



OAKLAND
COMMUNITY
COLLEGE®

**On-Line Enrollment Study for Accounting,
Business, and Marketing Sections
2004 - 2006**

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EXECUTIVE SUMMARY

The purpose of this study is to assist Oakland Community College's (OCC) Accounting (ACC), Business (BUS), and Marketing (MKT) disciplines with their on-line class needs. More specifically, this study explores section enrollments and examines trends in on-line sections compared to traditional face-to-face sections of the same disciplines.

- Literature review shows both pros and cons of why an institution should consider offering on-line sections.
- When looking at total course offerings, there was a gradual decrease from 369 sections in 2004 to 351 sections in 2006. Business and Marketing section offerings stayed relatively consistent during the 3-year period. However, ACC section offerings decreased slightly in 2006.
- Orchard Ridge and Auburn Hills campuses were assigned more ACC, BUS, and MKT sections than the other campuses during the 3-year period (302 and 294 respectively).
- Accounting, Business, and Marketing sections were offered at all campuses during the 3-year period. Auburn Hills and Royal Oak offered most of the on-line sections.
- The number of students attending ACC, BUS, and MKT sections decreased from 2004 to 2006 for both duplicated and unduplicated headcount. Similarly, college-wide unduplicated headcount gradually decreased.
- On-line duplicated headcount fluctuated for all disciplines, but most categories grew from 2004 to 2006, except ACC enrollment.
- Regardless of year, a majority of the on-line sections were attended by students residing in Oakland County. And many of the more dense regions were in close proximity to a college campus (see Appendices).

PURPOSE OF STUDY

The purpose of this study is to assist Oakland Community College's (OCC) Accounting (ACC), Business (BUS), and Marketing (MKT) disciplines with their on-line class needs. More specifically, this study explores section enrollments and examines trends in on-line sections compared to traditional face-to-face sections of the same disciplines.

METHOD

Accounting, Business, and Marketing section data were obtained from official college records via Colleague. A 3-year trend was reviewed (2004 – 2006 calendar years). On-line sections are designated as "ONL" in Colleague, while traditional sections are defined as "LEC," "LAB," or "CLO" in Colleague.

LITERATURE REVIEW

With the onset of technology and on-line learning, various higher education institutions have had to strategize how (or by what method) to provide course offerings. Academia has attempted to balance traditional methods of teaching students face-to-face, while also acknowledging or even embracing how new technology could benefit students and institutions alike. Common themes include:

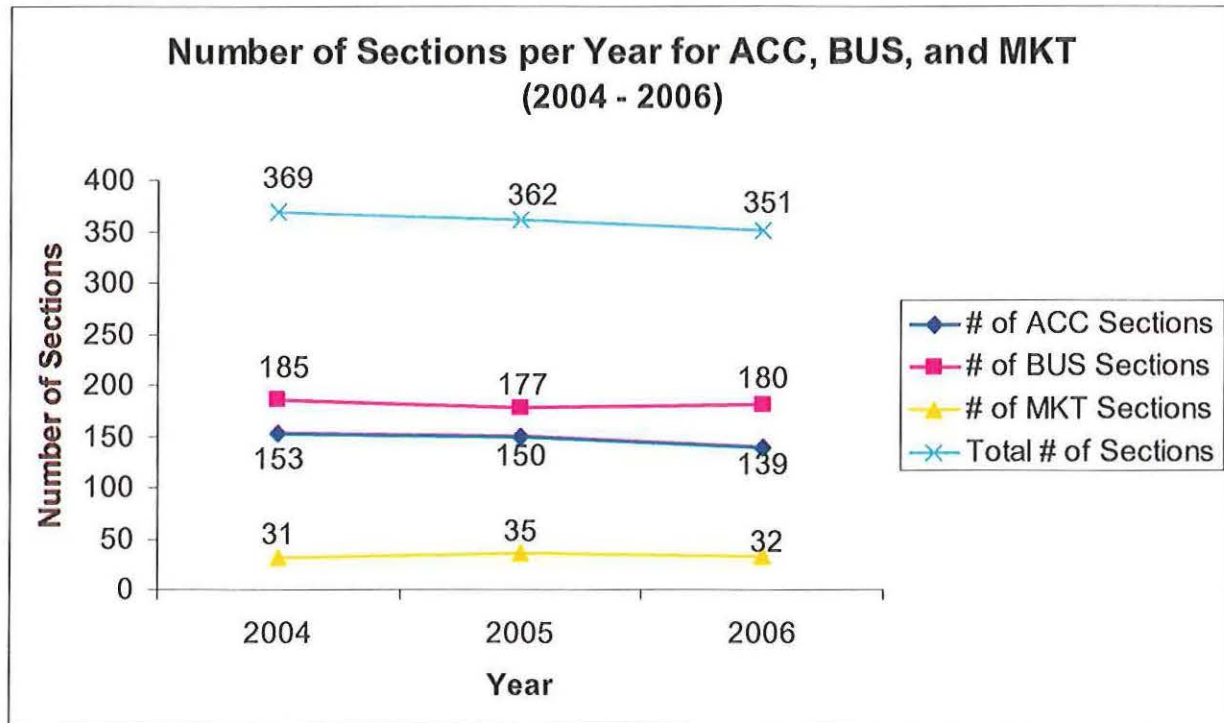
- Whether institutions should offer courses or degrees on-line;
- The positives and negatives of offering on-line courses/degrees; and
- Recent collaborations between institutions to make on-line learning a success.

The trend throughout the country has been for students to participate in on-line courses. "According to the College Board and the Alfred P. Sloan Foundation, nearly 3.2 million students were taking at least one on-line course during the Fall 2005 term" (Piper, 2007).

Below is a list of pros and cons of offering on-line courses or degrees for the students, faculty, and institution (see reference section for various sources):

<u>On-line Course / Degrees Pros:</u>	<u>On-line Course / Degrees Cons:</u>
<p>Student:</p> <ul style="list-style-type: none"> ▪ Students seem to be just as satisfied as with traditional courses ▪ Self-paced and independent learners tend to be successful on-line students ▪ Student / teacher ratio is typically smaller than traditional format ▪ Convenience; more flexibility to balance work, home life, and school (for both students and instructors) ▪ More accessible to students in rural areas ▪ Student can continue working as they earn their degrees ▪ Students do not have to relocate or lose job / wages <p>Faculty:</p> <ul style="list-style-type: none"> ▪ On-line method can improve an instructor's ability to teach (instructors must become more organized) ▪ Convenience; more flexibility to balance work, home life, and school (for both students and instructors) <p>Institution:</p> <ul style="list-style-type: none"> ▪ This method of learning is critical to long term strategy of an institution ▪ Wider audience ▪ Reduce building and classroom space ▪ More on-line offerings help institution(s) compete with other institutions offering on-line courses / degrees 	<p>Student:</p> <ul style="list-style-type: none"> ▪ Student work load is usually heavier and more difficult than in traditional courses ▪ No personal face-to-face interaction (for both student and instructor) ▪ Drop-out rate higher in on-line courses than in traditional courses ▪ Instructions are often <u>not</u> clearly presented or as well organized as traditional method ▪ Not all students have access to a computer with system requirements <p>Faculty:</p> <ul style="list-style-type: none"> ▪ Far more work and time is required for on-line instructors than for traditional method instructors ▪ Instructors must spend a great deal of time on the computer (training, planning, preparation, and communication throughout the course) ▪ Instructors cannot see the expressions on students' faces (non-verbal cues); No personal face-to-face interaction (for both student and instructor) ▪ Proctoring tests can be challenging ▪ On-line instruction may not be suitable for certain types of courses / disciplines <p>Institution:</p> <ul style="list-style-type: none"> ▪ System and technology problems / complexity / limitations ▪ Notion of quantity at the expense of quality

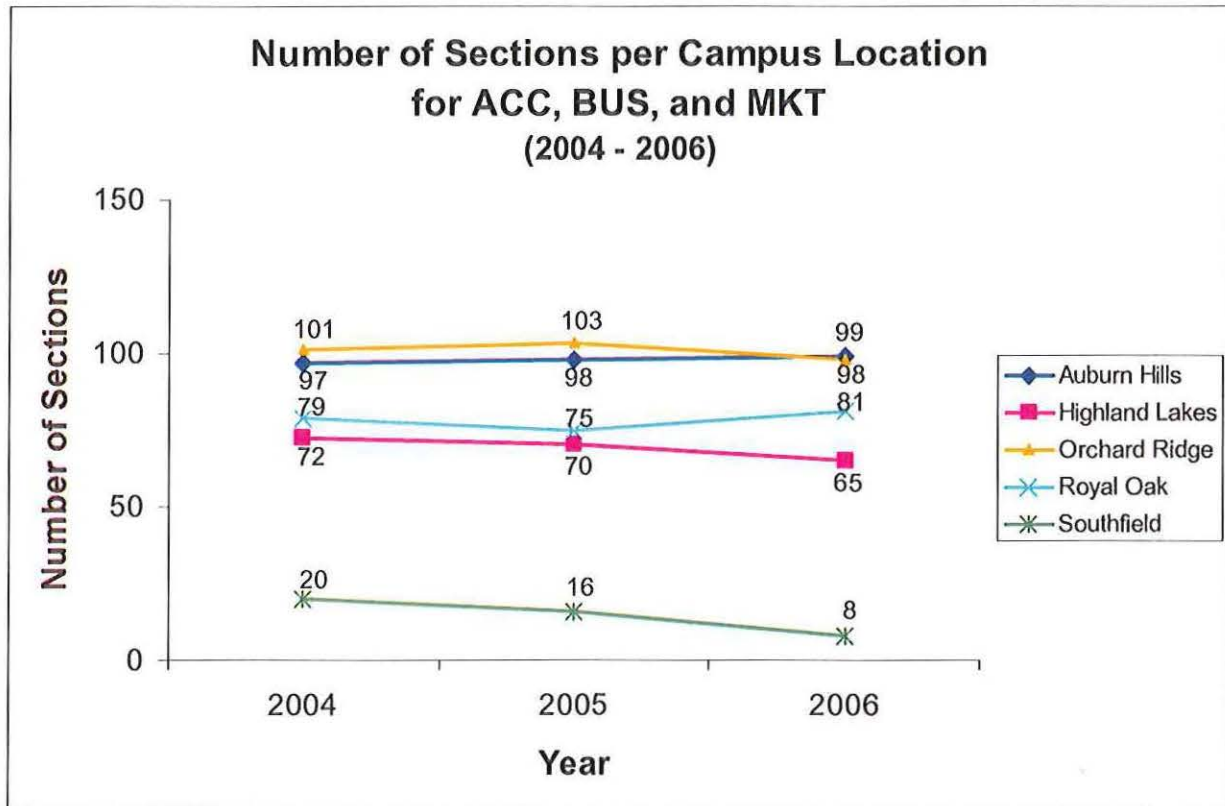
Figure 1: Section Offerings per Year per Discipline



Summary:

- A total of 1,082 ACC, BUS, and MKT sections were taught between 2004 and 2006.
- Accounting section offerings decreased slightly in 2006.
- Business and Marketing section offerings stayed relatively consistent during the 3-year period.
- When looking at total course offerings, there was a gradual decrease from 369 sections in 2004 to 351 sections in 2006.

Figure 2: Section Offerings per Year per Campus Location



Summary:

- Orchard Ridge and Auburn Hills campuses held more ACC, BUS, and MKT sections than the other campuses during the 3-year period (302 and 294 respectively).
- Highland Lakes and Southfield section offerings slightly decreased from 2004 to 2006, while the other campus offerings stayed relatively consistent.

Figure 3: Traditional Sections Offered per Year per Campus Location

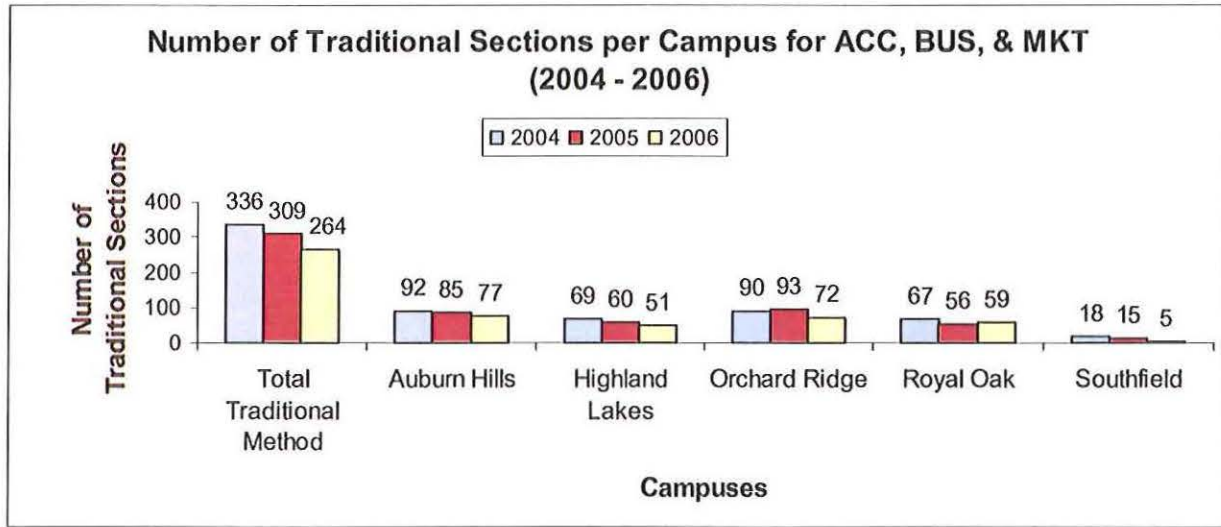
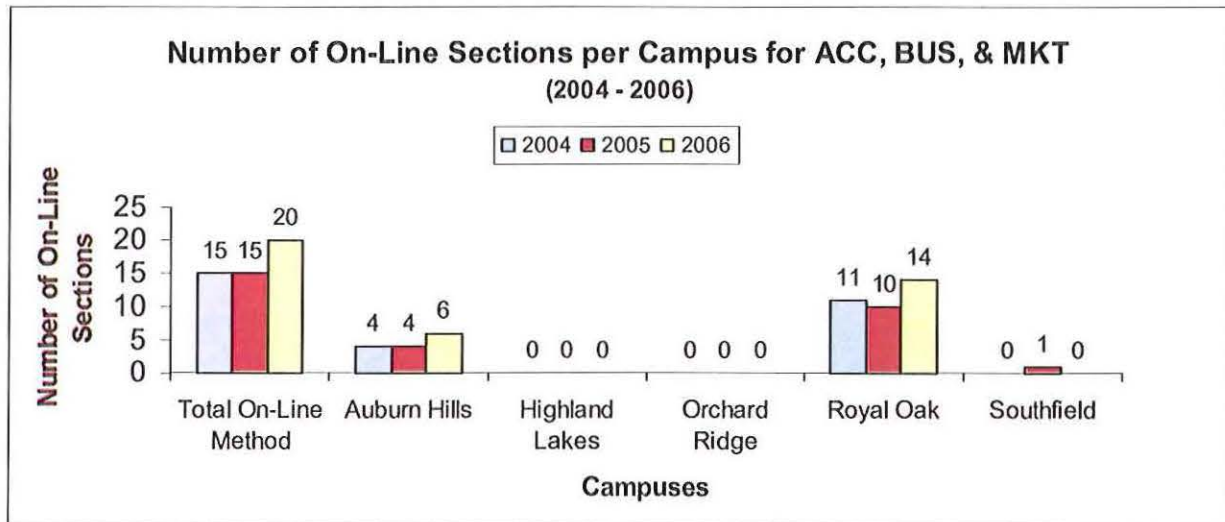


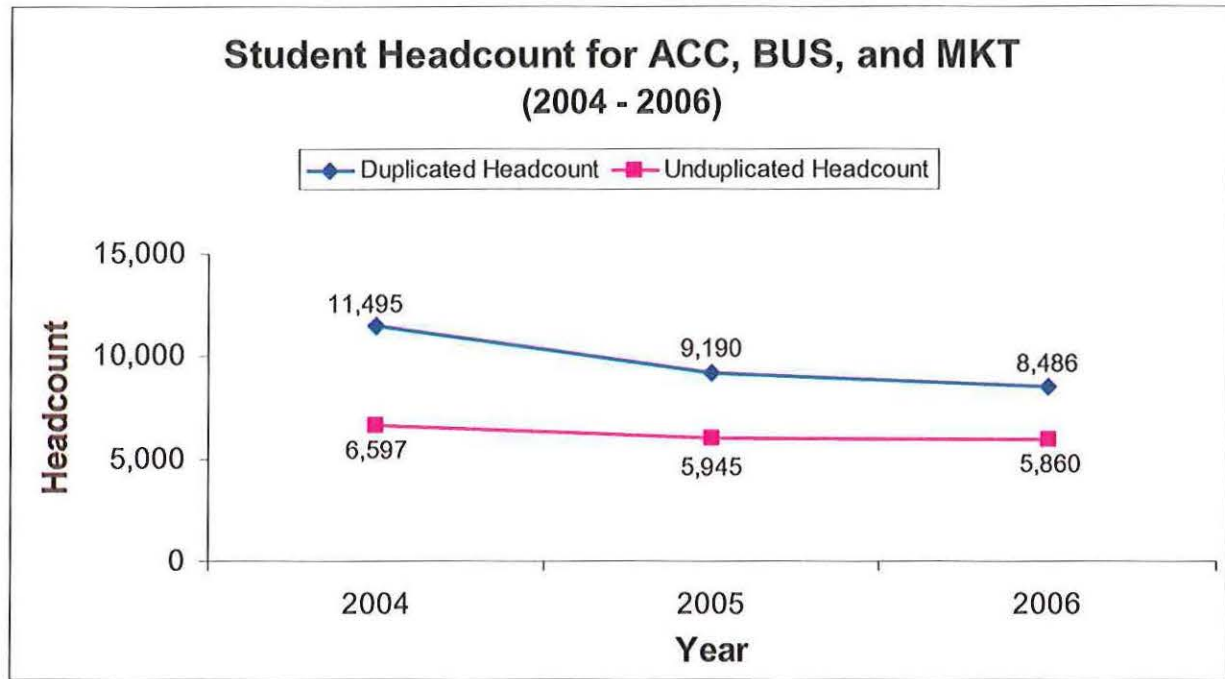
Figure 4: On-Line Sections Offered per Year per Campus Location



Summary:

- Accounting, Business, and Marketing sections were offered at all campuses during the 3-year period. During this time, the total number of traditional sections offered decreased from 336 to 264 sections.
- From 2004 to 2006, the total number of on-line sections increased from 15 to 20 sections. Auburn Hills and Royal Oak offered most of the on-line sections.

Figure 5: Student Headcount per Year



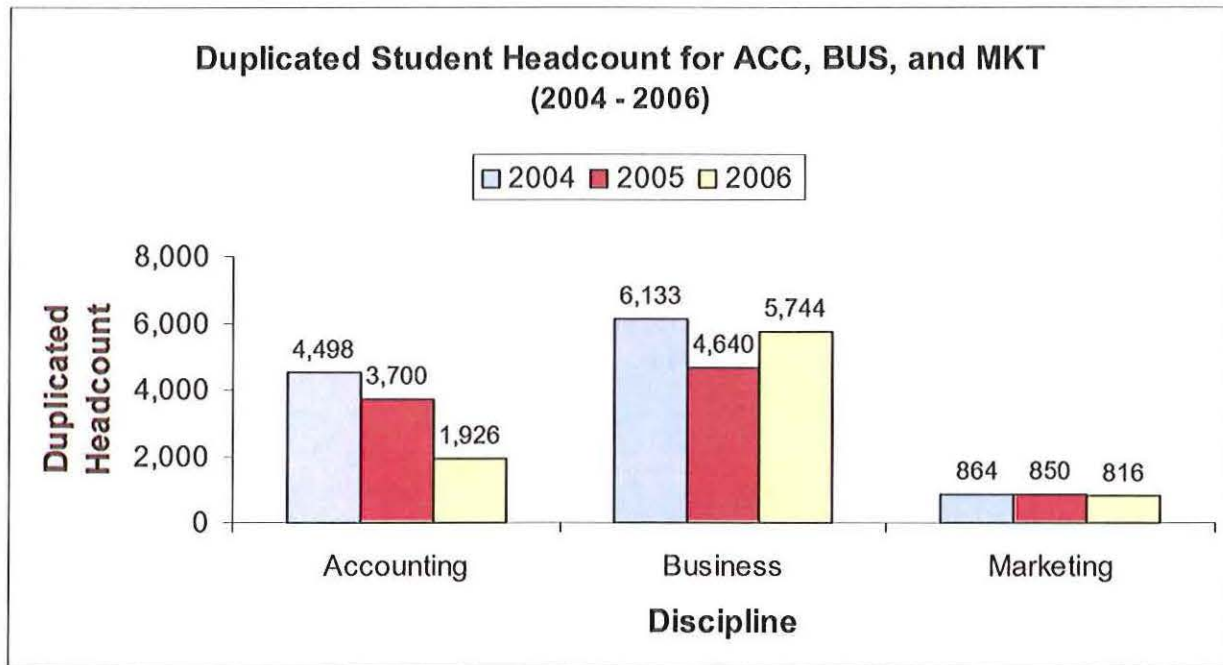
Summary:

Duplicated Headcount: Student headcount, where the number of courses each student attends is counted. This number allows the reader to understand how many students are attending each course, as well as if a student is visiting more than one campus.

Unduplicated Headcount: Student headcount, where each student is counted once during a specific time period, regardless of how many sections, different disciplines, or campus locations the student attends.

- The number of students attending ACC, BUS, and MKT sections decreased from 2004 to 2006 for both duplicated and unduplicated headcount. Similarly, college-wide unduplicated headcount gradually decreased.

Figure 6: Student Duplicated Headcount per Year per Discipline



Summary:

- From 2004 to 2006 enrollment in ACC, BUS, and MKT has varied.
 - Accounting has seen a substantial decrease from 4,498 students in 2004 to 1,926 student in 2006. Meanwhile, ACC section offerings have not decreased at the same rate as enrollment (See Figure 1).
 - Business enrollment has increased and decreased during the same period, while BUS sections offerings remained relatively stable (See Figure 1).
 - Marketing enrollment has shown a slight decrease from 864 to 816 students in the 3-year period. Meanwhile, a reasonable amount of MKT sections were offered to facilitate the decrease in enrollment (See Figure 1).

Figure 7: On-Line Duplicated Headcount per Year per Discipline

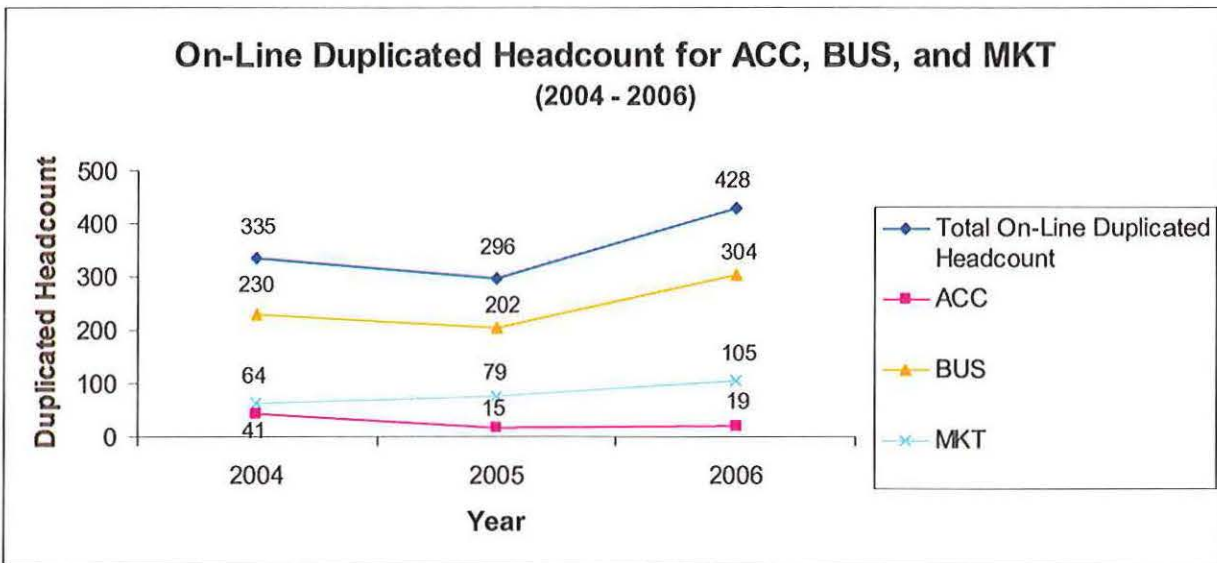
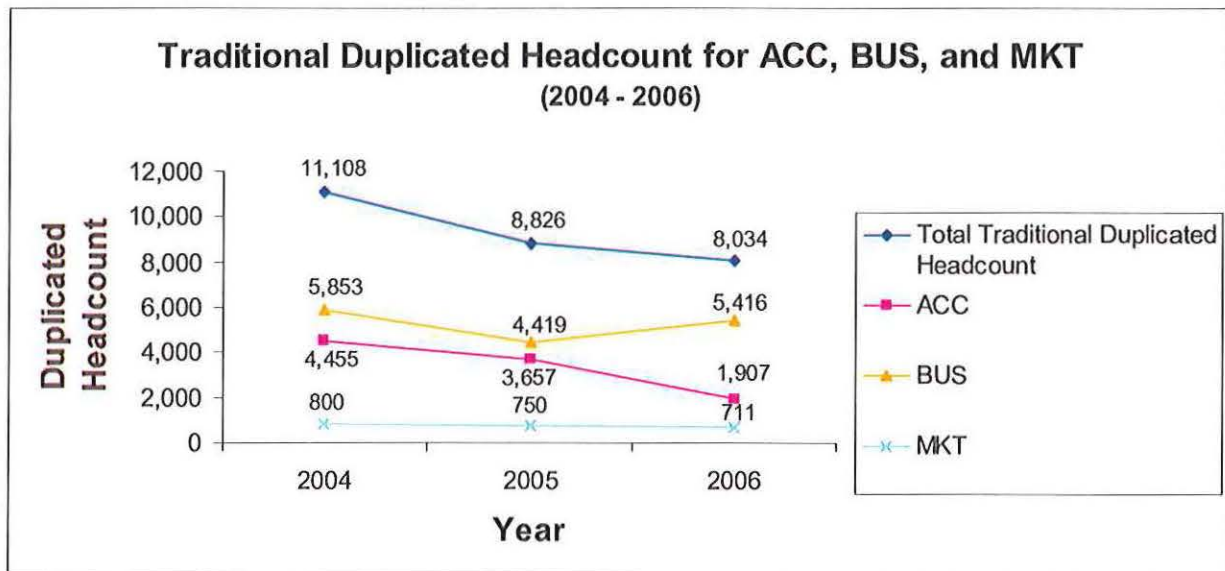


Figure 8: Traditional Duplicated Headcount per Year per Discipline



Summary:

- On-line duplicated headcount increased and decreased, but most categories grew from 2004 to 2006, except ACC enrollment.
- In general, traditional duplicated headcount in these disciplines lost attendance from 2004 to 2006. However, BUS seemed to regain enrollment from 4,419 in 2005 to 5,416 in 2006 (although still not at the level of 2004 enrollment).

STUDENT RESIDENCY OF ON-LINE SECTIONS

On-line student residency was reviewed for ACC, BUS, and MKT disciplines from 2004 to 2006 (See Appendices). Specifically, the number of courses each on-line student attended was counted (duplicated headcount) with regards to the students' respective zip codes.

Regardless of year, similar residency patterns existed for the on-line students. A majority of the sections were attended by students residing in Oakland County. Further, many of the more densely populated regions were in close proximity to a college campus. However, it is interesting to note that there were a few students who lived more than 30 miles away from a campus who participated in an on-line class.

DISCUSSION

Student headcount has generally decreased from 2004 to 2006. When looking at the specific disciplines, ACC struggled the most compared to BUS and MKT. Dissecting even further, students appear to have lost interest in traditional sections in the past three years. However, disciplines with on-line sections have seen an increase in attendance (excluding ACC).

It seems that two issues are present. First, faculty should reflect on why enrollment has decreased from these disciplines. Perhaps the mix of sections offered or times when sections are offered do not reflect the demand from the students. Secondly, the data show that students are interested in participating in on-line sections (as enrollment in on-line sections has increased in the past three years). In addition, students who mostly reside in Oakland County seem to participate in on-line sections. However, there are a few students who live more than 30 miles away from a campus who participate in on-line learning.

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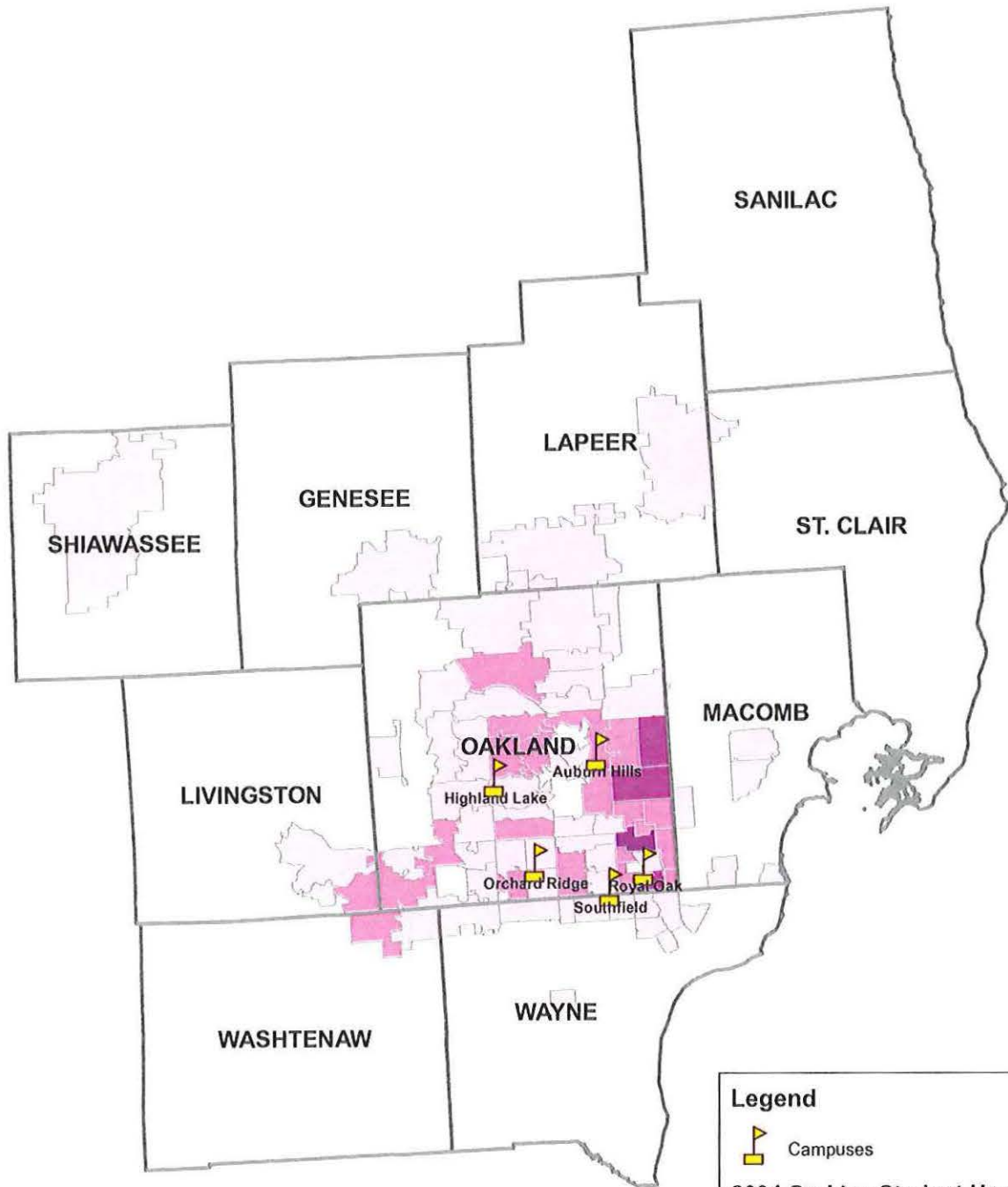
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APPENDIX

2004 On-Line Duplicated Student Residency for ACC, BUS, and MKT Disciplines








During 2004, students enrolled in a total of 335 on-line sections in the ACC, BUS, and MKT disciplines. This particular map shows residency by zipcode of the students who enrolled in the various sections.

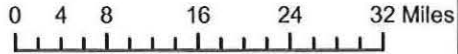
Legend

-  Campuses

2004 On-Line Student Headcount

- 0
-  1 - 5
-  6 - 10
-  11 - 15
-  16 - 21





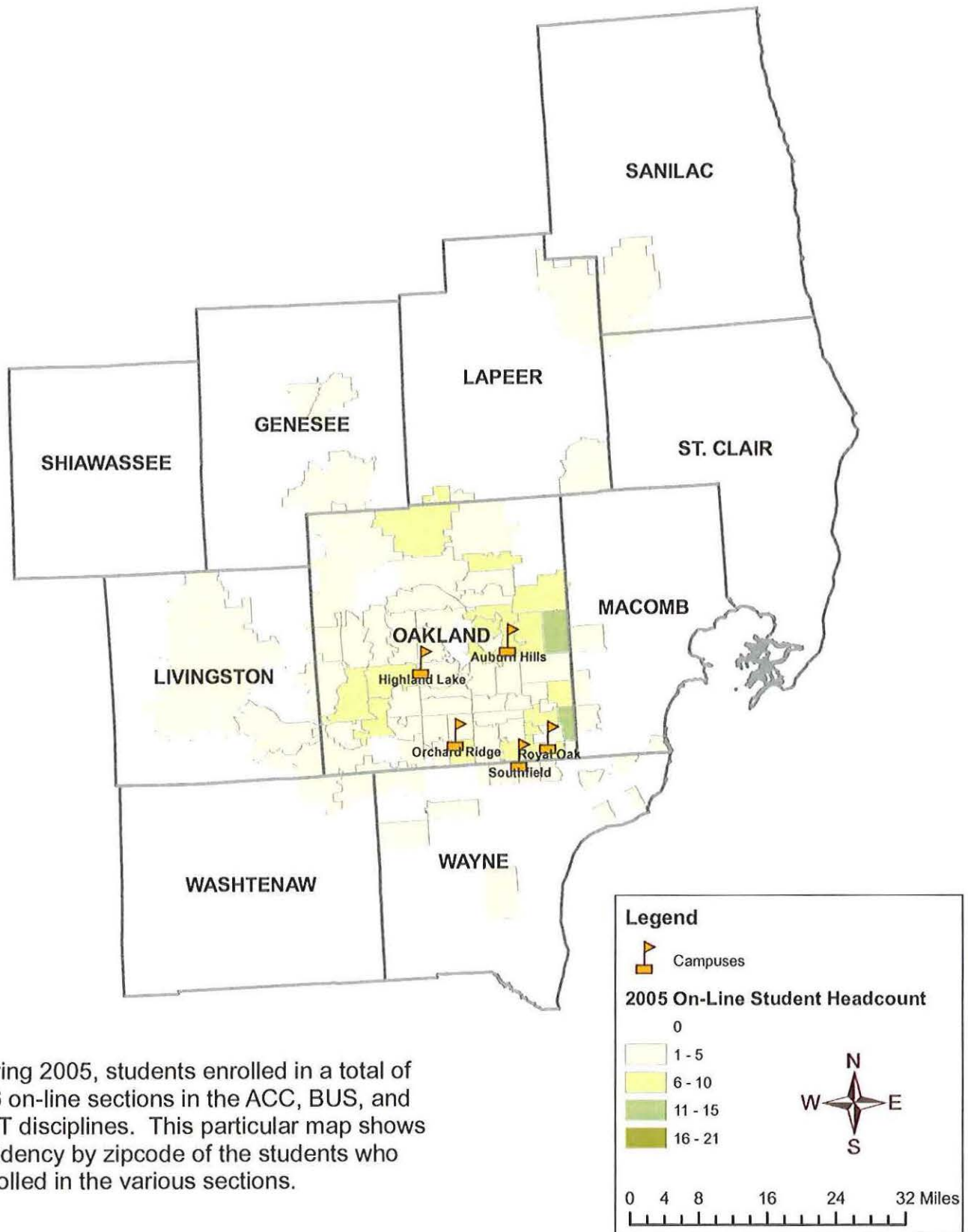
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 2004 - 2006

2004 Duplicated Student Headcount per Zipcode

Zipcode	Frequency
48009	4
48017	8
48025	3
48030	6
48034	10
48038	3
48044	1
48067	3
48069	1
48071	10
48072	7
48073	21
48075	3
48076	5
48080	1
48083	9
48084	6
48085	2
48089	1
48098	11
48116	1
48141	1
48152	1
48165	3
48167	2
48178	7
48203	1
48206	2
48212	1
48219	4
48220	12
48221	4
48235	5
48237	9
48238	2
48240	2
48301	1
48304	6
48306	4
48307	12
48309	10
48310	1
48322	6
48323	3
48324	4

Zipcode	Frequency
48325	1
48326	10
48327	8
48328	8
48329	7
48331	5
48334	5
48335	7
48336	4
48341	4
48342	3
48346	1
48348	6
48350	1
48357	1
48359	4
48360	1
48362	3
48370	1
48371	4
48375	1
48377	5
48382	4
48383	5
48386	1
48390	2
48393	7
48439	1
48444	1
48455	1
48462	3
48867	1
Total	335

2005 On-Line Duplicated Student Residency for ACC, BUS, and MKT Disciplines



During 2005, students enrolled in a total of 296 on-line sections in the ACC, BUS, and MKT disciplines. This particular map shows residency by zipcode of the students who enrolled in the various sections.

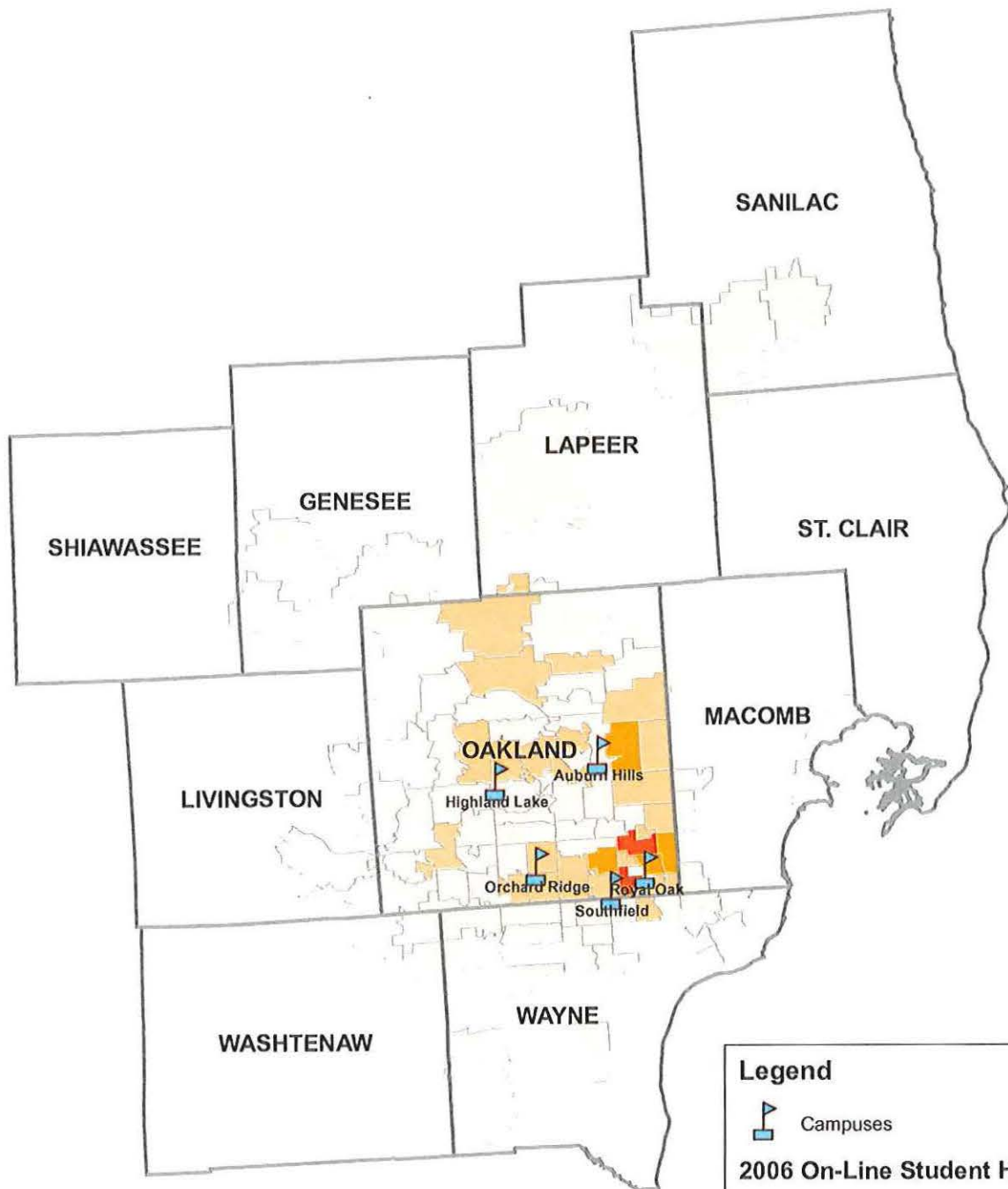
Oakland Community College
 On-Line Enrollment Study for Accounting, Business, and Marketing Sections
 2004 - 2006

2005 Duplicated Student Headcount per Zipcode

Zipcode	Frequency
48003	1
48009	1
48017	4
48025	4
48030	3
48034	5
48067	3
48071	12
48072	6
48073	9
48075	6
48076	4
48080	1
48083	10
48084	3
48085	6
48092	1
48098	5
48116	2
48150	2
48165	1
48167	4
48178	5
48180	1
48187	1
48205	1
48207	1
48212	1
48215	1
48219	2
48220	9
48221	2
48235	2
48237	9
48240	2
48301	2
48302	2
48304	2
48306	6
48307	12
48309	6
48310	3
48317	1
48322	2
48323	5

Zipcode	Frequency
48324	4
48326	7
48327	4
48329	2
48331	1
48334	2
48335	4
48336	7
48340	7
48341	6
48342	1
48346	5
48348	3
48356	3
48357	1
48359	3
48360	2
48362	6
48371	2
48375	1
48377	3
48380	1
48381	6
48382	8
48383	3
48386	1
48390	4
48393	9
48416	3
48439	1
48442	5
48462	7
48505	1
48506	1
48843	1
Total	296

2006 On-Line Duplicated Student Residency for ACC, BUS, and MKT Disciplines 6/6



During 2006, students enrolled in a total of 428 on-line sections in the ACC, BUS, and MKT disciplines. This particular map shows residency by zipcode of the students who enrolled in the various sections.

Legend

Campuses

2006 On-Line Student Headcount

	0
	1 - 5
	6 - 10
	11 - 15
	16 - 21

Oakland Community College
 On-Line Enrollment Study for Accounting, Business, and Marketing Sections
 2004 - 2006

2006 Duplicated Student Headcount per Zipcode

Zipcode	Frequency
48009	5
48017	8
48025	1
48030	9
48033	1
48034	6
48045	1
48047	1
48067	14
48068	1
48070	2
48071	14
48072	7
48073	20
48075	10
48076	11
48083	7
48084	5
48085	11
48091	1
48098	9
48111	1
48116	1
48152	4
48154	1
48165	3
48167	1
48170	1
48175	1
48178	2
48180	2
48185	2
48203	2
48205	2
48207	1
48211	1
48213	2
48219	1
48220	8
48221	8
48223	2
48228	2
48234	2
48235	1
48237	17
48239	1

Zipcode	Frequency
48240	2
48287	1
48301	4
48302	1
48304	4
48306	7
48307	10
48309	13
48310	1
48314	1
48322	4
48323	2
48324	3
48326	2
48327	9
48328	9
48329	1
48330	1
48331	2
48334	6
48335	9
48336	8
48340	6
48341	7
48342	3
48343	1
48346	4
48347	1
48348	6
48350	2
48353	3
48356	1
48359	1
48360	5
48362	6
48363	2
48367	2
48371	2
48374	1
48375	2
48377	2
48380	3
48381	2
48382	5
48383	4
48386	8

Zipcode	Frequency
48390	5
48393	6
48416	1
48436	1
48439	3
48442	4
48446	3
48462	7
48466	1
48473	1
N9G 3	4
Total	428