

Institutional Self-Study



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COLLEGE

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PREFACE

Recognizing the many opportunities afforded the institution through the process of self-analysis, Oakland Community College set the following goals for the NCA Self-Study.

- Identify areas, systems, and processes which are strengths of the College that can be actively maintained, nurtured, and built upon.
- Identify areas, systems, and processes which need strengthening to ensure a quality educational process and product.
- Identify critical issues and new activities that the College will face in the next three to five years. Define how the results of the self-study will be used in long-range planning.
- Develop an awareness and understanding, both internally and externally, of the Mission and Purposes of the College and how the programs and services to individuals, communities, and organizations flow from the mission and purposes.
- Provide the opportunity for leadership, cooperation, collaboration, and communication among various levels of staff in the common goal of College self-evaluation, improvement, and identification of effective implementation of change.

The Self-Study process involved the collective efforts of over 230 Oakland Community College staff as well as the Oakland Community College Board of Trustees (BOT) and numerous students and friends of our college on formal committees. In addition, another 180 of our community participated in various focus groups and personal interviews. We hope this study's descriptions, analyses, and conclusions will be helpful to the evaluation team in understanding the strengths and challenges of our complex multi-site institution.

Special recognition and thanks are due to all of the people who contributed their time and expertise to this study. Especially noteworthy have been the contributions of Christian Noordhoorn and Karen Robinson who assisted us with our editing task; the many administrative assistants who assisted us with the typing task; the staff of the Graphics Department who designed the cover and were responsible for the publishing of the report; the members of the steering committee who gave of their time freely over the three-year period to coordinate the effort; and the chairs of the major subcommittees, all of whose names follow.

Oakland Community College looks forward to the suggestions and recommendations from the evaluation team for additional assistance in enhancing the quality and effectiveness of our institution for the future.

Linda L. Pososki, Coordinator
Institutional Self-Study

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Adjunct Faculty
Counseling Faculty
Counseling Faculty, Chair Academic Senate
Computer Science Faculty
Director Institutional Research & Planning
President
Social Science Faculty
Chancellor

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Darryl Wood	Switchboard Operator	District

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Introduction

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Introduction Outline

- Institutional Profile
- History of Oakland Community College and Its Accreditation
- Environmental Assessment
- Process Used in Self-Study: Establishing the Framework
- Subcommittee Structure and Investigation
- Compiling the Report
- Responses to Concerns in Previous Team Report
- 1991 Focus Visit
- Since the 1991 Focus Visit
- Major Changes Since the Last Visit
- Surveys
- Institutional Documentation of General Institutional Requirements

INTRODUCTION

This section depicts a profile of the institution outlining the history of the College including its accreditation history, the characteristics of the environment within which the College operates, the process used in the Self-Study, Oakland Community College's response to the concerns in the 1987 NCA Report of a Visit to Oakland Community College, with an update on major changes since that report and summary of the findings and responses to the Personal Assessment of the College Environment (PACE) survey completed by employees. A chart indicating proof that the College satisfies each of the NCA General Institutional Requirements follows.

■ INSTITUTIONAL PROFILE

Oakland Community College is one of twenty-eight public community colleges in Michigan. The district administrative office is located in Bloomfield Hills, which is approximately thirty miles north of downtown Detroit. It is the largest community college in Michigan, serving approximately 49,434 students in 1996-97 (see Appendix Intro - 1) and is one of the largest undergraduate institutions in the state.

Instruction is delivered at five major locations: Auburn Hills—located in the north central part of the county, Highland Lakes—located in the center of the county, Orchard Ridge—located in the south central part of the county, Royal Oak—located in the southeast part of the county, and Southfield—located in the southern edge of the county. A permanent center in leased facilities in downtown Pontiac serves as a catalyst to that urban community. The College also offers a variety of training activities for and in conjunction with local business and industry both at the business site and in the Advanced Technology Center at the Auburn Hills Campus.

■ HISTORY OF OAKLAND COMMUNITY COLLEGE

Oakland Community College was established through passage of a district-wide ballot proposal on June 8, 1964. Under its provisions the new college was authorized to levy a property tax of one mill in perpetuity to support operations. Governance of the institution was lodged in a six- (later increased to seven-) member Board of Trustees elected at large by the residents of the district via nonpartisan ballot. The College began classes in September 1965 in adapted buildings at two newly purchased sites: the Auburn Hills Campus, a demobilized army missile base dating to the 1950s, and the Highland Lakes Campus, a former county tuberculosis sanitarium in Waterford built in the 1920s.

Oakland Community College's accreditation history began in 1968 when the College was granted "Candidacy for Membership" status by the North Central Association of Colleges and Schools.

At the time of its launch in the fall of 1965, Oakland Community College set a national record for community college opening semester enrollments—3,760 students; by the fall of 1970 enrollments had risen to 15,142. Late in 1964 the College purchased an undeveloped tract in Farmington Hills and quickly undertook an ambitious ten-building construction program on the site, which opened as the Orchard Ridge Campus in September 1967. Property was also acquired in Bloomfield Hills to build a separate administrative center, now called District Office.

In 1971, the North Central Association granted accreditation for three “operationally separate” campuses - Auburn Hills, Highland Lakes and Orchard Ridge.

In 1976 Oakland Community College was granted accreditation for all four campuses at the associate degree-granting level.

A North Central re-evaluation in 1980-81 recommended continued accreditation and set the next comprehensive evaluation for 1987-88.

The North Central comprehensive evaluation of 1987-88 provided continued accreditation of Oakland Community College through 1997-98, with the stipulation that a “focus visit” be scheduled in 1990-91 to check progress on the development of a comprehensive institutional master plan.

The focus visit took place as scheduled and was completed satisfactorily.

The decade of the 1970s saw rapid growth, both in Oakland Community College’s student population and physical plant. At the Auburn Hills Campus seven major structures were completed: including classroom buildings, an administrative center, a library, and a student center. At Highland Lakes, three new structures—a physical education facility, a student center, and a science building—were built to supplement the three original buildings. Orchard Ridge added a large community activities building, featuring an Olympic-sized swimming pool.

Growing demand spurred the College to lease properties in the cities of Oak Park and Royal Oak to better serve the communities of the southeast quadrant—the most populous portion of Oakland County. From the outset the two sites were administered as a single unit, first called the “Southeast Campus Center.” Within a short period the new entity emerged as the College’s fourth campus.

By the end of the decade Oakland Community College’s enrollment had grown to 22,431 students attending day and night classes at five College sites, as well as a number of extension centers.

The 1980s marked the College’s most recent construction phase with the openings of a business science and art building, a criminal justice complex, and an advanced technology center at the Auburn Hills Campus. Highland Lakes completed an additional classroom building, and Orchard Ridge converted its outdoor amphitheater into a 450-seat center for the performing arts. On the southeast site, operations were transferred from Oak Park to a new building constructed on property purchased in the city of Southfield. The Southeast building program was completed in 1982 with the opening of a large, enclosed campus in downtown Royal Oak containing classrooms, administrative offices, a library, a theater, and extensive facilities for arts instruction. Finally, in 1987 a permanent center was established in leased facilities in downtown Pontiac.

By the fall of 1990, Oakland Community College’s student population had grown to 28,667, making it the largest of Michigan’s twenty-eight community colleges, a position it continues to maintain.

Although Oakland Community College has experienced enormous growth over three decades on the strength of the revenue generated by the single mill authorized at the time of its establishment, this

original, charter mill has been effectively reduced by 20 percent because of state tax limitation measures enacted in the mid 1980s. Accordingly, the College embarked on a millage campaign in 1994 which, on its second attempt, won voter endorsement in June 1995. The proposal permits the College to levy an additional eight-tenth's (.8) mill, limited to seven years.

Oakland Community College set renovation of an aging and deteriorated physical plant as its top priority, and a comprehensive reconstruction program encompassing all sites was begun as soon as the millage passed. Other stated objectives now being implemented include replacement and upgrades of instructional technology, institution of new programs with requisite staffing, and the expansion of scholarship opportunities.

Following passage of the 1995 millage, Oakland Community College also developed and adopted a new Mission Statement which integrates the lessons learned from 32 years of successful operation and will serve to guide the College through the challenges of a new millennium.

■ ENVIRONMENTAL ASSESSMENT

The environmental assessment includes a physical description of the county, current and projected demographic and economic factors which are expected to have impact on College operations, and a county map identifying the location of College properties.

Oakland County, encompassing an area of 910 square miles, ranks as the third wealthiest county in the nation among those with populations exceeding one million. The county contains more than 400 lakes and approximately 80,000 acres of land for public recreation. Among outdoor recreational opportunities are 5 ski areas, 27 public fishing sites and 45 public golf courses. Important entertainment and sports facilities include the Pine Knob and Meadowbrook outdoor theaters, the Pontiac Silverdome—home of the Detroit Lions, the Palace of Auburn Hills —home of the Detroit Pistons, the Cranbrook educational complex, and the Detroit Zoo.

Oakland County's population rose to 1.16 million in 1996, an increase of 7.2 percent from 1990 and nearly twice the rate for the State of Michigan. Minorities make up 12 percent of the county population. Of these, African Americans constitute 7 percent; Asians 2.5 percent; Hispanics 2 percent; and Native Americans .5 percent.

Oakland County contains 436,900 households. Per capita income is \$32,413, \$10,000 higher than the state average and nearly \$11,000 above the national average.

Of Michigan's total workforce, nearly 19 percent are employed in Oakland County with county payrolls totaling \$22 billion in 1996. The Oakland County workforce numbered 621,225 persons in 1995, of whom 598,550 were working, an unemployment rate of 3.7 percent.

The largest occupational group consists of managers and professionals (35 percent). Next are workers in technical, sales and support occupations, including clerical employees (34 percent). The service occupations, precision production workers and laborer groups each account for 10 percent. Finally, farming, forestry, and fishing compose .6 percent of the labor force.

Nearly 70,000 people, comprising 12 percent of the labor force, work for Oakland County's ten largest employers: General Motors (16,880); Chrysler Corporation (9,600); EDS (9,000); William Beaumont Hospital (7,680); Kmart Corporation (6,500); Ameritech (5,183); Progressive Tool & Industries (3,800); the U.S. Government (3,660); Ford Motor Company (3,541); and Oakland County Government (3,492).

About 90 percent of Oakland County's labor force works in the private sector, and the percentages of private-sector employee classifications parallel the types and numbers of firms doing business in the county.

There were 37,459 private sector firms in Oakland County in 1995, an increase of 21.3 percent since 1990. The largest number of companies was in the service industry (14,951). Other leaders include retail (6,485); wholesale (4,720); finance/insurance/real estate (3,600); and construction (3,491).

The largest segment is service industries, which rose from 35 percent in 1990, to nearly 38 percent in 1996. Trade is the second largest segment although it declined slightly from 30.2 percent in 1990, to 27.2 percent in 1996. Manufacturing jobs are the third largest segment, comprising 18.8 percent of the private sector workforce in 1990 and 18.5 percent in 1996. Automotive Manufacturing jobs, incidentally, are the largest manufacturing component, accounting for 6.9 percent of the workforce in 1990, and 7.3 percent in 1996.

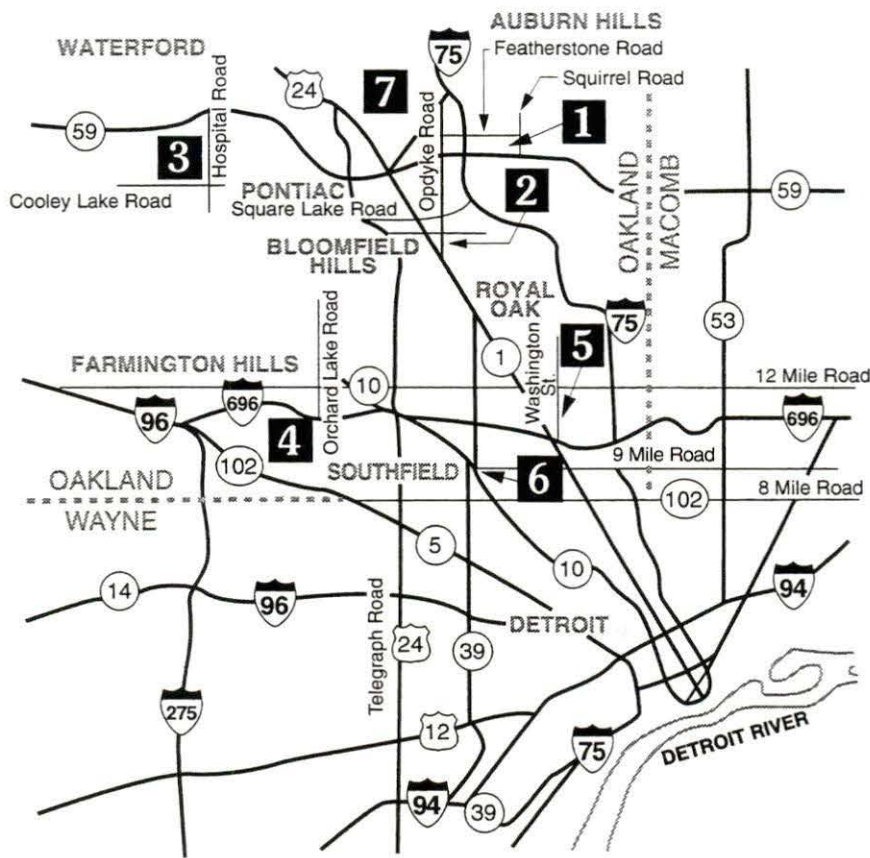
Finally, non-manufacturing employment (excluding trade and services) rose slightly between 1990 and 1996, from 16 to 16.4 percent. According to the Oakland County Economic Outlook Forecast (Resource Room: OCC.15), conducted annually by the University of Michigan, retail trades and services will account for two out of every three new jobs created in Oakland County over the next two years.

In keeping with high concentrations of commercial, professional, manufacturing and research employment opportunities in the county, Oakland residents place a premium on education. The county

boasts 28 public school districts maintaining 45 high schools, including four regional vocational centers, more than 80 private schools, and 29 institutions of higher learning.

The 1990 census figures reveal that 85 percent of Oakland County adults over the age of 25 have graduated from high school. Of this number 29 percent have taken some college courses or earned an associate degree. Additionally, 19 percent hold baccalaureates, and a further 11 percent have earned advanced degrees. The highest percentage of persons lacking a high school diploma are found in the blue-collar communities of Hazel Park (40.5 percent) and Pontiac (37.6 percent). The communities with the highest numbers of college graduates are Bloomfield Hills (69.8 percent) and Bingham Farms (63.7 percent).

Map of Oakland County



Campus Key

- | | |
|---|---|
| 1. Auburn Hills Campus
2900 Featherstone Road
Auburn Hills, MI 48326-2845 | 4. Orchard Ridge Campus
27055 Orchard Lake Road
Farmington Hills, MI 48334-4579 |
| 2. George A. Bee Administration Center (District Office)
2480 Opdyke Road
Bloomfield Hills, MI 48304-2266 | 5. Royal Oak Campus
739 S. Washington
Royal Oak, MI 48067-3898 |
| 3. Highland Lakes Campus
7350 Cooley Lake Road
Waterford, MI 48327-4187 | 6. Southfield Campus
22322 Rutland Drive
Southfield, MI 48075-4793 |
| | 7. Pontiac Center
17 S. Saginaw
Pontiac, MI 48342-2227 |

After determining what they wanted to investigate and the process they would use for the investigation, subcommittees developed key questions to be answered about the particular segment of the College being studied. These questions were brought together by each Criterion Committee. Each committee's investigation centered around answering the questions. The questions stated by Criteria Three, Four, and Five appear in Appendix Intro - 4. These questions, generated by committee members representing the entire College community, were both the starting point and the continual focus of Oakland Community College's Self-Study process.

In addition, the Criterion Five Committee asked that Integrity questions be referenced by each other criterion committee. They include:

Does the written documentation match the practice of reality?
Is the process, policy, etc. being examined publicized to the appropriate constituencies?

Is the service/curriculum/process consistent among campuses (or at least across a basic core of services)?

Is the spirit of the Values Statement reflective of the area under examination?

Are policies/procedures consistent with the Mission Statement?

When evaluation is done, do we evaluate on the stated criteria?

The Steering Committee also formed a subcommittee to review the 1997-98 College catalog for accurate reflection of the Mission/Purposes/Values of the College while simultaneously recommending that the College Academic Senate Leadership Committee form a committee to review the catalog on an ongoing basis.

A subcommittee of the Steering Committee reviewed the questions to provide feedback regarding completeness of coverage and appropriateness to the criteria committees. Once the subcommittees gathered, analyzed, and organized responses into rough reports, these were submitted to the larger criteria committees for review and inclusion in the larger first draft of the Report.

■ **Compiling the Report**

1997-98 Academic Year—The Steering Committee “posted” for the position of Editor of the Report. Two faculty members agreed to share the task. In determining the structure and appearance of the Self-Study, the Steering Committee with the editors decided to organize the data accumulated by the subcommittees in response to their questions under the Patterns of Evidence and their indicators provided by NCA. Working closely with the Criteria chairs, the editors produced the first draft of the Report, which was then distributed to the entire College community for additions and corrections in the fall. The Steering Committee collected the input and incorporated it into this final Report which was printed in December 1997 (Resource Room: OCC.2).

■ Outcomes Met

The Steering Committee, indeed, has met the following goals set for the process:

Identify areas, systems, and processes which are strengths of the College that can be actively maintained, nurtured, and built upon.

Identify areas, systems, and processes which need strengthening to ensure a quality educational process and product.

Identify critical issues and new activities that the College will face in the next three to five years.

Develop an awareness and understanding, both internally and externally, of the mission and purpose of the College and how the programs and services to students and the community flow from the mission and purposes.

Provide the opportunity for leadership, cooperation, and communication among various levels of staff in the common goal of College self-evaluation, improvement, and identification of effective implementation of change.

6. **CONCERN:** The College needs to move toward a more coordinated comprehensive developmental education program which combines tutoring, instruction, and supplemental assistance.

✧ **1991 College Response:** The faculty, staff, and administration of Oakland Community College spent two and one half years researching and planning a Basic Skills (later named College Skills) project. After a review of several developmental programs and a review of the literature, the planning committee noted that a developmental program which is integrated into existing College disciplines (that is, does not stand alone with a college disciplines teaching faculty) is most likely to provide long-lasting benefits to students.

At its September 27, 1990, meeting with the College Board of Trustees (BOT) approved the following policy statement:

In accordance with the appropriate state and federal law, the college will provide a district program designed to meet the developmental needs of students with academic deficiencies to provide those students appropriate academic skill levels to enable them to benefit from their college experiences.

The College Skills program, coordinated by Dr. James Warner, Dean of Instructional Services at the Highland Lakes Campus, is currently operational at the Highland Lakes and Auburn Hills campuses. The College Skills program is "designed to meet the developmental needs of students with academic deficiencies who are perceived to have potential for college academic success and to provide those students with the opportunity to learn and practice the academic skills required in order to benefit from their college experiences. * (*Taken from the College Skills Mission Statement)

Students are selected for the program based upon ASSET scores which place them into ENG 052 -- Elements of Written Communication, and ENG 131 -- Fundamentals of Communication.

Students accepted into the program agree to:

- 1) Take only those courses recommended by a College Skills Counselor. College Skills courses include: ENG 050, ENG 052, ENG 110, ENG 131, CNS 114, CNS 115, MAT 105, and IIC 057. Students may also elect to take other courses if approved by a counselor.
- 2) See an assigned counselor three times during the semester.
- 3) Attend scheduled study sessions for two hours per week in the Individualized Instructional Center (IIC) where tutoring is available.

◇ **Current College Response:** The College Academic Senate Student Academic Success Plan standing committee coordinated the effort of College Skills programs from each campus. In 1994, College Skills was replaced by a Developmental Education Program (see Appendix Introduction-5 and Criterion Three), with a very specific agenda: to develop a literacy program with a focus on academic performance standards. In January 1996 a group of faculty and deans began meeting each week to develop a comprehensive approach to developmental education at Oakland Community College. This work culminated in the development of a new curriculum and program to address the needs of this population. In the Winter 1997 semester, the College Academic Senate approved this comprehensive Academic Literacy Program which addresses the instructional needs of developmental students. The new program involves a number of new initiatives:

- a) The creation of academic literacy courses (ENG 105 & 106) which combine reading, writing, critical thinking, and problem-solving instead of the traditional discrete skill approach to literacy acquisition;
- b) The creation of an interdisciplinary committee that will assist the literacy faculty in ensuring a cross-disciplinary approach in the literacy program;
- c) The creation of a team of support services personnel, including counseling faculty, Individualized Instruction Center (IIC) faculty, and tutorial personnel, to assist the literacy faculty in implementation of the new program.

During the 1997-98 academic year, these teams will finalize plans for the implementation of the new program in the Fall 1998 semester.

ASSET and MTELP: Assessment of Skills for Success Entry and Transfer (ASSET) and Michigan Test of English Language Proficiency (MTELP) are employed to assess entry-student proficiencies and aid in course selection (see Criteria Two and Three).

Strategic Directions: Strategic Directions were established for the College assuring employee involvement in the process (see Criterion Four).

Deans of Student Services: These positions were incorporated into the responsibilities of Academic Deans to serve the needs of the “whole” student better. The new title became Academic and Student Services Dean (see Criterion Three).

Resource Development: An office was established to provide faculty and staff with information on potential grants and to aid in the development of these grants and other external resources (see Criterion Three).

Workforce Development Forum: The units of Oakland Community College that serve the needs of business/industry were reorganized into a collaborative forum under the direction of an executive director (see Criterion Three).

Public Professional Institute (PPI): This has evolved into the current Fire Training Institute and the Oakland Police Academy (see Criterion Three).

Business & Professional Institute: The name of the unit was changed to Business Professional Services (see Criterion Three).

Environmental Scanning: The College began a formal process of environmental scanning with the creation of an Environmental Scanning Committee (see Criterion Four).

Diversity Committee: The College and individual College sites recognized diversity as a College Value through the creation of site-based committees. Additionally, a College-wide Diversity Committee was formed and became a standing committee of the College Academic Senate (CAS). The College considers Martin Luther King Jr. Day a College holiday (see Criterion Five).

Oakland Center for Social Research: The office for Institutional Planning and Analysis established the Oakland Center for Social Research as a service to Oakland County (see Criterion Two).

Office of Institutional Planning and Analysis: This office was established to aid the College and its employees in the collection and analysis of data (see Criterion Four).

Student and Financial Data Book: This collection of College data is compiled yearly by the Office of Planning and Analysis to assist the College community in decision-making and the setting of College directions (see Criterion Four).

New Council Structure: The council structure has been reorganized several times throughout the review period. Most recently, in fiscal year 1997, it has been reorganized to recognize the NCA criteria. Council membership is representative of the entire organization and includes students (see Criterion Two).

Board Membership: In 1993, Oakland Community College's Board of Trustees approved a proposal for meaningful student representation and participation in Board meetings. The student representative to the Board, however, is not elected by the community college district and has no voting privileges (see Criterion Two).

Millage: The College had levied a portion of a mill for debt service throughout the years that debt issues were outstanding. In 1995 it was determined that the .2 mill levy for debt service purposes (on the pre-1991 bond issues) was no longer necessary, as sufficient funds were available to pay off the debt (see Criterion Two). On the second attempt, June 12, 1995, the county voters passed a 7-year .8 mill property tax increase. The need for this millage stemmed primarily from the inability of the College to maintain an adequate budget for facility maintenance, as well as from the need to review and develop new programs (see Criterion Two).

New Financial System: Fiscal year 1991 was the first year that the College operated under a new financial system (CUFS). While the system has improved online information and the timeliness of reporting, it has need for improvement. The Oakland Community College Technology committee is currently reviewing the needs of the institution College-wide (see Criterion Two).

Auditors: Ernst & Young, the firm that had audited the institution for the better part of two decades was replaced by Price Waterhouse in 1988. The Board of Trustees felt that an informal auditor rotation would be advisable. For that same reason, Price Waterhouse was replaced by Deloitte and Touche in 1995 (see Criterion Two).

12. Confers degrees

Criterion Three:
Degrees and Programs, p. 104
Outcomes, p. 117
Guarantee, p. 127
Student Surveys, p. 130

13. Degree programs in operation,
with students enrolled in them

Criterion Two:
Enrollment, p. 83

Criterion Three:
Degrees and Programs, p. 104
Outcomes, p. 117
Program Outcomes, p. 127

Criterion Five:
Quality Learning, p. 214

14. Degree programs compatible
with the institution's mission and are
based on recognized fields of study at
the higher education level

Criterion Three:
Degrees and Programs, p. 104
Curriculum, p. 105
Outcomes, p. 117
Program Integrity, p. 119
Guarantee, p. 127
Curriculum Review, p. 127
Transcripts, p. 130

15. Degrees are appropriately
named, following practices common to
institutions of higher education in terms
of both the length and content of the
programs

Criterion Three:
Degrees and Programs, p. 104
Curriculum, p. 105
Transfer, p. 107
Program Integrity, p. 119
General Education in Transition, p. 126
Transcripts, p. 130

16. Undergraduate degree
programs include a coherent general
education requirement consistent with
the institution's mission and designed to
ensure breadth or knowledge and to
promote intellectual inquiry

Criterion One:
Inquiry in the Classroom, p. 59
Excellence in Students, p. 60

Criterion Three:
General Education Current
Catalog Statement, p. 110
Pertinent Course Work, p. 111
General Education in Transition, p. 126

17. Admission policies and
practices that are consistent with the
institution's mission and appropriate to
its educational programs

Criterion Three:
Enrollment, p. 137
Placement Instruments, p. 139
Academic Support, p. 143
English as a Second Language, p. 146

18. Provides its students access to those learning resources and support services requisite for its degree programs

Criterion One:
Excellence in Students, p. 60

Criterion Two:
Supportive Services, p. 84

Criterion Three:
Individual Instruction Center, p. 113

Criterion Five:
Promises Made, p. 211
Student Services, p. 213
Quality Learning, p. 214

19. An external financial audit by a certified public accountant or a public audit agency at least every two years

Criterion Two:
Audits, p. 92

Criterion Five:
Adherence to External Monitoring, p. 228

20. Financial documents demonstrate the appropriate allocation and use of resources to support its educational programs

Criterion Two:
Funds, p. 89
Revenue, p. 93

Criterion Four:
Budget Planning, p. 187
Ongoing Planning, p. 188
Planning Around Purposes, p. 191
Financial Resources, p. 191
Planning-driven Budget, p. 192

Criterion Five:
Adherence to External Monitoring, p. 228

21. Financial practices, records, and reports demonstrate fiscal viability

Criterion Two:
Funds, p. 89
Audits, p. 92
Revenue, p. 93

Criterion Four:
Financial, p. 179
Budget Planning, p. 187
Ongoing Planning, p. 188
Planning Around Purposes, p. 191
Financial Resources, p. 191
Planning-driven Budget, p. 192

22. Catalog or other official documents includes its mission statement along with accurate descriptions of:

- educational programs and degree requirements
- learning resources
- admissions policies and practices
- academic and nonacademic policies and procedures directly affecting students
- charges and refund policies
- academic credentials of its faculty and administrators

23. Accurately discloses its standing with accrediting bodies with which it is affiliated

24. Makes available upon request information that accurately describes its financial condition

Criterion One:
Published Goals, p. 58

Criterion Two:
Faculty Qualifications, p. 81

Criterion Three:
Degrees and Programs, p. 104
Curriculum, p. 105
Course Description and Syllabi, p. 107
Transfer, p. 107
Curriculum Review, p. 127
Transcripts, p. 130

Criterion Five:
Student Complaints, p. 203
Promises Made, p. 211
Student Services, p. 213
Quality Learning, p. 214
Employment-related Satisfaction, p. 216
Criteria for Integrity, p. 221
Relationships Regarding
Field Experience, p. 221

Criterion Five:
Transfer and Articulation, p. 217
Partnerships and Collaborations, p. 217
Workforce Development Forum, p. 218
Criteria for Integrity, p. 221
Relationships Regarding
Field Experience, p. 221

Criterion Four:
Ongoing Planning, p. 188
Financial Resources, p. 191

Criterion Five:
Adherence to External Monitoring, p. 228

Criterion One

**The institution has
clear and publicly stated
purposes consistent with its
mission and appropriate to an
institution of higher education.**

**NCA
1997**

Criterion One Outline

In determining appropriate patterns of evidence for this criterion, the commission considers evidence, such as:

- a. long- and short-range institutional and educational goals
 - Planning and Goals
 - History of Values
 - History of Mission and Purposes
 - Statement of Institutional and Educational Goals
- b. processes involving its constituencies, through which the institution evaluates its purposes
 - Internal Constituencies
 - External Constituencies
- c. decision-making processes that are appropriate to its stated mission and purposes
 - Decision-making Framework
- d. understanding of the stated purposes by institutional constituencies
 - Institutional Validation
 - Individual Commitment
- e. efforts to keep the public informed of its institutional and educational goals through documents such as the catalog and program brochures
 - Published Goals
- f. support for freedom of inquiry for faculty and students
 - Inquiry in the Classroom
 - Inquiry in the College
- g. institutional commitment to excellence in both the teaching provided by faculty and the learning expected of students
 - Excellence in Faculty
 - Excellence in Students



- Summary Statement
- Strengths
- Challenges

CRITERION ONE

The Institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

■ Planning and Goals

The setting of goals at Oakland Community College has involved collaboration through the administrative structures, the College Academic Senate, and specific planning sessions that involved representation of the entire College community. Environmental scanning has provided a data base for decision-making and writing strategic directions (see Criterion Four). Thus, although the planning process has not had one continuous structure of planning/ implementation/ evaluation, the processes by which goals have been written have consistently involved the entire community. Institutional and educational goals have been shaped around the Mission, Values, and Purposes of the institution.

... LONG- AND SHORT-RANGE
INSTITUTIONAL AND
EDUCATIONAL GOALS

■ History of Values (formerly Vision/Value Statement)

In May through August of 1991, all sites developed Values. A workshop to which all faculty, staff, and administration were invited was then held to bring all statements together. After the Vision/ Values Statements were developed, a group of 75 representative employees attended a two-day retreat to begin the 1992-94 strategic directions process. The draft of strategic directions was sent to all faculty and staff for comments. The document was finalized in November 1991. The Vision/Values subcommittee of the NCA Criterion Five committee has been charged with the responsibility of currently assessing the College's response to the Values of the College.

■ History of Mission and Purposes

The College began its latest review of the College Mission in May 1995. This review was precipitated by on-going discussions of Values and concerns arising out of environmental scanning. A group of staff was selected to work with a private sector strategic planning consultant to plan and facilitate small group discussions of over eighty individuals representing all employee groups, all locations, and the Board of Trustees (BOT) over a two-day period in July 1995. This representative group produced the first draft of the Mission as well as an outline for strategic directions.

In August of 1995, another two days was devoted by the group to review and expand upon the previous work. This resulted in a more definitive draft of the mission and strategic directions. In October, a smaller contingent of the original group met to finalize the mission statement and critique the latest draft of the strategic directions

against the requirements for the NCA accreditation. It was then agreed to turn the results over to the NCA Steering Committee to refine the mission further, to review and edit the purposes, and to develop a process for infusion of the mission and purposes throughout Oakland Community College, validating the document throughout the entire College community.

The validation process was focused during September 1996, utilizing "Welcome Back" meetings, Staff Development Day activities, Campus and College Senate meetings as well as other special meetings identified by a particular site. All College employees were given an opportunity to discuss the proposed mission and purposes. The Steering Committee organized the feedback from those meetings into a recommendation through the Chancellor to the Board of Trustees (BOT).

The Board of Trustees (BOT) formally adopted the following Mission and Purposes and reinforced the Vision/Values Statement on October 21, 1996. In addition, the statements were affirmed by the Business Roundtable Advisory Group to the Board of Trustees and to the Chancellor, a group of constituent leaders from business and industry, public entities, higher education transfer institutions, and county government in May 1997.

■ Statement of Institutional and Educational Goals

Thus, specific organizational/operational planning and strategic planning (see Criterion Four) are focused on Oakland Community College affirming its values and moving toward the realization of its Mission and Purposes. The whole process has provided opportunities for individuals and groups to participate in the shaping of the College as well as for individuals to evaluate personal and professional goals in light of those of the College.

MISSION

Oakland Community College is a student-centered institution which provides quality learning opportunities for individuals, communities, and organizations on an accessible, affordable basis

PURPOSES

Oakland Community College provides quality:

- Educational experiences enabling students to transfer to other institutions of higher education.
- Occupational and technical learning opportunities to improve students' employability.
- Community services, including cultural, social, and enrichment opportunities for lifelong learning.

- Opportunities in developmental education to prepare students for college-level studies.
- Workforce development training and learning opportunities to meet the needs of business and industry.
- General Education opportunities enabling students to learn independently and develop skills for personal and career success.

VALUES

Oakland Community College is a dynamic, accessible, learning-centered community dedicated to excellence. This community values:

- Shared responsibility, open communication, collaboration;
- Personal empowerment, integrity, ethical commitment;
- Diversity, global awareness, responsiveness to community needs.

After adoption of the combined Mission, Purposes, and Values of Oakland Community College, the NCA Steering Committee formed a committee to develop a strategy to celebrate employees who demonstrate them. In addition, the Chancellor charged the College Planning Council with the continual monitoring of the institutional effectiveness of the Mission and individual Purposes of the College.

■ Internal Constituencies

The organizational structure of the College as well as different phases of the planning process allows constituencies both to develop and evaluate purposes. Global monitoring of the College Purposes is the responsibility of the College Planning Council (CPC) (see Criterion Four). To assure further that the College fulfills its Purposes, Institutional Planning and Analysis conducts extensive studies to measure institutional effectiveness (Resource Room: OCC.19; Criteria Four and Five).

Different constituencies within the College assess and respond to these data. The College Councils utilize this information for planning (see Criterion Four). The College Academic Senate (CAS), which includes the entire College community, provides faculty, staff, administrators, and students a forum for the discussion of the College Purposes (see Criterion Two; Resource Room: OCC.24). Budgeting and the creation of master plans center on formalized involvement of the various College work groups in accomplishing their purposes.

The Student Outcomes Assessment process is designed to evaluate the efficacy of instruction in accomplishing College as well as

... PROCESSES INVOLVING ITS
CONSTITUENCIES, THROUGH
WHICH THE INSTITUTION
EVALUATES ITS PURPOSES

discipline and individual course purposes. This is reinforced through the Curriculum Review process (see Criterion Three). The focus on quality in each of the College's Purposes is assured through the formalized evaluation of faculty and staff specified in union contracts and Human Resources Department (HRD) procedures and practices (see Criteria Three and Five). Individual faculty as well as the Institutional Planning and Analysis gather quantitative and qualitative data on student success and attitudes and how they link to purposes (Resource Room: OCC.18; Criterion Three).

■ External Constituencies

The external communities that include the citizens of Oakland County, southeastern Michigan business and industry, other institutions of higher education, and former students all provide documentation of the College's ability to accomplish its purposes (Resource Room: 1.1; 1.2; 1.4). The mission of the Business and Community Alliance is to assist Oakland Community College in "developing education and training programs to meet the workforce needs of the region" (Resource Room: OCC.4).

This group also contributes to the evaluation of Oakland Community College's Purposes dealing with occupational/technical learning and workforce development. Community support of cultural enrichment programs is strong. Finally, the citizens of Oakland County validated Oakland Community College's accomplishment of its Purposes with the passage of additional millage (see Criterion Two).

■ Decision-making Framework

Decision-making processes at Oakland Community College involve "individuals, communities and organizations" as the College moves toward the accomplishment of its Purposes and maintains its focus on students.

First of all, the Oakland Community College Council structure sets forth Guiding Principles for each individual body that mandate attention to the College Mission, Purposes, and Values. Historically, the College has placed the needs of students at the forefront of all its activities including planning and assessment. This year, for example, the College Academic Senate (CAS) has established as a touchstone the following question: "Is this the Responsible Thing to Do... To Provide Quality Learning Opportunities for Individuals, Organizations, & Communities That are Student Centered, Accessible and Affordable?" (Resource Room: OCC.27).

Current budget development processes are being revised so that the organization of resources at Oakland Community College is driven by the College's Mission and Purposes as is set forth in the council planning model (see Criterion Four). Various advisory boards invite members of communities and organizations to participate in decision-making at Oakland Community College (see Criteria Three and Five). Thus, Oakland Community College's value of "shared

responsibility, open communication, collaboration” provides a strong framework to move the College toward its Mission and the accomplishment of its Purposes.

■ Institutional Validation

Because the entire organization was involved in the development, revision, and validation of the College Purposes, understanding of those purposes was built into the process. In winter of 1996, the components of the Purposes were pulled together by the NCA Steering Committee from various sources. That was followed by the presentation of these purposes to many different constituencies within the college.

Each employee was given at least two opportunities to attend an open forum designed to generate discussion (Resource Room: 1.5). Fall Staff Development and Welcome Back Days highlighted the Purposes, preparatory to their introduction and being voted upon at campus and College Academic Senate (CAS) meetings.

At the October meeting of the College Academic Senate (CAS) these Purposes were endorsed and then formally approved at the October 21 meeting of the Board of Trustees (BOT). Following the approval, each employee received a copy of the entire document including Mission, Values, and Purposes.

For the 1996-97 academic year, each College Academic Senate (CAS) meeting focused on one of the Purposes. Newsletters, memos from the leadership, and individual campus directives have contributed to this process.

■ Individual Commitment

In order to ensure opportunities for feedback, individuals were given an opportunity to discuss the Mission and Purposes at meetings of employee groups as well as of groups that cross employee, geographic, and functional boundaries. The goal was to initiate a process by which individual employees could begin to understand how an individual's work contributes to the Mission and Purposes of the College. A series of questions was devised to help individuals clarify both the content and the overall function of these statements:

WHY DO YOU NEED TO KNOW?

- ❖ All businesses are driven by a mission statement (GM, Detroit Edison)
- ❖ Vision/Values are the foundation of the college - what we believe

... UNDERSTANDING OF
THE STATED PURPOSES BY
INSTITUTIONAL CONSTITUENCIES

- ✧ Purposes are the cornerstones of why we exist
- ✧ Precepts which underwrite the development of Mission/Purposes
 - We all belong to the Mission
 - We all contribute to the quality of the organization
 - We all are participant members of a unique service organization, Oakland Community College
 - We are all learners
 - We are all educators

WHAT'S IN IT FOR YOU?

- ✧ Working together to enhance the student experience
- ✧ Focusing on systems/teams working together enhances the working environment
- ✧ Increasing enrollment/retention equals "job security"

QUESTIONS TO ASK YOURSELF

- ✧ How do you live the Mission (contribute to the Mission)?
- ✧ How are you student centered?
- ✧ What are you already doing that supports your living the Mission?
- ✧ How can you measure your contribution(s)?
- ✧ What is the responsible thing to do that enhances the student experiences?
- ✧ Does your personal philosophy "fit" with the Mission/Purposes?

This work continues under the leadership of the Mission Awareness Committee comprised of faculty, staff, and administrators, which will not only disseminate information but also recognize exemplary employees who personify the Mission and Purposes.

■ Published Goals

Oakland Community College's institutional and educational goals appear in the majority of all College publications which are widely distributed across the county. Examples include the College Catalog, Schedules of Classes, Continuing Education and special program fliers, and fine arts fliers as well as individual program brochures. Awareness of goals and services is discussed at length in Criterion Five.

A newly appointed Executive Director of Marketing is leading a concerted effort to assure that all the College's communications reflect its institutional and educational goals. Information flows freely to all constituents in Oakland County. In addition, to ensure the accuracy and completeness of college publications, the College Academic Senate (CAS) established the Catalog Facilitation Committee effective in the fall of 1997.

■ Inquiry in the Classroom

Freedom of inquiry is an integral part of the framework of intellectual activity at Oakland Community College. The pedagogical model used by many instructors promotes vigorous question and answer sessions, small group problem-solving, and collaborative presentations (see Criterion Three). Specific research projects encourage and facilitate objective inquiry incorporating the gathering of evidence, objective analysis of findings, and the arrival at logical conclusions. Research projects in many academic disciplines are part of specific course goals and outcomes (Resource Room: OCC.1 and specific course syllabi). The General Education Philosophy, expressed both by the policy in place and by the one which is being evolved, provides a context for such courses due to the importance both give to critical thinking (see Criterion Three).

■ Inquiry in the College

The offices of Resource Development and of Institutional Planning and Analysis provide support for both students and faculty in their pursuit of knowledge. The Resource Development office keeps faculty apprised of available research grant opportunities and assists them in the development of grant proposals. Institutional Planning and Analysis collaborates with faculty on research projects and gathers information for College planning at all levels (see Criterion Three).

This office also provides a model for faculty of the importance and function of quantitative analysis. The foundation for all of these initiatives, which incorporate the freedom of inquiry, is not only the Constitutional protection of the First Amendment, but also the strong statement on academic freedom and ethics in the Faculty Master Agreement (FMA) which alludes to and incorporates the "Statement on Ethics from the American Association of University Professors" (Resource Room: OCC.6).

■ Excellence in Faculty

Dedication to excellence in the teaching/learning process is the most important value held at Oakland Community College. As the formal Value statement says, "Oakland Community College is a dynamic, accessible, learning-centered community dedicated to excellence." Activities that demonstrate this value make up the fabric of the organization.

Individual commitment to excellence in teaching is demonstrated through faculty attention to careful textbook selection, development of thorough syllabi (see Appendix One-1; Resource Room: OCC.6), pedagogical innovation (see Criterion Three), classroom assessment strategies, (see Criterion Three) and willingness to maintain office hours, which students are encouraged to use for tutoring and mentoring. Students are not seen waiting for an appointment; they are welcomed into faculty offices for additional help.

... SUPPORT FOR FREEDOM OF
INQUIRY FOR FACULTY AND
STUDENTS

... INDIVIDUAL COMMITMENT
TO EXCELLENCE IN BOTH THE
TEACHING PROVIDED BY
FACULTY AND THE LEARNING
EXPECTED OF STUDENTS

This dedication to excellence in teaching is also manifested in a commitment to maintaining currency in their academic discipline by faculty members attending conferences, making presentations, conducting discipline training, and participating in research projects (see Criterion Three) and in college-wide academic training sessions on such topics as Critical Thinking, Writing Across the Curriculum, and Student Outcomes Assessment (see Criterion Three).

Additional opportunities for faculty enrichment are found in Great Teachers Seminars and the Galileo Project (see Criterion Three). Institutional encouragement of excellence in teaching occurs through on-going evaluation processes (Criterion Three; Resource Room: OCC.6) and annual awards to outstanding faculty and distinguished emeriti celebrated in a College-wide event dedicated to excellence. As stated in Criterion Two, financial resources of Oakland Community College have been examined and found to be managed in a manner that maximizes the College's capability of meeting the tenets of the Value statement (see Criterion Two).

■ Excellence in Students

Excellence in student learning is expected in the classroom and encouraged through out-of-class support services, organizations, and activities. Course goals and syllabi set definite and high standards for student performance. Assessment of student attainment of these goals is measured through traditional evaluation as well as continual monitoring and assessment of student outcomes. Additionally, General Education Requirements both of curricular offerings and cognitive experiences provide institutional goals for students. Institutional measurement of student excellence is enacted through instruments administered by Institutional Planning and Analysis (Resource Room: OCC.19; 3.23-3.27).

Students are supported in their quest for excellence through institutional holds on records that ensure enrollment in appropriate course level. Additionally, support services are readily available throughout their stay at Oakland Community College including tutoring, counseling, and career advisement. Recognition of student excellence occurs through nomination to Phi Theta Kappa and through the bestowing of Outstanding Student Awards each spring by individual disciplines at campus honors assemblies.

■ Summary Statement

The Self-Study process has provided evidence that Oakland Community College demonstrates strength in having clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education in fulfillment of Criterion One. Its planning initiatives, decision-making processes, methods of communication both inside and outside the institution, and commitment to academic inquiry and teaching excellence all validate its status as an institution of higher education.

■ Strengths

1. The Mission, Purposes, and Values provide a clear and concise direction for the institution.
2. The Mission, Purposes, and Values are widely disseminated and clearly understood by Oakland Community College's employees and constituents.
3. The setting of goals at Oakland Community College is a collaborative effort of the entire College community.
4. The focus on quality in College Purposes is assured with a formalized process.
5. Decision-making is framed with principles that encompass the Mission, Purposes and Values of Oakland Community College as well as the five criterion of NCA.

■ Challenges

1. Measurements should be established for key points in the Values of the College.
2. The evaluation of Purposes by external constituencies need to be better communicated to the College community and more formally incorporated into the decision-making structure.
3. Oakland Community College needs to publicize more aggressively its institutional and educational goals to its external constituency.

Criterion Two

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

**NCA
1997**

Criterion Two Outline

In determining appropriate patterns of evidence for this criterion, the commission considers evidence such as:

- a. governance by a board consisting of informed people who understand their responsibilities, function in accordance with stated board policies, and have the resolve necessary to preserve the institution's integrity.
 - State Governance
 - Board Composition
 - Board Functions
 - Board Policies
 - Board Relationships with Outside Agencies
- b. effective administration through well defined and understood organizational structures, policies, and procedures.
 - Administrative and Council Structure
 - Chancellor's Council
 - College Administrative Service Council
 - College Planning Council
 - College Academic and Student Services Council
 - Presidents' Cabinet
- c. qualified and experienced administrative personnel who oversee institutional activities and exercise appropriate responsibility for them.
 - Human Resources
 - Organizational Structure
 - Patterns of Employment
- d. systems of governance that provide dependable information to the institution's constituencies and, as appropriate, involve them in the decision-making processes.
 - Shared Governance
 - College Academic Senate
 - Union Participation
 - Discipline Interaction
 - Communications
- e. faculty with educational credentials that testify to the appropriate preparation for the courses they teach.
 - Faculty Qualifications

Criterion Two

Outline

- f. a sufficient number of students enrolled to meet the institution's stated educational purposes.
 - Enrollment
- g. provision of services that afford all admitted students the opportunity to succeed.
 - Supportive Services
- h. a physical plant that supports effective teaching and learning.
 - Financial Resources
 - Facilities
 - Learning Resource
- i. conscientious efforts to provide students with a safe and healthy environment.
 - Safety and Health
 - Accessibility
- j. academic resources and equipment (e.g., libraries, electronic services and products, learning resource centers, laboratories and studios, computers) adequate to support the institution's purposes.
 - Learning Sites and Equipment
- k. a pattern of financial expenditures that shows the commitment to provide both the environment and the human resources necessary for effective teaching and learning.
 - Funds
 - Audits
- l. management of financial resources to maximize the institution's capability to meet its purposes.
 - Revenue



- Summary Statement
- Strengths
- Challenges
- Initiatives

CRITERION TWO

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purpose.

■ State Governance

The Michigan Supreme Court states that a public body has only those powers granted to it by the Michigan Constitution and Statutes. The basic Michigan Community College Statute was Act 188 of the Public Acts of 1955 (Resource Room: 2.1). Article VIII, Section 7, of the Michigan Constitution of 1963, provides for the establishment of public community colleges. On June 8, 1964, the voters approved the establishment of Oakland Community College and selected the Board of Trustees (BOT).

The Michigan Community College Act No. 331 (MCCA) of the Public Acts of 1966, is the Michigan statute which governs community colleges. Section 54(l) of the Community College Act (CCA) provides that the community college district shall be directed and governed by a Board of Trustees. The Community College Act (CCA) vests in the Board of Trustees (BOT) both general and specific powers. Pursuant to Section 125 of the Community College Act, the Board of Trustees (BOT) has the authority to adopt bylaws, rules and regulations for its own government. In addition, a Board of Trustees (BOT) has the authority to do all other things in its judgment necessary for the proper establishment, maintenance, management and administration of the community college.

The Board of Trustees (BOT) of Oakland Community College has established policies pursuant to the Michigan Constitution, the Community College Act of 1966 and related statutes, and the pertinent rules and regulations of the State Department of Public Instruction.

■ Board Composition

Article VIII, Section 7, of the Michigan Constitution of 1963, which provides for the establishment of public community colleges states that they shall be supervised and controlled by locally elected boards (Resource Room: 2.2). The Michigan Community College Act No. 331 of the Public Acts of 1966 provides that the community college district shall be directed and governed by a board of trustees, consisting of seven members, elected at large in the community college area on a nonpartisan basis (Resource Room: 2.3). Any qualified elector residing within the community college district is eligible to be chosen as a board member. Trustees are elected to six-year terms on a non-partisan, at-large basis by voters residing within the College district. Participation on the Oakland Community College Board of Trustees (BOT) is strictly voluntary.

...GOVERNANCE BY A BOARD
CONSISTING OF INFORMED
PEOPLE WHO UNDERSTAND
THEIR RESPONSIBILITIES,
FUNCTION IN ACCORDANCE
WITH STATED BOARD POLICIES,
AND HAVE THE RESOLVE
NECESSARY TO PRESERVE THE
INSTITUTION'S INTEGRITY.

To ensure continuity of service, Trustee terms are staggered so that, barring resignation by or death of Board members, no more than three positions are filled every two years in the annual June school elections. The officers of the Board consist of a Chairperson, Vice Chairperson, Secretary, and Treasurer (who need not be a board member). The length of term for Board officers is two years.

The backgrounds of the present Board members reflect the constituencies which have elected them. The longest tenured member of the Board, as of this writing, is an educator. The second longest tenured member is the current Chair, a director of Public Relations and former student and adjunct faculty member at Oakland Community College. In descending order of seniority of service are a director of Ambulatory services, a small business owner, a code enforcement officer, a director of nursing services, and a vice president of a major local publication (Resource Room: 2.4).

In 1993, Oakland Community College's Board of Trustees (BOT) approved a proposal for meaningful student representation and participation in Board meetings. The student representative to the Board of Trustees (BOT), however, is not elected by the community college district and has no voting privileges.

■ Board Functions

As stated, the Board of Trustees (BOT) has the authority to promulgate rules for the proper establishment, maintenance, management, and administration of the community college. In addition, the Board must adopt bylaws, rules, and regulations for its own government. As part of the role and responsibility of the Board of Trustees (BOT) to meet the needs of the people it serves, the Board sets policies that guide Oakland Community College and establishes long-range goals for Oakland Community College's growth and development; to ensure adequate finances and responsible spending; and to support the Administration.

■ Board Policies

Among the most significant Board policies, one finds:

- ◇ **Policy 1.7.1 Governance** — It shall be the responsibility of the Board of Trustees (BOT) to determine and adopt general policies for the governance of the College which shall be consistent with provisions of law but need not incorporate same; it shall also function as a legislative body charged with the overseeing and controlling of the College; it shall consider and take appropriate action on all matters of policy relating to the welfare of the College; and judiciously exercise the powers delegated to this body by the Michigan Constitution and Community College Act No. 331 of 1966 and related statutes as amended.

- ✧ **Policy 1.7.2 Formulation of Board Policies and Procedures** — The Board of Trustees (BOT), as provided by statute, shall adopt policies for the governance of the College. Formulation of new policies, or amendment to existing policies, for the overall operation of the College, may be suggested or recommended to the Board. Procedures, when developed by the Administration in order to implement policies, will be presented to the Board for information.
- ✧ **Policy 1.7.5 Enforcement of Policies** — The policies which have been adopted by the Board of Trustees (BOT) shall be deemed incorporated in each contract of employment executed on behalf of the College and as part of the terms and conditions of employment. Violation of any of the aforesaid policies may be cause for disciplinary action including, but not limited to, termination of employment and of contracts of employment.

Other specific policies on governance formulation of Board policies and procedures and their enforcement are detailed in the Policy and Procedures Manual (Resource Room: OCC.3).

In addition, Board members are expected to participate in educational activities which enhance their ability to govern effectively as community college trustees and to articulate to the community the many College services.

■ **Board Relationships with Outside Agencies**

- ✧ Oakland Community College is a member of the Michigan Community Association (MCCA). The Michigan Community College Association (MCAA) Bylaws, Article VII, Sec. 1 and 2, require each member college to certify to the Secretary of the Association each year its representatives to the Michigan Community College Association (MCAA) Board of Directors (Resource Room: 2.5). The representatives must be the chief administrative officer of the college and one member of the college's governing board. Each college board is also required to designate an alternate governing board member (Resource Room: 2.6).
- ✧ The Association for Community College Trustees (ACCT) is the equivalent of a professional association for the Board, but membership is voluntary in nature. Trustees organized American Community College Trustees (ACCT) to support their roles. Oakland Community College is a member institution (Resource Room: 2.7).

- ◆ The South East Michigan Council of Governments (SEMCOG) is a regional planning partnership, accountable to member local governments in southeast Michigan. The South East Michigan Council of Governments (SEMCOG) partnership strengthens efficient and effective local government, by supporting local planning through its access to technical data and intergovernmental resources.

Members of South East Michigan Council of Governments (SEMCOG) include counties, cities, villages, townships, community colleges, intermediate school districts and public universities. Each member government and education unit appoints a Delegate and Alternate Delegate. Delegates must be elected officials; Alternates may be anyone the governing body chooses to represent the member government. Members join the South East Michigan Council of Governments (SEMCOG) by vote of their governing bodies, signing the Intergovernmental Agreement Form, appointing Delegates and Alternates, and paying their dues.

Benefits of membership in South East Michigan Council of Governments (SEMCOG) include:

- better functioning and cooperation among local governments
- greater access to and input on state and federal government agencies and actions
- better local decision-making through its data and information services
- South East Michigan Council of Governments' (SEMCOG) support of Southeast Michigan's economic vitality and quality of life

The Board of Trustees (BOT) has representation on other local governing bodies — chambers, boards, roundtables. The Board is also involved in forums. For example, the College organized the Business and Community Alliance and conducts regular meetings with business and community leaders to identify their needs and Oakland Community College's response to those needs.

■ Administrative and Council Structure

All administrative functions of the College have been restructured around the concept of Councils whose overlapping memberships focus on particular principles and purposes to arrive at consensus decisions. The Council Structure is outlined in the "Oakland Community College Council Structure" brochure 1996/1997" (see Appendix Two-1). Beginning with the Councils, below may be found the elements of the College that illustrate the concept of "Shared Governance" as practiced at Oakland Community College:

...EFFECTIVE ADMINISTRATION THROUGH WELL DEFINED AND UNDERSTOOD ORGANIZATIONAL STRUCTURES, POLICIES, AND PROCEDURES.

■ Chancellor's Council

The function of the Chancellor's Council (CC) is to:

- ❖ Support the Board of Trustees (BOT) in the development and revision of policy and the development of the goals the Board wishes the College to meet.
- ❖ Provide oversight of all College activities and compliance with internal policies and practices and with those of external agencies.
- ❖ Serve as final point of decision for issues to be resolved on the management of the College.

The guiding principle of the Chancellor's Council (CC) in its decisions is to live up to the College's Mission, Purposes, and Values, together with NCA's Criteria Four and Five.

The Chancellor's Council (CC) reports to the Chancellor.

Its membership consists of the Chancellor, Chair; the Campus Presidents; the Vice Chancellors of Human Resources and Communications, of Administrative Services, and of Academic and Student Affairs; the College Academic Senate Chair, and, currently, the NCA Coordinator. Ex-officio members are the Executive Director of Marketing, the Executive Director of the Pontiac Center, the Executive Director of Information and Telecommunications Systems (ITS), and the Executive Director of Workforce Development.

The Chancellor's Council (CC) meets every other week on Tuesdays from 8:30 to 11:30 a.m.

■ College Administrative Service Council

The function of the College Administrative Service Council (CASC) is to:

- ❖ Develop policy recommendations and practices which ensure fiscal integrity and maintenance of a healthy and safe working and learning environment.
- ❖ Establish College-wide standards for staffing levels, short- and long-term maintenance of buildings and equipment, general funding levels, staff development, purchasing, and contract standards.

The guiding principle of the College Administrative Service Council (CASC) is to carry out the College's Mission, Purposes, Values, together with NCA's Criteria Two, Four, and Five, in addition to any general agency (municipal, state, or federal) and/or legal standards appropriate to health, safety, and fiscal issues.

The College Administrative Service Council (CASC) reports and forwards its recommendations to the Chancellor's Council (CC).

The College Administrative Service Council (CASC) membership consists of the Vice Chancellor of Human Resources and Communications and the Vice Chancellor for Administrative Services, who alternate as Chairs, as well as the Director of Campus Services from each campus, the Controller, the Director of Purchasing and Auxiliary Services, the Director of Budget and Financial Planning, the Manager of Environmental Health and Safety, the Director of Public Safety, an Academic Dean, and representatives of the Employee Information Group (EIG); an ex-officio member is the Executive Director of Information and Telecommunications Systems (ITS).

The College Administrative Service Council (CASC) meets prior to the College Academic Senate Council on a monthly basis or as determined by the College Administrative Service Council (CASC) membership.

■ College Planning Council

The function of the College Planning Council (CPC) is to:

- ◇ Develop the strategic plan for the College.
- ◇ Ensure that the planning process is open and begins with staff and faculty input.
- ◇ Coordinate the College planning processes.
- ◇ Provide standards for such planning.
- ◇ Review campus plans for consistency with the College plan.
- ◇ Ensure that all planning follows the College's Mission, Purposes, Values, together with North Central Association Criteria Four and Five.
- ◇ Support the Chancellor and Board of Trustees (BOT) in determination of College policies and the ends toward which the planning of the College will be directed.

The College Planning Council (CPC), in its process of development and review of plans, will recommend to the Chancellor's Council a set of institutional outcomes which will form the framework for assessment of the planning process. Such outcomes will be reviewed by the College Academic Senate (CAS) and other College Councils academic and administrative before referral to the Chancellor's Council (CC) for approval. The College Planning Council (CPC) provides quarterly updates on these measures to the Chancellor and the Board of Trustees (BOT).

The guiding principle of the College Planning Council (CPC) is to carry out the College's Mission, Purposes, and Values, together with NCA's Criteria Four and Five. The College Planning Council (CPC) reports to the Chancellor's Council (CC).

Its membership consists of the Chancellor, or designee, Chair; the Campus Presidents, the Vice Chancellor for Administrative Services, the Executive Director of Information and Telecommunications Systems (ITS), the Director of Institutional Planning and Analysis, the Executive Director of Marketing, the Executive Director of Workforce Development, and the College Academic Senate (CAS) Chair. Currently the membership is augmented by representation from the NCA Steering Committee. Reporting to the College Planning Council (CPC) will be the College Budget Council and the Technology Planning Committee.

The College Planning Council (CPC) meets on Friday mornings on a monthly basis from 11:00 a.m. to 1:30 p.m.

■ College Academic and Student Services Council

The function of the College Academic and Student Services Council (CASSC) is to provide College-level direction to:

- ✧ The review and assessment of learning, of academic courses, of programs and degrees, of credit and non-credit offerings, of academic professional development as well as of services provided to students and the community.
- ✧ The establishment of benchmarks or standards for levels of service to ensure consistency throughout the College district.
- ✧ The regular distribution of the results of various academic assessments to the College Planning Council (CPC) for inclusion in its institutional outcomes.
- ✧ Policy recommendations initiated by or forwarded to the College Academic Senate (CAS).

The College Academic and Student Services Council (CASSC) guiding principle is to carry out the College's Mission, Purposes and Values, together with NCA's Criteria One through Five, particularly Criterion Three. The College Academic and Student Services Council (CASSC) reports to the College Academic Senate (CAS) and the Chancellor's Council (CC).

College Academic and Student Services Council (CASSC) membership consists of the Vice Chancellor of Academic and Student Affairs, Chair; the Director of Enrollment Services/Registrar, a dean from each campus site, and the Chairs of the following

College Senate standing committees: Curriculum/Instruction, Curriculum Review, Student Academic Success Plan (currently inactive), and Student Outcomes Assessment. The Executive Director of Information and Telecommunications Systems (ITS) or a designee, the Executive Director of Marketing, and the Chancellor serve ex-officio.

The College Academic and Student Services Council (CASSC) meets on a regular basis on alternating Tuesday afternoons from 3:00-5:00 p.m.

■ Presidents' Cabinet

The function of the Presidents' Cabinet (PC) is to provide, at an operations level, final decisions regarding:

- ◆ Consistency of campus services.
- ◆ Contractually related issues.
- ◆ Resolution of student or public issues.
- ◆ Requests from within or outside the institution relating to services, facilities, projects, contract training, or programs which have impact on or are directly related to the operational aspects of all campuses.

The Presidents' Cabinet's (PC) guiding principle is to carry out the College's Mission, Purposes, and Values, as well as NCA's Criteria Two, Four, and Five.

The Presidents' Cabinet (PC) reports to the Chancellor. The Presidents' Cabinet (PC) consists of the four Campus Presidents. Ex-Officio on an as-needed basis members may include: the Chancellor, the Vice Chancellor of Human Resources and Communications, the Vice Chancellor of Academic and Student Affairs, the Vice Chancellor for Administrative Services, the Executive Director of Workforce Development. The Presidents' Cabinet (PC) is chaired by a President appointed for a one-year term by the Chancellor.

The Presidents' Cabinet (PC) meets monthly, or as determined by its membership.

■ Human Resources

As it moves towards the Mission of providing "quality learning," of the many assets available to Oakland Community College, possibly the most valuable are the professional, dedicated employees. Many have been with the College since its founding. Turnover is extremely low, with the greatest turnover in recent years coming from retirement of long-term employees.

...QUALIFIED AND EXPERIENCED ADMINISTRATIVE PERSONNEL WHO OVERSEE INSTITUTIONAL ACTIVITIES AND EXERCISE APPROPRIATE RESPONSIBILITY FOR THEM.

Almost all employee groups have union representation. In general, relations between the College and the union bargaining units which represent the various employee groups are good, except for several recent contract negotiations which have been unnecessarily protracted. Copies of all union contracts are available in the Resource Room.

There is one exception to the generally good union relations, namely the management and administrative staff group, including the deans, which overwhelmingly voted to be represented by Teamsters Local 214 in 1996. These employees are very dedicated to the College but have begun to become disaffected by initial contract negotiations which are approaching two years' duration with little progress. The challenge faced by the College in this area is to address the underlying issues which led to a vote for representation, to initiate a joint effort in negotiating a contract acceptable for approval with the Oakland Community College Board of Trustees (BOT), and to retain the good attitude and valuable services provided by this employee group .

The Human Resources Department (HRD) has established numerous standard policies for conducting its business within the College. In addition, all of the union contracts contain defined standards and letters of agreement with the College. Some of these standards have been formalized into procedures while others are informal procedures carried in the head of the human resources employee responsible for a particular area. There is no procedures manual where all of the standards are reduced to procedures, and all of the procedures are defined and published.

At the present time it is fairly easy to track down the human resources employee responsible for a specific area and receive whatever assistance is needed. However, as personnel changes occur with the retirement of long-term employees, it is easy to foresee great confusion both within the department and with any College employee attempting to conduct business requiring the assistance or approval of the Human Resources Department (HRD).

■ **Organizational Structure**

On the whole, Oakland Community College's organizational structure reflects the College's Value of "shared responsibility, open communication, collaboration." The executive organizational chart is attached as Appendix Two-2; the full structure organizational chart delineating functions and roles within the entire College is maintained by the Human Resources Department (Resource Room: 2.8).

- ❖ The Board of Trustees (BOT) is empowered to oversee the College operations, including approving all permanent appointments to the College.

- ❖ As Chief Executive, the Chancellor, together with the leadership team of Vice Chancellors, Directors and Campus Presidents comprising the executive group, is responsible for the day-to-day management of the College and its employees. Chancellor Richard T. Thompson was designated to lead Oakland Community College on March 19, 1996. The sixth Chief Executive Officer, his appointment marks the first time in its thirty-three years that the College is being led by a long-time Oakland Community College employee. Chancellor Thompson in his long tenure at Oakland Community College has served as a teacher, counselor, Dean, Campus President, and Vice Chancellor.

All College executives hold degrees appropriate to their offices and bring significant experience to their positions. With one exception, each College employee at this level holds at least a master's degree in a relevant field while many hold doctorates (Resource Room: 2.9).

- ❖ The administrative staff, which includes the academic deans, provides management and direction of the College's assets and programs under the guidance of the Board of Trustees (BOT); develops and markets programs to target groups; and administers the daily functions and operations of the College in registration, records, placement, purchasing and employment. These unionized employees are represented by Teamsters Local 214 — State, County and Municipal Workers Affiliated with the International Brotherhood of Teamsters; this group is presently working without a contract.
- ❖ Faculty at Oakland Community College carry out the primary teaching/learning functions of the College. The faculty members are unionized in a local chapter, Oakland Community College Faculty Association (OCCFA), of the Michigan Education Association (MEA) and the National Education Association (NEA). This group is working under the Faculty Master Agreement (FMA) that has a three-year term, expiring on August 31, 1999 (Resource Room: OCC.6).
- ❖ The management staff provides professional and technical services in support of College administrative personnel. Typical duties include systems review and analysis, facilities planning, architectural services, and administrative services. Unionized employees are represented by Teamsters Local 214 State, County and Municipal Workers Affiliated with the International Brotherhood of Teamsters. This group is also working without a contract at the present time.
- ❖ The classified staff provides clerical and technical services in support of College operations and of other employee groups. Typical duties include secretarial and word processing services,

instructional assistance, computer programming, laboratory and paraprofessional services, and graphic arts services. They are represented by Local 2042/Michigan Council No. 25 American Federation of State, County, and Municipal Employees AFL-CIO (Resource Room: OCC.9).

- ◇ The operating engineers provide supervision and assistance in the scheduling of new and/or replacement mechanical systems; supervise the maintenance employees and assign work appropriate to the unit; supervise the Maintenance Apprentice Training program; and recommend equipment and installation schedules. They are represented by the International Union of Operating Engineers AFL-CIO Local No. 547 (Resource Room: OCC.10).
- ◇ The maintenance staff provides custodial services for College facilities: cleaning buildings, landscaping and maintaining grounds, removing snow, repairing and replacing equipment, as well as maintaining and operating heating and ventilation units. Local 1999 Michigan Council No. 25 Federation of State, County, and Municipal Employees AFL-CIO is their union (Resource Room: OCC.11).
- ◇ Public safety officers provide safety and security services for students and employees. Typical duties include investigation, patrol, emergency response, and campus vehicle security. These officers are deputized by the Oakland County Sheriff's Department. Additionally, the College employs two community service officers who are not deputized. All are represented by Michigan Fraternal Order of Police Labor Council (Resource Room: OCC.12).

The Resource Room contains the Search Process Handbooks for Public Safety (Resource Room: 2.10), Operating Engineers (Resource Room: 2.11), Faculty (Resource Room: 2.12), Classified Staff (Resource Room: 2.13), Administrative/Management Staff (Resource Room: 2.14), Executive Officers (Resource Room: 2.9), Adjunct Faculty (Resource Room: 2.15), and Temporary Enterprise Employees (Resource Room: 2.16). Each group has its separate process and handbook.

■ Patterns of Employment

A large number of the College's employees were hired in the late sixties and early seventies. One of the College's greatest strengths is its large number of highly experienced, highly motivated personnel. One of the greatest challenges in the near future will be the way the College handles the retirement of a large number of these experienced personnel, underlying again the need for a strong and clear College and Academic Master Plan.

The following table shows the current number and distribution of full-time employees by employee group, for the years 1989 to 1997; the table includes the Fiscal Year Equated Student (FYES) value for each year.

**Table Two-1
Number of Employees, By Group**

Year	Admin.	Faculty	Mgmt.	Class.	Maint.	Op Eng.	P. Safety	TOTAL	FYES
89	40	270	74	226	107	10	16	743	15,965
90	44	279	79	231	107	11	14	765	16,400
91	47	289	83	231	107	11	17	785	17,164
92	47	277	95	229	108	11	19	786	17,055
93	46	277	92	228	100	11	19	773	16,178
94	48	288	114	228	99	11	17	805	15,213
95	42	278	102	221	90	7	14	754	14,550
96	40	276	111	232	92	10	16	777	14,013
97	41	296	112	236	102	10	16	813	13,387

(see Appendix Two-7)

From a human resources perspective, adding full-time personnel, even in the face of declining Fiscal Year Equated Student (FYES), is in general a positive development, leading to a increased level of support that the College is able to offer to the students and the community.

In many ways the College has a unique opportunity because a large number of employees who will be retiring are high on their respective pay scales and newer hires will, as a matter of College policy, be brought in much lower on the scale. The College is at a significant advantage in hiring because its pay scales and benefits are better than most similar institutions who would compete for the same personnel. However, significant planning and focused recruiting will be required to make sure that the best possible new employees are identified and hired. Each new hire cannot be treated as an isolated occurrence without personnel planning and recruiting.

The following table shows the recent history of retirements from 1989 to 1997. There have been two recent early retirement incentives offered by the College. One plan was offered in 1986 and predates this report, although the terms of that retirement program can be found in the Faculty Master Agreement (FMA) Appendix I (Resource Room: OCC.8.). Another retirement plan was offered in 1995, with reduced incentives for 1996 through 1998. The 1995 plan offered participants 55 percent of their base pay, plus up to an additional 20 percent for years of service, plus a possible \$2,000.00 early option

bonus — a possible total of 75 percent of their 1995 base pay. The lesser plan offered from 1996 to 1998 provides a severance package of 10 percent of base pay. Full details of these early retirement plans are listed in Appendix J of the Faculty Master Agreement (Resource Room: OCC.8). The table below shows the number of people who chose to retire from the administrative, faculty and management staff employee groups in the years 1989 to 1997. The table also shows the number of individuals 60 years or older in each group.

Table Two-2

Year	Faculty Retired	Faculty 60+	Admin Retire	Admin 60+	Mgmt Retire	Mgmt 60+	Total Retire	Total 60+
1989	7	118	3	15		20	10	153
1990	10	107	1	13		21	11	141
1991	15	96	2	16		21	17	133
1992	19	77	4	10	5	17	28	104
1993	18	62	1	11	3	13	22	86
1994	2	58	4	10	1	13	7	81
1995	22	42	3	6	9	9	34	57
1996	2	39	1	6	1	7	4	47
1997		99		12	1	15	1	126

Note the large number of retirees in 1995 when the early retirement program was being offered. Also note the large number of faculty 60 years and over in 1997. For a more complete view of the ages of all full-time Oakland Community College employees at the current time, see Resource Room: 2.23.

■ Shared Governance

A key component of the philosophy of the operation of the College is the “shared responsibility, open communication, collaboration” component of Oakland Community College’s Values. This goal is accomplished through the Council structure, the College Academic Senate (CAS), the employee unions, and the disciplines. Indeed, the process of governance at the College, originating from a vote of the taxpayers over thirty years ago, continues through the elected Board of Trustees (BOT), the appointed College Administration, faculty, and staff.

■ College Academic Senate

The College Academic Senate (CAS), which operates on the college and campus level, is the primary governing body for faculty and staff participation in academic policy; as such it is responsible for initiatives which may come from any part of the academic community, but which frequently arise out of campus or student concerns, curriculum

... SYSTEMS OF GOVERNANCE THAT PROVIDE DEPENDABLE INFORMATION TO THE INSTITUTIONS’S CONSTITUENCIES AND, AS APPROPRIATE, INVOLVE THEM IN THE DECISION-MAKING PROCESSES

revisions, or sub-committee recommendations. Thus, clear lines of communication exist beginning at the campus level and ending with the Board of Trustees (BOT).

The College Academic Senate represents all staff and students (Resource Room: OCC.30). Councils are elected by their respective constituencies. Each campus elects fourteen voting members: eight faculty, two administrators, two staff, and two students; the District Office Council, the last to be added to create enhanced communication between the central administration and campus sites, is comprised of five representatives from the District Office, the Guest House, the Auburn Centre, and the Pontiac Center. The Councils each elect their own leadership team — Chair, Vice Chair, and Secretary — and meet the second Thursday of each month during the academic year.

The College Council, comprised of the totality of the above Councils, elects its own leadership and meets every fourth Thursday in rotation either at the District Office or one of the campus sites. Campus Councils have individual committee structures reflecting the Mission and Values of each respective site.

At the College level, the following standing committees generally meet monthly to conduct business relating to their charges: Curriculum/Instruction, Curriculum Review, Student Outcomes Assessment, Diversity, and Technology. Each committee has a precise definition of its responsibility (see Appendix Two-3). In addition, ad hoc committees are formed throughout the year to deal with specific issues to bring recommendations back to the Council, e.g., International, Curriculum Innovation, New Programs, American with Disabilities Act, General Education Committees. Annual reports or final reports are submitted by each committee chair and incorporated into the College Academic Senate (CAS) Chair's report (Resource Room: OCC.25). Minutes of meetings, too, are on file for each Senate body (Resource Room: OCC.24). These committees staffed primarily by faculty and academic administrators, but also including other members of the College community when appropriate, work collaboratively to produce substantive policy recommendations to the Chancellor.

To increase the level of coordination and dialogue on issues generated among the various bodies, the Senate Leadership, comprised of Council officers, past College Senate chair, standing committee chairs, and the Vice Chancellor for Academic and Student Affairs, also meets monthly. Additionally, members of the leadership team serve on College Councils to provide a faculty perspective (see Appendix Two-1).

Thus, faithful to its mission, the College Academic Senate, as the "principal academic policy-making body of the College, facilitates open communication for the entire academic community, develops a

dynamic curriculum responsive to student and community need, supports academic freedom and fosters personal empowerment and professional integrity” (Resource Room: OCC.30).

■ Union Participation

Shared governance through the union structure is achieved by the establishment of two entities, the Employee Information Group and the Faculty Relations Committee, which through discussion and sharing of ideas, stave off potential trouble spots in employee relations.

- ✧ The Employee Information Group (EIG), established in 1995, is composed of the Vice Chancellor of Human Resources and Communications, Chair; the Director of Employee Relations, the Director of Personnel Services, and the five union presidents representing the other employees of the College. Its functions are to provide timely and relevant information to the union membership and to provide a forum for discussion of common issues.

The Employee Information Group (EIG) meets monthly on the third Thursday; the agenda with items primarily brought forward by the union leadership is loosely structured, allowing all members to discuss concerns of their representative groups. The Employee Information Group (EIG) encourages open dialogue and sharing of ideas and always welcomes visitors. As a result, the Employee Information Group (EIG) has been helpful and instrumental in such activities as establishing the Oakland Community College Retirees Association, sponsoring millage discussions, creating a climate of understanding, and clarifying the respective roles that unions play in meeting the needs of Oakland Community College students.

- ✧ The Faculty Relations Committee is established under the Faculty Master Agreement to provide a setting in which representatives of the Oakland Community College Faculty Association (OCCFA) can meet with the Chancellor or the Chancellor’s designee on an informal basis for a discussion of College concerns. No records of the meetings are kept, and no formal action is taken. Any member of the Oakland Community College Faculty Association (OCCFA) Council, the governing body of the faculty association, may attend. The Chancellors, historically, themselves have attended regularly, often accompanied by College administrators with responsibilities relevant to issues under discussion. The Committee ordinarily meets once a month at the District Office of the College. The Committee has proven over time to be valuable in developing positive relationships among its attendees and in identifying problems and heading off potential problems within the College.

■ Discipline Interaction

One important section of the Faculty Master Agreement (FMA) mandates biannual meetings of all faculty. These luncheon gatherings, with a keynote speaker and discipline meetings which follow, allow for discussion of issues relating to teaching/learning and new initiatives in policy and curriculum. These large gatherings enable coordination of academic activities and improve communication among faculty separated by the multi-campus structure.

The meetings by discipline after the luncheon are organized by the faculty. Faculty chairs bring agenda items generated by the College Academic Senate (CAS), the Oakland Community College Faculty Association (OCCFA), and, more commonly, by the faculty members themselves. Discussions frequently center on curricular matters: textbook selection, course prerequisites, new courses, pedagogy, and College policy.

■ Communications

Information flows smoothly throughout Oakland Community College as communications from the Board of Trustees (BOT), the Chancellor, the campus Presidents, and other College groups provide information to the members of the community. Forms of electronic communication, voice-mail and E-mail, as well as newsletters now are creating a functioning information network:

- ❖ The *Board Digest* provides a brief summary of the Board of Trustees' monthly meetings and is distributed regularly to all College employees (Resource Room: OCC.5).
- ❖ The primary purpose of the College's newsletter, *OCCurrences*, is to foster a sense of community within a multi-site institution. As such it provides interesting information about vocational and avocational activities of College employees, but it also disseminates information regarding topics that affect the personal and professional lives of the people that work at Oakland Community College (Resource Room: OCC.20).
- ❖ Chancellor Thompson writes a memo regularly entitled "What's Happening" delineating new goals as well as updating the community on various initiatives. As needed, the Chancellor also sends out memoranda on specific matters of immediate concern (Resource Room: OCC.21).
- ❖ The College Academic Senate (CAS) Digest provides a brief summary of monthly Senate meetings; it is distributed to all College employees (Resource Room: OCC.26).
- ❖ Campus Presidents and Deans also regularly generate reports to their individual constituencies in the form of newsletters.
- ❖ Several campus groups also generate newsletters on teaching/learning issues.

Shared governance is a goal toward which any organization ought to strive continually, and Oakland Community College does have in place operational structures which create opportunities for "shared responsibility, open communication, collaboration."

■ Faculty Qualifications

The faculty provide instruction for students in the various degree/certification programs. Their typical duties include lecture, demonstration, research, professional development, committee work, and mentoring. When determining the qualifications required for faculty in a discipline, the College differentiates between Category One disciplines, the traditional academic disciplines, and Category Two disciplines, those for which recent work experience is of greater importance. The disciplines and their respective categories are defined in the Faculty Master Agreement, Appendix A section F (Resource Room: OCC.6).

The primary standard for faculty qualification in a Category One discipline is a master's degree or equivalent. No degree shall be deemed to be equivalent unless it includes at least 18 graduate semester credit hours in the subject matter from an accredited institution granting a master's degree in that discipline (Resource Room: OCC.6).

The primary standard for faculty qualification in a Category Two discipline is a master's degree or equivalent and two years of recent work experience in the program area. As an alternative to the primary standard, the College will allow the following in Category Two disciplines (Resource Room: OCC.6):

- a.) a bachelor's degree in the discipline and five years of recent work experience in the area; or
- b.) an associate's degree in the discipline and eight years of recent work experience in the area; or
- c.) eleven years of recent work experience in the area.

Each prospective faculty member or adjunct faculty member is reviewed by the Human Resources Department upon initial employment to verify that the prospective faculty member meets the educational and experience requirements of the College.

... FACULTY WITH EDUCATIONAL CREDENTIALS THAT TESTIFY TO APPROPRIATE PREPARATION FOR THE COURSE THEY TEACH.

The following table displays the educational qualifications of the College's full-time faculty, adjunct faculty, and administrators and management staff. Administration and management staff personnel were combined as one group.

**Table Two-3
1997 Qualifications**

Degree	# of faculty	% of faculty	# of adjunct	% of adjunct	# of admin/mgmt staff	% of admin/mgmt staff
No degree	3	1.0	40	7.19	9	6.34
Associate	7	2.36	29	5.22	20	14.08
Bachelor	13	4.38	76	13.67	48	33.80
Master	216	72.73	346	62.23	50	35.21
Ed Specialist	4	1.35	6	1.08	1	0.70
Doctoral	54	18.18	59	10.61	14	9.86
TOTAL	297	100.00	556	100	142	100

The specific degrees held and institutions attended by the above referenced staff are documented in the College catalog (Resource Room: OCC.1).

The use of adjunct faculty members allows the College to offer courses that it might not normally be able to offer and exposes students to instructors with current experience in the field. As a matter of contractual policy, the College goal is to limit the annual percentage of the total number of instructional credit hours taught by adjunct faculty to 35 percent of the total (Resource Room: OCC.6).

The base teaching load of a full-time faculty member is thirty instructional credit hours per year, with most faculty teaching more for overload compensation. Adjunct faculty members are limited to teaching no more than eight credit hours during a full semester and four credit hours during the Spring and Summer sessions, limiting an adjunct faculty member to teaching no more than twenty-four instructional credit hours each year. Most adjunct faculty members teach far fewer credit hours than the allowed maximum. The requirements for qualifications of adjunct faculty members are the same as for full-time faculty members. Adjunct faculty members are not eligible to join the Oakland Community College Faculty Association (OCCFA) bargaining unit.

■ Enrollment

Oakland Community College serves a county whose demographics — a large, suburban population spread over a very large geographic area — demand a multi-campus structure for maximum access and convenience. Therefore, the College has numerous locations available for classes, services, and administration. Oakland Community College employees are located at all of the following locations within Oakland County:

District Office in the City of Bloomfield Hills,
Auburn Hills campus in the City of Auburn Hills,
Highland Lakes campus in Waterford Township,
Orchard Ridge campus in the City of Farmington Hills,
Royal Oak campus in the City of Royal Oak,
Southfield campus in the City of Southfield,
Auburn Centre in the City of Auburn Hills,
Pontiac Center in the City of Pontiac.

The District Office houses the administrative offices for the College. The Auburn Hills, Highland Lakes, and Orchard Ridge campuses each have their own administrative structure, including a campus president, academic deans, and support staff. The Royal Oak and Southfield locations have a combined administrative structure.

The students may enroll and take classes at any of the campuses simultaneously. The official student credit enrollment for Fall 1996 and Winter 1997 is as follows:

	<u>Winter 1997</u>	<u>Fall 1996</u>
Auburn Hills	8,408	9,113
Highland Lakes	3,821	4,301
Orchard Ridge	6,630	7,281
Royal Oak	5,595	6,041
Southfield	<u>2,226</u>	<u>2,444</u>
Total Student Enrollment	23,146 *	25,178*

* Summations of campus totals do not equal the College totals due to dual enrollments.

The total 1995-1996 unduplicated student headcount was 49,434, the largest of any community college in Michigan. Each semester Institutional Planning and Analysis publishes an *Enrollment Trends Report* (based on preliminary data beginning of semester) which includes student demographics, historical comparisons and trends (Resource Room: OCC.22). In addition to this report, Institutional Planning and Analysis also publishes an official enrollment report when final data is available (Resource Room: OCC.22a).

... A SUFFICIENT NUMBER OF STUDENTS ENROLLED TO MEET THE INSTITUTION'S STATED EDUCATIONAL PURPOSES.

...PROVISION OF SERVICES THAT
AFFORD ALL ADMITTED
STUDENTS THE OPPORTUNITY
TO SUCCEED.

■ Supportive Services

Committed to the "open door" policy, Oakland Community College recognizes the concomitant responsibility to provide support to students not yet prepared to do college-level work. Assessment for placement, English as a Second Language, developmental classes, and support services all contribute to students' eventual success at the College.

A prospective student's first encounter is with the College Admissions office. While an open door policy allows a student to consult with a professional guidance counselor and register for classes without an admission test, counselors follow a directed admission philosophy which encourages students to develop basic skills before they attempt higher level courses.

Once enrolled, students encounter a significant number of out-of-class advantages designed to enhance their educational success. Each campus has an Individualized Instruction Center which provides tutoring, student assistance for test preparation and a computer lab. In addition, several departments on each campus maintain computer laboratories for student use. The Programs for Academic Support Services (PASS) office on each campus provides out-of-class assistance for students with learning disabilities and special in-class assistance, such as note-taking or special mentoring. In some instances, students are provided with recorded materials, learning station modifications, or other specialized instructional equipment. Each campus location is also equipped with a TDD telephone, a special Telecommunications Device for the Deaf. These supports for the at-risk student are addressed at length in the section on Student Services of Criterion Three.

Thus, Oakland Community College indeed provides "opportunities in developmental education to prepare students for college-level studies," as is stated in its Purposes.

■ Financial Resources

In order to ascertain the extent to which Oakland Community College has effectively organized the physical resources necessary to accomplish its purposes, the following topics were explored: funding resources, College facilities, physical accessibility, learning resources and technology.

Throughout its history Oakland Community College has been adequately funded for the purchase of its physical resources. However, in recent years, due to decreases in state appropriations and declining enrollments and due to an increasing demand for renovation, repairs, and replacement of resources, funding has not been sufficient to meet the needs of the College since 1987. An aging physical plant, obsolete equipment, and low-level use of technology had created a great demand on the decreasing financial resources of the College. Deferred maintenance was increasingly becoming the norm instead of the exception.

...A PHYSICAL PLANT THAT
SUPPORTS EFFECTIVE TEACHING
AND LEARNING

In 1995 the College decided it had to increase its revenues or accept the continual decline in its ability to maintain and replace buildings and equipment. In June of 1995 the College received voter approval to increase the millage levy.

As a result, the College is experiencing an exceptional financial period in its history. This increase in funding has allowed the College to begin the long process of "catch-up" in addressing the deferred maintenance issue and other factors affecting the status of its physical resources, such as broken and/or obsolete equipment and an aging physical plant.

This increase provides the College with approximately \$25 million additional per year for the next seven years. With this new revenue the College has embarked on a major campaign for the repair, replacement, and renovation of its physical resources. Each College site submitted a list of its most urgent needs for facilities repair, and after a process of review and prioritization, many major projects are now underway. An outside construction manager was hired to assist the College and its physical facilities department with the planning and control of these projects (Resource Room: 2.19).

■ Facilities

The College has facilities at eight locations distributed throughout Oakland County. There are five campus locations, two leased facilities and the District's administrative center. Site descriptions and programmatic information can be found in the College catalog. Each campus location has the facilities to meet the needs of its programs, students, and staff for the foreseeable future. Based on current and projected student enrollment, each site appears to have sufficient classroom, laboratory, library, office, and athletic spaces to meet the needs of the College community.

■ Learning Resources

The Auburn Hills, Highland Lakes, Orchard Ridge and Royal Oak campuses are equipped with a Learning Resource Center (LRC) and Individualized Instruction Center (IIC) while the Southfield campus has an Electronic Resource Center (ERC) and an Individualized Instruction Center (IIC). These resource centers offer a wide variety of media, including books, periodicals, audio/video tapes, and computer software. In addition, each Learning Resource Center (LRC) has computers designated for access to the Internet (Resource Room: 2.20).

As with most institutions, the College is in a transitional phase in adapting to new technologies. The traditional way of lecturing and using a chalkboard in the classroom is augmented or replaced by multi-media presentations and technological interactivity. Computers are becoming more prevalent in the classroom for projection purposes, as opposed to the old overhead projector. Many computer

labs, designated for specific disciplines such as English, Mathematics, as well as Computer Information Systems are now found at each campus.

Most faculty members now have personal computers in their offices, and many publishing houses are sending teaching materials on disks and CD-ROMs instead of printed materials. The classroom of tomorrow is here today via the Internet. Internet courses are made available by use of electronic mail and the World Wide Web and are equivalent, in content and objectives, to traditional on-campus courses. The College also provides special classrooms that can be linked electronically to classrooms at other locations for distance teaming and interactivity.

Oakland Community College was one of the first colleges to use a mainframe computer for student registration and payroll purposes. It still relies on a centralized computer operation for those functions, but personal computers have now replaced the old terminals for communications and personal productivity purposes. Electronic and voice mail are used at and between all College locations.

■ Safety and Health

...CONSCIENTIOUS EFFORTS TO
PROVIDE STUDENTS WITH A
SAFE AND HEALTHY
ENVIRONMENT.

General fund and millage monies have been made available for maintaining and improving environmental conditions at the College. The Office of Environmental Health and Safety continually monitors conditions at the College to ensure that all Occupational Safety and Health Association (OSHA)/Michigan Occupational Safety and Health Association (MIOSHA) regulations are being met and that general safety practices are being followed. Each campus has a Public Safety Office staffed with highly trained, deputized officers who provide for the safety and well-being of the campus community. Each campus as well as the District Office has maintenance and grounds departments to provide for maintenance, repairs, and cleaning of the buildings and grounds. The College's insurance carriers conduct loss-prevention audits on a periodic basis to identify potential problems and recommend solutions.

Currently Oakland Community College has a Honeywell energy management system that assists in the operation and monitoring of the various heating and cooling systems throughout the College. With the passage of time, the current system no longer meets the overall needs of the College. Currently, the system is in the process of being replaced by a new technology control system. Each site has staff that monitors environmental conditions via the Honeywell system and adjusts the output as necessary to ensure that spaces are reasonably comfortable. Exterior lighting for parking and other general illumination is computer-controlled.

Each site has a system that warns of fire and other kinds of mechanical malfunctions. In addition, each site falls within the range of a tornado warning siren; however, as these sirens sometimes

cannot be heard throughout a campus, they are considered as back-ups to actual notification by Public Safety personnel. Public Safety personnel are also radio-equipped to provide communication between officers, sites, and the Oakland County Sheriff's Department.

■ **Accessibility**

Ease of physical accessibility is implicit in the College's Values, and over the past several years the College has been involved in upgrading its facilities to become barrier-free. All campus locations and the administrative center are equipped to meet the needs of the physically challenged. Automatic door openers, ramps, and elevators are found at appropriate locations throughout the sites. According to an early study, most restrooms and classrooms are designed for handicapper access. However, in a continuing commitment to accessibility, others are currently being renovated. Each campus has convenient handicapper parking that exceeds the number of designated handicapper parking spaces specified by the state. The College has contracted for an updated review of the College Compliance Plan.

■ **Learning Sites and Equipment**

Thanks to the successful campaign to increase the millage, new revenue is now available to provide for the repair, renovation, and replacement of equipment to meet the needs of the institution. Oakland Community College's budget for the 1997-98 fiscal year allocates approximately five million dollars for equipment purchases. A like amount is being projected and budgeted for the next four years.

Each campus has a Learning or Electronic Resource Center, an Individualized Instruction Center, and a variety of laboratories for disciplines, such as biology, physics, ceramics, chemistry, Computer Information Systems, and Business Information Systems. However, many other specialized laboratories are found only at certain campuses. For example, the Auburn Hills campus has a Computerized Integrated Manufacturing laboratory, the Highland Lakes and Southfield campuses have nursing laboratories, and the Orchard Ridge campus has a food service operation for its Food Service/Hospitality program. A listing of featured career programs at each campus can be found in the College catalog; and for almost every one listed, there is a laboratory or specialized instructional area at that campus. These laboratories or areas house the necessary equipment needed to train students in their chosen fields.

Reasonable accommodations are made to enable all handicapped students to utilize the many instructional resources found at Oakland Community College. In some instances, students are provided with recorded materials, learning station modifications, or other

...ACADEMIC RESOURCES AND EQUIPMENT...ADEQUATE TO SUPPORT THE INSTITUTION'S PURPOSES.

specialized instructional equipment. Each campus location is also equipped with a special Telecommunications Device for the Deaf, a TDD telephone.

Library resources and media services are provided at the Auburn Hills, Highland Lakes, Orchard Ridge, Royal Oak, and Southfield campuses and are essential to the fulfillment of Oakland Community College's Mission. The libraries and media services provide a wide range of instructional materials, reference support, and technology for students, faculty, staff, and community members.

Each campus library has the traditional allocation of space for books but may need additional space if collections continue to expand. All of the other resources expected in a library, such as periodicals, audio/video and computer-based materials, are found in the libraries of the College. The library collection of each campus reflects its areas of curricular specialization. Therefore, while all campuses offer the traditional liberal arts courses, some offer special career programs such as Nursing, Dental Hygiene, Food Service, and Computer Aided Design; the collections reflect these differences (Resource Room: 3.28).

In addition to the campus libraries, there is a District-wide Office of Library Systems, Purchasing and Processing, that supports the campus libraries. This office handles ordering, cataloging, authority control, and collection database maintenance and is located at the Auburn Centre in the City of Auburn Hills.

In 1994 Oakland Community College became an Internet host. In addition to open Internet access, the libraries have begun subscribing to electronic databases using Internet access to the providers' hosts. These include encyclopedias, directories, and other databases for literature and business, as well as full text periodical and current newspaper services. A Libraries' web page has been developed to organize and pinpoint the location of these services. Each campus library now has multi-media personal computers available for use by students, staff, and the community at-large.

Since the passage of the millage, the rate of technological change at the College has accelerated. Computers are now being used by faculty in many different disciplines to assist in the preparation and presentation of materials in the classroom. Satellite dishes exist at most campus locations for down-loading broadcasts for instructional and informational purposes, and each site has been hard-wired for commercial cable reception.

These physical facilities and equipment enable all students to have equal access to the physical as well as academic resources of the College. And so, Oakland Community College ensures "quality learning opportunities for individuals...on an accessible, affordable basis."

■ Funds

This report section is designed to provide assurance that the financial resources of Oakland Community College have been examined and assessed to be managed in a manner which maximizes the College's capability of meeting the tenets of its Values. The examination combined a study of the source of funds, the use of funds, the adequacy of the accounting system, the system of budget development, as well as the management and control of the budget system. From this study, Oakland Community College has recognized its numerous strengths in providing the financial resources necessary to sustain its visions and values. Oakland Community College has also identified several challenges which, in essence, have become institutional goals for achieving its Values more effectively within the current financial constraints.

The accounts of the College are summarized for financial reporting purposes into six funds:

- ❖ **Current Funds - Unrestricted** — Unrestricted current funds include all funds received for which a donor or other external party has not specified an expenditure purpose. This group includes:
 - The General Fund — General operating activities financed primarily by student fees, annual appropriations from the State of Michigan, and property tax revenue.
 - The Designated Fund — Funds designated for specific purposes by action of the Board of Trustees (BOT) or administration.
 - The Auxiliary Activities Fund — Self-supporting enterprises operated principally to provide services to the academic community.

- ❖ **Current Funds - Restricted** — Funds available for operating activities, but limited by external parties to specific purposes. These generally represent activities financed by direct gifts and grants which must be used for the purposes specified by the donors.

- ❖ **Student Loan Funds** — Assets available for the granting of loans to students. Loan funds may be derived from unrestricted fund transfers, gifts and grants restricted from the donors for loan purposes, or funds received through student loan programs, primarily from the federal government.

- ❖ **Endowment and Similar Funds** — These includes gifts which allow only the earnings thereon to be expended, funds which upon the passage of a stated period of time allow all or part of the principal to be expended, and funds which the Board of Trustees (BOT) has determined are to be retained and invested.

...A PATTERN OF FINANCIAL EXPENDITURES THAT SHOWS THE COMMITMENTS TO PROVIDE BOTH THE ENVIRONMENT AND THE HUMAN RESOURCES NECESSARY TO EFFECTIVE TEACHING AND LEARNING.

- ❖ Plant Funds — These funds consist of four separate subgroups:
Unexpended plant funds — resources available for the purchase or construction of fixed assets.

Funds for renewals and replacements — resources to be used for the renovation and/or replacement of existing fixed assets.

Funds for the retirement of indebtedness — funds set aside for debt service charges and for the retirement of indebtedness on fixed assets.

Investment in-plant funds — funds expended and invested in institutional fixed assets.

- ❖ Agency Funds — These funds are held by the College as custodian or fiscal agent; principally these monies are the result of transactions relating to student activities, deposits, and liabilities for amounts withheld from payrolls.

Oakland Community College has consistently expended approximately 47-50 percent of General Fund revenues on instruction and 24-26 percent on instructional and student support. Approximately 13 percent of General Fund revenue is spent on institutional administration. The remaining 13 percent of revenue is spent on physical plant operation and for repairs and maintenance. The General Fund expenditures for fiscal year 95-96 are presented in Table Two-4. According to the ACS Data Book, Oakland Community College's expenditures are consistent with the proportional expenditures made by community colleges state-wide (Resource Room: 2.21).

Table Two-4

General Fund Expenditures As A Percent of Total For the Year 1995 - 96		
Instruction	\$ 32,821,286	47.16%
Public Service	43,343	00.06%
Instructional Support	10,695,129	15.37%
Student Services	7,746,145	11.13%
Institutional Administration	9,105,213	13.08%
Plant Operation	9,182,409	13.20%
TOTAL:	69,593,525	100.00%

It should be noted that the Board of Trustees (BOT) declared that all new funds from the June 1995 seven-year millage increase are to be used only for capital improvements, including technology, program reviews, and new program development. Therefore, operational needs of the institution will have to be carefully controlled to stay within the existing revenue levels, exclusive of the additional .8 mill.

The following funds are expected to undergo significant changes over the years:

❖ Debt Service Fund

Oakland Community College had levied a portion of a mill to provide debt service for the College's revenue bonds. This mill was reduced from .4 in 1987 to .3 in 1991 to .2 in 1992 and eventually discontinued in 1995, because it was determined that sufficient funds were available to pay off the debt. The revenue bonds were substantially defeased at that time. Current outstanding revenue bonds total \$1,541,000. Sufficient funds have been escrowed to provide for full repayment of this issue, when combined with a federal interest subsidy. Remaining general obligation debt includes the 1993 Bond issue totaling \$14,640,000 and a small portion of the 1991 Bond issue totaling \$2,640,000. All other bonds have been retired or defeased in substance.

❖ Endowment Funds

During the past several years Oakland Community College has significantly expanded its endowment funds. On July 7, 1989, the College sold several acres of land on the Auburn Hills campus to the City of Auburn Hills for \$1,632,454. A scholarship endowment fund was set up at that time. The fund provides 80 percent of its income for scholarships. The remaining 20 percent is added to the non-expendable principal portion of the fund to combat potential erosion in principal due to inflation.

On May 16, 1989, the College reached an agreement with UAW-GM to sell 67 acres of land on the Auburn Hills campus, including the rights to the UAW-GM Skill Development and Training Administrative Center for \$13,000,000. The proceeds from this land sale were also put into an Endowment Fund. The 80 percent of income from this fund is currently used to subsidize debt payment on the 1993 bond issue. The remaining 20 percent is returned to non-expendable principal to combat potential erosion in principal due to inflation.

■ Audits

The financial statements of Oakland Community College are audited annually by independent certified public accountants. The firm of Price Waterhouse, LLP, served as the College's auditors through the fiscal year 30 June 1994, followed by the firm of Deloitte & Touche, LLP, which has consistently expressed unqualified audit opinions from fiscal year 1995 to the present.

At the point of audit firm rotation, a new accounting system narrative was being prepared, mapping out the cash receipts and disbursements cycles as performed in conjunction with the on-line College and University Financial System (CUFS). Certain internal control lapses and accounting inefficiencies/deficiencies were noted, and the College has been continually striving to improve its data processing and accounting internal control system. Overall, the system is adequate to maintain the accounting functions as evidenced by the unqualified audit opinions.

The annual budget is reviewed and updated continually. Oakland Community College has ensured that the task of planning and budgeting take top priority and recently expended a great deal of time and energy to develop a comprehensive Budget Creation and Allocation Process Report (Resource Room: 2.22), complete with time lines and schedules (see Appendix Two-4). The timelines will be closely monitored for adherence. Contribution to the planning and budgeting process is derived from all levels of the institution and includes input from all employees.

The on-line CUFS system, as monitored by the directors of Campus Services and the District Office, manages and controls the budget system. Exceptions, overrides, and budget deviations are reported through CUFS' daily, weekly, and monthly exception reports. Resolution of any exception is made pursuant to accepted Board Policies, (Resource Room: OCC.3). The policies utilized in this control function are those written policies approved by the College's Board of Trustees (BOT) and included in the Board Policy Manual (Resource Room: OCC.3).

Additional support of the management control function is provided by the external auditors. Each year, the auditors prepare a "Report to Management" which presents recommendations and management responses thereto for improvements within the accounting function. Additionally, previous year's recommendations are reexamined for evidence of implementation or disposition of each specific issue addressed.

As a supplementary procedure, the auditors present the annual financial statements, the management report, and any significant budget variances to the Board of Trustees (BOT). The Board closely monitors the actual and budgeted financial data as presented internally by the Administration and externally by the auditors.

■ Revenue

Oakland Community College derives its financial resources for General Fund operations from three primary sources: property taxes, tuition and fees, and state aid. For the fiscal year that ended June 30, 1996, actual property-tax revenues for current operations were \$52.5 million. The second source of revenue, tuition and fees, amounted to \$25.3 million. The third and final primary source of operating revenues in fiscal 1996, funds provided by state appropriations, brought in \$18.8 million. When added to the \$2.4 million of miscellaneous revenue, total General Fund revenue for fiscal 1996 for current operations totaled \$99 million. Appendix Two-5 summarizes the sources of revenue for the past eight years.

Over the previous eight years, the revenue sources have been predictable and steady. Historically, revenue sources were in the approximate range of 34-36 percent from property taxes, 35-37 percent from tuition and fees and 24-25 percent from state appropriations. However, beginning in fiscal 1996, the sources of current operating revenue have experienced a shift. Revenues from property taxes have become 53 percent of operating revenues. Revenues from tuition and fees represented 25.6 percent of actual operating revenues in fiscal 1996. State appropriations in fiscal 1996 comprised 19 percent of actual operating revenues.

The main reason for the revenue shift is the passage of an increased property tax millage. Property tax revenues are recorded on the accrual basis when assessed, generally in the summer. Since its inception in 1965, the institution has operated on one charter mill per \$1,000 of property tax value. Due to the subsequent passage of a restrictive tax amendment, the State of Michigan limits the actual amount collected by Oakland Community College to approximately 85.22 percent of one mill. In June of 1995 the electorate passed an additional .8 mill for 7 years. Because of the timing of the election, the full impact of the millage was not felt in fiscal 1996. However, for fiscal years 1997 through 2002 the combined millage of nearly 1-2/3 mills has been included in the budgeted property tax revenues.

Although revenue from tuition and fees has historically been 32 percent, it has currently declined as a percent of total General Fund revenue and is budgeted to be approximately 25 percent of General Fund revenue in the future. Tuition has remained constant at \$46 per credit hour for in-district students since 1994, and no decision has been made to increase the tuition rate in the future.

Institutional need for state appropriation purposes is determined by a state-approved funding formula. Pursuant to the Gast-Matthieu formula utilized, Oakland Community College's base appropriation is then increased by 3.8 percent over the previous annual base. The Community College funding formula can be divided into three components: Instructional Need, Non-Instructional Need and Tax Grants.

...MANAGEMENT OF FINANCIAL RESOURCES TO MAXIMIZE THE INSTITUTION'S CAPABILITY TO MEET ITS PURPOSES.

Instructional Need is based on the average cost of instruction in six categories: Health Occupations, Trade/Technical, Business, Human Development, Developmental/Prep. and General Instruction. Non-Instructional Need is based on expenditures in the following categories: Student Services, Administrative Support, Instructional Support, Physical Plant, Energy and Equipment. Historically, there have been two types of tax grants to community colleges.

A tax equalization grant has been used to compensate colleges for a low tax base. In this case, tax revenue per student is equalized upward to a guaranteed level (the state average), if the college qualifies by levying additional millage beyond 1.00 mills (not to exceed 1.55 mills). The second tax grant was specific to one of the other community colleges and has since been removed. Once gross need has been determined, a number of deductions representing the institution's ability to generate revenue from tuition and fees, property taxes, and other sources reduce gross need to a target need amount. It should be noted, however, that this formula has never been fully funded by the state of Michigan.

Funding has been determined using a percentage of previous base methodology. For budget year 1998, for example, the increases went from 3 - 8.48 percent, with the average being 4.8 percent. Oakland Community College received a 3.49 percent increase. Although the allocation is budgeted to be increasing slightly, since tuition revenue is stable, the state appropriation appears to be a larger percent of the expanded total General Fund revenues currently and is anticipated to level off at 19 percent in the future.

The state appropriations revenue is a source of revenue over which Oakland Community College has little control. In an environment in which privatization of education and funding cutbacks are threatened by the Governor's Office, Oakland Community College is strengthening its lobbying efforts. In 1995 the College retained the services of the largest and most influential lobbying group in the state and plans to extend the relationship with these consultants. However, greater emphasis is being placed on internal marketing efforts to bolster enrollment and deliver services to our external constituents, thereby hedging against potential declines in state appropriations.

The other sources of revenue for Oakland Community College comprise investment income earned on the College's investment portfolio of marketable securities and recovery of administrative costs. At this time, the investment income continues to be a healthy revenue stream nearing the \$2 million mark in fiscal 1996. The auxiliary activities, which provide proprietary academic services to businesses and other external groups, are not yet a self-supporting profit center since certain shared administrative costs have not been allocated or charged back to the activities. Additionally, various private gifts, grants, contracts, and miscellaneous sources provide the remainder of the current General Fund revenue.

Oakland County has one of the wealthiest tax bases in the nation with growth in property values of 11.1 percent over the past ten years. More growth is predicted for the future. However, the taxpayers have approved the additional eight-tenths of a mill only for the years 1996 through 2002. In response, Oakland Community College has established an Executive Director of Marketing position to promulgate public awareness of how the millage funds are benefitting the community and to monitor public response for purposes of planning a successful millage renewal campaign in the future.

■ Summary Statement

Oakland Community College has “effectively organized the human, financial, and physical resources necessary to accomplish its purposes.” Oakland Community College is an institution committed to its Values. The property tax base generating the major portion of the College’s revenue is comprised of highly prosperous, increasingly valuable real estate. Indeed, the strengths of the College more than provide the resources with which Oakland Community College’s challenges are being met and will continue to be met through a dedicated talented, diverse staff combined with the proven fiscal responsibility of the College. The ability to meet the challenges facing Oakland Community College is well established and soundly based.

■ Strengths

1. Oakland Community College’s organizational structure facilitates communication and participatory decision-making due to
 - a. the Council structure, the College Academic Senate (CAS), the unions, and the disciplines, all offering accessibility to members and having defined areas of responsibility.
 - b. shared governance being a common goal.
 - c. appeal structures being in place and well understood.
2. Oakland Community College has an experienced group of staff and faculty and continues to hire quality individuals through appropriate and well documented search procedures.
3. Oakland Community College’s strategically located campuses provide access to students from all areas of Oakland County and give Oakland Community College access to a wide and diverse market that is steadily growing.
4. Reasonable accommodations are made for all individuals with special needs, allowing utilization of the many instructional and community resources found at the College.

5. At this point in time, from a physical perspective, Oakland Community College has a major strength in its level of funding and community support to improve its overall physical resources, including
 - a. laboratories or specialized instructional areas at each campus to train students in their chosen fields.
 - b. instructional media that facilitate electronic communication and information gathering.
6. The use of funds by Oakland Community College is carried out in a well planned, conservative manner. Prudent expenditures are made to fulfill the Values of the College consistent with other state community college spending patterns. The new millage funding allows for much-needed deferred capital maintenance and future capital projects as well.
7. The accounting system has been established and well-maintained; the CUFS system has been in place since 1991 and appears to be adequate thus far in capturing and summarizing data to generate reports for the monitoring and control of daily activity.
8. From the budget planning standpoint, the College has created a data-sensitive process which achieves a timely creation of the master budget. The process allows for the proper flexibility needed to refine the plan and budget as events warrant. Ultimate legal authorization of the budget is the responsibility of the Board of Trustees (BOT). The College does not overspend its budget.

■ Challenges

1. The College should take advantage of the human resources of its long-term employees to document clearly, to collect, and to publish its procedures before it begins to suffer attrition through retirement.
2. More meaningful evaluation procedures should be developed through
 - a. computer-tabulated forms which facilitate continuous feedback from the student population.
 - b. formal evaluations after the probationary period, which have impact despite for-cause-only dismissal clauses and contract-based fixed compensation schedules.
3. The .8 mill for seven years will allow the College to take care of its deferred maintenance needs; however, the Physical Plant will continue to need maintenance, modernization and other improvements to be fully functional to support its Mission and Purposes.

4. Challenges discovered within the accounting system include those challenges outlined by the external auditors in annual management letters.
5. Oakland Community College must also meet the challenge of convincing the community at large of the need for millage renewal. Although the College displays signage on locations of its construction projects, once the facilities are in full operation, the need for continuous millage money for the future operation and maintenance must be made known. Should the millage not be renewed, the then severely limited resources could prove detrimental to the College overall.

■ Initiatives

1. Oakland Community College has hired Michigan's largest lobbying firm to support the College's interests in the state capital, and an internal marketing position has been established to support the community awareness of Oakland Community College — its programs and activities.
2. Some challenges discovered through the Self-Study process have already prompted self-improvements for the College with more planned for the future. The major challenge facing Oakland Community College is that only five years remain of the current millage increase, so the College must continue to move steadily forward on:
 - a. the development and implementation of new programs.
 - b. maintenance and staffing of existing facilities.
 - c. reduction of personnel costs with the replacement of aging, retiring faculty and staff with less expensive new hires.
 - d. restructuring of the workforce to solve the problems caused by the "defunding" of some fifty positions while maintaining excellence as part of the College's Values.
 - e. the support of instructional innovation through technology.

Criterion Three

**Oakland Community
College is accomplishing
its educational and other
purposes.**

**NCA
1997**

Criterion Three Outline

In determining appropriate patterns of evidence for this criterion, the commission considers evidence such as:

- a. educational programs appropriate to an institution of higher education.
 - Degrees and Programs
 - Curriculum
 - courses of study in the academic programs that are clearly defined, coherent, and intellectually rigorous;
 - Course Descriptions and Syllabi
 - Transfer
 - programs that include courses and/or activities whose purpose is to stimulate the examination and understanding of personal, social, and civic values;
 - General Education Current Catalog Statement
 - Pertinent Course Work
 - programs that require of the faculty and students (as appropriate to the level of the educational program) the use of scholarship and/or the participation in research as part of the programs;
 - Research at OCC
 - programs that require intellectual interaction between students and faculty and encourage it between student and student;
 - Individual Instruction Center
 - Courses and Programs
 - programs that fulfill all its stated purposes: “occupational and technical learning opportunities to improve students’ employability.”
 - Occupational Education
 - Outcomes
 - Program Integrity

Criterion Three

Outline

- b. assessment of appropriate student academic achievement in all its programs, documenting:
 - Assessment Initiatives
 - Current Assessment Plan
 - proficiency in skills and competencies essential for all college-educated adults;
 - completion of an identifiable and coherent undergraduate level general education component;
 - General Education in Transition
 - mastery of the level of knowledge appropriate to the degree granted.
 - Guarantee
 - Program Outcomes
 - Curriculum Review
- c. Applies to graduate programs only.
- d. transcripts that accurately reflect student learning and follow commonly accepted practices.
 - Transcripts
- e. effective teaching that characterizes its courses and academic programs.
 - Student Surveys
 - Peer Evaluation
- f. ongoing support for professional development for faculty, staff, and administrators.
 - Professional Development
 - Events and Activities
- g. student services that effectively support the institution's purposes
 - Mission and Structure of Student Services
 - Enrollment
 - Placement Instruments
 - Financial Assistance
 - Counseling
 - Academic Support
 - English as a Second Language
 - Developmental Education
 - Learning Resource Centers
 - Athletics
 - Job Placement
 - Child Care
 - Health Service
 - Student Activities

Criterion Three Outline

- h. staff and faculty service that contributes to the institution's effectiveness.
 - Shared Governance

- i. if appropriate:
 - evidence of support for the stated commitment to basic and applied research through provision of sufficient human, financial, and physical resources to produce effective research;
 - Research
 - Innovation
 - Faculty Contributions

 - evidence of support for the stated commitment to the fine and creative arts through provision of sufficient human, financial, and physical resources to produce creative endeavors and activities;
 - Cultural Enrichment

 - evidence of effective delivery of educational and other services to the community;
 - Continuing Education
 - Institutes

 - evidence of the development and offering of effective courses and programs to meet the needs of its sponsoring organization and other special constituencies.
 - Workforce Development
 - Workforce Development Forum
 - Non-credit Offerings



- Summary Statement
- Strengths
- Challenges
- Initiatives

CRITERION THREE

The Institution is accomplishing its educational and other purposes.

Oakland Community College's six stated Purposes include: transfer education; occupational and technical learning opportunities; cultural, social, and enrichment opportunities for lifelong learning; developmental education that prepares student for college-level studies; workforce development that addresses the needs of business and industry; and general education opportunities that enable students to learn independently and develop skills for personal and career success.

In reviewing, assessing and verifying how Oakland Community College is accomplishing its educational and other purposes that support its Mission, the Criterion Three Committee organized itself into the following four subcommittees:

- ❖ Credit curriculum—This subcommittee addressed issues including transfer programs and courses that articulate with degree programs at other colleges and universities, and career programs and courses that allow students to become gainfully employed. Credit curriculum at Oakland Community College is defined as any learning activity that could be used toward the completion of a degree, certificate, or for preparation for transfer to other institutions of higher learning.
- ❖ Non-credit curriculum—This subcommittee addressed workforce development, continuing education and community services, and cultural programming. This committee specifically defined the non-credit curriculum at Oakland Community College to be any learning activity that is not part of a degree-granting program and is not student service-oriented. The non-credit curriculum at the College is organized as a series of activities that meet the needs of the community and complement credit offerings.
- ❖ Student services and activities—This subcommittee addressed among other topics: academic, career and special needs counseling, enrollment services, the Learning Resources Center, Individual Instructional Center, Student Academic Success Plan, Program for Academic Support Services, international education, financial aid, and athletics.
- ❖ Assessment/student outcomes—This subcommittee addressed the college-instituted, system-wide assessment plan that evaluates the effectiveness of student learning at all levels of the institution. This includes the development and implementation of institutional, program, instructional and out-of-class student outcomes and assessment procedures.

All the subcommittees produced self-study reports, located in the Resource Room, which constitute the basis of this chapter.

...EDUCATIONAL PROGRAMS
APPROPRIATE TO AN
INSTITUTION OF HIGHER
EDUCATION.

■ Degrees and Programs

Oakland Community College offers degrees and courses that transfer to other institutions of higher education, occupational-technical education, as well as general education programs that lead to the following associate degrees:

- Associate in Applied Science,
- Associate in Liberal Arts,
- Associate in Science,
- Associate in General Studies,
- Associate in Business Administration.

While all degree programs require a minimum of 62 semester hours, certain programs with extensive requirements have a minimum of 73 credit hours. These programs are designated as "Extended Degrees" and include: Computer Assisted Design, (CAD), Computer Integrated Manufacturing Technology (CIM), Dental Hygiene (DHY), Diagnostic Medical Sonography (DIA), Emergency Medical Technology (EME), Engineering Physical Test (EPT), Environmental Systems Technology - Advanced HVACR Technician (HVA), Exercise Science and Technology- Business Option (EXB) Exercise Science and Technology - Gerontology Option (EXG), Medical Assisting (MDA), Radiologic Technology (RLT), Respiratory Therapy (RES), Robotics/ Automated Systems (ROB) (Resource Room: 3.1).

In addition, the College offers a variety of programs in which certificates are available. Certificate programs provide students with job-related skills necessary for immediate employment. The following certificate-only programs are listed and described in the main part of the College Catalog, pages 64 to 160 (Resource Room: OCC.1).

They include these programs:

- Computer Information Systems/Computer User
- Computer Information Systems/Computer Program
- Drafting
- Industrial Technology (various certificates)
- Practical Nurse Education
- Welding Technology

In addition, there are certificates awarded that are part of other Applied Science Programs, as indicated by asterisks and double asterisks in the Catalog. In 1994-95, Oakland Community College awarded 1,945 associate degrees and 112 certificates; in 1995-96, 1,843 associate degrees and 89 certificates. Over the last five years there has been a trend downwards in the number of certificates awarded by the College (17 percent fewer), while the number of degrees awarded has declined by 15.7 percent. Matching national trends, typically it now takes students slightly under seven years to complete an Associate degree since many of them work and attend school part-time.

Table Three-1
Annual Trends in Associate Degrees Awarded
(Academic Year 1991-92 through 1995-96)

	1991-92	1992-93	1993-94	1994-95	1995-96
Assoc. Applied Science (AAS)	858	913	891	788	814
Assoc. Liberal Arts (ALA)	668	660	663	607	535
Assoc. Science (ASC)	71	57	53	57	53
Assoc. General Studies (AGS)	190	194	209	212	200
Assoc. Bus. Ad. (ABA)	400	297	295	281	241
Total Degrees	2,187	2,121	2,111	1,945	1,843

Source: "Table 5.1," 1996-97 *Student and Financial Data book*

In 1995-96, 530 degrees were awarded in Liberal Arts, with 402 in Business and 348 in Allied Health disciplines. Over a five-year period the number of degrees awarded in Allied Health has increased 16 percent, while the number of Automotive Technology degrees has declined by 44.9 percent (Resource Room: OCC.18).

■ Curriculum

"Oakland Community College maintains a curriculum responsive to the changing educational needs of the residents. The range of learning experiences provided includes theory, practical applications, and real life situations." Oakland Community College Catalog, 1997-98 (Resource Room: OCC.1). Given this undertaking, one of the most important academic functions at Oakland Community College is the shaping of the curriculum: initiating, revising, or deleting it.

The process is one that ensures that the "education programs are appropriate to an institution of higher education." The responsibility for carrying out the process rests with the College Curriculum/Instruction Committee (CC/IC), established in 1969 as the first standing committee of the College Academic Senate (CAS). Its main function is to assess new courses, programs, and revisions after they have gone through a similar process at the campus curriculum level.

The College Curriculum/Instruction Committee (CC/IC) is made up of 18 members: three faculty and one dean from each of the four campuses plus two members from the District Office, the Registrar and Vice Chancellor for Academic and Student Affairs. The curriculum process, outlined in the *User Handbook for Curriculum Development*, is an evolving one. The handbook was last updated in June 1994. It was further reviewed on May 8, 1995, when several changes were approved (Resource Room: 3.2).

The College Curriculum/Instruction Committee (CC/IC) is keeping a file of all changes and will continue to update the handbook in the future. The handbook outlines the steps of the process by which

credit curriculum is changed at Oakland Community College and is designed to assist faculty and staff through the various stages of curriculum development and the subsequent review process. The curriculum process progresses through seven distinct phases: (1) Information Gathering, (2) Initial Assessment, (3) Proposal Origination, (4) Validation, (5) Approval, (6) Implementation, and (7) Review. The overall process allows for different types of curriculum proposals which the *Handbook* lays out in self-contained sections: (1) Minor Course Revisions, (2) Major Course Revisions, (3) New Courses, (4) Minor Program Revisions, (5) Major Program Revisions, (6) New Programs/ New Program Options, and (7) Contracts with Corporations. The decisions reached by the College Curriculum/ Instruction Committee (CC/IC) are then forwarded for approval to the College Academic Senate (CAS) and finally to the Chancellor. Thus, the entire college community validates all curricular matters.

Influenced by changes in the economy and developments in the work environment, Oakland Community College has, since 1987, modified its curricula by creating new courses and programs (see Appendix Three-1).

In the fall of 1995 the College Academic Senate established an ad hoc committee to study potential new programs. Thirty-two programs had been identified by an earlier ad hoc committee, the millage campaign, and faculty initiatives. The committee prioritized the programs using two criteria:

- ❖ Completion of Needs Assessment through Department of Institutional Planning and Analysis.
- ❖ Identification of interested persons to manage the curriculum process.

Seven programs met both criteria and were recommended for curriculum consideration:

- Environmental Technician
- Exercise Science - Related to Gerontology
(approved by Senate 1/96)
- Home Health Aide
- International Business
- Physical Therapy Assistant
- Quality Assurance Technology
- Sign Language Interpreter

Another program had a declared originator and was, therefore, also recommended for consideration, Golf Management. Other recommendations of the committee may be found in the College Academic Senate (CAS) minutes (Resource Room: 3.3).

Thus, the educational programs at Oakland Community College award degrees appropriate to an institution of higher education, maintain curricula through a vigorous peer review process, and develop new offerings responsive to the needs and interests of the community.

■ Course Description and Syllabi

Graduation requirements and the courses of study for certificates and the various associate degrees are clearly defined in the catalog (see Appendix, Three-2). All candidates for degrees and certificates must satisfy the requirements in the selected program with a minimum of 62 credits and cumulative 2.00 grade-point average.

The complete range of programs offered by the College is described on pages 64-172 of the 1997-98 College Catalog and in the "Extrapolated Data on the Trends in Annual Student Credit Hours by Course Prefix" (Resource Room: OCC.18).

The intrinsic character of a program or course provides some substantiation of clarity, coherence, and rigor. Course descriptions and syllabi are evidence of the intrinsic character of any academic offering. Campus deans are responsible for maintaining current files of these documents. Transfer data offer further substantiation.

■ Transfer

One stated purpose of Oakland Community College is that "educational experiences enable students to transfer to other institutions of higher education." Oakland Community College will consider accepting credits in transfer from other institutions provided courses are graded 2.0 or higher at a regionally accredited college.

The College additionally considers credit recommendations from the American Council on Education with respect to Armed Services' courses and approved business and industry programs. The college also accepts credit from the Advanced Placement (AP) program with scores of 3 or higher, and from the College Level Examination Program (CLEP) when scores are at or above the fifteenth percentile. Finally, advanced credit will also be considered for experience provided through local "Tech Prep" agreements (Resource Room: OCC.1; 3.4; see Appendix Three-4).

Based on data collected at Fall 1996 Registration, over 37 percent of Oakland Community College students are enrolled in order to transfer credits to other institutions. Using data from the ASSET planning form for new students, 55 percent of the students plan to transfer at some future point. The College supports a College Transfer Center housed at the Highland Lakes campus, which is staffed by two full-time counselors and one full-time support person. The Center works closely with Michigan four-year colleges and universities and provides information to Oakland Community College students that will assist them in the process of transferring, specifically

...COURSES OF STUDY IN THE
ACADEMIC PROGRAMS THAT ARE
CLEARLY DEFINED, COHERENT,
AND INTELLECTUALLY
RIGOROUS;

by housing and maintaining transfer guides that outline the transferability of Oakland Community College courses. Transfer fairs and visits by representatives of individual schools allow four-year institutions to meet Oakland Community College students and provide them with information.

Data from the Oakland Community College Graduate Follow-up Survey indicate that over an eight-year period (1987-95) 1,537 respondents transferred to another college after graduating from Oakland Community College. Eight out of ten students responded positively about their preparation for transfer with more than 50 percent reporting that their preparation at Oakland Community College was "good" while 29 percent rated it "excellent" (see Appendix Three-5).

Data from the Oakland Community College Outcomes Assessment Cohort study indicated that in 1994, 46 percent of First Time Students came to Oakland Community College for the single most important reason of gaining transfer credits. The follow-up study in Fall 1995 indicated that, of the students continuing their education at Oakland Community College, 54 percent declared their primary reason was to obtain transfer credits. Of the eighty students who changed their goal between the first and second surveys almost half said that they had changed their educational goal or had decided to continue their education. In addition, one-third of the cohort students who did not return to Oakland Community College said they had completed their educational goal. Among students who had met their goal, the most common was completion of a specific course (59 percent) or transfer to another college (28 percent) (Resource Room: 3.5; 3.6).

Oakland Community College associate degrees in business, liberal arts, and science are widely recognized and accepted at other institutions of higher education in Michigan. Oakland Community College associate degrees in general studies and applied sciences are increasingly gaining acceptance as other colleges and universities are now offering Bachelors of General Studies and Bachelors of Applied Science. Evidence of transferability can be obtained from comparisons of the transfer guides supplied to Oakland Community College's Transfer Center by the four-year colleges. For example, Oakland University, the most popular transfer institution, has articulation agreements with Oakland Community College in eighteen areas (Resource Room: 3.7).

Table Three-3

The Top 10 Colleges Attended by Oakland Community College Graduates

1. Oakland Community College (returning students)
2. Oakland University
3. Wayne State University
4. Walsh College
5. Eastern Michigan University
6. The University of Michigan -Dearborn
7. Madonna University
8. Lawrence Technological University
9. The University of Michigan - Flint
10. Central Michigan University

(Resource Room: 3.23)

Further evidence of transferability exists through the studies that some of the four-year institutions have provided. The University of Michigan-Dearborn completed comparison studies of the performance of Oakland Community College to native students. The study utilized cumulative grade point averages within specialized areas of study of the College of Arts, Science, and Literature (CASL), Engineering (ENGR), Management (MOT) and Education (EDU). Oakland Community College students appear to perform slightly better in Education and Engineering than the native students, but slightly worse in the College of Arts, Science and Literature and in Management (see Appendix Three-6).

There are some specific General Education concerns within the context of transferability. Currently, most Oakland Community College courses recognized as General Education transfer to other institutions of higher education. However, there is little evidence that Oakland Community College evaluates its General Education requirements as other schools expand or reorganize their General Education requirements. For example, a few schools are dropping the second semester of freshmen composition, and some four-year schools in Michigan now require a computer course as part of their General Education requirements. However, if students know early where they plan to transfer and work closely with a counselor, the differences in General Education demands can be addressed through advisement on elective credits that meet the receiving schools' requirements.

Transfer Articulation agreements are formal agreements between Oakland Community College and other individual colleges signed on behalf of Oakland Community College by the Vice Chancellor for Academic and Student Affairs. Articulation agreements are intended to be binding agreements of transfer option for Oakland Community College students transferring to signatory schools. The need for and general conditions of the anticipated agreements are established by

the campus administration and a negotiator. During the 1996-97 academic year all the College's articulation agreements were reviewed for accuracy and validity. A procedure developed by the College Council of Academic and Professional Development, and maintained by the College Registrar, outlines the steps for developing articulation agreements (see Appendix Three-7). The review in process has shown that many agreements are out of date and need to be revisited by both institutions (see Appendix Three-8).

In addition, Oakland Community College is signatory to the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) agreement. The intent of the state-wide agreement is to ensure that a student who completed a degree in liberal arts, business, or science at Oakland Community College will have satisfied the basic two-year requirements at participating four-year universities (Resource Room: 3.9).

At one time, the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) provided migration reports at the annual Fall conference. It has not published this information in many years, leaving a major void in our ability to analyze where Oakland Community College students transfer. A number of four-year and other institutions make data available to the College, but currently the format is inconsistent, making comparisons difficult. Several colleges in Southeast Michigan, among them Oakland Community College, have recently organized the Transfer and Articulation Consortium to look into providing this information in an electronic format.

...PROGRAMS THAT INCLUDE COURSES AND/OR OTHER ACTIVITIES WHOSE PURPOSE IS TO STIMULATE THE EXAMINATION AND UNDERSTANDING OF PERSONAL, SOCIAL, AND CIVIC VALUES;

■ General Education Current Catalog Statement

Oakland Community College believes that:

General Education experiences are those which facilitate the development of a broadly educated person—one who is able to think clearly, communicate effectively, make relevant judgments, distinguish among values, and make appropriate applications of knowledge. If education is viewed as a lifelong process of searching for meaning, students should be encouraged to actively participate in such a search. They should be involved in the application of the materials of instruction in such a manner as to have relevant understandings based on facts rather than on unsupported, preconceived ideas. To do so is to involve an individual in establishing relationships and understandings with oneself, with others and with nature (Resource Room: OCC.1).

More information regarding Oakland Community College's General Education requirements appear below under General Education in Transition.

■ Pertinent Course Work

Many courses, POL 151, PSY 251, SOC 251, and ENG 251 for example, create a framework for examining and understanding the basis of personal, social and civic values. There has also been an effort to include service learning projects in the curriculum. Finally, Oakland Community College faculty have developed a number of courses and experiences designed to stimulate understanding of personal, social, and civic values:

- ✧ An interdisciplinary learning community project at the Royal Oak campus is designed to teach students how to envision and help create a more positive society. Faculty from the psychology, political science and economics disciplines work together with students in small interdisciplinary groups to develop future scenarios. Faculty and students have responded very favorably with the result that the course is being offered annually. A volunteer fair has developed from the project, which is also being adopted as a model for other disciplines.
- ✧ During the Winter '96 semester a Learning Community was created at the Orchard Ridge campus that focused on the history of the Detroit Metro area. It included the disciplines of English, history, and political science. The Metro area became part of the classroom as students spent time in places such as the Henry Ford Museum and other civic and educational institutions.
- ✧ In the Legal Assistant Program, (Research I, II and Litigation), students spend most of their class time in the Oakland County court system, where they work directly with professionals of the legal and court system. The internship program places students in law offices where they get first-hand experiences in their field of study.
- ✧ An Environmental Science course taught at the Orchard Ridge campus requires students to prepare a notebook of current events in environmental science. Students are required to search the Internet for articles on environmental issues.
- ✧ Phi Theta Kappa (PTK), the International Honor Society of two-year colleges, has been an active student group on four campuses at Oakland Community College since 1989. Phi Theta Kappa provides opportunity for the development of leadership and service, for an intellectual climate to exchange ideas and ideals, for lively fellowship among scholars, and for stimulation of interest in continuing academic excellence.

...PROGRAMS THAT REQUIRE THE FACULTY AND STUDENTS (AS APPROPRIATE TO THE LEVEL OF THE EDUCATIONAL PROGRAM) THE USE OF SCHOLARSHIP AND/OR THE PARTICIPATION IN RESEARCH AS PART OF THE PROGRAMS;

■ Research at Oakland Community College

Oakland Community College, like other community colleges, is geared more to teaching and learning than to research; however, within the context of the community college, research is being carried on.

Faculty routinely use data collection and classroom research projects in order to investigate and document elements of the teaching/learning process. The following highlights illustrate some of these projects:

- ✧ Two chemistry faculty at Oakland Community College are collaborating with Oakland University faculty on a National Science Foundation Curriculum Course Development (CCD) grant. The purpose of the project is to develop interactive multimedia modules for instructor use in the classroom and also for student use outside the classroom. Ultimately the investigators will determine whether such multimedia modules help students see the connections among the macro, the symbolic, and the particulate aspects of chemistry.
- ✧ In an ENG 152 (Composition II) class at the Auburn Hills campus, students access course information, homework, and reading assignments using the World Wide Web. Students can enter into ongoing discussions with the instructor and classmates using an E-mail "chat room" forum and then send in their research papers via E-mail. They are required to meet three times during the semester with the instructor who is carefully documenting the findings of the research.
- ✧ At the Orchard Ridge campus, business department faculty have adopted an innovative scheduling approach by allowing students to participate "By Arrangement" outside the structured classroom setting. Students may seek instruction and assistance in the campus lab under direction of the BIS instructor, paraprofessional, and student assistants or in an off-campus environment of their choice, allowing them a great deal of flexibility in scheduling their course work (Resource Room: 3.10).
- ✧ Physics classes at the Highland Lakes campus allow students to gather, analyze, and report data using state-of-the-art computer data systems.
- ✧ The Orchard Ridge campus has received recognition at the national level (Four Cs and other national conferences) from their peers as one of the most innovative English programs in the country. It has five computerized writing labs in which ENG 052, 131, and some 151 courses are offered. ENG 052 and 131 are built around the principles of process writing, peer review, peer tutors, portfolios, and pre-and post-assessment of student work.

- ❖ Two Auburn Hills math faculty have submitted a three-year NSF Curriculum Course Development grant proposal, "A Modular Approach to Developmental Math using Projects and Technology." They hypothesize that the mature student with math anxieties may have these reduced by using flexible scheduling, technology, and collaborative learning techniques.
- ❖ Oakland Community College technology and math faculty were active participants in the CONDUIT project. This was a consortium of private and public organizations from business, government, and education coordinating efforts to advance the application of information technologies in workforce training. Led by the Society of Manufacturing Engineers, the two-year project was funded by the Defense Advanced Research Projects Agency and administered by the U. S. Department of Energy. The group developed PC-based multimedia courseware for technical training aimed at small business owners and workers attending local community colleges.
- ❖ Since 1978, the Orchard Ridge Campus, in cooperation with the Michigan Chefs De Cuisine and the U.S. Department of Labor, has offered the American Culinary Federation (ACF) accredited Chef Apprentice Program. Graduates of the three-year program are recognized with a Journeyperson card from the U.S. Labor Department, and Certified Cook status from the ACF. In addition, Oakland Community College was awarded the Kraft Food Service Award for Excellence in 1990 and 1993 in the fifteen-state Central Region for the top Chef's Apprentice Program.

Thus, across the disciplines faculty and students at Oakland Community College work together on research projects, illustrating Oakland Community College's Value of "shared responsibility, open communication, collaboration."

■ Individual Instruction Center

Faculty staff development programs have created many opportunities and encouragement for increased intellectual interaction between students and faculty. Topics such as writing across the curriculum, critical thinking, and diversity have focused on methodologies for improving and moving beyond traditional methods of instructional delivery to more student-centered models.

Furthermore, an Individual Instruction Center (IIC) is located at each of the five campus sites. Its mission is to enhance student success by providing a student-centered learning environment that promotes individual academic achievement at all levels. The IIC offers enrichment programs to Oakland Community College students, faculty, staff, and members of the community. Oakland Community College students who are experiencing difficulty in their courses may receive assistance in the IIC free of charge. The IICs provide

...PROGRAMS THAT REQUIRE INTELLECTUAL INTERACTION BETWEEN STUDENT AND FACULTY AND ENCOURAGE IT BETWEEN STUDENT AND STUDENT.

assistance to students using advanced technology, computerized and multimedia programs, tutors from varied fields of study, and volunteer full-time faculty. Additionally, an academic for-credit class, IIC 057 Student Success Skills, is offered. Extra credit programs have been developed for students whose instructors are encouraging them to make use of the IIC facilities.

Lastly, Student Success Seminars have been added at all campuses with titles such as: *Time Management*, *Test Taking*, *Using the TI-85 Calculator*, *Problem Solving*, *Memory Improvement*, *Using Computers to Study*, *Vocabulary Development*, *Speed Reading*, *Stress Management*, *Spelling Strategies*, *How to Study Science*, *Politics of Going to School*, and *Goal Setting*.

All the Individual Instruction Centers (IICs) participate in informal self-assessment using some form of questionnaire or survey during and at the end of semester. In addition, most IICs document the number of student contacts, record attendance at seminars with reports disseminated to faculty, and create annual end-of year reports (Resource Room: 3.11).

■ Courses and Programs

Some more narrowly focused activities:

- ✧ The College's 2+2+2 Engineering program is a unique collaborative effort with Lawrence Technological University and five area high schools: Berkley, Ferndale, Oak Park, Southfield, and Southfield Lathrup. Students are recommended and inducted into the program during their junior year in high school, then are provided with tutoring, mentoring, and special project activities to encourage math, science, and engineering related studies and pursuits. Successful candidates are awarded scholarships; two years at Oakland Community College, followed by studies at Lawrence Technological University. Currently there are fifty participants in the program, nine of whom are scholarship recipients.
- ✧ The Radiologic Technology Program is using interactive computer and laser disc programs, which challenge the students to evaluate, to analyze, and to think critically.
- ✧ Phi Theta Kappa (PTK) has been an active student group on all campuses at Oakland Community College since 1989. All four Phi Theta Kappa (PTK) chapters share a commitment to provide enrichment in the four hallmarks: scholarship, leadership, service, and fellowship. The Phi Theta Kappa Honors Study Topic provides scholastic enrichment programs. The topic is always timely, international in scope, issue-oriented, and appropriate for interdisciplinary study. This year the topic is: *"The Family: Myth, Magic, Metaphor."*
- ✧ BUS 140 (Investment Fundamentals) at the Orchard Ridge

campus has been re-designed into a series of modules. Non-credit students can enter the course throughout the semester to take one specific module. The reaction of students has been very positive and has encouraged the faculty into further reshaping of the subject matter.

- ❖ A number of the Workforce Development programs are using the self-directed teams approach. For example, the Manufacturing and Technological Services division (MTS) of Workforce Development Services at Oakland Community College has created the Foundations of Integrated Product Development (FIPD) program specifically with Electronic Data Systems (EDS) engineers. The program reflects new paradigms in education with the instructor serving as a facilitator-consultant. The program is learner-centered, and develops problem-solving, critical thinking, and communication skills, as well as applied engineering and team-management skills.

Intellectual interaction is evidenced at Oakland Community College by pedagogical initiatives of faculty, student support programs, and specific course work.

■ Occupational Education

Career/occupational and technical learning programs at Oakland Community College serve both students and industry by preparing students for careers and employment and by supplying industry with qualified workers. Some of these programs allow students to transfer to baccalaureate institutions. A number of programs have several options. These programs not only serve the needs of those entering the work force, but also serve the needs of those who must develop new skills or upgrade their skills:

- ❖ Students interested in education and training leading to initial employment or advancement at the Certificate and Associate Degree levels,
- ❖ Students interested in job upgrades, career change or personal development not necessarily resulting in a degree or certificate,
- ❖ Employers interested in fostering the further education of employees,
- ❖ High school students who wish to make the transition into community college programs through Tech Prep and School-to-Work programs.

When initiating and maintaining career/occupational programs, the College examines employment trends and gathers needs assessment data by surveying employers in the local area.

...PROGRAMS THAT FULFILL ALL ITS VARIOUS STATED PURPOSES: "QUALITY OCCUPATIONAL AND TECHNICAL LEARNING OPPORTUNITIES TO IMPROVE STUDENTS' EMPLOYABILITY."

Program coordinators are appointed, and advisory committees composed of trade and employer representatives are established for each program. Advisory committees are expected to meet at least once each year and operate according to *Guidelines for the Utilization of Advisory Councils* (see Appendix Three-9). College staff who are involved include:

- ✧ Faculty who teach in Associate in Applied Science degree programs,
- ✧ Faculty in academic disciplines who teach general education and foundation courses required in career/occupational programs,
- ✧ Deans who supervise departments offering AAS degrees,
- ✧ The Dean who serves as the Occupational Program Contact Person for the Michigan Department of Education.
- ✧ Counselors

Funding for career/occupational programs is primarily from the College's General Fund, supplemented by grants. The State through the Michigan Department of Education and the State Board of Education grants funds through the Perkins Act for the purpose of improving occupational education. Programs supported with these grant funds must be approved by the State Board of Education and must be evaluated regularly (once every five years).

The Michigan Department of Education is responsible for administration of regulations for Perkins funding as set forth in the Act and as specified by the U. S. Department of Education and monitors grant recipients accordingly. Oakland Community College applies for and receives Perkins Program Improvement funds annually. In the last three years these funds amounted to 1996-97: \$681,717—1995-96: \$597,931—1994-95: \$587,424.

The federal government provides funds through the Job Training Partnership Act (JTPA) for the training of laid-off or underemployed workers. The State of Michigan's Work Force program provides money for job search assistance. Currently there is a specialized grant for a pilot training program to train Family Independence Agency recipients for careers in high technology fields. The Governor's office also provides Economic Development Job Training Program (EDJT) grants to assist companies in upgrading the skills of new and existing employees.

These grants are closely monitored to measure how effectively Oakland Community College implements the program. A recent monitoring visit made both to the College and the employer found the company very pleased with the quality of training being provided. Chrysler Corporation reported that it will continue to invest funds in training new hires and existing workers (Resource Room: 3.12).

■ Outcomes

Indicators of excellence for career/occupational programs include the placement of graduates, pass rates for licensure examinations, the accreditation status of programs, employer satisfaction, and the rates at which students either complete or continue with their educational goals. The College conducts follow-up surveys to gather information on graduates including satisfaction, employment in related fields, length of time to find a job, and average salaries. Enrollment patterns and program completion trends are also measured and reported annually (see Appendix Three-10).

Key points from these data:

- ✧ Full-time employed graduates of Allied Health programs were more likely to be employed in highly related positions than graduates of any other curriculum cluster,
- ✧ Graduates of Liberal Arts and General Studies (classified in the graph as “Other”) were least likely to be employed in highly related positions,
- ✧ Graduates of Commercial and Fine Arts programs were most likely to be employed in positions that were not related to their curriculum at Oakland Community College, followed by Liberal Arts and General Studies graduates,
- ✧ Full-time employed graduates of Automotive Technology programs were least likely to be employed in unrelated positions.
- ✧ The average salary for a full-time employed graduate was \$28,470; the average salaries are highest (\$39,193) for graduates of Automotive Technologies; lowest average salaries (\$23,000) were earned by graduates in the Humanities and Language disciplines (see B-2).
- ✧ Allied Health graduates took the shortest average time to find full-time employment (3.1 months). One graduate in Commercial and Fine Arts took 12 months to secure a position in a somewhat related field.

Graduates of some Oakland Community College programs are eligible to become credentialed by their professional organizations. All of the health programs at the College prepare students to write examinations that grant either a license (from the State of Michigan), a certificate (from a professional organization), or a registration (also from a professional organization). Each professional organization requires specific preparation of the students prior to writing the examination. This preparation is based on the educational process and is focused on outcomes.

- ✧ Oakland Community College nursing graduates have proved highly successful in passing the NCLEX-RN state licensing exam. The pass rate in recent years is as follows:
 - April to September 1994: 96 percent,
 - April to September 1995: 96 percent,
 - April to September 1996: 93 percent.
 The national average pass rate for graduates taking this licensing exam is 89 percent while typically 90 percent of those in similar associate degree programs are successful.

- ✧ Graduates of the Diagnostic Medical Sonography program are eligible to write the national credential examination offered by the American Registry of Diagnostic Medical Sonographers. The exam contains three separate parts; to become registered, a graduate must pass physics and at least one other section. Data show that Oakland Community College graduates have consistently performed above the national norms.

Table Three-3

Year	Graduates	OCC Physics pass rate	National Physics pass rate	OCC Abdomen pass rate	National Abdomen pass rate	OCC OB-GYN pass rate	National OB-GYN pass rate
1996	16	92.3 %	61.4 %	78.6 %	64.5 %	75 %	62.4 %
1995	16	86.7 %	55.7 %	86.7 %	60.7 %	93.3 %	61.8 %
1994	16	70 %	57 %	61 %	61 %	70 %	63.5 %
1993	20	76 %	50.8 %	74 %	60 %	84 %	62 %
1992	14	88 %	63 %	64.3 %	61 %	86.7 %	69.7 %
1991	18	78 %	46.6 %	67 %	53 %	61 %	57 %
1990	18	67 %	45 %	56 %	65.7 %	83 %	66.6 %
1989	21	90.5 %	NA	90 %	NA	93 %	NA
1988	16	88 %	52 %	93 %	71 %	93 %	70 %
1987	19	95 %	73 %	89 %	72 %	84 %	66 %

Source: Dean of Allied Health

Graduates of the Radiologic Technology Program demonstrated a high level of proficiency when applying for registry:

Table Three-4

Year	Graduating class	No. of graduates attempting registry	No. of students passing/meeting cut score	Percentage of students passing/meeting cut score
1996	19	19	19	100 %
1995	12	12	10	83 %
1994	9	9	9	100 %
1993	10	10	10	100 %
1992	9	9	9	100 %
1991	5	5	4	80 %

(Resource Room: 3.13)

■ **Program Integrity**

The following Oakland Community College programs are accredited by state agencies and/or national associations:

- ❖ Dental Hygiene— American Dental Association, Commission on Dental Accreditation;
- ❖ Diagnostic Medical Sonography—Commission on Accreditation of Allied Health Education Programs;
- ❖ Food Service/Hospitality—American Culinary Federation, National Restaurant Association;
- ❖ Hospital Pharmacy Technology—Michigan Pharmacists Association;
- ❖ Legal Assistant—American Bar Association; American Association for Paralegal Education;
- ❖ Medical Assisting—American Medical Association Committee on Allied Health and Accreditation;
- ❖ Nursing Association—National League for Nursing; Michigan Board of Nursing;
- ❖ Practical Nurse Modified Career Ladder Option—Michigan Board of Nursing;
- ❖ Radiologic Technology—The Joint Review Committee on Education in Radiologic Technology;
- ❖ Respiratory Therapy—American Medical Association, Division of Allied Health Education and Accreditation

In addition, Oakland Community College provides program integrity warranties which, “guarantee the integrity and quality of its programs and degree by assuring that graduates will possess those skills and competencies attested to by their certificate or degree.” In the case of an employer finding entry-level employees deficient in career skills for

which they had received an Associate in Applied Science degree, the College will supply up to sixteen credit hours of skill retraining free of tuition charge (Resource Room: OCC.1).

Tech Prep and School-to-Work programs enable secondary school students to learn more about career options and the preparation for careers. The systems also provide a process for a smoother and more efficient transfer from school to post-secondary education and employment. Currently, through the Tech Prep partnership, seventy-six advanced placement agreements are in effect with high schools in the occupational cluster of Industrial Technologies, Health Technologies, and Business Technologies. All of these agreements are based upon curriculum competencies that have been developed with the involvement of business, industry, and labor, stressing skills required in future employees. The impact on Oakland Community College programs is that better preparatory work is done in the high school, allowing the College to place greater emphasis on advanced skills.

In some of the career/occupational programs, Oakland Community College offers students a work-based learning component including internships, cooperative education, field projects and clinicals. These experiences allow students to train outside of the traditional classroom setting through business partnerships. Students take on responsible roles as employees while earning academic credit for their experience. The College is a key force in providing students the needed support to receive credit through experiential learning opportunities.

With the increasing knowledge and skill levels required in today's job market, greater emphasis on employability skills by employers, the trend to multi-skilled workers, and the increasing opportunities for transfer to four-year schools, the traditional distinction between career/occupational and liberal arts transfer courses, programs and degrees is rapidly diminishing. Oakland Community College is responding to these trends.

■ Assessment Initiatives

Over the last ten years, assessment initiatives at Oakland Community College were developed that led to a coordinated and comprehensive review of student learning. Institutional motivation developed not only from external mandates but also from an intrinsic concern that the College was meeting its stated educational goals for students. With a focus on the College's Mission, Purposes, and Values, assessment activities are now becoming integral to the academic effectiveness of the College.

Initial assessment efforts began ten years ago with the implementation of Program Review of Occupational Education (PROE) and Program Review Improvement Excellence (PRIME). Program Review of Occupational Education (PROE) was designed to assess the effectiveness of occupational and technical programs at the College

with the results integrated into appropriate state reporting documents. While all departments comply with the request to complete the procedure, there has been little impact on program modification or change. In 1997, programs being reviewed included: Accounting, Business Information Systems, Photography, Landscape Technology, Robotics, Fluid Power, Welding, Gerontology, Conference and Court Reporting, Hospital Pharmacy, and Radiologic Technology (Resource Room: 3.14).

Program Review Improvement, Management and Excellence (PRIME), was developed to assess the effectiveness of traditional academic programs. It never moved into broad-based implementation and was supplemented by the present Student Outcomes Assessment Plan. Further analysis of Program Review of Occupational Education (PROE) and Program Review Improvement Excellence (PRIME) in assessing and documenting student achievement is reviewed in Criterion Four.

In October of 1992, the College Academic Senate (CAS) formed a Task Force on Student Outcomes Assessment to initiate Oakland Community College's response to the NCA request for a detailed Student Outcomes Assessment Plan. The committee was composed of faculty and administrators from all five campus sites. At the same time, the College Academic Senate (CAS) charged the Curriculum Research Committee with the task of researching student outcomes. By the fall of 1993, the Outcomes Assessment Task Force presented a final report and model to the Senate, recommending that the Student Outcomes Assessment concerns be addressed by a standing committee of the Senate, the Student Outcomes Assessment Committee (SOAC). During the same period, the Curriculum Research Committee arrived at eight competencies as outcomes, to be implemented by faculty across the College in its curricula. Both reports were approved by the College Academic Senate (CAS).

In November of 1993, the Student Outcomes Assessment Committee (SOAC) prepared the student outcomes plan and report for NCA. In 1994, the model included a matrix with cells for student outcomes, assessment activity, person responsible, result distributed to, time schedule, and current status. The plan called for measurement of student outcomes in five areas: College-wide assessment, campus/site assessment, program assessment, discipline assessment, and assessment of administrative and support services (Resource Room: 3.15).

Since 1994 there have been several modifications to the plan (Resource Room: 3.16). The size and complexity of Oakland Community College's five campus sites created challenges for the Student Outcomes Assessment Committee (SOAC). Many faculty and staff found the original plan cumbersome and difficult to implement. Consequently, administrators, faculty, and staff have concentrated on acquiring theory and knowledge about the practices of assessment that have contributed to the evolution of the plan.

■ Current Assessment Plan

The latest 1997 revision lays out a simplified matrix concentrating on student outcomes, assessment, and use of results. The present plan looks at student outcomes assessment in the following areas:

- ❖ Institutional: The assessment process includes working with the office of Institutional Planning and Analysis to follow two freshman groups (94/96) of 800 students. The students' responses to a systematic series of surveys will be aligned to outcomes identified at the College level (Resource Room: 3.5; 3.6).
- ❖ Program: Five programs within the College have been asked to identify and assess outcomes for their areas.
- ❖ Course: All faculty have been asked to identify and assess outcomes for each of their courses. These course outcomes are expected to be incorporated into their course syllabi and on-going classroom learning experiences (Resource Room: 3.17).
- ❖ Out-of-Classroom: A committee of non-teaching staff created outcomes and assessment strategies for the out-of-the classroom experiences of students (Resource Room: 3.18).

Furthermore, while the College continues its efforts to use the matrix to collect and assess performance across the curriculum, the actual criteria for assessment have been broadened. They now include not just the eight competencies, but also discipline/program-specific goals and statistical measures.

The Student Outcomes Assessment Committee (SOAC) has made an effort to center the current plan on the newly revised Mission of the College, which states that Oakland Community College is "a student-centered institution which provides quality learning opportunities for individuals, communities, and organizations on an accessible, affordable basis." The Student Outcomes Assessment Plan reflects the College's Mission, helping the College move from being content-to learner-centered, and from being teacher- to student-centered. The outcomes assessment process allows students to be active participants in their learning experiences.

The College has expressed six Purposes as part of its Mission. Assessing student academic achievement is integral to meeting these Purposes. The development of a cohesive Student Outcomes Assessment Program:

- ❖ furthers the goal of making the College a student-centered institution. A systematic student assessment process supports the development of an educational experience that allows students to transfer to four-year institutions, improves their employability, and increases their opportunities for lifelong learning.

- ✧ enables students to be active, not passive, partners in the learning process; the assessment process creates a teaching and learning environment that encourages students to become partners in the learning process.

Moreover, in 1991, a Vision/Value Statement was created that stated, "Oakland Community College is a dynamic, accessible, learning-centered community dedicated to excellence. The community values:

- ✧ shared responsibility, open communication, collaboration
- ✧ personal empowerment, integrity, ethical commitment
- ✧ diversity, global awareness, responsiveness to community needs."

Assessing student outcomes now serves as the basis for following this vision and set of values. The Student Outcomes Assessment Plan was developed to reach all levels of the institution and to have an impact on faculty, students, staff, and the learning environment.

Leadership for assessment activities continues to be in the hands of the Student Outcomes Assessment Committee (SOAC), which has had as members the Vice Chancellor for Academic and Student Services and faculty or deans from each campus site. The College's plan to assess student academic achievement has been built upon multiple levels within the College's structures and utilizes both direct and indirect indicators in order to affect the learning environment of faculty, students, and staff.

Institutional assessment has twelve student outcomes (Resource Room: 3.19). The Student Cohort Longitudinal Studies of 1994 and 1996 have assessed eleven of these outcomes (Resource Room: 3.5; 3.6). Information gathered by this method gives a clear picture of students' progression from admission through graduation, transfer or departure. Student opinion and progress are assessed on a regular basis to determine if members of the cohort have met their intended educational goals and to determine their current employment status. All cohort members were asked about their educational and future plans as well as to update their career and educational plans goals. Non-returning students were asked about their decisions not to re-enroll at the College.

Program outcomes are integral to the College's Student Outcomes Assessment Plan. Implementation began with a cohort group of five programs; Allied Health (Southfield Campus), Mental Health (Auburn Hills Campus), Early Childhood Development (Highland Lakes Campus), Food Service/Hospitality (Orchard Ridge) and Business Information Systems (BIS) (College-wide program). The group had developed outcomes and assessment strategies for their programs.

Instructional outcomes have focused on individual courses and instructors. The original plan asked each academic discipline to complete an Outcomes Assessment Matrix; however, this proved

difficult in multi-campus environment in which the disciplines meet formally only twice a year. In the fall of 1995, the Student Outcomes Assessment Committee (SOAC) asked individual instructors to complete the revised matrices for one course. Through extensive staff development work at the campus- and College-level, faculty in most departments understand outcomes, and 65 percent of the full-time faculty have completed at least one matrix as reported in campus plans and analysis reports (Resource Room: 3.20).

The Out-of-Classroom Assessment Committee, a subcommittee of the Student Outcomes Assessment Committee (SOAC), was formed in February 1996. The committee is made up of representatives from the Learning Resource Centers (LRCs), Programs for Academic Support Services (PASS), Individual Instruction Centers (IICs), Counseling, the International Center, Cooperative Education, Enrollment Services, and Financial Services. The committee is charged with defining and assessing out-of-classroom competencies for students. It has explored the campus experiences of the student outside of the classroom and determined how they contribute to the overall development of the student. Three outcomes have been identified by the committee. Presently, work is focused on creating and implementing assessment instruments to measure these outcomes. Parallel staff development will be done with all levels of personnel involved in the out-of-class experience (Resource Room: 3.18).

The Student Outcomes Assessment Plan is articulated, understood, and enacted in varying degrees by different segments of the institution. The program made its greatest impact in the integration of classroom assessment into the teaching/learning environment. The College has supported extensive staff development for the faculty, including: College-wide assessment workshops for full-time and adjunct faculty, assessment workshops for deans and department chairs, and the development of a video assessment library for each campus (Resource Room: 3.21). Each campus has been responsible for a series of staff development activities that were coordinated through the Student Outcomes Assessment Committee (SOAC), including brown bag lunches and dinners, campus newsletters, bulletin boards, and Campus/College Academic Senate (CAS) Council activities. The administration has provided the committee with funds to attend major assessment and instructional conferences. Additional support has come from campus professional development funds.

Through faculty development workshops, instructors have become learners as they redesign their partnerships with students. The classroom has become a structure in which students and instructors openly share responsibility for the collaborative learning experience. Through the feedback loop of the outcomes assessment process, the commitments to learning are being evaluated. The student outcomes

process also has allowed faculty and staff to identify and respond to the needs of a diverse student population with differing learning styles (Resource Room: 3.21).

However, while outcomes assessment has reached a majority of the full-time faculty, there are still departments and individuals who are not active participants in the process. Some senior faculty remain skeptical and have been unwilling to do more than go through the motions. Issues have arisen concerning the difference between evaluation and assessment and the difference between “the way we have always done it and what we are being asked to do now.” Translating completed matrices into action has been challenging for some faculty. Also, given the many changes in administrators, campus support has not been consistent. The deans have agreed to become more involved in the process by reviewing syllabi, by encouraging the development of departmental objectives, and by greater interaction with faculty. The major hurdles faced in the implementation of the plan include: the problems associated with five campus sites, the learning curve associated with a new process, resistance to change, and misunderstanding /miscommunication about outcomes.

Ultimately, assessment is making incremental changes in the teaching and learning environment of the College. Until recently, the College has not had a procedure whereby assessment of student achievement made an impact on the budget and planning process. However, there have been cultural indicators that are affecting the learning environment. There have been more opportunities for discourse between and among faculty and staff, including College-wide discipline day, Academic Senate meetings (campus and College), department chair meetings, department meetings, and staff development activities. Staff development activities at the campus and College level have been well attended (Resource Room: 3.21). A recent survey asked faculty to document how the assessment process had affected them and their students (Resource Room: 3.22). The opportunity for academic self-reflection on teaching and learning by faculty is reported to be extremely worthwhile and rewarding. Discussions among faculty on issues of teaching and learning appear to have increased and become more lively.

The impact on students has been difficult to assess. The two cohort studies provide macro analyses of student perceptions of their educational progress. However, there are no institutional cultural measures that assess whether teaching and learning have improved. As the College integrates instructional and out-of-the classroom assessments, there is still a need for College-wide measures that will continually improve the learning experience for students.

...COMPLETION OF AN
IDENTIFIABLE AND COHERENT
UNDERGRADUATE LEVEL
GENERAL EDUCATION
COMPONENT;

The overall impact of assessment at Oakland Community College has been positive. Through assessment measures, the College community has to communicate about student learning, thereby moving toward the Oakland Community College Value of “shared responsibility and collaboration.”

■ **General Education in Transition**

Oakland Community College’s Purposes include the provision that “Oakland Community College provides quality general education opportunities enabling students to learn independently and develop skills for personal and career success.” This statement is elaborated on in the College catalog:

Oakland Community College’s general education experiences will prepare students in the key life skills of critical and analytical thought, communication, computation and physical well-being. Students will enhance their general knowledge as well as augment their aesthetic and ethical sensibilities so that they may link diverse experiences and develop their capacity to successfully complete functional, rigorous, up-to-date career or liberal arts and science programs” (Resource Room: OCC.1)

Each of Oakland Community College’s five degrees has a general education component, requiring 19 credits for the Associate in Applied Science, 37 credits in the Associate in Liberal Arts; 44 for the Associate in Science, 26 credits in the General Studies, and 38 credits in the Associate in Business degree. To satisfy the general education requirements, students must take the required credits from the following categories:

- ✧ Communications/English,
- ✧ Fine Arts/Humanities,
- ✧ Mathematics/Science,
- ✧ Physical Education,
- ✧ Social Science,
- ✧ Written Communication;
- ✧ Additionally, all students must complete POL 151, American Government.

(Resource Room: OCC.1).

General education at Oakland Community College is currently in transition. In the spring of 1995, the College Academic Senate established an ad hoc committee for the purpose of reviewing the general education curriculum and developing a means of implementing any changes. After the committee developed a consensus on the process, it researched the literature on general education. The charge to the committee was to: (1) develop a philosophy statement of general education at Oakland Community College using the NCA guidelines, (2) conduct hearings on the statement and/or if warranted its position on the integration of core

competencies within the statement, (3) develop a process for implementation, (4) review current list of general education courses and recommend changes, and (5) oversee progress of its findings throughout the 1996-97 academic year.

Twelve representatives from the various campuses formed the ad hoc committee on General Education, including teaching and non-teaching faculty as well as members of the administration. A philosophy statement was developed and was presented to the College community at College Academic Senate (CAS) meetings at the campus and College level. The College Academic Senate (CAS) Campus Councils were also asked to identify the necessary attributes of a general education experience, and ten General Education Attributes were identified (see Appendix Three-11).

The committee's next major focus was to define outcomes for each General Education Attribute and develop a model for implementing them. The committee members have investigated models that may work for Oakland Community College, and at the time of writing this report, they are in the process of developing a model to recommend to the College community. The timeline for presenting the model for consideration to the Senate Councils is Fall '97, and the process for implementation is scheduled to begin the Winter semester '98.

...AND MASTERY OF THE LEVEL
OF KNOWLEDGE APPROPRIATE
TO THE DEGREE ATTAINED.

■ **Guarantee**

Oakland Community College guarantees the integrity and quality of its programs and degrees by assuring that graduates will possess those skills and competencies attested to by their certificate or degree (Resource Room: OCC.1). This guarantee is valid for both transfer and career programs.

■ **Program Outcomes**

Mastery of the level of knowledge appropriate to the degree attained is implicit in the Program Outcomes plan being initiated by the Student Outcomes Assessment Committee (SOAC) and implemented by the disciplines. These plans identify explicit outcomes that prepare students for the specific needs of their career program. Each program was asked to develop a profile of a graduate from their program. It is hoped that these programs will serve as role-models for other areas as they develop outcomes.

■ **Curriculum Review**

Oakland Community College's primary Value statement is that the College is a "learning-centered community dedicated to excellence. As a way of ensuring this excellence, the College has in place a systemic review procedure. The Curriculum Review Committee (CRC) is a standing committee of the College Academic Senate (CAS) assigned to be the vehicle to provide for cyclical updating of the curriculum of the College, ensuring that disciplines and programs carry out the mission of the College (see Resource Room: 3.2). Historically, the Curriculum Review Committee (CRC) has its roots in

both the Curriculum/Instruction Committee of the College and the state-mandated review of vocational programs. The Program Review of Occupational Education (PROE) is a process wherein each State-approved occupational program is reviewed once every five years. The Michigan Department of Education collects the Program Review of Occupational Education (PROE) reports as a requirement for continued funding under the Perkins Act. In its annual report of 1987-88 the College Academic Senate (CAS) acted upon the recommendation of the Curriculum/Instruction Committee that a review process be implemented for all programs and disciplines of the College.

In 1991, in response to a charge from the College Academic Senate (CAS), a Curriculum Evaluation Council was formed by the Vice Chancellor. In 1994, it was renamed the Curriculum Review Committee. Its purpose was to review all programs and disciplines of the College systematically. The Curriculum Review Committee (CRC) is composed of faculty and administrators: three faculty and one dean from each campus and the Vice Chancellor for Academic and Student Affairs. The Committee is chaired by a member selected from the group who consequently is part of the Senate Leadership and serves on the College Academic and Student Services Council (CASSC). The Curriculum Review Committee (CRC) makes its recommendations to the College Academic Senate, the College Academic and Student Services Council (CASSC), and the Chancellor.

As a relatively new committee, the Curriculum Review Committee (CRC) is still evolving a modus operandi. It initially completed reviews of one degree, one College-wide discipline, and one campus-specific program. These reviews have created and developed the process that is currently being implemented:

- ❖ A program or discipline may be selected for review in a variety of ways: a program or discipline may ask to be reviewed; discipline deans may recommend certain programs or disciplines to be reviewed; a program may be scheduled for review by an outside accrediting agency and thus be a logical candidate for internal review; and disciplines/programs may choose to identify themselves for review over a three-year review schedule. The committee has established a five-year rotation schedule of reviews.

- ❖ Once a discipline/program has been identified for review, the discipline/program chair is notified of the process and a tentative deadline. The process will identify the forms and procedures to be followed. The Curriculum Review Committee (CRC) will inform the office of Institutional Planning and Analysis of its review plans, in order for that office to generate any relevant data for a complete review. From among its membership, the Curriculum Review Committee (CRC) will have identified a liaison member who will be the contact person for the discipline/program

facilitator whose responsibility it is to shepherd the review through to conclusion. If necessary, the Curriculum Review Committee (CRC) may ask that a discipline dean be an added resource to the process.

- ✧ Upon conclusion of the review, the Curriculum Review Committee (CRC) expects to receive a report from the discipline/program facilitator that will include: Analyses of the: (a) course syllabi and (b) the Student outcomes assessment matrices, c) a survey of instructional methodologies, (d) a list of staff development activities—including needs for future activities, (e) where appropriate, enrollment and retention data, recruitment activities, and input from external communities, (f) a description of comparable programs/courses at other institutions of higher education, (g) a discussion of the discipline's/program's interdisciplinary involvement, (h) a projection of future program needs and resources.
- ✧ Upon receiving the report, the Curriculum Review Committee (CRC) may respond in a variety of ways. In all likelihood, it will commend the discipline/program and may recommend future action(s) be undertaken by the discipline/program itself, by the College Academic Senate (CAS) (or any of its other standing committees), or by the College Academic and Student Services Council (CASSC); most dramatically, it may recommend closing down a program.
- ✧ With each recommendation, the Curriculum Review Committee (CRC) incorporates a follow-up to its recommendations, be it deadlines for action or a subsequent report back to the Curriculum Review Committee (CRC) . All disciplines/programs that have been reviewed are asked to submit annual reports to ensure that the concept of curriculum review becomes firmly established College-wide.
- ✧ With each completed review, the Curriculum Review Committee (CRC) conducts its own analysis to ensure a smooth and efficient process. Most occupationally oriented curricula are part of the state-mandated Program Review of Occupational Education (PROE); therefore, the Curriculum Review Committee (CRC) perceives the review of these programs as complementary rather than duplication of the process. It will accomplish this by focusing primarily on the program's relationship to the College and its integration into the College's Mission.
- ✧ The College supports the function of the Curriculum Review Committee (CRC) by providing a secretary from the Vice Chancellor's office to take notes, prepare and distribute minutes, and generate other forms, and by granting release time for faculty to act as facilitators for those programs/disciplines having no identified coordinators. The Curriculum Review Committee

(CRC) has asked for the position of a College Curriculum Specialist whose primary task would be to assist the members of both the Curriculum/Instruction Committee and the Curriculum Review Committee (CRC). The College is reviewing the long-term curriculum needs and the implications for staff support.

- ❖ Although the Curriculum Review Committee (CRC) is moving slowly through the schedule of reviews, the procedures it has established are effective and are structured around a clear and reasonable system of documentation which produces useful and practical findings. One example is the establishment of the Literacy Task Force to address the needs of developmental students as prompted by the curriculum review of the English discipline (see Innovation below).

Questions remain about the overlapping responsibilities of College Curriculum/Instruction Committee (CC/IC) and Curriculum Review Committee (CRC).

...TRANSCRIPTS THAT
ACCURATELY REFLECT STUDENT
LEARNING AND FOLLOW
COMMONLY ACCEPTED
PRACTICES.

■ Transcripts

Oakland Community College transcripts conform to guidelines established by the American Association of College Registrars and Admissions Officers (AACRAO) and the Michigan Association of College Registrars and Admissions Officers (MACRAO). Transcripts are issued by the Office of the Registrar, District Office, only upon the written, signed request of the student. Such transcripts are not considered official. Official transcripts will be mailed to other educational institutions or employers for a fee of \$2.00 per transcript.

...EFFECTIVE TEACHING THAT
CHARACTERIZES ITS COURSES
AND ACADEMIC PROGRAMS.

■ Student Surveys

The Mission of Oakland Community College states that it is a “student-centered institution that provides quality learning opportunities.” Its Values focus on its being a “learning-centered community dedicated to excellence.” Commitments to students and to the teaching/learning process lie at the heart of this college. Documentation of the above may be found in the evaluations of teaching effectiveness conducted by the office of Institutional Planning and Analysis, Human Resource Development (HRD)-administered instruments, and faculty-generated processes. Institutional Planning and Analysis maintains a comprehensive system of student surveys that examine, among other subjects, student perceptions of the quality of their instructors and classes. Results across three surveys and four to five years demonstrate an interesting degree of consistency, particularly in the way in which students rate the level of support they receive from instructors.

The First Time Student (FTS) survey utilizes a random sample of approximately 800 first time students interviewed by telephone in the middle of each fall semester. As a sign of Oakland Community College's delivering a quality education, the following table presents the percentage of students who "strongly agree" with the statements:

Table Three-5

	1992	1993	1994	1995	1996
OCC instructors you are taking classes with are supportive	32.8 %	32.8 %	41.3 %	41.3 %	31 %
OCC instructors are willing to help with academic problems outside of office hours	25.7 %	24.6 %	28.2 %	38.1 %	24.7 %
There are adequate opportunities to meet with instructors during office hours	21.7 %	21.6 %	25.2 %	34.0 %	26.2 %
Out-of-class assignments are valuable	28.2 %	20.3 %	30.0 %	33.2 %	26.3 %
OCC classes are stimulating	22.5 %	13.6 %	19.7 %	26.5 %	21.1 %

Resource Room: 3.24

The Continuing Student Survey (CSS) is an annual survey of a randomly selected sample of 800 students, enrolled in the winter term, who have been at Oakland Community College between five and nine terms (Resource Room: 3.25). This group is asked a similar set of questions to determine their level of satisfaction with their academic experience. Highlighting excellence, the table illustrates the percentage of students who "strongly agree" with each statement:

Table Three-6

	1993	1994	1995	1996
OCC instructors are supportive	34.0 %	37.1 %	35.8 %	36.8 %
OCC instructors are willing to help with academic problems outside of office hours	24.2 %	27.7 %	27.7 %	24.4 %
There are adequate opportunities to meet with instructors during office hours	23.5 %	30.0 %	26.2 %	28.6 %
Out-of-class assignments are valuable	25.4 %	30.5 %	25.5 %	25.7 %
OCC classes are stimulating	27.9 %	25.2 %	22.2 %	24.8 %

Resource Room: 3.25

The Graduate Follow-up Survey (GFS), which focuses on similar issues, is implemented nine months after students have graduated from Oakland Community College. A response rate of 59 percent is obtained by use of both mail and phone surveys. Questions asked of this group differ from those in the First Time Student (FTS) and Continuing Student (CSS) surveys but are intended to address similar issues of satisfaction with the academic experience while at Oakland Community College. Percentages again emphasize excellence and refer to those graduates who reported being "very satisfied" with the following aspects of their academic experience:

Table Three-7

	1992-93	1993-94	1994-95
Courses in the major field of study	35.5 %	34.8 %	35.8 %
General Education/support courses	24.2 %	27.7 %	27.7 %
Overall quality of teaching	29.1 %	30.1 %	31.8 %
Overall relationship with faculty	31.6 %	29.4 %	33.5 %
Overall quality of education you received	30.4 %	34.3 %	38.4 %

Resource Room: 3.23

■ Peer Evaluation

Evaluation of teaching and learning is an ongoing process at Oakland Community College; faculty evaluation of peers and by the Administration is formally addressed in the Faculty Master Agreement (FMA). The Contract addresses evaluation of the performance of full-time faculty (Resource Room: OCC.6). Annual and Probationary Faculty are reviewed by departments and may be reviewed by immediate supervisors twice each year on the basis of the criteria set forth in the Appendix K (Resource Room: OCC.6).

These criteria include, among others:

- ❖ Commitment to Instructional Excellence,
- ❖ Knowledge of subject matter and current methods used to relate material,
- ❖ Organization of instructional materials for teaching and presentation of those materials,
- ❖ Evidence of preparation for classes,
- ❖ Efforts made to improve personal competence and competence of students.

Continuing contract faculty members may be reviewed by their department on the basis of the criteria in Appendix K and described as a process in Appendix B (Resource Room: OCC.6).

Continuing contract faculty shall be subject to performance appraisal once every two years by the Dean or, if mutually agreeable, by the Dean's designee based on criteria given in Appendix K (Resource Room: OCC.6). Other instruments for evaluation may be those generated by departments or the one developed by the College Academic Senate (CAS) (Resource Room: OCC.14).

In addition to being evaluated by their departments on a regular basis, adjunct faculty are required to have their classroom performance evaluated and participate in staff development activities in order to advance up the adjunct faculty pay scale. The Human Resources Department initiates the process by supplying the appropriate dean with a list of adjunct faculty who need to be evaluated. The evaluation is accomplished by having a full-time faculty member facilitate and monitor the process, which uses a student questionnaire designed to evaluate the performance of the adjunct teaching faculty. After the evaluations are processed, the facilitator reviews the results with the adjunct faculty member. Throughout the year the campuses provide staff development activities for adjunct faculty.

Peer evaluation of both full-time and adjunct faculty also takes place via the nominating and balloting for Outstanding Faculty each year as part of campus-wide recognition of excellence programs. At this time, Distinguished Emeritus status for long and dedicated service may be conferred on faculty and staff who have retired (see Appendix Three-12).

Workforce Development faculty receive regular evaluation from their peers and from their students as well as from outside agencies. For example, Technology faculty have received outstanding evaluations from the Dean of the GM Technical Education Program.

■ Professional Development

Support for professional development activities for all members of the College community is evident from the fact that an amount equal to one percent of College personnel costs is allocated each year for professional development activities (for 1996-97, the amount was \$685,146). Of that amount, 29 percent is allocated for College-wide professional development and 71 percent, almost half a million dollars, is allocated for site-specific professional development. The College-wide allocation includes an amount for professional development staff, support staff, office support, sabbaticals (see below) and tuition reimbursement (see below) for all employee groups.

...ONGOING SUPPORT FOR
PROFESSIONAL DEVELOPMENT
FOR FACULTY, STAFF AND
ADMINISTRATORS.

The criteria used for professional development funding reflect the College's Mission and Values:

- ✧ the value of the activity with respect to the individual's current or likely future role in the College,
- ✧ the value of the activity with respect to Oakland Community College and increased student success,
- ✧ the relationship of the activity to the Campus/College Strategic and Site Operational Plans,
- ✧ previous contributions made by the individual to the Campus/College community,
- ✧ recently funded professional development activities provided for the individual making the request.

Each faculty member is eligible for a sabbatical leave for study and research after three full contract years of continuous service.

"Sabbatical leaves shall be in recognition of significant service to the College and for the purpose of encouraging scholarly achievement that will contribute to the professional effectiveness of the members of the staff and the value of their subsequent services to the College" (Resource Room: OCC.6). Sabbatical leave compensation after three years of service is for one semester at half pay or a Spring term at full pay. After six years of service, compensation is for one full academic year [ten months] at half pay or one semester at full pay. After fourteen years of service, compensation is for one full academic year at full pay.

The sabbatical leave committee is composed of five faculty and five administrators who provide a rank-ordered list of its recommendations (Resource Room: OCC.6). Consideration is given, but not limited to, candidates who plan to:

- ✧ start or work toward the completion of a degree,
- ✧ conduct academic research,
- ✧ update or seek enrichment in a chosen field,
- ✧ perform field service, community service, or study in another institution.

During the last five years, 25 faculty, 1 administrator and 4 management staff have been granted sabbatical leaves as follows:

1993-94	2 faculty	2 management staff	
1994-95	10 faculty		
1995-96	2 faculty	1 management staff	1 administrator
1996-97	11 faculty	1 management staff	

The Board of Trustees (BOT) has appropriated \$40,000 each year to be used for faculty members' tuition for course work that satisfy the conditions of the Faculty Master Agreement (FMA), Article 7.14 (Resource Room: OCC.6). Tuition reimbursement must be for course work pertinent to the needs of the College and/or duties of the employee. The maximum paid to any individual is \$350 per credit hour to a maximum of \$2,500 per academic year.

■ Events and Activities

Another method of Professional Development is through events intended to foster professional growth, sponsored by disciplines, campuses, or administrators. At these events speakers are invited to conduct workshop and seminars whose audience may range from being College-wide to discipline-specific.

Scholarly activities are also rich sources of Professional Development. Faculty members are actively encouraged to provide such activities for their students; examples include student literary magazines such as *Speakeasy*, and *Northern Lights*, art shows, theater/dance productions, and as Phi Theta Kappa advisors.

In the fall of 1996, Oakland Community College sponsored its first "Great Teachers Seminar," led by David B. Gotshall, Director of the Great Teachers Movement. The seminar is based on the premise that creative teaching is enhanced by mixing faculty from diverse fields, experience levels, and interests to share ideas. Because of its success, the Great Teachers Seminar has become an annual event at Oakland Community College. As many as thirty-five faculty can apply each fall.

The first seminar for counselors based on the same premise as Great Teachers took place in March 1997. Its focus was on counseling as opposed to classroom concerns. Specific issues addressed included advising the "whole student."

Oakland Community College is one of nine institutions selected to participate in the \$ 1.1 million Southeast Michigan Galileo Consortium funded by the Kellogg Institute. The program integrates K-12 and community college educators. The purpose of the two-year project is to develop educators to become leaders in innovative approaches that will prepare students for the challenges of the twenty-first century and to develop a project for each institution to implement. These projects are intended to make institutional changes at the College. Nine Oakland Community College instructors are participating in this two-year program that began August 1997, with each one having a mentor from administration or faculty ranks.

Other faculty, staff, or administrative development initiatives focused on specific topics: adult learning, classroom assessment, collaborative learning, multi-cultural learning, stress management, critical thinking, and new technology. At times, faculty and staff have been given release time to develop such in-house programming (Resource Room: 3.26).

Oakland Community College has also sent faculty to the following national conferences on a regular basis: NISOD, Deans and Chairs Academy, American Association of Higher Education (AAHE) Assessment, League of Innovation Technology Conferences, and discipline-specific conferences in English, mathematics, science, the humanities, counseling and foreign languages.

...STUDENT SERVICES THAT
EFFECTIVELY SUPPORT THE
INSTITUTION'S PURPOSES.

Although Oakland Community College acts on its Mission to provide "quality learning opportunities" by offering many types of training and support to the members of its community, the effect of the activities might be broadened considerably. A centralized staff development office to coordinate efforts and provide a systematic process to transfer knowledge and skill acquisition from such activities back into the institution would contribute to staff development activities having even greater impact.

■ Mission and Structure of Student Services

The College's Mission and Values make a commitment to those services that support many facets of student life. Over the last ten years, there have been major changes in the College's approach to student services. Believing that the student experience is translucent in all services of the College, the new structure blends their in- and out-of-class experiences. At all facets of the institution, the College understands that it is essential to create a learning-centered environment. Student services are fundamental to building bridges between what happens in the classroom and the totality of the student experience.

Beginning in 1992, the organizational structure moved from separate Deans of Student Services to creating Deans of Academic and Student Services. At the present time all campus deans serve in this capacity. Under this new philosophy the merging of the positions was believed to give the deans a broader perspective, to promote a better understanding between academics and student services, and to assist with joint assessment of outcomes and centralized decision-making. This philosophy is reflected at the next administrative level with the position of Vice Chancellor of Academic and Student Affairs.

The transition has brought a new perspective throughout the College. An informal sampling of current Deans of Academic and Student Services shows that they have a strong commitment to a student-centered institution and a conviction of the importance of student services. However, only two identified themselves as having a student-services background. In response to questions, some former Deans of Student Services and counselors indicated that combining the two positions has left Student Services without a unified voice. As referenced earlier, the College has created an out-of-classroom assessment committee. The committee has organized campus staff development programs to work with out-of-classroom staff, to help them connect to student outcomes and core competencies. The College will continue to work through this committee and other staff-development activities to integrate this philosophical approach to student life throughout the larger College community.

Beginning Winter Semester 1997, the Consistent Service Policy with its extended hours was initiated College-wide to service evening students better. The offices of Records, Registration, Cashiers, Financial Assistance and Scholarships, and Admissions are open from 8:30 a.m. to 6:00 p.m., Monday through Thursday. The policy is intended as a one-year pilot, after which its effectiveness will be reviewed.

■ Enrollment

Enrollment Services provide and/or coordinate an integrated system of services for successful entry, matriculation, retention, and exit from the College. Enrollment Managers oversee services available at all campuses and are responsible for Recruitment, Admissions, Registration, and Records. Other areas of responsibility differ depending on the unique needs of each campus and include, but are not limited to, coordination and administration of entry assessment testing, such as ASSET and MTELP.

The Recruitment Office assists new students in the admission and assessment/orientation process and offers individual attention when appropriate. The Recruitment Office provides prospective students with information about specific programs, admissions, assessment/orientation, international student advisement, registration, counseling and financial aid. The dissemination of information and promotion of positive public relations is targeted at, but not limited to, businesses, schools, community organizations, and prospective students.

Admission Recruiters coordinate schedules, develop promotional materials, and set College-wide goals and strategies as well as those that specifically focus on local campus needs through monthly Recruitment Team Meetings and participation in the Enrollment Services Board. The development of a College-wide marketing plan has long been discussed. With the recent drop in enrollment—4.5 percent from Winter 1996 to Winter 1997—new urgency culminated in the appointment of an Executive Director of Marketing with College-wide responsibilities. Technology presents further challenges as the use of the Internet is becoming a norm for information and communication. The recent development of a web site for the College is a much needed beginning for this new medium. In addition, attractive and professional promotional materials and a prospective College viewbook need attention as the Admission Recruiters act in a continuously more competitive environment.

The Admissions Office helps prospective students gather information about the College and assists students through the enrollment process. It provides students with information on specific programs, admittance, assessment, orientation, and financial aid. This office also collects data on prospective students in order to recruit a diverse student population. Admission services are available at all campus sites except Southfield. With increasing numbers of non-native speakers in Oakland County, the development of English as a Second

Language credit classes, and a goal to increase foreign student enrollment, the number of Foreign Student Advisors has increased with one now located at each campus.

An analysis of student survey data shows that 53 percent of first time students rate the admissions service at Oakland Community College as "good" (Resource Room: 3.24) while 42 percent of students applying for graduation rated it as "excellent" and 49 percent considered it "good" (Resource Room: 3.27).

The Registration Office handles the clerical and technical tasks of registration. Each office is staffed by a Registration Specialist who is the lead worker for campus on-site registration, mid-term registration, and special program registration and is the liaison for the College-wide Touch*Tone Registration process. This office is responsible for processing student-initiated withdrawal forms and responding to questions that deal with the registration process.

The implementation of the Touch*Tone Registration system, launched Winter 1989, makes it possible for admitted students to enroll in classes using a touch tone telephone from any location. This innovation was accepted widely by the students and greatly reduced the number of students who came to campus to register. Students pay their bills by mailing in payment, charging to an appropriate card, or paying in person during business hours. In 1996, with the advent of the "real-time" credit card payments, the registration process was eased further. Financial aid students are able to register by phone; however, they are required to process payments in person. In addition, telephones for student registration are available on each campus. Although the Southfield campus does not currently have a full registration process, counseling services are available for students wishing to register at the site using the Touch*Tone system during the Final Registration period.

With the success of this process, the length of the registration periods has been increased and is being monitored for further increase, if appropriate. The Registration personnel's extra effort has been helpful to students. An illustration of this is when, in 1996, although the campuses were closed for the holidays, a skeleton crew staffed the registration center at the District Office on December 30 and 31, allowing students to complete the process prior to the beginning of the on-campus Winter Semester registration.

An additional advantage of Touch*Tone is the ability of the College to gather pertinent student data by the questions asked prior to the student registration section. This information is used for evaluation and planning in many areas of College services. Since the initiation of Touch*Tone, student satisfaction with registration procedures at the College is at an all time high. Registration services achieve high satisfaction ratings among Oakland Community College students.

Thirty-seven percent of first time students rate them as “excellent”, 47 percent as “good” (Resource Room: 3.24). The ratings rise among continuing students to 55 percent “excellent” and 36 percent “good”(Resource Room: 3.25), while among students applying for graduation, 51 percent consider the service “excellent”(Resource Room: 3.27).

The Records Office, in compliance with the Federal Educational Right to Privacy Act (FERPA) guidelines, keeps a precise record of each student’s progress and provides accurate data for reporting and analyzing enrollment trends. The record keeping is efficient, accurate, consistent, and uncomplicated. Among students applying for graduation, the group most likely to have used records office services, 37 percent report the service “excellent”, 40 percent rate it “good”(Resource Room: 3.27).

■ Placement Instruments

In 1985 the College adopted ASSET as the placement instrument to play an essential role in the orientation program. The program, organized somewhat differently on each campus, is called the “ASSET Success Seminar.” Its purpose is to enhance student success through assessment of English and reading proficiencies, individual advising, planning, and registration. The assessment of language usage, reading, and writing is used to determine placement into three levels of writing and reading courses. Students are self-placed into mathematics courses, using a self-placement guide distributed in the orientation portion of the ASSET Seminar. The results of the mathematics portion of the ASSET assessment are used in an advisory capacity only.

ASSET is required of all new students except: students who attended Oakland Community College prior to Fall 1986; students who have previously taken ASSET; students who have completed 24 semester credits at another institution, including courses equivalent to ENG 151, or who have earned an associate or higher degree; students admitted under a guest application from another college, unless they enroll in an English course; and apprentice program students registering for specified courses in their program.

New students are temporarily exempt from the assessment in their first semester provided they are not registered for more than twelve credit hours or for an English writing course. Students are served by ASSET because an attempt is made to place them accurately into English courses based on preparation levels; additionally, faculty in other disciplines benefit from the assurance that students possess appropriate reading and writing skills.

In 1995 the Michigan Test of English Language Proficiency (MTELP) was instituted specifically to assess the English skills of students whose native language is not English. Students can place into college-level English courses or courses in the English as a Second Language

(ESL) program. In addition, non-native speakers of English who do not have a high school diploma or GED and who wish to apply for federal financial aid are required to take the CELT (Comprehensive English Language Test), a test that complies with the federal financial aid ability-to-benefit requirement.

MTELP (Michigan Test of English Language Proficiency) was instituted in 1995 for students whose native language is not English to parallel ASSET. All students taking this assessment must see a counselor to receive their results, fill out needed placement forms, and receive an informational orientation packet. In fall of 1997 a pilot orientation program is to be initiated at the Royal Oak campus. All students participating in MTELP for the Spring Session have an orientation seminar paralleling the Student Success Seminars, but focusing on topics of special interest to non-native speakers of English. This program will be reviewed at the end of the session for revision, replication, or elimination.

■ Financial Assistance

The Office of Financial Assistance and Scholarships (OFAS) provides financial assistance to qualified students in pursuit of their educational goals. Oakland Community College participates in grants, loans, scholarships, and student employment programs, which are administered through this office. Offices are located at each campus site with either full or limited services.

The Office of Financial Assistance and Scholarships (OFAS) is responsible for informing, reviewing, awarding, and monitoring the various financial aid programs, in compliance with established federal, state, and institutional guidelines. Because the office is also responsible for the administration of scholarships, the Financial Aid Office was renamed in 1997 to add "scholarships" to its title. Financial Aid Officers, with the support of additional staff, are responsible for individual office management at each campus.

Over the past ten years the organizational reporting structure has undergone several restructurings. Presently the Office of Financial Aid and Scholarships (OFAS) has the centralized leadership of a Director of Financial Assistance and Scholarships housed at the District Office. Through bi-weekly meetings, control of various campus budgets, and a direct reporting structure, the Office of Financial Assistance and Scholarships (OFAS) is able to insure quality service to students in a manner consistent with the ability to meet all audit responsibilities.

The following table shows the increase in numbers of financial-aid students and in dollars at Oakland Community College. This represents all students who receive any form of financial assistance, e.g., need-based aid, scholarship, tuition reimbursement, and veterans' assistance.

Table Three-8

Year	Students	Dollar
1991-92	9,450	13,180,260
1992-93	10,320	15,843,572
1993-94	10,031	15,386,349
1994-95	10,039	16,539,362
1995-96	9,623	15,887,786
1996-97	9,874	15,297,989

The greatest challenge for the Office of Financial Assistance and Scholarships (OFAS) is the development and implementation of a comprehensive technology plan so that the department does not lag behind most of the College. Working with other departments for the implementation of an integrated technology system and for streamlining procedures remains a most critical goal.

■ Counseling

Oakland Community College provides students with a comprehensive program of counseling services at each campus location. Professional faculty counselors assist students with developing decision-making skills that enable them to make appropriate educational, vocational, and personal/social choices. Counselors are also involved with assisting, referring, and providing information for all areas of the Student Services. Counseling services at Oakland Community College are a focal point for the integration of the College's student development and academic services. Although the College does not require counselors to be licensed by the State of Michigan, seventeen of twenty-five full-time counselors are so licensed.

Beginning in 1994-95, in response to the difficulties in keeping up with program and procedural changes, the Counseling discipline instituted a series of Counselor Updates replacing a previous annual one-day program. Throughout the academic year, each of the campuses hosts a half-day informational update for the entire discipline. Additionally, the campus department chairs meet monthly with one chair designated to represent the discipline at various College-wide committees. In response to a request made in 1995 by the Chancellor, the Counseling discipline met at a retreat to discuss its goals and strategic directions with the assistance of a professional facilitator. As a result, four discipline committees were formed with members representing each campus: Non-Counseling Communications Committee, Transfer Committee, Counseling Colleagues Communications Committee, and Institutional Involvement Committee (Decision-making Issues). The discipline continued this retreat format in 1996 with professionally facilitated "Great Counselors Day."

Since 1987 there has been an increased need for counseling services to support the changing needs of Oakland Community College students. A new program, Directed Admissions, places a hold on the enrollment of students with low ASSET scores and requires direct individual counselor intervention. There is a dramatic increase in the number of students qualified for PASS, the support services for academically and physically challenged students. Currently the fastest growing population at the College are non-native English speaking students, both resident and foreign students. Other new or revised programs/policies requiring direct counselor interactions include: Course Repetition Policy, Academic Amnesty, Tech Prep, Academic Probation, and Academic Dismissal.

The College's Institutional Planning and Analysis data indicate that 40 percent of first time students report they have not used academic advising services (Resource Room: 3.24). Thirty-six percent of continuing students rate academic advising as "good" (Resource Room: 3.25). The response among graduates is lukewarm: 38 percent of responding graduates reported being "satisfied" with academic advising, 30 percent remaining "neutral."

Career Centers are housed within each campus Counseling Center. The Centers house computer-assisted career guidance systems, computer-based college and occupational information programs, as well as a comprehensive collection of printed resources. The Centers are available to all students and are used in three counseling credit courses: Career Planning, Personal Assertiveness, and the Human Potential Seminars. The Centers are supported through each counseling department's budget. Currently there is no full-time staffing for these centers. When asked to report their satisfaction with career planning services, more than half of responding Oakland Community College graduates reported themselves "neutral," while 23 percent indicated they were "satisfied" (Resource Room: 3.23).

A plethora of services and programs are available to special audiences in our population. They include:

- ✧ Pontiac Adult Career Counseling Center (PACCC)
The Pontiac Adult Career Counseling Center is a partnership program between Oakland Community College and Oakland University. It is grant funded and overseen by the Auburn Hills Counseling department. Services are available to all adults, with a primary target of Pontiac residents.

- ✧ Minority Teacher Initiative (MTI)
Begun in 1994 with State of Michigan Equity Grant funding, the Minority Teachers' Initiative articulation agreement between Eastern Michigan University and Oakland Community College set out aggressively to recruit, retain, and graduate minority students interested in teaching and to increase the number of minority students transferring to that University. The program was closed when funding was no longer available in 1995.

- ◆ **Verified Counseling Record (VCR)**
This project offers a new College-wide information system to help counselors organize and deliver increasingly more complex information on student goals and progress. In 1994 a College-wide project team with representatives from each campus' counseling department began meeting to develop a plan for using technology to deliver counseling services to students better. In 1995, The Board of Trustees (BOT) approved institutional financial support of \$250,000, with additional support from the campuses to meet hardware needs and software development. Verified Counseling Record (VCR) is being piloted during the Summer 1997 session. Verified Counseling Record (VCR) uses state-of-the-art technology to provide a central database of information available to all campus sites, connection to the Internet, and the ability to produce individual and summary data reports.

There is a concern about maintaining the current level of professional staffing and meeting the staff development needs as well as the technological demands of Counseling.

The College Transfer Center's purpose is to serve Oakland Community College students who are interested in obtaining information about schools they might wish to transfer to and to assist them in that process. In order to provide students with accurate information, the Center must work closely with the four-year schools in and outside of Michigan. By working in tandem with the receiving institutions, the Center can provide all Oakland Community College's academic counselors up-to-date and accurate information. The Center is located at the Highland Lakes Campus maintaining a record of current equivalencies using ARTSYS software, which is then networked to each campus counseling area. In addition, the Center publishes a newsletter several times a year. It is currently staffed by two Counselors acting as coordinators. Representatives from each campus make up the Transfer committee to develop procedures and programs and to disseminate information.

■ **Academic Support**

Services to students with special needs at the College are provided by the office of Programs for Academic Support Services (PASS) at each campus. The mission of the Programs for Academic Support Services (PASS) department is to promote academic achievement and empowerment to a diversified population by providing recommendations and/or services to those students who demonstrate a need for special assistance in order to succeed in the classroom. The Programs for Academic Support Services (PASS) departments serve students who are academically at risk due to educational skill deficits, limited English proficiency, handicapping conditions requiring entitlements defined by federal and state legislation, clients of the Michigan Jobs Commission-Rehabilitation Services and other state agencies, and students in educational probation/dismissal categories

as determined by the College's standards of satisfactory academic progress. Programs for Academic Support Services (PASS) also coordinates services to assist students eligible under special population categories such as single parent/homemaker grants, single pregnant women, and students enrolled in non-traditional programs of study as part of the College's gender equity commitments.

Each campus Programs for Academic Support Services (PASS) office is directed by a full-time Coordinator of Support Services assisted by counseling support from each campus Counseling department and professional and peer tutoring staff. Research on the success of students who are academically at risk emphasizes the important role of continuity in the form of specific, identifiable advocacy and mentoring support, particularly in the initial phase of their academic experience. This is critical due to the many affective needs which characterize individuals who have experienced limited academic success.

College students with developmental educational needs typically are passive learners, possessing weak self-concepts; are literal rather than conceptual thinkers, reactive rather than proactive in their approach to tasks; are often incurious and fearful; and are not risk-takers. Trust, intrusive counseling, and initial relationship-building experiences with a specific advocate/mentor are therefore significant components of the academic success plan for these students. This is the underlying perspective which is the basis for the following campus accommodations and special needs services:

- Tutorial Assistance
- Academic Advising and Career Counseling
- Adaptive Instructional Equipment
- Recorded Books
- Readers, Scribes, and Note takers
- Learning Station Modifications
- Sign Language Interpreters
- Curriculum Modification
- Learning Disability Support Groups
- Mentoring Programs
- Advocacy Support
- Referral Resources
- Adult Basic Education (Auburn Hills Campus)
- English as a Second Language Tutorial Support
- Americans with Disabilities Act (ADA) compliance information

Until 1987, assistance for special needs students was provided by the College's Health Services Coordinator. In 1987, a Special Needs Coordinator was appointed at the Orchard Ridge campus, and the following year a coordinator was designated at the Highland Lakes campus to establish services at all of the campuses. An Associate Dean of Student and Academic Support Systems was named in 1990 to manage special needs services at the College directed by a full-time

coordinator at each of the five campuses. In 1991, these services were reconfigured as the Programs for Academic Support Services (PASS). The College named a Dean of Academic Service in 1995 to coordinate Programs for Academic Support Services (PASS) at all campuses and to be the designated fiscal officer for budgeting and for coordinating special needs funding and grants.

The College served 1,095 at risk students in the 1995-96 academic year, (Michigan Community Colleges At Risk Student Success Program Report, April 1997), representing 2.2 percent of its unduplicated headcount enrollment. Thirty-eight percent were academically at risk students, 35 percent were second language students, and 27 percent had specific learning disabilities. The College's English as a Second Language (ESL) service population is the largest among the state's twenty-eight community colleges, and it has the second largest Specific Learning Disabilities (SLD) population.

Project Building Opportunities, Learning skills, and Direction (BOLD) was initiated at the College in 1986 as a model demonstration project to assist students with Specific Learning Disabilities (SLD) through a coordinated program of adult transition services. The program is funded by a matching grant with the Michigan Jobs Commission-Rehabilitation Services and private foundation grants. Each participant receives Programs for Academic Support Services (PASS) assistance supplemented with prescriptive learning skill instruction, life skills, training, and employment/career preparation. The program began at the Orchard Ridge campus and now also serves students at the Auburn Hills campus.

The effectiveness of Programs for Academic Support Services (PASS) is measured by tracking student success. The coordinators send mid-semester progress reports to instructors to assess each student's status. Tutors document activities and student progress after each session. At the end of the semester, grades of all students are recorded in the campus Programs for Academic Support Services (PASS) database. The coordinator reports on the number of students served each semester and prepares annual service summaries. Feedback from students is also encouraged.

Coordinators, counselors, tutors, and clerical staff have a wide range of skills and are experienced in working with diverse student populations. All Programs for Academic Support Services (PASS) coordinators are Licensed Professional Counselors and meet with each student to assess specific needs and develop a prescriptive program of accommodations. All campuses also have a wide range of adaptive equipment that is used by disabled students, and some campuses have recorded text libraries.

Services and accommodations are provided to eligible students at any campus at which they might require service, regardless of their home campus of origin. The campus coordinators communicate with each other in regard to each student's needs to insure ease of student accessibility to services at whichever campus they might be required.

Foreign Student Advisors (FSA) provide support services for prospective and currently enrolled F-1 visa students. The Foreign Student Advisor (FSA) is responsible to assist with issues of federal immigration statutes, regulations, and documents. Through bi-weekly meetings of Foreign Student Advisors (FSA) across the College, monthly meetings with the International Admissions and Advisement Committee and NAFSA international service communications are maintained. The diversity of the staff and the professionalism of this group and their personal dedication to students reinforce the advocacy for international students.

Counseling services are required for all new F-1 students as well as for non-native speakers of English. Each student is required to meet with a counselor to review the results of the Michigan Test of English Language Proficiency (MTELP) assessment, discuss placement, and consider immediate needs and long-range goals. As part of this process, Michigan Test of English Language Proficiency (MTELP) forms for a two-semester Plan of Work are completed for the student and the official campus file. With institutional support of revenue, staff, training, and technology, the Counseling departments will continue working with this growing population.

■ English as a Second Language

Prior to September 1994, Oakland Community College served its non-native speaking population with the English Language Institute (ELI). Housed at the Orchard Ridge campus, the primary purpose of the English Language Institute (ELI) was to provide a language program for F-1 visa students who did not score 550 on the Test of English as a Foreign Language (TOEFL). Other non-native speakers of English (citizens, permanent residents, and holders of other visas) were required to take the "Oakland Community College English Assessment" prior to admission to the College. If they scored below "80" on the test, they were required to enroll in the English Language Institute (ELI). If they scored "80" or above, they were admitted into the College and followed assessment guidelines for native speakers of English.

Forty to seventy students enrolled in the English Language Institute (ELI) for each seven-week session. F-1 students attended class for twenty hours per week, and classes were divided into the discrete skills of listening-speaking, reading, writing, and grammar. Placement tests in these skill areas were administered at the beginning of each session; however, cut scores, competencies, and the number of levels varied each session depending on the number of students enrolled. The program had a "designated fund" status; therefore, staffing and

continuation of the program were contingent upon enrollment. The registration was processed through Continuing Education, and documents such as attendance records and grade reports were maintained by instructors. As evening enrollment was small, evening course offerings were limited to one or two per session with courses including students at various levels. Based on available data from the English Language Institute (ELI), approximately five F-1 students per year passed the TOEFL and were admitted to the College. No records were kept on other non-native speakers of English.

During the 1993-94 academic year, the Chancellor appointed a task force to address the needs of the growing international and English as a Second Language (ESL) population. Chaired by the Presidents of Orchard Ridge and Royal Oak campuses, the task force consisted of representatives from instructional and student service work groups from all campuses. Additionally, Institutional Planning and Analysis, community representatives, and students provided input to the group.

The task force recommended the creation of English as a Second Language (ESL) courses to meet the specific needs of this population. The committee acknowledged the need for evening courses and recognized that the majority of non-native speakers attending Oakland Community College were permanent residents, citizens, or non-holders of F-1 visas who would be better served by credit courses that focused on language proficiency. By including English as a Second Language (ESL) courses for foreign language credit, the College Curriculum/Instruction Committee (CC/IC) acknowledged that non-native speakers were learning a foreign language, not doing remedial course work.

The committee also recommended that the program be expanded to other campuses, so students could be served on their home campuses. Additionally, the inclusion of the English as a Second Language (ESL) courses in the credit curriculum institutionalized the program and allowed eligible students access to financial aid and other services of the College. Currently students receive four credit hours for each course: reading-writing, listening-grammar, and speaking-pronunciation. The courses bridge the students' initial literacy and language skills to those required in academic courses.

In the three years since the establishment of the for-credit status of the English as a Second Language (ESL) program, the number of students studying English as a Second Language (ESL) at the College has grown from 80 to 450 in the Fall semester of 1996. Initially, the program was housed at the Orchard Ridge campus, but now the program exists at all campuses. There is an International Center Director at the Orchard Ridge campus, a Foreign Student Advisor (FSA) at each campus, and an English as a Second Language Specialist at two campuses, Orchard Ridge and Auburn Hills. For the Fall 1996 semester enrollment in English as a Second Language (ESL) totaled 2,788 SCHs and 2,572 SCHs in Winter 1997.

At Orchard Ridge, the number of students enrolled in English as a Second Language (ESL) courses ranges from 200 to 300 producing between 1,400 to 1,750 SCHs per semester. At Auburn Hills and Royal Oak, approximately 100 students are enrolled in English as a Second Language (ESL) producing approximately 1,000 Student Credit Hours (SCHs). Approximately 120 students (during Fall and Winter semesters) exit the last level of English as a Second Language (ESL). Better information about their success in academic courses is needed; however, 95 percent pass standard English courses with an "A", "B", or "C." Students are no longer denied admission based on their language status as the College has attempted to institutionalize services for this population. Current staffing includes two full-time faculty members for the 40 sections offered throughout the College. English as a Second Language (ESL) staff believe that more full-time faculty are needed to ensure the quality of the program and success of the students.

English as a Second Language (ESL) Specialists provide support services to all non-native speakers of English by integrating their services into all aspects of campus life. Specialists hold master's degrees in TESOL or in Inter-cultural Communication. Although Specialists are located across the district, communication is achieved by monthly meetings, attending campus committee meetings, developing and facilitating staff cross-cultural awareness training, and communicating with area high school bilingual coordinators, Oakland Schools, and area social service associations. English as a Second Language (ESL) Specialists continue to develop programs and services to support this growing population. Some of the programs include, but are not limited to:

International Student College Transfer Day, Financial Aid Workshop for Permanent Residents and Refugees, English as a Second Language (ESL) "School to Work" Program, "Talking Book" Program, Zero-based and Integrated Skills English as a Second Language (ESL) courses, Orientation for English as a Second Language (ESL) students, and International Student Programming.

■ Developmental Education

The phrase “developmental education” incorporates developmental courses as well as literacy initiatives. There doesn’t appear to be a standard College definition for courses that Oakland Community College has identified to the State of Michigan for funding as being developmental. While the Faculty Master Agreement recognizes certain courses as developmental (Resource Room: OCC.6), yet another definition is applied to courses that are not permitted as electives in the associate degrees in science, liberal arts, and business. Courses numbered below 100 may not be counted toward the 62 credits required for these degrees, implying that they are developmental. In the 1996-97 ACS Course Taxonomy, the following courses were taught at least once during the academic year and were designated as developmental:

BIS 100	CNS 110	CNS 115	CNS 116	EDU 160	ENG 050
ENG 052	ENG 110	ENG 131	IIC 057	LIB 110	MAT 104
MAT 105	MAT 110	SPE 100	TEM 101	TEM 102	

Aware of the confusion caused by a lack of definition, the College responded by creating a program that would provide not only the appropriate course work for developmental students, but also proper placement in college-level courses. In the Fall of 1988 the College piloted the Basic Skills Program designed to link developmental courses (English and math), counseling, tutorial services, the Program for Academic Support Services (PASS) and the Individualized Instruction Center (IIC). By the fall of 1990 Basic Skills was renamed College Skills, which indicated the purpose of the program. The program was active until the budget cuts of 1994. The link between the different departments demonstrated that students in developmental classes needed more than discipline-specific information; they needed to learn how to be college students.

There has been comparatively little evaluation of developmental courses at the College. During the 1995-96 academic year 7.2 percent of all sections and 10 percent of all SCHs were in developmental courses. In the Fall 1996 semester, 61 percent of students enrolled in developmental education courses completed them with a grade of C or higher. Percentages were similar in the preceding years; 64 percent in Fall 1994; 62 percent in Fall 1995 (see Appendix Three-13).

■ Learning Resource Centers

Learning Resource Centers at Oakland Community College provide quality information services to students, faculty, staff, and community to enhance lifelong learning. The librarians provide students their most important link to information in the Oakland Community College library collection and other libraries throughout the library network. The libraries exist to provide comprehensive support for learning opportunities at the course level and beyond, consistent with the College Mission; to teach information literacy skills; and to provide efficient access to global resources.

The combined collections of the Oakland Community College Learning Resources Centers (LRCs) now hold more than 120,000 book and media titles and 1,600 periodical titles. As approved by the Board of Trustees in 1988, Oakland Community College is a member of the Detroit Area Library Network (DALNET), an automated library network comprising 22 tri-county libraries. The network features a combined on-line public catalog, allowing students access to library resources at all Oakland Community College campuses and at other Detroit Area Library Network (DALNET) institutions. To enable this integrated library management system, a new telecommunication structure and all new terminals were installed by March 1990. The telecommunications configuration also allows for distributed access to the Library Users Information System (LUIS) from any Oakland Community College workstation or from any dial-up user. LUIS includes the catalogs of sixteen tri-county area libraries, eleven electronic periodical indices, and the catalogs of The University of Michigan, Michigan State University, Eastern Michigan University, and Western Michigan University. A full-time Manager of LRC Purchasing and Processing was hired to support these changes. Other changes included enhanced book budgets, access to the Internet, on-line subscriptions to full-text databases, and additional electrical and data lines to support the new technological delivery system.

The newest technology initiative, which was part of the millage campaign request in 1995, has undertaken a systems upgrade for expanded information services using the Oakland Community College Network and the Internet. At six sites the libraries are installing a total of 100 high-end PCs. The libraries are also installing CD-ROM servers accessible by PCs attached to the Network. The libraries have College-wide access from multiple stations to full-text newspapers such as the *New York Times*, *the Wall Street Journal*, *Detroit News and Free Press*, and other electronic resources in either CD-ROM format or via the Internet to the provider's servers. All full-time librarians are members of the Library Council which meets monthly leading to cooperation among the five campus sites. A Library Strategic Plan was approved by the Board of Trustees in 1988. An updated three-year library plan was recently submitted to the Chancellor (Resource Room: 3.28).

The Learning Resource Centers (LRCs) regularly gain high satisfaction ratings from Oakland Community College students.

Although 50 percent of first-time students reported that they had not used the service (Resource Room: 3.24), 34 percent of continuing students rated it "excellent" and 40 percent considered it "good" (Resource Room: 3.25). Among students applying for graduation this increased to 41 percent rating it "excellent" and 39 percent considering it "good" (Resource Room: 3.27).

The Southfield campus site has no full-fledged LRC; instead, the Electronic Resource Center (ERC) is dedicated to satisfying the students' information needs and providing instruction in mastering information retrieval in the electronic age. The Southfield Campus of Oakland Community College serves as a center for the education and re-certification of adults in service professions as well as course offerings in all Royal Oak/Southfield disciplines. For many years, accrediting agencies, as well as students and faculty voiced the need for a full-service library on the campus.

However, there was neither space nor resources to construct a traditional library. To meet this need the College created the Electronic Resource Center (ERC) in September 1994. Although there is a small reference and circulating collection, 600 volumes, most of the space is taken up by computer workstations. Access to data is provided by LUIS as well as Detroit Area Library Network (DALNET) and by periodical database indices; the Electronic Resource Center (ERC) also subscribes to full-text CD-ROMs. The Electronic Resource Center (ERC) continues to evolve as student needs are identified and new products are made available. In 1996 the Electronic Resource Center (ERC) was networked with the campus computer lab and Individualized Instruction Center (IIC), adding student access to 45 more computers. Student use and evaluations have been most positive of this new Center (Resource Room: 3.29).

In 1995-96 the combined LRCs spent about \$400,000 on equipment and license fees: \$285,000 was approved from the General Fund with the rest from campus library capital money. The libraries' student- and patron-centered service, rapport with faculty and support staff, and sharing of resources and knowledge are very positively received. The initiatives in the use of technology in library service have put the Oakland Community College Libraries on the cutting edge and have been so acknowledged. However, there remains the concern with keeping up with changes in technology and approaches to library research.

There remains a perceived need to coordinate the planning for technology, the databases, the budget process, and the policies for hiring competent personnel to support library technology. Academically there is a need to adapt to a variety of teaching methods for library instruction including teaching students how to use the new technology on an on-going basis. Space—its shortage, its renovation, its availability, its utilization—poses a constant challenge as the libraries adapt to technology.

■ Athletics

Oakland Community College participates and competes in a range of Intercollegiate athletic programs through membership in the Michigan Community College Athletic Association (MCCAA) and the National Junior College Athletic Association (NJCAA). The athletic program's mission is:

To train students in legitimate methods of good sportsmanship, in competition, and in the will to succeed; to aid in character development; to serve as a laboratory for the professional courses of those interested in Physical Education and coaching as a career; to supply wholesome recreation and development of participants towards healthy lifestyles.

Current varsity sports include: Women's Tennis, Women's Softball, Men's Golf, Men's Cross Country, Women's Cross Country, Women's Basketball, Men's Basketball, and Women's Volleyball. Men's Tennis was eliminated in 1995. Starting in the fall of 1996, Men's Soccer was begun as a club sport with plans to develop it into a varsity sport.

Campus-sponsored intramural activities are carried on throughout the year for students who wish to engage in competitive sports. Intramural offerings vary by site and may include basketball, flag football, golf, floor hockey, racquetball, skiing, softball, tennis, and volleyball. Details of all athletic activities may be found in Appendix Introduction - 1.

Over the last thirty-one years, athletics at Oakland Community College has given a significant number of Oakland County student athletes the opportunity to participate in athletics while gaining an education. Some programs target minority athletes. Many of these students received scholarship opportunities from Oakland Community College and later from four-year institutions as well. Media coverage of College athletics has generated good publicity for the College. The program is supported by its athletic facilities as well as the dedication of the coaches and staff, the majority of whom are part-time employees.

The athletic program has concerns that include developing soccer into a varsity sport and developing the position of Sports Information Director to allow the program to take advantage of media coverage. Providing appropriate fields for soccer and softball is also a program priority.

■ Job Placement

Job Placement is primarily a job information service to students. It is a centralized system that receives job requests from employers, and through a computerized network each campus receives this job information and makes it available to students. Students refer themselves to the employer if they feel they meet the requirements. The Placement Services Office is located at the Auburn Hills Campus with College-wide responsibilities. Services offered through Placement Services include on-campus student employment, on-campus recruiting, and the cooperative education program.

The number of on-campus recruiting visits by campus are as follows:

Auburn Hills	63
Highland Lakes	19
Orchard Ridge	53
Royal Oak	49
Southfield	<u>21</u>
TOTAL	205

Students seeking part-time on-campus employment while attending Oakland Community College have access to the College-wide job listings through their home campus Career/Transfer Center. Students generally may work up to 20 hours per week on a flexible work schedule. Fiscal year 1996-97 statistics (Resource Room: 3.30) are represented below:

Number of on-campus positions listed with Placement Services	760
Number of College Work Study Students employed	350
Number of Student Assistants employed	600

In 1993, a coordinator was hired to integrate a cooperative education program into the technical programs at the Auburn Hills campus to service the growing technology program and to meet employer expressed needs. With the hiring of a second coordinator in 1997, a cooperative education/internship program was initiated at the Orchard Ridge campus to service the Business and Computer Information programs.

The following Auburn Hills and Orchard Ridge programs are approved for the co-op/internship experience:

- Automotive Engineering Technology
- Automotive Service
- Business
- Computer Aided Design Technology
- Computer Information Systems
- Electronic Technology
- Environmental System Technology
- Fluid Power Design
- Machine Tool Technology
- Robotics System
- Vehicle Body

In 1996-97, the Cooperative Education Program coordinated 199 placements:

Auburn Hills	154
Orchard Ridge	<u>45</u>
TOTAL	199

Placement activities that complement the Co-op Program include workshops that provide resume writing and interviewing skills. In 1996, more than 25 workshops were conducted throughout the College. At the recently held 1997 Co-op Day, 30 recruiters and 88 students participated in a total of 396 documented interviews in one day (Resource Room: 3.30).

Placement Services' strength is in its staff and its centralized services in a multi-campus environment, but the limited resources allocated to bring the level of service on each campus to a benchmark standard are a concern to them. Although there has been automation and upgrading of computer equipment and software, there is a need for continuous improvements.

■ Child Care

All Oakland Community College campuses have licensed, on-site child care facilities. The mission of the Child Care Centers is to provide quality, flexible child care for the children of students while attending classes, of its employees, and of alumni (if space is available) in a child-centered, secure environment. The Centers meet the needs of the whole child including the development of cognitive and language skills. These Centers, staffed with professional teachers and care givers, provide educational training sites for students in the Early Childhood Development Program meeting their field study requirement for graduation.

In 1990 a new center was built at the Auburn Hills Campus to house toddlers, ages 6 months to 2-1/2 years, as well as preschoolers, 2-1/2 years to 5 years). The Child Care Centers previously were known as "Playcare Centers" until, in 1991, the Coordinators applied for and received licensing from the Department of Social Services. Only the Auburn Hills Center is able to house the younger age group; all other Centers are licensed for children between 2-1/2 years - 5 years. Under extenuating, temporary circumstances Centers are licensed to house children over age six.

Also in 1991 the Child Care Coordinators' status was changed from part-time hourly to full-time Management Staff. The position of Assistant Coordinators was upgraded in 1997 along with an increase in wages. In 1996 the Coordinators joined as a group the National Coalition of Campus Child Care professional organization further linking the group beyond their regular planning meetings at the College.

Due to College's financial support, child-care costs to students are below that of private child care. In 1996-97 the Royal Oak and Southfield Centers initiated a Child Care Assistance Fund through the Oakland Community College Foundation using employee contributions which will help defray the cost of child care fees for eligible students. Both the Royal Oak and Highland Lakes campuses are reviewing plans for new Child Care Center facilities in the future.

■ Health Service

The mission of the Health Service has changed dramatically since the last NCA visit. At that time the focus was student-oriented with responsibility for all students with disabilities, both physical and learning. Working with Michigan Rehabilitation Services and administered by Perkins monies, assistance was provided to this student population. In 1990, with the development of the Special Needs Program, later becoming Programs for Academic Support Services (PASS), the focus of the Health Service was changed to environmental health and safety of staff and students. Responsible for College-wide compliance with MIOSHA and federal mandates, the Service does all training for employees and conducts Health and Safety meetings on all sites.

The Service also coordinates blood banks, makes health-related referrals, provides educational materials, and works closely with the Child Care Centers, keeping them apprised of new immunization requirements. The Service developed a Workplace Violence prevention program approved by the Board of Trustees. The program mandates a "zero tolerance" policy for threats of violence. In another important initiative, each student supplies a health history survey form to the College as part of the application process, creating an important data base that a Registered Nurse coordinates from a central office located at the Royal Oak Campus as part of health services and programs on each campus.

■ Student Activities

Oakland Community College recognizes the importance of student life and co-curricular activities to a total educational program. Over the years student organizations, classified as special interest groups and athletic clubs, have existed to meet the varying needs of students. In recent years, student organizations and student activities have been less well attended and are struggling for survival. The College has attempted many configurations of student activities, filled positions, eliminated positions, renamed offices—all of which may have added to the confusion and lack of participation. In 1997 the Highland Lakes campus, attempting to underscore the community base of its activities program, renamed the office as Community Services; it hopes to provide more programs to assist adults returning to college and to provide student leadership opportunities.

In an attempt to revive interest in student life activities at the Orchard Ridge campus, the Office of Institutional Research was asked to

conduct a study, "An Analysis of Student Life on the Orchard Ridge Campus," to determine what kinds of activities students wanted. The results of the study showed that the majority of students were unaware of the scope of activities already available. When existing activities and services were described, the majority of respondents judged them important and valuable. The study suggested that an effort to familiarize more students with the various groups or activities may increase participation. However, the time needed to participate was a concern for many students.

As discussed earlier in the report, Phi Theta Kappa, the international honor society for two-year colleges, was chartered in 1989 as four separate chapters at each of the four campuses. Each chapter has been active on both the state and the national levels, winning numerous regional and international awards and scholarships. Since 1990, several chapters have distinguished themselves by winning the Distinguished President and Member Awards and by earning the Five Star Status — the highest achievement a chapter can receive. Faculty advisors have also taken active roles on both the regional and national levels. On three occasions (1991, 1992, 1994) an Oakland Community College Phi Theta Kappa faculty advisor was selected to be a seminar leader at the Phi Theta Kappa (PTK) summer Honor's Institute, where approximately 500 Phi Theta Kappa (PTK) members convene to study the honor's topic in depth for a week.

Celebrating twenty-five years of service, the Women's Center at Orchard Ridge campus has a strong history of empowering women through the development of educational and supportive programs for campus and community. Programs include workshops, seminars, support groups, peer counseling, and information and referral services. A newsletter, *Womencenter Press*, is published through the Center and distributed to the College and greater community. The Center's greatest challenges are in the areas of funding, staffing, and renovation of facilities. The future goals involve expanding of programs, collaboration of support facilities, and outreach to new populations. The Women's Center is the only fully supported, consistently active, continuous program of this nature throughout the College.

Other student activities that exist on the College campuses include: international student clubs; student newspapers; service learning and student volunteer programs; forensics club; Jewish student associations; photography clubs, and literary magazines.

■ Shared Governance

Faculty and staff have contributed and continue to contribute to Oakland Community College's effectiveness in many ways. They serve on various governance structures through the campus and College Senates and their various standing and ad hoc committees. They serve on NCA committees that developed this self-study report; they serve on advisory committees, councils, selection committees, facilities committees, retention committees, focus groups, campus and College curriculum committees, assessment committees, diversity committees, Phi Theta Kappa (PTK) advisement, technology planning committees, and campus and College Budget Councils. The following describes some of these contributions to the institution's effectiveness.

- ❖ The College Academic Senate is "the principal academic policy-making body of the College, [and] facilitates open communication for the entire academic community, develops a dynamic curriculum responsive to student and community needs, supports academic freedom, and fosters personal empowerment and professional integrity" (Resource Room: OCC.30; Criterion Two). The College Academic Senate (CAS) provides opportunities for Oakland Community College employees to participate in the activities and governance of the College. For a full discussion of its organizational structure, see Criterion Two.

- ❖ Another important venue for faculty contribution is through the Budget Council structure. These Councils, at the campus- and the College-level are established by the Faculty Master Agreement (FMA) (Resource Room: OCC.6); each campus budget council consists of four administrators and a minimum of five faculty department chairs elected from among and by all department chairs. Article 24.6 B establishes that the College Budget Council consists of 4 administrators and 4 faculty members who are elected from their respective campus (Resource Room: OCC.6). These four faculty became members of the College Planning Council (CPC) with the reorganization of College councils in the 1996-97 year. Oakland Community College Faculty Association (OCCFA) agreed to this change.

■ Research

The College has demonstrated a strong commitment to systematic research through the creation of a department of Institutional Planning and Analysis. Created in January 1990, this office has steadily expanded the scope and focus of its research. At its inception the office was staffed by one full-time director. Today the office is staffed by a full-time Director, three full-time Research Analysts, one permanent part-time Research Assistant, as many as five part-time Associate Research Analysts, a part-time Phone Center Coordinator and as many as thirty part-time telephone interviewers. Annually, the office initiates and completes as many two hundred projects (60 recurring and 140 ad hoc).

...STAFF AND FACULTY SERVICE
THAT CONTRIBUTES TO THE
INSTITUTION'S EFFECTIVENESS.

...EVIDENCE OF SUPPORT FOR
STATED COMMITMENT TO BASIC
AND APPLIED RESEARCH
THROUGH PROVISION OF
SUFFICIENT HUMAN, FINANCIAL,
AND PHYSICAL RESOURCES TO
PRODUCE EFFECTIVE RESEARCH,

The office is a fully comprehensive service unit providing both quantitative and qualitative methodologies through the process of design, implementation, analysis and dissemination. Currently the office performs research in the following areas: Program Need Assessment, Program Review, Environmental Scanning, Enrollment Analysis, State and Federal Reporting, Marketing Research, Institutional Effectiveness, Student Outcomes Assessment, and Policy Analysis.

In addition, faculty research is taking place at the College with the intent of improving the effectiveness of teaching and learning in the institution. For example, in spring of 1997 the research group of the Counseling department at the Orchard Ridge campus published its study, "Factors Related to Academic Achievement: An Analysis of First Term Community College Students" (Resource Room: 3.31). This study analyzed the academic performance of 1,686 new students at the Orchard Ridge campus to determine if differences in demographics, pre-enrollment College objectives, and academic behaviors during first-term enrollment exist between those who earned above and below 2.0 grade point averages. Another Oakland Community College faculty member completed nationally recognized research on the history and role of community colleges. He received funding from the Spencer Foundation for this purpose as part of an on-going research agenda (Resource Room: 3.32).

■ Innovation

Innovations in classroom instruction and curriculum developed by Oakland Community College faculty are described in responses to a survey sent to faculty in Winter, 1996. They include:

- ◆ A "New Wave" group of math faculty are looking at different ways of using technology, specifically graphing calculators, in math instruction. The group shared its expertise and teaching materials with adjunct faculty at a Saturday workshop and was instrumental in the policy adoption by the Math discipline that graphing calculators be required for all courses above Calculus 1 level. The group continues to work together, looking at implementing technology in courses below college-level Algebra.

- ◆ A group of math faculty at the Auburn Hills campus has developed a new non-credit requirement for students in Math 110, designed to ensure that every student has acquired the skills appropriate for beginning algebra. A gateway exam system allows students to demonstrate their proficiency. When they have mastered the requisite concepts, students take the relevant gateway test in the IIC. They are able to take the exam as many times as necessary to achieve the required 100 percent score. Faculty believe that this method of competency testing will enable students to be better equipped for both exit exams and further study in the field.

- ✧ During the 1995-96 academic year, the English discipline was asked by the newly established Curriculum Review Committee (CRC) to complete a self-study. One of the issues that emerged from this report was the lack of consistency in the developmental courses from campus to campus and from instructor to instructor. The skills, taught in isolated courses— Developmental Reading, Basic Writing: Sentences, Spelling Basics, Vocabulary Skills, English for Problem Solving, Reading Skills Improvement and Basic Writing: Paragraphs—were perceived as not meeting student needs. This report was submitted to the College Academic Senate (CAS). The Deans, responsible for the English Departments, responded by requesting two instructors from each campus' English department to form the Literacy Task Force. The Administration supported this initiative by granting release time to faculty from their academic schedules to participate in the project.

The Literacy Task Force began meeting in January 1996. Its mission was to review the developmental program, review the literature, and design an integrated approach for reading and writing, culminating in proposed catalog changes and substantive changes in curriculum design. Without accepting existing constraints of scheduling and contractual issues, the task force began with the question, "What do our developmental students need in order to compete academically and complete their individual goals?" The first meetings set the stage for defining a philosophy, a common set of principles, and objectives for literacy. The result was an integrated literacy program.

The Task Force developed a set of Principles and Objectives of Academic Literacy at Oakland Community College. The following is taken from the Academic Literacy Philosophy statement:

The Academic Literacy program at Oakland Community College is designed to prepare the wide range of students who have the ability to succeed academically to be able to think, read, write, and problem solve at entry level appropriate for college audiences and purposes. Courses in the Academic Literacy program integrate reading, writing, and critical thinking, and foster active participation in the learning process. In addition, students are provided with extensive support systems, such as counseling and other instructional support, to identify educational interventions most likely to ensure student success (Resource Room: 3.33).

The concept of "academic literacy" became a central focus as the Task Force sought terminology that would combine reading and writing in designing a framework for holistic, developmental education. The Task Force requested that Institutional Planning and Analysis compile data that might give a profile of the developmental student. Statistics drew a clear picture of the developmental population, both in size and distribution.

The Task Force convened a focus group to conduct personal interviews with Oakland Community College faculty inside and outside the English discipline to determine the literacy needs across the curriculum. One of the most valuable of these surveys was launched at a College discipline meeting. Faculty were asked to respond to a questionnaire about the amount and kind of reading and writing they expected their students to do in their content course. Seventy-one responded by submitting a typical writing assignment along with the completed questionnaire.

In the summer of 1996, the Task Force made the last conceptual break from the existing courses to an "integrated reading and writing as a cohesive literacy approach." It named the new courses ENG 105 Academic Literacy I and ENG 106 Academic Literacy II. The new courses went through the curriculum process and were approved by the College Academic Senate (CAS) in April 1997. The courses will be offered for the first time in fall 1998.

During the fall and winter semesters of 1997-1998, developmental instructors will be given release time to upgrade their skills, design the curriculum, develop appropriate placement tools, and cross train for the integration of the reading and writing process. A committee is being developed to review and design the implementation process for the support services, thus developing an Academic Literacy Program. In addition, on-going assessment and revision are being built into the curriculum design to evaluate the efficacy of the courses and program as well as the changing needs of the student population.

- ✧ In an effort to provide institutional support for groups and individuals seeking external funding, the College has demonstrated increased support for faculty research by establishing a grants office in 1993 to assist faculty in proposal development and submission. In 1994 this office was combined with the Oakland Community College Foundation for better coordination of funding requests to donors and granting agencies.

A further commitment on the part of the College was demonstrated by the establishment in 1994 of a Matching Grants account of \$100,000 to be used to demonstrate financial support for sponsored project activities, including research. Institutional Planning and Analysis assists with evaluation and research proposal preparation. Since the grants office was established in 1993, over two hundred grant proposals have been submitted to funding agencies. Approximately ten faculty have been involved in submitting proposals, while another twenty-five have participated in grant writing workshops or on proposal review panels (Resource Room: 3.32).

■ Faculty Contributions

Further evidence of the faculty and staff's service that contributes to the institution's effectiveness includes:

- ✧ The willingness of faculty and staff to participate in the Personal Assessment of the College Environment (PACE) questionnaire in the Fall, 1996.
- ✧ The returns received from faculty about innovations in classroom teaching.
- ✧ The energy and intensity with which faculty and staff contributed to the millage campaigns of the spring 1995.
- ✧ The contributions faculty and staff have made to a wide range of focus groups.

Also, faculty and staff have contributed to the institution's reputation in the community in the following ways:

- ✧ holding membership and leadership positions in state, regional and national professional organizations, many discipline-specific
- ✧ presenting papers, workshops at professional meetings
- ✧ authoring books, lab manuals, and study guides
- ✧ writing articles for educational and professional journals
- ✧ receiving awards and citations outside the institution
- ✧ earning favorable publicity about faculty and staff outside the institution
- ✧ fostering student participation in competitions, e.g. forensics, writing, PTK hallmark awards (Resource Room: 3.10).

■ Cultural Enrichment

One of the Purposes of Oakland Community College is to "provide community services, such as cultural, social, and enrichment opportunities for lifelong learning." This statement of purpose serves as a basis for the College's overall cultural programming. Cultural programming includes enrichment opportunities for students and the community including, but not limited to, performing arts, the visual arts, public speaking, and the culinary arts.

The Auburn Hills campus hosted musical and theater productions in 1991 and 1992. Every summer since 1994 the Southfield Lyric Ensemble offers a chamber music camp for approximately 100-125 students, ages 12-17, meeting daily, usually at the end of July and the first week of August. One-on-one teaching as well as group work is provided by musicians from the Detroit Symphony Orchestra, Michigan Opera Theater Orchestra, Detroit Chamber Winds, and Lyric Chamber Ensemble.

For the past eight years, the Highland Lakes campus has presented the outdoor summer concert series, *A Little Night Music*, free-to-the-public. Since 1989, the Highlight Series has brought theater productions, jazz, opera, bluegrass, ethnic, classical and

...EVIDENCE OF SUPPORT FOR
STATED COMMITMENT TO THE
FINE AND CREATIVE ARTS
THROUGH PROVISION OF
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AND ACTIVITIES;

contemporary musical concerts to Friday night audiences. Children's Theater has been presented yearly at the campus. A popular *Through Our Eyes* photo exhibit and competition has been held on campus since 1994. Highland Lakes also houses two symphony bands at the campus: *The OCC Symphony Band* and *The OCC Youth Band*. They perform concerts at the various campuses and at graduation. A day-long conference titled *Writers at Work* has provided the community with readings and workshops for the last three years.

In the past Orchard Ridge housed summer arts and science programs for area high school students, the *Opera Lite*, and the *Harbinger Dance Company*. Currently the *Oakland Community Jazz Band*, *OCC Chorale*, and the *Renaissance Voices* are based at the Orchard Ridge campus. The Culinary Arts Department of the Orchard Ridge campus, the recipient of many awards, presents three dinners every year: the Culinary Classic, the Great Lakes Wine Competition, and the Michigan Wine Competition.

The Orchard Ridge campus also boasts the publication of *Witness*, a nationally acclaimed creative writing journal. First published in 1987, publication of the journal was taken over by Oakland Community College in 1991. Under the editorship of a full-time instructor, *Witness* is published twice a year; the journal blends features of literary and issue-oriented magazines to highlight the role of the modern writer as witness. It has received numerous grants from the National Endowment for the Arts and is the only juried literary magazine housed at a community college. Writings from *Witness* have been selected for inclusion in *Best American Essays*, *Best American Poetry*, *Prize Stories: The O. Henry Awards*, *The Pushcart Prizes*, as well as *Harper's Magazine*. In addition, at Orchard Ridge, art shows are an ongoing occurrences with the annual *Helen De Roy Art Competition*, the *Student Art Show* and the *Faculty Art Show*. Since 1981, the Helen DeRoy Purchase Prize Competition has showcased Oakland County artists and allowed the campus to purchase art. As a result, Orchard Ridge owns one of the best art collections of any community college in America.

The Royal Oak campus is recognized for its past and present cultural activities: *The Dance Collective*, theater productions, jazz, bluegrass, opera, ethnic, classical and contemporary music have filled the Lila Jones-Johnson Theater. Photo exhibits are ongoing at the Royal Oak campus. In early December the annual Potters Market, the largest ceramic exhibit/sale in the country, features the handiwork of pottery students. *A Taste of Royal Oak*, sponsored by the Royal Oak Restaurant Association, is a big city charity event, well attended by the community. Another popular summer fund-raising event is the *Grand National*, a mini-car race and classic car show, held on Royal Oak campus.

Funding for the arts has been an ongoing commitment of the College so that quality programming may be brought to the community at affordable prices. Grants and corporate funding have helped defer the cost of entertainment. Although attendance has been good on some occasions, it has been less than desirable on others. Data from the 1994 Oakland Community College Public Opinion Poll of randomly selected Oakland County adults show that 19 percent of those responding had attended a sponsored concert, play, or art show at the College. In addition, 15 percent of respondents had attended a workshop, short course or seminar, while approximately 17 percent had used the recreational facilities. The same study showed that 52 percent of the respondents who knew of Oakland Community College had received their information from College publications (Resource Room: 3.34). The College must constantly market appropriately and look for programming that meets the cultural needs of the students and community.

■ Continuing Education

One of the purposes of Oakland Community College is to provide “quality community services, including cultural, social, and enrichment opportunities for lifelong learning.” To that end, non-credit activities are designed to meet community needs for education, training, and enrichment that are not linked to established academic programs. Because community needs vary significantly from campus to campus, the College operated its non-credit programs in a decentralized manner over the last ten years. Each campus was responsible for determining its own criteria for establishing or terminating programs, pricing, and promoting them. When there was an identified need for District-wide services, the College delivered the services through institutes.

One practice that is consistent across all non-credit activities is the commitment not to compete with the credit offerings of the College. Deans and faculty are involved early in the process of developing non-credit activities to ensure that there is no potential conflict with credit offerings. If there is a perceived conflict, the non-credit offering is abandoned.

...IF APPROPRIATE: EVIDENCE OF EFFECTIVE DELIVERY OF EDUCATIONAL AND OTHER SERVICES TO ITS COMMUNITY;

College-wide non-credit activities are marketed either to the entire District or to selected targets within the College's district. Brochures, newspaper advertisements, and special mailings are the typical promotional vehicles. The breadth of community services and workforce services offered by the College over the last ten years can be seen in the following listing of the major non-credit activities, which are listed below (Resource Room: 3.35).

Table Three-9

Non-Credit Activities 1987 - 1997

CONTINUING EDUCATION

Continuing Education Units
Business Technology Center
Allied Health
Nursing
Police/Fire/EMS Training
Court Reporting
Medical Assisting
Certifications/Re-certifications
Workforce Development Forum
 Manufacturing and Technological Services (MTS), Business and
 Professional Services (BPS), Workforce Preparation Services (WPS)
Public and Professional Institute (i.e., Public Sector Institute)

PERSONAL ENRICHMENT

Successful Money Management
Self Improvement
Power Talk/Art of Verbal Self Defense
Recreational Certification Training
Motorcycle Safety/Boating Safety, etc.
Wellness
Conversational Foreign Languages
Culinary Seminars
Non-Smoking Clinics
English as a Second Language
Adult Learning Institute
Enrichment Classes
Continuous Quality Improvement

COMMUNITY AFFAIRS

Community Awareness Institute
HIV/AIDS Conference
Distinguished Speaker Series
Taking Charge of Your Pain Conference
Health-O-Rama
Red Cross Blood Donor Clinics

Depression Screening
Instructional Sport Camps
English Language Institute
International Center
Lecture Series Symposia
Art Therapy Workshops
Friends of Photography
Women's Centers

EDUCATIONAL BRIDGE PROGRAMS

Summer Programs
Transition Programs
Displaced Homemakers Program
Adventure Project at Highland Lakes Campus
Project BOLD (Building Opportunities, Learning Skills, and Direction)
Program for Academic Success
Pontiac Summer Program
Project YES! (Youth Empowerment Strategies)
Science Day for Kids
Summer Career Academy
Summer Music Camps

One measure of the level of non-credit activity at Oakland Community College is the number of non-credit enrollments reported to the State of Michigan (see Appendix Three-14). The information in the appendix shows the non-credit hours reported by Oakland Community College from 1987 to 1996. The level of non-credit activity has ranged from a high of almost 20,000 hours in 1995, to a low of 11,441 in 1987-88. The average non-credit enrollment College-wide for the past ten years is 13,362. In addition, the data show non-credit enrollments by campus/unit over the last ten years. The Highland Lakes campus has experienced consistently lower enrollments than the other three campuses, while the Business and Professional Institute has enjoyed the highest non-credit enrollments. There are no discernable patterns or explanations for the increases and decreases in enrollment

The credit hours shown on the non-degree tables reflect the official Michigan Department of Education reportable figures. These are the figures of student credit hours registered in the official College records by the state-mandated reporting date. Any students not officially entered into the enrollment files by the mandated reporting date are not included in the official figures. There are instances where students are not officially in the enrollment files by the count date and are entered at a later date. Also, some locations chose not to enter some non-credit activities into the reportable figures and/or deemed the non-credit activities as non-educational in nature. State law addresses educational activities as reportable, and any other—non-educational—activities are not in the enrollment process.

Several years ago, the College recognized that some of its non-credit activities were competing with each other or were not cost-effective. To alleviate these problems, the College decided to reorganize several operations such as Workforce Development, Public Safety and English as a Second Language. As competition from other service providers increased, the College also took steps to make pricing and promotion consistent across the district for these areas. This codification process is still underway.

■ Institutes

Oakland Community College's use of "Institutes" to address emerging, innovative, or global trends has been very successful over the past ten years. As a matter of fact, all of the institutes that were in existence during the last NCA visit have been integrated into the mainstream of the College:

- ✧ The Futures Institute was established to do environmental scanning and forecasting. The Institute no longer exists as a separate entity, but its work has become part of the ongoing responsibility of the office of Institutional Planning and Analysis. This office: (1) coordinates a College-wide environmental scanning committee, (2) disseminates scanning data to the College community, (3) publishes a periodic scanning newsletter to generate discussions and solicit feedback, and (4) provides input to the College Planning Council as a resource to it and its members.
- ✧ The International Education Institute was established to promote foreign travel and trade relationships for the College. The Institute itself has ceased to exist, but there is an ad hoc committee concerned with international education. Through this committee, faculty and students of Oakland Community College have been involved in exchanges and trade commissions to Korea, England, Mexico, Argentina, France and China. Some of the foreign institutions include: Solihull, West Midlands, England; Juseong Junior College in Chong-Won Jun, Republic of Korea; University of Guadalajara at Ixtapa, Mexico; Jules Verne University in France; and technical colleges in Oaxaca, Mexico. These exchanges have resulted in the infusion of international modules into existing academic programs, particularly in the business curriculum (Resource Room: 3.36).
- ✧ The Public Sector Institute was established to replicate in the public sector the customized training work being done by the Business and Professional Institute with private businesses. The Institute began by providing training services to local fire departments and has now evolved into the Fire Training Institute. Continuing Education short courses for professional firefighters have been offered through our Fire Training Institute at the Southfield campus since 1986. All short courses are state-certified and are developed in response to community and

professional needs. The Institute provides basic fire training, Fire Officer training, plus specialized and advanced training for 43 Fire Departments in and around the Oakland County area, training over 1,500 students per year.

- ❖ Another outgrowth of the Public Sector Institute is The Oakland Police Academy. The Academy has been in existence since July 1985 and is housed at the Auburn Hills campus. It provides in-service, specialized training with a wide range of non-credit courses either on-site at the Auburn Hills campus or at a police neighborhood agency. The seminars cover a wide range of law-enforcement police-related subjects, are state-certified, and are developed in response to community and professional needs.
- ❖ Yet another illustration of the Public Sector Institute's activity is the assistance given Emergency Medical Technician (EMT) professionals in fulfilling their continuing education requirements.
- ❖ The English Language Institute was a very successful undertaking of the College. For many years, the Institute offered English language classes to recent immigrants. The Institute has evolved into the English as a Second Language Program which began in 1994 and is currently being offered as part of the academic program of the College, discussed earlier.

In an attempt to meet the needs of businesses and industry, the community, and students better, the College has provided credit course and programs using non-traditional methods. Examples include:

- ❖ Police Academy—housed at the Auburn Hills campus.
- ❖ Fire Fighting Technology—housed at the Southfield campus.
- ❖ Emergency Medical Technology Academy—housed at the Auburn Hills campus. The Academy prepares students for the state of Michigan Basic EMT Certification. The instruction takes place in the Summer session.
- ❖ Apprenticeship Training —Instruction in industrial technical apprenticeships is offered at the Auburn Hills campus; the Orchard Ridge campus provides courses and training to students selected into food service apprenticeships. Oakland Community College works in cooperation with businesses and industry to provide instruction that prepares students, through apprenticeships, to Journey person status. Credit courses completed through apprenticeships can be applied toward a degree or certificate at Oakland Community College.

...EVIDENCE OF DEVELOPMENT
AND OFFERING OF EFFECTIVE
COURSES AND PROGRAMS TO
MEET THE NEEDS OF ITS
SPONSORING ORGANIZATIONS
AND OTHER SPECIAL
CONSTITUENCIES.

- ❖ Tailored Degree Programs—programs developed at the request of industry. Examples include:
 - DANA Corporation, which has been sending students to Oakland Community College to study Manufacturing Technology for over 14 years.
 - General Motors, which has requested and received customized degree training programs in Electromechanical Engineering Technology, Engineering, and Engineering Physical Testing.
 - Chrysler Corporation, which chose Oakland Community College to provide courses to automotive designers in areas of engineering.

Oakland Community College has sought to respond to the divergent needs of the community and to develop programs with and for the community, particularly the automotive industry, so important in southeastern Michigan. This commitment has produced programs of value, and Oakland Community College's resolve to serve remains strong.

■ Workforce Development

Oakland Community College's commitment to workforce development has grown significantly in the past ten years. Starting with the establishment of the Business and Professional Institute in 1984, the College has expanded its outreach and revenues from workforce development activities each year.

The Business and Professional Institute (BPI) has been successful with steadily increasing enrollments. In 1994, there were 3,798 trainees; 10,484 in 1995; and 16,774 in 1996. The types of services offered by the Business and Professional Institute over the last ten years have evolved from management, supervisory and leadership skill development to include quality and process improvement, computer training, and automotive design services. In 1996, the institute began operating a center to train automotive suppliers and is presently offering a wide array of best-in-class training for suppliers of a consortium of multi-national companies that includes Chrysler Corporation, Xerox, Texas Instruments, Kodak, and others.

The Center for Dislocated Workers focuses on securing public funds for employment and training activities. Its primary population is economically disadvantaged and unemployed persons. Its mission is to develop custom delivered, job specific training packages to prepare its target population for entry-level positions in high demand labor areas.

The Center developed many custom training packages between 1987 and the present. The following programs, ranging from ten to twenty-two weeks, were developed during the last ten years:

Auto Servicing	Computer Bookkeeping
Business Information Systems	Diesel Truck Repair
Horticulture Technician	Computer Systems Admin.
Vehicle Body Repair	Bakery Assistant
Robotics Assembly Technology	Landscape Technology
Heating and Cooling	Facilities Maintenance
Machine Tool Technology	Health Care Coordinator
Corrections Officer	Preparation for Manufacturing Technology

The Center trained 140 dislocated workers in 1987, 200 workers in 1990, 350 by 1994, and 400 by 1995. Due to cuts in federal funding for dislocated workers, the number of trainees in 1996 decreased slightly to 360.

The Manufacturing and Technological Services Platform (MTS) was created in 1994 at the Auburn Hills campus in response to the need for non-credit customized training in advanced manufacturing. In 1983, Oakland Community College entered into partnership with IBM to create the first Computer Integrated Manufacturing (CIM) cell as a national model for higher education. The Computer Integrated Manufacturing (CIM) system was designed to demonstrate how a product could be manufactured from “art to part” using computers to design parts and to run the robots and machine tools necessary to make the prototypes. IBM provided the software that gave intelligence to the system.

Other equipment provided free or at reduced cost by the equipment manufacturers included robots to handle materials, a four-axis milling machine, a lathe, a coordinate measuring machine, and a track for robot movement. GM donated \$125,000 to support the program. This model program was so successful that IBM replicated the program at eighty sites across the country. The Computer Integrated Manufacturing (CIM) cell was used at first as part of a two-year degree program in Computer Integrated Manufacturing and to provide non-credit training and technology demonstrations in advanced manufacturing concepts to current workers and the business community.

In 1995-96, its first full year of operation, MTS serviced 1,200 clients and generated \$2 million in revenues. Among its clients are original equipment manufacturers such as General Motors, Ford Motor, and Chrysler Corporation and automotive suppliers of all sizes. The cutting-edge resources of the Advanced Technology Center allow the Manufacturing and Technological Services to offer the most advanced training in the manufacturing sciences, including “virtual” manufacturing.

■ Workforce Development Forum

In 1996, the College combined the resources of the Business and Professional Institute, Center for Dislocated Workers, and Manufacturing & Technological Services Platform under one administrator, the Executive Director of Workforce Development and created an informal (or "virtual") organizational structure known as the Workforce Development Forum (WDF). The mission of the Workforce Development Forum is to be a national leader in identifying and responding to the training and educational needs of employers and the workforce by providing:

- ✧ Training subsidies for employers;
- ✧ Responsive, flexible, and innovative delivery systems, including distance learning;
- ✧ The most advanced training technologies and facilities in the country.

Forum members agreed to develop as much operating and programmatic consistency as possible, while retaining each unit's unique focus. They adopted a common vernacular for their organizations, retitling the units Business and Professional Services (BPS); Workforce Preparation Services (WPS); and Manufacturing and Technological Services (MTS), respectively. The goal of the Forum is to meet the training needs of business and industry by providing a skilled labor pool and upgrading the skills of workers. This goal is accomplished through strategic partnerships with business, education, and community agencies. At the present time, these partnerships number almost one hundred.

The College anticipates establishing a customized training center on each campus to address the workforce development needs of each campus' service areas. These units will operate under the auspices of the Forum and the campus. This dual-reporting structure is being piloted with Manufacturing and Technological Services.

Funding for the Workforce Development Forum is primarily through state and federal grants. Currently, Workforce Preparation Services receives the largest portions of its funds from the federal government through the Job Training Partnership Act (JTPA) to train laid-off workers. The unit also receives funds to assist welfare recipients in their search for employment through the governor's Work First program and a pilot program for Family Independence Agency (FIP) recipients for career training in high technology fields. Business and Professional Services (BPS) and MTS receive grants (Economic Development Job Training Program (EDJT)) from the Governor's office to assist companies in upgrading the skills of new and current workers. Most recently the Oakland County Builders Association has funded a program to train carpenters. Workforce Preparation Services (WPS) is also involved in standardized testing for apprenticeships with unions for plumbers, sprinkler fitters, and pipe fitters.

Curriculum and programs are evaluated by participants, employers, and government agencies. Government-funded programs have to meet specific predetermined standards for reimbursement and contract renewals. Dislocated-worker funding is renewed based on these performance objectives: number of students enrolled, percentage of enrolled employed, and wage at the time of hire. State Economic Development Job Training Program (EDJT) grants and businesses evaluate programs based on pre- and post-tests, company revenue generated, repeat business, transfer of knowledge to workplace, and return on investment. In addition, Workforce Preparation Services (WPS) evaluates each program and participant by distributing forms to students and the employers.

The Workforce Development Forum (WDF) is closely linked to the College's Mission and the Purpose statement that Oakland Community College "...provides quality Workforce Development training and learning opportunities to meet the needs of business and industry." It is also related to the purposes "Occupation and technical learning opportunities to improve students' employability" and "Opportunities in development education to prepare students for college-level studies." Many classes are linked to and based on traditional degree credit classes. A large percentage of students who begin in Workforce Development (WFD) classes continue on and receive degrees. Most classes are developed and delivered by Oakland Community College faculty and staff.

The Workforce Development Forum's goal is to be an integral part of the College as a leader in developing flexible and innovative programming and delivery systems. It will continue to provide quality, demand-driven, short-term training opportunities and/or placement services to the unemployed and underemployed individuals to strengthen the county's workforce.

The Business Technology Center (BTC) operates on the Orchard Ridge campus, and although it currently is not part of the Workforce Development Forum, there are plans to incorporate it eventually. The Business Technology Center (BTC) provides non-credit software and business training for employees of businesses in the Orchard Ridge service area. The Business Technology Center (BTC) is administered by a faculty member on release time. Much of its computer training is offered through a partnership with the Quick Start Training Institute. Other non-credit offerings over the past ten years include auto and commercial insurance seminars, writing workshops, problem solving, condominium operations, meeting effectiveness, and other professional development opportunities for managers.

■ Non-Credit Offerings

Over the last ten years, Oakland Community College has been delivering a broad range of non-credit offerings at all campus sites. Each campus has organized these activities in ways responsive to its own constituency. The campuses are hosts to a plethora of community affairs that address health, physical, and informational sessions. These are directed at the community and on-going professional re-certification through Continuing Education Units (CEU).

Several campuses have focused on areas related to Mental Health/ Social Work and other health-related issues. At the Auburn Hills campus the College supports a community awareness institute whose purpose is to offer inexpensive workshops to Oakland Community College students and the community. The Orchard Ridge campus has offered non-credit workshops for physical therapists to upgrade their skills and knowledge within the field. These workshops enable participants to retain their certifications or to obtain new skills to advance their careers. At the Royal Oak/Southfield campus, classes for sonographers and radiographers have increased steadily from one course in 1993 to eight courses in 1996. Community activities have included blood drives, mental health forums and films on topics such as AIDS, alcoholism, teen health issues, health care reform, and other physical health issues. In 1996, the Royal Oak campus organized Healthy Michigan 2000, a free health fair that provided speakers on over ten health-related subjects.

These non-credit offerings provide evidence that the College values "shared responsibility, open communication, collaboration." These values are carried out in the strong, positive relationships Oakland Community College has formed with other educational institutions, business, and industry.

■ Summary Statement

Oakland Community College has developed an educationally sound program, which has allowed the College “to accomplish its educational and other purposes.” This picture of Oakland Community College is a dynamic one; it is only a snapshot of a complex moving image—an action shot—because this institution continues to move as this report is being written. It is this dynamic quality that has allowed Oakland Community College to move forward in reaching its educational goals, even without permanent leadership for significant periods of time. Oakland Community College rests on a firm foundation that will continue to support its success as a college.

■ Strengths

1. The high quality of programs at Oakland Community College is well established, as is evidenced by
 - a. the high pass rate in certification exams in such disciplines as nursing.
 - b. the ease of students transferring to other institutions of higher education.
 - c. the success of Oakland Community College students who transfer to other institutions.
 - d. the high regard of graduates and employers for Oakland Community College.

2. The quality of instruction at Oakland Community College is rated highly by current students and graduates. Thirty-five percent of the 1995-96 graduates reported themselves “very satisfied” with the quality of education they had received at Oakland Community College. Instructional excellence is apparent in
 - a. faculty involvement in professional organizations: presenting papers; reviewing books; writing text materials, lab manuals, and national examination questions; serving as officers; and setting guidelines and standards.
 - b. innovation and creativity in the teaching/learning process.
 - c. responsiveness to the curriculum review process; the English discipline has provided a model for future curriculum development in its methodical and thoughtful development of the Academic Literacy Program.
 - d. College commitment to professional development for faculty, including College-wide workshops for both full-time and adjunct faculty.
 - e. systematic evaluation of adjunct and probationary faculty.

3. The College's plan to assess appropriate student academic achievement has been built upon multiple levels within its structure, using both direct and indirect indicators. Additionally, assessment is becoming institutionalized through
 - a. a majority of faculty participating in the classroom assessment process.
 - b. out-of-the-classroom assessment providing the opportunity for instructional/non-instructional staff to work toward common goals.
 - c. extensive professional development for faculty—full-time and adjunct—deans, and department chairs.
 - d. “rich” feedback from the institutional cohort studies of student assessment.
4. Student Services have made continual progress toward the efficient and effective delivery of academic and non-academic services, such as
 - a. ASSET placement testing, a useful and accepted instrument, as well as alternative instruments for placement developed by faculty and currently being evaluated.
 - b. Touch* Tone registration procedures which students like and which also enable the College to gather pertinent student data to be used for evaluation and planning.
 - c. the PASS program, recognized as one of the most effective community college support programs for students with special needs.
 - d. the English as a Second Language (ESL) program, the largest and fastest growing program of its kind in the state.
5. Non-credit offerings are customized to the communities served.
6. Workforce Development services are a source of strength for Oakland Community College, valued by the business community and the workers to whom they are responsive in offering both credit and non-credit programs, many of whose innovative, non-traditional delivery systems are adopted by the rest of the College.

■ Challenges

1. As the College integrates instructional and out-of-the-classroom assessments, there is a need to establish College-wide measures of the continuing improvement of the student-learning experience, specifically
 - a. the tracking of the persistence and success rates of developmental students entering college-level courses.
 - b. follow-up on the feedback from ASSET data and the correlation of placement with later performance.
 - c. the collection of more data on the performance of transfer students who have gone on to study elsewhere.

2. The integration of outcomes assessment into College planning through the
 - a. incorporation of assessment into budgeting and planning.
 - b. acceptance by larger numbers of faculty of assessment data as an integral part of their planning of courses, syllabi, and teaching/learning strategies.
3. Oakland Community College's Transfer Center needs support in updating its database by
 - a. gathering current information on the programs and course offerings of other schools.
 - b. the evaluation of general education requirements against the evolving requirements of those institutions to which many of our students transfer.
 - c. addressing the technical problems inherent in the ARTSYS system, perhaps by replacing it with software compatible with the VCR project.
4. The Office of Admissions and Recruitment appears to lack a strategic plan and the necessary staffing and technological support to operate effectively in a continuously more competitive environment.
5. The Office of Financial Assistance and Scholarship (OFAS) especially, as well as other areas within student services, lacks up-to-date technology that streamlines the complexity of operations and procedures.
6. In traditional academic programs, Oakland Community College needs to confront the demands and expectations of today's job market which requires workers to be multi-skilled.
7. As part of a larger evaluation of student life, Oakland Community College should evaluate
 - a. student activities that students do not see as meeting their needs.
 - b. placement services that need increased technological support in order to expand marketing and outreach efforts.
 - c. the increasing numbers of students enrolling at the College with psychiatric/behavioral needs and with minimal levels of cognitive/intellectual abilities, requiring levels of assistance beyond the scope of available PASS resources.
 - d. the usefulness of current orientation programs.
 - e. the possible loss of identity of the Student Services areas due to the merging of academic and student services.
8. Coordination of professional development activities by a College-wide coordinator and a mechanism for disseminating information acquired at professional conferences need to be instituted.

■ Initiatives

1. The College Academic Senate has established a General Education Committee which is directing a College-wide review of Oakland Community College's General Education requirements and needs to continue to move forward in
 - a. informing academic faculty and administrators of the theoretical frameworks described in educational literature.
 - b. facilitating the academic community's coming to a consensus around one of the models the Committee has devised.
 - c. implementation of a new general education philosophy and model that embraces both curricular offerings and student cognitive experiences.
2. As the Academic Literacy Program moves forward, it plans to accomplish several goals:
 - a. the clarification of the meanings of "developmental skills," "program ready," and "college ready" as well as of the Oakland Community College course numbering system at this level.
 - b. modeling the curriculum development process from the theoretical to the implementation stage.
3. In some areas, active advisory committees, representing business and industry leadership, continue to assist both in the recruitment and retention of students while making contributions of expertise and equipment to assure high quality training of Oakland Community College students for entry-level positions.
4. A recent review of articulation agreements uncovered the fact that many agreements were outdated; this has caused Oakland Community College to initiate the process of developing and updating articulation agreements for accuracy and validity, making clear distinctions for the College community among such terms as "articulation," "transfer," and "articulation agreement."
5. Oakland Community College is solidifying its leadership position in addressing the needs and in complying with Americans with Disabilities Act (ADA) legislation pertaining to at-risk students. The College is engaged in conducting research to compile data for an analysis of the effect of an explosion of special needs students attending Oakland Community College—approaching 1,000 students—in order to clarify the cost/benefit analysis, the legal entitlement, the ability-to-benefit demands, and pedagogical guidelines for Oakland Community College's adapting to the needs of this population.
6. The libraries' on-going student and patron-centered service, rapport with faculty and support staff, and sharing of resources is very positively received. The use of technology has put the Oakland Community College libraries on the cutting edge and has been so acknowledged. However, there remains a concern with keeping up with changes in technology, approaches to library research, and pedagogy.

Criterion Four

**The institution can
continue to accomplish
its purposes and strengthen
its educational effectiveness.**

**NCA
1997**

Criterion Four Outline

In determining appropriate patterns of evidence for this criterion, the commission considers evidence such as:

- a. a current resource base – financial, physical, and human – that positions the institution for the future.
 - Financial
 - Physical
 - Human
- b. decision-making processes with tested capability of responding effectively to anticipated and unanticipated challenges to the institution.
 - Planning History
- c. structured assessment processes that are continuous, that involve a variety of institutional constituencies, and that provide meaningful and useful information to the planning processes as well as to students, faculty, and administration.
 - Responses to Previous Planning
 - Council-based Planning
 - Student Outcomes and Institutional Assessment
 - Budget Planning
- d. plans as well as ongoing effective planning processes necessary to the institution's continuance.
 - Definitions of Planning
 - On-going Planning
 - Restructuring the Planning Process
 - Planning for the Future
 - Planning around Purposes
- e. resources organized and allocated to support its plans for strengthening both the institution and its programs.
 - Financial Resources
 - Planning-driven Budget



- Summary Statement
- Strengths
- Challenges
- Initiatives

CRITERION FOUR

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Over the past ten years Oakland Community College has been evolving a planning model. As a multi-campus institution, the College has worked at successive planning models or initiatives, each model or initiative, in turn, seeking to provide better uniformity in design and application. The history of planning development could be characterized as both evolutionary and episodic. Ultimately, the College learned with each new pathway more about how to plan better for the next cycle; each planning model was self-instructive, showing how it succeeded or failed to meet the complex planning needs of this organization. Hindsight, rather than assessment, has provided 20-20 vision. Historical reflection now permits a clearer view of movements from planning model to planning model over these ten years when, in fact, at earlier moments some saw the College's efforts as failures, or cynically, as wasted efforts, or political expediencies.

Through all of the planning efforts, Oakland Community College's weakness was the inability to sustain a persistent priority to assess planning designs and their results or to establish consistent methodology for assessing planning initiatives at the macro level. The College moved from plan to plan as the consequence of the political hegemony of the current chancellor—and on guts and instinct. The College also failed as an institution to communicate in meaningful, effective ways with the College community about why it was curtailing certain planning initiatives or beginning new ones. Over the preceding decade initiatives for planning were administratively driven; this remains true today. Chancellor charisma—or its absence—was a critical element in the scope, play, and sustenance of any of the College's major planning efforts.

■ Financial

The College's strategic and operational planning processes under the direction of the College Planning Council (CPC) place Mission and Purposes and academic master planning as first priorities. Budgeting supports planning and the priorities that the College Planning Council (CPC) declares in its planning. Thus, strategic and operational planning are intertwined. Longer-range (five-year) planning is supported by the Chancellor's Council (CC) and led by the College Planning Council (CPC). This five-year planning focuses on continuous re-engineering and quality improvements; it focuses on optimizing existing resources and re-confirming revenue streams in the future through such means as millage planning. Shorter-range

...CURRENT RESOURCE BASE—
FINANCIAL, PHYSICAL, HUMAN—
THAT POSITIONS THE
INSTITUTION FOR THE FUTURE.

(two-year) planning is led by the College Planning Council (CPC). This planning entails setting College priorities; overseeing strategic development of these priorities; budgeting for these priorities; communicating, analyzing, and re-prioritizing planning activities.

Annual operational budgeting occurs by a fixed calendar of due dates (Resource Room: 4.1). Budgeting proceeds as a bottom-up process which identifies and funds site-based operational needs. Each site has its own operational strategic objectives, aligned in general with the College's Mission and Purposes (Resource Room: 4.2). Each campus site, in turn, has its own planning and budget council to oversee campus-based strategic and operational initiatives dedicated to optimizing campus effectiveness in meeting student, staff, and community needs. Campus-based facilities committees concurrently manage the work of setting development and facilities renovation priorities.

■ Physical

The College has developed its Master Facilities Plan. This master plan amalgamates priorities from all site plans. After health and safety issues, the major priorities have been to develop learning environments for the twenty-first century. Input on needs and anticipated requirements were collected from affected constituencies at all sites. Review of the master plan is on-going, formally adjusted twice annually under the leadership of the Director of Physical Facilities and formally acknowledged through the College Planning Council (CPC) in its priorities' planning (Resource Room: 4.3).

■ Human

Human resources are being organized to enable planning for twenty-first century "quality learning opportunities." The College has created a position management data base. The data base represents a significant step in understanding and controlling the full-time employee make-up. However, the College has only begun to address its staffing issues. Re-engineering and re-organizing the College over the next five years will require a full re-examination of basic precepts: who are Oakland Community College's students, who will Oakland Community College's students be in the future, what facilities and services and programs will these students require, how and when and where will Oakland Community College provide these facilities and services, what amount of staffing will be required to support these activities, who will these staff be, and what qualifications or training will be required to optimize a student-centered operation? The College has only begun to address these fundamentals.

To help build the staff of the future, the Human Resources Department maintains well documented hiring procedures to ensure that the College continues to make strides in diversifying its work force (Resource Room: 2.9-2.15). The professional staff remains one of this College's strengths. Because no more than 35 percent of instruction can be handled by adjunct staff, more than 65 percent of

instructional credit hours are taught by full-time faculty (Resource Room: OCC.6). By means of the collective bargaining agreement with the Oakland Community College Faculty Association, Oakland Community College maintains high entry employment standards. It sustains high standards by recruiting new faculty nationally.

Over the previous ten years College employees have not come to consensus about what planning means or how the College goes about doing such planning, as is apparent when focus groups attempt to study previous planning effort (Resource Room: 4.4). Nevertheless, institutionally Oakland Community College has conceptualized and employed six distinct planning initiatives—identified by asterisks under “Planning History” in Table Four-1—some have been outgrowths of earlier designs; some have been used concurrently; others have been subordinated within larger planning initiatives. Several of these planning initiatives engaged dozens of faculty and staff (Resource Room: 4.5).

As a consequence, increasing numbers of faculty and staff were exposed to the rigors of developing planning and to the necessities of institutionalizing such efforts. Another marked characteristic of these planning efforts is that none actually succeeded in integrating the major processes of strategic and operational planning such that planning would drive budgeting. Historically, operational budgeting stood on its own and was perceived by most people in the organization to be what was meant by planning. The distinctions between strategic planning and operational planning and the role of budgeting were not clear. Table 4-1 provides a chronology of these various planning models or initiatives (Resource Room: 4.6).

...DECISION-MAKING PROCESSES WITH TESTED CAPABILITY OF RESPONDING EFFECTIVELY TO ANTICIPATED AND UNANTICIPATED CHALLENGES TO THE INSTITUTION.

Table Four-1

OAKLAND COMMUNITY COLLEGE’S PLANNING HISTORY

1978	College begins implementation of Program Review of Occupational Education (PROE).
1986	College begins the process of developing Program Review for Improvement, Management and Excellence (PRIME). Stephen Nicholson, Chancellor.
1988	College begins process of developing its first five-year strategic plan under the leadership of Richard Saunders (later referred to as the Saunders Model).
1989	Academic Master Plan/Administrative Master Plan designed as major components of the five -year strategic plan.

- 1990 College begins process of defining institutional effectiveness and institutional outcomes assessment. Process leads into the development of Critical Success Factors.
- 1991 College begins process of developing two-year Strategic Directions, replacing the five-year roll-up model (Richard Saunders Model). Chancellor Fulton-Calkins provides leadership for the new model.
- 1991 College begins a formal Environmental Scanning process with six college-wide committees.
- 1992-94 College Strategic Directions and Operational Plan in-place.
- 1993-94 Student Outcomes Assessment Plan developed; accepted by NCA.
- 1993-95 Millage Planning/Major Gifts Campaign.
- 1994 Environmental Scanning restructured to one coordinating committee.
- 1996 Strategic Directions (1994-96) draw to an end and are replaced with one-year strategic goals established by Chancellor Richard Thompson. One-year strategic goals are intended to serve as the bridge between Strategic Directions (1994-96) and the new College Council structure and new planning model and process.

■ Planning History

Assessment or evaluation of planning models or planning processes over the past ten years has been led by the Chancellor and specific members of the Chancellor's Council (CC) with assistance in assessment/evaluation from Institutional Planning and Analysis. However, no one plan has been sustained long enough to permit comprehensive assessment. Each new chancellor (four in ten years), along with each new administration, originated a new concept of planning which was a product of that CEO's interests and biases in planning, the political necessities for creating planning methodologies, and the perceptions of what worked or didn't work in the immediately preceding chancellor's planning efforts.

Planning at Oakland Community College originally grew out of a state government mandate that Michigan community colleges evaluate vocational programs (Program Review of Occupational Education (PROE). The outgrowth of that mandate was Oakland Community College's Chancellor requested that the vocational review process be expanded to include all College functions. That was Program Review for Improvement, Management and Excellence

(PRIME) modeled after an instructional review model in place at the Chancellor's former community college. Further impetus for developing such a review model came from an NCA 1987 visit which identified a concern for program evaluation and curriculum leadership. At the same time as Program Review for Improvement, Management and Excellence (PRIME) was coming on-line, its first implementation occurring in the fall of 1989, the Chancellor also initiated a longer range planning process, a five-year strategic plan, comprised of an Academic Master Plan and an Administrative Master Plan. In effect, the College moved from one concentration of development to the next.

Although Program Review for Improvement, Management and Excellence (PRIME) was new and required longitudinal development and consequent assessment, the introduction of a strategic planning process and master planning process resulted in Program Review for Improvement, Management and Excellence (PRIME) being moved to a low priority so that the College could devote development time and energy to the strategic plan. Conceptually, Program Review for Improvement, Management and Excellence (PRIME) was to drive operational planning while the Academic and Administrative Master Plans within the five-year plan would drive the College strategically. While these planning initiatives continued to be developed and implemented, the College proceeded to budget for operations much as it always had.

Strategic/master planning, program review, and budgeting as a linked, integrated model of planning continued as the College's intended, but unrealized, goal. The NCA Focused Self-Study prepared in 1991 expressed the College's intention to integrate strategic planning, program review, and budgeting: "The integration of Program Review for Improvement, Management and Excellence (PRIME) with the College strategic plan will be made more explicit, and a single calendar/time line for Program Review for Improvement, Management and Excellence (PRIME), Strategic Planning, and Budgeting will be adopted" (Resource Room: OCC.23).

Acknowledging the complexities of its ambitions in developing a planning model, the College identified four phases: environmental scanning, strategic planning, operational planning and budgeting, and evaluation (using Program Review for Improvement, Management and Excellence (PRIME) and Program Review of Occupational Education (PROE). In 1990 the College had begun development work to devise institutional effectiveness and outcomes measures. These, in turn, led the College to initial efforts at defining institutional Critical Success Factors. Critical Success Factors were intended to measure the overall results of the strategic plan. Since 1991, however, little work has occurred to integrate Critical Success Factors into a planning model. Institutional Planning and Analysis has collected data on about one-half of the indicators. These data now appear in the *College Student and Financial Data Book* which is

published annually (Resource Room: 4.7; OCC.18). For all of the data currently collected no systemic method has been sustained for using the data in structured decision-making and planning. In 1991, the College faced the daunting challenge of institutionalizing and sustaining an integrated model as it proposed to do and of assessing both the products of that model and the model itself. That challenge remains.

These initiatives of Program Review for Improvement, Management and Excellence (PRIME), five-year strategic planning (Academic/ Administrative Master Planning), two-year strategic directions, institutional effectiveness/ institutional outcomes assessment, and Critical Success Factors were never fully sustained as they were conceived, nor were they ever integrated or delivered as an entire operational model as promised. With the departure of one chancellor and the introduction of another, the College simply went into "hold" patterns. For example, in 1991 a new chancellor with new charisma moved the College from its initiatives with Program Review for Improvement, Management and Excellence (PRIME) and five-year planning toward a two-year strategic directions development model. No interim or final assessment of the earlier five-year plan occurred; Program Review for Improvement, Management and Excellence (PRIME) simply stopped; institutional effectiveness/ outcomes assessment and Critical Success factors went into limbo or were "placed on the back burner," but did not go away.

The College re-focused on the Chancellor-led methodologies of developing vision and values statements and engaging cross-sections of the organization with creating strategic directions. The plan was simpler in design and limited enough in duration (1992-94) to offer the prospects of assessment after two years. By replacing five-year strategic planning, the new planning process validated that the earlier model might have been too ambitious in size, scope, and duration with insufficient management means for assessing or evaluating attainments and nonattainments and with no structural means for causing annual roll-ups, refinements, and re-focusing of objectives or strategies. Program Review for Improvement, Management and Excellence (PRIME) just went away as either ill-understood, negatively associated with the previous administration, or recommended out of existence for its flaws or for its lack of acceptance among the organization's rank and file.

The methodology for doing strategic directions was repeated at the close of the two-year cycle. The accumulated strategies, expressed as site Operational Plans, were then bound as one document. The sheer number of strategies for the 1992-94 directions proved to be unwieldy for comprehensive, summative assessment or for tracking purposes. Also, the College's unifying activity of developing strategic directions proved impossible to sustain when carried into the relative autonomy of the campuses where the operational plans were created. However, this realization was not the result of a structured assessment of the planning process, but came by default.

While engaged in five-year strategic planning and then in the transition to two-year strategic directions planning, the College also recognized, then formalized, environmental scanning as another component of planning. Established as a college-wide initiative in 1991, Environmental Scanning was revised as a process in 1994 (Resource Room: 4.8). Instead of multiple college-wide committees focused on environment sectors for scanning, the effort was composited to a single committee in its revision. Currently, environmental scanning proceeds as an on-line service provided through Institutional Planning and Analysis. Much like institutional outcomes and institutional effectiveness, Environmental Scanning had a theoretical connection to planning; but it was only minimally integrated into planning or budgeting.

Beginning in 1993 and continuing through 1994 and into 1995, the College added a capital gifts campaign and planning for the securing of additional millage from the taxpayers. Both initiatives required substantial commitments of time and effort by College employees (Resource Room: 4.9). The capital gifts and millage campaigns were in response to longitudinal trend analysis that showed College resources diminishing while fixed costs and expenditures were rising. Planning for the millage and the millage campaign itself in the winter of 1995 was thorough and complex in design. Nevertheless, both existed outside of the routines of the planning processes that had been evolving in the College until then. Decisions to seek capital funding and to initiate a millage campaign were senior officers' decisions, principally the initiatives of the Chancellor who was responsible for convincing the Board of Trustees that each campaign was essential to develop the College's financial future.

Thus, changes in chancellors, changes in planning directions based on new administrations and administrative initiatives, and major inter-positioning of special planning events for capital gifts and millage, all worked against sustaining a singular, coherent College plan. Furthermore, all worked against developing a comprehensive assessment of the planning processes themselves.

■ Responses to Previous Planning

The first serious, comprehensive assessment of planning occurred in late 1996 and early 1997 as part of the development work for the NCA self-study. In conjunction with Institutional Planning and Analysis, the committee dedicated to working on Criterion Four prepared a series of focus groups and interviews around a structured set of questions. The intention of the study through focus groups and interviews was to assess the College's perceptions of its planning efforts to date. The particular planning models and initiatives were the targets of the assessment study (Resource Room: 4.4).

...STRUCTURED ASSESSMENT
PROCESSES THAT ARE
CONTINUOUS, THAT INVOLVE A
VARIETY OF INSTITUTIONAL
CONSTITUENCIES, AND THAT
PROVIDE MEANINGFUL AND
USEFUL INFORMATION TO THE
PLANNING PROCESSES AS WELL
AS TO STUDENTS, FACULTY,
AND ADMINISTRATION.

Analysis of the responses yielded the following:

- ✧ Members of the organization differed significantly from administrators and managers in their understanding of, and appreciation for, the planning models and initiatives.
- ✧ The majority of the organization generally had limited or no appreciation for the intentions or methods of the models and initiatives. Frequently, many were confused about the purpose and intent of a model. Many felt that the models were confusing in their processes. Others believed that the planning efforts had little or no impact. In general, cynicism prevailed.
- ✧ Administrators and managers were generally more understanding of the models and initiatives and more appreciative of the intentions of the models.
- ✧ Most participants had serious reservations about any lasting impacts or consequences which resulted from the various planning models.
- ✧ Most participants believed that plans and initiatives had been given insufficient time to mature, to be assessed, or to be developed into meaningful planning.
- ✧ Most participants, while recognizing serious deficiencies and flaws in the various plans, were able to make suggestions about how the plans could have been improved, built upon, or rededicated.
- ✧ The various planning processes were never institutionalized by making them a priority in the College culture.
- ✧ Processes were felt to be incomplete, complex, confusing.
- ✧ Resources, data, and tools were felt to be inadequate, insufficient, unreliable.
- ✧ Many felt that training and in-service preparation for the various plans and initiatives were either absent or lacking.

■ Council-based Planning

In 1996-97 the College re-visioned and reorganized the College councils better to align itself for strategic and operational planning and assessment. The College Academic and Student Services Council (CASSC) now has responsibility for the Academic Master Plan and the processes for its development in the planning model. The Academic Master Plan is an acknowledged component in the building of the College's strategic priorities; it is coordinated with the other major planning components when the College Planning Council (CPC) works to set priorities. At the same time, the College Academic and Student Services Council (CASSC) continues to maintain an agenda of operational issues brought to it by various constituencies and continues to address its own Council-directed operational objectives.

Each College Council is tied explicitly to College Purpose statements and to the NCA's five Criteria. The intent of such explicitness is to clarify primary ownership, but not exclusive ownership, of College Purposes so that responsibility, accountability, continuous learning, bench marking, and assessment are routine in the operational and

strategic development work. The College believes it has a primary responsibility to communicate with all members of the Oakland Community College community about planning and assessment and can best do so by engaging as broad a base of grass roots participants in Council's work as possible. Also to that end, the College continues to support the recommendation that at least one student representative should be assigned to each College council and to each major standing committee (see Appendix Two-1).

■ Student Outcomes and Institutional Assessment

The Student Outcomes Assessment Plan is also tied to the College's Mission and Purposes. Because assessing student academic achievement is integral to meeting the Mission and Purposes, the Student Outcomes Assessment Plan is included as part of the academic master planning process which is guided by the College Academic and Student Services Council (CASSC). Institutional effectiveness measures for the College Mission and Purposes and academic master planning are first among priorities set by the College Planning Council (CPC).

Each spring Institutional Planning and Analysis produces a report of measures for the indicators of institutional effectiveness (Resource Room: 4.10). These indicators are directly connected to the College Mission Statement and the Purposes to which the College has committed itself. Comprised of representatives of all major constituencies in the College, the College Planning Council (CPC) will track measures from year to year and on its two-year planning priority cycle will target specific measures for benchmark improvements. The Mission, Purposes, Indicators, and Measures will be reviewed annually by the College Planning Council (CPC) to keep them current and appropriately expressive of the College's intentions and directions. The planning model itself will be assessed annually in the spring by the College Planning Council (CPC). The Council will use consensus among Council membership for changing model elements and anticipates seeking outside validation of its processes in the future by bringing in members of the community, both professional and lay community members.

■ Budget Planning

The College planning process places assessment among its first considered priorities in advance of budgeting. Student and academic assessment and institutional effectiveness measures relating to Mission and Purposes are given priority in June/July of the planning cycle, and those priorities are worked on for implementation strategies in the following six months. Budgeting for these planned priorities occurs in the next six months. Budgeted priorities are actualized one year following their declaration. In June/July 1997, the College Planning Council (CPC) established the College Technology Plan and

...PLANS AS WELL AS ONGOING,
EFFECTIVE PLANNING
PROCESSES NECESSARY TO THE
INSTITUTION'S CONTINUANCE.

the College Physical Facilities Plan as strategic priorities; both have short- and long-term strategic financial impact. The College Technology Plan has at its center a learning excellence model (Learning Excellence 2001) and is directly linked to the College Mission and fulfillment of College Purposes. The issue of assessment represents an ongoing challenge in design and implementation to ensure that institutional learning from assessment shapes planning priorities and then budgeting.

■ Definitions of Planning

Although the College has learned from its focus group study of 1997 that historically there has been no clear consensus of what planning means, ongoing planning processes necessary to the College's continuance have persisted. Therefore, the NCA Criterion Four Committee and the newly formed College Planning Council (CPC) have created a set of planning definitions distinguishing between organizational/operational planning and strategic planning. The distinctions in these definitions are fundamental precepts in the current development of an integrated planning model.

The College Planning Council (CPC) has recognized the need to distinguish more clearly strategic planning from operational planning for the staff of Oakland Community College and yet relate the two. Since many staff still persist in confusing budgeting as planning, and since budgeting historically has determined planning, a clear distinction had to be made prior to institutionalizing a planning model which placed strategic planning ahead of operational/organizational planning and budgeting.

To provide such definition and distinction, the College Planning Council (CPC) relied on *A Guide for New Planners*, by Norris and Doulton (Norris, Donald M., and Nick Doulton, Ann Arbor: The Society for College and University Planning, 1991).

■ Ongoing Planning

Oakland Community College under Chancellor Patsy Fulton-Calkins prepared Strategic Directions and Operational Plans for the years 1992-94 (Resource Room: 4.11). These represented a modification of the preceding planning model and process. All sites established operational plans under those Directions. The exercise, with slight procedural modifications, was repeated in 1994. During this same period, the Chancellor initiated a major gifts campaign and a millage campaign. The millage campaign ended successfully in 1995 when taxpayers approved a .8 mill property tax increase for seven years. However, during the fall of the 1995-96 academic year, the Board of Trustees relieved Chancellor Fulton-Calkins of her responsibilities. As a result, the College Strategic Directions were interrupted by the events leading to her dismissal, the departure of two vice-chancellors, and the short tenures of interim chancellors. The Strategic Directions were "forgotten" amid the de-stabilization and re-stabilization periods; nevertheless, strategic objectives and operational strategies at the

College's various sites continued. Lost during the turmoil were the opportunities to sustain the planning structure as an organizational entity, to evaluate and modify it, and to engage the rank-and-file employees in an understanding of, and appreciation for, planning.

With the appointment of a new chancellor, Richard Thompson, in early 1996, the College began a re-stabilization period. This re-stabilization did not include formal status reporting for the two-year planning period which was coming to a close in 1996, nor for a comprehensive assessment or measurement of the Operational Plans under the Strategic Directions. No summary assessment of the Strategic Directions/Operational Plan process, nor formal termination of same, occurred during this re-stabilization period.

In May of 1996 Chancellor Thompson communicated by memorandum with all College employees that the 1996-97 year would be a transition year between planning processes (Resource Room: 4.12). In his memorandum he forecast that the re-drafted College Mission and Purposes would be ratified by the College community and the Board of Trustees and that this affirmation would precede and lead planning for a new planning period 1997-99. He also forecast the re-shaping and re-organizing of the College and the various operational College councils. Finally, he identified eight short-term objectives, "in lieu of strategic directions," for the 1996-97 academic year.

■ Restructuring the Planning Process

As discussed earlier under Council-based planning, the Chancellor's Council (CC) approved the reformation of Councils and the creation of a Presidents' Cabinet (Resource Room: 4.13). The new format of Councils as of July 1996 included the Chancellor's Council (CC), College Planning Council (CPC), College Administrative Services Council (CASC), College Academic and Student Services Council (CASSC), and the Presidents' Cabinet (PC). With the exception of the Presidents' Cabinet (PC), Councils were reformed to expand the bases of representation among the College community and to ensure better alignment in decision-making among the major areas of College operations. Chancellor Thompson redefined the focus and purposes of each Council; however, the Councils' purposes were seen to be evolving rather than definitive. The charge of "planning to plan" and sustaining planning fell to the College Planning Council (CPC). The College Planning Council (CPC) held its inaugural meeting in September 1996 and has met monthly since then to establish the plan for planning (Resource Room: 4.14).

The College-integrated planning design, as devised by the College Planning Council (CPC), for the present and future can be described as follows. First and foremost, the College is guided in planning by its Mission and Purposes. The purposes are defined by broad-based college community consensus (Resource Room: 4.15). The same broad-based consensus supports the purpose indicators and an initial

set of measures within these indicators. Institutional Planning and Analysis has responsibility for reporting out the measures, which are communicated to the entire College community. The measures are provided to the College Planning Council (CPC) which will employ a sub-committee for analyzing measures and making recommendations to the College Planning Council (CPC) concerning benchmarks and outcomes expectations for the next cycle of evaluation and assessment. The College Planning Council (CPC) will then modify the benchmarks as part of first priorities in the planning cycle (Resource Room: 4.16).

■ Planning for the Future

The overall intention of the planning process is to place planning well in front of budgeting processes with effectiveness measures reported out annually in spring and new benchmarks established over time. The Council then can measure relative effectiveness among College purposes. The continual development and refinement of measurements, assessments, and benchmarks are an ongoing leadership responsibility of the College Planning Council (CPC).

Concurrent with the reporting cycle for these purposes, indicators, and measurements, strategic planning processes occur for fiscal development, facilities, technology, human resources, academic and student initiatives as per the Academic Master Plan. The responsibility for planning in fiscal development, facilities, some technology, and human resources is within the scope of the College Administrative Services Council (CASC). The responsibility for planning in academic and student initiatives, some technology, outcomes measurement and effectiveness measures is within the scope of the College Academic and Student Services Council (CASSC).

The Chancellor's Council (CC) positions the College for the future by means of longer range planning and change initiatives using the products of environmental scanning. The Chancellor's Council (CC) also provides operational closure to recommendations received from other Councils and receives the strategic priorities recommendations from the College Planning Council (CPC). The responsibility for coordinating all College planning and setting priorities among the plans, including institutional effectiveness measures, falls to the College Planning Council (CPC). The Presidents' Cabinet (PC) serves in an operational advisory role to the Chancellor. These various Councils coordinate planning in their spheres of influence and produce planning priorities. The College Planning Council (CPC) has institutional responsibility for integrating and setting institutional strategic priorities for the two-year planning period derived from these plans. Institutional effectiveness and outcomes measures, based on Mission and Purposes and the Academic Master Plan, must have priority in all planning.

■ Planning Around Purposes

After the College Planning Council (CPC) sets institutional priorities in the spring and early summer, it convenes in early fall to assess the requirements necessary to address the priorities. Those requirements, which implicate resources and budgeting, are addressed in the operational (annual) plan, typically concluded between January and May. Those priorities that do not implicate budgeting nevertheless require project management and remain an important function of the College Planning Council (CPC) during the summer and fall of the planning cycle.

The first year of the planning cycle is critical to assure that all resources and means have been addressed to ensure that the priorities are persistently addressed through the second year of the two-year cycle. The College Planning Council (CPC), then, has quarterly responsibilities acting on behalf of Oakland Community College: 1) to set priorities annually (spring/summer) for a two-year plan cycle; 2) to establish implementation needs for accomplishing the priorities (fall); 3) to ensure resource and budget allocations for priorities (winter); 4) to assess outcomes and renew plans (later winter/early spring). Therefore, priority-setting and planning always precede budgeting. Evaluation and assessment are on-going and persistent.

■ Financial Resources

The College received an additional .8 mill for operations for seven years in June of 1995. The millage campaign was a comprehensive planning effort (Resource Room: 4.17). An additional \$27 million dollars annually has provided the College the opportunity to modernize and renovate academic facilities, increase and replace instructional technology, and support new academic programs and initiatives (Resource Room: 4.18). The additional monies are also supporting the complete re-engineering of the College's computing systems which will entail major improvements in student accessibility to learning and services. In addition, the College Planning Council (CPC) and the Chancellor's Council (CC) have begun a five-year re-aligning of College operations (Resource Room: 4.14; 4.19).

Re-aligning is the direct result of financial analysis indicating that anticipated fixed costs and expenditures over the next five years will exceed resources if the College continues its current trend lines. Rather than face financial crisis at the end of the seven-year millage, should millage renewal not occur, the College intends to rethink its organization to address these financial realities. While addressing the potential financial crisis, the College has begun planning for millage renewal (Resource Room: 4.20). The Chancellor's Council (CC) and the College Planning Council (CPC) lead the futuring discussions and the design processes for re-alignment. The College councils will be instrumental in operationalizing the processes involved in re-alignment.

...RESOURCES ORGANIZED AND ALLOCATED TO SUPPORT ITS PLANS FOR STRENGTHENING BOTH THE INSTITUTION AND ITS PROGRAMS.

■ Planning-driven Budget

Transforming Oakland Community College from a budget-driven to a plan-driven community college has become critical. The design of the College Planning Council (CPC) indicates that the reviewing and prioritizing process undertaken in strategic planning each spring precedes any allocation of resources. Therefore, the strategic priorities identified in the spring, led by institutional effectiveness measures and academic master planning, are targeted for first-funding; operational planning and budgeting follow thereafter. At the present time the College does not organize its money around its purposes, nor are the budgeting and data systems structured to support such a re-organization. As the College shifts its teaching and learning paradigm, improves its data systems (Resource Room: 4.21), matures its council structures, and restructures its financial management systems, the College may be better positioned to organize its money around its purposes.

■ Summary Statement

Sound planning at Oakland Community College will enable it to continue to accomplish its purposes and strengthen its educational effectiveness. The College is now at a point where planning integrates the major College initiatives. Oakland Community College must now build upon the fundamental structure of integrated planning it has in place and sustain its own planning methodology. The following strengths, challenges, and initiatives identify how Oakland Community College is addressing and will continue to address its planning concerns.

■ Strengths

1. Oakland Community College has established a planning model, as part of its overall Council structure, creating
 - a. a present direction for integrated planning.
 - b. planning and evaluation functions that are continuous and interdependent.
 - c. plans that are growing and organic, adapting to the institutional environment.
2. Oakland Community College's planning model is rooted in the support of its constituencies so that
 - a. planning will be resilient during times of political change and stress.
 - b. a broad base of the College is engaged in the dynamics of the change process.
3. Oakland Community College's decision-making processes and structures are informed by sound data that are
 - a. the product of a developed and matured office of Institutional Planning and Analysis.
 - b. continually improving and provide for a better feedback system.
 - c. shaped by continuous assessment.
 - d. distributed widely to a broad base of constituents who continue to learn how to read, interpret, and act on these data, rather than react to assumptions.

■ Challenges

1. Instability in Oakland Community College's organizational structure has reduced its ability to sustain planning due to
 - a. frequent turnover in leadership charged with developing and implementing planning.
 - b. a resultant failure to test planning models over time.
2. Communicating the plan, priorities, and outcomes continues as a challenge in a multi-campus environment.

3. Planning models and processes, outcomes assessment, and effectiveness measures have not become embedded in the culture of the College.
4. The Board of Trustees has yet to adopt a comprehensive model, such as the Carver Model, which supports a fully integrated planning process.

■ Initiatives

1. Oakland Community College is proceeding with complete systems re-alignment plans based on
 - a. an academic vision.
 - b. a re-alignment of budgeting with Mission and Purposes.
 - c. more responsive distributed computing systems to be installed by the year 2003.
 - d. information derived from effectiveness measures designed by Institutional Planning and Analysis and informed by College community focus groups and consortia.
2. Oakland Community College will continue to use its Council structure to affirm that planning must lead budgeting so that
 - a. Mission and Purposes continue to be met.
 - b. a fully integrated planning process becomes part of the College culture.
3. Oakland Community College continues to educate and train its constituencies to perceive assessment of the planning process as integral to performing everyday operations as well as carrying out its Mission and Purposes.
4. The College administration is highly active with other community colleges within the state developing state-wide recommendations for Performance Outcomes and Performance Indicators.

Criterion Five

**The institution
demonstrates integrity
in its practices and
relationships.**

**NCA
1997**

Criterion Five Outline

In determining appropriate patterns of evidence for this criterion, the commission considers evidence such as:

- Framework for Integrity
 - Historical Concerns
- a. student faculty, and staff handbooks that describe various institutional relationships with those constituencies, including appropriate grievance procedures.
- Information Framework
 - Hiring Procedures and Processes
 - Conditions of Employment
 - Promotions
- b. policies and practices for the resolution of internal disputes within the institution's constituency.
- Student Complaints
 - Employee Dispute Resolution
 - Employee Perceptions
- c. policies and practices consistent with its mission related to equity of treatment, nondiscrimination, affirmative action, and other means of enhancing access to education and the building of a diverse educational community.
- Diversity Committee
 - District Demographics
 - Oakland Community College Employee Diversity
 - Institutional Support for Diversity
 - Promoting Diversity
 - Diversity and Compliance
 - Value of Diversity
- d. institutional publications, statements, and advertising that describe accurately and fairly the institution, its operations, and its programs.
- Promises Made
 - Student Services
 - Quality Learning
 - Employment-related Satisfaction

Criterion Five

Outline

- e. relationships with other institutions of higher education conducted ethically and responsibly.
 - Transfer and Articulation
- f. appropriate support for resources shared with other institutions.
 - Partnerships and Collaboration
 - Workforce Development Forum
 - Affiliations
- g. policies and procedures regarding institutional relationships with and responsibility for intercollegiate athletics, student associations, and subsidiary or related business enterprises.
 - Continuing Enriching Relationships
 - Intercollegiate Athletics
 - Cultural/Community Activities
- h. oversight processes for monitoring contractual arrangements with government, industry, and other organizations.
 - Millage Commitments
 - Criteria for Integrity
 - Relationships Regarding Field Experience
 - Oakland Community College's Values Embodied
 - Ongoing Relationships
 - Satisfaction with Relationships
 - Relationship Survey
 - Adherence to Oakland Community College Policies and Procedures
 - Adherence to External Monitoring



- Summary Statement
- Strengths
- Challenges
- Initiatives

CRITERION FIVE

The institution demonstrates integrity in its practices and relationships.

■ Framework for Integrity

In order to answer the question, "Does the institution demonstrate integrity in its practices and relationships?", the subcommittee on Criterion Five reviewed the Vision/Values Statement previously adopted by the College in an effort to define integrity as it applies to this institution. This statement was the culmination of a process beginning with the College Academic Senate in the Spring and Summer of 1991. First, each Campus Council developed a Vision/Value Statement. These statements were brought together as a starting point for developing a single statement through the work of a College Academic Senate (CAS)-sponsored workshop to which all College faculty, staff and administration were invited. Volunteers from each group agreed to meet as a committee to draft a single statement to include the ideas developed at this workshop. In July 1991, a "final" Vision/Value Statement was established, and at a retreat held in August 1991, members of the College Academic Senate (CAS) and the Administration reviewed and approved the Vision/Value statement. The Vision/Value Statement, established then and in effect today as "Values," is as follows:

Oakland Community College is a dynamic, accessible, learning-centered community dedicated to excellence. This community values:

- Shared responsibility, open communication, collaboration;
- Personal empowerment, integrity, ethical commitment;
- Diversity, global awareness, responsiveness to community needs.

To examine further if Oakland Community College was living up to its Values, the various constituencies of the institution were identified and studied. These constituencies comprise the College community and include its employees, its students, and the organizations with which it conducts business. As a state institution of higher education, the College has a number of laws and regulations governing it, and legal compliance was addressed as a separate component of integrity. Finally, as diversity is not only a stated Value, but also cuts across all the constituencies, the question of how Oakland Community College lives up to its commitment to diversity was reviewed.

■ Historical Concerns

In 1987, the North Central Accreditation (NCA) criteria did not include Criterion Five focusing on integrity. However, in its 1987 evaluation letter, NCA did cite two concerns that affect the topic of integrity. The first concern involved the Classified Staff and "unrest" within the group. At the time of the NCA visit, 2 - 4 November 1987, the Classified Staff had just completed negotiations of its contract. These negotiations had taken place over 1-1/2 years. Any unrest at

...STUDENT, FACULTY, AND
STAFF HANDBOOKS THAT
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that time might have been a residual from the length and difficulty of the negotiations. A major change in that contract was that it included minimum qualifications for each job classification. Many members then perceived the inclusion as a detriment to their group, but it has turned out to be to their benefit according to their union leadership.

The second concern involved the management staff struggling with their positions in the administrative structure. This concern remains today and has, in fact, assumed a much larger importance in terms of institutional integrity. Management and administrative staff members voted in favor of a union and joined the Teamsters Local 214 in January 1996. Currently, this group is still in negotiations for its initial collective bargaining agreement. Several unfair labor practice charges have been filed by this group alleging failure to bargain in good faith on the part of management. There are also charges pending claiming the unfair treatment of several individual members of the group. The charges have been denied by the College and are currently pending resolution with the Michigan Employment Relations Commission. Obviously, this situation has led to a certain amount of dissatisfaction on the part of affected employees and others.

■ Information Framework

Documents that outline the relationship between the students and Oakland Community College are the *College Catalog*, the *Student Handbook*, and the *Schedule of Classes*. Their accuracy and fairness are dealt with below in the discussion that addresses whether "the institutional publication statements and advertising...describe accurately and fairly the institution, its operation, and its programs." There are also a number of documents that detail the College's relationship with its employees. These include union contracts, employee handbooks, search process handbooks, and the Policies and Procedures Manual adopted by the Board of Trustees (Resource Room: OCC.3; OCC.6 - OCC.13; 2.9 - 2.18). These documents, with the exception of the Policies and Procedures Manual, are all maintained and distributed by the Human Resources Department. The Policies and Procedures Manual is maintained and distributed by the Chancellor's Office.

Union contracts and employee handbooks are distributed to all current and new employees. Search process handbooks are distributed to all personnel involved in the hiring process, such as deans, operating engineers, department chairs, presidents, directors and vice-chancellors. The Policies and Procedures Manual is distributed to all administrators and all union presidents and is available for review at each campus in the President's or Deans' offices.

A review of these documents indicates that the College has all the guidelines in place to follow the Values of Oakland Community College. However, in order to answer the question of whether the College has been living up to the words in the documents, processes

were examined, a climate survey of all employees was conducted in the Fall 1996 (Personal Assessment of the College Environment Survey), and a telephone survey of employees was conducted by Institutional Planning and Analysis in March 1997 (Resource Room: OCC.17).

■ Hiring Procedures and Processes

The Board of Trustees is the only group with the ability to hire an employee at Oakland Community College. This is required by Michigan law and is detailed in the Board Policies and Procedures Manual. Recommendations for hiring are made by the Administration to the Board. Search procedures, minimum job qualifications, and hiring procedures are set forth in the College search process handbooks, union master agreements, and the College Policies and Procedures Manual.

Search process handbooks are available for all employee groups. The handbook is a tool to be used when recruiting staff, reviewing applications, interviewing, and eventually hiring personnel. In general, all search handbooks follow the same format: a flowchart outlining the search process, a step-by-step narrative of the search process including posting requirements and, finally, hiring procedures. Included with each search handbook are samples of the necessary forms to be used for the specific employee group. The search process handbooks are in place and are used according to the search being conducted, as indicated by the surveys of employees (Resource Room: 2.9-2.18; OCC.6-OCC.13).

Hiring procedures and processes are outlined in all employee contracts, and these match up with the appropriate search process handbooks. Although there are differences among the various contracts concerning the minimum qualifications for positions and the terms of probationary periods, all positions within the College do have identified minimum qualifications and a probationary period for new employees.

When a position becomes vacant or is created, a position request is prepared by the hiring area and sent to Human Resources requesting that the position be posted, advertised, or listed on the job hotline. In general, positions are posted for internal applicants and sometimes simultaneously advertised or listed on the job hotline for external applicants. All union contracts require that positions be posted and internal applicants be given first consideration. As there is no contract in effect for the management/administrative group, there are no clear guidelines whether positions must be posted or not, and the practice has varied with no apparent rationale (Resource Room: 2.9-2.18; OCC.6-OCC.13). For the non-represented, exempt employees, positions may or may not be posted, again with no apparent rationale (see Appendix Five-1).

All applications are received in the Human Resource Department and are checked to ensure that they meet the minimum qualifications required for the position. All applications which have passed screening are then sent to the hiring supervisor. In most cases, a selection committee is formed to establish criteria for evaluating applications, to review all applications, and to interview and select three finalists for the position. It should be noted that Human Resource Development (HRD) checks to ensure that external applicants brought forward include under-represented groups as identified by the College's affirmative action plan and by statistical updates. If such groups are not represented, no applications are brought forward, and search efforts continue until an adequate pool of applicants has been obtained. However, in some cases, union contracts specify that the position be awarded to the qualified internal applicant with the most seniority, in which instance, there is no selection process.

Once finalists for a position have been identified, the hiring supervisor makes reference checks, conducts interviews, and selects a candidate for recommendation to the Board. Human Resources Department performs initial salary calculations, and the hiring supervisor makes an offer to the candidate, subject to approval of the Board.

The phone survey conducted in March 1997 illustrates the perceptions of employees concerning the hiring processes of the College (Resource Room: 5.2). Almost half (44 percent) of the respondents perceived that hiring practices did adhere to the written procedures, while 25 percent of the respondents expressed that the procedures were unfair.

■ Conditions of Employment

At the time of employment all new employees receive assistance from a member of the Human Resources Department in the filling out of required personnel, insurance, and other benefit forms. Employees receive an employee handbook for their job group in which the terms of employment are outlined — a full-time faculty handbook is near completion. Traditionally each employee bargaining unit provides its new employees with a copy of their collective bargaining agreement.

Prior to 1996, a half-day orientation session for new employees was conducted at the beginning of the Fall semester. In the spring of 1996, the chancellor placed renewed emphasis on new employee orientation with the goal that the College would require each new employee to receive comprehensive information pertaining to College policies, procedures, employment expectations, and professional growth opportunities.

During the 1996-97 academic year, a New Employee Orientation pilot program was implemented. A randomly selected pilot group representing all sites and all work units attended four day-long sessions held on four campus locations. Feedback from this pilot program was positive, and the group drafted a proposal for a

comprehensive program for all new employees. This proposal along with recommendations was forwarded to the Vice Chancellor of Human Resources. One of the recommendations included the addition of a mentor program. Assigning a site mentor to each new employee would assist in introducing new employees, assure a good working environment, and provide timely answers to questions relating to policies and procedures. It was also recommended that Oakland Community College initiate College-wide guidelines for an orientation program for adjunct faculty. At the present time each campus is responsible for the orientation of its adjunct faculty.

The Human Resource Department has brought orientation recommendations to the Employee Information Group (EIG) for discussion and appears to be favoring a mentor approach for all new employee orientation. A recommendation is expected by January 1998.

Pay rates are determined by union contracts or by Human Resource Development (HRD) recommendations to the Board of Trustees via the Chancellor. For those employees with union contracts there is a starting pay rate. Faculty are initially hired within the first four steps of their fifteen-step pay scale. All unionized employees except for the management/administrative group have established pay scales for positions with automatic step increases at specified intervals. Currently, individuals in the management/administrative and executive/exempt groups have pay ranges established which include a minimum, first quartile, midpoint, third quartile, and maximum pay rate with no specified steps or intervals. Depending on their experience, individuals are hired into these groups between the minimum or first quartile of the range, although the Chancellor has the ability to make exceptions.

Individuals receive pay increases either through automatic step increases, through collective bargaining, or through the recommendation of Human Resource Development (HRD) to the Chancellor and to the Board of Trustees. In the past ten years, the College has had a history of generally negotiating three-year collective bargaining agreements, which have included an increase to all pay rates on an annual basis. Executive and other exempt employees receive annual pay increases through the recommendation of Human Resource Development (HRD and the Chancellor. Since the administrative/management group currently have no collective bargaining agreement, they have no automatic step increases and have not received any pay increase since July 1995.

■ Promotions

Promotion procedures and processes are not well identified in any of the employee handbooks, search handbooks, or the Policies and Procedures Manual. There is currently no formal promotion process identified for administrative/management staff, union members, or executive/exempt employees, other than a procedure governing the pay increase. Even within existing union contracts, promotion processes are difficult to identify, perhaps because the language in each contract is negotiated separately; however, seniority is the main thrust in all contracts. The word "promotion" appears to be defined as either meeting minimum qualifications, demonstrated ability to perform, or seniority. The faculty contract does not make reference to promotions, but rather to satisfactory completion of probation with departmental and supervisory review, resulting in the faculty member being moved to continuing-contract status. Within the faculty, there are no ranks; all individuals are categorized as annual, probationary, or continuing contract faculty with a single pay structure of fifteen steps which is negotiated and applies to all faculty members.

Internal movement for classified and maintenance allows employees to try out new positions and, if either employee or supervisor is dissatisfied with position and/or performance, the employee may return to the former position. The public safety contract allows for two methods of promotions dependent upon the desired position, either through state tests for a Public Safety Officer or a series of exams, interviews, and evaluations for a Sergeant's position.

Promotions and/or movement within these bargaining units is based on seniority and qualifications and does not give the supervisor the authority to accept or deny such advancement although there is some room for supervisory discretion in the probationary period. As no criteria are established for promotions for employees not covered by a union contract, adherence to institutional values cannot be assessed. The combination of starting salaries and a maximum promotional increase with no opportunity for individualized movement within a range has resulted in the perception among employees of serious pay inequities within these groups. Nevertheless, a random sampling of five classifications with multiple incumbents shows few instances of substantial variation in current salaries not justified by experience or qualification differentials. However, in three of the classifications, there are one or two individuals at a much higher or lower salary than the large majority of the group (see Appendix Five-2).

The phone survey indicates that 50 percent of respondents believe that promotion policies are followed, while 24 percent believe that promotion policies were unfair to them personally. When asked whether they had experienced situations in which actual promotions practices had not adhered to written procedures, 46 percent of those respondents indicated that the practices had not been followed (Resource Room: 5.2). Furthermore, there is a strong perception within the institution that there is little opportunity for advancement,

as evidenced by the fact that the Personal Assessment of the College Environment (PACE) survey shows this as one of the top eleven improvement areas suggested by the results, with all employee groups identifying it as an area requiring improvement (Resource Room: OCC.17).

There is currently no system of performance evaluation in place for any full-time employees of the College, except faculty. There is a system of performance evaluation for part-time faculty that is linked to pay increases, but once a part-time instructor has reached the top pay, there is no continuing formal evaluation process, although there may be informal evaluations depending on the department. A frequent comment from the Personal Assessment of the Community College (PACE) survey was that there was only negative feedback concerning performance, and the survey showed a common concern among many employee groups regarding the extent to which they receive timely feedback about their work (Resource Room: OCC.17).

■ Student Complaints

The *Student Handbook* contains procedures for addressing complaints of an academic and non-academic nature. Complaints of an academic nature are handled at the campus; first by the academic department, then by a dean, and then if not successfully resolved, by an Appeals Board composed of faculty and students. The Appeals Board has a hearing involving all parties to the complaint and then makes its recommendation to the campus president whose decision is final.

Non-academic complaints involve claims of discrimination based upon one or more of the protected categories outlined in the Board policy. Such complaints are handled by the Human Resources Department (HRD). From 1994-1996, there were two formal complaints filed by students. In each case an investigation was conducted, a determination made as to appropriate action, and the matter concluded. Students claiming to be victims of discrimination also have the option of filing complaints with external administrative agencies such as the the Department of Education's Office of Civil Rights (EEOC), and the Michigan Department of Civil Rights. After exhausting these administrative agency options, students may initiate civil action. External agency complaints and civil actions are tracked by the Human Resources Department (HRD), and information is shared with the Chancellor's Council (CC) monthly. The Human Resource Department (HRD) keeps records of confidential details.

■ Employee Dispute Resolution

All union contracts have well defined grievance procedures that provide the means to communicate, collaborate, and empower employees to pursue solutions to their employment concerns. Grievance procedures appear to be the most consistent and identifiable common factor in all contracts. Each contract includes a definition of some sort for a grievance and contains a detailed

...POLICIES AND PRACTICES FOR
THE RESOLUTION OF INTERNAL
DISPUTES WITHIN THE
INSTITUTION'S CONSTITUENCY.

description of the process of grievance resolution, culminating in a neutral third party arbitration finding that is binding on both parties. The faculty contract includes a section, "Retaliation Prohibition," which states that the employer or supervisor is prohibited from retaliating against an employee who has filed a grievance (Resource Room: OCC.6). All of the contracts also include some description of possible penalties for various infractions, and all include some type of "just cause" standard for termination.

For those not covered by a collective bargaining agreement, the Board Policies and Procedures (Division II, 2.5.1 - 2.5.2) outlines a step-by-step procedure for personnel dispute resolution, which also culminates in binding arbitration. The standard for termination for this group of employees is defined in Board Policy and Procedure 2.2.1 which states that such individuals shall be employed so long as their services are deemed necessary and/or satisfactory to the College, as determined by the College. To date, there has been only one arbitration proceeding which has resulted from this policy.

Unions at the College have filed 108 grievances for the period 1993-96 (see Appendix Five-3). Grievance time limits are generally met. Of the total grievances filed, 5 percent were resolved through arbitration, with the actions of the College being upheld in 60 percent of the cases. Some common grievances from all groups included denial of overtime, subcontracting, use of temporary employees, and distribution of overtime.

Employees who believe they have been the victims of discrimination may file an internal complaint with the Human Resources Department. These claims are investigated and follow the same process as those initiated by students. From 1994-1996, there were two formal complaints filed by employees. Both were resolved through the internal process (the Human Resources Department [HRD] keeps records of confidential details).

■ Employee Perceptions

The purpose of the Personal Assessment of the Community College (PACE) survey was "to obtain the perceptions of personnel concerning the College climate and to promote more open and constructive communication among faculty, staff, and administration" (Resource Room: OCC.17). Eight factors were assessed: formal influence, communication, collaboration, organizational structure, work design, student focus, ethical behavior and institutional values, and summative evaluation. Overall, the results of this survey indicated a healthy campus climate, although slightly below the national averages (Resource Room: OCC.17). The strongest category at Oakland Community College was work design, and the category with the lowest score was communication (Resource Room: OCC.17).

The Personal Assessment of the Community College (PACE) survey results indicated that of the six areas cited by all groups as most in need of change, four of them are important components of the College's stated Values and directly affect employees' perceptions of its integrity in employment relationships. Employees were asked to respond to the following statements: "1) the extent to which a spirit of cooperation exists at this institution; 2) the extent to which I have the opportunity for advancement within this institution; 3) the extent to which open and ethical communication is practiced at this institution; and 4) the extent to which this institution has been successful in influencing positive attitudes" (Resource Room: OCC.17).

Employee scores on the item, "the extent to which a spirit of cooperation exists at this institution" were markedly lower than all other questions assessing collaboration at the College. Employee scores on the item, "the extent to which I have the opportunity for advancement at this institution" were also dramatically lower than for all other questions assessing work design/technology. However, the scores on other questions examining this category were extremely high, and work design is one of the strengths of the institutional climate.

Employees scored items "extent to which ethical behavior is developed at this institution," "extent to which institutional values are communicated to me," and finally "extent to which this institution encourages a culture of ethical behavior" much lower than other elements assessing ethical behavior and institutional values, although they indicated that their individual behavior was ethical and the institution's actions toward others—students, business and industry—were guided by ethical behaviors (Resource Room: OCC.17). It is interesting to note that one of the areas of excellence identified by the survey was "the extent to which I am expected to behave ethically at this institution" (Resource Room: OCC.17). Employees apparently believe they behave ethically, as expected, but that others in the institution do not behave ethically.

The survey results have been provided to all employees in summary form, and the complete text has been made available to all employees. Focus group sessions have been conducted to explore further some of the survey results, and additional focus groups are planned to gain more information concerning employee perceptions concerning institutional ethics (see Appendix Five - 4).

...POLICIES AND PRACTICES
CONSISTENT WITH ITS MISSION
RELATED TO EQUITY OF
TREATMENT,
NONDISCRIMINATION,
AFFIRMATIVE ACTION, AND
OTHER MEANS OF ENHANCING
ACCESS TO EDUCATION AND THE
BUILDING OF A DIVERSE
EDUCATIONAL COMMUNITY.

■ Diversity Committee

To address the issue of diversity, a subcommittee of faculty, managers and administrators was formed. Efforts to recruit members of the other employee groups were not successful. The committee discussed the topic extensively and agreed to focus on diversity from the student, staff, faculty, and community perspective. The subcommittee reviewed the College's Values statement and the College Academic Senate (CAS) mission statement on diversity in order to identify concepts pertaining to diversity.

The College Values statement says, "Oakland Community College is a dynamic, accessible, learning-centered community dedicated to excellence. The community values: ...diversity, global awareness, responsiveness to community needs." The College-wide Diversity Mission statement reads: "The College-wide Diversity Committee strives to enrich Oakland Community College by providing an environment for valuing and respecting all differences among individuals. Further, diversity is defined as "valuing differences." Differences may include age, generation, ethnicity/cultural identity, language group, profession, social class, family structure and parent status, political affiliation, organizational background, educational level, gender, physical ability, regionality, sexual preference/identity, marital status, and religion."

The focus of the committee work was delimited to include only race, ethnicity, age, and gender since the College does not collect data to measure all of the diversity categories referred to in the above definition. Information will be provided on the other categories, when applicable.

To gather information on students, faculty and staff, diversity questions were incorporated into surveys being conducted by Institutional Planning and Analysis. Questions were also added to issues addressed by any focus groups on employee relations and student services. Information on employees also was gathered by a review of the labor agreements that the College has established with each of the five unions. Additional data were obtained from the Personal Assessment of the College Environment (PACE) survey (Resource Room: OCC.17).

Another method for gathering data on students was through the use of a telephone survey. A total of 427 students were contacted by telephone — 260 females (61 percent), 167 males (39 percent); the mean age of respondents was 28.8 years; 18 percent were identified as belonging to a minority and 82 percent non-minority. The students were informed that diversity is defined as differences in race, ethnicity, age and gender (Resource Room: 5.4).

The majority of the students who indicated they were not aware of diversity programs are 24-35 years old, and minority students were less comfortable stating their views or listening to others' views on

diversity. Three hundred and fifty staff members were asked similar questions about diversity (Resource Room: 5.5). The majority of the respondents indicated that the College provided opportunities for participation in diversity meetings and workshops although the employee labor agreements have no language that addresses release time for diversity activities. Further, the results indicate that the College does not hinder staff from attending diversity activities. However, a common complaint from sponsors of diversity programs is the abysmal attendance of students and employees.

■ District Demographics

The demographics of Oakland County may provide a useful framework for evaluating the data produced by the surveys. According to information provided by South East Michigan Council of Governments (SEMCOG) (1990 Census) and Oakland Community College's 1997 Student Financial and Data Book, it would appear that our enrollment in Fall semester 1996 tends to exceed the diversity that exists in the community more than it did in 1989. The College experienced a significant increase in the reported African American and Asian student populations from 1989 to 1996, particularly at the Orchard Ridge campus. The Royal Oak/Southfield sites continue to lead the College in the enrollment of African American students. It is important to note that these statistics do not delineate the ethnicity of persons who are classified as "White."

Table Five-1
District Demographics

	<u>Oakland County</u> (1990 Census)	<u>Oakland Community College</u> (College-wide Student Enrollment)	
		<u>1989</u>	<u>1996</u>
African American	7.0%	9.6%	12.1%
Asian	2.5%	1.7%	3.9%
Hispanic	2.0%	1.6%	2.2%
Native American	0.5%	0.6%	0.8%
White	88.0%	86.5%	81.0%

Table Five-2
Change in Student Demographics (by Campus)

	AH	HL	OR	RO/SF
	<u>89 -96</u>	<u>89 -96</u>	<u>89 - 96</u>	<u>89 - 96</u>
African American	6.4 - 9.0	1.6 - 3.8	5.8 - 9.3	22.8 - 26.9
Asian	2.0 - 4.8	0.6 - 1.8	2.1 - 7.2	1.7 - 3.3
Hispanic	2.0 - 3.2	1.5 - 2.0	1.5 - 2.2	1.3 - 1.4
Native American	0.6 - 0.8	0.7 - 0.8	0.5 - 0.8	0.5 - 0.8
White	89.0 - 82.2	95.7 - 91.6	90.2 - 80.5	73.7 - 67.5

Source: Resource Room: OCC.18

■ Oakland Community College Employee Diversity

According to the information provided by South East Michigan Council of Governments (SEMCOG) and Oakland Community College, it would appear that the faculty and staff diversity closely follows the pattern of diversity that exists in Oakland county. These statistics also do not reflect the ethnicity of persons who are classified as "White." While the faculty and staff reflect the diversity which exists in Oakland County, it does not reflect the same diversity that exists within the student body of the College. The enrollment figure of African Americans is more than 50 percent greater than the county's African American population.

Table Five-3
Employee Demographics

	<u>Oakland County</u>	<u>Oakland Community College</u>	
	(1990 Census)	1989	1996
African American	7.0%	5.3%	7.2%
Asian	2.5%	0.4%	1.1%
Hispanic	2.0%	1.2%	2.2%
Native American	0.5%	0.2%	0.1%
White	88.0%	92.9%	89.4%

The figures above represent data that are available on the federally protected categories only. Census information about gender and age of county residents was not available at the time of this writing. As noted in the Oakland Community College figures above, in 1989, 92.9 percent of the faculty and staff were white while minorities represented 7.1 percent; 52.1 percent of the workforce were male, 47.9 percent were female; and the majority of the employees were 45-55 years old (33.6 percent). By comparison, in the fall of 1996, whites represented 89.4 percent of the faculty and staff, and minorities represented 10.6 percent; 56.2 percent were female and 43.8 percent were male; and the single largest cohort of the employees were 45-55 years old (30.3 percent).

While Oakland Community College's Affirmative Action Plan is not specifically a plan detailing diversity goals, one can extrapolate from the existence and words of this document a number of intentions important to the Oakland Community College community. This plan indicates that "A community college must reflect the community in which it resides in terms of its ethnic and racial make-up." As stated in the Affirmative Action plan, recruitment will occur through "seeking candidates who will augment the diversity of its faculty, staff and administration."

Non-discrimination clauses are important pieces of union contracts as detailed in the Affirmative Action Plan, as are seminars on diversity for all employees. Although no formal set of diversity goals exists for the College, plans and documents exist to support the intention in this area.

■ Institutional Support for Diversity

There are various policies and procedures written in Oakland Community College manuals which support diversity directly in their language and intent. In the Oakland Community College Policies and Procedures established by the Board of Trustees, the following articles speak to diversity; either directly or by intent (Resource Room: OCC.3).

Division I - 0.0.2 Equal Opportunity/Sexual Harassment

"Oakland Community College does not discriminate against applicants, employees or students on the basis of race, religion, creed, color, national origin or ancestry, sex, age, height, weight, mental status, sexual orientation, Vietnam era veteran status, disability or handicap ...

0.0.2 Equal Opportunity/Sexual Harassment Complaint Procedure

Division II - 2.6 Equal Opportunity

2.6.1 Discrimination

2.6.2 Discrimination/Harassment Prohibition

A-E, and F -1. -2. -3. -4.

5.5. Cultural Affairs (Foster outreach of cultural experiences for students, staff and community residents.)

The above policies in their intent, support diversity and are further enhanced by procedures in recruiting and hiring as delineated in the Oakland Community College Search Process Handbooks. These handbooks detail, for each employee segment, a process for identifying candidates from under-represented and diverse populations.

■ Promoting Diversity

Opportunities offered to students are evidence of congruence between Oakland Community College's policies and the practice on diversity issues. Information was gathered through a student survey (Resource Room: 5.4) and campus and College diversity committee members (Resource Room: 5.5). The documents solicited from the various diversity committees contained brief historical profiles, mission and purpose statements, and a listing of programs and activities designed to support diversity (Resource Room: 5.5).

Documents showed variations among campuses. Most of the activities were open to both students and staff at no cost. Some of the events were sponsored or co-sponsored by student organizations and community groups. The program topics reflected topics that the College defined as diversity in its Values. Topics included:

1. Breaking Down Prejudices;
2. International Festival;
3. AIDS Awareness;
4. Celebrating Our Differences;
5. Where Do We Go From Here (conferences);
6. Black History Month;
7. Cultural Bazaar;
8. Martin Luther King, Jr. Day programs;
9. Celebration of National Women's History Month.

Although the above activities addressed a wide range of topics, there did not appear to be clearly defined diversity goals and objectives, there were no summaries or reports to measure program impact, and there were no identified budgets.

From the student and staff surveys, one may conclude that Oakland Community College does support programs and activities that promote diversity among students and staff. However, it's difficult to measure the impact of the programs as program evaluations were not done at the conclusion of each activity.

■ Diversity and Compliance

A wide range of issues beyond ethnicity, race, and gender fall under the rubric of EEOC compliance:

- ✧ religious observances and the freedom and ease of attending them — Board policy prohibits discrimination based upon religion; there are no formal procedures regarding attendance related to religious observances, and guidelines are being developed.
- ✧ confidentiality of student and employee records vis-a-vis the Freedom of Information Act, the requirements of Family Rights and Privacy Act (FERPA), and the Bullard/Plawicki Right to Know Act — Employee personnel records and files are kept at the District Office, and requests made under the Bullard/Plawicki are the responsibility of the Director of Employee Relations; per

Federal Educational Right to Privacy Act (FERPA), student records are maintained by Enrollment Services at the home campus, while inactive records are maintained by the District Office, and both are the responsibility of the Registrar.

- ❖ Americans with Disabilities Act (ADA) compliance beyond services offered by the Programs for Academic Support Services (PASS) office — The Human Resources Department (HRD) is responsible for EEO compliance; details on compliance within facilities are addressed in Criterion Two.

Currently no EEOC Compliance Committee exists, but one is scheduled to be called into being in the Fall semester 1997 by the Director of Employee Relations, Oakland Community College's Equal Opportunity Compliance Officer.

■ Value of Diversity

The issue of diversity is relatively new to Oakland Community College. The College has had an affirmative action program for many years but did not begin a dialogue on diversity until the fall of 1992. Diversity issues evolved from reviewing the College's programs that sought to address the needs of diverse students and staff and to address issues of multi-culturalism.

Currently the College has campus diversity committees, a funded Women's Center, and an International Center. Oakland Community College sponsors programs that cover topics on or related to diversity that include: Dialogue Racism, Peace Symposium, and Women's History Month events. The College displays and distributes information for certain issues, e.g., African American History. Some committees sponsor dialogue and discussion within the employee groups on matters of diversity. All of these activities occur on a sporadic and intermittent basis without well-defined planning. The Oakland Community College community is somewhat unclear on the aspects of diversity that deal with employment, student recruitment and staff hiring. The committee believes the College community has not adequately grasped the scope of diversity issues and their social and human implications. Nor does the community really understand how to measure what embracing diversity means in terms of implementing programs and curriculum.

■ Promises Made

A thorough review of the promises made to students gave the committee a three-part framework of analysis: at the time when a potential student is investigating Oakland Community College — pre-student' phase; next, inside the classroom; and lastly, outside the classroom. In addition, the committee discovered that promises are made to students in three general areas: Student Services which includes Admissions, Athletics, Co-op, Counseling, Enrollment, Financial Aid, Orientation, Programs for Academic Support Services (PASS), Recruiting, Scheduling, Student Clubs and Organizations,

...INSTITUTIONAL PUBLICATIONS, STATEMENTS, AND ADVERTISING THAT DESCRIBE ACCURATELY AND FAIRLY THE INSTITUTION, ITS OPERATIONS, AND ITS PROGRAMS.

Transfer Information, Tuition Rates; Quality Learning which includes Academic Support, Computer Lab, Course Descriptions, Grading and Grading Appeals, Individualized Instruction Center (IIC), Learning Resource Center (LRC)/Electronic Resource Center (ERC); and Employment-related Areas which include Career Development, Co-op, Internships, Job Placement, Short-term Classes, Technical Classes.

Committee members discovered the “promises” made to students through reviews of College policies, the annual College catalog, student handbook, admissions recruitment pieces, semester schedules, course syllabi, literature produced on the individual campuses, and interviews with members of the College community. In order to answer the question, “What promises do we make to our students—and do we keep them?” the committee utilized several data sources:

- ✧ A Criterion Five Student Survey, conducted March 1997 (Resource Room: 5.4).
- ✧ The 1996 Student and Financial Data Book (Resource Room: OCC.18).
- ✧ The First-Time Student Survey (1991-96) (Resource Room: 3.24).
- ✧ The Continuing Student Survey (1991-96) (Resource Room: 3.25).
- ✧ The Graduate Exit Survey (1991-96) (Resource Room: 3.27).
- ✧ The Graduate Follow-up Survey (1994-95) (Resource Room: 3.8)
- ✧ A special student focus group regarding course syllabi and classroom experiences, conducted February 1997 (Resource Room: 5.6).

The specific promises made to students in these areas are too numerous to list, but three examples of the kinds of promises and the method by which their integrity was evaluated, are presented as a representative sample. Promises regarding the availability of student assistance in the Individualized Instruction Center (IIC) was found in the College catalog; student familiarity with the existence of the Individualized Instruction Center (IIC) was evaluated through the Criterion Five Student Survey, The First-Time Student Survey, and The Continuing Student Survey (Resource Room: 3.24; 3.25). Promises regarding what students will learn are listed in the course descriptions of the College catalog as well as in the course syllabi; student assessment of the clarity of these descriptions and syllabi was evaluated through the Criterion Five Student Survey. Finally, Oakland Community College’s Mission as an Open Admission Institution is listed in several College documents; information to evaluate the accessibility of the community to Oakland Community College’s recruitment and admissions policies was obtained through the Criterion Five Student Survey and through interviews with members of Oakland Community College’s recruitment team.

■ Student Services

With respect to student services, it appears that overall the potential students are satisfied with their interactions with Oakland Community College. Although 93 percent received information in a timely manner and 90 percent received appropriate information, 12 percent did receive conflicting messages from Oakland Community College employees during the admissions process. Fifty-eight percent said they did not ask questions regarding financial aid, and 52 percent did not receive information on extracurricular activities at the College (Resource Room: 5.4).

Efforts to live up to Oakland Community College's open admission promise is maintained by a team of recruiters, one from each campus, who make presentations to high school groups, alternative high school groups, adult and continuing education classes, and other community organizations. Admission procedures at campuses are varied, as are the publications used to describe the admission process. One campus published an admissions booklet titled, "Three Steps to Admissions," while another campus published a booklet called, "Four Steps to Admissions." An enrollment services team meets monthly to discuss enrollment procedures at each campus and to discuss ways to improve service.

Although all five campuses offer a form of orientation to new or returning students, 63 percent did not participate in an orientation program as part of the admission process. It appears that not many students are taking advantage of this service (Resource Room: 5.4).

Copies of the Student Handbook are made available to students at all College bookstores. During the first weeks of each semester, copies of the handbook are placed in bookstore bags. In addition, some campuses distribute the student handbook at orientation sessions, and some make the handbook available through the Counseling office; one campus even distributes a memo to faculty each semester asking them to remind students of the availability of the handbook. It should be noted that the student handbook was created in 1995 and is not on a scheduled or budgeted cycle for updating (Resource Room: 5.1).

Most students were aware that tutoring, Individual Instruction Centers (IICs), and computer lab services are available to them; however, 67 percent were unaware of the existence of the Programs for Academic Support Services (PASS) that are geared toward students with learning and physical disabilities (Resource Room: 5.4).

Outside of the classroom, there is little awareness of the following activities/services: Phi Theta Kappa, intramural athletics, or intercollegiate athletics. Even though most do not know about the extra-curricular activities, 49 percent are satisfied with what is

offered. Forty-two percent had no opinion on their satisfaction about offerings. Nonetheless, almost three-quarters said that they feel Oakland Community College students have a voice in shaping programs and services (Resource Room: 5.4).

Student activities at Oakland Community College have undergone a major change since 1994 when all campuses had student activities coordinators. Those positions were phased out, and the responsibilities were given to other administrators or managers, although at one campus no one is serving as even a de facto coordinator. Formal policies regarding the creation and maintenance of student activities do not exist at either the College or campus level. One campus has a procedure which requires a potential student group to complete a set of forms, but there is no process for follow-up based on the information provided. The net results of these changes suggests a de-emphasis of student activities outside the classroom on the part of the College.

A Media Board to oversee the operation of the College radio station and newspaper was formally created. This Board meets on a regular basis and serves as the avenue through which concerns regarding the radio station and newspaper are channeled, although no such complaints have been lodged in many years.

■ Quality Learning

One part of the research on quality learning assessed student perceptions of academic support services, including academic advising, tutoring, library services, Programs for Academic Support Services (PASS), and open computer labs. Among those students surveyed who had utilized any of these resources, satisfaction was very high (Resource Room: OCC.18; 3.24; 3.25; and 3.27). However, student use of these services, especially among first-time students, was quite low; 85 percent of first-time students had not used Oakland Community College's tutoring services, for example, and 96 percent had not used the College's child care services (Resource Room: 3.24).

A strong positive response was also given toward the classroom procedures. Ninety-five percent find that the syllabi explain the course content and core competencies sufficiently (Resource Room: 5.4). Comments from the student focus group regarding the quality of course syllabi confirm these findings, but provide some suggestions for how course syllabi could be improved. Students in the focus group felt that some syllabi were too long, contained excessive details, and omitted important course concepts and definitions. Students appreciated syllabi that could be used as a study sheet (Resource Room: 5.6). Coincidentally, many of these suggestions are included in the policy on syllabi approved by Oakland Community College's Academic Senate in 1993, but there is no mechanism in place to review instructor compliance with these syllabi guidelines. The intent

of the Senate in creating such guidelines was to have them serve as a list of recommendations for faculty, particularly adjuncts. Required content for course syllabi is listed in the Faculty Master Agreement.

A large number of students in the Criterion Five survey also said that the teachers meet their classes as scheduled. Comments from the student focus group offer some strong suggestions for how instructors could improve on keeping Oakland Community College's promises to students. These comments include "Teachers here need to have more enthusiasm for teaching and be more personable," and "Some instructors seem to want us to think like they do, and if we don't, our grades are penalized" (Resource Room: 5.6).

With respect to grading procedures, nearly a quarter of the students surveyed do not understand the procedures for Incomplete "I" or withdrawal "W" (Resource Room: 5.4). These specific areas require additional explanation on the part of instructors, counselors, and administrators alike, as these grades can have strong implications for a student's ability to continue taking classes, to graduate, to transfer, or to receive financial aid.

Grade appeals and student discipline procedures are identified in the Student Handbook and the College Catalog. These documents establish clear guidelines for student behavior, and the procedures identify the steps students can take if they believe they have been treated unfairly by an instructor with respect to a grade or class conduct. Deans at all campuses report that the number of students requiring academic discipline and the number of all students requesting grade appeals is small — five or fewer incidents per year, per campus.

With over one-third of our entering students indicating an intent to transfer to a four-year institution, transfer success of Oakland Community College students is an important measure of integrity. For documentation regarding student transfer, see Criterion Three. Oakland Community College, in conjunction with several other institutions, is in the process of developing a consortium/network that will enable a greater exchange of transfer information beginning in the fall of 1997.

One indicator of transfer student satisfaction is the number of students who request re-instruction in a course under Oakland Community College's Transfer Degree Guarantee. This policy, explained in the Catalog, allows students the opportunity to re-take up to 16 credits within 5 years of completing one of Oakland Community College's four degrees designed specifically for transfer if the student's 4-year institution finds the student lacking in a skill set the student expected to have received at Oakland Community College. No student has requested re-instruction under this policy since its adoption 5 years ago.

In terms of overall quality of educational environment, students feel that Oakland Community College is keeping its promise to provide strong learning experiences. Of students surveyed, 93.7 percent agreed that Oakland Community College is providing the learning environment they had expected (Resource Room: OCC.18). One way Oakland Community College attempts to maintain the quality of its educational environment is through an annual review of courses and degrees where few, if any, students are enrolled. This information is forwarded to the Registrar's office, which then distributes the information to deans, department chairs, and faculty. It is up to the discretion of the disciplines, in conjunction with the College Academic Senate, to drop a course. In 1996-97, 5 courses were dropped out of 176 courses with no enrollment since 1994, and no degree programs were eliminated.

■ Employment-related Satisfaction

Only about half of the students surveyed as part of the Criterion Five survey reported an awareness of internships and career placement services. In addition, the number of students who knew where to go to pursue these programs was small; only 33 percent of those surveyed knew where to go to pursue internship opportunities, and only 41 percent of those surveyed were aware of how to go about using career placement services at Oakland Community College. With regard to career counseling services, 18.8 percent of graduates polled in the Graduate Follow-up Survey indicated satisfaction with Oakland Community College's career counseling services. Of those polled, 40.3 percent responded that the question did not apply, suggesting they had not used any of Oakland Community College's career counseling services (Resource Room: 5.4).

Graduates who go directly into the world of work also enjoy the opportunity to return to Oakland Community College for re-instruction if an employer deems the graduate's performance inadequate in a skill the student acquired while at Oakland Community College. Again, no student or employer has taken advantage of this policy since its adoption five years ago. According to the *1996 Student and Financial Data Book*, 62 percent of Oakland Community College graduates surveyed found work that was at least somewhat related to their plan of study; the average job search time for those polled was less than four months for those finding work highly related to their field of study, and less than six months for those finding work somewhat related to their field of study. Oakland Community College surveys neither graduates nor their employers on employee/employer satisfaction with employment, due in part to the statistical and legal issues of such a survey.

■ Transfer and Articulation

The most obvious relationship between Oakland Community College and other institutions of higher education exist because Oakland Community College students transfer to them. In Criterion Three, the discussion on transfer and transferability of Oakland Community College course work detailed the healthy climate of those relationships. Articulation agreements have recently been reviewed and are being updated. Some programs have non-contractual agreements with programs at other institutions. There have been no formal procedures for evaluating Oakland Community College's policies on articulation.

...RELATIONSHIPS WITH OTHER INSTITUTIONS OF HIGHER EDUCATION CONDUCTED ETHICALLY AND RESPONSIBLY.

■ Partnerships and Collaborations

Partnerships and Collaborations involve agreements with business and industry and other public institutions within the county. The College is involved in various activities with other public institutions in Oakland County which are intended to further educational opportunities for a number of individuals who might not otherwise become students in a post-secondary environment. These include Tech Prep agreements with Oakland County Schools in five career areas: business, health, cosmetology, Computer Assisted Design (CAD)/drafting, and food service/hospitality. High school students participating in these programs have the opportunity to earn college credit from Oakland Community College ranging from seven to thirty credit hours. Other activities include facilities usage by institutions such as the Royal Oak School District for classrooms and offices to conduct their Opportunity Center for high school dropouts; shared library resources with other public libraries and institutions through the Detroit Area Library Network (DALNET)/Macomb Oakland Academic Network (MOANET) computerized systems; and participation in a consortium sponsoring the Oakland Literacy Council, a group dedicated to improving adult literacy in Oakland County.

...APPROPRIATE SUPPORT FOR RESOURCES SHARED WITH OTHER INSTITUTIONS.

The College has also entered into a variety of formal and informal partnerships with business and industry involving equipment donations and/or training agreements. Formal partnership agreements are housed by and oversight is conducted by the Executive Director of Workforce Development. Some examples include:

- ❖ Kelly Services donated PinPoint software to the College to be used in credit and non-credit education and training.
- ❖ Fanuc Robotics donated robotics equipment for instructional purposes.
- ❖ EDS Corporation contributed to the establishment of the IDEC computer lab to be used for training of EDS employees and the general student population.
- ❖ Dana Corporation and the College have instituted a restricted degree program — the longest standing partnership at the College.

- ✧ Chrysler Corporation has designated Oakland Community College as its educational representative in the national Consortium for Supplier Training.
- ✧ Oakland University and Oakland Community College's Pontiac Adult Career Counseling Center have formed a joint venture to provide free career counseling to the local community.

■ Workforce Development Forum

Customized credit and non-credit contract training activities is a growing segment of the College. The primary units involved in these activities at the College have joined together in cooperative efforts under the umbrella of the Workforce Development Forum. The purpose of the Forum is to coordinate and assure the quality of contract training activities at the College. For a brief description of the three units and their activities, see Criterion Three.

■ Affiliations

Affiliations involve agreements with medical facilities and police and fire departments for the purpose of delivering off-campus, hands-on experiential learning and include advisory committees for certificate and degree programs.

- ✧ **The Oakland Police Academy** first opened its doors on 6 March 1967. Dedicated to providing both basic and advanced police training, the Academy has turned out thousands of police officers certified by Michigan Law Enforcement Officers Training Councils.

Between January 1987 and January 1997, the Oakland Police Academy graduated 935 basic police training cadets. Some of the cadets were put through the Academy by the departments that hired them; others put themselves through on a pre-service basis. All graduated ready to go to work as Certified Police Officers in the state of Michigan. Most of the thirty-nine municipal police agencies in Oakland County use the Academy either for their basic recruit training or for advanced police training on Breathalyzer, Radar, Pressure Point Control Tactics, Advanced Firearms Training, and other techniques.

In a survey conducted by Oakland Community College, numerous police chiefs were queried to find out their level of satisfaction with the Oakland Police Academy and with Oakland Community College as both an educational facility and a business partner (Resource Room: 5.7).

- ✧ **The Oakland Fire Training Institute** has been in existence since 1987. The training curriculum is overseen by the Michigan Fire Fighter Training Council, which in turn is run by the Michigan State Police Office of the Fire Marshall. In each of the eleven years, there have been two sessions of the 8- to 11-week Basic Fire Academy training session; four sessions of the Firefighter I &

II training, lasting four months each; thirty-six sessions of Fire Officer classes that were 2 to 3 days in length; and 15 sessions each year for the Specialized and Advanced Training.

In reviewing the survey results regarding this type of training, 88 percent indicated they would hire our students after their training had been completed (Resource Room: 5.7). Many of the remaining 12 percent indicated that they could not foresee any openings in the future.

- ❖ **The Oakland County Sheriff's Department** has, for the past several years, provided Oakland Community College's campuses and other facilities with 911 police dispatch through the Sheriff's office on a 24-hour basis.

■ Continuing Enriching Relationships

Numerous continuing education personal enrichment classes have been conducted on a regular basis, such as business/management-related certificate programs, court reporting speed classes, residential construction license preparation courses, and allied health seminars.

One example of this type of relationships is the School District of the City of Royal Oak renting facilities — three classrooms and an office — for the past six years for its Opportunity Center at the Royal Oak Campus. This site provides a learning-centered atmosphere for high school students who had previously dropped out.

■ Intercollegiate Athletics

The College views intercollegiate athletics as an essential part of student life. In the consideration of any athletic program, the educational needs and the personal welfare of all students are foremost. The athletic program is financed from two sources: the General Fund provides for operational expenses; capital funds provide uniforms, capital equipment, vehicles, and playing areas. The College is a member of the Michigan Community Athletic Association and the National Junior College Athletic Association. Oakland Community College has never been cited for any violations of any rules or regulations of either association. The program has benefitted from good athletic facilities within the College and the dedication of coaches and staff, the majority of whom are part-time employees.

■ Cultural/Community Activities

Frequently all of the campuses allow their facilities to be utilized for a variety of community and cultural activities. Cultural enrichment activities include repeat performances for a number of years of the Royal Oak Community Orchestra; Hotel Savarine Orchestra; Detroit Chamber Winds; Stellar Concert series; New Traditions, a bluegrass group; Alexander Zonjic; Jonathan Stars; Lewis Family; Ron Coden and Josh White, Jr.; the Australian Jazz Quartet; the Michigan Opera Theater; Comedian Bob Posch; and the Irish band, Blackthorn.

...POLICIES AND PROCEDURES
REGARDING INSTITUTIONAL
RELATIONSHIPS WITH AND
RESPONSIBILITY FOR
INTERCOLLEGIATE ATHLETICS,
STUDENT ASSOCIATIONS, AND
SUBSIDIARY BUSINESS
ENTERPRISES

Many of these groups have been performing on a fairly regular basis, some as long as eight to twelve years. The College has also been involved in the spring March of Dimes Walkathon for a number of years, staged at the Auburn Hills campus. The Highland Lakes campus is the site of the annual Bluegrass Festival, and the Orchard Ridge campus presents numerous theatrical and culinary events and is a common site for nationally renowned speakers. All of the campuses have hosted politicians addressing the public.

All of the above activities provide numerous and diverse opportunities to meet the needs of individuals, communities, and organizations for accessible, affordable sites.

■ Millage Commitments

The Board of Trustees empowered Oakland Community College to seek additional funds through a millage levy on the condition that the College commit these monies to projects and programs identified as valuable and necessary by its constituents. Oakland Community College is honoring that commitment.

This millage increase, the first in Oakland Community College's thirty-year history, was for .8 of a mill for seven years. It is projected to add between \$25 to \$30 million annually to the budget depending on the State Equalized Valuation (SEV) of property in Oakland County.

The Oakland Community College's millage commitments to the citizenry of the County were as follows:

- ◆ keep tuition affordable,
- ◆ improve present instructional programs and develop new ones,
- ◆ buy essential new equipment for classrooms and labs,
- ◆ repair buildings and parking lots at all Oakland Community College campuses,
- ◆ provide more financial assistance, including scholarships and work opportunities,
- ◆ maintain and enlarge critical student services, such as tutoring, career and employment services, and developmental classes (Resource Room: OCC.16).

The College has honored these commitments to Oakland county residents by:

- ◆ holding tuition at \$46 per credit hour at least through academic year 1997-98,
- ◆ expanding developmental and English as a Second Language (ESL) courses at all campuses as well as developing on-line English courses,
- ◆ dedicating capital requests money to each campus for classroom and laboratory equipment, based on recommendations from campus Budget Councils,
- ◆ completing deferred maintenance projects and renovations to the College's buildings and parking lots,

- ❖ targeting a portion of the millage fund for financial assistance,
- ❖ expanding critical student services through the Consistent Service Hours Program at each campus (Resource Room: 2.19).

■ Criteria for Integrity

In order to investigate their integrity, a sampling was conducted of some of the 1,000 external relationships in which Oakland Community College is a partner. The following criteria were established to be assessed as indicators of integrity in the College's business and external relationships:

- ❖ The relationship is in line with the Mission and Purposes of the institution.
- ❖ The spirit of our Vision/Value Statement is embodied in the relationship.
- ❖ The College fulfills its role in the relationship (evidenced by repeat business, satisfaction of customers, length of relationships, etc.).
- ❖ The College evaluates its performance, provides results and actively seeks input from the external organizations with which it has relationships.
- ❖ The College's policies and procedures are adhered to including administrative procedures, Board policy, conflict of interest, and solicitation or acceptance of gifts or funds.
- ❖ Findings of audits and monitoring conducted by external entities are non-material and responded to appropriately.

■ Relationships Regarding Field Experience

Contractual agreements exist to provide students with on-the-job training. A number of the clinical practice agencies from areas such as allied health, mental health/social work, nursing, exercise science and technology, medical assisting, and hospital unit coordinators were surveyed.

All educational affiliations surveyed appear to be in line with the College's Mission and Purposes. They are student-centered in that the facility/institution must be able to help the students meet their objectives. They provide quality learning experiences and are accessible to students since they are located within a reasonable driving distance. The spirit of Oakland Community College's Values is embodied in the relationships with educational affiliations.

No conflict of interest was identified in any of the various affiliations. No College employee, member, or partner benefits in any way from these relationships. They are chosen strictly for the benefit to students. Some preceptors or agency employees may also be employees of the College, but receive no personal or financial gain as a result of the relationship. They offer their expertise and time free of charge. In some cases, a nominal fee may be paid by the College to the department or preceptor in the agency where the student practices. The money, which is not required, goes into an

educational fund for the department as a gesture of appreciation on the part of the College.

In order to determine whether Oakland Community College ought to consider entering into such agreements, a procedure is followed to determine how the relationship will benefit students. The institution must be licensed or accredited to meet standards of care required by the profession or professional agency. An initial site visit is usually made, and periodic site and/or phone visits are made on a continuing basis. The visit evaluates philosophy of care, variety of experiences, client volume, adequate staffing, up-to-date equipment and procedures, and willingness to work with students, either one-on-one or in groups of up to ten per unit.

External procedures also exist to guide the affiliation relationships. Professional organizations, federal and/or state regulations, state licensing boards, and accreditation standards, all direct the education of persons entering a particular profession. A few of these include: the National League for Nursing; the American Medical Association Joint Review Committees for various Allied Health Programs; the U.S. Department of Health and Education; the Occupational, Health and Safety Administration; the American College for Sports Medicine; the American Hospital Association; and the Michigan Pharmacists Association. Program accreditations and review practices help to assure that each unit has acceptable operating procedures and policy/practice guidelines. The Oakland Community College Catalog has a listing of program accreditations.

College procedures or policies also guide these external relationships and are provided to students in the form of Oakland Community College and program student handbooks, program or course syllabi guidelines, and clinical objectives which stipulate student behavior, expectations, and requirements.

Nearly all programs have implemented student evaluations of the educational site. Findings are generally reported to the educational agency in a variety of formal and informal ways. Feedback may take the form of a summary report, instructor and/or clinical site meeting reports, or advisory committee member evaluations. One program reported that the need to give feedback on a regular basis had recently been identified, and such a system is being implemented. Nearly all programs report no problems have been encountered (Resource Room: 5.7).

The affiliation agreements clearly serve the purpose for which they are intended. Oakland Community College is fulfilling its role in these relationships, as evidenced by many affiliation contracts having been renewed over a long time period and by customer satisfaction as evidenced by the survey summary (Resource Room: 5.7). Many affiliation agreements are fluid because of student enrollment

variations or preceptors asking for a short break from having students because of time or personnel constraints. The affiliation contracts have specific clauses requiring agencies to notify the College within ninety days if they are unable to serve the students any longer. In case problems arise, a clause providing for immediate cancellation is included. Some contracts are open-ended while others have more specific time deadlines.

■ Oakland Community College's Values Embodied

A telephone survey was conducted by Institutional Planning and Analysis which asked the organizations involved in these relationships to evaluate whether Oakland Community College demonstrates its Values in its practices and relationships (Resource Room: 5.7). Over two hundred external organizations were contacted. The findings of the survey are indicated below:

Table Five-4

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
OCC values shared responsibility	48%	34 %	13 %	3 %	2 %
OCC Values open communication	56 %	33 %	6%	3 %	2 %
OCC values collaboration	51 %	35 %	8 %	3 %	3 %
OCC values personal empowerment	47 %	32 %	16 %	3 %	2 %
OCC values integrity	59 %	33%	5 %	2 %	1 %
OCC values ethical commitment	61 %	31 %	5 %	1 %	2 %
OCC values diversity	54 %	33 %	9 %	3 %	1 %
OCC values global awareness	32 %	41 %	18 %	3 %	6 %
OCC values responsiveness	53 %	31 %	8 %	5 %	3 %

(Resource Room: 5.7)

With the exception of global awareness, for each attribute of the Values, 79 to 92 percent of the respondents "agree or strongly agree" that Oakland Community College demonstrates these values in its practices and relationships. The highest ratings were in the areas of integrity and ethical commitment, with agreement ratings of 92 percent. The lowest rating of agreement was 73 percent for global awareness. It is noteworthy to mention that 18 percent of the respondents did not feel they could respond to the "global awareness" value, perhaps because it is a relatively new and abstract concept.

■ Ongoing Relationships

In regard to whether the College fulfills its role in the partnerships it enters into, primary indicators include the length of the relationship, the willingness to continue the relationship, and the satisfaction of the partners involved as determined by the survey responses.

The longest standing training relationship is a restricted degree program with Dana Corporation which was entered into in 1983. The program continues to thrive fourteen years into the partnership. A research project was recently conducted on the partnership which showed extremely high ratings of satisfaction from both the corporation and the employees participating in the program (Resource Room: 5.9).

Partnerships involving substantial equipment donations began in 1983 with the General Motors' contribution to the Auburn Hills Campus to establish the Advanced Technology Center and Computer Integrated Manufacturing degree program. The involvement of such primary contributors as IBM, Fanuc, and Deneb Robotics has made the Advanced Technology Center an international showpiece in the arena of advanced manufacturing techniques and concepts. A fourteen-year continued involvement with General Motors and the other contributing partners to the Advanced Technology program attests that the College has fulfilled its role in the partnership. Other partnerships have been of shorter duration, ranging from less than one year to approximately ten years. No evidence was found which indicates that any partnerships were discontinued due to dissatisfaction with the College. Those partnerships of shorter duration are primarily newer relationships which are anticipated to be on-going.

■ Satisfaction with Relationships

In regard to contract training activities, the primary indicators of fulfillment of the College's role in the relationship include: repeat relationships, continuation of funding, customer satisfaction, achievement of performance benchmarks, payment of bills generated by the training activity, and survey responses.

The Workforce Preparation Services Unit has been a primary contractor for Greater Pontiac Area Consortium (GPAC) and Balance of County (BOC) Workforce Development boards since 1985. They have continued to increase the amounts of their grant awards, reaching a peak of nearly \$1,000,000 in 1995. More recently funding has declined; however, this is a reflection of the improved local economy and decrease in funds available to the region.

Every year since its inception, this unit has exceeded its performance benchmarks for enrollments, completion of training, and placement rates. Most notably, the unit consistently places 85 - 95 percent of its program completers into full-time, training-related employment within

90 days after the completion of training. Workforce Preparation Services (WPS) has been able to bill the grants to within 2 percent of their original allocation most years, with others billed for 100 percent. These are substantial indicators that Workforce Preparation Services (WPS) has fulfilled its role in the relationships it enters into.

The assessment and testing services offered through Workforce Preparation Services (WPS) are a significantly smaller portion of the activity of this unit. Beginning in 1993, the unit provides standardized testing services to companies and local apprenticeship programs. With little marketing efforts, the business has expanded through recommendations from a single client to now annually servicing apprenticeship programs for Plumbers, Pipefitters, Heat and Frost Workers, and Sprinklerfitters on an annual basis. Invoices for services are being paid in full, in addition to testing for companies involved in training.

The Business and Professional Services (BPS) Unit has been in existence since 1984. Its success in fulfilling its role in the relationships is evidenced by the following increases in revenues: 1984 — when it generated revenues of \$200,000; 1987 — \$685,000; 1990 — over \$1 million; 1996 — over \$4 million. Enrollments have also shown a continuous increase: from 1994's 3,800 participants to 16,774 in 1996, further proof that the Business and Professional Services (BPS) fulfills its role in its relationships. This unit has been supplemented by the establishment in 1995 of the Manufacturing and Technological Services (MTS) unit which is also anticipated to show increasing revenues and enrollments.

■ Relationship Survey

The survey of 202 organizations included questions about whether the College fulfilled its role in the relationship. Ninety-three percent of the respondents indicated that in their opinion the College had fulfilled its role in the relationship. The remaining 7 percent who responded “no” had comments indicating dissatisfaction with particular individuals associated with the relationship, as opposed to the institution as a whole. Ninety-four percent of survey respondents indicated that in general they were satisfied with the relationship; 72 percent categorized the relationship as on-going rather than occasional. Near total satisfaction was indicated when 96 percent of the respondents said that, based on the relationship to date, they foresaw continuing it into the future (Resource Room: 5.7).

The Workforce Development units of the College are currently implementing an evaluation process to be completed by all training participants at the conclusion of training programs. The tool includes evaluation of the instructor, course materials, support services (where appropriate) and competency acquisition. Prior to this evaluation program, evaluation procedures had been both formal and informal, sporadic, and under utilized. The effectiveness of the new evaluation program has yet to be determined.

The telephone survey inquired whether the external organization had been provided with an opportunity to evaluate the relationship and, if so, how had the College responded to its input. The findings indicated that less than half, 48 percent, had been provided an opportunity of which they were aware, while 39 percent responded that they had not been provided an opportunity to evaluate the relationship. Twelve percent responded that they were unsure.

In the instances where an opportunity was provided to comment on the relationship, survey respondents indicated that the College had responded favorably to their input: Examples follow:

- ...continuous communication is made and shared.
- ...regular meetings are conducted involving instructors.
- ...they are always available, we have regular meetings between our directors and the Oakland Community College staff.
- ...great communication since a liaison has been added.
- ...the College has been very open.
- ...responsive, good, very helpful.
- ...excellent, they responded quickly and effectively.
- ...professional, attentive and immediate.
- ...communication is open and constant.
- ...open communication, receptivity to any issue.
- ...they are willing to discuss the good and the bad we discover and they have an open mind.
- ...they were very responsive and made whatever changes I needed to make.
- ...they take our ideas and address them. They seem to have enhanced their curriculum to better prepare students (Resource Room: 5.7).

A limited number of survey respondents did not feel that the College had responded appropriately to their concerns:

- ...we would like the College to become more actively involved in many areas. However, communication must be established to set objectives acceptable to both; however, to date no one has responded.
- ...meetings are conducted where an Oakland Community College contact person has been identified to address concerns; however, that person never gave answers to questions posed.
- ...one way communication. No response to input (Resource Room: 5.7).

Further, the survey went on to inquire whether when the organization had expressed concerns about services or the relationship in the past, had the College responded appropriately? A large majority, 88 percent of the respondents, indicated "yes" while 12 percent indicated "no" (Resource Room: 5.7).

■ Adherence to Oakland Community College's Policies and Procedures

With regard to adherence to the College's Policies and Procedures, the contract training units comprising the Workforce Development Forum present a unique situation. While the standard Board Policies and administrative procedures applied to some of the activities — procurement, conflict of interest, terms of employment — most policies and procedures covering these fragmented and rapidly growing areas were informal and inconsistently applied for much of the late 1980s and early 1990s. Beginning in 1994, concerted efforts were made to document formally procedures and policies related to these areas. Since the establishment of the Forum, meetings are held on a bi-weekly basis to address issues and insure consistent adherence to newly established policies and procedures, e.g., posting of instructional and development opportunities, instructor pay scales, communication with Human Resource Development (HRD). These policies and procedures are documented and monitored by the Executive Director of Workforce Development.

The Workforce Development Forum unit directors are responsible for the oversight of compliance with the Board's policies covering conflict of interest and solicitation or acceptance of gifts or funds. It is widely known within the Forum that prior to entering into a new relationship, the opportunity will be presented at the Forum meeting for discussion, evaluation, and scrutiny for conflict of interest. Since its inception, the Forum has not experienced problems with conflict of interest or the solicitation policy. The directors, who are ultimately accountable for compliance in these areas, were able to state with certainty that no such problems occurred (Resource Room: 5.10).

The telephone survey also addressed the compliance with the Board policies on conflict of interest and solicitation or acceptance of gifts or funds. A sizable number, 202, of external organizations were asked if they were aware of any instances of conflict of interest or solicitation or acceptance of gifts or funds on the part any employee or agent of the College. Nearly unanimously, 99 percent, the respondents indicated "no" to both questions (Resource Room: 5.7). The one respondent who indicated "yes," alluded to an incident which had been uncovered by the College approximately five years earlier involving the automotive program and an instructor. The incident was investigated, the instructor was suspended, and the appropriate disciplinary actions were taken. No additional incidents have been reported.

Finally, the telephone survey also asked, if based on their relationship with the College, whether they felt that Oakland Community College in general demonstrated integrity in its external relationships. Almost all, 96 percent of the 202 respondents, answered affirmatively.

■ Adherence to External Monitoring

Grant-funded activities of the Workforce Development Forum are subject to audits and monitoring on an annual basis. Monitoring visits usually consist of classroom visits to evaluate the quality of training while audits are focused on appropriate documentation and accounting practices.

Monitoring visits conducted by the local Workforce Development Boards to examine the operation of Job Training Partnership Act (JTPA) programs have produced excellent results. Documentation of such visits is on file and available for review in the Workforce Preparation Services (WPS) unit.

The College has an outstanding track record in formal audits conducted for State and Federal Grant programs. Findings have been immaterial, and the documentation and accounting procedures were found to be sound. All findings have been responded to and resolved, with one notable exception:

A state-funded Economic Development Job Training grant for Program Year '93 operated through the Business and Professional Institute was subject to disallowed costs originally estimated at \$1.2 million. The cause of the disallowed cost was inappropriate documentation of training activities. It should be noted, however, that during the first years of the Economic Development Job Training (EDJT) program, the State guidelines for the program were evolving, often changing on a daily basis. Through negotiations and the efforts of the Business and Professional Services (BPS) staff, the required documentation has been provided reducing the disallowed cost to \$400,000. As evidenced by the on-going funding and outstanding relationship with the state Jobs Commission, the funding source, this audit finding has been viewed as episodic and not systematic. Subsequent audits have shown that the necessary procedures have been put in place which address the documentation issues. The Program Year '94 audits showed no material findings (FY 94 and 95 Economic Development Job Training (EDJT) Audit Findings).

In addition to these specialized audits, the College also undergoes a general audit annually. The financial statements and supporting documents for the years 1993 through 1996 have been reviewed, and no incidents or problems were related to external business relationships, nor were any questions raised in the audits concerning any aspect of institutional integrity.

■ Summary Statement

Oakland Community College does demonstrate integrity in its practices and relationships. In addition to publishing its values and commitments to integrity in formal documents, the College conducts its affairs in ways that actually live up to its published statements. Although some areas needing improvement have been identified through the Self-Study process, the College is already beginning to address some of these concerns with council structures and with additional focus groups to explore further specific implications of the Personal Assessment of the College Environment (PACE) survey results.

■ Strengths

1. The Personal Assessment of the College Environment (PACE) survey results, which were shared with all employees, indicate a healthy College climate based on
 - a. employees' beliefs that they act and are expected to act ethically.
 - b. beliefs that the institution acts with integrity toward its students, business and industry.
2. Employment practices are sound and well communicated by way of
 - a. thorough and informative orientation sessions.
 - b. contracts which address the issues of pay, promotions, and grievance procedures.
 - c. Board policies.
3. Employees are covered by formal dispute resolution procedures, and actual processes appear to follow designated procedures.
4. Hiring practices are equitable and well documented:
 - a. search process handbooks existing for each employee group and outlining processes for recruitment, application review, interviewing, and hiring.
 - b. well documented actual hiring processes with information distributed to the appropriate personnel.
 - c. affirmative action commitments carried out by appropriate consideration being given to ascertain that a sufficient number of applicants is considered for inclusion from under-represented groups.
5. The Mission of Oakland Community College is to serve as a student-centered institution. To that end, after reviewing the promises Oakland Community College makes to its students, the following areas were identified as demonstrating solid integrity:
 - a. Oakland Community College efforts to recruit students from a broad spectrum of backgrounds, ages, cultures, and walks of life through participation in a wide variety of community events demonstrating the College's integrity in serving as an open-admission institution as is attested to by high student satisfaction with the College's performance in these areas.

- b. students being pleased with the quality of the educational environment at Oakland Community College, data showing that students enjoy learning here and feel well informed of the policies and practices of classes through course syllabi.
 - c. students utilizing such student services as Individual Instruction Center (IIC), PASS, and Counseling report high levels of satisfaction with them, showing that Oakland Community College is keeping its promises to offer quality learning to its students.
 - d. students leaving to transfer reporting satisfaction with their preparation at Oakland Community College; those leaving to find employment find work in their field or in somewhat related fields, indicating that Oakland Community College keeps its promises to provide students with a quality education.
6. Overall, student satisfaction with the classroom experience is strong, as evidenced by students in the Integrity Survey noting:
- a. teachers meeting classes for the entire time scheduled.
 - b. grade appeals and student discipline procedures being clearly identified in the *Student Handbook* and *College Catalog*, with Deans reporting few student requests for grade appeals.
7. The College has demonstrated the following strengths in regard to integrity and its external relationships:
- a. business and external relationship, by and large, in line with the Mission and Purposes of the College.
 - b. the spirit of the Values embodied in the external and business relationships.
 - c. the College fulfilling its role in these external and business relationships.
 - d. the College's policies and procedures being adhered to.
 - e. findings of audits and monitoring conducted by external entities being non-material and responded to appropriately, evidence of the College's adherence to policies and procedures.
8. Data indicate that Oakland Community College values diversity and has made progress toward achieving a diverse student body and faculty and staff, utilizing the federally identified definitions of minorities, demonstrated by
- a. College sponsorship of numerous diversity groups and activities with all members of the College and external communities attending.
 - b. students, faculty, and staff discussing topics of diversity comfortably, also indicating the College's value of open communication being achieved in this area.
9. The strengths of Oakland Community College's educational affiliation relationships appear to be related to its integrity in how these relationships are being created, developed, and implemented. These relationships fulfill Oakland Community

College's Mission and Values, show no conflicts of interest between these partners and the College, and show how well these agreements meet the standards required by the programs.

■ Challenges

1. Employment concerns need to be addressed:
 - a. lack of standard descriptions of what constitutes a promotion, leading to perceptions among employees concerning the College's evenhandedness in treating its employees, be they clerical workers, maintenance staff, or administrative/management members.
 - b. current lack of a process whereby those not covered by union contracts can progress in their pay ranges, creating pay inequities.
 - c. lack of a performance evaluation feedback system even where the evaluation process is contractually established.
 - d. lack of program implementation of College-wide Orientation; often departments are reluctant to release an employee from responsibilities to attend orientation sessions.
 - e. lack of College-wide consistency in orienting adjunct faculty.
 - f. management and administrators, currently working without a contract, lacking written documentation with regard to postings, their duration, and their withdrawals, thus creating perceptions of unfairness.
2. Employees express that, although the College behaves ethically towards its students and external partners (see Strengths above), they do not perceive the College extending that ethical behavior to all of its employees.
3. While Oakland Community College does support programs and activities that promote diversity (see Strengths above), identified weaknesses are
 - a. a lack of diversity goals that are consistent and address diversity issues relating to inclusion.
 - b. the absence of data collection that identifies the diverse workforce as defined by the College-wide diversity statement rather than by federally protected categories only.
 - c. a revision of the College Catalog to reflect the content of the existing courses and curricula that address issues of diversity.
 - d. a lack of assessment of diversity programs to evaluate their impact.
4. Oakland Community College needs to look at the following areas of College services in order to improve its reputation — albeit a sound one basically:
 - a. a lack of awareness among students of the extra-curricular offerings.
 - b. a lack of awareness of some student support services, specifically Programs for Academic Support Services (PASS).

- c. a lack of adequate promotion of student services in general.
 - d. making orientation, if not mandatory, at least more worthwhile.
 - e. a lack of cohesive, College-wide coordination of student activities.
5. Faculty need to clarify grading practices in every class, particularly with regard to such marks as the I or W because these have definite implications for students' long-term records, affecting transfer, eligibility for scholarships or for financial aid, and subsequent enrollment at Oakland Community College.
 6. A more systematic review by deans of course syllabi must be established; Senate guidelines and the Faculty Master Agreement (FMA) call for faculty to provide students with syllabi, but little is done to see whether the faculty comply with these expectations or whether the syllabi conform to the guidelines.
 7. Oakland Community College needs to establish a process to fund and keep current such standard works as employee and student handbooks.

■ Initiatives

1. Oakland Community College needs to continue to provide opportunities for participation in diversity meetings and workshops and explore ways for more students and staff to attend diversity activities. Site staff development activities currently support diversity. The College is looking for a variety of ways to reinforce its diversity agenda.
2. Oakland Community College needs to continue the focus group approach to addressing issues raised by the Personal Assessment of the College Environment (PACE) survey, particularly with regard to concerns about ethical behavior.
3. The *Student Handbook*, created in 1995, is made available to all students in the College bookstores. However, once the current number is exhausted, the College must find the means to keep supporting this worthwhile effort by placing the process of updating the handbook in its planning/budgeting cycle.
4. Oakland Community College continues to evaluate its relationships with external organizations by actively seeking input about the College's performance while providing opportunities for feedback and discussion at The Business and Community Alliance.
5. A Realignment to Values has been initiated by the Chancellor in response to the Personal Assessment of the College Environment (PACE) Survey data. All processes in the College are being assessed and redesigned to ensure that Oakland Community College lives up to its commitment to be a student-centered institution.

Conclusion

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CONCLUSION

■ Summary Statement

A draft of this Self-Study Report was distributed to the entire College community in October 1997 with the hope of eliciting response and involving even more participation in the production of the final draft. After considering responses to this draft from more than thirty individuals and getting feedback from campus forums, the Steering Committee as a whole developed this list of core strengths and challenges in an effort to highlight principal findings and to focus our institutional response in the future.

■ Strengths

- ◇ Commitment, institutional and individual, to the Mission and Purposes
- ◇ Leadership that is committed to providing a learner-centered environment
- ◇ Structure that results in a strong, shared governance model
- ◇ Experienced faculty and staff committed to Oakland Community College
- ◇ Accessible, affordable, quality education with accessible locations across the county

■ Challenges

- ◇ To integrate the required skills for the twenty-first century into the College environment
- ◇ To move from a traditional teaching-centered environment to a learner-centered flexible environment
- ◇ To improve organization structure and relationships
- ◇ To strengthen assessment practices to allow the College to measure whether it is achieving what it claims and to improve strategic planning based on these practices.

The material contained herein reflects information about the College through June 1997. The Addendum addresses data collected from this date through December 31, 1997.

This Self-Study was deliberately not written in one voice so that employees would be able to find their own words in this report. The data presented indicate that the College fulfills the five evaluative criteria established by the North Central Association and meets its standards for continued accreditation.

Oakland Community College seeks to continue for an extended period the North Central Association accreditation it has been granted since 1971. The College looks forward to the evaluation visit as an opportunity for its personnel to communicate directly with team members about the institution and its activities.