Principles of Good Practice for Student Affairs

Good Practice in Student Affairs:

1. Engages students in active learning.
2. Helps students develop coherent values and ethical standards.
3. Sets and communicates high expectations for student learning.
4. Uses systematic inquiry to improve student and institutional performance.
5. Uses resources effectively to achieve institutional missions and goals.
6. Forges educational partnerships that advance student learning.
7. Builds supportive and inclusive communities.

Introduction

Today's context for higher education presents student affairs with many challenges. Among these are new technologies, changing student demographics, demands for greater accountability, concern about the increasing cost of higher education, and criticism of the moral and ethical climate on campuses. Institutions of higher learning are also influenced by social and political issues, including multiculturalism, personal responsibility, and equal opportunity. Our response to these challenges will shape our role in higher education. The choice of student affairs educators is simple: We can pursue a course that engages us in the central mission of our institutions or retreat to the margins in the hope that we will avoid the inconvenience of change.

Others in higher education have recognized these challenges and have responded with calls to concentrate "on the core function of the enterprise, that is, focusing on student learning" (Wingspread Group, 1993). Focusing on learning rather than instruction is a fundamental shift in perspective. If the purpose of education is learning, then institutional effectiveness should be measured by specific educational benefits and outcomes rather than by the number of computers, books, faculty, or the size of endowments.

Creating learning environments and learning experiences for students has always been at the heart of student affairs work. *The Student Learning Imperative* (American College Personnel Association, 1994) asked us to embrace the current challenges as an opportunity to affirm our commitment to student learning and development. As a first step in that direction, the *Student Learning Imperative* articulated the need for an emphasis on student learning and the value of student affairs educators working collaboratively with students, faculty, academic administrators, and others. The next step is identifying practices that will move our profession forward in its focus on learning and guide us in meeting the challenges with which we are confronted. For this purpose, we have identified principles to guide the daily practice of student affairs work.

Defining Principles of Good Practice for Student Affairs

In 1986 in the wake of reports critical of undergraduate education, the Lilly Endowment and the Johnson Foundation sponsored an effort by higher education leaders to identify the most effective approaches to educating undergraduates. From this discussion, Chickering and Gamson (1987) developed seven principles of good practice in undergraduate education: (1) student-faculty contact, (2) cooperation among students, (3) active learning, (4) prompt feedback, (5) time on task, (6) high expectations, and (7) respect for diverse talents and ways of learning. These principles established a concise statement of behaviors associated with high quality undergraduate education that practitioners, scholars, and the general public could

understand and use.

Student affairs lacks a comparable statement of good practice. If we are to collaborate with others in higher education to advance student learning, we need clear and concise guidelines for how to proceed. This document -- *Principles of Good Practice for Student Affairs* -- is intended to provide those guidelines. Some of the principles identified for good student affairs practice are similar to those proposed by Chickering and Gamson (1987). The two sets of principles share a commitment to student learning, but the primary audiences for each document and the scope of learning activities addressed are different.

Contexts of Student Affairs Practice

Student Affairs Commitments and Values

To be meaningful, principles of good practice for student affairs should be consistent with our core values which have been documented throughout the literature of the profession. Since 1937 when the American Council on Education published the first *Student Personnel Point of View,* our field has produced many documents about student affairs work. These works span seven decades, examining student affairs from different perspectives and for different purposes. They demonstrate our long-standing belief that higher education has a responsibility to develop citizens capable of contributing to the betterment of society. These documents affirm our conviction that higher education has a duty to help students reach their full potential.

Our beliefs about higher education serve as the foundation for our commitment to the development of "the whole person"; our collective professional values are derived from that commitment. Values evident across the history of student affairs work include an acceptance and appreciation of individual differences; lifelong learning; education for effective citizenship; student responsibility; ongoing assessment of learning and performance (students' and our own); pluralism and multiculturalism; ethical and reflective student affairs practice; supporting and meeting the needs of students as individuals and in groups; and freedom of expression with civility. Any statement of principles of good practice for student affairs must be consistent with our profession's values and must help us meet our founding commitments.

The Importance of Context

Our history also reminds us that good student affairs practice must be considered within the context of issues that influence higher education and its missions. Societal concerns and needs, economic conditions, and external political agendas shape the parameters for student affairs work. These conditions emphasize the need for our practices to be informed by research and writing not only about teaching and learning but also concerning the most pressing issues confronting our students and their families.

Institutional contexts influence how principles for good practice are applied. Such contexts within higher education include institutional missions, expectations, and student demographics. In realizing institutional goals, each student affairs division is responsible for managing its resources effectively in support of its institution's mission. This document provides a framework to aid student affairs in meeting these challenges without sacrificing the individuality of their institutions.

Using the Principles

The *Principles of Good Practice* are not immutable rules, nor do we offer specific instructions for their use at particular institutions. The principles are means to conducting learning-oriented student affairs work, based on extensive research about the impact of

college on educational outcomes. As such, they offer unambiguous, yet adaptable, guidelines for productive use of resources for learning.

The principles were written to be incorporated into everyday tasks and interactions with students, faculty, academic administrators, and others. They are intended to shape how we think about our responsibilities, communicate our purposes to others, and engage students. Using the principles as a one-time topic for staff orientation or setting them aside until a crisis occurs for which they might be useful serves little purpose. Rather, the principles should create a continual context for examining and implementing student affairs missions, policies, and programs. They should provide both a guide for assessing the contribution of student affairs to student learning outcomes and a curriculum for ongoing in-service education

Principles of Good Practice

1. *Good practice in student affairs engages students in active learning.*
   Active learning invites students to bring their life experiences into the learning process, reflect on their own and others' perspectives as they expand their viewpoints, and apply new understandings to their own lives. Good student affairs practice provides students with opportunities for experimentation through programs focused on engaging students in various learning experiences. These opportunities include experiential learning such as student government; collective decision making on educational issues; field-based learning such as internships; peer instruction; and structured group experiences such as community service, international study, and resident advising.

2. *Good practice in student affairs helps students develop coherent values and ethical standards.*
   Good student affairs practice provides opportunities for students, faculty, staff, and student affairs educators to demonstrate the values that define a learning community. Effective learning communities are committed to justice, honesty, equality, civility, freedom, dignity, and responsible citizenship. Such communities challenge students to develop meaningful values for a life of learning. Standards espoused by student affairs divisions should reflect the values that bind the campus community to its educational mission.

3. *Good practice in student affairs sets and communicates high expectations for learning.*
   Student learning is enhanced when expectations for student performance inside and outside the classroom are high, appropriate to students' abilities and aspirations, and consistent with the institution's mission and philosophy. Expectations should address the wide range of student behaviors associated with academic achievement, intellectual and psychosocial development, and individual and community responsibility. Good student affairs divisions systematically describe desired levels of performance to students as well as to practitioners and regularly assess whether their performances are consistent with institutional expectations.

4. *Good practice in student affairs uses systematic inquiry to improve student and institutional performance.*
   Good practice in student affairs occurs when student affairs educators ask, "What are students learning from our programs and services, and how can their learning be enhanced?" Knowledge of and ability to analyze research about students and their learning are critical components of good student affairs practice. Student affairs educators who are skilled in using assessment methods acquire high-quality information; effective application of this information to practice results in programs and change strategies which improve institutional and student achievement.

5. *Good practice in student affairs uses resources effectively to achieve institutional*

missions and goals.
Effective student affairs divisions are responsible stewards of their institutions' financial and human resources. They use principles of organizational planning to create and improve learning environments throughout the campus that emphasize institutions' desired educational outcomes for students. Because the most important resources for learning are human resources, good student affairs divisions involve professionals who can translate into practice guiding theories and research from areas such as human development, learning and cognition, communication, leadership, and program design and implementation.

6. *Good practice in student affairs forges educational partnerships that advance student learning.*
Good student affairs practice initiates educational partnerships and develops structures that support collaboration. Partners for learning include students, faculty, academic administrators, staff, and others inside and outside the institution. Collaboration involves all aspects of the community in the development and implementation of institutional goals and reminds participants of their common commitment to students and their learning. Relationships forged across departments and divisions demonstrate a healthy institutional approach to learning by fostering inclusiveness, bringing multiple perspectives to bear on problems, and affirming shared educational values.

7. *Good practice in student affairs builds supportive and inclusive communities.*
Student learning occurs best in communities that value diversity, promote social responsibility, encourage discussion and debate, recognize accomplishments, and foster a sense of belonging among their members. Good student affairs practice cultivates supportive environments by encouraging connections between students, faculty, and student affairs practitioners. This interweaving of students' academic, interpersonal, and developmental experiences is a critical institutional role for student affairs.

Concluding Thoughts

The Principles of Good Practice for Student Affairs is intended to guide student affairs practice. The principles are grounded in the research on college students, experiences with effective educational institutions, and the historical commitment of student affairs to students and their learning. Ongoing discussions and research on the principles will further develop our understanding of good practice in student affairs. These principles should not limit or restrain other proven means to enrich the education of students. They are intended not as an end in themselves, but as a means to our common goal: achieving the educational missions of our institutions by focusing on student learning.

References

American College Personnel Association. (1994). *The student learning imperative: Implications for student affairs.* Alexandria, VA: Author.

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Chickering, A.W., & Gamson, Z.F. (1987, June). *Principles for good practice in undergraduate education* [Special insert to *The Wingspread Journal,* June 1987]. Racine, WI: Johnson Foundation.

Wingspread Group on Higher Education. (1993). *An American imperative: Higher*

expectations for higher education. Racine, WI: The Johnson Foundation.

Inventories for Use With the "Principles of Good Practice for Student Affairs"

For each principle presented below is an inventory of items that pertain to that principle. These inventories are designed to help student affairs professionals examine their individual and institutional mission, goals, policies and practices to determine their level of consistency with the identified Principles of Good Practice. Each Inventory can be used to assist student affairs professionals and other members of the campus community to review current activities and to identify new initiatives they might wish to pursue.

An inventory accompanies each of the seven principles: Active Learning, Value and Ethical Standards, High Expectations, Systematic Inquiry, Effective Utilization of Resources, Educational Partnerships, and Supportive and Inclusive Communities. The inventory items that correspond with each principle address policies, practices, institutional culture, norms and expectations that support good practice in student affairs administration. Each inventory can be useful to all campus staff and faculty members who are interested in providing quality services to students and promoting student learning.

The inventories were created to enhance and improve student affairs activities on campuses, not to evaluate current practices. These are to be used as a method of awareness and insight to create opportunities for "program" development, offer ideas or support current activities. Each inventory will be best used as a basis for interpretation and improvement of current methods, not as a basis for judgment about performance, summative evaluation or self-justification.

     Inventory 1
     Inventory 2
     Inventory 3
     Inventory 4
     Inventory 5
     Inventory 6
     Inventory 7

Acknowledgements

In 1996 Paul Oliaro, President of the American College Personnel Association (ACPA), and Suzanne Gordon, President of the National Association of Student Personnel Administrators (NASPA), initiated a joint association effort to draft *Principles of Good Practice for Student Affairs.* This final document is the result of the efforts of two groups of dedicated professionals, who developed the core content of the document, and numerous professional colleagues from around the country who aided in the revision and fine tuning of their work.

Higher Education Trends for the Next Century:

A Research Agenda for Student Success

Prepared by Senior Scholars
American College Personnel Association (ACPA)

Introduction -- Cynthia S. Johnson

The position papers that follow are intended to provoke thought, discussion, and to identify a research agenda for the near future of higher education as we move out of this century. These papers are based on trends documented by a trends analysis. The reader is encouraged to attend the sessions on this topic at the 1999 ACPA convention, to examine their own campus practices in terms of these trends and to help identify and support a research agenda to better serve tomorrow's college students.

Background

The trends project began when ACPA Senior Scholars attempted to identify a research agenda for the future that they could share with Emerging Scholars. As they began discussing trends that might shape the student experience in the future they realized that other organizations had already identified numerous trends and issues. Thus began a three-year Fetzer Institute and (ACPA/ELF) funded project that captured the thinking of many leaders and scholars in higher education, and that will culminate in 1999 with an Emerging Scholar Institute and a research agenda for the future.

In 1997 Susan Komives and doctoral students at the University of Maryland-College Park undertook a trends analysis by reviewing existing literature, and analyzing documents from over forty higher education professional associations. They identified eight major trends and the paper that they produced was used as the basis for discussion at a Summit meeting hosted by ACPA in Washington, D.C. in the same year.

At that all day meeting representatives of the American Council on Education (ACE), the American Association of Higher Education (AAHE), the National Association of Student Personnel Administrators (NASPA), the American Association of Community Colleges (AACC), the Association of Governing Boards of Universities and Colleges (AGB) and other prominent higher education associations met to discuss the future of higher education with ACPA Senior Scholars. Following that meeting Senior Scholars met, revised the trends paper used for discussion at the meeting, and selected the authors for the topics that are addressed in this collection.

Drafts of the papers were presented in several forums at the 1998 ACPA St. Louis convention, placed on the ACPA website, and each paper was critiqued by at least two other scholars as well as other association leaders. What follows is the final version of those papers produced by selected scholars who volunteered their time and expertise.

The research agenda that was derived from this process will be broadly shared, and will provide the basis for the future work of the Emerging Scholars and Senior Scholars. That work will begin in April, 1999 at the Emerging Scholar Institute, held at the Fetzer Foundation in Michigan.

What Next?

An agenda for future research has been identified, and a parallel discussion regarding trend implications for practice has taken place on the Internet under the leadership of Jean Paratore, ACPA President, and Paul Oliaro, ACPA Past-President. As you read these essays ask yourself questions such as:

In light of these trends what do higher education professionals and research/scholars need to know and what do they have to do to help students be successful in the future?

Are these the trends that should shape the future of colleges and universities?

If not, how can leadership be provided to shape them differently?

It is our hope that scholars and professionals can anticipate these trends, conduct research to inform practice, and exert a positive influence on the college experience for students in the next century.

Inventory 1

1. Good practice in student affairs engages students in active learning.	Very often	Often	Occasionally	Rarely	Never	Don't Know Does Not Apply
1. The mission and goals for out-of-classroom activities are stated as learning outcomes.	☐	☐	☐	☐	☐	☐
2. Student affairs educators communicate to students the intended educational outcomes associated with specific programs.	☐	☐	☐	☐	☐	☐
3. Student affairs educators provide students with leadership training and offer leadership opportunities.	☐	☐	☐	☐	☐	☐
4. Collaboration with faculty is promoted to integrate civic responsibility and service into the curriculum.	☐	☐	☐	☐	☐	☐
5. Students routinely evaluate programs and activities in which they participate.	☐	☐	☐	☐	☐	☐
6. Student affairs educators use a variety of communication methods to engage students' different learning styles.	☐	☐	☐	☐	☐	☐
7. Students are expected to understand and respect other students' experiences and perspectives.	☐	☐	☐	☐	☐	☐
8. Student affairs educators are evaluated, in part, on their abilities to link student learning outcomes with divisional programs, activities, or services.	☐	☐	☐	☐	☐	☐
9. Opportunities for experiential learning are available and publicized to students.	☐	☐	☐	☐	☐	☐

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Inventory 2

2.Good practice in student affairs helps students develop coherent values and ethical standards.	Very often	Often	Occasionally	Rarely	Never	Don't Know Does Not Apply
1. The division's mission statement, policies, and practices are consistent with the values of the institution.	☐	☐	☐	☐	☐	☐
2. Student affairs educators teach and model respect for shared community values.	☐	☐	☐	☐	☐	☐
3. Learning communities are provided which foster discussion of values and ethical standards.	☐	☐	☐	☐	☐	☐
4. Campus publications reflect the values and ethical standards of the institution.	☐	☐	☐	☐	☐	☐
5. The code of student conduct and judicial process reflect the core values of the division and institution.	☐	☐	☐	☐	☐	☐
6. Faculty and students are included in developing the processes for adjudicating student misconduct.	☐	☐	☐	☐	☐	☐
7. Students are taught to respect freedom of speech, and to express their views with civility.	☐	☐	☐	☐	☐	☐
8. Opportunities are provided for students to develop an understanding of responsible citizenship.	☐	☐	☐	☐	☐	☐
9. Student affairs educators are accountable for behaving in a manner consistent with standards of professional ethics.	☐	☐	☐	☐	☐	☐

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Inventory 3

3.Good practice in student affairs sets and communicates high expectations for learning.	Very often	Often	Occasionally	Rarely	Never	Don't Know Does Not Apply
1. Students are informed that the institution has high expectations for their academic and personal achievements and active involvement in campus life.	☐	☐	☐	☐	☐	☐
2. Students are informed that student learning includes the ability to acquire new knowledge and skills to promote and assist critical thinking.	☐	☐	☐	☐	☐	☐
3. Students are encouraged to participate in activities that increase self-understanding and self-confidence.	☐	☐	☐	☐	☐	☐
4. Programs are offered that address student needs for academic support, co-curricular involvement, and personal growth.	☐	☐	☐	☐	☐	☐
5. The institution recognizes outstanding student accomplishments through rewards, honorary organizations, and other forms of public recognition.	☐	☐	☐	☐	☐	☐
6. Faculty and student affairs educators are rewarded for outstanding work which improves the quality of student life.	☐	☐	☐	☐	☐	☐
7. A record of student accomplishments and involvement in meaningful educational activities outside of the classroom is maintained.	☐	☐	☐	☐	☐	☐

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Inventory 4

4.Good practice in student affairs uses systematic inquiry to improve student and institutional performance.	Very often	Often	Occasionally	Rarely	Never	Don't Know Does Not Apply
1. Student affairs educators are actively engaged in research to assess student learning outcomes.	☐	☐	☐	☐	☐	☐
2. The division's research and evaluation plans measure student satisfaction, needs, and outcomes.	☐	☐	☐	☐	☐	☐
3. Research data are used to help student affairs educators understand what students are learning and to improve programs and services.	☐	☐	☐	☐	☐	☐
4. Research priorities of the student affairs division are included in the institutional research agenda.	☐	☐	☐	☐	☐	☐
5. Research results and their implications are communicated on a regular basis to faculty, staff, and students.	☐	☐	☐	☐	☐	☐
6. Student affairs educators are knowledgeable about the literature of their profession and apply its theories and practices.	☐	☐	☐	☐	☐	☐
7. Staff development programs are offered to assist staff in understanding and applying current research and practice to enhance student learning.	☐	☐	☐	☐	☐	☐
8. Staff are active in professional associations and present research findings both on and off the campus.	☐	☐	☐	☐	☐	☐

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ACPA's Principles of Good Practice for Student Affairs

Principle 1: *Engaging students in active learning.*	Principle 2: *Fostering coherent values & ethical standards.*	Principle 3: *Setting & communicating high expectations for learning*	Principle 4: *Using systematic inquiry to improve student & institution performance*
- leadership/leadership training opportunities - student evaluation/ feedback opportunities - opportunities for hands-on, experiential learning	- teach & model respect for shared community values - provide learning communities which encourage discussion of values & ethical standards - respect for freedom of speech and expression of view with civility nurtured -understanding of responsible citizenship - students included in process for adjudicating student misconduct - campus publications reflect values & ethical standards of institution	- activities that increase self-understanding & self-confidence - programs for academic support, co-curricular involvement & personal growth - recognition of outstanding student accomplishments through rewards, honorary organizations & other forms of public recognition	-student satisfaction, needs & outcomes measured - research results communicated regularly to students, (faculty & staff).
Mentors Program for high school students	Womencenter- workshops, books, publications	Phi Theta Kappa	*?? Studentgov't.*
Workshops (on leadership, personal assertiveness, etc...) *- co-ops/internships/placement?*	Workshops - diversity, social awareness	Programs for Academic Support Services (PASS) Counseling Individualized Instruction Center (IIC) Library Resource Center (LRC)	First Time Students Survey Continuing/Non-Continuing Students Survey Student Satisfaction Survey
Student Volunteer Leadership Program, Community Service Projects (i.e. Community Outreach Opportunities League), tutoring, Students Against Hunger, work with elderly Broadcasters Guild	Community Service Projects (Service Organizations) Enrichment Center	Enrichment Center Workshops - conflict resolution, assertiveness training, etc.. Womencenter - workshops, seminars, peer counseling, support groups, educational resources	
Theatre Guild Gourmet Club	*Recorder student news + mags.*		
International Student Club Association of Black Students Jewish Student Assoc.		International Student Club Association of Black Students Jewish Student Assoc.	
Inter-collegiate Athletics		Inter-collegiate Athletics	
French Club Forensics Club Computer Club		French Club Forensics Club Computer Club	
student newspapers/ magazines			

Awareness - y/n → y Satisfaction |___| 1   5
Importance |___| 1   5

NCA Breakdown of Student Services

Enrollment (Recruitment, admissions, Registration, Records)
Assessment/Orientation
Financial Assistance
Counseling
PASS
Athletics
Job Placement
Child Care
Health Services
Student Activities
Auxiliary Services

NCA ISSUES — July 1998

- AWARENESS of services **
- problems with special program admission/graduation vis a vis registrar/transcript evaluation
- orientation
- assessment process (ASSET, MTELP)
- financial aid/payment options
- counseling: type — orientation, academic, career; quality -- consistency/ utility of info. ; access — availability, hours, location *
- Career Centers
- College Transfer Center
- PASS - e.g. tutors, sign language interpreters, note-takers
- Athletics - low participation; inconsistencies across campuses in terms of facilities & programs offered
- Child Care - facilities old
- Health Services - ??; currently focused on environmental safety
- No student government
- Limited opportunity for student leadership
- Student input in decision-making lacking
- need for greater student representation on OCC councils and task forces
- need for student newsletter/ more formal means of communication
- need for more equalized student lounges
- need for student social centers which foster sense of connectedness, sense of student community
- student activities remain distinct from rest of student services & academic offerings — all 3 need to be integrated
- satisfied with auxiliary services (bookstore, food services)

The Role of the Student Affairs Mgr.

- discipline, coordination, educator

- agent for student development; agent for development of institution as a whole.
- must respond to needs of students, & contribute to institutional success - must satisfy both
  - traditionally focus on meeting students needs only.

  - occupy unique position in institution in that interface w/ faculty, administrators as well as students.

  - environmental scanner, milieu mgr., market analyst, legal adviser, development officer, researcher & quality assurance specialist

  - able to anticipate future needs - & aware of trends social, economic, demographic & their potential impact on institution its students

Some duties include:
overseeing recruitment, student retention, enhancing student achievement, counseling, career development & placement, dealing w/ campus violence, overseeing/advising students re: ~~student~~ extra-curricular activities, registration process, student health services, fostering a inclusive college community

  - financial services, food service, admissions, registration & records

Principles of Good Practice.

Opportunities for Active/Experiential Learning?

eg. co-ops/internship
student gov't
community service

- What's usually measured
  - Student satisfaction
what needs to bed measured.
  - leadership skills
  - interpersonal skills
  - psychosocial development

  - contribution to student learning - learning
    outside classroom.

College Characteristics:

* Annual enrollment 55,500 degree and non-degree seeking students
* Associate Degrees , Certificates, Continuing Education
* More than 100 degree and non-degree programs
* Average class size: 25-30 students
* Distinguished teaching faculty, 83% with advanced degrees in their fields
* Largest English as a Second Language Program in Michigan
* Phi Theta Kappa -International Honors Society
* One of the largest international student populations in the State of Michigan
* Largest community college in Michigan, and 10th largest in the United States
* Five campuses conveniently located throughout Oakland County
* Accreditation by North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-3504; Phone 1-800-621-7440, Fax: 1-312-263-7462

Admissions Criteria:

Oakland Community College is an **Open-Admissions Institution.**
ACT/SAT & GPA are not requirements for admission to Oakland Community College.
International Students -see catalog for complete application information.

Student Support Services:

Admissions, Counseling, Womencenter, Career and Transfer Centers, Student Success Seminars, Financial Aid and Scholarships, Individualized Instruction Center (I.I.C.), Child Care Centers, Foreign Student Advisors, Library, Placement Services, Internship & Co-Op Education, Programs for Academic Support Services (P.A.S.S.), Public Safety, Health and Physical Education (GYM), Placement Services, Internship & Cooperative Education, Bookstores.

Student Life:

Men's and Women's Intramural and/or Intercollegiate Sports include Basketball, Cross Country, Golf, Tennis, Soccer, and Volleyball as well as other activities. Student clubs and organizations include student-run media services (newspaper and radio station), Phi Theta Kappa (Honors Society), International Club.

Transfer Profile:

* 42% of incoming first-year students are preparing to transfer to 4 year colleges and universities.
* Oakland Community College transfers more students to 4 year schools than any community college in the state.
* Oakland Community College students most frequently transfer to the following:
  University of Michigan, Oakland University, Eastern Michigan University, Wayne State University, Western Michigan University, Central Michigan University, University of Michigan-Dearborn, Lawrence Technological University, and Walsh College

Tuition:

$47/credit (In-District)   **$79.50**/credit (Out-of-District)   **$111.50**/credit (Out-of-State & International)

Financial Aid and Scholarships:

Oakland Community College provides a wide range of financial aid programs designed to provide eligible students with the funds to assist them in the pursuit of their educational goals.

Campuses:

Auburn Hills	**Highland Lakes**	**Orchard Ridge**	**Royal Oak**	**Southfield**	**Pontiac Center**
248/340-6500	248/360-3000	248/471-7500	248/544-4900	248/552-2600	248/340-6785

For additional information please contact any of the above campuses or visit our Home page at:

WWW.OCC.CC.MI.US

See reverse side for complete listing of all Degree Programs

Emphasis on fostering learning + personal development

Principles of Good Practice for Student Affairs.

1. Engage students in active learning

- leadership / leadership training opportunities)
- student evaluation - feedback opportunities
- opportunities for experiential learning
- ~~student feedback evaluation~~

Mentoring program
Workshops in leadership / personal assertiveness
Community Service Projects (ie Community Outreach Opport.
Leagues).
Volunteer programs
Forensics Club
International Club

2. Coherent Values & ~~ethical values~~ ethical Standards.

- teach & model respect for shared community values
- learning communities are provided w/c foster discussion of values & ethical standards
- students taught to respect freedom of speech & to express their view with civility
- opportunities are provided for students to develop understanding of responsible citizenship
- faculty & students are included in developing processes for adjudicating student misconduct
- campus publications reflect values & ethical standards of institution

3. Sets & communicates high ~~expectations~~ for learning.

1 - Students encouraged to participate in activities that increase self-understanding & self-confidence

2 - programs offered to address student needs for academic support, co-curricular involvement & personal growth

3 - institution recognizes outstanding student accomplishments through rewards, honorary organizations & other forms of public recognition

② - PASS   - athletics
   - counseling

③ Phi Theta Kappa

4. Use of systematic inquiry to improve
student & institutional performance.

- Student satisfaction, needs + outcomes
measured

- research results reviewed regularly to (faculty,
staff &), students

Change September / October 1991 "Some Good News about Campus Life"

Across 14 institutions three factors have a profound influence on encouraging students to participate actively in campus life...

1) A clear, coherent philosophy that sets expectations for students behavior and guides the development of campus policies and practices.
   a. High expectations for student performance
   b. Unwavering commitment to multiculturalism
   c. Interpersonal distinctions that promote the college mission
2) A campus culture that encourages student participation and loyalty
3) People committed to student learning who appreciate the importance of out of class experiences in gaining greater subject understanding

Vision/Value Statement

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.

Student Needs and Available Data

Acedemic:

Study skills	Tutoring
Test taking	Study group information
Computer skills/resources	Library resources
Time management	

First Time Student Survey Data

Admissions Process
    Good 55.6%
    Poor 2.5%

Registration Process
    Good 50.6%
    Poor 2.5%

Cashier
    Good 35.2%
    Excellent 23.4%
    Have not used 34%

Financial Aid Services
    Have not used 77.6%
    Good/excellect 15.5%
    Average below or poor 6.9%

Acedemic Advising
    Have not used 42%
    Good/excellect 48.1%

IIC
    Have not used 64.5%
    Good/excellent 31.5%

Tutorial Services
    Never used 84.1%

ASSET Test Survey Data

Reasons for attending Oakland Community College
    Transfer Intentions 42.3%
    Learn Skills for New Job 16.8%
    Satisfy General Education Requirements 11.7%

Transfer Intentions
    Four year university/college 60.1%

Areas Where Students Feel They Need Help

Financial Aid	52.4%	Learning Disability	4.8%
Math Skills	35.9%	Health Problem	1.2%
Study Skills	30.8%	Physical Disability	1.0%
Choosing a Major	29.2%		
Writing Skills	26.3%		
Finding Work	26.1%		
Work Experience Credit	25%		
Day Care	13.1%		
Ride Share	7.4%		
Personal Concerns	5.4%		

Desired Time for Classes
Day	35.4%
Evening	36.9%
Day and evening	27.7%

Summary:

*Students seem satisfied with the Admissions and Registration Processes along with the services provided by the cashier.

*A great majority of students are not using Financial Aid services. Since 49% of students pay for their education, work 24.6 to 38.5 hours a week and as hours go up the number of credit hours go down it is a surprise that they are not turning to financial aid for help.

*60.1% of students are planning to transfer, does academic advising have information about the credit requirements of other schools and why are students not using this service?

"Real World":

Job search	Resume writing
Interviewing	Career counseling
Legal aid	Voting
Child care	Veterans information
Cross cultural	Diversity
International students	

Asset Survey Data

Employment Hours Planned Per Week
31 or more hours a week	37.5%

Summary:

*Would a career center be useful?
    Job postings, Briggs interest survey, resume writing and work experience credit

Social:

Athletics	Students government
On campus org's	Student gathering place
On campus events	

First Time Student Data:

OCC offers appropriate locations to socialize
    Strongly/agree 77.0%

OCC is an exciting place to be
    Strongly/agree 53.9%
    Neutral   29.9%

OCC offers enough interesting non-academic activities
    Strongly/agree 48.8%
    Neutral 39%

Summary:
*Students relatively satisfied with social opportunities. Many may not be looking to social ize at OCC?
Physical Aspects of Campus:

Appearance	Safety
Accessibility	ATM machine

First Time Student Survey:

Facilities adequate for reading and studying
      Strongly agree 28.3%
      Agree 50.7%
      Neutral 18.9%

OCC offers the expected learning environment
      Yes 95.4%
      No 4.6%

Summary:
*There are renovations taking place this summer therefore it may be premature to ask about appearance until improvements complete.
*Students are satisfied with study facilities and environment.
Community issues of concern:

Environment	AIDS education
Homelessness	Hunger
At risk youth	quality education
Mentoring	Developmental disabilities

Areas of Exploration

Hours of operation

Specific Needs
  International students
  Day vs. Evening
  First time students vs. Returning students
  Men
  Women
          What function should the Student Life Office serve?
          Would you take advantage of an increased number of social activities at OCC?
          Do you find the atmosphere at OCC pleasant and comfortable?
          What problems on campus do you encounter where OCC services could help?
          What services have you used?
                  What has/has not worked?
          What what community issues concern you?

<h1>Student Life</h1>
<h2>Current Services</h2>

Are these services valuable for a community college to provide?
Would you personally participate or utilize these services?

Service Learning
- High School Recruitment
- Workshops such as leadership, diversity, social awareness etc.
- Mentoring High School students
- Community Service Projects
  - such as...
    - Working in a soup kitchen, raise funds and awareness to end hunger/homelessness
    - Environmental cleanups, planting trees and recycling projects
    - Action to improve the quality of life for elderly people
    - Tutoring and mentoring of underprivileged children

Enrichment Center
- Workshops geared toward developing the personal and spiritual self including Conflict
  - Resolution Awaking to Your Dreams, Experiencing the Mystic in Ourselves
- Library Resources
- Spiritual Direction

Womencenter
- Workshops
  - on women's issues such as...
    - Menopause, Parenting skills, Divorce, Self Defense
  - Stress Management
  - Explore Career Options
  - Redefining the Male for the Twenty-First Century
- Legal Counseling
- Crisis Referral
- Women's Health information

International Club
- Foreign Students Link to a new culture
- International students have the opportunity to experience diversity

Phi Theta Kappa
- Recognize high academic achievement
- Social events
  - Such as ...
    - Movie nights, Trips to area attractions and events, seasonal celebrations

Recorder
- Student voice
- Keep students updated on past or current campus events

Forensics Club
- Learn public speaking skills

Jewish Student Association
- Connects Jewish young adults throughout metropolitan area

What else would you like to see offered at Oakland Community College?

Student Life
    Current Services

Service Learning Center
    Student Volunteer Leadership Program-
        1. Brings high school students on to campus (recruitment)
        2. Workshops
            leadership, diversity, team building, empathy training, social awareness
            empowerment, positive thinking, change, action, critical thinking etc.
        3. Mentoring-high school students in contact with college students
        4. Community Service Projects
            -participants learn valuable skills
            -community agencies receive free help
    C.O.O.L. (Campus Outreach Opportunity League)
        Create opportunity for OCC students to work with community agencies and make a
        difference through service projects and education

Enrichment Center
    Students Against Hunger and Homelessness
        Work to end hunger in the community
            Serve a meal on the first Sat. of every month at St. Leo's Soup Kitchen
            Raise Funds
            Raise Awareness
            Lobby congress
    Workshops
        Understanding Anger-Resolving Conflict-Personally and Socially
        Assertiveness Training
        Awareness through Movement
        Healing the Inner Child
        Awakening to Your Dreams part I and II
        Global Awareness Days
        Experiencing the Mystic in Ourselves
        Calling the Circle
        Exploring Creativity Through Water Color

    Crisis Referral
    Outreach Opportunities-service projects
    Library Resources
    Spiritual Direction

Womens Center

Mission Statement:

The Womencenter is devoted to working for the full equality of women and raising the consciousness of all people. Our purpose is to help empower women through the development of educational and supportive programs for campus and community women that promote growth in both personal and political awareness; to help women identify their personal and social needs and assist them in developing the skills to meet them through education and participation. We work to end discrimination based on gender, race, ethnicity, sexual preference and physical difference. Our programs take the form of workshops, support groups, seminars, peer counseling and referral services. Although these are designed primarily to address the concerns of women, many of our services are open and available to all members of the campus and community.

Workshops (Currently available)
- Be a Menopause Goddess
- Parenting Skills Workshop Series
- Considering Divorce-Exploring your Options
- Savvy Money Management Tips For Women
- Women and Anger
- Women's Self Defense
- Stress Management

Support Groups and Seminars (Currently available)
- Divorce Support Group
- Incest Survivor Support Group
- Exploring Career Options
- Women's Book Study
- Legal Clinic
- Lesbian Support Group
- Peer Counseling
- Redefining the Male for the Twenty-First Century

Library of books on womens issues and other misc. topics

Womencenter Press
- offers news related to women's issues
- Community Calendar with upcoming events
- Voter Recruitment and Education

Center for access to outside resources
- Counseling
- Attorneys
- Services

Women in Art-female artists display work

Domestic Violence Information

Womens Health Information

International Club
    Foreign Student link to new culture
    Opportunity for students from all over the world to learn from each other
    Social Opportunities

Phi Theta Kappa
    Members are recognized for high academic achievement
    Social events
        Movie Night
        Trips
    Fund-raisers
    Promote Social Awareness
        Senior night
        AIDS awareness
    opportunities to meet people from the chapters and others throughout the nation

Recorder
    Keep students updated on upcoming or past events around campus
    Student Voice

Forensics Club
    Schedules Forensics competitions

Jewish Student Association
    Connects Jewish young adults throughout metropolitan Detroit
        Social events
        Political involvement

Student Life
> Current Services

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Enrichment Center

Combine with earlier.

> Students Against Hunger and Homelessness
>> Work to end hunger in the community
>>> Serve a meal on the first Sat. of every month at St. Leo's Soup Kitchen
>>> Raise Funds
>>> Raise Awareness
>>> Lobby congress
> Workshops
>> Understanding Anger-Resolving Conflict-Personally and Socially
>> Assertiveness Training
>> Awareness through Movement
>> Healing the Inner Child
>> Awakening to Your Dreams part I and II
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>> Calling the Circle
>> Exploring Creativity Through Water Color

Crisis Referral
Outreach Opportunities-service projects
Library Resources
Spiritual Direction

1.
2.
3.
4.
5.

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What else would you like to see an campus?
Is there enough community activity?
Are there enough social opportunities?
Do you find campus life interesting?/
Stimulating? etc.

Chancellor's Council
Student Life
Reengineering outcome from:
Survey on student life: What services do students want ? New as well as current but could do better What are we doing now that is working well? Qwhat is it that supports learning at OCC beyond LRC, IIC, FA, etc?

Maybe: managing time, book club, clubs? One size does not fit all? Where do we put our resources? How much into what service?
Survey by end of April/Report by May

Coordinator of Student Life

What to Assess

Computer labs on campus

Student study areas

Student meeting areas

Public safety

College Orientation for new students

Cafeteria/food services on campus

College bookstores

College athletics

Recreational facilities

Tutoring services????????????

Would you utilize or participate in:

OCC Transfer Center

Academic department sponsored activities/services (e.g., biology club, theater productions, etc.)

Student Union – Centralized social area on campus for students to meet, study, and/or socialize before or after class.

Health services with an on site nurse/doctor

Internet access to your student records and ability to sign up for classes

Student government

Student college-wide advisory committees