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ABSTRACT

The rationale and procedures of effective community service organization and administration are described and examples are given of comprehensive community service programs. Emphasizing the need for each college to set priorities and develop an administrative structure according to the unique conditions of both the college and its community, the author identifies several major service areas. These are special services, short courses, conferences, institutes, workshops, cultural programs, vocational-technical programs, extension courses, and specialized need programs. Means of promoting and publicizing the programs are detailed, and the program at Oakland Community College (Michigan) is appended for use as a program model. This report is the fourth in a series of community service working papers. For the first three papers, see ED 032 051, ED 032 052, and ED 032 053. (MC)

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COMMUNITY SERVICES WORKING PAPERS

NUMBER 4: EFFECTIVE ORGANIZATION AND ADMINISTRATION PRACTICES

ESTABLISHING AND EXPANDING A COMMUNITY SERVICES PROGRAM

Walter J. Fightmaster
Oakland Community College
Bloomfield Hills, Michigan

UNIVERSITY OF CALIF.
LOS ANGELES

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FOR JUNIOR COLLEGES

JC 700 047

W.K. Kellogg Foundation-Supported Community Services Project
American Association of Junior Colleges
Washington, D.C.

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1315 Sixteenth Street, N.W., Washington, D.C. 20036

Nathan C. Shaw, Coordinating Editor
September, 1969

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INTRODUCTION

The series of Working Papers of the AAJC Community Services Project are intended to provide basic information for consideration and discussion and to provide assistance to the community services director and to the college president as they establish and conduct community service programs in their institutions. The previous Working Papers presented background information and working definitions of community services, techniques for obtaining financial support for programs, and a plan for an experimental and innovative "Center for Community Development."

In this fourth Working Paper, Mr. Fightmaster describes the rationale, procedures and program examples of a comprehensive program. We are fortunate in having an outstanding program model at Oakland Community College in Michigan. Oakland has developed a program that is effective and responsive to the needs of the people of Oakland County. Mr. Fightmaster emphasizes that each college, and its community, must set their own priorities for programs and establish an administrative structure adopted to unique conditions in the institution and the community.

This paper identifies the major "service" areas and provides, in the appendixes, a format for program administration. For the many college administrators who have asked "How do we go about it?" this Working Paper should be most helpful.

Colleges with existing programs can check their own programs by the Oakland model. If you feel you have something additional to offer, or an alternative method of administration, please let us know.

Colleges who have not yet established a community services program should benefit from the suggestions in these pages and move ahead with a program that is responsive to the conditions in their communities.

J. Kenneth Cummiskey

J. Kenneth Cummiskey
Project Director

CONTENTS

	Page
MEETING INDIVIDUAL AND COMMUNITY NEEDS	1
PRELIMINARY PROGRAM PLANNING	2
Advisory Council	2
Surveys and Questionnaires	3
ACTION PROGRAMMING - MAJOR SERVICE AREAS	3
Special College Services	3
Campus Tours and Visits....3	
Speakers Bureau....4	
Community Use of College Facilities....5	
College/Community Activities Calendar....5	
Short Courses	5
Conferences, Institutes, and Workshops	7
Cultural Programs and Events	8
Vocational-Technical Program	9
Extension Center Credit Courses	10
Specialized Need Programs	11
Practical Nurse Program....12	
Refresher Course for Graduate Nurses....12	
Food Service Operation and Supervision....12	
Police Academy....12	
Project COPE....13	
SERVE....13	
W.K. Kellogg Foundation Grant....14	
PROGRAM PROMOTION AND PUBLICITY	15
COMMUNITY SERVICES ADMINISTRATION	16
Professional Interchange	17
Budget Preparation	17
Organizational Patterns	18
SUMMARY	18

CONTENTS (CONT.)

APPENDICES 19

A. Organizational Chart, Community Services Division, OCC 20
B. Job Description, Executive Director of Community Services, OCC 21
C. Board of Trustee Policy, Instructional Program, OCC 23
D. Board of Trustees Policies, Community Services, OCC 25
E. County Questionnaire, Oakland County, OCC 28
F. Program Budgeting, OCC 33
G. Campus Tours/Visits Form 35
H. Application and Permit for Use of Campus Facilities Form 36
I. Community Involvement in Short Course Planning Model 37
J. Course Evaluation Form 40
K. Instructor Evaluation Form 43
L. Certificate of Course Completion Model 45
M. Non-Credit Short Course and Career Program Planning Form 46
N. Short Course Advertising Model 51
O. Mission Statements of Community Services Divisions, OCC 53

ESTABLISHING AND EXPANDING A COMMUNITY SERVICES PROGRAM

MEETING INDIVIDUAL AND COMMUNITY NEEDS

The emergence of the community college as a vital part of our society has brought with it citizen expectations of services, programs, and curricula to be implemented. With local taxation of the community college service area -- rather than the state-wide taxation program of funding for universities and four-year colleges -- a closer communication system with the area citizen is immediately established. This communication is vital to the survival and growth of the community college.

To many, the primary responsibility of the community college is to offer credit classes to the area residents -- for certificate, transfer, or degree programs. However, the needs, capabilities, and desires vary with each locality within the community college area -- and for each individual within that locality and includes more than credit course offerings.

To determine these further community needs and interests and to implement services to meet them, it is essential to develop a Community Services Program that can start with the opening of each new college or campus or as soon thereafter as possible.

The Board of Trustees, in coordination with administration and faculty, should appoint a full-time administrator of Community Services. This administrator should have a position equal to that of Deans or Directors of Instruction and Business Services (Appendix A). He should be given the responsibility to plan, organize, implement, and control the development of a Community Services Program for the entire community college area (Appendix B). Necessary guidance would be provided by a college commitment to community services to be included in its statements of philosophy, objectives and purposes along with a detailed community services policy as recommended by college and

community study groups and approved by the Board of Trustees. (Appendix C, D).

PRELIMINARY PROGRAM PLANNING

Advisory Council

Communication should immediately be established with all local units of government -- county, city, village, township -- as well as state and federal agencies and other community college districts, especially adjoining districts. Through this communication, statistics and information can be obtained to assist in determining socio-economic bases of the community college area as well as other planning guidelines.

At the same time, communication should be established with all industry, business, professional, service, and social organizations within the entire community college area. This communication will determine the needs, capabilities, and desires of the citizens. A COMMUNITY SERVICES ADVISORY COUNCIL can strengthen communications between the various segments of the community and the college, can provide recommendations for the implementation of programs, and can serve as a clearinghouse for other recommendations. Members of the Council will form the nucleus of citizens' committees assisting in special problem areas. These committees will alert the college to needs that might be met by joint college-community action and help plan programs that may be developed as cooperative enterprises. Such programs may be in the form of seminars, forums, workshops, institutes, conferences or lecture series. Through the continuing efforts of the Council the college will be more aware of the needs and interests of the community and better able to serve as an agent to bring together the total resources of the community and the agencies within its boundaries.

Surveys and Questionnaires

The community-at-large should be asked for ideas, recommendations, and approval of programs, courses, and services to be offered by the Community Services Program (Appendix E). The Community Services Advisory Council can assist in preparing survey forms, and questionnaires based on known needs and interests of the community. The Advisory Council can also assist in furnishing mailing lists for these surveys and questionnaires. Mailing lists can also be obtained from other departments within the community college and outside sources, such as from a Bresser Index or American Mailers.

The community college faculty and students may also assist in providing pertinent data. They can evaluate present services being offered and help suggest future services.

ACTION PROGRAMMING - MAJOR SERVICE AREAS

Based on the results of surveys, questionnaires, and community communication, a priority schedule of programs and services to be implemented by the Community Services Program can now be established. Additional personnel, equipment, supplies, and facilities can then be determined and arrangements made for securing them. This necessitates budget preparation -- a Planned Program Budget System -- balancing anticipated income from programs and services to be offered with expenditures necessary to provide them (Appendix F).

Special College Services

To facilitate the community's awareness of what the community college is doing and how it is expanding, special services can be provided early in the development of a Community Services Program.

CAMPUS TOURS AND VISITS. Many people -- from area residents, high school

groups, and local organizations to educators and college administrators across the nation and from other countries -- desire to visit the community college, either to learn about a specific operation or program of the community college, or to obtain an over-all view of the community college facilities.

The Community Services Department, in coordination with on-campus offices and personnel, arranges for tours and visits; that is, determines availability of facilities, plans for hospitality (coffee, lunch, etc., as appropriate) and provides a college escort of a position suitable to discuss special interests of the visitor(s). Community Services completes a form with this information for each tour or visit and forwards copies to appropriate on-campus personnel (Appendix G). A letter confirming arrangements and including directions, map of campus, guest parking permit, etc., is sent to the visitor by Community Services.

Community Services also provides the coordinating on-campus office with a packet of materials and information for the visitor(s). This packet includes brochures, flyers, reports, etc., of community college and Community Service programs, events, and courses.

SPEAKERS BUREAU. Many community groups within the community college area are interested in obtaining speakers. Each year, Community Services polls the faculty and staff to determine who is interested in serving as a participant in the Speakers Bureau. Based on this information, a brochure is prepared and distributed to civic, service, fraternal, religious, and other adult organizations, district schools, and interested individuals.

When inquiries are received for speakers, Community Services makes arrangements with the appropriate speaker and then sends a letter of confirmation and biographical sketch of the speaker to the organization

requesting the speaker. One week prior to the event, Community Services sends a reminder to the speaker and the organization.

COMMUNITY USE OF COLLEGE FACILITIES. Community organizations may use classrooms and meeting rooms on-campus (Appendix H). Community Services arranges for appropriate facilities and necessary college personnel (such as security and maintenance personnel, coffee or lunch facilities, etc.) and forwards a completed copy of a "Request for Use of Facilities" form to the campus. An agreement is prepared and forwarded to the organization for signature to confirm these arrangements. There is a small fee for some facilities although many are furnished free to the community. Appropriate accounting and invoicing is initiated by the Campus Business Manager.

COLLEGE/COMMUNITY ACTIVITIES CALENDAR. A monthly calendar of events describing scheduled programs, courses, meetings, lectures, and other activities of interest to members of the community, students, and faculty can be compiled and published through Community Services and will provide the widest possible contact opportunities on campus and in the community.

Short Courses

Procedures for offering short term non-credit courses can also be established early in the development of a Community Services Program. This program can begin with a few courses in only certain localities within the community college area and be expanded as rapidly as the total program will permit.

Community Services provides non-credit short courses tailored to meet the needs and interests of individuals, groups and organizations in the community college area. These courses vary by locality and topics range from

social issues ("International Relations," "Faces of Rebellion," "Turbulent Teens," etc.) to women's interests ("Personality and Today's Woman," "Interior Design," etc.) and specific interests ("New Concepts in Planning Your Estate," "Investment for the Small Investor," "The Franchise Concept of Distribution," etc.).

These courses are planned in cooperation with local organizations, such as adult education departments of local school districts and other community organizations, to secure facilities within the local community, avoid duplication of courses, and coordinate promotion and publicity of courses.

An advisory committee of appropriate persons in that locality is formed to assist in planning course content, determining interest of community residents to participate in such a course, helping in promotion and publicity of the course, and assisting in securing speakers and instructors (Appendix I).

Initially, the Community Services administrator of short courses (such as the Director of Community Development) may wish to meet with the advisory committees formed for the various short courses. However, it is advisable to appoint a General Coordinator for these duties. The General Coordinator would then meet with the advisory committee, handle publicity and promotion, coordinate with other community organizations, arrange for facilities, and appoint coordinators for specific courses. In turn, the Course Coordinator would send letters of invitation to speakers and instructors, assist the General Coordinator in preparing flyers and other publicity materials, confirm arrangements for facilities, handle registrations, and attend class sessions to introduce speakers, coordinate sessions, and handle registration changes and class attendance. The Course Coordinator would also prepare course evaluation forms, instructor evaluation forms, certificates of completion of course for participants and arrange for payment to speakers and instructors with the Community Services Business Office (Appendix J,K,L). A "Non-Credit Short Course Planning Form" is completed by the Course Coordinator

and the General Coordinator to facilitate completion of the various procedures involved in these arrangements (Appendix M).

Conferences, Institutes, and Workshops

A program of conferences, institutes, and workshops may also be established early in the development of a Community Services Program. Events can be planned in cooperation with other colleges, universities, business, industry, volunteer and service groups. A general Advisory Committee of appropriate area residents and subcommittees of residents should be formed to assist in planning these events, assure publicity and promotion, secure speakers, and other supportive assistance. Facilities for an event may be on-campus or in the community -- in schools, churches, civic auditoriums, public meeting rooms, etc.

These short-term learning experiences differ in program content, presentation, duration, audience size, and specific objectives. They may be developed to assist faculty members and professional groups with the planning of educationally important events; to organize and promote expositions of civic, academic, professional, or cultural nature; to meet the needs of industrial, commercial, governmental, and technical organizations and other community needs or desires. A variety of topics may be planned, such as "Edison Foundation's Teacher Institute," "Humanistics of Law Enforcement," "Conference on Alcoholism," "Concrete Technology," "Plastics for Tooling Institute," "Library Science for Community Colleges," "Seminar for Osteopathic Surgeons," "Model Cities Workshop," and many more topics.

The Community Services department is responsible for arranging facilities, handling promotion and publicity of events, securing speakers and discussion leaders, preparing materials and reports appropriate for each event, arranging appropriate hospitality such as coffee, lunch, dinner, name tags, etc., registration of participants, coordinating activity with appropriate

on-campus personnel and faculty, and processing related accounting procedures.

Cultural Programs and Events

The variety and quantity of cultural programs and events that can be offered by the community college is unlimited. Activities can be planned for every age group and all segments of the population. To determine the needs and desires of the community college area, an Advisory Committee should be formed with subcommittees for the various localities and types of events planned. These committees can also assist in planning events, suggesting performers and speakers, and in providing publicity and promotion. These committees should be composed of community members, students, faculty, and administrators.

Programs may be planned for lecturers on a specific topic, discussion and film sessions, dance workshop with professional dance groups, community band, community chorus, fine arts workshops, plays, musical groups, and many more programs. Special "once-in-a-lifetime" events are also arranged by the Community Services Department. Current programs and events planned by the Cultural Affairs Division of the Community Services Group at Oakland Community College and paralleled at other [illegible] colleges include:

CONTRAST! A series of arts [illegible]e programs with events ranging from popular to serious music, from informational to controversial lectures, from jazz to theatre. Events include Julian Bond, The National Shakespeare Company with "Macbeth," and "The School for Wives," "John "Shorty" Powers, "The Hello People," ...

TOURS. New York Theatre Tour, New York Concert Tour, and New York Art Tour, as well as a London Theatre Tour.

COMMUNITY BAND AND COMMUNITY CHORUS. Designed for adults and outstanding senior high students.

OPERATION ARTSTART. A nursery school in the arts for four- year-old youngsters with classes including: Creative Art, Oral Composition, Creative Drama, Child Craft, Creative Music and Creative Dance.

SUMMER EVENTS. A program planned at an on-campus amphitheatre including a musical comedy, pop concerts, and musical performers, and a free film festival.

Many more events are planned and facilities vary from on-campus auditoriums, outdoor amphitheatre, community civic buildings and schools, to private institution and organization facilities.

Arrangements for lecturers, performers, and special groups, instructors, coordinators, and discussion leaders; for facilities for each program and event; for promotion and publicity; ticket distribution and sales, processing of contracts, and all related accounting procedures are handled by Community Services, as well as securing personnel to assist with stage arrangements and equipment, lighting techniques, sound arrangements, ushering, and other related activities that vary with each event.

Community Services offers many of these cultural events at no charge to the public, or at a minimal charge; therefore the coordination of the total Planned Program Budget System for Community Services is very important.

Vocational-Technical Program

As an example of the local community college meeting the needs of area employers, Oakland Community College has developed through the Community Services group a Human Resource Training Division. In addition to meeting the requirements of the automotive interests of metropolitan Detroit, this division has expanded to include programs for other business and industry groups. A Human Resources Advisory Committee has been established to assist in planning courses to be offered and selecting personnel as instructors and coordina-

tors. This committee also assists in planning and supplying technical equipment needed for certain courses.

The courses offered are based on the needs of people now employed and those who wish to enter specific fields. These courses are offered at five off-campus extension center locations (in addition to the on-campus vocational-technical program). The courses are offered for credit and may lead to a certificate, transfer, or degree program. Students for these courses may be a current high school senior with permission from parent and high school principal, a non-high school graduate, 19 years or older, or a high school graduate.

Present offerings include Apprentice Program Courses (auto-truck-and trailer repair, die maker, industrial carpenter, millwright, pattern maker, tinsmith, etc.); Building Maintenance and Operations Training Program; Diesel Engine Technology Training Program; Employee-in-Training Related Instruction Program (assembly layout engineer, bricklayer, carpenter, electrician, tool development, machine operator, etc.); Refrigeration and Air Conditioning Program; and Pre-Apprentice Training Program (refresher mathematics, spatial relations and blueprinting, diagnostic testing, applied mechanics).

This division of Community Services is responsible for planning courses, securing equipment and appropriate facilities, hiring instructors, coordinators, obtaining and selling textbooks and course materials, scheduling course sessions at all extension centers, handling registration, coordinating with industries' work time schedules, budget preparation, publicity, obtaining state aid, where appropriate, and handling all other procedures pertinent to this program.

Extension Center Credit Courses

At Oakland Community College and many other community junior colleges, the Community Services Department is responsible for offering college credit

courses at extension centers throughout the community college area. Planning, scheduling, and publicity/promotion of these courses is closely coordinated with the school districts' adult education programs. A Community Education Advisory Council assists in over-all planning and communication with the area residents.

Courses are offered for certificate, transfer, or degree programs. Anyone may attend a credit course who is a high school graduate, a non-high school graduate who is 19 years or older, or a current high school Senior with permission from parent and high school principal. The classes offered at the extension centers vary in total number (9 to 60) as well as specific courses available. Typical classes include accounting, business, English, history, mathematics, political science, psychology, secretarial studies, sociology, speech, social science, art, biology, foreign languages, etc.

Community Services is responsible for coordinating classes with the school district adult education program, determining the needs and desires for specific classes at each extension center location, arranging contracts with school districts for classroom, custodial personnel, and related facility arrangements, preparing class schedules, interviewing instructors and preparing contracts for them, registering students, textbook and materials sales, maintaining records for all students and faculty, including coordinators and counselors, handling all related accounting procedures, and other pertinent activities and procedures. It is also important to coordinate class offerings with on-campus classes to avoid duplication within the same locality.

Specialized Need Programs

Because the goal of Community Services is to meet the needs and desires of the community college area residents, many special programs are the responsibility of Community Services at Oakland Community College and other community colleges. The special programs offered at Oakland may not be the

special programs needed by every community college area but can indicate the range of programs needed to serve all groups in the community.

PRACTICAL NURSE PROGRAM. This one-year program is operated with MDTA (Manpower Development Training Act) funds for unemployed and underemployed persons, male and female. Students completing the program are eligible for licensure as practical nurses in Michigan. Students receive academic classes as well as clinical training and experience in area hospitals. This program is sponsored by the Pontiac, Michigan Employment Security Commission in coordination with state and federally sponsored programs.

REFRESHER COURSE FOR GRADUATE NURSES. This is also a MDTA program. Courses are designed to update inactive registered nurses and include clinical practice at an area hospital.

FOOD SERVICE OPERATION AND SUPERVISION. The Food Service Department offers courses for hospital and nursing home dietary personnel and for all persons interested in increasing their knowledge and skills in the hospitality industry. Courses include credit courses -- Development Course for Food Service Personnel, Quality Food Preparation Workshop, Quality Preparation in Baking, Basic Supervision, General Supervision, Housekeeping Sanitation Program, etc. -- as well as non-credit courses, such as cake decorating.

POLICE ACADEMY. The function of the Oakland Police Academy is to serve the law enforcement training needs of police agencies in Oakland County. Courses are offered in basic, technical and supervisory training -- Narcotics and Drug Abuse, Police Instructor Training, Accident Investigation, Investigative Techniques, etc. Instructors are qualified law enforcement practitioners, college faculty, and specialists in their fields.

PROJECT COPE (Continuing Opportunities Program for Education). Project COPE is designed to provide educational counseling and training that will enable the disadvantaged to compete in the job market. Small learning labs are available with tutorial assistance for the acquisition of literacy and basic skills essential for entry to job training programs or advanced education. Tuition scholarships are available for college credit courses for students who qualify. In addition, special, non-credit short courses tailored to the needs and interests of the community are offered at no charge. Examples of such no-fee courses under Project COPE are Driver Education for Adults, Handyman Skills for Women, Black Imprints on White Society, Managing Your Money, Consumer Protection, Operation Artstart, Weight Watchers, etc.

SERVE (Stimulate, Educate, Reassess, Volunteer, and Employ) Senior Citizens. Oakland Community College coordinates activities of Senior Citizen clubs through a four-part program:

1. Helps coordinate activities of senior citizen clubs and drop-in centers.
2. Establishes a free counseling and placement service for senior citizens in need of additional income.
3. Operates a volunteer placement bureau which seeks to utilize the reservoir of talent and experience of older members of our community in meeting urgent community needs.
4. Provides new sources of participation and stimulation through free short courses tailored to senior citizens' needs.

Community Services also assists in publishing Oakland SCAN (Senior Citizen Action Newsletter) -- a newspaper for and by senior citizens containing information about places to go and things to do, job opportunities, and editorials on legislation affecting senior citizens.

W.K. KELLOGG FOUNDATION GRANT. Many community colleges seek outside funding from private foundations as well as federal and state sources. Such programs when funded can involve the community college in serving groups beyond the local community and offers opportunities for national and international leadership in the community college movement. The trustees of the Kellogg Foundation have appropriated funds for the period of June 1, 1969 to November 30, 1972, for support of the "Community Service Project of Oakland Community College to Become a National Development Center" in connection with the Kellogg Community Services Leadership Program and Michigan State University. Oakland Community College, in conjunction with Michigan State University, will develop a model program for community services interns. Interested institutions may send representatives to observe the program. It is also understood that the College will:

a. Develop and implement community projects, as determined by an on-going community survey.

b. Have college-community coordinators to facilitate communication between the disadvantaged community and the college.

c. Help various community groups develop solutions to their unique problems.

d. Develop a multi-faceted cultural enrichment program designed to serve all segments of the community, especially the disadvantaged.

e. Create a number of new advisory groups to help implement the college's community services program.

f. Promote communication and coordination between the three college campuses, Community Services, and the community.

In addition, Recordings for the Blind, aeronautics, instruction classes, student activity programs for extension centers, and many other activities

can be found at Oakland and other community junior colleges and may be studied in detail by contacting the AAJC Clearinghouse for Community Services (ACCS), Dr. J. Kenneth Cummiskey, Director or by writing individual colleges for their catalogs and other publications.

PROGRAM PROMOTION AND PUBLICITY

With the multitude and variety of activities provided by Community Services, preparing and coordinating promotion materials and publicity is a vital part of the Community Services organization. (Appendix N). Each division of Community Services is responsible for preparing flyers, brochures, posters, and other advertising appropriate for each event, program or course schedule. These items are reviewed, edited, and coordinated by The Special Services Staff of the Community Services Group at Oakland. (Other colleges may call on their Public Information Office for assistance, may involve volunteer help, or share the responsibility with the instructor and the director of community services.)

All preparation of flyers, brochures, posters, and other advertising is thus handled by this division staff - writing or obtaining appropriate copy, sending copy and suggestions for art and layout to the college print shop, or an outside source (via requisition to the accounting department of the college and their purchase order), editing and reviewing art and layout when it is prepared, and then sending material out for printing at the college print shop or outside source (again via requisition to the accounting department of the college and their purchase order).

Distribution of flyers, brochures, and posters is handled by each division, based on mailing lists prepared by them, with the assistance of their advisory committees, mailing lists in the community college Data Processing Center, and mailing lists prepared by American Mailers -- either random

sample lists or those of professional organization members, occupations, etc. In addition to direct mail, distribution may be made by community "Welcome Wagons," individual distributors to business places, school districts, etc., inter-campus mail to college faculty and staff, and placement on advertising racks supplied and maintained by Community Services. Copy for paid advertising is sent to appropriate newspapers, radio, and television stations.

Press releases on the various events and programs are prepared by each division, reviewed, edited, and coordinated by the Special Services staff, then forwarded to the community college publicity office for release to appropriate newspapers, radio and television stations. Copies of all publicity materials, paid advertising, newspaper articles, etc., are kept in a master file of notebooks for permanent record.

In addition, an over-all Community Services brochure is published twice a year. Each division is responsible for supplying material regarding their activities. The Special Services staff edits this copy and prepares the brochure. The procedure for art and layout, printing, and distribution is similar to that for flyers and brochures prepared by the divisions, except that distribution is greatly enlarged. Promotion and publicity is further obtained through publications of the school districts, civic groups, organizations, business and industry.

COMMUNITY SERVICES ADMINISTRATION

The Executive Director of Community Services has the responsibility of planning, programing, implementing, and controlling the development of a Community Services Program. At Oakland he is a member of the President's Council and functions on the same level as the Deans of Instruction and Business Services. It is his responsibility to appoint division directors and supervise adequate staffing of all positions. He supervises the activities

and plans of each division and is responsible for the Community Services Planned Program Budget System. He maintains communication and coordination with the community and the campus and the community college administrative personnel.

Professional Interchange

Weekly staff meetings of the Executive Director and division heads facilitates coordination and communication between divisions as well as organizing over-all Community Service Group activities and plans. It is the responsibility of each division head to have a divisional staff meeting of his professional staff -- assistant directors, associate directors, coordinators, etc. -- to disseminate information from the Community Service Group Staff meeting and to coordinate activities within his division. Similar meetings are also held for the clerical staff of each division.

Budget Preparation

Staffing requirements depend upon the type of program and related activities to be offered by Community Services as well as the quantity of activities in each division. Budget preparation and priority scheduling of present and future activities for each division as well as the total Community Services Group determines present and future personnel requirements. Each division is responsible for planning present and future needs for equipment and supplies. The Community Services Business Manager and his staff assists each division in these activities and plans and incorporates the divisional requirements into a master plan for the Community Services Group. Each division initiates requisitions and requests for supplies, equipment, and services required and forwards them to the Business Manager for approval, submittal to the Executive Director for approval and submittal to the appropriate community college department for completion.

Organizational Pattern

Presently, the Community Services Group of Oakland Community College has the following major divisions: Allied Health; Community Development; Community Education; Conferences, Institutes, and Special Services; Cultural Affairs; Human Resource Training; and Oakland Police Academy (Appendix O). As the Community Services Group expands programs and services to meet more and more of the needs and desires of the community college area residents, expansion of present division activities and provision for new divisions will be developed. Other colleges, both smaller and larger, offer alternate program divisions and all such models will need to be modified to suit the local community needs and the individual college history and current structure if they are to serve expanding programs.

SUMMARY

The preceding pages and the following Appendix items present an overview of procedures and policies for establishing and expanding a Community Services Program. Specific administrative regulations and procedures as defined by Oakland Community College are included only as illustrations since all guidelines to program planning and implementation must first, reflect the needs of each community college area and should second, suit the organization and structure of each individual college.

INDEED, THE TRUE MEASURE OF A SUCCESSFUL COMMUNITY SERVICES PROGRAM IS ITS EFFECTIVENESS IN MARSHALLING TOTAL COLLEGE RESOURCES TO MEET THE NEEDS AND DESIRES OF ALL SOCIO-ECONOMIC GROUPS AND PEOPLE OF ALL AGES WITHIN THE COMMUNITY COLLEGE SERVICE AREA.

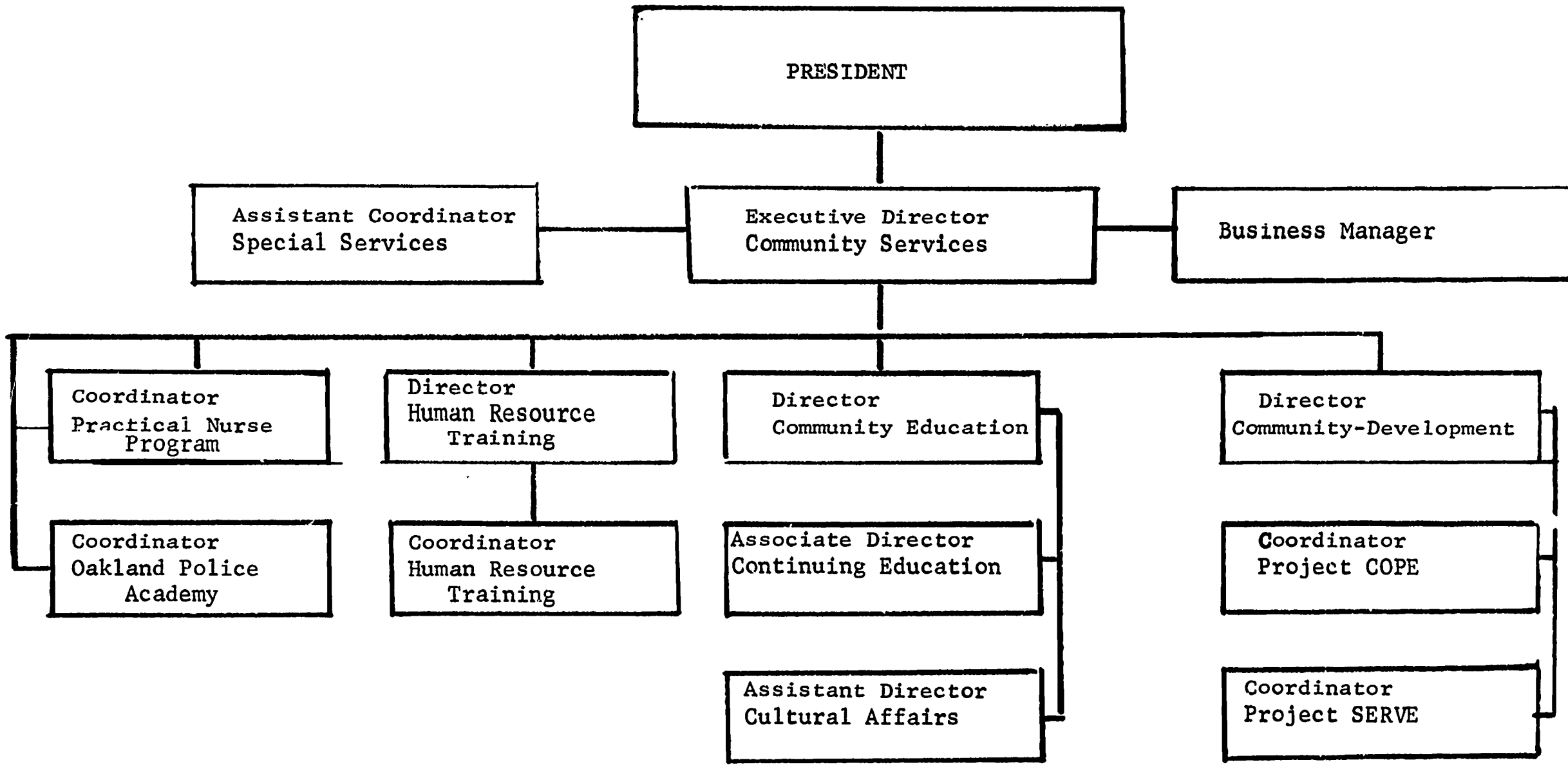
APPENDICES

The following pages include information and forms especially pertinent to the initial stages of development of a Community Services Program. Additional information may be obtained by contacting Mr. Walter J. Fightmaster, Executive Director, Community Services, Oakland Community College, 2480 Opdyke Road, Bloomfield Hills, Michigan, 48013; telephone (313) 338-6101.

APPENDIX A

OAKLAND COMMUNITY COLLEGE
Community Services Division
Organizational Chart

1968-69



APPENDIX B

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

EXECUTIVE DIRECTOR OF COMMUNITY SERVICES

Responsibilities:

The Executive Director of Community Services shall be responsible to the President for administering an overall college-level program of Community Services including Cultural Affairs: Forums, lectures, fine arts and film series, exhibits, cultural tours, short courses, community chorus, band and theatre groups; Community Education: Extension college credit courses, non-credit courses--seminars, workshops, institutes, conferences and symposiums; Human Resource Training: Non-credit programs in MDTA, OEO, Oakland Police Academy, Para-medical, apprentice, pre-apprentice, EIT (Employees-In-Training), technical and occupational programs; Community Development: Project SERVE, selected community development short courses and community development proposals; Special Services: Tours and Visits, master calendar, speakers' bureau, use of college facilities, and information center and box office. In fulfilling his responsibilities, he shall perform the following functions:

1. Administer the College Community Services' program so that it functions in harmony with other community educational institutions' programs and activities.

2. Administer the developmental planning of all Community Services' catalogs, bulletins, brochures, flyers and annual reports.

3. Administer the development of all Community Services' proposals.

4. Determine the cost requirements and administer the Community Services' annual budget.

5. Allocate functions to Directors and Assistant Directors supervising their performance and recommending promotion, demotion or dismissal.

6. Evaluate the Community Services' activities and programs to determine the extent to which they meet College educational objectives and the needs and interests of the Oakland County community.

7. Administer the implementation of an Advisory Council and appropriate committees in order to strengthen communications between various segments of the community and the College; to provide recommendations for the implementation of programs and to serve as a clearinghouse.

8. Participate in the formulation and administration of general college policies as a member of the President's Council.

9. Administer the implementation of all extension college credit courses and non-credit short courses or programs such as MDTA, OEO, Oakland Police Academy, Paramedical, apprentice, EIT (Employees-In-Training), technical and occupational programs.

10. Perform such other functions as may be assigned by the President.

1-6-69

APPENDIX C

OAKLAND COMMUNITY COLLEGE
BOARD OF TRUSTEES POLICY

INSTRUCTIONAL PROGRAM

PHILOSOPHY, OBJECTIVES AND PURPOSE

70.001 Philosophy

The Oakland Community College is primarily concerned with the post-high school educational needs of the community it serves. The College accepts its responsibility for leadership and proposes to develop and maintain a collegiate program sufficiently flexible to adjust to the changing educational needs of the area. To fulfill these needs, the College will offer academic, technical/vocational, and cultural courses all directed toward the betterment of the student, and thus of the community.

70.002 Objectives

1. The first two years of college instruction which parallel the requirements of four-year collegiate institutions.

2. Post-high school vocational and technical training for students who intend to enter gainful occupation at the end of two years of college or less, and retraining or upgrading for those already employed who desire advancement.

3. A diversified program of community services, in addition to the regularly scheduled day and evening classes, designed to meet the educational, cultural and recreational needs of all members of the Community College District.

4. General education experiences, in all courses as well as specific courses, which facilitate the development of a broadly educated person -- one who has a grasp of the inter-relationship of knowledge fields and is able to think effectively, communicate thought, make relevant judgments, distinguish among values, and make appropriate applications.

5. Renewed opportunity for entering or continuing in higher education for those with scholastic or subject deficiencies who show new promise of success.

6. Counseling and guidance services to assist students in self-evaluation and direct them into areas of education in which they can attain their maximum potential.

4-20-67

APPENDIX D

OAKLAND COMMUNITY COLLEGE
BOARD OF TRUSTEES POLICIES

COMMUNITY SERVICES

USE OF COLLEGE FACILITIES

40.001 The Board of Trustees will grant permission for the use of College premises to certain citizens' organizations, providing the purpose of such use renders a distinct educational and/or cultural value for the community. However, the educational program of the College as well as events and/or activities of its Community Services Division, and its related activities, will normally take precedence over outside activities.

CAMPUS TOURS AND VISITS

40.002 Because Oakland is a Community College, citizens of the District and others interested in visiting the Oakland Community College Campuses will be invited and encouraged to do so.

NON-CREDIT SHORT COURSES AND PROGRAMS

40.003 The Board of Trustees shall encourage the Community Services Division to provide non-credit short courses and programs to meet the needs of the College District. These courses and programs will be defined as Seminars, Symposiums, Lecture Series, Workshops, Institutes and Conferences.

MASTER CALENDAR

40.004 The College will maintain a Master Calendar of college and community events.

SCHEDULING OF CONFERENCES

40.005 Oakland Community College as a community institution encourages the use of campus facilities for meetings and conferences by appropriate off-campus groups when the College does not require

them to carry on its instructional program, and when they are not needed or previously scheduled by college groups or organizations.

PUBLIC EVENTS ADVISORY BOARD

40.006 The Board of Trustees recognizes the importance of a comprehensive college-wide program of public events which meets the needs and desires of college students, staff and members of the community. Such a program should be administered through the Office of Cultural Affairs, Community Services Division.

SPEAKERS BUREAU

40.007 As a community college, Oakland Community College feels it is both a privilege and an honor to provide speakers for community groups from the list of those employed by the College who are volunteer members of the Speakers Bureau.

COOPERATIVE CULTURAL EVENTS

40.008 The Board of Trustees encourages the development of cooperative ties with cultural and educational institutions within the College District aimed at fostering a wider outreach of cultural experience for students and members of the community.

SUPPORT OF COMMUNITY ARTS COUNCIL

40.009 Recognizing community arts councils and commissions as being officially organized arms of the Michigan State Council for the Arts and, therefore, the state government, the Board of Trustees authorizes Community Services Division to seek manners in which such community organizations can be assisted by the College.

COLLEGE CREDIT EXTENSION COURSES

40.010 Oakland Community College can best perform its mission as a community college by offering College Credit Extension Courses at locations and at times that meet the needs of the citizens of Oakland County. Therefore, the administration of Oakland Community College shall develop and support a flexible college credit outreach program designed to meet the educational expectations and capacities of any group of citizens within Oakland County.

EXTENSION STUDENT ACTIVITIES

40.011 Through the collection of student activities' fees in the College Credit Extension Program, the Board of Trustees intends that opportunities for recreational, cultural, social, and informational resources be provided students enrolled therein.

ADVISORY COMMITTEES

40.012 The Board of Trustees encourages programs developed under the scope of Community Services Division be administered with the assistance of college and/or community advisory councils or committees who will provide guidance in the direction and implementation of new programs and activities as well as reaction and assessment of ongoing or existing ones.

COLLEGE (NON-DEGREE) CERTIFICATE CREDIT COURSES AND PROGRAMS

40.013 College Vocational or Career (Non-Degree) Certificate Credit Courses and/or Programs will be developed and implemented in apprenticeship, Employees-In-Training, pre-apprentice, public service, business, allied health service, food service and other areas necessary to fulfill the educational and training needs and requirements of the community. These courses and programs will be offered at locations convenient to the community.

USE OF FOOD FACILITIES

40.014 The Oakland Community College in the operation of food service facilities and the various campuses intends that these facilities will be for the use of the student body and staff of the College and to College approved activities. Specialized facilities may be used for serving small groups of students, staff, advisory committees, or other groups which are related to the educational program of the College.

These catered functions will be limited to times when the activity will not interfere with the educational program.

APPENDIX E

August 28, 1969

Dear Oakland County Resident:

We know that you are flooded with bothersome mail, with time-consuming ads and questionnaires; however, we are a public agency in need of some information and we ask your help. We are a tax-supported community college which is trying to find better ways to serve the educational needs of Oakland County and we need your help to do it.

This is an anonymous questionnaire. Please do not sign this form. We would appreciate your returning this form by September 30, 1969.

Thanking you ahead of time, we are,

Very truly yours,

OAKLAND COMMUNITY COLLEGE

OAKLAND COUNTY QUESTIONNAIRE

September, 1969

Yes_____ No _____ 1. Have you ever heard of Oakland Community College before today?

Yes_____ No _____ 2. Have you ever received any kind of mail from Oakland Community College?

3. Is Oakland Community College a _____two year school; _____four year school; _____school offering graduate work too?

Yes_____ No _____ 4. Would you advise someone to go to Oakland Community College? If yes, why? _____

_____

If no, why? _____

_____

5. How many campuses does Oakland Community College have?
_____One; _____Two; _____Three; _____Four;
_____More than four.

6. Please indicate the town that is nearest to:
_____ Orchard Ridge Campus
_____ Highland Lakes Campus
_____ Auburn Hills Campus

Yes_____ No_____ 7. Are you aware that Oakland Community College has extension courses held at locations away from the campuses?

Yes_____ No_____ 8. Would you be interested in the services of a community college if it offered the right services? (See questions 9 through 18 for specifics.)

PLEASE CHECK THE FOLLOWING ITEMS YOU WOULD BE INTERESTED IN:

9. GENERAL AREA:

_____college credit courses
_____technical courses
_____cultural programs
_____conferences
_____counseling
_____other (specify):
_____

10. COUNSELING PROGRAMS:

_____aptitude testing
_____job counseling
_____family counseling
_____personal counseling
_____other (specify):
_____

11. TECHNICAL PROGRAMS:

_____refrigeration
_____apprenticeship programs
_____continuing education for skilled tradesmen
_____building construction
_____building maintenance
_____other (specify):
_____

12. LEISURE ACTIVITY PROGRAMS:

_____outdoor education
_____sports instruction
_____senior citizens' education
_____youth programs
_____other (specify):
_____

13. HEALTH PROGRAMS:

_____practical nursing
_____refresher courses for nurses
_____continuing education for nurses
_____auxiliary health programs
_____other (specify):
_____

14. COLLEGE CREDIT PROGRAMS:

_____liberal arts
_____pre-professional (law, medicine, etc)
_____science
_____engineering
_____general
_____other (specify):
_____

15. CONFERENCES:

_____women oriented
_____student-parent problems
_____professional associations
_____business-public relations
_____urban problems
_____other (specify):
_____

16. CULTURAL PROGRAMS:

_____pop events
_____art
_____speakers
_____concerts
_____dramatics
_____other (specify):
_____

17. OTHER SERVICES:

_____consulting
_____specialized information
_____diagnosing educational needs
_____other (specify):
_____

18. PREFERRED LOCATION OF SERVICE:

_____one of the community college campuses
_____local high school near you
_____local community building near you
_____other (specify):
_____

19. Are you:

a._____male; _____female
b._____employed; _____unemployed
c._____hourly worker_____salaried
d._____self-employed(business);
_____self-employed (professional)
e._____housewife;_____student

20. Are you:

_____non-high school graduate
_____high school graduate
_____some college work completed
_____two years of college work completed
_____college graduate
_____college post graduate

21. Are you:

_____18-20 years old
_____21-25 years old
_____26-30 years old
_____31-40 years old
_____41-50 years old
_____51-60 years old
_____Over 60 years of age

22. Is your average family yearly income

_____under $5,000
_____$5,0000 to $10,000
_____$10,000 to $15,000
_____$15,000 to $20,000
_____Over $20,000

23. Please state the school district in which you live.

_____

24. Please state the town or township in which you live.

_____

25. Do you feel the community you live in is doing the best job possible to bring educational programs into your area? _____Yes; _____No.

If not what suggestions do you have. _____

_____

_____

26. Check off the services your town or township provides.

_____libraries	_____social issue lectures
_____parks and recreation	_____adult schools (Public education)
_____community centers	_____trips and tours
_____festivals or parades	_____other(specify):_____

27. How often do you use these services
(1=often; 2=occasionally; 3=never)

_____libraries	_____social issue lectures
_____parks and recreation	_____adult schools (public education)
_____community centers	_____trips and tours
_____festivals or parades	_____other (specify):

APPENDIX F

OAKLAND COMMUNITY COLLEGE

CHECK LIST FOR ALL PROJECTS UNDER CONSIDERATION

☐ Needs Justified

☐ Objectives Stated
- Major/Intermediate

☐ Staff Availability
- Regular
- Temporary
- Part-time
- Full-time

☐ Salary Availability
- Salary
- Annuity
- Insurance
- Workmen's Compensation

☐ Supplies Availability
- Office
- Instructional
- Building
- Forms
- Printing

☐ Budget Head Recommendation

☐ Media Availability
- Handouts
- Books
- Films
- Tapes
- Mock-ups

☐ Utilities Feasibility and Timing
- Electricity
- Plumbing
- Carpentry
- Painting
- Heating
- Air Conditioning

☐ Physical Plant Available
- Additions
- Room
- Building
- Accoustics
- Location
- Rent-Buy
- Offices

☐ Responsible Department Authorization

☐ Provost/Executive Director Recommendation

CHECK LIST FOR ALL PROJECTS UNDER CONSIDERATION (CONT.)

☐ Formal Cost Analysis Completed
Plant Engineering
Cost Analysis

☐ Systems Feasibility-Systems Analysis

☐ Program Approval from State

☐ Public Relations Necessary

☐ Budget Committee Authorization

Finance/Controller
10/28/68

APPENDIX G

OAKLAND COMMUNITY COLLEGE CAMPUS TOURS/VISITS
OFFICE OF COMMUNITY SERVICES

Name of Organization_____Date Received_____

Contact:_____Phone:_____Date Confirmed_____

Address:_____

_____

_____

Name of Visitor(s)	Title(s)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Tour:

Date_____Time of Arrival_____No. Persons_____

Length of Visit_____

Special Interests_____

College Escort(s)_____

Highland Lakes Guide(s)_____

_____

Auburn Hills Guide(s)_____

_____

Orchard Ridge Guide(s)_____

_____

Special Instructions_____

_____

_____

Transportation/Lodging_____

_____

APPENDIX H

OAKLAND COMMUNITY COLLEGE
2480 Opdyke Road
Bloomfield Hills, Michigan 48013

APPLICATION AND PERMIT FOR USE OF CAMPUS FACILITIES
(Submit in Triplicate)

Check one and submit to Campus checked:

☐ Auburn Hills Campus
2900 Featherstone Road
Auburn Heights, Mich. 48057
P.O. Box 4285

☐ Highland Lakes Campus
7350 Cooley Lake Road
Union Lake, Mich. 48085
P.O. Box 175

☐ Orchard Ridge Campus
27055 Orchard Lake Rd
Farmington, Mich
48024

Date of application_____ Date(s) of requested activity_____
Name of applicant_____
Name of organization_____
Purpose of organization _____
Purpose for which facilities are to be used _____
Room needed _____ and/or services _____
Indicate seating, special equipment requirements _____
Estimated attendance _____Is there an admission charge?_____
How much?_____ Will refreshments or food be served?_____
If so, explain _____

ACTIVITIES SCHEDULE

Date	Day of week	Time of Activity	
		From	To

The undersigned hereby represents himself as a citizen of the District and an authorized agent of aforementioned person(s) and/or organization and, as such, makes application to Oakland Community College for the use of College facilities. The undersigned warrants that the applicants will observe all regulations of Oakland Community College, and will promptly pay any agreed rental fee, and that the applicant will exercise the utmost care in the use of the school premises and property, and will make good any damage arising from applicant's use of said premises and property.

_____ _____
Applicant's Signature Address

_____ _____
Phone Number: Title

SPACE FOR CAMPUS APPROVAL

Date:_____ Rental Fee:_____
Campus Service Manager:_____ Provost:_____

APPENDIX I

OAKLAND COMMUNITY COLLEGE

COMMUNITY INVOLVEMENT IN SHORT COURSE PLANNING

The key to the successful operation of any short course is community involvement in all stages of course development. Not only must course content reflect the needs and interests of the community, but also close working relationships with appropriate community leaders are of assistance in securing participation of community organizations and individuals.

(a) Community interests and needs must be surveyed

(b) Personal contacts with existing community organizations provide basis for network of community support

(c) Activities must be coordinated with other community groups to avoid duplication

(d) Communication channels with faculty on all campuses must be maintained

(e) The image of the college in the community is dependent upon outreach activities and effectiveness of services provided the total community.

PROCEDURES:

A Community Services Advisory Council composed of leaders from various segments (education, civic, labor, business and others) of the community operates to keep the divisions informed of shifting needs in the community, serving as a sounding board for programs and assisting in promotion of projects.

Programs would result from:

1. Specific requests from community groups

2. Needs outlined by Director of Adult Education in various localities

COMMUNITY INVOLVEMENT IN SHORT COURSE PLANNING (CONT.)

3. Community Services' awareness of social problems and community interest through personal participation in numerous organizations and committees

4. Surveys of community needs and interests.

When an idea for a program is generated by 1 - 3, a survey of community needs and interests (through questionnaires, group contacts, etc.) would be made to substantiate the need and anticipate community response. Upon verification of need:

1. Meetings would be set up with community leaders to secure their support and participation in planning

2. Adult Education Directors in the area in which it is proposed that the course be offered would be contacted for:

   (a) Suggestion of local participants on planning committee

   (b) Lists of appropriate community leaders

   (c) Special mailing lists for publicity and suggestions of other avenues of promotion

   (d) Inclusion of publicity in their regular releases.

3. Pre-planning sessions would be held with members of the specific public for whom the course is designed, and experts in various phases of the subject (including faculty participation). These planning sessions produce:

   (a) Course content

   (b) Course coordinator (if idea did not originate from specific individual willing to undertake task of coordination)

   (c) Timing schedule

   (d) Suggestions for supportive personnel

COMMUNITY INVOLVEMENT IN SHORT COURSE PLANNING (CONT.)

(e) Endorsement of existing groups

(f) Promotional sources

(g) Subsequent assistance in distribution of flyers

4. Ad Hoc Faculty Committee (in concerned area) would be involved to:

(a) Secure student-faculty support

(b) Provide subject matter expertise

(c) Stimulate college leadership in solving community problems.

APPENDIX J

COURSE EVALUATION

Type _____ Date_____Class No_____

You have just completed a course of instruction. The objective of the course has been to prepare you for assuming new responsibilities. Since the effectiveness of any course is determined by the results obtained, you should grade each category as follows:

EXCELLENT indicates results were ALWAYS achieved
VERY GOOD indicates results were NEARLY ALWAYS achieved
GOOD indicates results were USUALLY achieved
FAIR indicates results were SOMETIMES achieved
POOR indicates results were RARELY achieved

Then add a short comment about the significant items you noticed about each area of performance that was especially good or bad, circling the subtopic of each category that applied.

1. Summarize, in a sentence or two, your total impression of the course.

_____
_____
_____
_____

2. LECTURE ACTIVITY. Lectures, organization, preparation, used objectives, method of presentation facilities, questioning techniques, making individual think for himself.

Excellent Very Good Good Fair Poor

Comments: _____

3. LABORATORY ACTIVITY. Condition, locations, diagnostic exercises, instructor availability.

Excellent Very Good Good Fair Poor

Comments: _____

COURSE EVALUATION (CONT.)

4. COURSE LENGTH. Overall length of course. Length of each subject within the course. (Excellent=Just Right)

Excellent Very Good Good Fair Poor

If not just right, was the course Too Long? Too Short?

Comments: _____

5. SEQUENCE OF SUBJECTS. Order in which subjects appear in the course.

Excellent Very Good Good Fair Poor

Comments: _____

6. DEPTH OF COVERAGE OF SUBJECT. Level of detail to which each subject is covered. (Excellent=Just Right)

Excellent Very Good Good Fair Poor

If not just right, was the subject covered in Too Much Depth? Too Little Depth?

Comments: _____

7. INSTRUCTIONAL AIDS. Mockups, models, vu-graph foils, slides, movies, audio tapes, quality of instructional aids necessity of instructional aids to learning the subject.

Excellent Very Good Good Fair Poor

Comments: _____

8. MATERIALS FOR THE COURSE. Manuals, student guides, organization of materials, necessity of materials to course, accuracy of materials, usefulness after the course.

Excellent Very Good Good Fair Poor

Comments: _____

COURSE EVALUATION (CONT.)

9. PROJECTS AND EXERCISES. Organization, effectiveness as an instructional aid, necessity of projects to the course, accuracy of materials, usefulness after the course.

Excellent Very Good Good Fair Poor

Comments: _____

10. QUIZZES AND ASSIGNMENTS. Coverage of course content by quizzes (assignments), accuracy of contents, fairness of questions, necessity to the course.

Excellent Very Good Good Fair Poor

Comments: _____

Comments: _____

10-8-68

APPENDIX K

OAKLAND COMMUNITY COLLEGE

INSTRUCTOR EVALUATION

Type _____ Date _____ Class Number _____

You can help your instructor learn how effective he is as a teacher. In that interest, you are requested to give thoughtful, sincere evaluations of the following areas of performance. Since the effectiveness of any course is determined by the results obtained, you should grade each category as follows:

EXCELLENT indicates results were ALWAYS achieved
VERY GOOD indicates results were NEARLY ALWAYS achieved
GOOD indicates results were USUALLY achieved
FAIR indicates results were SOMETIMES achieved
POOR indicates results were RARELY achieved

Then, add a short comment about the significant items you noticed about each area of performance that were especially good or bad, circling the subtopic of each category that applies.

1. Summarize, in a sentence or two, your total impression of the Instructor's performance: _____
_____
_____
_____

2. KNOWLEDGE OF SUBJECT. Depth of knowledge, ability to apply knowledge to present concepts, preparation, use of objectives, background knowledge of related subjects, knowledge of diagnostic techniques.

   Comments: _____

3. ORGANIZATION OF PRESENTATION. Order of presentation of topics on a subject,total impression conveyed by instructor's guidance of the individual through each topic, necessity of each topic to the understanding of the subject as a whole, timeliness of projects, exercises and quizzes with the material taught in lecture, duplication of effort.

INSTRUCTOR EVALUATION (CONT.)

Comments: _____

4. PACE OF LECTURE/LABORATORY ACTIVITIES. Rate of presentation of material, ability of instructor to stick to his schedule, lost time.

Comments: _____

5. USE OF INSTRUCTIONAL AIDS. Ability to use visual aids, models, mockups, chalk work, choice of illustration and examples.

Comments: _____

6. ABILITY TO UNDERSTAND AND INTERPRET QUESTIONS. Verifying his understanding of questions, keeping questions and answers aimed at the entire class, avoiding arguments.

Comments: _____

7. AVAILABILITY TO STUDENTS. Guidance in lecture, guidance in laboratory periods, assistance in technical areas, assistance in personal area.

Comments: _____

8. ABILITY TO STIMULATE INTEREST AND ENTHUSIASM. Self-confidence, sincerity, a sense of humor, ability to work well with a class.

Comments: _____

9. ABILITY TO GAIN CONFIDENCE OF THE CLASS. Leadership abilities.

Comments: _____

10. CLASS PARTICIPATION. Ability of instructor to make individuals think for themselves, degree to which individuals make conclusions based on facts given to them by the instructor, participation of the class.

Comments: _____

11. DIAGNOSTICS. Instructor's ability to require individuals to make sound, professional approaches to problems.

Comments: _____

10-8-68

Oakland Community College
1964
New Paths for Learning

This is to certify that

_____

has completed the
Community Services Course in

_____

_____ _____ _____

Coordinator or Instructor | Date | Executive Director

APPENDIX M

OAKLAND COMMUNITY COLLEGE

COMMUNITY SERVICES NON-CREDIT SHORT COURSE AND CAREER PROGRAM PLANNING FORM

1. GENERAL COURSE OR PROGRAM INFORMATION

a. Course Title DISCUSSION WITH FILM SERIES IV: LOVE IN THE WESTERN WORLD

b. Type: (Circle One) Seminar, Workshop, Conference, Symposium, Clinic, Institute, Retreat, Lecture Series or Career Program, Film Series

c. Dates May 7,14,21,28, 1969 Hours 8:30-10:30 p.m.

d. Facilities to be Used Seaholm High School Little Theatre (350)

e. Registration Fee $4.00 series ($1.50 individual admissions)

f. Course Summary Statement (overview) A four week discussion series utilizing films as a catalyst for discussion of the subject matter.

g. Intended Audience Adults

h. Number of Sessions & Sub-Topics (topical outline):

1. "Nights of Cabiria"
2. "The Cranes Are Flying"
3. "One Summer of Happiness"
4. "David and Lisa"
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

NON-CREDIT SHORT COURSE AND CAREER PROGRAM PLANNING FORM (CONT.)

i. Maximum Registration 350 Minimum Registration 50/393

j. Co-sponsor(s) or Endorsement(s): (Circle one)

Birmingham Added Education Department

2. PLANNING SCHEDULE

a. Instructor Contacted N/A

b. Instructor Approved

Publicity Prepared 1/15/69 Approved Released

c. Special Equipment 16 mm. sound projector

(1) Listed available at facility

(2) Ordered

(3) Text (if any) selected Films as listed

(4) Text ordered by February 1, 1969

d. Special Lecturers/Instructors:

Date	Name	Ltr. of Invit.	Ltr. of Confirm.	Honorarium to be paid	Thank You & Check
All dates	Rev. Robt. Marshall	12/16/68		$200.00	

e. Registration

(1) Mail Brochures/Form

NON-CREDIT SHORT COURSE AND CAREER PROGRAM PLANNING FORM (CONT.)

(2) Other Arrangements Through schools, church

(a) First session of class and individual session

(b) Other facilities (co-sponsors, etc.) Libraries

f. Evaluation form prepared for submission to registrants at final session of Non-Credit Short Course or Career Program Yes

3. BUDGET

a. Expenses

(1) Instructor rate x No. Hours $ N/A

(2) Special Lecturers: Honorariums $ 200.00

(3) Coordinator by lecturer hrs. @ $ N/A
(Projectionist) 4 sessions

(4) Clerical hrs. @ $12.00 (est) $ 48.00

(5) Art Work Brochure hrs. @ $ 25.00
Film

(6) ~~Off-Campus~~ Rental Charges $200.00

(7) Printing:
Flyers $ 80.00
Proceedings $ N/A
Tickets $ 8.00

(8) Food Services:
Meals $ N/A
Coffee $

(9) Advertising $ 100.00

(10) Mailing $ 56.00

Miscellaneous (10% of Expenses) $72.00

NON-CREDIT SHORT COURSE AND CAREER PROGRAM PLANNING FORM (CONT.)

TOTAL ANTICIPATED EXPENSE $789.00

b. Income

50	Series Community registrations	@ $4.00	$ 200.00
393	Individual Faculty registrations	@ $1.50	$ 589.50

Other Income None $

Source

TOTAL ANTICIPATED INCOME $ 789.50

4. COMMUNITY RELATIONS

a. Publicity

Media

On Campus

Posters When Available

Faculty Newsletter

Other

Off Campus

April 15-May 15 Newspaper Display ads, press release

N/A Radio,TV

b. Direct Mail (mailing list)

	Flyers	Proceedings
1.	Birmingham Area	
2.		

NON-CREDIT SHORT COURSE AND CAREER PROGRAM PLANNING FORM (CONT.)

c. Preparation of Advertising Materials

Flyers:
Date Completed_____ No. & Date Due 5,000 April 1, 1969

Posters:
Date Completed_____ No. & Date Due As Available

Art Work:
Date Completed_____ No. & Date Due N/A

Hand Out Sheets:
Date Completed _____ No. & Date Due N/A

5. SHORT COURSE OR CAREER PROGRAM APPROVAL/CONTRACTS

a. Approval:

Coordinator	date
Assistant Director	date
Director	date

b. Contracts:

Coordinator's Letter of Confirmation - Date 12/20/68
Instructor's Letter of Confirmation - Date N/A
Contract for Use of Facilities - Date 12/20/68

APPENDIX N

OAKLAND COMMUNITY COLLEGE

SHORT COURSE ADVERTISING

PROCEDURES:

COURSES ARE PROMOTED THROUGH:

A A regular information service by:

1. Descriptions in biennial Community Services Brochures.

2. A monthly master calendar prepared by Supervisor of Special Services.

3. Special releases incorporated in regular College newsletter.

B Development of a specific public for individual programs by:

1. Personal involvement with community leaders and organizations.

2. Utilization of interest and geographic mailing lists supplied by:
   Adult Education Directors
   Organization lists
   Advisory Committees

3. Endorsements and co-sponsorship of groups with related interests.

4. Suggestions from Community Services' Advisory Council re-personnel and concerned groups

C Determination of an effective combination for special programs, stressing variety.

1. Flyers outlining program are composed by Assistant Director from data provided by course coordinator.

2. Art for cover is produced by Art Department (ordered by Assistant Director of Community Services).

SHORT COURSE ADVERTISING (CONT.)

3. Copy of layout is sent to printer for key-lining and printing (or returned for printing in our print shop).

4. Labels are run by Date Processing from coded lists and specific lists of special public.

5. Posters are prepared (by Art Department) for display on Campus and in libraries, banks, store fronts, etc.

APPENDIX O

MISSION STATEMENTS OF COMMUNITY SERVICES DIVISION OAKLAND COMMUNITY COLLEGE

INTRODUCTION

Oakland as a community college is desirous of extending the educational services of the College to the needs of the community. Community Services is that phase of the educational program which provides educational, cultural and recreational services over and beyond formalized classroom instruction.

Through its program of Community Services, the Community College binds together the separate and diverse communities which make up the College District producing a close interrelationship of college and community. It provides a number of activities including college credit extension, career and special educational, cultural, and recreation programs beyond the regular campus activities; a college speakers bureau offering faculty lectures without charge; a program of public events and cultural activities including lectures and forums, concert series and art exhibits.

Other community services include various community development projects such as Projects SERVE and COPE; women's programs; non-credit courses including seminars, workshops, institutes, conferences and symposiums, college credit and non-credit short law enforcement courses; a variety of apprentice related, employee-in-training, food technology, and M.D.T.A. programs and courses; college tours and visits, master calendar, use of college facilities, information centers and box office.

The program of Community Services is planned with the cooperation and active support of citizens' committees and appropriate community agencies in order to make the maximum contribution to the cultural, social and intellectual life of the total community. And, through this program it is possible for Oakland Community College to extend its human and physical resources to the needs of the College District.

MISSION STATEMENTS OF COMMUNITY SERVICES DIVISIONS (CONT.)

COMMUNITY DEVELOPMENT

The Office of Community Development coordinates a community attack on unsolved problems by designing unique programs, securing outside sources of funding, and supervising the subsequent implementation of such programs. To make Oakland Community College relevant to all segments of the community, counseling, educational (credit and non-credit courses) programs, and employment services are offered at convenient locations. Emphasis will be placed on the development of satellite continuum centers for adults (both men and women) seeking direction to new career opportunities. Informative short courses are developed to promote understanding of crucial social issues and problems and a comprehensive program of short courses is tailored to the particular needs of women in the community.

COMMUNITY EDUCATION

To meet the educational needs of the community, Oakland Community College offers a well-planned, diversified program of short courses in addition to college credit extension courses. A curriculum including seminars, workshops, conferences and symposiums gives the participant an opportunity to learn the latest advances in the technical, business and professional fields from experts. A minimum registration fee is charged to cover the cost of instructions and materials. The Office of Community Education will design and implement educational and training programs to meet your specific needs.

CULTURAL AFFAIRS

The Office of Cultural Affairs is a multi-faceted operation, including Public Events programs, short courses and county and state service organizations. This section also provides opportunities for participation and observation in many areas of the arts and humanities. Programs devoted to cultural enrichment include forums in particular areas of the arts; Public Events programs of outstanding artists and lecturers; films and exhibits provided for both the county and the campuses; cultural tours to art exhibits, international

exhibitions and theatres. Under the direction of this Section, a Community Chorus and Band have been organized at minimum cost for adults and outstanding senior high students as well as a Steering Committee for the development of a County Arts Council.

HUMAN RESOURCE TRAINING

The Human Resource Training Department's main function is to serve the educational need of industry and business. Industries are now being served by Oakland Community College Community Services Division by providing off campus programs and courses in Related Instruction for Apprentices, Employees-in-Training, and Up-Graders which are offered in the Pontiac area and Southeast Oakland County. Also pre-apprentice trade extension, preparatory, and other career occupations - Allied Health, Public Service, MDTA Programs - necessary for basic upgrading and extension education for both employed and unemployed are available.

SPECIAL SERVICES

The Office of Special Services shall be liaison between and information center for Oakland Community College, Oakland County and the larger community. It shall encourage the community to become familiar with the facilities and instructional methods of Oakland Community College. It shall encourage the community to utilize the services the College and Community Services Division provides.

ABOUT THE AUTHOR...

WALTER J. FIGHTMASTER is Executive Director of Community Services, Oakland Community College, Bloomfield Hills, Michigan.

His program responsibilities include administrative supervision for college credit extension, career and special education, cultural and recreational programs beyond the regular campus activities. These activities, serving over 38,000 area residents during 1968-69, are organized into the community service departments of Business Services, Community Development, Community Education, Cultural Affairs, Human Resource Training (including Oakland Police Academy and Allied Health Programs) and Special Services.

Mr. Fightmaster has 17 years administrative, management and instructional experience in education and training with educational and industrial organizations. Prior to establishing the Community Services Program at Oakland in 1964, he was Chief Staff Training Psychologist, Ling Temco Vought, Incorporated; Senior Staff Training Psychologist, Bendix Corporation; Senior Training and Research Psychologist, Westinghouse Electric Corporation; and Staff Consultant Training Psychologist, The George Washington University, Washington, D.C.

Active in professional associations, he is author of numerous publications in the areas of education and training and serves as a consultant and speaker at many regional and national conferences. He was Chairman of the First Annual Conference of the Community College Section of the Adult Education Association of the U.S.A. and was recently elected Secretary of the National Council on Community Services/ for Community and Junior Colleges.

Supported by a grant from the Kellogg Foundation, Mr. Fightmaster will help to establish during the next three years a "National Development Center" for Community Services in cooperation with the Kellogg Community Services Intern Leadership Program at Michigan State University.