Let's Ask Students: IR & IT Collaborate, Producing Informed Decisions

Oakland Community College
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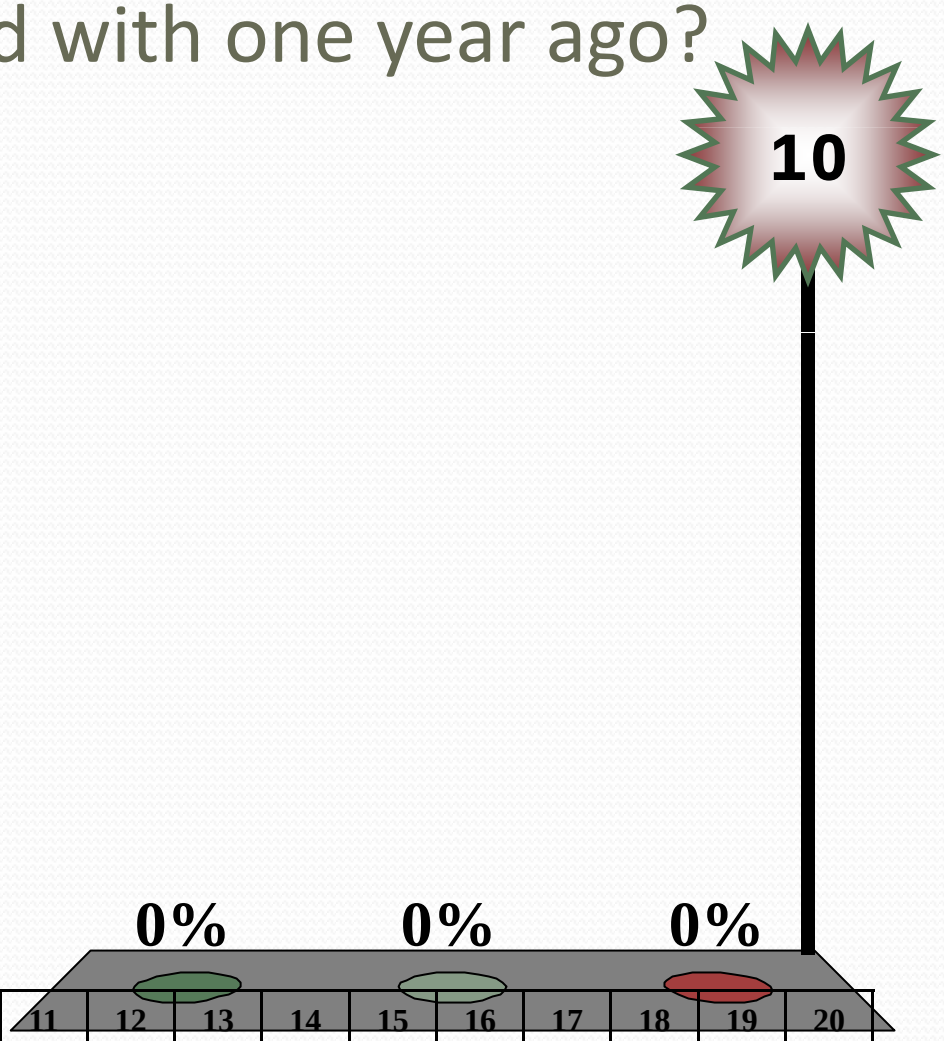
Agenda

- Talk about OCC and our IT and IR departments
- Talk about institutional initiatives related to technology
- Use clickers throughout presentation
- Discuss four collaborative projects with IR and IT and their subsequent impacts at OCC.

Test Question

Has your college experienced noteworthy increases in enrollment compared with one year ago?

1. Yes
2. No
3. Don't Know



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About Oakland Community College

- Multi-campus community college (5 campuses across Oakland County, Michigan).

- Fall 2009: 28,123 unduplicated students with 244,068.50 credit hours. Fall enrollment up 12.7% over 2008 (headcount); credit hours are up 15.5%

- OCC's student population is:
  - Mostly female, 64% part-time, average age is 27.
  - Over one-third intend to obtain a degree or certificate, 43% plan to transfer with or without a credential.
  - Top programs of study: Nursing, General Studies, Liberal Arts, Business Administration

IR & IT's Collaborative Relationship

- Work closely on a wide array of projects, including:
  - Support of Technology Management Committee
  - Both serve on College Academic and Student Services Council (CASSC)
  - Implementation of Colleague Reporting Solution – Informer
  - IT responsible for Academic Technology – strong interest in effects of IT on teaching & learning
  - IR provides broad research support to academic and administrative initiatives

Context & Larger Institutional Issues

- Higher Learning Commission (HLC) continues to challenge institutions to promote culture of assessment & evidence; For example, the 2008 HLC team asked:
  - "How do you know that the academic technologies used at OCC are improving learning outcomes?"
- Technology Management Committee (TMC) continuously assesses usefulness/effectiveness of technology resources, as outlined by their mission:

  "TMC's mission is to ensure proposed technology initiative are appropriate to the College's needs."
- Economic climate, more emphasis for justification for all resources, including technology

IR/IT Project #1

I. Student Technology Focus Groups

- Charge of Strategic Master Plan Technology Task Force
- Purpose to better understand student use of and future needs of OCC technology, including:
  - Learn how students use technology
  - Understand student perceptions of current technology
  - Gain insight into technologies with which students are familiar (e.g, student e-mail, wireless)
  - Obtain a better understanding of student expectations related to technology, including how OCC compares to other institutions.

Research Method

- Focus groups deemed most appropriate research methodology due to need to explore student responses regarding technology
- Four student groups identified
  - FTIACs (First Time in Any College)
  - Transfer (at least nine credits transferred to OCC)
  - On-line students (at least one on-line course at OCC)
  - Seasoned students (earned 24 or more credits)

We asked students:

"What word comes to mind when you hear the phrase "technology and education?"

1. Efficiency
2. Interactive
3. Absolute Necessity
4. Convenient
5. Power Point
6. All above
7. None above

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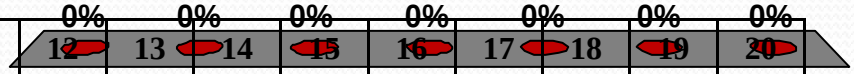


Key Research Findings

- OCC's technology is up-to-date
- Focus on instructors' use of technology
- Classroom set-up for technology
- Computer labs
- OCC's Individualized Instruction Centers (IICs)
- On-line course feedback (from students taking them)
  - Issues with Blackboard
  - System maintenance
  - Courses flexible, convenient, good instructors teaching them

Business Application Key Findings

- All report recommendations went into final MTP
- Key Research Findings: what they mean to me
  - OCC's technology is up-to-date
  - Focus on instructors' use of technology
  - Classroom set-up for technology
  - Computer labs
  - OCC's Individualized Instruction Centers (IICs)
  - On-line course feedback (from students taking them)

Data Informed Decisions

- MTP publication communicated the strengths and weaknesses to the institution
  - Informs the stakeholders that attention is required
  - May not produce immediate results
- Immediate action on some issues
  - Changed Mtce. Window on BB to 6am Friday (quietest time)
  - Negotiated classroom layout change
  - Development of new online Password reset system
  - Heightened emphasis in Instructional Tech group on classroom tech
  - Most current software in labs- refreshed annually, if not more often

IR/IT Project #2

II. Student Technology Usage Survey

- Overall purpose was to gather insight into students' use of computers, email and the Internet.
  - Initial collaboration to gauge student interest in technology
  - Prompted subsequent studies related to technology
  - Wide array of topics covered related to student preferences regarding technology at OCC.

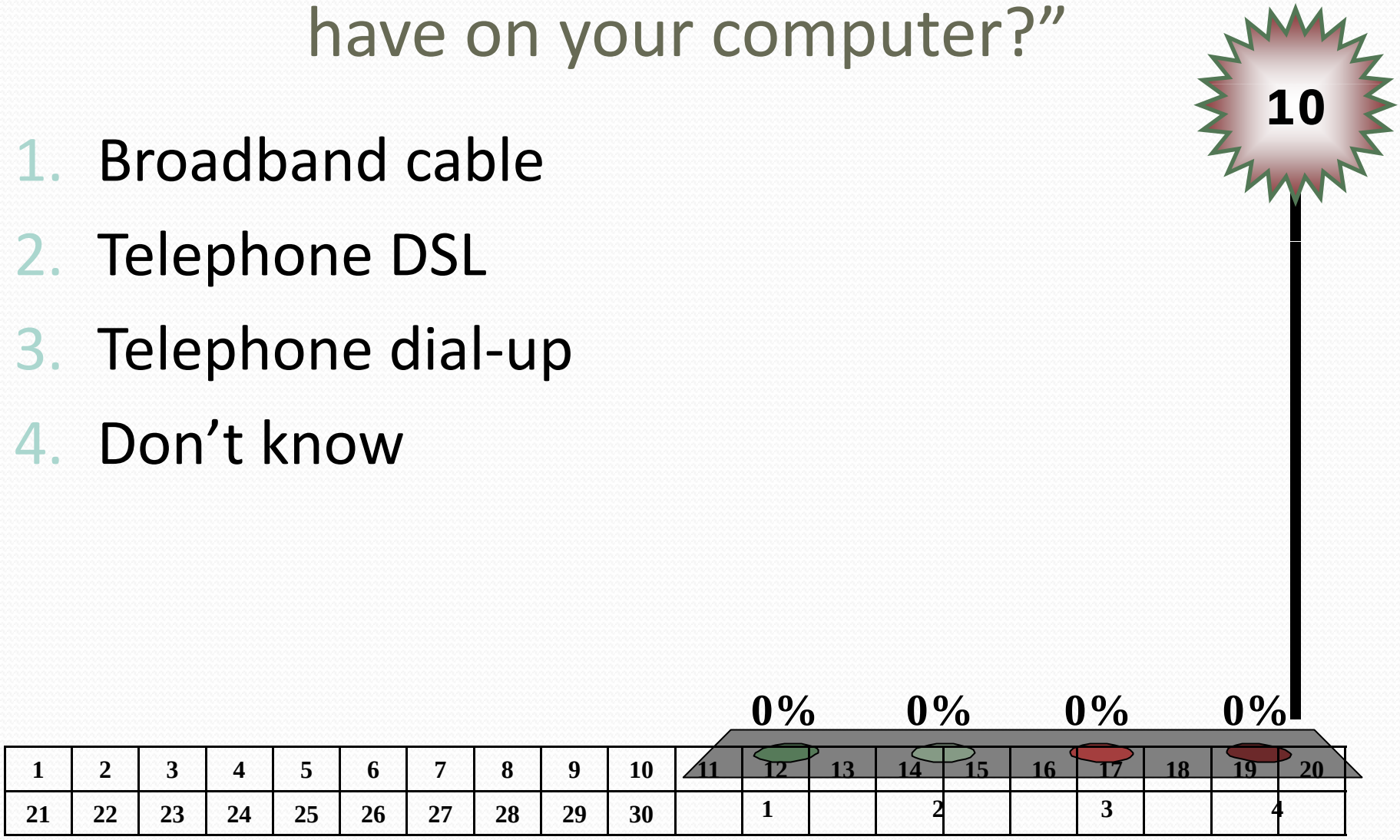
Research Method

- Student Technology Usage Survey administered using CATI (Computer Aided Telephone Interviewing) software
  - Conducted by telephone interviewers in OCC's Data Collection Center (DCC)
- Random sample of Fall 2005 student population; 563 completed surveys
  - Representative of our students in regards to age, gender, ethnicity, campus affiliation

We asked students:

"What type of internet connection do you have on your computer?"

1. Broadband cable
2. Telephone DSL
3. Telephone dial-up
4. Don't know



Key Research Findings

- Most approve (90%) of OCC using email as a primary source of communication.
- 2/3 want communication sent to their personal e-mail account (not OCC-issued)
- 60% use desktop, 13% laptop, 27% both
- 78% have wireless capability and would like OCC to have it available
- Nearly ¾ (72%) solve computer problems themselves
- Web registration used by 3/4s of students – now at 83%
- Nearly all have access to a computer in their home (94.5%)

Business Application Key Findings

- Almost all students have computers at home
  - How important are on-campus labs?
- 80+% use Online (Web) Registration
  - Time to shift resources away from f2f or Touch Tone?
- 70+% fix their own PC problems
  - By choice, or need? Do we need a student technical helpdesk?
- 78% have wireless capability
  - Will they bring their laptops to school?
- 66% prefer a NON-OCC email account
  - But 34% DO want an OCC account
- 90% OK with OCC using e-mail as primary communication
  - Time to stop using paper?

Data Informed Decisions

- Begin active Capacity and Feasibility studies:
  - Student Technical Help Desk
    - Initial student staffed design discussions 1Q2006
    - Outsourced feasibility analysis 11/2006
  - Wireless Internet in student common areas
    - 2 campus pilot 6/2006
    - Full deployment 9/2007
  - Student e-mail
    - Discussion with Google
    - Survey peer institutions
    - Send proposals to CASSC 11/2007 to address non-technical issues
  - Improvements to capacity for Online Registration
    - Internet pipe capacity
    - Server Hardware upgrade

IR/IT Project #3

III. On-Line Course Demand Survey

- TMC requested a survey to better understand student attitudes regarding on-line courses.
  - OCC anecdotally believed that students wanted more on-line courses; however, needed data to confirm/deny. Assume this is true, but need to verify because of unique characteristics of community college students (part-time, commuter, competing demand on time).
  - However, the College had historically developed course sites on an ad hoc basis without needs assessments and overall strategy.
- Survey primarily used to assist in developing a Distance Learning Strategy and Plan

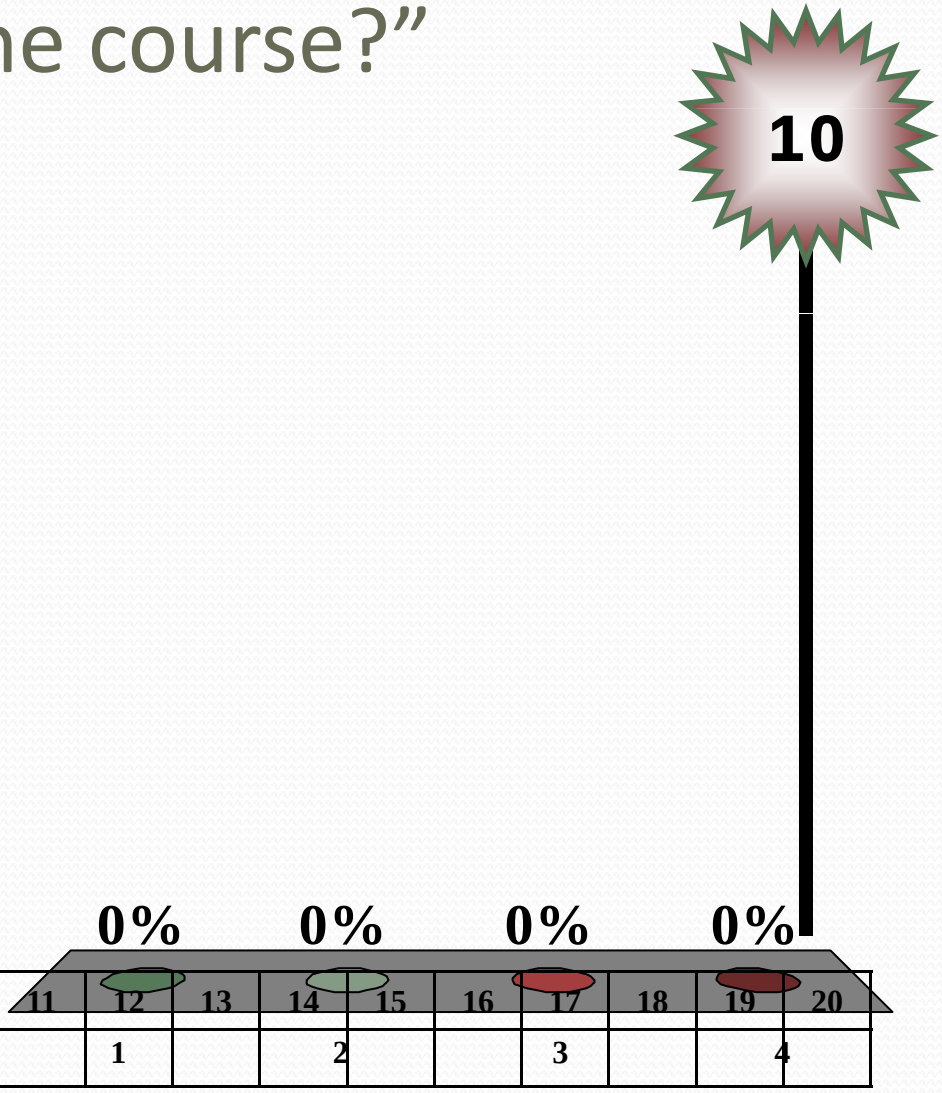
Research Method

- IFS Panel stands for Instant Feedback Survey
  - Innovative research method to gather quick feedback from a student panel created by IR
  - Benefits include data-driven decision-making, engagement of students and use of web-survey software (SNAP)
- Pulse of the College question included– one “quick question” related or unrelated to survey topic
- Research experiment shows no difference in participation rates with use of incentive
- Well-received by peers, Higher Learning Commission

We asked students:

"What is the primary reason you have not taken an online course?"

1. Course I wanted not offered online
2. Not enough sections
3. I don't like online courses
4. Course I wanted was full



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Key Research Findings

- One-fifth reported they had taken an on-line course at OCC.
- Over ¼ said they may be interested in pursuing an on-line degree (42% ‘not sure’)
- Half showed interest in “hybrid courses”
- Pulse of the College – queried interest in student technology support service – 70% likely to use it

Business Application Key Findings

- First time we had non-anecdotal evidence that we are not offering enough and the right on-line courses to meet student needs.

- Pulse of the College clearly indicated interest in a Student Technology Help Desk

Data Informed Decisions

- Student Technology Help Desk
  - Outsourced pilot 8/2007
  - Contracted service 7/2008
- Distance Learning Subcommittee
  - 1st draft of plan approved by key stakeholders
  - 2nd draft in progress

IR/IT Project #4

IV. Social Networking

- Social networking becoming more and more prevalent to students; assumption that they want more of this technology in the classroom.
- TMC helps define research paths and academic technology recommendations; discussions surrounded impact of social networking technology on learning (Web 2.0)
- Do OCC students care about Web 2.0? We need to meet the students where they are.

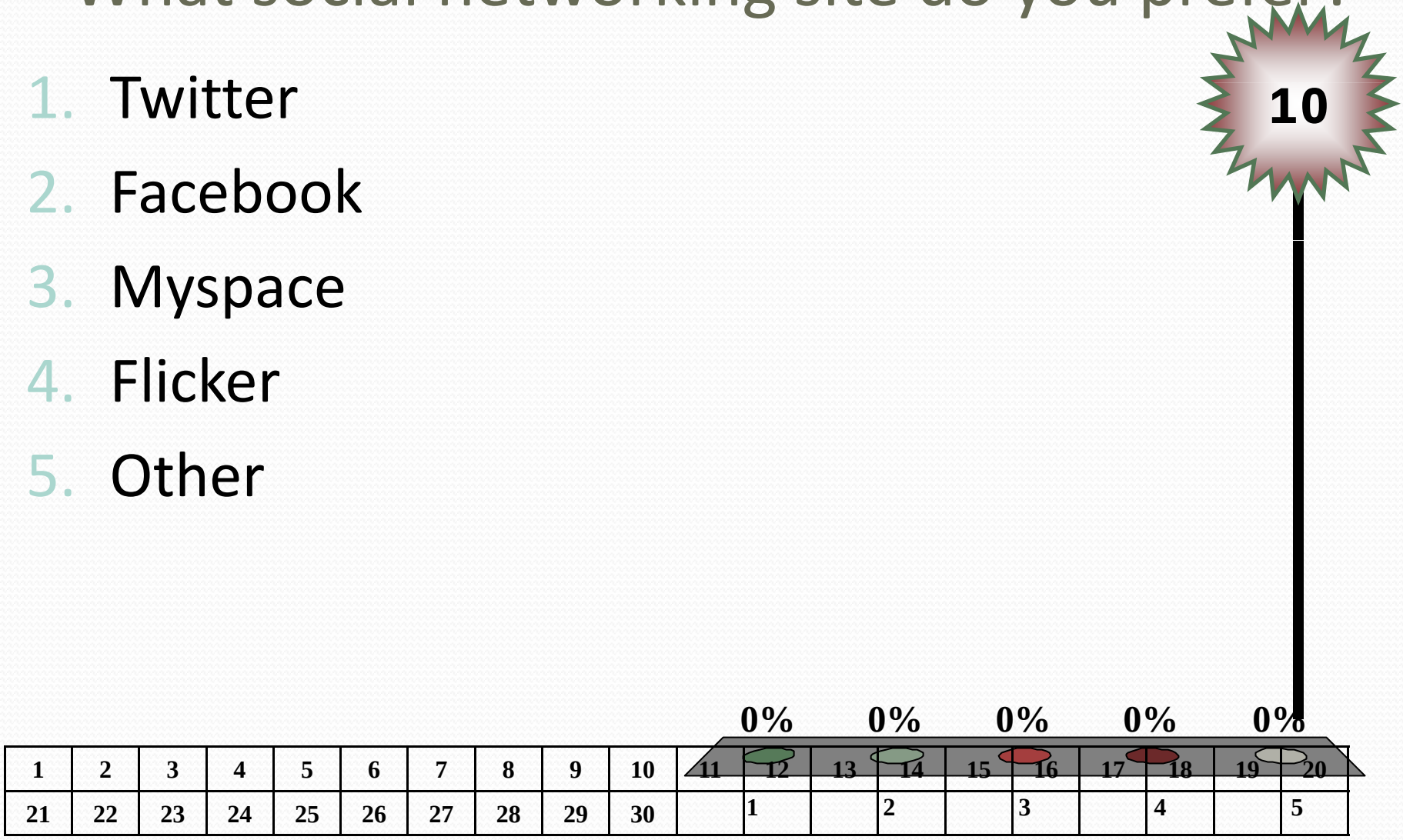
Research Method

- Use of IFS Panel survey again
  - Good responses to technology surveys
  - Quick feedback for TMC
  - Responsive to the “latest buzz” and addresses assumptions people make about social networking
- Help us understand our specific student population (older, non-traditional, etc.)
- Pulse of the College – this time unrelated to social networking, but pertinent to other initiatives taking place

We asked students:

"What social networking site do you prefer?"

1. Twitter
2. Facebook
3. Myspace
4. Flicker
5. Other



Key Research Findings

- 55% prefer e-mail messaging, 35% text messaging
- 2/3 use social networking sites (still prefer face-to-face)
- Don’t use these tools because:
  - They are simply not interested
  - Don’t have time
- 42% were indifferent about social networking in classroom
- Over half (53%) said they would be comfortable using these mediums in the classroom.
- Wide array of responses when asked about why they do not use social networking tools

Business Application Key Findings

- 55% prefer e-mail messaging, 35% text messaging
  - Supports establishing email as major communication tool
- 2/3 use social networking sites (still prefer face-to-face)
  - Students enjoy a variety of interaction methods (with their peers)
- 42% :indifferent about social networking in classroom-53%: said they would be comfortable using these mediums in the classroom.
  - We haven't hit critical mass on social networking technology; students are just getting comfortable with using social networking technology for teaching & learning.

Data Informed Decisions

- Student Email
  - Google powered e-mail implementation 9/2008
  - CASSC recommendation about mandatory activation and using e-mail as primary method of communication
  - Cabinet discussion in progress
- Social Networking in the classroom
  - Academic Technology group presenting workshops on use of Web 2.0
  - Actively working on projects involving classroom application
- OCC Web redesign project
  - Planned integration of Web 2.0 into new design

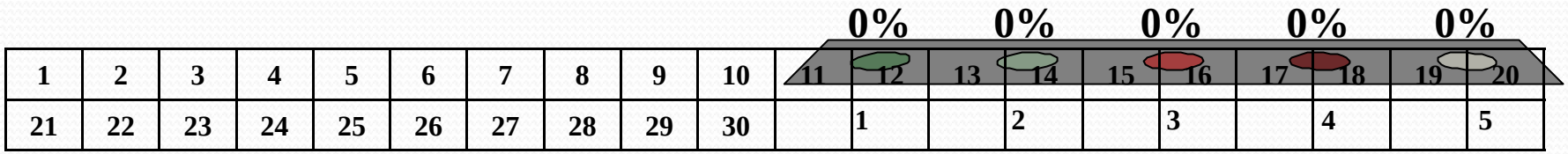
Wrap-up / Next steps

- We know our students much better today when it comes to technology
- Fall ’09/Winter ’10 study to address HLC question about technology’s impact on student learning with faculty survey and student pre- and post-test methodology, assess success
- New data from CCSSE survey related to technology needs; provides benchmark data
- Resurvey students on key questions from Technology Usage Survey -- current data, compare against 2005 results

Your turn:

Which social networking site do *you* use most frequently?

1. Twitter
2. Facebook
3. Myspace
4. Flicker
5. Other



Questions?

Thank you for your time!

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