

Oklahoma City Community College  
Program Review Self Study 2008-2009  
Program: Diversified Studies (10)  
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Division: Arts and Humanities

## I. Program Requirements

### 1. Program Curriculum

Date: November 17, 2008

Name of Program: Diversified Studies

Semester Hours General Education: 37

Semester Hours in Major:

Semester Hours Support: 23

Semester Hours Electives:

Semester Hours Life Skills: 1

Semester Hours Total: 61

Freshman Year First Semester			
Prefix	Number	Course	Credit Hours
ENGL	1113	English Composition I	3
SCL	1001	Success In College And Life	1
BIO		Biological Science	3 or 4
HIST		HIST 1483 US History To The Civil War Or HIST 1493 US History Since The Civil War	3
MATH		MATH 1503 Contemporary Math Or MATH 1513 College Algebra Or MATH 2013 Introduction To Statistics	3
GEN ED		General Education Elective	3
		Total	16-17

Freshman Year Second Semester			
Prefix	Number	Course	Credit Hours
ENGL	1213	English Composition Ii	3
POLSC	1113	American Federal Government	3
PHYS		Any Physical Science	3 or 4
HUM		Humanities Elective	3
GEN ED		General Education Elective	3
Total			15-16

Sophomore Year First Semester			
Prefix	Number	Course	Credit Hours
HUM		Humanities Elective	3
FA ELEC		Faculty Approved Elective	12
Total			15

Sophomore Year Second Semester			
Prefix	Number	Course	Credit Hours
GEN ED		General Education Elective	3
FA ELEC		Faculty Approved Elective	11
Total			14

## CURRICULUM LISTINGS

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 US History To The Civil War Or HIST 1493 US History Since The Civil War	3
BIO Biological Science	3-4
PHYS Any Physical Science	3-4
MATH 1503 Contemporary Math Or MATH 1513 College Algebra Or MATH 2013 Introduction To Statistics	3
HUMANITIES Humanities Electives	6
GENERAL EDUCATION ELECTIVES	9
Total	37-39

Support Courses	Credit Hours
FACULTY APPROVED ELECTIVES	23
Total	23

Life Skills Courses	Credit Hours
SCL 1001	1
Total	1

Total Credit Hours 61

**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**

Upon completion of an Associate of Science in Diversified Studies, students will demonstrate that they have met the learning competencies in General Education. The General Education learning outcomes are undergoing some revision, but they include the following:

- Mathematical methods—to demonstrate analytical reasoning and logic skills by using

mathematical methods and tools

- Scientific methodology—to demonstrate critical thinking by using scientific methodology
- Social institutions—to demonstrate an understanding of the function of major social institutions
- Writing—to demonstrate effective writing and public speaking skills
- Public speaking skills—to demonstrate effective writing and public speaking skills
- Global communities—to demonstrate an understanding of the ideas, events, and values that have shaped global communities

At least 37 credit hours of General Education are required in Diversified Studies, and many of the support courses students take as part of their degree plan (contract) are classified under the General Education category, with some exceptions. Students' degree plans (or contracts) are individualized according to individual needs and goals, so it is impossible to devise a process to assess the learning outcomes beyond the General Education they receive.

For the next 3-5 years, every General Education learning outcome is to be assessed.

### **c. A list of program outcomes for the program**

Diversified Studies graduates will be prepared to succeed at four year transfer institutions and/or will be prepared to meet their educational goals.

- Diversified Studies majors who will have completed their degree and/or who were scheduled to graduate in May 2008 or August 2008 will be sent the Graduate Survey, generated through the Institutional Effectiveness Office.
- Seventy percent of those students who respond will rate their preparation for continued education on at least a 4 on a scale of 1-5.

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

Criteria last reported for FY 2008:

All students majoring in Diversified Studies must complete at least 37 credit hours of General Education; however, many complete additional coursework as part of the degree plan (contract) which is chosen from General Education.

Each year of the Assessment Plan may have a different set of measurements determined by the Office of Academic Affairs. At the present time, CAAP is being used to measure General Education competencies.

- Students take the CAAP during Assessment Week.
- Those students who take the CAAP will have their scores collected as a group.
- Seventy percent of the Diversified Studies students who take the CAAP will have scored at or above the average (median) score compared to the national norms in those areas over which they are tested.

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

From 2004-2008, the assessment for General Education evolved using various methods for measuring the learning outcomes for General Education. The ever-changing methods, while part of the development process, provided a limited amount of information, beyond reporting whatever results were evident. No changes to the Diversified Studies program have been made based on these changes in General Education however.

**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:**

MISSION

OCCC provides the people of Oklahoma and our community with broad access to certificates of mastery, associate degrees, community education, and cultural programs of exceptional quality,

empowering our students to achieve their educational goals and our community to thrive in an increasingly global society.

The Diversified Studies program certainly provides one of the most flexible options for students to earn an associate degree which transfers to four-year institutions. Students are required to state their individual education goals for earning a degree in Diversified Studies, and with the assistance from academic and faculty advisors, students identify and complete coursework to prepare them appropriately for upper division work at four-year institutions. The Diversified Studies degree addresses four of the five college ENDS statements:

#### COLLEGE ENDS STATEMENTS

Our ENDS Statements define our key outcomes that are critical to achieving significance.

1. Access: Our community has broad and equitable access to a valuable college education. Specifically in Diversified Studies, students may choose to declare their major at anytime throughout their college experience at OCCC. Many students either change from one or more intended majors to Diversified Studies at some point. Some students who have earned transfer credit from other institutions find that their credit from other colleges or through other means may count toward completing the Diversified Studies degree whereas that credit may not count toward other degree programs.
2. Student Preparation: Our students are prepared to succeed in college. See Graduate Survey results in table below.
3. Student Success: Our students achieve their individual educational aspirations. See table below.
4. Graduate Success: Our graduates succeed at four-year institutions and/or in their careers. See table below.

Diversified Studies – AA/AS (2005, 2006, 2007)

Number Surveyed 582 for period 2005-2007

Number Responding 294 for period 2005-2007

% Responding 46.2% (2005) 48.5% (2006) 56.0% (2007)

Continuing Education

Attending College 73.7% (2005) 67.0% (2006) 73.3% (2007)

OU 53 enrolled

UCO 75 enrolled

Other institutions 84 enrolled

Difficulties with Transferring 3.3% (2005) 3.2% (2006) 6.1% (2007)

Difficulties with Credit transfer 1 (2005) 2 (2006) 5 (2007)

Average = Prepared graduate for continued education on a 1-5 scale:

4.43 (2005) 4.44 (2006) 4.40 (2007)

Employment

Employed full-time 53.3%(8) (2005) 64.0%(48) (2006) 62.4%(53) (2007)

Employed part-time 26.7%(4) (2005) 32.0%(24) (2006) 28.2%(24) (2007)

Unemployed but seeking 20.0%(3) (2005) 4.0%(3) (2006) 9.4%(8) (2007)

Not seeking employment: 47 reported from 2005-2007

Working in job related to education 38.3% (2005) 26.8% (2006) 37.8% (2007)

Average = Prepared graduate for performing job (1-4 scale)

3.39 (2005) 3.19 (2006) 3.29 (2007)

Average annual salary

\$25,000-\$29,999 (2005)

\$20,000-\$24,999 (2006)

\$25,000-\$29,999 (2007)

Met educational goal at OCCC 89.3% (2005) 78.8% (2006) 88.7% (2007)

Overall satisfaction (very satisfied, satisfied, somewhat satisfied) (Average = 1 to 5 scale)

100% reported 4.46 (2005); 97.0% reported 4.39 (2006); 99.1% reported 4.56 (2007)

Diversified Studies – AA/AS Employment

Surveyed graduates indicated the following kinds of employment that they were in: Account Manager Dell, Admin Assistant USAF, Administrative Assistant II Dominion E and P, Inc., Certified Home Health Aide 21st Century Home Health, Customer Care Rep Avaya Inc., Dental Assistant Dr. Randall O. Rahill, DDS, Engineering Tech News 9, Family Support Provider Red Rock, Financial Advisor Edward Jones, Fire Fighter City of the Village, Groups Coordinator NCED Conference Center, HUAC Tech M&K Mechanical, Lab Tutor OCCC Biology Lab, Match Support Specialist Big Brother Big Sister, Nero Diagnostic Tech American Operative, Nurse Tech Mercy Health Center, Oil and gas leasing manager Reagan Resources, Outpatient Billing Valar Health, Owner of Friendly Circle CDC, Patient Account Representative St. Francis Hospital, Physical Therapy Assistant Kindred Hospital, Reservation Sales Agent Southwest



Airlines, Sales Assistant BOSC, Small Business Owner Dance Makers, Inc, Student Computer Center Tech OCCC, Substitute Teacher Moore Public Schools, Teaching Assistant Rancho Village Elementary, Trauma Registrar Integris Baptist Medical Center

Number of Graduates 2004-2008

Diversified Studies 126 (2004) 160 (2005) 200 (2006) 209 (2007) 185 (2008)

Headcount of Diversified Studies Majors 2006-2008 (years for which we have data)

891 (2006) 627 (2007) 498 (2008)

Credit Hours of Enrolled in Coursework 2006-2008 (years for which we have data)

11,283 (2006) 7,270 (2007) 6,676 (2008)

**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**

	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>
Diversified Studies	126	160	200	209	185

**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.**

### **Diversified Studies Library Review**

#### **OKC Community College**

**Fall 2008**

Because the Diversified Studies program is a flexible alternative for students who plan to complete a baccalaureate degree, any particular student, with the help of a faculty advisor, may create a unique program of coursework. For this reason, the entire Library collection supports students in this program. No one portion of the collection can be singled out for review.

To support the curriculum the Library continually builds a collection of materials, both online and in other formats. The first point of access to the majority of these materials is the Library's web pages—an integrated and dynamic source of information. A primary research tool is *EbscoHost's* set of 24 separate article databases; the first one alone now offering full text articles from over 2000 scholarly journal titles. In addition to *EbscoHost*, students can search databases such as *CQ Researcher*, *Opposing Viewpoints*, *Literary Reference Center*, *SIRS Knowledge Source*, and *Newsbank Newsfile* or *Historical Newspapers* for scholarly journal, magazine and newspaper articles, and other sources. All of the online resources are available to students at any time, any place.

In addition to these periodical sources the Library has about 90,000 titles, including books, DVDs, videos and 9,000 electronic books. Students can

also easily check on items owned by other libraries in the Oklahoma City area, plus other libraries across the state and world. The librarians created Research Paper Help, a set of web pages integrated with the main Library web pages. It provides all kinds of tips on doing library research.

With the increase to 32 computers in a classroom layout near the Reference area, combined with overhead projection and a large screen, librarians can teach research skills hands-on with students. When not being used as a classroom, these computers are part of the 75 public computers available to students.

The array of resources in the Library supports students in the Diversified Studies program. These resources continue to grow and evolve. And finally, when specific resources are not available in the Library or online, students have more choices than ever. Students are encouraged to use interlibrary loan. With the OK-SHARE card they may have regular privileges at other Oklahoma academic libraries, and bottom line, librarians make every effort to borrow or acquire what students need for success in their course work. (Source: Library)

- 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 full-time and adjunct faculty hold the minimum credential of the master's degree.
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- 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 following concerns were identified in the program review conducted in FY 2004 and each one addressed:

1. During the 2003-2004 academic year, the academic divisions in concert with the Student Development Center are evaluating and re-organizing the services and activities that promote student success in the AA / AS in Diversified Studies program. From September 11, 2003, through December 1, 2003, fifty-three (53) students have completed a Diversified Studies contract. Fewer than ten (10) of those contracts have either originated from or have been assigned faculty advisors.

Recommendation made: The Multi-Divisional Programs Director position should continue. The Director can continue to act as liaison between Academic Affairs and the Student Development Center and the Credentials Analysis Office in the matter of the AA/AS in Diversified Studies. The Director can participate in each of the activities listed below.

What happened: The position of Multi-Divisional Programs Director was changed to Multi-Divisional Programs Coordinator. This seems to work okay as long as the coordinator receives a total of six credit hours of reassigned time (3 for Diversified Studies and 3 for Pre-Education), since a great deal of time is spent on activities including annual program assessments, reviewing tuition fee waiver applications each semester (fall, spring and summer cycles), advising students directly and completing required paperwork for changes to their Diversified Studies plans, providing assistance to faculty and academic advisors, and program reviews such as this.

Recommendation made: The Academic Affairs divisions and the Student Development

Center need to continue and coordinate information support services and academic advising activities that routinely inform students about Diversified Studies as a major; easily match students with faculty advisors; and encourage student success through graduation with a 2-year degree.

What happened: Since the last program review, the Student Development Center has been re-organized and renamed to be Advising and Career Services. The Coordinator for Multi-Divisional Programs reviews all Diversified Studies plans (contracts) and works with any advisor who might need assistance with advising a student. Having the bulk of the plans written in the Advising and Career Services does not seem to be a concern, as long as new advisors are trained and mentored. At least twice a year during preparation and planning weeks, the Multi-Divisional Programs coordinator holds a meeting to which all faculty and advisors are invited. The meeting's purpose is to update everyone on any changes made or about to be made plus to discuss any concerns that someone might have with any of the three programs in the Multi-Divisional Programs.

Recommendation made: The Academic Affairs divisions should develop a procedure to compile and to update annually a list of faculty advisors willing to serve as AA/AS in Diversified Studies advisors. The Division Deans can annually share this list of faculty names and their areas of expertise with the Student Development Center and the Multi-Divisional Programs Director.

What happened: An assistant in the Advising and Career Services area now sends an electronic list of new Diversified Studies majors and whose contracts have been written in that area to the Dean of Arts and Humanities. Each student's educational goal is considered, and the Dean then sends requests to the appropriate dean and/or department director/chair for a faculty advisor assignment. In Arts and Humanities, faculty from both departments are matched with students who have expressed their career / educational goals that are similar to those that the faculty member possesses. For example, if a student states he plans to obtain a baccalaureate degree in interior design, that student will likely be assigned to work with a member of the art program. If the student's goals relate to programs in other divisions, such as Science and Math, the dean of Arts and Humanities sends the request for faculty advisor assignment to that dean who makes the assignments. In most cases, the Multi-Divisional Programs coordinator is notified of faculty advisor assignments and sends copies of students' Diversified Studies plans to the faculty so that they can provide better assistance and advisement and avoid having to "start from scratch."

Recommendation made: College public relations activities including enrollment management, prospective students services and student retention should continue to inform new and current students about the possibilities of Diversified Studies as a major for an associate degree.

What happened: The Enrollment Management and Prospective Students Services areas were disbanded. The Recruitment and Admissions department is now the closest the college has to the former offices, and the admissions advisors are not directly responsible for providing information related to the choice of program majors. The advisors do process



incoming students new to the college and can answer questions as needed though.

Recommendation made: A major College public relations activity for this program should be the revision and distribution of the AA/AS in Diversified Studies promotion brochure.

What happened: Nothing yet has happened to meet this recommendation, but in the near future, a new brochure will be designed and forthcoming. The current coordinator of Multi-Divisional Program has developed and maintained a website for Multi-Divisional Programs which includes forms and information both for students' and for faculty's uses. A great many inquiries are made from the website via email. Links from the Advising and Career Services webpages to the Multi-Divisional Program website have also been maintained.

Recommendation made: Faculty advisors from Academic Affairs divisions and Student Development Center representatives could form the Diversified Studies Action Committee to discuss AA/AS in Diversified Studies issues prior to peak enrollment periods and at least twice a semester.

What happened: The current coordinator of Multi-Divisional Programs has held a meeting prior to each new semester in the fall and spring, to which all faculty and advisors are invited and encouraged to express any issues or ask questions about any of the three programs in the Multi-Divisional Programs group. The coordinator is also readily available by phone, email and in person to assist and answer any questions advisors and faculty may have in relation to Diversified Studies.

In addition to contributing in the above activities, the Multi-Divisional Programs Director can continue to approve the Diversified Studies Contracts which students and faculty/academic advisors initiate.

What happened: The Multi-Divisional Programs Coordinator has continued to work with students directly and helping to initiate Diversified Studies Contracts when appropriate as well as reviewing and approving those written by other faculty and academic advisors. The coordinator also works with others if there is any problem with a contract in order to correct or revise it so that it can be approved. Students often contact the coordinator also in order to obtain course substitution approvals when appropriate.

2. The college has inactive AA/AS in Diversified Studies students with approved plans who lack a few credits to complete the degree plan and to graduate. Since Datatel is now being used, it's become much easier to check on the progress of students who have earned more than or nearly enough for a degree. The Records and Graduation Services office personnel have made great efforts to contact these students, and in many cases, they are able to graduate the students with little to no extra effort.

Recommendation made: To identify potential graduates in AA / AS Diversified Studies, the College needs to develop and implement a data based tracking system capable of retrieving records of and enabling contact with Diversified Studies students near graduation.

What happened: The College has implemented Datatel as its data based system in all

functions of the college. The MineOnline system was implemented to help faculty and students to have better, more efficient access to track the students' progress through program evaluations (degree checks) and other features. Faculty have access to each student's contact information also, so that letters, phone calls, or email may be used to reach out to students about their progress. The Records and Graduation Services office also has been holding "Check It Out" events each semester for the past two years, at which time students can get a program evaluation and if they are close to being eligible to graduate, they are encouraged to apply for graduation.

3. In addition to the currently available academic history of advisees, the system needs to provide Diversified Studies advisors with information on a student's academic history and transfer status linked to courses completed at other institutions. Currently students have to provide copies of transcripts from other institutions before faculty advisors can finalize the Diversified Studies contract with the student. Even then, the contract is subject to change based on credentials decisions in the Office of Admissions and Records (now known as Records and Graduation Services).

Recommendation made: To provide AA/AS in Diversified Studies majors with accurate advisement, the College should develop a plan to record transfer courses as quickly as possible. Included in the plan should be actions faculty advisors can take to access the information prior to finalizing the Diversified Studies Contract with the student.

The Multi-Divisional Programs Director can assist in providing co-ordination of transfer information among faculty/academic advisors, students, academic deans, and Student Development Center.

What happened: For the past four years or so, since Datatel was instituted, faculty have had access to students' transcripts, transfer evaluations and other information relevant to advising through the MineOnline system, which is a web-based system integrated with Datatel. Training sessions have been offered to assist faculty in using MineOnline for more effective advising, and more faculty find it user friendly. There are plans to institute an improved system that works similarly but more effectively with Datatel, and faculty should find it even more efficient. Also, the personnel in the Records and Graduation Services department have been very helpful to answer any questions a faculty person might have concerning the transferability of students' coursework from other institutions.

The Multi-Divisional Programs coordinator also has worked closely with Records and Graduation Services, including the transfer evaluation specialist, in order to address any issues related to course transfers when students transfer from other institutions.

4. Many students do not declare majors when they initially enroll. Since every enrolled student has to have a major, the college currently places these students in the Liberal Studies/ Undecided classification.

Recommendation made: The design and implementation of a plan to promote the AA/AS in Diversified Studies as a possible major could identify those undecided students who have

educational goals for which the College does not have a degree option. Another possible result of promotional activities would be to assist more students in defining their educational goals, even if those goals were, "Just to get a degree." Or "Just to get my basics out of the way before I go to...."

The Multi-Divisional Programs Director can request a budget item for FY 2005 to revise, print and distribute the AA/AS in Diversified Studies promotional brochure.

What happened: This practice has not changed; however, since 2007, incoming new students have been required to take SCL 1001 (Success in College and Life), and part of that course introduces students to how to choose careers and majors and associated processes such as declaring a major and obtaining a faculty advisor. While students must still have a declared major, primarily to be eligible for financial aid, they have become far more aware of the importance of making good decisions early rather than changing majors several times and then end up having a mishmash of coursework for which the only program they can complete is Diversified Studies. With an increased awareness of how to choose a major and doing so earlier, students will perhaps avoid some of these pitfalls.

The Multi-Divisional Programs coordinator is requesting the funding of a new brochure specifically for Diversified Studies, of the same quality that the one produced for Pre-Education was in 2008.

5. The Oklahoma City Community College website does not highlight the AA/AS in Diversified Studies so that prospective students see this degree as a choice.

Recommendation made: The Office of Public Relations should ensure that prospective students recognize and have easy access to information about the AA/AS in Diversified Studies on the Oklahoma City Community College web page.

What happened: No degree program seems to be highlighted any; however, students have found the Multi-Divisional Programs webpages informative and helpful. Many students contact the Multi-Divisional Programs coordinator directly by email with questions about one the three programs, of which Diversified Studies is one. The Multi-Divisional Programs webpages are updated at least once a year, including general information, links to program curriculum patterns, and advising forms. On occasion, a student has drafted his or her own Diversified Studies plan prior to meeting with an advisor or the Multi-Divisional Programs coordinator.

6. One of the requirements for the AA/AS in Diversified Studies is the completion of six credit hours of General Education electives. The General Education Electives list in the College Catalog does not currently include all of the courses academic faculty have approved as general education courses.

Recommendation made: The Division Deans, the General Education Committee, the academic faculty and the Student Development Center can devise a plan to ensure annually that the General Education Electives list available to students as well as faculty and Student

Development Center academic advisors is correct.

What happened: The General Education Committee meets regularly and accepts proposals to add or delete courses from General Education list of courses. Since the 2004 catalog, General Education courses, both required and electives, are listed in the catalog which is updated once each year.

7. During the period since the last AA/AS in Diversified Studies Program Review (Self Study) (1999), the position of Multi-Divisional Studies Assistant helped faculty advisors and students to stay current on changes in transfer institutions' programs that were usually known only at the involved college or university. The Assistant also researched and reported on out-of-transfer area degree programs and non-routine majors requiring a specialized plan of study. Since the Multi-Divisional Studies Assistant position is no longer in the Oklahoma City Community College Staffing Plan, no one is responsible for those researching and reporting activities.

Recommendation made: The Multi-Divisional Programs Director should investigate ways to determine how faculty advisors can keep up-to-date on changes at transfer institutions. Processes to advise students in out-of-area and/or non-routine majors should include research tools to make possible Diversified Studies Contracts that transfer seamlessly.

What happened: With the increased use of the web and websites for colleges and universities, it is not possible for either faculty or students to do a great amount of research with minimal effort in most cases. The SCL 1001 course that freshman students are required to take now also teaches some of the skills needed so that students can become better informed and more self-sufficient. Also, faculty and staff can access a great deal of information, including past and current college catalogs, via the website <http://collegesource.org> when they are on campus. This invaluable website maintains a database of thousands of institutions of higher learning and provides links to catalogs and the institutions' websites.

There is now also a new emphasis in the Biology program called Allied Health - Science with Biology Concentration, Pre-Baccalaureate Allied Health Emphasis. This new emphasis has alleviated the need to have as many students with Diversified Studies contracts because they are now better served with curriculum that meets their educational goals.

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

1. Information in the previous sections indicates that the AA/AS Diversified Studies degree program is meeting students' needs.

2. The AA/AS in Diversified Studies has always contributed to student success as a flexible

alternative for students with goals or backgrounds not supported by other AA or AS programs which Oklahoma City Community College (the College) offers. This alternative has been available to students even as external requirements and internal organization has changed. With an increased emphasis on Cooperative Alliance Programs, the Diversified Studies program has helped several students to earn their AS degree by adding the needed General Education course with the various courses they may have taken at the Career Tech Centers.

3. Each AA/AS in Diversified Studies student has access to a faculty advisor whose area of expertise, experience or interest fall within the student's stated educational goal. These faculty advisors are up to date on academic requirements within their areas or are provided assistance from the coordinator of Multi-Divisional Programs.
4. Faculty advisors serve voluntarily. Thus, only motivated advisors work with Diversified Studies students. Division deans and department directors identify those faculty within the appropriate areas and those who are willing to work with Diversified Studies students.
5. The flexibility of the degree allows the advisor and the student to focus on an academic goal. In fact, the formal Diversified Studies application process requires each student to state educational goals in writing. With the advent of the SCL 1001 course, more students are now learning how to write educational goals.
6. All Diversified Studies students have a degree plan written to match their educational goals and often to match requirements at their intended transfer colleges as closely as possible.
7. Information is available for students who want to design a specialized plan for transfer to a four-year institution. A student and academic advisor have the resources to research four-year degree plans, general education requirements and transferability of courses. They can collaborate to obtain information to write a Diversified Studies Contract for students majoring in non-traditional community college subjects and/or for students transferring to four-year institutions outside the College's usual transfer area.
8. The central location of Advising and Career Services and availability of academic advisors allow for increased student access to Diversified Studies throughout the academic year.
9. Students have degree/program information on the AA/AS in Diversified Studies available to examine as an alternative to the declaration of a content major. The College Catalog, Advising and Career Services, the Multi-Divisional Programs website with the Diversified Studies Contract forms make it easy for students to examine Diversified Studies as an option to pursue their educational goals.
10. The Diversified Studies program provides an opportunity for the College to retain students who might not otherwise continue their studies. The availability of the program

also attracts students that might wish to transfer work completed elsewhere with the intent of completing a degree at Oklahoma City Community College.

11. The flexibility of the AA/AS in Diversified Studies degree allows students pursuing a career in the health professions to complete a degree with those courses needed to apply for professional health program degrees which Oklahoma City Community College does not offer. In fact, many students who plan to apply for admission into the AAS in Nursing program indicate they are seeking to complete an AS in Diversified Studies in order to earn a preference point that will rank them higher in the competitive application process.
12. Participation in the Diversified Studies program and having an approved plan of study allows financial aid recipients to show satisfactory progress toward a degree program as part of the qualifications for continued financial aid.
13. Gateways to declaring the Diversified Studies major and initiating a Diversified Studies Contract include Advising and Career Services, faculty referrals to Advising or to the Multi-Divisional Studies coordinator, and referrals from the Credentials Analysis Office and Graduation in Admissions and Records. In some cases, academic advising activities continue with an assigned Diversified Studies faculty advisor. The student and the faculty advisor prepare and sign a plan of study based on the student's educational goal. The Multi-Divisional Programs Coordinator approves the plan and forwards it to the Admissions and Records Office in anticipation of the student's degree check prior to graduation.
14. Except in rare instances, a student who chooses AA/AS in Diversified Studies as a substitute for an AA or an AS degree the college offers is encouraged to change to that major. Students benefit by working with content area faculty directly and having transfer institutions identify their major more easily. In some cases, the Diversified Students degree is a better option, however, if completion of another program with specific curriculum would cause undue hardship or take additional time which place barriers to a student's progress. It is to the student's advantage to transfer with a completed AA/AS degree rather than just coursework, so having the AA/AS in Diversified Studies at least ensures that the student has met the General Education requirements for both an associate and bachelor degree.
15. The AA/AS in Diversified Studies degree effectively serves students by immediately and easily adapting to curriculum changes based on educational requirements from the Oklahoma State Regents for Higher Education and to curricular changes for degrees and programs at Oklahoma City Community College and at transfer colleges.
16. The AA/AS in Diversified Studies allows students to substitute courses for ones they listed on their Diversified Studies Contracts. The substitutions adhere to the general guidelines in all categories, for example, substitutions for courses chosen as general education electives must come from the list of approved general education electives. Common reasons for course substitutions include: when a student wants to use an

equivalent course in the approved plan; when the desired course is not in the current schedule; or when transfer institutions change. Faculty advisors approve course substitutions in writing. This flexibility enables students to complete their plans and to graduate in a timely manner.

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

1. Training and Incentive for Advisors: Even though the Diversified Studies program has existed for many years, there are still a great many faculty and advisors who do not understand its role and/or how to advise students appropriately in the program. Some of the concerns related to advising are a lack of continued training, and some may be due to a lack of interest on the part of some faculty who do not wish to advise students.
2. Changes in Student Services: Planning for changes in the current organization of services and activities that directly impact the Diversified Studies program. In many cases, areas such as Advising and Career Services, Financial Aid, and Records and Graduation (all out of the Enrollment and Student Services area of the college) are reorganized or they change their processes for doing things which directly or indirectly affect how faculty advisors and students complete the steps from admission to graduation. While many of these changes can seem rather minor, they should be communicated to all faculty and others so that they are aware of these changes.
3. Assignment of Faculty Advisors: At the present, the majority of the Diversified Studies plans are drawn up by academic advisors in the Advising and Career Services area. Once a plan has been reviewed and approved by the Coordinator of Multi-Divisional Programs, the Dean in Advising or her appointee sends a request for an advisor assignment to the Dean of Arts and Humanities, who then sends requests to either the Director of Language Arts or another division's dean, based on the student's stated educational goals. This assignment can take anywhere from a few days to several weeks, depending on who actually makes the assignment. Letters are usually sent to students, but in many cases, those letters are either lost, ignored or returned as undeliverable, in which case, students often do not meet with a faculty advisor until it is an emergency or they are at the point of applying for graduation and require a signed approval for courses. This process should be streamlined.
4. Currency of Faculty Advisee Lists: Since the use of Datatel and its web counterpart MineOnline have been instituted, it's easier for faculty to obtain information such as a degree check (program evaluation), transcript, and transfer evaluation for a student whom the faculty is advising. Nonetheless, the advisee listings faculty see lack some basic information and contain some outdated information as well. All faculty should be able to access relevant information, but in many cases, some faculty do not have the same levels of access as others.

5. Administrative assistance for the coordinator of Multi-Divisional Programs: Currently, the coordinator of the Multi-Divisional Programs has no administrative assistance to any great extent. The part-time secretary in the office of the department directors prepares and sends out letters when students are assigned new advisors, and she also communicates those assignments to the coordinator of Multi-Divisional Programs; however, the coordinator must keep track of all new Diversified Studies contracts, update the files when students have completed the program (purging completed contracts), update the forms periodically, and complete whatever other "paperwork" needed.
6. Assessment: Program assessment continues to be a concern because Diversified Studies is such an individualized curriculum pattern that the only learning outcomes that can be directly assessed are those associated with General Education. Over the last five years, the assessment of General Education has been ever changing and a general lack of clear data provided little information on which to base any decisions relevant to the Diversified Studies program.

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

1. Provide training for faculty and others who are identified as advisors for Diversified Studies, and in the case of faculty, provide some incentive perhaps. Of course, there has to be some tracking or follow up to ensure that students are receiving appropriate academic advisement.
2. Whenever there are changes being discussed, ask for input from interested faculty and then when decisions are made, communicate those effectively so that everyone is informed of changes in the ways things are done.
3. Assignment of Faculty Advisors: The process for the assignment of faculty advisors could be streamlined, perhaps by implementing more online processes rather than having so many steps and paperwork that slow down the process. Students should be required to keep their mailing address up to date, but perhaps they could be informed by email when a faculty advisor has been assigned to work with them. Using the student email would save paper, postage and a great deal of time.
4. Advisee lists: It's recommended that as any new online system is developed to take the place of MineOnline, faculty should be consulted as to what sorts of information are needed for advising and other considerations. Levels of access should be made the same for all faculty, including information such as transfer evaluation, program evaluations, and transcripts. If the MineOnline system is not replaced, someone needs to seek ways to add certain components. The following types of information would be helpful: a column on the advisee list to show each student's major (especially helpful



when someone advises students in different programs), a column on the list or notation on the program evaluation indicating whether a student has finished the degree or not (sometimes students are seeking a second degree, but it's difficult to tell which courses were already used for the first degree), and listing a student's assigned advisor on the program evaluation (now, one must exit the program evaluation and go into a student's profile to access that information).

5. Administrative assistant: Even a part time administrative assistant could be of help to keep files sorted, keep forms updated, and assist the coordinator of Multi-Divisional Programs with other day-to-day tasks. This would allow the coordinator to spend time in working with faculty, advising students personally, and attending to other responsibilities related to Multi-Divisional Programs.
6. Assessment: The current General Education committee is working hard to identify clear learning outcomes for General Education which can be fairly evaluated. Information relevant to assessment must be communicated to the coordinator of Multi-Divisional Programs and other interested parties in a timely manner in order to provide effective reports and update assessment plans each year.

## **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.**

	FY 2006		FY 2007		FY 2008		FY 2009 Projected		FY 2010 Projected	
	HC	CrHrs	HC	CrHrs	HC	CrHrs	HC	CrHrs	HC	CrHrs
Diversified Studies	891	11,283	627	7,270	498	6,676	672	8410	692	8662

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

None

**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**

Due to the unique nature of this program, there is no data available to answer this question.

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

Unknown

**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.**

1. Provide training for faculty and others who are identified as advisors for Diversified Studies, and in the case of faculty, provide some incentive perhaps. Of course, there has to be some tracking or follow up to ensure that students are receiving appropriate academic advisement.

As part of the Achieving the Dream Initiative, the area of Advising and Career Services is being examined. It is possible that the advising area will receive a complete reorganization. Whether under the current system or a single-point advising system, advisors should be trained and students should be tracked to ensure there are receiving appropriate academic advisement. That is one of the main concerns of the Achieving the Dream Advising and Student Services Subcommittee.

2. Whenever there are changes being discussed, ask for input from interested faculty and then when decisions are made, communicate those effectively so that everyone is informed of changes in the ways things are done.

Communication continues to be an on-going issue at OCCC as illustrated in the Personal Assessment of the College Environment (PACE) just disseminated to faculty and staff. Academic Affairs is committed to improve communication and provide an open working environment which includes asking for input from all interested faculty in all issues.

3. Assignment of Faculty Advisors: The process for the assignment of faculty advisors

could be streamlined, perhaps by implementing more online processes rather than having so many steps and paperwork that slow down the process. Students should be required to keep their mailing address up to date, but perhaps they could be informed by email when a faculty advisor has been assigned to work with them. Using the student email would save paper, postage and a great deal of time.

While using the student email system to inform students of the name of their faculty advisor would save paper, postage, and a great deal of time, not all our students use email comfortably. We should strive to use this system more, which needs the help of faculty, as we continue to back up practices by using paper and mail. Otherwise, the process should be more streamlined. This is another topic under discussion by the AtD Advising Subcommittee.

4. Advisee lists: It's recommended that as any new online system is developed to take the place of MineOnline, faculty should be consulted as to what sorts of information are needed for advising and other considerations. Levels of access should be made the same for all faculty, including information such as transfer evaluation, program evaluations, and transcripts. If the MineOnline system is not replaced, someone needs to seek ways to add certain components. The following types of information would be helpful: a column on the advisee list to show each student's major (especially helpful when someone advises students in different programs), a column on the list or notation on the program evaluation indicating whether a student has finished the degree or not (sometimes students are seeking a second degree, but it's difficult to tell which courses were already used for the first degree), and listing a student's assigned advisor on the program evaluation (now, one must exit the program evaluation and go into a student's profile to access that information).

Certainly much needs to be done to help faculty advisors obtain appropriate information to advise students correctly. Additional modules of Mineline are being purchased, and other methods of providing that information are being discussed.

5. Administrative assistant: Even a part time administrative assistant could be of help to keep files sorted, keep forms updated, and assist the coordinator of Multi-Divisional Programs with other day-to-day tasks. This would allow the coordinator to spend time in working with faculty, advising students personally, and attending to other responsibilities related to Multi-Divisional Programs.

This request would need to be part of the budget process which begins in October and November. If the Coordinator will submit this request at that time next fall, it will be seriously considered. However, in these economic times, the creation of new positions will probably be kept to a minimum.

6. Assessment: The current General Education committee is working hard to identify clear learning outcomes for General Education which can be fairly evaluated. Information relevant to assessment must be communicated to the coordinator of Multi-Divisional Programs and other interested parties in a timely manner in order to provide effective

reports and update assessment plans each year.

Again, this is a communication issue that Academic Affairs is committed to support.

OCCC recommends continued support for the Diversified Studies program. In keeping with the College's mission, the Diversified Studies program offers students a way to have the best education tailored to their individual interests.