

December 22, 1988

TO: Dan Jaksen

FROM: Michele Genthon

SUBJECT: College Goals and Objectives

The thoughts that follow are the result of a comparison of the college goals to the AACJC survey on outcome measures as you suggested and represent my thinking about the relationship between my attempting to develop a model for institutional effectiveness and President Saunders' presentation about planning.

General Comments on Goals Statements

As we have agreed earlier, my work is restricted to the first of the three college goals. This discussion, therefore, is limited to the Educational Goal listed in the catalog. This goal has thirteen objectives listed under it, from A to M. Objective L, Well Served Public, provides a foundation for this project as it uses the words "quality" and "effectiveness" in relation to the "educational product," which, I assume, is the same as the intended outcome of the educational process.

The objectives, however, leave some questions which I think are serious enough to generate discussion. This discussion would help to guide the development of an assessment model and would provide a basis upon which planning could proceed. The method described by President Saunders seems to be one that will include a large portion of the campuses. This will build support for the plan and

will give the administration the advantage of the educational expertise that exists here. Without discussion first about the goals and objectives statements and what they mean, however, the work to answer the overriding questions may be much more time-consuming than the administration would like. The fact that there has been no general agreement on basic principles may make it hard to answer difficult questions.

This causes a dilemma for me as I work on an assessment model. The question that is in my mind right now is: What is Oakland Community College trying to accomplish? Reviewing AACJC's survey on outcomes assessment, there is reference to student completion, grade point averages, transferrability, employer satisfaction, income level, and student satisfaction. OCC's goals never make specific reference to any intended outcomes such as these. The best examples are in Objective F, Transfer--Pre-Professional Education and Objective G, Career (Vocational Education). These objectives indicate that OCC will provide two-year programs, articulation agreements, and career programs for entry level positions. The wording is: "OCC will offer. . ." and "OCC will provide. . ." There is no mention of the possibility of success for students. This leads me to wonder whether the appropriate measures for OCC are the numbers and kinds of programs provided rather than the number of graduates and their academic or career achievements.

In fact, I will assume that outcomes related to student success are intended by OCC and propose some measures that address them. I wonder, however, if the objectives are clear to those who have been at OCC longer than I have. With the exception of Objective B, Student Services, Objective D, Basic Education, and Objective E, General Education, the objectives listed are very vague, perhaps deliberately so. In fact, in spite of their labelling in the catalog, with the exceptions of the three mentioned, they are not objectives; they are goals. A good first step both for institutional effectiveness models and for planning would be to write some clearer goals and objectives for the academic mission. This would entail discussion with faculty and administration, but without these both the model I have been asked to develop and the planning efforts will be built on a base of shifting sand where many will refuse to stand and those who wish to stand will have difficulty remaining.

The following sections address the three major sections of the AACJC survey and serve to elucidate the points made above. I am spending the time on this both in an effort to generate discussion and in order to help me to resolve issues for myself that cause me concern with this project.

Student Academic Progress and Employment Outcomes

AACJC lists 21 measures under this heading. Very few of them are contained in OCC's goals and objectives statements in an explicit manner. Perhaps they can be assumed, but some clarification of this would be helpful.

Completion - The first measure listed is the number of students who graduate with an associate degree. Other measures related to this include the percentage of students who later receive (or do not receive) a bachelor's degree, the percentage who leave before completion, and the percentage who complete in three years. There is no mention in the goals statements of OCC's intention to achieve these outcomes although we could assume that the provision of programs allows one to assume the existence of the objective of having students complete those programs. We can use the AACJC measures to assess our own performance but I would question whether completion in three years is an appropriate measure. Is there any guidance from the state on this? Is there a rule-of-thumb at OCC? Can we even trace students well enough to answer this question as there is not a tracking system in place?

Student Intentions - The measure used by AACJC that I find most appropriate for any community college is the one regarding whether students "complete their intended program or degree." I would reword this somewhat to make it encompass more than just academics and ask whether students achieve their intended goal. The AACJC list includes several measures that address this idea: percentage of students who intend to complete a degree, percentage who intend to transfer after completing a degree, and percentage who intend to transfer before completing a degree. This

raises a serious methodological issue, however, as I am not sure how this could be determined.

Level of Achievement - AACJC lists four measures using GPA: of graduates, of students who transfer, of transfers compared to students at the four-year institution, of those who transfer prior to degree completion compared to students at the four-year institution. This seems to eliminate followup on students who go to another two-year institution. A study on the MACRAO data shows that this number is significant for OCC, so I would include measures that address these students as well. Once again, however, we have a methodological issue as these measures require cooperation from other institutions.

Career and Life - AACJC lists eight measures related to employment, both within and outside the field of study, including employer satisfaction, earnings, and career advancement items. These measures could be obtained by conducting followup studies. A separate proposal on this issue is being developed.

Student Learning Skills Assessment

One section of the survey lists a set of learning skills. These skills are divided into foundation skills, process skills, and general education/field of study competency skills. Comparing these skills to those mentioned in the goals statements in your catalog was enlightening.

The foundation skills listed are:

- Reading Skills
- Writing Skills
- Oral Communication (speaking/listening) Skills
- Study Skills
- Arithmetic (computational) Skills
- Mathematics Skills (algebra)
- Advanced Mathematics Skills (trigonometry,
calculus)
- Computer Literacy

Reading, writing, oral communication, and computation are mentioned explicitly in your goals statements. There is no mention of computer literacy, unless the word "computing" under Objective D, Basic Education, means use of computers. As it follows, "reading, writing," I assume that it refers to arithmetic skills, and not to computer literacy. Objective E, General Education, uses the word "computation" and clearly refers to arithmetic skills.

There is no mention of mathematics skills at any level. It may be that this is not deemed appropriate for this college or that the authors of the OCC goals statements meant for "computing" to include higher level mathematics operations as well. One should also bear in mind that the skills listed by AACJC were not intended to be normative but only exploratory, and the mathematics issue is probably not worth extended discussion.

The omission of study skills, however, seems to be a serious oversight, given the mission of community colleges, the abilities of today's students, and current educational trends. Computer literacy should also be addressed, either

by clarifying the objective where it already appears, or by adding it, if it has not been included.

The process skills listed are:

- Critical/Analytical Thinking Skills
- Synthesis/Integration Skills
- Self-Understanding Skills
- Aesthetic Appreciation Skills
- Social Responsibility Skills
- Life-Long or Self-Directed Learning Skills

OCC's objectives include teaching students "critical and analytical thought" and "aesthetic. . .sensibilities." Although the terms "self-understanding" or "social responsibility" do not appear in OCC's list of goals, Objective B, Student Services, lists explicit skills for living that include these dimensions. In fact, that objective is much more thorough than AACJC's list of skills. In addition, the general education objective also includes "ethical sensibilities." As for "synthesis/integration," OCC lists "analyzing;" but I am not sure that this is the same thing as upper level thinking skills as it is listed under Basic Education skills. Some clarification of the meaning of this word might be helpful.

Some skills are listed by OCC and not by AACJC. OCC's objectives for basic education include "spelling." In this day of spelling checkers on computers, I am not sure why this is necessary, but its presence certainly doesn't hurt anything and may address the concerns of faculty. Under general education, OCC lists "physical well-being" and it seems to me that AACJC's exclusion of this dimension of skills for living is an oversight.

There is no mention of life-long learning skills and it seems to me that these is a serious oversight. The discussion of this issue and of the teaching of learning skills may need some serious debate among faculty.

The last two competencies listed are:

General Education Competency
Field of Study Competency

The general education competency is addressed in a general education objective that clearly defines what OCC means by general education. The field of study competency may perhaps be inferred from Objective F, Transfer--Pre-Professional Education but it is not explicit. As mentioned above, the provision of programs is included in OCC's objectives. Completion of programs and mastery of a body of discipline- or vocation-related knowledge is not clearly specified.

The methodological issue is raised again here. It is not as difficult an issue as there are instruments to measure skills achievement. Whether they actually measure some of the process skills could be questioned, but measures for determining changes in basic skills or competency in both general education and the field of study are available or could be developed. Rather than impose these measures, however, there should consideration of having faculty determine the measures (after they have determined the objectives).

Student Satisfaction

As with some of the other measures discussed, it is not clear what emphasis OCC wishes to place on student satisfaction as there is no overt reference to it in the goals statement. The assumption will be made that student satisfaction is intended by faculty and the administration.

The measures listed by AACJC include:

- Academics - curricular offerings
 major area of study
- Support services - learning support
 advising
 campus services
 career planning
 extracurricular activities
- Environment - facilities
 service facilities
 campus conditions
 administrative procedures
- Faculty - availability
 quality
 attitude toward students

The first three groups of measures could be obtained through surveying. Initially this would either have to be broad in scope, not examining any area in detail, or limited to one area, and examined with more thoroughness. The accumulation of measures related to faculty appear to be restricted somewhat by contract language.

Summary

It would be very helpful if clearer goals and objectives were stated by OCC. These could then guide an assessment design. It would also be helpful to me if the relationship of this assessment model and the current efforts at planning were clarified.

The second item can be decided and handled rather efficiently. The first, however, would take some time. In lieu of having clear goals and objectives from which to work, I will make assumptions about these goals and objectives and attempt to clarify what those assumptions are so that they can be discussed, altered, or attacked as appropriate.

As always, your guidance on the issues I raise will be appreciated.

October 12, 1988

TO: Dan Jaksen

FROM: Michele Genthon

SUBJECT: INDICATORS OF INSTITUTIONAL EFFECTIVENESS

I have developed a grid we could use for showing how we will assess institutional effectiveness and have begun to fill it in (in pencil). I have also noted my own thoughts below as I thought you might like to see how I am thinking. These are very random and intuitive. My method of operation is to do my own creative thinking and then to check the experts. I find that doing this in the opposite direction often stifles my own generation of ideas. I plan to review the literature to look for dimensions that are appropriate to this task. What follows is simply to give you a chance to pull me up short should I be going in the wrong direction(s).

THOUGHTS ON INSTITUTIONAL EFFECTIVENESS

FIRST - Define Institutional Effectiveness - Be sure its relationship to quality is clear

Need to assess institutional affectiveness at THREE LEVELS

1. Institution
2. Program
3. Individual
 - Student
 - Faculty and Staff

Assessment of the institution must occur in two ways:

External
Internal

Example: Budget can be assessed internally on the basis of budget performance, externally on the basis of dollars obtained from the legislature

Individual assessment for faculty and staff must occur at two levels:

Individual Performance
Assessment of Services or Courses Provided

All individuals must be assessed in two different directions:

What is the achievement level of the student (or faculty or staff)? Performance Evaluations of different kinds are used: e.g., grades for students, student evaluations for faculty.

What services has the institution provided for the individual? e.g., counseling for students, staff development for faculty

Measures overlap. For instance, grades can measure the individual, the program, or the institution. The way in which they are expressed may be different. For example, GPA might be a measure for a particular student, % receiving C's or above may be an evaluation measure for a program, and # receiving grades that satisfy academic progress requirements may be a measure for the institution.

We have to be careful to distinguish between inputs and outputs. Note above, that previous GPA is an input measure for an incoming student and GPA earned at OCC is an outcome measure for one who completes a course or program

There should perhaps be three indicators of effectiveness:

1. Effectiveness Indicator based on available data
 2. Indicator of whether data available is used to inform decision making
 3. Indicator of Ability to Measure Effectiveness -
- Compile a list of indicators required for assessment and evaluate on the basis of how many are available (and used)

Jaksen reminds us that some measures may be demonstrated by determining how faculty incorporate efforts to produce outcomes in their classes. e.g., documented evidence of faculty member working to increase critical thinking skills --problem here: Has the institution defined desirable outcomes? Do we accept faculty's determination? dean's? or whose? that what faculty are doing is leading to effectiveness?

Jaksen's continuum can be converted to an Assessment Grid using three boxes across the page: Institution, Program, Individual

Items included in his Assessment Frame can be generalized as dimensions and placed down the left: e.g., accreditation, reputation, responsiveness to environment --I would also add government relations, financial performance, and internal measures
THESE NEED TO BE REVIEWED IN LITERATURE

IT WOULD BE HELPFUL TO DISCUSS THIS IN A GROUP OF PEOPLE WHO HAVE SOME INSIGHT INTO THE INSTITUTION - WHO KNOW WHAT CAN BE MEASURED - WHO KNOW WHAT IS MEASURED - WHO SEE SOME VALUE IN THIS EXERCISE - Setting definitions and direction would be helpful.

Inst. Eff.

ASSESSMENT FRAME

INSTITUTION

PROGRAM

INDIVIDUAL

ACCREDITATION

REPUTATION

*cite
accomplishments*

RESPONSIVENESS
TO ENVIRONMENT

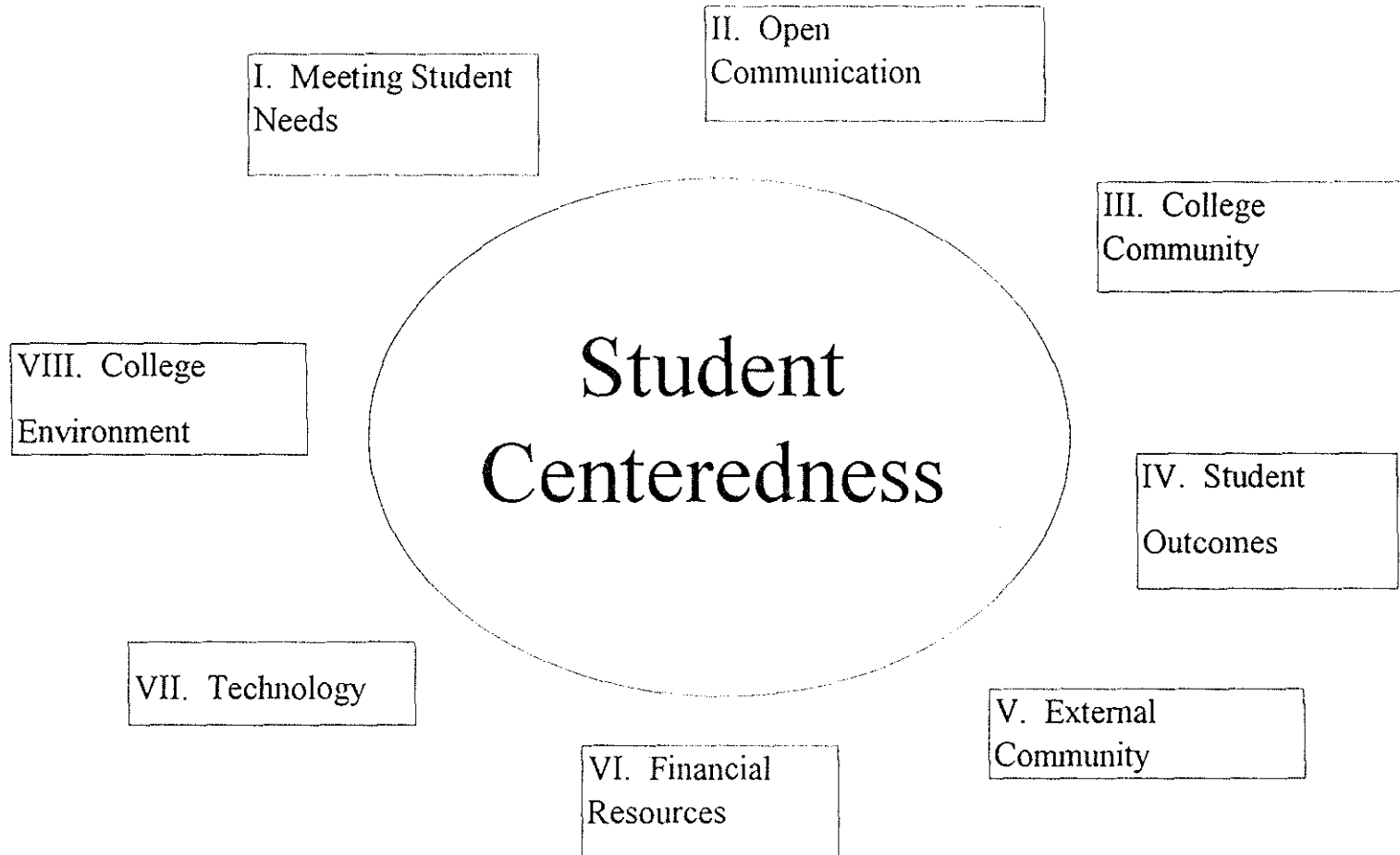
GOVERNMENT
RELATIONS

INPUTS

OUTPUTS

FINANCIAL

Institutional Effectiveness

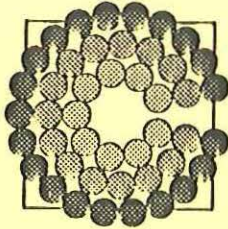


OAKLAND COMMUNITY COLLEGE
MEASURES OF EFFECTIVENESS

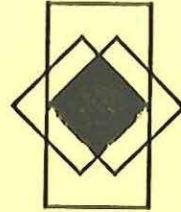
1. Number of teaching faculty with terminal degrees.
2. Number of degrees and certificates awarded.
3. Level of endowment.
4. Number of honor students.
5. Term completion rate.
6. Pass rate on licensing and certificate tests.
7. Extent to which students meet their "educational" goals at OCC.
8. Extent to which students meet their "career objectives."
9. Extent to which student expectations of OCC were met.
10. Number of community activities sponsored or supported.
11. Transfer in rate.
12. Transfer out rate.
13. Percent of OCC credits accepted by other institutions.
14. Level of jobs attained by OCC graduates.
15. Level of jobs attained by OCC students.
16. Stop-out/Drop-out rate of students actively perusing a degree.
17. Public opinion.
18. Extent to which the needs of OCC markets (students groups) are met.
19. Extent to which OCC students and graduates become active in community.
20. Student faculty ratio.
21. Library holdings.

Are measures of effectiveness based upon factors that will improve the teaching learning process or are they based upon accountability factors from external agencies?

What is the level at which effectiveness variables are to be measured? individual student, specific groups of students, institution as a whole?



University of Michigan/University of Toledo
**Community
 College
 Consortium**



Center for the Study of Higher
 and Postsecondary Education

COMMUNITY COLLEGE EFFECTIVENESS STUDY

INSTRUCTIONS FOR QUESTIONNAIRE ADMINISTRATION, HANDLING AND RETURN

Administration of Questionnaires

Trustees: The seven questionnaires in this packet are to be completed by the trustees of the college and *returned to the president's office*. If the trustees number fewer than seven, complete the number required and return to the president.

Executive Administrators: The five questionnaires in this packet are to be completed by the president/chancellor, vice president/dean of academic affairs, vice president/dean of financial and business services, vice president/dean of student services, etc. and *returned to the president's office*.

Mid-level Administrators: The five questionnaires in this packet are to be completed by persons selected by the president with an administrative designation or title of assistant or associate dean, director, coordinator or staff specialist and *returned to the president's office*. Persons holding other administrative titles are suitable as long as they do not report directly to the president.

Faculty: The fifteen questionnaires in this packet are to be completed by a representative group of full-time faculty and *returned to the chief academic officer*. The chief academic officer will turn these questionnaires over to the president's office once all have been collected. Fifteen full-time faculty should be chosen proportionately from the following academic divisions.

- | | |
|---------------------------------------|------------------|
| * Liberal Arts/General Education | * Business |
| * Applied Science/Health | * Public Service |
| * Developmental or Remedial Education | * Technology |

Handling and Return of Questionnaires

All questionnaires should be completed and returned to the president's office on or before March 3 to be mailed to the University of Michigan in one packet using the return envelope provided.

SCHOOL OF EDUCATION
PROGRAM IN HIGHER AND
ADULT CONTINUING EDUCATION
(313) 764-9472

The University of Michigan

2007 School of Education
210 East University
Ann Arbor, Michigan 48109-1059



NEED
22

February 13, 1989

*Dick
Can you
do this for
them?*

*Ann -
can the
Research Council
provide data ->
Dick*

R. Stephen Nicholson
Chancellor
Oakland Community College
2480 Opdyke Road-Box 812
Bloomfield Hills, Michigan 48303-0812

Dear Steve:

This letter will request your participation in the 1988-1989 Research Service sponsored by the Community College Consortium: The University of Michigan/Michigan State University/The University of Toledo.

The 1988-1989 Research Service will take a somewhat different tack than that of the previous year. Enclosed you will find a research instrument for assessment of community college effectiveness developed by Richard Alfred and colleagues at the University of Michigan. This instrument has been pilot tested at three North Central region community colleges and found to be very helpful in describing faculty, staff, and administrative perceptions of community college performance in key strategic decision areas. The instrument has real utility in workshop and retreat settings in which staff come together to share ideas, feelings, and beliefs and to plan for the future.

We would like to ask you to administer this instrument to four campus groups as part of the 1989-1989 Research Service. The groups are: you and your executive administrators (senior line administrators reporting directly to the president such as the vice president/dean of academic affairs, vice president/dean of financial and business services, vice president/dean of student services, etc.), mid-level administrators, (those not reporting directly to the president or chancellor such as assistant and associate deans, directors, coordinators and staff specialists with an administrative title), full-time faculty and trustees.

*Jakson
Daves
Hopkins
Salenders
Dram
M. Comden
Ma Lee
Spencer John
Doddard
Sue Murdock*

Instructions for the administration, handling and return of the survey instrument are presented on the attached page. You will need to reproduce the instrument in sufficient quantity to cover the four groups. Approximately, 30 copies of the instrument will be required with five needed for executive administrators, five for mid-level administrators, fifteen for faculty and 5-9

o.r. - deans

for trustees. We have allowed six weeks for the completion and return of the survey. We would like to receive the completed questionnaires from your office on or before April 3. If you need more time, please notify us and we will work out suitable arrangements.

Consortium member institutions have expressed strong interest in this research study. It has utility for administrators, faculty, and trustees in charting a strategic direction for the college. And it is an important tool for accurately portraying the mission, role, and benefits of community college education so that public understanding and support of this unique educational enterprise can reach a desired level. We will send you a detailed report on the research findings and their implications for Consortium member institutions upon completion of the study.

We thank you for your interest and willingness to participate in this study. Please contact me directly (313-764-9472) if you need additional information or have any questions.

Sincerely,

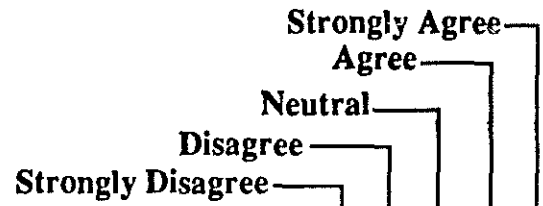


Richard L. Alfred
Associate Professor
Higher and Adult Continuing Education
Co-Director CCC/UMUT

RLA/esp/21389
Enclosure: Instrument

Circle one number after *is important* and one after *should be important* for each of the following functions.

An office of institutional research in a community college. . .



| | | | | | | |
|---|---------------------|---|---|---|---|---|
| 1. Coordinates college-wide information collection, storage, and reporting functions for state and federal agencies. | Is important | 1 | 2 | 3 | 4 | 5 |
| | Should be important | 1 | 2 | 3 | 4 | 5 |
| 2. Provides technical services to assist internal constituents to download institutional data for their use. | Is important | 1 | 2 | 3 | 4 | 5 |
| | Should be important | 1 | 2 | 3 | 4 | 5 |
| 3. Conducts periodic assessment of constituents' perceptions of the image of the college; suggestions for college programs, services, policies and procedures; and actual or likely participation in college-sponsored events and activities. | Is important | 1 | 2 | 3 | 4 | 5 |
| | Should be important | 1 | 2 | 3 | 4 | 5 |
| 4. Encourages and supports research on teaching and learning conducted by interested faculty and staff. | Is Important | 1 | 2 | 3 | 4 | 5 |
| | Should be important | 1 | 2 | 3 | 4 | 5 |
| 5. Summarizes information and research results in short, non-technical reports for individuals unsophisticated in statistics and research design. | Is important | 1 | 2 | 3 | 4 | 5 |
| | Should be important | 1 | 2 | 3 | 4 | 5 |
| 6. Participates in statewide initiatives to insure uniform data collection and analysis among institutions. | Is important | 1 | 2 | 3 | 4 | 5 |
| | Should be important | 1 | 2 | 3 | 4 | 5 |
| 7. Analyzes financial data to support the decision-making processes of the college. | Is important | 1 | 2 | 3 | 4 | 5 |
| | Should be important | 1 | 2 | 3 | 4 | 5 |
| 8. Implements routine processes, including standardized definitions and time frames, for collecting and storing data on students, courses, finances, and staffing. | Is important | 1 | 2 | 3 | 4 | 5 |
| | Should be important | 1 | 2 | 3 | 4 | 5 |

| Name | Old Number | New Number |
|-----------------------|------------|------------|
| Kim Brain | 4632 | 4162 |
| Tonya Williams | 4625 | 4163 |
| Lyn Bowman | 4627 | 4164 |
| Karen Pagenette | 4626 | 4165 |
| Linda Casenhiser | 4629 | 4166 |
| Pam Janczarek | 4630 | 4167 |
| OPEN | | 4168 |
| Clarisse Bolduc | 4631 | 4169 |
| FAX | | 4170 |
| ACT Admin. Office | | 4171 |
| P.T. Faculty | | 4172 |
| Sandra Wagner-Bachert | 4155 | 4173 |
| Shelley Kaye | 4628 | 4174 |
| Sharon Miller | 4154 | 4175 |
| Jan Harp | 4153 | 4176 |
| Joe Burdzinski | 4152 | 4177 |
| Workroom | 4158 | 4178 |
| Leslie Dick | 4150 | 4179 |
| FAX - Workroom | 4160 | 4180 |
| Recruitment Main # | | 4181 |
| Office | 2064 | 4182 |
| Office | 2063 | 4183 |
| Faye Powell | 2066 | 4184 |
| Judith Spann | 4157 | 4185 |
| Shawnee Spedden | 2067 | 4186 |
| Secretary 1 | 2068 | 4187 |
| Jessica Irwin | 2069 | 4188 |
| Workroom | 2062 | 4189 |
| FAX - Workroom | 2065 | 4190 |
| Bonnie George | 2071 | 4191 |
| Brenda Vesprini | 2070 | 4192 |
| Phil Crockett | 4159 | 4193 |
| Jessica Walantyn | 4161 | 4194 |
| Recruitment Main # | | 4195 |

REC'D OCT 12 2000

TRANSFER

Annotated Bibliography

Author: Cohen, Arthur M. & Brawer, Florence B.
Title: Policies and Programs That Affect Transfer (1996)
Type of Publication: Report of a project sponsored by the National Center for Academic Achievement and Transfer.

Nature: Evaluative Study

Purpose: To discover the underlying causes of differing transfer rates and to address some pertinent questions:

- Why does one college transfer many students to a four-year institution while its neighboring institution transfers few students?
- Is proximity to a four-year college or university the dominant factor?
- What are the internal forces affecting transfer?
- Since colleges in the same state operate under the same guidelines, do other external forces contribute to differential transfer rates?

Summary: This report used a definition of transfer rate that is based on these premises: First, the denominator for establishing the transfer rate should include only those students who take college credit courses, because most remedial and non-credit work is non-transferable. Secondly, the definition should include students who complete a specified number of credits at the college, and who have been enrolled long enough for the college staff to have had a chance to work with them.

Thirdly, it should allow at least a four-year span between community college entrance and transfer to baccalaureate-granting institution, because few students matriculate within only a couple of years.

Finally, the definition should be based on data that are available from records at community colleges and at the receiving universities or state system offices.

Definition: Transfer Rate = all students entering the community college in a given year who have no prior college experience and who complete at least 12 college-credit units, divided into the number of that group who take one or more classes at an in-state, public university within four years.

Where high transfer rates are operationally defined as above 25% and low transfer rates as below 15, this study identifies these areas of difference between these two types of institutions:

- While both types designated transfer as the most emphasized function of the institution, twice as many high as low transfer college respondents ranked it first.
- Administration identifies transfer as a priority at high transfer colleges.
"It drives all decision making"
- Counseling and advising services were identified by both types as predominate positive forces facilitating transfer.
- Administrators play a limited role in advising students at high transfer institutions.

Conclusion: Along with many aspect of college culture and outcomes, transfer rates change little from year to year. They are embedded in institutional histories and circumstances. Colleges draw the same types of students from the same secondary schools year after year. And they send the same proportion of them on to the same universities. Acknowledging other college functions - including occupational development and retraining, community services, and developmental education- transfer must be seen as the one function that makes the institution collegiate.

Strengths: This study offers a rationale for a very specific population that the transfer rate is figured from. This is a valid consideration for OCC. The specific institutional characteristics of a high transfer rate college may be a guide for improving effectiveness.

Question: Does this transfer rate definition delimit the sample accurately for OCC?

Annotated Literature Format

1. Author / Editor
2. Title / Year
3. Type of publication:
 - book
 - monograph
 - report
 - conference presentation
 - published / unpublished paper
 - dissertation
 - writings
4. Nature of publication:
 - study - descriptive
 - evaluative
 - prescriptive
 - conceptual
 - point of view
 - discussion of literature review
 - current practices
5. Statement of purpose/problem
6. Overview of book content:
 - e.g. Chapter subjects
7. Summarization of results, discussion, and conclusions
9. List constructs to be measured
10. Match indicators of those constructs.
11. Critique of the strengths and weakness of the construct / indicator match.
12. In what ways is this piece relevant or not relevant to Oakland's IE project?
13. What questions does this piece raise?

Search Request: S=COMMUNITY COLLEGE
BOOK - Record 293 of 354 Entries Found

UMich Online Catalog
Brief View

Title: The Community college and continuing education for health care
personnel.

Published: New York : National League for Nursing, c1978.

SUBJECT HEADINGS (Library of Congress; use s=):
Nursing--Study and teaching (Continuing education)--
Congresses.
Nursing--Study and teaching (Continuing education)--United
States--Congresses.
Community colleges--United States--Congresses.
Continuing education--Congresses.

LOCATION:
TAUBMAN MEDICAL

CALL NUMBER:
RT76 .C651

STATUS:
Not checked out

Page 1 of 1

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CHOose

<F6> NEXt record

<F5> PREvious record

Subject: cmte list

Date: Wed, 8 Sep 1999 11:02:07 -0400

From: "Patrick J. O'Connor, Leland's and Lily's Dad" <pjoconno@pop3.occ.cc.mi.us>

To: <mgwoods@pop3.occ.cc.mi.us>

Hi Mark]

Thanks again for meeting yesterday-- the report looks great, and I'm eager for the other committee members to see it.

Speaking of other members-- here's the list:

Patrick O'Connor (RO)
Sharon Miller (Workforce, at Pontiac Center)
Rick Driscoll (AH)
Mark Woods (IR)
Don Mann (OR)-- has never attended a meeting
Ron Spainhour (HL)

I'll let them know the report is coming; mean time, I'm going to try and set a meeting for October 8th at 9 AM. Let me know if that works for you.

Thanks again]

Search Request: S=COMMUNITY COLLEGE
BOOK - Record 127 of 354 Entries Found

UMich Online Catalog
Brief View

Title: Collaboration in health care education : papers presented at a
workshop for educators in the health professions

SUBJECT HEADINGS (Library of Congress; use s=):
Paramedical education--Congresses.
Community colleges--Congresses.
Allied health personnel--Congresses.

SUBJECT HEADINGS (Medical; use sm=):
Health Occupations--education--congresses

LOCATION:
TAUBMAN MEDICAL

CALL NUMBER:
R847 .C641

STATUS:
Not checked out

+ Page 1 of 2

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HELp INDeX <F6> NEXt record
OTHer options GUIde <F5> PREvious record

NEXT COMMAND:

Search Request: S=COMMUNITY COLLEGE
BOOK - Record 247 of 354 Entries Found

UMich Online Catalog
Brief View

Title: Promoting community renewal through civic literacy and service
learning

Published: San Francisco : Jossey-Bass, c1996.

SUBJECT HEADINGS (Library of Congress; use s=):
Community colleges--United States.
Student service--United States.
Student volunteers in social service--United States.
Community and college--United States.
Education, Higher--United States--Curricula.
Experiential learning--United States.

LOCATION:
GRADUATE LIBRARY

CALL NUMBER:
LB 2328 .N53 no.93

STATUS:
Not checked out

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STArT over LONg view CHOose <F6> NEXt record
HELp INDeX <F5> PREvious record
OTHer options GUIde

NEXT COMMAND:

MEASURES/INDICATORS OF SUCCESS

Open Access and Retention
Significant Learning Outcomes
Student Satisfaction
Successful Placement
Successful Transfer

Lifelong learning opportunities
Support for economic development
Cultural activities
Community partnership and support

Excellence in Conduct of Business