



OAKLAND
COMMUNITY
COLLEGE

**HOLLY EXTENSION CENTER
ASSESSMENT**

Prepared by:

*Office of Institutional Research
January 1999*

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Project: Holly Extension Center Assessment

Executive Summary:

- The purpose of this assessment was to determine if investing additional resources in the Holly Extension Center is a feasible course of action. This report attempts to answer that question by appraising population and student demographics, and administrative and academic concerns. The Holly Extension Center is a relatively new endeavor. Consequently, the history of the Center is short and the number of students who have enrolled for courses is relatively small. Caution should be exercised in extrapolating the data about past Holly students presented here to possible future student populations.
- Certainly there are advantages to a Holly location (e.g., convenient access to I-75, servicing students of northern Oakland county, relatively low overhead) as well as disadvantages (e.g., technological limitations of facilities, lack of student services, lower population density). However, the potential success of developing a more prominent presence in Holly is difficult to assess for a number of reasons.
- First, the number of students that have attended the Holly Extension Center is small and thus data from them must be interpreted cautiously. Secondly, the extent to which a presence in Holly would attract new students as opposed to existing students cannot be determined with any certainty at this point. In addition, the limited number of courses that are offered (a main point of concern expressed by the Holly students surveyed) does not provide an adequate measure of the Center's potential.

Recommendations:

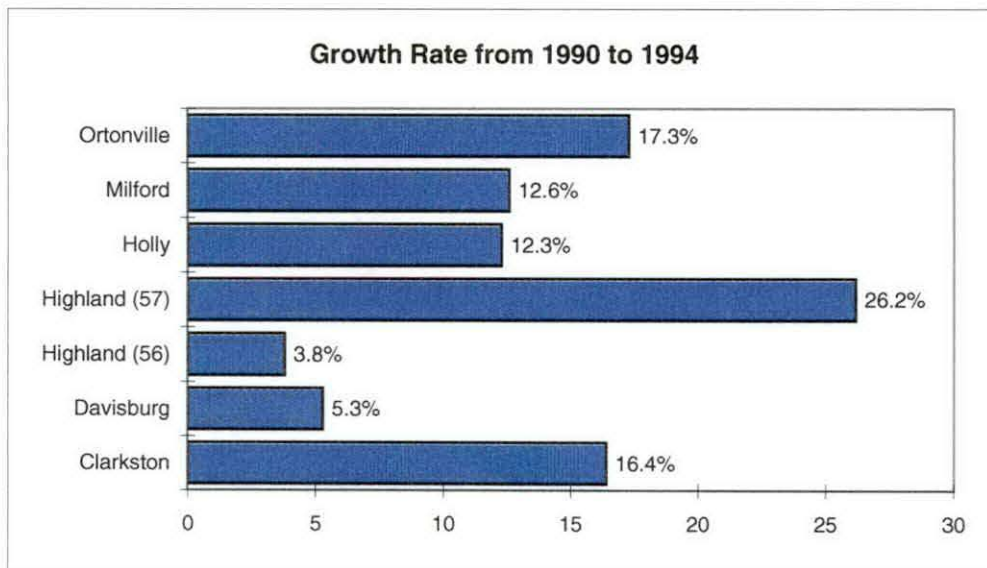
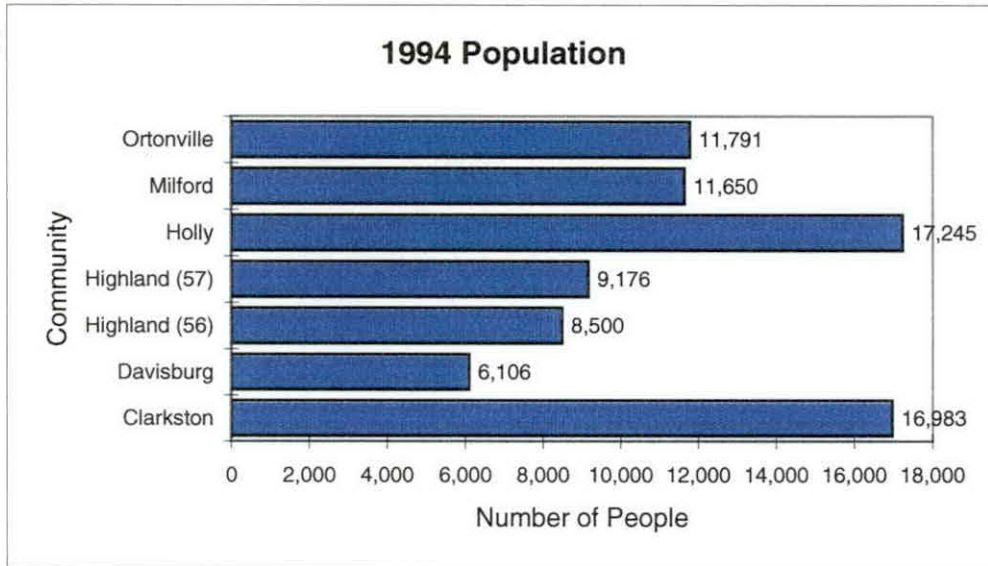
- The findings presented in the attached report suggest that the current method of offering only a very limited number of classes and continuing to market the Center only in the ways we have thus far will not answer this question definitively. We propose that in order to accurately assess the future viability of the Holly Extension Center, a concerted effort be made (for a specific length of time) to increase our presence at the Holly Extension Center in a number of ways.
- In short, we suggest increasing the number of courses offered at the Center and that a specific marketing strategy be developed to reach what the data suggest, are our potential students. Some preliminary marketing selection criteria, time lines, and necessary materials are included at the end of this report along with suggestions of possible course offerings obtained from the 1998 course enrollment information.

SOCIAL AND ECONOMIC CHARACTERISTICS OF HOLLY AND SURROUNDING AREAS

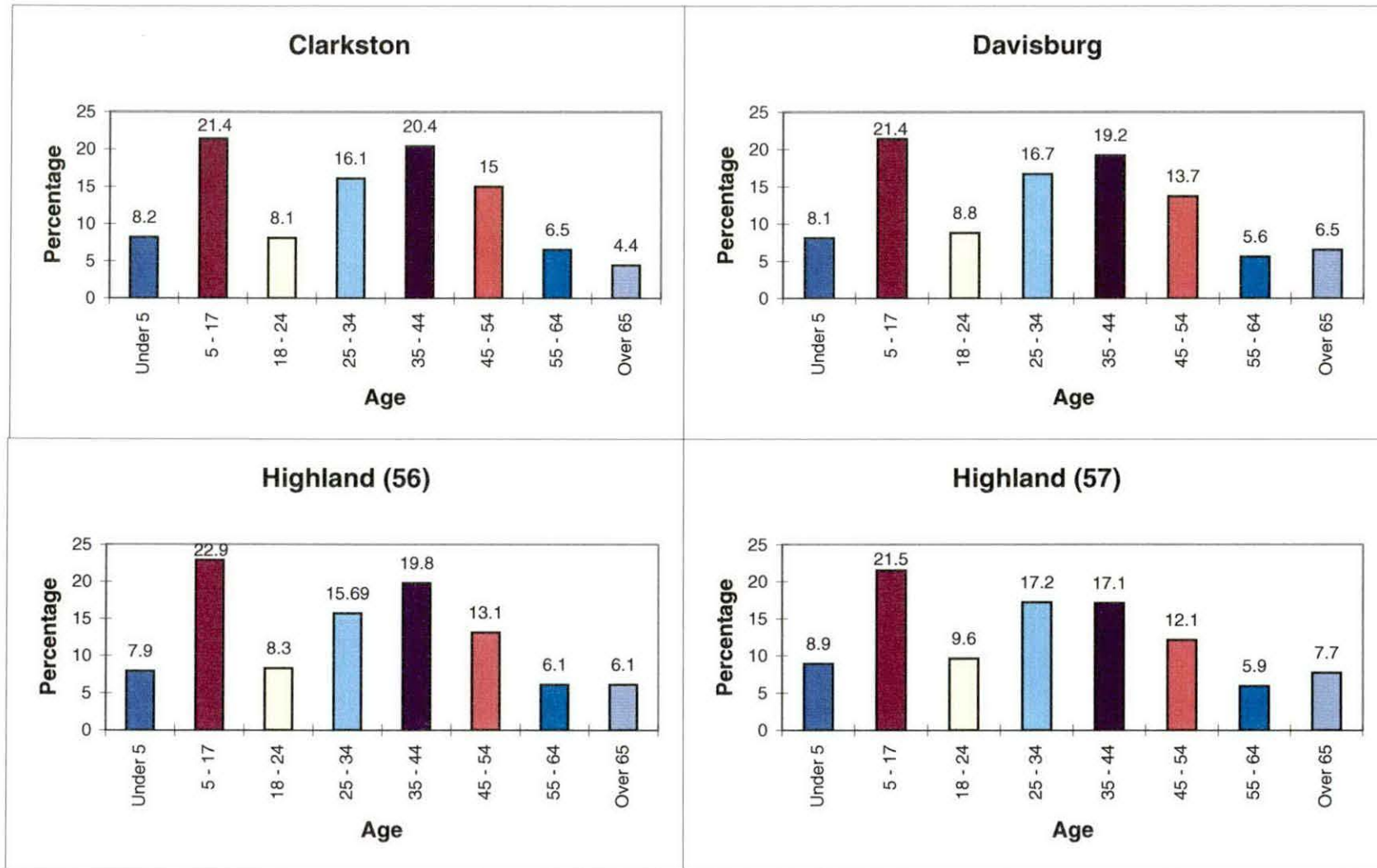
SUMMARY:

- Sixty-nine percent of students who have attended classes at the Holly Extension Center reside in one of the following six cities, townships, or villages: Davisburg, Clarkston, Highland, Holly, Milford, and Ortonville.
- The following pages contain social and economic characteristics of these six locations. Highland consists of two zip code areas and is therefore presented as Highland 56 and Highland 57 for the sake of clarity.
- The characteristics selected were based on the proposed selection criteria for marketing suggestions offered at the end of this report and are not intended to be an exhaustive list of potential selection characteristics.
- It appears, based on U.S. Census data that the population of these six areas will continue to grow, albeit at different rates. In all six areas 47 - 57% of the population over age 25 has some kind of college experience. Of all post-secondary degrees, a Bachelor's degree is the most common type with anywhere from 7.6% (Holly) to 15.8% (Clarkston) of the over 25 population possessing one.

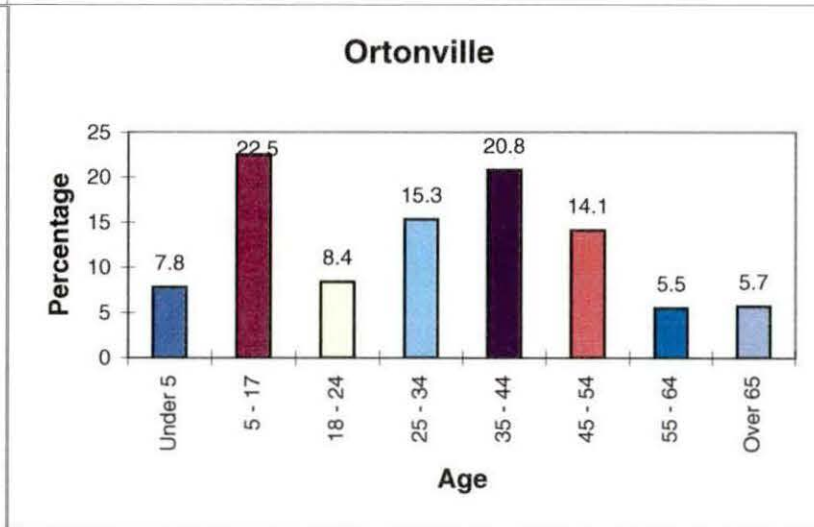
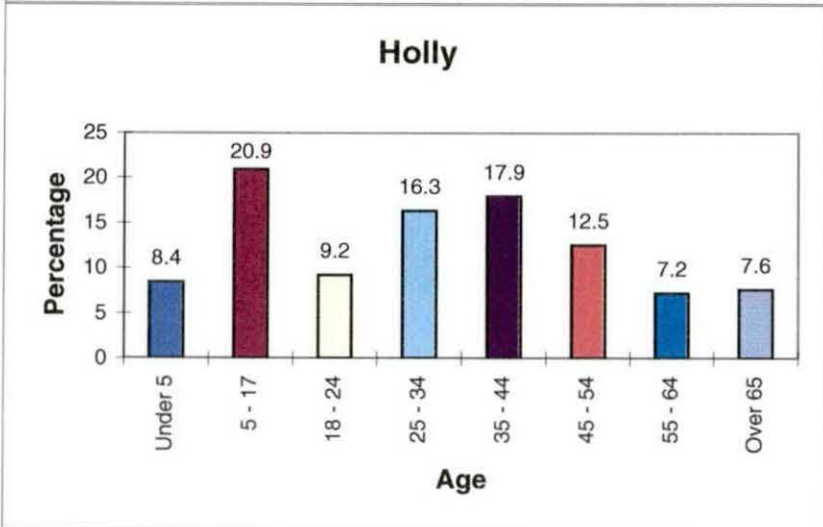
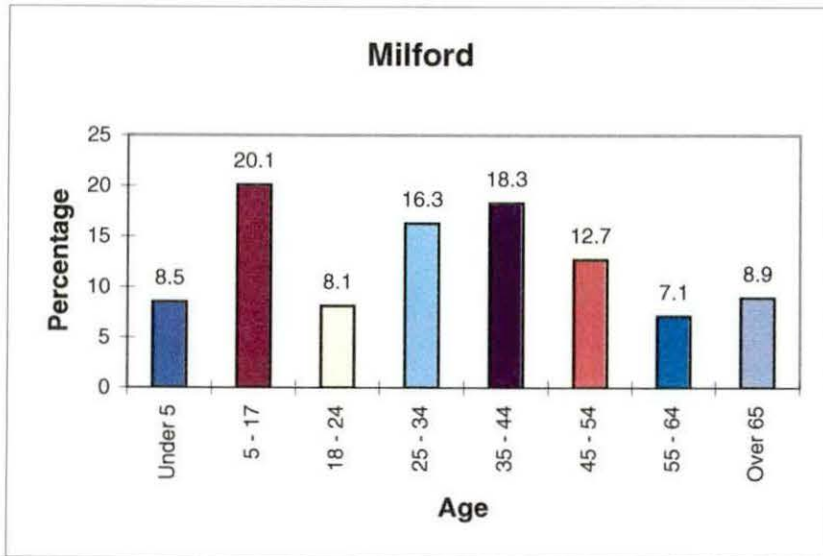
Oakland Community College
Population of Holly and Surrounding Areas - 1994



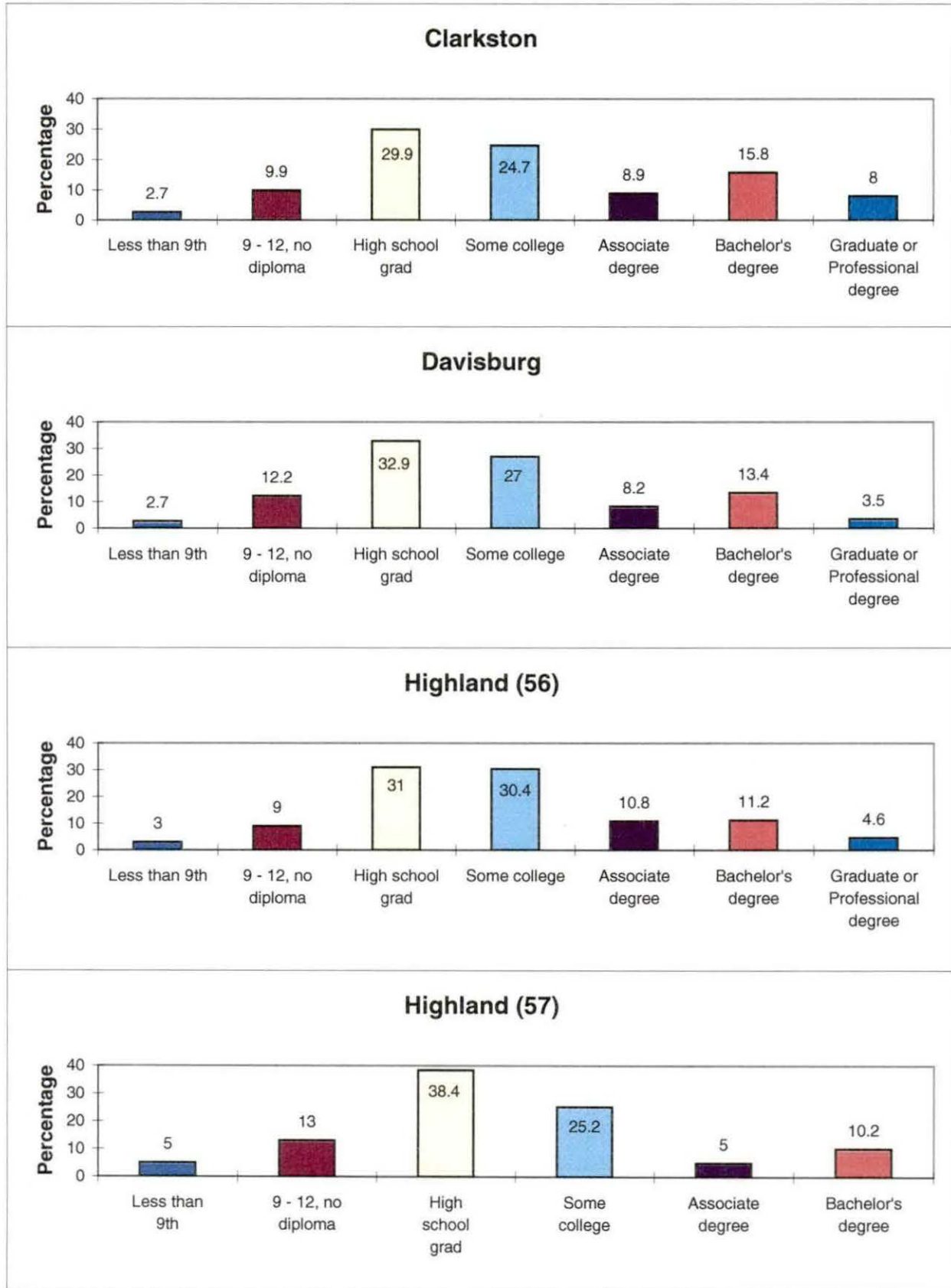
Oakland Community College
Age of Population for Holly and Surrounding Area - 1994



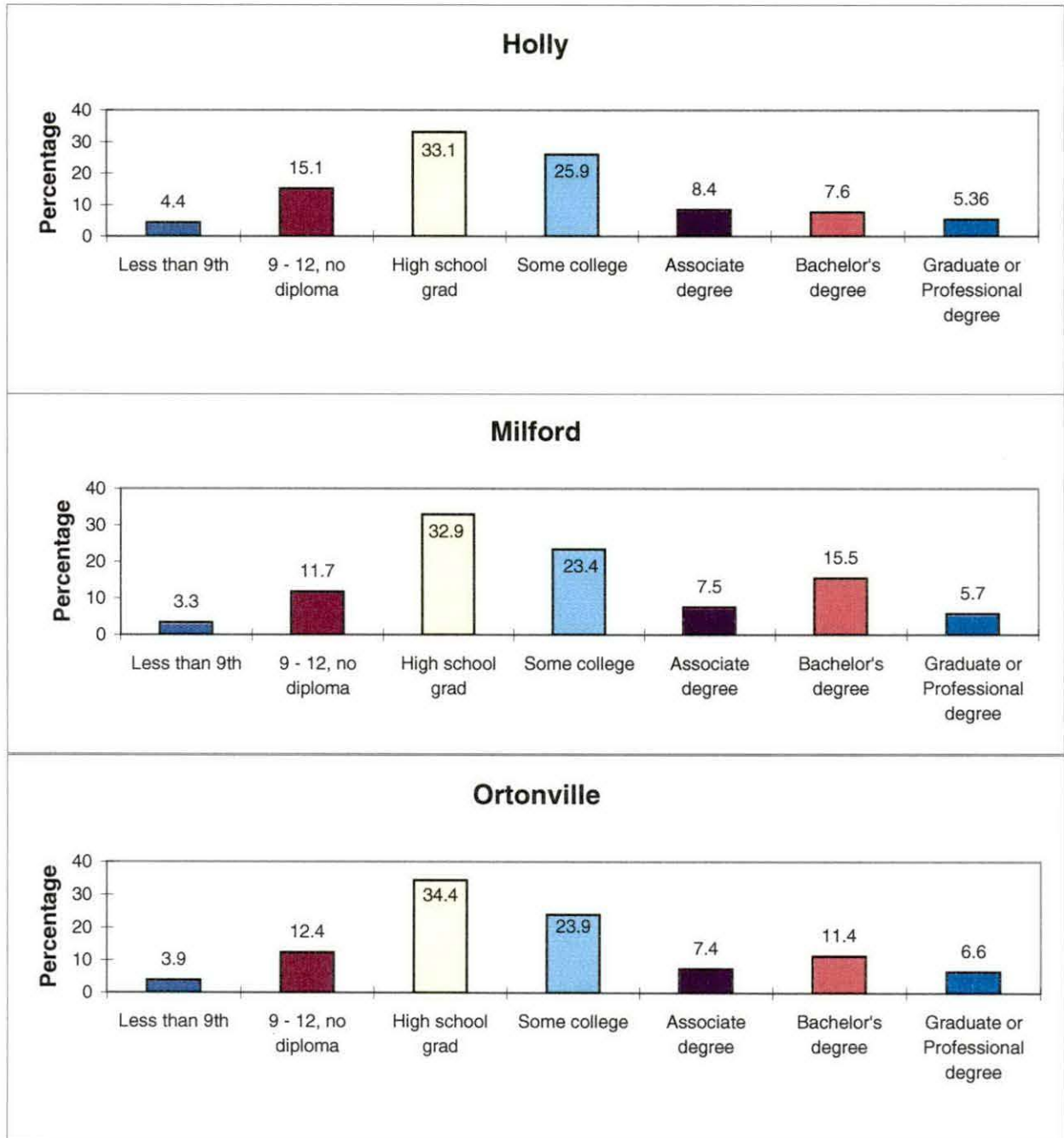
Oakland Community College
 Age of Population for Holly and Surrounding Area - 1994



Oakland Community College
 Educational Attainment of Persons 25 Years and Over for Holly and Surrounding Area - 1994



Oakland Community College
 Educational Attainment of Persons 25 Years and Over for Holly and Surrounding Area - 1994

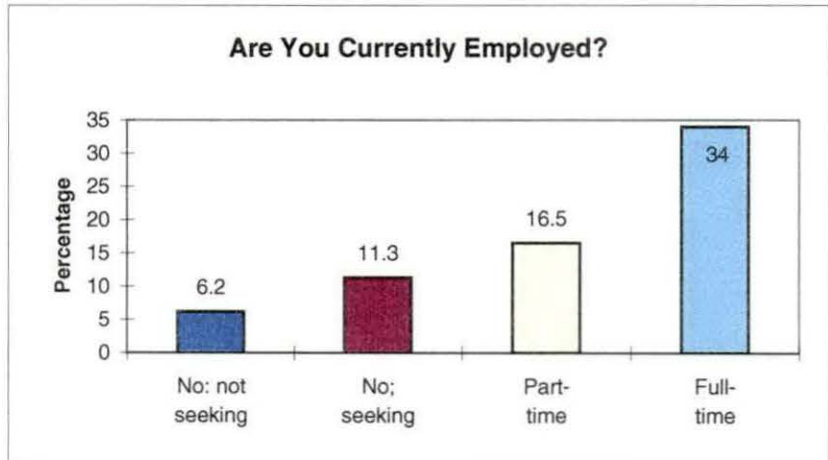
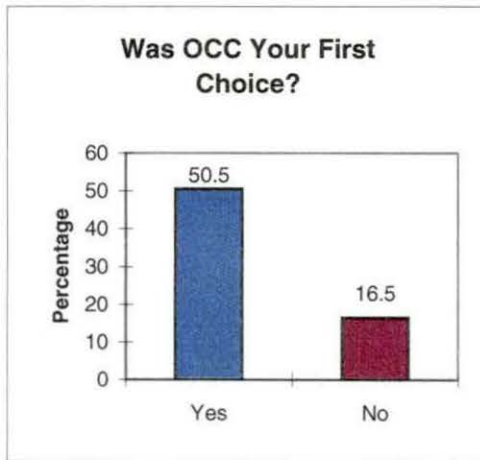
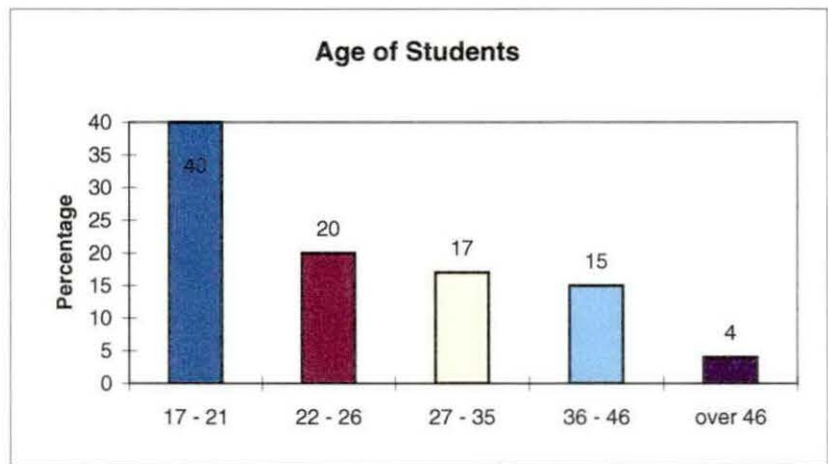
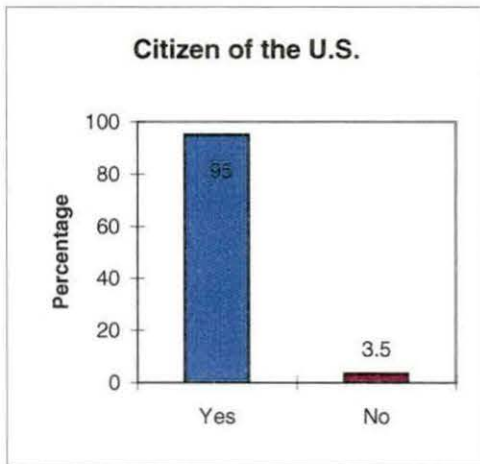
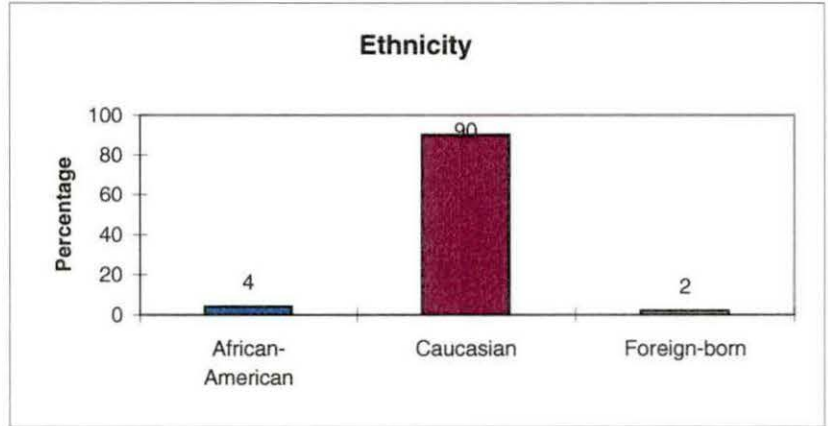
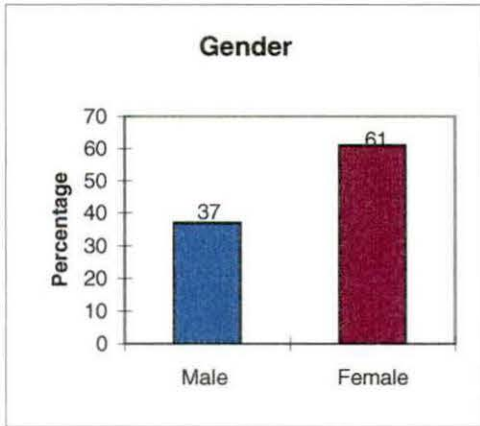


HOLLY STUDENT DEMOGRAPHICS

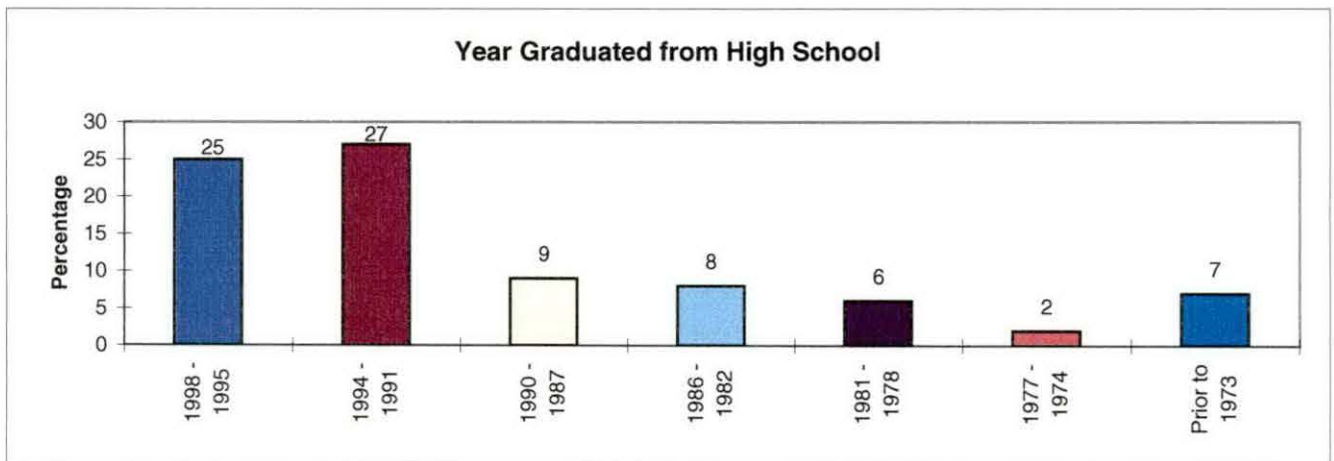
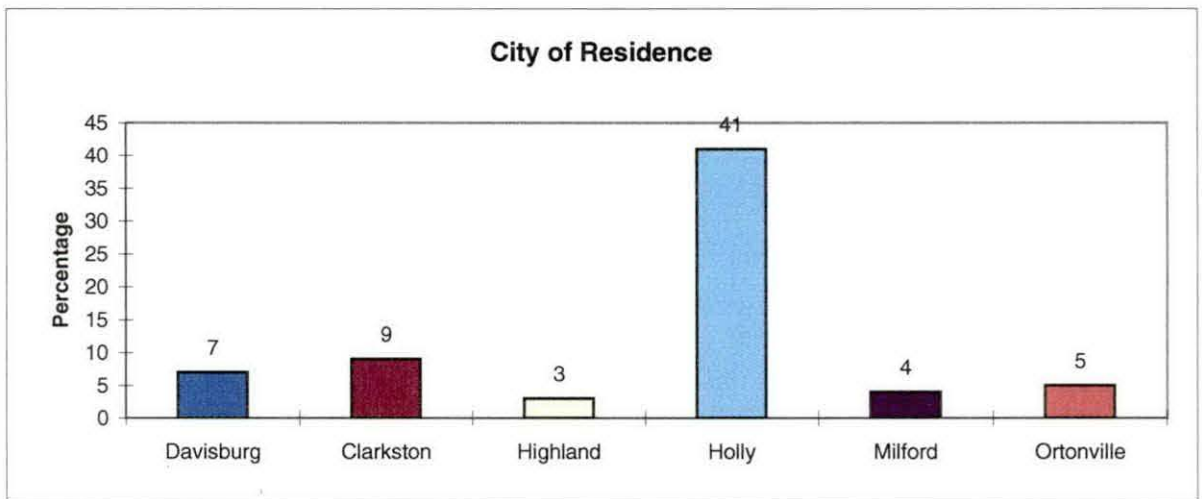
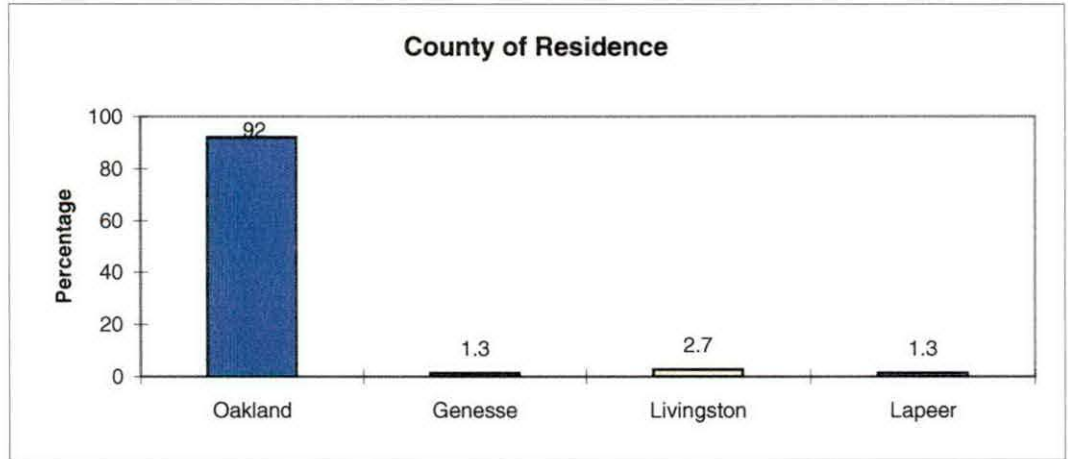
SUMMARY:

- Demographic and educational information was compiled for 97 students who have taken at least one course at the Holly Extension Center. Information is based on the official census data for the term (the 1/10 data). In addition, 48 students were contacted by phone and asked their opinion about a variety of topics related to the Center. A copy of the survey can be found at the back of this report.
- For the sake of brevity and clarity, not all responses for each variable from the telephone survey are reported here. Only those with a significant number of responses for an item have been included.
- In short, the typical Holly student tends to be White (90%) female (61%) under 26 years of age (60%) who live in Oakland county (92%). Forty-one percent reside in Holly with an additional 28% residing in Clarkston, Davisburg, Highland, Milford, and Ortonville.
- About 34% of Holly students are employed full-time with an additional 16% employed part-time. Their primary reason for attending the *college* is to obtain an OCC degree or certificate (53%; higher than the college-wide average of 41%) or complete courses for transfer (25%; lower than the college-wide average of 43%). Most (46%) are quite sure about their educational goals and expect to spend about 2 years at OCC (37%).
- Approximately 32% seek an eventual Bachelor's degree (compared to about 56% college-wide) and about half report that OCC was their first choice of college.

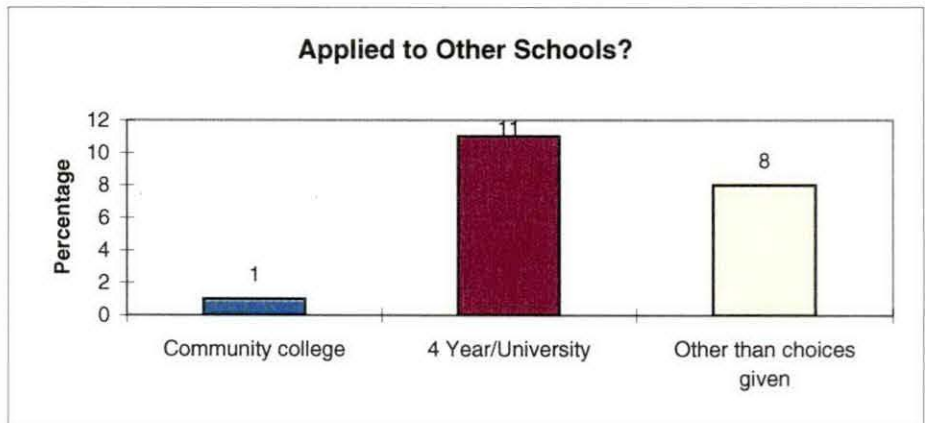
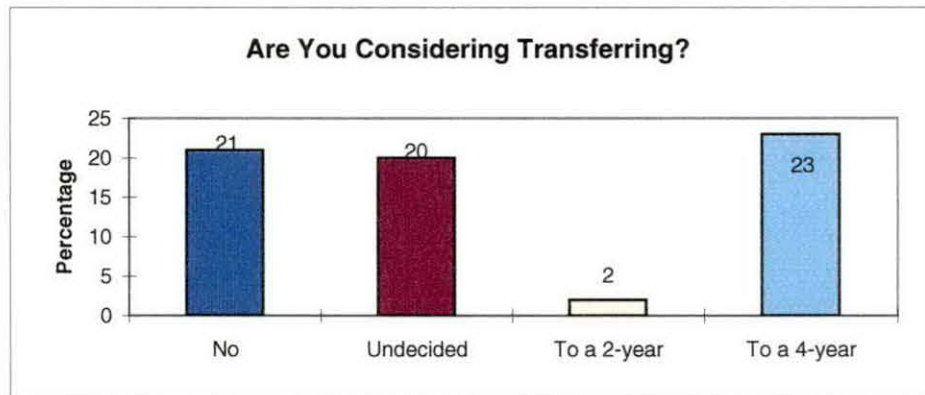
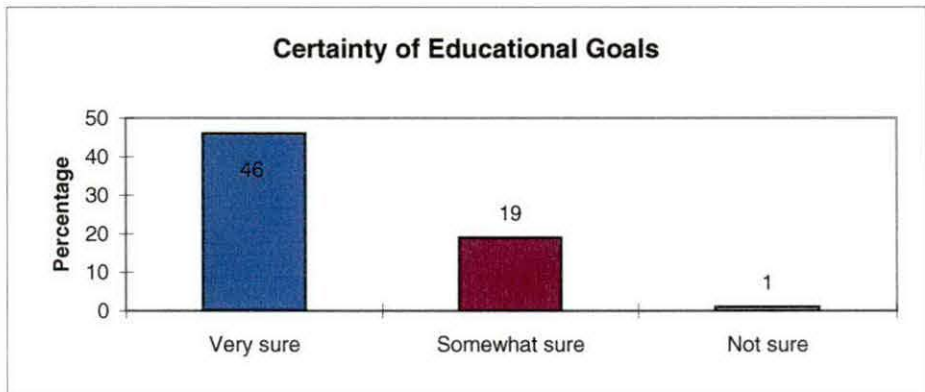
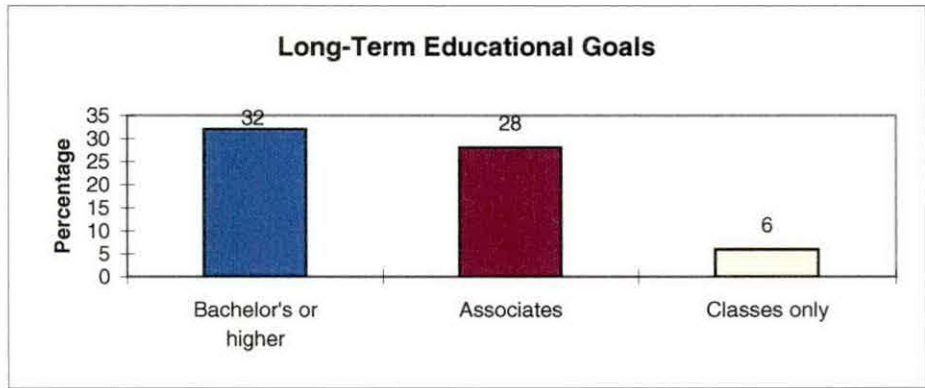
Oakland Community College
Holly Student Demographics



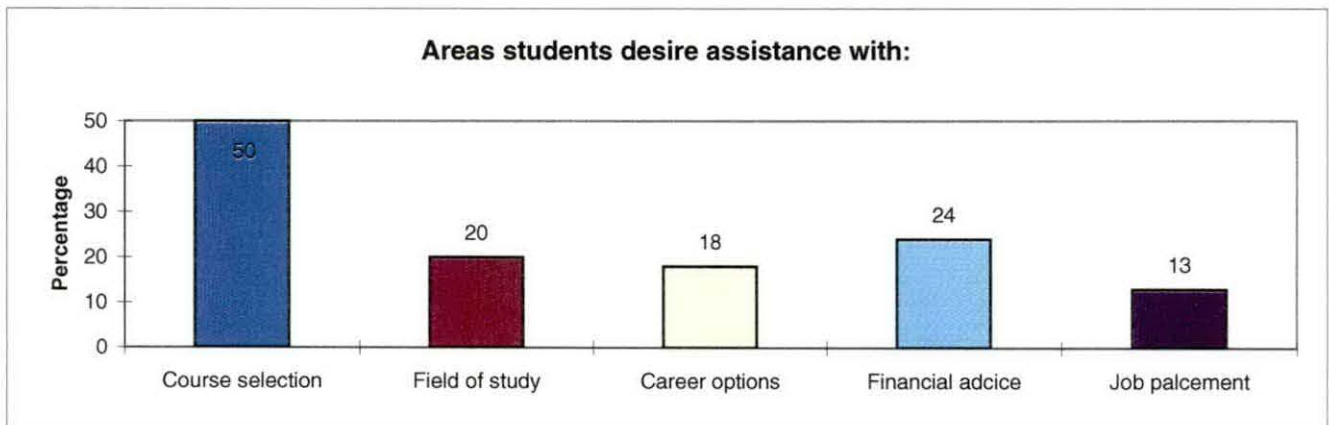
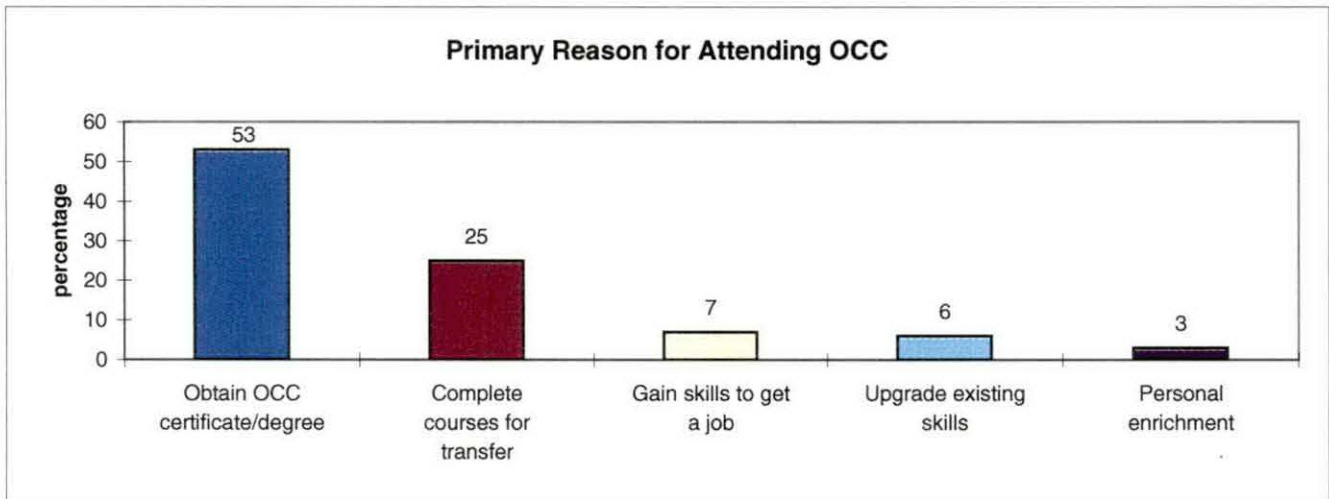
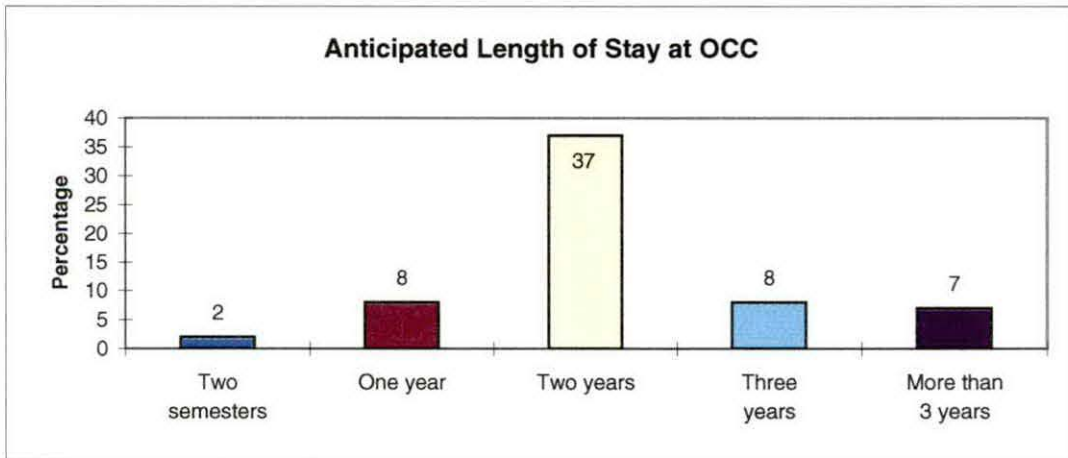
Oakland Community College
Holly Student Demographics



Oakland Community College
Holly Student Demographics



Oakland Community College
Holly Student Demographics



Summary of Holly Student Demographics

This information is based on 97 students who have taken at least one course at the Holly Extension Center. Information was compiled from the official census data (the 1/10th day data).

Not all responses for each variable are reported here; only those with any substantial number of responses are included (e.g., zip codes with a frequency fewer than 4 are not reported). Frequency is reported in parentheses followed by percentages.

GENDER:

Male	(36)	37%
Female	(61)	63%

ETHNICITY:

White	(87)	90%
African-American	(4)	4%
Foreign born	(2)	2.1%

CITIZEN OF U.S.:

Yes	(87)	95%
No	(4)	3.5%

AGE:

17-21	(39)	40%
22-26	(19)	20%
27-35	(17)	17%
36-46	(15)	15%
over 46	(4)	4%

CITY OF RESIDENCE:

Holly	(40)	41%
Clarkston	(9)	9%
Davisburg	(7)	7%
Ortonville	(5)	5%
Milford	(4)	4%
Highland	(3)	3%

COUNTY OF RESIDENCE:

Oakland	(69)	92%
Genesee	(1)	1.3%
Livingston	(2)	2.7%
Lapeer	(1)	1.3%

YEAR GRADUATED FROM HIGH SCHOOL:

1998-1995	(25)	25%
1994-1991	(26)	27%
1990-1987	(9)	9%
1986-1982	(8)	8%
1981-1978	(6)	6%
1977-1974	(2)	2%
1973 & Prior	(7)	7%

HIGH SCHOOL COUNTY:

Oakland	(62)	73%
Wayne	(5)	6%
Macomb	(3)	3.5%
Livingston	(2)	2.4%
Genesee	(1)	1.2%
Out of state	(8)	9.4%

EMPLOYMENT:

Not employed; not seeking	(6)	6.2%
Not employed; seeking	(11)	11.3%
Employed part-time	(16)	16.5%
Employed full-time	(33)	34%

OTHER SCHOOLS APPLIED TO:

Community colleges	(2)	1%
4 year/University	(14)	11%
Schools other than choices given	(11)	8%

WAS OCC YOUR FIRST CHOICE?

Yes	(49)	50.5%
No	(16)	16.5%

PRIMARY REASON FOR ATTENDING OCC:(responses from touch tone registration)

Obtain OCC certificate/degree	(51)	53%
Complete courses for transfer	(24)	25%
Gain skills to get a job	(8)	7%
Upgrade existing skills	(6)	6%
Personal enrichment	(3)	3%

LONG TERM EDUCATIONAL GOALS:

Bachelors or higher	(31)	32%
Associates	(27)	28%
Classes only	(6)	6%

ANTICIPATED LENGTH OF STAY: (How long do you expect to be at OCC?)

Two semesters	(2)	2%
One year	(8)	8%
Two years	(36)	37%
Three years	(8)	8%
More than 3	(7)	7%

CERTAINTY OF EDUCATIONAL GOALS: (How sure are you of your educational goals?)

Very sure	(45)	46%
Somewhat sure	(19)	19%
Not at all sure	(1)	1%

CONSIDERING TRANSFER TO ANOTHER INSTITUTION?:

Not planning on it:	(20)	21%
Undecided:	(19)	20%
To a 2 yr:	(2)	2%
To a 4-year:	(22)	23%

SERVICES STUDENTS FEEL THEY NEED:

Advice on course selection:	(59)	50%
Advice on field of study:	(23)	20%
Career advice:	(21)	18%
Financial:	(28)	24%
Job placement:	(15)	13%

Profile of the Holly student as determined by completed surveys (n =48):¹

REASON FOR TAKING CLASS AT HOLLY:

- For 96%, Holly is close to home
- For 44% Holly is close to work
- 73% are coming from home when attending classes
- The average driving distance is 8 miles although 15% of those surveyed drove 20 or more miles to get to the Center.

COURSE SELECTION AND TIMES:

- 94% Desire more evening classes
- 87% Desire more basic classes to be offered
- 69% Desire more professional classes to be offered
- 46% Desire more allied health classes to be offered

FUTURE ENROLLMENT:

- 48% State they would definitely take a future course at Holly
- 27% State they probably would take a future class at Holly

DESIRED SERVICES:

- 71% Desire financial services to be available
- 71% Desire counseling services to be available
- 81% Desire registration services to be available

EDUCATIONAL GOALS:

- 47% are seeking an Associate degree
- 38% are seeking a Bachelor degree
- 96% are not attending another college

¹Students surveyed do not differ from other students who have attended the Holly Extension Center on any demographics such as gender, age, ethnicity, or residency status.

ADMINISTRATIVE CONCERNS

Summary:

- One of the most pressing administrative concerns is whether increasing our presence in Holly is financially feasible. What follows is a sample table that displays the approximate revenue various numbers of courses might generate. Although not meant to be inclusive (for example, the cost of staff time spent securing teaching faculty is not considered), costs for facilities and staff will most likely be the largest expenditures.
- As indicated on the student surveys, the majority of students would like to see some services offered at the Center. However, these could be added at a later date once the determination about the Center has been made. Further, they might be added gradually or on a part-time basis (e.g., offering financial aid services or counseling services one night a week).
- The additional administrative concern regarding marketing is discussed later.

Number of Courses:	Room Cost:	Faculty Cost:	Total Cost:		Number of Students:	Total Revenue (from tuition):	Net Revenue:
1	90	1155	1245		20	2220	975
2	180	2310	2490		40	5640	3150
3	270	3465	3735		60	8460	4725
4	360	4620	4980		80	11280	6300
5	450	5775	6225		100	14100	7875
6	540	6930	7470		120	16920	9450
7	630	8085	8715		140	19740	11025
8	720	9240	9960		160	22560	12600
9	810	10395	11205		180	25380	14175
10	900	11550	12450		200	28200	15750
11	990	12705	13695		220	31020	17325
12	1080	13860	14940		240	33840	18900
13	1170	15015	16185		260	36660	20475
14	1260	16170	17430		280	39480	22050
15	1350	17325	18675		300	42399	23724
16	1440	18480	19920		320	45120	25200
17	1530	19635	21165		340	47940	26775
18	1620	20790	22410		360	50760	28350
19	1710	21945	23655		380	53580	29925
20	1800	23100	24900		400	56400	31500

NOTE: Not all of the net revenue column should be considered profit since a portion of the students are current OCC students as opposed to new students. Approximately 40% of the students who attended Holly were new students.

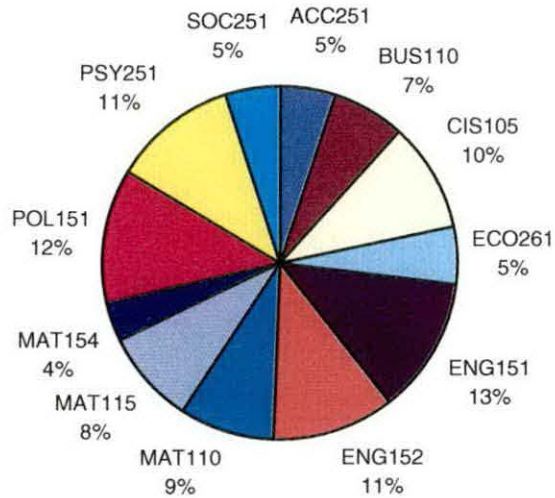
ACADEMIC CONCERNS

Summary:

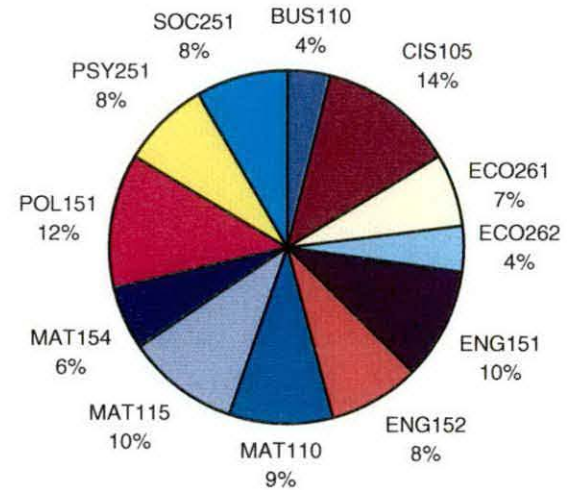
- Our recommendation is that in order to determine the long-term viability of the Holly Extension Center, a larger selection of courses needs to be offered. The relatively small number of available courses was sighted often by surveyed students as their chief complaint. The suggested course offerings are based on two criteria. First, on the data from the survey which asked about educational goals, anticipated length of stay at OCC, and the type of classes they would like to see offered. Secondly, on college-wide enrollment data from the 1998 calendar year.
- To market the Center in a more aggressive manner such as that outlined on pages 20 and 21.
- The following graphs depict, by semester, the 12 courses with the highest student enrollment. Not surprisingly, they are predominantly general education courses which fulfill the needs of both those who intend to transfer and those who intend on earning an OCC Associate degree.

Oakland Community College - Top Twelve Course Enrollments College-wide by Semester - 1998

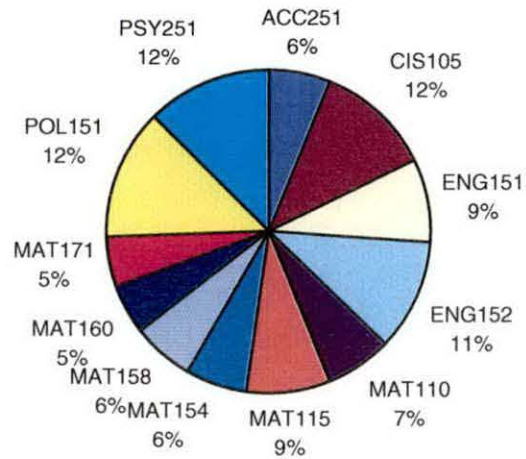
Top Twelve Courses - Winter 1998



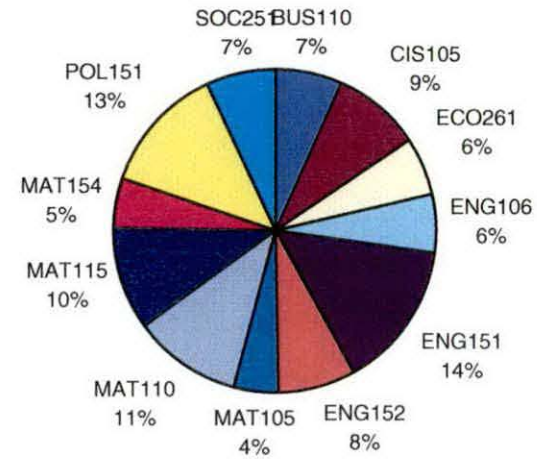
Top Twelve Courses - Spring 1998



Top Twelve Courses - Summer 1998



Top Twelve Courses - Fall 1998



MARKETING STRATEGY - HOLLY EXTENSION CENTER

SELECTION CRITERIA: There are several groups of potential students that can be targeted:

- Households with a member who is currently a high school junior or senior.
- Households with college-age members who may not be currently or have never attended college.
- Households with members who are currently attending a college other than OCC.

Each of these target groups would require different approaches to meet varying needs. These will be discussed in detail later.

We can refine the search by including only those households that fit a certain profile. For example, those that fall within certain zip codes (close to Holly), have members who have attained a particular educational or socioeconomic level, have a licensed driver, have a member aged 17 - 22 or 17 - 35, etc.

We can develop materials that are addressed to either the parents, potential students, or both.

TIME LINE DEVELOPMENT: Using Spring 1999 as an example, the following represents a tentative time line of when materials would be sent to targeted households.

- Early touch tone registration commences in February. Materials would be sent to households approximately one week prior.
- Regular registration is May 6 and 7. Households would receive a second mailing 1 week prior to this time.
- Depending on the group targeted, dates of mailings might change. For example, materials designed to entice students from other colleges to enroll in transferable courses during the summer might be mailed to coincide with spring break when they may be home.

COURSE OFFERINGS:

Previous research suggests that the best courses to offer are those that fulfill the basic general education requirements. Depending on the semester, anywhere from 38 to 55 % of students are attending OCC to complete courses for transfer. Of those students who have attended the Holly Extension Center, 87% would like to see more general education courses offered. Additionally, past Holly students indicate that a larger number of courses need to be offered for them to continue taking courses at the extension center. The following courses represent those with the highest enrollment for 1998 (see graphs on page 19):

- ACC 251: Principles of Accounting I
- BUS 110: Introduction to Business
- CIS 105: Personal Computer Applications
- ECO261: Economics I
- ECO262: Economics II
- ENG151: Composition I
- ENG152: Composition II
- MAT110: Preparation for Algebra
- MAT115: Intermediate Algebra
- MAT154: College Algebra
- POL151: American Government
- PSY251: Introduction to Psychology
- SOC251: Sociology

In addition, almost 70% of those surveyed wish to see more professional courses (e.g., accounting, business, and management) courses offered and 46% would like more allied health courses (e.g., medical terminology, medical assisting) offered. Courses of that nature could also be offered to bring the total number of courses offered to 20 or 25.

MATERIALS:

Need to determine to whom the mailings will be addressed. Possibilities include the parents of current high school students, households that may have young adults not currently attending college, and/or households with members who may be attending other colleges.

Need to determine from whom the mailing will come. Possibilities include the chancellor, the president, or David James, Dean of Academic and Student Services..

Message to parents of high school students: Stress the "earn college credit", "get a head start on college", "fully transferable to other colleges"

Message to students of other colleges: "get ahead" or "catch up" by taking transferable courses in the summer.

Message to those not attending college: Stress courses in high-demand fields like computer science, medical assisting, or nursing. Stress tutoring, developmental courses, small classes and other things to increase comfort level.

NAME: _____

SS#: _____

Hello, my name is _____ and I'm calling from Oakland Community College. I understand that you have attended the Holly Extension Center in the past? (*Wait for response*)

In an effort to improve service to our students, we're looking into our course offerings in Holly. We are contacting students who have taken courses at the Center to ask them about their experience. The questions will only take about 2 or 3 minutes and of course all your answers will be confidential. Would you be willing to take a few moments to help us out?

If student answers yes:

Great thank-you!

If student answers no:

Is there another time I could contact you that is more convenient? (*Note time, tell them you'll call back and thank them*)

If student states there is no better time to call:

Would you be willing to complete the survey by mail instead? (*Verify address information*)

 **The first question is about your specific experience at the Holly Extension Center.**

1. Please consider your reason or reasons for attending the Holly Extension Center in answering yes or no to each of the following:

- | | | |
|--------------------------------|------------|-------------|
| a. It was close to work | (0) ___ no | (1) ___ yes |
| b. It was close to home | (0) ___ no | (1) ___ yes |
| c. The day fit my schedule | (0) ___ no | (1) ___ yes |
| d. The time fit my schedule | (0) ___ no | (1) ___ yes |
| e. The availability of classes | (0) ___ no | (1) ___ yes |

Are there any other reasons you attended classes in Holly? (*specify*)

 **The next few questions focus on your commute to the Holly Extension Center.**

2. When you attended the Center, were you usually coming from work, home or someplace else?

(1) ___ home

(2) ___ work

(3) ___ some place else (*specify*) _____

3. About how many miles from was it from your (*insert work, home, other*) to the Center? _____ Miles


4. About how many minutes did it take you to get from there to the center? _____ Minutes

5. Which **ONE** of the following best describes the likelihood that you would take future courses in Holly?
(Check one)
- (1) ___ I Definitely would
 - (2) ___ I Probably would
 - (3) ___ I Might
 - (4) ___ I Probably would not
 - (5) ___ I Definitely would not
 - (8) ___ I'm Unsure


6. What kinds of things influence that decision?

7. What do you see as the **BEST** thing about the Holly Extension Center?

What do you see as the **WORST** thing about the Holly Extension Center?


 The next few questions are more general in nature about the Extension Center. I'll be asking you about times of day and types of courses you would like to see offered at the Center in the future. Please answer yes, no, or unsure to each of the following:

9. Would you like to see additional classes offered in the morning hours of 8 to noon? (0) ___ no (1) ___ yes (8) ___ unsure
10. Would you like to see additional classes offered during the afternoon hours of 1 to 5? (0) ___ no (1) ___ yes (8) ___ unsure
11. Would you like to see additional classes offered during the evening hours of 6 to 10? (0) ___ no (1) ___ yes (8) ___ unsure

 Now we are interested in the types of courses you'd like to see offered at the Holly Extension Center. Please answer yes, no, or unsure to each of the following:

12. Would you like to see more Basic courses like English or Social Sciences or Humanities offered? (0) ___ no (1) ___ yes (8) ___ unsure

13. Would you like to see more Professional courses like business or accounting or management offered? (0) no (1) yes (8) unsure
- Would you like to see more Allied Health courses like medical assisting or medical terminology or respiratory therapy offered? (0) no (1) yes (8) unsure
15. What other specific courses would you like to see offered?
-
-

 **We're also interested in knowing the kinds of services that students feel would improve their experience. So for each of the following answer whether you would like to see it offered at Holly, or would not like to see it offered.**

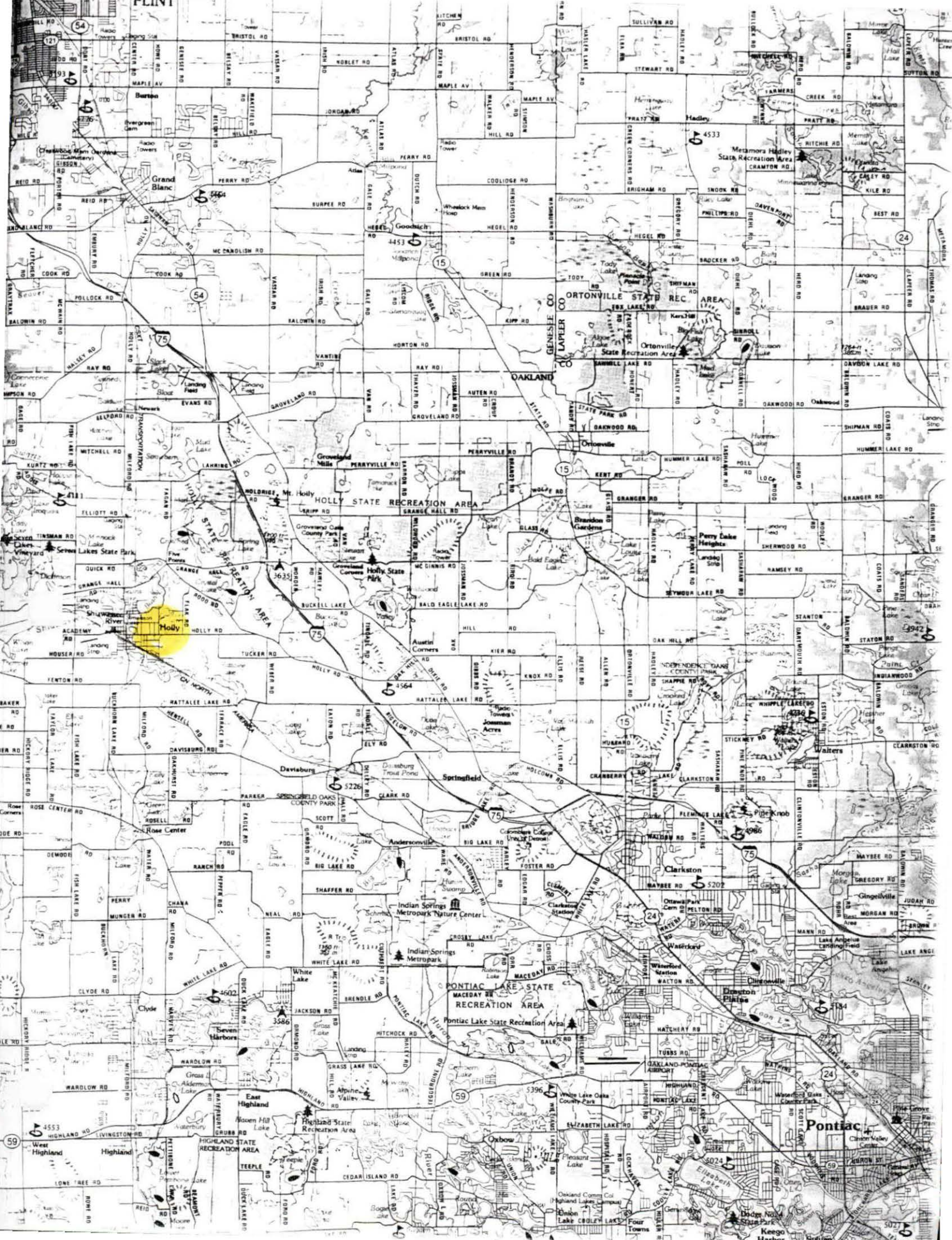
16. Counseling Services (0) would not (1) would
 Financial Aid Services (0) would not (1) would
 Registration Services (0) would not (1) would

17. What other services would you like to see offered at the Holly Extension Center?
-
-

 **Finally, the last few questions are about your educational goals.**

18. Over the next 5 years, which ONE of the following best describes your long-term educational goals? (Check one)
- (1) Classes only, not pursuing a degree or certificate
 (2) Certificate
 (3) Two-year Associate degree
 (4) Bachelor's degree
 (5) Master/Professional or higher (e.g., M.D., J.D., MBA, Ph.D.)
19. Do you currently attend any other colleges? (0) No (1) Yes
 (Skip to end)
20. If so, what other college(s) do you attend?
-

I'd like to thank-you very much for taking the time to assist us. Your cooperation will help us to improve the quality of our programs and services. Good luck in your educational endeavors and thanks again.



Comparison of Holly Township and Independence Township:

Population:	<u>Independence Twp</u>	<u>Holly Twp</u>
Age 5 - 17	20.1%	20.0%
18 - 20	4.6%	4.2%
21 - 24	4.7%	4.7%
25 - 44	34.5%	33.7%
45 - 64	22.9%	23.8%
65 & over	6.7%	7.8%

Population Projections:	<u>Independence Twp</u>	<u>Holly Twp</u>
2000	32,319	3,854
2005	35,551	4,035
2010	38,280	4,186

Number of Households:	<u>Independence Twp</u>	<u>Holly Twp</u>
1995	10,267	1,233
2000	11,115	1,268
2005	12,488	1,347
2010	13,724	1,427

High School Students:	<u>Independence Twp</u>	<u>Holly Twp</u>
9 th grade	518	317
10 th grade	525	319
11 th grade	468	259
12 th grade	429	205

Educational Attainment:	<u>Independence Twp</u>	<u>Holly Twp</u>
Some college	26.2%	35.2%
4 years college	23.2%	11.5%
Adv. Degree	15%	4.3%

Median Income: (1997)	<u>Independence Twp</u>	<u>Holly Twp</u>
	\$61,038	\$6,275

Major Highways:	<u>Independence Twp</u>	<u>Holly Twp</u>
	Ortonville Rd (M-15), I-75, Dixie Hwy	Grange Hall Rd, Holly Rd, 3 miles from I-75

Labor Market:	<u>Independence Twp</u>	<u>Holly Twp</u>
Unemployed	2.5%	3.8%
Employed	15,225	4,775
Total labor force	15,625	4,950

Most information was gathered from the U.S. Bureau of Census as reported in the *Community Profiles* book for Oakland County. The numbers of high school students is based on the 1997 Oakland County Count Day Membership F.T.E. reported by Oakland County schools.