

**Oklahoma City Community College**

**Request for a Change in Educational Offerings to  
Include Offering Programs Online by  
Oklahoma City Community College**

**Submitted to the**

**Higher Learning Commission  
of the  
North Central Association  
of  
Colleges and Schools**

**Oklahoma City, Oklahoma**

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## Introduction

Oklahoma City Community College traces its beginning to March 20, 1969. At that time, a committee of representatives from the South Oklahoma City Chamber of Commerce was organized to circulate petitions asking the Oklahoma State Regents for Higher Education to take action to establish a junior college in the area. As a direct result of the interest and initiative of these citizens, a junior college district was formed, and a board of trustees was appointed a year later.



Extensive planning and ground breaking for the College took place in 1971. Construction began in January 1972 and South Oklahoma City Junior College opened for classes on September 25, 1972, with an enrollment of 1,049 students. On October 8, 1972, the College was formally dedicated.

In the spring of 1974, the College became part of the state system for higher education and a new Board of Regents was appointed as the governing unit for the school. In 1983, the name of the College was changed to Oklahoma City Community College.

The College served 19,771 credit students in FY2006. There was student representation from 78 counties in Oklahoma, 44 states, and 102 nations. The College offers a full range of associate degree programs that prepare students to transfer to baccalaureate institutions. Other degree and certificate programs are designed to prepare students for immediate employment in a variety of fields. Additionally, Oklahoma City Community College offers a wide range of community and continuing education courses, workshops, conferences, and seminars.

As disclosed in the catalog for the academic year 2006-2007, Oklahoma City Community College offers Associate in Arts (A.A.), and Associate in Science (A.S.) degrees in 36 disciplines, Associate in Applied Science (A.A.S.) degrees in 24 disciplines, and Certificates of Mastery in 18 disciplines. In the fall of 2005, there were 12,922 students enrolled in one or more of these programs and another 10,616 students attending non-credit continuing education and recreational classes.

The College has unique relationships with four technology centers in the Oklahoma City metropolitan area. Following Oklahoma State Regents for Higher Education (OSRHE) guidelines and cooperating with the Oklahoma Department of Career and Technology Education, the College, through its department of Cooperative Technical Education, provides seven certificates of mastery and the general education component totaling 21 hours for associate in applied science degrees in 23 areas of emphasis in 17 disciplines. The College faculty members approve the technology components of the curricula. This relationship affords the citizens of central Oklahoma easy access to programs and helps to minimize duplication of programs.

All materials provided to students are thoroughly reviewed by appropriate personnel to ensure they are factual and accurate. In addition, appropriate personnel review all recruiting and

advertising activities to ensure they meet acceptable standards of ethics. College information is provided to students through traditional means such as class schedules, catalogs, and student handbooks. All of these items are available on the College's website. Students enrolled in online courses complete an orientation to online learning and related support services. In addition, an orientation is provided for each specific online course.

From recruitment through commencement, Oklahoma City Community College consistently interacts with the OSRHE to ensure ethical practices, quality curricula, and effective programs; to award associate degrees and certificates of mastery; and to provide developmental and lifelong learning experiences for all constituent communities. Recruitment practices and activities are planned and reviewed by appropriate personnel to ensure the institution's vision, mission, and ENDS are met. Every effort is made to ensure that all qualified prospective students are contacted and provided with opportunities to be informed about College programs, services, and courses and students are provided with the opportunity to apply for admission to the College.

### **Institutional Context and Commitment**

Pursuant to Higher Learning Commission Policy I.C.2.b.4 – Change in Educational Offering: Degree Programs offered through Distance Learning Methods, Oklahoma City Community College requests approval to offer full degree programs in an online format.

This change is being requested to allow Oklahoma City Community College to meet the needs of students and provide them with access to higher education not otherwise available. These programs will allow traditional place bound students, working adults, and students who prefer an E-learning format to complete a program degree online as well as provide opportunity for students not yet certain of a major field of study to explore higher education without forgoing college credit. The College believes the ability to complete a degree online will enhance its institutional services and increase the number of students it serves.

Additionally, students who prefer this mode of learning or, for whatever reason, can only make use of an “alternative mode of presentation” will be served by this electronic media program. Examples of these students include, but are not limited to, students who work during normal college hours of operation who may not be able to attend classes on campus, those with disabilities that make it difficult if not impossible for them to attend classes on campus, and mothers who must remain in the home to care for young children. Evidence suggests that a substantial number of students simply prefer an electronic mode of learning. This is documented by the growth during the past few years in the number of enrollments in online courses. During the past six years, student enrollments in online courses at Oklahoma City Community College have increased from 232 in FY1999 to 9,102 in FY2006.

The proposed change aligns with the College's Vision, Mission, Values, and ENDS Statements. This change will enable the College to use technology to expand educational opportunities to its constituent communities while maintaining academically rigorous programs.

The stated Vision, Mission, and Values of Oklahoma City Community College reflect the commitment to enhance student learning and access to educational options.

One way to address student access is to provide more learning options through online courses. The mission addresses this commitment through the words “broad access.”

There are two values which address online learning. The first is “Innovation: Creative and forward thinking.” Online courses provide students with an alternative method of obtaining an education. The ability to complete courses online as opposed to the traditional classroom provides students with an innovative way of receiving their education. The second value which addresses online learning is “Stewardship: Wise and efficient use of measures.” The College’s total enrollment has grown significantly, over the past ten years both in credit hours and head count. Online learning is an alternative to adding more physical infrastructure to the College’s campus.

Finally, the ENDS statements are used to outline how the College is addressing the mission, vision, and values. The results are reported to the College’s Board of Regents. The first ENDS statement is “Access: Our community has broad and equitable access to a valuable college education.” Less than one fourth of Oklahoma City Community College students are the traditional first-time/full-time students. To better meet all students needs, the College must recognize that “any time any place” is becoming a more important expectation of students. Students are working, and raising families while trying to complete their education. Often their only available time for coursework is when traditional campus classes are not available. Online programs will provide the flexibility students need.

Another ENDS statement which applies to online learning is “Student Success: Our students achieve their individual education aspirations.” With increases in online course offerings students have the ability to complete an associate’s degree at their convenience. They have the freedom to succeed when they have the time to devote to the course rather than being limited to the 8:00 a.m. to 10:00 p.m. timeframe.

The Vision, Mission, Values, and End Statements are identified below.

### **Vision**

OCCC aspires to be one of the most significant community colleges in the nation – know for the amazing success of our students and for our prominent role in creating our community’s future.

### **Mission**

OCCC provides the people of Oklahoma and our community with broad access to certificates of mastery, associate degrees, community education, and cultural programs of exceptional quality, empowering our students to achieve their educational goals and our community to thrive in an increasingly global society.

### **Values**

OCCC strives to achieve its mission and ENDS and fulfill its vision by operating in a culture that is committed to:

- Innovation: Creative and forward-thinking
- Integrity: Honest, ethical, and respectful to all

- Diversity: Embrace and appreciate the value of differences
- Stewardship: Wise and efficient use of resources
- Accountability: Data-driven evidence of mission accomplishment

### **ENDS Statements**

The College's long-range areas of focus referred to as ENDS Statements are listed below:

1. Access:  
Our community has broad and equitable access to a valuable college education.
2. Student Preparation:  
Our students are prepared to succeed in college.
3. Student Success:  
Our students achieve their individual educational aspirations.
4. Graduate Success:  
Our graduates succeed at four-year institutions and/or in their careers.
5. Community Development:  
Our community is enriched economically and socially by our educational and cultural programs.

## **Factors Leading to the Proposed Change**

### **Demand**

The College's commitment to distance education is one of longstanding priority. As an original member of the Oklahoma Higher Education Televised Instruction System that began operation in 1971, the College offered live, interactive courses that were accessible at 62 locations throughout the state. The College has continually offered academically rigorous telecourses since 1981, notwithstanding the continuous decline in telecourse enrollment. However, enrollment in online courses has increased, leading us to believe students prefer the online format to telecourses. The College began offering online courses in the fall of 1998. Since that time, enrollment in the College's online courses has grown from 232 students in academic year 1999 to 9,102 students in academic year 2006, reflecting a total increase of 3,823%.

### **Commitment**

The *Vision of the Future* was developed by College management in response to the OCCC Board of Regents' request to devise a vision of what the College should be in 2014, as well as a plan to translate the vision into reality. The *Vision of the Future* was formally adopted by the Board in October 2003. In the fall of 2006, senior management revisited the Vision of the Future to determine its current applicability. Since many changes had occurred in the college and within the area's economy, the College's senior management is conducting a review of potential initiatives that will be accomplished in the next ten years. A total of five strategic thrusts with 13 individual initiatives are under active consideration. These initiatives include the following:

1. OCCC is not Just a Place:

- Expansion of online offerings – since 10% of the College’s offerings are online OCCC plans to invest in Information Technology and support services to grow the online environment.
- Expansion of Cooperative Alliances – the College currently has agreements with four Oklahoma City area technology centers to deliver distance education courses and courses online. Current plans are in place to offer general education courses at these locations.
- New Capitol Hill Center and Campus – services to the minority population is a critical factor in Oklahoma City. The College’s current site for serving minorities is the Capitol Hill Center which will no longer be available in the near future due to a loss of the building’s lease. Therefore, the College has plans to construct a facility to house these services with classrooms, computer labs, a multicultural multipurpose space, and a child development center lab to accommodate children.
- Expansion of Corporate Learning – OCCC plans to expand its site-based and web offerings to the areas’ corporations through marketing.

## 2. High Tech, High Touch, High Quality Services:

- High Tech Components – designed to improve the accuracy, flexibility, timelines and availability of essential student services using established e-commerce and workflow management applications.
- High Touch Components – will improve the personalized support service for students who require development courses.

## 3. Going Glocal

- OCCC Institute for Global Excellence – OCCC has formed an Institute for Global Excellence advisory committee. In the years ahead, the Institute will serve as the primary mechanism for developing, integrating, and implementing high quality global education programs for OCCC students and the community. The Institute will also sponsor international student recruitment and serve as the primary contact point between OCCC and foreign educators and government officials.

## 4. Learning Spaces

- Developing “Hang-Out” Spaces – preliminary plans are in place to create “hang-out” spaces” including a cyber cafe and a variety of places modified for informal use by students.
- Classrooms of the Future – new technologies that marry online experience with live instruction will lead to significant improvement in student learning outcomes. Therefore, the following components have been identified to address this change: 1) mobile and connected learning technologies deployed in multi-media classrooms; 2) the use of reusable learning objects in a variety of formats to enhance classroom experience; 3) tools to allow students and faculty to evaluate and connect learning experiences in real time; 4) configurations that promote student to student and student to instructor interactions; and 5) the use of grid computing in multiple locations.

## 5. Mission Capacity



- Completion of Phase II of Arts Education Center – the second phase of the Arts Education Center is the completion of a Performing Arts Center. A feasibility study will be conducted to determine if the Performing Arts Center should be completed.
- Increased Fundraising at OCCC – due to the ever changing fluctuations in government revenue it is critical to consider alternative funding sources. Therefore, the College is expanding its fundraising effort to increase the amount of new grants and donations.
- New Information Technology Division Programs and Emphasis – due to the increased job projections in technology there is a need to significantly restructure the information technology course offering to increase the Information Technology’s Division relevance and address information technology’s migration to mobile devices.
- New Health Care Facilities – new facilities for the health profession programs need to be built to meet the needs of an aging population. These facilities will also include up-to-date-technology to ensure that these new facilities will be filled soon after they are completed.

### **Electronic Media Program Approval Procedures**

The Constitution for the State of Oklahoma enables the OSRHE to authorize and regulate all public instruction of higher learning. Specifically, the OSRHE shall constitute a coordinating board of control for all State institutions ... with the following specific powers: (1) it shall prescribe standards of higher education applicable to each institution; (2) it shall determine the functions and courses of study in each of the institutions to conform to the standards prescribed; (3) it shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions; (4) it shall recommend to the State Legislature the budget allocations to each institution, and; (5) it shall have the power to recommend to the Legislature proposed fees for all of such institutions, and any such fees shall be effective only within the limits prescribed by the Legislature.

Pursuant to Oklahoma State Regents of Higher Education (OSRHE) Academic Policy requirements, Oklahoma City Community College is following the established procedures for obtaining provisional approval from OSRHE to offer online programs. The College submitted a letter to OSRHE to amend the FY2007 Academic Plan (Appendix A) and upon approval from the Oklahoma City Community College Board of Regents (Appendix B), will forward a request from the President of Oklahoma City Community College (Appendix C)-to the Chancellor of the OSRHE for approval from the State Board of Regents.

### **Impact of the Proposed Change**

#### **Previous on-site visit**

Oklahoma City Community College’s previous Higher Learning Commission comprehensive on-site visit occurred in November of 2001. The final report commended the College for its planning and organization in the use of technology within the teaching process and indicated that technology was being used to “enhance instruction and services to students.” Consistent with

that observation, Oklahoma City Community College continues to uphold and encourage technology use in course instruction.

### **Stakeholder Need**

The offering of online degrees will not change the scope of the College's educational programs as outlined in the College's current Statement of Affiliation. Program content offered via online learning will include courses the College currently offers to on-campus students enrolled in these programs. Therefore, the College will not be changing its Vision or Mission through the addition of degree programs offered through online learning. The online degree program option will allow the College to better serve students who find it difficult or impossible to attend traditional courses offered in on-campus formats due to work schedules, family obligations or other conflicts which prevent participation in traditional on-campus course offerings. For example, information available from the OSRHE pertaining to Fall 2004 reflects that 38 percent of the students enrolled in Oklahoma public colleges, universities were 25 or older. This is a group more likely to experience barriers in attending college such as work or family.

### **Continuous Improvement**

Challenges associated with offering an online degree program have been addressed as the College has been offering online courses since 1998. For example, student service functions of admission, enrollment, and financial aid have been made available online to students who interact with the College through the web. The College has implemented Datatel's integrated student information system. The College plans to integrate the Learning Management System with existing student services within the next two years. The integration will allow the College the ability to better meet the needs of online students with a real time integrated system

## **Student Access to Student Services**

### **Admission and Registration**

Although the student enrolling in an online program may utilize the traditional on-campus admission, registration, payment, and purchase of textbooks, the College offers these same conveniences to the online student.

A student enrolling in an online program completes and submits an application for admission by mail. After admission, the student can contact Advising and Career Services online using the College web page. A counselor or academic advisor will contact the student and advise him/her of any entry level assessment needs based on his/her academic information. If entry level assessment is needed, a convenient location for testing is identified. When testing is complete, the student works online with the counselor to design an Individual Educational Plan (IEP). After developing an IEP, the student completes the first enrollment process, selecting from the IEP classes that move him/her forward on the IEP. Students register for courses with the assistance from a registration clerk or an admission officer through online registration.

### **Tuition and Fees**

Tuition and fees are paid in the Bursar's Office. The online student is provided the flexibility of paying online using a credit card. Students wishing to establish a payment plan will be billed monthly with payment due by the 5<sup>th</sup> of each month. Monthly payments will include a 2%

finance charge on any outstanding balance and a late payment charge of \$20 will be applied to any account remaining unpaid by the monthly due date.

### **Textbook Purchases**

Textbooks may be purchased through the student bookstore from the College web page and payment can be made online using a credit card.

### **Financial Aid**

The Office of Student Financial Services currently works with students enrolled in online classes to ensure all federal guidelines are followed; a similar process is used for students enrolled in the online program. The College utilizes the Free Application for Federal Student Aid (FAFSA) which is available online. It includes the application, deadline, worksheets, PIN site, Help, FAQ, and a toll free number for information and assistance.

An annual review of financial aid processes will be conducted. Changes needed to comply with federal guidelines will be made. The College will re-evaluate the cost of attendance to be used in the determination of financial aid for students in the online program.

The Financial Aid Office recently implemented the use of Mine Online. Mine Online allows students off campus to print and review missing documentation needed to complete the students' financial aid file, financial aid award information by term, and finally, the students' award letter. The forms used in the Financial Aid Office can be found on the financial aid web page located at [www.occ.edu](http://www.occ.edu).

### **Advising and Career Services**

Online education advising is available through Advising and Career Services. Students are advised through telephone, fax, and e-mail. Questions submitted via e-mail are responded to within 24-hours. Other resources that students may access through the Advising and Career Services web site include:

- A Distance Advising Student Manual
- An introductory video clip of Oklahoma City Community College
- Online learning self-assessment
- Degree Program Inventory

### **Student Services**

Student Services are provided through the web for those students who choose online programs. The following is a partial list of services that are currently available online through the College web page.

- The College Catalog provides degree requirements for all programs.
- Admissions information for new, transfer, and concurrent students.
- Scholarship and recruitment information.
- The Office of Student Support Services has a fully accessible page on the College's web site.
- Program and career information is available on the Advising and Career Services web page.

- Course information and expectations are provided in the course syllabi available for courses both online and in hard copy.

### **Other Services**

Other services available include academic and student services, such as advising, career counseling and placement. These are of the quality, quantity, and type needed to support the program offered. For example, students may also chat live with an advisor to discuss their academic plans including course pre-requisites, course transfer, program requirements, and other college related procedures.

## **Degree Program Integrity and Credibility of Degrees and Credits Awarded**

### **Online Orientation**

Online students have access to a General Student Online Orientation. The orientation assists students with tasks to ready them for their online course. It provides students with the necessary information to enable them to concentrate on the course content in order to be successful. Once students have completed the General Student Online Orientation, they can access their course orientations online. The course orientation is a place where students can meet their professor online and receive information about the course.

### **Interaction between Faculty and Students and Among Students**

Instructor/student and student/student interaction is an integrated component of online courses offered at Oklahoma City Community College. The discussion board and email are the two most common forms of asynchronous communication used in online courses. Discussion boards provide an opportunity for students to share ideas and knowledge with each other as well as with the instructor. Email is primarily used by instructors and students to communicate directly with one or more individuals in the course. Chat rooms are used by faculty to provide synchronous communication during office hours and test reviews.

### **Integrity of Student Work**

Instructional faculty members are charged with ensuring the integrity of the assessment processes in their courses. They are afforded various avenues through which they can remain current regarding techniques that help ensure integrity of assessment processes. An online Faculty Discussion Group meets regularly to share techniques and discuss various issues related to online instruction. The issue of integrity of assessment processes has been a topic of discussion and various faculty members have shared techniques used in their classes. Faculty members have ample opportunity to share new assessment techniques as they are developed. In addition, the monthly publication “Online Cl@ssroom” and other related materials are available in the College’s Center for Learning and Teaching resource room. Faculty members are also informed about various online sites that pertain to teaching online. These publications and online sites periodically include articles pertaining to online assessment techniques. Finally, the Director of Distributed Learning and Instructional Services works closely with faculty developing their online courses and assists them in using the most appropriate assessment techniques.

Course and program objectives, as well as, student performance standards will be the same for online degrees as they are for the “on-campus” degrees. As with “on-campus” degrees, the courses in the online degree programs will continually be monitored to ensure the integrity of the degrees.

### **Testing**

The Test Center provides testing services for students taking online courses. Although a majority of online courses offered at the College have online testing, some testing may require a proctored exam site. If a proctored exam is necessary, the Office of Distance Learning will assist the student in setting this up at or near the student’s location.

### **Portal Links**

Additional services will be provided through a link to the new Oklahoma State Regents for Higher Education portal, which is expected to be operational in late 2006. This portal will provide students with the opportunity to apply for financial aid, explore career pathways, complete one application for admission which could be used at any college or university in the State, check transcripts, and provide high school students with a tool for planning their continuing educational experience (for example courses taken, assessment information and test scores). This portal is designed to provide students with a full array of services to make students’ transition into higher education or transferring to another higher educational institution an easier way than what has been required historically.

The College plans to implement its own portal within the next two years. This portal will consolidate services to different sub-populations (i.e., online, traditional, ADA, “Developmental,” etc.). This portal will also be linked with the OSRHE portal.

### **Online Platform**

The College has used a single platform provider since the fall semester of 2003, WebCT. [The Online Task Force is currently evaluating all Learning Management Systems to determine the best fit for Oklahoma City Community College.] Training is provided each semester for professors new to teaching online courses. This training is provided for both full-time and adjunct professors.

### **Accessing an Online Course**

The student enrolled in an online course will access the course from the OCCC home page at url <http://www.occc.edu/distanced/Online.html> where the student has the opportunity to review 1) course access instructions, 2) online general orientation, 3) online courses, 4) web enhanced courses 5) student resources, 6) online technical support, and 7) WebCT tutorials.

## **Plan to Implement and Sustain the Proposed Change**

### **Demand**

As discussed earlier, enrollment in online courses has increased from 232 in academic year 1999 to 9,102 in academic year 2006, an increase of 3,823%. This dramatic increase and the continual upward trend in enrollment, corroborates the demand for online classes and, for offering comprehensive programs using the distance learning format.

**Monitor/Review**

The institution monitors quality through its academic outcomes Assessment Plan and report. The assessment plan prepared by the faculty identifies the student learning outcomes and measurements. At least two of these student learning outcomes are addressed each year in the Annual Assessment Reports. Data obtained through these assessment processes are used to modify courses and enhance student learning. A copy of the assessment plan format can be found in Appendix D and the assessment report format can be found in Appendix E.

All degree and certificate programs at Oklahoma City Community College are systematically reviewed on a five-year cycle in accordance with OSRHE academic policies. The requirements for this review process are included in Appendix F.

Online programs must provide the same quality and academic rigor as traditional programs. These programs will be included in the assessment reports and plans.

**Course Transferability**

According to OSRHE policy all Associate in Science and Associate in Arts degree programs transfer as the first two years of a four-year degree program. The College is currently working with several Oklahoma universities and colleges to ensure program transferability of the courses in the Associate in Applied Science programs. Students have the ability to review university equivalency guides on the College's home page. Admissions counselors are also versed on the transferability of courses and have contacts with Admission Counselors at many universities.

**Resources, Support, Faculty Qualifications**

The Director of Distributed Learning and Instructional Services provides technical support for the delivery of online courses under the supervision of the Chief Technology Officer. The office consists of the Director, an Online Learning Assistant, four coordinators one each for Software & Training, Instructional Technology Center, Video Services, and Telelearning, a new Instructional Designer, a Telelearning Assistant, a Supervisor of Online & LMS Support Services, an Online Support Specialist, and two part-time online support technicians who will assist with the technical support of the courses, and assist students with technical questions and issues. The new Online Programmer provides assistance for special programming needs and training for the faculty and staff. The College's Coordinator of Virtual and Enterprise Systems and Services serves the online program on a part-time basis by maintaining the servers necessary to deliver online courses. Appendix G contains job descriptions of each of the positions listed above.

Information and Instructional Technology Services (IITS) is responsible for the coordination of the delivery of online courses. The Director of Distributed Learning and Instructional Services, with input from professors teaching online courses, and coordinated via the Online Task Force, has established a procedure for the design and delivery of online courses providing services to both students and professors. Distributed Learning and Instructional Services staff helps professors develop new online courses; assists them when problems arise during a course; conducts workshops for online course development and delivery; and facilitates an online professors' group. In addition, an online professors' group gives professors an opportunity to

discuss problems experienced while teaching an online course and share teaching techniques that they have tried and found to be successful.

All faculty members, whether full-time or adjunct, teaching or developing program courses (whether on campus or online) meet the qualifications defined in OCCC Administrative Procedure No. 4002. See Appendix H. The appointment of each professor teaching an online course is approved by the academic unit instructing the course and is approved through established procedures for academic appointments.

In fall 2005, of the 52 full-time professors teaching online, five (5) held Doctorates, forty-five (45) held a Master's degree, and two (2) held Bachelor's degrees.

The College provides incentives for professors to participate in the development of online courses. Incentives include compensation either through divisional or other internal grants or release time. To ensure quality in online classes, training in the development and teaching of online courses is provided each semester by Distributed Learning voluntary staff.

### **Financial Resources**

Resources have been reallocated to accommodate this growth. To assure that resources will continue to be available to support the online program, a six-dollar per credit hour fee was initiated July 1, 2002 for online courses and increased to \$18.50 per credit hour beginning in the fall semester of academic year 2006.

The increased funds from the \$18.50 per credit hour fee have been used to employ additional staff to support online students and professors, purchase lease agreements for learning platforms, and helpdesk support for students through email and telephone.

In addition, one of the "high priority initiatives" for the college in academic year 2007 includes adding "software and hardware expenditures to support our student success outcomes include improving online services." Additional funding to support this program will come from the Student Technology Fee.

### **Physical Resources**

The Instructional Technology Center is available for professors to develop online courses and support materials. Offices for the director and support staff are located adjacent to the Instructional Technology Center. The Instructional Technology Center is currently located on the third floor of the Library; the Center will soon move to its new location in the Robert P. Todd Science, Engineering and Math Center. Online courses are supported on servers located in IITS.

### **Instructional Resources**

The Oklahoma City Community College Library provides many of its resources through its website. All students, including online education students, have the opportunity to ask reference questions, make interlibrary loan requests, request the purchase of certain titles and make suggestions online.

The Library catalog is also web-based. Access to catalogs for colleges and universities across the country are also provided on the web. The Library provides numerous databases for magazine and newspaper research. These databases provide citations for hundreds of articles, many of them full text. The Library also links to several different public domain sites that provide references to many more magazine and newspaper articles and reference sources. Also included on the site are links to encyclopedias, dictionaries and thesauri. Any Oklahoma City Community College student may access any of these resources from any computer on or off campus.

Students too far from Oklahoma City Community College to utilize the campus Library on a regular basis may go to any academic library across the state that participates in the OK-Share program. This allows students to make use of another educational institution's library resources. There is also a system in place at the OCCC online library that provides eBooks. These books are provided online in their entirety.

In addition, the College has an agreement with SMARTHINKING to provide tutoring for increased student achievement and enhanced learning. SMARTHINKING connects students to qualified e-structors (online tutors) anytime, from any Internet connection. Using the Internet to connect students with professional educators, SMARTHINKING has the online tutoring, writing services, and homework help that students need to succeed. Tutors are available up to 24 hours a day, seven days a week in a variety of subjects.

The College also has an online writing lab, which provides assistance to both campus-based and online students. Assistance that students may receive includes:

- referrals to appropriate grammar/mechanics sites;
- staff guidance to students as they revise their written papers; and
- responses to frequently asked questions (FAQ).

### **Institution's Standards to Evaluate Online Degree Programs**

In academic year 2002, the Provost/Vice President for Academic Affairs appointed an Online Task Force composed of eleven members from across Academic Affairs. The objective of the Task Force was to make recommendations to the Provost/Vice President for Academic Affairs concerning a number of issues relevant to the quality of online classes. Some of the topics discussed were professor office hours, class sizes, and course standards.

The Online Task Force developed and published the Online Course Standards. These standards are listed below:

#### **Online Course Standards**

Online course development and support:

- All online course designers/professors will be required to meet with the Instructional Designer before developing or teaching an online course to discuss Best Practices in online course development and teaching.



- All online courses will be reviewed periodically by the Instructional Designer to ensure that they continue to meet guidelines established for online courses.
- Before teaching an online course, professors must also participate in an Introduction to Online Teaching workshop. These workshops will be offered each semester.

Each online course includes:

- An online information web page (orientation) that students will access through the Online Learning website.
- An online syllabus that is available in web ready format and printable in its entirety.
- A course schedule that is independent from the syllabus and is accessible from several different areas of the course.
- A welcome page from the professor.
- A set of instructions, separate from the syllabus, on how to get started in the course.
- An introduction activity during the first week which allows students the opportunity to practice using the tools in the online course platform as well as initiate contact with the professor and other students.
- Learning Outcomes that are equivalent to those in a traditional course.
- Readily accessible links to the communication tools that will be used during the semester, (email, discussion board, chat room).
- Interactive Learning Activities.
- Where appropriate, instructional design strategies, which present material in different formats to reach, a wide variety of learners (for example, audio files and Power Point files) should have accompanying text files. Files in Adobe Acrobat (PDF) should also be available in an alternative format.
- A link on the College website for students to access their grades.
- A link on the College website for technical support.

In January 2006, the Online Task Force was reinstated. The ongoing purpose of this Task Force is to review all policies, procedures and practices to support a full degree online format. All college courses must be reviewed and approved in accordance with OCCC Administrative Procedure No. 4013.

### **Evaluation Tools**

Each student also has the opportunity to evaluate his/her professor for every course in the fall semester. Students evaluate all adjunct professors in the spring semester. At the request of the academic dean, an evaluation may be completed at any time. In addition, to the basic questions asked of all students, online students receive an extended version online (see Appendix I) which covers:

1. Assistance of the professor in using the online information
2. Evaluation of the electronic tools used in the class
3. Use of campus labs (accounting, communications, IT computer, computer aided design, math and science)
4. Support services

Academic division deans use results of these surveys to assist professors in improving their classes. Professors also use the results to make improvements within their course curriculum and format.

The proposed change will be evaluated in several ways. Online programs must provide the same quality and academic rigor as traditional programs. These programs will be included in the assessment reports and plans. All program professors submit an assessment plan (see Appendix D) and an annual assessment report (see Appendix E). The assessment plans are designed to identify program outcomes. Each program outcome has a planned measurable outcome. The annual assessment reports track the outcomes assessment activities from the previous year. These reports are analyzed and feedback is provided to the academic division deans who work with the professors to improve their assessment processes and monitor the implementation of changes identified by the assessment results. As part of this process, these reports will include any concerns regarding the online courses.

In addition, an in-depth review is conducted of all programs once every five years. (see Appendix F) These internal reviews completed by program faculty identify 1) how the program has met the assessment plan through the assessment reports and the completion of the five year assessment plan checklist (see Appendix J), 2) has sufficient resources to run the program, 3) provides evidence which shows a systematic review of the curriculum, 4) provide program information on enrollment, costs, and GPA comparisons of transfer students, 5) identify how previous concerns were addressed, and 6) identify current concerns and a plan as to how these concerns will be addressed. Due to the depth and breadth of this process, the online component will receive an extensive review.

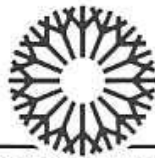
The College also evaluates graduates through several processes. These include graduate, employer, and transfer information. The results of these processes provide information on the graduates' success in continuing their education and in the work place.

## **Conclusion**

The College has a history of serving students through online courses and has expanded the technology to meet the needs of online students with College services provided online including live chat rooms and online tutoring. In addition to online activities, there is also instructional design support, pedagogical assistance, enhanced and expanded E-services and other products. Continuation of the College's priority of expanding the technological support for online learning will ensure continued growth and development. The dramatic and continuous growth in enrollment in online courses corroborates the demand for online programs.

# Appendices

# **Appendix A**



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OKLAHOMA CITY COMMUNITY COLLEGE

January 26, 2007

Dr. Phil Moss  
Vice Chancellor for Academic Affairs  
Oklahoma State Regents for Higher Education  
P.O. Box 108850  
Oklahoma City, OK 73101-8850

Dear Dr. Moss:

Please amend Oklahoma City Community College's 2007 Academic Plan as follows:

In Part II, Academic Priorities—The Future, please add under the new certificates of mastery under consideration for proposal during this year:

Certificate of Mastery, Web Design  
Certificate of Mastery, Web Development

In Part II, Other Planned Initiatives, please replace the statement "The Associate in Science in Liberal Studies will be submitted to the Higher Learning Commission for Online approval" with "A request to offer programs online will be submitted to the Higher Learning Commission for approval".

If you have questions, please contact my office.

Sincerely,

Felix J. Aquino, Ph.D.  
Vice President for Academic Affairs

FA: sb

# **Appendix B**

SPECIAL MEETING—BOARD OF REGENTS  
OKLAHOMA CITY COMMUNITY COLLEGE  
7777 SOUTH MAY AVENUE  
OKLAHOMA CITY, OK 73159  
Al Snipes Board Room  
January 25, 2007  
12:30 P.M.

AGENDA

1. Call to Order – Chairman Tom Hoskison
2. Announcement of Filing of Meeting Notice and Posting of the Agenda in Accordance with the Oklahoma Open Meeting Act.
3. Roll Call – Ms. Janice Phillips, Assistant Secretary to the Board
4. Action Item – Discussion Of and Vote to Take Action On:
  - Authorizing the Administration to Request Approval by the Oklahoma State Regents for Higher Education for a Change in Educational Offerings to Include Offering Programs in an Online Delivery Format – Dr. Felix Aquino (Page 1)
5. Adjournment.

Posted at 4:45 pm 1/22/07  
in compliance with §311 of the Oklahoma Open Meeting Act

Meeting of the  
OKLAHOMA CITY COMMUNITY COLLEGE BOARD OF REGENTS  
January 25, 2007

AGENDA ITEM 4:

Authorizing the Administration to Request Approval by the Oklahoma State Regents for Higher Education (OSRHE) for a change in educational offerings to include offering programs in an online delivery format

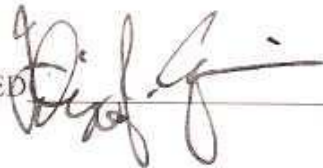
RECOMMENDATION:

It is recommended that the administration be authorized to request approval by the Oklahoma State Regents for Higher Education (OSRHE) for a change in educational offerings to include offering programs in an online delivery format.

STAFF ANALYSIS:

- The Academic Plan for FY 2007 reviewed earlier by the Board, has been amended to include plans for the College to request a change in educational offerings to include offering programs in an online delivery format.
- Approval by the OSRHE to offer entire programs via distance learning formats, including online delivery using the Internet, is required by OSRHE policy. Once this approval has been granted, the College will seek approval from the Higher Learning Commission of the North Central Association, which is also required.
- The online delivery format meets the needs of students who require a non-traditional format to complete the degree program. Work schedules, family obligations, and/or personal learning styles are barriers that prevent some students from earning a college degree. This online delivery format often provides an avenue to complete a college degree.
- The support services (online enrollment, advising, and access to resources and tutoring) are currently in place. Therefore, implementation costs will be minimal.
- Immediate plans are to develop an online degree program for an A.A. in Liberal Studies. All the online courses necessary for this degree to be offered have been developed. Three additional programs (A.A. in Humanities, A.A. in Psychology, A.A.S. in Information Technology) are under consideration. The timeline for the development of these programs is FY2008. The Board will be kept apprised of these developments as they occur.

RECOMMENDED



CONCUR





Meeting of the  
OKLAHOMA CITY COMMUNITY COLLEGE BOARD OF REGENTS  
February 19, 2007

AGENDA ITEM 7F:

Minutes of the Special Meeting of the Board of Regents, January 25, 2007

1. Call to Order: Chairman Tom Hoskison called the Special Meeting of the Board of Regents to order at 12:35 p.m.
2. Announcement of Filing of Meeting Notice and Posting of the Agenda in Accordance with the Oklahoma Open Meeting Act. The Assistant Secretary announced that notice of the meeting had been filed with the Office of Administrative Rules and the County Clerk, and the agenda had been posted in accordance with the Oklahoma Open Meeting Act.
3. Roll Call by the Assistant Secretary:

Board Members Present:

Regent Tom J. Carlile  
Regent Tom L. Hoskison  
Regent Robert F. Jenkins  
Regent Alice M. Musser  
Regent James R. White

Board Members Absent:

Regent Ben Brown  
Regent Candy K. Hines

Staff members present: Dr. Paul Sechrist, Dr. Felix Aquino, Ms. Pat Berryhill, Ms. Nancy Gerrity, Mr. Stu Harvey, Mr. Gary Lombard, Ms. Donna Nance, and Ms. Janice Phillips. Student present included: Ms. Valerie Jobe, with the *Pioneer*.

4. Authorizing the Administration to Request Approval by the Oklahoma State Regents for Higher Education for a Change in Educational Offerings to Include Offering Programs in an Online Delivery Format

Dr. Felix Aquino, Vice President for Academic Affairs, shared that the Academic Plan for Fiscal Year 2007, which was reviewed by the Board of Regents in September 2006, has been amended to include plans for the College to request a change in educational offerings to include offering programs in an online delivery format. Approval by the Oklahoma State Regents for Higher Education (OSRHE) to offer entire programs via distance learning formats, including online delivery using the Internet, is required by OSRHE policy. Once this approval has been granted, the College will seek approval from the Higher Learning Commission (HLC) of the North Central Association, which is also required.

Meeting Minutes—January 25, 2007  
Special Meeting of the Board of Regents  
Page Two

Dr. Aquino also shared that the online delivery format meets the needs of students who require a non-traditional format to complete the degree program. Work schedules, family obligations, and/or personal learning styles are barriers that prevent some students from earning a college degree. This online delivery format often provides an avenue to complete a college degree. The support services (online enrollment, advising, and access to resources and tutoring) are currently in place. Therefore, implementation costs will be minimal.

Immediate plans are to develop an online degree program for an A.A. in Liberal Studies. All the online courses necessary for this degree to be offered have been developed. Three additional programs (A.A. in Humanities, A.A. in Psychology, A.A.S. in Information Technology) are under consideration. The timeline for the development of these programs is Fiscal Year 2008. The Board will be kept apprised of these developments as they occur.

Regent Carlile raised a question related to security measures in place which will ensure that students enrolling in classes online are indeed who they say they are. Dr. Sechrist responded that the College has some measures in place that allow us a level of confidence that the enrolling student's identity is legitimate; however, this issue isn't fully resolved, but the College is continuing to work on it.

Regent Jenkins expressed that in order for the College to remain competitive and not lose students, it must offer online course offerings that lead to a degree.

Regent White commented that the College is very well positioned to do this; the infrastructure is built to support futuristic needs.

Regent Carlile asked if the tuition charged to students enrolling in online courses covered the costs associated to offering the courses. Dr. Sechrist explained that there is no diversion of funds in order to provide online courses.

MOTION by Regent Jenkins, seconded by Regent White, that the administration be authorized to request approval by the Oklahoma State Regents for Higher Education (OSRHE) for a change in educational offerings to include offering programs in an online delivery format. Motion carried 5-0, as follows:

Aye - Regent Carlile, Regent Hoskison, Regent Jenkins, Regent Musser,  
Regent White

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**Meeting Minutes—January 25, 2007**  
**Special Meeting of the Board of Regents**  
**Page Three**

5. Adjournment

MOTION by Regent Musser, seconded by Regent White, to adjourn at 12:50 p.m.  
Motion carried 5-0, as follows:

Aye - Regent Carlile, Regent Hoskison, Regent Jenkins, Regent Musser,  
Regent White

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Tom L. Hoskison, Chairman

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Alice M. Musser, Secretary

# Appendix C



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OKLAHOMA CITY COMMUNITY COLLEGE  
Office of the President

January 30, 2007

Dr. Glen Johnson, Chancellor  
Oklahoma State Regents for Higher Education  
P.O. Box 108850  
Oklahoma City, OK 73101-8850

Dear Chancellor Johnson:

Enclosed for Oklahoma State Regents for Higher Education approval is Oklahoma City Community College's proposal to offer programs online. The request was approved by the College's Board of Regents at their special meeting on January 25, 2007.

Also enclosed is a copy of the College's request to the Higher Learning Commission of the North Central Association of College and Schools for a change in educational offerings to include offering programs online.

If additional information is needed, please contact my office.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul W. Sechrist".

Paul W. Sechrist, Ph.D.  
President

PWS:sb

Enclosures

# Appendix D

**STUDENT LEARNING OUTCOMES ASSESSMENT PLAN**

**FOR FY 2005 – FY 2009**

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Program/Option/Emphasis

\_\_\_\_\_  
Program Level (AA, AS, AAS,  
or certificate)

\_\_\_\_\_  
Date Submitted to Division Dean

Submitted By: \_\_\_\_\_  
Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Submitted By: \_\_\_\_\_  
Dean Date

# OUTCOMES ASSESSMENT PLAN

## PROGRAM

## PLAN YEAR FY

### PART I – MEASURES AND CRITERIA FOR SUCCESS

The identified student learning outcomes and program outputs for each program will be evaluated using the measures and criteria for success identified below:

#### A. STUDENT OUTCOMES/DIRECT MEASURES

##### Student Learning Outcomes

##### Outcome 1.

Measure and Criteria for Success –

#### B. PROGRAM OUTPUTS/INDIRECT MEASURES

##### Output 1.

Measure and Criteria for Success –

##### Output 2.

Measure and Criteria for Success –



# **Appendix E**

**OUTCOMES ASSESSMENT REPORT  
PLAN YEAR  
PROGRAM:**

**PART I – MEASURES AND CRITERIA FOR SUCCESS**

The identified student learning outcomes and program outputs for each program will be evaluated using the measures and criteria for success identified below:

**A. STUDENT OUTCOMES/DIRECT MEASURES**

**Student Learning Outcomes**

**Outcome 1.**

**Measure and Criteria for Success –**

- 

**Outcome 2.**

**Measure and Criteria for Success –**

- 

**B. PROGRAM OUTPUTS/INDIRECT MEASURES**

**Outcome 1.**

**Measure and Criteria for Success –**

- 

**PART II – EVALUATION AND RESULTS**

(This section will be completed as part of your assessment report prepared by October of the following year. It contains comments/suggestions pertaining to the listed program outputs, student outcomes and their measures to ascertain whether said outputs, outcomes and measures satisfy the criteria established in defining outputs, outcomes, and measures)

**Outcome 1.**

**Results**

- 

**Outcome 2.**

**Results**

•

### **PART III – RECOMMENDATIONS**

(This section also will be completed as part of your assessment report prepared by October of the following year. It provides the program responders the opportunity to respond to part II and document any specific actions taken or implemented)

#### **Outcome 1.**

**Recommendation(s)**

•

#### **Outcome 2.**

**Recommendation(s)**

**Student learning outcomes represent a body of knowledge and/or skills that a student is expected to know, think, demonstrate or apply upon program completion.**

Direct measures – A measurement of student learning outcomes showing what they have learned. Examples of such measures include but are not limited to: licensure test results; capstone course portfolios; entry and exit test results.

**Program outputs consist of the demonstrable results of an academic program generally identified through indirect measures, e.g., transfer GPA or employer satisfaction.**

Indirect measures – A measurement of program outputs using student performance information. Examples of such measures include, but are not limited to: number of students successfully transferring; graduation rates; placement data; advisory committee evaluation; and feedback from students, graduates, or employers.

# Appendix F

# OKLAHOMA CITY COMMUNITY COLLEGE

## A.A./A.S. PROGRAM SELF-STUDY

### Introduction

Academic program review is promulgated pursuant to Oklahoma State Regents for Higher Education Academic Policy Chapter 3 – Academic Affairs and is recognized by the Oklahoma State Regents for Higher Education (State Regents) as a constitutional responsibility pursuant to O.S. section 3208 (2001).

Accordingly, program review provides the opportunity to institutional faculty, administrators, and governing boards to initiate and recommend needed changes in functions and educational programs to enable the institution to make determinations about the quality and efficiency of instructional programs and to assist the State Regents in decision making at the state level with respect to educational programs and function. *See OSHRE Academic Policy Chapter 3 section 3.7.1.* Further, the State Regents recognize that institutions enhance their ability to provide quality instruction through providing leadership in developing processes and criteria for the review of their educational programs and functions. *Id.*

To award associate degrees and certificates, an institution must adhere to the minimum requirements for an associate in art program (A.A.) or associate in science program (A.S.) as defined in Chapter 3 Sections 3.15.3., 3.15.6, and 3.15.7 of the “Academic Policy Statement on Undergraduate Degree Requirements” and Chapter 3 Section 3.11 of the “Academic Policy Statement on Undergraduate Transfer and Articulation promulgated by the State Regents.

### Program Self-Study Report Contents

#### OSRHE Academic Policy section 3.7.6

#### Faculty Requirements

1. Provide your curriculum (course) pattern and show that it meets the guidelines of the State Regent’s Academic Policy.
2. Provide your Assessment Report for the applicable program review year which contains the following information:
  - a. General description of review process and participants assisting with and conducting the review
  - b. A list of the student learning outcomes
  - c. A list of program outcomes for the program,
  - d. Well defined the criteria for measurement and how the criteria were used in the program, and
  - e. The evaluation, results and recommendations based on the criteria used.
3. Research and evaluation must be conducted on a continuing, systematic basis as an integral part of the program. All aspects of the program must be evaluated and the results used to improve services to students. There must be evidence that the program is reaching its stated student learning outcomes/program outcomes. The review should address each of the following areas. The program:
  - f. is central to the institution’s mission
  - g. meets stakeholder expectations

- h. produces graduates and former students who are successful on transferring;
  - i. contains instruction relevant to the curricular requirements at transfer institutions and in line with student interests and abilities;
  - j. has systems to evaluate courses and faculty by students, administrators, and departmental personnel;
  - k. is staffed, administered, and supplied to provide for the development of competent students in all areas including citizenship and social conscience;
  - l. has current, appropriate, useful, and sufficiently comprehensive instructional media and materials; and
  - m. provides adequate resources and adequate and appropriate faculty whose qualifications (including educational background, related experience, and service contributions related to the program) support the objectives and curriculum of the program.
4. Evidence should be presented that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the:
    - a. general education competencies are being met and
    - b. that global education (one of the general education competencies) is being integrated into the curriculum.
  5. Provide a summary of how concerns and recommendations identified in the last program review were addressed.
  6. Describe the strengths of the program identified through this review.
  7. Describe the concerns regarding the program that have been identified through this review.
  8. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

### **Institutional Requirements**

1. Provide factual and accurate documentation, which demonstrates acceptable standards of ethics in recruiting and advertising activities.
2. Provide recruitment and admission policies and practices reflecting that the program is available to qualified applicants and that qualified applicants will be admitted regardless of sex, race, ethnic background, religious preference, disability or any disadvantage.
3. Provide documentation that an organized, coordinated program of guidance and counseling exists. The program should foster maximum development of individual potential by providing institution-wide assistance in the choices, decisions, and adjustments that individuals must make to move through a program.
4. Provide documentation that reflects accurate and complete cumulative records of educational accomplishment including

- a. the number of majors (head count and FTE) in the program for the past 3 years and projected for the next 2 years
  - b. the size of specialized classes, if any, identified as integral elements in the program during the last 3 years
  - c. instructional cost
  - d. number of FTE faculty in specialized courses
  - e. success of transfer students based on GPA comparisons
5. Provide documentation that a process exists to insure that cumulative records of educational accomplishment are securely and permanently maintained for every student, and transcripts are issued upon student request.
  6. Provide evidence that a formalized and effective process to address student complaints is in place and available to students.
  7. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations

# Appendix G



# Chief Technology Officer Job Description

## General Description

The job function of the Chief Technology Officer is to provide leadership, coordination, planning and integrative management of the College technology resources, including: academic computing services, labs and instructional support; administrative computing services; voice and data communications including the Web and Internet technologies; and all aspects of technology strategic planning. The Chief Technology Officer is also responsible for long-range technology planning, vision, budgeting and staffing. Oklahoma City Community College is a Datatel client and utilizes the major modules of the Datatel system.

## Supervision

Work is performed under the leadership and direction of the Provost/Vice President for Academic Affairs.

## Job Duties

*(The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)*

## Essential Functions

Provide an effective and efficient system for the provision technology services that adhere to the Oklahoma State Regents for Higher Education policies and guidelines and applicable laws. Such services include but are not limited to: Computer Systems Development; Network Administration, Integrated Information System, and Instructional Technology.

Develop, recommend, and administer policies and procedures related to all phases of the College's technology systems.

Provide effective leadership with College staff, and with external constituencies and agencies clearly articulating and representing the College's technology priorities, needs, and visions.

Develop and maintain an effective organization through the hiring, supervision, development and motivation of personnel utilizing their individual talents to achieve short- and long-range objectives.

Serve as the College liaison with technology vendors, service providers and internal constituencies to support the delivery of technology services internally.

Participate on local, statewide, regional and national councils and committees.

Develop and maintain a technology strategic plan and monitoring reports relative to the accomplishment of the plan.

Provide systems, which insure the security of the College's network, and technology systems.

Establish procedures and systems to insure that college networks, hardware and software are properly integrated and meet College standards.

Insure that technology is efficient and effective and falls within a well-defined technology strategic plan to meet College needs, objectives and outcomes.

Provide leadership in developing the recommendation priority list for advancement of technology for the College.

Develop and monitor budgets that will accomplish the College's technology objectives and outcomes.

Develop and maintain systems to provide comprehensive, succinct and understandable reports that meet the essential needs of the College and external reporting agencies.

Provide employees with leadership, information, and training regarding established safety and health procedures and practices in compliance with federal, state, and College requirements.

Advise the Provost/Vice President for Academic Affairs on significant matters and support the other members of management in the achievement of their goals and operational purposes.

**Minimum Education and Experience**

Master's Degree in business, technology, telecommunications or related field

Five years' management, strategic planning, system design and implementation experience in the application of technology to effectively achieve strategic plans and goals

Working knowledge and experience in a majority of the following areas: instructional technology; integrated information systems; voice, data, and video communications (including such areas as telephony, video/teleconferencing, satellite communications, local and wide-area networks); microcomputers, mid-range computers, current server technologies; Internet-based or Web application environments; and application development work including client/server applications.

**Minimum Knowledge, Skills, and Abilities**

An understanding of the philosophy and mission of a comprehensive community college

Ability to provide creative internal and external leadership for the continued development of technology at Oklahoma City Community College

Commitment to innovation in the efficient and effective use and development of technology that supports the College's mission

Strong interpersonal skills, creative problem-solving skills and the ability to build consensus

An accomplished facility in oral and written communication

Knowledge of national trends and developments in technology

Ability to work independently and reliably and ensure activities are completed to accomplish established objectives and outcomes

**Preferences**

Higher education work experience

Experience with portal technologies

Experience with Datatel

## **Director Of Distributed Learning And Instructional Services**

### **Primary Responsibilities:**

Management, coordination, development and support of Distributed Learning (DL) and Instructional Production services (i.e. online courses, telecourses, interactive television, and web-enhanced courses)

Management, coordination, development of instructional support services

Maintains and coordinates development and delivery of WebCT content.

Management of the Instructional Technology Center Coordinates development and delivery of WebCT and instructional technology training for faculty

Establishes training schedule, and conducts training sessions for faculty and students.

Provides Pedagogical and curriculum development services for faculty

Management and coordination of Media Services and production facilities

Provides DL Helpdesk support services for students, faculty and staff.

Provides Helpdesk services for Media Services and Telelearning

Establishes proper backup and recovery procedures

Inventory management and control (e.g., inventory tracking)

Responsibility for Distributed Learning budget

Work with Deans and Program chairs on identifying new projects.

Work with CTO on coordinating new projects and identifying new projects.

Other Duties as assigned by the CTO.

# Coordinator Instructional Technology Center

## General Description

The Coordinator of Instructional Technology Center facilitates innovative uses of new and emerging education technologies and assists faculty with the application of technology in the classroom, and maintains the Instructional Technology Center. This person will also assist with the development of online courses and associated training.

## Supervision

Work is performed under the supervision of the Director of Distributed Learning and Online Services.

## Essential Job Functions:

*(The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position.)*

Establish and maintain positive relationships with faculty, students, administrators and staff.

Organize and supervise Instructional Technology Center personnel in a manner that maximizes the quality of services to faculty.

Provide faculty training on software used to develop online courses and other technology based instructional materials.

Develop a system to collect and report relevant data pertaining to the Instructional Technology Center.

Assist students and faculty with technical problems related to online courses.

Maintain the ITC equipment/software in a manner that is effective and establish tracking system for relevant data.

Meet with faculty to evaluate requests for developing instructional materials and recommend appropriate media format, delivery, and training.

Assist in the design and maintenance of the Instructional Technology and Distance Education websites.

Contribute to the College's efforts to identify and implement new and emerging technologies in its instructional and management systems by serving on appropriate committees.

Adhere to established safety and health procedures and practices for the purpose of providing injury and illness prevention for self and others.

Advise and support the Director of Distributed Learning and Instructional Services in accomplishing institutional and departmental goals. Maintain relationships with all departments for effective and efficient operation.

## Minimum Qualifications

*(Unless otherwise stated, equivalent combination of education and related experience will be considered.)*

Bachelor's Degree in related field and/or applied experience in instructional technology, online learning, and training

Successful work experience demonstrating the development and delivery of online courses.

Demonstrated experience of website and multimedia development.

## Minimum Knowledge, Skills, and Abilities

*(The individual must possess these skills and abilities or be able to explain and demonstrate that the individual can perform the essential functions of the job, with or without reasonable accommodation, using some other combination of skills and abilities.)*

Experience setting up and maintaining computer labs.

Experience with software training and online learning.

Ability to use a variety of software to develop multimedia instructional materials.

Knowledge of current instructional design techniques for online courses.

**Preferences**

Work experience in a community college setting.

Experience using WebCT.

Experience designing online courses.

# Online Learning and Instructional Technology Center Assistant

## General Description

The Online Learning Assistant is responsible for assisting and performing clerical, word processing, receptionist duties in support of Instructional Technology Services.

## Supervision

Work is performed under the general supervision of the Director of Distributed Learning and Instructional Services.

## Job Duties

*(The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)*

## Essential Functions.

Effectively interact with and provide assistance to faculty, staff, students, remote coordinators, and the public regarding distributed learning programs, services, and operations.

Serve as receptionist and answer telephones, greet, screen, announce, and route visitors and other persons needing assistance.

Monitor and maintain records of Online Learning expenditures and assist in Budget Development as directed by the Director of Distributed Learning and Instructional Services.

Establish office organization system and file documents within those guidelines.

Work with internal and external institutions' staff to provide test proctoring for students.

Update and maintain the appropriate related websites.

Update and maintain the Online Learning Timeline, procedure manuals and inventories.

Prepare online student mail-outs and bulk mailing.

Process correspondence, memoranda, reports, schedules, and other documents with accuracy.

Plan, initiate, and carry to completion assigned clerical and word processing activities.

Prepare operational forms such as requisitions, work orders, and other items through Datatel.

Work in cooperation with Distributed Learning and Instructional Services staff as needed to provide support and assistance for department.

Assist with preparing marketing material and proofing class schedules, tabloids, etc.

Advise the Supervisor of significant matters and support the leadership and members of management in the achievement of their goals and operational purposes.

Maintain positive relationships with all departments to ensure effective and efficient operation for the Distributed Learning and Instructional Services department.

Prepare, route, and follow up on Duplicating Services and Desktop Publishing requests.

Deliver and pick up memos, forms and other materials as required.

Fax material as needed.

Assist with special projects as required.

Adhere to established safety and health procedures and practices for the purpose of providing injury and illness prevention for self and others.

**Minimum Knowledge, Skills, and Abilities**

*(The individual must possess these skills and abilities or be able to explain and demonstrate that the individual can perform the essential functions of the job, with or without reasonable accommodation, using some other combination of skills and abilities.)*

Successful completion of some college coursework.

Excellent and diplomatic communication skills.

Excellent organizational skills, including the ability to prioritize conflicting demands.

Pleasant telephone personality.

Accurate typing, filing, and spelling skills.

Ability to proof with accuracy.

Computer proficiency in Microsoft Office Suite.

Ability to work in a confidential manner.

**Preferences**

A.A. or A.S. degree

Experience working in a College environment

Experience developing and maintaining department level budgets.

## Online Support Specialist

### **General Description:**

The Support Technician is responsible for answering general questions and providing basic technical support regarding student E-services and distributed learning in a timely and efficient manner.

### **Supervision:**

Work is performed under the direction and supervision of the Coordinator of Student Support E-Services and LMS.

### **Essential Job Functions:**

(The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

Resolve student technical questions regarding E-services which may include Learning Management System, Student Webmail, and Mine-Online, Telecourses and ITV courses.

Effectively interact with and provide assistance to students, staff, and the public regarding College education programs, services, and operations.

Escalate student questions and concerns to the appropriate College personnel.

Document and record all technical support requests from students.

Assist with special projects as required.

File documents within established guidelines and setup files within established guidelines.

Assist as needed with routine computer maintenance of the Instructional Technology Center computers.

Deliver and pick up memos, forms and other materials as required.

Advise and support the Distributed Learning and Instructional Services' staff in accomplishing institutional and departmental goals. Maintain relationships with all departments for effective and efficient operation

### **Minimum Qualifications:**

Experience with customer service.

Ability to communicate effectively by phone, email, and in-person.

Knowledge of computer software, including but not limited to: Word, Excel, Adobe Acrobat, Power Point.

Knowledge of basic computer operations.

Ability to use the Internet effectively.

### **Preferences:**

Experience taking Online Courses or working in Distributed Learning

Work experience in a community college



# Supervisor Online and LMS Support Services

## General Description

The E-Services Support and LMS Supervisor is responsible for planning and coordinating the support services for students; Supervising the E-Services Support personnel; Managing the development of online courses and use of LMS. This person will also assist with the development of online courses and associated training.

## Supervision

Work is performed under the supervision of the Director of Distributed Learning and Online Services.

## Essential Job Functions:

*(The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position.)*

Establish and maintain positive relationships with faculty, students, administrators and staff.

Organize and supervise E-Services Support desk personnel in a manner that maximizes the quality of services to students and faculty.

Provide training on E-services to support desk personnel, including the development of training materials.

Develop a system to collect and report relevant data pertaining to the E-Services Support.

Develop a system to collect and report relevant data pertaining to the management of online courses.

Coordinate the administrative use of the LMS with the Distributed Learning and Instructional Services personnel.

Assist students and faculty with technical problems related to online courses.

Meet with faculty to evaluate requests for developing instructional materials and recommend appropriate media format, delivery, and training.

Contribute to the College's efforts to identify and implement new and emerging technologies in its instructional and management systems by serving on appropriate committees.

Adhere to established safety and health procedures and practices for the purpose of providing injury and illness prevention for self and others.

Advise and support the Director of Distributed Learning and Instructional Services in accomplishing institutional and departmental goals. Maintain relationships with all departments for effective and efficient operation.

## Minimum Qualifications

*(Unless otherwise stated, equivalent combination of education and related experience will be considered.)*

Bachelor's Degree in a related field and/or applied experience in web design, support services, and online learning

Successful work experience demonstrating the development and delivery of online courses

Demonstrated experience of website and multimedia development.

## Minimum Knowledge, Skills, and Abilities

*(The individual must possess these skills and abilities or be able to explain and demonstrate that the individual can perform the essential functions of the job, with or without reasonable accommodation, using some other combination of skills and abilities.)*

Experience developing websites and using instructional technologies

Experience working in or managing technical support services

Experience working with the administration of LMS

**Preferences**

Work experience in a community college setting

Experience using WebCT

# Appendix H

**TITLE: ADMINISTRATIVE PROCEDURE NO. 4002**  
**FACULTY QUALIFICATIONS**

1. All full-time and part-time faculty employed after the Fall Semester 1989 and teaching university-parallel courses must have completed at least 18 graduate hours in the teaching field and hold a Master's Degree. The Vice President for Academic Affairs must approve any exceptions to this.
  
2. Part-time and full-time faculty teaching in technical/occupational programs and employed after the Fall Semester 1989 will typically have a Bachelor's Degree and work experience in the area in which they are teaching. For technical and occupational courses in which substantial numbers of students transfer to senior institutions, a Master's Degree will be required. The minimum academic preparation for faculty teaching in occupational and technical fields must be a degree at the level at which faculty member is teaching, e.g., at the Certificate level, faculty must have a certificate in that field; at the Associate Degree level, faculty must have an Associate Degree.
  
3. Faculty teaching in Developmental Studies courses and employed after the Fall Semester 1989 must have a minimum of a Master's Degree and either classroom experience in a field related to their teaching assignment or graduate training in remedial education.
  
4. Any exceptions to the foregoing must be approved by the Vice President for Academic Affairs.

# Appendix I

1. Teaching methods used assisted me in learning course objectives.  
 Agree  
 Disagree  
 Not Applicable  
 Other (please specify)
2. Activities and assignments were relevant to the course.  
 Agree  
 Disagree  
 Not Applicable  
 Other (please specify)
3. Instruction for activities and assignments were understandable.  
 Agree  
 Disagree  
 Not Applicable  
 Other (please specify)
4. The textbook was useful  
 Agree  
 Disagree  
 Not Applicable  
 Other (please specify)
5. Course materials were understandable.  
 Agree  
 Disagree  
 Not Applicable  
 Other (please specify)
6. The online collaboration was beneficial to your learning experience.  
 Agree  
 Disagree  
 Not Applicable  
 Other (please specify)
7. The instructor made course objectives clear.  
 Agree  
 Disagree  
 Not Applicable  
 Other (please specify)
8. The instructor is prepared.  
 Agree  
 Disagree  
 Not Applicable  
 Other (please specify)
9. The instructor materials were presented in an understandable manner.  
 Agree  
 Disagree  
 Not Applicable  
 Other (please specify)

10. The instructor structured the learning environment in an effective manner.

- Agree
- Disagree
- Not Applicable
- Other (please specify)

11. The instructor provided feedback in a timely manner.

- Agree
- Disagree
- Not Applicable
- Other (please specify)

12. The instructor made it clear how students will be graded in this course.

- Agree
- Disagree
- Not Applicable
- Other (please specify)

13. The instructor was available for assistance online.

- Agree
- Disagree
- Not Applicable
- Other (please specify)

14. The instructor was available online during posted office hours.

- Agree
- Disagree
- Not Applicable
- Other (please specify)

15. The instructor treated me with respect.

- Agree
- Disagree
- Not Applicable
- Other (please specify)

16. The instructor provided information/suggestions that helped me perform better on exams/assignments.

- Agree
- Disagree
- Not Applicable
- Other (please specify)

17. What two things did the instructor do that were helpful in learning the materials or skills in this course?

18. What two suggestions do you have for the instructor that would improve this course?

THE FOLLOWING CLASS COMMUNICATION TOOLS WERE EASY TO USE:

19. Discussion

- Agree
- Disagree
- Not Applicable
- Other (please specify)

20. Board

- Agree
- Disagree
- Not Applicable
- Other (please specify)

21. Chat Room

- Agree
- Disagree
- Not Applicable
- Other (please specify)

22. E-Mail

- Agree
- Disagree
- Not Applicable
- Other (please specify)

23. Drop Box

- Agree
- Disagree
- Not Applicable
- Other (please specify)

24. The course orientation was helpful.

- Agree
- Disagree
- Not Applicable
- Other (please specify)

25. The general orientation modules were helpful.

- Agree
- Disagree
- Not Applicable
- Other (please specify)

THE FOLLOWING CAMPUS LABS SERVICES WERE SATISFACTORY.

26. Accounting

- Agree
- Disagree
- Not Applicable
- Other (please specify)



27. Communications

- Agree
- Disagree
- Not Applicable
- Other (please specify)

28. IT Computer

- Agree
- Disagree
- Not Applicable
- Other (please specify)

29. IT Advanced

- Agree
- Disagree
- Not Applicable
- Other (please specify)

30. Computer

- Agree
- Disagree
- Not Applicable
- Other (please specify)

31. Math

- Agree
- Disagree
- Not Applicable
- Other (please specify)

32. Science

- Agree
- Disagree
- Not Applicable
- Other (please specify)

THE FOLLOWING SUPPORT SERVICES WERE SATISFACTORY:

33. Electronic Communications Help Online (Online Writing Assistance)

- Agree
- Disagree
- Not Applicable
- Other (please specify)

34. Library

- Agree
- Disagree
- Not Applicable
- Other (please specify)

35. Technical Assistance

- Agree
- Disagree
- Not Applicable
- Other (please specify)

36. Test Center

- Agree
- Disagree
- Not Applicable
- Other (please specify)

# **Appendix J**

## 5 Year Assessment Plan Checklist

**Program:** \_\_\_\_\_ **Reviewers:** \_\_\_\_\_

**Plan Years:** \_\_\_\_\_ **Date Reviewed** \_\_\_\_\_

Information Item	Yes	No	Comments
<b>Student Learning Outcomes (SLO) Listed</b>			
5 year plan attached			
First SLO meets definition of student learning outcomes			
◆ Measurement(s) for the first SLO is listed			
◆ Measurement(s) listed measures the first SLO			
◆ Criteria for success for the first SLO is listed			
Second SLO meets definition of student learning outcomes			
◆ Measurement(s) for the second SLO is listed			
◆ Measurement(s) listed measures the second SLO			
◆ Criteria for success for the second SLO is listed			
<b>Program Outputs Listed</b>			
Program Output meets definition			
◆ Measurement(s) for the program output is listed			
◆ Measurement(s) listed measures the program output			
◆ Criteria for success for the program output is listed			