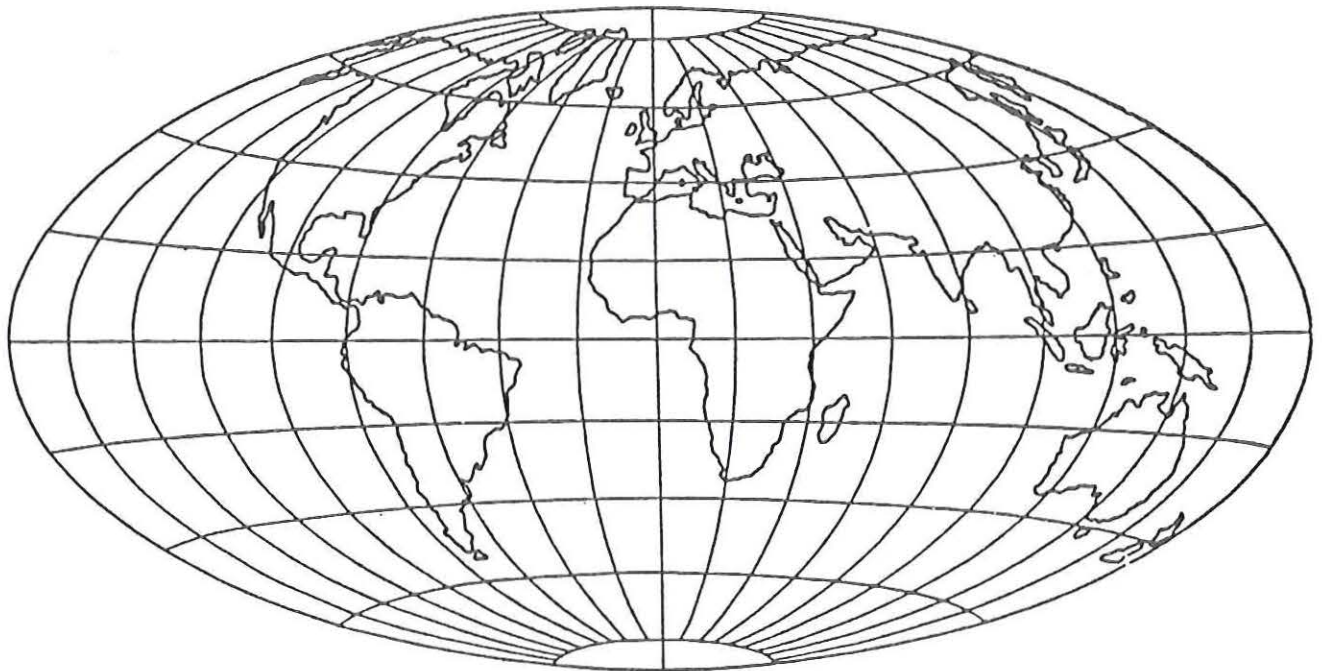


Fall 1992  
Hispanic Heritage Month



**Hispanic Students at  
Oakland Community College  
Multi-Cultural Studies Report - Part I**

By: Dr. Carlos L. Olivarez  
Forward by: Dr. Dorothy J. Buchan

MULTICULTURAL STUDIES REPORT

MAY 26, 1992

CARLOS L. OLIVAREZ

# FOREWORD

## Multi-Cultural Studies Report - Part 1

By Dr. Dorothy J. Buchan

Valuing cultural awareness and diversity is very important to many of us at Oakland Community College. The commitment to this value has been affirmed by Chancellor Patsy J. Fulton and the Board of Trustees. It is written in our college vision statement. It is practiced by many of us every day.

Dr. Carlos Olivarez designed this study to examine the impact of attending classes at OCC on a minority group of students. Hispanic students were selected for the first study. He began without pre-conceived outcomes. He wanted to learn which experiences were contributing to the students' success. He also wanted to learn why.

At the Auburn Hills campus, during the 1991-92 academic year, a number of Hispanic students were interviewed. They shared many of their feelings and experiences. This report outlines how the study and questionnaire were designed. The report gives the initial findings. The study will continue in our search for strategies for success for our minority student populations. The minority population in America is growing rapidly. Our concern is the knowledge that participation in higher education among many minority groups is declining. Goals of higher education include critical thinking, effective communication, social responsibility, and the value of diversity.



## Introduction

The main goal of this research project is to attempt to find different methods by which the college can study in detail, beyond the information normally gathered through forms required for students to complete, the various identifiable groups that attend OCC. Some of these groups are those that are normally reported to the state and federal agencies; White American, Black American, American Indian or Alaskan Native, Asian American or Pacific Islander, and Hispanic American. However, there are other identifiable groups that may also need studies similar to what is contained in this report. Some of these other groups could be Chaldean, Arabic, single parents and senior citizens. The actual number has yet to be explored.

This attempt was the first in a series. As methods are tried for the first group, Hispanic, those methods that prove successful and worthwhile may be applied to the other groups mentioned above.

It is the intent of this author to work toward retrieving information that is relevant to the success of students at OCC. If the information retrieved can be applied and shared in a way that will make a difference to the entire college community then the expenditure of resources and human energy will have been worthwhile. In an attempt to reach this overall goal, the author has and will continue to work with as many individuals and departments that are relevant and that share this common goal. The author has found that every individual that has been asked to participate has done so in a very positive and valuable way. It is becoming more obvious as this project progresses that the interest, time and energy used for this project will make OCC a better school for all members of our community.

As the general results contained in this report point out, Oakland Community College is a very good place for our students. Various reasons for this are in place. There are some areas of the college that will need to be reviewed and studied so as to better provide the needed services to all of our students. Like in all institutions that continually attempt to better serve students, Oakland Community College will need to experience changes in the next few years. These changes can be better managed with objective data derived from the population we serve, the students. As we attempt to better serve the student we need to continue to ask them for their input. The best expert on how best to serve the student in many cases is overlooked.

The majority of the information contained in this report is student generated.

PROPOSED ACTIVITIES FOR 1992 -93

1. Replicate the process used in this study with a different identifiable group to be selected this Summer.
2. Continue further study of the Hispanic students who participated in this survey. Specific activities are:
  - A. From the 89 students surveyed, a smaller number will be selected on the basis of country and state of birth, gender and age. Three or four such groups will be invited to meet informally with me to discuss the results of the survey. One specific objective of this activity will be to identify 15 to 20 students who would be willing to serve on a panel. This panel would be assisted by faculty and staff to make presentations to the various college employee groups on the experience of being Hispanic at OCC.
  - B. Track the 51% who indicated their intent for attending OCC was to receive an associate degree. This group would be tracked on an annual basis to determine the progress or success of the intent. Those who do meet their intent will receive a special letter. Those who continue to make progress will receive a letter of encouragement. Those who appear to have stopped their progress will receive a letter of encouragement and an invitation to call the author to explore ways to continue.
  - C. A review of the Hispanic graduates for 1991 - 92 will be conducted for two specific reasons. The first reason will be to cross reference these graduates with those who indicated their intent for attending OCC was to receive their associate degree. The second reason will be to identify the graduates who did not participate in the telephone survey and conduct the survey with the additional question related to how they were able to achieve their goal.
  - D. The five (5) students who did not return for the Winter Semester, 1992 and who did not state when they planned to return will receive a telephone call from the author inquiring as to the reason(s) for not returning and ask how the college may assist them in their educational goals.
  - E. Amend the current telephone survey to request more information from the second generation of college attendance students to determine how many of their parents actually graduated from a college.



## HISPANIC PROJECT REPORT

The goal of this project was to attempt to learn as much as possible about the Hispanic student population attending Oakland Community College. With the information gathered about this targeted population, detailed plans on how best to serve the current Hispanic students and how best to recruit more Hispanic students to OCC would follow. Knowledge gained from this process would then be used to study other identifiable groups attending OCC.

In attempting to meet the goal of this project I worked closely with Marty Orlowski, Director of Institutional Planning and Analysis. With Mr. Orlowski's assistance and advice, it was decided that a telephone survey would be the main method for gathering information on this population. Prior to the development of the telephone survey, a program was written to extract as much information as possible from the Application for Admission form that all students complete in order to enroll for credit classes at the College. This new program incorporated the information found in the HISTORY of all OCC students with additional information available but not normally recorded under one A.I.M.S. function. As such, various A.I.M.S. current functions were incorporated into one (Appendix A).

While waiting for the new formatted information to be processed, I reviewed the Hispanic responses to the Graduate Survey conducted by Mr. Orlowski's office on all students who graduated from OCC during the 1990 - 91 academic year. Of the 28 (1.3%) Hispanic graduates 15 (53.6%) responded to that survey. A summary of the Hispanic results of this survey can be found in Appendix B.

After receiving from ITS, through Mr. Orlowski's office, the new formatted information on all Hispanic students enrolled at OCC in the 1991 Fall Semester I began the process of designing the telephone survey.

The original plan called for the telephone survey to be conducted in November. When it became obvious that, due to lack of expected staff to conduct the survey, this goal would not be met the survey was then moved to February. With this change in plans it also became a possibility to amend the original survey to gather information on those students enrolled in the Fall Semester who did not return for the Winter Semester.

This change in schedule also allowed time to consult with Dr. Rodolfo Garcia Z., Associate Professor in the Program in Higher, Adult and Lifelong Learning at Michigan State University. Dr. Garcia also is a Co-Director of the Community College Consortium and has a wealth of experience at conducting telephone surveys. With Dr. Garcia's help I expanded and changed the format of the survey which was used for this study (Appendix C).

## RESULTS

There were a total of 348 students who attended Oakland Community College in the Fall Semester, 1991, that were identified through ITS as Hispanic. Of these, 60 (17.2%) had wrong numbers or disconnected telephones, 70 (20.1%) were non-returned calls, and 115 (33%) were not called. The non-returned calls were those students who were called at least two times, messages were left to call an OCC number, and the calls were not returned. Those that were not called were due to the two week deadline that was imposed on the student callers due to their regularly scheduled classes and their regular job responsibilities. As such, 103 (29.5%) students were actually contacted and the telephone survey completed. Of these 103 students, 89 (86.4%) were Hispanic. The other 14 students had been erroneously classified. The following is a summary of the information derived from the 89 Hispanic students who participated in the telephone survey.

Of the 89 participants, 56 (63%) were female and 33 (37%) were male. The ages of the participants ranged from 17 to 58, the Mean being 28.

### ETHNICITY AND ORIGINS

Of the 89 Hispanics who participated in the telephone survey, the countries and states of birth were:

<u>U.S.A. (INCL. PUERTO RICO)</u>	<u>CENTRAL/SOUTH AMERICA</u>	<u>OTHER</u>
Michigan - 53	Mexico - 4	Iraq - 1
Texas - 6	Argentina - 2	Spain - <u>1</u>
California - 3	Peru - 2	2 (2%)
Puerto Rico - 3	Brazil - 1	
Arizona - 1	Colombia - 1	
Illinois - 1	Costa Rica - 1	<u>NO RESPONSE</u>
New Jersey - 1	Guatemala - 1	
New Mexico - <u>1</u>	Nicaragua - 1	
	South America - <u>1</u>	
69 (78%)	14 (16%)	4 (4%)

Authors' notes: The term "Hispanic" is used to identify all people born of heritage corresponding to the Spanish language or a derivative of the Spanish language. As can be seen from the results above, the particular backgrounds are widely varied. While people from Nicaragua and Pontiac, Michigan can be classified as Hispanic, the culture, dialects and histories are definitely not identical. And while some of our Hispanic students are born in the U.S.A. Hispanics from Puerto Rico, Michigan and New Jersey also carry different experiences, dialects and sub-cultures. The Hispanic born in Iraq is still Hispanic by heritage but different in experience from the Hispanic born in Detroit.



Hispanics born in the U.S.A. identify themselves with another country, Mexico, when they refer to themselves as Mexican rather than Mexican - American or Chicano. If they identify with Mexico how does that influence their identification with the country they were born and live in? And does this generalize to a sense of not belonging? And if so, does this generalize to the educational institutions, including OCC?

Recommendations: As part of the smaller group concept mentioned above, one such group could be comprised of a random sample of the group that identified themselves ethnically with a foreign country. This particular topic could be discussed in greater depth along with other topics that will be identified prior to beginning the small group meetings.

#### Main Reasons for Selecting, OCC

The following are responses to the main reason for selecting OCC:

Location:	47%
Cost:	28%
Program or Study:	10%
other:	15%

Under "other", the following were the reasons stated:

- Getting back to school
- Convenient, good credit hours
- Reasonable price
- The best thing to come her way, International Commerce program
- High school English credit
- Just wanted to go to school
- Free tuition, employee/dependent
- Play softball
- Just because it's a community college
- A lot of her friends went to OCC
- Tuition, not ready for a university
- Transfer credits
- Job related
- Referred by a friend
- Offered classes not found anywhere else

Authors' notes: Location is the most often stated reasons by students in general for selecting OCC in various studies previously conducted. These previous studies also identify cost as another major reason. In this area, the Hispanic participants are similar to the general OCC student population.



Got married and had kids  
Have kids at home still  
Got qualifications he needed  
Just taking classes for the fun of it

Even though they had stopped attending OCC for three years or more, they returned when they were ready to continue their studies.

#### Attendance of Five Years or More

For those participants who have attended OCC five years or more the following were reasons stated for continuing:

Like it, friendly school  
Had to graduate  
Close to home and wants a degree  
Works here so picks up classes here and there  
Credit hours pretty reasonable  
Enjoyed it very much  
Location  
The professors are very good  
Tuition is reasonable  
Just wanted to  
Curriculum and professors  
Gets the pre-requisites she needs  
Location of Royal Oak campus is good  
The most available to her  
She's motivating herself  
Good program and great credit hours  
Convenient  
Fine Science program

#### Accumulation of more than 62 Credits

For those students who have accumulated more than sixty two (62) credits but have not graduated, the reasons given were:

Will graduate this year  
Will graduate in August  
Did not want an Associate Degree  
Changed her Curriculum

The reason stated by the one student who has completed a degree but continues to enroll at OCC was to complete requirements before transferring to Walsh College.

Recommendation: The Hispanic students graduating this academic year will be cross referenced with those who indicated their original intent for attending OCC was to receive the associate degree. Those who are graduating but were not participants in this survey will be contacted by telephone and asked their original intent. Hopefully information may be produced from this process that might prove helpful to future Hispanic graduates.

### Encouragement

As to who encouraged them to attend College, the following responses were given:

No one	: 28	Aunt	: 1
Parents	: 17	Grandmother	: 1
Mother	: 11	Great aunt	: 1
Father	: 6	God father	: 1
Friends	: 6	High school counselor	: 1
Themselves	: 5	Best friend	: 1
Family	: 5	Ex - boyfriend	: 1
Husband	: 4	Variety of people	: 1
Brother	: 3	Job	: 1
Teacher	: 2	Church	: 1
Older sister	: 1		

There were 98 responses to this question. Of these, 56, or 57%, were family members. The most influential people who encouraged them to attend college appears to be parents. Teachers and high school counselors appear to have a very small influence.

Authors' notes: While participants indicate that their main source of encouragement came from family members they also indicated that the majority of them were first generation college attendees. It appears that while a low percentage of their family members have attended college a high percentage of their family members view college attendance as very important.

Recommendation: This specific type of information will be shared with those responsible for student recruitment. A better method of reaching parents and other significant family members could be developed in an attempt to better recruit Hispanics.

### Service Ratings by Campus

#### Auburn Hills (N = 28)

<u>Service</u>	<u>Ratings</u>
Admissions	Excellent - 18%
	Good - 79%
	Indifferent - 3%
Bookstore	Excellent - 21%
	Good - 75%
	Indifferent - 4%
Cafeteria	Good - 53%
	O.K. - 3%
	Poor - 7%
	N/A - 20%
	Indiff. - 17%



Highland Lakes (N = 8)

Admissions	Excellent	- 33%
	Good	- 50%
	Poor	- 17%
Bookstore	Excellent	- 29%
	Good	- 57%
	Indiff.	- 14%
Cafeteria	Excellent	- 33%
	Good	- 17%
	N/A	- 50%
Cashiers Window	Excellent	- 50%
	Good	- 17%
	Poor	- 17%
	N/A	- 17%
Child Care	Good	- 17%
	Indiff.	- 17%
	N/A	- 67%
Computer Labs	Excellent	- 13%
	Good	- 25%
	N/A	- 63%
Counseling	Excellent	- 20%
	Good	- 80%
Faculty	Excellent	- 1471%
	Good	- 14%
	Indiff.	- 14%
Financial Aid	Excellent	- 13%
	Good	- 13%
	Indiff.	- 13%
	N/A	- 63%
Job Placement	Good	- 25%
	N/A	- 75%
LRC (Library)	Excellent	- 20%
	Good	- 20%
	N/A	- 20%
Records Office	Excellent	- 38%
	Good	- 13%
	Indiff.	- 13%
	N/A	- 38%
Acad. Support Serv.	Excellent	- 8%
	Good	- 8%
	Indiff.	- 33%
	N/A	- 50%

Records Office	Good	- 62%
	O.K.	- 8%
	Poor	- 8%
	Indiff.	- 8%
	N/A	- 15%
Acad. Support Serv.	Excellent	- 8%
	Good	- 8%
	Indiff.	- 8%
	N/A	- 50%

Royal Oak (N = 12)

Admissions	Excellent	- 30%
	Good	- 40%
	Poor	- 20%
	Indiff.	- 10%
Bookstore	Excellent	- 20%
	Good	- 60%
	Poor	- 20%
Cafeteria	Good	- 56%
	Poor	- 11%
	Indiff.	- 33%
Cashiers Window	Excellent	- 30%
	Good	- 30%
	Poor	- 20%
	Indiff.	- 10%
	N/A	- 10%
Child Care	Indiff.	- 30%
	N/A	- 70%
Computer Labs	Good	- 60%
	Poor	- 10%
	Indiff.	- 20%
	N/A	- 20%
Counseling	Excellent	- 20%
	Good	- 50%
	N/A	- 30%
Faculty	Excellent	- 33%
	Good	- 42%
	Poor	- 25%
Financial Aid	Good	- 11%
	Indiff.	- 33%
	N/A	- 56%



Records	Good	- 25%
	Indiff.	- 25%
	N/A	- 50%
Acad. Support Serv.	Good	- 25%
	Indiff.	- 25%
	N/A	- 50%

#### THINGS SAID ABOUT OCC

Interesting classes.  
 She enjoys the personal attention she gets from OCC.  
 She had a teacher named \_\_\_ for \_\_\_ her first term here and did not  
 enjoy it otherwise OCC (OR) is a good school.  
 Like it better than any other school.  
 Decent good environment.  
 Don't care much for OCC, looking for another school.  
 Good opportunity to explore.  
 Taste of college.  
 Impressed with the Ceramics Program.  
 Enjoyed the Library/IIC.  
 Reading tutoring programs.  
 Thinks it is the best school  
 Not happy with Spring '92 classes.  
 Good for undecided people.  
 Positive people.  
 Helpful people.  
 Greatest community college ever.  
 She likes OCC.  
 Charge a lot for classes (foreign students).  
 OCC is a very friendly environment.  
 Career planning class was excellent.  
 Can use improvement.  
 Certain things she likes & IIC.  
 Great, she loves it.  
 OR - big campus.  
 It works around your schedule.  
 It's not just for teenagers.  
 She likes it.  
 Recommends it to everyone she meets  
 Loves teacher she had.  
 Loves campuses.  
 Loves Day Care.  
 Bad experience.  
 Wish AH offered more upgraded courses.  
 A lot better than what people say it is.  
 Very pleased with it.  
 Enjoy OCC.  
 Upset about BUS program & teacher at \_\_\_, will be seeing a counselor  
 about this.  
 She did not complete her course because she did not like the  
 instructor.

Getting direction from AH counselor.  
Maybe after sees counselor.  
Some of the teachers not so hot.  
Provides everything she needs.  
Would like her schedule mailed on time, maybe forward to them.  
Offer courses at AH at OR.  
Offer better services such as counseling to certain ethnic groups.  
Make it easier to register (on campus).

#### SUGGESTIONS HOW TO IMPROVE HISPANIC ATTENDENCE AT OCC

Needs to better advertise financial aid opportunities.  
More outreach in Hispanic community.  
Interested in a course taught in the Mexican culture dealing with art.  
There are not a lot to begin with.  
OCC does not have much to offer Hispanics.  
Maybe if they started some type of cultural program for Hispanics.  
Make better connection with people closer to campuses, such as Pontiac.  
Have more classes geared toward Hispanic culture i.e., Mayan history.  
Make it less expensive.  
Opening more cultural classes to minorities.  
Speakers at H.S. point out good things about OCC, education is important.  
Does not see many Hispanics around.  
Organizations for that particular group.  
Have more scholarships available. Not a lot of support.  
More programs for Hispanics.  
Had problems from Financial Aid. Needs to have a better system.  
\_\_\_\_\_ at \_\_\_ made her feel like giving up because she felt she was being discriminated because being Hispanic.  
Have more bilingual teachers.  
Doing a lot now.  
Upgrade skills.  
Needs someone to welcome students to the school and make them feel welcomed.  
Depends on the area.  
Publicity for students in other countries.  
Advertisements.  
Lower tuition (for foreign students).  
She enjoyed a counselor she had here because he was able to speak her language.  
Many people believe that there are not many English courses for foreign students and are afraid to take the test. OCC should emphasize lower English courses.  
Promoting the international courses offered so that Hispanic students will be encouraged to use their ethnic background.  
A lot of Hispanics can not afford to go to school.  
Put fliers in Mexican side of town.  
Must happen when in high school.  
Recruit more in Pontiac area & have classes catered to Hispanics.



### Proposed

In an attempt to answer some of the questions posed above, and others that the reader may think of, I propose that Hispanic students be given varied opportunities to inform the College on what they may need to succeed academically. The telephone survey was the first attempt by OCC to seriously study Hispanic students. Even though not all Hispanic students participated in this survey, the background, age and birth country of the participants are varied enough to use as a sample for further study. Of the 89 Hispanic participants, a smaller number will be randomly selected to participate in a more detailed study. This smaller sample should be representative of the varied Countries of birth as well as age and gender. The means of this more in-depth study will be two-fold.

### Small Informal Groups

A random sample of these participants will be invited to informal discussions with myself and possibly other Hispanic staff. The proposed manner of these informal discussions may be an invitation to dinners, sponsored by OCC, to show appreciation for their participation in the telephone surveys. Since smaller groups tend to allow a more informal atmosphere, there may be a number of these types of appreciation dinners so as to include a significant number of Hispanic students. The informal discussions would be focused to receive information directly from our students in areas of interest stated previously. These areas being:

1. Are there significant similarities in our Hispanic students regardless of their country or state of birth?
2. Are there educational experiences, common to all Hispanic students, that have helped them achieve at OCC?
3. Inversely, are there common educational experiences at OCC that have hindered achievement?
4. Why do more Hispanic females, in significant percentages, than males attend OCC?
5. Assuming that Mexican American classification identify more with USA, why then of the 74.1% of participants born in USA only 24.7% identify with USA?

### Group Presentation

From the various informal discussions groups, a representative sample may be invited to participate in panel discussions with OCC staff. These panel discussions might be targeted at the identifiable staff groupings; i.e. teaching faculty, non-teaching faculty, classified, support and administrators.

APPENDIX A

EXPANDED STUDENT HISTORY

FILE - ACTIVE

DELETE BYTE - 00000000

RUN DATE - 01/27/92

SSNO  
 LAST NM ██████████  
 FIRST NM ██████████  
 MIDDLE NM M  
 MAIDEN NM ██████████  
 PHONE ██████████  
 LOCAL ADDRESS ██████████  
 STREET ██████████  
 CITY AUBURN HILLS  
 STATE MI  
 ZIP CODE 48326-3064  
 COUNTY  
 RESIDENCY A  
 REGR COMM  
 CJL NUR

HS NAME AVONDALE  
 HS CITY AUBURN HGTS  
 HS STE MI  
 GRAD DT 06/88  
 HS CODE 63/010  
 HS RANK \*\*\*\*  
 HS CLNO \*\*\*\*  
 HS GPA \*\*\*  
 HS TRAN C  
 BRTH DT 01/19/70  
 BTH CIT PONTIAC  
 BTHSTE MI  
 E-PHONE 258-2041  
 NUM HST 01  
 MACRAO  
 ASSET 323828\*\*\*\*02

VETERAN N  
 SEX F  
 MARITAL  
 CITIZEN Y  
 COLL 1 CRED  
 COLL 2 CRED  
 COLL 3 CRFD  
 COLL 4 CRFD  
 COLL TR 0  
 SES APP 911  
 COG STY P  
 CUR CMP AH PREV  
 CURRIC COU  
 ADM ST D  
 FIN YR 0.00  
 OSA

DC 1 /  
 DC 2 /  
 DC 3 /  
 DC 4 /  
 CC 1 /  
 CC 2 /  
 CC 3 /  
 CA 1 /  
 CA 2 /  
 CA 3 /  
 CNS 105  
 GRAD  
 FAC 0 SBR  
 VBR  
 VCN NLN  
 GSL/SDL

APP DATE 11/06/90  
 CRED ATT 11.0  
~~CRD ERN 11.0~~  
 HONOR PTS 28.0  
 CUM GPA 2.545  
 PREV SESS 915  
 CRD REG 2.0  
 PREV EPS  
 CURR EPS 6 TRANS NO 0010  
 ACT RECD 0 PREV DG  
 ENGL PL 0 MATH PL 0  
 ACT SCR  
 GED SCR  
 HEALTH FRM 0 HIGH GRADE  
 ARITH PROF FIRST TRAN  
 ELIGIBLE AT EMPL

CURR REG: 1

SESS CODE 921  
 CAMPUS AH  
 COURSE DIS100  
 SECTION 466  
 REP TO ST Y  
 M-SEM GRD C  
 FINAL GRD C  
 DA PERIOD C

SSNO 365981820 RECNO 01 FIELDS- 7 CONT- EXP-  
 \* W91 5.0 5.0 10.0 2.000  
 ENGL31 AH 226 D+ Y PER1742 HL 146 A Y  
 \* S91 3.0 3.0 7.5 2.500  
 SOC251 AH 089 C+ Y  
 \* F91 3.0 3.0 10.5 3.500  
 ENGL51 HL 097 B+ Y

lyr.

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APPENDIX B

CHARACTERISTICS OF HISPANIC GRADUATES

## CHARACTERISTICS OF HISPANIC GRADUATES

### PREFACE

This report is based on raw data, dated August 23, 1991, provided by the Office of Institutional Research. The raw data was derived from data already in the system and from a mailed survey of OCC graduates. The subjects were identified as students graduating from OCC between August 1988 and December 1989. The subjects were classified by race and ethnicity, specifically, Asian, Black, Hispanic, American Indian and White.

This initial report does not attempt to compare the Hispanic graduates to any of the other graduates from the other categories listed above. Subsequent reports may attempt comparisons. As such, this report will only describe the Hispanic graduate.

### HISPANIC GRADUATES

Between August 1988 and December 1989 there were a total of twenty-eight (28) Hispanic graduates. This number comprises 1.3% of the total number of graduates during this period. Enrollment statistics indicate that during this same period, August 1988 and December 1989, the Hispanic student enrollment comprised 1.6% of the total student enrollment at OCC.

Of the twenty-eight graduates, twenty-one (75%) were female.

The twenty-eight (28) Hispanic graduates were distributed by home campus in the following order:

Auburn Hills:	11 (39.3%)
Orchard Ridge:	9 (32.1%)
Southeast:	5 (17.9%)
Highland Lakes	3 (10.7%)

The age categories were distributed as:

18 - 22	7 (25.0%)
23 - 27	5 (17.9%)
28 - 32	4 (14.3%)
32 - older	12 (42.9%)

## RESPONSES TO GRADUATE FOLLOW UP SURVEY

Of the twenty-eight (28) Hispanics who graduated between August 1988 and December 1989, fifteen (15) or 53.6%, responded to the mailed survey. The survey consisted of twenty-five (25) items, the last item being a request for comments. Following is the summary of the responses of the fifteen (15) Hispanic graduates.

The most common primary reason objective in attending OCC was to obtain a certificate, (40%). The second most common objective was evenly divided between "To increase knowledge" and "To transfer", (20% for each). The other primary objectives were "To prepare for a new career" and "To increase my chances for a raise and/or promotion.

Of the respondents, twelve (12) or 80%, were currently attending college. The colleges attended were:

Eastern Michigan	3
Walsh	3
Oakland U.	2
Aquinas	1
Hawaii	1
U. of Michigan	1
Wayne State	1

The current major fields of study were:

Business Admin.	4
Marketing	2
Computer Inform.	1
Education	1
English	1
Fine Arts	1
Japanese Language	1
Social Work	1



The categories of employers were:

Education	2
Service	2
Unknown	2
Construction	1
Government	1
Manufacturing	1
Professional Service	1
Self employed	1

The yearly salaries before deductions:

Less than \$10,000	2
\$10,000 - \$19,999	2
\$20,000 - \$29,999	3
No response	4

APPENDIX C  
TELEPHONE SURVEY

## INSTRUCTIONS FOR CONDUCTING A TELEPHONE SURVEY

As the person conducting this telephone survey you are officially representing Oakland Community College. Everything you say will reflect on our college. It is important to attempt to reflect as positive an impression as possible.

You will be asking people to take time out of their busy schedules to respond to this survey. Take only the time required for the survey.

Do not give your opinions on anything that may be asked by the respondents. Be polite but stick to the survey.

Make sure that you are speaking to the person on your list. Do not receive responses from anyone else even if they are students at OCC and even if they are related to the person you are trying to contact.

If the person on your list is not at home when you call, ask politely when might be a better time to call back. Make sure you document the information on time to call and make sure you call back at that time.

If the person on your list is not Hispanic, ask politely how OCC might have classified the person as such. Document on your list the information related to the person not being Hispanic.

When completed, sign and date the survey form. Make sure that the gender and date at the top of the survey is indicated.

If you have any questions please call me at 340-6566 (office) or 652-1947 (home).

Dr. Carlos L. Olivarez



If the student is Hispanic, start with question 3.

3. What was your main reason for selecting OCC?

Location

Cost

Program of study

Other (Specify):

4. What was your intention for attending OCC?

a) Improve job skills\_\_\_

b) Improve chances for a promotion at work\_\_\_

c) Receive an associates degree \_\_\_

d) Receive a certificate\_\_\_

e) Take courses to transfer to a four-year college/university\_\_\_

f) Other (specify):

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If there has been more than a three year gap in the students' History, ask question 5 below.

5. Our records indicate that you stopped attending OCC for \_\_\_ years between 19\_\_ and 19\_\_, and for \_\_\_ years between 19\_\_ and 19\_\_, as well as for \_\_\_ years between 19\_\_ and 19\_\_. Were there any particular reasons for this?

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If the student begin attending OCC more than five years ago ask question 6 below.

6. Our records indicate that you first started attending OCC in 19\_\_, which is \_\_\_ years ago. Our records also indicate that you have continued to attend OCC. What is OCC doing that encourages you to keep coming back?

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If the student has completed a degree and continues to take classes at OCC ask question 10 below.

10. Our records indicate that you have received your associates degree in \_\_\_\_\_ in 19\_\_ . Is there a particular reason you continue to take classes at OCC?

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If the student did not re-enroll for the Winter Semester 1992 ask question 11 and 12 below.

11. Our records indicate that you were enrolled at OCC in the Fall Semester 1991 but did not return for the Winter Semester 1992. Was there a particular reason for not returning this semester?

12. Do you plan to return to OCC?

No

If no, is there a particular reason?

Yes

If yes, have you decided which semester to return?

No

Yes Specify:

- 13. Which generation of college attendance do you belong to?


1st      2nd      3rd      4th

14. Was there any particular person that encouraged you to attend college?

15. If you were to say anything about OCC what might that be?

16. Is there anything that OCC can do to serve you better?

TO: OCC COMMUNITY

FROM: CARLOS L. OLIVAREZ, A.H. 

SUBJECT: RESEARCH REPORT

DATE: OCTOBER 13, 1992

Attached please find a copy of Part 1 of the Multi-Cultural Studies Report. This report is a result of two studies conducted on Hispanic students who attended OCC. One report is on Hispanic students who graduated from OCC between August 1988 and December 1989. This report is a summary of data provided by the Office of Institutional Research.

The second report is based on a telephone survey conducted during the Winter Semester, 1992. The responses to the survey by 89 Hispanic students make up the major portion of the Multi-Cultural Studies Report.

Please read this report with the aim of helping our students succeed. I would be very interested in your thoughts. Please forward your suggestions and thoughts.

I will make myself available to discuss the contents of this report with you at any convenient time. I thank you for taking your time to read the report.