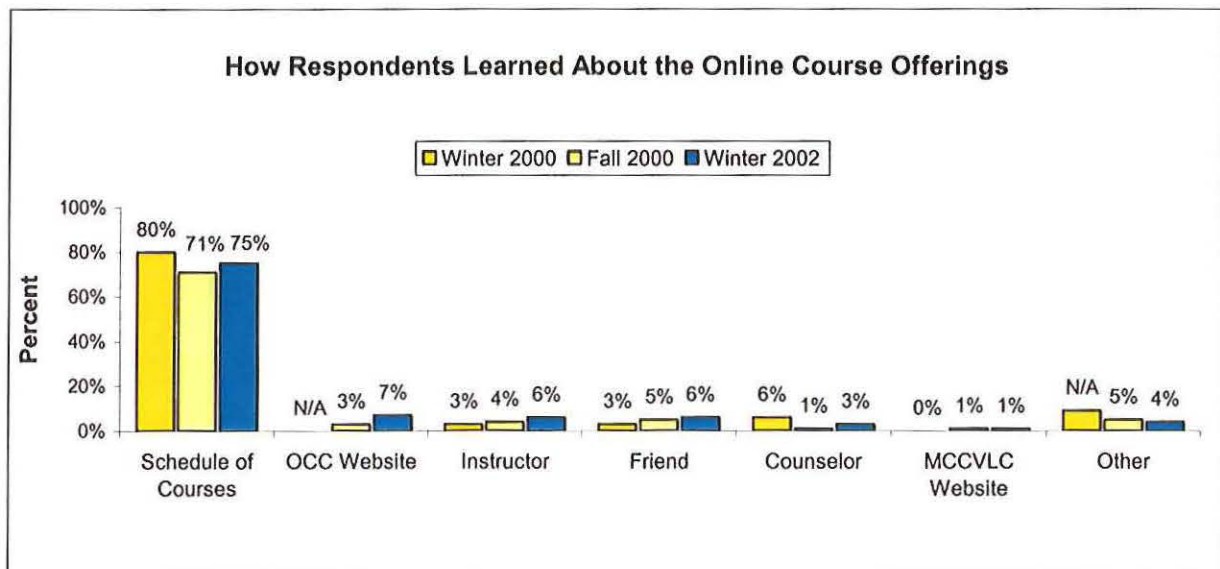
Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

DETAILED FINDINGS (CONTINUED)

Survey Analysis Trends

How Respondents Learned About the Online Course Offerings

Figure 12



- The Schedule of Courses continues to be the primary source from which students learn about OCC online course offerings.
- The percentage of respondents who became aware of online courses from the OCC Web Site increased from 3% in Fall 2000 to 7% in Winter 2002.
- There has been a slight increase in the percentage of respondents who learned about the online courses from an instructor or friend. The percentage of respondents referred by a counselor fluctuated between Winter 2000 and the present.

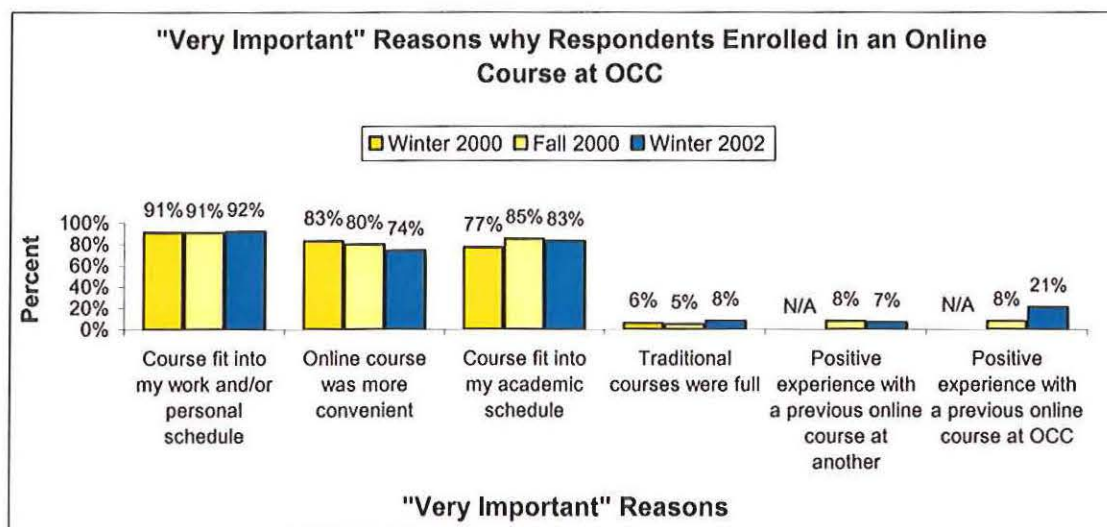
Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

DETAILED FINDINGS (CONTINUED)

Survey Analysis Trends

Reasons Respondents Enrolled in an Online Course at OCC

Figure 13



- The majority of students cited schedule compatibility (work, personal, or academic) and convenience as the top reasons for enrolling in an online course at OCC. This finding is consistent with prior semesters.
- Since the Fall term of 2000, the percentage of respondents who cited positive experience with a previous online course at OCC as an important reason has risen sharply.

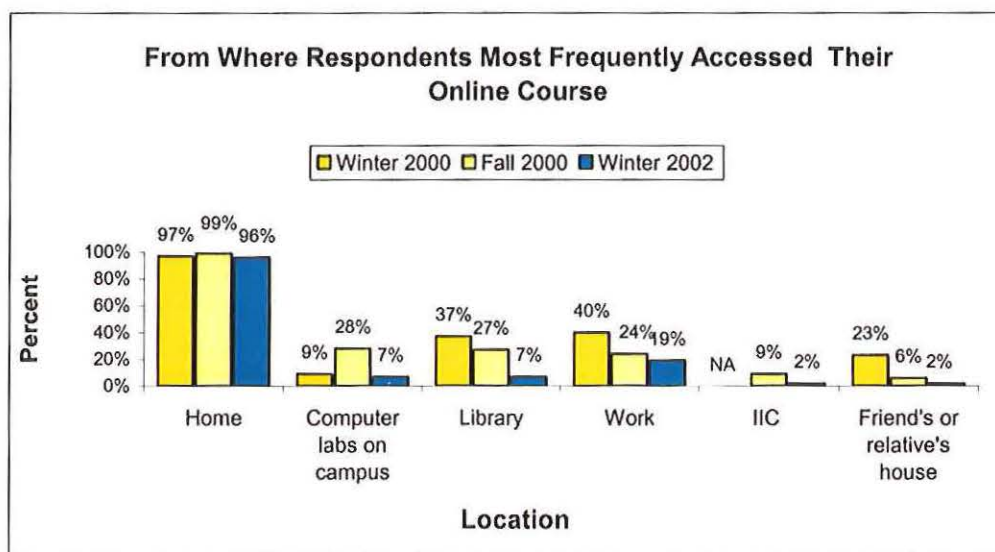
Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

DETAILED FINDINGS (CONTINUED)

Survey Analysis Trends

From Where Respondents Accessed Their Online Course

Figure 14



- Regardless of term, the majority of respondents (96% in Winter 2002) accessed their online courses from home.
- Between Fall 2000 and Winter 2002 there was a sharp decline in library and computer lab access to online courses.
- Fewer respondents accessed their online courses from the Individualized Instruction Center (IIC), workplace, or a friend's or relative's house than in previous semesters.

Course Material That was Printed

- The amount of course material respondents printed increased. During the Winter 2002 term, 80% printed at least half of their course material throughout the term (versus 69% during the Winter 2000 term, and 60% during the Fall 2000 term).

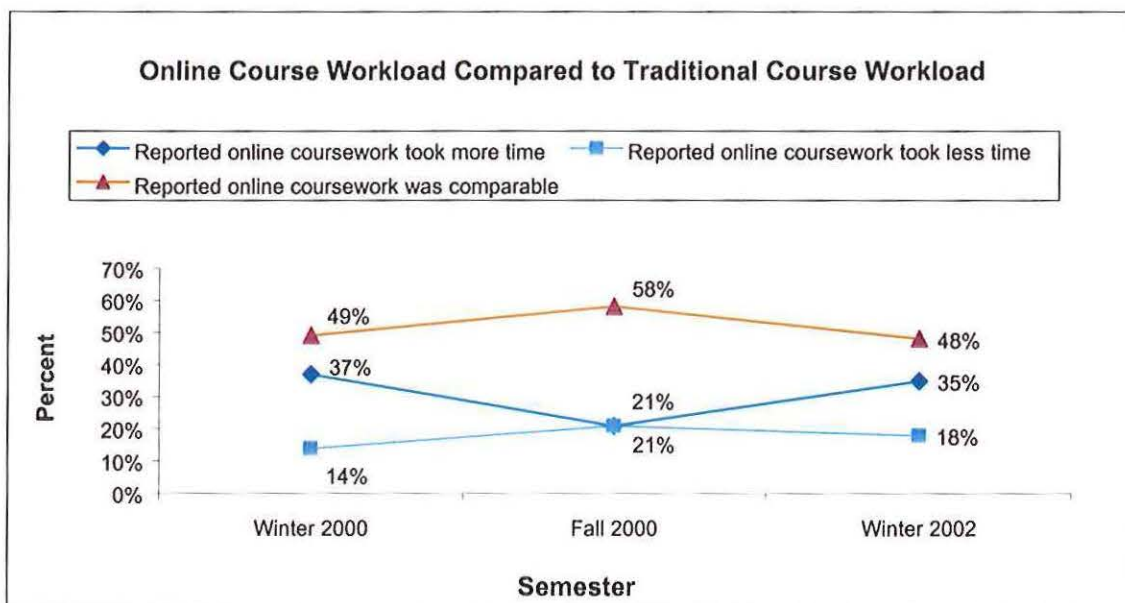
Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

DETAILED FINDINGS (CONTINUED)

Survey Analysis Trends

Course Workload

Figure 15



- The comparisons respondents made between traditional course workload and their current online course workload for Winter 2002 were similar to those reported by Winter 2000 survey participants. Nearly one-half (48%) of survey participants reported their online course workload was comparable to that of a traditional course, while just over one-third (35%) reported their online courses took more time than other courses.

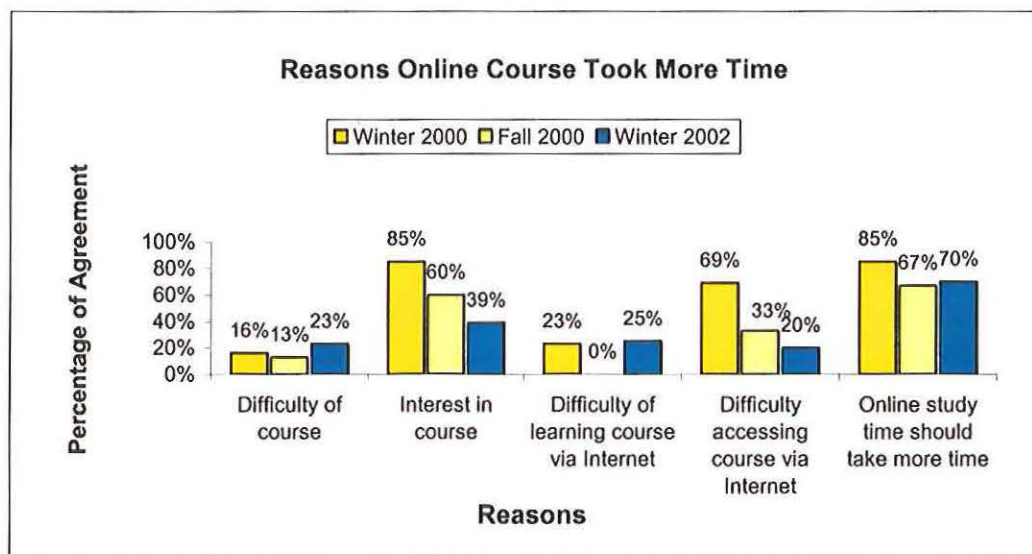
Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

DETAILED FINDINGS (CONTINUED)

Survey Analysis Trends

Reasons Online Course Took More Time

Figure 16



- Consistent with previous semesters, the most noted reason for online courses taking **more** time than traditional courses was that respondents thought online studying should take more time.
- During the Winter of 2002, fewer respondents than in previous semesters felt that their online course took **more** time due to interest in the course or difficulty accessing the course via the Internet. A larger percentage attributed the heavier workload to difficulty of the course itself or difficulty learning the course via the Internet.

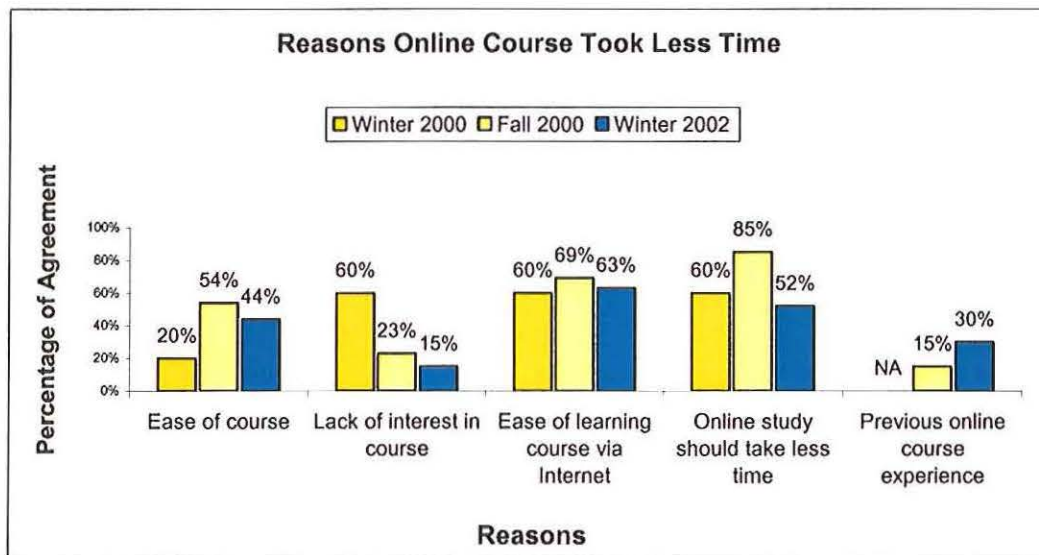
Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

DETAILED FINDINGS (CONTINUED)

Survey Analysis Trends

Reasons Online Course Took Less Time

Figure 17



- The percentage of respondents attributing their online course taking **less** time to their previous experience with an online course doubled from the Fall of 2000 to the Winter of 2002 (from 15% to 30%). The percentage of respondents attributing the lighter workload to ease of the course, lack of interest in the course, or the notion that "online study should take less time" declined.

Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

APPENDIX: LIST OF ONLINE COURSES OFFERED BY TERM⁶

Table I: Winter 2000 Online Courses

<u>Course Name</u>	<u>Course Code</u>
English Composition I	ENG151
English Composition II	ENG152

Table II: Fall 2000 Online Courses

<u>Course Name</u>	<u>Course Code</u>
English Composition I	ENG151
English Composition II	ENG152
Introduction to Shakespeare	ENG275

Table III: Winter 2001 Online Courses

<u>Course Name</u>	<u>Course Code</u>
Principles of Accounting I	ACC251
Environmental Science	BIO150
Introduction to Business	BUS110
System Analysis and Design	CIS153
English Composition I	ENG151
English Composition II	ENG152
World Literature II	ENG254
Introduction to Shakespeare	ENG276
Nutrition	HEA151
Statistics	MAT158

⁶ Due to scheduling changes that occurred subsequent to the printing of the Schedule of Courses, the final list of online courses was provided by SCT.

Oakland Community College
 Online Student Assessment Report
 Trend Analysis
 Winter 2002

APPENDIX: LIST OF ONLINE COURSES OFFERED BY TERM (CONTINUED)

Table IV: Fall 2001 Online Courses

<u>Course Name</u>	<u>Course Code</u>
Principles of Accounting I	ACC251
Environmental Science	BIO150
Introduction to Business	BUS110
System Analysis and Design	CIS153
English Composition I	ENG151
English Composition II	ENG152
World Literature I	ENG253
British Literature I	ENG255
Introduction to Shakespeare	ENG275
Nutrition	HEA151
Statistics	MAT158

Oakland Community College
Online Student Assessment Report
Trend Analysis
Winter 2002

APPENDIX: LIST OF ONLINE COURSES OFFERED BY TERM (CONTINUED)

<u>Course Name</u>	<u>Course Code</u>
Principles of Accounting I	ACC251
Principles of Accounting II	ACC252
Environmental Science	BIO150
Introduction to Business	BUS110
System Analysis and Design	CIS153
English Composition I	ENG151
English Composition II	ENG152
Introduction to Literature: Short Story and Novel	ENG171
Professional Communication	ENG220
World Literature II	ENG254
British Literature II	ENG256
Introduction to Shakespeare	ENG276
Applied Psychological Aspects of Fitness and Sports	EXL212
Nutrition	HEA151
Statistics	MAT158
Nursing of Adults II	NUR252
Introduction to Psychology	PSY251