



OAKLAND
COMMUNITY
COLLEGE

Memo

To: Carol Brown, Vice Chancellor
Academic and Student Affairs

From: Andrea Taylor, Research Analyst *AT*
Leon Hill, Research Analyst *LH*

Date: June 23, 1999

Subject: 1999 Student Life Study

Per your request, you will find the 1999 Student Life Study appended to this memo. We have provided significant findings from the report up-front for quick reading.

Also, please note that this is just a initial analysis, and based on the review of this report, we would encourage further study to assess students' needs and issues regarding student life at OCC. We look forward to working with you, as well as the Dean of Enrollment Services, in order to provide additional analysis and support for this project.

Attach: 1999 Student Life Survey

pc: M. Orłowski
J. Campbell



OAKLAND
COMMUNITY
COLLEGE

1999 Student Life Study

Prepared by:
The Office of Institutional Research
June 1999

Highlights of Study Results

Significant Findings from the Student Life Survey at Oakland Community College

The following results are from the study on student life at OCC. Only statistically significant findings are reported in this overview. More detailed analyses are contained within the Student Life Report which is appended. Significant differences are segmented by the five student characteristics listed below.

Gender

- Females were more likely informed about child care and health services than male students. In addition, females indicated that student service organizations and workshops were more important to them. Males, on the other hand, suggested that leadership and training opportunities were more available at the college.

Ethnic/Racial (White--Non-White)

- Non-White students were more aware of academic assessment centers than White students. Non-White students also indicated that the athletic and recreations programs, special interest groups, and workshops were important to their OCC experience. Furthermore, computer labs, study areas, student meeting areas were deemed important by minority students than White students. In addition, minority students were more likely to use on-site health services, and participate in student government than their White peers.
- White students were more informed about athletic and recreational programs than minority students, and also indicated greater opportunities for "hands-on" learning than their non-white colleagues.

Age Groups (16-21, 22-29, 30+)

- Younger students (16-21 year olds) indicated that student meeting areas were very important to them. In addition, more younger students suggested that leadership training was available to them than older students.

Full-time/Part-time Status

- Full-time students were more informed about foreign student advisors and ESL programs, plus they indicated that the College Transfer Center and having access to computer labs were important. Yet, more part-time students believed child care was salient to them while attending OCC.

Day/Evening Enrollment

- Day-time students indicated that health services were more important to them. In addition, day-time students also suggested that computer labs, study areas, and student meeting areas were fundamental for their OCC experience. Furthermore, day students also indicated that all five student activities (special interest groups, athletic and recreational activities, service organizations, workshops, and Phi Theta Kappa) were paramount. The same students also indicated that if a student union were available, they were more likely to frequent the student center than their evening counterparts.

STUDENTS AND STUDENT LIFE AT OAKLAND COMMUNITY COLLEGE

Purpose

The purpose of this study was to provide an *overview* of students' level of awareness, perceptions of personal importance and degree of satisfaction with a variety of services, activities and facilities available to OCC students. Additionally, students were asked to rate the availability of a number of co-curricular learning opportunities. Survey participants were also presented with a number of student services not currently offered at OCC and asked to indicate the importance they would attribute to them and the likelihood that they would utilize these proposed services.

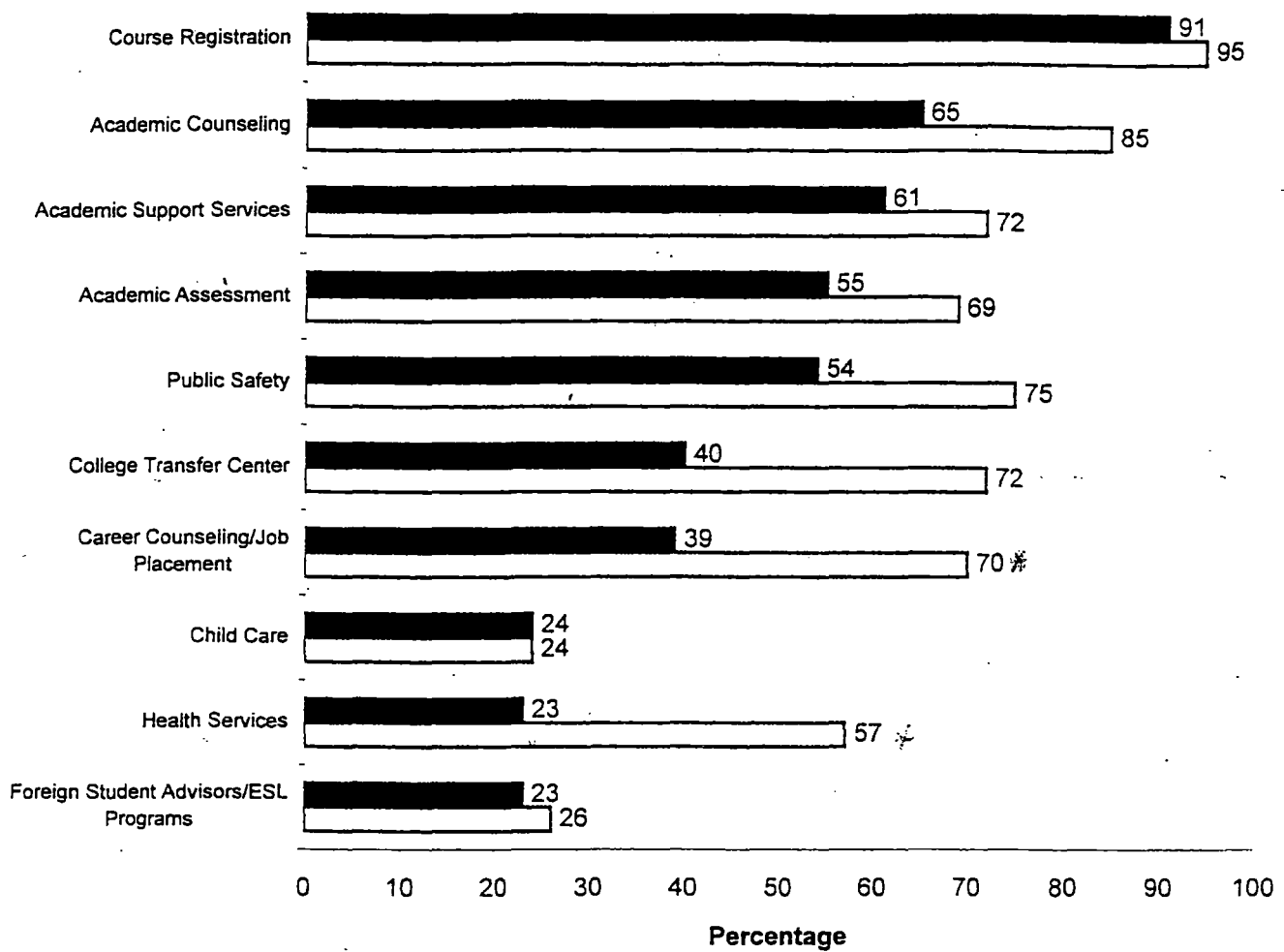
Methodology

A stratified and random sample of 2,193 students enrolled in the 1999 Winter term at OCC were selected for the survey, of which 453 students completed the survey by telephone for a response rate of 21%. The sample of students responding to the survey were notably similar to the overall population of Winter students with respect to their: gender, age, and racial/ethnic compositions, as well as the number day vs. evening students, the numbers of part-time and full-time students and the campuses at which they were currently registered. The students were contacted by telephone and asked to respond to the survey which covered a number of issues related to student life at OCC. The questions comprising the survey were developed using information gathered from a review of literature, information on current student life/services activities at other institutions, as well as information on the status of student life/services at OCC. The analysis of the survey data was completed using both descriptive (e.g., frequencies) and inferential statistics (t-tests and ANOVAs).

Overview

The number of issues which fall under the umbrella of student life, are substantial. Therefore, it was necessary that the student survey also cover a vast array of topics. Consequently, the findings reflect more *global orientations* to the various categories of student life at OCC rather than specific attitudes about particular facets of student services, activities or facilities. What follows are the data based on the students' responses to the questions. The following pages with graphs and narratives follow the layout of the Student Life Survey which is appended to this document.

Student Awareness & Personal Importance of OCC Services



□ Very/ Somewhat Important* ■ Very/ Pretty Well Informed*

*percent of all survey participants

AWARENESS & IMPORTANCE.

Awareness

Top 3 services about which students felt 'very or pretty well informed':

Course registration, academic counseling, & academic support services.

Students felt least knowledgeable about OCC's health, child care, and foreign student services.

In some cases, awareness of OCC's services varied by gender, race, and whether the student attends on a full or part-time basis. Males were less likely than females to report being very or pretty well informed about child care and health services. Non-white students displayed significantly higher levels of awareness of student academic assessment services than white students. Further, full-time students indicated that they felt very or pretty well informed about foreign student advisors and ESL programs at a higher rate than part-time students (see Appendix A).

Student Awareness & Personal Importance of OCC Services (cont'd)

Importance

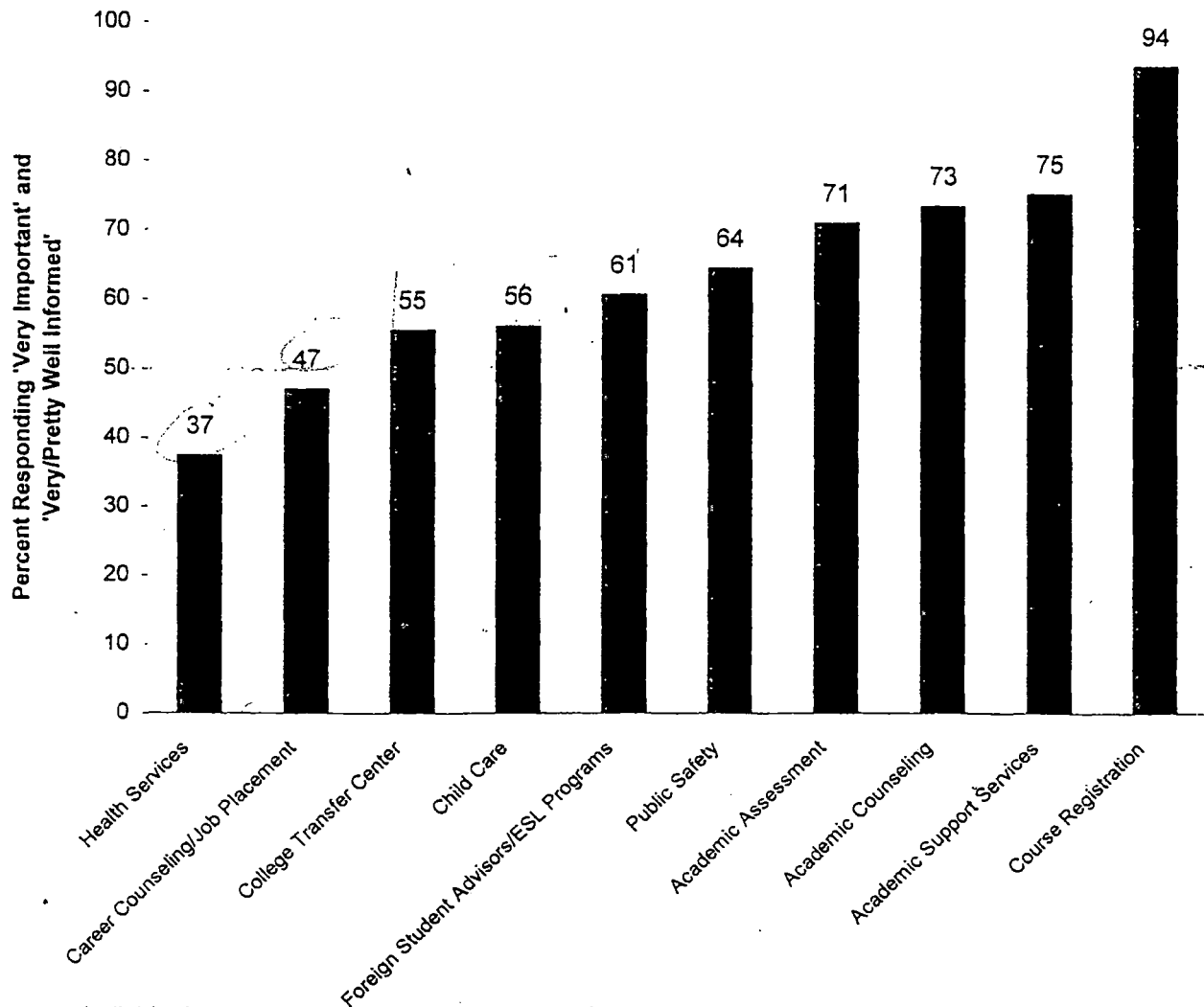
Top 3 services students consider to be 'very or somewhat important' to them personally: Course registration, academic counseling, & public safety.

Students were least likely to describe child care, foreign student services and health services as being very or somewhat personally important.

Again, the personal importance of student services is different for different categories of people. Gender differences are particularly likely. For instance, females are consistently more inclined than males to assign personal importance to course registration, academic counseling, academic support services, child care, public safety and health services. Non-white students when compared to white peers indicated that student academic assessment, health services and foreign student services are very or somewhat important with greater frequency (see Appendix A).

The personal importance of the College Transfer Center and child care services differed for full versus part-time students. Full-time students who were more likely than part-timers (57% vs. 35% respectively) to list 'transfer' as the reason for attending OCC, identified the College Transfer Center as being 'very or somewhat important' more often than part-time students. Conversely, more so than full-timers, part-time students believed that child care was of personally significant. Finally, a larger percentage of day-time students found health services to be personally important, than students attending class in the evening (see Appendix A).

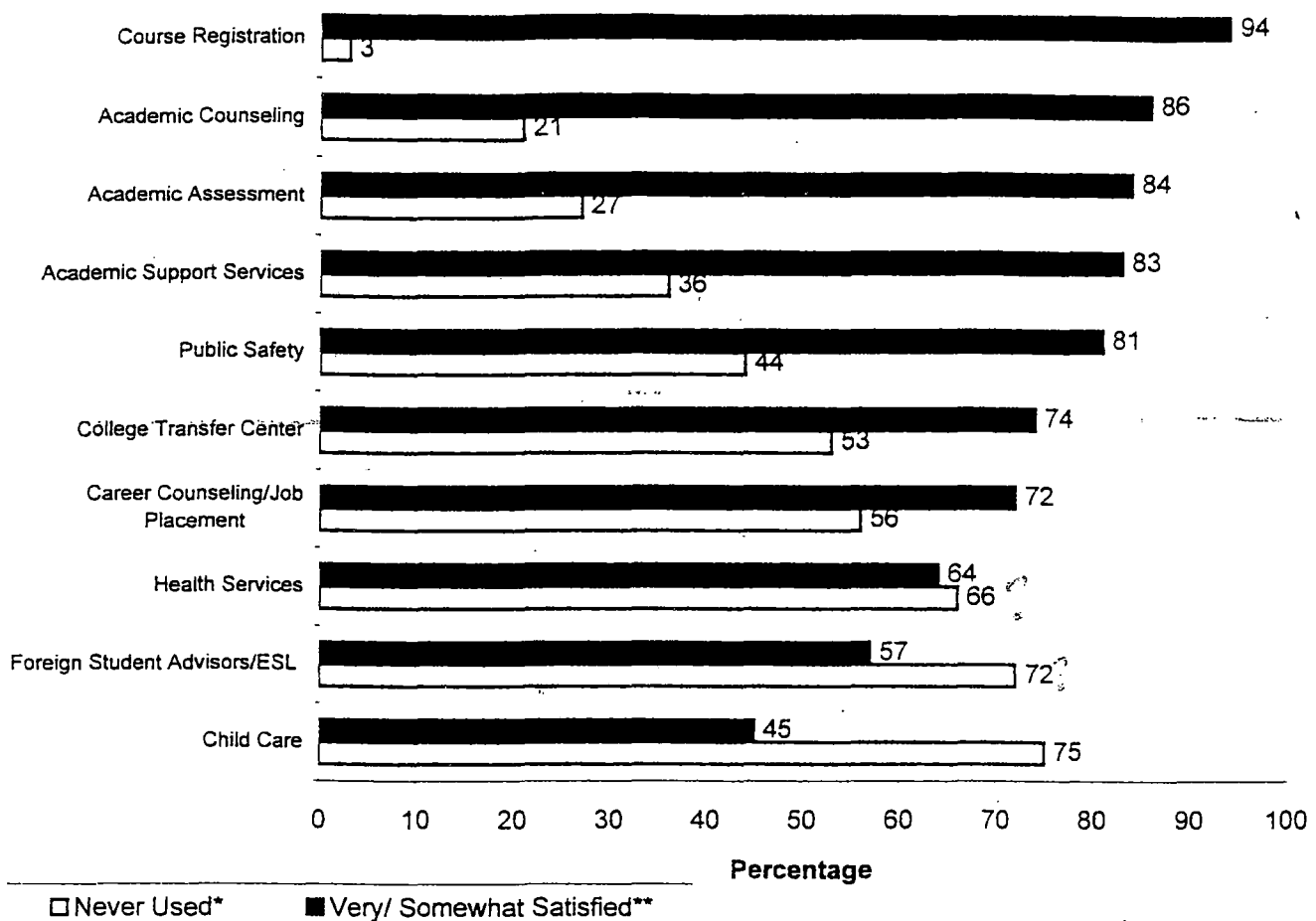
Personal Importance of Service vs. Extent Informed About Service



Individuals naturally seek and retain information about the things that are of greatest relevance to their personal needs and interests. Therefore, if a student identifies something as personally important, than she/he should also possess a fair level of awareness about this service. A lack of adequate information about important issues, may signal a problem in the communication process. Thus the extent to which students identifying a service as 'very important' also felt that they were at least pretty well informed was examined.

Among those students who identified a service as 'very important', the majority believed that they are very/pretty well informed about that particular service. The best fit between level of importance and level of awareness is seen with course registration, with 94% of those who identified this service as 'very important', also reporting that they felt very/pretty well informed about the registration process. However, for career counseling/job placement services and health services only 47% and 37% of students respectively, indicated that they felt at least 'pretty well informed' about these services (see Appendix B).

Student Satisfaction with OCC Services



*percent of all survey participants ** percent of *ONLY* those who had used the service

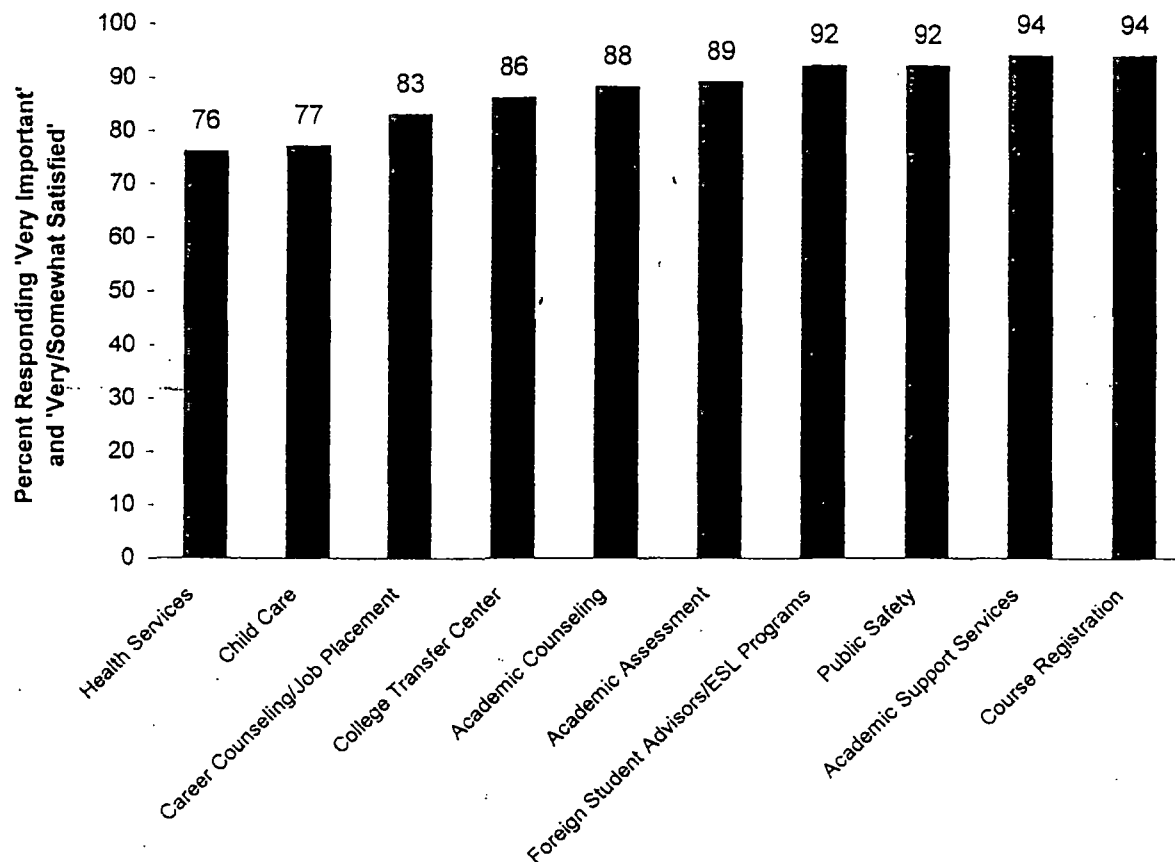
Top 3 Services with which Students were Very or Somewhat Satisfied:

Course registration, academic counseling, and academic assessment.

Students were least satisfied with child care, foreign student services and health services.

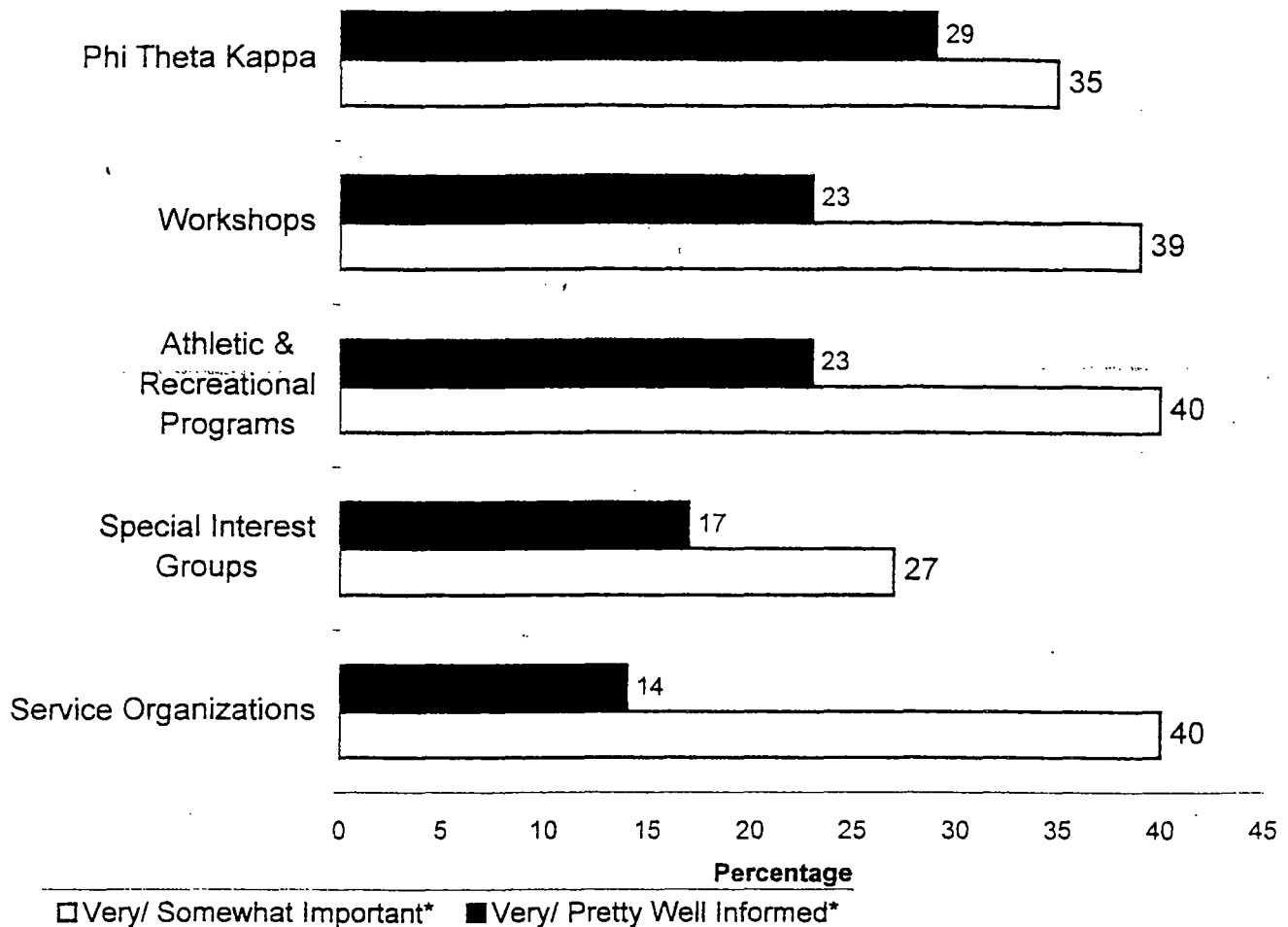
Generally, satisfaction with student services is moderately high. Satisfaction is highest with services that are used most frequently, and lowest with services used by a smaller portion of the student population. For instance, only 3% of students reported that they had not used registration services, but among those who had, 94% were very or somewhat satisfied. Conversely, only 25% of students surveyed, had experience with child care services at OCC. Among these users, only 45% indicated that they were somewhat to very satisfied with child care services.

Personal Importance of Services vs. Satisfaction With Services



Overall satisfaction rates are high among those who view particular services as very important to them personally, ranging from 76% to 94%. Most individuals who feel that the above student services are personally significant, demonstrate at least a moderate level of satisfaction with them. Almost all students who believe that course registration and academic support services are 'very important' were at least 'pretty satisfied' with these services. Satisfaction was lowest for health services and child care, but at least 75% of students who deemed them very important, were at least fairly satisfied with them.

Student Awareness & Personal Importance of OCC Activities



* percent of all survey participants

AWARENESS & IMPORTANCE

Awareness

Students generally were uninformed about certain activities sponsored by the institution. For instance, only 14% of students surveyed thought that they were very or pretty well informed on various student organizations, while 17% had similar opinions about special interest groups for students. When analyzed by the various racial groupings, White students were statistically more informed about athletic and recreational programs than non-White students (see Appendix D).

Student Awareness & Personal Importance of OCC Activities (cont'd)

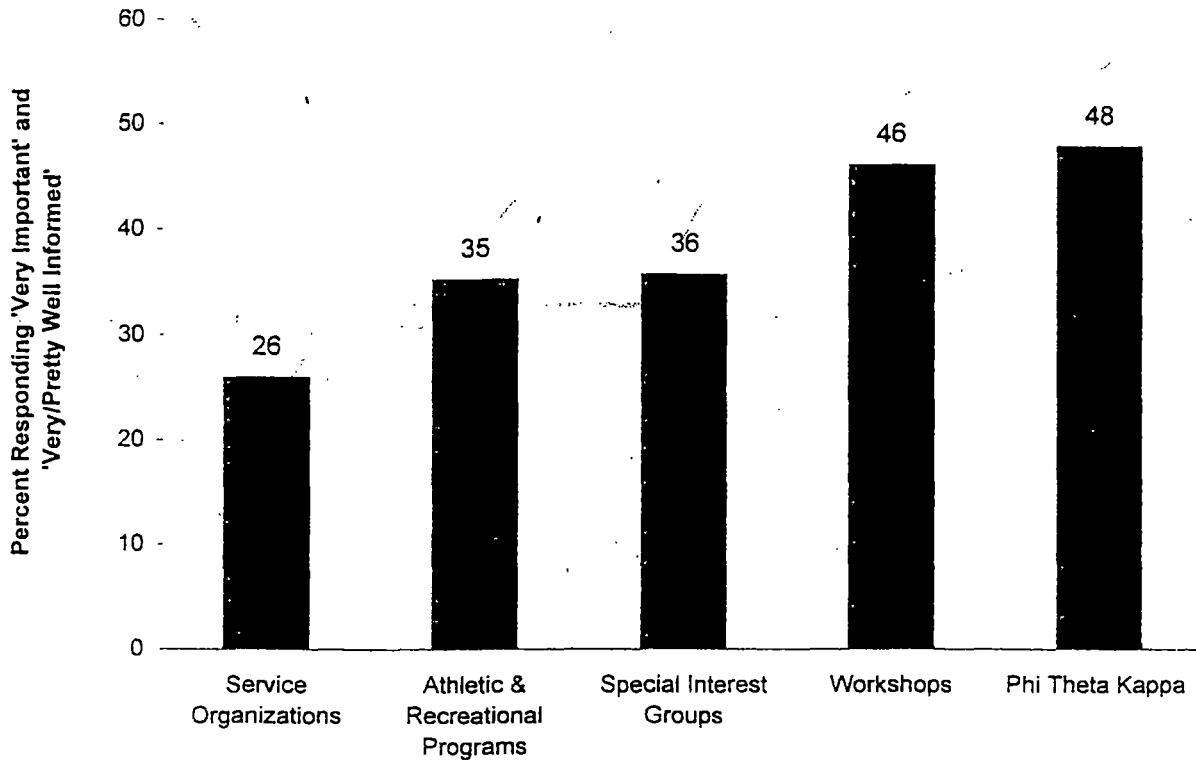
Importance

Although there was no clear majority of students who thought any of the services were important, respondents did indicate that service organizations (40%), athletic and recreational programs (40%), and workshops catered to students (39%) were very or somewhat important.

When we looked at the various demographic characteristics of the students who responded to the survey, more females significantly indicated that service organizations and workshops were important to them, while non-White students suggested that athletic and recreational activities, special interest groups and workshops were statistically more important. In addition, students who attended classes in the daytime rated all five activities as being more salient than their peers who attend in the evening (see Appendix D).



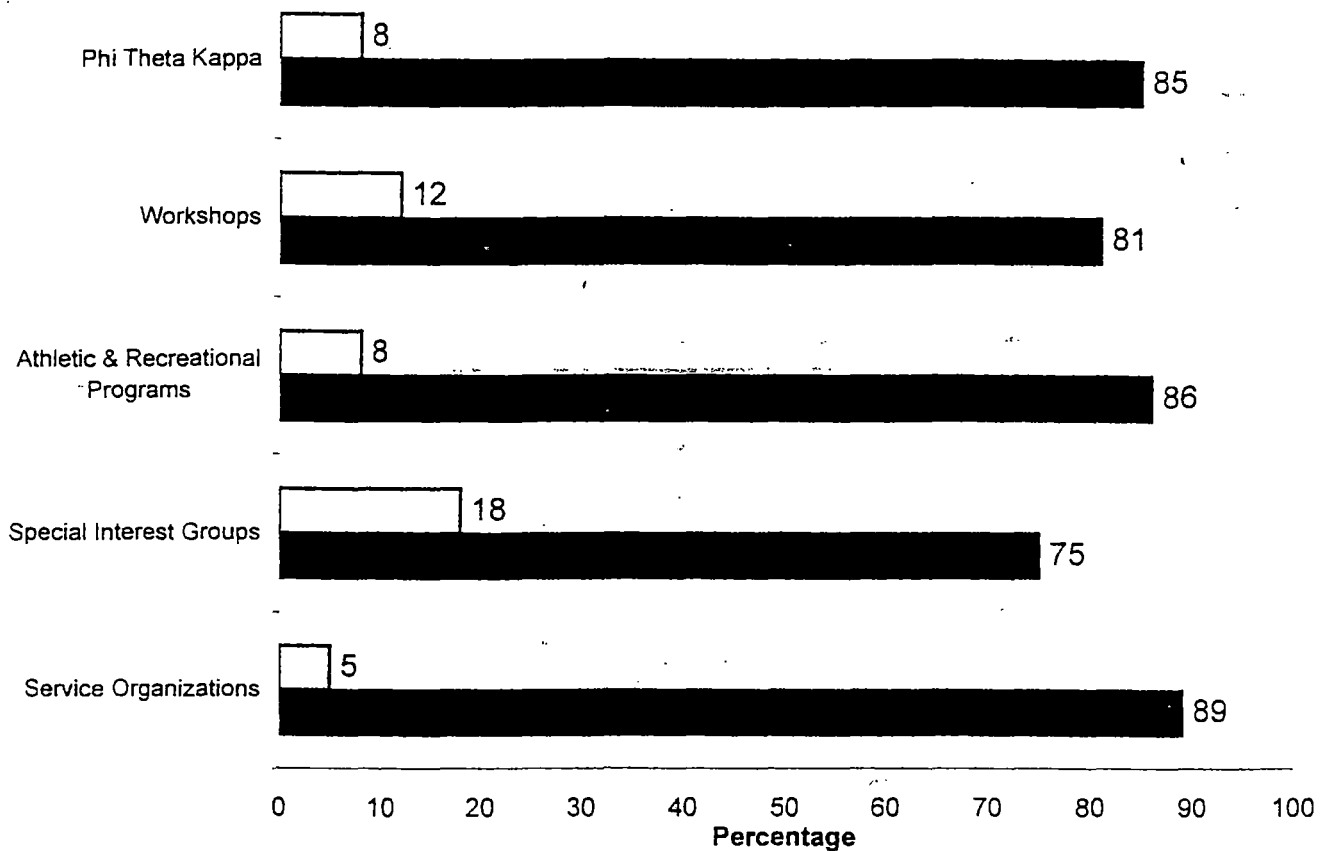
Personal Importance of Activities vs. Extent Informed About Activities



For the types of activities captured above, there appears to be a notable gap between the level of importance and the level of awareness that students possess. Less than half of all students who felt that an activity was 'very important', also believed themselves to be 'very/pretty well informed' about that activity. In fact, for students who believed in the importance of service organization for OCC students, only 26% indicated that they were relatively well informed about such opportunities. This discrepancy between the high degree of importance accorded an activity and the lack of information about it that students appear to possess, may indicate the need for improvements in the way information is disseminated to students.



Student Satisfaction with OCC Activities



■ Never Used* □ Very/ Somewhat Satisfied**

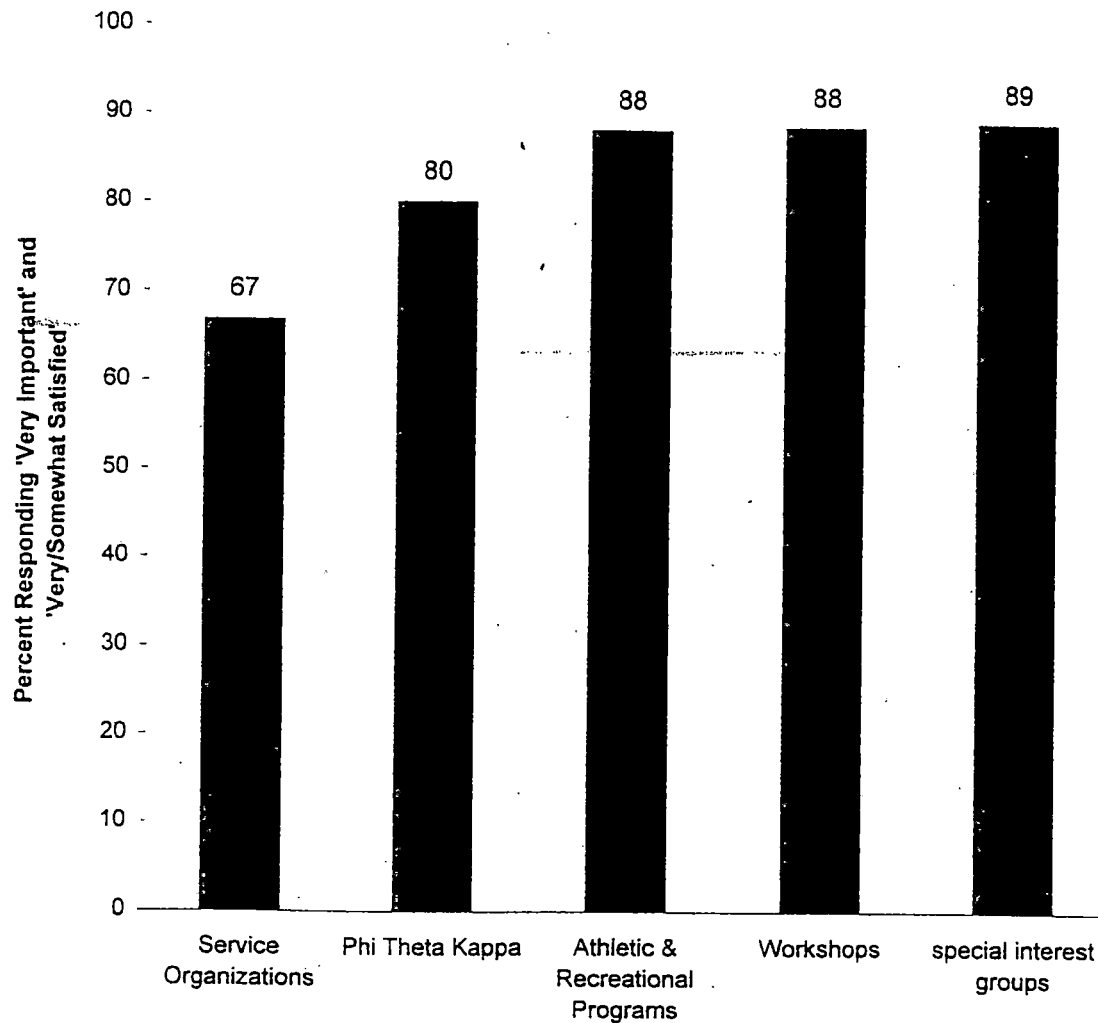
*percent of all survey participants ** percent of ONLY those who had used the service

The majority of the students in our sample have never used or participated in the five student activity areas referred to in the survey. However, of those students who did utilize or participate in the student activities, 18% were very or somewhat satisfied with the athletic/recreational programs and 12% were very or somewhat satisfied with the workshops targeted toward students.

In addition, those students who indicated that they believed various students activities were very important were also very to somewhat satisfied with the college's student activities. Responses ranged from a high of 89% for special interest groups to 67% for student service organizations.

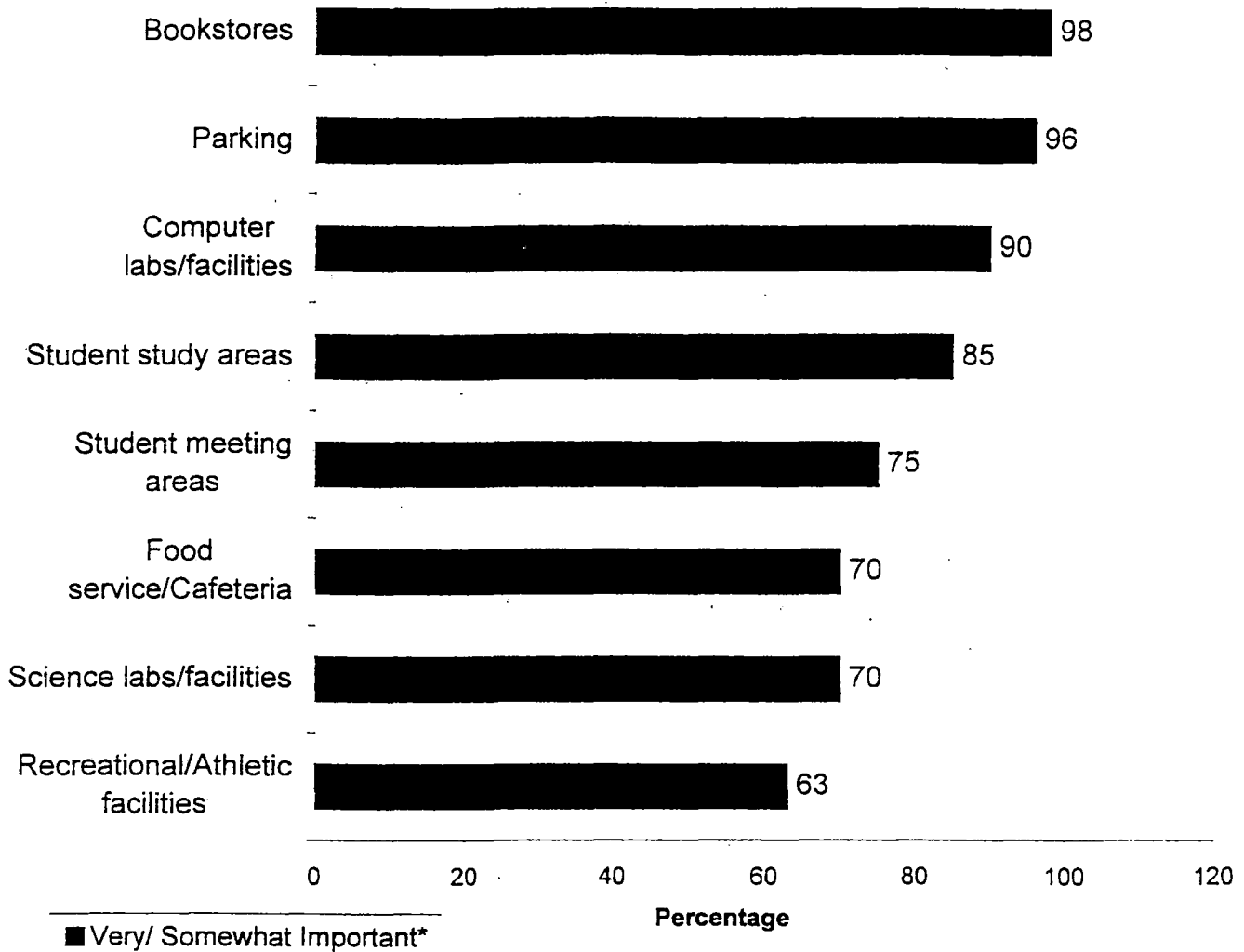
The only significant difference among student demographics was among White and non-White students and their level of satisfaction with the college's special interest groups. More minority students were satisfied with these student groups than their majority peers.

Personal Importance of Activities vs. Satisfaction With Activities



For the most part, it seems that students' expectations with respect to student activities are being met. Among those students who consider OCC's various student activities to be 'very important', a large majority are 'very/somewhat satisfied' with these offerings. The lowest levels of satisfaction occur for service organizations, but even for these activities, 67% of those who see them as 'very important' still feel quite satisfied with the activities provided to students in this area.

Importance of OCC Facilities

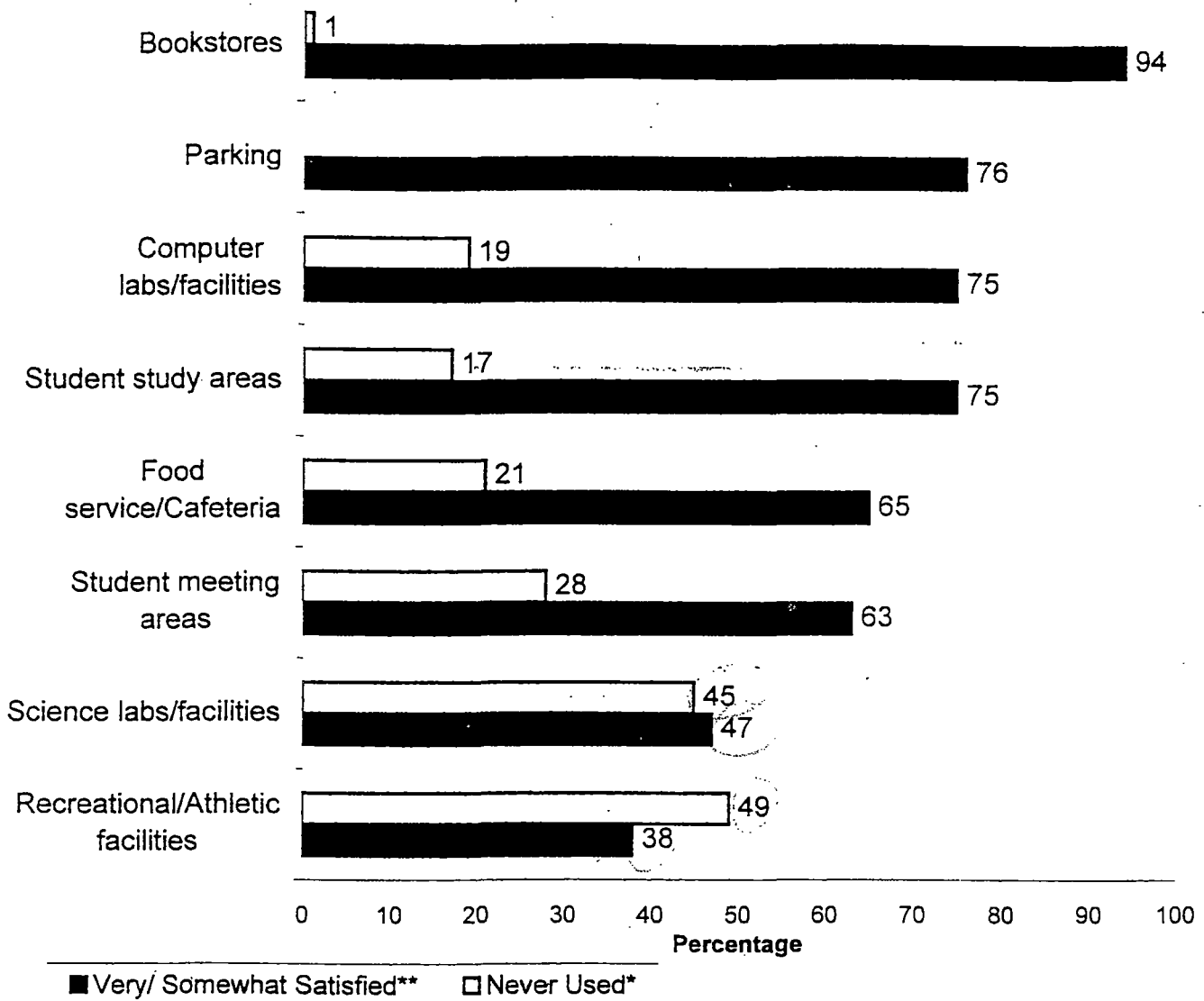


* percent of all survey participants

Overall, students indicated that the services provided by OCC were very to somewhat important. Having access to a bookstore, parking facilities, and computer facilities/labs all scored in the 90th percentile of students opinions about the importance of these services.

When we measured the same variable by different student background characteristics, the data indicated that the salience of computer labs and facilities were expressed by daytime students, non-White students, and full-time students. The analyses also indicated that non-white students and fulltime students significantly thought that study areas and student meeting areas were more important than White or part-time students. In addition, more traditional aged students (16-21 yrs.) were likely to indicate that the availability of student meeting areas were important to them (see Appendix E).

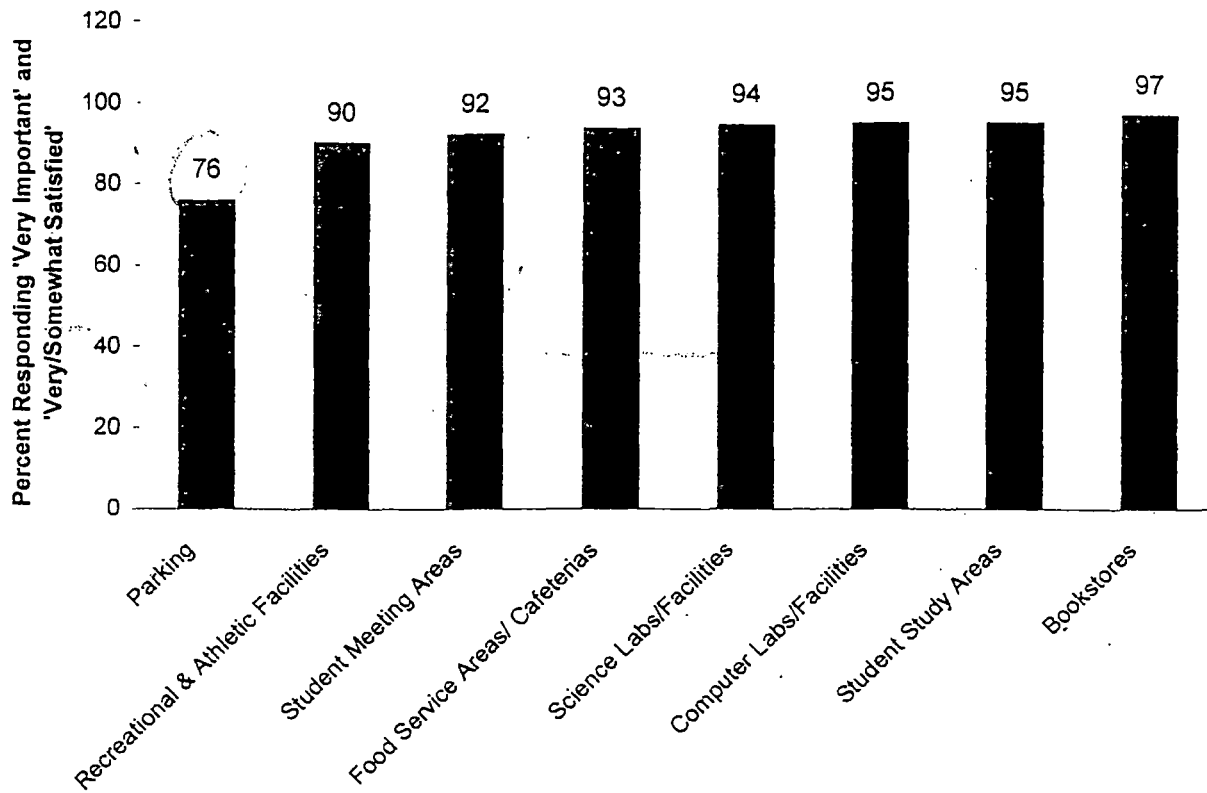
Student Satisfaction with OCC's Facilities



*percent of all survey participants ** percent of ONLY those who had used the service

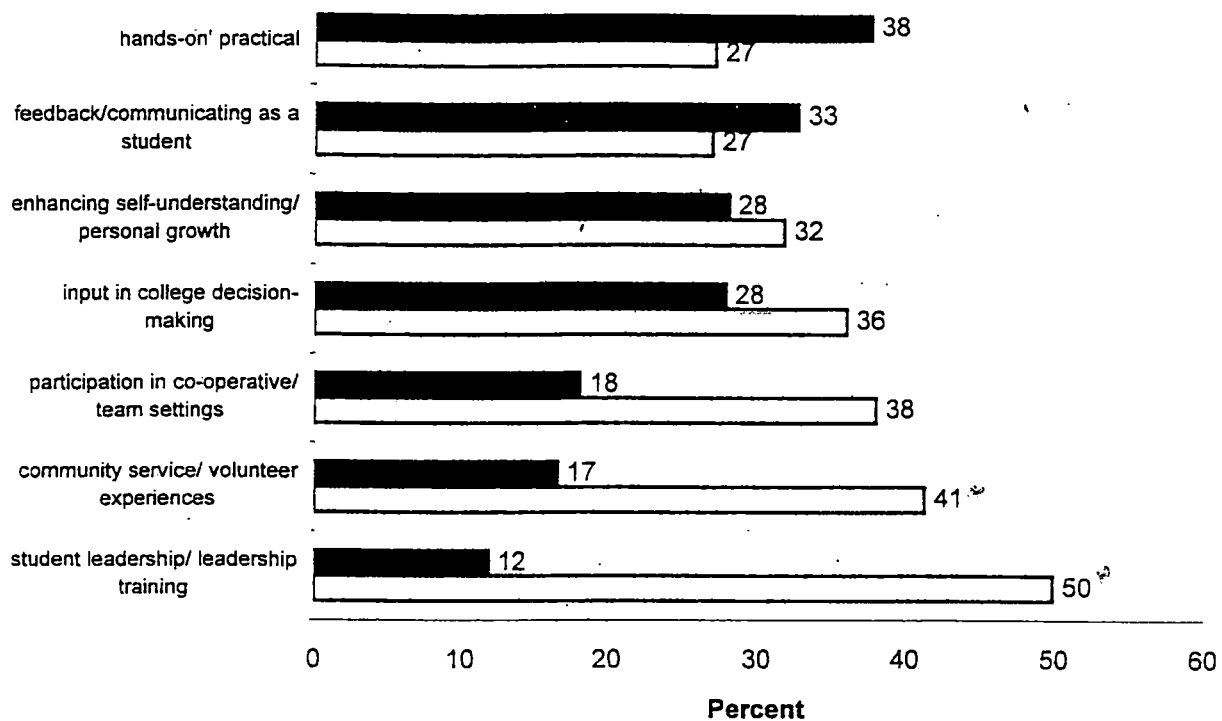
The top three areas of student satisfaction with OCC's facilities included the bookstores (94%), parking (76%), and a tie between computer labs/facilities and student study areas (75%). Yet, approximately half of the students surveyed indicated that they had never used the recreational or athletic facilities, while 45% suggested they had never used the science labs or facilities at the college. Overall, students scored similarly on their level of satisfaction with the college's facilities.

Personal Importance of Facilities vs. Satisfaction With Facilities



Satisfaction with OCC student facilities is exceptionally high among those who consider these facilities to be quite important. Except for parking, satisfaction rates ranged from 90% to 97% among this group of students, with the bookstores, followed by the computer labs and study areas receiving the most praise. And while students who think parking facilities are very important were the least satisfied, over 75% indicated that they were at least pretty satisfied with this particular student facility.

Co-curricular Learning Experiences: Students Reporting that such Opportunities are Available Often/ Very Often



■ Available Often/Very Often*

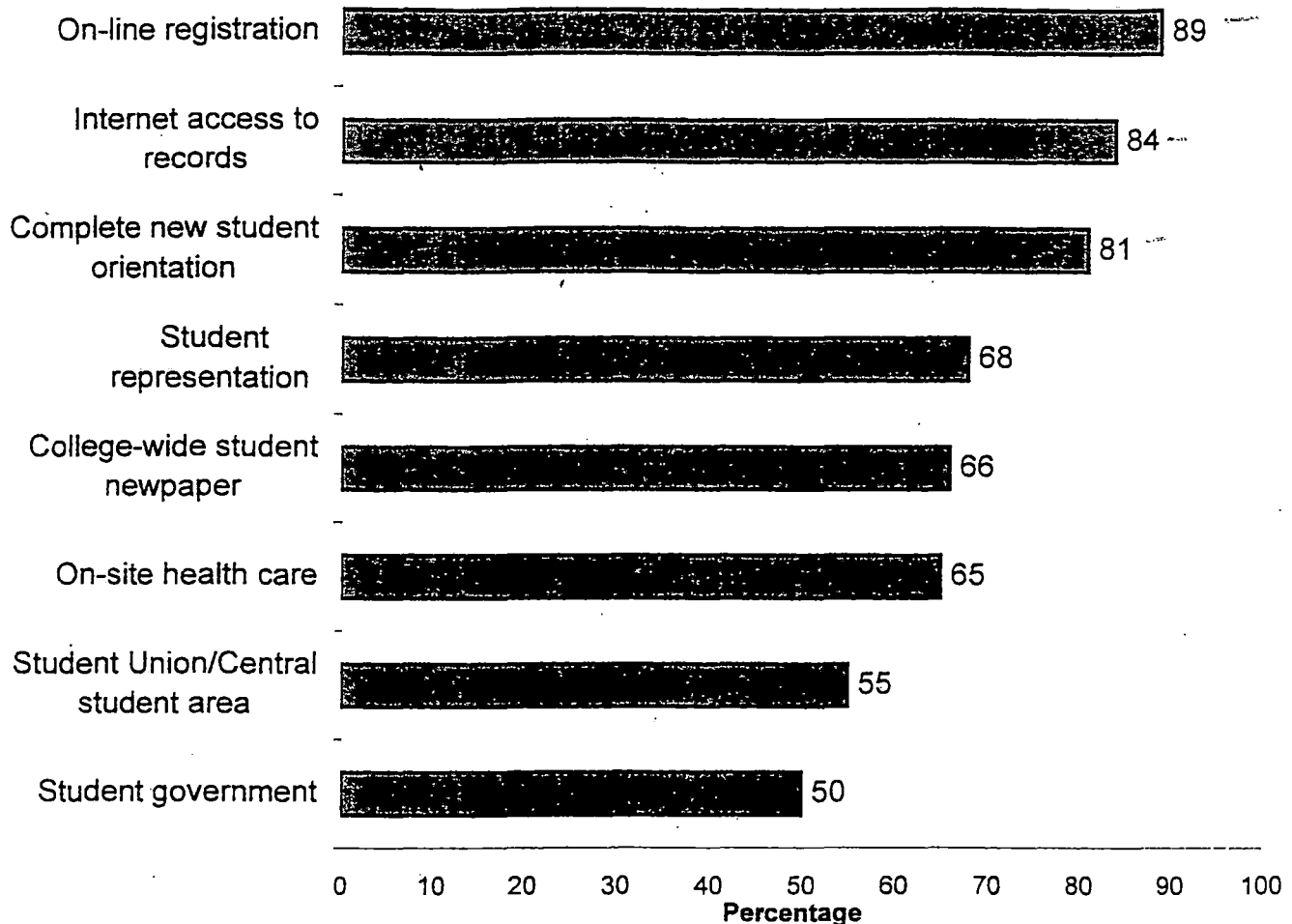
□ Not at All/Rarely Available*

* percent of all survey participants

A minority of students surveyed indicated that they have experienced the co-curricular opportunities listed above. The most common experiences involved opportunities for 'hands-on' learning, providing feedback, and enhancing their self-understanding, which between 28%-33% of students indicated are available 'often/very often'. On the other hand, opportunities that foster student leadership and community service were least likely to be perceived as readily available -- 50% and 41% of students surveyed felt that such opportunities were not at all available or available only rarely.

There were a few differences in students' perceptions according to their membership in certain populations. For instance, males (19%) were somewhat more likely than females (11%) to see leadership/leadership training opportunities as being available often or very often. Younger students were more likely than older students to feel that leadership training are frequently available. Only 27% of students 22-29 years old, and 28% students 30 years of age or older considered student leadership training to be available often/very often -- compared to 36% of students ages 16-21 years. Finally, white (43%) students perceived greater opportunities for 'hands-on' learning than did non-white individuals (35%) (see Appendix C).

Importance of Proposed Services

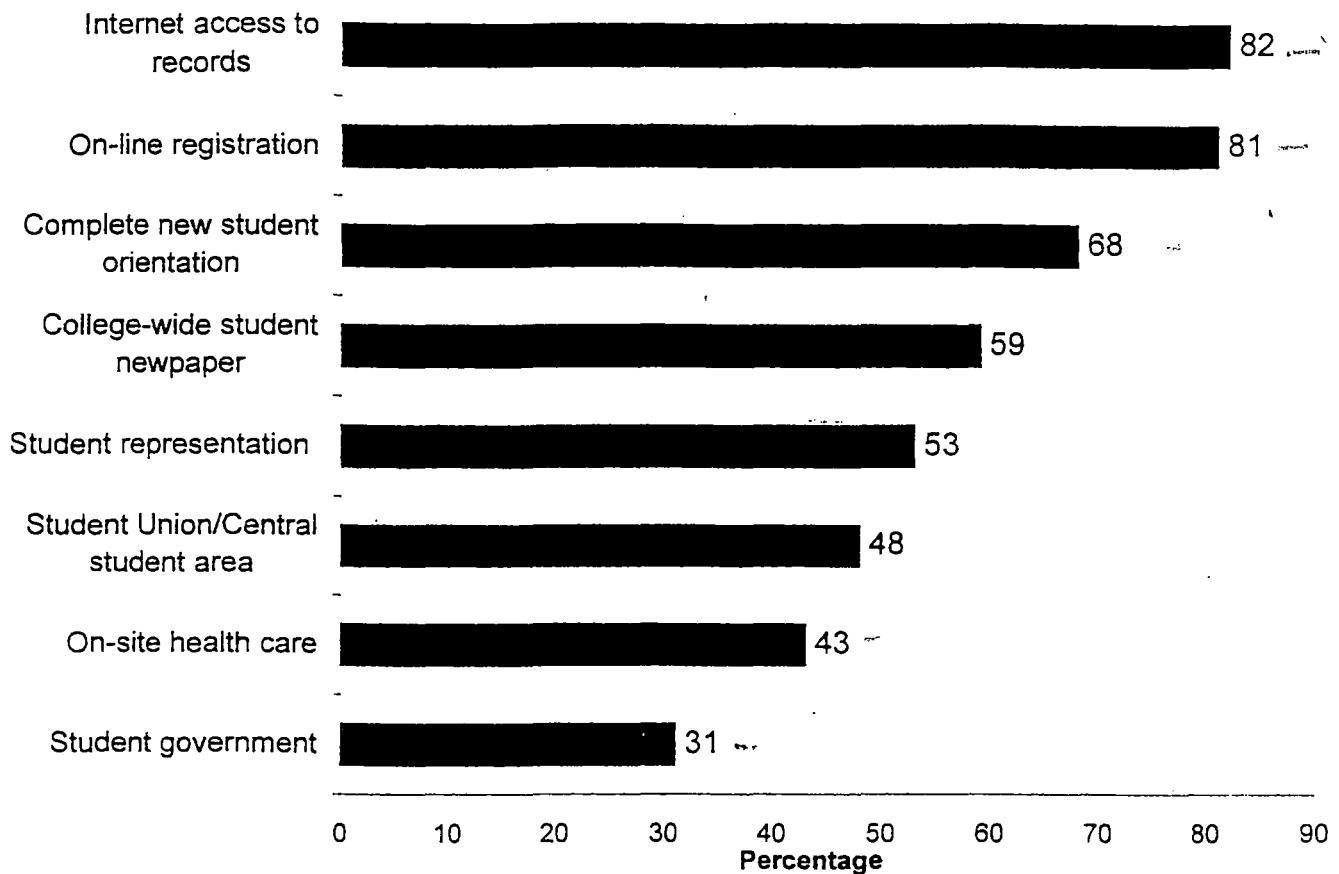


■ Very/ Somewhat Important*

*percent of all survey participants

We were also interested in knowing whether students would utilize services which the college does not currently offer. We assessed this by first asking whether they thought the services were important to them, and if they would utilize/participate in the service if it was offered at OCC. Of all the proposed services listed, students indicated that each one of the services were very or somewhat important to them. The students' top three choices for new services included, on-line registration (89%), internet access to records (84%), and a complete orientation for all new OCC students (81%). Furthermore, there were no significant differences among the different student demographic variables in terms of their thoughts on the importance of the proposed services.

Likelihood of Use/Participation



■ Very/ Somewhat Likely*

*percent of all survey participants

Although the majority of students indicated that the proposed services were important to them, we also assessed whether they would personally use or participate in any of the new services if they were offered at OCC. A clear majority of students suggested that they would utilize an on-line registration system (82%) and would also access their student records via the internet (81%). Furthermore, over two-thirds of students who responded indicated that they would participate in a new student orientation to the college if it was provided.

When we measured student usage/participation by different background variables, the data suggested that non-Whites were more significantly likely to use on-site health services and participate in student government than their White peers. In addition, more daytime students indicated that they were more likely to frequent a student union center if one was available on campus (see Appendix F).

Appendix A

Differences in Student Awareness, Personal Importance, & Satisfaction by ...

Gender			Age			Race (Non-white/White)			
Extent Informed	m	f	Extent Informed	16-21 yrs.	22-29 yrs.	30+ yrs.	Extent Informed	non-wh	white
child care			n/a				student academic assessment		
% very/pretty well informed	22%	35%	n/a	n/a	n/a	n/a	% very/pretty well informed	71%	52%
health services			n/a				n/a		
% very/pretty well informed	27%	22%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Personal Importance	m	f	Personal Importance	16-21 yrs.	22-29 yrs.	30+ yrs.	Personal Importance	non-wh	white
course registration			n/a				student academic assessment		
% very/somewhat important	93%	96%	n/a	n/a	n/a	n/a	% very/somewhat important	73%	69%
academic counseling			n/a				health services		
% very/somewhat important	80%	88%	n/a	n/a	n/a	n/a	% very/somewhat important	67%	56%
academic support services			n/a				foreign student advisor/ESL		
% very/somewhat important	65%	78%	n/a	n/a	n/a	n/a	% very/somewhat important	34%	23%
child care			n/a				n/a		
% very/somewhat important	16%	31%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
public safety			n/a				n/a		
% very/somewhat important	66%	83%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
health services			n/a				n/a		
% very/somewhat important	56%	61%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction	m	f	Satisfaction	16-21 yrs.	22-29 yrs.	30+ yrs.	Satisfaction	non-wh	white
academic support			public safety				health services		
% very/somewhat satisfied	79%	86%	% very/somewhat satisfied	84%	75%	85%	% very/somewhat satisfied	58%	78%
n/a			n/a				foreign student advisor/ESL		
n/a	n/a	n/a	n/a	n/a	n/a	n/a	% very/somewhat satisfied	63%	54%

* n/a = not applicable

Appendix A (continued)

Differences in Student Awareness, Personal Importance, & Satisfaction by ...

<i>Part/Full-time Status</i>			<i>Day/Evening Enrollment</i>		
<i>Extent Informed</i>	<i>p.t.</i>	<i>ft.</i>	<i>Personal Importance</i>	<i>Day</i>	<i>Evening</i>
foreign student advisors/ESL <i>% very/pretty well informed</i>	20%	38%	n/a n/a	n/a	n/a
<i>Personal Importance</i>	<i>p.t.</i>	<i>ft.</i>	<i>Personal Importance</i>	<i>Day</i>	<i>Evening</i>
College Transfer Center <i>% very/somewhat important</i>	69%	86%	health services <i>% very/somewhat important</i>	67%	56%
child care <i>% very/somewhat important</i>	28%	17%	n/a n/a	n/a	n/a
<i>Satisfaction</i>	<i>p.t.</i>	<i>ft.</i>	<i>Satisfaction</i>	<i>Day</i>	<i>Evening</i>
academic counseling <i>% very/somewhat satisfied</i>	84%	92%	College Transfer Center <i>% very/somewhat satisfied</i>	82%	70%
academic support <i>% very/somewhat satisfied</i>	81%	91%	n/a n/a	n/a	n/a
academic support <i>% very/somewhat satisfied</i>	70%	86%	n/a n/a	n/a	n/a

* n/a = not applicable

Appendix B

Personal Importance Of Service vs. Extent Informed About Service	
Services	Very Important x Very/ Pretty Well Informed
Health Services	37
Career Counseling/Job Placement	47
College Transfer Center	55
Child Care	56
Foreign Student Advisors/ESL Programs	61
Public Safety	64
Academic Assessment	71
Academic Counseling	73
Academic Support Services	75
Course Registration	94

Personal Importance Of Service vs. Satisfaction With Service	
Services	Very Important x Somewhat/Very Satisfied
Health Services	76
Child Care	77
Career Counseling/Job Placement	83
College Transfer Center	86
Academic Counseling	88
Academic Assessment	89
Foreign Student Advisors/ESL Programs	92
Public Safety	92
Academic Support Services	94
Course Registration	94

Appendix C

Differences in Opportunities for Co-Curricular Learning Experiences by Gender, Age, and Race

Opportunities for:		by GENDER		by AGE			by RACE	
		males	females	16-21 yrs.	22-29 yrs.	30+ yrs.	non-white	white
student leadership/ leadership training	available often/very often	19%	11%	36%	27%	28%	n/a	n/a
hands-on' practical learning	available often/very often	n/a	n/a	n/a	n/a	n/a	35%	43%

* other differences by gender, age, and race as well as full/part-time status or day/evening not statistically significant

Appendix D

Differences in Student Awareness & Personal Importance by ...

Gender			Age				Race (Non-white/White)		
Extent Informed	m	f	Extent Informed	16-21 yrs.	22-29 yrs.	30+ yrs.	Extent Informed	non-wh	white
n/a			n/a				athletic & recreational programs % very/pretty well informed	48%	37%
Personal Importance	m	f	Personal Importance	16-21 yrs.	22-29 yrs.	30+ yrs.	Personal Importance	non-wh	white
service organizations			Phi Theta Kappa				special interest groups		
% very/somewhat important	34%	45%	% very/somewhat important	36%	27%	40%	% very/somewhat important	40%	23%
workshops							workshops		
% very/somewhat important	44%	32%					% very/somewhat important	48%	37%

Personal Importance	p.t.	f.t.	Personal Importance	Day	Evening	Personal Importance	Day	Evening
n/a			special interest groups			service organizations		
			% very/somewhat important	35%	23%	% very/somewhat important	47%	36%
			athletic & recreational programs			workshops		
			% very/somewhat important	44%	38%	% very/somewhat important	45%	36%
						Phi Theta Kappa		
						% very/somewhat important	41%	33%

n/a= not applicable

Appendix E

Differences in Student Personal Importance & Satisfaction by ...

Gender			Age				Race (Non-white/White)		
Personal Importance	m	f	Personal Importance	16-21 yrs.	22-29 yrs.	30+ yrs.	Personal Importance	non-wh	white
n/a			student meeting areas				computer labs		
			% very/somewhat important	84%	73%	73%	% very/somewhat important	94%	90%
							student study areas		
							% very/somewhat important	92%	82%
							student meeting areas		
							% very/somewhat important	86%	72%

* n/a = not applicable

Part/Full-time Status			Day/Evening Enrollment		
Personal Importance	p.t.	f.t.	Personal Importance	Day	Evening
computer labs/facilities			science labs/facilities		
% very/somewhat important	90%	94%	% very/somewhat important	82%	70%
student study areas					
% very/somewhat important	84%	92%			
student meeting areas					
% very/somewhat important	74%	84%			

* n/a = not applicable

Appendix F

Differences in Student Personal Importance & Usage by ...

<i>Race (Non-white/White)</i>			<i>Day/Evening Enrollment</i>		
<i>Usage</i>	<i>non-wh</i>	<i>white</i>	<i>Usage</i>	<i>Day</i>	<i>Evening</i>
on-site health services <i>% very/somewhat likely</i>	54%	38%	student union <i>% very/somewhat likely</i>	56%	45%
student government <i>% very/somewhat likely</i>	40%	29%			

STUDENTS AND STUDENT LIFE AT OCC

LABEL HERE

SERVICES

1. OCC students may not have equal access to information about the services available to them. Could you please tell me the extent to which you feel **informed** about the services offered to students at OCC. Are you **very poorly informed, pretty poorly informed, neither poorly informed nor well informed, pretty well informed or very well informed**

	Very Poorly Informed	Pretty Poorly Informed	Neither Poorly nor Well Informed	Pretty Well Informed	Very Well Informed	NR
a. Course registration process (e.g. important dates, courses offered, procedures for touch-tone/in-person registration, tuition payment)	0	1	2	3	4	9
b. Student academic assessment (e.g., ASSET, MTELP)	0	1	2	3	4	9
c. Academic counseling	0	1	2	3	4	9
d. Academic support services (e.g., Programs for Academic Support Services (PASS), or Individualized Instruction Center--IIC)	0	1	2	3	4	9
e. College Transfer Center	0	1	2	3	4	9
f. Career counseling/job placement	0	1	2	3	4	9
g. Child care	0	1	2	3	4	9
h. Public safety (e.g. campus security & emergency responses)	0	1	2	3	4	9
i. Health services (e.g. emergency referrals to physicians).	0	1	2	3	4	9
j. Foreign student advisors/English as a Second language programs	0	1	2	3	4	9

2. How important are these services to you, personally? Are they **not at all important, somewhat unimportant, neither important nor unimportant, somewhat important, or very important?**

	Not At All Important	Somewhat Unimportant	Neither Important Nor Unimportant	Somewhat Important	Very Important	NR
a. Course registration process (e.g. important dates, courses offered, procedures for touch-tone/ in-person registration, tuition payment)	0	1	2	3	4	9
b. Student academic assessment (e.g., ASSET, MTELP)	0	1	2	3	4	9
c. Academic counseling	0	1	2	3	4	9
d. Academic support services (e.g., Programs for Academic Support Services (PASS), or Individualized Instruction Center--IIC)	0	1	2	3	4	9
e. College Transfer Center	0	1	2	3	4	9
f. Career counseling/job placement	0	1	2	3	4	9
g. Child care	0	1	2	3	4	9
h. Public safety (e.g., campus security & emergency responses)	0	1	2	3	4	9
i. Health services (e.g. emergency referrals to physicians)	0	1	2	3	4	9
j. Foreign student advisors/English as a Second language programs	0	1	2	3	4	9

3. How satisfied are you, with your experiences with these services? Are you **very dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, very satisfied, or have you never used the service?**

	Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied Nor Dissatisfied	Somewhat Satisfied	Very Satisfied	Never Used	NR
a. Course registration process (e.g. important dates, courses offered, procedures for touch-tone/ in-person registration, tuition payment)	0	1	2	3	4	8	9
b. Student academic assessment (e.g., ASSET, MTELP)	0	1	2	3	4	8	9
c. Academic counseling	0	1	2	3	4	8	9
d. Academic support services (e.g., programs for Academic Support Services (PASS), or Individualized Instruction Center--IIC)	0	1	2	3	4	8	9
e. College Transfer Center	0	1	2	3	4	8	9
f. Career counseling/job placement	0	1	2	3	4	8	9
g. Child care	0	1	2	3	4	8	9
h. Public safety (e.g. campus security & emergency responses)	0	1	2	3	4	8	9
i. Health services (e.g. emergency referrals to physicians)	0	1	2	3	4	8	9
j. Foreign student advisors/English as a Second language programs	0	1	2	3	4	8	9

ACTIVITIES

4. Please tell me how well informed you feel you are about the activities in which you may participate at OCC. Are you **very poorly informed, pretty poorly informed, neither poorly informed nor well informed, pretty well informed, very well informed**?

	Very Poorly Informed	Pretty Poorly Informed	Neither Poorly Nor Well Informed	Pretty Well Informed	Very Well Informed	NR
a. Special interest groups (e.g. French club, International students club, gourmet club, etc.)	0	1	2	3	4	9
b. Athletic & recreational programs	0	1	2	3	4	9
c. Service organizations (e.g. Community Outreach Opportunities League (COOL), students against hunger, broadcast guild, etc.)	0	1	2	3	4	9
d. Workshops (e.g. offered by the Womencenter, Enrichment Center, College speakers' series)	0	1	2	3	4	9
e. Phi Theta Kappa (honorary society)	0	1	2	3	4	9

5. How important are these activities to you, personally? Are they **not at all important, somewhat unimportant, neither important nor unimportant, somewhat important, or very important**?

	Not At All Important	Somewhat Unimportant	Neither Important Nor Unimportant	Somewhat Important	Very Important	NR
a. Special interest groups (e.g. French club, International students club, gourmet club)	0	1	2	3	4	9
b. Athletic & recreational programs	0	1	2	3	4	9
c. Service organizations (e.g. Community Outreach Opportunities League (COOL), students against hunger, broadcast guild, etc.)	0	1	2	3	4	9
d. Workshops (e.g. offered by the Womencenter or Enrichment Center, college speakers' series)	0	1	2	3	4	9
e. Phi Theta Kappa (honorary society)	0	1	2	3	4	9

5. How satisfied were you, with your experiences with these activities? Are you **very dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, very satisfied**?

	Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied Nor Dissatisfied	Somewhat Satisfied	Very Satisfied	Never Used	NR
a. Special interest groups (i.e., French club, International students club, gourmet club)	0	1	2	3	4	8	9
b. Athletic & recreational programs	0	1	2	3	4	8	9
c. Service organizations (i.e., Community Outreach Opportunities League (COOL), students against hunger, broadcast guild, etc.)	0	1	2	3	4	8	9
d. Workshops (offered by the Womencenter or Enrichment Center, College speakers' series)	0	1	2	3	4	8	9
e. Phi Theta Kappa (honorary society)	0	1	2	3	4	8	9

FACILITIES

The physical facilities at OCC are also essential to meeting the needs of the its students. Please tell us how these facilities are measuring-up by indicating : 1) how important you feel the following facilities are to meeting your needs and 2) how satisfied you feel with them.

7. Personally speaking, are the following OCC facilities: **not at all important, somewhat unimportant, neither important nor unimportant, somewhat important, very important**?

	Not at all Important	Somewhat Unimportant	Neither Important Nor Unimportant	Somewhat Important	Very Important	NR
a. Computer labs/facilities	0	1	2	3	4	9
b. Students study areas	0	1	2	3	4	9
c. Student meeting areas	0	1	2	3	4	9
d. Recreational/Athletic facilities	0	1	2	3	4	9
e. Food Service areas/Cafeteria	0	1	2	3	4	9
f. Bookstores	0	1	2	3	4	9
g. Parking	0	1	2	3	4	9
h. Science labs/facilities (e.g., biology, chemistry)	0	1	2	3	4	9

3. Again, with the same OCC facilities in mind, please tell me if you are: **very dissatisfied, somewhat dissatisfied, neither dissatisfied nor satisfied, somewhat satisfied, very satisfied?**

	Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied Nor Dissatisfied	Somewhat Satisfied	Very Satisfied	Never Used	NR
a. Computer labs/facilities	0	1	2	3	4	8	9
b. Students study areas	0	1	2	3	4	8	9
c. Student meeting areas	0	1	2	3	4	8	9
d. Recreational/Athletic facilities	0	1	2	3	4	8	9
e. Food Service areas/Cafeteria	0	1	2	3	4	8	9
f. Bookstores	0	1	2	3	4	8	9
g. Parking	0	1	2	3	4	8	9
h. Science labs/facilities (e.g., biology, chemistry)	0	1	2	3	4	8	9

9. Now, thinking about your activities outside of the classroom, to what extent do you feel that the following opportunities are available to you at OCC, are they **not at all available, rarely available, available sometimes, available often, or available very often.**

Opportunities for:

	Not at all Available	Rarely Available	Available Sometimes	Available Often	Available Very Often	NR
a. Student leadership/student leadership training	0	1	2	3	4	9
b. Participate in cooperative settings	0	1	2	3	4	9
c. Experiencing 'hands on' practical learning	0	1	2	3	4	9
d. community service/volunteer experiences	0	1	2	3	4	9
e. enhancing self-understanding/personal growth	0	1	2	3	4	9
f. feedback/communicating needs as a student	0	1	2	3	4	9
g. Input in college decision-making	0	1	2	3	4	9

0. Next, we want to know how we can better meet the needs of our students. Please tell us how ***personally important*** you think the services listed below are, and how likely you are to use them. Please tell me if you believe the service is **not at all important, somewhat important, neither important nor unimportant, somewhat important, or very important?**

	Not at all Important	Somewhat Unimportant	Important Nor Unimportant	Somewhat Important	Very Important	NR
On-site health services	0	1	2	3	4	9
Student government	0	1	2	3	4	9
Internet access to your student records	0	1	2	3	4	9
On-line registration	0	1	2	3	4	9
College-wide student newspaper	0	1	2	3	4	9
Student Union/More centralized student meeting/gathering areas	0	1	2	3	4	9
Student representation on OCC administrative councils & decision making bodies/committees	0	1	2	3	4	9
Complete orientation for all new OCC students	0	1	2	3	4	9

1. Now, could you please tell me if you are **not at all likely, somewhat unlikely, somewhat likely, or very likely** to utilize the service.

	Not at all Likely	Somewhat Unlikely	Somewhat Likely	Very Likely	NR
On-site health services	0	1	2	3	9
Student government	0	1	2	3	9
Internet access to your student records	0	1	2	3	9
On-line registration	0	1	2	3	9
College-wide student newspaper	0	1	2	3	9
Student Union/More centralized student meeting/gathering areas	0	1	2	3	9
Student representation on OCC administrative councils & decision making bodies/committees	0	1	2	3	9
Complete orientation for all new OCC students	0	1	2	3	9

a. Are there any other services, activities, or facilities that you believe OCC should provide, which it is not presently offering?

Do you have any additional comments?

inally, we have just a few questions about your enrollment at OCC.

3. For this current semester only (**Winter 1999**), could you please tell me if you are taking any classes on Friday evening, Saturday or Sunday?

- No (0)
- Yes (1)

14. Again, only for this term, Winter 1999, could you please tell me how many classes you are taking during the evening after 5 p.m., Monday through Thursday? _____

15. How many classes are you taking during the day-time from 8 am until 5 pm Monday through Friday?

16. How many on-line courses are you taking this semester? _____.

17. How many telecourses are you taking this semester? _____.

18. Since you have been at OCC, **at least** half of your classes have been at which campus? If you've attended classes at more than one campus, please pick the campus at which you have spent the **most** time.
(Auburn Hills, Highland Lakes, Orchard Ridge, Royal Oak, or Southfield.)

_____.

THANK -YOU FOR YOUR TIME & CO-OPERATION !