



ORCHARD RIDGE CAMPUS

SELF STUDY

Volume V

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of Colleges and Secondary Schools

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PREFACE

The Orchard Ridge Campus is the first Campus to open new facilities specifically designed and constructed for Oakland Community College. Despite the routine, but nevertheless annoying, construction delays, the Campus opened early in September, 1967, with 1,585 freshmen and sophomore transferees from the other two Campuses. The majority of the students found the Campus--its buildings, grounds, facilities and staff--to be exciting and stimulating. Aside from student comments and responses to questionnaires, the best evidence of student pleasure was the unusual phenomenon of increased enrollment the Winter Session. In January, 1968, 1,300 students enrolled, a thirteen percent increase instead of a normal decrease.

The Campus still has two buildings in the final stages of construction. Since these buildings house unique facilities, e.g., large assembly rooms, cafeterias, book store, kitchen and media production space, some available spaces have been used temporarily for functions not always compatible with the spaces. Most of the annoyances and impatience are traceable to these conditions which will disappear within the year. One major problem, the absence of indoor physical education facilities, will not be solved for at least two years. In the meantime we have initiated an active physical education program by using outdoor facilities and off-Campus sites.

The staff at Orchard Ridge has responded well and made considerable improvement. This is especially impressive because almost seventy percent are new to Oakland Community College. It is still apparent that much more learning on the part of the staff is necessary if the instructional approach is to excel. A comprehensive and continuing in-service training program is needed and is currently being planned by a member of

the staff. Participation in the in-service training program will be the responsibility of each faculty and staff member.

In summary, progress at Orchard Ridge Campus has been steady and encouraging. Much remains to be done, but all signs suggest that the Campus will eventually become an "ideal community college campus," with a comprehensive program that both satisfies the needs of its community and provides leadership for its community.

RICHARD E. WILSON

Provost

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INTRODUCTION

The Orchard Ridge Campus Self-Study is the combined effort of the faculty, administration, and students of the Campus. Members of the Campus Committee were also members of other College Self-Study committees, and were instrumental in the preparation of the total report. The information in this report came from surveys, personal interviews, direct observations, inventories, group discussions, and College reports.

Campus Committee members were:

Rene Amaya
Sarah Anderson
Neil Austin - Editor
Roger Chase
Peggy Cratch
Judith Franklin
Lawrence Gage
Donald Godbold
Loletia Henson
Virgil Janssen
Theodore Striewski
Richard Wilson - Chairman
Gerald Woughter
Sam Yarger

SECTION A

PHILOSOPHY AND PURPOSES

PHILOSOPHY AND PURPOSES

I. OBJECTIVES

Oakland Community College is governed by an elected Board of Trustees and is operated as one unit. Consequently, the philosophy and purposes of the College are common for the three Campuses.

II. FINDINGS

The Orchard Ridge Campus provides:

1. A transfer program similar to that of the other Campuses.
2. A general education program similar to that of the other Campuses.
3. A career program which offers majors in the following:
 - a. Accounting
 - b. Commercial Art
 - c. Data Processing
 - d. Executive Secretary
 - e. Commercial Cooking and Baking (beginning September, 1968)
 - f. Food Service Technology (beginning September, 1968)
 - g. Library Technology
4. A developmental program which is taught by the counseling center staff, and is unique in this respect. Five of the twelve counselors teach English 052 (Elements of Written Communication); the rationale for this is that counselors, who are also qualified and experienced English teachers, can discern and help students with the non-intellective factors which might be a hindrance in their use of the English language. Students who are enrolled in the developmental English program have had low English grades in high school and have low scores on an English placement test. On the other Campuses this course is taught by the Communications and Humanities Division.

Other counselors teach the Guided Orientation course. Students,

who have low test scores and unrealistic educational and vocational objectives, or who exhibit living patterns which indicate adjustment problems, or who have failed at other institutions before coming to Oakland Community College, are counseled into Guided Orientation. This course is currently taught at Highland Lakes and Orchard Ridge.

A developmental mathematics course is taught by the mathematics department, and the English department teaches a reading improvement course.

5. The Community Services Program is administered by the Central Office; Orchard Ridge does not offer one of its own.
6. The counseling and guidance service at Orchard Ridge is comprehensive and includes twelve counselor/instructors. Those counselors who teach neither English 052 or Guided Orientation, participate in the General Orientation program and have the usual counseling responsibilities, as do all counselors, including academic advisement, and personal, education, and vocational counseling. With this plan the counseling center has more contact with students and is better able to meet the various needs of students. The counseling staff has an average of nearly 400 individual contacts a week with students. This represents more than twenty percent of the students at Orchard Ridge.

To assist the counselors in performing these functions the Orchard Ridge Campus has a testing center which administers educational, vocational, personality, and placement tests. All referrals to the testing center are made through the student's counselor, who interprets the test results to the student. A list of tests available for administration is attached. Mathematics and English tests are also administered to students prior to their first enrollment to better assess their abilities for course selection and career planning. In time, it is planned that students will take final exams in the testing center when they feel they have mastered their course material, thus allowing them to accomplish course objectives at their own pace. This program is still in the planning stage.

III. RECOMMENDATIONS

- A. The Orchard Ridge Campus should do a study of its student body and community in its immediate area to discern whether some special programs should be offered, and whether the present program is meeting the needs of its students.
- B. The Campus should continue to evaluate its counseling services and the

developmental programs to determine whether a more complete program of developmental courses should be taught by the counseling staff.

- C. Further study and improvement of placement testing procedures and continuous registration is needed.
- D. An active in-service training program is necessary for continued professional growth and improvement of the effectiveness of the faculty.
- E. More effective communications with the other Campuses and the Central Office are needed to assure a consistent accomplishment of the philosophy and purposes of the College.

SECTION B

ORGANIZATION, SYSTEMS, AND PROCEDURES

ORGANIZATION, SYSTEMS, AND PROCEDURESI. OBJECTIVES AND FINDINGS

The Provost is the chief administrator at each Campus and is responsible for the operation of the Campus. A recent administrative reorganization made the Provost an officer of the College directly responsible to the President of the College. Other organizational changes, such as the Manager of Campus Services on each Campus being assigned directly to the respective Provost rather than the Central Office, have increased the sensitivity of the service areas. Generally the administrative reorganization provides increased Campus autonomy in conformance with the basic premise that increased maturity requires less direction from the Central Office.

This additional opportunity for Campus self-governance does not mean that each Campus will operate without regard for the entire College and its mission. Functional unity is assured by adherence to the philosophy and purposes of the College, standardized procedures and regulations, and various models developed by the staff, e.g., models for admissions, financial aids, counseling, and Learning Resources Centers.

To assist in the decision-making process at Orchard Ridge, the Orchard Ridge Council was established when the Orchard Ridge staff was announced. The Council is composed of:

Provost
Dean of Students
Associate Dean of Counseling

Associate Dean of Testing
Assistant Dean of Student Activities
Division Chairmen
Manager of Campus Services
Two faculty representatives elected by the Faculty Senate
Two student representatives elected by the Student Government

In addition to the recent administrative reorganization, many College policies are being continually evaluated and changed when necessary.

A. Strengths

1. The administrative reorganization is compatible with the growth and development of the College.
2. Increased Campus autonomy provides the opportunity for a more efficient and responsive Campus operation.
3. Standard operation for the entire College is assured through regulations, procedures, and models.
4. The recent administrative reorganization and continuous evaluation of procedures and regulations are evidence of the flexibility and viability of the College.

B. Weaknesses

1. Communication among Campuses and Central Office is occasionally inadequate.
2. Specific areas of Campus autonomy need to be defined to provide a frame of reference for Campus operation.
3. Many faculty members do not understand the administrative regulations and procedures of the College, and their relationship and responsibilities regarding the regulations and procedures.

II. RECOMMENDATIONS

- A. Continue to evaluate all aspects of the College operation and make appropriate changes.

- B. Involve faculty whenever possible in the evaluation and change process.
- C. Improve communications among Campuses and Central Office.
- D. Provide in-service training for faculty members to explain the administration of the College and their relationship and responsibilities to it.

SECTION C

CURRICULUM

CURRICULUMI. OBJECTIVES AND FINDINGS

Although the development and revision of the curriculum is a College-wide function, the major responsibility for its implementation rests with the faculty members and administrators on each of the Campuses. In order to evaluate and present the curriculum more effectively, and to coordinate efforts in the curriculum area, the position of Dean of Instruction has been established on each Campus.

A. Strengths

1. The Orchard Ridge Campus has an educational media specialist and facilities necessary to develop media.
2. The Campus plant, which has been built to implement the method of instruction, provides adequate facilities, and an environment conducive to learning.
3. The varied curricula and programs offered are being evaluated and improved.
4. The teaching of some developmental courses by counselors is an effective means of assisting students who have special problems.
5. The Learning Resources Center contributes significantly to the presentation and implementation of the curriculum.
6. The curriculum faithfully serves the philosophy and purposes of the College.
7. The administration of mathematics and English placement tests helps to assure that students are placed in classes appropriate to their abilities.
8. The appointment of an Acting Dean of Instruction until July 1, 1968, when a permanent appointment can be made, has assisted in evaluating

the curriculum and planning the in-service training programs for the faculty.

B. Weaknesses

1. The in-service training programs, which focused on the method of instruction and curriculum, provided for new faculty members at the beginning of the year, were not sufficient.
2. Faculty members do not feel that they have been given adequate time for course development and revision.
3. The curriculum should be expanded to include more courses.
4. More academic placement tests are needed.
5. Many faculty members feel that the complicated curriculum committee structure inhibits their efforts in the planning and revision of courses.
6. There is an occasional shortage of adequate educational media.
7. There is a shortage of clerical help.

II. RECOMMENDATIONS

- A. Develop and present an in-service training program which will give the faculty better understanding of the College's method of instruction and curriculum.
- B. Continue to evaluate and improve the curriculum.
- C. Consider the possibility of having more developmental courses taught by counselors.
- D. Provide the faculty with time for course development and revision.
- E. Plan to offer additional courses.
- F. Include a sufficient number of general education courses in career programs.
- G. Devise and administer placement tests to better place students in classes appropriate to their abilities.
- H. Evaluate and revise the present curriculum committee structure.

- I. Encourage student evaluation of the curriculum and program.
- J. Continue to improve the quality, amount, and variety of educational media.
- K. Continue to develop the self-pacing concept through the testing center.
- L. Provide additional clerical staff to assist with functions which clerks could do but presently are done by faculty members. This would permit faculty members to spend more time initiating, revising, and implementing course material.

SECTION D

STUDENT BODY

STUDENT BODY

I. OBJECTIVES

The following are brief reports on the student personnel services provided by the College. They are discussed separately, with special attention given to those services in which the Orchard Ridge Campus is most actively involved.

II. FINDINGS

Admissions

The admissions function is performed by the Central Office. Except for the period immediately preceding registration and during registration when a "walk-in" procedure is in effect, the Campus is not involved in the admissions procedure.

Pre-College Orientation

When students have been admitted to the College, their record folders are sent to the appropriate Campus which invites them to an orientation meeting. At this meeting students are familiarized with College policy, the academic program and method of instruction, the student services, and the geography of the Campus. As part of the academic placement program, new students are given English and mathematics placement tests. After the orientation meeting students make appointments to meet with counselors to plan class schedules and to tentatively select their educational programs.

A. Strengths

1. Counselors are able to make an early assessment of students' abilities by utilizing test results and anecdotal information.
2. Students become familiar with the Campus, policies, and the method of instruction.
3. Orientation meetings are scheduled to accommodate maximum numbers.

B. Weaknesses

1. The present pre-College orientation is a rushed experience which does not give students an adequate introduction to the College.
2. Not all new students attend the orientation meetings.
3. There is not sufficient involvement of administrators, faculty, returning students, and parents in the orientation program.

Counseling

The counselor has been included in the educational team as a specialist in human behavior who assists the student in achieving a satisfying social, academic, and occupational life.* Each of the twelve counselor/instructors is instrumental in implementing either the developmental program through the teaching of a developmental English course (Elements of Written Communication) or a small group counseling approach which deals with personal self-assessment, vocational exploration and study skills (Guided Orientation), or implementing the General Orientation course, which is devoted to an in-depth orientation to the Systems Approach to Learning and familiarization with the College. Counselors are

* See Appendix B, Addendum 1

also responsible for academic advising, and personal, social, and vocational counseling. Counselors work closely with the testing center and are responsible for the interpretation of test results to the students.

A. Strengths

1. Counselors, who are most familiar with individual student differences and program requirements, perform well as academic advisors.
2. The testing center is of invaluable assistance to counselors, and is staffed with highly capable experts. The Associate Dean of Testing is a clinical psychologist.
3. The counselors' wide variety of experience enables them to better meet individual student needs.
4. The counselors are well prepared to do their work.
5. The counseling staff has a professional concern for the welfare of students, is student-centered, and recognizes individual student differences.
6. The counseling center staff is engaged in relevant research and the planning of new programs to assist students.
7. There is good counselor - student rapport.
8. There is a favorable counselor - student ratio.
9. Counseling services are available to students during the day and evening.
10. The fact that counselors also teach enables them to regularly interact with a larger number of students.
11. The instructional program utilizes the counselor as a functional member of the educational team.
12. Counseling facilities are adequate.

B. Weaknesses

1. The in-service training program does not give adequate attention to

professional counseling problems and is not well organized.

2. Internal communications are not adequate.
3. There is no counselor handbook.
4. Communications with other faculty members is not always adequate.

Testing Center

The testing center is an operation unique to the Orchard Ridge Campus. The center is responsible for administering group and individual personality, educational, and vocational tests,* as well as academic placement tests. Students are referred to the testing center by counselors, who request appropriate tests and interpret test results to the students.**

In addition, the testing center assists faculty members with research projects relevant to the instructional model; administers tests for credit by examination; administers unit, mid-term, and final examinations for several divisions; and has proposed a continuous registration plan.

A. Strengths

1. The Associate Dean of Testing, a clinical psychologist, is a well-trained and able professional.
2. A wide variety of tests can be administered.
3. The testing center facilities are adequate.
4. Test results are discussed in depth with the referring counselor.

* See Appendix C, Addendum 2

** See Appendix C, Addendums 3 - 4

5. The testing center is involved in an increasing number of programs.
6. The testing center is an integral part of the instructional model.

B. Weaknesses

Newly added programs and increased referrals have caused a delay in receipt of test results by counselors.

Student Records

Student records are maintained by the Central Office, which sends duplicate copies to the Campus for counseling purposes. The Campus file also includes other information which is pertinent to student advisement and counseling. A records clerk, who is supervised by the Dean of Students, is responsible for the maintenance of Campus records. In time, it is planned that student records will be kept on computer storage discs and be available for immediate hard copy retrieval in the counseling area.

A. Strengths

1. The maintenance of duplicate records assures that copies of records are easily available.
2. The planned computer storage of records will make the records operation more efficient.
3. The centralization of the records-keeping function under a records clerk makes the present operation more efficient.

B. Weaknesses

1. Lack of enforcement of admissions requirements and deadlines causes some student record folders to be incomplete.
2. While the present manual records-keeping operation is in effect, the records clerk needs assistance.

Financial Aid

Although the financial aid program is a Central Office function, one staff counselor is responsible for its coordination on the Campus. The nature and amount of assistance varies with the award restrictions, the amount of funds available, and the extent of financial need that is demonstrated by the applicant.

A. Strengths and Weaknesses

The strengths and weaknesses of the Campus program are contingent upon the availability of funds and Central Office coordination of this program.

Student Activities

The center of student activities program on the Orchard Ridge Campus is the Student Government.* All Campus organizations must be sanctioned by the Student Government and may receive some financial assistance from it. Membership in service groups, special interest groups, fraternities, and sororities is open to all students. Each sanctioned organization has a constitution and officers.** An Intramural council plans and promotes all intramural activities.

A student activities fee supports the intramural program, Student Government, publications, student organizations, services, Campus social functions, and partially supports the fine arts program, Contrast Series.

* See Appendix C, Addendum 5

** See Appendix C, Addendum 6

A. Strengths

1. The student activities program has developed fairly rapidly.
2. The program is fairly comprehensive and acknowledges a variety of student interests.
3. Students are involved in the budgeting and expenditure of the activities fee.
4. There is faculty support of the student activities program.
5. The student newspaper, The Orchard Ridge Recorder,* was recently honored as an outstanding college newspaper by the Michigan Scholastic Press Association.
6. The Student Guide organization, a group of outstanding students, provides well-organized and information tours of the Campus for visiting groups.

B. Weaknesses

1. The Student Government experienced some difficulty in obtaining student body support during the early part of the school year.
2. There is present lack of student activity facilities.
3. Several groups have limited student participation.
4. There is no student handbook containing information pertinent to the interests and welfare of students.

Food Service

Until the construction of the Commons Building is completed, a temporary snack bar is housed in "C" Building. Since there is no food preparation areas, food and beverages are obtained from vending machines. During the 1968 Spring Session, the Commons Building will have a snack bar. By

* See Appendix C, Addendum 7

September, 1968, cafeteria facilities will be available for use. Cafeteria facilities will be expanded as the student population increases. A restaurant for the public will open in October, 1968.

A. Strengths and Weaknesses

Strengths and weaknesses can be determined when the new facilities are available. Presently, the main weakness is the absence of adequate facilities.

Placement

Responsibility for the coordination of the placement function rests with the Central Office. One staff counselor acts as the placement liaison with the Central Office and coordinates Campus placement efforts. There is some on-Campus employment available as part of the work-study program. Responsibility for company interviews and career placement is assigned to the Central Office.

A. Strengths

The general structure of the placement service is well defined and functional.

B. Weaknesses

1. Because the College has been in operation for only a short time, there is insufficient placement follow-up data.
2. The opportunity for part-time student employment on Campus is limited.

Health Service

There is no student health service available on the Campus.

Student Conduct

A recently-adopted regulation and procedure on student conduct outlines the responsibility of the Campus for student conduct. The Dean of Students is responsible for minor disciplinary matters and refers more serious breaches of discipline to the Campus Conduct Board. This Board consists of two students selected by Student Government, and three faculty members appointed by the Provost. The Campus Conduct Board recommends action to the Provost. There are appeal procedures.

Disciplinary action may consist of verbal reprimand, restitution for damages, restriction of privileges, suspension, or dismissal.

A. Strengths

1. The Student Conduct policy is carefully outlined.
2. Provision has been made for student involvement on the Campus Conduct Board.

B. Weaknesses

Student conduct regulations and procedures are not published in a student handbook.

Intercollegiate Athletics

The Orchard Ridge Campus is not yet actively engaged in the intercollegiate athletics program. Future plans are to have varsity basketball, golf, tennis, and cross country teams at Orchard Ridge.

III. RECOMMENDATIONS

- A. The pre-College orientation program should be evaluated and improved so that it is more comprehensive.
- B. A more complete battery of placement tests should be administered so that students can be more accurately placed in appropriate classes.
- C. Efforts should be made to encourage participation in the orientation program by all new students.
- D. Revise the in-service training program to include some additional counselor training, discussions with outside resource people, and coverage of professional concerns.
- E. Improve internal communications.
- F. Provide a counselor handbook.
- G. Explore the possibility of teaching a more complete developmental program.
- H. Improve communications with other teaching faculty.
- I. Add qualified personnel to the testing center staff as the testing center program expands.
- J. Begin the computer assisted records program as soon as possible.
- K. Enforce admissions requirements and deadlines to assure more complete records.
- L. Provide assistance for the records clerk.
- M. The present financial aid policy and procedures should continue.
- N. The College should provide facilities and equipment for student activities as soon as possible.
- O. Efforts should be made to encourage more student participation and interest in student activities.
- P. A student handbook should be published.
- Q. Provide food service facilities as soon as possible.
- R. Follow-up data of the placement service should be compiled as soon as

it is available.

- S. Efforts should be made to secure funds to expand on-Campus student employment opportunities.
- T. Provide a student health service.
- U. Publish a student handbook which informs students of conduct regulations, disciplinary procedures, and other College and Campus rules.

SECTION E

FACULTY

FACULTYI. OBJECTIVES AND FINDINGS

The ability of the faculty member to function as an integral part of the Systems Approach to Learning is necessary if this method of instruction is to be effective. In addition to an expert knowledge of his subject matter area, the instructor must fully understand the limits, possibilities, implications, and implementation of the method and his relationship to it.

A. Strengths

1. Faculty members are well prepared to teach in their respective academic areas.
2. The faculty is involved in relevant research and development of media.
3. Campus facilities are conducive to the development of the method of instruction.
4. With further training and a more complete understanding of the method of instruction, the faculty has the ability to accomplish its function.
5. An Acting Dean of Instruction has been appointed to plan and implement an in-service training program. A permanent appointment will be made after July 1, 1968.

B. Weaknesses

1. The majority of the Orchard Ridge faculty is new to the College and method of instruction.
2. There is some resistance to the method of instruction by faculty members.
3. All faculty members do not fully understand the method of instruction.

4. Present in-service training programs are inadequate.

II. RECOMMENDATIONS

- A. The method of instruction should be explained to prospective faculty members during job interviews.
- B. Extensive information about the method of instruction should be sent to new faculty members before they arrive on Campus.
- C. A comprehensive orientation program for new faculty members should be provided prior to the beginning of classes.
- D. A continuous in-service training program is necessary.
- E. Continuous evaluation of the method of instruction and the faculty member's performance are necessary to assure the success of the method.
- F. The College should actively recruit an innovative faculty.

SECTION F

LEARNING RESOURCES

LEARNING RESOURCES CENTERI. INTRODUCTION AND FINDINGS

During the first year of operation the Orchard Ridge Learning Resources Center was temporarily housed on the third floor of "C" Building.* The main collection is located in the Learning Resources Center with sub-centers located in each learning laboratory, so that reference - instructional materials can be readily available to use by students. The professional staff is composed of three librarians, including the Division Chairman, one educational media specialist, and two library technicians. The present collection is approximately 20,000 volumes.

The permanent Learning Resources Center Building will be completed and functioning by the summer of 1968. The facility will greatly enlarge the services provided by this division. Physically, it will unify many activities which are now either not being performed due to lack of space, or are being performed in scattered areas or temporary quarters. Besides a seating capacity for 450 students including individual study carrels, tables, and lounge chairs, the building contains many rooms for a variety of activities.

Built on three levels, it has a capacity for 60,000 volumes on open stacks. The sub-plaza level provides four rooms suitable for recording, pre-viewing, or listening, plus a darkroom. Those enrolled in the audio-visual and library technology programs will be able to utilize this area as their

* See Appendix F, Addendum 1

tutorial laboratory because it will house the audio-visual equipment storage, repair, and work space as well as the instructional area and library collection for the two disciplines. Four large seminar rooms, each with seating for twenty, complete the sub-plaza level.

The plaza, or main level, will house the Learning Resources Center administrative and staff offices and a workroom. Two typing and four small group study rooms are located on the plaza level. The room is dominated by an oversized Circulation Desk which faces the main lounge area on one side and the study area on the other. Five seminar rooms, each seating up to fifteen people will provide additional private meeting or study space.

The mezzanine level contains additional open stacks and seating.

Commons Building - General Assembly Auditoriums

Included in the Commons Building complex are four small auditoriums with assorted seating from eighty to 150 students to be utilized as general assembly areas. It will be the duty of the Learning Resources Center to see that these rooms are properly equipped; that the equipment is in good repair, and also provide the manpower to operate the central, rear-screen projection area.

Each of these rooms backs up to one central core or preparation room. Each room will have a completely integrated, self-contained, multi-screen and multi-media audio-visual projection system to permit instructors and speakers to use every audio-visual tool included in the system as an integral part of their presentation. The systems will permit pre-programming

of the lectures or presentations and complete automatic operation from the control console.

The utilization of the rear screen projection technique will eliminate projector distraction and permit the use of lighted rooms for easier note taking and reference. It will also give the speaker mobility in front of the screen to point out areas of particular interest.

These audio-visual systems permit unlimited versatility and flexibility in visual and audio presentations. Multi-screen and multi-media features enable simultaneous operation of different projectors to achieve maximum results in lectures, presentations, briefings, and film and slide viewing, and to make comparison of various subject matter.

The area will also be equipped with closed circuit television equipment to allow recording and playback of instructional material, close-up monitoring, and display of prepared programs.

The general assembly auditoriums will be open sixty-four hours per week and there will always be a member of the Learning Resources Center staff on duty to oversee the schedule of room use, set up and clear away equipment, assist instructors when machines malfunction, and help them with demonstrations as needed. The media specialist will offer suggestions to the instructors on how to make the best use of the facilities.

II. FUTURE PROGRAMS

Expansion of Audio-Visual Media Production

By the fall of 1968 the Learning Resources Center media production

facilities will be equipped to produce:

- Master tapes
- Duplicate copies of tapes
- 2" x 2" slides in color or black and white
- Overhead transparencies
- Still photographs
- Permanently mounted and laminated display materials
- Multi-media programs involving one or more projection instruments at one time
- Television presentations (live/tape)

Satellite Collections

Several satellite collections of Learning Resources Center collateral* reading books will be deposited on a rotating basis in selected learning laboratories as soon as the staff is able to execute this and arrange for adequate storage.

Professional Library

A professional library consisting of books and periodicals dealing with administrative policies, educational methods, and junior college trends will be set up in the staff lounge as soon as this facility is completed.

A. Strengths

1. The attractive and functional Learning Resources Center will be conducive to an effective operation.
2. The Learning Resources Center staff, including librarians and the media specialist, are competent and creative professionals.

* See Appendix F, Addendums 1-2

3. The media production facility is of considerable assistance in preparing learning materials.
4. The equipment and furnishings are adequate.
5. The comprehensive collection, which was already of considerable size by September, 1967, is becoming more complete relatively quickly.
6. The proposed Learning Resources Center Model should make the operation of the Learning Resources Center more efficient and effective.
7. The check-out centers in the learning laboratories are stocked with an adequate supply of learning materials. The Learning Resources Center inventory of these materials is accurate and current.

B. Weaknesses

1. The present temporary facilities are not adequate.
2. Although many students use the Learning Resources Center via the check-out stations in learning laboratories, a relatively small number of students has made use of the main facility.
3. There is considerable difficulty encountered in obtaining and ordering materials from Central Office.
4. The Alanar Book Catalog is frequently out of date and incorrect.
5. There is not sufficient communication with faculty regarding course development and revision and the use of various media.

III. RECOMMENDATIONS

- A. Moving into the new facility will improve the effectiveness of the Learning Resources Center operation.
- B. Encourage use of the Learning Resources Center by providing more publicity and tours of the facility.
- C. Establish a procedure to expedite the ordering and receipt of materials from Central Office.
- D. Establish a more effective means of cataloging books.

- E. Compile a media directory for use by faculty members in making course changes, and establish a program to assist faculty members in the selection and use of media.

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SECTION G

FINANCE

1. Finance
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10. Finance

FINANCEI. OBJECTIVES

As one Campus of a multi-Campus community college, Orchard Ridge does not operate as a sub-district or completely autonomous unit. Therefore, it has no specific responsibility for the procurement of funds for the operation of the College. The financial strengths and weaknesses, sources of funds, and the problems of procurement of funds are those of the College as a whole. This information is more than adequately covered in the report of the Finance Committee in the general Self-Study of the College.

II. FINDINGS

The contribution of the Orchard Ridge Campus to the financial stability of the College is its commitment to operate economically and efficiently in its accomplishment of the philosophy and purposes of the College.

III. RECOMMENDATIONS

- A. The Orchard Ridge Campus should continue to implement the instructional model, accomplish the philosophy and purposes of the College, and provide high quality education economically.
- B. Sound business operation policies and practices should be followed.

SECTION H

PERSONNEL

PERSONNELI. OBJECTIVES AND FINDINGS

The Orchard Ridge Campus began instruction with a staff of 139, including sixty-five faculty members and eleven administrators. Several members of the staff; for example, six administrators and nineteen faculty members, had worked at other Campuses of Oakland Community College prior to joining the Orchard Ridge Campus staff. Presently there are two part-time instructors employed. The distribution of faculty rank is six associate professors, twenty-one assistant professors, thirty-four instructors, and four associate instructors. The business and social science division has eighteen faculty members; communications and humanities division has seventeen faculty members; life and health science division has six faculty members; math, physical and applied science division has nine faculty members; Learning Resources Center has three librarians; and counseling has twelve counselor-instructors.

All full-time faculty members are members of the Faculty Senate.

The salary schedule and fringe benefits of the College are applicable to all full-time personnel.

A. Strengths

1. Personnel are generally well prepared for the duties they perform.
2. The faculty and administrative staff actively implement the philosophy of the College.
3. The size of the staff is appropriate for the number of students on Campus.

4. Offices and other facilities are adequate and attractive.

B. Weaknesses

1. All Campus personnel do not fully understand the policies, procedures, and regulations of the College.
2. The present in-service training program for the faculty is not adequate.
3. Communication between faculty and administration is not always effective.
4. The Faculty Senate is not as effectively involved in the decision-making function of the College as it could be.
5. The number of faculty with previous college teaching experience is low.

II. RECOMMENDATIONS

- A. A handbook of College and Campus policies, procedures, and regulations should be provided for each faculty member.
- B. An in-service training program to explain all aspects of the College to the College personnel should be provided.
- C. Improve communication between faculty and administration.
- D. Reorganize the Faculty Senate and redefine its goals to assure more effective and active participation in College affairs and encourage shared responsibilities in decision-making.
- E. Actively recruit experienced and well-qualified personnel with previous college experience.
- F. Continue to develop effective methods of evaluating all personnel to assure continued improvement in all areas of the College.
- G. Encourage improvement in the College's program by providing incentive, e.g., payment of tuition and sabbatical leave, for additional graduate work.
- H. Increase salaries and fringe benefits in order to attract new faculty and retain present faculty.

SECTION F

LEARNING RESOURCES

FACILITIESI. FINDINGS

The Orchard Ridge Campus is an attractive plant* which has been designed to facilitate the instructional methods of the College. The eighteen million dollar complex of eleven buildings will accommodate 7,000 students when completed. Since all facilities have not been completed, some areas are temporarily being used for functions for which they were not designed.

Current construction will be completed when the Commons Building and Learning Resources Center have been constructed. The Commons Building will house large assembly rooms and most student activity facilities, as well as a book store, cafeteria, and lounges. Occupancy is projected for summer, 1968. The Learning Resources Center is ready for occupancy and will be used early this spring. One other building, the physical education facility, is included in the master plan. Current plans call for construction of this facility to begin during 1969.

Most of the weaknesses of the Campus are a consequence of not having all of the buildings available, especially the Commons Building. With the exception of the lack of physical education facilities on the Campus, the weaknesses listed in the Campus report will be corrected during the 1968-69 academic year. Generally, the Campus is quite functional and attractive.

* See Appendix I, Addendum 1

A. Strengths

1. The physical attractiveness of the Campus provides an atmosphere conducive to learning.
2. The Campus is located near an expressway, which makes it easily accessible to the community.
3. The buildings are air-conditioned so that they will be comfortable during the summer months.
4. Faculty members have adequate and attractive offices.
5. The buildings have been designed to meet the needs of the instructional program.
6. The buildings are situated so that students may move from class to class quickly, often without going outside.
7. Lab equipment is new, in good condition, and adequate for the requirements of the program.
8. When completed, the Learning Resources Center and the Commons Buildings will be the physical and functional center of Campus curricular and extracurricular activities.
9. Janitorial staff and equipment are adequate.
10. There is adequate storage space.
11. Furniture is attractive and adequate.
12. The Campus is designed to comfortably accommodate a considerably larger student body than is presently enrolled.
13. Instructors' offices are located near learning laboratories which facilitates individual student conferences.

B. Weaknesses

1. There are presently only very limited student cafeteria and student lounge and recreation areas.
2. Chalkboard facilities are not adequate in small assembly areas.

3. There is no physical education facility. Physical education classes must be held in leased community facilities.
4. There are no outdoor recreation areas for students.
5. Tinted glass in windows does not keep sun from shining brightly in offices and classrooms with southern exposure, making conferences during certain hours difficult.
6. There is no student health facility on Campus.
7. Learning labs are occasionally noisy.
8. Grounds and parking area lights are not adequate.

II. RECOMMENDATIONS

- A. Complete cafeteria and student lounge and activity areas as quickly as possible.
- B. Provide a student health facility.
- C. Increase chalkboard facilities in small assembly areas.
- D. Provide outdoor recreation and physical education areas.
- E. Provide an adequate physical education building.
- F. Provide window shades or blinds for offices which have southern exposure.
- G. Improve grounds and parking lot lighting.
- H. Improve sound conditions in instructional areas.

08/17/80

The Ontario Ridge Campus of Ontario Community College situated in the town of Trenton in the fall of 1977. A committee to conduct a study of the faculty and staff was in evidence from the commencement of the fall of 1977. A survey of research activities indicates a commitment to research in all of the areas of research identified for the research function as set in the status study of May 18, 1977.

SECTION J

RESEARCH

Research should include the collection and analysis of data in all areas of research in which the college is involved in relation to faculty and staff and the college itself. The data should be used to identify and evaluate research projects which should then be put in a context of research reporting and a program of research in the general and specific areas they become affected by change. The following are areas of research:

- 1. Faculty
- 2. Administration
- 3. Student Body
- 4. Community
- 5. Research
- 6. Faculty
- 7. Administration
- 8. Student Body

08/17/80

The Ontario Ridge Campus of Ontario Community College situated in the town of Trenton in the fall of 1977. A committee to conduct a study of the faculty and staff was in evidence from the commencement of the fall of 1977. A survey of research activities indicates a commitment to research in all of the areas of research identified for the research function as set in the status study of May 18, 1977.

RESEARCH

I. OBJECTIVES

The Orchard Ridge Campus of Oakland Community College enrolled its first students in the fall of 1967. A commitment to research on the part of faculty and staff was in evidence from the commencement of instruction. A survey of research activities indicates a commitment in virtually all of the "areas of concern" delineated for the research function as cited in the Status Study of May 12, 1967.

"Research should include the collection and analysis of data in all areas of service in which the College is involved in relation to itself as an entity and the community it serves. The data, which points to both strengths and weaknesses, should then be put to use to permit a constant up-dating and maximum utilization of both personnel and media as they become affected by change. The following are areas of concern:

- | | |
|---------------------------|---------------------------|
| 1. Students | 6. Media |
| 2. Curriculum and Program | 7. Evaluation of Students |
| 3. Methods of Instruction | 8. Facilities |
| 4. Faculty | 9. Student Activities |
| 5. Counseling | |

II. FINDINGS

The Student Personnel Division at Orchard Ridge reports research activities in the following areas:

1. A determination of how realistic freshmen are in estimates of their own academic ability as measured by self-estimate of first semester grade point average at the start of course work and at the conclusion of one semester.
2. An assessment of degree-of-differences occurring in student's self-estimated academic performance with regard to sex,

curriculum, and development course in which they are enrolled.

3. Use of voluntary group counseling experiences in an attrition abatement program for students with poor academic records.
4. A comparison of placement test scores and final grades in mathematics and English.
5. A comparison of the academic performance of students in English courses to evaluate subjective (faculty-graded essays) versus objective (standardized placement tests) English placement tests.
6. A determination of retention in mathematics courses in which assignment is based on standardized placement test scores as compared with "subjective" placement, and combination of ACT Math percentiles, student high school mathematics grades, and counselor discretion.
7. An evaluation of the effectiveness of counselor - teacher in developmental courses.
8. A study of the stability of students occupational interest patterns on the Strong Vocational Interest Test and their academic achievement.
9. The use of the testing center for Campus-wide course evaluation by providing a centralized administration of unit, mid-session, and final examinations.

The Communications and Humanities Division reports the following

research activities:

1. A substitution of tapes, pictures, and films for reading materials to determine their effectiveness in implementing a "student interest centered" approach to the basic writing course.
2. The evaluation of objective tests compared with "composition-theme" evaluation in assessing composition skills.
3. Determining if specific assignments in S.A.S. and labs will improve student response.
4. The use of SRA transparencies with a control group of students in English 151 to assess their effectiveness as media.

5. A comparison of student-led and instructor-led S.A.S. groups in English 152 to determine if students can function effectively in this format independent of the instructor.
6. A determination of the difference in learning approaches by older evening students and younger day students in English to explore more effective use of the "multi-path" approach.
7. Assessing the effectiveness of the Craig Reader in comparison to the SRA pacer in Reading Improvement (English 104).
8. The use of tape drills and responses controlled by the instructor in Spanish 151 S.A.S. in a control-experimental setting to determine whether significant differences exist in final grades.
9. A study to determine whether success in English literature courses is dependent upon completion of pre-requisite English composition courses.

Life and Health Sciences Division reports the following research activities:

1. An analysis of computer test results in GSC 151 in relation to the statement(s) of objectives, the test item(s), and the media used by the student to achieve the objective.
2. The development of a diagnostic test to be used at the start of the term in General Biology to assess ability levels of students in the introductory biology course.
3. A determination of whether student terminal performance in GSC 151 can be improved by directed study.

Business and Social Sciences Division reports research activities in the following areas:

1. Inter-institutional comparisons of student achievement in Social Science 151, Political Science 151, and Business 101 through administration of pre-post tests to students.
2. The evaluation of the effectiveness of structured S.A.S. for academic low-achievers in attempting to improve academic performance.
3. An assessment of the extent to which evening block scheduling assists appropriate learning.

Math, Physical and Applied Sciences is doing research in the following

areas:

1. Experimentation with more effective use of the functional team in terms of motivating students in G.A.S. An analysis of test score difference will be undertaken to determine whether the G.A.S. becomes more effective as a motivational device when other functions are eliminated (testing, evaluation, etc.); and, the response of students to a completely personal approach by the master teacher in a G.A.S. when his role as evaluator is minimized.
2. The development of a self-rater which provides students with immediate feedback to determine if the self-rater facilitates improved review and exam preparation.
3. The development of audio tapes coordinated with film loops is in process.
4. The initiation of correlation studies between grades and final examination scores by Campus as a basis for recommendations regarding course revision.

A. Strengths

1. There is an apparent genuine commitment and enthusiasm on the part of Orchard Ridge faculty and staff for research activities.
2. The involvement of faculty in research is based on personal interest in improving the instructional process rather than administrative coercion.
3. Division Chairmen are enthusiastic and supportive of research efforts within their divisions.
4. A learner-centered, learning-facilitative philosophy of research activity prevails, with virtually all activities directed toward improvement of student academic success.
5. Most research activities are well designed and carefully implemented.
6. Ongoing research activities are occurring in all but three of the "areas of concern" delineated in the objectives at the beginning of this report.
7. A consistent concern of faculty and staff research activities is directed

toward increasing the accuracy with which students are placed in courses.

8. Faculty research exhibits a positive commitment to the improvement of instruction and their own effectiveness as teachers.
9. A continuous effort to be innovative and to improve objectivity in the evaluation of student performance characterizes much of the research in process.

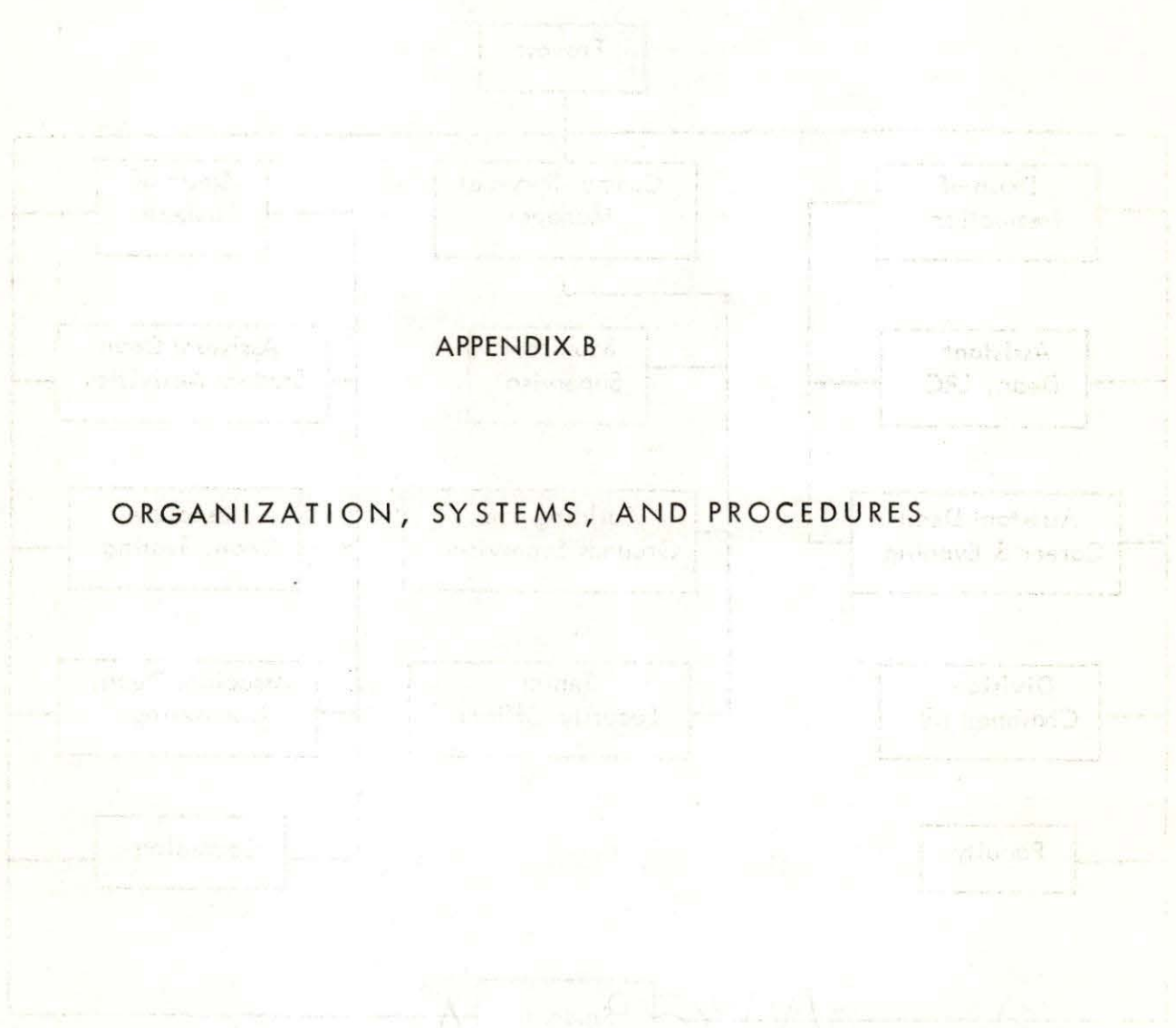
B. Weaknesses

1. Research efforts are not apparent in the following three "areas of concern:" faculty, facilities, and student activities.
2. Duplication of research activities is indicated on the Orchard Ridge Campus.
3. A lack of clerical assistance and data processing resources presents difficulties in completing and reporting research satisfactorily.
4. A need exists for a standardized method of reporting results of research so that it might be shared by all faculty.
5. An absence of coordination in Campus research efforts is apparent.

III. RECOMMENDATIONS

- A. The assignment of responsibility for the coordination of Campus research activities at Orchard Ridge to the Dean of Instruction.
- B. The establishment of a Committee on Campus Research with representation from each academic and administrative area of the Campus to facilitate articulation with regard to research activities.
- C. The development of research efforts in the areas of Campus facilities, faculty, and student activities.
- D. The identification of Campus resources available to provide assistance to faculty and staff research activities.
- E. The periodic publication of Campus research results to increase awareness on the part of the faculty and staff regarding activities in their areas of concern.
- F. The development of guidelines to facilitate uniform reporting of results.

ORGANIZATION, SYSTEMS, AND PROCEDURES



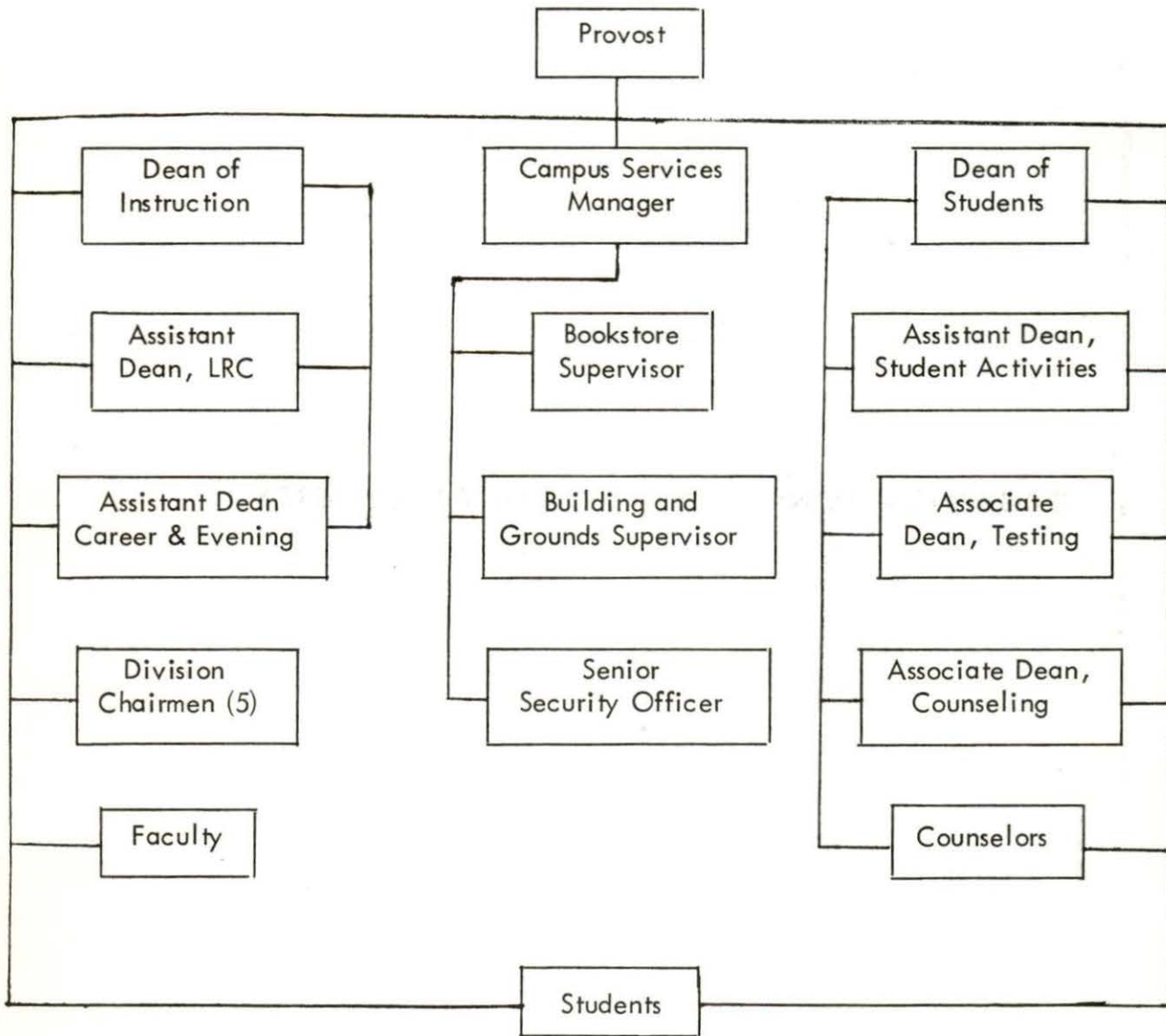
APPENDIX B

ORGANIZATION, SYSTEMS, AND PROCEDURES

10 - 2

APPENDIX B

ORCHARD RIDGE CAMPUS ORGANIZATION



Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

PROVOST

Responsibilities:

The Provost is responsible to the President of the College for the daily operation of his Campus within established College policy and administrative regulations and procedures. In fulfilling his responsibilities, he performs the following:

Functions:

1. Carries on responsibility for the implementation, supervision, and evaluation of the total year-round day and evening educational program.
2. Carries on responsibility for the compilation of all reports and other data, as required.
3. Recommends facility requirements, including additional facilities or modifications to existing ones.
4. Makes recommendations concerning all matters that affect the Campus and participates in the development of policy for the total College.
5. Recommends appointment, promotion, demotion, or dismissal of all personnel assigned to his Campus.
6. Makes all professional and classified staff assignments.
7. Conducts in-service training programs for faculty and staff.
8. Carries on responsibility for evaluation and recommendation, for retention and dismissal of all faculty members.
9. Supervises the preparation of the Campus budget and is accountable for its administration.
10. Certifies students eligible for degrees or certificates.
11. Officially represents the Campus at official meetings, as required.
12. Performs such other duties as assigned by the President of the College.

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

DEAN OF INSTRUCTION

Responsibilities:

The Dean of Faculty is responsible to the Provost for the daily instructional operation of his Campus within established College policy and administrative regulations and procedures. In fulfilling his responsibilities, he performs the following:

Functions:

1. Meets regularly with Division Chairmen and faculty to discuss educational philosophy, instructional problems, course materials, and course offerings in an attempt to improve the Oakland Community College instructional program.
2. Encourages the continual improvement of professional ethics and professional growth of the faculty.
3. Makes visits to the learning areas in order to be continually aware of the educational programs and teaching methods.
4. Carries on responsibility for the implementation of the instructional program.
5. Acts as liaison between the Division Chairmen and Chairman of the LRC and the Campus Provost.
6. Maintains records involving faculty contractual agreements, salaries, teaching schedules and vacation schedules.
7. Maintains records pertinent to effectiveness of the learning programs and utilization of facilities.
8. Interviews and recommends candidates for faculty positions after an initial screening and approval by Division Chairmen.
9. Recommends faculty and Division Chairman contract terms to Provost.
10. Develops and maintains the Campus master class schedule in coordination with Dean of Students and Division Chairmen.
11. Synthesizes Divisional budget requirements as he works with Chairman, Provost and faculty in preparation and maintenance of budgets.

(continued)

Appendix B - Addendum 2

Dean of Instruction (continued)

12. Conducts faculty recruiting activities with suggestions and guidance from Chairmen, and in conjunction with College personnel.
13. Assists the Provost in development and maintenance of Campus planning, present and future.
14. Meets as required with administrators of other Campuses to insure program continuity and to discuss the resolve mutual problems.

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

DEAN OF STUDENTS

Responsibilities:

The Dean of Students is responsible to the Provost of the Campus for the development, coordination, supervision, and evaluation of the Campus Student Personnel Programs. These functions include guidance, individual and group testing, as designed on the Campus, on-Campus placement, student health, student activities, Campus financial aids programs, intercollegiate athletics and intramurals, as well as other student-related affairs assigned to the Campus. In fulfilling his responsibilities, he performs the following:

Functions:

1. Assists in the coordination of admissions, registration, financial aid and College placement.
2. Prepares and administers the budgets related to student personnel.
3. Carries on responsibility for student health and welfare, including the disciplinary procedures necessary to have conduct becoming of College students.
4. Evaluates and supervises all professional and classified staff assigned to student personnel, including the recommendation for promotions or terminations.
5. Recommends new applicants for professional and classified staff approved for student personnel positions.
6. Carries on responsibility for student records, including their professional use.
7. Assists in the planning of facilities conducive to student learning and maintaining a good environment for student life.
8. Conducts meetings and professional workshops designed to encourage professional growth and development.
9. Works closely with the Dean of Faculty in evaluation and recommendations regarding the educational program of the College.

(continued)

Dean of Students (continued)

10. Works closely with the Dean of Students of other Campuses to provide a consistent Student Personnel Program for Oakland Community College.
11. Performs other duties as assigned by the Provost of the Campus.

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

ASSOCIATE DEAN OF STUDENTS - COUNSELING

Responsibilities:

The Associate Dean of Students - Counseling is responsible to the Dean of Students for the planning, development, supervision, and coordination of the Campus counseling program and related duties that will be assigned to the counselors. In fulfilling his responsibilities, he performs the following:

Functions:

1. Carries on responsibility for the vocational, educational, and personal counseling and other related aspects of the counseling program.
2. Carries on responsibility for the on-Campus placement of students.
3. Carries on responsibility for the on-Campus financial aids program.
4. Supervises and evaluates counselors and classified staff assigned to counseling, and recommendations in their behalf.
5. Carries on immediate supervision and maintenance of student records.
6. Performs a counseling function consistent with the work load assigned to the position.
7. Carries on responsibility for professional counseling leadership which encourages counselors to develop a sound counseling program to meet the needs of the students.
8. Assumes other responsibilities assigned by the Dean of Students.

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

ASSISTANT DEAN OF STUDENTS - STUDENT ACTIVITIES

Responsibilities:

The Assistant Dean of Students - Student Activities is responsible to the Dean of Students for the planning, development, coordination, and evaluation of the Campus Student Activities Program. In fulfilling his responsibilities, he performs the following:

Functions:

1. Organizes student activities including the newspaper, fraternities, sororities, service organizations and other such organizations necessary to encourage student learning and complement the educational program of the College.
2. Develops the Campus Student Activities Calendar.
3. Recommends and publishes Campus student regulations.
4. Publishes various flyers encouraging student participation in learning activities out of the classroom.
5. Organizes leadership programs to assist the students in administering their respective organizations.
6. Encourages faculty involvement in the academic and non-academic affairs of student life.
7. Establishes performance specifications in student activities.
8. Supervises, evaluates, and selects staff assigned to the Student Activities Program.
9. Supervises facilities and equipment assigned to Student Activities.
10. Assumes other responsibilities as assigned by the Dean of Students.

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

ASSOCIATE DEAN OF STUDENTS - TESTING

Responsibilities:

The Associate Dean of Students - Testing is responsible to the Dean of Students for the planning, development, and supervision of a testing center capable of administering and interpreting achievement, aptitude, personality, and interest tests to groups and individuals. The testing center will be planned to administer and score placement and final examinations for students enrolled in classes. In addition, he is responsible for planning, developing, and supervising a continuing registration center to facilitate self-pacing. In fulfilling his responsibilities, he performs the following:

Functions:

1. Plans the testing center and registration center to accommodate self-pacing.
2. Administers and utilizes standard evaluative instruments for the diagnosis of student capabilities and difficulties.
3. Assists in the development of new instruments, in conjunction with Division Chairmen, for the assessment of learning objectives and media used to achieve the learning objectives.
4. Cooperates with the entire Student Personnel Department to insure the most effective use of the testing center.
5. Supervises the staff of the testing center.
6. Assists in in-service training for College personnel.
7. Performs additional functions specifically assigned by the Dean of Students.

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

DIVISION CHAIRMAN

Responsibilities:

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

Functions:

1. Determines the assignments of all members of the division.
2. Assures 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. Evaluates all members of the division and makes recommendations regarding future employment.
4. Supervises the laboratories to assure that all required media and facilities are available and functional.
5. Maintains communications with other divisions of the College to facilitate the achievement of the mission of the College.
6. Assures conformance with approved course plans, testing procedures, and research projects.
7. Reviews, evaluates, and approves course plans, testing procedures, and research projects.
8. Assists in the preparation of the College budget.
9. Reviews and approves all requisitions and monetary requests initiated by members of the division.
10. Arranges in-service training programs for members of the division.
11. Assists in the development and revision of the courses.

Appendix B - Addendum 2

Division Chairman (continued)

12. Assists and evaluates assigned students.
13. Develops and implements general and small assembly sessions.
14. Performs additional functions specifically assigned.

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

GROUP COORDINATOR

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. In fulfilling his responsibilities, he performs the following:

Functions:

1. Reviews, evaluates, and approves course plans.
2. Assures conformance with approved course plans.
3. Develops and revises course packages.
4. Specifies and implements general assembly sessions.
5. Assists and evaluates assigned students.
6. Specifies and implements small assembly sessions.
7. Performs additional functions specifically assigned by the Division Chairman.

Appendix B - Addendum 2
OAKLAND COMMUNITY COLLEGE
JOB DESCRIPTION

ASSISTANT LIBRARIAN

Responsibilities:

The Librarian-Instructor's chief obligation is to assist the Director in any and all of the Center's obligations as expressed in its philosophy of service. In fulfilling his responsibilities, he performs the following:

Functions:

1. Suggests books and other media for purchase in the following specific disciplines:
 - a. English
 - b. Mathematics
 - c. Recreation
2. Represents the LRC on the Media Advisory Committee
3. Prepares book collections for the two satellite libraries within his assigned area.
4. Assists the Campus Director of the LRC in providing those services essential to the learning program.
5. Supervises the clerical procedure in regards to booking films, filmstrips, etc.
6. Supervises the weekly inventory reports of audio-visual equipment.
7. Prepares bibliographies of books and on book media in the English, Mathematics, and Recreational areas.
8. Supervises the organization of a film and filmstrip directory arranged by subject and includes all known available titles from all known available sources.
9. Assists the Director in the control of all audio-visual equipment.
10. Assists the Provost in providing those services recommended by the College administrative staff.
11. Studies the Learning Resources Center organization and service with the aim of providing and expanding our method of operation.

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

EDUCATIONAL MEDIA SPECIALIST

Responsibilities:

The Educational Media Specialist is responsible to the Chairman of the Learning Resources Center for the audio-visual facilities available on the Campus and services performed on the Campus. In fulfilling his responsibilities, he performs the following:

Functions:

1. Equips, schedules personnel, and supervises the preparation room for the General Assembly area in the Commons Building.
2. Equips, schedules personnel, and supervises the audio-visual area in the Learning Resources Center.
3. Alerts faculty to new audio-visual media by arranging in-service sessions and by periodically distributing written information.
4. Advises faculty of methods of integrating audio-visual media.
5. Provides reports and information requested by the Learning Resources Chairman.
6. Assists in the development and implementation of audio-visual courses included in the Learning Technology Program.
7. Advises laboratory assistants regarding the utilization and repair of audio-visual equipment.
8. Makes minor repairs to audio-visual equipment and arranges for major repairs.
9. Performs other assignments specifically made by the Chairman of the Learning Resources Center.

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

LIBRARY ASSISTANT

Qualifications:

Associate degree in Library Technology or equivalent.

Responsibilities:

The Library Assistant is responsible to the Learning Resources Center Chairman for assisting in operating the library and in maintaining library services. These responsibilities are fulfilled by performing the following:

Functions:

1. Answer simple reference questions.
2. Find books and materials requested by library borrowers.
3. Coordinate the overall process of ordering and receiving books and materials.
4. Help to keep the library and its books and materials in a neat, orderly condition for public use.
5. Assemble lists of books and media in given subject areas.
6. Assemble collections of books and materials for use in laboratories.
7. Take scheduled turns with the professional librarians in supervising the public rooms.
8. Perform other miscellaneous library duties assigned by the LRC Chairman.

Appendix B - Addendum 2
OAKLAND COMMUNITY COLLEGE
JOB DESCRIPTION

AUDIO-VISUAL MAINTENANCE TECHNICIAN

Qualifications:

Graduation from high school or its equivalent.
Ability to operate and repair audio-visual equipment.

Responsibilities:

Under the supervision of the Associate Dean of the appropriate Learning Resources Center, the Audio-Visual Maintenance Technician produces and duplicates taped instructional materials and is responsible for the equipment required to utilize them at a specific Campus. He assists the faculty to record items as requested, and maintains master tape files, inventory and other operational records. These responsibilities are fulfilled by performing the following:

Functions:

1. Producing, editing, and splicing of master tapes.
2. Duplicating tapes and forwarding them to other locations in the College.
3. Repairing damaged tapes and tape decks.
4. Transferring and replacing obsolete cartridges.
5. Maintain required master tapes, returned cartridges, and other records.
6. Perform necessary repairs on Campus audio-visual equipment. Arrange for warranty work with dealers when possible.
7. Notify Media Specialist when extensive repairs are necessary such as might require complete replacement or return to manufacturer.
8. Maintain a supply of maintenance parts and blank tape.
9. Distribute equipment needed by faculty for short periods.
10. Maintain an inventory of equipment on the Campus.
11. Develop a collection of master tapes for all of the courses offered by the College. Maintain record of progress of same.
12. Perform other duties as requested by Media Specialist or LRC Division Chairman.

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

COUNSELOR

Responsibilities:

The Counselor is responsible to the Assistant Dean of Students - Counseling for the counseling of students. In fulfilling his responsibilities, he performs the following:

Functions:

1. Carries on responsibility for the educational, social, personal, and occupational counseling of students.
2. Programs students for courses in advance of registration.
3. Makes himself available for consultations with faculty and administration, regarding problems of students.
4. Administers various individual and group tests and interprets the results to students, parents, and faculty.
5. Assists in the research of student personnel matters.
6. Gathers and maintains occupational information for counseling purposes.
- *7. Assists in the general work of the Student Personnel Services as assigned by the Assistant Dean of Students - Counseling.
8. Maintains a professional relationship with students and faculty, recognizing the need to carefully use the privileged information to which a Counselor has access in a counseling relationship.
9. Performs such additional assignments as prescribed by the Assistant Dean of Students - Counseling.

* Specific assignments may be made as follows:

1. International students
2. Accelerated high school programs
3. Housing
4. Probationary and restricted students
5. Research
6. Scholarships and loans
7. Student activities
8. Testing
9. Veterans

APPENDIX C

CURRICULUM

Appendix C - Addendum 1

COURSE OFFERINGS

1967-68

Orchard Ridge Campus

<u>Course Number</u>	<u>Course Title</u>
ACC 111	Proprietorship Accounting
ACC 112	Partnership Accounting
ACC 113	Corporation Accounting
ACC 251	Principles of Accounting I
ACC 252	Principles of Accounting II
ART 101	Basic Drawing
ART 102	Basic Design
ART 103	Lettering and Layout
ART 106	Advertising Design
ART 111	Arts and Crafts
ART 125	Oil Painting
ART 130	Ceramics
ART 135	Sculpture
ART 156	Art Appreciation
ART 201	Fundamentals of Figure Drawing
ART 203	Advertising Illustration
ART 204	Graphic Reproduction
ART 206	Commercial Art Techniques
AVM 103	Introduction to Audio-Visual Materials
AVM 104	Introduction to Audio-Visual Equipment
AVM 202	Audio-Visual Material Production
BIO 151	General Biology I
BIO 152	General Biology II
BIO 251	Invertebrate Zoology
BIO 261	Plant Morphology
BUS 101	Introduction to Business
CHE 100	Introductory Chemistry
CHE 151	General Chemistry I
CHE 152	General Chemistry II
DPR 101	Introduction to Data Processing
DPR 105	Unit Record Equipment
DPR 122	Introduction to Computer Programming
DPR 132	Data Processing Applications
DPR 201	Computer Programming
DPR 203	Data Processing Systems
DPR 204	Advanced Computing and Programming Systems
DPR 211	Data Processing Supervision
ECO 261	Economics I
ECO 262	Economics II

Appendix C - Addendum 1

Course Offerings (continued)

<u>Course Number</u>	<u>Course Title</u>
ENG 052	Elements of Written Communication
ENG 104	Reading Improvement
ENG 131	Fundamentals of Communication
ENG 134	Technical Communications
ENG 136	Business Communications
ENG 151	English I
ENG 152	English II
ENG 156	Introduction to Theatre
ENG 162	Introductory Journalism
ENG 211	Technical Writing
ENG 221	Business Writing
ENG 251	American Literature I
ENG 252	American Literature II
ENG 261	Public Speaking
FRE 151	Beginning French I
FRE 153	Beginning French II
GER 151	Beginning German I
GER 153	Beginning German II
GOR 010	General Orientation
GOR 012	Guided Orientation
GSC 151	Life Science
GSC 156	Physical Science
LIB 101	Introduction to Library
LIB 102	Circulation Procedures
MAT 101	Business Mathematics
MAT 111	Fundamentals of Arithmetic
MAT 112	Elementary Algebra
MAT 113	Intermediate Algebra
MAT 114	Plane Geometry
MAT 121	Technical Mathematics I
MAT 122	Technical Mathematics II
MAT 131	Statistics
MAT 151	Comparative Mathematics I
MAT 152	Comparative Mathematics II
MAT 161	College Algebra and Trigonometry
MAT 171	Analytic Geometry and Calculus I
MAT 172	Analytic Geometry and Calculus II
MAT 271	Analytic Geometry and Calculus III
MAT 272	Calculus and Differential Equations
MUS 101	Music Theory I
MUS 102	Music Theory II

Appendix C - Addendum 1

Course Offerings (continued)

<u>Course Number</u>	<u>Course Title</u>
MUS 156	Music Appreciation
MUS 171	OCC Chorale
PER 151	Physical Education
PER 152	Physical Activities I
PER 153	Physical Activities II
PER 172	First Aid
PER 181	Field Experience
PER 201	Camping
PER 251	Physical Activities III
PER 252	Physical Activities IV
POL 151	American Government
POL 251	Introduction to Political Science
PSY 251	Introduction to Psychology
PSY 261	Human Relations and Personnel Problems
SEC 101	Typing Fundamentals
SEC 102	Intermediate Typing
SEC 111	Shorthand Fundamentals
SEC 112	Intermediate Shorthand
SEC 121	Office Skills
SEC 201	Advanced Typing
SEC 202	Office Machines
SOC 251	Sociology
SPA 151	Beginning Spanish I
SPA 153	Beginning Spanish II
SPA 261	Intermediate Spanish I
SSC 151	Foundations of Modern Society I
SSC 152	Foundations of Modern Society II

CLASSIFICATION STATISTICS

Week of April 5	Week of Feb. 20	Week of Feb. 27	Week of March 6	Week of March 13	Week of March 20	Week of March 27
0	4	1	2	1	1	1
08	22	1	2	1	1	1
12	1	1	1	1	1	1
14	1	1	1	1	1	1
18	14	1	1	1	1	1
28	20	1	1	1	1	1
31	3	1	1	1	1	1
37	0	1	1	1	1	1
4	14	0	1	1	1	1
11	19	1	1	1	1	1
17	0	1	1	1	1	1
24	0	1	1	1	1	1
30	22	1	1	1	1	1
36	21	1	1	1	1	1
42	0	1	1	1	1	1
48	0	1	1	1	1	1
54	0	1	1	1	1	1
60	0	1	1	1	1	1
66	0	1	1	1	1	1
72	0	1	1	1	1	1
78	0	1	1	1	1	1
84	0	1	1	1	1	1
90	0	1	1	1	1	1
96	0	1	1	1	1	1
102	0	1	1	1	1	1
108	0	1	1	1	1	1
114	0	1	1	1	1	1
120	0	1	1	1	1	1
126	0	1	1	1	1	1
132	0	1	1	1	1	1
138	0	1	1	1	1	1
144	0	1	1	1	1	1
150	0	1	1	1	1	1
156	0	1	1	1	1	1
162	0	1	1	1	1	1
168	0	1	1	1	1	1
174	0	1	1	1	1	1
180	0	1	1	1	1	1
186	0	1	1	1	1	1
192	0	1	1	1	1	1
198	0	1	1	1	1	1
204	0	1	1	1	1	1
210	0	1	1	1	1	1
216	0	1	1	1	1	1
222	0	1	1	1	1	1
228	0	1	1	1	1	1
234	0	1	1	1	1	1
240	0	1	1	1	1	1
246	0	1	1	1	1	1
252	0	1	1	1	1	1
258	0	1	1	1	1	1
264	0	1	1	1	1	1
270	0	1	1	1	1	1
276	0	1	1	1	1	1
282	0	1	1	1	1	1
288	0	1	1	1	1	1
294	0	1	1	1	1	1
300	0	1	1	1	1	1
306	0	1	1	1	1	1
312	0	1	1	1	1	1
318	0	1	1	1	1	1
324	0	1	1	1	1	1
330	0	1	1	1	1	1
336	0	1	1	1	1	1
342	0	1	1	1	1	1
348	0	1	1	1	1	1
354	0	1	1	1	1	1
360	0	1	1	1	1	1

APPENDIX D

STUDENT BODY

Appendix D - Addendum 1

COUNSELING STATISTICS

REASON FOR VISIT	Week of Oct. 18	Week of Nov. 1	Week of Dec. 20	Week of Feb. 20	Week of April 2
Adds	1	2	2	4	0
Admission	0	5	1	28	58
Attendance	1	2	0	1	2
Complaints	1	0	1	5	4
Draft	2	9	0	14	18
Drop	99	12	3	173	28
Employment	4	21	23	3	16
Enrollment	5	16	0	0	0
ENG 052	14	7	0	14	8
Financial	3	22	15	15	17
GOR	19	2	0	8	1
Grades	4	8	2	6	4
Personal	92	102	48	88	92
Planning	49	34	287	18	129
SAS	67	67	5	4	5
Testing	15	20	4	4	9
Transfer	1	3	4	4	6
VA	2	3	3	6	5
Withdrawal	6	3	0	11	19
<u>TOTALS</u>	385	338	398	406	421

Appendix D - Addendum 2

TEST CENTER
LIST OF CURRENT TESTSORCHARD RIDGE
October 20, 1967

<u>TEST</u>	<u>TIME</u>	<u>NORMS</u>	<u>SCORE</u>
1. Accounting Orientation	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

Appendix D - Addendum 2

List of Current Tests (continued)

<u>TEST</u>	<u>TIME</u>	<u>NORMS</u>	<u>SCORE</u>
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.
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	Coll.	-	College
()	-	approximate time	Ad.	-	Adult
gr.	-	grade	St. Sc.	-	Standard Scores
H.S.	-	High School	n.s.	-	no score
			Adol.	-	adolescent

Appendix D - Addendum 3

TEST REFERRAL FORM

STUDENT'S NAME _____ S.S. NO. _____

CURRICULUM _____ CLASS _____ BIRTHDATE _____

REFERRAL INFORMATION

REFERRING TEACHER _____ DIVISION _____

REFERRING COUNSELOR _____ DATE REFERRED _____

PURPOSE OF REFERRAL EB VB PB

STATEMENT OF PROBLEM _____

NEEDED INFORMATION _____

DISPOSITION:

FOR TESTING OFFICE USE ONLY

APPOINTMENT DATE AND TIME 1) _____ 2) _____ 3) _____

GROUP _____ INDIVIDUAL _____ PERSONALITY _____ TEST ADMIN.

DATE TEST RESULTS SENT TO COUNSELOR _____

TEST REPORT FORM

STUDENT'S NAME _____ S.S. NO. _____

CURRICULUM _____ CLASS _____ BIRTHDATE _____

REPORT SENT TO _____ DATE _____

PROFILES

TEST	SCORE	TEST	SCORE	TEST	SCORE

STRENGTHS

WEAKNESSES

TEST SUMMARY

RECOMMENDATIONS

Appendix D - Addendum 5

THE CONSTITUTION OF THE ORCHARD RIDGE CAMPUS
STUDENT GOVERNMENT

Oakland Community College

Preamble:

We, the students of the Orchard Ridge Campus of Oakland Community College, in order to develop and maintain high standards of conduct and scholarship, to create a strong relationship between the Student Body and Administration, Faculty and Community, to plan and coordinate extracurricular activities and to promote the general welfare of this Campus do hereby establish this Constitution of the Student Government.

Article I - Name:

There shall be a body of elected representatives and officers known as: The Student Government of Orchard Ridge Campus - Oakland Community College.

Article II - Authority:

Authority is vested in the Student Government by ratification of this constitution and approval by the Dean of Students' office. Ratification shall consist of a simple majority of the votes cast.

Article III - Purpose and Objectives:

The Student Government is hereby established to accomplish these purposes and objectives:

1. to provide representation for all students.
2. to communicate between the student body and the administration, faculty, and community.
3. to see that all legislation passed by this body is enforced.
4. to assist the administration and faculty whenever possible.
5. to see that there are no discriminatory clauses in all school sanctioned functions on the basis of race, color, creed, or nationality.
6. to insure, within the limitations of this Constitution and the rules and regulations set forth by the administration, the right of each student to express himself in College affairs.
7. to encourage and promote interest in the College through clubs and organizations sanctioned by the Student Government.
8. to promote constructive citizenship and high scholarship within the community and College.
9. to coordinate student activities.
10. to approve, along with the Dean of Students, a budget drawn up by the finance committee. Included in this budget shall be a student activity fee money which was paid by the students.

Appendix D - Addendum 5

Article IV - Elections:

There shall be two elections held each year. A general election shall be held in the spring of the year. At this election the officers and sophomore representatives shall be elected. The freshman representatives shall be elected in the fall of the following year. The officers shall be: President, Vice President, Corresponding Secretary, Recording Secretary, Treasurer, and Historian. The number of representatives shall begin at ten and shall increase by one for every 250 students above the enrollment of 2000. Six of the representatives shall be from the Sophomore Class and four from the Freshman Class. As the total number of representatives increases, the first one over ten shall be from the Freshman Class. The second to be added to the total shall come from the Sophomore Class and any further increases shall alternate in the same manner.

- Section 1. The general election shall be held during the Spring term and the Student Government, at the time of the election, shall appoint such times, places, and means as it deems proper and efficient.
- Section 2. Each officer and representative elected in the spring shall assume office the following fall school session. Those elected in the fall shall assume office immediately after the election.
- Section 3. Qualifications of voters shall be:
 - a. must have paid student activity fee
 - b. must be registered with the Orchard Ridge Campus of Oakland Community College.
- Section 4. Qualifications of nominees shall be:
 - a. must be a qualified voter (as specified above)
 - b. must have a 2.0 grade point average and carry no less than 10 credit hours.
- Section 5. Election procedures shall be:
 - a. voting shall be by secret ballot
 - b. any eligible candidate who submits a petition bearing the signatures of at least fifty qualified voters and who has fulfilled the requirements regarding campaigning (as follows below) shall have his name placed on the ballot.
 - c. no voter may sign more than one petition for any one office.
 - d. no student may sign more petitions for representatives than there are representatives to be elected.
- Section 6. Regarding the special election to be held each fall to elect two representatives, all the above standing rules and regulations shall be in effect except:
 - a. no voter shall sign more than two petitions.

Appendix D - Addendum 5

- b. only members of the Freshman Class shall be eligible.

Section 7. Campaigning shall be limited to certain activities and regulations as specified below:

- a. Candidates shall be permitted to form slates provided that these are not to be identified in any way with national or state parties, either subversive or otherwise.
- b. No campaigning shall be allowed within fifty feet of the polls during elections.
- c. No slanderous campaign material shall be used.
- d. No tape, glue, etc., may be placed on any painted surface of the buildings to display materials.
- e. Candidates are responsible for all materials related to their campaign regardless of any lack of knowledge as to its presence.
- f. All campaigning materials, etc., must be removed within 24 hours of the closing of the elections.
- g. Infractions of these policies will be reviewed by the Student Government and may cause action to be taken against the person(s) responsible.

Article V - Vacancies:

Section 1. Officers:

- a. Vacancies in any form of an officer's position shall be filled by appointment of a representative by the President subject to the approval of the Student Government.
- b. The office of President is automatically filled by the Vice President.

Section 2. Representatives:

- a. Should the number of vacancies be three or less during any one term, they shall be filled at the next election.
- b. Should this number exceed three, the Student Government shall provide for a special election to replace the vacancies.

Article VI - Removal from Office:

Section 1. An officer or representative may be removed from an office through action initiated by the Student Government or the members of the student body who are qualified voters.

Section 2. Such action shall consist of a petition signed by a minimum of one fourth of the eligible voters.

Section 3. Student Government shall establish a hearing no later than ten days after the receipt of any qualified petition.

- a. Such hearing(s) as may be held shall be in closed session of Student Government.

Appendix D - Addendum 5

Section 4. A vote of 2/3 of the Student Government in favor of establishing a special election shall be necessary for such action to be taken.

Section 5. In any such election a majority of all qualified votes cast shall determine the possible removal from office.

Article VII - Duties and Powers of Officers:

Section 1. President - the President shall have the duties and powers as listed below:

- a. He shall preside at all meetings.
- b. He shall enforce parliamentary procedure as prescribed by Robert's Rules of Order.
- c. He shall call special meetings at his discretion.
- d. He shall appoint all committee chairmen subject to the approval of the Student Government.
- e. He shall appoint representatives to fill vacancies subject to the approval of the Student Government.
- f. He shall break ties by voting only in such cases.
- g. He shall interpret the constitution subject to approval of the Student Government.

Section 2. Vice President:

- a. He shall preside in the President's absence and shall assume his powers in case of a vacancy in the Presidential office.
- b. He shall act as a general assistant to the President.
- c. He shall head a committee consisting of the representatives of all school organizations.

Section 3. Recording Secretary:

- a. Shall take roll at all meetings.
- b. Shall record the minutes of all meetings unless otherwise specified by the Student Government.
- c. Shall make a permanent record of all minutes and publish the same for review by the Student Body.
- d. Shall post notices of all open meetings.

Section 4. Corresponding Secretary:

- a. Shall provide for communications of the Student Government and its elected members.
- b. Shall provide for communication for all correspondence with the administration.

Section 5. Treasurer:

- a. Shall receive deposits and upon authority disburse funds.
- b. Shall be the Chairman of the Finance Committee
- c. Shall make a complete and accurate record of all financial transactions.

Appendix D - Addendum 5

- d. Shall prepare and submit regular financial statements to the Student Government.
- e. Shall make all materials and records available for authorized audits.

Section 6. Historian:

- a. Shall make a record of all the College functions held during the College year. This record shall be passed on from year to year to aid the Student Government.
- b. Shall act as a parliamentarian.

Article VIII - Duties of Representatives:

The duties of representatives shall be as follows:

- a. To communicate between the student body and the Student Government.
- b. To attend all meetings.

Article IX - Powers of the Student Government:

The powers of the Student Government shall be:

- a. To uphold the constitution.
- b. To form such committees and organizations as it deems necessary to implement its objectives.
- c. To represent the student body to the administration, faculty, and community.
- d. To implement necessary provisions for the continuation of Student Government.
- e. To review for approval subject to the by-laws of the Student Government, any and all constitutions of any school affiliated clubs and organizations.
- f. To deny any club or organization its approval provided the organization does not meet the standards as listed in the by-laws.
- g. To authorize and implement a budget drawn up by the Finance Committee which involves the money received from the student activity fee.

Article X - Meetings:

The President shall establish a regular meeting time and place. Any vote shall take place in the open meetings.

Article XI - Quorum:

A quorum shall consist of one more than half of the total membership of the Student Government.

Appendix D - Addendum 5

Article XII - Referendum:

The student body shall have the right to petition the Student Government on any actions taken by it provided that such petitions bear the signatures of at least $1/3$ of the eligible voters.

Article XIII - Amendments:

Amendments to this constitution may be added by a $2/3$ vote of the Student Government or by a petition signed by $1/3$ of the qualified voters. To become effective, amendments must be ratified by a majority vote of the qualified voters.

ADDENDUM:

There shall be a special election of officers and 10 representatives at large for the College year of 1967-68. This election shall take place on or before October 15, 1967. There shall be a special election committee made up of Jacque Allen as chairman and those people that she appoints. Election procedures as specified in Article IV shall be maintained except that requirements for candidates shall be the same as requirements for voters.

ORCHARD RIDGE STUDENT ORGANIZATIONS

1. Alpha Phi Omega (Service fraternity)
2. Baseball Club
3. Beta Epsilon Delta (Social fraternity)
4. Chessman Cinematography Club
5. Chi Delta (Social sorority)
6. Hockey Club
7. Intramural Council
8. Kappa Phi Epsilon (Social fraternity)
9. Campus Newspaper
10. Ski Club
11. Student Guides
12. Student Government
13. Student Library Club
14. Theatre Guild

Appendix F - Addendum 1

ORCHARD RIDGE CAMPUS
LEARNING RESOURCES CENTER
STATISTICAL APPENDIX

Introductory Note:

Due to the fact that the Orchard Ridge LRC has been open for only six months, it is impossible to give an annual average of loans per student and per staff member. We will try to present figures in a meaningful way for the six months we have been open.

I. Circulation

A. Number of Loans Checked Out Per Month Since Open*

Months	-Books and Printed Materials-		Total
	Central LRC	Laboratory Reserve Libraries	
September	---	2446	2446
October	214	2788	3002
November	353	1400	1753
December	196	3461	3657
January	480	10623	11103
February	857	7734	8591
March	930	3577	4507
Total	3030	32029	35059

- *a. September through November includes laboratory check out figures for Math, Physical and Applied Sciences and Biology and Life Sciences.
- b. Laboratory figures for December include the month's figures for the two previously mentioned Divisions and a composite of checkout totals for the Communications and Humanities Division from September through December - a breakdown was not available.

Appendix F - Addendum 1

B. Breakdown of Faculty - Student Loans

-From Central LRC Per Month-

Month	Faculty	Student	Total
October	17	197	214
November	39	314	353
December	50	146	196
January	80	400	480
February	130	727	857
March	122	808	930
Total	438	2592	3030

Note: October = LRC opened only last two weeks.

December = Classes in session only two weeks.

C. Average Number Books Checked Out Per Month From Central LRC Since Open

Faculty: 72

Students: 432

Total: 505

Appendix F - Addendum 1

D. Analysis of Books, Printed Materials, Tapes and Media Circulated in Learning Labs

Month	Books and Printed Materials	Cartridges	Slides Filmstrips Transparencies	Total
September	2446	1500	500	4446
October	2788	1561	439	4788
November	1400	1320	472	3192
December	3461	2749	260	6470
January	10623	3417	510	14550
February	7734	2652	171	10557
March	3577	1241	235	5053
Total	32029	14440	2587	49056

E. Average of Books, Printed Materials, Tapes and Media Checked Out From Laboratories Per Month Since September 1967.

Books and Printed Materials	Cartridge Tapes	Filmstrips Slides, etc.	Total
5,338	2,406	431	8,176

Appendix F - Addendum 2

SELECTED LIST OF REFERENCE AIDS
All Items Available in Orchard Ridge Learning Resources Center

INDEXES

A. General

1. International Index (since 1965 changed to Social Science and Humanities Index)
2. New York Times Index
3. Readers' Guide
4. Facts on File

B. Special

1. Applied Science and Technology Index
2. Business Periodical Index
3. Essay and General Literature Index
4. Public Affairs Information Service (PAIS)
5. Art Index
6. Education Index
7. Agriculture Index (Biological & Agricultural)
8. Bibliographic Index

BIOGRAPHICAL INFORMATION

1. Biography Index
2. Current Biography
3. Dictionary of American Biography
4. Dictionary of National Biography
5. Who's Who
6. Who's Who in America
7. American Men of Science

ENCYCLOPEDIAS

A. General

1. Encyclopedia Americana
2. Encyclopedia Britannica
3. Encyclopedia International
4. World Book Encyclopedia
5. Colliers Encyclopedia
6. Grand Larousse Encyclopedique

Appendix F - Addendum 2

B. Special

1. New Catholic Encyclopedia
2. Jewish Encyclopedia
3. Encyclopedia Americana
4. Encyclopedia of Philosophy
5. Encyclopedia of Religion & Ethics
6. Encyclopedia of World Art
7. McGraw-Hill Encyclopedia of Science & Technology
8. Kirk-Othmar Encyclopedia of Chemical Technology
9. Encyclopedia of Accounting Systems
10. Accountants Encyclopedia
11. International Encyclopedia of the Social Sciences
12. Harpers Encyclopedia of Science
13. International Library of Negro Life & History

DICTIONARIES

1. Dictionary of the Bible-Hastings
2. Dictionary of the Civil War
3. Standard Dictionary of Folklore
4. Dictionary of Social Sciences
5. Groves Dictionary of Music & Musicians
6. Oxford English Dictionary
7. Ars Hispaniae
8. Mythology of all Races
9. Scribners Music Library

ATLASES

1. Times Atlas
2. Rand McNally New Cosmopolitan World Atlas
3. National Geographic Atlas of the World
4. Official Atlas of the Civil War
5. The Odyssey World Atlas

Appendix F - Addendum 3

BOOK COLLECTION

Number of Books in Central LRC Collection and Reserve Libraries By Category
March 1968

Classification	Volumes March 1968
A. — General Works - Polygraphy	22
B. Philosophy - Religion	987
C. History - Auxiliary Sciences	201
D. History and Topography	1209
E. America	971
F. United States (Local)	272
G. Geography - Anthropology	415
H. Sociology, Social Sciences, Economics	1495
J. Political Science	586
K. Law	57
L. Education	318
M. Music	298
N. Fine Arts	469
P. Language and Literature	3745
Q. Science	1650
R. Medicine	230
S. Agriculture - Plant and Animal Industry	103
T. Technology	305
U. Military Science	58
V. Naval Science	19
Z. Bibliography and Library Science	114
Total Cataloged Volumes	13524
Uncataloged Volumes	1104
Lab Texts	<u>5224</u>
Total LRC and Lab Reserve Libraries	19852

Appendix F - Addendum 4

Media Holdings-March 1968

Item	Number
Filmstrips	1316
Single Concept Films	117
Slides	1821
Transparencies	292
Records	169
Tapes (commercial)	100
Tapes (college-made)	4980
Charts - Maps	23
16MM Films	28*
Pamphlets	3747
Microfilm Reels	1329

*Indicates films housed on campus only; not those in Central Film Library.

Appendix F - Addendum 5

Audio-Visual Equipment Inventory

Item	Number
Projection Equipment:	
16MM Projection	7
8MM Projector	1
Filmstrips Projector	6
Slide Projector	12
Opaque Projector	2
Overhead Projector	14
Single Concept Projector	40
Filmstrip Previewer	50
Executive Slide Viewer	30
Sonoscope	--
Videosonic	33
Screens	15
Projection Tables	12
Rear Screen Projection Units	5
Audio Equipment:	
Tape Decks	160
Tape Recorders (Open Reel)	12
(Cassette)	2
Phonographs	5
Microphones	10
PA Systems	1
Microfilm Equipment:	
Microfilm Reader/Printer	1
Microfilm Reader	2
Art Equipment:	
Transparency Makers	1
Miscellaneous:	
Language Lab Stations	50
Slide Sorters	5

Appendix F - Addendum 6
Expenditures - 1967-1968

A. Books and Periodical Expenditures to March 1968

LRC Books and Periodicals	Lab Texts	Total
\$97,828.51	\$15,520.05	\$113,348.56

B. Other Capital Expenditures to March 1968

LRC Equipment and Materials	Lab & Campus AV Equipment and Materials	Total
104,557.86	112,628.00	217,185.86

C. Total LRC Expenditures to March 1968

Operating	Capital*	Salaries			Total
		Professional	Clerical	Student	
15,300.00	217,185.86	38,400.00	25,064.	2500	295,974.86

D. Comparison of LRC Expenditures With Total Campus Expenditures

Total Campus Expenditures	LRC Expenditures	LRC % of Campus Expenditures
** 2,000,000	295,975.00	15%

- * a. Capital - Figure represents actual encumbrances.
b. All other amounts represent allocations not necessarily encumbered yet.

** . Rough estimate.

Appendix F - Addendum 7

OPENING DAY COLLECTIONS

Books

Selection for the basic collection at Orchard Ridge started as early as April, 1967. The primary aim was to reflect the educational needs of the Campus curriculum. The collection was formed by selecting from the Highland Lakes and Auburn Hills Learning Resources Centers those titles which were pertinent to the curriculum and clientele at Orchard Ridge. This was thought to be a reliable selection procedure because:

1. The Orchard Ridge Learning Resources Center chairman helped to build one of the first Learning Resources Center collections of the College.
2. The first collections were carefully selected from the "A" and "S" Lists, Choice, Library Journal, and various selective subject lists for junior colleges.

Faculty requests also caused the inclusion of many special sources fundamental to specific disciplines. Since faculty members are truly specialized personnel, completely familiar with their subjects, their requests are usually extremely useful and valuable.

Audio-Visual Equipment and Media

Since the Learning Resources Centers of the College are charged with the ordering, receiving, and inventorying of all audio-visual equipment and media on Campus, the Orchard Ridge Learning Resources Center had the responsibility of building the first equipment and media collection on Campus. Items were selected by:

1. Discussions with the Division Chairmen as to their needs in each area.
2. In the absence of any divisional guidelines, the Learning Resources Center chairman made a judgment as to what items and quantities to order based on actual use of such items in her past experience at the Highland Lakes Learning Resources Center.

Since the selection and ordering were done prior to the arrival of the educational media specialist, his valuable services were not utilized at the time.

Appendix F - Addendum E

ORCHARD RIDGE LEARNING RESOURCES CENTER ACTIVITIES
BEFORE AND SINCE OPENING DAYCirculation Procedures

Many behind-the-scenes operations had to be performed prior to the opening of the temporary Learning Resources Center, among the first was the setting up of the Circulation Desk. The procedures for the circulation of materials were discussed, rules and regulations decided, and finally a procedure manual compiled and typed.

Freshmen Orientation Lectures

Another continuing Learning Resources Center activity which began with the opening of the Campus was the inclusion of lectures on the Learning Resources Center and its services, complete with tours, given to all the Guided Orientation classes. This procedure will continue and be expanded each term.

Audio-Visual Workshops for Faculty

Audio-visual workshops were also conducted for the entire faculty, both during their own orientation and repeated after classes had begun. Help is always available from the media specialist, the audio-visual technician, and other Learning Resources Center personnel in planning and utilizing all equipment to its fullest--from the booking of films to the changing of a burned out projector lamp.

Book Orders

Since the basic collection is still arriving, little current ordering is being done except for laboratory materials and special faculty requests. Once the basic collection is totally received, the usual selection and ordering covering the current publications will become a weekly routine. A browsing collection is planned for leisure reading. The selection procedure includes perusal of Choice, other library publications, publishers' announcements, and faculty requests. To keep everyone informed of new acquisitions, the central Learning Resources Center processing publishes a periodic (monthly) list of all acquisitions in the Learning Resources Centers.

Periodicals

The Orchard Ridge Learning Resources Center maintains a subscription list of 418 current periodicals. Not all are displayed on the Learning Resources Center shelves; sixty-four of the more specialized are routed directly to the corresponding laboratory

Appendix F - Addendum 8

in each subject division. It is felt that here the subject periodicals have a more direct application to a student's learning situation by being among other subject materials to which he is exposed while working in the tutorial laboratory.

Back files of the indexed periodicals on the subscription list are on microfilm in the Learning Resources Center, most of them dating back to 1950. Prior holdings will be purchased later.

Interlibrary Loans

Interlibrary loan requests from the faculty are frequent. They are usually for technical and scholarly publications to which the Learning Resources Center does not subscribe. We are fortunate in having many large university libraries plus the Detroit Public Library in the immediate area from which we are able to obtain requests quickly.

Community Services

Since it is expressed in the Oakland Community College philosophy to "provide educational services designed to meet the needs of all age groups..." and "enhance the social, cultural, and intellectual life of the community by proffering the special skills and leadership of the College...", the Orchard Ridge Learning Resources Center extends its services to all who come there. A guest card has been designed and printed which is supplied to all persons of the junior college district not enrolled, but who wish to charge out books from the library. To date fifty applicants have cards with the same check-out privileges and responsibilities as the Oakland Community College students. With the completion of the permanent Learning Resources Center building which houses other facilities, it is expected that the number of outside community users of the Oakland Community College Campus will increase.

Coding of Laboratory Materials

The coding of laboratory materials is an important function of the Learning Resources Center which necessitates accurate records as well as a documented procedure to cover the handling of each type of media. A coding procedure consisting of five parts was devised containing the department and course numbers in which the media will be used, a number for the type of media, a title or accession number, and a copy number. The above, coupled with the identifying "OCC" and Laboratory" stamps on each item, constitutes the Orchard Ridge instructional materials coding procedure.

Two master files are maintained in the Learning Resources Center for all the media coded--one author/title and one numerical, subdivided by division and then by course. The use of the coding procedure will permit the media information to be computerized and a media directory issued at a later date. In the nine months prior to the opening of the Campus in September, 1967, 14,000 pieces of media were coded and distributed to the laboratories.

Appendix F - Addendum 8

Audio-Visual Aids and Equipment

Since the Learning Resources Center is responsible for the purchase, inventory, and repair of all audio-visual equipment on Campus, it is also our duty to be aware of new equipment and media and introduce it to the faculty. The media specialist maintains a file of catalogs, brochures, and dealers for a wide variety of commercially available materials and is prepared to offer help and suggestions.

Faculty Information

All publishers' brochures and announcements on new publications are forwarded to the Division Chairmen for perusal and distribution to their faculty. Sometimes special items are routed directly to a faculty member whose special interest is known to the Learning Resources Center staff. Included in these are brochures on audio-visual equipment, laboratory supplies, as well as printed materials.

College Catalog Collection

The Learning Resources Center maintains a collection of college catalogs from all the junior colleges throughout the United States and also from a large number of four-year colleges. A special effort was made to obtain this collection which is kept up to date by mailing lists or periodic requests. Since duplicates are received, they are routed to the counseling area for use there.

Learning Resources Center/Divisions Liaison

Each professional staff member in the Learning Resources Center has been assigned a liaisonship to one of the divisions in the desire to create a strong tie of continuing service between the two areas. They are expected to attend division meetings, observe and suggest, and report to the Learning Resources Center chairman any problems, observations, etc., which will help smooth and improve the services to the divisions.

Appendix F - Addendum 9

ORCHARD RIDGE CAMPUS
 LEARNING RESOURCES CENTER STAFF
 FULL TIME

Position	Number
<u>Professional:</u>	
Associate Dean	1
Assistant Professor (Administrative Assistant)	1
Instructor (Assistant Librarian)	1
Educational Media Specialist	<u>1</u>
Total	4
<u>Technical and Classified:</u>	
Library Assistants	2
Audiovisual Maintenance Technician	1
Secretary	1
Clerk-Typists	<u>2</u>
Total	6
Grand Total	11

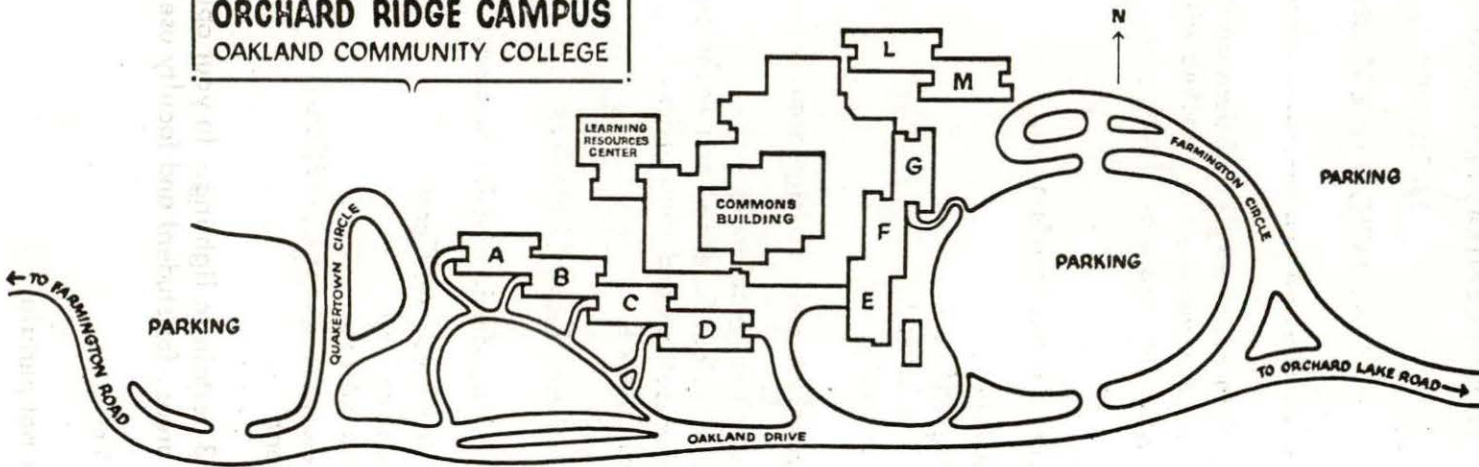
Job descriptions attached

APPENDIX I

FACILITIES

INTERSTATE HIGHWAY I-696

ORCHARD RIDGE CAMPUS
OAKLAND COMMUNITY COLLEGE



Appendix I - Addendum 2

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

Appendix I - Addendum 2

7. Wet Labs
8. Learning Labs
9. Parking Lots
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. Carrels
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

Appendix I - Addendum 2

31. Faculty and Staff Parking Spaces
32. Student Parking Spaces
33. Location of General Assembly Rooms
34. Location of Small Assembly Rooms
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

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 3
 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

Appendix I - Addendum 3
STUDENT - ORCHARD RIDGE

QUESTION SKOY	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			1
44	12	3				
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

Appendix 1 - Addendum 3
 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 3
 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				
23	5	2				1
24	7					1
25	3	1	4			1
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				

Appendix I - Addendum 3

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 3

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 3
 SOCIAL SCIENCE DIVISION - ORCHARD RIDGE

QUESTION	NUMBER OF SOCIAL SCIENCE RESPONSES					
	A	B	C	D	E	NONE
1				9		
2				9		
3					1	8
4	8	1				
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				1
40	2	1	4			2
41	6		2			1
42	7	2				
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				

Appendix I - Addendum 3

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	13			
48	12	6				
49	7	7	14			
50	7	11				

Appendix I - Addendum 3

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 3

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					