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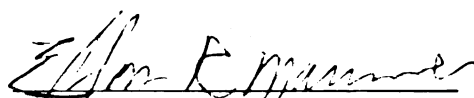
A Study of Student Demographics, Class  
Scheduling, Weekend Program Offerings,  
And Their Relationship For An Urban Based  
Multi-Campus Community College

presented by

Stephen Lee Goddard

has been accepted towards fulfillment  
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A STUDY OF STUDENT DEMOGRAPHICS, CLASS SCHEDULING,  
WEEKEND PROGRAM OFFERINGS, AND THEIR RELATIONSHIP  
FOR AN URBAN BASED MULTI-CAMPUS COMMUNITY COLLEGE

By

Stephen Lee Goddard

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1993

## ABSTRACT

### A STUDY OF STUDENT DEMOGRAPHICS, CLASSES SCHEDULING, WEEKEND PROGRAM OFFERINGS, AND THEIR RELATIONSHIP FOR AN URBAN BASED MULTI-CAMPUS COMMUNITY COLLEGE

By

Stephen L. Goddard

The purpose of this study was to determine student demographics, scheduling preferences, perceived need for weekend programs, and the relationships between the first three factors of resident and non-resident students who attend Oakland Community College in Oakland County, Michigan. Of specific interest to the researcher was the identification of four factors which could bare on the institutions ability to meet its students needs. The first factor being the demographics of the students on each of the five Oakland Community College campuses. Second, the students perception of the need for alternative scheduling formats. Third, the students perception of the need for Oakland Community College to host a Weekend College offering traditional two year community college curriculum as well as articulated baccalaureate and graduate programs sponsored by four year institutions. Finally to determine the relationships between the first three factors and their impact upon each of Oakland Community College's five campuses.

Stephen L. Goddard

Questionnaires will be sent to randomly selected classes at all of Oakland Community Colleges campuses. The selection of classes to be surveyed will represent the four most commonly used delineations of classes: day sections (8:00am - noon), afternoon sections (1:00pm - 5:00pm), evening sections (6:00pm - 10:00pm), and by arrangement classes.

Analysis of the data received from the questionnaires will provide information which hopefully will be valuable to Oakland Community College, other urban based multi-campus community colleges, and four year institutions.

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**STEPHEN L. GODDARD**

**1993**

To Mary

Your strength, support, and sacrifice  
have given me the inspiration to pursue  
and complete this dream.

## ACKNOWLEDGMENTS

If it had not been for the support of my wife, Mary, through the long days and late nights which were required this degree would never have been possible. Thanks to my daughter Erin and my son Ken, my loving children, who always smiled and were happy to see their student/father.

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without your support and encouragement during my early years  
I would never have learned to finish what I started.

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## **CHAPTER I**

### **INTRODUCTION TO THE PROBLEM AND THE STUDY**

Oakland Community College (OCC) is an urban-based multi-campus two year institution chartered in 1964 by the electorate of Oakland County, Michigan. Classes began at two campus sites with an opening enrollment of 3,860 students in the fall of 1965. By the fall of 1989 Oakland Community College had expanded to five campuses with several extension services and a student population of more than 28,000 students. This represented a 700% increase in enrollment over twenty-four years. Enrollment for the fall 1991 term reached 29,084 (1).

The OCC district encompasses 900 square miles and a population in excess of 1,112,000. OCC is an open-door institution of higher education. Admission to credit classes is available to all high school graduates, to transferring students, and to anyone 18 years of age or older. A selection process is necessary in certain specialized programs. Among its program offerings are pre-professional transfer associate degrees, career associate degrees, certificate programs, and an associate degree in general studies.

#### **STATEMENT OF THE PROBLEM**

The primary student population served by the urban based

multi-campus of OCC resides within Oakland County.

Demographic trends indicate that the student population OCC serves is changing. Increased enrollments are projected in the 35 and over age group. Female enrollment is anticipated to surpass 58% of the total students enrolled. In the coming years there will be a considerable number of potential students in the 35-50 year old age bracket.

Since 1974 OCC has used a scheduling and program format, designed to meet the needs of a more traditional high school age graduating student. Determining the changing needs for the current older, female dominated, working adult student population could be a key to maintaining current enrollment and program stability. OCC could well meet the challenge of this new student community by offering alternative scheduling formats and such non-traditional approaches as a weekend programming concept, in addition to continuing currently successful programs and the development of new programs at the college.

#### **PURPOSE OF THE STUDY**

The purpose of this research is fourfold: (1) to determine specific demographic factors with respect to the students currently attending OCC's five campuses, (2) to determine if OCC needs to alter its current scheduling practices (on each of its five campuses) and institute a Weekend-College to better meet students perceived need for more flexible scheduling, (3) to determine whether or not

students currently enrolled perceive a need for OCC to expand and/or change its present variety of program offerings to also include articulated baccalaureate and graduate degree programs sponsored by four year institutions, (4) to determine what, if any, correlations exist between any or all of these findings which could provide the college with some useful insights for appropriate class scheduling and curriculum planning.

**DEMOGRAPHICS:**

Data from the survey will provide information specific to the types of students who are attending each of the five OCC campuses. Students perceptions of educational and professional background and goals, family responsibilities, reasons for enrolling, and types of assistance required will be questioned.

**SCHEDULING:**

The survey will identify any interest by currently enrolled students in alternate forms of scheduling on each of OCC's five campuses. Specific questions have been included to determine the amount of interest students have in a Weekend-College, as well as what population it would serve. The survey includes questions to determine what impact participation in a Weekend-College would have on the enrollment in the Weekday-College at each of the five campuses.

**PROGRAMMING:**

The survey will identify current OCC programs which if

offered by the Weekend-College would be of interest to students on each of the five OCC campuses. Also included in the survey will be questions designed specifically to determine student interest in articulated upper division programs, graduate programs, and general interest courses.

#### **RELATIONSHIPS:**

The last portion of the study will be an attempt to determine what specific relationships exist among the three areas. The dependent variable in the analysis of the relationships will be the perceptions of the currently enrolled students on each of the five campuses. In studying the relationships, the independent variable will be the demographics of the currently enrolled students on each of the five OCC campuses. If it is determined that there are specific trends, then OCC will have specific data on which to address the needs of the student community.

It is hoped that by analyzing the data from these three areas, specific relationships can be identified. From the identification of specific relationships, appropriate actions can be initiated to better insure success in meeting the present and future needs of the student community.

The following questions have been developed to assist in this study:

1. What are the demographic characteristics of the current students attending each of the five campuses

of Oakland Community College?

2. Ideally, what perceptions do students have of scheduling/programming preferences of classes and programs offered by Oakland Community College?
3. Ideally, what educational programming would students on each of Oakland Community College campuses be interested in the college hosting other than two year associate degree and certificate programs?

The purpose of this research is to study the perceptions of students currently enrolled on each of OCC's five campuses. The survey will investigate demographic factors of students currently enrolled at Oakland Community College. Included in the survey will be questions concerning the student's perceptions of needed changes in scheduling practices on each of the five campuses. Finally the survey will question perceived needs by the students in relation to OCC's current programming and to OCC's hosting articulated undergraduate and graduate programs on the weekends.

#### **SIGNIFICANCE OF THE STUDY**

Since the mid 1970's Oakland Community College has not specifically surveyed the student community about changing the scheduling format and expanding the programs at the college.

Internal environmental scanning can identify key trends affecting the future of Oakland Community College. Such key factors as demographic population trends, educational goals, professional goals, and required support services must be

carefully considered.

With changing demographics, the need for accountability to the student community becomes critical. At the local level, future additional funding could be closely linked to services provided by the institution to the student community.

OCC's ability to respond and adapt to the changing student community needs, as determined by this study, will better permit the college to accomplish its mission and goals. It is hoped that this study will provide the type of information which will give Oakland Community College a sense of direction in terms of the community's needs. The potential applications of such environmental scanning (surveying) include curriculum revision, discipline planning, scheduling format, strategic planning, budgeting, accreditation, and public relations.

Additionally the knowledge pertaining to one urban-based community college perhaps may prove useful to other institutions facing similar environments and concerns for their future.

#### **RESEARCH METHODOLOGY**

The identification of the population, the design of the study, the process of selection of the subjects, and the method for the collection of data will be discussed in this section.

##### **POPULATION:**

For the purposes of this study the population can be

defined as the "student community enrolled on each of the five campuses in credit classes during the Spring 1992 semester at Oakland Community College".

#### **DESIGN OF STUDY:**

The research design of this study will deal with descriptive statistics. As Babbie states "descriptive statistics is a method for presenting quantitative descriptions in a manageable form".(2)

Survey techniques will be employed to collect the data which will serve as the basis for the conclusions drawn in relation to the stated problem.

"Survey" in this study will be defined as recording the responses of a sampling of the OCC student community rather than the entire student community.

#### **SUBJECT SELECTION:**

The six-day enrollment count, used by the Michigan State Department of Education to determine state funding, will be used as the source for the study. This report reflects every credit section Oakland Community College will offer during the term. Sections will be randomly selected. The selection process will reflect morning (8 AM - noon), afternoon ( 1-5 PM), evening (6-10 PM) sectional offerings, as well as sectional offerings by arrangement. Sample size will be determined by the total number of sections offered. The individuals surveyed in the randomly selected sections will only be identified by the campus and course section code.

**DATA COLLECTION:**

During the Spring term 1992, questionnaires will be mailed to the faculty members teaching those randomly-selected sections. The faculty will be asked to have each member of the class complete a questionnaire and return them by a prearranged date. Questionnaire packets will be coded by the campus and section number to permit follow up action when required.

Confidentiality and anonymity of the respondents is guaranteed, since no direct information in the questionnaire deals with an individual identity. Questionnaires will be coded by campus and section number solely for the purposes of facilitating follow-up contact when required, to assure maximum response and added validity to the study.

**ANALYSIS OF DATA:**

The data will be analyzed from two specific directions: by category (i.e., demographics, scheduling, and programming) and by the identification of relationships between each category.

**DATA PRESENTATION:**

Initially the data will be presented by reviewing specific findings from each category. Following the review by category, will be a review of the relationships between the categories. Finally, a suggested course of action to meet the current and future needs of the newly emerging student community will be presented.

**ASSUMPTIONS:**

This study was based upon the following assumptions:

1. The majority of the students attending OCC reflect a change from the traditional high school age graduate to working-age adults.
2. A large percentage of the students are interested in class schedules which are designed around their work and home activity schedules.
3. A large percentage of the students are interested in classes and programs which are work related.
4. Baccalaureate and graduate programs, which if linked by articulation agreements with Oakland Community College would be well received by the community.
5. The class sections chosen and the students responding fairly representative of the population of OCC's total student body.
6. The information gained from the survey gives an accurate description of the perceived needs of the student community OCC serves.
7. The study will produce data that can lead to a better understanding of the needs of the community OCC serves.

**DELIMITATIONS:**

The study is limited to Oakland Community College and students registered for credit courses during the Spring 1992

term.

**DEFINITION OF TERMS:**

1. Open Door Admission: Learning opportunities will be open to all who seek to learn.
2. Weekend-College: A scheduling and program format which would allow a student to complete an Associate Degree program within the designed time frame.
3. Weekend Programming: Offering classes on the weekend, Friday evenings, Saturdays, and Sundays.
4. Articulated Degree Programs: Agreements between OCC and four year institutions which permit OCC graduates to enter the four year institution as a junior in status.
5. Scheduling: formatting classes offered (i.e, Block single time period per week, Split class meet more than once a week).
6. Life-Long Learning: A continuous process of acquiring knowledge both formally and informally.

**SUMMARY:**

The study is designed to randomly survey the perceptions of students enrolled in credit courses on the five campuses of OCC relative to the need for:

1. Alternatives to the current method of scheduling of classes.
2. The desirability of providing articulated upper division baccalaureate and graduate courses.

## CHAPTER II

### REVIEW OF LITERATURE

#### Weekend College Concept

##### Teaching on Weekends

James East, originator and dean of Indiana University Purdue University Indianapolis' Weekend College for the past seventeen years, states in his book Teaching on Weekends and in Shopping Centers (1988), "that programs are not planned for faculty and administrators but for students. The determination of success or failure of new programs lays with the student." Joan Capp's (1986) report on a survey conducted of 950 students at Somerset County College elicited the following data: Evening students, as opposed to day students, were older, employed full time, and motivated by upward mobility. Of the 950 respondents, 25% had earned credit equal to a bachelors degree or higher and over 66% expressed interest in the weekend college concept.

"The right curriculum offered at the right time will be successful" states East (1988). Cross (1976) points out that weekend colleges initially were designed to meet professional needs for career advancement. However, it has evolved into meeting social, recreational, and educational enrichment at

all levels. East continues, "innovation has its risks, some things work; some things do not. However, there is truth to the maxim, "nothing ventured, nothing gained." Over the years, American colleges and universities have offered Saturday classes. For the most part, Saturday classes have been part of the week-day program. Usually, the format followed is a lecture component held during the week, with a recitation or laboratory session on Saturday. Additionally, Saturdays and Sundays have been reserved for scheduling special seminars, workshops, and courses usually offered as non-credit or life-long education.

The idea of offering self-contained courses and programs on weekends is relatively new. Credit for establishing the Weekend College concept goes to Miami-Dade Junior College in Florida. The Congressional Record (1966) refers to Miami-Dade as a pioneer and a model which could serve the entire nation. Their program can be traced back to 1965. Miami-Dade's Weekend College began and continued as a Saturday only program until it ended in 1975. Miami-Dade, in the fall of 1990, revived its week-end college.

The scheduling patterns for Weekend Colleges are as varied as the number of programs across the country. Most often, weekend programs offer classes in combinations of Friday evenings, Saturday morning and afternoons, and Sunday morning or afternoons.

In a recent study, Wyly (1987) surveyed 321 weekend colleges on their perception of which public universities they thought operated the "best" weekend colleges. Respondents indicated they felt there were 15 "best" colleges. These 15 "best" colleges were then asked to respond to a comprehensive questionnaire. The results showed:

1. That there are virtually no characteristics common to the operation of all of the 15 "best" weekend colleges.
2. Weekend colleges operate successfully in both large and small communities.
3. Institutions of varying size successfully operate large weekend colleges.
4. The best weekend colleges operate successfully with limited student services available on weekends.

Cross (1976) provides evidence which agrees with Wyly's findings that the range of agencies offering week-end programming, the types of programs offered, and the need for credit/non-credit is only limited by the demand of the customers/students.

Dean East outlines the following six models for weekend programming: (1988)

1. Comprehensive program-- Indiana University-Purdue

University at Indianapolis (IUPUI) offers credit courses only and seven complete degree and certificate programs,

meeting weekly throughout a 16 week semester. IUPUI's Weekend College was designed primarily, but not exclusively, for working women and blacks, students who could not enroll in the regularly scheduled day or evening courses. Corya (1983) reported on the dramatic growth of the IUPUI program over its initial ten years, from a start of three courses and 43 students to a student population of over 3,470 attending 97 courses in 37 subject areas at the Weekend College.

2. Satellite weekend colleges-- Maryville College-St. Louis offers nine baccalaureate majors on three campuses with classes meeting on alternate weekends over a 16 week semester. This program was designed for adults who want to complete a degree but find weekday or evening classes inconvenient or incompatible with career and family responsibilities. Majors for baccalaureate degrees are offered in accounting, business communication, health care management, information systems, management, marketing, nursing, and psychology/sociology.

3. Interactive, interdisciplinary weekend program-- Wayne State University-Detroit uses intensive weekend conferences in a variety of learning modes which can be supplemented by on-campus and off-campus workshops, telecourses, and group and individual directed study courses. The University Studies/Weekend College Program (US/WCP) of Wayne State University started as an experiment in adult education. Wayne State started in 1973 with a comprehensive

interdisciplinary Bachelor of General Studies, and added in 1986, the Bachelor of Technical and General Studies (BTGS) for Associate of Applied Science (AAS) graduates of community and junior colleges. As Feinstein and Angelo (1977) reported Wayne State University expanded their week-end program by introducing a project titled "To Educate the People: an Experimental Model for Urban Higher Education for the Working Adult." Within in the project were concepts such as one year worker sabbaticals, and coalitions between higher education, organized labor, and public television. Bobes (1979) classified the Wayne State University/Weekend College Program as a cost effective, flexible model, designed to provide adult part time students extensive learning experiences while incorporating features of traditional courses.

4. Graduate weekend program-- University of Oklahoma/Advanced Programs offers six graduate weekend programs in three Oklahoma sites. The following programs are offered: Masters of Arts in Communication, Master of Arts in Economics, Master of Education in Educational Psychology, Master of Social Work, Master of Public Administration, and Master of Human Relations. The program at the University of Oklahoma was started in 1964 and offers intensive seminars, using two weekends, back-to-back classes, about a month apart.

5. Shopping center weekend college-- Iowa Lakes Community College offers associated degrees in a weekend

college using leased space at a shopping center. The program began in 1979 offering Associate of Arts and Associate of Science degrees, along with three specialized programs in health care administration, substance abuse counseling, and pre-business administration.

6. Weekend college in residence-- Mundelein College-Chicago offers an option to live on campus on weekends as a distinctive feature of its Weekend College in Residence.

In this setting, Weekend College students can be free of routine work and family distractions, while having an opportunity to develop support networks, have access to campus facilities and resources, and have the opportunity to study while somewhat relieving transportation concerns.

To this point the review of the literature has dealt with the generalities of the Weekend College concept. The following is a review and comparison of the literature as it specifically relates to the three research questions, which the study will try to address for Oakland Community College.

The review of the literature from this point on will be organized as it relates to the following research questions.

1. What are the demographic characteristics of the students currently attending each of the five campuses of Oakland Community College?
2. Ideally, what perceptions do students have of scheduling/programming preferences of classes and programs offered by Oakland Community College?

3. Ideally, what educational programming would students on each of Oakland Community College's campuses be interested in the college hosting other than two year Associate Degree and certificate programs?

Demographics:

The approaches to offering Weekend Programs across the nation are as varied as the number of programs. However, there are some common threads, in terms of demographics which bind these programs together.

Bertelsen, Fordham, and London in their evaluation of Wayne State University's Weekend College program, found that the University's programs meet the concerns of the international community by reaching out to the educationally underprivileged.

Joan Capp's (1986) report on student profile at Somerset County College found that the evening students differed from the traditional student in three ways:

1. the evening student was older
2. the evening student worked full time
3. the evening student was motivated by upward mobility factors

According to Capps (1985) of those evening students surveyed over 66% expressed interest in the weekend college.

East (1984) in an article titled "Weekend College: The Treatment of Opsimathy" indicates that students who attend

Weekend Programs have the following advantages over traditional week-day/evening programs:

1. mothers can get baby sitters more readily on weekends
2. there is more time to commute on the weekends than during the week/evenings
3. the weekend setting is less hectic and more inviting to those who have been away from college for a long period of time

Edith Herman (1976), in the Chicago Tribune, described the student population of the Weekend College at Mundelein College. Her interviews of students found that 95% of the students held full time jobs. Marie Matsen (1989) reported on a study which profiled student characteristics of 897 students who attending the Weekend College at Lane Community College in Oregon. Her findings concluded:

1. 244 students attended only on weekends
2. 72 attended weekends and evenings
3. 426 attended weekday and weekends
4. 155 attended weekday, evenings, and weekends
5. students attending only on weekends were more likely to be female and older
6. in comparison to the college as a whole, the weekend students were more likely to be employed full-time, be part-time students, have children at home, and attending so they could upgrade current

skills or learn a new career.

Breshears and Morton (1976) in discussing the Weekend program at Central Missouri State University described the program as being designed to attract the full-time workers.

There are numerous articles specifically dealing with women and their educational options. Jeane Fisher-Thompson discusses the problems faced by women who are re-entering both the educational and work environment. Ms. Thompson suggests that such non traditional approaches as the Weekend concept provides the re-entry women with an environment that more closely meets their special needs in obtaining a degree. Janet Gardner, Glamour magazine (1982) focused on the benefits of the Weekend College for the increasing population of working women.

Robert Earl Meyer (1980) describes the student population attending the Weekend College at Northern Virginia Community College. The student profile that Mr. Meyer developed indicated:

1. the population attending the Weekend College differed from the population attending weekday classes
2. most students attended weekend classes for the purpose of accelerating their work toward a degree

The Department of Research Planning, and Development at Milwaukee Area Technical College surveyed students attending its Weekend College (1985). The survey of their West Campus

Weekend College provided the following student profile:

1. 72% of the Weekend College's participants were women compared with 51% of the total district population
2. median age for the Weekend College students was 31, day students median age was 24.4, and evening students median age was 29.8
3. 49.7% of those who responded attended no other courses

Scheduling Preferences:

Research indicates that there are a variety of scheduling styles being used by colleges offering Weekend programs. In referencing Wyly's (1987) findings of the top 15 Weekend Colleges in the United States, there are virtually no common characteristics to the operation of the best 15 Weekend Colleges.

Marvin Bobes (1979) discussed how Wayne State University, in its Weekend College, was a flexible model for conference courses. The design was to provide students with short-term intensive learning experiences. This included adapting conference activities to a single multidisciplinary theme.

Robert Lee Boone (1983) reported on opinions held by nontraditional students. In his findings a majority of the respondents indicated that the time of day that classes were offered had a direct impact on their enrolling and taking credit courses.

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Joan Capp's (1986) study of Somerset County College in Sommerville, New Jersey revealed that 66% of those students interested in Weekend Programs preferred classes to be scheduled in five to eight week sessions.

Ebony (1976) reported on scheduling practices in an article on Mundelein College in Chicago. The article revealed that classes meet every third weekend and weekend living in the college's dormitory was a requirement.

Carol Mishler and Frederick Moss (1985) discuss scheduling practices at Wisconsin University Green Bay Campus. In their study of 158 Saturday students they found Saturday students preferred morning class times but would enroll in afternoon Saturday classes if offered.

It appears that the scheduling practices of Weekend Programs across the United States depends upon a variety of factors. Factors such as the socioeconomic level of the community/students, availability of living/eating facilities and the ability of the institution to support Weekend Programming with appropriate services play an important role in potential scheduling schemes.

#### Curriculum Preferences:

As Dean East indicated (1991), the curriculum determines the success of a weekend college. Dean East believes the curriculum should appeal to the interest of adult learners in the following areas: general education, skills, special interests, courses with a professional focus, one-credit

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courses, and courses that satisfy degree requirements.

Large numbers of adult learners seem to be attracted to skill courses. Examples of such courses are English composition, sign language, speech, accounting, computers, journalism, mathematics, and foreign language. East and Baker (1982) discuss the successes of teaching Spanish in both the week-end college and the Learn & Shop (shopping centers) format. The success of introductory Geography classes at the Weekend College at Indiana University Purdue University Indianapolis is discussed by East and Bein (1981).

Special interest classes, which in many parts of the country are seen as non-credit or life-long learning components, have a large popularity among weekend learners, East (1991). Programs such as women's programs, ethnic history, painting/drawing, and special focus issues such as taxation are samples of such special interest classes.

Courses and degrees with a professional focus are popular. Included in this category are undergraduate and graduate offerings in business, engineer/technology, criminal justice, nursing, social work, and education. The New York Times (1976) reported on a special two year Masters of Management program initiated by Northwestern University Graduate School of Management, offered on weekends. Davis (1984) reported on the Weekend College at the College of Notre Dame of Maryland. The program, a baccalaureate program for registered nurses, discussed the availability of flexible

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scheduling, and the design of the curriculum to meet the needs of the students to obtain their degree by attending on the week-ends.

At the Western Speech Association convention (1984), a paper was presented outlining Pikes Peak Community College's approach to the weekend college concept. In 1981 Pikes Peak Community College initiated, through continuing education, a "Weekend College" for communications classes. The faculty and the administration identified several advantages (1984):

1. Classes would be held in existing facilities allowing for minimal additional financial outlay
2. Weekend classes did not take students away from week day classes, but actually added students to the total enrollment
3. The Weekend schedule provided for the special needs of regularly enrolled students
4. Weekend scheduling allowed for flexibility for full time and part time faculty

According to an article by Robert Corya (1983), Indiana University Purdue University Indianapolis (IUPUI) is believed to be the largest Weekend College in the world. At the time of the article IUPUI, offered 97 courses in 37 subject areas. A sample of the programs offered include curriculum in eight degree/certificates which can be earned entirely through the Weekend Program. Degrees include Masters of Science in

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Elementary Education, Associate and Bachelor of General Studies, Associate of Arts, Certificate of Business Studies, and Certificate of Labor Law.

It appears that the variety of program offerings has a high relationship to the perceived needs of the community. If those needs are acknowledged the chances of a Weekend Program being successful are increased.

### Oakland Community College

To gain a perspective on the changing environment within the college district, an analysis is needed of the demographic and enrollment trends of the residents of Oakland County and the students attending Oakland Community College.

Oakland Community College is an urban based two year institution chartered in 1964 by the electorate of Oakland County Michigan. Classes began at two campus sites with an opening enrollment of 3,860 students in the fall of 1965. By the fall of 1989 OCC had expanded to five campuses with several extension centers. The enrollment at Oakland Community College in the fall of 1991 reached 29,084 (1). The previously mentioned enrollment figure includes only students enrolled in at least one course creditable towards a degree/award.

The primary population served by Oakland Community College reside within Oakland County. For the purposes of this study 1985 will be used as the base year for population and enrollment analysis. The statistics presented in this

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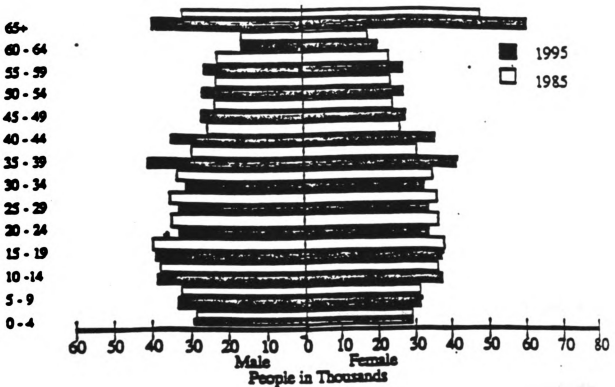
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section are provided by the Oakland County Planning Office, and Oakland Community College District as summarized in the James D. MacConnell and Associates, Inc. study 1986.

Demographic Trends:

In comparing 1985 population figures and those projected for 1995 there is a strong indication that there will be a stable population for the next decade in Oakland County (See Table 1). Most sex/age groups show moderate changes.

Table 1.  
1985 -1995 Population Profile Oakland County Michigan



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0-14

15-17

18-19

20-24

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The following trends indicate:

1. Increases projected in the 35 and over age group.
2. Slight increase is projected for the 0-14 group.
3. Decreases are projected for the 15-34 age group.

Information on specific age groups is presented in the next table Oakland County Population By Age 1985, 1990, 1995 (See Table 2). The first two groups, age 0-14 and 15-17, are pre-college age; the next two groups 18-19 and 20-24 are high college participation age groups; the remaining groups are considered to be low to marginal participation groups.

Table 2.  
OAKLAND COUNTY POPULATION BY AGE 1985, 1990, AND 1995

Age Group	1985		1990		1995	
	No.	%	No.	%	No.	%
0-14	242463	22.77	245124	22.05	247812	21.37
15-17	58379	5.48	57935	5.21	57422	4.95
18-19	38920	3.66	38624	3.47	38281	3.30
20-24	88926	8.35	86174	7.75	83299	7.18
25-34	174662	16.41	169237	15.22	163591	14.11
35-49	200303	18.81	229797	20.67	260048	22.42
50-64	160908	15.11	172402	15.51	184068	15.87
65 +	100103	9.40	112406	10.11	125254	10.80
<b>Total</b>	<b>1064664</b>	<b>100.00</b>	<b>1111699</b>	<b>100.00</b>	<b>1159775</b>	<b>100.00</b>

The following trends indicate;

1. The 0-14 age group is projected to increase slightly in size and decrease slightly as a percent of the total population from 1985-1995.

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2. The 15-17 and the college age groups are projected to decrease in size and as a percent of the population.
3. All age groups over 35 are projected to increase in size and as a percent of the total population.
4. County population will increase by 95,111.

In summary, Oakland County is projected to experience moderate growth over the next ten years. The growth will be centered in older age groups.

#### **ENROLLMENT TRENDS 1985-1995**

The focus of this section will be to identify trends in enrollment patterns at Oakland Community Colleges five campuses using three major variables; age, gender, and enrollment status.

Oakland Community College District Enrollment by Age and Sex Fall 1985, shows the majority of the enrollment in 1985 is female (58%). The 18-34 year old age groups make up 82% of the Districts enrollment. Finally, the largest age-sex group represented is 25-34 year old females (See Table 3). Table 3, provides a breakdown of female and male enrollment by age groups. The information includes head count and percent of total enrollment in each group.

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Age Group

18-19

20-24

25-34

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35-49

50-64

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Fall 1

Age Group

18-20

21-25

26-34

Sub 18-34

35-49

50-64

65+

Unknown

Sub 35+

Total

Table 3.  
Fall 1985 Oakland Community College District Enrollment  
by Sex and Age

Age Group	FEMALE		MALE		TOTAL	
	No.	%	No.	%	No.	%
18-19	4028	0.15	3671	0.14	7699	0.29
20-24	3645	0.14	3302	0.12	6947	0.26
25-34	4449	0.17	2997	0.11	7446	0.28
sub 18-34	12122	0.45	9970	0.37	22092	0.82
35-49	3031	0.11	1178	0.04	4209	0.16
50-64	417	0.02	173	0.01	590	0.02
65+	26	0.00	18	0.00	44	0.00
sub 35+	3474	0.13	1369	0.05	4843	0.18
Total	15596	0.58	11339	0.42	26935	100.00

The following information was obtained from the Michigan Department of Education report on Michigan Community and Junior Colleges enrollment data profile April 1991 (See Table 4). The Fall 1990 District Enrollment figures indicate the total growth in terms percentages of male to female to be very similar to the 1985 enrollment data. Percentages by age groups also are very much as those of 1985. The major difference is between the total student population.

Table 4.  
Fall 1990 Oakland Community College District Enrollment  
by Sex and Age

Age Group	Female		Male		Total	
	No.	%	No.	%	No.	%
18-20	4178	0.14	3858	0.13	8036	0.28
21-25	3917	0.13	3470	0.12	7387	0.26
26-34	4430	0.15	2964	0.10	7394	0.26
Sub 18-34	12525	0.44	10293	0.36	22818	0.81
35-49	2660	0.09	1101	0.04	3761	0.13
50-64	987	0.03	349	0.01	1336	0.04
65+	29	0.00	24	0.00	53	0.00
Unknown	48	0.00	53	0.00	101	0.00
Sub 35+	3724	0.13	1527	0.05	5251	0.18
Total	16249	0.57	11820	0.42	28069	100.0

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In comparing the 1985 enrollment figures, the projected growth patterns predicted by the MacConnell Study, and the fall 1990 District enrollment trends,

the following can be concluded:

1. The trend of steady growth in total enrollment and aging student body is occurring.
2. Female enrollment increased in total numbers maintaining relatively the same percentage in 1990 as 1985.
3. Male enrollment decreased in total numbers maintaining relatively the same percentage in 1990 as 1985.
4. Both men and women in the 35+ age brackets increased in total numbers while maintaining relatively the same percentage in 1990 as 1985.

The total enrollment at Oakland Community College for the Fall 1991 term reached 29,084 students. The average age of the students enrolled for the Fall 1991 term was 29.7. The largest age group, the 18-22 year old, represented 40% or 10,920 while the 53 and older age group represented the smallest number of students 426 or 1.6% of the total population of Oakland Community College. On a college wide basis 3 out of 5 or 58% of the student body was female. The following data on student gender and age by campus for the Fall 1991 term displays the ratio varies greatly by campus (See

Table 5). More  
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Student

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Edburn Hills  
Female  
Male  
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Highland Lakes  
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Male  
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Richard Ridge  
Female  
Male  
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Royal Oak/Sou  
Female  
Male  
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Subtotal

College  
Female  
Male  
Not given

TOTAL

Table 5). More than three quarters of all Oakland Community College students are enrolled on a part time basis. Gender statistics are comparatively even for full time students.

Table 5.  
Student Gender and Status by Campus Fall 1991

Campus Gender	Full Time		Part Time	
	#	%	#	%
Auburn Hills				
Female	820	42.3	3,484	51.2
Male	1,118	57.7	3,321	48.8
Not given	80		356	
Subtotal	2,018	22.2	7,161	77.8
Highland Lakes				
Female	641	57.6	2,864	72.1
Male	471	42.4	1,107	27.9
Not given	27		150	
Subtotal	1,139	21.9	4,121	78.1
Orchard Ridge				
Female	800	47.3	2,990	58.9
Male	892	52.7	2,084	41.1
Not given	59		404	
Subtotal	1,751	25.0	5,478	75.0
Royal Oak/Southfield				
Female	703	57.2	3,740	67.1
Male	526	42.8	1,832	32.9
Not given	60		555	
Subtotal	1,289	18.1	6,127	81.9
College				
Female	2,964	49.6	13,078	61.0
Male	3,007	50.4	8,344	39.0
Not given	226		1,465	
TOTAL	6,197	21.8	22,887	78.2

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During the Fall 1991 term students who took the ACT ASSET placement test prior to enrolling were asked to respond to a five question questionnaire. Specifically, the questions came from the Educational Planning Form which is associated with the ASSET placement test. The following, Oakland Community College Student Intention Report Fall 1991, was prepared by the Oakland Community College Office of Institutional Planning and Analysis.

The greatest percentage of students (42.2%) indicated that their most important reason for attending college this term (Fall 1991) was to "transfer to a four year college/university." Over one fifth (21.8%) of all students indicated that their most important reason for attending was to "learn skills to get a new job." (See Table 6.)

Table 6.  
Most Important Reasons for Attending College  
Fall 1991 Term

Reason	Female		Male		Total	
	N	%	N	%	N	%
Learn skills to get new job	549	24.9	337	18.1	886	21.8
Learn skills to adv. in job	249	11.3	189	10.2	438	10.8
Transfer to 4 year institution	849	38.6	865	46.6	1,714	42.2
Satisfy General Ed. requirement	267	12.1	174	9.4	441	10.9
Improve Skills in Eng. Math Reading	85	3.9	115	6.2	200	4.9
Take courses for personal interest	105	4.8	105	5.7	210	5.2
Other	98	4.5	72	3.9	170	4.2
No Response	298		233		531	
Total	2,500	100.0	2,090	100.0	4,590	100.0

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Of the 4,590 students surveyed more than one third (36.7%) indicated that they intended to earn a degree from a four year institution. Beyond those another (25.8%) of the students indicated they planned on earning a two year college degree. Only (9.4%) of the students planned on only taking "classes only." (See Table 7.)

Table 7.  
Amount of Education Planned by Students

Amount of Education	Female		Male		Total	
	N	%	N	%	N	%
Classes Only	191	8.2	212	11.0	403	9.4
Certificate or Diploma Program	269	11.5	223	11.5	492	11.5
Two-Year Degree	644	27.6	457	23.6	1,101	25.8
Four-Year Degree	844	36.2	724	37.4	1,568	36.7
Graduate or Professional Studies	385	16.5	318	16.4	703	16.5
No Response	167		156		323	
Total	2,500	100.0	2,090	100.0	4,590	100.0

Of those students who indicated they planned to transfer, (58.3%), to a four year institution. Over one fifth (22.1%) of the students indicated they were undecided about transferring (See Table 8.)

Table 8.  
Student Transfer Intentions

Transfer Intention	Female		Male		Total	
	N	%	N	%	N	%
A Two-Year College	85	3.8	91	4.9	176	4.3
A Four-Year College/ University	1,221	55.0	1,163	62.2	2,384	58.3
Other type Instit.	36	1.6	28	1.5	64	1.6
Not planning to transfer	349	15.7	213	11.4	562	13.7
Undecided about transfer	531	23.9	375	20.1	906	22.1
No response	278		220		498	
Total	2,500	100.0	2,090	100.0	4,590	100.0

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Day and Evening
% Response
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Of those students indicating they would work while attending classes (35.8%) plan to work 31 or more hours per week. 12.1% of the students do not plan to work while enrolled (See Table 9.)

Table 9.  
Employment Hours Planned Per Week

Hours Per Week	Female		Male		Total	
	N	%	N	%	N	%
None	321	13.7	196	10.1	517	12.1
1-10	139	6.0	82	4.2	221	5.2
11-15	208	8.9	175	9.1	383	9.0
16-20	468	20.0	369	19.1	837	19.6
21-30	400	17.1	382	19.8	782	18.3
31 or more	799	34.2	729	37.7	1528	35.8
No response	165		157		322	
Total	2,500	100.0	2,090	100.0	4,590	100.0

Just over forty-three percent (43.3%) of the students surveyed indicated they wanted "day" classes. Of the students surveyed (27.3%) indicated they wanted "evening" classes. The remaining (29.4%) of the students indicated they wanted both day and evening classes(See Table 10.)

Table 10.  
Desired Time of Day of Classes

Time of Day	Female		Male		Total	
	N	%	N	%	N	%
Day	992	40.6	943	46.6	1,935	43.3
Evening	712	29.1	507	25.1	1,219	27.3
Day and Evening	739	30.2	572	28.3	1,311	29.4
No Response	57		68		125	
Total	2,500	100.0	2,090	100.0	4,590	100.0

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Taking into consideration the MacConnell Study of the 1985-1995 population profile of Oakland County Michigan, the 1985 and 1990 fall enrollment trends there seems to be on a steady movement upwards in the average age and female population of Oakland Community College . Coupled with the information from the student gender and status report from Fall 1991, the student intention report from Fall 1991, and information gained from the review of the literature, it appears that Oakland Community College needs to further investigate the scheduling and programming needs of it's student population.

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## CHAPTER III

### DESIGN OF STUDY

The discussion in this chapter centers on the research methodology used for this study. Included in this section is a description of the subjects, the survey instrument, the survey method, and the methods used for analysis of data.

#### SUBJECTS

The population for this study can be specifically defined as the student community enrolled in credit classes during the Spring 1992 semester at Oakland Community College. It was felt that these specific individuals would provide the data which would serve as the basis for OCC's determination of appropriate responses to the student's and the community's future educational needs.

The sample for this study was chosen from the six day enrollment count of Oakland Community Colleges Spring 1992 credit class offerings. The enrollment count is used by the Michigan State Department of Education to determine state funding, and reflects every credit section Oakland Community College will offer during the Spring 1992 term.

The class sections and students to be surveyed will be randomly determined. The process will provide a representative sample of morning (8:00 AM - 12:00 PM), afternoon (1:00 PM - 5:00 PM), evening (6:00 PM - 10:00 PM) sectional offerings, as well as sectional offerings by arrangement To maintain

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confidentiality and anonymity of the student respondents, the only identification used will be the campus and course section code as listed in the official Spring 1992 Schedule of Classes.

The number of the sections and students to be sampled was determined by using a table which would guarantee a 95% confidence level that the sample values would not vary more than .05 from the population values. Based on this calculation, it was determined that, of the 1,072 sections offered during the Spring 1992 term 59 sections were required to meet the statistical requirements in order for the sample to accurately reflect the total population.

#### Instrument for Data Collection

The data collection instrument will be a questionnaire (Appendix B). Questionnaire construction followed many of the suggestions given in the books by Babbie (1990) and Scheaffer, Mendenhall, and Ott (1990). After reviewing the literature, and discussing questionnaire format with other educators the researcher was able to construct the questionnaire based upon the above- mentioned input.

As Babbie (1990) illustrates there are a number of important issues to consider in designing a questionnaire. In the case of closed-ended questions, as in this survey, response categories should cover all possible responses, as well as provide clear short questions and responses since it can be assumed respondents will rapidly read and respond to

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items. In his discussion of the importance of ordering of questions and responses, Schaeffer (1990) suggests that, with different subsets in the questionnaire, each subset be numbered differently. With a questionnaire having subsets, Babbie (1990) suggests beginning the questionnaire with the most interesting set of questions. He continues by suggesting requests for demographic data should be placed at the end of the questionnaire.

Where necessary, clear instructions and introductory comments were included in the construction of this questionnaire. According to Babbie (1990) every self-administered questionnaire should begin with basic instructions. Babbie points out that short introductions will help respondents understanding and make the questionnaire less chaotic.

A review of the literature, a pre-test by students and reviews by faculty, counselors, and administrators the researcher to make significant improvements in the construction of the survey instrument.

The questionnaire (Appendix B) was divided into three specific categories dealing with scheduling, programming, and demographics.

Section I of the questionnaire was designed to obtain data concerning student preference regarding class scheduling. Included were questions pertaining to preference of time of day, day of week, scheduling formats, weekend hours, weekday

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Section II specifically deals with student preference as it relates to programming. Questions relate to student interest in Associate Degree programs, articulated Baccalaureate programs, graduate program offerings, Life-Long learning, and work related programs.

Section III of the questionnaire deals with demographics.

Questions deal with the following topics:

1. gender
2. age
3. family status
4. reasons for enrollment/enrollment status
5. perceived required support services

At the conclusion of the survey, an open-ended question was inserted to allow additional comments respondents felt would be beneficial.

A group of current students, faculty, counselors, and administrators were asked to review and make recommendations concerning the construction and content of the questionnaire. The purpose of the review was to determine the appropriateness, validity, and clarity of the questionnaire. Included in the review were cover letters, instructions to faculty administering the questionnaire, instructions to students, and reminder literature (Appendix A). On the basis of the review, adjustments were made in the survey instrument. The questionnaire was then completed and professionally printed.

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### Protection of Human Rights

The proposal for this dissertation was submitted to the guidance committee in January 1992. Committee approval was granted on March 30, 1992 (Appendix C). Upon committee approval the proposal was submitted to the University Committee on Research involving Human Subjects. Approval for the study from the committee was granted April 27, 1992 (Appendix C).

Confidentiality and anonymity of the respondents is guaranteed. Questionnaires were coded by campus and section number according to the college schedule of classes Spring 1992 term. Coding was used for the sole purpose of follow-up contact to assure maximum response and added validity to the study. Only data which has been summarized will be reported in this dissertation.

### Procedure for Collection of Data

Dillman (1978) and Lehmann (1991) provided specific recommendations upon which the survey methodology was based for this study. Both recommended a time frame of about seven weeks for a survey questionnaire. This included a four-stage survey design comprised of an initial mailing and three follow-up mailings. The following procedure was used:

1. Initial mailing of questionnaire with cover letter  
(Appendix A).

2. Post card reminder after initial mailing (Appendix A).

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3. An additional mailing with a different cover letter  
(Appendix A) with a complete packet of questionnaires.

4. Random sample of non-respondents by personal contact.

In total 1,302 questionnaires were mailed to the  
instructors of 59 sections during the Spring 1992  
term. Of that number 976 questionnaires from 52 sections were  
returned.

Table 11.  
Return Rate of Initial Questionnaire and Follow-up's

Mailing	Number	Percent
Initial mailing of questionnaire May 22, 1992	59 sections	100%
May 29, 1992 (received)	22 sections	37.2%
June 5, 1992 (received)	24 sections	40.6%
June 12, 1992 Post card reminder	13 sections	
June 17, 1992 New cover letter, questionnaires	13 sections	
June 25, 1992 (received)	6 sections	10.1%
July 6, 1992 random phone contact of non-respondents	4	
<b>Total</b>	<b>52</b>	<b>88.1%</b>

Since the questionnaire was circulated within one institution and had the support of the Chancellor, it appears that this had a great deal to do with both the rapid rate of return and the over all response. As a result of the construction of the questions included in the questionnaire,

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the researcher felt that both the instructors and the students were able to identify the interest of both the researcher and the institution in addressing student academic needs.

The identity and position of the researcher was documented on the questionnaire, the cover letter, and all correspondence. Correspondence to the instructors, who administered the questionnaire to the students, was personalized with proper names and titles as required. Oakland Community College provided the researcher with inner-campus mailing privileges for the distribution and collection of all data. The researchers Oakland Community College campus address was used for all self-addressed return envelopes.

The researcher attempted to define the mailing and return time frame so as not to interfere with any significant college dates or major holidays.

#### Returned Questionnaires

A total of 52 sections (88.1%), out of the 59 mailed, returned questionnaires. This represents 976 (75%) returned surveys out of a total of 1,302 mailed. As indicated, Table 11. identifies rate and order of returned questionnaires.

Question number nine on the survey, "Please list specific programs that you would like to see offered on the weekend", seemed to cause the respondents difficulty in determining the difference between programs and classes. With assistance from a consultant, the researcher categorized the results of the respondents in terms of programs and classes.

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Question number eleven on the survey, "What program are you currently enrolled in?", caused the respondents even greater difficulty in determining the exact meaning of what a program of study is. In response to the apparent difficulty the researcher decided to eliminate the question from consideration in the analysis of the data.

### Methods of Data Analysis

With this study being descriptive the findings will be organized in a fashion to answer each of the research questions:

1. What are the demographic characteristics of the current students attending each of the five campuses of Oakland Community College?
2. Ideally, what perceptions do students have of scheduling/programming preferences of classes and programs offered by Oakland Community College?
3. Ideally, what educational programming would students on each of Oakland Community College's campuses be interested in the college hosting other than two year associate degree and certificate programs?

The data analysis was done using the Statistical Package for Social Science (SPSS). Descriptive and statistical testing programs of (SPSS) were used in the analysis of the data. A statistical consultant aided in the analysis of the

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## CHAPTER IV

### ANALYSIS OF DATA

The data which will be analyzed in this chapter was obtained

from randomly selected students at Oakland Community College during the Spring term 1992. A total of 1,302 surveys were mailed to students enrolled in credit courses, and a total of 976 (75%) returned.

A detailed analysis of the data is contained in this chapter. The chapter begins with a review of the survey results and how the data was handled for analysis. An analysis of specific data will follow to determine:

1. What are the demographic characteristics of the current students, Spring 1992 term, attending each of the five campuses of Oakland Community College?
2. Ideally, what perceptions do students have of scheduling/programming preferences of classes and programs offered by Oakland Community College?
3. Ideally, what educational programming would students on each of the five campuses be interested in Oakland Community College hosting other than two year associate degree and certificate programs?

#### Survey Return and Data Handling

Fifty-two sections returned questionnaires, representing 88%, of the fifty-nine sections surveyed. Nine-hundred seventy-six, or 75%, of the one thousand three hundred and two

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questionnaires mailed were returned and the data included in the analysis of the study.

Initial coding of the survey by the researcher dealt with information specific to each respondent's home campus, the course they were taking when surveyed, and the time of day of the course being surveyed. The respondents were not required to provide this information so returned data represents responses from all nine-hundred seventy six surveys.

The distribution of the returned surveys among OCC's five campuses is listed in (Table 12.) Orchard Ridge was first with Auburn Hills campuses second representing 29.6% and 29% of the respondents respectfully. The Royal Oak campus was third with 19.0%, the Highland Lakes campus fourth with 17.2% and the Southfield Campus fifth with 5.2%. On a number of occasions in the literature the college refers to the Royal Oak campus and the Southfield campus as the Southeast System. Combining Royal Oak's 19.0% with Southfield's 5.2% makes a total of 24.2% of the total respondents surveyed.

Table 12.

Distribution of survey respondents to the five  
Oakland Community College Campuses.

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<u>Respondents Campus</u>			
<u>Campus</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
Auburn Hills	283	29.0	29.0
Highland Lakes	168	17.2	46.2
Orchard Ridge	289	29.6	75.8
Royal Oak	185	19.0	94.8
Southfield	51	5.2	100.0
Total	100.0	100.0	

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The actual percentages of students per campus are reported in the Spring 1992 enrollment report provided by the Oakland Community College Office of Planning and Analysis of the Spring 1992 term tenth day count (See Table 13.) The official enrollment figures show the Auburn Hills campus with 29.9% of the total student population followed by the Southeast System (Royal Oak and Southfield) with 27.2%, Orchard Ridge with 23.7%, and Highland Lakes with 19.0%.

Table 13.

Oakland Community College Enrollment Statistics  
Spring 1992 Term by Campus

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<u>Campus</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
Auburn Hills	4,996	29.9	29.9
Highland Lakes	3,165	19.0	48.9
Orchard Ridge	3,957	23.7	72.6
Southeast System	4,539	27.2	99.8
Royal Oak/Southfield			
Total	16,657		

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The time of day of the class, which the respondents were surveyed, is listed in (Table 14.) Evening classes represented the most frequently surveyed 63.4%. This follows the trend college-wide that the number of evening sections consistently ranks the highest of any other time of day on all five campuses. Afternoon sections surveyed represented 20.6% and the morning sections represented 11.9% of the total number of sections surveyed college-wide. The "by arrangement" category represented 4.1% of the total sections offered during the Spring 1992 term. "By arrangement" can be defined as an

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Table 14.  
Time of day of the class which the respondents were surveyed in

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<u>Time of day of Respondents course</u>			
<u>Time of Day</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
Morning	116	11.9	11.9
Afternoon	201	20.6	32.5
Evening	619	63.4	95.9
By Arrangement	40	4.1	100.0
Total	976	100.0	100.0

As indicated (See Table 15.) by the frequency of responses, the majority of the respondents were enrolled in General Education courses. General Education, as defined by Oakland Community College, are "those experiences that facilitate the development of a broadly educated person and that each student pursuing and completing an associate degree will have experienced the General Education component as required by each associate degree program." The next level of respondents can be categorized as enrolling in specialized either programs or classes.

Table 15.

The course which the respondents were enrolled in when surveyed

<u>Respondents course when surveyed</u>			
<u>course</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
Accounting	33	3.4	3.4
Art	23	2.4	5.7
Biology	70	7.2	12.9
Business Info. Systems	7	.7	13.6
Business Admin	63	6.5	20.1
Ceramics	13	1.3	21.4
Computer Info. Systems	47	4.8	26.2
Economics	61	6.3	32.5
English	109	11.2	43.6
Aviation Flight	19	1.9	45.6
Food Service Mgr.	7	.7	46.3
Health Care Admin.	1	.1	46.4
History	53	5.4	51.8
Legal Assistant	30	3.1	54.9
Math	92	9.4	64.3
Marketing	34	3.5	67.8
Nursing	22	2.3	70.1
Physical Education	57	5.8	75.9
Philosophy	33	3.4	79.3
Photography	20	2.0	81.4
Political Science	95	9.7	91.1
Psychology	48	4.9	96.0
Speech	22	2.3	98.3
Social Science	17	1.7	100.0
Total	976	100.0	100.0

#### Summary of survey coding

The data gathered from the survey coding represents information from all nine hundred and seventy six respondents. The Researcher pre-coded the information of each respondents campus, time of day of the respondent's course, and the

respondents course when surveyed. Respondents did not have any opportunity to influence any information concerning the coding.

### Data Related to Research Questions

#### Research Question 1

What are the demographic characteristics of the current students attending each of the five campuses of Oakland Community College?

The final section of the survey dealt with the demographics of the respondents. Questions were included which pertained to personnel information. In the section on demographic information, questions were asked which about gender, age, and marital status. In the area of employment, respondents were asked to indicate status, hours worked per week, and whether or not there were employer contributions to respondent's education expenses. Respondents were also asked to indicate their residency status. Information was also requested regarding educational background, reasons for attending Oakland Community College, and services which would assist them in obtaining their educational goals.

Survey Question 12: What is your gender?

The gender analysis of all 976 respondent to the survey revealed that males represented 38.6% while the females represented 61.4% of the total population (See Table 16).

Table 16.  
Respondents Gender

Sex	frequency	percent	cum	percent
Male	367	38.6		38.6
female	585	61.4		100.0
Unknown/ Response	24	missing		
Total	976	100.0		

The gender data revealed that females were in the majority on each of OCC's campuses (See Table 17.). Southfield respondents were 80% female, and Auburn Hills' 62.1% female. Falling at or below the college-wide percentages of females in the total population, Orchard Ridge with 61.5%, Highland Lakes 58.9% and Royal Oak 57.6%.

Table 17.  
Respondents Gender by Campus

Campus	Male		Female		Total	
	N	%	N	%	N	%
Auburn Hills	102	37.9	167	62.1	269	28.3
Highland Lakes	67	41.1	96	58.9	163	17.1
Orchard Ridge	110	38.5	176	61.5	286	30.0
Royal Oak	78	42.4	106	57.6	184	19.3
Southfield	10	20.0	40	80.0	50	5.3

The following data (See Table 18.) validates the percentages of the respondents gender by campus for the entire student population for the Spring 1992 term as provided in the Official Enrollment Report from Oakland Community Colleges Office of Institutional Planning and Analysis.

Table 18.  
Spring 1992 Student Gender by Campus  
Official Enrollment Report Office of  
Institutional Planning and Analysis OCC

<u>Sex</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
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College Wide

Male	6,100	36.6	
Female	10,314	61.9	98.5
Not given	<u>243</u>		
Total	16,657		

Auburn Hills

Male	2,329	46.6	
Female	2,611	52.2	98.8
Not given	<u>56</u>		
Total	4,996		

Highland Lakes

Male	804	25.4	
Female	2,326	73.4	98.8
Not given	<u>35</u>		
Total	3,165		

Orchard Ridge

Male	1,549	39.1	
Female	2,317	58.5	97.6
Not given	<u>91</u>		
Total	3,957		

Southeast (Royal Oak/Southfield)

Male	1,418	30.9	
Female	3,060	66.8	97.7
Not given	<u>61</u>		
Total	4,579		

Summary of Gender

Referencing the review of the literature, 1985-1995 Population Profile of Oakland County Michigan, which indicated a steady growth in the female population of the county, the

college is seeing that trend replicated. The trend is further verified when looking at the Oakland Community College District Enrollment statistics which show the female population growing from 15,596 (58%) in the fall of 1985, to 16,249 (57%) in the fall of 1990, and to 61.9% in the Spring 1992 term.

Survey Question 13: What is your martial status?

When asked to identify their martial status, the vast majority of respondents, 584, (61.5%) indicated they were single (See Table 19.). Of the total number of respondents 285 or (30.0%) were married and 8.4% divorced.

Table 19.  
Respondents Marital Status

<u>Status</u>	<u>frequency</u>	<u>percent</u>	<u>cum</u>	<u>percent</u>
Single	584	61.5	61.5	
Married	285	30.0	91.6	
Divorced	80	8.4	100.0	
Unknown/No Response	27	missing		
Total	976	100.0		

Reviewing the respondents marital status by campus (See Table 20.) shows that the respondents at the Orchard Ridge campus (68.8% of total), ranked highest in number of respondents who were single. Next came the Southfield campus with 65.3% and the Auburn Hills campus with 65.1%. Highland Lakes campus had 46.0% married respondents and at the Royal



Oak campus, 11.5% of the respondents were divorced, the highest rate among all the campuses.

Table 20.  
Respondents Marital Status by Campus

<u>Marital Status</u>	<u>A.H.</u>	<u>H.L.</u>	<u>O.R.</u>	<u>R.O.</u>	<u>S.F.</u>
Single	175 65.1%	74 45.4%	196 68.8%	107 58.5%	32 65.3%
Married	66 24.5%	75 46.0%	72 25.3%	55 30.1%	17 34.7%
Divorced	28 10.4%	14 17.5%	17 6.0%	21 11.5%	

Survey Question 15: Number of dependent children.

The next variable analyzed was the number of dependent children of the respondents. The vast majority of the respondents (69.4%) had no dependents. Of those who did have dependents, 13.1% indicated they had one and 11.2% indicated they had two (See Table 21.)

Table 21.  
Number of Dependents

<u>Number</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
0	643	69.4	69.4
1	121	13.1	82.4
2	104	11.2	93.6
3	46	5.0	98.6
4	7	.8	99.4
5	3	.3	99.7
6	2	.2	99.9
7	1	.1	100.0
Unknown/No Response	49	missing	
total	976	100.0	

Further review of the number of dependent children (See Table 22.) indicates that, of those respondents who indicated they had dependents, the college mean was .5707, while the mean for males was .3848 and females was .6865.

Table 22.  
Number of Dependent Children by Gender

	MEAN	STD DEV	CASES
ENTIRE POPULATION	.5707	1.0167	927
MALE	.3848	.8628	356
FEMALE	.6865	1.0865	571

Survey Question 14: What is your current age?

Of the 976 respondents, 937 (96.0%) responded to the question concerning age. Table 23. reports that the mean age of the entire respondents population was 27.7, with a standard deviation of 8.7170. The male mean age of 26.4 was lower than the population mean while the female mean age, 28.5, was above the population mean. These figures coincide with the trends and reports of the student population being older and with the majority being female.

Table 23.  
Age By Gender

	MEAN	STD DEV	CASES
ENTIRE POPULATION	27.7652	8.7170	937
MALE	26.4945	8.1544	362
FEMALE	28.5652	8.9681	575

When analyzing the ages of the respondents by campus (See Table 24.) specific trends are notable. The Highland Lakes respondents were the oldest with a mean average age of 29.40. Royal Oak followed with an average of 29.17, then Southfield with 27.8, Auburn Hills with 26.9 and Orchard Ridge with the youngest average age of 26.65. Further analysis indicates that this same average age trend exists campus-wide and is repeated for both the female and male populations of each campus. The only variance is the average age among female respondents at Orchard Ridge 28.01 which is only slightly higher than that of Auburn Hills respondents which is 27.66.

Table 24.  
Current Age of Respondents by Campus by Gender

Variable	Mean	Std. Dev.
Entire Population	27.7652	8.7170
Campus		
Auburn Hills	26.9850	8.5598
Male	25.8500	7.3969
Female	27.6647	9.1399
Highland Lakes	29.4012	9.5413
Male	29.4030	9.8274
Female	29.4000	9.3870
Orchard Ridge	26.6500	8.7633
Male	24.4722	7.7586
Female	28.0174	9.0969
Royal Oak	29.1788	8.0470
Male	27.6795	7.4928
Female	30.3366	8.3021
Southfield	27.8163	7.5296
Male	26.0000	6.0000
Female	28.2250	7.8397

Oakland Community College's Office of Institutional Planning and Analysis reports, (See Table 25.) the average age of the 16,657 students enrolled at OCC for the Spring 1992 term is 29.0 years. The Highland Lakes Campus average was 29.7, oldest college-wide, was closely followed by the Royal Oak/Southfield Campus 29.6. The Auburn Hills average age of 29.3 and Orchard Ridge Campus average age of 27.4 are the lowest college wide. Even with differences in the reported average ages of the respondents and the Official Enrollment Data, the pattern of the average age of students on each campus site remains the same. Highland Lakes has the oldest average age followed by Royal Oak/Southfield, Auburn Hills and ending with Orchard Ridge.

Table 25.  
Spring 1992 Mean Student Age by Campus

<u>Campus</u>	<u>Mean</u>
Auburn Hills	29.3
Highland Lakes	29.7
Orchard Ridge	27.4
Royal Oak/Southfield	29.6
College	29.0

The data for current age (See Table 26.) has been grouped into brackets which will permit comparisons to currently known statistics (See Table 27.) for a validation of the results.

Table 26.  
Current Age of Respondents Spring 1992 Term

Age Group	frequency	percent	cum percent
16-20	225	23.9	24.0
21-25	265	28.3	52.3
26-34	227	24.2	76.5
35-49	204	21.8	98.3
50-60	16	1.6	100.0

Table 27.  
Oakland Community College District  
Enrollment by Sex and Age Fall 1990 Term

Age Group	frequency	percent		cum percent
		%male	%female	
18-20	8036	13.0	14.0	28.0
21-25	7387	12.0	13.0	54.0
26-34	7394	10.0	15.0	80.0
35-49	3761	4.0	9.0	93.0
50-64	1336	1.0	3.0	97.0

Survey Question 16: What is your primary reason for taking classes at OCC this term? (check all that apply)

The respondents perceptions of the reasons they were attending Oakland Community College were based on two main areas. Obtaining an Associate Degree was a major factor 60.1% of the respondents. The other major contributor to enrollment according to respondents was taking classes/credits which would transfer 47.2% to four year institutions (See Table 28.) Personal Enrichment was the next highest motivator for 25.7%

of the respondents. Much like the area of Personal Enrichment, the 188 (19.8%) respondents choosing Professional Advancement is not as large as the number of those enrolling for an Associate Degree or Transfer credit. Only 7.5% were motivated to work towards a certificate and considerably less 3.3% motivated by requirement of an employer.

Table 28.  
Reason for Taking Classes Spring 1992 Term

<u>reason</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
<u>personal enrichment</u>			
Yes	244	25.7	
No	705	74.3	100.0
Unknown/No Response	<u>27</u>	<u>missing</u>	
Total	976	100.0	
<u>working towards an associate degree</u>			
Yes	570	60.1	
No	379	39.9	100.0
Unknown/No Response	<u>27</u>	<u>missing</u>	
Total	976	100.0	
<u>working towards a certificate</u>			
Yes	73	7.5	
No	876	89.8	100.0
Unknown/No Response	<u>27</u>	<u>missing</u>	
Total	976	100.0	
<u>employers requirement</u>			
Yes	32	3.3	
No	917	96.6	100.0
Unknown/No Response	<u>27</u>	<u>missing</u>	
Total	976	100.0	

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	Yes	188		19.8	
	No	761		80.2	100.0
Unknown/No	Response	<u>27</u>	-	<u>missing</u>	
	Total	976		100.0	

taking credit toward transferring

	Yes	461		47.2	
	No	488		50.0	
Unknown/No	Response	<u>27</u>		<u>missing</u>	
	Total	976		100.0	

When looking at the reasons for the respondents enrolling at Oakland Community College by campus (See Table 29.) specific differences by respondents are identified.

At the Auburn Hills campus, the main focus for 55.2% of the respondents was obtaining a degree and for 51.5% securing transfer credit. Personal enrichment evoked a strong respondent response from 30.2%.

The major motivation for 82.7% of the respondents at the Highland Lakes Campus was obtaining a degree, for 35.2% obtaining Transfer credits. Advancement motivated 27.2% and Personal Enrichment 26.5% of the Highland Lakes respondents.

At Orchard Ridge Campus, like the Auburn Hills Campus, the primary incentive for 51.9% of the respondents was obtaining a degree and, 57.5% obtaining transfer credits. However, the Orchard Ridge respondents indicated that the desire to obtain transfer credits was of greater importance than obtaining a degree. Of significant interest to 20.7% of the Orchard Ridge Respondents was Personal Enrichment,

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For 64.1% of the Royal Oak respondents obtaining a degree was of the highest importance. For 43.4% of the respondents transfer credit was a key for enrolling. Like Orchard Ridge, next highest in importance for 26.6% was Personal Enrichment followed by an expressed interest in Advancement by 20.1%.

At the Southfield Campus 44.0% of the respondents ranked "Obtaining a degree and Transfer credits" of equal importance. Similarly, following the Orchard Ridge and Royal Oak pattern, 24.0% placed Personal Enrichment and 22.0% Advancement in the same range of importance.

Table 29.  
Respondents Primary Reason for Taking Classes by Campus

<u>Auburn Hills</u>				
Reason	Yes	%	No	%
Personal Enrichment	81	30.2	187	69.8
Associate Degree	148	55.2	120	44.8
Certificate	22	8.2	246	91.8
Employers requirement	13	4.9	255	95.1
Advancement	39	14.6	229	85.4
Transfer	138	51.5	130	48.5
Other	19	7.1	249	92.9
<u>Highland Lakes</u>				
Personal Enrichment	43	26.5	119	73.5
Associate Degree	134	82.7	28	17.3
Certificate	9	5.6	153	94.4
Employers requirement	10	6.2	152	93.8
Advancement	44	27.2	118	72.8
Transfer	57	35.2	105	64.8
Other	7	4.3	155	95.7

Orchard Ridge

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"Table 29 (cont'd)"

Orchard Ridge

Personal Enrichment	59	20.7	226	79.3
Associate Degree	148	51.9	137	48.1
Certificate	25	8.8	260	91.2
Employers requirement	4	1.4	281	98.6
Advancement	57	20.0	228	80.0
Transfer	164	57.5	121	42.5
Other	18	6.3	267	93.7

Royal Oak

Personal Enrichment	49	26.6	135	73.4
Associate Degree	118	64.1	66	35.9
Certificate	14	7.6	170	92.4
Employers requir	5	2.7	179	97.3
Advancement	37	20.1	147	79.9
Transfer	80	43.5	104	56.5
Other	10	5.4	174	94.6

Southfield

Personal Enrichment	12	24.0	38	76.0
Associate Degree	22	44.0	28	56.0
Certificate	3	6.0	47	94.0
Employers requirement			50	100.0
Advancement	11	22.0	39	78.0
Transfer	22	44.0	28	56.0
Other	8	16.0	42	84.0

The respondents at each of the five campuses indicated that obtaining an Associate degree and transferring credits to another institution were their primary reasons for attending Oakland Community Colleges, and obtaining a certificate of little importance. At each campus, only a small population indicated that advancement was important. Requirement by employer did not seem to be a factor in any of the respondents reasons for enrolling at Oakland Community College.

Survey Question 19: Are you currently employed?

Employment status, by 744 respondents 78.2% of the 976 total responses, (See Table 30.), represents a key factor in

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Table 30.  
Employment Status of Respondents

	frequency	percent	cum percent
Yes	744	78.2	
No	207	21.8	100.0
Unknown/No Response	<u>25</u>	<u>missing</u>	
Total	976	100.0	

When broken down by campus (See Table 31.), Highland Lakes was the leader with 85.3% of the respondents indicating employment status. They following in descending order, Royal Oak 80.9%, Auburn Hills 79.6%, Orchard Ridge 73.1%, and Southfield 68.0%.

Table 31.  
Respondents Employment Status by Campus

	Campus					
Working	A.H.	H.L.	O.R.	R.O.	S.F.	TOTAL
Yes	214 79.6%	139 85.3%	209 73.1%	148 80.9%	34 68.0%	744 78.2%
No	55 20.4%	24 14.7%	77 26.9%	35 19.1%	16 32.0%	207 21.8%

Survey Question 19: How many hours per week do you work at your job?

The number of hours worked by respondents by campus is another factor in determining the scheduling format which best meets the respondents/students needs (See Table 32.). As many

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<u>HOURS</u>	<u>A.</u>
1-14	3.
15-24	2 14.
25-34	5 25.
35 or more	11 57.

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39.78 hours

as 61.6% of the respondents indicated they worked 35 or more hours per week. Highland Lakes campus had the greatest percentage 72.6% of respondents in the 35-or-more hours category, followed in descending order by Royal Oak with 70.1%, Southfield with 67.6%, Auburn Hills with 57.3%, and Orchard Ridge with 51.7%. Orchard Ridge had the largest percentage 3.9% of respondents in the category of least number of hours worked (1-14 hours).

Table 32.  
Hours Worked Per Week by Respondents by Campus

<u>HOURS</u>	<u>A.H.</u>	<u>H.L.</u>	<u>Campus O.R.</u>	<u>R.O.</u>	<u>S.F.</u>	<u>TOTAL</u>
1-14	6 3.0%	3 2.2%	8 3.9%	5 3.4%	1 2.9%	23 3.2%
15-24	29 14.6%	13 9.6%	44 21.3%	21 14.3%	3 8.8%	110 15.25
25-34	50 25.1%	21 15.6%	48 23.2%	18 12.2%	7 20.6%	144 19.9%
35 or more	114 57.3%	98 72.6%	107 51.7%	103 70.1%	23 67.6%	445 61.6%

Additional consideration should be given to the hours worked per week by gender. The mean average (See Table 33.) of the total respondent population is 36.96 hours, for males 39.78 hours and for females 34.9 hours.

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Table 33.  
Hours Worked Per Week by Gender

	MEAN	STD DEV	CASES
TOTAL POPULATION	36.9651	15.5329	745
MALE	39.7850	17.7641	307
FEMALE	34.9886	13.4276	438

A further analysis of hours worked per week by gender by campus reveals that the females at Highland Lakes work more hours per week on average (36.4321 hrs.) than those at other campuses. The lowest average number of hours (32.7 hrs.) worked per week by females at Orchard Ridge. For the male respondents, those at the Southfield Campus had the highest mean, 39.6259, while the campus with the least mean was Orchard Ridge respondents with 32.7549 (See Table 34.)

The respondents from the Highland Lakes, Royal Oak, and Southfield campuses worked, on average, more hours than the respondents from the Auburn Hills and Orchard Ridge campuses. For each of the campuses, with the exception of Orchard Ridge where male and female had similar work patterns, the female respondents worked fewer hours per week than their male counterparts. Both male and female respondents at the Auburn Hills, Highland Lakes, Royal Oak, and Southfield campuses worked more hours on average than either the male or female respondents at the Orchard Ridge campus.

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Table 34.  
Hours Worked Per Week by Gender by Campus

	Mean	Std Dev	Cases
For Entire Population	34.9889	11.0578	722
Auburn Hills	34.3467	10.6361	199
Male	36.3537	9.3958	82
Female	32.9402	11.2520	117
Highland Lakes	37.0667	10.7843	135
Male	38.0185	12.2235	54
Female	36.4321	9.7364	81
Orchard Ridge	32.7729	11.1011	207
Male	32.8025	11.0594	81
Female	32.7540	11.1719	126
Royal Oak	36.7007	11.6909	147
Male	38.8154	10.4177	65
Female	35.0244	12.4166	82
Southfield	36.5882	8.9616	34
Male	39.6250	1.0607	8
Female	35.6538	10.0914	26

Survey Question 18: Is any part of the costs related to your enrollment at OCC paid for by your employer?

Those fact that 194 (20.5%) of the respondents had part of their costs are paid by their employer (See Table 35.) is significant. The implications for reviewing the college's scheduling and programming format in order to take advantage of the arena of industrial/business training, are apparent.

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Table 35.  
Costs Paid by Employer

The "does not apply" category encompasses the respondents who indicated that their employer did not pay any part of their educational expenses.

	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
Yes	194	20.5	
No	544	57.6	78.1
Does not apply	207	21.9	100.0
Unknown No Response	<u>31</u>	<u>missing</u>	
Total	976	100.0%	

Looking at cost paid by employer (See Table 36.) on a campus basis gives a clear indication of which students are currently benefiting from programs that are of interest to employers. Of those respondents whose employers paid part of their educational costs, the highest number 36.0% were from the Highland Lakes Campus followed in descending order by Royal Oak campus with 28.8%, Auburn Hills with 23.5%, Orchard Ridge with 22.5% and Southfield with 17.6%.

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Table 36.  
Costs Paid by Employer by Campus

Campus						
Pay	A.H.	H.L.	O.R.	R.O.	S.F.	TOTAL
Yes	50	49	47	42	6	194
	23.5%	36.0%	22.5%	28.8%	17.6%	26.3%
No	163	87	162	104	28	544
	76.5%	64.0%	77.5%	71.2%	82.4%	73.7%

Survey Question 20: Are you a resident of Oakland County?

With 89.3% of the respondents living within its boundaries, Oakland County is easily the predominant service population area (See Table 37.).

Table 37.  
Resident of Oakland County

	frequency	percent	cum percent
Yes	848	89.3	
No	102	10.7	100.0
Unknown	<u>26</u>	<u>missing</u>	
No Response			
Total	976	100.0	

Out-of-county residents represents 10.7% of the respondents (See Table 38.) The Orchard Ridge Campus led in the resident category with 95.9% and the Southfield Campus in the non-residents category with 26.0%. In terms of geographic location the Southfield Campus is located closest to another county line.

Status

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Table 38.  
Non Oakland County Residents by Campus

Status	Campus					TOTAL
	O.R.	H.L.	O.R.	R.O.	S.F.	
Yes	258 95.9%	150 92.0%	245 86.3%	158 85.9%	37 74.0%	848 89.3%
No	11 4.1%	13 8.0%	39 13.7%	26 14.1%	13 26.0%	102 10.7%

According to the official ten day enrollment report of all students enrolled at Oakland Community College during the Spring 1992 term, 87.6% (14,589) are Oakland County residents (See Table 39.) and 11.5% (1,922) are out-district. Auburn Hills has the most In-District students (4,610) whereas Royal Oak/Southfield has the most Out-of-District students (876).

Table 39.  
Student Residency Status Spring 1992  
Office of Institutional Planning and Analysis OCC

Residency	A.H.	H.L.	O.R.	R.O./S.F.	COLLEGE
In-District	4,610	2,999	3,342	3,368	14,589
Out-of-District	355	157	534	876	1,922

Survey Question 21: How many credits are you taking this semester?

During the Spring/Summer terms which are seven and a half weeks each, half of a normally full fifteen week semester, six credits is considered a full time student by Oakland Community College. During a normal fall/winter fifteen week semester, 12 credits qualifies a student as "full-time". The respondents

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by a large number (71.8%) indicated that they did not qualify for full- student status (See Table 40.)

Table 40.  
Respondents Credits Taken Spring 1992

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<u>credits</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
1-6	676	71.8	
7-15	265	28.2	100.0
Unknown	<u>35</u>	<u>missing</u>	
No Response			
Total	976	100.0	

---

Credits taken by gender by the respondents (See Table 41.) indicates that females take fewer credits, mean 5.25, than males whose mean credits taken is 5.47.

Table 41.  
Credits by Gender

---

	MEAN	STANDARD DEVIATION	CASES
ENTIRE POPULATION	5.3411	2.4394	941
MALE	5.4737	2.6141	361
FEMALE	5.2586	2.3225	580

---

When the number of credits are broken down by campus and

by gender, some interesting patterns appear (See Table 42.) Of the entire population of the respondents, those from the Auburn Hills campus take the largest number of credits, on average, 5.5356. With an average of 5.1420, those from the Highland Lakes campus take the least. In regards to the male students, those from Orchard Ridge take the most credits on average (5.5370), while the males from the Southfield campus take the least, (4.8000). The females from Auburn Hills take the largest number of credit hours on average (5.5928), while

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those from Highland Lakes take the least (4.8842). At the Auburn Hills and the Southfield campuses the female respondents were enrolled in more credits than the males. The difference between the males and females at the Royal Oak campus was very small in comparison to the Highland Lakes and Orchard Ridge campus.

Table 42.  
Credits by Gender by Campus

	Mean	Std. Dev.	Cases
Entire Population	5.3411	2.4394	941
Auburn Hills	5.5356	2.5343	267
Male	5.4400	2.7278	100
Female	5.5928	2.4177	167
Highland Lakes	5.1420	2.2287	162
Male	5.5075	2.5959	67
Female	4.8842	1.9011	95
Orchard Ridge	5.2206	2.4189	281
Male	5.5370	2.5811	108
Female	5.0231	2.2975	173
Royal Oak	5.4231	2.4924	182
Male	5.4868	2.6758	76
Female	5.3774	2.3642	106
Southfield	5.3265	2.5032	49
Male	4.8000	1.6193	10
Female	5.4615	2.6837	39

Survey Question 22: Which of the following have the greatest effect upon you enrolling in classes at OCC? (check all that apply)

Cost, according to 54.4% of the respondents, and job responsibilities according to 44.0% were ranked as having the greatest effect upon enrolling at Oakland Community College (See Table 43.) Motivation according to 38.9% ranked as

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Unknown  
No Respons  
Total

family res

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No  
Unknown  
No Respons  
Total

transporta

Yes  
No  
Unknown  
No Respons  
Total

cost

Yes  
No  
Unknown  
No Respons  
Total

having the third highest effect followed by family responsibilities by 23.7%. Transportation (14.5%) and Child-Care (12.1%) appear to have had a minor impact on the respondents enrolling at Oakland Community College.

Table 43.  
Greatest Effect on Enrolling

<u>reason</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
<u>job responsibilities</u>			
Yes	410	44.0	
No	521	56.0	100.0
Unknown	<u>45</u>	<u>missing</u>	
No Response			
Total	976	100.0	
<u>child care</u>			
Yes	111	12.1	
No	818	87.9	100.0
Unknown	<u>45</u>	<u>missing</u>	
No Response			
Total	976	100.0	
<u>family responsibilities</u>			
Yes	221	23.7	
No	710	76.3	100.0
Unknown	<u>45</u>	<u>missing</u>	
No Response			
Total	976	100.0	
<u>transportation</u>			
Yes	135	14.5	
No	796	76.3	100.0
Unknown	<u>45</u>	<u>missing</u>	
No Response			
Total	976	100.0	
<u>cost</u>			
Yes	506	54.4	
No	425	45.6	100.0
Unknown	<u>45</u>	<u>missing</u>	
No Response			
Total	976	100.0	

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"Table 43 (cont'd)"

<u>motivation</u>			
Yes	362	38.9	
No	569	61.1	
100.0			
Unknown/No Response	<u>45</u>	<u>missing</u>	
Total	976	100.0	
 <u>other</u>			
Yes	96	10.3	
No	835	89.7	100.0
Unknown	<u>45</u>	<u>missing</u>	
No Response			
Total	976	100.0	

As indicated (See Table 44.) 53.1% of the Highland Lakes respondents thought that job responsibilities was a vital part of the reason they took classes; while at the Orchard Ridge campus 61.6% of the respondents felt job responsibilities had no effect upon enrolling. About 16.0% of the respondents at the Southfield campus indicated that child care was important. Family responsibilities were highlighted by 28.0% of the Southfield respondents and 27.2% of the Highland Lakes respondents. Cost as a major effect upon enrolling was indicated as less important by 42.0% of the respondents at the Southfield campus and 49.4% at the Highland Lakes campus. Personal motivation as an effect on enrolling was highlighted by 48.0% of the respondents at the Southfield campus and 42.0% of the respondents at the Orchard Ridge campus.

There appeared to be no consistent pattern in the types of responses indicated in the "other" category that would indicate any reason effecting enrollment other than the ones listed in the question.

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Table 44.  
Effect Upon Enrolling by Campus (yes responses)

Effect	A.H.	H.L.	O.R.	R.O.	S.F.
Job	43.9%	53.1%	38.4%	44.8%	44.0%
Child Care	11.4%	13.0%	12.3%	11.0%	16.0%
Family	22.9%	27.2%	20.7%	25.6%	28.0%
Respons					
Trans	15.5%	10.5%	15.9%	14.0%	16.0%
Cost	57.6%	49.4%	55.8%	55.2%	42.0%
Motivation	39.5%	31.5%	42.0%	37.2%	48.0%
Other	8.9%	11.1%	12.7%	6.4%	16.0%

Survey Question 23. Please indicate any formal education you have completed since high school. (Check all that apply)

In trying to determine what programs would be most beneficial to the population served by Oakland Community College, the respondents were asked to identify their educational experiences beyond high school (See Table 45.) The respondents indicated that 608 respondents (65%) of them have had some education beyond high school.

To further distinguish post-high-school education, the respondents were asked to identify the highest type of educational experience they had received. Continuing education classes as listed as education beyond the High School degree was indicated by 183 respondents (19.6%). Completion of an Associate Degree, ranked the highest (45%) in level of education achieved. There were 63 (6.8%) respondents

who indicat

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Unknown/No

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100.0  
Unknown/No

Completed

100.0  
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Completed

100.0  
Unknown/No

Completed

100.0  
Unknown/No

who indicated they had a Bachelors degree or beyond.

Table 45.  
Formal Education Since High School

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No additional classes

Yes	328	35.0
No	608	65.0
100.0		
Unknown/No Response	<u>40</u>	<u>missing</u>
Total	976	100.0

Continuing education classes

Yes	183	19.6
No	753	80.4
100.0		
Unknown/No Response	<u>40</u>	<u>missing</u>
Total	976	100.0

Some college, no degree

Yes	78	8.3
No	858	91.7
100.0		
Unknown/No Response	<u>40</u>	<u>missing</u>
Total	976	100.0

Completed Associate degree

Yes	421	45.0
No	515	55.0
100.0		
Unknown/No Response	<u>40</u>	<u>missing</u>
Total	976	100.0

Completed Bachelors degree

Yes	54	5.8
No	882	94.2
100.0		
Unknown/No Response	<u>40</u>	<u>missing</u>
Total	976	100.0

Completed Masters degree

Yes	9	1.0
No	927	99.0
100.0		
Unknown/No Response	<u>40</u>	<u>missing</u>
Total	976	100.0

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When analyzing the data by campus (See Table 46.) there are some definite differences. There were 79.6% of the respondents at the Southfield campus, highest among all campuses, who indicated that they had college experience since graduating from high school. At the Highland Lakes campus 43.3% of the respondents indicated that they had not had any class work beyond high school. At the Royal Oak campus 22.5% indicated course work in the area of continuing education the highest level of education since leaving high school. Completion of Associate Degree was claimed by 51.0%, of the respondents, highest in the college, at the Southfield campus while 39.3% of the Royal Oak respondents rated lowest in completion among all respondents college wide. At the Southfield Campus 18.4% of the respondents indicated completion of a bachelors degree as the highest level of education completed since high school.

Table 46.  
Formal Education Completed Beyond High School by Campus

Type of education	A.H.	H.L.	O.R.	R.O.	S.F.
No Additional	33.9%	43.3%	33.3%	35.8%	20.4%
Continuing Educ.	19.6%	18.9%	18.3%	22.5%	18.4%
Complete Assoc.	49.1%	40.9%	45.9%	39.3%	51.0%
Some college	8.9%	7.9%	7.5%	9.2%	8.2%
no degree					
Complete Bachelor	1.8%	2.4%	8.2%	7.5%	18.4%
Complete Master	.4%		1.4%	1.7%	2.0%

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Unknown/N

Transfer

Unknown/N

Study ski

Unknown/N

Other ser

Unknown/N

Survey Question 24. Do you need any of the following services? There were 400 respondents, or 56.7% of total population (See Table 47.) which indicated that information and services concerning Financial Aid were very important to them. Transfer information was the next highest service requested by 43.0% of the respondents. Study skills received the third highest priority of services requested with 30.4% of the population responding to this question, Child Care 11.6%, and other services, 4.7%. Neither appeared to be of strong importance in the services the respondents perceived to be of assistance.

Table 47.  
Services Requested by Respondents

<u>Financial Aid</u>			
Yes	400	56.7	
No	305	43.3	
100.0			
Unknown/No Response	<u>271</u>	<u>missing</u>	
Total	976	100.0	
<u>Child care</u>			
Yes	82	11.6	
No	623	88.4	100.0
Unknown/No Response	<u>271</u>	<u>missing</u>	
Total	976	100.0	
<u>Transfer information</u>			
Yes	303	43.0	
No	402	57.0	100.0
Unknown/No Response	<u>271</u>	<u>missing</u>	
Total	976	100.0	
<u>Study skills</u>			
Yes	214	30.4	
No	491	69.6	100.0
Unknown/No Response	<u>271</u>	<u>missing</u>	
Total	976	100.0	
<u>Other services</u>			
Yes	33	4.7	
No	672	95.3	100.0
Unknown/No Response	<u>271</u>	<u>missing</u>	
Total	976	100.0	

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Child Care  
Transfer  
Study Skills  
Other

Highland

Financial  
Child Care  
Transfer  
Study Skills  
Other

Orchard Ridge

Financial  
Child Care  
Transfer  
Study Skills  
Other

Responses to the survey question about what services the respondents felt were important was reviewed campus by campus (See Table 48.) Interest with financial aid was rated first followed by requests for services regarding transfer information and study skills. The Southfield campus rated financial aid the most importance service, being requested by 69% of the campus respondents. On the Southfield campus, 17.9% of the respondents rated child care service the highest. The Southfield response to child care was the highest rate of interest college-wide. At Orchard Ridge 9.2% of the respondents rated child care the least important service.

Table 48.  
Services Requested by Respondents by Campus

<u>Auburn Hills</u>				
<u>Service</u>	<u>yes</u>	<u>%</u>	<u>no</u>	<u>%</u>
Financial Aid	118	55.9	93	44.1
Child Care	30	14.2	181	85.8
Transfer Info.	91	43.1	120	56.9
Study Skills	67	31.8	144	68.2
Other	8	3.8	203	96.2
<u>Highland Lakes</u>				
Financial Aid	72	61.5	45	38.5
Child Care	8	6.8	109	93.2
Transfer Info.	42	35.9	75	64.1
Study Skills	30	25.6	87	74.4
Other	3	2.6	114	97.4
<u>Orchard Ridge</u>				
Financial Aid	115	55.8	91	44.2
Child Care	19	9.2	187	90.8
Transfer Info.	98	47.6	108	52.4
Study Skills	58	28.2	148	71.8
Other	9	4.4	197	95.6

Royal Oak

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Child Care  
Transfer In  
Study Skill  
Other

Southfield

Financial A  
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"Table 48 (cont'd)"

Royal Oak

Financial Aid	68	51.5	64	48.5
Child Care	18	13.6	114	86.4
Transfer Info.	58	43.9	74	56.1
Study Skills	47	35.6	85	64.4
Other	10	7.6	122	92.4

Southfield

Financial Aid	27	69.2	12	30.8
Child Care	7	17.9	32	82.1
Transfer Info.	14	35.9	25	64.1
Study Skills	12	30.8	36	69.2
Other	3	7.7	36	92.3

Summary of data for Research Question I

## College Wide

Taking into consideration the review of the literature dealing with the demographics of students at Oakland Community College and the data provided by the respondents to the survey, a strong picture is given of the respondents/students demographics.

A great majority of the respondent population is female. Of the 976 respondents 585 or 61.4% were female. Male respondent population was 367 or 38.6%.

The majority of respondents (61.5%) were single, and over 69% without dependents. Of those with dependents, 13.1% had one and 11.2% had two.

The average age of the respondents to the survey was 27.76 years. The average age of the female respondents was 28.56 years. The male respondents average age was 26.49.

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On a college-wide basis, 60.1% of the respondents indicated their reasons for attending OCC centered on obtaining an Associates Degree, with 47.2% wanting to take credits which would transfer. Personal enrichment interested 25.7% and professional advancement 19.8%.

Employment status by respondents indicated that 78.2% were employed. Of those indicating employment, over 50% indicated they worked between 32 and 60 hours per week. On a college-wide basis the mean hours worked per week was 36.96. The mean hours worked by male respondents was 39.78 hours. Female respondents indicated a mean of 34.98 hours worked per week.

Over 20% of the respondents, 194, indicated that some part of their educational expenses were paid for by their employer.

The population served by Oakland Community College is apparent. Almost 90% of the respondents indicated they were residents of Oakland County.

Respondents college-wide (71.8%) indicated they were part-time students. The mean number of credits taken during the Spring 1992 term was 5.34. Male respondents indicated a mean number of credits taken as 5.47. Female respondents mean credits taken was 5.25.

On a college-wide basis 54.4% of the respondents indicated that cost of going to school had the greatest impact on their enrolling at Oakland Community College. Job

Responsibilities, the next highest rated reason for enrolling, was indicated by 44.0%, followed by 38.9% of the respondents indicating personal motivation as the major reason for attending college.

In terms of education beyond high school, the respondents were split, with 65% of the respondents indicated some education beyond high school. Of that group, 45% indicated they had completed an Associate Degree. Those respondents who indicated they had completed a bachelors degree or above represented 6.8% of the respondent population.

The most important requested service for 56.7% of the respondents was Financial Aid. Information on transfer credits was rated the highest requested service by 43.0%. Study skills was ranked high in importance by 30.4% of the respondents.

### Campus Profile

#### Auburn Hills

Of the 269 respondents at the Auburn Hills campus 167 or (62.1%) were females. The total number of male respondents was 102, which represents 37.9% of the total population.

Concerning marital status, 175 or (65.1%) of the respondents indicated they were single, and 66 (24.5%) indicating they were married. The number divorced was 28 (10.4%).

On a college wide basis, the respondents from Auburn Hills were ranked as the second youngest population with a

mean age of 26.98. The male respondents mean age of 25.85 was the second youngest on a college-wide basis. The female respondents mean age of 27.66 was the youngest college-wide.

According to 55.2% of the respondents the primary reason for attending college was to obtain an Associate Degree. This was followed by transfer credits which 55.1% of the respondents indicated was their primary reason for attending. Personal Enrichment was indicated by 30.2% of the respondents as their primary reason for attending.

214 or 79.6% of the respondents indicated they were employed. Of those respondents who indicated they were employed 57.3% indicated they worked 35 hours or more. 25.1% of the respondents indicated they worked 25 to 34 hours per week. For the campus as a whole the mean number of hours worked was 34.34. The male respondents mean hours worked was 36.35 which was the second lowest mean for males in the college. The female mean hours worked was 32.94. This, as with the males, was the second lowest mean college-wide. Concerning cost of education paid by employer, 23.5% of the respondents indicated some costs were covered by their employer.

The Auburn Hills respondents represented the highest percentage of in county residents. 258 or 95.9% indicated Oakland County as their residence.

In terms of credits taken by campus over all the

respondents from Auburn Hills had a mean of 5.53. This was the highest mean college wide. The males mean of 5.44 was the second lowest college wide. The females mean credits was 5.59 which was the highest in the college.

Having the greatest impact upon their attending Oakland Community College was cost followed by job responsibilities. Of the Auburn Hills respondents 57.6% choose cost as having the largest impact upon enrolling. This was the highest percentage of any of the campuses indicating cost as the main factor. Job responsibilities was chosen by 43.9% of the respondents as having the greatest impact. Motivation was picked by 39.5% of the Auburn Hills respondents as having the greatest impact.

When reviewing educational background beyond high school 49.1% of the Auburn Hills respondents indicating they had completed an Associate Degree. Having had not additional classes beyond high school was indicated by 33.9% of the respondents.

The most important service requested by the Auburn Hills respondents was Financial Aid, transfer, and study skills. 118 or 55.9% of the respondents indicated Financial Aid was the most important. Transfer information was the next highest requested service by 91 respondents 43.1%. This was followed by 67 respondents, 31.8%, indicating they needed help with Study Skills.

Highland Lakes

Of the respondents from the Highland Lakes Campus 96 or 58.9% of respondents indicate they were female. 67 or 41.1% of the respondents indicated they were male.

The respondents, (75 or 46.0%), from Highland Lakes indicated their marital status as married. Of the total population, those respondents indicating they were single represented 74 or 45.4%. 14 or 17.5% of the Highland Lakes respondents indicated they were divorced.

In total, the respondents from Highland Lakes had a mean age of 29.40 years. The male and female population both had a mean age of 29.4 years.

Highland respondents 134 or 82.7% indicated the primary reason for enrolling at the college was to obtain an Associate Degree. This was followed by 57 respondents, 35.2% indicating their main reason for attending was to obtain transfer credits. 44 respondents, 27.2% indicated job advancement was their main reason for attending. This was followed by 43 respondents, 26.5% who indicated personal enrichment was the main reason for attending classes.

Respondents from the Highland Lakes Campus indicated that 139 85.3% were employed. The mean number of hours worked for the entire campus was 37.06. Male respondents indicated a mean number of hours employed to be 38.01 hours. Females mean hours employed was reported to be 36.43 hour. Highland Lakes respondents, 36.0%, indicated that some of their education was

paid for by their employer.

When asked about their residency 92.0%, indicated that they lived within the boundaries of Oakland County.

Highland Lakes respondents indicated a mean of 5.1420 credits taken during the Spring 1992 term. The male respondents indicated a mean of 5.5075 credits, while the female respondents indicated a mean of 4.8842 credits taken.

The respondents indicated the greatest reason for enrolling at Oakland Community College was job responsibilities followed by cost of enrolling, and personal motivation. Job responsibility was rated as having the greatest impact by 53.1% of the respondents. This was followed by 49.4% indicating cost had the highest impact on their decision to attend Oakland Community College. Personal motivation was rated by 31.5% of the respondents as having the greatest impact for attending.

In terms of education past the high school level the Highland Lakes respondents, 43.3%, rated no additional classes work as their highest obtainment. This was followed by 40.9% of the respondents who indicated they had completed an Associate Degree. 18.9% of the respondents indicated their only educational involvement past high school had been in continuing education.

Services requested most frequently by the Highland Lakes respondents was Financial Aid, transfer information, and study skills. The most requested service, (61.5%), was information

on Financial Aid. The next most requested service was Transfer Information which 35.9% of the respondents requested. Study Skills was indicated by 25.6% of the respondents as a service they were interested in.

#### Orchard Ridge

Of the 286 respondents from Orchard Ridge, 61.5% were female, while 110 or 38.5% of the respondents were male.

196 respondents, (68.8%), from Orchard Ridge indicated their marital status as single. Being married was indicated by 25.3% of the respondents while 6.0% indicated their marital status as divorced.

The respondents from Orchard Ridge had the youngest mean average age of 26.6 years in the college. The mean average for the male respondents was 24.47 years. The Orchard Ridge male mean was

the youngest in the college. The mean average for the female respondents was 28.01 years. College wide, the Orchard Ridge females had the second youngest mean average.

Primary reason for enrolling, sighted by 164 Orchard Ridge respondents, 57.5%, was transfer credits. This was followed by 148 respondents, (51.9%), indicating that obtaining an Associate Degree was the most important reason for attending. Personal enrichment, (20.7%), followed closely by advancement, (20.0%), were the next highest ranked reason for attending Oakland Community College.

When answering the question concerning employment status, 209 of the Orchard Ridge respondents, (73.1%), indicated they were employed. Of those indicating they were employed, the campus mean for hours worked per week was 32.77 hours. Male respondents indicated a mean of 32.80 hours worked per week. The female respondents mean hours worked per week was 32.75. In relation to credits paid for by the employer, 22.5% of the respondents indicated that some of their expenses were paid for.

At the Orchard Ridge campus 86.3% of the respondents indicated that they resided in Oakland County.

When asked how many credits were being taken during the Spring 92 term, the Orchard Ridge respondents mean average was 5.220. The male respondents mean average was 5.537. The female respondents indicated their mean average was 5.023 credits.

According to 55.8% of the respondents, the primary impact on their enrolling was cost. This was followed by personal motivation, which 42.0% indicated as the main reason for enrolling. Job responsibilities was indicated as a factor by 38.4% of the respondents.

Regarding the question of "education obtained", the respondents from Orchard Ridge, rated having obtained an Associate Degree as the highest achieved education since high school (45.9%). This was followed by 33.3% of the respondents indicating that they had not had any additional education

since leaving high school.

Most important services requested were Financial Aid, Transfer information, and study skills. 115, 55.8%, of the respondents indicated that obtaining Financial Aid services was most important, followed by 98, 47.6%, respondents viewing Transfer information as being of high importance. Study Skills was indicated by 58, (28.2%), of the respondents as being an important service.

#### Royal Oak

Of the 184 respondents from the Royal Oak campus 106, 57.6% were female. Male respondents numbered 78 or 42.4% of the respondent population.

Of the respondents from Royal Oak 58.8% indicated their marital status as married. 30.1% indicated their status as single while 11.5% indicated they were divorced.

The respondents from the Royal Oak campus had a mean average age of 29.17. The male respondents indicated a mean average age of 26.67. The female respondents average mean age was 30.33.

Primary reason for enrolling for the Royal Oak respondents, 64.1%, was obtaining an Associate Degree. Transfer information was second highest, ranked by 43.5% of the respondents. Personal Enrichment was ranked the third highest reason for enrolling by 26.6% of the respondents.

Concerning employment, 80.9% of the respondents indicated they were employed. Of those respondents indicating they were

employed, the mean hours worked per week was 36.70 hours. The male respondents mean hours worked per week was 38.81. The female respondents had a mean of 35.02 hours worked per week. Of the total respondents who indicated they were employed 28.8% indicated that some of their cost of going to school was paid for by their employer.

The respondents from the Royal Oak campus took a mean average of 5.42 credits during the Spring 92 term. The male respondents mean average of credits taken was 5.48. The female respondents mean was 5.37 credits taken.

Cost as having the highest effect upon enrolling was listed by 55.2% of the Royal Oak respondents. This was followed by 44.8% of the respondents indicating that job responsibilities played an important role in their enrolling. Motivation was ranked third by 37.2% of the respondents.

In reference to the highest level of formal education obtained beyond high school, 39.3% of the respondents indicated they had obtained an Associates degree. This was followed by 35.8% of the respondents indicating that they had no additional formal education beyond high school. Continuing education was listed by 22.5% of the respondents as the highest level of education they had obtained beyond high school.

The most requested services by the respondents were Financial Aid, transfer information, and study skills. Of the services requested, 51.5% ranked financial aid first, followed

by transfer information, 43.9%, and study skills, 35.6%.

### Southfield

Of the 50 respondents to the survey from the Southfield Campus 80% indicated they were female. Male respondents numbered 10, 20.0% of the respondent population.

Of those responding to marital status 65.3% of the respondents indicated they were single, 34.7% married.

The mean age of the respondents from the Southfield campus was 27.81 years. The female respondents mean age was 28.22 years. The male respondents mean age was 26.00 years.

Associate degree and transfer credits were equally rated by 44.0% of the respondents as the primary reason for enrolling at Oakland Community College. Personal Enrichment was selected by 12 respondents, (24.0%) as the primary reason for enrolling. This was closely followed by advancement, which was chosen by 11 respondents, (22.0%), as a primary reason.

Regarding employment status, 68.0% of the Southfield respondents indicated they were employed. Of the total Southfield population indicating they were employed, the mean hours worked per week was 36.58 hours. The male respondents indicated a mean of 39.62 hours per week. Female respondents reported a mean of 35.65 hours worked per week. Of those respondents indicating they were employed, 17.6% responded that part of their education was paid for by their employer.

From the Southfield Campus 26.0% of the respondents from the indicated out-of-district residency, the highest percentage of any of the Oakland Community College campuses.

In terms of credits taken during the Spring 92, term the mean for the Southfield respondents was 5.32 credits. The female respondents indicated a mean of 5.46 credits. The male respondents reported a mean of 4.80 credits during the Spring 92 term.

Motivation, job, and cost were rated as having the highest effect upon respondents enrolling at the college. Ranked first by 48.0% of the respondents was "motivation". "Job" received the second highest ranking by respondents, (44.0%) and "cost" was ranked third by 42.0% as having the greatest effect upon enrolling. When asked to indicate highest level of form education obtained beyond high school 51.0%, of the Southfield respondents indicated that they had obtained an Associate degree. Southfield respondents, 20.4%, rated the highest in obtaining a bachelors or a masters degree on a college wide basis.

Respondents from the Southfield respondents 69.2% rated Financial Aid as the highest needed service. This was followed by 35.9% of the respondents who felt they needed Transfer Information. Study Skills was indicated by 30.8% of the respondents as being of high importance as a vital service.

#### Research Question II

Ideally, what perceptions do students have of scheduling/programming preferences of

classes and programs offered by Oakland Community College?

The initial part of the survey requiring respondent comments deals with student preferences as it relates to a number of factors which could influence scheduling and programming practices by Oakland Community College on each of its five campuses. The respondents were asked to rank order the days of the week which are best for them to take classes. Respondents were again to rank order the times of the day which were best for them to attend classes. Finally, respondents were asked to choose their preference of scheduling format.

Respondents were asked about their willingness to take classes on the weekend if they could obtain their educational goals. If respondents positively responded to a willingness to take classes on the weekends they were then asked to answer specific questions concerning weekend scheduling and programming. First, respondents were asked: If they were willing to attend on weekends, what impact would that have on their taking classes during the week?

This was followed by questions regarding respondents specific interest in weekend programming. Data was collected regarding the best time of day for classes to be held on Saturday and Sunday.

Respondents were asked to identify the types of classes and programs which are currently offered by the college that they would like to see offered on the weekend. Finally, the

respondents were asked to identify programs and degrees they would like to see Oakland Community College host besides the two year associate degree or certificate programs as part of the weekend scheduling format.

Survey Question 1. Rank order the days of the week that are best suited for you to attend classes at OCC. Place a 1 next to the day that is best for you a 2 next to the next best day and so on, with 7 being the least desirable day.

In reviewing the rankings by the respondents (See Table 49.) Monday (48.1%) and Tuesday (37.0%) were the two days best perceived to take classes on. After Tuesday, being ranked as the second most popular day to take classes, there was a significant drop-off to Wednesday (11.4%) through to Sunday (.9%) as the most popular day to take classes. On a college-wide basis Saturday (4.9%) was perceived to be a better day to take classes then Friday (2.1%).

Table 49.  
Best Day of Week to Attend Classes

Day	<u>Best day to attend classes</u>						
	first	second	third	fourth	fifth	sixth	seventh
Mon.	48.1	7.1	14.4	20.6	5.9	1.9	2.0
Tues.	37.0	35.6	17.3	5.4	3.1	.9	.6
Wed.	11.4	29.8	39.6	12.7	3.7	2.4	.4
Thur.	7.6	20.4	18.2	45.6	4.4	2.9	.9
Fri.	2.1	2.8	2.8	6.2	67.1	10.6	8.4
Sat.	4.9	2.8	2.1	2.8	7.3	71.3	8.7
Sun.	.9	2.5	1.3	1.4	4.6	4.7	84.6

When reviewing the respondents perceived best day to take classes by campus (See Table 50.) a similar trend of Monday and Tuesday being the most popular days is indicated. The respondents from the Southfield campus, 64.6% and the Auburn Hills campus, 52.9% indicated the strongest preference of Monday as the best day to take classes. When considering Tuesday as the best day to take classes, respondents from the Southfield Campus, 27.1% displayed the least interest. Royal Oak respondents, 9.5% showed the greatest preference for Thursday among all respondents as the best day to take classes. The Southfield Campus respondents displayed the greatest interest among all campus respondents in Friday (9.1%) and Saturday (7.0%) as the best days to take classes. Auburn Hills respondents, 2.9% displayed the least interest in Saturday being the best day to take classes.

Table 50.  
Best Day of Week to Attend Classes by Campus

<u>Day of Week</u>	<u>A.H.</u>	<u>H.L.</u>	<u>O.R.</u>	<u>R.O.</u>	<u>S.F.</u>
Monday	52.9%	43.0%	45.4%	45.3%	64.6%
Tuesday	36.2%	35.8%	39.1%	38.9%	27.1%
Wednesday	10.1%	12.2%	10.6%	14.0%	10.6%
Thursday	6.8%	8.5%	6.7%	9.5%	6.4%
Friday	1.1%	3.1%	1.1%	2.8%	9.1%
Saturday	2.9%	5.6%	5.8%	5.6%	7.0%
Sunday	.1%	.2%	.2%	.3%	

Survey Question 2. Rank order the time of day that is best for you to attend classes at OCC. Place a 1 next to the time that is best for you a 2 next to the next best time and so on, with 6 being the least desirable time.

In reviewing the data (See Table 51.) it seems the college is serving two distinctly different populations. The majority of the respondent population, 47.1% favors evening programming while 44.0% favor morning as the best time to attend classes. The data also reveals a clear interest for evening classes, by 21.3% of the respondents, to begin at 5:00pm, where traditionally classes for the evening have begun at 6:00 pm (which was favored by 25.8% of the respondents). Respondents, 30.7% favored late morning over the early morning time frame 13.3%.

Table 51.  
Best Time of Day to Attend Classes

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<u>Best Time to attend class</u>						
<u>Time</u>	<u>first</u>	<u>second</u>	<u>third</u>	<u>fourth</u>	<u>fifth</u>	<u>sixth</u>
Early Morning (7am-9am)	13.3	8.3	16.6	7.3	7.7	46.7
Late Morning (9am-noon)	30.7	16.4	5.4	11.1	30.7	5.7
Early Aft. (noon-2pm)	10.6	22.1	15.8	30.0	12.8	8.8
Late Aft. (2pm-5pm)	5.0	7.4	39.5	24.5	11.1	12.5
Early Evening (5pm-7pm)	21.3	27.1	12.3	13.7	21.1	4.6
Late Evening (7pm-9pm)	25.8	20.9	7.3	8.5	10.9	26.2

The results of breaking down the best time of day to take classes by campus (See Table 52.) reveals differences among

the respondents. The differences could impact campus scheduling practices. From the Auburn Hills campus 16.5% of the respondents felt that early morning was the best time to schedule classes. Late morning was clearly favored by 40.4% of the respondents from the Orchard Ridge campus and least favored by 12.8% of the respondents from the Southfield campus. Highland Lakes respondents, 6.3% lead all respondents in indicating that early afternoon was the least favorable time to schedule classes. Late afternoon, as a favorite time to schedule classes, was universally disliked by the respondents. Early evening was clearly favored by 40.0% of the respondents from the Southfield campus as the best time to take classes. The Orchard Ridge respondents, 17.0% felt the least favorable, with early evening being the best time for classes. Late evening was least favored as the best time to take classes by the Orchard Ridge respondents, 18.1% and the Auburn Hills respondents, 22.1%.

Table 52.  
Best Time of Day to Attend Classes by Campus

<u>Time of day</u>	<u>A.H.</u>	<u>H.L.</u>	<u>O.R.</u>	<u>R.O.</u>	<u>S.F.</u>
Early Morning	16.5%	11.5%	12.2%	12.1%	12.2%
Late Morning	31.9%	22.2%	40.4%	25.6%	12.8%
Early Afternoon	10.0%	6.3%	14.3%	9.3%	12.8%
Late Afternoon	4.4%	5.7%	5.0%	5.2%	5.1%
Early Evening	18.8%	25.6%	17.0%	22.9%	40.0%
Late Evening	22.1%	34.3%	18.1%	33.9%	32.6%

Survey Question 3. What is your preference for class scheduling? (Check only one)

Respondents, 54.4% indicated (See Table 53.) that the block format was the most popular form of scheduling. Split class scheduling, meeting twice a week, was perceived as a very strong choice by 42.7% of the respondents.

Table 53.  
Preference for Class Scheduling College-Wide

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<u>Preference for class scheduling</u>			
<u>Type</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
block	529	54.4	
meet 2 days a week	415	42.7	97.1
meet 3 days a week	28	2.9	100.0
Unknown/ No Response	<u>4</u>	<u>missing</u>	
Total	976	100.0	

The data campus by campus (See Table 54.) shows that 50.4% of the Auburn Hills respondents and 51.0% of the Orchard Ridge respondents favored split class scheduling. The Highland Lakes respondents, 74.4% and 63.4% of the Royal Oak respondents were in favor of the block format of scheduling. From the Southfield Campus, respondents were evenly split between 49.0% favoring the block format and 47.1% the split format. Classes scheduled in a three-day-a-week format was of little interest to any of the respondents.

Table 54.  
Preference for Class Scheduling by Campus

Campus	Block	Split Schedule	Three times
Auburn Hills	135 47.9%	142 50.4%	5 1.8%
Highland Lakes	125 74.4%	40 23.8%	3 1.8%
Orchard Ridge	128 44.4%	147 51.0%	13 4.5%
Royal Oak	116 63.4%	62 33.9%	5 2.7%
Southfield	25 49.0%	24 47.1%	2 3.9%

When reviewing the preference for class schedule by gender (See Table 55.) the males narrowly favored block, 48.8%, over split schedule, 47.1%. There was very little interest displayed by the males, 4.1% in classes being scheduled three times a week. Females clearly displayed a preference for block scheduling, 57.6%, over split scheduling, 40.1%. As with their male counterparts the females 2.2% displayed little interest in classes being scheduled three times a week.

Table 55.  
Preference for Class Scheduling by Gender

Class Schedule	Male	Female
Block	178 48.4%	336 57.6%
Split Schedule	172 47.1%	234 40.1%
Three times per wk.	15 4.1%	13 2.2%

Survey Question 10. Currently, at what time of day/evening would you like to see OCC increase course offerings?

The greatest interest by the respondents, 51.7% for increased offerings was for evening classes (See Table 56.). The respondents showed the greatest interest, 28.0% for class offerings to be increased in the late evening, 7-10 pm time frame. Of particular interest was the number of respondents, 164, (23.7%) requesting an increase in offerings during the early evening slot (5-7).

Interest by the respondents 18.9% was the highest for increasing offerings during the late morning, 10-noon, while the early morning, 8-10am, was favored by 15.3% of the respondents.

The respondents, 14.1% indicated that the least popular time of day to increase class offerings was during the afternoon hours. The early afternoon, noon-2pm, was preferred by 8.5% of the respondents over the late afternoon, 2-5pm, 5.6% of the respondents.

Table 56.  
Respondents Request for Increased Offerings

<u>Request for increased offerings</u>			
<u>time of day</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
Early morning (8-10am)	106	15.3	
Late morning (10-noon)	131	18.9	34.2
Early afternoon (noon-2)	59	8.5	42.7
Late afternoon (2-5)	39	5.6	48.3
Early evening (5-7)	164	23.7	72.0
Late evening (7-10)	194	28.0	100.0
Unknown/No Response	<u>283</u>	<u>missing</u>	
Total	976	100.0	

Comparing the respondents request for increased offerings, by campus (See Table 57.), to that college-wide reveals interesting variations. Auburn Hills respondents, 27.0% clearly rated late evening, 7-10pm, highest followed by late morning ,10-noon, (22.4%), and early evening, 5-7pm, (21.4%) as the times they would most like to see an increase in class offerings. Highland Lakes respondents, 32.5% clearly favored late evening, 7-10pm, and early evening, 5-7pm, (29.1%) as their highest rated times to increase class offerings. Orchard Ridge respondents, 25.0% preferred late morning, 10-noon, as their favored time to increase offerings followed by early evening, 5-7pm, (19.3%), late evening, 7-10pm, (18.9%), and early morning, 8-10am, (16.0%). Royal Oak respondents, 37.9% clearly favored late evening, 7-10pm, and early evening, 5-7pm, (25.0%) as their preferred times to increase class offerings. The Southfield campus respondents 38.9% preferred early evening, 5-7pm, and late evening, 7-10pm, (36.1%) as the best times to increase class offerings.

Table 57.  
Respondents Request for Increased Offerings by Campus

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<u>Time of Day</u>		<u>frequency</u>	<u>percent</u>
<u>Auburn Hills</u>			
Late Evening	(7-10pm)	53	27.0%
Late Morning	(10-noon)	44	22.4%
Early Evening	(5-7pm)	42	21.4%
Early Morning	(8-10am)	33	16.8%
Early Afternoon	(noon-2pm)	13	6.6%
Late Afternoon	(2-5pm)	11	5.1%

"Table 57 (cont'd)"

Highland Lakes

Late Evening	38	32.5%
Early Evening	34	29.1%
Early Morning	17	14.5%
Late Morning	14	12.0%
Late Afternoon	8	6.8%
Early Afternoon	6	5.1%

Orchard Ridge

Late Morning	53	25.0%
Early Evening	41	19.3%
Late Evening	40	18.9%
Early Morning	34	16.0%
Early Afternoon	27	12.7%
Late Afternoon	17	8.0%

Royal Oak

Late Evening	50	37.9%
Early Evening	33	25.0%
Late Morning	18	13.6%
Early Morning	17	12.9%
Early Afternoon	11	8.3%
Late Afternoon	3	5.6%

Southfield

Early Evening	14	38.9%
Late Evening	13	36.1%
Early Morning	5	13.9%
Late Morning	2	5.6%

Survey Question 4. If you were able to obtain your educational goal by attending classes on the weekend (Saturday and Sunday) would you be willing to take classes on Saturday or Sunday?

From the review of the literature, the population that would be interested in attending a Weekend College is different from the population attending a more normal Monday through Friday college setting. The number of responses college-wide from respondents, 46.9%, in favor of attending

classes of weekends (See Table 58.) indicates that within the normal Monday through Friday college there is significant interest in weekend programming at OCC.

Table 58.  
Respondents College-Wide Will To Attend On The Weekend  
If They Could Obtain Their Educational Goals

<u>Willing to attend on Saturday and Sunday</u>			
<u>response</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
Yes	455	46.9	
No	515	53.1	100.0
Unknown/No Response	<u>6</u>	<u>missing</u>	
Total	976	100.0	

A further break-down by campus (See Table 59.) would indicate that 64.7% of the respondents at the Southfield and 54.1% at the Royal Oak campus would favor attending classes on the weekend if they were able to obtain their educational goals. The opportunity to obtain educational goals by attending classes on the weekend was favored by 45.5% of the respondents at the Highland Lakes, 44.6% at Orchard Ridge and 42.1% at Auburn Hills (42.1%).

Table 59.  
Respondents Willing To Attend Weekend Classes to Meet  
Their Educational Goals by Campus

<u>Willing</u>	<u>A.H.</u>	<u>H.L.</u>	<u>O.R.</u>	<u>R.O.</u>	<u>S.F.</u>
Yes	118 42.1%	76 45.5%	129 44.6%	99 54.1%	33 64.7%
No	162 57.9%	91 54.5%	160 55.4%	84 45.9%	18 35.3%

In reviewing willingness to attend on the weekend by gender (See Table 60.) the female respondents indicated a greater willingness to attend on weekends, 49.3%, as opposed to the male respondents, 42.7%.

Table 60.  
Willing to Attend by Gender

<u>Willing</u>	<u>Male</u>	<u>Female</u>
Yes	156	287
	42.7%	49.3%
No	209	295
	57.3%	50.7%

Survey Question 5. If you took classes on Saturday or Sunday what effect would this have upon you taking classes during the week?

From the responses it would appear (See Table 61.) that there might be a slight decrease by respondents, 198, (20.5%) in enrollment for the normal week-day classes as opposed to those respondents, 188, (19.5%) who indicated that there would be no effect on week day scheduling of classes.

The "does not apply" category refers to those respondents who indicated that they were unwilling to attend classes on the weekends to obtain their educational goals.

Table 61.  
Effect on Weekday Enrollment by Respondents  
Enrolling in Weekend Format

---

<u>Sat./Sun. effect on weekday enrollment</u>			
<u>effect</u>	<u>frequency</u>	<u>percentage</u>	<u>cum percent</u>
Decrease	198	20.5	
Increase	44	4.6	25.1
No effect	188	19.5	44.6
Other	20	2.1	46.6
Does not apply	515	53.4	100.0
Unknown/No Response	<u>11</u>	<u>missing</u>	
Total	976	100.0	

The Auburn Hills and Orchard Ridge respondents were closely split on the impact of how weekend programming would effect weekday enrollment. Highland Lakes respondents strongly felt that weekend programming would decrease the chances of attending classes on the weekday. At the Royal Oak and Southfield campuses, respondents strongly felt that taking classes on the weekend would not affect their taking classes during the week (See Table 62.).

Table 62.  
Saturday/Sunday Effect on Weekday Enrollment by Campus

<u>Effect</u>	<u>A.H.</u>	<u>H.L.</u>	<u>O.R.</u>	<u>R.O.</u>	<u>S.F.</u>
Decrease	50 17.9%	41 24.6%	57 19.9%	37 20.3%	13 26.0%
Increase	12 4.3%	8 4.8%	15 5.2%	7 3.8%	2 4.0%
No effect	47 16.8%	26 15.6%	49 17.1%	49 26.9%	17 34.0%
Other	8 2.9%	1 .6%	6 2.1%	5 2.7%	0

Survey Question 6. On Saturday what time of day would be best  
for you to take classes?

Clearly, those respondents interested in week-end programming favor mornings as the best time to take classes on Saturdays (See Table 63.). Early morning (7-9am) was favored by 20.0% of the respondents followed by Late morning (9-noon) being favored by 16.8%. Again, the "does not apply" response indicates those respondents who were unwilling to obtain their educational goals on the weekends. Its not known at this time whether the respondents would have increased their perception of taking classes in the afternoon if they were aware of being able to take more then one class on Saturday.

Table 63.  
Best Time of Day for Classes on Saturday

---

<u>Best time of day for classes on Saturday</u>			
<u>Time</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
Early Morning (8-10)	185	20.0	
Late Morning (10-noon)	156	16.8	36.8
Early Afternoon (noon-2)	35	3.8	40.6
Late Afternoon (2-5)	17	1.8	42.4
Early Evening (5-7)	18	1.9	44.4
Does not apply	515	55.6	100.0
Unknown/No Response	<u>50</u>	<u>missing</u>	
Total	976	100.0	

The pattern college-wide of early morning and late morning being preferred by the respondents is apparent at the Auburn Hills and Orchard Ridge campuses. Notable exceptions to this trend came from the respondents at the Southfield campus and the Highland Lakes campus, where they clearly chose the early morning over the late morning as the best time to take Saturday classes. The Southfield 37.0% of the respondents favored early morning over the late morning. At the Highland Lakes campus respondents favored the early morning 21.5% over the late morning as the best time to take Saturday classes. The Royal Oak respondents, 22.9%, went against the trend by favoring the late morning over early morning as the best time to attend class on Saturday (See Table 64.).

Table 64.  
Best Time of Day for Classes on Saturday by Campus

<u>Time of day</u>	<u>frequency</u>	<u>percentage</u>
<u>Auburn Hills</u>		
Early Morning (8-10am)	48	17.8%
Late Morning (10-noon)	42	15.6%
Early Afternoon (noon-2pm)	9	3.3%
Late Afternoon (2-5pm)	2	.7%
Early Evening (5-7pm)	7	2.6%
<u>Highland Lakes</u>		
Early Morning	34	21.5%
Late Morning	24	15.2%
Early Afternoon	3	1.9%
Late Afternoon	3	1.9%
Early Evening	3	1.9%
<u>Orchard Ridge</u>		
Early Morning	50	18.1%
Late Morning	42	15.2%
Early Afternoon	12	4.3%
Late Afternoon	7	2.5%
Early Evening	6	2.2%
<u>Royal Oak</u>		
Early Morning	36	20.6%
Late Morning	40	22.9%
Early Afternoon	8	4.6%
Late Afternoon	5	2.9%
Early Evening	2	1.1%
<u>Southfield</u>		
Early Morning	17	37.0%
Late Morning	8	17.4%
Early Afternoon	3	6.5%

Survey Question 7. On Sunday, what time of day would be best for you to take classes?

The respondents favored Sunday mornings by a large margin. Respondents favored Early morning, 8-10am, (14.9%) over late morning, 10-noon, (12.9%) by the respondents (See Table 65.)

Table 65.  
Best Time of Day for Classes on Sunday

---

<u>Best time of day to take classes on Sunday</u>			
<u>Time</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
Early Morning (8-10am)	131	14.3	
Late Morning (10-noon)	118	12.9	27.3
Early Afternoon (noon-2)	63	6.9	34.2
Late Afternoon (2-5)	55	6.0	40.2
Early Evening (5-7)	31	3.4	43.6
Does not apply	515	52.8	100.0
Unknown/No Response	<u>63</u>	<u>missing</u>	
Total	976	100.0	

The breakdown by campus revealed, (See Table 66.) that the Royal Oak respondents were the only ones who did not follow the college-wide trend. They favored the late morning, 10-noon, (18.6%) over the early morning, 8-10am, (14.0%).

Table 66.  
Best Time of Day for Classes on Sunday by Campus

Auburn Hills

<u>Time of Day</u>	<u>frequency</u>	<u>percent</u>
Early Morning (8-10am)	34	12.6%
Late Morning (10-noon)	30	11.1%
Early Afternoon (noon-2pm)	17	6.3%
Late Afternoon (2-5pm)	17	6.3%
Early Evening (5-7pm)	10	3.7

Highland Lakes

Early Morning	27	17.4%
Late Morning	19	12.3%
Late Afternoon	8	5.2%
Early Afternoon	7	4.5%
Early Evening	3	1.9%

Orchard Ridge

Early Morning	37	13.7%
Late Morning	29	10.7%
Early Afternoon	25	9.2%
Late Afternoon	12	4.4%
Early Evening	8	3.0%

Royal Oak

Late Morning	32	18.6%
Early Morning	24	14.0%
Late Afternoon	15	8.7%
Early Afternoon	9	5.2%
Early Evening	8	4.7%

Southfield

Early Morning	9	20.0%
Late Morning	8	17.8%
Early Afternoon	5	11.1%
Late Afternoon	3	6.7%
Early Evening	2	4.4%

**SUMMARY RESEARCH QUESTION II**College wide

From the respondents rankings Mondays and Tuesdays were considered to be the best days to take classes. After Wednesday, there was a dramatic drop-off in the perception of which days of the week was best to take classes. The notable exception is that Saturday was viewed as a better day to take classes than Friday.

College-wide late morning, 9 am-noon, was perceived by the respondents as the best time to take classes. When grouping mornings, afternoons, and evenings, evenings received the highest ranking followed by mornings and afternoons. The respondents college-wide showed a strong preference for early evening classes, 5pm-7pm.

Block scheduling remained the most popular format for class scheduling. However, strong interest was shown in split scheduling. Little interest was displayed in a scheduling format having classes meeting three times a week.

The most requested time slot for increased offerings was for the late evening, after 7:00pm followed by early evening, after 5:00pm, and late morning, after 10:00am.

Almost half of the respondents indicated that they would be willing to attend classes on the weekend if they could meet their educational goals. The respondents were evenly divided when asked if they attended on the weekends, would it decrease their current practice of scheduling classes during the week,

or would it have no effect upon their scheduling practices.

The best time to take Saturday and Sunday classes, for those respondents who indicated they were willing to attend on the weekends, was early morning followed by late morning.

#### Campus Profile

##### Auburn Hills

As with the trend college wide respondents at the Auburn Hills campus felt Monday and Tuesday, respectively, were the best days to take classes. Saturday proved to be more popular than Friday.

The respondents perception was that late morning was the most popular time of day to take classes. When looking at grouping of times of day, the Auburn Hills respondents felt that morning hours, 7 am-noon, were favored over evening hours, 5-10 pm.

In terms of scheduling format, the respondents from Auburn Hills favored the split schedule format. Less than 2% of the respondents were interested in taking a class three times a week. Respondents, when asked about their preference for increased offerings at the campus, preferred late evening, followed by late morning and early evening. Evening hours were preferred to morning hours by the respondents to increase offerings.

Of the total respondents 42.0% indicated a willingness to attend on weekends if they could meet their educational goals. This was below the overall college-wide rate of 46.9%.

Of those willing to attend on weekends, 17.9% indicated that taking classes on weekends would decrease the number of classes they would take during the week while 16.8% of the respondents indicated that it would have no effect on taking classes during the week.

The respondents favored morning hours both on Saturdays and Sundays as the best time to take classes. In both cases, early morning, 8-10 am, was favored over late morning, 10-noon.

#### Highland Lakes

Respondents from Highland Lakes felt that Mondays and Tuesdays were the best days to take classes. However, the range of preference in terms of percentages favoring the other days of the week tended to be fairly close. Saturday was favored over Friday as a better day to take classes.

The respondents felt the best time to take classes was during the evening, with late evening preferred over early evening. When grouping preferences, evening hours were favored by 59.9% of the respondents while 33.7% favored morning hours.

Block scheduling was favored by 74.4% of the Highland Lakes respondents. This represented the strongest preference by any campus for one form of scheduling over another.

Respondents indicated that their preference for increased offerings would be during evening hours. They specifically indicated a preference for late evening over early evening.

Willingness to attend classes on the weekend was indicated by 45.5% of the Highland Lakes respondents. The Highland Lakes respondents, 24.6%, felt that by attending classes on the weekend, they would decrease their enrollment in classes during the week.

Highland Lakes respondents felt that morning hours were the best times to take classes both on Saturday and Sunday. In both cases early morning was favored over late morning.

#### Orchard Ridge

As with the college wide trend the Orchard Ridge respondents favored Monday and Tuesday as the best days to take classes. Respondents appeared to feel very strongly about attending classes on Saturday. The percentage of respondents, 1.7%, was very close to the percentage, 2.0%, favoring Thursday as a best day to take classes.

Of the Orchard Ridge respondents, 40.4% favored late morning as the best time of day to take classes. Morning hours were favored over evening hours by the respondents 52.6% to 35.1% respectively.

Split scheduling was favored by 51.0% of the Orchard Ridge respondents over block. The Orchard Ridge preference for the split scheduling format was the highest in the college.

Late morning received the highest percentage, 25.0%, of respondent request for increased class offerings. This was followed by 19.3% requesting early evening and 18.9%

requesting late evening.

Respondents from Orchard Ridge showed the second lowest campus percentage, 44.6%, willingness to attend on the weekend if they could meet their educational goals. Orchard Ridge respondents who indicated a willingness to attend on the weekend stated that 19.9% thought they would decrease their enrollment in week day classes. 17.1% of the respondents indicated that taking classes on weekends would have no effect on their taking classes during the week.

Early morning and late morning were preferred by Orchard Ridge respondents who were interested in attending Saturday and Sunday classes. Interestingly, the respondents from Orchard Ridge showed a strong interest in Sunday afternoons.

#### Royal Oak

As with the college trend, in general, the Royal Oak respondents favored Monday and Tuesday above any other day of the week for scheduling classes. The respondents also indicated a preference of Saturday over Friday.

Of the Royal Oak respondents, 56.8% were in favor of evening hours. Late evening 33.9% was preferred over early evening, (22.9%).

Of the Royal Oak respondents 63.4% favored block scheduling over other formats.

Respondents preferences for increased offerings were led by late evening, 37.9% followed by early evening, 25.0%, late morning 13.6%, and early morning, 12.9%.

The Royal Oak respondents, 54.1% ranked second in highest percentage in willingness to attend on weekends if they could meet their educational goals. Of those willing to attend, 26.9% indicated that attending on weekends would not affect their taking classes during the week, while 20.3% indicated they would decrease weekday enrollment.

For best time to attend on Saturdays Royal Oak respondents favored late morning, (22.9%), over early morning 20.6%. For Sundays the respondents favored late morning, (18.6%), over early morning (14.0%).

#### Southfield

Southfield campus respondents clearly felt Monday was the best day to attend classes. From that point on, Tuesday through Saturday, was relatively evenly ranked in preference by respondents.

The Southfield respondents favored early evening, (40.9%), over late evening, (32.6%), as the best time to take classes. Morning hours were indicated as those being most favored by 25.0% of the respondents.

Southfield respondents were evenly split over preference for scheduling format. Block was favored by 49.0% of the respondents while 47.1% favored the split schedule format.

Increase in evening offerings was favored by 75% of the Southfield respondents. Early evening was favored by 38.9% of the respondents while 36.1% favored late evening.

The Southfield campus had the highest percentage of

respondents, 64.7% college-wide who indicated a willingness to attend on the weekends. Of the respondents indicating a willingness, 34.0% indicated that attending classes on the weekend would have no effect on weekday enrollment while 26.0% indicated that weekday enrollment would decrease.

Southfield respondents, 37.0% indicated Saturday morning as a preference for the best time to take Saturday classes. On Sundays, early morning was favored by 20.0% while 17.8% favored late morning. 11.1% of the respondents favored early afternoon as the best time to attend classes on Sunday.

### **Research Question III.**

Ideally, what educational programming would students on each of Oakland Community College's campuses be interested in having the college host other than two year Associate Degree and Certificate Programs?

Survey Question 8. Which of the following degree programs would you like to see offered on the weekend (Saturday/Sunday)? (Check all that apply)

From those respondents interested in obtaining their educational goals by attending a Weekend College, the majority indicated an interested in OCC offering degree programs at both the Associate and Bachelor level (See Table 67.). Of respondents preferring degree programs, Bachelor level was the highest ranked, 305 respondents, (32.0%) followed by Associate degree programs with, 301 respondents (31.6%). Interest in Masters degree programs was ranked third by 158 respondents (16.0%). There appeared to be little interest by the respondents, 93 (9.7%), college wide in Life-Long learning

programs.

Table 67.  
Requested Degree Programs for Weekends

Associate Degree Program

<u>response</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
Yes	301	31.6	
No	138	14.5	46.0
Does not apply	515	54.0	100.0
Unknown/No Response	<u>22</u>	<u>missing</u>	
Total	976	100.0	

Bachelor Degree Programs

<u>response</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
Yes	305	32.0	
No	134	14.0	46.0
Does not apply	515	54.0	100.0
Unknown/No Response	<u>22</u>	<u>missing</u>	
Total	976	100.0	

Masters degree programs

<u>response</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
Yes	153	16.0	
No	286	30.0	46.0
Does not apply	515	54.0	100.0
Unknown/No Response	<u>22</u>	<u>missing</u>	
Total	976	100.0	

Life-Long Learning

<u>response</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
Yes	93	9.7	
No	346	36.3	46.0
Does not apply	515	54.0	100.0
Unknown/No Response	<u>22</u>	<u>missing</u>	
Total	976	100.0	

When looking at the respondents requests for programs by

campus (See Table 68.) Associate Degree programs were ranked first followed by Bachelors and Masters programs. Respondents from both the Orchard Ridge campus and the Southfield Campus regarded Bachelors programs as being of greater importance than Associate. The respondents from the Southfield campus ranked Masters degree programs higher by far than any of the respondents from the other campuses.

Table 68.  
Preferred Programs on Weekends by Campus

Degree programs	A.H.	H.L.	O.R.	R.O.	S.F.
Associate					
Yes	83 30.2%	53 32.5%	79 27.7%	67 37.0%	19 38.0%
No	30 10.9%	19 11.7%	46 16.1%	30 16.6%	13 26.0%
Bachelors					
Yes	77 28.0%	52 31.9%	86 30.2%	67 37.0%	23 46.0%
No	36 13.1%	20 12.3%	39 13.7%	30 16.6%	9 18.0%
Masters					
Yes	41 14.9%	27 16.6%	45 15.8%	28 15.5%	12 24.0%
No	72 26.2%	45 27.6%	80 28.1%	69 38.1%	20 40.0%
Life-Long Learning					
Yes	24 8.7%	17 10.4%	23 8.1%	21 11.6%	8 16.0%
No	89 32.4%	55 33.7%	102 35.8%	76 42.0%	24 48.0%

Survey Question 9. Please list specific programs that you would like to see offered on the weekend (Saturday/Sunday).

This question appeared to cause the respondents difficulty in determining the difference between programs and classes. With assistance from a consultant the researcher categorized the results of the respondents in terms of programs/classes.

The preference college-wide (See Table 69.) seemed strongest in the areas of classes in General Education, and Business, and programs in Allied Health and Business Administration. The second level of interest centered around classes in the Humanities, Liberal Arts, Specialized training, and Life/Physical Sciences. The last level of response centered on classes in Computer Science, Math, Technology, and Bachelors/Masters programs.

Table 69.  
Requested Programs/Classes for Weekends College-Wide

<u>Requested Programs/Classes for Weekends</u>			
<u>Program/Class</u>	<u>frequency</u>	<u>percent</u>	<u>cum percent</u>
Behavioral/Social Sci.	2	.3	
Life/Physical Sci.	15	2.0	2.2
Humanities	17	2.2	4.5
Business	25	3.3	7.8
Math	11	1.5	9.2
Computer Science	12	1.6	10.8
General Education	30	4.0	14.8
Bachelors/Masters	12	1.2	16.4
Allied Health	34	3.5	20.8
Business Admin	24	3.2	24.0
Technology	11	1.5	25.5
Computers	10	1.3	26.8
Liberal Arts	17	2.2	29.0
Specialized Training	17	2.2	31.3
Education	6	.8	32.1
Does not apply	515	67.9	100.0
Unknown/No Response	<u>218</u>	<u>missing</u>	
Total	976	100.0%	

The respondents preferences becomes much clearer when analyzed by campus (See Table 70.). Auburn Hills respondents were lead by interest in General Education classes and Allied Health programs. On a second level, classes in Specialized training, Technology, and Life/Physical Sciences were preferred.

At the Highland Lakes Campus programs in Allied Health and classes in Specialized training were the highest priority. The next level of respondent interest was centered around classes in Business, General Education, and Bachelor/Master programs.

Orchard Ridge respondents highest preference was in the areas of classes in Business and Liberal Arts. Classes in General Education, and Math areas held the next highest level of respondent interest.

At the Royal Oak campus classes in the Humanities clearly was the preference for the respondents. Business, Computer Science, and Business classes were the next most popular areas with respondents.

The Southfield campus respondents preferred Allied Health programs. Their next level of interest centered around classes in the Life/Physical Science, and Humanities areas.

Table 70.  
Preferred Programs/ Classes on Weekends

<u>Program/class</u>	<u>frequency</u>	<u>percent</u>
<u>Auburn Hills</u>		
General Education	10	4.5%
Allied Health	9	4.1%
Specialized Training	6	2.7%
Technology	5	2.3%
Life/Physical Science	5	2.3%
Liberal Arts	4	1.8%
Humanities	3	1.4%
Business	3	1.4%
Computer Science	3	1.4%
Bachelor/Masters	3	1.4%
Math	2	.9%
<u>Highland Lakes</u>		
Allied Health	9	6.8%
Specialized Training	7	5.3%
Business	5	3.8%
General Education	4	3.0%
Bachelor/Masters	4	3.0%
Education	3	2.3%
Life/Physical Science	2	1.5%
Technology	2	1.5%
<u>Orchard Ridge</u>		
Business	10	4.4%
Liberal Arts	9	4.0%
General Education	8	3.5%
Math	6	2.6%
Allied Health	4	1.8%
Life/Physical Science	3	1.3%
Bachelor/Master	3	1.3%
Computers	3	1.3%
Specialized Training	3	1.3%
<u>Royal Oak</u>		
Humanities	10	7.0%
Business	7	4.9%
Computer Science	7	4.9%
Business Administration	7	4.9%
Liberal Arts	4	2.8%
Life/Physical Science	3	2.1%
Allied Health	3	2.1%
Math	2	1.4%
<u>Southfield</u>		
Allied Health	9	26.0%
Life/Physical Science	2	5.9%
Humanities	2	5.9%
Behavior/Soc. Science	1	2.9%
General Education	1	2.9%
Bachelor/Masters	1	2.9%

**Summary Research Question III**  
**College Wide**

Respondents were asked to indicate the type of degree programs they would like to see offered at Oakland Community College on the weekends. Of those respondents answering the question, 32.0% requested Bachelor degree programs. Associate degree programs were requested by 31.6% of the respondents. 16.0% of the respondents requested Masters degree programs while 9.7% were interested in Life-Long Learning.

Respondents preference for specific programs tended to be divided into three levels. The strongest interest was in general education, allied health, business, and business administration. The second level included the areas of humanities, liberal arts, specialized training, and life/physical sciences. The final level centered on computer science, math, and technology.

**Campus Profile**

**Auburn Hills**

Auburn Hills respondents, (30.2%), indicated Associate degree programs as their first interest in degree programs to be offered on the weekends. Bachelors level programming was favored by 28.0% of the respondents followed by 14.9% indicating an interest in Masters degree programs.

The major areas of interest of the Auburn Hills respondents, 4.5%, were programs/classes in general education

followed closely by Allied health 4.1%. The next level of interest of the respondents were in the areas of specialized training (2.7%), technology (2.3%), and life/physical science (2.3%).

#### Highland Lakes

Highland Lakes respondents 32.5% indicated a preference for associate degree programs on the weekends. Bachelors degree programs were favored by 31.9% of the respondents followed by 16.6% of the respondents indicating an interest in masters degree programs.

Specific programming interest was centered around allied health where 6.8% of the respondents indicated an interest in weekend programming. Specialized training was favored by 5.3% of the respondents. Business-related courses and programs were preferred by 3.8% of the Highland Lakes respondents. General education and bachelors/masters programs were preferred by 3.0% of the respondents.

#### Orchard Ridge

Orchard Ridge respondents, 30.2% indicated the greatest preference for bachelors programs being offered on the weekends. This was followed by the 27.7% of the respondents who also indicated a desire for an Associate degree program to be offered on weekends.

Programming preference was lead by respondents interest in business (4.4%). Liberal arts was the second highest 4.0%

rated classes followed by General education classes/programs 3.5% and math 2.6% of the respondents.

#### Royal Oak

Respondents were evenly divided in their interest for both associate degree and bachelor degree programs on the weekends. Both types of programs were favored by 37.0% of the respondents.

Programs of specific interest included humanities, favored by 7.0% of the respondents. Business was second highest rated by the Royal Oak respondents 4.9% along with computer science 4.9%, and business administration 4.9%.

#### Southfield

From the Southfield campus, 46.0% of the respondents expressed the highest interest, college-wide, in having bachelors programs being offered on the weekends. Associate programs being offered on the weekends were favored by 38.0% of the respondents followed by 24.0% of the Southfield respondents indicating an interest in Masters programs.

Twenty six percent of the Southfield respondents were specifically interested in programs in allied health. Life-physical science and humanities were favored by 5.9% of the respondents. Further respondent interest was displayed in the following programs/classes behavioral/social science 2.9%, general education 2.9%, and bachelors/masters programs 2.9%.

**Summary Open Comment Question**

The respondents were given an opportunity to express their personal feelings/comments in an open ended question. In reviewing the responses it became clear that the comments directly supported the data gathered from the questionnaire.

## CHAPTER V

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS, REFLECTIONS AND IMPLICATIONS

#### Summary

The purpose of this research was fourfold: (1) to determine specific demographic factors with respect to the students currently attending Oakland Community College's five campuses. (2) to determine if Oakland Community College needs to change its scheduling practices to better meet the perceived needs of the current students it serves on each of its five campuses. Specifically, this would pertain to student perceptions of the need for Oakland Community College to initiate a Weekend College. (3) to determine if students currently enrolled at Oakland Community College's five campuses think that the college should change its program offerings. This would include student perceptions of the Associate Degree programs and the need for Oakland Community College to host articulated baccalaureate and graduate degree programs sponsored by four year institutions. (4) to determine if there are relationships between the three previously mentioned factors.

The research design of this study dealt with descriptive statistics. For the purposes of this study, survey techniques were employed to collect the data which is the basis for the conclusions drawn in this study. Questionnaire construction was based on many of the suggestions given in the books by

Babbie (1990) and Scheaffer, Mendenhall, and Ott (1990). A pre-test by students and a review of the survey instrument by faculty, counselors, and administrators enabled the researcher to make improvements in the construction and refinement of the survey questionnaire.

The data analysis provided information for each of the following research questions:

1. What are the demographic characteristics of the current students attending each of the five campuses of Oakland Community College?
2. Ideally, what perceptions do students have of scheduling/programming preferences of classes and programs offered by Oakland Community College?
3. Ideally, what educational programming would students on each of Oakland Community College's campuses be interested in having the college host in addition to two year associate degree and certificate programs?

The major findings as they relate to the research questions are discussed in the following pages.

#### Major Findings College Wide

The demographics of the respondents on a college-wide point to a student population which is currently taking advantage of the services provided by Oakland Community College. On a college-wide basis, the majority of the respondents (61.4%) to the survey were female, 61.5% single,

with a mean age of 27.76 years.

The educational goal of the majority of the respondents (60.1%) was to obtain an Associate Degree on a part-time basis. This was evidenced by the fact that 78.2% of the respondents were employed and taking fewer than six credits Oakland Community College requires for a full time student during the spring term. Twenty percent of the respondents surveyed had part of their educational costs paid for by their employers.

Ninety percent of the respondents indicated they resided within Oakland County. When asked their reasons for enrolling at Oakland Community College 54.4% cited cost a factor and 44.0% indicating job responsibilities.

Regarding educational achievement, 65.0% of the respondents indicated they had course work beyond the high school level, while 45.0% had obtained at least an Associate Degree. The most requested services by the respondents were Financial Aid (56.7%), Transfer information (43.0%), and Study Skills (30.4%).

The majority of the respondents preferred evenings as the best time to take classes. A strong preference was shown for early evening classes beginning at 5:00 pm.

Block scheduling remained the most popular form of scheduling, although interest in split scheduling was substantial.

Nearly half of the respondents (46.9%) indicated they

would be willing to take classes on weekends if they could meet their educational goals. Of those indicating a willingness to attend on weekends, 287 (49.3%) were female while 156 (42.7%) of the males. Early morning was considered the best time to schedule both Saturday and Sunday classes. Of the respondents willing to take weekend classes, 32.0% also indicated an interest in Bachelor degree programs, while 31.6% requested Associate degree programs. In terms of preferred programs, most respondents favored general education, allied health, business, and business administration.

Bachelor degree programs offered on the weekends were requested by 32.0% of the respondents college-wide, associate degree programs by 31.6%. Only 16.0% requested Masters degree programs and only 9.7% showed interest in Life-Long Learning. On a college-wide basis, respondents seemed to prefer programs in general education, allied health, business and business administration.

### Major Findings By Campus

#### Auburn Hills

Of the 269 respondents at the Auburn Hills Campus (62.1%) were female and (65.1%) indicated their marital status as single. On a college-wide basis the respondents from Auburn Hills ranked as the second youngest with a mean age of 26.98.

Obtaining an Associate degree was given as the primary reason for attending OCC by 55.2% of the respondents. For 55.1%, the highest priority was obtaining transfer credits.

Of the 79.6% employed respondents, 57.3% worked 35 hours or more. The number of mean hours worked by Auburn Hills respondents was the second lowest college-wide. Also on a college-wide basis the Auburn Hills respondents' ranked first in mean number of credits taken 5.5356. Female respondents at the Auburn Hills campus ranked the highest college-wide with a mean credit number of 5.59. Employers paid part of the cost of attending Oakland Community College for 23.5% of the employed respondents. Cost was the greatest factor for 57.6% of the Auburn Hills respondents in their decision to enroll at Oakland Community College. This was the highest percentage of any of the campuses reporting cost as the main factor for enrolling. In response to the question concerning formal education beyond high school, the Auburn Hills respondents ranked lowest (1.80%) among those completing a bachelors program.

Consistent with the college-wide perception of "most important services", the Auburn Hills respondents ranked Financial Aid first, transfer information second, and study skills assistance third.

Mondays and Tuesdays were considered by the Auburn Hills respondents to be the best days to take classes, and late morning as the best time of day. Most respondents favored 7:00 am to Noon for grouping morning hour classes. A majority of respondents also expressed a desire to see an increase in late evening offerings and favored split scheduling above all

other scheduling formats.

If they could meet their educational goals while doing so, 42.0% of the respondents were willing to attend on weekends. This represented the smallest percentage college-wide who were interested in attending on the weekend. Of those willing to attend on weekends (17.9%) indicated that taking classes on weekends would decrease the number of classes they would take during the week. As did respondents college-wide, the Auburn Hills respondents favored morning hours on both Saturdays and Sundays.

Auburn Hills respondents' 30.2% indicated their preference for weekend programs centered around Associate Degree programs. Bachelors level programming interested 28.0% of the respondents. The major areas of interest were programs and classes in general education and allied health.

#### Highland Lakes

The Highland Lakes respondents had the college's highest percentage (46.0%) of married students as well as the highest percentage (17.5%) college-wide of divorced students. Overall, the Highland Lakes respondents average age, 29.4, ranked the highest college-wide. Males ranked first and females ranked second in mean age college-wide. On a college-wide basis the Highland Lakes respondents 92.0% were first in declaring their residency to be in- district.

On a college-wide basis, Highland Lakes had the highest percentage (82.7%) of respondents who gave obtaining an

Associate Degree as the primary reason for attending Oakland Community College and the highest percentage (85.3%) who were employed. Highland Lakes respondents 72.6% also ranked first with 37.06 mean hours worked, but ranked last on a college-wide basis in average number of credit hours taken (5.1420). Highest college-wide also was Highland Lakes with 36.0% of its respondents having part of their costs for attending Oakland Community College paid for by their employers. Along with being ranked first in costs paid for by employers, 53.1% of the Highland Lakes respondents were rated the highest college-wide among those who felt their job had the greatest effect upon their enrolling at the college. At Highland Lakes also, 43.3% of the respondents indicated they had no additional formal education beyond high school. This was the highest percentage college-wide.

Respondents, as those college-wide, favored Monday and Tuesday as the best days to take classes. However, the range of preference in terms of percentages favoring the other days of the week tended to be fairly close.

Late evening hours were preferred as the best time of day to take classes. When grouping preferences, evening hours were favored by 59.9% of the respondents. Highland Lakes respondents (74.4%) favored block scheduling, the highest percentage college-wide. This represented the strongest preference for one form of scheduling over another college-wide.

Of the Highland Lakes respondents, 45.5% indicated a willingness to attend classes on the weekend. Of those indicating a willingness to attend, morning hours were preferred on both Saturdays and Sundays as the best time to take classes.

Highland Lakes respondents (32.5%) indicated a preference for Associate Degree programs with 31.9% favoring Bachelor programs being offered on weekends. Specific interest in weekend programming centered around Allied Health offerings.

#### Orchard Ridge

Of the 286 respondents from the Orchard Ridge Campus, 61.5% were female, 68.8% were single with a mean average age of 26.6 years. College-wide the Orchard Ridge respondents were the youngest.

Orchard Ridge respondents had the highest percentage (57.5%) on a college-wide basis who gave their primary reason for enrolling at Oakland Community College as obtaining transfer credits. Along the same lines, the Orchard Ridge respondents (47.6%) were ranked first in citing obtaining transfer information as the most important requested service. Employed respondents represented 73.1% and worked a mean of 32.77 hours per week, the lowest on a college-wide basis. Orchard Ridge respondents enrolled for a mean of 5.22 credits.

Personal motivation was listed by 42.0% of the respondents as the main reason for enrolling, followed by 38.4% indicating job responsibilities as a factor. Nearly

half (45.9%) of the Orchard Ridge respondents had obtained an Associate Degree. As college-wide Financial Aid was the service most requested by the respondents.

Orchard Ridge respondents (51.0%) expressed the greatest interest in split scheduling format. Respondents from Orchard Ridge showed the second lowest percentage (44.6%) of willingness to attend on weekends. Of those who were willing to attend, early morning on both Saturday and Sunday was preferred. The respondents showed a strong interest in Sunday afternoons. Orchard Ridge respondents expressed the least interest college-wide for Associate Degree programs being offered on weekends, while (30.2%) indicated a preference for Bachelors programs being offered on weekends. Program and class preference was lead by business and liberal arts.

#### Royal Oak

From the Royal Oak campus 57.6% of the respondents indicated they were female and 58.5% single. The mean average age of the respondents was 29.17.

Primary reason for enrolling for the Royal Oak respondents was to obtain an Associate Degree. The 80.9% of the respondents indicating they were employed had 38.81 as the mean hours worked per week. There were 28.8% of the employed respondents who said that part of their educational expenses were paid for by their employer.

Cost (55.2%), and job responsibilities (44.8%) were the major responses listed by the respondents as their reason for

enrolling at Oakland Community College.

An Associate Degree was indicated by 39.3% of the respondents as the highest level of formal education obtained beyond high school and 35.8% had no formal education beyond high school. Reflecting the college-wide trend Financial aid and Transfer information were the two most requested services.

On a college-wide basis, Royal Oak respondents (37.9%) ranked the highest in their desire to see expanded course offerings in the late evening. Southfield and Royal Oak respondents combined represented the highest interest in expanding early evening offerings. Royal Oak respondents had the second highest percentage college-wide (54.1%) indicating a willingness to attend on weekends. Of that number, 26.9% indicated that attending on weekends would not affect their taking classes during the week. Royal Oak respondents favored late mornings for both Saturday and Sunday as the best time to take classes on the weekend.

Respondents were evenly divided in their interest for both Associate and Bachelor degree programs. Program/class interest was lead by humanities.

#### Southfield

Respondents from the Southfield Campus were 80% female, 65.3% of the total respondent population were single. The mean age of respondents was 27.81 years.

Obtaining an Associate Degree and transfer credits were equally rated by 44% of the Southfield respondents.

Regarding employment status, 68% of the respondents indicated they were employed, the lowest percentage college-wide. The mean hours worked per week was 36.58 hours.

At the Southfield campus 26.0% of the respondents indicated out-of-district residency. This represented the highest percentage of any of the five campuses.

Unlike the other campuses, the Southfield respondents indicated motivation as having the highest impact upon their enrolling at the college. An associate Degree was indicated by 51% of the respondents as the highest level of formal education achieved beyond high school while 18.4% indicated they had obtained a Bachelor. The two percentages ranked the Southfield respondents highest college-wide. A sizeable majority 69.2% of the respondents indicated Financial Aid as the most needed service high percentage college-wide.

On a college-wide basis, the Southfield respondents (72.6%) ranked first their preference for evening classes and their interest in expanded course offerings for evening. This was high- lighted by 40.0% of the respondents indicating a high interest in 5:00 as a starting time for evening classes.

The Southfield respondents ranked morning time last as the favorite time to attend classes college-wide.

Southfield respondents indicated an equal preference for block and split scheduling format. 57.6% of the females preferred block while 47.1% of the males favored split scheduling.

Southfield respondents had the highest percentage (64.7%) college-wide in willingness to attend on weekends. Of those willing to attend, 34% indicated that attending classes on the weekend would have no effect on weekday enrollment. In keeping with the trend college-wide, the Southfield respondents favored morning time as the best time of day to take classes on Saturday and Sunday.

On a college-wide basis, the Southfield respondents (46.0%) expressed the highest interest in Bachelors programs being offered on the weekend. Associate degree programs were favored by 38.0%, followed by Masters programs being preferred by 24.0%. Another 26.0% of the respondents displayed interest in allied health programs/classes being offered on weekends.

### Conclusions

On a college-wide basis, the respondent population for the survey did not represent the traditional post high school age student looking to take credits towards transferring to a four year institution. The data indicates that the majority of the respondent population at the college are female, single, mid-to- late twenties, and employed either full time or close to full time. Respondents were part time students, having had some formal education beyond high school, concerned about costs, convenience, and programs/classes which would directly assist them in pursuit of a career. The respondents indicated that they were interested in alternate formats of scheduling and expansion of offerings to include weekends

(Saturday and Sunday) and non-traditional starting times.

Interest was expressed by the respondents in programming being offered at Oakland Community College at the Bachelors degree level. The respondents interest in Bachelors degree programming seemed to be directly linked to the current courses or Associate degree programs with which they were involved.

Respondents from each campuses revealed differences in their responses to a number of the survey questions. Their responses indicated that, at each campus, the respondents had some specific perceived needs which they felt needed to be addressed.

There were similarities between the responses from the various campuses concerning interest in specific degree programs that Oakland Community College offers and houses at only one campus. Due to a variety of factors, Oakland Community College established a plan of housing specific degree programs at specific campus sites which will probably be continued.

### Recommendations

#### College-Wide

It is apparent from the survey responses that Oakland Community College, through its multi-campus system, services a wide spectrum of students with needs specific to those students at each campus. Related to the demographic differences are the differences in perceived needs in terms of

scheduling formats, weekend programming (including educational opportunities beyond the current two year programs) and required services currently offered by the college.

Oakland Community College, as a multi-campus system, should make every effort to adapt to the general as well as specific needs of the students it currently serves and those it might serve.

1. Oakland Community College through its office of Institutional Planning and Analysis should develop an evaluation system which will give the college and each campus site continual information on the demographics and perceived needs of its current student population, so as to better meet the students educational goals.
2. The college needs to be aware of and respond to the reasons students are attending Oakland Community College. Costs related to attending the college, job responsibilities, transportation, child care and other related reasons should be monitored both college wide and at each campus site.
3. In view of the fact that 20% of the costs of attending the college were paid for by the respondents employers, the college should investigate the rational as to why employers are currently sending employees to Oakland Community College for training and develop plans to

meet those employers needs. Concurrent with this investigation should be an on going study relative to what is needed to increase the colleges participation in the wider employee training

market and what requirements and outcomes employers will require from students leaving Oakland Community College.

4. Oakland Community College needs to develop a greater awareness of the level of educational experiences students are bringing to the institution. To that end, there should be an on going investigation into the types of activities or programs that might be required to assist the students in the transition into the college environment.
5. Over 50% of the respondents indicated the need for greater access to information concerning Financial Aid. The college needs to reevaluate its current financial aid operations to see if there are more efficient ways of providing its services and information to the students. Along with this the college needs to develop a system to better inform the students concerning transfer information. This could be done through a college wide transfer center with computer data base available on each site. With the progressive increase in

the average age of the student body, the college might benefit an enhancement of its offerings in programs to develop study skills to assist the students in meeting their educational goals. Site counseling and learning resource centers could provide, at convenient times, seminars for the students relating to developing college study skills.

6. Greater flexibility in methods of scheduling would go a long way towards meeting the needs of a female dominated student population, aging, working, and part-time student body. A greater number of combinations of block and split, scheduling formats needs to be made available.
7. It is important for the college to realize that the traditional high school graduate or those students returning from four year institutions to attend classes at Oakland Community College are a large and viable part of the entire student population. In response to that realization, efforts should then be undertaken to develop resources and services which are geared specifically to increasing the college's attraction for them as well as its ability to help them successfully meet their educational goals as efficiently and rapidly as possible.

8. Based on a review of the literature and the survey results, there appears to be a definite demand for increased college-wide weekend programming. It is therefore recommended that OCC investigate the feasibility of expanding the weekend program into a full weekend college where associate degrees as well as bachelor degrees could be earned.
9. To insure the success of the expanded weekend program, it is suggested that OCC also look into the possibility of establishing agreements with four-year institutions who would be willing to offer their programs during the weekend time frame.
10. Arrange to offer program specific introductory courses to campus sites other than the host campus for the program. With general education courses being taught at every campus, it seems appear prudent to enlarge the initial pool of program candidates by exposing the programs to a wider number of potential students at each campus, who normally would not have an opportunity to become involved in campus-specific programs.
11. Conduct ongoing research both internally within the college and externally with the community to keep abreast of perceived student needs. This should include feedback from students related specifically to their academic and socio-economic

needs, as well as communication and interaction with the community at large to gain their reactions in regards to the role that the college should play within the general community.

#### Recommendations by Campus

##### Auburn Hills Campus

1. In establishing programming at the Auburn Hills campus, offerings for Associate Degree programs, transfer classes, and high technology vocational programs should be highlighted as areas of major interest.
2. Scheduling practices should take into consideration the fact that Auburn Hills respondents work the fewest hours per week of all of the campus except Orchard Ridge, and enroll in the largest number of credits college wide.
3. Respondents perceived morning class offerings from 7:00am to noon as the best time of day to take classes. Expansion of offerings during this time period should be examined.
4. Develop schedules which specifically reflect perceived student needs for both the split and block format. Examination of preference for scheduling by degree and program should be considered whenever possible.
5. When practicable, the campus should respond to the

request by respondents for increased offerings during the evening hours, especially beginning at 5:00pm, and late morning, after 10:00am.

6. The respondents from Auburn Hills indicated the least interest in Weekend programming. However, the campus might find it profitable to determine if this lack of interest includes its vocational and high technology programs and their supportive courses.
7. If weekend programming is initiated at Auburn Hills according to respondents interest programming should revolve around morning classes on both Saturday and Sunday.
8. Respondents at this campus indicated a greater interest in programming being offered in the areas of General Education and Allied Health on the weekends. Should the campus decide to offer programming on the weekend, these two areas should be considered as starting points.

#### Highland Lakes

1. Respondents here indicated that their primary interest in enrolling was to obtain an Associate Degree. There needs to be a continual evaluation as to the best method of providing degree programs to the students. Classes also need to be offered which will transfer to four year institutions and

provide students with an opportunity for advancement through approved course work.

2. In planning course and program schedules, the campus should take into account the fact that the current students rank highest in hours worked per week and lowest in terms of average credits taken per term. Block scheduling and weekend programming appear to better suit these students' needs and should be expanded.
3. As with the other sites, greater attention needs to be given to the availability of financial aid and transfer information to the students. Availability of study skill seminars needs to be increased also, especially with an older student population.
4. Highland Lakes respondents indicated the highest level of employer support for taking classes and felt that job responsibility had the greatest influence upon enrolling. Measures should be devised to exploit possibilities in this area.
5. An expansion of evening offerings needs to be evaluated for feasibility.
6. The initiation of weekend programming should be seriously considered. If it is to be offered morning, Saturday and Sunday should be used as the initial start up times.
7. Associate Degree programs should be offered at

Highland Lakes campus on the weekends. Degree programs should be offered in the Allied Health and supportive course area as well as classes in specialized training and business.

Orchard Ridge

1. There needs to be a major focus on classes which are transferable to four year institutions. Promote associate degree programs and classes which offer students an opportunity for job advancement through college course work.
2. Develop courses and programs which reflect a student population which has obtained an Associate Degree and is looking for course work or training beyond that level.
3. Actively promote the availability of information concerning financial aid, transfer information, and study skills.
4. Pursue the incorporation of scheduling formats which reflect the needs of the youngest students college wide who prefer late mornings as the best time of day to take classes. Attempt to expand evening offerings.
5. Increase a split schedule format.
6. Orchard Ridge respondents indicated the second lowest level of interest in weekend programming. If classes are to be offered, morning hours are

avored for both Saturday and Sunday. Classes in business, liberal arts, and general education should be the basis for weekend offerings.

Royal Oak

1. Evaluate methods which would permit greater opportunities for the majority of the students to obtain an Associate Degree. Offer course which are transferable to four year institutions. Provide courses which offer opportunities for advancement and personal enrichment.
2. Investigate opportunities for courses which employers indicate an interest in paying their employees costs.
3. Evaluate the needs of students who indicate that formal education beyond high school as being very limited.
4. Investigate providing better services in the areas of financial aid, transfer information, and study skills.
5. Expand evening offerings, beginning at 5:00 pm.
6. Continue to emphasize the block format in scheduling, although the campus needs to continue split scheduling and determine which part of the student population is best suited for the split format.
7. Initiate weekend programming. Emphasize late

morning as a starting time on Saturday and Sunday. Offer both community college classes, humanities, business, computer science and degree programs, business administration as well as bachelor degree programs.

Southfield Campus

1. Investigate methods to better serve and recruit the large number of foreign and out of district population.
2. Balance offerings which will meet the needs of students who want to obtain an Associate degree and those choosing to transfer to a four year institution.
3. Develop programming and services which reflect the high number of students who have completed associate, bachelor, and masters degrees.
4. Highlight activities which will promote the sharing of information concerning financial aid.
5. Expand evening offerings, beginning at 5:00pm.
6. Balance block and split scheduling format.
7. Initiate weekend programming. Consider offering both morning and afternoon hours on Saturday.

Investigate offering both associate and bachelors degree programs. Degree programs should be related to Allied Health and supportive courses highlighted by life/physical science offerings.

REFLECTIONS

The following suggestions are not directly tied to the research. However they do represent thoughts based upon experience and the belief that educational institutions can not be everything to everybody thus the need to involve both the internal and external environments to increase the students opportunities for a successful education.

- \* Oakland Community College needs to develop an outreach to other educational institutions, such as K-12, adult and continuing education, senior institutions and civic organizations to assist those students enrolling at the college in easing the transition from their former educational experiences into the college environment.
- \* Oakland Community College needs to develop articulations with four year institutions which will guarantee junior status to OCC's graduates. In addition, innovative cooperative ventures need to be arranged to allow graduates of vocational programs opportunities to grow professionally into management positions.
- \* The college needs to develop close working relationships with industry to promote a state of currency in technology for staff, students and what industry perceives as requirements for graduates to be successful in the working world.

### Implications for Further Research

Based upon the findings of this study the following recommendations are made for further research:

1. Survey/interview specific program populations to more closely define their perceived needs.
2. Interview/survey graduates after one year of employment to determine their perceptions of the value of their educational experience at the college, and what the college could do to support their continued educational needs.
3. Interview/survey employers of graduates to learn how well prepared the employees were to enter the work force and what employers consider to be appropriate training for their employees in the future.
4. Investigate trends in scheduling and programming at other urban based multi-campus institutions.
5. Replicate this study during either a fall or winter term to determine if the findings of this study accurately reflect the needs of a much larger number of students.

## APPENDICES

**APPENDIX A**

**SAMPLES OF COVER LETTERS**

## COVER LETTER

MEMORANDUM

To:

From: Stephen L. Goddard  
Associate Dean  
Southfield Campus

Subject: Student Preference Survey

Date: May 26, 1992

As an institution committed to meeting the diverse needs of our students it is necessary on occasion to assess the changing needs of the students. In doing so, your section has been randomly selected to participate in a brief student needs survey.

Your cooperation in administering and returning this short questionnaire will provide OCC with a vast amount of information concerning specific needs of our students. The survey covers three main areas:

1. Scheduling preferences
2. Programming preferences
3. Demographics

Responses within each of these areas will be analyzed to determine the current needs of OCC students. During the design and "pre-test" of this survey, it was found to take approximately 15 minutes to complete. Hence, the disruption to your class in administering this survey will not be overwhelming.

The information students provide will be kept strictly confidential. All coding and analysis will be performed within the college. In order to ensure the reliability of information gathered in the survey, the survey should be given to your class during the period from May 26 to June 5, 1992.

Your cooperation is deeply appreciated. The information obtained in this project will help OCC to anticipate and meet the needs of our students. If you should have any questions or are unwilling to participate in this survey, please call me at 552-2670. Thank you.

**Enclosure**

STUDENT NEEDS SURVEY  
CHECK LIST

- \_\_\_\_\_ Administer survey to the class specified during the period of May 26 to June 5, 1992.
- \_\_\_\_\_ Administer the survey at the beginning of the class.
- \_\_\_\_\_ Ask students to read the cover letter and follow all instructions indicated on the survey.
- \_\_\_\_\_ Inform your students that if they have already completed this same survey in "another" class, please do not complete it again now.
- \_\_\_\_\_ When students have completed the survey, collect them and place them in the pre-addressed inner-campus envelop. Place the envelop in the inner-campus mail as soon as possible.

THANK YOU

POST CARD REMINDER  
WEEK THREE

Date

On May 22, 1992 a questionnaire seeking information on student perceptions was mailed to you through the OCC inter-campus mail. Your class was randomly selected from all of the sections OCC offered during the Spring 1992 term.

If you have already completed and returned it to me, please accept my thanks. If you have not administered the survey to your class I would appreciate your doing so and returning the survey's to me at your earliest convenience. Your section was randomly selected to participate in this study and so being it is vital that the participation of as many as possible be included so as to accurately represent our students perceived needs.

If you have not received the questionnaire or have questions concerning the study please call me at my office 552-2670.

Sincerely,

Stephen L. Goddard  
Associate Dean  
Southfield Campus

FOLLOW UP LETTER  
WEEK FOUR

Addressee: Faculty Member  
Campus address

Dear

I am writing to you about the study of student preferences which I'm currently involved with at OCC. Your class was one of a few randomly selected to participate in the study and since I have not heard from you I am contacting you to urge you to respond.

This project was initiated to determine what the college can do to better meet the needs of our current and future students. The results will also be used to complete the partial requirements for a doctoral degree.

In order for the results of this study to be representative it is very important that each of the randomly selected classes participate and return their surveys. Your returned surveys are significant to the study and to the college.

If your questionnaires have been misplaced, a replacement set is included.

Your assistance is greatly appreciated.

Sincerely,

Stephen L. Goddard  
Associate Dean  
Southfield Campus

ENCLOSURE

**APPENDIX B**  
**THE QUESTIONNAIRE**

MEMORANDUM

To: Spring 1992 Student

From: Stephen L. Goddard  
Associate Dean

Subject: Student Opinion Survey

Date: May 26, 1992

I want to take this opportunity to thank you for taking the time from your busy schedule to help Oakland Community College in this very important study. Your class is one of several classes that were chosen from across the college to participate in this study.

Your responses to the following questions will provide OCC with important information which will help the college better respond to your educational needs as well as those of other students. The survey concerns questions pertaining to scheduling, programming and general background information. It should take you no more than 15 minutes to complete. When you have completed the survey, turn it in to the instructor so they can forward them to the appropriate college office. There is no identifying information on the survey so all responses will be anonymous.

Once again, thank you for helping OCC in the study.

/s

OAKLAND COMMUNITY COLLEGE  
STUDENT PREFERENCE SURVEY  
(Spring 1992)

1. Rank order the days of the week that are best for you to attend classes at OCC. Place a 1 next to the day that is best for you a 2 next to the next best day and so on, with 7 being the least desirable day.
  - a. \_\_\_\_\_ Monday
  - b. \_\_\_\_\_ Tuesday
  - c. \_\_\_\_\_ Wednesday
  - d. \_\_\_\_\_ Thursday
  - e. \_\_\_\_\_ Friday
  - f. \_\_\_\_\_ Saturday
  - g. \_\_\_\_\_ Sunday
  
2. Rank order the time of day that is best for you to attend classes at OCC. Place a 1 next to the time that is best for you a 2 next to the next best time and so on, with 6 being the least desirable time.
 

a. _____ Early morning	7:00 a.m. - 9:00 a.m.
b. _____ Late morning	9:00 a.m. - Noon
c. _____ Early afternoon	Noon - 2:00 p.m.
d. _____ Late afternoon	2:00 p.m. - 5:00 p.m.
e. _____ Early evening	5:00 p.m. - 7:00 p.m.
f. _____ Late evening	7:00 p.m. - 10:00 p.m.
  
3. What is your preference for class scheduling? (check only one)
  - a. \_\_\_\_\_ Block (One day a week)
  - b. \_\_\_\_\_ Classes meet two days a week (1 1/2 hours per day)
  - c. \_\_\_\_\_ Classes meet three days a week (1 hour per day)
  
4. If you were able to obtain your educational goal by attending classes on the weekend (Saturday and Sunday) would you be willing to take classes on Saturday or Sunday?
 

\_\_\_\_ Yes, go to question #5.

\_\_\_\_ No, skip to question #10.
  
5. If you took classes on Saturday or Sunday what effect would this have upon you taking classes during the week?
  - a. \_\_\_\_\_ Decrease the number of classes taken during the week
  - b. \_\_\_\_\_ Increase the number of classes taken during the week
  - c. \_\_\_\_\_ No, effect upon classes taken during the week
  - d. \_\_\_\_\_ Other, \_\_\_\_\_

6. On Saturday what time of day would be best for you to take classes?
- a. ☐ Early morning (8:00 a.m. - 10:00 a.m.)
  - b. ☐ Late morning (10:00 a.m. - Noon)
  - c. ☐ Early afternoon (Noon - 2:00 p.m.)
  - d. ☐ Late afternoon (2:00 p.m. - 5:00 p.m.)
  - e. ☐ Early evening (5:00 p.m. - 7:00 p.m.)
7. On Sunday, what time of day would be best for you to take classes?
- a. ☐ Early morning (8:00 a.m. - 10:00 a.m.)
  - b. ☐ Late morning (10:00 a.m. - Noon)
  - c. ☐ Early afternoon (Noon - 2:00 p.m.)
  - d. ☐ Late afternoon (2:00 p.m. - 5:00 p.m.)
  - e. ☐ Early evening (5:00 p.m. - 7:00 p.m.)
8. Which of the following degree programs would you like to see offered on the weekend (Saturday/Sunday)? (Check all that apply).
- a. ☐ Associate degree
  - b. ☐ Bachelor degree
  - c. ☐ Master degree
  - d. ☐ Life-long learning program
  - e. ☐ Other \_\_\_\_\_
9. Please list specific programs that you would like to see offered on the weekend (Saturday/Sunday)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**PART II**

10. Currently, at what time of day/evening would you like to see OCC increase course offerings?
- a. ☐ Early morning (8:00 a.m. - 10:00 a.m.)
  - b. ☐ Late morning (10:00 a.m. - Noon)
  - c. ☐ Early afternoon (Noon - 2:00 p.m.)
  - d. ☐ Late afternoon (2:00 p.m. - 5:00 p.m.)
  - e. ☐ Early evening (5:00 p.m. - 7:00 p.m.)
  - f. ☐ Late evening (7:00 p.m. - 10:00 p.m.)
11. What program are you currently enrolled in?
- \_\_\_\_\_

12. Gender:  
a. ☐ Male  
b. ☐ Female
13. Marital status:  
a. ☐ Single (include widowed)  
b. ☐ Married  
c. ☐ Divorced
14. Current age: \_\_\_\_\_
15. Number of dependent children: \_\_\_\_\_
16. What is your primary reason for taking classes at OCC this term? (Check all that apply)  
a. ☐ Personal enrichment  
b. ☐ Working towards an associates degree  
c. ☐ Working towards a certificate  
d. ☐ Employers requirement  
e. ☐ Professional advancement  
f. ☐ Taking credits toward transferring  
g. ☐ Other \_\_\_\_\_
- 17.. Are currently employed?  
a. ☐ Yes, go to question #18.  
b. ☐ No, skip to questions #20.
18. Is any part of the costs related to your enrollment at OCC paid for by your employer?  
a. ☐ Yes  
b. ☐ No
19. How many hours per week do you work at your job?  
\_\_\_\_\_ hours per week
20. Are you a resident of Oakland County?  
a. ☐ Yes  
b. ☐ No
21. How many credits are you taking this semester?  
\_\_\_\_\_ credits

22. Which of the following have the greatest effect upon you in enrolling in classes at OCC? (Check all that apply)
- a. ☐ Job responsibilities
  - b. ☐ Child care
  - c. ☐ Family responsibilities
  - d. ☐ Transportation
  - e. ☐ Cost (tuition/fees/books)
  - f. ☐ Personal motivation
  - g. ☐ Other \_\_\_\_\_
23. Please indicate any formal education you have completed since high school. (Check all that apply)
- a. ☐ No additional classes prior to attending OCC
  - b. ☐ Continuing education classes
  - c. ☐ Some college, no degree
  - d. ☐ Completed associate degree
  - e. ☐ Completed bachelor degree
  - f. ☐ Completed Master/Doctorate degree
24. Do you have a need for any of the following services?
- a. ☐ Financial aid
  - b. ☐ Child care
  - c. ☐ Transfer information
  - d. ☐ Study skills/habits
  - e. ☐ Other \_\_\_\_\_
25. Please feel free to make any additional comments concerning issues covered or not covered in this survey.

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Your responses to this questionnaire will help OCC to make decisions in the future. At this time turn the completed survey into the instructor so they can forward it to the appropriate office. Thank you.

**APPENDIX C**

**LETTERS OF PERMISSION FOR CARRYING OUT THE STUDY**

SAO  
JAN 1991

APPROVAL OF DISSERTATION PROPOSAL  
To  
Student Affairs Office

(To be submitted by doctoral  
student immediately following  
approval by the Guidance Committee)

Student's Name: GORDARD STEPHEN L. St. Number 1046141  
Last First Middle Initial

Title of the Dissertation  
(may be tentative but should be accurate and descriptive)

A STUDY OF STUDENT DEMOGRAPHICS, CLAS  
SCHEDULING PROGRAM OFFERINGS AND THEIR RELATIONSHIPS  
FOR A SUBURBAN BASED COMMUNITY COLLEGE

Anticipated date of completion 9/92

Guidance Committee Members (Signatures required)

Chairperson [Signature]

Director [Signature]

Date approved by the Guidance Committee 3/30/92

Federal and University regulations require that all proposed research projects involving human subjects be reviewed and approved by the University Committee on Research Involving Human Subjects (UCRIHS).

Will your research involve human subjects ☒ Yes ☐ No

If yes, date your proposal was sent to the UCRIHS for review 8/7/92  
Mo/ Day/ Year

(Do not file this form with Student Affairs Office until the proposal has been sent to UCRIHS)

I understand that the research cannot begin until approval is granted by the UCRIHS.

[Signature] 4/6/92  
Student's signature Mo/Day/Year

## MICHIGAN STATE UNIVERSITY

OFFICE OF VICE PRESIDENT FOR RESEARCH  
AND DEAN OF THE GRADUATE SCHOOL

EAST LANSING • MICHIGAN • 48824-1046

May 29, 1992

Stephen Goddard  
3382 Carman  
Waterford, MI 48329

RE: A STUDY OF STUDENT DEMOGRAPHICS, CLASS SCHEDULING, PROGRAM OFFERINGS, AND  
THEIR RELATIONSHIP FOR AN URBAN BASED COMMUNITY COLLEGE, IRB #92-209

Dear Mr. Goddard:

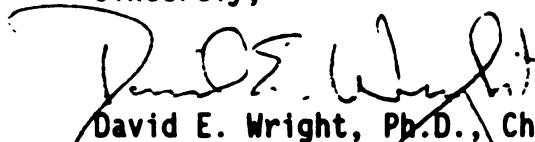
The above project is exempt from full UCRIHS review. The proposed research protocol has been reviewed by a member of the UCRIHS committee. The rights and welfare of human subjects appear to be protected and you have approval to conduct the research.

You are reminded that UCRIHS approval is valid for one calendar year. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRIHS approval one month prior to May 13, 1993.

Any changes in procedures involving human subjects must be reviewed by UCRIHS prior to initiation of the change. UCRIHS must also be notified promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

Thank you for bringing this project to my attention. If I can be of any future help, please do not hesitate to let me know.

Sincerely,



David E. Wright, Ph.D., Chair  
University Committee on Research Involving  
Human Subjects (UCRIHS)

DEW/pjm

cc: Dr. Eldon Nonnamaker

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