

# Self-Study Appendix



OAKLAND  
COMMUNITY  
COLLEGE

REFERENCE

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LD  
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Oakland Community College  
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2900 Featherstone Road  
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# Introduction

*Appendix Intro - 1*

## **BASIC INSTITUTIONAL DATA FORMS**

*Appendix Intro - 2*

## **Personal Assessment of the College Environment (PACE)**

*Appendix Intro - 3*

## **Memo – Results of PACE Study**

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## **Key Questions of Subcommittees**

*Appendix Intro - 5*

## **Developmental Education - 1994**

**NCA  
1997**



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**Basic Institutional Data Forms**

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## Basic Institutional Data Form A

### ENROLLMENT TRENDS

---

#### DEFINITIONS

- I. **Undergraduate.** This classification includes students enrolled in:
    - A. Bachelor's degree programs.
    - B. Associate degree programs.
    - C. Programs leading to one-, two- or three-year certificates or diplomas.
    - D. Clearly numbered undergraduate courses taken without a specific credential as the goal.
  
  - II. **Graduate.** This classification includes those students who have attained bachelor's degrees or first professional degrees (in dentistry, law, medicine, theology, or veterinary medicine, etc.) and are enrolled in a master's, specialist, or doctoral degree program.
  
  - III. **Professional.** This classification includes students who have enrolled in a professional school or program which requires at least two or more academic years of previous college work for entrance and which requires a total of at least six academic years of college work for a degree; for example, students enrolled for a professional degree in one of the following fields: Dentistry (D.D.S.), Law (LL.B. or J.D.), Medicine (M.D.), Theology (M.Div.), Veterinary Medicine (D.V.M.) Chiropody or Podiatry (D.S.C. or D.P.), Chiropractic (D.C.), Optometry (O.D.) or Osteopathy (D.O.). All students in programs that require only four or five academic years of work (i.e., only four or five years beyond high school) for completion of the requirements for the degree should be reported as undergraduate. All students enrolled in work leading to a master's degree are to be reported as graduate even though the master's degree is required in some fields, such as Library Science and Social Work, for employment at the professional level.
  
  - IV. **Full-Time.** Use the measure the institution commonly uses to define full time student count. Provide that formula on the top of the page.
  
  - V. **Part-Time.** Use the measure the institution commonly uses to define part time student count. Provide that formula on the top of the page.
- IF THE INSTITUTION DOES NOT DISTINGUISH BETWEEN FULL-TIME AND PART-TIME STUDENTS, USE PAGE 4 INSTEAD OF PART 3 FOR REPORTING OF FULL-TIME EQUIVALENT STUDENT COUNT. PROVIDE THE FORMULA USED TO DETERMINE THAT COUNT.
- VI. **Other.** Students who cannot be classified by level, including students enrolled in courses that do not lead to degrees
-

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**Basic Institutional Data Form A**

**PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)**

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Oakland Community College

		Two Years Prior	One Year Prior	Current Year
<b>UNDERGRADUATE</b>		19 <u>95</u> - <u>96</u>	19 <u>96</u> - <u>97</u>	19 <u>97</u> - <u>98</u>
Freshman	Degree oriented (Definition I-A & B)	3,895	3,876	4,048
	Occupationally oriented (Definition I-C)	69	57	61
	Undeclared (Definition I-D)	1,155	1,073	1,182
Sophomore	Degree oriented (Definition I-A & B)	NA	NA	NA
	Occupationally oriented (Definition I-C)	NA	NA	NA
	Undeclared (Definition I-D)	NA	NA	NA
Junior				
Senior				
<b>TOTAL UNDERGRADUATE</b>		5,119	5,006	5,291
<b>GRADUATE</b>		NA		
Master's				
Specialist				
Doctoral				
<b>TOTAL GRADUATE</b>		NA		
<b>PROFESSIONAL (by degree)</b>		NA		
<b>TOTAL PROFESSIONAL</b>		NA		
<b>TOTAL ALL LEVELS</b>		NA		
<b>OTHER</b>		NA		



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**Basic Institutional Data Form A**

**PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)**

Opening Fall Headcount for Current Academic Year and Previous Two Years

Name of institution/campus reported: Oakland Community College

		Two Years Prior		One Year Prior		Current Year	
		19 95 - 96		19 96 - 97		19 97 - 98	
<b>UNDERGRADUATE</b>		Resident	Extension	Resident	Extension	Resident	Extension
Freshman	Degree oriented (Definition I. A & B)	19,795		18,734		18,132	
	Occupationally oriented (Definition I. C)	385		336		299	
	Undeclared (Definition I-D)	5,964		5,871		6,012	
Sophomore	Degree oriented (Definition I. A & B)	NA		NA		NA	
	Occupationally oriented (Definition I. C)	NA		NA		NA	
	Undeclared (Definition I-D)	NA		NA		NA	
Junior		NA		NA		NA	
Senior		NA		NA		NA	
<b>TOTAL UNDERGRADUATE</b>		26,144		24,941		24,443	
<b>GRADUATE</b>		NA					
Master's							
Specialist							
Doctoral							
<b>TOTAL GRADUATE</b>		NA					
<b>PROFESSIONAL (by degree)</b>		NA					
<b>TOTAL PROFESSIONAL</b>		NA					
<b>OTHER</b>		NA					
<b>TOTAL ALL LEVELS</b>		26,144		24,941		24,443	

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**Basic Institutional Data Form A**

**PART 3 - FULL-TIME EQUIVALENT ENROLLMENT**

Opening Fall FTE Enrollment for Current Year and Previous Two Years

Name of institution/campus reported: Oakland Community College

FORMULA USED BY INSTITUTION TO COMPUTE FTE: total credit hours/15.5 = FTE

	Two Years Prior 19 <u>95</u> - <u>96</u>	One Year Prior 19 <u>96</u> - <u>97</u>	Current Year 19 <u>97</u> - <u>98</u>
<b>UNDERGRADUATE</b> (See definitions I.A thru D)	187,734/15.5 = 12,111.9	180,217/15.5 = 11,626.9	179,348/15.5 = 11,571
<b>GRADUATE</b> (See definition II)	NA	NA	NA
<b>PROFESSIONAL</b> (See definition III)	NA	NA	NA
<b>UNCLASSIFIED</b> (See definition VI)* (noncredit)	4677.7/15.5 = 301.8	7802.1/15.5 = 503.4	NA
<b>TOTAL</b>			

\*Calculated based on end of session data

**Basic Institutional Data Form A**

**PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS**

(e.g., non-credit, summer session, other)

**Most Recent Sessions and Previous Two Years**

Identify types of enrollment reported: \_\_\_\_\_

	Two Years Prior 19 <u>94</u> - <u>95</u>	One Year Prior 19 <u>95</u> - <u>96</u>	Current Year 19 <u>96</u> - <u>97</u>
<b>TOTAL UNDERGRADUATE</b>			
<b>TOTAL GRADUATE</b>			
<b>TOTAL PROFESSIONAL</b>			
<b>TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS</b> (headcount) *	2,607	2,271	* 705
<b>TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS</b> (FTE)			
<b>TOTAL OTHER</b>			
<b>TOTAL</b>			



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## Basic Institutional Data Form B

### PART 1 - STUDENT ADMISSIONS

#### Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Oakland Community College

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

**FORM NOT APPLICABLE. SEE BID FORM DOCUMENTATION FOLLOWING PAGE 22**

Check if appropriate:  Open Admissions Institution

	Two Years Prior	One Year Prior	Current Year
<b>FRESHMAN</b>	19 ____ - ____	19 ____ - ____	19 ____ - ____
Number of applicants with complete credentials for admission to the freshman class			
Number of applicants accepted			
Number of freshmen applicants actually enrolled			
<b>TRANSFER</b>			
Number of applicants with complete credentials for admission with advanced standing (transfer)			
Number of advanced-standing undergraduate applicants accepted			
Number of advanced-standing undergraduate applicants actually enrolled			
<b>MASTER'S</b>			
Number of applicants with complete credentials for admission to master's programs			
Number of applicants accepted for master's programs			
Number of applicants actually enrolled in master's programs			
<b>SPECIALIST</b>			
Number of applicants with complete credentials for admission to specialist programs			
Number of applicants accepted for specialist programs			
Number of applicants actually enrolled in specialist programs			



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## Basic Institutional Data Form B - Part 1 Continued

Name of institution/campus reported: \_\_\_\_\_

<b>DOCTORAL</b>	Two Years Prior	One Year Prior	Current Year
	19 ____ - ____	19 ____ - ____	19 ____ - ____
Number of applicants with complete credentials for admission to doctoral programs			
Number of applicants accepted for doctoral programs			
Number of applicants actually enrolled in doctoral programs			

<b>PROFESSIONAL</b>	Report by degrees	Two Years Prior	One Year Prior	Current Year
		19 ____ - ____	19 ____ - ____	19 ____ - ____
Number of applicants with complete credentials for admission to professional programs				
Number of applicants accepted for professional programs				
Number of applicants actually enrolled in professional programs				

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**Basic Institutional Data Form B  
PART 2 - ABILITY MEASURES OF FRESHMEN**

Name of institution/campus reported: Oakland Community College

Specify quarter/semester reported: Fall 1997

Check if appropriate:  No scores used or routinely collected

<b>A. Class ranking of entering freshmen</b>	
Percent in top 10% of high school class	
Percent in top 25% of high school class	
Percent in top 50% of high school class	
Percent in top 75% of high school class	

<b>C. Mean ACT scores for entering freshmen</b>	
Composite	
Mathematics	
English	
Natural Sciences	
Social Studies	

<b>B. SAT scores for entering freshmen</b>		
	Verbal	Math
Class average SAT score		
Percent scoring above 500		
Percent scoring above 600		
Percent scoring above 700		

<b>D. Other tests used for admission or placement</b>	
Test name	ASSET R/W/N
Mean or composite	R=41.1; W=41.5; N=38.3
Range	

**Basic Institutional Data Form B  
PART 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS**

*(Report for last full academic year)*

<b>A. Graduate Record Examination</b> (for total Graduate School excluding professional schools)	Range	[ ] High	[ ] Low
<b>B. Miller Analogies Test</b> (for total Graduate School excluding professional schools)	Range	[ ] High	[ ] Low
<b>C. On a separate sheet, indicate other test data used for admission to professional programs.</b>			



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**Basic Institutional Data Form B**

**PART 4 - UNDERGRADUATE STUDENT FINANCIAL AID**

*(Report for last full fiscal year)*

Name of institution/campus reported: Oakland Community College

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	\$8,258,494.75	6,164
	Loans	Information not available	
	Employment	\$1,554,584.15	699
STATE	Grants and Scholarships	\$ 802,702.92	1,015
	Loans	0	0
INSTITUTIONAL	Grants and Scholarships	\$ 135,246.50	140
	Loans	\$ 4,267.74	34
	Employment	Information not available	
FROM OTHER SOURCES	Grants and Scholarships	\$ 869,036.44	1,710
	Loans	\$ 16,953.41	86
Unduplicated number of undergraduate students aided			6,340
Number of students receiving institutional athletic assistance		(\$49,933.50)	66
Percentage of institutional aid for athletic assistance			36%

**PART 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID**

*(Report for last full fiscal year)*

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Fellowships		
	Loans		
	Employment		
STATE	Grants and Fellowships		
	Loans		
INSTITUTIONAL	Grants, Fellowships, Asst.		
	Loans		
	Employment		
FROM OTHER SOURCES	Grants, Fellowships, Asst.		
	Loans		
Unduplicated number of graduate students aided			



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**Basic Institutional Data Form C**

**PART 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION**

Name of institution/campus reported: Oakland Community College

Specify quarter/semester reported: Fall 1997

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor												
Associate Professor												
Assistant Professor												
Instructor	167	130	271	18	4	4	0	0	11	109	165	14
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year												
Number of instructional staff employed in previous academic year, but not reemployed for current academic year												

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**Basic Institutional Data Form C**

**PART 1 continued - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION**

Name of institution/campus reported: Oakland Community College

Specify quarter/semester reported: Fall 1997

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor						
Associate Professor						
Assistant Professor						
Instructor	3	7	13	216	4	54
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

**PART 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY**

	MEAN	RANGE	
		High	Low
Professor			
Associate Professor			
Assistant Professor			
Instructor	58,000	70,020	35,000
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank			

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## Basic Institutional Data Form C

### PART 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Oakland Community College

Specify quarter/semester reported: Fall 1997

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor												
Associate Professor												
Assistant Professor												
Instructor	319	335	581	22		8	1	42	96	336	188	34
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year												
Number of instructional staff employed in previous academic year, but not reemployed for current academic year												



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## Basic Institutional Data Form C

### PART 3 continued - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Oakland Community College

Specify quarter/semester reported: Fall 1997

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor						
Associate Professor						
Assistant Professor						
Instructor	38	10	33	495		78
Teaching Assists. & other teaching pers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

### PART 4 - SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor			
Assoc. Professor			
Assist. Professor			
Instructor	* 175	* 241	* 132
Teaching Assists. & other teaching pers.			
Research staff and Research Assists.			
Undesignated rank			

\* Per Instructional Credit Hour

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**Basic Institutional Data Form D**

**LIBRARY / LEARNING RESOURCE CENTER**

*Report for current year and previous two years • Estimate if necessary (identify estimates)*

**Name of institution/site reported:** Oakland Community College

Check here if you have specialized libraries not included in this data. If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	19 <u>94</u> - <u>95</u>	19 <u>95</u> - <u>96</u>	19 <u>96</u> - <u>97</u>
<b>A. USE AND SERVICE</b>			
Total use of the collection (number of books or other materials circulated annually)	63126	59273	56888
Total circulation to students	43444	38507	31644
Per capita student use (circulation to students divided by number of enrolled students)	1.30	1.2	1.03
Total circulation to faculty	2035	2422	1714
Per capita faculty use (circulation to faculty divided by number of FTE faculty)	2.9	3.3	2.4
<b>Total circulation to Resident Users</b>	2887	5232	3814
Number of items borrowed from other libraries via interlibrary loan	5993	6061	4345
Number of items lent to other libraries via interlibrary loan	4554	4606	3258
Hours open per week	316	344	344
On-line electronic database searches (usually mediated by library staff)	NA	NA	NA
<b>Total Library staff presentations to groups/classes</b>			
Tours and one-time presentations	348	373	385
Hands-on instruction for using electronic databases	NA	NA	NA
Hands-on instruction for Internet searching	NA	NA	NA
Semester-length bibliographical instruction	0	0	0
<b>B. COLLECTIONS</b>			
Total number of different titles in collection	131560	137627	142295
Books and other printed materials	123666	129369	134568
Print serials/periodicals	4285	4486	4547
Electronic serials/periodicals	0	0	0
Other electronic materials (except serials/periodicals)	NA	NA	NA
Microforms -included in serials			



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**Basic Institutional Data Form D**

**LIBRARY / LEARNING RESOURCE CENTER (continued)**

Name of institution/campus reported: Oakland Community College

<b>B. COLLECTIONS (Continued)</b>	<b>Two Years Prior 19 <u>94</u> - <u>95</u></b>	<b>One Year Prior 19 <u>95</u> - <u>96</u></b>	<b>Current Year 19 <u>96</u> - <u>97</u></b>
Non-print materials (e.g. films, tapes, CDs)	2978	2915	3130
Government documents not reported elsewhere OR*	61539	62107	64421
Computer software	28	30	34
Number of subscribed/purchased electronic on-line databases Indexes, Period, Ref	10	10	24
Number of CD-ROM databases available for searches by students Nwsp, Period	8	9	6
Number of subscriptions to scholarly journals	NA	NA	NA
<b>C. STAFF (1 FTE Staff=35-40 hours per week)</b>			
Number of FTE professional staff	13.4	15.3	14.7
Number of FTE non-professional staff	19.75	19.25	19.75
Number of FTE student staff	5.93	5.75	5.2
Number of other FTE staff (please explain on back) AV	2	2	2
<b>D. FACILITIES</b>			
Seating ratio (number of seats divided by student headcount enrollment)	NA	NA	NA
Number of publicly accessible computers OPAC/INET	27/2	27/27	26/67
Estimated linear shelving space remaining for expansion	NA	NA	4839
Estimated linear feet of materials stored off-site	0	0	0
<b>E. EXPENDITURES</b>			
<b>For staff (exclude fringe benefits):</b>			
Total professional staff salaries	821,000	800,000	901,000
Total non-professional staff salaries			
Total student staff salaries not inc WS	8782	5364	13849
<b>For collection</b>			
Books /other printed materials	80908	168448	158585
Print serials/periodicals	124585	146398	155732
Microforms	42626	47093	44517
Non-print materials (e.g., films, tapes, CDs)		6860	
Government documents not reported elsewhere *	1548	1356	2100
Computer software	4344	8178	3591



**North Central Association of Colleges and Schools  
Commission on Institutions of Higher Education**

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

(800) 621-7440; (312) 263-0456; Fax: (312) 263-7462

**Basic Institutional Data Form D**

**LIBRARY / LEARNING RESOURCE CENTER (continued)**

Name of institution/campus reported: Oakland Community College

E. EXPENDITURES (Continued)	Two Years Prior	One Year Prior	Current Year
	19 <u>94</u> - <u>95</u>	19 <u>95</u> - <u>96</u>	19 <u>96</u> - <u>97</u>
Access WWW database	\$ 0	\$ 0	\$71787
Interlibrary loan	1300	1250	1400
On-line database searches	11780	11383	12027
Network membership - DALNET	92462	96075	100312
Binding, preservation, and restoration	5028	8300	8200
Production of materials (on- or off-site)	NA	NA	NA
Other equipment and furniture purchase/replacement	23818	611036	440824
Other operating expenses (excluding capital outlay)	37147	59714	49314
<b>Total library expenses</b>	<b>1,255,328</b>	<b>1,971,455</b>	<b>1,963,238</b>

F. OTHER	YES	NO
<b>Output measures:</b>		
Does the library attempt to measure/record patron visits to the library?	x	
Does the library attempt to measure/record reference questions answered?	x	
Does the library attempt to measure/record user satisfaction?	x	
Does the library attempt to measure/record in-library use of other resources?	x	
<b>Agreements and policies:</b>		
Are there formal, written agreements to share library resources with other institutions?	x	
Are there formal, written consortial agreements for statewide or regional use of library materials?	x	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	x	

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## Basic Institutional Data Form E INSTITUTIONAL COMPUTING RESOURCES

Report for Current Academic Year

Name of the institution/campus reported: Oakland Community College

WorldWideWeb (WWW) URL address: http://www.occ.cc.mi.us

**A. ORGANIZATION, PLANNING, and POLICIES**  
(Please attach an organizational chart. Include names)

- Designated administrator(s) for institutional computing?
- Designated administrator(s) for Administrative computing?
- Designated administrator(s) for Academic computing?
- Centralized computing services?
- Formal, written, and approved technology plan?
- Technology plan linked to institutional mission and purposes?
- Computing resources included in institutional strategic plan?
- Policies on the purchase, replacement, and repair of hardware?
- Policies on the purchase and updating of software?
- Institutional computing responsible/ethical use policy?
- Institutional policies that include institutional computer issues?
- Institutional policies that include administrative computing issues?
- Institutional policies that include academic computing issues?

YES	NO
X	
X	
	X
X	
X	
X	
X	
X	
	X
X	
X	
X	
X	

**B. FACILITIES**

- Institutional network backbone?
- Computer labs networked?
- Classrooms functionally networked?
- Multi-media computers in labs?
- Administrative offices networked?
- Academic offices networked?
- Residence halls wired?

YES	NO
X	
X	
	X
X	
X	
	X
NA	

Number of non-networked computer labs 8

Total number of stations 300

Number of networked labs 10

Total number of stations 500

Type of access?

- Wired through network
- Wired ports
- Remote dial-up access limited
- Personal computers
- Internet
- Slip/ppp connection to WWW limited



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## Basic Institutional Data Form E - Continued

### C. FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)

	Access Available To					Via		
	Students	Faculty	Staff	Administrators	Public	Direct Access	Remote Access Modem	WWW
College Activity Calendar	X	X	X	X	X	X		X
College Catalog								
Class Schedule								
Financial Aid								
On-line registration	X					Touch*Tone		
Student Academic Record			X	X				

E-mail: Intra-institution?  Yes  No      Inter-institution?  Yes  No

### D. FUNCTIONS: ACADEMIC

- Computers in all full-time faculty offices?
- Computers in full-time faculty offices networked?
- All part-time faculty have access to computers?
- All divisional / departmental offices networked?
- All students required to have computers?
- Internet access available from all faculty offices
- Library access available from all faculty offices?
  - If YES, is access available to the institution's library(ies)?
  - the state-wide or region-wide library system?
  - other libraries?
- Library access available from all classrooms?
- Computers integrated into instruction?
- Off-campus access?
  - If YES, is off-campus access available by the institutional network?
  - the academic network?
  - the Internet?
  - If NO, plans to provide off-campus access within three years?
- Courses on Internet?
- Interactive courses in real-time (i.e., 2-way video and voice?)

	YES	NO
	X	
		X
		X
	X	
		X
		X
		X
	X	
some limited	X	
	X	
	X	
	2	
		X

E-mail:

Intra-institution?  Yes  No

Inter-institution?  Yes  No

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**Basic Institutional Data Form E - Continued**

**E. SUPPORT and TRAINING**

Number of FTE technical staff? 25      Number of programmers: 6  
 Number of FTE training staff? 0      Integrated with Human Resources unit (Y/N) N  
 Name and Title of the designated educational specialist? \_\_\_\_\_

**F. FINANCES/BUDGET for COMPUTING (Current Fiscal Year)**

Total Annual Academic Outlay, Operating Funds:	_____
	\$2,500,000.00
Total Annual Administrative Outlay, Operating Funds:	_____
Capital funds available: Academic	\$2,000,000.00
Capital funds available: Administrative	\$5,000,000.00
Amount of grants/restricted purpose funds available:	\$ 650,000.00
Technology fee assessed? (Y/N)	Y
If YES, amount per academic year?	\$10.00 per registration

**G. EVALUATION**

Formal system of evaluation by students of academic computing?  
 Formal system of evaluation by students of administrative computing?  
 Formal system of evaluation by faculty of academic computing?  
 Formal system of evaluation by faculty of administrative computing?  
 Systems of evaluation linked to plan to evaluate overall  
     institutional effectiveness?  
 Results of evaluation linked to institutional planning and  
     budgeting processes?

YES	NO
	X
	X
	X
	X
	X
	X



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**Basic Institutional Data Form F**

**CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS**

**Previous Three Years**

**Name of institution/campus reported:** Oakland Community College

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be copied if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		19__ - __	19__ - __	19__ - __
E.g., Bachelor of Arts	History	35	31	37
* See pages following page 22. These attached forms document degrees and certificates awarded by curriculum and curriculum cluster for academic years 1991-92 through 1995-96.				

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## Basic Institutional Data Form G

### INTERCOLLEGIATE ATHLETICS

Name of institution/campus reported: Oakland Community College

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership and the level of membership:  
National Junior College Athletic Association (NJCAA) & Michigan Community College Athletic Association (MCCAA)

NAME OF SPORT	FOR MOST RECENT ACADEMIC YEAR										OPERATING BUDGET FOR INTERCOLLEGIATE ATHLETIC PROGRAMS (last current year last)		
	# OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS		NUMBER OF ATHLETIC SCHOLARSHIPS		MEAN AMOUNT OF SCHOLARSHIP		NUMBER OF SCHOLARSHIP STUDENTS COMPLETING DEGREE		NUMBER OF STAFF (Use FTE)		1995-96	1996-97	1997-98
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
Basketball	18		10		992.		3		3		12265.	12265.	11900.
Basketball		10		11		690.		2		3	11000.	11000.	10700.
Cross *Country	7		5		500.				1		7300.	7300.	7100.
*Golf	8		5		414		0		1		4600.	4600.	4450.
Softball		13		9		1252.		0		3	10000.	10000.	10000.
Tennis		6		4		503.		2		1	3500.	3500.	3000.
Volleyball		10		10		805.		1		3	9100.	9100.	9100.

\* Golf team were all freshmen. Women's Cross Country team had 6 freshmen. Numerous athletes with good academic records transfer to four-year schools before completing an Associates Degree.



## BID Form Documentation

### Page 4:

As a two-year institution, OCC does not differentiate between freshman and sophomores. All full time students are counted under the "freshman" category. "Degree oriented" students are those enrolled in programs leading to an associate degree; "occupationally oriented" students are those enrolled in certificate programs. "Full-time" students are those enrolled in 12 or more credit hours. Data source: Fall One-tenth Day File.

### Page 5:

As a two-year institution, OCC does not differentiate between freshman and sophomores. All full-time students are included under the freshman category. "Degree oriented" students are those enrolled in programs leading to an associate degree; "occupationally oriented" students are those enrolled in certificate programs. "Part-time" students are those enrolled in 11 or fewer credit hours. Data source: Fall One-tenth Day File.

### Page 6, part 3:

OCC computes FTE by dividing total credit hours by 15.5. All enrollments in credit courses are included in the undergraduate category; all noncredit enrollments are included in the unclassified category. Data source: Official Enrollment Report.

### Page 6, part 4:

Noncredit headcounts are included under the total noncredit continuing education enrollments category. OCC does not offer noncredit remedial and developmental courses. Data source: Official Enrollment Report.

### Page 7:

As an open admissions institution, OCC retains students in an applicant file until they register for classes, when their records are moved to the student information system. Applicants who do not register for classes within three years are purged from the system. Since the content of the applicant file changes constantly as new applications are processed and students register for classes, and since the file is not backed up each term, it is not possible for the college to determine the number of new applicants for past terms.

### Page 9:

OCC uses ACT's ASSET test for placement purposes, although not all students take the test. The mean is based upon the scores of first-time students in the Fall 1996 term who took the test. Source: Fall 1996 One-tenth Day File.

Faculty FTE (Full-Time Equivalent)  
 Reported on AOS 4, 1994-95 thru 1996-97

Prepared By	Initials	Date
Approved By		

	1	2	3	4
	1994-95	1995-96	1996-97	
1 Instruction:				
2 Fulltime faculty	252.20	240.26	251.70	
3 Adjunct faculty	251.50	271.50	251.10	
4 Overload	136.40	150.90	147.49	
5				
6 Total Instruction	640.1	662.66	649.79	
7				
8 Librarians *	19.80	27.00	26.85	
9				
10 Counseling faculty *	48.40	46.60	50.89	
11				
12				
13 Total faculty FTE	708.30	736.26	727.53	
14				
15				
16				
17 + Including overload and adjunct				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31 Office of Budget & Financial Planning				
32				
33 11-20-97 BK				
34				
35				
36				
37				
38				
39				
40				

FEB 4804 4 COL. - 8804 4 COL.



NAME: ACSXX45.WK1  
 LENGTH: A1..J41

MICHIGAN DEPARTMENT OF  
 OFFICE OF HIGHER EDUCAT

COLLEGE NAME: Oakland Community College  
 COLLEGE CODE: 23  
 CONTACT PERSON: Elizabeth Kendall  
 TELEPHONE: 810 540-1572  
 FAX: 810 258-4407

1994-95 GENERAL FUND PE  
 ACTIVITY MEASURES: FULL-  
 EQUATED POSITIONS (ACS 4

ACS COD	INSTRUCTIONAL SUB-ACTIVITY	Full-Time Faculty	Part-Time Faculty	Overload Faculty	Instructio Assistant	Contractual Instruction	Sabbatical Leave	TOTAL
1.1	General	139.07	114.74	74.15	8.71	0.00	5.00	341.67
1.2	Business/Public Serv.	45.77	39.11	31.54	13.53	0.00	2.00	131.95
1.3	Trade/Indust./Tech.	16.58	14.73	6.57	7.96	0.00	0.00	45.84
1.4	Health Occupations	19.70	58.51	8.56	1.00	0.00	1.00	88.77
1.5	Devel./Prep.	29.71	23.27	14.85	7.56	0.00	0.00	75.39
1.6	Human Development	1.37	1.14	0.73	0.09	0.00	0.00	3.33
1.0	SUBTOTAL	252.20	251.50	136.40	38.85	0.00	8.00	686.95

ACS COD	ACTIVITY	Exec./Ad & Manag	Counselors & Libraria	Technical Professio	Office/ Paraprof.	Office/ Clerical	Trade/ Service	Sabbatical Leave	TOTAL
3.0	Public Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
4.0	Instructional Support	24.08	19.80	15.85	0.70	85.20	0.00	145.63	
5.0	Student Services	3.25	48.40	25.01	0.00	45.50	0.00	122.16	
6.0	Institutional Admin.	14.58	0.00	24.15	0.30	40.20	7.00	86.23	
7.0	Physical Plant	0.50	0.00	5.00	15.00	2.00	98.80	121.30	
9.0	Independent Oper.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	SUBTOTAL	42.41	68.20	70.01	16.00	172.90	105.80	0.00	475.32
	COLLEGE TOTAL							8.00	1162.27



NAME: ACSXX46.WK3  
 LENGTH: A1..J41

MICHIGAN DEPARTMENT OF EDUCATION  
 OFFICE OF HIGHER EDUCATION MA

COLLEGE NAME: OAKLAND COMMUNITY COLLEGE  
 COLLEGE CODE: 23  
 CONTACT PERSON: ELIZABETH KENDALL  
 TELEPHONE: 810 540-1572  
 FAX: 810 258-4407

1995-96 GENERAL FUND PERSONNEL  
 ACTIVITY MEASURES: FULL-TIME  
 EQUATED POSITIONS (ACS 4)

ACS COD	INSTRUCTIONAL SUB-ACTIVITY	Full-Time Faculty	Part-Time Faculty	Overload Faculty	Instructional Assistant	Contractual Instruction		Sabbatical Leave	TOTAL
1.1	General	125.53	111.16	79.01	7.31	0.00		0.00	323.01
1.2	Business/Public Serv.	51.73	42.98	35.62	12.93	0.00		0.00	143.26
1.3	Trade/Indust./Tech.	13.59	16.02	6.76	9.95	0.00		1.00	47.32
1.4	Health Occupations	21.15	90.68	10.57	2.49	0.00		0.00	124.89
1.5	Devel./Prep.	26.76	10.17	17.97	4.24	0.00		0.00	59.14
1.6	Human Development	1.50	0.49	0.97	0.08	0.00		0.00	3.04
1.0	SUBTOTAL	240.26	271.50	150.90	37.00	0.00		1.00	700.66

ACS COD	ACTIVITY	Exec./Admin & Manageria	Counselors & Librarians	Professionals	Technical/ Paraprof.	Office/ Clerical	Trade/ Service	Sabbatical Leave	TOTAL
3.0	Public Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4.0	Instructional Support	16.00	27.00	13.52	15.00	74.00	0.00	1.00	146.52
5.0	Student Services	2.25	46.60	23.00	0.00	42.00	0.00	0.00	113.85
6.0	Institutional Admin.	16.80	0.00	37.00	1.00	36.50	8.00	0.00	99.30
7.0	Physical Plant	1.00	0.00	4.00	1.00	2.00	106.00	0.00	114.00
9.0	Independent Oper.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	SUBTOTAL	36.05	73.60	77.52	17.00	154.50	114.00	1.00	473.67

COLLEGE TOTAL ||||| 2.00 1174.33

NAME: ACSXX47.WK1  
 LENGTH: A1..J41

MICHIGAN DEPARTMENT OF EDUCATION  
 COMMUNITY COLLEGE SERVICES UNIT

COLLEGE NAME: Oakland Community College  
 COLLEGE CODE: 23  
 CONTACT PERSON: Elizabeth Kendall  
 TELEPHONE: 248 540-1572  
 FAX: 248 258-4407

1996-97 GENERAL FUND PERSONNEL  
 ACTIVITY MEASURES: FULL-TIME  
 EQUATED POSITIONS (ACS 4)

ACS COD	INSTRUCTIONAL SUB-ACTIVITY	Full-Time Faculty	Part-Time Faculty	Overload Faculty	Instructional Assistant	Contractual Instruction		Sabbatical Leave	TOTAL
1.1	General	130.87	102.43	74.64	8.56	0.00		1.00	317.50
1.2	Business/Public Serv.	52.72	41.68	34.82	11.54	0.00		1.00	141.76
1.3	Trade/Indust./Tech.	13.59	17.23	5.39	9.45	0.00		0.00	45.66
1.4	Health Occupations	26.08	79.34	15.85	6.21	0.00		1.00	128.48
1.5	Devel./Prep.	26.38	9.92	15.91	3.79	0.00		0.00	56.00
1.6	Human Development	1.56	0.50	0.88	0.05	0.00		0.00	2.99
1.0	SUBTOTAL	251.20	251.10	147.49	39.60	0.00		3.00	692.39

ACS COD	ACTIVITY	Exec./Admin & Manageria	Counselors & Librarians	Professionals	Technical/ Paraprof.	Office/ Clerical	Trade/ Service	Sabbatical Leave	TOTAL
3.0	Public Service	1.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00
4.0	Instructional Support	19.00	26.85	11.62	13.00	74.50	0.00	1.00	145.97
5.0	Student Services	4.25	50.89	26.00	0.00	47.50	0.00	0.00	128.64
6.0	Institutional Admin.	16.75	0.00	34.00	1.00	38.50	6.00	1.00	97.25
7.0	Physical Plant	1.00	0.00	4.00	1.00	2.00	115.00	0.00	123.00
9.0	Independent Oper.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	SUBTOTAL	42.00	77.74	75.62	15.00	162.50	121.00	2.00	495.86
	COLLEGE TOTAL							5.00	1188.25

**Basic Institutional Data Form F**  
**Degrees Awarded by Curriculum and Curriculum Cluster**  
**(Academic Year 1991-92 through 1995-96)**

Degree	Curriculum Cluster	Curric	1991-92		1992-93		1993-94		1994-95		1995-96	
			Grads	Percent	Grads	Percent	Grads	Percent	Grads	Percent	Grads	Percent
<b>ALLIED HEALTH</b>												
AAS	Dental Hygiene	MMB	28	9.3	29	8.6	26	8.3	26	7.8	28	8.0
AAS	Diagno. Med Sonography	DJW	12	4.0	15	4.4	20	6.4	16	4.8	14	4.0
AAS	Emergency Med Technology	EME	2	0.7	1	0.3	3	1.0	4	1.2	12	3.4
AAS	Exercise Science	EXR	6	2.0	10	2.9	7	2.2	8	2.4	6	1.7
AAS	Health Care Administration	HEA	6	2.0	7	2.1	3	1.0	11	3.3	6	1.7
AAS	Histology Technician	HST	--	--	--	--	0	0.0	0	0.0	0	0.0
AAS	Hospital Pharmacy Technology	MVW	0	0.0	1	0.3	2	0.6	1	0.3	0	0.0
AAS	Medical Assisting	MDA	7	2.3	11	3.2	4	1.3	4	1.2	8	2.3
AAS	Medical Lab Technology	LGS	6	2.0	0	0.0	0	0.0	0	0.0	0	0.0
AAS	Medical Records Transcription	MDR	7	2.3	4	1.2	6	1.9	12	3.6	11	3.2
AAS	Medical Secretarial	MDS	0	0.0	0	0.0	--	--	--	--	--	--
AAS	Mental Health/Social Work	MBC	103	34.3	91	26.8	79	25.2	81	24.4	61	17.5
AAS	Noninvasive Cardiovascular Tech.	CVT	0	0.0	7	2.1	13	4.1	13	3.9	0	0.0
AAS	Nuclear Medicine Technology	NUC	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
AAS	Nursing	IJL	107	35.7	148	43.7	125	39.8	132	39.8	164	47.1
AAS	Practical Nurse Education	PRA	--	--	--	--	--	--	--	--	2	0.6
AAS	Radiologic Technology	LGK	5	1.7	9	2.7	0	0.0	9	2.7	14	4.0
AAS	Radiation Therapy Tech.	RTT	--	--	--	--	10	3.2	0	0.0	0	0.0
AAS	Respiratory Therapy	TLW	11	3.7	6	1.8	16	5.1	15	4.5	21	6.0
Subtotal - Allied Health			300	13.7	339	16.0	314	14.9	332	17.1	348	18.9
<b>AUTOMOTIVE TECHNOLOGIES</b>												
AAS	Automotive Tech Engineering	AUT	1	0.9	3	2.5	3	2.6	4	6.0	2	3.4
AAS	Automotive Tech Retailing	ARE	0	0.0	3	2.5	1	0.9	0	0.0	0	0.0
AAS	Auto Operations	AUO	0	0.0	1	0.8	0	0.0	0	0.0	0	0.0
AAS	Automobile Servicing	ASR	4	3.7	3	2.5	5	4.3	2	3.0	1	1.7
AAS	Automotive Body Design Op./CAD	CAB	15	14.0	17	14.2	31	26.7	20	29.9	22	37.3
AAS	Computer Aided Design and Drafting	CAD	0	0.0	4	3.3	0	0.0	4	6.0	4	6.8
AAS	Machine Tool Option/CAD	CAM	8	7.5	2	1.7	6	5.2	5	7.5	7	11.9
AAS	Plastics/Composite Option/CAD	CAP	0	0.0	5	4.2	0	0.0	--	--	0	0.0
AAS	Computer Integr. Mfg. (CIM)-Design	CID	1	0.9	0	0.0	0	0.0	0	0.0	0	0.0
AAS	CIM-Numerical Control	CIN	1	0.9	1	0.8	0	0.0	0	0.0	0	0.0
AAS	CIM-Plant Facilities Management.	CIP	0	0.0	1	0.8	0	0.0	1	1.5	0	0.0
AAS	CIM-Robotics	CIR	--	--	--	--	0	0.0	0	0.0	0	0.0
AAS	Diesel/Heavy Equipment	DIE	1	0.9	0	0.0	--	--	--	--	0	0.0
AAS	Drafting & Design Tech-Auto Body.	DDT	--	--	--	--	4	3.4	2	3.0	3	5.1
AAS	Electric. Trades Electromech.	ELT	1	0.9	3	2.5	--	--	1	1	0	0
AAS	Electric. Trades Industrial Electr.	ELI	3	2.8	1	0.8	--	--	--	--	0	0
AAS	Fluid Power Technology	FLU	0	0.0	0	0.0	2	1.7	0	0.0	0	0.0
AAS	Industrial Supervision, Mgmt.	INS	0	0.0	0	0.0	--	--	--	--	--	--



**Basic Institutional Data Form F**  
**Degrees Awarded by Curriculum and Curriculum Cluster**  
**(Academic Year 1991-92 through 1995-96)**

Degree	Curriculum Cluster	Curric	1991-92		1992-93		1993-94		1994-95		1995-96	
			Grads	Percent	Grads	Percent	Grads	Percent	Grads	Percent	Grads	Percent
AAS	Industrial Technology	IDT	29	27.1	41	34.2	28	24.1	0	0.0	1	1.7
AAS	Industrial Tech-Skilled Trades	ITG	13	12.1	0	0.0	0	0.0	0	0.0	0	0.0
AAS	Machine Tool Technology	MAC	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
AAS	Machine Tool-Numerical Control	NUM	1	0.9	2	1.7	0	0.0	0	0.0	0	0.0
AAS	Manufacturing Technology	MFG	13	12.1	8	6.7	19	16.4	16	23.9	7	11.9
AAS	Mechanical Design Technology	MEC	1	0.9	5	4.2	4	3.4	0	0.0	0	0.0
AAS	Mechanical Production Tech	MPT	0	0.0	0	0.0	1	0.9	--	--	--	--
AAS	Quality Assurance Technology	QAT	2	1.9	3	2.5	3	2.6	2	3.0	5	8.5
AAS	Robotics Tech-Automated Systems	ROB	1	0.9	7	5.8	3	2.6	5	7.5	3	5.1
AAS	Robotics Tech-Electromech.	RBE	6	5.6	5	4.2	2	1.7	0	0.0	0	0.0
AAS	Robotics Tech-Hydrromech.	RBH	3	2.8	0	0.0	--	--	1	1	0	0
AAS	Technical/MGT Devp-Adv Design	TMA	--	--	--	--	0	0.0	0	0.0	0	0.0 *
AAS	Technical/MGT Devp-Advanced Mfg	TMM	--	--	--	--	0	0.0	0	0.0	0	0.0
AAS	Technical/MGT Devp-Tool & Die Design	TMT	--	--	--	--	0	0.0	0	0.0	0	0.0
AAS	Technical/MGT Devp-Tool & Die Prod	TMP	--	--	--	--	0	0.0	0	0.0	0	0.0
AAS	Vehicle Body	VEH	3	2.8	5	4.2	3	2.6	3	4.5	4	6.8
AAS	Welding/Fabrication Technology	WEL	0	0.0	0	0.0	1	0.9	1	1.5	0	0.0
Subtotal - Automotive Technologies			107	4.9	120	5.7	116	5.5	67	3.4	59	3.2
<b>BUSINESS</b>												
AAS	Accounting	ACC	80	12.8	76	16.0	74	15.3	48	10.8	46	11.4
AAS	Assessment Administration	ASA	0	0.0	1	0.2	--	--	--	--	--	--
ABA	Business Administration	BUS	400	63.9	297	62.4	295	61.0	281	63.4	241	60.0
AAS	Business Information Systems	BIS	2	0.3	0	0.0	9	1.9	10	2.3	22	5.5
AAS	Computer Info Systems	CIS	8	1.3	12	2.5	15	3.1	26	5.9	17	4.2
AAS	Conference & Court Reporting	COU	1	0.2	0	0.0	1	0.2	0	0.0	0	0.0
AAS	Data Process Bus. Programming	DAT	21	3.4	5	1.1	7	1.4	3	0.7	2	0.5
AAS	Data Process Computer Science	DPC	4	0.6	3	0.6	--	--	1	0	1	0.2
AAS	Data Process Systems Analysis	DPS	13	2.1	7	1.5	3	0.6	2	0.5	0	0.0
AAS	Executive Secretarial	EXE	4	0.6	2	0.4	--	--	1	0.2	1	0.2
AAS	Legal Assisting	LGL	35	5.6	31	6.5	41	8.5	39	8.8	42	10.4
AAS	Legal Secretarial	LEG	1	0.2	0	0.0	0	0.0	1	0.2	0	0.0
AAS	Mgmt Dev-Business Management	MAN	22	3.5	15	3.2	13	2.7	7	1.6	19	4.7
AAS	Mgmt Dev-Retail Fashion/Buying	RFB	3	0.5	2	0.4	1	0.2	3	0.7	1	0.2
AAS	Mgmt Dev-Retail Management	RET	2	0.3	4	0.8	3	0.6	3	0.7	2	0.5
AAS	Mgmt Dev-Office Administration	OAD	4	0.6	8	1.7	3	0.6	12	2.7	1	0.2
AAS	Mgmt Dev-Small Business	SBM	--	--	--	--	0	0.0	0	0.0	0	0.0
AAS	Office Information Systems	OIS	22	3.5	12	2.5	12	2.5	3	0.7	4	1.0
AAS	Office Assistant	OFF	--	--	--	--	0	0.0	0	0.0	0	0.0
ALA	Pre-International Commerce	INT	2	0.3	1	0.2	6	1.2	3	0.7	3	0.7
AAS	Real Estate	REA	--	--	--	--	0	0.0	0	0.0	0	0.0

**Basic Institutional Data Form F**  
**Degrees Awarded by Curriculum and Curriculum Cluster**  
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Degree	Curriculum Cluster	Curric	1991-92		1992-93		1993-94		1994-95		1995-96	
			Grads	Percent	Grads	Percent	Grads	Percent	Grads	Percent	Grads	Percent
AAS	Word Processing/Text Editing	WOR	2	0.3	0	0.0	1	0.2	--	--	0	0.0
	Subtotal - Business		626	28.6	476	22.4	484	22.9	443	22.8	402	21.8
COMMERCIAL AND FINE ART												
AAS	Audio-Visual Technology	AUD	1	4.3	0	0.0	--	--	--	--	0	0.0
AAS	Audiovisual Tech Photography	PHO	6	26.1	13	40.6	9	32.1	8	33.3	8	25.8
AAS	CAT-Television Field Production	TVP	1	4.3	0	0.0	2	7.1	2	8.3	1	3.2
AAS	Ceramic Technology	CER	0	0.0	0	0.0	0	0.0	0	0.0	1	3.2
AAS	Computer Based Photo Tech.	CPH	0	0.0	0	0.0	0	0.0	--	--	--	--
AAS	Graphics & Comm Art-Adv. Design	GRA	6	26.1	14	43.8	0	0.0	6	25.0	12	38.7
AAS	Graphics & Comm Art-Illustration	ILL	3	13.0	0	0.0	10	35.7	4	16.7	7	22.6
ALA	Liberal Art-Fine Arts (Visual)	FIN	4	17.4	5	15.6	7	25.0	4	16.7	2	6.5
AAS	Publication Technology	PUB	2	8.7	0	0.0	--	--	--	--	--	--
	Subtotal - Commercial & Fine Art		23	1.1	32	1.5	28	1.3	24	1.2	31	1.7
HUMANITIES AND LANGUAGE												
AAS	Communication Arts & Technology	CAT	14	100.0	12	100.0	6	100.0	8	0.4	6	100.0
	Subtotal - Humanities & Language		14	0.6	12	0.6	6	0.3	8	0.4	6	0.3
MATH AND SCIENCE												
ASC	Science	ASC	55	100.0	46	100.0	40	100.0	49	100.0	44	100.0
	Subtotal - Math & Science		55	2.5	46	2.2	40	1.9	49	2.5	44	2.4
NON-AUTOMOTIVE TECHNOLOGIES												
AAS	Alternate Energy Technology	ALT	0	0.0	0	0.0	1	1.2	--	--	--	--
AAS	Alternate Energy - Management	ALM	0	0.0	1	1.3	--	--	--	--	--	--
AAS	Alternate Energy - Special	ALS	2	3.1	2	2.5	2	2.4	1	2.3	0	0.0
AAS	Alternate Energy-System Design	ALD	0	0.0	0	0.0	1	1.2	--	--	--	--
AAS	Architecture	ACH	--	--	--	--	--	--	1	2.3	1	2.0
AAS	Architectural Engineering	ARC	0	0.0	2	2.5	3	3.6	1	2.3	1	2.0
AAS	Aviation Flight Technology	AVF	12	18.5	6	7.5	6	7.1	3	7.0	3	6.1
AAS	Aviation Management Option	AVM	2	3.1	6	7.5	3	3.6	0	0.0	3	6.1
AAS	Climate Control Systems	CLS	--	--	--	--	--	--	2	4.7	2	4.1
AAS	Climate Control Technology	CLI	7	10.8	10	12.5	3	3.6	0	0.0	0	0.0
AAS	Electronic Computer Micro. Tech	ECM	5	7.7	7	8.8	12	14.3	--	--	--	--
AAS	Electrical Trades Technology	ELH	0	0.0	7	8.8	4	4.8	3	7.0	1	2.0
AAS	Environmental Sys Tech-Special	TER	--	--	--	--	0	0.0	0	0.0	1	2.0
AAS	Environmental Sys Tech-Advanced	HVA	--	--	--	--	0	0.0	1	2.3	1	2.0
AAS	Environmental Sys Tech-Facilities	HVF	--	--	--	--	0	0.0	2	4.7	2	4.1
AAS	Environmental Sys Tech-Heat, Vent.	HVT	--	--	--	--	0	0.0	0	0.0	6	12.2
AAS	Electronics Technology	ELE	15	23.1	15	18.8	13	15.5	9	20.9	0	0.0

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Degree	Curriculum Cluster	Curric	1991-92		1992-93		1993-94		1994-95		1995-96	
			Grads	Percent	Grads	Percent	Grads	Percent	Grads	Percent	Grads	Percent
AAS	Landscape Technology	LAN	4	6.2	9	11.3	14	16.7	7	16.3	9	18.4
AAS	Microprocessor Technology	MTY	--	--	--	--	--	--	4	9.3	8	16.3
AAS	Microprocessor Utilization/Repair	MUR	2	3.1	4	5.0	2	2.4	1	2.3	0	0.0
AAS	Plastics/Composites/CAD	CAP	--	--	--	--	5	6.0	--	--	--	--
AAS	Plastics Tech.	PLA	--	--	--	--	0	0.0	0	0.0	0	0.0
ASC	Pre-Engineering	ENG	16	24.6	11	13.8	13	15.5	8	18.6	9	18.4
AAS	Small Computer System	DAS	--	--	--	--	2	2.4	--	--	2	4.1
Subtotal - Non-Automotive Tech.			65	3.0	80	3.8	84	4.0	43	2.2	49	2.7
AAS	Corrections Officer	COR										
AAS	Cosmetology-MGT	COP	7	4.8	2	1.2	3	1.7	8	4.8	2	1.1
AAS	Cosmetology	COS	2	1.4	15	8.9	7	3.9	2	1.2	3	1.7
AAS	Criminal Justice/Security	CRJ	--	--	--	--	0	0.0	1	0.6	2	1.1
AAS	Culinary Arts	CUL	20	13.8	20	11.9	36	20.0	29	17.4	31	17.8
AAS	Early Childhood Development	MAL	14	9.7	20	11.9	15	8.3	18	10.8	24	13.8
AAS	Fire Fighter Tech.	FFT	44	30.3	43	25.6	37	20.6	51	30.5	41	23.6
AAS	Fire Science	FIR	--	--	--	--	0	0.0	6	3.6	12	6.9
AAS	Food Service Management	FOO	0	0.0	5	3.0	13	7.2	--	--	--	--
AAS	Gerontology	GER	2	1.4	1	0.6	9	5.0	6	3.6	6	3.4
AAS	Hotel, Motel Management	HOT	2	1.4	7	4.2	10	5.6	0	0.0	9	5.2
AAS	Industrial Security	ISC	7	4.8	7	4.2	5	2.8	6	3.6	4	2.3
AAS	Law Enforcement	LAW	1	0.7	0	0.0	0	0.0	0	0.0	0	0.0
AAS	Library Technical Assistant	LBT	31	21.4	34	20.2	24	13.3	35	21.0	36	20.7
AAS	Police Evidence Technology	CPT	6	4.1	10	6.0	19	10.6	4	2.4	2	1.1
AAS	Security and Risk Management	SRM	6	4.1	1	0.6	2	1.1	1	0.6	2	1.1
PUBLIC SERVICES			3	2.1	3	1.8	--	--	--	--	--	--
Subtotal - Public Services			145	6.6	168	7.9	180	8.5	167	8.6	174	9.4
OTHER												
ALA	Liberal Arts	LIB	662	77.7	654	77.1	650	75.7	600	73.9	530	72.6
AGS	General Studies	GEN	190	22.3	194	22.9	209	24.3	212	26.1	200	27.4
Subtotal - Other			852	39.0	848	40.0	859	40.7	812	41.7	730	39.6
Grand Total - All Degrees			2,187		2,121		2,111		1,945		1,843	



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Degree	Curriculum Cluster	Curric	1991-92		1992-93		1993-94		1994-95		1995-96	
			Graduates	Percent	Graduates	Percent	Graduates	Percent	Graduates	Percent	Graduates	Percent
ALLIED HEALTH												
AAS	Exercise Science & Technology	EXR	0	0.0	10	12.2	0	0.0	2	4.0	0	0.0
AAS	Emergency Medical Tech.	EME	--	--	--	--	0	0.0	0	0.0	0	0.0
AAS	Health Care Administration	HEA	1	1.4	3	3.7	4	6.6	3	6.0	1	10.0
AAS	Hospital Pharmacy Technology	MVW	2	2.8	5	6.1	5	8.2	6	12.0	3	30.0
AAS	Medical Assisting	MDA	0	0.0	0	0.0	1	1.6	6	12.0	3	30.0
AAS	Medical Records Transcription	MDR	1	1.4	1	1.2	2	3.3	5	10.0	3	30.0
AAS	Medical Secretarial	MDS	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
AAS	Practical Nursing Education	PRA	68	94.4	63	76.8	49	80.3	28	56.0	0	0.0
Subtotal - Allied Health			72	56.3	82	46.9	61	44.5	50	44.6	10	11.2
AUTOMOTIVE TECHNOLOGIES												
AAS	Automotive Tech Engineering	AUT	0	0.0	2	7.7	1	3.6	1	5.9	1	3.3
AAS	Automotive Tech Retailing	ARE	1	5.9	0	0.0	--	--	--	--	1	3.3
AAS	Automobile Servicing	ASR	1	5.9	1	3.8	4	14.3	3	17.6	2	6.7
AAS	Auto Body Design Option/CAD	CAB	3	17.6	4	15.4	2	7.1	4	23.5	4	13.3
AAS	Computer Integrated Manufacturing	CIM	0	0.0	1	3.8	0	0.0	0	0.0	0	0.0
AAS	Computer Integ Mnfg-Design	CID	--	--	--	--	--	--	--	--	1	3.3
AAS	Diesel/Heavy Equipment	DIE	0	0.0	0	0.0	--	--	--	--	--	--
AAS	Drafting	DRA	2	11.8	6	23.1	5	17.9	2	11.8	0	0.0
AAS	Electrical Trades Electromech.	ELT	0	0.0	1	3.8	2	7.1	--	--	--	--
AAS	Electric. Trades Industrial Electronics	ELI	1	5.9	0	0.0	--	--	--	--	--	--
AAS	Fluid Power Technology	FLU	1	5.9	1	3.8	1	3.6	0	0.0	0	0.0
AAS	Ind Tec: Draftsman Designer	ITD	--	--	--	--	--	--	--	--	1	3.3
AAS	Industrial Tech: Machinist	ITJ	--	--	--	--	--	--	1	5.9	0	0.0
AAS	Ind Tec: Stationary Engineer	ITP	--	--	--	--	--	--	--	--	1	3.3
AAS	Industrial Tech Skilled Trades	ITG	--	--	--	--	--	--	--	--	9	30.0
AAS	Machine Tool Option/CAD	CAM	2	11.8	3	11.5	4	14.3	1	5.9	0	0.0
AAS	Machine Tool Technology	MAC	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
AAS	Machine Tool Tech-Numerical Ctrl.	NUM	1	5.9	0	0.0	0	0.0	0	0.0	0	0.0
AAS	Manufacturing Technology	MFG	--	--	--	--	--	--	--	--	1	3.3
AAS	Mechanical Design Technology	MEC	1	5.9	2	7.7	2	7.1	1	5.9	1	3.3
AAS	Model Maker Wood	AWM	0	0.0	0	0.0	1	3.6	0	0.0	0	0.0
AAS	Quality Assurance	QAT	0	0.0	2	7.7	0	0.0	1	5.9	1	3.3
AAS	Robotics Tech-Automated Systems	ROB	0	0.0	1	3.8	--	--	2	11.8	1	3.3

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(Academic Year 1991-92 through 1995-96)

Degree	Curriculum Cluster	Curric	1991-92		1992-93		1993-94		1994-95		1995-96	
			Graduates	Percent	Graduates	Percent	Graduates	Percent	Graduates	Percent	Graduates	Percent
AAS	Robotics Tech-Electromech.	RBE	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
AAS	Robotics Tech-Hydromech.	RBH	1	5.9	0	0.0	1	3.6	0	0.0	1	3.3
AAS	Vehicle Body	VEH	3	17.6	2	7.7	5	17.9	1	5.9	3	10.0
AAS	Welding/Fabrication Technology	WEL	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
AAS	Welding Technology	ATW	--	--	--	--	0	0.0	0	0.0	2	6.7
Subtotal - Automotive Technologies			17	13.3	26	14.9	28	20.4	17	15.2	30	33.7
<b>BUSINESS</b>												
AAS	Accounting	ACC	11	45.8	5	16.1	6	25.0	5	25.0	2	10.5
AAS	Business Information Systems	BIS	0	0.0	1	3.2	2	8.3	2	10.0	5	26.3
AAS	Conference & Court Reporting	COU	0	0.0	0	0.0	0	0.0	1	5.0	0	0.0
AAS	Computer Programmer Certificate	CPC	0	0.0	10	32.3	9	37.5	8	40.0	9	47.4
AAS	Computer User Certificate	CUC	2	8.3	4	12.9	0	0.0	4	20.0	3	15.8
AAS	Computer Information System.	CIS	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
AAS	Executive Secretarial	EXE	0	0.0	0	0.0	--	--	--	--	--	--
AAS	Legal Assisting	LGL	7	29.2	10	32.3	4	16.7	0	0.0	0	0.0
AAS	Legal Secretarial	LEG	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
AAS	Management Dev-Business MGT	MAN	--	--	--	--	0	0.0	0	0.0	0	0.0
AAS	Management Dev-Retail MGT	RET	--	--	--	--	0	0.0	0	0.0	0	0.0
AAS	Office Assistant	OFF	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
AAS	Office Info Systems	OIS	4	16.7	1	3.2	3	12.5	--	--	--	--
AAS	Real Estate	REA	--	--	--	--	0	0.0	0	0.0	0	0.0
AAS	Word Processing/Text Editing	WOR	0	0.0	0	0.0	--	--	--	--	--	--
Subtotal - Business			24	18.8	31	17.7	24	17.5	20	17.9	19	21.3
<b>COMMERCIAL AND FINE ART</b>												
AAS	Audio-Visual Technology	AUD	0	0.0	0	0.0	--	--	--	--	--	--
AAS	Audiovisual Tech Photography	PHO	1	50.0	1	33.3	2	40.0	5	83.3	1	14.3
AAS	Ceramic Technology	CER	--	--	--	--	0	0.0	0	0.0	0	0.0
AAS	Graphics & Comm Art-Adv. Design	GRA	1	50.0	0	0.0	0	0.0	1	16.7	5	71.4
AAS	Graphics & Comm Art-Illustration	ILL	0	0.0	2	66.7	3	60.0	0	0.0	1	14.3
Subtotal - Commercial & Fine Art			2	1.6	3	1.7	5	3.6	6	5.4	7	7.9

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Degree	Curriculum Cluster	Curric	1991-92		1992-93		1993-94		1994-95		1995-96	
			Graduates	Percent	Graduates	Percent	Graduates	Percent	Graduates	Percent	Graduates	Percent
<b>NON-AUTOMOTIVE TECHNOLOGIES</b>												
AAS	Climate Control Systems Technology	CLS	--	--	--	--	--	--	--	--	1	6.3
AAS	Climate Control Technology	CLI	3	60.0	4	33.3	4	40.0	5	35.7	0	0.0
AAS	Electrical Trades Technology	ELH	--	--	--	--	--	--	--	--	1	6.3
AAS	Electronic Computer Microprocessing	ECM	0	0.0	1	8.3	2	20.0	--	--	--	--
AAS	Electronics Technology	ELE	0	0.0	2	16.7	0	0.0	1	7.1	6	37.5
AAS	Environmental Sys Tech-Heat,Vent..	HVT	--	--	--	--	0	0.0	1	7.1	2	12.5
AAS	Landscape Technology	LAN	2	40.0	5	41.7	4	40.0	6	42.9	3	18.8
AAS	Microprocessor Technology	MTY	--	--	--	--	--	--	1	7.1	3	18.8
AAS	Plastics Technology	PLA	--	--	--	--	0	0.0	0	0.0	0	0.0
Subtotal - Non-Automotive Tech.			5	3.9	12	6.9	10	7.3	14	12.5	16	18.0
<b>PUBLIC SERVICES</b>												
AAS	Corrections Officer	COR	1	12.5	1	4.8	1	11.1	0	0.0	0	0.0
AAS	Criminal Justice/Security	CRJ	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
AAS	Fire Science	FIR	--	--	--	--	1	11.1	0	0.0	0	0.0
AAS	Firefighter Tech.	FFT	--	--	--	--	0	0.0	1	20.0	2	28.6
AAS	Food Service Management	FOO	0	0.0	1	4.8	0	0.0	0	0.0	0	0.0
AAS	Gerontology	GER	5	62.5	4	19.0	4	44.4	1	20.0	2	28.6
AAS	Hotel-Motel MGT	HOT	--	--	--	--	0	0.0	0	0.0	0	0.0
AAS	Industrial Security	ISC	--	--	--	--	0	0.0	0	0.0	0	0.0
AAS	Law Enforcement	LAW	2	25.0	0	0.0	0	0.0	0	0.0	0	0.0
AAS	Library Technical Assistant	LBT	0	0.0	10	47.6	2	22.2	1	20.0	3	42.9
AAS	Police Evidence Technology	CPT	0	0.0	3	14.3	1	11.1	1	20.0	0	0.0
AAS	Police Science - Criminalistics	CRI	--	--	--	--	--	--	1	20.0	0	0.0
AAS	Retail Security	RSC	0	0.0	2	9.5	0	0.0	0	0.0	0	0.0
Subtotal - Public Services			8	6.3	21	12.0	9	6.6	5	4.5	7	7.9
<b>Grand Total - All Certificates</b>			128		175		137		112		89	



# Introduction

*Appendix Intro - 2*

**Personal Assessment of the  
College Environment (PACE)**

# Personal Assessment of the College Environment (PACE)

A report for

Oakland Community College  
Farmington Hills, MI

by

George A. Baker III  
and  
Kurt R. Buttleman  
NC State University

February 1997

## EXECUTIVE SUMMARY

In November 1996, the Personal Assessment of the College Environment (PACE) instrument was administered to 1,161 personnel at Oakland Community College (OCC). Four hundred forty employees (37.9%) completed the PACE for analysis. The purpose of the 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. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of Oakland Community College (OCC) Office of Planning and Analysis collaborated to create a survey that would reflect opinions of all personnel throughout the college.

Employees completed a 66-item PACE instrument developed by George A. Baker and the NILIE team of North Carolina State University. The 66 items are organized into eight factors or domains including Formal Influence, Communication, Collaboration, Organizational Structure, Work Design, Student Focus, Ethical Behavior and Institutional Values, and Summative Evaluation. Respondents were asked to rate the eight climate factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at OCC on a five-point Likert scale from an individual or group perspective. The information generated from the instrument has been developed into a research report and can be used to plan strategies for improving the existing climate.

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of .9663. This high coefficient indicates that the PACE provides an internal estimate of the instrument's reliability. A strong alpha coefficient means that participants responded the same way to similar items. Within this context, the climate survey is measuring what the designer expects to measure.

NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert, the collaborative system, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and overall organizational climate (1967). Like Likert, NILIE believes that System 4 (collaborative) is the climate to be sought as opposed to generally existing naturally in the environment. Likert discovered that most organizations functioned at the System 2 (competitive) or System 3 (consultative) levels. This has been NILIE's experience, as well, with most college climates falling into the consultative system across the six areas of the climate instrument.

At OCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding a (3.51) mean score or high consultative system. The Operating Engineers personnel group held the most positive perception, yielding a mean score (3.70), whereas the Public Safety personnel group held the lowest perception,



yielding a (3.24) mean score of the college environment. The Work Design category received the highest composite (3.69) mean score, whereas the Communication category received the lowest overall (3.28) mean score.

Of the more than 50 studies completed by NILIE, no organization has been found to have achieved a total System 4 or collaborative environment, except in some aspects of some categories, and with some categories of employees. Thus, the System 4 environment remains a climate to be sought through planning, collaboration, and organizational development. For descriptive purposes, only the normative PACE data (i.e., Formal Influence, Communication, Collaboration, Organizational Structure, Work Design, and Student Focus) will be compared against the NILIE PACE national averages.

The mean results from the climate survey indicate that OCC is functioning toward the middle range of the System 3 (consultative) management style, with the overall average on the 66 items achieving a mean score of 3.51 on a one-to-five scale. None of the composite ratings fell within the least favorable category identified as the coercive range (System 1). Nine of the composite ratings fell within the competitive range (System 2), six fell within the collaborative range (System 4), and the remainder (n=51) fell within the consultative range (System 3).

When respondents were classified according to at which site they are employed at OCC, the composite ratings are as follows: Auburn Hills (3.59), Highland Lakes (3.70), Orchard Ridge (3.51), Royal Oak/Southfield (3.56), and the District Office, Pontiac Center, Guest House, Auburn Center (3.36).

The top areas in need of improvement were identified for each of the eight personnel groups. Each group has a slightly different set of priorities, with all of the groups agreeing on six areas in need of change. These areas, beginning with the item of greatest concern, include:

- The extent to which decisions are made at the appropriate level at this institution (item #35), Mean score: (2.70),
- The extent to which this institution is effectively organized (item #34), Mean score: (2.71),
- The extent to which a spirit of cooperation exists at this institution (item #24), Mean score: (2.88)
- The extent to which I have the opportunity for advancement within this institution (item #40), Mean score: (2.90)
- The extent to which open and ethical communication is practiced at this institution (item #17), Mean score: (2.90)
- The extent to which this institution has been successful in influencing positive attitudes (item #10), Mean score: (2.91)

# Introduction

*Appendix Intro - 3*

**Memo – Results of PACE Study**



TO: College Community

FROM: Richard T. Thompson, Chancellor *RTT*  
Linda L. Pososki, NCA Steering Committee *LLP*

DATE: March 27, 1997

SUBJECT: RESULTS OF PACE STUDY

As you will recall, you were asked to participate in the Personal Assessment of the College Environment (PACE) last fall. We finally have received the results of that study from North Carolina State University. Attached is the Executive Summary as well as the overall identified areas of excellence and improvement areas for OCC. Now that we have these results the following activities will take place.

1. A subcommittee of the NCA Steering Committee will analyze the results to determine major concerns to be used as topics for focus groups to further define issues.
2. Discussion will be held at the Employee Information Group meeting to seek suggestions concerning the selection of focus group participants as well as review the Study's Profile of the College Climate - Priorities for Change for each college work group.
3. Once issues have been further defined by the focus groups, they will be give to the appropriate College councils for assessment and recommendation of remedies.
4. Proposed remedies will be reviewed with the Employee Information Group as well as the original focus groups for clarity and accuracy.
5. Once the remedies have been validated, assignment will be made for implementation.

The entire PACE study is available for review in the offices of the Chancellor, each campus president, the NCA Coordinator, and the chair of the NCA Criterion V.

Attachments



# Introduction

*Appendix Intro - 4*

**Key Questions of Subcommittees**

## Key Questions to be Answered by Subcommittees

### Criterion Three

#### **CREDIT CURRICULUM - Universal Questions**

- Who/what is affected by your activities?
- Define your focus area and your mission.
- What communication takes place?
- Who do we interact with, internally and externally?
- How do you evaluate the effectiveness of your focus area?
- If applicable, what changes have taken place in your focus area since 1987?
- What are the future goals of your focus area or department?
- What is the "process" used to enact change in your focus area?
- How does your focus/area enhance the educational environment at OCC?
- How does your focus area integrate with a comprehensive credit curriculum (e.g. cross disciplinary approach) ?
- What are the future issues presenting the greatest challenge for your focus area?
- Are resources adequate for your function?

#### **CREDIT CURRICULUM - ESL Questions**

- Who/what is served?
- How are needs assessed?
- What communication takes place?
- Who do you communicate with/interact with?
- What is your mission?
- Is there an advisory committee?

#### **CREDIT CURRICULUM - General Education**

- Who is served?
- Does our General Education take into account the varied goals of students (e.g.. transfer, career, personal enrichment)?
- Who has had input into establishing General Education?
- Is definition C (9/20/96) the latest version?
- Does General Education meet General Education transfer qualifications?
- How does General Education fit into the career programs/agencies?
- How are your needs assessed?
- Is General Education for all courses or for a core?
- Does each course represent all core competencies?

#### **CREDIT CURRICULUM - Workforce Development/Industry**

- Who is served?
- Does the curriculum process allow for implementation - how?
- Who/what is responsible for review, content, competencies, mission of the program?
- How is change generated?
- Who has input to faculty, employers, etc. about courses, programs, goals? How do you assess activities?
- Who advises Workforce Development of business and industry needs? What is the definition of Workforce Development?

How does the Workforce Development Forum fit into the college? Are we organized for success?

Who are our customers?

What are our weaknesses?

What are our strengths?

What are our opportunities?

How do we differ from other departments in the College?

What are our contributions to the College?

How do we determine our effectiveness?

Who are our educational partners?

What are our critical success factors?

Is there a formal assessment process?

What assessments are used and how?

### **CREDIT CURRICULUM - Curriculum Committee**

Who is served? (Institution, students, community, outside accreditation agencies, state agencies, business/industry)

What communication takes place?

Who do you interact with/how?

Does the process meet the needs of Faculty, students, employees, four-year institutions, contractors?

What are:

*Minor course revisions*

*Major course revisions*

*New courses*

*Minor programs*

*Major programs*

*New program or options*

*Contracts with corporations?*

What are the components of the Curriculum committee; campus and college? How does Curriculum committee take into account the College's mission, values, and purposes?

How do you assess your activities?

Is there a generally accepted standard of determining credit values? Class size? Lecture v Lab? Distance learning? Service learning?

Do you have resources to accomplish your mission?

How/what information is communicated?

Does the process work efficiently?

What are the roles of the committee?

How is development of new programs/curriculum determined? How does this occur with no faculty sponsor?

How does the FMA affect curriculum?

Who or what is being affected by the change through the curriculum committee/curriculum review committee?

### **CREDIT CURRICULUM - Curriculum Review Committee**

Who is served?

What is your mission?



How do you assess your activities? Who assesses? Faculty, discipline? Academic Senate?

Are the review criteria outlined in the handbook (6/94) being used?

How is student outcomes assessment incorporated?

How are core competencies incorporated?

How is student placement into courses incorporated?

What works well with the process?

What needs improvement to the process?

Where do CRC recommendations go?

How are recommendations followed up?

Are there programs without students actively enrolled in them?

Do you have the resources to accomplish your mission?

Who are our customers? Are we serving their needs?

How does it work (who, what, where, why)?

What type of authority does this committee have?

How do we select programs for review?

With what predictability do programs get selected?

Should the committee have standards for distance learning/method of delivery?

Should the committee review student credit/contact hours?

### **CREDIT CURRICULUM - Literacy/Developmental Education**

Who is served?

Definitions of Literacy and Developmental Education?

What areas of Literacy and Developmental Education have been established?

What areas of Literacy need to be addressed?

Are there Literacy levels the College has identified that we cannot work with?

Why do we do Literacy at all?

What is the need, what gap in curriculum prompted the need?

How is Literacy affected by assessment of student eligibility?

### **CREDIT CURRICULUM - Vocational Technical**

Who is served? K-12 students, College students, industry, community? Who (internally) is involved with vocational credit curriculum (who develops/ who monitors) ?

Who/what is responsible for vocational/technical education?

Does the State of Michigan have any involvement in courses, requirements, reporting?

What is the involvement of the Federal government/grants organizations? Does the College assess student outcomes of program goals?

How? Are capstone courses, assessments, outside assessment used?

Do professional organizations license students or assess outcomes? Should they?

How does "Tech Prep" and "School to Work" relate to curricula?

What is the accreditation record of programs eligible for accreditation?

### **CREDIT CURRICULUM - Transfer**

Who/what is served?

Are degree programs compatible and recognized at other institutions of higher education?

How does OCC have input into the outgoing transfer of credits?

Is there input from transfer institutions to the creation or changes to OCC programs, courses or requirements?

What do we know about migration of transfer students?  
Does General Education transfer to other colleges?  
What articulation agreements exist? Are they effective?  
What is the process for establishing articulation agreements?  
How well do OCC students perform when they enter and successfully complete transfer programs?

### **NON-CREDIT CURRICULUM**

How does the College define "non-credit curriculum?"  
What are the major components of the non-credit curriculum?  
What were the major non-credit trends and activities from 1987 to the present?  
How do non-credit activities relate to the mission and purposes of the institution?  
How are decisions made about adding or deleting non-credit activities?  
What are the major strengths and weaknesses of the non-credit curriculum?  
Where do we want the non-credit curriculum to go in the future?  
How can we get there?  
How will we know we have gotten there?

### **STUDENT SERVICES**

Who are we?  
How do we define student services at OCC?  
What is our organizational structure for student services at OCC?  
What voice do we have in our organizational structure in the College?  
What do we do?  
How well do we do it?  
What level of overall resources—budget, staff, and equipment does OCC assign to student services?  
How do we serve the diverse needs of our students?  
How effective are our current student services? Perceptions of various populations.  
What measures do we use to determine the effectiveness of student services?  
What measures are used by other institutions?  
What is the level of student satisfaction with current student services?  
How do we inform students of our services (marketing/communication/publicity)?  
How are we going to use the information?  
What organizational structure provides the most effective student services outcomes?  
What are the changes in student needs that we need to address and how can we best prepare to evaluate and make changes?  
What procedures are needed for student services to be included in institutional decision making?

### **ASSESSMENT/STUDENT OUTCOMES**

Does the plan flow from the College's mission and purposes?  
Is the plan understood and supported by a wide variety of the constituents of the College?  
Do we have reasonable evidence that the plan is being implemented?  
What challenges have been faced in implementing the plan?  
What modifications and adjustments have been made in the implementation of the plan?  
What impact has the implementation of an assessment program had on the College, faculty, students, staff and the learning environments?



What is the interface of student outcomes to non-credit curriculum?  
What specific feedback has been given to the institution regarding teaching and learning?  
Have any changes been made in the learning environment as a result of the implementation of the plan?

#### **Criterion Four**

How do we define planning?  
What has been the history of planning at OCC?  
How have we assessed planning to-date?  
How are we going about our present/future planning?  
What is the plan to assess our institutional planning outcomes/accomplishments?  
How will we assess the planning model?  
Structurally, are we organized to accomplish our purposes?  
On what basis will OCC allocate resources in the future?  
How well are we aligning our resources with our purposes?  
**“Strengthen Educational Effectiveness”**  
How do we assess student academic achievement?  
What is the link between assessment and budget/planning?  
Are we planning for and developing our finances to strengthen our educational effectiveness?  
Are we planning for and developing our facilities to strengthen our educational effectiveness?  
Are we planning for and developing our human resources to strengthen our educational effectiveness?  
What is the relationship between finances, facilities, human resources and improvements in the educational program?

#### **Criterion Five**

##### **Business & External Relationships**

Do each of the following areas reflect

- college vision/values
- mission and purposes
- compliance with Board policies/procedures
- administrative procedures
- state, federal and local mandates
- multiculturalism/diversity?

1. Business Partnerships & Collaborations: Review of various partnerships and collaborations
2. Affiliations - Internal/External: Review of various affiliations
3. Contractual Obligations: Review of various contracts
4. Athletics: Review of various athletic programs
5. Purchases/Leases: Review of various purchases/leases
6. Associations/Memberships: Review of various associations/memberships
7. Student Relationships



### **Pre-Student Phase**

What promises are made?

- open-door admission policy
- nondiscriminating environment
- community services
- accessible facilities
- acceptance of CLEP
- student services
- trust and mutual respect
- honest communication
- quality learning
- dynamic curriculum
- basic education

How are the promises communicated?

- catalog
- admission materials
- recruiter visits
- mailings
- special programs
- through high school counselors

How do we ensure we keep the promises?

- reputation
- feedback from recruiters
- media

### **Student Phase**

What promises do we make?

- Programs for Academic Support Services (PASS)
- cooperative education
- job listings
- on campus recruiting
- student employment
- student services
- trust and mutual respect
- honest communication
- quality learning
- dynamic curriculum
- basic education and general education competencies
- academic amnesty
- transfer courses and courses for gainful employment
- appeals process
- child care
- low tuition
- financial aid
- information systems (Internet)
- reciprocal program

How do we communicate the promises?

- catalog
- administrators
- instructors
- mailings
- on-campus events

How do we ensure we keep our promises?

- retention rates
- graduation evaluation
- instructor evaluation
- media
- needs assessment
- feedback re: info/tech services
- students
- employees

### **Students outside the Classroom**

What promises do we make?

- alumni resume referral
- community services including cultural lifelong learning and recreational
- nondiscriminating environment
- adult learning institute
- business services
- shared governance
- industry training
- workforce preparation services
- short course
- alumni association
- speakers bureau
- GED prep
- guarantee policies

How do we communicate the promises?

- catalog
- special contracts
- mailings
- special publications

How do we ensure the promises are kept?

- reputation
- feedback from area agencies, alumni, business
- Board of Trustees
- media
- accrediting agencies
- continued special contracts

**Diversity**

Is internal and external diversity reflected in the College's mission, purposes and vision?

What is the "culture" of OCC regarding diversity?

What are the norms?

Do the campuses represent or exhibit the diverse and multi-cultural community?

Do we allow students to participate, share or organize diversity activities?

How?

Are there policies, procedures and practices that support diversity?

Are people held accountable?

Are they well known and promoted? How?

Is there continuing education or training regarding diversity?

How is the value of diversity assessed?

Do hiring processes result in diversity?

Do admissions processes result in diversity?

**Employee**

The following questions are to be asked of each of the three areas: Hiring Processes, Employee Relations, Promotion Processes

What are the policies, procedures, processes?

Are they generally known?

How are they communicated?

Do we adhere to them?

On a timely basis?

Consistently among employee groups and/or campuses?

How are they enforced?

Are they regularly reviewed?



# Introduction

*Appendix Intro - 5*

**Developmental Education - 1994**



OAKLAND  
COMMUNITY  
COLLEGE

Memo

MEMORANDUM

TO: Administrators  
Faculty  
Management Staff

FROM: Jim Warner *JW*  
Vice Chancellor for Curriculum  
and Professional Development

SUBJECT: DEVELOPMENTAL EDUCATION

DATE: May 17, 1994

Developmental education remains an important aspect of the College-wide Student Academic Success Plan (SASP). The College SASP Committee has compiled the attached list of developmental education activities currently in place on each of our campuses.

This information may be helpful to you as you look for ways to assist academically underprepared students.

The SASP Committee would welcome your comments, questions or recommendations for improving developmental education at OCC.

JLW:ns

Attachment

memo.dev

RECEIVED

MAY 16 1994

PROFESSIONAL DEVELOPMENT

**DEVELOPMENTAL EDUCATION**

**AT**

**OAKLAND COMMUNITY COLLEGE**

**WINTER 1994**



<b>Auburn Hills</b>	<b>Highland Lakes</b>	<b>Orchard Ridge</b>	<b>Royal Oak/Southfield</b>
<p><b>Developmental Courses</b></p> <p>-ENG 050, 052, 054, 055, 056, 110, 131</p> <p>-IIC 057</p> <p>-MAT 105, 110, 111</p> <p>-CNS 110, 114, 115</p>	<p><b>Developmental Courses</b></p> <p>-ENG 050, 052, 110, 131</p> <p>-IIC 057</p> <p>-MAT 105, 110, 111</p> <p>-CNS 110, 114, 115</p>	<p><b>Developmental Courses</b></p> <p>-ENG 050, 052, 110, 131</p> <p>-IIC 057</p> <p>-MAT 101, 105, 110, 111</p> <p>-CNS 110, 114, 115</p>	<p><b>Developmental Courses</b></p> <p>-ENG 050, 052, 054, 056, 110, 131</p> <p>-IIC 057</p> <p>-MAT 101, 105, 110, 111</p> <p>-CNS 110, 114, 115</p>
<p><b>Dean's Hold</b></p> <p>Students who score in Level I as a result of ASSET are put on computer hold. Hold is put on when student does not attend <u>Orientation</u></p>	<p><b>Dean's Hold</b></p> <p>Students who score in Level I as a result of ASSET are put on computer hold. Hold is lifted when student meets one on one with a <u>counselor</u></p>	<p><b>Dean's Hold</b></p> <p>Students who score in Level I as a result of ASSET are required to take a writing assessment prior to having their ENPG level entered. Students who do not take the writing assessment during the first term of enrollment are blocked from further enrollment until it is done.</p>	<p><b>Dean's Hold</b></p> <p>Students who score in Level I as a result of ASSET are put on computer hold. Hold is lifted when student meets one on one with a <u>counselor</u></p>

<b>Auburn Hills</b>	<b>Highland Lakes</b>	<b>Orchard Ridge</b>	<b>Royal Oak/Southfield</b>
<p><b>Counseling Services</b></p> <ul style="list-style-type: none"> <li>-A counselor visits courses during each semester to provide information about services</li> <li>-Career/Transfer center</li> </ul>	<p><b>Counseling Services</b></p> <ul style="list-style-type: none"> <li>-A counselor attends classes during the first two weeks of the semester and provides information about services.</li> <li>-A counselor attends all ENG 050 &amp; 052 courses during the first week of touchtone to encourage students to register early and answer general questions about registration and appropriate course selection.</li> <li>-College Skills counselor available in the IIC during posted hours for walk-in counseling</li> <li>-Career Planning Center</li> </ul>	<p><b>Counseling Services</b></p> <ul style="list-style-type: none"> <li>-Project B.O.L.D.</li> <li>-All new students must attend a separate orientation prior to the ASSET session. Counselors go over services to students at orientation and then make recommendations for students at the ASSET seminar. Students are strongly encouraged to make an individual appointment to see a counselor.</li> </ul>	<p><b>Counseling Services</b></p> <ul style="list-style-type: none"> <li>-Require counseling appointments for all students</li> <li>-Monitoring of students Instructor referral Follow-up letters form administrator/ counselor Progress appointment at midterm</li> <li>-Transition Seminars</li> <li>-Academic Skills Institute</li> <li>-College Orientation</li> <li>-Math Anxiety Seminar</li> </ul>
<p><b>IIC Services</b></p> <ul style="list-style-type: none"> <li>-Peer/ professional tutoring - individual &amp; group setting</li> <li>-One hour seminars Time management Memory improvement Note taking Test taking Writing an essay Critical thinking Sign language survival</li> </ul>	<p><b>IIC Services</b></p> <ul style="list-style-type: none"> <li>-Peer/ professional tutoring - individual &amp; group setting</li> <li>-Study Skills Mini Workshops Note taking &amp; listening Schedule your time Reading skills Summarizing &amp; outlining Studying for a test Test taking skills Writing a paper &amp; proofreading Procrastination</li> </ul>	<p><b>IIC Services</b></p> <ul style="list-style-type: none"> <li>-Peer tutoring to facilitate writing groups in writing courses</li> <li>-Open writing lab</li> <li>-Peer/ professional tutoring - individual &amp; group setting</li> <li>-Student Success Seminars</li> </ul>	<p><b>IIC Services</b></p> <ul style="list-style-type: none"> <li>-Peer/ professional tutoring - individual &amp; group setting</li> <li>-Student Success Seminars Vocabulary development Critical Thinking Note taking Vocabulary improvement Improving your comprehension Spelling strategies Time management Textbook study strategies Test taking skills Memory and concentration Characteristics of a successful college student</li> </ul>

<b>Auburn Hills</b>	<b>Highland Lakes</b>	<b>Orchard Ridge</b>	<b>Royal Oak/Southfield</b>
<p><b>Activities in Courses</b></p> <ul style="list-style-type: none"> <li>-Computerized instruction in ENG and MAT</li> <li>-Recommend students use the IIC services</li> <li>-Extra credit for attending a designated number of Study Skills Mini Workshops or using study skills programs</li> <li>-Some assignments require the students to use IIC services</li> <li>-Career / Transfer center</li> </ul>	<p><b>Activities in Courses</b></p> <ul style="list-style-type: none"> <li>-Recommend students use the IIC services</li> <li>-Take classes to the IIC for overview of the center &amp; services</li> <li>-Extra credit for attending a designated number of Study Skills Mini Workshops or using the Life Planning Center</li> <li>-ENG 052 students develop a Study Skills Handbook after attending IIC Study Skills Mini Workshops</li> <li>-Some assignments require the students to use IIC services</li> </ul>	<p><b>Activities in Courses</b></p> <ul style="list-style-type: none"> <li>-ENG 052 &amp; 131 use Macintosh computers in class</li> <li>-Experimentation with writing samples, standardized objective test &amp; portfolios for exit requirement</li> </ul>	<p><b>Activities in Courses</b></p> <ul style="list-style-type: none"> <li>-Recommend students use the IIC services</li> <li>-Take classes to the IIC for overview of the center &amp; services</li> <li>-Extra credit for attending a designated number of Study Skills Mini Workshops or using the Life Planning Center</li> <li>-Some assignments require the students to use IIC services</li> <li>-All ENG 050, 052, 110, 131 use the IIC</li> <li>-Computerized instruction in ENG</li> <li>-Reading/Writing collaboration between 050/052 students</li> </ul>
<p><b>PASS Services</b></p> <ul style="list-style-type: none"> <li>-Peer/ professional tutoring - individual &amp; group setting</li> <li>-Language support services bilingual &amp; conversational</li> <li>-B.O.L.D.</li> <li>-Learning Disabilities Services</li> </ul>	<p><b>PASS Services</b></p> <ul style="list-style-type: none"> <li>-Peer/ professional tutoring - individual &amp; group setting</li> <li>-Language support services bilingual &amp; conversational</li> <li>-Learning Disabilities Services</li> </ul>	<p><b>PASS Services</b></p> <ul style="list-style-type: none"> <li>-Peer/ professional tutoring - individual &amp; group setting</li> <li>-Language support services bilingual &amp; conversational</li> <li>-Learning Disabilities Services</li> </ul>	<p><b>PASS Services</b></p> <ul style="list-style-type: none"> <li>-Peer/ professional tutoring - individual &amp; group setting</li> <li>-Language support services bilingual &amp; conversational</li> <li>-Learning Disabilities Services</li> </ul>



<b>Auburn Hills</b>	<b>Highland Lakes</b>	<b>Orchard Ridge</b>	<b>Royal Oak/Southfield</b>
<p><b>Other Services</b></p> <ul style="list-style-type: none"> <li>-Support for limited English proficiency</li> </ul>	<p><b>Other Services</b></p> <ul style="list-style-type: none"> <li>-Faculty Mentors</li> </ul>	<p><b>Other Services</b></p> <ul style="list-style-type: none"> <li>-OCC &amp; Walled Lake Community Center</li> <li>Bridge to College Course</li> <li>Support for students with limited English proficiency</li> </ul>	<p><b>Other Services</b></p> <ul style="list-style-type: none"> <li>-Faculty Mentoring</li> <li>-PTK Mentoring</li> <li>-Support for limited English proficiency</li> </ul>
<p><b>Avondale Adult Education</b></p> <ul style="list-style-type: none"> <li>-ABE instruction</li> <li>-GED instruction</li> <li>-ESL instruction</li> </ul>			<p><b>Royal Oak Adult Education</b></p> <ul style="list-style-type: none"> <li>-Opportunity Center</li> <li>Alternative Education Program</li> <li>-ABE instruction</li> <li>-GED instruction</li> <li>-ESL instruction</li> </ul>

# Criterion One

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*Appendix One - 1*  
**Syllabi Guidelines**

**NCA**  
1997

# Criterion One

*Appendix One - 1*

## **Syllabi Guidelines**





OAKLAND COMMUNITY COLLEGE  
SYLLABI GUIDELINES

ESSENTIAL\*

- COURSE NAME AND NUMBER
- SEMESTER, MEETING TIMES, ROOM
- INSTRUCTOR
- AVAILABLE ASSISTANCE:
  - INSTRUCTOR: LOCATION OF OFFICE (OR METHOD OF CONTACT), OFFICE HOURS, PHONE NUMBER
  - DEPARTMENT SECRETARY: LOCATION OF OFFICE, OFFICE HOURS, PHONE NUMBER
  - PARAPROFESSIONAL: LOCATION OF OFFICE, HOURS, PHONE NUMBER
  - IIC: LOCATION, HOURS, PHONE NUMBER
  - PASS: AVAILABILITY AND PHONE NUMBER
- COURSE CATALOGUE DESCRIPTION WITH PREREQUISITES
- REQUIRED BOOKS AND SUPPLIES
- LIST OF SUPPORTIVE MATERIALS AND WHERE AVAILABLE
- EVALUATION:
  - GRADING SYSTEMS
  - TESTING POLICY (MAKE-UPS, NO MAKE-UPS)
  - ASSIGNMENTS (CRITERIA, MAKE-UPS, LATE)
  - CLASS ATTENDANCE / TARDINESS AS IT AFFECTS GRADES
  - EXTRA CREDIT AND HONORS CREDIT POLICY.
- TENTATIVE COURSE SCHEDULE: ASSIGNMENTS, TEST DATES, LAB COMPONENT
- SAFETY INSTRUCTIONS WHERE PERTINENT TO THE COURSE

STRONGLY RECOMMENDED

- COMPETENCIES
- BROAD OBJECTIVES
- TEACHING / LEARNING STRATEGIES:
  - CLASSROOM PRACTICES
  - OUT-OF-CLASS EXPERIENCES
- CLASS ATTENDANCE / TARDINESS AS IT AFFECTS LEARNING
- APPLICABLE FORMS PERTINENT TO THE COURSE
- REFERENCE TO STUDENT POLICIES IN SCHEDULE OF CLASSES
- POLICY ON USE OF LAP-TOPS AND PC'S
- POLICY ON PLAGIARISM
- \* THESE ITEMS ARE LISTED ROUGHLY IN THE ORDER IN WHICH THEY MIGHT APPEAR ON SYLLABI.

# Criterion Two

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*Appendix Two - 1*  
**1994-95 Coordinating  
Guidelines for All Councils  
1996-97 College Council Structure**

*Appendix Two - 2*  
**Organizational Chart –  
Direct Reports to Chancellor**

*Appendix Two - 3*  
**College Academic Senate Brochure**

*Appendix Two - 4*  
**Budget Process Schedule**

*Appendix Two - 5*  
**General Fund Revenue and Expenditures**

*Appendix Two - 6*  
**Degree Programs and Full-Time  
Faculty Involvement**

*Appendix Two - 7*  
**Full-Time Staffing Analysis**

**NCA  
1997**

# Criterion Two

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*Appendix Two - 1*

**1994-95 Coordinating  
Guidelines for All Councils  
1996-97 College Council Structure**



1994-95

### Coordinating Guidelines for All Councils

1. All councils will act to adopt their agendas as first order of business.
2. Agendas will be available on OCC NEWS (profs).
3. Minutes of council meetings will be available on OCC NEWS (profs). During an initial 3-month period, minutes will be sent in written form to members of all councils and to the chairs of each employee group.
4. As a general rule, councils will take action by consensus. However, if necessary, decisions will be made by a vote of council members.
5. Councils will determine and publish their annual meeting schedules on or before August 1 for the following academic year.
6. Councils will establish and record operating procedures in terms of such matters as limiting redundancy in debate, getting to closure, tc.
7. Council members are expected to attend all meetings.
8. In cases of anticipated absence, council members will appoint an appropriate alternate with full-participation privileges to attend the meeting.

9. Council membership will be determined annually by the Chancellor's Council. (Members may recommend to the chairs the presence of consulting members for specific issues.)
10. Term of membership will be one academic year and can be renewable. Vacancies within the academic year will be filled through appointment by respective councils.
11. Chairpersons will be required to receive training in conducting council and committee meetings.
12. Committees, work groups and teams may be appointed by individual councils either from their own membership or from the college community at large.
13. Procedures will be developed to ensure input of ideas, concerns and suggestions to committees and councils.

## ADMINISTRATIVE SERVICES COUNCIL

Purpose: To recommend policy and procedure matters to the appropriate departments, discipline areas, deans, presidents or Chancellor's Council.

Areas of Primary Strategic Responsibility (From College Strategic Directions VI-VII)

- Identifying and responsibly utilizing existing resources and acquiring additional resources necessary to achieve the goals and objectives of the College.
- Placing a high value on a safe and healthy environment.

Coordinating Functions include, but are not limited to:

Auxiliary Services  
Budget  
Environmental Health and Safety  
Financial Aid Regulations and Procedures  
Financial Services (i.e. business procedures, federal regulatory requirements)  
Human Resource Procedures  
Information and Telecommunication Systems  
Legal Services  
Physical Plant  
Public Safety  
Purchasing  
Real Estate  
Risk Management  
Registration

Membership: To be determined by the Chancellor's Council.



Committees include, but are not limited to:

Budget Steering Committee  
Child Care Steering Committee  
Energy Management Steering Committee  
Facilities Steering Committee  
Financial Aid/Scholarship Steering Committee  
Financial Services/DCS Steering Committee  
Legend Systems Steering Committee  
Pay Compensation Steering Committee

## CHANCELLOR'S COUNCIL

Purpose: To review and expedite recommendations of the coordinating councils by forwarding policy and procedural decisions to the appropriate department, discipline or president and to initiate policy and procedural recommendations.

Areas of Primary Strategic Responsibility: All College Strategic Directions

Coordinating Functions: All functions coordinated by coordinating councils which require additional review and/or expediting.

Membership: Chancellor, Vice Chancellor Administrative Services (Chief Business Officer and Treasurer), Vice Chancellor Curriculum and Professional Development, Vice Chancellor Planning and Development, Executive Director of Information and Telecommunications, Executive Director of Human Resources, Executive Director of Pontiac Center, Campus Presidents, the President of the College Academic Senate or his/her senate-elected alternate will be invited to take part in regularly scheduled Chancellor Council Planning Sessions.

## CURRICULUM & PROFESSIONAL DEVELOPMENT COUNCIL

Purpose: To recommend policy and procedure matters to the appropriate departments, discipline areas, deans, presidents or Chancellor's Council.

Areas of Primary Strategic Responsibility (From College Strategic Directions I - IV)

- Placing the diverse needs of students as the first priority.
- Encouraging high levels of trust and mutual respect through open effective communication, integrity and ethical behavior.
- Valuing the contributions of employees' contributions to student growth.
- Moving toward a dynamic, coherent, competency-based curriculum responsive to student needs, professional standards and community growth.

Coordinating Functions: Include, but are not limited to:

Athletics

Assessment of Performance

BPI (Business Professional Institute)

Curriculum Development

Grading

Instructional Outcome Assessment

Learning Resources Center

Perkins Funding for Vocational Programs

Professional Development

Scheduling of Classes

Student Services including Academic Advising, Financial Aid,

Registration, Records, Admissions, Job Placement, and other

Exit Services

Teaching-Learning

Use of Technology in Instruction

Membership: To be determined by the Chancellor's Council.



Committees:

Academic Services Steering Committee  
Athletic/Health Education/Physical Education Steering  
Committee  
Career and Employment Services Internal Advisory Committee  
College-wide Diversity Steering Committee  
Financial Aid Steering Committee  
Learning Resources Center Steering Committee  
Student Academic Success Plan Steering Committee  
Technology Steering Committee  
Media Service Steering Committee  
PADS Steering Committee

## PLANNING AND DEVELOPMENT COUNCIL

Purpose: To recommend policy and procedure matters to the appropriate departments, discipline areas, deans, presidents or Chancellor's Council.

Areas of Primary Strategic Responsibility (From College Strategic Directions V-VII)

- Recognizing the value of service to the external, social and educational communities.
- Acquires additional resources necessary to achieve the goals and objectives of the College.

Coordinating Functions include, but are not limited to:

### Resource Acquisition

Foundation Activity

Grant Writing

Major Gift Campaign

Community Service and Economic Development

Business Professional Institute (BPI)

Courses and Programs

Continuing Education

Institutional Research

Institutional Outcomes Assessment

Marketing

Membership: To be determined by the Chancellor's Council.

Committees include, but are not limited to:

Marketing Committee

Publications Committee

Research Committee

## THE COLLEGE FORUM

### Purpose:

To share and react to information, recommendations and decisions that have come from councils with representatives of employee groups and the College Senate.

### Membership:

Executive Director of Human Resources, Director of Personnel services, Director of Employee Relations, Chair of each council, President of the College Academic Senate or his/her senate-elected permanent alternate, President or representative of each College employee group

Meetings once/month



## Council Members for 1994-95

### Administrative Services Council:

J. P. Adams  
Clarence Brantley  
Becky Guenther  
Ernie Harrison  
Beth Kendall  
Helen Kieba  
Cheryl Krakow  
Joe Macri  
Martha Mueller  
George Mergner  
Jerry Self  
Kathy Sullivan  
John Tobin  
John Valentine

### Chancellor's Council

Ed Callaghan  
Patsy Fulton  
Dan Jaksen  
George Keith  
Helen Kieba  
Gordon May  
Preston Pulliams  
Richard Saunders  
Marty Smydra  
John Valentine  
Jim Warner

Curriculum & Professional Development Council:

Carol Brown  
Ed Callaghan  
Pat Dillon  
Dave Doidge  
Barb Einhardt  
Mike Khirallah  
Helen Kieba  
Maurice McCall  
Sue Murdock  
Jim Warner  
Diane Zalapi

Planning & Development Council:

George Cartsonis  
Carol Culpepper  
Tim DeLong  
Dave Doidge  
Dan Jaksen  
Cheryl Kozell  
Mary Ann McGee  
George Mergner  
Marty Orlowski  
Karen Pagenette  
Bill Rose  
Sarah Serra  
Carol Stencel

# Oakland Community College Council Structure

These are the operating councils  
of OCC commissioned during this  
1996-97 transitional year.

Oakland Community College  
Bee Administrative Center  
2480 Opdyke Road  
Bloomfield Hills, MI 48304-2266

Oakland Community College is an affirmative action/equal opportunity institution. BR 130 10/96



OAKLAND  
COMMUNITY  
COLLEGE



## Chancellor's Council (CC)

The function of the Chancellor's Council is to:

- Support the Board of Trustees 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.

**Guiding Principles:** The Chancellor's Council will employ the College's Mission, Purposes, Vision and Value Statement, together with North Central Association Criteria IV and V in their decisions.

**Reporting:** The CC reports to the Chancellor.

**Membership:** Chaired by the Chancellor; Campus Presidents; the Vice Chancellors of Human Resources & Communications, Administrative Services, and Academic & Student Affairs; College Senate Chair and for the next two years, the North Central Association Coordinator. Ex officio are Marketing and Enrollment Officer, Executive Director of Pontiac Center, Executive Director of ITS, and Executive Director of Workforce Development.

**Meeting:** The Chancellor's Council will meet on a monthly basis on Monday afternoons from 1:30-5:00.

## College Planning Council (CPC)

The function of the College Planning Council 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 confirmation to the College plan.
- Ensure all planning follows the College's Mission, Purposes, Vision and Value Statement together with North Central Association Criteria IV and V.
- Support the Chancellor and Board of Trustees in determination of College policies and the ends toward which the planning of the College will be directed.
- The 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 completion of the planning process. Such outcomes will be reviewed by the Senate and College Councils (academic and administrative) before referral to the Chancellor's Council for approval. The CPC will provide to the Chancellor and Board of Trustees quarterly updates on these measures.

**Guiding Principles:** The College's Mission Statement, Purposes, Vision and Value Statements, together with North Central Association Criteria IV and V.

**Reporting:** The CPC reports to the Chancellor's Council.

**Membership:** The CPC will be chaired by the Chancellor or designee, and include Campus Presidents, Vice Chancellor for Administrative Services, Executive Director of ITS, Director of Institutional Planning & Analysis, Marketing and Enrollment Officer, Executive Director of Workforce Development, and College Senate Chair. For the next two years, the membership will be augmented by the NCA Steering Committee. Reporting to the CPC will be the College Budget Council and the Technology Planning Committee.

**Meetings:** The CPC will meet on Friday mornings on a monthly basis from 11:00-1:30.

## College Administrative Service Council (CASC)

The function of the College Administrative Service Council is to:

- Develop policy recommendations and practices which ensure fiscal integrity and the 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.

**Guiding Principles:** The College's Mission, Purposes, Vision and Value Statements, together with North Central Association Criteria IV and V and general, municipal, agency (state or federal), and/or legal standards appropriate to health, safety, and fiscal issues.

**Reporting:** The CASC will report to the Chancellor's Council.

**Membership:** The CASC will be chaired (co or alternately) by the Vice Chancellor of Human Resources and Communications or Vice Chancellor for Administrative Services and will include the Director of Campus Services from each campus, Controller, Director of Purchasing & Auxiliary Services, Director of Budget & Financial Planning, Manager Environmental Health and Safety, Dean of Public Safety, Academic Dean, and representatives of the Employee Information Group. Ex-officio: Executive Director of ITS.

**Meetings:** The CASC will meet prior to the College Senate Council on a monthly basis or as determined by the CASC membership.

## College Academic and Student Services Council (CASSC)

The function of the College Academic and Student Services Council is to provide college level direction to:

- The review and assessment of learning, academic courses, programs and degrees--credit and non-credit, academic professional development, as well as services provided to students and the community.
- The establishment of benchmarks or standards for levels of service to ensure consistency throughout the college district.
- Regularly provide the results of various academic assessments to the Planning Council for inclusion within that council's institutional outcomes.
- Provide/receive, as appropriate, direction to/from the College Senate.

**Guiding Principles:** The College's Mission, Purposes, Vision and Value Statements, together with North Central Association Criteria I through V, particularly Criteria III, will provide the framework for the development of recommended policy and statements of practice.

**Reporting:** The CASSC reports to the Senate and Chancellor's Council.

**Membership:** The Vice Chancellor of Academic and Student Affairs will chair the CASSC which will include the Director of Enrollment Services/Registrar, one dean from each campus site, and the chairs of the following College Senate standing committees: Curriculum, Curriculum Review, Student Academic Success Plan, and Student Outcomes Assessment. The Executive Director of ITS or designee, Marketing and Enrollment Officer, and the Chancellor will serve ex officio.

**Meetings:** The CASSC will meet on a monthly basis on Tuesday afternoons from 3:00-5:00.



## Presidents' Cabinet (PC)

The function of the Presidents' Cabinet is to provide, at an operations level, final decisions with:

- Consistency of campus services.
- Contractually related issues.
- Resolution of student or public issues.
- Requests from within or without the institution relating to services, facilities, projects, contract training, or programs which have impact on or directly related to the operational aspects of all campuses.
- Proactive policy recommendations to appropriate councils as needed.
- The need for the future position of Vice Chancellor of Planning and Operations.

**Guiding Principles:** The College's Mission Statement, Purposes, Vision and Value Statements, North Central Association Criteria II, IV, and V.

**Reporting:** The Presidents' Cabinet will report to the Chancellor.

**Membership:** The Presidents' Cabinet will consist of the four Campus Presidents. Ex Officio (on an as-needed basis): Chancellor, Vice Chancellor of Human Resources and Communications, Vice Chancellor of Academic & Student Affairs, Vice Chancellor for Administrative Services, Executive Director Workforce Development. The PC will be chaired by a Campus President appointed for a one-year term by the Chancellor.

**Meetings:** The PC will meet bi-weekly or as determined by the PC membership.

## Coordinating Guidelines For All Councils

1. All councils will act to adopt their agendas as first order of business.
2. Agendas will be available on OCC NEWS (profs)
3. Minutes of council meetings will be available on OCC NEWS (profs). During an initial 3 month period, minutes will be sent in written form to members of all councils and to the chairs of each employee group.
4. As a general rule, councils will take action by consensus. However, if necessary, decisions will be made by a vote of council members.
5. Councils will determine and publish their annual meeting schedules on or before August 1 for the following academic year (with the exception of the initial year).
6. Councils will establish and record operating procedures in terms of such matters as limiting redundancy in debate, getting to closure, etc.
7. Council members are expected to attend all meetings.
8. In cases of anticipated absence, council members will appoint an appropriate alternate with full-participation privileges to attend the meeting.
9. Council membership will be determined annually by the Chancellor's Council, appropriate College body, union, or association.
10. Term of membership will be one academic year and can be renewable. Vacancies within the academic year will be filled through appointment by respective councils or above referenced bodies.
11. Chairpersons will be required to receive training in conducting council and committee meetings.
12. Committees, work groups, and teams may be appointed by individual councils either from their own membership or from the college community at large.
13. Procedures will be developed to ensure input of ideas, concerns.



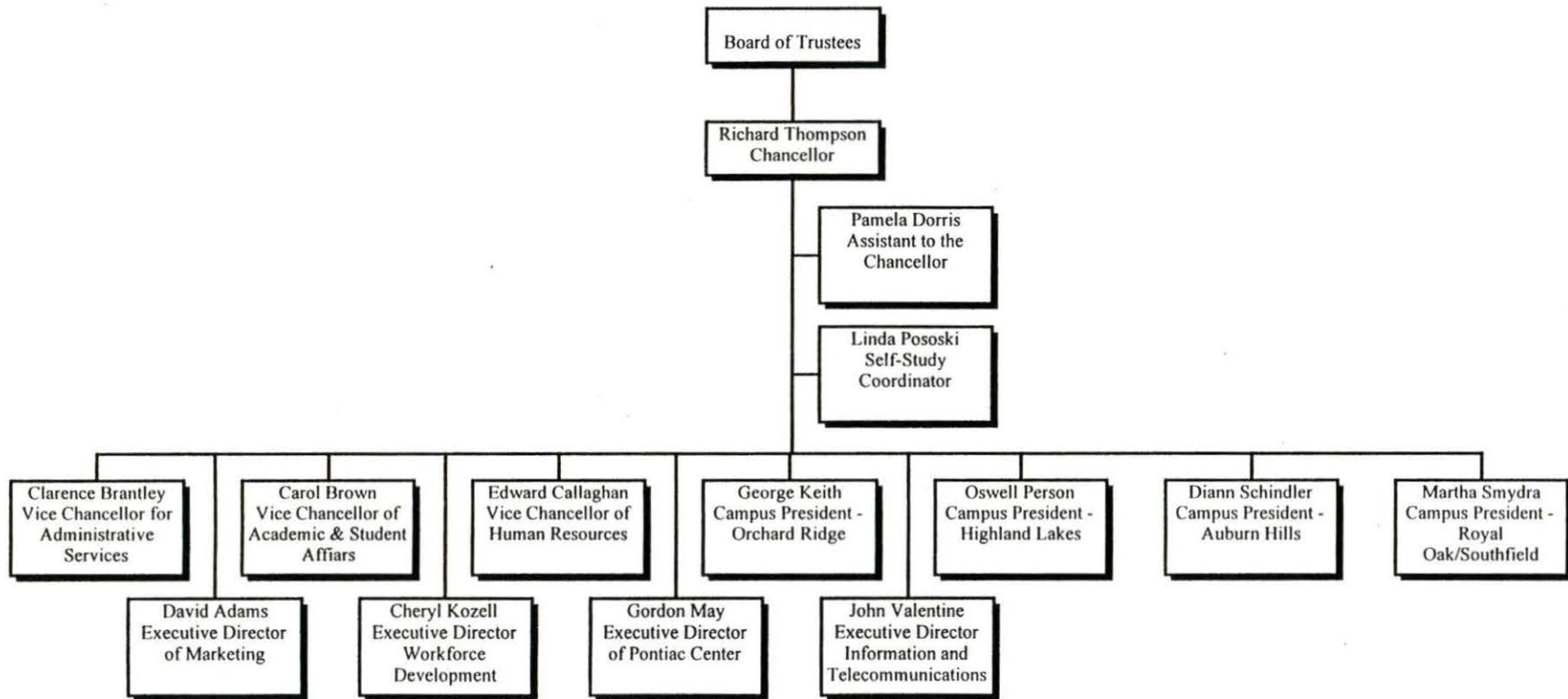
# Criterion Two

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*Appendix Two - 2*

**Organizational Chart –  
Direct Reports to Chancellor**

**OAKLAND COMMUNITY COLLEGE  
ORGANIZATIONAL CHART  
DIRECT REPORTS TO CHANCELLOR**



# Criterion Two

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*Appendix Two - 3*

**College Academic Senate Brochure**



## College Academic Senate Calendar 1997-98 Academic Year

September	11	Campus Senates
	18	Leadership
	25	College Senate
October	9	Campus Senates
	16	Leadership
	23	College Senate
November	13	Campus Senates
	20	Leadership
December	—	Leadership
	11	College Senate
January	15	Campus Senates
	22	Leadership
	29	College Senate
February	12	Campus Senates
	19	Leadership
	26	College Senate
March	12	Campus Senates
	19	Leadership
	26	College Senate
April	9	Campus Senates
	16	Leadership
	23	College Senate
May	14	Campus Senates
	21	Leadership
	28	College Senate
June	11	Campus Senates
	18	Leadership
	25	College Senate

## Academic Senate Leadership

	PHONE	PROFS. I.D.
<b>CHAIR</b>		
Ruth Grass .....	3125	REGRASS
<b>VICE-CHAIR</b>		
Deborah Randolph .....	5515	DARANDOL
<b>SECRETARY</b>		
Gail Bryan .....	3047	GABRYAN
<b>RECORDER</b>		
Barbara Griggs .....	3032	BJGRIGGS

### CAMPUS AND SITE CHAIRS

<b>AUBURN HILLS</b>		
William Stuart .....	6573	WHSTUART
<b>DISTRICT OFFICES</b>		
David Gee .....	1588	DPGEE
<b>HIGHLAND LAKES</b>		
Karen Robinson .....	3177	---
<b>ORCHARD RIDGE</b>		
Robert Zemke .....	7779	RBZEMKE
<b>ROYAL OAK/SOUTHFIELD</b>		
Deborah Randolph .....	5515	DARANDOL
<b>INTERIM VICE CHANCELLOR, ACADEMIC &amp; STUDENT AFFAIRS</b>		
Carol Brown .....	1569	CABROWN
<b>PAST COLLEGE SENATE CHAIR</b>		
Linda Pososki .....	1585	LLPOSOSK

### STANDING COMMITTEE CHAIRS

Richard Bowden .....	College Curriculum/Instruction
Christian Noordhoorn .....	Curriculum Review
Nancy Rudary .....	Student Outcomes Assessment
John Valentine .....	Technology Planning
Martha Smydra .....	College-Wide Diversity

Members of the college community interested in becoming involved in the work of the academic senate, its committees, or the campus/site senates are urged to contact any of the leadership representatives listed above.

BR 155 - 8/97



OAKLAND  
COMMUNITY  
COLLEGE

## COLLEGE ACADEMIC SENATE

Standing and Ad Hoc  
Committees

Academic Year 1997-98

"... The Senate, 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."

Preamble

Constitution of the College Academic Senate

## Introduction

Much of the work of the College Academic Senate (CAS) is accomplished by *standing* and *ad hoc* committees. The standing committees are comprised of faculty, staff and administrators representing all campuses and sites. They routinely meet once a month and report to both the CAS leadership and the College Council. Most standing committees have a counterpart at the campuses and sites.

The charge for establishment of a committee structure resides in Article VII of the Constitution of the Academic Senate;

- 7.1 The College Academic Senate shall establish as many standing committees as it deems necessary for the transaction of its business.
- 7.2 Each standing committee will make careful and detailed studies of matters referred to it and will make reports and recommendations.
- 7.3 Membership of standing committees will include three members of the College Council.
- 7.4 Each standing committee will elect its Chairperson.

---

## Standing Committees Academic Year 1997-98

### COLLEGE CURRICULUM/INSTRUCTION

#### Mission

The mission of the College Curriculum/Instruction Committee is to facilitate the efforts of Oakland Community College to develop and maintain a comprehensive and formalized instructional program that is dynamic, flexible, relevant to, and consistent with, the mission and goals of the college.

#### Prescribed Composition:

Twelve faculty (three per campus); one vice chancellor;  
one registrar; four deans (one per campus)

**Chairperson: Richard Bowden**

Phone: 6648 PROFS: RLBOWDEN

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### CURRICULUM REVIEW

#### Mission

The Curriculum Review Committee, as established by the Academic Senate, endeavors to ensure a cyclical updating of Oakland Community College's curriculum.

#### Prescribed Composition:

Twelve faculty (three per campus); one vice chancellor; one registrar; four deans (one per campus)

**Chairperson: Christian Noordhoorn**

Phone: 3052 PROFS: CCNOORDH

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### STUDENT OUTCOMES ASSESSMENT

#### Mission

The mission of the Student Outcomes Assessment Committee is to implement student outcomes and assessment at all levels of the institution. As it moves the college from content-centered to learner-centered, and from teacher-centered to student-centered, the assessment outcomes process enhances the quality of the learning experience of students.

#### No Prescribed Composition

**Chairperson: Nancy Rudary**

Phone: 6894 PROFS: ---

### TECHNOLOGY PLANNING

#### Mission

The mission of the Technology Planning Committee is to provide leadership for Oakland Community College in the planning and use of information technology to enhance the learning process for our students-centered learning community.

#### No Prescribed Composition

**Chairperson: John Valentine**

Phone: 1597 PROFS: JMVALENT

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### DIVERSITY

#### Mission

The College-Wide Diversity Committee strives to enrich Oakland Community College by providing an environment for valuing and respecting all differences among individuals.

#### No Prescribed Composition

**Chairperson: Martha Smydra**

Phone: 5542 PROFS: MRSMYDRA

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### STUDENT ACADEMIC SUCCESS PLAN

(inactive)

#### Ad Hoc Committees

Ad Hoc Committees will be established during the course of the school year to accomplish particular tasks within a specific timeline.

Below are the ad hoc committees which operated during 1996-97.

- Credit for Life/ Experiential (Assoc. in General Studies Degree)
- Interdisciplinary Math
- General Education
- Literacy
- Student Eligibility

# Criterion Two

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*Appendix Two - 4*

## **Budget Process Schedule**



## OAKLAND COMMUNITY COLLEGE BUDGET PROCESS SCHEDULE

	BUDGET FOR FISCAL YEARS		
	1997-98	1998-99	1999-00
Preliminary Enrollment Projection Completed	10/29/96	10/28/97	10/27/98
Campuses/Sites Submit Personnel and Capital Request to Budget Director	11/01/96	10/31/97	10/30/98
Preliminary College Budget Determined for Current Positions Expenditures, Fringes, Capital Construction, Equipment, and Non-Personnel Expenditures	11/08/96	11/07/97	11/06/98
Preliminary College Budget Determined and Priorities Established for Personnel Additions, Changes, and Deletions (Includes related non-personnel expenditures)	11/08/96	11/07/97	11/06/98
Preliminary Total Revenue and Expenditure Budget Prepared	11/18/96	11/17/97	11/16/98
Preliminary Budget Presented To Chancellor's Council	11/19/96	11/18/97	11/17/98
Preliminary Budget Information Shared With College Budget Council	11/22/96	11/21/97	11/20/98
Budget Requests Feedback Given to College Community	11/25 to 11/29/96	11/24 to 11/28/97	11/23 to 11/27/98
Preliminary Budget Shared with Board Officers	12/05/96	12/04/97	12/03/98
Preliminary Budget Package Distributed to Board	12/06/96	12/05/97	12/04/98
Preliminary Budget Presented to Board of Trustees	12/16/96	12/15/97	12/14/98
Budget Feedback Distributed to College Community	12/17 to 12/20/96	12/16 to 12/19/97	12/15 to 12/18/98
Budget Targets Distributed to Campuses/Sites	12/17/96 to 01/14/97	12/16/97 to 01/13/98	12/15/98 to 01/12/99

**OAKLAND COMMUNITY COLLEGE  
BUDGET PROCESS SCHEDULE  
(Continued, Page 2 of 2)**

	<b>BUDGET FOR FISCAL YEARS</b>		
	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>
SAS Budget Placed in Computer by DCSes	03/11/97	03/10/98	03/09/99
Final Budget Package Prepared and Shared with Budget Council	04/01/97	03/31/98	03/30/99
Final Budget Package Reviewed by Chancellor's Council	04/03/97	04/02/98	04/01/99
Final Budget Feedback Distributed to College Community	04/07 to 04/11/97	04/06 to 04/10/98	04/05 to 04/09/99
Board Officers Review Final Budget Package	04/10/97	04/09/98	04/08/99
Final Budget Package Distributed to Board of Trustees	04/11/97	04/10/98	04/09/99
Budget Presented at Workshop with Board of Trustees	04/21/97	04/20/98	04/19/99
Request Approval of Budget by Board of Trustees	05/19/97	05/18/98	05/17/99
Final Budget Recorded in Computer System	05/30/97	05/29/98	05/28/99
Final Budget Feedback Distributed to College Community	06/02 to 06/06/97	06/01 to 06/05/98	05/31 to 06/04/99

# Criterion Two

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*Appendix Two - 5*

## **General Fund Revenue and Expenditures**



**GENERAL FUND REVENUE AND EXPENDITURES**  
(\$ Millions)

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	Budget 1997-98
Property Taxes	\$17.447	\$18.692	\$20.065	\$21.814	\$23.306	\$24.410	\$25.401	\$26.468	\$52.496	\$55.351	\$58.080
State Appropriations	13.296	13.890	15.048	15.281	17.939	16.769	17.301	17.865	18.770	19.176	19.481
Tuition and Fees	16.046	18.847	20.867	23.233	24.684	25.675	26.303	26.260	25.370	24.563	22.516
Investment Income	1.550	1.648	1.599	1.475	1.058	0.793	0.786	1.268	1.993	1.863	1.450
Miscellaneous	0.750	0.817	0.865	1.242	0.371	0.369	0.219	0.197	0.422	0.137	0.173
<b>Total Revenue</b>	<b>\$49.089</b>	<b>\$53.894</b>	<b>\$58.444</b>	<b>\$63.045</b>	<b>\$67.358</b>	<b>\$68.016</b>	<b>\$70.010</b>	<b>\$72.058</b>	<b>\$99.051</b>	<b>\$101.090</b>	<b>\$101.700</b>
Salaries & Wages	\$30.544	\$32.609	\$35.254	\$38.127	\$42.301	\$43.406	\$42.884	\$43.100	\$42.349	\$45.692	\$48.171
FICA & Retirement	4.695	4.962	5.389	5.936	7.059	8.581	9.084	7.521	8.013	9.777	10.717
Benefits	3.547	3.998	4.944	4.873	5.434	5.948	6.496	6.853	5.802	6.332	7.489
Subtotal Personnel	\$38.786	\$41.569	\$45.587	\$48.936	\$54.794	\$57.935	\$58.464	\$57.474	\$56.164	\$61.801	\$66.377
Nonpersonnel	7.615	8.618	9.444	11.067	12.111	9.639	10.958	15.539	15.573	13.292	16.260
<b>Total Operating Budget</b>	<b>\$46.401</b>	<b>\$50.187</b>	<b>\$55.031</b>	<b>\$60.003</b>	<b>\$66.905</b>	<b>\$67.574</b>	<b>\$69.422</b>	<b>\$73.013</b>	<b>\$71.737</b>	<b>\$75.093</b>	<b>\$82.637</b>
Capital	3.836	3.205	3.000	1.877	0.943	0.832	0.576	1.200	23.026	22.548	17.363
Contribution to Fund Bal	(1.148)	0.502	0.413	1.165	(0.490)	(0.390)	0.012	(2.155)	4.288	3.449	1.700
<b>Grand Total</b>	<b>\$49.089</b>	<b>\$53.894</b>	<b>\$58.444</b>	<b>\$63.045</b>	<b>\$67.358</b>	<b>\$68.016</b>	<b>\$70.010</b>	<b>\$72.058</b>	<b>\$99.051</b>	<b>\$101.090</b>	<b>\$101.700</b>

# Criterion Two

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*Appendix Two - 6*

## **Degree Programs and Full-Time Faculty Involvement**

### Table of Degree Programs

Assoc. or Certificate Program	Total # of full time faculty	Full time faculty / AH	Full time faculty / HL	Full time faculty / OR	Full time faculty / RO
ACC Accounting	10	Bowden Ston Costello- Lambert	Bogucki Whitson Parker	Podsiadlik Holmes	Grainger Niemer
ACH Architecture	1	Ahsan			
ASR Auto Servicing	2	Bennett Hildebrandt			
AVF,AVM,AVT Aviation Flight Tech	1		Marshall		
BIS Business Info Sys	3	Kuston		Pososki	Shelton-Beatty
CER Ceramic Tech	1				Blosser
CAB,CAI,CAM Comp Aided Design	1	Khan			
CHT Comp. Hardware Eng	0				
CIS Comp. Info. Sys.	11	Pavlak Mann Marus Marion	Austin	Jackson Heath Martin Parkinson Vallely	Malloy
CIM Comp. Integrated Manuf. Tech.	1	Atma			
COU Conference and	0				



		AH	HL	OR	RO
Court Reporting					
COR Corrections Officer	2	Allen Frank			
COP,COS Cosmetology	0				
CRJ Criminal Justice	2	Allen Frank			
DHY Dental Hygiene	3		Bogucki Fortin Robertson		
DIA Diagnostic Medical Sonography	0				
DRA Drafting	1	Sawasky			
EAR Early Childhood Development	1		Moss-Brooks		
ELH Electrical Trades Technology	1	Meyers			
EET Engineering Tech	0				
ELE Electronics Tech	2	Powell Rush			
EME Emergency Medical	1	Martin			
EST Emergency Services	1	Martin			
EGR	0				

		AH	HL	OR	RO
Engineering	0				
EPT					
Engineering Physical Test	0				
HVT,HVA,TER,HVF					
Environmental Systems Tech	1	Pennefather			
EXR, EXB, EXG					
Exercise Science	1		Kloosterhouse		
FIN					
Fine Arts	4			Piepenburg Tazian Finkel	Mendelson
FFT					
Fire Fighter Tech	0				
FLU					
Fluid Power Tech	0				
CUL,FOO,HOT					
Food Service/Hospitality	8			Baier Rowlson Enright Stawara Galli Zemke Holden Levinson	
GER					
Gerontology	0				
GRA,ILL					
Graphics and Commercial Art	1			McGowan	
HEA					
Health Care Admin	2		Klooserhouse		Wangler (SF)
HST					
Histologic Tech	1				Wangler (SF)
HOS					
Hospital Pharmacy	1				Wangler (SF)

		AH	HL	OR	RO
ITG Industrial Tech	0				
LAN Landscape Tech	2	Mitchell Baeckeroot			
LAW Law Enforcement	2	Allen Frank			
LGL Legal Assistant	1			Keidan	
LBT Library Tech Asst	0				
MAC,NUM Machine Tool Tech	1	Atma			
MAN,OAD,RET,RF B,SBM Management Development	3			Adams Bronstein Kinney	
MEC Mechanical Design	1	Atma			
MDA Medical Assisting	1		Kittle		
MDR Medical Transcription	0				
MEN Mental Health/Social Work	2	Chudnoff Palmer			
NUC Nuclear Medicine	1				Wangler (SF)
NUR,PNE,RNE	14		Bragg DaDeppo		

Ditri Sallee  
 Even Solarte  
 Fancher Stumbo  
 Fifield Sundberg  
 Jasinski Solasky  
 Kuzak  
 Lobert



		AH	HL	OR	RO
Nursing					
PHT Photographic Tech	2			Valenti Cyrol	
CPT Police Evidence Tech	1	Martin			
ENG Pre-Engineering	1		Hussain		
INT Pre-International Commerce	0				
QAT Quality Assurance	0				
RTT Radiation Therapy	1				Wangler (SF)
RLT Radiologic Tech	0				
RES Respiratory Therapy	0				
ROB Robotics/Automated Systems Tech	1	St. Clair			
TMA, TMM, TMT, T MP, TMS Tech/Mgmt Development Tech	0				
VEH Vehicle Body Tech	0				
ATW Welding Technology	0				

# Criterion Two

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*Appendix Two - 7*

## **Full-Time Staffing Analysis**

OAKLAND COMMUNITY COLLEGE

**HUMAN RESOURCES DEPARTMENT**  
**FULL-TIME STAFFING ANALYSIS**  
 (1972 - 1998)

	<u>Admin.</u>	<u>Faculty</u>	<u>*Mgt. Staff</u>	<u>Class.</u>	<u>Maint.</u>	<u>Oper. Engrs.</u>	<u>Public Safety</u>	<u>TOTAL</u>	<u>FYES Count</u>
90-15-72	41	304	50	186	104		13	698	8,732
07-30-73	34	303	53	159	99		13	661	8,950
07-29-74	34	294	28	162	99	9	11	652	9,793
07-10-75	32	294	39	162	105	8	12	665	11,347
07-01-76	31	292	39	164	95	8	10	647	10,570
07-01-77	29	286	42	155	85	8	6	614	10,494
07-10-78	29	285	45	155	82	8	4	610	10,483
07-02-79	30	296	47	170	89	8	11	655	11,337
07-01-80	32	299	52	182	91	8	16	685	13,097
07-01-81	32	296	49	182	95	8	16	682	13,844
07-01-82	32	294	50	192	96	8	16	694	14,963
07-06-83	32	299	49	199	102	8	18	718	15,268
07-05-84	32	298	51	207	98	9	18	726	14,524
07-01-85	33	300	52	205	99	9	18	731	14,226
07-01-86	32	289	54	205	94	10	18	717	14,618
07-01-87	37	286	64	210	106	11	16	747	15,468
07-01-88	42	279	74	224	108	11	14	768	15,556
07-01-89	40	270	74	226	107	10	16	761	15,965
07-01-90	44	279	79	231	107	11	14	784	16,400
07-01-91	47	289	83	231	107	11	17	806	17,164
07-01-92	47	277	95	229	108	11	19	786	17,055
07-01-93	46	277	92	228	100	11	19	773	16,178
07-01-94	48	288	114	228	99	11	17	805	15,213
07-01-95	42	278	102	221	90	7	14	754	14,550
07-01-96	40	276	111	232	92	10	16	777	14,013
07/01/97	41	296	112	236	102	10	16	813	13,387
01/01/98	41	297	109	232	103	10	17	809	
<b><u>VACANCIES 01/01/98</u></b>									
Funded	7	3	8	8	2	0	1	29	
Unfunded									
<b>TOTAL</b>	<b>7</b>	<b>3</b>	<b>8</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>29</b>	
<b><u>1997-1998 STAFF</u></b>									
Total	48	300	117	240	105	10	18	838	
<b>High</b>	<b>48</b>	<b>304</b>	<b>114</b>	<b>231</b>	<b>108</b>	<b>11</b>	<b>19</b>	<b>805</b>	<b>17,164</b>
Year	1994	1972	1994	1990	1992	1987	1992	1991	
+/-	0	-4	3	9	-3	-1	-1	33	

\*Includes temporary full-time, Oakland Literacy Council and specially funded positions.



# Criterion Three

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*Appendix Three - 1*  
**Curriculum Modifications  
Since 1987**

*Appendix Three - 2*  
**Graduation Requirements**

*Appendix Three - 3*  
**Trends in Annual Student Credit Hours  
by Course Prefix Code**

*Appendix Three - 4*  
**Tech Prep Agreement Summary**

*Appendix Three - 5*  
**Student Satisfaction with Preparation  
for Transfer**

*Appendix Three - 6*  
**Comparison of OCC Transfer Students  
to Native Students at the University of  
Michigan-Dearborn, Fall 1993**

*Appendix Three - 7*  
**Memo – Procedure for Developing  
Articulation Agreements**

*(Continued)*

**NCA  
1997**

# Criterion Three

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*Appendix Three - 8*  
**Guidelines for Articulation  
Agreements**

*Appendix Three - 9*  
**Guidelines for Utilization of  
Advisory Committees**

*Appendix Three - 10*  
**Placement Rate in Workforce**

*Appendix Three - 11*  
**OCC General Education  
Statement (Revised March 7, 1997)**

*Appendix Three - 12*  
**Procedure for Choosing  
Individuals for Distinguished  
Emeritus Status**

*Appendix Three - 13*  
**Trend in Percent of Students  
Who Successfully Complete  
Developmental Education  
Courses, 1994-96**

*Appendix Three - 14*  
**Trends in Non-Credit Hour  
Enrollment College-Wide  
and by Site**

**NCA  
1997**



# Criterion Three

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*Appendix Three - 1*

**Curriculum Modifications  
Since 1987**



**Appendix Three-1**  
*New Courses and Programs since 1987*

1988-89

Programs: Radiologic Technology

Courses:

BIO 201- Project Outreach - Environmental Action  
CAD 215 - Advanced Three Dimensional Applications  
CAD 260 - Body Print for Interpretation and Detailing  
CAD 270 - Body Layout Applications  
CAD 280 - Applications of Vehicle Body Surface Development  
GRN 151 - Alzheimer Disease and Related Dementia  
GRN 152- Legal Aspects of Aging  
LST 116 - Landscaping with Wild Flowers/Grasses/Ferns  
LST 240 - Arboriculture  
NUR 171 - Transition to Associate Degree Nursing  
PHY 165 - Principles and Applications of Lasers  
RAD 200; RAD 201; RAD 201; RAD 206.6; RAD 208; RAD 210; RAD 212; RAD 214; RAD 218.8; RAD 222; RAD 225.2 (courses that are part of the new radiologic program)

1989-90

Programs: General Motors: Electromechanical Engineering Tech Program\*

Courses:

CAD 100- Fundamentals of Engineering Graphics  
NUR 141; NUR 145; NUR 146; NUR 147, NUR 251; NUR 252; NUR 253; NUR 254 (updating of Nursing Courses)  
ADT 210 - Body Layout I ; ADT 230 - Body Layout II  
CAD 145; CAD 245- Drafting and Design Coop Internship I; and II  
PHO 205 - Studio Photography  
CIS 101; CIS 104; CIS 105; CIS 130; CIS 180; CIS 230; CIS 240.4 (courses that are part of the new Computer Information System)

1991-92

Courses:

ACC 206 - Not for Profit Accounting  
ACC 210 - Personal Income Tax; ACC 217- Business Taxation  
ACC 261 - Intermediate Accounting  
ACT 270; 271 - Accounting with Computers I; Accounting with Computers II  
BIS 107; BIS 116; BIS 130; BIS 145; BIS 170; BIS 200 (courses that are part of the recently established Business Information System (BIS))  
EEC 102 - DC Fundamentals; EEC 104 - AC Fundamentals  
ECT 170; 270 - Microprocessor Coop Internship ; Advanced Coop Internship I  
ETT 250; 270 - Electrical machines; electrical controls  
JPN 151; 153; 261,262 - Beginning Japanese I; II ; Intermediate Japanese I, II.  
LIB 215; 217; 240 - Library Public Services; Resources and Services; Field Project  
PER 165.7; PER 165.8 - Jazz Dance I; II  
ROB 152 - Robot Manipulator Drives and Linkages  
SPE 100 - Basic Speaking/Listening Skills  
QAT 104 - Geometric Dimensioning and Tolerancing - Principles and Applications

1992-93

Programs:

Associate in Science & Engineering (Contractual Degree/GM)\*  
Cosmetology - Stylist Option  
Electromechanical Engineering Technology - (GM employees)\*  
Environmental Systems Technology (replaces Climate Control Technology)

- Facilities Management Option
- HVACR Technician Option
- Advanced HVACR Option

Fire Fighter Technology

Technical/Management Development Technology:

- Advanced Manufacturing Option
- Advanced Design/Manufacturing Option
- Tool and Die Making Design Option
- Tool and Die Making Production Option
- Plant Floor Management/Supervision Option

UAW/GM Skilled Trades Option of Industrial Technology ASA Degree (Contractual Degree/GM)\*

Courses:

ANT 261- Topics in Anthropology  
 CAD 115 - CAD Applications in Architecture/Civil Engineering Technology  
 CAD 213 - Techniques and Applications of Solid Modeling for Design and Manufacturing  
 EGR 110 - Introduction to Engineering  
 EGR 182- Engineering Materials;  
 EGR 230 - Engineering Thermodynamics  
 ENG 279 - The English Language: Structure and Development  
 FFT 151; 152;153; 154;155; 156; 251; 252; 253; 254 - Courses for Fire Fighter Technology Program  
 GSC 162 - Introduction to Environmental Geology  
 LGL 251 - Legal Assistant Internship  
 MDA 238 - (replaces MDA 138)  
 NCT 114; 115;123;124;134;135;200;201;210;211;221 - Courses for the Non-invasive Cardiovascular Technology Program  
 TER 121; 131; 139; 143; 161; 163 - Courses for environmental Systems Technology.

1993-94

Programs:

Computer Aided Design Technology Plastics/Composites Applications Option  
 Drafting and Design Technology/Auto Body Design Option (restricted program with Engineering Technology, LTD) \*  
 Environmental Systems Technology - Special Interest Option  
 Fire Fighter Technology - Certificate  
 Histologic Technology Program  
 Medical Assisting - One-Year Certificate  
 Radiation Therapy Technology  
 Small Business Option/Management Development Program  
 Welding Technology - Certificate program (replacing Welding and Fabricating Technology)

Courses:

AET 261- Waste Management and Biomass  
 ATW 100 - Welding Fundamentals  
 ATW 112 - Introduction to Gas/Arc/MIG/TIG Welding  
 CAD 210.1 - (replaces CAD 210)  
 CAD 211 - Topics in Design and Drafting Applications  
 CAD 250 - Plastic Product Design Applications  
 DDT 100 - Fundamentals for Drafting Industry (replaces DRT 11 and APD 813)  
 DDT 105 - Product Drafting (replaces DRT 112 and APD 814)  
 DDT 115 - Descriptive Geometry (replaces DRT 116)  
 DDT 135 - Advanced Descriptive Geometry (replaces DRT 135)  
 GER 263 - Business German I; GER 264 - Business German II  
 MDA 120 - Basic X-ray Techniques and Spirometry  
 MDA 125 - Phlebotomy  
 NUR 154 - Adult Medical Surgical Nursing  
 NUR 155 - Transition to Graduate Practical Nurse Role

NUR 251.1; NUR 251.2 - Nursing of Children/Families  
PER 174.3; 174.4 - Aqua Fitness; Aqua Aerobics  
PER 174.5; 174.6 - In-Line Skating; Step Aerobics  
PER 183.9; 8 - Lifeguarding ; Water Safety Instructor (replaces PER 183.6; ,7)

1994-95

Programs: Aviation Flight Technology - Aviation Maintenance Technology Option  
Computer Aided Design and Drafting - Automotive/Industrial Modeling

Courses: ARB 151; 153 - Beginning Arabic I; Beginning Arabic II  
ARB 261; 262 - Intermediate Arabic I; Intermediate Arabic II  
ARC 100 ; 108 - Architectural Drafting I ; II (replaces ARC 101; 110)  
ARC 200; 218 - Architectural Drafting III ; IV (replaces ARC 120; 216)  
ARC 104 - History of Architecture (replaces ARC 102)  
ENG 158 - Critical Reading and Thinking (replaces ENG 120)  
ITA 151; 153 - Beginning Italian I; Beginning Italian II  
ITA 261; 262- Intermediate Italian I; Intermediate Italian II  
MAT 253 - replaces MAT 251  
NCT 122 - Electrophysiology

1995-96

Programs: Emergency Service Technology  
Engineering Physical Test Program (restricted for GM employees)\*

Courses: CIS 171; 271 - Introduction to Networking; Networking Technologies  
CIS 172; 272 - Novell NetWare Administration; Novell NetWare Advanced Administration  
ESL 101; 102 - English Conversation I; English Conversation II  
ESL 141; 142 - Listening and Communication Skills I; II  
ESL 151; 152 - Writing and reading for Academic Purposes I; II  
ESL 241; 242 - Lecture Comprehension and Note taking I; II  
ESL 251; 252 - Writing and reading for Academic Purposes III; IV  
GSC 150 - Geological Processes and Real Estate Evaluation  
LGL 260.1-8 Special Topics (from the legal perspective)  
MAT 288 - Linear Algebra  
PHO 130 - Beginning Digital Photography

1996-97

Programs: Computer Aided Engineering Technology

Courses: EPT 140; EPT 150 - Motor Vehicle Power train; Motor Vehicle Chassis  
EPT 190- Automotive Physical Test- Durability and Validation  
PHO 155 - History of Photography  
PHO 270 - Advanced Digital Photography

1997-98

Courses: APD 871;872 - Mold Design I; Mold Design II  
CAD 216 - Finite Element Modeling  
CER 223 ; 224 - Wheel Throwing III; Wheel Throwing IV  
CIS 11 - Introduction to the Internet  
CIS 193 - Introduction to UNIX Client-Server Programming  
CIS 194 - Introduction to Visual C++  
PER 191.1; 194.2 - Fencing Beginning; Fencing Intermediate

*\* Restricted programs are those developed by the College specifically for one employer or employer group to provide training for their employees.*



# Criterion Three

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*Appendix Three - 2*

**Graduation Requirements**



This area is defined as courses listed in the Fine Arts/Humanities General Education area. In addition to those listed the following courses may be elected:

ARB 261, 262;  
ART 256, 260, 262,266;  
ENG 276, 282  
FRE 261, 262;  
GER 261, 262;  
ITA 261, 262;  
JPN 261, 262;  
SPA 261, 262;

These courses must be taken in more than one academic discipline.

Mathematics 171	4 credit hours
Physical Education	1 credit hour
POL 151	3 credit hours
Science	16 credit hours

This area is defined as any combination of courses from BIO (153 and up), CHE (151 and up), GSC (153 through 162), or PHY(154 and up).

Social Science	6 credit hours
----------------	----------------

This area is defined as courses on the Social Science General Education list or any other courses with the same prefix (ANT, ECO, FSS, GEO, HIS, POL, PSY, SSC, SOC; except POL 151). These courses must be taken in more than one academic discipline.

Necessary Electives to total	62 credit hours
------------------------------	-----------------

Electives must be chosen from courses numbered 100 through 299.

(d) Associate in General Studies Degree:

Candidates for the Associate in General Studies Degree must satisfy the Requirements for an Associate Degree as well as the following specific minimum requirements:

Communication/English	3 credit hours
-----------------------	----------------

This area is defined as courses listed on the Communications/English General Education list or any other course with the same prefix, excluding the course used to satisfy the Written Communications requirement.

Fine Arts/Humanities	6 credit hours
----------------------	----------------

This area is defined as courses on the Fine Arts/Humanities General Education list. In addition to those listed, the following courses may be elected:

ARB 261, 262;  
ART 256, 260, 262,266;  
ENG 276, 282  
FRE 261, 262;  
GER 261, 262;  
ITA 261, 262;  
JPN 261, 262;  
SPA 261, 262;

Mathematics/Natural Science	7 credit hours
-----------------------------	----------------

Any MAT course and a science course from BIO\*, CHE\*,FSN, GSC\*,LSC\*, PHY\*, PSC\*. \* Lab courses in these areas.

POL 151	3 credit hours
---------	----------------

Social Science	3 credit hours
----------------	----------------

This area is defined as courses on the Social Science General Education list or any other courses with the same prefix, (except POL 151).

Physical Education	1 credit hour
--------------------	---------------

Written Communication	3 credit hours
-----------------------	----------------

This area is defined as courses on the Written Communications General Education list. The course used to meet this requirement is in addition to the course used for the Communication/English requirement.

Necessary Electives to total	62 credits
------------------------------	------------

(e) Associate in Business Administration Degree:

Candidates for the Associate in Business Administration Degree must satisfy the Requirements for an



Associate Degree as well as the following specific minimum requirements:

Economics 261, 262	6 credit hours
English 151, 152	6 credit hours
Fine Arts/Humanities	8 credit hours

This area is defined as course on the Fine Arts/Humanities General Education list. In addition to those listed the following courses may be elected:

ARB 261, 262;
ART 256, 260, 262,266;
ENG 276, 282
FRE 261, 262;
GER 261, 262;
ITA 261, 262;
JPN 261, 262;
SPA 261, 262;

These courses must be taken in more than one academic discipline.

Mathematics/Science	8 credit hours
---------------------	----------------

A. This area is defined as courses on the Mathematics/Science General Education list or courses with the same prefixes with numbers higher than those listed (except GSC 240.1-4). This area must include an approved lab/science course.

B. This area must include MAT 115 or higher level.\*

\*MAT 150 or 154 is recommended

Physical Education	1 credit hour
--------------------	---------------

A minimum of credit hour must be completed from the physical education course listed in the General Education list.

POL 151	3 credit hours
---------	----------------

Social Science	6 credit hours
----------------	----------------

This area is defined as courses on the Social Science General Education list or any other courses with the same prefix (ANT, ECO, FSS, GEO, HIS, POL, PSY, SSC, SOC; except POL 151, ECO 261 and 262).

Professional Business Courses	17 credit hours
-------------------------------	-----------------

CATEGORY 1. These courses will be required:

Business 101	3 credit hours
--------------	----------------

Accounting 251	4 credit hours
----------------	----------------

Accounting 252	4 credit hours
----------------	----------------

CATEGORY 2. The student must select two\*\*of the following;

Business 203	3 credit hours
--------------	----------------

Business 204	3 credit hours
--------------	----------------

Business 253	3 credit hours
--------------	----------------

Marketing 252	3 credit hours
---------------	----------------

\*\*One of these Computer Information System courses may be substituted for one in Category 2:

CIS 112	4 credit hours
---------	----------------

CIS 115	4 credit hours
---------	----------------

CIS 203	3 credit hours
---------	----------------

Necessary Electives to total	62 credit hours
------------------------------	-----------------

Electives must be chosen from courses numbered 100 through 299.

# Criterion Three

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*Appendix Three - 3*

## **Trends in Annual Student Credit Hours by Course Prefix Code**

**Table 3.6**  
**Trends in Annual Student Credit Hours by Course Prefix Code**  
**(Academic Year 1986-87 through 1995-96)**

Course Prefix	Course Prefix Description	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Percent Change	
		SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	5- Year	10- Year
<b>ALLIED HEALTH</b>													
DEN	Dental Assisting	244.0	327.0	93.0	81.0	87.0	84.0	90.0	81.0	93.0	81.0	-3.6	-66.8
DHY	Dental Hygiene	1,109.0	1,134.0	1,149.0	1,156.0	1,111.0	1,127.0	1,157.0	1,079.0	1,097.0	1,091.0	-3.2	-1.6
DMS	Diagno. Med Sonography	922.0	827.0	963.0	897.0	805.0	788.0	863.0	834.0	745.0	769.0	-2.4	-16.6
EMT	Emergency Med Tech	868.0	839.0	687.0	833.0	1,111.0	1,443.0	1,412.0	1,484.0	1,443.0	1,388.0	-3.8	59.9
EXL	Exercise Science & Technology	524.0	538.0	605.0	817.0	1,062.0	1,298.0	1,038.0	1,113.0	969.0	878.0	-32.4	67.6
HCA	Health Care Admin.	525.0	510.0	531.0	532.0	541.0	614.0	642.0	548.0	478.0	499.0	-18.7	-5.0
HEA	Health	1,591.0	2,033.0	2,119.0	2,268.0	2,976.0	3,132.0	3,636.0	3,855.0	3,579.0	3,606.0	15.1	126.6
HPT	Hospital Pharmacy Tech	507.0	377.0	338.0	343.0	337.0	385.0	522.0	586.0	323.0	394.0	2.3	-22.3
MDA	Medical Assisting	566.0	612.0	579.0	508.0	527.0	714.0	920.0	1,029.0	1,359.0	1,295.0	81.4	128.8
MED	Medical Technology	2,714.0	2,602.0	1,875.0	1,825.0	2,138.0	2,477.0	2,709.0	2,736.0	2,295.0	1,845.0	-25.5	-32.0
MHA	Mental Health	2,934.0	2,754.0	2,370.0	2,516.0	2,540.0	2,556.0	2,544.0	2,182.0	2,202.0	2,132.0	-16.6	-27.3
NCT	Noninvasive Cardiovascular	0.0	0.0	0.0	0.0	0.0	323.0	420.0	549.0	319.0	--	--	--
NUR	Nursing	5,947.0	5,278.0	5,607.0	5,231.0	4,805.0	5,898.5	6,673.0	6,444.5	7,583.0	9,068.5	53.7	52.5
PNE	Practical Nurse Education	3,137.0	3,905.0	4,097.0	4,336.0	4,062.0	4,333.0	2,962.0	0.0	0.0	--	--	--
RAD	Radiologic Tech	0.0	0.0	0.0	258.0	454.0	511.0	620.0	630.0	666.0	935.0	83.0	--
RSP	Respiratory Therapy	741.0	851.0	684.0	619.0	586.0	676.0	923.0	813.0	920.0	739.0	9.3	-0.3
<b>Subtotal - Allied Health</b>		<b>22,329.0</b>	<b>22,587.0</b>	<b>21,697.0</b>	<b>22,220.0</b>	<b>23,142.0</b>	<b>26,359.5</b>	<b>27,131.0</b>	<b>23,963.5</b>	<b>24,071.0</b>	<b>24,720.5</b>	<b>-6.2</b>	<b>10.7</b>
<b>AUTOMOTIVE TECHNOLOGIES</b>													
ADT	Automobile Drawing	39.0	0.0	57.0	453.0	114.0	531.0	249.0	159.0	195.0	315.0	-40.7	707.7
APD	Apprentice Drafting	1,020.0	1,062.0	849.0	915.0	738.0	588.0	333.0	258.0	315.0	210.0	-64.3	-79.4
APM	Apprentice Mathematics	706.0	627.0	435.0	356.0	327.0	246.0	249.0	303.0	458.0	452.0	83.7	-36.0
APP	Apprentice Physics	458.0	336.0	282.0	136.0	180.0	188.0	180.0	236.0	320.0	250.0	33.0	-45.4
APS	Apprentice Shop	189.0	126.0	48.0	87.0	27.0	39.0	0.0	54.0	39.0	78.0	100.0	-58.7
APT	Apprentice Technical	694.0	413.0	327.0	151.0	164.0	147.0	142.0	221.0	217.0	320.0	117.7	-53.9
ATA	Automobile Servicing	1,752.0	1,960.0	1,944.0	1,788.0	1,912.0	1,208.0	1,900.0	1,808.0	1,496.0	1,352.0	11.9	-22.8
ATF	Fluid Power Tech	1,005.0	663.0	357.0	405.0	447.0	318.0	219.0	327.0	336.0	171.0	-46.2	-83.0
ATM	Machine Tool Tech	1,959.0	948.0	1,053.0	855.0	1,117.0	882.0	615.0	1,125.0	1,020.0	921.0	4.4	-53.0
ATW	Welding/Fabrication Tech	486.0	576.0	396.0	429.0	225.0	216.0	504.0	375.0	351.0	384.0	77.8	-21.0
AUT	Automotive Tech	396.0	176.0	116.0	140.0	196.0	56.0	96.0	0.0	0.0	--	--	--
CAD	Computer Aided Design	3,171.0	3,243.0	3,627.0	4,071.0	4,489.0	5,227.0	5,828.0	6,409.0	6,520.0	6,811.0	30.3	114.8
CIM	Computer Integrated Mfg.	840.0	692.0	408.0	472.0	696.0	548.0	632.0	304.0	160.0	184.0	-66.4	-78.1
DDT	Drafting Design Tech/ DRT	3,204.0	2,928.0	2,973.0	3,375.0	3,513.0	3,357.0	3,354.0	2,814.0	2,967.0	2,904.0	-13.5	-9.4
DHE	Diesel/Heavy Equipment	340.0	424.0	292.0	164.0	8.0	0.0	0.0	0.0	0.0	--	--	--
DRT	Drafting	--	--	--	--	--	--	--	--	51.0	72.0	--	--
EPT	Engineering Physical Test	--	--	--	--	--	--	--	--	--	108.0	--	--
ETT	Electrical Trades Tech	2,968.0	2,613.0	1,944.0	1,759.0	1,271.0	494.0	305.0	145.0	181.0	320.0	-35.2	-89.2
IND	Industrial Sciences	358.0	326.0	363.0	254.0	323.0	406.0	565.0	524.0	256.0	364.0	-10.3	1.7
IPD	Industrial Prod. Design	156.0	51.0	150.0	108.0	0.0	0.0	33.0	54.0	0.0	--	--	--
MEC	Mechanical Technology	495.0	498.0	501.0	486.0	639.0	684.0	795.0	642.0	627.0	615.0	-10.1	24.2
PCT	Plastics Composite Application	0.0	0.0	0.0	0.0	0.0	0.0	6.0	12.0	0.0	3.0	--	--
QAT	Quality Assurance Tech	156.0	177.0	375.0	581.0	536.0	427.0	441.0	264.0	996.0	408.0	-4.4	161.5
ROB	Robotics Tech	6,002.0	2,234.0	1,292.0	1,482.0	1,304.0	1,216.0	1,164.0	1,084.0	1,088.0	1,156.0	-4.9	-80.7



**Table 3.6**  
**Trends in Annual Student Credit Hours by Course Prefix Code**  
**(Academic Year 1986-87 through 1995-96)**

Course Prefix	Course Prefix Description	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Percent Change	
		SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	5- Year	10- Year
TEA	Apprentice Automotive	18.0	0.0	18.0	9.0	0.0	0.0	0.0	0.0	0.0	--	--	--
TED	Pre-Apprentice Drafting	954.0	600.0	516.0	633.0	459.0	411.0	279.0	246.0	321.0	315.0	-23.4	-67.0
TEM	Pre-Apprentice Math	504.0	660.0	330.0	465.0	297.0	219.0	210.0	228.0	114.0	99.0	-54.8	-80.4
TEO	Operating Engineers	186.0	126.0	78.0	90.0	60.0	252.0	168.0	42.0	0.0	--	--	--
TET	Pre-Apprentice Phys. Sci	63.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	--	--	--
TEW	Pre-Apprentice Welding	75.0	279.0	135.0	66.0	135.0	183.0	129.0	0.0	0.0	--	--	--
VBT	Vehicle Body	904.0	1,424.0	1,212.0	1,256.0	1,094.0	1,154.0	1,268.0	1,072.0	902.0	978.0	-15.3	8.2
Subtotal - Automotive Technologies		29,098.0	23,162.0	20,078.0	20,986.0	20,271.0	18,997.0	19,664.0	18,706.0	18,930.0	18,790.0	-1.1	-35.4
<b>BUSINESS</b>													
ACC	Accounting	22,077.0	22,648.0	22,767.0	22,869.0	22,884.0	22,526.0	20,135.0	17,128.0	15,478.0	15,297.0	-32.1	-30.7
BIS	Bus Info Sys / OIS / SEC	11,128.0	9,679.0	9,204.0	9,042.0	8,952.0	6,942.0	7,404.0	6,074.0	5,271.0	4,602.0	-33.7	-58.6
BUS	Business Administration	25,098.0	26,463.0	25,065.0	24,531.0	24,660.0	23,545.0	21,186.0	19,452.0	16,353.0	15,204.0	-35.4	-39.4
CIS	Computer Info Sys / DPR	24,782.0	23,386.0	22,200.0	21,974.0	21,974.0	28,336.0	28,804.0	28,230.0	27,380.0	29,326.0	3.5	18.3
LGL	Legal Assisting	205.0	633.0	919.0	873.0	1,595.0	1,585.0	1,549.0	1,619.0	1,900.0	1,396.0	-11.9	581.0
MKT	Marketing	3,441.0	3,633.0	3,378.0	3,747.0	3,276.0	3,054.0	2,346.0	2,034.0	1,863.0	1,893.0	-38.0	-45.0
RES	Real Estate	381.0	204.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	--	--	--
RET	Retailing	849.0	684.0	459.0	642.0	495.0	399.0	384.0	657.0	318.0	204.0	-48.9	-76.0
Subtotal - Business		87,961.0	87,330.0	83,992.0	83,669.0	83,836.0	86,387.0	81,808.0	75,194.0	68,563.0	67,922.0	-21.4	-22.8
<b>COMMERCIAL AND FINE ARTS</b>													
ART	Art	9,450.0	10,911.0	10,935.0	11,409.0	11,877.0	12,825.0	12,078.0	11,712.0	10,497.0	10,596.0	-17.4	12.1
AVM	Audio-Visual Tech	435.0	435.0	348.0	420.0	138.0	156.0	156.0	147.0	81.0	--	--	--
CER	Ceramics	1,583.0	1,811.0	1,852.0	1,873.0	1,347.0	1,352.0	1,497.0	1,477.0	1,351.0	1,230.0	-9.0	-22.3
GCA	Graphics/Commercial Art	2,499.0	2,514.0	2,427.0	2,055.0	2,037.0	1,857.0	1,716.0	1,389.0	1,277.0	1,015.0	-45.3	-59.4
GRA	Graphics	165.0	237.0	153.0	102.0	126.0	60.0	111.0	111.0	0.0	60.0	0.0	-63.6
PHO	Photography	4,115.0	4,422.0	4,612.0	4,340.0	4,352.0	4,658.0	4,261.0	3,768.0	4,080.0	3,912.0	-16.0	-4.9
PPT	Publication Technology	273.0	175.0	250.0	185.0	0.0	0.0	0.0	0.0	0.0	--	--	--
THE	Theatre	1,493.0	1,690.0	1,357.0	1,450.0	1,533.0	1,634.0	1,572.0	1,354.0	1,181.0	1,210.0	-25.9	-19.0
WOD	Woodworking	153.0	225.0	171.0	171.0	90.0	96.0	96.0	99.0	48.0	90.0	-6.3	-41.2
Subtotal - Commercial & Fine Arts		20,166.0	22,420.0	22,105.0	22,005.0	21,500.0	22,638.0	21,487.0	20,057.0	18,515.0	18,113.0	-20.0	-10.2
<b>HUMANITIES AND LANGUAGE</b>													
COM	Communications	1,466.0	1,383.0	1,261.0	1,032.0	753.0	928.0	670.0	462.0	411.0	272.0	-70.7	-81.4
ENG	English	45,404.0	51,951.0	57,353.0	62,545.0	65,477.0	66,212.0	65,371.0	63,732.0	57,848.0	53,279.0	-19.5	17.3
ESL	English Language Institute	1,060.2	407.4	279.9	360.6	390.3	396.9	388.9	434.4	3,723.0	4,692.4	1082.3	342.6
FRE	French	2,172.0	2,658.0	2,112.0	1,948.0	2,308.0	2,404.0	2,352.0	2,036.0	2,015.0	1,956.0	-18.6	-9.9
FSC	Found Stud./Communic.	472.0	656.0	500.0	428.0	0.0	0.0	0.0	0.0	0.0	--	--	--
FSH	Found Stud./Humanities	3,284.0	3,340.0	3,224.0	3,088.0	2,692.0	2,716.0	2,668.0	2,020.0	1,196.0	1,324.0	-51.3	-59.7
GER	German	768.0	868.0	900.0	1,180.0	1,076.0	1,312.0	1,564.0	1,296.0	1,108.0	1,156.0	-11.9	50.5
HUM	Humanities	10,338.0	11,586.0	11,754.0	12,360.0	12,345.0	12,447.0	12,507.0	11,079.0	10,280.0	9,252.0	-25.7	-10.5
ITA	Italian	--	--	--	--	--	--	--	--	268.0	348.0	--	--
JPN	Japanese	0.0	0.0	0.0	0.0	0.0	1,072.0	1,112.0	936.0	632.0	812.0	-24.3	--
JOR	Journalism	355.0	394.0	323.0	149.0	165.0	240.0	168.0	138.0	48.0	147.0	-38.8	-58.6

Source: OCC, Office of Institutional Planning & Analysis, ACS-6 Report.

**Table 3.6**  
**Trends in Annual Student Credit Hours by Course Prefix Code**  
**(Academic Year 1986-87 through 1995-96)**

Course Prefix	Course Prefix Description	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Percent Change		
		SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	5- Year	10- Year	
MUS	Music	3,069.0	3,107.0	2,885.0	3,096.0	2,888.0	2,815.0	2,830.0	2,207.0	2,082.0	2,162.0	-23.2	-29.6	
PHI	Philosophy	3,699.0	4,497.0	4,323.0	4,767.0	5,187.0	4,968.0	4,527.0	5,277.0	5,379.0	5,850.0	17.8	58.2	
SLS	Sign Language Studies	720.0	777.0	768.0	654.0	333.0	393.0	417.0	723.0	597.0	585.0	48.9	-18.8	
SPA	Spanish	2,192.0	2,906.0	3,192.0	3,540.0	4,388.0	4,848.0	4,766.0	4,820.0	4,844.0	5,128.0	5.8	133.9	
SPE	Speech	4,221.0	5,043.0	5,097.0	5,086.0	5,667.0	6,897.0	6,748.0	6,952.0	6,266.0	5,635.0	-18.3	33.5	
<b>Subtotal - Humanities &amp; Language</b>		<b>79,220.2</b>	<b>89,573.4</b>	<b>93,971.9</b>	<b>100,233.6</b>	<b>103,669.3</b>	<b>107,648.9</b>	<b>106,088.9</b>	<b>102,112.4</b>	<b>96,697.0</b>	<b>92,598.4</b>	<b>-14.0</b>	<b>12.4</b>	
<b>MATH AND SCIENCES</b>														
BIO	Biology	15,845.0	16,499.0	17,373.0	19,143.0	20,472.0	23,000.0	24,885.0	26,145.0	25,792.0	22,894.0	-0.5	44.5	
CHE	Chemistry	8,062.0	8,040.0	8,064.0	8,944.0	9,778.0	11,416.0	12,008.0	12,168.0	11,292.0	10,570.0	-7.4	31.1	
EGR	Pre-Engineering	498.0	545.0	626.0	474.0	763.0	742.0	928.0	899.0	895.0	843.0	13.6	69.3	
FSN	Found Stud./Nat Science	732.0	572.0	724.0	596.0	464.0	536.0	728.0	512.0	324.0	292.0	-45.5	-60.1	
GSC	General Science	2,356.0	2,896.0	2,919.0	3,475.0	3,547.0	3,387.0	3,844.0	3,804.0	3,404.0	3,252.0	-4.0	38.0	
LSC	Life Science	2,436.0	2,812.0	2,844.0	2,900.0	2,928.0	2,960.0	2,700.0	2,508.0	2,136.0	2,316.0	-21.8	-4.9	
MAT	Mathematics	57,900.0	62,237.0	66,503.0	67,978.0	72,226.0	76,018.0	76,625.0	72,352.0	66,108.0	64,296.0	-15.4	11.0	
PHY	Physics	3,039.0	2,966.0	2,565.0	2,596.0	2,953.0	3,140.0	3,751.0	4,366.0	3,698.0	3,675.0	17.0	20.9	
PSC	Physical Science	252.0	204.0	88.0	232.0	128.0	180.0	284.0	176.0	192.0	200.0	11.1	-20.6	
<b>Subtotal - Math &amp; Sciences</b>		<b>91,120.0</b>	<b>96,771.0</b>	<b>101,706.0</b>	<b>106,338.0</b>	<b>113,259.0</b>	<b>121,379.0</b>	<b>125,753.0</b>	<b>122,930.0</b>	<b>113,841.0</b>	<b>108,338.0</b>	<b>-10.7</b>	<b>18.9</b>	
<b>NON-AUTOMOTIVE TECHNOLOGIES</b>														
AET	Alternative Energy Tech	332.0	212.0	216.0	255.0	331.0	172.0	352.0	104.0	0.0	92.0	-46.5	-72.3	
ARC	Architectural Tech	510.0	693.0	930.0	1,182.0	1,287.0	1,176.0	1,134.0	927.0	816.0	1,093.0	-7.1	114.3	
CHT	Chemistry Tech	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	--	--	--	
ECT	Electronic Microprocessing	910.0	712.0	614.0	878.0	1,088.0	1,063.0	989.0	1,009.0	856.0	748.0	-29.6	-17.8	
EEC	Electrical/Electronics Tech	0.0	0.0	0.0	0.0	0.0	1,779.0	1,677.0	1,653.0	1,551.0	1,470.0	-17.4	--	
ELT	Electronics Tech	1,548.0	1,368.0	861.0	0.0	1,140.0	438.0	564.0	396.0	324.0	351.0	-19.9	-77.3	
FLT	Aviation Flight Tech	1,412.0	1,154.0	891.0	964.0	1,035.0	1,032.0	923.0	841.0	653.0	495.0	-52.0	-64.9	
LST	Landscape Tech	1,806.0	1,968.0	1,990.0	1,937.0	1,989.0	1,895.0	1,752.0	1,437.0	1,591.0	1,348.0	-28.9	-25.4	
TEL	Telecommunications Technology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	148.0	0.0	--	--	--	
TEP	Plastics Technology	--	--	--	--	--	--	--	--	--	30.0	--	--	
TER	Climate Control Tech	2,061.0	2,199.0	1,760.0	1,745.0	1,555.0	1,900.0	1,618.0	1,569.0	1,217.0	852.0	-55.2	-58.7	
<b>Subtotal - Non-Automotive Technologies</b>		<b>8,579.0</b>	<b>8,306.0</b>	<b>7,262.0</b>	<b>6,961.0</b>	<b>8,425.0</b>	<b>9,455.0</b>	<b>9,009.0</b>	<b>8,084.0</b>	<b>7,008.0</b>	<b>6,479.0</b>	<b>-31.5</b>	<b>-24.5</b>	
<b>PUBLIC SERVICES</b>														
BPI	Business Professional Inst.	0.0	0.0	0.0	259.5	247.6	189.6	2,080.0	3,352.5	5,687.9	3,320.5	1651.3	--	--
CEC	Continuing Education	0.0	0.0	0.0	0.0	0.0	312.2	467.9	636.5	778.2	994.7	218.6	--	--
CNS	Counseling	1,372.0	1,519.0	1,574.0	1,803.0	1,658.0	1,326.0	1,482.0	1,252.0	1,329.0	1,111.0	-16.2	-19.0	
CRC	Community Recreation	0.0	15.5	0.0	6.0	0.0	0.0	0.0	0.0	--	--	--	--	
CSC	Community Service Course	5,696.0	6,932.9	10,099.9	7,683.6	7,975.7	5,944.2	6,238.2	5,714.6	6,233.6	4,065.4	-31.6	-28.6	
CWA	Co-Op	--	--	--	--	--	--	--	--	0.0	--	--	--	
ECD	Early Childhood Dev.	596.0	892.0	1,014.0	1,154.0	1,452.0	1,490.0	1,612.0	1,612.0	1,798.0	2,222.0	49.1	272.8	
FFT	Fire Fighter Technology	0.0	0.0	0.0	0.0	0.0	708.0	780.0	753.0	1,341.0	1,077.0	52.1	--	
FST	Food Service	5,013.0	4,863.0	4,599.0	3,927.5	4,212.5	4,082.0	3,851.5	3,952.0	3,621.5	2,904.5	-28.8	-42.1	
FTH	Fire Technical Institute	0.0	379.5	1,665.5	2,044.4	2,424.0	4,160.3	3,885.5	3,903.8	4,206.1	5,371.2	29.1	--	

**Table 3.6**  
**Trends in Annual Student Credit Hours by Course Prefix Code**  
**(Academic Year 1986-87 through 1995-96)**

Course Prefix	Course Prefix Description	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Percent Change	
		SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	5- Year	10- Year
IIC	Indiv. Instruction Center	0.0	0.0	404.0	556.0	1,252.0	1,744.0	1,912.0	1,680.0	1,688.0	1,352.0	-22.5	--
ISC	Instructional Sport Camps	120.0	262.8	344.5	512.5	432.1	476.9	646.1	594.1	578.8	446.5	-6.4	272.1
KEH	Kind., Elementary, High Sch	1,814.6	2,144.6	1,758.0	401.7	59.0	109.8	16.6	5.0	73.0	195.4	78.0	-89.2
LIB	Library Tech	20.0	115.0	110.0	147.0	264.0	303.0	285.0	293.0	295.0	339.0	11.9	1595.0
PAS	Police Academy Science	132.9	1,278.1	2,255.7	1,564.7	1,397.0	1,520.3	1,315.2	1,671.9	1,198.9	1,460.5	-3.9	998.9
X.	Pentastar Courses	--	--	--	--	--	--	--	--	372.8	684.5	--	--
PER	Physical Education	7,467.0	8,585.0	8,982.0	9,489.0	9,999.0	11,005.0	11,187.0	11,249.0	9,845.0	8,262.0	-24.9	10.6
PLS	Law Enforcement	3,524.0	4,239.0	4,862.0	5,239.0	5,057.0	5,517.0	5,889.0	5,833.0	5,333.0	5,305.0	-3.8	50.5
PPI	Public Professional Inst.	0.0	0.0	0.0	74.0	114.2	2.6	0.0	0.0	0.0	0.4	-84.6	--
Subtotal - Public Services		25,755.5	31,226.4	37,668.6	34,861.9	36,544.1	38,890.9	41,648.0	42,502.4	44,379.8	39,111.6	0.6	51.9
<b>SOCIAL SCIENCE</b>													
ANT	Anthropology	963.0	1,281.0	1,251.0	1,572.0	1,845.0	2,055.0	1,908.0	1,983.0	1,941.0	1,641.0	-20.1	70.4
DSB	Dir.Study/Behav/Soc.Sci.	183.0	216.0	222.0	270.0	297.0	312.0	312.0	303.0	153.0	261.0	-16.3	42.6
ECO	Economics	13,209.0	13,905.0	14,349.0	14,640.0	14,271.0	13,791.0	13,404.0	12,054.0	11,154.0	10,938.0	-20.7	-17.2
EDU	Education	462.0	282.0	177.0	315.0	279.0	255.0	324.0	261.0	105.0	201.0	-21.2	-56.5
FSS	Found Stud./Soc.Science	788.0	936.0	912.0	748.0	844.0	940.0	964.0	576.0	224.0	164.0	-82.6	-79.2
GEO	Geography	165.0	234.0	408.0	672.0	555.0	843.0	606.0	495.0	624.0	576.0	-31.7	249.1
GRN	Gerontology	615.0	450.0	515.0	357.0	480.0	492.0	640.0	729.0	537.0	480.0	-2.4	-22.0
HIS	History	11,455.0	17,493.0	12,696.0	13,181.0	12,901.0	14,178.0	13,931.0	11,844.0	10,907.0	10,757.0	-24.1	-6.1
POL	Political Science	18,438.0	19,314.0	19,200.0	19,491.0	20,133.0	21,000.0	19,992.0	18,378.0	16,470.0	15,726.0	-25.1	-14.7
PSY	Psychology	24,470.0	26,178.0	26,580.0	26,985.0	27,776.0	27,801.0	26,772.0	26,471.0	24,015.0	22,102.0	-20.5	-9.7
SOC	Sociology	10,473.0	11,823.0	11,853.0	12,249.0	12,312.0	12,726.0	12,618.0	11,271.0	10,206.0	9,426.0	-25.9	-10.0
SSC	Social Science	7,425.0	6,033.0	5,922.0	6,060.0	5,937.0	5,952.0	4,626.0	3,639.0	3,252.0	2,814.0	-52.7	-62.1
Subtotal - Social Science		88,646.0	98,145.0	94,085.0	96,540.0	97,630.0	100,345.0	96,097.0	88,004.0	79,588.0	75,086.0	-25.2	-15.3
<b>GRAND TOTALS</b>		452,874.7	479,520.8	482,565.5	493,814.5	508,276.4	532,100.3	528,685.9	501,553.3	471,592.8	451,158.5	-15.2	-0.4

Source: OCC, Office of Institutional Planning & Analysis, ACS-6 Report.



# Criterion Three

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*Appendix Three - 4*

**Tech Prep Agreement Summary**

**Oakland County Tech Prep Consortium  
Advanced Placement Credit Agreements**

2/28/96

Advanced placement credit agreements are categorized by technical center quadrants and occupational clusters. Dates reflect effective agreements. All Advanced Placement Credit Agreements are in effect for a minimum of four years.

OTC = Agreements are effective at Technical Center; therefore, are in effect at the local high school in quadrant.

OTC : Date = Agreements effective at Technical Center and/or at the local high school as of noted date.

P = Pending Agreements

**Specialty Occupation Program Key**

BIS Business Information Systems  
C/D CAD/Drafting  
COS Cosmetology  
DH Dental Hygiene  
ET Electronics Technology

F/H Food Service/Hospitality  
M/A Medical Assisting  
MFR Medical First Responder  
MT Medical Terminology  
ROB Robotics

Tech Prep Cluster	Business Technologies			Health & Human Services Technologies						Industrial Technologies		
	BIS			DH	MA	MT	COS	F/H	MFR	C/D	ROB	ET
Specialty Occupations						mt 10.3			DRAS4			
<b>NE Quadrant</b>									6/97			
<b>OTC-NE</b>						5/97 P	9/94		P		10/92 11/94	11/94
<b>Avondale</b> Avondale HS	3/92 4/94 11/96						OTC			5/92: 4/94	OTC	OTC
<b>Lake Orion</b> Lake Orion HS	4/94						OTC			4/94	OTC	OTC
<b>Oxford</b> Oxford HS	2/97 4/94						OTC			4/94	OTC	OTC
<b>Pontiac</b> Pontiac Central HS Pontiac Northern HS							OTC OTC			4/94 11/96	OTC OTC	OTC OTC
<b>Rochester</b> Adams HS Rochester HS Adult Education	3/97 7/97						OTC OTC OTC		4/97	7/94 12/94	OTC OTC OTC	OTC OTC OTC

Tech Prep Cluster	Business Technologies		Health & Human Services Technologies						Industrial Technologies		
	BIS		DH	MA	MT	COS	F/H	MFR	C/D	ROB	ET
<b>NW Quadrant</b>											
<b>OTC-NW</b>	4/94				P			P			12/97 1/82
<b>Brandon</b> Brandon HS	OTC								5/92: P		OTC
<i>altm educ.</i> <b>Clarkston Renaissance High</b> Clarkston HS	5/97 OTC		5/96		5/96	10/96		10/96 P	P 5/96		OTC
Adult Education	OTC										OTC
<b>Holly</b> Holly HS	OTC: 5/95								6/95		OTC
<b>Waterford</b> Waterford Kettering HS	OTC: 4/94							P	8/92 1/95		OTC
Waterford Mott HS	OTC: 4/94							P	8/92 1/95		OTC
Waterford Adult Ed	<del>OTC</del> 3/96				P	P		P			OTC
<b>SE Quadrant</b>											
<b>OTC-SE</b>	4/94			2/92	P		09/94	P	04/94		P
<b>Berkley</b> Berkley HS	OTC:P			OTC			OTC		OTC		
<b>Birmingham</b> Groves HS	OTC: 4/95		5/96	OTC	10/2/96	10/2/96	OTC	10/96 P	OTC		OTC
Seaholm HS	OTC: 4/95		5/96	OTC	10/96	06/95	OTC		OTC		OTC



Tech Prep Cluster	Business Technologies			Health & Human Services Technologies						Industrial Technologies		
	BIS			DH	MA	MT	COS	F/H	MFR	C/D	ROB	ET
<b>SE Quadrant</b>												
<b>Bloomfield Hills</b>												
Andover HS	OTC			OTC			OTC			OTC 5/95		
Lahser HS	OTC			OTC			OTC			OTC 5/95		
Model HS	OTC			OTC			OTC			OTC		
<b>Clawson</b>												
Clawson HS	OTC 4/94			OTC			OTC			OTC 5/92 4/94		
<b>Ferndale</b>												
Ferndale HS	OTC 4/94			OTC			OTC		P	OTC 5/94		
<b>Hazel Park</b>												
Hazel Park Ad Ed	OTC 8/95			OTC			OTC			OTC		
Hazel Park HS	OTC 4/94			OTC			OTC			OTC 4/94		
<b>Lamphere</b>												
Lamphere HS	OTC: 10/94			OTC			OTC			OTC 4/94		
<b>Madison</b>												
Madison HS	OTC 3/95			OTC			OTC			OTC		
<b>Oak Park</b>												
Oak Park HS	OTC:6/95			OTC			OTC		P	OTC		
Adult Education	OTC								P			
<b>Royal Oak</b>												
Dondero HS	OTC 7/92 4/94			OTC			OTC		P	OTC		
Kimball HS	OTC 7/92 & 11/91		al96	OTC	5/96	8/94 11/96	OTC		P 11/96	OTC 1/95		

Tech Prep Cluster	Business Technologies			Health & Human Services Technologies						Industrial Technologies		
	BIS			DH	MA	MT	COS	F/H	MFR	C/D	ROB	ET
<b>SE Quadrant</b>												
<b>Southfield</b> Southfield HS	OTC			OTC			OTC			OTC 4/94		2/92
Lathrup HS	OTC			OTC			OTC			OTC 4/94		
<b>Troy</b> Athens HS	OTC			OTC			OTC	6/92		OTC 1/92		1/92
Troy HS	OTC			OTC			OTC			OTC 1/92 1/95		1/92
<b>SW Quadrant</b>												
<b>OTC-SW</b>	4/94			7/92	P	5/92	09/94		P(2)	01/95		
<b>Farmington</b> Farmington HS	OTC		5/96	OTC	6/96	OTC 5/94	OTC		P 11/96	OTC 11/96 11/96		
Harrison HS	OTC		5/96	OTC	6/96	OTC	OTC		P 11/96	OTC 11/96 11/96		
N. Farmington HS	OTC		5/96	OTC	6/96	OTC 8/94	OTC		P 11/96	OTC 11/96 11/96		
<b>Huron Valley</b> Lakeland HS	OTC			OTC		OTC	OTC			OTC 5/92 4/94		
Milford HS	OTC			OTC		OTC	OTC			OTC P		
Alternative Ed.	OTC:P			OTC		OTC	OTC			OTC:P		





# Criterion Three

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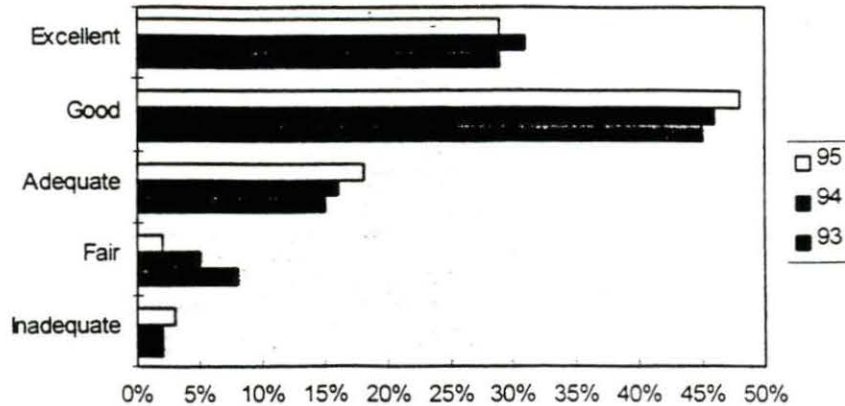
*Appendix Three - 5*

**Student Satisfaction with  
Preparation for Transfer**

# SATISFACTION WITH PREPARATION FOR TRANSFER

## C-1

Graduates' Perception of Their Preparation For Transfer, 1993-95



### Key Points

- ◆ Consistently, over the three years, nearly 50% of the students who intended to transfer felt their preparation for transfer was good. Over the three years, this percentage has been rising.
- ◆ Over the three years, while the number of graduates who felt their preparation was excellent fell slightly between 1994 and 1995, those who felt their preparation was adequate rose nearly 5%.

### Methodology

- ◆ The data are from the Graduate Follow-up Survey, administered nine months after graduation, and selected graduates who stated an intent to transfer on the survey.
- ◆ These data do not include students who transferred before receiving a degree from OCC.
- ◆ The response rate for the Graduate Follow-up Survey is sixty-two percent on average.

Source: OCC, Office of Institutional Planning & Analysis 8

# Criterion Three

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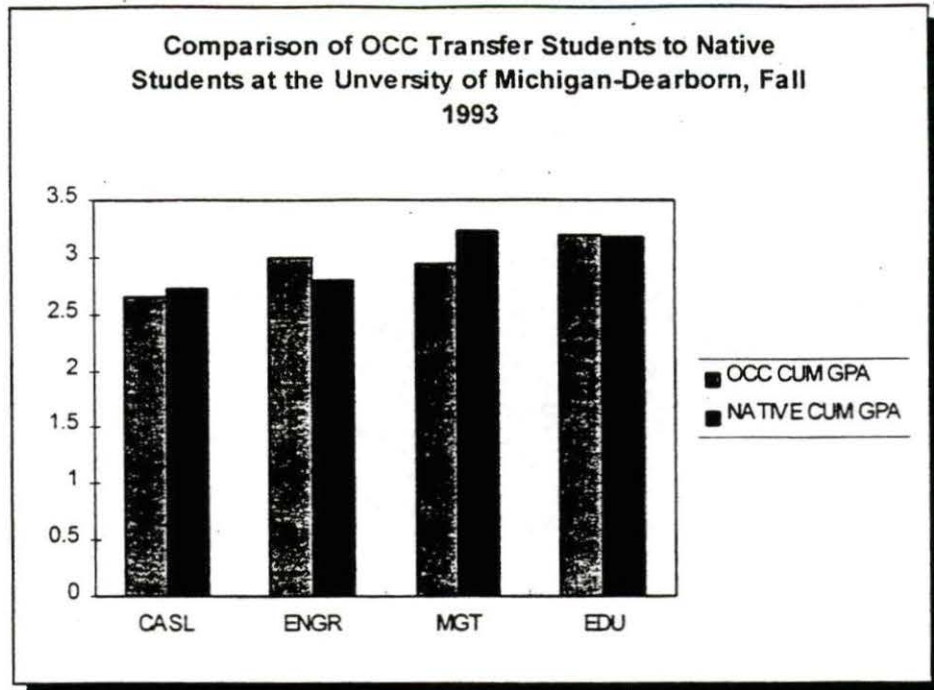
*Appendix Three - 6*

**Comparison of OCC Transfer  
Students to Native Students at the  
University of Michigan-Dearborn, Fall 1993**



# PERFORMANCE

## B-2



### Key Points

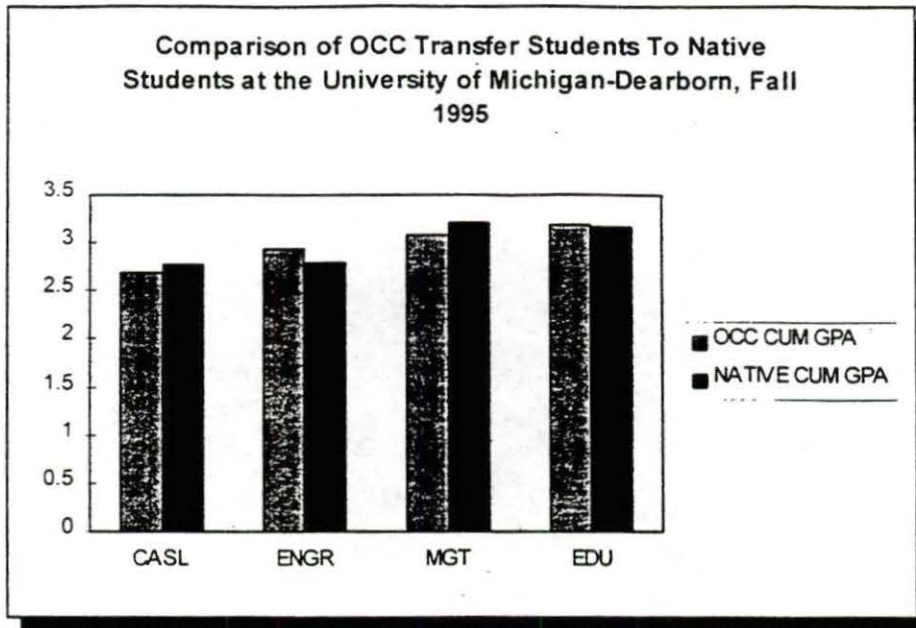
- ◆ Native students do not include transfers from other community colleges in the state of Michigan.
- ◆ The categories of the College of Arts, Science, and Literature (CASL), Engineering (ENGR), Management (MGT), and Education (EDU) are collapsed, meaning that cumulative grade point averages in these tables are an average for specialized areas of study within the categories.
- ◆ OCC students appear to perform slightly better in Education and Engineering and slightly worse than native students in the College of Arts, Science, and Literature and Management.

### Methodology

- ◆ The data are from the University of Michigan-Dearborn.

# PERFORMANCE

## B-2



### Key Points

- ◆ Native students do not include transfers from other community colleges in the state of Michigan.
- ◆ The categories of the College of Arts, Science, and Literature (CASL), Engineering (ENGR), Management (MGT), and Education (EDU) are collapsed, meaning that the cumulative grade point averages in these tables are an average for specialized areas of study within the categories.

### Methodology

- ◆ The data are from the University of Michigan-Dearborn.

# Criterion Three

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*Appendix Three - 7*

**Memo – Procedure for Developing  
Articulation Agreements**





TO: Deans of Academic and Student Services  
Campus Department Chairs  
Campus Counseling Chairs

  
FROM: Maurice H. McCall  
Director of Enrollment Services  
Registrar

SUBJECT: **Procedure for Developing Articulation Agreements**

DATE: June 24, 1996

Attached is our most recent addition of the procedure for developing articulation agreements. The general outline offered here was approved some time ago by our Council of Academic and Professional Development. The procedures emphasize the fact that, and I wish to emphasize them here, that an articulation agreement with OCC is not legal unless it has been approved and/or signed by the Chief Academic Officer. Usually the paperwork does not get to that officer, but by the Registrar. I will be reviewing all agreements that come to us at District Office for the elements noted in number three, attached. It includes such suggestions as a definite time for the agreement to be reviewed or ended so that we will not wind up with a book full of paper that is no longer valid.

If there are any questions about where or who should be working with whom within our institution, without our institution, or in any other way with regard to an articulation agreement, please do not hesitate to call me. I will be glad to advise who should do what if there are calls that cannot readily be directed to an internal source of expertise.

I know that you will contact me if you have any questions whatsoever about the procedure.

MHM/js

Attachment

cc: J. Warner

# Criterion Three

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*Appendix Three - 8*

## **Guidelines for Articulation Agreements**

Guidelines for Articulation Agreements  
with  
Oakland Community College

All articulation agreements will be entered into with the primary goal being that they benefit the student.

All agreements shall allow the student who has completed an associates degree at OCC to transfer in ~~as a junior and have no more than half of the~~ required credits for the degree to complete. ~~AND complete~~ <sup>THE degree</sup> REQUIREMENTS WITHIN THE SAME NUMBER OF credit hours <sup>AND PERIOD OF TIME AS NATIVE STUDENTS</sup>  
Oakland Community College students will have equal access to programs with agreements in place. SM

Agreements will list all required and acceptable OCC course and will list the courses needed at the receiving institution to complete the degree.

Oakland Community College students will be allowed equal access to registration, class enrollment and financial aid.

Efforts will be made to identify potential students who would benefit from the articulation agreements, through target mailings, newsletters and invitations to events sponsored by the institution who has entered into the articulation agreement with Oakland Community College.

There will be mutual sharing of data between the two institutions.

Articulation agreements will contain an expiration date. Both sides may agree to meet and review the agreements prior to the expiration date and renew, modify or let the agreement expire on the agreed upon date.

The agreements will be signed by the Chancellor of Oakland Community College or approved assignee and the appropriate counterpart from the other institution.



All signed articulation agreements will reside in the registrars office. One copy will be sent to the College Transfer Center for dissemination to all campus counseling departments.

Draft copy prepared by  
SUSAN MURDOCK  
Transfer Center/ Counselor/Coordinator  
Jan. 23,1997

**ARTICULATION AGREEMENTS WITH OCC  
As of June 1995**

School/Curriculum	Comments
<p><b>Detroit College of Business</b></p> <p>Accounting            Computer Information Systems            Health Administration            Management            Office Administration            Marketing            Information and Records Management            Applied Business</p>	<p>Article 5 , Does the review board exist? WHEN. How are Programs added and deleted etc.</p>
<p><b>Eastern Michigan University</b></p> <p>Actuarial Science and Economics            Business Administration            Criminology and Criminal Justice            Early Childhood Education            Occupational Therapy            Secondary Education            Sports Medicine            Basic Studies            Computer Aided Design            Dietetics            Elementary Education            Nursing            Polymers and Coatings Technology            Special Education            Mental Health/Social Work</p>	<p>Delete curriculum guides only</p>
<p><b>GMI - Engineering &amp; Management Institute</b></p> <p>Engineering             Management</p>	<p>Need to understand in writing why a student still would need 110 credits for an engineering degree</p> <p>Okay</p>

**Articulation Agreements with OCC****as of June 1995**

Page 2

School/Curriculum	Comments
<b>Grand Valley State</b> Culinary Arts Dietetic Management Technician Food Service Management Hotel-Motel Management Hospitality and Tourism Management	This agreement is 13 years old and call for Annual Review. There is no evidence of that. Article 5 #1 calls for HTM 487 no longer in Grand Valley catalog. Article 8 calls for Bob Zemke to be contact person. Should it be the Dean over that area?
<b>Lawrence Technological University</b>  Business Administration  Engineering	These are invalid 1) LIT is not LTU. 2) LTU was on quarter not semester. 3) This includes DPR course. 4) Signed 1981 never reviewed.  Programs being eliminated at LTU.
<b>Madonna College</b>  Gerontology Mental Health/Social Work Social Work	These look okay - should be jointly reviewed
<b>Oakland University</b>  Business Administration Elementary Education Engineering and Computer Science General Studies Industrial Health & Safety Nursing	Meet with the appropriate representatives at OU to review. Revise if needed



**Articulation Agreements with OCC  
as of June 1995**

Page 3

School/Curriculum	Comments
<p><b>Siena Heights College</b></p> <p>Architecture            Automobile Servicing            Aviation Flight Technology            Computer Aided Design and Drafting            Technology            Computer Integrated Manufacturing Tech.            Criminal Justice/Security Transfer Program            Dental Hygiene            Diagnostic Medical Sonography            Drafting and Design Technology            Electrical Trades Technology            Electromechanical Engineering Technology            Electronics Technology            Emergency Medical Technology            Environmental Systems Technology            Exercise Science and Technology            Fire Fighter Technology            Food Service/Hospitality:            Hotel/Motel/Restaurant Management            Fluid Power Technology Gerontology            Health Care Administration            Histologic Technology            Hospital Pharmacy Technology            Industrial Technology            Landscape Technology            Law Enforcement            Legal Assistant</p>	<p>Why-Shows no advantage to the OCC student. DUAL ADMISSIONS AGREEMENT, not articulation, should not be part of articulation book.</p>

**Articulation Agreements with OCC  
as of June 1995**

Page 4

School/Curriculum	Comments
<p><b>Siena Heights College - Contd.</b></p> <p>Machine Tool Technology            Manufacturing Technology            Mechanical Design Technology            Medical Assisting            Medical Records Transcriptionist            Microprocessor Technology            Nuclear Medicine Technology            Nursing (AND)            Pre-Engineering            Radiologic Technology            Respiratory Therapy            Robotics/Automated Systems Technology            Technical/management Development            Vehicle Body Technology</p>	
<p><b>U of M - Dearborn</b></p> <p>Computer Science            Electrical Engineering            Engineering            Industrial &amp; System Engineering            Mechanical Engineering            General Studies</p>	<p>This looks pretty clean, however there is no attached equivalency table. Also is Pascal still taught.</p> <p>We require ENG151/152, this agreement requires 151/211            Based on options—student lose credits and are disadvantaged            Example: MAT271 &amp; 273 equal 7 credits, they get 3.            MAT281 is 4 credits they get 3. PHY154 &amp; 250 equals 10 credits they get 8. One more thing EGR200, 202, 203 equal 10 credits, student only get 4.</p> <p>Agreement not on file. Show no advantage to OCC student.</p>
<p><b>U of M - Flint</b></p> <p>Bachelor of Applied Science</p>	<p>Should replace what's in notebook. This was not in the notebook, just list Section 2 &amp; 4 ???</p>

**Articulation Agreements with OCC  
as of June 1995  
Page 5**

School/Curriculum	Comments
<p><b>University of Detroit Mercy</b></p> <p>Business Administration Computer Information</p> <p>Hospitality Management</p> <p>Dietetics</p> <p>Mental Health/Social Work</p> <p>Microbiology</p> <p>Respiratory Therapy</p> <p>Gerontology</p> <p>Engineering</p> <p>Health Service</p>	<p>These look okay- should be reviewed both sides for accuracy and updating courses/titles</p> <p>Should be reviewed. From here down needs work.</p> <p>signed 1981, HEA courses no longer exist except HEA 151</p> <p>Does not mirror our associate in Mental Health Required supportive courses way off.</p> <p>1) Old 2) Mercy College of Detroit out of date. 3) No appearance of joint review.</p> <p>1) Only signed by OCC. 2) OCC program now 73 credits not 71. Should have been reviewed and signed in 1981 Programs should be reviewed. Some OCC degree requirement changes. Could student receive additional credit beyond 62. PSY342 abnormal PSY291</p> <p>Requires DPR 115. Done in 1981. No sign of review engineering. old--contains hand written changes.</p>
<p><b>Wayne State University</b></p> <p>Medical Lab Technology</p>	<p>NOT HERE</p>



# Criterion Three

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*Appendix Three - 9*

## **Guidelines for Utilization of Advisory Committees**

## **Program Advisory Committees**

### **Introduction**

Oakland Community College has utilized advisory committees for the purpose of obtaining current information about the status and needs of specific occupational areas in order to enhance the development of new and the implementation of existing career programs.

The advisory committees are seen by faculty and administration as vital to the development and maintenance of relevant and high quality occupational courses and programs.

### **Guidelines For The Utilization Of Advisory Committees**

The following are Guidelines for the Utilization of Advisory Committees that have been in place since 1987. They are currently found in Section A.6 of the College Deans' Guide.

Oakland Community College will utilize Advisory Committees for occupational programs or program areas and for other programs or activities in order to receive the most current input for the benefit of quality educational efforts, productive student learning, and service to the labor force.

These committees will generally serve one occupational area, program or activity. The committees will assist in the work of planning, developing, evaluating and/or revising new and existing programs. All recommendations emanating from these committees will be advisory only to the chancellor or the appropriate campus president(s).

Committees will be established to provide input on a college-wide basis. Where a program is limited to one campus, i.e. Dental Hygiene-Highland Lakes, the advisory committee will generally concern itself with program functions as they relate to that campus.

Subcommittees of a given committee may be established for the purpose of dealing with a specific occupation within a broad area. An example would be the associate degree nursing program within health sciences.

### **Recommended Membership**

1. No more than two (2) educators which represent the local intermediate school district and who are knowledgeable of the program area or activity.
2. One current student in the case of on-going programs or activities.
3. One former student in the case of established programs or activities.
4. Representatives of community interests, including persons familiar with the special needs of the population to be served.
5. In the case of occupational program advisory committees, at least three (3) people knowledgeable in the specialized occupation area representative of management and/or labor and representative of a broad geographical base within the service area.

All advisory committee members will be appointed by the chancellor or a campus president.

### **Purposes And Functions Of Advisory Committee**

Along with the above Guidelines, the purposes and functions of advisory committees with suggestions related to membership rotation, staff support and meetings are included in Section A.7 Of the Deans' Guide.

A committee's purpose is to advise the college chancellor or campus president in the area(s) for which the committee was established. Functions of advisory committees may include but not be limited to:

1. Occupational surveys. Advisory committees should advise on the types of offerings required to satisfy the preparatory as well as the continuing education needs of individuals of the community. An occupational survey can supplement this knowledge. Advisory members can help identify the type of data to be



gathered. They can also be instrumental in gaining public support which would result in a favorable community reaction.

2. Course content. Another concern of the committee should be the establishment of practices which will keep instruction practical and functional. Committees should take an active part in helping to develop learning objectives since most members have the essential specialized knowledge of the work.
3. Placement of students. Committee members can assist in the placement of students by employing interns and graduates and recommending the employment of interns and graduates to other firms in the industry.
4. Public information. Public understanding of the educational programs at the school hinges upon the flow of positive information emanating from the school. The advisory committee can assist with the understanding of purposes and functions of the educational programs.
5. Equipment selection. Committee members can offer professional advice concerning the selection of instructional equipment. Their experience in their area of specialization is extremely valuable when equipment specifications are being prepared.
6. Evaluation of program. There should be a continuous evaluation of the instructional program. The committee's suggestions for improvement will represent the opinion of the community and will enable the college to maintain a curriculum at a level of instruction practical for the needs of the industry. Equipment and course outlines should be reviewed periodically by the committee to keep them up to date and functional.
7. Community resources. Committee members can be excellent sources in utilizing and obtaining community resources. They may serve as consultants for classroom teachers and resource persons for classroom instruction.
8. Member input. All committee members are selected for their specialized knowledge and are expected to participate as individuals, not as representatives of any special interest group.

## **Membership Rotation**

Some method of revising membership should be devised at the time the committee is organized. Fresh viewpoints and ideas are essential in a changing occupational climate. On the other hand, there are advantages in continuity; thus, members who have made exceptional contributions to the committee should be eligible for reappointment. It is the chief administrator's responsibility to decide upon an effective plan of rotation balancing the advantages of new ideas and committee continuity. Procedure should be established in regard to the number of consecutive terms that may be served by committee members.

## **Staff Support**

An administrative staff member will assume liaison responsibility for the advisory committee. That responsibility will include:

1. Record, maintain, and distribute minutes of every meeting to each member of the committee, to the chancellor, and to the appropriate campus president(s).
2. Be responsible for notifying members of the meeting date, time, and place.
3. Provide all members with an agenda and issues to come before the committee prior to the meeting—preferably one week in advance.

## **Meetings**

There is no set rule for the number of meetings to be held each year or whether meetings should be scheduled at regular intervals or called as necessary. However, recommendations are to:

1. Familiarize the committee members with the types of input to be sought and solicit their advice and assistance.
2. Acquaint committee members with the purpose, duties and role of the committee.
3. Plan advisory committee meetings for specific purposes.
4. Scheduling of meetings should be determined based on existing problems and important matters for consideration. Regular meetings should be held at least twice annually.

### **Recent Annual Schedule Of Advisory Committee Meetings**

The following is the most recent summary of career program advisory committee activity compiled by Office of Vice Chancellor for Academic and Student Affairs in February of 1 996. A 1996-97 and 1997-98 summary are not available due to the vacancy in that office since July of 1 996.



**CAREER PROGRAM ADVISORY COMMITTEE ACTIVITY  
SUMMARY**

**January, 1996**

Career Programs	Scheduled Dates of Advisory Committee Meetings - 1995-96	Discipline Dean
<b>AUBURN HILLS CAMPUS</b>		
Architectural Engineering	March, 1996	Carlos Olivarez
Automobile Servicing	December, 1995	Carlos Olivarez
Computer Aided Design	March, 1996	Carlos Olivarez
Computer Integrated Manufacturing and Design	February, 1996	Carlos Olivarez
Electrical Trades	February, 1996	Carlos Olivarez
Electronics	January, 1996	Carlos Olivarez
Emergency Medical	January, 1995	Joe Macri
Environmental Systems	May, 1996	Carlos Olivarez
Fluid Power	June, 1996	Carlos Olivarez
Landscape Technology	December 1, 1995 February 22, 1996 April, 1996	Dorothy Buchan
Machine Tool	June, 1996	Carlos Olivarez

Career Programs	Scheduled Dates of Advisory Committee Meetings - 1995-96	Discipline Dean
<b>Auburn Hills Campus (CONT):</b>		
Mechanical Design	February, 1996	Carlos Olivarez
Mental Health/Social Work	May, 1996	Carlos Olivarez
Microprocessing	January, 1996	Carlos Olivarez
Quality Assurance	May, 1996	Carlos Olivarez
Robotics	March, 1996	Carlos Olivarez
Vehicle Body	June, 1996	Carlos Olivarez
Welding	May, 1996	Carlos Olivarez
Basic Police Academy	March, 1996	Joe Macri
Advanced Police Training	March, 1996	Joe Macri
Security and Risk Management, Law Enforcement and Police Evidence	March, 1996	Joe Macri
Emergency Medical	April, 1996	Joe Macri
Library Technical Assistant	February 16, 1996	Barb Einhardt

Career Programs	Scheduled Dates of Advisory Committee Meetings - 1995-96	Discipline Dean
-----------------	----------------------------------------------------------------	-----------------

**HIGHLAND LAKES CAMPUS:**

Aviation Flight	October, 1996	Ann Craigmile
Early Childhood Development	Late March or Early April, 1996	Sue Murdock
Dental Hygiene	May, 1996 Nadia Boulos	
Exercise Science	May, 1996	Nadia Boulos
Medical Assisting	April, 1996	Nadia Boulos
Nursing	TBD	Delores Solosid

**ORCHARD RIDGE CAMPUS:**

Graphics and Commercial Art	TBD	Mary Ann McGee
Audiovisual Technology	Program Closed	Dave Doidge
Photography (Also offered at Royal Oak)	October, 1995	Mike Khirallah
Legal Assistant Program	October 20, 1995 April, 1996	Carol Brown
Hospitality	October, 1995 April, 1996	Carol Brown
Management Development	TBD	Carol Brown



Career Programs	Scheduled Dates of Advisory Committee Meetings - 1995-96	Discipline Dean
<b>ROYAL OAK CAMPUS:</b>		
Medical Transcription	TBD	Nadia Boulos
Court Reporting (New Committee)	TBD	Myrtice Shelton- Beatty
Gerontology	May, 1996	Carol Culpepper
<b><u>SOUTHFIELD CAMPUS:</u></b>		
Fire Fighter	February 6, 1995	Joe Macri
Diagnostic Medical Sonography	January 31, 1996 May 22, 1996	Nadia Boulos
Health Care Administration	May, 1996	Nadia Boulos
Hospital Pharmacy	June, 1996	Nadia Boulos
Radiologic Technology	January 11, 1996 March 14 1996	Nadia Boulos
Respiratory Therapy	September, 1995 March 20, 1996	Nadia Boulos
College-Wide Career Programs (Non-Campus Specific)	Scheduled Dates of Advisory Committee Meetings - 1995-96	Discipline Dean

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Career Programs	Scheduled Dates of Advisory Committee Meetings - 1995-96	Discipline Dean
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**Southfield Campus (Cont.)**

Cosmetology	(This program has no discipline specific courses offered by the College, advisory committee does not meet on a regular basis due to the absence of normal programming needs.)	Dave Doidge
Accounting	TBD	Ann Craigmile
Business Information Systems	TBD	Ann Craigmile
Computer Information Systems	November, 1995	Dave Doidge

# Criterion Three

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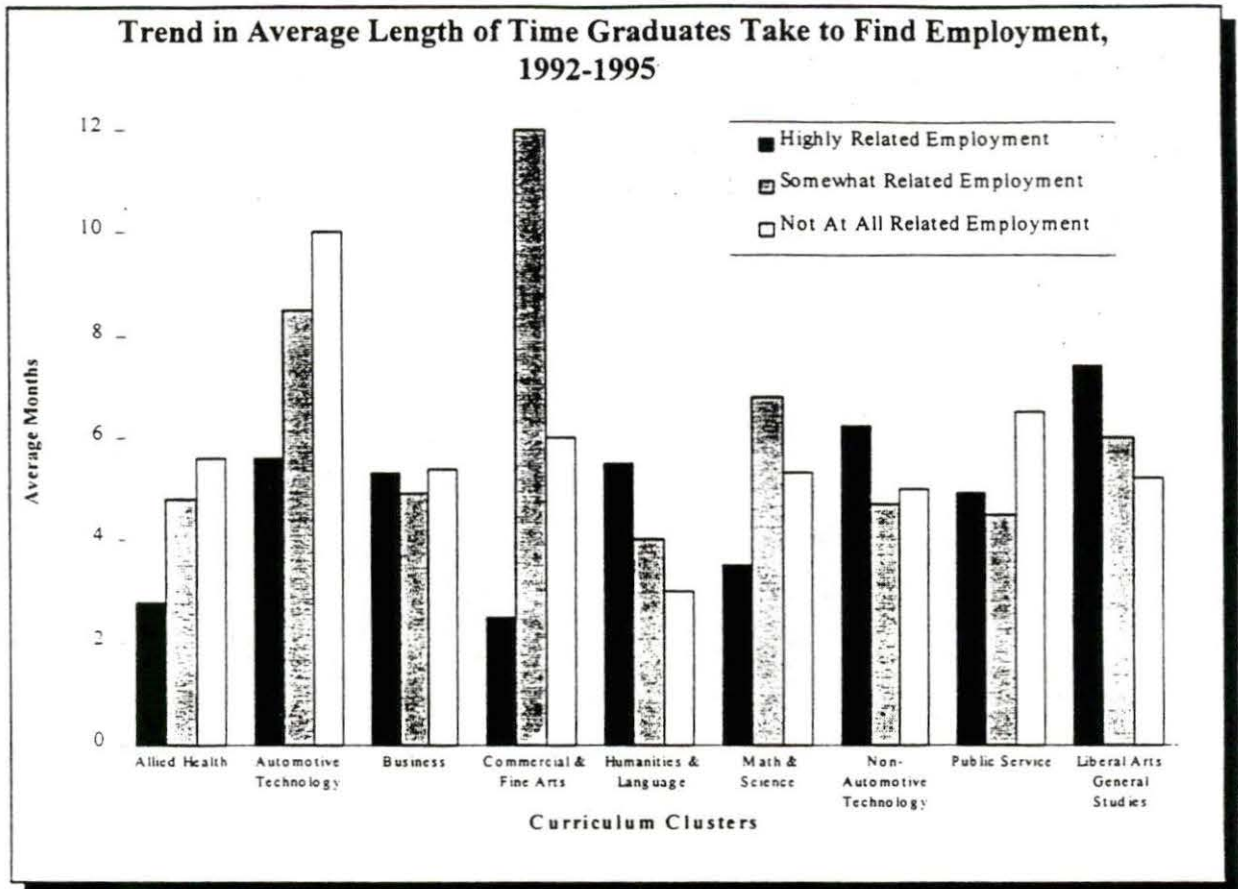
*Appendix Three - 10*

**Placement Rate in Workforce**



# PLACEMENT RATE IN WORKFORCE

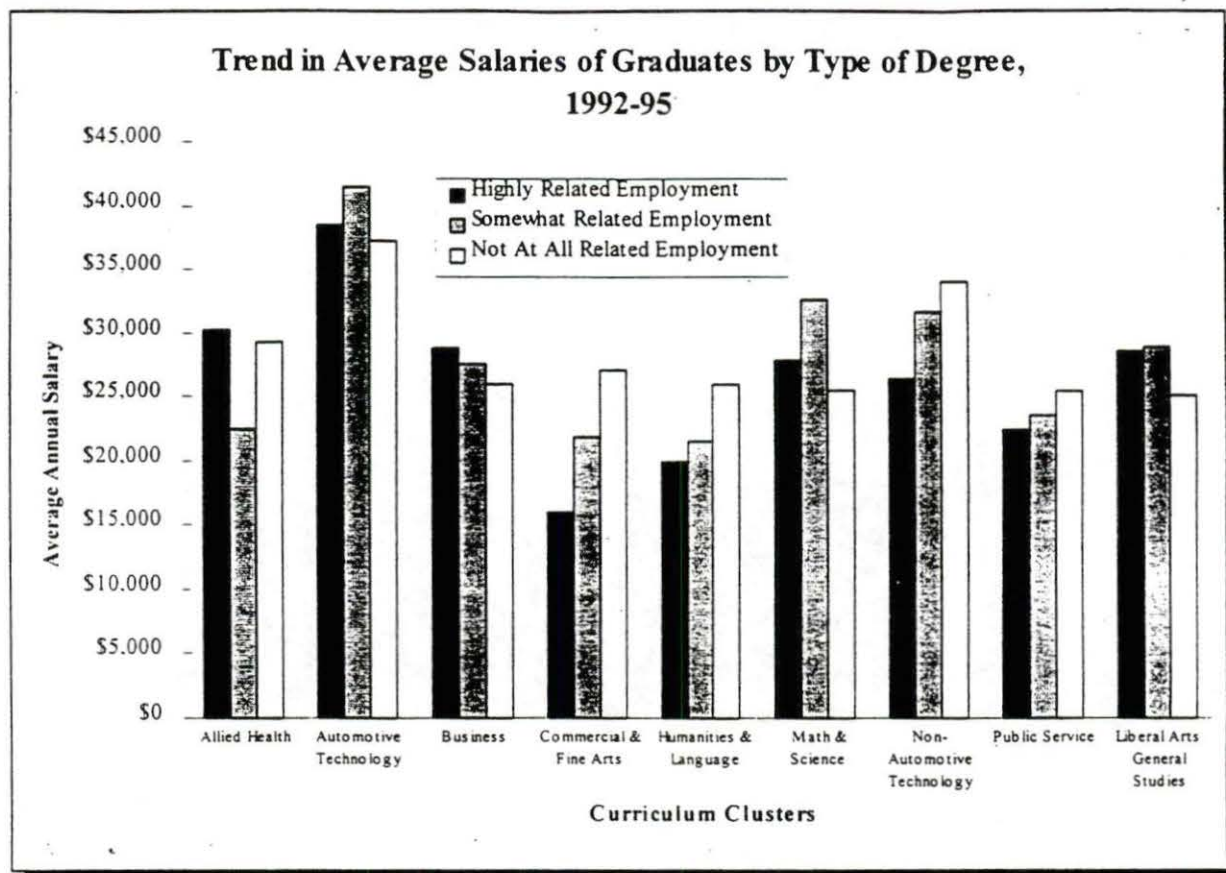
## B-1



### Key Points

- ◆ It took the one graduate of a Commercial and Fine Arts program who found somewhat related employment 12 months to secure a job, compared with an average of 2.5 months for the two Commercial and Fine Arts graduates who found highly related employment.
- ◆ The shortest average time for a cluster of OCC graduates to find any type of employment was 3.1 months for graduates of Allied Health program.

## PLACEMENT RATE IN WORKFORCE B-2

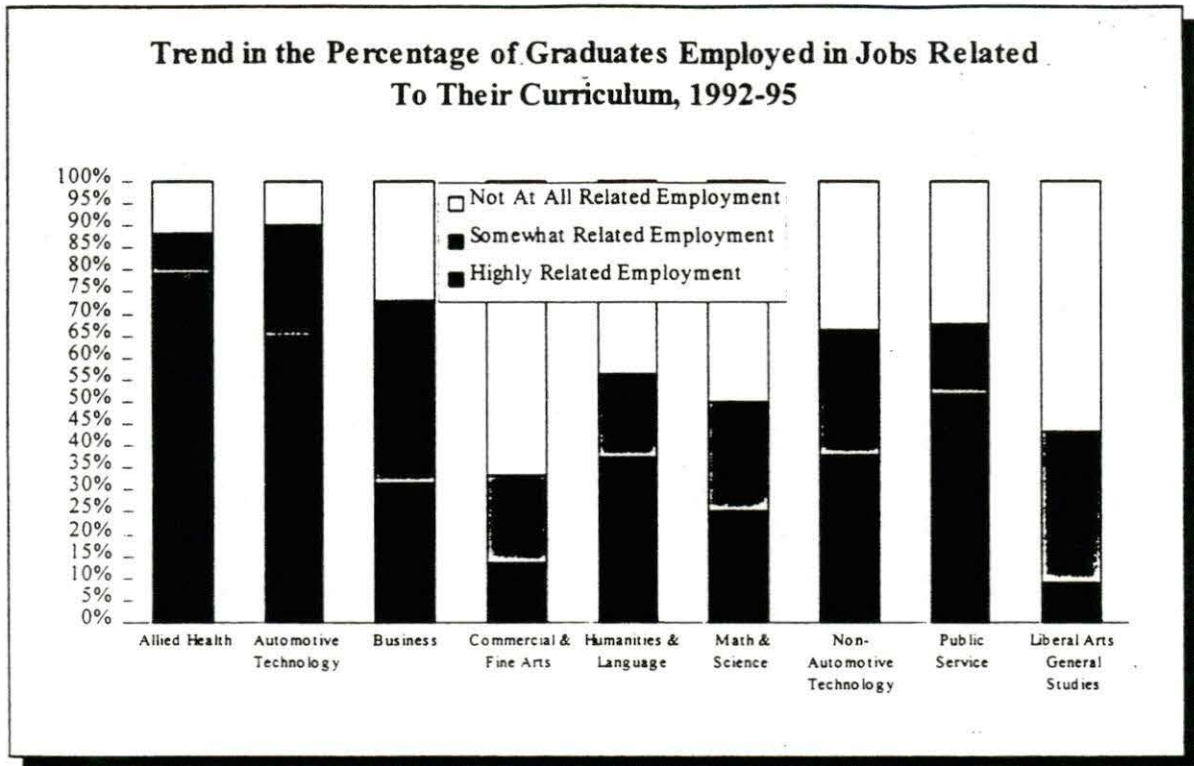


### Key Points

- ◆ The college-wide average salary for a full-time employed graduate was \$28,470.
- ◆ The cluster of programs with the highest average salary for its full-time employed graduates was Automotive Technology, with an average salary of \$39,193.
- ◆ Full-time employed graduates in highly related employment in Automotive Technology earned an average of \$38,568.

# PLACEMENT RATE IN WORKFORCE

## B-3



### Key Points

- ◆ 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 programs were least likely to be employed in highly related positions.



# Criterion Three

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*Appendix Three - 11*

**OCC General Education**

**Statement** *(Revised March 7, 1997)*

OCC GENERAL EDUCATION  
STATEMENT  
Revised March 7, 1997

General Education is the foundation of every student's program, regardless of his or her area of emphasis, and is intended to impart common knowledge, intellectual concepts and attitudes.

General Education for Oakland Community College students exists to expand their abilities and skills and to develop ideas and values to prepare them to address the issues, problems and technology across fields of studies.

General Education will introduce educational experiences that will encourage students:

- *To learn independently and collaboratively*
- *To think critically and creatively*
- *To communicate effectively*
- *To acquire interpersonal and personal development skills*
- *To solve problems analytically, systematically and insightfully*
- *To be technologically and scientifically literate*
- *To appreciate diversity and commonality*
- *To develop a strong commitment to social responsibility*
- *To understand the global environment*
- *To develop an aesthetic awareness*

## **samples of definitions to define principles of general education in terms of outcomes**

### **OUTCOMES: *To learn independently and collaboratively***

- Student will:
- a. demonstrate self-initiative and self-discipline which assists them in the follow through of independent action.
  - b. be able to share and delegate responsibility in the planning process, and follow through to ensure completion of the plan.
  - c. be able to resolve conflict and demonstrate synergy in a collaborative effort with peers and people in authority.
  - d. use the tools of goal setting, planning and time management to reach goals and effectively implement the plan.
  - e. take and give effective feedback.
  - f. identify deficits of knowledge and seek out solutions.
  - g. seek out and use appropriate information sources.
  - h. evaluate and integrate information and experiences with current knowledge.
  - i. design and implement educational and career plans.
  - j. monitor personal and/or group progress towards their plans and goals.

### **OUTCOMES: *To think critically and creatively***

- Student will:
- a. build an awareness of and apply strategies for improving thinking skills for application to life's experiences.
  - b. develop the skills for both convergent and divergent thinking.
  - c. persist in independent thought and judgment in addressing issues and formulating opinions.
  - d. address the role of perception as an integral component of the thinking process.
  - e. apply strategies for evaluating and determining the significance of varying levels of information such as fact, hearsay, gossip and rumor.
  - f. develop the ability to discover patterns and their meanings.
  - g. utilize a variety of ideas generating strategies including group discussion, independent thought, data gathering and integration of data to create new solutions.
  - h. recognize the value of ambiguity, controversy, and confusion as contributing factors in effective thinking.

### **OUTCOMES: *To communicate effectively***

- Students will:
- a. understand and demonstrate the reading, writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
  - b. participate effectively with others and in groups with emphasis on listening, critical and reflective thinking and responding.
  - c. locate, evaluate, and synthesize in a responsible manner material



- from diverse sources and points of view.
- d. select appropriate communication choices for specific audiences.
  - e. construct logical and coherent arguments.
  - f. use authority, point-of-view, and individual voice and style in their writing and speaking.
  - g. employ syntax and usage appropriate to academic disciplines and the professional world.
  - h. utilize technologies in an efficient manner.

**OUTCOMES: *To acquire interpersonal and personal development skills***

- Students will:
- a. understand issues and develop skills to manage personal wellness.
  - b. manage personal self concept and self respect.
  - c. understand how personal beliefs, perceptions, emotions and behaviors relate to values, motivations, actions and interactions.
  - d. develop the potential to deal effectively with communication as well as social and emotional content in one's environment.
  - e. develop skills to cooperate with others.
  - f. develop the ability to resolve conflict and create an atmosphere of mutual respect.
  - g. learn skills to be able to change personal beliefs, attitudes and social commitments.
  - h. learn to monitor internal experiences.
  - i. understand that the inner world of the mind has partially been discovered, charted and mapped, and holds truths which can be shared.
  - j. understand that it is important to develop intrapersonal and interpersonal awarenesses.

**OUTCOMES: *To solve problems analytically, systematically and insightfully***

- Students will:
- a. define a problem, select and use information relevant to the problem's solution, develop an appropriate hypothesis, draw valid conclusions, and judge the validity of the conclusions.
  - b. demonstrate a knowledge of the fundamental methods of subjective and objective evaluation, deductive reasoning and inductive thinking and be able to apply that knowledge to appropriate situations.
  - c. use statistics and probability to draw accurate conclusions from graphs, tables, and diagrams, transform numerical data from one form of measurement to another understanding issues for scale and rates of change and be able to employ common formulas.
  - d. apply fundamental scientific principles as well as the scientific method of inquiry to understand the values and limits of science and scientific research.
  - e. recognize the interactions of science, technology and society as well as the ethical issues generated by science and technology.

**OUTCOMES: *To appreciate diversity and commonality***

- Students will:
- a. become aware of the similarities and differences that make up the human experience.
  - b. understand the development of and changing meaning of group identities in history and culture.
  - c. describe and discuss the experience and contributions (e.g. political, economic, social, religious, intellectual and cultural) of the groups that shape all societies and cultures, including groups that have suffered discrimination and exclusion.
  - d. understand and experience the interconnections among individuals, cultures, societies and segments of society.
  - e. Understand and experience interconnections among all realms of knowledge.
  - f. become aware of the need for international understanding of the increasingly interdependent global community.
  - g. appreciate the impact of personal life choices on the social, cultural and environmental spheres.
  - h. analyze personal attitudes (i.e. concepts, beliefs, behaviors) regarding diversity vs. Commonality, racism vs. Humanitarianism (human kindness), bigotry vs. inclusion.

**OUTCOMES: *To develop a strong commitment to social responsibility***

- Students will:
- a. develop a proactive stance to envision more positive futures for society.
  - b. acquire change agent skills.
  - c. identify and analyze social problems and solutions.
  - d. apply models for social change.
  - e. build the skills and commitment for lifelong involvement on all levels.

**OUTCOMES: *To understand the global environment***

- Students will:
- a. become aware of the interrelatedness of world resources, political and economic relationships, and human needs.
  - b. describe and analyze political, historical, economics, and cultural elements and problems which influence world relations.
  - c. evaluate critically environment and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
  - d. propose and access alternative solutions to environmental problems.
  - e. articulate and defend the actions they would take on various environmental issues.
  - f. understand the role of global citizenship and the responsibility citizens share for their common global future.

OUTCOMES: *To develop an aesthetic awareness*

- Students will:
- a. form aesthetic judgments, and develop an appreciation of art and beauty in all its forms.
  - b. recognize and appreciate natural and human creations as sources of aesthetic meaning.
  - c. demonstrate awareness of aesthetic opportunities within the community.
  - d. understand and evaluate how the aesthetic experience may challenge preconceptions and provide for personal insight.



**FOR ALL STUDENTS:** those taking only the occasional class, to those taking classes without formal program of study, to those seeking degrees, general education will be provided by introducing into every class identifiable general education objectives and strategies.

# Criterion Three

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*Appendix Three - 12*

## **Procedure for Choosing Individuals for Distinguished Emeritus Status**

TO: Supervisors and Deans

FROM: Richard T. Thompson, Chancellor

DATE: January 22, 1997

SUBJECT: **DISTINGUISHED EMERITUS STATUS PROCEDURE**

Please pick two members of the employee unit represented by the enclosed list of candidates or two members of the College community with knowledge of the candidates' qualifications represented by the attached form. You and these two individuals will form the assessment team and will assess each candidate as per the directions on the assessment form.

Attached are: 1) your team's list of eligible candidates as determined by the Human Resources Department, 2) a description of Distinguished Emeritus as approved by the College, and 3) the assessment forms to be used by your team. (Note: A candidate becomes eligible for consideration when he/she retires from OCC after a minimum of ten years of service. This year employees who retired between July 1, 1995, and June 30, 1996, are eligible.)

Please follow the directions printed on the assessment form. Return all forms, even if you do not wish to nominate a particular individual for consideration. (In this case, simply note "not recommended" on the form, sign, and return.)

The Emeritus Committee, after considering your assessments, may grant any number of Distinguished Emeritus Status Designations. As the College's charge to the Emeritus Committee is to be highly selective in the awarding of this designation, the Committee, guided by your indications, will acknowledge only those who have greatly distinguished themselves among and from their peers during their terms of employment at OCC.

We request that your team meet to assess the candidates and return the completed forms to your campus president by Friday, February 21, 1997.

Should you have any questions, feel free to contact my office at extension 1532. Thank you for your assistance and cooperation.

djc

Attachments



## DISTINGUISHED EMERITUS STATUS

Distinguished Emeritus status is a recognition provided by Oakland Community College to employees who, upon their separation/retirement, have concluded a minimum of ten years of service to the institution, and the evaluation of that service is recognized as outstanding.

Distinguished Emeritus status recognition will be awarded upon the recommendation of a special committee. The Chancellor will appoint the committee and annually review the membership. Membership will include the present Academic Senate Chairperson, previous year's Academic Senate Chairperson, two faculty members from separate campuses other than the Academic Senate Chairpersons' campuses so that each campus may have faculty representation, the Director of Human Resources, and one representative from each of the following groups: Administration, Management Staff, Classified, and Custodial/Maintenance. Committee members should have a minimum of ten years of service with the College to be eligible to evaluate persons on the Emeritus list.

Distinguished Emeritus status can be awarded in three classifications.

- 1) Faculty may be recognized by the title of their position, i.e. Professor Distinguished Emeritus, Librarian Distinguished Emeritus, Counselor Distinguished Emeritus.
- 2) Administrators may be recognized using their titles, i.e. President Distinguished Emeritus, Vice Chancellor Distinguished Emeritus, Dean Distinguished Emeritus, Director Distinguished Emeritus.
- 3) All other College employees may be awarded the title Staff Distinguished Emeritus.

A time limitation is established for the review and awarding of Distinguished Emeritus status. Employees who have separated/retired within the previous fiscal year will have their names submitted by the Human Resources Department to the Distinguished Emeritus Status Committee. The Committee will establish its own structure for determining what constitutes outstanding service and will establish a criteria against which the employee's performance will be evaluated.

Awarding of Distinguished Emeritus status will have the following benefits: 1) library privileges; 2) parking privileges; 3) appointments to committees and councils; 4) a special listing for Distinguished Emeritus classification in the College catalog; 5) limited use of office and lab space; 6) complimentary admission to all theater productions at the Royal Oak and Orchard Ridge campuses based on limited ticketed availability; 7) free tuition up to 15 credit hours per year (note: for faculty, per provision in current F.M.A.).

The official Distinguished Emeritus recognition will take place at the Excellence Day ceremony following the employees' designation as Distinguished Emeritus recipients.

**DISTINGUISHED EMERITUS STATUS ASSESSMENT FORM**

Directions

- 1) The assessment team should recall, discuss, and brainstorm the attributes of each candidate, one at a time, prior to completing the form. **The team should complete one form for each candidate.**
  
- 2) Completed forms are to be collected by the appropriate supervisor and hand-delivered to the Campus President's office by Friday, February 21, 1997. **Note: All forms are to be returned even if a candidate is not recommended.**
  
- 3) **Your deliberations, recommendations, and these forms are confidential.** Be frank in your assessment. Other than with your assessment team members, do not discuss this activity with fellow employees. It is not the intent of the College to hurt or embarrass any of the candidates who are under consideration for this recognition.

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NAMES OF MEMBERS OF THE ASSESSMENT TEAM: \_\_\_\_\_

\_\_\_\_\_

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CANDIDATE'S NAME: \_\_\_\_\_

Recommended: \_\_\_\_\_

Not Recommended: \_\_\_\_\_

(Support recommendation below.)

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**Criteria I: Exemplary performance; contributions beyond contractual obligations**

Guidelines for Assessment:

- ◆ Professional involvement outside the College
- ◆ Committee work
- ◆ Programs developed
- ◆ Loyalty; continuing service or support of College activities
- ◆ Quality of work
- ◆ Dedication to the job

**Rationale to Support Recommendation:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Criteria II: Leadership/Innovation**

Guidelines for Assessment:

- ◆ Recognized by his/her peers as a leader
- ◆ Demonstrated innovative work techniques
- ◆ Contributions to the community

**Rationale to Support Recommendation:** \_\_\_\_\_

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**Criteria III: Rapport with fellow employees and students**

Guidelines for Assessment:

- ◆ Positive impact on others--as a coach, mentor, advisor, or colleague
- ◆ Friendly, support, courteous

**Rationale to Support Recommendation:** \_\_\_\_\_

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# Criterion Three

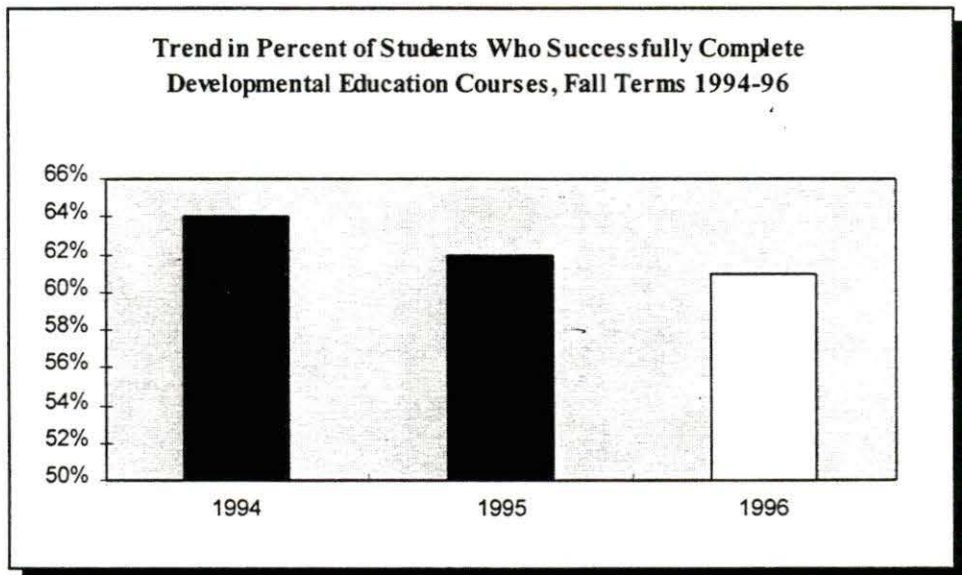
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*Appendix Three - 13*

**Trend in Percent of Students Who  
Successfully Complete Developmental  
Education Courses, 1994-96**

# COURSE COMPLETION

## I-A



### Key Points

- ◆ The success rate ranged from 61% to 64% between 1994 and 1996.
- ◆ Successful completion of the course means the student earned a grade of C or higher.

### Methodology

- ◆ The data are from Grade Distribution Reports.
- ◆ All campuses were included in these percentages.
- ◆ The courses categorized as Developmental Education included all courses designated by the ACS Course Taxonomy (1.51 and 1.53) as developmental.

# Criterion Three

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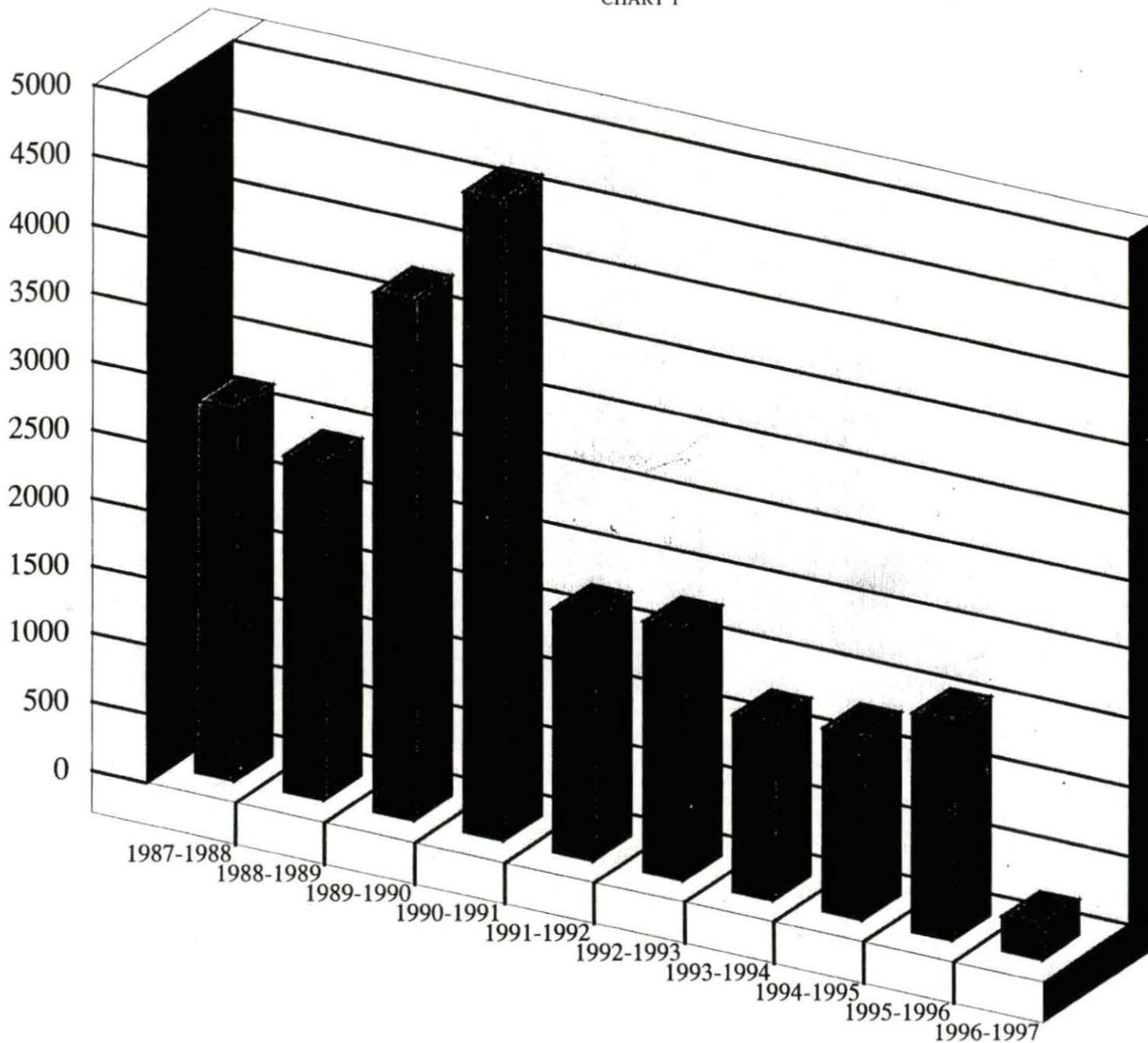
*Appendix Three - 14*

**Trends in Non-Credit Hour  
Enrollment College-Wide and by Site**



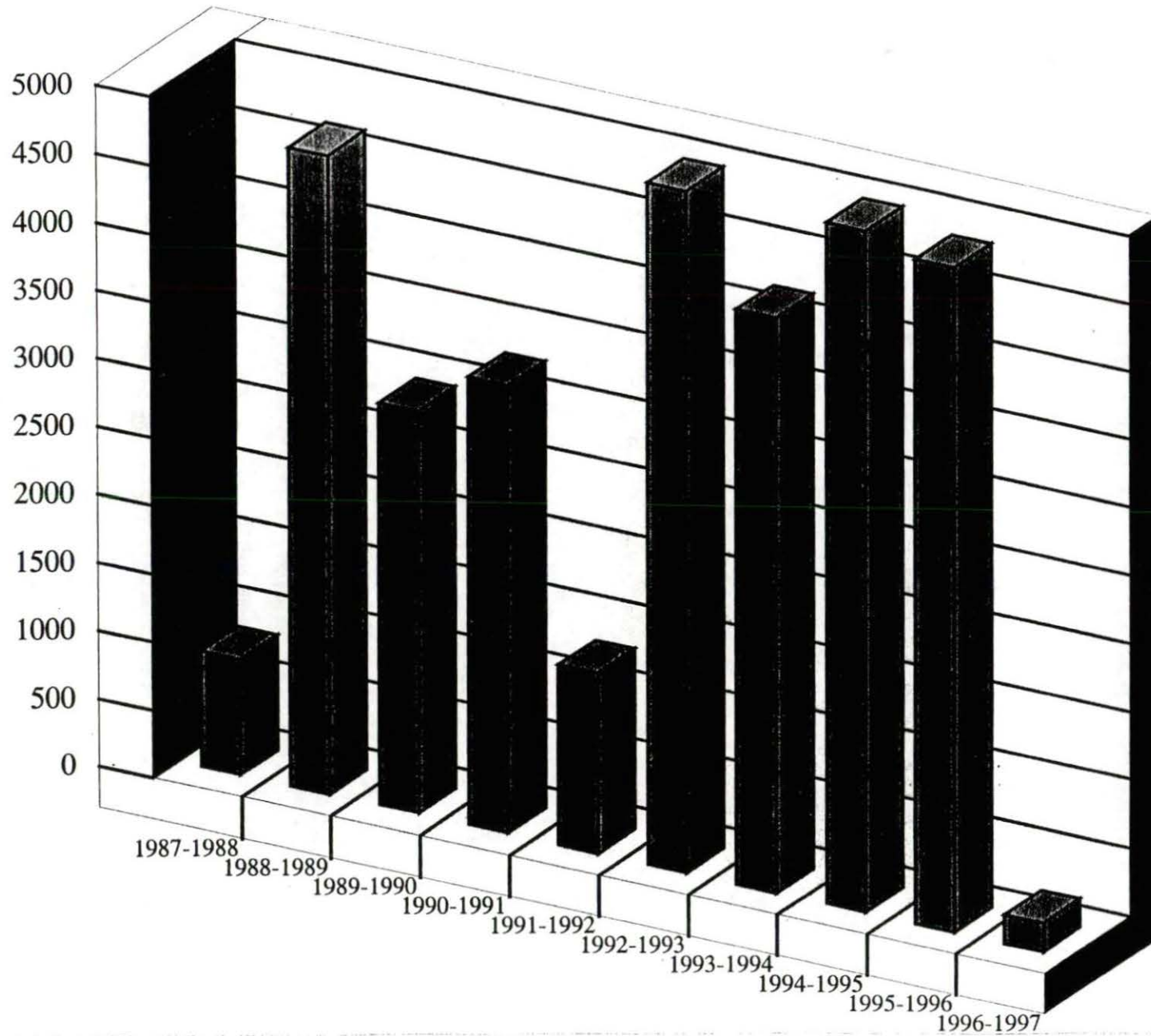
# AUBURN HILLS NON-CREDIT HOURS

CHART 1



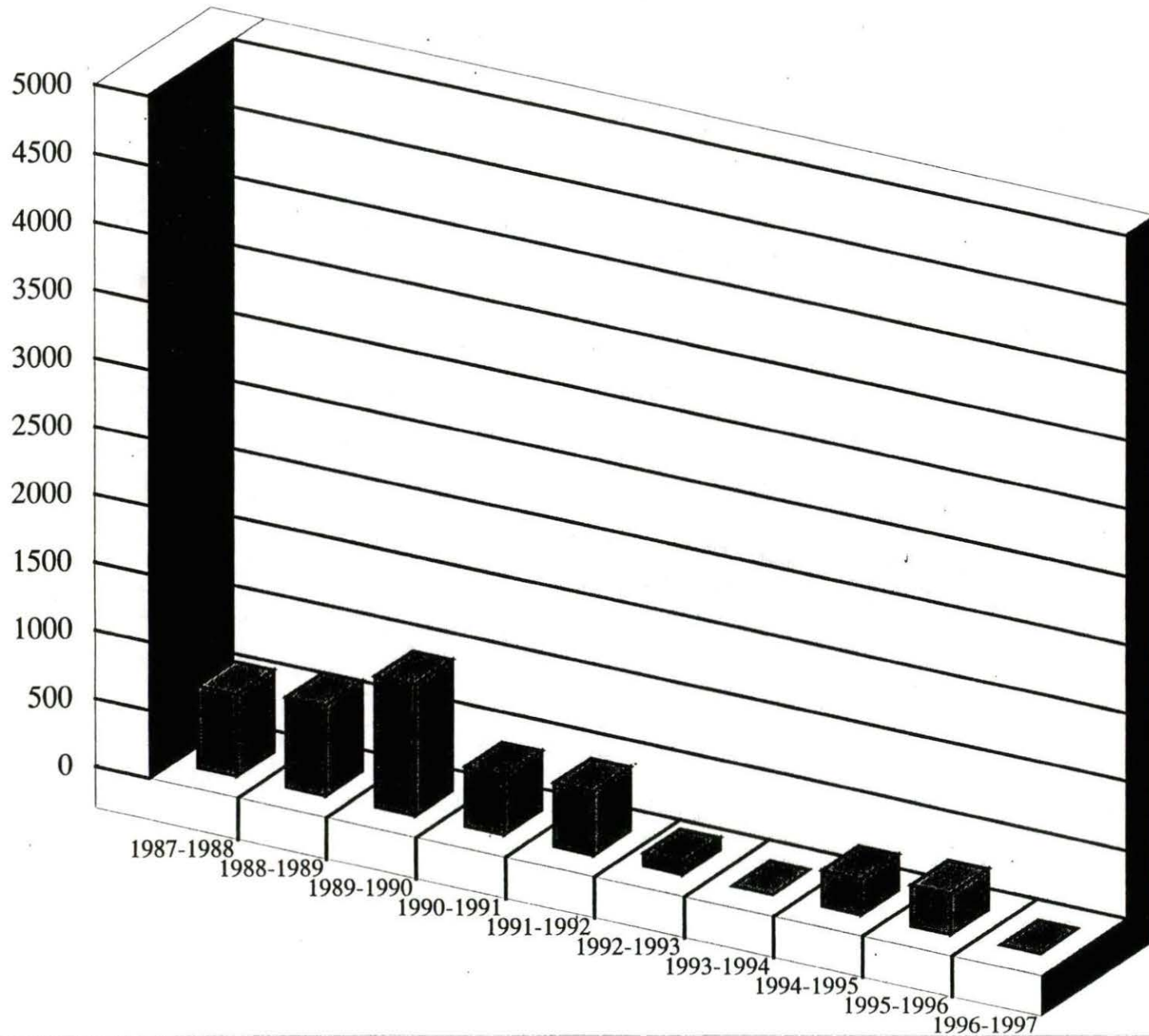
# B. P. S. NON-CREDIT HOURS

CHART 2



# HIGHLAND LAKES NON-CREDIT HOURS

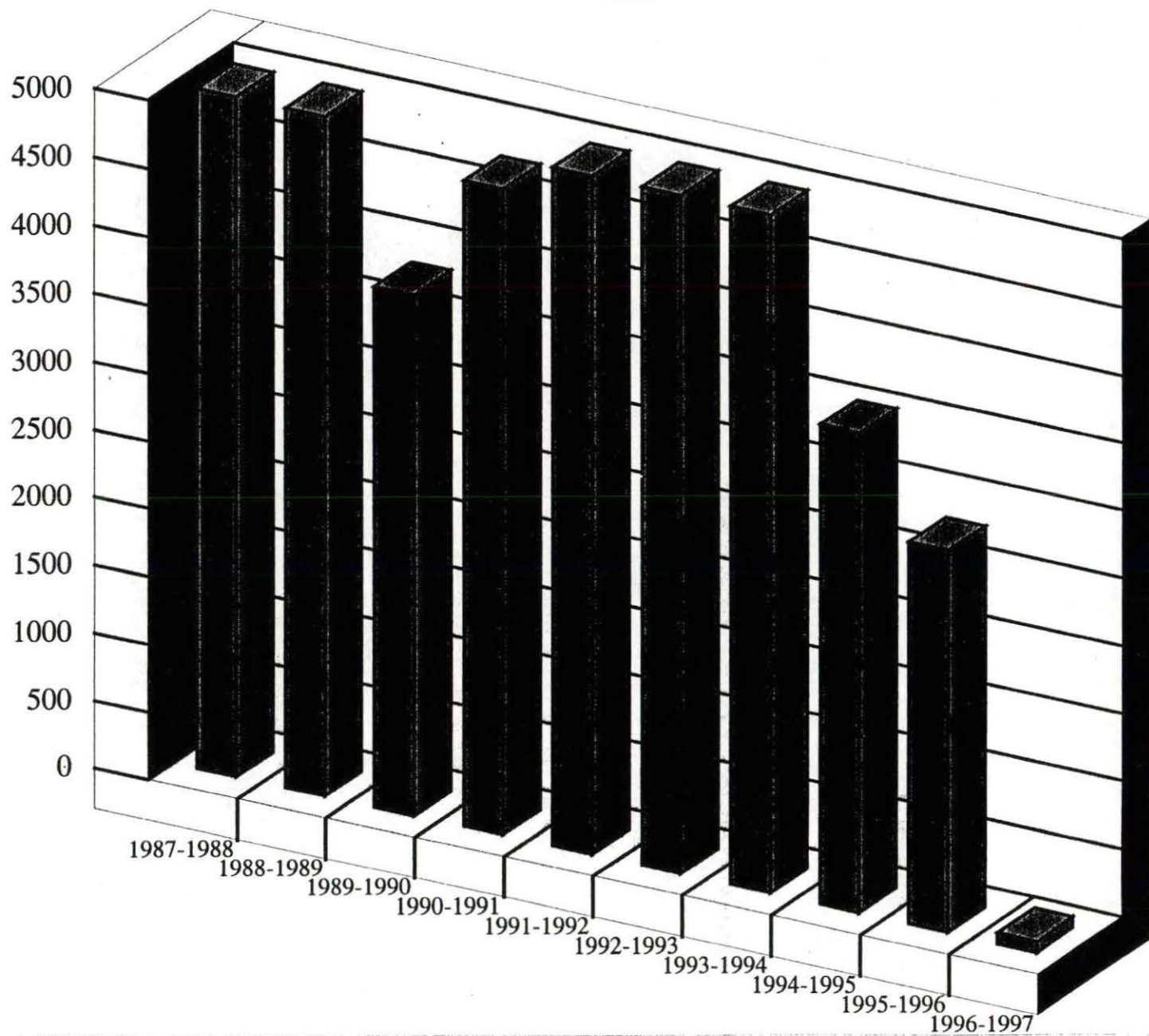
CHART 3





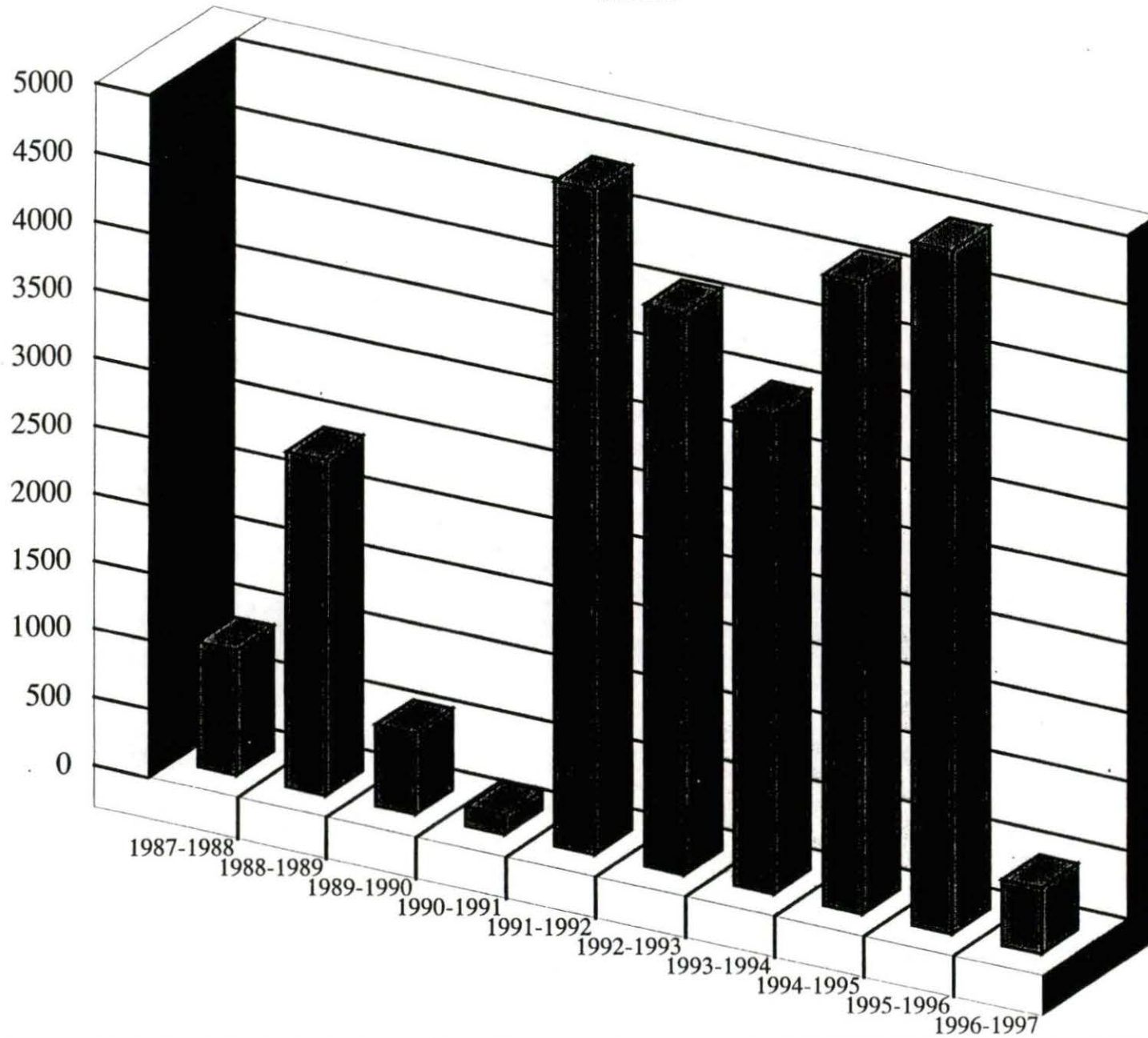
# ORCHARD RIDGE NON-CREDIT HOURS

CHART 4



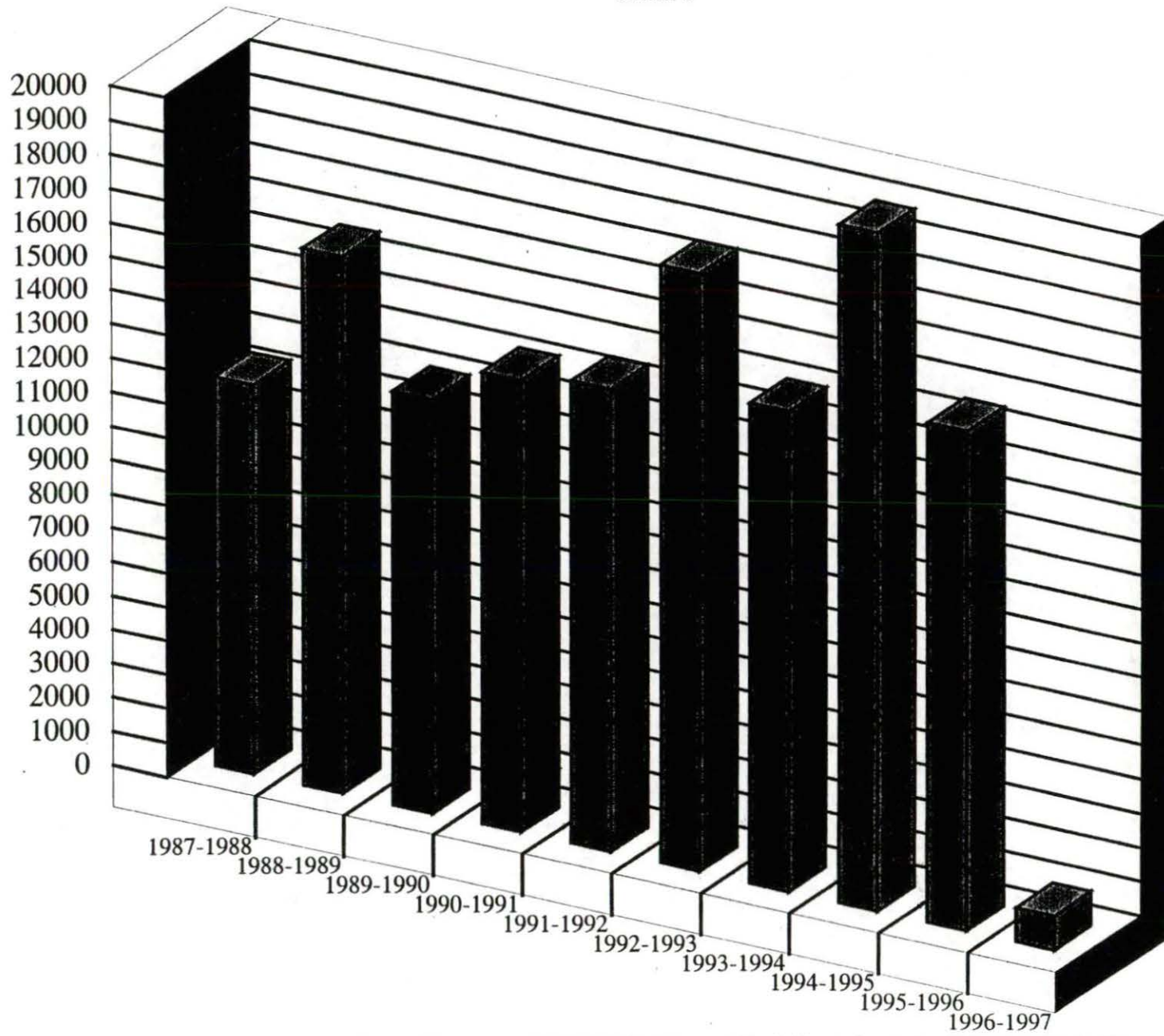
# SOUTHEAST NON-CREDIT HOURS

CHART 5



# COLLEGE WIDE NON-CREDIT HOURS

CHART 6





# Criterion Five

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*Appendix Five - 1*  
**Analysis of Posting  
of Positions**

*Appendix Five - 2*  
**Salary Analysis of  
Five Classifications**

*Appendix Five - 3*  
**Grievance Summary Analysis**

*Appendix Five - 4*  
**Chancellor's Memos Regarding  
PACE Information**

**NCA  
1997**

# Criterion Five

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*Appendix Five - 1*

## **Analysis of Posting of Positions**

## ANALYSIS OF POSTING OF POSITIONS

Of the 22 management staff appointments during the period, it appears that 3 were not posted at all. Of the 18 administrative appointments during the same period, it appears that 8 were not posted at all. All of the administrative appointments that were not posted were for an interim position; however, there were also a number of interim positions that were posted. It should be noted that in preparing this document, the position posting files maintained in Human Resources for both management staff and administrative positions were reviewed for the period from May 1996 through July 1997.

### Management Staff Appointments 9/1/96 to 8/30/97

Business & Professional Services Project Coordinator - DO - Temporary Position - Posted

Manager, Communications & Operations - AH MTS - Posted

Program Manager (3) - AH MTS - Posted

Foreign Student Advisor - International Center OR - Posted

Systems Programmer II - DO ITS - Posted

Program Coordinator (2) - DO WPS - Posted

Administrative Assistant - AH President - Posted

ESL Outreach Coordinator - International Center OR - Temporary Position - Not Posted

Cooperative Education Coordinator - OR - Posted

Professional Development Manager - Academic & Student Services OR - Not Posted

Coordinator of Business Services - OR - Posted

Human Resources Specialist - DO - Posted

Clinical Coordinator/Diagnostic Medical Sonography - SF Allied Health - Posted

Interim Admissions Recruiter - HL - Posted

Foreign Student Advisor - RO/SF - Posted

Administrative Assistant - OR President - Posted



Child Care Coordinator - HL - Posted

Information Systems Professional I - DO ITS - Posted

Administrative Assistant - DO HR - Not Posted

Administrative Assistant - DO HR - Not Posted

Project Coordinator - AH MTS - Posted

Project Coordinator - DO BPI - Posted

Administrative Appointments 9/1/96 through 8/30/97

Academic & Student Services Dean - RO/SF - Posted

Academic & Student Services Interim Dean - OR - Not Posted

Interim Director of Extension & Community Services - OR - Not Posted

Interim President - HL - Not Posted

Interim Director - AH MTS - Not Posted

Interim Director, Enrollment Management/Community Outreach - HL - Posted

Director, Employee Relations - DO HR - Posted

Campus President - AH - Posted

Academic & Student Services Interim Dean - OR - Not Posted

Academic & Student Services - Executive Director, PC - HL & PC - Posted (This was special arrangement that involved additional responsibilities of an Academic & Student Services Dean being added to an existing position on a temporary basis. The Dean position was posted as a temporary position and no one bid on it)

Director of Financial Services - DO - Posted

Interim Executive Director for Marketing - DO - Not Posted

Interim Vice-Chancellor, Academic & Student Affairs - DO - Posted

Dean of Nursing - HL - Posted

Academic & Student Services Interim Dean - OR - Not Posted

Campus President - HL - Posted

Academic & Student Services Interim Dean - AH - Posted (A temporary appointment was approved by the Board of Trustees due to the unanticipated retirement of the former incumbent. The position was posted as an interim position the following month.)

Academic & Student Services Dean - OR - Posted

Academic & Student Services Interim Dean - AH - Not Posted (This was special arrangement that involved additional responsibilities of an Academic & Student Services Dean being added to an existing position on a temporary basis.)

# Criterion Five

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*Appendix Five - 2*

## **Salary Analysis of Five Classifications**



## SALARY ANALYSIS OF 5 CLASSIFICATIONS

### Financial Aid Officer

Incumbent 1	\$40,387
Incumbent 2	38,879
Incumbent 3	40,142

### Dean

Incumbent 1	\$69,801
Incumbent 2	67,224
Incumbent 3	65,672
Incumbent 4	72,479
Incumbent 5	65,202
Incumbent 6	65,202
Incumbent 7	67,224
Incumbent 8	62,269
Incumbent 9	70,000
Incumbent 10*	78,166
Incumbent 11*	56,530
Incumbent 12*	65,202
Incumbent 13	79,612

### Director of Enrollment Services

Incumbent 1	\$49,417
Incumbent 2	56,530
Incumbent 3	47,267

### Administrative Assistant

Incumbent 1	\$39,881
Incumbent 2	32,130
Incumbent 3	33,872
Incumbent 4	28,635
Incumbent 5	38,168
Incumbent 6	33,161
Incumbent 7	32,175
Incumbent 8	32,131
Incumbent 9	33,445

Incumbent 10	\$33,161
Incumbent 11*	28,655
Incumbent 12	31,504

Building Facilities Manager

Incumbent 1	\$39,155
Incumbent 2	37,866
Incumbent 3	38,097
Incumbent 4	37,970

\* Vacant Position - actual salary when filled may differ

SOURCE: July 18, 1997 Position Control Report

# Criterion Five

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*Appendix Five - 3*

## **Grievance Summary Analysis**



## GRIEVANCE SUMMARY ANALYSIS

### Classified Grievances

	<u># Filed</u>	<u># Arbitrated</u>	<u>Decision for Employee</u>	<u>Decision for Union</u>
1996	1	0	-	-
1995	7	0	-	-
1994	26	2	1	1
1993	<u>30</u>	<u>3</u>	<u>2</u>	<u>1</u>
<b>Sub Total</b>	<b>64</b>	<b>5</b>	<b>3</b>	<b>2</b>

### Faculty Grievances

	<u># Filed</u>	<u># Arbitrated</u>	<u>Decision for Employee</u>	<u>Decision for Union</u>
1996	0	0		
1995	0			
1994	0			
1993	<u>1</u>	<u>0</u>		
<b>Sub Total</b>	<b>1</b>	<b>0</b>		

### Maintenance

	<u># Filed</u>	<u># Arbitrated</u>	<u>Decision for Employee</u>	<u>Decision for Union</u>
1996	8	0		
1995	5	0		
1994	13	0		
1993	<u>5</u>	<u>0</u>		
<b>Sub Total</b>	<b>31</b>	<b>0</b>		

### Operating Engineers

	<u># Filed</u>	<u># Arbitrated</u>	<u>Decision for Employee</u>	<u>Decision for Union</u>
1996	0			
1995	0			
1994	2	0		
1993	<u>0</u>	<u>0</u>		
<b>Sub Total</b>	<b>2</b>	<b>0</b>		

### Public Safety

	<u># Filed</u>	<u># Arbitrated</u>	<u>Decision for Employee</u>	<u>Decision for Union</u>
1996	3	0		
1995	3	0		
1994	2	0		
1993	<u>2</u>	<u>0</u>		
<b>Sub Total</b>	<b>10</b>	<b>0</b>		

**TOTALS 108**

**5**

**3**

**2**

SOURCE: Grievance Logs in Human Resources

# Criterion Five

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*Appendix Five - 4*

**Chancellor's Memos Regarding  
PACE Information**



OAKLAND  
COMMUNITY  
COLLEGE

Memo

TO: College Community

FROM: Richard T. Thompson, Chancellor *RTT*  
Linda L. Pososki, NCA Steering Committee *LLP*

DATE: March 27, 1997

SUBJECT: RESULTS OF PACE STUDY

As you will recall, you were asked to participate in the Personal Assessment of the College Environment (PACE) last fall. We finally have received the results of that study from North Carolina State University. Attached is the Executive Summary as well as the overall identified areas of excellence and improvement areas for OCC. Now that we have these results the following activities will take place.

1. A subcommittee of the NCA Steering Committee will analyze the results to determine major concerns to be used as topics for focus groups to further define issues.
2. Discussion will be held at the Employee Information Group meeting to seek suggestions concerning the selection of focus group participants as well as review the Study's Profile of the College Climate - Priorities for Change for each college work group.
3. Once issues have been further defined by the focus groups, they will be give to the appropriate College councils for assessment and recommendation of remedies.
4. Proposed remedies will be reviewed with the Employee Information Group as well as the original focus groups for clarity and accuracy.
5. Once the remedies have been validated, assignment will be made for implementation.

The entire PACE study is available for review in the offices of the Chancellor, each campus president, the NCA Coordinator, and the chair of the NCA Criterion V.

Attachments



# **Personal Assessment of the College Environment (PACE)**

A report for

**Oakland Community College  
Farmington Hills, MI**

by

**George A. Baker III  
and  
Kurt R. Buttleman  
NC State University**

**February 1997**

## EXECUTIVE SUMMARY

In November 1996, the Personal Assessment of the College Environment (PACE) instrument was administered to 1,161 personnel at Oakland Community College (OCC). Four hundred forty employees (37.9%) completed the PACE for analysis. The purpose of the 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. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of Oakland Community College (OCC) Office of Planning and Analysis collaborated to create a survey that would reflect opinions of all personnel throughout the college.

Employees completed a 66-item PACE instrument developed by George A. Baker and the NILIE team of North Carolina State University. The 66 items are organized into eight factors or domains including Formal Influence, Communication, Collaboration, Organizational Structure, Work Design, Student Focus, Ethical Behavior and Institutional Values, and Summative Evaluation. Respondents were asked to rate the eight climate factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at OCC on a five-point Likert scale from an individual or group perspective. The information generated from the instrument has been developed into a research report and can be used to plan strategies for improving the existing climate.

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of .9663. This high coefficient indicates that the PACE provides an internal estimate of the instrument's reliability. A strong alpha coefficient means that participants responded the same way to similar items. Within this context, the climate survey is measuring what the designer expects to measure.

NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert, the collaborative system, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and overall organizational climate (1967). Like Likert, NILIE believes that System 4 (collaborative) is the climate to be sought as opposed to generally existing naturally in the environment. Likert discovered that most organizations functioned at the System 2 (competitive) or System 3 (consultative) levels. This has been NILIE's experience, as well, with most college climates falling into the consultative system across the six areas of the climate instrument.

At OCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding a (3.51) mean score or high consultative system. The Operating Engineers personnel group held the most positive perception, yielding a mean score (3.70), whereas the Public Safety personnel group held the lowest perception,



yielding a (3.24) mean score of the college environment. The Work Design category received the highest composite (3.69) mean score, whereas the Communication category received the lowest overall (3.28) mean score.

Of the more than 50 studies completed by NILIE, no organization has been found to have achieved a total System 4 or collaborative environment, except in some aspects of some categories, and with some categories of employees. Thus, the System 4 environment remains a climate to be sought through planning, collaboration, and organizational development. For descriptive purposes, only the normative PACE data (i.e., Formal Influence, Communication, Collaboration, Organizational Structure, Work Design, and Student Focus) will be compared against the NILIE PACE national averages.

The mean results from the climate survey indicate that OCC is functioning toward the middle range of the System 3 (consultative) management style, with the overall average on the 66 items achieving a mean score of 3.51 on a one-to-five scale. None of the composite ratings fell within the least favorable category identified as the coercive range (System 1). Nine of the composite ratings fell within the competitive range (System 2), six fell within the collaborative range (System 4), and the remainder (n=51) fell within the consultative range (System 3).

When respondents were classified according to at which site they are employed at OCC, the composite ratings are as follows: Auburn Hills (3.59), Highland Lakes (3.70), Orchard Ridge (3.51), Royal Oak/Southfield (3.56), and the District Office, Pontiac Center, Guest House, Auburn Center (3.36).

The top areas in need of improvement were identified for each of the eight personnel groups. Each group has a slightly different set of priorities, with all of the groups agreeing on six areas in need of change. These areas, beginning with the item of greatest concern, include:

- The extent to which decisions are made at the appropriate level at this institution (item #35), Mean score: (2.70),
- The extent to which this institution is effectively organized (item #34), Mean score: (2.71),
- The extent to which a spirit of cooperation exists at this institution (item #24), Mean score: (2.88)
- The extent to which I have the opportunity for advancement within this institution (item #40), Mean score: (2.90)
- The extent to which open and ethical communication is practiced at this institution (item #17), Mean score: (2.90)
- The extent to which this institution has been successful in influencing positive attitudes (item #10), Mean score: (2.91)



**QUESTION #6: What recommendations for change and improvement can be made based on the results of this climate survey?**

One of the primary purposes of the PACE instrument is to provide recommendations for change that assist in efforts to improve the institutional climate at the college or system of colleges. To accomplish this goal, a priority index score was computed for each of the 55 normative data items. This score was obtained by ordering the means for each of the items in ascending order, from the lowest to the highest values. The priority index score provides an insight into the distance between the particular score and the ideal situation, represented by a score of 4.50 on any item. In this way, important areas needing improvement can be identified and prioritized. One way to think about these scores is to see the priority index scores as measures of the extent to which individuals and groups can be motivated through leadership to improve the climate within the college. Thus, the gap between the scores on **What is** and **What should be** for each item is the zone of acceptable change within the college.

Overall, the following have been identified as areas of excellence at Oakland Community College. Four of the items (items # 36, 37, 38, and 39) represent the work design domain. One item (item #4 ) is from the formal influence domain, and one item (item # 50) is from the ethical behavior/institutional values area.

- The extent to which I am responsible for meaningful work (item #39), Mean score: (4.46),
- The extent to which I feel my job is relevant to the institution's mission (item #38), Mean score: (4.44),
- The extent to which my skills are appropriate for my job (item #37), Mean score: (4.40),
- The extent to which accuracy is expected in my job (item #36), Mean score: (4.19),
- The extent to which I am given the opportunity to be creative in my work (item #4), Mean score: (4.13),
- The extent to which I am expected to behave ethically at this institution (item #57), Mean score (4.09)

Tables 7 through 14 contain lists of the top twelve improvement areas determined in this way. These lists are presented by personnel classification and provide the priorities of the eight personnel groups. The eight employee groups combined identified six items as needing improvement.

- The extent to which decisions are made at the appropriate level at this institution (item #35), Mean score: (2.70),
- The extent to which this institution is effectively organized (item #34), Mean score: (2.71),
- The extent to which a spirit of cooperation exists at this institution (item #24), Mean score: (2.88)
- The extent to which I have the opportunity for advancement within this institution (item #40), Mean score: (2.90)
- The extent to which open and ethical communication is practiced at this institution (item #17), Mean score: (2.90)
- The extent to which this institution has been successful in influencing positive attitudes (item #10), Mean score: (2.91)



OAKLAND  
COMMUNITY  
COLLEGE

RECEIVED  
JUN 13 REC'D  
DEAN OF INSTRUCTIONAL  
SERVICES

Memo

TO: Richard T. Thompson  
Chancellor

FROM: Subcommittee for PACE Results\*  
NCA Steering Committee

DATE: June 11, 1997

SUBJECT: INITIAL RECOMMENDATIONS

After reviewing the transcripts of the five focus groups as well as the individual comments on the PACE Survey, the subcommittee recommends the following:

1. Reengineering the institution will be the first step toward addressing decision making on an institutional basis.
2. Need for the development of an institution philosophy of leadership/management. Once determined, staff development should take place to help everyone understand and employ such a philosophy.
3. First staff development focus for all work groups should be interpersonal skills. Program should be modularized in order to utilize appropriate sections for various work groups and work situations. This effort should be directly tied to the Mission, Purposes, Values of OCC. Elaine and Dave are developing a more complete proposal.
4. Chancellor's Council should discuss the general themes of the focus groups especially those directly related to leadership and decision making at the upper level of the organization. Linda is developing.
5. You should hold a meeting inviting all employees at each individual site to reinforce the importance attached to the initial survey as well as the focus group results. These meetings need to be held this summer and take place as soon as possible. There seemed to be a perception that nothing would come of the results of either. This could possibly be repeated on Discipline Day to assure reaching a majority of the faculty.
  - A. Assurance that transcripts were reviewed by subcommittee
  - B. Major themes should be identified
  - C. Sharing of beginnings of action plan for "fixing" the problems identified

Attached are the consistent themes found through all the work groups participating in focus groups as well as theme of comments attached to the study itself.

\* David Adams            Elaine Fett  
Sue Lorton                Linda Pososki



## CONSISTENT THEMES OF THE PACE FOLLOW-UP FOCUS GROUPS

### Perceived by employees that

1. there is a need for the Board of Trustees to move to a level of strategic decision making concerning the direction of the College.
2. no decisions are being made in middle and upper management.
3. OCC is really 4, 5, or 6 separate institutions, not 1.
4. there is a general positive concurrence with Mission/Purposes as "words", however there appears to be a variety of definitions for the "words".
5. there is a desire for decisions to be made; recognition that not everyone will like the decisions, however, make them and then communicate rationale behind them. There is a recognition that opportunity for input is different from decision making. Currently, rationale always seems to be missing.
6. structure is okay; however, some incumbents aren't.
7. there is a need for supervisory skills and management training; lack of accountability; there are slackers in every group but no one know how to address this problem. In the past, when X was slacking, the college could hire someone else. Now employees realize that this solution isn't possible.
8. there is a need for training and staff development. There is no consistency among groups with what words mean except in area of need for supervisory training.
9. there is a strong belief that most decision making needs to be done on institutional basis, not site-based.
10. there is a strong willingness to change but employees want a strong direction set.
11. there is a lack of accountability prevalent in the institution; employees have desire for accountability and a belief that mistakes should be okay as long as realized and changed.
12. there are different classes of employees in the way people are valued and treated.

## COMMENTS FROM PACE STUDY

1. Expectations are not clear for jobs and classes of jobs. No understanding that all roles within the college are important but different.
2. Lack of communication; rumor mill is amazing.
3. HRD is seen as a block to anything; not a resource.



OAKLAND  
COMMUNITY  
COLLEGE

Oakland Community College  
is an affirmative action/equal  
opportunity institution.