



AUBURN HILLS CAMPUS

SELF STUDY

Volume III

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of Colleges and Secondary Schools

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PREFACE

The Auburn Hills Campus of Oakland Community College was opened for students in September 1965 on a 257 acre, former Nike missile site. Transfer students are able to pursue the first two years of a curriculum leading to the baccalaureate degree in Business Administration, Education, Engineering, Pre-Professional, Liberal Arts, Science and Mathematics. While working on accreditation, arrangements have been made with leading colleges and universities for the transfer of credits earned at the Auburn Hills Campus. Students interested in one or two-year programs are able to choose from careers in Secretarial Science, Accounting, Marketing, Law Enforcement and Landscaping. This past academic year (1966-67), 83 courses were offered during the Fall Session, 93 during the Winter Session and 42 during the Spring Session. Art and Music were offered on the Auburn Hills Campus for the first time.

Since we are an open door, comprehensive community college, it is necessary that we provide courses organized to assist the learner with limited past success in academic achievement. A counselor reviews the student's high school transcript and admission tests and if he ranks below the 30th percentile, the student will be placed in the developmental program.

The Auburn Hills Campus has operated with limited facilities since its opening. However, the decision was made to provide, as soon as possible, needed educational opportunities for the District. We have done well with insta-buildings but welcome the sight of the permanent facilities (Phase I) now under construction.

The faculty and staff of the Auburn Hills Campus are a dedicated and hard working group. This study is evidence of their work and the enormous task they have undertaken to put down, in writing, the terminal performance skills for students to achieve in every course in the curriculum and the intermediate performance skills that it will take to attain these larger goals. They have also worked hard to program and provide back-up media for the many courses in the curriculum. They are constantly seeking ways to revise and develop their courses.

The values gained by a self-study are too numerous to completely detail as so many things come to mind. However, it brings to mind the dynamics of higher education and how an institution must be in constant evaluation to meet changing needs. It is anticipated that the self-study will reinforce our determination to make the Auburn Hills Campus of Oakland Community College an institution built for the growth and development of students and service-oriented to its constituency. The self-study has already helped us identify and wrestle with some of our problems as we see from this growth and development. We hope to take full advantage of the picture of our institution that the self-study provides.

VAUGHN WHITED

Provost

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SECTION A

PHILOSOPHY AND PURPOSES

PHILOSOPHY AND PURPOSES

I. OBJECTIVES

The Auburn Hills Campus, like the College as a whole, will meet the occupational and post-high school educational needs of all members of the community who can benefit from such opportunities. These opportunities will provide for a wide range of abilities, interests, and needs. All courses and programs will be governed by a learner-centered instructional systems approach.

The general objectives of the College are shared by the Campus and are the following.

1. The College will identify the significant occupational and cultural needs of the community and its members.
2. The College will assess its capacity for meeting significant needs of the community and its members.
3. The College will effect learning by using systematically all of the human resources and technological developments available to the College.
4. The College will assist the learner to develop attitudes, skills, and knowledge that will be conducive to his achievement of a satisfying social and occupational life.
5. The College, by providing leadership and coordination, will stimulate members of the community to participate in the social, cultural, and intellectual development of the College District.

II. FINDINGS

This Campus carries out all the objectives of the College with the exception of community services which is a function of the Central Office. The main objectives of the College are being fulfilled by offering the following programs.

1. Transfer Program. Two-year programs are offered in education, engineering, liberal arts, and science.
2. Career Program. Two-year career programs are offered in accounting, executive secretary, landscape technology, law enforcement, and retailing. A one-year program is offered in stenography.
3. General Education. Courses are offered which enable the student to broaden his interests and to increase his understanding of himself and his environment.
4. Developmental Program. Developmental courses are offered in English composition, reading improvement, and mathematics.
5. Counseling and Guidance. Students are assisted through academic counseling and vocational guidance in understanding their aptitudes and capabilities, and in defining realistic educational objectives.

A. Strengths

The strengths of the Auburn Hills Campus in carrying out the philosophy and purposes of the College are based on the student-centered emphasis which prevails. This is especially evident in the implementation of the learner-centered instructional systems approach. For each course which is offered, the faculty determined terminal performance specifications (TPS), as well as the interim performance specifications (IPS) needed to satisfy the TPS's. All of these objectives were written in behavioral terms. Criterion questions were prepared to determine whether students are able to satisfy each objective. Specific learning steps were indicated to correspond with each of the performance specifications. For each of the learning steps appropriate media were selected for use by the student. Media ranged from mimeographed essays with study questions to audio-tapes, integrated text readings, test-books, journals, magazine and newspaper

articles, visual displays, 8-mm single-concept films, film strips and 33-mm slides, laboratory experimental set-ups and, of course, programmed texts. Materials are so constructed or selected to allow for active response by the learner and provide immediate feedback to him.

The students are provided with a study guide or checklist for each unit of a course. This checklist makes the learner aware of the sequence of instruction he should follow. This instructional approach centers around self-study in a learning laboratory with one group meeting (general assembly session) a week; and voluntary student-faculty contact in one-to-one or small group relationships. Most courses utilize small assembly sessions involving the instructor and a few students.

Another area of strength on this Campus is the flexibility and innovation shown in educational methods. Plans are currently being made for Auburn Hills to become active in computer-assisted instruction. This will involve utilizing ten-student computer stations as another medium in our instructional system. These computer facilities will not only be used for instruction, but will also be used for testing, certain aspects of academic advising, and for educational experimentation.

B. Weaknesses

1. A major weakness arises from the limited and temporary facilities on this Campus which restrict some of the courses that can be offered, particularly in the sciences and career programs. However, in addition to the progress being made in our extensive new Campus building program, our immediate facilities expansion includes a new Learning

Resources Center prefab, a physical education facility, expanded cafeteria facilities, an area that will allow us to offer art courses, and a separate facility for faculty use.

2. Although, many courses are identified as general education courses, there are too few courses that have been developed specifically as general education courses.
3. A dozen courses are identified as developmental courses. Students who are identified as in need of developmental work are enrolled in these courses. However, there is need for more developmental courses and for a more extensively defined developmental program.
4. No extensive survey to further determine the educational needs of our community has yet been made.
5. There are not enough effective means for gathering corrective feedback to make refinements and adjustments in our instructional model.
6. Not enough alternate instructional materials have been developed to make possible a multi-path learning environment which can accommodate different learner characteristics.

III. RECOMMENDATIONS

1. As the Auburn Hills Campus is developed through new facilities with the resulting growth in numbers of students, organization, and scope of activities, the administration and faculty should concentrate on maintaining the current emphasis on students as the focus of our attention.
2. In attempting to carry out effectively the College's philosophy and purposes, this Campus should study and profit from the experience of the other two Campuses with their more permanent facilities.
3. The person who has been hired to coordinate the developmental program should develop a well-defined developmental program and strengthen this program by the inclusion of additional courses. These additions should include courses in self-improvement and occupational preparation.
4. The Campus should conduct an extensive survey of its feeder area so that it can better serve its community. This could perhaps be

facilitated by having a person responsible for community relations associated with the Campus rather than the College as a whole.

5. Efforts should be made to make the objectives of the College and Campus more functional.
6. The performance specifications of the various courses should be made more meaningful for students and should more closely relate to the lives of the students.

SECTION B

ORGANIZATION, SYSTEMS, AND PROCEDURES

ORGANIZATION, SYSTEMS AND PROCEDURES

I. OBJECTIVES

The objective or organization, systems and procedures activities is to promote the effective operation of the Auburn Hills Campus within the general policies and practices of the College. Emphasis has been placed upon flexibility and adaptability in order to permit the success of the stated philosophy and purposes of the College.

II. FINDINGS

The College Report describes the development of the current organization. Chart I in Appendix B of this report depicts the personnel of the Auburn Hills Campus and their relationships. Job descriptions of administrative and faculty positions are also included.

The chart infers a communication loop which allows confrontation from any position to any position. Thus, a faculty member may have dialogue with the Provost without going through the Division Chairman. This inference has been a reality at Auburn. The flexibility to facilitate immediate feedback communication, so essential to adaptability and innovation, is seen as a positive force.

Within the faculty structure, there is provision for specialty of function in the device of the functional team (group coordinator, assistant group coordinator, tutor). While the course areas with large student enrollments have sufficient numbers of faculty assigned who can adopt the team approach, many must wait until increased enrollment justifies more faculty in order to make it a meaningful and useful approach.

The total performance of the new organizational and procedural structure is yet to be tested at Auburn Hills due to the late personnel appointments to established categories (Dean of Instruction) and to the projected implementation of new positions planned for in the fall (Assistant Dean-Career and Evening, and Assistant Dean of Testing). It remains to be seen how effectively the structure operates within the adaptation and change philosophy of the functional organizational structure.

III. RECOMMENDATIONS

Until such time as Campus enrollments produce fewer one-faculty member courses, the full utilization and management of the functional team approach is not meaningful. The philosophy of flexibility and adaptability must continue to be clearly enunciated through the communication closed-loop system of the Campus structure.

A. Strengths

1. The Oakland Community College Professional Standards Committee has made available \$2,000 (in amounts not to exceed approximately \$500 for any one person) to aid spring or summer projects for professional growth. These grants are to be made from funds ear-marked "to promote professional growth in the faculty" which accrue from Oakland Community College copyrights and patents on faculty contributions to Oakland Community College media. More funds will be available in the near future and the Committee expects to make this sort of aid to graduate study, and other forms of professional enrichment available on a regular basis and in increasing amounts.
2. The faculty is enthusiastic about the "systems approach" to instruction.
3. The outstanding contributions made by the faculty to the instructional system. It is felt that this is the direct result of a high degree of cooperation between the faculty and the Division Chairmen.

4. Faculty morale is high in spite of some temporary inadequate facilities.
5. Faculty creativity in course development has been encouraged.

B. Weaknesses

1. Faculty does not feel that many of its recommendations related to the building program have been given adequate consideration by the administration.
2. There is a lack of communication between faculty, Campus administration, and Central Office administration.
3. In many cases, inadequate time has been allocated for the development and revision of courses.
4. There is general dissatisfaction with the unit workload formula.
5. There is a lack of involvement by the faculty in the decision-making process.
6. The proportion of associate instructors among the faculty is too high.

III. RECOMMENDATIONS

- A. Course development should be scheduled one year in advance of implementation.
- B. A new workload should be developed on the basis of clock hours.
- C. An overall plan of academic governance should be developed which would include both administration and faculty, with faculty membership in the majority in areas where curriculum is involved.
 1. This would give an opportunity for faculty to participate in the evolution of the College policies.
 2. This concept of faculty involvement would facilitate necessary communication at all levels of endeavor within the College.

SECTION C

CURRICULUM

CURRICULUMINTRODUCTION

There are 268 courses listed in the Oakland Community College 1967-68 College Catalog. The majority of these courses have been offered in the transfer, career, or certificate programs at the Auburn Hills Campus.

Course offerings and programs of the five academic divisions at Auburn Hills are utilized in the transfer and career programs leading to two-year Associate Degrees or a one-year certificate.

Transfer Programs

- a.) Associate in Arts Degree
 - (1) Education
 - (2) Engineering
 - (3) Liberal Arts
 - (4) Science
- b.) Associate in Business Administration Degree

Career Programs

- a.) Agriculture
 - (1) Landscape Technology
- b.) Business
 - (1) Accounting
 - (2) Executive Secretarial
 - (3) Retailing
- c.) Public Services
 - (1) Law Enforcement

The course offerings at Auburn Hills in 1967-68 listed in Appendix C.

I. OBJECTIVES

To provide the College with an objective view of the existing conditions affecting 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. Objectives for the curriculum study were:

- A. Determination of curriculum.
- B. Determination of specification, course plans, and media to achieve specifications.
- C. Evaluation of evidence to measure effectiveness of course plans and appropriateness of specifications.
- D. Review of evidence to determine specifications and course plans for future use.

The inventory instrument was designed to collect data from Campus personnel in general areas of interest pertaining to the intellectual climate of the College as relates to course offerings. 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, commented on later, was used to validate responses obtained from the staff.

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. 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. A mean value of three (3) or above was considered an effective inventory item. A value below three (3) was considered a weakness in the College curriculum.

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

The following information represents the findings in the curriculum inventory as obtained from 26 faculty members and division chairmen at the Auburn Hills Campus.

Determination of Curriculum

1. From the information obtained, it was concluded that a determination of the curriculum was accomplished prior to arrival of the faculty in the summer of 1965. The College purposes and objectives influenced selection of course offerings but, unfortunately, the influence has been confusing.
2. Appropriateness of curriculum offerings to the College's objectives. Courses in the transfer programs have transferability to four-year institutions; and the career programs have marketable skills in the

labor market. In the Business Division, it became evident that some programs should be revised to conform to community needs and broadened to include other courses. However, due to present budget limitations, existing facilities and faculty strength, there is a strong feeling that the addition of more courses would be difficult. In any event, a need exists to correlate students in technical programs with advisory committee statements of community needs. On the other hand, it was noted that physical science and social science courses are particularly well suited to the College's objectives.

3. Appropriateness of curriculum to number of students enrolled. Present academic courses could handle more students per section, but the addition of courses would depend upon expansion of facilities and more teachers. As more facilities and faculty are provided, additional courses could be added which would more effectively introduce beginning students into course sequences i.e., math, criminal law, laboratory work, and others.
4. Appropriateness of curriculum to needs and abilities of students. The faculty indicated that courses in existence seem to fit the needs and abilities of the students, but further consideration should be given to a re-examination of all course offerings relative to community and student needs. There is an indication that more sophomore courses will be needed in the next few years, especially in the communications and humanities subject area. Developmental courses need a great deal of time, effort, and money to be truly developmental and effective for the student; however, most faculty felt that the courses fit the type of student enrolled in the College.
5. Conformance to principles of operating under unique Oakland Community College instructional system. In general, the faculty agree that most courses conform to Oakland Community College's instructional method, but some felt certain courses could best be taught with added time in the general assemblies. In either event, there is a strong feeling among the faculty that the Oakland Community College educational system is understaffed across the board to implement a behavioral systems/media instructional approach in education.
6. Frequency with which courses are offered. The frequency of course offerings in a school year depends upon curriculum structure. Some courses are scheduled as repeat courses; other are sequential within the curriculum and offered once within the school year.

7. Qualifications of faculty. The division chairmen all agree that a well-rounded recruitment program became effective after the College administration made their determination of course offerings in the various programs. There is a general feeling that the divisions are extremely fortunate in the selection of competent faculty with a conscientious endeavor to meet the challenges found in a new teaching method.
8. Adequacy of financial support for the curriculum. An austerity budget under which we presently operate limits funds for course implementation, media production, and maintenance of educational equipment. The faculty criticism on this limited financial support centers around a feeling that money is channeled into items other than curriculum matters; and that other item expenses are too high, both in dollars and percent of available income to adequately support course offerings. This same fund limitation creates a media development and production problem, and a high ratio of numbers of students per available faculty for effective instruction.

Determination of Course Plans, Specifications, and Media

1. Adequacy of learning resources, books, and periodicals. The resources available to enrich course offerings were generally considered to be adequate. More material, however, is needed to completely convert all courses to a multi-media concept. A few of the faculty reported some of the available media was marginal and out-of-date; while others reported local reproduction is limited relative to reproduction equipment, personnel, and production time. Strengthening factor compensating for the media condition is a good Learning Resources Center staff and a creative faculty. None of the available resources is a substitute for a stockpile of attractive multi-media that could be obtained or produced if more funds and time were made available to the faculty. The LRC (library) is unanimously cited with having adequate materials and good working relations with the divisions. There seems to be sufficient publications, periodicals, reference books, and machines for duplicating purposes; but both students and faculty comment unfavorably about the quality of tapes prepared for the courses. Much of the problem existing here is a lack of sufficient time to produce a series of up-to-date quality tapes for unit work in the course offerings. Of course, in a media-type program, more equipment, tapes, film, and transparencies are always needed.
2. Involvement of faculty in course planning. Most divisions reported little or no participation in the initial course selection, but they did devote a majority of their time in the beginning of the College to

planning course content and media selection. A few faculty members did not react favorably toward their role in course planning.

3. New course offerings. The number of new courses proposed or offered since the beginning of the College is difficult to determine from the faculty because of a complicated curriculum committee structure. A limited number of proposals for new courses or programs have been processed by the faculty; although, there has been a recent increase in the tempo of new proposals since the beginning of the curriculum inventory.
4. Adequacy of course continuity, depth, sequence, and integration. All divisions provided for some depth of student exploration in limited areas of course offerings. These provisions were especially heavy in the law enforcement program, applicable in retailing, accounting, English, physics, and applied science and science courses. Studies in depth are effected in conjunction with the LRC. In sociology, there are term projects, group study and group research. The faculty, in general, feel their courses provided for progression of learning in order to allow the student to develop an appreciation for and understanding of complex ideas. This is accomplished by timely repetition of material so that the student might synthesize concepts and abstract ideas in conjunction with the application of material learned in other disciplines. To this inventory item, most of the faculty reaction ranged from "satisfactory," and "adequate," to "quite well." The course plans and specifications include these learning experiences through the use of programmed booklets, exercise sheets, term papers and projects, practical exercises, laboratory experiments and assistance from the tutors in the learning laboratories. However, in the absence of any sound research, this matter cannot really be answered in detail. Some instructors felt that depth is not too important in the basic courses, and stressed the absorption of basic principles. In the social science field, there appears a thread of continuity with scientific methods in their basic courses; however, some of this material conflicts at times with government courses.

Effectiveness of Course Plans and Specifications

1. Achievement of course objectives. Once again the community needs come into focus when the faculty on this Campus considered the above objective. A suggestion indicated a need for a survey to insure that the curriculum is adequate in kind and quality to serve the educational purposes of the College. Advisory committee findings and employment

data should be re-examined with respect to curriculum evaluation as well as high school educational goals. At present, the effectiveness and appropriateness of course specifications are constantly being examined by the faculty--time permitting. Some feel it may be advisable to revise parts of some course packages or at least review all course content for adequacy in view of changing social structures and educational needs. All courses should be evaluated now to provide for the future. For example, a slight reaction was recorded by the faculty in the inventory relative to the specifications (objectives) stimulating desired changes in the students. This change may be activated in older students, but certainly is questionable with younger students because of an attitude factor. The Communications and Humanities Division feel the American literature courses should have more depth and variety for transfer students while other specifications need to be refined greatly, tested, and revised, validated, and then rewritten in the language of the student. One person in the Science Division remarked, "Our first-year offerings do not acknowledge the diversified backgrounds and future goals of the students. There is a feeling that some of these courses are too sophisticated for some of the students and revision is necessary to make the courses more 'teachable'." In the social science field, there is some criticism that the basic social science examinations are too random in their selection of test items in relation to the coverage of course material.

2. Information from students for curriculum improvement. The inventory disclosed that students had not been drawn into the process of course revision or changes to any great extent other than student questionnaires conducted by administration. The faculty in the Communications curriculum have been active in obtaining student reaction toward their course offerings by end-of-semester request for suggestions and informal discussion with the students. Other divisions have been involved with informal feedback or random student comments, but no organized effort has been made. Procedures, in general, for gaining student reaction are regarded as adequate.
3. Faculty loads, clerical help, and other staff support. The majority of the faculty at the Auburn Hills Campus registered a high level of dissatisfaction with the work environment. Obstacles to creative thinking are evident in the poor office facilities and lack of privacy. Workloads are not equitable and considered heavy in some academic areas. Typical faculty responses state, "Undesirable facilities and excessive workloads allow little or no time for development or creative thinking," "Office facilities leave much to be desired. Clerical help also yielded a very unfavorable reaction." Others commented that student-faculty ratios for writing and developmental

courses are too high for effective learning and workloads too large to allow time for course preparation, course revision, creativity, and investigation of new media. This portion of the inventory yielded criticism about advance planning and a lack of implementation of course material from the standpoint of accuracy of production and time of delivery which play havoc with course objectives. In the final analysis of the data collected for this objective, nothing of any great value can be placed on measuring the true effectiveness of course plans at Auburn Hills because of the overall poor working conditions.

4. Preparation of Oakland Community College graduates. The inventory did uncover provisions for measuring student progress toward course objectives and reaching desired goals. The basic or introductory courses will measure absolute levels of student achievement. Course plans are effective in law enforcement and secretarial science as was indicated by feedback regarding successful employment in their respective fields. The Communications faculty expressed satisfaction with the core courses as a requirement toward a degree; however, one comment indicated the goals of the freshman English courses are not clearly stated to adequately test the objectives and measure levels of student achievement. In general, it was felt that most course offerings are considered to adequately measure progress toward graduation.

Determination of Specifications and Course Plans for Future Use

1. Very little faculty reaction was obtained from this report objective. An increase in financial support of course offerings is felt to be necessary before future planning can take hold. It is also felt that an increase in the teaching staff along with more time and money is needed for course development, revision, and media production before any additions to the workload should be considered. Faculty were generally unaware of future course plans and one person affirmatively stated, "There is no advance planning, no advance budget, and no objectives for it."

A. Strengths

1. Most courses conform to the Oakland Community College method of instruction with more room for enrollment expansion.

2. Courses are sequential in program structure and others are scheduled as repeat courses. They provide for progressive learning, measure progress toward desired goals, and plan depth for academic exploration.
3. Several courses are transferable to a four-year college, and others are attractive to the labor market.
4. A professional faculty and LRC staff have been selected for course implementation.
5. The faculty is involved in course development and revision having an ability to operate with restricted resources and inadequate facilities.
6. Course offerings fit educational objectives of the College; are designed in nature and scope to fit education requirements; provide for depth, continuity, sequence and integration.
7. Some courses have well organized objectives with a substantial amount of multi-media to meet the needs of the students.

B. Weaknesses

1. There appears to be a lack of knowledge among the faculty regarding community surveys, advisory committee findings, and secondary school educational goals that would be of value in course planning.
2. Course offerings and programs need re-examination to ensure fulfillment of community needs and appropriateness of specifications.
3. All courses should be identified with an educational area, i.e., liberal, general, technical, etc., with a consideration to add more general education courses to program structures.
4. Faculty should have more involvement in course determination and proposals with some student involvement in course revision.
5. An immediate improvement is needed in the work environment for both students and faculty on this Campus.
6. Confusion exists between the theoretical educational model and existing conditions for course offerings. The instructional approach at Oakland Community College requires more time for course development.

7. The curriculum committee structure and a lack of curriculum design creates problems.
8. There is a definite complaint voiced in the financial support to course offerings.
9. More self-instructional media are needed and more audio-tapes are required in some courses.

Student Questionnaire

1. The student questionnaire administered during the Self-Study period resulted in an objective reaction toward most curricula matters. It would appear in the reasonably cross-representative sampling that students were higher in their evaluation of course offerings than the faculty reflected in the curriculum inventory. This would indicate that Oakland Community College faculty is more critical toward the course offerings than the students. In the final analysis, the findings may indicate a healthy balance in the overall reaction toward the College curriculum by all concerned, providing consideration is given by the administration to course refinement, revision, development, and media production within the desired standards for student-community needs and institutional accreditation.
2. For the record, the following information reflects the student reaction toward the course offerings in the Oakland Community College method of instruction for both first and second year students. The majority of students contacted reacted to all items on the questionnaire as "adequate or reasonable," "good or superior."
3. There was a trend, however, toward a poor or deficient reaction on the following items:
 - a. effectiveness in attending to number of students enrolled;
 - b. availability of faculty for assistance;
 - c. usefulness of audio tapes, if available;
 - d. usefulness of visuals (e.g., slides), if available;
 - e. clarity of course or program to student;
 - f. amount of depth of course or program;

- g. opportunity for special projects;
 - h. opportunity to suggest ideas for changes;
 - i. specialized equipment for use.
4. This reaction suggests more emphasis on the production of multi-media and an increase in the number of faculty members required to develop media, revise courses, and assist the student with course work.

III. RECOMMENDATIONS

A. Course Offerings

1. An area study should be made to determine community needs. Advisory committee findings and secondary school educational goals should be circulated to assist the faculty with course planning in their respective subject areas.
2. All specifications in the College curriculum should be re-examined for appropriate application of course packages.
3. A review should be initiated to ensure proper selection of text, supplemental references and media to fit student needs.
4. General education courses should be identified by course title and description.

B. Media

1. More effort, funds, and time should be allotted to media selection and production, and more staff members should be made available for this task.
2. More time and effort should be provided for production of unit audio tapes.

C. Facilities and Support

1. Immediate steps should be made to reduce the faculty workload and provide funds to hire more faculty for course development and revision.
2. More clerical help should be made available to the faculty.
3. High priority should be given to providing more and adequate office space for the Auburn Hills faculty to improve the present

undesirable working conditions.

4. More funds should be made available to support the College curriculum.

SECTION D

STUDENT BODY

STUDENT BODYINTRODUCTIONAdmissions.

The maintenance of student records, financial aids and student placement are presently a Central Office function and responsibility; however, the Student Personnel Counseling staff at Auburn Hills does serve to implement these functions.

The Campus implements the admissions process in the following two ways:

1. The actual communication process where the counselor meets and talks with the prospective student.
2. The physical contact which the student makes when he volunteers himself for our advisement and for admission.

The present admissions model used in the Central Office functions identifies student recruitment and application processing as a central operation and this is consistently applied; however, the Campus, because of the nature of its geographical location and its accessibility to students, carries out this responsibility also to a limited degree. This includes providing college materials, catalogues, applications to college and a certain extent, the testing on a residual basis of many new students. When a student application is completed, the Campus is responsible for further processing of the student.

The Maintenance of Student Records.

The initial input and maintenance of student records is a Central Office operation but these must, of necessity, have some implementation by the Campus. The Campus has a complete copy of the original student application materials and then is involved in the upkeep and the updating of the records to the extent that

on a day-to-day, semester-to-semester basis, the student's record is chronologically current and manageable. Counselors must have access to up-to-date records as does the administration and often faculty. It is the continuing responsibility of student personnel to maintain and update this type of student data. This service is a necessary one to carry out.

Financial Aids.

Its function is a Central Office operation under the control of the Assistant Director for Financial Aids and Placement. However, the Campus has a responsibility through its counselors to make information available to students as well as to assist students in processing the necessary forms which must then be submitted to the Central Office to be consummated. The counselors have an additional responsibility to become thoroughly knowledgeable about the various types of financial aids that are available to students. Most students find counselors easily accessible for this type of assistance.

Job Placement.

Job placement, in a general sense, is also a Central Office function under the responsibility of the Assistant Director for Financial Aids and Placement; however, this function of placement is constantly implemented on Campus due to the nature of the numerous part-time jobs and placement assistance that are available to students who have this need. The Secretary to the Assistant Dean of Student Activities is partially responsible for the clerical function of placement, the posting of job opportunities and the consistent updating of information related to placement. The entire counseling staff again has the responsibility for becoming

acquainted with and knowledgeable regarding resource help for students who have a dilemma about job seeking.

For detailed specifications and functions of the Student Personnel Counseling responsibilities and job descriptions, see Appendix D.

ORIENTATION

I. OBJECTIVES

Pre-college and on-going orientation provides many needed opportunities for students to learn about the policies, procedures, programs and courses offered at Auburn Hills. It, thereby, facilitates the adjustment of the student to the total Campus and to the opportunities which exist for him throughout his educational experience.

II. FINDINGS

1. All students take the ACT test prior to orientation. The test is used for placement into a program of study.
2. A pre-college orientation is held throughout the summer for all new students.
3. All new freshmen are scheduled into an on-going orientation class where they meet with a counselor in groups of thirty students per counselor.
4. Students are given specific acquaintance with College policies, courses of study, and student activities. Students are introduced to the instructional systems approach.
5. Students are prepared for official registration.
6. Counselors deal with special problems.
7. Parents are invited for orientation voluntarily.
8. Students experience a social event and have lunch together.

A. Strengths

Orientation makes provision for the giving of placement tests, for specific program advisement into transfer or career programs, and a thorough

familiarization with the geography of the Campus prior to registration. It also provides a considerable exposure to the systems approach to learning. The groups scheduled for orientation are never in excess of one hundred in number, which makes the program manageable and not confusing and cumbersome.

B. Weaknesses

The on-going orientation program is not possible for all incoming freshman students with the present staff in the counseling division.

III. RECOMMENDATIONS

Additional counseling staff should be hired to assist in the implementation of the on-going orientation of freshmen students. Parents should be encouraged more to become acquainted during the summer pre-college orientation of students. The program should be further evaluated and enriched to the extent that it will be specifically meaningful to all who are participants in the program.

COUNSELING

I. OBJECTIVES

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

II. FINDINGS

1. The counselor has been included in the educational team as a specialist for performing the functions of assisting the student to achieve a satisfying social, academic, and occupational life.
2. 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.
3. Counselors conduct classes in on-going orientation and work with probationary students in group guidance sessions.

A. Strengths

1. Counselors have good rapport with students through their accessibility and through their ability to make and keep student contact through the pre-college orientation, the on-going orientation, and the probationary student orientation.
2. The systems approach makes use of the counselor on a regular basis as a functional member of the on-going educational team.
3. Counseling services are available to all students during both the day and evening hours. The counseling office is open from 8:00 a.m. until 10:00 p.m., four days a week. The counseling office is not open in the evening on Friday.
4. Follow-up on on-going acceptance is provided for students who are new to the College and are placed on academic probation at the end of their first semester (Appendix--see section 5, 6, and 7 of the Counseling Model which was submitted by the Task Force to the Vice President's Council).

B. Weaknesses

1. Granted number of counselor-teacher personnel prevents the complete implementation of a developmental studies program for incoming freshmen who have problems of an academic study habit, self-perception, and goal orientation nature.
2. Inadequate number of counselors to completely implement a group session on-going program for first semester probationary students.

III. RECOMMENDATIONS

Additional counseling personnel should be added to the counseling staff, including clerical assistance to provide for a better implementation of a developmental studies program, the continuing general orientation program, and the probationary student orientation program.

STUDENT ACTIVITIES

I. OBJECTIVES

The Student Activities Office of the Auburn Hills Campus sponsors and encourages an energetic student activity program. The goal of the program is to satisfy and increase the interests of students. The participation of students in organizations provides experiences within a democratic structure and helps to prepare the students for active civic participation in his future life.

II. FINDINGS

1. Service groups, special interest groups, fraternities and sororities exist on the Auburn Hills Campus and are open to all enrolled students.
2. An intramural council exists on the Auburn Hills Campus and serves to plan and promote all intramural functions.
3. Student activity fees support the intramural program, student government, student publications, and student organizations, and partially supports the fine arts program and athletics.
4. A handbook for students, containing full information pertinent to the interests and welfare of the students, is published at Auburn Hills Campus.
5. There are two College-wide social functions per year.

A. Strengths

This well-rounded program acknowledges student interests and assists with the organization of activities upon student request. There is widespread faculty support of student activities to the extent that faculty are present both as advisors or as participants or spectators. Students are involved in the budgeting and expenditure of activity fees.

B. Weaknesses

1. Facilities are somewhat lacking at present for full student activities since the College exists in the atmosphere of a temporary-nature physical plant.
2. There is limited participation of students in student activities.

III. RECOMMENDATIONS

1. Auburn Hills should provide facilities and equipment for student activities to the extent of some quality and quantity as soon as possible.
2. Better efforts should be made to find ways to enhance students' interest and participation in activities which would be beneficial to them.

STUDENT CONDUCT

I. OBJECTIVES

Auburn Hills Campus endeavors to assist its students in becoming responsible citizens, and the College 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 of 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 of Auburn Hills.
2. There is student involvement in the Campus Conduct Board.

B. Weaknesses

Established policies are not always disseminated to those concerned.

III. RECOMMENDATIONS

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

INTERCOLLEGIATE ATHLETICS

I. OBJECTIVES

Intercollegiate athletics will provide the opportunity for the development of a sound body as well as a sound mind.

II. FINDINGS

The Athletic Council, consisting of representatives of the student government of 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.

Oakland Community College is a member of the Michigan Junior Community College Athletic Conference, and Auburn Hills Campus enters into intercollegiate competition in several sports.

A. Strengths

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

B. Weaknesses

1. Facilities at Auburn Hills are not adequate to support an intercollegiate athletic program.
2. General student apathy is apparent by the small turn-out at athletic 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

Auburn Hills Campus should continue to implement an intercollegiate athletic program, and sufficient funds should be made available for the necessary facilities and to secure the appropriate coaching personnel.

FOOD SERVICE

I. OBJECTIVES

The Food Service Department will provide the best possible food service for the students, faculty, staff and guests at Auburn Hills.

II. FINDINGS

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 grille with hamburgers, hot dogs, and vending machines. There will be no facilities to offer a choice of menu. Future plans include only a snack bar for the students.

A. Strengths

The Campus administration recognizes the need for adequate food service and is taking steps to improve the service on a temporary basis until new facilities are available.

B. Weaknesses

The food service at Auburn Hills is totally inadequate, and future plans will not completely correct these inadequacies.

III. RECOMMENDATIONS

Auburn Hills Campus should re-evaluate the current food service plans and make efforts to provide optimal facilities to meet the needs of its students.

SECTION E

FACULTY

FACULTY

INTRODUCTION

Oakland Community College is unique in its use of the learner-centered systems approach to education in all divisions. Because of this commitment, all courses are presented to the students with clearly defined objectives, instructions in the use of media and definite procedures in evaluation.

The original faculty spent many months preparing course materials and setting up operating procedures before the students were admitted to the Campus. When new faculty members were added, they were given special instructions in the instructional systems approach. They were able to implement the courses already designed as well as assist in the development of new courses which were needed as the enrollment grew. Evaluation and revision of the course packages has always been an important duty of all members of the faculty.

In the fall of 1967 each division was organized into functional teams. Each functional team was to be composed of a group coordinator, an assistant group coordinator, and at least one tutor. Although, some subject areas included only one or two faculty members, the teams were named and attempted to function as planned.

I. OBJECTIVES

A. Objectives of the instructional model

Each teaching faculty member is to actively participate in implementing the three basic elements of the instructional model.

1. The Learning Laboratory

Instructional material, equipment and other resources required for study are provided each student in the laboratory or carrel areas. Faculty members are available for personal assistance to the students.

2. Assemblies

The large assemblies provide the faculty member with a time for discussion of course objectives, presentation of new developments in the field, pointing out applications of the subject matter and integrating subject matter with other areas in the educational program.

3. Evaluation

Frequent tests and quizzes in the laboratory or the assemblies provide the student and faculty member with knowledge of progress.

B. Objectives of the "functional team" approach to instruction

The objectives to be realized from the functional teams are:

1. To improve the effectiveness of the instructional program by more completely involving each member of the team in the total instructional task.
2. To place a master teacher in charge of each instructional team.
3. To utilize the special skills and knowledge of each member of the instructional team.
4. To improve the effectiveness and efficiency of the instructional team by having more specialization.
5. To provide opportunity for each member of the instructional team to increase his knowledge and improve his skills through continuous in-service training.
6. To increase each individual's feeling of self-worth by using his unique talents and providing opportunities for growth.

7. To assure essential control of instructional programs at action level.
8. To lower cost of instruction by having certain specialized and routine non-instructional functions performed by technicians instead of faculty members.

C. Objectives of the Campus Faculty Orientation Program

Five-Year Plan

First Year: (a) Fall Semester--Orientation to the community college, and the Oakland Community College instructional system; (b) Winter Semester--Maximum effectiveness of teacher-student contact. This would involve motivation, GAS and SAS implementation of our instructional system.

Second Year: (a) Fall Semester--faculty evaluation; (b) Winter Semester--Student evaluation, testing.

Third Year: Research--The teacher as a researcher.

Fourth Year: The teacher's role in a completely self-instructional college.

Fifth Year: The teacher's role in a "think-link."

II. FINDINGS

Faculty Orientation

An on-going faculty orientation and in-service training program was initiated at the Auburn Hills Campus in the Fall of 1967.

1. Phase I: New Faculty Orientation

On September 5, the new faculty were briefed on the following topics:

Instructional Systems Approach
Multi-media approach
Functional team approach
L.R.C. -- Function and service

Structure of the divisions and responsibilities
of each person
Educational Services
Community Services
Student Personnel
Mission and objectives of the College

2. Phase II: Total Faculty Orientation

On September 6, the entire faculty was briefed on the following topics:

Course development and revision
Instructional load formula
Functional team concept
Educational media

3. Phase III: In-Service Training

(a) The following programs were prepared and have been used throughout the year by the faculty.

1. Characteristics and purposes of the community college--sonoscope presentation.
2. Functional group approach--sonoscope presentation.
3. Principles of programmed learning--TMI Grollier programmed unit.
4. Looking at Visual Aids--sonoscope presentation.
5. Let's look at the learner--sonoscope presentation.

(b) Media Development Workshop

1. On February 29, 1968 the Campus began a series of workshops which will be carried out through the winter term on how to prepare sonoscope presentations. The faculty was divided into groups of six. Each group is to attend two sessions. The first session will deal with the preparation of the script, the making of the tape and the shooting of the slides. These techniques will be in part taught and demonstrated by means of a sonoscope presentation now being produced by Dr. Greenberg.

The faculty in each group will then begin to produce their own sonoscope presentation, individually or in smaller groups.

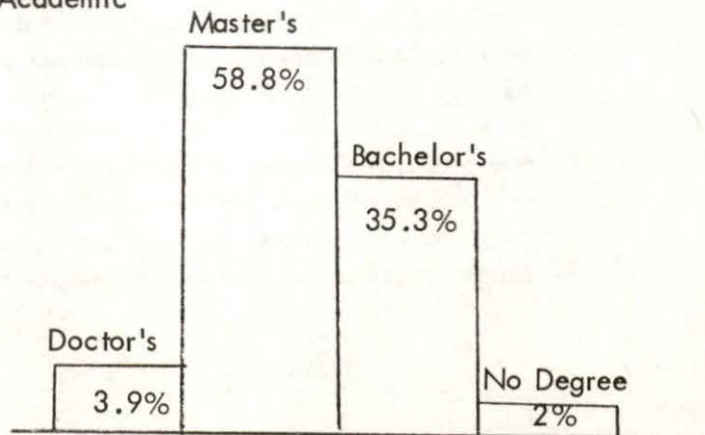
The second session for each group will occur three weeks after the first session. At this session the presentations being prepared by the faculty will be viewed and evaluated.

There will be seven or eight of these two session workshops beginning February 29 and running through June. They will be held on Thursday afternoons from 3 to 5 p.m.

2. During the month of March we will begin to use our television capabilities for in-service training. A number of the math faculty wish to be televised while they are giving one of their regular GAS's and/or SAS's. The playbacks can then be used for critical evaluation as well as improvement of their teaching techniques.
3. A number of faculty in the Communications Division are utilizing excellent techniques in their SAS's. We plan to video-tape some of these SAS's so that these techniques can be shared with the rest of the faculty.
4. We plan to have Dr. Harold Grant visit Auburn Hills Campus to discuss group dynamics, particularly as they may be utilized in GAS's and SAS's.
5. We plan to develop a unit of instruction on general education for our in-service program.
6. In the fall, we plan to begin another series of workshops for the faculty on the preparation and use of video-tape.

Qualifications of Auburn Hills Campus Faculty

1. Academic



II. Age Range by Degrees - Summary (See Chart)

| Age | Doctors | | Masters | | Bachelors | | Total | |
|-------|-----------|------|-------------|-------|-----------|-------|-----------------|------------------|
| | Number | % | Number | % | Number | | Number | % |
| 21-25 | | | 1 | 3.3 | 2 | 11.1 | 3 | 5.9 |
| 26-30 | | | 5 | 16.7 | 5 | 27.8 | 10 | 19.6 |
| 31-35 | 1 | 50 | 6 | 20.0 | 2 | 11.1 | 9 | 17.6 |
| 36-40 | | | 6 | 20.0 | 4 | 22.2 | 10 | 19.6 |
| 41-45 | | | 6 | 20.0 | 1 | 5.6 | 7 | 13.7 |
| 46-50 | | | | | | | | |
| 51-55 | | | 3 | 10.0 | 3 | 16.7 | 6 | 11.8 |
| 56-60 | | | 2 | 6.7 | | | 3 ^a | 5.9 |
| 61-70 | | | 1 | 3.3 | 1 | 5.6 | 2 | 3.9 |
| Unk. | 1 | 50 | | | | | 1 | 2.0 |
| Total | 2 | 100. | 30 | 100. | 18 | 100. | 51 ^a | 100. |
| Ave. | | 3.9% | | 58.8% | | 35.3% | | 98.0 |
| A. 1 | No degree | | age 56-60 + | | | | | 2.0 ^a |
| | | | | | | | | 100% |

Non-Teaching Duties of the Faculty

Faculty members are called upon to serve in many capacities.

Committees:

The following committees have been established:

1. Committee on curriculum (e.g., Curriculum Coordinator, three Division Chairmen, one Assistant Dean-Counseling, six faculty).
2. Committee on Instruction (e.g., Deans of Instruction, Curriculum Chairmen, Director of Evaluation, Director of Instructional Services, Faculty representatives).
3. Committee on Student Personnel (e.g., Deans of Students, Director of Student Services, Counselors).
4. Committee of Community Services (e.g., Executive Director-Community Services, administrators, and faculty from three Campuses).
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, Manager of Campus Services).

FACULTY ORGANIZATION

Comprised of a faculty senate on each campus with five elected representatives. These five combined with representatives of the other campi constitute O.C.C.F.A. Council.

MISCELLANEOUS NON-TEACHING DUTIES

Faculty participate in the following:

1. Speakers Bureau
2. Sponsoring of student organizations
3. Making community contacts

Is the Functional Group Approach Meeting its Objectives?

1. Although, there is no overwhelming indication of acceptance by staff members of the functional group approach to instruction, we might state that there is general acceptance.
2. The most significant evaluation is the positive indication that the functional group does utilize the skills and knowledge of each member of the instructional team. The staff agrees with this statement almost three to one.
3. Other significant acceptance appears to be that the functional group does improve the effectiveness of the instructional program and efficiency of the instructional team by having more specialization. It also assures essential control of instructional programs at action level.
4. The very positive acceptance of the functional group approach by group coordinators (121 - 65) as compared to the rather minimal acceptance on the part of assistant group coordinators (66-57), and instructors (61 - 57) may be indicative of the roles each plays in the group.
5. Both division chairmen and assistant group coordinators agree that the functional group does not necessarily place a master teacher in charge of each instructional team.

SECTION F

LEARNING RESOURCES

LEARNING RESOURCES CENTERI. OBJECTIVES

The Learning Resources Center at the Auburn Hills Campus of Oakland Community College performs a vital role in the instructional program. Its major responsibilities are concerned with:

1. The selection and arrangement of media to provide multiple paths to learning by providing students with several ways of achieving objectives.
2. The provision of supplemental media to encourage students who wish to achieve beyond the standard course objectives.
3. The stimulation of the learner to become involved in the social, political, and civic activities of the community.
4. The enlargement of the learner's understanding of our cultural heritage.

In the performance of its role, the LRC staff is not only concerned 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;
- h. short-run duplication facilities: "on-the-spot" facilities for transparencies.

II. FINDINGS

Staff

In order to fulfill the philosophy of the Learning Resources Center as stated, it has been necessary to hire a well-qualified staff that would be dedicated to this philosophy.

The Auburn Hills LRC is administered by a Head Librarian who is responsible to the Provost of the Campus and who has the title of Associate Dean. In addition, there are two Assistant Librarians who hold faculty rank. All three are professionally qualified as they hold Master's Degrees in Library Science (University of Minnesota and University of Michigan). The three librarians work very closely with the faculty in making necessary materials available and in providing them with media bibliographies, lists of supplementary resources, and in the development of media.

The librarians are assigned specific academic areas of responsibilities as follows:

| | | |
|---------------------|---|---|
| Head Librarian | - | Business Division |
| Assistant Librarian | - | Communications and Humanities Division, Mathematics, Physical and Applied Sciences Division |
| Assistant Librarian | - | Social Science Division, Life and Health Science Division. |

The clerical and technical staff includes one secretary, one library technician I, one clerk-typist (who will be eligible for the library technician I classification at the end of the current semester), and one audio-visual maintenance technician.

The Library Technician I indicates that the person has completed at least one-half of the requirements for the Associate Arts Degree in Library Technology or its equivalent. Upon completion of the Degree requirements, the person is eligible for reclassification to Library Technician II. The library technician is responsible to the LRC Associate Dean for assisting in the operation of the LRC and in maintaining its services.

The audio-visual maintenance technician is responsible to the LRC Associate Dean for assisting in any regular or special audio-visual projects directed by the Campus administration and in maintaining the services provided by the LRC.

The duties of each full-time staff member of the Learning Resources Center are listed in Appendix F.

Six student assistants are also employed on a part-time basis. They are responsible for tasks assigned to them by the LRC staff such as shelving of books, periodicals and microfilm; shelf reading; minor book repair; transporting audio-visual equipment; inventory of audio-visual equipment; duplication of microfilm--reel to reel and reel to aperture card, etc.

LRC Relationship with Faculty, Students and Community

The Auburn Hills LRC has an orientation program which includes both faculty and student orientation. The LRC staff feels that it is important to acquaint those people who will be using the LRC with the services that are available to them.

Each fall, new faculty members are given an audio-visual (slide and tape) presentation which points out the LRC's obligation to provide service for course development, course revision, professional growth and to specifically supplement the instructional program. They will also learn from this presentation that the LRC provides a service of prepared bibliographies of books and non-book materials, operates and maintains the audio-visual equipment, and books, and obtains audio-visual materials.

Student orientation has been accomplished through several facets. The LRC has prepared a booklet entitled, "Keys to the Friendly LRC," which is given to all students. This booklet contains information about the collection, circulation, fines, and duplication facilities, as well as listings of encyclopedias; biographies; indexes to magazines, newspapers, books; dictionaries; gazatteers and atlases; yearbooks and handbooks; bibliographies; and special materials. See Appendix F.

In the guided orientation and study skills course, GOR 010 which all incoming freshmen are scheduled to take, one unit deals with the LRC. One of the librarians makes a presentation to the students in order to acquaint them with the facilities and services of the LRC, and the students are actually taken to the LRC during a part of this unit.

The LRC constantly is looking for ways to give even better service to both students and faculty, and the staff works closely with the faculty and students in seeking out books and media pertaining to specific assignments and topics.

This year thirty of the social science General Assembly Sessions were given a presentation on how to research the topic for the current unit. The students were then given an assignment which required them to go to the LRC in order to complete it, thereby reinforcing the points covered in the GAS. It is anticipated that such a presentation will be made in the initial General Assembly Sessions for social science, SSC 151, starting in the fall of 1968, and in other social science GAS's at the time a research assignment is given.

In the beginning English classes and the research and bibliography class, the instructor gives a visual presentation on how to research a topic at the LRC. The students are then brought to the LRC in Small Assembly Sessions where a librarian addresses them and actually shows them the available facilities.

Currently, the LRC is working with the English department in setting up a style manual for term papers. Included will be such things as the theory of documentation, manuscript form, footnotes, and a glossary of basic terminology.

Part of the reference service provided for the students is giving them information and teaching them what to do when they go to the LRC for help. The Auburn Hills LRC is open for use Monday through Thursday from 8 a.m. to 9 p.m., and on Friday from 8 a.m. to 5 p.m.

An invitation is extended to all area residents, including high school and college students, to make use of the LRC, which also has reciprocal agreements with the Oakland University Library and the Detroit Public Library so that Oakland

Community College students have library privileges at Oakland University and in Detroit. An agreement has been made with the Wayne State University Library whereby the Oakland Community College's LRC will provide any service to their students that they, in turn, will provide for students from our College.

The LRC, if it does not have requested materials on hand, will request inter-library loans; and has, in fact, received loans from the U.C.L.A. and University of Michigan libraries. The fact that the Auburn Hills LRC is, indeed, servicing the students and faculty is reflected in Tables 1 - 3, Appendix F.

Books may be checked out for an entire session, subject to recall; pamphlets and back issues of periodicals circulate for one week; reference materials may be taken only with the permission of the Librarian and then only for a short period of time. The LRC staff feel that this liberal circulation policy is most flexible and allows the students and faculty to make extensive use of the LRC materials.

Physical Facilities

A major problem of the Auburn Hills LRC has been lack of physical facilities. When the College opened its doors in the fall of 1965, the LRC was housed in the A Building, in an area consisting of 1,588 square feet with a 16,000 volume capacity and seating for 20 students. There was one office and very limited work space.

The following summer the LRC was moved to the C Building which increased its square footage to 1,938 with a 23,000 volume capacity and

seating for 20 students. These facilities contained four small offices and, again, very limited work space.

The LRC is located in C Building at the present time. However, by the fall of 1968 the LRC will be located in a new Insta-Building containing 3,888 square feet with a volume capacity of 26,000 and seating for 100 students. In addition, there will be a lounge area, additional office space, and much needed working space. Certainly, this move to the Insta-Building will, to a degree, alleviate some of the problems of space. However, this problem cannot be solved completely until the permanent facilities are available.

Campus building plans call for the construction of a permanent LRC Building to be completed in 1969 or 1970. This building will contain 34,350 square feet and will have a 70,000 volume capacity. At this time, there will be adequate offices, work rooms, and student seating.

At the present time, in addition to the Central LRC on the Auburn Hills Campus, three laboratory reserve libraries are maintained; namely, in the Business Laboratory, the Communications Laboratory, and in the Mathematics, Science, and Social Science Laboratories.

These centers contain the reserve laboratory texts, tape cartridges, filmstrips, slides, etc., necessary for the student to achieve the objectives of the courses for which he is enrolled. Also included in the laboratory area is a highly selected collection pertinent to the units of work. These centers are staffed by laboratory assistants who are responsible to their respective division chairmen.

Book Collection, Non-Book Media, and Audio-Visual Equipment

It has been the aim of the Auburn Hills LRC to establish a basic quality collection of at least 20,000 volumes dependent upon the demands of the instructional program and availability of financial support.

It is felt that 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 by the community college.

The LRC catalogs books by the Library of Congress classification. A card catalog is not maintained--instead a book catalog is used. It is to be updated by quarterly supplements with an annual accumulation and contains holdings for all campuses. Table 5, Appendix F, shows the collection (by category) of all books processed as of July 1967 and March 1968.

Non-book media holdings are extensive on the Auburn Hills Campus, and once a year a Media Catalog is issued by the LRC showing the complete holdings. Periodic supplements to this catalog are also put out by the LRC. A summary of the holdings is shown in Table 7, Appendix F.

The LRC subscribes to 567 periodicals and approximately 15 newspapers. Back issued of 137 periodicals are recorded on microfilm. To date, 1,015 master tapes have been produced for the Auburn Hills Campus and 641 have been made for the other campuses. At this time, a total of 19,426 tape cartridges have been made from master tapes, and 2,648 microfilm copies have been made.

In order to facilitate the multi-media approach at Oakland Community College, the Auburn Hills LRC maintains the audio-visual equipment listed. Table 8, Appendix F. In addition to the cited audio-visual equipment, the LRC has a 3 M Cantala Music System with speakers in five different buildings.

The LRC also has the following miscellaneous office equipment:

- 1 - Copy-Rite Fluid Duplicating Machine
- 1 - A.B. Dick Stencil Duplicating Machine
- 1 - Olivetti 10-key Adding Machine
- 1 - Xerox 720 Copying Machine
- 2 - Thermofax Copying Machines
- 4 - Demco Charging Machines
- 1 - Pot-Devin Pasting Machine
- 1 - Royal Poster Typewriter
- 1 - Royal Electress Typewriter with Se-lin Labeling Unit

Budget

All instructional materials, audio-visual equipment, and media are budgeted through the Auburn Hills LRC and then are received, processed, inventoried, and distributed by the LRC. The LRC Associate Dean, working closely with the instructional division chairmen, proposes a budget for instructional media which is realistic and which recognizes the expanding instructional programs of the College and the increasing costs of such media.

Table 10, Appendix F, gives a comparison of the Auburn Hills LRC expenditures with the total Auburn Hills Campus budget since 1965. It illustrates that since 1965 when Oakland Community College first opened its doors, the Auburn Hills LRC expenditures have been at least 10 percent of the total Campus budget. The American Library Association recommends that LRC

expenditures for books be at least five percent and expenditures for audio-visual equipment and media should be an additional five percent of the total budget.

A. Strengths

1. One of the strong points about the Auburn Hills LRC is the excellent caliber of its book collection and media holdings, reflected in Tables 5 and 7, Appendix F.
2. The Auburn Hills LRC, despite budgetary and physical limitations, has been able to do all of its own processing of books, media, etc., as well as reproduce microfilms and shelf lists for the other Campuses.
3. In order to provide additional service to the students, the LRC is maintaining reserve collections in the laboratory reserve libraries located in the Business, Communications, Mathematics, Science, and Social Science Laboratories.
4. As indicated earlier in this report, the utilization of the Auburn Hills LRC by the faculty and students has been excellent, and this certainly can be attributed to the high quality service provided by the LRC staff.

B. Weaknesses

1. Physical facilities continue to be a problem. However, the move to the Insta-Building will temporarily alleviate the seriousness of this problem. By the time the permanent facilities are completed (1969 or 1970), this problem will no longer exist.
2. Budget problems have plagued the Auburn Hills LRC in that it has had to operate with a considerably smaller budget than either of the other two campuses.
3. Because of budget problems, it is felt that the LRC has been unable to expand its staff enough to give the type of service to all faculty and students that is desirable.
4. Also, because of budget limitations, media allocations have not kept pace with the expansion of course offerings and increasing costs.

III. RECOMMENDATIONS

1. Additional staff, professional librarians, and classified personnel, should be obtained to enable the LRC to expand the quantity and quality of its services to all the faculty. There should be one librarian for each division on the Campus.
2. Physical facilities are being improved inasmuch as the LRC will shortly be moved into an Insta-Building which is double its present size. This should be constructed as quickly as possible.
3. The audio-reproduction service is totally inadequate equipment and space-wise. The quality of tape duplication is below standard. Plans are currently underway to move this service into the Insta-Building; however, space is limited.
4. The student assistants' budget is not sufficient to provide audio-visual equipment service to the faculty. Instructors usually have to operate the equipment themselves. For an innovating institution, such as Oakland Community College, this sometimes creates real problems.
5. Budget allocations for the LRC should be increased considering the faculty's lament of insufficient funds for audio-visual media and formulated plans for the technical center scheduled for this Campus next year.
6. Quarterly supplements of the book catalog should be provided. The final issue for each year should be a total accumulation. The College's Data Processing Center should immediately plan to produce the book catalog through its own facilities.

SECTION G

FINANCE

FINANCE

I. OBJECTIVES

The objective of the Auburn Hills Campus in regard to finances is to obtain a share of the College's total budget proportionate to actual enrollment and to utilize these funds in such a way as to most benefit the community.

Maximum utilization of available funds through proper budgeting and management makes it possible to achieve much more in instruction, media production, student activities, and facilities. It also becomes possible to arouse the community's interest in Auburn Hills and Oakland Community College to the extent that support is obtained, both in enrollment and financially.

An important result of sound financial management by the Campus administration is that more funds become available for faculty and staff salaries benefits. This enables Auburn Hills to maintain a high caliber of professional and support personnel.

II. FINDINGS

The sources of revenue for the Auburn Hills Campus come mainly from three areas:

1. Tuition
2. State Aid
3. Millage

A full-time student who is a resident of the District would pay \$123 (\$9 per credit hour x 12 hours + \$15 matriculation fee) in tuition. State aid for that student would

be \$325 for a transfer program, and \$350 for a technical program. These combined figures (\$448 for transfer and \$473 for technical programs per term) more than cover the Campus costs for these students. It is, therefore, possible to consider each Campus an independent, self-sustaining operation.

A. Strengths

The Auburn Hills Campus has been able to achieve much in its first two years with the funds available. There is a well-stocked library, adequate media, and new science equipment has been purchased. While the facilities are not large and beautiful, they have been functional.

B. Weaknesses

The largest problem facing Auburn Hills is the lack of adequate financial support from the rest of the College, even though enrollments are comparable. An Auburn Hills student has less College operational funds "behind" him than students at the other campuses.

III. RECOMMENDATIONS

- A. It is recommended that Oakland Community College distribute its funds to each Campus based on enrollment. This would insure every student at Oakland Community College the same quality of education, regardless of which Campus he attends.
- B. It is recommended that each Campus be considered as an individual income center, generating its own revenue and supporting itself. It is

recognized, however, that certain functions must be controlled centrally where no student income can be generated. This can be reduced to the point where it is not too significant.

- C. It is recommended that the Campuses have the authority necessary to direct their operations in such a way as to be able to cater to the individual needs of the respective committees.
- D. The Auburn Hills Campus has the potential for becoming a great educational institution in this community and progress is being made in this direction.

SECTION H

PERSONNEL

PERSONNEL

I. OBJECTIVES

The student-oriented faculty of the Auburn Hills Campus of Oakland Community College faces a continuing and distinct two-phased challenge:

1. to develop and teach College preparatory courses so that the student embarking on a four-year college program finds them helpful and meaningful;
2. to develop and teach vocational-type courses that enable the two-year student to take his place in business and industry.

This dual objective requires a rare breed of faculty. He must be academic-minded so that he adequately prepares students for later years of study; yet he should be "tuned in" to today's economy so that he offers a useful product to those students who plan to enter the work force after two years of community college study. Perhaps the successful community college teacher could be termed a pragmatic scholar.

Another objective of over-riding importance is the need to develop rapport with a heterogenous array of students. The open-door policy of Auburn Hills brings all sorts of students to Campus. Each must be nurtured and coaxed and sparked to achieve his best. This sometimes is easier said than done. But patience, knowledge and a willingness to explain are tools used by Auburn Hills personnel to "get through" to students.

II. FINDINGS

Auburn Hills personnel are enthusiastically attempting to meet their objectives. It should be stated, however, that more than the normal complement

of frustrations are encountered. A faculty member must instruct all kinds of students; as a professional, the community college instructor is in a limbo-- between the higher education organizations of four-year and graduate schools, and the high schools. Most faculty find the challenge of teaching stimulating and rewarding. Occasionally, discouragement is encountered among the faculty because of a feeling that the administration is not always conversant with the difficulties of teaching in such a diverse and complex student body.

A. Strengths

The faculty is organized so that each person's strengths contribute to teaching effectiveness. In some subject areas, faculty members function as a teaching team, with each member specializing in an area of his strength. Team members report to a group coordinator who is responsible to a division chairman. Next in rank upward are the Deans of Instruction and the Provost.

There are individual strengths in the Auburn Hills faculty also. This accrues both from the degree status of faculty members and from business experience accumulated earlier by many of them.

B. Weaknesses

Faculty efforts to work at a high professional level can be impeded by heavy work loads. Because of the time needed to handle teaching responsibilities, efforts to obtain graduate degrees often can be only feeble, neither directed nor concentrated.

The biggest weakness, however, is the fact that many faculty do not, or are not able to, get involved with decisions regarding curriculum, course content, and other related matters. The faculty member feels that his ideas should be sought and recognized more on the administrative level.

III. RECOMMENDATIONS

With student enrollment projected upward during the next decade, the role of the faculty at Auburn Hills will become increasingly important. The high present standards for hiring personnel must be maintained, and the road ahead must be charted. Faculty must become a respected and working part of the entire institution; each teacher must feel that his contribution to the total operation is important.

Toward this end, the following goals should be set up:

1. more effective and helpful communication between faculty and administrators;
2. recognition of the special problems coincident with a student body generated by an open-door policy;
3. faculty emphasis not only in the daily teaching sphere, but also in the larger sense on the community.

SECTION I

FACILITIES

FACILITIES

INTRODUCTION

The Oakland Community College District was established by the electorate of Oakland County, Michigan, on June 8, 1964. The area encompasses almost 900 square miles and has an assessed valuation of approximately \$3.0 billion. The county contains 30 public school districts with 34 public high schools. In addition, there are 18 non-public high schools in the District.

Oakland Community College is a multi-campus, two-year institution of higher learning that provides academic, technical, and continuing education opportunities for both youth and adults.

The College is utilizing four sites within the District, three campuses which are used for instruction and an administrative office center.

Auburn Hills Campus is a 257-acre site at Auburn Heights that presently accommodates about 1,500 students. By 1970, new buildings on this Campus will accommodate nearly 7,000 students.

I. OBJECTIVES

The objectives of the facilities study were concerned with the maintenance, development, and improvement of existing facilities as they presently relate to the accommodation of students, faculty, and the implementation of the "Learner Centered Systems Approach" to education. The existing physical facilities of the College are listed in Appendix I.

By means of a questionnaire and personal interviews, data was collected from students, faculty and administration for the purpose of evaluating the adequacy of the existing facilities in light of satisfying the Oakland Community College instructional model. Detailed results of the questionnaire are included in Appendix I. Based on the data collected, strengths and weaknesses of currently existing facilities are cited, and recommendations are offered concerning the present facilities in light of the College plans for future remodeling and new facility projections, as well as improvements and additions presently being carried out.

II. FINDINGS

The Auburn Hills Campus began operations on a Nike site purchased from the Federal Government. Temporary buildings were constructed to hold General Assembly Sessions, house administrative offices, provide counseling services and the bookstore. These facilities helped to alleviate the over-crowded condition brought on by an enrollment of approximately 1,700 students.

During the second year, two more temporary facilities were added to serve as a Communications Laboratory and a larger assembly hall. The rehabilitation of three other buildings resulted in the establishment of another General Assembly hall, faculty offices and a law enforcement complex.

The Learning Resources Center was relocated to obtain additional space, but these quarters are still inadequate to provide student seating and office space. To improve the effectiveness of the Campus curriculum life, the student activities

offices were moved into the former Learning Resources Center. Also, a plastic greenhouse was erected for landscape technology.

The Auburn Hills Campus maintains a police training academy as well as a law enforcement program. During the third year of College operation, another temporary building was constructed to house the academy.

The College staff has made ingenious use of the temporary Campus facilities. Our facilities study, however, shows that additional space is needed to hold small assembly sessions and to store instructional equipment.

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 Campus of Auburn Hills, on or near interstate highways or main state highways, makes it easily accessible to the student body of Auburn Hills.
3. The furniture and equipment owned by the College is new and modern, making for a pleasant learning atmosphere as well as adequate for the instructional and maintenance purposes intended.
4. The Auburn Hills Campus presently has three permanent buildings under construction and by 1970 will be able to accommodate 7,000 students. In addition, a new Insta-Building for the LRC is scheduled for occupancy by May 15, 1968 which will increase the seating capacity for students to 200, provide adequate space, and increase shelf space for an additional 10,000 volumes.
5. A temporary gymnasium facility has also been approved by the Board for occupancy in the fall of 1968.
6. A faculty house equipped for both faculty lounge area and office space will be available to the faculty in the summer of 1968.
7. By moving the LRC into its new Insta-Building, space will be available

for a cafeteria and hot lunch program. The present cafeteria will be utilized for an art and music studio to strengthen the humanities program.

8. An additional SAS area will be added in the new LRC building.
9. The general operation and maintenance staff.
10. The College maintenance and operational standards are based on a refinement of the General Service Administration standards of the U.S. Government.

B. Weaknesses

1. The College is presently using temporary facilities on the Auburn Hills Campus, which presents problems in many areas (i.e., technology, biology, chemistry, physics, and retailing).
2. There is inadequate storage and closet space on the Campus 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 a 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 no athletic facilities presently on the Campus.
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 the Campus.

12. The present cafeterial facilities are inadequate; however, plans for improvement are being implemented. (See "Strengths," number 7)
13. Qualified personnel are not available to staff the operations of the heating and cooling plants. The heating plants do not heat the buildings in D area satisfactorily. Several breakdowns have occurred in the B Building heating plant.
14. Telephone facilities are overloaded, and there are frequent breaks in the service.
15. There is a lack of blackout shades in the General Assembly area.
16. The staff is inadequate to maintain the utmost efficiency in the performance of its duties and responsibilities because of the separation of one part of the Campus from another, and because of the physical limitations of the old, inadequately wired, poorly heated, old Nike site buildings.

III. RECOMMENDATIONS

1. Immediate construction of better laboratory facilities is required. (This is currently underway, but will not be ready for use until the fall of 1969)
2. Additional storage space should be provided.
3. The Communications office and lab have no rest room facilities-- some sort of temporary facility should be provided.
4. Acoustical tile to cut the noise in study labs and the typing classroom is needed.
5. Better lighting facilities, particularly around the wooden staircase leading from the Police Academy building to the B building is needed.
6. Faculty lounge and recreation area is needed. (This will be taken care of this summer.)
7. Athletic facilities are needed.
8. A health facility is needed.

9. A hot-food service is needed. (One will be available next fall)
10. Blackout shades are needed in the General Assembly building.
11. Additional personnel are needed for the maintenance staff.
12. A four-wheel drive pick-up truck for snow removal and heavy hauling is needed.

SECTION J

RESEARCH

RESEARCH

I. OBJECTIVES

The objectives of research at Auburn Hills have been set forth in the College 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

The question that arises then is, "How well is Auburn Hills meeting its research objectives?" The findings which follow describe the kinds of research problems under investigation.

II. FINDINGS

Research activities carried out or planned on the Auburn Hills Campus are the following:

Student Personnel Division

1. Determine the effect of "immersed counseling," required performance, and multiple activities on probationary student performance.
2. Determine the nature, amount, and kind of student activities participation of honor students attending the Auburn Hills Campus.
3. Determine student opinion as to the effectiveness of counseling on the Auburn Hills Campus.
4. Determine the nature and kind of student activities students are interested in and would participate in on a regular basis.
5. Establish the grade point average of the student government members and presidents of each student organization.
6. Determine the number of multiple disciplinary contacts with students referred to the Dean of Students office for disciplinary action.
7. 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 to Oakland Community College, Auburn Hills Campus.
8. Develop rationale for regular scheduled meetings with students on probation.
9. Determine if there is value of a pre-college orientation and advisement program.
10. Establish a profile of the students attending the Auburn Hills Campus of Oakland Community College.
11. Determine the reasons for withdrawals from College for the students who officially withdraw from the Auburn Hills Campus.
12. Determine the reasons for withdrawals from college for the students who officially withdraw from the Auburn Hills Campus (future).
13. Determine the enrollment statistics at the Auburn Hills Campus.
14. Develop a history of enrollment in each course, and a division total of enrollment.

15. Determine the grade point averages of student senators.
16. 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.
17. Determine the effectiveness of group counseling with first-semester probationary students.
18. 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.
19. Determine the number of students on probation and the number receiving honors for the fall session, 1967.
20. Determine (estimate) the number of students visiting a counselor's office during a typical week of College.

Mathematics, Physical and Applied Science Division

1. Exploration of effects of computer-assisted instruction in specific learning situations in mathematics.
2. Can a high school student function successfully in Calculus I by using an auto-instructional package?
3. Three sections of MAT 151 used a slightly different approach. One required neither. Comparisons were then made between grade distribution.
4. Exploration of portable G.E. computer in connection with mathematics courses.
5. Exploration of a multiple-path approach to MAT 151.
6. Self-paced instruction in MAT 111 and 112.
7. Required learning laboratory attendance in relation to self-paced instruction.
8. Voluntary GAS attendance in MAT 113.
9. Scheduled SAS's in relation to self-paced instruction.

10. Comparison of Auburn Hills student achievement (experimental section MAT 113) with Highland Lakes student achievement.
11. Exploration of computer-assisted management of learning (CAMOL) in MAT 161.
12. Use of 1050 student station and computer-assisted testing, for testing purposes.
13. Exploration of General Electric computer station for student use.
14. Test item analysis using computerized tests.
 - a. Comparison scores of one section which did not use computer scored examinations with others that did.
 - b. Obtain multiple correlations between mid-term failures and (1) chemistry background; (2) high school grades; (3) science ACT score; (4) date of admission--full or perfunctory counseling.
15. Test item analysis.
 - a. Administration of questionnaire to get "feedback" from students on selected units of study.
 - b. Administration of questionnaire to determine need for opening the Campus on Saturdays.
16. More experiments by students to experience "scientific method."
 - a. Classify test items as to: (1) ability to recall and reorganize materials learned; (2) ability to solve problems, use skills learned to solve problems.
 - b. Validate test items in computer.
 - c. Use more "pathways to learning" (variety of media) and evaluate their effectiveness.

Learning Resources Center

1. Questionnaire on service to the faculty--to determine weak points

ascertain what additional services should be provided, what, if any (services), should be discontinued by Learning Resources Center (Library).

2. Questionnaire on service to the students--the effectiveness of existing services, what additional services may be desired, etc.
3. Investigate usage of central campus LRC--circulation-wise to determine types and subject demands, and by whom (students/faculty/administration).
4. Repeat of 1 and 2 as a constant source of direction to meet LRC's obligation to students, faculty, and administration.
5. Compare usage of LRC with satellite libraries and media distribution centers to College libraries of the traditional instructional program.
6. Offer a high impact, high intensity program to all social science students in an effort to increase student library involvement.
7. Reaction questionnaire for social science faculty regarding previously mentioned experiment.
8. Reaction questionnaire for students who received library information.

Communications and Humanities Division

1. Learning laboratory head counts.
2. Carrel utilization study.
3. A comparative study of a variety of Auburn Hills sections of freshmen English. Comparison of various media.
4. Matching of actual performance in English sequence with English Placement Test results.
5. Comparative study of Auburn Hills sections in freshmen English with sections in freshmen English at other Campuses.
6. Student evaluation of faculty.

7. Student evaluation of course materials and objectives .
8. Faculty evaluation of course materials and objectives .
9. Outside "expert" evaluation of course materials and objectives .
10. Study of effectiveness of card games in teaching sentence sense, paragraph development, and use of transitional devices .
11. Utilizing computer for teaching language mechanics and effectiveness thereof .

Social Science Division

1. The appeal to an additional sensory modality--does it increase learning?
2. Can students generate media?
3. Can students generate useable final examination and unit test items?
4. Personality characteristics of off-Campus evening students .
5. Vocational interest patterns of off-Campus evening students .
6. Student reaction to "open housing" legislation .
7. Inter-disciplinary GAS's--do they increase student achievement?
8. Use of an integrated programed book in introductory psychology--does it aid student achievement?
9. Color of examination paper--does it make a difference?
10. Difficulty to easy--easy to difficulty--does order of test item presentation make a difference?
11. The motivational lecture--does it increase student achievement?
12. Personalized, oral questioning--does noise level of room increase?
13. 8 mm movie film vs colored slides--which is more effective?
(Subject: schedules of reinforcement)

14. What do students do in the learning labs?
15. Personality traits of the underachiever.
16. Correlation of Allport-Vernon study of values with a social science unit on values.

Business Division

1. 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.
2. Mandatory SAS for students who fail a test.
3. Achievement test for accounting level I.
4. Orientation test in accounting.
5. Grade comparison analysis of pre-service students, and students engaged in full-time law enforcement.
6. 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.
7. Effect on learning utilizing 2 hour GAS.
8. Follow-up study of last year's graduates for publicity stories of successful Oakland Community College graduates.
9. Analysis of variance of raw scores in BUS 101 on all three Campuses.

A. Strengths

The preceding list of research carried out at Auburn Hills tends to indicate that the Student Personnel area is the strongest in terms of executing and planning research. The Dean of Students has responded vigorously to the North Central critique (e.g., lack of information on student composition)

in an effort to turn a stated weakness into a strength. The Student Personnel arm has either conducted or planned studies designed to obtain maximum information on the composition of the Auburn Hills student body. An example of the rapid response of Student Personnel to the North Central critique may be found in Appendix J which details selected characteristics of the Auburn Hills student body.

There are at least five researches being conducted on the counseling process. This appears to be a strong area as has been mentioned previously. Student activities research is relatively strong and an obvious attempt has been made to survey student needs prior to attempting to fulfill these needs.

Research into methods of instruction is a strong feature of the Auburn Hills research effort. Examples of such activity can be found throughout the various divisions.

The majority of studies done at Auburn Hills reflect an interest in evaluating media. This is no ordinary goal or achievement for a community college. The studies done to evaluate the efficacy of books, tapes, slides, transparencies, films, etc., are extraordinary in quantity alone. It is refreshing to see educators quest and question tools that others have taken for granted for decades if not for centuries.

In terms of the research objective, i.e., "student evaluation," Auburn Hills is relatively strong. Because of the high usage of departmental examinations scored by a computer, there is considerable on-going and

planned student evaluation research.

Research at Auburn Hills has not been dictated--it has been elicited. It has been initiated and designed by faculty--not administration. The administration of Auburn Hills has provided an atmosphere that encourages research if the faculty wishes it--the administration does not discourage or penalize those who don't. With these strengths in mind, then we may now turn to the weaknesses of the research effort at Auburn Hills.

B. Weaknesses

There is hardly any basic research being carried out or planned in the area of curriculum and programs. As the Campus expands, this research area will have to become a high priority one.

One of the research objectives listed in the May 1967 Status Study is "Faculty." Although, there is no faculty initiated research having to do with faculty characteristics, selection criteria, etc., the Provost of Auburn Hills has initiated on his own a study which attempts to overcome this weakness. At this point in time, he has collected catalogues from all community colleges in the United States. He plans to compare Auburn faculty members with their counter-parts in other areas of the United States.

Auburn Hills does not show in its "findings sections" any research on facilities. However, facilities research is done in conjunction with Central Office personnel, e.g., carrel utilization, traffic flow, etc. In addition, there is a committee devoted to facilities which spells out the

strengths and weaknesses of this area .

For a relatively long period of time, Auburn Hills has been without a Dean of Faculty (now Dean of Instruction). One of the duties of this position is the coordination of Campus research . Because of the absence of such a person, the coordination of Campus research was given over to a division chairman on a temporary basis . The Campus does not have a book in which all past, present, and future research projects may be found .

There is an absence of a local (i.e., Auburn Hills area) current community study .

A constant on-going evaluation of courses is needed .

There is an absence of attitude and values studies as these relate to certain educational experiences .

Basic research directed toward the following questions is not in evidence:

1. Does a student do better at a transfer institution if he has had essay tests?
2. Do students need "wet labs?"
3. Are small group discussions of value to learning, for learning what?
4. Are lectures worthwhile?
5. Can student activities alter a person in such a way so as to make him a better student, a better citizen?

III. RECOMMENDATIONS

1. Curriculum and program research must be increased .

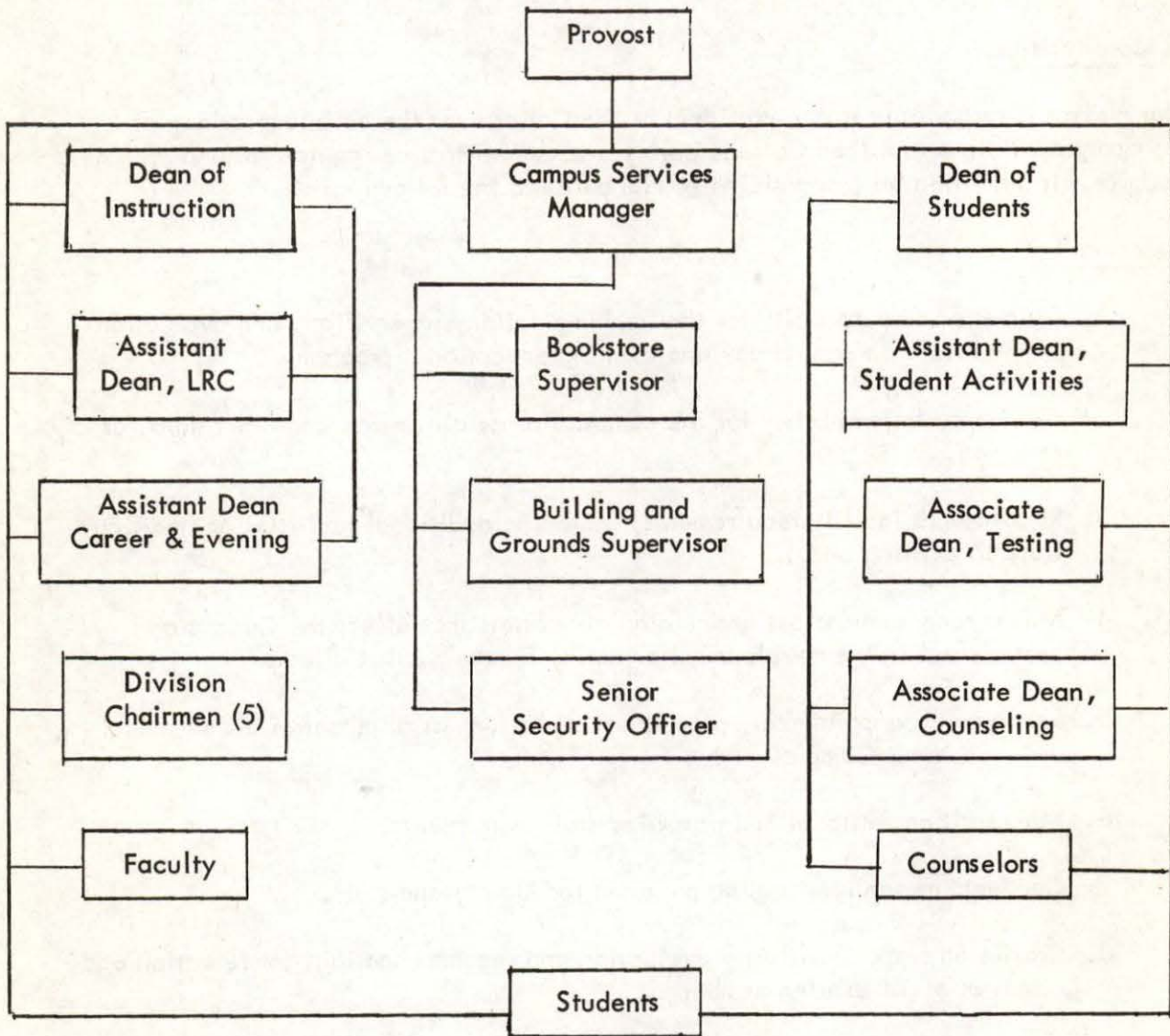
2. More research on the nature of the faculty is needed.
3. The coordination of research function should be placed into the willing and competent hands of the new Dean of Instruction.
4. An up-to-date Campus research notebook following uniform reporting procedures should be available in both the offices of the Dean of Instruction and the Provost.
5. A local current community study should be carried out.
6. Evaluation of courses should be on-going.
7. Attitude and value change studies should be planned and executed.
8. Research should be carried out in those areas stated under "weaknesses."

APPENDIX B

ORGANIZATION, SYSTEMS & PROCEDURES

Appendix B - Addendum 1

AUBURN HILLS CAMPUS ORGANIZATION



Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

PROVOST

Responsibilities:

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

Functions:

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

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

DEAN OF INSTRUCTION

Responsibilities:

The Dean of Instruction shall be responsible to the Provost for the instructional operation of the Campus in conformance with College policy and administrative regulations and procedures. In fulfilling his responsibilities, he shall perform the following:

Functions:

1. Supervise all instructional activities.

This shall include:

- a. Determine course development and course revision assignments for the Campus functional groups in cooperation with group coordinators and division chairmen.
 - b. Review and approve research projects conducted on the Campus.
 - c. Review and maintain a record of the media used on the Campus and evaluate the media.
 - d. Review and approve instructional assignments in consultation with division chairmen and the Provost.
 - e. Plan and supervise the in-service training of the staff.
2. Supervise the preparation of the mid-term and final examination schedules.
 3. Assist in the evaluation of the staff.
 4. Maintain records of faculty contractual agreements, salaries, instructional assignments and vacation schedules.
 5. Assist in obtaining information about the educational needs of the community.
 6. Assist in the process of articulation with other colleges and local employers.
 7. Perform other duties as assigned by the Provost of the Campus.

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

DEAN OF STUDENTS

Responsibilities:

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

Functions:

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

(continued)

DEAN OF STUDENTS

Functions: (continued)

9. Works closely with the Dean of Faculty in evaluation and recommendations regarding the educational program of the College.
10. Works closely with the Dean of Students of other Campuses to provide a consistent Student Personnel Program for Oakland Community College.
11. Performs other duties as assigned by the Provost of the Campus.

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

ASSISTANT DEAN OF STUDENTS - COUNSELING

Responsibilities:

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

Functions:

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

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

ASSISTANT DEAN OF STUDENTS - STUDENT ACTIVITIES

Responsibilities:

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

Functions:

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

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

ASSISTANT DEAN OF STUDENTS - TESTING

Responsibilities:

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

Functions:

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

Appendix B - Addendum 2
OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

DIVISION CHAIRMAN

Responsibilities:

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

Functions:

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

(continued)

DIVISION CHAIRMAN

Functions: (continued)

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

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

ASSOCIATE DEAN OF LRC

Functions:

1. Implements the philosophy of service; supervises and is responsible for all procedures as determined by the Provost and the LRC Associate Dean.
2. Determines the assignments of all members of the LRC staff.
3. Ascertains that all members of the LRC staff understand their assignments, the procedures to be followed, the time allowed for completion, and that they perform these in accordance with approved College procedures and prescribed professional standards.
4. Evaluates all members of the LRC staff and makes recommendations regarding future employment.
5. Supervises the procurement, coding, maintenance and inventory of books, filmstrips, slides, single concept films, transparencies, etc., and all audio-visual equipment used by the Campus to implement the College instructional program.
6. Selects book and other supportive media that reflect the needs of the students, faculty, administration and criteria set by national accrediting associations.
7. Maintains communications with other Divisions of the College to assure evaluation and utilization of service for the purpose of facilitating the achievement of the mission of the College.
8. Assures conformance with mutually approved LRC purchasing and receiving procedures for all materials and equipment delegated to the responsibility of the LRC and reflected in its budget.
9. Assists in the preparation of the College budget.
10. Reviews and approves those appropriate requests initiated by members of the LRC and from Divisions on Campus whose budget areas are the responsibility of the LRC (Lab texts, media purchase, film rental, and audio-visual equipment).

(continued)

ASSOCIATE DEAN OF LRC

Functions: (continued)

11. Tabulates and issues financial reports on a regular basis to the Division Chairmen showing the status of the above allotments.
12. Communicates and involves the teaching faculty and Campus administration in the evaluation and utilization of the LRC materials and services.
13. Arranges in-service training programs for members of the LRC.
14. Assists in the development and revision of courses by providing book and other media for consideration and evaluation.
15. Supervises the orientation of students and new faculty to the LRC and its services.
16. Performs additional functions specifically assigned.

Appendix B - Addendum 2

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

MANAGER OF THE OFFICE OF CAMPUS SERVICES

Responsibilities:

The Manager of the Office of Campus Services is directly responsible to the Provost. He is responsible for the direct supervision of a number of administrative services and for providing Campus liaison with College offices for other services. In fulfilling his responsibilities, he performs the following:

Functions:

A. BUDGET DEVELOPMENT AND CONTROL FOR CAMPUS

1. Develops the budget for Campus Services.
2. Coordinates and assists in development of the divisional and Campus budget.
3. Prepares and initiates all requests for Campus transfers and changes in budget.
4. Reviews all requests for expenditures of funds against Campus budget. These may include such items as: requests for new personnel, requisitions, invoice vouchers, travel reimbursements, monthly mileage, and part-time employee time reports.
5. Budget codes all forms expending funds from Campus budget such as: invoice vouchers, requisitions, petty cash vouchers, travel reimbursements, monthly mileage, and part-time employee reports.

B. MONEY MANAGEMENT

1. Receives, maintains and disburses funds.
 - a. Supervises the receipt of all College monies on Campus.
 - b. Supervises the proper coding and recording of monies.
 - c. Maintains a change fund for auxiliary operations.

MANAGER OF THE OFFICE OF CAMPUS SERVICES

Functions:

B. MONEY MANAGEMENT (continued)

- d. Maintains a petty cash fund reviewing requests under College policy.
 - e. Validates Student Activity money needs and issues checks.
2. Verifies Campus payroll.
 3. Receives and supervises the distribution of checks.
 4. Supervises the tracing of invoices for supporting information for payment.
 5. Maintains chart of accounts as established by College policy.

C. COMMON SERVICES

1. Supervises the personnel employed in typing pool.
2. Supervises the operation of stockroom, duplication, switchboard, mail service, campus delivery and receiving operation.

D. AUXILIARY OPERATIONS

1. Directs the management of Campus Bookstore and Service Station- requiring inventory, cash control, requisitioning, pricing, personnel and reports.

E. PERSONNEL

1. Maintains a file on classified personnel.
2. Aids in communicating information as to sick leave, vacation, termination, etc., to the Personnel office.
3. Makes recommendations as to hiring of classified personnel.
4. Provides information on termination of classified personnel to Personnel office.

F. PURCHASING

1. Reviews all requisitions for completeness and adherence to budget.
2. Maintains a requisition and purchase log for Campus.

MANAGER OF THE OFFICE OF CAMPUS SERVICES

Functions: (continued)

G. MASTER CALENDAR

1. Maintains a master calendar of Campus events.
2. Apprises functionally responsible divisions of anticipated needs for Campus events.

H. EFFECTS LIAISON WITH OTHER COLLEGE OFFICES

1. Assists the College Office of Community Services in the scheduling of tours of Campus.
2. Coordinates the Plant Services functions on the Campus.
3. Coordinates the security functions on the Campus.
4. Provides Campus liaison with College Personnel office.
5. Provides Campus liaison with the College Purchasing office.

I. GENERAL

1. Submits reports of activities as directed.
2. Recommends and implements administrative regulations and procedures.
3. Reviews Campus programs anticipated.
4. Coordinates special Campus Services projects on Campus.
5. Performs other duties as may be assigned by the Provosts.

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OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

GROUP COORDINATOR

Responsibilities:

The Group Coordinator is responsible to the Division Chairman for the development, implementation, review, evaluation and revision of the courses assigned to his group. In fulfilling his responsibilities, he performs the following:

Functions:

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

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OAKLAND COMMUNITY COLLEGE
JOB DESCRIPTION

ASSISTANT GROUP COORDINATOR

Responsibilities:

The Assistant Group Coordinator is responsible to the Group Coordinator for the development, implementation, review, and revision of courses assigned to him by the Division Chairman. In fulfilling his responsibilities, he performs the following:

Functions:

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

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OAKLAND COMMUNITY COLLEGE
JOB DESCRIPTION

TUTOR

Responsibilities:

The Tutor is responsible to the Group Coordinator for the implementation of assigned courses and for assisting in the development, review, and revision of courses assigned by the Division Chairman. In fulfilling his responsibilities, he performs the following:

Functions:

1. Assists and evaluates assigned students .
2. Prepares and implements small assembly sessions .
3. Assists in the development and revision of course units and materials .
4. Prepares and implements general assembly sessions .
5. Records information that will be used to measure the effectiveness of media, instructional techniques and administrative procedures .
6. Performs additional functions specifically assigned by the Division Chairman .

APPENDIX C

CURRICULUM

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AUBURN HILLS COURSE OFFERINGS 1967-68

| <u>COURSE NUMBER</u> | <u>COURSE TITLE</u> |
|----------------------|----------------------------------|
| ACC 111 | Proprietorship Accounting |
| ACC 112 | Partnership Accounting |
| ACC 113 | Corporation Accounting |
| ACC 204 | Cost Accounting |
| ACC 205 | Application of Accounting Theory |
| ACC 211 | Survey of Taxation |
| ACC 213 | Accounting Systems and Reports |
| ACC 214 | Internal Accounting |
| ACC 251 | Principles of Accounting I |
| ACC 252 | Principles of Accounting II |
| ART 156 | Art Appreciation |
| BIO 132 | Plant Science |
| BIO 151 | General Biology I |
| BIO 152 | General Biology II |
| BUS 101 | Introduction to Business |
| BUS 131 | Principles of Supervision |
| BUS 152 | History of Business |
| BUS 203 | Business Law I |
| BUS 204 | Business Law II |
| CHE 100 - 101 | Introduction to Chemistry |
| CHE 151 | General Chemistry I |
| CHE 152 | General Chemistry II |
| CHE 261 | Organic Chemistry |
| ECO 261 | Economics I |
| ECO 262 | Economics II |
| ENG 052 | Basic English |
| ENG 104 | Reading Improvement |
| ENG 131 | Fundamentals of Communications |
| ENG 136 | Business Communications |
| ENG 151 | English I |
| ENG 152 | English II |
| ENG 162 | Introductory Journalism |
| ENG 251 | American Literature I |
| ENG 252 | American Literature II |
| ENG 261 | Public Speaking |
| FRE 151 | Beginning French I |
| FRE 153 | Beginning French II |
| FRE 261 | Intermediate French I |
| FRE 262 | Intermediate French II |
| GOR 010 | General Orientation |
| GOR 012 | Guided Orientation |

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Auburn Hills Course Offerings 1967-68 (cont.)

| <u>COURSE NUMBER</u> | <u>COURSE TITLE</u> |
|----------------------|---|
| GSC 151 | Life Science |
| GSC 156 | Physical Science |
| HIS 251 | Survey of American History I |
| HIS 252 | Survey of American History II |
| LST 111 | Introduction to Ornamental Horticulture |
| LST 112 | Plant Identification |
| LST 121 | Introduction to Landscape Gardening |
| LST 122 | Landscape Construction |
| LST 201 | Residential Ground Maintenance |
| LST 202 | Public and Recreational Grounds Maintenance |
| LST 211 | Field Project |
| LST 212 | Advanced Field Project |
| LST 221 | Nursery Practices |
| LST 231 | Introduction to Landscape Planning |
| LST 232 | Advanced Landscape Planning |
| LST 234 | Insects, Pests, and Disease Control |
| MAT 101 | Business Mathematics |
| MAT 111 | Fundamentals of Arithmetic |
| MAT 112 | Elementary Algebra |
| MAT 113 | Intermediate Algebra |
| MAT 131 | Statistics |
| MAT 151 | Comparative Mathematics I |
| MAT 152 | Comparative Mathematics II |
| MAT 161 | College Algebra and Trigonometry |
| MAT 171 | Analytic Geometry and Calculus I |
| MAT 172 | Analytic Geometry and Calculus II |
| MAT 271 | Analytic Geometry and Calculus III |
| MAT 272 | Calculus and Differential Equations |
| MKT 102 | Salesmanship |
| MKT 201 | Advertising |
| MKT 252 | Principles of Marketing |
| MUS 156 | Music Appreciation |
| MUS 171 | OCC Chorale |
| PER 141 | Introduction to Physical Education & Recreation |
| PER 151 | Physical Education |
| PER 152 | Physical Activities I |
| PER 153 | Physical Activities II |
| PER 201 | Camping, Camp Counseling & Outdoor Recreation |
| PER 251 | Physical Activities III |
| PER 252 | Physical Activities IV |
| PER 261 | Defensive Tactics |

Appendix C - Addendum 2

Auburn Hills Course Offerings 1967-68 (cont.)

| <u>COURSE NUMBER</u> | <u>COURSE TITLE</u> |
|----------------------|---|
| PER 272 | Foundations of Health Education |
| PER 282 | Sports and Athletic Programming |
| PLS 101 | Introduction to Law Enforcement |
| PLS 111 | Police Patrol Administration & Procedure |
| PLS 112 | Criminal Law & Administration of Justice |
| PLS 122 | Criminal Evidence |
| PLS 211 | Field Project |
| PLS 212 | Highway and Traffic Control |
| PLS 221 | Criminal Investigation & Case Preparation |
| PLS 222 | Juvenile Procedures |
| PLS 231 | Interrogation & Interview Techniques |
| PLS 241 | Crime Lab Techniques |
| POL 151 | American Government |
| POL 251 | Introduction to Political Science |
| PSY 251 | Introduction to Psychology |
| PSY 261 | Human Relations & Personnel Problems |
| RET 101 | Principles of Retailing |
| RET 122 | Retail Sales Promotion |
| RET 151 | Retail Buying |
| RET 211 | Field Project |
| RET 212 | Field Project |
| SEC 101 | Typing Fundamentals |
| SEC 102 | Intermediate Typing |
| SEC 111 | Shorthand Fundamentals |
| SEC 112 | Intermediate Shorthand |
| SEC 121 | Office Skills |
| SEC 201 | Advanced Typing |
| SEC 202 | Business Machines |
| SEC 231 | Dictation & Transcription |
| SEC 232 | Advanced Dictation & Transcription |
| SEC 241 | Principles of Secretarial Procedures |
| SEC 242 | Advanced Secretarial Procedures |
| SOC 251 | Sociology |
| SPA 151 | Beginning Spanish I |
| SPA 153 | Beginning Spanish II |
| SPA 261 | Intermediate Spanish I |
| SPA 262 | Intermediate Spanish II |
| SSC 151 | Foundations of Modern Society I |
| SSC 152 | Foundations of Modern Society II |

APPENDIX D

STUDENT BODY

Appendix D - Addendum 1

BASIC STUDENT PERSONNEL AND COUNSELING SERVICES AT
AUBURN HILLS CAMPUS

1. Pre-College Information: To communicate an accurate image of the College as a means of informing oncoming students about opportunities at the community college.
2. Applicant Appraisal: To acquire information about the student which is necessary for determining his eligibility for programs offered by the College.
3. Educational Testing: To obtain relevant test information by which student potential and progress may be measured and by which the students and the College can objectively make educational decisions.
4. Personnel Records: To establish and maintain records of each student's achievements from which an accurate assessment of his performance can be made easily.
5. Student Registration: To officially enroll students and open their records with both efficiency and validity.
6. Academic Regulation: To establish and maintain desirable levels standards of student performance in order that both the students and the College strive for educational excellence.
7. Financial Aids and Job Placement: To assist students in meeting the costs of College attendance, in gaining scholarship recognition, and in obtaining part-time or full-time jobs related to their College preparation.
8. Student Self-Government; Co-Curricular Activity; Social Regulation; and Student Induction: To provide appropriate controls on social behavior, experiences in decision-making through self-government, and activities outside the classroom which have an educative value.
9. Applicant Consulting and Student Advisement: To assist students in selecting study programs which will lead them successfully toward desirable educational goals.
10. Group Orientation: To provide essential information and guidance economically to student groups.
11. Student Counseling: To provide individualized help to students on problems of choice in order to develop maximum self-understanding.

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12. Career Information: Helping students make appropriate vocational plans.
13. Program Articulation: To foster College-wide concern for the general welfare of students.
14. In-Service Education: To organize opportunities by which Student Personnel Services staff can keep professionally informed in order that their counsel will have current validity.
15. Program Evaluation: To conduct research which continuously evaluates the effectiveness of Student Personnel Services.
16. Administrative Organization: To provide a plan of organization that will facilitate effective services.

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PRE-COLLEGE ADVISEMENT

To assist the new student in his introduction and course selection at Auburn Hills Campus, the following procedures are implemented by the Auburn Hills staff:

1. The Admissions Office forwards folders of new students to the Campus during the summer preceding the fall semester.
2. The Assistant Dean of Counseling contacts the new students and invites them to a summer Pre-College Advisement.
3. The Assistant Dean for Counseling plans the program of Pre-College Advisement, making arrangements for facilities, staff, and equipment.
4. The Assistant Dean for Student Activities develops student information material and plans a social hour for the students and provides for student hosts and hostesses.
5. The Pre-Advisement Program lasts two days and consists of:
 - a. A morning welcome by the Dean of Students or his appointed representative.
 - b. The dissemination of material and student information.
 - c. The use of audio-visual media to present the College to the student.
 - d. The administering of the English Placement Test.
 - e. An afternoon group session with counselors to explain the counseling functions.
 - f. The administration of the Kuder Preference Inventory.
 - g. A Campus Open House conducted by students featuring entertainment and refreshments.
 - h. The Second Morning Group Meeting with counselors to explain course requirements and the filling out of course selection sheets.

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- i. A General Assembly conducted by a faculty member to acquaint the student with the educational approach used at Oakland Community College.
- j. Afternoon individual appointment for students with difficulty in selecting curricula or courses.

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STUDENT RECRUITMENT

The Counselor performs the following activities:

1. Assist in "College Night" or "Career Day" or a Campus visitation for students interested in College.
2. Talk with high school counselors regarding prospective students.
3. Talk to student groups in high schools about their coming to College.
4. Conduct individual interviews with high school students about their coming to College.
5. Talk with parents of prospective students.
6. Handle inquiries about attending College.
7. Assist employers with employees coming to College.
8. Help prepare and distribute descriptive material publicizing the College.

INDIVIDUAL STUDENT INTERVIEWING

The Counselor will:

1. Counsel with students having academic achievement problems.
2. Interpret test results in a counseling interview.
3. Counsel with students who are undecided about a vocation.
4. Discuss student problems with administrators.
5. Advise faculty members about working with a student having a physical or emotional problem.
6. Serve as counselor - consultant to a department or division of the College.
7. Make periodical reports to faculty on typical student problems.

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8. Provide report of student absences to faculty on request.
9. Confer with faculty members who have problems.
10. Confer with administrators who have problems.

TESTING CENTER

The Associate Dean of Testing carries out the following activities:

1. Administer interest tests to students.
2. Administer educational diagnostic tests.
3. Administer group aptitude tests to students.
4. Administer individual aptitude tests to students.
5. Maintain a testing file and order needed tests.
6. Administer personality inventories.
7. Conduct in-service training for faculty advisors on the uses of test results.
8. Administer projective personality tests.
9. Score paper and pencil group tests.
10. Score projective personality tests.

TESTING

The Counselors:

1. Interpret interest tests to students.
2. Interpret educational diagnostic tests.
3. Interpret group aptitude tests to students.

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4. Interpret individual aptitude tests to students.

GROUP WORK WITH STUDENTS

The Counselors:

1. Conduct large group orientation for new students.
2. Conduct small group orientation for new students.
3. Counsel with small groups of students who are vocationally undecided.
4. Counsel with small groups of students having study problems.
5. Counsel with small groups of students having personal - social problems.
6. Conduct group counseling for students who ask for this experience.
7. Conduct group guidance for small groups on academic probation.
8. Conduct group counseling for under-achievers.
9. Conduct group guidance for large groups of students on academic probation.
10. Counsel with small groups of students having severe emotional problems.

FINANCIAL AID

The Counselors:

1. Serve on College committee for scholarships, grants, or loans.
2. Help select recipients of financial aids.
3. Interview students who need financial aid.
4. Talk to high school counselors and parents about financial aid program.
5. Interview students who have received financial aid concerning their academic progress.

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6. Get students for work-study program.
7. Maintain records of students on financial aid.

STUDENT PLACEMENT

The Counselors:

1. Write student recommendations to employers.
2. Advise students about applying for a job.
3. Assist to provide current information to students concerning work available to the community.
4. Refer inquiries from prospective employers of students.
5. Assist College departments to help place graduates by request.
6. Cooperate with Employment Security Office in placement of students by request.
7. Assist in interviews for students with employers.

ARTICULATION WITH COLLEGES AND UNIVERSITIES

The Counselors:

1. Help students with plans to meet requirements.
2. Attend follow-up conferences on senior campus and talk with former students.
3. Work with faculty advisors and College departments toward clarity and understanding of transfer requirements.
4. Assist senior college advisors to come to campus to talk with students contemplating transfer.

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5. Write recommendations for college transfer students.
6. Confer with students before they transfer to senior institutions.
7. Follow up academic reports of students who have transferred to senior colleges.
8. Serve on committee on articulation between junior and senior colleges.
9. Help to compile curricular guides for students transferring to senior colleges.
10. Report to faculty on progress of students who have transferred to senior colleges.

MAINTAINING STUDENT RECORDS

The Counselors:

1. Maintain a personal and confidential file of case notes on counselees, where needed.
2. Help establish policy on the confidentiality of records.
3. Write anecdotal notes on cumulative record or record jacket after a student interview.
4. Help evaluate personnel records and make recommendations.
5. Help maintain a student cumulative record file for general use.
6. Help establish policy on the destroying of personnel records and/or case notes and/or tapes.
7. Write out case histories on students upon request of faculty and with permission of student.
8. Make tapes of counseling interviews for professional use and in-service experience for staff.

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INSTITUTIONAL RESEARCH

The Counselors:

1. Conduct a study of the guidance and counseling program .
2. Conduct a follow-up study of graduates .
3. Conduct a study to identify common student problems .
4. Conduct a study of a specific sub-group of students .
5. Conduct a follow-up study of drop-outs .
6. Conduct and report on an experimental project or program with the College .
7. Conduct a study of student use of College resources .

IN-SERVICE TRAINING

The Counselors:

1. Attend state-level professional conferences .
2. Attend staff meetings on staff procedure and policy .
3. Attend workshops related to guidance and counseling as staff representative .
4. Attend local or community professional conferences .
5. Take course work related to guidance and counseling .
6. Attend national-level professional conferences .
7. Attend staff training sessions led by a staff member .
8. Attend staff training sessions led by an outside expert .
9. Conduct training sessions for fellow staff members .

COMMUNITY RELATIONS

The Counselors:

1. Maintain working relationship with other counseling agencies in the community.
2. Interpret counseling program to groups in the community.
3. Serve on civic committees and groups studying youth.
4. Act as host for visiting groups interested in college.
5. Conduct educational and/or vocational counseling interviews with not-in-school adults.
6. Conduct personal counseling interviews for not-in-school adults.
7. Act as consultant in K-12 counseling programs.

COUNSELORS IN THE COLLEGE ORIENTATION COURSE PROGRAM

A college orientation course is a program wherein students are enrolled for one credit for the purpose of being acquainted with the college instructional program, the college instructional model, and other related procedures and functions a student will need to learn to become familiar with the college. The intent and purpose of this course is to provide a means by which students will become acquainted with their designated counselor and have a sound and meaningful relationship with the college.

The following reasons are advanced for the use of counselors in the orientation course program:

1. The new student at Oakland Community College needs immediate information regarding the College operational procedures. This

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information, provided by the counselor, is a vehicle that can be used for the purpose of acquainting the student with the counselor.

2. A counselor generally has an overall picture of the College operation. With his total knowledge of the College operations, he is able to relate an overall concept of the College to the student.
3. As the counselor develops relationships in the orientation course, the student becomes familiar with his counselor and, therefore, will refer to that counselor at any time he has problems regarding his educational program.
4. By participating in the orientation course, the counselor can identify potential problems within students and provide feedback to the College operations, thereby assisting in the alleviation of the problem, and identifying students who will need further assistance.
5. The counselor has an overall picture of the College operations and, thereby, can confidently relate the operational procedures to new students who need stability in their structural weeks at College.

COUNSELORS DEVELOP MEDIA FOR COUNSELING

Recognizing that many aspects of student problems relate to a lack of information and that much of the counseling time needs to be used in providing information, one of the functions of a counselor will be to develop media in counseling. The intent and purpose of media will be to assist the student to independently resolve problems, particularly those that are created by a lack of information. A part of the regular counseling assignment, therefore, will be to assign counselors to develop media, so that additional information will be accessible to the student.

Short-range Media Needs:

1. Curricular guides for students.

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2. Programed books on selecting a college, vocational guides, etc.
3. Preparation of "job briefs."
4. Statistical correlation of grade point equivalents, and grade point prediction tables.
5. Arranging career information seminars.
6. Arranging speaker programs on vocations and professions.
7. Securing and arranging displays of vocational information.
8. Developing film series regarding vocations.
9. Developing slides and video-sonic presentations regarding careers and vocations.
10. Tape deck recordings and course packages regarding transfer institutions and their requirements.
11. Preparation of anecdotal notes to be included in the Student Personnel records.
12. Preparation and completion of drop-add forms for student records.
13. Job referral forms.
14. The development of other media and programs to assist the student in his educational program.

Long-range Media Needs:

1. Self-instructional programs regarding identified problems of students attending Oakland Community College.
2. Complete terminal utilization in the counseling process--counselor assistance in program development.
3. Grade point predictions by curricula.
4. Grade point predictions by course.
5. Characteristics of the learner.

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6. Characteristics of vocations.
7. Job Placement programs for computer utilization.
8. Financial assistance programs by computer.
9. Collation of pre-testing materials for all courses.
10. Development of rapid access of new data for vocations and professions.
11. Development of criteria and instruments for total evaluation of counseling programs.

As a function of the counselor, media development is used as a criterion for evaluation of the counselor.

THE COMPUTER IS USED IN THE COUNSELING PROCESS

The role of the computer in education has been established. The application of the computer in the counseling process is already apparent, and needs to be continually emphasized. The following short-range goals can be implemented during the 1967-68 academic year in preparation for more complete computer utilization in the counseling process:

1. Computer terminals in the Counseling Office.
2. Complete student records in the computer storage (application data).
3. Complete student academic grades in the computer.
4. On-line registration programs on campus.
5. An on-campus Educational Services secretary to secure student data periodically throughout each day via the computer terminal.

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The goal of long-range computer utilization in counseling will be the Total Application of Systems in Learning (TASL). It will be a continuing responsibility of the counselors to identify, as rapidly as possible, the categories wherein the computer can be utilized and the sequence in which the computer utilization can be totally manifested. The objective of the counseling process can be integrated into the learner-centered systems approach to learning, and the counseling process itself will be the total application of systems in learning. The following are specific areas wherein long-range planning should be focused:

1. Grade predictions established on past achievements and computer records.
2. All course offerings identified in computer storage.
3. All curricular programs established in the computer for immediate retrieval.
4. Curriculum expectancy tables, based on students' pre-tests.
5. Vocational information correlation and immediate identification.
6. Computerized program advisement.
7. Computerized schedule design for entire academic sessions, based on student needs and curricular offerings.
8. Computerized pre- and post-testing.
9. Computerized individual and group testing with standardized tests.

It is expected that the utilization of the computer will eliminate many of the necessary functions carried out manually today, making all student records more accurate, and eventually permitting the counselors more time to work with students.

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COUNSELOR-TEACHERS ARE USED IN REMEDIAL AND DEVELOPMENTAL COURSES

Recognizing that many of the students who come to Oakland Community College need remedial and developmental work, counselor-teachers will be assigned in each area. One of the factors considered in this concept is that many students have personal problems which inhibit their learning process; a counselor trained to deal with these problems will be able to assist the student to deal with both the problem and the learning need.

The following factors are considered in this concept:

1. Counselor assignments in these courses which will be considered on the basis of a counselor's baccalaureate degree.
2. Counselor assignments in this regard will relate to the specialized training he has to deal with these problems.
3. Special counselor interest will be considered in staffing to deal with these students.
4. The counselors assigned to these courses will act as the student's counselor.
5. The counselor-teachers will be responsible for the academic advising of their students.
6. The counselor-teacher will be responsible for the assigned students during the students' entire period in developmental or remedial courses.

It is expected that the counselor working in this relationship with remedial and developmental students will be able to focus on the total student, rather than on the academic learning requirement alone.

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AUBURN HILLS COMPLETE TESTING CENTER

A complete testing center on campus is one that can administer various standardized group and individual tests, as well as administer various academic tests upon request. This testing center will provide a complete service to the students and faculty by administering tests to students at the request of counselors, faculty, or student self-initiated referrals. The intent and purpose of testing is to further facilitate the entire educational process.

The following are some of the major responsibilities of the campus testing center:

1. Administer interest and vocational tests to students.
2. Administer aptitude and ability tests to students.
3. Administer some individual tests to students.
4. Administer the G.E.D. Test.
5. Administer the A.C.T. Test residually.
6. Administer the credit by examination tests when available.
7. Administer the pre- and post-tests for various courses when available.
8. Administer the selective service exams on campus when available.
9. Administer make-up exams when requested by faculty.
10. Assist in the implementation of research designs by administering various tests to groups of students when requested.
11. Provide special testing when requested.

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FUNCTIONS OF ACTIVITY OFFICE

- I. The Activities Office is in charge of working with all of the Campus organizations.
 - A. Helping them to get chartered.
 - B. Advising them on meeting procedures and College policies.
 - C. Developing new organizations.
 - D. Encouraging their participation and sponsoring of activities.
 - E. Special advisement to the Student Senate.
 - F. Advisor to the Activities Committee.
 - G. Keeping financial records on all organizations.
 - H. Keeping records and minutes of each organization.
 - I. Conducting leadership workshops for all organizations.
 - J. Attending organization meetings when the need arises.
 - K. Advising and assisting organizational advisors.

- II. Coordinating Campus activities
 - A. Developing an activities calendar.
 - B. Promoting an Open Forum Series.
 - C. Sponsoring a movie series.
 - D. Coordinating large Campus events:
 1. OCCAH BALOO
 2. Christmas Week
 3. Fund drives
 4. Field trips
 5. Formal dances
 6. Cultural week

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- E. Publishing publicity for Campus activities.
- F. Publishing a Student Directory.
- G. Distributing and making known Campus regulations for social activities.

III. Special Programs

- A. Orientation: Developing the program, both educational and social, for new students.
- B. Summer Orientation (advisement): Developing a program for incoming new students before they start classes.
- C. Honors Convocation: Developing and implementing an academic and activities honors program in the spring.
- D. Registration: Directing the initial station of the registrations preceding each session.
- E. Student Handbook.

IV. Committee Work

- A. Public Events Board: Programing the events in the Contrast Series for all College events:
 - 1. Pop
 - 2. Cultural
 - 3. Lecture
- B. Graduation Committee: Developing the procedure for the first graduation at Oakland Community College.
- C. Faculty-Student Finance Committee: Serving as chairman of this committee which budgets activity money for Campus organizations.
- D. Academic Standing Committee: Reviewing student records to make recommendations for dismissal and hearing student appeals.

V. Special Duties

- A. Intramurals: Developing and implementing an intramural program for the school year:

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1. Football
2. Basketball
3. Bowling
4. Skiing
5. Gold
6. Special events

B. Intercollegiate Golf: Coaching the golf team and scheduling matches.

Appendix D - Addendum 2

FINDINGS IN VOCATIONAL COUNSELING

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

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VOCATIONAL COUNSELING FINDINGS

- A. The counselors help the student identify and understand the aspects of his vocational problem.
- B. The counselors obtain and evaluate information with the student which may have vocational significance, and which will help the counselee to better understand himself, the world of work, and the relationship which exists between them.
- C. The counselors arrange for tests, when appropriate, and consider test results in relation to other pertinent counseling information.
- D. The counselors give information to the counselee on occupational requirements, employment opportunities, and trends as indicated in the Vocational Information Dissemination Model.
- E. The counselors help the student analyze and evaluate his vocational assets, relate them to possible occupational goals and make an appropriate vocational choice.
- F. The counselors help the student formulate a realistic vocational plan to achieve both immediate and long-range goals.
- G. The counselors assist the student to initiate action in line with his plan.
- H. The counselors record the counseling interview, indicating the problem, significant facts that bear on the problem, the plan developed, and other pertinent information.

VOCATIONAL INFORMATION DISSEMINATION

There is an urgent need for competent vocational guidance counseling, Community college students need reliable, up-to-date vocational counseling and guidance materials so they can determine realistic occupational goals. No standard procedure can be used in every situation since occupational information must be given to meet the specific needs of the counselee. The following guiding principles will be

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helpful:

1. Counselors disseminate information about specific jobs after individual appraisal and occupational strengths and weakness assessed. The timing of dissemination is extremely important.
2. The counselors provide the types of occupational information in which the counselee should be interests:
 - A. Nature of the work.
 - B. Worker characteristics required.
 - C. Promotional opportunities; trends in the field.
 - D. Requirements and methods of entry.
 - E. Kinds of jobs and where found.
 - F. Information on earnings, working conditions, hours of work.
3. The counselors make use of occupational and labor market information developed at local, state, and national levels, including the following -- located in the counseling office:
 - A. Local occupational surveys and labor market reports.
 - B. State occupational guides and labor market summaries.
 - C. Occupational Outlook Handbook.
 - D. SRA Career File.
4. In addition to imparting occupational information to the counselee in person, the counselors also utilize one or more of the following methods:
 - A. Provide selected reference materials for the student to read, or refer him to the proper source for such materials.
 - B. Arrange for applicant to talk with another staff member who may have special knowledge of a particular field.
 - C. Refer student to some other person in the community, such as a local business or professional man or vocational teacher who can give the student more expert knowledge on a particular field.

PROBATIONARY STUDENT WORK FINDINGS

Fifteen groups of students, totaling fifteen students per group, were assigned to meet with three different counselors on a regular weekly basis at the beginning of

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the Winter 1968 Session. The students who were in this group were identified through the grade report at the end of the Fall Session and will be programmed to meet with the counselors by an identification during the registration process. These students were assigned on a continuing basis to work out their various vocational, academic, and personal problems with the assistance of portions of the course package for GOR 012.

The counselors, at the beginning of the Winter 1968 session, discussed with the students the meaning and implications of the probationary status; also, the seriousness of continuing as a probationary student and possibly reaching a point to where they might be subject to dismissal from the College for academic reasons. The counselors worked with the students, generally following this format:

- Week I - Discussion of probationary status and final grade reports.
- Week II - The implications of poor achievement and possible new goal orientation.
- Week III - The problem of academic success, as measured by high school achievement; A.C.T., and other scores.
- Week IV - Kuder Vocational Interest: Each student will take the Kuder and have an individual profile returned to him at a succeeding session.
- Week V - Students will complete TPS's dealing with self-concept.
- Week VI - Students will consider study skill problems.
- Week VII - Study skill problems continued.
- Week VIII - Review of individual Kuder profiles.
- Week IX - Open session to individual student questions and problems, of an academic nature.
- Week X - Review of occupational information.
- Week XI - Discussion of future educational and vocational plans.

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- Week XII - Changes in occupational and vocational plans. Review of College Catalog information.
- Week XIII - Open discussion.
- Week XIV - Open discussion.
- Week XV - Specific plans for continuance in school or possible job placement information.

APPENDIX F

LEARNING RESOURCES

Appendix F - Addendum 1

Table 1

AVERAGE NUMBER OF TWO-WEEK LOANS PER STUDENT
PER YEAR BY LIBRARIES ACCREDITED BY THE
NORTH CENTRAL ASSOCIATION

| Type of Institution | Average Number of Two-Week Loans per Student per Year |
|---|--|
| All Institutions | 27.9 |
| Junior Colleges | 14.7 |
| Liberal Arts Colleges | 33.9 |
| Universities | 14.3 |
| Auburn Hills LRC* and Laboratory Reserve Libraries | 37.6 |

*Not accredited at this time

Table 2

AVERAGE NUMBER OF LIBRARY WITHDRAWALS PER
STAFF MEMBER PER YEAR IN INSTITUTIONS
ACCREDITED BY THE NORTH CENTRAL ASSOCIATION

| Type of Institution | Average Number of Withdrawals per Staff Member per Year |
|-----------------------|--|
| All Institutions | 21.7 |
| Junior Colleges | 25.8 |
| Teachers Colleges | 45.7 |
| Liberal Arts Colleges | 31.0 |
| Universities | 33.2 |
| Auburn Hills LRC * | 41.9 |

*Not accredited at this time

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Table 3

AUBURN HILLS LEARNING RESOURCES CENTER
CIRCULATION STATISTICS - SCHOOL YEAR

| September to August | Central LRC | Laboratory Reserve Libraries | Total |
|---------------------------|---------------------------------------|------------------------------------|-----------------------------|
| 1965-1966 | 5,489 | 41,800 | 45,089 |
| 1966-1967 | 10,085 5,000 | 43,630 | 63,715 52,715 |
| 1967-1968* | 4,642 8,579 | 20,940 43,907 | 25,582 52,486 |

*September, 1967 to February, 1968

Table 4

AUBURN HILLS LEARNING RESOURCES CENTER
CIRCULATION STATISTICS - CALENDAR YEAR

| Year | Central LRC | Laboratory Reserve Libraries | Total |
|---------------------------------------|----------------|------------------------------------|--------|
| 1965 (September to December) | 1,282 | 13,200 | 14,482 |
| 1966 | 4,207 | 39,600 | 43,807 |
| 1967 | 10,929 | 34,000 | 44,929 |
| 1968 (January to February) | 1,686 | 6,800 | 8,486 |

AUBURN HILLS LEARNING RESOURCES CENTER
BOOK COLLECTION

| Classification | Volumes July - 1967 | Volumes March - 1968 |
|--|------------------------|-------------------------|
| A. General Works - Polography | 329 | 348 |
| B. Philosophy - Religion | 1,037 | 1,133 |
| C. History - Auxiliary Sciences | 186 | 199 |
| D. History and Topography | 1,348 | 1,500 |
| E. America | 960 | 1,053 |
| F. United States (Local) | 277 | 315 |
| G. Geography - Anthropology | 351 | 384 |
| H. Sociology, Social Sciences, Economics | 1,887 | 2,100 |
| J. Political Science | 560 | 622 |
| K. Law | 65 | 77 |
| L. Education | 320 | 393 |
| M. Music | 242 | 254 |
| N. Fine Arts | 452 | 529 |
| P. Language and Literature | 4,474 | 4,943 |
| Q. Science | 1,890 | 2,011 |
| R. Medicine | 161 | 196 |
| S. Agriculture - Plant and Animal Industry | 171 | 182 |
| T. Technology | 239 | 304 |
| U. Military Science | 56 | 65 |
| V. Naval Science | 17 | 20 |
| Z. Bibliography and Library Science | 295 | 323 |
| TOTAL CATALOGED VOLUMES | 15,317 | 16,951 |

GROWTH OF THE AUBURN HILLS LRC BOOK COLLECTION

| Year | Central LRC Volumes | Lab Reserve Volumes | Total |
|--------------|---------------------|---------------------|--------|
| 1965 | 7,723 | 1,954 | 9,667 |
| 1966 | 12,960 | 2,900 | 15,860 |
| 1967 | 17,412 | 3,933 | 21,345 |
| 1968 to date | 18,150* | 4,202** | 22,352 |

*Volumes received - Not necessarily cataloged and processed
 **Includes 482 different titles

Table 7

AUBURN HILLS LEARNING RESOURCES CENTER
 NON-BOOK MEDIA HOLDINGS
 MARCH - 1968

| Item | Number |
|--|------------------------------|
| Filmstrips | 1,614 |
| Single Concept Films | 118 |
| Slides <i>Slide Programs</i> | 334 |
| Transparencies | 92 |
| Records | 374 |
| Tapes (commercial) | 290 |
| Charts - Maps | 24 |
| Printed Matter | 10 |
| Flash Cards | 1 |
| Pull-Down Wall Maps | 67 |
| *16 mm. Films <i>8 mm Films optical</i> | 180 <i>5" 13 on order</i> |
| Pamphlets | 2,600 |
| Microfilm Reels <i>* shared with 2 other campuses</i> | 886 |

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Table 8

AUBURN HILLS LEARNING RESOURCES CENTER
AUDIO-VISUAL EQUIPMENT INVENTORY

| Item | Number | Item | Number |
|------------------------------|--------|------------------------------------|--------|
| 16mm Projectors | 7 | Tape Recorders (Open Reel) | 12 |
| 8mm Projectors | 1 | Tape Recorders (Cassette) | 4 |
| Filmstrip Projectors | 12 | Phonographs | 3 |
| Slide Projectors | 4 | Microphones | 2 |
| Opaque Projectors | 2 | Public Address System | 1 |
| Overhead Projectors | 7 | Television Receiver | 1 |
| Single Concept Projectors | 52 | Video Tape Recorder 1 | 1 |
| 8mm Optical Projector | 16 | Microfilm Reproducer | 1 |
| Filmstrip Previewers | 23 | Microfilm Reader/Printer | 1, 2 |
| Executive Slide Viewers | 31 | Microfilm Readers | 3 |
| Sonoscope | 1 | Aperture Card Readers | 3 |
| Video Sonics | 25, 19 | Aperture Card Printer | 1 |
| Projection Screens | 9 | Transparency Maker | 1 |
| Projection Tables | 6 | 8mm Cameras | 1 |
| Rear Screen Projection Units | 2 | Cameras (Slide & Photo) | 1 |
| Tape Decks | 160 | Craig Readers | 18 |
| | | Language Laboratory Stations | 30 |
| | | listening table - tape reel - jack | 1 |
| | | " " - phono - jack | 1 |

Table 9

AUBURN HILLS LEARNING RESOURCES CENTER
TOTAL EXPENDITURES

| Year | Salaries | | | | | |
|------------|-----------|------------|--------------|----------|----------|-----------|
| | Operating | Capital | Professional | Clerical | Student | Total |
| 1965 | | \$ 38,000* | | | | \$ 38,000 |
| 1965-66 | \$ 7,300 | 54,976 | \$ 25,000 | \$ 8,000 | \$ 6,825 | 102,101 |
| 1966-67 | 18,220 | 55,530 | 27,000 | 18,000 | 12,000** | 130,750 |
| 1967-68 | 10,486 | 29,019 | 30,000 | 23,000 | 3,200 | 95,705 |
| 1968-69*** | 12,382 | 31,038 | 35,000 | 28,000 | 3,200 | 109,620 |
| TOTALS | \$48,388 | \$208,563 | \$117,000 | \$77,000 | \$25,225 | \$476,176 |

*Original Establishment Fund

**Includes All Laboratories

*** Estimate

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Table 10AUBURN HILLS LEARNING RESOURCES CENTER
COMPARISON OF LRC EXPENDITURES WITH TOTAL CAMPUS BUDGET

| Year | Total Campus Budget | LRC Expenditures | LRC % of Campus Budget |
|-------------|---------------------|------------------|------------------------|
| 1965-1966 | \$905,417 | \$102,101* | 11.27% |
| 1966-1967 | 990,080 | 130,750* | 13.2 % |
| 1967-1968 | 874,219 | 95,705* | 10.94% |
| 1968-1969** | 1,074,000 | 109,620* | 10.2 % |

* Includes expenditures for Audio-Visual Equipment

** Estimate

Table 11

AUBURN HILLS LEARNING RESOURCES CENTER
BOOK AND PERIODICAL EXPENDITURES

| Year | Books and Periodicals | Laboratory Books | Total |
|------------|-----------------------|------------------|-----------|
| 1965-1966 | \$ 48,000 | | \$ 48,000 |
| 1966-1967 | 41,000 | \$ 5,000 | 46,000 |
| 1967-1968 | 15,595 | 6,290 | 21,885 |
| 1968-1969* | 13,330 | 4,000 | 17,330 |
| TOTALS | \$117,925 | \$15,290 | \$133,215 |

* Estimate

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LEARNING RESOURCES

Dear Student:

Your friendly LRC (Learning Resources Center) has a major responsibility to help you reach your educational goal at O.C.C. This means, first of all, success in your required courses and their objectives. In addition, your LRC staff is ready to serve you in the pursuit of learning for your own needs and interests. All you have to do is ask.

COLLECTION:

At your disposal is an excellently balanced and growing collection of some 18,000 books, several hundred magazines and journals, hundreds of tapes, phonorecords, microfilms and other media of knowledge. Furthermore, Oakland University has graciously extended the use of its library facilities to O.C.C. students and faculty--subject to its rules and regulations. Your I.D. card gives you student privileges at the other O.C.C. campus libraries, Oakland University and the Detroit Public Library.

CIRCULATION:

Subject to recall, you can check out a book for the term. Reminders of outstanding materials are sent to you the second week from the overdue date.

Pamphlets and back issues of periodicals can be checked out for one week.

Microfilms, tapes and phono-records are to be used in the labs or the LRC.

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You may borrow reference materials for a short period, but only with the permission of the librarian.

OVERDUE FINES:

Overdue fines are intended to encourage prompt return of materials so that others can use them. Overdue book finds are 25¢ per week. Overdue pamphlets and magazines fines are 5¢ per week.

Lost materials must be paid for by the student to whom it is checked out. If the material is found, a refund, less the fines accumulated, will be made.

Unpaid fines result in unpleasant work for your LRC staff and injury to your academic record. Transcripts will be withheld until overdue fines are taken care of.

DUPLICATING FACILITIES:

Your LRC has a book copier which reproduces educational material for 10¢ per page of copy. A microfilm reader-printer is also available which reproduces a page of copy for 10¢.

The entire LRC staff wishes you success in your pursuit of learning. We know that should you need the help of a friendly librarian, one will always be in sight, ready to serve you.

Sincerely,

The LRC Staff

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LIBRARY OF CONGRESS CLASSIFICATION

A system of coding and arranging books, developed by the Library of Congress. A combination of the letters of the alphabet allows for a wide diversification and expansion. The numbers following the letters of the alphabet, represent a subdivision of the main subject. Most college libraries are adopting this system in preference to the Dewey Decimal Classification, which divides human knowledge into ten main classes. Free LC classification outlines are available to you at the LRC.

BOOK CATALOGS:

To help you find the book you want, the book catalog lists the holdings of the LRC (over 18,000 volumes) in three ways:

1. By Author--title--call number.
2. By title--author--call number
3. By subject--author--title--call number (over 10,000 subject headings).

In front of the book catalog, there is: 1) a list of the LRC periodical subscriptions (over 600); 2) a list of periodicals on microfilm (131); 3) a list of 16mm films owned by the College (37).

If you cannot find the book you want, ask the librarian. Newly acquired books are not listed in the book catalog.

ENCYCLOPEDIAS:

1. AMERICANA:

Thirty volumes; 62,300 articles; extensive index and "see also" references; over 18,000 illustrations; over 5,000 contributors; many maps. First published

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in 1833. Oldest all American encyclopedia. Popular and easy to understand.

"The most used encyclopedia at college and university level."

Especially useful for information on all topics of American interest, countries, literature, poetry, industry, science, technology, and biography. Valuable digest of opera, drama, and books. Useful summaries of each of the twenty centuries. Extensive and valuable bibliographies. Pronunciation of difficult words.

2. BRITANNICA:

Twenty-four volumes; 36,594 articles; exhaustive index and "see also" references; over 17,000 illustrations; more than 10,000 world renowned authorities contributed to it, including seventy Nobel and Pulitzer prize winners.

First published in England in 1768. Oldest and largest English encyclopedia still in existence. American owned for more than sixty years.

Noted for comprehensive and detailed coverage of literature, science, art, biography, geography, history. Maps included in index volume. Excellent bibliographies.

3. ENCYCLOPEDIA INTERNATIONAL:

Twenty volumes; 36,000 articles; comprehensive index, designed to pinpoint details in longer articles; 330 reading and study guides; extensive cross references; over 1,000 maps.

Completely new. Began publication, 1963-64. Original concept, not derived from, nor based on any other work.

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Comprehensive coverage. Chosen subjects based on nation-wide survey into reference needs of students and teachers.

Fine biographical material (over 10,000 entries). Very good for contemporary personalities. Excellent sports materials. Strong on social studies. Excellent readability, easy to understand. Special features: Career guides and study guides.

4. WORLD BOOK:

Twenty volumes; 31,000 articles; over 25,000 illustrations; exhaustive self-indexing system; over 1,900 maps.

First published in 1917. Not derived from nor based on any other work. Special editions in Braille.

Articles chosen by detailed research into courses of study, specifically keyed to school curricula, interests, and needs of students. Over 5,000 detailed biographical entries.

Especially fine articles on scientific subjects. Outstanding in literature and art. Superb all-round coverage. Known for lucid explanation of complicated topics and, therefore, outstanding as an introduction for a topic. Excellent for geographical information. Special features: study outlines and questions accompany principal articles. Career information.

5. COLLIERS:

Twenty-four volumes; 25,000 articles; 17,000 illustrations; one of the largest indexes and numerous internal cross references; separate bibliography (some 11,000 bibliographies) in last volume.

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First published in 1949-51, as an entirely new encyclopedia. Scholarly, but notable for its outstanding clarity--even of complicated topics. Exhaustive coverage, and especially excellent in politics, biography, arts, religion, science, technology, classics, and philosophy.

SPECIAL ENCYCLOPEDIAS:

1. NEW CATHOLIC ENCYCLOPEDIA:

Fifteen volumes, including index volume; over 17,000 articles, some 4,000 contributing scholars, Catholic and non-Catholic, 7,500 illustrations.

Excellent for scripture, theology, church history, canon and civil law, philosophy, psychology, psychiatry, biography, social science, literature, education, physical and biological sciences as they relate to Christianity, art, music, and architecture. Catholic views emphasized.

2. UNIVERSAL JEWISH ENCYCLOPEDIA:

Ten volumes, and a comprehensive reading guide and index volume. Jewish, Protestant and Catholic contributors. Illustrated.

Comprehensive treatments of everything Jewish--history, literature, religion, customs, philosophy, archeology, art, music, education, and Jewish contributions to civilization.

3. ENCYCLOPEDIA OF RELIGION AND ETHICS (HASTINGS):

Twelve volumes and an index volume. Contains articles on almost all the religions of the world and the great systems of ethics, philosophical ideas and moral practices. Includes persons and places that are famous in the history of

Appendix F - Addendum 2

religion and morals. Relevant anthropology, mythology, folklore, biology, psychology, economics and sociology.

NOTE: There are hundreds of special encyclopedias in almost every field of human knowledge, ranging from the Encyclopedia of American Dolls, to the Encyclopedia Zoologica.

Some of these may be of special interest: Encyclopedia of World Literature; Encyclopedia of Accounting Systems; Encyclopedia of American History; Encyclopedia of Philosophy; Encyclopedia of Art; Encyclopedia of English and American Poets and Poetry; Encyclopedia of Jazz; Encyclopedia of Painting; Encyclopedia of Social Sciences; Encyclopedia of Chemical Technology; Encyclopedia of Biological Sciences.

N. B.: If you use the index volume, you can find reference to your subject throughout the entire encyclopedia set, not just the main article.

BIOGRAPHY:

1. WEBSTER'S BIOGRAPHICAL DICTIONARY:

One volume; over 40,000 brief "biographies of noted men and women of all countries--historical and contemporary--from every field of human activity." Pronunciation given.

2. CHAMBER'S BIOGRAPHICAL DICTIONARY:

One volume; biography of the great of all nations and all times; 15,000 entries. Pronunciation of difficult names.

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3. DICTIONARY OF AMERICAN BIOGRAPHY:

Twelve volumes, including index volume. Over 14,000 biographies of men and women who had some significant contribution to American life in its manifold aspects. Cut-off date, 1935.

4. DICTIONARY OF NATIONAL BIOGRAPHY:

Twenty-two volumes, over 29,000 biographies of British or Irish men and women who have achieved any reasonable measure of distinction in any walk of life. Cut-off date, 1940.

5. WHO'S WHO 1849 - date:

Concise biographical information about prominent living Englishmen and distinguished people of other countries. Its companion work is Who Was Who.

6. AMERICAN MEN OF SCIENCE:

Five volumes, each containing some 21,000 brief biographical sketches of prominent people in the physical and biological sciences. Its companion work is the Directory of American Scholars, which includes some 25,000 names in the fields of history, English, speech, drama, languages, philosophy, law and religion.

7. BIOGRAPHY INDEX 1949 - date:

An extremely important cumulative index to biographical material in current books and some 1,500 periodicals in the English language. Each quarterly issue and annual cumulation includes an index to professions and occupations.

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8. CURRENT BIOGRAPHY 1940 - date:

A monthly publication with annual cumulation. Each annual cumulation has 300 - 350 biographies of newsworthy persons of various nationalities. Information given generally includes: Name, date of birth and death, occupation, address, reason for newsworthiness, a colorful three or four column biographical sketch, portrait, and references for further information. Each issue has a classified list by occupations.

NOTE: There are many more biography handbooks. Here are some:

Grove's Dictionary of Music and Musicians (ten volumes); Cyclopedia of World Authors; European Authors; Twentieth Century Authors; Who's Who in Library Science; Who's Who in Commerce and Industry; Who's Who of American Women; World Who's Who in Commerce and Industry.

INDEXES TO MAGAZINES, NEWSPAPERS, BOOKS:

1. READER'S GUIDE TO PERIODICAL LITERATURE. 1900 - :

Indexes about 130 general and non-technical U.S. periodicals. Author and subject entries are given in one alphabet, for each article. Each entry gives all necessary information for finding the article; author, title, name of periodical (abbreviated), volume and page numbers, and date. Illustrations, maps, portraits and bibliographies are also indicated. Many cross references. Key to abbreviations are in front of each volume.

2. APPLIED SCIENCE AND TECHNOLOGY INDEX. 1958 - :

A subject index to approximately 185 periodicals in the fields of aeronautics, chemistry, construction, electricity and electrical communication, engineering, geology and metallurgy, industrial and mechanical arts, machinery, physics,

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transportation and related subjects. Some format and information as in the Reader's Guide to Periodical Literature, (see #1, previous page).

3. ART INDEX 1929 - :

An author and subject index to some 110 periodicals and museum bulletins, both foreign and U.S.

Subjects include: Archeology, architecture, art history, arts and crafts, fine arts, graphic arts, industrial design, interior decoration, photography and films, and planning and landscape design.

4. BIOGRAPHY INDEX 1946 - :

Indexes biographical material appearing in about 1,400 periodicals, in current books of individual and collective biography (in the English language), in obituaries, including those of national interest published in the New York Times, and incidental biographical material in otherwise non-biographical books. Bibliographies and portraits are noted if they appear in the indexed material. Index by professions and occupations.

5. BIOLOGICAL AND AGRICULTURAL INDEX 1916 - :

Subject index to 140 periodicals in the fields of agricultural chemicals, economics, engineering research, animal husbandry, biology, botany, dairying and dairy products, ecology, entomology, feeds, forestry and conservation, genetics, horticulture, microbiology, mycology, nutrition, physiology, plant science, poultry, soil science, veterinary medicine, and zoology.

6. BOOK REVIEW DIGEST 1905 - :

This is an index to book reviews in some seventy periodicals and journals. Each year about 5,000 books of fiction and non-fiction are reviewed. The books are listed by author. The title, price and publisher is given. This information

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is followed by a descriptive note, the sources of the original reviews and excerpts from as many reviews as are necessary to reflect the balance of critical opinion. Included in a separate alphabet is a subject and title index.

7. BUSINESS PERIODICALS INDEX. 1958 - :

This is a subject index to approximately 115 periodicals in the field of accounting, advertising, banking and finance, general business, insurance, labor and management, marketing and purchasing, office management, public administration, taxation, and specific businesses, industries and trades.

8. EDUCATION INDEX. 1929 - :

A subject approach to some 200 educational periodicals, proceedings, yearbooks and bulletins, published in the U.S., Canada and Great Britain. It includes material on adult education, business education, curriculum and curriculum material, educational administration, educational psychology, educational research, exceptional children, guidance, health and physical education, higher education, international education, preschool and elementary education, religious education, secondary education, teacher education and related subjects.

9. ESSAY AND GENERAL LITERATURE INDEX:

An author, subject and in some cases a title index to collections of essays and works of composite nature that have reference value in many areas of knowledge. Only twentieth century publications are indexed, but authors of every age and nationality are included. Under the author are listed works by the author, works about the author and criticisms of individual works by the author.

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10. INDEX TO LEGAL PERIODICALS. 1908 - :

Author and subject index to more than 280 legal periodicals, journals of bar associations, and journals of judicial councils. Cases are also entered alphabetically in a special section and book reviews are listed in a book review index.

11. PLAY INDEX:

Indexes one-act and full-length plays; radio, television and Broadway plays; plays for children; and plays for adults. The author entry includes the title of the play, synopsis of the plot, number of acts and scenes, size of cast, number of sets, and bibliographical information. Directory of publishers and distributors included. 7,208 plays in 2,873 books are indexed.

12. SHORT STORY INDEX:

This is an index (in one alphabet) by author, title and subject, of over 85,000 short stories found in 5,825 collections.

13. SOCIAL SCIENCES AND HUMANITIES INDEX:

An author and subject index to 208 periodicals in the fields of anthropology, archeology, classical studies, area studies, economics, folklore, geography, history, language, literature, music, philosophy, political science, religion, sociology, theater arts and other topics of scholarly interest.

14. NEW YORK TIMES INDEX. 1913 - :

Frequency varies, but from 1948 - , this index is published semi-monthly. A carefully made subject index giving exact reference to date, page and column, and many cross references, to names and related topics that appear in the Late

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City edition of the New York Times. This index can also serve as an independent index to dates and as a guide to the reporting of current happenings in other newspapers.

15. GRANGER'S INDEX TO POETRY. Fifth edition:

Indexes poems in 574 volumes of anthologies by title and first line, by author, and by subject.

16. SPEECH INDEX. 1935 - :

An index to sixty-four collections of world famous orations and speeches for various occasions. The arrangement is: Author, title, type of speech and cross references - all in one alphabet. Sources are given by symbol. Key is given in front of the book.

There are many other indexes. Here are some: The Christian Science Monitor Index; Wall Street Journal Index; Play Index to Plays in Collections, etc.

DICTIONARIES:

1. WEBSTER'S THIRD NEW INTERNATIONAL DICTIONARY. Unabridged:

Over 450,000 words, in use from 1755-1961. Some 100,000 new entries, with scientific and technical terms well represented. Represents language as it is now used. Thousands of obsolete words, gazetteer and the biographical dictionary have been dropped. Abundant illustrative quotations.

2. OXFORD ENGLISH DICTIONARY. Thirteen volumes:

The great dictionary of the language. It shows the history of every word included from the date of its introduction into the language, "giving differences

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in meaning, spelling, pronunciation, usage, etc., at different periods of the last 800 years, and supporting such information by numerous quotations from the works of more than 5,000 authors of all periods;" over 1,800,000 quotations.

3. **DICTIONARY OF PHRASE AND FABLE.** Brewer, eighth edition, 1963:

Defines, identifies and explains phrases and allusions in non-fiction, folklore and legend; gives pronunciation; is universal in scope.

NOTE: Dozens of dictionaries are available to you in virtually every field of knowledge. Here are some that are in the LRC:

Dictionary for Accountants, Dictionary of American Government, Dictionary of American Political Terms, Dictionary of American Slang, Dictionary of American Underworld Lingo, Dictionary of Art Terms, Dictionary of Biological Terms, Dictionary of Chemical Names, Dictionary of Discoveries, Dictionary of Economics, Dictionary of the Bible, Dictionary of Music, etc.

GAZETTEERS AND ATLASES:

A gazetteer is a dictionary of geographical places. In addition to geographic location, it gives historical, statistical, cultural and other relevant information about these places.

1. **THE COLUMBIA LIPPINCOTT GAZETTEER OF THE WORLD:**

Lists in one alphabet the places of the world, giving variant spellings, pronunciation, population (with date), geographical and political location, altitude, trade, industry, agriculture, natural resources, history, cultural institutions, and other pertinent facts. About 130,000 names are listed with some 30,000 cross references.

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2. WEBSTER'S GEOGRAPHICAL DICTIONARY:

A pronouncing dictionary of more than 40,000 current, as well as historical names from Biblical times, Ancient Greece and Rome, Medieval Europe, and World Wars I and II. Has historical maps in color.

3. RAND McNALLY COMMERCIAL ATLAS AND MARKETING GUIDE:

Primarily an atlas of America. Thirty-five maps of foreign countries. Many statistical tables of population, business, manufacturers, agriculture, and other commercial features.

4. ATLAS OF ECONOMIC DEVELOPMENT. Ginsburg:

An atlas of world economic geography, picturing population, agriculture, commerce, industry, transportation, infant mortality, newspaper circulation, cultivated land, etc., etc. Each section of maps has accompanying text.

5. THE WEST POINT ATLAS OF AMERICAN WARS. Two volumes:

Maps and text on campaigns and battles fought primarily on land between 1689 and 1953.

NOTE: There are many other atlases, geographical dictionaries, and gazetteers in your LRC. Here are some:

Atlas of the Bible Lands; Economic Atlas of the Soviet Union; An Atlas of Soviet Affairs; Atlas of World History; The Penguin Atlas of Medieval History, etc.

YEARBOOKS AND HANDBOOKS:

A yearbook is a publication issued annually for the purpose of giving current information in narrative, statistical or directory form. Generally there are three

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types of yearbooks: Encyclopedia Annuals, Almanacs and Directories (of persons or organizations).

A handbook is a volume which treats broad subjects in brief fashion and may include bits of information about a variety of topics. Handbooks include manuals, compendiums, companion volumes, digests and books of unusual and hard-to-find information.

1. ENCYCLOPEDIA YEARBOOKS:

A means of keeping the encyclopedias up-to-date. They are comprehensive in coverage and give a summary of all the major events of the preceding year.

Some of the outstanding encyclopedia yearbooks are: American Annual, Britannica Book of the Year, Collier's Yearbook (strong on sports), The World Book Encyclopedia Annual Supplement.

2. INFORMATION PLEASE ALMANAC:

Has miscellaneous information on hundreds of topics such as government, education, geography, income tax, news chronology of the year, religion, reviews of the year for books, movies, music, theater, science, sports, space age, world history, and world statistics. Useful index.

NOTE: In this category fall: The World Almanac, Whitaker's Almanac, Canadian Almanac, etc.

3. FAMOUS FIRST FACTS:

This book lists thousands of first facts, carefully researched for pertinent data. The variety of subjects ranges from the first adding machine to the first zoom lens.

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There are four important indexes to the book: First facts by years, by days of the month, by personal names, and by geographical location.

4. ALL ABOUT AMERICAN HOLIDAYS:

Here is the history and description of customs of some eighty American holidays, including Groundhog Day, Mother's Day, Father's Day, Veteran's Day, etc., and native feasts of other nationalities in the American "melting pot."

NOTE: Here are a few additional titles of books on facts and statistics:

Sources of Information and Unusual Services; Historical Statistics of the United States - Colonial times to 1957; Statistical Abstracts of the United States; Economic Almanac; Marketing Handbook; Municipal Yearbook; Book of Formulas and Trade Secrets.

N.D.: There are dozens of handbooks too, covering a variety of fields.

Here are some samples: Handbook for Accountants; Handbook for Discussion Leaders; Handbook for Legal Secretaries; Handbook of Advertising Art Production; Handbook of Business Mathematics; Handbook of Chemistry and Physics; Handbook of Lizards; Handbook of Organizations; Handbook to Literature, etc., etc.

BIBLIOGRAPHIES:

A bibliography is a systematic description of books and other publications as to authorship, title, edition, and their enumeration and arrangement into lists for purposes of information. There are several kinds of bibliographies: (a) general - not limited to one author, subject, country, or period of time. (b) author - listing the works by and about one author. (c) subject - restricted to one subject. (d) national or regional - restricted to material relating to one country or to one

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region. (e) trade - directed to the book trade and supplying information needed in buying and selling books.

1. GUIDE TO REFERENCE BOOKS. Winchell:

A descriptive and evaluative treatment of some 7,500 basic reference books in the Humanities, Social Sciences, History and area studies, pure and applied Sciences, and general reference.

2. A GUIDE TO THE STUDY OF THE UNITED STATES:

A thorough description and analysis of 6,500 representative books, reflecting the development of American life and thought. Prepared by the Library of Congress. Some of the subjects (thirty-five in all) treated are: Literature, language, journalism, the American Indian, history communications, science and technology, entertainment, sports, music, art.

3. BIBLIOGRAPHY OF AMERICAN LITERATURE. Four volumes (more to come):

A selective bibliography of American authors which, when completed, will include the works published in book form of approximately 300 writers from the beginning of the Federal Period, up to and including persons who died before the end of 1930. Alphabetical arrangement by author.

4. SOURCES OF INFORMATION IN THE SOCIAL SCIENCES. White:

A comprehensive guide to literature in the social sciences and related fields, i.e., history, economics and business, anthropology, psychology, education and political science. A chapter is devoted to each of these categories, introduced by an essay written by a specialist in the field. The essay explains

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the history and methodology of the discipline.

NOTE: There are bibliographies in many other fields of knowledge. Here are some: The American Novel, 1789-1959; American Fiction, 1774-1850; Latin American History, A guide to the literature in English; A Reader's Guide to the Great Religions; A Classified Shakespeare Bibliography; McGraw - Hill Basic Bibliography of Science and Technology; A Public Relations Bibliography; The Harvard List of Books in Psychology; etc.

SPECIAL MATERIALS:

1. VERTICAL FILE:

A collection of pamphlets, clippings and similar materials, filed in folders and arranged (upright) by subject in a drawer. This material is not cataloged.

2. MICROFILM:

Your LRC has well over 100 periodicals and some newspapers on microfilm. The titles of these are listed alphabetically in front of all the book catalogs that list the holdings of your friendly LRC.

3. PHONO-RECORDS:

Hundreds of phono-records are available to you in your friendly LRC. Subjects of the collection include: Opera, classical music, folksongs, popular music, poetry and prose readings, and language instructions.

These must be used in the LRC, and do not circulate.

4. TAPES; FILMSTRIPS; OTHER MEDIA:

The laboratory checkout centers, located in each general study area, have

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filmstrips, slides, single concept films, flashcards, and other media to meet your learning needs.

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APPENDIX H

PERSONNEL

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

ASSISTANT LIBRARIAN

The Assistant Librarians are responsible for performing the following duties:

Functions:

1. Effectively aid students and faculty in locating subject matter information.
2. Within assigned areas: prepare book collections for Laboratory Reserve Libraries; prepare media bibliographies; alert College faculty and staff to availability of resources in their fields of interest; discover, help devise, and recommend media for course programs and curriculum development.
3. Suggest books and other media for purchase and/or rental in assigned subject areas.
4. Maintain and promote friendly relationship with students, faculty and LRC staff.
5. Supervise clerical routine in securing, preparing for use and maintaining media and equipment collections, i.e., Central LRC and Laboratory Reserve Libraries.
6. Submit, when appropriate, recommendations for modification of LRC procedures and services.
7. Assist Campus LRC Associate Dean in providing any and all of the LRC's obligations as expressed in its philosophy of service.
8. Participate in student and community activities.
9. Participate in professional activities.

Appendix H - Addendum 1

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

LIBRARY TECHNICIAN

Functions:

1. Answers simple reference questions.
2. Finds books and materials requested by LRC borrowers.
3. Coordinates the overall process of ordering and receiving books and materials.
4. Helps to keep the Learning Resources Center, its books, and materials in a neat, orderly condition for public use.
5. Compiles lists of books and media in given subject area.
6. Assembles collections of books and materials for use in laboratories.
7. Takes scheduled turns with the professional librarians in supervising the public reading room.
8. Performs other miscellaneous duties assigned by the LRC Associate Dean.

Appendix H - Addendum 1

OAKLAND COMMUNITY COLLEGE

JOB DESCRIPTION

AUDIO-VISUAL TECHNICIAN

Functions:

1. Supervises the Audio Center.
2. Produces master tapes, including editing, splicing and correcting of same.
3. Duplicates and ships copies of master tapes produced at the Campus Audio Department to other locations.
4. Repairs music tapes and tape decks.
5. Copies music tapes on high-speed duplicator.
6. Makes duplicate copies of tapes from master to tape cartridges.
7. Maintains record of requests for copies of tapes and provides copies as needed in laboratories.
8. Provides facilities, equipment, advice and help in recording of master tapes.
9. Transfers communication speeches to other cartridges.
10. Delivers cartridges produced to laboratories and picks up obsolete cartridges.
11. Maintains master tape file.
12. Maintains storage facilities for master tapes.
13. Maintains inventory of returned cartridges.
14. Maintains and repairs audio equipment in language and other laboratories.
15. Maintains necessary records of operation.

APPENDIX I

FACILITIES

Appendix I - Addendum 1

FINDINGS OF THE STUDY

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 | 16 | 34,551 | 1,270 | 11.5 | 4,217 | 225 | 5 | 1,930 | 116 | 8 | 7,537 | 299 | 7 |

3 - 174

| Offices | | |
|--------------|-----------|---------|
| Campus | No. Rooms | Sq. Ft. |
| AUBURN HILLS | 38 | 3,525 |

COLLEGE VEHICLES

Tractors Trucks Vans Automobiles Cushman Trucks Total

AUBURN HILLS

| | | | | | |
|---|---|---|---|---|---|
| 1 | 0 | 2 | 2 | 0 | 5 |
|---|---|---|---|---|---|

LIST OF EXISTING FACILITIES

ITEM 1

ACREAGE

| | |
|---------------------|---|
| AUBURN HILLS CAMPUS | 257.874 acres |
| | <u>7.200</u> acres (Featherstone - Squirrel Corner) |
| | 265.074 acres <u><u>265.074</u></u> acres |

Appendix I - Addendum 2

LIST OF EXISTING FACILITIES

ITEM 2

| <u>BUILDINGS ON AUBURN HILLS CAMPUS</u> | <u>Total</u> |
|--|-------------------------|
| "A", "B", "C", & "D" Buildings | 4 |
| Receiving Building | 1 |
| Bookstore | 1 |
| Student Personnel | 1 |
| Faculty | 1 |
| Physical Education | 1 |
| Law Enforcement Office Building | 1 |
| Law Enforcement Academy Building | 1 |
| Communications | 1 |
| General Assembly | 1 |
| Administration Building (2 units attached) | 1 |
| General Use Building | <u>1</u> |
| | Total: <u><u>15</u></u> |
| Phase 1 - Now under construction | |
| Includes: Boiler House | |
| General Assembly | 3 |
| Science Learning Lab | <u> </u> |

Appendix I - Addendum 2

LIST OF EXISTING FACILITIES

ITEM 3TOTAL BUILDING SQUARE FOOTAGE ON AUBURN HILLS CAMPUS

| | |
|-------------------------|---------------|
| "A" Building | 3,895 |
| "B" Building | 6,345 |
| "C" Building | 2,650 |
| "D" Building | 7,500 |
| Maintenance | 1,200 |
| Law Enforcement | 784 |
| Police Academy | 940 |
| Communications | 3,320 |
| Faculty Office Building | 784 |
| General Assembly | 1,417 |
| Assembly | 784 |
| Bookstore | 780 |
| Student Counseling | 784 |
| General Use Building | 784 |
| Administration - 1 | 1,292 |
| Administration - 2 | <u>1,292</u> |
| TOTAL SQ. FT.: | <u>34,551</u> |

Appendix I - Addendum 2

LIST OF EXISTING FACILITIES

ITEM 4TOTAL NUMBER OF PARKING SPACES PRESENTLY AVAILABLE ON AUBURN
HILLS CAMPUS AND ACREAGE

| <u>Building</u> | <u>Spaces</u> | <u>Sq. Ft.</u> | <u>Acres</u> |
|---------------------------------------|---------------|----------------|--------------|
| Over U.G. Silos - 200 x 520 | 255 | 104,000 | 2.4 |
| North of "D" Building - 20 x 385 | 42 | 18,095 | 0.4 |
| East of A, B, C, Buildings - 65 x 200 | 37 | 13,000 | 0.3 |
| North of A, B, C, Buildings | 936 | 367,290 | 8.4 |

Appendix I - Addendum 2

LIST OF EXISTING FACILITIES

ITEM 5

TOTAL NUMBER OF GENERAL ASSEMBLY ROOMS ON THE AUBURN HILLS CAMPUS
(ALSO SQ. FT. OF EACH)

| <u>Building</u> | <u>Square Feet</u> | <u>No. Seats</u> |
|------------------|--------------------|------------------|
| General Assembly | 1,417 | 95 |
| Small Assembly | 784 | <u>45</u> |
| | Total: | <u>140</u> |

Appendix I - Addendum 2

LIST OF EXISTING FACILITIES

ITEM 6

TOTAL NUMBER OF SMALL ASSEMBLY ROOMS AT AUBURN HILLS CAMPUS
(ALSO SQ. FT.)

| <u>Room</u> | <u>Sq. Ft.</u> | <u>No. Seats</u> |
|-------------|----------------|------------------|
| 201 | 723 | 24 |

Appendix I - Addendum 2

LIST OF EXISTING FACILITIES

ITEM 7TOTAL NUMBER OF LABORATORY ROOMS PRESENTLY ON AUBURN HILLS CAMPUS

| <u>Room No.</u> | <u>Building</u> | <u>Type of Room</u> | <u>Sq. Ft.</u> | <u>No. of Seats</u> |
|-----------------|-----------------|---------------------|----------------|---------------------|
| 105 | A | Language Lab | 627 | 30 |
| 202 | B | Business Lab | 962 | 51 |
| 203 | B | Bus. Tech Lab | 992 | 39 |
| 204 | B | " " " | 575 | 20 |
| 403 | D | General Use Lab | 1738 | 74 |
| 406 | D | Math - Science Lab | 528 | 30 |
| 104 | Communications | Comm. - Lab | 2115 | 55 |
| 7 rooms | | | 7537 | 299 |

Appendix I - Addendum 2

LIST OF EXISTING FACILITIES

ITEM 8

TOTAL NUMBER OF OFFICES AUBURN HILLS, ALSO SQ. FT.

| <u>Building</u> | <u>Room No.</u> | <u>Type of Room</u> | <u>Sq. Ft.</u> |
|-----------------|-----------------|--------------------------|----------------|
| "A" | 108 | Language | 99 |
| | 109 | " | 81 |
| | 110 | " | 99 |
| | 113 | General Adm. | 81 |
| | 101 | Student Activities | <u>120</u> |
| | 5 rooms | | 480 |
| "B" | 201 | Student Senate | 100 |
| "C" | 304 | Library | 48 |
| | 305 | " | 40 |
| | 307 | " | 56 |
| | 308 | " | <u>60</u> |
| | 4 rooms | | 204 |
| "D" | 417 | Faculty | 238 |
| | 419 | Math | 175 |
| | 420 | Social Science & Biology | 182 |
| | 421 | MCDE | <u>182</u> |
| | 4 rooms | | 777 |
| Law Enforcement | 100 | Law Enforcement | 42 |
| Police Academy | 100 | Police Academy | 88 |

Appendix I - Addendum 2

LIST OF EXISTING FACILITIES

ITEM 8 (cont.)TOTAL NUMBER OF OFFICES AUBURN HILLS, ALSO SQ. FT.

| <u>Building</u> | <u>Room No.</u> | <u>Type of Room</u> | <u>Sq. Ft.</u> |
|-------------------------------|-----------------|---------------------|----------------|
| Communications | 100 | Faculty | 108 |
| | 101 | Faculty | 108 |
| | 102 | Faculty | 108 |
| | 103 | Faculty | <u>108</u> |
| | 4 rooms | | 432 |
| Faculty Office Building | 100 | Business Diviaion | 56 |
| | 100 A | Physical Education | 48 |
| | 101 | Business Division | 60 |
| | 102 | " " | 51 |
| | 103 | " " | 51 |
| | 104 | " " | 87 |
| | 105 | " " | 67 |
| | 106 | " " | 56 |
| | 107 | " " | <u>56</u> |
| | 9 rooms | | 532 |
| Bookstore | 101 | Bookstore | 74 |
| Student Counseling | 100 | General Office | 130 |
| | 101 | Counseling | 58 |
| | 102 | " | <u>58</u> |
| | 3 rooms | | 246 |

Appendix I - Addendum 2

LIST OF EXISTING FACILITIES

ITEM 8 (cont.)TOTAL NUMBER OF OFFICES AUBURN HILLS, ALSO SQ. FT.

| <u>Building</u> | <u>Room No.</u> | <u>Type of Room</u> | <u>Sq. Ft.</u> |
|-----------------|-----------------|------------------------|----------------|
| Admin. | 105 | General Administration | 137 |
| Building | 106 | " " | 115 |
| No. 1 | 107 | " " | 115 |
| | 108 | " " | <u>115</u> |
| | 4 rooms | | 482 |
| Admin. | | | |
| Building No. 2 | 103 | General Administration | 68 |
| Total | 38 rooms | | 3525 |

PHYSICAL PLANT OPERATIONAL STATISTICS 1967-68

| Campus | Number of Employees | Total Salaries | Total Operating Expense (Supplies) | Capital | Total Utilities (1) | Comments |
|--------------|---------------------|----------------|------------------------------------|---------|---------------------|----------|
| Auburn Hills | 15 | \$90,977 | \$38,950 | \$2,805 | \$17,500 | |

Appendix I - Addendum 4

OAKLAND COMMUNITY COLLEGE
NORTH CENTRAL REPORTING COMMITTEE
FACILITIES
EVALUATION QUESTIONNAIRE

DIRECTIONS: Please answer all questions on the following form. Indicate your answers on the I.B.M. answer card attached with the mark sense pencil provided. Please be as accurate as possible. Thank you.

1. Indicate your campus location.
 - A. Auburn Hills
 - B. Central Office
 - C. Highland Lakes
 - D. Orchard Ridge

2. Indicate your academic division area.
 - A. Life and Health Sciences
 - B. Mathematics, Physical Science, and Technical
 - C. Communications and Humanities
 - D. Social Science
 - E. Business(If none of these, leave #2 blank)

3. Indicate your academic division or area.
 - A. Learning Resources Center
 - B. Counseling
 - C. Administration
 - D. Secretarial or Plant Operations
 - E. Student

Questions 4-13 pertain to lighting. In your opinion, is the lighting adequate, in the following areas, for student and faculty use?

- A. Yes
 - B. No
 - C. Does not pertain
4. General Assembly Areas
 5. Small Assembly Areas
 6. Preparatory Areas

Appendix I - Addendum 4

EVALUATION QUESTIONNAIRE (cont.)

7. Wet Labs
8. Learning Labs
9. Parking Lots
10. Offices
11. Learning Resources Center
12. Campus Grounds
13. Halls and Stairways

Questions 14-18 pertain to heating, cooling, and ventilation. In your opinion, are the above conditions adequate for student and faculty comfort?

- A. Yes
- B. No
- C. Does not pertain

14. General Assembly Areas
15. Small Assembly Areas
16. Laboratories
17. Offices
18. Learning Resources Center

Questions 19-28 pertain to maintenance. In your opinion are the areas used by you maintained in a satisfactory manner?

- A. Yes
- B. No
- C. Does not pertain

19. Tile Floors - Labs
20. Hallways and Stairs
21. Offices
22. Rest Rooms
23. Chalkboards
24. Carpets
25. Carrels
26. Grounds
27. Cafeteria
28. Refreshment Areas

Questions 29-47 pertain to adequacy of physical facilities. In your opinion, are the following facilities adequate?

- A. Yes
- B. No
- C. Does not pertain

Appendix I - Addendum 4

EVALUATION QUESTIONNAIRE (cont.)

29. General Assembly Seating Capacity
30. Small Assembly Seating Capacity
31. Faculty and Staff Parking Spaces
32. Student Parking Spaces
33. Location of General Assembly Rooms
34. Location of Small Assembly Rooms
35. Location of Laboratories
36. Blackout Shades
37. Student Lounge
38. Faculty Lounge
39. Cafeteria
40. Wet Lab Fixtures
41. Lab Furniture
42. Office Furniture
43. Lab Work Space
44. Rest Rooms
45. Student Recreation Facilities
46. Faculty Recreation Facilities
47. Learning Resources Center

Questions 48 - 50 pertain to miscellaneous areas.

- A. Yes
- B. No
- C. Does not apply

48. Is noise excessive in instructional areas?
49. Is secretarial office space adequate?
50. Is security adequate?
51. On the top of your answer card in the spaces marked, "Form No. of test must be marked here," fill in the number of your subject area from the list below:

BUSINESS

1. Accounting
2. Business
3. Data Processing
4. Food Service Technology
5. Law Enforcement
6. Marketing
7. Medical Office Assisting
8. Retailing
9. Secretarial Science
10. Stenography

LIFE AND HEALTH SCIENCES

1. Biology
2. Dental Assisting
3. Health Education
4. Landscape Technology
5. Life Science
6. Medical Technology
7. Nursing
8. Physical Education
9. Recreation

Appendix I - Addendum 4

EVALUATION QUESTIONNAIRE (cont.)

COMMUNICATIONS AND HUMANITIES

1. Art
2. English
3. Foreign Languages
4. Journalism
5. Library Technology
6. Literature
7. Music
8. Speech

SOCIAL SCIENCE

1. Economics
2. History
3. Political Science
4. Psychology
5. Social Science
6. Sociology

MATHEMATICS, PHYSICAL AND APPLIED SCIENCES

1. Automotive Technology
2. Chemistry
3. Drafting
4. Earth Sciences
5. Electronics Technology
6. Mathematics
7. Mechanical Technology
8. Physical Science
9. Physics
10. Radio and Television Repair

Appendix I - Addendum 5

AUBURN HILLS FACILITIES EVALUATION QUESTIONNAIRE

| <u>QUESTION</u> | <u>TOTAL NUMBER OF RESPONSES</u> | | | | | |
|-----------------|----------------------------------|----------|----------|----------|----------|-------------|
| | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> | <u>NONE</u> |
| 1. | 39 | | | | | |
| 2. | 4 | 5 | 11 | 7 | 9 | 3 |
| 3. | 3 | 1 | 1 | | 5 | 29 |
| 4. | 22 | 15 | 2 | | | |
| 5. | 20 | 18 | 1 | | | |
| 6. | 19 | 11 | 9 | | | |
| 7. | 7 | 8 | 20 | | | 4 |
| 8. | 21 | 18 | | | | |
| 9. | 22 | 17 | | | | |
| 10. | 28 | 11 | | | | |
| 11. | 22 | 13 | 2 | | | 2 |
| 12. | 13 | 26 | | | | |
| 13. | 10 | 14 | 12 | | | 3 |
| 14. | 15 | 24 | | | | |
| 15. | 16 | 22 | | | | 1 |
| 16. | 17 | 20 | 1 | | | 1 |
| 17. | 13 | 25 | | | | 1 |
| 18. | 19 | 14 | 4 | | | 2 |
| 19. | 24 | 9 | 4 | | | 2 |
| 20. | 24 | 3 | 10 | | | 2 |
| 21. | 27 | 11 | | | | 1 |
| 22. | 28 | 8 | 3 | | | |
| 23. | 25 | 13 | | | | 1 |
| 24. | 16 | 6 | 17 | | | |
| 25. | 29 | 7 | 2 | | | 1 |

Appendix I - Addendum 5

Auburn Hills Facilities Evaluation Questionnaire (cont.)

| <u>QUESTION</u> | <u>TOTAL NUMBER OF RESPONSES</u> | | | | | |
|-----------------|----------------------------------|----------|----------|----------|----------|-------------|
| | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> | <u>NONE</u> |
| 26. | 31 | 7 | | | | 1 |
| 27. | 13 | 21 | 5 | | | |
| 28. | 14 | 19 | 6 | | | |
| 29. | 28 | 9 | 2 | | | |
| 30. | 18 | 19 | 2 | | | |
| 31. | 27 | 12 | | | | |
| 32. | 24 | 13 | 2 | | | |
| 33. | 25 | 14 | | | | |
| 34. | 25 | 14 | | | | |
| 35. | 26 | 11 | 1 | | | 1 |
| 36. | 7 | 28 | 4 | | | |
| 37. | 6 | 30 | 3 | | | |
| 38. | 8 | 28 | 3 | | | |
| 39. | 4 | 30 | 5 | | | |
| 40. | 4 | 12 | 22 | | | 1 |
| 41. | 20 | 15 | 3 | | | 1 |
| 42. | 17 | 22 | | | | |
| 43. | 19 | 15 | 5 | | | |
| 44. | 14 | 22 | 1 | | | 2 |
| 45. | 3 | 35 | | | | 1 |
| 46. | 4 | 33 | | | | 2 |
| 47. | 7 | 28 | 3 | | | 1 |
| 48. | 25 | 14 | | | | |
| 49. | 12 | 24 | 2 | | | 1 |
| 50. | 2 | 1 | | | | |

Appendix I - Addendum 5

LEARNING RESOURCES CENTER - AUBURN HILLS

| <u>QUESTION</u> | <u>NUMBER OF BUSINESS RESPONSES</u> | | | | | |
|-----------------|-------------------------------------|----------|----------|----------|----------|-------------|
| | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> | <u>NONE</u> |
| 1. | 3 | | | | | |
| 2. | | | | | | 3 |
| 3. | 3 | | | | | |
| 4. | 2 | 1 | | | | |
| 5. | 2 | 1 | | | | |
| 6. | 1 | 1 | 1 | | | |
| 7. | 1 | 1 | 1 | | | |
| 8. | 2 | 1 | | | | |
| 9. | 1 | 2 | | | | |
| 10. | 2 | 1 | | | | |
| 11. | 2 | 1 | | | | |
| 12. | 1 | 2 | | | | |
| 13. | 1 | 1 | 1 | | | |
| 14. | 1 | 2 | | | | |
| 15. | 1 | 2 | | | | |
| 16. | 2 | 1 | | | | |
| 17. | | 2 | | | | |
| 18. | 1 | 2 | | | | 1 |
| 19. | 1 | | 1 | | | 1 |
| 20. | 1 | | 1 | | | 1 |
| 21. | 2 | | | | | 1 |
| 22. | 3 | | | | | |
| 23. | 3 | | | | | |
| 24. | 2 | | 1 | | | |
| 25. | 2 | | 1 | | | |

Appendix I - Addendum 5

Learning Resources Center - Auburn Hills (cont.)

| <u>QUESTION</u> | <u>NUMBER OF BUSINESS RESPONSES</u> | | | | | |
|-----------------|-------------------------------------|----------|----------|----------|----------|-------------|
| | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> | <u>NONE</u> |
| 26. | 3 | | | | | |
| 27. | 3 | | | | | |
| 28. | 3 | | | | | |
| 29. | 1 | 2 | | | | |
| 30. | 2 | 1 | | | | |
| 31. | 3 | | | | | |
| 32. | 2 | | 1 | | | |
| 33. | 2 | 1 | | | | |
| 34. | 2 | 1 | | | | |
| 35. | 2 | 1 | | | | |
| 36. | 1 | 2 | | | | |
| 37. | 1 | 2 | | | | |
| 38. | 1 | 2 | | | | |
| 39. | | 2 | 1 | | | |
| 40. | | 2 | 1 | | | |
| 41. | 1 | 1 | 1 | | | |
| 42. | 1 | 2 | | | | |
| 43. | 1 | 1 | 1 | | | |
| 44. | 2 | 2 | | | | |
| 45. | | 3 | | | | |
| 46. | 1 | 2 | | | | |
| 47. | | 3 | | | | |
| 48. | 2 | 1 | | | | |
| 49. | 1 | 1 | 1 | | | |
| 50. | 2 | 1 | | | | |

Appendix I - Addendum 5

BUSINESS DIVISION - AUBURN HILLS

| <u>QUESTION</u> | <u>NUMBER OF BUSINESS RESPONSES</u> | | | | | |
|-----------------|-------------------------------------|----------|----------|----------|----------|-------------|
| | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> | <u>NONE</u> |
| 1. | 9 | | | | | |
| 2. | | | | | 9 | |
| 3. | | | | | 1 | 8 |
| 4. | 5 | 2 | 2 | | | |
| 5. | 4 | 4 | 1 | | | |
| 6. | 4 | 2 | 3 | | | |
| 7. | 1 | 1 | 7 | | | |
| 8. | 3 | 6 | | | | |
| 9. | 9 | | | | | |
| 10. | 8 | 1 | | | | |
| 11. | 8 | 1 | | | | |
| 12. | 6 | 3 | | | | |
| 13. | 5 | 3 | 1 | | | |
| 14. | 5 | 4 | | | | |
| 15. | 7 | 2 | | | | |
| 16. | 6 | 3 | | | | |
| 17. | 4 | 5 | | | | |
| 18. | 6 | 2 | 1 | | | |
| 19. | 9 | | | | | |
| 20. | 9 | | | | | |
| 21. | 9 | | | | | |
| 22. | 7 | 2 | | | | |
| 23. | 6 | 3 | | | | |
| 24. | 3 | | 6 | | | |
| 25. | 8 | | | | | 1 |

Appendix I - Addendum 5

Business Division - Auburn Hills (cont.)

| <u>QUESTION</u> | <u>NUMBER OF BUSINESS RESPONSES</u> | | | | | |
|-----------------|-------------------------------------|----------|----------|----------|----------|-------------|
| | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> | <u>NONE</u> |
| 26. | 9 | | | | | |
| 27. | 4 | 3 | 2 | | | |
| 28. | 6 | 3 | | | | |
| 29. | 6 | 1 | 2 | | | |
| 30. | 5 | 2 | 2 | | | |
| 31. | 9 | | | | | |
| 32. | 9 | | | | | |
| 33. | 8 | | | | | |
| 34. | 8 | 1 | | | | |
| 35. | 9 | | | | | |
| 36. | 3 | 4 | 1 | | | |
| 37. | 2 | 4 | 3 | | | |
| 38. | 4 | 4 | 1 | | | |
| 39. | 4 | 3 | 2 | | | |
| 40. | 1 | 1 | 7 | | | |
| 41. | 8 | 1 | | | | |
| 42. | 7 | 2 | | | | |
| 43. | 8 | 1 | | | | |
| 44. | 5 | 3 | | | | 1 |
| 45. | 1 | 7 | | | | 1 |
| 46. | 1 | 7 | | | | 1 |
| 47. | 1 | 6 | 1 | | | 1 |
| 48. | 1 | 6 | 1 | | | 1 |
| 49. | 6 | 2 | 1 | | | |
| 50. | 4 | 5 | | | | |

Appendix I - Addendum 5

SOCIAL SCIENCE DIVISION - AUBURN HILLS

| <u>QUESTION</u> | <u>NUMBER OF SOCIAL SCIENCE RESPONSES</u> | | | | | |
|-----------------|---|----------|----------|----------|----------|-------------|
| | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> | <u>NONE</u> |
| 1. | 7 | | | | | |
| 2. | | | | 7 | | |
| 3. | | 1 | | | 2 | 4 |
| 4. | 4 | 3 | | | | |
| 5. | 5 | 2 | | | | |
| 6. | 4 | 2 | 1 | | | |
| 7. | | 1 | 5 | | | 1 |
| 8. | 2 | 5 | | | | |
| 9. | 3 | 4 | | | | |
| 10. | 5 | 2 | | | | |
| 11. | 4 | 3 | | | | |
| 12. | 2 | 5 | | | | |
| 13. | 2 | 3 | 2 | | | |
| 14. | 1 | 6 | | | | |
| 15. | 2 | 5 | | | | |
| 16. | 2 | 4 | 1 | | | |
| 17. | 2 | 5 | | | | |
| 18. | 3 | 3 | 1 | | | |
| 19. | 4 | 2 | 1 | | | |
| 20. | 5 | 1 | 1 | | | |
| 21. | 5 | 2 | | | | |
| 22. | 4 | 3 | | | | |
| 23. | 4 | 3 | | | | |
| 24. | 3 | 1 | 3 | | | |
| 25. | 4 | 2 | 1 | | | |

Appendix I - Addendum 5

Social Science Division - Auburn Hills (cont.)

| <u>QUESTION</u> | <u>NUMBER OF SOCIAL SCIENCE RESPONSES</u> | | | | | |
|-----------------|---|----------|----------|----------|----------|-------------|
| | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> | <u>NONE</u> |
| 26. | 5 | 2 | | | | |
| 27. | 2 | 4 | 1 | | | |
| 28. | 2 | 4 | 1 | | | |
| 29. | 4 | 3 | | | | |
| 30. | | 7 | | | | |
| 31. | 4 | 3 | | | | |
| 32. | 3 | 4 | | | | |
| 33. | 1 | 6 | | | | |
| 34. | 2 | 5 | | | | |
| 35. | 4 | 3 | | | | |
| 36. | 1 | 5 | 1 | | | |
| 37. | 1 | 6 | | | | |
| 38. | | 6 | 1 | | | |
| 39. | | 7 | | | | |
| 40. | | 3 | 4 | | | |
| 41. | 3 | 3 | 1 | | | |
| 42. | 1 | 6 | | | | |
| 43. | 1 | 4 | 2 | | | |
| 44. | 2 | 5 | | | | |
| 45. | | 7 | | | | |
| 46. | | 7 | | | | |
| 47. | 1 | 6 | | | | |
| 48. | 5 | 2 | | | | |
| 49. | | 7 | | | | |
| 50. | 2 | 4 | | | | 1 |

Appendix I - Addendum 5

COMMUNICATIONS AND HUMANITIES DIVISION - AUBURN HILLS

| <u>QUESTION</u> | <u>NUMBER OF COMMUNICATIONS & HUMANITIES RESPONSES</u> | | | | | |
|-----------------|--|----------|----------|----------|----------|-------------|
| | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> | <u>NONE</u> |
| 1. | 11 | | | | | |
| 2. | | | 11 | | | |
| 3. | | | | | | 11 |
| 4. | 2 | 9 | | | | |
| 5. | 4 | 7 | | | | |
| 6. | 5 | 3 | 3 | | | |
| 7. | 1 | 3 | 4 | | | 3 |
| 8. | 7 | 4 | | | | |
| 9. | 4 | 7 | | | | |
| 10. | 6 | 5 | | | | |
| 11. | 1 | 7 | 1 | | | 2 |
| 12. | | 11 | | | | |
| 13. | 1 | 3 | 5 | | | 2 |
| 14. | 1 | 10 | | | | |
| 15. | | 11 | | | | |
| 16. | 2 | 9 | | | | |
| 17. | 2 | 9 | | | | |
| 18. | 1 | 7 | 1 | | | 2 |
| 19. | 3 | 5 | 2 | | | 1 |
| 20. | 4 | | 6 | | | 1 |
| 21. | 3 | 8 | | | | |
| 22. | 5 | 3 | 3 | | | |
| 23. | 6 | 5 | | | | |
| 24. | 5 | 5 | 1 | | | |
| 25. | 8 | 3 | | | | |

Appendix I - Addendum 5

Communications and Humanities Division - Auburn Hills (cont.)

| <u>QUESTION</u> | <u>NUMBER OF COMMUNICATIONS & HUMANITIES RESPONSES</u> | | | | | |
|-----------------|--|----------|----------|----------|----------|-------------|
| | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> | <u>NONE</u> |
| 26. | 7 | 4 | | | | |
| 27. | 1 | 10 | | | | |
| 28. | 1 | 6 | 4 | | | |
| 29. | 9 | 2 | | | | |
| 30. | 4 | 7 | | | | |
| 31. | 4 | 7 | | | | |
| 32. | 5 | 5 | 1 | | | |
| 33. | 7 | 4 | | | | |
| 34. | 8 | 3 | | | | |
| 35. | 7 | 2 | 1 | | | 1 |
| 36. | 1 | 10 | | | | |
| 37. | | 11 | | | | |
| 38. | | 10 | 1 | | | |
| 39. | | 11 | | | | |
| 40. | 2 | | 8 | | | 1 |
| 41. | 4 | 5 | 1 | | | 1 |
| 42. | 1 | 10 | | | | |
| 43. | 6 | 4 | 1 | | | |
| 44. | | 10 | 1 | | | |
| 45. | 1 | 10 | | | | |
| 46. | | 11 | | | | |
| 47. | | 10 | 1 | | | |
| 48. | 8 | 3 | | | | |
| 49. | | 11 | | | | |
| 50. | 3 | 8 | | | | |

Appendix I - Addendum 5

MATH, PHYSICAL SCIENCE, AND TECHNICAL DIVISION - AUBURN HILLS

| <u>QUESTION</u> | <u>NUMBER OF MATH, PHYSICAL SCIENCE, & TECHNICAL RESPONSES</u> | | | | | |
|-----------------|--|----------|----------|----------|----------|-------------|
| | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> | <u>NONE</u> |
| 1. | 5 | | | | | |
| 2. | | 5 | | | | |
| 3. | | | | | 1 | 4 |
| 4. | 5 | | | | | |
| 5. | 2 | 3 | | | | |
| 6. | 2 | 2 | 1 | | | |
| 7. | 3 | | 2 | | | |
| 8. | 4 | 1 | | | | |
| 9. | 3 | 2 | | | | |
| 10. | 3 | 2 | | | | |
| 11. | 4 | | 1 | | | |
| 12. | 3 | 2 | | | | |
| 13. | 1 | 1 | 2 | | | 1 |
| 14. | 4 | 1 | | | | |
| 15. | 3 | 2 | | | | |
| 16. | 2 | 2 | | | | 1 |
| 17. | 3 | 2 | | | | |
| 18. | 4 | | 1 | | | |
| 19. | 5 | | | | | |
| 20. | 4 | | 1 | | | |
| 21. | 5 | | | | | |
| 22. | 5 | | | | | |
| 23. | 4 | | | | | 1 |
| 24. | 2 | | 3 | | | |
| 25. | 5 | | | | | |

Appendix I - Addendum 5

Math, Physical Science, and Technical Division - Auburn Hills (cont.)

| <u>QUESTION</u> | <u>NUMBER OF MATH, PHYSICAL SCIENCE, & TECHNICAL RESPONSES</u> | | | | | |
|-----------------|--|----------|----------|----------|----------|-------------|
| | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> | <u>NONE</u> |
| 26. | 5 | | | | | |
| 27. | 2 | 1 | 2 | | | |
| 28. | 2 | 2 | 1 | | | |
| 29. | 5 | | | | | |
| 30. | 3 | 2 | | | | |
| 31. | 3 | 2 | | | | |
| 32. | 2 | 3 | | | | |
| 33. | 4 | 1 | | | | |
| 34. | 4 | 1 | | | | |
| 35. | 3 | 2 | | | | |
| 36. | | 4 | 1 | | | |
| 37. | | 5 | | | | |
| 38. | 1 | 4 | | | | |
| 39. | | 3 | 2 | | | |
| 40. | | 3 | 2 | | | |
| 41. | 3 | 2 | | | | |
| 42. | 2 | 3 | | | | |
| 43. | 2 | 2 | 1 | | | |
| 44. | 3 | 2 | | | | |
| 45. | | 5 | | | | |
| 46. | 1 | 4 | | | | |
| 47. | 2 | 2 | 1 | | | |
| 48. | 4 | 1 | | | | |
| 49. | 3 | 2 | | | | |
| 50. | 4 | 1 | | | | |

Appendix I - Addendum 5

LIFE AND HEALTH SCIENCES DIVISION - AUBURN HILLS

| <u>QUESTION</u> | <u>NUMBER OF LIFE & HEALTH SCIENCES RESPONSES</u> | | | | | |
|-----------------|---|----------|----------|----------|----------|-------------|
| | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> | <u>NONE</u> |
| 1. | 4 | | | | | |
| 2. | 4 | | | | | |
| 3. | | | 1 | | 1 | 2 |
| 4. | 4 | | | | | |
| 5. | 3 | 1 | | | | |
| 6. | 3 | 1 | | | | |
| 7. | 1 | 2 | 1 | | | |
| 8. | 3 | 1 | | | | |
| 9. | 2 | 2 | | | | |
| 10. | 4 | | | | | |
| 11. | 3 | 1 | | | | |
| 12. | 1 | 3 | | | | |
| 13. | | 3 | 1 | | | |
| 14. | 3 | 1 | | | | |
| 15. | 3 | | | | | 1 |
| 16. | 3 | 1 | | | | |
| 17. | 2 | 2 | | | | |
| 18. | 4 | | | | | |
| 19. | 2 | 2 | | | | |
| 20. | 1 | 2 | 1 | | | |
| 21. | 3 | 1 | | | | |
| 22. | 4 | | | | | |
| 23. | 2 | 2 | | | | |
| 24. | 1 | | 3 | | | |
| 25. | 2 | 2 | | | | |

Appendix I - Addendum 5

Life and Health Sciences Division - Auburn Hills (cont.)

| <u>QUESTION</u> | <u>NUMBER OF LIFE & HEALTH SCIENCES RESPONSES</u> | | | | | |
|-----------------|---|----------|----------|----------|----------|-------------|
| | <u>A</u> | <u>B</u> | <u>C</u> | <u>D</u> | <u>E</u> | <u>NONE</u> |
| 26. | 2 | 1 | | | | 1 |
| 27. | 1 | 3 | | | | |
| 28. | | 4 | | | | |
| 29. | 3 | 1 | | | | |
| 30. | 4 | | | | | |
| 31. | 4 | | | | | |
| 32. | 3 | 1 | | | | |
| 33. | 3 | 2 | | | | |
| 34. | 1 | 3 | | | | |
| 35. | 1 | 3 | | | | |
| 36. | 1 | 2 | 1 | | | |
| 37. | 2 | 2 | | | | |
| 38. | 2 | 2 | | | | |
| 39. | | 4 | | | | |
| 40. | 1 | 3 | | | | |
| 41. | 1 | 3 | | | | |
| 42. | 4 | | | | | |
| 43. | 1 | 3 | | | | |
| 44. | 3 | | | | | 1 |
| 45. | 1 | 3 | | | | |
| 46. | 1 | 2 | | | | 1 |
| 47. | 3 | 1 | | | | |
| 48. | 2 | 2 | | | | |
| 49. | 2 | 1 | | | | 1 |
| 50. | 2 | 1 | | | | 1 |

APPENDIX J

RESEARCH

Appendix J - Addendum 1

NATURE OF STUDENTS AT AUBURN HILLS CAMPUS

Our records indicate that we have 1,723 students at the Auburn Hills Campus. In an attempt to determine the nature of our student body, a questionnaire was administered at random samples to 10% of this population. Recognizing the limitations on sample surveys, the following statistical information will give us some tentative opinions regarding the nature of our student population.

| | |
|--|-------|
| 1. Total Number of Students | 1,723 |
| 2. New Students | 47% |
| Returning Students | 53% |
| 3. Male | 68% |
| Female | 32% |
| 4. Married | 39% |
| Unmarried | 61% |
| 5. Between the Ages of | |
| 17 - 20 | 45% |
| 21 - 25 | 45% |
| 26 - 30 | 10% |
| Over 30 | --- |
| 6. Graduated From High School | 100% |
| 7. Attended Another College | 45% |
| 8. Plan to Work During Attendance at College | 81% |
| 1 - 15 hours per week | 45% |
| 16 - 25 hours per week | 5% |
| 26 - 35 hours per week | 21% |
| 40 or more hours per week | 10% |
| 9. Veteran | 9% |

Appendix J - Addendum 1

Nature of Students at Auburn Hills Campus (cont.)

| | |
|---------------------------------|-----|
| 10. Transfer Student | 52% |
| Plan to Work After Two Years | 20% |
| Plan to Take Only a Few Courses | 19% |

11. Parents' Education

Father:

| | |
|---------------------------------|-----|
| Elementary | 18% |
| Junior High | 10% |
| Some High School | --- |
| Graduate of High School | 9% |
| Some College | 12% |
| Two Years of College | 19% |
| Four Years of College | 29% |
| More Than Four Years of College | 3% |

Mother:

| | |
|---------------------------------|-----|
| Elementary | 28% |
| Junior High | 6% |
| Some High School | 2% |
| Graduated From High School | 30% |
| Some College | 8% |
| Two Years of College | 20% |
| Four Years of College | 5% |
| More than Four Years of College | 1% |

12. Transportation

| | |
|------------|-----|
| Own Car | 46% |
| Family Car | 39% |
| Ride | 15% |

13. Parents' Occupations

Father:

| | |
|---------------|-----|
| Deceased | 10% |
| Maintenance | 6% |
| Minister | 1% |
| Armed Service | 4% |
| Farmer | 16% |
| Retired | 9% |
| Engineer | 21% |
| Trucker | 2% |

Appendix J - Addendum 1

Nature of Students at Auburn Hills Campus (cont.)

| | | |
|-----|-----------------------------------|-----|
| | Pipe Fitter | 2% |
| | Executive | 11% |
| | Unclassified | 3% |
| | Supervisor | 15% |
| | <u>Mother:</u> | |
| | Cook | 4% |
| | Housewife | 71% |
| | Department Store Worker | 6% |
| | Unclassified | 19% |
| 14. | Plan to Participate in Activities | 20% |
| 15. | Curriculum | |
| | Engineering | 15% |
| | Business Administration | 20% |
| | Liberal Arts | 10% |
| | Education | 9% |
| | Drafting | 6% |
| | Undecided | 40% |
| 16. | Number of Credit Hours | |
| | 6 or Less | 30% |
| | 7-11 | 23% |
| | 12 or More | 47% |
| 17. | Pre-College Orientation | |
| | Yes | 45% |
| | No | 55% |
| 18. | Recommend Pre-College Orientation | |
| | Yes | 70% |
| | No | 30% |
| 19. | Live in Oakland County | |
| | Yes | 80% |
| | No | 20% |