



OAKLAND COMMUNITY COLLEGE

APPENDIX TO THE COLLEGE REPORT

Volume II

Submitted to the North Central Association  
of Colleges and Secondary Schools

Bloomfield Hills, Michigan

May, 1968

PREFACE

APPENDIX TO THE COLLEGE REPORT

In order to facilitate the organization of the College Report, a separate Appendix volume has been developed. For those sections where reference addendums are referred to in the main body of the College Report, these sections have been included in the appropriate appendix.

## TABLE OF CONTENTS

	<u>Page</u>
Preface	
Table of Contents	
Appendix A - Philosophy and Purposes . . . . .	2 - 4
Appendix B - Organization, Systems, and Procedures . . . . .	2 - 22
Appendix C - Curriculum . . . . .	2 - 50
Appendix D - Student Body . . . . .	2 - 192
Appendix E - Faculty . . . . .	2 - 308
Appendix F - Learning Resources . . . . .	2 - 310
Appendix G - Finance . . . . .	2 - 314
Appendix H - Personnel . . . . .	2 - 320
Appendix I - Facilities . . . . .	2 - 326
Appendix J - Research . . . . .	2 - 393

APPENDIX A

PHILOSOPHY AND PURPOSES

## Appendix A - Addendum 1

TO: Former Oakland Community College Students

FROM: Office of Admissions & Records

SUBJECT: Instructional Program at Oakland Community College

DATE: February 20, 1968

Oakland Community College is conducting a Self-Study for Accreditation by the North Central Association of Colleges and Secondary Schools. Part of this Study deals with the effectiveness of our Instructional Program. You can be a help to us if you would complete and return the enclosed Questionnaire.

- |    |  |     |           |        |           |
|----|--|-----|-----------|--------|-----------|
| 1. | Do you feel that the courses and method of instruction at OCC have made you more aware of your responsibility in the learning process?   | Yes | <u>48</u> | No     | <u>2</u>  |
| 2. | Do you feel that the courses and method of instruction at OCC have helped you develop good study habits?   | Yes | <u>40</u> | No     | <u>8</u>  |
|    |  |     |           | No     | <u>2</u>  |
|    |  |     |           | Answer |           |
| 3. | Do you feel that the courses and method of instruction at OCC have made you more aware of and better able to use various media in your present courses?  | Yes | <u>39</u> | No     | <u>11</u> |
| 4. | <u>TRANSFER STUDENTS</u> - Please list any courses which you felt when you left OCC that you would be able to transfer but upon entering the school of your choice were not acceptable:<br><u>ART 156, ACC 151 (we are not sure what the student meant by this.), BUS 101, GSC 151, LIB 101, 201, MAT 101, 151 PSY 261, SSC 151, 152, TYPING</u> |     |           |        |           |
| 5. | <u>CAREER STUDENTS</u> - Were there any courses which would have better prepared you for your career program which were <b>not</b> offered?  | Yes | <u>13</u> | No     | <u>4</u>  |

Anthropology, Anatomy & Physiology, Business Management, Geography, History (now being offered), Journalism (now being offered), Pathology for Nurses, Philosophy, More Psychology, Religion, Secretarial Procedures, More Science, More Sociology, More Speech.

Appendix A - Addendum 1

TO: Former Oakland Community College Students  
FROM: Office of Admissions & Records  
SUBJECT: Instructional Program at Oakland Community College  
DATE: February 20, 1968

Oakland Community College is conducting a Self-Study for Accreditation by the North Central Association of Colleges and Secondary Schools. Part of this Study deals with the effectiveness of our Instructional Program. You can be a help to us if you would complete and return the enclosed Questionnaire.

1. Do you feel that the courses and method of instruction at OCC have made you more aware of your responsibility in the learning process? Yes \_\_\_\_\_  
No \_\_\_\_\_
2. Do you feel that the courses and method of instruction at OCC have helped you develop good study habits? Yes \_\_\_\_\_  
No \_\_\_\_\_
3. Do you feel that the courses and method of instruction at OCC have made you more aware of and better able to use various media in your present courses? Yes \_\_\_\_\_  
No \_\_\_\_\_
4. TRANSFER STUDENTS - Please list any courses which you felt when you left OCC that you would be able to transfer but upon entering the school of your choice were not acceptable:

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5. CAREER STUDENTS - Were there any courses which would have better prepared you for your career program which were not offered? Yes \_\_\_\_\_  
No \_\_\_\_\_

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Appendix A - Addendum 1

6. Did you like the trimester plan (Fall, Winter and Spring - Summer Sessions) at OCC? Yes \_\_\_\_\_  
No \_\_\_\_\_

7. Check the sessions you attended OCC.

                                                    
Fall          Winter          Spring          Summer

8. If you are presently attending another institution, do you prefer the present academic calendar to the one you experienced at OCC? Yes \_\_\_\_\_  
No \_\_\_\_\_

9. What is the present academic calendar?

Check one:

                                      
Semester      Trimester      Quarter

10. Any comments you would like to make (on the back of the sheet) about the courses, method of instruction, faculty student relationship, facilities, academic calendar, etc., would be appreciated.

Your assistance is greatly appreciated. We wish you continued success wherever you may be.

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Appendix A - Addendum 2

CAREER PROGRAMS

1. Accounting
2. Automotive
3. Commercial Art
4. Commercial Cooking and Baking
5. Data Processing
6. Dental Assisting
7. Drafting
8. Electronic Technology
9. Executive Secretarial
10. Food Service Technology
11. Landscape Technology
12. Law Enforcement
13. Library Technology
14. Mechanical Design Technology
15. Mechanical Production Technology
16. Medical Laboratory Technology
17. Medical Office Assisting
18. Nursing
19. Radio and Television Repair
20. Retailing
21. Stenography

## Appendix A - Addendum 2

Note:

In item 5, career students were asked to name courses which would have better prepared them for their jobs. The following courses were listed in response:

Anthropology  
Anatomy and Physiology  
Business Management  
Geography  
History (now being offered)  
Journalism (now being offered)  
Pathology for nurses  
Philosophy  
More Psychology  
Religion  
Secretarial Procedures  
More Science  
More Sociology  
More Speech

## Appendix A - Addendum 3

Following are the tabulated responses of 132 students in the career areas and currently enrolled at OCC. The tabulations are made separately by program and are summarized for total numbers.

AREA: Food Service  
NUMBER: 31

Oakland Community College is conducting a Self-Study for Accreditation by the North Central Association of Colleges and Secondary Schools. Part of this Study deals with the effectiveness of our Instructional Program. You can be of help to us if you would complete and return the enclosed Questionnaire.

- |  |                               |                       |
|--|-------------------------------|-----------------------|
| 1. Do you feel that the courses and method of instruction at OCC have made you more aware of your responsibility in the learning process?  | Yes <u>29</u><br>No <u>1</u>  | No Answer<br><u>1</u> |
| 2. Do you feel that the courses and method of instruction at OCC have helped you develop good study habits?  | Yes <u>23</u><br>No <u>7</u>  | No Answer<br><u>1</u> |
| 3. Do you feel that the courses and method of instruction at OCC have made you more aware of and better able to use various media in your present courses?   | Yes <u>22</u><br>No <u>9</u>  | No Answer<br><u>0</u> |
| 4. Were there any courses which would have better prepared you for your career program which were not offered:   | Yes <u>7</u><br>No <u>20</u>  | No Answer<br><u>4</u> |
| <hr/> <hr/>  |                               |                       |
| 5. Are you enrolled in career courses at OCC which might provide advancement in your present job?  | Yes <u>21</u><br>No <u>10</u> | No Answer<br><u>0</u> |
| 6. Are you enrolled at OCC to keep abreast of the new techniques and technological advancements in your field?   | Yes <u>18</u><br>No <u>13</u> | No Answer<br><u>0</u> |
| 7. Have your experiences in your present course(s) caused you to change your educational goals (i.e., seek a degree, change programs, etc.)?   | Yes <u>11</u><br>No <u>20</u> | No Answer<br><u>0</u> |
| 8. Are you presently employed in the field of study you are pursuing at OCC?   | Yes <u>11</u><br>No <u>20</u> | No Answer<br><u>0</u> |
| 9. Any comments you would like to make (on the back of the sheet) about the courses, method of instruction, faculty-student relationship, facilities, academic calendar, etc., would be appreciated. |                               |                       |

## Appendix A - Addendum 3

AREA: Data Processing  
 NUMBER: 38

Oakland Community College is conducting a Self-Study for Accreditation by the North Central Association of Colleges and Secondary Schools. Part of this Study deals with the effectiveness of our Instructional Program. You can be of help to us if you would complete and return the enclosed Questionnaire.

- |  |                               |                       |
|--|-------------------------------|-----------------------|
| 1. Do you feel that the courses and method of instruction at OCC have made you more aware of your responsibility in the learning process?  | Yes <u>32</u><br>No <u>6</u>  | No Answer<br><u>0</u> |
| 2. Do you feel that the courses and method of instruction at OCC have helped you develop good study habits?  | Yes <u>27</u><br>No <u>10</u> | No Answer<br><u>1</u> |
| 3. Do you feel that the courses and method of instruction at OCC have made you more aware of and better able to use various media in your present courses?   | Yes <u>28</u><br>No <u>10</u> | No Answer<br><u>0</u> |
| 4. Were there any courses which would have better prepared you for your career program which were not offered?   | Yes <u>7</u><br>No <u>23</u>  | No Answer<br><u>8</u> |
| <hr/> <hr/>  |                               |                       |
| 5. Are you enrolled in career courses at OCC which might provide advancement in your present job?  | Yes <u>15</u><br>No <u>22</u> | No Answer<br><u>1</u> |
| 6. Are you enrolled at OCC to keep abreast of the new techniques and technological advancements in your field?   | Yes <u>11</u><br>No <u>26</u> | No Answer<br><u>1</u> |
| 7. Have your experiences in your present course(s) caused you to change your educational goals (i.e., seek a degree, change programs, etc.)?   | Yes <u>19</u><br>No <u>18</u> | No Answer<br><u>1</u> |
| 8. Are you presently employed in the field of study you are pursuing at OCC?   | Yes <u>11</u><br>No <u>24</u> | No Answer<br><u>3</u> |
| 9. Any comments you would like to make (on the back of the sheet) about the courses, method of instruction, faculty-student relationship, facilities, academic calendar, etc., would be appreciated. |                               |                       |

## Appendix A - Addendum 3

AREA: Secretarial Science  
 NUMBER: 15

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- |  |                              |                       |
|--|------------------------------|-----------------------|
| 1. Do you feel that the courses and method of instruction at OCC have made you more aware of your responsibility in the learning process?  | Yes <u>13</u><br>No <u>2</u> | No Answer<br><u>0</u> |
| 2. Do you feel that the courses and method of instruction at OCC have helped you develop good study habits?  | Yes <u>9</u><br>No <u>5</u>  | No Answer<br><u>1</u> |
| 3. Do you feel that the courses and method of instruction at OCC have made you more aware of and better able to use various media in your present courses?   | Yes <u>13</u><br>No <u>2</u> | No Answer<br><u>0</u> |
| 4. Were there any courses which would have better prepared you for your career program which were not offered:   | Yes <u>1</u><br>No <u>10</u> | No Answer<br><u>4</u> |
| <hr/>  |                              |                       |
| 5. Are you enrolled in career courses at OCC which might provide advancement in your present job?  | Yes <u>7</u><br>No <u>8</u>  | No Answer<br><u>0</u> |
| 6. Are you enrolled at OCC to keep abreast of the new techniques and technological advancements in your field?   | Yes <u>7</u><br>No <u>8</u>  | No Answer<br><u>0</u> |
| 7. Have your experiences in your present course(s) caused you to change your educational goals (i.e., seek a degree, change programs, etc.)?   | Yes <u>9</u><br>No <u>6</u>  | No Answer<br><u>0</u> |
| 8. Are you presently employed in the field of study you are pursuing at OCC?   | Yes <u>2</u><br>No <u>13</u> | No Answer<br><u>0</u> |
| 9. Any comments you would like to make (on the back of the sheet) about the courses, method of instruction, faculty-student relationship, facilities, academic calendar, etc., would be appreciated. |                              |                       |

## Appendix A - Addendum 3

AREA: Law Enforcement  
 NUMBER: 48

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- |  |                               |                       |
|--|-------------------------------|-----------------------|
| 1. Do you feel that the courses and method of instruction at OCC have made you more aware of your responsibility in the learning process?  | Yes <u>44</u><br>No <u>4</u>  | No Answer<br><u>0</u> |
| 2. Do you feel that the courses and method of instruction at OCC have helped you develop good study habits?  | Yes <u>35</u><br>No <u>13</u> | No Answer<br><u>0</u> |
| 3. Do you feel that the courses and method of instruction at OCC have made you more aware of and better able to use various media in your present courses?   | Yes <u>41</u><br>No <u>7</u>  | No Answer<br><u>0</u> |
| 4. Were there any courses which would have better prepared you for your career program which were not offered:   | Yes <u>6</u><br>No <u>40</u>  | No Answer<br><u>2</u> |
| <hr/>  |                               |                       |
| 5. Are you enrolled in career courses at OCC which might provide advancement in your present job?  | Yes <u>41</u><br>No <u>7</u>  | No Answer<br><u>0</u> |
| 6. Are you enrolled at OCC to keep abreast of the new techniques and technological advancements in your field?   | Yes <u>40</u><br>No <u>8</u>  | No Answer<br><u>0</u> |
| 7. Have your experiences in your present course(s) caused you to change your educational goals (i.e., seek a degree, change programs, etc.)?   | Yes <u>22</u><br>No <u>26</u> | No Answer<br><u>0</u> |
| 8. Are you presently employed in the field of study you are pursuing at OCC?   | Yes <u>31</u><br>No <u>17</u> | No Answer<br><u>0</u> |
| 9. Any comments you would like to make (on the back of the sheet) about the courses, method of instruction, faculty-student relationship, facilities, academic calendar, etc., would be appreciated. |                               |                       |

## Appendix A - Addendum 3

## SUMMARY:

Total of 132 students responding who are currently enrolled in Law Enforcement, Secretarial Science, Data Processing and Food Service.

1. Do you feel that the courses and method of instruction at OCC have made you more aware of your responsibility in the learning process?	Yes <u>118</u> No <u>13</u>	No Answer <u>1</u>
2. Do you feel that the courses and method of instruction at OCC have helped you develop good study habits?	Yes <u>94</u> No <u>35</u>	No Answer <u>3</u>
3. Do you feel that the courses and method of instruction at OCC have made you more aware of and better able to use various media in your present courses?	Yes <u>104</u> No <u>28</u>	No Answer <u>0</u>
4. Were there any courses which would have better prepared you for your career program which were not offered:	Yes <u>21</u> No <u>93</u>	No Answer <u>18</u>
<hr/>		
5. Are you enrolled in career courses at OCC which might provide advancement in your present job?	Yes <u>84</u> No <u>47</u>	No Answer <u>1</u>
6. Are you enrolled at OCC to keep abreast of the new techniques and technological advancements in your field?	Yes <u>76</u> No <u>55</u>	No Answer <u>1</u>
7. Have your experiences in your present (course(s) caused you to change your educational goals (i.e., seek a degree, change programs, etc.)?	Yes <u>61</u> No <u>70</u>	No Answer <u>1</u>
8. Are you presently employed in the field of study you are pursuing at OCC?	Yes <u>62</u> No <u>67</u>	No Answer <u>3</u>
9. Any comments you would like to make (on the back of the sheet) about the courses, method of instruction, faculty-student relationship, facilities, academic calendar, etc., would be appreciated.		

## Appendix A - Addendum 3

## Summary of comments given by the Food Service Students:

Courses needed: Business Law as it relates to the Food Service field, meat cutting, better menu planning.

A number of students have indicated a need for more field experience. There are comments from this group that the instruction is good and there are comments that it is bad. The group tends to cancel each other out on this point. They remarked that the teachers are confident, helpful and outstanding, and that faculty-student relationships are good.

## Summary of comments given by the Data Processing students:

Courses needed: Business Management, more accounting, Fortran.

General comments: Replace supplementary courses with transfer courses wherever possible. There is a need for more student-teacher contact. The tests are a little too easy. Several students commented on the fact that fines on overdue books are outrageous. IBM books are not worth buying. There is a need for a better supply of lab study materials.

## Summary of comments given by the Secretarial Science students:

There was no need for additional courses expressed by this group.

General comments: One student expressed a preference for a Block of Time class. Courses in business should be tested every two weeks instead of weekly.

## Summary of comments given by the students in the Law Enforcement Program.

Courses needed: Criminology, first aid.

General comments: Better texts are necessary. There should be more Law Enforcement offerings in the Spring and Summer. More SAS's are necessary. The question was asked as to why such an important program is so understaffed. OCC's method of instruction should be adopted at other schools.

Appendix A - Addendum 4  
(Developmental Programs)

The Task Force is convinced, after reviewing programs at a number of institutions and on the basis of experience at Oakland Community College, that remediation alone is not enough to overcome some of the important obstacles to effective learning. The Task Force feels that the College must work toward attitudinal change in the students referred to these programs. The academic difficulties of many students are due not primarily to their inability to do college work, but to attitudes, habits and perceptions (often based on prior unsuccessful academic experiences) which affect their present academic performance. Developmental programs directed toward the formulation of effective behavior patterns are particularly consonant with this College's emphasis on behavioral objectives.

Accordingly, in March 1968 the Task Force proposed that the College institute, on an experimental basis, an integrated developmental studies program at the Highland Lakes campus. The proposed pilot program, to begin in the fall of 1968, will be a full-time program for 60 students. From a potential group selected on the basis of high school performance, counselor evaluations, and ACT scores (the lower third), final selection will be determined by testing and interviews. The proposal provides for block-scheduling of students for 20 hours per week in general assembly, small assembly and structured laboratory sessions in English, science, social science, mathematics and guided orientation. Depending on his progress, the student will leave the program at the end of the first session through examination and placement in an appropriate technical or transfer area, or he will continue the program. Staff for the proposed pilot program will be a functional team consisting of one faculty member from each academic division and two from counseling. The Task

## Appendix A - Addendum 4

Force recommends that, following the proposed one-year pilot program at Highland Lakes, a comparable integrated developmental studies program be implemented at the other campuses beginning in the fall of 1969.

Since many of the current and potential students who are most in need of developmental programs are those who are also in financial need, financial aid is closely related to these programs. To help make it possible for such people to attend college and to have a new opportunity for education and training, a number of financial aids are available. These include 100 or more Trustee Awards each fall based on financial need, Educational Opportunity Grants of \$300 per year to students with exceptional need, National Defense Student Loans up to \$1000 per year, and job placement assistance on and off the campus.

Appendix A - Addendum 5  
(Counseling & Guidance)

1. Academic and pre-enrollment advising
2. Vocational counseling
3. Educational counseling
4. Personal-social counseling
5. Educational research
6. Testing
7. Orientation program
8. Financial aids and job placement
9. Military service and Veterans' affairs advisement
10. Dialogue with teaching faculty
11. Community relations and high school relations
12. Articulation with other community colleges and four year institutions
13. Group counseling
14. Parent consultations
15. Attrition abatement
16. In-service training of counseling staff
17. Maintaining students records
18. Making referrals of students to appropriate outside agencies
19. Assisting students in transferring to senior institutions
20. Follow-up studies
21. Holding regular staff meetings
22. Educational placement
23. Instruction

Some of the above functions like community and high school relations are coordinated by the Central Office for the three campuses.

Appendix A - Addendum 6  
(Counseling & Guidance)

TEST CENTER  
LIST OF CURRENT TESTS

TEST	TIME	NORMS	SCORE
1. Accounting	40 min.	10-12 gr.	%ile
2. Bender Visual-Motor Gestalt Test	un.(+ min.)	Child. & Ad	Points
3. Brainard Occupational Preference Inventory	un.(+30 min.)	8-12 gr.	%ile
4. Brown-Holtzman Survey of Study Habits and Attitudes	un.(+20 min.)	H.S.Sr., Coll.	%ile
5. Cornell Index	un.(+10 min.)	Adol. & Ad.	%ile
6. College Qualification Test	80 min.	11-13 gr.	%ile
7. California Test of Personality	un.(+30 min.)	Ad	%ile
8. Design Judgment Test	un.(+30 min.)	Jr.H., Coll., Ad.	%ile
9. Davis Reading Test	40 min.	8-13 gr.	%ile
10. Differential Aptitude Test	3 1/2 hrs.	9-12 gr.	%ile
11. Edwards Personal Preference Schedule	un.(+45 min.)	Coll. & Ad.	%ile
12. Engineering and Physical Science Aptitude Test	80-90 min.	H.S. & above	%ile
13. General Clerical	43 min.	H.S. & above	%ile
14. Gordon Occupational Check List	un.(+25 min.)		
15. Gordon Personal Profile	un.(+15 min.)	H.S.& above	%ile
16. Gordon Personal Inventory	un.(+15 min.)	H.S.& above	%ile
17. Iowa Silent Reading	45 min.	H.S.	St.Sc.
18. Kuder Preference Record	un.(+30 min.)	H.S. & above	Diff. Ratio
19. Minnesota Counseling Inventory	un.(+50 min.)	9-12 gr.	9 scores
20. Minnesota Multiphasic Personality Inventory	un.	Older Adol.&Ad.	10 scales
21. Missouri College English Test	90 min.	Coll.	%ile
22. Mooney Problem Check List	un.(+30 min.)	Adol.& Ad.	n.s.
23. Occupational Interest Inventory	un.(+40 min.)	H.S. & above	%ile
24. Otis Quick Scoring Mental Ability Tests	30 min.	H.S. & Coll.	I.Q.
25. Quick Word Test	10-15 min.	H.S.Coll., Ad.	%ile, I.Q.
26. Rorschach Psychodiagnostic	un.	Child. & Ad.	n.s.

## Appendix A - Addendum 6

27.	Short Test of Educational Ability	20 min.		
28.	Stenographic Aptitude Test	25 min.	H.S. & Coll.	%ile
29.	Strong Vocational Men's and Women's, Machine and Hand Scored	un.(+45 min.)	H.S. & above	St.Sc.
30.	Thematic Apperception Test	un.	Child & Ad.	n.s.
31.	Thurstone Interest Schedule	10 min.	H.S., Coll. Ad.	%ile
32.	Turse Shorthand Aptitude Test	40 min.	H.S. & above	%ile
33.	Wechsler Adult Intelligence Scale	+45 min.	16-75 yrs.	I.Q.
34.	Wide Range Achievement Test	15-30 min.	5 yrs. to Ad	%ile

## GLOSSARY OF TERMS

un.-untimed  
 ( ) - Approximate time  
 gr. - grade  
 H.S. - High School

Coll. - College  
 Ad. - Adult  
 St.Sc. - Standard Scores  
 n.s. - no score  
 Adol. - adolescent

Appendix A - Addendum 7

SNAP-A-PART AND KEEP YELLOW COPY. SEND WHITE AND PINK COPIES WITH CARBON INTACT

9/67

**STUDENT REFERRAL**

TO \_\_\_\_\_ FROM \_\_\_\_\_

Student: \_\_\_\_\_ Soc. Sec. # \_\_\_\_\_

Class: \_\_\_\_\_ Section: \_\_\_\_\_

DATE \_\_\_\_\_ 19 \_\_\_\_\_

Improperly Enrolled

Not attending GAS

Overdue Lab Materials

Low Academic Performance

Suggest Personal Guidance

Comments: \_\_\_\_\_

\_\_\_\_\_  
SIGNED \_\_\_\_\_

**R E P L Y**

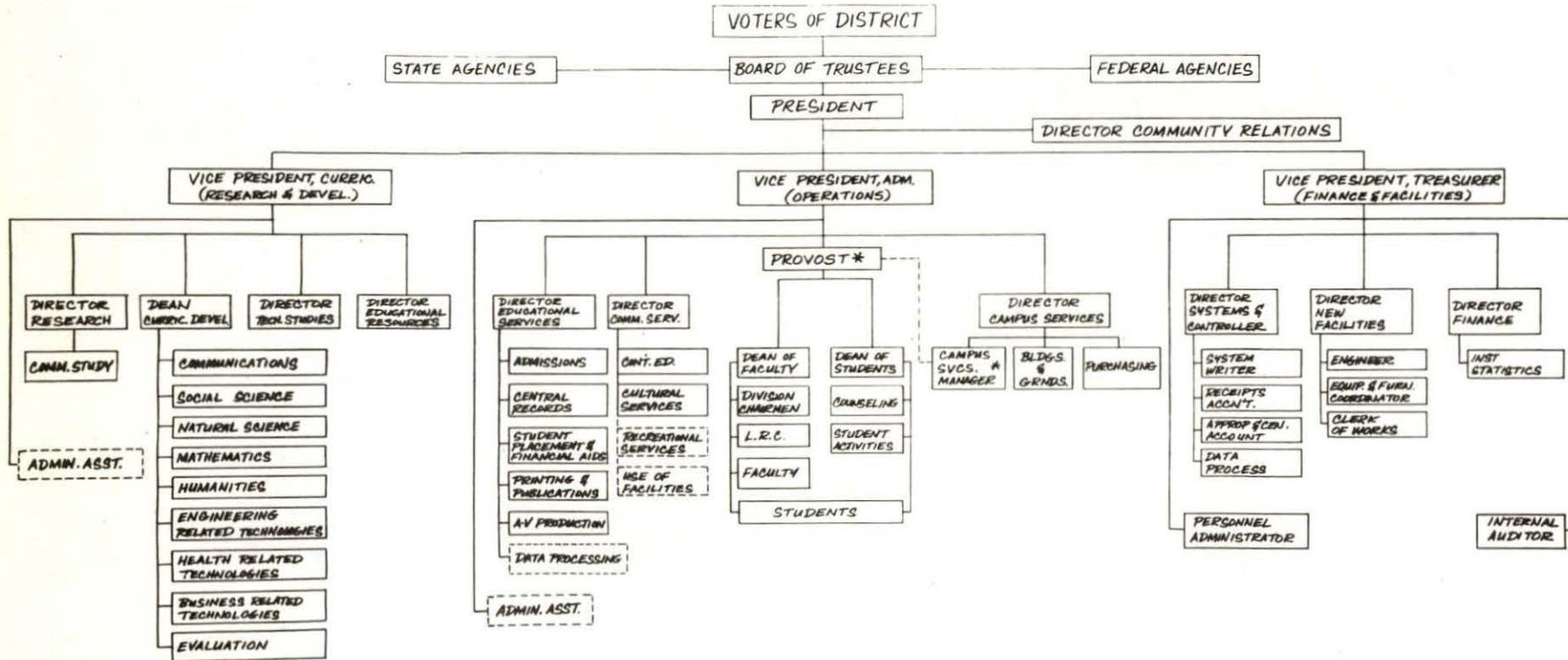
DATE \_\_\_\_\_ 19 \_\_\_\_\_

RECIPIENT RETAIN WHITE COPY, RETURN PINK COPY

SIGNED \_\_\_\_\_

APPENDIX B

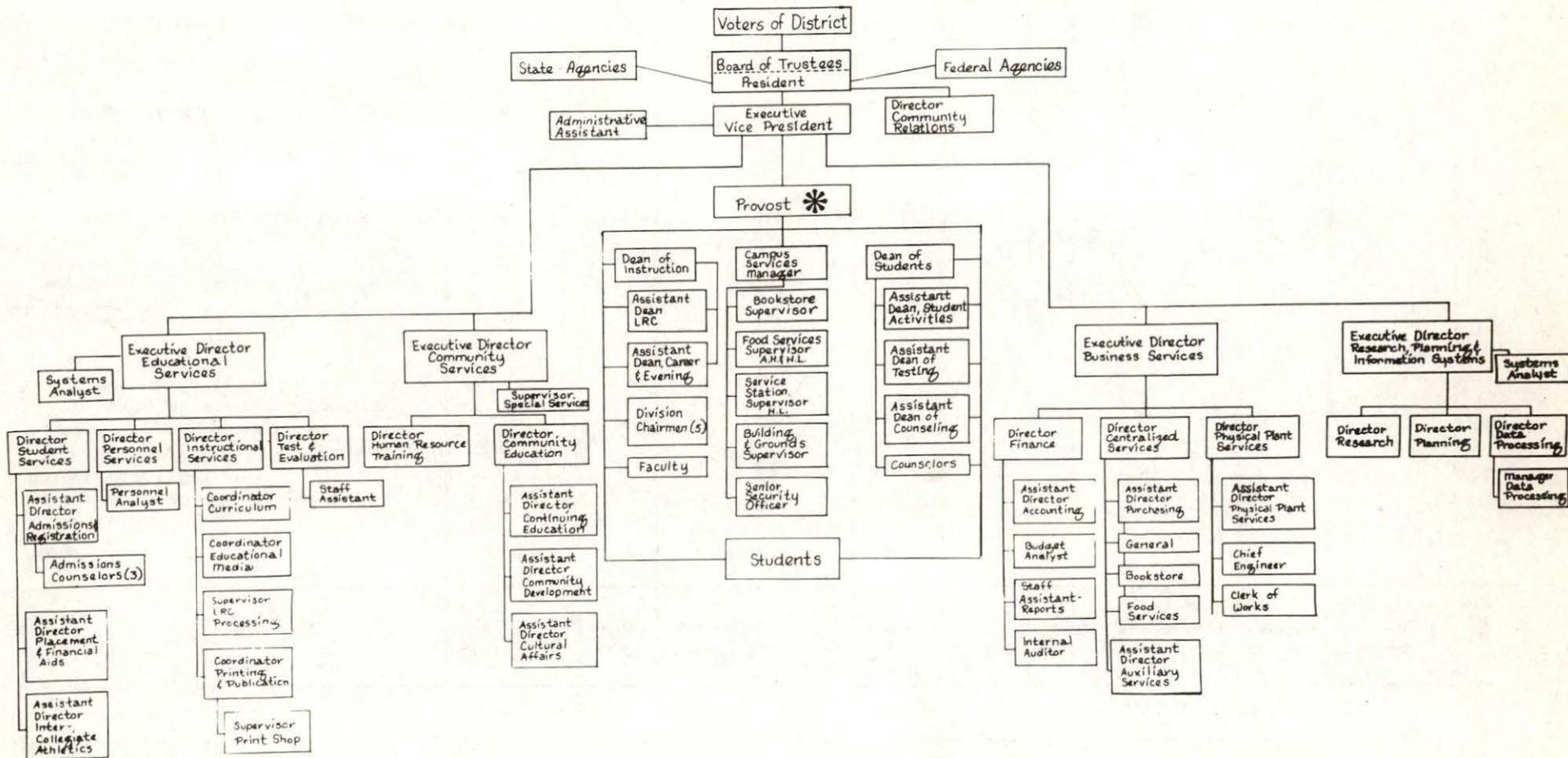
ORGANIZATION, SYSTEMS, AND PROCEDURES



--- FUTURE POSITIONS  
\* REPEATED FOR EACH CAMPUS

OAKLAND COMMUNITY COLLEGE

# OAKLAND COMMUNITY COLLEGE FUNCTIONAL ORGANIZATION



\* Repeated for each Campus

2 - 24  
OAKLAND COMMUNITY COLLEGE  
MANAGEMENT TASK ANALYSIS

Appendix B - Addendum 3

CATEGORY	WHERE PRESENTLY ADMINISTERED					RECOMMENDED ASSIGNMENT					
Instructional Services	Operations	Bus. & Finance	Research & Dev.	Campus	Pres. Office	Campus	Educ. Services	Community Services	Business Services	Research Planning & Info. Systems	Pres. Office
Tasks											
<u>Instruction</u>											
Supervision				X		X					
Development of College Calendar	X						X				
Development of Catalog	X						X				
Maintenance of official file of course materials	X		X	X		X	X				
Coordination of Evaluation	X		X				X			X	
Development of Evaluation Program			X				X				
Implementation of Evaluation			X	X		X					
Quality Control			X			X	X			X	
<u>Curriculum</u>											
Articulation with colleges	X		X				X				
Curriculum planning	X		X			X	X				
Curriculum coordination	X		X			X	X				
Course development, revision, implementation	X		X	X		X					
<u>Learning Resources</u>											
<u>Audio Visual</u>											
Budget Allocation	X			X		X	X				
Film Library	X						X				
Film Rental or Purchase	X						X				
Film Previewing	X						X				
Film Cataloging	X						X				
Maintenance	X			X		X	X				
Media Production	X						X				

2-25  
OAKLAND COMMUNITY COLLEGE  
MANAGEMENT TASK ANALYSIS

Appendix B - Addendum 3

CATEGORY	WHERE PRESENTLY ADMINISTERED					RECOMMENDED ASSIGNMENT					
Instructional Services (2)	Operations	Bus. & Finance	Research & Dev.	Campus	Pres. Office	Campus	Educ. Services	Community Services	Business Services	Research Planning & Info. Systems	Pres. Office
Library											
Budget Allocation				X		X					
Processing	X						X				
Cataloging	X						X				
Audit of LRC	X						X				
Supervision of LRC				X		X					
<u>Career Education</u>											
Curriculum Development			X	X		X					
Coordination of Citizen Advisory Committees			X			X		X			
Vocational Reimbursement	X								X		
Liaison with business, industry, government, and professions	X		X					X			
Planning of projects involving Vocational Education Funds	X									X	
Liaison with state and regional Vocational Education officials	X					X		X			
Screening and credentialing of Career Education staff	X					X	X				
Recommend facilities and equipment	X									X	
Recommend new credit offerings	X		X			X					
Recommend new non-credit offerings								X			
Recommend Career Education evening offerings	X					X					
Coordination of Career Education Master Plan	X		X				X				
Evaluation of Career Education offerings	X		X			X					

2 - 26  
 OAKLAND COMMUNITY COLLEGE  
MANAGEMENT TASK ANALYSIS

Appendix B - Addendum 3

CATEGORY	WHERE PRESENTLY ADMINISTERED					RECOMMENDED ASSIGNMENT					
Student Personnel Services	Operations	Bus. & Finance	Research & Dev.	Campus	Pres. Office	Campus	Educ. Services	Community Services	Business Services	Research Planning & Info. Systems	Pres. Office
Admission	X						X				
Records	X						X				
Financial Aids	X						X				
Placement (on and off campus)	X						X				
Subpoenas and release of information				X		X					
Military and Social Welfare	X						X				
Counseling				X		X					
Guided Orientation				X		X					
Registration System	X						X				
Coordination of Master Schedule	X						X				
Coordination of ACT	X						X				
Placement Testing				X		X					
ACT Research	X									X	
Student Activities				X		X					
Intercollegiate Athletics	X						X				
Coordination of Commencement	X						X				
Graduation Follow-Up	X						X				
High School Relations	X						X				
College Articulation	X		X				X				
Residence Contracting				X		X					
Probation and Dismissal				X		X					

2 - 27  
 OAKLAND COMMUNITY COLLEGE  
MANAGEMENT TASK ANALYSIS

Appendix B - Addendum 3

CATEGORY	WHERE PRESENTLY ADMINISTERED					RECOMMENDED ASSIGNMENT					
Instructional Services (3)	Operations	Bus. & Finance	Research & Dev.	Campus	Pres. Office	Campus	Educ. Services	Community Services	Business Services	Research Planning & Info. Systems	Pres. Office
Tasks											
Develop proposals for state, federal, foundation support	X									X	X
Liaison with schools and colleges	X		X				X				
<u>Other</u>											
Reproduction of instructional material	X						X				
Development and coordination of official publications	X				X		X				
Distribution of publications	X				X				X		

2 - 28  
 OAKLAND COMMUNITY COLLEGE  
MANAGEMENT TASK ANALYSIS

Appendix B - Addendum 3

CATEGORY	WHERE PRESENTLY ADMINISTERED					RECOMMENDED ASSIGNMENT					
Business Services	Operations	Bus. & Finance	Research & Dev.	Campus	Pres. Office	Campus	Educ. Services	Community Services	Business Services	Research Planning & Info. Systems	Pres. Office
Tasks											
<u>Building and Grounds</u>											
Maintenance	X								X		
Alterations and improvements	X								X		
Operations				X		X					
Mechanical	X								X		
Security	X			X		X			X		
Liaison with local health & safety officials	X	X							X		
<u>New Facilities</u>											
Campus planning (educational specifications)					X						X
Relations with architects - building programming					X						X
Supervision and inspection of construction					X				X		
Review of building design					X						X
<u>Supplies and Equipment</u>											
Preparations of specifications	X				X				X		X
Bidding	X				X				X		
Purchasing											
General	X								X		
LRC	X							X			
Bookstore	X								X		
Food Service	X								X		
Receiving	X								X		
Stores									X		

2 - 29  
OAKLAND COMMUNITY COLLEGE

Appendix B - Addendum 3

MANAGEMENT TASK ANALYSIS

CATEGORY	WHERE PRESENTLY ADMINISTERED					RECOMMENDED ASSIGNMENT					
Business Services (2)	Operations	Bus. & Finance	Research & Dev.	Campus	Pres. Office	Campus	Educ. Services	Community Services	Business Services	Research Planning & Info. Systems	Pres. Office
Tasks											
<u>Finance</u>											
Cash control	X			X					X		
Collection of taxes		X							X		
Financial Reports		X							X		
College building bond program and debt retirement		X							X		
Payroll		X							X		
Accounting		X							X		
Investments		X							X		
Internal Audit		X							X		
Student Activity Funds	X	X							X		
Budget preparation	X	X							X		
Budget administration and control	X	X							X		
Reviews proposal budgets		X							X		
<u>Centralized Services</u>											
Mail and delivery service	X								X		
Mass mailing	X								X		
Inventory	X	X			X				X		
Legal liaison	X	X			X						X
Coordination of auxiliary services	X								X		
Supervision of auxiliary services				X		X					
Transportation					X				X		
Central switchboard	X								X		

2 - 30  
 OAKLAND COMMUNITY COLLEGE  
MANAGEMENT TASK ANALYSIS

Appendix B - Addendum 3

CATEGORY	WHERE PRESENTLY ADMINISTERED					RECOMMENDED ASSIGNMENT					
Personnel Services	Operations	Bus. & Finance	Research & Dev.	Campus	Pres. Office	Campus	Educ. Services	Community Services	Business Services	Research Planning & Info. Systems	Pres. Office
Tasks											
<u>Contract Personnel</u>											
Advertising		X					X				
Recruiting	X			X		X					
Screening	X	X	X	X	X	X	X				
Interviewing	X	X	X	X	X	X	X	X	X	X	
Selection	X	X	X	X	X	X	X	X	X	X	
Assignment	X	X	X	X	X	X	X	X	X	X	
Staff employment					X						
Evaluation	X	X	X	X	X	X	X	X	X	X	X
Promotion and dismissal	X	X	X	X	X	X	X	X	X	X	X
Orientation and In-Service Training	X	X	X	X	X	X	X	X	X	X	
Salary administration	X	X	X	X	X		X				
Health Examinations		X					X				
Vocational Credentialing	X						X				
Record Keeping		X					X				
Benefits Program		X					X				
Contract Preparation		X					X				
Staff relations		X					X				
Leaves, sabbaticals		X					X				
Contract Interpretation	X	X		X			X				
Preparation of recommendations for Board		X					X				
<u>Classified Personnel</u>											
Advertising		X					X				
Recruiting		X					X				
Screening		X					X				

2 - 31  
 OAKLAND COMMUNITY COLLEGE  
MANAGEMENT TASK ANALYSIS

Appendix B - Addendum 3"

CATEGORY	WHERE PRESENTLY ADMINISTERED					RECOMMENDED ASSIGNMENT					
Personnel Services (2)	Operations	Bus. & Finance	Research & Dev.	Campus	Pres. Office	Campus	Educ. Services	Community Services	Business Services	Research Planning & Info. Systems	Pres. Office
Interviewing	X	X	X	X	X	X	X	X	X	X	X
Selection	X	X	X	X	X	X	X	X	X	X	X
Assignment		X					X				
Staff employment					X						X
Evaluation	X	X	X	X	X	X	X	X	X	X	X
Promotion and dismissal	X	X	X	X	X	X	X	X	X	X	X
Orientation and In-Service Training		X					X				
Wage administration	X	X	X	X	X		X				
Labor Relations	X	X					X				
Health Examinations		X					X				
Record Keeping		X					X				
Benefits Program		X					X				
Contract Interpretation	X	X		X			X				
Preparation of recommendations for Board		X					X				
<u>Student Personnel</u>											
Records	X						X				
Athletic Insurance	X						X				
Health Services	X						X				
Student Help	X	X		X			X				

2 - 32  
OAKLAND COMMUNITY COLLEGE

Appendix B - Addendum 3

MANAGEMENT TASK ANALYSIS

CATEGORY	WHERE PRESENTLY ADMINISTERED					RECOMMENDED ASSIGNMENT					P C
Community	Operations	Bus. & Finance	Research & Dev.	Campus	Pres. Office	Campus	Educ. Services	Community Services	Business Services	Research Planning & Info. Systems	
<u>Community Education</u>											
Non-credit courses	X							X			
College credit extension	X							X			
MDTA programs	X			X				X			
Community Counseling	X							X			
Speakers Bureau	X							X			
<u>Community Development</u>											
Community Studies	X							X			
Workshops, Institutes, etc.	X							X			
Organization of community groups	X							X			
Project SERVE	X							X			
<u>Community Cultural Recreational Activities</u>											
Public Events Series	X							X			
Seminars and Symposiums	X							X			
Community performing groups	X							X			
Cultural tours and field trips	X							X			
Festivals	X							X			
Physical Activities	X							X			
Science Services	X							X			
<u>Social Services</u>											
Use of college facilities	X			X		X		X			
Campus tours and visits	X			X		X		X			
Master Calendar	X			X		X		X			

2 - 33  
OAKLAND COMMUNITY COLLEGE

Appendix B - Addendum 3

MANAGEMENT TASK ANALYSIS

CATEGORY	WHERE PRESENTLY ADMINISTERED					RECOMMENDED ASSIGNMENT					
Community (2)											
Tasks	Operations	Bus. & Finance	Research & Dev.	Campus	Pres. Office	Campus	Educ. Services	Community Services	Business Services	Research Planning & Info. Systems	Pres. Office
Development of brochures	X						X				
Distribution of brochures	X								X		
<u>Community Relations</u>											
Public information					X						X
Official publications	X				X		X				
Legislative liaison					X						X
Community liaison	X				X			X			X
Distribution of brochures					X				X		



ASSIGNMENT OF TASKS TO CENTRAL DIVISIONS AND DEPARTMENTS

## 1. EDUCATIONAL SERVICES

A. Student Services

1. Admissions
2. Financial Aids
3. Placement
4. Military and Social Welfare
5. Registration System
6. Coordination of Master Schedule
7. Intercollegiate Athletics
8. Coordination of Commencement
9. Graduate Follow-Up
10. High School Relations
11. College Articulation

B. Personnel Services

1. Contract
  - a. Advertising
  - b. Salary administration
  - c. Vocational credentialing
  - d. Health examinations
  - e. Record keeping
  - f. Benefits program
  - g. Contract preparation
  - h. Staff relations
  - i. Leaves, sabbaticals

- j. Contract interpretation
- k. Preparation of recommendations for Board

## 2. Classified

- a. Advertising
- b. Recruiting
- c. Screening
- d. Assignment
- e. Orientation and in-service training
- f. Wage administration
- g. Labor relations
- h. Health examination
- i. Record keeping
- j. Benefits programming
- k. Contract interpretation
- l. Preparation of recommendation for Board

## 3. Students

- a. Record keeping
- b. Athletic insurance
- c. Health services
- d. Student health

## C. Instructional Services

- 1. Development of College Calendar
- 2. Development of Catalog
- 3. Maintenance of Official File of Course Materials

4. Curriculum Planning
5. Curriculum Coordination
6. Coordinate Career Education Master Plan
7. Film Library
8. Film Rental and Purchase
9. Film Previewing
10. Film Cataloging
11. A-V Maintenance
12. Media Production
13. LRC Processing
14. LRC Cataloging
15. Audit of LRC
16. Reproduction of Instructional Materials
17. Development and Coordination of Official Publications

D. Testing and Evaluation

1. Development of Evaluation Program
2. Coordination of Evaluation Program
3. Coordination of ACT
4. Quality Control

II. BUSINESS SERVICES

A. Finance

1. Cash Control
2. Collection of Taxes
3. Financial Reports

4. Vocational Reimbursement
  5. College Building Bond Program and Debt Retirement
  6. Payroll
  7. Accounting
  8. Investments
  9. Internal Audit
  10. Student Activity Funds
  11. Budget Preparation Coordination
  12. Budget Administration and Control
  13. Proposal Budgets Review
- B. Centralized Services
1. Preparation of Specifications
  2. Bidding
  3. Purchasing
  4. Mail and Delivery Service
  5. Mass Mailing
  6. Inventory
  7. Coordination of Auxiliary Services
  8. Transportation
  9. Central Switchboard
  10. Receiving
  11. Stores

C. Physical Plant Services

1. Maintenance
2. Alterations and Improvements
3. Mechanical
4. Central Security
5. Supervision and Inspection of Construction
6. Liaison with Local Health and Safety Officials

III. RESEARCH, PLANNING, AND INFORMATION SYSTEMS

A. Research

1. Curriculum Research
2. Institutional Analysis
3. Institutional Statistics
4. Assist in Development of Evaluation Program
5. Quality Control

B. Planning

1. Development of Educational Specifications
2. Relations with Architects - Building Programming
3. Review Building Design
4. Planning of Projects Involving Vocational Educational Funds
5. Develop Proposals for Federal, State, Foundation Funds

C. Data Processing

IV. COMMUNITY SERVICES (No Change)

## OAKLAND COMMUNITY COLLEGE

ADMINISTRATIVE REGULATIONCOURSE AND PROGRAM DEVELOPMENT, REVISION AND DELETION

70.001 In designing the course offerings of the College, it is necessary that we be mindful of existing College documents which define the roles of the administration and faculty personnel of the College. (Policy Manual - Division II, Sections 1.020 and 1.030; Division II, Section 1.095 and Master Labor Contract - May, 1966).

The continuing analysis and evaluation of the curriculum will be the responsibility of the Vice President - Curriculum and Research.

The following shall determine the course for curriculum additions, deletions, and revisions:

A. COURSE DEVELOPMENT

The addition or elimination of a course or program will be accomplished through the involvement of a number of different committees and groups.

1. Each Campus will establish a CAMPUS CURRICULUM COMMITTEE composed of the Dean of Faculty or Chairman, two Division Chairmen elected by the Division Chairmen, and four faculty members (each from a different division) elected by the Campus Faculty Senate.
2. In all cases, the faculty will have equal, if not majority, representation with that of administrative personnel on all committees.
3. Each CAMPUS CURRICULUM COMMITTEE will screen and review all recommendations for additions or deletions of courses and programs.
4. The COLLEGE CURRICULUM COMMITTEE will consist of two Directors of Curriculum (to be elected by/from their membership), three Division Chairmen to be elected from their membership, and two faculty members from each Campus to be elected by College Faculty Council.
5. The COLLEGE CURRICULUM COMMITTEE will receive recommendations for new programs, courses and curriculum changes from the CAMPUS CURRICULUM COMMITTEE, from advisory committees and from other knowledgeable individuals or groups not on a Campus.
6. The CURRICULUM ADVISORY COMMITTEE will be established in each divisional area.
7. The CURRICULUM ADVISORY COMMITTEE will include a Division Chairman from each Campus appropriate to that area of curriculum concerned, and

## Appendix B - Addendum 5

COURSE AND PROGRAM DEVELOPMENT, REVISION AND DELETION (cont.)

- two faculty members from each Campus elected by the faculty in that division, and the appropriate DIRECTOR OF CURRICULUM as chairman.
8. The CURRICULUM ADVISORY COMMITTEE will select an ad hoc faculty committee made up of two members from each Campus in the specific disciplinary area who shall review the course objectives.
  9. A research design to assure proper validation of the course will be developed by the ad hoc committee in consultation with and approval of the VICE PRESIDENT - CURRICULUM AND RESEARCH and his staff.
  10. A course must be approved at least two full sessions, and preferably one calendar year, before it is to be offered.
  11. No course may be offered unless approved in its entirety at least 30 days prior to the first date of classes for which it has been scheduled.

B. COURSE REVISION

In a continuing effort to refine and improve the courses of the College and to facilitate research designs which will permit comparing alternative approaches to the same objectives, course revision may include any changes in the following areas:

- a. time spent on a unit of instruction,
  - b. media utilization in the instructional process,
  - c. utilization of instructional methodology such as small assemblies, general assemblies, etc.,
  - d. sequence of learning steps within a unit,
  - e. changes in objectives (TPSs and IPSs),
  - f. changes in prerequisites, and
  - g. planned experimentation.
1. The COLLEGE CURRICULUM COMMITTEE will not be required to act upon course revisions.
  2. All course area faculty will be informed of any proposed revision in their disciplinary area for their recommendations.
  3. In a continuing effort to evaluate and improve all courses in the curriculum, it will be mandatory that every course in the College be reviewed in the "revision" process at least once every three years.

Effective 3-16-67 - President's Executive Staff

Revised 8-2-67 - Vice President's Council

See Administrative Procedure 70.001

See Board Policies 1.020, 1.030, and 1.095

## OAKLAND COMMUNITY COLLEGE

ADMINISTRATIVE PROCEDURECOURSE AND PROGRAM DEVELOPMENT, REVISION AND DELETION

70.001 The following delineates the process by which course and program development, revision, and deletion will occur:

A. COURSE DEVELOPMENT

1. Each campus curriculum committee screens and reviews each recommendation, that originates on that campus, for the addition of a course.
2. When approved, the recommendation is sent to the College Curriculum Committee. When disapproved, the recommendation is returned to the initiator of the recommendation with a written explanation for the disapproval.
3. Each recommendation approved by the College Curriculum Committee is sent to the appropriate curriculum advisory committee. Each recommendation disapproved by the College Curriculum Committee is returned to the campus curriculum committee that initiated the recommendation with a written explanation for the disapproval.
4. Each recommendation approved by the curriculum advisory committee is sent to the Vice President - Curriculum and Research for his review and approval. If approved, it is reviewed by the Vice President for implementation and budgetary considerations. Each recommendation disapproved by the curriculum advisory committee is returned to the College Curriculum Committee with a written explanation for the disapproval.
5. Each recommendation approved by the Vice President - Curriculum and Research is sent to the Vice President for development. Each recommendation disapproved by the Vice President - Curriculum and Research is returned to the appropriate curriculum advisory committee with a written explanation for the disapproval.
6. The Vice President, after consultation with a Provost and Division Chairman, will identify the group coordinator responsible for the development of the course objectives.
7. After the course objectives have been developed, the objectives will be reviewed by the Division Chairman and other faculty members in the group on the campus where the objectives were developed and, after approval or disapproval by a majority of the members of the group, will be returned to the curriculum advisory committee with any minority reports.
8. A curriculum advisory committee will select an ad hoc faculty committee which will review the course objectives and return the course objectives, along with any written comments, to the curriculum advisory committee.

COURSE AND PROGRAM DEVELOPMENT, REVISION AND DELETION (cont.)

9. If approved by a curriculum advisory committee, the course objectives will be sent to the Vice President - Curriculum and Research for approval. If disapproved by a curriculum advisory committee, the course objectives, with a written explanation for the disapproval, will be returned to the group coordinator.
10. If the course objectives are approved by the Vice President - Curriculum and Research, the course objectives, with an approval statement, will be sent to the Vice President. If the course objectives are disapproved by the Vice President - Curriculum and Research, the course objectives, with an explanation for the disapproval, will be returned to the appropriate curriculum advisory committee.
11. The Vice President, after consultation with a Provost and Division Chairman, will assign to a group coordinator the responsibility for the development of the course package, which includes the following:
  - a. description of the course,
  - b. prerequisites for the course,
  - c. terminal and intermediate performance specifications,
  - d. a final examination.
12. The completed course package will be reviewed by the appropriate Division Chairman and other faculty members in the group on the campus where the course package is developed and, if approved by a majority, will be sent to the appropriate curriculum advisory committee. If majority approval cannot be obtained, the group coordinator will prepare a written explanation for the Vice President, who will reassign the responsibility for the development of the course package.
13. If approved by the curriculum advisory committee, the course package will be sent to the ad hoc committee for the development of a research design to assure the validation of the course package. If disapproved by the curriculum advisory committee, the course package will be returned to the group coordinator with a written explanation for the disapproval.
14. The ad hoc committee will return the course package and research design to the curriculum advisory committee.
15. If approved by a curriculum advisory committee, the course package and research design will be sent to the Vice President - Curriculum and Research. If the research design is disapproved by the curriculum advisory committee, it will be returned to the ad hoc committee with a written explanation for the disapproval of the research design.
16. If the Vice President - Curriculum and Research approves the course package and research design, they will be sent to the Vice President for implementation.

COURSE AND PROGRAM DEVELOPMENT, REVISION AND DELETION (cont.)

If the Vice President - Curriculum and Research disapproves the course package and research design, they will be returned to the appropriate curriculum advisory committee with a written explanation for the disapproval.

B. COURSE REVISION

1. Each Division Chairman will review suggested course revisions with other faculty members of the appropriate disciplinary group. If a majority of the members approve the suggestion, a recommendation will be made to the appropriate curriculum advisory committee.
2. Each recommendation approved by a curriculum advisory committee will be sent to the Vice President - Curriculum and Research. Each recommendation disapproved by a curriculum advisory committee will be returned, with a written explanation, to the Division Chairman who initiated the recommendation.
3. Each recommendation approved by the Vice President - Curriculum and Research is sent to the Vice President for development. Each recommendation disapproved by the Vice President - Curriculum and Research is returned to the appropriate curriculum advisory committee with a written explanation for the disapproval.
4. The Vice President, after consultation with the appropriate Provost and Division Chairman, will assign to a group coordinator the responsibility for the revision of a course package.
5. The revised course package will be reviewed by the appropriate Division Chairman and other faculty members in the group on the campus where the course package is revised. If approved by a majority, the revised course package will be sent to the appropriate curriculum advisory committee. If majority approval cannot be obtained, the group coordinator will prepare a written explanation for the Division Chairman.
6. If approved by the curriculum advisory committee, the revised course package will be sent to the ad hoc committee for the development of a research design to assure the validation of the revised course package. If disapproved by the curriculum advisory committee, the revised course package will be returned to the group coordinator with a written explanation for the disapproval.
7. The ad hoc committee will return the revised course package and research design to the curriculum advisory committee.
8. If approved by a curriculum advisory committee, the revised course package and research design will be sent to the Vice President - Curriculum and Research. If the research design is disapproved by the curriculum advisory committee, it will be returned to the ad hoc committee with a written explanation for the disapproval of the research design.

COURSE AND PROGRAM DEVELOPMENT, REVISION AND DELETION (cont.)

9. If the Vice President - Curriculum and Research approves the revised course package and research design, they will be sent to the Vice President for implementation. If the Vice President - Curriculum and Research disapproves the revised course package and research design, they will be returned to the appropriate curriculum advisory committee with a written explanation for the disapproval.

C. COURSE DELETION

1. Each campus curriculum committee screens and reviews each recommendation, that originates on that campus, for the deletion of a course.
2. If approved, the recommendation is sent to the College Curriculum Committee. When disapproved, the recommendation is returned to the initiator of the recommendation with a written explanation for the disapproval.
3. Each recommendation approved by the College Curriculum Committee is sent to the appropriate curriculum advisory committee. Each recommendation disapproved by the College Curriculum Committee is returned to the campus curriculum committee that initiated the recommendation with a written explanation for the disapproval.
4. Each recommendation approved by a curriculum advisory committee is sent to the Vice President - Curriculum and Research. Each recommendation disapproved by a curriculum advisory committee is returned to the College Curriculum Committee with a written explanation for the disapproval.
5. Each recommendation approved by the Vice President - Curriculum and Research is sent to the Vice President for implementation.

D. PROGRAM DEVELOPMENT

1. Each campus curriculum committee screens and reviews each recommendation, that originates on that campus, for the addition of a program.
2. When approved, the recommendation is sent to the College Curriculum Committee. When disapproved, the recommendation is returned to the initiator of the recommendation with a written explanation for the disapproval.
3. Each recommendation approved by the College Curriculum Committee is sent to the appropriate curriculum advisory committee. When disapproved, the recommendation is returned to the appropriate campus curriculum committee with a written explanation for the disapproval.
4. Each recommendation approved by a curriculum advisory committee is sent to the Vice President - Curriculum and Research for his review and approval. If approved, it is reviewed by the Vice President for implementation and budgetary

COURSE AND PROGRAM DEVELOPMENT, REVISION AND DELETION (cont.)

considerations. Each recommendation disapproved by a curriculum advisory committee is returned to the College Curriculum Committee with a written explanation for the disapproval.

5. Each recommendation approved by the Vice President - Curriculum and Research is sent to the Vice President for implementation. Each recommendation disapproved by the Vice President - Curriculum and Research is returned to the appropriate curriculum advisory committee with a written explanation for the disapproval.

E. PROGRAM REVISION

1. The campus curriculum committee screens and reviews each recommendation for a change in course structure.
2. When approved, the recommendation is sent to the College Curriculum Committee. When disapproved, the recommendation is returned to the initiator of the recommendation with a written explanation for the disapproval.
3. Each recommendation approved by the College Curriculum Committee is sent to the appropriate curriculum advisory committee. Each recommendation disapproved by the College Curriculum Committee is returned to the appropriate campus curriculum committee with a written explanation for the disapproval.
4. Each recommendation approved by a curriculum advisory committee is sent to the Vice President - Curriculum and Research for his review and approval. If approved, it is reviewed by the Vice President for implementation and budgetary considerations. Each recommendation disapproved by a curriculum advisory committee is returned to the College Curriculum Committee with a written explanation for the disapproval.
5. Each recommendation approved by the Vice President - Curriculum and Research is sent to the Vice President for implementation. Each recommendation disapproved by the Vice President - Curriculum and Research is returned to the curriculum advisory committee with a written explanation for the disapproval.

F. PROGRAM DELETION

1. Each campus curriculum committee screens and reviews each recommendation for a program deletion.
2. When approved, the recommendation is sent to the College Curriculum Committee. When disapproved, the recommendation is returned to the initiator of the recommendation with a written explanation for the disapproval.
3. Each recommendation approved by the College Curriculum Committee is sent to the appropriate curriculum advisory committee. Each recommendation disapproved

## Appendix B - Addendum 5

COURSE AND PROGRAM DEVELOPMENT, REVISION AND DELETION (cont.)

by the College Curriculum Committee is returned to the appropriate campus curriculum committee with a written explanation for the disapproval.

4. Each recommendation approved by a curriculum advisory committee is sent to the Vice President - Curriculum and Research for his review and approval. If approved, it is reviewed by the Vice President for implementation and budgetary considerations. Each recommendation disapproved by a curriculum advisory committee is returned to the College Curriculum Committee with a written explanation for the disapproval.
5. Each recommendation approved by the Vice President - Curriculum and Research is sent to the Vice President for implementation. Each recommendation disapproved by the Vice President - Curriculum and Research is returned to the appropriate curriculum advisory committee with a written explanation for the disapproval.

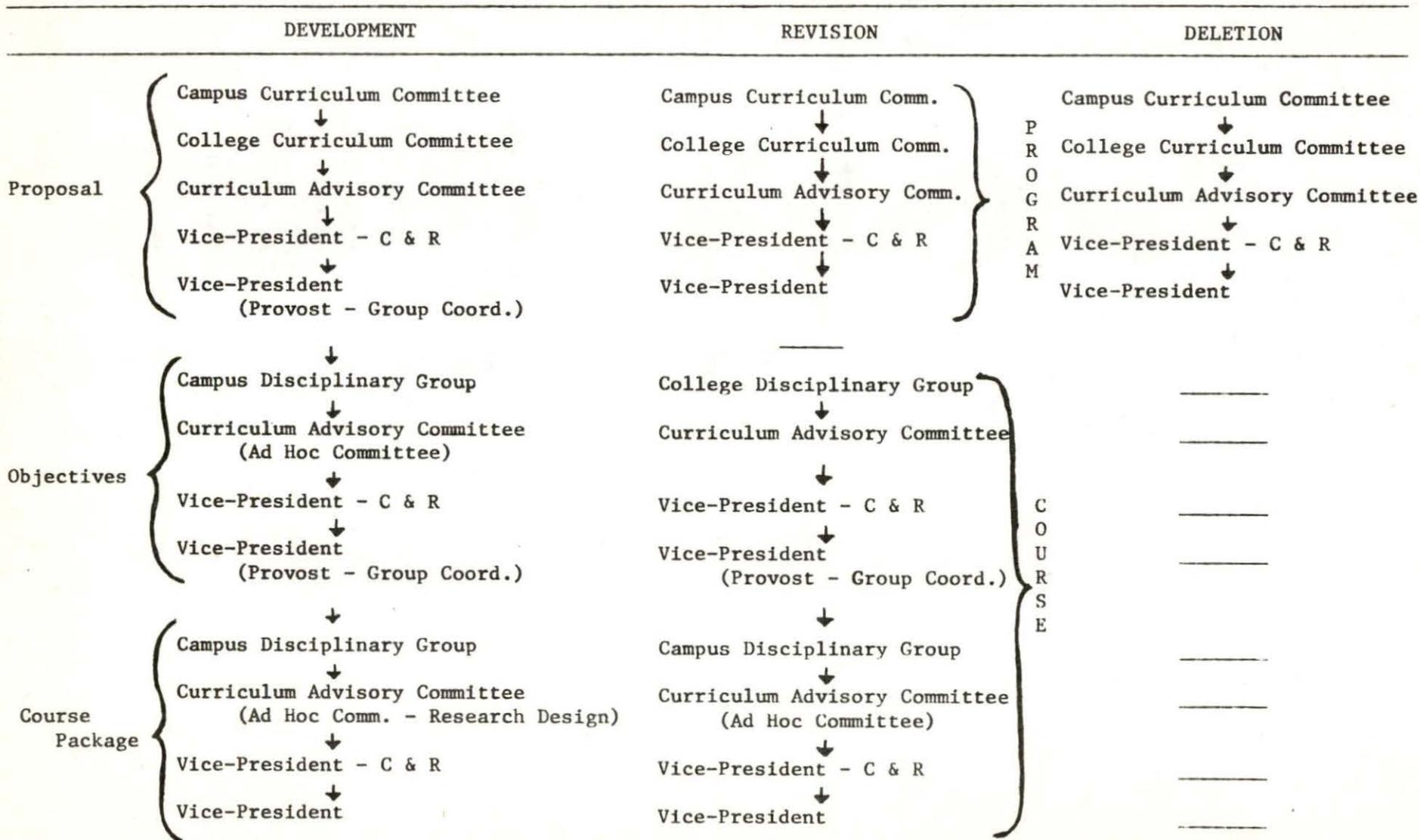
Effective 3-16-67 - President's Executive Staff

Revised 8-2-67 - Vice President's Council

See Administrative Regulation 70.001

OAKLAND COMMUNITY COLLEGE

IMPLEMENTATION  
OF  
COURSE & PROGRAM DEVELOPMENT, REVISION & DELETION



2 - 48  
Appendix B - Addendum 5

APPENDIX C

CURRICULUM

## INDEX TO THE APPENDIX

### Addendum

1. Basic Institutional Data
2. Oakland Community College Philosophy and Objectives
3. Academic Divisions 1967-68
4. Transfer Curriculum 1967-68
5. Career Programs and Campus Locations 1967-68
6. Functional Team and Job Descriptions 1967-68
7. Oakland Community College Annual Report to the President 1967-68
8. Educational Media Model
9. Curriculum Inventory
10. Categorization of Responses - Curriculum Inventory
11. Student Reaction Questionnaire 1965-68
12. Feedback on Instructional Load Formula
13. Survey of Final Grades 1965-68
14. Follow-Up Study on Transfer Students

Appendix C - Addendum 1

OAKLAND COMMUNITY COLLEGE

BASIC INSTITUTIONAL DATA

FOR

NORTH CENTRAL ASSOCIATION

OF COLLEGES AND SECONDARY SCHOOLS

## Appendix C - Addendum 1

## I. PURPOSES

1. Definition of Educational Task.

Oakland Community College is dedicated to meeting the occupational and post-high school educational needs of all members of the community who can benefit from such opportunities. Programs are being developed to meet a wide range of abilities, interests, and needs. All courses and programs, and the operation of the entire College, are governed by a systems approach to education. Programs are intended to be sufficiently flexible to meet changing community needs. The systematic use of course feedback and student follow-up assures appropriate modifications.

The main purposes of the College are to provide:

- a. The first two years of college instruction which parallel the requirements of four-year collegiate institutions.
- b. Post-high school vocational and technical training for students who intend to enter gainful occupations at the end of two years of college or less, and retraining or upgrading for those already employed who desire advancement.
- c. General educational experiences which facilitate the development of broadly educated persons.
- d. Renewed opportunities for entering or continuing in higher education for those with scholastic or subject deficiencies who show new promise of success.
- e. A diversified program of community services.
- f. Counseling and guidance services to assist students in self-

## Appendix C - Addendum 1

evaluation and direct them into areas of education in which they can attain their maximum potential.

2. Changes in Definition of Educational Task.

No changes have been made or contemplated.

## II. CONTROL AND ADMINISTRATION

1. Sponsorship of the Institution.

Sponsorship of the College comes from parts of the counties of Oakland, Washtenaw, Livingston, and Lapeer in the State of Michigan according to Act 118 (revised) of the Public Acts of 1955. On June 8, 1964, the voters approved the establishment of Oakland Community College and elected the Board of Trustees.

2. Role of the Board of Control.

Pursuant to the provisions of the Community College Act No. 331 of the Public Acts of 1966, the Board of Trustees has the authority to promulgate rules for the proper establishment, maintenance, management, and administration of the community college. In addition, the Board must adopt by-laws, rules and regulations for its own government, and for control and government of the College Districts.

Responsibilities of the Board:

- a. Select and appoint the President of the College.
- b. Determine the broad general policies which will govern the College.
- c. Consider and take appropriate action on recommendation of the President of the College in all matters of policy.

## Appendix C - Addendum 3

## OAKLAND COMMUNITY COLLEGE

## OFFICE OF THE VICE PRESIDENT - CAMPUS ADMINISTRATION

ACADEMIC DIVISIONS  
1967 - 1968BUSINESS

Accounting  
Business  
Data Processing  
Food Service Technology\*  
Law Enforcement\*\*  
Marketing  
Medical Office Assisting  
Retailing  
Secretarial Science  
Stenography

COMMUNICATIONS AND HUMANITIES

Art  
English  
Foreign Languages  
Journalism  
Library Technology  
Literature  
Music  
Speech

MATHEMATICS, PHYSICAL AND APPLIED SCIENCES

Automotive Technology  
Chemistry  
Drafting  
Earth Sciences  
Electronics Technology  
Mathematics  
Mechanical Technology  
Physical Science  
Physics  
Radio and Television Repair

LIFE AND HEALTH SCIENCES

Biology  
Dental Assisting  
Health Education  
Landscape Technology  
Life Science  
Medical Technology  
Nursing  
Physical Education  
Recreation

SOCIAL SCIENCES

Economics  
History  
Political Science  
Psychology  
Social Science  
Sociology

\* To be placed under Life and Health Sciences, beginning with the 1968-1969 academic year.

\*\* To be included in Social Science Division when permanent facilities are available.

## Appendix C - Addendum 4

## GENERAL CURRICULUM REQUIREMENTS

General requirements for certain transfer curricula are listed below. These requirements vary for different senior colleges and for different departmental majors. A student should obtain curriculum sheets from his counselor for the program in which he is enrolling. Each student should follow the program for the senior college or university into which he plans to transfer. See pages 65-74.

Curriculum	credit hours
<b>Business Administration</b>	
English 151,152.....	6
Accounting 251,252.....	8
Economics 251,252.....	8
Science.....	4-8
Mathematics.....	3-8
Social Science.....	4-8
Humanities.....	0-9
<b>Elementary Education</b>	
English 151,152.....	6
Language.....	0-16
Social Science.....	8-15
Science.....	8-16
Humanities.....	0-12
Art Education.....	3-6
Music.....	3-6
Physical Education.....	2-4
<b>Engineering</b>	
English 151,152.....	6
Chemistry 151,152.....	5-11
Physics 152,251,252.....	13
Mathematics* 171,172,271,272.....	16
Economics 251,252.....	8
Drafting 121,122.....	8
Political Science 151.....	3
Humanities.....	8
<b>Liberal Arts</b>	
For students interested in preparing for law, social work, library science, linguistics, and similar fields.	
English 151,152.....	6
Language.....	8-16
Literature.....	5-12
Social Science.....	12-16
Science.....	12-18
Humanities*.....	5-12
Physical Education.....	2-4

\*Literature requirements are usually included in the Humanities Group. The minimum number of credits in some groups may be greater than those listed above depending upon the department major.

## Appendix C - Addendum 4

## Secondary Education

English 151, 152.....	6
Literature*.....	3-12
Foreign Language.....	0-16
Science**.....	8-12
Social Science.....	8-14
Humanities*.....	3-12
Physical Education.....	2-4

\*Literature requirements are usually included in the Humanities Group.

\*\*Credit hours must be divided in two departments. At least one year of laboratory science is required.

Appendix C - Addendum 5

CAMPUS LOCATION OF CAREER PROGRAMS

These curricula are offered on the following campuses:

AUBURN HILLS CAMPUS

Accounting  
Executive Secretarial  
Landscape Technology  
Law Enforcement  
Retailing  
Stenography

ORCHARD RIDGE CAMPUS

Accounting  
Commercial Art  
Data Processing  
Executive Secretarial  
Library Technology

HIGHLAND LAKES CAMPUS

Automotive Technology  
Commercial Cooking and Baking  
Dental Assisting  
Drafting  
Electronics Technology  
Executive Secretarial  
Food Service Technology  
Mechanical Design Technology  
Mechanical Production Technology  
Medical Laboratory Technology  
Medical Office Assisting  
Nursing  
Radio and Television Repair

The curriculum for each program is found in the College Catalog.

## Appendix C - Addendum 6

## OAKLAND COMMUNITY COLLEGE

## Objectives of "Functional Team" Approach to Instruction

1. Improves the effectiveness of the instructional program by more completely involving each member of the Team in the total instructional task.
2. Places a Master Teacher in charge of each Instructional Team.
3. Utilizes the special skills and knowledge of each member of the Instructional Team.
4. Improves the effectiveness and efficiency of the Instructional Team by having more specialization.
5. Provides opportunity for each member of the Instructional Team to increase his knowledge and improve his skills through continuous in-service training.
6. Increases each individual's feeling of self-worth by using his unique talents and providing opportunities for growth.
7. Assures essential control of instructional program at action level.
8. Lowers cost of instruction by having certain specialized and routine non-instructional functions performed by technicians instead of faculty members.

## Appendix C - Addendum 6

## OAKLAND COMMUNITY COLLEGE

## JOB DESCRIPTION

DIVISION CHAIRMAN

RANK: DIVISION CHAIRMAN SALARY SCHEDULE

Responsibilities

The Division Chairman is directly responsible to the Dean of Faculty for the overall administration of his Division. In fulfilling his responsibilities, he shall perform the following:

Functions

1. Determine the assignments of all members of the Division.
2. Assure that all members of the Division understand their assignments, the procedures to be followed, the time allowed to complete their assignments, and that they perform these in accordance with approved procedures and within the prescribed time.
3. Evaluate all members of the Division and make recommendations regarding future employment.
4. Supervise the laboratories to assure that all required media and facilities are available and functional.
5. Maintain communications with other divisions of the College to facilitate the achievement of the mission of the College.
6. Assure conformance with approved course plans, testing procedures, and research projects.
7. Review, evaluate, and approve course plans, testing procedures, and research projects.
8. Assist in the preparation of the College budget.
9. Review and approve all requisitions and monetary requests initiated by members of the Division.
10. Arrange in-service training programs for members of the Division.
11. Assist in the development and revision of the courses.
12. Assist and evaluate assigned students.
13. Develop and implement general and small assembly sessions.
14. Perform additional functions specifically assigned.

Appendix C - Addendum 6

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

GROUP COORDINATOR  
MAXIMUM RANK: PROFESSOR

Responsibilities

The Group Coordinator is responsible to the Division Chairman for the development, implementation, review, evaluation and revision of the courses assigned to his group. These responsibilities are fulfilled by performing the following:

Functions

1. Review, evaluate and approve course plans.
2. Assure conformance with approved course plans.
- 3.. Develop and revise course packages.
4. Specify and implement general assembly sessions.
5. Assist and evaluate assigned students.
6. Specify and implement small assembly sessions.
7. Perform additional functions specifically assigned by the Division Chairman.

Appendix C - Addendum 6

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

ASSISTANT GROUP COORDINATOR  
MAXIMUM RANK: ASSOCIATE PROFESSOR

Responsibilities

The Assistant Group Coordinator is responsible to the Group Coordinator for the development, implementation, review, and revision of courses assigned to him by the Division Chairman. These responsibilities are fulfilled by performing the following:

Functions

1. Develop and revise course packages.
2. Assure conformance with approved course plans.
3. Assist and evaluate assigned students.
- 4.. Prepare and implement small assembly sessions.
5. Prepare and implement general assembly sessions.
6. Perform additional functions specifically assigned by the Division Chairman.

Appendix C - Addendum 6

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

TUTOR  
MAXIMUM RANK: INSTRUCTOR

Responsibilities

The Tutor is responsible to the Group Coordinator for the implementation of assigned courses and for assisting in the development, review and revision of courses assigned by the Division Chairman. These responsibilities are fulfilled by performing the following:

Functions

1. Assist and evaluate assigned students.
2. Prepare and implement small assembly sessions.
3. Assist in the development and revision of course units and materials.
4. Prepare and implement general assembly sessions.
5. Record information that will be used to measure the effectiveness of media, instructional techniques and administrative procedures.
6. Perform additional functions specifically assigned by the Division Chairman.

## Appendix C - Addendum 6

## OAKLAND COMMUNITY COLLEGE

## JOB DESCRIPTION

LABORATORY ASSISTANT  
MAXIMUM RANK: CLASSIFIED

Responsibilities

The Laboratory Assistant is responsible to the Division Chairman for the operation of the assigned laboratories, the equipment and facilities included in the laboratories, and the availability of required media. These responsibilities are fulfilled by performing the following:

Functions

1. Assist students in identifying and locating faculty members qualified to assist the students.
2. Maintain sufficient supplies of media and distribute the media in accordance with established procedures.
3. Collect and summarize attendance and circulation data according to established procedures.
4. Recommend to the Division Chairman the requesting of media, supplies, and equipment, and the repairing or improvement of facilities.
5. Obtain needed quantities of equipment and continually check the performance of the equipment.
6. Assure that the laboratory is attractive, comfortable, and generally conducive to learning.
7. Perform additional functions specifically assigned by the Division Chairman.

## Appendix C - Addendum 7

## COLLEGE OPERATIONS

Introduction

This annual report is presented with a format different from most. The presentation has a two-fold purpose: (1) to identify major problems encountered during the second year of operation, and (2) to show how staff members systematically solved these problems. Also, each division of the College has projected goals for the 1967-68 academic year which, they feel, can be best achieved through practical planning, astute observations and a concerted effort of both staff and faculty.

Needless to say, this was a year of transition; a year which saw many adjustments made in structure and personnel. Decisions were made and objectives defined which, hopefully, will do much to shape the future of Oakland Community College. A team approach to all College matters was stressed. A sincere effort was made to involve staff and faculty in all of the accomplishments, challenges, and problems. It was truly a dedicated task to improve the many developments that are unique to any new organization.

Problems and Solutions

In the administrative structure under the Office of Vice President, many problems and accomplishments might better be identified to what is known as the College Operations Staff. These problems were of such magnitude and common to all Campuses that the Operations Staff attacked such problems collectively. The following major problems and solutions were first identified, resolved, and finally approved by this group:

1. Course Development and Revision

Problem: During the academic year course development and revision became a major concern of staff and faculty. The fact that those most intimately involved with implementing courses were not involved--at best minimal--in the development of such courses. There was some reluctance on the part of faculty to assume any responsibility in course development when the operation was centralized at the Bee Administrative Center.

Solution: To resolve this problem, the responsibility for course development and revision was transferred to the individual Campuses. As a result, a comprehensive Master Plan for Course Development and Revision was developed in conjunction with Division Chairmen which clearly identifies all courses to be developed or revised, the projected completion dates, and the faculty member assigned. A commitment has been made by Campuses that all courses included within the Master Plan will be completed by the deadlines stated.

Appendix C - Addendum 7

2. Better Utilization of Professional Staff

Problem: The development of an approach that would provide for maximum utilization of the professional staff to improve the effectiveness of our unique instructional program was recognized.

Solution: As a result of this study, a "Functional Team" approach to implement the instructional approach was developed by the staff and ultimately approved by the President. This team approach will improve the effectiveness of the instructional program by more completely involving each member of the team in the total instructional task, place a master teacher in charge of each team, improve its efficiency by more specialization, and provide an opportunity for each member to increase his knowledge and skills through continuous in-service training. In addition, the team concept will increase each individual's feeling of self-worth by using his unique talents and providing opportunities for growth as well as assuring essential control of the instructional program at action level. Lower cost will result by having specialized and routine non-instructional functions performed by technicians instead of faculty members.

3. Faculty Laboratory Hours

Problem: The excessive number of man-hours faculty members were being required to spend in learning laboratories, when the number of students using the laboratories was, oftentimes, small, caused the administration to re-evaluate the utilization of faculty.

Solution: Classified laboratory assistants will be used to man the learning laboratories, thereby freeing the professional staff to concentrate on the development of instructional materials, individual student contact, and scheduled assembly sessions. It is thus anticipated that all course revision and some new course development can be accomplished as a normal part of faculty load without additional expense.

4. Division Structure

Problem: The inconsistencies in the structure of academic divisions on the two Campuses, and the questionable effectiveness of division chairmen, prompted a review of the structure.

Solution: As a result, the number of divisions was reduced from nine to five, effective July 1. The five divisions on each Campus will be:

Business  
Communications and Humanities  
Mathematics, Physical and Applied Sciences  
Life and Health Sciences  
Social Sciences

Appendix C - Addendum 7

4. Division Structure (continued)

The restructuring will permit creation of full-time administrative positions, more balance in size of College academic divisions, Campus diversity in programs offered by academic divisions, and integration of transfer and career programs in all divisions.

5. Instructional Load

Problem:

Developing a flexible load formula that would provide for equity; consider and equate individual differences of departments and divisions; provide a more professional approach to load than the practice of specifying a minimum number of hours per week on Campus, and a more objective basis for projecting staffing needs was an area immediately recognized early in the Fall.

In finding a solution to the load formula, functions were identified and then based upon these functions, the concept of weighted factors in terms of service units was developed. A work load was expressed in terms of forty (40) service units per week rather than conventional hours.

Solution:

After the formula was implemented for the Winter Session on a trial basis, feedback was requested of faculty as to the degree of satisfaction or dissatisfaction with the formula. An ad hoc committee analyzed all feedback and submitted recommendations to the Vice President's Council for revision of the formula. This constant evaluation of the load formula to meet the changing needs of the College will be paramount in future considerations.

6. Reorganization

Problem:

In late August, it was obvious that, if a more effective operation of the College was to result, a revision of the organizational structure was needed.

Solution:

In the organizational change, approved for Oakland Community College in September, 1966, the College moved from a highly centralized operation to a decentralized structure. The sorting out of functions and identifying central and Campus responsibilities were accomplished. As a result, two staff vice-presidents and the creation of line responsibility under a Vice-President of College Operations were established.

During the current year the title of the chief administrative officer on the Campus was changed from "Dean of Campus" to "Provost."

## Appendix C - Addendum 7

7. Job Descriptions (continued)

descriptions so that routine operations could be assigned and overlapping jurisdictions clarified. The principle of each employee having one supervisor was defined. In a reevaluation of the amount of authority delegated, the assumption of responsibility was clarified.

8. Administrative Regulations and Procedures

Problem: In keeping with the restructuring and to provide for Campus involvement in the decision-making process, a means was essential for ensuring the integrity of the reorganization.

Solution: As a result, the evolvement of administrative regulations and procedures which helped define and spell out the kind of responsibility necessary was accomplished. The total involvement of professional staff in the eventual adoption of regulations and procedures was effective in establishing a high degree of morale.

9. Faculty (Full-Time Equivalent) Load

Problem: A movement to tighten up on faculty load, in keeping with our stated objective that the instructional systems approach is a more economical method of instruction, with as good if not better results than the conventional, was initiated. The need to have identifiable bench marks to compare how well we are doing with other institutions prompted further study in this area.

Solution: After a thorough study of existing institutions, recognizing that in most instances, we were comparing with a traditional and single Campus organization, steps were taken to tighten the faculty load.

The 1967-68 budget includes 161.6 full-time equivalent faculty for the three Campuses, as compared to 146 for the two Campuses last fall. Full-time faculty at Auburn Hills will decrease from 51 to 38, including the coordinator of the Police Academy. The full-time faculty at Highland Lakes will decrease from 95 to 65.3. This reduction in faculty at Auburn Hills and Highland Lakes is the result of an anticipated decrease in enrollment next fall at Highland Lakes and a tightening of the instructional load. The 1967-68 budget is based on an average faculty load for the College next fall of 408 to 1 student credit hours as compared to 298 to 1 last fall. By Campus next fall, faculty load will be: Auburn Hills, 434 to 1 as compared to 333 to 1; Highland Lakes, 357 to 1 as compared to 279 to 1; and Orchard Ridge, 448 to 1. The lighter faculty load at Highland Lakes next fall is largely a result of the number of technical-vocational programs offered on that Campus.

10. Development of Educational Models

Problem: Relatively little progress had been made in the application of systems to improve general management practices within the College.

Solution: The application of systems to the solution of a problem resulted in what we refer to as "Educational Models." Because of this, many areas of College Operations now have developed and have functioning models--namely, Placement, Financial Aids, Admissions and High School Relations, Intercollegiate Athletics, Educational Media, Evening Program, and Campus Supply.

The above examples of models provide a cross-section of the work underway and a foretaste of much more to come. Some of the models planned or in progress promise to lay a solid basis for a truly scientific approach to the solution of problems in management.

11. Administration by Goals

Problem: The shotgun approach to administration seemed to be the rule rather than the exception of many College operations.

Solution: To ensure that Oakland Community College was not to fall victim to such an approach, "administration by goals" became an accepted pattern of operation. Each individual administrator was asked, initially, to identify his goals for the year, and based upon them, he was to be evaluated as to performance. This proved to be a much more meaningful and equitable evaluation than other subjective criteria.

12. Communications

Problem: The apparent lack of open communication channels and the almost total absence of faculty involvement in the decision-making process were recognized as major omissions in early observations of the College.

Solution: To maximize faculty involvement and to provide for two-way communication, a loop circuit evolved in the decision making of all administrative regulations and procedures affecting College operations. The practice of lodging three weeks in advance all related materials prior to discussing and adopting a regulation or procedure provided for faculty and others to review such documents before final approval. Utilizing a number of task forces, such as with the instructional load, faculty evaluation, and quarter system, did much to elicit faculty opinion. The Continuing Liaison Committee proved to be a very effective sounding board between faculty and administration. A concerted effort was made to maintain open channels of communication and develop an attitude of working together to reach decisions.



EDUCATIONAL MEDIA  
MODEL

## TABLE OF CONTENTS

I. Statement of Philosophy	1
II. Problems	1
III. Objectives	2
IV. Considerations for 1968-69	3
V. Implementation for 1967-68	4
VI. Administration	8

## Appendix C - Addendum 8

## I. STATEMENT OF PHILOSOPHY

Oakland Community College utilizes the instructional systems approach to education which places emphasis on the use of audio-visual materials to supplement the instructional program. The objectives for all courses are made explicit and then the most appropriate media is selected to support the objectives and enhance the learning process. The media used includes printed course material, audio tapes, visual displays, 8mm single-concept films, film strips, 35mm slides and transparencies. Educational Media has the responsibility of producing these materials for the instructional program.

## II. PROBLEMS

The production of materials within the College to support the instructional systems approach is necessary since much of the commercially available material does not relate to our method of instruction, and a great deal of the material is out of date and no longer applicable. Media has not been properly developed in the past for the following reasons:

1. Media of good quality can only be produced with proper planning and sufficient lead time. The shot-gun over night approach is not acceptable.
2. The faculty must do the initial planning for producing materials. The audio-visual people currently employed are really technicians, not professionals. They cannot observe a course outline and determine what types of media would be best to enrich a particular course.
3. The faculty member often claims he does not have the time to develop his ideas.

4. There has not been adequate coordination between the technicians and the faculty. I am sure the faculty feels that the technicians cannot communicate with them on their level.
5. There have been situations when faculty requests have not been completed on time because of crash programs from the administration. This has discouraged the faculty and prevented them from developing media.
6. Educational Media has also been severely hampered by lack of adequate facilities. The artists do not have sufficient work space and are continually bothered by people walking through their work area. A photographer with his darkroom 15 miles from his office is certainly less than desirable. The recording studio is by no means soundproof.
7. Other problems have been the lack of highly trained personnel and the lack of sufficient funds to purchase equipment necessary for more professional quality.

### III. OBJECTIVES - SHORT RANGE

#### Objectives for Educational Media for 1967-68:

1. To develop audio-visual materials of all types to supplement the instructional program.
2. To encourage the faculty through consultation to suggest the development of materials that will supplement the instructional systems approach.
3. To demonstrate, test and evaluate new audio-visual equipment that might be applicable to our instructional program.
4. To conduct workshops for the faculty on audio-visual equipment and materials.
5. To conduct an extensive study on the possible application of closed circuit television to our instructional system with the aid of commercial consultants.
6. To maintain records of all audio-visual materials produced and the courses utilizing the material.
7. To form an ad hoc committee of faculty, librarians, and administrators to formulate plans for Educational Media in the future with the aid of outside consultants.

Appendix C - Addendum 8

8. To study the feasibility of organizing a permanent Media Advisory Committee within the College.
9. To develop a handbook listing services available and describing policies and procedures applicable to the area of Educational Media.
10. To establish a faculty audio-visual center whereby faculty may become exposed to the latest developments and innovations in the audio-visual area.
11. To maintain a file of one copy of all materials produced within the College.
12. To duplicate course material as developed by the faculty.
13. To be responsible for the editorial and lay-out work of all official college publications printed, either commercially or within the College.
14. To establish and maintain a central film library of College owned films and produce a catalog of the films purchased.
15. To assume the responsibility of booking rental films from outside sources and establish procedures with the Campus Learning Resources Centers.

OBJECTIVES - LONG RANGE

Long-Range Objectives for 1968-69:

1. To develop a media production center with a trained professional staff and equipment that will produce more quality work.
2. To produce materials of professional quality that will enhance the audio-tutorial approach and will be marketable to other educational institutions.
3. To develop a printing area capable of more professional work including half-tones, screening photographs and cold type setting.

IV. CONSIDERATIONS FOR 1968-69

The major considerations for the long range proposal in the future will include:

1. Video Tape Television.

## Appendix C - Addendum 8

2. Closed Circuit Television.
3. Sound Proof Recording Studios.
4. Studio for Movie Production.
5. Printing Area for Multi-color Productions.
6. Marketing Audio-Visual Materials.
7. Moving the Educational Media Department to Orchard Ridge.
8. Designate one LRC person as a liaison person between Educational Media and the faculty.
9. Charge back system to departments for Educational Media Service.

## V. IMPLEMENTATION FOR 1967-68

It is very important that the best possible relations exist between Educational Media and the Campus LRC and faculty. The campus people must be informed of the services available through Educational Media. Also, we need to take steps to insure that the best possible service is then provided to faculty. Lack of communication only results in frustration on both sides. The flow of work through the Educational Media department has been designed to provide optimum efficiency with controls at necessary points.

## PROCEDURE FOR INSTRUCTIONAL JOBS THROUGH MEDIA PRODUCTION

Instructional jobs for Media Production may originate with the instructor and/or Media Production Coordinator. The Media Production Coordinator then submits a work order to the appropriate department. Request for audio-visual should be coordinated with the person assigned the responsibility of course development and revision for inclusion in the course package. When the job is completed by the department or departments involved, the material is submitted to the Media Production Coordinator for his approval. If approved, the material is shipped to the

## Appendix C - Addendum 8

instructor. If not approved, the work is returned to the production department for correction. The material is forwarded to the instructor for approval. If approved, the material is implemented in the instructional program. If not approved by instructor, the Media Production Coordinator and instructor identify the problems, and it is then corrected by production personnel. This process continues until the material is approved by the instructor. (See Flow Chart I)

## PROCEDURE FOR NON-INSTRUCTIONAL JOBS THROUGH MEDIA PRODUCTION

Non-Instructional production jobs follow the same procedure with one exception. Educational Media believes instructional jobs have priority over non-instructional jobs. This is especially true if the instructional job has been placed with sufficient lead time, and the non-instructional job is a crash program. If the Media Production Coordinator determines there is not sufficient lead time to complete the non-instructional job because of pressing instructional jobs, the request is then sent to the Assistant Director of Educational Services - Educational Media. The Assistant Director then contacts the originator requesting more lead time. If more lead time is not possible, then the Assistant Director approves overtime hours for the production staff necessary to fulfill the request. This procedure is designed to prevent non-instructional jobs from taking priority over instructional jobs which leads to discouragement and frustration of the faculty. (See Flow Chart II)

## Appendix C - Addendum 8

## PROCEDURE FOR PUBLICATIONS

The Publications Editor consults with the originator for the basic idea on publications, and they agree on due date. The Publications Editor does lay-out and editorial work using media production departments when necessary. When the final draft is completed, the Publications Editor determines if the material can be printed in the College or if a commercial printer must be used. If a commercial printer is used, a requisition is processed. The material is sent to the Assistant Director of Educational Services - Educational Media for review. If approved, the draft is forwarded to the originator for approval and sign off. If it is not approved, the draft is returned to the Publications Editor for further work. The originator reviews the material, and if he approves, the material is sent to printing. If the originator does not approve, the material is returned to the Publications Editor for further work. This procedure with the personnel involved will produce quality publications for the College. (See Flow Chart III)

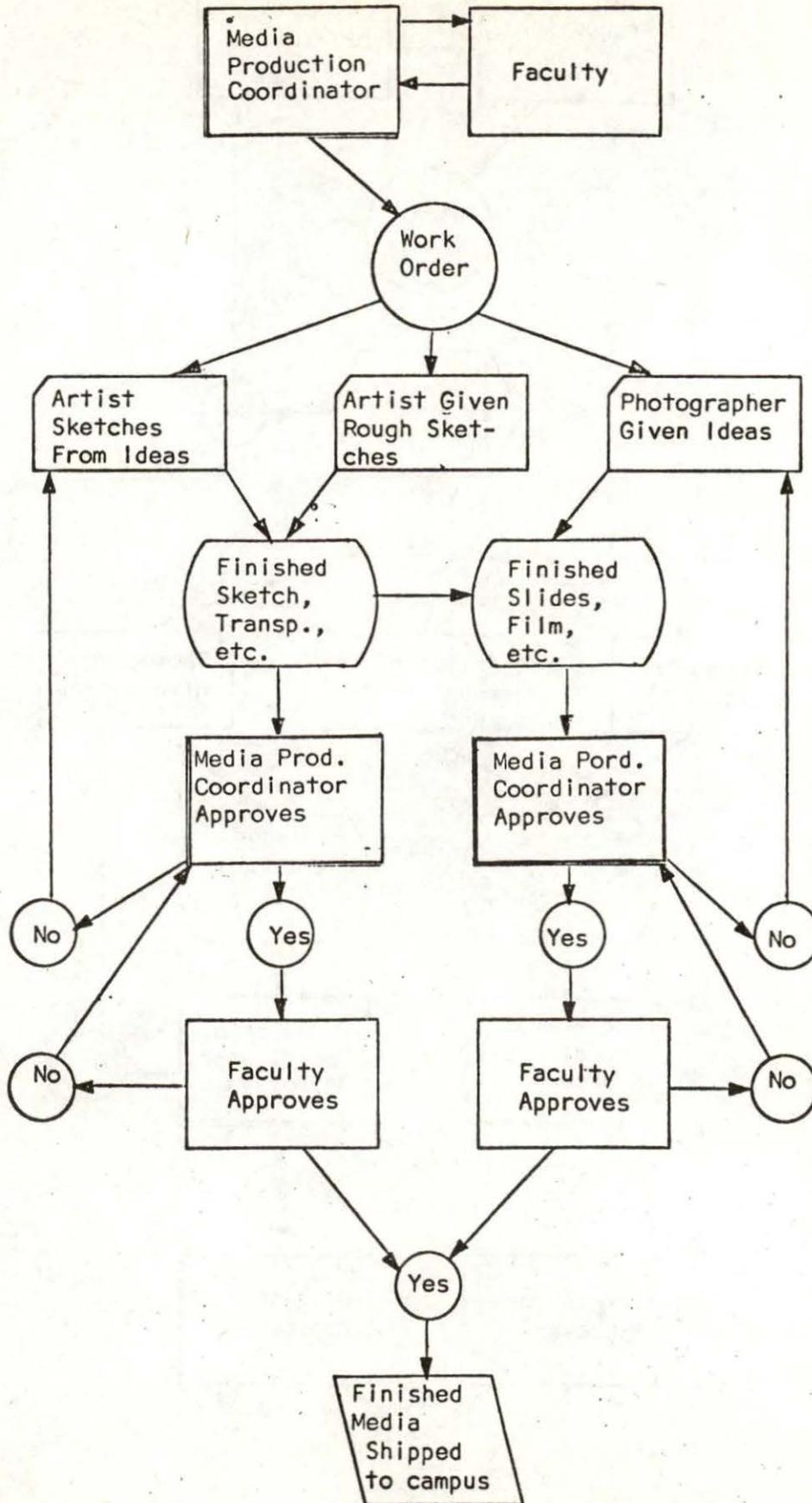
## PROCEDURE FOR RENTAL FILMS

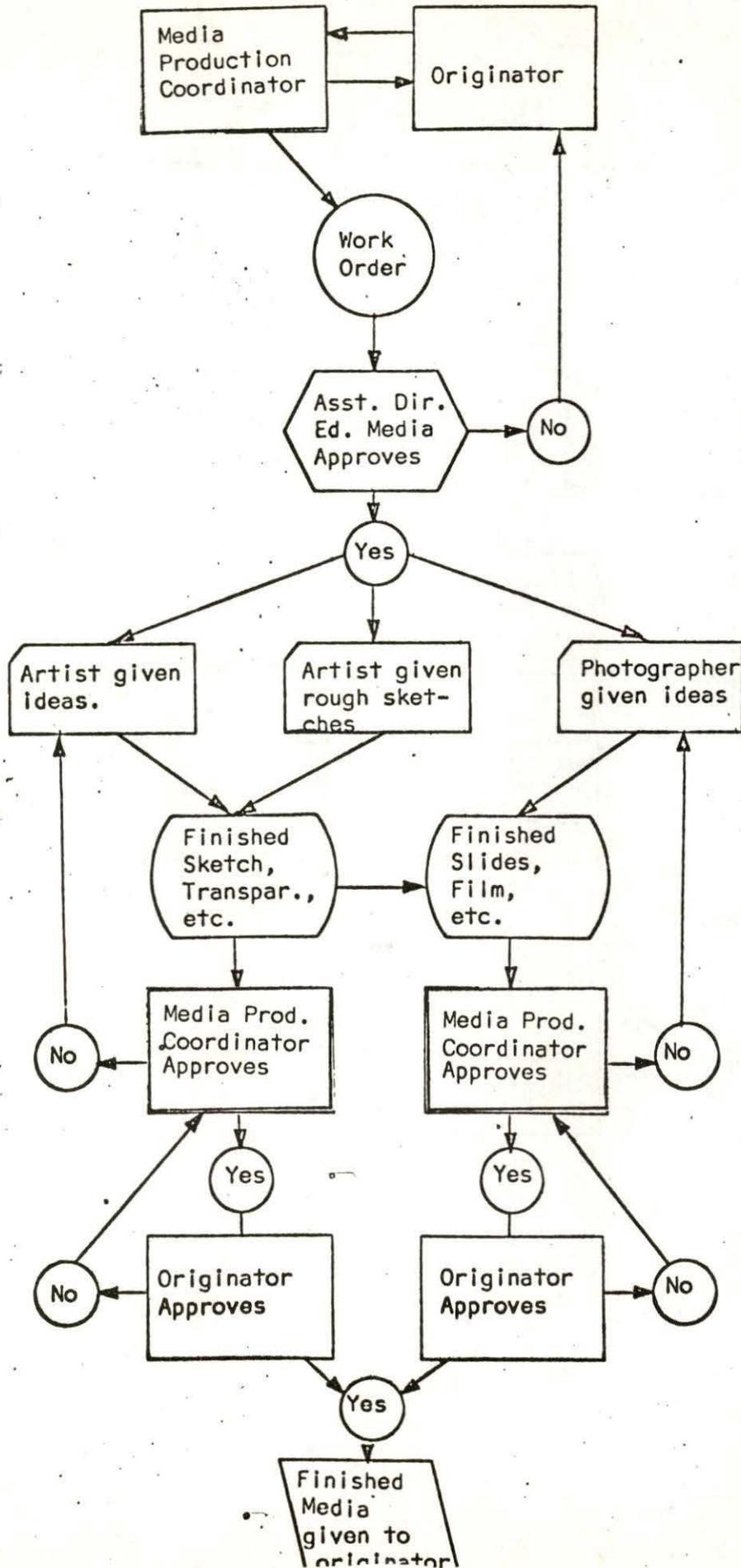
Films to be rented from sources outside of the College will be handled through Educational Media in conjunction with the Campus Learning Resources Center. Faculty requests for films are submitted to the Campus LRC, and an order form is submitted to Educational Media. The order is placed with the outside vendor by Educational Media. When confirmation is received from the vendor, the Campus LRC is notified. If the

film is not available on the requested date, additional vendors are contacted to secure the film. When film is received by Educational Media, it is shipped to Campus for showing. After film showing, the film is returned to Educational Media to be returned to the supplier. (See Flow Chart IV)

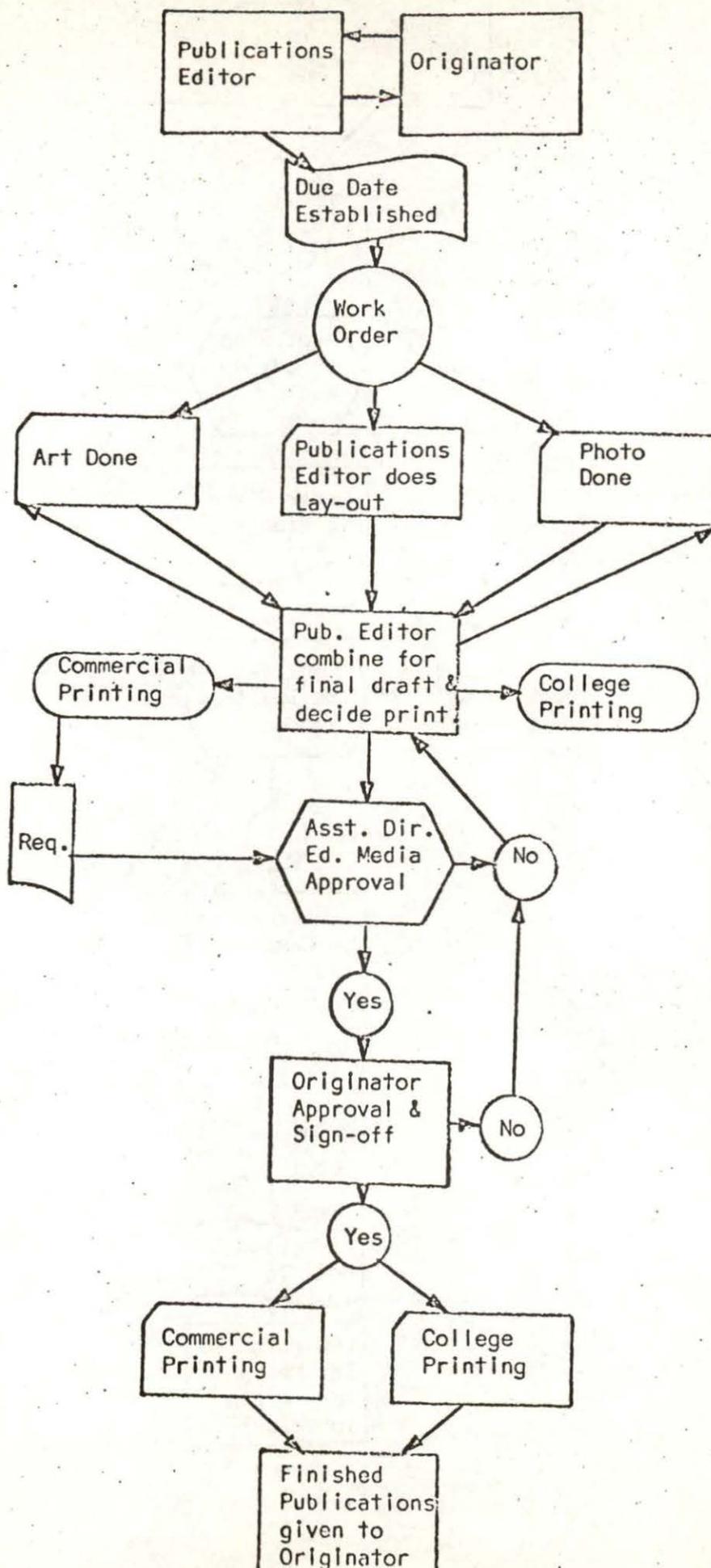
#### PROCEDURE FOR COLLEGE OWNED FILMS

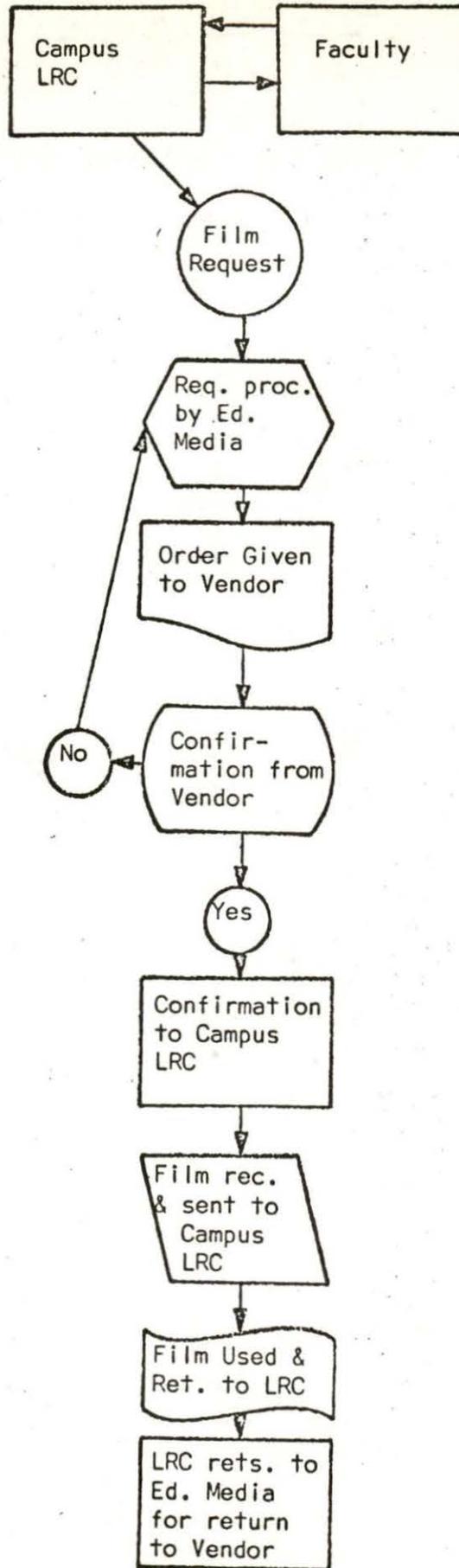
All College owned films will be housed in Educational Media at the Central Office. Faculty requests for films are submitted to the Campus LRC, and an order form is submitted to Educational Media. The booking of the film is confirmed, and the Campus LRC is notified. If the film is not available on the requested date, an outside vendor is contacted. The film is shipped to the Campus LRC for showing. When the film is returned from Campus, it is inspected before it is returned to the film collection. (See Flow Chart V)

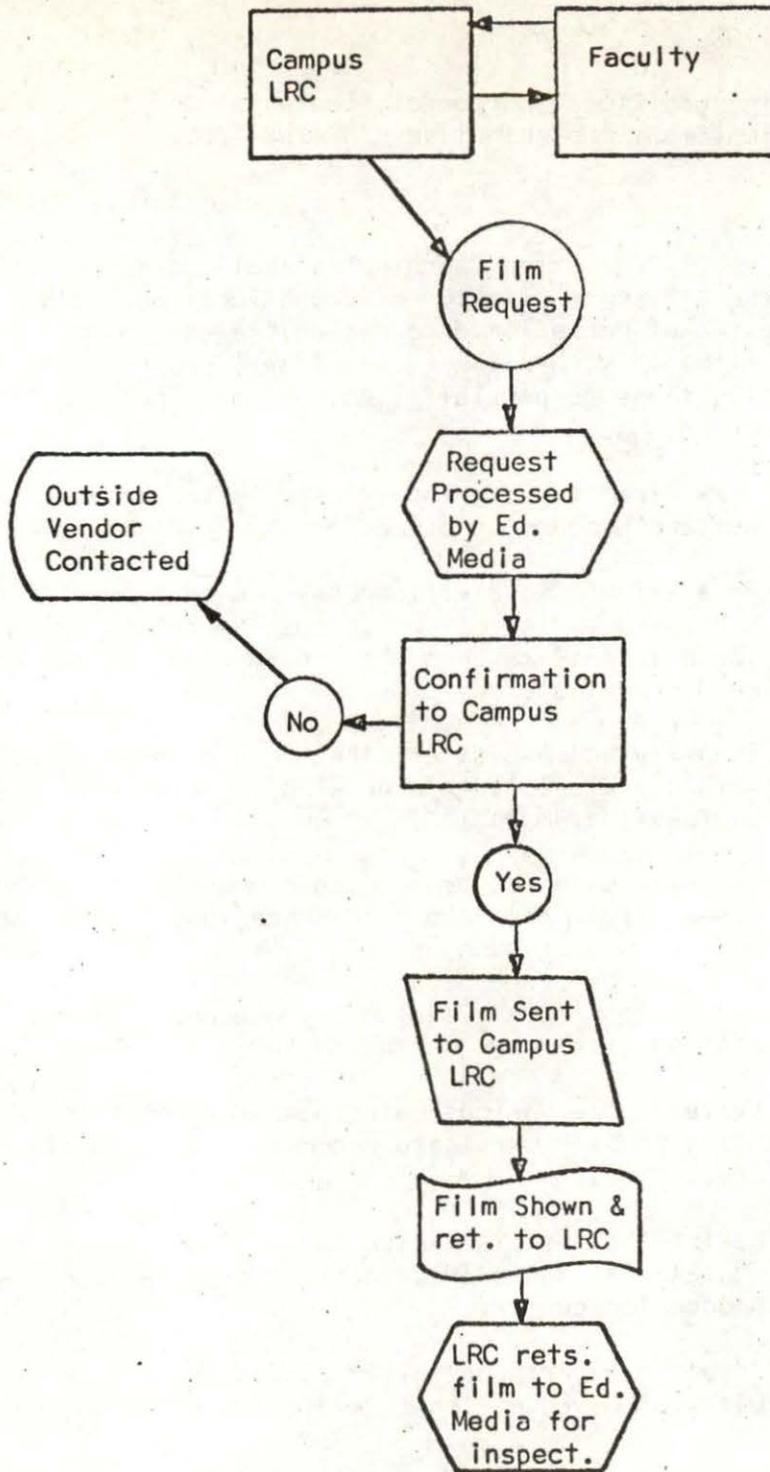




Flow Chart No. 3  
(Publications)







## Appendix C - Addendum 8

## VI. ADMINISTRATION

The following additional personnel, equipment and facilities are needed to implement the objectives for 1967-68:

## Personnel

- A. The Media Production Coordinator shall be responsible to the Assistant Director of Educational Services - Educational Media for encouraging the development and use of media within the instructional program. In fulfilling these responsibilities, he shall perform the following:
1. Work directly with the faculty in the design, layout and production of media.
  2. Be available to Division Chairmen on a regularly scheduled basis for continuous inservice training for all staff members who are responsible for course development and revision.
  3. Identify and assist all the human resources available within a discipline in developing media, especially audio-visual material.
  4. Evaluate materials developed commercially in the audio-visual field and make recommendations to the faculty for the use of such materials.
  5. Aid in testing and evaluating new audio-visual equipment as it appears on the market.
  6. Evaluate the various materials produced for the instructional program and recommend improvements in production.
  7. Assist the Assistant Director of Educational Services - Educational Media in developing a professional media production center.
  8. Assume other responsibilities assigned by the Assistant Director of Educational Services - Educational Media.
- B. The Publications Editor shall be responsible to the Assistant Director of Educational Services - Educational Media for providing editorial services for official publications. In fulfilling this responsibility, he shall perform the following:
1. Serve as a consulting editor to faculty and administration for official publications of the College.

## Appendix C - Addendum 8

2. Perform editorial and lay-out work on all official publications produced by the College.
3. Consult with the graphic artist on design and format of publications.
4. Evaluate materials produced by the printing department and recommend improvements.
5. Study flow and procedures in printing area and make recommendations for increased efficiency.
6. Assist the Assistant Director of Educational Services - Educational Media in developing a professional printing area capable of producing all College publications.
7. Assume other responsibilities assigned by the Assistant Director of Educational Services - Educational Media.

Publications editor would aid in preparing the following publications:

1. College Catalog
2. Career Flyers
3. Publication on Career Programs
4. Master Schedule
5. Faculty & Staff Directory
6. Handbooks
7. Student Life at OCC
8. Brochures on General Information
9. Annual Reports
10. Commencement Programs and Announcements
11. Community Services
12. Evening School Bulletin
13. Administrative Regulations Manual
14. Policy and Procedures Manual

C. The Audio-Visual Service Technician\* shall be responsible to the Media Production Coordinator for repair and service on audio-visual equipment. In fulfilling these responsibilities, he shall perform the following:

1. Repair College audio-visual equipment as the need arises.
2. Service audio-visual equipment on a regular basis and do preventive maintenance.
3. Aid in testing and evaluating new audio-visual equipment as it appears on the market.
4. Serve as a projectionist for the administrative staff at the central office.

\*Position currently provided in 1966-67 budget.

## Appendix C - Addendum 8

5. Provide tape recording facilities at the central office.
6. Maintain a staff relationship with the Campus Audio-Visual Maintenance Technician.
7. Assume other responsibilities assigned by the Media Production Coordinator.

## Equipment

## A. Media Production

1. Uhler Reduction Printer 16mm to 8mm. The faculty has requested 16mm be reduced to 8mm for use in single concept cartridges.
2. Goodkin Model C Direct Projector. Saves time in measuring and executing a project to scale in the art department.
3. Pilot Studies in Audio-Visual Equipment. There is a need for Educational Media to carry on an extensive testing program of new equipment in the audio-visual area. These funds would be used to secure equipment so it can be properly tested before purchased in quantity and implemented in the instructional program.
4. Video-tape Equipment. College has applied for \$15,000 under Title VI-A Category 2 of the Higher Education Act 1965, for video-tape equipment. This grant is on a matching funds basis.
5. Microfilming Equipment. This equipment will provide for the complete microfilming of all student personnel records, course material, business records and selected LRC documents.

## B. Printing Area

1. Vari-Type Composing Machine. A type setting machine to set type for College publications and forms produced in the printing area.
2. Automatic Collator. Will be used to expedite work flow in the bindery section and relieve a major trouble spot.
3. Nu-Arc Platemaker. Prepare metal plates which are presently being done commercially. This would provide a saving in cost and time.

## Appendix C - Addendum 8

4. Book Stitcher. Used to bind books and reports in a more durable fashion.
5. Power Paper Cutter. Used to trim books and reports prepared in the printing area.

## Cost

## A. Personnel

Audio-Visual Coordinator and Production Manager	\$ 10,000
Publications Editor	9,000
Total	<u>\$ 19,000</u>

## B. Equipment

Uhler Reduction Printer	\$ 2,477
Goodkin Model C Direct Projector	699
Pilot Studies in Audio-Visual Equipment	5,000
Vari-Type Composing Machine	4,200
Video-Tape Equipment	30,000
Microfilming Equipment	15,000
Automatic Collator	5,860
Nu-Arc Platemaker	625
Book Stitcher (Used)	600
Power Paper Cutter (Used)	1,500
Total	<u>\$ 65,961</u>

## C. Publications

College Catalog	\$ 7,000
Program Fliers	7,000
Assorted Pamphlets	3,000
College Bulletin	5,000
Total	<u>\$ 22,000</u>

## Facilities

At the present time Educational Media is occupying 2,205 square feet at the central office. Considering the increased staff and equipment that has been proposed for 1967-68, additional space will be needed. A minimum of 4,500 square feet will be needed to provide for an efficient operation. The possibility of expanding into the area that will be vacated by Data Processing should be considered.

OAKLAND COMMUNITY COLLEGE  
 NORTH CENTRAL REPORTING COMMITTEE  
 SELF-STUDY - COLLEGE CURRICULUM

Curriculum Inventory

I. INVENTORY INSTRUCTIONS

- A. The inventory instrument is to be used to collect data from campus and central office personnel in the following three general areas of interest relating to the present and future intellectual climate of the College as it affects course offerings, programs, and curriculum:
1. Curriculum, Research and Development
  2. Operations
  3. Finance
- B. The questions contained in the inventory are divided into four categories for data collection and analysis. The following categories will be assigned to sub-committee tasks:
1. Determination of curriculum.
  2. Determination of specifications, course plan and media to achieve specifications.
  3. Evaluation of evidence to measure effectiveness of course plans and appropriateness of specifications.
  4. Review of evidence to determine what specifications and course plans will be used in the future.

All questions marked by an asterisk (\*) will be obtained from the Central Office personnel, records, or documents.

II. BASIC INVENTORY DATA

- A. Location and level of data
1. Name and Position
  2. Campus or Office
  3. Level (circle correct answer)
    - a. Executive
    - b. Director
    - c. Registrar
    - d. Division Chairman
    - e. Group Coordinator
    - f. Assistant Group Coordinator
    - g. Tutor
    - h. Student
    - i. Other \_\_\_\_\_

Appendix C - Addendum 9

B. Data pertains to: (Circle correct answer)

1. Credit Courses

- a. Regular Courses
- b. Off-Campus Courses

2. Non-Credit Courses

- a. Short Courses
- b. O-J Training
- c. Correspondence Courses
- d. Work Shop
- e. Field Experiences
- f. Other \_\_\_\_\_

III. INVENTORY QUESTIONS

A. Determination of Curriculum

\*1. Have statements of the College purposes or objectives influenced the course offerings/programs/curriculum made available to the students?

Explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*2. What priorities exist to guide the College in accomplishing its educational tasks through curriculum selection? (also to be asked of Division Chairmen)

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

3. a) Appropriateness of courses to the College objectives:

\*(1) In your opinion, how well does the overall curriculum fit the educational objectives of the College, as you understand them?

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

Appendix C - Addendum 9

- (2) Division Chairmen: In your opinion, how well does the overall program of your division fit the educational objectives of the College, as you understand them?

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- (3) Group Coordinator: In your opinion, how well do the courses for which you are responsible fit the educational objectives of the College, as you understand them?

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b) Appropriateness of courses to number of students served:

- \*(1) In your opinion, how well does the overall curriculum of the College fit the number of students served at the present and in immediate future?

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- (2) Division Chairmen: In your opinion, how well does the overall program of your division fit the number of students it serves at the present time and in immediate future?

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Appendix C - Addendum 9

- (3) Group Coordinator: In your opinion, how well do the courses, under your responsibility, fit the number of students served at the present time and in the immediate future?

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- c) Appropriateness of courses to fit the needs and abilities of students:

- \* (1) In your opinion, how well does the overall curriculum of the College fit the needs and abilities of the students at the present time and in the immediate future?

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- (2) Division Chairmen: In your opinion, how well does the overall program of your division fit the needs and abilities of the students it serves at the present time and in the immediate future?

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- (3) Group Coordinator: In your opinion, how well do the courses, under your responsibility, fit the needs and abilities of the students served at the present time and in the immediate future?

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Appendix C - Addendum 9

4. Does the content of the course offerings/programs/curriculum relate to the nature and scope of: (circle correct answer)
- a. Liberal education
  - b. General education
  - c. Technical education
  - d. Vocational education
5. How well do your course offerings/programs/curriculum conform to the principles in organizing and operating under the learner centered approach to education?
- a. Most applicable
  - b. Completely
  - c. Least applicable
  - d. Partially or not possible
6. How frequently is your course offering/program/curriculum, as listed in the College Catalog, offered during the year?
- a. One semester
  - b. Two semesters
  - c. Three semesters
  - d. Other \_\_\_\_\_
7. Are you satisfied with the requirement for a degree in your programs/curriculum as outlined by the College Catalog?

Yes \_\_\_\_\_ No \_\_\_\_\_

If no, explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Division Chairmen: Do you feel the faculty selection for the programs/curriculum in your division fit the course offerings?

Yes \_\_\_\_\_ No \_\_\_\_\_

In certain courses \_\_\_\_\_

If no or in certain courses explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Appendix C - Addendum 9

\*9. What limitations exists on the financial support to the College curriculum?

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10. Are sufficient funds available to support your course offerings/programs/curriculum?

Yes \_\_\_\_\_ No \_\_\_\_\_

If no, explain: \_\_\_\_\_

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\*11. With reference to off-campus credit courses and non-credit courses: Use back of sheet if additional listings are required.

Listing

<u>Course</u>	<u>Level</u>	<u>Enrollment</u>	<u>Facility</u>	<u>Faculty</u>	<u>Value</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Indicate the value of the offering to the community with the following numerical criteria (question 11 above)

1. Extremely valuable to community and self-supporting
2. Need to know, but requires financial support
3. Nice to know, but requires financial support
4. Expensive for enrollment or faculty coverage

Appendix C - Addendum 9

B. Determination of course specifications, course plan, and media to achieve specifications:

1. How well, in your opinion, do the Library (LRC) resources, books, periodicals, and media contribute correctly to the College Curriculum?

a. Campus Librarian \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Describe the resources available for carrying out the course offerings/programs/curriculum offered by the College:

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

b. Division Chairmen \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. Group Coordinator \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*3. a) To what extent is the faculty being used in planning course offerings?

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

## Appendix C - Addendum 9

b) How many new courses have been offered since the beginning of the College?

- (1) 1965 \_\_\_\_\_  
 (2) 1966 \_\_\_\_\_  
 (3) 1967 \_\_\_\_\_  
 (4) 1968 \_\_\_\_\_ (Proposed)  
 (5) 1969 \_\_\_\_\_ (Proposed)  
 (6) 1970 \_\_\_\_\_ (Proposed)

c) How many of these courses have been proposed by the faculty?

- (1) 1965 \_\_\_\_\_  
 (2) 1966 \_\_\_\_\_  
 (3) 1967 \_\_\_\_\_  
 (4) 1968 \_\_\_\_\_  
 (5) 1969 \_\_\_\_\_  
 (6) 1970 \_\_\_\_\_

\*4. Do the demands confronting adults in the community and labor market have any effect on determining course plans, specifications and media selection for your course offerings/programs/curriculum?

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5. a) Division Chairmen: Has any special provisions been made in the programs in your division for exploration in depth by the student in a limited area of course offerings? Identify these courses by code number and specify depth (term paper, practical exercise, lab. experiment, etc). Use reverse sides if needed.

	<u>Course</u>	<u>Exploration item</u>
a.	_____	_____
b.	_____	_____

Appendix C - Addendum 9

- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_

5. b) Group Coordinator - Same as 5 a)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_

6. How well do the course offerings and specifications in your division/course area provide for repetition to insure student understanding and assimilation of concepts? (continuity)

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

7. Does each course in your division/course area provide progression of learning experience in order for the student to develop a broader and deeper understanding of more complex and abstract ideas? (Sequence)

Yes \_\_\_\_\_ No \_\_\_\_\_

If no, identify the course and explain:

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

Appendix C - Addendum 9

8. Does each course in your division/course area interrelate concepts learned in one discipline with those applicable in other disciplines? (integration)

Yes \_\_\_\_\_ No \_\_\_\_\_

If no, identify the course and explain:

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- C. Evaluation of evidence to measure effectiveness of course plan and appropriateness of specifications:

1. In your opinion, are the courses/programs/curriculum in your course area/division/College adequate in kind and quality to serve the educational purpose of the College?

Yes \_\_\_\_\_ No \_\_\_\_\_

If no, explain: \_\_\_\_\_

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- \*2. In your opinion, how well do the academic divisions accomplish their purpose within the structure of the College curriculum?

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- \*3. How well does the College provide direction and policy to resist haphazard and inadequate curriculum growth?

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Appendix C - Addendum 9

4. Do the specifications (TPS and IPS - objectives) of the course offerings stimulate the desire changes in the learner enrolled in your course/program/curriculum?

Yes \_\_\_\_\_ No \_\_\_\_\_

If no, explain \_\_\_\_\_

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5. What effort has been made to obtain information from the students regarding desirable changes in the course offerings/programs/curriculum?

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6. In your opinion, are the faculty work loads, office facilities, and clerical help adequate in the work environment to motivate creative thinking, effective course preparation, and instructional quality in your course offerings/programs/curriculum?

Yes \_\_\_\_\_ No \_\_\_\_\_

If no, explain \_\_\_\_\_

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7. In your opinion, do the course offerings/programs/curriculum measure the progress made by the student toward desired goals/absolute levels of student achievement?

Yes \_\_\_\_\_ No \_\_\_\_\_

If no, explain \_\_\_\_\_

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Appendix C - Addendum 9

\*8. What evidence can you produce to show that graduates from OCC have been adequately prepared for additional education in the transfer programs and successful employment or advancement in terminal programs?

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\*9. What mechanism has been designed by the College for frequent and systematic review to evaluate the effectiveness of course plans and appropriateness of their specifications?

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\*10. In your opinion, does the College have any key problems regarding the overall curriculum?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, explain \_\_\_\_\_

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D. Review of evidence to determine specifications and course plans for future use:

\*1. What are the projected plans of the College for continued or future course offerings based upon decisions pertaining to enrollment, revising courses, or introducing new programs to fit the needs of the county population?

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Appendix C - Addendum 9

2. What comment can you offer that shows financial support is effectively applied to the educational objectives of your course offerings/programs/curriculum?

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- \*3. What information is reflected in the minutes of the College, Campus and Curriculum Advisory Committees that show progress toward revision, retention and development of course offerings?

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- \*4. Are adequate controls in effect to approve or introduce new course offerings and drop courses not justified?

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- \*5. Are there any significant changes or contemplated changes in the College Curriculum?

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Appendix C - Addendum 9

IV. ENDING

A. Closing inventory

1. In your opinion what are the strengths in your course offerings/  
programs/curriculum?

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2. What are the weaknesses in your course offerings/programs/  
curriculum?

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3. Are you satisfied with the direction given to the course  
offerings/programs/curriculum listed in the College Catalog?

Yes \_\_\_\_\_

If no, explain \_\_\_\_\_

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4. Is there any additional information that you could add to aid  
in the fulfillment of the Self-Study on College Curriculum?

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Thank you.  
EMF:ec

## Appendix C - Addendum 9

OAKLAND COMMUNITY COLLEGE  
 NORTH CENTRAL REPORTING COMMITTEE  
 SELF-STUDY - COLLEGE CURRICULUM

## Curriculum Inventory

I. INVENTORY INSTRUCTIONS

A. The inventory instrument is to be used to collect data from campus and central office personnel in the following three general areas of interest relating to the present and future intellectual climate of the College as it affects course offerings, programs, and curriculum:

1. Curriculum, Research and Development
2. Operations
3. Finance

B. The questions contained in the inventory are divided into four categories for data collection and analysis. The following categories will be assigned to sub-committee tasks:

1. Determination of curriculum.
2. Determination of specifications, course plan and media to achieve specifications.
3. Evaluation of evidence to measure effectiveness of course plans and appropriateness of specifications.
4. Review of evidence to determine what specifications and course plans will be used in the future.

All questions marked by an asterisk (\*) will be obtained from the Central Office personnel, records, or documents

II. BASIC INVENTORY DATA

A. Location and level of data

1. Name and Position

2. Campus or Office

3. Level (circle correct answer)

- a. Executive
- b. Director
- c. Registrar
- d. Division Chairman
- e. Group Coordinator
- f. Assistant Group Coordinator
- g. Tutor
- h. Student
- i. Other \_\_\_\_\_

Appendix C - Addendum 9

B. Data pertains to: (Circle correct answers and specify courses)

1. Credit Courses

- a. Regular Courses \_\_\_\_\_
- b. Off-Campus Courses \_\_\_\_\_

2. Non-Credit Courses

- a. Short Courses \_\_\_\_\_
- b. O-J Training \_\_\_\_\_
- c. Correspondence Courses \_\_\_\_\_
- d. Workshop \_\_\_\_\_
- e. Field Experiences \_\_\_\_\_
- f. Other \_\_\_\_\_

III. INVENTORY QUESTIONS

A. Determination of Curriculum

1. To what extent have statements of the College purposes or objectives influenced the course offerings/programs/curricula made available to the students?

Explain \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*2. What procedure have you used or are you using in selecting course offerings? (also to be asked of Division Chairmen)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. a) Appropriateness of courses to the College objectives:

\*(1) In your opinion, how well does the overall curriculum fit the educational objectives of the College, as you understand them?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Appendix C - Adendum 9

- (2) Division Chairmen: In your opinion, how well does the overall program of your division fit the educational objectives of the College, as you understand them?

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- (3) Group Coordinator: In your opinion, how well do the courses for which you are responsible fit the educational objectives of the College, as you understand them?

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b) Appropriateness of courses to number of students served:

- \*(1) In your opinion, how well does the overall curriculum of the College fit the number of students served at the present and in immediate future?

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- (2) Division Chairmen: In your opinion, how well do the overall courses or programs in your division fit the number of students served at the present time and in immediate future?

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Appendix C - Adendum 9

(3) Group Coordinator: In your opinion, how well do the courses, under your responsibility, fit the number of students served at the present time and in the immediate future?

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c) Appropriateness of courses to fit the needs and abilities of students:

\*(1) In your opinion, how well does the overall curriculum of the College fit the needs and abilities of the students at the present time and in the immediate future?

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(2) Division Chairmen: In your opinion, how well do the course offerings or programs in your division fit the needs and abilities of the students served at the present time and in the immediate future?

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(3) Group Coordinator: In your opinion, how well do the courses, under your responsibility, fit the needs and abilities of the students served at the present time and in the immediate future?

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## Appendix C - Addendum 9

- 4) In general, estimate the percent of course content devoted to each of the following in your area:
- a. Liberal education \_\_\_\_\_
  - b. General education \_\_\_\_\_
  - c. Technical education \_\_\_\_\_
  - d. Vocational education \_\_\_\_\_
- 5) How well do your course offerings/ programs/curricula conform to the unique principles of operating under the OCC instructional system approach to education?
- a. Completely
  - b. Quite well
  - c. Adequately
  - d. Inadequately
  - e. Not at all
- 6) How frequently are your course offerings/programs/curricula, as listed in the College Catalog, offered during the year? (Specify)
- a. One time
  - b. Two times
  - c. Three times
  - d. Four times
  - e. Other \_\_\_\_\_
- 7) Are you satisfied with the requirements for a degree in your program/curriculum as outlined by the College Catalog, if applicable?
- Yes \_\_\_\_\_ No \_\_\_\_\_
- If no, explain: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 8) Division Chairmen: To what extent do you feel the faculty teaching the courses in your division are qualified? (Specify)
- a. Completely
  - b. Reasonably
  - c. Partially
  - d. Poorly

Appendix C - Addendum 9

\*9) How adequately is the financial support for the courses/ programs/curricula in your area?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*10) With reference to off-campus credit courses and non-credit courses: Use back of sheet if additional listings are required.

Listing

<u>Course</u>	<u>Level</u>	<u>Enrollment</u>	<u>Facility</u>	<u>Faculty</u>	<u>Value</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Indicate the value of the offering to the community with the following numerical criteris (question 10 above)

1. Extremely valuable to community and self supporting
2. Valuable, but requires financial support
3. Adequate, but requires financial support
4. Lacks value for the enrollment and faculty coverage

B. Determination of course specifications, course plan, and media to achieve specifications:

1. How well, in your opinion, do the library (LRC) resources, books, periodicals, and media contribute to the courses/ programs/curricula?

- a. Campus Librarians \_\_\_\_\_
- \_\_\_\_\_
- b. Others \_\_\_\_\_
- \_\_\_\_\_

## Appendix C - Addendum 9

2. Describe the media available in your area for carrying out the course offerings and programs:

Group Coordinators \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. a) To what extent is the faculty being used in planning course offerings?

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

- b) How many new courses have been offered since the beginning of the College?

(1) 1965 \_\_\_\_\_  
 (2) 1966 \_\_\_\_\_  
 (3) 1967 \_\_\_\_\_  
 (4) 1968 \_\_\_\_\_ (Proposed)  
 (5) 1969 \_\_\_\_\_ (Proposed)  
 (6) 1970 \_\_\_\_\_ (Proposed)

- c) How many of these courses have been proposed by the faculty?

(1) 1965 \_\_\_\_\_  
 (2) 1966 \_\_\_\_\_  
 (3) 1967 \_\_\_\_\_  
 (4) 1968 \_\_\_\_\_  
 (5) 1969 \_\_\_\_\_  
 (6) 1970 \_\_\_\_\_

Appendix C - Addendum 9

- \*4. Do the demands confronting adults in the community and labor market have any effect on determining course plans, specifications and media selection for your course offerings/programs/curricula?

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5. a) Division Chairmen: Have any special provisions been made in the programs in your division for the exploration in depth by the student in a limited area of course offerings? Identify these courses by code number and specify depth (term paper, practical exercise, lab. experiment, etc.). Use reverse sides if needed.

	<u>Course</u>	<u>Exploration Item</u>
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____
f.	_____	_____
g.	_____	_____
b) Group Coordinator - Same as 5 a)		
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____
f.	_____	_____

Appendix C - Addendum 9

6. How well do the course offerings and specifications in your division/course area provide for repetition and review to insure student understanding and assimilation of concepts? (continuity)

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7. How well does each course in your division/course area provide a sequence of learning experineces in order for the student to develop a broader and deeper understanding of more complex and abstract ideas? (Sequence)

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8. How well does each course in your division/course area interrelate concepts learned in one discipline with those applicable in other disciplines? (integration)

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C. Evaluation of evidence to measure effectiveness of course plan and appropriateness of specifications:

1. In your opinion, how well do the academic divisions accomplish their purpose within the structure of the College curriculum?

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2. How well does the College provide direction and policy to resist haphazard and inadequate curriculum growth?

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Appendix C - Addendum 9

3. How well are the students in your area actually achieving the objectives (TPS's and IPS's) set down for them?

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4. What effort has been made to obtain information from the students regarding desirable changes in the course offerings/programs/curricula?

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5. In your opinion, how adequately do the faculty work loads, office facilities, and clerical help motivate creative thinking, effective course preparation, and instructional quality in your course offerings/programs/curricula?

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6. How adequately would you say graduates from OCC have been prepared for additional education in the transfer programs and successful employment or advancement in terminal programs?

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7. What mechanism has been designed by the College for frequent and systematic review to evaluate the effectiveness of course plans and appropriateness of their specifications?

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Appendix C - Addendum 9

- 8. In your opinion, what key problems does the College have regarding the overall curriculum?

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- D. Review of evidence to determine specifications and course plans for future use:

- \*1. What are the projected plans of the College for continued or future course offerings based upon decisions pertaining to enrollment, revising courses, or introducing new programs to fit the needs of the county population?

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- \*2. Are there any significant changes contemplated in the College curriculum which have not been already mentioned?

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IV. ENDING

- A. Closing inventory

- 1. In your opinion what are the overall strengths in your course offerings/programs/curricula?

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Appendix C. Addendum 9

2. What are the overall weaknesses in your course offerings/  
programs/curricula?

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3. How satisfied are you with the descriptions and requirements  
given to the course offerings/programs/curricula listed in  
the College Catalog?

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4. Is there any additional information that you could add to  
aid in the fulfillment of the Self-Study on College Curriculum?

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Thank you.  
EMF:ec

## Appendix C - Addendum 10

Curriculum Inventory  
Categorization of Responses  
Mean Value

<u>LOCATION</u>		<u>MEAN</u>
	Programs fit Educational Objectives	
CO	2,2,4,4,4,3,3,4,2	3.11
AH	4,3,4,3,4,4,4,5,4,4,2,4,4,5,4,4	3.87
HL	5,4,4,2,5,5,5,4,3,5,5,5,4,1,1,5,5,4,4,5,5,4,3	4.04
OR	5,4,4,4,5,3,5,1,4,4,2,4,5,5,5,4,3,1,4,4,3,1,4,3,4,5,5,4,3,5,5	3.80
	Programs fit Number of Students	
CO	4,3,4,4,4,4,4,4,2	3.67
AH	3,3,3,3,3,3,3,4,4,4,5,5,5,4	3.71
HL	5,5,4,4,4,4,4,4,4,3,4,4,3,3,3,2,4,4,5,4,4,4,3,3	3.79
OR	3,4,4,4,3,1,1,4,3,4,4,5,4,3,5,1,4,5,5,3,2,2,5,4,4,3,3,3,3,3	3.40
	Programs fit Needs and Abilities of Students	
CO	3,4,4,4,4,4,4,2	3.63
AH	4,4,4,3,4,2,4,3,4,4,5,4,4,3,4	3.73
HL	5,4,4,4,4,5,5,4,3,3,5,5,4,4,3,3,5,5,4,4,4,3,3,3	4.00
OR	3,4,4,3,4,3,1,1,2,3,3,2,2,1,4,5,4,3,1,1,2,2,3,3,1,4,3,3,1,2,2	2.58
	Qualification of Faculty	
CO		-
AH	5,5,5,5,5	5
HL	4,4,4,4,4	4
OR	5,4,5,4	4.5

## Appendix C - Addendum 10

<u>LOCATION</u>		<u>MEAN</u>
	Provision for in-depth course exploration	
CO		-
AH	4,5,3,5,3,3,3,4,4,3	3.70
HL	5,4,4,3,5,5,5,3,4,4,4,3,3	4.00
OR	2,1,3,5,2,2,3,2,1,1,2,3,4,4,2,2,2,3,4,2,1,2,3,5,1,2,2,3,2,3,3	2.48
	Provision for course continuity	
CO		-
AH	4,4,4,4,4,3,3,3,3,3,3,5,2,3,3,3,3,4,5,5,3,5,5,5,2,5	3.69
HL	4,4,4,4,3,5,5,5,4,4,5,4,3,2,2,3,1,5,5,5,4	3.86
OR	3,4,3,3,5,1,1,2,1,3,1,4,5,3,2,2,2,3,2,2,3,4,2,2,5,2,3,3,4,2	2.73
	Provision for course sequence	
CO		-
AH	3,3,3,3,3,3,3,3,3,3,3,3,4,5,4,4,4	3.35
HL	5,4,4,3,5,5,5,5,4,4,4,3,3,3,5,4,4,2,5,4,4,2	3.95
OR	3,3,4,2,3,3,1,4,3,3,1,1,1,4,3,1,2,4,1,3,1,4,4,3,2,2,1,4,5,5	2.7
	Integration of Concepts	
CO		-
AH	3,3,3,3,3,3,2,3,3,1,5,3,5,4,4,4,4,4	3.67
HL	4,4,4,4,3,5,5,5,5,5,4,3,3,3,2,5,4,4,2,5,4,3,2	3.83
OR	4,4,3,4,1,2,2,3,4,4,4,3,4,4,3,2,2,1,4,5,4,5,3,3,2,3,4,4,3,3,4	3.26
	Accomplishment of academic purpose	
CO		-
AH	3,3,3,3,3,2,4,3,4	3.11
HL	5,4,4,2,4,4,4,3,2,4,4,2,2,5,4	3.53
OR	4,4,3,2,4,4,3,3,1,1,2,3,4,4,3,3,3,3,2,3,3,2,2,3,4,5,4,5,5,3,1,4	2.94

## Appendix C - Addendum 10

<u>LOCATION</u>		<u>MEAN</u>
	Direction against inadequate curriculum growth	
CO	3,3,3	3.0
AH		-
HL	3,2,2,1,4,4,2,1,4,2	2.50
OR	1,1,3,4,4,5,3,2,2,4,4,3,3,3,3,4,3,5,4,2,4,3,3,4,3,2,3,4,3,3,4	3.19
	Achievement of TPS's and IPS's	
CO	3,3,3	3.0
AH	3,3,3,3,3,3,2,2,3,2,2,3,4	2.77
HL	5,4,4,4,4,5,4,4,3,2,4,3,2,2,2,2,2,5,5,4,3,4,4,3,3	3.48
OR	3,2,2,3,4,2,2,1,1,3,3,3,3,3,4,5,1,3,2,2,3,4,3,3,2,4,2,2,3,5	2.77
	Information from students	
CO		-
AH	2,2,2,2,2,2,4,4,4,4,4,2,3,2,2,2,3,1,2,1,1,3	2.45
HL	4,4,4,4,4,4,4,4,4,4,4,5,5,5,2,5,4,4,4	4.11
OR	1,1,4,1,2,2,2,1,1,1,1,1,2,2,1,2,2,3,1,1,3,1,1,1,5,1,1,1,2,1	1.63
	Faculty work loads	
CO	3,3,3	3.0
AH	1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,4,4,2,4,4,3,4	1.75
HL	4,3,2,2,1,3,2,2,2,2,2,2,2,2,2,1,1,1,1,3,2,2,1	1.96
OR	1,1,3,4,4,1,2,2,2,1,3,3,3,3,3,3,2,3,4,4,3,2,2,2,2,2,1,2,1,2	2.33

## Appendix C - Addendum 10

<u>LOCATION</u>		<u>MEAN</u>
	Facilities	
CO		-
AH	1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,4,4,2,4,4,3,4	1.75
HL	4,3,2,2,1,3,2,2,2,2,2,2,2,2,5,1,1,1,1,3,2,2,1	2.09
OR	5,4,4,4,5,2,5,5,4,4,4,4,4,4,2,5,5,4,5,4,4,4,3,4,4,4,4,5,3,4	4.07
	Clerical Help	
CO		-
AH	1,1,1,1,1,1,4,4,2,4,4,3,4,1,1,1,1,1,1,1,1,1,1	1.75
HL	4,3,2,2,1,3,2,2,2,2,2,2,2,2,2,2,1,1,1,1,3,2,2,1	1.96
OR	1,1,1,2,3,3,1,1,1,3,1,1,1,3,2,1,1,2,1,2,2,1,1,3,1,1,2,1,2,1	1.57
	Preparation of Graduates	
CO		-
AH	4,4	4.00
HL	5,4,4,3,2,4,4,4,2,3,3,5,5	3.69
OR	3,3,3,3,4,3,2,2,2,3,3,2,1,1,2,2,2,2,1,2,3,3,1,2,2,3,1,2,2,1	2.20
	Systematic Review of Course Plans	
CO		-
AH		-
HL	4,3,1,1,1,1,1,1,1	1.56
OR	2,2,2,3,4,2,3,3,3,3,2,3,2,1,2,2,3,1,1,3,3,4,2,2,1,2,3,1,2,2	2.30

## Appendix C - Addendum 10

TABULATION OF OCC NORTH CENTRAL SELF-STUDY CURRICULUM QUESTIONNAIRE  
RESPONSES BY CENTRAL OFFICE ADMINISTRATORS

										*Mean
1.	Extent to which statements of college purposes or objectives have influenced course/program offerings.									
	5	5	5	5	5	4	2	5	4	4.44
2.	Degree to which overall curriculum "fits" educational objectives of the college.									
	2	2	4	4	4	3	3	4	2	3.11
3.	Degree to which overall curriculum serves present and anticipated student populations according to number of students.									
	4	3	4	4	4	4	4	4	2	3.67
4.	Degree to which course offerings meet the needs of the students, according to type of students.									
	3	-	4	4	4	4	4	4	2	3.22
5.	Degree of satisfaction with college graduation requirements.									
	-	-	2	2	2	-	-	3	-	2.25
6.	Satisfaction with educational contributions of library resources.									
	-	-	5	5	5	-	-	3	-	4.50
7.	Degree with which faculty are involved in planning of course offerings.									
	-	4	5	5	5	5	4	5	-	4.71
8.	Extent of influence on course offerings by community adults and labor market conditions.									
	-	2	5	5	5	5	4	5	-	4.43

\*VALUE OF NUMBERS AND THEIR ACCOMPANYING INTERPRETATIONS.

5 - Strong support; highly favorable; laudatory; in complete agreement.

4 - Supportive; qualified agreement; moderate level of acceptance.

3 - Adequate; no outstanding strengths or weaknesses.

2 - Moderate level of dissatisfaction.

1 - High level of dissatisfaction, unacceptable.

## Appendix C - Addendum 10

## TABULATION OF NORTH CENTRAL QUESTIONNAIRE RESPONSES

										*Mean
9.	Degree to which academic divisions accomplish their curricular purposes.									
	-	-	3	3	3	5	-	4	2	3.33
10.	Effectiveness of college in providing policy and direction to resist haphazard and inadequate curriculum growth.									
	-	-	3	3	3	-	-	-	-	3.00
11.	Degree to which faculty work loads, office facilities, and clerical help facilitate creative faculty thinking, effective course preparation and instructional quality.									
	-	-	3	3	3	-	-	-	-	3.00
12.	Degree to which evaluation practices measure student progress against absolute levels of achievement.									
	-	-	3	3	3	-	-	-	-	3.00
13.	Absence of key problems regarding overall curriculum.									
	-	2	2	2	2	2	1	2	2	1.88
14.	Knowledge of existence of college plans projected on the basis of systematic studies.									
	-	4	4	4	4	-	4	2	1	3.29
15.	Adequacy of controls for dropping or adding courses.									
	-	2	3	3	3	3	4	3	4	3.13
	MEANS									$\left\{ \begin{array}{l} ** \\ 3.18 \\ *** \\ 3.36 \end{array} \right.$

\* See "Value of Numbers", p. 1

\*\* Unweighted

\*\*\*Weighted

TAT:ec

## Appendix C - Addendum 10

CATEGORIZATION OF RESPONSES  
NORTH CENTRAL REPORTING COMMITTEE  
SELF-STUDY OF COLLEGE CURRICULUM

DEFINITION AND PURPOSE OF NUMBER ASSIGNMENTS TO RESPONSES  
FOR THIS CATEGORIZATION.

The classification to be used in this document will consist of numbers, in sequence from 1 - 5. Responses to the question under consideration that in the judgment of the interviewer reflect strong support or laudatory comments on the part of the interviewee would be weighted with a numerical 5. Responses reflecting dissatisfaction or weaknesses, as viewed by the interviewee would receive a 1 on the classification scale. In instances where the complexity of a response indicated difficulty in classifying, careful objective extrapolation on the part of the classifier should be employed. In instances where questions were unanswered because of lack of information or refusal on interviewees part, assign a zero, indicating no value to that response.

VALUE OF NUMBERS AND THEIR ACCOMPANYING INTERPRETATIONS.

- 5 - strong support, highly favorable; laudatory; in complete agreement.
- 4 - supportive; qualified agreement; high level of acceptance.
- 3 - adequate; no outstanding strengths or weaknesses.
- 2 - moderate level of dissatisfaction.
- 1 - high level of dissatisfaction, unacceptable.
- 0 - not applicable; not available.

The above classification should be applicable to most questions on the curriculum inventory. In some instances, primarily Central Office responses, the classification would not be applicable because of direct statements of operation or procedure rather than value judgments. (i.e., III A2) pg. 2 of revised form. In these cases, condensation of responses may need to be listed in narrative style.

Appendix C - Addendum 10

		Circle			
		<u>Level</u>	<u>Campus</u>		
		Division Chmn.	A. H.		
		Gp. Crdntr.	H. L.		
		Asst. Gp. Crdntr.	O. R.		
		Tutor	Central Office		
(Original form)	(Revised form)	pg. 3	Program fit educational objectives.	5 4 3 2 1	
pg. 4	----- pg. 3	3	Program fit number of students.	5 4 3 2 1	
pg. 4	----- pg. 4	4	Program fit needs and abilities of students.	5 4 3 2 1	
pg. 5	----- pg. 5	5	Qualified faculty. (Chairman only)	5 4 3 2 1	
pg. 8	----- pg. 8	8	Provision for in depth course exploration.	5 4 3 2 1	
pg. 9	----- pg. 9	9	Provision for course continuity	5 4 3 2 1	
pg. 9	----- pg. 9	9	Provision for course sequence.	5 4 3 2 1	
pg. 10	----- pg. 9	9	Integration of concepts.	5 4 3 2 1	
pg. 10	----- pg. 9	9	Accomplishment of academic purposes.	5 4 3 2 1	
pg. 10	----- pg. 9	9	Direction against inadequate curriculum growth.	5 4 3 2 1	
pg. 11	----- pg. 10	10	Achievement of TPS's and IPS's	5 4 3 2 1	
pg. 11	----- pg. 10	10	Information from students	5 4 3 2 1	
pg. 11	----- pg. 10	10	Work loads, facilities, clerical help.	5 4 3 2 1	
pg. 12	----- pg. 10	10	Preparation of graduates.	5 4 3 2 1	
pg. 12	----- pg. 10	10	Systematic review of course plans.	5 4 3 2 1	

Narrative Summaries

pg. 14 ----- pg. 11 Key problems in curriculum

Overall strengths in offerings

pg. 14 ----- pg. 12 Overall weaknesses

Additional information or comments

OAKLAND COMMUNITY COLLEGE  
NORTH CENTRAL REPORTING COMMITTEE  
SELF-STUDY - COLLEGE CURRICULUM  
Consolidated Figures  
Student Questionnaire

Auburn Hills, Highland Lakes, Orchard Ridge

1. Please indicate your level (e.g. first session, second year) \_\_\_\_\_
2. Please indicate the courses you have taken, or the courses you are taking, in the \_\_\_\_\_ Division. (Specify)  
\_\_\_\_\_  
\_\_\_\_\_
3. With reference to the courses specified in the above division, please place a check mark under the heading which best describes your overall impression of the item indicated:

	Poor or Deficient	Adequate or Reasonable	Good or Superior	Can't Say or don't know
Effectiveness in meeting expectations of students	18	155	79	4
Effectiveness in meeting needs and abilities of students	17	143	90	1
Effectiveness in attending to number of students enrolled	28	118	94	7
Conformance to unique OCC system	9	122	104	11
Qualifications of faculty teaching	10	73	148	2
Availability of faculty for assistance	20	103	126	0
Selection of textbooks	16	115	110	3
Usefulness of study guides <u>if available</u>	15	117	120	3
Usefulness of audio tapes <u>if available</u>	58	108	43	18
Usefulness of visuals (e.g. slides) <u>if available</u>	40	97	57	36
Course materials in LRC <u>if used</u>	14	65	57	40
Clarity of course or program to you	30	98	128	5
Amount of depth of course or program	27	111	117	4
Degree of review and repetition of ideas	19	161	63	2

	Poor or Deficient	Adequate or Reasonable	Good or Superior	Can't S. or don't know
Building of one idea on next	15	120	103	11
Relatedness to other courses	6	106	117	22
Opportunity for special projects	53	104	39	33
Ease of achieving learning objectives	14	143	89	4
Opportunity to suggest ideas or changes	41	86	75	15
Specialized equipment if used	20	85	49	46
Fairness of deadlines and due-dates	6	89	133	2
Fairness of exams and grading	19	104	127	0

4. Please use the space below to comment or explain any of the items you have checked if necessary.

5. What would you say are the overall strengths of the course(s) or program you have just rated?

6. What would you say are the overall weaknesses.

## STUDENT REACTION QUESTIONNAIRE

A questionnaire of student attitudes was first given to 500 students in Spring of 1965. That questionnaire, modified slightly, was repeated in September of 1966 and was completed by nearly 2800 students. A third use was made in March, 1967, when 350 students answered the questionnaire. The last administration, reported here, was in September of 1967, when 607 students were surveyed on a revised form which could be used by sister institutions.

The results of this last administration, reported by campus and college totals, are shown by year for comparable questions. The number of students participating is shown first. The percentage of students responding appears after each response.

Certain trends are evident and are described below. Complete results are shown in the appendix.

1. The amount of time instructors are available in the laboratory is generally higher than in our early operations, but they also present less opportunity for the student to get acquainted.

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	(A.H.)	Fall 1967 H.L.	O.R.)
Q. 1. Instructors are available in the laboratories -							
N.	438	2828	328	598	148	172	278
A. Always	23.7	33.9	27.1	18.6	13.5	29.1	14.7
B. Most of the time	39.2	48.6	50.3	49.8	46.6	45.3	54.3
C. Some of the time	25.5	14.6	18.9	25.9	30.4	23.8	24.8
D. Rarely	10.2	2.2	3.7	5.2	8.7	1.7	5.4
E. Never	1.1	0.4		0.5	0.6	0	0.7

- Q. 4. There has been sufficient opportunity to get acquainted with instructors.

N.	383	2809	320	595	147	171	276
A. Strongly agree	42.0	16.1	31.6	16.8	20.4	8.2	20.3
B. Agree	53.5	60.4	43.8	55.9	49.7	61.4	55.8
C. Disagree	13.3	19.7	17.5	23.6	25.9	28.7	18.8
D. Strongly disagree	2.0	3.7	7.2	3.9	4.1	1.8	5.1

Ongoing Studies: No. 2  
 Student Reaction Questionnaire

II. "School spirit" seems to be slowly increasing, as is the student's opinion of the orientation program.

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	(A.H.)	Fall 1967 H.L.	(O.R.)
Q. 7. There is a good feeling of school spirit.							
N.	302	2758	287	586	146	169	271
A. Strongly agree	3.3	4.0	6.6	4.6	5.5	0.6	6.6
B. Agree	11.9	29.6	58.9	33.1	28.8	26.0	39.9
C. Disagree	50.3	46.8	28.9	47.3	45.2	55.0	43.5
D. Strongly disagree	34.4	19.3	5.0	15.0	20.5	18.3	10.0

Q. 12. The orientation program was -

N.	2693	326	580	151	163	266
A. Excellent	4.3	19.0	16.0	12.6	11.0	21.1
B. Good	51.5	40.8	57.1	53.6	60.1	57.1
C. Poor	28.4	30.1	19.1	22.5	18.4	17.7
D. Bad	6.0	8.0	3.1	5.3	4.3	1.5
E. Very bad	9.5	2.1	4.7	5.9	6.1	2.6

III. Students feel increasingly strongly that they are on their own too much.

Q. 9. I feel that at this College -

N.	2486	314	538	143	158	237
A. I am far too much on my own	13.7	16.2	21.0	24.5	17.1	21.5
B. I am a little too much on my own	58.4	65.6	60.2	62.9	59.5	59.1
C. There is too little control	21.6	17.8	14.9	9.8	17.1	16.5
D. There is far too much control	6.2	0.3	3.9	2.8	6.3	3.0

Ongoing Studies: No. 2  
Student Reaction Questionnaire

IV. The cost of textbooks and materials has gone up as the college got older.

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	(A.H.)	Fall 1967 H.L.	(O.R.)
Q. 10. To date, how much money have you spent on textbooks and course materials this session for all of your courses?							
N.		2820	278	601	151	167	273
A. Less than \$10.00		11.7	4.7	2.8	1.3	-	1.8
B. \$10.00 to \$20.00		28.9	47.1	17.8	23.8	9.6	15.3
C. \$20.00 to \$30.00		28.4	46.0	25.6	29.1	86.8	21.6
D. \$30.00 to \$40.00		18.4	2.2	51.9	28.5	3.6	56.0
E. More than \$40.00		10.4	0	21.8	17.2	-	27.3

V. While instructors are slowly getting a more realistic view of the amount of time a student spends, there seems to be a difference of opinion between the expected amount of study and the amount actually done.

Q. 27. How many hours a week (average) did the instructors indicate that you would need to be on campus to satisfactorily complete each course?

N.	2560	353	574	146	166	262
A. 3 or less	9.9	9.3	13.6	19.2	7.8	14.1
B. 4 or 5	28.6	21.5	28.9	32.2	24.7	29.8
C. 6 or 7	28.3	29.7	28.7	26.0	29.5	29.8
D. 8 or 9	17.4	21.2	14.3	11.0	22.3	11.1
E. 10 or more	15.6	18.1	14.5	11.6	15.7	15.3

Q. 28. How many hours a week have you averaged studying for each course on campus?

N.	2824	322	591	149	168	274
A. 3 or less	30.8	4.0	39.8	43.0	32.7	42.3
B. 4 or 5	39.0	51.6	34.3	30.2	35.7	35.8
C. 6 or 7	18.0	42.2	13.9	14.1	18.5	10.9
D. 8 or 9	6.8	2.2	6.9	8.1	5.4	7.3
E. 10 or more	5.1		5.1	4.7	7.7	3.6

	Spring 1965	Sp-Fall 1966	Spring 1967	Fall 1967	Fall (A.H.)	Fall 1967 H.L.	Fall 1967 O.R.)
Q. 29. How many hours a week have you averaged studying for each course off campus?							
N.		2831	348	596	151	170	275
A. 3 or less		55.8	36.8	47.0	58.3	40.6	44.7
B. 4 or 5		27.4	37.6	30.9	23.2	32.9	33.8
C. 6 or 7		10.1	18.7	13.1	13.2	13.5	12.7
D. 8 or 9		3.1	6.6	4.5	1.3	7.1	4.7
E. 10 or more		3.4	0.3	4.5	4.0	5.9	4.0

VI. The Small Assembly is being more frequently used, and used for information giving.

Q. 32. The Small group discussions in most courses are usually used to							
N.		2476	359	582	149	167	266
A. Explain parts of the course		36.4	31.2	27.5	30.9	31.1	23.3
B. Give tests or quizzes		10.0	18.1	16.4	3.4	13.2	3.8
C. Stimulate student discussion		30.0	10.3	31.6	32.9	26.3	34.2
D. Consider various aspects of a major area		15.2	39.8	16.7	16.1	13.2	19.2
E. Give us information not in the handouts or general assembly sessions			0.6	17.9	16.8	16.2	19.5

Q. 33. I am required to attend small group discussions in most courses

N.		2686	372	591	150	170	271
A. 3 to 5 times a week		1.1	56.5	6.4	4.7	10.0	5.2
B. 1 to 3 times a week		5.3	43.0	24.4	26.7	34.7	16.6
C. Once a week		46.9	40.3	51.8	37.3	47.1	62.7
D. Less than once a week		5.5	0.3	6.6	11.3	5.9	4.4
E. Never		40.9	40.0	10.8	20.0	2.4	11.1

Ongoing Studies: No. 2  
Student Reaction Questionnaire

VII. The use of textbooks is on a slow decline, and the use of programed texts is on a slow increase, and materials are slowly being more readily available for taking home.

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	Fall 1967 (A.H. H.L. O.R.)		
Q. 35. How many programed books on the average will you be required to buy, through the bookstore, this term?							
N.		2770	356	586	147	167	272
A. 0		30.3	36.8	8.2	5.4	6.0	11.0
B. 1		25.4	13.2	8.2	8.2	9.6	7.4
C. 2		20.3	10.4	16.2	19.0	13.8	16.2
D. 3		15.4	36.5	20.1	25.2	21.6	16.5
E. 4 or more		10.3	3.1	47.3	42.2	49.1	48.9
Q. 36. The medium most used in all of my courses has been -							
N.		2786	359	582	148	165	268
A. Tape recordings		3.0	37.0	15.8	21.6	7.3	17.9
B. Textbooks		51.4	3.9	39.5	37.2	42.4	39.2
C. Mimeographed handouts		28.4	30.4	24.4	21.6	23.0	26.9
D. Films, filmstrips, and slides		2.0	20.3	2.9	2.0	4.8	1.9
E. Programed books		9.9	8.4	17.4	17.6	22.4	14.2
Q. 38. Are instructional materials for your courses available to take home?							
N.		2649	348	579	151	167	261
A. Generally		18.2	63.5	19.3	19.2	13.2	23.4
B. Sometimes		18.9	5.7	30.2	31.1	24.6	33.3
C. Rarely		18.5	14.7	28.0	30.5	31.7	24.1
D. Never		44.2	16.1	22.5	19.2	30.5	19.2

VIII. While students seem to feel increasingly that they are on their own too much, they are also seeking private help, through conferences, more over the years.

Ongoing Studies: No. 2  
 Student Reaction Questionnaire

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	(A.H.)	Fall 1967 H.L.	O.R.)
Q. 9. I feel that at this College -							
N.		2486	314	538	143	158	237
A. I am far too much on my own		13.7	16.2	21.0	24.5	17.1	21.5
B. I am a little too much on my own		58.4	65.6	60.2	62.9	59.5	59.1
C. There is too little control		21.6	17.8	14.9	9.8	17.1	16.5
D. There is far too much control		6.2	0.3	3.9	2.8	6.3	3.0

Q. 26. I have had the following approximate number of private conferences with my course advisors so far this semester in my courses -

N.	2784	338	592	150	167	275
A. Don't know who he is	19.8	23.4	13.0	14.0	14.4	11.6
B. None	43.7	5.3	36.0	40.7	44.3	28.4
C. 1 or 2	23.8	8.9	37.5	36.0	30.5	42.5
D. 3 or 4	9.3	59.8	10.5	8.7	7.8	13.1
E. 5 or more	3.1	2.7	3.0	0.7	3.0	4.4

Perhaps this is related to the feeling that counselors seem more available.

Q. 19. Counselors are -

N.	2744	261	573	147	162	264
A. Readily available when I need them	15.8	7.3	32.8	30.6	23.5	39.8
B. Available when I need them	63.2	57.9	59.3	61.9	64.8	54.5
C. Unavailable when I need them	20.9	34.9	7.9	7.5	11.7	5.7

Apparently the college has some stabilizing to do in some areas, since the opinion of the students is fluctuating. On the other hand, there seems to be some tendency for the student to express a different opinion in the spring than in the fall. The following areas exhibit such variation to a marked degree:

Ongoing Studies: No. 2  
 Student Reaction Questionnaire

- a) Opportunity to get acquainted with other students, (Question No. 6), seems to exhibit a cyclic nature, finding a high in our first semester, a low in Spring, 1967, and a rise in our most recent administration.
- b) The feeling about the difficulty of presentation varies according to the time of year. (See question No. 13).
- c) The superiority of programmed materials seems to vary according to the time of year (See question No. 14).
- d) While the admission procedure seems to vary with the seasons, the process appears to be getting more complicated in the opinion of our students!

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	(A.H.)	Fall 1967 H.L.	O.R.)
Q. 16. Admission procedure to this College was -							
N.		2774	335	591	149	173	269
A. Quick and uncomplicated		73.3	28.7	58.0	67.8	33.5	68.4
B. Very much time consuming and complicated		11.4	56.4	18.3	11.8	30.6	14.1
C. Time consuming and com- plicated		15.1	14.9	23.7	20.8	35.8	17.5
Q. 18. The registration process was -							
N.		2793	314	590	147	172	271
A. Very complicated		4.8	6.4	22.2	7.5	40.1	18.8
B. Complicated		16.3	18.5	29.5	31.9	32.0	26.6
C. Fairly easy to handle		54.4	52.9	40.5	53.1	23.3	44.6
D. Very easy to handle		24.3	22.3	7.8	7.5	4.7	10.0

- e) The difficulty of quizzes (Question No. 23), the effect of attendance on final grades (Question No. 22) and being told a given percentage will fail, (Question No. 21), seems to exhibit large fluctuations over time, in the minds of our students.

Ongoing Studies: No. 2  
Student Reaction Questionnaire

- f) The opinion of students regarding the reservation of a carrel is equivocal, varying with the season.  
(See Question 34).

Finally, Questions 2, 11, 20, 31, 39, 40, and 48 - 50, are new questions in this recent administration of the questionnaire. From these, we may say that generally:

- 1) Instructors are available in their offices when they say they will be (Question No. 2).
- 2) Instructors are willing to talk with students informally (Question No. 11).
- 3) Students feel their courses are neither too hard nor too easy (Question No. 20)
- 4) Students feel there is a change in attitude toward study as compared to high school attitude (Question No. 31).
- 5) Counselors are very well informed people (Question No. 39).
- 6) Students feel that attendance is usually taken (Question No. 40).
- 7) Students feel that their courses generally match their needs (Question No. 44).
- 8) Students feel a greater degree of success than failure about the things they are doing at this College (Question No. 45).
- 9) A very large percentage of courses give written objectives and assignments (Question No. 46).
- 10) A large percentage (40.1%) of courses at this school do not give sample test items (Question No. 47).
- 11) In most cases, students do not have a good notion of what passing their courses will enable them to do! (Question No. 48).
- 12) Grades do not depend upon how well students can "psych out" their professors (Question No. 49).
- 13) Students feel that many of their courses have instructors acting as a team (Question No. 50).

James Bradner  
Director, Curriculum Research

OAKLAND COMMUNITY COLLEGE

Student Reaction Questionnaire

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	(A.H.)	Fall 1967 H.L.	(O.R.)
1. Instructors are available in the laboratories:							
N.	438	2828	328	598	148	172	278
A. Always	23.7	33.9	27.1	18.6	13.5	29.1	14.7
B. Most of the time	39.2	48.6	50.3	49.8	46.6	45.3	54.3
C. Some of the time	25.5	14.6	18.9	25.9	30.4	23.8	24.8
D. Rarely	10.2	2.2	3.7	5.2	8.7	1.7	5.4
E. Never	1.1	0.4		0.5	0.6	0	0.7
2. Instructors are available in their offices at the time they are scheduled to be there.							
N.				596	149	172	275
A. Always				22.1	22.1	18.0	24.7
B. Most of the time				61.4	63.1	63.4	60.4
C. Some of the time				11.9	12.1	12.8	11.3
D. Rarely				3.9	2.7	5.2	3.6
E. Never				0.4		0.6	
3. Instructors encourage students to engage in discussion in small groups.							
N.	401	2780	313	594	149	171	274
A. Always	39.4	40.3	16.6	41.4	43.6	35.7	43.8
B. Most of the time	23.1	36.4	38.0	32.5	29.5	34.5	32.8
C. Some of the time	16.7	14.7	38.3	18.1	18.8	21.6	15.7
D. Rarely	8.2	4.7	5.8	5.4	6.0	4.7	5.5
E. Never	12.4	4.8	1.3	2.5	2.0	3.5	2.2
4. There has been sufficient opportunity to get acquainted with instructors.							
N.	383	2809	320	595	147	171	276
A. Strongly agree	42.0	16.1	31.6	16.8	20.4	8.2	20.3
B. Agree	53.5	60.4	43.8	55.9	49.7	61.4	55.8
C. Disagree	13.3	19.7	17.5	23.6	25.9	28.7	18.8
D. Strongly disagree	2.0	3.7	7.2	3.9	4.1	1.8	5.1

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	(A.H.)	Fall 1967 H.L.	O.R.)
5. Small group discussions are scheduled.							
N.		2811	327	599	150	172	277
A. In all of my courses		23.7	50.8	46.1	45.3	41.3	49.5
B. In most of my courses		38.7	30.0	34.9	31.9	37.8	34.7
C. In some of my courses		34.2	11.6	16.5	21.3	16.3	14.1
D. In none of my courses		3.2	8.0	2.5	1.3	4.7	1.8
6. There has been sufficient opportunity to get acquainted with other students.							
N.	351	2811	315	599	150	174	275
A. Strongly agree	23.9	14.0	4.1	21.0	29.3	18.4	18.2
B. Agree	49.0	52.6	32.1	52.1	46.7	51.1	55.6
C. Disagree	20.5	26.1	49.2	20.4	16.7	26.4	18.5
D. Strongly disagree	6.5	7.2	14.6	6.5	7.3	4.0	7.6
7. There is a good feeling of school spirit.							
N.	302	2758	287	586	146	169	271
A. Strongly agree	3.3	4.0	6.6	4.6	5.5	0.6	6.6
B. Agree	11.9	29.6	58.9	33.1	28.8	26.0	39.9
C. Disagree	50.3	46.8	28.9	47.3	45.2	55.0	43.5
D. Strongly disagree	34.4	19.3	5.6	15.0	20.5	18.3	10.0
8. Since the start of <u>this</u> session, I have found this College's educational system -							
N.		2815	319	591	150	171	271
A. Exciting and interesting		16.8	31.3	23.7	24.7	18.7	26.3
B. Fairly rewarding		40.3	42.9	37.9	36.7	44.4	34.4
C. Tolerable		26.8	16.3	22.0	24.7	19.9	21.9
D. Unpleasant		4.9	9.4	4.6	6.7	3.5	4.1
E. Confusing and frustrating		10.9		11.8	7.3	13.5	13.3
9. I feel that at this College -							
N.		2486	314	538	143	158	237
A. I am far too much on my own		13.7	16.2	21.0	24.5	17.1	21.5
B. I am a little too much on my own		58.4	65.6	60.2	62.9	59.5	59.1
C. There is too little control		21.6	17.8	14.9	9.8	17.1	16.5
D. There is far too much control		6.2	0.3	3.9	2.8	6.3	3.0

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	(A.H. H.L.	Fall 1967 H.L.	O.R.)
10. To date, how much money have you spent on textbooks and course materials this session for all of your courses?							
N.	2820	278	601	151	167	278	
A. Less than \$10.00	11.7	4.7	2.8	1.3	-	1.8	
B. \$10.00 to \$20.00	28.9	47.1	17.8	23.8	9.6	13.3	
C. \$20.00 to \$30.00	28.4	46.0	25.6	29.1	86.8	21.6	
D. \$30.00 to \$40.00	18.4	2.2	31.9	28.5	3.6	36.0	
E. More than \$40.00	10.4	0	21.8	17.2	-	27.3	
11. As a rule, instructors are willing to talk with students in circumstances other than in classes or laboratories.							
N.			592	150	171	271	
A. Agree			75.3	72.7	76.0	76.4	
B. Disagree			15.4	18.7	14.6	14.0	
C. Strongly agree			7.4	7.3	7.6	7.4	
D. Strongly disagree			1.9	1.3	1.8	2.2	
12. The orientation program was -							
N.	2693	326	580	151	163	266	
A. Excellent	4.3	19.0	16.0	12.6	11.0	21.1	
B. Good	51.5	40.8	57.1	53.6	60.1	57.1	
C. Poor	28.4	30.1	19.1	22.5	18.4	17.7	
D. Bad	6.0	8.0	3.1	5.3	4.3	1.5	
E. Very bad	9.5	2.1	4.7	5.9	6.1	2.6	
13. In general, the way things are presented here is -							
N.	2744	324	586	150	172	264	
A. Much too difficult for me	2.3	45.4	1.8	1.3	1.2	2.7	
B. Fairly difficult	62.6	29.9	59.6	54.7	63.4	59.8	
C. Easy for me	33.7	22.8	36.5	42.0	33.1	35.6	
D. Too easy for me	1.2	1.9	2.0	2.0	2.3	1.9	

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	(A.H.)	Fall 1967 H.L.	O.R.)
14. Would you say that hearing an instructor explain things is superior to using programmed materials?							
N.		2754	218	574	149	168	257
A. Yes		60.2	23.9	63.2	57.7	68.5	63.0
B. No		39.8	76.1	36.8	42.3	31.5	37.0
15. The instructional materials at this College are -							
N.		2684	316	575	147	168	259
A. Much more difficult than I expected		8.0	1.3	8.5	6.8	5.2	9.3
B. More difficult than I expected		60.3	47.5	53.0	48.9	54.8	54.4
C. Easier than I expected		30.1	47.8	37.7	40.8	38.7	35.1
D. Much easier than I expected		1.3	3.5	1.7	3.4	1.2	1.2
16. Admission procedure to this College was -							
N.		2774	335	591	149	173	269
A. Quick and uncomplicated		73.3	28.7	58.0	67.8	33.5	68.4
B. Very much time consuming and complicated		11.4	56.4	18.3	11.8	30.6	14.1
C. Time consuming and complicated		15.1	14.9	23.7	20.8	35.8	17.5
17. The schedule of classes I wanted was -							
N.		2798	322	594	151	170	273
A. Readily available		31.7	39.4	37.7	29.1	28.8	48.0
B. Available		35.4	41.0	40.1	46.4	43.5	34.4
C. Hard to get		19.0	15.5	14.6	17.9	18.8	10.3
D. Impossible to get		13.7	4.0	7.6	6.6	8.8	7.3
18. The registration process was -							
N.		2793	314	590	147	172	271
A. Very complicated		4.8	6.4	22.2	7.5	40.1	18.8
B. Complicated		16.3	18.5	29.5	31.9	32.0	26.6
C. Fairly easy to handle		54.4	52.9	40.5	53.1	23.3	44.6
D. Very easy to handle		24.3	22.3	7.8	7.5	4.7	10.0

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	(A.H.)	Fall 1967 H.L.	O.R.)
19. Counselors are -							
N.							
A. Readily available when I need them		2744	261	573	147	162	264
B. Available when I need them		15.8	7.3	32.8	30.6	23.5	39.8
C. Unavailable when I need them		63.2	57.9	59.3	61.9	64.8	54.5
		20.9	34.9	7.9	7.5	11.7	5.7
20. My courses are -							
N.				585	149	167	269
A. Much too hard for me				1.2	1.3	-	1.9
B. Too hard for me				12.6	14.1	9.6	13.8
C. About right for me				82.9	80.5	86.8	81.8
D. Too easy for me				3.2	4.0	3.6	2.6
21. Regarding grades, I have been told that a certain percentage in my classes will fail.							
N.		2789	292	582	147	168	267
A. Yes		17.3	86.0	40.2	40.8	56.5	29.6
B. No		82.7	14.0	59.8	59.2	43.5	70.4
22. I have been told that being absent in some courses will -							
N.		2807	368	585	149	170	266
A. Affect my final grade		48.5	12.5	65.6	71.8	70.6	59.0
B. Not affect my final grade		11.3	87.0	9.9	7.4	9.4	11.7
C. Haven't been told about it		40.0	0.5	24.4	20.8	20.0	29.3
23. In most courses, quizzes are -							
N.		2400	358	541	138	160	243
A. Much too hard		6.0	19.3	6.1	4.3	5.6	7.4
B. Too hard		60.4	36.3	63.6	67.4	64.4	60.9
C. Little too easy		32.1	32.7	29.0	26.8	27.5	31.3
D. Much too easy		1.4	11.7	1.3	1.4	2.5	0.4

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	(A.H.)	Fall 1967 H.L.	O.R.)
28. How many hours a week have you averaged studying for each course on campus?							
N.		2824	322	591	149	168	274
A. 3 or less		30.8	4.0	39.8	43.0	32.7	42.3
B. 4 or 5		39.0	51.6	34.3	30.2	35.7	35.8
C. 6 or 7		18.0	42.2	13.9	14.1	18.5	10.9
D. 8 or 9		6.8	2.2	6.9	8.1	5.4	7.3
E. 10 or more		5.1		5.1	4.7	7.7	3.6
29. How many hours a week have you averaged studying for each course off campus?							
N.		2831	348	596	151	170	275
A. 3 or less		55.8	36.8	47.0	58.3	40.6	44.7
B. 4 or 5		27.4	37.6	30.9	23.2	32.9	33.8
C. 6 or 7		10.1	18.7	13.1	13.2	13.5	12.7
D. 8 or 9		3.1	6.6	4.5	1.3	7.1	4.7
E. 10 or more		3.4	0.3	4.5	4.0	5.9	4.0
30. When given, written course objectives and assignments for courses are given to me at the							
N.		2822	371	588	151	168	269
A. Start of term only		26.0	45.3	16.3	10.6	23.2	15.2
B. Start of term and each week		50.7	14.0	57.7	65.6	52.4	56.5
C. Each week only		21.2	40.7	22.8	21.9	23.8	22.7
D. Not at all		1.9	0	3.2	2.0	0.6	5.6
31. The attitude of students toward study at this college show no change from high school.							
N.				588	150	167	271
A. Strongly agree				13.1	9.3	12.6	15.5
B. Agree				26.7	22.7	35.3	23.6
C. Disagree				45.6	50.0	41.3	45.8
D. Strongly disagree				14.6	18.0	10.8	15.1

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	(A.H.)	Fall 1967 H.L.	O.R.)
32. The small group discussions in most courses are usually used to -							
N.		2476	359	582	149	167	266
A. Explain parts of the course		36.4	31.2	27.5	30.9	31.1	23.3
B. Give tests or quizzes		10.0	18.1	6.4	3.4	13.2	3.8
C. Stimulate student discussion		30.0	10.3	31.6	32.9	26.3	34.2
D. Consider various aspects of a major area		15.2	39.8	16.7	16.1	13.2	19.2
E. Give us information not in the handouts or general assembly sessions			0.6	17.9	16.8	16.2	19.5
33. I am <u>required</u> to attend small group discussions in most courses -							
N.		2686	372	591	150	170	271
A. 3 to 5 times a week		1.1	56.5	6.4	4.7	10.0	5.2
B. 1 to 3 times a week		5.3	43.0	24.4	26.7	34.7	16.6
C. Once a week		46.9	0.3	51.8	37.3	47.1	62.7
D. Less than once a week		5.5	0.3	6.6	11.3	5.9	4.4
E. Never		40.9	.0	10.8	20.0	2.4	11.1
34. I would like to have a carrell reserved for me at a definite, regular time in my courses -							
N.		2727	287	576	145	164	270
A. Yes		15.3	59.9	25.0	27.5	18.9	27.4
B. No		84.7	40.1	75.0	72.5	81.1	72.6
35. How many programmed books on the average will you be required to buy, through the bookstore, this term?							
N.		2770	356	586	147	167	272
A. 0		30.3	36.8	8.2	5.4	6.0	11.0
B. 1		25.4	13.2	8.2	8.2	9.6	7.4
C. 2		20.3	10.4	16.2	19.0	13.8	16.2
D. 3		13.4	36.5	20.1	25.2	21.6	16.5
E. 4 or more		10.3	3.1	47.3	42.2	49.1	48.9

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	(A.H.)	Fall 1967 H.L.	O.R.)
36. The medium most used in all of my courses has been-							
N.		2786	359	582	148	165	268
A. Tape recordings		8.0	37.0	15.8	21.6	7.3	17.9
B. Textbooks		51.4	3.9	39.5	37.2	42.4	39.2
C. Mimeographed handouts		28.4	30.4	24.4	21.6	23.0	26.9
D. Films, filmstrips, and slides		2.0	20.3	2.9	2.0	4.8	1.9
E. Programed books		9.9	8.4	17.4	17.6	22.4	14.2
37. Slides in our courses are -							
N.		2732	366	585	151	169	265
A. Never used		47.8	24.0	43.1	32.5	36.7	53.2
B. Extremely helpful to me		7.4	14.8	8.0	9.3	9.5	6.4
C. Are fairly worthwhile		21.3	8.2	23.4	23.2	26.6	21.5
D. No not help me much		17.0	3.6	18.3	27.8	17.8	13.2
E. Are worthless		6.3	49.5	7.2	7.3	9.5	5.7
38. Are instructional materials for your courses available to take home?							
N.		2649	348	579	151	167	261
A. Generally		18.2	63.5	19.3	19.2	13.2	23.4
B. Sometimes		18.9	5.7	30.2	31.1	24.6	33.3
C. Rarely		18.5	14.7	28.0	30.5	31.7	24.1
D. Never		44.2	16.1	22.5	19.2	30.5	19.2
39. My counselor seems very well informed about just everything.							
N.				577	149	164	264
A. Strongly agree				31.9	24.8	17.7	44.7
B. Agree				53.9	55.0	64.6	46.6
C. Disagree				12.5	17.4	14.6	8.3
D. Strongly disagree				1.7	2.7	3.0	0.4

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	(A.H.)	Fall 1967 H.L.	O.R.)
40. Attendance, i.e., roll call for courses, is taken -							
N.				583	150	168	265
A. Always				20.6	22.7	32.1	12.1
B. Ususally				45.5	52.0	42.3	43.8
C. Seldom				27.3	23.3	20.8	33.6
D. Never				6.7	2.0	4.8	10.6
41. Attendance, e.e., roll call at small group sessions in courses, is taken -							
N.		2432	349	579	149	169	261
A. Always		42.4	32.7	32.6	28.2	45.6	26.8
B. Usually		14.2	33.2	32.3	28.2	32.5	34.5
C. Seldom		9.7	21.8	21.2	25.5	13.0	24.1
D. Never		33.5	12.3	13.8	18.1	8.9	14.6
42. How many hours of work a week, average, are required on assignments outside the campus for most courses?							
N.		2694	355	584	150	155	267
A. None		31.8	28.2	10.6	12.0	9.7	10.8
B. 1 to 3		33.1	20.0	36.8	41.3	34.2	37.5
C. 3 to 5		22.6	16.6	33.7	32.7	36.1	34.5
D. 5 to 8		8.0	31.3	13.0	9.3	20.0	11.6
E. 8 or more		4.3	3.9	5.8	4.7		5.6
43. Regarding textbooks in most courses, which of the following applies to you?							
N.		2678	364	585	149	168	268
A. Required to buy one		33.8	31.9	50.8	40.3	61.3	50.0
B. Recommended to buy one.		26.7	33.0	31.8	34.2	24.4	35.1
C. Encouraged to buy one		14.0	14.8	12.6	16.1	9.5	12.7
D. None mentioned		25.3	20.3	4.8	9.4	4.8	2.2

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	(A.H.	Fall 1967 H.L.	O.R.)	
44. Based on my own objectives, I feel that my courses at this school-								
N.				576		150	163	263
A. Neither match nor mis-match my needs				18.1		18.1	19.6	17.1
B. Strongly mis-match my needs				6.9		6.7	7.4	6.8
C. Strongly match my needs				20.0		20.7	20.2	19.4
D. Match my needs				48.6		47.3	43.6	52.5
E. Mis-match my needs				6.4		7.3	9.2	4.2
45. The things I am doing at this College give me a feeling of-								
N.								
A. Great success				584		150	167	267
B. Great failure				5.7		2.0	7.2	6.7
C. Success				6.0		6.7	6.0	5.6
D. Failure				53.4		52.0	46.1	58.8
E. No feeling				14.2		14.7	12.6	15.0
				20.7		24.7	28.1	13.9
46. Written course objectives and assignments are given for-								
N.				585		150	165	270
A. All my courses				55.4		57.3	52.7	55.9
B. 75% of my courses				26.7		24.0	30.3	25.9
C. 50% of my courses				12.0		14.0	10.9	11.5
D. 25% of my courses				5.6		4.7	5.5	6.3
E. None of my courses				0.3			0.6	0.4
47. I am given sample test items in-								
N.				580		149	166	266
A. All my courses				10.3		11.4	6.0	12.4
B. None of my courses				40.1		45.6	39.8	37.2
C. 75% of my courses				17.2		22.1	16.9	14.7
D. 50% of my courses				16.9		12.1	20.5	17.3
E. 25% of my courses				15.5		8.7	16.9	18.4

	Spring 1965	Fall 1966	Spring 1967	Fall 1967	(A.H.)	Fall 1967 H.L.	O.R.)
48. I am told specifically what passing my courses will enable me to do, <u>in each course.</u>							
N.				580	151	166	263
A. Never				37.8	35.1	36.7	39.9
B. Always				15.0	15.9	16.9	13.3
C. 25% of the time				23.3	24.5	24.1	22.1
D. 75% of the time				12.1	11.3	10.8	13.3
E. 50% of the time				11.9	13.2	11.4	11.4
49. Grades usually depend on how well one can "psych out" the professor.							
N.				568	145	166	257
A. In 50% of my courses				11.8	15.9	10.8	10.1
B. In 25% of my courses				21.3	21.4	24.1	19.5
C. In none of my courses				56.2	50.3	54.8	60.3
D. In all of my courses				5.3	6.1	4.2	5.4
E. In 75% of my courses				5.5	6.2	6.0	4.7
50. The instructors team up to help each other teach.							
N.				561	145	161	255
A. In 25% of my courses				33.0	49.0	21.7	31.0
B. In all of my courses				12.3	8.3	12.4	14.5
C. In 50% of my courses				21.9	16.6	20.5	25.9
D. In none of my courses				23.5	23.4	36.0	15.7
E. In 75% of my courses				9.3	2.8	9.3	12.9

## OAKLAND COMMUNITY COLLEGE

M E M O R A N D U M

TO: All Concerned

FROM: Educational Services

DATE: April 3, 1967

SUBJECT: Tabulated Results of Feedback on Instructional Load Formula

The attached INSTRUCTIONAL LOAD FORMULA EVALUATION represents the tabulated results of feedback received from all Division Chairmen on the two Campuses.

Rather than attempting to produce an analysis or submitting any recommendations, this report reflects all the pertinent comments and degree of satisfaction or dissatisfaction of faculty with the trial INSTRUCTIONAL LOAD FORMULA for the Winter Session, 1967. No attempt was made to interpret the statements submitted. Each remark was tabulated and placed under the appropriate heading.

The report is to serve as a basis for determining what areas of the formula need revision or change.

If some observations can be cited, they are these:

- a.) The present load considers only "instructional" load. Should some attempt be made to evaluate professional growth, activities on committees, student advisement, student extracurricular activities, etc?
- b.) Can all teaching fields have equal loads by the formula? See comments under Nursing, Engineering Related Technology, Communications and Physical Education.
- c.) Can courses requiring a great deal of individual work with students be evaluated better?
- d.) Should Division Chairmen estimate the probable service unit load as the session schedule is being prepared?
- e.) The general dissatisfaction with the factors of Office, Test Grading (Essay) and Preparation (GAS) is apparent.
- f.) The factor of Course Development and Revision is being used as a variable to meet the 40 service unit requirements.

SJM/sk 

## SPECIFIC COMMENTS

STUDENT CONTACT

1. GAS should be 1.0 units/hours per week. (Editor's note: This was a consistent recommendation)
2. It would seem that far more effort is involved than in delivery. For example, one might spend a great many hours and much effort reviewing films or other media in preparation for a GAS where the faculty members sits and watches the film with the students, while a student assistant projectionist does all the "work".

Recommends: 1 unit for delivery.

3. More time should be given for preparation.
4. SAS - In applied courses these sessions are equally, if not more so, demanding on the instructor than GAS.

Recommends: 2 units/hours per week. (NURSING)

5. Wet Laboratory - Laboratory should be divided into wet and dry. In an applied course in which students are practicing on each other, caring for patients or working with live and sometimes dangerous organisms, constant and close guidance of their learning experience are required. The many variables involved make it essential for the instructor to be prepared to handle each situation which arises and make it a learning meaningful experience for the student.

Recommends: 2 units/hours per week. (NURSING)

6. List courses to be developed and/or revised.

COURSE DEVELOPMENT/REVISION

1. Satisfactory (But qualified). We would like to point out that the present figures given for this session are not valid for two reasons.
  - a.) Factors 4, 5, and 6 so badly distort the formula that when a number was computed for this place to make a total of about 40, it did not present the time available in a normal work week for this activity.
  - b.) In many areas course development takes place just hours ahead of the student contact. Under these conditions there is no such thing as a normal work week and there is no formula that can be developed that will show valid numbers.
2. Course development and revision should be reflected in terms of clock hours.

## Appendix C - Addendum 12

SPECIFIC COMMENTS

Each factor in the load formula has been separately listed and the significant "not-satisfactory" comments reflected under each category. In some instances the same comment was indicated by more than one Division Chairman in which case this has been noted. Where recommendations have been submitted, the recommendation and the division commenting have been listed. It was felt the recommendations may or may not have significance to all disciplines and therefore, they should be identified.

OFFICE

1. Not realistic. Tends to discourage keeping office hours by faculty.
2. The unit percentage is meaningless unless translatable into hours.
3. Not adequate since smaller number of students reduce credit to almost nothing. The nature of each course and program demands that time be allowed for frequent individual conferences to discuss student progress.

Recommends - 1 unit/10 students per course. (NURSING)

4. It is our opinion that office hours should not be a part of the load formula because the activities that take place there are covered by other parts of the formula. It is rare that a student needs to confer with an instructor in his office, since, in most cases, he is available as a tutor in the lab a number of hours each week. On the Highland Lakes Campus, some of the faculty of ERT, Math and Science Divisions have offices where students are not permitted because of fire regulations. (ENGINEERING RELATED TECHNOLOGY)
5. Much of our office time, in Communications as well as Foreign Language, is spent in tutoring conferences. Both of these labs are staffed in a minimal way since faculty offices directly adjoin the labs. At present I would estimate 75% of office time is spent in tutoring students.

In addition, I would note that if the College moves toward Classified Lab Staffing, offices will be utilized to an even greater extent for tutoring.

Recommends - 1.0 unit/hour for 75% of each Faculty Member's office hours. (COMMUNICATIONS)

6. In Physical Education (one hour credit courses), .5 units/100 student credit hours is insufficient.
7. Ought to be 1 unit/office hour for each scheduled GAS and be classed as contact hour.
8. There is no time element involved.
9. Office and lab should be merged into one category, and they should be equated in terms of clock hours.

## Appendix C - Addendum 12

## SPECIFIC COMMENTS

Define essay and objective test. Is a lab report an essay? Is a one page paper counted the same as a 10 page paper or lab report?

Recommends: Drafting & Electronics - 1 unit/5 students. (ERT DIVISION - H. L.)

8. The unit credit for paper grading must be based on discipline requirements. The problems involved vary so much depending on the type of evaluation instrument being utilized. The variance among objective tests, essay tests for concepts, drawings, technical projects, and essays or speeches to demonstrate communication skills, is obvious.

Recommends: Objective Tests - 1.0 units/100 students  
(other than Machine Scoring)

Essay Grading for Conceptual - 2.0 units/100 student  
or Factual Information credit hours

Essay Grading for Communication - 4.0 units/100 student  
Skills, for Drawings, and for credit hours  
Technical Projects

(COMMUNICATIONS)

9. It is unrealistic timewise.

PREPARATION

1. Recommend 2 units per original GAS. (Editor's note: This is a consistent pattern.)

Recommend that wet lab units be variable by Division, to fit the realities of that Division. (MATH)

2. If media and material are new to the instructor, this time is totally insufficient. The second or third time through with the same materials (media) presents a different situation.
3. To prepare a wet lab takes a minimum of 3 hours. (SCIENCE)
4. Wet Laboratory - Patients change and materials cannot be left out. Each wet lab requires separate preparation. Each student has a different unknown to isolate, a different patient to care for and the instructor must have knowledge of each in order to function effectively in the laboratory.

Recommends: 2 units/number of Wet Labs per week. (NURSING)

5. Dry Lab. - In some cases preparation time is necessary. The Division Chairman should be able to assign units in cases where the tutor must handle three or more courses that cover a wide range of subjects and problems. We had some difficulty in the drafting lab this year because some tutors did not have ample opportunity to become acquainted with the five course programs being followed in the lab simultaneously.

## Appendix C - Addendum 12

SPECIFIC COMMENTS

6. In PED 152 activities, courses meet twice per week. Each meeting is a separate preparation. Possibly consider one GAS or SAS for each hour activity meets.

STUDENT CREDIT HOURS

1. The nature of the applied courses require frequent individual conferences. Time must be allowed for varied responsibilities including preparation tools for student and post graduate evaluation, preparation for students to take registry examinations, assisting in career counseling, preparing reports for accrediting agencies and travel.

Recommends: 1 unit/10 students. (NURSING)

2. The negative reaction to this item is due to a simple reason -- we don't understand it. Our ERT faculty has worked with enough formulas to spot a fudge factor like this. If the formula was based on a more reasonable figure than 40, this item would not be required.
3. Since the units are, in some degree, based on credit hours, faculty members dealing with one-credit courses suffer insofar as their total unit load is concerned. It is not a fair equation to state that of the work that a three-credit course is.

LIAISON

This is an additional category used in determining NURSING loads.

Each program utilizes community resources and agencies in providing clinical laboratory experiences for students. Since considerable effort is expended by each faculty member in establishing and maintaining effective relationships with these agencies, it is essential that time be allowed for this activity.

## Appendix C - Addendum 12

## OAKLAND COMMUNITY COLLEGE

## INSTITUTIONAL LOAD FORMULA

## EVALUATION

<u>FACTORS</u>	<u>SERVICES UNITS</u>	<u>RESPONSES</u>	
		Satisfac- tory	Not Satisfac- tory
1. Office	0.5 units/100 credit hours	5	10
2. Student Contact		6	
GAS	2.0 units/hrs. per week		9
SAS	1.0 units/hrs. per week		
Laboratory	1.0 units/hrs. per week		
3. Course Development & Revision	1.0 units/hrs. per week	13	2
4. Test Grading		5	
Essay	1.0 units/100 student credit hours		10
Objective Test (other than machine scoring)	1.0 units/100 students		
5. Preparation		2	
GAS	1.0 units/number of GAS per week (original only)		12
SAS	1.0 units/number of SAS per week (original only)		
Dry Lab	0.0 units		
Wet Lab	1.0 units/number of Wet Lab per week (original only)		1
6. Student Credit Hours	1.0 units/100 student credit hours	12	3

## OAKLAND COMMUNITY COLLEGE

M E M O R A N D U M

TO: Campus Administration Staff

FROM: Ad Hoc Committee on Feedback on Instructional Load Formula

SUBJECT: Report

DATE: April 28, 1967

The Ad Hoc Committee appointed by the Campus Administration Staff met to consider the feedback on the Instructional Load Formula. The committee indicated its function to be:

- a.) analyze the feedback,
- b.) recommend changes based upon feedback which would reflect improvement in the formula, and
- c.) submit recommendations by May 1st.

The recommendations agreed upon by the committee are reflected in the attached information. The general dissatisfaction with the factors of Office, Test Grading (Essay), and Preparation (GAS) have been revised. Also, the committee felt a new factor of Liaison should be introduced and this has been added. The factor of Student Credit Hours was changed as to its interpretation to take care of courses which are one (1) credit. The committee was unanimous in its thinking that a minimum amount of service units should be permitted in this factor.

Although the Course Development and Revision factor was not changed, there was an expression that it was not realistic to think that a person who was assigned 40 service units (40 hours) should be equated with a faculty having 40 service units across all six factors. The concentration of effort was not thought to be equal. Perhaps some statement or understanding should exist that rarely, if ever during Fall and Winter Sessions, would there be a person assigned a full-time load in course development or revision. However, it is not rare for faculty to be assigned full time to course development or revision during the Spring and Summer Sessions. It is recommended that 35 service units be considered a full load for course development and revision.

Applications of the revised formula are included within this report. A sampling of typical faculty loads for the Winter Session has been used.

Appendix C - Addendum 12

Ad Hoc Committee

The committee submits the attached revision of the Instructional Load Formula for your consideration.

Committee: Mrs. Melba Marlett  
Miss Mary Jensen  
Messrs. Dennis Fiems  
Keith Shuert  
James Warner  
Jay Brantley  
James Manilla

~~SJM~~  
SJM/sk



## Appendix C - Addendum 12

FACTORS FOR COMPUTING INSTRUCTIONAL LOADS FOR FACULTY

The normal work week is forty (40) service units.

## Factors:

1. STUDENT CONTACT  
GAS, SAS, & Laboratory  
Office - Assigned units of time in the three areas.  
 - Office is interpreted to mean non-laboratory faculty-student contacts (office hours to help students, confer on grades, give make-up tests).
2. Course Development and  
Revision - Time allotted to working on actual course development and revision.
3. Test Grading - The unit credit for paper grading is based on discipline requirements. The combination of any two categories may be used. (i.e., 1.5 for objective tests and essay grading for conceptual information)
4. Preparation - Time to prepare and evaluate teaching materials for each different preparation. Only the original preparation is allowed unit credit.
5. Student Credit Hours - Each faculty will receive a minimum of 2 units under S.C.H. factor. A faculty person with more than 200 S.C.H. generates units at the rate of 1 unit/100 S.C.H.
6. Liaison - Preparation for off-campus instruction. In career programs and physical education activities where considerable time is spent in arranging for and traveling to community resources, 1 unit/hour is allowed.

## OAKLAND COMMUNITY COLLEGE

TO: Campus Administration Staff

FROM: Ad Hoc Committee on Instructional Load Formula

SUBJECT: REPORT of Joint Meeting with Provosts

DATE June 9, 1967

At your request the Ad Hoc Committee on Instructional Load Formula reconvened to consider the modifications made in the Committee's original recommendation of April 28, 1967. Also, present to contribute to the deliberations were the three Provosts - Dr. Wilson, Messrs. Hergenroder and Whited.

After the chairman reviewed the reaction of the Campus Administration Staff to the revised Instructional Load Formula, discussion centered upon the factor of TEST GRADING. It was explained that this was an area that the CAS felt we needed further study. There have been certain new developments; namely, (1) the addition of a classified laboratory assistant, (2) the change of the laboratory and office factor into one factor called TUTORING, and (3) the austere budget facing the College for next year, which could affect the load formula in another year.

It was apparent after discussion that the TEST GRADING factor still was one of varying opinions. If there was any commonality, it was an agreement that this factor should be called STUDENT EVALUATION. Also, it was suggested those areas that had obvious problems or concerns in applying the formula, keep a log of the amount of time spent in student evaluation and next Fall, reconsider this factor prior to application of the formula for the Winter Session.

In summary, the following changes have been recommended in the formula for the 1967 Fall Session:

- a.) The factor of Office and Laboratory be called TUTORING.  
(1.0 unit/hrs per week)
- b.) GAS Preparation be changed to 2.0 units and the GAS Student Contact be reduced to 1.0 unit.  
(2.0 units/number of GAS per week (original only))
- c.) Student Credit Hours be changed to STUDENT LOAD with a minimum application of 2 units.  
(1.0 unit/100 student credit hours)
- d.) LIAISON factor be introduced as 1.0 unit.

A comparison of the current and revised Instructional Load Formula and definition of terms are attached.

## Appendix C - Addendum 12

## Report on Joint Meeting with Provosts

It was agreed that the Committee would meet again about October 15 to review the application of the new formula and give particular attention to the factor of STUDENT EVALUATION.

Respectively submitted,

Committee: Mrs. Melba Marlett  
Miss Mary Jensen  
Messrs. Dennis Fiems  
Keith Shuert  
James Warner  
Jay Brantley  
James Manilla

SJM/sk

## Appendix C - Addendum 12

## OAKLAND COMMUNITY COLLEGE

INSTRUCTIONAL LOAD FORMULACOMPARISON

<u>FACTORS</u>	<u>SERVICE UNITS</u>	
	<u>CURRENT</u>	<u>REVISED</u>
Office	0.5 unit/100 credit hours	(Under Student Contact)
Student Contact		
GAS	2.0 units/hrs per week	1.0 unit/hrs per week
SAS	1.0 unit/hrs per week	Same
*Tutoring	1.0 unit/hrs per week	1.0 unit/hrs per week
Course Development & Revision	1.0 unit/hrs per week	Same
Student Evaluation		
Essay Grading	1.0 unit/100 student credit hours	Same
Objective Test (other than machine scoring)	1.0 unit/100 students	Same
Preparation		
GAS	1.0 unit/number of GAS per week (original only)	2.0 units/number of GAS per week (original only)
SAS	1.0 unit/number of SAS per week (original only)	Same
Dry Lab	0.0 unit	Same
Wet Lab	1.0 unit/number of Wet Lab per week (original only)	Same
Student Load	1.0 unit/100 student credit hours	1.0 unit/100 student credit hours (Minimum application 2 units)
Liaison	_____	1.0 unit/hrs per week

\* - Previously listed as laboratory. Factor now combines office and laboratory.

## Appendix C - Addendum 12

## OAKLAND COMMUNITY COLLEGE

INSTRUCTIONAL LOAD FORMULAFactorsService Units

## Student Contact

GAS

1.0 unit/hrs per week

SAS

1.0 unit/hrs per week

Tutoring

1.0 unit/hrs per week

## Course Development &amp; Revision

1.0 unit/hrs per week

## Student Evaluation

Objective Test other than Machine  
Scoring

1.0 unit/100 students

Essay Grading

1.0 units/100 student credit hours

## Preparation

GAS

2.0 units/number of GAS per week  
(original only)

SAS

1.0 unit/number of SAS per week  
(original only)

Dry Lab

0.0 unit

Wet Lab

1.0 unit/number of Wet Lab per week  
(original only)

## Student Load

1.0 unit/100 student credit hours  
(Minimum application 2 units)

## Liaison

1.0 unit/hrs per week

Revised 6-8-1967

## Appendix C - Addendum 12

FACTORS FOR COMPUTING INSTRUCTIONAL LOADS FOR FACULTY

The normal work week is forty (40) service units.

## Factors:

1. STUDENT CONTACT  
GAS, SAS, & Tutoring  
Tutoring
  - Assigned units of time in the three areas.
  - Tutoring is interpreted to mean laboratory or office faculty-student contacts (time to help students, confer on grades, give make-up tests).
2. Course Development and  
Revision
  - Time allotted to working on actual course development and revision.
3. Student Evaluation
  - The unit credit for paper grading (objective or essay) discipline requirements.
4. Preparation
  - Time to prepare and evaluate teaching materials for each different preparation. Only the original preparation is allowed unit credit.
5. Student Load
  - Each faculty will receive a minimum of 2 units under S.C.H. factor. A faculty person with more than 200 S.C.H. generates units at the rate of 1 unit/100 S.C.H.
6. Liaison
  - Preparation for off-campus instruction. In career programs and physical education activities where considerable time is spent in arranging for and traveling to community resources, 1 unit/hour is allowed.

TO: Mr. J. Manilla  
 FROM: Mr. M. Miller  
 SUBJECT: Survey of Final Grades Fall 1966 Session  
 DATE: January 6, 1967

SURVEY OF FINAL GRADES FALL 1966 SESSION

I. Comparison of Final Grades Between 1966 - 65

Grade	Auburn Hills				Highland Lakes				All College			
	Fall 1965		Fall 1966		Fall 1965		Fall 1966		Fall 1965		Fall 1966	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	247	5.8	486	9.0	451	5.8	848	9.7	698	5.8	1334	9.4
B	632	14.9	1002	18.6	989	12.7	1585	18.1	1621	13.5	2587	18.3
C	767	18.0	1109	20.6	1271	16.3	1760	20.1	2038	16.9	2869	20.3
D	296	7.0	546	10.1	456	5.9	776	8.9	752	6.2	1322	9.4
F	930	21.9	1148	21.3	1589	20.4	1521	17.4	2519	20.9	2669	18.9
W	--	--	505	9.4	--	--	1106	12.6	--	--	1611	11.4
WP	452	10.6	128	2.4	1334	17.1	280	3.2	1786	14.8	408	2.9
WF	320	7.5	79	1.5	545	7.0	107	1.2	865	7.2	186	1.3
I	607	14.3	154	2.8	1159	14.8	351	4.0	1766	14.7	505	3.5
NS	--	--	229	4.3	--	--	417	4.8	--	--	646	4.6
Total Passing Grades A, B, C, D:												
	No.	No.			No.	No.			No.	No.		
	1942	45.7% / 3143		58.3%	3167	40.7% / 4969		56.8%	5109	42.4% / 8112		57.4%

Appendix C - Addendum 13  
2-161

II. Report of Incompletes Changed to F's and No Shows for Fall of 1966

For the Fall session 1966 according to existing college policies dealing with incomplete grades from a previous session changed to automatic F's there was a total of 728 students who had their grades changed from I to F's. The total number of individual courses changed was 826.

According to our college policy dealing with No Show Grades there was a total of 494 students who had No Show grades dropped from their official transcript which included a total of 646 courses.

## Appendix C - Addendum 13

SURVEY ANALYSIS OF FINAL GRADESWINTER SESSION 1966 - WINTER SESSION 1967

Office of Financial Aids, Placement,  
and Institutional Analysis  
May 5, 1967

	<u>AUBURN HILLS</u>		<u>HIGHLAND LAKES</u>		<u>COLLEGE</u>	
	<u>Winter 66</u> Percentage	<u>Winter 67</u> Percentage	<u>Winter 66</u> Percentage	<u>Winter 67</u> Percentage	<u>Winter 66</u> Percentage	<u>Winter 67</u> Percentage
A	9.2	13.6	9.4	11.6	9.3	12.5
B	15.7	21.9	14.0	22.0	14.8	21.9
C	18.3	21.5	15.4	24.0	16.9	22.9
D	7.5	8.3	6.8	9.3	7.2	8.8
F	20.1	17.2	18.5	16.1	19.3	16.6
W	20.4	8.0	23.8	8.5	22.1	8.3
WP	2.6	4.3	4.3	4.7	3.5	4.5
WF	3.6	1.8	4.2	1.6	3.9	1.6
1	2.6	3.5	3.7	2.2	3.2	2.8

OBSERVATIONS

1. Total <u>Passing Grades</u> (A,B,C,D)	<u>College</u>	<u>Highland</u>	<u>Auburn</u>
Winter 1967	66.1%	66.9%	65.3%
Winter 1966	<u>48.1%</u>	<u>45.6%</u>	<u>50.7%</u>
Increase	18%	Inc. 21.3%	Inc. 14.6%
2. Total Number of <u>Failing Grades</u> (F)	<u>College</u>	<u>Highland</u>	<u>Auburn</u>
Winter 1967	16.6%	8.5%	17.2%
Winter 1966	<u>19.3%</u>	<u>18.5%</u>	<u>20.1%</u>
Decrease	2.7%	Dec. 2.4%	Dec. 2.9%
3. Total Number of <u>Withdrawals</u> (W,WP,WF)	<u>College</u>	<u>Highland</u>	<u>Auburn</u>
Winter 1967	14.4%	14.8%	14.1%
Winter 1966	<u>29.5%</u>	<u>32.3%</u>	<u>26.6%</u>
Decrease	15.1%	Dec. 17.5%	Dec. 12.5%

Spring Session 1967 - Spring Session 1966

Office of Financial Aids, Placement  
and Institutional Analysis  
July 5, 1967

	<u>AUBURN HILLS</u>		<u>HIGHLAND LAKES</u>		<u>COLLEGE</u>	
	<u>Spring 67</u> Percentage	<u>Spring 66</u> Percentage	<u>Spring 67</u> Percentage	<u>Spring 66</u> Percentage	<u>Spring 67</u> Percentage	<u>Spring 66</u> Percentage
A	13.0	15.2	13.8	13.0	13.5	14.1
B	24.4	20.9	25.2	24.1	24.9	22.5
C	25.4	24.3	22.0	26.7	23.4	25.3
D	7.3	10.6	5.8	11.1	6.4	10.8
F	9.7	16.1	10.4	14.6	10.1	15.3
W	9.0	.4	9.8	3.2	9.5	1.8
WP	4.1	5.8	3.3	3.2	3.6	4.5
WF	.4	1.5	.5	1.1	.5	1.3
I	6.3	5.2	9.2	3.0	8.0	4.1
NS	.2	NA	.1	NA	.15	NA

OBSERVATIONS

	<u>College</u>	<u>Highland</u>	<u>Auburn</u>
1. Total <u>Passing Grades (A,B,C,D)</u>			
Spring 1967	68.2 %	66.8%	70.1%
Spring 1966	72.0 %	74.9%	71.0%
Decreases	4.5 %	8.1%	1.0%
2. Total Number of <u>Failing Grades (F)</u>			
Spring 1967	10.1%	10.4%	9.7%
Spring 1966	15.3%	14.6%	16.1%
Decreases	5.2%	4.2%	6.4%
3. Total Number of <u>Withdrawals (W,WP,WF)</u>			
Spring 1967	13.6%	13.6%	13.5%
Spring 1966	7.6%	7.5%	7.7%
Increases	6.0%	6.1%	5.8%
4. Total Number of <u>Incompletes (I)</u>			
Spring 1967	8.0%	9.2%	6.3%
Spring 1966	4.1%	3.0%	5.2%
Increases	3.9%	6.2%	1.1%

## SURVEY ANALYSIS OF FINAL GRADES

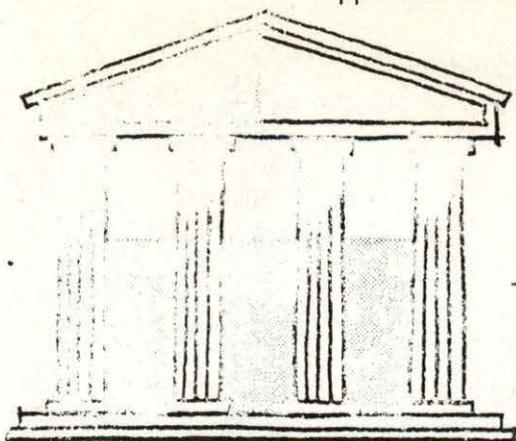
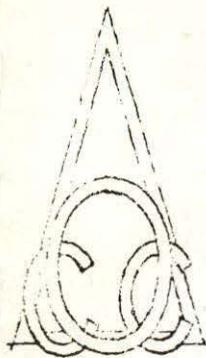
Appendix C - Addendum 13

Summer Session 1967 - Summer Session 1966Office of Financial Aids, Placement  
and Institutional Analysis  
November 22, 1967

Grade	AUBURN HILLS		HIGHLAND LAKES		COLLEGE	
	Summer 67 Percentage	Summer 66 Percentage	Summer 67 Percentage	Summer 66 Percentage	Summer 67 Percentage	Summer 67 Percentage
A	16.3	12.0	15.2	13.5	15.6	12.7
B	27.9	26.1	34.1	25.1	31.7	25.6
C	24.3	25.3	23.2	25.2	23.6	25.2
D	7.4	9.5	4.7	8.5	5.8	18.0
F	10.6	15.6	8.3	10.2	9.2	12.9
W	4.4	1.7	5.9	2.9	5.3	2.3
WP	3.8	4.1	3.5	4.7	3.6	4.4
WF	.6	1.9	.3	1.8	.4	1.8
I	4.7	2.5	4.8	2.7	4.8	2.6
NS	--	--	--	--	--	--

		College	Auburn	Highland
1. Total <u>Passing Grades</u> (A,B,C,D)	Summer 1967	76.7%	75.9%	77.2%
	Summer 1966	72.6%	72.9%	72.3%
2. Total Number of <u>Failing Grades</u> (F)	Summer 1967	9.2%	10.6%	8.3%
	Summer 1966	12.9%	15.6%	10.2%
3. Total Number of <u>Withdrawals</u> (W,WP,WF)	Summer 1967	9.3%	8.8%	9.7%
	Summer 1966	8.5%	7.7%	9.4%
4. Total Number of <u>Incompletes</u> (I)	Summer 1967	4.8%	4.7%	4.8%
	Summer 1966	2.6%	2.5%	2.7%

Note increases in total passing grades and decreases in total number of failing grades for the two periods reported.



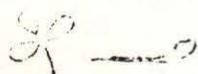
# FACULTY FORUM

OAKLAND COMMUNITY COLLEGE · HIGHLAND LAKES CAMPUS · UNION LAKE, MICHIGAN

VOL. III

NC. 3

March 11, 1968



"Hurry, its greater than you think"  
-anon



FROM THE PROVOST:

### Mid-term Grade Distributions

The following summary of Mid-term Grade Distributions by percentiles has been received:

<u>GRADE</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>W</u>	<u>I</u>
Highland Lakes	12.3	24.9	27.3	10.8	10.8	9.3	4.7
Auburn Hills	10.1	19.4	30.1	12.1	12.0	9.0	7.2
Cochard Ridge	9.7	19.0	26.4	12.6	9.1	12.5	10.7
College Totals	10.6	20.8	27.8	11.9	10.5	10.5	7.9

FROM THE DEAN OF INSTRUCTION:

Dean Levinson attended the annual meeting of the American Association for Higher Education in Chicago on March 4-5.

FROM THE DEAN OF STUDENTS:

Miss Catherine Vafakas is the co-author of an article appearing in the February issue of the Personnel and Guidance Journal entitled, "Status of Guidance and Counseling in the Elementary School".

Congratulations are in order to Mr. Valsi on his recent engagement to Miss Laura Pachiotti. A May wedding is planned.

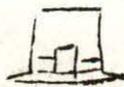
Dean Brodbeck attended the American Association of Junior Colleges held in Boston the week of February 26, 1968.



HAPPY



ST.



PAT'S



DAY



Appendix C - Addendum 14

Follow-up Study  
on  
Oakland Community College  
Students

## CONTENTS

I.	Introduction . . . . .	1
II.	Follow-up Notes	
	University of Michigan - Dearborn . . . . .	2
	University of Michigan - Ann Arbor . . . . .	3
	Western Michigan University . . . . .	4
	Central Michigan University . . . . .	7
	Northern Michigan University . . . . .	8
	Michigan Technological University . . . . .	9
	Ferris State College . . . . .	10
	Eastern Michigan University . . . . .	11
III.	GPA Comparisons	
	Western Michigan University. . . . .	12
	Northern Michigan University . . . . .	13
	Michigan State University . . . . .	14
	University of Detroit . . . . .	17
	Oakland University . . . . .	18
	Ferris State College . . . . .	21
	Eastern Michigan University . . . . .	22

## Appendix C - Addendum 14

## Introduction

The information contained in this follow-up study is an attempt to gain some feed back from former Oakland Community College students now enrolled at senior institutions. The report deals with the following items:

1. Adjustment problems that the student may encounter in transferring to an unfamiliar environment after two years of college work.
2. Student evaluation of the instructional method employed at OCC.
3. Student's overall evaluation and general reaction to OCC as a college.
4. A study of the comparative grade point averages, where available, of the work taken at OCC and that taken in the senior institution.

In relation to point 4 above, it is well to note some of the conclusions reported in the UCLA Junior College Research Review of February, 1967.

1. Students who enter junior colleges and transfer eventually to senior institutions typically experience a lower grade-point average during the first semester following transfer.
2. In most cases, the transfer student's marks recover from the loss which occurs during his first semester.
3. Transfers' grade-point averages improve with each successive semester in which they are enrolled at the senior institution.
4. The studies . . . determined that (a) transfer students' marks are lower than the average grades made by students who entered senior institutions as freshmen (natives); (b) the transfer student is less likely than a native to graduate; (c) the transfer student who does graduate takes longer to reach the baccalaureate than does the comparable native student.

OAKLAND COMMUNITY COLLEGE

OFFICE OF ADMISSIONS AND RECORDS

SENIOR INSTITUTION FOLLOW-UP

Institution University of Michigan - Dearborn  
 OCC Representative Lorne Fox  
 Date March 14, 1967  
 Number of Students Interviewed 3

Comments

Art Batten and I met with three transfers from Oakland Community College.

	<u>At OCC</u>	
Binkley, Michael	43 cr.	3.721
Fraser, Roger	37 cr.	3.108
Romano, Samuel	43 cr.	3.419

All the boys were quite articulate and talked freely about Oakland Community College. With the exception of ACC 101, 102, they were satisfied that the courses they took here prepared them well for transfer to the senior college. They were enthusiastic about the instructional method, and two of them stated that if OCC became a 4-year college, they would transfer back immediately.

The major complaint of all three was that they were dissatisfied with the number of "poor students" on campus. They felt that these people held the better student back considerably and that there should be more provision for the good student whereby he might be allowed to complete a course ahead of the normal progress of the class, write the final, and go on to something else.

LGF:cw

## Appendix C - Addendum 14

OAKLAND COMMUNITY COLLEGE

OFFICE OF ADMISSIONS AND RECORDS

SENIOR INSTITUTION FOLLOW-UP

Institution Western Michigan University  
 OCC Representative V. Clementi, Dick Thompson  
 Date March 21, 1967  
 Number of Students Interviewed 11

CommentsVirginia Clementi:

We talked with 11 of the 18 OCC students who transferred to Western. The following are comments (in compiled fashion) made by six of the eleven.

## I. Comments:

## A. Favorable

1. Likes OCC's approach. The tapes could be played over and over again until the material was understood.
2. Going to OCC is definitely an asset to a student who transfers to a 4-year institution.
3. Some would like to return.
4. Approach was good for English, science, math, etc.
5. One student said that students who didn't like OCC's approach were immature and lazy.
6. Counselors were available.
7. Materials were available.
8. All courses transferred.
9. Counselors were available and informed.
10. Biology and anatomy were great.
11. Really felt prepared.

## B. Unfavorable

1. OCC was a "flunky" school.
2. Instructors were unwilling to voice their political views.
3. Approach not good for courses such as basic art.
4. Difficulties encountered in transcript requests.
5. One student had problems in transferring grades.
6. Transcript problems. Wrong courses stated. Right ones not stated at all. Changes were not recorded.
7. Didn't like students.
8. Run-around from some men counselors and almost pushed into some courses he didn't want.

## Appendix C - Addendum 14

OAKLAND COMMUNITY COLLEGE  
OFFICE OF ADMISSIONS AND RECORDS

SENIOR INSTITUTION FOLLOW-UP

Institution Western Michigan University  
OCC Representative V. Clementi, Dick Thompson  
Date March 21, 1967  
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WESTERN MICHIGAN UNIVERSITY FOLLOW-UP  
 V. Clementi, Dick Thompson  
 March 21, 1967

Appendix C - Addendum 14

- C. Better at OCC
1. Instructional approach. At Western if you don't listen to or understand the lecture, it won't be repeated.
  2. Availability of instructors and personal interest.
  3. Counseling.
  4. Attending one Gas a week rather than more. More than one formal setting would be time wasted.
- D. Better at Western
1. More of an awakening at Western with the variety of people and their opinions.
  2. Courses are on a higher level.
- E. Suggestions
1. OCC should encourage more students of a higher caliber.
  2. Counselors should be better informed. (Counselors elsewhere are no different, so the student said.)
  3. Would suggest immature people not attend OCC until ready for our approach.
  4. Would like to see more social like at OCC.
  5. OCC should offer more variety on biology.

Dick Thompson:

A complete set of remarks should be forthcoming from Virginia Clementi.

Here are some notes on the five students with whom I met. (11 of the 18 showed).

On relative difficulty of the two institutions:  
 ...roughly 3 to 1 stated WMU was more difficult.  
 ...they cited such things as: greater volume of work required and individual instructors tougher.

On transfer problems:  
 ...only one student had a problem involving only one hour of credit.

On social comparisons:  
 ...all stated WMU was "more friendly".

On OCC counseling:  
 ...the 65ers complained about difficulties in seeing counselors - and had a lack of confidence in their advice (again, virtually no transfer problems were encountered.  
 ...the recent transfers felt counselors were readily available and helpful.

On WMU counselors:  
 ...most had little contact with counselors.

WESTERN MICHIGAN UNIVERSITY FOLLOW-UP  
V. Clementi, Dick Thompson  
March 21, 1967

Appendix C - Addendum 14

On systems approach at OCC:

- ...all were generally favorable toward it.
- ...some stated "the system" taught them how to study.
- ...some felt it was the best way to cover the basics.
- ...none experienced any difficulty in transition from OCC and WMU approach.
- ...one did mention some shock at subjective exams (all of his OCC tests were objective.)

General remarks:

- ...3 of 5 were down GPA-wise but not in academic "hot water".
- ...1 was down and in trouble.
- ...1 was doing at least as well at WMU as at OCC.

VAC:DT/cw

OAKLAND COMMUNITY COLLEGE  
OFFICE OF ADMISSIONS AND RECORDS

Appendix C - Addendum 14

SENIOR INSTITUTION FOLLOW-UP

Institution Central Michigan University  
 OCC Representative W. Arthur Batten  
 Date March 29, 1967  
 Number of Students Interviewed 3

Comments

On March 15, 1967, I met with three students who transferred to CMU from Oakland Community College. They were:

	<u>At OCC</u>
Andrews, Linda M.	38 cr. 2.895
Johnson, James E.	16 cr. 3.000
Salzman, Nancy C.	15 cr. 3.200

Each had arranged to see the OCC representative and each kept their appointment.

These individuals verbally expressed the feeling that they had some trouble in organizing their study habits at CMU. They attributed this difficulty to dorm life, and the difference in instructional system. It was their opinion that it was possible for them to learn more, in a given length of time, at OCC.

These individuals generally expressed the belief that they have been well advised by OCC's counselors regarding matters of transfer.

Attached are the questionnaires completed by the students.

WAB:cw

## Appendix C - Addendum 14

OAKLAND COMMUNITY COLLEGE

OFFICE OF ADMISSIONS AND RECORDS

SENIOR INSTITUTION FOLLOW-UPInstitution Northern Michigan UniversityOCC Representative Edward ValsiDate April 28, 1967Number of Students Interviewed 7Comments

The University is located at Marquette, a city of approximately 21,000 inhabitants on the shores of Lake Superior. It is almost 500 miles from our Highland Lakes Campus.

Although Northern Michigan University offers instructional programs in liberal arts, business administration, industrial technology, medical technology, social service, dietetics and industrial management, it is primarily a teacher training institution.

There are approximately 6,000 students at Northern Michigan University. The ratio of men to women is 3:1. The students feel it is a friendly campus. However, those from urban areas desire more social and cultural activities. Severe auto registration regulations limit social life even further. Rooms that were designed for two people are presently being occupied by three people.

Except for a few large lecture sessions, the classes range from 25 to 35 students. The seven people I interviewed felt the instructors were friendly available and helpful. Admissions practices are quite generous. Some students were able to transfer from Delta College with less than a 2.00 grade point average. Evidently, competition for passing grades is not keen. It seems that an average student who works diligently would probably succeed at N.M.U.

Generally, the students were pleased with the attention they received at Oakland Community College. They preferred the frequent quizzes and the resulting feedback from them. However, some had difficulty adjusting to courses where only mid-semester and final examinations were used. They liked the programmed texts, developmental mathematics and counseling at Oakland Community College. All credits were transferable except Principles of Retailing (RET 101).

EV/mf  
5/10/67

## Appendix C - Addendum 14

OAKLAND COMMUNITY COLLEGE

OFFICE OF ADMISSIONS AND RECORDS

SENIOR INSTITUTION FOLLOW-UPInstitution Michigan Technological UniversityOCC Representative Edward ValsiDate: April 28, 1967Number of Students Interviewed 0Comments

The University is located at Houghton in the Keweenaw peninsula approximately one hundred miles northwest of Marquette. It is almost 600 miles from the Highland Lakes Campus.

Twenty-two programs are offered. However, only six programs are not related to engineering. Business administration students are required to take calculus and three terms of statistics. Liberal arts majors must complete eight hours of mathematics to qualify for graduation. Obviously, this institution is limited to students who have an aptitude for mathematics. There are not any developmental courses. Therefore, a freshman must be prepared to begin with college algebra.

Enrollment at M.T.U. numbers over 4,000 students. Of their 1,418 freshmen, 1,027 are from Michigan, 265 are from Illinois, New York, Ohio, Wisconsin and Canada. The remainder come from twenty-one states and fifteen foreign countries.

None of our students have transferred to M.T.U. The students seem to have very high morale. They receive personalized attention from the faculty. An electrical engineering senior reported that he felt free to call his instructors until eleven o'clock in the evening! This fellow received eight job offers. The highest salary was \$800.00 per month.

The ratio of men to women is 14:1. Social and cultural opportunities are limited. The characteristics of the institution attract pragmatic students of high academic ability.

EV/mf

OAKLAND COMMUNITY COLLEGE  
OFFICE OF ADMISSIONS AND RECORDS

Appendix C - Addendum 14

SENIOR INSTITUTION FOLLOW-UP

Institution Ferris State College  
 OCC Representative W. Arthur Batten  
 Date May 2, 1967  
 Number of Students Interviewed 3

Comments

On May 2, 1967, Ferris State College had their first College Transfer Conference. The program was designed to give a welcome to the campus and an opportunity to meet with former Oakland Community College students in the morning. After lunch, the community college representatives had the opportunity to direct questions to the college's administrators.

Fourteen former OCC students, who had enrolled at Ferris during the 1966-67 academic year, were notified that a representative from Oakland would be participating. Three former students showed up for the conference. Each of these individuals were following a trade-technical program at Ferris. Two of the three had pursued a Liberal Arts transfer curriculum at OCC.

These former OCC students were doing well at Ferris. Their reason for transferring to Ferris was the laboratory facilities and programs available at Big Rapids. None of the individuals learned of Ferris from counselors at OCC. Each expressed the belief that counselors at OCC were academically orientated.

WAB:cw

OAKLAND COMMUNITY COLLEGE  
OFFICE OF ADMISSIONS AND RECORDS

Appendix C - Addendum 14

SENIOR INSTITUTION FOLLOW-UP

Institution Eastern Michigan University  
OCC Representative P. Carlisle, T. Krupa, and A. Batten  
Date May 10, 1967  
Number of Students Interviewed 8

Comments

There was a wide range of opinions expressed by those former OCC students who participated in the conference. There was a consensus among those people that a more "academic" attitude existed at EMU. When asked to elaborate on this situation the students indicated that the Eastern faculty members would give them course outlines, required reading assignments, and then expand the topics with lectures. These students perceive this method as being more academically demanding.

There was considerable ill feelings on the part of a number of these people regarding the fulfillment of their request of transcripts.

WAB:cw  
5-18-67

	High School GPA	Other College Attended	No. of Sessions	Hours Earned	GPA	Final Fall Hours Earned	Final Fall GPA	Final Winter Hours Earned	Final Winter GPA
11. Adams, Frederick M.	2.42	Adrian, Flint C C	2	22	2.364	13	2.23		
2. Barnes, Timothy Lee	2.54	Flint C C	2	24	3.074	14	2.43		
3. Bogue, Karen Eileen	2.06	Western	1	9	2.0	16	1.94		
4. Finan, Terry Patrick	1.52	St. Joseph's, Collegeville, Ind	1	12	3.250	10	2.50		
5. Kitchen, Jean Louise	2.38	Western	2	24	2.875	13	1.85		
6. Mears, William E.	1.70	Ferris	2	23	2.739	16	1.00		
7. Mehney, Edward R.	2.11	---	2	25	3.040	16	2.19		
8. Mihay, Robert W.	---	---	1	10	2.0	14	2.21	(Guest from Western- May '66	
9. Pikur, John R.	2.353	Western	2	18	2.143	12	2.50		
10. Tarchalski, Edgar P.	206/331	Flint C C	3	26	2.308	13	2.46		
11. Warner, Donald L.	1.843750	Flint C C	2	24	2.375	14	1.21		
		<u>No. of GPA's</u>	Higher than at OCC . . . . .		3 . . . . .	27.27%			
			Lower than at OCC . . . . .		11 . . . . .	72.73%			
			Same as at OCC . . . . .		0 . . . . .				

Appendix C - Addendum 14

	High School GPA	Other College Attended	No. of Sessions	Hours Earned	GPA	Final Fall Hours Earned	Final Fall GPA	Final Winter Hours Earned	Final Winter GPA
11. Brown, Lawrence J.	2.083	---	3	17	1.882	16	1.75		
2. George, Donald S.	2.0	---	1	13	.00	16	3.0		
3. Gregg, Frank L.	---	---	3	28	2.036	13	1.15		
4. Lockwood, Ellis J.	1.819	Ferris	3	21	2.143	12	1.66		
5. Samuilow, Michael D.	1.880	Northwood	2	6	1.533	12	.00		
6. Spencer, William J.	---	Northern Mich. Marquette	3	25	1.840	12	.00		
			<u>No. of GPA's</u>	Higher than at OCC . . . . . 1 . . . . 16.67% Lower than at OCC . . . . . 5 . . . . 83.33% Same as at OCC . . . . . 0					

	High School GPA	Other College Attended	No. of Sessions	Hours Earned	GPA	Final Fall Hours Earned	Final Fall GPA	Final Winter Hours Earned	Final Winter GPA
N. Alcini, Kenneth	1.631	---	3	29	2.621	10	3.2	15	2.27
Z. Anderson, Mark A.	2.250	U of Wyoming	3	30	2.9	12	2.0	11	1.91
3. Bomsta, Roger	1.7	Flint C C	2	6	2.0	15	2.0	16	2.0
4. Bortree, Ronald L.	2.0	Penn. State College	2	29	3.069	13	1.766	14	2.71
5. Carlisle, Daniel J.	1.29	Ferris	3	22	2.136	16	1.687	13	1.38
6. Carson, Jon H.	1.573	Arts & Crafts Detroit	2	23	2.423	15	.002	15	1.60
7. Figot, Ronald	2.571	---	2	29	3.0	16	2.75	16	2.50
8. Gaus, Joseph	Class Rank 41/108	---	2	19	3.105	16	.687	13	2.08
9. Herpich, Mary	Class Rank 128/206	U of Dayton	4	31	3.161	15	2.0	16	2.25
0. Hill, Ronald L.	1.750	---	2	18	2.714	15	.0093		
1. Johnston, David	2.239	---	2	32	2.813	15	2.466	13	2.62
2. Korompay, William	Class Rank 103/218	Flint JC, MSU, Mich Ch JC, Det Col App Sci	2	26	2.692	13	1.307		

MSU

Appendix C - Addendum 14

	High School GPA	Other College Attended	MSU			MSU			
			No. of Sessions	Hours Earned	GPA	Final Fall Hours Earned	Final Fall GPA	Final Winter Hours Earned	Final Winter GPA
13. Lieberwitz, Drew	509/717	---	3	25	2.760	11	2.0	16	.94
14. Mudd, Mark	1.30	---	2	23	2.783	14	2.0	14	2.0
15. Robovitsky, John	2.029	---	2	30	2.60	15	1.0	13	2.23
16. Rubly, Paul	2.037	Flint C C	2	24	2.0	15	1.273	16	1.75
17. Schad, Kenneth	1.662	---	4	39	3.0	16	2.0	11	1.73
18. Sporn, Nell B.	2.0	---	2	27	2.778	13	2.076	16	1.44
19. Thomas, William	1.63	---	2	26	2.552	7	.0	11	.82
20. Thompson, Clifford	1.47	Highland Pk. JC Det. Bible Col.	2	24	2.542	15	1.60		
21. Weinberg, Rosalind	No H.S. Trans.	---	2	21	2.857	12	1.25		
22. Wind, David C.	110/289	Albion	3	35	3.314	17	1.882	16	2.0
23. Brown, Gary L.	2.4	Highland Pk. JC	4	32	2.771			19	2.16
24. Johnston, Ruth A.	3.109	Vanderbilt U, Nashville, Tenn.	1	6	2.50			13	2.31

	High School GPA	Other College Attended	No. of Sessions	Hours Earned	GPA	Final Fall Hours Earned	Final Fall GPA	Final Winter Hours Earned	Final Winter GPA
25. King, Dennis F.	43/171	Villanova U, Villanova, Pa.	3	18	3.167			13	1.46
26. Liles, John	3.65	Williams Col. Williamstown, Massachusetts	1	13	4.0			16	3.0
27. Middleton, Thomas	1.83	Flint C C	3	37	2.50			14	1.29
28. Noel, Cheryl A.	1.4	---	5	40	3.175			11	2.36
29. Sheridan, Jon B.		Highland Pk. JC U of M Ext.-Det.	3	21	2.727			16	1.13
30. Wengren, Walter E.		Arizona State	1	12	2.50			16	1.50
31. Cohn, Linda N.	1.667		4	25	3.040			9	2.67
	<u>FALL '66</u>					<u>WINTER '67</u>			
	No. of GPA's	Higher than at OCC . . . . .	1	4.55%		No. of GPA's	Higher than at OCC.0 . . 0		
	22	Lower than at OCC . . . . .	20	90.90%		27	Lower than at OCC.25 . . 96.30%		
		Same as at OCC . . . . .	1	4.55%			Same as at OCC . . 1 . . .3.70%		

	High School GPA	Other College Attended	No. of Sessions	Hours Earned	GPA	Final Fall Hours Earned	Final Fall GPA	Final Winter Hours Earned	Final Winter GPA
1. Arnold, Ora L. Jr.	Rank 24/114	Alma	2	21	3.667	16	2.5		
2. Arnold, Richard E.	Rank 190/318	Carnegie	3	11	3.0	9	Withdrew		
3. Barron, Pamela S.	3.428	Western	1	9	3.0	12	2.0		
4. Bedard, G. June	Middle Third	Michigan Christ.	2	18	3.5	4	2.0		
5. Bodoin, Nicholas J.	2.719		2	13	3.462	12	2.5		
6. Boussie, Gary K.	2.15		2	27	3.407	17	1.765		
7. Cone, Bobby G.	1.2	Greenville	2	6	4.0	8	3.0		
8. Curtis, Gerald F.	Rank 217/247		4	30	2.7	14	1.857		
9. Dameron, Roxanne I.	2.823		2	14	2.786	12	2.333		
10. Duff, Michael L.		Long Beach C C, Flint C C	1	9	2.333	12	2.666		
11. Ghastin, Richard	3.556	Michigan Tech., Flint C C	2	24	3.5	16	1.5		
12. Golden, Yvonne F.	1.619	Eastern	1	9	2.250	12	2.33		
13. Halbest, Patric A.	3.0		3	36	3.444	12	1.33		

	High School GPA	Other College Attended	No. of Sessions	Hours Earned	GPA	Final Fall Hours Earned	Final Fall GPA	Final Winter Hours Earned	Final Winter GPA
14. Handren, Richard D.	Rank 19/205	Northwestern Hope	2	12	3.75	12	2.83		
15. Hoffman, Michael		U of Detroit	2	27	2.444	12	2.66		
16. Jones, Nancy A.	3.75	Eastern Highland Pk. JC	2	22	3.636	16	3.25		
17. Marsh, Harold		Arlington State College	2	21	3.286	12	2.66		
18. Mastrangel, Paul		Sacred Heart Seminary U of Detroit	1	3	3.0	9	2.44		
19. McDowell, Betty	Rank 128/305		3	35	3.286	16	3.0		
20. McSkulin, Barbara	2.666		2	8	4.0	12	2.66		
21. Noe, Lawrence J. Jr.	1.801	Central	2	26	3.038	16	2.0		
22. Patterson, Karen A.	Rank 103/328	U of Illinois	3	24	3.25	16	2.75		
23. Peters, Sarah N.		Wayne State	2	14	3.214	8	2.5		
24. Prahler, James	1.583		4	34	3.568	16	3.25		
25. Reasoner, Deborah	2.9		2	25	2.31	12	2.0		

High School GPA	Other College Attended	No. of Sessions	Hours Earned	GPA	Final Fall Hours Earned	Final Fall GPA	Final Winter Hours Earned	Final Winter GPA
6. Reed, Marlene	Suomi Col. Fresno State Col.	1	12	3.75	16	2.5		
7. Rock, John C.		2	18	2.83	12	Withdrew		
8. Stilber, David		3	23	2.52	12	.666		
9. Stahan, Patrick	Flint C C	2	15	3.2	13	.92		
10. Superson, Camille		2	30	2.53	12	1.33		
11. Szilagy, Sally A.	Gulf Park Col.	1	10	2.7	8	3.0		
12. Temple, Grace		2	27	2.259	12	2.33		
13. Willihganz, Gregory		2	29	3.207	17	2.35		
14. Werp, Michael	Col. of St. Thomas	1	14	3.429	14	2.428		
15. Wright, Arthur	U of Michigan U of Alaska	1	6	3.0	8	2.0		
		Higher than at OCC . . . . .	5 . . . . .	14.3%				
		Lower than at OCC . . . . .	28 . . . . .	80.0%				
		Same as at OCC . . . . .	0 . . . . .	0				
		Withdrew from Oakland U . . . . .	2 . . . . .	5.7%				

	High School GPA	Other College Attended	No. of Sessions	Hours Earned	GPA	Final Fall Hours Earned	Final Fall GPA	Final Winter Hours Earned	Final Winter GPA	
1. Broecker, Karen L.	1.846	---	3	10	1.769			16	2.87	
2. Brown, Ralph W.	1.7	---	4	27	3.0	320 Clock Hrs.	3.59	340 Clock Hrs.	3.42	
3. Deni, Vincent M.	2.14	---	3	6	0.923	13	2.92	14.5	2.78	
4. Ellis, Steven A.	1.286	---	3	11	0.462			14	1.64	
5. Hill, Jeffrey H.	Rank 144/285	Western	2	18	2.167	15	2.93	16	2.45	
6. Hill, Richard K.	1.128	---	3	21	1.875	13	.84			
7. Lessway, Richard J.	2.03	---	2	24	2.625	350 Clock Hrs.	1.94	250 Clock Hrs.	2.10	
8. Olivek, Bella	1.5	---	3	25	1.893			12.5	1.32	
9. Starr, John S.	1.836	---	2	23	2.423	16	2.18	17	2.09	
0. Thomson, William A.	2.159	---	3	25	2.680	16	2.62	18	2.64	
1. Viau, Robert D.	2.55	---	2	29	2.655			15	1.93	
FALL '66		Higher than at OCC . . . 3 . . . 42.86%					WINTER '67		Higher than at OCC . . . 5 . . . 50%	
		Lower than at OCC. . . . 4 . . . 57.14%							Lower than at OCC. . . . 5 . . . 50%	
		Same as at OCC . . . . . 0							Same as at OCC . . . . . 0	

Appendix C - Addendum 14

	High School GPA	Other College Attended	No. of Sessions	Hours Earned	GPA	Final Fall Hours Earned	Final Fall GPA	Final Winter Hours Earned	Final Winter GPA
1. Bailey, Louise A.	2.130	---	2	17	2.10	10	2.40		
2. Clark, Pamela Jean	3.92	---	2	18	3.833	16	3.625		
3. Craine, Michael F.	---	U of Notre Dame	1	13	3.0				
4. Echols, Richard L. Jr.	1.650	---	2	22	2.182	12	1.50		
5. Frisch, Walter H.	1.70	Ferris	3	24	2.50	12	1.0		
6. Mitchell, James J.	---	---	2	28	2.643	16	.0562		
7. Pilon, Gregory F.	---	U of Iowa	1	12	3.50				
No. of Students . . . . .			5	Higher than at OCC . . . . .		1 . . . . .	20%		
Not Included . . . . .			2	Lower than at OCC . . . . .		4 . . . . .	80%		
(Enrolled W-67, not F-66)				Same as at OCC . . . . .		0 . . . . .	0		
						Enrolled W-67, not F-66 . . . . .		2	

	High School GPA	Other College Attended	No. of Sessions	Hours Earned	GPA	Final Fall Hours Earned	Final Fall GPA	Final Winter Hours Earned	Final Winter GPA
1. Barnes, William N.	1.64	---	1	12	2.5	15	3.133		
2. Burton, Brodie A.	---	U of Wyoming	1	4	3.0	9	3.111		
3. Campbell, William A.	1.179	---	3	29	2.379	16	1.625		
4. Cascadden, Allen	1.291	---	2	18	2.5	14	1.214		
5. Davenport, John D.	Rank 85/528	U of Michigan	2	32	2.844	16	2.375		
6. Davies, Kenneth R.	1.42	---	2	29	3.276	15	3.0		
7. Gabriel, Steve E.	262/394	Flint C C	2	24	2.625	15	1.533		
8. Goldberg, Susan S.	1.426	---	3	27	2.111	8	1.375		
9. Hawke, Terry C.	2.04	---	2	30	2.4	16	1.812		
10. Morrison, William J.	1.17	---	2	18	2.5	15	2.666		
11. Pappas, William J.	1.82	---	2	23	2.462	16	2.437		
12. Parry, Vicki Jo	2.15	U of M Ext., Highland Pk. JC	2	27	3.444	13	1.961		

(con't)

	High School GPA	Other College Attended	No. of Sessions	Hours Earned	GPA	Final Fall Hours Earned	Final Fall GPA	Final Winter Hours Earned	Final Winter GPA
13. Paster, Linda E.	1.67	---	2	21	2.714	14	2.428		
14. Poole, Terry R.	2.045	---	3	28	2.179	16	2.125		
15. Schneider, William J.	Rank 42/89	U of M	3	22	2.409	15	2.0		
16. Schwartzberg, Marc L.	1.70	Ferris	3	26	2.269	16	1.687		
17. St. Clair, James F.	1.0	---	3	27	2.133	13	2.0		
18. Swystun, Jerry J.	1.88	---	2	20	2.4	12	1.666		
19. Tiffany, Margaret M.	2.79	---	2	26	2.538	12	2.25		
20. Triplett, Wilbert M.	1.92	Lawrence Inst.	2	30	2.5	15	2.666		
21. Waters, John H.	2.0	---	2	23	2.038	13	1.538		
		Higher than at OCC . . . . .	4 . . . . .	19.05%					
		Lower than at OCC . . . . .	17 . . . . .	80.95%					
		Same as at OCC . . . . .	0 . . . . .	0					

APPENDIX D

STUDENT BODY

OAKLAND COMMUNITY COLLEGE

HIGH SCHOOL RELATIONS AND ADMISSIONS

MODEL

## Appendix D - Addendum I

### PURPOSES FOR THE MODEL

In the organizational structure approved for Oakland Community College, the responsibility for High School Relations and Admissions has been assigned to Educational Services for direction and implementation from a central point of operations.

1. To maintain a unified philosophy of presentation of the OCC image as opposed to an individualized campus approach that might result from a campus oriented presentation.
  - a. We do not have all programs on all campuses.
  - b. We do not limit student attendance to a Campus within the Campus Service area.
2. To allow the Campus Counselor to function more fully and freely in his professional role by removing the responsibility of recruiting to the Central Admissions Office.
  - a. The student who is already attending OCC has a right to responsible professional counseling, and the counselor must concentrate on this aspect of his role.
  - b. Available time for counseling is of prime importance to the Campus Counselor who should not be distracted by various activities that can be adequately handled by another agency within the College.
3. To prevent overlapping and confusion of roles and indiscriminate contacts with the various High Schools in the County.
  - a. The Office of Admissions and Records should be the solely responsible unit for recruitment of students from the High Schools, Industry, and the Community in general.
  - b. The Campus Counseling Offices should limit their High School relations to individual contact with the High School counselor regarding specific student problems and to High School follow-up visitations.
4. To integrate the roles of Admissions Counselors and Campus Counselors.
  - a. The applicant is the responsibility of the Admissions Counselor until the completed application file is forwarded to the Campus for appropriate action.

Appendix D - Addendum I

- b. The student is the responsibility of the Campus Counselor while he remains in school.
  - c. The responsibility for the student documents then reverts to Central Office - Records when the student leaves OCC for any reason.
5. To allow for a more efficient, effective, and economical operation of Admissions and Records.
- a. The numbers of people involved in the areas of recruitment and processing of applications will be kept to a minimum as opposed to the numbers that would be involved in separate operations on individual campuses.
  - b. Maintenance of a tight control on processing of documents through a Central Office procedure will result in a more rapid and efficient reaction to the student, the high school, and the community.

## Appendix D - Addendum I

### HIGH SCHOOL RELATIONS AND ADMISSIONS

#### I. Introduction

The areas of high school relations and admissions are so completely interlocked, and the second so dependent on the success of the first, that equal attention should be paid to both. The progress of Oakland Community College depends on the goodwill and interest of the high school counselors and of the general public. Our activities in high school relations and admissions are prime areas that affect our overall image in Oakland County and beyond.

#### II. Problems

The rapid turnover in personnel, coupled with the massive amount of material it has been necessary to process and handle in the short time the College has been in operation have led to breakdowns in certain areas of procedure:

1. There has been a continuing program of high school visitation but it appears to have been somewhat haphazard in its approach.
2. There is some confusion as to what personnel should be employed in high school visitation programs (i.e. Central Office and/or campus personnel). There appears to be some lack of coordination in this area.
3. It appears that the approach to high school visitations has not been too systematic in the past.
4. When the application arrives in the Central Office, the student is not told for some time what the disposition of his application is. The only immediate response to a student's application has

been a negative response--that there is some vital item missing from his file.

5. Student counseling on campus has been delayed because of delays in file processing in Central Office.

### III. Objectives--Short-Range

Objectives for high school relations and admissions for 1967-68:

1. To develop a systematic approach to high school visitations in general.
2. To attempt more frequent contacts and closer personal relations with the high school counselors in the area.
3. To help the high school people, faculty and students, to become better acquainted with OCC's philosophy, structure, and offerings.
4. To keep organized packets of materials readily available for interested students, both at OCC and in the high schools.
5. To let the public know that we are available and willing to talk to them about OCC at all times.
6. To react as quickly as possible, in a positive manner, to all student applications received in admissions.
7. To keep potential students interested in the College and its activities.
8. To cooperate as fully as possible with the Campus Counselors in expediting an early contact between them and the applicants.
9. To arrange application and admission forms in such a way that they will lend themselves readily to coding of appropriate in-

formation for computer storage.

10. To employ computer facilities as much as possible in processing applications to cut down reaction time to applications and queries, and to reduce the amount of clerical time lost in addressing and mailing activities.
11. To keep closer track of applications received during weekly periods throughout the year so that comparative figures are more readily available in future for their predictive value.
12. To retrieve "dead files" of students who have not registered from the campus files so that duplication of application procedures will be reduced if and when the applicant decides to reactivate a previous application.
13. To clarify and define the relationships between the Admissions Counselors and the Campus Counselors.
14. To develop a systematized procedure for the processing and handling of foreign student applications.

IV. Objectives--Long-Range

1. To develop a year-round class schedule which will allow students to plan programs well ahead.
2. To develop a simplified but controlled procedure for the application, admission, and registration of extension credit course students.
3. To automate the processing of applications and reduce storage needs through the use of micro-filming equipment.

To add a third admissions counselor to our staff. This will allow each counselor to take charge of a given geographical area as related to a campus zone. This arrangement will systematize the high school relations procedure to a high degree.

V. Plans for Implementation of Short-Range Objectives (1966-67)

We are currently setting up a filing system which contains a card for each high school in the district. The card will show the name of the school, telephone number and address, name of the liaison person there, remarks by counselors if applicable, campus zone, and the date, time, and results of each visitation to that school. This system is expected to give us ready access to an overall picture of our visitation program.

High School Visitation

The current procedure for a high school visitation is as follows:

1. The high school liaison person is contacted by telephone and a request for a date and time for visitation is discussed and finalized. During the discussion we try to arrange that our admissions counselor is allowed to talk to the high school counselors first and then to the students, in accordance with the desires of the high school personnel.
2. The date for the visit is placed on a master calendar in the Office of Admissions. Periodically the calendar of visits is circulated through the Deans of Students with an invitation to Campus Counselors and faculty to accompany our Admissions Counselor to any school and date they may desire. Coordination of the visits is handled through the Central Office.

3. A packet of materials has been organized and a supply of these packets is taken on each high school visitation. The packets are distributed to interested high school students and a supply is left with the high school counselors. This packet contains the following items:
  - a. An application form
  - b. An instruction sheet
  - c. A health form
  - d. A student handbook
  - e. A college catalog
  - f. A financial aids brochure
  - g. A curriculum guide
  - h. A letter inviting student and/or parents to contact an admissions counselor for further information.
  
4. A presentation to a student, or a group of students attempts to cover the following items:
  - a. What a community college is - its aims and purposes
  - b. What programs we offer
    - Transfer Programs
    - Career Programs
    - Developmental Programs
    - Community Services
  - c. Admissions policies
  - d. Admissions procedure
  - e. Tuition and costs
  - f. Instructional calendar
  - g. Facilities
  - h. Instructional approach
  - i. Movie - "New Paths to Learning"
  - j. Student activities
  - k. Financial aids
  
5. The follow-up activities with high school personnel are functions which are initiated and coordinated by the Campus Counseling staffs. These activities include contact for information on individual student problems and invitations to high school principals or counselors to visit facilities and former students.

#### Application Processing

In order to expedite a rapid and positive reaction to the application as it is received in the Admissions Office, the following procedure has

been proposed and is being put into operation as rapidly as possible:

1. When the application arrives in the Admissions Office it is to be checked for the following:
  - a. Date stamp on receipt
  - b. All information completed as required—
  - c. Fee is attached
  - d. High school record and recommendations
  - e. College transcripts
  - f. ACT scores
  - g. Health record complete

[Immediate reaction to student. No further processing until these two items complete.]
2. If application is complete as above the following procedures are to be affected immediately:
  - a. Application fee is forwarded to Accounting.
  - b. Part 1 of application is to be coded and forwarded to Data Processing.
  - c. Computer generates 2 file labels (with student's name, number, campus) and 3 mailing labels.
  - d. Notice of admission (computer generated) is sent to student under mailing label.
  - e. Xerox copies of high school record and college transcript(s) are prepared.
  - f. Admissions Office prepares evaluation of transcript(s); all evaluations to be handled and initialed by two persons.
  - g. (1) Admissions Office file under label #1 to contain part 3 of application, original high school transcript(s), original college transcript(s), copy of application fee receipt, copy of ACT scores. Put in "Admissions Completed" file.
  - h. Campus office file under label #2 to contain part #2 of application, Xeroxes of high school and college records, evaluation sheet of college work, copy of ACT scores, and 2 mailing labels. Health record is to be scanned and any unusual situations marked for notice. Send to campus counseling office.
3. If application is incomplete, the following procedures are to be affected:
  - a. As above #2
  - b. As above #2
  - c. As above #2
  - d. Notice of provisional admission is sent to student under address label with indication of what is missing for his file that must be supplied before he can be granted regular admission. (Computer)
  - e. As above #2
  - f. As above #2

- g. (2) Admissions Office file under label #1 to be prepared. Label #2 is to be inserted in this file pending completion of materials. File is kept in "Admissions Pending" until completion. A missing information card (3 x 5) is to be kept on student and followed up every two weeks. Once collection of materials is completed, step h is to be carried out.
  - h. As above #2
  - i. If ACT scores are missing item, then a "last possible date" for receipt of scores is to be determined. Once this date is past, the campus file is generated and sent to campus counselors and provisional admission status stands until the end of that term - provided testing is taken during the term.
- 4. Once the student actually registers, the Admissions Office file is then placed in the Permanent Records file.
  - 5. If the student does not register, his campus file is returned to the Central Office, all materials are put into Admissions Office file, and the file is retained in the "Completed Applications" file for one calendar year.

In order to keep track of the applications received and to be able to use the information for its predictive value, we are now preparing an internal report each week which tabulates the applications received and the high schools from which they came, the total number of applications received to date from each of the high schools, and the total number of applications received are zoned by campus on a continuing weekly basis.

#### Campus - College Coordination

We have defined the functions of the Admissions Counselors as distinct from the functions of the Campus Counselors. The Admissions Counselor is responsible for the initial contact and recruitment of the student, including the dissemination of information regarding curriculum offerings, instructional method, and physical structure of Oakland Community College. The Campus Counselor picks up the student when he is admitted and becomes responsible for orientation, aiding in the actual choice of courses, guidance through registration, and continuing counseling, both academic and personal, until graduation or termination.

Foreign Students Procedure

The proposed procedure for the handling and processing of foreign student applications has been placed in the hands of one Admissions Counselor who will be responsible for the implementation and follow-up of each foreign student application until the student is actually registered in the college. The procedure is as follows:

1. The student must submit a completed application, including transcripts in English of all previous academic work and a health record.
2. The student must prove that he is proficient in the English language. We are proposing to use the services of Educational Testing Service which arranges the administration of "Test of English as a Foreign Language" in the student's home country for a fee of \$10. The results of the test would then be reported directly to us.
3. The student is required to write a statement in English giving an autobiography, some indication of why he desires to study in the United States and at Oakland Community College in particular, and a statement of his vocational plans after he returns to his home country.
4. The student is required to submit a statement of his plans for housing and financing while attending the College.
5. The student must identify a local sponsor.
6. The student is required to have two reference statements, (one from an instructor who knows his academic capacity) mailed directly to the College.
7. If the student is admissable, his application is processed as in the regular procedure above, and an official I-20 form is processed and

8. The student is asked to report to the College Admissions Office immediately upon his arrival on the campus. His file is checked to make certain that all documents are in order and he is then directed to a campus counselor for course selection.

VI. Plans for Implementation of Long-Range Objectives (1967-68)

Class Schedules

We are studying the feasibility of projecting class schedules for the four sessions in any one year and including them in a book for the use of counselors and students in making long range plans. This book would likely contain all information from all campuses, rather than have a separate book for each campus. With this information, it would be possible for the student to plan attendance at more than one campus if he should find such an action in his best interest. This planned schedule book would also be helpful in preparing for "on line" registration since it would prevent duplication of code numbers in any given yearly period.

It is envisioned that there would be extensive use of color coding within a given session and facilitate easy access to information for the user.

Extension Students

We are also planning on developing a simplified application for use in extension credit courses. We want to make it as easy as possible for one of these students to register. But we must also capture enough pertinent information that we are able to produce satisfactory reports and, if the student decides to change to matriculated status, follow up in setting up a completely functional record and file.

We are gaining experience in the problems entailed in registering extension students and special course students and have hopes that we will be able to gain and keep control of proper procedures that will prevent loss of information.

Microfilming Operation

In consideration of the storage problems that do exist now and will exist to a greater extent as time goes on, it is advisable to go to a microfilming operation as soon as is financially feasible. It is proposed to film the basic documents in the student's permanent record file as soon as he has registered in classes for the first time. The aperture card thus produced will be put into a "back up records" storage which will be maintained as long as the College is in operation. The basic cost of such an operation, at current prices, would be as follows:

1 Processor Camera	\$3395.00
1 Reader Printer	<u>1170.00</u>
	\$4565.00

We have investigated the policy of leasing this equipment, but the first year works out to more than the purchase price.

There are two less costly interim procedures that may be used in order to take care of our inactive backlog.

1. We may photograph our documents at Oakland University and our costs would include:

Film  
Aperture Cards  
Clerical Time  
Reader Printer

2. We would have IBM or 3M photograph our documents for us at a cost of \$1400 to \$1500. We would need a reader printer in addition.

Whatever direction is decided upon, the basic cost of the reader-printer is of major consideration since the aperture cards are of no value unless we are able to retrieve the information from them.

#### Addition of a Counselor

Because of the zoning concept in which the high schools in the county are tied into a specific campus area, the ideal situation would be to add a third Admissions Counselor. The zoning is based on geographical and transportation route concepts, and this arrangement would allow one Admissions Counselor to service each area and give close attention to the schools in his area of responsibility.

In addition, since the Admissions Counselors are involved in determining the admission status of the student once the application comes in, a familiarity with a given group of schools, their offerings, their counselors, their general academic quality, would allow the individual Admissions Counselor the opportunity to make more reliable, more student-oriented, admissions decisions. This total concept would allow Oakland Community College to maintain a very personal, close relationship with the high schools we normally service in Oakland County.

The projected cost of the additional counselor for the first year of operation has been set at \$9,000.

#### Theft and Fire Security

The construction and general layout of the Central Office, and particularly of the offices of Admissions and Records, indicates the very real possibility of loss of irreplaceable records by either theft or fire. It would be possible, in the event of a fire for example, to reconstruct the current records of students now in attendance by recalling information from the

campuses. Assuming that the loss was not complete, we could retrieve the remainder of the academic record from the computer disc packs. In the case of inactive records, however, a fire or theft could lead to serious losses for which we may well be liable to legal action.

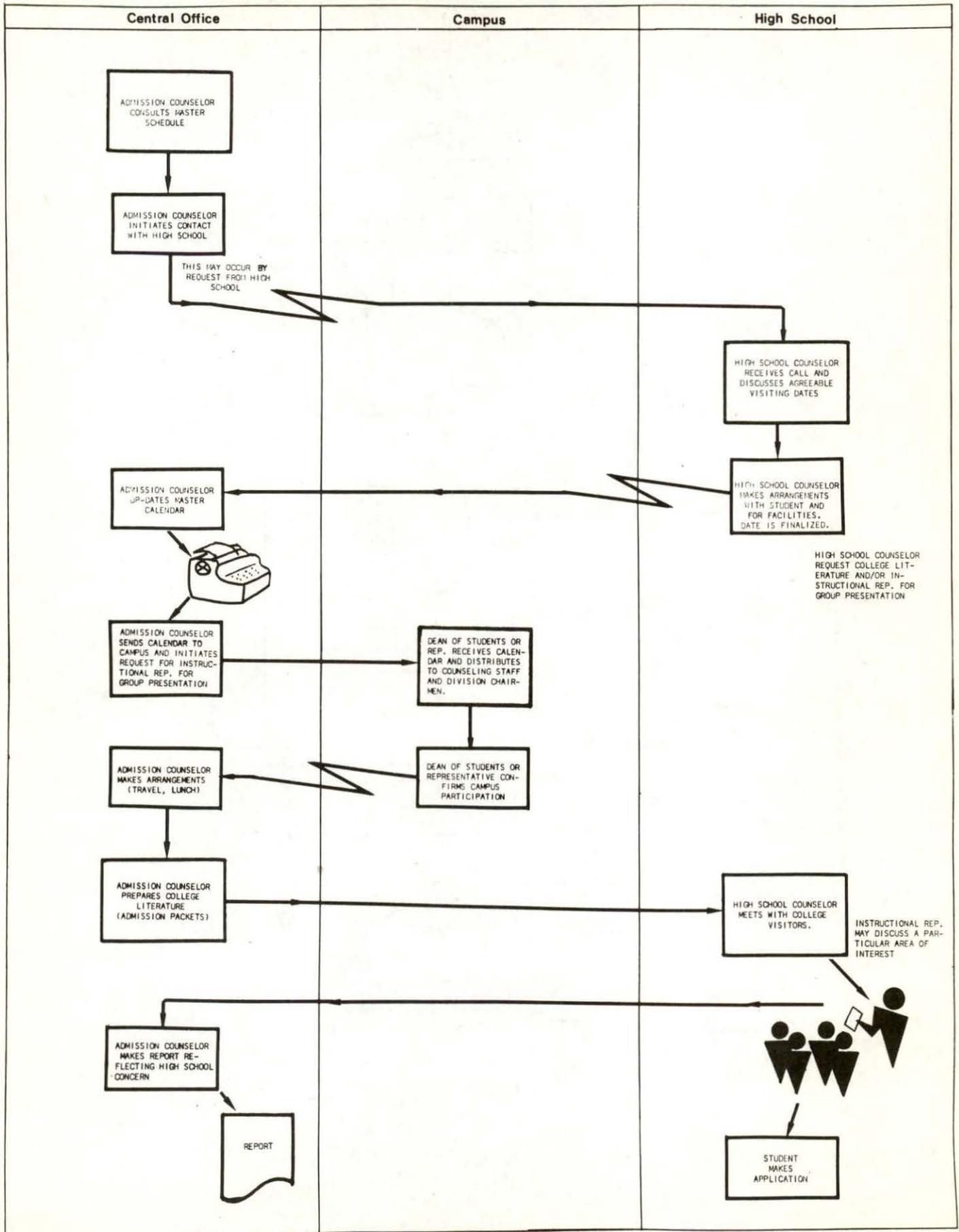
The solution to this problem entails microfilming of inactive records as discussed above, and provision of fireproof, theft-proof storage. Most ideally, we should have a walk-in vault of cinder block construction with a steel door. This storage area could also be used for accounting records and disc pack storage as well.

LGF:cw

# High School Relations

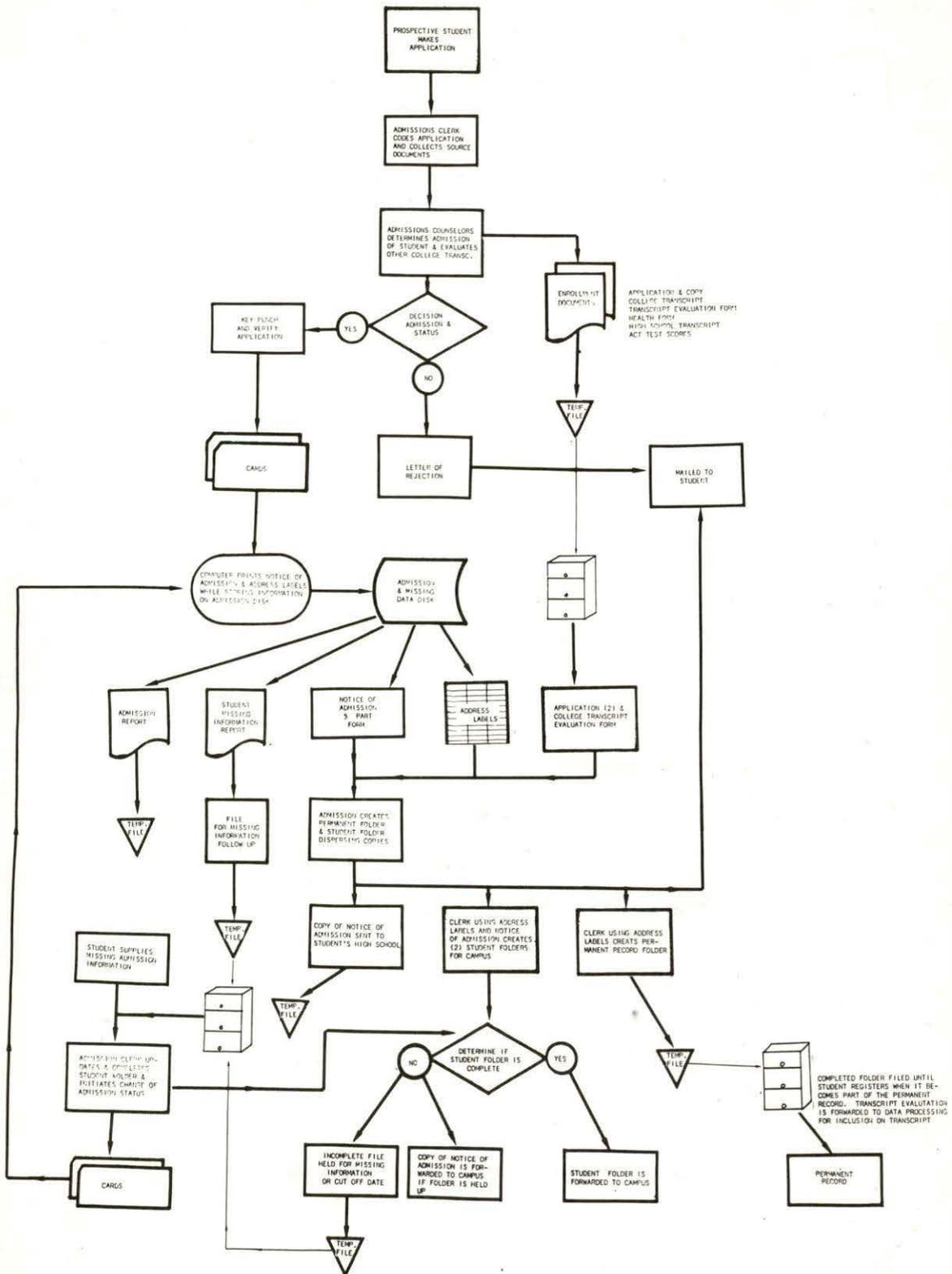
## (ADMISSIONS)

### Appendix D - Addendum 2



# ADMISSION PROCESS

Appendix D - Addendum 3



C O U N S E L I N G   M O D E L

Report of:

COUNSELING MODEL TASK FORCE

January 25, 1968

## PHILOSOPHY

Student Personnel Services are an integral part of Oakland Community College. While the principle function of the College is to provide a suitable intellectual environment for students through our Systems Approach, it is recognized that the individual, personal, social, and physical, as well as intellectual development are of equal importance.

Counseling is both an art and a science. Basic to all purposes in counseling is the objective of the student's total development. The aim of the counselor is to assist the student to grow in his ability to cope with his own problems and to achieve a satisfactory measure of self-realization, which is consistent with his ever-increasing need to reach a greater level of self-understanding.

### RATIONALE

Oakland Community College, with its open-door policy, is committed to serve the educational, social, and cultural needs of Oakland County. An open-door policy responds to the needs of the following types of students:

1. The student who lacks the resources to attend a four-year college.
2. The student who has need of vocational training to make him employable.
3. The student who has a history of low academic achievement and has been unable to enter a four-year college.
4. The student who has encountered failure at another college.
5. The adult student who desires to continue his education.

Oakland Community College, with its Systems Approach to Learning, represents a unique innovation in higher education. The Systems Approach, with its inherent freedom, places the responsibility for learning upon the student.

The students at Oakland Community College represent a wide range of age, experience, ability, and aspiration. The Systems Approach is designed to respond to these individual differences. A crucial aspect of the system, however, is the accurate assessment of entering behavior. The readiness of each student must be evaluated so that he is placed according to his aptitudes, abilities, and interests. The counselor is assigned the task of preparing an individualized program for each

entering student.

In addition, the Systems Approach necessitates careful follow-up and continuous evaluation. Accordingly, each student is assigned to a counselor. The counselor is assigned the responsibility of playing a supporting and guiding role in the academic experience of each student. This supporting role is expressed through careful placement and program planning, as well as personal and social counseling. It can also be expressed through a complete program of developmental studies.

With the ultimate goal of assisting the student to develop attitudes, skills, and knowledge that will enable him to achieve a satisfying social and occupational life, the counselor has been included in the educational team as a specialist for performing the following essential functions:

Informing in-coming students.

Helping students make appropriate education and vocational plans.

Helping students choose best levels in courses.

Assist in registering students.

Orienting new students.

Helping students to perform at optimal levels in courses.

Helping students resolve individual problems of housing, finances and health.

Helping students with personal problems.

Helping students select and transfer to next destination.

## Appendix D - Addendum 6

### I. INTRODUCTION

Most college educators are in agreement that values derived from participation in college should exceed the experiences of restrictive classroom atmosphere. Oakland Community College is inherently committed to this philosophy, and is establishing an imaginative College Student Placement Service to achieve the maximum potential benefits to students, the College and the community within the realm of student employment.

The unique atmosphere of a multi-campus setting pointed out the necessity for innovation of services. Objectives were delineated which would produce the most efficient utilization of staff, resources, and still provide basic and useful employment service for its students. Within the broad spectrum of objectives, one major objective stood out. The creation of an employment service for students which would minimize duplication of clerical responsibilities and at the same time provide students on all its campuses with quick, reliable, and useful information on employment opportunities. The solution to this problem resulted in the study and determination of those functions which could best be handled by a centralized office of the College and which functions could best be carried out on each campus. The major thesis of this proposal was then to create an effective design and describe a system which could accomplish this objective. The Long Range Plan of the proposal as designated for the second phase of implementation would utilize the computer for assistance in a plan of implementation called C.A.S.P.S. (Computer Assisted Student Placement Service)

### II. PROJECT PROPOSAL

The proposed system for the Student Placement Service of Oakland Community College places the responsibility for the direction,

planning, and coordination of the functions connected with this service directly in the Central Office under the supervision of the Assistant Director of Educational Services for Financial Aids and Placement. For the most part, the student will receive all of the benefits for this service while remaining on his or her own Campus, while the bulk of the clerical work would be done by a Central Office Staff with the assistance of part-time clerical assistance on each Campus. Specifically, the advantages of such a proposal may be described by the following:

CENTRALIZATION OF FUNCTIONS WILL PROVIDE:

1. A centralized and permanent depository of student and employer records necessary for fiscal, institutional, and government reports.
2. A service which will be less confusing to employers who otherwise might have to make separate contacts with each Campus.
3. Uniform procedures and practices which will make the total operation of this service more economical and in turn more beneficial to all of the students and employers using this service.

SERVICE TO STUDENTS ON THEIR OWN CAMPUS WILL PROVIDE:

1. Consistent and close cooperation between Placement Service on Campus and other Campus student personnel functions.
2. Provide easy access by faculty and students to the Placement Service.
3. General information on job availabilities to all counselors.

III. PROJECT OBJECTIVES

A. Institutional Objectives

1. The Student Placement Service will receive, coordinate, and publicize all requests for part-time and career jobs, from off campus employers thus, improving College-Community relations.
2. The Student Placement Service will provide faster more effective distribution of job information thus providing an improved Service for all students of Oakland Community College.
3. The Student Placement Service will constantly report job information, job trends and information from employers on individual students to all counselors and institutional staff which will improve the overall counselor-student

## Appendix D - Addendum 6

relationships as well as improve in the instructional programs of the College.

4. The Student Placement Service will design the necessary procedures to eliminate unnecessary clerical responsibilities of the present professional and clerical staffs.
5. The Student Placement Service will provide a source of follow-up data to assist in the total effectiveness of the student personnel and instructional program.
6. The Student Placement Service will provide the College with potential life-long contact with its graduates.

### B. Student Objectives

1. The Student Placement Service will provide an efficient information system of employment opportunities which will:
  - a. Help reduce the financial burden of some students and their families.
  - b. Provide graduates with the better job opportunities available to them in their respective fields.
2. The Student Placement Service will provide an opportunity for students to assess their employment qualifications.
3. The Student Placement Service will provide opportunities for students to relate information gained from their formal college experiences to the world of work as well as the converse of that effect.

## IV. DESCRIPTION OF STUDENT PLACEMENT MODEL

To implement the objectives of an effective Student Placement Service, it is important to make a distinction between two facets of this program; (a) the Student Employment and (b) the Graduate Placement.

The Student Employment is primarily concerned with finding part-time, temporary, vacation jobs, and on certain occasions full-time jobs for students concurrently pursuing a degree objective.

This would include jobs on and off the Campus. Graduate Placement is equally important, as it provides an opportunity for its graduates to find meaningful, permanent employment upon the termination of their formal training. These are usually the graduates of one of the many career programs offered by the College. In order to achieve our

final objective, it was necessary to plan a two phase model. Phase one encompasses a complete manual operation and can be implemented, immediately with only a clearer delineation of present responsibilities, while the objective of the second phase will utilize the computer and Campus terminal stations. (Project C.A.S.P.S.)

V. GRADUATE PLACEMENT--IMPLEMENTATION Phase One

(Because of the limited number of students anticipated in the next few years of this program it appeared unnecessary to utilize the second phase part of this proposal. At the time when this program grows in numbers, the C.A.S.P.S. procedures would be implemented.)

A. PROCEDURES

1. STUDENT PROCEDURES

1. Student contacts Student Placement Office requesting service
  - a. From own awareness of Placement Office (Catalog etc.)
  - b. Response to Letter to All Potential Graduates (1\*) sent by College Placement Office
  - c. General publicity from Campus bulletins and Campus newspapers
2. Student completes application process
  - a. Follow-Up Letter (2\*) is sent by Student Placement Office to all interested students including:
    1. Resume (3\*)
    2. Personal Appraisals (4\*)
  - b. Student is responsible for returning Resume and Appraisals
3. Student is notified of Time Table of Employer Interviews (5\*) by:
  - a. Direct mail
  - b. Time Tables distributed on Campus
4. Student signs up for interviews with the Student Placement Office on the Master Individual Company Schedule (6\*)
5. Career placement interviews are held
6. Students are contacted for follow-up information by the Student Placement Office

\* Numbers refer to forms and/or letters, see appendix for coding.

### DEFINITION OF COUNSELING

Counseling is a supportive personal relationship between a counselor and an individual or small group of persons for the purpose of facilitating, learning, and assisting the counselee to attain his life goals.

The counselor facilitates learning through his efforts to prepare the learner to acquire knowledge and skills, and to effectively apply this knowledge and these skills to practical problems and new situations.

Counseling differs from teaching, however, because of the unique perspective and abilities of the counselor. He is a behavioral specialist who addresses himself to problems which are not confined within the boundaries of a particular academic discipline.

To the counseling relationship he brings acceptance, understanding, and faith in the learner's capacity for growth, change, and self-directed development.

### GOALS OF COUNSELING

The student will develop attitudes, skills, and knowledge that will enable him to achieve a satisfying social and occupational life.

1. The student will be aware of opportunities for counseling assistance.
2. The student will become more aware of his abilities, aptitudes, interests, and attitudes.
3. The student will improve ineffective behavior.
4. The student will aspire to a level of education and/or occupation that is commensurate with his personality and abilities.
5. The student will acquire knowledge about educational institutions and opportunities.
6. The student will acquire knowledge about occupations.
7. The student will consider all financial information that may help him to attain his goals.
8. The student will enlarge his awareness of his potentialities.
9. The student will develop attitudes, skills, and knowledge that will enable him to attain his formal educational goals.
10. The student will enhance his problem-solving and decision-making skills.
11. The student will understand the Systems Approach to Learning.

## Appendix D - Addendum 2

### LIST OF COUNSELOR FUNCTIONS

#### Educational Counseling

1. Testing
2. Orientation
3. Financial Aids
4. Job Placement
5. Veterans Affairs
6. Application Consulting
7. Adult Advisement
8. Group Counseling
9. Selective Service Advisement
10. Attrition Abatement
11. Registration Advisement
12. Teaching
13. Records
14. Parent Consultation

#### Vocational Counseling

1. Testing
2. Orientation
3. Financial Aids
4. Job Placement
5. Veterans Affairs

6. Selective Service Advisement
7. Application Consulting
8. Adult Advisement
9. Group Counseling
10. Records
11. Parent Consultation

Personal-Social Counseling

1. Testing
2. Orientation
3. Financial Aids
4. Job Placement
5. Veterans Affairs
6. Selective Service Advisement
7. Application Consulting
8. Group Counseling
9. Attrition Abatement
10. Adult Advisement
11. Records
12. Parent Consultation

Systemic Linkage

1. Job Placement
2. Financial Aids
3. Veterans Affairs
4. Selective Service Advisement

## Appendix D - Addendum 2

5. College Relations
6. Faculty Relations
7. Administrative Relations
8. Community Relations
9. High School Relations
10. Referrals to Outside Agencies
11. Staff Meetings
12. Records
13. Parent Consultation

### Research & Development

1. Testing
2. Adult Advisement
3. College Relations
4. High School Relations
5. Group Counseling
6. Attrition Abatement
7. Teaching
8. Records

### In-Service Training

1. Testing
2. Orientation
3. Financial Aids
4. Job Placement
5. Veterans Affairs

Appendix D - Addendum 2

6. Selective Service Advisement
7. College Relations
8. High School Relations
9. Group Counseling
10. Attrition Abatement
11. Staff Meetings
12. Referrals to Outside Agencies
13. Teaching
14. Consultation with Resource Persons
15. Records

DEFINITION, RATIONALE, AND PROCEDURES OF MAJOR FUNCTIONS

1. Educational Counseling

Definition - Educational Counseling is the process in which the counselor helps the student to select his courses for the next semester and formulate long-range plans for the attainment of formal educational goals.

Rationale - Educational Counseling can best be done by the counselor because he is in possession of the most accurate and complete information concerning student past performance, potential, and institutional policies, and requirements. He is specially trained to make judgments based upon this information

Procedure:

1. The counselor will assist the student in reviewing the college bulletin to ascertain college graduation requirements.
2. The counselor will assist the student in arriving at a tentative selection of the courses he wishes to take at next session.
3. The counselor will assist the student in gathering information about the course from instructors and other students.
4. The counselor will assist the student in seeking approval of courses. The counselor will approve or make recommendations based upon student readiness and will help the student complete the course selection sheet. The course selection sheet is used as the admission ticket to registration.

Procedure: (Continued)

5. The counselor will assist the student in making course choice changes at the time of registration.
6. The counselor will also assist the student in the selection of a senior institution that offers the program of his choice, that he can afford to attend and where his probability of success is high.
7. The counselor will assist the student to become aware of the recommended courses for transfer to the senior institution of his choice.
8. The counselor will assist the career student in selecting a program from the courses designated in the catalogue.
9. The counselor will assist all other students in the selection of courses if they have not clearly defined their educational goals.

2. Vocational Counseling

Definition - Vocational Counseling is the process of assisting the individual to choose an occupation, prepare for it, enter upon, and progress in it.

Rationale - Vocational Counseling is specifically oriented toward assisting students in the resolving of problems that hinder vocational choice. The field of work or occupation the student chooses should utilize the best possible combination of his higher potentialities, together with his interests, temperaments, values, and other pertinent factors. Vocational Counseling should help a person gain sufficient insight into his own interests and abilities and the nature of the world of work so that he can make his own decisions, not only as to the selection of a vocational goal, but as to the steps that should be taken to reach that goal.

Procedure:

1. The counselor will help the student identify and understand the aspects of his vocational problem.
2. The counselor will obtain and evaluate information with the student which has vocational significance, and which will help the counselee to better understand himself, the world of work, and the relationship which exists between them.
3. The counselor will arrange for tests, when appropriate, and consider test results in relation to other pertinent counseling information.
4. The counselor will give information to the counselee on occupational requirements, employment opportunities, and trends.
5. The counselor will help the student analyze and evaluate his vocational assets, relate them to possible occupational goals and make an appropriate vocational choice.
6. The counselor will help the student formulate a realistic vocational plan to achieve both immediate and long-range goals.
7. The counselor will assist the student to initiate action appropriate with his plans.
8. Significant follow-up may be initiated.

3. Personal-Social Counseling

Definition - Personal-Social Counseling is a process whereby the counselor exercises faith, acceptance, and understanding, in the process of providing the student with involvement, stimulation and security for the purpose of replacing maladaptive behaviors with behaviors that are effective in facilitating adaptive behavior.

Rationale - Harmonious relationships with other members of society are a necessary condition for a satisfactory social and vocational life. The

Rationale (Continued)

counselors are qualified to assist the student in the area of human relations through his advance study in behavior and his training and understanding of human relationships.

Procedure:

1. The counselor will be available on an appointment basis for individual and/or group sessions with students.
2. The counselor will determine the length and frequency of interviews according to the need of the student.
3. The counselor will make referrals to outside agencies when he feels this is indicated by the need of the student.
4. The counselor will conduct a follow-up where it is deemed relevant.

4. Systemic Linkage

Definition - The relationship existing between two or more social structures for the achievement of a mutual purpose which could not be as well accomplished singly.

Rationale - In the community college, the counselor, as a well-informed representative of the college, is placed in a unique position in which he can cooperate to serve the needs of students.

Procedure - The counselor will cooperate with the Central Office, each campus, and numerous outside agencies and persons to best facilitate the tasks implied in systemic linkage.

5. Research

Definition - The process of generating testable hypotheses relevant to the functions of the Counseling Division and applying the information

Definition (Continued)

gained by testing these hypotheses to counseling.

Rationale - Research will enable the counselors to perform their tasks more efficiently and effectively.

Procedure:

1. The counselor will recognize a problem and the need for research.
2. The counselor will generate a testable hypothesis.
3. The counselor will gain administrative clearance.
4. Research will be implemented.
5. The findings will be applied.

6. In-Service Training

Definition - An educational activity involving and employing the talents and skills of resource persons to disseminate information and improve performance in all relevant areas.

Rationale - The uniqueness of Oakland Community College requires specialized training and knowledge to function effectively within the Systems Approach to Learning. In addition, because of the proliferation of knowledge in the field of counseling, counselor effectiveness is closely related to professional growth and development.

Procedure:

1. Counselors will participate in the regularly scheduled faculty orientation.
2. Counselors will be familiarized with their tasks through the counselor's handbook, memos, and through on-the-job training.

Appendix D - Addendum 2

Procedure: (Continued)

3. Group Coordinators will provide specific training for their functional group.
4. The College will make resource persons available.
5. The College will make professional literature available and budget funds for attendance at professional conferences.
6. Staff meetings will include on the agenda items for in-service training.
7. The college counselors will meet for an exchange of ideas periodically.

DEFINITION AND PROCEDURES OF SUB-FUNCTIONS

1. Administrative Relations

Definition - The creation and maintenance of a continuing dialogue between administrators and counselors.

Procedure:

1. The counselor will collect specific information about student problems related to policies and procedures of Oakland Community College.
2. This information will be communicated to the Assistant Dean of Students-Counseling.
3. The Assistant Dean of Students-Counseling will present a summary of the data to the Dean of Students.
4. Administrative regulations will be interpreted to the counselors by the Assistant Dean of Students-Counseling.

2. Adult Advisement

Definition - Adult Advisement is the process whereby an adult student applicant is provided educational, vocational, and personal-social counseling.

An adult will be defined as an individual who has reached the age of nineteen years and who may or may not have graduated from an accredited high school.

Procedure:

1. The student will consult with counselor regarding procedures, curriculum, and policies of Oakland Community College.
2. The student will be advised to complete the application and see a counselor for further educational planning.

## 7. Financial Aids

Definition - Financial Aids is a service through which students receive monetary assistance for the pursuit of their educational goals.

### Procedure:

1. The student will be made aware of the sources of financial aid.
2. The student will complete the application for financial assistance.
3. The counselor will interview the student to help determine the student's eligibility for financial assistance.
4. The Assistant Director of Financial Aids and Placement (Central Office) will evaluate the student's application and the counselor's recommendation and distribute the funds according to College policy.

## 8. Group Counseling

Definition - Group Counseling is a procedure whereby a counselor meets with a small number of students (maximum of twelve) to use the methods of small group dynamics in assisting the student to evaluate himself, make decisions and to change his behavior.

### Procedure:

1. The need for small group counseling is discovered by research.
2. Small groups of the following types are formed:
  - a. Credit programs approved by the curriculum committee.
  - b. Non-credit programs initiated by the counseling department.
  - c. Small group sessions initiated by individual counselors.

Procedure: (Continued)

3. Students will participate in the small groups.
4. Follow-up studies may be conducted to evaluate the effectiveness of the groups.

9. High School Relations

Definition - The creation and maintenance of a continuing dialogue between secondary schools and college counselors.

Procedure:

1. The high school will submit the educational record of the Oakland Community College student.
2. The counselor will use this information as an aid in helping the student at Oakland Community College.
3. When appropriate, the Oakland Community College counselor will contact the high school for further information.
4. When requested, Oakland Community College counselors will give information to the high school regarding Oakland Community College policies, procedures, and curriculum.
5. When request for publications and/or applications are made, the counselor will relay the requests to the Admissions Office.
6. When requests are made for information pertaining to a particular student, the counselor will use discretion in relaying this information.
7. When requested, the counselor will address high school students regarding policy, procedures, and curricula available at Oakland Community College.

10. Instruction

Definition - The process through which certain counselors possessing the necessary academic qualifications are offered the opportunity to create and perform actual teaching for those students in need of developmental

Definition (Continued)

programs not ordinarily offered in the academic curriculum. At the present time, these efforts are best expressed through GOR 010, GOR 012, and ENG 052.

Procedure:

1. Each counseling department will have in its membership certain abilities and qualities which can best be focused upon certain aspects of the instructional program.
2. Each department will also have certain individuals who can best express themselves through counseling alone.
3. Programs beyond those of GOR 010, GOR 012, and ENG 052 will be created when the need arises.

11. Orientation

Definition - The on-going process through which the student learns the policies, procedures, and programs at Oakland Community College, and thereby facilitates his adjustment to the institution and the opportunities that exist for him through this experience.

Procedure:

1. The student will file application and is admitted to the College.
2. The Admissions Office will communicate essential information to the student.
3. The student will report to his campus for pre-enrollment orientation.
4. The student will become familiarized with the Systems Approach to Learning and College policies.
5. The student will take placement tests.
6. The student will make an appointment for pre-enrollment counseling.

Procedure: (Continued)

7. The placement of students into appropriate orientation and developmental programs will be determined by the existing data.

12. Parent Consultations

Definition - An activity through which the parent and counselor interact for the purpose of facilitating student development.

Procedure:

1. Parent or counselor will initiate the contact.
2. The counselor will give information required or make arrangements for appointment, as dictated by the situation.
3. Routine questions pertaining to enrollment will be answered by the counselor.

13. Placement

Definition - Placement is a service through which students receive information and/or assistance in securing employment.

Procedure:

1. The student will be made aware of available job opportunities.
2. The student will contact the prospective employer to make application for the job.
3. The Assistant Director of Financial Aids and Placement will coordinate all information about placement for all three campuses.

14. Psychological Testing

Definition - Psychological Testing is the employment of standardized instruments to obtain representative samples of an individual's behavior in the

Definition (Continued)

areas of academic aptitude, vocational aptitude, vocational interest, and personality characteristics.

Procedure:

1. Through the interview process, the student and counselor become aware of the need for more information to facilitate self-appraisal.
2. The student will agree to take psychological tests.
3. The counselor will refer the student to the Testing Center.
4. Tests will be administered by the Testing Center.
5. Test results will be forwarded to the counselor.
6. The counselor will interpret the meaning of the test scores.
7. Alternatives for decision-making and behavioral changes will be discussed by the counselor and counselee.

15. Student Records

Definition - The collection and maintenance of accurate and functional student records which are compiled in a cumulative file, and reflect educational, psychological, physical, and personal developmental data.

Procedure:

1. The Admissions Office will collect required admissions data and send it to the students' respective campuses.
2. Appropriate campus record clerks will file required College records such as transcripts, drop-add forms, and applications.
3. Records will be made accessible to the Counseling Department and other authorized Student Personnel Office members to assist them in facilitating student needs.

16. Referrals to Outside Agencies

Definition - A service which will be provided by the counselors when a student has need of assistance which the College is not prepared to offer.

Procedure:

1. The counselor will identify the need(s) of the student.
2. The counselor will determine whether he and the College can meet the needs of the student.
3. The counselor will determine which outside agency can best help the student, and ask that agency for assistance when needed.
4. The counselor will familiarize the student with the outside agency that can respond to his need.
5. The counselor will request the student's permission to give the referral agency information about the student.
6. The counselor will refer the student to the outside agency.
7. Follow-up may be initiated.

17. Registration Advisement

Definition - Registration Advisement is an activity by which the counselor expedites the movement of the student through the registration process.

Procedure:

1. The counselor will assist the student during the pre-enrollment period to facilitate his registration.
2. Counselors will be available at registration to assist students who are having problems which are associated with program and/or course changes.

18. Selective Service Advisement

Definition - The process whereby the student learns the meaning of the selective service regulations.

Procedure:

1. The College will notify the Selective Service Board of the full-time status of students.
2. The student will request deferment by writing to the Selective Service Board.
3. The counselor will assist the student who has an extraordinary problem.
4. The counselor will refer the student to appropriate agencies for additional information.

19. Staff Meetings

Definition - Regularly scheduled assemblies of the counseling staff which are conducted to discuss policies, procedures, new ideas, and the implementation of the counseling function.

Procedure:

1. The appropriate Student Personnel administrator will schedule staff meetings.
2. An agenda will be formulated.
3. Minutes of the staff meeting will be recorded and distributed to the staff members.

20. Transfer to Senior Institutions

Definition - The process through which the student applies to and gains admission to a four-year institution.

## Appendix D - Addendum 2

### Procedure:

1. The counselor will assist the student in identifying his choice of a senior institution.
2. The counselor will assist the student in gathering information and acquiring materials necessary for admission to a four-year institution.
3. The counselor will offer recommendation and follow-up to see if his transcript request is honored.
4. Senior college follow-up conferences on students will be attended on a regular basis by designated representatives from the Student Personnel Division.

### 21. Veterans Affairs

Definition - A coordinating service to assure that all veterans receive the benefits due them because of their military service.

### Procedure:

1. The counselor will have access to necessary information about Veterans Affairs.
2. The counselor will provide the student with Veterans Affairs information when a student requests it.
3. The veteran must complete an application for program of study at Veterans Administration Office.
4. Veterans Administration Office will send to the veteran a Certificate of Eligibility.
5. The veteran will bring Certificate of Eligibility to the counselor in charge of Veteran's Affairs for attendance verification.
6. The counselor will fill out and mail the necessary forms to the Veterans Affairs Office.
7. The counselor will conduct a follow-up study to assure that veterans are receiving the proper benefits.

PROBLEM AREAS

Inadequate Testing

1. Presently only Orchard Ridge provides a testing service. It is difficult to help the student without the relevant information provided by this service.

Central Admissions

1. Time lag in the sending of material to the campus.
2. The required admissions documents are frequently missing from folder prior to registration.
3. Distance of Central Office from campus.
4. It is difficult to use A. C. T. for placement purposes without predictive indices provided by research.
5. Specific communication with high schools and prospective students inadequate.

Data Processing

1. The need for grade reports to be prepared and distributed to campuses more rapidly.
2. More speed needed for the processing of drops and adds.
3. Lack of feedback of student characteristics.
4. Change of data form inadequately processed.
5. Need for improvement for processing grade changes.
6. Transcript data many times incomplete and/or inaccurate.
7. Insufficient computer time available for Educational Services.

Counselor - Student Ratio

1. The counselor - student ratio does not meet with the original College policy concerning full-time counselors.

## Appendix D - Addendum 2

2. Lack of effective ratio for counselors who teach.
3. Counselor work load varies by campus.

### Inadequate Staffing in August

1. Insufficient number of counselors to handle new and returning students for Fall registration.

### Inadequate Research

1. Counselor work loads and job descriptions do not allow sufficient time for the implementation of systematic research.

### Classified Staff

1. Lack of sufficient numbers of classified staff assigned to each counseling division.
2. Lack of sufficient supportive classified staff during registration periods.

### College Articulation

1. Lack of specific program guides for each transfer school.
2. Lack of updated program guides for each school.

### Inability to Begin Career Programs in January

1. Introductory courses in most technical fields are not available in January.
2. Required technical courses are not available at the desired time.

### Critical Printed Materials

1. Schedule of course offerings not available to both students and counselors in time for use during pre-enrollment.
2. Course packages not available.
3. Frequent inaccuracies in the schedule which is distributed to the community.

## Appendix D - Addendum 2

### Conference Budget

1. Inadequate funds to provide for attendance at conferences.
2. Significant lack of college membership in relevant educational organizations.

### Admission Status

1. Lack of enforcement of follow-up on admission status classifications.
2. Admission status is not sufficiently clarified and communicated to the student.

RECOMMENDATIONS

1. That a Psychometrician will be provided to supervise a testing center at each campus.
2. To expedite effective communication with the applicant, it is recommended that the admissions function be provided for and implemented by an admissions center on each campus.
3. The admissions center on each campus should be responsible for high school relations and student recruitment.
4. That the Director of Evaluation Services be responsible for obtaining predictive indices from the ACT service and that these should be made available for the use of each campus.
5. A standing committee consisting of the Director of Evaluation Services, the psychometricians and faculty representatives be responsible for the development of and implementation of placement examinations.
6. Student admission status should be further defined and clarified and adhered to.
7. Procedures should be developed for the collection of admissions data that is missing at the time of registration.
8. Services provided by data processing should be improved by establishing a direct line of communication from the Assistant Dean of Counseling to the Assistant Director of Data Processing. It would be advisable that more computer time be allocated for student services.
9. The counselor-student ratio for a full-time non-teaching counselor on each campus should be 1:300, based on head count.
10. The counselor-student ratio for a counselor who teaches would not exceed 1:150, based on head count.
11. The counselor teacher who teaches developmental studies, should not be assigned a teaching load of more than 75 students.
12. A sufficient number of counselors should have twelve month contracts in order to adequately staff the Counseling Center during August.
13. It is recommended that the counseling center be staffed to allow sufficient time for counselors to conduct research.

Appendix D - Addendum 2

14. Recommended classified personnel for the Counseling Center should be:
  - One Secretary to the Assistant Dean
  - One Records Clerk
  - One Clerk-Typist per four Counselors
  - One Receptionist
15. The Registrar should be responsible for the continual collecting and up-dating of the specific program guides for each transfer school.
16. Introductory courses in the technical field should be made available for the Fall and Winter semester at times that are convenient for the community.
17. The course schedule booklets should be distributed six weeks prior to the beginning of registration.
18. Course packages should be available no later than one week prior to the beginning of classes.
19. Sufficient funds should be made available to allow counselors to attend appropriate professional conferences.

CONCLUSION

The Counseling Model Task Force believes that this model can be a dynamic instrument in furthering the philosophies, ideals, and objectives of Oakland Community College.

It is a privilege to have served in this capacity. The total experience of reviewing the policies, procedures, and progress of the College along with the opportunity to suggest new programs and changes in our present operation has been both enlightening and rewarding.

Additional credit is due to our colleagues who contributed valuable advice and suggestions.

OAKLAND COMMUNITY COLLEGE

MODEL PROPOSAL FOR A STUDENT PLACEMENT SERVICE AT  
OAKLAND COMMUNITY COLLEGE

1967

Office of Financial Aids,  
Placement, and Institutional Analysis

## Appendix D - Addendum 6

### 2. PROSPECTIVE EMPLOYERS PROCEDURES

1. Contacts are made with prospective employers by the Student Placement Office
  - a. From employer contacts to the Student Placement Office
  - b. From contacts initiated by Student Placement Office by Inquiry Letter to Key Employers (7\*)
2. Master Time Table of Employer Interviews (5\*) are made up based on responses to above
3. Final Letter of Confirmation to Employers (8\*) are sent out by College Placement Office with copies of the Time Table of Employer Interviews (5\*) to all participating companies.
4. Placement interviews are held at Student Placement Office
5. Follow-up Letter to Employers (9\*) are sent out on Placement Service by Student Placement Office

### B. PROJECTED GRADUATE PLACEMENT TIME SCHEDULE

<u>Process</u>	<u>Time Table</u>
1. Setting up of procedures, forms, new policies for current year's operation	Nov. - Dec.
2. Contacting potential employers	January
3. Contacting potential graduates	February
4. Assembling student resumes and other necessary records	March 1 - March 20
5. Hosting placement interviews	March 21 - April 20
6. Conduct follow-up studies	June - July

### C. RECOMMENDATIONS FOR LONG RANGE PROGRAM DEVELOPMENT

1. Establish Community Placement Service Advisory Council
2. Arrange meetings with the Director of Technical Education and the various technical program coordinators to further integrate the instructional and graduate placement functions of the College.
3. Arrange various meetings between groups of employers and students to encourage students to explore many career opportunities
4. Conduct programs with students to advise them of the proper methods of job selection and the related aspects of job success
5. Do appropriate follow-up studies on the effect of our Graduate Placement Program

\* Numbers refer to forms and/or letters, see appendix for coding.

VI. STUDENT EMPLOYMENT PROGRAM--IMPLEMENTATION - PHASE ONE (Manual)

A. PROCEDURES FOR OFF-CAMPUS JOBS--STUDENTS

1. Student contacts Campus Placement Office requesting service:
  - a. From general knowledge
  - b. From job notices on bulletin boards
2. Student fills out Request for Student Employment (10\*)
3. Student Employment Requests are cataloged by job codes in a file of Student Requests.
4. Campus Placement Office searches file on Employer Requests (11\*)
5. When suitable job opportunity is found, student is sent to employer with a Referral Card (12\*)
6. Employer returns self addressed Referral Card (12\*) to Student Placement Office with results of action taken
7. If job is filled, appropriate notices are sent immediately to each Campus Placement Office to remove file from active listings
8. Students are continuously referred until notice is sent by Student Placement Office of closure

B. PROCEDURES FOR OFF-CAMPUS JOBS--EMPLOYERS

1. Employer calls in request at Student Placement Office
2. Employer Request Form (11\*) is made up and distributed to each Campus Placement Counselor
3. Permanent Log (13\*) of all off-campus job requests are made up
4. Students are referred to jobs by Campus Placement Office Clerks
5. Employment Referral Cards (12\*) are returned to Student Placement Office when students are sent out to employers
6. If jobs are filled, notices are sent to each Campus Placement Office
7. Follow-up Letters (14\*) are sent out by College Placement Office staff to all employers who have hired our students

\* Numbers refer to forms and/or letters, see appendix for coding.

C. PROCEDURES FOR ON-CAMPUS STUDENT EMPLOYMENT

1. Faculty checks with division chairman for budget clearance to hire student employees
2. Division chairman completes Employer Request Form (11\*) with Campus Placement Office
3. Job logs are made up for on-campus jobs
4. Student employee requests on file are checked (Same file as off-campus requests)
5. If no qualified students are immediately available, notices are made up and distributed on Campus
6. Qualified students are referred to requestor with Referral Cards
7. If student is acceptable, he returns with the signed Employment Verification to Campus Placement Office and job remains open until Campus Placement Office receives referral card
8. Hired students are sent to Campus Business Manager for:  
(Notification of Eligibility for Federal Work-Study Program is checked)
  - a. W-4 forms
  - b. General payroll procedures
9. Campus Business Manager forwards necessary data to Central Accounting Office for payroll purposes

D. RECOMMENDATIONS FOR LONG RANGE PROGRAM DEVELOPMENT OF STUDENT EMPLOYMENT PROGRAM - Project C.A.S.P.S.

1. Explore the use of computerized matching of jobs, requests, and student applicants (Phase two - see flow charts pp. 25 & 27)
2. Research the effects of part-time employment and academic success
3. Explore additional employment opportunities for off-campus Work-Study placements

\* Numbers refer to forms and/or letters, see appendix for coding.

Appendix D - Addendum 6

VII. ADMINISTRATION OF STUDENT PLACEMENT SERVICES

1966-67

1967-68  
Phase 1 and/or Phase 11

Staff

Assistant Director (1/3 Time)  
Secretary (1/6 Time)  
Campus Counselor (1/5 Time)

Staff

Assistant Director (1/3 Time)  
Secretary (1/3 Time)  
Campus Counselor or  
Campus Educational Services  
Secretary (1/4 Time)

Facilities

Office in Central Administrative  
Center

Facilities

Office in Central Administrative  
Center  
Campus Placement Stations  
Placement Conference Room  
In Central Administrative Office  
Use of Computer and Computer  
Terminals (Phase 11)

Placement Budget  
(Without salaries)

1. Operating Expenses	\$ 825
2. Capital Outlay	<u>210</u>
	\$1,035

Placement Budget  
(Without salaries)

1. Operating Expenses	\$ 800
2. Capital Outlay	<u>270</u>
	\$1,070

OAKLAND COMMUNITY COLLEGE

VIII.

ADMINISTRATIVE REGULATION

STUDENT PLACEMENT SERVICE

To achieve the objectives of the College as it relates to students who seek employment information, Oakland Community College will maintain a Student Placement Service. There are two facets of this program, (a) student employment which is primarily concerned with part-time, temporary and full-time jobs for students who are concurrently attending or planning to continue with their instructional program at Oakland Community and (b) graduate placement which exclusively offers career opportunities for graduates of Oakland Community College.

The following are necessary to carry out this service:

1. The authority for directing the Student Placement Service for Oakland Community College shall fall under the jurisdiction of the Assistant Director of Educational Services - Financial Aids, Placement, and Institutional Analysis.
2. A College-wide Student Placement Committee shall serve as an advisory committee to implement the operation of the Student Placement Service. The chairman of this committee shall be the Assistant Director of Educational Services - Financial Aids, Placement, and Institutional Analysis. The Dean of Students shall appoint a counselor from his staff to serve on this committee for an annual term. Additional members of the College and community may be appointed by the chairman.
3. All initial placement contacts with off-campus employers shall be channeled through the College Student Placement Service.
4. The Assistant Director of Educational Services - Financial Aids, Placement, and Institutional Analysis will develop the necessary forms and procedures necessary to carry out an effective College-wide Student Placement Service.
5. The Assistant Director of Educational Services - Financial Aids, Placement, and Institutional Analysis will develop an effective follow-up program of all students who utilize the Student Placement Service.

**STUDENT PLACEMENT SERVICE REGULATION**

Page 2

6. The Student Placement Service will assist in the compilation of materials dealing with occupational information.
7. The Office of the Dean of Students shall be responsible for making available to all students, information regarding student placement.
8. The Student Placement Service will prepare reports of all placement services rendered by Oakland Community College.
9. The Student Placement Service will encourage college-community relationships that may expand and improve opportunities for the training and placement of youth and contribute to the betterment of work-life in the community.
10. The maintenance of appropriate records for students requesting information on employment opportunities other than the job opportunities under the Graduate Placement Program shall be the responsibility of the Office of the Dean of Students.

Approved 6-20-67  
Campus Administration Staff

IX. FORMS AND LETTERS

A. CAREER PLACEMENT

<u>Code</u>	<u>Name</u>
1	Letter to All Potential Graduates
2	Follow-Up Letter to All Interested Students
3	Graduate Placement Resume
4	Personal Appraisal Sheet
5	Time Table of Employer Interviews
6	Individual Company Schedule
7	Inquiry Letter to Key Employers
8	Final Letters of Confirmation to Employers
9	Follow-Up Placement Letter to Key Employers (Post Interviews)

B. STUDENT EMPLOYMENT

<u>Code</u>	<u>Name</u>
10	Request for Student Employment
11	Employer Request Form
12	Employment Referral Card
13	Permanent Student Employer Log
14*	Follow-Up Letter to All Off Campus Employers

\* Form in printing or yet to be developed.

OAKLAND COMMUNITY COLLEGE  
2480 Opdyke Rd.  
Bloomfield Hills, Michigan

January 18, 1967

1 Letter to All Potential Graduates

Dear Prospective Graduate:

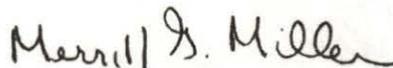
The Registrar's office has supplied me with a preliminary list of the first graduating class of Oakland Community College. As your name appears on this list, I want to offer my personal congratulations to you on being one of the members of this charter graduating class.

Many of you will be continuing your education programs at other institutions which is in keeping with one of the established purposes of Oakland Community College. On the other hand, many of you have completed programs of study and now are ready to participate in direct employment. For those of you who will be so engaged, Oakland Community College has established a placement office for the purpose of aiding its graduates in gaining the highest level positions available.

Enclosed with this letter you will find a post card which I hope that you will take the time to fill out and return. With this information, we can make the necessary contacts with a variety of potential employers in the immediate area, in the state, and even on the national scene. We intend to invite them, on the basis of the information you provide, to come to Oakland Community College this Spring for a series of interviews.

Again, let me wish you the best of luck for whatever plans you make for the coming years.

Sincerely,



Merrill G. Miller  
Assistant Director of Educational Services--  
Financial Aids, Placement, and  
Institutional Analysis

MGM/jsa

Enc.

OAKLAND COMMUNITY COLLEGE

Office of Financial Aids & Placement  
2480 Opdyke Road  
Bloomfield Hills, Michigan  
647-6200 ext. 2 or 8

2 Career Placement Follow-Up Letter to All Interested Students

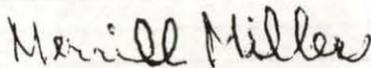
Recently you indicated your interest in our Career Placement Service that we are setting up for the first time this year. I have been in touch with several national and local companies who are extremely interested in our graduates.

At the present time I am in the process of setting up dates in the latter part of March for these people to interview you. I will be in touch with you to inform you of the exact day of the scheduled interviews as soon as (1) I have received your completed career resume as well as your reference letters and (2) I have made up the final schedule for all employers.

Enclosed with this letter is the career resume which we would like to have you fill out and return to my office. Also enclosed are three personal appraisal forms which we would also like to have in your file. Please ask the person to whom you give this sheet to return it directly to the Office of Financial Aids and Placement. Two of these may be filled out by present faculty members and the other one we would like filled out by a former employer or member of the community.

We certainly hope that we can be of assistance to you in gaining a start in your future career and we hope that this process will make it easier for you to do so.

Sincerely,



Merrill G. Miller  
Assistant Director Educational Services--  
Financial Aids, Placement, and  
Institutional Analysis

Enc.

Appendix D - Addendum 6

OAKLAND COMMUNITY COLLEGE  
 2480 Opdyke Road  
 Bloomfield Hills, Michigan 48013  
 Telephone: 647-6200 Ext. 2 or 8  
 Placement, Financial Aids and Institutional Analysis

3 Career Placement Resume

Name Last	First	Middle	Birth Date	Hgt.	Wgt.
Home Address		Home Phone	Marital Status	Dependents	
City, State & Zip Code			Work Phone	US Citizen	Type of Vista
Physical Limitations		Father's Occupation		Foreign Languages	
Type of Work 1st Choice	2nd Choice		Date Available		
Work Location Restrictions (If any)					
Name & Location of Schools of Colleges Attended	Dates From To	Degrees or Certificates	Graduation Date	Courses	Grade Pt. Av.
Name of Advisor or Counselor					
College Honors, Professional Societies, Fraternities & Activities (give positions held)					
% College Expenses Earned			How earned		
Significant Work Experience Names & Addresses of Employers	Description of Work	Hours Per Week	Dates Employed From To		
Present Selective Service Status	Anticipated Military Duty Branch		From	To	
Previous Service Branch	From To	Rank	Experience		
Referenced (Names & Addresses--Preferably Faculty & Business)					
Other Information (Community Activities, Hobbies, and Interests, Etc.)					
Signature				Date Signed	

OAKLAND COMMUNITY COLLEGE

Office of Placement & Financial Aids  
2480 Opdyke Road  
Bloomfield Hills, Michigan  
647-6200 ext. 2 or 8

4 Personal Appraisal Sheet

(Please type or letter in black ink for photographic purposes)

Student's Name \_\_\_\_\_

Please rate this student on the following qualities. Be assured that this information will be kept confidential.

	Poor	Below Average	Average	Above Average	Superior
Oral Expression	_____	_____	_____	_____	_____
Written Expression	_____	_____	_____	_____	_____
Works Rapidly	_____	_____	_____	_____	_____
Works Thoroughly	_____	_____	_____	_____	_____
Judgment	_____	_____	_____	_____	_____
Initiative	_____	_____	_____	_____	_____
Cooperation	_____	_____	_____	_____	_____
Congeniality	_____	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____

1. In what capacity did you know this student? \_\_\_\_\_

2. How well did he do in this subject or work? \_\_\_\_\_

3. In your opinion, what are:

The person's strong points \_\_\_\_\_

The person's weak points \_\_\_\_\_

4. Additional comments: \_\_\_\_\_

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

Signature \_\_\_\_\_

Date \_\_\_\_\_

OAKLAND COMMUNITY COLLEGE  
 2480 Opdyke Road  
 Bloomfield Hills, Michigan 48013  
 Telephone: 647-6200 Ext. 2 or 8

STUDENT PLACEMENT SERVICE

5 Time Table of Employer Interviews

Notice to Graduates of Career Placement Interviews

ATTENTION O.C.C. STUDENTS

The following firms will be at O.C.C. for the purpose of recruiting O.C.C. students. Interested students should contact the Placement Services Office for an appointment at least one day prior to the interviewer's visit.

COMPANY	AREAS	LOCATION	DATE OF INTERVIEW	TIME	INTERVIEWER
DETROIT BANK & TRUST CO.	Bus. Admin Marketing Data Processing Exec. Sec. Liberal Arts	Detroit	Thursday March 30	9:00 am to 11:00	Warren J. Carr
METRO. LIFE INSURANCE CO.	Math	Detroit	Monday April 3	9:00 am to 11:00 am	Mr. Al Moll
MICHIGAN BELL TELEPHONE CO.	2 year tech. students Business Admin.	Detroit	Tuesday April 4	9:00 am to 11:00 am	Mr. George Hill
F.W. WOOLWORTH CO.	Bus. Admin. Marketing	Cleveland	Tuesday April 4	1:30 pm to 3:30 pm	Mr. P. K. Misura
JUNN & BRADSTREET, INC.	Bus. Admin. Marketing	Detroit	Wednesday April 5	9:00 am to 11:00 am	O'Neil L. Dillon
FIREMAN'S FUND AMERICAN INSURANCE COMPANIES	Bus. Admin. Liberal Arts Marketing	Detroit	Thursday April 6	9:00 am to 11:00 am	Mr. Edward Byrne

Individual Company Schedules

DETROIT BANK AND TRUST CO.

Thursday, March 30 9:00--11:00

Warren J. Carr

<u>TIME</u>	<u>STUDENT</u>	<u>SOC. NO.</u>	<u>CAMPUS</u>	<u>MAJOR</u>
9:00				
9:30				
10:00				
10:30				

METRO. LIFE INSURANCE CO.

Monday, April 3 9:00--11:00

Al Moll

<u>TIME</u>	<u>STUDENT</u>	<u>SOC. NO.</u>	<u>CAMPUS</u>	<u>MAJOR</u>
9:00				
9:30				
10:00				
10:30				

MICHIGAN BELL TELEPHONE CO.

Tuesday, April 4 9:00--11:00

George Hill

<u>TIME</u>	<u>STUDENT</u>	<u>SOC. NO.</u>	<u>CAMPUS</u>	<u>MAJOR</u>
9:00				
9:30				
10:00				
10:30				

OAKLAND COMMUNITY COLLEGE  
2480 Opdyke Road  
Bloomfield Hills, Michigan 48013  
Telephone: 647-6200 Ext. 2 or 8  
Placement, Financial Aids and Institutional Analysis

7 Inquiry Letter to Key Employers

At the present time we are formulating plans for spring placement of our graduating students. In developing our program we would like to invite your organization to participate.

This year Oakland Community College will graduate a number of qualified students in a variety of areas. In order to facilitate the introduction of these graduates to potential employers we are arranging a schedule of interviewing dates.

Included with this letter is our college catalog and a list of programs from which students will be graduating. If you feel you would like to interview students, indicate your response and also indicate the date you would find most convenient to visit our college. Return the enclosed form to us if you desire to have your company represented. You will then receive a follow up confirmation approximately two weeks prior to appointment date.

Please feel free to send any appropriate literature on your company as we would like to start a file for our students on prospective employers.

Sincerely,



Merrill G. Miller  
Assistant Director of Educational Services--  
Financial Aids, Placement and  
Institutional Analysis

MGM/jsa

Enclosure

Appendix D - Addendum 6

OAKLAND COMMUNITY COLLEGE  
2480 Opdyke Road  
Bloomfield Hills, Michigan 48013  
Telephone: 647-6200 Ext. 2 or 8  
Placement, Financial Aids and Institutional Analysis

8 Final Letter of Confirmation to Employers

Your visit to Oakland Community College to interview students has been scheduled for

Interviews are being scheduled beginning at 9 a.m. You will be notified a week prior to your visit of the number of interviews scheduled.

When you arrive at our college, please come to my office at the George Bee Administrative Center, 2480 Opdyke Road, Bloomfield Hills, Michigan.

I look forward to meeting you, and hope your visit will be a profitable one.

Sincerely,

*Merrill G. Miller*

Merrill G. Miller  
Assistant Director of Educational Services--  
Financial Aids, Placement and  
Institutional Analysis

MGM/jsa

Appendix D - Addendum 6

OAKLAND COMMUNITY COLLEGE  
2480 Opdyke Road  
Bloomfield Hills, Michigan 48013  
Telephone: 647-6200 Ext. 2 or 8  
Placement, Financial Aids and Institutional Analysis

9 Follow-Up Letter to Key Employers (Post Interviews)

Just a note to express our enjoyment of having you  
at our college.

I hope you were able to find some of our students  
who will be able to serve your organization.

I look forward to seeing you again in the future.

Sincerely,

*Merrill G. Miller*

Merrill G. Miller  
Assistant Director of Educational Services -  
Financial Aids, Placement and  
Institutional Analysis

MGM/jsa

10 STUDENT EMPLOYMENT APPLICATION

1. Type of Position Seeking \_\_\_\_\_ When Available \_\_\_\_\_
2. Name \_\_\_\_\_ S.S. No. \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_
3. Telephone No. \_\_\_\_\_ Address \_\_\_\_\_
4. Last Year's Gross Family Income (Approx.) \_\_\_\_\_
5. Availability: Part-Time \_\_\_ Full-Time \_\_\_ Temp. \_\_\_ Summer \_\_\_ Mornings \_\_\_  
Afternoons \_\_\_ Evenings \_\_\_
6. Skills or Previous Experience:                      7. Other Requirements:
- |                      |                            |
|----------------------|----------------------------|
| Typing(WPM) _____    | Own Car _____              |
| Shorthand(WPM) _____ | Drivers License _____      |
| Sales _____          | Physical Limitations _____ |
| Other _____          |                            |
8. References (Someone who we can contact)
- Employer \_\_\_\_\_ Phone \_\_\_\_\_ Address \_\_\_\_\_
- Community Member \_\_\_\_\_ Phone \_\_\_\_\_ Address \_\_\_\_\_
- Faculty Member \_\_\_\_\_ Phone \_\_\_\_\_ Campus \_\_\_\_\_

11 EMPLOYER REQUEST

Req. No. \_\_\_\_\_  
Date Rec'd \_\_\_\_\_

1. Type of Position Available \_\_\_\_\_ How Many \_\_\_\_\_ Sex \_\_\_\_\_
2. Name of Employer or Firm \_\_\_\_\_ Address \_\_\_\_\_
3. Telephone No. \_\_\_\_\_ Contact Person \_\_\_\_\_
4. Salary \_\_\_\_\_ Job Responsibilities \_\_\_\_\_
5. Part-Time \_\_\_ Mornings \_\_\_ Afternoons \_\_\_ Evenings \_\_\_ Full-Time \_\_\_ Temp. \_\_\_ Summer \_\_\_
6. Skills or Previous Experience Required:                      7. Additional Requirements:
- |                 |                                |
|-----------------|--------------------------------|
| Typing _____    | Drivers License _____          |
| Shorthand _____ | Physical Characteristics _____ |
| Sales _____     | (Height, Weight etc.) _____    |
| Others: _____   | Own Transportation _____       |
|                 | Age _____                      |
- Additional Comments:

White --- C.O.  
Canary -- H.L.  
Pink ---- A.H.  
Goldenrod O.R.

Appendix D - Addendum 6

Oakland Community College  
Office of Financial Aids and Placement  
2480 Opdyke Road  
Bloomfield Hills, Michigan 48013



THIS SIDE OF CARD IS FOR ADDRESS

REFERRAL CARD

Req. No. \_\_\_\_\_

Dear Employer:

In response to your request, we are introducing \_\_\_\_\_  
as an applicant for the position of \_\_\_\_\_.  
We hope we have been of service to you. If you will check  
the results of the referral **on the attached card, and mail this**  
card or call us as soon as possible, it will aid us in serving  
you in the future. Thank you for your interest in Oakland  
Community College and its students.

Merrill G. Miller  
Assistant Director of Educational Services  
Oakland Community College  
2480 Opdyke Road  
Bloomfield Hills, Michigan  
647-6200 ext. 2 or 8

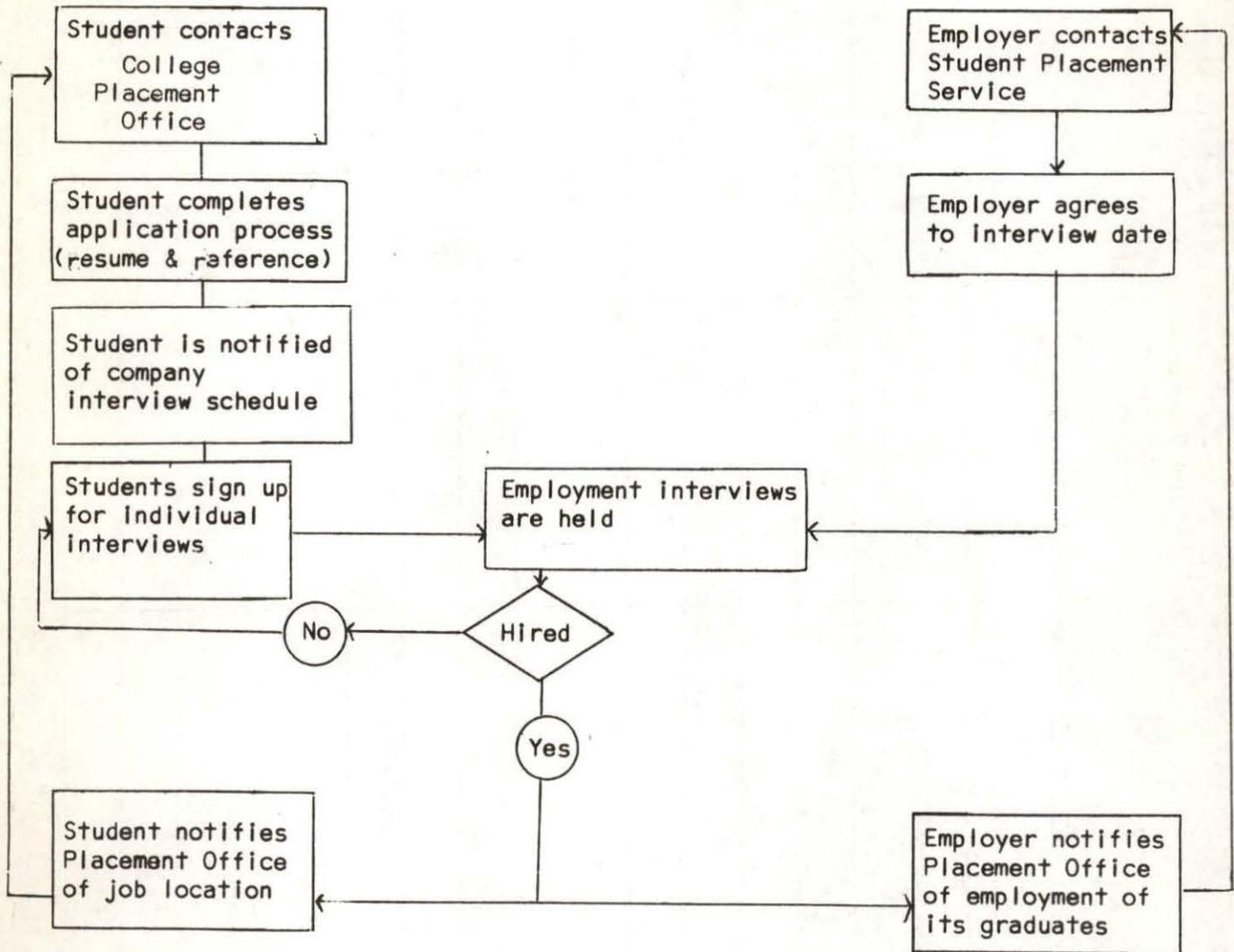


X. FLOW CHARTS

GRADUATE PLACEMENT

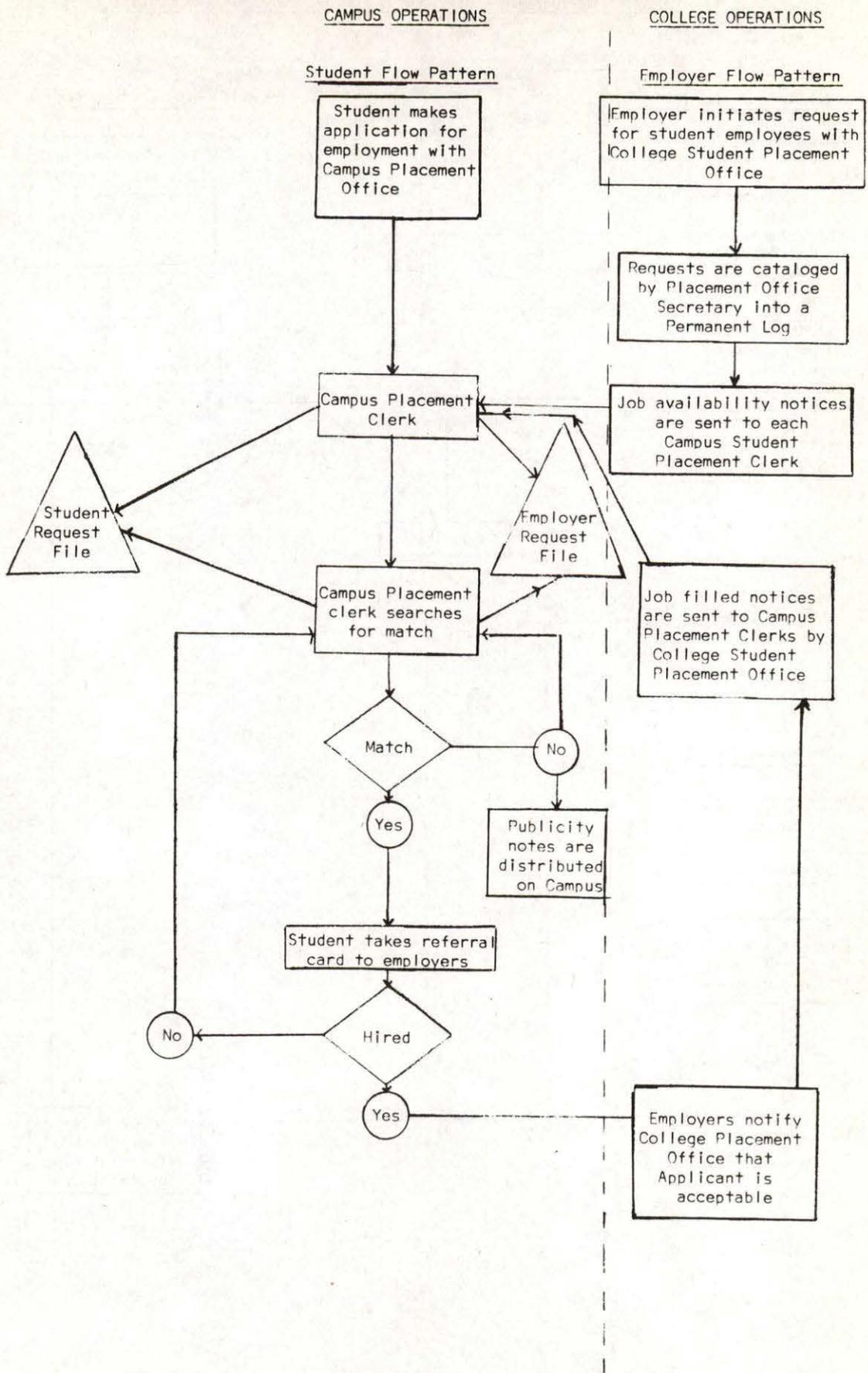
Student Flow Pattern

Employer Flow Pattern



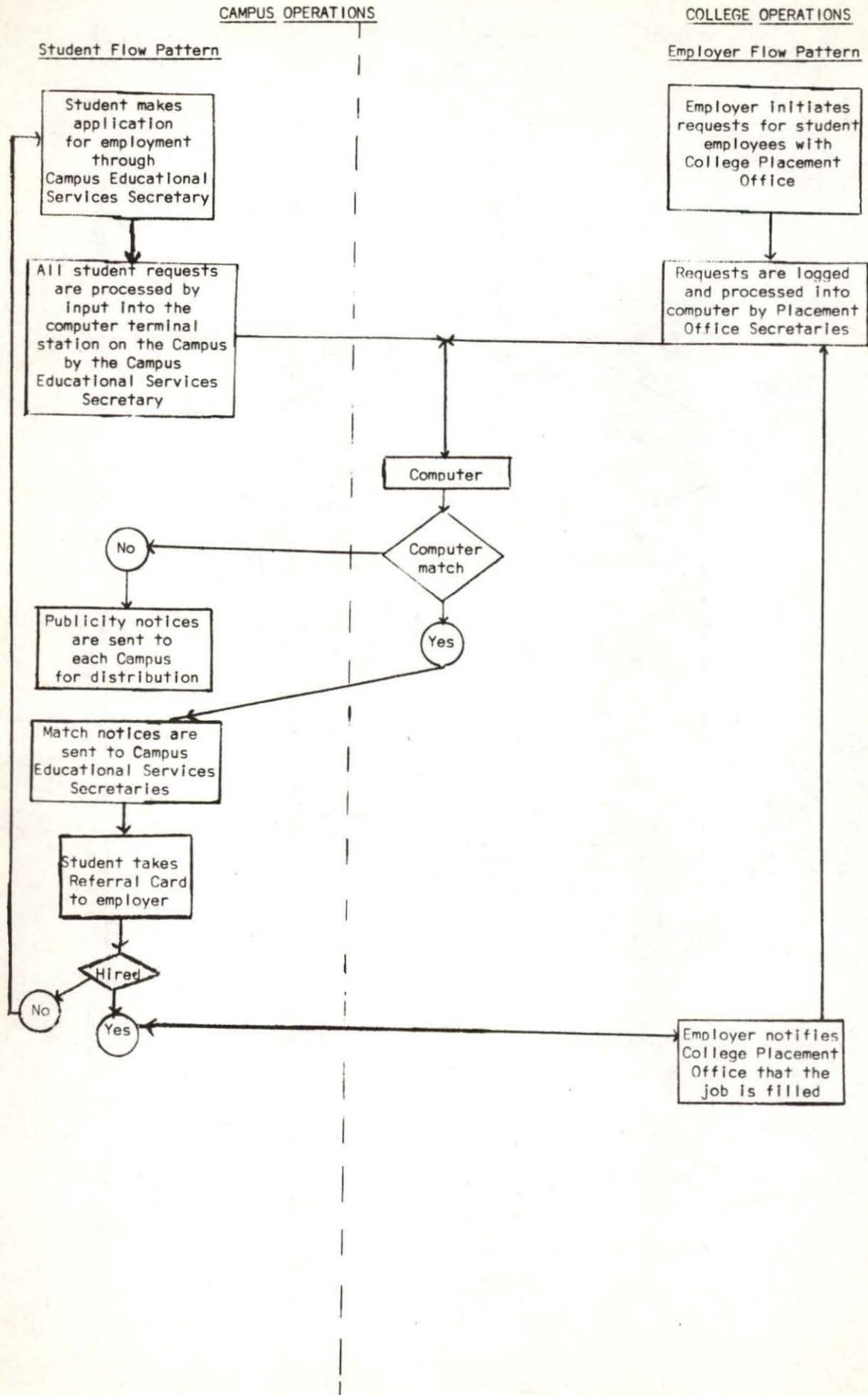
# Appendix D - Addendum 6

## PHASE 1 - STUDENT EMPLOYMENT - OFF CAMPUS IMMEDIATE IMPLEMENTATION



# Appendix D - Addendum 6

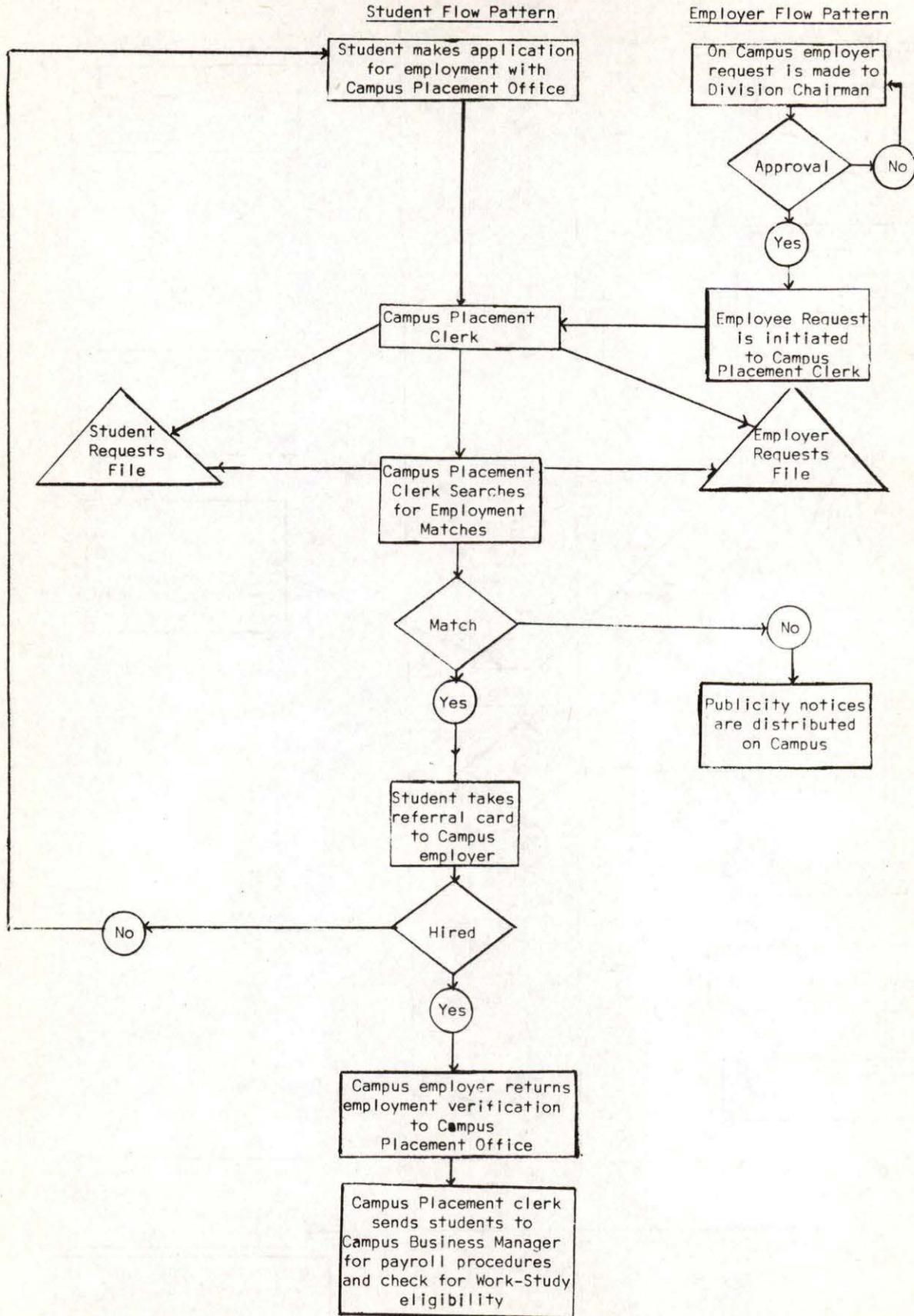
## PHASE 11 - STUDENT EMPLOYMENT - OFF CAMPUS LONG RANGE COMPUTER ASSISTED



# Appendix D - Addendum 6

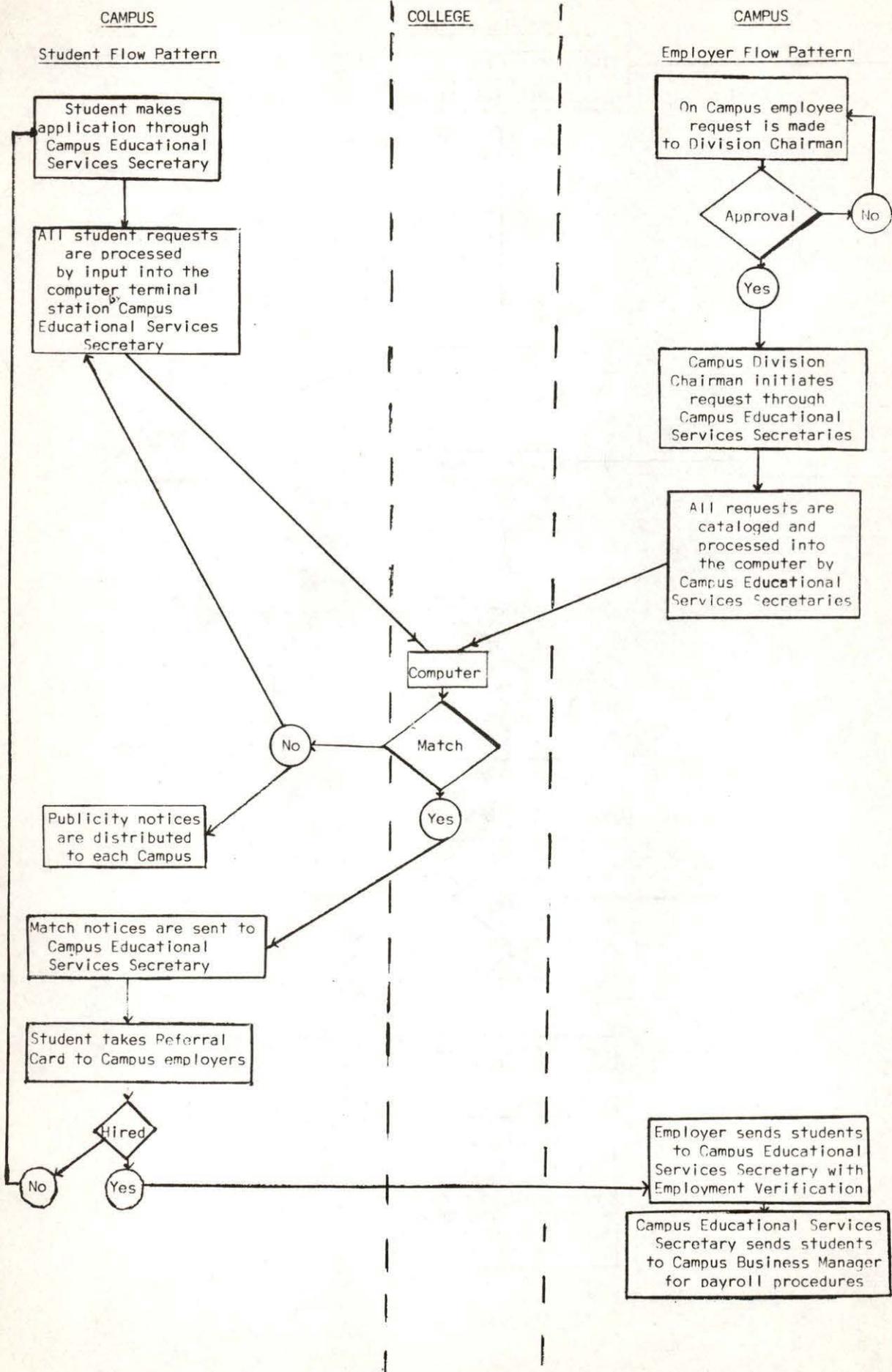
## PHASE 1 - STUDENT EMPLOYMENT - ON CAMPUS IMMEDIATE IMPLEMENTATION

### TOTAL CAMPUS OPERATION



# Appendix D - Addendum 6

## PHASE 11 - STUDENT EMPLOYMENT - ON CAMPUS LONG RANGE - COMPUTER ASSISTED



XI. GLOSSARY

1. Student Placement Service - Refers to the office or service provided at the Central Administrative Center - sometimes referred to as the Student Placement Office.
2. Student Employment - Refers to the services for all types of student employment other than that for graduates of the College. (Part-time, temporary, full-time, or vacation)
3. Graduate Placement - Refers to the service provided for the graduates or certificate awardees of the College.
4. C.A.S.P.S. - Refers to Computer Assisted Student Placement Service.
5. Educational Service Secretary - Refers to clerical staff located on each campus.
6. Student Placement Secretary - Refers to a secretary located in the Central Administrative Center working under the Director of Educational Services, Financial Aid and Placement.

2 - 272

Appendix D - Addendum 4

STUDENT ACTIVITIES

Report of:

STUDENT ACTIVITIES TASK FORCE COMMITTEE

November 15, 1967

PREFACE

At the Administrative Workshop held on August 24, 1967, there appeared to be a specific need to consider matters of Terminal Performance Specifications (TPS's) and Interim Performance Specifications (IPS's) for the college Student Activities Program.

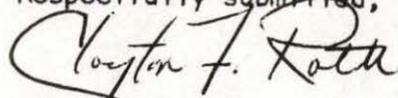
Through Dr. Ervin Harlacher's office, on September 14, 1967, a Student Activities Task Force Committee was formed. That committee consisted of the following:

Clayton F. Roth (Chairman)	Highland Lakes
Ronald Kudile	Highland Lakes
Eric Peterson	Auburn Hills
Marcia Zacks	Auburn Hills
Mary White	Orchard Ridge
Roscoe Dann	Orchard Ridge

With the deadline of November 15, 1967 having been established this committee started meeting weekly, going about the job of developing a set of TPS's and IPS's for the total college Student Activities Program.

To follow is a report on the activities and recommendations of the Student Activities Task Force Committee.

Respectfully submitted,



Clayton F. Roth, Chairman  
Ass't Dean of Students - Student Activities  
Highland Lakes Campus

November 15, 1967

The Student Activities Task Force Committee recommend that the following Terminal Performance Specifications and Interim Performance Specifications be established for the Student Activities Program of Oakland Community College.

Clayton Roth	HL
Ronald Kudile	HL
Eric Peterson	AH
Marcia Zacks	AH
Mary White	OR
Roscoe Dann	OR

## Appendix D - Addendum 4

### OAKLAND COMMUNITY COLLEGE PHILOSOPHY OF STUDENT ACTIVITIES

The Student Activities Program provides potential avenues for developing citizenship, leadership, and for effecting personal growth. It was conceived out of the service of and intimately geared to the needs, interests, and purposes of a uniquely constituted student body at Oakland Community College.

The development of a Student Activities Program is a vital part of the obligation of the faculty and administration to the students and to the college community. At Oakland Community College, the program is considered an integral part of the curriculum.

The Student Activities Program is open to all of the enrolled students. It is our aim to provide activities which fulfill student needs and desires and to provide special outlets for talents and abilities. Formal organizations are necessary from time to time if enough student interest is evident in any given area. The process is simple, but the obligations are great.

The student activities building is the community center of the campus for all the members of the college family; students, faculty, administration, guests and alumni. It is not just a building; it is also an organization and a program. Together these represent a well-considered plan for the community life of the college.

Serving as the living room on the campus for the members of the college family, the student activities center provides through its programs and facilities; services, conveniences, amenities and a means for getting to know and understand one another through informal association outside the classroom.

The student activities building is a part of the educational program of the college. As the center of the college community life, it serves as a laboratory for citizenship, training students in social responsibility, and for leadership in our democracy.

It is important that students accept the responsibilities of organizing their own activities and that they be prepared to acknowledge failure as well as success. The role of the leaders and advisors to these organizations must be clearly understood in relationship to the goals.

General College Student Activities Program Objective.

The college, by providing leadership planning, coordination, and facilities, will stimulate students, faculty, and administration on its campuses to participate in social, cultural, intellectual, athletic, and recreational developments of the Student Activities Program.

# OAKLAND COMMUNITY COLLEGE

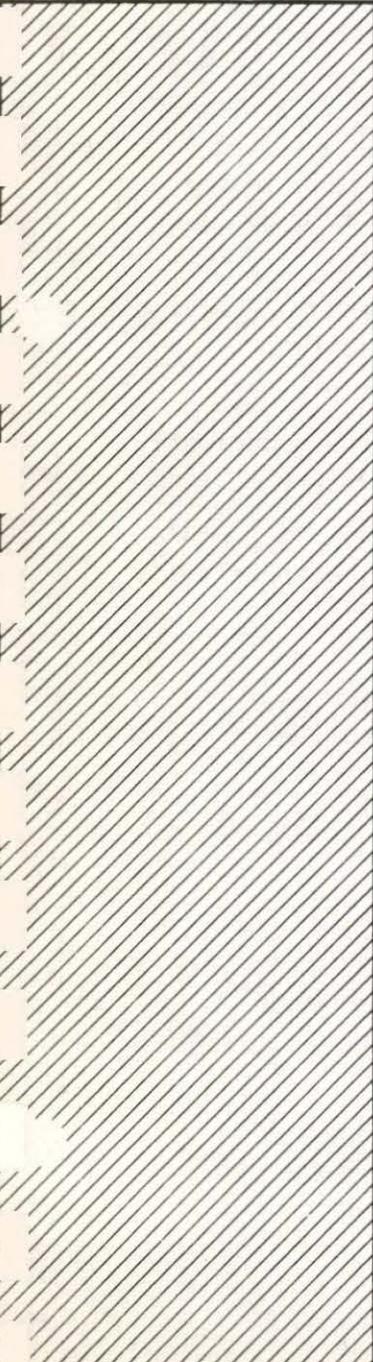
CODE:

I

TITLE: Student Activities - Facility

GENERAL OBJECTIVE:

The college will provide at each campus a student activity center which will be the focal point for events, activities, and programs <sup>or</sup> supplementing to the educational experience.

INTERMEDIATE OBJECTIVES:

- 1.1 The student activity center, complimentary to the campus architectural design will consist of physical areas and facilities necessary to meet the needs, objectives and philosophy of a well considered student activity program.

# OAKLAND COMMUNITY COLLEGE

CODE: 2

TITLE: Student Activities - Social

GENERAL OBJECTIVE:

2

The college, with the formal and informal interactions of a uniquely constituted student body, will provide the opportunity for the students, staff and community to participate in social events, activities and organizations.

INTERMEDIATE OBJECTIVES:

- 2.1 The student activity office will provide the opportunity for the development of and participation in approved social activities, events and programs.
- 2.2 The student activities program will provide the opportunity for the development of and participation in active recognized sororities.
- 2.3 The student activities program will provide the opportunity for the development of and participation in active recognized fraternities.
- 2.4 The student activities program will provide the opportunity for the development of and participation in active recognized service groups.
- 2.5 The student activities program will provide the opportunity for the development of and participation in active recognized special interest groups.

# OAKLAND COMMUNITY COLLEGE

CODE:

3

TITLE:

Student Activities - Cultural

## GENERAL OBJECTIVE:

3 The college will provide a setting in which cultural events, activities and programs may be initiated and developed by students, staff and community.

## INTERMEDIATE OBJECTIVES:

- 3.1 The student activities program will provide the opportunity to express and appreciate art.
- 3.2 The student activities program will provide the opportunity to express and appreciate music.
- 3.3 The student activities program will provide the opportunity to express and appreciate literary forms.
- 3.4 The student activities program will provide the opportunity to express and appreciate drama.
- 3.5 The student activities office will provide assistance in the development and maintenance of the college contrast series.

# OAKLAND COMMUNITY COLLEGE

CODE: 4

TITLE Student Activities - Tradition

GENERAL OBJECTIVE:

4

The college will provide by campus, a setting in which traditional activities and programs may be initiated and developed.

INTERMEDIATE OBJECTIVES:

- 4.1 The student activities program will provide the opportunity for the development of an annual calendar of events.
- 4.2 The student activities program will provide the opportunity for the development of a student handbook.
- 4.3 The student activities program will provide for the democratic election of a campus student government.
- 4.4 The student activities program will provide the opportunity for the development of campus newspaper publications.
- 4.5 The student activities program will provide the opportunity for the development of a literary publication.
- 4.6 The student activities program will provide the opportunity for the development of an annual publication.
- 4.7 The student activities program will provide the opportunity for the development of a campus honors convocation.
- 4.8 The student activities office will provide assistance to developing and maintaining the traditional graduation ceremonies of the college.
- 4.9 The student activities program will provide the opportunity for the development of new activities which may become traditional.

# OAKLAND COMMUNITY COLLEGE

CODE: 5

TITLE: Student Activities - Intramural

GENERAL OBJECTIVE:

The college will develop and maintain an Intramural program with complementary facilities at each campus in keeping with the philosophy that each campus is essentially autonomous and that Intramural programs are an essential part of student activities.

INTERMEDIATE OBJECTIVES:

- 5.1 The college will provide complementary intramural facilities on each campus.
- 5.2 The student activities program will provide the opportunity for the development of and participation in the individual, dual, and team activities of a comprehensive Intramural program.
- 5.3 The student activities program will provide the opportunity for the development of and participation in the individual, dual, and team activities of a comprehensive recreational program.
- 5.4 The student activities office will provide an Intramural director with the assistance of students, staff, and community personnel, to plan, develop, and coordinate the campus Intramural and recreation programs.

TITLE: 6

CODE: Student Activities - Athletics

GENERAL OBJECTIVE:

6

The college will develop and maintain an intercollegiate <sup>athletic</sup> program with complementary facilities at each campus in keeping with the philosophy that each campus is essentially autonomous and that athletics is an essential part of student activities.

INTERMEDIATE OBJECTIVES:

- 6.1 The college will provide complementary athletic facilities on each campus.
- 6.2 The college will develop and maintain an athletic schedule of meets and games between campuses and with other colleges, particularly those within the M.C.J.C.A.C.
- 6.3 The college will initiate changes in the athletic program with the guidance of the Athletic Council in order to meet the needs and interests of students.

OAKLAND COMMUNITY COLLEGE

A MODEL PROPOSAL FOR THE STUDENT FINANCIAL AID PROGRAM AT

OAKLAND COMMUNITY COLLEGE

1967

I. INTRODUCTION

Today it is generally held that student financial assistance is a vital adjunct to the admission and retention of students, enabling as many as possible of the students accepted for admission to both enroll and complete their degree objectives regardless of the limitations on either their own or their families financial resources.

It is, therefore, the responsibility of the College to develop, assist in the implementation, and aggressively publicize the availability of all forms of student financial aid. This obviously necessitates the formation of clear and effective methods of communication with students, parents, institutional staff members, and high schools in the community as well as the various private donors and governmental agencies who either support directly or assist indirectly in the support of these programs.

II. MODEL DESIGN CRITERIA

The proposed system for the short range operation of the Student Financial Aid Program has as its purposes the following:

- A. The creation of an advisory system which will assist in the development of policies and which will establish guidelines for governing regulations for the long range operation of the Financial Aid Program.
- B. The establishment of a centralized source of decision making authority in a multicampus setting which will insure uniform application of policies and regulations governing the Financial Aid Program.
- C. The development of a centralized record system for all students seeking and receiving financial assistance which will facilitate Federal and College record keeping.

## Appendix D - Addendum 5

- D. The development of methods for implementing new types of financial aid programs as well as methods of follow-up and evaluation of existing programs.
- E. The development of new techniques and methods for the accurate assessment of a student's financial need as it relates to those programs which require this determination.

### III. PHILOSOPHY AND OBJECTIVES

In order to achieve the objectives of the design criteria it is necessary to define some immediate operational objectives which will permeate all of the operational aspects of the program.

- A. In selecting students to receive financial assistance, the College will place primary emphasis upon financial need and academic potential.
- B. Wherever possible, the family of a student will be expected to make an effort to assist the student with college expenses. For students living at home, financial assistance from the College and other sources will be viewed only as supplementary to the efforts of the family. Married students or students living regularly independent of their parents would be exempt from this generalization provided that they were independent of their parents for a minimum of one year prior to their application for financial assistance.
- C. Retention of the financial award will be based upon the student's continued financial need and his continued effort to make satisfactory progress toward his degree objective.
- D. The total amount of financial assistance offered to a student from funds within the College or outside of the College will not exceed the amounts directly related to his need for continuance of his education. To assist in determining financial need, the College will take into consideration the amount of income, expenses, and assets from both the student and his parents, as well as the applicant's potential income and resources.
- E. Because the amount of financial assistance usually awarded reflects the situation of the student's family, a public announcement of the amount of the award by the College will not be made.
- F. The College will make every effort and will cooperate with all schools and public agencies to encourage College attendance by all able students.
- G. The College will strive, through its publication and other

## Appendix D - Addendum 5

communications, to provide students and parents with factual information about its aid opportunity programs and practices.

### IV. THE FINANCIAL AID PROGRAM OF OAKLAND COMMUNITY COLLEGE

#### A. General Statement

A general program of financial assistance is available in some form to all students at Oakland Community College. The nature of the assistance and the amount of aid varies with the award restrictions, amount of assistance available and the extent of financial need that is demonstrated by the applicants.

#### B. Award Need Determination

In all cases the applicant is asked to submit a formal application for financial assistance which includes (1) an assessment of the family's potential contribution as well as (2) an assessment of the applicant's potential contribution. The amount of financial need of an applicant is derived from the difference between the total of the two above factors and the various projected student budgets established for the College by the Office of Student Financial Aid.\*<sup>9</sup>

#### C. Program Description 1967-68

The Financial Aid Program of the College may be categorized in the following manner:

##### 1. Internal Awards (Awards exclusively from institutional funds)

###### a. Board of Trustee Award Program

Award: Tuition and fees for one full year (4 sessions)

Eligibility: Recent graduates from accredited high schools within the College District selected on the basis of financial need

\* See Appendix

## Appendix D - Addendum 5

and academic promise. Limited to full-time students only. A financial report is required.

Renewal: Automatic, for second year, if the student remains a full-time student in good standing with the College.

### b. James E. Lewis Award

Award: Full tuition and fees for one full year (4 sessions)

Eligibility: Determined on the basis of financial need and high scholastic attainment in high school. Final selection is made by the College Financial Aid committee in the Spring of each year. A final report is required.

Renewal: Automatic, for second year, if the student remains in good standing with the College.

## 2. External Awards (Awards made from funds primarily from outside the College, but students are selected by the Office of Financial Aid.)

### a. National Defense Student Loan Program

Award: Federally insured loans made up to \$300 per regular session to needy students with 3% repayment provision over a 10-year period.

Eligibility: The student must be enrolled for a minimum of 6 hours of credit. He must show financial need and evidence of academic potential. A financial report is required.

Renewal: Additional loans can be made by way of a renewal application which shows continued evidence of eligibility as stated above.

### b. Work-Study Program

Award: Guaranteed minimum salary of \$1.25 per award for 15 hours per week during academic sessions and 40 hours of work during summer sessions.

Eligibility:

- . Demonstrated financial need
- . Must carry a full-time academic program and be a citizen of the United States.

A financial report is required.

Appendix D - Addendum 5

c. Educational Opportunity Grant

Award: Direct grants of up to \$300 per year must be matched by other forms of financial assistance awarded by the College other than through the Work Study Program.

Eligibility: . Academic Potential  
. Extreme Financial Need  
. Financial Report Required

Renewal: Continued good standing with College and continued financial need.

d. Various Donor Awards:

Alvin Bentley Foundation Scholarship

Award: One from each campus at \$250 each

Eligibility: Any presently enrolled student with "B" or better average who shows financial need. Deadline for filing for this award is March 15. A financial report is required.

Selection: College Financial Aids Committee

Renewal: May be renewed up to four years if student maintains a cumulative "c" average.

Fred V. Haggard Memorial Scholarship

Award: One award of \$200

Eligibility: Members or sons, daughters, grandsons or granddaughters of members of local unions affiliated with the Oakland County AFL-CIO are eligible to apply for the scholarship. A financial report is required.

Selection: Recommended by high school principal. Final selection made by Office of Financial Aids.

Renewal: Possibility of renewal for second year.

Woman's Auxiliary to Pontiac General Hospital Grant

Award: Several awards of full tuition and fees

## Appendix D - Addendum 5

Eligibility: Limited to students enrolled in the registered nurses program who show financial need. A financial report is required.

Selection: Combined committee of the Women's Auxilliary and Oakland Community College.

Renewal: May be renewed if the student remains in good standing.

### Women's Auxilliary to the Oakland County Medical Society Grant

Award: Two awards each year

Eligibility: Graduate of any Oakland County high school who enrolls in the College nursing program and who shows financial need as well as good personal and academic qualities. Selections made by a joint committee of the Women's Auxilliary and the College. A financial report is required.

Renewal: May be renewed for second year if student remains in good standing with a minimum of a 2.5 cumulative point average.

### Pontiac - Oakland Town Hall Scholarship

Award: One award each year covering full tuition and fees.

Eligibility: Academic promise and financial need must be demonstrated. A financial report is required. Selection is made by the Pontiac-Oakland Town Hall Committee and the College.

Renewal: May be renewed for second year if student remains in good standing.

3. Awards and Transactions (Made by outside donors where the College is not part of the selection, but does limited book-keeping and record maintenance.)
  - a. State of Michigan Scholarship Program
  - b. State of Michigan Higher Education Loan Program
  - c. Various local, civil and private awards
  - d. Company-Paid Tuition Programs
  - e. Transfer or Graduate Scholarship Programs

Appendix D - Addendum 5

4. Veterans Benefits Programs
5. Social Welfare Agency sponsored Programs
6. Vocational Rehabilitation Programs (State and Federal)

V. ACTIVITY RESPONSIBILITY ANALYSIS

<u>Function</u>	<u>College</u>	<u>Campus</u>
A. Students receive information about financial aid program	X	X
B. Students file application for financial aid	X	X
C. A permanent record of applications is established	X	
D. Students applications are reviewed for eligibility and approved *In some cases a joint campus-college committee helps determine eligibility	X	
E. Student received benefit notice or funds	X	
F. Students file request for renewal each session	X	X
G. Renewal eligibility is authorized	X	

VI. IMPLEMENTATION (Internal and External Awards - 1967-68)

- A. The implementation of the Financial Aid Program was designed to meet the design criteria stated in section II. Specifically:
  1. To properly publicize and describe financial aids available to all students, prospective students and their families at the College.
  2. To design a comprehensive application which would be applicable to all programs of financial aid.
  3. To design a record keeping system that would have the advantages of centralization as well as the benefits of direct information to all counselors on the campus.
  4. To design a bookkeeping system that would insure compliance with governmental and private donor specifications as well as provide the College with accurate status reports.
  5. To design a method of assessing financial need that is applicable to Oakland County residents and is easily and quickly determined.

Appendix D - Addendum 5

- B. In order to attain these objectives, the following procedure is necessary:
1. The College Financial Aid Office will see to it that general publicity\*<sup>1</sup> is distributed to schools, public agencies, the press, a distribution center located on each Campus and to all Campus Counselors. This literature is also available on request from members of the community.
  2. All interested students are sent a financial aid application\*<sup>2</sup> with complete instructions.
    - a. Also enclosed is an insert "Financial Aid Programs Available at Oakland Community College.\*<sup>3</sup>
  3. Upon receipt of a complete application from the applicant, the College Financial Aid Office will:
    - a. Create an individual folder for each student based on the type of aid he is seeking.
    - b. Check a verification of enrollment or intended enrollment made with the Office of Admissions and Records.
    - c. Send a card\*<sup>4</sup> to most applicants requesting an appointment for a personal interview to discuss his eligibility. There are a few exceptions to this procedure. i.e. Special scholarships by private donors and those applicants which do not need personal interviews as determined by the Assistant Director Educational Services--Financial Aids.
  4. Most applicants will have a personal interview with the Assistant Director of Educational Services--Financial Aids to: (These interviews may take place on the Campuses according to a prearranged schedule or they may take place in the Administrative Center depending on the nature of a student's application.)
    - a. Review eligibility (Financial Need Analysis\*<sup>5</sup>)
    - b. Answer questions
    - c. Advise applicant immediately if aid is available
  5. If students are eligible, specific notices of eligibility\*<sup>6</sup> will be sent to the recipient, the College business Office, the Board of Trustees and the press, depending on the type of award made. (Educational Opportunity Grant Notice, National Defense Student Loan Notice, Board of Trustee Award Letter)
  6. Notices and records will then be directed to the Accounting Office for their implementation.

\* See Appendix

## Appendix D - Addendum 5

7. Award notices will be sent regularly to Campus Counselors by the College Office of Financial Aids.
8. Eligible students planning to continue their financial assistance will be advised of this procedure by mail and initiate their intent by filing a renewal application\*<sup>7</sup> with the College Office of Financial Aid.
9. Renewal procedures will repeat the procedures as described in steps 5, 6, and 7.

### VII. IMPLEMENTATION (Awards and transactions by outside donors and Government agencies)

The College cooperates with many outside organizations and agencies in a cooperative manner but for whom we cannot completely control procedures for implementation. These programs are described on pages 5 and 6 of the Model under section "c".

### VIII. IMPLEMENTATION PROCEDURES FOR ESTABLISHING AN EXTERNAL AWARD PROGRAM AT OAKLAND COMMUNITY COLLEGE

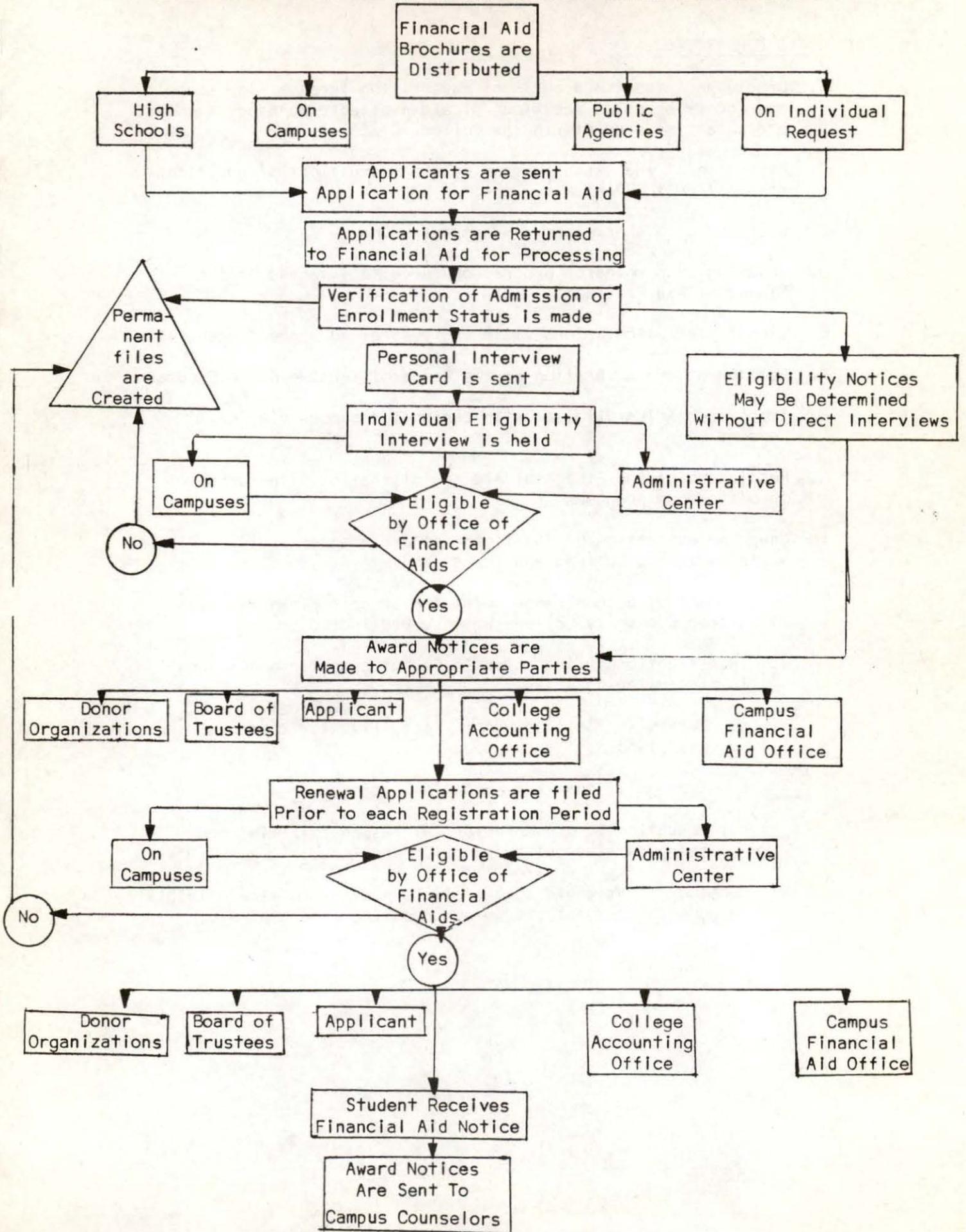
Organizations wishing to establish an award fund are advised by the Financial Aid Office of the procedures as described below:

- A. The donor must submit a completed request form\*<sup>8</sup> outlining the specifics of their program.
  1. If requested, a joint meeting is sometimes arranged.
- B. The request is then reviewed by the Office of Financial Aid and notification of acceptance or rejection of the award is sent to the donor along with directions to them for their implementation.
- C. Information is then sent to:
  1. The College Board of Trustees through the President's Office
  2. The Accounting Office
  3. Campus liaison offices
  4. Press
  5. Financial Aid announcements to schools and agencies where appropriate
- D. Recipients are selected on the basis of the agreed upon conditions of the Award.
- E. Follow up information is regularly sent to the donor on:
  1. Recipients
  2. Financial status of the account

\* See Appendix

Appendix D - Addendum 5

IX. FINANCIAL AID PROGRAM FLOW PROCESS FOR INTERNAL AND EXTERNAL AWARDS



X. GOALS FOR 1967-68

- A. Create an extensive program of advertising through high schools and county agencies the kinds of aid available to needy students and potential students in the College District.
- B. Expansion of the award program by the recruitment of additional donors from the community
- C. Creation of a short-term student loan fund
- D. Creation of a research program on the effectiveness of the Financial Aid Program
- E. Closer ties with various state and federal government agencies
- F. Refinement and alteration of the Board of Trustee Award Program
- G. Improved clerical liaison with designated campus clerical persons
- H. Resolution of the Financial Aid Administration with respect to off campus programs
- I. On-going evaluation of the financial aid program as it pertains to the College and the students
- J. Development of a long range model for Student Financial Aid at Oakland Community College which would include:
  1. Investigation of the potentiality of computer assistance in the following areas:
    - a. Determination of student eligibility for financial assistance
    - b. Storage of data for potential research
    - c. Reduction in present clerical responsibilities now being carried out by manual operations
  2. Machinery that would enable all counselors to make eligibility recommendations for students requesting financial aid.

Appendix D - Addendum 5

XI. APPENDIX

<u>Code</u>	<u>Name</u>
1	General Publicity
2	Financial Aid Application
3	Financial Aid Programs Available at Oakland Community College
4	Appointment Card
5	Financial Need Analysis
6	Notices of Eligibility
7	Financial Aid Renewal Application
8	Donor Request Form

Appendix D - Addendum 5

OAKLAND COMMUNITY COLLEGE

Office of Financial Aids & Placement  
2480 Opdyke Road  
Bloomfield Hills, Michigan 48013  
Telephone: 647-6200 ext. 2

January 8, 1968

To: High School Counselors and Representatives of Community Agencies

The Office of Financial Aids requests your assistance in identifying needy students within the College District. The primary criterion used in granting financial assistance at Oakland Community College is financial need, and our endeavor is to reach the neediest citizens who are interested in continuing their education.

We hope that during the present school year you will notify the Office of Financial Aids of high school seniors, graduates, former students, and adults who are interested in Oakland.

Aid is available in the form of Board of Trustee Awards, scholarships, grants, loans, and part-time employment. Students who are eligible for benefits under Social Security, Veterans Administration, Vocational Rehabilitation and related programs may take advantage of these at the College.

Determination of financial need is made by using the Financial Aids Application and a private interview is arranged, if needed.

I would be pleased to meet with high school groups and College District agencies and organizations to discuss the financial aids program at Oakland Community College.

Additional information about financial assistance available is attached. For details on a specific program, please contact the Office of Financial Aids, 647-6200.

Thank you for helping us to reach those with the greatest need.

Sincerely,



Donald D. Nichols  
Assistant Director Educational Services--  
Financial Aids, Placement and  
Institutional Analysis

DDN/ja

Attachment

## Appendix D - Addendum 5

### Oakland Community College

#### BOARD OF TRUSTEE AWARD

##### Trustee Award

Awards are made on the basis of financial need and applicants are ranked with the neediest considered first.

Each accredited high school in the District is eligible to receive two Awards annually. Other County organizations and agencies may recommend students for the Awards, and individuals may apply directly to the Office of Financial Aids for consideration.

##### Application for Awards

At the time the student applies for admission to the College, he should complete the Application for Financial Aid. Students in high school should return the application to a counselor; others may send their application directly to the Office of Financial Aids.

##### Selection of Candidates

High schools may recommend candidates for the Trustee Award who exhibit significant financial need. Final selection of recipients will be made by the Office of Financial Aids after all applicants are ranked on financial need.

##### Unallocated Awards

Occasionally a high school will not be able to fill its allocation of two awards. In these cases the awards will be transferred to a general fund and awards will be made at large by the College Financial Aids Committee after May 1. For this reason, high schools are encouraged to submit the names of all students applying to the College who have need.

##### Renewal

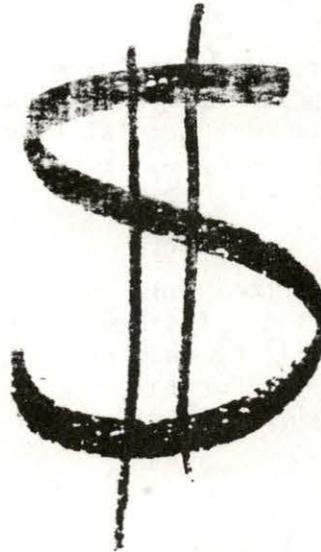
The Trustee Award will be automatically renewed for the entire period that the student is in attendance at Oakland Community College, provided that he remains a full-time student in good standing.

##### Return of Applicants

We request that you return the financial aids application for all students planning to attend Oakland Community College to our office, regardless of whether they were nominated by you for the Trustee Award. These students may be eligible for other types of financial aid.

Office of Financial Aids & Placement  
2480 Opdyke Road  
Bloomfield Hills, Michigan 48013  
Telephone: 647-6200 ext. 2

**OAKLAND COMMUNITY COLLEGE**



**FINANCIAL AIDS**

## Appendix D - Addendum 5

### OAKLAND COMMUNITY COLLEGE

Office of Financial Aids & Placement  
2480 Opdyke Road  
Bloomfield Hills, Michigan  
Telephone: 647-6200 ext. 2 or 8

#### JAMES LEWIS SCHOLARSHIP AWARD

##### Award

One student annually will be recognized as the James Lewis Scholar. These awards will be made by the College upon the recommendation of local high schools and cover full tuition and fees for the student who plans to attend full time at Oakland Community College.

##### Application

Applications and recommendations for this award are made directly through the high schools. The regular Financial Aid Application is required. High schools are asked to submit their candidate for the James Lewis Scholarship Program at the same time they return their nominees for the Board of Trustee Awards. (May 1)

Announcement of the James Lewis Scholarship winner will be made to the student and the high school prior to May 20. For the school receiving this award, their third Board of Trustee candidate will be automatically selected as a Trustee Award winner.

##### Selection Criteria

1. Financial Need
2. Academic Potential
3. Good Academic Record

##### Renewal

The James Lewis Award will be automatically renewed for the entire two years while the student is in attendance at Oakland Community College, provided the student remain in good standing at the college.



## OAKLAND COMMUNITY COLLEGE

We have received your request for information and application for financial assistance at Oakland Community College. All students requesting scholarships and loans and students who are seeking positions under the Federal Work-Study Program are required to fill out a financial aid application which is enclosed.

Upon receipt of this completed application the Office of Financial Aid will notify you as soon as possible on what decision can be reached on your application.

Thank you for your interest in Oakland Community College and in our Financial Aid Program. We hope that we can be of assistance to you.

Sincerely,

Donald D. Nichols  
Assistant Director Educational Services--  
Financial Aids, Placement and  
Institutional Analysis

DDN/ja

Enc.

# APPLICATION FOR FINANCIAL AID



## OAKLAND COMMUNITY COLLEGE

OFFICE OF FINANCIAL AID AND PLACEMENT

2480 OPDYKE ROAD

BLOOMFIELD HILLS, MICHIGAN 48013

AUBURN HILLS CAMPUS

2900 FEATHERSTONE ROAD

AUBURN HEIGHTS, MICHIGAN

HIGHLAND LAKES CAMPUS

7350 COOLEY LAKE ROAD

UNION LAKE, MICHIGAN

ORCHARD RIDGE CAMPUS

I-696 BETWEEN FARMINGTON

AND ORCHARD LAKE ROADS

FARMINGTON, MICHIGAN

III. FINANCIAL PROJECTIONS

<u>Column A</u>		<u>Column B</u>	
Estimated Costs for School Year		Estimated Resources Available to Meet Expenses in Column A	
Tuition and Fees	\$ _____	From Savings	\$ _____
Books & Supplies	\$ _____	From Scholarships	\$ _____
Board & Room	\$ _____	From Parents	\$ _____
Travel	\$ _____	From Vacation Work	\$ _____
Personal	\$ _____	From Part-time Work	\$ _____
Total	\$ _____	From Other Sources	\$ _____
		Total	\$ _____

Please state briefly the specific circumstances requiring your aid request at this time: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Signature of Applicant Date

IV. PARENTS CERTIFICATION STATEMENT  
 (Required of all applicants under 21)

I certify that the information given herein is factual and correct. If requested by the Financial Assistance Committee of Oakland Community College, I agree to submit an official photostatic copy of my latest **Federal Income Tax Return** obtained from the United States Internal Revenue Service.

Signature of Parent: \_\_\_\_\_  
 Relationship to Applicant: \_\_\_\_\_  
 Date: \_\_\_\_\_

FOR OFFICE USE ONLY

Candidate for:

- TA     JL     NDSL     EOG     WS     AB     WAP     WAO     PO

Application approved \_\_\_\_\_ Application disapproved \_\_\_\_\_

Reason: \_\_\_\_\_

Date: \_\_\_\_\_ Financial Aid Officer \_\_\_\_\_

A wide range of financial aid programs is available to the student at Oakland Community College.

Every student is eligible for aid in some form. Available are Trustee Awards, loans, grants, help in obtaining part or full-time employment, and a variety of government programs.

With most of these programs the student must show financial need . . . he must need the funds in order to pay his way through college. The need requirements are often quite flexible, however.

Below are brief descriptions of the major programs of financial aid administered by Oakland Community College. More detailed information may be obtained from the local high schools, the financial aids counselors on our campuses or from the Central Office of Financial Aid and Placement at 2480 Opdyke Road, Bloomfield Hills.

Board of Trustee Award (Two awards annually, to each accredited high school within the College District)

Award: Tuition and fees for two years of study

Eligibility: Two recent graduates from accredited high schools within the College District selected on the basis of financial need and academic promise. Limited to full time students only. Selection is made on the basis of the recommendations of the local high schools. A financial report is required.

Renewal: Automatic, if the student remains a full time student in good standing with the College.

James E. Lewis Award (One award in the fall of each year)

Award: Full tuition and fees for two years of study.

Eligibility: Recommendation of high school on the basis of financial need, and high scholastic attainment in high school. Final selection is made by the College Financial Aid Committee in the spring of each year. A financial report is required.

Renewal: Automatic, if the student remains in good standing with the College.

National Defense Student Loan

Award: Federally insured loans made up to \$300 per session to needy students with 3% repayment provision over a 10 year period.

Eligibility: The student must be enrolled for a minimum of 6 hours of credit. He must show financial need and evidence of academic potential. A financial report is required.

Renewal: Additional loans can be made by way of a renewal application which shows continued evidence of eligibility as stated above.

Economic Opportunity Grant

Award: Direct grants of up to \$300 per year must be matched by other forms of financial assistance awarded by the College other than through the Work Study Program.

Eligibility: .Academic Potential  
.Extreme Financial Need  
. Financial Report Required

Renewal: Continued good standing with College and continued financial need.

Federal Work-Study Program

Award: Guaranteed minimum salary of \$1.25 per award for 15 hours per week during academic sessions and 40 hours of work during summer sessions.

Eligibility: .Demonstrated financial need  
.Must carry a full time academic program and be a citizen of the United States. A financial report is required.

Alvin Bentley Foundation Scholarship

Award: Two scholarships of \$250 each

Eligibility: Any presently enrolled student with "B" or better average who shows financial need. Deadline for filing for this award is March 15. A financial report is required.

Selection: College Financial Aids Committee

Renewal: May be renewed up to four years if student maintains a cumulative "C" average.

Women's Auxillary to Pontiac General Hospital Grant

Award: Several awards of full tuition and fees.

Eligibility: Limited to students enrolled in the registered nurses program who show financial need. A financial report is required.

Selection: Combined committee of the Women's Auxillary and Oakland Community College.

Renewal: May be renewed if the student remains in good standing.

Women's Auxillary to the Oakland County Medical Society Grant

Award: Two awards each year

Eligibility: Graduate of any Oakland County high school who enrolls in the College nursing program and who shows financial need as well as good personal and academic qualities. Selections made by a joint committee of the Women's Auxillary and the College. A financial report is required.

Renewal: May be renewed for second year if student remains in good standing with a minimum of a 2.5 cumulative point average.

Pontiac - Oakland Town Hall Scholarship

Award: One award each year covering full tuition and fees.

Eligibility: Academic promise and financial need must be demonstrated. A financial report is required. Selection is made by the Pontiac-Oakland Town Hall Committee and the College.

Renewal: May be renewed for second year if student remains in good standing.

OTHER FINANCIAL AID OPPORTUNITIES

If further information is desired on the following programs not directly administered by Oakland Community College please check the appropriate box. Information on these programs will be sent directly to the applicants.

- Michigan Higher Education Association State Scholarship Program
- Michigan Higher Education Association State Loan Program
- Social Security Benefits
- Vocational Rehabilitation Benefits
- Transfer Scholarship Programs to Various Michigan Colleges and Universities
- Regular Part-Time Student Employment Information
- Veterans Benefits

We have received your application for financial assistance. It is necessary for you to arrange an appointment with my office to review this application before a decision can be reached. Our office hours are M--F, 8:30 - 5:00 P.M. You may reach us at the following number 647-6200 Ext. 2.

Sincerely,

A handwritten signature in cursive script, appearing to read "Donald D. Nichols".

Donald D. Nichols  
Financial Aids & Placement

Financial Need Analysis

Name \_\_\_\_\_ Soc. No. \_\_\_\_\_ Type of Aid \_\_\_\_\_

A. Parents or non-dependents contribution from Income

1. Avg. of taxes paid (2yrs.) \_\_\_\_\_  
 2. No. of dependents \_\_\_\_\_  
 Expected contribution \_\_\_\_\_

B. Parents or non-dependents contribution from assets

1. Net home equity \_\_\_\_\_  
 2. Net value of business \_\_\_\_\_  
 3. Bank savings \_\_\_\_\_  
 4. Investments \_\_\_\_\_  
 5. Other \_\_\_\_\_

Total \_\_\_\_\_  
 Credit allowance \$10,000  
 (Retirement & Debts)  
 1% of total over \$10,000 \_\_\_\_\_

Expected contribution \_\_\_\_\_

C. Applicants contribution (only if dependent)

- | <u>Assets</u>         | <u>Potential Income</u> |
|-----------------------|-------------------------|
| 1. Savings _____      | 1. Part-time work _____ |
| 2. Scholarships _____ | 2. Summer work _____    |
| 3. Other _____        | \$350 Males             |
|                       | \$250 Females           |
| Total _____           | 3. Other _____          |

Total \_\_\_\_\_  
 Expected contribution \_\_\_\_\_

D. Total of expected contribution \_\_\_\_\_ (A+B+C)

E. Other major expenditures anticipated \_\_\_\_\_  
 (Over general deductions on anticipated Fed. Tax Report)

- | <u>List Items</u> | <u>Amount</u> |
|-------------------|---------------|
| 1. _____          | 1. _____      |
| 2. _____          | 2. _____      |
| 3. _____          | 3. _____      |

F. Adjusted expected Contribution \_\_\_\_\_ (D-E)

G. College Costs (Two Sessions) \_\_\_\_\_  
 (See Budgets 1967-68)

- |                       |                                    |
|-----------------------|------------------------------------|
| Tuition & Fees _____  | Miscellaneous (Married only) _____ |
| Books (Session) _____ | (\$800 per child)                  |
| Travel _____          | Total of G. _____                  |

H. Financial Need \_\_\_\_\_ (G-F)

Appendix D - Addendum 5

N.D.S.L. LOAN REQUEST  
To Accounting Office

New Loan \_\_\_\_\_  
Renewal \_\_\_\_\_

1. Name \_\_\_\_\_ Social Security Number \_\_\_\_\_
2. Campus \_\_\_\_\_
3. Student Address \_\_\_\_\_
4. Amount of Loan Approved \_\_\_\_\_ Financial Aids Office \_\_\_\_\_
5. Date Loan Received From Accounting Office \_\_\_\_\_
6. Amount \_\_\_\_\_ Check # \_\_\_\_\_

E O G AWARD NOTICE

To Accounting Office

New Award \_\_\_\_\_  
Renewal \_\_\_\_\_

1. Name \_\_\_\_\_ Social Security Number \_\_\_\_\_
2. Campus \_\_\_\_\_
3. Student Address \_\_\_\_\_
4. Amount of Award Approved \_\_\_\_\_ Financial Aids Office \_\_\_\_\_
5. Date Award Received From Accounting Office \_\_\_\_\_
6. Amount \_\_\_\_\_ Check # \_\_\_\_\_

WORK STUDY ELIGIBILITY NOTICE

The following student \_\_\_\_\_  
has been approved under the Federal Work Study Program and should be  
given priority of available jobs.

\_\_\_\_\_  
Donald D. Nichols  
Office of Financial Aids,  
Placement and Institutional Analysis

cc: Campus Business Manager  
Financial Aid Office

Appendix D - Addendum 5  
OAKLAND COMMUNITY COLLEGE

Office of Financial Aids & Placement  
2480 Opdyke Road  
Bloomfield Hills, Michigan  
647-6200 ext. 2 or 8

FINANCIAL AID RENEWAL APPLICATION

THIS RENEWAL APPLICATION MUST BE RETURNED TO YOUR CAMPUS FINANCIAL AIDS COUNSELOR  
15 DAYS PRIOR TO THE NEXT REGISTRATION PERIOD.

I hereby request renewal of financial assistance as a full-time\_\_\_\_, part-time\_\_\_\_  
student for the Fall\_\_\_\_, Winter\_\_\_\_, Spring\_\_\_\_, Summer\_\_\_\_.

Please provide the following information:

A. Full Name (Mr.,Mrs.,Miss) \_\_\_\_\_ S.S. No. \_\_\_\_\_  
Last First Middle

B. Present Residence: \_\_\_\_\_  
Street Address City State Zip

C. Campus Attending: A.H.\_\_\_\_ H.L.\_\_\_\_ O.R.\_\_\_\_

D. Currently I am under: Tuition Waiver\_\_Loan\_\_Grant\_\_Scholarship\_\_Work-Study\_\_  
If Grant or Scholarship--Please Specify by name\_\_\_\_\_

E. I wish to continue under the same aid program Yes\_\_\_\_ No\_\_\_\_  
If not, explain:\_\_\_\_\_

F. Since your first application for financial assistance, has there been any  
significant change regarding:

1. Your income or your family's income? Yes\_\_No\_\_. If yes, please explain:

2. \_\_\_\_\_  
Your place of residence or those with whom you are living? Yes\_\_No\_\_. If  
yes, please explain:\_\_\_\_\_

3. The number of persons living at home and dependent upon the family for support?  
Yes\_\_No\_\_. If yes, please explain:\_\_\_\_\_

4. Marital Status?\_\_\_\_\_

5. The number of credits you intend to enroll in for the next session:\_\_\_\_\_

G. I hereby certify that:

1. The above information is correct to the best of my knowledge.

2. I am in need of financial assistance in order to continue my education.

Date: \_\_\_\_\_, 19\_\_\_\_\_

Signature of Applicant

If applicant is under 21 years of age,  
Signature of Applicant's Parent or Guardian: \_\_\_\_\_

Date: \_\_\_\_\_, 19\_\_\_\_\_

FOR OFFICE USE ONLY

1. Campus Approval \_\_\_\_\_ Kind \_\_\_\_\_ Amount \_\_\_\_\_ Date \_\_\_\_\_
2. Disapproval \_\_\_\_\_ Date \_\_\_\_\_
3. Signature of Campus Financial Aid Counselor \_\_\_\_\_
4. Rec'd by Central Office of Financial Aids (Date) \_\_\_\_\_
5. Check issued by Accounting Office (Date) \_\_\_\_\_
6. Copy of Renewal Returned to Campus Financial Aid Counselor (Date) \_\_\_\_\_
7. Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Appendix D - Addendum 5

OAKLAND COMMUNITY COLLEGE  
2480 Opdyke Road  
Bloomfield Hills, Michigan

TO DONORS OF COLLEGE SCHOLARSHIPS, GRANT-IN-AID AND LOAN FUNDS:

Oakland Community College greatly appreciates the interest taken in its students by the people of the surrounding communities. This information form will help the Financial Aid Office in keeping abreast of changes in the leadership of local organizations and in address changes of individuals who have contributed aid funds to students of the College.

I would appreciate it very much if you would complete the following items and return this form to:

Donald D. Nichols  
Assistant Director Educational Services--  
Financial Aids, Placement and  
Institutional Analysis  
2480 Opdyke Road  
Bloomfield Hills, Michigan 48013

1. Name of Scholarship, Grant-In-Aid or Loan Fund: \_\_\_\_\_  
\_\_\_\_\_

2. Name of Donor or Organization: \_\_\_\_\_  
\_\_\_\_\_

3. Address: \_\_\_\_\_  
                  number          street          city          telephone

4. Name of Current Presiding Officer or Contact Person:

\_\_\_\_\_  
\_\_\_\_\_  
                  number          street  
\_\_\_\_\_  
                                  city  
\_\_\_\_\_  
                                  telephone

5. To bring our records up to date, would you kindly specify below:  
Length of time of award (indicate also if it is to be renewed  
automatically, if so, under what conditions):

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

APPENDIX E

FACULTY

SELECTION OBJECTIVES, CRITERIA AND RESPONSIBILITIES  
FOR LEARNING RESOURCES CENTER

While ultimately the responsibility for the materials in the Learning Resources Centers of the College rests with the Provost of the Campus, the selection of the materials is the responsibility of the Associate Dean - LRC.

I. Selection Objectives

- A. The LRC will provide the books, periodicals, films, and other learning materials that are basic to and supplement the College instructional program.
- B. The LRC will maintain a standard up-to-date general reference collection.
- C. The LRC will maintain a basic collection of academic books and other media to assist the faculty in instruction and professional development.
- D. The LRC will provide those materials for general reading and recreation which will assist students, faculty and staff in the development of factual knowledge, critical thinking, aesthetic appreciation and motivate the habit of reading with discrimination.

II. Media Selection Criteria

- A. Materials added to the Learning Resources Centers are selected from standard buying guides, bibliographies, review journals, indexing and

## Appendix F - Addendum I

abstracting tools, etc., and on the basis of the critical judgment of both faculty and LRC staff.

- B. Well written fiction based on authentic human experience is to be included. Frankness in serious works presenting an honest picture of a problem is not adequate basis for exclusion.
- C. Materials representing various sides of controversial subjects are to be included.
- D. Selection of materials is not dependent upon price. Media is selected on the basis of content; less expensive materials are preferred when the subject matter is comparable and adequate.
- E. Gift materials are accepted with the understanding that they will be added only if they meet the College-established criteria for selection.
- F. Continuous evaluation of the collection is necessary for valid professional selection. Materials no longer meeting the accepted criteria or added through error in judgment are to be removed.
- G. Questions concerning the appropriateness of any material in the Learning Resources Centers should be presented in writing. It must indicate the precise nature of the criticism as to title and part questioned, and the identity of the critic.

## Appendix F - Addendum I

## III. Selection Responsibilities

The Associate Dean - LRC, in joint responsibility with the faculty, will select those materials which meet the selection objectives and make the Learning Resources Centers an integral part of the instructional program of the College.

- A. The faculty will suggest, evaluate, and select media in their subject areas. In addition, they will participate in the evaluation of general reference materials.
- B. The LRC will select and continually evaluate reference and general materials not related to specific courses. They will maintain a balance between the various subject areas and between standard and current works.
- C. The LRC will be responsible for routing information concerning new media to the faculty and for providing the professional skills and tools necessary to achieve valid selection.
- D. The LRC will consider all requests by students. These requests will be evaluated in accordance with the material selection objectives and funds available.

APPENDIX G

FINANCE

## Appendix G - Addendum 1

CHART A. FALL TERM ENROLLMENTS AND PROJECTIONS  
AND CAMPUS CAPACITIES (FULL TIME EQUATED STUDENTS)

<u>Year</u>	<u>A.H.</u>	<u>H.L.</u>	<u>O.R.</u>	<u>M.H.</u>	<u>TOTAL</u>
1964		not open			
	1094	2148			3242
1965	1200	2000			3200
	1394	2136			3530
1966	1200	2000			3200
	1310	1430	1265		4005
1967	1300	2000	2000		5300
	1370	1300	2340		5010
1968	1400	2000	4000		7400
	2500	1300	2800	400	7000
1969	3000	1500	4500	500	9500
	3600	1200	3200	800	8800
1970	4500	1500	5500	1000	12500
	4400	1300	3500	1200	10400
1971	6000	2000	5500	1500	15000
	4800	1300	3500	2000	11600
1972	6000	2000	5500	2500	16000

NOTE: Top figures represent Enrollments and Projections -  
bottom figures represent Building Capacities.

DOLLARS (MILLIONS)

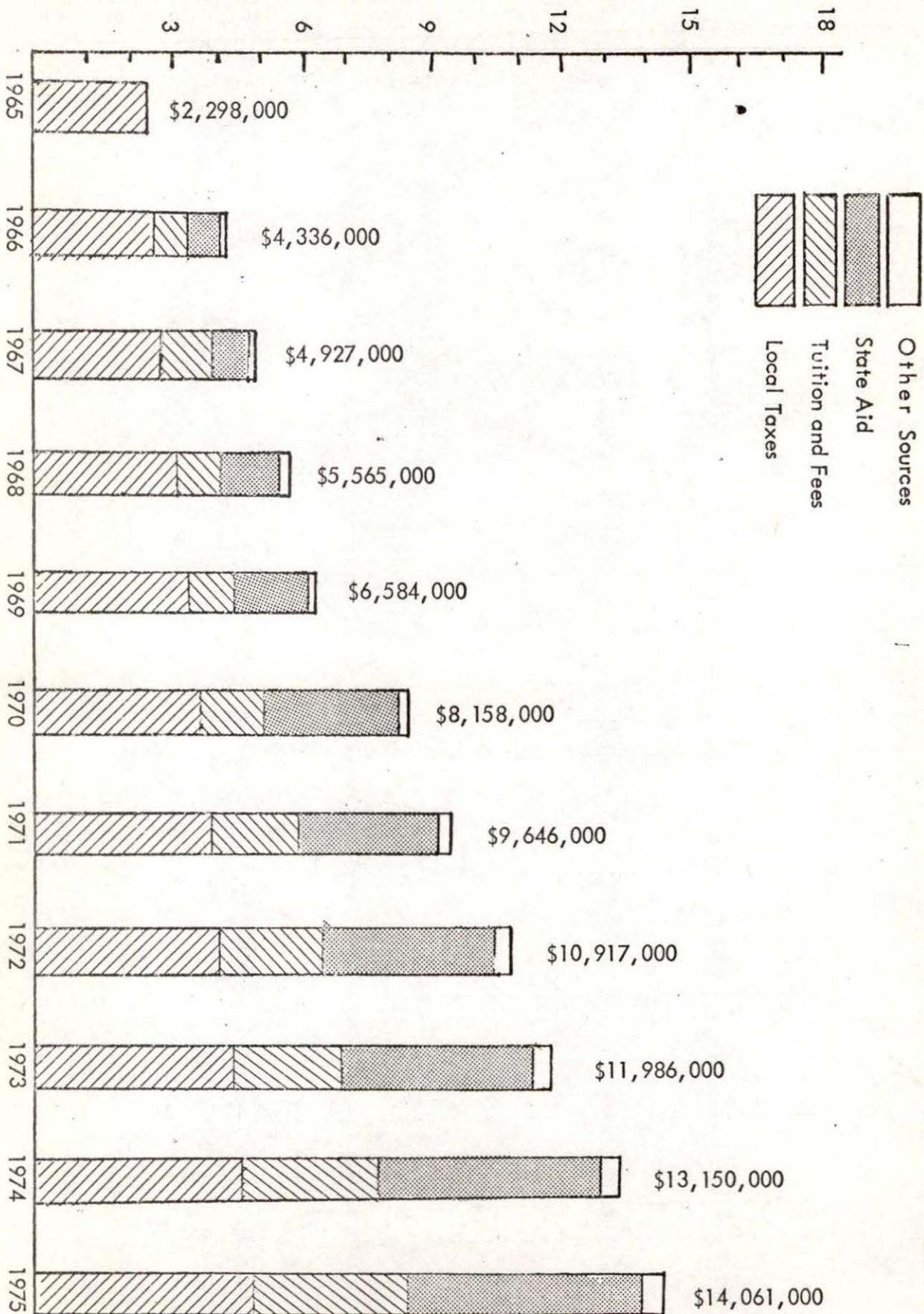


CHART B. General Fund Revenue and Projections, Fiscal, 1965 to 1975.

OAKLAND COMMUNITY COLLEGE

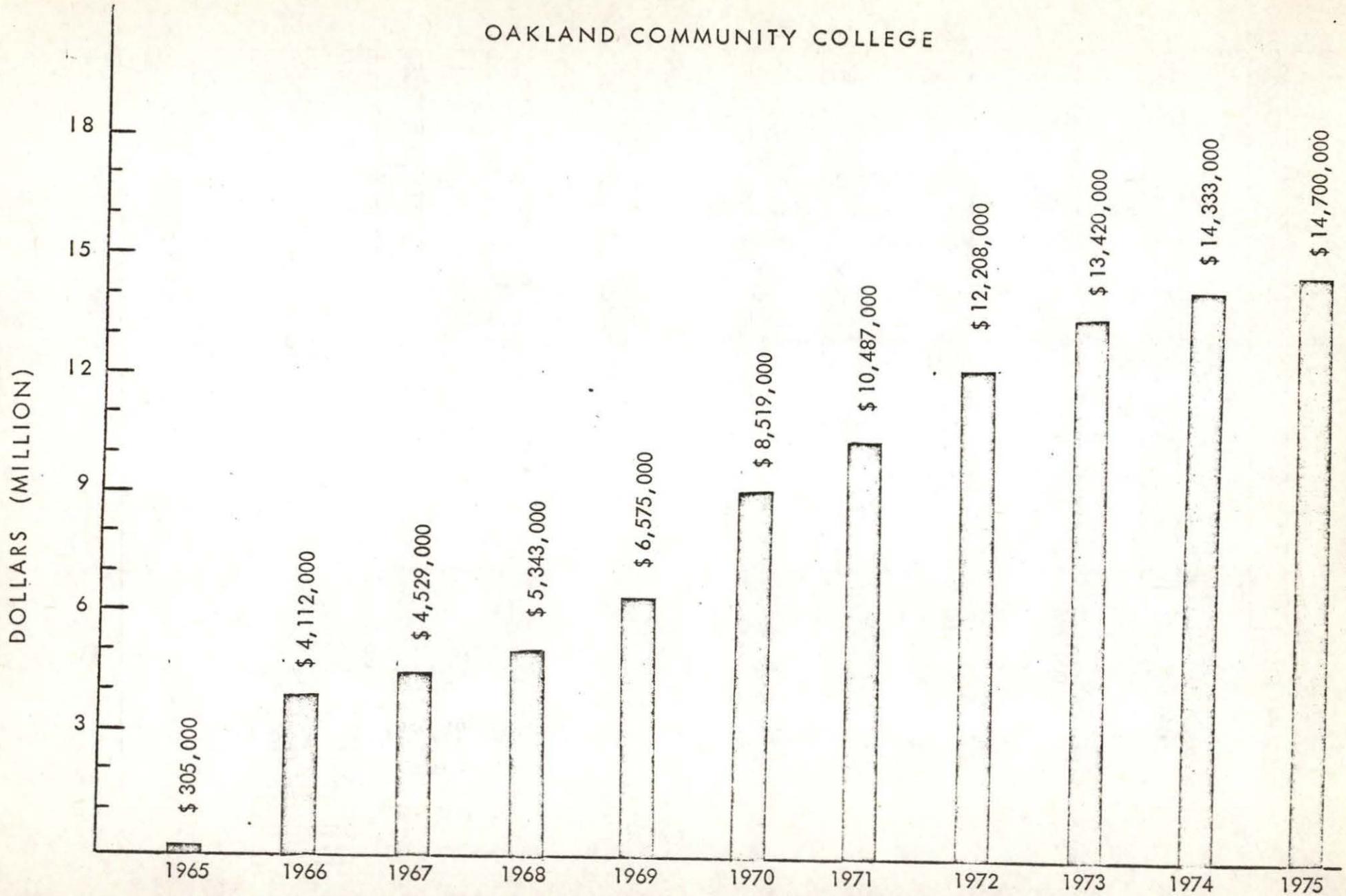


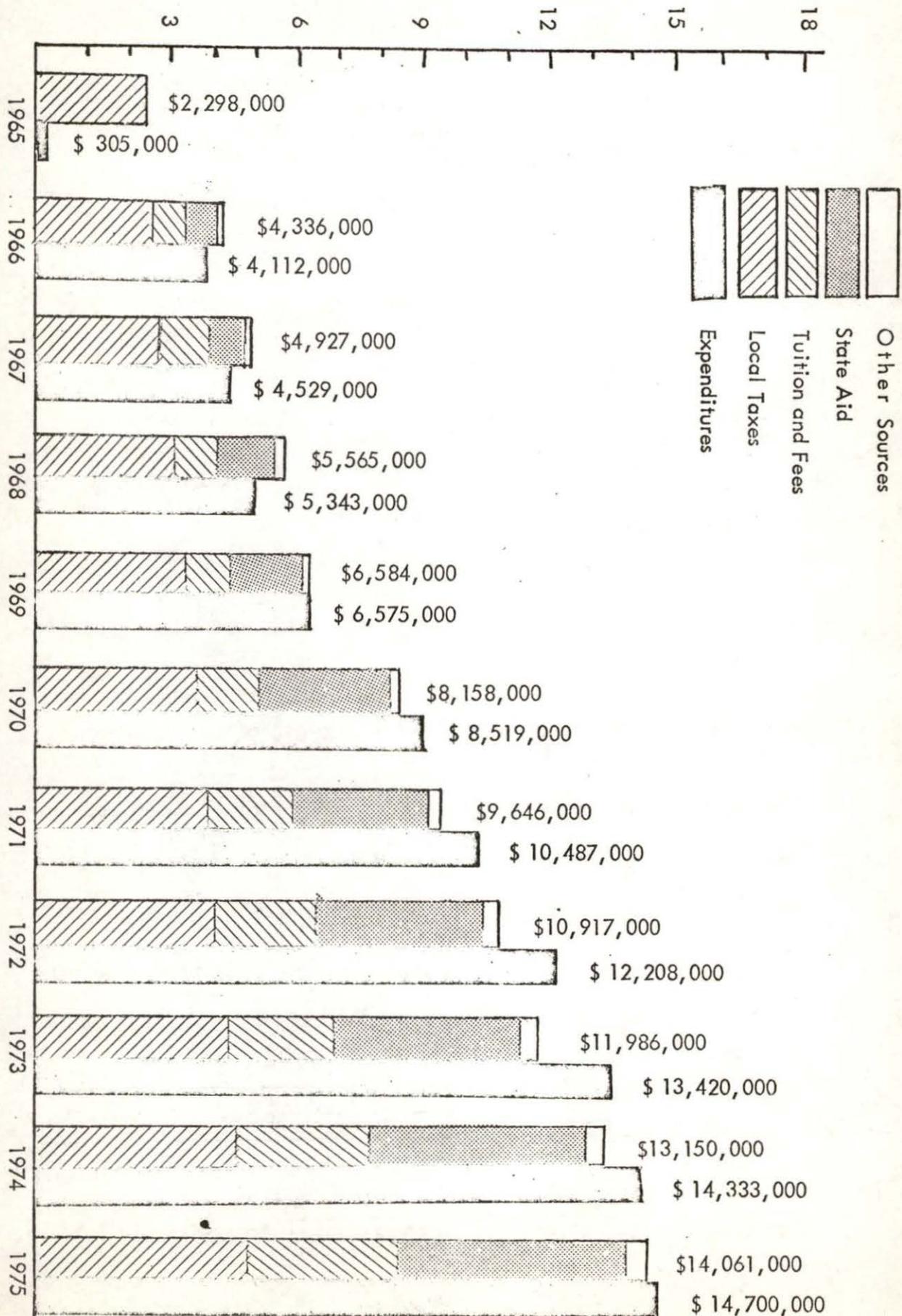
CHART C. General Fund Expenditures and Projections, Fiscal 1965 to 1975.

## Appendix G - Addendum 1

CHART D. THREE-YEAR PROJECTED FTES AND COST PER FTES

Location	1969		1970		1971	
	FTES	Cost/FTES	FTES	Cost/FTES	FTES	Cost/FTES
Auburn Hills	1,438	\$ 974	2,625	\$ 889	3,780	\$ 968
Highland Lakes	1,365	1,252	1,365	1,194	1,260	1,130
Orchard Ridge	2,457	884	2,940	833	3,360	780
Madison Heights	-	-	420	1,443	840	1,292
Central Office	5,260	246	7,350	204	9,240	184
TOTAL COLLEGE	5,260	\$1,250	7,350	\$1,159	9,240	\$1,135

DOLLARS (MILLIONS)



OAKLAND COMMUNITY COLLEGE

CHART E. General Fund Revenue and Expenditures, Fiscal 1965 to 1968, and Projections, Fiscal 1969 to 1975

APPENDIX H

PERSONNEL

SUMMARY OF OCC PERSONNEL DATA (1967-68)

<u>Rank</u>	<u>Number</u>	Median	<u>Age</u>		<u>Highest Degree</u>			<u>Experience</u>			<u>Ave. total yrs. in Education</u>
			High	Low	BA	MA	PhD	Yrs. at Other Colleges	High	Low	
Administrators	45	39	54	27	5	34	6	1	22	0	8.1
Division Chairmen	17	31	56	28	0	15	2	0	16	0	7.3
Professor	0	-	-	-	-	-	-	-	-	-	-
Assoc. Professor	17	37	67	34	1	12	4	5	24	0	12.2
Asst. Professor	60	37	69	28	4	58	0	0	18	0	8.0
Instructor	72	28	61	24	13	59	0	0	10	0	3.3
Assoc. Instructor	31	27	60	22	31	0	0	0	1	0	3.0

NUMBER OF OCC PERSONNEL BY CAMPUS (1965 - 68)

	1965-66				1966-67				1967-68			
	<u>Admin.</u>	<u>Faculty</u>	<u>Classified</u>	<u>Total</u>	<u>Admin.</u>	<u>Faculty</u>	<u>Classified</u>	<u>Total</u>	<u>Admin.</u>	<u>Faculty</u>	<u>Classified</u>	<u>Total</u>
Auburn Hills		74			8	58	30	96	11	44	41	96
Highland Lakes		103			13	110	58	181	11	75	80	166
Orchard Ridge									11	65	63	139
Admin. Center	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>27</u>	<u>—</u>	<u>74</u>	<u>101</u>	<u>30</u>	<u>—</u>	<u>93</u>	<u>123</u>
	13	177	79	269	48	168	162	378	63	184	277	524

SALARY SCHEDULES (1965-68) and MEDIAN SALARIES (1967-68)

	1965-66		1966-67 & 1967-68		1968-69		1967-68 Salaries		
	Max.	Min.	Max.	Min.	Max.	Min.	Median	High	Low
President	\$27,000	\$22,000							
Vice-President	22,000	18,000							
Provost			\$20,000	\$16,000	\$24,000	\$21,000			
Exec. Director					24,000	19,000			
Director	14,000	12,000	16,000	12,500	20,400	16,000			
Dean	14,000	11,000	15,750	12,750	20,400	16,000	\$12,500	\$14,850	\$ 8,700
Assoc. Dean	12,000	10,000	13,500	11,500	17,900	14,000			
Asst. Dean	11,000	9,000	12,500	10,500	15,300	12,000			
Asst. Director			12,000	8,500	15,300	12,000			
Division Chairman			13,500	10,500	17,900	14,000	13,500	14,850	10,500
Professor	14,000	11,500	15,250	11,500					
Assoc. Professor	11,500	9,500	12,650	9,500			11,550	15,180	10,025
Asst. Professor	9,500	8,000	10,700	8,000			9,800	11,200	7,120
Instructor	8,000	6,500	8,750	6,500			8,000	10,500	6,500
Assoc. Instructor	6,500	5,000	6,800	5,500			6,800	8,160	6,150

## Appendix H - Addendum 4

## OAKLAND COMMUNITY COLLEGE

## PERSONNEL BENEFIT PROGRAM FOR CONTRACTUAL EMPLOYEES

CATEGORY	PAID BY	ELIGIBILITY DATE	AMOUNT OF BENEFIT
1. Holidays	Oakland Community College	Upon employment	New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, Christmas Day.
2. Vacations	Oakland Community College	After six months of employment	22 working days per contract year for employees on 12 months contracts.
3. Sick Leave	Oakland Community College	Upon employment	One day per month of service to maximum of 100 days.
4. Jury Duty	Oakland Community College	Upon employment	The College pays the normal salary; the employee submits his compensation as a juror to the Accounting Department.
5. Bereavement Leave	Oakland Community College	Upon employment	Three working days for death in the immediate family (see Policies Manual for definition of "immediate".) Three additional days may be charged to accumulated sick leave.
6. Maternity Leave		Upon completion of three years' employment.	Maternity leave shall be granted for a minimum of six months and a maximum of one year.
7. Military Leave	Oakland Community College	Upon employment	In accordance with the law.
8. Life Insurance	Oakland Community College and Employee	Upon enrollment (must be completed within first 30 days of employment)	As follows, per salary classification: I 20,000 & over \$25,000. II 15,000 - 20,000 20,000. III 10,000 - 15,000 15,000. IV 5,000 - 10,000 10,000. V Under 5,000 5,000.
9. Hospitalization	Oakland Community College and Employee	Upon enrollment (30 days provision)	Blue Cross-Blue Shield premium group package. (M-75)
10. Major Medical Insurance	Oakland Community College and Employee	Upon enrollment (30 days provision)	\$10,000 maximum; includes \$500. maximum psychiatric care provision.
11. Dental Care	Oakland Community College and Employee	Upon enrollment (30 days provision)	After \$50. per person deductible (\$150. maximum family deduction annually.) 80% charges for Basic Dentistry 80% charges for Dentures, crowns, inlays or bridges. 60% charges for Orthodontia
12. Sickness & Accident Insurance	Oakland Community College and Employee	Upon enrollment (30 days provision)	Following 14 day waiting period, weekly payments by salary classification (as noted under 8 above) for 13 weeks. I \$100. per week II 80. per week III 70. per week IV 60. per week V 50. per week
13. Long Term Disability	Oakland Community College and Employee	Upon enrollment (30 days provision)	Beginning 91st. day of disability, payment of 60% current monthly salary to a maximum of \$1,666.67 less any amount paid by governmental insurance systems.
14. Social Security	State of Michigan and Employee	Upon employment	Retirement benefits at 65, or reduced benefits at 62. Life income for total, permanent disability. Lump sum payments upon death. Monthly income for qualified survivors.
15. TIAA-CREF Retirement Plan	Oakland Community College	Upon employment and submission of an application (if not already a member when employed)	5% of the employee's gross annual contract salary.
16. Michigan Public School Teacher Retirement Fund	State of Michigan and Employee	10 years of service and age 55.	Depends upon the years of service and average earnings; five highest years of earnings.
17. Workmen's Compensation	Oakland Community College	Upon employment	Per schedule of benefits established by law.
18. Tuition Waiver	Oakland Community College	Upon employment	The total tuition charges for any courses taken by the employees at Oakland Community College.
19. Library Privileges	Oakland Community College	Upon employment	Use of the College Libraries.
20. Employee Liability Coverage	Oakland Community College	Upon employment	Coverage for job-connected liability situations: Maximum's--Personal Liability Maximum, \$500,000. per person, \$1,000,000.00 per accident. Property Liability Maximum, \$100,000.00.

## Appendix H - Addendum 5

OAKLAND COMMUNITY COLLEGE  
PERSONNEL BENEFIT PROGRAM FOR CLASSIFIED STAFF EMPLOYEES

<u>CATEGORY</u>	<u>PAID BY</u>	<u>ELIGIBILITY DATE</u>	<u>AMOUNT OF BENEFIT</u>															
1. Holidays	Oakland Community College	Upon employment	New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, Christmas Day.															
2. Vacations	Oakland Community College	Upon completion of one year of employment.	<table style="margin-left: 20px;"> <tr> <td>0 - 6 months</td> <td>0</td> </tr> <tr> <td>6 months - 1 year</td> <td>5</td> </tr> <tr> <td>1 year - 7 years</td> <td>10</td> </tr> <tr> <td>7 years - 15 years</td> <td>15</td> </tr> <tr> <td>Over - 15 years</td> <td>1 month</td> </tr> </table>	0 - 6 months	0	6 months - 1 year	5	1 year - 7 years	10	7 years - 15 years	15	Over - 15 years	1 month					
0 - 6 months	0																	
6 months - 1 year	5																	
1 year - 7 years	10																	
7 years - 15 years	15																	
Over - 15 years	1 month																	
3. Sick Leave	Oakland Community College	Upon employment	One day per month of service to a maximum of 100 days.															
4. Jury Duty	Oakland Community College	Upon employment	The College pays the normal salary; the employee submits his compensation as a juror to the Accounting Department.															
5. Bereavement Leave	Oakland Community College	Upon employment	Three working days for death in the immediate family (see Policies Manual for definition of "immediate".) Three additional days may be charged to accumulated sick leave.															
6. Maternity Leave		Upon completion of three years' employment.	Maternity leave shall be granted for a minimum of six months and a maximum of one year.															
7. Military Leave	Oakland Community College	Upon employment	In accordance with the law.															
8. Life Insurance	Oakland Community College and Employee	Upon enrollment (must be completed within first 30 days of employment)	<p>As follows, per salary classification:</p> <table style="margin-left: 20px;"> <tr> <td>I</td> <td>20,000 - over</td> <td>\$25,000.</td> </tr> <tr> <td>II</td> <td>15,000 - 20,000</td> <td>20,000.</td> </tr> <tr> <td>III</td> <td>10,000 - 15,000</td> <td>15,000.</td> </tr> <tr> <td>IV</td> <td>5,000 - 10,000</td> <td>10,000.</td> </tr> <tr> <td>V</td> <td>Under 5,000</td> <td>5,000.</td> </tr> </table>	I	20,000 - over	\$25,000.	II	15,000 - 20,000	20,000.	III	10,000 - 15,000	15,000.	IV	5,000 - 10,000	10,000.	V	Under 5,000	5,000.
I	20,000 - over	\$25,000.																
II	15,000 - 20,000	20,000.																
III	10,000 - 15,000	15,000.																
IV	5,000 - 10,000	10,000.																
V	Under 5,000	5,000.																
9. Hospitalization	Oakland Community College and Employee	Upon enrollment (30 days provision)	Blue Cross-Blue Shield premium group package, M-75.															
10. Major Medical Insurance	Oakland Community College and Employee	Upon enrollment (30 days provision)	\$10,000. maximum; includes \$500. maximum psychiatric care provision.															
11. Dental Care	Oakland Community College and Employee	Upon enrollment (30 days provision)	<p>After \$50. per person deductible, \$150. maximum family deduction annually.</p> <p>80% charges for Basic Dentistry</p> <p>80% charges for Dentures, crowns, inlays or bridges</p> <p>60% charges for Orthodontia</p>															
12. Sickness & Accident Insurance	Oakland Community College and Employee	Upon enrollment (30 days provision)	<p>Following 14 day waiting period, weekly payments by salary classification (as noted under 8 above) for 13 weeks.</p> <table style="margin-left: 20px;"> <tr> <td>I</td> <td>\$100. per week</td> </tr> <tr> <td>II</td> <td>80. per week</td> </tr> <tr> <td>III</td> <td>70. per week</td> </tr> <tr> <td>IV</td> <td>60. per week</td> </tr> <tr> <td>V</td> <td>50. per week</td> </tr> </table>	I	\$100. per week	II	80. per week	III	70. per week	IV	60. per week	V	50. per week					
I	\$100. per week																	
II	80. per week																	
III	70. per week																	
IV	60. per week																	
V	50. per week																	
13. Long Term Disability	Oakland Community College and Employee	Upon enrollment (30 days provision)	Beginning 91st. day of disability, payment of 60% current monthly salary to a maximum of \$1,666.67 less any amount paid by governmental insurance systems.															
14. Social Security	State of Michigan and Employee	Upon employment	Retirement benefits at 65, or reduced benefits at 62. Life income for total, permanent disability. Lump sum payments upon death. monthly income for qualified survivors.															
15. Michigan Public School Retirement Fund	State of Michigan and Employees	Upon 10 years of service and age 55.	Depends upon the years of service and average of five highest years of earnings.															
16. Workmen's Compensation	Oakland Community College	Upon employment	Per schedule of benefits established by law.															
17. Tuition Waiver	Oakland Community College	Upon employment	The total tuition charges for any courses taken by the employees at Oakland Community College.															
18. Library Privileges	Oakland Community College	Upon employment	Use of the College Libraries.															
19. Employee Liability Coverage	Oakland Community College	Upon employment	Coverage for job-connected liability situations: Maximum's--Personal Liability Maximum, \$500,000. per person, \$1,000,000.00 per accident. Property Liability Maximum, \$100,000.00.															

APPENDIX I

FACILITIES

APPENDIX I - ADDENDUM 1

## Appendix I - Addendum I

LIST OF EXISTING FACILITIES  
FOR: North Central Reporting Committee

ITEM 1

ACREAGE

AUBURN HILLS -	257.874 Acres		
	<u>7.2</u> Acres (Featherstone-Squirrel Corner)		
	265.074		265.074
G.A. BEE -	4.5826		
	2.81		
	<u>3.97</u>		
	11.3626		11.363
HIGHLAND LAKES -			157.119
ORCHARD RIDGE -	144.83		
	<u>7.151</u> (Kirn Property)		
	151.981		151.981
SOUTH OAKLAND -	75.973 (This acreage must be evaluated)		75.973
			<u>661.510</u>

TOTAL BUILDINGS EACH CAMPUS

ITEM 2

AUBURN HILLS

No.

"A", "B", "C" & "D" Bldgs.	4
Receiving Bldg.	1
Bookstore	1
Student Personnel	1
Faculty	1
Phy. Ed.	1
Law Enforcement Office Bldg.	1
Law Enforcement Academy Bldg.	1
Communications	1
General Assembly	1
Administration Bldg - 2 units attached	1
General Use Bldg.	<u>1</u>
	15
PHASE I - Now Under Construction	
Boiler House )	
General Assembly )	
Science Learning Lab.)	3

HIGHLAND LAKES

Administration	1
Main	1
Instructional	1
Technical	1



## Appendix I - Addendum I

LIST OF EXISTING FACILITIESITEM 2 Cont'dTOTAL BUILDINGS EACH CAMPUS (Continued)HIGHLAND LAKES

	<u>No.</u>
Student Activity	1
Music	1
Arts	1
General Assembly	$\frac{1}{8}$

G. A. BEE ADMINISTRATIVE BLDG.

1

ORCHARD RIDGE CAMPUS

Phase I - "A", "B", "C", "D", "E", "F" & "G"	7
Note: "E" Bldg is Boiler Plant	
Phase II - Administration	1
Arts	1
Commons	1
Instructional Resources Center	$\frac{1}{4}$
Phase II -	4

SOUTH OAKLAND CAMPUS

No Buildings on site.

TOTAL BUILDING SQUARE FOOTAGE ON EACH CAMPUSITEM 3

AUBURN HILLS - "A" Bldg.	3,895
"B" Bldg.	6,345
"C" Bldg.	2,650
"D" Bldg.	7,500
Maintenance	1,200
Law Enforcement	784
Police Academy	940
Communication	3,320
Faculty Office Bldg.	784
General Assembly	1,417
Assembly	784
Bookstore	780
Student Counseling	784
General Use Bldg.	784
Administration - 1	1,292
Administration - 2	1,292

TOTAL SQ.FT. 34,551

## Appendix I - Addendum I

TOTAL BUILDING SQUARE FOOTAGE ON EACH CAMPUS (Continued)

Item 3 Cont'd

<u>HIGHLAND LAKES</u>	- Administration	15,420
	Main	59,856
	Instructional	19,875
	Technical	3,945
	Art	1,720
	Music	1,720
	Student Activities	2,680
	General Assembly	2,593
		<hr/>
	TOTAL SQ. FT.	107,809
<u>G. A. BEE</u>	- Existing - 26,376	
	Remodeled	26,230
<u>ORCHARD RIDGE</u>	- Phase I	
	A	28,250
	B	28,250
	C	28,250
	D	28,250
	E	17,000
	F	28,250
	G	28,250
		<hr/>
	PHASE I TOTAL	186,500
	- Phase II	
	Administration	25,700
	Arts	25,600
	Commons	115,200
	LRC	41,300
		<hr/>
	PHASE II TOTAL	207,800
	GRAND TOTAL PHASE II	<hr/> 394,300
	- Future Physical Ed. Bldg.	68,200

## Appendix I - Addendum I

TOTAL NUMBER OF GENERAL ASSEMBLY ROOMS ON EACH CAMPUS  
ALSO SQ. FT. OF EACH (Continued)

Item 5 Cont'd

	<u>SQ. FT.</u>	<u># SEATS</u>
ORCHARD RIDGE - Assembly 2-59	1,272	73
Assembly 2-100		
Subplaza - 1,080		
Plaza <u>1,833</u>		
	2,913	147
Assembly 2-102		
Subplaza 844		
Plaza <u>1,086</u>		
	1,930	129
Assembly - 2-105		
Subplaza 955		
Plaza <u>1,620</u>		
	2,575	125
	<u>8,690</u>	<u>474</u>

G. A. BEE - NONE

SOUTH OAKLAND - NONE

TOTAL NUMBER OF SMALL ASSEMBLY ROOMS PRESENTLY ON EACH  
CAMPUS, ALSO SQ. FT. OF EACH

Item 6

AUBURN HILLS

Room 201 - 723 Sq. Ft.; 24 Seats

HIGHLAND LAKES - Data from Leon Renner

<u>Room #</u>	<u>Sq. Ft.</u>	<u>Seats</u>	<u>Bldg.</u>
B-3	113	12	Main
101	136	12	"
133	630	40	"
151	130	12	"
201	136	15	"
219	480	30	"
220	125	4	"
246	176	5	"
251	130	12	"
255	600	35	"
260	205	6	"
301	136	12	"
351	142	12	"
<u>13 rooms</u>	<u>3,139</u>	<u>207</u>	
116	476	10	Instructional Bldg.
132	176	8	" "
137	147	8	" "
139	301	8	" "
<u>4 rooms</u>	<u>1,100</u>	<u>34</u>	

## Appendix I - Addendum I

TOTAL NUMBER OF SMALL ASSEMBLY ROOMS PRESENTLY ON EACH CAMPUS, ALSO SQ. FT. OF EACH - (Continued)

Item 6 Cont'd

HIGHLAND LAKES -

<u>Room #</u>	<u>Sq. Ft.</u>	<u>Seats</u>	<u>Bldg.</u>
101	242	6	Technical Bldg.
101	138	8	Art Bldg.
103	128	14	Music Bldg.
106	76	12	" "
<u>2 rooms</u>	<u>204</u>	<u>26</u>	
<u>21 rooms</u>	<u>4,823</u>	<u>281</u>	
<u>total</u>	<u>total</u>	<u>total</u>	

ORCHARD RIDGE

	<u>Sq. Ft.</u>	<u>No. of Rooms</u>	<u>Seats</u>
"A" Mezz	2,242	6	72
"B" Mezz	2,242	6	72
"C" Mezz	2,242	6	72
"D" Mezz	2,242	6	72
"F" Mezz	2,242	6	72
"G" Mezz (759 +	2,242	6	72
"M" Mezz (1,084 =	<u>1,843</u>	<u>6</u>	<u>72</u>
<u>7 Bldgs.</u>	<u>15,295</u>	<u>42</u>	<u>504</u>

IRC

Subplaza -Sem	3-16	287	1	20
"	3-17	199	1	20
"	3-18	199	1	20
"	3-19	287	1	20
Plaza Sem	3-48	245	1	20
"	3-49	245	1	20
"	3-56	272	1	20
"	3-58	272	1	20
"	3-65	245	<u>1</u>	<u>20</u>
		<u>2,251</u>	<u>9</u>	<u>180</u>
GRAND TOTAL		17,546	51	684

## Appendix I - Addendum I

TOTAL NUMBER OF LABORATORY ROOMS PRESENTLY ON EACH  
CAMPUS, ALSO SO. FT. OF EACH

Item 7

AUBURN HILLS

<u>ROOM NO.</u>	<u>BUILDING</u>	<u>TYPE OF ROOM</u>	<u>SO. FT.</u>	<u>NO. OF SEATS</u>
105	A	Language Lab	627	30
202	B	Business Lab	962	51
203	B	Bus. Tech Lab	992	39
204	B	Bus. Tech Lab	575	20
403	D	Gen-Use Lab	1,738	74
406	D	Math-Sci. Lab	528	30
104	Communications	Comm-Lab	2,115	55
<u>7 rooms</u>			<u>7,537</u>	<u>299</u>

HIGHLAND LAKES

6	Main	Drafting Lab	2,126	25
103	"	Math Lab	1,075	74
119	"	Math Lab	480	26
131	"	English Lab	486	46
147	"	Kitchen Lab	342	10
147	"	Kitchen Lab	171	10
155	"	Soc.Sci. Lab	2,000	76
203	"	English Lab	1,865	68
239	"	Language Lab	1,335	46
244	"	Micro Lab	288	16
248	"	Med-Tech Lab	602	22
250	"	Chemistry Lab	772	24
253	"	Bus. Lab		76
353	"	Life Sci. Lab	2,112	70
355	"	Bio. Lab	775	26
254	"	Dental Lab	320	18
261	"	Dental Lab	405	8
263	"	Dental Lab	130	2
265	"	Dental Lab	130	2
266	"	Dental Lab	582	18
303	"	Sci. Lab	1,905	72
319	"	Sci. Lab	480	18
138	Instruct.	Bus. Tech Lab	909	25
103	Technology	Elec. Lab	985	22
104	"	Mech. Lab	343	8
107	"	Auto Lab	720	18
108	"	Welding Lab	180	4
108	"	Welding Lab	90	4
108	"	Welding Lab	90	4
111	"	Mech. Lab	721	12
104	Art	Art Lab	335	15
<u>31 rooms</u>			<u>22,754</u>	<u>877</u>

## Appendix I - Addendum I

TOTAL NUMBER OF LABORATORY ROOMS PRESENTLY ON EACH CAMPUS, ALSO SQ. FT. OF EACH (Continued)

Item 7 Cont'd

ORCHARD RIDGE

<u>BLDG</u>	<u>ROOM NO.</u>	<u>TYPE OF ROOM</u>	<u>SQ. FT.</u>	<u>No. OF SEATS</u>	<u>REMARKS</u>
"A"	A119	Life Sci.	1,093	32	Wet Lab
	A103	Life Sci.	1,093	32	Wet Lab
	A112	Life Sci.	1,093	60	Dry Lab
	A104	Drafting	1,093	31	Dry Lab
	A201	Math	2,998	100	Dry Lab
	A202	Math	2,930	80	Dry Lab
	<u>6 rooms</u>			<u>10,297</u>	<u>335</u>
"B"	B119	Physical Sci.	1,093	32	Wet Lab
	B103	Physical Sci.	1,093	32	Wet Lab
	B114	Physical Sci.	547	30	Dry Lab
	B112	Physical Sci.	546	30	Dry Lab
	B104	Physical Sci.	1,093	60	Dry Lab
	B201	Social Sci.	2,298	90	Dry Lab
	B202	Social Sci.	2,298	80	Dry Lab
<u>7 rooms</u>			<u>8,968</u>	<u>354</u>	
"C"	C119	Social Sci.	1,093	32	Wet Lab
	C103	Social Sci.	1,093	32	Wet Lab
	C112	Social Sci.	1,093	32	Dry Lab
	C104	Social Sci.	1,093	32	Dry Lab
	C201	Social Sci.	2,780	81	Dry Lab
	C202	Social Sci.	2,298	70	Dry Lab
<u>6 rooms</u>			<u>9,450</u>	<u>279</u>	
"D"	D119	Life Sci.	1,093	32	Wet Lab
	D103	Life Sci.	1,093	32	Wet Lab
	D112	Life Sci.	1,093	32	Wet Lab
	D104	Life Sci.	1,093	38	Wet Lab
	D201	Life Sci.	2,998	81	Dry Lab
	D202	Life Sci.	2,998	90	Dry Lab
<u>6 rooms</u>			<u>10,368</u>	<u>305</u>	
"F"	F119	Data Process.	1,044	-	Dry Lab
	F103	Data Process.	1,044	-	Dry Lab
	F114	Shorthand	552	20	Dry Lab
	F112	Bus. Mach.	552	25	Dry Lab
	F104	Typing	1,130	27	Dry Lab
	F201	Typing	3,055	90	Dry Lab
	F202	Typing	2,930	80	Dry Lab
<u>7 rooms</u>			<u>10,307</u>	<u>242</u>	

## Appendix I - Addendum I

TOTAL NUMBER OF LABORATORY ROOMS PRESENTLY ON EACH CAMPUS, ALSO SQ. FT. OF EACH (Continued)

Item 7 Cont'

ORCHARD RIDGE

<u>BLDG</u>	<u>ROOM NO.</u>	<u>TYPE OF ROOM</u>	<u>SQ. FT.</u>	<u>NO. OF SEATS</u>	<u>REMARKS</u>
"G"	G119	Physical Ed.	1,200	32	Wet Lab
	G103	Physical Ed.	1,200	38	Wet Lab
	G112	Foreign Ed.	2,255)	40	Dry Lab
	G104	Humanities	)	36	Dry Lab
	G201	Humanities	2,380	70	Dry Lab
	G202	Humanities	3,930	107	Dry Lab
	<u>6 rooms</u>		<u>10,965</u>	<u>323</u>	
"L"	L119	Ceramics	1,076	28	Wet Lab
	L103	Sculpture	1,063	16	Wet Lab
	L112	Music Apprec.	1,250	44	Dry Lab
	L104	Art Apprec.	1,063	40	Dry Lab
	L213	Commercial Art	1,419	30	Dry Lab
	L203	Graphics	966	15	Dry Lab
	L208	Humanities	2,649	158	Dry Lab
	L217	Classroom	510	30	Dry Lab
	<u>8 rooms</u>		<u>9,996</u>	<u>361</u>	
"M"	M201	Classroom	2,806	90	Dry Lab
	M202	Classroom	3,321	97	Dry Lab
	<u>2 rooms</u>		<u>6,127</u>	<u>187</u>	
"J"		Quantity Prep	852		
		Lecture-Demon.	864		
	<u>2 rooms</u>		<u>1,716</u>	<u>—</u>	
<u>GRAND TOTAL</u>	<u>50 rooms</u>		<u>78,194</u>	<u>2,386</u>	

## Appendix I - Addendum I

TOTAL NUMBER OF OFFICES PRESENTLY ON EACH  
CAMPUS, ALSO SQ. FT. OF EACH

Item 8

AUBURN HILLS

<u>BLDG</u>	<u>ROOM NO.</u>	<u>TYPE OF ROOM</u>	<u>SQ. FT.</u>
"A"	108	Language	99
	109	Language	81
	110	Language	99
	113	Gen. Adm.	81
	101	Student Act.	120
		<u>5 rooms</u>	
"B"	201	Student Senate	100
		<u>1 room</u>	<u>100</u>
"C"	304	Library	48
	305	Library	40
	307	Library	56
	308	Library	60
		<u>4 rooms</u>	
"D"	417	Faculty	238
	419	Math	175
	420	Soc.Sci-Bio.	182
	421	MCDE	182
		<u>4 rooms</u>	
Law Enforcement	100	Law Enforcement	42
		<u>1 room</u>	<u>42</u>
Police Academy	100	Police Academy	88
		<u>1 room</u>	<u>88</u>
Communications	100	Faculty	108
	101	Faculty	108
	102	Faculty	108
	103	Faculty	108
		<u>4 rooms</u>	
Faculty Office Bldg.	100	Bus-Div.	56
	100A	Phy. Ed	48
	101	Bus-Div.	60
	102	Bus-Div.	51
	103	Bus-Div.	51
	104	Bus-Div.	87
	105	Bus-Div.	67

## Appendix I - Addendum I

TOTAL NUMBER OF OFFICES PRESENTLY ON EACH CAMPUS, ALSO SQ. FT. OF EACH (Continued)

Item 8 Cont'

AUBURN HILLS

<u>BLDG</u>	<u>ROOM NO.</u>	<u>TYPE OF ROOM</u>	<u>SO. FT.</u>
Faculty Office Bldg. Cont'd	106	Bus-Div.	56
	107	Bus-Div.	56
	<u>9 rooms</u>		<u>532</u>
	Bookstore	101	Bookstore
	<u>1 room</u>		<u>74</u>
Student Counseling	100	General office	130
	101	Counseling	58
	102	Counseling	58
	<u>3 rooms</u>		<u>246</u>
Administrative Bldg. No.1	105	Gen. Adm.	137
	106	Gen. Adm.	115
	107	Gen. Adm.	115
	108	Gen. Adm.	115
	<u>4 rooms</u>	<u>482</u>	
Administrative Bldg. No. 2	103	Gen. Adm.	68
	<u>1 room</u>		<u>68</u>
<b>GRAND TOTAL</b>	<u>38 rooms</u>		<u>3,525</u>

HIGHLAND LAKES

Main	117	Math	232
	120	Math	125
	121	Food Service	136
	146	Food Service	182
	150	Gen. Adm.	150
	160	Gen. Adm.	140
	161	Soc. Sci.	128
	163	Soc. Sci.	122
	164	Gen. Adm.	133
	165	Soc. Sci.	115
	167	Switch Board Off.	252
	162A	Gen. Adm.	32
	160A	Gen. Adm.	32
	240	Micro Biology	136
	313	Phy. Sci.	136
	<u>15 rooms</u>	<u>2,051</u>	

## Appendix I = Addendum I

TOTAL NUMBER OF OFFICES PRESENTLY ON EACH  
CAMPUS, ALSO SQ. FT. OF EACH (Continued)

Item 8 Cont'd

ORCHARD RIDGE

<u>BLDG</u>	<u>ROOM NO.</u>	<u>TYPE OF ROOM</u>	<u>SQ. FT.</u>
"M"	M142, M144	Counselors	245
	M152, M154		
	M156		
	M161	Faculty	163
	M131, M133	Counselors	228
	M135, M137	Counselors	525
	M139, M151		
	M153, M155		
	M157		
	M123	Health	128
	M129	Nurse	224
	M209		310
	M213		
		<u>32 rooms</u>	
"J"	Subplaza	Quan. Prep-offices	882
		Bookstore Offices	264
	Plaza	Assistant Dean	210
	Third Level	Office	135
		<u>4 rooms</u>	
"K"	K114		124
	K113		141
	K222		167
	K221		167
		<u>4 rooms</u>	
GRAND TOTAL	<u>113 rooms</u>		<u>17,229</u>

APPENDIX I - ADDENDUM 2

1. Maintenance of heating and ventilation equipment.
2. Maintenance of all mechanical equipment.
3. Cleaning and repair of other equipment.
4. Daily inspection of all safety devices, lifting equipment, and water properties.
5. Annual repairs to electrical, plumbing, and building hardware.
6. Operation of elevators with floor, railings and fire.
7. Operation of fire alarm system, under the supervision of Campus Facilities.
8. Operation of building and equipment.

## Appendix I - Addendum 2

Job Time Requirements

There is considerable information available from many sources but the most thorough study of job time requirements has been conducted by the General Services Administration of the United States Government. The below information has been taken from context and is to be used and considered to be the standard level.

Job	Production Rate Per. 8 hr/man day
Room cleaning which includes dusting of flat surfaces, emptying wastebaskets, closing windows, adjusting furniture, spot cleaning, dust mopping floor, etc.	14,600 Sq. Ft.
Toilets	80 Fixtures - Partitions and Floor Area
Window Washing	60 (24" x 24" size)
Buffing:	
Corridor	30,000 Sq. Ft.
Room (H.Obstructed)	12,600 Sq. Ft.
Stripping and Waxing:	
Corridor	4,800 Sq. Ft.
Room	2,600 Sq. Ft.
Mopping:	
Corridor	15,500 Sq. Ft.
Room	8,000 Sq. Ft.
Elevator Cleaning	25 or 18 minutes each
Stairways:	
Sweeping and Dusting	60 Flights of 5 each
Mopping	22 Flights of 5 each
Entrance Cleaning	16 Main 32 Secondary
High Cleaning	
Storage Areas	
Sidewalks (Policing, Snow Shoveling, etc.)	100,000 Sq. Ft.
Grounds Care:	
Intensive	100,000 (43,560 Sq. Ft. Acre)
General	5 Acres

The following operations time list is a detailed breakdown of the foregoing general standard:

OPERATIONS TIME LIST

<u>Time in Minutes per</u> <u>1,000 sq. ft.</u>	<u>Time in Minutes per</u> <u>1,000 sq. ft.</u>
Sweeping	Vacuum--Dry Pick-up
Unobstructed . . . . . 7	Unobstructed . . . . . 14
Slightly Obst. . . . . 9	Slightly Obst. . . . . 17
Obstructed . . . . . 10	Obstructed . . . . . 19
Heavily Obst. . . . . 14	Heavily Obst. . . . . 23
Dust Mopping	Strip and Rewax
Unobstructed . . . . . 8	Unobstructed . . . . . 100
Slightly Obst. . . . . 9	Slightly Obst. . . . . 120
Obstructed . . . . . 10	Obstructed . . . . . 140
Heavily Obst. . . . . 12	Heavily Obst. . . . . 180
Damp Mopping	Combination Scrub and Wet Pick-Up
Unobstructed . . . . . 16	Automatic Machine . . . 5,000 to
Slightly Obst. . . . . 23	20,000 Sq. Ft.
Obstructed . . . . . 27	Per Hour
Heavily Obst. . . . . 32	
Wet Mop and Rinse	DUSTING <span style="float: right;"><u>Time in Seconds</u></span>
Unobstructed . . . . . 35	Bookcases
Slightly Obst. . . . . 45	13" x 35" x 12" . . . . . 22
Obstructed . . . . . 50	36" x 30" x 8" . . . . . 33
Heavily Obst. . . . . 55	36" x 40" x 12" . . . . . 36
Machine Scrub - 16" Machine	42" x 24" x 11" . . . . . 49
Unobstructed . . . . . 27	Cabinets
Slightly Obst. . . . . 38	36" x 77" x 18" . . . . . 106
Obstructed . . . . . 44	39" x 66" x 18" . . . . . 42
Heavily Obst. . . . . 49	Chairs
Machine Buffing - 16" Machine	Large . . . . . 63
Unobstructed . . . . . 16	Medium . . . . . 35
Slightly Obst. . . . . 27	Steno . . . . . 22
Obstructed . . . . . 33	Clock, Desk . . . . . 8
Heavily Obst. . . . . 38	Wall . . . . . 20
Vacuum--Wet Pick-up	Desks
Unobstructed . . . . . 20	Large . . . . . 48
Slightly Obst. . . . . 27	Medium . . . . . 43
Obstructed . . . . . 31	Small . . . . . 38
Heavily Obst. . . . . 35	

STATE OF MICHIGAN  
Department of Education  
Bureau of Higher Education  
Form P-70

LONG-RANGE CAPITAL OUTLAY NEEDS  
1968-69 Through 1972-73

Show full project cost and  
not just the State share.

AGENCY: Oakland Community College

Project #	Campus	Project Titles and Priority Numbers (continuing projects should be numbered)	Request Year 1968-69	1969-70	1970-71	1971-72	1972-73	TOTAL
1	H. L.	Replace plumbing and heating in Main Building (101-1261-511-016)	398,000					398,000 (2)
2	A. H.	Business Learning Laboratory	480,000	530,000	59,200			1,069,200 (2)
3	A. H.	Mathematics Learning Laboratory	640,000	700,000	64,700			1,404,700 (2)
4	A. H.	Learning Resource Building	1,142,000	1,300,000	1,184,200			3,626,200 (2)
5	A. H.	Technology Learning Laboratory	1,260,000	1,041,200				2,301,200 (2)
6	M. H.	Master Plan - Madison Heights Campus (new campus)	133,000					133,000
7	M. H.	Learning Laboratory I	1,280,400	640,200				1,920,600 (2)
8	M. H.	Learning Laboratory II	17,250 (1)	700,000	662,550			1,379,800

Note:

) Indicates Planning Stage

) This total is different from that shown on Form P-80 Project because some work was done prior to fiscal 1968-69 or will be done subsequent to fiscal 1972-73.

STATE OF MICHIGAN  
Department of Education  
Bureau of Higher Education  
Form P-70

LONG-RANGE CAPITAL OUTLAY NEEDS  
1968-69 Through 1972-73

Show full project cost and  
not just the State share.

AGENCY: Oakland Community College

Priority #	Campus	Project Titles and Priority Numbers (continuing projects should be numbered)	Request Year 1968-69	1969-70	1970-71	1971-72	1972-73	TOTAL
9	M. H.	Learning Laboratory III	28,500 (1)	950,000	1,075,000	225,800		2,279,300
10	M. H.	Learning Resources Center (Library)	33,000 (1)	980,000	1,437,000	268,000		2,718,000
11	A. H.	Humanities Learning Laboratory Account #101-1261-511-014	26,800 (1)	844,000	1,055,000	211,000		2,136,800
12	A. H.	Communications Learning Laboratory Account #101-1261-511-015	21,000 (1)	665,000	825,000	160,600		1,671,600
13	O. R.	Maintenance Building Account #101-1261-511-013	157,000					157,000 (2)
14	M. H.	Learning Laboratory IV		30,000 (1)	931,000	1,163,000	232,000	2,356,000
15	M. H.	Learning Laboratory V		30,000 (1)	931,000	1,163,000	232,000	2,356,000
16	M. H.	Learning Laboratory VI		30,000 (1)	931,000	1,163,000	232,000	2,356,000

Note:

- 1) Indicates Planning Stage
- 2) This total is different from that shown on Form P-80 Project because some work was done prior to fiscal 1968-69 or will be done subsequent to fiscal 1972-73.

STATE OF MICHIGAN  
Department of Education  
Bureau of Higher Education  
Form P-70

LONG-RANGE CAPITAL OUTLAY NEEDS  
1968-69 Through 1972-73

Show full project cost and  
not just the State share.

AGENCY: Oakland Community College

Priority #	Campus	Project Titles and Priority Numbers (continuing projects should be numbered)	Request Year 1968-69	1969-70	1970-71	1971-72	1972-73	TOTAL
17	A. H.	Social Science Learning Laboratory		12,450 (1)	394,000	493,000	98,850	998,300
18	H. L.	Learning Laboratory I		21,000 (1)	652,000 652,000	815,000	162,500	1,650,500
19	O. R.	Phase I, Classroom Complex and Heating plant Account #101-1261-511-047	65,000					65,000 (2)
20	O. R.	Phase II, Classroom Complex Account #101-1261-511-048	447,000					447,000 (2)
21	O. R.	Site Improvement	3,750 (1)	125,000	113,750			242,500
22	O. R.	Automatic Control System	186,660					186,660 (2)
23	G. B.	Remodel Existing Structure	263,000					263,000 (2)
24	A. H.	General Assembly Building	711,000	426,000				1,137,000 (2)

Note:

(1) Indicates Planning Stage

(2) This total is different from that shown on Form P-80 Project because some work was done prior to fiscal 1968-69 or will be done subsequent to fiscal 1972-73.

STATE OF MICHIGAN  
Department of Education  
Bureau of Higher Education  
Form P-70

LONG-RANGE CAPITAL OUTLAY NEEDS  
1968-69 Through 1972-73

Show full project cost and  
not just the State share.

AGENCY: Oakland Community College

Project #	Campus	Project Titles and Priority Numbers (continuing projects should be numbered)	Request Year 1968-69	1969-70	1970-71	1971-72	1972-73	TOTAL
5	A. H.	Science Learning Laboratory	879,000	527,000				1,406,000 (2)
5	A. H.	Central Utility Facility	798,000	479,000				1,277,000 (2)
7	A. H.	Site Work and Utilities	705,000	694,000				1,399,000 (2)
3	A. H.	Site Improvement		4,000 (1)	98,000	108,000		210,000
9	A. H.	Horticulture Building	1,300 (1)	98,700				100,000
0	M. H.	Site Work and Utilities	505,000	515,000	533,000			1,553,000 (2)
1	O. R.	Water Main	87,500					87,500
2	O. R.	Physical Education Building	30,000 (1)	878,000	1,097,500	219,500		2,225,000

e:

Indicates Planning Stage

This total is different from that shown on Form P-80 Project because some work was done prior to fiscal 1968-69 or will be done subsequent to fiscal 1972-73.

STATE OF MICHIGAN  
Department of Education  
Bureau of Higher Education  
Form P-70

LONG-RANGE CAPITAL OUTLAY NEEDS  
1968-69 Through 1972-73

Show full project cost and  
not just the State share.

AGENCY: Oakland Community College

Priority #	Cam- pus	Project Titles and Priority Numbers (continuing projects should be numbered)	Request Year 1968-69	1969-70	1970-71	1971-72	1972-73	TOTAL
33	A. H.	Physical Education Facility	129,000					129,000 (
34	H. L.	Physical Education Facility	129,000					129,000 (
35	H. L.	Water Mains and Sanitary Sewer		3,200 (1)	168,200			171,400
36	M. H.	Physical Education Facility				1,000 (1)	69,000	70,000
37	A. H.	Physical Education Building		30,000 (1)	878,000	1,097,500	219,500	2,225,000
38	M. H.	Site Improvement				4,000 (1)	98,000	102,000 (
39	H. L.	Remodel Technology Building	1,500 (1)	15,000				16,500
40	A. H.	Sanitary Sewer	3,200 (1)	183,800				187,000

Note:

- (1) Indicates Planning Stage
- (2) This total is different from that shown on Form P-80 Project because some work was done prior to fiscal 1968-69 or will be done subsequent to fiscal 1972-73.

TOTAL	10,561,860	12,452,550	13,090,100	7,092,400	1,343,850	44,540,760
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APPENDIX I - ADDENDUM 4

## Appendix I - Addendum 4

OAKLAND COMMUNITY COLLEGE  
NORTH CENTRAL REPORTING COMMITTEE  
FACILITIES  
EVALUATION QUESTIONNAIRE

---

DIRECTIONS: Please answer all questions on the following form. Indicate your answers on the I.B.M. answer card attached with the mark sense pencil provided. Please be as accurate as possible. Thank you.

1. Indicate your campus location.
  - A. Auburn Hills
  - B. Central Office
  - C. Highland Lakes
  - D. Orchard Ridge
  
2. Indicate your academic division area.
  - A. Life and Health Sciences
  - B. Math, Physical Science, and Technical
  - C. Communications and Humanities
  - D. Social Science
  - E. Business(If none of these leave #2 blank.)
  
3. Indicate your academic division or area.
  - A. Learning Resources Center
  - B. Counseling
  - C. Administration
  - D. Secretarial or Plant Operations
  - E. Student

Questions 4-13 pertain to lighting. In your opinion is the lighting adequate, in the following areas, for student and faculty use?

- A. Yes
  - B. No
  - C. Does not pertain
4. General Assembly Areas
  5. Small Assembly Areas
  6. Preparatory Areas
  7. Wet Labs
  8. Learning Labs
  9. Parking Lots

Evaluation Questionnaire

10. Offices
11. Learning Resources Center
12. Campus Grounds
13. Halls and Stairways

Questions 14-18 pertain to heating, cooling, and ventilation. In your opinion are the above conditions adequate for student and faculty comfort?

- A. Yes
- B. No
- C. Does not pertain

14. General Assembly Areas
15. Small Assembly Areas
16. Laboratories
17. Offices
18. Learning Resources Center

Questions 19-28 pertain to maintenance. In your opinion are the areas used by you maintained in a satisfactory manner?

- A. Yes
- B. No
- C. Does not pertain

19. Tile Floors - Labs
20. Hallways and Stairs
21. Offices
22. Rest Rooms
23. Chalkboards
24. Carpets
25. Correls
26. Grounds
27. Cafeteria
28. Refreshment Areas

Questions 29-47 pertain to adequacy of physical facilities. In your opinion are the following facilities adequate?

- A. Yes
- B. No
- C. Does not pertain

29. General Assembly Seating Capacity
30. Small Assembly Seating Capacity
31. Faculty and Staff Parking Spaces
32. Student Parking Spaces
33. Location of General Assembly Rooms
34. Location of Small Assembly Rooms

## Appendix I - Addendum 4

## Evaluation Questionnaire

35. Location of Laboratories
36. Blackout Shades
37. Student Lounge
38. Faculty Lounge
39. Cafeteria
40. Wet Lab Fixtures
41. Lab Furniture
42. Office Furniture
43. Lab Work Space
44. Rest Rooms
45. Student Recreation Facilities
46. Faculty Recreation Facilities
47. Learning Resources Center

Questions 48-50 pertain to miscellaneous areas.

- A. Yes
- B. No
- C. Does not apply

48. Is noise excessive in Instructional Areas?
49. Is secretarial office space adequate?
50. Is security adequate?

51. On the top of your answer card in the spaces marked, "Form No. of test must be marked here", fill in the number of your subject area from the list below:

BUSINESS

- 1 Accounting
- 2 Business
- 3 Data Processing
- 4 Food Service Technology\*
- 5 Law Enforcement\*\*
- 6 Marketing
- 7 Medical Office Assisting
- 8 Retailing
- 9 Secretarial Science
- 10 Stenography

LIFE AND HEALTH SCIENCES

- 1 Biology
- 2 Dental Assisting
- 3 Health Education
- 4 Landscape Technology
- 5 Life Science
- 6 Medical Technology
- 7 Nursing
- 8 Physical Education
- 9 Recreation

COMMUNICATIONS AND HUMANITIES

- 1 Art
- 2 English
- 3 Foreign Languages
- 4 Journalism
- 5 Library Technology
- 6 Literature
- 7 Music
- 8 Speech

SOCIAL SCIENCE

- 1 Economics
- 2 History
- 3 Political Science
- 4 Psychology
- 5 Social Science
- 6 Sociology

## Appendix I - Addendum 4

## Evaluation Questionnaire

MATHEMATICS, PHYSICAL AND APPLIED SCIENCES

- 1 Automotive Technology
- 2 Chemistry
- 3 Drafting
- 4 Earth Sciences
- 5 Electronics Technology
- 6 Mathematics
- 7 Mechanical Technology
- 8 Physical Science
- 9 Physics
- 10 Radio and Television Repair

## Appendix I - Addendum 4

## AUBURN HILLS FACILITIES EVALUATION QUESTIONNAIRE

QUESTION	TOTAL NUMBER OF RESPONSES					
	A	B	C	D	E	NONE
1	39					
2	4	5	11	7	9	3
3	3	1	1		5	29
4	22	15	2			
5	20	18	1			
6	19	11	9			
7	7	8	20			4
8	21	18				
9	22	17				
10	28	11				
11	22	13	2			2
12	13	26				
13	10	14	12			3
14	15	24				
15	16	22				1
16	17	20	1			1
17	13	25				1
18	19	14	4			2
19	24	9	4			2
20	24	3	10			2
21	27	11				1
22	28	8	3			
23	25	13				1
24	16	6	17			
25	29	7	2			1
26	31	7				1
27	13	21	5			
28	14	19	6			
29	28	9	2			
30	18	19	2			
31	27	12				
32	24	13	2			
33	25	14				
34	25	14				
35	26	11	1			1
36	7	28	4			
37	6	30	3			
38	8	28	3			
39	4	30	5			
40	4	12	22			1
41	20	15	3			1
42	17	22				
43	19	15	5			
44	14	22	1			2
45	3	35				1
46	4	33				2
47	7	28	3			1
48	25	14				
49	12	24	2			1
50	17	20				2

## Appendix I - Addendum 4

## LEARNING RESOURCES CENTER - AUBURN HILLS

QUESTION	NUMBER OF LRC RESPONSES					
	A	B	C	D	E	NONE
1	3					
2						3
3	3					
4	2	1				
5	2	1				
6	1	1	1			
7	1	1	1			
8	2	1				
9	1	2				
10	2	1				
11	2	1				
12	1	2				
13	1	1	1			
14	1	2				
15	1	2				
16	2	1				
17		2				
18	1	2				1
19	1		1			1
20	1		1			1
21	2					1
22	3					1
23	3					
24	2		1			
25	2		1			
26	3					
27	3					
28	3					
29	1	2				
30	2	1				
31	3					
32	2		1			
33	2	1				
34	2	1				
35	2	1				
36	1	2				
37	1	2				
38	1	2				
39		2	1			
40		2	1			
41	1	1	1			
42	2	1				
43	1	1	1			
44	1	2				
45		3				
46	1	2				
47		3				
48	2	1				
49	1	1	1			
50	2	1				

## Appendix I - Addendum 4

## BUSINESS DIVISION - AUBURN HILLS

QUESTION	NUMBER OF BUSINESS RESPONSES					
	A	B	C	D	E	NONE
1	9					
2					9	
3					1	8
4	5	2	2			
5	4	4	1			
6	4	2	3			
7	1	1	7			
8	3	6				
9	9					
10	8	1				
11	8	1				
12	6	3				
13	5	3	1			
14	5	4				
15	7	2				
16	6	3				
17	4	5				
18	6	2	1			
19	9					
20	9					
21	9					
22	7	2				
23	6	3				
24	3		6			
25	8					1
26	9					
27	4	3	2			
28	6	3				
29	6	1	2			
30	5	2	2			
31	9					
32	9					
33	9					
34	8	1				
35	9					
36	3	5	1			
37	2	4	3			
38	4	4	1			
39	4	3	2			
40	1	1	7			
41	8	1				
42	7	2				
43	8	1				
44	5	3				1
45	1	7				1
46	1	7				1
47	1	6	1			1
48	4	5				
49	6	2	1			
50	4	5				

## Appendix I - Addendum 4

## SOCIAL SCIENCE DIVISION - AUBURN HILLS

QUESTION	NUMBER OF SOCIAL SCIENCE RESPONSES					
	A	B	C	D	E	NONE
1	7					
2				7		
3		1			2	4
4	4	3				
5	5	2				
6	4	2	1			
7		1	5			1
8	2	5				
9	3	4				
10	5	2				
11	4	3				
12	2	5				
13	2	3	2			
14	1	6				
15	2	5				
16	2	4	1			
17	2	5				
18	3	3	1			
19	4	2	1			
20	5	1	1			
21	5	2				
22	4	3				
23	4	3				
24	3	1	3			
25	4	2	1			
26	5	2				
27	2	4	1			
28	2	4	1			
29	4	3				
30		7				
31	4	3				
32	3	4				
33	1	6				
34	2	5				
35	4	3				
36	1	5	1			
37	1	6				
38		6	1			
39		7				
40		3	4			
41	3	3	1			
42	1	6				
43	1	4	2			
44	2	5				
45		7				
46		7				
47	1	6				
48	5	2				
49		7				
50	2	4				1

## Appendix I - Addendum 4

## COMMUNICATIONS AND HUMANITIES DIVISION - AUBURN HILLS

QUESTION	NUMBER OF COMMUNICATIONS AND HUMANITIES RESPONSES					
	A	B	C	D	E	NONE
1	11					
2			11			
3						11
4	2	9				
5	4	7				
6	5	3	3			
7	1	3	4			3
8	7	4				
9	4	7				
10	6	5				
11	1	7	1			2
12		11				
13	1	3	5			2
14	1	10				
15		11				
16	2	9				
17	2	9				
18	1	7	1			2
19	3	5	2			1
20	4		6			1
21	3	8				
22	5	3	3			
23	6	5				
24	5	5	1			
25	8	3				
26	7	4				
27	1	10				
28	1	6	4			
29	9	2				
30	4	7				
31	4	7				
32	5	5	1			
33	7	4				
34	8	3				
35	7	2	1			1
36	1	10				
37		11				
38		10	1			
39		11				
40	2		8			1
41	4	5	1			1
42	1	10				
43	6	4	1			
44		10	1			
45	1	10				
46		11				
47		10	1			
48	8	3				
49		11				
50	3	8				

## Appendix I - Addendum 4

## MATH, PHYSICAL SCIENCE, AND TECHNICAL DIVISION - AUBURN HILLS

QUESTION	NUMBER OF MATH, PHYSICAL SCIENCE, AND TECHNICAL RESPONSES					
	A	B	C	D	E	NONE
1	5					
2		5				
3						
4	5				1	4
5	2	3				
6	2	2	1			
7	3		2			
8	4	1				
9	3	2				
10	3	2				
11	4		1			
12	3	2				
13	1	1	2			1
14	4	1				
15	3	2				
16	2	2				1
17	3	2				
18	4		1			
19	5					
20	4		1			
21	5					
22	5					
23	4					1
24	2		3			
25	5					
26	5					
27	2	1	2			
28	2	2	1			
29	5					
30	3	2				
31	3	2				
32	2	3				
33	4	1				
34	4	1				
35	3	2				
36		4	1			
37		5				
38	1	4				
39		3	2			
40		3	2			
41	3	2				
42	2	3				
43	2	2	1			
44	3	2				
45		5				
46	1	4				
47	2	2	1			
48	4	1				
49	3	2				
50	4	1				

## LIFE AND HEALTH SCIENCES DIVISION - AUBURN HILLS

QUESTION	NUMBER OF LIFE AND HEALTH SCIENCES RESPONSES					
	A	B	C	D	E	NONE
1	4					
2	4					
3			1		1	2
4	4					
5	3	1				
6	3	1				
7	1	2	1			
8	3	1				
9	2	2				
10	4					
11	3	1				
12	1	3				
13		3	1			
14	3	1				
15	3					1
16	3	1				
17	2	2				
18	4					
19	2	2				
20	1	2	1			
21	3	1				
22	4					
23	2	2				
24	1		3			
25	2	2				
26	2	1				1
27	1	3				
28		4				
29	3	1				
30	4					
31	4					
32	3	1				
33	2	2				
34	1	3				
35	1	3				
36	1	2	1			
37	2	2				
38	2	2				
39		4				
40	1	3				
41	1	3				
42	4					
43	1	3				
44	3					1
45	1	3				
46	1	2				1
47	3	1				
48	2	2				
49	2	1				1
50	2	1				1

Appendix I - Addendum 4

HIGHLAND LAKES EVALUATION QUESTIONNAIRE DATA

## HIGHLAND LAKES FACILITIES EVALUATION QUESTIONNAIRE

QUESTION	TOTAL NUMBER OF RESPONSES					
	A	B	C	D	E	NONE
1			80			
2	13	12	15	5	3	32
3	4	4	3		31	38
4	71	5	3			1
5	67	6	3			4
6	41	19	16			4
7	31	23	20			6
8	63	9	5			3
9	52	22	5			1
10	36	18	20			6
11	62	7	8			3
12	33	42	3			2
13	55	18	3			4
14	20	55	2			3
15	21	52	3			4
16	33	37	5			5
17	27	32	16			5
18	43	28	8			1
19	60	9	10			1
20	64	14	1			1
21	49	8	17			6
22	59	18				3
23	49	23	4			4
24	37	5	31			7
25	58	11	7			4
26	70	4	2			4
27	45	30	3			2
28	29	21	27			3
29	43	33	3			1
30	17	58	3			2
31	39	21	19			1
32	46	11	20			3
33	42	31	2			5
34	42	32	2			4
35	47	21	7			5
36	27	41	10			2
37	13	39	23			5
38	29	22	24			5
39	43	32	3			2
40	15	38	22			5
41	32	35	9			4
42	46	10	20			4
43	26	41	10			3
44	54	18	1			7
45	9	56	12			3
46	12	43	20			5
47	50	22	7			1
48	42	31	3			4
49	21	25	29			5
50	49	27	2			2

## Appendix I - Addendum 4

## STUDENT - HIGHLAND LAKES

QUESTION	NUMBER OF STUDENT RESPONSES					
	A	B	C	D	E	NONE
1			26			
2						26
3					26	
4	24	1	1			
5	22	1	1			2
6	7	10	8			1
7	5	19	1			1
8	21	2	1			2
9	21	3	2			
10	2	1	18			5
11	17	2	4			3
12	7	15	2			2
13	14	8	1			3
14	3	21	1			1
15		23	1			2
16	3	19	1			3
17	3	4	14			5
18	9	14	2			1
19	22	3	1			
20	20	6				
21	4	1	16			5
22	18	7				1
23	16	7	1			2
24	13	3	7			3
25	19	7				
26	22	2				2
27	17	8				1
28	2	6	17			1
29	16	10				
30	6	20				
31	7	2	16			1
32	22	4				
33	15	10				1
34	16	10				
35	15	7	1			3
36	8	14	3			1
37	3	15	6			2
38	3		19			4
39	13	12				1
40	3	23				
41	8	16				2
42	3	2	19			2
43	5	20				1
44	12	10	1			3
45	3	21				2
46	2	3	18			3
47	11	12	2			1
48	15	11				
49	1	2	20			3
50	17	8				1

LEARNING RESOURCES CENTER - HIGHLAND LAKES

QUESTION	NUMBER OF LEARNING RESOURCES CENTER RESPONSES					NONE
	A	B	C	D	E	
1			2			
2						2
3	2					
4	1					1
5			1			1
6			1			1
7			1			1
8		1	1			
9		2				
10	2					
11	1	1				
12	1	1				
13		1	1			
14			1			1
15			1			1
16			1			1
17		2				
18		2				
19			1			1
20	1					1
21	1	1				
22	1					1
23	1					1
24			1			1
25		1	1			
26	1					1
27		1				1
28	1					1
29			1			1
30			1			1
31	1		1			
32			1			1
33			1			1
34			1			1
35			1			1
36			1			1
37		1				1
38	1	1				
39	1	1				
40			1			1
41			1			1
42	2					
43			1			1
44	2					
45		2				
46		2				
47		2				
48			1			1
49	2					
50	2					

## Appendix I - Addendum 4

## COUNSELING - HIGHLAND LAKES

QUESTION	NUMBER OF COUNSELING RESPONSES					
	A	B	C	D	E	NONE
1			4			
2						4
3		4				
4	2		2			
5	3		1			
6	2		2			
7	1		3			
8	2	1	1			
9	2	1				1
10	2	1				1
11	3		1			
12	2	2				
13	4					
14	2	2				
15	2	1	1			
16	2	1	1			
17	1	3				
18	2	1	1			
19	3		1			
20	4					
21	4					
22	4					
23	2		2			
24	2		2			
25	2		1			1
26	3					1
27	2	2				
28	2	2				
29		3	1			
30		3	1			
31	2	2				
32	2	1	1			
33	1	2				1
34	2	1	1			
35	1		3			
36		2	2			
37		4				
38	1	3				
39	4					
40			4			
41	1		3			
42	4					
43			4			
44	3					1
45		4				
46		4				
47	4					
48	1		2			1
49	1	3				
50	2	2				

## Appendix I - Addendum 4

## BUSINESS DIVISION - HIGHLAND LAKES

QUESTION	NUMBER OF BUSINESS RESPONSES					
	A	B	C	D	E	NONE
1			3			
2					3	
3					1	2
4	3					
5	3					
6	2		1			
7	2		1			
8	3					
9	3					
10	1	2				
11	3					
12	2	1				
13	3					
14	2	1				
15	1	2				
16	1	2				
17	2	1				
18	1	1	1			
19	2		1			
20	3					
21	3					
22	3					
23	3					
24	2	1				
25	2		1			
26	2		1			
27	2	1				
28	2		1			
29	2		1			
30	1	1	1			
31	2	1				
32	1		2			
33	2		1			
34	2	1				
35	2	1				
36		1	2			
37			3			
38		2	1			
39	2	1				
40		2	1			
41	1	1	1			
42	1	1				
43	1	1	1			1
44	2	1				
45		2	1			
46		3				
47	2	1				
48	1	1				
49	1	2				1
50	1	2				

SOCIAL SCIENCE DIVISION - HIGHLAND LAKES

QUESTION	NUMBER OF SOCIAL SCIENCE RESPONSES					
	A	B	C	D	E	NONE
1			5			
2				5		
3						
4	5				1	4
5	4	1				
6	3		1			1
7		1	4			
8	4		1			
9	3	2				
10	4		1			
11	4		1			
12	1	4				
13	4		1			
14		5				
15	2	3				
16	3	1	1			
17	3	1	1			
18	4	1				
19	4		1			
20	5					
21	5					
22	3	2				
23	5					
24	4		1			
25	3	1				
26	5					1
27	3	2				
28	4		1			
29	2	3				
30	1	4				
31	2	2	1			
32	1	3	1			
33	1	4				
34	2	2				
35	3	1	1			1
36		4	1			
37	1	4				
38		4	1			
39	1	3	1			
40	2	1	2			
41	2	2	1			
42	4	1				
43	2	1	2			
44	2	2				
45	1	4				1
46		5				
47	4	1				
48	2	3				
49	1	1	3			
50	4	1				

## Appendix I - Addendum 4

## SECRETARIAL OR PLANT OPERATIONS - HIGHLAND LAKES

QUESTION	NUMBER OF SECRETARIAL OR PLANT OPERATIONS RESPONSES					
	A	B	C	D	E	NONE
1				1		
2						1
3				1		
4	1					
5	1					
6	1					
7	1					
8	1					
9		1				
10	1					
11	1					
12		1				
13		1				
14	1					
15	1					
16		1				
17		1				
18	1					
19		1				
20		1				
21	1					
22	1					
23	1					
24	1					
25		1				
26		1				
27		1				
28	1					
29	1					
30		1				
31		1				
32	1					
33	1					
34		1				
35	1					
36	1					
37	1					
38		1				
39	1					
40	1					
41		1				
42		1				
43	1					
44	1					
45		1				
46		1				
47	1					
48	1					
49		1				
50		1				

LIFE AND HEALTH SCIENCES DIVISION - HIGHLAND LAKES

QUESTION	NUMBER OF LIFE AND HEALTH SCIENCES RESPONSES					
	A	B	C	D	E	NONE
1			13			
2	13					
3			1			12
4	13					
5	11	1				1
6	10	2	1			
7	9	1	2			1
8	8	3	1			1
9	6	5	2			
10	9	4				
11	9	4				
12	4	8	1			
13	9	4				
14	7	6				
15	6	6				1
16	7	5				1
17	2	11				
18	8	3	2			
19	7	3	3			
20	9	4				
21	9	3				1
22	11	2				
23	5	6	1			1
24	5		7			1
25	9	1	2			1
26	11	1	1			
27	4	7	2			
28	3	5	5			
29	4	9				
30		12				1
31	4	9				
32	4	2	7			
33	4	8				1
34	2	10				1
35	4	9				
36	5	8				
37	2	5	5			1
38	5	7				1
39	3	8	1			1
40	2	6	3			2
41	2	10	1			
42	7	5				1
43	2	11				
44	9	3				1
45	1	7	5			
46	3	9	1			
47	8	2	3			
48	6	7				
49	3	9	1			
50	4	8	1			

2 - 378  
Appendix I - Addendum 4

COMMUNICATIONS AND HUMANITIES DIVISION - HIGHLAND LAKES

QUESTION	NUMBER OF COMMUNICATIONS AND HUMANITIES RESPONSES					
	A	B	C	D	E	NONE
1			15			
2			15			
3			2		3	10
4	12	3				
5	13	2				
6	11	1	2			1
7	9		3			3
8	15					
9	9	5	1			
10	12	2	1			
11	14		1			
12	8	7				
13	11	4				
14	4	11				
15	4	11				
16	10	4	1			
17	10	4	1			
18	9	5	1			
19	13		2			
20	14	1				
21	13	1	1			
22	12	3				
23	10	5				
24	10	1	3			1
25	13	1	1			
26	14	1				
27	9	6				
28	7	5	2			1
29	10	5				
30	3	12				
31	9	5	1			
32	8	1	4			2
33	11	4				
34	10	5				
35	12	1	1			1
36	8	7				
37	4	7	3			1
38	9	4	2			
39	11	4				
40	6	1	6			2
41	9	3	2			1
42	13	1	1			
43	10	3	1			1
44	12	2				1
45	4	7	3			1
46	6	7	1			1
47	11	3	1			
48	8	7				
49	8	3	4			
50	11	3	1			

## Appendix I - Addendum 4

## MATH, PHYSICAL SCIENCE AND TECHNICAL DIVISION - HIGHLAND LAKES

QUESTION	NUMBER OF MATH, PHYSICAL SCIENCE AND TECHNICAL RESPONSES					
	A	B	C	D	E	NONE
1			12			
2		12				
3	2					
4	11	1				10
5	11	1				
6	6	6				
7	5	2	5			
8	10	2				
9	8	4				
10	4	8				
11	11		1			
12	8	4				
13	10	1				1
14	2	9				1
15	6	6				
16	7	5				
17	6	6				
18	10	1	1			
19	9	3				
20	8	3	1			
21	10	2				
22	7	4				1
23	7	5				
24	1		10			1
25	10		1			1
26	12					
27	8	3	1			
28	8	3	1			
29	9	3				
30	6	6				
31	12					
32	8		4			
33	8	3				
34	8	3				1
35	10	2				1
36	6	5	1			
37	3	3	6			
38	10	1	1			
39	8	3	1			
40	2	5	5			
41	9	3				
42	12					
43	6	5	1			
44	12					
45		9	3			
46	1	10				
47	10	1	1			1
48	9	2				
49	4	5	1			1
50	8	3				2
						1

Appendix I - Addendum 4

ORCHARD RIDGE EVALUATION QUESTIONNAIRE DATA

## Appendix I - Addendum 4

## ORCHARD RIDGE FACILITIES EVALUATION QUESTIONNAIRE

QUESTION	TOTAL NUMBER OF RESPONSES					
	A	B	C	D	E	NONE
1.	1		2	81		
2	11	12	17	8	6	30
3	2	8	3	5	26	40
4	74	7	1			2
5	62	18	3			1
6	49	3	28			4
7	35	4	40			5
8	67	6	7			4
9	19	62	3			
10	70	7	7			
11	67	7	9			1
12	22	56	2			4
13	60	21				3
14	55	27	2			
15	54	27	2			1
16	45	22	13			4
17	49	22	10			3
18	55	12	14			3
19	50	20	13			1
20	57	24	1			2
21	60	14	8			2
22	62	16				6
23	37	38	5			4
24	59	18	1			6
25	53	19	9			3
26	67	16	1			
27	23	49	10			2
28	26	52	3			3
29	53	28	2			1
30	49	31	3			1
31	45	25	12			2
32	62	11	6			5
33	55	25	2			2
34	47	32	4			1
35	66	2	14			2
36	15	53	16			
37	29	41	14			
38	14	35	33			2
39	22	48	11			3
40	30	12	39			3
41	47	14	20			3
42	52	18	13			1
43	47	13	18			6
44	74	7				3
45	19	46	13			6
46	6	42	32			4
47	61	10	11			2
48	47	34	2			1
49	37	14	29			4
50	26	51	5			2

STUDENT - ORCHARD RIDGE

QUESTION	NUMBER OF STUDENT RESPONSES					
	A	B	C	D	E	NONE
1			1	14		
2						15
3					15	
4	15					
5	15					
6	6		9			
7	9		6			
8	13	1				1
9	9	5	1			
10	10		5			
11	12		3			
12	9	4	1			1
13	12	3				
14	12	3				
15	10	5				
16	11	1	2			1
17	7		7			1
18	11	1	3			
19	12		3			
20	14	1				
21	10		5			
22	13					2
23	11	2	2			
24	12	2				1
25	13	1	1			
26	13	2				
27	10	4	1			
28	9	6				
29	13	2				
30	15					
31	6	2	7			
32	11	4				
33	14	1				
34	14	1				
35	11		4			
36	6	3	6			
37	9	4	2			
38	1		13			1
39	7	6	2			
40	7	1	7			
41	12		3			
42	6		9			
43	9	2	3			
44	12	3				1
45	4	5	5			1
46			14			1
47	11	1	3			
48	5	9	1			
49	4		10			1
50	10	1	3			1

ADMINISTRATION - ORCHARD RIDGE

QUESTION	NUMBER OF ADMINISTRATION RESPONSES					
	A	B	C	D	E	NONE
1				1		
2						1
3			1			
4	1					
5		1				
6		1				
7		1				
8		1				
9			1			
10	1					
11		1				
12	1					
13		1				
14	1					
15	1					
16	1					
17	1					
18	1					
19	1					
20	1					
21	1					
22	1					
23	1					
24	1					
25	1					
26	1					
27		1				
28		1				
29	1					
30		1				
31			1			
32	1					
33	1					
34	1					
35	1					
36		1				
37	1					
38			1			
39		1				
40			1			
41	1					
42	1					
43	1					
44	1					
45		1				
46			1			
47	1					
48	1					
49			1			
50		1				

## Appendix I - Addendum 4

## COUNSELING - ORCHARD RIDGE

QUESTION	NUMBER OF COUNSELING RESPONSES					
	A	B	C	D	E	NONE
1				8		
2						8
3		8				
4	8					
5	6	2				
6	4		4			
7	1	1	6			
8	5		3			
9		8				
10	6	2				
11	6	2				
12	2	6				
13	7	1				
14	5	3				
15	6	2				
16	4		4			
17	6	2				
18	5		3			
19	6	1	1			
20	8					
21	6	2				
22	6	1				1
23	5	2				1
24	7					1
25	3	1	4			
26	7	1				
27	2	4	2			
28	3	3	2			
29	7	1				
30	7	1				
31	6	2				
32	8					
33	6	2				
34	4	4				
35	5		3			
36		6	2			
37	6	2				
38	7	1				
39	5	3				
40	2		6			
41	2		6			
42	8					
43	3		5			
44	8					
45	4	2	2			
46	1	4	3			
47	5	1	2			
48	6	2				
49	8					
50	1	7				

LEARNING RESOURCES CENTER - ORCHARD RIDGE

QUESTION	NUMBER OF LEARNING RESOURCES CENTER RESPONSES					
	A	B	C	D	E	NONE
1				2		
2						2
3	2					
4	1	1				
5	1	1				
6	2					
7	1	1				
8	2					
9		2				
10	2					
11	2					
12		2				
13	1	1				
14	2					
15	2					
16	2					
17	2					
18	2					
19	1	1				
20	1	1				
21	1	1				
22	1	1				
23	1	1				
24	2					
25	1	1				
26	1	1				
27	1	1				
28	1	1				
29		2				
30	1	1				
31	2					
32	2					
33	2					
34	1	1				
35	2					
36		2				
37	1	1				
38		2				
39		2				
40	2					
41	2					
42	2					
43	1	1				
44	2					
45		2				
46		2				
47	1	1				
48	1	1				
49	1	1				
50		2				

## Appendix I - Addendum 4

## BUSINESS DIVISION - ORCHARD RIDGE

QUESTION	NUMBER OF BUSINESS RESPONSES					
	A	B	C	D	E	NONE
1				6		
2					6	
3					2	4
4	6					
5	5	1				
6	4		2			
7	1		5			
8	5		1			
9	1	5				
10	6					
11	5		1			
12	1	5				
13	4	2				
15	4	2				
16	4	2				
17	4	2				
18	5		1			
19	4	2				
20	5	1				
21	4	2				
22	5	1				
23	2	4				
24	4	2				
25	4	1	1			
26	6					
27	2	1	3			
28	1	5				
29	4	2				
30	4	1				1
31	3	3				
32	6					
33	4	2				
34	5	1				
35	6					
36	3	2	1			
37	1	2	3			
38	1		5			
39	1	1	4			
40	3		3			
41	4	1				1
42	3	2				1
43	4	1				1
44	6					
45	1	3	1			1
46	1	2	3			
47	5		1			
48	2	4				
49	4		2			
50	1	5				

## Appendix I - Addendum 4

## SOCIAL SCIENCE DIVISION - ORCHARD RIDGE

QUESTION	NUMBER OF SOCIAL SCIENCE RESPONSES					
	A	B	C	D	E	NONE
1				9		
2				9		
3						
4	8	1			1	8
5	6	3				
6	5		3			1
7	3		4			2
8	9					
9	2	7				
10	9					
11	9					
12		7				2
13	8					1
14	8	1				
15	8	1				
16	5	1	2			1
17	6	3				
18	8					1
19	6	1	1			1
20	5	3				1
21	8	1				
22	8	1				
23	5	4				
24	3	4	1			1
25	6	2	1			
26	8	1				
27	4	5				
28	4	4				1
29	2	7				
30	3	6				
31	8	1				
32	6	1	1			1
33	3	6				
34	3	6				
35	6		2			1
36	1	6	2			
37	1	6	2			
38	2	5	2			
39	2	6				
40	2	1	4			1
41	6		2			2
42	7	2				1
43	4	1	3			1
44	8					1
45	1	7	1			
46		7	2			
47	9					
48	4	5				
49	2	4	3			
50	2	7				

COMMUNICATIONS AND HUMANITIES DIVISION - ORCHARD RIDGE

QUESTION	A	B	C	D	E	NONE
1	1			17		
2			18			
3			1	1	2	14
4	15	3				
5	13	4	1			
6	13	1	2			2
7	5	1	10			2
8	14	2	1			1
9	1	16	1			
10	15	3				
11	11	5	2			
12	3	14	1			
13	12	6				
14	5	13				
15	5	12	1			
16	5	12	1			
17	8	10				
18	7	8	3			
19	7	8	3			
20	9	8	1			
21	16	2				
22	11	7				
23	6	10	1			1
24	9	7				2
25	13	5				
26	13	5				
27		15	3			
28		17	1			
29	11	7				
30	8	9	1			
31	7	10	1			
32	10	4	3			1
33	9	9				
34	7	10	1			
35	14	2	2			
36	1	16	1			
37	3	11	4			
38		13	5			
39	2	13	3			
40	4	3	11			
41	10	5	3			
42	13	4	1			
43	11	5	1			1
44	15	3				
45	3	11	2			2
46	3	12	3			
47	11	4	3			
48	12	6				
49	7	7	4			
50	7	11				

## Appendix I - Addendum 4

## MATH, PHYSICAL SCIENCE AND TECHNICAL DIVISION - HIGHLAND LAKES

QUESTION	NUMBER OF MATH, PHYSICAL SCIENCE AND TECHNICAL RESPONSES					
	A	B	C	D	E	NONE
1				12		
2		12				
3				1	2	9
4	11					1
5	7	4				1
6	6		5			1
7	6		5			1
8	10	1				1
9	2	10				
10	11		1			
11	11					1
12	3	9				
13	7	4				1
14	8	4				
15	7	4				1
16	6	2	3			1
17	7	2	2			1
18	7	3	1			1
19	6	5	1			
20	5	7				
21	5	4	1			2
22	8	2				2
23	2	9				1
24	9	3				
25	7	4				1
26	7	5				
27	2	8	1			1
28	4	7				1
29	8	3				1
30	5	7				
31	8	2	1			1
32	8	1	1			2
33	8	2	1			1
34	7	4	1			
35	9		2			1
36	3	8	1			
37	2	8	2			
38	1	7	3			1
39	2	8	1			1
40	3	3	5			1
41	3	4	4			1
42	7	4	1			
43	6	1	4			1
44	11					1
45	2	8	1			1
46	1	7	3			1
47	7	3	1			1
48	8	4				
49	5	1	4			2
50	3	8				1

## LIFE AND HEALTH SCIENCES DIVISION - ORCHARD RIDGE

QUESTION	NUMBER OF LIFE AND HEALTH SCIENCES RESPONSES					
	A	B	C	D	E	NONE
1			1	10		
2	11					
3			1	2	4	4
4	8	2	1			
5	7	2	2			
6	8	1	2			
7	7	1	3			
8	8	1	2			
9	4	7				
10	9	1	1			
11	9	1	1			
12	3	8				
13	9	2				
14	9	1	1			
15	10		1			
16	7	3	1			
17	8	2	1			
18	8		3			
19	6	3	2			
20	9	2				
21	7	2	2			
22	8	3				
23	3	6	2			
24	11					
25	5	3	2			1
26	10		1			
27	2	9				
28	3	8				
29	6	4	1			
30	6	3	2			
31	5	4	2			
32	9	1	1			
33	7	3	1			
34	5	4	2			
35	10		1			
36		8	3			
37	4	6	1			
38	2	5	4			
39	2	8	1			
40	6	3	2			
41	7	2	2			
42	5	4	2			
43	8	1	2			
44	10	1				
45	4	6	1			
46		7	3			1
47	9		1			1
48	7	3	1			
49	6		5			
50	1	8	2			

## Appendix I - Addendum 4

## DIVISION AND AREA NOT INDICATED - ORCHARD RIDGE

QUESTION	NUMBER OF RESPONSES					
	A	B	C	D	E	NONE
1				1		
2						1
3						1
4						1
5	1					
6		1				
7	1					
8						1
9		1				
10		1				
11	1					
12						1
13						1
14			1			
15		1				
16						1
17						1
18						1
19	1					
20						1
21	1					
22						1
23						1
24						1
25						1
26	1					
27						1
28						1
29			1			
30		1				
31						1
32						1
33						1
34						1
35	1					
36		1				
37		1				
38		1				
39						1
40		1				
41		1				
42		1				
43		1				
44						1
45						1
46						1
47	1					
48						1
49	1					
50	1					

APPENDIX J

RESEARCH

APPENDIX J - ADDENDUM 1

Appendix J - Addendum I

RESEARCH STRATEGY

1966 - 67

OAKLAND COMMUNITY COLLEGE

OAKLAND COUNTY, MICHIGAN

Prepared by: Dr. A. A. Canfield and Dr. Michael A. Tucci

This Research Strategy is provided to elicit your reactions, so that you will be better able to assist in the evaluation of a productive college research effort.

The priority numbers have meanings as follow:

- 1 - First and Immediate
- 2 - Second
- 3 - Lowest or least critical

These priorities have been assigned to each of the general areas and to specific research questions within each of those areas. For each research question, the frequency and times for the collection of data is indicated.



STUDENTS

Priority 1

CENTRAL QUESTION:

To what extent have we identified and are we meeting the educational needs of the student?

QUESTIONS:

Who is applying?

Who isn't? Why?

Who is enrolling?

Who isn't enrolling? Why?

Who is attending?

Who is leaving? Why?

Who is failing? Why?

Who likes it?

Who doesn't like it?

Student performance post OCC.

What is the cost per student per semester?

What is the student faculty ratio?

Priority	Dates	Students	Dir. of Curriculum	Faculty	Div. Heads	Admissions	Registrar	Student Personnel	Personnel Office	Data Processing	Citizens Committee	Advisory Committee	Central Office	High Schools	Employers	Transfer Institutions
2	Sept. Feb.					X		X		X				X	X	
2	Sept.					X		X		X				X	X	
3	Oct.					X	X	X		X						
3	Oct.	X								X		X				
1	Dec. May						X	X		X						
1	As Occurs	X	X	X	X	X	X	X		X				X		
1	Mid-term Final	X	X	X	X		X	X		X				X		
2	5 wk. 15 wk.	X			X			X		X						
2	"	X			X			X		X						
1	Summer	X	X					X				X			X	X
2	Dec. June												X			
2	Dec. June												X			

Appendix J - Addendum I



STUDENT ACTIVITIES Priority 3

CENTRAL QUESTION:

What do we expect the student to achieve through student activities and to what extent are those objectives being met?

QUESTIONS:

	Time		Students	Dir. of Curriculum	Faculty	Div. Heads	Admissions	Registrar	Student Personnel	Personnel Office	Data Processing	Citizens Committee	Advisory Committee	Central Office	High Schools	Employers	Transfer Institutions
	Priority	Dates															
What contribution to the college do we expect from student activities?	1	Dec. June	X						X					X			X
What contribution do they make?	2	"	X		X	X			X							X	
What programs are desired?	2	"	X		X		X		X				X		X	X	X
What programs are offered?	1	"	X						X								
What programs are effective?	2	"	X						X							X	X
What programs are ineffective?	2	"	X						X							X	X
What are requirements for program to be effective?	1	"	X						X								X
Which students are active?	3	"	X						X		X						
Which students aren't? Why?	3	"	X						X		X						
What general level of college citizenship do students practice?	1	"	X		X	X			X							X	
What is total cost of Student Activities Program?		"									X			X			
What is cost per student by activity (relative expense)?		"									X			X			

CURRICULUM & PROGRAMS Priority 1

CENTRAL QUESTION:

To what extent have we identified and are we meeting the educational needs of our community?

QUESTIONS:

	Time		Students	Dir. of Curriculum	Faculty	Div. Heads	Admissions	Registrar	Student Personnel	Personnel Office	Data Processing	Citizens Committee	Advisory Committee	Central Office	High Schools	Employers	Transfer Institutions
	Priority	Dates															
What are the educational, recreational and avocational needs of district?	1	June 1										X	X		X	X	X
What programs are needed to meet them?	1	June 1										X	X		X	X	X
How much do they cost?	1	June 1									X			X			X
What programs are appropriate for OCC?	1	June										X	X	X	X	X	X
Do our programs meet real world requirements?	1	June											X			X	X
What are study requirements?	1	June									X			X			
Are our courses objective and reasonable in level and amt. of learning required?	1	June	X	X	X	X			X							X	X
Does our curricula provide the courses needed by our community study?	1	June		X	X	X						X	X	X		X	X
Do the courses utilize reliable feedback for self-improvement activities?	1	Weekly	X	X	X	X			X					X			
What is cost of program?	1	Dec June	X	X	X	X								X			
How do they compare?	1	"	X	X	X	X			X					X			
What capital investment per program is required? How do they compare?	1	"	X	X	X	X			X					X			

COUNSELING Priority 3

GENERAL QUESTION:

What kind of personal problems do students bring to or develop while attending and how can they be best handled to facilitate student success?

QUESTIONS:

What are counselors doing?

Who are they?

How measure counselor's success?

What is student reaction?

What are students needs?

How do students feel about their studies?

Are students in appropriate programs?

Do students seek help?

What is our student counseling cost -per student- compare among campuses, with other institutions - to former years.

What is counselor/student ratio? How does it compare?

What is "case load" of counselors? How does it compare?

Priority	Dates	Students	Dir. of Curriculum	Faculty	Div. Heads	Admissions	Registrar	Student Personnel	Personnel Office	Data Processing	Citizens Committee	Advisory Committee	Central Office	High Schools	Employers	Transfer Institutions	Time
1	Dec. June	X		X	X			X									
2	Sept.							X									
1	Dec. June							X									
1	5 wk. 15 wk.			X				X									
1	5 wk. 15 wk.	X	X	X	X			X									
1	5 wk. 15 wk.	X	X	X	X			X		X							
1	Dec. June	X	X	X	X			X									
2	Weekly	X	X	X	X			X									
1	Dec. June							X		X			X				
1	Dec. June							X									
1	Dec. June							X									

FACULTY

Priority 2

CENTRAL QUESTION:

From what combination of background and training does successful faculty emerge and how can they best be developed?

QUESTIONS:

Who applies for jobs?

Who joins us?

Who likes it?

What unique requirements or problems do they have?

What training (initial and continual) is required?

Who terminates?

What is student opinion of faculty?

What role/s do/should the faculty play in:

Learning

Student Activities

Counseling

What is the average faculty salary, fringe benefits, etc.?

Priority	Dates	Students	Dir. of Curriculum	Faculty	Div. Heads	Admissions	Registrar	Student Personnel	Personnel Office	Data Processing	Citizens Committee	Advisory Committee	Central Office	High Schools	Employers	Transfer Institutions
3	Sept.			X	X				X	X			X			
3	Sept.			X	X				X	X			X			
3	Dec. June			X	X				X				X			
2	Dec. June			X	X				X							
1	June		X	X	X				X				X			
2	July		X	X	X				X				X			
3	5 wk. 15 wk.	X						X								
1																
1	Dec. June		X	X	X											
1	Dec. June		X	X	X											
1	Dec. June		X	X	X											
1									X				X			

CENTRAL QUESTION:

What media is effective for what learning objectives and for what students?

QUESTIONS:

What media is effective for what learning objectives, what students?

What media is utilized?

What media is not utilized? Why?

What improvements are indicated?

How can the improvements be made?

What is the trade-off: (cost vs. effectiveness for various media)?

Are some forms of media more effective for a cognitive mode?

Do courses involve appropriate media?

What is total cost of supportive services to develop media - by div., campus, dept.?

How do costs per audio tape, slides, etc. compare among campuses, with other institutions, with last year?

Priority	Dates	Students	Dir. of Curriculum	Faculty	Div. Heads	Admissions	Registrar	Student Personnel	Personnel Office	Data Processing	Citizens Committee	Advisory Committee	Central Office	High Schools	Employers	Transfer Institutions
2	Weekly Dec. June	X	X	X	X											
1	"	X	X	X	X											
2	"	X	X	X	X											
1	"	X	X	X	X											
2	"	X	X	X	X											
3	"	X	X	X	X								X			
3	"	X	X	X	X											
1	"	X	X	X	X											X
1	"	X	X	X	X								X			
1	"	X	X	X	X								X			

Appendix J - Addendum I

STUDENT EVALUATION Priority \_\_\_\_\_

CENTRAL QUESTION:

What procedure of evaluation produces the most optimal results for the learner?

QUESTIONS:

	Time		Students	Dir. of Curriculum	Faculty	Div. Heads	Admissions	Registrar	Student Personnel	Personnel Office	Data Processing	Citizens Committee	Advisory Committee	Central Office	High Schools	Employers	Transfer Institutions
	Priority	Dates															
What form or procedure of evaluation produces the most reliable and useful results?	2	Dec. June	X	X	X	X			X		X						X
What procedure and approach for assigning grades is most meaningful and produces optimal learning?	1	Dec. June	X	X	X	X			X		X						X
What is relative value of Self-test vs. Faculty Administered tests?	2	Dec. June	X	X	X	X			X		X						X
What kind of self-quizzes optimize student learning?	1	Dec. June	X	X	X	X			X		X						X
Do different evaluation approaches produce differential student results? (written vs. oral, for example)	2	Dec. June	X	X	X	X			X		X						X
What is total costs of evaluation process?	1	Dec. June	X	X	X	X			X		X			X			X
What is relative cost of written vs. oral examinations?	1	Dec. June	X	X	X	X			X		X			X			X
How can the reliability/validity of all evaluation instruments be improved?	1	Dec. June	X	X	X	X			X		X			X			X

METHOD \_\_\_\_\_ Priority 1

CENTRAL QUESTION:

What combination of human and non-human resources best accomplishes learning utilizing what combination of learning, discussion, self-study, etc.?  
What method best accomplishes what kind of learning objectives?

QUESTIONS:

	Time		Students	Dir. of Curriculum	Faculty	Div. Heads	Admissions	Registrar	Student Personnel	Personnel Office	Data Processing	Citizens Committee	Advisory Committee	Central Office	High Schools	Employers	Transfer Institutions
	Priority	Dates															
Can a student do just as well at home?	2	Dec. June	X	X	X	X			X	X							
Do students do better if they are required to attend a G.A.S. all semester?	1	Dec. June	X	X	X	X			X	X							
Are S.A.S.'s necessary?	1	"	X	X	X	X			X	X							
Should Learning Lab attendance be required?	1	"	X	X	X	X			X	X							
In what courses should Learning Lab attendance be required?	1	"	X	X	X	X			X	X							
What is relative value and costs of General Assembly, Small Assembly, Programmed Material, etc.?	2	"	X	X	X	X			X	X				X			
For what specific objectives are GAS, SAS, etc., best designed?	2	"	X	X	X	X											X
Are there special faculty characteristics which optimize values of various methods?	2	"	X	X	X	X				X							X
What is optimal contribution of each method?	2	"	X	X	X	X			X	X							

Appendix J - Addendum I  
2 - 404

FACILITIES

Priority 3

ENTRAL QUESTION:

To what extent do physical facilities affect learning and how can they be evaluated?

QUESTIONS:

How does the physical environment effect learning and instruction?

How much space is needed by course or program?

How much material is need per student by course, type or area?

What room arrangement is optimal?

What ratio of chairs, carrels, faculty, etc. produces optimal learning?

What concentration of students in learning labs is most effective?

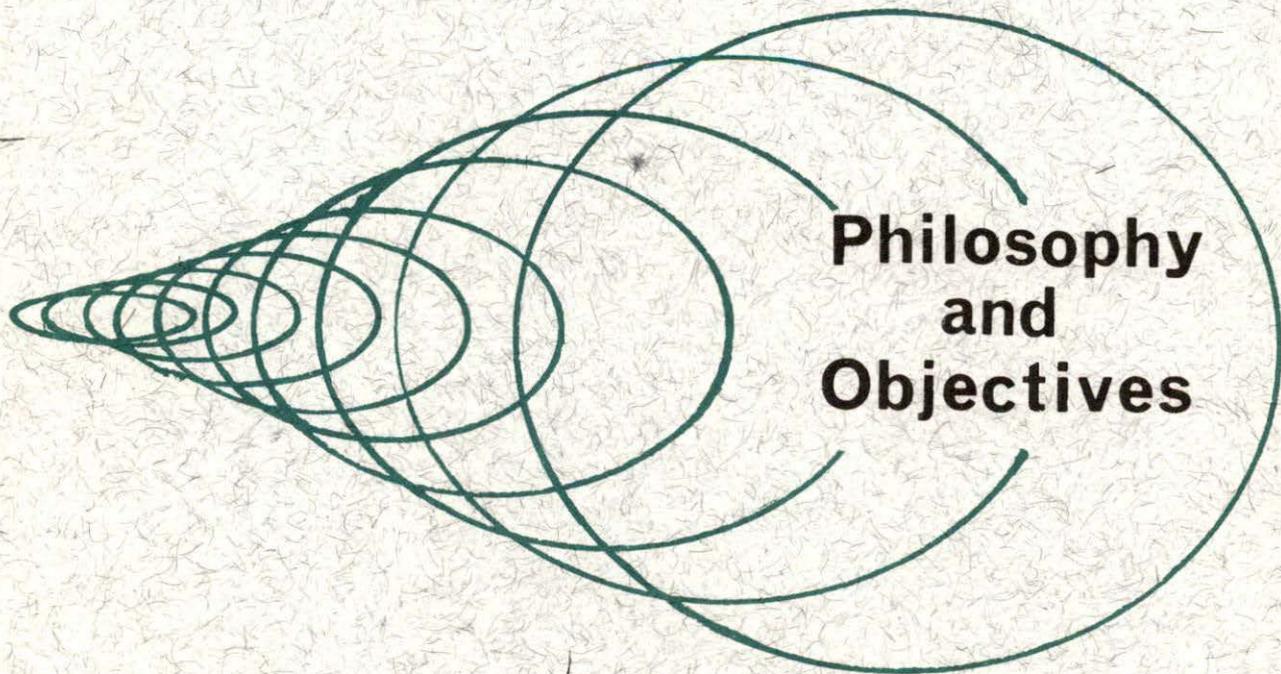
What is the trade-off (cost vs. effectiveness) of facilities and equipment?

What ambient conditions (noise, heat, light) best facilitate learning in what kinds of learner activity?

What is relative construction and maintenance costs for various buildings and laboratory configurations?

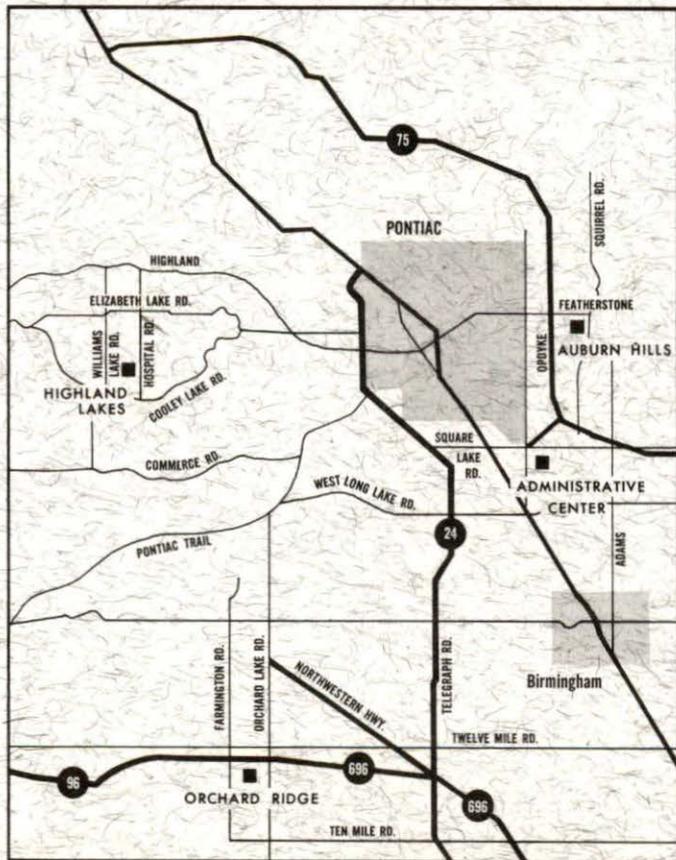
	Time		Students	Dir. of Curriculum	Faculty	Div. Heads	Admissions	Registrar	Student Personnel	Personnel Office	Data Processing	Citizens Committee	Advisory Committee	Central Office	High Schools	Employers	Transfer Institutions
	Priority	Dates															
How does the physical environment effect learning and instruction?	1	Dec. June	X	X	X	X			X		X			X			X
How much space is needed by course or program?	1	Dec. June	X	X	X	X			X		X			X			X
How much material is need per student by course, type or area?	1	Dec. June	X	X	X	X			X		X			X			X
What room arrangement is optimal?	2	Dec. June	X	X	X	X			X		X			X			X
What ratio of chairs, carrels, faculty, etc. produces optimal learning?	1	Dec. June	X	X	X	X			X		X			X			
What concentration of students in learning labs is most effective?	2	Dec. June	X	X	X	X			X		X			X			
What is the trade-off (cost vs. effectiveness) of facilities and equipment?	1	Dec. June	X	X	X	X			X		X			X			
What ambient conditions (noise, heat, light) best facilitate learning in what kinds of learner activity?	2	Dec. June	X	X	X	X			X		X						
What is relative construction and maintenance costs for various buildings and laboratory configurations?	1	Dec. June	X	X	X	X			X		X			X			





**Philosophy  
and  
Objectives**

**Oakland Community College**



# PHILOSOPHY AND OBJECTIVES OF OAKLAND COMMUNITY COLLEGE

## FOREWORD

As Oakland Community College approached the end of its second year of operation, many of the professional staff realized the need to define further the objectives of the College and thus provide a common base for present and future orientation.

To that end, President Tirrell appointed a committee to develop a statement of College philosophy and objectives. The committee, titled "Steering Committee for In-Service Training," was comprised of the following members of the professional staff:

Roland Anderson  
Albert A. Canfield, Chairman  
Robert W. Cox  
Edward H. Decker  
Gerald Faye  
Dennis Fiems  
Ervin L. Harlacher

Jim McMahon  
Judith Murray  
Ted Scott  
William H. Stuart  
Edward Valsi  
Richard E. Wilson

The results of their work are presented in the following pages.



## MISSION

Oakland Community College will meet the occupational and cultural needs of all members of the community who can benefit from opportunities provided by the College. These opportunities will provide for a wide range of abilities, interests, and needs. The effectiveness and efficiency of each course and program will be determined by continuing empirical assessment.

## **OBJECTIVES**

### **THE COLLEGE WILL IDENTIFY THE SIGNIFICANT OCCUPATIONAL AND CULTURAL NEEDS OF THE COMMUNITY AND ITS MEMBERS.**

The College will use the results of demographic surveys.

The College will use community advisory committee findings.

The College will use employment data.

The College will use declared educational goals of high school students and high school graduates.

The College will use entrance requirements of selected four-year colleges.

The College will use its own surveys of occupational and cultural information requirements.

**THE COLLEGE WILL EFFECT LEARNING BY USING SYSTEMATICALLY ALL OF THE HUMAN RESOURCES AND TECHNOLOGICAL DEVELOPMENTS AVAILABLE TO THE COLLEGE.**

The College will identify the entrance requirements for each course in behavioral terms and enroll each student in courses appropriate to his knowledge and skills.

The College will inform each learner of the behaviorally stated course objectives.

The College will select and arrange media to provide "multiple paths" or "branches" that are intended to facilitate learning by providing individuals with several ways of achieving the same learning objectives.

The College will select and use media and instructional techniques based on testable hypotheses.

The College will provide supplemental media and learning objectives to encourage students who want to achieve beyond the standard course objectives.

The College will design and provide instructional materials which will permit student achievement of learning objectives to solely determine success or failure in each course.

The College will provide the opportunities for students to achieve the learning objectives at their own pace.

The College will inform each student often and regularly of his progress in each course.

The College will give low achievers additional assistance to enable them to achieve the learning objectives.

The College will use numerous student evaluatory devices and methods to assist the learner and as the primary basis for evaluating instructional techniques and media.

The College will use only a limited number of student evaluatory devices and methods to determine student grades.

The College will employ research as an integral and necessary part of the instructional program.

The College will accumulate and analyze feedback information from students to facilitate evaluation and improvement of instructional media and methods.

The College will use the findings of follow-up studies of ex-students to maintain and strengthen the instructional program.

The College will assign faculty to appropriate instructional roles in accordance with training, interest, and demonstrated capabilities.

The College will assign faculty the responsibility for improving the effectiveness of College instructional media and processes.

The College will assign faculty the responsibility for recommending, utilizing, and evaluating instructional facilities and equipment.

**THE COLLEGE, BY PROVIDING LEADERSHIP AND COORDINATION, WILL STIMULATE MEMBERS OF THE COMMUNITY TO PARTICIPATE IN THE SOCIAL, CULTURAL, AND INTELLECTUAL DEVELOPMENT OF THE COLLEGE DISTRICT.**

The College will provide members of the community with the leadership capabilities of the College.

The College will provide appropriate assistance in the coordination of community projects.

The College will make its facilities available to the community at any time they are not being used for regularly scheduled day and evening programs.

The College will provide educational services designed to meet the needs of all age groups, above and beyond the regularly scheduled day and evening programs.

The College will enhance the social, cultural, and intellectual life of the community by proffering the special skills and leadership of the College.

The College will elicit the participation of members of the community in the development and strengthening of the College program.

**THE COLLEGE WILL ASSESS ITS CAPACITY FOR MEETING SIGNIFICANT  
NEEDS OF THE COMMUNITY AND ITS MEMBERS.**

The College will determine the limits of available money.

The College will determine appropriateness of its facilities.

The College will determine qualifications of its people.

The College will determine the adequacy of existing extra-College resources.

The College will determine the faculty-student ratio needed to assure fulfillment of community needs.

**THE COLLEGE WILL ASSIST THE LEARNER TO DEVELOP ATTITUDES, SKILLS, AND KNOWLEDGE THAT WILL BE CONDUCTIVE TO HIS ACHIEVEMENT OF A SATISFYING SOCIAL AND OCCUPATIONAL LIFE.**

The College will enlarge the learner's comprehension of the social systems.

The College will stimulate the learner to become involved in the social, political, and civic activities of the community.

The College will assist the learner to acquire the ability to think critically and the desire to improve social systems.

The College will enlarge the learner's understanding of our cultural heritage.

The College will assist the learner to develop a positive self-concept.

The College will enlarge the learner's awareness of his potentialities.

The College will assist the learner to acquire effective skills of communication and problem solving.

The College will assist the learner to develop attitudes, skills and knowledge that will enable him to attain his formal educational goals.

The College will increase the learner's understanding of the range of behavior concerning manners and morals that is acceptable to the community and the consequences of exceeding these limits.

The College will assist the learner to acquire salable skills.



Oakland Community

1964

New Paths for Learning

College