

OAKLAND COMMUNITY COLLEGE

SELF STUDY

COLLEGE REPORT

Volume I

Submitted to the North Central Association
of Colleges and Secondary Schools

Bloomfield Hills, Michigan

May, 1968

PREFACE

It is the privilege of Oakland Community College to submit the Self-Study conducted during this past year. The Self-Study has been in preparation for over a year and has been the result of the combined efforts of administration, faculty, and representatives of the student body. The gathering together of a series of documents relating to the ongoing and future operation of this College has been a tremendous task and has produced and will in the future continue to produce insights and a vision that will lead to the fulfillment of the educational mission of the residents of this county and the leaders of our institution.

To merely maintain the status quo in the field of education is inevitably to fall behind in this accelerated age; this is true for both our individual students and our institution. The student has the responsibility to learn and the institution has the responsibility of doing everything in its power to facilitate student learning. The submission of this document is one step on the path leading to this eventual goal.

ERVIN L. HARLACHER

Acting President

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ORGANIZATION OF THE SELF-STUDY

The master plan for the Self-Study was established in early September, 1968. The President, Executive Vice-President, and the Administrative Assistant to the Vice-President carefully reviewed the Status Study and a master planning calendar* was proposed based upon the delineation of tasks to be performed and the assignment of staff to carry out the tasks within a reasonable time period.

The major efforts toward the report itself began in early October when the President, with the advice and consent of the Campus Provosts and their faculties, nominated the Self-Study committee chairmen. The first meeting of the committee chairmen took place on October 20, 1967.

At this meeting a thorough discussion of the master plan for the Self-Study, as well as a review of the Status Study took place. It was decided that the Self-Study was to be organized around ten general College committees of seven members each. While this seventy-member team would serve as the nucleus for operation, it was essential that ultimately the entire College become involved in the study. To this end, it was proposed that each committee utilize the services of appropriate ad hoc study groups composed of students, faculty, administrative and support personnel of the College.

In addition, three Campus committees were drawn from the general College committees--their assignment being the organization of information and material

* See pages 1-6 and 1-7.

unique to each of the Campuses. It was intended that the general committees, themselves, would accomplish some of this comparative organization in their research.

The chairmen of each of the thirteen committees comprised a reporting or steering committee. Their task was the coordination of the work of the individual committees, the correlation of the research to cover problem areas already cited or which might develop, and finally, organization of the writing of the Self-Study for the North Central Association.

The committees were designed to operate around the organizational structure of the College, not only as a matter of simple efficiency, but as a means of providing a multi-faceted view of the individual area of concern.

The list of the committees, with their respective chairmen, was as follows:

- | | |
|---------------------------------------|--|
| 1. Philosophy and Purposes | - Mrs. Christine Harris, Faculty |
| 2. Finance | - Miss Ann O'Grady, Faculty |
| 3. Organization, Systems & Procedures | - Mr. John Cook, Faculty |
| 4. Personnel | - Dr. Donald Starr, Faculty |
| 5. Curriculum | - Mr. Eugene Freeman, Faculty |
| 6. Faculty | - Mr. George Ludgate, Faculty |
| 7. Learning Resources | - Mr. Joel Cohen, Faculty |
| 8. Student Body | - Mr. Lloyd Blatch, Division Chairman |
| 9. Research | - Dr. Michael Tucci, Division Chairman |
| 10. Facilities | - Mr. Roscoe Dann, Faculty |
| 11. Auburn Hills Campus Committee | - Dr. Vaughn Whited, Provost |
| 12. Highland Lakes Campus Committee | - Dr. Stanley Hergenroeder, Provost |
| 13. Orchard Ridge Campus Committee | - Dr. Richard Wilson, Provost |

The total membership of the committee was drawn from the committee structure as submitted in the Status Study of 1967.*

* See page 1-8.

SELF-STUDY MASTER PLAN

(Revised 11-1-67)

<u>ACTIVITY</u>	<u>PERSONNEL INVOLVEMENT</u> (*Major Responsibility)	<u>OBJECTIVES</u>	<u>TARGET DATES</u>
1. General discussion at Vice President's Council	*Mr. Miller	Announcement of total project	Sept. 13
2. Preparation of Institutional Data Forms	*Mr. Miller Mr. So'Brien Other staff as needed	To provide pre-visit data for North Central Visitation Team	Oct. 15
3. Reproduction of copies of status studies for 13 major committees	*Mr. Grainger Mr. Miller	Information and background for committee's use	Oct. 9
4. Identification of data for Visitation Team in Nov.	*Mr. Miller	Information for Visitation Team	Oct. 12
5. Nomination of committee chairmen and members	*Dr. Harlacher and staff	Nominate appointments of members of respective committees	Oct. 2 (VP Council)
6. Appointment of committee chairmen and members	*Dr. Tirrell	To comply with North Central Status Report	Oct. 9
7. First meeting of the 13 committee chairmen	*Dr. Tirrell Appointed chairmen	Planning Session: a) Review Status Report b) Define task and objectives c) Establish follow-up meetings and deadline dates	Oct. 20 4 p.m. Dr. Tirrell's office
8. Committees hold first meetings	*Chairmen of each Members of each	Orientation and strategy session	Oct. 23

	<u>ACTIVITY</u>	<u>PERSONNEL INVOLVEMENT</u> (*Major Responsibility)	<u>OBJECTIVES</u>	<u>TARGET DATES</u>
7.	Workshop for staff involved with visitation	*Dr. Tirrell Selected administrative staff	Orientation and strategy session	Oct. 30 3 p.m. - 8 p.m. Dr. Tirrell's office
1	First general meeting	*Dr. Harlacher All committees	Progress report	Nov. 3 4 p.m. Insta Building - H. L.
11	Visitation by North Central Team (three visits)	*Dr. Tirrell Appropriate staff	To provide direction of the Self-Study	Nov. 30 & Dec. 1 Mid-January Early February
14.	Second meeting of 13 committee chairmen	*Dr. Harlacher Chairmen of each	Review visit and plan additional sessions	Week of Nov. 28
12.	Committees hold necessary <u>meeting(s)</u>	*Chairmen and members of respective committees	Prepare materials for final report	Dec. - Feb.
13.	Third meeting of 13 committee chairmen	*Dr. Harlacher Committee Chairmen	Progress report. Indicate final due date of all reports (about 15)	March 11
15.	Fourth meeting of 13 committee chairmen	*Dr. Tirrell Committee Chairmen	Plan for final reports of committee - due date	April 3
16.	Collection of back-up data for final report	*Mr. Miller	Supplement to final report	April 8 - May 1
17.	Compilation of Master Self-Study Report	*Mr. Miller		April 8 - May 1
18.	Second General Meeting	*Dr. Tirrell All committees	Distribution of final report	Week of May 13
19.	Submission of Self-Study Report	*Dr. Tirrell		May 15

ORGANIZATIONAL CHART FOR SELF STUDY

Reporting Committee	Central Office	Highland Lakes	Auburn Hills	Orchard Ridge
1. Philosophy and Purposes Committee Chairman - Christine Harris, O.R.	Walter Fightmaster James Manilla Betty Setz	John Ash Melba Marlett	Clarence Ferris Rick Jones	Neil Austin Ken Bash Rodney Chase
2. Finance Committee Chairman - Ann O'Grady, O.R.	Thomas Auch Robert Froelich	Robert Montgomery Linda Storick	John Chandler	Peggy Cratch
3. Organization, Systems & Procedures Committee Chairman - John Cook, H.L.	Bruce Martin	Ann Burgess	Ted Scott	Donald Godbold Theodore Striewsk
4. Personnel Committee Chairman - Donald Starr, O.R.	Donald Helland Mitchell Tendler	John Blake James Stackhouse	Lawrence Murphy	Gerald Woughter
5. Curriculum Committee Chairman - Eugene Freeman, A.H.	Terry Tollefson	Charles Nelson Alvin Ugelow	Harold Richards	Michael Cyrol Virgil Janssen
6. Faculty Committee Chairman - George Ludgate, O.R.		Terry Cremeans Floretta Cunegin	Gary Falkenberg Alma Smith	Carol Stencil Sam Yarger
7. Learning Resources Committee Chairman - Joel Cohen, A.H.	Lynn Bartlett Dave Grainger Thomas Sutton	James McMahon	Diane Giddis	Rene Amaya
8. Student Body Committee Chairman - Lloyd Blatch, H.L.	Lorne Fox	Sandra Langeland Tom Lowen Spencer Martin	Adrina Churukin William Samples	Sarah Anderson Heather Cunnings Judith Franklin
9. Research Committee Chairman - Michael Tucci, A.H.	James Bradner Jude Cotter	Richard Holmes	Edward Gallagher	Lawrence Gage
10. Facilities Committee Chairman - Roscoe Dann, O.R.	Bruce King James Mickelsen Maurice VanGordan	Ronald Kudile	Richard Nuttall	Loletia Henson Alfred Varone
Campus Committees				
11. -----				Auburn Hills
12. -----				Highland Lakes
13. -----				Orchard Ridge

Location of membership described above: C.O. - 18; H.L. - 17; A.H. - 13; O.R. - 18

Chairmen: C.O. - 0; H.L. - 3; A.H. - 4; O.R. - 6

HISTORICAL SKETCH OF OAKLAND COMMUNITY COLLEGE

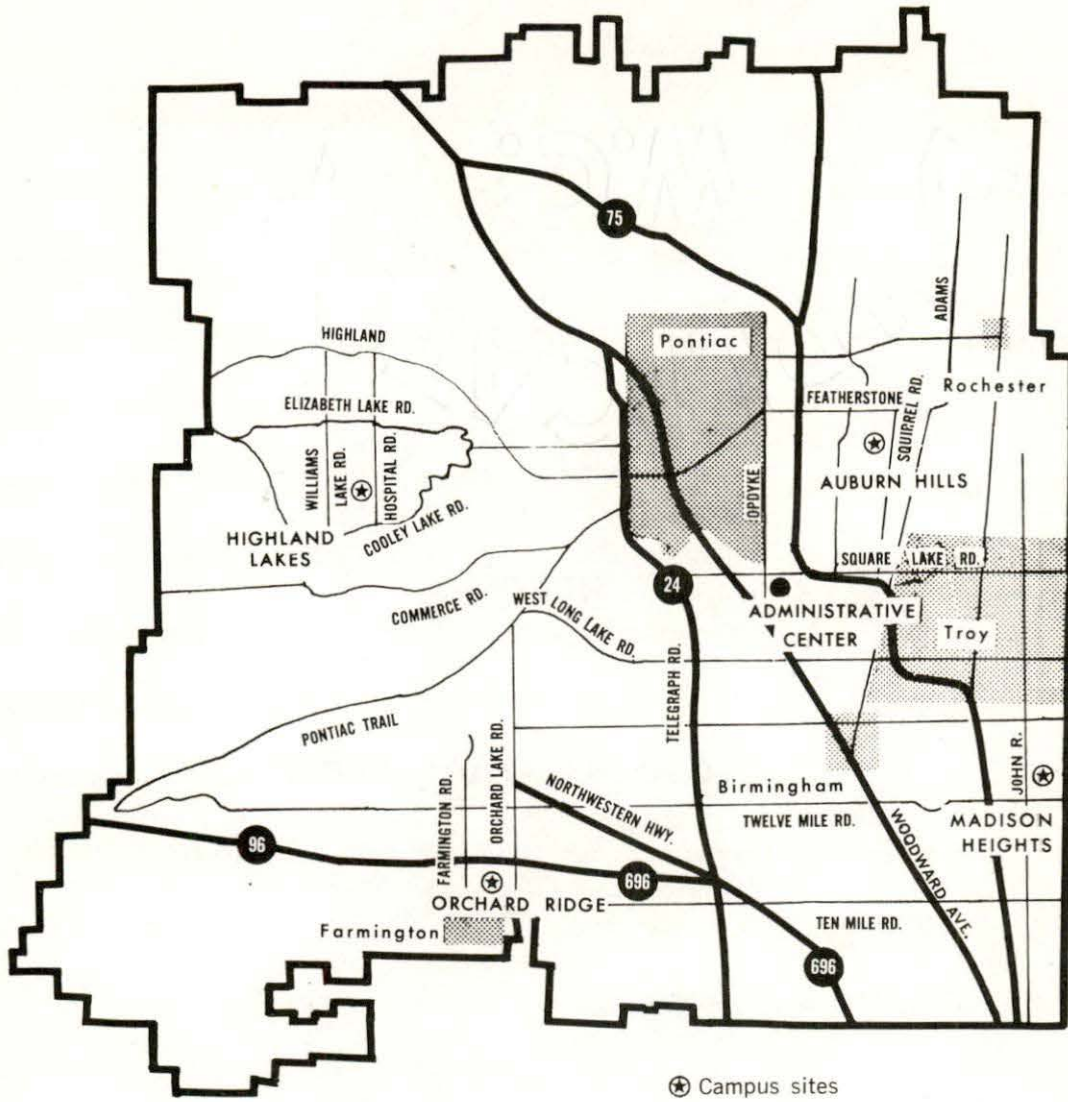
It became apparent to enlightened Oakland County residents in 1961 - 62 that there was a pressing need in the county for additional higher educational facilities which extended beyond that offered by the high school. As these citizens searched about for methods of finding a solution to the problem, they became increasingly aware that a community college was the one institution with the flexibility to service the myriad needs of youth and adults alike in the area.

To this end, the Oakland County (Community College) Citizens Advisory Council was formed for the purpose of informing the general public of the seriousness of the situation and "selling" a community college as a solution. Although the necessary enabling legislation was passed by the state legislature during the Spring session of 1963, it was to take another year before county voter approval was obtained. The untiring efforts of thousands of devoted volunteers who gave of their time and energy and enthusiasm bore fruit in the election of June 8, 1964, when the Oakland County Electorate approved the establishing of the Community College District, the levying of a one mill tax for operation of the College and selected a six-member board of trustees to govern the institution. The Community College District includes all Oakland County School Districts with the exception of Clarenceville which is part of the Northwest Wayne County Community College District and a portion of the Rochester School District in Macomb County which is part of the Macomb County Community College District.

The College serves an area of 900 square miles which has an assessed valuation of approximately \$3 billion. The District contains thirty public school districts with thirty-four high schools. In addition, there are eighteen non-public high schools in the area.

The newly-elected board of trustees moved quickly for it was determined to fulfill its charge of providing high quality, low cost education in the swiftest possible time. Following the assumption of his duties in October, 1964, President John E. Tirrell and the Board set their sights on September, 1965, as the date the College would open its doors to students. The pledge was kept and just eleven months later, on September 7, 1965, Oakland Community College accepted 3,860 students in temporary buildings at a 247-acre former Nike base at Auburn Heights and a renovated former county hospital and nurses home on a 160-acre site in Union Lake.

The Auburn Hills and Highland Lakes Campuses were joined in September, 1967, by a third campus, Orchard Ridge, a 147-acre site in Farmington Township. As of September, 1967, just 27 months after the establishment of the College District, Oakland Community College accepted 5,500 students on three campuses with projections indicating that by 1970 College enrollment will range from 12 - 15,000 students. The geographical location of College facilities is on the following page.



OAKLAND COMMUNITY COLLEGE DISTRICT



SECTION A

PHILOSOPHY AND PURPOSES

INTRODUCTION

Oakland Community College is dedicated to meeting the occupational and post-high school educational needs of all members of the community who wish to avail themselves of such opportunities. All courses and programs are governed by a systems approach to education and emphasize self-instruction. Students are provided carefully designed instructional sequences which stress independent study, with tutorial assistance available at all times. The systematic use of course feedback and student follow-up assures appropriate modifications.

Programs are intended to be sufficiently flexible to meet changing community needs.

The main purposes of the College are to provide:

1. A Transfer Program: The first two years of college instruction which parallel the requirements of four-year colleges;
2. A Career Program: Vocational and technical training for students who intend to enter gainful occupations at the end of one or two years of college; or retraining and upgrading for those already employed who desire advancement;
3. General Education: Educational experiences which facilitate the broadening of a student's education;
4. A Developmental Program: Renewed opportunities of educational success for those with scholastic or subject deficiencies;
5. Community Services: A diversity of educational experiences which will assist in the social, cultural and intellectual growth of all segments of the community;
6. Counseling and Guidance Services: To assist students in self-evaluation and direct them into areas of education in which they can attain their maximum potential.

THE TRANSFER PROGRAM

I. OBJECTIVES

The Transfer Program provides instruction of an academic nature which parallels requirements of accredited four-year institutions, and which will enable a student to succeed in upper division studies. Special emphasis is placed on self-discipline, good study habits and the ability to utilize various media in obtaining educational goals.

Oakland Community College provides academic transfer instruction that parallels the requirements of accredited institutions in five major areas: Business Administration, Engineering, Liberal Arts, Science, and Education. Within these disciplines, the College offers sixty-seven transfer courses in twenty-one subject areas.

Evaluation of lower division course work at accredited four-year institutions in Michigan is made by faculty and curriculum directors, so that courses offered by Oakland Community College may be calibrated with these institutions.

In order to develop course content, the College has created three distinct curriculum committees (representation of faculty and administration--with the faculty a majority) that work in unison to revise and upgrade courses currently being offered by the College.

II. FINDINGS - Evaluation of the Transfer Program

In an attempt to analyze the effectiveness of our philosophy and purposes, particularly as it relates to the transfer program, a questionnaire (see addendum 2) was mailed to 140 students who had completed their work at Oakland Community College and had continued on at other institutions. There were fifty responses from this mailing, which are tabulated in this study.¹

General, the comments about Oakland Community College's instructional systems approach can be classified as favorable. Some of the responders contradicted each other relative to the transferability of courses. This is explained by the fact that they have transferred to different institutions and all the senior colleges are not consistent with one another in their transfer policies. It is apparent in the courses identified in the comments of question 4 of the questionnaire, which are identified at Oakland Community College as career courses and are generally not intended to transfer.

A. Strengths

We received responses to indicate the following:

1. We have an excellent instructional approach.
2. There is close contact between instructor and student.
3. All or most of OCC's credits transferred.
4. The student was prepared well for entry into the four-year institution.

(The two most consistent advantages of Oakland Community College that

¹See Appendix A-Addendum 1

were expressed by the responders were that the College was near to the student's home and that the tuition rates were very reasonable.)

B. Weaknesses

Some of the unfavorable comments, and these were not in any consistent pattern, were as follows:

1. Not enough reading is required.
2. Too many courses do not transfer. (see 3 above)
3. Too much material is programmed and there should be more lectures.
4. The student is too much on his own.
5. It is often difficult to find instructors.
6. The tests were too simple.
7. Classes are not held often enough.
8. The four-year institutions do not understand OCC and its intentions.
9. The student did not feel prepared to enter the four-year institution. (see 4 above)

III. RECOMMENDATIONS

- A. Provide better identification and understanding of courses which actually transfer to particular four-year institutions.
- B. Students have been structured more by providing mandatory general assembly sessions once a week. Provisions should be explored for closer identification of students to particular faculty.
- C. Provide means of informing students when and where faculty may be found for consultation.
- D. Maintain continuous articulation with four-year institutions for broadening of their understanding of the instructional programs at OCC.
- E. Initiate ongoing updating of all approved and revised courses with four-year institutions as to the transferability of these courses. This must be done on a semi-annual or annual basis at best.

CAREER PROGRAMS

I. OBJECTIVES

Oakland Community College's career programs are planned to provide post-high school vocational and technical training for students who intend to enter gainful occupations at the end of two years of college or less, and to retrain or upgrade those already employed who desire advancement in their present occupations. The programs are tailored to meet the existing community needs of the College District. A list of career programs is appended to this report.¹

II. FINDINGS - Evaluation of Career Programs

A questionnaire was distributed to 132 students who are presently attending Oakland Community College in the career program areas of Law Enforcement, Secretarial Science, Data Processing and Food Service.² The answers are reflected in this evaluation though they are not the only consideration.

A. Strengths

1. The method of instruction seems to be effective.
2. Course content seems to be relevant to fields that students are planning to enter and provides adequate preparation.
3. Students are kept abreast of new techniques and advancements in their respective career fields.
4. The faculty is well trained and qualified to teach the subject matter.

¹ See Appendix A-Addendum 2

² See Appendix A-Addendum 3

B. Weaknesses

1. Beginning courses are not offered each session. When a student changes his major from a transfer to career program in the middle of the year, he is often unable to begin taking courses in his new curriculum until the following fall session.
2. Facilities are not adequate for all career programs.
3. Career programs are not widely enough publicized.
4. Some students would like to be able to take more liberal arts transfer courses to facilitate transfer to a four-year college if they should decide to do so later. They feel that some of their courses restrict them to the specific vocation to which their courses lead them.

III. RECOMMENDATIONS

- A. Offer beginning courses in career programs each semester so that students may enter a career curriculum any semester during the year.
- B. Provide more information to prospective students and the community about career programs.
- C. Encourage people who are already working in relevant occupations to improve their skills by enrolling in appropriate career courses.
- D. Provide adequate facilities and equipment for career programs.
- E. Continue to stay abreast of changes in career fields so that career courses remain relevant.
- F. When appropriate, and when the students are capable, permit career program students to take transferable courses so that they may continue their educations to a baccalaureate level if they so desire.
- G. Provide a more active placement and follow-up program for students who complete career programs.
- H. Provide field experience for career students.

GENERAL EDUCATIONI. OBJECTIVES

The objectives of General Education are to be attained by presenting courses that enable a student to:

1. Continue the development of his intellectual powers
 - a. by using methods of logical thinking (for example, as in ENG 152, ENG 261, or any mathematic course)
 - b. by discriminating between values (ENG 252, POL 252)
 - c. by creating and appreciating the creativeness of others (MUS 156, ART 156 and 202, and ENG 162)
2. Improve the art of communication, as in all English, Speech, and Foreign Language courses.
3. Increase the understanding of self, of the nature of the universe, and of society
 - a. by maintaining mental and physical health (PED 152 and 251, PSY 251)
 - b. by comprehending the nature of the universe (PHY 251, BIO 151 and 261)
 - c. by accepting the privileges and responsibilities of democratic citizenship (POL 151, 251)
 - d. by sharing in the development of family life (SSC 151 and 152)
 - e. by being aware of economic conditions (ECO 261 and 262)
4. Further the growth of ethical and spiritual values to be translated into effective patterns of living (ENG 251, PSY 261)

II. FINDINGS - Evaluation of General Education Area

A. Strengths

Student evaluation of our present general education courses is favorable. (Student evaluation of teachers and courses, carried out each semester by various divisions, such as the Communications Division at the Highland Lakes Campus, bear this out.) We believe we have many courses of quality.

B. Weaknesses

There is not a sufficient number of general education courses, and we lack a core requirement in this area for our career students.

III. RECOMMENDATIONS

A. We need a proliferation of general education courses, so that students may have a wider selection. The development of such courses should be a major concern of both administration and faculty. One of the likeliest new additions, still embryonic, is a general humanities course to be taught on a dual track for transfer or career students. Also contemplated is that physical education be required of all students.

B. Short programs are being scanned to discover whether they should be expanded to two-year length to allow for more general education courses. We recommend the establishment of a core requirement of general education courses for all career students.

DEVELOPMENTAL PROGRAMS

I. OBJECTIVES

For students with scholastic or subject deficiencies, these programs furnish renewed opportunity for entering or continuing higher education.

Developmental programs are currently being offered in English composition (courses at two levels), reading improvement, mathematics, and guided orientation and study skills. Students are guided into the English and mathematics programs on the basis of placement tests taken during or prior to registration. Students are counseled into the guided orientation and study skills course on the basis of low test scores, unrealistic educational or vocational objectives, failure at other institutions, or living patterns which indicate adjustment problems. Since September, 1967, a Developmental Studies Task Force has met weekly to study problems in this area on a college-wide basis and to make recommendations for more effective developmental programs. The report of this task force is appended.¹

II. FINDINGS

A. Strengths

1. Recognition of the importance of developmental programs in meeting both the educational and social obligations of this College toward the community it serves.
2. Establishment of a special task force to study the unique problems of developmental programs on a college-wide basis and to make recommendations thereon.

¹ See Appendix A-Addendum 4

3. Recognition of the need for attitudinal and behavioral change in students if developmental programs are to be effective.
4. The desire and willingness to innovate, which has resulted in creative attempts to increase the effectiveness of developmental programs.
5. Development and use of placement tests to identify students who require remedial work in English and Mathematics.
6. Continuing development and revision of programs in English, Mathematics, and guided orientation and study skills.
7. Initiative in providing information about educational opportunities to students in disadvantaged areas.
8. Financial assistance to enable students to take advantage of development programs.

B. Weaknesses

1. Lack of an organized comprehensive developmental studies program.
2. Lack of complete information and records on entering students, especially of personality and attitude profiles, to assist instructors in developmental programs.
3. Lack of developmental programs in the sciences and in social studies.

III. RECOMMENDATIONS

- A. Additional research and experimentation in the behavioral approach to developmental programs.
- B. More complete information and records on individual students, especially personality and attitude profiles, to assist instructors in development programs.
- C. Careful selection of staff for these programs, with emphasis on personal characteristics and understanding of behavioral theory, as well as knowledge of subject area.
- D. Continuing follow-up studies to evaluate the effectiveness of the programs.
- E. An organized comprehensive approach toward the revision of present development programs and the inclusion of subject areas not now covered.

COMMUNITY SERVICES

I. OBJECTIVES

Community Services offers a diversified program serving all segments of the community by providing cultural and educational opportunities throughout the entire district.

The program of Community Services includes:

Community Development--various community development programs, such as Project SERVE, and short courses which focus attention of social issues.

Community Education--extension college credit courses; workshops; institutes; non-credit courses, including seminars, conferences and symposiums, programs in MDTA, OEO, Paramedical and Apprentice Training.

Cultural Affairs--forums, lectures, fine arts and film series, exhibits, cultural tours, short courses, Community Chorus, Community Band, theater groups.

Police Academy--in conjunction with the local law enforcement agencies and the State of Michigan.

Special Services--tours and visits, master calendar, speakers' bureau use of college facilities, information center and box office, Recording for the Blind.

II. FINDINGS

A. Strengths

1. Significant programs focused upon SOCIAL ISSUES have been presented and have been successfully received by the community. PROJECT SERVE activities for senior citizens are functioning in three areas. WOMEN'S PROGRAMS have been presented with maximum enrollments achieved.
2. The CONTRAST SERIES presents outstanding performing artists and speakers in various communities through the College District. The COLLEGE ASSOCIATION FOR PUBLIC EVENTS AND SERVICES--MICHIGAN has established a strong foothold in serving institutions

throughout the state in coordination of various public events. Since the College cooperates with various organizations, contracts with various significant individuals have been made which will ultimately lead to greater variety of programs.

3. The COLLEGE CREDIT EXTENSION PROGRAM currently has over 500 students enrolled in forty-two classes located in eight centers. The MDTA programs are currently being conducted in cooperation with the School District of the City of Pontiac. Three thousand students are expected in these programs during 1968.

B. Weaknesses

1. Lack of orientation to the systems approach of faculty employed on part-time basis in off-campus courses.
2. Lack of counseling follow-up for off-campus students.
3. Absence of a college-owned convocation area in which to hold cultural affairs programs.
4. Insufficient communication to students about cultural affairs.

III. RECOMMENDATIONS

- A. A program should be developed in cooperation with various school districts to enhance the presentation of various public events.
- B. Stronger citizen advisory committees for each short course should be established.
- C. A stronger, more firmly organized Public Events Board which gives both monetary and promotional support to the Public Events Program should be developed.
- D. More active coordinators are needed.
- E. The COPE and Think-Link projects, which have been developed for the disadvantaged, await funding.
- F. Senior citizen employment should be expanded, with emphasis upon matching skills to job opportunities.
- G. Additional MDTA programs should be established.
- H. Citizen, business, and industry committees should be strengthened, or established, to help develop more credit and non-credit courses.

COUNSELING AND GUIDANCE

I. OBJECTIVES

Counseling and guidance services assist students in self-evaluation and direct them into areas of education in which they can attain their maximum potential. The counseling program at Oakland Community College implements the philosophy of the College through the completion of many functions, a list of which is appended.¹

II. FINDINGS

Our campuses are not equal in counseling facilities or performance. For example; only Orchard Ridge has a testing center where educational, vocational, personality and placement tests can be administered. (Referrals to this testing center are made through the student's counselor, who later interprets the test results to the student.) A list of the tests available is attached.² The administration plans that, in time, students will take their final exams in the testing center whenever they feel they have mastered their course material, thus allowing them to accomplish course objectives at their own pace. However, there has been little or no consultation with faculty on this point up to this time.

A counseling model task force, composed of assistant deans of counseling and counselors, has just completed a report defining the role of the counselor and the counseling program's strengths and weaknesses and making recommendations

¹ See Appendix A-Addendum 5

² See Appendix A-Addendum 6

for improvement.³ This study could have a long-range effect on the implementation of the College's philosophy and purposes through the counseling and guidance program.

A. Strengths

1. To expedite communication with teaching faculty, a referral form⁴ has been devised and seems to be an effective tool on the Orchard Ridge Campus.
2. Certain members of the counseling staff teach the General Orientation course. Others teach Developmental English. (The rationale for this is that counselors, who are also qualified to teach English, can discern and help with the non-intellective factors which might hinder students in their use of the English language.) Because counselors have teaching responsibilities, they have been able to encourage more students to take advantage of the counseling services than would otherwise do so.
3. In the Guided Orientation program the technique of informal, small group discussions, with fellow students and a counselor-instructor, is used so that the student has an opportunity to evaluate the meaning of his prior academic experiences. Through the use of tests and assessment devices, the student is provided personal information to gain additional insight into his interests, aptitudes, and academic skills. Information is made available to assist him in determining the relevancy of his choice of program, occupational objectives, and the degree of motivation needed to attain his individual goals.

B. Weaknesses

1. Each campus does not have a full program of counseling and testing services, nor is the teaching program for counselors consistent on all campuses. (see individual campus reports)
2. Counselor in-service training program needs to be improved.
3. There is a need for more research on student problems and for follow-up on graduate students.
4. There is no special counseling program for adult students who return to college after long interruption of their education.

³ See Appendix I-Addendum 2

⁴ See Appendix A-Addendum 7

III. RECOMMENDATIONS

- A. A consistency in Guidance and Counseling activities on all campuses.
- B. Similar facilities for all campuses. As an example; only Orchard Ridge has a testing center and psychometrician.
- C. Continued development of campus testing centers to provide an innovative program and assistance with research projects, as well as to improve student placement.
- D. Research on student problems, as well as follow-up studies on graduates, and attrition abatement.
- E. Professional growth of counselors through in-service training programs and attendance at professional conferences.
- F. A "clinic" situation for adults whose educations have been interrupted for a period of years, who may have doubts about their ability to continue, or who may need special assistance in planning for or adjusting to college. Special attention might be given to housewives whose children have grown and left home.
- G. Better and more efficient use of the small group as the medium by which more students may receive assistance.
- H. Revision and development of courses taught by counselors.
- I. Improved articulation with area high schools, senior colleges, business, and industry.
- J. A continuous registration process which would allow prospective students and those presently enrolled to plan programs and select courses throughout the year.

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SECTION B

ORGANIZATION, SYSTEMS, AND PROCEDURES

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INTRODUCTION

The committee on Organization, Systems, and Procedures had before it the task of reviewing, analyzing, and evaluating the entire organizational structure of the College in terms of its ability to implement the educational task of the College. To this end, a detailed analysis of the present organizational structure as well as a subjective interpretation of related administrative tasks took place.

Part 1 of this section deals with the organizational structure while Part 2 deals with the analysis of a sample administrative procedure in terms of its effectiveness.

ORGANIZATION

I. OBJECTIVE

The operation of this College is governed by a systems approach to education which provides programs sufficiently flexible to meet changing community needs and assure appropriate modification through course feedback and student follow-up. It is the objective of this committee to determine if the fundamental administrative structure of the College is of itself sufficiently flexible and adaptive to permit it to assure the success of a philosophy based upon adaptation and change.

To accomplish that objective, the committee reported in their findings, any evidence that will permit an objective evaluation of the College administrative structure in terms of adaptability to changing conditions.

In addition, the committee provided a people-oriented consideration of the present organizational structure of the College, with particular regard for the personal qualifications of individual administrators. Here, each element of the administrative structure has been identified in a position - function manner, and the individual administrator has been asked to comment upon his actual function within the framework of the job description.

II. FINDINGS

During the interim in which this entire Self-Study was conducted, there have been far-reaching changes developing within the College administrative structure. The procedure by which those changes were developed and accomplished is as follows:

In the initial organizational stages of the College, it was essential to provide tight central control to prevent too sudden expansion of resources and depletion of energies of the original staff. During this initial phase of development, the major administrative responsibilities of the College were divided between three vice-presidents; namely, Business and Finance, Research and Development, and Operations.¹

It might be said that the College was just moving out of its state of infancy onto the path to maturity when it was faced with the resignation of two vice-presidents (Research and Development, and Business and Finance), at which point it became apparent that the previously complex administrative structure was no longer needed.

Convinced that a preliminary study of the existing administrative structure was essential, the President, Dr. John Tirrell, began holding a series of individual conferences and group meetings with key administrators and key faculty leaders to elicit their opinions and establish a rationale for change.

As a result of those conferences and meetings it was possible to underscore at least three major problems: 1) Within the College existed a serious problem of communication that had not been resolved by any previous readjustments or reorganizations; 2) There existed many overlapping functions between areas of the College; 3) Lines of good administrative accountability were unclear and questionable.

¹ See Appendix B, Addendum 1

The Administrative Vice-President, Dr. Ervin Harlacher, then proceeded to prepare a carefully detailed management task analysis² which documented the areas of weakness revealed by the previous meetings. The major result of this task analysis was clear identification of alternative managerial assignments.

President Tirrell reviewed the task analysis document and ultimately submitted it to the Board of Trustees. The President, in view of the need to set the new administrative reorganization in motion, requested that the Board review the following ten recommendations:

1. Establish the position of Executive Vice-President, responsible to the President for the day-to-day operation of the College in accordance with policies and objectives established by the President and/or the Board of Trustees.
2. Consolidate four arms of administration under the Executive Vice-President.
3. Strengthen the position of the Provosts.
 - 3.1 Make them officers of the College.
 - 3.2 Offer them three-year contracts at a substantially higher salary.
 - 3.3 Encourage them to attend Board meetings.
4. Reorganize the President's Council to include the President, Executive Vice-President, and the Provosts.
 - 4.1 Emphasize philosophy and goals of College, Board Policies and preparation for Board meetings.
 - 4.2 Schedule meetings on bi-weekly basis.
5. Establish four Executive Director positions reporting to the Executive Vice-President: Educational Services; Community Services; Business Services; and Research, Planning, and Information Systems.

² See Appendix B, Addendum 3

6. Establish Dean of Instruction position on each Campus.
 - 6.1 Exercise quality control.
 - 6.2 Implementation of course development and revision master plan.
 - 6.3 Coordination of Campus research.
 - 6.4 Supervise Campus in-service training.
 - 6.5 Coordinate Campus curriculum development.
 - 6.6 Approve all course packages.
7. Appoint division chairman from business; communications and humanities; social sciences; mathematics, physical and applied sciences; biological and health sciences respectively, and an Assistant Dean for Counseling to chair Curriculum Advisory Committees for those six areas.
8. Establish standing committees of the College:
 - 8.1 Committee on Curriculum (e.g., Curriculum Coordinator, three division chairmen, one Assistant Dean - Counseling, six faculty).
 - 8.2 Committee on Instruction (e.g., Deans of Instruction, Curriculum Chairman,³ Director of Evaluation, Director of Instructional Services, faculty representatives).
 - 8.3 Committee on Student Personnel (e.g., Deans of Students, Director of Student Services, Counselors).
 - 8.4 Committee of Community Services (e.g., Executive Director of Community Services, administrators, and faculty from three campuses).
 - 8.5 Committee of Business and Finance (e.g., Executive Director of Business Services, Director of Finance, Director of Centralized Services, Director of Physical Plant Services, Managers of Campus Services).
9. Develop new administrative salary schedule for adoption July 1, 1968.
10. Specify in behavioral terms the objectives of each administrative division and department, once the organization chart has been approved.

³ See 7 above

Note: Appendix B, Addendum 2 reflects the finally approved Organizational System suggested above.

As a supplement to the document on task analysis presented to the Board, an expansion of the task analysis was drawn together to further delineate the assignment of tasks.⁴

Following Board approval of the ten recommendations, a series of meetings was held, attended by Campus level and Central Office staff members, permitting a review of the new organizational structure and the rationale that helped determine it. During these meetings, the members were all involved specifically in feedback, questioning, and observation making. Additionally, the Vice-President's Council, made up of the Provosts and the Central Administrative Staff Directors, was asked to make additional recommendations on an orderly phasing in to the new system.

A. Strengths

1. The fact that so far-reaching a change in the administrative structure of the College has been effected in "full stride," so to speak, without the even tenor of classroom procedures being disturbed to the least degree provides the staff members with reassuring evidence that their College structure is a sound one.
2. There is evidence of integrity of philosophy in the degree to which the entire administrative staff, together with Campus staff representatives, were involved in the generation and feedback evaluation of the new administrative system.
3. More important, perhaps, than these considerations is the facility with which the entire College, as a working organic entity, was able to recognize the immediate need for change and adaptability to new conditions as encountered during the evolutionary process of "becoming."
4. Additionally, close scrutiny of the Organizational Chart reveals intense concern for the changing needs of the community as reflected in such

⁴ See Appendix B, Addendum 4

departmental headings as Director Community Relations, Director Community Services, Community Research, Continuing Education, Cultural Services, Recreational Services, and Use of Facilities.

5. Finally, the committee has collected a College-wide profile of the individuals assigned to administrative duties within the framework of the Administrative System. The purpose of the profile is to indicate the high calibre of educational excellence accumulated within the organization.

B. Weaknesses

1. Within the Findings section of this report the committee has commented on three previously recognized weaknesses; namely, lack of communication, overlapping functions, and lack of administrative accountability. The compacting of the administrative structure that has occurred, together with the channeling of responsibility from Executive Directors straight to the office of the Executive Vice-President, is intended to remedy all three of these weaknesses. Whether the structural changes will be effective or not remains to be seen as time permits the new system to prove itself.
2. The Self-Study Committee has assembled a body of data concerning the actual functioning of administrators within their specific job descriptions, and one aspect of this data called upon the administrators to comment upon whether their functions are indeed in line with their job descriptions, and whether problems exist which should be corrected. Careful editing of the administrators' responses has provided the committee with a number of points to be considered.
3. The most frequent problem stated by the Campus administrators had to do with a lack of communication between Campuses. One Dean of Students said that a lack of communication resulted in a wide variety of interpretations of how some functions should be carried out. His example: Counselor utilization. In that area, another Dean of Students said that Campus practices in the matter of student personnel were not similar.
4. One Provost felt that greater Campus autonomy is needed in administration of Campus Security personnel, as each Campus appears to have unique requirements in that area. Additionally, the Provost suggested that student personnel admissions might better be processed on Campus, as there is some delay in contacting the prospective student in time for regular orientation sessions under the present arrangement whereby Central Office processes admissions each semester.

5. Several Provosts and Division Chairmen indicated that matters of finance are often out of their hands in situations where adequate planning was very dependent upon accurate knowledge of budgetary status.
6. At least two Division Chairmen felt that it is not possible for their position to review and evaluate as many as sixty or seventy courses, covering seven or eight distinct technical areas, as is stated in the job description.

III. RECOMMENDATIONS

This committee recommends close adherence to recommendation number eight of the ten that were presented by President Tirrell to the Board, and that appear under the Findings section of this report. In particular, those numbered 8.1, 8.2, and 8.3 would be of particular value in achieving rapport between Campuses, as they pertain to setting up standing committees on Curriculum, Instruction, and Student Personnel. Additionally, number 8.5, proposing a committee to deal with Business and Finance, might well include the Provosts in its membership:

SYSTEMS AND PROCEDURES

I. OBJECTIVES

The purpose of this aspect of our report is to present a sample procedure in both a vertical and horizontal path in an effort to determine its effectiveness.

The particular procedure that has been chosen is Course and Program Development, Revision, and Deletion. This procedure was chosen because:

1. It is one of Oakland Community College's most important procedures, and
2. There are strong feelings among the faculty regarding this

procedure, and

3. Change is currently being considered in this procedure.

In our analysis we:

1. Presented the current policy which became effective on March 16, 1967 and was summarily revised on August 2, 1967.
2. Presented results regarding a faculty survey regarding CPDRD.
3. Presented indications of future directions which are already beginning in the revision of CPDRD.

The essential features of CPDRD are found in the administrative regulation Course and Program Development, Revision, and Deletion, #70.001.⁵

In addition, the committee conducted a survey among the faculty to determine the feelings of the faculty in regards to the effectiveness of this procedure.

A sampling of the questions asked is as follows:

1. What should be the role of the faculty in curriculum development?
2. Do faculty members have the desired amount of flexibility in development of courses and the revision of the same?
3. Do you feel our present system of curriculum development is adequate?
4. What would you propose as a workable school policy on curriculum development?

II. FINDINGS

The results of the questionnaire survey are as follows:

A. Strengths

At least in part, as a result of faculty sentiments, the Course and Program Development, Revision, and Deletion is currently undergoing an

⁵ See Appendix B, Addendum 5

evolutionary change. Although the following changes have not officially been approved it appears at this point that the direction of the flow of approval will change and that the entire procedure will be less cumbersome.⁶

B. Weaknesses

1. There was an overwhelming response in favor of the faculty having more responsibility in curriculum development.
2. There was a heavy response that indicated that overall planning must begin and end at the division level.
3. The faculty felt that the procedure under which we are now operating is much too cumbersome and lengthy.

III. RECOMMENDATIONS

The College CPDRD Committee will recommend the abolishment of the Campus CPDRD Committee and in its place a new procedure which will begin with the Curriculum Advisory Committee which is composed of division members from the three Campuses. After approval by the Curriculum Advisory Committee the change will go to the College Curriculum Committee. From there it will go to the President's office.

In summary it appeared that the general philosophy regarding procedures is sufficiently flexible to allow for orderly change.

⁶ See Appendix B, Addendum 5

SECTION C

CURRICULUM

INTRODUCTION

The College Curriculum Committee studied and evaluated the instructional program of the College in light of the ability of the College to fulfill the educational needs of the community through its instructional program. The body of this section of the report deals with this program and its effectiveness.

The College Curriculum - General

1. Courses of Instruction: There are 268 courses listed in the Oakland Community College 1967-68 College Catalog. With few exceptions, all courses have been offered in the transfer, career, or certificate programs at one or more of the three campus locations in the College District: Auburn Hills, Highland Lakes, Orchard Ridge.¹ Some credit-bearing courses are offered at off-campus locations. These off-campus courses appear in the Community Services offerings with the non-credit-bearing courses which are directly administered by the Central Office.
2. Course offerings and programs are assigned to five academic divisions to provide a uniform structure for the College, operational control over the courses, and implementation of the instructional system.³
3. The offerings of each division are utilized in the transfer and career programs leading to two-year Associate Degrees or a one-year certificate as shown in the Oakland Community College Catalog.

Transfer Programs⁴

a. Associate in Arts Degree

- (1) Education
- (2) Engineering
- (3) Liberal Arts
- (4) Science

For key to Addendum referred to in this section, see Appendix C (index to Addendum)

b. Associate in Business Administration Degree

Career Programs⁵

c. Agriculture

- (1) Landscape Technology

d. Business

- (1) Accounting
- (2) Data Processing
- (3) Executive Secretarial
- (4) Retailing

e. Food Service

- (1) Commercial Cooking and Baking
- (2) Food Service Technology

f. Graphic Arts

- (1) Commercial Arts

g. Industrial

- (1) Automotive
- (2) Drafting
- (3) Electronics
- (4) Mechanical Drawing
- (5) Mechanical Production
- (6) Radio and Television Repair

h. Paramedical

- (1) Dental Assisting
- (2) Medical Laboratory Technology
- (3) Medical Office Assisting
- (4) Nursing

i. Public Services

- (1) Law Enforcement
- (2) Library Technology

B. Instruction

1. Method of Instruction: Courses at Oakland Community College were developed for a new approach to education centering upon objectives to aid student learning and emphasizing self-instruction through carefully developed material and multi-media. An emphasis has been placed on supervised independent study in the instructional method, including such media as:⁸

- a. Audio-tapes
- b. Visual displays
- c. Books
- d. Periodicals
- e. Laboratory experimental steps
- f. Programmed material
- g. Handouts
- h. Film and film strips

This array of instructional media plus course work, student objectives and evaluation are organized into units of study consisting of learning objectives (terminal and interim performance specifications) that guide each student toward mastering the subjects. Learning steps follow objectives in sequence to lead the student into subject content for retention during examinations and recall in applying course material at a transfer institution or in an employment situation.

2. Student Motivation and Functional Teams: Motivation to insure course progress by each student is cultivated by attendance at General Assemblies, Small Assemblies, Learning Laboratories, and the Learning Resource Center (Library). In these situations the student can interact with the faculty for clarification of subject matter, discuss his course work, seek individual help, and obtain suggestions for his self-study effort. In effect, this learner-centered, independent study approach evolves around the student with instructional help from Functional Teaching Teams. The job description of each instructional level in the Functional Team is found in Volume II of this report.⁶

- C. This brief general description of the curriculum and instructional method centers around the philosophy and objectives of the College to serve the educational needs of the community. The fulfillment of the educational needs of the community is accomplished through academic offerings, and technical-vocational, general education, developmental, and counseling programs.^{1,2,8}

CURRICULUMI. OBJECTIVES

A. Condition of College Curriculum: To provide the College with an objective view of the existing conditions affecting the College Curriculum, four objectives were identified from the Status Study. These objectives provided a basis for constructing a curriculum inventory instrument and a student questionnaire for data collection and analysis during the Self-Study period. A representative number of administrators, faculty, and students were contacted to obtain impressions about the course offerings.^{10,11} Objectives for the curriculum study were:

1. Determination of Curriculum
2. Determination of Specifications, Course Plans, and Media to Achieve Specifications.
3. Evaluation of Evidence to Measure Effectiveness of Course Plans and Appropriateness of Specifications.
4. Review of Evidence to Determine Specifications and Course Plans for Future Use

B. Curriculum Inventory

1. The inventory instrument was designed to collect data from Central Office and campus personnel in general areas of interest pertaining to the intellectual climate of the College as relates to course offerings.⁹
2. The purpose of the inventory was to evaluate strengths and weaknesses discovered in the curriculum as viewed from all levels in the College organization. The student questionnaire,¹¹ commented on later, was used to validate responses obtained from the College staff.
3. The responses collected in the curriculum inventory appear to be honest and candid reflections of the thinking of staff members directly involved with course offerings. No attempt was made to influence answers to questions appearing in the inventory or questionnaire.

4. Time did not permit an exhaustive appraisal of the curriculum during the short period allotted to the Self-Study; however, an attempt was made to further substantiate the responses obtained from the staff. This validation was accomplished by assigning value numbers to categorize and weigh responses. The weights of the responses were entirely dependent upon the judgment of the evaluator in assigning a value to each response. A mean value was computed to fairly evaluate a strength or weakness found in the data analysis process.¹⁰ A mean value of three or above was considered an effective inventory item. A value below three was considered a weakness in the College curriculum.
5. Further study perhaps should be made of a larger sampling to give specific direction to correcting weaknesses during the accreditation period, if required.

II. FINDINGS

General Comments: Copies of the curriculum inventory were distributed to a functional and hierarchial cross-section of Central Office administrators. The objectives were to elicit facts and interpretations regarding the determination of curriculum, course, and program development, effectiveness and appropriateness of instruction, and future plans. Although there were nine respondents to the inventory instrument, not all of them felt qualified to answer all questions on the basis of their experience.

1. Inspection of the appended inventory item tabulation reveals that nearly all administrators polled were well satisfied with the influence of stated College purposes and objectives on curriculum.¹⁰
2. Central Office administrators viewed the open-door admissions policy as both a major influence upon curriculum and a challenge to be successfully overcome only by diversified curriculum offerings.
3. The single most commonly cited problem was in regard to the lack of uniformly well-developed career programs.⁵
4. The Student Reaction Questionnaire was cited as evidence that "We tend to match or strongly match student needs."¹¹ However, distinctions were made between satisfying existing student needs and attracting types of students not currently well represented in the College. Lower level occupational programs were frequently mentioned as areas needing more emphasis. The lack of stated objectives in guidance and counseling was also cited.

5. Few administrators commented upon graduation requirements, but a typical comment suggested the need for systematic re-examination and revision.

Determination of Specifications, Course Plans, and Media to Achieve Specifications

1. The contributions of the Learning Resource Center were viewed very favorably.
2. A high degree of satisfaction with faculty involvement in planning of course offerings was evident. Characteristic comments were "most planning done by faculty" and "to the best of my knowledge, 100%." The involvement of faculty "very heavy through division meetings, and all levels of curriculum structure" was favorably noted. One less satisfactory interpretation was that more faculty involvement was needed in the meetings of Citizens' Advisory Committees with regard to career programs.

Evaluation of Evidence to Measure Effectiveness of Course Plans and Appropriateness of Specifications

1. With some notable exceptions involving developmental and apprenticeship programs, administrators viewed course and program specifics as generally very appropriate.
2. The curriculum structure was alternatively cited as either a strength or weakness. The strength afforded was seen in controls against haphazard growth, whereas the weakness indicated was the complexity and its accompanying tendency to slow curriculum processes down. Although the major part of this report deals with facts and opinions about events preceding the 1968 calendar year, one development too recent to have been mentioned in the inventory seems appropriate for inclusion here. Between the conclusion of the last North Central visit (January 17 and February 23) some very substantial curriculum changes have been made to incorporate increased general education requirements into career programs, as suggested by North Central Examiners. Such programs as those in accounting, food service, landscape technology, retailing, and secretarial science head the list of programs which, in varying degrees, were modified over a five-week period.

Review of Evidence to Determine Specifications and Course Plans
for Future Use

1. The master plan for future career program offerings was cited as a major example of future planning. The need to establish more definitive budget priorities was mentioned, particularly with reference to technical facilities and equipment.
2. Frequent reference was made to a perceived lack of systematic follow-up of Oakland Community College graduates, but the Office of Admissions and Records is in the final phase of a follow-up study of transfer students, and Educational Services is similarly involved in evaluating responses from former students who are now employed.¹⁴

A. Strengths

1. Transfer curriculum offerings are almost without exception thought to be well conceived and well developed.
2. The Oakland Community College instructional method, with its emphasis upon stating objectives, is also viewed by most administrators as a very positive factor.
3. The matching of needs of current students is acclaimed with relatively few exceptions.
4. The maintenance of "adequate checks and balance" by the curriculum structure is commended by some.

B. Weaknesses

1. Lack of sufficient career and developmental offerings and appropriate College emphasis thereon is one common concern.
2. Temporary lack of adequate technical facilities and equipment pending completion of the Auburn Hills construction is frequently mentioned.
3. The curriculum structure, mentioned in the preceding section (strengths) as an asset, is also interpreted by others as a liability, in both cases because of the complexity and resulting length of time required to make changes.

SUMMARY

Specific discussion and evaluation of the curriculum offerings on the campuses will appear in the separate volumes pertaining to the respective campuses .

SECTION D

STUDENT BODY

INTRODUCTION

During the past year the Student Body Reporting Committee has met and reviewed the objectives of this particular area of the College-wide Self-Study as prescribed by the Status Report of the previous year.

Through the combined efforts of our faculty, students, and administrative members of the committee, an intensive investigation of the student body services was undertaken. Specific areas researched were: admission, pre-college orientation, counseling, student records, financial aids, student activities, student conduct, food service, placement, intercollegiate athletics, and health services. The results of this investigation are submitted in the following section.

ADMISSIONS*I. OBJECTIVES

The Office of Admissions will maintain a unified philosophy of presentation of the Oakland Community College image as opposed to an individualized Campus approach, and establish policies and procedures which will result in efficient and economical operation of admissions.

II. FINDINGS

1. Central Office coordinates high school visitations and the dissemination of information to the high schools, senior colleges and community through counselors and the effective use of media.
2. Application procedures have been improved through the utilization of data processing and microfilming, which allows more accurate research and statistical information on incoming students.
3. Provision has been made for the admission of foreign students.

A. Strengths

1. Rapid response to student applications and positive feedback have contributed to improved relations with both high schools and the community.

B. Weaknesses

1. Since no application deadlines are observed and there are no sanctions for failure to fulfill admission requirements, it is difficult to gather missing information on students.

III. RECOMMENDATION

- A. The College should allow sufficient facilities for expansion of administrative functions and set and enforce sanctions requiring deadlines and admission regulations.

* See Appendix D - Addendum 1

PRE-COLLEGE ORIENTATION

I. OBJECTIVES

Pre-college orientation will provide opportunities for the student to learn the policies, procedures, and programs at Oakland Community College, and thereby facilitate his adjustment to the institution and the opportunities that exist for him through this experience.

II. FINDINGS

1. Students are given placement testing and pre-enrollment counseling.
2. Students become familiarized with: a) College policies, b) academic programs and, c) student activities.
3. Students are prepared for registration.

A. Strengths

1. Orientation makes provisions for placement tests, advisement and familiarization with the geography of the Campus prior to registration. It also provides good exposure to the Systems Approach to Learning and is scheduled to accommodate maximum numbers.

B. Weaknesses

1. The orientation program as presently constructed is a rushed experience in which all prospective students do not participate.

III. RECOMMENDATIONS

- A. An attempt should be made to involve more administrators, faculty, returning students and parents.
- B. Efforts should be made to increase orientation participation by expanding and enriching the program.
- C. A uniform, College-wide orientation program should be established and offered as needed.

COUNSELING *I. OBJECTIVES

Counseling will assist the student to develop attitudes, skills and knowledge that will enable him to achieve a satisfying social, academic, and occupational life.

II. FINDINGS

1. The Counselor has been included in the education team as a specialist for performing the functions of assisting the student to achieve a satisfying social, academic, and occupational life.
2. The Counseling Department implements the developmental studies program which exists in the areas of: Communication - Developmental English (ENG 052); Social Psychological - Guided Orientation (GOR 012); Orientation to the Systems Approach to Learning - General Orientation (GOR 010).
3. Counselors are responsible for referring students to the testing center for testing in the vocational, educational and personality areas and are responsible for interpretation of the data received from the center.
4. The testing program is currently in full operation on one Campus and is being implemented on the other two Campuses.

A. Strengths

1. There is good counselor - student rapport as a result of the student-centered approach which recognizes student differences.
2. The Systems Approach utilizes the Counselor as a functional member of the educational team.
3. Counseling service is available to students during both day and evening hours.

* See Appendix D - Addendum 2

B. WEAKNESSES

1. Developmental studies are needed in the areas of humanities, science, mathematics, and social science but they have not been implemented because of limited personnel.
2. Internal communication weaknesses exist.

III. RECOMMENDATIONS

- A. A uniform, College-wide testing and developmental program should be expeditiously implemented, in conjunction with an overall in-service training program.

STUDENT RECORDS

I. OBJECTIVES

The Records Office will maintain a complete academic and biographical record on every applicant who commences classes at Oakland Community College.

II. FINDINGS

1. An on-line computer assisted registration is in operation.
2. Student records are maintained in the Central Office and duplicate copies are available on the home Campus for counseling purposes.
3. Provisions are being made for the storage of microfilm records in a fireproof vault, backed up by a complete student record in the computer.
4. Credits from other colleges are evaluated directly upon receipt of student transcript.
5. There are follow-up processes for statistical purposes on graduates and former students.

A. Strengths

1. The maintenance of duplicate records for counselors enhances good communication between Campus and Central Office.
2. The conversion to computer assisted registration and microfilming of records insures speed, accuracy and security.

B. Weaknesses

1. There are incomplete student records due to lack of enforcement of requirements for admission and deadlines.

III. RECOMMENDATIONS

- A. Present plans and procedures should continue to be implemented and strengthened by the establishment and enforcement of sanctions to meet admissions requirements and deadlines.

STUDENT FINANCIAL AID *I. OBJECTIVES

The Office of Student Financial Aid will make some form of financial assistance available to all students at Oakland Community College.

II. FINDINGS

1. The nature of assistance and the amount of aid varies with the award restrictions, amount of funds available, and the extent of financial need that is demonstrated by the applicants.
2. The implementation of a short term loan fund in the fall of 1968 will be an asset in meeting immediate needs of students.

A. Strengths

1. Strengths or weaknesses are contingent upon the availability of funds.

III. RECOMMENDATIONS

- A. The present policy and procedures should continue as a basis for student financial aid.

* See Appendix D - Addendum 3

STUDENT ACTIVITIES *I. OBJECTIVES

The student activities program will provide avenues for developing citizenship and for effecting personal growth.

II. FINDINGS

1. Service groups, special interest groups, fraternities and sororities exist on all Campuses and are opened to all enrolled students.
2. An intramural council exists on all Campuses and services to plan and promote all intramural functions.
3. A student activities fee supports the intramural program, student government, student publications, student organizations, services, all Campus social functions; and partially supports the fine arts program and athletics.
4. Student handbooks containing full information pertinent to the interests and welfare of the students are published on two Campuses and one is in preparation for the third Campus.

A. Strengths

1. This well-rounded program acknowledges student interests and assists with the organization of activities upon student request.
2. Students are involved in the budgeting and expenditure of the activities fee.
3. There is widespread faculty support of student activities.

B. Weaknesses

1. There is a lack of facilities and equipment for student activities.
2. There is limited participation of students in certain activities.

* See Appendix D - Addendum 4

III. RECOMMENDATIONS

- A. The College should provide facilities and equipment as soon as possible.
- B. Greater efforts should be made to encourage increased student interest and participation.

STUDENT CONDUCT

I. OBJECTIVES

The College will assist its students to become responsible citizens and reserves the right to take disciplinary action against those students who, in the opinion of the College representatives, have not acted in the best interest of the student body or the College.

II. FINDINGS

1. Board Policy has delegated to the administration of each Campus the responsibility of student conduct.
2. Student conduct regulations and procedures are clearly identified in the student handbook on each Campus.
3. The Dean of Students handles minor disciplinary matters and refers all serious breaches of discipline to the Campus Conduct Board. The Campus Conduct Board is made up of two student representatives selected by the Student Government, and three faculty members appointed by the Campus Provost.
4. A student requested to appear before the Campus Conduct Board is notified in writing of the charge against him and has the rights of counsel and appeal.
5. Disciplinary action may consist of verbal reprimand, restitution for damages, restriction of privileges, suspension or dismissal.

A. Strengths

1. Student conduct regulations and procedures are clearly identified in the student handbook on each Campus.
2. There is student involvement in the Campus Conduct Board.

B. Weaknesses

1. Procedures of the Student Conduct Board are not yet fully developed.

III. RECOMMENDATIONS

- A. Students should continue in their efforts towards clarification of their rights and responsibilities through the creation of a Bill of Rights.
- B. The College should develop procedures governing the Student Conduct Board.

FOOD SERVICEI. OBJECTIVES

The Food Service Department will provide the best possible food service educational program and food services for the students, faculty, staff and guests at Oakland Community College.

II. FINDINGS

1. Highland Lakes:

The Food Service Program will leave Highland Lakes in May, at which time there will be a limited menu (one hot item) hot dogs, hamburgers, and vending machines. This arrangement will change only when a Commons Area is developed for Highland Lakes; there are no plans for this at this time.

2. Auburn Hills:

In the summer of 1968, the Food Service facility will have an additional area of the LRC Building. At that time, there will be a grill with hamburgers, hot dogs, and vending machines. There will be no facilities to offer a limited menu. Future plans include a snack bar for the students.

3. Orchard Ridge:

There will be a snack bar in operation this spring, and cafeteria services for September of 1968. Half of the cafeteria will be in operation this fall, and this facility will be expanded as the student population increases at Orchard Ridge. A restaurant for the public will open in October.

A. Strengths

1. The Food Service Department utilizes its own students, thereby offering them employment and experience.
2. Plans currently being implemented assure that the Orchard Ridge Campus will have excellent food service facilities.

B. Weaknesses

1. Food service facilities for Auburn Hills and Highland Lakes are inadequate now and proposed plans would not correct the inadequacies.

III. RECOMMENDATIONS

- A. The College should re-evaluate the current food services plans in order to provide optimal facilities on a College-wide basis.

PLACEMENT *I. OBJECTIVES

The Placement Office will provide students with information and/or assistance in securing employment.

II. FINDINGS

1. The Director of Financial Aids and Placement coordinates all information regarding placement with an assistant on each Campus.
2. There are Work Study Programs for on-Campus employment.
3. The Director coordinates company interviews and career placement for interested students.

A. Strengths

1. The overall structure of the Placement Office generally is well defined and functional.

B. Weaknesses

1. There is insufficient follow-up data in this area due to the youth of the College.
2. The opportunity for part-time work on Campuses is quite limited and the Work Study Program is limited to students who are in dire need.

III. RECOMMENDATIONS

- A. The Placement Office should compile follow-up data as it becomes available.
- B. Serious efforts should be made to secure funds to expand on-Campus job opportunities.

* See Appendix D - Addendum 5

INTERCOLLEGIATE ATHLETICS *I. OBJECTIVES

The intercollegiate athletic program will provide the opportunity for the development of a sound body as well as a sound mind.

II. FINDINGS

1. The Athletic Council, consisting of representatives of the Student Government on each Campus, faculty members, and the Assistant Director of Intercollegiate Athletics, coordinates the philosophy of Oakland Community College with intercollegiate athletics and serves to continually evaluate the total athletic program.
2. Oakland Community College is a member of the Michigan Junior Community College Athletic Conference; and, because of its uniqueness as a multi-campus college, intercollegiate teams in several sports are entered from each Campus.
3. Orchard Ridge did not enter into intercollegiate competition during its first year of operation.

A. Strengths

1. Intercollegiate athletics have aided in making the community more aware of the presence of Oakland Community College.
2. Oakland Community College offers opportunities for participation in intercollegiate athletics for many students that otherwise may be "left out" because of highly competitive conditions in larger schools.
3. Intercollegiate athletics are instrumental in generating school spirit and student morale.

B. Weaknesses

1. Facilities are not adequate to support an intercollegiate program.
2. General student apathy is apparent by the small turnout at athletic

* See Appendix D - Addendum 5

events. It is believed that apathy, however, is influenced by lack of facilities and the newness of the College.

3. Coaching personnel are selected from existing staff, and qualified or experienced coaches are not always available.

III. RECOMMENDATIONS

- A. The College should adequately implement an intercollegiate athletic program and sufficient funds should be made available for the necessary facilities and to secure the appropriate coaching personnel.

HEALTH SERVICE

There is no provision for student health or medical facilities on any of the Campuses.

The committee recommends that serious consideration be rendered in this area as soon as possible.

HEALTH CARE

SECTION E

FACULTY

FACULTY

I. OBJECTIVES

The broadly stated objectives of the Faculty Committee were to study and evaluate the effectiveness of the teaching faculty in the instructional program. The Faculty Committee, upon studying the general objectives, delineated specifically the role of the committee as to discover any problems in the faculty role that would hinder or aid the instructional model at Oakland Community College.

Four questions were used as an analysis model for data collection:

1. Do you understand the instructional team?
2. Do you understand the instructional model?
3. Are you functioning within the framework, as an instructional team member, implementing the instructional model?
4. Is the model working?

Personal interviews were conducted with 20% of the Oakland Community College faculty with the interviewer instructed to determine the interviewee's position within the Functional Team, Group Coordinator, Assistant Group Coordinator or Tutor, as well as subject area. The interviewee was instructed to answer all questions as if he were a member of a complete functional team, and as if the functional team was performing under ideal conditions. The committee was not interested in the interviewee's personal opinions of the operation. Findings of the Faculty Committee are as follows:

II. FINDINGS

1. What do you consider the most important goals or objectives of

the Functional Team approach?

Faculty specialization was the response of	43%
Enhancement of student learning	18%
Structuring of education	18%
No response	14%
Administrative efficiency	3%
Not understandable response	3%

2. In terms of primary responsibility, how would you differentiate between the roles of Group Coordinator, Assistant Group Coordinator, and Tutor?

Administrative effectiveness	68%
No response	14%
Number of courses dealt with	7%
Curriculum development and revision	3%
Not understandable response	3%
Student contact	3%

3. Define the following terms within the context of the Functional Team concept.

- a. Total instructional task:

Overview of course (Objectives, Media, Evaluation)	36%
Vague and unclear answer (Implementation of Program)	25%
(Faculty involvement)	
(All things related to course)	
(Overall assignments)	
Facilitation of instructional program	18%
No response	14%
Faculty specialization	3%
Do not know	1%

- b. Master teacher:

Administrator in charge - Group Coordinator	57%
Subject matter specialist	18%
Experienced person	11%
No response	7%
Lecturer	3%
Do not know	3%

- c. Concept of faculty specialization:

Faculty member doing that which most competent to do	45%
No response	28%
Vague unclear answer (specialized functions)	17%
(decentralization)	
Specific definition of role	3%
Specialize <u>ala</u> course	3%
Do not know	3%

- d. Essential control of the instructional program at the action level:
- | | |
|---|-----|
| Vague unclear answer (control at instructional level)
(no functional team functions) | 39% |
| Teacher/Faculty control | 29% |
| Do not know | 21% |
| No response | 11% |
4. As a a) Group Coordinator, b) Assistant Group Coordinator, c) Tutor, do you see any responsibilities that are yours alone? If so, what are they?
- Group Coordinator:
- | | |
|--|-----|
| Yes (review, evaluate, implement, revise course plans) | 55% |
| No | 45% |
- Assistant Group Coordinator:
- | | |
|-------------------------|-----|
| Yes (students assigned) | 15% |
| No | 85% |
- Tutor:
- | | |
|-------------------|-----|
| Yes (the student) | 50% |
| No | 50% |
5. As a a) Group Coordinator, b) Assistant Group Coordinator, c) Tutor, are there any responsibilities that you should not perform? If so, what are they?
- Group Coordinator:
- | | |
|---|-----|
| Yes (faculty evaluation, clerical work) | 10% |
| No | 80% |
- Assistant Group Coordinator:
- | | |
|---|-----|
| Yes (should not approve course packages, write course syllabus, evaluate faculty, budget) | 50% |
| No | 50% |
- Tutor:
- | | |
|----------------------------------|-----|
| Yes (revise and evaluate course) | 50% |
| No | 50% |
6. As a a) Group Coordinator, b) Assistant Group Coordinator, c) Tutor, to whom are you directly responsible?
- Group Coordinator:
- | | |
|----------------------------------|------|
| Responsible to Division Chairman | 100% |
|----------------------------------|------|

Assistant Group Coordinator:

Responsible to Division Chairman 50%
Responsible to Group Coordinator 50%

Tutor:

Responsible to Division Chairman 50%
Responsible to Assistant Group Coordinator 50%

7. Does the Functional Team concept suggest that several people can perform the same academic tasks or does it suggest rather discrete responsibilities for all team members?

Group Coordinator:

Discrete responsibilities 80%
 * General Assembly lectures (40%)
 Course revision (40%)
 Team teaching (10%)
 Faculty specialization (10%)
 Same responsibilities 20%

Assistant Group Coordinator:

Discrete responsibilities 100%
 * These percentages include examples cited by all members of Functional Team

8. How many members should be a part of the Functional Team in order that it function effectively?

Group Coordinator:

Provide adequate assistance contingent on enrollment 80%
Four or more 20%

Assistant Group Coordinator:

Provide adequate assistance contingent on enrollment 80%
Two or more 20%

Tutor:

Provide adequate assistance contingent on enrollment 33 1/3%
Two or more 66 2/3%

9. If tests are computer generated, how many students can you adequately a) teach, b) grade?

a)	<u>Teach</u> <u>Range</u>	<u>Group</u> <u>Coordinator</u>	<u>Asst. Group</u> <u>Coordinator</u>	<u>Tutor</u>
	0-100	40%	40%	33%

<u>Teach Range</u>	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
100-200	10%	20%	33%
201-300	20%	10%	
no idea	30%		34%

b) <u>Grade Range</u>	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
0-100	10%	30%	
101-200	40%	30%	33%
201-300		5%	33%

10. If tests are not computer generated, how many students can you adequately a) teach b) grade?

a) <u>Teach Range</u>	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
0-10			
0-100	40%	35%	50%
101-200	20%	35%	25%
201-300	10%		
Depends on course	20%	15%	25%
No answer	10%	15%	

b) <u>Grade Range</u>	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
0-100	40%	35%	50%
101-200	20%	35%	25%
201-300	10%		
Depends on course	20%	15%	25%
No answer	10%	15%	

11. Are you involved in review, evaluation and approval of your course plans (package)?

	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
Yes	100%	95%	75%
No		5%	25%

12. Are you directly involved in the development and/or revision of course specifications and programs?

	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
Yes	100%	100%	100%

13. Are your suggestions given consideration in the development and revision process?

	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
Yes	100%	100%	100%

14. Are you directly involved in the discovery, development and securing of media?

	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
Yes	100%	90%	100%
No		10%	

15. Have you been given the opportunity to participate in the development and securing of media?

	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
Yes	100%	100%	75%
No			25%

16. Is there opportunity for you to assure that the approved course plans (packages) are followed when the course is implemented?

	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
Yes	80%	75%	50%
No	20%	25%	50%

17. Are you required to perform assignments which you are not prepared to perform?

	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
Yes	50%	10%	25%
No	50%	90%	75%

18. Has the Functional Team been effective in your division?

	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
Yes	50%	25%	25%
No	50%	75%	50%
No answer			25%

19. Would you suggest modifications in the Functional Team approach?

	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
Yes	90%	85%	50%
No	10%	15%	25%
No answer			25%

20. If you suggest modifications what are they? (No breakdown in Functional Team categories was necessary for this answer. Percentage stated is that of those stated a modification need.) Abolition 25%; Outline teams 15%; Less structured 15%; Better definition of what Functional Team is 15%; One Group Coordinator for all Campuses 10%; Group Coordinator no authority 10%; All responsible to Division Chairman and more people 10%.

21. The Oakland Community College instructional model has three elements, they are:

- GAS, SAS, evaluation
- GAS, tutorial lab, evaluation
- SAS, GAS, tutorial lab

	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
a)	10%	10%	
b)	60%	65%	100%
c)	30%	25%	

22. The administration describes the Oakland Community College model as being:

- flexible, subject to adjustment and refinement
- an instructional approach which will not be refined or adjusted
- flexible, subject to adjustment and refinement based on the individual instructor's interpretation

	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
a)	100%	85%	100%
b)			
c)		15%	

23. The Oakland Community College model lists which of the following as uses for the GAS?

- a) discussion of course objectives, presentation of new developments in the field, pointing out application of the subject matter and integrating subject matter with other areas of education
- b) presentation of new material and testing
- c) presentation of new material, discussion and testing

	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
a)	80%	95%	75%
b)	10%	5%	
c)	10%		25%

24. The Oakland Community College definition of the Tutorial Lab and use is:

- a) place for students to study
- b) place for testing
- c) place where students may receive assistance and direction on a one-to-one basis, and make use of available media in independent study.

	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
a)			
b)			
c)	100%	100%	100%

25. Evaluation is an essential element of the Oakland Community instructional model because it:

- a) provides instructor with a mode for determining letter grade
- b) provides student with progress knowledge
- c) permits standardized courses on all Campuses

	<u>Group Coordinator</u>	<u>Asst. Group Coordinator</u>	<u>Tutor</u>
a)		5%	
b)	100%	95%	100%
c)			

A. Strengths

1. It can be assumed that the faculty has a broad, but somewhat vague idea of the instructional team.
2. Group Coordinators believed they could grade more students than they could teach if tests were computer generated.
3. Group Coordinators believed that if tests were not computer generated the teach - grade ratio was equal.
4. Size of the Functional Team should depend on the student load.
5. The entire Functional Team is involved in course development, review, evaluation, of course package.
6. The entire Functional Team is involved in research, development and securing of media.
7. Faculty was most knowledgeable in describing specific uses of instructional model components.

B. Weaknesses

1. Review and evaluation are often used to describe the Group Coordinator, which appears to miss the point of interchange and role flexibility of the Functional Team.
2. A range from 25% - 39% of the surveyed faculty gave unclear answers when asked to describe concepts of the Functional Team.
3. Of Group Coordinators tested, 45% failed to see any specific responsibilities within their area; 85% of the Assistant Group Coordinators and 50% of the Tutors reflected the same idea.
4. Only 50% of the Assistant Group Coordinators and Tutors knew to whom they were directly responsible.
5. Half the Group Coordinators, 90% of the Assistant Group Coordinators

and 75% of the Tutors believed they were asked to perform functions they were not prepared to perform.

6. Effectiveness of the Functional Team model was doubted by 50% of the Group Coordinators, 75% of the Assistant Group Coordinators and 50% of the Tutors. No answer was recorded by 25% of the Tutors.
7. When asked what the three components of the Instructional Model were, only 30% of the Group Coordinators, 25% of the Assistant Group Coordinators and none of the Tutors answered correctly.
8. Some modification of the Functional Team approach should be made. Twenty-five percent believed it should be abolished, 15% each for further outlining the teams, less structure, better definition, 10% desired one Group Coordinator for all Campuses.

III. RECOMMENDATIONS

- A. The primary question to be answered is "How do we as media-oriented and Oakland Community College-oriented faculty members, overcome cultural barriers in our relationship with the traditionally oriented?"
- B. Forceful orientation period of two weeks prior to any faculty member entering an Oakland Community College classroom.
- C. Continuous "in-service" training.
- D. Recruiting of non-traditionally oriented faculty or faculty eager in their acceptance of the Oakland Community College model.
- E. Greater leadership within the Functional Team.
- F. Greater leadership from immediate administrative supervisors.
- G. Administrators who are dedicated to the Oakland Community College model and firmly administer the Oakland Community College model at all levels at all times.

SECTION F

LEARNING RESOURCES

INTRODUCTION

At Oakland Community College, the college-wide Learning Resources Center is under the direction of the Director of Instructional Services. Also under this director are the rest of the Instructional Services - Art, Photography, Printing, Audio Reproduction, and Television.

As far as the LRC itself is concerned, this section of the Self Study will deal mainly with the LRC Model, and the Central Office aspects of the LRC's. The individual LRC's will be adequately covered in the reports of the individual campuses.

LEARNING RESOURCE CENTER

I. OBJECTIVES

- A. In the organizational structure approved for Oakland Community College, the responsibility for the Learning Resources Center is vested, at the campus, in the Associate Dean - Learning Resources Center, who is responsible, administratively, to the Provost. His responsibility includes all operational aspects of the Learning Resources Center: budgeting, book and materials selection, staff selection, and work with faculty and instructional division chairmen in the evaluation and selection of instructional materials. The Director of Instructional Services works closely with the Associate Deans - Learning Resources Centers, in an advisory capacity.

The LRC Model

1. Prepares a statement of the philosophy of the Learning Resources Centers and their role at Oakland Community College;
2. Recommends a pattern of operation, consistent with good management principles, which will lead to flexibility and experimentation at the campuses in a framework of unity;
3. Discovers problems in the current operations of the campus LRCs;
4. Provides long and short range plans for the implementation of the recommendations in the Model.

B. Philosophy of the Learning Resources Center and related Educational

Media Services

1. The Learning Resources Centers at Oakland Community College

perform a vital role in the instructional program. Their major responsibilities are concerned with:

- a. The selection and arrangement of media to provide multiple paths for learning by providing students with several ways of achieving objectives.
 - b. The provision of supplemental media to encourage students who wish to achieve beyond the standard course objectives.
 - c. The stimulation of the learner to become involved in the social, political and civic activities of the community.
 - d. The enlargement of the learner's understanding of our cultural heritage.
2. In the performance of their role, LRC staffs are concerned not only with acquiring and making available such materials as are specified in the programmed course packages, but also with the provision and retrieval of primary and secondary resources which seem appropriate. Involved in this process are :
- a. Abstracting of periodical materials;
 - b. Suggesting materials for purchase;
 - c. Reproducing information from books and other media for instructional purposes;
 - d. Producing bibliographies;
 - e. Requisitioning and distributing, inventory control and maintenance of audio-visual equipment;
 - f. Securing films, filmstrips, transparencies, slides, tapes and other media, either by request of faculty or in anticipation of their needs;
 - g. Coding and inventory of all media.
3. Mindful of their obligation to the institution, the LRC staffs are striving to establish a basic quality collection of not less than 20,000 volumes at each campus, dependent, to be sure, upon the demands of the instructional program and the availability of financial support. The LRC Associate Deans and the Director of Instructional Services share the belief that the community college

materials collections must be larger and more diverse than those of liberal arts colleges of comparable size, because of the diversified programs offered at community colleges.

4. Recognizing the importance of providing service to the campus LRCs, the Central LRC Processing Area has been established. Its primary purpose is to relieve campus LRCs of many non-academic tasks which can be performed centrally for all.
 - a. Order and receipt of all books, periodicals, microfilm, pamphlets, slides, filmstrips, films (rental and purchased), and other media;
 - b. Order and inventory of all audio-visual equipment and supplies;
 - c. Issue purchase orders for all LRC requisitions;
 - d. Type and reproduce shelf-list cards for the Union Catalog in LRC Processing and at the campus LRCs;
 - e. Type orders from monthly checklists, copies of which are forwarded to the campus LRCs;
 - f. Compile and distribute monthly acquisitions lists;
 - g. Complete processing of books, which includes:
 - (1) Classifying and cataloging,
 - (2) Typing and duplicating shelf-list cards, typing and placing book pocket in book, typing and placing label on spine,
 - (3) Applying plastic jacket;
 - h. Compiling information for the book catalog and forwarding to Alanar or Data Processing;
 - i. Housing of films.
5. Objectives of aspects of Educational Media related to the Learning

Resources Center

It is the mission of the other instructional service areas to produce, at faculty request, educational media to better carry out the basic

educational task of the College. Such media have included to date; course booklets, transparencies, charts, single concept films, filmstrips, slides, and photographs.

II. FINDINGS

A. Strengths

1. The main strength lies in the LRC personnel. They are dedicated to a philosophy of service to both students and faculty, and will spend any amount of time necessary in solving problems brought to them.
2. Another strength is in the centralization of ordering materials.¹ With the ordering and related matters handled centrally, the campus LRCs are better able to fulfill their role on the campus.

B. Weaknesses

1. Learning Resources Center Budget
 - a. Allocations for media have not kept pace with expansion of course offering and substantially increasing costs.
 - b. Campus LRC duplication facilities for course materials (for areas which involve only a few students) have been overloaded without corresponding budget consideration.
 - c. Budget Review: Major changes necessary during budget review have been made without consultation with instructional division chairmen and LRC Associate Deans.
 - d. LRC Processing: Items necessary to LRC Processing operations have been deleted without regard to their priority.
 - e. Printed catalog supplements have not been generated at frequent enough intervals.
2. Facilities
 - a. Inadequate recording facilities for original tapes at the campuses.
 - b. Inadequate space in LRC Processing.

¹ See Appendix F-Addendum 1

- c. Inadequate delivery service of films (if rented or purchased, often is programmed for use on all campuses on the same day), College-produced instructional materials, and commercially purchased laboratory materials.

III. RECOMMENDATIONS

- A. Role of Associate Dean - LRC needs reexamination.
- B. Campus audio-technicians need to be relieved of mass tape duplication responsibility, and their position and rank reexamined.
- C. LRC Processing staff is not sufficient.
- D. LRC supervisor's classification needs reexamination.
- E. LRC classified staff, whose duties are many and varied, perform in areas which far exceed, in difficulty and responsibility, the normal clerk-typist responsibilities. Their classification should be reexamined.

EDUCATIONAL MEDIA SERVICES*

Instructional Services Other Than LRC: It is the mission of the other instructional service areas to produce, at faculty request, educational media to better carry out the basic educational task of the College. Such media have included to date; course booklets, transparencies, charts, single concept films, filmstrips, slides, and photographs.

I. ART AND PHOTOGRAPHY

The art and photographic staff consists of two artists and a photographer. The facilities are located at the Central Office (currently at the Orchard Ridge Campus while the central office site is being remodeled), with the exception of the photographic darkroom, located at the Highland Lakes Campus.

The faculty has utilized the services of the art and photographic facilities to a large degree. To March 1, 1968 these facilities have produced 1,599 transparencies, 1,796 charts, 78 eight-millimeter single concept films, 39,036 filmstrips, 55,230 slides, and 75,000 black and white photographs.

II. PRINTING

The printing staff consists of a supervisor, two machine operators, one clerk, plus student help as needed during periods of peak production. This facility is also located at the Central Office.

The basic printing equipment consists of three offset presses capable of handling sheets up to 12 x 17 inches. The presses use paper plates produced by an Itek camera. The printshop also has such equipment necessary to its production as plastic binders, collators, staplers, punches, stitchers, and cutters. For short run and low volume production, the shop also has mimeographs, spirit duplicators, and Xerox copier. To March 1, 1968, the printshop has produced some nineteen million pages. Included in total are 49,344 course booklets covering sixty-five courses.

III. TELEVISION

The television operation is a new one, dating from early 1968. Although located at the Central Office, the equipment is portable, and the staff will go to any campus for video-taping at the request of the faculty.

Present TV equipment consists of four black and white cameras, two video

*Other than Learning Resource Center

tape recorders capable of black and white or color recording, three video tape recorders with black and white capabilities only, two switching consoles, eight 23-inch receivers, plus the usual accessory equipment such as lights, cable, lenses, etc.

Plans for the immediate future call for one black and white recorder and two receivers to be placed on each campus. The playing of video tapes will then be scheduled by the campus LRC.

A. Strengths

1. There is a willingness to cooperate. A faculty member with an idea for a new piece of media will find the Educational Services staff extremely willing to spend time in discussing the idea, and making suggestions.
2. This is truly a service operation. The staff will produce to the limit of their capabilities, any media requested. They will not, however, attempt to force media on the faculty. There is no philosophy of "media for media's sake;" all the media produced is at faculty request.

B. Weaknesses

1. There is the limited art and photo staffs. Two artists and one photographer are not sufficient staff to handle all faculty requests within reasonable time. As a result, some faculty members who would like to develop media have not done so because of the time lag involved.
2. Another problem concerns the photographic facilities. Currently, studio and copy operations are located at Orchard Ridge, while the darkroom is at Highland Lakes. Since the one photographer must do his own darkroom work, this adds inefficiency to an already heavily loaded position. This condition will be somewhat alleviated with the remodeling of the Administrative Center. Both studio and darkroom facilities are included, and immediate plans call for the hiring of a student to aid in the darkroom, plus an added photographer.
3. In all the Educational Services, an excessive amount of lead time - several months is not uncommon - is needed. As already pointed out, this has discouraged faculty from using these services as they should be used. The additional facilities mentioned above, plus another press and press operator for the printshop will alleviate the

problem somewhat, but not entirely.

III. RECOMMENDATIONS

A. Learning Resources Center

Accepting the previously stated philosophy of the Learning Resources Centers of Oakland Community College, we recommend the following short- and long-range plans in order to help us achieve our objectives:

Short-Range 1967-68

1. Budget:

- a. That LRC Associate Deans, working closely with instructional division chairmen, propose budgets for instructional media which are realistic and which recognize the expanding instructional programs of the College and the increasing costs of such media.
- b. That campus LRC Associate Deans project realistic budgets which will permit duplicating facilities to be used by the faculty in the preparation of their instructional programs.
- c. That budget reviews, which are necessary, be made in consultation with Associate Deans - LRC and instructional division chairmen who are in a position to suggest areas in which they might reduce the budget without necessarily crippling the operation.

2. Facilities:

- a. That audio recording facilities at all campuses be improved to the point that original tapes may be made on each campus.
- b. That before final plans for renovating the Bee Administration Building are completed, LRC Receiving's plans for total processing of all materials must be considered. An area of approximately 560 square feet will be required. LRC Processing is currently using 264 square feet of space. Minimal space requirements for complete processing of forty square feet per staff member and an additional area of 200 square feet for receiving and book preparation (total: 560 sq.ft.) will be required (Ralph R. Shaw, ed. State of the Library Art, vol. 3, Part 1, Rutgers University, 1960, passim.)

- c. Provide for instructional materials delivery service apart from first-class mail delivery.
 - d. Explore with Data Processing the areas of library operations which can be facilitated by the use of the computer.
3. Personnel:
- a. Review the position of the campus A-V Technician for upgrading.
 - b. Consider full-time classified position at Central Office Media Production to service audio-visual equipment.

Long-Range

1. Budget:
- a. That, based on projected enrollments, allowance be made for expansion of the materials collection to not less than 30,000 volumes and comparable collections of other media at each campus.
 - b. That provision be made for at least quarterly supplements to the book catalog with a cumulation at least once per year. Budget for book catalog should be incorporated in LRC Processing budget, since campus book budgets vary and therefore campus share of cost is not equitable.
 - c. That the budgeting of the LRC Systems Analyst position be shared equally by each of the three campus LRCs or completely by Central Office and that an adequate mileage allowance be allocated to maintain the freedom of communication which will be necessary in the proper performance of his duties.
2. Facilities:
- a. LRCs. That long-range plans be made for each campus LRC to house at least 50,000 volumes and comparable collections of other media within five years of the establishment of the campus.
 - b. Original Microfilm Service: Campus needs for periodical information in microform before commercial prints are available are of sufficient importance to the instructional program to re-

quire Educational Media Production to have the capability of producing selected materials in microform.

- (1) Equipment is too expensive to make this other than a central function.
 - (2) Such equipment would, in addition, permit storage of instructional materials, student records, etc.
- c. Educational Media Production. Assume mass production of tape cartridges to be used in common on the several campuses.
- (1) Now two A-V Maintenance and Service Technicians are duplicating tapes for the three campuses.
 - (2) These technicians are not being fully utilized to their capabilities. They could be of considerable assistance with educational television if they could be relieved of some of their tape duplication responsibilities.
- d. Educational Media Production be provided with necessary equipment for film maintenance, including cleaning, splicing, etc.
- e. A van to be used for running media, equipment and printshop materials between the LRC Processing, the Printshop and the campus LRC's. Scheduling of this van should be under LRC Processing.
- f. The LRC System Analyst's home base of operations will be an office in the Data Processing Center.

3. Personnel:

- a. Addition of full-time professional librarians at each campus, with ultimately one librarian at each campus to be identified with each instructional division.
- b. Addition at campuses of full-time, classified position, as needed, to be responsible for setting up, operation, delivery and inventory of all audio-visual equipment, on the campuses. (A-V Assistant Job Description)
- c. Addition of adequate staff to LRC Processing to permit provision of minimum service centrally for all campuses.

- d. Based on results of experiment now underway at Auburn Hills, provide for qualified person, either a graduate of the library technology program or a professionally trained librarian, to perform classification and cataloging functions and to process the necessary items of information for the book catalog to ALANAR or Data Processing (at the point where we produce our own catalog).
- e. A systems analyst be budgeted for fiscal 1968-69. He would study the campus operations, LRC Processing and the production of the book catalog and recommend a total systems approach for OCC college library services.

B. Educational Services Related to the Learning Resources Center

1. Art and Photographic

The art and photographic staffs should be expanded to at least five artists and three photographers, plus a full-time darkroom technician. Although the art staff should continue to be based at the Administrative Center, there should be facilities to allow them to work on campus. Thus, a faculty member needing art work done could oversee the work in progress without the necessity of leaving campus.

2. Printshop

The printshop operation should be modified to allow for varying lead times based on the number of pages. In any case, the maximum lead time should be two months.

SECTION G

FINANCE

FINANCE

I. OBJECTIVES

As with any institution or organization, Oakland Community College is dependent on its financial resources to accomplish its educational goals. It should be clearly stated at the outset that the use of financial resources at Oakland Community College is intended only for enhancing student learning and meeting the educational needs of the district. Every project undertaken by Oakland Community College - in Research, in Student Services, in Business and Finance, in Construction, etc. - must be defensible in terms of its having a relationship to the instructional program. All energies and resources are directed to insure that this principle is maintained.

In keeping with this, it is the objective of this part of the self-study report to establish Oakland Community College's financial ability to meet the educational needs of the community within the framework of the Instructional Systems Approach.

In this report, the entire area of finance is reviewed, from the standpoint of Plant Funds and General Educational or Operating Funds. In describing each of these areas, sources available for funding and projections for expenditures will be explained. In a sense, each of these areas has required a master plan. These master plans will be described and a section of the report will deal with the progress of Oakland Community College towards meeting its financial needs.

II. FINDINGS

Plant funds are defined as those funds which are available for use in developing, building, and equipping all instructional and administrative locations of the college.

The principal source of funds for this purpose is derived from the sale of bonds. The Plant fund includes funds required to service and retire any debt incurred as a result of bond sales.

The laws of the State of Michigan and the Community College Act authorize a Community College District to sell bonds equal to 1-1/2% of the first \$250 million plus 1% of the excess over \$250 million of the last confirmed State Equalized Valuation.¹ It is possible, with voter approval, to increase this capacity up to 15 percent of the total SEV. The chart below indicates a projection of the SEV of the Oakland Community College District through 1975.

1960	\$ 2,009,000,000	1968	\$ 3,200,000,000
1961	2,095,000,000	1969	3,400,000,000
1962	2,112,000,000	1970	3,600,000,000
1963	2,203,000,000	1971	3,800,000,000
1964	2,298,000,000	1972	4,000,000,000
1965	2,451,000,000	1973	4,200,000,000
1966	2,675,000,000	1974	4,400,000,000
1967	3,000,000,000	1975	4,600,000,000

As a result of numerous citizens studies and reports, the college was committed to a multi-campus concept from the outset.² These reports strongly recommend that, by establishing sites in key locations throughout the district, educational needs can more adequately be met by literally taking the program to the student. This concept

¹ Enrolled House Bill No. 3829, Act No. 331, Sec. 122(b), State of Michigan.

² Oakland County Community College Study by Oakland County Citizens Advisory Council, June, 1962, and the Six County Study of Community College Needs by Citizens Advisory Council Final Reports, August, 1960.

ideally reduces the transportation problems of students resulting from a single campus which might be close to some but relatively far or inaccessible to most potential students of the college. In addition, with the new population of the county moving northward out into the county, the multi-campus concept provides mobility and flexibility as the sparsely populated areas of the north fill in.

With this mandate, the college purchased three sites in early 1965. Two of the sites, Auburn Hills and Highland Lakes, contained buildings which, with immediate remodeling and the purchase of some prefabricated buildings, could be available for instruction by September, 1965. The third site, Orchard Ridge, was vacant property and an extensive building program was undertaken to be available for 2000 students by Fall, 1967, and for 5000 students by Fall, 1968.

After considerable study, both as to potential need and location, the Board of Trustees of Oakland Community College purchased a fourth site in Madison Heights in late 1967 to be available for limited use in September, 1969, and extensive use by September, 1970. These campuses have been strategically placed throughout the population centers and within the trend areas to fulfill the primary mission of the college, i. e., to make the entire 900 square miles of the district a college campus readily and easily accessible to all who desire or need educational opportunity. In late 1965, the college purchased a fifth site to house its administrative and centralized college services. (See map of county with sites in index.)

Chart A indicates the enrollment both realized in past years and projected in future years and the building capacities at each campus of the college. The enrollments are based on the Fall session, the high enrollment point of the year, and both these and capacities are stated in Full-Time Equated Students carrying 12 credit hours.

In order to have the facilities available when they are needed, the college sold three bond issues of 7, 9, and 12 million dollars in the years 1965, 1966, and 1967, totalling 28 million dollars. The first issue was intended for construction of the Orchard Ridge campus. The second issue was intended for general construction in the district but was needed primarily to complete Orchard Ridge. The third issue which was a general purpose issue, was intended primarily for construction of the Auburn Hills campus.

Other major sources from which funds are available for construction are the State and Federal government. In addition, these funds can be materially expanded by properly investing any available funds not immediately required to pay contractors.

The chart below indicates the use of Plant funds from the period July, 1965, to June, 1968.

<u>Location</u>	<u>Amount</u>
Auburn Hills	\$ 3,305,000
Highland Lakes	2,289,000
Orchard Ridge	18,600,000
Madison Heights	475,000
Bee Administration	<u>640,000</u>
TOTAL	\$ 25,309,000

AUBURN HILLS. These expenditures include the cost of purchasing, remodeling, and equipping the campus for instruction initially, and over 1 million dollars of a 6 million dollar new building program started in November, 1967. This building program, Phase I of a three phase operation, is scheduled for completion by Fall, 1969, and will provide a General Assembly building, a Science Learning Laboratory, and a boiler plant facility for the entire new campus.

HIGHLAND LAKES. These expenditures include the cost of purchasing, remodeling, and equipping the campus for instructional use. No new facilities have been constructed, although a prefabricated building has been added to supplement the facilities

ORCHARD RIDGE. These expenditures include the purchase of the site, construction and equipping of seven Learning Laboratories, a Learning Resources Center, an administrative building, a Commons Building for student use, auxiliary services, and General Assemblies, and a boiler plant.

MADISON HEIGHTS. These expenditures include only the purchase of a 70 acre site.

BEE ADMINISTRATION CENTER. These expenditures include purchase, equipping, and half of a remodeling project which will be completed by approximately October, 1968.

During this very important initial construction phase of Oakland Community College, the burden has been heavily placed on local taxpayers to finance the program. Of the total of \$25,309,000 spent, the State has contributed only \$2,659,510, or slightly over 10%. The Federal government has added \$2,250,000, or less than 9%. The remaining \$20,399,490, or 81%, has been paid from local sources, primarily bond money.

The chart below indicates the planned expenditures for facilities over the next five years. This plan, which is consistent with the building capacities as indicated in Chart A, must be implemented, if the college is to meet its multi-campus commitment and if facilities are to be available for enrollment as projected.

<u>Location</u>	<u>Total Expenditures</u>
Auburn Hills	\$ 19,118,000
Highland Lakes	2,365,000
Orchard Ridge	2,911,000
Madison Heights	12,311,000
Bee Adm. Center	263,000
TOTAL	\$ 36,968,000

AUBURN HILLS. The planned expenditures include construction and equipping of a much needed Vocational Technical building and six other learning laboratories (Humanities, Math, Social Science, Business, Communications, and Horticulture.)

HIGHLAND LAKES. The expenditures include a Learning Laboratory and some major renovation of existing facilities.

ORCHARD RIDGE. The planned outlay includes completion of the major construction already underway and construction of a physical education facility.

MADISON HEIGHTS. The planned expenditures include master planning, construction, and equipping of a general assembly building, six learning laboratories, and a physical education facility.

BEE ADMINISTRATIVE CENTER. The expenditures will complete the other half of the remodeling of this facility by October, 1968.

To meet the financial requirements of this extensive and much needed program over the next five years, the district has much of the funds available through local sources. The following chart indicates the known funds available from all sources:

Unexpended Building and Site Fund - 6/30/68		\$ 9,000,000
Proceeds from Sale of Bonds:		
Bonding Capacity 7/1/72	\$ 40,000,000	
Less Bonds Outstanding 6/30/72	25,550,000	
TOTAL Local Bonds Available	\$ 14,450,000	
Federal Revenue Bond	500,000	
TOTAL Bonds Available		14,950,000
Interest from Investments		1,000,000
TOTAL		\$24,950,000

Since the entire program will require \$36,968,000, the college will have to look to other sources for slightly in excess of \$12,000,000, or 33%. The most likely prospects in this quest are the State and Federal governments. It should be

noted that the State alone has indicated its commitment to be up to 50%, although it has contributed a scant 10% to date. As of this date, the forthcoming year, 1968-69, looks little better.

III. RECOMMENDATIONS

Having been presented with this picture, the Board of Trustees of Oakland Community College has a number of alternatives at its disposal, which might be put into two categories - seek sources of additional revenue, and delay construction and future development of its planned facilities.

1. Sources of additional revenue:

- A. Continue to seek an increase in state assistance up to its stipulated commitment;
- B. Request additional assistance from federal sources;
- C. Develop local sources of gifts and grants;
- D. Request an increase in the bonding capacity beyond 1% from the voters of the district;

2. Delay construction of planned facilities.

Approximately 10 million dollars will be needed in fiscal 1968-69. The remaining \$26,000,000 planned over the next 5 years has no legal encumbrance affixed to it, although there is a moral commitment to the entire citizenry of the district who expect and so desperately need educational facilities. If additional sources of revenue do not develop to meet the needs, the Board of Trustees could delay or eliminate some of the projects planned for Auburn Hills, or delay the construction and resultant opening of the Madison Heights facility.

In order to service the bonded indebtedness incurred by the college, the Board of Trustees is authorized and obligated by State law to levy whatever taxes are required to meet the interest and principal payments of the bonds.³ The 28 million dollars sold to date are to be retired over 30 years with annual principal and interest payments ranging from \$713,000 to \$1,745,000. In 1967-68, the Board levied 1/2 mill to service this debt and each year a similar type of millage, though not always the same amount, can be levied without further taxpayer approval.

OPERATING FUNDS

REVENUE

Once the facilities have been constructed, the financial considerations involved in operating and maintaining them take on quite a different aspect. There are primarily three sources from which operating funds can be derived for Oakland

Community College:

1. Local taxation;
2. State Aid;
3. Tuition and Fees.

1. TAXES

When the College was enacted on June 8, 1964, by a vote of the people, a one mill levy was also approved which is to run until 1975. The levy is applied to State Equalized Valuations of property located within the district. The State Equalized Valuation, which is approximately 3 billion dollars in 1967-68, will increase approximately

³Enrolled House Bill No. 3829, Act No. 331, Sec. 144(1), State of Michigan

6% per year over the next 10 years. (See page 2 of this report.) This levy can be increased up to five mills only by another vote of district taxpayers. It currently accounts for approximately 55% of the revenue for operations, but as enrollments increase approximately 20% per year over the next few years, taxation will represent a decreasing proportion of the operating revenue of the College.

2. STATE AID

The College receives revenue for each full-time equated student from the State. In 1965-66, this amounted to \$275 per student. Since then, the revenue has been \$325 per Full-Time Equated Student in transfer programs and \$350 per Full-Time Equated Student in technical programs. This \$25 differential indicates that the State has some awareness of the additional costs involved in technical programs. In the 1968-69 budget presented to the Michigan legislature, the Governor has recommended \$357 and \$425 per Full-Time Equated Student. Because of the formula used in computing full-time equated students, there is no reimbursement for any credits beyond 12 in which any single student is enrolled. In 1967-68, state aid will represent approximately 25% of the total revenue for operations of the college.

3. TUITION AND FEES

The college tuition plan is based on credits taken, and differs based on the residency status of the student:

- a. Students who reside in the district - \$9 per credit;
- b. Students who do not reside in the district, but who live within the State of Michigan - \$12 per credit;
- c. Out of State students - \$28 per credit.

A matriculation fee of \$15 is charged, once only, to any student carrying 7 or more credits, or whose total credits earned at the college equal 18. In addition, a student activity fee of \$10 is charged to any student carrying 7 or more credits in any session, although this fee is turned back entirely to the students for administration of their student activity program and none of it is used to operate the college.

Approximately 92% of the enrollment is made up of district residents, 8% from elsewhere in Michigan (mostly Detroit and Macomb County), and an almost negligible portion from out of State (24 students in 1967/68).

Since the average number of credits taken by a full time student is approximately 13.5 credits, the revenue realized by the college for each full time student in two sessions, is approximately \$250. In 1967-68, this source will contribute approximately 17% of the total revenue for operation of the college. This percentage, of course, will increase as the enrollment increases.

There has been recent discussion by the Board of Trustees and administrators of the College to eliminate tuition and make education free to at least the residents of the district. This has many appealing features including the primary one of making the opportunities of the college available to every citizen of the district. It would certainly enhance the opportunities of the disadvantaged or poverty segments of the district. Revenue projections, however, indicate that new ways of financing must be found or implemented before such a move can be taken.

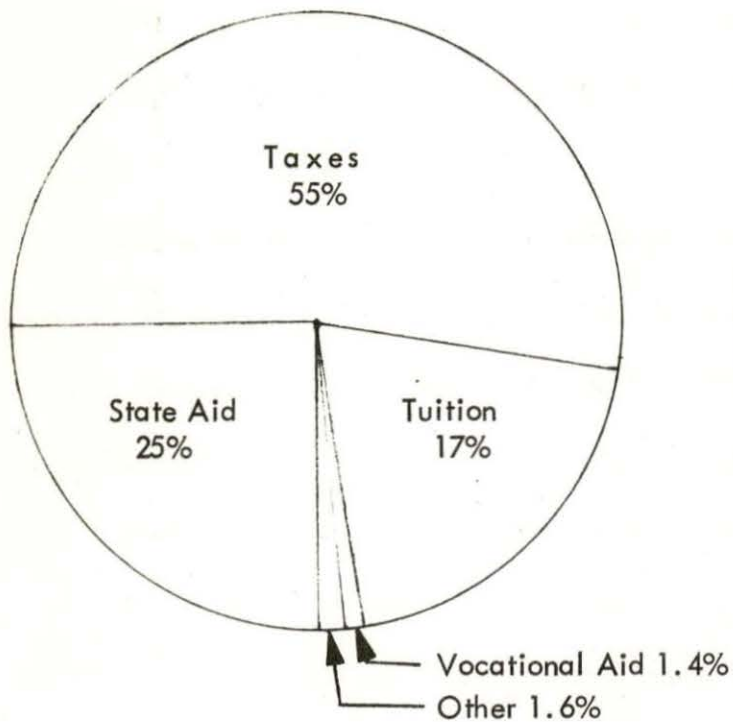
4. OTHER SOURCES

Other sources of revenue account for approximately 3% of the total revenue for operation of the college. These include vocational reimbursement for equipment

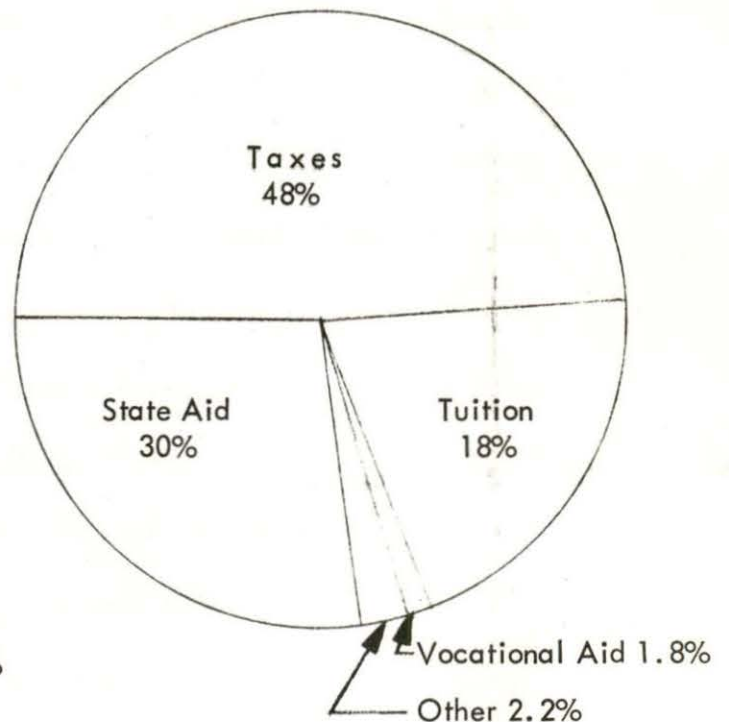
and salaries, interest on investments, and other gifts and grants from Federal, State, and local sources.

The charts below indicate the various sources of revenue of the College in Fiscal 1967-68 and 1968-69, and the percentage of total income each represents:

1967-68



1968-69



Assuming that the State Equalized Valuation increases at 6% per year, and the rates of state aid and tuition remain the same, Chart B represents total income anticipated through 1974-75 Fiscal Year.

EXPENSES

Because of Oakland Community College's unique instructional systems approach, a higher percentage of college expenditures has been allocated to equipment and supplies than in traditional approaches. Whereas in traditional systems, approximately 50% of operating costs are allocated to instructional salaries, at Oakland Community College this figure is approximately 43%. Initial outlay has caused this skewing of expenditures, and, of course, as the institution becomes fully equipped, less will be required to replace and maintain the equipment than was needed for start up. This factor, however, has tended to increase the overall costs of Oakland Community College in its initial years.

Another unique feature of Oakland Community College's expenditure pattern is brought about by its multi-campus complex. A cost efficiency has not yet been achieved equivalent to other institutions which have all their facilities and classes located on one campus. Each of the three campuses, in an endeavor to become unique and somewhat autonomous, has developed its own administrative and physical plant staff. It would certainly be more efficient to operate one campus with 5000 to 6000 students, with only one group of non-instructional functions, than to maintain three. In addition, decentralization of many college services has recently been underway. Many of the functions which could be handled centrally at less cost, are either planned to move or in the process of moving to the campuses. Acceptance of the philosophy and implementation of the multi-campus operation, however, precludes any further speculation on this matter. Yet, with this burden, the cost of operation has not been unreasonable and, as the enrollment at each campus increases, the cost per Full-Time Equated

Student shows signs of reducing to a more normal and traditional average.

Chart C indicates the total cost of operation through the first three full years of operation and the cost as projected for the next 7 years. This chart assumes that the three campuses will attain the capacities as indicated by Chart A, and that the fourth campus at Madison Heights will open with a small enrollment in September, 1969.

Chart D indicates a projection of costs per Full-Time Equated Student by location during the Fiscal years 1969, 1970, and 1971⁴. It is significant to note that as enrollment increases, the total cost per Full-Time Equated Student will be reduced, and that new campuses with small enrollment are considerably higher in cost than larger, more mature campuses. Highland Lakes currently houses most of the technological programs of the college. These include all health related, engineering related, and a few business related programs. These programs, which are quite expensive to operate with small enrollment, have caused the cost per Full-Time Equated Student at this location to be out of line with the other campuses. As this campus matures, the costs will be reduced due to increased efficiency and reduction of services proved over time to be unnecessary or of no value to the instructional program. The increase in cost per Full-Time Equated Student projected for Auburn Hills in 1970-71 is caused by the addition of many technology programs during that year. It is planned to move these from Highland Lakes when the new Vocational Technical Building is available at Auburn Hills. Total costs at the Central Administrative Office will increase only slightly and will be spread over many more students; thus, the cost per Full-Time Equated Student at this location will reduce sharply.

Chart E compares the total revenue and the expenditure projections of Oakland Community College. It indicates that, if current revenue rates are maintained,

⁴ Chart A shows only Full-Time Equated Students for Fall term. The Full-Time Equated Students indicated here is the total for the full year.

and expenditures increase as estimated, the College will run into financial difficulty in approximately 1969/70.

Again, as in the Plant Fund discussion, certain alternatives are available to the Board of Trustees of the College, and other conditions could develop which would significantly improve the financial picture:

1. Tuition could be increased, but this would make tuition rates out of line with neighboring colleges and place a heavy financial burden on the student.
2. An additional levy can be sought from the taxpayers. One mill currently generates approximately \$3,000,000 in revenue and this will increase as the State Equalized Valuation increases to as much as \$4,600,000 in 1975.
3. Since 1965, the state aid formula has provided increasing assistance for student enrollments. In 1965, the figure was \$275 per Full-Time Equated Student; in 1966 and 1967, the amount was \$325 for each transfer student and \$350 for each technical student. In 1968, the recommended rate is \$357 and \$425. There is good reason to believe that this figure will continue to rise to as much as \$600 or approximately 50% of the cost per Full-Time Equated Student.
4. New sources of revenue must be investigated. These could include local, state, and federal agencies and local business and commercial organizations.
5. The college could delay opening facilities at its new location in Madison Heights. The enrollment projections and building capacities, as detailed in Chart A, indicate that there will be capacity at the other campuses to absorb

the entire enrollment for a few years without building additional facilities at Madison Heights. The opening of this campus could be delayed until the enrollment projections increase enough to permit operation of that campus at a more efficient level, or until other sources of revenue are available to finance its operation.

The Board of Trustees of Oakland Community College are vividly aware of the alternatives as presented herein. They are clear as to the action which can be taken to assure that the college operates on a sound financial basis.

SECTION H

PERSONNEL

INTRODUCTION

The report of the Oakland Community College Self-Study Committee on personnel consists of a quantitative analysis of the personnel data and a review of personnel policies and practices of the College.

PERSONNELI. OBJECTIVES

The analysis was made within the perspective that Oakland Community College exists to facilitate student learning. To accomplish this, the College is committed to combining the best of one-to-one teaching with the benefits of instructional technology. The key to the success of the learner-centered, Instructional Systems Approach at Oakland Community College is competent, committed, creative personnel. The primary function of these people is to develop effective self-instructional sequences and to implement the instructional program with continual assessment for its improvement. This requires attracting these people to the College, developing their professional abilities, and retaining these individuals as part of the College.

The basic challenge facing Oakland Community College, to quote the March, 1968 North Central Association examiner's report, is "to develop local Campuses into vital education communities." The faculty members and administrators are the key to this development along with the personnel and academic policies they evolve.

II. FINDINGSA. Strengths and Weaknesses

A schedule of information on Oakland Community College personnel was developed which included name, title, Campus, highest degree, age, years at Oakland Community College, years of previous college experience, years of other educational experience, years of

business experience, and position prior to joining Oakland Community College. This is summarized in Addendum 1* of the appendix.

In Addendum 2** there is summarized the number of personnel each of the three College years by Campus and position (administration, instruction, and staff).

In Addendum 3*** is a summary of salary schedules and average salaries; addendum 4**** is a tabulation of fringe benefits to Oakland Community College contractual personnel.

B. Analysis of Strengths and Weaknesses

Discussion of personnel data is organized under the following headings:

- Number of personnel (1965 - 1968)
- Degrees, age and experience
- Salaries and fringe benefits
- Employment procedures and evaluation
- Retention of personnel
- In-service education
- Faculty association

1. Number of Personnel

The growth in number of Oakland Community College personnel has been rapid. The College was authorized in 1964 and hired its first faculty for the 1965-1966 school year, for the two Campuses of Auburn Hills and Highland Lakes. Of the 166 faculty (including counselors and librarians) hired that year, 101 or nearly two-thirds were hired at the associate instructor level. There were thirty instructors, twenty-six assistant professors, eight associate professors, and one

* See Appendix H - Addendum 1
** See Appendix H - Addendum 2
*** See Appendix H - Addendum 3
**** See Appendix H - Addendum 4

at the professor rank.

For the second College year (1966-1967) the number of associate instructors was reduced by over one-half to forty-nine, with the total number of faculty remaining about the same, 170. The other large change came at the instructor level with an increase to eighty-two; there were thirty-seven at assistant professor level, sixteen at associate professor level, and none at the professor level.

The third year (1967-1968) the faculty total remained about the same level, at 183, even with the opening of Orchard Ridge as the third Campus. But the number of associate instructors again dropped by about one-half to thirty-one. Again there was no one given the rank of professor and almost the same number at associate professor rank (seventeen). The increase came at the assistant professor level (sixty); instructors dropped to seventy-two.

With the number of faculty about level for each of the three years, the growth in number of personnel (378 to 524 from 1966-1967 to 1967-1968) occurred in the number of administrators and the number of classified personnel.

The recruiting of a staff of this size in such a short time is a significant accomplishment. A close look needs to be taken at the distribution of personnel within the administration and faculty. The trend in reducing the associate instructors by one-half each year should continue. An increase in the number of faculty rather than the levelled effect of the first three years would be anticipated, along with a reduction in the number of administrators from the present level (more than one for each three faculty). Greater emphasis should be placed on strengthening the faculty at the associate professor rank and recruiting people for or promoting to the professor rank. With the 1968 reorganization and the trend toward decentralization and more Campus autonomy, the ratio of number of employees at the Central Office to the total would be expected to decrease.

2. Degrees, Age, and Experience

Division Chairmen, although presently classified as administration, are so closely related to the development of self-instructional materials, implementing the instructional program, and revising it as a result of feedback, that they are included with faculty in this analysis. During 1967-1968 there were seventeen Division Chairmen and 183 faculty. Of these taken together, 3% have Ph.D. degrees, 72% have master's degrees and 25% have bachelor's degrees. Among the forty-five administrators, 15% had doctor's degrees, and 75% master's degrees. The high number of those without master's degrees is due in part to hiring people with equivalent experience in technical fields, but is accounted

for mainly by the number of associate instructors (which has dropped about 50% annually the last two years). A more definite program to assist these people to obtain their master's degrees and receive promotion to instructor level would seem desirable. Also study should be given to the number of graduate and undergraduate hours a faculty member or Division Chairman has in his subject matter discipline. Consideration should also be given to encouraging College personnel to obtain a degree or diploma beyond the master's degree, but not the traditional research Ph.D. degree. Perhaps a post-master's program could be encouraged like the Candidate for Philosophy degree now proposed at the University of California.

The average age of Division Chairmen and faculty is 35.5 with a range of sixty-nine to twenty-two. Among administrators the average age is 38.5 with a range of fifty-four to twenty-seven. This large range of age is found in each faculty rank as well. The median age of faculty by rank: associate professor, assistant professor, instructor, associate instructor is thirty-seven, thirty-seven, twenty-eight, twenty-seven; the median age for Division Chairmen is thirty-one and for administrators is thirty-nine. The number of more mature personnel at each level (except Division Chairmen) is a strength for such a young College.

The wealth of experience represented in the College personnel is a strength. A weakness is the lack of previous college experience by most personnel. Administrators came to Oakland Community College about equally from three sources: high school positions, college positions, and business or other positions. About one-half of the Division Chairmen came from high school positions; their median years of college experience is zero, a definite weakness. About half of the faculty came from high school positions except those at associate professor level where about half came from college positions, and this group had a median of five years of college experience. The median of previous college experience for administrators is one year.

The two groups with the most Oakland Community College experience were the associate instructors and the Division Chairmen, about two years each (which, for over half of these, represented their only college experience). Policy should be reviewed toward recruiting people with college teaching experience to develop the self-instructional materials and assess the needs for improving programs through analysis of feedback information as they are implemented. Also called for is a close look at college experience requirements for those appointed as Division Chairmen, and, for present Division Chairmen, the assignment of teaching duties along with course development work.

3. Salaries and Fringe Benefits

The salary schedule for administrators is a strong point of the College.

The rapid changes in salaries for faculty members of other community colleges has reduced the Oakland Community College faculty salary schedule from one that was a very strong point to one that needs revision to compete internally as well as externally. If the College desires to retain competent faculty, especially at the upper levels (and recruit people for the professor rank where the College presently has none of its 183 faculty appointed), significant changes in salary schedule must be made. Presently discussions are taking place to bring this about. As a North Central examiner's report pointed out, "While the salary schedule projected is very good, the actual money being paid is not outstanding."

The median salary for the forty-five administrators is \$12,500 with a high of \$27,000 and a low of \$8,700. The median salaries for Division Chairmen, associate professors, assistant professors, instructors and associate instructors is \$13,500; \$11,550; \$9,800; \$8,000; \$6,800. Again a comparison of the seventeen Division Chairmen with the seventeen associate professors shows the latter with more college experience, graduate work and advanced degrees, and maturity but a lower median salary by nearly \$2,000. The institutional pressure would seem to be for personnel to move when possible from faculty rank to Division Chairman or an administrative post.

Another personnel policy that needs review is the ten-month and twelve-month contract situation. While 74% of Oakland Community College personnel work twelve months of the year, only 20% of the faculty have twelve-month contracts (seven of seventeen associate professors, fifteen of sixty assistant professors, nine of seventy-two instructors, and four of thirty-one associate instructors). Nearly all these thirty-six faculty members joined the College in 1965. A less discriminatory policy needs to be developed.

One of the strongest features of the College is its personal benefit program for contractual personnel. The twenty categories are: holidays, vacations, sick leave, jury duty, bereavement leave, maternity leave, military leave, life insurance, hospitalization, major medical insurance, dental care, sickness and accident insurance, long term disability, social security, TIAA - CREF retirement plan, Michigan Public School Retirement Fund, workmen's compensation, tuition waiver, library privileges, employee liability coverage. The amount of the benefit and the portion paid by the College is given in an addendum in the appendix of this report. Two areas need review: increasing the portion of the benefits paid by the College and increasing the benefits to faculty in the upper ranks to a par with those for Division Chairmen and administrators.

4. Employment and Evaluation

Professional personnel find their way to the College by personal referral, advertising or specialized recruiting contact. Prospective employees are

reviewed by any of the following: President, Vice-President, Personnel Director, the Provosts, Deans of Instruction, or Divisional Chairmen. In view of the mission of the College, including the need to serve those who are culturally deprived, attention must be given to providing employment opportunities for individuals with a wide range of backgrounds. Periodic meetings or workshops reviewing the personnel procedures in this area would appear beneficial to those administrators involved in selecting personnel for the College. Faculty should be given responsibility for initial contacts and recommendation for hiring of faculty in specific subject matter disciplines.

The College has a detailed evaluation form based on job descriptions which is administered by at least two people twice each contract year. The strength of this program needs to be augmented by bringing faculty more completely into this process by asking group coordinators to make the evaluation of faculty within an expanded group (with small groups merged to form functional groups with a minimum of four faculty) and by asking each person evaluated to write a summary twice a year of his professional, scholarly, and community activities. The latter would tend to reduce the polarization between the "we" and "they" of administration and faculty, and encourage more professional growth through self evaluation.

Much of the promotion has been from within, but in these early years the trend seems to be promotion to administration rather than to higher ranks of faculty. This situation needs careful review.

5. Retention of Personnel

This is an area which deserves continued study and recommendations for improvement. The community college field is a mobile one. Yet continuity in academic leadership and in the development of self-instructional materials as well as improving instructional effectiveness is crucial to the success of the Oakland Community College experiment. As the North Central examiner's report of March, 1968 pointed out, "It is not clear yet that the faculty is stabilized. . . . the loss of 118 faculty members in two years on a faculty that is in the beginning of its third year indicates considerable instability." In a detailed study of 137 separations from the College between September, 1965 and September, 1967 reasons for leaving are indicated: graduate study, better position, personal and health reasons. Only seven indicated strong dissatisfactions. Several individuals (including three Vice-Presidents) took major positions in higher education elsewhere. The reasons for leaving are secondary; the primary consideration is building the desired continuity and cohesiveness of an able team of educators to achieve the unique educational mission of Oakland Community College. With nearly a third of the faculty not returning each of the first two years, measures

must be taken to change this pattern. Attention should be focused on recruiting master teachers at the top faculty ranks and providing them with the incentives for long tenure and conditions producing high morale with creative productivity. College experience, depth in subject matter disciplines for control of basic concepts, and maturity should be given high priority with commensurate compensation to attract and retain the faculty needed at Oakland Community College. It should be pointed out that fifty-eight faculty members are completing three years of probationary status and are being recommended for five-year contracts.

6. In-Service Education

An in-service training program beginning has been initiated on each of the three Campuses, as summarized in a January, 1968 memorandum to President Tirrell by Vice-President Harlacher. But a great deal more needs to be accomplished in this area. The intensity of a Systems - Approach orientation and workshop at the opening of the College in 1965 has not been maintained. The College should assume responsibility for bringing each member of the educational team at Oakland Community College to a minimum level or proficiency in the Systems Approach of instructional design. Suggestions offered range from workshops during the year to an internally generated graduate program in instructional technology required of all personnel to twelve-month contracts for all personnel with blocks of time in May - June or July - August allocated to professional growth, and development of self-instructional learning sequences with the aid of specialists in the subject matter disciplines, media, evaluation and learning theory.

Continued study and policy development should be conducted with a view to encouraging graduate study and professional development outside the College. The Division Chairmen were polled to determine the number of present faculty doing graduate study. The results show that all of the thirty-one associate instructors are actively pursuing their master's degrees, while only twenty-three others among the 200 faculty and Division Chairmen were working on advanced degrees or taking graduate courses. Some measures to ensure continued growth and vitality among these key personnel must be taken, especially in view of the innovative character of the Oakland Community College task. This could be built into the evaluation process for salary review and promotion in rank.

7. Faculty Association

The Oakland Community College Faculty Association negotiates with the College administration and Board of Trustees for salaries and working conditions for the faculty, including librarians and counselors. Currently, negotiations are under way for modifications of the existing contract.

Many of the items included in this committee report are now under discussion.

The strength of this process comes through face-to-face discussions of specific matters of mutual concern. The danger to be avoided is the extreme polarization that can develop if "labor-management" negotiations materialize. In the attempt to avoid this and also to satisfy the desire of the faculty to participate as co-professionals in the governance of the College, an academic senate should be created with membership open to all contract personnel and powers delegated to it in matters of academic policy.

The strength of the Faculty Association must not be reduced but the scope of issues it considers may change as the effectiveness of the Academic Senate develops. Along with this, consideration is being given to a grievance procedure, a clearly specified process with binding terms applying to both parties.

III. RECOMMENDATIONS

- A. Develop a faculty manual with summaries of personnel policies keyed to the larger, excellently organized manual of policies and procedures. The manual should also include pertinent information relating to the Oakland Community College educational task and resources for developing self-instructional learning sequences and other matters in educational development, research, and instructional technology.
- B. Study the ten-month and twelve-month contracts with a view to a stronger and more uniform policy and the allocation of resources for the tasks necessary to create and improve the Oakland Community College self-instructional program.
- C. Design a recruiting program for faculty to attract master teachers who are specialists in their subject areas and committed to instructional innovation; this should be accompanied by efforts to develop and promote from within exceptional people for the associate and full professor rank.
- D. Increase salary and benefits to faculty in order to retain faculty; by making such things as insurance paid by the College, and making currently paid salaries (not just potential salaries on the schedule) comparable with that paid now to administrators of similar college experience, maturity and graduate hours in their discipline; especially should this be done in scaling up associate professors in salary and benefits, such as TIAA, to a level of Division Chairmen, and professors beyond Division Chairmen.
- E. Assist associate instructors in completing master's programs through released time and tuition grant policies conditioned on specified length of service

subsequently and promotion in rank; this will reduce to the minim non-master's degree faculty and permit elimination of the associate instructor level.

- F. Assign Division Chairmen teaching duties and course development projects so they gain direct College teaching experience, identify more with academic needs and less with institution pressure, and develop a subject matter specialty; for contract purposes they would still be part-time administrators and not eligible for Faculty Association membership, but participants with faculty in the Academic Senate; tenure of Division Chairmen should be limited to three to five years, thus assignment of faculty rank, academic discipline and membership in a functional group would be important in the transition to full-time faculty status at the end of the term as Chairman.
- G. Conduct a survey of College personnel's academic credits in a subject matter discipline to determine the amount of undergraduate and graduate hours in the area now being taught by the faculty members, information on breadth in cognate areas as well as depth of formal preparation in the teaching area would be helpful in determining needs for further course work or reassignment of teaching duties.
- H. Strengthen the semi-annual evaluation by asking each person to summarize in writing his own perception of his professional growth, to list his professional, scholarly, and community activities, and to indicate his recommendations for action; the formal evaluation instrument should be revised to include more categories than merely satisfactory or unsatisfactory, and greater emphasis placed on open-ended considerations.
- I. Hold annual conference on employment policies and procedures to insure allocation to personnel priorities throughout the College by those responsible for recruiting, interviewing, and selecting people for contract positions; as a part of the meeting, emphasis should be placed on recognizing opportunities for those of varying religious and racial backgrounds.
- J. Assume more responsibility for in-service education in instructional technology and Systems Approach with consideration given to a carefully-conceived, high-quality program in instructional design required of all Oakland Community College contract personnel; a cooperative program with graduate credit given by neighboring universities could be one option.
- K. Strengthen the policy for aid toward advanced degrees including payment of tuition and recognition in salary and rank advance; a new graduate program in a discipline beyond the master's degree but not a traditional Ph.D. program should be explored and promoted with universities in this area.
- L. Encourage more professional activity and community service through publications, speaking appearances, service projects, formal course work, participation in academic and professional organizations; recognition in both tangible

and non-tangible forms would be necessary to gain acceptance by faculty and administrators of the importance of these activities.

- M. Create an Academic Senate with membership including all contract personnel designed to promote an atmosphere of academic community, reduce the administration-faculty polarization trends, increase the "College" image and decrease the "K-12" patterns, improve the communication of educational purposes and mission of the College, and aid in the professional development of faculty and administrators by bringing them into full partnership in the academic governance of the institution.
- N. Continue this type of self-study in an ongoing process of feedback with annual reports to the Academic Senate designed to generate action for strengthening the College and promoting progress in the experiment that is Oakland Community College.

SECTION I

FACILITIES

FACILITIES

I. OBJECTIVES

The objectives of the Facilities Committee were expanded from the original "Status Study for Oakland Community College" of May 12, 1967.

The committee compiled a list of all of the existing physical facilities of the College including the operational and maintenance standards and procedures for these facilities.

By means of a questionnaire and personal interviews, data was collected from students, faculty, and administration for the purpose of evaluating and adequacy of the existing facilities in light of satisfying the Oakland Community College instructional model. Based upon the data collected the committee made recommendations as to the strengths and weaknesses of currently existing facilities to further accommodate the instructional model.

Recommendations were made about the present facilities in light of the College plans for future remodeling and new facility projections.

A. Organization of the Study

The study was organized to utilize the individual members, in their most useful capacities and also to solicit the most useful information, in an effort to realistically evaluate the physical facilities of Oakland Community College.

A list of grounds and buildings was compiled on a Campus-by-Campus basis including the operational and maintenance standards and procedures.

A questionnaire was circulated to students, faculty, and administration through the Division Chairmen on each Campus. From the information gathered through this questionnaire, strengths and weaknesses of the existing College facilities were compiled. Through personal interviews conducted following the questionnaire, information was gathered regarding recommendations for improvement of the existing facilities. The future building and remodeling plans of the College were reviewed regarding the possible satisfaction of these recommendations.

II. FINDINGS

CHART OF EXISTING FACILITIES*

Campus	Acres	Total No. Campus Buildings	Total Building Sq. Ft.	Parking Lots		General Assembly			Small Assembly			Laboratories		
				No. Spaces	Acres	Sq.Ft.	No. Seats	No. Rooms	Sq.Ft.	No. Seats	No. Rooms	Sq.Ft.	No. Seats	No. Rooms
AUBURN HILLS	265.074	15	34,551	1,270	11,545	2,201	140	2	723	24	1	7,537	299	7
G.A. BEE ADMIN. CENTER	11,363	1	26,230	100	-----	-----	---	--	-----	---	--	-----	---	--
HIGHLAND LAKES	157,119	8	107,809	1,165	10,964	3,897	350	3	4,823	281	21	22,754	877	31
ORCHARD RIDGE	151,981	11	394,300	2,702	3,065	8,690	474	4	17,546	684	51	78,194	2386	50
SOUTH OAKLAND	75,973	None	None	None	None	None	None	--	None	None	--	None	None	--
TOTALS	661,510	35	562,890	5,237	53,159	13,484	864	7	23,101	989	73	108,485	4462	88

Campus	Offices	
	No. Rooms	Sq.Ft.
AUBURN HILLS	38	3,525
G. A. BEE	--	-----
HIGHLAND LAKES	75	11,651
ORCHARD RIDGE	113	17,229
SOUTH OAKLAND	--	-----
TOTALS	226	32,405

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Revised March 27, 1968

*See Appendix I-Addendum 1

PHYSICAL PLANT - OPERATIONAL STATISTICS 1967-68*

Campus	Number of Employees	Total Salaried	Total Operating Expense (Supplies)	Capital	Total Utilities(1)	Comments
Auburn Hills	15	\$ 90,977	\$ 38,950	\$ 2,805	\$ 17,500	
Highland Lakes	27	\$165,471	\$ 63,528	\$32,274	\$ 29,000	
Orchard Ridge	39	\$224,334	\$133,668	0	\$ 96,750	
Executive Central Office	13	\$ 83,120	\$ 51,309	\$ 5,689	\$ 22,000	Includes 5 skilled maintenance staff who service all buildings
	94	\$563,902	\$287,455	\$40,768	\$165,250	

(1) Included in total operating expense

*See Appendix I-Addendum 2

COLLEGE VEHICLES

	Tractors	Trucks	Vans	Automobiles	Cushman Trucks	Total
A. H.	1	0	2	2	0	5
C. O.	1	0	3	4	0	8
H. L.	2	2	1	2	0	7
O. R.	2	1	1	2	2	8
TOTAL	6	3	7	10	2	28

FUTURE EXPANSION

The College has already made provisions for future expansion. This is indicated by the original acreage at the three operating campuses. In addition, land has been purchased in Madison Heights, Michigan, for a fourth campus site. There are presently plans for development of this area.

NEW FACILITIES*

The long-range projections of the College indicate that by 1972, the Orchard Ridge Campus will be completed. This will include landscaping and the physical education building and grounds.

The Auburn Hills Campus should be completed by 1973, with library, laboratories, physical education, and technical instructional areas sufficient to accommodate in excess of 7,000 students.

Plans for the Highland Lakes Campus are for renovation of presently inadequate areas (ie. plumbing) with the addition of more laboratory space and temporary physical education facilities by 1973.

There are presently long-range plans for the Madison Heights (South Oakland) Campus. However, it is a recommendation of the facilities committee that this development be delayed until such time that the three operating campuses have more complete facilities.

*See Appendix I-Addendum 3

II. FINDINGS*

A. Strengths

1. The total acreage of each individual campus location is adequate for present and future development of total operational College physical facilities.
2. The geographic location of the campuses of Oakland Community College on or near interstate highways or main state highways makes it easily accessible to the student body of Oakland County.
3. The furniture and equipment owned by the College is new and most modern making for a pleasant learning atmosphere as well as being most adequate for the instructional and maintenance purposes intended.
4. Oakland Community College owns and maintains a fleet of twenty-eight vehicles for College use and maintenance of the buildings and grounds.
5. The College is presently utilizing eight local high school and public buildings of the county, thus expanding the facilities into the concept of a total county campus.
6. The Orchard Ridge Campus is currently in its initial year and the totally new buildings and equipment will soon be capable of accommodating 7,000 students.
7. The Auburn Hills Campus presently has three buildings under construction and by 1970 will be accommodating 7,000 students.
8. The general operation and maintenance of the total College facilities is carried on with effectiveness and thus presents a pleasing view to both the student and visitor.
9. The unique design of the buildings at Orchard Ridge provide for good space utilization and are functional to the accommodation of the instructional model.
10. The utilization of carrels allows the student to have an individual study area thus eliminating possible distractions.
11. The heating plants of the three campuses are adequate to provide efficient temperature control.

*See Appendix I-Addendum 4

12. The Audio Visual department of the College is most adequately stocked with equipment to satisfactorily accommodate the instructional program.
13. The College maintenance and operational standards are based on a refinement of the General Service Administration standards of the U. S.

B. Weaknesses

1. The College is presently using temporary facilities on two campuses which presents some problems in many areas, (ie. theater, automotive technology, drafting, and nursing).
2. There is inadequate storage a closet space on any of the campuses to aid the operational and maintenance areas.
3. There are acoustical problems in the laboratory areas where students study. The main problem seems to be excessive noise.
4. The present lighting on the grounds and in the parking lots is inadequate for maximum security and personal safety.
5. There are in some cases a complete lack of student and faculty lounge areas.
6. There is in all cases a complete lack of student and faculty recreation facilities.
7. There are no physical education buildings for indoor student activity thus forcing the program off campus.
8. There are presently no athletic facilities on any of the campuses.
9. The College security operations, although quite sophisticated, are inadequate due to lack of staffing.
10. There is inadequate secretarial office space provided for maximum efficiency.
11. There are presently no health facilities on any of the campuses.
12. The present cafeteria facilities are very inadequate, however, plans for improvement are being implemented. The hot food will be prepared at the Orchard Ridge Campus and catered to the other locations.
13. There is an inadequate number of chalkboard areas in small assembly and laboratory areas.

14. Qualified personnel is not available to staff the operations for the heating and cooling plants.
15. Blackout shades are needed in instructional areas on all three campuses.

III. RECOMMENDATIONS

The recommendations which follow are made on a priority basis and tend to range from immediate needs to long-range needs.

1. It is recommended that the College complete the needed facilities on each of the present campuses before engaging in the development of additional campuses.
2. It is recommended that the College adhere to the present "Long-range Capital Outlay Needs" by completing the projected building programs on schedule, with the exception of the Madison Heights Campus.
3. It is recommended that the College develop at least a minimal health facility on each campus.
4. It is recommended that the College develop outdoor facilities for physical education, student activities, and athletics on each campus.
5. It is recommended that the College develop indoor facilities for physical education, student activities, and athletics on each campus.
6. It is recommended that the College make follow-up studies to determine the cause of excessive noise in the study carrel and small assembly areas in an attempt to eliminate such noise.
7. It is recommended that the College make provisions to improve the cafeteria and student lounge facilities.
8. It is recommended that the College install blackout shades on windows, especially those to the south and west, in instructional areas to aid the use of projection equipment.
9. It is recommended that the College improve the lighting around campus buildings, on campus grounds, and in campus parking areas.
10. It is recommended that the College increase the number of chalkboards in the instructional areas of the buildings.
11. It is recommended that the College increase the size of the security staff to provide more adequate protection of College facilities.

SECTION J

RESEARCH

INTRODUCTION

There is a myth centering about the community college, its instructors, and research. Generally, the belief is that community college teachers only teach and have no interest in doing research, or that they rarely participate in research. Furthermore, one does not find much evidence which contradicts this widely held opinion.

In examining self-studies of colleges accepted for North Central candidacy, one does not find many paragraphs devoted to the description of research, either executed or planned.

We submit, therefore, that the following pages contain indications that, not only do our teachers "teach", but that there is broad spectrum interest in research activities which can help us to improve our instructional offerings.

The objectives of research at Oakland Community College have been set forth in the Status Study of May 12, 1967.

The following are listed as "areas of concern";

- a) Student
 - b) Curriculum and Program
 - c) Methods of Instruction
 - d) Faculty
 - e) Counseling
 - f) Media
 - g) Evaluation of Students
 - h) Facilities
 - i) Student Activities
-

RESEARCHI. OBJECTIVES

Research, in the community college, is often done in an unsystematic manner or performed on a sporadic basis.

Foremost in approaching research at Oakland Community College was the construction of the research strategy. The initial task in developing an overall strategy was the identification of those components of the College for which information would be helpful.

An approach to the development of such a strategy is shown in Appendix J - Addendum 1.

A strategy grid of this type provides a summary of the direction and scope of effort required or desired in each major field. Other major fields for such research activity include:

- Students
- Student Personnel
- Counseling
- Curriculum and Programs
- Media
- Faculty
- Facilities
- Method
- Student Evaluation

Appendix J - Addendum 2 illustrates a means of following the work on these specific research questions. Each project is given a number. The first three digits of which represent the budget code. The number following the decimal point is the Research Project number. For example, if 050 indicates the budget number for the Mathematics Department and this is the sixth project in that department, the project number would be 050.6.

A monthly summary sheet to evaluate progress is shown in Appendix J-Addendum III. This summarizes all ongoing projects. One column of the form identifies the project, one indicates the location of the research activity, another the course and faculty involved, and others show the beginning date and the anticipated project completion date.

In summary, there are three documents for the direction and cataloging of research:

1. A grid for stating research questions and the people involved.
2. A project summary sheet.
3. A monthly work summary record.

The college-wide committee accepts as its definition of research the following:

....."A scientific body of knowledge.....to determine just what teaching and other learning conditions to provide in order to produce desired aspects of learned behavior among young people who attend school."¹

II. FINDINGS

The Research Committee has taken upon itself the identification of the research activities presently under way or being contemplated on the three respective campuses. This section of the report deals with a listing of those projects. The evaluations of the progress of these research projects are to be found in the related sections of each of the campus reports.

¹An Introduction to Educational Research, Robert M. W. Traver, Macmillan Co., New York, 1964, pp. 5-7.

RESEARCH ACTIVITIES

at

AUBURN HILLS CAMPUS - OAKLAND COMMUNITY COLLEGE

I. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO STUDENT PERSONNEL:

- A. To determine the effect of "immersed counseling," required performance, and multiple activities on probationary student performance.
- B. To determine the nature, amount, and kind of student activities participation of honor students attending the Auburn Hills Campus.
- C. To determine student opinion as to the effectiveness of counseling on the Auburn Hills Campus.
- D. To determine the nature and kind of student activities students are interested in and would participate in on a regular basis.
- E. To establish the grade point average of the student government members and presidents of each student organization.
- F. To determine the number of multiple disciplinary contacts with students referred to the Dean of Students' Office for disciplinary action.
- G. To determine student opinion regarding required, optional, and no attendance in the General Orientation Class (GOR 010). To some degree, determine the effectiveness of General Orientation as to adjustment at Oakland Community College, Auburn Hills Campus.
- H. To develop rationale for regular scheduled meetings with students on probation.
- I. To determine if there is value of a pre-college orientation and advisement program.
- J. To establish a profile of the students attending the Auburn Hills Campus of Oakland Community College.
- K. To determine the reasons for withdrawals from college for the students who officially withdraw from the Auburn Hills Campus.

- L. To determine the reasons for withdrawals from college for the students who officially withdraw from the Auburn Hills Campus (future).
- M. To determine the enrollment statistics at the Auburn Hills Campus.
- N. To develop a history of enrollment in each course, and a division total of enrollment.
- O. To determine the grade point averages of student senators.
- P. To identify those students who faded away from college during the Fall, 1966 academic year and to establish the reasons for the students' fading away, or dropping out of college.
- Q. To determine the effectiveness of group counseling with first-semester probationary students.
- R. To determine the effectiveness of "intensive counseling" and counselor contact on 140 students that have attended Oakland Community College for more than one semester and in all probability should be dismissed.
- S. To determine the number of students on probation and the number receiving honors for the Fall Session, 1967.
- T. To determine (estimate) the number of students visiting a counselor's office during a typical week of college.

II. FOLLOWING IS A LIST OF RESEARCH THAT HAS BEEN CARRIED OUT IN THE DIVISION OF MATHEMATICS, PHYSICAL AND APPLIED SCIENCES:

- A. Exploration of affects of computer-assisted instruction in specific learning situations in mathematics.
- B. Can a high school student function successfully in Calculus I by using an auto-instructional package?
- C. Three sections of MAT 151 used a slightly different approach. One required neither. Comparisons were then made between grade distributions.
- D. Exploration of portable GE computer in connection with mathematics courses.
- E. Exploration of a multiple-path approach to MAT 151.
- F. Self-paced instruction in MAT 111 and 112.

- G. Required Learning Laboratory attendance in relation to self-paced instruction.
- H. Voluntary GAS attendance in MAT 113.
- I. Scheduled SAS's in relation to self-paced instruction.
- J. Comparison of Auburn Hills student achievement (experimental section MAT 113) with Highland Lakes student achievement.

FUTURE RESEARCH PLANS

- A. Exploration of Computer-Assisted Management of Learning (CAMOL) in MAT 161.
- B. Use of 1050 student station and computer-assisted testing, for testing purposes.
- C. Exploration of General Electric computer station for student use.
- D. Test item analysis, using computerized tests.
- E. Comparison scores of one section which did not use computer-scored examinations with others that did.
- F. Test item analysis.
- G. Administration of questionnaire to get "feed-back" from students on selected units of study.
- H. Administration of questionnaire to determine need for opening the campus on Saturdays.
- I. More experiments by students to experience "Scientific Method."
- J. Classify test items as to:
 - a. ability to recall and reorganize materials learned;
 - b. ability to solve problems, use skills learned to solve problems.
- K. Validate test items in computer.
- L. Use more "pathways to learning" (variety of media) and evaluate their effectiveness.

III. FOLLOWING IS AN EXAMPLE OF LEARNING RESOURCES CENTER (LIBRARY) RESEARCH ACTIVITIES:

- A. Questionnaire on service to the faculty - to determine weak points, ascertain what additional services should be provided and what, if any, services should be discontinued by Learning Resources Center.
- B. Questionnaire on service to the students - the effectiveness of existing services and what additional services may be desired.
- C. Investigate usage of central campus LRC - circulation-wise - to determine types and subject demands and by whom (student/faculty/administration).
- D. Repeat of A and B as a constant source of direction to meet LRC's obligation to students, faculty and administration.
- E. Compare usage of LRC with satellite libraries and media distribution centers to college libraries of the traditional instructional program.
- F. Offer a high impact, high intensity program to all Social Science students in an effort to increase student library involvement.
- G. Reaction Questionnaire for Social Science faculty regarding previously mentioned experiment.
- H. Reaction Questionnaire for students who received library information.

IV. FOLLOWING IS A DESCRIPTION OF THE RESEARCH ACTIVITIES OF THE DIVISION OF COMMUNICATIONS AND HUMANITIES:

- A. Learning Laboratory headcounts.
- B. Carrel Utilization Study.
- C. Student evaluations of faculty and course materials.

FUTURE RESEARCH PLANS

- A. A comparative study of a variety of Auburn Hills Sections of Freshman English. Comparison of various media.
- B. Match actual performance in English sequence with English Placement Test Results.

- C. Comparative study of Auburn Hills Sections in Freshmen English with Sections in Freshmen English at other campuses.
 - D. Headcounts in labs.
 - E. Carrel utilization.
 - F. Student evaluation of faculty.
 - G. Student evaluation of course materials.
 - H. Faculty evaluation of course materials.
 - I. Outside "expert" evaluation of course materials.
 - J. "G", "H", "I" for objectives.
 - K. Study of effectiveness of card games in teaching sentence sense, paragraph development and use of transitional devices.
 - L. Utilizing computer for teaching language mechanics and effectiveness thereof.
- V. FOLLOWING IS A LIST OF RESEARCH ACTIVITIES THAT HAVE BEEN CARRIED OUT IN THE DIVISION OF SOCIAL SCIENCES:
- A. The appeal to an additional sensory modality - does it increase learning?
 - B. Can students generate media?
 - C. Can students generate useable final examination and unit test items?
 - D. Personality characteristics of off-campus evening students.
 - E. Vocational interest patterns of off-campus evening students.
 - F. Student reaction to "open housing" legislation.
 - G. Inter-disciplinary GAS's - do they increase student achievement?
 - H. Use of an integrated programmed book in Introductory Psychology - does it aid student achievement?
 - I. Color of examination paper - does it make a difference?

- J. Difficult to easy - easy to difficult; does order of test item presentation make a difference?
- K. The motivational lecture - does it increase student achievement?
- L. Personalized, oral questioning - does noise level of room increase?

FUTURE RESEARCH PLANS

- A. 8mm. movie film vs. colored slides - which is more effective?
(Subject: Schedules of Reinforcement)
- B. What do students do in the Learning Labs?
- C. Personality traits of the underachiever.
- D. Correlation of Allport-Vernon Study of Values with a Social Science unit on values.

VI. FOLLOWING IS A LIST OF RESEARCH THAT HAS BEEN CARRIED OUT IN THE BUSINESS DIVISION. THIS DIVISION ALSO INCLUDES THE LAW ENFORCEMENT PROGRAM:

- A. A comparison between the grade spread in Law Enforcement courses offered in the traditional system and the learner-centered system with reference to additional media presented in both systems for added depth of material exposure to stimulated retention and recall.
- B. Mandatory SAS for students who fail a test.
- C. Achievement Test for Accounting Level 1.
- D. Orientation Test in Accounting.
- E. Grade comparison analysis of pre-service students and students engaged in full-time Law Enforcement.
- F. Ballistic comparison of a specified caliber (.45) and cartridge (.45 ACP) as related to standard of care (or misuse) as applied to the interior surface of a .45 ACP Government Automatic Pistol Barrel.
- G. Effect on learning utilizing two-hour GAS.
- H. Follow-up study of last year's graduates for publicity stories of successful OCC graduate.
- I. Analysis of variance of raw scores in BUS 101 on all three campuses.

RESEARCH ACTIVITIES

at

HIGHLAND LAKES CAMPUS - OAKLAND COMMUNITY COLLEGE

I. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO AUTOMOTIVE TECHNOLOGY:

- A. Experimental Procedural Operation Worksheets and Study Guides for AUT 102, 201 and 203 are being compared with a conventional study guide.
- B. Research on currently-available automotive training aids and educational materials is being performed to determine the effectiveness of media in specific situations.
- C. Accumulated research on evaluation devices used to further refine criterion test questions.
- D. Development and implementation of Course Evaluation Forms.
- E. Development and implementation of Specialized Records Forms to aid in data gathering for the overall Research and Development effort here.
- F. Development and utilization of specialized laboratory equipment, based upon the peculiar needs of the Oakland Community College system. This equipment is being developed on the basis of needs found by data gathering and evaluated on the basis of Terminal Performance Criteria.
- G. Experimental Instructional Program format development and implementation.

II. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO BIOLOGY:

- A. Researched the effectiveness of TAS (Teacher Advisory Session) in GSC 151. This was found to have no significant affect upon student performance.
- B. At present, the Biology Division is submitting proposals relating to the development of a multi-path course in General Biology 151 and 152.

III. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO THE BUSINESS DIVISION:

- A. Evaluation of Introduction to Business course package, to increase student performance by revision of course.
- B. Pre-post testing of Introduction to Business students, to determine efficiency of the course in altering student testing behavior.
- C. Evaluation of student reaction and performance in Business courses.
- D. In the future, the Business Division will attempt an evaluation of a complete self-pacing course in Introduction to Business.
- E. The division is constructing and evaluating, on a broad-spectrum basis, computer-based examinations.

IV. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO THE CHEMISTRY DIVISION:

- A. Is a science laboratory necessary for teaching Chemistry? A survey of college catalogs is being completed to determine how many schools offered General Chemistry without laboratory.
- B. A survey to determine the best choice for our sophomore Chemistry offering.
- C. Six programmed Litton Chemistry (specs. by Ruth Sandall) books - an evaluation as to the effectiveness of these books in our courses.
- D. Student evaluation of individual units of Chemistry 100 and Chemistry 151.
- E. Six sets of tapes illustrated by slides or filmstrips have been prepared and an instrument is being devised to evaluate their effectiveness.
- F. A game for teaching chemical formulas and valence using dice marked with chemical symbols has been developed. Is it effective?
- G. Adoption of TOPS (Transparent Overhead Projection Series) experiments as demonstrations for Chemistry lectures. Are they as effective in our courses as they are for others?
- H. Slide-illustrated tapes. Where is this an effective medium?
- I. Development of programmed instruction for building of organic molecules. Is this an effective medium for this particular learning task?

- J. Development of and testing the effectiveness of additional teaching games; e. g., organic nomenclature in a Lotto-type game.
- K. Development of three-dimensional models showing the shapes of electron clouds. Under what conditions is this an effective medium?

V. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO THE DENTAL DIVISION:

- A. The Dental Department at Highland Lakes is working with an experimental high school class taking a Dental Assisting Course. The object here is to determine if high school students can be trained and employed successfully.
- B. A follow-up study of "A" will be performed.

VI. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO THE DRAFTING DEPARTMENT:

- A. Programmed instruction texts are being evaluated.
- B. Objectives - are they realistic and being met?
- C. Drafting Standards Book - how can it be used in self-instruction?
- D. Drawing plates - where and how can they most efficiently be used?
- E. Single-concept films - what films fit our program?
- F. Multiple-concept films - are they efficient?
- G. Transparencies - how might this medium best be used in our program?
- H. Models - how do they effect the efficiency of a student?
- I. Evaluating the use of Jigs and Fixtures.
- J. In the future, the use of tapes will be evaluated and, hopefully, curriculum revisions and the addition of GAS's (lectures) will be evaluated upon the basis of accumulated data.

VII. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO THE ELECTRONICS DEPARTMENT:

- A. The Electronics Department is working with an experimental high school class in Electronics. Can high school students learn effectively in a self-instructional atmosphere?

- B. In the future, the Electronics Department at Highland Lakes plans to validate course objectives in relation to industrial real-world needs.

VIII. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO THE ENGLISH DEPARTMENT:

- A. Investigating evidence that composition can be taught with more objective evaluations.
- B. Conducting seminars in testing correlation of subjective grading of themes, within the division.
- C. Establishing a correlation of English Placement Test scores with final grades.
- D. In the future, the English Department at Highland Lakes plans to compare two groups as they learn the skills of composition - one with GAS and SAS, and the other with exclusive use of the lab and tutoring.

IX. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO THE LEARNING RESOURCES CENTER:

- A. Investigation of the possible use of optical coincidence systems (Royal-McBee Keydex) for retrieval of vertical file material.
- B. Exploration of the possible use of the 1440 Computer System at Orchard Ridge in the LRC acquisitions process.
- C. The possibility of producing our own book catalog is currently being explored.
- D. Mr. Art Lindner, Highland Lakes Audio Technician, is currently researching a series of tape recording facilities in the State of Michigan. His ultimate goal is to arrive at a recording facility which would serve as a model for all campuses.
- E. Mr. Lindner has already visited the University of Michigan and Wayne State University and observed their recording and broadcast facilities. His findings on studio sound conditioning have already led to alteration of the Highland Lakes installation.

X. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO THE MATHEMATICS DEPARTMENT:

- A. Changing of basic text material for MAT 101 and rewriting of much of the course, based upon impressionistic judgment and experiences of first year.

- B. Is a course (MAT 111) which is totally dependent upon a programmed text effective?
- C. Required Learning Lab attendance - does it increase student achievement?
- D. Exploring the use of a Programmed Text in MAT 114.
- E. Does frequency of testing affect student achievement in MAT 161?
- F. Required small assemblies versus optional or no small assemblies in MAT 171.
- G. Does compression of semester time affect student achievement in various math courses?
- H. Traditional vs. Systems Approach in MAT 112 - an inter-institutional comparison.
- I. Can students function successfully with fewer required GAS's?

FUTURE RESEARCH PLANS

- A. Exploration of computer-based examinations. Does this aid learning?
- B. Self-instructional vs. traditional in relationship to Math.
- C. Media - effectiveness.
- D. Programmed text vs. traditional text.

XI. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO THE NURSING DEPARTMENT:

- A. The Nursing Department has compared student performance at Oakland Community College with achievement on National League for Nursing Achievement Tests and State Board of Nursing results.
- B. At present, it is continuing the above. The department is attempting to evaluate the effectiveness of materials and methods of instruction.

FUTURE RESEARCH PLANS

- A. Evaluate graduates of the Nursing Program in the following areas - with relation to their achievement in the practice of their occupation:
 - 1. High school rank.
 - 2. Admission Test Scores.
 - 3. Grades and clinical performance at OCC.
 - 4. Achievement on National League for Nursing Achievement Test.
 - 5. Achievement on State Board of Nursing examinations.
 - 6. Performance at work following graduation at six months, one-year and two-year intervals.

XII. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO THE PHYSICAL EDUCATION AND RECREATION DEPARTMENT:

- A. Survey student opinions to determine definite activity combinations for PED 152, 153, 251, 252 courses.
- B. Survey of Recreational Professional Education

FUTURE RESEARCH PLANS

- A. Development and evaluation of new methods and media for teaching PED 172 (First Aid).
- B. Evaluation of recruitment procedures of top 10 junior colleges of Cross-Country Runners of 1967 season.
- C. Survey reasons for taking Physical Education at Highland Lakes.

XIII. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO THE PHYSICS DEPARTMENT:

- A. Student questionnaires on units compiled - evaluation and implications for course change proceeding.
- B. Student questionnaires on media compiled - evaluation and implications for course change proceeding.
- C. Exploring new methods in Physics laboratory instruction - a survey.
- D. Time consumption on units by students.
- E. Evaluating changes in courses made, based on collected data.
- F. Collecting data on new courses.

FUTURE RESEARCH PLANS

- A. The Physics Department plans to evaluate a programmed text in Mechanics.
- B. An item analysis of the Computer Test Bank.

XIV. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO THE STUDENT PERSONNEL:

- A. At Highland Lakes, the Dean of Students reports that a study was made of all students enrolled in the PREP Program. This involved determining the programs of students presently enrolled in a regular program, a follow-up on students who had left Oakland Community College after completion of the program, and determination of success of those students who transferred to another institution.

- B. At present, Student Personnel is involved in the following:
1. Counselors from the Highland Lakes Campus and Orchard Ridge Campus are participating in a group guidance in-service training program which may include sensitivity training.
 2. Counselors at the Highland Lakes Campus also are involved in studying those students who were placed in the category of Questionable Dismissals in an effort to determine their success or failure as a result of changing programs, meeting with a counselor on a weekly basis or limiting the number of hours of work or carrying fewer credit hours.

FUTURE RESEARCH PLANS

- A. In the area of developmental studies a research plan is being developed to obtain a profile on entering students both in the academic and social-economic areas. This will be used to provide a rationale for developmental studies other than the skills-oriented program.

XV. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO COUNSELING:

- A. From the records of 218 students, an expectancy chart was composed using the average of grades in secondary school English courses and the final grade in English I at OCC at the end of Winter Session, 1966.
- B. Follow-up interviews were conducted with students who had transferred to universities.
- C. Records of 678 students were reviewed at the end of Winter Session, 1966. Student needs were analyzed and several projects were proposed to assist the troubled ones.
- D. Counselor functions at nearby community colleges were surveyed.
- E. Patterns of student requests for course schedule adjustments were surveyed. Procedural modifications were recommended.
- F. Two methods being used to teach general orientation are being evaluated.

FUTURE RESEARCH PLANS

- A. Follow-up study of students.
- B. Systematic interviews of students attending universities.
- C. Systematic interviews of students who request complete withdrawal from the college.

RESEARCH ACTIVITIES

at

ORCHARD RIDGE CAMPUS - OAKLAND COMMUNITY COLLEGE

- I. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO STUDENT PERSONNEL:
 - A. The Testing Center - does it facilitate learning?
 - B. Do counselor-teachers increase student effectiveness?
 - C. Are counselor-teachers the most appropriate personnel for developmental programs?
 - D. Can counseling reduce attrition?
 - E. Follow-up studies of Orchard Ridge students.

- II. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO MATH, PHYSICAL AND APPLIED SCIENCES:
 - A. Experimentation with more effective use of faculty in terms of motivating students in GAS.
 - B. A self-rater which provides students with immediate feed-back in testing and review is being developed.
 - C. An experiment in the team approach is being tested:
 1. Personnel cooperation problems.
 2. Student identification with faculty member.
 3. Student attendance at GAS.
 - D. An audio tape coordinated with a film loop will be developed and tested.
 - E. Correlation studies will be performed between grades and final examination scores by campus and inter-campus studies will be made based on this feed-back to make recommendations for course revisions.

- III. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO COMMUNICATIONS AND HUMANITIES:
 - A. A re-evaluation and research into the basic methods of instruction and media.

- B. Can SAS students function independently of the instructor?
- C. Is composition taught more effectively through the use of literature?
- D. Exploring multiple-paths to learning.
- E. SRA Pacers vs. Craig Readers - is there a "most effective" device?
- F. The effectiveness of tapes in the Spanish SAS.
- G. Instructor-led SAS vs. student-centered SAS in ENG 152. Can passivity be reduced?
- H. Does success in ENG 151 and 152 correlate with success in ENG 251 and 252?
- I. Can students who do not take composition succeed in literature?

IV. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO BUSINESS AND SOCIAL SCIENCES:

- A. Inter-institutional comparisons of student achievement in SOC 151, POL 151 and BUS 101.
- B. Structured SAS's for academic low achievers.
- C. Does "real" evening block-scheduling assist appropriate learning?

V. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO LIFE AND HEALTH SCIENCES:

- A. Percentage of pass-fails in GSC 151 in relation to Statement(s) of Objectives, the test item(s), and the media used by the student to achieve the objective.
- B. Determine if student terminal performance, as indicated by semester grade, can be improved by directed study planning.

VI. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO COUNSELING:

- A. Self-ratings and self-GPA predictions in relation to ENG 052 - Discrepancy Study.

- B. Determination of how realistic OCC freshmen are in estimation of their own academic ability as measured by first-semester GPA:
 1. At the start of the course work.
 2. At the conclusion of one semester.
- C. Determination of whether significant differences occur with regard to sex, type of curriculum (transfer or terminal), and developmental course in which enrolled.

FUTURE RESEARCH PLANS

- A. Results of placement tests will be compared to grades actually earned in a course. New students will be asked to select a level of mathematics proficiency at which they wish to be measured (algebra, trigonometry, or calculus). Scores earned on placement tests will then be compared with grades earned at the conclusion of the Winter, 1968 Session.
- B. Use of voluntary group counseling experiences for students with poor academic records in the Fall semester (1.5 average or less) in an attrition abatement experiment.
- C. An English Placement Essay will be administered to one group of new students and graded by faculty in ENG 131. Their recommendation will determine in which English course students will be enrolled. A second group of students will be administered a standardized English Placement Test and "cut-scores" will be established to determine the students' enrollment in either ENG 052, 131 or 151.

VII. FOLLOWING ARE ITEMS OF RESEARCH RELATED TO TESTING:

- A. The Testing Center at Orchard Ridge is initiating a project to study the relationship of the stability of Strong Vocational Interest scores to academic success.
- B. Also being evaluated is the effectiveness of various standardized tests (English and Mathematics) as pre-placement measures.
- C. Examination of students' occupational interest patterns and their relationship to academic achievement.
- D. Can the Missouri College English Test and the Cooperative Mathematics Test be used as accurate placement measures?

- E. Assumption of campus-wide evaluative responsibility for all courses taught at Orchard Ridge. A centralized administration of tests will be made available for all students.

By examining the previously-described research activities, it seems obvious that Oakland Community College is extremely interested in experimentation which will aid the student. New approaches are tried - revised - refined. It appears that a good community college faculty can in addition to the teaching function carry on a program of basic research designed, as Traver states, "to enable the educator to determine just what teaching and other learning conditions should be provided in order to produce desired aspects of learned behavior among young people who attend school."

II. FINDINGS

A. Strengths

The research strategy of this or any other school should be supported and voiced by the chief executive officer, the President. The President of Oakland Community College has made it clear that research must be used to strengthen the learning process and at the same time he has left extraordinary latitude to the faculty for involvement and initiation of research projects.

The objectives for research at Oakland Community College have been spelled out in the preliminary Status Study. These objectives have been further refined in the Research Department of Oakland Community College.

It is obvious that there are major strengths in the research activities at Oakland Community College. It is difficult to find a North Central accredited community college with equivalent amounts of research activities geared toward the improvement of the instructional process. The information gathered, thus far, indicates that there has been an extraordinary amount of faculty involvement in research activity.

Faculty are not coerced in any manner to initiate or participate in research. Whatever has been done is the result of personal interest on the part of faculty members.

The administrative attitude is supportive of research and simultaneously does not demand it. The administration utilizes research results in an effort to improve instructional offerings.

Research activity exists with the idea of improving the instructional process.

Other major strengths follow:

1. Extraordinary faculty receptivity to research.
2. Unusual faculty involvement, initiation and participation in research.

3. The existence of a longitudinal research strategy.
4. The existence of a central office researcher who is available for consultation, data treatment, and in-service training.
5. That there is any research effort designated at all.
6. The overall philosophy of the college--a commitment to development of a system; this demands a feed-back network wherein data are analyzed to yield the most efficacious revision to promote learning.
7. The presence of three campuses within the college enables a common framework of educational specifications.
8. A major strength is the on-going questioning of students regarding their attitudes toward all areas of the Oakland Community College system. The administration of Student Reaction Questionnaires is an on-going process. Results are utilized constantly in an effort to better meet student needs.

Strengths of Computerized Tests offered through the Office of Evaluation:

1. Computerized testing at Oakland Community College has the potential of being the cornerstone of instructional research. At the present time the following services are available:
 - a. Diagnostic Testing:
 - (1) Weak or strong areas of specific courses.
 - (2) Weak or strong areas of individual students.
 - b. Placement tests for English Department.
 - c. Pre-Post testing for diagnostic purposes.
 - d. Achievement Testing:
 - (1) Unit
 - (2) Mid-Terms
 - (3) Finals

- e. Self-pacing through testing.
- f. Credit by examination.
- g. Course revision based upon specific feed-back.
- h. Media evaluation through Pre-Post testing.
- i. Multiple-tracked testing for branched programs.
- j. CAT - Course Assisted Testing.
- k. CAI - Course Assisted Instruction.

B. Weaknesses

1. The research function has been assigned to a central office which was powerless to gather data and whose functions were regarded with suspicion by faculty.
2. Some of the research functions of the college, those commonly known as institutional research, have, through necessity, become a function of the Office of Admissions, which is the primary data-collecting point.
3. The on-going studies established by the Office of Research are wholly dependent upon the data-gathering capacities and data-manipulation of the Oakland Community College Computer System. These studies are sufficiently complex and innovative that the process of programming has been slow in coming and slow in development, once started.
4. There is not a sufficient sharing of data between the central Research Office and all other data-gathering offices.
5. All faculty involved in research do not follow a uniform mode of reporting in keeping with generally-accepted educational research methodology.
6. In a system where a common set of criterion test questions are essential to the proper operation of all course offerings, the tendency of many faculty members to arrogate to themselves the authority to determine criterion questions is detrimental to the entire operation. A means of improving such faculty is essential to the operation of the system.
7. The system approach requires that pilot studies be done in order that revisions may be made before implementation of ANY activity occurs. In an effort to achieve instant success, this college has studiously ignored this need for careful pilot operations.

8. Promulgation of results of studies by faculty members to other faculty members.
9. Campus resistance to changing textbooks for experimental purposes. Although a book may be changed after three years, the change must be ipso facto based upon impressionistic conclusions in the absence of any accumulated raw data.
10. In virtually every instance, faculty on the individual campus has initiated and carried out the described research project without any direction from the Central Office. We perceive this as a major weakness. There should be a copy of every research project located in a central location. The Research Director at the Central Office is available for consultation and in-service training, but the individual campuses have made very little use of this valuable resource. Then, too, the Director of Research occupies a staff position which means that he may or may not be able to influence an overall research strategy implementation.
11. Absence of well-defined Administrative Regulations and Procedures to implement standard examinations and the absence of well-defined channels of feed-back to utilize data for course revision and development.
12. Continuing mechanical difficulties in scoring of tests:
 - a. Errors in Data Processing.
 - b. Proofreading errors in Office of Evaluation.
 - c. Student and faculty errors in administration of tests.
13. This report reflects the idea that a North Central Self-Study Committee was required in order to bring forth all Oakland Community College research projects.
14. More - not less - Central Office supervision is essential.
15. No ongoing annual community studies.

III. RECOMMENDATIONS

- A. That there be clear and open avenues of sharing between ALL data-gathering offices within the college.
- B. That the computer operations of the college be expanded so as to channel effort more into research than has previously been the case.
- C. That the Central Office Research Department have greater authority in relation to campus personnel regarding the cataloging of research projects.
- D. That all faculty involved in research activities keep the Central Office informed of their work through the campus Dean of Instruction.
- E. That there be systematic annual ongoing community studies whose results are made known throughout the school.
- F. That there be centrally-located gathering points from which all studies and accompanying materials are promulgated on a quarterly basis.
- G. That there should be well-defined Administrative Regulations and Procedures specifying the purposes, goals, uses and requirements of computer-based examinations.
- H. That there be an increase of in-service training of faculty, to promote the utilization of test data as a basis for course R & D.
- I. That a concerted selling job be done to cause the faculty to understand that computer-based examinations are simply a more efficient version of the old, well-established and generally-accepted departmental examinations.
- J. That a means of faculty self-policing to eliminate the weak faculty members and promote the strong be demanded of the faculty organization. Sanctions for enforcement are to be a portion of this proposal.
- K. That there should be well-defined Administrative Procedures and Regulations causing the establishment of a system for pilot studies in all phases of the college.
- L. That should the college persist in having an Office of Research, such office should have a forceful role in causing needed alteration within courses and operational procedures within the college.
- M. That all faculty involved in research follow a uniform mode of reporting that is in keeping with generally-accepted educational research methodology.