Oklahoma City Community College

Program Review Self Study 2008

Program: Computer Science (106)

Prepared by: Thomas Ashby

Division: Information Technology

I. Program Requirements

1. Program Curriculum

Date: 2008-2009

Name of Program: Computer Science - Computer Science Emphasis Transferring to OU and colleges with Similar Patterns

Semester Hours General Education: 49

Semester Hours in Major: 12

Semester Hours Support: 0

Semester Hours Electives: 0

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
CS	1143	BEGINNING PROGRAMMING	3
ENGL	1113	ENGLISH COMPOSITION I	3
POLSC	1113	AMERICAN FEDERAL GOVERNMENT	3
MATH	2104	CALCULUS AND ANALYTIC GEOMETRY I	4
PSY	1113	INTRODUCTION TO PSYCHOLOGY	3
		Total	17

Freshman Year Second Semester			
Prefix	Number	Course	Credit Hours
CS	2163	JAVA	3
ENGL	1213	ENGLISH COMPOSITION II	3
MATH	2214	CALCULUS AND ANALYTIC GEOMETRY II	4
CHEM	1115	GENERAL CHEMISTRY I	5
		Total	15

Sophomore Year First Semester			
Prefix	Number	Course	Credit Hours
CS	2463	ADVANCED JAVA	3
MATH	2314	CALCULUS AND ANALYTIC GEOMETRY III	4
PHYS	2014	ENGINEERING PHYSICS I	4
HUM		HUMANITIES ELECTIVE	3
		Total	14

Sophomore Year Second Semester			
Prefix	Number	Course	Credit Hours
CS	2363	C++	3
BUS	2033	BUSINESS COMMUNICATION --OR--	
COM	2213	INTRO TO PUBLIC SPEAKING	3
HIST	1483	U.S. HISTORY TO THE CIVIL WAR --OR--	
HIST	1493	U.S. HISTORY SINCE THE CIVIL WAR	3
PHYS	2114	ENGINEERING PHYSICS II	4
HUM		HUMANITIES ELECTIVE	3
		Total	16

CURRICULUM LISTINGS

Major Courses	Credit Hours
CS 1143 (C) BEGINNING PROGRAMMING	3
CS 2163 (C) JAVA	3
CS 2463 (C) ADVANCED JAVA	3
CS 2363 (C) C++	3
Total	12

General Education Courses	Credit Hours
ENGL 1113 ENGLISH COMPOSITION	3
POLSC 1113 AMERICAN FEDERAL GOVERNMENT	3
MATH 2104 CALCULUS AND ANALYTIC GEOMETRY I	4
PSY 1113 INTRODUCTION TO PSYCHOLOGY	3
ENGL 1213 ENGLISH COMPOSITION II	3
MATH 2214 CALCULUS AND ANALYTIC GEOMETRY II	4
CHEM 1115 GENERAL CHEMISTRY I	5
MATH 2314 CALCULUS AND ANALYTIC GEOMETRY III	4
PHYS 2014 ENGINEERING PHYSICS I	4
HUMANITIES ELECTIVE	6
BUS 2033 BUSINESS COMMUNICATION --OR--	
COM 2213 INTRO TO PUBLIC SPEAKING	3
HIST 1483 U.S. HISTORY TO THE CIVIL WAR --OR--	
HIST 1493 U.S. HISTORY SINCE THE CIVIL WAR	3
PHYS 2114 ENGINEERING PHYSICS II	4
Total	49

Life Skills Courses	Credit Hours
SCL 1001 SUCCESS IN COLLEGE AND LIFE	1
Total	1
Total Credit Hours	62

Program Requirements

2. Program Curriculum

Date: 2008-2009

Name of Program: Computer Science - Computer Science Emphasis Transferring to UCO and colleges with Similar Patterns

Semester Hours General Education: 45

Semester Hours in Major: 15

Semester Hours Support: 0

Semester Hours Electives: 0

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
CS	1143	BEGINNING PROGRAMMING	3
ENGL	1113	ENGLISH COMPOSITION I	3
POLSC	1113	AMERICAN FEDERAL GOVERNMENT	3
MATH	1533	PRE-CALCULUS AND ANALYTIC GEOMETRY	3
PHYS SC		* ANY PHYSICAL SCIENCE FROM ASTR,PHYS, CHEM, OR GEOL PREFIXES	3
		Total	16

Freshman Year Second Semester			
Prefix	Number	Course	Credit Hours
CS	2163	JAVA	3
CS	2453	VISUAL BASIC	3
ENGL	1213	ENGLISH COMPOSITION II	3
HIST	1483	U.S. HISTORY TO THE CIVIL WAR --OR--	
HIST	1493	U.S. HISTORY SINCE THE CIVIL WAR	3
MATH	1613	TRIGONOMETRY	3
		Total	15

Sophomore Year First Semester			
Prefix	Number	Course	Credit Hours
CS	2363	C++	3
PSY	1113	INTRODUCTION TO PSYCHOLOGY	3
MATH	2104	CALCULUS AND ANALYTIC GEOMETRY I	4
COM	2213	INTRO TO PUBLIC SPEAKING	3
HUM		HUMANITIES ELECTIVE	3
		Total	16

Sophomore Year Second Semester			
Prefix	Number	Course	Credit Hours
CS	2463	ADVANCED JAVA --OR--	
CS	2553	ADVANCED VISUAL BASIC --OR--	
CS	2563	C#.NET	3
MATH	2214	CALCULUS AND ANALYTIC GEOMETRY II	4
BIO	1113	GENERAL BIOLOGY	4
HUM		HUMANITIES ELECTIVE	3
		Total	14

CURRICULUM LISTINGS

Major Courses	Credit Hours
CS 1143 BEGINNING PROGRAMMING	3
CS 2163 JAVA	3
CS 2453 VISUAL BASIC	3
CS 2363 C++	3
CS 2463 ADVANCED JAVA --OR--	
CS 2553 ADVANCED VISUAL BASIC --OR--	
CS 2563 C#.NET	3
Total	15

General Education Courses	Credit Hours
ENGL 1113 ENGLISH COMPOSITION I	3
POLSC 1113 AMERICAN FEDERAL GOVERNMENT	3
MATH 1533 PRE-CALCULUS AND ANALYTIC GEOMETRY	3
PHYS SC * ANY PHYSICAL SCIENCE CHOSEN FROM ASTR, PHYS, CHEM, OR GEOL PREFIXES	3
ENGL 1213 ENGLISH COMPOSITION II	3
HIST 1483 U.S. HISTORY TO THE CIVIL WAR --OR--	
HIST 1493 U.S. HISTORY SINCE THE CIVIL WAR	3
MATH 1613 TRIGONOMETRY	3
PSY 1113 INTRODUCTION TO PSYCHOLOGY	3
MATH 2104 CALCULUS AND ANALYTIC GEOMETRY I	4
COM 2213 INTRO TO PUBLIC SPEAKING	3
HUMANITIES ELECTIVES	6
MATH 2214 CALCULUS AND ANALYTIC GEOMETRY II	4
BIO 1113 GENERAL BIOLOGY	4
Total	45

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

Total Credit Hours 61

Program Requirements

3. Program Curriculum

Date: 2008-2009

Name of Program: Computer Science - Cyber/Information Security

Semester Hours General Education: 45-46

Semester Hours in Major: 15

Semester Hours Support: 0

Semester Hours Electives: 0

Semester Hours Life Skills: 1

Semester Hours Total: 61-62

Freshman Year First Semester			
Prefix	Number	Course	Credit Hours
SCL	1001	SUCCESS IN COLLEGE AND LIFE	1
CS	1143	BEGINNING PROGRAMMING	3
ENGL	1113	ENGLISH COMPOSITION I	3
POLSC	1113	AMERICAN FEDERAL GOVERNMENT	3
MATH	1533	PRE-CALCULUS AND ANALYTIC GEOMETRY	3
PHYS SC		* ANY PHYSICAL SCIENCE FROM ASTR, PHYS, CHEM, OR GEOL PREFIXES	3
		Total	16

Freshman Year Second Semester			
Prefix	Number	Course	Credit Hours
CS	2163	JAVA	3
CS	2713	PRINCIPLES OF INFORMATION SECURITY	3
ENGL	1213	ENGLISH COMPOSITION II	3
HIST	1483	U.S. HISTORY TO THE CIVIL WAR --OR--	
HIST	1493	U.S. HISTORY SINCE THE CIVIL WAR	3
MATH	1613	TRIGONOMETRY	3
		Total	15

Sophomore Year First Semester			
Prefix	Number	Course	Credit Hours
CS	2453	VISUAL BASIC	3
PSY	1113	I NTRODUCTION TO PSYCHOLOGY --OR-	
SOC	1113	I NTRODUCTION TO SOCIOLOGY	3
MATH	2104	CALCULUS AND ANALYTIC GEOMETRY I	4
BIO SC		FROM: BIO 1113, BIO 1114, BIO 2114, BIO 2125, BIO 2215, BIO 2343, BIO 2404	3-4
HUM		HUMANITIES ELECTIVE	3
		Total	16-17

Sophomore Year Second Semester			
Prefix	Number	Course	Credit Hours
CS	2463	ADVANCED JAVA --OR--	
CS	2553	ADVANCED VISUAL BASIC --OR--	
CS	2563	C#.NET	3
COM	1123	I NTERPERSONAL COMMUNICATIONS –OR--	
COM	2213	I NTRO TO PUBLIC SPEAKING	3
MATH	2214	CALCULUS AND ANALYTIC GEOMETRY II	4
HUM		HUMANITIES ELECTIVE	3
		Total	13

CURRICULUM LISTINGS

Major Courses	Credit Hours
CS 1143 BEGINNING PROGRAMMING	3
CS 2163 JAVA	3
CS 2713 PRINCIPLES OF INFORMATION SECURITY	3
CS 2453 VISUAL BASIC	3
CS 2463 ADVANCED JAVA --OR--	
CS 2553 ADVANCED VISUAL BASIC --OR--	
CS 2563 C#.NET	3
Total	15

General Education Courses	Credit Hours
ENGL 1113 ENGLISH COMPOSITION I	3
POLSC 1113 AMERICAN FEDERAL GOVERNMENT	3
MATH 1533 PRE-CALCULUS AND ANALYTIC GEOMETRY	3
PHYS SC ANY PHYSICAL SCIENCE CHOSEN FROM ASTR, PHYS, CHEM, OR GEOL PREFIXES	3
ENGL 1213 ENGLISH COMPOSITION II	3
HIST 1483 U. S. HISTORY TO THE CIVIL WAR --OR--	
HIST 1493 U. S. HISTORY SINCE THE CIVIL WAR	3
MATH 1613 TRIGONOMETRY	3
PSY 1113 INTRODUCTION TO PSYCHOLOGY --OR--	
SOC 1113 INTRODUCTION TO SOCIOLOGY	3
MATH 2104 CALCULUS AND ANALYTIC GEOMETRY I	4
BIO SC From: BIO 1113, BIO 1114, BIO 2114, BIO 2125, BIO 2215, BIO 2343, OR BIO 2404	3-4
HUMANITIES ELECTIVE	6
COM 1123 INTE RPERSONAL COMMUNICATIONS –OR--	
COM 2213 INTRO TO PUBLIC SPEAKING	3
MATH 2214 CALCULUS AND ANALYTIC GEOMETRY II	4
Total	45-46

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

Total Credit Hours 61-62

Program Requirements

4. Program Curriculum

Date: 2008-2009

Name of Program: Computer Science - Management Information Systems Option

Semester Hours General Education: 37

Semester Hours in Major: 9

Semester Hours Support: 15

Semester Hours Electives: 0

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
CS	1103	INTRODUCTION TO COMPUTERS AND APPLICATIONS --OR--	
CS	2113	COMPUTER-BASED INFORMATION SYSTEMS	3
ENGL	1113	ENGLISH COMPOSITION I	3
HIST	1483	U. S. HISTORY TO THE CIVIL WAR--OR	
HIST	1493	U. S. HISTORY SINCE THE CIVIL WAR	3
MATH	1513	COLLEGE ALGEBRA	3
PHYS SC		ANY PHYSICAL SCIENCE FROM ASTR, PHYS, CHEM, OR GEOL PREFIXES	3-4
		Total	16-17

Freshman Year Second Semester			
Prefix	Number	Course	Credit Hours
CS	1143	BEGINNING PROGRAMMING	3
POLSC	1113	AMERICAN FEDERAL GOVERNMENT	3
ENGL	1213	ENGLISH COMPOSITION II	3
MATH	1743	CALCULUS I FOR BUSINESS, LIFE SCIENCES, AND SOCIAL SCIENCES	3
HUM		HUMANITIES ELECTIVE	3
		Total	15

Sophomore Year First Semester			
Prefix	Number	Course	Credit Hours
CS	2163	JAVA --OR--	
CS	2453	VISUAL BASIC	3
ACCT	2113	ACCOUNTING I/FINANCIAL	3
MATH	2123	CALCULUS II FOR BUSINESS, LIFE SCIENCES AND SOCIAL SCIENCES --OR	
BUS	2023	BUSINESS STATISTICS	3
PSY	1113	INTRODUCTION TO PSYCHOLOGY --OR-	
SOC	1113	INTRODUCTION TO SOCIOLOGY	3
ECON	2113	PRINCIPLES OF MACROECONOMICS	3
		Total	15

Sophomore Year Second Semester			
Prefix	Number	Course	Credit Hours
ACCT	2123	ACCOUNTING II/MANAGERIAL	3
ECON	2123	PRINCIPLES OF MICROECONOMICS	3
BUS	2033	BUSINESS COMMUNICATION --OR--	
COM	2213	INTRO TO PUBLIC SPEAKING	3
HUM		HUMANITIES ELECTIVE	3
BIO SC		COURSES FROM: BIO 1113, BIO 1114, BIO 2114, BIO 2125, BIO 2215, BIO 2343, OR BIO 2404	3-4
		Total	15-16

CURRICULUM LISTINGS

Major Courses	Credit Hours
CS 1103 (1)(3)(C) INTRODUCTION TO COMPUTERS ANDAPPLICATIONS --OR--	
CS 2113 (2)(4)(C) COMPUTER-BASED INFORMATION SYSTEMS	3
CS 1143 (C) B E G INNING PROGRAMMING	3
CS 2163 (2)(4)(C) JAVA --OR--	
CS 2453 (2)(3)(C) VISUAL BASIC	3
Total	9

General Education Courses	Credit Hours
ENGL 1113 ENGLISH COMPOSITION I	3
HIST 1483 U. S. HISTORY TO THE CIVIL WAR --OR--	
HIST 1493 U. S. HISTORY SINCE THE CIVIL WAR	3
MATH 1513 COLLEGE ALGEBRA	3
PHYS SC ANY PHYSICAL SCIENCE CHOSEN FROM ASTR,PHYS, CHEM, OR GEOL PREFIXES	3-4
POLSC 1113 AMERICAN FEDERAL GOVERNMENT	3
ENGL 1213 ENGLISH COMPOSITION II	3
MATH 1743 CALCULUS I FOR BUSINESS, LIFE SCIENCES, AND SOCIAL SCIENCES	3
HUMANITIES ELECTIVE	6
PSY 1113 INTRODUCTION TO PSYCHOLOGY --OR--	
SOC 1113 INTRODUCTION TO SOCIOLOGY	3
BUS 2033 BUSINESS COMMUNICATION --OR--	
COM 2213 INTRO TO PUBLIC SPEAKING	3
BIO SC FROM: BIO 1113, BIO 1114, BIO 2114, BIO 2125, BIO 2215, BIO 2343, OR BIO 2404	3-4
Total	37

Support Courses	Credit Hours
ACCT 2113 ACCOUNTING I/FINANCIAL	3
MATH 2123 CALCULUS II FOR BUSINESS, LIFE SCIENCESAND SOCIAL SCIENCES --OR--	
BUS 2023 BUSINESS STATISTICS	3
ECON 2113 PRINCIPLES OF MACROECONOMICS	3
ACCT 2123 ACCOUNTING II/MANAGERIAL	3
ECON 2123 PRINCIPLES OF MICROECONOMICS	3
Total	15

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

Total Credit Hours 62

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

S1: Students will be able to use the proper control structure to solve a process.

S2: Students will be able to subdivide a complex problem into appropriate program modules, with parameter passing.

S3: Students will be able to perform input/output processing involving creation and modification of files.

S4: Students will be able to write object-oriented programs.

S5: Students will be able to perform necessary operations to compile and execute programs.

c. A list of program outcomes for the program

P1: Graduates of the Oklahoma City Community College Computer Science A.S. degree will be well prepared for continued education.

P2: Graduates of the Oklahoma City Community College Computer Science A.S. degree will be satisfied with their education.

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

S1: Students in CS 1143 – Beginning Programming will be assessed on their performance on a given problem requiring use of proper control structure(s) to solve a process. 70% of students assessed will perform at an acceptable level (70%) or higher on the assessment.

S2: Students in CS 1143 – Beginning Programming will be assessed on their performance on a given problem requiring them to subdivide a complex problem into appropriate program modules, with parameter passing. 70% of the students assessed will demonstrate proficiency by scoring 70% or more on the measured competency.

S3: Students in CS 1143 – Beginning Programming will be assessed on their performance on a given problem requiring input/output processing involving creation and modification of files. At least 70% of assessed students will perform at least a 70% level on the assessment.

S4: Students in CS 2163 - Java will be assessed on their performance on class assignments requiring use of object-oriented programming. At least 70% of assessed students will perform at least a 70% level on the assessment.

S4: Students in CS 2453 – Visual Basic.NET will be assessed on their performance on a given problem requiring them to write an object-oriented program. At least 70% of assessed students will perform at least a 70% level on the assessment

P2: 75% of Computer Science or Programming graduates responding to a

graduate survey will rate the education received at Oklahoma City Community College as either “good” or “very good”.

P1: Computer Science graduates in the AS degree program responding to a graduate survey will rate the prepared graduate for continued education question 3 or above on a 5 point scale.

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

S1: Students in CS 1143 – Beginning Programming were assessed on their performance on a given problem requiring use of proper control structure(s) to solve a process. 94% of students assessed performed at an acceptable level (70%) or higher on the assessment.

Recommendation: Due to the high level of success we will continue with the current instructional methods for mastery of the proper use of control structures.

S2: Students will be able to subdivide a complex problem into appropriate program modules, with parameter passing.

Results: 74% of the students assessed demonstrated proficiency by scoring 70% or more on the measured competency.

Recommendation: The course should be updated to use C language as the programming tool.

S3: Students will be able to perform input/output processing involving creation and modification of files.

Results: 66 students in CS1143 were assessed. 72% (48) of the students assessed demonstrated proficiency by scoring 70% or more on the measured competency.

Recommendation: The course should continue to use C++ language as the programming tool

S4: Students will be able to correctly use object-oriented programming.

Result 1: 26 students in CS 2163 were assessed. 84% (22) of the students assessed demonstrated proficiency by scoring 70% or more on the measured competency.

Result 2: 15 students in CS 2453 were assessed. 60% (9) of the students assessed demonstrated proficiency by scoring 70% or more on the measured

competency.

Recommendation: CS 2163 should continue the current method of instruction. CS 2453 has moved the concept earlier in the semester to allow more time for explanation and application

P1: Graduates of the Oklahoma City Community College Computer Science A.S. degree will be well prepared for continued education.

Results: Average 4 on a 5 point scale on graduate survey.

Recommendation: Continue current method of communication with 4 year colleges.

P2: Graduates of the Oklahoma City Community College Computer Science A.S. degree will be satisfied with their education.

Results: Graduate survey did not differentiate the A.S. from A.A.S. CS students so interpretation of the results was not possible.

Recommendation: Change the questions in the graduate survey to enable the identification of the graduates' degree.

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:

The computer science program at OCCC provides high quality education to students that wish to continue their education at four year institutions. The program has produced 87 graduates in this five year period.

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:

GRADUATES

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Computer Science	32	16	10	11	18

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.

Information Technology has been one of the nation's fastest growing industries and so has one of the College's largest enrollments. Along with this the effect of microcomputers on our society has led to a demand for

more training, more information about microcomputers and more library materials. Students have access to the Library materials and seem to use them with ease.

In the last few years the Library has added materials on LANs, WANs, interactive video, computer ethics, viruses, security, multimedia, game design and copyright law to the circulating collection. The collection continues to grow in the areas of computer programming languages, operating systems, Internet, HTML, XML and all those materials needed to support IT. At the same time there is ongoing updating of materials in the fields of computer applications (Word, Excel, etc.) which are written for the end user. All these collections are consistently growing and, because of the swift changes in the industry, always in need of weeding and evaluation. Presently the collection has more than 2049 relevant titles.

Call numbers for materials supporting the program are:

QA 75 – 76.95	Computer science, data processing, word processing, desktop publishing, office automation and data processing
TK 7885 - 7895	Computer hardware
T 58.5	Information technology
HV 6773	Phishing

The reference collection is small but adequate.

The Library currently subscribes to the following print periodicals, which support the program:

Periodicals

Computer Graphics World

MacWorld

PC Magazine

PC Photo

PC World

Smart Computing in Plain English

Wired

The Library subscribes to the major computing periodicals. The librarians are open to suggestions of other periodicals which would closely meet the needs of these courses. On the Library's website is the *EbscoHost* set of periodical databases, the first section of which provides full text articles for more than 2000 scholarly journals, including more than 1550 peer-reviewed titles. The Library's IT liaison provided Computer Science with a list of all full-text titles relevant to computer science that are available through the *EbscoHost* databases. To date there are approximately 260 computer science related journals whose articles are available either as PDF files or HTML text. To this may be added other journals which have just the basic article information given (indexing), making a total of over 400 computer science journals at least indexed in *EbscoHost*. With these, students have excellent access to current information.

Students can use the Library's computers for searching the *EbscoHost* databases and the Internet. All the article databases and the online catalog (with about 157 full text e-books) are accessible by students from any computer attached to the Internet.

The computer science collection is in very good shape. The periodical collection is meeting the needs of the students. The AV collection is continually added to, mainly through faculty recommendations. Because of the advances in information technology, both in hardware and software, the collection is in need of and receives constant upgrading and weeding.

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.

Eight full-time professors provide instruction in the curriculum. There are two unfilled positions. Professors teach 15 credit hours as a full-time load and may carry an overload classes.

Approximately fifteen adjunct instructors are used each semester in the Computer Science department with each teaching one to two classes. Their credentials can be found in the Division of Information Technology office

The full-time faculty serves as lead teachers and mentors for the adjuncts.

Faculty members of the Computer Science Department routinely attend various computer technology conferences and upon returning share the information

gathered with the rest of the faculty, emphasizing the newest industry trends that could have an impact on our curriculum. The Faculty Information sheets list many of these development opportunities that we have taken advantage of.

Tom Ashby
Department Chair
Professor of Computer Science
Network Hardware/Software Coordinator

Primary Departmental Responsibilities *(LT - lead teacher, CD - class development, special focus such as Vo-Tech, etc.)* **–**
CS 1103 Intro to Computers/Apps Online (LT) (CD)
CS 1343 Spreadsheet Applications (LT) (CD)
CS 1363 Multimedia (LT) (CD)
CS 2143 Digital Video Editing (LT) (CD)
CS 2503 Network Administration (LT) (CD)
Advisor for Computer Systems Support emphasis
College Responsibilities *(committees, taskforces, etc.)* **–**
Information Technology Academic Advisory Committee
Cooperative Alliance Liaison Francis Tuttle Net Tech
Cooperative Alliance Liaison Moore Norman Net Tech
Educational Background *(degrees, special training, etc)* **–**
M.L.I.S. University of Oklahoma
B.S. education Oklahoma State University
A.S. data processing Oklahoma City Community College
Microsoft Certified Professional
Certified Netware Administrator

Professional Experience –
Professor of Computer Science – OCCC
Contract Programmer
Visiting Professor OU Library Science
Media Specialist – Tuttle Public Schools
Professional Conferences Attended in the Last Five Years –
NISOD
SIGGRAPH
Professional Organizations –
Novell Certified Professionals
Civic Organizations –

Kathy Cupp
Professor of Computer Science

Primary Departmental Responsibilities *(LT - lead teacher, CD –class development)*
CS 2363 – C++ (CD) (LT)
CS 2163 – Java Programming (CD) (LT)
CS 2563 – C# (CD) (LT)
Advisor for students transferring to UCO and OU Computer Science departments
Liaison with UCO and OU Computer Science Departments
Representative to the State Regents' Faculty Transfer Committee
Responsible for finding and supervising Java Supplemental Instructor
Work to unite students looking for jobs with companies that have

openings
Computer Science Advisory Board
Computer Science Program Review Committee
College Responsibilities *(committees, taskforces, etc.)* **–**
Computer Science Career Day Coordinator
High School Outreach spring 2006 – visited 12 local area schools, contacted 12 others by phone, email or mail
College Retention Committee
Textbook Loan Committee
Student Input on Instruction Committee
Academic Scholarship Committee
Academic Outcomes Assessment Committee
Student Learning Council
Educational Background *(degrees, special training, etc)* **–**
M.ED. for Community Colleges, Computer Science
B. S. Physical Education
University of Central Oklahoma – 44 graduate level hours in Computer Science
Professional Experience –
Professor of Computer Science – OKCCC
Computer Science Instructor – Rose State
Manager responsible for Computerized Accounting – Deer Creek Farms
Physical Education Teacher – Harvest Hills Elementary School
Professional Conferences Attended in the Last Five Years -
Oklahoma Computing Conference Ada 2007

NISOD Excellence Award Austin 2005
ASP.NET Training for Experienced C# Programmers– Dallas HOTT 2005
Enterprise Java Training – St. Antonio 2005
ASP.NET Training – St. Jose 2004
Prentice Hall Information Technology Seminar Dallas 2003
Civic Organizations –
Village Baptist Church

Tim Green
Professor of Computer Science

Primary Departmental Responsibilities *(LT – lead teacher, CD – class development.)* **–**
CS 1353-Microcomputer Operating Systems - LT
CS 1413-Microcomputer Technology - LT
CS 2153-Supporting Operating Systems - LT
CS 2303- Networking Technology - LT
CS 2193 – Supporting Desktop Applications - LT
College Responsibilities *(committees, taskforces, etc.)* **–**
PAC – President's Advisory Counsel
Faculty Association Executive Committee
Disability Accommodations Advisory Committee
Educational Background *(degrees, special training, etc)* **–**
B.S. MIS

A.S. Business Administration
A+ Certification - CompTIA- Computer Technology Industry Association
Network+ Certification – CompTIA - Computer Technology Industry Association
One year Certificate of Completion - Industrial/Digital Electronics
Professional Experience –
Professor of Computer Science – OKCCC, (99 to present)
Network Support – Smith-Roberts Engineering
IT Technician – United Parcel Service
Professional Conferences Attended in the Last Five Years -
Oklahoma Global Education Conference - 2002
Oklahoma Aerospace and Tech Conference - 2004
Digital Forensics Workshop - 2005
Professional Organizations –
CompTIA-Computer Technology Industry Association
Civic Organizations –
The Church in Oklahoma City – Summer School of Truth Coordinator

Al Heitkamper
Professor of Computer Science

Primary Departmental Responsibilities (LT – lead teacher, CD – class development.)
CS 2713 Principles of Information Security - LT
CS 2723 Secure Electronic Commerce – LT

CS 2743 Enterprise Security Management – LT
CS 2753 Information System Assurance - LT
CS 2763 Network Security - LT
CS 2773 Secure System Administration and Certification - LT
CS 2783 Cyber Forensics - LT
College Responsibilities (committees, taskforces, etc.) –
Curriculum Committee
Educational Background (degrees, special training, etc) –
M.S. Computer Science
M.A. Computer Resource Management
B.S. Computer Science
CISSP (Certified Information Systems Security Professional)
CNSS (Committee on National Security Systems) 4011, 4012, 4013, 4014, and 4015 Certifications
Professional Experience –
Cyber/Information Security Program Director – OCCC (2003 to 2006)
Dean of Information Technology – OCCC (2003 to 2004)
Acting Dean of Information Technology – OCCC (2001 to 2003)
Computer Science Department Chair – OCCC (1999 to 2003)
Professor of Computer Science – OCCC, (1998 to present)
Marketing Director/Computer Coordinator – Oklahoma Federal Credit Union
Vocational Instructor – Eastern Oklahoma County Career Technical Center
Computer Coordinator/Teacher – Little Axe School District

21 years IT experience – U.S. Air Force
Professional Conferences Attended in the Last Five Years -
2007 National Campus Security Summit
Cyber Security: 2006 Conference – Protecting Your Business Information
Digital Forensics Workshop – 2005
Oklahoma Center for Information Assurance and Forensics Education Conference (OCIAFE) - 2005
Service-Learning, Civic Engagement, Homeland Security And Domestic Preparedness Workshop - 2004
INFOSEC Professional Workshop - 2004
Oklahoma Aerospace and Tech Conference – 2004
ATE (Advanced Technological Education) Conference – 2003, 2004
OACC (Oklahoma Association of Community Colleges) - 2003
Strategies 2003 (CompTIA)
Professional Organizations –
(ISC)2 (The International Information Systems Security Certification Consortium, Inc.)
InfraGard
CSI (Computer Security Institute)
ISSA (Information Systems Security Organization)
CSEC (Cyber Security Education Consortium)
Civic Organizations –
Little Axe School Board (1997 to present)
Little Axe American Legion

Little Axe Chamber of Commerce

Haifeng Ji
Professor of Computer Science

Primary Departmental Responsibilities *(LT – lead teacher, CD – class development.)* **–**
CS 1153 – Intro. To Computer Technologies (LT)
CS 2173 – Oracle (LT)
CS 1143 – Beginning Programming
CS 2113 – Computer Based Information Systems
CS 2183 – Linux (LT)
College Responsibilities *(committees, taskforces, etc.)* **–**
Faculty Development Committee
Admission Forgiveness Committee
Sponsor for International Student Association
World Languages and Cultures Center Advisory Committee
Educational Background *(degrees, special training, etc)* **–**
Master in Computer Science, University of Nebraska-Lincoln
Bachelor in Biochemistry, Nanjing University
Ph.D. student in Computer Science, University of Oklahoma
Oracle9i PL/SQL Developer Certified Associate
Professional Experience –
Professor of Computer Science – OCCC, 8/02-Present
Teaching and Research Assistant – University of Nebraska-Lincoln,

08/00 – 06/02
Professional Conferences Attended in the Last Five Years -
Oklahoma Global Education Conference, 10/02, 10/05, 10/06
Grant Writing Institute, 08/07
League for Innovation's Conference on IT, 10/05
Professional Organizations –
Association of Computing Machinery

Sara Mathew
Professor of Computer Science

Primary Departmental Responsibilities *(LT - lead teacher, CD - class development)*
CS 1143 Beginning Programming (CD)
CS 2453 Visual Basic (LT)(CD)
CS 2443 – SQL Server (LT) (CD)
CS 1103 – Introduction to Computers and Applications (CD)
Advisor – Programming AAS degree
Advisory Board
College Responsibilities *(committees, taskforces, etc.)* **–**
Instructional Administrative Procedures Committee
Outcomes Assessment Committee
Educational Background *(degrees, special training, etc)* **–**
Masters in English
Bachelors with Honors in English

Advanced Diploma in Systems Management
Professional Experience –
Professor of Computer Science , OCCC (1998 to present)
Computer Science Faculty – National Institute of Info. Tech., Calcutta (‘94-’97)
Professional Conferences Attended in the Last Five Years -
NISOD – Received Excellence in Teaching Award – Austin 2006
Civic Organizations –
Mar Thoma Church

Anita Philipp
Professor of Computer Science

Primary Departmental Responsibilities *(LD - lead teacher, CD - class development)*
CS 2413 Web Site Development (LT) (CD)
CS 2513 Client-Side Programming (LT) (CD)
CS2623 Server-Side Programming (LT) (CD)
CS 2453 Visual Basic (CD)
CS 2553 Advanced Visual Basic (LT)
SCL1001 Success in College and Life (CD)
Information Systems Representative to Regents State Transfer Meetings
Division Representative for Cooperative Alliance Meetings
Advisory Boards
College Responsibilities *(committees, taskforces, etc.)* **–**

Online Task Force
Angel Pilot Group
Global Education Committee
Numerous Search Committees
MIS and Web Advisor
Educational Background *(degrees, special training, etc)* **–**
Masters in Educational Media-University of Oklahoma, Oklahoma
Bachelors in Elementary Education-St. Norbert College, Wisconsin
Microsoft Certified Professional
Course Work in Computers- OKCCC, University of Central Oklahoma Over 50 hours in computer-related course, 30+ graduate hours
Professional Experience –
Professor of Computer Science –OKCCC (8/96-Present)
NCEI Professor for Visual Basic at Univ. of Central OK (2003)
Adjunct Instructor, CS –OKCCC & Univ. of Central OK
Social Security Administration-Operations Analyst/Employee Development Specialist, Operations Instructor, District Trainer/ Computer Consultant
Professional Conferences Attended in the Last Five Years -
Reviewer for BlackBoard's Greenhouse Project which involved synchronous online sessions.
Oklahoma Computing Conference (Spring 2007)
Hot Topics PHP Training (Fall 2006)
University of Oklahoma IT Symposium (2004, 2005)
OGEC Global Education Conference (2006, 2003 as an Award Recipient)

WebCT Impact Conference (2006 as presenter, 2003 as Exemplary Course Winner)
Oklahoma Association of Community Colleges Conference
XML Training in Schaumburg (2004)
American Council for International and Intercultural Education: Honorable mention for incorporating global issues into the curriculum (2003)
Fifth Satellite Conference entitled “International Studies in the Community College: Faculty, Courses, and the Curriculum” sponsored by CCID, ACIIE, ICCD, the League for Innovation – was a presenter.
Microsoft Visual Basic.Net Training (Fall 2002)
Winter Fair (Presenter – Spring 2002)
Professional Organizations –
Who’s Who in American Education/Who’s Who in the South and
Southwest/Who’s Who in Media and Communications/ Who’s Who in
America/Who’s Who in American Women
Civic Organizations –
St. James Development Committee
Oklahoma City Regional HS Science – Judge in 2004

Mary Williams
Professor of Computer Science

Primary Departmental Responsibilities *(LT – lead teacher, CD – class development.)* **–**
CS 2113 Computer-Based Information Systems (LT &CD)
CS 2223 Systems Analysis & Design (LT & CD)

CS 1143 Beginning Programming (LT & CD)
CS 1333 Computer Technology (LT & CD)
Advisor – CS Management Information Systems Emphasis Students
College Responsibilities *(committees, taskforces, etc.)* **–**
Achieving the Dream Leadership Team
Angel Pilot Team
Learning Management Software Task Force
Datatel Curriculum Development Module Leader
Curriculum Committee
CS Advisory Board
Program Reviews
Dean of Information Technology Search Committee
CS Search Committees
Academic Scholarship Committee
ADA Support Services Committee
Educational Background *(degrees, special training, etc)* **–**
M.S.C.S., University of Oklahoma
B.S., University of Oklahoma
Datatel Integrated Information System Training
Angel Learning Management System Training
Professional Experience –
Professor of Computer Science, Past Department Chair – OKCCC
Dean of Information Technology 1996-2001-OKCCC
Special Assistant to the Provost/Vice President for Academic Affairs

2001-2003
Computer Lab Director – Rose State College 1986-1990
Adjunct CS Instructor – Rose State College & OSU-OKC
Professional Conferences Attended in the Last Five Years -
Datatel Users Group Conference
WebCT User Conference
Angel Learning Management System Training
OSRHE Computer Science Conference
Numerous WOW sessions
Professional Organizations –
Chair Academy
Datatel Users Group
Civic Organizations –
ONE
Past Member of Norman Ballet Company Board
Move On
O Club

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.

1. **Concern**: The Computer Science program needs to continue to explore new methods of communication with industry, as well as enhance existing lines of communication with four year institutions.

   Action: The Computer Science department revised the membership of the Advisory committee to include a more varied representation of industry. The Computer Science department signed an articulation agreement with the University of Central Oklahoma, the University of Maryland and is in the process of pursuing one with the University of Oklahoma.

2. **Concern:** The program needs to continue to provide faculty development opportunities in new and changing technologies.

   Action: The Computer Science faculty has continually been given the funding to go to training, seminars and workshops to upgrade their knowledge and skill set.

3. **Concern: Program recruitment**

   Action: The Computer Science faculty has used many new avenues to recruit new students. These include a career day, high school visits, a video and brochures that highlight our facilities and curriculum.

4. **Concern:** We need to continue to provide for the upgrade and replacement of hardware and software in order to remain a state-of-the-industry educational program**.**

Action: The college has provided funding to continue three year cycle of hardware replacement and adequate software and supply budget.

5. **Concern:** Due to a change in our student management system, some IT A.S. degree majors have been improperly classified**.**

   Action: The Dean of Information technology worked with the offices of Admissions to fix the misclassification of Computer Science A.S. majors. The Computer Science faculty held numerous meetings with Advising to educate the advisors on the program areas.

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

1. **Faculty:** The current faculty has shown a consistent dedication to maintaining the excellence of the program and success of the students. They maintain a knowledge base in their area of expertise and demonstrate a flexibility to explore new emerging areas.

2. **Equipment:** The hardware and software has consistently been the current state of the art in both the classrooms and labs. This insures the students will be up to date when they graduate and enter the work force.

3. **Student Computer Center:** Reorganization of the SCC has created a friendly, efficient location for students to continue the learning process outside of the classroom.

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

1. **Enrollment:** The ongoing trend is a declining enrollment in computer science courses.

2. **Budget Process**: The three year replacement cycle is no longer in effect for computer hardware. This means that replacement equipment is requested as initiatives. This process requires the replacement of classrooms and labs to be the highest priority on initiative list and often eliminates other considerations.

3. **Difficulty hiring faculty and staff:** The positions that have been advertised in the last five years have produced extremely low numbers of candidates and often require several searches to find a match. This may become a larger concern as many of the faculty are at or near retirement eligible age.

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

1. **Enrollment:** Outreach to area high schools to increase awareness. Continue to focus on current student advisement to increase retention. Broaden the online course offerings to increase the pool of possible students.

2. **Budget Process:** Add the hardware replacement to the rollover budget to allow for better planning.

3. **Difficulty hiring faculty and staff:** Advertise the openings in more places, including online jobsites. Explore other ways to encourage qualified applicants to consider OCCC. Explore ways of providing salaries competitive to business job market.

I. 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.**

PROGRAM MAJORS

	FY 2006		FY 2007		FY 2008		FY 2009 Projected		FY 2010 Projected	
	HC	CrHrs	HC	CrHrs	HC	CrHrs	HC	CrHrs	HC	CrHrs
Computer Science	478	5,108	349	3,884	328	4,110	385	4367	397	4498

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

SPECIALIZED PROGRAM MAJOR CLASSES (2000 Level)
AVERAGE CLASS SIZE

	FY 2006	FY 2007	FY 2008
Computer Science			
CS-2003	3	2	3
CS-2113	16	15	14
CS-2123	7		
CS-2143	8	8	6
CS-2153	14	10	7
CS-2163	8	12	9
CS-2173	9	8	11
CS-2183	9	7	13
CS-2193		16	22
CS-2213	10		
CS-2223	3	5	4
CS-2303	8	11	7
CS-2363	8	8	7
CS-2403	16	18	12
CS-2413	11	11	11
CS-2433	11	11	6
CS-2443		14	12
CS-2453	12	11	9
CS-2463	8		11
CS-2503	11	14	13
CS-2513	8	7	8
CS-2553	12	6	
CS-2563	10	6	7
CS-2613			1
CS-2623		13	8
CS-2713		12	11
CS-2723		8	6
CS-2743		7	6
CS-2763		2	9
CS-2783		4	4
Computer Science total	10	10	9

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

FTE Faculty

	FY 2006	FY 2007	FY 2008
Computer Science			
CS-2003	1	0.1	0.1
CS-2113	1.3	1.3	1.2
CS-2123	0.1	0	0
CS-2143	0.2	0.1	0.1
CS-2153	0.2	0.4	0.4
CS-2163	0.6	0.6	0.7
CS-2173	0.1	0.1	0.2
CS-2183	0.1	0.1	0.2
CS-2193	0	0.1	0.1
CS-2213	0.2	0	0
CS-2223	0.2	0.1	0.2
CS-2303	0.7	0.3	0.4
CS-2363	0.2	0.2	0.2
CS-2403	0.1	0.1	0.1
CS-2413	0.8	0.6	0.5
CS-2433	0.2	0.2	0.1
CS-2443	0	0.2	0.2
CS-2453	0.5	0.4	0.4
CS-2463	0.1	0	0.1
CS-2503	0.3	0.3	0.2
CS-2513	0.1	0.1	0.1
CS-2553	0.1	0.1	0
CS-2563	0.1	0.1	0.2
CS-2613	0	0	0.1
CS-2623	0	0.1	0.1
CS-2713	0	0.6	0.8
CS-2723	0	0.4	0.4
CS-2743	0	0.3	0.6
CS-2763	0	0.5	0.3
CS-2783	0	0.4	0.4
Computer Science TOTAL	**7.2**	**7.8**	**8.4**

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

This is a transfer programs, and by design, there is no job market data at this level of degree completion.

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

There is minimal transfer data on student GPA from the receiving transfer institution. See attachment for available transfer data.

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.**

OCCC recommends continued support for the Associate of Science in Computer Science. In keeping with the College's mission, the Computer Science program consistently reviews its curriculum and technology needs in order to provide students with the best education and technology available.