

OAKLAND COMMUNITY COLLEGE



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HIGHLAND LAKES CAMPUS

SELF STUDY

Volume IV

Submitted to the North Central Association

of Colleges and Secondary Schools

Union Lake, Michigan

May, 1968

PREFACE

The Highland Lakes Campus of Oakland Community College is located on a 160-acre site formerly a county hospital. The existing buildings were completely renovated to meet the needs of the Oakland Community College instructional system. On September 7, 1965, Highland Lakes Campus began classes for 3,860 students.

In addition to offering the first two years of education for students who plan to transfer to a four-year institution, Highland Lakes offers career programs in accounting, automotive technology, cooking and baking, dental assisting, drafting, electronics technology, executive secretarial, food service technology, mechanical technology, medical laboratory technology, medical office assisting, nursing (ADN), radio and television repair and stenography. A developmental program is available for students who were low achievers in high school.

The Campus Self-Study was prepared by the following faculty members of this Campus who also served on the College committee:

Melba Marlett	Philosophy and Purposes
Linda Storick	Finance
Ann Burgess	Organization, Systems, and Procedures
James Stackhouse	Personnel
Alvin Ugelow	Curriculum
Floretta Cunegin	Faculty
James McMahan	Learning Resources
Sandra Langeland	Student Body
Richard Holmes	Research
Ronald Kudile	Facilities

The editing of the report was done by Mrs. Melba Marlett.

The faculty and administration of the Highland Lakes Campus were most pleased to receive notice from the North Central Association that Oakland Community College was recognized as a "Candidate for Accreditation." The submission of the Self-Study represents the next step in pursuit of the ultimate goal - full accreditation.

STANLEY J. HERGENROEDER

Provost

TABLE OF CONTENTS

	<u>Page</u>
Preface	
Table of Contents	
Section A - Philosophy and Purposes . . . . .	4 - 6
Section B - Organization, Systems, and Procedures . . . . .	4 - 9
Section C - Curriculum . . . . .	4 - 12
Section D - Student Body . . . . .	4 - 19
Section E - Faculty . . . . .	4 - 25
Section F - Learning Resources . . . . .	4 - 28
Section G - Finance . . . . .	4 - 64
Section H - Personnel . . . . .	4 - 68
Section I - Facilities . . . . .	4 - 71
Section J - Research . . . . .	4 - 74
Appendix C - Curriculum . . . . .	4 - 87
Appendix F - Learning Resources . . . . .	4 - 94
Appendix I - Facilities . . . . .	4 - 101

The following text is a reflection on the history and purpose of the organization. It discusses the challenges faced by the organization and the need for a new approach. The text is a reflection on the history and purpose of the organization. It discusses the challenges faced by the organization and the need for a new approach.

SECTION A

PHILOSOPHY AND PURPOSES

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PHILOSOPHY AND PURPOSESI. OBJECTIVESII. FINDINGS

The Highland Lakes Campus subscribes to the philosophy and purposes of Oakland Community College and is dedicated to meeting the occupational and post-high-school needs of all members of the community. All courses and programs are governed by the Systems Approach.

All transfer and general education courses offered on the other Campuses are offered at Highland Lakes. Career programs unique to this Campus are provided in automotive, mechanical, and electrical technology; drafting; medical office practice; dental assistant and medical office practices; professional nursing; cooking and baking; and food service technology. In common with the other Campuses, Highland Lakes offers career programs in secretarial science and accounting.

A developmental program in English has been offered since the establishment of the College. Now contemplated is an integrated developmental program involving science, mathematics, and English, which will be offered in the fall term this year.

Counselors on the Highland Lakes Campus do not teach, except in the Guided Orientation program. Otherwise they perform all the designated counseling functions. Testing is sporadic and not Campus-wide. Teachers complain of the lack of information about the students that educational, vocational,

and placement tests would provide. There is no testing center as such on Campus.

A. Strengths

1. In certain English courses, Highland Lakes uses a mandatory, rather than optional, S.A.S. This has improved student interest and performance in these areas.
2. In some departments, regular course evaluation meetings of all faculty involved in a course have strengthened the course offerings.

B. Weaknesses

1. There is no proliferation of general education courses to give the student a wider selection of opportunity.
2. Student testing for placement is sketchy or absent.
3. There is a lack of complete information and records on entering students, in all programs.
4. There is insufficient space for small assembly sessions.
5. Communication between counseling and faculty needs to be improved. The Referral Form has not been handled satisfactorily here.

III. RECOMMENDATIONS

- A. That time be allowed to certain members of the faculty for the origination of new courses.
- B. That more informative records on individual students be assembled, including placement test scores and personality-and-attitude profiles.
- C. That more space be found for small assembly sessions.
- D. That a testing center, like that of Orchard Ridge, be contemplated.
- E. That better methods of communication be set up between counseling and faculty.
- F. That serious consideration be given to the mandatory S.A.S. as a learning device that seems exceptionally effective with our kind of student, in some areas.

## ORGANIZATION, SYSTEMS, AND PROCEDURES

### I. OBJECTIVES

### II. FINDINGS

The College-wide trend toward greater loosening of the controls from within the administrative structure has been recognized and implemented from the standpoint of individual Campus administrations. The Highland Lakes Campus is presently in the process of achieving greater autonomy. Recent structural changes make it possible for administrators on Campus to make important and timely decisions, a fact resulting from the recognition of the Provost as a College officer with the status of Vice-President. The Dean of Faculty position has been discontinued, and replaced by the office of Dean of Instruction, with broader capacities and greater involvement of the Campus in the actual development of instructional steps and procedures. There is now an Associate Dean for Career and Evening Programs, who will be able to initiate new programs deemed needed by the community, as well as to direct the present curriculum of evening classes and two-year Associate Degree programs. The Manager of Campus Services is now under direct assignment to the Provost. The Dean of Students reports directly to the Provost, with his responsibilities broken into two distinct areas: Counseling and Student Activities, each directed by an Assistant Dean.

#### A. Strengths

This entire process is an evolutionary one, resulting from a



recognized need as conditions within the College structure changed. Now, no one on Campus is in doubt as to who his supervisor might be. And each Campus is more strictly accountable for its own peculiar strengths and/or weaknesses, failures and/or accomplishments.

B. Weaknesses

Lack of sufficient experience with the new structure. Some job description guidelines are no longer pertinent.

III. RECOMMENDATIONS

Continued examination of the administrative job description guidelines with a view to clarification of duties and elimination of excess stipulations.

OPTICAL

SECTION B

SECTION C

SECTION D

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**SECTION C**

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**CURRICULUM**

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## CURRICULUM

### I. OBJECTIVES

### II. FINDINGS

This report on the present and future intellectual climate of the College as it relates to curriculum, programs and course offerings is based on three sources of data: combined interview and questionnaire responses of twenty-five cognizant faculty and Division Chairmen in each of the academic divisions on this Campus, check-list ratings of forty-nine selected second-year students in these same divisions, documentation to be found in the 1967-68 College catalog, the 1967 Status Report of the Division of Mathematics, Physics and Applied Sciences, and a Fall 1967 poll of faculty needs conducted by the student newspaper on this Campus at that time. This report covers: 1) determination of the curriculum, specifications, course plans and media to implement that curriculum; 2) effectiveness of these specifications, plans and media in achieving curriculum objectives; and 3) final assessment of strengths, and identified weaknesses to outline problem areas requiring attention.

#### Determination of Curriculum

1. Procedure for initial curriculum selection. In general, initial selection of those courses now offered on the Highland Lakes Campus has been in accordance with national practices in the selection of curricula of junior and community colleges, i.e., community and labor market demands, use of advisory committees in the technical and vocational areas on the one hand, and responsiveness to the requirements of four-year follow-on institutions on the other.

2. Appropriateness of curriculum offerings to the College's objectives. The majority of faculty questioned felt that the course offerings in their respective divisions are appropriate to the College's expressed objectives, viz. open-door policy, service to the entire community, responsiveness to the demands of the labor market, and finally the requirements of the Oakland Community College Learner-Centered Instructional Systems Approach.
3. Appropriateness of curriculum to numbers of students enrolled. Offerings on this Campus appear adequate for the numbers of students enrolled and anticipated each session. However, inadequate facilities in the engineering-related technologies were said to discourage enrollment, in the opinion of two faculty members in that sub-curriculum.
4. Appropriateness of curriculum to needs and abilities of students. Offerings on this Campus also appear adequate for the needs and abilities of the students served, in general. However, concern was expressed about: 1) students who do not complete our various courses and programs; 2) deficiencies in basic reading, writing and computational skills on the part of considerable numbers; and 3) the need for greater individualization of instruction: for example, as regards requirements for technical students taking courses out of their own technical program and which are designed for transfer students (i.e., math, physics, chemistry).
5. Conformance to unique principles of operating under the unique Oakland Community College instructional system. Faculty and students in most of the areas examined were satisfied with the various features of the Oakland Community College concept: specification of objectives to be achieved in the course, concept of self-paced study, use of programmed instruction and other media, etc. However, frequent criticisms were the severe limitation on funds for continued multi-media development, absence of technical assistance in the production (as opposed to reproduction of same) and delays in printing and other support services. Problems in delivery of mimeographed study guides on time continue from session to session.
6. Frequency with which courses are offered. In general this Campus attempts to offer all courses as often as availability of faculty and enrollments justify. In the technical areas where staffing is limited (e.g., mechanical technology, automotive, dental) courses may be offered only once during the year on a rotational basis.
7. Qualifications of faculty. Division Chairmen are satisfied that their faculty are well qualified overall. Faculty also get a clear vote of confidence from the students polled. However, two Division Chairmen felt a lack of greater specialization in some course areas, with one expressing the desire for consultation by specialists on a part-time basis.

8. Adequacy of financial support for the curriculum. Fifteen of the twenty-five cognizant staff were dissatisfied with the extent of financial support for purchase of instructional media, general facilities, and scientific and technological equipment. In this regard, dissatisfactions expressed in the 1967 Status Report of the Division of Mathematics, Physical and Applied Science, Highland Lakes Campus do not appear to be unique. However, limited financial support to the technical program of the College thus far is expected to improve somewhat as special facilities are provided later this year or next for some of the programs (e.g., relocation of food service, automotive technology programs).

#### Determination of Course Plans, Specifications and Media

1. Adequacy of learning resources, books and periodicals. Most courses offered at Oakland Community College make use of specially prepared study guides which present course objectives on a unit-by-unit basis, outline assignments in the guides themselves, in textbooks used in the course, and media selections on audio tape and visuals such as slides, single-concept films, etc., and include study questions. With the possible exception of the audio tapes, students find such materials acceptable. Dissatisfactions with the tapes were with the degree of their usefulness, and their mechanical reliability. Faculty were generally satisfied with the holdings in our Learning Resources Center, and especially cited the helpfulness of the library staff.
2. Involvement of faculty in course planning. With the exception of the original determination of what should comprise the academic curriculum, faculty have been involved in virtually all course planning and development at the College.
3. New course offerings. Expansion of course offerings proceeded slowly in the two years which followed the founding of the College as faculty efforts went into development and refinement of existing offerings. These required a degree of attention which is not common at other two- or four-year institutions because of the nature of our institution. However, projections for new course offerings over the next three years, including 1968, call for at least one to two per division proposed at this Campus.
4. Responsiveness to community needs and demands of the labor market. Again current offerings on this Campus are generally in accord with such needs. However, in at least two technical career programs, a faculty complaint was that data on needs for new offerings coming from community advisory committees have gone unheeded by College administrative personnel.
5. Adequacy of course continuity, depth, sequence and integration. With minor exceptions both teaching and student personnel felt that offerings on this Campus in all fields incorporated adequate review and repetition, were

in meaningful sequence within and between courses, and that courses were integrated with other disciplines. A substantial number of courses and programs also include provision for some type of in-depth feature, as for example, term projects, design projects and direct practical experience as in the engineering-related technologies, the nursing program, and the food service program.

#### Effectiveness of Course Plans and Specifications

1. Achievement of course objectives. Are students on this Campus achieving the terminal and intermediate objectives of which they are appraised at the beginning of each course and unit within each course? Most of the forty-nine students polled believed they and their classmates are. Faculty in the main concur. However, one recurrent theme heard in exception to this was that a combination of good initial motivation on the part of the student and close faculty monitoring of performance are essential to obtain this result.
2. College direction to resist haphazard growth. A formal curriculum committee structure involving each of the three Campuses and the College as a whole exists to receive and approve proposals for new courses and programs, and for changes in existing offerings. However, faculty polled on this Campus are at the very least divided as to whether direction has been given by the College itself in the matter of orderly curriculum development. A numerical majority of ten faculty personnel responding to this item rated the College unfavorably.
3. Information from students for curriculum improvement. The majority of faculty on this Campus clearly solicit student reactions to our offerings. Administration of reaction questionnaires or solicitation of responses and new ideas appears to be a regular practice at the end of each full session and on a more variable basis at intervals during the course. However, responsiveness to suggestions from students seems less widespread. Students appear divided as to whether they have had sufficient opportunity to suggest ideas or changes.
4. Faculty work loads, clerical help and other staffing support. Back-ups for faculty appear to be a source of dissatisfaction on this Campus. Nineteen of twenty-five faculty on this Campus expressed the view that work loads, office facilities, and clerical help all tended to restrict effective course preparation, instructional quality, and creative thinking. At the same time these individuals felt there was a continuing need for course revisions, and expansion of existing offerings.
5. Preparation of Oakland Community College graduates. Opinion data alone

are of course insufficient to evaluate the preparation of our graduates. In general, faculty feel there have been too few returns to date to be able to say with any assurance, but those who have come to the attention of their former teachers seem to be employed satisfactorily or making acceptable progress at their follow-on institution.

#### A. Strengths

1. The varied curriculum and programs offered.
2. The concept of systematic, independent study, which informs the student of course objectives and expectations, and allows him to proceed at his own pace, relatively speaking.
3. The qualifications of the faculty and their commitment to students.

#### B. Weaknesses

1. Inadequacy of current facilities, especially in areas where special equipment is required, as in the engineering-related technologies and physical sciences. Some alleviation is expected in the automotive and food service areas when these programs are relocated.
2. Insufficient clerical back-up and inadequacy of related services, such as the production and reproduction of instructional media.
3. Excessive work loads and unrealistic preparation deadlines in the light of current and projected staffing levels.
4. Dissatisfaction with the extent of College support of the curriculum, most notably in the technical career areas, and financially overall.

### III. RECOMMENDATIONS

- A. Instructional facilities and specialized equipment already requested as critical by cognizant faculty--especially in the technical-career and scientific areas--should be provided for the relevant programs remaining on our Campus.
- B. Somewhat improved and enlarged general instructional and student facilities are also needed on this Campus, most notably: 1) quieter small-discussion areas; 2) at least one more auditorium-type facility; and 3) a student union facility. These needs have been indicated in determinations elsewhere but were echoed in this study.

- C. Every attempt should be made to provide the additional office space and clerical assistance desired by faculty, for greater working efficiency and improved morale.
- D. Similarly, high priority support is needed for faculty engaged in the preparation and revision of courses. This calls for the clerical and facility support noted just above, and one or more of the following: 1) more realistic deadlines; 2) released time or (alternatively) increased compensation; or 3) increased staff.
- E. Professional assistance is also indicated for the production and prompter reproduction of instructional media, especially visuals and audio.
- F. In a growing venture, outside assistance is periodically needed. It is recommended that the judgment of faculty in this regard be respected and supported financially, e.g., in seeking the aid of community advisory committees and consulting specialists in the various subject matter areas.
- G. It is obvious that the contemporary American curriculum requires extensive funding. If this Campus is to continue to meet the diverse needs and increasing numbers of students, it cannot be recommended too strongly that all monies deemed necessary for academic concerns by the various divisions be given the highest priority.



SECTION D

STUDENT BODY

## STUDENT BODY

### I. OBJECTIVES

### II. FINDINGS

#### Student Conduct

1. Minor infringements - Dean of Students
2. Major infringements - the Dean of Students recommends to Conduct Board, composed of two students from Student Government, three faculty members appointed by Provost.
3. Highland Lakes Student Handbook clearly identified regulations and procedures.
4. Students at this Campus are now involved in writing a Bill of Rights, clarifying privileges, responsibilities, procedures.

#### Food Service

Highland Lakes will have full service until May, at which time the department will transfer to Orchard Ridge. After May there will be a limited menu (one hot item) plus hamburgers, hot dogs and vending machines. This arrangement will change only when a Commons area is developed for Highland Lakes, but there are no plans for this presently.

#### Financial Aids

This is a Central Office function, handled by Mr. Donald Nichols. Mr. Nichols visits with Highland Lakes students on the Campus and applications for financial aid are taken. Disposition is made through Mr. Nichols.

#### Placement

1. This is primarily a Central Office function. One secretary in Student Personnel types notices received from Central Office, regarding positions off Campus; she also receives calls from off-Campus employers requesting student employees and handles on-Campus employment. Notices are posted in the counseling area.

2. There is a work-study program for on-Campus employment.
3. Summary of job placement efforts involving Highland Lakes students:

		<u>Feb.</u>	<u>Jan.</u>	<u>Nov.</u>
On Campus:	No. of inquiries made by students	20	18	18
	No. of referrals made by clerk	3	2	1
	No. of students placed	1	1	0
	No. of division requests for student help	1	0	0
Off Campus:	No. of student referrals	32	15	27
	No. of direct requests from off-Campus employers	9	2	2

#### Pre-College Orientation

1. This was first attempted as an organized on-Campus function in the spring of 1967.
2. New students are notified from Highland Lakes Counseling Office, and are requested to attend these sessions.
3. It is a full day experience with a G.A.S.-type experience in the a.m., along with tours, handouts and a lab experience. In the p.m. the new students take the English Placement Test and break into smaller groups for pre-enrollment. The student is then given information he will need to get through his first registration at Oakland Community College. Groups of up to 100 students in the pre-college orientation can be handled with a minimum of these counselors.
4. As can be detected from the brief procedural sketch, the one-day experience for the student and counselor can be quite demanding. We therefore have plans to pre-enroll the student prior to his day of orientation.

#### Counseling

1. In the Department of Student Personnel are: an Assistant Dean for Counseling, who reports to the Dean of Students; and six counselors, four with full-time counseling responsibilities and two with half-time counseling and half-time teaching responsibilities. Five of the six counselors hold Masters' degrees, three in counseling, one in English, one in Student Personnel. One counselor will complete a sixty-credit program in the fall quarter of 1968.

2. Three full-time classified employees work in the office, all responsible to the Assistant Dean. One is devoted mainly to the Assistant Dean's work, one mainly to the six counselors, one to general office work, night coverage, and placement. Student assistants are hired as the need arises and the budget permits.
3. Counselor functions are many and varied and are clearly stated in the recently logged Counseling Model.
4. A Developmental Studies Program will begin on a more comprehensive basis in the fall of 1968. This program will remain under Student Personnel, under the direction of the Dean of Students.

#### Student Activities

1. Four sororities (social)
  - a. Chi Delta
  - b. Omicron Epsilon Chi
  - c. Phi Delta Epsilon
  - d. Theta Pi Beta
2. Three fraternities (social)
  - a. Delta Gamma Chi
  - b. Delta Phi Kappa
  - c. Phi Sigma Beta
3. Six service groups
  - a. Student Government
  - b. Student Activity Board
  - c. Inter-Fraternity Council
  - d. Lend-a-Hand Corps
  - e. Alpha Phi Omega Service Fraternity
  - f. Intramural Council
4. Fourteen special interest groups
  - a. Aviation Club
  - b. Biology Club
  - c. Cheerleaders
  - d. Equestrian Club

- e. Folk Club
- f. Gourmet Club
- g. Hockey Club
- h. OCCult
- i. Rifle Club
- j. Second Front (Newspaper)
- k. Ski Club
- l. Student Nurses Association
- m. Theatre Guild
- n. Young Republicans

A. Strengths

1. Highland Lakes Campus acknowledges any student interest and assists with the organizing of a club to meet such interests at the request of the students.
2. Student Handbook for Highland Lakes contains full information pertaining to the interests and welfare of the students.
3. There is good counselor - student rapport.
4. Counseling service is available to students during both day and evening hours.
5. There is good faculty support of student activities.

B. Weaknesses

1. There is no provision for student health or medical facilities.
2. Suitable space is limited for many activities, from eating lunch to testing areas to developmental studies program. Facilities are a major problem.
3. Students have occasionally complained that activities do not justify the student activities fee.
4. Student records are often incomplete.

III. RECOMMENDATIONS

- A. A uniform, College-wide testing program should be implemented and scores made readily available to faculty, on request.
- B. The College should plan for new facilities to house expanding administration functions and student activities.
- C. Follow-up data on both transfer and career students should be available to course planners and administration.

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SECTION E

FACULTY

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FACULTY

I. OBJECTIVES

II. FINDINGS

The committee used questionnaires, interviews, and informal contacts to ascertain the teaching faculty's feelings and attitudes.

The majority of the teaching faculty feel that their functions are clearly defined (as in "Objectives of Functional Team Approach," distributed to all faculty members), and that they are qualified to carry out the defined functions. There is, however, concern and apprehension about such items as future student-faculty ratio and teaching loads that will exist until the completion of contract negotiations.

A. Strengths

1. The teaching staff is cooperative and eager for the success of the school.
2. There is a low turn-over, 55% of the staff having been on the Highland Lakes Campus for three years, from the founding of the school.

B. Weaknesses

1. Lack of an in-service training program for faculty.
2. A need for time to revise course packages and find more adequate media.
3. Inadequate S.A.S. space.
4. Need of more Central staff to improve reprography service.



5. Insufficient information on students from Counseling, because of incomplete testing or records.

### III. RECOMMENDATIONS

- A. Establishment of a better dialogue between Central Administration and the teaching faculty on decisions that affect the classroom.
- B. That more space be found for small assembly sessions.
- C. That Campus-wide placement and ability testing be implemented by Counseling.

DEPARTMENT OF EDUCATION

SECTION F

LEARNING RESOURCES

## INTRODUCTION

The Highland Lakes Campus Learning Resources Center has attempted to study its operations in compliance with a request from the Self-Study Committee concerned with all Learning Resources Centers at the Oakland Community College.

We have attempted to answer the basic questions posed in the minutes of the committee's first meeting under Item "C." While the specific heading of "Problems" is not used, references to our difficulties and shortcomings are included under the "Status of Original Objective" and "Projections" headings. The next page carries the full text of those minutes.

## BOOK COLLECTION AND CIRCULATION

### I. ORIGINAL OBJECTIVE

In accordance with American Library Association Standards it was decided early in 1965 to ultimately establish a basic collection of 20,000 volumes at the Highland Lakes Campus. It was anticipated that this would have to be accomplished in gradual increments. The opening day collection at the Highland Lakes Learning Resources Center was projected at 10,000 volumes. In order to expedite acquisitions and processing of materials, the services of a commercial book processing firm were sought. The Learning Resources Centers of Oakland Community College entered into an agreement with Alanar, a Division of Bro-Dart, Inc., for the purchase and processing of all book materials. In addition, Alanar was to produce our book catalog and provide the new Campus A and S lists of 10,000 basic titles complete with preprinted and prepunched order cards.

Since the Highland Lakes Campus was to house most of the technical-vocational programs in addition to the transfer course offerings, it was decided early in 1965 that the selection of book materials should be weighted slightly in four of the career programs.

Monies were also placed on deposit with the United States Government Printing Office. The Government Printing Office is one of the largest producers of repair and maintenance manuals.

It was also determined that the Materials Distribution Centers (referred to elsewhere in this report) would eliminate the need for reserve collections of

book materials. Satellite libraries of book and periodical materials were also to be placed in the learning laboratories as extensions of the Learning Resources Centers. Rapid accessibility of materials to both faculty and students for ready reference and in-depth study in the learning laboratory dictated that satellite libraries became an integral part of the Learning Resources Center's philosophy of service.

It was hoped that books would eventually circulate for an entire semester and that if a title were needed it could be recalled via data processing. It was also decided that books from the satellite libraries would circulate on the same basis as books charged out from the Learning Resources Centers.

## II. FINDINGS

### Status of Objective

On March 29, 1968, the Highland Lakes Learning Resources Center had received 19,639 volumes for the Library proper and 3,357 volumes for the Materials Distribution Centers (referred to elsewhere in this report) for a total of 22,996 volumes. From September, 1965 until March, 1968 the Highland Lakes Learning Resources Center experienced an average rate of growth equal to 766 volumes per month.

### Composition of Learning Resources Center (Library only) Collection by Library Congress Classification System

A General works, references, etc.

0.2%

B Philosophy, religion

6.6%

- C History, auxiliary sciences  
1.2%
- D History and topography, except America  
9.3%
- E America and the United States (general)  
6.9%
- F U.S. (local) and America except U.S.  
2%
- G Geography and Anthropology  
2.3%
- H Social Sciences and Economics  
10.1%
- J Political Sciences  
4.0%
- K Law  
0.4%
- L Education  
2.8%
- M Music  
1%
- N Fine Arts  
3.4%
- P Language and Literature  
29.5%
- Q Science  
11.5%
- R Medicine  
3.6%
- S Agriculture - Plant and Animal Industry  
0.4%

T Technology

3.1%

U Military Science

0.5%

V Naval Science

0.1%

Z Bibliography

1.1%

#### STATUS OF ORIGINAL OBJECTIVE AND PROJECTIONS FOR THE FUTURE

##### Audio Visual Media

At the writing of this document, the Highland Lakes Learning Resources Center has in its inventory on or about 1,139 filmstrips. The greater portion of these are related to the media package for Art History. In this particular field of study, the media carrier (filmstrip) seems to have its greatest impact. This is probably due to the fact that the filmstrip presents its message in chronological order which fits perfectly with the pattern of Art History. Many of the technical programs also find great success with filmstrips especially with the addition of a phono-disc or tape to carry the audio message. At the present, the limit on filmstrip holdings seems to be governed by the lack of college-level material on this media carrier.

##### Eight MM Single Concept Filmloops

In 1965, Oakland Community College purchased a large number of

single concept film projectors with the understanding that the center for media production located at the George A. Bee property would supply the various Campuses with the appropriate media. However, the problems of production have, at the present, prevented this from being done. Therefore, most of the single concept films now on Campus have been purchased from commercial sources. The majority of these films are used by the department of Biological Sciences. The two most recent films to be produced on this Campus have been "The American Way of Skiing" producer, Miss Fran Foley and "The Secretary" producer, Mrs. Mayme Chumbler. The latest LRC inventory shows a total of seventy-two films now being used on this Campus.

#### Thirty-Five MM Color Slides

The majority of the 9,504 slides listed in Highland Lakes Media Directory are being held by the department of Art and the department of Biological Sciences. Slides are used almost daily to instruct large group general assembly sessions in Art History. In the Biological Sciences, slides are mounted in "Airquip" aluminum cartridges to be viewed individually by the student using the "Executive Slide Viewer." Because of the excellent quality of photographs produced by Mr. Milo Hawley, the color slides have been one of the fastest growing types of media used on this Campus. One of the most successful slide-tape packages in use at the present time was produced by the LRC for the guidance orientation program. This media package deals with the information retrieval process a student would follow in obtaining book and periodical information. This basic two-part program is now being



transferred to video tape. During the school year 1968-69, the Learning Resources Center staff wishes to observe which media is most acceptable to the student and which is best suited to this type of training exercise.

#### LRC Media Production and the Making of Transparencies

With the purchase in 1967 of a "3M 45 Secretary Copier," the Learning Resources Center entered into the business of media production. Our intention was not to supersede the production facilities of central media production, but to supplement its function on the Campus level. Using Type 133, 127, and 128 transparency base, the LRC can produce, on twenty minutes' notice, black on white and black on yellow 8 1/2" x 11" transparencies. The usual projections are student essays or other student produced material. By use of an overhead projection, the work of a previous small assembly session can be viewed by the same class the following day. In the engineering and related technologies area, the College has purchased a number of prepared sets of transparencies. However, transparency use has been limited to general assembly presentations. Only in the nursing program do the students use an individual transparency viewer. The success of this operation has not yet been evaluated. Four hundred nineteen transparencies are now carried on LRC inventory.

#### Long Playing Records

The phono-disc collection at the Highland Lakes Campus is split into two distinct parts: True, all audio and visual media is the property of the LRC; however, it is our philosophy that media of any type is of no worth

unless it is situated where students and faculty members may use it. Following this line of reasoning, the majority of the classical music records are held in Room 203, Administration Building under the control of Mrs. Jan Feher. These records are used, for the most part, in the Music History and Music Appreciation classes. A section of this collection, valued at over \$1,200.00, has been placed on scotch tape cartridges for individual student listening in the Foreign Language Laboratory. A section of this laboratory has been set aside for music students. The reasoning behind this decision was based on the number of listening stations available and the high quality of sound reproduction the machines in this area afford.

The second repository of long playing records is the LRC. Because of the nature of students who attend a two-year community college, it was felt that a browsing collection of light music and spoken arts materials would stimulate an interest in learning which would be above and beyond the traditional information carried on the printed page. We at Oakland Community College are fully aware that many of our students have reading problems. If we can provide an alternate track to learning, i. e., the spoken word, the student, the College, and the community will benefit.

To protect the delicate nature of the phono-disc, all long playing records have been transcribed onto tape cartridges. The record jacket, with the proper Library of Congress number attached, leads the student from the jacket to the tape cabinet where the cartridges are kept. Because the LRC has been purchasing large quantities of pre-recorded tape from McGraw-Hill, Inc., and the National Tape Repository at Boulder, Colorado, it has become

apparent that a means of display must be found to present to the public the fact that these materials are available. During the summer of 1968, the Library will produce an audio catalog which will give the listener the following information in this order:

By L.C. Subject Heading:

- a. Title of Work
- b. Author
- c. L.C. Number
- d. Annotation

Produced by Miss Laura Bryan and J. McMahon, with the help of Mr. A. Lindner, this audio catalog will provide a quick and easy way to determine the audio holdings of the LRC. These holdings of the LRC now number more than 1,000 audio items, maps, pictures and charts. A recent acquisition of the LRC has been a set of 280 (8 1/2" x 14") pictures in World History. Of these 280, seventy photographs from the Imperial German War Museum in Berlin were included. These black and white photographs mark the beginning of a collection which will surely grow in size to many thousand. During the winter of 1967, the LRC received a gift of the complete back issues of "Life," 1936 to date. It is our intention to clip all photographs of historical interest and add them to our collection.

#### Sixteen MM Films

If the Oakland Community College faculty were to pick one type of media which best demonstrates the qualities of interest stimulation, the ability to instruct and the capability to demonstrate, it would be the sixteen MM

sound films. During a typical academic year, the ordering of rental films averages about 107 films per month. Considering cancellations and late deliveries, the total films received and shown is in the neighborhood of eighty films per month. The actual viewing of these motion pictures is divided into three categories: Projection to large audiences at general assembly sessions. Small group shows at S.A.S. sessions and individual viewing in the Learning Laboratory on rear-screen projection equipment. As the teaching system at Oakland Community College matures, it has become evident that S.A.S. and individual viewing are replacing G.A.S. sessions as the most popular viewing times.

The average monthly circulation of the Highland Lakes Learning Resources Center exclusive of laboratory, Materials Distribution Center Materials Distribution Center materials is 529. The previous figure included books, periodicals and pamphlets.

The technical - vocational areas now rely primarily upon shop manuals and periodical literature in order to keep their programs current. Hard cover books are very often out-of-date by the time they are published. Most of our hard cover materials in this area are standard references as reflected in the previously mentioned "T" Classification (3.1% of our collection) of the L.C. Classification System. Manufacturers and the Government Printing Office are prime sources for most of the manuals required in these areas.

The Learning Resources Center has changed its stand on reserve materials in order to make media available in more than just one location on Campus. This is being done on a relatively small scale, and is considered a temporary expedient.

### III. PROJECTIONS

As enrollments grow and facilities permit, the Highland Lakes Campus Learning Resources Center has projected a book collection that will ultimately total between 50,000 and 70,000 volumes. Needless to say, the building of such a collection will require years of careful selection and weeding as materials become dated.

It is a fair assumption that as the collection increases in quality and quantity that circulation will increase correspondingly. The Highland Lakes Learning Resources Center will also participate in the Guided Orientation classes and introduce the library and its services at one of the first general assemblies of the academic year, beginning September, 1968.

#### AUDIO-VISUAL MEDIA ORIGINAL OBJECTIVE

Under the multi-tracked audio tutorial approach to learning, it is essential and necessary to provide audio and visual materials to parallel and supplement all other learning tools.

It was the College's intention to produce many or most of these materials using the staff at the respective Campuses and the Opdyke property. However, it was soon discovered that media production was a great task, involving large sums of money and considerable human effort. Therefore, the original emphasis of home production versus commercial purchase has fallen to the latter source.

## PERIODICALS

### I. ORIGINAL OBJECTIVE

It was the intention of the LRC to provide the faculty and students with enough periodical literature to bridge the information gap between the creator of new information and the production of hard-cover material. With extensive faculty assistance, the LRC staff founded the original collection using the bibliographic tools of McGregor's Catalog of Periodicals, the Faxon Periodical Directory, Ulrich's International Periodical Directory and N.W. Ayer's Directory of Newspapers and Periodicals. Numbering about 500 individual titles, this literature was divided into three categories: First, these magazines and newspapers could best serve the College population by remaining at the LRC because of their general interest. Secondly, the student-orientated periodicals would be sent directly to the Learning Laboratory. Faculty-orientated materials formed the last group. These specialized materials, usually of a highly professional nature, were selected to keep the teaching staff aware of the newer developments in their field. In most cases, articles from these magazines find their way into the students hands via the small assembly sessions.

### II. FINDINGS

#### Status of the Original Objective

The flow of periodic literature from the LRC to the College population has been one of the outstanding success stories at the Highland Lakes

Campus. It is one of our projected objectives to institute an SDI Service, similar to that provided by Wayne State University, to increase faculty awareness of new developments in their respective fields. The only chronic problem that has been encountered in the area of periodic literature has been the lack of space both in the LRC and in the Learning Laboratories to house current and back issues. Even the introduction of microfilm as a carrier of retrospective material has failed to solve the "space problem." At the present time, most "hard copy" issues are held for over one year or until the microfilm arrives. Since only one quarter of the total collection of 520 periodicals is carried on microfilm, the building of a complete retrospective periodical collection is not possible.

### III. PROJECTIONS FOR THE FUTURE

In April, 1968, the LRC has entered into the world of coordinate indexing by the purchase of a Royal McBee KeyDex System. A pilot project has been designed to K.W.I.C. Index the periodic literature in the field of Automotive Technology. It is hoped that this high speed information storage and retrieval system will serve to stimulate more interest in key word in context indexing.

## BUDGET

### I. ORIGINAL OBJECTIVE

During the summer of 1965 and the academic year 1965-66 few budgetary restrictions were imposed. This was Oakland Community College's

first year of operation and the faculty was told to order whatever they needed for their program and the same was true of the Learning Resources Centers.

Having what amounted to almost carte blanche, the Learning Resources Centers at Oakland concentrated on book and periodical acquisitions. The three library administrators were almost solely responsible for ordering furniture.

In September, 1965, the Campus Learning Resources Centers were assigned the responsibility of selecting, purchasing, and maintaining audio-visual equipment. The purchase of learning laboratory and related audio-visual media was ultimately charged back to the Campus Learning Resources Center budget, also. The Audio Projection Department now became a responsibility of the Campus Learning Resources Center (LRC). This meant that the budgeting for blank master and cartridge recording tape became a responsibility of the Campus LRC. By the end of Oakland Community College's first year of operation, the following budget was approved for fiscal 1966-67:

<u>Operating:</u>	<u>Budget Amount:</u>	<u>Per Cent of Total Budget (Exclusion of Salaries)</u>
A-V Repairs	\$ 900.00	1%
A-V Supplies	1000.00	1%
Binding	500.00	1%
Book Catalog	9900.00	13%
Film Rental	1000.00	1%
Office & Library Supplies	2700.00	4%
Tapes & Tape Cartridges	2250.00	3%
TOTAL	\$18,250.00	



<u>Capital:</u>	<u>Budget Amount:</u>	<u>Per Cent of Total Budget (Exclusion of Salaries)</u>
A-V Equipment	\$ 1000.00	1%
LRC Books	30,000.00	40%
Lab Books	10,000.00	13%
A-V Media	7200.00	9%
Microfilm	3640.00	5%
Periodicals	5022.00	1%
Additional Shelving	500.00	1%
TOTAL	\$57,362.00	

Salaries:

\$78,153.00 (includes student help)

## II. FINDINGS

### Status of Original Objective

The Campus LRC's continue to budget for all periodicals, audio-visual equipment, and media for the entire Campus. At the beginning of each fiscal year the LRC Division Chairman makes allocations of media and laboratory funds by academic division and provides a monthly statement of expenditures to each as the fiscal year progresses.

The Campus LRC's usually share the purchase of films for the Central Film Library. These films are purchased upon the recommendation of teaching faculty.

The items included on the Highland Lakes LRC Budget for 1967-68 are basically the same as for the previous year. A copy of that budget follows:

<u>Operating:</u>	<u>Budgeted Amount:</u>	<u>Per Cent of Total Budget (Exclusion of Salaries)</u>
A-V Repairs	\$1800.00	3%
A-V Supplies	1500.00	3%
Binding	500.00	1%
Book Catalog	3000.00	6%
Film Rental	7200.00	14%
Office & Library Supplies	1695.00	3%
Tapes & Tape Cartridges	2000.00	4%
Demco Charge Machine	240.00	.5%
Dry Photo Copier	1000.00	2%
TOTAL	\$15,635.00	
<u>Capital:</u>	<u>Budgeted Amount:</u>	<u>Per Cent of Total Budget (Exclusion of Salaries)</u>
A-V Equipment	\$ 2983.00	5.5%
LRC Books	15,000.00	27%
Lab Books	8000.00	14%
A-V Media	4000.00	8%
Microfilm	2000.00	4%
Periodicals	2500.00	5%
TOTAL	\$34,483.00	
GRAND TOTAL	\$50,118.00	

Salaries:

\$69,717.00 (including student help)  
 (15,000.00 for student help)

While there has been a decrease in the LRC budget for fiscal 1967-68, this is attributable to the fact that large original expenditures were necessary to

faculty members on the basis that the price per item is out of line with its educational value.

### III. PROJECTIONS FOR THE FUTURE

The workshop has been a traditional way to bring men and information together so that positive results can be expected as an outcome. Using this format, it has been proposed that an annual meeting of minds be arranged between teaching faculty and librarians to select, evaluate and purchase books, media and equipment for the next academic year.

## ABSTRACTING

### I. ORIGINAL OBJECTIVE

The theory of abstracting has been a subject of discussion at the LRC meetings for a number of years. No one has ever opposed the basic wisdom of producing abstracts of new books or periodical articles for faculty members. The reason that the theory has not been put into effect centers on the fact that the present library staff is already spread too thin. Most librarians agree that in a situation where priorities are established, abstracting will probably take last place.

### II. FINDINGS

### III. PROJECTIONS FOR THE FUTURE

To establish an abstracting service, either one of two avenues might

be examined: First, the Central Library Processing Center at the Opdyke property could abstract incoming materials for selected faculty members and administrative staff. Second, this function could also be turned over to the Campus LRC's provided that one additional librarian plus a library assistant was added to each existing staff.

Upon investigation by Mr. Thomas Lewandowski, Wayne State University suggested that our existing staff could well profit from a week seminar at the Battelle Institute. This workshop provides an intensive training program for working librarians seeking to increase their skill in abstracting techniques. It is hoped that in some future year, time and money will be made available so that existing staff can take advantage of this service.

## AUDIO FACILITIES

### I. ORIGINAL OBJECTIVE

The College opened in 1965, committed to the use of audio-tapes as an important means of instruction. At that time the master tapes were prepared almost exclusively by the faculty, some on Campus, others after hours at home.

### II. FINDINGS

Facilities consisted of Wollensak Model T-1500 tape recorders and two rather good high impedance microphones, an ordinary record player, an open reel copier. There were three 4 x 6 sound conditioned, air

conditioned, booths for on-Campus recording. Two were used for recording, the other was used for storage of master tapes and supplies. These were at one end of a small room in the basement of the administration building. Off-Campus recording was done in faculty living rooms, kitchens, etc., using Wollensak recorders and their microphones borrowed from the College LRC, or on privately owned, consumer oriented recorders. Most of these were four track stereo recorders, producing tapes not compatible with College needs.

The record player, a consumer product, was used occasionally to add music introductions to master tapes. The open reel copier was usually used to make master copies for Auburn Hills Campus.

Cartridge copies of masters were made in the language laboratory by students since the language laboratory had this capability and no provision had been made for a separate copying facility.

The use of cartridge tapes by students was under almost constant attack from many sources at this time. A careful examination of the facts about cartridge tapes disclosed that no other system possessed so many advantages. A program of trouble shooting and correction of faults was begun. The results were gratifying; the attacks subsided as remedies were applied. After several months of operating in this fashion, it became apparent that the original plans needed to be changed and greatly expanded if the needs of faculty and students were to be met. Facilities to implement improved plans would need to be provided. The College was growing rapidly and this growth left little in the way of funds for improved facilities.

develop a basic collection during the first two years of the Campus' existence. The Orchard Ridge Campus also opened at the beginning of this academic year.

### III. PROJECTIONS

As income continues to chase prices, the educational dollar continues to diminish in value. While the Highland Lakes Campus LRC budget has not been officially approved, our greatest hope is that our total allocation for 1968-69 will be the same as for 1967-68.

## REFERENCE AND STUDENT UTILIZATION

### I. ORIGINAL OBJECTIVE

The instructional materials center concept has been the guiding factor at Oakland Community College libraries since opening day in 1965. The philosophy centered on the premise that LRC could supply the student with professional help and materials which would help him complete the work assigned in the course package, plus act as a guide to independent study.

### II. FINDINGS

#### Status of Original Objective

With an average of three reference questions for librarian per hour, it is obvious that many students are not studying in the LRC, but are completing their assignments at home or in the learning laboratory.

### III. PROJECTIONS FOR THE FUTURE

To increase library utilization, the staff at LRC is making an effort to increase by going to the people. Librarians speak at general orientation classes, they give reference lectures to social science classes. The LRC Audio Facility will broadcast daily, during the summer months, full length play and musical albums. Students can relax on the library's sun-shaded south patio while enjoying fresh air and knowledge in one convenient package. It is our hope that by making the LRC a center of student activity, we will increase student utilization.

## PERSONNEL

### I. ORIGINAL OBJECTIVE

Each of the two existing Campus LRC's was to be staffed by three professional librarians, two clerk-typists and student help. The librarians were to hold graduate degrees or be near a Master of Science in Library Science Degree. The division of responsibilities among the professional staff allowed one to handle administrative matters, one to handle books and periodicals and one to be concerned with the audio-visual area. It was during this first year of operation that the Campus Audio Technician was also assigned to the Campus LRC staff.

## II. FINDINGS

### Status of Original Objective

Since 1965, the Auburn LRC gained an additional clerk-typist position due to the breakup of the Campus typing pool. At the beginning of this academic year, a clerk-typist from the Materials Distribution Center was placed in the LRC bringing our classified staff to three. One of our clerks was promoted to the rank of secretary. Each Division Chairman is now to have a secretary, including the LRC Division Chairman. The head librarian is now referred to as LRC Division Chairman. At present, one librarian is working on a Master of Science in Library Science Degree, one has the degree and one has not only the M.S.L.S. Degree, but a Master of Arts Degree in History.

## III. PROJECTIONS

In order to increase the efficiency of the Highland Lakes LRC and of all Oakland Community College LRC's, the following personnel recommendations were made in the text of the LRC Model.\*

### FACULTY INVOLVEMENT

### BIBLIOGRAPHIC MATERIAL, MEDIA AND EQUIPMENT SELECTION

#### I. ORIGINAL OBJECTIVE

In any college or university situation, it is one of the prime duties of each

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\* See Appendix F, Addendum 1



academic division to recommend for purchase those books, periodicals, and items of audio or visual media which best serve the students in that learning area. At every level of Campus activity, the importance of this philosophy is stressed at Oakland Community College.

## II. FINDINGS

### Status of the Original Objective

One of the prime duties performed by the library staff is to seek out and solicit the advice and consent of teaching faculty in regards to hard- and soft-cover material, audio-visual media and equipment.

Part of each librarian's day is spent routing bibliographic materials and equipment advertisements to the key man or woman in some area. One of the great problems faced by the library is the reluctance of some staff members to spend the money which is available for these purposes. To prevent a situation from arising where first come, first served prevails, the funds allocated have been divided by division with a central reserve fund held by the LRC to cover special situations which might arise.

The major problem in this area is one of economics. The educational market place is flooded with excellent materials. How to select, what to select, and where the biggest discounts can be obtained are matters of constant concern. Educational institutions as well as business organizations are caught in the cost-budget squeeze. The average science book now costs \$10.00 or more. The same inflated values are applied to periodicals and audio and visual media. Many times, excellent media is turned down by

The most urgent need was for cartridge copying facilities. A Campus audio-technician designed, developed, and constructed a cartridge copying facility using existing tape cartridge players converted to recorders and utilizing Wollensak tape recorders, also on hand, as program sources.

A continuous bulk eraser for cartridges was also devised and constructed. Now an adequate supply of cartridge tapes could be produced independently of the language laboratory which was restored to its original purpose of teaching foreign languages exclusively.

Concurrently, improved operating systems were devised. Two cartridge recorders, and a professional type turntable were purchased. Production of cartridge copies of master tapes is now relieved considerably.

One student assistant and a supervising technician produced more than 2500 copies in a period of less than a year, after the copier was put in operation. From December 1, 1966 to December 1, 1967, more than 2800 cartridges were made for Highland Lakes Campus and more than 5000 for the new Orchard Ridge Campus.

Though the cartridge copier is still in its original form, our copying function seems to be in a satisfactory condition.

### III. PROJECTIONS

- A. Improvement in master tapes is now necessary. Assuming satisfactory instructional content, much can be done to improve interest. Dubbing speeches, sound effects, music, slide change cues, into the instructional material seems a logical step.

- B. Three great universities, University of Michigan, Michigan State University, and Wayne State University operate FM radio stations. Much of their broadcasting is not restricted and is a very good source of material for faculty use. Recording facilities for these broadcasts is necessary if we are to make use of it. Automatic control will allow unattended recording.
- C. A recording studio, with a separate control room equipped with professional equipment should be provided for faculty use, so they may concentrate on delivery without being distracted by the coincident task of operating the recording machines. Professional equipment would greatly reduce the task of dubbing, editing, and assembling interesting master tapes. These tapes are frustrating at best using the consumer equipment we are forced to use at present.
- D. Cable lines should be installed from every point on the Campus where a program can originate to a central recording terminal. Professional equipment should be permanently installed in such a terminal.
- E. Technical personnel should soon be made available to the Campus audio technician to aid in proper carrying out an increasing number of duties.

We are now ready to assume the role of professionals. Implementation of these objectives is necessary.

### MATERIALS DISTRIBUTION CENTERS

#### I. ORIGINAL OBJECTIVE

Originally all media relevant to a particular academic area and pertinent to what was being learned during a given semester was made available to the student in that particular learning laboratory. There was no firm system for circulation and control of tapes, books, filmstrips and other forms of media in the learning laboratory. When losses became apparent faculty began distributing materials in the laboratories. The College recognizing the problem, instituted Materials Distribution Centers at each of the two existing campuses and charged

the campus LRC with the responsibility for maintaining circulation control of these materials for all laboratories.

At the Highland Lakes Campus two clerk-typists were hired to supervise the day-to-day operations of the Materials Distribution Centers and the student help used to man them. One center was placed on each of the three floors of Highland Hall.

## II. FINDINGS

### Status of the Original Objective

With the beginning of the 1967-68 academic year, classified laboratory assistants were hired at each of the three campuses to maintain the laboratories and charge out materials. The physical plant at Highland Lakes dictated that one central Media Distribution Center (MDC) was still necessary. One of the clerk-typists originally hired for MDC service was brought over to the LRC to put us on par with the Auburn Hills LRC classified staff. There are three classified people at Auburn Hills in the LRC.

The MDC at Highland Lakes is currently operated by one supervising clerk-typist and a minimal amount of student help.

Since the institution of the MDC, control of materials is an established fact. This is not to say that there are not losses, but as any librarian will testify complete control is almost impossible.

## III. PROJECTIONS

The Highland Lakes LRC realizes that eventually the materials in the MDC

will return to the laboratories as they have at Auburn Hills and Orchard Ridge. Matters of economy will probably dictate this sort of change. When this transition occurs the LRC will do everything possible to assist the laboratory personnel with their new responsibilities.

## PROCESSING

### I. ORIGINAL OBJECTIVE

All media for the Campus would be ordered, processed and distributed by Central Office. Alanar had been contracted to handle all book orders; and in turn, produce totally cataloged, jacketed books with shelf list cards. Central Office was to provide the IBM charging card since our charging is on the 357 system. Invoices with amount of books, total prices of books and processing were to be sent to the LRC.

### II. FINDINGS

#### Status of the Original Objective

Ordering of media is now done by the Campus LRC. Alanar has been discontinued because of slow and inadequate service. Books arrive four months after ordering; shelf list cards arrive many more months later. Many books are ordered in one budget year and received in another. Many books are now ordered direct and received within a month. The National Union Catalog and the Book Publisher's Record are used to find the cataloging and classifying information needed. Backlog of books is created because of insufficient help and equipment. The actual process of typing the labels, stamping and jacketing is done by one

clerk-typist. The shelf list card information is typed on a card then sent to Auburn Hills to be duplicated and returned to the LRC. A list of IBM cards needed is sent to Orchard Ridge and within three weeks are returned. After all this is done, the books are ready to be shelved.

The LRC has been ordering through Brodart since uncataloged books are received within a month. Central Office supplies the Library of Congress label and later the shelf list cards.

McGraw-Hill preview book plan is now in effect. Each book comes with the shelf list cards. The books are routed to faculty for approval or return. After approval, the books are cataloged complete with shelf cards. The invoices are altered for purchase, returned and a credit memo must be made.

### III. PROJECTIONS

The following is an excerpt from the LRC Model:

"Recognizing the importance of providing service to the Campus LRCs, the Central LRC Processing Area has been established. Its primary purpose is to relieve Campus LRCs of many non-academic tasks which can be performed centrally for all.

- a. Order and receipt of all books, periodicals, microfilm, pamphlets, slides, filmstrips, films (rental and purchase), and other media;
- b. Order and inventory of all audio-visual equipment and supplies;
- c. Issue purchase orders for all LRC requisitions;
- d. Type and reproduce shelf-list cards for the Union Catalog in LRC Processing and at the campus LRCs;
- e. Type orders from monthly checklists, copies of which are forwarded to the Campus LRCs;

- f. Compile and distribute monthly acquisitions lists;
- g. Complete processing of books, which includes
  - (1) Classifying and cataloging;
  - (2) Typing and duplicating shelf-list cards, typing and placing book pocket in book, typing and placing label on spine;
  - (3) Applying plastic jacket;
- h. Compiling information for the book catalog and forwarding to Alanar or Data Processing."

### AUDIO VISUAL EQUIPMENT ORIGINAL OBJECTIVE

#### I. OBJECTIVE

It was the intent of Oakland Community College to try to fit the individual items of audio or visual equipment to the learning situation rather than force the learner to adapt to the pattern of the media display machine. To a great extent, this has been accomplished.

It has been one of the LRC's major objectives to examine new machines entering the market and also to learn new uses and adaptations of existing machinery.

#### II. FINDINGS

##### Status of the Original Objective

At the present time, the Highland Lakes Campus has successfully achieved the objectives stated in its audio-visual philosophy in that every student and faculty member can receive the proper machine at the right place and at the correct time. This outstanding record has been made possible by the large inventory of equipment housed in the LRC:

1. Nine 16 mm Projectors.
2. Five Rear Screen Projection Units.
3. Ten Overhead Projectors.
4. One Microfilm Reader-Printer.
5. Two Microfilm Readers.
6. Four Opaque Projectors.
7. Eleven Carousel Slide Projectors.
8. Seventy 8 mm Single Concept Motion Picture Projectors.
9. 170 Tape Decks.
10. Twenty-nine Video-Sonic Viewers.
11. Eighty Film strip Projectors.
12. Twenty-Four Slide Viewers.
13. Thirty-Three Filmstrip Viewers.
14. One 8 mm Open Reel Projector.
15. One 21" Television Set.
16. Two Sono-Scope Projectors.
17. Twenty-Eight Tape Recorders.
18. Six Record Players.

### III. PROJECTIONS FOR THE FUTURE

The one great problem that faces the LRC now and in the future is one of storage space and foul weather delivery techniques. No audio-visual program can exist without a reserve of equipment, held in some central location, ready for delivery at a moments notice. Room 162, H.O.H., has served this purpose since



1965. However, the equipment explosion has made this space too small. At the present time, there is no satisfactory answer to this problem. The same situation prevails as concerns the "foul weather" delivery of equipment.

### LRC FACILITIES

#### I. ORIGINAL OBJECTIVES

The Learning Resources Center was not just a library of books. With the growth of multi-media, the LRC was to be the center containing not just the traditional library but audio-visual materials and equipment for faculty and student use. The charging system uses the 357 machine. An IBM card, with the L.C. number and Highland Lakes Campus punched on it, is in every book. This card plus the student's I.D. card is needed to charge a book out. The main collection circulates for four weeks; and during spring and summer, two weeks. Pamphlets and tapes circulate for one week.

Satellite collections were put in labs so students would have some reference books on hand. More research work would require using the LRC. These books could circulate for the four week period.

#### II. FINDINGS

##### Status of the Original Objectives

The Learning Resources Center services have been expanding. The main collection holds over 16,000 books with more on order. Satellite collections have expanded from reference books to more books in related fields. Faculty and students use have been extensive. Periodic updating is done by faculty.

Reserve section has expanded to include tapes, filmstrips and articles besides regular reserve books. Special reserve sections contain special projects such as English term projects on "Death of a Salesman".

A collection of reproductions of photographs of early events to the present are available in the LRC.

The record collection includes popular music, classic spoken arts and documentary which all have been put on tape cartridges for use in the LRC and for circulation. The record itself is kept in a master file. These tapes are produced upstairs.

On Microfilm, back issues up to 1967 of periodicals and newspapers are centrally located for student access. Two readers and a reader printer are available for student use.

Smith Corona copying machine is available for students use at 10¢ per page. For faculty the 209 3M copier receives heavy use. Spirit masters and transparencies for faculty are made on the 3M Secretarial copier. A mimeograph and Ditto machine are available.

The LRC is the center for audio-visual equipment. There are tape decks, filmstrip viewers, single concept projectors through out the LRC for students to use. Also one large room houses 16 mm projectors, 8 mm projectors, filmstrip viewers and projectors, carousels slide projectors, screens, single concept projectors, opaque projectors, overheads, record players, and a television all available for campus use. Equipment bookings are called into the LRC and delivered to its destination.

Laboratories tapes for the Campus are produced by an audio-technician, and one part-time student assistant. The master tape is kept in a file and multiple copies are sent to the labs. Old tapes are returned for erasure. Any repair of tapes, earphones, or equipment is usually done by the audio-technician.

All ordering of books goes through the LRC. This also includes faculty examination books and materials and textbooks. Films are booked through the Materials Distribution Center which is part of the LRC.

Within the LRC there is a fully equipped dark room used by student activities and the LRC.

Faculty has become more involved with media through preview book plans, notification of new materials in their fields.

### III. PROJECTION

Would like to see more satellite collections and better control of the books. A charging system similar to the LRCs should come into effect to handle the satellite collection.

Lawn furniture for the patios has been purchased as a leisure reading place for students. Popular music and gradually classical and spoken arts will be played. Plays will be presented in serial type to attract students. Within the LRC more displays of current and new books some other programs to get more student use of the LRC collection. Photographs of events and reproduction of artists works will be displayed to correspond with the curriculum.

More shelving to be obtained and rearranging shelves to make room for new books. Periodical shelves to be rearranged in less wide spread area.

Also a program of the librarians going into the classroom armed with transparencies about media and library tools students may not be aware of. This is to aid the student in better use of the LRC in his search for information.

## MEDIA CATALOG

### I. ORIGINAL OBJECTIVES

The function of a media directory is two fold: First, it should create an awareness in the faculty member's mind as to what is available in any given subject field. Second, it should clearly indicate whether the media is available. With these guidelines in mind, the first Highland Directory was produced.

#### Status of the Original Objective

There is now a complete media directory available on the Campus.

#### Projections of Future Plans

Because of the high cost involved in bringing out an updated media directory every six months, the staff of the Highland Lakes LRC have decided to automate this procedure by using IBM Unit Record equipment. By assigning each item of media to one IBM card, the process of information control is greatly simplified. Each card will contain the following information:

1. Course Number
2. Media Code
3. Title of Media
4. Number of Items of Media now in LRC Inventory

The IBM cards, which form the basis of the directory, will be generated on an IBM Model 026 Card Punch. Sorting by course number, media code, number of items and title of media will be accomplished on a Model 084 Sorter. Printing will be done on a Model 407 Accounting Machine.

We are sure that by using this machine configuration, we can speed up production and reduce cost while retaining accuracy.

SECTION G

FINANCE

FINANCEI. FINDINGSA. Plant

Plant funds for the Highland Lakes Campus of Oakland Community College are defined as those funds which are available for use in developing, building, and equipping instructional and administrative facilities. The principal source of funds is derived from the sale of bonds in accordance with the laws of the State of Michigan and the Community College Act. The allocation of funds for each campus in general, and Highland Lakes in particular, is dispersed by the Central Administrative staff of the College.

The expenditures for the Highland Lakes Campus of the College through June 30, 1968, is \$2,288,555. The total figures is derived from three primary sources: local, state, and federal, with amounts of \$1,058,778, \$479,777, and \$750,000 respectively. The expenditures for the Highland Lakes Campus include the cost of purchasing, remodeling, and equipping the Campus for instructional use. No new facilities have been constructed, although a prefabricated building has been added to supplement the existing facilities.

The financial masterplan of the College includes for the Highland Lakes Campus a total projected expenditure of \$2,365,000 over the next five academic years. Based on the assumption that the instructional building at Highland Lakes will not be used in 1969 and thereafter, the approximate figures of \$2.4 million for expenditure would include a learning laboratory and appropriate major renovation of existing facilities.

## B. Operating

Once the facilities have been constructed and the necessary renovations completed, the financial considerations involved in operation and maintenance take on a different aspect. Operating expenditures include salaries, general operating expenses, and capital outlay. Operating expenditures are financed through funds proportionately received from local taxation, state aid, tuition and fees, as well as a small but significant amount from other sources - vocational reimbursement for equipment and salaries, interest on investments, and other gifts and grants from Federal, state, and local sources.

Because of the unique nature of the College's instructional approach implemented on each campus, initial expenditures for equipment and supplies is slightly higher than traditional systems - Highland Lakes being no exception. Salary expenses comparatively speaking (Oakland Community College vs Traditional) are significantly less in the amount of approximately 7 percent. As the College grows, the operating expenditures will decrease significantly and proportionately, as compared to its initial years.

Another feature of Oakland Community College's expenditure system is brought about by its multi-campus complex with an endeavor toward each campus's becoming unique and somewhat autonomous. Of course, any expenditure of the Highland Lakes Campus is that of Oakland Community College, just as the System, regardless of campus, is that of Oakland Community College.

## III. RECOMMENDATIONS

Since this is a central administration operation, we have no comment on strengths



or weaknesses. We think, however, that the financial masterplan for our Campus has not been sufficiently publicized to our faculty. They should be aware of what it is, and most of them are not.

1311407531

MEMORANDUM FOR THE DIRECTOR  
SUBJECT: [Illegible]

SECTION H

PERSONNEL

PERSONNELI. FINDINGS

In Highland Lakes' first year, 103 people were involved in teaching and administration. In the second year, there were 181, breaking down into 13 administrative, 110 teaching, and 58 classified. In this present year, the number is 166, breaking down into 11 administrative, 75 teaching, and 80 classified. With the rise in classified help, the number of teaching faculty declined by 35.

Oakland Community College, as a whole, has 17 Associate Professors. Of these 9 are at Highland Lakes.

The turnover in teaching faculty is comparatively low. Investigation of degrees, age, and years of teaching of faculty leads us to believe that our people are better-experienced professionally than other comparable groups.

Rapport between faculty and administration, faculty and division chairmen, and faculty with each other is good. There are few repercussions on teacher-evaluation, for instance. All of this may be due to the extra years of professional experience, characteristic of the Provost and the staff in general.

There is concern about the drop in teaching staff, but this will probably be eased with the announcement of a faculty-student load limit, stemming from negotiations.

A. Strengths

1. Excellent Campus-wide rapport.
2. Many highly-experienced people to sustain Campus effort.

B. Weaknesses

1. Not enough scheduled time for course evaluation work.
2. No in-service training program for faculty in some divisions.

III. RECOMMENDATIONS

Better lines of communication from Central Administration, to quell any impression of our being the "orphan" Campus. (The explication of projected enrollment for the next several years and future building plans, for example, would be items of interest.)

SECTION I

FACILITIES

FACILITIESI. FINDINGS

Results of the survey given to 80 faculty members and students by the Facilities Committee support the many strong points of this Campus. The 160-acre site is very suitable to further expansion, and the grounds are beautiful and well-maintained.\*

In the learning laboratories, the working environment is excellent. Study carrels are in sufficient number, and laboratory assistants or instructors are always on hand. Faculty members can command various types of teaching aids from the Audio-Visual Department or the LRC. The laboratories are busy places, at all hours.

A. Strengths

Students, faculty members, and administration alike enjoy the grounds and atmosphere of the Campus. It is a pleasant place to be.

Alternations are now in progress to improve proper heating of the buildings.

B. Weaknesses

1. There is a need for student and faculty lounge areas, as well as more adequate recreational facilities.
2. While the seating capacities of the general assembly area and learning laboratories are adequate, there is a lack of small assembly rooms.
3. No provision is made for the housing of the Physical Education program.
4. "Wet" laboratory facilities are inadequate, and more furniture suitable to laboratory exercises is needed.
5. Despite the addition of many new lights on the Campus grounds, a number of responses indicated that more lights should be installed.

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\* See Appendix I, Addendum 1

III. RECOMMENDATIONS

More space for S.A.S. rooms, student and faculty lounges, the Physical Education program, and the "wet" laboratories. Some of the space now used for small assembly sessions is really not suitable.

RESEARCH

SECTION J

RESEARCH

NOTICED



RESEARCH

I. OBJECTIVES

II. FINDINGS

The Automotive Department at Highland Lakes Reports the Following:

1. Experimental Procedural Operation Worksheets and Study Guides for Automotive 102, 201, and 203 are being compared with a conventional study guide.
2. Research on currently available Automotive Training Aids and Educational Materials is being performed to determine the effectiveness of media in specific situations.
3. Accumulated Research on Evaluation Devices used, to further refine criterion test questions.
4. Development and Implementation of Course Evaluation Forms.
5. Development and Implementation of Specialized Records Forms, to aid in data gathering for the overall Research and Development effort here.
6. Development and Utilization of Specialized Laboratory Equipment, based upon the peculiar needs of the Oakland Community College system. This equipment is being developed on the basis of needs found by data-gathering and evaluated on the basis of Terminal Performance Criteria.
7. Experimental Instructional Program Format Development and Implementation.

The Highland Lakes Biology Department Reports the Following Research Activities:

Researched the effectiveness of TAS (Teacher Advisory Session) in GSC 151.

This was found to have no significant effect upon student performance.

At present, the Biology Department is submitting proposals relating to the development of a multi-path course in General Biology 151 and 152.

The Business Division at Highland Lakes Reports the Following Research Activities:

Evaluation of Introduction to Business Course package, to increase student performance by revision of course.

Pre-post testing of Introduction to Business students, to determine efficiency of the course in altering student testing behavior.

Evaluation of student reaction and performance in Business courses.

In the future, the Business Division will attempt an evaluation of complete self-pacing course in Introduction to Business

The division is constructing and evaluating, on a broad-spectrum basis, Computer-based examinations.

Following is Reported Research in the Chemistry Department of Highland Lakes:

Is a science laboratory necessary for teaching Chemistry? A survey of College catalogs is being completed to determine how many schools offered General Chemistry without laboratory.

A survey to determine the best choice for our sophomore Chemistry offering.

Six programmed Litton Chemistry (Specs. by Ruth Sandall) books - an evaluation, as to the effectiveness of these books in our courses.

Student evaluation of individual units of Chemistry 100 and Chemistry 151.

Six sets of tapes illustrated by slides or filmstrips have been prepared and an instrument is being devised to evaluate their effectiveness.

A game for teaching chemical formulas and valence using dice marked with chemical symbols has been developed. Is it effective?

Adoption of TOPS (Transparent Overhead Projection Series) experiments as demonstrations for Chemistry lectures. Are they as effective in our courses as they are for others?

Slide-illustrated tapes

Where is this an effective medium?

Development of programmed instruction for building of organic molecules.

Is this an effective medium for this particular learning task?

Development of and testing the effectiveness of additional teaching games,  
e.g. organic nomenclature in a Lotto type game.

Development of three dimensional models showing the shapes of electron  
clouds. Under what conditions is this an effective medium?

The Dental Department at Highland Lakes Reports the Following Research:

The Dental Department at Highland Lakes is working with an experimental  
high school class taking a Dental Assisting Course. The object here is to determine  
if high school students can be trained and employed successfully.

A follow-up study will be performed.

The Drafting Department at Highland Lakes Reports Evaluations of the Following:

1. Programs (Programmed Instruction Texts)
2. Objectives - Are they realistic, and being met?
3. Drafting Standards Book - How can it be used in self-instruction?
4. Drawing Plates - Where and how can they most efficiently be used?
5. Single Concept Films - What films fit our program?
6. Multiple Concept Films - Are they efficient?
7. Transparencies - How might this medium best be used in our program?
8. Models - How do they affect the efficiency of a student?

Evaluating the use of Jigs and Fixtures.

In the future, the use of tapes will be evaluated and, hopefully, curriculum  
revisions and the addition of GAS's (lectures) will be evaluated upon the basis of  
accumulated data.

The Electronics Department at Highland Lakes Reports the Following:

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

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

The English Department at Highland Lakes Reports the Following Research Activities:

Investigating evidence that composition can be taught with more objective evaluations.

Conducting seminars in testing correlation of subjective grading of themes, within the division.

Establishing a correlation of English Placement Test scores with final grades.

In the future the English Department at Highland Lakes plans to compare two groups as they learn the skills of composition - one with the GAS and SAS - the other with exclusive use of the lab and tutoring.

The Learning Resources Center at Highland Lakes Reports the Following:

Investigation of the possible use of optical coincidence systems (Royal-McBee Keydex) for retrieval of vertical file material.

Exploration of the possible use of the 1440 Computer System at Orchard Ridge in the LRC acquisitions process.

The possibility of producing our own book catalog is currently being explored.

Mr. Art Lindner, Highland Lakes Audio Technician is currently researching a series of tape recording facilities in the State of Michigan. His ultimate goal is to

arrive at a recording facility which would serve as a model for all campuses.

Mr. Lindner has already visited the University of Michigan and Wayne State University and observed their recording and broadcast facilities. His findings on studio sound conditioning have already led to alteration of the Highland Lakes installation.

The Mathematics Department at Highland Lakes Reports the Following Research Activities:

Changing of basic text material for MATH 101 and rewriting of much of the courses, based upon impressionistic judgments and experiences of first year.

Is a course (MATH 111) which is totally dependent upon a programmed text effective?

Required Learning Lab attendance - does it increase student achievement?

Exploring the use of a Programmed Text in MATH 114.

Does frequency of testing affect student achievement in MATH 161?

Required small assemblies versus optional or no small assemblies in MATH 171.

Does compression of semester time affect student achievement in various MATH courses?

Traditional vs. Systems Approach in MATH 112, an inter-institutional comparison.

Can students function successfully with fewer required GAS's?

In the future, the MATH Department plans to examine the following areas:

Exploration of Computer-based examinations. Does this aid learning?

Self-instruction vs. traditional in relationship to MATH.

Media - Effectiveness.

Programmed text vs. the traditional text.

The Nursing Department at Highland Lakes Reports the Following:

The Nursing Department has compared student performance at Oakland Community College with achievement on National League for Nursing Achievement Tests and State Board of Nursing results.

At present, it is continuing the above. The department is attempting to evaluate the effectiveness of materials and method of instruction.

In the future, the Nursing Department plans to:

Evaluate graduates of the Nursing Program in the following areas - with relation to their achievement in the practice of their occupation.

1. High School rank.
2. Admission Test Scores.
3. Grades and clinical performance at Oakland Community College.
4. Achievement on National League for Nursing Achievement Test.
5. Achievement on State Board of Nursing examinations.
6. Performance at work following graduation at 6 months, 1 year, and 2 year intervals.

The Highland Lakes Physical Education and Recreation Department Reports the Following:

Survey student opinions to determine definite activity combinations for PED 152, 153, 251, 252 courses.

Survey of Recreational Professional Education.

In the future, the following is planned:

Development and evaluation of new methods and media for teaching PED 172 (First Aid).

Evaluation of recruitment procedures of top 10 Junior colleges of Cross-Country Runners of 1967 season.

Survey reasons for taking Physical Education at Highland Lakes.

The Physical Department at Highland Lakes Reports the Following:

Student questionnaires on units - compiled, evaluation and implications for course change proceeding.

Exploring new methods in Physics laboratory instruction - a survey.

Time consumption on units by students.

Evaluating changes in courses made based on collected data.

Collecting data on new courses.

In the future the Physics Department at Highland Lakes plans to evaluate a programmed text in Mechanics.

It also plans to do an item analysis on the Computer test bank.

Student Personnel - Highland Lakes

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

At present, Student Personnel is involved in the following:

Counselors from the Highland Lakes Campus and Orchard Ridge Campus are participating in a group guidance in-service training program which may include sensitivity training.

Counselors at the Highland Lakes Campus also are involved in studying those students who are placed in the category of Questionable Dismissals in an effort to determine their success or failure as a result of changing programs, meeting with a counselor on a weekly basis or limiting the number of hours of work or carrying fewer credit hours.

In the future, Student Personnel at Highland Lakes plans the following:

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

The Counseling Center at Highland Lakes Has Done the Following Research

From the records of 218 students, an expectancy chart was composed using the average of grades in secondary school English courses and the final grade in English 1 at Oakland Community College at the end of Winter Session, 1966.

Follow-up interviews were conducted with students who had transferred to universities.

Records of 678 students were reviewed at the end of Winter Session, 1966. Student needs were analyzed and several projects were proposed to assist the troubled ones.

Counselor functions at nearby community colleges were surveyed.

Patterns of student requests for course schedule adjustments were surveyed.

Procedural modifications were recommended.

Two methods being used to teach general orientation are being evaluated.



The Counseling Center will participate in the following research in the future:

Follow-up study of students.

Systematic interviews of students attending universities.

Systematic interviews of students who request complete withdrawal from the College.

A. Strengths:

1. In all areas, the faculty are involved in some type of research. This is being accomplished by development of new materials, evaluation and revision of course packages, comparison of effectiveness of programmed instruction vs. conventional materials and validation of TPS's
2. Follow-up studies of students after completion will determine the effectiveness of programs.
3. Computerized tests and evaluation of test items are being developed.
4. Pilot program is offered to area high school students extending the service into the community.
5. Faculty are deeply involved in the usage and production of media such as tapes, slides, teaching games and black box instrumentation lab final exams.
6. Effectiveness of the GAS and SAS is being evaluated.
7. Student feedback is gathered in the form of questions and time consumption by students/units.
8. Studies are being conducted regarding the effective sounding conditioning for the development of a model tape recording facility for the College.
9. The possible use of a computer in the LRC acquisitions process is being explored.
10. The faculty are deeply involved with Central Office support personnel in the design and development of media.

11. Commercial as well as faculty-originated media is being researched for effectiveness for greater student learning.
12. A study of students while at Oakland Community College was made, and a follow-up of those students who completed the program and those who transferred to other institutions was conducted.
13. There is unusual faculty involvement and participation in the sharing of ideas through in-service training.
14. Reasons for student dismissals and possible solution to the problem are being studied.
15. A plan is being made to develop a profile on entering students to provide a rationale for developing studies other than the skill-oriented skills.
16. A leadership-training program for organizational officers for student activities is under development.
17. Highland Lakes is involved in various combinations of course organizations. Require SAS, no SAS, fewer GAS, block schedules, and traditional vs. systems approach.
18. Plans are being made for required labs for students with low (below B) performance.
19. Studies are being planned for comparison between GAS and SAS and no formal meeting, such as just laboratories and tutoring to achieve the behavior objectives.
20. Pre-post test in GORE program has been developed.
21. Pre-post testing of courses has been instituted to determine the efficiency of the course in altering student testing behavior.
22. Placement test for English has been developed and implemented.
23. Many questions are being researched, such as:
  - a. Does frequency of testing affect student achievement?
  - b. Does comparison of semester time affect student achievement?
  - c. Can students function successfully with fewer regular GAS's?

24. Student performance is being compared with National Achievement Tests.
25. The development of an expectancy chart between the high school English course and freshman English at Oakland Community College.
26. Follow-up interviews of transfer students to universities.
27. Analysis of student needs to assist students in trouble.
28. General orientation course for all incoming students.
29. A determination of patterns of student requests for course schedule adjustments.
30. Investigation of the effectiveness of the Counseling program at Highland Lakes as seen by students.
31. Comparison of those students enrolled in Guided Orientation and Study Skills with a central group consisting of students of like background who are not enrolled in General Orientation.

B. Weaknesses

1. Faculty work independently on research projects, rather than in course groups.
2. Faculty members do not make effective use of the computer system in compiling and evaluating collected data.
3. Reporting of research by faculty members is inconsistent and not uniform.
4. There is a lack of standardization of test items within course areas.
5. There is a lack of pilot studies before courses are offered, making for excessive course revisions.
6. There is a lack of coordination between faculty members on research projects.
7. There is a lack of validation of course objectives, materials, and student achievement.
8. Lack of systematic evaluation of course materials.

9. Lack of coordination between the Central Research Office and the faculty on media effectiveness.
10. Lack of any organized research to determine the effectiveness of the systems approach.
11. Faculty members are developing criterion test questions on their own, whereas a common set of criterion test questions is essential to the proper operation of all course offerings.

### III. RECOMMENDATIONS

- A. Coordination of research projects through the Central Office between faculty members on all campuses.
- B. In-service training of faculty for effective use of the computer system.
- C. Uniform standards for reporting of research data.
- D. Development of policies and procedures for pilot studies by the College before implementation of courses.
- E. Research in the implementation of program and course objectives, which should include multi-media materials.
- F. Close communication concerning faculty engineered media with the Central Office to prove/disprove the effectiveness of said media.
- G. Media specialist located on Highland Lakes Campus to pick the brains of faculty who become discouraged and do not follow up on their ideas concerning media. Such a specialist could turn their ideas into realization.
- H. Development of an experimental program of Developmental Studies to include the basic sciences, communication and humanities.
- I. College policy of cooperative liaison between all campuses of Student Personnel research.
- J. Guide lines established by the College to determine the effectiveness of our program.

Student, faculty and facilities research is being conducted by the College at the Central Office.

- K. A concerted selling job to cause the faculty to understand that a common set of criterion test questions is essential.
- L. Increased in-service training of faculty in providing computer based examinations and using of test data.

APPENDIX C

CURRICULUM

## CATEGORIZATION OF RESPONSES

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

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

### VALUE OF NUMBERS AND THEIR ACCOMPANYING INTERPRETATIONS

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

The above classification should be applicable to most questions on the curriculum inventory. In some instances, primarily Central Office responses,

## Appendix C - Addendum 1

the classification would not be applicable because of direct statements of operation or procedure rather than value judgments. (i.e. 111 A2, pg. 2 of revised form) In these cases, condensation of responses may need to be listed in narrative style.

	5	4	3	2	1
pg. 3 Program fit educational objectives?	11	7	2	1	2
pg. 4 Program fit number of students?	3	14	6	1	
Program fit needs and abilities?	7	10	7		
pg. 5 Qualified faculty (Chairman)?		5			
pg. 8 Provision for in-depth course exploration?	4	5	4		
pg. 9 Provision for course continuity?	9	8	3	3	
pg. 9 Provision for course sequence?	7	9	4	2	
pg. 9 Intergration of concepts?	7	8	6	3	
pg. 9 Accomplishment of academic purpose?	2	8	1	4	
pg. 9 Direction against inadequate curriculum growth		3	1	4	2
pg. 10 Achievement of TPS' and IPS'	4	10	5	6	
Information from students	4	13		1	
Work loads, facilities, clerical help		1	3	13	6
pg. 10 Preparation of graduates	3	5	3	2	
pg. 10 Review of course plans		1	1		7



Appendix C - Addendum 1

pg. 11 Key problems in curriculum

Inadequate financial support overall (15 to 10).

Overall strengths in offerings

pg. 12 Overall weaknesses

Additional information or comments

## Appendix C - Addendum 1

Student Questionnaire  
Highland Lakes Campus

1. Please indicate your level (e.g. first session, second year) \_\_\_\_\_
2. Please indicate the courses you have taken, or the courses you are taking, in the \_\_\_\_\_ (combined) \_\_\_\_\_ Division. (Specify)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. With reference to the courses specified in the above division, please place a check mark under the heading which best describes your overall impression of the item indicated:

	Poor or Deficient	Adequate or Reasonable	Good or Superior	Can't Say or Don't Know
Effectiveness in meeting expectations of students	4	33	20	2
Effectiveness in meeting needs and abilities of students	6	21	23	
Effectiveness in attending to number of students enrolled	5	17	23	2
Conformance to unique OCC system	3	22	22	2
Qualifications of faculty teaching	2	9	36	1
Availability of faculty for assistance	3	15	31	
Selection of textbooks	5	21	21	3
Usefulness of study guides <u>if available</u>	3	19	23	2
Usefulness of audio tapes <u>if available</u>	11	22	10	4
Usefulness of visuals (e.g. slides) <u>if available</u>	6	22	9	8
Course materials in LRC <u>if used</u>	3	12	15	11

## Appendix C - Addendum 1

	Poor or Deficient	Adequate or Reasonable	Good or Superior	Can't Say or Don't Know
Clarity of course or program to you	8	14	31	
Amount of depth of course or program	6	16	24	2
Degree of review and repetition of ideas	7	29	12	
Building of one idea on next	3	21	23	
Relatedness to other courses	3	17	23	5
Opportunity for special projects	1	22	11	9
Ease of achieving learning objectives	1	18	23	3
Opportunity to suggest ideas or changes	10	3	16	4
Specialized equipment if used	3	19	10	14
Fairness of deadlines and due-dates	1	2	28	
Fairness of exams and grading	2	17	29	

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

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

6. What would you say are the overall weaknesses?

Appendix F - Addendum 1

Appendix F - Addendum 1

APPENDIX F

LEARNING RESOURCES

WILLIAMS

## Appendix F - Addendum 1

SUBJECT: LRC Systems Analyst  
Appendix

This memorandum is in response to a request of how the campus LRCs could more effectively utilize the services of Data Processing and is based on the results of the LRC In-Service Training Session with Mr. Czetong (Tom) Song, formerly of Wayne State University and currently at Yale University.

The campus librarians and their staffs have been moving in the direction of improving services to students, faculty and staff through the use of computer technology. The concept of the librarian and "his" books is currently being replaced by the librarian who views his position as one of making information in any format more readily available. Your experience in this area as a subscriber to the SDI service at Wayne is an indication of the direction in which libraries are moving. The librarian might more appropriately be called an "Information Specialist," "Documentalist" or "Information Handler." Given adequate time, the Oakland Community College Campus LRCs could provide SDI services to faculty and staff. Needless to say, implementation of an SDI would not occur overnight. Library Science has truly become a science of information handling and retrieval.

Traditionally, there has been a problem of communication between programmer and librarian. The problem arises from the fact that the two professions literally speaks two different languages. This requires that either the programmer become a librarian or the librarian become a programmer. We have attempted to do the latter.

## Appendix F - Addendum 1

We offer the following general recommendations:

GENERAL RECOMMENDATIONS

- A. That an LRC Systems Analyst be assigned to work with the three (3) campus LRCs.
- B. That he or she be assigned from one of the three campus LRCs to work directly with Data Processing and be responsible to the Director of Data Processing during this period of time. His home base of operations will be an office in the Data Processing Center.
- C. That he have the necessary freedom to communicate among the campus LRCs. Data Processing and areas which involve information retrieval-coding, ordering, processing and cataloging of all media the relevancy of which will be determined by this Systems Analyst.
- D. That he also be accorded recognition as a professional member of the Data processing staff. That is after sufficient on-the-job instruction.
- E. That as has previously been alluded to, the LRC Systems Analyst should, in the case of the OCC-LRCs, be first a librarian and second a Systems Analyst.
- F. That one of the three campus librarians currently studying Basic Computer Systems and 144C Autocoder Programming with IBM be given prime consideration for this very specialized position. These three librarians enjoy an accumulated total of approximately 7 years of experience in the OCC-LRC concept of service.
- G. That he or she retain faculty status.
- H. That the college computer be considered the primary tool of the LRC Systems Analyst.
- I. The primary responsibility of the LRC Systems Analyst would be to study present LRC operations with a view toward developing a total OCC-LRC Systems Approach to community college library services.
- J. The LRC Systems Analyst would be working directly with the campus LRC Division Chairmen, their staffs and the Director and/or Manager of Data Processing.

## Appendix F - Addendum 1

- K. That the results of this venture not be evaluated before the program has been in existence for at least one year, since the first year will be one devoted primarily to study and organization.
- L. That the budgeting of this position be shared equally by each of the three campus LRCs or completely by Central Office and that an adequate mileage allowance be allocated to maintain the freedom of communication which was mentioned earlier.
- M. That the selection of this person be the joint responsibility of the three LRC Division Chairmen and the Director of Data Processing.

STAFF FOR LRC-SYSTEMS ANALYST

All of the assistance that the LRC Systems Analyst would require is currently available between the three campus LRC staffs and the staff of Data Processing.

AUBURN HILLS CAMPUS

Miss Judith Murray of the Auburn Hills Campus is currently studying computer programming with IBM. Miss Beth McCarter, Library Technician of the Auburn Hills LRC, is about to complete the Oakland Community College Data Processing program as a programmer. Mr. Larson has expressed interest and made a commitment to enroll in the IBM 1400 Series Programming Course.

HIGHLAND LAKES CAMPUS

Mr. James McMahon, Highland Lakes LRC, has completed all IBM courses pertaining to 1400 series machines. He has also done extensive research and study

## Appendix F - Addendum 1

in this area beyond the courses he has successfully completed with IBM. Mrs. Pamela Lacey has attended and completed the IBM Key Punch Operators School and graduated with an excellent rating. Mrs. Lenora O'Neal is a former Key Punch Operator and is currently taking the Oakland Community College Data Processing courses with the goal of receiving a degree in this area. Mrs. Denise Werth has been checked out as a Key Punch Operator by both Mrs. O'Neal and Mrs. Lacey and is qualified in this area. Miss Laura Bryant has expressed an interest in specializing in her masters program in becoming an SDI Systems Librarian - a truly unique animal. I have completed a substantial portion of the IBM 1400 programming courses and have done in-depth research in the field of information retrieval.

ORCHARD RIDGE CAMPUS

Mrs. Louise Giles has expressed, as Mr. Larson has, an interest in taking the programming courses with IBM and will probably do so sometime this month. Mr. Rene Amaya has also expressed similar interest and will probably take advantage of the same courses also. Mrs. Dolores Fife attended IBM Key Punch Operators Courses with Mrs. Lacey and received a similar rating of excellent.

We are all enrolled in the courses Mr. Bradner has arranged in the G. E. Computer Language, BASIC.



Appendix F - Addendum 1

JOB DESCRIPTION  
AUDIO-VISUAL ASSISTANT

1. Shall recommend purchase of additional audio-visual equipment as needed.
2. Shall maintain adequate inventory of audio-visual supplies.
3. Shall be responsible for taking the weekly inventory of audio-visual equipment on campus.
4. Shall pick-up and deliver audio visual equipment.
5. After sufficient on-the-job training, shall have responsibility for scheduling audio-visual equipment.
6. Shall supervise student help in the setting-up of audio-visual equipment.
7. Shall notify A-V Librarian of equipment in need of major repair.
8. Shall perform simple maintenance functions (replace projection lamps, minor lubrication of equipment, etc.)
9. Shall provide simple on-the-spot instructions in the operation of audio-visual equipment for both campus faculty and staff.
10. Shall deliver films received at the campus LRC to the necessary GAS area and return film after showing to the campus LRC.
11. Shall perform other tasks as assigned by Division Chairman, Campus Learning Resources Center.

QUALIFICATIONS AND SPECIFICATIONS:  
AUDIO-VISUAL ASSISTANT

1. Must be a male.
2. Should be able to maintain an effective relationship with faculty and staff.
3. Shall be classified at Range "14", step "A" or \$425 per month.
4. Must be well-groomed.

Appendix F - Addendum 1

5. Must have a mature sense of judgment.
6. Shall work from 8 a.m. to 4:30 p.m. with a half hour for lunch or from 8 a.m. to 5 p.m. with an hour fro lunch.
7. Some audio-visual or educational experience is desirable, but not necessary.

APPENDIX I

FACILITIES

## Appendix I - Addendum 1

## FACILITIES

## EVALUATION QUESTIONNAIRE

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

1. Indicate your campus location.
  - A. Auburn Hills
  - B. Central Office
  - C. Highland Lakes
  - D. Orchard Ridge
  
2. Indicate your academic division area.
  - A. Life and Health Sciences
  - B. Math, Physical Science, and Technical
  - C. Communications and Humanities
  - D. Social Science
  - E. Business(If none of these leave #2 blank)
  
3. Indicate your academic division or area.
  - A. Learning Resources Center
  - B. Counseling
  - C. Administration
  - D. Secretarial or Plant Operations
  - E. Student

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

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

EVALUATION QUESTIONNAIRE

Page 2.

6. Preparatory Areas
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

## EVALUATION QUESTIONNAIRE

Page 3.

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

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

- 29. General Assembly Seating Capacity
- 30. Small Assembly Seating Capacity
- 31. Faculty and Staff Parking Spaces
- 32. Student Parking Spaces
- 33. Location of General Assembly Rooms
- 34. Location of Small Assembly Rooms
- 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

- 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 following. (see next page)

## EVALUATION QUESTIONNAIRE

Page 4.

BUSINESS

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

LIFE AND HEALTH SCIENCES

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

COMMUNICATIONS & 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