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2/27/88*

PLEASE RETURN BY: AUG 05 1988

**A SURVEY OF REMEDIAL/DEVELOPMENTAL EDUCATION IN  
MICHIGAN'S PUBLIC COMMUNITY COLLEGES**

**A State Board for Public Community  
and Junior Colleges Project**

**Coordinated by Dr. Barbara Argumedo  
Michigan Department of Education  
Community College Services Unit**

**with technical assistance from  
The Industrial Technology Institute Community College Liaison Office**

**COLLEGE:** Oakland Community College

**NAMES AND TITLES OF PERSONS COMPLETING THIS SURVEY:**

Mr. Richard T. Thompson, Vice Chancellor for Academic Services  
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\_\_\_\_\_  
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## **PURPOSE:**

The purpose of this study is to obtain information about student assessment, academic placement, and related remedial/developmental education efforts in Michigan's public community colleges. For purposes of this study, the American Association of Community and Junior College's definition of remedial/developmental education (11/87) is used. Their definition is as follows:

The term developmental education is used in postsecondary education to describe programs that teach academically underprepared students the skills they need to be more successful learners. The term includes, but is not limited to, remedial courses. Whether these students are recent high school graduates with inadequate basic skills, returning adults with dormant study skills, undecided students with low motivation for academic achievement, or English as a Second Language students, developmental programs can provide the appropriate academic tools for success.

## **METHODOLOGY:**

All 29 community colleges are being asked to complete the following survey. At each institution, the President will be asked to designate one individual who will be responsible for ensuring that all appropriate staff are notified and have input into the completion of this survey. The administrators responsible for academic instruction and student services at each college will receive a copy of the letter sent to their President. At each institution the number of individuals assisting in the completion of the survey may vary from one to many, although the expectation is that only one survey will be returned from each college. For this reason it is strongly recommended that a committee representative of the various remedial/developmental efforts be formed to coordinate the completion of a single survey form. This is not a study of program effectiveness. Individual confidentiality is assured for college staff responding to the survey. Study reports will be largely statistical, although they may note specific institutional efforts in remedial/developmental education. Every college President will receive a study report. As well, copies will be sent to all individuals who participate in completing the survey form.

1. Once again, read the definition of remedial/developmental education on the previous page. For purposes of operating your own program do you agree with this definition?

YES

NO (You had to know that everyone is going to push for pet definitions)

If you answered NO to question 1 please provide your own working definition of remedial/developmental education:

My only qualm about "yours" is that while, by implication, it touches on the affective domain, it does not highlight it. I have included our College's definition (which I feel has a similar lack of emphasis) and my own which I naturally favor.

Please refer to attachments # 1 and 2.

2. Does your institution have a "mission statement" or set of "strategic goals" in which remedial and/or developmental education is addressed?

YES

NO

If YES, provide the statement or goal(s) in the space below. If necessary, attach a separate sheet.

Attached is the Statement of Mission, Goals, and Objectives for the Basic Skills program (Attachment # 3) and from our catalog the portion of the college's mission and goals which addresses Basic Skills. (Attachment # 4).

3. Which of the following apply to your college testing of newly admitted students?  
(Check all that apply.)

- There is no testing
- All students are tested
- Testing based on specific course requirements
- Testing is optional
- Degree seeking students only are tested
- Freshmen only, not transfer students, are tested
- Full-time students only are tested
- Both full-time and part-time students are tested

4. If testing is required of newly admitted students, can the requirement be waived?

- YES                       NO

5. Under what conditions is testing waived? (Please explain.) Attached is our ASSET Statement  
from our current catalog.

Please refer to attachment # 5.

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6. What methods do you use to identify students who need remediation?  
(Please check the tests you use.)

Standardized Test(s) (Published)

ASSET (also check which components you use)

Language Usage

Reading

Numerical

Algebra (Elementary, Intermediate, or College)

Advanced Language Usage

College Board MAPS (Multiple Assessment Programs & Services)

College Board CLEP (College Level Examination Program)

Nelson-Denny

Other (Please specify:)

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

College Developed Test(s) (Specify for what purpose, e.g. writing:) Writing

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

Other Methods

Instructor/Counselor Referral

Student Referral

High School Record

ACT Scores

Other (Please elaborate: Special Needs screening)

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

7. Of the methods you use from the previous list, are there any with which you are dissatisfied?

(Please elaborate:)  
None  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Is placement in remedial/developmental courses mandatory for those who have tested as needing it in the following areas?

	<u>YES</u>	<u>NO</u>
Reading	<u>X</u>	___
Writing	<u>X</u>	___
Math	___	<u>X</u>
ESL	<u>X</u>	___
Other(s)	___	___

If Other, please specify: Mandatory in that when students elect to take English or reading courses, they must take the courses indicated by their placement.  
\_\_\_\_\_

9. How much credit toward a degree does your institution grant for remedial/developmental courses?

- X Full Credit (for some degrees)  
\_\_\_ Limited Credit (Specify the limit of credit hours \_\_\_\_\_)  
\_\_\_ No Credit

10. What is your institution's policy regarding the grade earned in a remedial/developmental course?  
(Please check only one.)

It is included in a student's G.P.A.

It is not included in a student's G.P.A.

It is a department's prerogative to include it in a student's G.P.A.

None of the above (please explain:)

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11. Are remedial/developmental efforts centralized or decentralized within your institution?

Efforts are centralized in one unit

Efforts are decentralized across curricular areas , but coordinated by a designated individual. This pattern is repeated at each of the campuses. College level coordination is accomplished through a college level committee.

12. Which of the following are components of your remedial/developmental efforts?  
(Please check all that apply.)

- Academic Advisement
- Academic Assessment (e.g. Formal Testing)
- Individual Assessment (e.g. Personal Counseling, Financial Assistance)
- Specialized Assessment (e.g. Handicapped)
- Prescription for Assistance
- Feedback to Faculty re: the Institution's Remedial/Developmental Efforts
- Feedback to Faculty re: Individual Student Progress
- Linkage Between Remedial/Developmental Efforts and Instructional Objectives of Individual Non-Developmental Courses
- A System for Monitoring Student Progress
- Competency-Based Instruction
- Yearly Program Evaluation
- Tracking of Student Success (e.g., course or program completion, school retention)
- Basic Skills (Reading, Writing, Math)
- Study Skills (e.g., note taking, test taking)
- Critical Thinking/Reasoning Skills
- Technical Literacy (occupational areas)
- Computer Assisted Instruction
- Classroom Instruction
- Professional Tutoring, Program Specific
- Professional Tutoring, General
- Peer Tutoring, Program Specific
- Peer Tutoring, General
- Group Tutoring

*Continued, next page...*



Individual Counseling

Career Planning/Counseling

Orientation to College Life

Other (specify:)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. How are remedial/developmental efforts delivered? (Please check all that apply.)

Traditional classroom setting (whole group instruction with students of varying academic abilities)

Individualized learning laboratory (non-computerized)

Computer-assisted instruction

Focused group instruction according to academic need/ability (e.g. subtraction of fractions)

One-to-one individualized instruction

Variety of opportunities to meet the diverse learning styles of students.

Other (specify:)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. What is the college's maximum student-teacher ratio in remedial/developmental courses?

Note: Define teacher as all professional and non-professional staff who provide instructional assistance to students.

	MATH	READING	WRITING	ESL	STUDY SKILLS
Traditional classroom	25	25	25	B-12	25
Individualized learning laboratory (non-computerized)	NA	NA	NA	NA	NA
Computer-assisted instruction	NA	NA	NA	NA	NA
Focused group instruction according to academic need	NA	NA	NA	NA	NA

15. What methods do you use to evaluate individual student progress in remedial /developmental efforts? (Check all that apply)

- Pre-test/post-test comparison
- Completion of modules/competency based materials
- Post-test only
- Course completion
- Other methods (elaborate:)  
\_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

16. How often are remedial/developmental efforts evaluated, either formally or informally?

- Each term/semester
- Annually
- Every two years
- As need arises

17. When did you conduct your last formal evaluation of your remedial/developmental efforts (e.g., institutional by a peer review committee or an external review)?

An institutional evaluation in 1987.

A College Assessment Program Evaluation (CAPE) in May of '86.

18. Please identify the number of students by race and sex who enrolled in at least one or more remedial and developmental courses for Fall term, 1987. Please do not refer to IPEDS data from Fall Enrollment Form Part C, 1.a., which would result in an undercount of developmental students served. Please note that students may be counted more than once.

FALL 1987

REMEDIAL/ DEVELOPMENTAL	Black/ Non-Hisp.		Hispanic		Asian/ Pacif. Island		Am. Indian/ Alaskan Nat		White/ Non-Hisp.		Non-Res. Alien		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Math	171	264	26	24	26	24	8	12	1688	1975	1	0	2	8	922	2307
Reading	30	31	7	6	5	6	0	2	170	187	0	0	0	1	212	233
Writing	99	165	13	21	21	23	5	9	973	901	1	0	3	4	1115	1123
Other (specify)																
Problem Solving	1	5	2	1	1	0	0	0	9	9	0	0	0	0	13	15
Chemistry	22	17	3	2	2	3	1	2	138	185	0	0	0	2	166	211

19. Please provide an enrollment summary of students by age who enrolled in at least one or more remedial/developmental classes in Fall, 1987. Please do not refer to IPEDS data from Fall Enrollment Form Part C, 1.a., which would result in an undercount of developmental students served.

AGE	MEN	WOMEN
Under 18	3	3
18-19	12	12
20-21	1560	1571
22-24	825	712
25-29	512	531
30-34	278	390
35-39	116	297
40-49	78	275
50-64	17	58
65 and Over	0	3
Age Unknown	27	37
<b>TOTAL STUDENTS</b>	<b>3.428</b>	<b>3.889</b>

20. How do students find out about remedial/developmental courses and services?  
(Please check all that apply.)

- On Admission
- Schedule Book
- College Catalogue
- College Brochure
- Orientation
- Referral:
  - instructor
  - counselor
  - outside agency
  - other (specify: Special Needs Counselor)
- Media (radio, T. V., newspaper)
- Other (specify: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

21. Does your college have a professional development program that includes preparation of staff to work with underprepared students?

YES  NO

Explain: In-service, external workshops  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

22. What is your liaison relationship with feeder high schools concerning remedial/developmental enrollment?

Please describe: Michigan Rehab. Services. K-12 Special Education Directors.

High School Counselors

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23. Is remedial/developmental enrollment information at your college sent back to feeder high schools?

YES

NO

If YES, what information do you report back? \_\_\_\_\_

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24. Does your institution have an agreement regarding the delivery of remedial/developmental education with any of the following? (Please check all that apply.)

Area High Schools

Adult Education

Business and Industry

No Agreement

25. List five specific strengths of your remedial/developmental efforts and five areas of major concern.

**STRENGTHS:**

1. Currently under review
2. New pilot project underway
3. ASSET
4. Special Needs support
5. Strong committment from top down

**AREAS of CONCERN:**

1. System not consistent across the campuses
2. System not embedded in the College
3. Research base is thin
4. Math is not as far along as English in terms of involvement in remedial/developmental and placement issues
5. Final policy on class size not set

26. Using the following five headings, furnish a description of your remedial/developmental efforts or program(s). This narrative will be an important component of the final report and should be written to be of utilitarian value to remedial/developmental educators and policy makers.

**Academic Assessment Practices:**

Please refer to attachment # 3.

**Academic Placement Practices:**

**Please refer to attachment # 3.**

**Academic Instructional Practices:**

**Please refer to attachment # 3.**



**Student and Program Evaluation Practices:**

**Please refer to attachment # 3.**

**Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education:**

**Please refer to attachment # 6.**

**BASIC SKILLS STUDENT DEFINITION**

*Out of 2*

A basic skills student requires significant knowledge acquisition and/or skill building and has the potential to be adequately prepared for all or any of the following: .  
post-secondary reasoning skills involving studying, reading/writing, listening/speaking, arithmetical/mathematical analysis, and coping with the college environment.

TO: RSN

- Please handle
- For your approval
- For your information
- Per your request
- Insufficient funds

- Please call me
- Please see me
- For your files
- Let's discuss

*File*

Antiques

An "old" definition/analysis  
 of D.E. I drafted for the  
 Michigan Academy for Art,  
 Sciences and Letters, 17 years  
 ago - I shared some views  
 Chuck Newman - and have  
 some modest concerns with  
 not using these terms with  
 great understanding.

RECEIVED

MAY 31 1986

OFFICE

*Rec'd*

*Please do*

*Perhaps let  
 them correct  
 Define what we mean*



*To*

**RICHARD T. THOMPSON**  
 Vice Chancellor  
 for Academic Services

## DEVELOPMENTAL STUDIES - A DEFINITION

There is an apparent lack of precision to two quite common terms used in educational parlance, "remedial" and "developmental". So fluid are these terms, the impression often given is that when one is used, the other is meant. The following working definitions are offered for each term in the hope of determining by way of reactions to them, a sense of their use in the field, combined with the awareness that most "definitions" serve to incite as often as they serve as insight.

The major educations might be characterized as.

Liberal education	<u>as</u>	Intellectual fulfillment
General education	<u>as</u>	Satisfaction of societal expectations
Remedial education	<u>as</u>	Re-training
Developmental education	<u>as</u>	Assessment

Given this continuum, developmental education is seen to comprise activities directed toward assessment of the individual to aid him in the development of effective behavior patterns. To achieve this, such education concentrates on the individual (to the exclusion of skills or subject matter) to clarify points of strength or weakness. As self-understanding comes, developmental education gives way to remedial, general or liberal education.

By way of comparison, remedial education involves essentially re-teaching of skills once forgotten or incompletely learned. Its aim is to impart specific skills or techniques. Thus, a definition of developmental education could read as follows:

Developmental education is actively directed toward formulation of effective behavior patterns. Its emphasis is on elimination of personal-social blockages, often resulting in perceptual or cognitive inhibitions to the acquisition of skills and knowledge.

-Richard Thompson, Vice Chancellor for Academic Services  
Oakland Community College - Central Office



**OAKLAND  
COMMUNITY  
COLLEGE**

Department of Education Survey  
Oakland Community College  
Attachment # 3

**Date:** April 18, 1988

**Information**

**Exhibit:** Basic Skills Statement of  
Mission, Goals, and Objectives

Acting as an ad hoc Committee of the College Academic Senate, and culminating two and a half years of study, the Basic Skills Committee (under the leadership of its founding chair, Paula Barthel, and current chair, Chuck Neumann) presented to the Senate the attached document.

The Senate approved the "Basic Skills Statement of Mission, Goals, and Objectives," endorsed the pilot project as presented to it by the Basic Skills Committee, and directed the Committee together with the College Administration to develop a college-wide program to be implemented Fall 1989.

lc/8

attachment: "Basic Skills Statement of Mission, Goals, and Objectives"

**Recommendation:**

**BASIC SKILLS STATEMENT  
OF  
MISSION, GOALS AND OBJECTIVES**

**Developed by Basic Skills Committee  
March 11, 1988**

**Approved by the College Academic Senate  
April 14, 1988**

**Presented to the Board of Trustees  
April 28, 1988**

## BASIC SKILLS PROGRAM

**MISSION:** The Oakland Community College Basic Skills Program is a college-wide program designed to meet the developmental needs of students identified and referred by means of college-wide screening, department assessment, student services and/or academic records.

Quality education is provided through counseling and a variety of educational approaches to develop critical thinking, study skills, and academic success in reading, writing, listening/speaking, and arithmetical/mathematical reasoning.

**GOALS:** A. The Basic Skills Program will establish counseling settings that enable its students to gain success skills.

### 1. Objective: Student Selection

- a. Students will be identified by the Student Services Staff as directed by the Dean of Students and referred to the Basic Skills Counselor(s).
  1. New students will be identified by ASSET scores indicating skill levels needing remediation.
  2. Returning students will be identified by academic performance necessitating a status of Academic Probation, Withdrawal Range, or having been withdrawn from the college.
  3. Students will be oriented, advised and counseled regarding their status and educational alternatives.
- b. Students who are determined to be appropriate candidates will be referred to the Basic Skills program
- c. On-going counseling will be required of all Basic Skills students on an individual and/or group basis.

### 2. Objective: Curriculum

- a. CNS 114, Seminar: Human Potential.  
Through this seminar, participants will develop

techniques to identify their personal strengths and potential; acknowledge and understand their personal achievement patterns; become aware of their own value system; become capable of achieving immediate and long-range goals that utilize their personal strengths and values; identify areas of latent potential and the means of resolving conflict; learn techniques of self-motivation and increase self-esteem.

- b. CNS 115, Career Planning, is a career planning class designed to orient students to college; to assist students in becoming more aware of themselves and others, (SELF AWARENESS); in becoming more aware of careers and career options (CAREER AWARENESS); in the development of decision-making skills (DECISION-MAKING); and the development of skills related to planning and implementation of realistic life/career goals (CAREER PLANNING).

In order for Basic Skills students to enroll in this course, they must have successfully completed ENG 102 (Reading) or have an ASSET Reading Test score of at least 20.

- c. CNS 116, Personal assertiveness. This course is designed to demonstrate techniques of direct, honest, and appropriate expression of feelings, opinions, and beliefs. Differences between aggressive, non-assertive, and assertive behaviors will be studied and practiced. Methods of self-expression that encourage direct, honest communication will be studied and practiced.
- d. Specialized personal development skill building seminars/workshops will be made available to program participants as needed. Participants will also be able to participate in appropriate seminars which are available to all OCC students.

### 3. Objective: Staffing

- a. The Educational Counseling functions as determined for the Basic Skills Program will be staffed and implemented by the Campus Counseling Department.

CNS instructor(s) will teach courses within the Basic Skills Program.



- b. The counseling personnel attached to the Basic Skills Program will have developmental educational training/background as determined appropriate by the Campus Counseling Department.

At least one Basic Skills Educational Counselor will be a college representative to the Oakland County Inter-Agency Council and of the appropriate inter-agency local committee to be better able to refer participants for supportive life services.

4. Objective: Services

- a. The IIC will provide necessary support services for participants in curriculum areas.
- b. The LRC will be available to provide materials and support services for students.
- c. The Career Centers will be available to all participants with staff to assist in their use.
- d. Appropriate educational materials and equipment will be made available for student use (e.g. Interest Inventories, MOIS, Career Searches, Discover for Adults, and updated computer guidance packages).

B. The Basic Skills Program will establish settings that enable its students to gain competency in study skills.

1. Objective: Student Selection

- a. Students will either use the Individual Instruction Center (IIC) on a voluntary basis or as referred by their instructor(s) for specific skill development and/or coursework tutorial assistance.
- b. Upon meeting the prerequisites, each Basic Skills student will be required to enroll in IIC 057, College Success Skills.

2. Objective: Curriculum

- a. IIC 057, College Success Skills, is the formal study skills component of the Basic Skills Program. This four credit course presents a wide range of study skills in a workshop style; however, lecture, discussion and demonstration methods will also be used. Study Techniques will be demonstrated and practice assignments will be given in various group settings. Each practice activity will be reviewed in small groups, individually or as a class.
- b. The prerequisite for IIC 057 is successful completion of ENG 102 or having an ASSET Reading Score of at least 20.

3. Objective: Staffing

- a. Instructors for the IIC 057, College Success Skills, offering in the Basic Skills Program will be primarily selected from the full-time IIC faculty; however, the course, or components of it, may be taught by Basic Skills instructors from other disciplines. Experienced adjunct faculty will be hired as needed.
- b. The remaining IIC support services to the Basic Skills Program as described in the Services Objective 4 below will be supplied by the appropriate members of the IIC staff.

4. Objective: Services

- a. IIC Services: The IIC provides a warm, friendly location where students can study, and receive one-to-one help with difficult course work or individualized skill building instruction.

<u>COURSE</u>	<u>SERVICES</u>
b. ENG 052 ENG 054 ENG 055 ENG 055.2 ENG 056	Provide an area for small group sessions or one-to-one assistance by IIC staff as well as computer assisted instruction/drill.
c. ENG 102	Provide an area for small group sessions or one-to-one assistance by IIC staff; also, provide programs and equipment for individualized reading improvement with increasing levels of complexity. Provide the equipment and staff needed to administer readings assessment tests with the Visagraph.
ENG 104	Provide the same services as for ENG 102 except for the fact that the emphasis of program and equipment is now for individualized reading improvement concentrating on comprehension and speed.
d. MAT 105	Provide an area for small group sessions or one-to-one assistance by IIC staff as well as computer assisted instruction/drill.
e. SPE 129	Provide an area for small group sessions or one-to-one assistance by IIC staff. Assistance will be provided in reading, writing and information gathering.
f. CNS 114 CNS 115 CNS 116	Provide an area for small group sessions or one-to-one assistance by IIC staff. Assistance will be provided in reading, writing and information gathering.
g. IIC 057	Provide an area for small group sessions or one-to-one assistance by IIC staff. Assistance will be provided in specific study skill techniques.

C. The Basic Skills Program will establish settings that enable its students to gain competency in reading.

1. Objective: Student Selection

- a. Students who score between 10 and 24 on the ASSET Reading Test (or comparable reading instruments) will take developmental reading, English 102.
- b. Students who score between 25 and 29 on the ASSET Reading Test (or comparable reading instruments) will take reading improvement, English 104.

2. Objective: Curriculum

- a. English 102, Developmental Reading. Students will employ a step-by-step approach using classroom/lab settings to improve their vocabulary and reading comprehension.
- b. English 104, Reading Improvement. The students will increase reading speed and comprehension as well as improve reading habits in general. This course is not designed for specific remedial problems.

3. Objective: Staffing

Instructors for Basic Skills English reading courses will be selected primarily from the full-time English faculty, with experienced adjunct faculty hired as needed.

4. Objective: Services

- a. The IIC para-professionals will provide support in reading for English 102 and 104 students as part of their responsibilities.
- b. The English Department laboratory staff will provide support in reading for English 102 and 104 students as part of their responsibilities.
- c. The IIC and English Department staffs will provide individualized and small group reading support for English 102 students as well as rate and comprehension resources for English 104 students.
- d. Appropriate resources will be required to upgrade equipment and materials in the English/IIC departments.

D. The Basic Skills Program will establish settings that enable its students to gain competency in writing.

1. Objective: Student Selection

- a. Students who have a combined score between 36 and 59 in Language Usage/Reading on ASSET will take English 052, Elements of Written Communication.
- b. Students who have a combined score between 60 and 75 in Language Usage/Reading on ASSET will take English 131, Fundamentals of Communication.

2. Objective: Curriculum

- a. English 052, Elements of Written Communication. The students will punctuate and phrase an appropriate sentence, spell common English words and increase their vocabulary range so as to communicate at varied levels of experience.
- b. English 131, Fundamentals of Communication. The students will identify the basic elements of oral and written communication process with emphasis on words, sentences and paragraphs. Also, the students will manipulate these elements in basic communication situations.

3. Objective: Staffing

Instructors for Basic Skills English writing courses will be selected primarily from the full-time English faculty, with experienced adjunct faculty hired as needed.

4. Objective: Services

- a. IIC para-professionals will provide writing assistance for English 052 and 131 students as part of their responsibilities.
- b. English Department laboratory staff will provide writing assistance for English 052 and 131 students as part of their responsibilities.
- c. The IIC and English Department staffs will provide writing assistance for English 052 and 131 students as part of their full-time responsibilities.
- d. Appropriate resources will be needed to up-grade equipment and materials in the English/IIC departments.

E. The Basic Skills Program will establish settings that enable its students to gain competency in listening/speaking.

1. Objective: Student Selection

Students will be identified for SPE 129, Interpersonal Communications for Careers, based upon skill level or specific skill needs in the following areas:

a. Clarity and audibility of speech (diction, articulation and pronunciation).

b. Dialect/accent problems.

c. Listening improvement needs.

d. Control of communication anxiety.

2. Objective: Curriculum

a. The Basic Skills speech curriculum is intended to develop the oral proficiency and listening skills of students identified as "limited in English usage," whether due to disadvantages or handicaps, foreign born or native American. The goal is to enable them to achieve personal and academic success.

b. Speech 129, Interpersonal Communications for Careers. The student who enrolls in SPE 129 will develop clarity of articulation, learn to speak with sufficient/appropriate volume and rate for understandability. The student will learn to word questions clearly and effectively listen/respond to questions, relay messages clearly and effectively, interact orally and listen well in group situations as well as to follow directions and control communication apprehension.

c. Classroom methods and objectives include the following:

1. The diagnosis of specific individual skill deficiencies of students.

2. Prescribing exercises and activities to correct deficiencies.

3. Retesting or measuring new competencies in oral and listening skills.
4. Observation (either live or using vidiotape recordings) of oral proficiency and listening skills.
5. Written tests as needed.

3. Objective: Staffing

- a. Instructors will be professionals who are graduate trained in developing speaking/listening competencies.
- b. A speech correctionist is needed for consultation in cases where severe speech problems are present so that an appropriate referral can be made or a remediation program can be identified.
- c. Basic skills staff, especially counselors, will make recommendations based upon student performance and academic records.
- d. Peer tutors may be used after they have been trained by experts in specific skill development methods provided they work under the supervision of trained graduate staff.
- e. Qualified citizens (retired teachers, etc.) may be used as assistants under the supervision of trained, graduate staff.

4. Objective: Services

- a. Instructional staff will need access to current professional publications, print materials and audio or video tapes developed by experts in the field of speaking/listening skills.
- b. Instructional staff and students will need access to college or department speech equipment for classroom instruction and laboratory practice and student assessment of listening/speaking skills.
- c. The Basic Skills SPE 129 sections require access to a quiet, non-public area for the location of recording equipment (audio and video) for student practice.

**F. The Basic Skills Program will establish settings that enable its students to gain competence in arithmetic skills and mathematical reasoning.**

**1. Objective: Student Selection**

Students referred to the Basic Skills Program will be counseled and advised in regard to mathematics as follows:

- a. Students who score 17 or higher on the ASSET Numerical Skills test may bypass Basic Skills Mathematics, MAT 105, if they so desire.
- b. Students who score 16 or lower on the ASSET Numerical Skills test generally will be required to take Basic Skills Mathematics, if their program of study requires mathematics. Exceptions may be made depending upon the mathematics background of individual students.
- c. Any student in the Basic Skills Program may elect to take Basic Skills Mathematics.

**2. Objective: Curriculum**

- a. Basic Skills Mathematics will initially consist of the MAT 105 course only. This four credit course includes a thorough review of arithmetic skills, presented in the context of the theory of arithmetic. The goal is not only to remediate arithmetic deficiencies, but to prepare students for a study of the abstractions and reasoning skills inherent in mathematics beyond arithmetic. The second portion of the course will consist of an introduction to elementary algebraic concepts.
- b. MAT 105, Preparation for Algebra, may be presented in a mode which includes the opportunity for self-paced study, the use of multiple media, with tutorial help available, as well as traditional lecture and problem solving settings. Any section offered in a laboratory setting will require at least as many contact hours from the instructor as a traditional section.
- c. The prerequisite for students enrolling in Basic Skills Mat 105 is the successful completion of



English 102 (Reading) or an ASSET Reading test score of at least 20.

3. Objective: Staffing

- a. Instructors for Basic Skills Mathematics courses will be selected primarily from the full-time Mathematics faculty, with experienced adjunct faculty hired as needed.
- b. Tutorial support in the IIC will come from professional mathematics faculty as well as upper level mathematics students.

4. Objective: Services

- a. Support for mathematics instruction will include the IIC facility, which will be the primary focus for whatever self-study, multi-media, and tutoring which may be a part of the program.
- b. Basic Skills Counselors will be regularly available to Basic Skills Mathematics students for group and/or individual counseling.
- c. IIC staff with required expertise will be regularly available for mathematics tutoring; student tutors as well as professional mathematics tutors will be utilized.
- d. The services of a Testing Center would provide an important element of support for Basic Skills mathematics instruction.

# General Information

Department of Education Survey  
Oakland Community College  
Attachment # 4

## Mission

O.C.C. is a comprehensive Community College whose primary mission is Human Development achieved by quality learning opportunities and other services designed to meet the present and emerging educational needs of the communities it serves within the human and physical resources available.

## Goals

**Goal I (Educational) "To offer quality learning opportunities and other services..."**

OCC will offer learning opportunities and experiences that anticipate and respond to the vocational, college transfer, and other educational needs of the communities it serves.

### (A) Open-Door Admission

OCC's learning opportunities will be open to all who seek to learn, although entrance to some programs must be limited by job opportunities, available physical facilities, or academic qualifications. A comprehensive assessment program designed to identify basic skill levels will assist students in their selection of appropriate instructional opportunities. The assessment program will promote educational access and equality and the appropriate use of institutional resources.

### (B) Student Services

OCC will provide Student Services including but not limited to, counseling, academic advising, career planning, financial assistance, placement and student activities. Such activities will help the students become more aware of their needs, interest, goals, and potentials, as well as to gain experience in democratic living, self-determination, cooperative endeavor, leadership and economic realities.

### (C) Flexible Curriculum

OCC will maintain a curriculum responsive to the changing educational needs of the residents of the district. The range of learning experiences provided will include theory, practical applications, and real-life situations.

### (D) Basic Education

OCC will establish settings that enable its students to gain competency in the basic skills of reading, writing, computing, spelling, speaking, listening, and analyzing.

### (E) General Education

OCC's general education experience will prepare students in the key life skills of critical and analytical thought, communication, computation and physical well-being. Students will enhance their general knowledge as well as

**REQUIRED FOR ALL STUDENTS WHO ENTERED OCC FALL 1986 OR AFTER**  
**"ASSET"**  
**(Assessment of Skills for Successful Entry Transfer)**

ASSET, a success-oriented seminar, has been implemented at OCC to enhance student success through orientation; assessment of English, reading and mathematical proficiencies; advising; planning; and registration.

Students who entered OCC Fall 1986 semester or after, MUST participate in the ASSET program if they are within any of the following categories:

- A. New students who entered OCC Fall 1986 semester or after, who have not participated in a success seminar must do so.
- B. Students registering for ENG 052, ENG 131, or ENG 151;
- C. Students registering for MAT 115 or a lower level MAT course;
- D. Students registering for 13 or more credits; or 7 or more credits, in a 7½ week session.
- E. Students receiving a temporary exemption during their first semester of attendance must participate in a "Success Seminar" prior to their next registration unless exclusions below apply.

Exclusions from the above may include:

- A. All students attending OCC prior to Fall 1986.
- B. Students who have previously taken ASSET.
- C. Students who have completed 32 semester credits at another institution, including courses equivalent to ENG 151 and MAT 115, or have earned an associate or higher degree; exemptions will be made by campus Dean of Students based on presentation of documentation.
- D. Students admitted under a guest application from another college; guest applications must be renewed each semester of enrollment.
- E. Designated apprentice program students registering for specified courses in their apprentice program.

ASSET will be administered during a SUCCESS SEMINAR. All success seminars will be by appointment. Please call the campus number below for an appointment. Students should plan to arrive 10 minutes prior to the start of the success seminar and remain for the entire published time.

<b>AUBURN HILLS BY APPOINTMENT 853-4375</b>	<b>HIGHLAND LAKES BY APPOINTMENT 360-3069</b>	<b>ORCHARD RIDGE BY APPOINTMENT 471-7569</b>	<b>ROYAL OAK BY APPOINTMENT 967-5725 OR 967-5769</b>	<b>SOUTHFIELD BY APPOINTMENT 552-2624 OR 552-2650</b>
<b>Mondays</b> 1:00 - 5:00 p.m.	<b>Mondays</b> 6:00 - 10:00 p.m.	<b>Tuesdays and Thursdays</b> 6:00 - 10:00 p.m.	<b>Wednesdays</b> 9:00 a.m. - 1:00 p.m. 5:30 - 9:30 p.m.	<b>Tuesdays and Thursdays</b> 1:00 - 5:00 p.m. 5:30 - 9:30 p.m.
<b>Wednesdays</b> 8:00 a.m. - 12:00 noon	<b>Wednesdays</b> 1:00 - 5:00 p.m.	<b>Fridays</b> 9:00 a.m. - 1:00 p.m.		
<b>Thursdays</b> 6:00 - 10:00 p.m.				
<b>Saturdays</b> 9:00 a.m. - 1:00 p.m.				

Other success seminars may be scheduled when appropriate

OAKLAND COMMUNITY COLLEGE  
GEORGE A. BEE ADMINISTRATION CENTER  
2440 GROVE ROAD P O BOX 812  
SOUTHFIELD HILLS MICHIGAN 48033-0812



## OAKLAND COMMUNITY COLLEGE

AUBURN HILLS CAMPUS, 2900 Featherstone Rd., Auburn Hills, MI 48057 - 853-4200  
HIGHLAND LAKES CAMPUS, 7350 Cooley Lake Rd., Union Lake, MI 48085 - 360-3000  
ORCHARD RIDGE CAMPUS, 27055 Orchard Lake Rd., Farmington Hills, MI 48018 - 471-7500  
SOUTHEAST CAMPUS SYSTEM:  
ROYAL OAK CAMPUS, 739 S. Washington, Royal Oak, MI 48067 - 967-5700  
SOUTHFIELD CAMPUS, 22322 Rutland Drive, Southfield, MI 48075 - 552-2600

Assistance is available at the campuses of Oakland Community College for those students who may be hampered in achieving success in college courses due to the effects of learning disabilities.\* The college recognizes the academic potential of these students and strives to provide reasonable accommodations to assist them in becoming successful, **learning enabled persons**.

Support services at Oakland Community College are based upon **sensitivity, advocacy, academic modifications, tutorial aid**, and a network of internal and external **consultation resources**.

**Sensitivity.** The college makes a continuing effort toward **increasing the understanding of learning disabilities** on the part of faculty and staff through a variety of informational meetings, in-service workshops, and internal publications.

**Advocacy.** Each campus of Oakland Community College has a designated member of the full-time counseling staff who serves as a **Counselor-Advocate** on behalf of persons with learning disabilities, assisting them toward attaining individual success experiences.

**Academic Modifications.** In keeping with the "reasonable accommodation" guidelines of Section 504, Subpart E of the Vocational Rehabilitation Act of 1973, every attempt is made to **adjust testing procedures** and to provide **course modifications** in keeping with the needs of each student. In addition, arrangements are made for student access to notetaking assistance, taping of lectures, and the recorded textbook program.

**Tutoring.** Individual **course tutoring** at each campus Individual Instructional Center (IIC) can be supplemented with **peer tutoring** and both on-campus and off-campus **specialized LD tutoring**. The latter service is made available to students certified as eligible for support services by Michigan Rehabilitation Services.

**Consultation.** The college works cooperatively with external agencies such as the **Michigan Rehabilitation Services (M.R.S.)** and the William Beaumont Hospital **Center for Human Development (CHD)** in assisting the LD learner.

The **M.R.S.** provides vocational and career assistance to adults who have physical, emotional, or learning disabilities. The agency can assist eligible Oakland Community College students in the following ways:

- A. Certification of students so that they can qualify for Special Needs help at the college
- B. Ongoing service to reach a vocational objective which may include:
  1. Guidance and counseling
  2. Assistance with college costs (in case of financial need)
  3. Help with purchase of special equipment and aids
  4. Job placement services

The college's consultative relationship with the **Beaumont Center for Human Development (CHD)**, Royal Oak, Michigan provides outstanding resources for diagnostic referrals, tutorial services, and counseling support. The staff of the CHD also is a valuable resource for the in-service education of the college staff.

Within the college, a network of **Faculty Mentors** has been established, consisting of a group of faculty who have assisted learning disabled students. They serve as consultants to other faculty interested in accommodating the needs of the LD learner. In addition, each campus IIC has a collection of **HELDS (Higher Education for Learning Disabled Students) Booklets** describing modifications for teaching LD college students in specific subjects.

## \*A Learning Disability (LD) Is:

- a permanent disorder which affects the manner in which individuals with normal or above average intelligence take in, retain and express information. Like interference on the radio or a fuzzy TV picture, incoming or outgoing information may become scrambled as it travels between the eye, ear or skin, and the brain.
- commonly recognized in LD adults as deficits in one or more of the following areas: reading comprehension, spelling, written expression, math computation, and problem solving. Less frequent, but no less troublesome, are problems in organizational skills, time management, and social skills. Many LD adults may also have language-based and/or perceptual problems.
- often inconsistent. It may present problems on Mondays, but not on Tuesdays. It may cause problems throughout grade school, seem to disappear during high school, and then resurface again in college. It may manifest itself in only one specific academic area, such as math or foreign language.
- **FRUSTRATING!** Persons with learning disabilities often have to deal not only with functional limitations, but also with the frustration of having to "prove" that their invisible disabilities may be as handicapping as paraplegia.

## A Learning Disability Is Not:

- a form of mental retardation or an emotional disorder.

## Suggestions For College Students With Learning Disabilities

1. If you know that you have a learning disability and can substantiate your claim, talk to your instructors *before* the semester begins.
2. If you think that you may have a specific learning disability, but aren't sure, contact the Counselor-Advocate to the Learning Disabled on campus.
3. Set realistic goals and priorities for coursework.
4. Keep only *one* calendar with all relevant dates, assignments, and appointments.
5. Use a tape recorder during lectures. Selectively tape-record key points using the "pause" switch.
6. Listen to the tape as soon after class as possible to refresh your memory, then reorganize your notes.
7. Make notes of any questions you might have so that they can be answered before the next exam.
8. Sit toward the front of the classroom to maximize your eye contact and to reduce distractions.
9. Estimate how long a given class assignment will take, generally planning on two hours outside of class for every hour in class. Build in study breaks, as fatigue is a big time waster.
10. If you are having trouble, seek campus support help *early* in the semester.

## WHEN TO ENROLL

Optimum benefit from the college's services to the LD learner can be gained by *early* enrollment and advisement. The following schedule for contact with a **Counselor-Advocate** is suggested:

Contact at least by:

September enrollment.....May  
January enrollment.....October  
May enrollment.....March  
July enrollment.....April

## WHO TO CONTACT

The following members of the college's counseling staff serve as **Counselor-Advocates** to the **learning enabled** at each campus:

(area code 313)

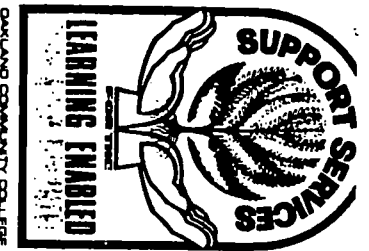
Auburn Hills	Suzanne H. Pickering	853-4240 or 4200
Highland Lakes	Ruth E. Grass	360-3069
Orchard Ridge	Dr. Lawrence J. Gage	471-7588 or 7616
Royal Oak	Dr. Thomas K. Stone	967-5795 or 5725

General information regarding **handicapped student services** and arrangements for interpreters, notetakers, and textbook recording can be directed to the Student Health Coordinator:

Sylvia M. Berggruen, R.N.  
Phone: 967-5758 or 5757

It is the policy of Oakland Community College to accord equal opportunity to its applicants, employees, and students without regard to race, religion, national origin, sex, age or handicap.

OAKLAND COMMUNITY COLLEGE  
GEORGE A. BEE ADMINISTRATION CENTER  
2540 CROFTS ROAD S. O. BOX 812  
BLOOMSBURG HILLS, MICHIGAN 48304-0812



## DEPARTMENT OF EDUCATION

HIGHER EDUCATION MANAGEMENT SERVICES

P.O. Box 30008  
Lansing, Michigan 48909

January 24, 1990

DONALD L. BEMIS  
Superintendent  
of Public Instruction

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*Ex Officio*

Dear

The Michigan Department of Education's Community College Services Unit will host a follow-up meeting of community college experts to discuss preliminary results of the second state study of student assessment and developmental education in Michigan's community colleges. The major task of the meeting will be to critique and respond to the first draft of the Final Report. The committee will also be asked to suggest implications and make preliminary recommendations. The initial draft of the Final Report will be sent to all committee members one week prior to the meeting.

Meeting Information

Date: Friday, February 23, 1990

Time: 9:00 a.m. - 9:30 a.m. - Coffee and Rolls  
 9:30 a.m. - 12:00 p.m. - Focus Meeting  
 12:00 p.m. - 1:00 p.m. - Buffet Lunch Provided  
 1:00 p.m. - 4:00 p.m. - Focus Meeting

Location: Michigan Department of Education  
 Conference Room #1 on Upper Parking (UP) Level  
 Ottawa Street Office Building (map enclosed)  
 608 West Allegan Street  
 Lansing, Michigan 48933

Please call Barbara Argumedo, (517) 335-3067, or Robyn Sutfin, (517) 373-3361, no later than Wednesday, February 21, if you will not be able to attend.

As always, we value your continued interest in and commitment to this important activity and anticipate another very productive meeting.

Sincerely,

James M. Folkening, Supervisor  
Community College Services Unitcc: Mr. Ronald Root  
Dr. Barbara Argumedo

e:22390mtg.wpf



2/20  
cc: Jan Jacobsen  
Marty Balowski  
FYI Are you aware of  
this project in process?  
Keith Shwert (R. G. G. G.)  
has been a member  
of the assessment  
team.  
2576



**PLEASE RETURN BY: OCTOBER 5, 1989**

**A SURVEY OF STUDENT ASSESSMENT AND  
DEVELOPMENTAL EDUCATION  
IN MICHIGAN'S PUBLIC COMMUNITY COLLEGES**

**SEPTEMBER, 1989**

**A State Board for Public Community  
and Junior Colleges Project**

**RETURN SURVEY TO:**

**Barbara J. Argumedo, Ph.D.  
Michigan Department of Education  
Community College Services Unit  
P. O. Box 30008  
Lansing, MI 48909**

**First Draft of Final Report  
Second State Survey**

**Student Assessment and Developmental Education  
Advisory Committee Meeting  
February 23, 1990  
Lansing, Michigan**

- A. Very satisfied
- B. Satisfied
- C. Neither satisfied-Nor dissatisfied
- D. Dissatisfied
- E. Very dissatisfied

**Student Focus Environment**

- 40. The extent to which my educational needs are important to this college.....(A) (B) (C) (D) (E)
- 41. The extent to which I am receiving an excellent education at this college.....(A) (B) (C) (D) (E)
- 42. The extent to which the faculty meet my educational needs.....(A) (B) (C) (D) (E)
- 43. The extent to which support services personnel are helpful.....(A) (B) (C) (D) (E)
- 44. The extent to which administrative services personnel meet my needs.....(A) (B) (C) (D) (E)
- 45. The extent to which this college is preparing me for a career.....(A) (B) (C) (D) (E)
- 46. The extent to which this college is preparing me for transfer to a four-year college.....(A) (B) (C) (D) (E)
- 47. The extent to which I am assisted with my personal development.....(A) (B) (C) (D) (E)
- 48. The extent to which my personal skills are being enhanced.....(A) (B) (C) (D) (E)
- 49. The extent to which I am satisfied with my learning experience.....(A) (B) (C) (D) (E)
- 50. The extent to which ethnic and cultural diversity are important.....(A) (B) (C) (D) (E)
- 51. The extent to which I feel safe on campus.....(A) (B) (C) (D) (E)

**Social and Cultural Environment**

- 52. The extent to which instructors and staff are sensitive to students of all ages.....(A) (B) (C) (D) (E)
- 53. The extent to which instructors and staff are sensitive to students' gender.....(A) (B) (C) (D) (E)
- 54. The extent to which instructors and staff are sensitive to different ways that students learn.....(A) (B) (C) (D) (E)
- 55. The extent to which instructors and staff are sensitive to students' physical challenges.....(A) (B) (C) (D) (E)
- 56. The extent to which instructors and staff are sensitive to students' ethnicity.....(A) (B) (C) (D) (E)
- 57. The extent to which instructors and staff are sensitive to students' religious preferences.....(A) (B) (C) (D) (E)
- 58. The extent to which instructors and staff are sensitive to students' sexual harassment concerns.....(A) (B) (C) (D) (E)

**Demographic Information**

- 59. What is your age?
  - 20 or under
  - 21 - 30
  - 31 - 40
  - 41 - 50
  - 51 - 59
  - 60 or over
- 60. What is your gender?
  - Female
  - Male
- 61. With what ethnic group do you identify?
  - African-American
  - Alaskan Native/American Indian
  - Asian-American/Pacific Islander
  - Caucasian
  - Hispanic
- 62. What is your student status?
  - Part-time (fewer than 12 credit hours)
  - Full-time (12 credit hours or more)
- 63. When do you attend classes?
  - Day only
  - Evening only
  - Day and evening
- 64. Is English your native language?
  - Yes
  - No
- 65. How many semesters/quarters have you attended this college?
  - 1 - 2
  - 3 - 4
  - 5 - 6
  - 7 or more
- 66. If you were to withdraw from your studies, the primary reason would be (mark only one)
  - No money to pay for tuition and books
  - No support for child care
  - Not interested in the courses or programs
  - Lack of information about programs and procedures
  - Unable to get time off from work to attend classes
  - Classes are at inconvenient times and/or bad locations
- 67. What is your long-term goal for attending this college? (mark only one)
  - Transfer to another college or university
  - Improve skills for current job
  - Preparation for a career change
  - Preparation to enter the job market
  - Exploring courses to decide on a career

**College Specific Items - See attached sheet.**

- 68. (A) (B) (C) (D) (E)
- 69. (A) (B) (C) (D) (E)
- 70. (A) (B) (C) (D) (E)
- 71. (A) (B) (C) (D) (E)
- 72. (A) (B) (C) (D) (E)
- 73. (A) (B) (C) (D) (E)
- 74. (A) (B) (C) (D) (E)
- 75. (A) (B) (C) (D) (E)
- 76. (A) (B) (C) (D) (E)
- 77. (A) (B) (C) (D) (E)
- 78. (A) (B) (C) (D) (E)
- 79. (A) (B) (C) (D) (E)
- 80. (A) (B) (C) (D) (E)
- 81. (A) (B) (C) (D) (E)
- 82. (A) (B) (C) (D) (E)



**Student Assessment of the  
College Environment (SACE)  
Institutional Effectiveness Model**

by  
**George A. Baker III  
and the NILIE Team at  
North Carolina State University  
College of Education & Psychology  
300 Poe Hall, Box 7801  
Raleigh NC 27695-7801  
Copyright 1997**

**Please Read Before Beginning Survey**

**Directions:** Please mark your responses on this sheet. Throughout the survey, you will be asked to mark the response that most closely describes the environment at your college. Thinking of your own personal experiences at your college, mark the response on the five-point scale relating to the statements in the various sections of the survey. For example, you would mark "A" if you strongly agree with the item, or "E" if you strongly disagree. Otherwise, express your opinion with a selection between these two anchors.

-- Please use a No. 2 pencil. --



- A. Very satisfied  
B. Satisfied  
C. Neither satisfied-Nor dissatisfied  
D. Dissatisfied  
E. Very dissatisfied

Please complete all the items in this survey. However, if you do not understand an item, or feel that you do not possess enough information to answer it, leave the item blank. Use the Comments section on the attached sheet to express your thoughts about items in this survey or the overall environment of your college. A separate set of 15 items (#68 - 82) appropriate to your college may be attached. Mark your responses to these items on side 2 of this sheet.

**Instructional Services Environment**

1. The quality of instruction in my field of interest..... (A) (B) (C) (D) (E)
2. The overall quality of instruction at this college..... (A) (B) (C) (D) (E)
3. My instructors' expertise in subjects taught..... (A) (B) (C) (D) (E)
4. My instructors' attitude toward students..... (A) (B) (C) (D) (E)
5. My instructors' use of a variety of teaching strategies..... (A) (B) (C) (D) (E)
6. The extent to which my instructors clearly define course objectives..... (A) (B) (C) (D) (E)
7. The extent to which my instructors clearly define course requirements..... (A) (B) (C) (D) (E)
8. The extent to which my instructors clearly define their grading policies..... (A) (B) (C) (D) (E)
9. The availability of my instructors to help me outside of class..... (A) (B) (C) (D) (E)
10. The extent to which I have an opportunity to evaluate my teachers..... (A) (B) (C) (D) (E)
11. The extent to which I have an opportunity to participate actively in class..... (A) (B) (C) (D) (E)
12. The extent to which I have an opportunity to work in small groups in class..... (A) (B) (C) (D) (E)
13. The extent to which I am learning to learn..... (A) (B) (C) (D) (E)
14. The extent to which I am acquiring the ability to learn on my own..... (A) (B) (C) (D) (E)
15. The extent to which I am provided up-to-date technology in my coursework..... (A) (B) (C) (D) (E)

**Student Services Environment**

16. The quality of admissions and orientation services..... (A) (B) (C) (D) (E)
17. The quality of learning assistance and tutorial services..... (A) (B) (C) (D) (E)
18. The quality of financial aid services..... (A) (B) (C) (D) (E)

**Student Services Environment (cont.)**

19. The quality of career planning and placement services..... (A) (B) (C) (D) (E)
20. The quality of academic advising services..... (A) (B) (C) (D) (E)
21. The opportunity for student involvement in campus activities (e.g., clubs, events, and organizations)..... (A) (B) (C) (D) (E)
22. The quality of records and registration..... (A) (B) (C) (D) (E)
23. The quality of counseling services..... (A) (B) (C) (D) (E)
24. The quality of athletic services..... (A) (B) (C) (D) (E)
25. The advice I get in making educational decisions at this college..... (A) (B) (C) (D) (E)

**Administrative and Physical Environment**

26. The quality of classrooms..... (A) (B) (C) (D) (E)
27. The quality of laboratories..... (A) (B) (C) (D) (E)
28. The quality of physical education services..... (A) (B) (C) (D) (E)
29. The quality of computer labs..... (A) (B) (C) (D) (E)
30. The quality of computer services..... (A) (B) (C) (D) (E)
31. The quality of the bookstore..... (A) (B) (C) (D) (E)
32. The quality of the library/learning resource center..... (A) (B) (C) (D) (E)
33. As a customer, how would you evaluate the food services on campus..... (A) (B) (C) (D) (E)
34. The availability of informal places for students to gather..... (A) (B) (C) (D) (E)
35. The availability of parking spaces..... (A) (B) (C) (D) (E)
36. The convenience and proximity of parking to campus facilities..... (A) (B) (C) (D) (E)
37. The quality of campus lighting..... (A) (B) (C) (D) (E)
38. The availability of public transportation..... (A) (B) (C) (D) (E)
39. The availability of places to study..... (A) (B) (C) (D) (E)

**This instrument may not be reproduced  
or used without written permission.  
(Over)**