Oklahoma City Community College

Program Review Self Study 2008-2009

Program: Technology(124)

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Division: Business

I. Program Requirements

1. Program Curriculum

Date: 01/15/09

Name of Program: Associate in Applied Science, Technology

Semester Hours General Education: 18

Semester Hours in Major: 30

Semester Hours Support: 12

Semester Hours Electives:

Semester Hours Life Skills: 1

Semester Hours Total: 61

Freshman Year First Semester			
Prefix	Number	Course	Credit Hours
SCL	1001	Success In College And Life	1
ENGL	1113	English Composition I	3
POLSC	1113	American Federal Governement	3
TECH	1000	Special Topics	6
FA SUPP		Faculty Approved Support Electives	3
		Total	16

Freshman Year Second Semester			
Prefix	Number	Course	Credit Hours
OSRHE1		OSRHE Approved General Education Communication Or English Course	3
MATH1		Mathematics Course That Meets OCCC's Mathematics Proficiency	3
TECH	1000	Special Topics	9
		Total	15

Sophomore Year First Semester			
Prefix	Number	Course	Credit Hours
HIST	1483	U.S. History To The Civil War Or	
HIST	1493	U.S. Hsitory Since The Civil War	3
GENED		General Education Elective	3
FA SUPP		Guided Support Elective	3
TECH	2000	Advanced Special Topics	6
		Total	15

Sophomore Year Second Semester			
Prefix	Number	Course	Credit Hours
FA SUPP		Guided Support Electives	3
GENED		General Education Elective	3
TECH	2000	Advanced Sprcial Topics	9
		Total	15

CURRICULUM LISTINGS

Major Courses	Credit Hours
TECH 1000 SPECIAL TOPICS	15
TECH 2000 ADVANCED SPECIAL TOPICS	15
Total	

General Education Courses	Credit Hours
ENGL 1113 ENGLISH COMPOSITION I	3
OSRHE APPROVED GENERAL EDUCATION COMMUNICATIONS OR ENGLISH	3
HIST 1483 U.S. HISTORY TO THE CIVIL WAR OR	
HIST 1493 U.S. HISOTRY SINCE THE CIVIL WAR	3
POLSC 1113 AMERICAN FEDERAL GOVERNEMENT	3
GENERAL EDUCATION ELECTIVES	6
Total	18

Support Courses	Credit Hours
MATHEMATICS COURSE THAT MEETS OCCC'S MATHEMATICS PROFICIENCY	3
SUPPORT ELECTIVES	9
Total	12

Life Skills Courses	Credit Hours
SCL 1001 SUCCESS IN COLELGE AND LIFE	1
Total	1

Total Credit Hours 61

I. Program Requirements

1. Program Curriculum

Date: 01/15/09

Name of Program: Associate in Science, Technology

Semester Hours General Education: 37-38

Semester Hours in Major: 18

Semester Hours Support: 6

Semester Hours Electives:

Semester Hours Life Skills: 1

Semester Hours Total: 62

Freshman Year First Semester			
Prefix	Number	Course	Credit Hours
SCL	1001	Success In College And Life	1
ENGL	1113	English Composition I	3
POLSC	1113	American Federal Government	3
TECH	1010	Introduction to Technology	3
MATH	1503	Contemporary Mathematics OR	
MATH	1513	College Algebra OR	
MATH	2013	Introduction to Statistics	3
PHYS		Any Physical Science	3
		Total	16

		Freshman Year Second Semester	
Prefix	Number	Course	Credit Hours
ENGL	1213	English Composition II	3
COM	1123	Interpersonal Communications OR	
COM	1323	Oral Interpretation OR	
COM	2213	Introduction to Public Speaking	3
TECH	1113	Beginning Technology Applications	3
BIO		Biological Science	3-4
HUM		Humanities Electives	3
		Total	15-16

		Sophomore Year First Semester	
Prefix	Number	Course	Credit Hours
ECON	2113	Principles of Macroeconomics	3
TECH	2013	Intermediate Technology Applications	3
TECH	2773	Technology Field Internship I	3
GENED		General Education Elective	3
FASUPP		Faculty Approved Support Electives	3
		Total	15

		Sophomore Year Second Semester	
Prefix	Number	Course	Credit Hours
HIST	1483	U.S. History to the Civil War OR	
HIST	1493	U.S. History Since the Civil War	3
TECH	2023	Advanced Technology Applications	3
TECH	2783	Technology Field Internship II	3
HUM		Humanities Electives	3
FASUPP		Faculty Approved Support Electives	3
		Total	15

CURRICULUM LISTINGS

Major Courses	Credit Hours
TECH 1010 Introduction to Technology	3
TECH 1113 Beginning Technology Applications	3
TECH 2013 Intermediate Technology Applications	3
TECH 2023 Advanced Technology Applications	3
TECH 2773 Technology Field Internship I	3
TECH 2783 Technology Field Internship II	3
Total	18

General Education Courses	Credit Hours
ENGL 1113 English Composition I	3
ENGL 1213 English Composition II	3
POLSC 1113 American Federal Government	3
HIST 1483 U.S. History to the Civil War OR HIST 1493 U.S. History Since the Civil War	3
MATH 1503 Contemporary Mathematics OR MATH 1513 College Algebra OR MATH 2013 Introduction to Statistics	3
Biological Science	3-4
Physical Science	3-4
Humanities	6
General Education Elective	3
ECON 2113 Principles of Macroeconomics	3
COM 1123 Interpersonal Communications OR COM 1323 Oral Interpretation OR COM 2213 Introduction to Public Speaking	3
Total	37-38

Support Courses	Credit Hours
Faculty Approved Support Electives	6
Total	6

Life Skills Courses	Credit Hours
SCL 1001 Success in College and Life	1
Total	1
Total Credit Hours	62

I.   Program Requirements

1. Program Curriculum

Date: 01/15/09

Name of Program: Certificate of Mastery, Technology

Semester Hours General Education:

Semester Hours in Major: 12

Semester Hours Support: 6

Semester Hours Electives:

Semester Hours Life Skills:

Semester Hours Total: 18

Freshman Year First Semester			
Prefix	Number	Course	Credit Hours
TECH	1010	Introduction To Technology	3
TECH	2773	Technology Field Internship I	3
FA SUPP		Faculty Approved Support Electives	3
		Total	9

Freshman Year Second Semester			
Prefix	Number	Course	Credit Hours
TECH	1113	Beginning Technology Applications	3
TECH	2783	Technology Field Internship Ii	3
FA SUPP		Faculty Approved Support Electives	3
		Total	9

CURRICULUM LISTINGS

Major Courses	Credit Hours
TECH 1010 INTRODUCTION TO TECHNOLOGY	3
TECH 1113 BEGINNING TECHNOLOGY APPLICATIONS	3
TECH 2773 TECHNOLOGY FIELD INTERNSHIP I	3
TECH 2783 TECHNOLOGY FILED INTERNSHIP II	3
Total	12

Support Courses	Credit Hours
FACULTY APPROVED SUPPORT ELECTIVES	6
Total	6

Total Credit Hours   18

2. **General description of review process and participants assisting with and conducting the review.**
   a. Program faculty assess annually student learning and program outcomes for their program. Every five years these assessments are evaluated globally. A program review document contains general college information from Advising, Recruitment and Admission and Institutional Effectiveness and program specific assessments of strengths and weakness of the reviewed program and program plans for the future.

   b. A list of the student learning outcomes

   The Technology plan of study features broad IT and Business industry recognized curriculum and certification options that prepare the student for a wide range of careers in the IT field and related industries. The student will have access to plans of study involving interactive media, internet technologies and programming and software development courses designed to provide demonstrate skills applicable to file system management, backup, process control, user administration and device management. The program of study is also used to provide academic options for specific training programs offered through agreements with the U.S. Postal Service, OG&E, and the U.S. military branches.

   The different plans of study are designed to allow students a variety of options to develop the skills and abilities needed to work in a broad array of industry and technology based environments ranging from internet design, interactive media applications, software programming and industry specific coursework in the fields of electricity, information technology security and

emerging alternative energy technologies. All coursework is taught in a hands-on classroom/laboratory to provide students not only with critical knowledge but practical experience as well.

c. A list of program outcomes for the program

There is are annual "Student Follow-Up Report" conducted for the programs housed under the umbrella of the Technology plan of study offered through the Cooperative Alliances. The results have been favorable with the program completer job placement meeting or exceeding the program review standard of 75%. Some programs are industry specific and therefore related placement in the field is 100%. Others are designed to put completers directly into the workforce but many program completers choose to continue their education beyond the Associate degree with the Bachelor of Applied Technology at UCO, Rogers State College, OSU-Okmulgee or OU in the Liberal Arts degree completion program.

d. Well defined the criteria for measurement and how the criteria were used in the program.

One of the highest priorities of a program is to train students for related employment. Each program has a goal to achieve 100% student job placement for program completers. It is essential that each Advisory Committee member actively support this goal. The following is a list of ways in which members individually or as a committee may choose to contribute. It is important to note that this list attempts to identify only some of the ways members may contribute.

Assist the instructor in identifying new content areas and/or specific competencies in which the program may expand.

Define competencies for certified program completers.

Participate as a guest speaker to augment the instructor's curricula.

Serve as mock interviewers to train our students in interviewing skills.

Provide insights for training and employment opportunities of disadvantaged or handicapped students.

Provide formal internships or workplace learning opportunities for our current

students.

Assist placing students in suitable jobs.

Identify methods and provide assistance in recruiting appropriate students into our programs.

Establish and participate in an awards program for outstanding students.

e. The evaluation, results and recommendations based on the criteria used.

The program advisory committee meets a minimum of twice a year. Its current membership consists of business and industry representatives and their input has resulted in several changes to the program.

Examples of the changes are:

Educational tracks for students in order for them to have a broader training orientation.

In addition to the specific technology based curriculum, "soft skills" training will be implemented to help student attain and maintain employment.

Upgrades to new versions of pertinent software and applications to keep up with industry needs and standards

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:**

   a. is central to the institution's mission:

According to the annual Student Follow-up Survey data, eighty percent of the students are employed in the field of study after one year of completion of the program.

The advisory committee, consisting of industry, student and academic representatives will meet a minimum of twice annually. Input from them will be

solicited regarding curriculum, equipment, and other factors related to the program and students' performance.

Eighty percent of the students who have declared their major in this area will be retained for program completion, achieve program completion or achieve occupational completion after the first year of entering the program.

*Student Follow-up Survey is conducting by the technology center faculty 6 months to a year after students complete the program.

b. meets stakeholder expectations:

OCCC programs provide our community with broad equitable access to a college education. OCCC students are prepared to succeed in college and are able to achieve their individual educational aspirations. OCCC graduates succeed at four-year institutions and/or in their careers. OCCC has a rich history of enriching our community both economically and socially through our educational and cultural programs.

c. produces graduates and former students who are successful on transferring:

This program is a terminal program designed to prepare graduates to enter the workforce.

d. contains instruction relevant to the curricular requirements at transfer institutions and in line with student interests and abilities

Programs of Study
OCCC offers two types of associate degree programs: transfer and technical/occupational. In addition, a number of certificates of mastery are offered in technical and occupational fields of study.

University Parallel/Transfer Programs
OCCC offers a broad range of transfer programs for students planning to continue on at a four-year college or university. Students may enroll in freshman and sophomore courses which lead to a baccalaureate degree in practically any field of study. Upon completion of specified degree requirements, the student is awarded an Associate in Arts or Associate in Science. These degrees require the completion of a minimum of 60 semester credit hours. Of the 60 semester credit hours, a minimum of 37 must satisfy the general education core requirements (see Degree

Requirements). The remaining approved courses will be related to the student's major or courses which directly support that major.

Policy Statement on Undergraduate Degree Requirements and Articulation

In accordance with the Oklahoma State Regents for Higher Education Policy Statement on Undergraduate Degree Requirements and Articulation, a student who completes an Associate in Arts or an Associate in Science degree at OCCC "may transfer into a Bachelor of Arts or a Bachelor of Science degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion."The Policy Statement on Undergraduate Degree Requirements and Articulation assures that the general education core (37 credit hours) of the Associate in Arts or Associate in Science degree at OCCC will apply directly toward the lower division general education requirements at any state university in Oklahoma. In addition, students are advised to secure the official catalog of the university to which they plan to transfer. Each university's official catalog provides pertinent information about admission policies and academic programs. That information is essential to the student's successful transfer to that university. Students should also consult a faculty advisor in their major at OCCC. With approval, the associate degree program may be modified to meet a student's needs depending on the intended transfer college or university.

Students are encouraged to visit the "Transfer Center" on the Oklahoma State Regents for Higher Education web site at http://www.okhighered.org/studentcenter/transfer-stdnts. This site will assist a student in determining which course or courses will transfer to another Oklahoma college or university.

Transfer guides showing course-by-course articulation between OCCC and a number of state universities are available in Office of Academic Advising. By using the appropriate transfer guide, the student can be assured that courses in the student's major will transfer directly toward the bachelor's degree.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. The curriculum patterns listed below are presented in the next section of the Catalog.

e. **Have systems to evaluate courses and faculty by students, administrators, and departmental personnel**

Faculty Performance Review and Evaluation

Faculty will be evaluated on the basis of the established standards of performance and objectives established in the person's contract and any subsequent memorandums of agreement established for the position/person. Faculty are defined as employees who primarily perform teaching and instruction-related duties and who are employed on the basis of a written contract setting forth the duties to be performed and the compensation to be paid. The performance appraisal for each faculty member will be conducted by the Division Dean or Director as appropriate. In preparation for the review, the employee will provide relevant information to the Division Dean or Director as appropriate at least two working days prior to the evaluation conference. The results of the subsequent performance appraisal conference will be documented on a rating sheet signed by both the employee and the Division Dean or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction form is a means of gathering student perceptions of instruction at the college. The results are intended for use by you and your dean in identifying ways to improve instruction. A copy of the form is in the appendix of this document. The forms and supportive instructions will be distributed for you to administer during the 8th, 9th, or 10th week of 16-week courses or the 5th or 6th week of eight-week courses. Prior to administering the instrument, you should:

1. Plan class time to help ensure that time is available for completing the forms.

2. Where desirable, prepare up to three (3) questions, which are unique to the course or section for inclusion as the optional questions on the form. You should have multiple copies of these questions printed for use by the students.

3. Select a student to be responsible for administering and returning the forms and brief him or her about the process. It is best to keep the forms and instructions in your possession until the day you plan to administer them. Your cooperation in helping to ensure that the Student Input on Instruction forms are completed in a timely manner will go a long way to provide useful student input concerning your instructional methods.

f. **is staffed, administered, and supplied to provide for the development of competent students in all areas including citizenship and social conscience**

Service-Learning

Incorporating service-learning as a part of your curriculum is easy to do and can enhance students' ability to understand and apply course material. Service-learning can also generally be used as a part of any course's learning objectives. Office of Student Life coordinates student involvement in service learning.

g. **Has current, appropriate, useful, and sufficiently comprehensive instructional media and materials.**

The program utilizes state-of-the-art equipment and software. In addition, faculty use a variety of instructional media materials in the delivery of educational experiences. These include multimedia services, library/resource books and periodicals specific to the program, learning labs, job shadowing and lectures.

h. **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.**

All programs utilize state-of-the-art equipment. In addition, students use a variety of instructional media materials in the delivery of educational experiences. All software, technical manuals/books and laboratory equipment are provided at the technology centers or through the companies coordinating the specific industry training programs. In accordance with OCCC Administrative Procedure No.4002 Faculty Qualifications- Faculty teaching as a part of the degree programs offered cooperatively with Francis Tuttle and Moore Norman Technology Centers adhere to the same qualifications as other Oklahoma City Community College faculty.

All instructors hold program related industry recognized certifications.

4. **Evidence should be presented that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met:**

General Education Assessment Plan

Objective:

To assess and recommend actions for the general education component of Oklahoma City Community College's curriculum.

Strategy:

The General Education Committee will create six interdisciplinary teams with members from multiple divisions. Each team will consist of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member will be a representative of the General Education Committee.

Twice a year these teams will evaluate one hundred artifacts from students having attained at least 30 hours of General Education Courses from OCCC. During each Spring Semester, the reports from each team will be shared at the meeting of the whole General Education Committee and dispersed to faculty within each division. Specifically, during the Fall Semester, each team in charge of a specific Student Learning Outcome area will make curriculum recommendations to the General Education Committee. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website. Faculty members on each team will be compensated each semester.

Method:

Developed rubrics will provide common criteria for assessing "artifacts" gathered from various courses. Artifacts may include but are not limited to recorded performances, PowerPoint Presentations, essays, lab reports, research projects, service-learning projects, or any assignment preexisting in a faculty's course. However, the artifacts should adhere to the specific objectives of the Student Learning Outcomes established by the General Education component of OCCC's curriculum.

Nevertheless, the underlying principle of this method is (1) to reduce the intrusive nature of assessment within faculty courses, (2) to create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (i.e. CAAP exams not counting for a classroom grade), and (3) to collect artifacts already designed and administered by our professional faculty at OCCC.

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 30 credit hours in General Education Courses. From this list,

they will identify a random sampling of students enrolled in courses, which faculty have included "artifacts" relating to the Student Learning Outcomes measured each semester.

For example, if an outcome in Math is measured, then the following courses beyond a Math Prefix could also be used: Introduction to Logic, Business Statistics, Behavioral Statistics, Chemistry, Physics, Accounting, Physical Science, or other General Education Courses involving Math and including the objectives for the Math Student Learning Outcome. Likewise, data collection could be attained from an outcome in Writing from any course involving writing, including a scientific lab report, as long as it adheres to the objectives of the Writing Student Learning Outcome for the General Education curriculum.

The premise behind this kind of data collection (1) allows for an interdisciplinary approach to the General Education curriculum; (2) creates a shared vision of faculty collaboration beyond the microcosm of specific divisions; (3) allows for a more accurate depiction of student learning as they progress from one General Education Course to the next; and (4) creates a shared approach to improve student learning and success by reiterating General Education Skills from multiple courses.

5. **Provide a summary of how concerns and recommendations identified in the last program review were addressed.**

The program does not conduct formal annual program/student outcome assessment measures. The technology center partnership sites that have courses under the TECH prefix conduct evaluations of programs and faculty annually. Another mechanism in place for course evaluation is the utilization of the advisory committee members. In addition to these evaluations, the Oklahoma Department of Career Technology evaluates this program through the Student Follow-up Survey program.

Many students achieve their educational or career goal through this program as part of their current employment situation. Credit awarded under the Technology umbrella is not resident credit and is awarded through OCCC's advance standing or prior learning format. Credit awarded throug this process reflects indsutry recognized certitifactes or training programs through specific employers.

6. **Describe the strengths of the program identified through this review.**

The program is flexible and easily adaptable in order to meet a variety of

educatinoal and career golas of the students and OCCC's industry partners.

7. **Describe the concerns regarding the program that have been identified through this review**.

Clarifications associated with awarded credit, process for awarding credit and program completion is an on-going issue.

8. **Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.**

Continue to review and imporve all processes associated with the Technology plans of study.

II. Institutional Requirements

1. **Provide factual and accurate documentation which demonstrates acceptable standards of ethics in recruiting and advertising activities.**

   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. Prospective students may access information about the college and its programs through the Office of Recruitment and Admissions.

   Services provided by this office include campus tours, community and high school outreach, information sessions, scholarship programs and corporate recruiting. College information is provided to students through traditional means such as class schedules, catalogs, student handbooks, Recruiters Manual, and new student orientation as well as through the College website.

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.**

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 are provided with the opportunity to apply for admission to the College.

Students entering Oklahoma City Community College as a Regular Degree Seeking Student will meet the following admissions requirements:

- graduated from high school or earned a GED;

- completed the ACT, SAT or a similar acceptable battery of tests; and

- completed all high school curricular requirements.

Students who do not meet the above criteria may be admitted under one of seven Special Admission Categories outlined in the Catalog. All students who meet the above requirements or who fall into one of the special admissions categories are admitted without regard to sex, race, ethnic background, disability or 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.**

Faculty from each program work very closely with the Student Development Center staff. Each student is encouraged to have a counselor from Student Development as well as a faculty advisor.

Degree sheets are available in the Student Development Center as well as in faculty advisors' offices. Students may also access degree requirements and complete an up-to-date degree audit online. Faculty advisors work closely with Student Development Counselors to minimize the number of hours unable to be counted when a student transfers to a four-year institution.

The general philosophy and objectives of the Student Development Center include informational, relational and conceptual processing of educational planning and student goal achievement, including degree completion, articulation or personal development and apply to all students.

The functions of Student Development are stated in the College's Policies and Procedures Manuals and in the Catalog for the benefit of all students, faculty, and staff. Student Development objectives are also outlined in the above mentioned documents.

Counselors follow guidelines listed below in working with students. After admission to the College, a student is evaluated for placement. After the evaluation is complete, the student meets with a counselor to determine enrollment. Course selections are based on test scores, anticipated program and required courses, workload, possible transfer and past academic history. If the student expresses indecision over goals, especially for career or program choice, they explore them with a counselor in Student Development.

When a student indicates a desire to pursue a specific program, they are referred to the appropriate faculty advisor or program director. An individual strategy is built for each student, designating courses to be enrolled in for each semester.

Counselors in the office of Student Development are available to discuss career objectives and degree programs with each student. The staff of Student Development assists all students with educational planning, career decisions, and occupational choices. Further assistance is available in conjunction with the Discover Program and the other resources of the Career Counselor.

Academic Advisement (faculty handbook)

In the course of interacting with students, it is the responsibility of faculty members to serve as academic advisors. In addition, faculty give advice on a broad range of topics and issues. The kinds of advice offered by faculty can be categorized in the following way.*

* It is important to underscore that this listing is intended to be suggestive rather than exhaustive or prescriptive.

Program Requirements

It is important for students to meet with an advisement professional to establish a Student Academic Plan (SAP). Returning students who are familiar with their degree requirements and those not seeking a degree or certificate may self advise. Students are also encouraged to work concurrently with their faculty advisor in the academic discipline of their degree choice. A faculty advisor can help ensure that major specific educational objectives are met in an efficient, orderly fashion. If you have questions on course selection, entry-level skills required or general academic information contact Office of Academic Advising.

With respect to program requirements, faculty advisement may address such things as degree planning (timing and sequencing of courses), identifying the appropriate catalog (degree plan to follow), selecting support electives, and meeting special requirements for a program or student (e.g., clinical performance, immunization, CPR).

Transfer Concerns

Relative to transfer concerns, faculty advisement may include such things as providing information on programs at area transfer institutions, information on out of state/state institutions, and transfer procedures to those institutions. It may also include evaluation of course content of major courses being transferred in for a particular major.

Career Information

Providing career information may include information about employment opportunities with various levels of education and responding to questions regarding how to select a path to follow within the field.

Referral

Referral may be done when faculty advice is sought on such matters as financial aid, transportation problems, problems with transcripts, formal degree checks, personal problems requiring counseling, graduation procedures, or any issue that the faculty member determines can be best served by others.

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 instructional program during each of the last three years and projections for the next two years.**

      The program major totals vary each year due to graduation, matriculation and stop out.

   b. **the size of specialized (program major) classes, if any, identified as integral elements in the program during the last three years.**

      Technical/occupational specific courses average in size from 18-25 due to lab capacity limitations.

   c. **Instructional cost, including efficiencies and improved learner outcomes achieved through the use of any technology.**

OCCC is committed to providing quality education at times and places most convenient to students. To accomplish this, Distributed Learning Instructional Technology has developed courses which offer several options to students who cannot attend on-campus courses. Those options are online courses, telecourses, interactive television and web-enhanced courses. In addition to providing access Distributed Learning assist faculty in their utilization of technology to enhance student learning by providing software and technology training. Camtasia Software (used for the development of narrated online lectures and tutorials), Avacast (a webcasting software), learning management system (WebCT) license, Podcast studio remodel and setup, equipment and software, and Thinkwave licenses (an online grade book) are among the tools available at the cost of $71,219.

d. **The number of FTE faculty in specialized (program major) courses within the curriculum**

The program has adequate faculty to meet the needs of the students and provide excellent instruction.

e. **Projected job market for graduates in occupational programs during the next two years.**

The program focus varies and is subject to needs among several job markets ranging from web development/design to software application programming. In addition, the program of study is utilized to assist business and industry increase their workforce educational obtainment specific to the training programs the company directs.

f. **The success of transfer students based on GPA comparisons.**

This program is a terminal program designed to prepare graduates to enter the workforce.

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.**

The Registrar's Office establishes an official record for each student admitted to the college. Cumulative academic records are maintained and archived in compliance with all federal and state requirements and in accordance with American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations.

The College complies with the Federal Rights to Privacy Act of 1974, as amended, regarding record integrity, security, access, and the release of Directory Information. Transcripts are issued directly to the student upon request and at no charge.

6. **Provide evidence that a formalized and effective process to address student complaints is in place and available to students.**

   The Student Handbook describes the student grievance procedure. The Student Handbook is published annually so that changes can be made to stay current with all state and federal policies and rules.

   Also students may at any time submit questions or complaints in boxes located across campus. The Office of the Vice President for Enrollment and Student Services collects the input from these boxes and addresses the student's question or complaint. The results are given to the student, reviewed by The Leadership Council, published on a public bulletin board in the Main Building of campus, and published in the Student Services Annual Report.

7. **Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.**

   There are no planned actions for these options.