

REPORT OF

STUDENT AND URBAN AFFAIRS MISSION AND PRIORITIES COMMITTEE

PREFACE

At the outset the Student and Urban Affairs Mission and Priorities Committee members wish to express their appreciation to several individuals who provided special materials and reports to assist us in our work. Professor David C. Beardslee, Director of Institutional Research, and Jack T. Wilson, Associate Vice President for Student and Urban Affairs, responded in a very rapid manner by analyzing the ACT Student Opinion Survey responses according to a timetable which would be useful to our work. Mr. Beardslee further volunteered his services to do additional breakouts of data for us to pursue additional questions. In addition, Jane Hershey and Zachary Shallow, University Congress Presidents, worked diligently in both design and implementation stages of the survey. We are grateful.

We also wish to thank Associate Professor Jacqueline Scherer for her work in analyzing the public service efforts of the division. She provided the committee with a description of the division's efforts in this area after a review of annual reports and interview summaries. Ms. Barbara Murphy reviewed interview data and provided insight into equal opportunity aspects of the committee's work. We appreciate these efforts.

Finally, Mary Gee-Gawinek is due a special note of appreciation. She has prepared countless drafts, met time deadlines that were impossible to meet, and performed admirably as the committee secretary.

We began our work in December, when we knew the financial picture for Michigan was not a good one, but when state appropriations reductions for higher education were being predicted in the single digit range. Our resource priority ratings were made in that context and should be interpreted from that perspective. One week after we completed our ratings, however, Governor Milliken announced an even bleaker forecast, calling for a reduction in higher education appropriations of 25%.

Our work was especially difficult since the division has several times in the past been called upon to "belt tighten" more than other university divisions. The result has been to produce an extremely lean organization, one without any "unnecessary" services or functions. Thus, the committee's task has been to prioritize among "good" and "needed" functions, not to search for unnecessary ones.

All areas of the division were represented on the committee. We have attempted to assume an institutional view during our work and to focus on the importance and value of the functions themselves. The results of that difficult and complex task follow. We believe the work gives guidance for the period ahead.

Rosalind Andreas

For the Committee
Rosalind Andreas, Chair
March 15, 1982

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INTRODUCTION

Near the end of November, 1981, President Joseph E. Champagne, in consultation with Vice President Wilma Ray-Bledsoe, created a committee on Student and Urban Affairs Mission and Priorities. Established a month after the President had charged a Committee on Academic Mission and Priorities to study the institution's academic strengths, quality, weaknesses, impact, and targets of opportunity, the committee was asked to analyze all programs in the division as a preparation for difficult years ahead for Oakland University. It was asked to evaluate current and potential activities and programs in view of institutional strength and mission, cost effectiveness, student need, utilization, purpose and scope. In addition, the committee was to report to the President by March 15, 1982, a recommended mission statement, a rationale for divisional activities and programs, and an assessment of priority so that declining resources could be appropriately and judiciously awarded. (See below)

On December 1, 1981, President Champagne and Vice President Ray-Bledsoe assembled the committee. The thirteen-member group, soon to be known as SUAMP, (Student and Urban Affairs Mission and Priorities Committee), was composed of three students, ten division staff members and a member of the President's Office staff. (See Appendix A for Roster) President Champagne focused on the state of the university in the depressed Michigan economy. He charged the group to maintain service to our students at the levels needed to accomplish the goals of student development. Vice President Ray-Bledsoe indicated that she viewed the complex task with optimism and charged the members to transcend sectarian interest to take on an institutional view so that, in 1991, a retrospective view of our work would stand the test. On that note, the group began its task.

COMMITTEE ON STUDENT AND URBAN AFFAIRS MISSION AND PRIORITIES

PRESIDENTIAL CHARGE

WHEREAS, Oakland University finds itself in a period of declining real revenues appropriated by the State of Michigan; and

WHEREAS, students cannot realistically be expected, through increased tuition and fees, to offset in a major way declining real revenues; and

WHEREAS, the continued viability of Oakland University in its present configuration is called into serious question and is perhaps made impossible; and

WHEREAS, Oakland University must insure the personal development and well-being of a diverse student body with varied needs;

THEREFORE, a Committee on Student and Urban Affairs Mission and Priorities is hereby established. The charge to the committee shall be:

1. To consider the purpose, quality, scope, and utilization of activities and programs provided by or offered through the Division of Student and Urban Affairs;
2. To evaluate current and/or additional activities and programs in light of institutional strengths and mission, cost effectiveness, and student needs;
3. To evaluate present and potential sources of funds as well as costs for these activities and programs; and
4. To present to the President by March 15, 1982, a report which shall include a recommended mission statement, a rationale for division activities and programs, and recommendations concerning priorities with the goal of appropriately allocating scarce and/or declining resources.

COMMITTEE PROCESS TO ADDRESS ITS CHARGE

The committee began its work by meeting as a whole on a weekly basis to gain an understanding of the complexity of the task and to organize a subcommittee structure to carry out the work of the committee. Its first effort was to glean as much information as possible about the functions within the division, the nature of the Oakland University student, the state of the Michigan economy, and external information of use in reviewing the quality of divisional efforts. To that end, the group studied the 1981 annual reports for each unit in the division, Office of Institutional Research reports on demographics of the current student body, the 1978 Oakland University Planning Document, appropriations change data, organizational charts and mission statements. To gain a more global perspective, members examined standards proposals being developed on a national scale for student affairs areas and perused various sources on program evaluation, program quality, and cost effectiveness. (For a complete list of materials reviewed, see Bibliography).

It was agreed at the outset that the committee would attempt to review each activity within the division according to the following criteria:

1. Purpose
2. Scope
3. Quality
4. Need
5. Use
6. Funding Source
7. Cost Effectiveness

The initial intention was to apply the same criteria to all proposed new directions which might emerge from the committee's deliberations. As the complexity of the analysis of existing programs increased, it became impossible in the time allotted to conduct a thorough review of new directions.

In order to determine what additional information the committee members might require, the group divided into three working subcommittees. A Quality Subcommittee was asked to analyze purpose statements from all annual report documents, break all administrative units into discrete functions, and examine criteria for use in measuring the quality of divisional functions. Initially the committee struggled with the problem of defining with some specificity precisely what "quality" means. There was consensus that there was the need to avoid confusing "quality" and "productivity". As a working definition, the committee settled on "how well a unit does what it says it will do." The sources utilized to derive specific indicators of quality for each area of responsibility are listed below.

Quality Information Sources

1. Annual reports
2. Department head definition of quality in the program, supported with appropriate documentation indicating level of quality.
3. Student perceptions of service quality.
4. Other departments' perceptions of service quality.
5. External groups' perceptions of service quality.

Quality Indicators

Source

- | | |
|---|-------------------------|
| 1. Student satisfaction | 1. Student surveys |
| 2. Promptness of service delivery | 2. Users |
| 3. Accuracy of information provided | 3. Users |
| 4. Student academic progress | 4. Department heads |
| 5. Satisfaction of other departments with service | 5. Selected departments |
| 6. Retention | 6. Department heads |
| 7. External standards measures | 7. Department heads |

Where available, each unit head provided the data to substantiate quality assessment according to the indicators for his or her area.

A Cost Effectiveness subcommittee sought to develop mechanisms for analyzing the utilization of programs within the division by students and other members of the OU community and external communities. In addition, it sought to define cost effectiveness measures for the program functions in the division. It first determined what "hard data" SUAMP would need for its deliberations and what methodology would efficiently and comprehensively gather that data. The subcommittee decided that the following data would be gathered for each program in a particular unit: 1) purpose of the program, 2) number of users, 3) estimated resources, 4) expenditures, 5) amount of staff time committed to the program, and 6) any other quantifiable data or information that would help to explain the program. Within the categories of "users" and "estimated resources," different subcategories were developed that would distinguish among various kinds of users (students, departments, community residents attending campus functions, community residents and groups being dealt with off campus) and different types of resources (General Fund or Auxiliary). A form was devised that would enable each unit head to supply this information.

(See Appendix E) Once gathered, the data was studied by the entire SUAMP committee. The subcommittee then attempted to define cost effectiveness and to analyze each program in those terms. The subcommittee found that it could not really define cost effectiveness, but that it could--for many programs--analyze how many resources were necessary, or how much it cost to achieve a certain purpose for a specified unit of measurement. This data was provided to the committee for its deliberation.

A Collection and Dissemination subcommittee met to develop mechanisms for scheduling dialogue with appropriate groups and individuals at Oakland University who could provide information which would help to meet the charge. The group decided to gather information from a wide variety of persons affiliated with Oakland University. First, it conducted a survey among all staff in the division to ascertain their views on divisional priorities in a time of scarce resources. That survey also sought information on potential cross-departmental cooperation, organizational changes which would increase efficiency or enhance effective operation, and new directions. The surveys were distributed to 99 administrative-professional and clerical employees in the division. The instrument and the analysis of the results are included in Appendix B.

Second, the committee sought input from students. The three student members composed a letter and set of questions to be distributed to all student governance groups plus the student athletes. The questionnaires were distributed the second week in January and requested information on student priorities and recommended changes for the division. Results were reported in February. All governance groups responded. The instrument and results are found in Appendix C.

Additional student data was sought. An open letter from the student representatives of the committee was placed in the January 25 issue of the Oakland Sail to make known that the students took seriously the committee expression that it wished to gather wide input. Further, the committee had planned from the outset to utilize the results of the ACT student satisfaction survey conducted through the auspices of the Office of the President. During the Fall of 1981, the University Congress and the Office of the President, with the encouragement of the Student and Urban Affairs Division, had agreed to conduct a satisfaction survey among Oakland University students. After considerable review of survey instruments, and after a period of toying with the possible development of an instrument unique to Oakland University, the "two presidents," with the support of their respective staffs, decided to follow the recommendation of the Director of Institutional Research and administer the ACT Satisfaction Survey. The advantage of utilizing the latter was that the data was user "normed" for institutions of similar demographics. Thus Oakland University results could be compared to results at other institutions across the country. The survey was administered by the University Congress and the Associate Vice President for Student and Urban Affairs during the second week of January with the cooperation of faculty and academic administration. Thus the results of the survey work could be available for utilization data.

The committee recognized further the need to gather information from persons outside the division relative to perceptions of the division's ability to meet the mission of the institution, program effectiveness or lack thereof, new directions, eliminations, priorities. A series of twenty-one interviews was conducted to gather this information. (See Appendix D for Interview Guide and list of interviewees.)

In addition, it was clear that additional information would be required of department/unit heads within the division. The committee wanted to ensure that it understood the purpose, function, and quality of a program prior to making recommendations about its future. Annual reports from 1981-82 provided a great deal of information, yet additional information to complete the analysis of purpose, scope, utilization, cost effectiveness and quality of each function in the division was clearly required. To that end, the committee constructed an interview guide to gather the needed information. (See Appendix E) A series of fifteen interviews was conducted to gather this information. Generally (except in cases where the Winter of 1982 prevented it), a team of three persons from SUAMP conducted the interviews.

Finally, the committee saw the need to gather information from alumni. Because the committee had been constituted one month later than the Committee on Academic Mission and Priorities, SUAMP was not sufficiently along in its work at the time the CAMP Committee was ready to survey alumni to be able to capitalize on that information-gathering mechanism. As the pace quickened and time pressures mounted, it became clear that it would not be possible to do a systematic sampling of alumni in order to gather information useful in meeting the charge. Because the committee felt it important at the least to gather some anecdotal data from alums, it asked two of its members to meet with the Alumni Board to collect responses to four questions. That meeting was held at the first board meeting of the newly elected Alumni Board, March 8, 1982.

The committee also utilized the work of the Public Service Task Force, which provided annual reports and interview summaries for a separate analysis of the public service efforts of the division. The report on those efforts was then utilized in the program reviews.

In like manner, the committee called upon the Director of Equal Opportunity to critique affirmative action efforts in the division. She analyzed responses to question 4 of the Department Head interviews: "To what extent has your unit been able to attract and retain minority students and staff?" She responded in an interview format with recommendations for affirmative action direction in the division.

MISSION REDEFINED

The Student and Urban Affairs Mission and Priorities Committee was constantly mindful of the need to carefully define mission for several reasons. First, the work of the committee was the first since the reorganizations of 1981, which merged two formerly separate units. Second, the committee wanted to speak clearly in its mission statement so that it would be possible when

reviewing programs to judge centrality to mission. The committee needed guidance from the mission statement to determine which functions were central, which peripheral, and which fell outside the central purpose of the division. Third, it became quite clear during the course of the interviews with persons outside the division of Student and Urban Affairs that many members of the University community were unclear about the purposes and functions of the division. It was clear to the membership that one way in which we could begin to deal with this problem was to sharpen the mission statement, defining many of the complexities inherent in the workings of the unit. As a result, at the conclusion of all interviews, the entire committee reviewed its earlier mission discussions and redrafted the mission statement to reflect the conceptualizations which had emerged during the study process.

The committee believed that the statement needed to clearly specify that the work of the unit emanates from the academic mission of the institution and complements that central role of the institution in a number of important ways. First, the division manages basic resources which provide important services in support of the academic environment. Thus, we provide a bookcenter, study spaces, places to eat and sleep, rules and regulations protecting the living-learning environment of the living spaces, financial assistance and student employment, a discipline system to enforce the regulations protecting the integrity of the environment, and orientation to assist persons as they enroll in the institution.

Second, the programs of the division complement the academic goal of intellectual development by attending to other aspects of human development. Persons seek out colleges and universities at different points in their lives for assistance in developing personally, in making life changes and adjustments, and in improving themselves educationally. The division attends to total development--physical, societal, interpersonal, moral/ethical, intrapersonal, cultural, career. Oakland has long been aware of the differing developmental needs of its population which is diverse in age, lifestyle, ethnic background, and mode of attendance. Thus, it provides special support services to the educationally disadvantaged, counsels persons with psychological problems, offers diagnostic testing, conducts leadership training seminars, confronts individuals whose moral development causes them to violate institutional standards of conduct, offers leisure and recreational opportunities, and organizes support groups for those needing to learn from others going through similar adjustment periods. The . . ."out-of-class educational experiences not only promote intellectual development but act as a catalyst for integrating the cognitive, affective, and psychomotor objectives of postsecondary education." (Miller and Prince, 1976) The goal of the educational role of the division is to provide programs which permit everyone involved to master increasingly complex developmental tasks, achieve self-direction, and become independent decision-makers.

Third, the division has a public service mission which arises out of academic program strengths. The public service projects selected by the division should capitalize on and link the strengths in Oakland University's programs. For example, we may initiate programs which utilize the University's strengths

and also speak to high need in the Southeast Michigan area, such as internship programs that serve the community, and diagnostic services for public school children.

The committee also caught the President's vision that Oakland University become an educational resource for the area. In his interview with the committee, President Champagne charged us to look to the ways in which we can become a resource to the older citizen, to the laborer whose workweek has been shortened, to the family seeking meaningful leisure opportunities. The committee accepts as an important part of its mission the need to provide a warm and personal community which can serve as a catalyst to keep people alive and growing. It recognizes the need to develop those learning opportunities which expand on the "fun runs", the creative writing workshops and other conferences, the leadership camps, and the signing for the deaf of Romeo and Juliet, for example.

Finally, the committee wanted to clearly state in its mission redefined the need for the division to direct its energies to assist in the recruitment and retention of a diverse student body. The programs of the division should contribute to the openness and attractiveness of the campus climate and environment. The kind of activities it chooses can also help develop the kind of citizens who can conceptualize, communicate, and convince.

MISSION STATEMENT: THE DIVISION OF STUDENT AND URBAN AFFAIRS

The mission of the Division of Student and Urban Affairs is to serve and enrich the university community by conducting activities in support of the academic mission of the university in a community appropriately composed of a population diverse in racial/ethnic makeup, age, life-stage, socio-economic, and educational background. The division shall support high standards of institutional quality.

In direct relation to the academic mission, the division provides basic services, and educational experiences which integrate cognitive learning with personal growth of the individual student in the emotional, social, physical, cultural, ethical, and interpersonal domains. The goals are to facilitate the development of life management skills which will contribute to informed decision-making and useful citizenship; and to help students discover that all of life is a process of growth, change, and adaptation. Key to the achievement of these goals is the provision of a governance system in which students play a meaningful role in institutional decision-making processes.

The division shall always strive to maintain an environment where learning can take place and will offer programs which introduce, attract, retain, and involve people with the resources of Oakland University.

The division also commits resources to public service in support of the academic mission of the institution. The Urban Affairs Center shall link areas of institutional excellence with the needs of the community so that the people of this region can better benefit from the resources of Oakland University.

PROGRAM REVIEW

The pages which follow provide an analysis by function of all units within the Division of Student and Urban Affairs. The analyses were conducted by utilizing all information gathered from surveys, testimony, annual reports, special reports, function form reports, and reports on quality. Each unit was reviewed function-by-function, with one member of the committee taking responsibility for summarizing all available information relating to: centrality, mission, utilization, quality, resource allocation, overall priority, and resource recommendation. After careful discussion of each function, the entire committee rated the function under review. It should be noted that the committee did not achieve consensus in all cases. Votes were taken and sometimes retaken. In the cases where significant disagreement remained, the analysis so notes. In many cases however, the committee was unanimous in its opinion.

It should also be noted that, in general, the Oakland University data on the ACT Student Opinion Survey contain a large percentage of "neutral" or blank responses. Therefore, when the program reviews refer to student satisfaction or dissatisfaction, the percentages must be viewed in that light.

The reviews follow. For each review, an overall rating is given as well as a resource recommendation. It should be highlighted that a "medium" priority rating generally meant two things to the committee--1) lack of institutional clarity of expectation in that function, or 2) a conscious decision to maintain a function at a compliance level. The resource recommendation applies to general fund dollars. Where other funding sources are involved in the recommendation, the discussion so notes. A brief summary of the unit's activities is then provided, noting issues which influenced the rating. Finally, areas for special consideration or action are noted.

UNIT: ATHLETICS DEPARTMENT

<u>Function</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
Facilities operation, rentals, and camps	High	Same level of resources
Intramurals	High	Increase level of resources
Intercollegiate Athletics	High	Reduce level of resources
Exercise Physiology Lab	High	Move to Academic Affairs

Summary:

Facilities operations, rentals, and camps: Included in facilities and rentals are such activities as rental of space and facilities to the public, conduct of sports camps, and the Live Y'ers swimming program.

The Lepley Sports Center and its outdoor facilities are highly utilized by O.U. students, staff and faculty, and, as space is available, by the public. Faculty, staff, and students used the building approximately 139,000 times in 1980-81. Student satisfaction/dissatisfaction with the athletic facilities is at the national user norm level according to the ACT survey.

Rental of space and the sports camp activities are fitted into building schedules during slow periods. The revenues produced by these groups assist with building operating and maintenance. A spin-off from these programs is the value they have to Oakland University's public relations and to its student recruitment activities. These uses of sports and recreation space are based on the community center concept of individual participation in a recreational activity.

The general fund budget for facilities is approximately \$55,000. Rentals and camps bring in some \$150,000 annually. Staffing is 1.0 AP, .5 CT, and 60 students.

The committee believes that these activities are supportive of the academic mission of the division.

Intramurals: All interviewees cited the intramural function as important to the university environment. The ACT survey results indicate that 36% of O.U. students (69% of residence hall students, 24% of commuting students) participate in these recreational activities. Satisfaction/dissatisfaction levels are at the national user norms.

The general fund for this program is only \$12,000 per year. Additional funds needed to expand the program to include more students should be transferred from the intercollegiate athletic program.

Consolidation of the management of intramurals and sports clubs should be effected; all of these activities, examples of which are the ski clubs and the cheerleaders, should be located either in CIPO or in the Athletic Department, but not in both.

Intercollegiate Athletics: This program received support from most interviewees. It was ranked as important by most academic administrators and Vice Presidents. The response of those faculty interviewed was mixed. Student opinion is not clear. In response to a special O.U. statement made part of the ACT survey which read: "Intercollegiate athletics are emphasized too much at Oakland", 47% of respondents disagreed and only 2% agreed. However, more than half (52%) were either neutral or had no opinion. One is tempted to conclude that half of our students appreciate the inter-collegiate athletic program, and half just don't care about it at all.

The athletic function provides visibility for O.U. as coaches sponsor AAU swim competitions, provide consultation to local coaches, and lead summer campus. In addition, athletics helps to develop a sense of community for the diverse campus populations, and aids in the recruitment of FTIAC's and residence hall students. It plays a major role in enhancing student life on campus.

The committee concluded that to be effective in achieving the above objectives, the program should remain in NCAA Division II and the Great Lakes Intercollegiate Athletics Conference (GLIAC). This means that at least twelve sports must be offered (six for men and six for women). (Currently, Oakland participates in basketball, swimming, soccer, women's volleyball, cross country, tennis, golf, and men's wrestling).

The committee does not find the intercollegiate program to be overfunded, as its assignment of resource priority might indicate. Rather, the committee senses that an aggressive development effort in this area can be highly productive, thus reducing reliance on general fund sources. The recommendation to reduce general fund resources more than a modest amount must be understood to be contingent upon approval for the Athletic Department to engage in fund-raising activities.

The intercollegiate program is staffed by 7.2 APs, 1.5 CTs and 20 student employees.

Exercise Physiology Lab: There are five components to the laboratory: Academic Support Services; AP Health Maintenance; Cardiac Rehabilitation; Public Service and Testing; and Research. Activities within each of the components provide learning opportunities for students who participate as employees, interns, or assistants.

The Academic support function involves the teaching of credit courses in Kinesiology, Exercise Physiology, etc. Some 80 FYES are delivered annually. Support is from the general fund.

The AP health maintenance program is a preventive testing program which significantly impacts the AP community and is funded by the general fund in lieu of AP salary.

The cardiac rehabilitation program is an outreach program which at any given time is providing rehabilitation services to about 60 victims of heart attack. The program is supported by a combination of United Way grants and user fees.

The public service and testing function provides specialized testing services for persons in obesity programs, high school athletes, etc. This program is funded by user fees.

The research program of the laboratory is conducted in conjunction with the Center for Health Sciences and is supported through grant activity.

These activities are supported by about \$45,000 of general fund money and about \$65,000 of grant income and user fees. 1.0 AA, .5 AP, and 1.5 CTs, and students are employed in the laboratory.

The laboratory has a substantial impact on the external community and thus has a high public relations value. Interviewees were highly supportive of the

Laboratory.

The committee believes that the Exercise Physiology program is a very likely target of opportunity. The talented, aggressive, and dedicated leadership in this program, the "popularity" of preventive medicine in American society today, and the paucity of facilities of this type in this area all combine to make the laboratory a very likely target of opportunity.

Specific Recommendations:

1. Assure that the camp and space rental activities are made available to minority groups.
2. Expand the rental program and camp activities to increase revenue to the department.
3. Increase funding of the intramural program at the expense of inter-collegiate athletics to permit needed expansion of this popular activity.
4. Consolidation of the management of intramurals and sports clubs should be effected; all of these activities, examples of which are the ski clubs and the cheerleaders, should be located either in CIPO or in the Athletic Department, but not in both. Leisure activities and recreation skills could be located under one office.
5. Remain in NCAA II and GLIAC at the minimum permissible level.
6. Permit the Athletic Department to raise external funds to replace reductions in general fund support once NCAA Division II minimums are reached.
7. Relocate the Exercise Physiology Laboratory into the Center for Health Sciences. This change in location would enhance the image of the laboratory in the medical community.
8. Charge applicable indirect costs to the Laboratory.
9. Evaluate the fee structure in the cardiac rehabilitation program. It has remained unchanged for several years.

UNIT: ASSOCIATE VICE PRESIDENT OF STUDENT AND URBAN AFFAIRS

The associate vice presidential functions are composed largely of administrative tasks associated with budget, personnel and auxiliary program administration. The committee elected to review only operational aspects of this position; thus the food service review occurs here. The committee addresses concerns for over-administration for each member of the divisional management team on page 33.

<u>Function</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
Manual Food Service	High	Reduce level of resources

Summary: The SAGA contract food service serves some 900,000 meals annually. Approximately two-thirds of its activity is in the residence halls, one-third in Oakland Center. The university exerts control over the kind and extent of food service offered, but the "price" for this control is for Oakland to guarantee a minimum profit margin for the food contractor. This is because the university may negotiate food service arrangements which are not profitable in order to provide what is deemed to be an appropriate array of service to the campus community. For example, the opportunity for evening commuting students to obtain a hot meal may be made available despite the fact that the low volume of use ensures that the activity will operate at a loss. Although cutbacks in food service were made in 1981-82, it is estimated that the university will provide a direct "subsidy" to SAGA of about \$34,000 this year to guarantee SAGA a 4% profit while meeting our programmatic mix. The ACT survey reports dissatisfaction with food service at the national norm and satisfaction at 5% below the norm. The SAGA contract is administered by the Associate Vice President for Student Affairs.

The vending machine operation is carried out by a different contractor, ARA. This operation is profitable and yields annual income to the university of about \$19,000. This money is currently allocated to student programming. The vending contract is administered by the Dean of Students.

The provision of food service, both to residence hall occupants and commuting students, is considered by the committee to be a basic university activity, highly central to mission. The level of food service to be provided, however, is more open to question.

Specific Recommendations:

1. No general funds should be used to subsidize food service activities.
2. The supervision of food service and vending should be centralized in a single office and the two activities should be considered together in carrying out recommendation 1. above, that is, revenue from one activity might be used to offset losses from the other activity.
3. The committee recommends charging the vending-machine contractor for utilities associated with the vending machines. At present, no charge for electricity is made. (It should be noted, however, that the vendor does provide the university with an allocation for maintenance and clean-up.)
4. The Oakland Room should be closed if it is not self-supporting, in favor of maintaining evening food service for commuting students.
5. Consideration should be given to taking the necessary steps to end the employment of food-service personnel by the university and to transfer

existing employees to the food-service vendor. Supervision might be enhanced and, over time, Oakland's labor costs for food service could be reduced to market rates for this type of employment.

6. If it is economically feasible, reopen the Heritage Room with the provision of minimal food service (drinks, cold sandwiches, etc.), in order to alleviate the crowded conditions in the Iron Kettle.

UNIT: GRAHAM HEALTH CENTER

<u>Function</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
Emergency Care	High	Reduce level of resources
Other Patient Care	Medium	Reduce level of resources
Preventive Education	Low	Phase Out
Employee Physicals (and other Employee Relations Department Use)	Low	Phase Out

Summary: The Graham Health Center provides medical-care services to the university community utilizing an on-site physician during specified daytime hours and utilizing a building constructed specifically for the purpose, and is staffed by 2.5 APs and 1 CT. The Center's \$140,000 budget is funded through a mandatory student fee (\$6 per term for a full-time student) which produces about \$90,000 annually, and through fees for service totaling about \$50,000 annually. Additional annual costs for debt service, cleaning, and utilities total \$39,000. Use by residence hall students is significant (43% have used the service), but use by commuting students is low (13%). Satisfaction levels are lower than the national user norms (68% nationally, 56% at OU), and dissatisfaction is much higher (15% nationally, 23% at OU--and 28% for OU resident students).

The committee concludes that very substantial reductions in student health services are possible and appropriate. This conclusion is based on the following factors:

- a. Despite very substantial outlays, the Center still provides full service for less than eight hours per day, on average.
- b. Oakland is located in an area replete with medical facilities, including a major hospital within five miles of the campus.
- c. The use of the health services bears little relationship to the way it is supported, that is, most students are required to pay the Health Services Fee, but residence hall occupants use the Center much more heavily than do commuters.

d. User satisfaction, as measured by the student survey, is not as high as one might hope.

The committee recognizes that the Center is a complex activity and recommends that significant changes should be effected only after careful planning. Clearly, more study should be given to this matter than the committee has had time to do. Nonetheless, the following recommendations are made to indicate general guidelines for action.

Specific Recommendations:

1. Reduce Graham Health Center staffing and services substantially, perhaps to the level of daytime nursing staff only, with a concomitant reduction in fee.
2. Make arrangements with nearby clinics, physicians' offices, etc., to facilitate student referrals.
3. Plan with Crittenton Hospital for handling emergency cases. Currently, local hospitals are Oakland's only resource for handling health emergencies outside normal working hours. This recommendation would extend this reliance to a twenty-four hour basis. However, since Oakland's population and the potential for accidents is much greater during the day, a well-planned system for handling emergencies needs to be developed. Questions of transportation, accessibility to healthcare facilities, and liability need to be resolved. Included should be an examination of student insurance options to provide office call and emergency room coverage.
4. Consideration should be given to housing the nursing-referral service in Lepley Center in conjunction with the trainer now located there.
5. Consideration should be given to locating the Exercise Physiology Program, discussed elsewhere in this report as a target of opportunity, in the Graham Health Center, since this facility offers both adequate space and the mechanical facilities to support growth and development of this program.
6. Enter into discussion with the appropriate academic areas to discuss provision of health preventive education.

UNIT: COUNSELING CENTER

<u>Function</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
Psychotherapy	High	Same level of resources
Vocational Counseling	High	Same level of resources
Diagnostic Services	High	Same level of resources

On-campus Consultation

High

Same level of resources

Summary: The Counseling Center provides personal counseling and psychotherapy services, vocational counseling, psychological diagnostic services, on-campus and off-campus consultations, as well as a training environment for graduate student interns. Through the use of interns, the ability of the Center to deliver service to clients is increased at a low cost. Group counseling is little used because the client base is not broad enough for the formation of groups with similar, specific problems. Staff from the center are utilized in psychological emergencies on campus.

Since the Center serves both the student population and the general public, its funding comes from Oakland University's general fund (\$62,000) and from fees for service, including third party payments (\$63,000). The Counseling Center administrative service fee to the general fund is \$20,000. Staff devoted to the function are 5.6 AP, 1 CT, and 3.97 graduate student interns.

The quality of each Counseling Center function is viewed as high by clients, students, the university community in general and referring agencies in particular. The ACT data reports use and satisfaction with "personal counseling" at the national norm, but that data does not necessarily refer only to the Center, and must be understood in that light. The Counseling Center performed a public service of high quality to 308 community clients last year, has a strong vocational counseling program for persons outside the university, and provides diagnostic testing services for community persons. In addition, the Center provides community consultation, and continuing education for professionals.

Specific Recommendations:

1. We see a need for University-wide information coordination with respect to computer hardware and software, and advising/testing for career advising and counseling purposes.
2. New programs at the Counseling Center include those on grief therapy and vocational family counseling. These, and other functions at the Center, would benefit by increased advertising. Additional clients mean increased referrals (and therefore increased business) and ultimately more income. The more funding that's available, the more people who can be helped.

UNIT: OAKLAND CENTER

The Committee rated the various activity centers of the Oakland Center as follows:

<u>Functions</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
Operations and scheduling	High	Same level of resources
University Bookcenter	High	Same level of resources

Oakland Center Desk (Charlie Brown's)	Low	Phase out the program
Pickwick Room	Medium	Same level of resources

Summary: The Oakland Center and the University Bookcenter are both geographically and functionally central to Oakland University. The Oakland Center is open 112 hours per week, 347 days per year. It has been estimated that there are some 1.5 million person-uses of the building annually.

The Oakland Center budget is about \$640,000, of which \$100,000 is from general fund sources, the remainder from revenue-producing activities. The University Bookcenter has sales of \$1.8 million per year and receives no general fund support. The Oakland Center returns \$74,000 to the general fund for central administrative services received.

The Oakland Center and the University Bookcenter received high praise from faculty and staff interviewees. Scheduling is quite reliable and the Bookcenter is very responsive, they said. The ACT student survey revealed satisfaction (and dissatisfaction) levels in line with national user norms.

Specific Recommendations:

1. We believe that implementation of the "student union model" may create cost reductions. To that end we recommend that it be examined, as discussed elsewhere in the report.
2. The committee perceives conferences as a possible target of opportunity. This matter is discussed more extensively elsewhere in this report.
3. The committee recommends that Charlie Brown's be closed. This would involve stocking certain items in the Bookcenter instead of Charlie Brown's, and perhaps implementing a tape information system to handle telephone queries.

UNIT: RESIDENCE HALLS

<u>Function</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
Operations and Maint.	High	Same level of resources
Security	High	Same level of resources
Programming	High	Same level of resources
Judicial Systems	High	Same level of resources
Conferences	High	Same level of resources
Married Student Housing	High	Same level of resources

Summary: The residence halls programs are an integral function of the university. Students in the residence halls population, numbering slightly in excess of 1,800, provide 25% of the total credit hour delivery at Oakland University. The program provides a living-learning environment where students can explore self-understanding, lifestyle choices, and intergroup relations. The program is central to the academic and student development mission of the division.

The residence halls are a \$2,000,000 operation, in terms of revenue generated (excluding the residence halls food service). They are staffed by 7.0 AP, 3.0 CT, 23 AFSCME, and 76 part-time student employees. The halls are self-supporting and are not a drain on the general fund. In fact, the halls provide an annual payment to the general fund of \$104,000 for administrative services received. The construction of the residence halls was financed by the sale of revenue bonds. Debt service on the bonds is in excess of \$600,000 per year, with little reduction until the turn of the century.

Residence Halls programs are central to the recruitment and retention of students. Testimony before the committee was that the residence halls are a well-run activity, particularly when compared to conditions in the early 1970's. There was caution that the judicial program keep abreast of discipline problems in the halls, although it is recognized that Oakland is experiencing a year of fewer disciplinary incidents. The ACT survey showed student satisfaction at about the average compared to the national user norms: 56% satisfied and 17% dissatisfied. Except for those in married student housing, residence halls occupants are largely the traditional age student. Nearly 20% of the occupants are minority students. About 10 international students are also housed in the halls. A large portion of scholarship students reside there. All members of Oakland University's social-fraternal groups live in the residence halls as well.

Economic conditions in the community generally are having a serious impact on the residence halls. Competition from nearby apartment houses has become severe and has resulted in a small drop in occupancy rates. Projections are that a slow decline in occupancy will continue. Therefore, the possibility of increased conference business, discussed in more detail later, is especially important to the future of the residence halls.

Specific Recommendations:

1. Continue present resources at the same level.
2. Review conference operations on the campus as a possible target of opportunity.

UNIT: DEAN OF STUDENTS AREA

<u>Function</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
FTIAC and Transfer Orientation	High	Same level of resources
Judicial Systems	High	Same level of resources
Student Advocacy	High	Reduce level of resources
Vending Administration	High	Reallocate fund purpose

Summary: The Dean of Students area performs a series of operational functions as well as providing administrative leadership to subordinate units. The committee reviewed operational functions in this area. See page 33 for discussion on organization of the area.

The orientation program at Oakland University, since the reorganization of 1981, is an operational responsibility of the Dean of Students. Overall program coordination of other university programs and services into a cohesive orientation effort falls in that responsibility. An estimated .2 AP, 1 CT, and 1.75 students full year equated are assigned to the function for an overall cost of \$78,000 from a specifically designated orientation fee. Persons and departments from across the university are called upon to participate in that effort. From the ACT survey data, 61% of Oakland University students report participating in the orientation program while 35% nationally so report. Of the lower level undergraduates, 76% Oakland University and 63% nationally attend. Satisfaction with orientation falls five percentage points below the national norm with 58% of Oakland University students reporting satisfaction. 14% at Oakland University are dissatisfied and 11% nationally. The student governance survey requested special orientation for non-traditional students. Other testimony recommended that orientation be moved to academic affairs. Testimony pointed to orientation coordination with respect to advising for transfers as a problem area. The program is central to the academic mission of the institution.

The judicial system refers to the nonacademic misconduct adjudication process at Oakland University. The purpose of the function is to provide due process protection and appropriate education for students while enforcing the policies, rules, and regulations of Oakland University. It is currently handled as part of the responsibilities of the Dean of Students with .2 AP and .3 CT full-year-equated staff time. On the average, less than one hundred cases per year are handled at a cost of \$12,500. Since the 1981 reorganization, a separation in the channel of communication between the staff member responsible for discipline in the residence halls was created since residence halls reports through the Associate Vice President for Student and Urban Affairs. In this system, the Director of the Residence Halls and the Associate Vice President are not automatically apprised of disciplinary actions. The organization, then, creates need for added contact with those two individuals. Students appear to be satisfied with the system, if one

refers to the item on the ACT survey "satisfaction with rules governing student conduct." Nationally, 39% report satisfaction; at OU, 44%. A key to determining quality in such a system is timeliness of response and the perception of fairness of the system. The function is central to the academic and student development missions of the division.

Every professional in the student affairs area appropriately feels a responsibility to assist students to maximize their educational and developmental experiences at Oakland University. Therefore, a high priority is placed on helping students to deal effectively with the administrative apparatus of the institution and to assist in extricating those persons unfortunate enough to become enmeshed therein. Sometimes, problems brought to student affairs personnel involve their own areas. In such instances, the duty to resolve the problems rests right there. Often, however, problems involve other offices within the university. These problems may be unique to one individual or they may be "systems" problems affecting groups of students. There was no specific question addressed to this area in the ACT survey. The limited alumni board discussion, however, emphasized the responsiveness of Oakland University staff and faculty as a group to individual problems. From interviews outside the division, testimony was offered cautioning that advocacy must keep the long-range best interest of the student in mind.

The vending food service program, as mentioned earlier, involves nearly 100 machines, annual sales volume of over \$200,000, and requires .1 AP and .2 CT full-year-equated time to administer. Currently vending commissions are utilized to fund the Student Life lecture series, major campus events, while also paying maintenance costs to the university. The contract is currently held by ARA. As noted above, it was recommended that vending food service administration be coordinated as a part of all food service administration.

Specific Recommendations:

1. At the conclusion of one complete year of orientation as currently organized, the administrative location should be evaluated as to whether the function should remain in Student and Urban Affairs or be linked with academic affairs units. The decision should be based on optimum coordination and staffing opportunities to permit success.
2. The present orientation fee should be studied to assess if it covers all out-of-pocket costs for orientation services, and if not, to raise it.
3. Additional personnel resources must be allocated. This might include the use of interns from Guidance and Counseling.
4. The judicial systems should be reorganized so that the decision process flows up through only one channel rather than crossing channels.
5. Student advocacy responsibility to resolve inter-unit, inter-divisional problems should be lodged in a single dean's office. The present arrangement, which seems to be that four separate offices try to deal

independently with these matters, is judged to be inefficient. Students and departments become confused on who handles what problems. Responsibility should be more clearly assigned, with the expectation of resultant efficiencies without a diminution of the total student-advocacy effort. This recommendation is not intended to "shelter" staff from students nor to absolve staff from the responsibility to see and listen to students. Rather, it is to sharpen the focus of the function and to "clean up" referral networks. As will be noted later in the report, the committee also sees a need to highlight minority student advocacy as a special type of advocacy.

6. Move the vending program administration to the area where food service administration is assigned and utilize the commissions to support the manual food service.

UNIT: STUDENT ENTERPRISE THEATRE

<u>Function</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
Stage Production	High	Same level of resources
Mime	Medium	Same level of resoueces
Film Rental	Low	Eliminate
Facility Management	Medium	Eliminate (See #4 below)
Program Assistance	Low	Eliminate

Summary: The Student Enterprise Theatre is primarily responsible for presenting live stage productions (four per year, eleven times each) and promoting the art of mime (primarily through off-campus performances). The theatre has received national recognition through the American College Theatre Festival for its original productions. The Mime Ensemble performs in high schools, at external community functions, and at such cultural events as Meadow Brook Festival. Thus, the ensemble gives exposure to Oakland University and becomes a recruitment tool in high schools. In addition, the theatre provides special group rates for high school and other community groups at its productions. Technical advice is also provided to AAUW Children's theatre. The theatre provides opportunities for students from varying areas of the curriculum to explore their theatrical interests. The efforts are housed in the historical Barn Theatre and creamery, the site for future development of the Village Project. Students annually check off funds in support of Village development. Additional functions include film rentals, assistance to those wishing to use the Barn Theatre and the provision of program assistance.

During 1980-81, the stage productions generated \$15,200 in revenue, the mime ensemble performances brought in another \$6,000 and film rentals \$1,000. None of these activities was self-sufficient (that is, general funds of about

\$50,000 support these activities; an additional \$6500 is required in utilities) The theatre is staffed by one AP, a .75 CT and 1.75 students.

Specific Recommendations

1. General fund money should remain at current levels for stage productions and the mime ensemble.
2. Because of scarce resources the committee recommends that general fund support be eliminated for film rental, facility management and program assistance.
3. Film rental should be transferred to the Audio-Visual Department.
4. If satisfactory alternative space for dramatic productions can be found, a divided committee agreed by a majority of one that the the Barn Theatre should be "mothballed" until such time as improved resources would again permit its utilization. The committee sees this as a dramatic action only to reduce costs.
5. SET should remain in the Division of Student and Urban Affairs in order to retain its identity. If put in Academic Affairs as part of the School of Performing Arts, SET would cease to exist as a separate production unit which has received national acclaim for its work.
6. Consolidate SET programming functions with CIPO to effect savings. Folding the SET director's position into CIPO might be one way to enhance the program.

UNIT: CIPO

<u>Function</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
Student Organizations	High	Same level of resources
Information & Publicity	High	Same level of resources
Ticket Office	High	Reduce level of resources
Commuter Services	High	Same level of resources
Program Coordination	High	Reduce level of resources

Summary: The CIPO Office is an administrative unit providing support to student organizations, coordination for campus extra-curricular programs, delivery of commuter services, and coordination of campus information. The 4.0 AP and 2.0 CT staff are funded through the general fund. The office employs 4.59 students who are funded through a variety of sources. All programming support dollars come from auxiliary sources. Users of services and participants in organizations and programs represent the diversity of the

student body. Service utilization, including ticket office usage, is by 11,500 students and 7500 off-campus individuals. Program attendance is 13,000 students and approximately 5,000 off-campus persons. Student organization participation is 25% nontraditional and 75% traditional students, 25% residential and 75% commuter students, 40% minority and 60% non-minority students. Some 10,000 students plus 85 departments utilize the information and publicity services of the office. The office provides public service by assisting student organizations who work in surrounding communities, annually sponsoring the largest Red Cross blood drive in Oakland County, and giving support to campus ministry which is working on volunteer projects in Detroit and other communities.

The ACT survey reports student satisfaction with social and cultural programs at Oakland University at the national norm. A larger percentage of Oakland University students (27%) report "use of" cultural programs than the user norms while overall participation in social programs is at the national user norm, 38%. The student governance survey rated as very important the CIPPO office. Testimony from outside the division attested to the quality of the CIPPO functions but questioned the need for support to extracurricular activities. The CIPPO functions were viewed by the committee as central to the academic, student development, and public service missions of the division.

Specific Recommendations:

1. Consider the "student union model" to determine its effectiveness as a viable alternative to current organization. There were several reorganization schemes presented in an effort to consolidate and reduce certain functions, and others which would completely restructure programmatic and administrative functions to effect cost reduction while maintaining effective service delivery. These were deferred until a study on reorganization models can determine if cost savings can be achieved.
2. Consider combining the Ticket Office function of CIPPO with the Wilson Hall (Meadow Brook Theatre) ticket office to effect cost reductions.
3. Combine recreation and intramural sports with sports clubs to effect cost reductions.
4. Reduce the cost of the service function by using graduate interns.
5. Combine SET and the programming function of CIPPO.
6. In its recommendation on Food Service, the committee recommended that vending machine commissions, hitherto made available for student programming and other activities, be used to offset losses in other areas of food service. That recommendation, of course, has the effect of deeply cutting the resources committed to student programming. No further dollar cuts are recommended here. However, the committee suggests that some reallocation of remaining funding out of personnel and into other aspects of student programming may be warranted.

UNIT: DEAN FOR STUDENT SERVICES AREA

<u>Function</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
Academic Standing and Honors	High	Same level of resources
Academic Conduct	High	Same level of resources
Counseling	Medium	Same level of resources
Grantsmanship	High	Same level of resources
Minority Student Affairs	Highlight as special in Advocacy function	

Summary: The central student services area provides academic support to a series of functions in this area while also giving administrative leadership to subordinate units. The committee reviewed operational functions in this area and addresses organization on page 33.

The Academic Standing and Honors system operates as an administrative function created to support the Senate Academic Standing and Honors Committee. Its purpose is to monitor academic achievement of students, notify students of dismissal, schedule hearings, and provide support counseling to students on academic probation. The function impacts 3700 students annually. The demographics of those affected tend to follow Oakland's general demographic composition. The function is central to the academic and student development missions of the division. OU students in the ACT survey are more satisfied with academic rules and policies than the national user norm. As in much of the ACT data, a high percentage of students responding left the item blank or were neutral. General fund dollars support this function, which is staffed by .4 AP and .3 CT.

The academic conduct system provides administrative support to the Academic Conduct Committee of the Senate. The function requires investigative work and the attention to due process considerations for students alleged to be in violation of rules of academic propriety. Approximately 30 students are involved in such situations per year. The function is staffed by .1 AP and .15 CT. Testimony indicated that the present system functions well. The committee views the system as central to the academic and student development missions of the division.

The purpose of counseling as expressed in testimony is to assist students in improving the quality of their life space. It was reported to the committee that .05 AP, .05 CT, and .25 student staff are devoted to this function. The committee was informed that the counseling was different from advising and counseling as a part of the academic standing or conduct functions. The committee felt the function to be of medium priority since such counseling is done as part of the responsibilities of many staff in the division and most staff in the area have professional counseling backgrounds.

Although Minority Student Affairs is listed as a separate function, this activity is, according to the Dean of Student Services, a "hobby" and not a recognized university function. The full-year-equated staff devoted to this function was .1 AP, .2 CT and 1.5 students, for a total of \$28,900 in general fund resources. Included in this area is the coordination of Black Awareness Month, an important public service effort, which has received recognition in the external community and has brought key political and educational leaders into contact with Oakland University.

While time has not permitted an extensive analysis of the minority student responses on all items of the ACT questionnaire, the item on racial harmony suggests that more Oakland minority students than the national norm are neutral or left blank comments on satisfaction level. Only 26% of minority students at Oakland University were satisfied with racial harmony compared to 46% nationally. There was less difference in dissatisfaction, with 23% dissatisfied with racial harmony at OU as compared to 16% nationally. The committee believes that the most constructive way to improve racial harmony is to increase University efforts to bring minority students into the central life of the institution with full recognition that responding to the special concerns of minority students is in fact a particular kind of advocacy. This is noted as part of the advocacy function described elsewhere in this report. The programming aspect of minority student affairs, then, could be coordinated through regular university channels, again to work for moving minority students and staff into a more central role. This thrust is not intended to diminish the continuing need for special service and program efforts required for many minority students to achieve the goal of successful integration.

The purpose of the "grantsmanship" function is to seek and monitor grants, assuring that university regulations and policy are followed. During 1981-82, approximately one-half of the resources used to carry out the services of the Office of Student Services were received from grants, with .1 AP and .05 CT staff devoted to the function and supported from the general fund. In addition, AP and CT staff time were reported from the units with specific grants. The function was seen as having a high priority for this area.

Specific Recommendations

1. Consolidate divisional efforts for student advocacy into one area.
2. Any divisional reorganization should be consistent with the mainstreaming concept described above.

UNIT: FINANCIAL AID OFFICE

<u>Function</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
Financial Aid Awarding	High	Increase level of resources
Student Employment	High	Increase level of resources

Summary: The Financial Aids office is responsible for the granting of award packages including scholarships, grants and loans for all eligible students at Oakland University. In addition, the office manages all student employment. The office is staffed by 3.0 AP, 5.0 CT, and 3.0 students. The office is funded by the general fund.

The financial aids awarding activity of the office provides financial assistance, information and/or service to nearly 50% of the students enrolled at O.U. As governmental support of educational costs lessens and becomes more difficult to obtain, the need for help and guidance from this office will increase.

The importance of this activity was perceived as "high" by all interviewed or surveyed. Many did have problems with the delivery of service, however. The ACT survey indicated a higher level of dissatisfaction with financial aid services at Oakland than the national user normative data would suggest. The Committee was not surprised by this result, given both the importance of aid to Oakland students at this place and time, and the remarkably large "caseload" of this office given its staffing. The output of the office is amazingly high, and one can only assume that this results in less personal attention. The office is the only financial aids office at a public institution in the state where awards are packaged manually (due to the limitations of the student records system).

Student employment places students in jobs both on and off campus. Relevant statistics are (1980-81):

<u>Type</u>	<u>Number</u>	<u>Wages Earned</u>
College Work-Study	299	\$ 212,129
Non-College Work-Study	1973	1,193,281
TOTAL	2272	\$1,405,410

Most students are placed in on-campus jobs. Approximately 250 contacts were made by the office for off-campus jobs in 1980-81. Administrative control of this activity in the Office of Financial Aid assures that federal and state laws, regulations and procedures related to both financial aid and requirements of employment receive compliance. Student employment affects all departments and is an essential component of both the programmatic and budgetary goals of the university. It is central to the mission of O.U. providing growth opportunities and on-the-job training to students.

Student satisfaction with the office is close to the national user norm according to the ACT survey. This perception is supported by the student governance leaders' survey and by comments made during interviews with personnel from within and without the Division. However, students requested that more job opportunities be provided both on and off campus. There is an obvious need for more jobs.

Most of the persons interviewed recommended that the office be located in the same divisional unit as the Registration and Records and Admissions offices,

because these units must be in regular communication and rely on each others' work. Problems can then be resolved immediately in the chain of command.

Specific Recommendations:

1. Provide additional financial resources to meet the workload demands until the completion of the new student records system.
2. Mount a development effort to provide for additional and replacement financial aid awards.
3. Provide more on-campus jobs, specifically in custodial services, maintenance and grounds, and in food services. Full implementation of this recommendation is impeded by provisions in the relevant collective bargaining agreements. Thus, a longer-term University objective should be to modify those agreements to permit fuller use of students, while protecting the employment security of presently-employed staff.
4. Find more off-campus job opportunities and openings for students. It is suggested that job developers in other campus areas be utilized or staff hired to find jobs for students in the surrounding communities. This effort would also increase Oakland's visibility in the community.
5. Link the office with Admissions and Registration and Records.

UNIT: UPWARD BOUND

<u>Function</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
Upward Bound	High	Increase level of resources if needed to replace federal funds

Summary: This program has continued to carry out its basic mission for several years now. In short, it provides a set of recruitment, assessment, educational and counseling programs for economically deprived youth with academic potential and inadequate secondary education so that they may complete high school and successfully pursue postsecondary education. During 1980-81 there were 110 students in the program, with an approximately equal number from grades 9-12. Students attend twice monthly classes at O.U. in Math, Science, Communication Skills and Social Studies. A select number (15 from each class) pursue a pre-engineering curriculum. They also participate in selected cultural activities and receive counseling in personal, career and financial matters as needed. The students are all required to volunteer service to some community group.

The program received mixed quality ratings. Nationally, it is recognized as a model program. On campus, the image of the program is that it is important to the institution for minority recruitment and affirmative action purposes, but

that the quality of coordination and planning is only fair. In objective terms, approximately 90% of the graduates go on to college, a clear indicator of success. Fifty percent of the graduates enroll at O.U. and about one-half of these students graduate. Therefore, Upward Bound provides an important recruitment and bonding function for O.U. with a group of able students who otherwise would not pursue a university education.

Upward Bound receives no general fund support. It relies on a federal grant. For 1981-82 it received \$214,775 from the federal government, with \$15,909 of that being indirect cost reimbursement. Staffing for the program is 2.0 APs, 1.5 CTs, and 10 part-time students. Given the nature of Reaganomics and the economy, the future of funding for this program is uncertain. For 1982-83 the federal government has indicated that it plans to fund only 160 of these programs, down from this year's 400.

Specific Recommendations:

1. If federal support should be reduced to a level that jeopardizes the quality or existence of the program, then general fund support should be provided to Upward Bound.
2. Presently Upward Bound receives very little assistance from the faculty. Few will volunteer time and Upward Bound cannot afford the faculty overload rate. Therefore changes should be made in the reward structure for faculty to motivate them to contribute their talents to Upward Bound as valued University service.

UNIT: SPECIAL PROGRAMS

<u>Function</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
Special Programs	High	Increase level of resources if needed to replace federal funds

Summary: The three components of the Special Programs Office considered were the Summer Support Program, the Skill Development Center, and the Academic Year Program. Other functions exist in support of the program and include recruitment, orientation, and report writing efforts. The unit is staffed by 3.0 AP's, 1.5 CT's, and 3.5 FTE students. It is funded by a federal grant. The Summer Support Program works with approximately 300 potential students, 120 of whom actually become Oakland students during the summer semester. The summer program helps the student in adjusting to university life and assists the student in eliminating any skill deficiency. The academic year program is designed to continue to assist students to overcome skill deficit barriers. More than 450 students benefit from this service.

The Skill Development Center provides academic/tutorial support services for some 800 students. Fourteen percent of students responding to the ACT survey reported use of the Skill Development Center. 26% of residence hall students

and 10% of commuter students reported usage. Minority students reporting use of the center were 39%. Satisfaction by students was at (or perhaps just slightly below) the national user norms. The student governance survey results described the Skill Development Center as "the best kept secret" on campus, implying that few people know of its existence. This latter situation arises because as grant funding has been reduced, service has been limited to students in the special programs.

This office is responsible for bringing in 98% of all Black students to Oakland University.

While the program is viewed as central to the academic, student development, and public service missions of the division, testimony revealed community perceptions of quality in program coordination and leadership as low. Retention figures on the program indicate, however, that the goals of the program are being achieved.

Specific Recommendations:

1. If federal support should be reduced to a level that jeopardizes the quality or existence of the program, general fund support should be provided to Special Programs.
2. The supervision of Special Programs should be moved into the academic division, specifically into the Office of the Provost. It was felt by the committee that it made more sense to house this function in Academic Affairs since it was primarily an academic program and since it needed to gain academic credibility in the university. Also, in order to give the program the attention and resources needed, it should be housed in the Office of the Provost rather than in some other academic unit.
3. While the committee recognizes that funding of the program determines who has access to the Skill Development Center, it recognizes that many Oakland University students need assistance. The committee recommends that all tutorial services be examined (Physics, Mathematics, Chemistry, Rhetoric, etc.) to consolidate resources and address a wider segment of need.
4. Encourage the Admissions Office to more actively recruit minority students eligible to enter through normal admissions channels, as well as students for the special programs.

UNIT: INTERNATIONAL AND HANDICAPPED STUDENT SERVICES

<u>Function</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
International Student Services	Medium	Reduce level of resources
Handicapped Student Services	Medium	Reduce level of resources

Summary: The service function for international students is located in the Dean of Student Services office. This service provides assistance to approximately 90 foreign students at O.U. and public service to faculty, staff and their families who are from foreign countries. Much of this assistance is legally oriented; the counselor helps the students and the university to remain in compliance with Immigration and Naturalization policies. The other service involves personal advising, orientation, and programs that will help international students adjust to America and Oakland University.

There is no specific budget or office for international students. Rather, support comes from other Student Services budgets for advising and counseling. Staff devoted to the function are .55 AP and .5 CT. The services for international students meet the minimal compliance standards of the federal government, but little service is offered beyond these requirements. O.U. does not actively solicit international students (except for athletes, who usually have no English language difficulty) and does not allocate special resources to support their presence on campus. However, there is need to maintain some services as long as international students are part of the O.U. community. Further, by having the mechanism in place, the University could seek growth in this area, were that to become an institutional recruitment goal.

Services are also provided for handicapped students. Presently there are 30 student recipients. The majority have mobility impairment; others have such handicapping conditions as visual impairment, cardiac difficulty, or autism. Services for these students include combinations of: 1) assistance with registration; 2) advocacy with faculty and staff; 3) the procurement of instructional materials for the visually impaired, and 4) an advocacy role with respect to external social agencies. There is no specific budget or "office" for handicapped students, but .3 AP and .1 CT are devoted to this function. General fund money from other Student Services budgets is assigned to this area as needed. The services for handicapped students are in compliance with the minimum federal requirements.

Specific Recommendations:

1. The committee recommends that the University adopt a policy of compliance for international and handicapped students.
2. The services for international and handicapped students should be consolidated with other special student services with a specific budget identified for the consolidated unit.
3. Leadership for current programming efforts to support international students should be sought in other units of the university --- Modern Languages, student organizations, etc.
4. A systematic program of recruiting and using volunteers from the student body and the community should be implemented in order to increase the amount of service that can be provided to handicapped students.

UNIT: STUDENT SERVICES RECORDS

<u>Function</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
Withdrawals	Medium	Same level of resources
Readmissions	High	Same level of resources
Records	Indeterminate* *(See number 3,. below)	Reduce level of resources
Transfer and Job Recommen- dations	Low	Eliminate

Summary: The Records unit in essence seemed to be responsible for maintaining four functions: 1) Withdrawals--responsible for contacting students withdrawing from the university. 2) Readmissions--all readmissions are processed through this unit. 3) Master folder--master records are maintained on all students. These records are shared with academic departments for advising and are used for academic standing and academic conduct purposes. 4) Transfer and job recommendations--this service is provided for students who are unable to get recommendations from elsewhere in the university and is available to external agencies who make inquiries about students. The unit is staffed by 1.0 AP, 1.0 CT and student employees.

As the discussion progressed, the essential nature of some of this unit's functions became less clear. There seemed to be duplication across the campus in the records area and no consistent coordination. Essential student records appear to be in a number of other university departments.

Specific Recommendations

1. Urge the Student Records Systems Committee to evaluate all existing record systems to eliminate duplication and strengthen coordination.
 - a. Specifically examine withdrawals to determine if they could be handled by the Records department of the Registrar's office.
 - b. Review readmissions with an eye to incorporating this function within the Admissions Office.
 - c. Analyze whether there is continuing need for the master record concept.
2. Update the technology of record keeping on the campus.
- 3.* The committee believes savings can be made in this area but received conflicting testimony. It appears that the function could be maintained in the interim at a reduced staffing level with CT and student help.

UNIT: VETERAN'S AFFAIRS

<u>Function</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
Monitoring progress	Medium	Reduce level of resources

Summary: The Veteran's Affairs office provides a one-stop service for approximately 300 veterans in the areas of 1) some advising, 2) monitoring academic progress, 3) processing benefits and loans, and 4) personal counseling. The office at one time served more than 700 veterans but that number has been declining for several years and is now less than half that--around 300. The office is currently sustained by a combination of federal and general fund support--\$22,000 from the federal government and \$35,000 in general fund support. The federal subsidy has been declining even faster than the number of veterans using the service and will likely be reduced by another \$8,000 next year with the closure of the VCEP grant. Current staffing in Veteran's Affairs is 1.0 AP, .5 CT and 4.0 students. The ACT survey reports typical levels of satisfaction with this service at Oakland (70% satisfied, 7% dissatisfied).

The committee believes that the institution must continue to perform those services which are essential to the receipt of the benefits by veterans, namely, veteran certification and program approval. The veteran's benefit program is a significant student aid program (an unmarried veteran receives \$340 per month) and assists Oakland to maintain a diverse student body. However, the committee believes that general fund costs can be substantially reduced by combining veteran's activities with another office (probably special advising) and by providing only essential services.

Specific Recommendations:

1. Close the Office of Veteran's Affairs and combine this function with another office, probably special advising.
2. Reduce the level of service so as to provide only essential services necessary for compliance.

UNIT: URBAN AFFAIRS CENTER

<u>Function</u>	<u>Overall Priority</u>	<u>Resource Priority</u>
Community Network	Medium	Same level of resources (5) Reduce level of resources (5)
Special Projects	Medium	Same level of resources (5) Reduce level of resources (5)
Internship Program	High	Same level of resources

Summary: The Urban Affairs Center began in 1967 as a University effort to address urban community problems and needs. The unit was conceived as a "boundary" unit with a flexible administrative structure so that it could readily respond to needs in the communities served. Examples of major foci of the Urban Affairs Center have been the minority community, the aged, the economically disadvantaged, and women. The Center staff develop and maintain contacts within these communities so that they may come to an understanding of community needs and keep abreast of those needs. The task is then to bring Oakland University resources to bear on meeting some of those needs. Survey results from community users of the Center yield perceptions of high value for the Center and the work of its staff. The Urban Affairs Center operates on about \$100,000 of general fund money. The Oakland County Internship program segment is federally funded, however, at more than \$225,000 annually. The Center is staffed 5.0 AP, 2.0 CT, 4.0 student employee and student volunteers.

As indicated by the voting record set forth above, the committee was substantially split with respect to the Urban Affairs Center, except for the Oakland County Internship program segment, which was strongly supported. Therefore, the rest of this discussion focuses on the other two activities of the Center.

The committee had difficulty reaching conclusions about the community network and special project functions: in terms of the need for them and in terms of their continued value. Some of the conflicting perspectives follow:

1. The Center has not been very successful in utilizing Oakland's academic resources in addressing community problems, but the lack of a faculty reward system for public service activities has put the Center "up against a brick wall" in its attempts to utilize Oakland's faculty resources to address community needs.
2. The Center has remained somewhat apart from the campus community. (Indeed many of the persons interviewed stated that they "didn't know what Urban Affairs did.") However, it seems to be an open question at Oakland whether it is institutionally appropriate to assign community affairs to a separate office (as we have done), or whether the better course is to attempt to build wide institutional involvement in serving the needs of the community.
3. There are those in the committee who view the Center as not having a clear sense of direction, that is, it seems largely to be reactive to opportunities presented rather than to have an ordered set of priorities. For others, the problem is the lack of an institutional understanding of what is "public service", and then of what Oakland's "public service mission" is.

Specific Recommendations:

1. The student internship program should be relocated to Career Advising and Placement.

2. A decision on the appropriate location for the Urban Affairs Center--and even on whether there should be a separate Center--should follow from the University's determination of its public service mission, and from how that mission is to be fulfilled.
3. Faculty efforts in appropriate public service should be rewarded.

ORGANIZATIONAL and OTHER IMPLICATIONS

Throughout its rating process, the committee consciously limited its review to the functions themselves. Current organizational structure provided a mechanism governing the rating procedure. However, it became clear as the discussions progressed that organizational issues needed attention and the committee determined to consider such matters at the conclusion of the review and rating process. While there is occasional reference to organizational concerns in the function reviews, the section which follows contains all organizational recommendations which emanated from the SUAMP review process. The recommendations are made without considering existing personnel; rather, they are driven by concern for budgetary and functional efficiencies.

1. Student and Urban Affairs Management Team: The committee concludes that substantial savings are available through personnel reorganization and streamlining within the division. Items:

- a. The committee heard considerable testimony on "over-administration" within the divisional management team given the current array of functions, especially at the level just below the Vice President.
- b. A different aspect was highlighted in staff survey responses, namely, that the organizational structure did not follow logical channels of communication in a number of areas, thus causing confusion, gaps in information flow, and extra workload. (See Appendix B.) The committee has recommended, supra, that a number of activities be transferred to the academic affairs division: the Exercise Physiology Laboratory, the film rental activity, the Oakland County/Oakland University Internship Program, Special Programs, and Upward Bound. If these recommendations are accepted, the administrative span of control required within the division will be reduced.
- d. Further reductions in management requirements are suggested by the committee's recommendations to close Charlie Brown's and the Barn Theatre facility, and to substantially circumscribe Health Center activities and the Veteran's Affairs function.
- e. The committee also recommended a number of consolidations:
 - 1) Merge SET with CIPO
 - 2) Merge sports clubs with intramurals
 - 3) Centralize the advocacy function
 - 4) Combine vending with manual food service

- 5) Merge veteran's certification with international and handicapped student advising

Some of these items also suggest the potential for more efficient use of personnel.

f. Although the committee was indecisive about the disposition of the Records Office and the Urban Affairs Center, if changes are deemed appropriate, they should be in the direction of a more efficient personnel organization.

2. The Student Union Model: At several points in the committee deliberations, it was noted that a frequently-utilized organizational model at institutions similar to Oakland University is the so-called "student union model." Such a configuration combines student activities and building service programs under single administrative leadership. The model might permit better administrative coordination of student activities, campus information, student programs, and the services that each need of each other. Further, it might be able to take advantage of conferences as a target of opportunity by linking information, scheduling, and conference outreach functions.

The "student union model" may also permit better coordination of student programs--CIPO programming, SET, recreational programming. Since the SUAMP recommendations in the area of student programs--though split--were to reduce resources in the programming area through coordination and reorganization, it seems quite appropriate to institute a study of 1) reorganization according to that model with a special emphasis on maximization of programming resources to reduce overall costs and 2) the conference question to ascertain if additional revenue production is possible. (See below)

3. Conferences: SUAMP has heard varying testimony on the potential for conferences to serve as a target of opportunity for the institution. The outgoing food service director sees it as having high revenue-generating potential. Residence Halls looks to conferences as a means to keep occupancy high and thus residence hall rates low. The Athletic department expresses concern about housing turn-around time. Oakland Center recognizes the need to do increased outreach in order to increase O.C. utilization for short-term conferences and reports that the possibilities for large campus-wide conference outreach are limited given current staffing levels. The committee recognizes the need for centralized conference coordination, with substantial "space clout" in order to maximize opportunities, yet also recognizes the potential for conflict between conference and student use. The committee is also keenly aware that the institution utilizes NO centralized scheduling or booking of functions --- that it is done building by building, organizational unit by organizational unit, sometimes manually and sometimes with computer aids.

The organizational challenges of a coordinated conference thrust must not be minimized, given the current assignment and control of space. Conferences may need to make use of Meadow Brook Hall, or the Barn, or the Oakland Center, or Varner Hall, or the Lepley Center, etc. The task of fitting conference needs into the primary uses of these facilities is not, and will not, be easy.

The committee believes from our quick review, that an expanded conference activity can be a source of substantial additional revenue for the university. However, the appropriate development of this resource likely requires some hard organizational decisions, some additional staffing, and perhaps some capital expenditures (for example, in air conditioning). Those pursuing this recommendation should weigh carefully the potential against the investment required.

4. Consolidation of Fiscal Managers: The committee recommends consolidation of business managers and clerks in the division to provide better utilization of resources.

5. Financial Aids: Testimony, survey responses, and committee analysis all point to the need to locate Financial Aids, Admissions, and Registration together in the organizational structure. SUAMP sees no compelling reason why the rejoined offices should be placed in Academic Affairs instead of Student and Urban Affairs --- or vice versa. The arguments run both ways. For example, assuming that the admissions function will determine location, the academic division could argue that curricular planning is easier if admissions is under academic leadership. On the other hand, one could as easily argue that if admissions were under student affairs leadership, the division could easily coordinate out-of-classroom support services for students from point of entry on. With the change in the role of the provost and the new mission statement in Student and Urban Affairs, the issue may not be such a pressing one. The student affairs division by new mission definition provides programs and services in support of the academic mission of the institution as part of the university team.

6. Student Support Services: The committee heard much testimony and entered into lengthy discussion on the location of other academic support services as well. The committee felt that in order to gain faculty credibility for two programs which must have high institutional priority --- Special Programs and Upward Bound --- they must be put under academic leadership. There are those in the committee who would argue that commitment to the programs is the issue rather than academic leadership. However, the prevailing sentiment of the committee is that unless the Skill Development Center and the various tutorial programs operated out of Rhetoric, Mathematics, Physics, Chemistry etc., have common leadership, the University will never be able to effectively maximize its resources and make tutorial assistance available to the many students who seek the service. Right now, with the expected level of external funding for 1982-83, the Skill Development Center will only be available for students in the Special Programs since there is no general fund support. Furthermore, if coordination of tutorial programs could be accomplished, it would assist in bringing special program students more centrally into the activity of the university.

7. Records Office: Members of SUAMP had great difficulty assessing the need for this office now and in the future. This unit must be reviewed in both the short and long range vis a vis the management of student records. Hence we urge an early review by the Management Information Systems office of the manual flow of records and information in this office, even as a prelude to

the development of the new computerized student records system. Perhaps efficiencies are achievable here in the short run, during the period the new system is being designed.

We understand that the historical purpose of the Records Office file was to provide a single place where any hard copy items regarding a student (excluding confidential material), would be maintained, such as student activity awards, letters of appreciation, and other such notes, the admissions application, advising records, etc. We also understand that at the present time these files are utilized by advisors in the Office of Advising and Placement, since that office maintains no other advising files. We understand as well that official university records of courses taken, academic standing, grades, etc., are all available in the Office of Registration and Records. Although we are not fully confident of our position, it seems that this office is somewhat of an anachronism, having been created to serve a University organizational structure which has long since been dismantled. Therefore, our recommendation is for a rapid systems review, since administrative efficiencies in this area may be quickly and easily achieved.

8. Exercise Physiology Laboratory: The Committee is unanimous in its recommendation that the laboratory, in order to grow and become the institutional target of opportunity that is its potential, must be relocated into academic affairs. If the laboratory is to grow, it must have adequate space to do so. Thus, SUAMP members recommend utilization of the Graham Health Center for the laboratory. The vacated Lepley Center space should then be considered as a potential location for the athletic trainer and a staff nurse providing health care referrals. The removal of the Exercise Physiology Laboratory from the purview of the Athletic Department, which follows the transfer of academic credit programs from the Athletic Department last year, strongly suggests that a central athletic administration of the current size and configuration is no longer necessary.

9. Urban Affairs: The members of SUAMP were all in agreement that the Oakland County Internship program functionally belongs in the same location as all other cooperative programs of the institution --- namely the Career Placement area. A key consideration in this recommendation is that the university must find a way to coordinate its external efforts. Putting all co-op internship programs under the same leadership resolves only a small piece of that problem. It was very clear to us in testimony, reports, and deliberations, that the institution is very unclear about its public service role and mission. We all agree we must serve our various publics. We need leadership on priorities, coordination, and even on definition.

The Urban Affairs Center discussions illustrated the lack of this coordination and definition university-wide. SUAMP clarified its public service role in the divisional mission statement by linking it directly to the academic mission and resources of Oakland University; thus it could gauge the centrality of our various public service efforts. It is clear that the Urban Affairs Center has provided a profound service to the institution, its students, and Oakland County through the internship program. That function is clearly central to educational mission while meeting community needs as well.

We recommend that it be moved from the division in the interest of streamlining administration, maximizing resources, and coordinating external activities. Further, we believe it important that as new programs become established, they should be placed where the greatest organizational coordination and efficiency can occur.

Staff in the Urban Affairs Center have worked diligently and, at times somewhat desperately, to link the academic resources of the institution to needs and problems in the community. Both because no formal academic linkage has existed and because the institution has had no clear definition of public service priorities, the thrust of this activity has necessarily been based more on opportunities of the moment than on a consistent long-term plan. We need definition in this area. We know we do not have the urban mission of a Wayne State University; yet we do have a public service mission to our region. In order to determine the future of "urban affairs" at Oakland University, however, public service definition and priority seem to us to be highly important. Absent those priorities the committee made its decisions based on our mission redefined. A final decision on administrative location of the function, as well as its appropriate configuration would then follow such a definition. If the center were to be removed from the division to academic affairs, for example, then a division label and mission statement change will be in order. With the move of the internship program, the committee recommends reduction in the administration of the Center.

10. Public Affairs and Development Implications: Some elements of the current division of Student and Urban Affairs are perceived by the committee as being of special value for development purposes --- and development activities are important to the continued well-being of these elements as well. This symbiotic relationship was highlighted in the function report on intercollegiate athletics and was touched upon in the section on exercise physiology. The areas of scholarships and student employment must be top priority in the Development Office in view of declining federal support.

The committee is disturbed by the apparent lack of a coherent system to capitalize on special university attributes as part of the fund-raising mechanism and urges attention to its design. Striking the proper balance of decentralized entrepreneurial activity and centralized direction will not be easy, but it is an urgent task.

Of equal concern to the members of SUAMP is the seeming inability of the university to communicate within and without its walls relative to its programs and resources. There was frequent testimony concerning how little many members of the community knew about the functions of the division. We are also aware of how little we know about the excellence of other areas of the university. We consider ourselves to be a rather informed group of Oakland University students and staff. Yet we discover that there is so much we do not know. Without adequate and accurate information about the university, students and employees do not become the good ambassadors for the institution that is their potential. If people only knew of the many quality programs in the university, they would, no doubt, be proud. They also could be some of our best recruiters. In addition, they could refer people better and thus reduce some of the inevitable "red tape."

We made other discoveries in our study. We uncovered in the discussions that there were many computer terminals available across the campus utilizing career decision-making software, as an example. In this case, our lack of knowledge about the institution can cause duplication of effort and resource expenditure at a time when we can ill afford it. The potential for duplication is high indeed as people are rewarded for entrepreneurial activity.

We highlight this perception in this section because the University's only formalized unit attending to internal and external communications is the public relations unit linked with the newly-created Development Office. Some interviewees told us we should provide assistance to the Oakland Sail so that it could publish more frequently. A daily student newspaper would, no doubt, help alleviate this problem; yet, until we develop a much stronger journalism program, publishing much more frequently than once weekly seems unlikely. We believe that the university needs to attend to its communication of information about the meaning of the Oakland degree, the excellence of the academic and other resources on the campus, the achievements of our students, faculty, and staff in a systematic way both within and without the university. For that leadership, we must look to the Development area.

11. Grants Coordination: In a time when external support is highly important to Oakland University, it appears essential to this committee for the university to examine its support to departments and divisions in seeking grants. Many people have ideas but don't know how to move them into "fundable proposals." That kind of technical assistance has never been provided by the Office of Research and Instructional Service. Therefore, in Student and Urban Affairs, for example, a number of staff have devoted significant portions of their time to grant development and acquisition. This seems an expensive way of acquiring external funds. SUAMP recommends that the university make technical assistance available to all units of the university and possibly relocate the assistance unit in the Development area.

12. Indirect Cost Charges Uniformly Applied: The Committee wants to highlight the need to utilize a standardized and equitable system for levying administrative fee charges to all auxiliary cost centers.

13. Maintenance and Refurbishing: The division must develop a realistic plan for maintenance and refurbishing in a retrenchment period, and must not make budgetary decisions which fail to protect the long-term integrity of the buildings for which it is responsible.

14. Staff Development: It seems critical in the months and years of retrenchment ahead that the division establish a mechanism for regular staff development. Pressures will be heavy on staff to continue to provide strong programs but with less staff and financial support. Therefore, if we wish to be able to retain dedicated, creative staff, we must consciously act to renew their strength. The need is particularly high in this division where job scope routinely requires the "midnight presence" on campus. As part of that staff development, technological advancement which would permit more staff time with people should be explored, and cross-divisional task teams developed

to build more cohesion and understanding in the university. We can ill afford the costs in dollars or psychic energy attendant upon excessive territoriality claims. On a final note, we have too long treated staff development as "taking courses on your own time" or attending professional meetings. Those opportunities may not bring the institution the best return on its investment.

15. Outplacement Counseling: It is clear to all of us that as Oakland University reduces its program in view of limited resources, much of the impact will be on staff. It seems appropriate to utilize the assistance of the Continuum Center, the Guidance and Counseling faculty and the various career placement units on the campus to provide some help to those who must leave. We would urge the appropriate personnel units to examine this possibility. We also suggest that supervisors who must break the news to employees be given some assistance in how to manage this difficult task with care and humaneness.

16. Technology: As has been stated earlier, the committee members cannot emphasize strongly enough the high priority for the institution to move on the antiquated student records system. Further, the members have also highlighted possible efficiencies in greater utilization of word processing technology, centralized scheduling by computer, and a taped information message system. The members recommend that this focus not be lost at the leadership levels of the division and that responsibility be assigned to move us in a more efficient direction.

17. Program Evaluation: It seems that the SUAMP process has just begun what should be an on-going institutional effort--program evaluation. While our work needs greater sophistication in cost and quality measures, it seems that the division will need to regularly consider resource reallocation in the years ahead. One would hope those reallocations could be done according to a rational planning model which gives recognition to such factors as productivity, unit cost, and quality within a given program. We would recommend both divisional and institutional leadership in program planning and evaluation to assist in program reduction and resource reallocation, as well as in establishing new directions.

18. Student Activity Fee: The ACT student satisfaction survey indicated that students were more dissatisfied with the use of the student activity fee than with many other aspects of life at Oakland University. SUAMP urges University Congress to review the use of that fee, particularly in view of the need to reduce funding in many program and service areas across the university. Since the student activity fee is now devoted to student organization and student programming concerns, Congress may wish to consider a change in what it funds.

APPENDIX A

STUDENT AND URBAN AFFAIRS MISSION AND PRIORITIES COMMITTEE

COMMITTEE ROSTER

APPENDIX A

STUDENT AND URBAN AFFAIRS MISSION AND PRIORITIES COMMITTEE

ROSTER

Lee Anderson, Assistant Director, Financial Aid

Rosalind Andreas, Dean of Students

Kevin Appleton, Student Representative

Johnetta Brazzell, Director, Urban Affairs Center

Cameron Brunet, Coordinator of Student Organizations, Campus
Information, Programs and Organizations

Robert Bunker, Executive Assistant to the President for Planning
and Institutional Analysis, Office of the President

Margaret Chapa, Assistant Director, Residence Halls

Robert Fink, Director, University and Community Counseling Center

William Marshall, Director, Oakland Center

Narda McClendon, Student Representative

Manuel Pierson, Dean of Student Services

Judy Raddock, Student Representative

Corey Van Fleet, Director, Physical Education and Athletics

Mary Ann Gee-Gawinek, Secretary to the Committee

APPENDIX B

STUDENT AND URBAN AFFAIRS MISSION AND PRIORITIES COMMITTEE

STAFF SURVEY: STUDENT AND URBAN AFFAIRS

MEMORANDUM

January 6, 1982

TO: Staff in Student and Urban Affairs

FROM: Rosalind Andreas, Chair *RA*
Committee on Student and Urban Affairs Mission and Priorities

As you are aware, President Champagne has recently appointed a committee charged with the responsibility of establishing priorities for our division in view of limited resources. His concern is that we maintain service to our students at the level needed as we work to accomplish the goals of student development. We have been issued a four-point charge as follows:

1. To consider the purpose, quality, scope and utilization of activities and programs provided by or offered through the Division of Student and Urban Affairs.
2. To evaluate current and/or additional activities and programs in light of institutional strength and mission, cost effectiveness and student need.
3. To evaluate present and potential sources of funds as well as costs for these activities and programs.
4. To present to the President by March 15, 1982, a report which shall include a recommended mission statement, a rationale for division activities and programs and recommendations concerning priorities with the goal of appropriately allocating scarce and/or declining resources.

We recognize that our charge is a highly complex assignment given under heavy time and dollar constraints. We wish to make very sure, however, that each member of the division knows the process whereby s/he can call to our attention issues relative to the charge which they would like for us to address. Anyone in the division can feel free to contact any member of the committee or myself with particular points. That contact can either be by telephone or in writing. A list of committee membership is attached.

Second, we would like each member of the division to respond to the specific questions on the attached form. A current divisional organization chart is enclosed to assist you. Your comments will help us as we undertake this complex assignment. Please return them to me at 144 Oakland Center by Friday, January 15, 1982.

Finally, the committee will be using other means to gather information for its final report. For example, a student satisfaction survey will be conducted in classes this January. In depth discussion will be needed with each department head. We will also be contacting members of the division to assist us on particular areas of our charge.

We appreciate comments and look forward to hearing from you.

RA/mg

enc: (3)

STUDENT AND URBAN AFFAIRS MISSION AND PRIORITIES COMMITTEE

Divisional Staff Questionnaire

1. As we begin our work, we would like to hear from as many persons in the division as possible with respect to what they consider the top five divisional priorities. Please list below what you believe the priorities for Student and Urban Affairs should be in a time of limited resources.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
2. Again, in view of limited resources, what should we be doing differently in the division? Are there new programs we should be pursuing because of student need or because of their revenue potential? Are there more effective ways of our doing what we do? Please alert us to new directions.
3. With whom could your position or your office cooperate to more effectively and/or efficiently meet student needs at Oakland University?
4. What in your department/program could be done more economically?
5. What changes in organizational structure of Student and Urban Affairs would increase the effectiveness or efficiency of the division?
6. Other: (please use other side for any additional comments.)

Please complete and return to Rosalind Andreas, 144 Oakland Center by Friday, January 15, 1982.

STUDENT AND URBAN AFFAIRS MISSION AND PRIORITIES COMMITTEE

Summary of Responses to Divisional Staff Questionnaire

A brief questionnaire was circulated among all AP and CT staff in the division at the outset of the study. The purpose of the survey was to ascertain staff perceptions of divisional priorities, effectiveness, and direction. Surveys were distributed on January 6, 1982, with responses requested by January 15, 1982. Sixteen responses were received. The results are analyzed by question.

Question 1: Priorities for Student and Urban Affairs in a time of limited resources. The responses to this question fall into five priority areas as follows:

- a) provision of the support services necessary to assist students in meeting their academic goals (mentioned in 50% of the responses);
- b) development and support of programs which result in more involvement in the surrounding communities (25%);
- c) improve the quality of communication and information emanating from the division (25%);

- suggestions included the following -

- (1) improve divisional/inter-departmental communications
 - (2) provide information which articulates how divisional programs support the academic mission of the university
 - (3) provide prompt and accurate information to staff and students
 - (4) provide a high quality, weekly newspaper
- d) maintain/increase residence hall programming and make sure that the residence halls provide a safe learning environment for students;
 - e) consolidate and economize (no specifics).

These five areas viewed as top priorities for the division in this period of retrenchment. Responses a), b), and d) report to the kinds of program priorities to emphasize while c) and e) highlight process considerations for the way the division does its work.

Question 2: What should we be doing differently in the division? Few responses were received on this question. Those that were mentioned at least twice are identified below.

- a) elimination of duplication in functions and positions;
- b) more utilization of technology in performing day to day functions so that staff time will be made more available to "deal with individual concerns;"

- c) maintain only "cost effective" programs;
- d) look at ways to improve our revenue producing capabilities.

There seems to be no single message in the responses other than those around the general theme of possible economies.

Question 3: With whom could your position or your office cooperate to more effectively and/or more efficiently meet student needs at Oakland University? This question did not lend itself to a meaningful summary of responses because it was impossible (in all but one case) to correlate the position or department of the respondent with the position or office with whom the respondent felt he/she could cooperate more effectively or efficiently.

Question 4: What in your department/program could be done more effectively? 54% of the responses (7 out of 13) said that nothing could be done in the department of the respondent any more economically than was already being done.

Other responses:

- costs could be cut by eliminating the mailing of commendation and honors notices by having the notation on the report card;
- more effective conference coordination by Residence Halls could yield more revenue;
- establish a central programming office (instead of having two - one in CIP0 and one in Residence Halls);
- provide psychotherapy more "economically" by doing group therapy
- hold conference participants accountable for lost or stolen linen items.

The comments are noted for committee analysis.

Question 5: What changes in organizational structure of Student and Urban Affairs would increase the effectiveness or efficiency of the division? Two themes came through in response to the question. The first was that respondents felt that the management team was "top heavy" 31% of responses suggested reorganization at that level to reduce the number of staff. Second, 23% of respondents suggested improvements in communication within the division would assist in improving effectiveness and efficiency.

Question 6: In "other comments", the communication theme again surfaced as did the issue of administrative organization. The comments are attached for committee review.

- The division should be able to function efficiently and effectively with the concerted efforts of all departments.
- I'm not sure we need a division of Student Affairs. I think the components of the division could be re-assigned to the Provost's Office.
- I am concerned that additional budget cuts will stimulate a vicious cycle which will continuously call for cutbacks in services and programs. I'd prefer an aggressive marketing effort be established to increase use and income so that we can maintain or expand services.

- Since the reorganization I feel that communication and interpersonal relations in the division have suffered.
- We must continue to seek ways for enhanced staff communication and enthusiasm for the cause. If our staff deteriorates we will fail to survive any fiscal crunch.
- It is imperative that a strong student advocate presence be maintained.

0649A/0150E

APPENDIX C

STUDENT AND URBAN AFFAIRS MISSION AND PRIORITIES COMMITTEE

STUDENT SURVEY: GOVERNANCE GROUP

January 15, 1982

Dear Students:

In preparing for difficult economic times ahead, President Champagne has recently appointed a committee charged with the responsibility of establishing priorities for the Division of Student and Urban Affairs. His concern is that service to students be maintained at the level needed as we work to accomplish the goals of student development.

The Committee on Student and Urban Affairs Mission and Priorities (SUAMP) is in the process of gathering feedback and suggestions for the Division of Student and Urban Affairs. The Division includes: Athletics, Oakland Center, Bookcenter, Residence Halls, Food Service, Graham Health Center, the Counseling Center, CIPO, Student Enterprise Theatre, Judicial Systems, Orientation, Financial Aid, Student Records, Academic Conduct and Academic Standing and Honors, Special Programs, Skill Development Center, Veteran Affairs, Foreign and Handicapped Student Services, Oakland County Internship Program, Community Programs, Student Services, and the Urban Affairs Center.

Some questions we, your student representatives on the SUAMP Committee are asking ourselves are:

1. What should the priorities for Student and Urban Affairs be in this time of limited resources?
2. What would you like to see the Student and Urban Affairs do that we are not doing now?
3. Are there more effective ways of doing what we do?

Your input, questions, and comments are needed. Written statements can be left for us at the CIPO Office, 49 Oakland Center, or you can call us at 377-2020. Your thoughts will be appreciated. We would like all input by January 29, 1982.

Sincerely,

Kevin Appleton
Kevin Appleton

Narda F. McClendon
Narda McClendon

Judy Raddock
Judy Raddock

KA/mg

STUDENT PERCEPTIONS OF STUDENT AND URBAN AFFAIRS

Based on surveys and individual contacts we have tried to accurately represent student perceptions and concerns within the division of Student and Urban Affairs. This report will first cover individual components and then express some broad concerns.

Internship Program: Internships are an important part of an education. They give the student the chance to apply all of the concepts and information he or she has studied. More than that, internships give the Oakland student a competitive edge in the job market and in terms of experience. A well run internship program can only reflect favorably on Oakland University in the long run.

Athletics: Although there often seems to be a tendency to scoff at athletics at Oakland, each of us agreed that from both the surveys and most of the students we have talked to, athletics are very important to the students in terms of recruitment, retention, and campus life.

As always the hours and facilities limit usage and draw complaints.

Oakland Center: While the Oakland Center is perceived as well run, many students felt it was under utilized in evening hours. Some students also felt it was difficult to schedule events. There was a suggestion from Commuter Council to close the Oakland Center down on weekends to save money. This however would upset residence hall students, disrupt programming, and might interfere with Urban Affairs programming as well. The Oakland Center fulfills many functions, but does it function as a student union in the same sense as student unions at other campuses? Should it?

Food Service: Besides the usual complaints about the food, there were several points raised:

- 1) Why does the university pay SAGA a subsidy for its service in the O.C.?
- 2) Could there be evening hours for evening students?
- 3) The Iron Kettle should be kept cleaner.
- 4) There needs to be a greater variety of food and less junk-food.

We should mention that we have heard that our food service is one of the better university food services.

Graham Health Center: While there is perceived to be a high need for the health center, specifically among athletes and residence hall students, the quality of the health center is widely perceived as very low. Each of us has heard of numerous and horrendous cases of misdiagnosis and treatment. There is a general mistrust of the health center on campus for other than obtaining birth control pills and VD testing. Something needs to be done.

Counseling Center: Each of us has heard only favorable things about the counseling center. The Commuter Council also supported it. The student survey listed it as a priority.

CIPO: CIPO is of great importance, especially to commuters. There is a great need for programs like the ride pool among commuters. CIPO was rated very important by University Congress, Area Hall Council, ABS and Social Fraternal Organizations. It was rated much lower by student athletes. The function of disseminating information which CIPO fulfills is absolutely essential in our eyes. If students are not made aware of campus and community events by some means, meaningful campus life cannot survive.

SET: We would like to see SET stay within the Division of Student and Urban Affairs both because it is perceived that Tom Aston prefers to stay there, and more importantly because we are concerned that if SET moves over to Academic Affairs it will lose some of its high student orientation.

Orientation: What about having orientation for non-traditional students? There is a need.

Financial Aid: Money these days is hard to come by and concerns all of us. Practically every student will tell you that Financial Aids is important

Special Programs: Special Programs was rated as a high priority by Social Fraternal Organizations. Elsewhere it was rated among the middle.

Skill Development Center: It is a well kept secret from the student population at large. There needs to be more coordination among tutorial programs at the university. Social Fraternal Organizations rated the Skill Development Center high.

Broad Concerns

Commuter Needs - By and large residence halls students are a body that is catered to. We have failed to reach so many of our commuting non-traditional students. More lounge space is desperately needed. Many people have suggested a campus bar, don't laugh, some place is needed where students, especially evening students, can congregate after class.

What about the geodesic dome being used? We want to stress that the problem of meeting and socializing space is university wide. The Oakland Center just is not big enough to handle this need.

We looked at Professor Sherer's recommendation to center activities at some other place besides the Oakland Center with interest, but we wonder where?

Another commuter need is daycare, though Student and Urban Affairs is not directly involved with the daycare center, it is a very important need for family mothers and especially single mothers. Could the hours be extended? There are no evening hours at present which makes life for a single mother who works and wants to take classes impossible.

Lastly, as mentioned under Food Service - the service for evening students is inadequate and we are aware of the financial difficulties.

A study needs to be done on how we can better meet commuter needs. Has any one thought about asking business tuition reimbursement centers? About how we could meet non-traditional student needs better? Many businesses are very supportive of continuing education. We need to be able to compete for those students.

Isolation - Oakland is like a small hick town, if you live on campus. Rochester is often referred to as "the outside world." Commuters seem to avoid the place like the plague after classes. Even in the mission statement for the division, it seems like working with the community and supporting and developing student needs are two separate and possibly competing roles. The community at large (of which the majority of our students are from) and the campus need to be integrated. We feel it would be desirable for Oakland to have more of a "college campus" atmosphere.

Better Marketing of Present Programs

What good are great programs if no one knows about them? Campus media must be improved. Could we one day have a FM radio station and a daily newspaper? They are needed. Why is it that we rarely have Oaklands name mentioned over any radio station? Can we look into cable television for marketing the university?

Student Employment - Both in terms of experience and financial need, more student employment is needed at Oakland. We would point out again Beardslee's study which stated that students who worked at the university tended to stay for four years. Could more student labor be used in:

- 1) Maintenance - many other campuses do this.
- 2) Food Service - It might be impossible to negotiate, but student help might be able to work harder for less.
- 3) Health Service - Could we use some of our advanced med. tech., physical therapy, and nursing students? These are just a few examples.

Looking At The Over-All Picture

Academics is what a university is about and Student and Urban Affairs must support the academic mission of the university. This does not mean that the services that Student and Urban Affairs provides are non-essential. We believe that if we do not make serving students a priority and fulfill student needs, students will go some where else where their needs will be met!

Kevin Appleton

Narda McClendon

Judy Raddock

APPENDIX D

STUDENT AND URBAN AFFAIRS MISSION AND PRIORITIES COMMITTEE

INTERVIEWS OUTSIDE DIVISION

APPENDIX D

STUDENT AND URBAN AFFAIRS MISSION AND PRIORITIES COMMITTEE

INTERVIEWS OUTSIDE DIVISION

STUDENT AND URBAN AFFAIRS MISSION AND PRIORITIES COMMITTEE

INTERVIEWEES FROM OUTSIDE THE DIVISION OF STUDENT AND URBAN AFFAIRS

1. Joseph E. Champagne, President
2. Keith Kleckner, Provost
3. Robert McGarry, Vice President for Administrative Affairs
4. Robert W. Swanson, Vice President for Development
5. Shelley Appleton, Associate Dean, Arts and Sciences
6. John Atlas, Associate Professor, SHES
7. Larry Bartalucci, Registrar
8. George Catton, Director, Campus Facilities and Operations
9. Elaine Chapman-Moore, Coordinator of Field Services, BGS
10. Jean Colburn, Director, Undergraduate Advising
11. Brian Copenhaver, Dean, Arts and Sciences
12. David Daniels, Associate Professor, Music
13. Jane Eberwein, Associate Professor, English
14. Peter Evarts, Professor, English
15. George Feeman, Professor and Acting Associate Provost
16. Wilma Garcia, Special Instructor, Rhetoric
17. Mohammed Ghausi, Dean, School of Engineering
18. William Hammerle, Professor, School of Engineering
19. Egbert Henry, Associate Professor, Biological Sciences
20. Laszlo Hetenyi, Dean/Professor, Performing Arts
21. Ronald Horwitz, Dean, School of Economics and Management
22. Ronald B. Kevern, Assistant Provost
23. Richard Leonard, Director, Public Safety
24. Andrea Lindell, Dean, School of Nursing
25. Marie McNamara, Senior Food Service Director
26. Barbara Murphy, Director of Equal Opportunity
27. Gerald Pine, Dean, School of Human and Educational Services
28. Jerry W. Rose, Director, Admissions
29. Jacqueline Scherer, Associate Professor, Sociology/Anthropology
30. Helen Schwartz, Associate Professor, English
31. David Shantz, Associate Professor, Psychology
32. Howard Splete, Professor, School of Human and Educational Services
33. Joan Stinson, Director, Alumni Relations
34. John Tower, Associate Dean, School of Economics and Management
35. Carl Vann, Professor, Political Science
36. Alumni Board Members:

Marion Carlson
William J. Easterday
Sharon Finley
Marie Gormley
Bernard Greenberg
Jane Hershey
Janet Heuerman
Bill Horton
Barry Klein

Gary Marchenia
John Mills
Mary Mills
Judy Nolish
Helena Ruffin
Richard Steele
Ruth Urkshus
Rhonda Warsinski
Rick Wlodyga

MEMORANDUM

TO:

FROM: Rosalind Andreas 
Chair, Student and Urban Affairs Mission and Priorities Committee

DATE:

Thank you for agreeing to meet with members of the Student and Urban Affairs Mission and Priorities Committee to express your perceptions of the division. The accompanying questions will be utilized to guide the discussion. Your meeting is set for _____ in _____.

We greatly appreciate your willingness to assist us in our task. The Committee needs your views in order to accomplish a university-wide assessment.

RA/mg

enc: (1)

STUDENT AND URBAN AFFAIRS MISSION AND PRIORITIES
COMMITTEE

PERCEPTIONS OF DIVISION ACTIVITY

1. How well is Student and Urban Affairs contributing to the mission of Oakland University? Academic Mission? Public Service Mission? Student Development Mission?
2. How do you view the image of the Student and Urban Affairs Division?
3. What do you believe is/are the most effective program/s in the Division? Why?
4. What do you believe is/are the least effective program/s in the Division? Why?
5. What do you perceive the top priorities in the Division should be?
6. What should the Student and Urban Affairs Division be doing differently?
7. In your view, what should Urban Affairs be doing differently?
8. Is/are there any program/s which should be eliminated? Why? Added? Why?

APPENDIX E

STUDENT AND URBAN AFFAIRS MISSION AND PRIORITIES COMMITTEE

DEPARTMENT INFORMATION REQUESTS

January 18, 1982

MEMORANDUM

TO: Department/Unit Heads in Student and Urban Affairs

FROM: Rosalind Andreas, Chair *R. Andreas*
Student and Urban Affairs Mission and Priorities Committee (SUAMP)

In working to meet its charge, the SUAMP Committee has carefully examined annual reports of the departments in the division. To accurately describe utilization and effectiveness of the activities in the division, however, we need your help in completing the attached form. The primary purpose of this form is to gather use data: that is, to develop a body of data which show the number of students, faculty, staff and off-campus people who use the services or the activities for which you are responsible. An equally important purpose of the form is to have you note briefly and succinctly your definition of utilization and effectiveness for each activity. The gathering of this information is the first phase in determining the utilization and effectiveness of our activities in our division. In the second phase, we will interview you to gain understanding of the units you administer.

Instructions for Completing the Form

Column 1 Activity/Function: List the separate activities/functions within your department. (For example, in the Dean of Students Office, I would list the following: student advocacy, orientation, judicial systems, vending, department administration, university tasks.) Include all activities of the department. They will most likely coincide with department objectives and job descriptions. If you need help in breaking out the activities, feel free to contact the member of the committee from your area.

Column 2 Purpose: Briefly state the purpose served by this activity/function.

Column 3 Number of Users: In this column, we seek users of the activity/function. Please use 1980-81 figures. If you also have a sense of which of our student populations you are serving (ie. traditional residential; traditional commuter; non-traditional commuter; or other special populations) please indicate under "notes." The off-campus column 3c. will need to reflect off-campus people coming on campus for an activity. 3d. accommodates for those departments who do consultations or work with outside organizations. List organization contacts here. If use figures differ significantly for 81-82, please comment on nature of difference and reason in "notes" area. We can then discuss those differences in the interview process.

Column 4 Estimated Resources: While we have gross figures from the Budget Office, we do not know how they break out by activity. 4a. is self explanatory. 4b. Other Income refers to rental charges, client fees, etc. The sum of the dollar values for all activities should be reconcilable to the budget totals provided by the Budget Office as an attachment to this questionnaire, or an explanation should be provided in the "notes" section. It is ok to use rough approximations in estimating these costs as we realize you probably have not been keeping these figures.

Column 5 Expenditure Budget: Use your 1981-82 figures.

Column 6 Personnel: Use 1981-82 personnel associated with this activity, including a portion of the department head, on an annualized base. Use tenths of staff time per activity (full time = 1.0). The total staff time for all activities should add up to the total staff assigned to your unit on an FTE basis.

Column 7 Other Measures: In this column, we seek your help. Identify your definition of effectiveness for the activity and give any support data if different from the utilization figures sought.

Please enclose a copy of your current role and mission statement for your department.

Several copies of the form are attached, as we would like you to use only one per activity. If you need more, please call Mary Gee-Gawinek at 7-3352. As you complete the data, please number the pages in priority order with the most important activity/function being page 1. If you have questions about adapting your data to the form, please call Rosalind Andreas, 7-3352. We need to receive the completed forms by Monday, February 1, 1982. We will then schedule an interview with you in early February.

Our task is not an easy one. We thank you very much for you helping us to accomplish it.

cc:	L. Anderson	R. Bunker	B. Marshall
	K. Appleton	M. Chapa	M. Pierson
	J. Brazzell	B. Fink	J. Raddock
	C. Brunet	N. McClendon	C. Van Fleet

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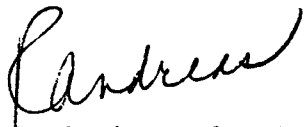
Person Filling Out Form _____ Phone Number _____ Date _____

1. ACTIVITY/FUNCTION	2. PURPOSE	3. NUMBER OF USERS (80-81)				4. ESTIMATED RESOURCES (81-82)		
		a. Student	b. Depts.	c. Off Campus	d. Outreach	a. Gen. Fund	b. Other Income	c. Total
5. EXPENDITURES		6. 81-82 PERSONNEL FTE			7. OTHER MEASURES			
	AP	CT	Student					

NOTES :

MEMORANDUM

TO:

FROM: Rosalind Andreas, Chair 
Student and Urban Affairs Mission and Priorities Committee

DATE:

RE: Phase II Interviews With Department Heads

In order to rank program priority, the SUAMP Committee wants to take great care in understanding the purpose and functioning of all units in the division. Members will carefully review the activity/function forms you are preparing prior to meeting with.

The committee has prepared a set of questions to guide the interview with you as we discuss your overall program. Please be prepared to address the questions appended in your interview which is scheduled for

The committee does not expect you to prepare written answers except on question 11. We thank you again for continuing to assist us in our difficult task.

RA/mg

Note: Your interviewers are the following:

enc. (1)

QUESTIONS FOR DEPARTMENT HEAD INTERVIEWS

1. How does your program provide support to the academic mission of Oakland University?
2. In what ways does your unit attract and retain students? Which student populations (ie. age, sex, race, on-campus, etc.)?
3. How does your program contribute to the student development mission of the division?
4. What efforts are being made to attract and retain Latino and Black students and staff in your program? How successful have these efforts been?
5. How does your unit contribute to the public service mission of the division? What has been the community and public service record of your unit?
6. How do you define excellence for your unit?
7. Within the constraints of existing resources, to what extent are you able to achieve excellence in your unit?
8. Are there economies of operation or personnel that you can make (or are making) without lowering the quality of your program? Please specify.
9. Are there compelling reasons why the university would benefit by giving your unit increased support during a period of declining resources? Specify.
10. What would be the impact on the university if your unit (or program) should be eliminated or combined with another unit? What would be the impact of such actions on the public or the community?
11. From a review of the annual report for your area, we have identified quality indicators as attached for your review. Are they appropriate?
Is there additional evidence of the quality of your unit that should not be overlooked? Provide evidence of such quality that is not readily apparent from the standard statistical reports of the university. Please prepare the attached sheet prior to the interview.
12. What sources of external funding are available to you? Which ones have you explored? What has been the extent of your external funding over the past five years?

URBAN AFFAIRS

FUNCTION

QUALITY INDICATORS

Internship Program

Performance of participants

Participant satisfaction

Oakland County Department
satisfaction

Job placement record after graduation
of participants

Community Programs

Participation record of O.U.
departments, faculty and students

- a. Are these appropriate indicators?
- b. Please supply support data to rate your program quality of these indicators if not already provided.
- c. Please list other quality indicators (and supply support data rating program quality, if available) by function.

DEAN OF STUDENTS

FUNCTION

QUALITY INDICATORS

Orientation

Participant satisfaction

Academic and administrative unit satisfaction

Advocacy

University department satisfaction with
promptness and equity

User satisfaction

Judicial System

Timeliness of system reaction

Community perception of system fairness

Vending Programs

User satisfaction

Degree to which programs funded meet
diversity of program needs

- a. Are these appropriate indicators?
- b. Please supply support data to rate your program quality of these indicators if not already provided.
- c. Please list other quality indicators (and supply support data rating program quality, if available) by function.

COUNSELING CENTER

FUNCTION

QUALITY INDICATORS

Therapy

Improved functioning of students

Promptness of service delivery

Supervision of Interns

Professional placement and evaluation
of interns when they go into practice

Community Consultation

Community utilization

Community satisfaction with

VEAC

User satisfaction

- a. Are these appropriate indicators?
- b. Please supply support data to rate your program quality on these indicators if not already provided.
- c. Please list other quality indicators (and supply support data rating program quality, if available) by function.

PHYSICAL EDUCATION AND ATHLETICS

FUNCTION

QUALITY INDICATORS

Intramural Athletics

User satisfaction with program

Exercise Physiology

Use of and satisfaction with
program by outside agencies

Program participant satisfaction

Improvement in stress test results

Intercollegiate Athletics

Success of teams

- a. Are these appropriate indicators?
- b. Please supply support data to rate your program quality on these indicators if not already provided.
- c. Please list other quality indicators (and supply support data rating program quality, if available) by function.

GRAHAM HEALTH CENTER

FUNCTION

QUALITY INDICATORS

Diagnosis and Treatment

User satisfaction

Malpractice record

Community Education

User satisfaction

- a. Are these appropriate indicators?
- b. Please supply support data to rate your program quality on these indicators not already provided.
- c. Please list other quality indicators (and supply support data rating program quality, if available) by function.

FINANCIAL AID

FUNCTION

QUALITY INDICATORS

Grants and Loans

User satisfaction with service

Student Employment

User satisfaction with service

- a. Are these appropriate indicators?
- b. Please supply support data to rate your program quality on these indicators if not already provided.
- c. Please list other quality indicators (and supply support data rating program quality, if available) by function.

SPECIAL PROGRAMS

FUNCTION

QUALITY INDICATORS

Summer Support

Academic progress of participants
(API)

Retention of participants

Satisfaction of participants with
program

Academic unit satisfaction with program
services

Skill Development Center

Academic improvement of participants

Satisfaction of academic departments
with program

- a. Are these appropriate indicators?
- b. Please supply support data to rate your program quality on these indicators if not already provided.
- c. Please list other quality indicators (and supply support data rating program quality, if available) by function.

STUDENT SERVICES

FUNCTION

QUALITY INDICATORS

BAM-C

Community audience and satisfaction with program

Special Reports

Student Records

Promptness and accuracy of service

International Student Advising

User satisfaction

Progress of users at O.U.

Veterans Affairs

User satisfaction

Progress of users at O.U.

Latino Student Advising

User satisfaction

Progress of users at O.U.

Handicapped Student Advising

User satisfaction

Progress of users at O.U.

Academic Conduct

Timeliness of system reaction

Community perception of system fairness

- a. Are these appropriate indicators?
- b. Please supply support data to rate your program quality on these indicators if not already provided.
- c. Please list other quality indicators (and supply support data rating program quality, if available) by function.

UPWARD BOUND

FUNCTION

Upward Bound

QUALITY INDICATORS

Progress of participants entering college

Progress of participants entering
engineering programs

- a. Are these appropriate indicators?
- b. Please supply support data to rate your program quality on these indicators if not already provided.
- c. Please list other quality indicators (and supply support data rating program quality, if available) by function.

OAKLAND STUDENT CENTER

FUNCTION

QUALITY INDICATORS

Bookcenter

Promptness of service

User satisfaction

- student
- department

Pickwick

User satisfaction

Food Service

Client satisfaction

- student groups
- faculty and staff
- community
- students

Scheduling

User satisfaction

- departments
- student groups
- conference groups

- a. Are these appropriate indicators?
- b. Please supply support data to rate your program quality on these indicators if not already provided.
- c. Please list other quality indicators (and supply support data rating program quality, if available) by function.

CIP0

FUNCTION

QUALITY INDICATORS

Calendar

Accuracy and timeliness of information

Transportation and Housing
Programs

User satisfaction

Publicity Services

User satisfaction

- departments
- student groups

Program Coordination

Balanced extracurriculum

Audience satisfaction

Student Organizations

User satisfaction

Diversity of groups served

University departments' satisfaction with
coordination efforts

Information Advocacy

User satisfaction

Department satisfaction

- a. Are these appropriate indicators?
- b. Please supply support data to rate your program quality on these indicators if not already provided.
- c. Please list other quality indicators (and supply support data rating program quality, if available) by function.

RESIDENCE HALLS

FUNCTION

QUALITY INDICATORS

Facility and Maintenance

User satisfaction

Environment

Safety record

Discipline system timeliness and fairness

Food Service

User satisfaction

Learning Component

User satisfaction with study environment

Balanced offering of programs

- a. Are these appropriate indicators?
- b. Please supply support data to rate your program quality on these indicators if not already provided.
- c. Please list other quality indicators (and supply support data rating program quality, if available) by function.

S.E.T.

FUNCTION

QUALITY INDICATORS

Plays

Performing excellence

Audience satisfaction

Diversity of students reached

Mime

Performing excellence

Audience satisfaction

Appraisal of community bookers

Support to Groups and Departments

User satisfaction

- a. Are these appropriate indicators?
- b. Please supply support data to rate your program quality on these indicators if not already provided.
- c. Please list other quality indicators (and supply support data rating program quality, if available) by function.

ASSOCIATE VICE PRESIDENT

FUNCTION

QUALITY INDICATORS

Budget Administration

Accuracy and timeliness of information

Personnel Administration

Staff perception of openness and equity

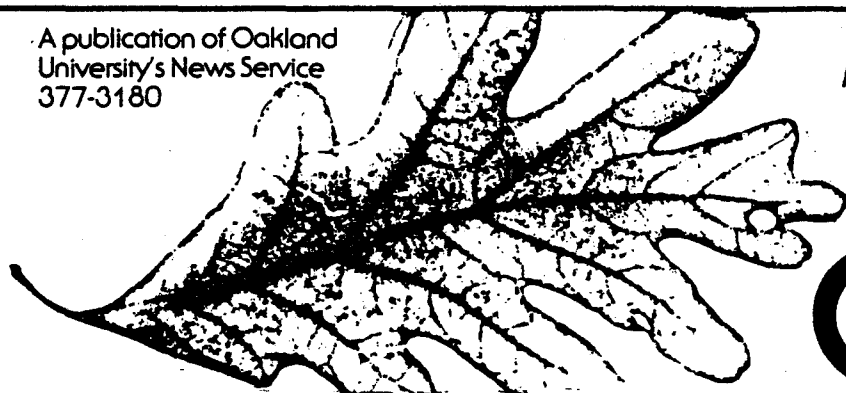
Special Projects

- a. Are these appropriate indicators?
- b. Please supply support data to rate your program quality on these indicators in not already provided.
- c. Please list other quality indicators (and supply support data rating program quality, if available) by function.

APPENDIX F

STUDENT AND URBAN AFFAIRS MISSION AND PRIORITIES COMMITTEE

ACT SATISFACTION SURVEY



Student Attitudes, Satisfaction Levels Nearly Identical To National Norms

Editor's Note—The distribution of this student questionnaire was jointly sponsored by the Office of the President and the University Congress. It is the first time this American College Testing Service questionnaire has been used at Oakland University.

President Joseph E. Champagne said, "I am pleased that we have the results of the student survey available so rapidly to provide added information to the reviews of institutional mission and priority now taking place. I appreciate very much the timely yet thorough work of Dave Beardslee and Jack Wilson in providing a first round of analysis at this time. I also want to thank the University Congress under the leadership of former President Jane Hershey and current President Zachary Shallow for its outstanding input, assistance, and enthusiasm for the completion of this project. The data should be equally helpful to the student leadership as well as to the faculty, staff, and administration as we, together, try to improve the quality of life at Oakland University.

"Although responses to the survey at Oakland University generally follow those of the national survey pool, some particular strengths and some areas that deserve further attention have been revealed. We will work to analyze those areas further so that appropriate changes in service delivery may be made. I asked that this tabular summary be released as soon as possible so that the entire Oakland University community could benefit from the results of the analysis. These times are trying for all of us, and the more accurate data we have, the more likely we are to make informed decisions to the benefit of the entire university. Many additional analyses and interpretations will be made for various purposes, but this general summary should be informative to all who are interested."

Copies of a first interpretive analysis prepared by the Office of Institutional Research are being made available to interested groups and will be available for review in that office (511 O'Dowd Hall).

Provided here are the basic responses to the questions asked, broken into population subgroups in some cases, along with national response data. Certain items were designed specifically for Oakland University and, consequently, do not have national norms. These are also presented for review.

Mr. Beardslee provides the following explanatory comments: "As befits a medium selective state university located in mid-America with a diverse student body, the responses of OU students to the Student Opinion Survey are overwhelmingly similar to those of students nationally in large schools. On perhaps 80 per cent of the items, the OU responses differ hardly at all from data accumulated by the American College Testing Service. About half those cases in which OU students appear to be less satisfied by college services or by features of the college environment turn out to involve not greater dissatisfaction but larger

numbers of students who respond 'neutral' or 'does not apply' or who leave an item blank. This pattern is very noticeable in the responses of commuters. No national 'norms' are available for 'commuters' but it seems clear that it has always been difficult to 'involve' them in student activities or possibly even to get them to come to see their advisers. In any case, at OU it is most often the commuters who substitute 'neutral' or 'does not apply' for 'satisfied'.

"The reliability of percentages based upon a pure random sample of 1,400 is such that we would expect several of the results to vary by as much as five per cent were we to repeat the whole study. Thus, if we were to draw a fresh set of sections and get another 1,400 students (some would be people who were in the first sample, of course) we would expect to find many of the percentages differing by one, two, or even three per cent and a few by as much as five or six per cent. Percentages based upon subsets of the total such as resident-hall students only or older students only, will of course have even larger ranges of variability."

COLLEGE SERVICES

#	Item	Group	USE		SATIS/DISSATIS OF USERS			
			% Use of Serv		% Satis		% Dissatis	
			Natl	OU	Natl	OU	Natl	OU
1	Academic advising services	Total	64%	66%	58%	59%	19%	17%
2	Personal counseling	Total	21%	18%	63%	61%	15%	15%
		Minority	27%	28%	71%	58%	9%	6%
3	Career planning	Total	15%	15%	62%	50%	14%	20%
		Lwr Ugrad	18%	11%	69%	60%	9%	17%
		Upr Ugrad	23%	18%	64%	45%	14%	24%

COLLEGE SERVICES

#	Item	Group	USE		SATIS/DISSATS OF USERS			
			% Use of Serv		% Sats		% Dissats	
			Natl	OU	Natl	OU	Natl	OU
4	Job placement	Total	15%	13%	54%	45%	19%	23%
		Dorm	---	20%	---	53%	---	21%
		Commuter	---	10%	---	40%	---	25%
5	Recreational & intramural programs and services	Total	33%	36%	78%	77%	9%	8%
		Dorm	---	69%	---	78%	---	10%
		Commuter	---	24%	---	75%	---	6%
		Graduate	---	20%	---	75%	---	5%
6	Library facilities and Services* (using Libraries of 10,000 students is unfair to O.U.)	Total	88%	82%	81%	73%	8%	11%
		(4 Yr Cols)	92%	---	73%	---	14%	---
		Dorm	---	92%	---	69%	---	13%
		Commuter	---	80%	---	75%	---	10%
		Graduate	---	71%	---	57%	---	28%
7	Student health services (women more dissatisfied than men— 24% Natl, 26% OU are dissatisfied)	Total	37%	21%	68%	56%	15%	23%
		Dorm	---	43%	---	50%	---	28%
		Commuter	---	13%	---	65%	---	15%
8	Student health insurance	Total	13%	4%	52%	53%	15%	10%
9	College-sponsored tutorial	Total	10%	14%	59%	56%	16%	19%
		Dorm	---	26%	---	60%	---	17%
		Commuter	---	10%	---	53%	---	21%
		Minority	21%	39%	65%	60%	9%	17%
10	Financial aid services	Total	35%	35%	63%	52%	20%	28%
		Minority	57%	56%	66%	45%	16%	23%
11	Student employment	Total	16%	23%	60%	55%	17%	22%
		Dorm	---	47%	---	55%	---	21%
		Commuter	---	13%	---	55%	---	23%
		Graduate	---	15%	---	47%	---	20%
12	Residence hall services and programs	Total	25%	33%	60%	56%	16%	17%
		Dorm	---	91%	---	64%	---	13%
		Commuter	---	11%	---	39%	---	29%
		Minority	39%	59%	47%	41%	25%	22%
13	Food services	Total	72%	65%	39%	34%	34%	34%
		Pvt Cols	79%	---	33%	---	40%	---
		Dorm	---	93%	---	24%	---	42%
		Commuter	---	55%	---	41%	---	29%
		23 Yrs	---	46%	---	45%	---	26%
14	College-sponsored social activities	Total	38%	38%	70%	69%	8%	8%
		Dorm	---	74%	---	71%	---	7%
		Commuter	---	25%	---	67%	---	10%
		Minority	45%	45%	54%	50%	17%	8%
15	Cultural programs	Total	22%	27%	76%	78%	5%	5%
16	College orientation program	Total	35%	61%	63%	58%	11%	14%
		Lwr Ugrad	63%	76%	66%	61%	8%	13%
17	Credit-by-Exam	Total	7%	5%	60%	50%	11%	13%
18	Honors programs	Total	7%	6%	63%	70%	9%	4%
19	Computer services	Total	31%	32%	59%	45%	19%	31%
		Men	32%	43%	59%	47%	17%	34%
		Women	19%	25%	60%	43%	13%	29%
20	College mass transit	Total	21%	3%	56%	36%	19%	17%
		Dorm	---	7%	---	46%	---	15%
		Commuter	---	2%	---	19%	---	19%
21	Parking facilities	Total	82%	82%	38%	34%	44%	40%
		Dorm	---	72%	---	21%	---	50%
		Commuter	---	89%	---	39%	---	38%
		23 Yrs	---	83%	---	28%	---	45%
		23 Yrs	---	85%	---	46%	---	36%
22	Veterans services	Total	6%	4%	65%	70%	10%	7%
23	Day care services	Total	2%	3%	32%	70%	6%	0%

Specific OU Questions

1. On the average, how many hours per week do you spend in the library?

a. Less than one	Total 47%
b. One through three hours	26%
c. Four through six hours	13%
d. Seven through nine hours	5%
e. Over nine hours	4%
Blank	4%
2. About how many hours per week do you spend in nonclass, school-related activities (clubs, plays, athletics)?

a. 0	Total 49%
b. 1-2	17%
c. 3-4	12%
d. 5-6	7%
e. 7-8	4%
f. 9-10	3%
g. 11-15	1%
h. More than 15	4%
Blank	4%
3. Which type of student activity is of most interest to you?

a. Athletics	Total 25%
b. Concerts	15%
c. Dances	8%
d. Speakers	8%
e. Student clubs	8%
f. Informal activities	8%
g. Other	7%
h. None	15%
Blank	6%
4. Have you participated in intramural sports while enrolled at Oakland?

a. No	Total 76%
b. Yes, a few times	13%
c. Yes, many times	8%
Blank	4%
5. Do you plan to live in this state after leaving Oakland?

a. Definitely yes	Total 18%
b. Probably yes	39%
c. Probably no	16%
d. Definitely no	7%
e. Undecided	18%
Blank	4%
6. Which of the sources of funds listed below was most important in financing your college education?

a. Support from parents or family	Total 28%
b. Support from spouse	6%
c. Employment or personal savings	31%
d. NDEA loan, bank loan, or other loan	11%
- e. Work-study income 2%
- f. GI Bill or veterans benefits 3%
- g. Social Security income 2%
- h. BEOG grant 6%
- i. Scholarship, fellowship, or grant 7%
- j. CETA funds 1%
- Blank 6%
7. Please indicate whether you currently hold a job.

a. Yes, a part-time job on campus	Total 14%
b. Yes, a full-time job on campus	3%
c. Yes, a part-time job off campus	29%
d. Yes, a full-time job off campus	21%
e. No, but I would like to get one	18%
f. No, I do not want a job	12%
Blank	4%
8. If you have been employed while attending Oakland, how related was your job to your studies?

a. Very related	Total 17%
b. Fairly related	13%
c. Slightly related	15%
d. Not at all related	37%
Blank	19%
9. Which statement below best expresses your feelings about the size of classes at Oakland University?

a. Classes are generally too small	Total 1%
b. Classes are about the right size	57%
c. Classes are generally too large	20%
d. Class size really makes no difference to me	17%
Blank	4%
10. I do not object to being taught by a qualified graduate student.

a. Strongly agree	Total 7%
b. Agree	32%
c. Uncertain	23%
d. Disagree	19%
e. Strongly disagree	15%
Blank	4%
11. Do you think the admissions policies of Oakland University should be changed?

a. Yes, they should be more stringent	Total 17%
b. Yes, they should be less stringent	3%
c. No, they are acceptable now	50%
d. No opinion	25%
Blank	5%
12. My academic adviser provides effective guidance in my educational program.

a. Strongly agree	Total 7%
b. Agree	22%
- c. Neutral 30%
- d. Disagree 11%
- e. Strongly disagree 8%
- f. No opinion 18%
- Blank 4%
13. Is scheduling the sections and courses you need when you need them a problem for you?

a. Frequently	Total 26%
b. Occasionally	56%
c. Never	13%
Blank	5%
14. There are adequate social activities, cultural events and general forms of entertainment on the Oakland University campus.

a. Strongly agree	Total 9%
b. Agree	34%
c. Neutral	23%
d. Disagree	11%
e. Strongly disagree	4%
f. No opinion	16%
Blank	5%
15. It is easy to meet people and make friends on the Oakland University campus.

a. Strongly agree	Total 15%
b. Agree	46%
c. Neutral	19%
d. Disagree	7%
e. Strongly disagree	4%
f. No opinion	5%
Blank	4%
16. Intercollegiate athletics are emphasized too much at Oakland.

a. Strongly agree	Total 1%
b. Agree	1%
c. Neutral	22%
d. Disagree	28%
e. Strongly disagree	19%
f. No opinion	24%
Blank	5%
17. Student government adequately represents the views of the student body.

a. Strongly agree	Total 3%
b. Agree	11%
c. Neutral	35%
d. Disagree	9%
e. Strongly disagree	4%
f. No opinion	34%
Blank	5%
18. How familiar are you with the activities of student government?

a. Very familiar	Total 6%
b. Somewhat familiar	29%

c. Not at all familiar	60%
Blank	5%
19. Which additional facilities do you feel are most urgently needed on the Oakland University campus? (Mark only one response.)	
Total	
a. Classroom facilities	11%
b. Recreational facilities	16%
c. Laboratory facilities	9%
d. Lecture halls	3%
e. Library facilities	14%
f. Administration facilities	2%
g. Undergraduate housing facilities	5%
h. Married student housing facilities	1%
i. Health facilities	2%
j. No opinion	33%
Blank	5%
20. There are adequate places for students to study.	
Total	
a. Strongly agree	9%
b. Agree	43%
c. Neutral	16%
d. Disagree	15%
e. Strongly disagree	5%
f. No opinion	7%
Blank	5%
21. Information about how to apply for financial aid has been widely and effectively disseminated throughout the university.	
Total	
a. Strongly agree	2%
b. Agree	15%
c. Neutral	22%
d. Disagree	29%
e. Strongly disagree	12%
f. No opinion	16%
Blank	5%
22. Campus events are usually publicized well enough.	
Total	
a. Strongly agree	5%
b. Agree	39%
c. Neutral	20%
d. Disagree	18%
e. Strongly disagree	5%
f. No opinion	9%
Blank	5%
23. How would you rate the student newspaper?	
Total	
a. Excellent	3%
b. Good	27%
c. Average	34%
d. Poor	10%
e. Very poor	4%
f. No opinion	18%
Blank	5%

24. What do you enjoy most at Oakland University? (Mark only one response.)	
Total	
a. The living accommodations and environment	4%
b. The courses (what I've learned)	42%
c. The extracurricular activities	4%
d. Going to plays, sports events, debates, etc.	3%
e. My independence	9%
f. My friends and acquaintances	19%
g. Other	8%
h. I don't enjoy very much of my college life	4%
Blank	6%
25. Do you feel that university personnel are caring, warm people who are willing to help individual students?	
Total	
a. Yes, definitely	17%
b. Yes, sometimes	48%
c. Yes, but not too often	16%
d. No	8%
e. No opinion	7%
Blank	5%
26. How would you rate the overall communication among students, faculty and administration?	
Total	
a. Excellent	4%
b. Good	37%
c. Average	37%
d. Below average	10%
e. No opinion	7%
Blank	5%
27. Which one area listed below is most in need of review?	
Total	
a. Academic advising	24%
b. Admissions procedures	6%
c. Computer services	11%
d. Consistency of discipline	1%
e. Financial Aid counseling	14%
f. Food Services	14%
g. Intercollegiate athletics	4%
h. Residence hall program	2%
i. None of the above	16%
Blank	8%
28. Which statement best describes your status?	
Total	
a. Day student whose classes are primarily on campus	72%
b. Evening student whose classes are primarily on campus	13%
c. Evening student whose classes are primarily off campus	9%
Blank	5%

29. Do you believe that at Oakland University you have been discouraged from developing your potential because of your:	
Total	
a. Age	2%
b. Race	3%
c. Religion	1%
d. Sex	2%
e. More than one of the above	1%
f. Other	8%
g. Was not discouraged	79%
Blank	6%
30. What percent increase in tuition would seriously hamper you from continuing at Oakland University?	
Total	
a. 1-5%	36%
b. 6-12%	25%
c. 12-18%	10%
d. 18-26%	3%
e. Over 26%	4%
f. Will return regardless of tuition increase	12%
g. Will not return regardless of tuition increase	3%
Blank	7%

COLLEGE ENVIRONMENT

#	Satisfaction with:	Group	% SATISFIED		% DISSATIS		Neutral + Does Not Apply + Blank	
			"Satisfied" + "Very Satisfied"		"Dissatis" + "Very Dissatis"			
			Natl	OU	Natl	OU	Natl	OU
Academic Environment								
1	Testing/grading system	Total	64%	67%	11%	8%	25%	25%
2	Course content—major field	Total	69%	70%	11%	9%	20%	22%
3	Instruction—major field	Total	66%	68%	11%	7%	24%	25%
4	Out-of-class availability of your instructors	Total Res Hall Commuter	60% — —	63% 70% 61%	12% — —	7% 7% 7%	29% — —	30% 23% 32%
5	Attitude of faculty to students	Total	68%	70%	10%	7%	23%	24%
6	Variety of courses offered	Total Lwr Ugrad Upr Ugrad Graduate	66% 62% 54% —	60% 69% 55% 53%	15% 16% 24% —	14% 9% 20% 14%	20% 23% 23% —	26% 22% 25% 34%
7	Class size relative to type	Total	70%	67%	11%	10%	19%	22%
8	Flexibility—own prog of study	Total	49%	48%	17%	14%	34%	38%
9	Availability of your adviser	Total Res Hall Commuter	52% — —	42% 46% 41%	14% — —	14% 13% 14%	34% — —	44% 41% 44%
10	Value of inform from adviser	Total	50%	41%	16%	13%	37%	46%
11	Preparation for Future Occup	Total	57%	54%	11%	10%	32%	36%
Admissions								
12	General admissions procedures	Total	55%	54%	15%	11%	30%	35%
13	Avail of fin aid prior to enrl	Total	32%	25%	18%	24%	50%	51%
14	Accuracy of pre-enroll inform	Total	54%	50%	14%	12%	33%	38%
15	Catalog/admission publication	Total	67%	64%	8%	6%	26%	29%
Rules and Regulations								
16	Student voice in college policies	Total Res Hall Commuter Minority	19% — — 25%	23% 35% 19% 19%	19% — — 20%	12% 16% 10% 18%	62% — — 54%	66% 49% 71% 63%
17	Rules governing student conduct	Total Res Hall Commuter Minority	39% — — 40%	44% 54% 42% 34%	8% — — 14%	6% 13% 4% 15%	53% — — 46%	50% 34% 55% 51%
18	Residence hall rules and regulations	Total Res Hall Commuter	16% — —	20% 57% 6%	10% — —	9% 21% 5%	74% — —	71% 22% 89%
19	Acad probation/suspen policies	Total	26%	31%	5%	5%	69%	64%
20	Use of student activity fees	Total Lwr Ugrad Upr Ugrad Graduate	27% 34% 28% —	22% 25% 21% 13%	25% 22% 30% —	29% 24% 33% 34%	48% 44% 42% —	50% 51% 46% 53%
21	Personal security/safety	Total	50%	54%	16%	11%	34%	35%
Facilities								
22	Classroom facilities	Total	71%	69%	10%	8%	19%	23%
23	Laboratory facilities	Total	45%	33%	7%	7%	49%	59%
24	Athletic facilities	Total Res Hall Commuter	41% — —	38% 56% 31%	9% — —	9% 16% 6%	49% — —	53% 28% 62%
25	Study areas	Total Res Hall Commuter	62% — —	57% 66% 55%	13% — —	13% 12% 13%	25% — —	30% 22% 32%

COLLEGE ENVIRONMENT

#	Satisfaction with:	Group	% SATISFIED		% DISSATIS		Neutral + Does Not Apply + Blank	
			"Satisfied" + "Very Satisfied"		"Dissatis" + "Very Dissatis"			
			Natl	OU	Natl	OU	Natl	OU
26	Student Union	Total	39%	29%	8%	4%	53%	66%
		Res Hall	---	30%	---	6%	---	65%
		Commuter	---	30%	---	4%	---	66%
27	Campus bookstore	Total	65%	62%	17%	18%	19%	20%
28	Availability of student housing	Total	19%	25%	14%	5%	68%	70%
		Res Hall	---	67%	---	6%	---	27%
		Commuter	---	9%	---	5%	---	86%
29	General condition of buildings and grounds	Total	78%	72%	5%	5%	17%	23%
		Res Hall	---	61%	---	11%	---	28%
		Commuter	---	77%	---	3%	---	20%
Registration								
30	General registration procedrs	Total	53%	54%	25%	22%	23%	24%
31	Availability of courses wanted at times you can take them	Total	36%	34%	42%	41%	22%	25%
		Lwr Ugrad	43%	38%	33%	37%	25%	25%
		Upr Ugrad	38%	30%	42%	45%	20%	24%
		Graduate	---	45%	---	36%	---	20%
32	Academic calendar	Total	62%	69%	10%	5%	28%	27%
33	Billing and fee procedures	Total	62%	57%	13%	18%	25%	25%
General								
34	Concern for you as individual	Total	37%	38%	22%	16%	42%	45%
35	Attitude of non-teaching staff	Total	40%	41%	13%	12%	47%	47%
36	Racial harmony	Total	51%	47%	8%	9%	41%	44%
		Minority	46%	26%	16%	23%	37%	51%
37	Opportunities for student employment	Total	27%	21%	10%	13%	63%	66%
		Res Hall	---	38%	---	24%	---	39%
		Commuter	---	14%	---	10%	---	76%
38	Opportunities for personal involvement in campus activity	Total	41%	40%	8%	7%	51%	53%
		Res Hall	---	68%	---	7%	---	24%
		Commuter	---	30%	---	7%	---	63%
39	Student government	Total	20%	21%	14%	6%	66%	73%
		Res Hall	---	39%	---	7%	---	54%
		Commuter	---	15%	---	5%	---	80%
40	Religious activities	Total	22%	17%	4%	4%	74%	79%
		Res Hall	---	35%	---	7%	---	58%
		Commuter	---	11%	---	3%	---	86%
41	Campus media (newspaper/radio)	Total	51%	40%	12%	12%	36%	49%
		Res Hall	---	47%	---	19%	---	34%
		Commuter	---	37%	---	9%	---	54%
42	This college in general	Total	75%	75%	7%	4%	18%	21%
		Res Hall	---	78%	---	4%	---	19%
		Commuter	---	75%	---	4%	---	21%
		Minority	63%	53%	11%	7%	26%	40%
		23 Yrs	---	79%	---	4%	---	17%
		23 Yrs	---	69%	---	4%	---	26%
		Lwr Ugrad	77%	79%	7%	3%	16%	19%
		Upr Ugrad	73%	74%	9%	6%	18%	21%
		Graduate	---	75%	---	3%	---	22%

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