Acknowledgements

Many individuals from all areas of the college were involved in producing this self-study. The teamwork of administration, faculty and staff contributed to the collection of data and its analysis. We would like to express our sincere gratitude to everyone who participated, formally and informally. We especially thank the members of the five criteria committees and their chairs for their diligence throughout. We also want to thank the staff of all campus offices who provided information and data invaluable to the self-study. Thanks go to the Marketing and Public Relations department, the Print Shop, and the staff of the Institutional Effectiveness office for their assistance with design and production of the printed document and the webpage. Our appreciation goes to the President and Board of Regents. A special note of gratitude also goes to the self-study writer, who gave a distinctive voice to the document. Thank you to everyone who makes Oklahoma City Community College a great place to work.

Dr. Felix Aquino, Co-Chair of the Self-Study

Professor Bertha Wise, Co-Chair of the Self-Study

Dr. Janet Perry, Project Manager of the Self-Study
## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Mission</td>
<td>1</td>
</tr>
<tr>
<td>Vision</td>
<td>1</td>
</tr>
<tr>
<td>Values</td>
<td>1</td>
</tr>
<tr>
<td>ENDS</td>
<td>1</td>
</tr>
<tr>
<td>Educational Philosophy</td>
<td>2</td>
</tr>
<tr>
<td>Early History of Oklahoma Community College</td>
<td>2</td>
</tr>
<tr>
<td>Oklahoma City Community College Today - Facilities</td>
<td>6</td>
</tr>
<tr>
<td>Oklahoma City Community College Statistical Snapshot</td>
<td>8</td>
</tr>
<tr>
<td>Moving Forward: A Tradition of Innovation</td>
<td>12</td>
</tr>
<tr>
<td>Funding</td>
<td>14</td>
</tr>
<tr>
<td>Achieving the Dream</td>
<td>15</td>
</tr>
<tr>
<td>Some Recent College Achievements and Highlights</td>
<td>18</td>
</tr>
<tr>
<td>Accreditation History</td>
<td>19</td>
</tr>
<tr>
<td>2001 Accreditation Visit</td>
<td>19</td>
</tr>
<tr>
<td>Assessment</td>
<td>19</td>
</tr>
<tr>
<td>Diversity</td>
<td>21</td>
</tr>
<tr>
<td>Developing the Next Generation of Leaders</td>
<td>23</td>
</tr>
</tbody>
</table>
Introduction

In this document, Oklahoma City Community College (OCCC) reports the results of the College's Self-Study to the Higher Learning Commission as well as to students, faculty, staff and the community at large. Reaffirmation of accreditation is important to ensure employers, other institutions of higher learning, professional licensure boards and government agencies recognize the college’s degrees and certificates as valuable credentials. Additionally, accreditation and similar accountability processes are viewed by the college not only as a compliance issue, but also as “strategic tool(s) that provides data to track and improve performance” as stated in OCCC’s strategic plan, The Way Forward and Why It Matters.

This self-study report documents how Oklahoma City Community College has evolved over the last ten years, highlighting the achievements, identifying the challenges, and demonstrating the commitment of the college to student success in the future.

MISSION

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

VISION

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

VALUES

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

- Innovation: Creative and forward-thinking
- Integrity: Honest, ethical, and respectful to all
- Diversity: Embrace and appreciate the value of differences
- Stewardship: Wise and efficient use of resources
- Accountability: Data-driven evidence of mission accomplishment

ENDS

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

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

EDUCATIONAL PHILOSOPHY

OCCC’s educational philosophy consists of rigorous competency-based programs of study that respond to the workforce and educational needs of our community and educational partners. Successful matriculation by our students will enhance the quality of their lives; improve the competitiveness of local state and national economies; and increase the number of educated citizens who are capable of critically analyzing issues. As part of this approach, the college regularly monitors and assesses student outcomes to improve its programs and services.

EARLY HISTORY OF OKLAHOMA CITY COMMUNITY COLLEGE

On June 17, 1969, the Greater Capitol Hill Chamber of Commerce submitted a petition with 3,234 signatures to the Oklahoma State Regents for Higher Education (OSRHE), requesting that a junior college be established in South Oklahoma City. Capitol Hill, first incorporated by settlers after the Land Run of 1889, had been annexed to Oklahoma City in 1910. A history of the community described it as that part of the city “south of the river” which had maintained a “special being, an identity, a community pride.” (An Early History of Capitol Hill published in 1966 by the Capitol Hill Beacon newspaper)

The Oklahoma State Regents of Higher Education (OSRHE) accepted the petition and included it in a statewide study investigating the feasibility of establishing two-year institutions in the state. Subsequently, two surveys of the proposed service area were conducted and submitted in November 1969. The reports created physical boundaries for the area, which extended beyond the Capitol Hill area to Southwest 82nd Street in Oklahoma City. The report also included Demographic information from the 1960 Census:
INTRODUCTION

- A median annual income of $5,000
- Seventeen percent of the population in and around the Capitol Hill area were members of an ethnic or racial minority which was higher than most areas of the city. (It had been only 19 years since a Supreme Court decision had begun to remove the barriers of segregation in the admission of minority students to Oklahoma colleges and universities.)
- Approximately 47% of high school graduates from the area went on to college (compared to 66% statewide and 70% in the Oklahoma City Standard Metropolitan Statistical Area—SMSA).

The report specifically cited low family finances as the primary barrier for college attendance by area residents. The average tuition and fees charged by private institutions in the area ranged from $530–$1,375 per year at that time or 10% to 39% of the median income. Annual costs to attend the University of Oklahoma, the state’s largest public institution, were $484 while the costs for Central State College (now the University of Central Oklahoma), another state institution near Oklahoma City, were $348. These costs were significantly higher than the projected $200–$250 a year cost of the proposed junior college in South Oklahoma City. Moreover, in 1968, the University of Oklahoma and Central State College indicated they would tighten admissions requirements for incoming students. The report estimated the combined effect of these more restrictive standards would be a 15% decrease in the number of college students in the area, which increased the urgency for a flexible higher education alternative offering adult basic and technical education during evening hours.

OSRHE concurred with the petition and called for elections to allow voters within the proposed district to vote on the establishment of the college and on a millage to support it. The measures were approved, and the original Board of Trustees of South Oklahoma City Junior College was constituted early in 1970. The first facility, a 64,000 square foot structure called the Main Building, was completed in 1972. The interior was consciously designed using an “open concept” that was almost free of permanent walls, with modular partitions used to create classrooms, offices and other enclosed spaces as needed.

In February, 1972, Dr. Bruce Owen, the chief academic officer, and the Board of Trustees submitted the first academic plan to the OSRHE. The plan was titled A Common Sense Approach to Education and included the first mission statement, educational format, and educational philosophy of the college. The concepts in the plan were unique in Oklahoma. Admission was open to all who had a desire to learn, although tests would determine placement in courses based on the student’s level of learning. Instead of traditional semesters, the college would have ten “entry points”, a new start every five weeks. Courses could be taken at a group pace or in a personalized self-paced format.

The grading format was perhaps the most innovative and controversial aspect of the plan. The non-punitive approach did not include traditional letter grades, and students did not fail if they did not master the material by the end of the five week enrollment period. They re-enrolled and continued to pursue success. Once the student had achieved the objectives of the course a grade of “M” for Mastery was awarded. No grade of failure was recorded. The educational philosophy of mastery was competency-based and criterion-referenced rather than normative-referenced. There was to be no “grading on the curve.” Each faculty member created a learning packet which contained course and unit objectives, and pre- and post-tests related to the objectives. Students used these packets, which often contained many of the learning materials and activities, as they moved through the curriculum and mastered the material. Multiple assessments were created for the learning objectives, allowing students to re-test if they did not initially meet the Mastery level.
INTRODUCTION

The college was non-traditional in many other ways, and espoused an egalitarian approach to many aspects of higher education. Initially, all personnel, including administrative and support staff, assisted the faculty with instruction. Faculty were hired on a one year contract, with no tenure system. There was also no academic rank for professors. For many years all campus buildings were built to connect to one another, as the entire college was essentially under one roof. All parking spaces were first come-first occupied, with no reserved parking set aside for faculty or staff. Faculty were recruited and hired with a goal of building a group that believed and fully supported the unique aspects of the college’s philosophy. Rather than the traditional academic departments, “Career Clusters” were formed: Media and the Arts, Human Affairs, Natural and Applied Sciences, and Business Management.

While many aspects of the new college were non-traditional, the OSRHE found the plan reasonable and approved it in February, 1972. On Monday, September 25, 1972, the college began classes with 1,049 students. In 1974, the college became part of the state system for higher education.¹

Over the past 38 years, many changes have occurred. In 1983, the name of the college changed to Oklahoma City Community College, reflecting the fact that the college served the entire metropolitan area. Today, OCCC serves more than 28,000 people a year with a wide variety of degree and certificate programs, community and continuing education courses, workshops, conferences, seminars, recreational programs, cultural programs, and Corporate Learning activities.

The grading system was modified because OCCC graduates experienced difficulty in transferring their “M” grades to other institutions and in competing for scholarships. As new buildings were built in more traditional styles, the open concept of modular partitions was gradually replaced by classrooms with permanent walls. Career Clusters gave way to academic divisions and departments, and the ten entry points became a traditional academic calendar. Administrators and other staff generally no longer served as faculty. After some spirited debate, some parking spaces were reserved for faculty and staff.

Despite all the changes, many key features of the original college philosophy remain intact. OCCC still has an open door admissions policy, making education available to as many students as possible. The commitment to this original principle is expressed in the first college END statement: "Our community has broad and equitable access to a valuable college education."

Although students now receive a syllabus rather than a learning packet, the educational approach remains competency-based. Courses have pre-determined competencies in the form of observable and measurable learning objectives, and assessment occurs through test items matched to specific objectives in content and level plus other assignments. Student competency is criterion-referenced instead of using a normative comparison with other students’ performance. ☝️

Although OCCC now serves the entire metropolitan area, the college continues to be firmly rooted in South Oklahoma City. For instance, one of the ten initiatives in the college’s strategic plan, The Way Forward and Why it Matters, ☝️ is the development of a new Capitol Hill Center to provide credit and noncredit instruction and serves area residents.

¹ Some of the material included in this section is from Creating A Community College: South Oklahoma City Junior College A Case Study, by Molly Henderson, May 2006, and from the original documents in the appendices to that case study.
OCCC retains its tradition of innovation despite the risks that new strategies and ideas will be unsuccessful. Each year, faculty and staff submit ideas for new projects through the Faculty Development Grants project as well as other initiatives. Selection of projects is based on how well the project meets the College’s ENDS even though the project may be innovative and sound “risky.” A few examples of innovation include the following:

1. **College Prep Math (CPM)**—Developmental Math curriculum was totally revised, a major endeavor but innovative. Although some people recommended that the new curriculum should be piloted, the college supported the faculty with the curriculum revision, some new teaching methodologies, and the development of a new developmental math entrance exam. So far, after two semesters, the results have been positive, both for students’ learning and for faculty.

2. **PASS**—The Pre-Assessment Success Seminar introduces students to the format and sample questions from the reading, writing and math pre-assessment instruments. The goal of the PASS is to increase the likelihood that students would do their best on the instruments, thus increasing the opportunity to accurately place them into courses. Students are provided tutorial resources for reading, writing and math following each seminar if they desire to refresh their skills prior to taking the assessments. The program ran July 6–August 20, 2010 and again January 3–14, 2011. 888 new students required to take the placement test participated, or about 98% of the target population. Students were asked whether or not their attendance at the seminar was more or less likely to help them do their best on the placement test. 94% indicated that the workshop was more or much more likely to help them perform at their best on the placement test.

3. **Probation Outreach**—In Fall 2009 and Spring 2010, the population included currently enrolled students on academic probation enrolled in either or both developmental reading and writing. Outreach begins about week 4 of the semester. An e-mail is sent encouraging students to meet with an advisor. After scheduling initial appointments via e-mail, within about 2 weeks peer advisors begin calling students on the list who haven't come in or scheduled an appointment. Data indicates student participants succeed at a 45% higher rate than those who do not and are retained at a 22% higher rate than those who do not participate.

4. **Summer Faculty Advising Program**—In the summer of 2010 the program was in place for 8 weeks, from June 7–July 31 and 10 faculty members participated. Each faculty advisor works for 5 office hours per week on a special contract for 2 credit hour adjunct equivalent. Students enrolled during the previous spring semester with 30+ credit hours, majoring in an area represented by the participating faculty advisors are solicited via email and telephone to participate. Survey results indicated that while only 43% of student participants had met previously with a faculty advisor, after their meeting, 92% rated that it was important to their success to meet with a faculty member regarding their academic plan.

5. **Retention Alert**—Retention Alert is a faculty referring system that began as an Early Alert notification during the first few weeks of a course into an automated intervention activity that can be initiated at anytime during the duration of a course. A Learning Support Specialist contacts the student to determine what barriers are preventing them from making satisfactory progress and what kinds of support the campus can offer to eliminate or reduce those barriers. The automated system is in its second year and has generated additional referrals but more importantly it has increased the number of students who meet individually with the Learning Support Specialist.
INTRODUCTION

6. Campus Alert, Response and Evaluation (CARE)—CARE is a team of professionals that meet regularly to discuss specific referrals by faculty and staff concerning students that exhibit disturbing behaviors in or out of the classroom. The referrals are automated and kept in an electronic reservoir. The team determines the best way to meet these students’ needs.

7. Captioning Services—OCCC was one of the first Oklahoma community colleges to caption streaming videos. The Captioning Specialist in Student Support Services was already producing captioning to VHS and DVD videos. When internet streaming became a means of delivering videos, the captionist learned to caption those and presented and demonstrated to a state wide post secondary disability conference. The captionist has served as a resource for other state schools who have requested assistance.

8. Alternative Text—OCCC has been producing alternative/E-text for several years as more and more texts used by our faculty were not available through the Library for the Blind and Dyslexic. The production changes written text into audio for students with certain disabilities.

In addition to its tradition of innovation, the college's creative heritage has served it well in allowing it to adapt to economic and societal changes fairly quickly. An example of this adaptation started with the recognition that today's students learn better when they are interacting with each other and more fully engaged in their learning. As a result, the college provided financial support for the implementation of Cooperative Learning methods of teaching, pioneered and promoted by the Johnson Brothers. The college provided stipends for faculty to participate in the training and additional compensation for implementing this process into their courses. Results of Cooperative Learning being institutionalized are positive, as more faculty begin to use it in all or many of their classes.

The college began as a community-focused, egalitarian institution with an innovative philosophy and a commitment to open access and student success. Today, we are the fifth largest institution of higher education in Oklahoma, with a large campus, and recognized nationally for our many awards and achievements. But we still remain focused on our community, our students, our educational philosophy, and our mission.

OKLAHOMA CITY COMMUNITY COLLEGE TODAY - FACILITIES

The dark red rooftops of Oklahoma City Community College have become a landmark in the southwestern section of Oklahoma City. Situated on a 143-acre site just south of Interstate 240 on South May Avenue, the college is easily accessible to the entire metropolitan Oklahoma City area. Most of the college’s buildings are still connected, affording easy access from one part of the campus to another.
The College’s academic Division of Business and many administrative offices are located in the college’s three-story Main Building. Most offices that offer services for students are located there, as well as the Campus Police Department, and Facilities Management.

An Administrative Building also houses the President’s Office and is connected to the Arts and Humanities Center, which contains the offices for Academic Affairs, Institutional Advancement, Community Outreach and Education, and the Division of Arts and Humanities. The Arts and Humanities Center also houses the offices of the Executive Vice President, and the Vice President for Community Development, the Bruce Owen Theater, classrooms and labs.

The newly constructed 50,000-square-foot Visual and Performing Arts Center provides classrooms, labs and studios for art instruction, music, photography and visual arts. The division features a renowned film and video production program with the largest collection of AVID picture and sound editing machines in the region. Fundraising has been ongoing for an expansion of the building that will include a new Performing Arts Theater. Groundbreaking ceremonies on this project occurred in the fall 2010 and construction began in the summer of 2011 with scheduled completion of June 2013. This state-of-the-art facility will include 1,000 seats.

Completed in 2007, the Robert P. Todd Science, Engineering and Math Center (SEM Center) consists of sixteen group labs, five open access lab/tutorial centers and forty-three faculty offices. These spaces include a second floor addition with six new academic labs, 11 new classrooms, thirty faculty offices, two large lab centers, and the Science and Mathematics Division office. A state-of-the-art botany classroom and greenhouse runs along the south side of the building. The building includes the Center for Learning and Teaching (CLT), with specially designed space for faculty development, training, and collaboration. Just to the southeast of the SEM Center, the Transportation Technology Center contains faculty offices, automotive technology labs and classrooms.

The College Union offers a variety of meeting and conference rooms, food service facilities, and dining areas. Adjacent to the Union is the Wellness Center, which includes a gymnasium, cardiovascular center, weight room and aerobics rooms. Nearby is the Aquatic Center, the only competition swimming pool and diving well facility in the state. This center hosted the 1989 U.S. Olympic Festival aquatic events. Nearby, is the Social Sciences Center which houses offices and classrooms for the Division of Social Sciences.

The Health Professions Education Center, built in 2008, is a multi-million-dollar facility housing the Division of Health Professions. OCCC is recognized as a leader in health technologies and pre-health professional programs, and the new 42,800-square-foot facility allows for expansion of its emergency medical sciences (EMS), registered nursing, occupational therapy assistant and physical therapist assistant programs. The division features a simulated hospital area and has been a pioneer in using high fidelity human patient simulators. The EMS program also uses a working ambulance on site for student training.

Located northeast of the Main Building, the Keith Leftwich Memorial Library offers information services and computing resources on the first two floors for students and the community. The third and fourth floors of the building house the academic Division of Information Technology, Student Computer Center, and the Cooperative Alliance Program staff.
INTRODUCTION

In May 2010, the new Family and Community Education Center (FACE) opened one mile north of the campus. This renovated facility allows for expansion of community education programs, student-scheduled child care, and houses the Child Development Center and Lab School.

Various administrative and specialized functions including Human Resources, Planning and Research, Finance and Corporate Learning, are located in the OCCC John Massey Center, four miles south of the main campus. The current site and building were sold recently and a new building is being constructed on campus and will be completed in the spring of 2012.

OKLAHOMA CITY COMMUNITY COLLEGE STATISTICAL SNAPSHOT

Oklahoma City Community College is a public two year open door admission college serving primarily an urban population. It offers associate degrees for students pursuing an occupation upon completion and for those students who wish to transfer to another college. The college also offers certificates. In addition, several programs are offered cooperatively at area Technology Centers as part of the College’s Cooperative Alliance partnerships.

In FY 2010, total student annual headcount in college credit courses was 21,719. Thirty-eight percent of the students enrolled in at least one online course and 12% were enrolled exclusively online. The FTE and enrollment has been steadily increasing over the past ten years.

![Oklahoma City Community College Credit Student Headcount and FTE FY 2000-01 through 2009-10](image)

Data from OSHRE Student Data Report
*FY 2008, 2009, and 2010 have been submitted to OSHRE, but not yet published

Additionally, in Fall 2010, with a headcount of 14,843 students, 41% of these students were full-time/59% part-time while there were 32% new and 68% returning students. Seven percent of the student credit hour enrollment were at the Technology Centers through a Cooperative Alliance.
Demographically, the majority of students in FY 2010 were women (57%). The racial and ethnic breakdown is identified below with the largest minority being African Americans.

**FY 2010 Racial and Ethnic Breakdown**

- White: 57%
- African American: 11%
- Hispanic/Latino: 8%
- Asian: 7%
- Native American: 6%
- Unknown: 11%

Source: Office of Institutional Effectiveness

Fifty-seven percent were age 24 and under, 43% were age 25 and older. There were 59% female and 41% male. Ninety-six percent of the students were from inside the state.

**Fall 2010 Number of Students**

- Instate: 93%
- Other States: 4%
- International: 3%

The college’s latest persistence rate (new students in the fall 2009 who returned in the spring 2010) was 60%, an increase of 2 percentage points. The most recent retention rate (new students in the fall 2009 who returned in the following fall 2010) was 38%, the same retention experienced as the previous year. The successful course completion rates (A, B, C, or S) in college level courses have declined slightly in the past year from 71.4% to 70.6% while the successful completion rates in developmental courses increased from 50.8% to 52.2%.
**INTRODUCTION**

In FY 2011, the OCCC tuition and fees were $88.60 per credit hour for an in-state student and $236.20 per credit hour for an out-of-state student. The in-state rate was 9.5% below the average state community colleges' tuition.

In FY 2010, OCCC disbursed $44,794,919 in financial aid to 9,842 students. Overall, the amount of financial aid dispersed since 2005 has increased 731% with the number of students served increasing by 52%. (Financial Aid has seen significant gains due to restructuring of the office and increased marketing to students at various levels.)
INTRODUCTION

It is very difficult at this time to anticipate continuing growth in dollar and headcount amounts over the next few years. Changes in the Pell Grant program effective for FY 2012, attempts to reign in student loan debt and required changes in satisfactory academic progress standards will probably result in some reduction in dollars disbursed and headcount. There may be a dramatic reduction in Pell Grant funding in FY 2013 from the current maximum of $5,550 to a maximum of $3,040 a 45% reduction in Pell Grants. At best, we may see a leveling off in dollars disbursed and a reduction in the number of recipients as well in future years.

Furthermore, in the fall of 2010, 41% of the first-time, full-time students were awarded some kind of financial aid including 4,505 students, who were Pell Grant eligible. When analyzing persistence and retention of the financial aid recipients, it appears that the financial aid recipients are much more likely to remain in school compared to the non-recipients. For example, financial aid recipients persisted 68.8% from the fall of 2009 to the spring of 2010 compared to 49.3% of the non-recipients. Similarly, 41.7% of the financial aid recipients in the fall of 2009 returned the following fall compared to 32.8% of the non-recipients.

The education and general fund budget for FY 2011 includes the following:

**Education & General Fund Revenues**
- State Appropriations: $24,501,383
- ARRA Stimulus Funds: 1,734,793
- Student Fees (net of tuition waivers): 20,821,238
- Prior Yr Student Fees: 1,600,000
- Technical Education Reimbursement: 5,200,000
- Public Service: 500,000
- Auxiliary transfer (OHLAP): 329,549
- Other Income: 1,015,000
- **Subtotal**: $55,701,963
- Funds from Carryover: 6,050,000
- **Total Education & General Revenues**: $61,751,963

**Education & General Fund Expenses**
- Instruction: $36,542,087
- Public Service: 625,577
- Academic Support: 2,121,717
- Student Services: 5,604,591
- Institutional Support: 7,992,706
- Operation and Maintenance of Plant: 8,365,096
- Scholarships and Fellowships: 500,189
- **Total Education & General Expenses**: $61,751,963

Source: Finance Office
INTRODUCTION

MOVING FORWARD: A TRADITION OF INNOVATION

On April 16, 2007, the OCCC Board of Regents formally adopted The Way Forward and Why It Matters, a set of ten strategic initiatives designed to move the college from “success to greater significance” over the following ten years. The development of the plan was based on a 2006 strategic review conducted by the Board and Administration with the involvement of faculty, staff, and community leaders. This review resulted in the Board of Regents adopting new Vision and Ends statements to guide the college’s administration. The review and the plan were influenced by four important factors:

1. The college’s new vision and Ends statements focusing on student success and a more proactive role in the community.
2. Important trends in the external environment.
3. Emerging best practices for community colleges summarized as the transition from “success to greater significance.”
4. A clear recognition of why receiving an education matters and why it will even be more important in the future.

This journey to greater significance is characterized by:

- Moving from the traditional community college focus on expanding enrollment, to students successfully obtaining an academic credential or transferring to a four year institution.
- Achievement rates of at-risk/at-promise students that are comparable to all students.
- Moving from merely satisfying students to inspiring them to become life-long learners.
- Integrating technology into the learning experience.
- Viewing accountability as a strategic tool to track and improve the college’s performance.
- Moving from its traditional role as a community partner to a prominent role as community leader.
Similarly, there were eight critical factors in the environment affecting the plan’s development, as seen in the graphic below:

Eight critical factors in the environment affecting the plan’s development

- **Strong Foundation** for success especially regarding access, graduates’ success, and the programs responding to community needs
- **Gap in Education**—too few Oklahomans prepared for college success and too few Oklahomans completing college degrees.
- **Changing Local Economy**—loss of many manufacturing jobs, growth of healthcare, biomedical research, aviation, and computer-related industries, more jobs requiring a college degree or post-secondary certificate
- **Globalization**—America, Oklahoma, and Oklahoma City are globally interconnected with the world, economically and socially. Education is way to compete in the global world.
- **Millennial Generation**—Technology using computers, the Internet, cell phones and other digital devices influence delivery of services and learning, both on campus and in the virtual environment.
- **Diversity**—Changing local demographics reflect what is happening nationally. Minorities are traditionally underrepresented in higher education and less successful in completing college degrees.
- **Leadership**—As current leaders and senior faculty retire, the college must develop a new generation of leaders, ready to step in and lead the institution
- **Accountability**—Growing expectation to measure student achievement for accreditation and funding purposes.
INTRODUCTION

The following graphic provides a list of the ten initiatives developed as part of The Way Forward and Why It Matters.

**Achieving the Dream**—focuses on the preparation and success of students early in their college experience by implementing identified best practices.

**Technology and Personalized Service**—“high tech and high touch” provides enhanced technology-assisted services for a personalized 24/7 service environment.

**OCCC Online and Off-Campus**—focuses on three growth areas: Online Learning, Cooperative Academic Agreements, and Corporate Learning.

**OCCC Institute for Global Excellence**—includes the Center for International Business, the Center for World Languages, and the Center for International Alliances, better preparing our students and community to participate in our global economy and society.

**The Next Generation of Leaders**—preparing our next generation of leaders at OCCC to meet the challenges.

**New Learning Spaces**—enhancing learning spaces on campus through remodeling and renovation to improve learning and retention.

**Capitol Hill Center**—expanding services to the community, conveniently located near home and work.

**Childcare for Students**—providing high-quality childcare for students attending OCCC.

**Center for the Arts—Phase II—Theatre**—to serve as the cultural center for South Oklahoma City.

**Campus Facilities**—review and modification based on the changing needs of our students and community, including renovation/updating of academic spaces and buildings to house the Division of Social Sciences and/or the Division of Business.

**Funding**

Recurring costs to fund these initiatives are estimated at $5 to $10 million. Capital costs for the development of the OCCC Family and Community Education Center (FACE), Capitol Hill Center, Theatre, and facility renovations are estimated at $40 million. Current revenue sources fall short of fully funding all of the operational costs and capital improvements proposed in this plan and, therefore, new dedicated funding sources will be required.

Progress is being made on all ten initiatives, and many specific examples are found in the criteria of this Self-Study. The most recent interim report is available at this link.
Achieving the Dream

*Achieving the Dream: Community Colleges Count* is a multiyear national initiative designed to assist community college students to succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students. *Achieving the Dream* (AtD) works on multiple fronts including research, public engagement, and public policy. The connecting thread through all these activities is the systematic use of data to identify student success issues and drive change.

In 2007, OCCC, along with two other urban community colleges in Oklahoma, Rose State College and Tulsa Community College, and the Oklahoma State Regents for Higher Education, were accepted as participants in round four of Achieving the Dream. Beginning that year and continuing through 2012, the college has implemented a series of initiatives and strategies designed to improve success rates for at-risk, at-promise students. The AtD project centered on five priority areas:

<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Math</td>
<td>Redesign of developmental math curriculum using “spiral” methodology and</td>
</tr>
<tr>
<td>Education</td>
<td>multiple learning formats for students with different learning styles.</td>
</tr>
<tr>
<td></td>
<td>New Curriculum, College Prep Math (CPM) was implemented in Fall 2010.</td>
</tr>
<tr>
<td>Gateway Courses</td>
<td>Develop faculty best practices of instruction.</td>
</tr>
<tr>
<td></td>
<td>Implement the Cooperative Learning teaching style. At least 35 professors</td>
</tr>
<tr>
<td></td>
<td>have been trained with more planned.</td>
</tr>
<tr>
<td>Online Learning</td>
<td>Improve Angel server performance to reduce downtime and problems at peak</td>
</tr>
<tr>
<td></td>
<td>usage by providing adequate capacity to support online components in all</td>
</tr>
<tr>
<td></td>
<td>classes. Develop an online orientation for new students. The orientation</td>
</tr>
<tr>
<td></td>
<td>was implemented Fall 2010.</td>
</tr>
<tr>
<td>Academic Advisement</td>
<td>Develop a Retention Alert (formerly Early Alert) system designed to assist</td>
</tr>
<tr>
<td></td>
<td>students who are having difficulty in their classes. System implemented</td>
</tr>
<tr>
<td></td>
<td>fall 2009. Implement the use of the Angel Gradebook for all faculty.</td>
</tr>
<tr>
<td></td>
<td>Provide faculty advisors to students within the Student Services area prior</td>
</tr>
<tr>
<td></td>
<td>to the start of classes. Advisor program implemented in summer 2009.</td>
</tr>
<tr>
<td></td>
<td>Assist students who are on probation. Probation Outreach program</td>
</tr>
<tr>
<td></td>
<td>implemented in 2009. Other activities included Distance Advisement live</td>
</tr>
<tr>
<td></td>
<td>chat implemented in July 2010, withdrawal alert implemented in Spring 2011,</td>
</tr>
<tr>
<td></td>
<td>online Academic Planning, which was implemented in Fall 2009 with updates</td>
</tr>
<tr>
<td></td>
<td>ongoing and online forms/workflow which is ongoing.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Organize financial aid department to expand the number of full-time staff</td>
</tr>
<tr>
<td></td>
<td>working on the front counter. Increase number of joint recruitment and</td>
</tr>
<tr>
<td></td>
<td>financial aid presentations to schools. Increase number of students</td>
</tr>
<tr>
<td></td>
<td>receiving some form of financial aid. Increase amount of financial aid</td>
</tr>
<tr>
<td></td>
<td>dollars awarded to students.</td>
</tr>
</tbody>
</table>
INTRODUCTION

As initiatives from these areas have been implemented, OCCC has seen significant gains in student persistence and retention. Persistence is defined as the number of students who enrolled in the Fall and continued into the following Spring semester. The persistence rate of the Fall 2007, Fall 2008 and Fall 2009 students all increased. Retention is defined as students who enrolled in the Fall semester of one year and returned in the fall semester of the following year. Retention for the Fall 2007 and Fall 2008 students increased both years while the Fall 2009 retention remained the same as the previous year. Progression rates measure the percent of OCCC students who begin at the college in one year and have graduated at OCCC, graduated at another institution, transferred to another college or still attend OCCC within a three-year timeframe. Progression rates have also increased from 51.6% for the Fall 2004 cohort to 58.8% for the Fall 2006 cohort. These improvements were due largely to increases in financial aid and a Success in College and Life orientation course. Gateway and developmental course completion has not shown demonstrable improvements but gains are expected as initiatives in those areas are implemented.

Persistence
Fall Students Return in Spring

<table>
<thead>
<tr>
<th>Year</th>
<th>Persistence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 06–SP 07</td>
<td>54.2%</td>
</tr>
<tr>
<td>FALL 07–SP 08</td>
<td>55.8%</td>
</tr>
<tr>
<td>FALL 08–SP 09</td>
<td>58.3%</td>
</tr>
<tr>
<td>FALL 09–SP 10</td>
<td>60.2%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness
**Retention**

Fall Students Return the Following Fall

- **FALL 06–FALL 07:** 33.8%
- **FALL 07–FALL 08:** 35.7%
- **FALL 08–FALL 09:** 37.8%
- **FALL 09–FALL 10:** 37.8%

Source: Office of Institutional Effectiveness

**Three Year Progression**

Student Results After Three Years

- **FALL 2003–2006:**
  - Graduated Within State Other than OCCC: 4.7%
  - OCCC Graduate: 7.6%
  - Transferred Within State: 26.2%
  - Still Attending OCCC: 52.8%

- **FALL 2004–2007:**
  - Graduated Within State Other than OCCC: 7.1%
  - OCCC Graduate: 7.8%
  - Transferred Within State: 21.6%
  - Still Attending OCCC: 51.6%

- **FALL 2005–2008:**
  - Graduated Within State Other than OCCC: 6.8%
  - OCCC Graduate: 6.8%
  - Transferred Within State: 20.6%
  - Still Attending OCCC: 56.5%

- **FALL 2006–2009:**
  - Graduated Within State Other than OCCC: 6.7%
  - OCCC Graduate: 6.8%
  - Transferred Within State: 28.8%
  - Still Attending OCCC: 58.8%

Source: Office of Institutional Effectiveness
INTRODUCTION

Some Recent College Achievements and Highlights

College faculty and staff have found diverse ways to contribute to the college and its community. The following list highlights some of the outstanding examples:

• The Film and Video Production program faculty, staff and students, in cooperation with the Centennial Commission, Chesapeake Energy Corporation, and the Kerr Foundation, created an award-winning biography of legendary Oklahoma Senator Robert S. Kerr, *Dream No Little Dream*, receiving four regional Emmy Awards from the National Academy of Television Arts and Sciences.

• Community Outreach and Education was awarded a $600,000 grant by the Oklahoma State Department of Education to establish an Adult Learning Center through the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act, to include GED preparation and English as Second Language (ESL) classes to adults 16 and older and offered on campus and other locations such as the Latino Community Development Agency.

• The Computer-Aided Design program was the first two-year program in the State of Oklahoma to be nationally accredited.

• Arts and Humanities faculty developed a Teaching Multicultural Students Program and created multicultural sections of English Composition I and II in FY 2009, followed by training for instructors who could earn a Certificate of Achievement in Teaching Multicultural Students. Both full-time and adjunct faculty participated from several disciplines, with a total of 196 faculty who attended at least one of nine training sessions, ten earning certificates.

• OCCC continued to receive $367,000 a year through the efforts of the OSRHE to increase the number of students admitted to the Nursing Program. In June 2007, OCCC’s nursing program implemented the Bachelor’s to Associate Degree Accelerated Nursing Pathway which allows students with bachelor’s degrees in other fields to complete an Associate Degree in the Nursing Program in ten months, and in 2009, the college partnered with the University of Oklahoma’s College of Nursing to offer the junior year of nursing on the OCCC campus.

• OCCC President Paul Sechrist was named Chair of the Board of Trustees of the College Board. In addition, he was among the business and non-profit leaders named as Oklahoma’s Most Admired CEOs (two years in a row). Dr. Sechrist is also serving on the national “Voluntary Framework of Accountability” for Community Colleges—a national effort to redefine outcome measurements.

• The Trane Energy Efficiency in Education Award to the college recognized the improvements from 2003 to 2008 that reduced the school’s energy use per square foot by nearly 35%.

• Professor Myra Decker was honored as the 2009 Carnegie Foundation for the Advancement of Teaching Oklahoma Professor during a ceremony at Folger Shakespeare Library Exhibition Hall in Washington, D.C.

• The college is implementing a new Clinical Research program, funded by a three-year $1.72 million “Clinical Research Coordinator” grant from the Department of Labor (DOL) Community Based Job Training Grants.

• OCCC was named to the 2009 and 2010 President’s Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement.
ACCREDITATION HISTORY

The college, originally known as South Oklahoma City Junior College, became part of the Oklahoma State System of Higher Education in 1974, and began its first self-study for accreditation. The North Central Association granted an initial five-year accreditation. In 1981, the NCA granted a full ten-year accreditation to the college. In 1983 the college changed its name to Oklahoma City Community College as a reflection of its role in serving the Oklahoma City metropolitan area as a comprehensive two-year college. After the NCA site visit in 1991, another ten-year accreditation was approved.

2001 ACCREDITATION VISIT

In 2001, Oklahoma City Community College submitted a Self-Study Report for continued accreditation and was visited by a team of Consultant-Evaluators. In summary, the team’s recommendation was to continue the institution’s accreditation for ten years, with the next comprehensive visit scheduled in academic year 2011-2012. In conjunction with this recommendation, the team also recommended a Monitoring Report on assessment issues be submitted to The Higher Learning Commission in May, 2004.

The team report praised Oklahoma City Community College as a fine institution with well-organized resources and qualified employees with a genuine commitment to student success. The college was described as providing sound educational programs along with a broad array of support services and a well-defined mission understood by its many constituencies. In addition, the report indicated the college was well positioned to fulfill its mission within the standards and guidelines of the Higher Learning Commission’s expectations.

Commendations included the efforts of the college in the assessment of student learning:

- The college had general education competencies that were widely disseminated and accepted;
- Measurable objectives for each of the general education competencies had recently been defined;
- Some programs had capstone projects and others had certification exams that documented student learning at the program level;
- Faculty members were becoming more knowledgeable about the practices of assessment and some were committed to providing leadership for the program;
- Progress had been made in documenting indirect measures of student learning, such as student and employer satisfaction, and student success at transfer institutions;
- Recent college actions had been taken to realign the roles of the various leadership responsibilities for assessment, which would help to move the process forward.

Assessment

The visiting team also indicated that while the college had made progress in the assessment of student learning, there was still much work to be done. Therefore, the team required a monitoring report of the assessment program to provide significant evidence of the following concerns:

- A comprehensive plan for the assessment of student learning has been defined and implemented;
- Evidence that the vocabulary of assessment of student learning is clearly defined and understood;
INTRODUCTION

- Appropriate measurement tools aligned with general education competencies are being used to systematically collect and examine assessment data to document and improve student learning in general education;
- There is broad ownership and participation in assessment of student learning among the faculty;
- The administration demonstrates a commitment to the assessment of student learning and regularly articulates its value to the college community;
- There is appropriate academic administrative oversight of the assessment of student learning program;
- Outcomes assessment results are being compiled and disseminated;
- Outcomes assessment results are being used in planning and decision making and to improve student learning.

To address the concerns, a review of the academic outcomes assessment system was conducted in December of 2001. The purpose of this review was to determine appropriate changes to the system to address both institutional concerns and those concerns expressed by the Higher Learning Commission visiting team during their 2001 site visit.

This review resulted in significant changes in the process of assessment of student learning. Among the changes were the following:

- A revised organizational structure
- The creation of the Student Learning Council
- Movement of the responsibility for assessment to the Office of Academic Affairs, including direct oversight and leadership that emphasized the importance of assessment
- Review and restructuring of the assessment of student learning in each academic program
- Development of a Faculty Assessment Handbook, including definitions of the vocabulary of assessment
- Significant amounts of training and assistance provided to faculty in all aspects of assessment of student learning
- Significant changes and enhancement of the assessment of General Education and Entry-Level Assessment systems, including the dissemination of the results of assessment and integration of the results into the institution’s planning and budgeting processes

The Monitoring Report was accepted as addressing the concerns and providing evidence of the progress made on each item. The full Monitoring Report may be viewed at this link.

In the six years since the Monitoring Report was submitted, many further changes and enhancements have been made to the assessment of student learning at OCCC, and the college leadership, administrative, and organizational structures have undergone significant change. The Monitoring Report does not reflect the current organization or systems of assessment of student learning, but is important documentation of that stage of the development of the system in place today. The full and current description of assessment of student learning at OCCC is found in Criterion Three of this Self-Study.
In the 2001 site visit report, the following statement was provided to the college as a challenge:

Diversity in its broadest sense is a challenge, but also an opportunity, for Oklahoma City Community College. Given the changing demographics of the community and the college’s student population, the college must ensure that faculty, staff, and administrators be more diverse; that they represent diversity in many forms—racial, ethnic, gender, and intellectual. In that way students will have models, be exposed to a richer curriculum, and be challenged and stimulated by different ways of thinking. The college should diversify its hiring of employees at every level so that students see themselves reflected in the people, the programs, and the services of the college.

In response to this challenge, OCCC has taken actions and developed strategies to increase diversity. A position of Director of Equal Employment and Affirmative Action was created and filled in 2005, and a review of college hiring and recruitment strategies undertaken. Achieving the desired level of diversity remains both a challenge and a priority for OCCC. The college continues to strive to employ faculty and staff that mirror the diversity of our community. Current employee demographics from Integrated Postsecondary Education Data System (IPEDS) from October 2001 and 2010 are included in the following table. However, the most significant number is the change from a 13.4% minority staff to 19.4%.

### Full-Time OCCC Workforce

<table>
<thead>
<tr>
<th></th>
<th>American</th>
<th>Alaskan</th>
<th>Native</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Hawaiian/</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Two or More</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Exec/ Admin/Mgr 2010</td>
<td>2</td>
<td>7.4%</td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
<td>6.5%</td>
<td>3</td>
<td>15.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>2001</td>
<td>2</td>
<td>14.3%</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>5.3%</td>
<td>3</td>
<td>27.3%</td>
<td>47</td>
<td>14.2%</td>
</tr>
<tr>
<td>Faculty 2010</td>
<td>8</td>
<td>29.6%</td>
<td>8</td>
<td>40.0%</td>
<td>7</td>
<td>22.6%</td>
<td>4</td>
<td>20.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>2001</td>
<td>3</td>
<td>21.4%</td>
<td>4</td>
<td>57.1%</td>
<td>5</td>
<td>26.3%</td>
<td>1</td>
<td>9.1%</td>
<td>96</td>
<td>29.0%</td>
</tr>
<tr>
<td>Other Prof 2010</td>
<td>6</td>
<td>22.2%</td>
<td>2</td>
<td>10.0%</td>
<td>11</td>
<td>35.5%</td>
<td>4</td>
<td>20.0%</td>
<td>1</td>
<td>50.0%</td>
</tr>
<tr>
<td>2001</td>
<td>1</td>
<td>7.1%</td>
<td>1</td>
<td>14.3%</td>
<td>8</td>
<td>42.1%</td>
<td>2</td>
<td>18.2%</td>
<td>65</td>
<td>19.6%</td>
</tr>
<tr>
<td>Secretarial 2010</td>
<td>8</td>
<td>29.6%</td>
<td>5</td>
<td>25.0%</td>
<td>7</td>
<td>22.6%</td>
<td>5</td>
<td>25.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>2001</td>
<td>4</td>
<td>28.6%</td>
<td>1</td>
<td>14.3%</td>
<td>3</td>
<td>15.8%</td>
<td>0</td>
<td>0.0%</td>
<td>74</td>
<td>22.4%</td>
</tr>
</tbody>
</table>
INTRODUCTION

<table>
<thead>
<tr>
<th></th>
<th>American Alaskan Native</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Hawaiian/ Pacific Islander</th>
<th>White</th>
<th>Two or More</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tech/ Paraprof</strong></td>
<td>2010</td>
<td>1</td>
<td>3.7%</td>
<td>5</td>
<td>25.0%</td>
<td>3</td>
<td>9.7%</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>2</td>
<td>14.3%</td>
<td>1</td>
<td>14.3%</td>
<td>1</td>
<td>5.3%</td>
</tr>
<tr>
<td><strong>Skilled Craft</strong></td>
<td>2010</td>
<td>1</td>
<td>3.7%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>1</td>
<td>7.1%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Service/ Main</strong></td>
<td>2010</td>
<td>1</td>
<td>3.7%</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>3.2%</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>1</td>
<td>7.1%</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>5.3%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>2010</td>
<td>27</td>
<td>31</td>
<td>20</td>
<td>20</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>14</td>
<td>19</td>
<td>11</td>
<td>331</td>
<td>4</td>
<td>382</td>
</tr>
</tbody>
</table>

Source: IPEDS

Among the challenges of increasing diversity at the college is the low turnover in executive, administrative, and managerial positions, and the availability of minority applicants. The college competes with at least 14 public and private colleges and universities in a 40 mile radius for qualified applicants for higher education positions; all the institutions recruit from the same local and often national pool. Open positions are advertised in publications targeted to minority applicants, as detailed in Criterion One, and application procedures have been established, using an electronic system for application from anywhere in the world.

Several changes in senior level positions have occurred since the team visited 10 years ago. Other than a high representation of women in senior positions, minorities were underrepresented. The President’s Cabinet now includes three minorities—Dr. Felix Aquino, Vice President for Academic Affairs (Hispanic), Dr. Robin Ying, Vice President for Information and Instructional Technology (Asian), and Mr. Lealon Taylor, Executive Vice President for Institutional Advancement (Native American).

The Board of Regents has also changed. When the team visited 10 years ago, there were no minorities represented on the Board of Regents. Since then, working directly with the Governor’s office, two of the seven board members are now minorities—Regent Teresa Moisant (Hispanic), and Regent Lenora Burdine (African-American).

The emphasis on increasing workforce diversity is included in both the Annual Plan and in the strategic plan, The Way Forward and Why It Matters. In the 2011 Annual Plan, the first goal under Employee Development is to implement the recently updated Strategic Diversity Plan by beginning implementation of diversity awareness sessions and new hiring processes designed to increase diversity.
INTRODUCTION

Developing the Next Generation of Leaders

An increasing number of current leaders and senior faculty are scheduled for retirement. Concerns about the need to ensure that a new generation of leaders is available have been expressed by national commentators and have been recognized by OCCC. In The Way Forward and Why It Matters, one of the ten initiatives is as follows:

“The Next Generation of Leaders: As the current generation of community college leaders and senior faculty retire, OCCC must prepare our next generation of leaders to meet the challenges of the future.” A form of this development will be increasing the diversity of our faculty and staff, especially in leadership positions.

To address this initiative, the college developed “Leadership Oklahoma City Community College” in the fall of 2008. The mission of Leadership OCCC is to prepare future college leaders from an internal pool of interested full-time faculty and staff by developing their knowledge, skills, and abilities to be effective leaders. The classes have been diverse in gender, age, race, and ethnicity. One recommendation of the evaluators in 2001 was that the college adopt a “grow your own” strategy to increase diversity. This investment in our current employees will have an effect in increasing the opportunities for women and minority employees at the College.

Leadership OCCC 2008-2009

<table>
<thead>
<tr>
<th>Leadership OCCC Participants</th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participants</strong></td>
<td>16</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>4 (25%)</td>
<td>5 (31%)</td>
<td>4 (31%)</td>
</tr>
<tr>
<td>Female</td>
<td>12 (75%)</td>
<td>11 (69%)</td>
<td>9 (69%)</td>
</tr>
<tr>
<td><strong>Ethnicity/Minority</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnic/Minority</td>
<td>4 (25%)</td>
<td>3 (19%)</td>
<td>3 (23%)</td>
</tr>
<tr>
<td>Nonethnic/Nonminority</td>
<td>12 (75%)</td>
<td>13 (81%)</td>
<td>10 (77%)</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 years of age</td>
<td>11 (69%)</td>
<td>4 (25%)</td>
<td>8 (62%)</td>
</tr>
<tr>
<td>40 years of age or above</td>
<td>5 (31%)</td>
<td>12 (75%)</td>
<td>5 (38%)</td>
</tr>
<tr>
<td><strong>Types of jobs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive/administrative/managerial</td>
<td>2 (13%)</td>
<td>2 (13%)</td>
<td>1 (8%)</td>
</tr>
<tr>
<td>Faculty</td>
<td>5 (31%)</td>
<td>5 (31%)</td>
<td>--</td>
</tr>
<tr>
<td>Other professional</td>
<td>8 (50%)</td>
<td>5 (31%)</td>
<td>5 (38%)</td>
</tr>
<tr>
<td>Secretarial/clerical</td>
<td>1 (6%)</td>
<td>2 (13%)</td>
<td>5 (38%)</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>--</td>
<td>1 (6%)</td>
<td>1 (8%)</td>
</tr>
<tr>
<td>Technical/paraprofessional</td>
<td>--</td>
<td>1 (6%)</td>
<td>1 (8%)</td>
</tr>
</tbody>
</table>

Source: Office of Human Resources
**INTRODUCTION**

With a variety of activities implemented at the college regarding diversity, there have been changes in some of the opinions of the employees. For example, the Personal Assessment of the College Environment survey was administered in both 2008 and 2010. Two questions refer to diversity. The first question is “the institution effectively promotes diversity in the workplace.” The second question is “student ethnic and cultural diversity are important at this institution.” The results for 2010 indicate that both of them were statistically significantly above the survey norm as well as above the previous survey as seen below. In addition, the question on student ethnic and cultural diversity importance was rated the fourth highest item among all 46 items in the survey.

**2010 PACE Survey Results**

<table>
<thead>
<tr>
<th></th>
<th>OCCC 2008</th>
<th>OCCC 2010</th>
<th>Norm 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution effectively promotes diversity in the workplace</td>
<td>3.73</td>
<td>*3.89</td>
<td>3.70</td>
</tr>
<tr>
<td>Student ethnic and cultural diversity are important at this institution</td>
<td>4.02</td>
<td>*4.17</td>
<td>3.89</td>
</tr>
</tbody>
</table>

*Statistically significant of OCCC 2010 over OCCC 2008 and OCCC 2010 over the norm (α=0.05)

Source: Office of Institutional Effectiveness

**Additional Advice and Suggestions from 2001 Site Team**

There were twelve additional items under Advice and Suggestions from 2001 Site Team. The institution was not required to respond to these items in subsequent self-studies.

- **As the Board of Regents moves to policy governance, there will be a need to educate members of the college community about changing expectations.**
  The Board of Regents currently monitors the College’s ENDS through the monitoring reports and update outcome data related to the “core indicators” in the annual plan.

- **The college’s commitment to student success is highly commendable. Defining and articulating what is meant by “student success” would ensure an understanding of shared values and serve as a basis for documenting that success.**
  The college’s success is grounded in reporting results of the ENDS as well as in-depth reports of the College’s Achieving the Dream (AtD) initiative results. The College’s Website includes an icon for the AtD results. Success is clearly defined in the AtD framework:
  1. Increasing developmental course success (defined as receiving a grade of A, B, C, or S)
  2. Increasing gateway course success
  3. Increasing persistence and retention
  4. Increasing overall course completion
  5. Increasing the number of graduates

- **The college’s statements of mission and education philosophy, central to all of OKCCC’s activities and relationships, are published in the catalog and adjunct faculty handbook. The statement should also appear in the student and faculty handbooks.**
The college’s mission and philosophy is included in a multitude of documents. In addition, the college recently developed a 9”x12” document which is framed. This framed document includes the College’s ENDS, mission, vision, and values. These are seen throughout the campus.

- **Publication of the college’s philosophy of general education in the catalog, student handbook, and class schedule would help students understand why the college values its general education competencies.**

The general education information is included in many documents. More students are beginning to recognize the importance of general education as artifacts are collected for the general education assessment.

- **The college’s policy on the consequences of student academic dishonesty is published in the college catalog, student handbook, faculty handbook, and adjunct handbook. An accompanying definition and explanation of student academic dishonesty would help students understand how it subverts learning.**

Academic integrity at the college is included in a variety of sources including the catalog, handbook and syllabi. The college also offers brown bag lunches which describes the various aspects of the college’s academic integrity requirements.

- **A statement about the college’s developmental courses and support services should appear in the college catalog, logically after the description of entry-level testing to assess writing, math, reading, and reasoning skills.**

Students become very familiar with the developmental courses as they review the various college documents. In addition, when they come to the campus to enroll, the college has initiated a new process in which students attend a brief review before taking their placement tests for assigning them to the appropriate developmental courses.

- **As the college continues to expand programs, space availability will be an issue. A study of space utilization and good planning will be needed to accommodate programs and services.**

The college is continuing to address space issues. One of the most recent changes was the implementation of a software program called Astra which includes classrooms and meeting rooms. This provides access to these rooms by all staff.

- **The college should continue efforts to improve communication about planning and budget decisions.**

As the budgeting process begins, managers inform their employees about the process and everyone has an opportunity to submit a proposal for special funding. The manager reviews these and forwards them to the appropriate President’s Cabinet member who will prioritize them for further review by the Cabinet. All proposals must link back to the College’s ENDS. Furthermore, the meeting at which these proposals are discussed is open to all college employees.

- **The merit pay program should be carefully monitored to ensure continuous internal equity.**

The faculty evaluation provides for the ability to obtain merit based on how he/she has completed their courses and outside assignments. Staff are all evaluated with their job duties and extra assignments in mind. Unfortunately, the faculty and staff had not received an increase for merit or cost of living for several years due to a tight budget.
INTRODUCTION

- The faculty evaluation process should be revised to include scheduled in-class observations for full-time and adjunct faculty, particularly those who are new to the college.

In response to this recommendation, the college implemented a new procedure that includes in-class observations of all new full-time and adjunct faculty. All new faculty members are assigned a mentor to answer questions and provide professional guidance as needed. The mentors are required to include in-class observations of the new faculty member. This mentoring procedure is designed to guide the new faculty member in improving their teaching, while at the same time giving the freedom to employ their own style of teaching.

- The college should develop a plan to recruit a diverse faculty, staff, and administration. Activities might include targeted recruitment of candidates from college and universities whose graduates are not typically represented at the college, and teaching internships and mentoring programs for minority candidates. The college might also consider a “grow your own” program to identify potential candidates for positions at the college and support their development.

The college continues to address this element by advertising in various ethnic publications and encouraging faculty and staff to be aware of potential minority recruits. The college has also initiated a leadership program with a diverse membership to encourage everyone to become leaders. There are also state and national leadership training including the American Association of Community Colleges Future Leaders Institute, Leadership Oklahoma City, and University of Central Oklahoma’s Educator’s Leadership Academy, which has been part of faculty and staff’s professional development.

- Considerable employee training will be needed as the college moves through the implementation of the new student information system.

There have been several iterations since the college implemented Datatel. The college is currently at the end of a three year Datatel Business Advisory initiative focused on expanding the use of and optimizing existing applications. The goal was to improve technology-supported processes throughout the institution.

SELF-STUDY PROCESS AND DESIGN

The Self-Study Process began in February, 2008, when President Sechrist announced to all employees that it was time to begin the formal process of preparing our next self-study document. He also announced that this effort would be led by a Steering Committee co-chaired by Professor Bertha Wise and Dr. Felix Aquino, the Vice President for Academic Affairs. Individuals interested in participating in this process were encouraged to contact either co-chair. In the ensuing six months, members of the Steering Committee were named as well as subcommittees for each of the criterion areas. In August 2008, Dr. Sechrist discussed the accreditation process during Convocation and a formal “Kick-Off” was held on August 15, 2008, featuring a visit from Dr. Andrew Lootens-White, Vice President of the Higher Learning Commission and the college’s liaison. Dr. Lootens-White provided an overview of the process of accreditation and a successful self-study. During the Fall of 2008, the Steering Committee and the subcommittees for each criterion of the self-study were convened and began meeting regularly.

Meetings were held from the fall of 2008 until submission of the self-study. A timeline was developed and discussions were held regarding the format, resource room, electronic resource room, and other features of
the process. Documents initially were assembled in ANGEL, the college learning management system (LMS), so that resources could be available to members of all the subcommittees. In 2010, these documents were moved into the electronic resource room. Subcommittees began to research, compile data, and determine the appropriate content for the core components of their criterion during the fall of 2008. The theme for the self-study, “A Tradition of Innovation”, was approved in March, 2009.

Self-Study Timeline
1. Fall 2008 Committees Form
2. Fall 2008 Set Self-Study Design
3. Spring 2009 Data Gathering
4. Fall 2009 Data Gathering
5. Spring 2010 Writing Self-Study
6. Early Fall 2010 1st Draft Completed and Circulated
7. Late Fall 2010 Receive and Incorporate Comments into Draft
8. Late Fall 2010 Send 1st Draft with commentary to Outside Evaluator
9. Mid-Spring 2011 Final Draft Completed
10. Fall 2011 Site Visit

Each subcommittee developed its own working strategy. The subcommittee developed statements for each core component of their criterion, statements of evidence for each, and compiled strengths and opportunities for their criterion. These were submitted to the self-study writer. The writer met with the subcommittees as requested, and there was frequent communication with the subcommittee members to request clarification or elaboration of the statements of evidence. The draft of the self-study was reviewed by the Steering Committee, the President and his Cabinet. The document was also placed on the College’s Website for all employees to review.

Higher Learning Commission - Self-Study Committees

The self-study committees were formed through consultation with individuals at various levels of responsibility at the college. Many members of faculty and staff volunteered to serve, some in specific areas and others wherever needed. Every attempt was made to create teams that represented a cross-section of expertise and job responsibilities from across the campus. There was an HLC Executive Committee and an HLC Steering Committee. The HLC Executive Committee was comprised of:

- Dr. Felix Aquino, Vice President for Academic Affairs, Co-Chair
- Bertha Wise, Professor of English, Co-chair
- Dr. Janet Perry, Director of Institutional Effectiveness, Self-Study Project Manager
- Greg Gardner, Associate Vice President for Academic Affairs
- Catherine Kinyon, Director of Curriculum and Assessment

The HLC Steering Committee included the HLC Executive Committee as well as:

- Leaugeay Barnes, Program Director, Emergency Medical Services, Chair, Criterion One
- Michael Franco, Professor of English, Chair, Criterion Two
INTRODUCTION

- Kayla Fessler, Coordinator/Professor of Accounting, Chair, Criterion Three
- Dana Tuley-Williams, Systems Librarian, Chair, Criterion Four
- Dr. Liz Largent, Dean of Student Development, Chair, Criterion Five
- David Peyton, Decision Support Analyst, Chair of Information Committee
- Jane Carney, Retired Professor of Sociology, Self-Study Writer
- Jane Hinojosa, Administrative Assistant, Planning and Research and Institutional Effectiveness, Administrative Assistant to the Steering Committee, HLC Secretary

### Criterion 1: Mission & Integrity

<table>
<thead>
<tr>
<th>Chair</th>
<th>Leaugeay Barnes, Program Director, Emergency Medical Sciences</th>
</tr>
</thead>
</table>
| Faculty Members | John Helton, Professor of Computer Aided-Technology  
                 Linda Cowan, Professor of Nursing  
                 Mark Schneberger, Professor of English |
| Public Relations | Paula Gower, Director of Marketing and Public Relations |
| Dean | Dr. Max Simmons, Dean of the Division of Mathematics and Science |
| Other | Millie Tibbits, EO/AA Compliance Officer (resigned January 2011)  
       Shelly Troxel-Tevis, Clinical Affiliation Coordinator |

### Criterion 2: Preparing for the Future

<table>
<thead>
<tr>
<th>Chair</th>
<th>Michael Franco, Professor of English</th>
</tr>
</thead>
</table>
| Faculty Members | Michael Boyle, Professor of Music  
                  Paul Buckelew, Professor of Mathematics  
                  Jennifer Ball, Program Director of Physical Therapy Assistant |
| Public Relations | Paula Gower, Director of Marketing and Public Relations |
| Community Development | Dr. John Boyd, Vice President for Business and Finance formerly the Vice President of Community Development |
| Student Services | Sunny Garner, Coordinator of International Student Services |
| Other | Dr. Mary McCoy, Director of Child Development and Lab School |
### Criterion 3: Student Learning and Effective Teaching

<table>
<thead>
<tr>
<th>Chair</th>
<th>Kayla Fessler, Professor of Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Members</td>
<td>Anita Williams, Professor of Business</td>
</tr>
<tr>
<td></td>
<td>Doug Gregory, Professor of Computer-Aided Technology</td>
</tr>
<tr>
<td></td>
<td>Dr. Kristi Bailey, Professor of Chemistry</td>
</tr>
<tr>
<td></td>
<td>Dr. Peggy Jordan, Professor of Psychology</td>
</tr>
<tr>
<td>Dean:</td>
<td>Susan VanSchuyver, Dean of Arts and Humanities</td>
</tr>
<tr>
<td>Student Services</td>
<td>Mary Turner, Learning Support Services</td>
</tr>
<tr>
<td>Other</td>
<td>Catherine Kinyon, Director of Curriculum and Assessment</td>
</tr>
<tr>
<td></td>
<td>Mike Reeves, Student Computer Center Evening/Weekend Supervisor</td>
</tr>
</tbody>
</table>

### Criterion 4: Acquisition, Discovery and Application of Knowledge

<table>
<thead>
<tr>
<th>Chair</th>
<th>Dana Tuley-Williams, Systems Librarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Members</td>
<td>Dr. Steven Shore, Professor of Chemistry</td>
</tr>
<tr>
<td></td>
<td>Dana Glencross, Professor of Political Science</td>
</tr>
<tr>
<td></td>
<td>Debbie Myers, Associate Program Director of Nursing</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Rhonda Simpson, Director of Employment</td>
</tr>
<tr>
<td>Dean</td>
<td>Vicki Gibson (was Dean of Information Technology, then Acting Vice President for Information Technology, Information and Instructional Technology Services, now Professor of Computer Science)</td>
</tr>
<tr>
<td>Student Services</td>
<td>E.J. Warren, Director of E-Student Services</td>
</tr>
</tbody>
</table>

### Criterion 5: Engagement and Service

<table>
<thead>
<tr>
<th>Chair</th>
<th>Dr. Liz Largent, Dean of Student Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Members</td>
<td>Stephen Morrow, Professor of English</td>
</tr>
<tr>
<td>Community Development</td>
<td>Jessica Martinez-Brooks, Director of Community Outreach and Education</td>
</tr>
<tr>
<td></td>
<td>Alejandro Sanchez Rendón (the late Director, Capitol Hill Center)</td>
</tr>
<tr>
<td>Dean</td>
<td>Dr. Susan Tabor, Dean of Social Sciences</td>
</tr>
<tr>
<td>Student Services</td>
<td>Jon Horinek, Director of Recruitment and Admissions</td>
</tr>
<tr>
<td>Corporate Learning</td>
<td>Francine Gissy, Consultant in Corporate Learning</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Penny Hampton, Director of Professional Development</td>
</tr>
</tbody>
</table>
INTRODUCTION

Many other members of the college were consulted throughout the self-study process and provided invaluable information and data found in the self-study report.

The main goal of the entire self-study process is to provide a clear, accurate picture of the college’s meeting of its mission, vision, goals and ENDS in order to receive reaffirmation of accreditation.
CRITERION ONE: THE ORGANIZATION OPERATES WITH INTEGRITY TO ENSURE THE FULFILLMENT OF ITS MISSION THROUGH STRUCTURES AND PROCESSES THAT INVOLVE THE BOARD, ADMINISTRATION, FACULTY, STAFF, AND STUDENTS.

CORE COMPONENT 1a: THE ORGANIZATION’S MISSION DOCUMENTS ARE CLEAR AND ARTICULATE PUBLICLY THE ORGANIZATION’S COMMITMENTS.

Core Component 1a1: Oklahoma City Community College has, through the actions of its board, adopted statements of mission, vision, values, goals, and organizational priorities that together clearly and broadly defines the college’s purpose.

The Board of Regents of Oklahoma City Community College has adopted the statements below to articulate the mission, vision, goals, and values:

MISSION

Oklahoma City Community College provides the people of Oklahoma and our community with broad access to certificates of mastery, associate degrees, community education, and cultural programs of exceptional
CRITERION ONE / MISSION AND INTEGRITY

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

VISION

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

ENDS STATEMENTS

The college goals, or ENDS statements, define our key outcomes that are critical to achieving significance:

• ACCESS: Our community has broad and equitable access to a valuable college education.
• STUDENT PREPARATION: Our students are prepared to succeed in college.
• STUDENT SUCCESS: our students achieve their individual educational aspirations.
• GRADUATE SUCCESS: our graduates succeed at four-year institutions and/or in their careers.
• COMMUNITY DEVELOPMENT: Our community is enriched economically and socially by our educational and cultural programs.

VALUES

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

• INNOVATION: Creative and forward-thinking
• INTEGRITY: Honest, ethical, and respectful to all
• DIVERSITY: Embrace and appreciate the value of difference
• STEWARDSHIP: Wise and efficient use of resources
• ACCOUNTABILITY: Data-driven evidence of mission accomplishments

The Mission, Vision, ENDS Statements and Values are publicized on the College’s Webpage in the “About Us” section.

THE WAY FORWARD AND WHY IT MATTERS

In 2007, the Board of Regents adopted institutional priority areas to provide direction for fiscal years 2007-2017. The institutional priorities are in the strategic plan, The Way Forward and Why It Matters. The ten strategic initiatives in this document focus on expanding the college's presence in our traditional, virtual, and international communities and on moving the college beyond its traditional access mission to achieving significantly higher rates of student success. These ten institutional priority initiatives are as follows:

1. Achieving the Dream
2. Technology and Personalized Service
These documents are the foundation of the programs and policies of OCCC. They are embedded in our systems and processes, inform our strategies, and direct our budgeting and allocation of resources. Our public commitments derive from our mission, vision, and values, and our curricular focus is responsive to the vision and mission. These documents guide our Board of Regents and college administration as they formulate the policies and procedures that support our everyday operations. The most recent status report on the strategic plan can be found at this link.

**Core Component 1a2:**

*The documents define the varied internal and external constituencies the organization intends to serve.*

The documents above, in conjunction with the Annual Plan, the college catalog, the Board’s Policy Governance document, *The Way Forward and Why It Matters* define our varied constituencies:

- The people of Oklahoma and our community
- Current students including concurrent high school students; transfer students; international and military students; GED students; veterans; ESL students; and non-degree seeking students
- Our employees
- Employers and businesses in the community
- Underserved populations, including those who are at-risk, first-time full-time students, those from low socio-economic backgrounds or of minority ethnicity, and first-generation college students

The Capitol Hill community is a special constituency for the college, as described in the introduction to this self-study. Capitol Hill is an area of Oklahoma City with a predominantly Hispanic population. Many of the residents are recent immigrants, of low socio-economic and educational levels, and speak English as a second language or with minimal ability. Capitol Hill is located within a Federal Empowerment Zone which was part of the Clinton administration’s project to create jobs and opportunities in our nation’s most impoverished urban and rural areas.

**Core Component 1a3:**

*Our mission documents include a strong commitment to high academic standards that sustain and advance excellence, as seen in the examples below:*

- The certificates of mastery, associate degrees, community education, and cultural programs of the college are to be of “exceptional quality,” as stated in our mission statement.
CRITERION ONE / MISSION AND INTEGRITY

• The Vision of the college states our aspiration to be known for the “amazing success of our students.”

• In the Board of Regents Policy Governance Document, under the section “Graduate Success” (the goal that our graduates succeed at four-year institutions and/or in their careers), the indicators listed include grade point averages of transfer students, transfer student survey results, and the GPA of transfer students at the University of Oklahoma, Oklahoma State University, and the University of Central Oklahoma, the college’s largest transfer institutions.

Core Component 1a4:

Oklahoma City Community College has specified the goals for student learning that flow from our mission documents. Goals for learning are required to attain the Associate Degrees and Certificates that our mission states are opportunities we provide to our students.

General Education at Oklahoma City Community College is an integral component of each student’s experience. Every student receiving an Associate Degree (AAS, AA, AS) must complete at least one course from each of the following areas, indicating a general understanding of that area. Specific goals for learning are stated in the General Education Core Competencies:

HUMAN HERITAGE, CULTURE, VALUES AND BELIEFS:
Students will demonstrate an understanding of the ideas, values, and beliefs that have shaped global communities. Specifically, students should be able to demonstrate understanding of basic world geography; demonstrate familiarity with major cultural issues of selected global communities; demonstrate knowledge of significant historical events and figures of selected global communities; and demonstrate an understanding of ethical concerns of selected global communities.

COMMUNICATION AND SYMBOLS:
A. Students will demonstrate effective writing and public speaking skills.
For writing, students should be able to generate a clear, specific, and arguable thesis or dominant idea; formulate evidence and examples to support the topic idea; construct a logical pattern of paragraph development; and demonstrate consistent use of correct and appropriate spelling, grammar, and word choice.

For public speaking skills, students should be able to demonstrate the effective use of an introduction, body, and conclusion of a formal speech; demonstrate an audience-centered purpose that adapts to the audience, occasion, and time limit of the speech; deliver the speech with effective eye contact relative to the use of presentational aids (when applicable) and the audience; vary the tone of voice appropriate to the content of the speech and context of the audience; and demonstrate appropriate attire, gestures, good posture, and meaningful body movement.

B. Students will demonstrate analytical reasoning and logic skills by using mathematical methods and tools. Specifically, students should be able to identify mathematical properties that apply to a situation; apply those mathematical properties appropriately to the situation in order to reach a conclusion; and evaluate that conclusion for correctness and/or effectiveness and develop alternative solutions if needed.
SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS:
Students will demonstrate an understanding of the function of major social institutions. Specifically, students should be able to analyze how political systems impact society; analyze how economic systems impact society; analyze how religion serves to shape the norms of a society; analyze how education interfaces with cultural values and norms; and analyze how shifts in social institutions impact the family.

RELATIONSHIPS IN NATURE AND SCIENCE:
Students will demonstrate critical thinking by using scientific methodology. Specifically, students should be able to analyze a set of data or qualitative observations using previously learned tools; draw reasoned conclusions based on the results of the analysis; and support conclusions logically and communicate them effectively.

General Education requirements, electives, and courses are listed in the general degree requirements section of the catalog. The courses are divided into two categories: required elements (such as “six hours of Humanities”), and those that can be used as general education electives.

As stated in the College’s Mission, a goal of learning for our students includes success in an increasingly global society, and the initiative for Global Excellence is further evidence of the college priority for our students to develop competence and function in an international and global society.

In The Way Forward and Why It Matters are several core indicators that relate to the goals for student learning. Among them are:

- Successful completion rates in developmental courses
- Successful completion rates in gateway courses (first semester)
- Successful completion rates in all college-level courses
- Persistence and retention rates
- Increased numbers and percentage of graduates

Achieving the Dream Team is data-driven and contains goals relating to rates of success in Developmental Mathematics, Gateway and Online Courses, Academic Advisement and Financial Aid.

The Board Policy Governance document includes, in addition to those items mentioned above, indicators of success such as the number of graduates, transfer rates, and student performance on general education outcomes assessment reports.

Core Component 1a5:
The college regularly evaluates and when appropriate revises the mission documents.

The mission documents are reviewed and revised if necessary every five years. At that time, the Board of Regents meets to discuss the documents, consider their continuing relevance, analyze environmental changes, receive and review input from the college constituencies, and decide on any appropriate revisions. The last revision occurred in 2007. At that time the board also adopted the institutional priority areas for 2007-2017 as the strategic plan, The Way Forward and Why It Matters.
CRITERION ONE / MISSION AND INTEGRITY

The Board Governance Policy includes an annual review and if necessary a revision of the College ENDS, as well as an annual appraisal of those ENDS. Recognizing the dynamic society and times in which we live, the Board and the Administration use various methods for receiving continual input, assessment of progress, and information that might necessitate a review or revision of the mission documents outside of the five year cycle. Examples of this continual flow of information include the reports on College ENDS received by the Board during the year, and review of the college Master Site Plan and facilities usage. Other conduits for receiving input that are mentioned in the Regents Policy Governance include: meeting with individuals and organized or informal community groups; meeting with other public boards; hosting opportunities that afford community members the opportunity to learn about the college; fiscal procedures as described elsewhere; and review of the adoption of new certificate and associate degree programs and the discontinuation of others.

In 2003, the Board of Regents recognized pressing classroom and instructional capacity needs. In response to these needs the Board adopted a plan, Vision of the Future, which included three large building projects: The Robert P. Todd Science, Engineering, and Math Center (SEM); the Center of Health Professions Education; and the Center for Arts Education. The Todd SEM center was completed in 2007, the Health Professions Center building in 2009, and the Visual and Performing Arts Center building in 2009.

Square footage of Additions

<table>
<thead>
<tr>
<th>Center</th>
<th>Total Sq. Ft.</th>
<th>Total Classrooms</th>
<th>Total Labs</th>
<th>Total Faculty Offices</th>
<th>Misc. Offices/ Meeting Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Todd SEM Center</td>
<td>65,500</td>
<td>11</td>
<td>8</td>
<td>30</td>
<td>7</td>
</tr>
<tr>
<td>Todd SEM Center (CLT)</td>
<td>6,350</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Health Professions Center</td>
<td>42,800</td>
<td>8</td>
<td>6</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Visual and Performing Arts Center</td>
<td>56,500</td>
<td>7</td>
<td>7</td>
<td>13</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: Office of Facilities Management

The final phase of the Visual and Performing Arts Center facility, a new Performing Arts Theater, is estimated to be completed by 2013. The plan also included initiatives to increase parking, add full-time faculty and staff, and expand community outreach. These initiatives were substantially completed by 2007, when the new strategic plan was developed and adopted. A 20 year Master Site Plan for improving campus facilities and grounds was adopted in 2009.

In the process of developing the new strategic plan in 2007, the Board identified eight critical factors in the environment that were crucial in achieving the college vision:

- The strong foundation of success the college had to build upon.
• The gaps in education in Oklahoma, with too few prepared for success in college and too few Oklahomans completing degrees.
• A changing local economy reflecting more jobs that require a higher level of education and preparation.
• Globalization, increasingly connecting Oklahoma and Oklahomans with the world socially and economically.
• The impact of the Millennial Generation on student expectations of delivery and educational formats.
• The increased diversity of the local population and the college students we serve.
• The prospective of significant impending retirements among the college faculty and staff requiring the development of new leadership.
• The increased emphasis on accountability of colleges to report student achievements for accreditation and funding.

Additionally, the college develops an annual plan which sets forth the Core Indicators and Mission Capacity Outcomes for the new year and integrates them with the Budget Development Principles and the Revenue and Expenditure Assumptions. This plan guides the college each year in implementing all the activities that flow from our mission documents.

Core Component 1a6:

Oklahoma City Community College makes all our mission documents available to the public, including current and prospective students.

All the documents above are easily accessible to current and prospective students, or any member of the community. The documents are featured on the college website, in the section About Us on the institution’s webpage. They are also printed in the college catalog.

In 2007, a framed statement of the primary mission documents was given to all faculty, managers and other employees. Posters and signs around the campus feature excerpts from the various documents as well. The statements are included in a variety of publications of the college. For example, the Interim Report on The Way Forward and Why It Matters (December 2009) has all the documents on the back cover of the report.

CORE COMPONENT 1b: IN ITS MISSION DOCUMENTS, THE ORGANIZATION RECOGNIZES THE DIVERSITY OF ITS LEARNERS, OTHER CONSTITUENCIES, AND THE GREATER SOCIETY IT SERVES.

Core Component 1b1 and 1b2:

In its mission documents, OCCC addresses diversity within the community values and common purposes that are fundamental to our mission. The college views diversity as encompassing race, ethnicity, gender stereotyping, age, religion, disability, and military status, but also socio-economic disparity, educational disparity, and diversity of thought. We consider and address these diversities within our learners, our other constituencies, and the larger community we serve.
CRITERION ONE / MISSION AND INTEGRITY

In our mission statement, we commit ourselves to goals for our students and our community that include the ability to thrive in an increasingly global society. Also in the mission is the commitment to “broad access,” which addresses the needs of prospective students in our service area. Many of our students and prospective students come from circumstances that make college attendance or achieving a college degree seem an unattainable goal.

In 2010, forty percent (40%) of our students qualified for assistance based on the FAFSA and twenty-nine percent (29%) qualified for a Pell grant, illustrating the numbers of students who come from lower-income backgrounds. Increasing the number of students who apply for financial aid is a goal of Achieving the Dream Team.

One of the college values is expressed as “Diversity: Embrace and appreciate the value of differences.” The strategic plan The Way Forward and Why It Matters provides the following statement: “Our community is enriched economically and socially by our educational and cultural programs.” Since 2007, Community Outreach and Education has expanded significantly and added another full-time position. The opening of the OCCC Family and Community Education Center (FACE) allows for significant expansions of community programming. The free English as a Second Language classes and the free General Education Diploma (GED) classes address the needs of the diverse community that the college now serves, including those throughout the metropolitan area.

The Cultural Arts Series provides cultural programs and venues to the community in South Oklahoma City, which is underserved by cultural programs offered in other parts of the metropolitan area.

The OKC-GO Program, which offers graduates of Oklahoma City and Western Heights high schools the opportunity to attend OCCC with free tuition, is a concrete example of transforming our mission documents into reality for the diverse ethnic populations and socio-economic levels of those students. Sixty-eight percent (68%) of the OKC-GO Program students are of minority ethnicity.

The Board Governance Policy, The Board of Regents statement of its governing style, commits the Board to emphasize an outward vision and to encourage diverse viewpoints. The Board further states in the policy that they welcome and encourage public participation in their meetings.

In the Annual Plan, each of the ENDS statements is followed by a list of indicators in which the board reviews the progress towards their targets. The commitment to serving those who represent our increasing diversity and those from lower socio-economic backgrounds is illustrated by several indicators:

ACCESS: indicators include FTE market share compared to area community colleges, year over year change in FTE enrollment, and the ethnicity/racial diversity of OCCC compared to its 5 County Service Area.

The Board of Regents FY 2011 Annual Plan also has several mission capacity goals one of which is the development of diversity training and a new hiring process designed to promote diversity.

**Core Component 1b3:**

*Our mission documents affirm our commitment to honor the dignity and worth of individuals.*

The college value of “Integrity: honest, ethical, and respectful to all,” is our public commitment to honor the dignity and worth of individuals. This commitment is embedded in the systems, policies, and procedures of the college, as evidenced by the examples below.
In section V-2 of the Board Governance Policy, the policy titled “Treatment of People,” the Board has adopted the following statement:

With respect to the treatment of students, staff, volunteers, and the community, dealings shall not be inhumane, unfair or undignified. Accordingly, the President shall not operate without procedures that clarify student and staff rules, provide for effective handling of grievances, and protect against wrongful conditions. These procedures shall comply with all laws pertaining to students, employees and guests.

College Policy 1011, Equal Opportunity states: OCCC does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, disability, military status, or status as a veteran in any of its policies, practices, or procedures. This includes but is not limited to admissions, employment, financial aid and educational services. The policy further states that OCCC is committed to a diverse and inclusive educational working environment, respecting diversity in religious belief, political affiliation, citizenship or alien status, sexual orientation, and marital status.

College Policy 1012, Respectful Educational and Working Environment – Sexual Harassment makes clear that OCCC does not tolerate sexual harassment of any kind.

College Policy 1013, Respectful Educational and Working Environment – Discrimination and Other Harassment states the commitment to provide students, employees, and visitors an educational and working environment free of discrimination and other harassment. The policy specifies that no discrimination or harassment will be tolerated on the basis of race, color, national origin, religion, gender, gender stereotyping, disability, age, and military or veteran status. In addition, the college catalog states “Oklahoma City Community College is committed to a diverse and inclusive educational environment, respecting diversity in religious belief, political affiliation, citizenship or alien status, sexual orientation, and marital status.”

These policies are on the Employee Home page, and are in the print versions of employee and student handbooks. They are also discussed at the New Employee Academy and in the online training program for new employees. All new employees receive a handbook and sign a statement that they acknowledge they are responsible for reading and understanding its contents. The Student Handbook states that individuals with disabilities who want to attend college sponsored events contact Student Support Services in advance to obtain special accommodations.

In 2005, OCCC added a full-time position of EEO/Affirmative Action Compliance Officer. This position is charged with investigating any complaints or allegations of discrimination under the Policies and Procedures of OCCC.

During the 2007-2008 academic year, OCCC implemented mandatory sexual harassment training for all employees of the college. Part of the training included discussion of College Policies 1012 and 1013, as cited above. Emphasis was placed on each individual’s role and responsibility to provide a respectful educational and working environment. OCCC’s offices of Professional Development and Human Resources partnered with New Media Learning to develop online training for new employees. The training has a testing component and records are maintained for all employees taking the training. Refresher training is required for all employees every other year. Specific versions are available for full and part-time faculty, supervisors, and all other employees, including student employees.
The college complies with all federal and state laws regarding equal opportunity and discrimination, and has included others beyond the federally protected groups. The following Equal Opportunity Statement is on the college website and in the employee and student handbooks, available online or in print:

Oklahoma City Community College, in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Executive order 11246 as amended, Title IX of the education Amendments of 1972, the Rehabilitation Act, the Americans With Disabilities Act of 1990, the Civil Rights Act of 1991 and other Federal Laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, disability or status as a veteran in any of its policies, practices or procedures. This includes but is not limited to admissions, employment, financial aid and educational services. In addition to the aforementioned federally protected characteristics of race, color, national origin, sex, age, religion, handicap, disability or status as a veteran, Oklahoma City Community College is committed to a diverse and inclusive educational environment, respecting diversity in religious belief, political affiliation, citizenship or alien status, sexual orientation, and marital status.

A dedicated bulletin board posting all of the federal and state required information is in a highly visible area of the main building outside the Office of the Vice President for Business and Finance. Postings include statements regarding Equal Employment, minimum wage, Family and Medical Leave Act, OSHA, Worker’s Compensation, Safe and Healthy Workplace, Oklahoma Whistleblower Act, College Policy 2011 – Drug Testing, Uniformed Services Employment and Reemployment Rights Act, E-Verify, and Polygraph Protection. Bulletin boards with the required information are also located in the college library, OCCC John Massey Center, OCCC Capitol Hill Center, OKC Downtown College, Arts and Humanities Center, Health Professions Center and in the Wellness Center.

**Core Component 1b5:**

*The mission documents provide a basis for OCCC to develop strategies to address diversity.*

Oklahoma City Community College develops strategies to address the diversity of our students, our employees, and the inclusion of diversity in our curriculum, activities, and programs.

**STUDENT DIVERSITY**

Oklahoma City Community College currently serves a student population of greater ethnic and racial diversity than the five-county area from which we draw our students. In Fall 2010, 34.9% of the student population was racially and/or ethnically diverse, compared to 31.2% of the area from which we draw ninety percent (90%) of our students.

The college addresses student diversity in recruitment and in the educational services and programs it offers. A special relationship with both the Oklahoma City Public Schools and the Western Heights Public Schools is illustrated by the OKC-GO program. The student populations of both these districts are over fifty percent (50%) racial or ethnic minority, and many are also from low socio-economic backgrounds. The OKC-GO program provides free tuition to any recent graduate of a high school in these districts, along with other assistance and guidance. The high schools in these districts are a special focus for the college in recruiting. Many of these students would be very unlikely to attend any institution of post-high school education without this opportunity.
**EMPLOYEE DIVERSITY**

The college strives to employ faculty and staff that mirror the diversity of our community. This goal has proven difficult to attain, and remains a continual challenge, but progress has been made. The current employee demographics include:

**Minorities and Gender**

<table>
<thead>
<tr>
<th>Employee Type</th>
<th>Total Employees</th>
<th>Total Females</th>
<th>Female Percent</th>
<th>Total Minorities</th>
<th>Minority Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10 month contract salaries</td>
<td>150</td>
<td>75</td>
<td>50.0%</td>
<td>30</td>
<td>20.0%</td>
</tr>
<tr>
<td>Executive/Admin/Managerial</td>
<td>74</td>
<td>45</td>
<td>60.8%</td>
<td>7</td>
<td>9.5%</td>
</tr>
<tr>
<td>Other Professionals</td>
<td>112</td>
<td>67</td>
<td>59.8%</td>
<td>26</td>
<td>23.2%</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>95</td>
<td>87</td>
<td>91.6%</td>
<td>21</td>
<td>22.1%</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>47</td>
<td>24</td>
<td>51.1%</td>
<td>9</td>
<td>19.2%</td>
</tr>
<tr>
<td>Skilled Craft</td>
<td>6</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>16.7%</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>23</td>
<td>1</td>
<td>4.4%</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>PT Other Professional</td>
<td>12</td>
<td>10</td>
<td>83.3%</td>
<td>1</td>
<td>8.3%</td>
</tr>
<tr>
<td>PT Secretarial/Clerical</td>
<td>23</td>
<td>18</td>
<td>78.3%</td>
<td>5</td>
<td>21.7%</td>
</tr>
<tr>
<td>PT Technical/Paraprofessional</td>
<td>16</td>
<td>13</td>
<td>81.3%</td>
<td>4</td>
<td>25.0%</td>
</tr>
<tr>
<td>PT Service Maintenance</td>
<td>8</td>
<td>4</td>
<td>50.0%</td>
<td>2</td>
<td>25.0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>566</strong></td>
<td><strong>344</strong></td>
<td><strong>60.8%</strong></td>
<td><strong>108</strong></td>
<td><strong>19.1%</strong></td>
</tr>
</tbody>
</table>

Excludes part-time faculty
Source: Office of Human Resources – October 1, 2010

In the fall of 2010, 19% of the full-time and part-time employees excluding part-time adjuncts represented an ethnic diversity. Twenty percent of the full-time faculty were considered minority.

The OCCC diversity initiatives included the following:

1. 2005 Created a new position of Equal Opportunity/Affirmative Action Compliance Officer.
2. 2006 Reviewed and updated all HR Policies which were approved in 2007 and clearly outlined the protection rights of the college’s staff.
CRITERION ONE / MISSION AND INTEGRITY

3. 2007 One of the critical factors of The Way Forward and Why it Matters states “diversity in our local and national demographics.”

4. 2007 One of the key operational initiatives of The Way Forward and Why it Matters was the Next Generation of Leaders Initiative which stated “A focus of this development will be increasing the diversity of our faculty and staff, especially in leadership positions.”

5. 2007 the OCCC equal opportunity statement was changed to include “sexual orientation and marital status.”

6. 2007 OCCC Employee Handbook was created which identified the equal opportunity statement, respectful educational and working environment regarding sexual harassment, discrimination and other harassment.

7. 2007 The first voluntary Affirmative Action Plan was developed.

8. 2007-2008 Implemented mandatory harassment prevention training for all employees.

9. 2008 Formed the Institutional Policy Committee designed to continuously review and update the college’s policies to ensure they are meeting the needs of its employees and provide a forum for employees to suggest new policies.

10. 2008 The Diversity Task Force was formed and created a plan of action that:
   a. Expanded advertising efforts.
   b. Expanded online recruitment.
   c. Consulted with hiring managers to identify additional recruitment sources.
   d. Provided website information about benefits for prospective applicants and information on the Oklahoma City metro area for candidates outside of Oklahoma.
   e. Increased Human Resources participation in job fairs.
   f. Updated job descriptions by hiring managers before announcing positions.
   g. Increased emphasis on having diverse search committee membership.
   h. Ensures the diversity of our campus is reflected in Marketing and Public Relations materials.

Recognizing that the diversity of our student population is greater than that of our employees, the college has analyzed the causes and developed strategies to move the employee demographic toward more consistency with the students and community. A challenge is the availability of minority applicants with the requisite skills who are not already working in higher education. Within a 40-mile radius of the campus are at least fourteen colleges and universities that are also recruiting from the same local pool of applicants, and often from the same pool of national or regional applicants.

To address these challenges, recruitment and hiring strategies continue to be reviewed. The Strategic Diversity Plan for FY 2011 included the following proposed initiatives:

1. Expand search committee training.
   a. Require all search committee members to complete an online search committee training session that emphasizes their role and responsibility related to diversity.
b. Search committee training will be required of all supervisors.

2. Develop active recruitment plans for each position opening in areas of workforce underutilization.
   a. President's Cabinet Member, the hiring manager and Human Resources will design an active recruitment strategy for each opening in their area.
   b. The college will continue to hire and promote the most qualified candidates regardless of race, ethnicity or gender. When two candidates are comparably qualified, the college's diversity goals will be considered.

3. Implement a requirement for supervisory training that will address effective diversity awareness and management skills for a diverse workforce.

Open positions are announced on the college website and on other recruiting websites. Faculty positions and certain administrative positions are announced on multiple internet recruiting sites. Among the sites utilized to advertise for faculty and higher administrative positions are:

- Chronicle of Higher Education (online)
- Higheredjobs.com (online)
- Insider Higher Ed (online)
- Oklahoman/Jobsok.com (online and in print)
- Minority Faculty Applicant database (online)
- Hispanic Outlook (print)
- Discipline or Profession-specific publications and sites as requested

OCCC has an online applicant tracking system which has had some reporting limitations. A system upgrade will begin in January 2011. Upon completion of the upgrade, projected for March 2011, much more extensive application reporting will be available.

In The Way Forward and Why It Matters the following initiative is included:

The Next Generation of Leaders: As the current generation of community college leaders and senior faculty retire, OCCC must prepare our next generation of leaders to meet the challenges of the future. A focus of this development will be increasing the diversity of our faculty and staff especially in leadership positions as seen in the fifth initiative as outlined below from The Way Forward and Why It Matters.

The Next Generation of Leaders Initiative:

The current generation of community college leaders and senior faculty are scheduled for retirement in large numbers. The college must prepare our next generation of leaders to ensure OCCC will thrive in the future. A focus of this development will be increasing the diversity of our faculty and staff, especially in leadership positions.

To address this initiative, the college developed “Leadership OCCC” in the fall of 2008. The mission of Leadership OCCC is to prepare future college leaders from an internal pool of interested full-time faculty and staff by developing their knowledge, skills, and abilities to be effective leaders. This initiative also addresses one of the 2001 evaluators commented that the college might try to “grow our own” diversity.
CRITERION ONE / MISSION AND INTEGRITY

CURRICULUM AND PROGRAM DIVERSITY

Several portions of the General Education Learning Outcomes competencies address diversity. In the area of Human Heritage, Culture, Values and Beliefs, students demonstrate an understanding of the ideas, values, and beliefs that have shaped global communities. Specifically, students must demonstrate familiarity with major cultural issues of selected global communities and an understanding of ethical concerns of selected global communities. In the area of social, political, and economic institutions, students analyze how political and economic systems impact society; how religion serves to shape the norms of a society; analyze how education interacts with cultural values and norms; and analyze how shifts in social institutions impact the family.

The student Mission Survey administered during the fall of 2010 asked students if the college empowered them to achieve in a growing global society. Eighty-six percent strongly agreed or somewhat agreed.

The college assessed the diversity of curriculum, programs, and activities through the ACT Student Opinion Survey in 2010. Students rated the college above the national norm in Racial Harmony. This survey, administered every other year, has rated the college above the national norm on Racial Harmony in three of the last six cycles of administering the instrument. Fifty-two percent of students completing the instrument indicated that their experiences at OCCC had contributed to their knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds.

The 2010 survey of 2009 OCCC graduates asked the question: To what extent do you believe your educational experience improved your perspective of other cultures? Eighty-one percent of the graduates indicated their experience had improved their perspective greatly or somewhat compared to 77% of the 2008 graduates.

The results of the Community College Survey of Student Engagement (CCSSE) from 2009 showed a positive statistical significance from 2007 on items relating to diversity including “Encourages contact with students from different backgrounds” and “Working effectively with others.” Fifty percent (50%) of the students indicated that their experience at OCCC greatly improved or somewhat improved their understanding of people from different cultures. The survey also indicated a statistical increase from the college’s 2007 results compared to 2009 results for the indicator “Encouraging contact among students from different economic, social, racial and ethnic backgrounds.” There was a slight decline on the indicator “Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.”

Assessment of these and similar results indicates the college does address diversity, including gender, race, ethnicity, and religion, in the curriculum, activities and programs it offers. Two notable initiatives related to diversity are briefly mentioned here.

The Center of International Business (CIB) was established in 2007 as part of the academic Division of Business, with a mission to respond to the challenges present in a new global economy by establishing a center that will:

- Provide quality educational programs to prepare and challenge Oklahoma City Community college and local businesses and employees to participate in a global society.
- Be the primary partner in fostering economic development, educational services and training for Oklahoma City Community College and the business community.
CRITERION ONE / MISSION AND INTEGRITY

- Meet the needs of our community through addressing the opportunities in education, economic, and social issues within a global business framework.
- Establish processes to utilize and integrate global expertise within business and other curricula and facilitate the exchange of information through educational programs in global settings.

The CIB develops global links with business and community leaders and students by providing workshops and programs with business leaders in other countries, and offers a Certificate of Mastery in International Business. The CIB have the following ongoing activities:

- Establishing a “Multi-Cultural Business Student Club” for our students. All international students and multi-cultural students in a business field would be welcome. There has already been interest shown by our international students.
- Establishing the ability for webcasts in our courses with guests from various countries. Currently we are discussing arrangements with guests from Russia, Italy and United Arab Emirates (UAE).
- Two Fulbright scholars are continuing to teach as adjunct online professors in the field of Economics. One is located in Russia and the other is in South Africa.

The World Languages and Cultures Center (WLCC) opened in January 2008 as a part of the academic Division of Arts and Humanities. Included in the goals of this center are:

- Increase the knowledge of languages and cultures among our students, faculty, staff, and community members.
- Promote the understanding of and sensitivity to other cultures.
- Promote and facilitate the study of languages and cultures.
- Provide a place where students can practice language skills.
- Provide cultural information and business-related protocol to community members.
- Provide language resources to prepare people to travel abroad.
- Assist immigrants in learning the basics of the English language and in gaining knowledge of American culture.
- Provide state-of-the-art technology for the study of languages and cultures.
- Connect people locally and internationally.
- Support faculty doing global awareness components in classes.
- Support students in courses which focus on world cultures.
- Provide information to students, faculty, staff, and community members.

In addition to these examples, OCCC is a member of the Global Corporate College (GCC), a network of community colleges that offers training and professional development to national and multinational companies. Corporate Learning at OCCC is the contact for GCC.
CRITERION ONE / MISSION AND INTEGRITY

CORE COMPONENT 1c: UNDERSTANDING OF AND SUPPORT FOR OUR MISSION PERVADES OUR ORGANIZATION

Core Component 1c1:
The board, administration, faculty, staff, and students understand and support the organization’s mission.

THE BOARD OF REGENTS UNDERSTANDS AND SUPPORTS THE MISSION

The Policy Governance document defines the Mission of the Board of Regents of Oklahoma City Community College:

On behalf of the community it serves and the people of the State of Oklahoma, the Board of Regents governs Oklahoma City Community College through the Board’s expressed policies, including the development and monitoring of key mission outcomes (ENDS) and the definition of Executive Limitations and monitoring compliance by the President of the college.

Under the section of the policy I-2, Board Process: Governing Style, the Board states that it will “Focus on intended long-term impacts on students and community (ENDS) rather than on the administrative or programmatic means of attaining those effects (MEANS).” These statements reflect the Board of Regent’s understanding that their focus is making decisions based on a clear vision of the organization and its future, rather than on responding to new or transient opportunities that might distract or divert the college from its mission. During their monthly meetings, the Board receives Monitoring Reports which provide clear evidence of progress and attainment for each of the College ENDS. They also receive regular reports on elements of the strategic plan and other projects and initiatives. These reports reflect the mission, vision, values, and goals of the college. The Board also states it will be an “initiator of policy, not merely a reactor to staff initiatives.” This statement reflects the responsibility the Board assumes to develop, monitor, and review the mission documents of the college. The Board assumes this responsibility further with the statement that they will “direct, control, and inspire the college through careful establishment of the broadest values and perspectives in the form of written policies.”

THE ADMINISTRATION, FACULTY, AND STAFF UNDERSTAND AND SUPPORT THE MISSION

All employees have received a copy of the mission documents of the college. All new employees receive a copy during their orientation to the college. In addition, all mission documents are included in the Employee Handbook. Each employee receives the Handbook and signs a statement that they acknowledge that they have received it and are responsible for reading it and understanding its contents.

The Personal Assessment of the College Environment (PACE) was administered in 2008 and in 2010. This survey asked two questions pertaining to the mission. The first question was “the actions of this institution reflect its mission.” The results indicated that the mean for OCCC in 2010 was statistically significantly higher than the survey norm. The mean of second question “I feel my job is relevant to this institution’s mission” was above the previous survey and the national norm.
CRITERION ONE / MISSION AND INTEGRITY

2010 PACE Survey Results

<table>
<thead>
<tr>
<th></th>
<th>OC 2008</th>
<th>OC 2010</th>
<th>Norm 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>The actions of this institution reflect its mission</td>
<td>3.98</td>
<td>4.07*</td>
<td>3.75</td>
</tr>
<tr>
<td>I feel my job is relevant to this institution’s mission</td>
<td>4.27</td>
<td>4.31</td>
<td>4.28</td>
</tr>
</tbody>
</table>

*Test results indicate a significant difference between the OCCC mean and the Norm mean (ct=0.05)
Source: Office of Institutional Effectiveness

Furthermore, in the spring of 2010, faculty and staff were surveyed to determine their understanding of the mission and whether as a community we address the mission’s principles. There were 332 faculty and staff who responded to the survey of which 96% indicated that they were familiar with the College’s Mission. Ninety-one percent indicated that they strongly agreed or somewhat agreed the college was an active provider of cultural activities of exceptional quality while 86% strongly agreed or somewhat agreed that the college empowers its students to achieve in a growing global society. Eighty-six percent of the respondents indicated that the College’s Mission influenced their project priorities in relation to their job responsibilities or academic discipline always or sometimes. Finally, 89% of the respondents were very satisfied or somewhat satisfied with the College’s Mission. Additionally, faculty and staff provided the following types of comments:

- “OCCC has had a major impact on my life in a positive manner. The mission that OCCC has is just one more tool I have to help others achieve success.”
- “I am very proud of our mission, especially the broad access which sets us apart from the large four year universities.”
- “The length of the [mission] statement is long (probably too long) but its content is solid and worthy.”

The annual faculty performance review document requires the faculty member to indicate that during the year they supported the College’s vision, mission, goals, and priorities, and abided by the policies and procedures published in OCCC Faculty Performance Appraisal Process Instructions.

Employee support for the mission of the college is displayed when the employee fulfills his/her role in reaching the goals the college has developed; in participating in committees, task forces, and other activities to analyze progress and barriers or forge new strategies for success; in providing input and communication that assists in developing new goals and strategies for success; and by conducting himself or herself in a manner consistent with the values of the college. All of these areas are part of employee evaluation.

Throughout this self-study document are examples of employees, at every level of the college, participating in the type of activities described above. Included among those activities are many college committees which are driven by our mission, including the ADA Support Services Committee (*broad and equitable access*), the Curriculum Committee (*Certificates of Mastery and Associate Degrees*), General Education Committee (*students are prepared to succeed in college, and achieve their individual educational aspirations*), Instructional Administrative Procedures Committee (*Values of innovation, integrity, stewardship, and accountability*), and the Faculty Development Committee (*we are known for educational programs of exceptional quality*).
CRITERION ONE / MISSION AND INTEGRITY

All requests for resource allocation funds must reflect a relevant college END in order to be considered by the Cabinet and President. This ensures that the mission and ENDS of the college drive the activities and expenditures of the institution.

Faculty and staff are a driving force behind the Achieving the Dream initiative and other initiatives of The Way Forward and Why It Matters, the strategic plan. Without the support of faculty and staff, the college would not be able to use accountability as a strategic tool to track and improve the college's performance. Furthermore, the active support and involvement of all college employees is necessary to improve the achievement rates of at-risk students, and move from merely satisfying students to inspiring them to become life-long learners. The significant progress on all these, and other, initiatives bespeaks the support of all employee groups for the college mission.

STUDENTS UNDERSTAND AND SUPPORT THE MISSION

The mission documents are easily accessible on the college web page, and are printed in the college catalog. The key points of the mission documents are found on large posters in prominent places around the campus.

Indirect evidence that students know and value the mission of the college are abundant. The large increases in enrollment, including the OKC-GO Program, indicate that students are aware that OCCC provides broad and equitable access; the graduate surveys and other data tell us that students are succeeding when they transfer and achieving their individual aspirations for their education and in their careers. The results of surveys of students tell us that students recognize our respect for diversity.

Students exhibit understanding and support for the mission when they support the college’s new initiatives. When the college began seeking funds to build the new theater, the President met with student organizations to seek their support. They provided that support by endorsing a fee for an $8 million bond issue to help raise money for the project.

Students also indicate support for the mission by participating in college activities and programs, such as Service-Learning and Service Day programs. Students who participate in service-learning under the auspices of the college, reflects the college mission of seeing our community thrive, and enriching the community economically and socially by our programs. There is student representation on the President’s Advisory Council, at Faculty Association, and on some committees interviewing candidates for campus positions, including all committees interviewing candidates for positions in student services. Students also assist in evaluating the mission through The Leadership Council. Students’ concerns and issues pass through this organization to the Cabinet for response. Student representatives serve on numerous campus committees to bring student perspective and input to the committees, including: Achieving the Dream; and the Master Campus Plan focus groups, Traffic and Parking Appeals; the Pioneer Advisory Board; Grade Appeal Committee; Campus Green Committee.

In the fall of 2010, students were surveyed to obtain their understanding of the College’s Mission. Fifty-three percent indicated that they were aware of the College’s Mission statement. Seventy-one percent strongly or somewhat agreed that the mission statement was visible and posted throughout the campus. The graph below shows how the students rated their overall agreement with how the college represents its mission.
Core Component 1c2 and 1c3:

Strategic decisions are mission-driven at Oklahoma City Community College, and our planning and budgeting processes derive from and support our mission.

Strategic decisions are directed primarily through three entities:

1. **Planning and Research** is responsible for coordinating the development of the college’s two major plans. *The Way Forward and Why It Matters*, approved by the OCCC Board of Regents in 2007, is the college’s strategic plan, consisting of ten initiatives to increase student success, enhance community outreach, and improve the college’s human and physical infrastructure. The College’s Annual Plan includes the five ENDS and Core Indicators that are used by employees and managers to track progress in achieving key student outcomes and projects identified in *The Way Forward and Why It Matters*.

2. Institutional Intelligence (I2) solutions are developed and managed by Planning and Research using a web-based system known as the college dashboard. The college dashboard showing the latest performance on the College’s Core Indicators, interactive enrollment, and student success reports is provided to decision makers throughout the institution.

3. The **Office of Institutional Effectiveness** provides technical assistance and data to administration, management, faculty, and staff for the purpose of improving the effectiveness and efficiency of Oklahoma City Community College’s services to students and staff. The framework of these activities incorporates the college and unit goals, Oklahoma State Regents of Higher Education requirements and the mandates of external accrediting bodies.

As described previously the Board of Regents and the Administration develop strategies, processes, plans, and operations in response to our mission documents. Some examples include:

- Our strategic plan, *The Way Forward and Why It Matters*, identifies ten strategic initiatives that are derived from the mission, vision, values, and ENDS.
The Annual Plan is developed in relation to the mission documents. The Plan directs the activities of the institution for the year, and specifies the strategies and processes that will be used to fulfill the mission and ENDS. As part of this planning process all budget items must be identified as supporting one of the College’s ENDS.

The college Master Site Plan is developed based on the projected facility and infrastructure needs required to fulfill our mission.

The buildings newly finished or about to be completed on the campus, including the SEM Center, Health Professions Center, Visual and Performing Arts Center, new Performing Arts Theater, new Capitol Hill Center, and the OCCC FACE center all respond to explicit planning documents in the college’s previous strategic plan, Vision of the Future, and The Way Forward and Why It Matters. When OCCC strives for broad and equitable access, we require the instructional spaces to serve the additional students. When OCCC pledges to enrich our community economically and socially with our educational and cultural programs, we need to enlarge and improve our performance spaces and provide spaces for community-focused programs, and the staff for those programs, as well as offer and support a variety of cultural programming.

The decision to develop the OKC-GO Program was in direct response to our mission of broad access.

Our extensive developmental course curriculum, especially the newly redesigned developmental math and specialized English composition courses for students new to the English language, are a response to our mission that “Our students are prepared to succeed in college.” Related to the same statement in our mission is the Success in College and Life Course now required for nearly all new students, to ensure they have the requisite skills to be successful.

Our extensive offerings of labs and other learning support activities are designed to support the success of our students while at OCCC and when they transfer or seek employment.

In our mission to empower our students and community to thrive in an increasingly global society, we provide the resources of the Center for International Business and the World Languages and Cultures Center.

THE INSTITUTIONAL PLANNING PROCESS

The Annual Planning Process and Timeline, Core Indicators, and Mission Capacity Outcomes for the FY 2011 Annual Plan are illustrated below. As indicated, each college END has a list of core indicators. For each core indicator there is a specified target and a brief explanation. Following these core indicators is the annual specification of Budget Development Principles. For FY 2011, the first budget principle is to align the budget to accomplish the objectives that are consistent with OCCC’s stated vision, mission, ENDS, and values. These principles guide the development of the annual budget. Every item to be considered for inclusion in the budget must be identified with one of the ENDS of the institution.

The FY 2010 Annual Plan was the first to include a section on the Dashboard for the Core Indicators. This new tool for measuring success provides more current information and evaluates performance as either on target or below target for the latest available period to the Administration and to the Board for planning and assessment purposes.

The FY 2011 Annual Plan Core Indicators remained the same as 2010 with a few new additions; a program assessment measurement to measure general education outcomes; Corporate Learning positive net margin;
a service-learning indicator to measure participation and the financial value of student volunteerism in the community, and training designed to improve employee diversity. The college will also maintain its emphasis on ensuring we have a safe and secure learning environment for students, faculty and staff. The FY 2011 Annual Plan can be viewed in its entirety and compared with other recent Annual Plans at these links: FY 2011 🌐 FY 2010 🌐

**FY 2011**

**OCCC Annual Planning Process & Timeline**

**NOVEMBER**

1. President's Cabinet Planning Retreat and review of Annual Plan draft

**NOVEMBER–JANUARY**

2. Departments develop initiatives to respond to draft Annual Plan

**MARCH**

3. President's Cabinet reviews and assigns priorities to initiatives

**APRIL–MAY**

4. Board of Regents reviews Annual Plan, budget principles and revenue/expenditure estimates

5. President & President's Cabinet prepare draft FY 2011 Staffing Plan and all budgets

**MAY**

6. Board of Regents reviews Staffing Plan, Tuition Plan and budgets

**JUNE**

7. Board of Regents approves Staffing Plan, Tuition Plan, and budgets

**FY 2011**

8. President’s Cabinet/Departments implement Plans and monitor progress

**FY 2011 Budget Development Principles**

This section of the FY 2011 Annual Plan and preceding plans outlines budget development assumptions for FY 2011 including the budget principles.
Budget Principles

The budget principles for FY 2011 are as follows:

- Align the budget to achieve the objectives outlined in the FY 2011 Annual Plan and consistent with OCCC’s stated vision, mission, ENDS, and values.
- Adequately prepare for an additional reduction in state appropriations for FY 2011 and FY 2012. Federal stimulus funds and state of Oklahoma Rainy Day Funds which are anticipated in FY 2011 will likely not be available in FY 2012.
- Preserve the capacity of faculty and staff to meet the service and instructional requirements of an increasing student population.
- Maintain our efforts to serve the community through educational and cultural programs.
- Maintain the physical plant, facilities, equipment, and technology to provide a high quality and safe learning environment for students and the community.
- Allow for flexibility to respond to student, community, and workforce instructional needs and opportunities.
- Ensure operational efficiency and effectiveness.

The FY 2010 Annual Plan was the first to include a section on the Dashboard for the Core Indicators. This new tool for measuring success provides more current information to the Administration and to the Board for planning and assessment purposes.

The FY 2011 Annual Plan Core Indicators was slightly different than 2010 with a few new additions: a new program assessment measurement to measure general education outcomes; a new service-learning indicator to measure participation and the financial value of student volunteerism in the community; and gross margin number for Corporate Learning.
## FY 2011 Core Indicators and Mission Capacity Outcomes

The FY 2011 OCCC Core Indicators are listed below with targets and explanations. Important mission capacity outcomes, which support the achievement of the ENDs, are also listed.

<table>
<thead>
<tr>
<th>ACCESS</th>
<th>Core Indicator</th>
<th>Target</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Full-Time-Equivalent Credit Hour Market Share</td>
<td>At or above prior year</td>
<td>Measures the college’s enrollment compared to other area community colleges in both good and challenging times. Full-Time-Equivalent equals 30 credit-hours.</td>
<td></td>
</tr>
<tr>
<td>2: Increase FTE enrollment over prior year</td>
<td>At or above prior three-year average</td>
<td>Measures the short and long-term trend in credit hour enrollment.</td>
<td></td>
</tr>
<tr>
<td>3: Racial and Ethnic composition of student body</td>
<td>Minority component at or above service area</td>
<td>Measures the college’s ability to attract students from traditionally underserved populations.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT PREPARATION</th>
<th>Core Indicator</th>
<th>Target</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4: Concurrent headcount</td>
<td>At or above prior year</td>
<td>Measures the number of students who receive early exposure to college–level work—a good predictor of subsequent success in college.</td>
<td></td>
</tr>
<tr>
<td>5: Successful developmental course completion</td>
<td>At or above prior year</td>
<td>Measures the success of students who receive remedial education. Courses included College Writing I, College Writing II, Reading I, Reading II, Basic Math, Elementary Algebra and Intermediate Algebra.</td>
<td></td>
</tr>
<tr>
<td>6: Successful gateway course completion</td>
<td>At or above prior year</td>
<td>Measures the success of students who take early large enrollment classes required for most degree programs. Includes ENGL 1113, HIST 1483, MATH 1513, PSY. 1113 and POLSC. 1113.</td>
<td></td>
</tr>
</tbody>
</table>
### STUDENT SUCCESS

<table>
<thead>
<tr>
<th>Core Indicator</th>
<th>Target</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7: Successful completion rate of all college-level courses</td>
<td>At or above prior year</td>
<td>Comprehensive measure of all credit courses.</td>
</tr>
<tr>
<td>7A: 1000-level courses</td>
<td></td>
<td>Measures the percentage of new students who enroll in the fall semester and persist to the following spring semester or are retained to the subsequent fall. A student is said to have progressed over a three year period if they are still enrolled at OCCC, are attending another public institution in the state, graduated from OCCC or graduated from another institution.</td>
</tr>
<tr>
<td>7B: 2000-level courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8: Persistence and retention</td>
<td>At or above prior year</td>
<td>Measures the number of students who achieve their educational goal of attaining a credential.</td>
</tr>
<tr>
<td>8A: Persistence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8B: Retention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8C: Three Year Progression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9: Number of graduates</td>
<td>At or above prior three-year average</td>
<td>Assessment areas include: social institutions; writing; mathematical methods; scientific methodology; human heritage, culture and values; and public speaking.</td>
</tr>
<tr>
<td>10. General education assessment</td>
<td>Students demonstrate competencies at or above targeted rates</td>
<td></td>
</tr>
</tbody>
</table>
## Graduate Success

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>DESCRIPTION</th>
<th>TARGET</th>
<th>MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>11: Health professions first time licensure pass rates</td>
<td>11A: Nursing</td>
<td>The targets for all four groups are at or above the national average</td>
<td>Performance will be updated as national averages are received.</td>
</tr>
<tr>
<td></td>
<td>11B: OTA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11C: EMS/Paramedic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11D: PTA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12: Graduate satisfaction with transfer preparation and employment preparation</td>
<td>12A: Satisfaction with transfer preparation</td>
<td>90% satisfaction or higher</td>
<td>Measures student satisfaction with the relevancy and preparation of their educations after they leave the college.</td>
</tr>
<tr>
<td></td>
<td>12B: Satisfaction with employment preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13: Employer satisfaction with graduates</td>
<td></td>
<td>90% satisfaction or higher</td>
<td>Measures satisfaction with recent OCCC employee graduates.</td>
</tr>
<tr>
<td>14: Transfer student grade point average</td>
<td>14A: UCO</td>
<td>The target is that the average grade point average be equal to or above the average of all undergraduates at the transfer institution.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14B: OU</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14C: OSU</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Community Development

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15:</strong> Participation in cultural arts programming</td>
<td>Arts Festival of Oklahoma attendance at or above three-year average</td>
<td>Measures community participation in signature college-sponsored cultural activities</td>
</tr>
<tr>
<td>15A: Arts Festival</td>
<td>Cultural Arts Series attendance at or above three-year average</td>
<td></td>
</tr>
<tr>
<td>15B: Cultural Arts Series</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>16:</strong> Enrollment in community education and recreation programs</td>
<td>At or above prior year</td>
<td>Measures participation in key community programs. Education and outreach includes Adult Basic Education, English as a Second Language and General Equivalency Diploma programs.</td>
</tr>
<tr>
<td>16A: Community education and outreach programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16B: Recreation and fitness</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17:</strong> Corporate Learning</td>
<td>A. Achieve a positive net margin</td>
<td>Gross margin calculated as revenue (including grants) minus purchases and salary and benefits.</td>
</tr>
<tr>
<td>17A: Gross margin.</td>
<td>B. Increase enrollments over prior year</td>
<td></td>
</tr>
<tr>
<td>17B: Enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18:</strong> Student volunteerism and service-learning</td>
<td>A. Increase the number of participating students over prior year</td>
<td>Measures the number of students and value of their in-kind contributions to various community causes. The measurement includes both curricular and non-curricular activities.</td>
</tr>
<tr>
<td>18A: Total number of students who participate in service-learning activities</td>
<td>B. Increase financial value of activities over prior year</td>
<td></td>
</tr>
<tr>
<td>18B: Financial value of student volunteers to the community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## MISSION CAPACITY

<table>
<thead>
<tr>
<th>Core Indicator</th>
<th>Target</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>19: Financial stewardship</td>
<td>Receive an unqualified auditor’s opinion</td>
<td>Measures the fiscal soundness of the college as well as compliance with generally accepted accounting principles and other financial regulations.</td>
</tr>
<tr>
<td>20: Employee development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20A: Implement the recently updated strategic diversity plan by beginning implementation of diversity awareness sessions and new hiring processes designed to promote diversity</td>
<td>A. Diversity awareness training begun and new hiring process implemented</td>
<td>Measures improved employee job skills, leadership skills and diversity through targeted training.</td>
</tr>
<tr>
<td>20B: Emergency preparedness training</td>
<td>B. At least 500 hours of emergency preparedness training</td>
<td></td>
</tr>
<tr>
<td>20C: Provide cooperative learning training for full-time faculty and adjuncts</td>
<td>C. At least 35 full-time and/or adjunct faculty members participate in cooperative learning training</td>
<td></td>
</tr>
<tr>
<td>20D: Conduct a Supervisor’s Academy and a new class of Leadership OCCC</td>
<td>D. Supervisory Academy and new class of Leadership OCCC implemented</td>
<td></td>
</tr>
<tr>
<td>21: Datatel Business Advisory Project</td>
<td>Implement designated FY 2011 initiatives</td>
<td>Improved technological infrastructure and processes.</td>
</tr>
<tr>
<td>22: Major new facility projects</td>
<td>Complete renovation and occupancy of the OCCC Family and Community Education Center, begin construction of the Performing Arts Theater and begin renovation of the new Capitol Hill Center</td>
<td>Increasing physical plant capacity to expand community outreach and cultural activities.</td>
</tr>
<tr>
<td>23: Increase funding from other sources (foundations, grants and private funds)</td>
<td>Above prior year</td>
<td>Diversifying funding sources.</td>
</tr>
</tbody>
</table>
CRITERION ONE / MISSION AND INTEGRITY

Core Component 1c4 and 1c5:
Goals of the administrative and academic subunits of the college are congruent with the College’s Mission, and the college's internal constituencies articulate the mission in a consistent manner.

Many of the departments and divisions of OCCC have developed mission, vision, and/or goal statements that are responsive to and congruent with the college mission documents, but also articulate the specific mission of the particular department. In some cases, such as the Academic Affairs tag line “A success story for every student,” the statement is a combination of mission, vision, and goal. No department or division of the college has goals or missions that deviate from the institutional documents.

The development of annual budgets, and subunit strategic plans, require that all items be linked to support the college mission and strategic initiatives. In this way, all subunits of the college are unified in their focus on the core mission of the college.

CORE COMPONENT 1d: THE GOVERNANCE AND ADMINISTRATIVE STRUCTURES OF OKLAHOMA CITY COMMUNITY COLLEGE PROMOTE EFFECTIVE LEADERSHIP AND SUPPORT COLLABORATIVE PROCESSES THAT ENABLE THE ORGANIZATION TO FULFILL ITS MISSION.

Core Component 1d1:
Board policies and practices document that our Board of Regents focus on the mission of the college.

The Policy Governance Document states that the Board of Regents governs OCCC through the Board’s expressed policies, including the development and monitoring of key mission outcomes (ENDS) and the definition of Executive Limitations and monitoring compliance by the President of the college. The ENDS define the key outcomes that are critical to achieving success of our mission. The documents above from the Annual Plan also illustrate that the focus of the Board is on governance issues, including mission-related matters.

Each month, the Board of Regents receives a variety of reports which may include the monitoring reports on the College ENDS, budget reports, or other key indicators found in the Annual Plan. This series of reports ensures that the Board is fully informed on progress toward the fulfillment of the college mission.

Core Component 1d2:
The Board enables the organization’s chief administrative personnel to exercise effective leadership.

In several portions of the Board Governance Policy, there are references to the relationship between the Board and the President and college staff:

- Section I-2, Governing Style includes the statement: “Maintain a clear distinction between the Board’s and staff’s roles.”
- Section I-3 specifies the roles and responsibilities of the Board of Regents. This includes oversight and monitoring of the ENDS, the development of the strategic plan and other duties as required by law or regulation. However, it does not include day-to-day administrative oversight of the college, which is expressly delegated to the President.
- In Section I-4, relating to the functions of the Board Chairman, the policy specifies that the Chairman has no authority to individually direct or supervise the President.
Section I-5 notes that Board committees are not to interfere with delegation from the Board to the President. This section also notes that committees will not be used to monitor organizational performance or exercise authority over staff. Committees will not have direct dealings with current staff operations, nor is the President required to seek the approval of a Board Committee before an executive action.

Policy IV is entirely devoted to the Board-President Relationship, including the delegation of authority to the President (IV-1); President’s Role and Job Description (IV-2); and Monitoring Executive Performance (IV-3). Section V deals with Executive Limitations of Authority. A review of these policies illustrates a system of governance that enables the college President and other chief administrative personnel to exercise effective leadership.

**Core Component 1d3:**
The distribution of responsibilities, as defined in governance structures, is understood and implemented through delegated authority.

The authority is delegated to the President by the Board of Regents, as described above, and the President implements this authority. The President delegates this authority to the members of the President’s cabinet and other personnel. The Cabinet is comprised of the Vice President for Academic Affairs, the Vice President for Enrollment and Student Services, the Executive Vice President, the General Counsel, the Executive Director of Institutional Advancement, the Executive Director of Planning and Research, the Vice President for Budget and Finance, the Vice President for Community Development, the Vice President for Human Resources, and the Vice President for Information Technology. The President’s Cabinet meets weekly to discuss critical issues. The current organizational chart illustrates these relationships.

**Core Component 1d4:**
People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.

The Board of Regents and the key Administrators of Oklahoma City Community College are qualified to occupy and carry out their responsibilities to lead and direct the college in accordance with the mission.

**BOARD OF REGENTS**
Members of the Board of Regents are appointed by the Governor of Oklahoma and confirmed by the Oklahoma State Senate. Terms are for a seven year period, or as designated.

Board members use the purposes for community colleges set forth by State Statute and the functions assigned by the Oklahoma State Regents for Higher Education (OSRHE) to develop the mission, vision, and priorities for the college. Of the seven members of the Board, four must be residents of the South Oklahoma City School District.

According to the OSRHE, governance is a compilation of legal excerpts from the Constitution of the State of Oklahoma and the Oklahoma Higher Education Code as enacted by the 1965 Legislature, as amended. Article XIII-A, Section 1-4, states: “All institutions of higher education supported in whole or in part by direct legislative appropriations shall be integral parts of a unified system to be known as The Oklahoma State System of Higher Education.”
CRITERION ONE / MISSION AND INTEGRITY

Responsibilities of the OSRHE include: prescribing standards of higher education applicable to each institution; determining the functions and courses of study in each institution conform to the standards prescribed; granting degrees and other forms of academic recognition for completion of prescribed courses; recommending to the Legislature budget allocations for each institution; and recommending to the Legislature proposed fees for all institutions.

The Oklahoma Legislature, in 1967, made provisions for community junior colleges to be established and operated under the jurisdiction of the OSRHE. In 1973 the Legislature made provision for the six community junior colleges to be converted to full-fledged state two-year colleges, with OSRHE responsible for administration of that law.

The OSRHE operates the Regents Education Program (Oklahoma Statutes, O.S. §§ 3228 and 3228.1, 2001) to educate regents and trustees about the nature of their responsibilities and the seriousness with which they should be undertaken. Lectures, seminars, and courses are among the methods used to accomplish this purpose. Regents are required to complete “credit hours” (a measure of clock hours reflecting the actual time and the relative importance of the topic) of continuing training and education. The program goals include allowing regents and trustees to govern successfully in the face of greater calls for wider programs and services, mandates for greater accountability, changing clientele and demands, and resource scarcity. The program has an advisory committee and is operated in consultation with the Oklahoma Office of Attorney General. Each regent must complete a 15 hour program within two years of his or her initial appointment, and is given the opportunity to continue to participate in future offerings. Two of the hours of education must be in ethics. All Board members must be given an orientation within two weeks of their appointment by the individual college, and this orientation may, if content is approved by the Regents, count for up to four hours of the required program. Other portions of the program contain core knowledge necessary for Regents to understand and provide effective leadership in their positions and in issues in higher education.

The Board Governance Policy, first adopted by the OCCC regents in 2001 and last revised in 2006, defines the Board Mission:

On behalf of the community it serves and the people of the State of Oklahoma, the Board of Regents governs Oklahoma City Community College through the Board’s expressed policies, including the development and monitoring of key mission outcomes (“ENDS”) and the definition of Executive Limitations and monitoring compliance by the President of the college.

The policy also includes the official mission, vision, values, and priorities of the college to guide the operations of the Board.
<table>
<thead>
<tr>
<th>Biographical Sketches of the Members of the Board of Regents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ben Brown</strong></td>
</tr>
<tr>
<td>• Sixteen years service in the Oklahoma State Senate</td>
</tr>
<tr>
<td>• Fifteen years as Executive Director of Oklahoma City Metro Alliance for Safer Cities</td>
</tr>
<tr>
<td>• Appointed in 2006 to serve a seven-year term ending in 2013 as a Regent</td>
</tr>
<tr>
<td>• Received a master’s degree in social work from the University of Oklahoma School of Community Organization, and a bachelor’s degree in sociology/history from Oklahoma Baptist University in Shawnee, Oklahoma.</td>
</tr>
<tr>
<td>• Resides in Oklahoma City with his wife Billie</td>
</tr>
<tr>
<td><strong>Lenora Burdine</strong></td>
</tr>
<tr>
<td>• Recently served as Deputy General Counsel at the Oklahoma Corporation Commission’s Public Utility Division</td>
</tr>
<tr>
<td>• Has twelve years of administrative law experience and total of twenty-six years of criminal and civil experience</td>
</tr>
<tr>
<td>• Appointed in 2010 to serve a seven-year term ending in 2017 as a Regent</td>
</tr>
<tr>
<td>• Holds a bachelor’s degree in business administration from Oklahoma State University, and a Juris Doctorate from the University of Oklahoma</td>
</tr>
<tr>
<td>• Resides in Oklahoma City with her husband Kevin</td>
</tr>
<tr>
<td><strong>Teresa Moisant</strong></td>
</tr>
<tr>
<td>• Owner and president of Moisant Promotional Products, a company she founded in 1990</td>
</tr>
<tr>
<td>• Her earlier career included various positions in the corporate world including Director of Advertising for Target stores, Director of Training for TG&amp;Y stores, District Manager of Revlon, and National Accounts Manager of a major gift company.</td>
</tr>
<tr>
<td>• Appointed in 2009 to serve a seven-year term ending in 2016 as a Regent</td>
</tr>
<tr>
<td>• Is a graduate of Leadership Oklahoma City, Class XXVI</td>
</tr>
<tr>
<td>• Is a graduate of the inaugural class of South Oklahoma City's Chamber of Commerce Team South Leadership Program</td>
</tr>
<tr>
<td>• Resides in Oklahoma City</td>
</tr>
<tr>
<td><strong>Tony Tyler</strong></td>
</tr>
<tr>
<td>• Nineteen years at Tyler Media, serving as the General Manager of Tyler Outdoor Advertising</td>
</tr>
<tr>
<td>• Appointed by Oklahoma Governor Mary Fallin in 2011 to serve a seven-year term ending 2018 as a Regent at Oklahoma City Community College</td>
</tr>
<tr>
<td>• Received a Bachelor of Arts in History from the University of Dallas, Dallas, TX</td>
</tr>
<tr>
<td>• Resides in Norman, Oklahoma with his wife Shelley and their four children</td>
</tr>
</tbody>
</table>
CRITERION ONE / MISSION AND INTEGRITY

Mike Voorhees
- Is an attorney at Voorhees & Voorhees, P.C. in association with Shelton Voorhees Law Group
- Teaches courses and seminars concerning legal issues
- Holds three degrees: one Juris Doctorate from the University of Oklahoma, a bachelor’s in political science from the University of Oklahoma, and an associate’s in political science from Oklahoma City Community College
- Appointed in 2007 to serve until 2014
- Resides in Oklahoma City with his wife Sharon

James R. White
- Reverend White is retired after serving as pastor of Capitol Hill Baptist Church for 31 ½ years
- Appointed in 2005 to serve a seven-year term ending in 2012 as a Regent
- Received a master’s degree in Divinity from Southwestern Baptist Theological Seminary in Fort Worth, Texas, and a bachelor’s degree in history from Oklahoma Baptist University in Shawnee, Oklahoma
- Resides in Oklahoma City with his wife Willa

Devery Youngblood
- Four years as Community Affairs Manager for the Chickasaw Nation
- Served as Senior Advisor and District Director for U.S. Representative Ernest Istook
- Served eight years leading private sector development efforts surrounding OKC’s original MAPS Program
- Appointed by Oklahoma Governor Mary Fallin in 2011 to serve a four-year term ending in 2015 as a Regent at Oklahoma City Community College
- Received a Bachelor of Science in Organizational Leadership from Southern Nazarene University in Bethany, OK
- Resides in Yukon, Oklahoma with wife Karen

PRESIDENT

The President of the college is employed and evaluated by the Board. All Board authority delegated to the staff is delegated through the President, so that all authority and accountability of staff, as far as the Board is concerned, is considered to be the authority and accountability of the President. The President is accountable to the Board acting as a body. The Board considers the President’s performance as synonymous with the total organizational performance of the college. The President is monitored by the Board on the College ENDS, Executive Limitations, and compliance with the articles of the job description.

Since the ENDS statements are the key outcomes that determine progress on the college mission and vision, the focus of the President must, in all actions taken, reflect that mission.

The current college President, Dr. Paul Sechrist, was named president in 2005. Prior to that time, he served in several administrative positions at OCCC, including Dean of Business and Computer Technology, Vice
President for Academic Affairs, and Provost. He holds a Bachelors Degree in Speech Communication, a Masters Degree in Education, and a Ph.D. in Communication. He serves as the Chair of the Board of Trustees of the College Board, Chair of the Oklahoma Two-Year College Council of Presidents, and Chair-Elect of the Oklahoma Council of University and College Presidents. He serves on numerous boards and organizations, reflecting a broad civic involvement.

**ADMINISTRATIVE OFFICERS**

The key administrative positions at OCCC include the members of the President’s Cabinet, identified above, and the various administrative positions and directors defined on the organizational chart previously presented. All positions are filled by personnel qualified to carry out their duties. Each person is accountable for the responsibilities within their purview, and these responsibilities include the appropriate support and involvement with the college mission. The specific qualifications of each administrator are available in the college catalog.

<table>
<thead>
<tr>
<th><strong>Key Administrators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paul Sechrist</strong>, President</td>
</tr>
<tr>
<td>Ph.D. University of Oklahoma, M.A. Southern Nazarene University and B.A. Southern Nazarene University</td>
</tr>
<tr>
<td><strong>Jerry Steward</strong>, Executive Vice President</td>
</tr>
<tr>
<td>J.D. University of Oklahoma and B.A. University of Central Oklahoma</td>
</tr>
<tr>
<td><strong>Felix Aquino</strong>, Vice President for Academic Affairs</td>
</tr>
<tr>
<td>Ph.D. Boston University, M.A. Boston University and B.A. Queens College, City University of New York</td>
</tr>
<tr>
<td><strong>Nancy Gerrity</strong>, General Counsel</td>
</tr>
<tr>
<td>J.D. Chicago—Kent College of Law, M.B.A. University of Chicago and B.A. College of the Holy Cross</td>
</tr>
<tr>
<td><strong>Stu Harvey</strong>, Executive Director of Planning and Research</td>
</tr>
<tr>
<td>M.B.A. University of Tulsa and B.A. Knox College</td>
</tr>
<tr>
<td><strong>Marion Paden</strong>, Vice President for Enrollment and Student Services</td>
</tr>
<tr>
<td>Ed.D. Nova Southeastern University, M.S. Oklahoma State University, B.S. Oklahoma State University and Licensed Professional Counselor (Inactive)</td>
</tr>
<tr>
<td><strong>John Boyd</strong>, Vice President for Business and Finance</td>
</tr>
<tr>
<td>J.D. Oklahoma City University and B.S. East Central Oklahoma State University</td>
</tr>
<tr>
<td><strong>Steve Bloomberg</strong>, Vice President for Community Development</td>
</tr>
<tr>
<td>M.Ed. West Texas A&amp;M University and B.B.A. University of Laverne</td>
</tr>
<tr>
<td><strong>Gary Lombard</strong>, Vice President for Human Resources</td>
</tr>
<tr>
<td>M.B.A. University of Central Oklahoma and B.A. Oklahoma Baptist University</td>
</tr>
<tr>
<td><strong>Lealon Taylor</strong>, Executive Director of Institutional Advancement</td>
</tr>
<tr>
<td>M.Ed. University of Oklahoma and B.S. University of Oklahoma</td>
</tr>
<tr>
<td><strong>Robin Ying</strong>, Vice President for Information and Instructional Technology</td>
</tr>
<tr>
<td>Ph.D. University of California, Berkeley, M.S. Yale University, B.S. National Taiwan University</td>
</tr>
</tbody>
</table>
Core Component 1d5:

At OCCC, responsibility for the coherence of the curriculum and the integrity of academic processes is shared by faculty and other academic leaders.

The faculty of OCCC are, in conjunction with the Vice President for Academic Affairs and the Associate Vice President for Academic Affairs, responsible for all aspects of curriculum, including the development, implementation, and revision of new and existing program curriculum, and for determining the standards and procedures for assessment of program and general education student learning.

For academic programs, this responsibility is accomplished primarily by program faculty, with the advice and counsel of program advisory committees for occupational programs and in cooperation with the appropriate academic dean and with the Vice President and/or Associate Vice President for Academic Affairs. The faculty also serve as members of several institutional committees that function as an essential part of maintaining a coherent and current curriculum for each program, and which determine the General Education Competencies. General Education competencies are embedded throughout the academic programs, and are assessed separately from the assessment of program learning outcomes. The functions of several of these key committees are summarized below.

THE CURRICULUM COMMITTEE

The purpose of the Curriculum Committee is to consider and make recommendations to the Vice President for Academic Affairs regarding curriculum proposals. The committee lists three guiding principles: provide the highest quality education possible; maintain dynamic curricula in order to address changing community and student needs; and maintain realistic curricula, based on substantiated need and a careful study of costs, benefits, and available resources. The committee considers requests for new programs or courses and changes in, deletion of, suspension or modification of existing courses or programs. It also considers changes in general education requirements and special admission requirements or procedures. The committee membership represents all academic divisions, and all voting members are faculty with the exception of one representative each from Student Development and from Records and Graduation Services, and two Division Deans. Non-voting and Resource members include two students, the Vice Presidents for Academic Affairs and for Enrollment and Student Services.

GENERAL EDUCATION COMMITTEE

The purpose of the General Education Committee is to promote quality and excellence in the design, implementation, and assessment of the general education component of Oklahoma City Community College’s curriculum. The committee develops the General Education student learning outcomes and the rubrics for assessment, and it implements the process of assessment. Committee members also review requests for a course to be approved as a General Education course and forward their recommendation to the Vice President for Academic Affairs. This request is signed by all the supporting faculty. The Committee is comprised of ten faculty members, one Division Dean, and ex-officio members including the Associate Vice President for Academic Affairs, the Director of Curriculum and Assessment, the Director of the Center for Learning and Teaching, the Director of Institutional Effectiveness, and one representative each from Student Development, the Library, and the student body.
ACADEMIC OUTCOMES ASSESSMENT COMMITTEE

The purpose of the Academic Outcomes Assessment Committee (AOAC) is to provide guidance to faculty and oversight for the Office of the Vice President for Academic Affairs in developing and implementing assessment plans and reports, analyzing and interpreting assessment results, developing appropriate reports, and disseminating assessment results to the college community.

The AOAC is responsible for addressing issues regarding assessment of student learning, reviewing and making recommendations regarding the process of program assessment to the Vice President or Associate Vice President for Academic Affairs, periodically reviewing assessment and program review documents, communicating recommendations concerning program assessment to the appropriate academic dean, director, or program faculty, and keeping the Handbook for Program Outcomes Assessment current.

The mission of the Academic Outcomes Assessment Committee is to facilitate faculty participation in the design and implementation of the outcomes assessment component of Oklahoma City Community College’s academic programs and to promote quality and excellence in the identification and measurement of student learning outcomes. The Committee is chaired by a faculty member and includes two faculty members from each Academic Division, one Academic Dean, and one student. There are eight resource members including the Director of Curriculum and Assessment and the Director of Institutional Effectiveness.

INSTRUCTIONAL ADMINISTRATIVE PROCEDURES COMMITTEE

The Instructional Administrative Procedures Committee provides an avenue for faculty input and consistency in procedures that deal with instruction prior to those procedures going to the Vice President for Academic Affairs, who then submits them to the cabinet for final approval. The procedures may originate within the committee, come from other committees, or from appropriate administrators.

INSTITUTIONAL POLICY COMMITTEE

The Institutional Policy Committee acts as the reviewing body for non-academic college policies and procedures before the policies and procedures are presented to the President’s Cabinet for adoption. The committee obtains input from a wide group of employees in reviewing college policies and procedures; examines the effects of policies and procedures on various areas of the college; communicates back to the members’ respective work areas proposed changes in policies and procedures; and ensures that employees are informed about changes in policies. All areas of the college are represented on the committee and members are selected based on their role and responsibilities at the college.

OTHER COMMITTEES

Many other committees function to ensure that faculty and other academic leaders share responsibility for coherence, relevance, currency, and excellence of the curriculum. Program Advisory committees allow faculty, alumni, and community representatives to provide program-specific advice and guidance to occupational programs. Additional committees ensure faculty and others in Academic Affairs are responsible for the curriculum, and exercise their responsibilities in response to our mission. Examples include the Faculty Development Committee, Honors Committee, Scholarship Committee, ADA Support
CRITERION ONE / MISSION AND INTEGRITY

Services and Disability Accommodations Advisory Committees, Entry-Level Assessment Committee, Global Education Committee, Online Learning Committee, and the Information Technology Academic Advisory Committee.

**Core Component 1d6:**

*Effective communication facilitates both governance processes and activities*

The substantial growth of the college over the past decade has presented challenges to ensure that communication of important changes, new accomplishments and services, and actions reaches all of the members of the college community. Several vehicles are used to facilitate communication. Some of those vehicles are relatively new, and were implemented in response to concerns about adequate communication.

One method of measuring the communication at the college was to implement the Personal Assessment of the College Environment (PACE). This survey was administered in October 2008 and 2010 to promote a “more open and constructive communication among faculty, staff, and administrators.” There were 951 employees, with 499 or 53% who completed the survey. The results indicated a healthy campus, characterizing the campus as a “Consultative” system. All five ratings were above the national norm including supervisory relationships, institutional structure, student focus, teamwork, and the overall rating. Three of the ratings were statistically significantly above the national norm including institutional structure, student focus and the overall mean. Two of the major categories were statistically significantly above the OCCC 2008 average including institutional structure and student focus.

<table>
<thead>
<tr>
<th></th>
<th>OCCC 2008</th>
<th>OCCC 2010</th>
<th>Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional Structure</strong></td>
<td>3.67</td>
<td>3.77</td>
<td>3.63</td>
</tr>
<tr>
<td><strong>Student Focus</strong></td>
<td>3.91</td>
<td>3.66</td>
<td>3.73</td>
</tr>
<tr>
<td><strong>Supervisory Relationship</strong></td>
<td>3.74</td>
<td>3.67</td>
<td>3.72</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>3.66</td>
<td>3.77</td>
<td>3.63</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>3.67</td>
<td>3.77</td>
<td>3.63</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness

Recognizing that despite the over-all results, which rated the college as a consultative institution, communication is an area where our employees were less satisfied, the college added some new methods of communication and continued or expanded others which aided in increasing the average by 12 points above
2008 and 25 points above 2010 national norm. The primary vehicles for communication within the campus community are described below.

**PRESIDENT’S ADVISORY COUNCIL**

The purpose of the President’s Advisory Council is to provide an opportunity for unfettered communication between representatives from all groups with the college and the President. Employees communicate any questions, concerns, or comments to the representative from their employee group. The representative presents them to the President’s Advisory Council for discussion, and then reports to his or her employee group. The Council is made up of twenty-six members representing all areas and levels of employees, and includes two ex officio members, the Executive Director of Planning and Research, and the Executive Director of Institutional Advancement. These monthly meetings allow questions to be presented from any employee directly to the President through their representative on the Council. The answers are communicated in the PAC minutes, distributed directly to each employee via email. Discussions of the questions and answers dealt with in PAC meetings often then ensue in staff meetings within departments, which the PACE study indicated as a primary tool of communication on the campus.

**BOARD RECAP**

Following each meeting of the Board of Regents the Board Recap is sent to each employee via email. The Recap includes all actions taken by the Board and also includes links to each report presented to the Board. Board Agendas and Recaps are also available on the college website.

**THE COMMUNICATOR**

The Communicator is a weekly email newsletter to all employees with campus news, events, awards, birthdays, profiles of employees, introductions of new employees, and similar information.

**ACHIEVING THE DREAM NEWSLETTER**

This update informs all employees of the progress toward the AtD initiative.

**CONNECTIONS**

This annual report to the college community and the community at large contains information on college accomplishments, news, awards and honors, and progress on college initiatives.

*The Way Forward and Why It Matters*

This publication was distributed across campus and to other constituents.

**THE PIONEER**

The Pioneer, the OCCC student newspaper, is a award-winning weekly publication which provides information on campus-wide issues, events, and accomplishments. The paper is available each week across campus. A Pioneer reporter attends all Board of Regents meetings.
CRITERION ONE / MISSION AND INTEGRITY

FACULTY ASSOCIATION

The Faculty Association is an organization of full and part-time faculty and professional library staff. The Chair, elected by the members, of the Association meets regularly with the Vice President for Academic Affairs to communicate concerns, questions, and other information. The Chair also meets regularly with the President and, as needed, with other administrative staff. The Association meets monthly during the fall and spring semesters and frequently invites administrators or others on campus to the meetings to present information or answer questions. On occasion, a member of the Administrative staff requests to appear and meet with the faculty to inform them of new initiatives or for other purposes. Minutes are published in the faculty newsletter called the Voice.

SOCIAL MEDIA

The college uses Facebook, YouTube, and Twitter. Students, faculty, and staff use these social networking sites to keep up on “breaking news” and learn about events and happenings. All of these activities are from the college for the students to view.

ENROLLMENT AND STUDENT SERVICES NEWSLETTER

In response to the PACE survey, the Enrollment and Student Services Vice President formed the Enrollment and Student Services Advisory Board comprised of one representative from each office or department within the division. The board moved forward on a number of initiatives, one of which was the creation of a monthly newsletter designed to enhance communication and recognition within the division.

AROUND CAMPUS

The college also uses an Around Campus television show to inform students, employees, and the community of information about OCCC. The show runs on Channel 18 in Oklahoma City and also on digital signage around the campus.

CAMPUS ALERT NOTIFICATION (CAN)

OCCC has a new notification system designed to improve communications with students, faculty and staff in the event of an emergency on campus. The Campus Alert Notification (CAN) system will be used to deliver text messages to cell phones, emails and - eventually - voice messages to telephones. Initially, the system has been populated with the college email addresses of current OCCC students and employees. By logging into the system, a user can easily add cell phone numbers to receive text alerts and can enter additional email addresses to which messages will be sent. This process has been used to alert students, staff and faculty to school closings due to inclement weather.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION (OSRHE)

The Oklahoma State Regents for Higher Education use a variety of methods to improve communication among students, institutions, and the public. The Regents hold regular meetings of The Student Advisory Board, which communicates the views and interests of all Oklahoma colleges and university students. The purpose of The Faculty Advisory Council is to communicate to the Chancellor and the State Regents the views and interests of all Oklahoma colleges and university faculty on issues that relate to the
CRITERION ONE / MISSION AND INTEGRITY

responsibilities of the State Regents. The faculty representative from OCCC, in turn, relays these issues and concerns, as articulated by other institutional representatives, back to the faculty and staff of OCCC. The Regents provide similar vehicles for inter-institutional communication for staff in student affairs, business officers, information technology, and college presidents.

COLLEGE WEBSITE

The OCCC website is the portal for students, employees, and the community to learn about the college and current news, events or other important data. The website offers updates that highlight the most emergent information. In FY 2011, the college website underwent a major redesign to make the site more user friendly.

ACADEMIC AFFAIRS COMMUNICATIONS

At the beginning of each Fall semester, the college president leads a convocation for all employees, informing everyone of any upcoming projects or initiatives and, in general, welcoming everyone to a new academic year.

During Preparation and Planning Week (fall and spring), the Vice President for Academic Affairs welcomes all adjunct faculty at a general meeting held in the evening. The Vice President for Academic Affairs also composes and sends a letter to all faculty prior to a new academic year, updating faculty on any pending issues or projects from the previous academic year and providing information relevant to the upcoming academic year. Every two weeks, the Vice President for Academic Affairs also convenes the Deans’ Council to discuss various issues regarding academic affairs. During the Fall and Spring semesters, one “Fifth” Tuesday meeting is held for all faculty to attend, at which the Vice President or Associate Vice President for Academic Affairs provides information or demonstrations of new initiatives or updates for ongoing projects. Managers and directors also meet regularly to stay apprised of any issues or projects relevant to their areas.

BUDGET

Beginning in 2009, President Sechrist scheduled an open Cabinet meeting in the spring for the presentation of budget requests, and this has become an annual occurrence. Each Cabinet member presents their draft budget requests, answers questions, and illustrates the relationship of each requested budget item to the college mission. The open conversations among cabinet members are illustrative of the challenges each has in meeting pressing or high priority needs in an environment of constrained revenues, but also illustrate the commitment of each area of the college to the mission and to continual progress on our initiatives. The meeting operates on a timed agenda, so that employees or students with a particular interest may attend for those presentations of special interest to them. All employees are invited to the entire day’s session. The meeting is also covered by student journalists from The Pioneer.

EMERGENCY COMMUNICATIONS

On Friday, February 26, 2010 an incident occurred on campus involving an inaccurate report that an armed person was on campus, causing general alarm and confusion. Communications from the college via Facebook and Twitter commenced almost immediately, quickly followed by postings on the website. These communications allowed many students to receive the information that the campus was closed, and if
they were not on campus, they should not proceed to campus. The communications also informed students, faculty, and staff, both on and off campus, of the unfolding events. The President sent a detailed message to all employees and students within hours after the event (which occurred on a Friday) via email and the website. On the next day, the President visited many parts of the campus to speak with faculty, staff, students, and guests on campus. He answered questions, listened to concerns, and provided reassurance. On the following Monday morning, the President posted a YouTube video on the college’s website and provided additional written messages to all employees and students via email and the website. These messages communicated an explanation of the situation, the actions taken, and the actions to be taken to deal with the situation. Several follow-up email and website messages from the President kept the campus updated on regular basis. In addition, the President held a number of public meetings in the weeks following the incident. All faculty, staff, students, and members of the community were invited to attend and ask questions and express any concerns. At the direction of the President a Timely Communications Task Force, headed by the Vice President for Enrollment and Student Services and the Acting Vice President for Information Technology, was quickly formed. This Task Force was tasked with developing recommendations on how best to communicate with students, faculty, staff, and guests before, during, and after any emergency situation. Employees representing all geographic areas of campus and students served on the Task Force, and all employees and students were invited to provide input to the group. The report of the Task Force was presented to the Cabinet and to the entire campus community on May 10, with implementation of several of the recommendations having already begun. College administrators made every effort to keep the campus community fully informed throughout this process, illustrating its strong commitment to improving our communications with students and employees.

Core Component 1d7:

OCCC regularly evaluates its structures and processes and strengthens them as needed.

The OCCC Board of Regents reviews the Mission and related mission documents every five years, making revisions as needed. Evidence of the last revision may be found in the Board Minutes of October 16, 2006. The Board also operates according to a Planning Cycle as described in the Board Governance Policy. The cycle indicates that the Board evaluates the progress toward the ENDS; evaluates the Board Process in relation to Policy Governance; completes an evaluation and salary review of the President; and redefines and prioritizes the ENDS to provide guidance for the development of the budget.

College Procedure 1003 outlines the timeline for proposing and considering new policies and procedures which require approval of the President’s Cabinet. The committees described above, the Instructional and Administrative Procedures Committee and the Institutional Policy Committee each play a role in the continued review and possible revision of policy and procedure, and the development of new policies.

The Network Acceptable Use Policy was drafted in 2007. This policy was designed to identify specific protocol for using college computers. It was reviewed and revised extensively until its final adoption in 2009.

All Human Resources policies were systematically reviewed and revised, as well as new policies developed, during 2007. As noted above, a new task force has reviewed and recommended revision of policies and procedures related to timely communication.
The Office of Planning and Research issues periodic interim reports that may result in alterations of procedures or policies that relate to any of the initiatives in this strategic plan. Monitoring reports on the College ENDS are presented the Board of Regents on a regular basis.

**CORE COMPONENT 1e: OKLAHOMA CITY COMMUNITY COLLEGE UPHOLDS AND PROTECTS ITS INTEGRITY**

**Core Component 1e1:**

*The activities of the organization are congruent with its mission.*

As reflected in the components above, the activities of the college are driven by the mission. Access to education is a primary goal of our mission. Three indicators are used to measure access: increase in market share; increase in enrollment over the prior year; and race/ethnicity of the student population within five percent (5%) of the area population. Tuition and fees at OCCC remained below the average of two-year colleges in Oklahoma and below peer colleges in the region.

Between FY 2005 and FY 2008, the student population of the college increased from 47.6% to 48.7% of market share in both headcount and credit hour enrollments, then fell slightly in 2009, to 48.6% in comparison to the ten other two-year colleges in the Oklahoma City metropolitan.

Enrollment in the fall of 2010 was 14,875, an increase of 20% from 2005 making the college the fifth largest college or university in Oklahoma. Broad access is also reflected in the continuing increase of concurrently enrolled high school students and in the offering of classes off campus and online. Online enrollments have increased from 11.2% to 17.7% from FY 2005 to FY 2010. In FY 2010, the number of students enrolling in courses as part of our Cooperative Alliance (with our Technical Center partners) increased from 1,325 in FY 2009 to 1,879 in FY 2010. From fall 2009 to fall 2010, the enrollment of international students decreased from 490 students to 432 students. Between FY 2006 and FY 2010, the number of students receiving financial aid rose from 6,515 to 9,842, indicating wider access and a conscious effort to address equity issues.

OCCC’s student population has greater diversity than the community it serves. Of the college population, 35.4% were of a race or ethnicity other than white/non-Hispanic in FY 2010, while the minority population of the five-county area is 29.1%.

Success of students is also measured by three core indicators. The first indicator is the successful completion of college level courses. The target for 2010 was 71.3% and the completion rate was 70.6%. The second indicator was persistence from Fall to Spring semester, with the goal for 2010 of, at, or above 58.3%. Actual persistence surpassed the goal at 60.2%. The third indicator of success is retention of students from one fall to the next. The retention goal for fall 2009 to fall 2010 was at or above 37.8%, and actual retention was 37.8%. This data is further broken out by online enrollments and other factors, and the full report is available.

The other aspects of our mission, including diversity, globalization, cultural opportunities, graduate success, community development and our values, have been detailed above and will be further examined in other components of this self-study. A complete review of the documentation of our progress on all College ENDS is available in the Board of Regents Annual Report. 📖
CRITERION ONE / MISSION AND INTEGRITY

Core Component 1e2:
The OCCC board exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty.

Transparency: The Board meetings are open to the public and notice of meetings are posted in accordance with State Open Meeting requirements. The public is welcome to attend and to address the Board during its meetings.

Legality: The Board of Regents is created by Section 4423 of Title 70 of the Oklahoma Statutes. The Board Policy states that the Board will execute powers designated by federal and Oklahoma statutes; monitor and discuss the Board’s own performance; perform those duties specifically required by Oklahoma statutes and/or the Oklahoma State Regents for Higher Education (duties are enumerated in the document).

Responsibility: The Board has adopted, as part of its Board Policy, several statements of responsibility. Section I-8, Board Members Code of Conduct, states that members are expected to conduct themselves in an ethical professional and businesslike manner. This includes proper use of authority and decorum in group and individual behavior.

Policies have also been adopted regarding relationships with the President and college staff; committees and their conduct; governing style; an annual planning cycle; and operations.

Fiscal Honesty: Board Policy includes numerous statements regarding fiscal responsibility. The Board appoints a standing Audit Committee consisting of at least three members, which considers all internal and external auditing matters. Policy also states that budgeting for any fiscal year shall not deviate significantly from the Board’s ENDS priorities, shall not risk fiscal jeopardy, nor fail to show a generally acceptable level of foresight. Demonstration of properly exercised fiduciary responsibility is found in recent audit reports and budget reports submitted to the board. Typically, we receive unqualified audits.

Core Component 1e3:
OCCC understands and abides by local, state, and federal laws and regulations applicable to it.

As noted above, the Board Policy states the Board will operate in accordance with all federal and state statutes. The college complies with all applicable local, state, and federal laws, including:

- Fair Labor Standards Act
- Oklahoma Minimum Wage Act
- Equal Employment Opportunity Act
- Family and Medical Leave Act
- E-Verify
- OSHA
- USERRA
- FERPA
- Laws prohibiting discrimination in Employment
CRITERION ONE / MISSION AND INTEGRITY

- Title VI and Title VII of the Civil Rights Act of 1964 as amended and the Civil Rights Act of 1991
- Title IX of the Education Amendments of 1972
- Rehabilitation Act
- Americans with Disabilities Act of 1990
- U.S. Copyright Law
- Oklahoma Open Records Act and Open Meeting Law
- The Student Right-to-Know Act
- The Campus Security Act of 1990

HIPAA

Posters and other statements of compliance for these and other laws are posted at several prominent places on campus. In addition, new employees are given information on pertinent laws. Some of the requirements, such as the Family and Medical Leave Act provisions, are included in the College Policy and Procedures. Policies in the Employee Handbook reference several of the legal rights and protections in the above laws. The college catalog also includes detailed information on FERPA, the Campus Security Act and The Student Right-to-Know Act, Financial Aid, and Services to Students with Disabilities. Information on graduation and transfer rates is available from the Registrar. Compliance statements are also printed in the Student Handbook.

GRAMM-LEACH-BLILEY ACT

This act, which regulates the storage and security of data for financial institutions, also contains stipulations that apply to institutions of higher education. Oklahoma City Community College complies with this act as follows.

- Ensuring the security and confidentiality of customer records by requiring frequent password changes; encrypted connections for anyone outside of the college firewalls; and weekly change management meetings.
- Protecting against anticipated threats or hazards to the security and integrity of records by virus and malware scanning of email; intrusion detection on the border and internal networks; antivirus protection on all servers and desktops; an annual review of Information Security procedures.
- Protecting against unauthorized access to or use of such records or information which could result in substantial harm or inconvenience to any customer by physically securing data with access-controlled doors; server consoles which can only be accessed by username and password; controlling remote access by username, password, and encryption; securing tape backups in off-campus bank vaults; and logging access attempts.

The following policies explain various aspects:

- NO. 3061 Access to Integrated Information System Data and Passwords
CRITERION ONE / MISSION AND INTEGRITY

- NO. 3058 Information Technology Resources Acceptable Use Policy

Core Component 1e4:

OCCC implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies

The Board Policy on Treatment of People is the foundation of the manner in which the college treats students, staff, volunteers, and the community. As stated above, the policy states that no one shall be treated in a manner that is inhumane, unfair, or undignified. Further, the President is not to operate without procedures that clarify student and staff rules, provide for effective handling of grievances, and protect against wrongful conditions. These procedures are to comply with all applicable laws.

Employees: OCCC endeavors to treat all employees fairly, with clear and consistent policies that set forth the rights and responsibilities of the college and the employee. These policies are found primarily in the College Policy and Procedure document and in the Employee Handbook. All positions have job descriptions that set forth job qualifications and responsibilities. The college has a comprehensive wage and salary compensation plan designed to recruit, retain and reward highly qualified faculty and staff. All Human Resources policies were reviewed and revised in 2007. Policy 2021, Resolution of Employee Grievances, provides employees with a grievance process for issues regarding the terms and conditions of their employment.

Students: The Student Handbook provides students with information on their rights and responsibilities. It includes procedures for dealing with such issues as Academic Dishonesty, Academic Policies, Student Disciplinary Actions, and the Student Grievance Policy. Various steps are outlined in the Grievance Policy, involving various personnel depending on the nature of the issue. The Student Conduct Committee reviews disputed disciplinary sanctions imposed upon a student and makes recommendations to the Vice President for Enrollment and Student Services. The final decision, if required, rests with the Vice President for Enrollment and Student Services. Student Conduct, Student Safety, and Academic policies and information are also included in the college catalog. In FY 2010, there were 66 student conduct code violations filed. There were 45 total students involved with this process of which several had more than one complaint. Of those that were addressed, 15 received a warning, 10 received probation, and 5 were placed on disciplinary
### FY 2010 Summary of Student Conduct Code Violations Filed

<table>
<thead>
<tr>
<th>SCCV#</th>
<th>SCCV Description</th>
<th>Occurrence</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interference with the college</td>
<td>16</td>
<td>Increase of 7</td>
</tr>
<tr>
<td>2</td>
<td>Dishonesty, cheating, etc.</td>
<td>1</td>
<td>No change</td>
</tr>
<tr>
<td>3</td>
<td>Abuse, threats, assault, etc.</td>
<td>15</td>
<td>Increase of 11</td>
</tr>
<tr>
<td>4</td>
<td>Drug and alcohol</td>
<td>1</td>
<td>Decrease of 3</td>
</tr>
<tr>
<td>5</td>
<td>Lewd, indecent or obscene act</td>
<td>0</td>
<td>Decrease of 3</td>
</tr>
<tr>
<td>6</td>
<td>Refusal to comply with direction</td>
<td>4</td>
<td>No change</td>
</tr>
<tr>
<td>7</td>
<td>Hazing or mistreatment of others</td>
<td>4</td>
<td>Decrease of 4</td>
</tr>
<tr>
<td>8</td>
<td>Stalking</td>
<td>2</td>
<td>Increase of 1</td>
</tr>
<tr>
<td>9</td>
<td>Possession of weapons</td>
<td>0</td>
<td>Decrease of 1</td>
</tr>
<tr>
<td>10</td>
<td>False reporting of threat</td>
<td>0</td>
<td>No change</td>
</tr>
<tr>
<td>11</td>
<td>Violation of law</td>
<td>10</td>
<td>Decrease of 2</td>
</tr>
<tr>
<td>12</td>
<td>Refusal to pay</td>
<td>0</td>
<td>No change</td>
</tr>
<tr>
<td>13</td>
<td>Solicitation</td>
<td>0</td>
<td>No change</td>
</tr>
<tr>
<td>14</td>
<td>Refusal to give ID</td>
<td>0</td>
<td>Decrease of 2</td>
</tr>
<tr>
<td>15</td>
<td>Actions off campus</td>
<td>0</td>
<td>Decrease of 2</td>
</tr>
<tr>
<td>16</td>
<td>Theft, vandalism, misuse of property</td>
<td>7</td>
<td>Increase of 2</td>
</tr>
<tr>
<td>17</td>
<td>Littering</td>
<td>0</td>
<td>No change</td>
</tr>
<tr>
<td>18</td>
<td>Tobacco use in buildings</td>
<td>0</td>
<td>No change</td>
</tr>
<tr>
<td>19</td>
<td>Acceptable use policy</td>
<td>6</td>
<td>Decrease of 3</td>
</tr>
<tr>
<td><strong>Total Code Violations</strong></td>
<td><strong>66</strong></td>
<td><strong>FY09 Total 65</strong></td>
<td></td>
</tr>
</tbody>
</table>
FY 2010 Summary of Sanctions

<table>
<thead>
<tr>
<th>Sanction or Resolution Description</th>
<th>Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning</td>
<td>15</td>
</tr>
<tr>
<td>Probation</td>
<td>10</td>
</tr>
<tr>
<td>Suspension</td>
<td>0</td>
</tr>
<tr>
<td>Expulsion</td>
<td>0</td>
</tr>
<tr>
<td>No violation determined</td>
<td>4</td>
</tr>
<tr>
<td>No action taken – no violation</td>
<td>4</td>
</tr>
<tr>
<td>No action taken – not a current student</td>
<td>5</td>
</tr>
<tr>
<td>No action taken – report received after allowed time</td>
<td>2</td>
</tr>
<tr>
<td>Disciplinary hold – placed on Student Record</td>
<td>3</td>
</tr>
<tr>
<td>Disciplinary Hold – Removed from Student Record</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total number of student conduct cases</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

FY 2010 Summary of Formal Student Grievances

<table>
<thead>
<tr>
<th>Forwarded to</th>
<th>Division</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Felix Aquino</td>
<td>Arts and Humanities</td>
<td>Inappropriate and unfair treatment</td>
</tr>
<tr>
<td>Dr. Felix Aquino</td>
<td>Science and Mathematics</td>
<td>Unfair treatment in class</td>
</tr>
</tbody>
</table>

Source: Enrollment and Student Services

The office of Academic Affairs also addresses student concerns, complaints, and academic dishonesty. During the FY 2010 there were 2 student complaints, 1 student concern, 37 letters notifying students of their right to appeal academic dishonesty/plagiarism, and zero students appealing the decision.

Various college committees deal with issues that may relate to the fair and equitable treatment of students and/or employees. One example is the college Benefits Committee, which meets each year to review the employee benefits offered to college employees. The Academic Scholarship committee reviews and makes recommendations on policies and procedures regarding academic scholarships. The ADA Support Services Committee review institutional issues that relate to ADA, services for disabled students, and makes recommendations for compliance or improvement of services for disabled students. A Disability Accommodations Advisory Committee provides input to services for disabled students and recommends improvements of processes to provide reasonable accommodations. The Environmental Safety and Health Programs Committee insures broad-based employee input for planning, developing, and implementing occupational safety and health strategies and activities directed toward employee safety and institutional compliance with institutional, state, and Federal regulations.
Core Component 1e5:
Our structures and processes ensure the integrity of our co-curricular and auxiliary activities.

The business operations of the college encompass many different auxiliary functions. Among these are the book store, food service and college union, recreation and fitness, Arts Festival Oklahoma, and departmental sales and services. Each of these areas, as do all business functions of the college, operate within defined internal control parameters.

Oklahoma City Community College operates within a high culture of compliance with regard to financial integrity and fiscal affairs. This culture of compliance is heavily supported from the administration down throughout the organization. Adherence to applicable Federal law, Oklahoma State statues, Oklahoma State Regents for Higher Education policies and procedures, generally accepted accounting procedures including NACUBO and GASB, as well as college policy are all compliance priorities to the college. Results of auxiliary operations are audited annually by external auditors during our yearend financial statement audit.

The OKCC Board of Regents selects areas of the college to receive operational audits and a five year internal audit plan is developed based on the considered audit risk associated with each area. In fiscal year 2010 the internal audit scope and objectives covered both Recreation and Fitness and Community Outreach and Education. No audit exceptions were found, thus no audit recommendations were made. The bookstore and student campus activities were among areas audit by internal audit for fiscal year 2009. The auditors reported no findings or recommendations regarding the bookstore, however there was one finding regarding the purchase of refreshments for $70.78 for college staff that participated in snow and ice removal from the college parking lots. This expenditure was charged to a student parking account which is funded with student activity fees, which according to OKCC’s handbook is not an allowable expense. In response, on May 1, 2009 management advised all Finance department employees not to allow expenditures of this nature to be charged to student activity fee accounts in the future. While external audits have consideration for materiality, internal or operational audits do not; every error, regardless of size is brought to light and thus is used as an opportunity for improving an already very strong system of internal control.

Core Component 1e6:
OCCC deals fairly with its external constituents.

In both the spirit and the letter of the ethical and legal statements in our policies, OCCC deals honestly, openly, and with integrity with the external constituencies it serves. Some examples of our relationships with external constituencies include:

The Cooperative Alliance is comprised of the college and three area technology centers: Francis Tuttle, Mid America, and Moore-Norman. The Alliance has created partnerships to allow students, high school and adult, to participate in cooperatively offered degree programs, earning college credit towards an AAS degree while attending the Technology Center. In addition, the college has agreements of cooperation with a fourth center, MetroTech. The continuing success and growth of the programs attest to the excellent relationship the college has maintained with its partners.

Other cooperative arrangements exist with the University of Oklahoma and the University of Central Oklahoma. Both institutions offer upper division classes on the OCCC campus. UCO has numerous articulation agreements with OCCC which are detailed in later sections of this self-study. The college...
CRITERION ONE / MISSION AND INTEGRITY

has various agreements with other institutions in Oklahoma. These are generally long-standing co-
opérations which have grown and strengthened over the years, attesting to the honest and positive
relationships that have and continue to exist.

The college is the fiscal agent for the OKC Downtown College, a number of educational programs
offered by several local institutions of higher education in the downtown area of Oklahoma City. The
director of OKC Downtown College is an employee of OCCC.

Corporate Learning is the college division that offers training programs to area businesses. The
programs have grown significantly in recent years, attesting to the employers’ satisfaction and to the
worth of the programs offered.

The OKC-GO Program is offered by the College, providing free tuition to graduates of high schools in
Oklahoma City and Western Heights school districts. This program attests to the relationship between
the college and surrounding public school districts. In addition the college offers some college courses,
taught by OCCC faculty, on the high school campuses. This allows for concurrent enrollment benefits to
be available for students who would not be able to come to the campus to be concurrently enrolled.

Core Component 1e7:

OCCC presents itself accurately and honestly to the public.

The college utilizes many avenues to present itself to the public. Notable among them are the college
catalog; the college website; and the public information materials distributed to the public. Each of these
items are reviewed and updated regularly to ensure they are accurate, consistent, and current.

COLLEGE CATALOG

The college catalog is issued for each academic year. It includes current information on admissions,
enrollment, fees, financial aid, services for students, and student conduct and safety. The Academic
Information includes Graduation Requirements, Academic Policies, Degree Requirements, Degrees and
Certificates Offered, Course Patterns and Course Descriptions.

COLLEGE WEBSITE

The College Website includes information for current students, prospective students, employees, and the
community. Information is managed through a content management system. Some concern remains about
keeping all the information current, although most of the information is accurate. The administration is
aware of the concerns and is reviewing strategies to meet the challenges of maintaining currency in a
dynamic and evolving institution.

CONNECTIONS

Connections is a published report made available to both internal and external constituencies. It highlights
campus events, honors, initiatives, and news. The current issue is available on the website and is widely
circulated. It is a valuable way to communicate the most up-to-date information on the college.
**Core Component 1e8**

*OCCC documents timely response to complaints and grievances, particularly those of students.*

**STUDENTS**

Student grievance policies are printed in the Student Handbook and the college catalog. Special grievance policies are also implemented in some programs with external accreditation, which expand on college policies. The policy states “If a student believes that an action has been taken against him or her by a member of the college staff that misrepresents a policy or procedure and/or violates the student’s rights to education, the student may request that the action be reviewed through the Student Grievance Procedure. If the student believes that an inappropriate act has been committed by another student, he or she should submit a Student Conduct Code Violation Form.”

Students must first try to resolve the concern with the college staff person. If the issue is not resolved then he/she can take it to the staff person’s supervisor. If the issue is not resolved by the supervisor, the student must complete a formal grievance form and send it to the Director of Student Relations no later than 10 calendar days from the date of the action alleged to be a violation of the college’s policies or procedures. The Director of Student Relations will notify the appropriate President’s Cabinet member who will forward it to the appropriate staff person for review. If the student does not agree with the resolution, he/she should contact the Vice President for Enrollment and Student Services through the Director of Student Relations who will review and make the final decision. Students may not use this process for a grade change.

A separate grievance process exists for a student who believes that accommodation for a disability is not appropriate, reasonable, or effective. The grievance is reported to the Office of Student Support Services. If the first steps of the grievance process do not resolve the grievance, the student may file an ADA grievance. The ADA Coordinator will make a determination within ten working days of receiving the ADA grievance form.

Students may also write comments and deposit them in comment boxes located throughout the campus or through email. These complaints are reviewed by the Student Leadership Council and sent to the appropriate administrator for resolution.

Students also have the opportunity to comment on their Student Input on Instruction surveys which are administered to every class in the fall semester. Students of adjuncts and new full time faculty are also surveyed in the spring semester. Deans review the results of these surveys with the faculty during faculty reviews.

**EMPLOYEES AND FACULTY**

The employee grievance policy is printed in full in the Employee Handbook, and concerns faculty and other college employees. It is governed by several college policies, including Policy 1012 (Respectful Educational and Working Environment, Sexual Harassment), 1013 (Respectful Educational and Working Environment, Discrimination and Other Harassment), 2010 (Performance Appraisal Process), and 2021 (Resolution of Employee Grievances). Specific time lines are published in Policy 2021.

The Instructional Administrative Procedures Committee (IAPC) has drafted a revised Grade Appeal Policy was reviewed by the President’s Cabinet and went into effect with the 2011-2012 academic year. The IAPC suggested changes include a four step process.
1. The student would meet with the instructor.

2. If not resolved, the student could submit the grade appeal form and meet with the dean of the division.

3. If not resolved, the student could request a hearing with the Grade Appeal Committee after which the committee would meet privately to render a decision. If unanimous, the grade would be changed.

4. If the vote is not unanimous, the Associate Vice President of Academic Affairs would provide this information to the instructor and the student.
CRITERION ONE / MISSION AND INTEGRITY

STRENGTHS, CHALLENGES AND OPPORTUNITIES

STRENGTHS

- The college maintains high standards that flow from its mission documents.
- Progress has been made toward broader diversity and inclusion.
- There is broad understanding and acceptance of the College’s Mission.
- The college has a strong, committed Board of Regents who exhibit effective leadership.
- There has been great stability with the Board of Regents because of a seven-year governor appointed term for each member, and absent any unforeseen events, only one member changes each year.
- There are strong, open channels of communication with all constituents.
- The budget and planning processes link directly to the mission of the college.
- Faculty are deeply committed and involved in the curriculum.
- There have been strong gains in enrollment and retention of all students.

CHALLENGES AND OPPORTUNITIES

- An increase in succession planning in leadership roles, faculty and staff as a large number of college employees retire or are nearing retirement age. This challenge provides significance to the leadership development initiative including “Leadership OCCC.”
- Although the employee minority population has increased over the past ten years, the college recognizes the need to continue to implement changes to expand upon this population.
CRITERION TWO: PREPARING FOR THE FUTURE

THE ORGANIZATION’S ALLOCATION OF RESOURCES AND ITS PROCESSES FOR EVALUATION AND PLANNING DEMONSTRATE ITS CAPACITY TO FULFILL ITS MISSION, IMPROVE THE QUALITY OF ITS EDUCATION, AND RESPOND TO FUTURE CHALLENGES AND OPPORTUNITIES.

In the past decade, Oklahoma City Community College has experienced significant growth, changes in the demographics of its student population, large increases in online course delivery, the effects of globalization on the economy and culture, and most recently, a severe economic recession. These challenges have been met successfully through sound strategic planning, strong leadership, effective utilization of resources, and increased use of evaluative data on performance and improvement. Change and challenge are the key characteristics in the environment today and for the future. The college continually prepares for the future by keeping its focus on the mission and values that are our foundation and on the history and cultural features of the institution which we wish to preserve, and by utilizing sound principles and processes of management which will ensure our ability to accomplish our goals.

CORE COMPONENT 2a: THE ORGANIZATION REALISTICALLY PREPARES FOR A FUTURE SHAPED BY MULTIPLE SOCIETAL AND ECONOMIC TRENDS.

Oklahoma City Community College bases its planning on current capacity, mission and vision documents, our history and heritage, and the information gathered from scanning our environment and constituents.
CRITERION TWO / PREPARING FOR THE FUTURE

With this information, the Board of Regents, the President, and the President’s Cabinet make informed decisions to further the goals of the college.

Core Component 2a1:

Our planning documents reflect a sound understanding of our current capacity.

Our strategic plan, The Way Forward and Why It Matters, provides evidence of realistic assessment of our current capacity, and builds on the previous strategic plan, Vision of the Future. In 2003, The Vision of the Future projected enrollment increases of 40% over a ten year span, revealing a need to expand our physical facilities and faculty resources. This projection resulted in building new facilities: the Science, Engineering, and Math Center; the Visual and Performing Arts Center; and the Health Professions Center. The expansion also included acquiring new buildings to house the Capitol Hill Center and the community education and child care programs in the new FACE building. The current strategic plan notes that we must continue to be aware of the capacity and utilization of campus facilities as enrollments continue to grow:

“OCCC’s existing space requirements and utilization is [sic] continually reviewed and modified to adapt to changing needs. There are currently areas that need significant renovation or updating, including the Aquatic Center. The Nursing Program could continue to grow beyond the space allocated in the new Health Professions Education Center. An updated Master Facilities Plan will include an additional academic building to house the divisions of Business and/or Social Sciences.”

The 2020 Campus Master Site Plan provides the blueprint to accommodate expected growth, including buildings and educational spaces, but also the needs of a changing profile of the student body. The plan notes that the increased percentage of traditional students, who arrive at the campus in the morning and often stay for much of the day, requires new spaces and services. These include spaces for studying, for extracurricular activities, and for social opportunities.

The Annual Academic Plan is approved each year by the Board of Regents and submitted to the Oklahoma State Regents for Higher Education. It contains the specific goals and benchmarks for each academic year. These plans include curriculum changes such as new programs, enrollment projections, and technology changes.

Each year, the Annual Plan includes Budget Principles for the year. These principles include aligning the allocation of resources in the budget with the mission, vision, and values of the college. In addition, the principles reflect the fiscal expectations and constraints the college expects in its budget for the upcoming year. The principles, informed by this financial forecast, then guide the allocation of resources. Specific expectations for revenue are included in the plan.

For example, in the 2011 Annual Plan, there was a forecast of reduced state appropriations of at least fifteen percent (15%). The plan forecasted increases in some mandatory costs; increase in maintenance of effort costs to serve 22,000 credit and 8,000 non-credit students; salaries and wages which would not increase, and building initiatives which would proceed. The budget principles included preservation of the faculty and staff necessary to meet the service and instructional needs of the increasing student body, and a commitment to maintain efforts to serve the community with educational and cultural opportunities.
Core component 2a2 and 2a3:
Our planning documents demonstrate that the college recognizes and responds to the shifts in demographics, globalization of the environment, our function in a multi-cultural society, and the rapid increases and transformations of technology.

DEMOGRAPHIC CHANGES

The Annual Plan for 2011 lists the target for the core indicator of Racial and Ethnic Composition of the student body is to maintain minority enrollment at or exceeding the percentage of the service area. This indicator is a measure of success in the goal of ensuring our community has broad and equitable access to a college education, as is indicated in the Board of Regents Policy Governance document.

As noted above, the demographic profile of the college today includes more traditional students with different expectations for activities and extracurricular programs. The Master Site Plan has addressed those new expectations. In 2007, for example, the first floor of the Main Building was re-configured to include a coffee shop and increased seating to provide space for students to socialize between classes. Hallway furniture for students to use to meet and relax with others has been added throughout the campus.

Capitol Hill is an area of Oklahoma City with a primarily Hispanic population, but also other ethnic groups such as Korean. This area is a Federal Empowerment Zone, and many residents have limited English language skills, low socio-economic levels, and limited education or job skills. Responding to the needs of Capitol Hill residents is one of the ten initiatives of the strategic plan and has included free classes in English as a Second Language and GED preparation; a six-week Information Technology to Work program; basic computer classes in English, Spanish, and Korean; and a computer-aided bilingual GED program.

TECHNOLOGY CHANGES

Technology and Personalized Service is one of the college’s strategic initiatives, recognizing that increasingly sophisticated technology can personalize service by simplifying processes for routine transactions, and thus free staff time to provide service to those requiring special attention. Numerous “high tech-high touch” interventions have been implemented in the past few years, including a Retention Alert tool; Adtronics student identification system; Higher One debit card; and Hobson’s EMT Connect software to offer international recruitment services. Significant changes to the MineOnline system allow students, faculty, and employees to accomplish many routine tasks online, including making payments, enrolling, viewing grades, viewing degree audits, and access to financial aid.

The college is completing a three-year plan with Datatel Business Advisory services to assist OCCC in implementing software and functional process redesign to improve services in major areas. These include e-advising software and Astra Schedule VII software.

Implementation of the initiatives in Achieving the Dream (AtD) requires extensive use of technology to gather, analyze, and make available the data that track our progress. Development of a Dashboard for tracking progress continues and provides new tools for assessing our performance on key indicators. Because OCCC has chosen to use Achieving the Dream as the umbrella for most of its major student success initiatives, the college is well along the way toward institutionalizing AtD’s data-driven focus on student success. Some of the major metrics used by AtD are now incorporated in the Board of Regents Core Indicators for progress in the Annual Plan.
CRITERION TWO / PREPARING FOR THE FUTURE

Online courses and student services continue to expand. Using ANGEL as its current learning management system, the college offers courses and degree programs online. One third of OCCC students take at least one online course every year, and one in five enroll in courses exclusively online from the college. A standing faculty committee on online courses was created and implemented a new online orientation course for students in the fall of 2010.

In addition to the college website and other tools for online access, the college has added social networking as a way to connect to our students and community. OCCC has a Facebook page, a YouTube channel, and “tweets” (using Twitter) with its student and employee populations.

More details on the use of technology in learning and teaching and in student services are provided in subsequent sections of this self-study.

GLOBALIZATION AND FUNCTIONING IN A MULTI-CULTURAL SOCIETY

The college expresses its recognition of the importance of globalization and a multi-cultural society in several places. One of the factors listed as affecting development of the strategic plan is Globalization: “America, Oklahoma, and Oklahoma City are globally interconnected with the world, economically and socially. Many nations are actively promoting higher education as a way to improve their standard of living and successfully compete in this new global world.” In the College’s Mission Statement one of the goals is to “empower our students to achieve their educational goals and our community to thrive in an increasingly global society.” One indicator of success in the Board Governance Policy for the college END of access is the “number of international students.”

To achieve these goals, the college has infused global curriculum into courses and programs across the college. The recruitment of international students has resulted in an increase in international student inquiries of over three hundred percent (300%). Currently, the college has one of the largest international student enrollment in the area, with 432 students from 62 countries attending in Fall of 2010.

The college established the Institute for Global Excellence, which includes the Center for International Business, the Center for World Languages and Cultures, and the Center for Global Alliances, all focused on better preparing our students and community to participate in our global economy and society. For example, in the first three months of the 2010 fall semester, The World Languages and Cultures Center had 1,812 visits. A two week faculty exchange program has been established with the Universidad Tecnologica de Hermosillo. These programs are described at length in other sections of this document.

Faculty in Arts and Humanities developed a Teaching Multicultural Students Program and created multicultural sections of required English courses (ENGL 1103 and ENGL 1123) in FY 2009. In FY 2010, training which leads to a certificate of achievement was offered to interested instructors.

Core component 2a4:

Our planning processes include effective environmental scanning.

The college regularly scans the environment with several surveys. The Community College Survey of Student Engagement (CCSSE) compares OCCC to other similar colleges, and is administered in alternate years. The Graduate Survey is sent to graduates and the Employer Survey is sent to those businesses.
and organizations which employ OCCC graduates, each on a yearly basis. The Personal Assessment of the College Environment (PACE) is administered every other year to faculty and staff. A survey of the community is implemented periodically, and the data are used to plan programs for non-credit courses, Corporate Learning, Recreation and Fitness, College for Kids, cultural programming, and similar college programs.

Working with our partners in the Cooperative Alliance, OKC Downtown College, and OKC-GO, the college continues to monitor the local environment and project the changes in needs, expectations, and opportunities for all our constituencies. For example, the strategic plan notes that the local economy has changed and continues to change, with a loss of manufacturing jobs and an increase in health-care, biomedical research, aviation, and computer-related industries. In response, the college, alone or in cooperation with other institutions, has instituted several new programs in these fields. As the Green Energy movement has grown, the college has added programs in Compressed Natural Gas (CNG) and Corporate Learning offers a wind power program.

In FY 2011, the college contracted with Shapard Research to conduct several community surveys. Within the residential survey, respondents were asked which recreational activities and cultural activities they were aware of, participated in and would recommend to others. The recreational areas that respondents were most aware of included swimming, fitness and recreation, swimming competitions and learn to swim. The cultural activities respondents were most aware of included the Arts Festival, plays or musicals, and guest musicians.

**Residential Survey**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number aware N = 514</th>
<th>Number of Participants</th>
<th>Would Recommend to Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>225</td>
<td>58</td>
<td>55</td>
</tr>
<tr>
<td>Fitness and recreation</td>
<td>212</td>
<td>63</td>
<td>61</td>
</tr>
<tr>
<td>Swimming competitions</td>
<td>179</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Learn to swim</td>
<td>173</td>
<td>32</td>
<td>30</td>
</tr>
<tr>
<td>College for kids</td>
<td>134</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Diving competitions</td>
<td>134</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Lifeguard training</td>
<td>129</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Adult recreation</td>
<td>129</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>Youth basketball</td>
<td>108</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Gymnastics competitions</td>
<td>72</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
CRITERION TWO / PREPARING FOR THE FUTURE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number aware N = 514</th>
<th>Number of Participants</th>
<th>Would Recommend to Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Festival</td>
<td>335</td>
<td>185</td>
<td>186</td>
</tr>
<tr>
<td>Plays or musicals</td>
<td>193</td>
<td>45</td>
<td>44</td>
</tr>
<tr>
<td>Guest musicians</td>
<td>125</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>Ethnic celebrations</td>
<td>109</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Cinco de Mayo</td>
<td>103</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Motivation seminars</td>
<td>84</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>Authors presenting their books</td>
<td>81</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Kwanzaa Celebrations</td>
<td>53</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: Shapard Research

Similarly, the Shapard Research survey of businesses included a question on the top three training issues or concerns with their current workforce. The top three responses were communication/writing, work ethics, and IT/computer skills.

Business Survey

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication/writing</td>
<td>65</td>
<td>19.5%</td>
</tr>
<tr>
<td>Work ethics</td>
<td>50</td>
<td>15.0%</td>
</tr>
<tr>
<td>IT/computer skills</td>
<td>37</td>
<td>11.1%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>33</td>
<td>9.9%</td>
</tr>
<tr>
<td>Trade/technical</td>
<td>27</td>
<td>8.1%</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>20</td>
<td>6.0%</td>
</tr>
<tr>
<td>Math skills</td>
<td>18</td>
<td>5.4%</td>
</tr>
<tr>
<td>Experience</td>
<td>17</td>
<td>5.1%</td>
</tr>
<tr>
<td>Continuing education/latest technology</td>
<td>17</td>
<td>5.1%</td>
</tr>
<tr>
<td>Financing/banking/economics</td>
<td>14</td>
<td>4.2%</td>
</tr>
<tr>
<td>Preparedness</td>
<td>13</td>
<td>3.9%</td>
</tr>
<tr>
<td>Business</td>
<td>13</td>
<td>3.9%</td>
</tr>
<tr>
<td>Healthcare/Medical field</td>
<td>10</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

Source: Shapard Research
**Core component 2a5:**

Our organizational environment is supportive of innovation and change.

The college VALUES include “Innovation: Creative and forward thinking.” Examples of many recent innovations in academics include:

- The movement toward increased accountability under Achieving the Dream (AtD), using the data as a strategic tool to improve success.
- New online course orientation added to several new online services and programs.
- State-of-the-art labs and classrooms, including health professions, the Film and Video program, Engineering Lab, and many others.
- Training for faculty on Cooperative Learning and development of Learning Communities and paired classes.

The developments and changes noted above in technology reflect the college’s support of change and innovation. The college has made a firm commitment to invest in and use information technology-based solutions and services. Increased wireless capacity, digital signage with live broadcast, and several improvements and additions to safety and security systems have been implemented in recent years since 2007. Streaming video capabilities and podcasting are made available to faculty who wish to create audio and video lectures and materials for their students.

Each faculty member completes an annual Faculty Development Plan to submit to his or her Chair or Dean. The discussion of the plan allows the Dean to suggest resources and, if possible, to include financial support in the division budget. In addition, the Center for Learning and Teaching and the Office of Professional Development collaborate to provide extensive training and resources for faculty and staff.

The number of new degree programs and certificate programs continues to increase. Under consideration in 2010, are eleven new degree programs and ten new certificate programs. Several of the new programs and expansions of others are linked to emerging technology, such as the Compressed Natural Gas (CNG) and Hybrid automotive technician program and other Green Energy initiatives.

Based on the Community Development survey by Shapard Research of FY 2011, the community agrees that the college is preparing for the future. As seen below, 96% of the business respondents, 97% of the residents, and 100% of the cultural artistic and philanthropic respondents thought the college was “forward thinking” in preparing the Oklahoma City area for the future through education.

<table>
<thead>
<tr>
<th></th>
<th>Business</th>
<th>Residents</th>
<th>Cultural Artistic and Philanthropic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>200(96%)</td>
<td>419(97%)</td>
<td>12(100%)</td>
</tr>
<tr>
<td>No</td>
<td>8(4%)</td>
<td>14(3%)</td>
<td>0(0%)</td>
</tr>
</tbody>
</table>

Source: Shapard Research
CRITERION TWO / PREPARING FOR THE FUTURE

Core component 2a6:
Oklahoma City Community College preserves its valuable history and heritage as a basis for the innovation and progress of the future

The strategic plan invokes our strong foundation of success, with a historic focus on access, success of our graduates, and the development of new programs to meet community needs. It also expresses gratitude to those men and women who worked persistently and passionately to bring the college into existence thirty-five years ago and acknowledges our deep roots in the community and responsiveness to local educational and cultural needs.

The Next Generation of Leaders program trains and develops employees to become leaders as we anticipate the retirements of many in the current generation of senior faculty and college leaders with a focus on increasing diversity. Included in the curriculum is a focus on the mission of the college and an understanding of the institution. The New Employee Academy includes the goal of “immersion of the employee into the culture and mission of the college.”

The Faculty Handbook has sections on Educational Approach and the Grading System. These sections reflect an important part of the history and heritage of the college, which began with a commitment to competency-based learning and an experimental grading approach, including criterion-referenced grading. The emphasis on these features of the college’s approach to learning is even more important in light of our emphasis on access and on student and graduate success.

In 2006, OCCC established the Alumni Hall of Fame. This award recognizes those OCCC alumni who have made noteworthy contributions in one of the following categories: business/professional/community achievement; service to the community; or past or present service to OCCC.

The college continues to retain a special and historic relationship with the south area of the metropolitan area. These historic relationships include the South Oklahoma City Chamber of Commerce and Women of the South, who sponsor the annual Arts Festival Oklahoma.

Core component 2a7:
The organization clearly identifies authority for decision making about organizational goals.

As discussed at length in Criterion One, the Board of Regents Policy specifically clarifies the roles of decision making of both the Board and of the President. The Board maintains a clear distinction between roles of the Board and those of staff. The Board determines and demands appropriate organizational performance, and employs and evaluates the President.

All executive authority is delegated to the President, including all authority and accountability of staff. The President is authorized to establish administrative policies, make all decisions, take all actions, and develop all activities.

The President has a formal President’s Cabinet which represents the varied departments of the college. These vice-presidents and directors provide advice, counsel, and input to the President. In turn, they implement the decisions of the President with his Cabinet across the college.
Oklahoma City Community College has been fortunate during the recent severe economic recession. Oklahoma’s economic decline was not as drastic as in other parts of the country; the state Rainy Day Fund and federal stimulus dollars cushioned part of the economic blow; sound management and fiscal restraint had positioned the college to weather the downturn without significantly curtailing activities; and the increase in enrollment provided increased revenues from tuition and fees. Despite a record enrollment of nearly 22,000 students, student outcomes did not decline. For example, the persistence rate (students coming in the fall semester and returning in the spring semester) increased from 58.3% to 60.2% from the Fall 2008 cohort to the Fall 2009 cohort. In addition, the retention (students coming in the fall semester and returning in the following fall semester) remained the same from the fall 2008 to the fall 2009 compared to the fall 2009 to the fall 2010.

As we prepare for the future, the fiscal forecast remains uncertain. We recognize that revenues are likely to be constrained for the near future, making it difficult to maintain the momentum we would like on plans for growth and expansion, and the addition of new programs, activities, and services. These initiatives will continue to guide our growth, and increased attention to efficient and effective use of resources will allow us to pursue them, but perhaps not as swiftly as we had forecast and hoped. By keeping the college mission-focused, and by using the data-driven Achieving the Dream evidence, we ensure that our priorities of quality, success for students and graduates, wide access, diversity, and global awareness will not be sacrificed for financial expediency.

**Core component 2b1:**
Our resources are adequate to achieve the educational quality we provide. AND

**Core component 2b2:**
Plans for resource development and allocation document our commitment to supporting and strengthening the quality of education we provide.

The Annual Plan for 2011 lists several core indicators for Mission Capacity. Among them are receiving an unqualified auditor’s report; improving employee job skills, supervisory skills, and diversity through extensive training programs; continuing the Datatel Business Advisory Project to improve technological infrastructure and processes; completing the renovation of the Family and Community Education Center, and beginning construction of the new Performing Arts Theater and renovation of the new Capitol Hill Center; and increasing and diversifying funding from private and public sources including grants and donations.

Budget principles included in the 2011 Annual Plan indicate the goal of maintaining the faculty and staff resources to meet the instructional and service needs of an increasing student population. The college has not had to furlough employees or reduce the workforce during the recession as have other area institutions. The budget forecasts the ability to retain current employees and fill critical vacancies, but does not allow for increases in wages or salaries for another year. The inability to increase compensation is partially offset
CRITERION TWO / PREPARING FOR THE FUTURE

by the reduction of the growth of employee health insurance costs, achieved by switching to a self-insured plan, keeping insurance rates at the same level and avoiding an increase in premium costs.

The budget maintains the community and cultural programs we provide; maintains the physical plant including the activities necessary to ensure a safe and secure environment for students, employees, and guests; and maintains equipment and technology necessary to accomplish our mission.

The 2011 budget emphasizes operational efficiency and effectiveness. An example of our ability to achieve fiscal goals by increasing efficiency is the Trane Tracer Summit Energy System. The system allows Facilities Management to monitor, troubleshoot, schedule, and improve energy usage and efficiency. Among the many benefits, OCCC operates at about 60% of the operating cost of an average facility of the same size. After adding 170,000 square feet of additional building space with the new buildings completed in 2007-2009, the college actually uses 25% less energy per square foot than it did ten years ago.

All budget requests must be shown to be mission-related each year: This maintains our focus on the core activities that support our mission. The budget request identifies the college END and may further specify the core indicator of the END that the item supports. The Resource Allocation Plan for 2011 indicates that the budget contains sufficient resources to update and replace equipment; fill key employee vacancies; update classrooms; ensure sufficient funds for adjunct salaries; expand drive space for the campus IT system; upgrade and maintain safety, security, and physical plant facilities; and many more initiatives.

The data in reports on Achieving the Dream demonstrate that our resources have been adequate to achieve our goals for educational quality. The percentage of new students filing for federal financial aid increased by ten percent (10%) from 2008-2010. A pilot program for advising resulted in a fifteen percent (15%) increase in the number of students advised. Persistence rates from Fall to Spring semesters increased from 58.3% in Fall 08-Spring 09 to 60.2% in Fall 09-Spring10. Fall to Fall retention rates remained the same at 37.8%.

Core component 2b3 and 2b4:

OCCC uses its human resources effectively and develops our human resources to meet the future.

EFFECTIVE USE OF HUMAN RESOURCES

The strategic initiative for Technology and Personalized Service recognizes that implementation of sophisticated technology can free staff time to provide one-on-one service to individuals requiring special attention. One example is the Datatel Retention Alert, fully implemented in August 2009. This system provides faculty and support personnel with a faster way to identify and classify potential student retention problems and reduces response time to individual students. Through November 2009 more than 600 cases had been submitted in the new system with a 270% increase in student contacts. The Adtronics student identification system was updated, reducing the time to print each ID from 7-10 minutes to 1 minute, and eliminated the need for students to return to update their status each semester. The Bursar, Bookstore, and Financial Aid departments collaborated to implement the Higher One debit card for all students. The implementation of this card greatly reduced the time required to process and distribute aid. OCCC was the first institution of higher education in Oklahoma to implement such a system. Resources conserved through these and similar efficiencies were re-directed to allow the addition of a new Coordinator of Veterans Services, a new Mental Health Counselor, a new Director of e-Student Services and an Assistant Director of Academic Advising.
Similar efficiencies should result from the completion of the three-year plan with Datatel Business Advisory services to assist OCCC in building a roadmap and implementing software and functional process redesign to improve services in all major areas of the college. Other major enhancements being considered are in the initial stages of implementation include e-advising software for online students and Astra Schedule VII scheduling software. These will all result in more efficient use of our faculty and staff.

The development of a new curriculum for developmental math included specific training in pedagogy and technology to implement new techniques, practices and approaches to effective teaching of students. Four new developmental math lab instructor positions were added to the math department to teach sections of developmental math, assist students in the Math Lab, and work with professors in their classrooms, effectively reducing student/faculty ratios.

The online learning management system was made available to faculty teaching on-campus courses. This allows faculty to easily and quickly make expanded course materials and resources available to students, and allows them to post grades for students to check quickly and easily.

In May of 2009, Drs. Roger and David Johnson (the Johnson Brothers), experts and leading researchers on cooperative learning, were brought to campus to train faculty members in cooperative learning methodology. Professors implemented their training during the 2009-10 academic year. In the summer of 2010, six faculty and the Director of the CLT attended a train-the-trainer workshop conducted by the Johnson brothers at the University of Minnesota Institute for Cooperative Learning. Each will then serve as a mentor to other faculty who were subsequently introduced to the cooperative learning methodology when the Johnson Brothers returned in May, 2010.

DEVELOPMENT OF HUMAN RESOURCES FOR THE FUTURE

The initiative for The Next Generation of Leaders intentionally prepares for the college’s future leadership needs. The inaugural year of Leadership OCCC was completed in 2008, and each subsequent class begins in September. The program provides leadership development activities at least one day per month for approximately sixteen individuals. Participants represent the entire campus, and are a group diverse in age, gender, ethnicity and type of position. They receive visits and briefings from functional areas throughout the college and are exposed to a wide variety of management practices and theory.

The Office of Professional Development offers numerous development programs including: the New Employee Academy; Health, Safety, and Sexual Harassment Training; Supervisors Training; in-house certificate programs; open-enrollment training in technology and inter-personal relations; and cooperative training opportunities. Each Monday the schedule of workshops is published in the Communicator, and the schedule is available on the Employee Home Page.

The Center for Learning and Teaching (CLT) offers workshops, speakers, and resources for faculty all year, but particularly offers a variety of training opportunities in the planning and prep week preceding each semester. The Faculty Development Committee serves as the advisory committee to the center, developing and prioritizing training requests and needs.

The college is an active participant in several leadership development programs: Leadership Oklahoma, Leadership Oklahoma City, Linking Oklahoma City's Young Adult Leaders (LOYAL), AACC Future Leaders Institute, the UCO Educators' Leadership Academy, Team South, and The Chair Academy.
With a tuition reimbursement program for faculty and staff who are interested in pursuing further education; paid professional leave available for faculty and staff to attend conferences and professional meetings; extended professional development; tuition fee waivers for courses on campus; and similar incentives, the college encourages all employees to continue their education and improve and enhance their opportunities.

Core component 2b5:

Core component 2b7:

INVESTMENTS IN FACULTY DEVELOPMENT, TECHNOLOGY, FACILITIES AND LEARNING SUPPORT SERVICES

FACULTY DEVELOPMENT

As mentioned above, the college has and continues to invest in faculty development through paid leave, on-campus training opportunities and tuition waivers, and support for continued learning. The Extended Professional Development program allows an employee to request paid leave to acquire new methods and techniques, enhance scholarly and professional accomplishments, and share newly acquired knowledge and skills with colleagues.

TECHNOLOGY

Several technology investments have been described above. These technology initiatives span the college, from use of technology in the classroom; online student instruction and services; management and support systems; physical plant; use of technology in learning and teaching; and telecommunications. All classrooms at OCCC are equipped with instructional technology, including a computer, document imaging, audio display, video display, and projector and screen. In addition, some classrooms are equipped specifically for cooperative learning.

Computer–assisted instruction (CAI) classrooms equipped with computers for each student are used to teach English, developmental reading and writing, as well as other classes such as in Information Technology (computer science) and Mathematics.

All classrooms are equipped with a telephone capable of delivering messages and alerts to each classroom, and to allow professors to quickly summon support to the location, if necessary. Increased use of technology makes the campus safer, including emergency telephones and lighting in parking lots and security cameras. Auto thefts declined from 13 in 2005 to 4 in 2009.

Digital signage, extensive Wifi campus-wide, and use of social networking have been added in the past three years.

OCCC has over forty learning labs. Many of the labs offer students cutting-edge technology. Labs are described in detail in Criterion 3, but a few examples are pertinent here in discussing technology.
CRITERION TWO / PREPARING FOR THE FUTURE

- The Engineering Lab allows students to experience hands-on projects in geology and nanotechnology not available in many institutions.
- The Anatomy and Physiology Lab provides health sciences students the opportunity to learn anatomy on human cadavers, unusual at a community college.
- The Film and Video Production program provides advanced technology to its students with equipment not found in most of the United States outside of California and New York.
- Students in the health professions programs use the most advanced equipment and patient simulators.
- The Math lab with 116 computers and 5 classrooms is one of the largest facilities of its kind in the region.

FACILITIES

In 2004, the college dedicated the new Keith Leftwich Library.

Since 2007, the college has completed construction of the Science, Engineering and Math building; the Visual and Performing Arts Center; and the Health Professions Center.

In 2010, OCCC began the renovation of the Family and Community Education Center (FACE), a building acquired by the college in the spring of 2010. Also in 2011, ground was broken for the new Performing Arts Theater, with completion scheduled for FY 2013. Early in 2011, work began on the new John Massey Center building on campus, to replace an off-campus facility.

Preliminary planning is occurring for a new classroom building to expand capacity to meet current and projected enrollment gains.

LEARNING SUPPORT SERVICES

Learning support services are discussed at length in Criterion 3 and 5. A few examples include the following:

The college continues to participate in the U.S. Department of Education Project “Child Care Access Means Parents In School” (CCAMPIS). The Child Development Center and Lab School was awarded a second four-year grant in 2006 to assist low-income student parents to pay tuition and child care expenses. In response to student requests, the college has implemented Student Scheduled Child Care. Opening of the new Family and Community Education Center greatly expanded the availability of child care to our college students with children.

OCCC makes online tutoring available to students through the Grade Results service. In addition, the college uses a program of student supplemental instruction. In this program, a student who has been successful in a course becomes a supplemental instructor, working with the course professor to provide tutoring and support to current students in the course.

In 2008, a new position of Student Learning Coordinator was created to concentrate on improving the Success in College and Life Course, Supplemental Instruction program, and the Learning Communities Program.
CRITERION TWO / PREPARING FOR THE FUTURE

As noted above, new positions have been created in advising veterans, counseling for mental health issues, directing student e-services and in academic advising.

Core component 2b6

Our planning processes are flexible enough to respond to unanticipated needs for reallocation, downsizing or growth.

Anticipating significant growth in enrollment for the fall of 2009, the college requested bids to convert space into classrooms. Seven spaces on campus were converted to provide new classroom space. Anticipating parking problems from the increases, a Parking Contingency Plan was initiated and additional parking was ready by the beginning of the fall semester.

The enrollment for the Fall 2009 semester at OCCC increased by 18% over Fall 2008. The increases were anticipated, as historically our enrollment increases when the economy worsens. Classes began to fill up in just a few days of opening for enrollment. New classes and sections were made available, new adjunct faculty were hired, administrators added teaching a course to their duties, and some full-time faculty took on an extra class. For the fall, the Vice-President for Academic Affairs authorized adding almost 200 sections of classes to meet demand. But demand was met, students enrolled and were served, and standards of success and quality were maintained. The enrollment for the Fall 2010 increased by 3.6% over the Fall of 2009.

No tuition increases were implemented in 2009-2010 to recognize the economic circumstances impacting our students, their families, and our community.

In Fall 2010, we approached capacity in enrollment. President Sechrist stated in the 2009-2010 issue of Connections: “To continue this growth, OCCC needs a significant increase in facilities, faculty, and staff.”

As described above, the college planning and budgeting processes have allowed us to weather the financial crisis without reductions in force, furloughs, or contraction of programs and services to our students and community. Continued revenue shortfalls could cause a major shift, but at present the college remains well positioned to operate in the next few years and even to increase and expand in some areas.

CORE COMPONENT 2c: THE ORGANIZATION’S ONGOING EVALUATION AND ASSESSMENT PROCESSES PROVIDE RELIABLE EVIDENCE OF INSTITUTIONAL EFFECTIVENESS THAT CLEARLY INFORMS STRATEGIES FOR CONTINUOUS IMPROVEMENT.

Joining and implementing the Achieving the Dream initiative has committed the college to using rigorous data analysis to improve student outcomes. A leadership team composed of faculty and staff from throughout the college identified five areas of focus:

- Increasing developmental math success;
- Increasing gateway course success;
- Increasing online course success;
- Increasing awareness and availability of financial aid; and
- Improving advisement services.
Implementation teams, drawn from staff and faculty, analyzed these issues and have either implemented or began the interventions.

The college analyzes and reports the results to the campus community and directly to the Board of Regents in the Board Monitoring Reports and the Annual Plan. The college “closes the loop” in the Annual Plan with specific goals based on the results of the data collected. Further, the budget development process is directly tied to the College ENDS, and the allocation of funds for the next fiscal year reflects the priorities and progress made on the ENDS in the previous year. The development of the Institutional Intelligence I2 “Dashboard” will increase the availability of current data and information for planning and improvement purposes.

In addition to the evaluation and assessment in Achieving the Dream, the college uses a variety of measures of progress. Included are the assessments done to measure student learning in general education and in individual programs; program reviews; progress on all College ENDS included in the core indicators each year; external accreditation of programs; the annual audit; and similar measures.

**Core Component 2c1:**

OCCC’s evaluation processes provide evidence that its performance meet its stated expectations for institutional effectiveness. **AND**

**Core Component 2c2:**

OCCC maintains effective systems for collecting, analyzing, and using organizational information.

**THE WAY FORWARD AND WHY IT MATTERS**

This strategic plan for the college is posted on the college website. Progress in meeting the initiatives in the plan is measured and reported to the Board of Regents in Board Monitoring Reports. Progress is also reported in the Incident Reports on the plan.

**STUDENT LEARNING**

Assessment of student learning includes General Education and learning outcomes for each degree program. The college has defined a General Education Core with four areas. Each area is evaluated according to rubrics and standards to be met, the results are evaluated by an interdisciplinary committee, and changes or improvements are articulated when indicated. Each academic program develops an assessment plan based on stated learning outcomes for the program. The outcomes are assessed on an annual basis and results are reported to the Dean and to the Vice-President for Academic Affairs along with plans to address any areas that fall short of the standards set. The Board of Regents receives an annual report on assessment outcomes. Assessment of student learning is covered in depth in Criterion 3 of this report.

**CORE INDICATORS OF MISSION PERFORMANCE**

The College ENDS are the operational goals of our mission documents. The Board Policy includes core indicators for each END statement. The results of the data collection and analysis for each core indicator and the plan to address the indicator in the coming year are presented to the Board, along with the budget principles and projections for the coming year. Indicators for Mission Capacity to support the ENDS are also reported to the Board.
CRITERION TWO / PREPARING FOR THE FUTURE

OCCC College ENDS

<table>
<thead>
<tr>
<th>END</th>
<th>Definition</th>
<th>Core Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>Our community has broad and equitable access to a valuable college education.</td>
<td>FTE Market Share; FTE Enrollment; and Racial and Ethnic Composition of the Student Body</td>
</tr>
<tr>
<td>Student Preparation</td>
<td>Our students are prepared to succeed in college.</td>
<td>Concurrently enrolled students; successful completion of developmental courses; and successful completion of gateway courses</td>
</tr>
<tr>
<td>Student Success</td>
<td>Our students achieve their individual educational aspirations.</td>
<td>Successful completion of college courses; persistence, retention, and successful progression; number of graduates; and general education assessment</td>
</tr>
<tr>
<td>Graduate Success</td>
<td>Our graduates succeed at four-year institutions and/or in their careers.</td>
<td>Rates of passing on external licensure exams; graduate satisfaction of preparation for transfer and/or employment; employer satisfaction with graduates; and grade point averages of students transferring to OU, OSU, and UCO</td>
</tr>
<tr>
<td>Community Development</td>
<td>Our community is enriched economically and socially by our educational and cultural programs.</td>
<td>Participation in cultural programming; enrollment in community education and recreation programs; Corporate Learning enrollment and gross margin of revenues; and student voluntarism</td>
</tr>
</tbody>
</table>

The Annual Plan includes core indicators for Mission Capacity to support the ENDS. Core indicators for Mission Capacity include financial stewardship; employee development; Datatel Business Advisory Project; new facility projects; and increased funding from other sources. To review the specific core indicators and measures for the ENDS and Mission Capacity, the entire plan is available.

Performance on each of the ENDS, including each core indicator, is reported to the Board of Regents in a monitoring report. The reports indicate to what extent performance on each indicator met, exceeded, or fell short of the benchmark set. The reports also include commentary on the college’s strengths and areas for improvement in achieving each END, including strategies for improvement where indicated.

ANNUAL ACADEMIC PLAN

The Annual Academic Plan approved by the OCCC Board of Regents and submitted to the Oklahoma State Regents for Higher Education includes two sections: an annual report of activities for the preceding year and initiatives planned for the future including technology, facilities, partnerships, curricular enhancements and changes, improving teaching and learning and initiatives to improve faculty and staff.
ACHIEVING THE DREAM

The core indicators for the College ENDS in the areas of Student Preparation, Student Success, and Graduate Success are based on data collected and analyzed as part of the AtD project. In addition to the formal Board Monitoring Reports, progress and performance are reported to all employees through interim reports on The Way Forward and Why It Matters.

SURVEYS AND REPORTS

The college utilizes several surveys and reports to evaluate its processes and performance. Although each of these examples is discussed at length in other criterion, including discussion of the results of each, they are included here as further evidence that the college has effective systems for collecting, analyzing, and using organizational information.

1. Surveys of student satisfaction include the ACT Student Opinion Survey; Community College Survey of Student Engagement (CCSSE); the Student Input on Instruction (SII); and the Graduate Survey.
2. Personal Assessment of the College Environment (PACE)
3. Each academic program conducts a program review every five years.
4. Occupational programs maintain advisory committees to provide input on the program’s effectiveness and needs.
5. Market Survey for Non-credit Programs
6. Investment Services and Retirement Planning

Core Component 2c3:

Data and feedback loops are available and used throughout the organization to support continuous improvement. AND

Core Component 2c4:

Periodic reviews of academic and administrative subunits contribute to improvement of the organization.

In addition to the data collection and feedback mechanisms described above, the college divisions described below analyze data and provide it college-wide for a variety of planning and monitoring purposes.

OFFICE OF PLANNING AND RESEARCH

This office is responsible for coordinating the development of the two main plans guiding the college: The Way Forward and Why It Matters and the Annual Plan. The Executive Director of Planning and Research is a member of the President’s Cabinet. Two divisions of this office are Performance Management and Institutional Effectiveness.

The Office of Performance Management develops and maintains the college I2 web-based institutional intelligence solutions. This office is responsible for the interactive dashboard platform.

The I2 Dashboard was developed to provide managers with the ability to monitor organizational information on a continual basis by pulling current data from the college’s reporting systems into dashboards that graphically represent progress toward meeting set goals. The dashboard provides data related to the
CRITERION TWO / PREPARING FOR THE FUTURE

College’s ENDS statements so that information is continually available for analysis, planning and other organizational needs. Data for each core indicator are displayed graphically on the dashboard. Improvement strategies are developed for any core indicator that falls below the pre-determined level of acceptable performance. The short time frame allows the college to implement needed strategies very quickly, addressing a small or potential problem before it becomes a larger problem.

Enrollment and student success data are refreshed frequently and are available for analyzing current organizational performance and to allow for continual adjustments as needed or required. For instance, data provided through the dashboard include information on enrollment statistics with detail down to the class and section level allowing division deans to more effectively add or eliminate class sections to accommodate increasing or decreasing enrollment in specific courses. The system provides continual, easy access to the information without having to wait for reports to be processed and delivered.

The large amount of data collected and the potential usage of all the data continue to develop and evolve, with many additional potential uses under consideration. The Office of Institutional Effectiveness provides technical assistance and data analysis to administration, faculty, and staff for the purpose of improving the effectiveness and efficiency of Oklahoma City Community College’s services to students and staff. The framework of these activities incorporates the college and unit goals, Oklahoma State Regents of Higher Education requirements and the mandates of external accrediting bodies. The office also conducts and analyzes the various surveys used by the college and implements the

PERIODIC REVIEWS OF ACADEMIC AND ADMINISTRATIVE SUBUNITS

Student Services Annual Report:
This report provides information, documentation, qualitative and quantitative assessment of services provided throughout the year by Admissions and Records, Child Development Center And Lab School, Enrollment and Student Services, Student Development and Student Support Services. Examples of improvements made recently in the Student Services area after the review include improved workflow in the financial aid office, increased outreach to potential financial aid recipients and increased front-line staff members helping students. These adjustments have resulted in an overall increase of more than 10% over the first year in the percentage of new students filing for financial aid.

Academic Program Reviews and the Curriculum Committee:
Academic Programs are reviewed on a five-year schedule. As part of the comprehensive review of the program the faculty often recommend adjustments of the curriculum. These recommendations are considered for approval by the Curriculum Committee. The review includes data on the students’ success at meeting the Learning Outcomes for the program. General Education learning outcomes are assessed and analyzed by the Academic Outcomes Assessment Committee. All of these assessments and feedback loops are discussed in depth in Criterion 3 of this report.

Core Component 2c5:
The organization provides adequate support for its evaluation and assessment process.

The Office of Planning and Research includes a full-time Executive Director, who serves on the President’s Cabinet. A full-time Director of Performance and Measurement Reporting heads the Office of Institutional
Intelligence, and a full-time Director of Institutional Effectiveness leads the Office of Institutional Effectiveness. Additional full-time positions include Senior Research Analyst and Decision Support Analyst. Other support positions are employed in this department. These staff members work across the college with the Board of Regents, departments, and divisions in planning, collecting, developing, implementing, analyzing, and disseminating results.

Budget line-items are developed for costs of various surveys such as the Community College Survey of Student Engagement, ACT Student Opinion Survey, and the Personal Assessment of the College Environment. In addition, the Office of Institutional Effectiveness has funds for large scale surveys such as the six month graduate follow-up, employer and five-year graduate follow-up surveys. Other budgeting for data collection and assessment is embedded into the budgets within various departments of the college.

**CORE COMPONENT 2D: ALL LEVELS OF PLANNING ALIGN WITH THE ORGANIZATION’S MISSION, THEREBY ENHANCING ITS CAPACITY TO FULFILL THAT MISSION.**

Planning and financial allocation are aligned with the mission documents at all levels of the college, including the strategic plan, the college statements of Vision and Values, and the ENDS statements of our goals. Each department or subdivision of the college participates in building the budget by determining their own needs and goals to fully support the college mission. All budget items must be identified as supporting one of the ENDS.

**Core component 2d1:**

OCCC’s planning processes center on the mission documents. AND

**Core component 2d2:**

Planning processes link with budget processes. AND

**Core component 2d3:**

Implementation of the organization’s planning is evident in its operation.

The college requires each department to review their budget to ensure it meets the college’s goals. In general, the college’s department budgets have remained relatively stable. The only exception has occurred if there was a shortfall in the budget, at which time all budget directors were asked to reduce their budget by a specific percentage. In Spring of 2008, a reallocation of the budgets occurred after analyzing unspent amounts in certain divisions. The planning and budgeting process provides an opportunity for departments to obtain additional funds or funds for special projects.

The budgeting process is embedded in the planning process below. As each year’s Annual Plan is developed, budget principles are also generated. The planning and budget development for each subunit of the college is formulated in response to the college mission and the initiatives proposed under the mission for the coming year.
The Budget timeline is prepared each fiscal year in December by the Director of Finance and the Vice President for Business and Finance and reviewed and adopted by the Cabinet. The budget timeline sets projected timelines for projected staffing plans, base budgets, FTE projections, resource allocations, initiative presentations, and other required tasks.

The Resource Allocation Process includes the determination of mandatory costs, identification of department initiatives, and the evaluation and ranking of initiatives. The criteria for identifying initiatives include:

- The initiative supports the provision of necessary support and instructional services to students.
CRITERION TWO / PREPARING FOR THE FUTURE

- The initiative is necessary to the safe and efficient operation of the college.
- The initiative is necessary to comply with state or federal laws and regulations.
- The initiative supports the achievement of a Way Forward initiative or positively impacts a Core indicator.

The evaluation and ranking of initiatives includes:

- A self-rating by each Cabinet member of the priority of each initiative submitted from their own area, and this rating is submitted to the Executive Director of Planning and Research.
- Initiatives are then combined and resubmitted to all President’s Cabinet members to rank. Members do not rank their own initiatives at this step, but do rank other members’ initiatives.
- Initiatives that rank in a predetermined cut-off rank are then submitted to all Cabinet members to determine which initiatives, if any, will be funded. The Criteria for the Ratings is as follows:

Criteria for Ratings

<table>
<thead>
<tr>
<th>Rating</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The initiative is very important to meeting the mission of the college and achieving the outcomes in the FY 2011 or FY 2012 Institutional Plan. Its importance suggests it should receive funding as soon as possible – preferably in the FY 2012 budget cycle.</td>
</tr>
<tr>
<td>4</td>
<td>The initiative is important to meeting the mission of the college and achieving the outcomes in the FY 2011 or FY 2012 Institutional Plan. Though implementation can be delayed one or two years, this rating assumes that the initiative eventually will be carried out.</td>
</tr>
<tr>
<td>3</td>
<td>While an initiative with a “3” rating may contain good ideas, implementation can be delayed from 1 – 3 years. Eventually, some form of the initiative will probably be implemented. An initiative with this rating could also become more or less important as circumstances warrant.</td>
</tr>
<tr>
<td>2</td>
<td>Though initiatives with a “2” rating may be important on a departmental or division level, a clear connection with institutional priorities is absent. Initiatives with this rating should either be brought into closer alignment with the Institutional Plan or funded by reallocating department resources.</td>
</tr>
<tr>
<td>1</td>
<td>Initiatives with a “1” rating provide no clear support at either the institutional or department level and should not be funded in their current form.</td>
</tr>
</tbody>
</table>

The President’s Cabinet reviews these responses and prioritizes them. The Board of Regents then reviews the Annual Plan, budget principles, revenue and expenditure plans, the staffing plan and all the college budgets, including the tuition plan. All of these planning documents are finalized at the Board meeting in June, and the President’s Cabinet and Departments begin the implementation and monitoring of the plans.

Different departments of the college respond to different END statements and core indicators. Examples include the following:

- Academic Affairs’ initiatives such as redesigning the Developmental Math curriculum to boost successful course completion, developing an online orientation for distance students; training faculty to work with multi-cultural students; and training for faculty in cooperative learning, which improved successful course completion more than five percentage points in 10 of 17 sections compared to traditional lecture sections according to one analysis.
CRITERION TWO / PREPARING FOR THE FUTURE

• Facilities Management initiatives such as developing the New Learning Spaces, preparing for new construction of the Theater; renovating the new Family and Community Education Center; planning for the new John Massey building; investigating the possibility of renovations of the Aquatic Center with MAPs-3 funds; and renovation of the new Capitol Hill center.

• Student Services initiatives such as increasing the percentage of students receiving financial aid by adding staff and streamlining operations; adding to the Retention Alert (formerly Early Alert) services to improve student success, persistence, and retention; and improving and expanding Veteran’s services. Since FY 2005 the percentage of students who receive financial aid has increased from 6,478 to 9,842 an increase of 51.9%.

• Community Outreach and Education initiatives such as offering diverse educational opportunities across the community, and expanding their services significantly in the new Family and Community Education Center (FACE) building. Cultural Programs and Recreation and Fitness schedule wide-ranging programs for children and adults, offering rewarding cultural programs and myriad choices for physical fitness.

Each department, developing their own responses to the initiatives in the draft Annual Plan, links each expenditure or proposal to a college END and in some cases to a specific core indicator. Each document developed in the planning-budget process includes the mission documents: College Vision, Mission, Values, and ENDS. Also included are the ten initiatives in the strategic plan, The Way Forward and Why It Matters. Thus at each step in development the planning and budgeting process is grounded in these documents.

IMPLEMENTATION OF THE PLANNING IS EVIDENT IN OPERATIONS

A review of the plans for past years shows a clear pattern of implementation of those plans in our operations. The Vision of the Future forecasted significant increases in student enrollment and planned for new educational spaces. The outcome was the building of the Science Math and Engineering Center, the Health Professions Center, and the Visual and Performing Arts Center. Subsequently, the more than 20% increase in classrooms and 60% increase in labs allowed the college to accommodate a significant increase in enrollment. The Interim Reports on The Way Forward document measurable progress on increasing financial aid, improved student persistence, retention, and progression. A new building has been acquired for the Capitol Hill Center; students have access to Student Scheduled Child Care at the FACE; groundbreaking has occurred for the new Theater; increased technology is in place; and the Institute for Global Excellence has been established. Progress has been shown on all ten initiatives, as detailed in the Interim Report.
Core component 2d4:
Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments. AND

Core component 2d6:
Planning processes involve internal constituents and, where appropriate, external constituents.

As described above in Core Component 2b6, the fall of 2009 was a convergence of unprecedented increases in enrollment and of declining revenues. The college was able to respond with increased sections of courses, additional classroom and parking space, and additional faculty. There are a number of strategic processes that allow us to reprioritize when the environment is altered. Among them are:

- Establishment of carryover accounts to maintain funds not specifically assigned to a budget location.
- Establishment of statutory reserves in the event budgeted funds are not sufficient to meet needs.
- Development of and updating of the Capital Projects budget submitted annually to the Oklahoma State Regents for Higher Education.
- Development of and updating of the five year Capital Projects Plan.
- Emergency Management Software compliant with the National Incident Management System identifying Incident Command Center Operations members, Emergency Management Team members, and site location of operations for each. In Oklahoma the occurrence of severe weather emergencies and the potential impact of an occurrence make this a priority.

The strategic plan, based on extensive environmental scanning and analysis, projects the needs and demands of the environment years into the future, allowing for the time and acquisition of resources to position the college to meet the demands. Forecasting includes consulting many internal, and at times external, constituencies. Among the examples are internal committees to evaluate options and policies and make recommendations and other groups and individuals both inside and outside the college including:

- The Benefits Committee annually reviews the employee benefits currently provided; any projected increases in costs; utilization of benefits; and recommendations for adjustments or increases. The committee has representatives from across the campus, at all levels of employment. Each representative solicits input from the constituency they represent. The Faculty Association provides general faculty input, and the college retirees have a representative. Input to the committee in 2006 indicated many employees desired a wellness program that could provide assistance in improving individuals’ health and could create a “culture of wellness” on the campus. The program began the following year and has continued to grow, with many opportunities, activities, and sources of information now available.

- Input on the short and long range technology needs and problems of employees on campus is gathered through several sources. The Datatel User Group provides a centralized resource for employees who use Datatel to accomplish many critical tasks. All employees can communicate their problems and needs to their representatives. Areas represented include Financial Aid, Recruitment and Admissions, Human Resources, Student Support Services, Division of Information Technology,
Advising, Professional Development, Academic Affairs, Faculty Association, Finance, Graduation Services, and others. Technology planning and input also come from the Center for Learning and Teaching, Information Technology, staff in the department of Information and Instructional Technology Services, and others.

- Each faculty member has input to the development of the annual plan for initiatives in his or her academic division, and the development of the budget for the division. Program faculty provide their input to the department chair who then provides that input to the Division Dean. This input is then sent to Academic Affairs to be used in development of the Annual Plan and the budget.

- Each Program Advisory Committee provides input from external constituents, who work in the occupation or field, on short- and long-range planning for the program.

- Planning for the new Visual and Performing Arts and the new Theater included focus groups and surveys of the community to determine the needs and interests of external constituents. Attendees at the cultural programs offered by the college are surveyed to determine the success of the programs and to solicit input for further programming.

- Groups who contract with Recreation and Fitness are surveyed to determine what services or amenities should be increased or added.

- Ideas for initiatives or plans may also be submitted directly to the President at the President’s Advisory Council.

- Input from students is collected and communicated by the Student Leadership Council, and is collected through student and graduate surveys described in sections above. A response to student concerns about adequate child care can be seen in the Student Scheduled Childcare Program.

- The Master Site Plan is developed and adapted with broad-based input from across campus, including the Space Allocation Committee, Academic Affairs, Facilities Management, and others.

**Core component 2d5:**

Planning documents give evidence of the organization’s awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist.

The ten initiatives of *The Way Forward and Why It Matters* are clear evidence that OCCC is aware of the relationships among educational quality, student learning and the global and technological world in which we exist, and in which our students and graduates must be competent to function successfully.

Educational quality and student learning are stressed in the Achieving the Dream initiatives, which include core indicators on successful completion of developmental and gateway courses, successful completion of both 1000-level and 2000-level courses, assessment of general education, and persistence and retention. The Annual Plan also addresses diversity in the core indicator comparing the ethnic and racial composition of student population in the community we serve, and in the Capitol Hill Center and its programs which serve an ethnically diverse population as described above.

The plan also includes the Institute for Global Excellence initiative. The IGE includes the World Languages and Cultures Center, the Center for International Business, and the Center for Global Alliances which has
initiated a faculty exchange program with Universidad Tecnologica de Hermosillo. These programs are described at length in other sections of this report. Increased recruitment of international students has resulted in an increase of 300% in inquiries from potential international students which has led to an increase of 18% increase in international students from Fall 2006 to Fall 2010. This initiative evolved from a plan developed by the Global Education Committee in 2005. The elements of this strategy were to go “Glocal” using established ethnic communities in the Oklahoma City area to build partnerships with similar ethnic groups in other countries with outreach and awareness, international education curricula infusion, international exchanges and presences, and recruitment and retention of international students. This strategy allowed OCCC to provide international education, economic development and cultural programs that prepare and challenge students for an increasingly global marketplace. All of these ideas can be observed today on the campus, and expansions are underway for the future.

The initiative for Technology and Personalized Service, discussed at length above and various other sections of this report, and other initiatives such as Achieving the Dream, indicate the extent to which the college has committed to both “high tech” and “high touch.” Increased services for online students; wide availability of Wifi; use of several new technology services and programs across the departments of the college; cutting-edge technology in our classrooms and learning labs; and classrooms equipped with the technology necessary to support the faculty are all examples of the pervasive use of technology and the continual review and adoption of new technology for the most efficient and effective outcomes.
CRITERION TWO / PREPARING FOR THE FUTURE

STRENGTHS, CHALLENGES AND OPPORTUNITIES

STRENGTHS

• The following list highlights the strengths:
  • The college continues to demonstrate a forward-looking commitment to technology.
  • The college clearly has a forward-thinking history of facility acquisition and management, as illustrated with the building of the Visual and Performing Arts Center and the Health Professions Center.
  • The college has a long, impressive history of meeting its goals as illustrated in the Vision of the Future in 2003, which were accomplished.
  • The college has a robust infrastructure for planning.
  • The college has a strong financial position.
  • Benchmarks set for student enrollment, retention, and persistence are being met, along with other initiatives of Achieving the Dream.
  • Goals for student diversity, community outreach and cultural programming, student success and success for our graduates who transfer to other institutions are consistently met.

CHALLENGES AND OPPORTUNITIES

• As the number of students continues to increase, the college will need to explore how to serve them including hiring adjunct faculty, full-time faculty, staff and expanding the facilities.
• The college will need to continue its efforts to provide resources through grants and private giving during these uncertain times of recession.
CRITERION THREE:

THE ORGANIZATION PROVIDES EVIDENCE OF STUDENT LEARNING AND TEACHING EFFECTIVENESS THAT DEMONSTRATES IT IS FULFILLING ITS EDUCATIONAL MISSION.

Oklahoma City Community College has developed a comprehensive plan for the assessment of student learning which is faculty-driven with administrative involvement, support, and oversight. The process of assessing student learning outcomes is a constantly evolving process. The current system of assessment is described below.

STUDENT LEARNING COUNCIL

Oversight and direction of the assessment process is done by the Student Learning Council (SLC) which was developed in 2003. The Student Learning Council is composed of three committees: the Entry-Level Assessment Committee (ELAC); the General Education Committee; and the Academic Outcomes Assessment Committee (AOAC). The Associate Vice President for Academic Affairs chairs this council. The purpose of the Student Learning Council is to provide a structure and process that will ensure involvement by all of Academic Affairs in the assessment of student learning.

The SLC meets twice per year. At the first meeting of the year, the chair of each of the committees report’s findings of the previous year for their area of responsibility and plans for the current year. At the second meeting, each committee chair presents an update on their progress.
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

The Student Learning Council is structured to integrate assessment processes, goals, and approaches across Academic Affairs. It illustrates to all its constituencies that each assessment area is inextricably entwined with the others. General Education, for example, is not solely the responsibility of those teaching General Education courses, but is the responsibility of all faculty and, in turn, contributes significantly to the success of students in their program major courses. An example is the Program Review process, during which the faculty are asked to indicate how their program addresses the goals for General Education. In addition, when program faculty request significant changes in curriculum, the rationale presented to the Curriculum Committee asks what assessment data forms the basis of the request.

The SLC strikes the appropriate administrative balance by ensuring the support of senior level administration in Academic Affairs while representing all faculty and all academic divisions.

THE FOUR LEVELS OF ASSESSMENT

Assessment at OCCC occurs at four levels: Entry-Level Assessment; General Education Assessment; Program Level Assessment; and Institutional Level Assessment. The relationships are described in the areas below.

ENTRY-LEVEL ASSESSMENT (ELAC)

OCCC recognizes the importance of pre-assessment for students enrolling in college for the first time. Students may use ACT or SAT scores but many students do not have these scores and therefore must complete the assessment tests. Based on the outcomes of these tests and assessments, academic advisors assist students in enrolling in courses appropriate to their level of proficiency. Although students are encouraged to enroll in their developmental courses, if the completion of the developmental course is not a prerequisite to a college level course they may not enroll in the developmental course. The purpose of ELAC is: to provide a structure and process to ensure entry-level assessment that enhances the success of students. All initiatives that impact a student’s preparation for success are matters of concern to ELAC, including the one credit Success in College and Life Course (now required of most new students) and several of the Achieving the Dream initiatives such as the Developmental Math Curriculum and early application for Financial Aid. In subsequent sections of this criterion there are descriptions of the assessment tests used and the use of the results.

GENERAL EDUCATION ASSESSMENT

In FY 2002, the college began administering the Academic Profile Test. The purpose was to provide the faculty with results which could be compared to a standardized test. This test was administered through FY 2006. During the ensuing year, faculty requested that a more detailed test be used, so in FY 2007, the Collegiate Assessment of Academic Proficiency (CAAP) was administered for math, reading and science assessments, followed in FY 2008 with the CAAP writing test. After much deliberation, faculty decided that the national test results could not provide them with enough detail to make decisions about changes to the program curriculum in order to improve student knowledge of general education so the CAAP was never re-administered. In FY 2009, Oklahoma City Community College adopted a model of General Education Assessment based on the use of Dr. Jeffrey A. Seybert model from Johnson County Community College. This process included the establishment of rubrics for each of the five general education outcomes. These rubrics were used to evaluate student artifacts provided by faculty from their various courses.
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

PROGRAM LEVEL ASSESSMENT

Outcomes Assessment
Each academic program at OCCC has a five-year Assessment Plan. The plan, developed by program faculty, contains student learning outcomes and a process for assessing those outcomes. The plan ensures that each separate learning outcome is assessed at least once over a five year period. Learning outcome activities are reported annually by faculty in an annual Assessment Report. Assessment results within these reports include how faculty use them to adjust educational strategies and improve or enhance student learning outcomes. The Assessment Plan is reviewed by program faculty each fall semester, with results, progress, and adjustments reported in November. The plan is then reviewed by program Chairs and Deans, who give feedback to the program faculty. The results of all program Assessment Plans and Assessment Reports are compiled by the Director of Curriculum and Assessment and presented to the SLC in January of each year. Faculty also compile this information within their five year program reviews. The program Assessment Reports are also compiled for OCCC’s Annual Assessment Report to the Oklahoma State Regents for Higher Education (OSRHE).

5-Year Program Review
Each academic program undergoes a full Program Review every five years. (The exception includes programs with an external accreditation, which are described below.) A critical portion of this process is the program’s assessment of student learning outcomes and its utilization of the results of these assessments.

A Program Review is conducted by program faculty, assisted by their dean, department chair or program director, and the librarian assigned to their program to guide their students through the research process. Input is also provided by the Office of Institutional Effectiveness such as data on the number of majors and other areas of data collection needed to complete the review. In this process, faculty include direct measures such as the results of their program outcomes and curriculum changes implemented due to these results as well as indirect measures such as graduation rates, completion rates, transfer success, and surveys of employers and graduates. During the review process, faculty have the opportunity to develop or revise the program’s student learning outcome goals and the strategies to adequately assess progress toward those goals. As part of this process, faculty also consider the manner in which the program courses are and can become more supportive of and involved in the General Education objectives and in what way they can respond to the results of the General Education assessment.

In the year prior to the program review, the Academic Outcomes Assessment Committee reviews the program’s Assessment Plan and results from the past five years. The AOAC assigns a subcommittee to each program review. This subcommittee is advisory in nature and is composed of three faculty members from departments other than the one being reviewed. The members are also members of the Academic Outcomes Assessment Committee and are selected based on their experience level, ability to review assessment plans outside of their discipline, and their communication skills. This subcommittee is given guidelines and questions to use in providing assistance to program faculty. The subcommittee (having read the assessment plans and reports as well as the Program Review) provides observations, suggestions, and recommendations for improvement to the Director of Curriculum and Assessment, who forwards it to the Dean and the faculty.
After faculty receive feedback from the AOAC they review this input and determine whether to implement these suggestions. This report is then forwarded to the dean and/or department director. After this review, the document is forwarded to the Director of Curriculum and Assessment. She reviews the document to ensure that all of the information has been included. At this point, faculty may make some minor changes. This revised document is forwarded to the Vice President for Academic Affairs, Associate Vice President for Academic Affairs and the library representative. A meeting is established to review the document by the Vice President for Academic Affairs, Associate Vice President for Academic Affairs, the library representative, Director of Curriculum and Assessment, dean and/or director, and the program faculty. During this meeting all assessment activities are discussed including any future curriculum changes. After this meeting, faculty may revise the document or begin the process of identifying their plans for the next five years. By the final step of the process, the program faculty have received feedback and suggestions from the subcommittee of the AOAC, their program Chair, their Division Dean, and the aforementioned administrators. They are then able to finalize their Program Review and include the initiatives and strategies for future improvement. All program reviews are forwarded to the Oklahoma State Regents of Higher Education and included on the Assessment Website.

The Timeline for program reviews is found on the Curriculum and Assessment website and updated each year so that faculty know when each step of the process is due to be finished.

**EXTERNAL ACCREDITATION**

For programs with external accreditation, the process may be slightly different and involve review and analysis of assessment plans and results more or less frequently. For example, programs in the Division of Business accredited by the Association of Collegiate Business Schools and Programs (ACBSP) prepare quality review reports every two years, a large portion of which consists of assessment and the results of the assessment. External Accreditation is discussed at length in subsequent sections of this criterion.

**INSTITUTIONAL LEVEL ASSESSMENT**

**Achieving the Dream**

OCCC joined Achieving the Dream in 2007. This multi-year national initiative is designed to help more community college students, particularly the at-risk population, succeed. The college collected and analyzed a large amount of data to determine the degree to which each of the institutional processes and services, as well as academic strategies, were linked to student success and thus could be improved to assist our students to reach success. Although most colleges identified three or fewer priorities, OCCC identified five priorities including:

1. Developmental Math Education
2. Gateway Courses
3. Online Learning
4. Academic Advisement
5. Financial Aid

Some of these initiatives are in the beginning stages of implementation, but already progress has been made, including improvements in persistence and retention, a complete re-structuring of the Developmental
Math curriculum, implementation of the cooperative learning format, a retention alert system in Academic Advising, and increases in the number of students applying for Financial Aid. These initiatives and results are discussed in depth in subsequent sections of this criterion, as well as in many other sections of the Self-Study. Reports on progress on each of the areas are made regularly to the Board of Regents, the entire faculty, and other areas of the institution. A link to all reports and presentations associated with the project are available on the College’s Website.

**Board of Regents’ Monitoring Reports**

Board Monitoring Reports for the College ENDS are also examples of institutional assessment of the outcomes of OCCC students, including reports on student success, graduation rates, transfer success, and others. All of these institutional measures of student success are covered in depth in other areas of this Self-Study.

**Institutional Surveys**

The college also conducts the ACT Student Opinion Survey and the Community College Survey of Student Engagement (CCSSE) in alternate years to obtain feedback from students on services and instruction offered at the college. Results of these surveys have been used to implement change including the recent development of the Speech Lab due to the response from students on the CCSSE who indicated that few of them gave presentations in class.

Graduates are surveyed six months after graduation to determine if they have continued their education or entered the job market. As a follow-up, employers are contacted to determine their level of satisfaction with the college graduates.

**CORE COMPONENT 3A: THE ORGANIZATION’S GOALS FOR STUDENT LEARNING OUTCOMES ARE CLEARLY STATED FOR EACH EDUCATIONAL PROGRAM AND MAKE EFFECTIVE ASSESSMENT POSSIBLE.**

As described above, OCCC has developed a comprehensive plan for the assessment of student learning outcomes, which is faculty-driven with administrative involvement and oversight. Faculty committees also provide assistance and guidance to program faculty, including the annual review and revision of the assessment plan. A plan for assessment of learning outcomes for general education is also in place, providing for development and assessment of general education learning outcomes, administrative oversight and involvement, and annual reports to the Oklahoma State Regents for Higher Education and the College Board of Regents. The information from assessment has resulted in changes in curriculum and instructional strategies. A sample of these changes include:

1. The degree support electives in the Film and Video Production program were narrowed to filmmaking courses; and students now receive far more hands-on training in editing, cinematography, sound techniques, production design and documentary and theatrical filmmaking/storytelling.

2. The Music program revised its curriculum to include recitals plus songs in a foreign language.

3. The Visual Arts program is revising its portfolio course to enhance the final product.

4. Comprehensive test questions were developed for each of the basic economic courses.

5. In Administrative Office Technology, a Business Lab was created which allowed students to obtain tutorial assistance.
6. The Occupational Therapy Assistant program created a Special Topics Fieldwork course to introduce performance forms to be used during the students’ field work placements.

7. The Physical Therapist Assistant faculty developed a course sequence change to promote better student preparation for PTA 1312, Initial Practicum in the areas of dressing changes and electrotherapy.

8. Political Science faculty required all students to maintain a portfolio of their work.

9. The Sociology Program faculty consolidated the program outcomes to reflect the core areas emphasized in the sociology curriculum, and added more quantifiable sub-outcomes to enhance the outcomes assessment process. As a result, a new set of five primary outcomes was created, each with sub-measures that assess the specific goals of student learning for the program.

Additional strategies have been utilized to create a culture of assessment on the campus and to ensure that all credit and non-credit activities are assessed. Results of the various direct and indirect measures are made available to various college constituencies including students.

STUDENT LEARNING OUTCOMES

Student learning outcomes are the foundation for assessing student learning, and the process of formulating these outcomes is the cornerstone of this foundation. All assessment efforts depend upon and begin with student learning outcomes.

At OCCC, each degree and certificate program has developed outcomes for student learning formulated by program faculty. During the five year program review, program faculty may refine these outcomes to ensure they are formulated in such a way to make effective assessment possible.

Program faculty are guided, assisted, and mentored in this critical process by the Director of the Center for Learning and Teaching, Director of Curriculum and Assessment, Division Deans; Department Chairs, and the Academic Outcomes Assessment Committee (AOAC). Workshops on development of effective student learning outcomes are held regularly, for example, in preparation for the revision of general education assessment, the college invited Jeffrey A. Seybert, Ph.D, from Johnson County Community College, to train and consult with faculty and administrators. An online class and a faculty development presentation on “Competency Based Education” were developed by Susan Van Schuyver, Dean of Special Initiatives in 2007. In 2008, Susan Hatfield, Assessment Director from Winona State University, presented a workshop on “Things You Need to Know About Assessing Student Learning.” For several years beginning in 2007, an Annual Assessment Week was instituted to offer workshops and focus on assessment across the campus. Faculty development and training opportunities related to student learning outcomes have continued, utilizing both campus presenters and external experts.

GENERAL EDUCATION OBJECTIVES

Objectives for General Education are developed by the General Education Committee. All faculty have input to the committee through a faculty representative from each division. The objectives are formulated to assess student learning on outcomes in four general education areas: 1) Human Heritage, Culture, Values and Beliefs; 2) Communication and Symbols; 3) Social, Political and Economic Institutions; and 4) Relationships in Nature and Science. The objectives are formulated to meet the criteria set forth by the
Oklahoma State Regents for Higher Education (OSRHE) for all Associate Degree graduates in Oklahoma. Recommendations for any change in the objectives made by the committee are then reviewed by the Deans Council (comprised of all division deans) and the Vice President and Associate Vice President for Academic Affairs. If approved at this level, the General Education objectives are reviewed and approved by the President.

**Core Component 3a1:**
The organization differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each.

Oklahoma City Community College offers only Associate Degrees and Certificates.

**Core Component 3a2:**
Assessment of student learning provides evidence at multiple levels: course, program, and institutional. AND

**Core Component 3a8:**
Faculty and administrators routinely review the effectiveness of the organization’s program to assess student learning.

**ENTRY LEVEL ASSESSMENT:**
OCCC recognizes the importance of entry level assessment for students enrolling in college for the first time. Based on the outcomes of these tests and assessments, academic counselors assist students in enrolling in courses appropriate to their level of proficiency.

Oklahoma City Community College previously used COMPASS testing for mathematics, reading and writing. However, after a review of course success vs. placement score data and extensive faculty discussion within the developmental course areas and the Entry Level Assessment Committee, the decision was made to move to Accuplacer in 2007 with the desire of more accurate placement of students. In 2010, the mathematics department replaced Accuplacer with an objectives-based test aligned with their new developmental mathematics curriculum. The Entry Level Assessment Committee continues to evaluate course success vs. placement test scores and make suggestions for appropriate changes. Although we only administer the COMPASS test for trigonometry assessment, students may submit scores from other schools in other areas as well as the ACT, SAT or previous coursework to assess entry level skills in reading and writing and for college-level placement in mathematics. The ASSET test, also administered at OCCC, is used for students with special needs such as ADA students. OCCC uses the Riverside Biology and Chemistry tests for placing students in the appropriate science courses.

OCCC regularly reviews the placement of students. Information for the review is obtained from faculty surveys and student completion rates in specific classes. Periodically, surveys are administered that request information on whether faculty believe each student in their class was placed appropriately. The information from this survey is reviewed for patterns or trends. If the data reveals more than five percent of students are placed at the wrong level, the cut-scores are reviewed for possible adjustment. This survey is carried out once every three years, upon request, or a year after a new test is implemented.
Course completion rates are also reviewed. If more than a ten percent fluctuation in completion rates is experienced, a review is initiated to identify possible reasons for the fluctuation. If placement is determined to be a part of the problem, a recommendation to change placement scores may be made.

**COURSE LEVEL ASSESSMENT**

Each course contains specific learning outcomes in the course syllabus. All syllabi are required to include learning outcomes developed by the program faculty as well as the core objectives for the course. Course objectives are assessed within the course and are used by program faculty to measure student learning for that course. Course objectives specifically related to the program learning outcomes (such as graduation rates, transfer success, and program learning outcomes) are also assessed according to the assessment protocol developed by the program faculty and specified in the program assessment plan described below. Syllabi are reviewed by program chairs and the Deans to ensure compliance. Individual faculty may add learning outcomes for the course, but may not delete or alter those developed by the program faculty. This is especially important for courses taught by a large number of faculty, both full-time and adjunct, to ensure that each course offered teaches the core learning objectives. Each division has its own syllabus template.

**PROGRAM LEVEL ASSESSMENT**

As described above, each academic program has an Assessment Plan, developed by program faculty, containing the student learning outcomes and the process for assessing those outcomes. Each separate learning outcome is assessed at least once over a five year period, and assessment results are then utilized to adjust educational strategies and improve or enhance student learning of the outcomes. Faculty complete an Assessment Report annually to provide feedback on the results of the assessments and curriculum changes. The Assessment Plan and Assessment Report is reviewed by program faculty each fall semester, with results, progress, and adjustments reported in November. The plan and report is then reviewed by program chairs and Deans for approval. Following these reviews, the program faculty receive feedback from each reviewer. This process is followed for the years between each five year program review.

The primary committee responsible for assessment is the Academic Outcomes Assessment Committee (AOAC). The committee is charged with providing guidance to faculty and oversight for the Vice President for Academic Affairs on developing and implementing student learning assessment plans; analyzing and interpreting assessment results; developing appropriate reports; and disseminating results to the appropriate constituencies in the college community.

During the program review, the AOAC examines the assessment reports of the program. The committee also develops and updates the Assessment Handbook.

**FIVE YEAR PROGRAM REVIEWS**

Once developed, learning outcome goals are reviewed by Department Chairs, Division Deans, and the Program Review Committee during the five-year program review. During the program review, faculty assess the progress on student learning outcomes and also on the program outcomes including such measures.
as graduation rates, completion rates, transfer success, employer satisfaction surveys, and student satisfaction surveys. As part of the review, faculty adjust and re-determine the goals for the program, develop strategies to move toward those goals, and develop the plan for evaluating and monitoring progress toward the goals.

EXTERNAL ACCREDITATION

Programs with external accreditation differ in the frequency of review and assessment. For example, programs in the Division of Business accredited by the ACBSP prepare quality review reports every two years, a large portion of which consists of assessment of student learning and the results of the assessment.

External review and accreditation of OCCC programs is done by the following organizations:

- Accreditation Board for Engineering and Technology (ABET)
- Accreditation Council of Occupational Therapy Education (ACOTE)
- American Association for Medical Assistants (AAMA)
- Association of Collegiate Business Schools and Programs (ACBSP, southwest region)
- Commission on Accreditation Respiratory Care (CoARC)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Committee on Accreditation of Educational Programs for Emergency Medical Services Professions (CoAEMSP)
- Council on Accreditation of Health Education Programs (CAAEHP)
- National Association for the Education of Young Children (NAEYC)
- National Automotive Technicians Foundation (NATF)/National Commission of Orthotics and Prosthetics Education (NCOPE)
- National League for Nursing Accrediting Commission (NLNAC)
- Oklahoma Board of Nursing (OBN)
- Oklahoma City Flight Standards District Office (FSDO) of the Federal Aviation Administration (FAA)

GENERAL EDUCATION ASSESSMENT

Oklahoma City Community College has adopted a model of General Education Assessment developed by Johnson County Community College and based on use of an institutional portfolio.

This model was designed to address the following priorities:

- Be interdisciplinary in approach to General Education.
- Create a shared vision of faculty collaboration beyond the microcosm of specific divisions.
- Allow for a more accurate depiction of student learning, especially as the student progresses from one General Education course to the next.
- Create a shared approach to improve student learning and success by reiterating General Education skills from multiple courses.
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

The General Education Committee created five interdisciplinary teams with members from multiple divisions. Each team included two members teaching in one of the General Education Core Areas, and at least one team member who is also a representative of the General Education Committee. These teams assess the learning outcomes in these areas: 1. Social Institutions; 2. Writing; 3. Mathematical Methods; 4. Scientific Methodology; 5. Human Heritage, Culture, and Values; and 6. Public Speaking.

Once each year each team evaluates one hundred artifacts from students who have completed at least 35 hours of courses at OCCC. Artifacts may include recorded performances, PowerPoint presentations, essays, lab reports, capstone projects, research projects, service-learning projects, or any assignment pre-existing in a course. Artifacts adhere to the specific objectives of the Student Learning Outcomes established by the General Education component of OCCC’s curriculum. For each Student Learning Outcome area the team develops an assessment rubric to assess the artifacts, and sets specific goals for the rubric.

The process of General Education Assessment includes the following steps:

1. Faculty submit artifacts to the chair of the General Education Committee.
2. The names and colleague identifications are sent to the Office of Institutional Effectiveness to determine which students have completed 35 or more credits at OCCC.
3. The interdisciplinary teams evaluate the artifacts using the pre-established rubrics.
4. The interdisciplinary teams make recommendations to the General Education Committee.
5. The General Education Committee reviews the recommendations, compiles them into one document and forwards it to Academic Affairs.
6. Results are presented to all faculty.
7. Changes are implemented into the curriculum.
8. A report of the results and recommendations are posted on the General Education website.
9. Results are shared with the Board of Regents through the Student Success Monitoring Report.

Results from each spring semester assessment are presented to the General Education Committee and disseminated to the divisions and to the faculty within each division. During the fall semester, each team makes curriculum recommendations for their Student Learning Outcome area to the General Education Committee. The recommendations include strategies to address any weaknesses. After review by the General Education Committee, the recommendations are forwarded to the Vice President of Academic Affairs.

After assessment of the public speaking learning outcome and the results of the CCSSE, it was recommended that the college needed a speech lab where students could practice using a video tape and receive feedback on their speeches. In FY 2011, a classroom was identified which became the Speech Lab. Another related assessment found students had difficulty in forming conclusions in their speeches. This information was used to expand upon student speaking skills taught during Student Life training sessions and recommend faculty integrate speaking into their curriculum.
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

The collection of artifacts is interdisciplinary. For example, data used in measuring an outcome in Mathematical Methods may include artifacts not only from courses with a Mathematics prefix, but also from courses such as Introduction to Logic; Business Statistics; Behavioral Statistics; Chemistry; Accounting; Physical Science and so on. Artifacts to assess the Writing outcome may be collected from any course involving writing, such as a science lab report, an essay, an ethnography, or similar assignment, as long as it adheres to the objectives of the Writing Student Learning Outcome for the General Education Curriculum.

All faculty are invited and encouraged to submit artifacts from their courses. The Office of Institutional Effectiveness receives the list of courses and identifies students enrolled in each course who have completed at least 35 credit hours at OCCC. Artifacts from students who meet the credit hour requirement are selected from the submissions and are then separated into groups for each of the General Education Outcome categories. The Assessment Teams each receive the artifacts and evaluate them against the rubric, with an assurance of student and professor confidentiality. The FY 2010 General Education results are provided below. The math evaluation and math conclusions are currently being re-evaluated to determine if they were the correct measures. Public speaking is not a college wide requirement, so the college is seeking to encourage faculty to incorporate communication in the classroom.

FY 2010 General Education Assessment Results

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Evaluation</td>
<td>48%</td>
</tr>
<tr>
<td>Math Conclusions</td>
<td>58%</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>61%</td>
</tr>
<tr>
<td>Human Heritage, Culture, &amp; Value</td>
<td>70%</td>
</tr>
<tr>
<td>Social Institutions</td>
<td>80%</td>
</tr>
<tr>
<td>Math Applications</td>
<td>81%</td>
</tr>
<tr>
<td>Science</td>
<td>84%</td>
</tr>
<tr>
<td>Writing</td>
<td>90%</td>
</tr>
<tr>
<td>Math Properties</td>
<td>92%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness

Results from the assessment are presented to members of the General Education Committee and the Deans’ Council. The results are announced to and discussed with the entire faculty during Fall Preparation and Planning Week. During the Fall semester each team makes curriculum recommendations for their student learning outcome area to the General Education Committee. The recommendations include strategies to address any weaknesses. The General Education Committee then formulates the overall recommendations which are reviewed by the Deans’ Council and the Vice President and the Associate Vice President for Academic Affairs. These recommendations are then presented to the entire faculty as priorities for the coming year. A summary of how these recommendations will be addressed are reported in the Board of Regents’ Monitoring Report on Student Success.
INSTITUTIONAL LEVEL ASSESSMENT

STUDENT LEARNING COUNCIL

As described above, oversight and direction of the assessment process is done by the Student Learning Council (SLC), which is composed of the General Education Committee, Entry-Level Assessment Committee, and the Academic Outcomes Assessment Committee. The SLC provides a structure and process to ensure the involvement of all areas of Academic Affairs in the assessment of Student Learning. Among the areas assessed at the institutional level are the following.

TRANSFER DATA

An important indirect measure is the success of students who transfer. OCCC monitors their success at the three institutions to which most of our students transfer: University of Oklahoma (OU); University of Central Oklahoma (UCO), and Oklahoma State University (OSU). The target is for our transfer students to achieve a grade point average equal to or better than all students at those institutions. The information provided to us is not program specific. Thus it is not possible for us to determine if students in a specific program do better or do worse than native students at the transfer institutions. Data presented to the Board of Regents for 2010 showed OCCC transfer students with higher grade point averages overall than native students at OSU, and slightly lower than native students at UCO. This has been a fairly consistent outcome over the past several years. A comparison of the last three years is presented below:

<table>
<thead>
<tr>
<th>Type of Student</th>
<th>2007 GPA</th>
<th>2008 GPA</th>
<th>2009 GPA</th>
<th>2010 GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UCO</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCC Transfer</td>
<td>2.85</td>
<td>3.02</td>
<td>2.95</td>
<td>2.86</td>
</tr>
<tr>
<td>All Undergraduates</td>
<td>2.77</td>
<td>2.87</td>
<td>2.89</td>
<td>2.89</td>
</tr>
<tr>
<td><strong>OSU</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCC Transfer</td>
<td>3.00</td>
<td>3.01</td>
<td>3.03</td>
<td>3.09</td>
</tr>
<tr>
<td>All Undergraduates</td>
<td>2.90</td>
<td>2.92</td>
<td>2.92</td>
<td>2.95</td>
</tr>
<tr>
<td><strong>OU</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCC Transfer</td>
<td>2.77</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>All Undergraduates</td>
<td>3.08</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

*Due to the change in OU's reporting system, we have been unable to obtain data from them.

Source: Office of Institutional Effectiveness
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

GRADUATES AND DEGREES

The number of graduates has increased over the past two years. In FY08 there were 1,079 graduates and in FY10 there were 1,281, an increase of 202 or 19%. The graduates in FY10 earned a total of 1,350 degrees and certificates. The number has also increased in the past two years from 1,108 in FY08 to 1,350 in FY10.

Number of Graduates

<table>
<thead>
<tr>
<th></th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>1,095</td>
<td>1,079</td>
<td>1,245</td>
<td>1,281</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness

Degrees and Certificates

<table>
<thead>
<tr>
<th></th>
<th>FY 2006</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA or AS</td>
<td>592</td>
<td>683</td>
<td>631</td>
<td>701</td>
<td>705</td>
</tr>
<tr>
<td>AAS</td>
<td>362</td>
<td>385</td>
<td>409</td>
<td>474</td>
<td>430</td>
</tr>
<tr>
<td>Certificate</td>
<td>95</td>
<td>75</td>
<td>68</td>
<td>143</td>
<td>215</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

EXTERNAL LICENSURE TEST RESULTS

According to the August 2010 Board Monitoring Report on Graduate Success, first-time licensure pass rates exceeded national pass rates in three out of four Health Profession programs.

Success rates of Nursing graduates was 92% in FY 2009 which was above the national rate of 88%.

![Bar chart showing pass rates for Nursing graduates from FY 2007 to FY 2009.](chart1.png)

Source: Office of Institutional Effectiveness

Occupational Therapy Assistant rates decreased from 84% in 2008 to 77% in 2009 which has been addressed by the OTA faculty and reported to the OCCC Board of Regents.

![Bar chart showing pass rates for Occupational Therapy Assistant from FY 2007 to FY 2009.](chart2.png)

Source: Office of Institutional Effectiveness
Paramedic graduates licensure pass rate was 88% in 2009 which was significantly above the national rate of 70% in that same year.

Physical Therapist Assistant pass rates increased from 60% in 2008 to 85% in 2009.

The percentages for OTA, EMS, and PTA, can be somewhat misleading due to smaller numbers of graduates in any given year, leading to greater volatility in the percentages.
COMMUNITY SURVEY

In FY 2011, the college hired Shapard Research to conduct surveys of the college’s various constituencies. Two of the questions support the effectiveness of the college’s education including the use of public funding and a high quality education. At least 95% of all three populations, residential, business and cultural artistic and philanthropic respondents said yes.

Do you think OCCC is doing a good job at using public funding to meet the education goals of people in the Oklahoma City area?

<table>
<thead>
<tr>
<th></th>
<th>Residential</th>
<th>Business</th>
<th>Cultural Artistic and Philanthropic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>340(95%)</td>
<td>142(98%)</td>
<td>11(100%)</td>
</tr>
<tr>
<td>No</td>
<td>17(5%)</td>
<td>3(2%)</td>
<td>0(0%)</td>
</tr>
</tbody>
</table>

Do you think OCCC is doing a good job at providing a high quality education for the community?

<table>
<thead>
<tr>
<th></th>
<th>Residential</th>
<th>Business</th>
<th>Cultural Artistic and Philanthropic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>408(97%)</td>
<td>200(99%)</td>
<td>12(100%)</td>
</tr>
<tr>
<td>No</td>
<td>14(3%)</td>
<td>3(1%)</td>
<td>0(0%)</td>
</tr>
</tbody>
</table>

Source: Shapard Research

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Each year, OCCC reports to the OSRHE the assessment information and results in four areas: Entry-Level Assessment and Course Placement; General Education (Mid-Level) Assessment; Program Outcomes (Exit Level) Assessment; and Assessment of Student Satisfaction. Mid-Level assessment is designed to measure the basic competencies achieved by students in the college general education area. For associate degree programs, the mid-level assessment may occur halfway through the program or at the end of program. Exit-Level Assessment, or program outcomes assessment, is designed to measure how well students are meeting institutionally stated program goals and objectives. OCCC uses and reports exit assessments including the use of capstone courses; surveys; licensure exams; portfolios; and course-embedded assessment.

According to the OSRHE, student and alumni perceptions are important in the evaluation and enhancement of academic and campus programs and services because they provide an indication of the students’ subjective view of events and services, which collectively constitute their undergraduate experiences. OCCC has reported results from the ACT Student Opinion Survey; Community College Survey of Student Engagement (CCSSE); Student Input on Instruction; and annual Graduate Survey.

The detailed results of the above assessments and surveys are reported in other sections of this criterion and other sections of the self-study. These links are to the annual reports submitted to the OSRHE.
Core Component 3a3:
Assessment of student learning includes multiple direct and indirect measures of student learning.

A variety of direct and indirect measures are used to assess student learning. Indirect measures used include student transfer rates and transfer success; graduation and course completion rates; placement data; input from program advisory committees; and surveys of students, graduates, and employers; and cohort persistence and retention. Indirect measures are used at the institutional level and at the program level. Program outcomes include such indirect measures and are reviewed during the comprehensive program review every five years, and monitored between comprehensive reviews. Institutional use of indirect measures occurs on an ongoing basis; is communicated to the faculty, administration, and to the Board of Regents in the scheduled monitoring reports; and forms the basis for evaluation and improvement of programs and curriculum. The examples below are from recent Board of Regents Monitoring Reports.

Successful Course Completion Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>All 1000 &amp; 2000 Courses</th>
<th>1000 Only</th>
<th>2000 Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2007</td>
<td>69.9%</td>
<td>71.0%</td>
<td>73.4%</td>
</tr>
<tr>
<td>FY 2008</td>
<td>70.1%</td>
<td>71.4%</td>
<td>74.4%</td>
</tr>
<tr>
<td>FY 2009</td>
<td>69.9%</td>
<td>71.4%</td>
<td>74.9%</td>
</tr>
<tr>
<td>FY 2010</td>
<td>69.1%</td>
<td>70.6%</td>
<td>74.3%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness
Direct measures are used in assessment of student learning at the course level and program level which forms the basis of general education assessment. Pass rates and scores on external accreditation tests are used by the programs being assessed. Direct measures used by programs may include portfolios, capstone courses, tests, films produced, video-taped presentations in computer-aided technology, art portfolios and exhibits in the visual arts, and oral presentations in courses such as business and sociology.
Examples of some direct measures are reported above, including pass rates on external accreditations and results of General Education assessments.

SURVEY RESULTS
Student Input on Instruction
In the fall of the year, students are surveyed in their classrooms to determine their level of satisfaction with the class. In the spring, the survey is sent to adjunct faculty and any new instructors. Results have been consistent due to the nature of the survey questions as seen in the chart below.

SII RESULTS

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Total</th>
<th>% Agree</th>
<th>% Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructor made course objectives clear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 09</td>
<td>14644</td>
<td>469</td>
<td>15113</td>
<td>96.90%</td>
<td>3.10%</td>
</tr>
<tr>
<td>Spring 10</td>
<td>6448</td>
<td>224</td>
<td>6672</td>
<td>96.64%</td>
<td>3.36%</td>
</tr>
<tr>
<td>2. The instructor made it clear how students will be graded in this course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 09</td>
<td>14741</td>
<td>385</td>
<td>15126</td>
<td>97.45%</td>
<td>2.55%</td>
</tr>
<tr>
<td>Spring 10</td>
<td>6505</td>
<td>168</td>
<td>6673</td>
<td>97.48%</td>
<td>2.52%</td>
</tr>
<tr>
<td>3. The instructor is prepared for class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 09</td>
<td>14736</td>
<td>381</td>
<td>15117</td>
<td>97.48%</td>
<td>2.52%</td>
</tr>
<tr>
<td>Spring 10</td>
<td>6491</td>
<td>176</td>
<td>6667</td>
<td>97.36%</td>
<td>2.64%</td>
</tr>
<tr>
<td>4. The instructor treats me with respect.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 09</td>
<td>14799</td>
<td>277</td>
<td>15076</td>
<td>98.16%</td>
<td>1.84%</td>
</tr>
<tr>
<td>Spring 10</td>
<td>6518</td>
<td>133</td>
<td>6651</td>
<td>98.00%</td>
<td>2.00%</td>
</tr>
<tr>
<td>5. The instructor presents the material in an understandable manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 09</td>
<td>14064</td>
<td>965</td>
<td>15029</td>
<td>93.58%</td>
<td>6.42%</td>
</tr>
<tr>
<td>Spring 10</td>
<td>6184</td>
<td>450</td>
<td>6634</td>
<td>93.22%</td>
<td>6.78%</td>
</tr>
<tr>
<td>6. Classroom activities are relevant to course objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 09</td>
<td>14477</td>
<td>356</td>
<td>14833</td>
<td>97.60%</td>
<td>2.40%</td>
</tr>
<tr>
<td>Spring 10</td>
<td>6373</td>
<td>195</td>
<td>6568</td>
<td>97.03%</td>
<td>2.97%</td>
</tr>
<tr>
<td>7. The instructor is generally available when I have gone to see him or her during posted office hours.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 09</td>
<td>11299</td>
<td>283</td>
<td>11582</td>
<td>97.56%</td>
<td>2.44%</td>
</tr>
<tr>
<td>Spring 10</td>
<td>4782</td>
<td>130</td>
<td>4912</td>
<td>97.35%</td>
<td>2.65%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

Graduate Survey

Six months after a student graduates, they receive a survey requesting information on their current status. These questions relate to their continuing education as well as their current employment. Students have been satisfied with their education at the college. The FY 2010 survey of FY 2009 graduates showed that eight graduates had difficulty transferring their credits to the university system. Eighty-eight percent of the students who graduated with an occupational degree indicated that their employment was directly related or somewhat related to their education. The majority or 98% would recommend the college to a friend.

Employer Survey

When the graduates are surveyed six months after they graduate, they are also asked if we could contact their employer. The results of these surveys indicate that the employers are very satisfied with their OCCC employees. Employers rated performance of students in 16 categories over a 4.00 on a five point scale. However, when compared to the level of importance, there are areas that the graduates could improve upon including critical thinking. One hundred percent indicated that the graduates were excellent or good in the relationship of their education to their job requirements. Ninety-six percent would hire another graduate from the college.

Community College Survey of Student Engagement

The Community College Survey of Student Engagement was first administered to students in 2007. Results of the CCSSE benchmark information indicated that student effort and support for learners increased at the college since the last survey was administered. The college responses were also very similar to the Achieving the Dream (AtD) colleges. The support for student learners was also positive when compared to other large colleges who completed the survey. (see chart below) When comparing the individual questions, there were 36 items which increased at OCCC from 2007 to 2009, 5 items decreased at OCCC from 2007 to 2009, OCCC was above in one item and below in two items compared to Achieving the Dream (AtD) colleges, and up in three areas and down in one compared to Other Large Colleges. The college faculty were concerned that the survey administered in 2007 indicated that the students rated experience in class presentations well below the large college average. In 2009, it was also below the large college average as well as AtD colleges (We did not have AtD data in 2007). Therefore, the college created a Speech Lab which was in place for the spring of 2011.
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

CCSSE Benchmark Summary Table

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>OCCC 2007</th>
<th>OCCC 2009</th>
<th>AtD Cohort 2009</th>
<th>Large Colleges 2009</th>
<th>CCSSE Cohort 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>45.4</td>
<td>45.2</td>
<td>---</td>
<td>49.2</td>
<td>50.0</td>
</tr>
<tr>
<td>Score</td>
<td>45.2</td>
<td>-0.2</td>
<td>---</td>
<td>-4.0</td>
<td>-4.8</td>
</tr>
<tr>
<td>Score difference</td>
<td>49.2</td>
<td>-4.0</td>
<td>---</td>
<td>-4.8</td>
<td>-4.8</td>
</tr>
<tr>
<td>Student Effort</td>
<td>45.2</td>
<td>49.4</td>
<td>---</td>
<td>49.5</td>
<td>50.0</td>
</tr>
<tr>
<td>Score</td>
<td>49.4</td>
<td>+4.2</td>
<td>---</td>
<td>50.0</td>
<td>-0.6</td>
</tr>
<tr>
<td>Score difference</td>
<td>49.2</td>
<td>+4.2</td>
<td>---</td>
<td>50.0</td>
<td>-0.6</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>47.6</td>
<td>47.1</td>
<td>---</td>
<td>49.5</td>
<td>50.0</td>
</tr>
<tr>
<td>Score</td>
<td>47.6</td>
<td>-0.5</td>
<td>---</td>
<td>50.0</td>
<td>-2.9</td>
</tr>
<tr>
<td>Score difference</td>
<td>47.1</td>
<td>-0.5</td>
<td>---</td>
<td>50.0</td>
<td>-2.9</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>48.3</td>
<td>47.1</td>
<td>---</td>
<td>49.5</td>
<td>50.0</td>
</tr>
<tr>
<td>Score</td>
<td>48.3</td>
<td>-0.7</td>
<td>---</td>
<td>50.0</td>
<td>-2.4</td>
</tr>
<tr>
<td>Score difference</td>
<td>47.1</td>
<td>-0.7</td>
<td>---</td>
<td>50.0</td>
<td>-2.4</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>45.1</td>
<td>50.5</td>
<td>---</td>
<td>49.2</td>
<td>50.0</td>
</tr>
<tr>
<td>Score</td>
<td>50.5</td>
<td>+5.4</td>
<td>---</td>
<td>50.0</td>
<td>+0.5</td>
</tr>
<tr>
<td>Score difference</td>
<td>50.2</td>
<td>+5.4</td>
<td>---</td>
<td>50.0</td>
<td>+0.5</td>
</tr>
<tr>
<td>Number of Colleges</td>
<td>1</td>
<td>34</td>
<td>112</td>
<td>663</td>
<td></td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness

ACT Student Opinion Survey

The ACT Student Opinion Survey has been administered every other year at the college since 1996. In the 2000 to 2008 administrations, the college averaged about 21 items which were considered significantly (statistically) positive. In 2010 there were 33 items above the norm.

Significantly Higher than Norm Group

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic facilities</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Cafeteria/food services</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Class size relative to the type of course</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Computer services</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Flexibility to design a program of study</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Laboratory facilities</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Library/learning resources center and services</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>OCCC in general</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
## CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student community center/student union</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>College media</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Study areas</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Opportunities for personal involvement in college activities</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>General condition and appearance of buildings and grounds</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Parking facilities and services</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Variety of courses offered</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Course availability at desired times</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic calendar</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Rules governing student conduct</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Attitude of teaching staff toward students</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Classroom facilities</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>College bookstore</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Accuracy of college information you received prior to enrolling</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Opportunities for student employment</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>General admissions and entry procedures</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>College catalog/admissions publications</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student voice in college policies</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assistance provided by college staff when entered this college</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>College orientation program</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Credit by examination</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Cultural programs and activities</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Day care services</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>General registration procedures</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Purpose for which student fees are used</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Racial harmony</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business/training facilities</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing/grading system</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Value of the information provided by your advisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Academic probation and suspension policies</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veterans services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Course content in major area of study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Billing and fee payment procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>22</strong></td>
<td><strong>23</strong></td>
<td><strong>20</strong></td>
<td><strong>21</strong></td>
<td><strong>21</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness

Note that seven items were in the list for the first time since 2000 including:

1. Assistance provided by college staff when entered this college
2. College orientation program
3. Credit by examination
4. Cultural programs and activities
5. Day care services
6. General registration procedures
7. Purpose for which student fees are used

There were only three items that were significantly below the norm in 2010.

#### Significantly Lower than Norm Group

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial aid services</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Personal security/safety at OKCCC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Availability of advisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Availability of financial aid information prior to enrolling</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Industrial Arts/Shop Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Quality of Instruction in the student’s major</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Student Employment Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Billing and fee procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Academic advising/course placement services</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Career planning services</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal counseling</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parking facilities and services</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities for student employment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value of the information provided by your</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>advisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Placement Services</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College bookstore</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditions and appearance of buildings</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and grounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General registration procedure</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concern for the student as an individual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Out of class availability of instructors</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation receiving for your chosen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>occupation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude of non-teaching staff toward</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>7</td>
<td>12</td>
<td>11</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness

In 2010, there were only three items which declined from 2008 which included availability of advisor, personal security/safety at OCCC, and financial aid services. The availability of advisors and financial aid services could have been affected by the significant increase in enrollment from 2009 to 2010. The personal security and safety decline was probably due to a security incident that happened on campus during the week the survey was administered.

**Core Component 3a4:**

*Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.*

The results of program outcome assessment are shared among the program faculty, the department chair, the Dean, and all those involved with the five-year program review, including the Vice President for Academic Affairs. In addition, the Program Advisory Committee for each AAS degree has input to the program review and receives the results of program outcomes and student learning assessment.

Results of assessment of Student Learning Outcomes are reviewed by the program faculty, department chair; Dean; AAS Program Advisory Committee (if required); Associate Vice President for Academic Affairs; the Director of Curriculum and Assessment; the Academic Outcomes Assessment Committee; and the
committee constituted for the program review. The annual review and update of the Assessment Plan and Assessment Report that occurs each fall for each academic program assures that the results and progress are assessed and that all those involved, as described above, are informed.

General Education assessment results are posted on the General Education Committee website which is available to transfer students, prospective students, and the community. Transfer and graduation rates are available to all these constituencies in the Registrar's office and the Application for Admission which is online. The most recent transfer out rate was for FY 2006 students which was 22% and the graduation rate was 13%. These are also available to students from a link on the college website under “Students Right to Know.”

Students are also integrated into the assessment process through a standard required statement in each course syllabus. The statement “Assessment of Student Learning” states the college’s commitment to quality educational experiences and to striving for continuous improvement in its programs and services, and explains ways students may be involved in assessment.

Program faculty and academic administrators routinely review the results of assessments including but not limited to the annual review of the program assessment plan, annual assessment reports and the five year program review. Direct and indirect assessment results are reported to the OCCC Board of Regents annually. Pass rates on external accreditation exams, graduation numbers, and similar assessment results are frequently reported in The Pioneer student newspaper; in other campus publications such as Connections; and to the community at large in news releases.

Core Component 3a5:

The organization integrates into its processes assessment of student learning and uses the data reported for purposes of external accountability (e.g., number of graduates, passage rates on licensing exams; placement rates; transfer rates).

Under the direction of the Office Institutional Effectiveness, the data on number of graduates, pass rates on licensing exams, transfer rates and student success at transfer institutions, and surveys of student, graduate, and employer satisfaction and success are evaluated. The analysis is reported to the Board of Regents in regularly scheduled monitoring reports. The information is also transmitted to the OSRHE as described above. Furthermore, this information is also made available for external accountability to the public, external accrediting agencies, students and prospective students as described above. The college, from administrators to deans to program faculty, make use of these to improve any process or strategy that is not producing results that meet the stated goals and benchmarks as set in the Annual Plan and in individual division or program plans. Examples cited above for the improvement of pass rates for Nursing, EMS, OTA, and PTA programs illustrate the usage of this data for improvement.

In addition, all data collected and analyzed as part of the Achieving the Dream initiatives are used to evaluate our processes and strategies for student learning. This information is reported to Achieving the Dream Leadership Team four times a year and an icon is on the OCCC Website for anyone to review all reports and presentations materials since the initiative commenced in Fall 2007. One example is the complete redesign of the Developmental Math Curriculum now called College Prep Math (CPM) which included the creation of four new developmental math courses. The new curriculum was fully implemented.
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

in the fall of 2010. The new curriculum was designed to improve student success by incorporating a variety of learning techniques as well as study skills activities into each course. The CPM curriculum includes four three-credit hour courses, many offered as eight-week classes to allow students the opportunity to complete the developmental mathematics sequence in one year. Each course integrates mini-lectures, study skills activities, group activities, and computer learning activities. Below is a chart summarizing the success of the Fall semester students.

Note: These rates exclude students who earned an “I” or a “CIP”
Source: Office of Institutional Effectiveness

Another example involves Gateway Courses. The goal is to increase the number of students who successfully complete targeted gateway courses. Over 50 instructors have received extensive training in a cooperative learning teaching methodology designed to increase successful gateway course completion. Five faculty members attended a training session in the summer of 2010 so they could conduct future training activities. During FY 2011, several cooperative training sessions were held. Student success rates in sections of gateway courses taught using cooperative learning methodologies have been compared to gateway courses taught using the traditional method to determine effectiveness as seen below.

• Comparing sections that were taught in Fall 2009 using cooperative learning to sections within the same course that did not use it, the following findings were noted regarding course completion:
  • Four of the courses did not have a comparison section in Fall 2009.
  • Ten of the fourteen courses that did have comparison sections showed a 5 percentage point or higher increase over their traditional counterparts.
  • Three of the fourteen showed only slight difference.
  • One of the fourteen showed a five percentage point decrease.

• Comparing sections that were taught using cooperative learning in Fall 2009 to sections taught by the same instructor in Fall 2008 not using cooperative learning regarding course completion:
Two courses could not be shown on the table due to inability to mask instructor information.

Ten of the 17 courses showed an increase when taught with cooperative learning; of those, nine showed a 5 percentage point or higher increase.

Seven did not show an improvement; of those, two showed a five percentage point or more decrease.

Persistence rates (enrolled in the fall semester and returned in the spring semester) of students attending Fall 2009 sections that used the cooperative learning compared to persistence rates of students attending sections of the same course that did not use cooperative learning:

Four courses had no comparison data.

In eight of the fourteen courses, students persisted at a higher rate in the cooperative learning sections; of those eight courses, students persisted five percentage points or higher in seven.

In six of the fourteen courses, students persisted at a lower rate in the cooperative learning sections; of those six courses, student persistence rates were five percentage points or more lower in two courses.

Core Component 3a6:
The organization’s assessment of student learning extends to all educational offerings, including credit and noncredit certificate programs.

All programs offered by Oklahoma City Community College use some form of assessment to determine the success of the program in meeting its stated goals. A few examples are described below.

The Capitol Hill Center is located in a low-income area with an ethnically diverse population, including a large Hispanic population. It serves a wide variety of consumers offering such programs as computer classes in Spanish, Korean, and English; classes for senior citizens; and Computer-Aided Bilingual GED classes among others. Assessment consists of completion and pass rates. In addition, assessments include student assessments of the Information Technology Training to Work program including items relating to objectives, scope, activities, and satisfaction with the program.

OCCC is a participant with five other institutions in the OKC Downtown College, which offers credit and non-credit classes in the center of the city, primarily at the downtown library. Any credit classes by OCCC are assessed in the same manner as on-campus credit courses. Other courses at the OKC Downtown College include non-credit courses in conversational Spanish and business or corporate training classes. Non-credit courses are also assessed, using the instrument available.

GED classes offered at OCCC are assessed on pass rates.

Corporate Learning at OCCC uses a standard evaluation document that assesses the courses on items such as objectives, instruction, resources, value received from the course, and overall satisfaction. A full report from Corporate Learning is presented annually to the Board of Regents, including the results of surveys of satisfaction of businesses; partnerships; facilities usage and contracted services; as well as Corporate Learning revenue and enrollments.

Community Development reports annually to the Board on non-credit attendance in programs; attendance and partnerships in the fitness and recreation areas, including facility usage; and on cultural programs.
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

These programs use a variety of assessments. For example, Cultural Programming does a survey of the attendees and ticket holders of the cultural programs to gauge satisfaction and solicit ideas for future programs.

Core Component 3a7:

Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.

Program faculty define student learning outcomes for academic programs. These outcomes are defined in the five year Assessment Plan. Faculty evaluate at least two learning outcomes each fiscal year and report on the results within the Annual Assessment Reports. Committees that may become involved in refining student learning outcomes are constituted primarily of faculty including the Curriculum Committee; the Academic Outcomes Assessment Committee; and the General Education Committee. These committees are also responsible for or involved in defining expected outcomes for General Education.

Learning strategies and approaches are developed by faculty within the college approach to learning. A more in-depth discussion of faculty involvement is in the following core component.

CORE COMPONENT 3B: THE ORGANIZATION VALUES AND SUPPORTS EFFECTIVE TEACHING.

Oklahoma City Community College recognizes that the success of our students is directly related to the quality, preparation, and continued improvement of our faculty. The college devotes significant resources to training and professional development of the faculty and to supporting innovative approaches to teaching that address the unique needs of all our students.

Core Component 3b1:

Qualified faculty determine curricular content and strategies for instruction.

CURRICULUM CONTENT

Curriculum development is faculty driven. Program faculty design the curriculum patterns. Curricula for new programs and for modifications of existing programs are then submitted to the OCCC Curriculum Committee, which consists of faculty representatives from each academic division, two Division Deans, the Director of Curriculum and Assessment (who serves as committee co-chair), and additional representatives from Advising, Records and Graduation Services. Of the sixteen members of the committee in 2009-2010, thirteen are members of the faculty. Resource members include two students.

For a proposal to be submitted to the Curriculum Committee, the program faculty (“the originators”) must agree to the proposed change. If the proposed modification is approved, the recommendation is submitted by the Director of Curriculum to the Vice President for Academic Affairs. Proposals for new programs must be approved by the President and the Board of Regents. Once all internal approvals are complete, the Vice President for Academic Affairs submits the proposals (for major modifications or new programs) to the Oklahoma State Regents for Higher Education for final approval.
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

When developing curriculum patterns for transfer programs, faculty align the programs at OCCC for seamless transfer to baccalaureate institutions. OCCC faculty participate in course equivalencies committees at the OSRHE and consult transfer equivalencies documents developed and maintained by OSRHE. Students at OCCC transfer primarily to three institutions, (Oklahoma State University, University of Central Oklahoma, University of Oklahoma), and for some degree programs, there are separate curricular patterns aligned with each specific baccalaureate institution. For example, in Computer Science there are different patterns for students planning to transfer to the University of Oklahoma and for those planning to transfer to the University of Central Oklahoma. Program faculty are diligent in monitoring baccalaureate program changes and work closely with staff in student advising and the Transfer Center to ensure the curriculum remains consistent.

INSTRUCTIONAL STRATEGIES

Each faculty member is primarily responsible for determining, adapting, and utilizing the best instructional strategies for a course. They are assisted in this endeavor by the Director of the Center for Learning and Teaching, Department Chairs, Division Deans, workshops, training opportunities, technology support, and other resources. The college also encourages learning communities which links two faculty members with two courses which are taught using a team teaching approach. In FY 2010, the learning communities were renamed “paired classes” because students had a negative connotation of the term “learning communities.” The term “paired classes” was more neutral. Other approaches such as cooperative learning have recently been initiated and inculcated into the educational community. Innovative strategies and institutional support are further discussed elsewhere in this criterion of the self-study. In-depth examples of the faculty revision of the Developmental Math courses and teaching approach, the faculty review and planned revision of study skills courses, and the faculty development of multi-cultural English Composition courses are discussed in other sections of this self-study.

OKLAHOMA CITY COMMUNITY COLLEGE FACULTY ARE QUALIFIED

Of the 153 full-time faculty, 28 have a doctorate; 105 have a master’s degree; 18 have bachelor’s degree and 2 have an associate’s degree.

<table>
<thead>
<tr>
<th></th>
<th>Ph.D.</th>
<th>Masters</th>
<th>Bachelors</th>
<th>Associate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>2</td>
<td>21</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Business</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Health Professions</td>
<td>1</td>
<td>24</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Information Technology</td>
<td>0</td>
<td>9</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Science and Mathematics</td>
<td>14</td>
<td>31</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Social Science</td>
<td>9</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>105</strong></td>
<td><strong>18</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

Source: Office of Human Resources
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

The average years of teaching experience of the full-time faculty, considering only teaching experience at OCCC, is 11.5 years.

When vacancies occur in faculty positions, the minimum educational requirements and experience are stated in the position description, as well as a description of desired qualifications beyond the minimum. The minimum educational requirement for most faculty positions is completion of a Master’s degree with at least 18 graduate hours in the specific discipline.

**Core Component 3b2:**

The organization supports professional development designed to facilitate teaching suited to varied learning environments.

As a large and comprehensive community college with a diverse student population, OCCC utilizes a variety of learning environments and instructional strategies. To continually improve student learning, faculty must continually acquire new skills, deploy new instructional strategies, and pursue professional development. To support the faculty, OCCC utilizes diverse resources and processes.

CENTER FOR LEARNING AND TEACHING

The Center for Learning and Teaching (CLT) serves as a resource for all faculty members, collaborating with them on research and on the implementation of innovative strategies and technologies to enhance learning and increase student engagement and success. The CLT hosts learning circles, workshops, speakers, and facilitates discussion groups. The Center also assists faculty with the College’s Learning Management System, maintains resources for instructors online as well as in print. The CLT provides training for faculty members on a variety of instructional strategies and technologies through formal workshops as well as individual consultations in person, email, or via phone.

THE FACULTY DEVELOPMENT PLAN AND FACULTY DEVELOPMENT COMMITTEE

In the fall, each faculty member submits an annual plan for professional development to the Division Dean. The plan is discussed with the Dean in individual meetings, at which time the Dean can consider development activities which would require funding and otherwise assist faculty in achieving their development goals. The plan is discussed again with the Dean in the spring, during the faculty member’s evaluation conference. The Dean may make a recommendation for merit based partly or wholly on the faculty member accomplishing goals in his or her development plan. Discussions of additional professional development may take place during the faculty evaluation as well.

The Faculty Development Committee annually reviews faculty development needs and recommends priorities and budget requests. The committee serves as an advisory board to the CLT and, together with the Office of Professional Development, periodically reviews the faculty evaluation and development processes to recommend needed changes. The Office of Professional Development offers additional professional development activities on campus and by electronic conferences (webinars).
ON CAMPUS FACULTY DEVELOPMENT

During the Preparation and Planning Week preceding the Fall and Spring semesters, numerous professional workshops are scheduled, including experts and distinguished speakers. The Office of Professional Development schedules numerous training opportunities each month, including the use of webinars. Adjunct faculty are encouraged to attend these training opportunities as well as full-time faculty and staff. New full-time faculty participate in an extensive new-faculty orientation during their first year of employment, and are paired with an experienced faculty mentor. New faculty, full-time and part-time, are observed in the classroom by their faculty mentor and/or department chair, who can then offer suggestions and resources. A Master Advisor workshop is available to faculty to improve their skills and knowledge in student advising.

OPPORTUNITIES FOR FURTHER EDUCATION

OCCC offers tuition reimbursement to faculty and staff who are pursuing further degrees and certifications. There is also an Extended Leave opportunity for faculty who wish to pursue educational or research goals.

ATTENDANCE AT PROFESSIONAL CONFERENCES AND MEETINGS

Faculty are encouraged to attend conferences and meetings in their disciplines, and on topics that relate to student learning. OCCC provides financial assistance as well as time for faculty to pursue these activities. With growing budget constraints and the expense of travel, faculty members may increasingly look to professional organizations that provide a variety of delivery methods such as WebEx, webinars, electronic listservs, and similar options rather than traveling.
Among the varied learning environments that OCCC uses to facilitate student learning are online courses; lab courses; learning labs; practicum, clinical, and internship opportunities; paired classes; cooperative learning; and service-learning. Extensive training and professional support are available for faculty teaching online courses. Faculty and staff involved in on-campus labs for programs and learning labs such as the Communications Lab and Math Lab are encouraged to use best practices and are supported in developing innovative approaches to assist students. One example of a varied learning environment is the Communications Lab which offers workshops for students on topics including MLA, APA, Internet research, documentation day, rhetoric, Rogerian argument, and Learning Organization Skills Today (LOST) which is a general writing concepts and paper basics workshop. Participants and their evaluations of the workshops are included below.

![Workshop Participants Chart]

Source: Communications Lab
Faculty involved in developing or supervising off-campus clinicals and practicums are supported in improving those student learning opportunities. For example, each semester during Planning and Preparation week, the nursing program faculty conduct a thorough student orientation to familiarize students with the nursing requirements. During that time, all nursing adjunct faculty meet with team leaders for specific information and support. Clinical faculty in the nursing program make two visits each semester to their specific clinical site and spend time with site staff and OCCC students. This time is used for problem identification, support, and sharing of information. In addition a formative evaluation is conducted on all clinical faculty in the clinical site, by the team leader, for the purpose of faculty development.
Core Component 3b3:
The organization evaluates teaching and recognizes effective teaching.

Effective teaching, utilizing the best strategies for student learning, is essential to achievement of student success. OCCC evaluates teaching and strives to recognize effective teachers and teaching strategies.

FACULTY ARE EVALUATED ON TEACHING

OCCC includes student input in the process of faculty evaluation. Students provide input on all full-time and part-time faculty during the fall semester and new full-time and all part-time faculty in the spring utilizing the Student Input on Instruction form.

An annual evaluation of full-time faculty takes place in the spring semester. Faculty members have an opportunity to submit extensive information and documentation of their accomplishments during this process. The Division Dean conducts the evaluation, considering faculty submissions, student evaluation, input from Department Chairs, and other information. Effective teaching is the primary focus of the evaluation of faculty, and faculty evaluations are tied to merit pay increases. In addition, Department Chairs and Faculty Mentors observe new faculty in the classroom and all course syllabi are reviewed.

RECOGNITION OF EFFECTIVE TEACHING

Each year the President’s Award for Excellence in Teaching is presented during commencement. A faculty member is also honored at the Fall semester convocation. In addition, six faculty members are selected to be honored for excellence in teaching each year as attendees at the NISOD conference. Experienced faculty are asked to present workshops and share best practices or strategies in seminar or workshop settings. Each spring, during the Faculty Recognition luncheon sponsored by Academic Affairs, faculty members in each division are recognized for their accomplishments such as publications, community service, and presentations. A Faculty Recognition booklet is compiled and provided to all attendees.

Effective teaching is recognized as part of the evaluation process to award merit pay increases. Faculty members complete a self-evaluation, which they share with the Dean or Department Director during their evaluation conference and which may include accomplishments to be considered for recognition of merit. They also write a summary explaining the reasons they believe they should receive merit ratings and attach any supporting evidence for consideration. The Application for Merit is on the Employee web page.

The Dean may support the faculty member’s request for merit and forward that request to the Vice President for Academic Affairs for final approval. The Faculty Performance Self-Appraisal and Evaluation process are also found in the Faculty Handbook.

Core Component 3b4:
The organization provides services to support improved pedagogies. AND

Core Component 3b6:
The organization supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction. AND
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

Core Component 3b7:
Faculty members actively participate in professional organizations relevant to the disciplines they teach.

SERVICES FROM THE CENTER FOR LEARNING AND TEACHING (CLT)

As described above, the CLT is the primary provider for services and resources to support effective teaching including assisting faculty with the college’s Learning Management System. In addition to the services already described, the center maintains a library of resources for faculty to consult and provides one-on-one assistance as well as workshops for training. Also available are NISOD Webinars. Past topics have included “They Can’t Succeed if They Don’t Come Back: Effective Practices for Ensuring Student Success”, “Effective Practices in Fully Online Programs”, “Closing the Gaps between High School and College: College Connection at Austin Community College”, “Making Connections: Every Interaction Is an Opportunity for Engagement!” “Service-Learning: Taking Education Beyond the Classroom”, “Enhancing Instruction and Engagement with Second Life.”

CLASSROOM RESOURCES

All classrooms are equipped with full audio-visual resources, a computer and projector, and document viewer. Technical support is available to train faculty on any classroom equipment or to respond to faculty who experience a problem.

OTHER TRAINING AND RESOURCES

Workshops in Preparation and Planning Weeks have previously been described. Other training is also provided, and specific programs related to pedagogy are frequently included. For example, in spring 2009, Drs. David Johnson and Roger Johnson trained 16 faculty on Co-operative Learning techniques to increase successful gateway course completion. Subsequently, several classrooms were specifically set up and equipped for Cooperative Learning. Dr. Roger Johnson re-visited OCCC for a follow-up meeting with the group who first attended the training in May, 2009. In 2010, six faculty members received train-the-trainer instruction and will continue to train OCCC faculty.

The OCCC library provides resources on teaching strategies and techniques upon request. A sample of the library’s recent acquisitions, include:

- The Chronicle of Higher Education.
- College Teaching.
- Community College Journal.
- Community College Times.
- Community College Week.
- The National Teaching & Learning Forum.
- New Directions for Community Colleges.
- The Teaching Professor.
- Teaching Sociology.
- The American Biology Teacher.
Online training opportunities are available through several of the workshops offered on campus. All faculty receive the NISOD newsletters, *Innovation Abstracts* (sent to each faculty member via email); and have copies of the *Chronicle of Higher Education* available in their division. These resources are also available electronically.

Faculty who teach in applied science programs that require graduates to pass a certification or licensing exam must themselves hold current certification or licensure. Other faculty may hold certification or licensure in their respective fields although their teaching is not contingent upon it. Degrees, certificates and licensure are listed in the catalog for each faculty member. Faculty are encouraged to participate in local, state, and federal organizations in their disciplines and to hold offices in those organizations.

OCCC faculty continue to participate in international exchanges and other opportunities to enrich their professional development and are encouraged to do so. Professor Steve Kamm participated in an exchange with Universidad Tecnologica de Hermosillo in Mexico in 2009, and Dr. Felix Aquino, Vice President of Academic Affairs, also participated in an exchange with Instituto Tecnologico Superior de El Grullo in 2010.

Examples of support for state-of-the-art resources and facilities include new labs and equipment in the Health Professions center; the sound stage for the video production program; and the classrooms designed for the Biotechnology program. These are described in greater detail in subsequent sections of this criterion.

**Core Component 3b5:**

*The organization demonstrates openness to innovative practices that enhance learning.*

Development and use of innovative practices and strategies to improve student learning are encouraged and valued at this college. From the beginning of its history, the college has been innovative, allowed faculty to “risk” trying new approaches, and has encouraged creativity in teaching strategies. Among the current practices that encourage and support innovation at OCCC are the following:

- Use of Learning Communities (currently paired classes).
- Competency-based instruction.
- Use of discussion formats in classes as an alternative to lecture formats.
- Online learning.
- Service-Learning.
- Course casting (to enable lectures to be sent to students’ iPods).
- Use of streaming video.
- Supplementing of on-campus classes with online content using the LMS (learning management system).
- Use of an online tutorial program (currently GradeResults).
- Extensive use of learning labs, program labs, clinical and practicum opportunities, and internships.
- Use of student tutors.
- Supplemental Instruction by former students in a course.
- Implementation of Cooperative Learning strategies in the classroom.
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

- Use of Student Response System (clickers) in the classroom.
- Use of ECHO (Electronic Communication Help Online) which is a tutorial assistance on students’ written assignments available online.
- Early Warning Retention Alerts.

CORE COMPONENT 3c: THE ORGANIZATION CREATES EFFECTIVE LEARNING ENVIRONMENTS.

Core Component 3c1:
Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

IMPROVEMENTS IN CURRICULUM

Assessment results have led to many changes in curriculum, large and small. After changes are implemented, future assessments inform faculty whether these changes have produced the desired outcomes. A few examples are noted below:

Annual program assessments have resulted in improvements in the Chemistry program. Faculty encouraged adjuncts to continually re-emphasize key concepts and suggested strategies to reinforce the concepts, improving student outcomes on the comprehensive test at the end of the course. Students were found to have difficulty in writing conclusions on lab experiments, so changes were made to the lab handbook and increased emphasis was given to this component. With more emphasis and practice, students are improving this skill. Chemistry students conducting lab assignments were found to be more successful when working in an organized group lab under the direction of a faculty member rather than individually. Assessment results were used to support a budget request for additional funding to enable all chemistry labs to be an organized group experience. Initial indications are that student lab outcomes are now improving.

For instance, OCCC chemistry faculty wanted to improve the performance of students in areas the faculty considered most important. One of these areas considered by the full-time faculty and adjunct faculty was the need to continue emphasizing the fundamental importance of inorganic nomenclature and other basic concepts such as Lewis structures and molecular geometry. Realizing that one of the keys to success in any chemistry class is getting students to practice the skills and concepts covered in class, beginning in the Fall 2008 semester, chemistry faculty adopted the use of an online homework system that requires students to practice. The problems selected for this process included tutorials with hints as well as problems from the end of the chapter. Since many problems are algorithmic, each student had to complete his/her own assignment. The system also allowed faculty to examine wrong answers, determine how much of the problem was attempted, how much time a student spent on the assignment, and the difficulty level of OCCC students compared to national averages.

In Information Technology, the assessment of the learning outcomes for object-oriented programming found that students learning the concept in Java were more successful than students learning the concept in Visual Basic. Faculty found that the object-oriented programming concept was introduced to students earlier in Java courses, so they had more time to become familiar with the concept. Faculty moved the concept to an earlier point in the Visual Basic curriculum, and early indications are that student learning is improving.
The Developmental Math faculty undertook an extensive self-examination, research of best practices, and analysis of years of data. The result was a complete re-design of the Developmental Math curriculum, including creation of new courses for the program and changes in prerequisites. The new curriculum—College Prep Math (CPM)—was implemented in the fall of 2010. Results after the first semester are promising.

![Developmental Mathematics graph showing success and withdrawal rates over the years.](image)

The Nursing program uses an annual survey titled “Employer Assessment of OCCC Nursing Graduates.” The faculty noted that one skill area, Critical Thinking Skills, trended lower for three years and was the lowest of the seven skills measured. Although the score still exceeded the expected level of achievement, faculty felt improvements could be made. They have recommended curricular changes in support courses, and have begun to utilize more active learning methods such as scenarios and case studies to improve critical thinking skills. Another item on the employer survey of nursing graduates noted that, though above the expected level of achievement, graduates rated lower on leadership and conflict resolution skills than other interpersonal skills surveyed. In response, faculty have increased the opportunities for students to learn these skills in the curriculum, and moved such skill building exercises earlier in the curriculum.

As a result of the annual assessments over the past three years, the following changes have been made in the Film and Video Production Capstone course:

- The curriculum was redesigned in order to provide more hands-on filmmaking experiences before students were eligible for their Capstone Course. Three courses were combined: Technology and Equipment Overview; Camera, and Lighting into two courses; and Cinematography 1 and Cinematography 2. Cinematography 1 and 2 have one-credit hour labs which give students additional hands-on training, and both courses now feature projects the students complete which give them immersive filmmaking experiences to enhance their learning and skills.

- The Capstone Course was redesigned and the practice of students independently making a film and returning with the result, but with no feedback, was eliminated. Now the Capstone Course meets every week, students get feedback from each other as well as the instructor as their dailies, their rough-cuts, and then the fine-cuts of their pictures are viewed. This process results in a higher level of excellence in filmmaking, and continuous learning of students.
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

- Screenwriting and Documentary Filmmaking courses were created to enhance students’ storytelling skills, which can then be applied to their capstone projects. Future plans are to continue the changes for requirements for the Capstone Course to improve student success. The changes include requiring a student who wishes to do a narrative capstone project to have completed the screenwriting course. In similar fashion, a student wishing to do a documentary film must have completed the Documentary Filmmaking course. This ensures that the students have had the instruction, training, and immersive film-making experiences they need to make the most successful capstone projects, which will reflect everything they have learned and will open doors for students in pursuing their careers. The changes have been tested on an informal basis, and will be submitted to the Curriculum Committee in the fall of 2010.

General Education Assessments show considerable improvements in specificity and complexity over the past five years, as the examples cited below illustrate.

- A sample of student essays from English Composition II in 2005 was reviewed to determine whether each essay met the overall pre-established benchmark. It was not possible to distinguish which sections of the criteria caused students the most problems. By 2006, the process included essays from both English Composition I and II and numerous other General Education courses. Evaluators participated in a training session on the assessment rubrics which included practice in using the rubrics on essays. This evaluation of essays scored each section of the rubric separately, and reviewers gave extensive comments. The analysis resulted in a memo from the Dean of Arts and Humanities, communicating a recommendation of the General Education Assessment Committee, to the Deans of Student Development and Admissions and Records. The memo recommended that students be encouraged to take the course sequence of developmental courses through Composition I and II sequentially without semester breaks in order to develop and reinforce writing skills. The academic advisors make this recommendation to appropriate students as do the faculty teaching the developmental courses.

By 2009, the General Education assessments had become even more specific and complex, resulting in numerical ratings for each specific outcome of the rubrics being assessed. The recommendations from the General Education Assessment for 2009 are as follows:

- Faculty Participation: More faculty should participate and submit General Education artifacts.
- Seminars: OCCC faculty, staff, and organizations should encourage more students to attend seminars hosted by the labs, library, and Student Life. Workshops for students should be available on how to give presentations and how to integrate multimedia into public speaking activities.
- Faculty Courses: Faculty courses, where appropriate, should expose students to group and public speaking settings at least one to two times per semester. Faculty assignments should aim at all levels of critical thinking skills. Faculty should be encouraged to use and/or modify the General Education Assessment rubrics (listed on the website) for classroom purposes. Evidence from the Community College Survey of Student Engagement results support this recommendation.
- Faculty Development: Professional development sessions should be implemented on integrating public speaking and interpersonal communication into courses across the disciplines. Professional development sessions should be implemented on integrating objective-based learning into assignments, units, and/or modules.
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

- Process Changes: All rubrics should be reviewed and/or revised so that they become more inclusive across the curriculum.

The recommendations from the general education evaluation of the FY 2010 artifacts included the following actions:

1. We continue to provide student opportunities for successful communication skills through Student Life. In November, Professor Jeff Cleek presented a Brown Bag Luncheon workshop on Overcoming Fears in a Public Speaking environment.

2. We encourage faculty and students to support the Public Speaking Lab open to ALL students at OCCC to practice speeches before they give them, to record speeches for an online environment, and/or to record speeches with other colleagues for group projects. By the Spring semester, student workers will be hired to operate the Public Speaking Lab.

3. We encourage the continued success of the cooperative learning training for faculty development. Cooperative learning training provides pedagogical approaches to active learning, cooperation, collaborative learning, and various kinds of communication skills (including listening skills) within the classroom. The next training session continues at the end of the Fall 2010 semester.

4. We encourage each academic division to review their curriculum to decide how communication skills can be integrated into their current or future syllabi and courses. In line with this goal, our recent Leisure Services Management degree requires COM 2213: Introduction to Public Speaking for the program.

5. We support the actions of the General Education Committee to review the current outcome related to communication skills. This outcome includes the following areas:
   a. Students will demonstrate effective writing and public speaking skills
   b. Students will demonstrate analytical reasoning and logic skills by using mathematical methods and tools.

There were several recommendations from the General Education Committee supported by evidence from the 2009 Community College Survey of Student Engagement (CCSSE) in which students indicated that they felt they lacked proper preparation to give successful presentations. These recommendations included exposing student to more public speaking in the classroom and providing professional development sessions on integrating public speaking in the classroom.

IMPROVEMENTS IN STUDENT SERVICES, INSTRUCTIONAL RESOURCES, AND PEDAGOGY

A number of improvements and changes have been developed as a result of assessment results. These include the development of cooperative learning, paired classes, expansion of services from the Center for Learning and Teaching and others. Some examples are described below:

The ACT Student Opinion Survey has been administered biennially since 1996, and alternated with the Community College Survey of Student Engagement which has been administered since 2007. Results have been used to improve student services at OCCC. This baseline data served as the impetus for the Achieving the Dream Advising (AtD) Task Force which has initiated a new Student Retention System, a pilot for a summer faculty advising system, an online version of the New Student Orientation, and new online program checklists, as well as other changes.
To engage students more actively, the college has created the Success in College and Life (SCL) course in on campus and online versions. Persistence of students from the fall to the spring indicates that if students completed the course they persisted and were retained at higher rates than those who did not take the course.

### Fall 2009–Fall 2010 Retention Rates

<table>
<thead>
<tr>
<th>Retention Rate</th>
<th>Overall</th>
<th>SCL Successful Completers Fall 2009</th>
<th>SCL Successful Completers Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 Fall</td>
<td>37.8%</td>
<td>63.8%</td>
<td>72.2%</td>
</tr>
<tr>
<td>2010 Fall</td>
<td>63.8%</td>
<td>72.2%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness

Additionally, data has consistently shown that students who complete SCL classes were much more likely to successfully complete developmental courses.

### Successful Course Completion

<table>
<thead>
<tr>
<th>Year</th>
<th>SCL</th>
<th>Non-SCL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>48.2%</td>
<td>38.9%</td>
</tr>
<tr>
<td>2009</td>
<td>50.1%</td>
<td>31.1%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness
The third analysis was a comparison of successful course completion in all courses between student classes who were enrolled in SCL compared to those who were not enrolled in the SCL course. The data shows that the success rate is slightly lower for the students in the SCL course.

**Successful Course Completion**

<table>
<thead>
<tr>
<th></th>
<th>FALL 2008</th>
<th>FALL 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCL</td>
<td>76.2%</td>
<td>75.8%</td>
</tr>
<tr>
<td>Non-SCL</td>
<td>77.9%</td>
<td>79.9%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness

Successful completion of developmental courses is also a key element to monitor. Each year, the monitoring report on the College’s Student Preparation END includes developmental course completion statistics for several years. The latest available data shows a relatively stable trend of the percentage of students who successfully complete developmental Math, Reading and Writing courses (success, is defined as achieving a letter grade of A, B, C or S).

**Successful Completion in all Developmental Courses**

<table>
<thead>
<tr>
<th></th>
<th>FALL 2006</th>
<th>FALL 2007</th>
<th>FALL 2008</th>
<th>FALL 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCL</td>
<td>53.3%</td>
<td>49.8%</td>
<td>50.8%</td>
<td>52.2%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness
Successful completion of developmental math courses declined slightly from 2008 to 2009.

<table>
<thead>
<tr>
<th>Fall</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>50.0%</td>
<td>44.4%</td>
<td>47.5%</td>
<td>47.0%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness

The successful completion of developmental reading courses improved from the Fall of 2006 to the Fall of 2009 and was above 2006 levels.

<table>
<thead>
<tr>
<th>Fall</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>55.4%</td>
<td>59.2%</td>
<td>54.2%</td>
<td>58.8%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness
Successful completion of writing courses has remained relatively stable from Fall 2007 through Fall of 2009 at around 58%.

Successful Completion in all Developmental Writing Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>61.4%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>58.3%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>58.0%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>57.7%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness

Developmental courses are a significant commitment for the college, so the academic administration asked several questions on the FY 2010 ACT Student Opinion Survey. These questions were designed to determine the value of the developmental courses. The students’ response to the value of mathematics courses was very positive with 87.6% considering the courses very valuable or somewhat valuable. Similarly, 80.5% of the students indicated that their experience at the college contributed to their development of writing clearly and effectively.

How valuable were the mathematics course(es) you took at OCCC?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Very valuable</td>
<td>48.4%</td>
</tr>
<tr>
<td>B. Somewhat valuable</td>
<td>39.2%</td>
</tr>
<tr>
<td>C. Not valuable</td>
<td>12.4%</td>
</tr>
<tr>
<td>D. I have not taken any mathematics courses at OCCC.</td>
<td>---</td>
</tr>
</tbody>
</table>

How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in writing clearly and effectively?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Greatly improved</td>
<td>36.5%</td>
</tr>
<tr>
<td>B. Somewhat improved</td>
<td>44.0%</td>
</tr>
<tr>
<td>C. Little improvement</td>
<td>13.3%</td>
</tr>
<tr>
<td>D. No improvement</td>
<td>6.2%</td>
</tr>
<tr>
<td>E. Not applicable</td>
<td>8.2%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness
Online Learning

The Online Learning Committee recommended 14 best instructional practices for online courses in the fall of 2009, and has implemented an online orientation for students considering enrolling in an online course. The committee is also making recommendations to the Center for Learning and Teaching to create an online Resource Page for students. In conjunction with the Center for Learning and Teaching, more training for faculty has already begun in 2010; increased tutoring for students in online courses will be implemented in 2011. However, this does depend on an increase in funding from the AtD budget to pay for tutor training and an increase in tutors for online classes. A pilot program to integrate the information management system and Datatel to assist students in tracking their grades was conducted in fall 2009. Ninety-two percent of the students surveyed said that they did access the learning management system grade book to monitor their progress in the courses where faculty members were utilizing the online grade book program. Further recommendations are being considered to improve success for online students.

<table>
<thead>
<tr>
<th></th>
<th>Student Online Count</th>
<th>Online Section Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2007</td>
<td>2,668</td>
<td>204</td>
</tr>
<tr>
<td>FY 2008</td>
<td>6,548</td>
<td>302</td>
</tr>
<tr>
<td>FY 2009</td>
<td>7,170</td>
<td>370</td>
</tr>
<tr>
<td>FY 2010</td>
<td>8,249</td>
<td>434</td>
</tr>
<tr>
<td>FY 2011</td>
<td>9,245</td>
<td>471</td>
</tr>
</tbody>
</table>

Number of Online Students and Course Sections

- Student Count
- Section Count
Implementation of Assessment Results

Implementation of assessment results does not have a separate budget category. Many of the recommendations, such as updating course descriptions, syllabi, learning packets or other curriculum changes, do not require additional funds. If recommendations are linked to one division, that division is responsible for allocating funds to implement the initiative(s). Division budgets have not been increased for a number of years, so finding additional monies can be difficult. Faculty are encouraged to apply for Student Success grants, Student Technology Funds or other grants to fund their assessment recommendations. For example, in FY10, the Communication program applied for Student Technology Fee funds to create a presentation set-up in a specific classroom, so that all presentations that students make in the Introduction to Public Speaking course could be videotaped. Students would be able to view their own presentations to make improvements in their style, techniques, and content. The last piece of equipment was obtained in February 2010, so this initiative will be evaluated for the first time in fall 2010. It will take several years of data to clearly support whether the videotaping has helped the students be more successful.

The AtD Gateway Task Force is also working on a list of Best Practices for instructors in FY10. This document is being created to target the courses selected for the AtD efforts because of the low success rates in these large enrolment courses which are required for most degrees. Once these best practices have been approved by the Faculty Development Committee and the Deans Council, they will be recommended to the Vice President of Academic Affairs after which they will be shared with all faculty. Although they were developed for gateway courses, they will have applications for all courses.

The AtD Gateway Task Force also recommended the implementation of the cooperative learning teaching methodology developed by Drs. David and Roger Johnson from the University of Minnesota. This new method of working with student groups in the classroom has proved to be successful as seen in 3a5. Students who participated in the cooperative learning courses were provided in the fall of 2009 and the fall of 2010.
the opportunity to complete a survey. A summary of the survey of students who completed the cooperative learning courses is included below. The top four rated items were quite telling. These items included my teacher wants me to do my best in schoolwork, my teacher likes to help me learn, if a student works hard, he/she can definitely succeed in this class, and everyone in this class has an equal chance to be successful if they do their best.

Cooperative Learning Survey Results

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SEQUENCED BY SPRING 2010 MEAN DESCENDING ORDER</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>QUESTION</td>
<td>FALL 2009</td>
</tr>
<tr>
<td>My teacher wants me to do my best in schoolwork.</td>
<td></td>
<td>4.74</td>
</tr>
<tr>
<td>My teacher likes to help me learn.</td>
<td></td>
<td>4.70</td>
</tr>
<tr>
<td>If a student works hard, he/she can definitely succeed in this class.</td>
<td></td>
<td>4.71</td>
</tr>
<tr>
<td>Everyone in this class has an equal chance to be successful if they do</td>
<td></td>
<td>4.75</td>
</tr>
<tr>
<td>their best.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In this class it is a good idea for students to help each other learn.</td>
<td></td>
<td>4.48</td>
</tr>
<tr>
<td>Students in this class get the scores they deserve, no more and no less.</td>
<td></td>
<td>4.57</td>
</tr>
<tr>
<td>When we work together in small groups, we try to make sure that everyone</td>
<td></td>
<td>4.18</td>
</tr>
<tr>
<td>in the group learns the assigned material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to work with others in this class.</td>
<td></td>
<td>4.24</td>
</tr>
<tr>
<td>In this class students learn a lot of important things from each other.</td>
<td></td>
<td>4.27</td>
</tr>
<tr>
<td>When we work together in small groups, everyone’s ideas are needed if</td>
<td></td>
<td>3.99</td>
</tr>
<tr>
<td>we are going to be successful.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When we work together in small groups, the teacher divides up the</td>
<td></td>
<td>3.44</td>
</tr>
<tr>
<td>material so that everyone has a part and everyone has to share.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other students in this class want me to come to class every day.</td>
<td></td>
<td>3.77</td>
</tr>
<tr>
<td>I learn more from students who are different from me.</td>
<td></td>
<td>3.57</td>
</tr>
<tr>
<td>Schoolwork is fairly easy for me.</td>
<td></td>
<td>3.88</td>
</tr>
<tr>
<td>What is your overall impression of this method of teaching?..</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>When we work together in small groups, we have to share materials in</td>
<td></td>
<td>3.31</td>
</tr>
<tr>
<td>order to complete the assignment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When we work together in small groups, I have to find out what everyone</td>
<td></td>
<td>3.15</td>
</tr>
<tr>
<td>else knows if I am going to be able to do the assignment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When we work together in small groups, we cannot complete an assignment unless everyone contributes. 3.40 3.19 -0.21

The lower average the better.

I would rather work on school work alone than with other students. 2.83 2.73 -0.10

I have a lot of questions I never get a chance to ask in class. 2.06 1.86 -0.20

Sometimes I think the scoring system in this class is not fair. 1.96 1.79 -0.17

5 = Completely true; 4 = True Much of the Time; 3 = Sometimes True and Sometimes False; 2 = False Much of the Time 1 = Completely False

Source: Office of Institutional Effectiveness

Gateway courses are also evaluated each year through the Board of Regents Monitoring Report on Student Preparation. Five Gateway courses were identified by the College’s Achieving the Dream Leadership Team for monitoring based on their high enrollment and low-success rates. Although the total success rate for the five courses declined slightly in 2009, four of the five were above their three-year averages. More than half of the college’s students are enrolled in these courses in any one semester.

Gateway Course Success Rates

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 08</th>
<th>Fall 09</th>
<th>Fall 10</th>
<th>3Yr Fall Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1113</td>
<td>64.7%</td>
<td>61.6%</td>
<td>60.0%</td>
<td>62.1%</td>
</tr>
<tr>
<td>History 1483</td>
<td>56.8%</td>
<td>56.9%</td>
<td>51.3%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Math 1513</td>
<td>58.6%</td>
<td>59.4%</td>
<td>61.0%</td>
<td>59.7%</td>
</tr>
<tr>
<td>Political Science 1113</td>
<td>62.7%</td>
<td>62.5%</td>
<td>60.4%</td>
<td>61.9%</td>
</tr>
<tr>
<td>Psychology 1113</td>
<td>63.5%</td>
<td>65.2%</td>
<td>58.7%</td>
<td>62.5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>62.0%</td>
<td>61.6%</td>
<td>59.0%</td>
<td>59.0%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness

**Core Component 3c2:**

*The organization provides an environment that supports all learners and respects the diversity they bring.*

The 2010 Academic Plan states that OCCC has made a firm commitment to enhancing support services to students, faculty, and staff, and to enriching the teaching-learning experience. The report also mentioned the Museum Studies, OKC Arts Alive and Understanding Art in OKC offered at the OKC Downtown College.
In 2007, OCCC was accepted into the “Achieving the Dream: Community Colleges Count” program to improve student success rates, especially for at-risk students. Additionally, 2008 initiatives in tutoring and learning communities that were not formally affiliated with AtD were launched. By fall of 2009, reports on changes in Academic Advising, online student success, multicultural student success, cooperative classroom learning, developmental mathematics courses, and persistence and retention were prepared on the basis of intense study and data collection. The initiatives will prepare OCCC to continually improve student success rates for at-risk students, with special emphasis on gender, ethnicity, age, and socio-economic status. A review of the reports and newsletters from AtD illustrates that data collection, goal setting, monitoring of new initiatives, and progress reports focus attention on recognizing the diversity of our students, respecting that diversity, and endeavoring to ensure their success.

The Monitoring Report from November 2010 reports the following: Hispanic student persistence was higher than the average OCCC persistence, a pattern that has not been observed nationally. In addition, the level of persistence of Hispanic students moved even higher above the average of OCCC students as compared to the previous year. Asians, Native American and African American student persistence rates declined.

![Persistence by Race & Ethnicity](chart)

**Source:** Office of Institutional Effectiveness

Various initiatives target new students and are being tested for efficacy in improving student success, including the Success in College and Life course and learning communities (currently called paired courses). Students who enrolled in the College’s Success in College and Life course in the fall of 2009 persisted to the spring of 2010 at higher levels than their peers who did not take the course – 86.9% for those who successfully completed the course vs. 50.1% overall.
Although our learning communities have not proven to increase success rates dramatically, national research demonstrates that learning communities (currently called paired courses) increase students feeling of connection to the college resulting in retention, and persistence. The college’s learning communities share these characteristics: the same students enroll in each section, the sections are in the same classroom and are scheduled back-to-back, and the teachers confer on assignments and creating a comfortable and accepting environment. Other learning communities have been attempted, but have not had large enough enrollment to support the offerings. Examples that have not succeeded are combining the Success in College and Life course and different developmental math courses and combining U.S. History Before the Civil War and American Federal Government. OCCC has three pairs of learning communities that have been successful from their first offering: English Composition I and U.S. History Since the Civil War; English Composition I and College Algebra; and College Writing II and College Reading II.

Student Support Services offers assistance in five areas: Disability; Learning Support; Counseling; Community Services; and Health. All course syllabi include a general statement on how to access services and resources for students with disabilities. The office of Disability Services includes disability accommodations for students with physical issues; interpreter services for the deaf; services for visually impaired students; captioning of materials (in advance and real-time); note-taking in classes; alternative testing modalities; adaptive technology that reads text aloud or enlarges text as needed; software that creates audio files (mp3 files) from text book; and other assistance to make learning accessible to students with disabilities at OCCC.

Student Support Services also provides information and support on test taking anxiety, study skills, learning styles, student health information including insurance options, and mental health (personal) counseling. Students are often referred to community services for assistance that the college cannot provide.

Multicultural students at OCCC find Multi-Cultural English Composition classes available as well as assistance if English is their second language. Multicultural students traditionally have not been as
successful as traditional students in these courses. The new course sequence aligns best practice teaching approaches for working with diverse and multilingual students with the course outcomes of the gateway English courses. The students are now succeeding at a rate higher than previously.

The World Language and Culture Center, established in FY 2008, provides resources, support, and technologies for learning world languages and cultures. It assists students from other cultures in learning English and the basics of American culture; supports faculty in providing global awareness experiences in classes; promotes the understanding of and sensitivity to other cultures; and supports students in courses which focus on world cultures. It has become a favorite “hang-out” space for international students, with television reception in eight languages and over 180 foreign movies offered for students to check out. The Center had over 5,000 visitors in its first year.

An additional assessment of global education is done through the graduate survey, in which graduates are asked if their educational experience improved their perspective of other cultures. For the FY 2009 graduates, (81%) of graduates indicated their education at OCCC greatly or somewhat improved their perspective of other cultures, an increase of 4 percentage from the previous year.

Workshops are offered to full and part-time faculty concentrating on improving our multicultural and international students’ achievement and success. Topics have included how to teach English composition to multicultural students; cultural differences; diverse learning styles; the effects of generational poverty on student success; and materials and resources for the classroom and labs.

The Institute for Global Excellence includes the Center for International Business, the Center for World Languages, and the Center for Global Alliances. All focus on better preparing our students and community to participate in our global economy and society, co-coordinating international initiatives, and providing a focal point for obtaining resources and marketing success stories. Among the topics it considers are global student/faculty exchanges. Some examples of speakers include Neal Goodman, co-founder and president of Global Dynamics, and Aiko Miyabayashi; who had both students and faculty at these sessions.

The Center for Global Alliances established a two week faculty exchange program with the Universidad Tecnologica de Hermosillo in Mexico. Professor Steve Kamm was the first faculty member to participate in fall 2009. Two faculty members also from the Universidad Tecnologica de Hermosillo visited OCCC in spring 2010. In December 2010, the college signed a formal memorandum of understanding with officials from UTH, which should lead to increased faculty and student contacts between the two institutions.

Core Component 3c3:
Advising systems focus on student learning, including the mastery of skills required for academic success.

At OCCC academic advising is done initially by advisors in Academic Advising and subsequently by individual faculty members. When a student declares a major and confirms their major, a request is sent to the academic division office to have a faculty advisor assigned to the student.

The Office of Academic Advisement guides students through the advisement process and links students to resources on and off campus. Online advisement is also available through live chat and email.

OCCC has a designated International Student Advisor to who specializes in assisting international students. Student Employment and Career Services offers services to assist students in finding the appropriate career
path for each individual. Once students have chosen a major field of study, they are encouraged to select a faculty advisor in that program, or have one assigned. Faculty advisors are given extensive resources and may participate in a program to become Master Advisors. Course prerequisites are carefully reviewed to ensure that students have the appropriate skill level, especially in reading, writing, and mathematical skills, to succeed in a course.

For the AtD initiative on Academic Advisement, the goal is to increase student persistence and retention through improved advising services. New Retention Alert software has been fully implemented resulting in a 270% increase in the number of students who followed up with personal contacts with college personnel when compared to previous years. This is important since students who make a personal contact persist at higher levels. Fourteen faculty members participated in the summer advising pilot program in 2009 with results from faculty and student surveys indicating success. The program was continued for summer 2010 with equal success as can be seen in the charts below.

### Did your meeting with the faculty advisor meet your expectations of what you hoped to accomplish during the meeting?

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>66.7%</td>
<td>87.5%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>26.7%</td>
<td>12.5%</td>
</tr>
<tr>
<td>No</td>
<td>6.7%</td>
<td>0</td>
</tr>
</tbody>
</table>

### Had you ever met with a faculty advisor prior to this summer in the Office of Academic Advising?

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26.7%</td>
<td>43.5%</td>
</tr>
<tr>
<td>No</td>
<td>66.7%</td>
<td>47.8%</td>
</tr>
<tr>
<td>I don’t remember</td>
<td>6.7%</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

### How important do you believe it is to meet with a faculty advisor?

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important or Very Important</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Not Important</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: Office of Academic Advising

The ACT Student Opinion Survey administered in FY 2010 reflected a statistical increase from FY 2008 to FY 2010 in academic advising. The average was 3.72 in FY 2008 and 3.89 in FY 2010 which is a tribute to all of the activities devoted to improving student advising.

Future initiatives include testing products for distance advising and exploring appropriate tools to follow up on students who withdraw from courses. Advising via a distance is available in two formats, email and
live chat. Email has been in place since 2006, (academicadvisor@occc.edu), as well as an email account specifically for advising in the health professions areas (healthproadvisor@occc.edu). Students may email the academic advisor from their student email account and receive a response within 24 hours. In FY 2010, 346 students utilized distance advising via email. In fall of 2009 a survey was conducted of students who utilized the distance advising email system and 85% reported being able to have their needs met through this service. Live chat distance advising was implemented in July 2010 using a program called SightMax. Live chat is available approximately 10 hours per week, with plans for future expansion as a need is identified.

Beginning in Fall 2010, the Office of Academic Advising began outreach to students weekly if they withdrew from developmental reading and/or writing courses. During this semester, 234 students were contacted via telephone to set up a meeting with an academic advisor to discuss their academic goals, needs and challenges. In addition, for students who had withdrawn from all courses, this group was contacted by the admissions office in an effort to encourage the student to reenroll for the subsequent semester.

An online academic plan has been piloted and plans are to implement it fully in fall 2010, following additional training and evaluation. A full update on progress on AtD initiatives is available in the electronic resource room and online.

Entrance testing is used for students who have not taken the ACT or SAT tests, to ensure they are placed in the appropriate courses, as described above. The Transfer Center offers extensive resources and assistance to students considering a transfer to another institution to continue their education. Examples of the resources are transfer equivalency guides, transfer scholarships, transfer tips and checklist, and transfer college visits and tips.

The FY 2010 survey of 2009 AA/AS graduates indicated that 87.5% of the graduates felt their preparation at OCCC was excellent or satisfactory for continuing their education. The survey also found that 92.2% had no problems transferring to another institution with only 7 students of the 295 surveyed having difficulty with transferring their credits.

Students who have not attained the proficiency necessary to be successful in a course are enrolled in developmental courses. These courses, designated with a zero beginning the course number, are designed to develop skills students may not have accomplished in high school, or to refresh and build skills for students who have been out of school for an extended period. Common developmental courses are College Reading and Writing and Developmental Math courses. In 2010, 39% of the OCCC graduates had taken one or more developmental courses. During any one semester, between 20% and 25% of students are taking at least one developmental course. Success rates for students completing developmental courses at OCCC indicate a slight improvement from Fall 2008 to Fall 2009. While increasing our success rates is always a goal, OCCC makes student preparation for success in college a priority and devotes significant resources to that end. Indications of this support is the establishment of a pilot learning community for College Reading II and College Writing II and a bridge program offered in the summer, which consists of a four-week offering of College Reading II and College Writing II. Textbooks are provided to the bridge students. The summer of 2009 was the first offering of the bridge program, and the same courses were offered in summer 2010 successfully. In the fall of 2010, College Reading I and College Writing I were paired for the first time. The sections were offered back-to-back and in the same classroom with the same instructor. This instructor was trained in cooperative learning and teaching techniques and used those techniques in this pair of courses for the first time. The results will be analyzed to determine the effectiveness of this strategy.
Each year the Board of Regents receives the monitoring report on the college END statement “Our students are prepared to succeed in college.” The report for 2009 found that students in developmental courses who were successful in subsequent courses increased from 58.9% in Fall 2005 to 63.4% in Fall of 2008 an increase of 4.5 percentage points, though the percentage declined slightly between 2007 and 2008.

Concurrent enrollment of high school students decreased from 961 in FY 2009 to 894 in FY 2010 for a decrease of 7%. Concurrent enrollment is believed to be helpful for at-risk as well as at-promise students by providing an early college experience to enhance their success once they begin full-time college work.

Students who completed the Success in College and Life course were found to persist at a higher rate than students who were eligible to take the course but chose not to do so. It also was correlated with improved success in subsequent course work for developmental students with 19 percentage points higher in Fall 2009.

Research has shown that the more actively engaged students are the more likely they are to achieve their educational goals. The Community College Survey of Student Engagement was first administered in 2007 at the college and then again in 2009 to assess student engagement and quality. The 2007 data found OCCC students rated the college slightly lower than the norm in the areas of frequency of use of academic advising and career counseling. However, the students’ rating of how OCCC worked with new students was high, 87% expressing satisfaction compared with a norm of 82%. This baseline data served as the impetus for the AtD Advising Task Force which initiated a new Student Retention System; piloted a summer faculty advising system in 2009 and repeated the program in summer 2010. The pilot of a new advising model using faculty at a centralized location resulted in a 15% increase in the number of students advised and higher persistence by mid-semester of those who participated in fall 2009. The Task Force also developed new online program checklists. The Retention Alert (formerly Early Alert) system, designed to assist students who were having difficulties in class, began in August 2009 and achieved a 270% increase in the number of student follow-up results. To engage students more actively, the college created the Success in College
and Life course on campus and online. As a result, the 2009 CCSSE results reflected higher ratings for the advising questions.

**Core Component 3c4:**

*Student development programs support learning throughout the student’s experience regardless of the location of the student.*

**Student Activities and Recognition Transcript (S.T.A.R.T.)** is a document that verifies a student’s activities and awards while enrolled at OCCC. START can be used to maintain an accurate record of on and off-campus activities and awards and serve as a supplement to a student’s resume, scholarship applications or other job and college-related applications. Students using the system are able to provide supplemental evidence they possess the necessary skills to be successful in college and beyond. Student Life is responsible for verifying the information in the S.T.A.R.T. report. The use of the program has grown from 195 students in 2005 to 1036 by February 2010. Although no formal assessment has been done on this program, the increased usage appears to indicate that the program is beneficial to students. Alumni have requested additional copies of their START transcript two years after graduating from OCCC.

Online students can access extensive services, including enrolling in classes, self advisement, distance advising, financial aid forms, and online tutoring through Grade Results and ECHO (Electronic Communications Help Online through the Communications Lab). OCCC has a presence on Facebook and on Twitter as well as Ask Tripp, an email service in which students can post questions and receive answers about the college services. More services are steadily being developed, including the online New Student Orientation which was available for students in the Fall of 2010. In addition to information about online courses, the site offers students advice on time management, study skills and behaviors necessary to succeed in college.

**Core Component 3c5:**

*The organization employs, when appropriate, new technologies that enhance effective learning environments for students.*

Technology and Personalized Service is one of the ten strategic initiatives of *The Way Forward and Why It Matters*. Many of the projects included in this initiative, such as the Datatel Retention Alert and extensive online services have been mentioned previously in this section of the self-study. Some other examples of the extensive and innovative uses of technology at OCCC include the following.

The strategic plan of the Information and Instructional Technology Services “Technology Vision of the Future” contains five strategic IT themes for continued development:

- Linking IT to the foremost mission-critical objectives of the institution such as teaching and learning strategies;
- Supporting students as institutional “customers” in areas such as efficient and effective administrative services and supporting online student services;
- Connecting institutional stakeholders with better decision-support data and reporting capability;
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

- Driving and supporting faculty and administrative usage of IT products and services; and
- Enabling anytime, anywhere access to college products and services by doing more with less.

In 2008, the college expanded campus wireless capability to include seamless roaming and selected ANGEL as the new learning management system for online courses. A new student ID card system and card readers were installed and implemented, which allows for appointment scheduling and tracking of lab usage, testing, and advising services. These tracking reports are helpful in scheduling staff and budget planning for all learning labs and other learning environments.

A new software installation, AdvisorTrac, a restructured database improved efficiency and effectiveness of admissions and academic advising processes.

The new data center and technology infrastructure incorporates some of the latest technologies and capabilities, including use of virtual technology and a high availability, unified network-based storage. This supports availability for 365 days per year and 23 hours per day with minimal down time.

The MineOnline system allows faculty, staff, students and prospective students to access numerous services at the college, including financial and financial aid information; ability to search for, enroll and drop courses; and access grades and transcript information.

All classrooms are equipped with a computer with internet access, projector and screen, and equipment to use DVDs, videotapes, and other media. “Clickers” are being piloted in FY 2010 to gauge the interest and efficacy of using that technology.

Campus labs include computer labs and computer access in the Library. Labs use the latest technology, including “clean room” technology for the Biotechnology Program and a dedicated film editing production and 3D labs in the Film and Video Program. A new ceramics lab incorporates cutting edge equipment including two commercial kilns. The college recently completed construction of a new engineering lab, allowing students to have unique hands-on opportunities to design, fabricate, and build team-based projects. A more detailed description of campus learning labs is included in the subsequent section on learning resources.

All classrooms, stairwells, and college union rooms are equipped with security phones with voice-over-internet to provide safety announcements. Security phones are strategically placed in all parking lots. Digital signage was placed around the campus, and more signage is planned.

Extensive resources are available online through the Library beyond the catalog and links to resources. For both distance and on campus students, online resources offered by the Library provide extensive support. An excellent resource for students is the assistance in writing a research paper, as well as the information on how to cite resources. The Library has a presence on Facebook which is also used frequently by students. The tab provides users with ways in which to incorporate the Library into their personal web browsers through browser plug-ins and widgets. In addition, the Library has a presence on the following:

- YouTube
- Instruction Blog
- Library Blog
Many faculty members maintain individual web pages to assist their students. Faculty who teach on-campus courses can also access the learning management system to link to their students; provide learning resources; an online grade book; and use online quizzes or assignments to supplement on-campus activities. A few faculty members also provide podcasts or course casts of their lectures online to help students who miss class or need to hear a lecture more than once.

Core Component 3c6:
The organization’s systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.

Each year the Board of Regents receives extensive reports on each of the College ENDS: Access, Student Preparation, Student Success, Graduate Success, and Community Development. These monitoring reports are presented at regular meetings of the Board of Regents and links to the reports are included in the Board Re-Cap report available to all college employees. The monitoring reports in PDF format are available online. The Board of Regents also receives incidental reports on student enrollment, graduate information, summer community development activities and other information of interest. These reports are also available in the Recap reports. The Board Recap reports are emailed to all college employees. The Board Agendas and Recap reports, with links to the individual reports made at each meeting, are available on the college website. They are accessible to all employees, current and prospective students, and the community.

All the accountability systems of the college converge in addressing the College ENDS, including the program assessment reports; the program reviews; the general education assessment outcomes; retention, and persistence rates; pass rates of programs with external accreditation; graduate and employer surveys; student surveys; and the results of all data collection efforts and committee recommendations.

2007-2017 The Way Forward and Why It Matters: A Journey from Success to Greater Significance, Interim Report, was published on December 14, 2009. It was given to all college employees. This interim report documents the progress made on the ten initiatives of the strategic plan since 2007.

Regular newsletters and reports on Achieving the Dream document the challenges, initiatives, and results in our progress to increase success of our students, including those at higher risk. These reports are included on the College’s Website within a special Achieving the Dream icon.

The Annual Plan describes the outcomes on all college initiatives and ENDS. This document provides a broad assessment of progress from all areas of the college, including Academic Affairs including Corporate Learning, Community Development, and Student Services, for the past year and sets forth the planned activities for the coming year. Items address student learning, enhanced access to teaching technologies, campus-wide technology initiatives, partnerships, academic efficiencies, accreditations, strategic plans, diversity, and other priorities. The Annual Plan is made available to the Board and to all employees.

Each of the college surveys are also reviewed by the Board of Regents, college administration, faculty and staff. These surveys include the Personal Assessment of the College Environment, the ACT Student Opinion Survey, the Community College Survey of Student Engagement, the graduate survey, and the employer survey. Results have been far reaching, ranging from adding significant new parking capacity in response
to poor ACT Student Opinion Survey data to the development of the Speech Lab as a result of poor ratings on
the class presentation within the CCSSE and on the General Education speech assessment.

The college has also taken an active role in reviewing the results of the General Education Assessment.
FY 2011 was the first year that the results were added to a Monitoring Report to the Board of Regents.
The Board will be monitoring the future changes implemented as a result of areas which have not met the

target. 😓

CORE COMPONENT 3D: THE ORGANIZATION’S LEARNING RESOURCES SUPPORT STUDENT
LEARNING AND EFFECTIVE TEACHING.

OCCC is committed to providing the resources to support student learning by providing high-quality and
up-to-date materials and experiences that are widely accessible to students wherever they are located. This
support extends to resources necessary for effective and continuously improved teaching. The college makes
extensive use of partnerships and creative linkages to achieve efficiencies and to ensure that the student
experience is the most relevant and valuable experience possible.

Core Component 3d1:

The organization ensures access to the resources (such as research laboratories, libraries, performance
spaces, clinical practice sites) necessary to support learning and teaching.

Learning Labs

A variety of learning labs are available to assist students at OCCC. They are located in various places on
campus, either as part of the particular programs they serve, or dispersed to be available to all students.
Lab usage is monitored through the tracking of student ID cards when a student accesses the labs. 😊

Among the labs available are:

1. Accounting Lab: to assist students in accounting courses.
2. Activities of Daily Living Lab: to allow students in Health Professions to practice patient skills in a
   “home-like” setting, especially helpful for OTA, PTA, and EMT students.
3. Biology Science Center, which includes a Microbiology Lab: to provide the lab components for all
   Biology courses.
4. Biotechnology Lab: to allow students to get training on equipment commonly used in labs in the
   Oklahoma City area.
5. Business Tutorial Lab: to assist students in business courses other than accounting.
6. Human Anatomy (Cadaver) Lab: specifically constructed as a dissection space (requiring floor
   drains, special surfaces, a chemical-fume extraction system, and so on), provides students in
   transfer programs in the health sciences a human cadaver-based anatomy course to meet transfer
   requirements.
7. Chemistry/Physical Science Center: to conduct lab sections for those courses.
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

8. Child Development Center Lab: to provide lab experiences for students in the Child Development programs.

9. Communications Lab: open to all students to assist them with any assignment requiring writing, provides tutoring on campus or online, holds writing classes, and provides written materials to help students with writing.

10. Emergency Medical Technology program has a lab for on-campus teaching of clinical skills in EMT.

11. Engineering Lab is part of the Center for Engineering and Advanced Technologies Education and is actually two labs: one for nanotechnology and geology and the other for electrical engineering.

12. Math Lab: to provide assistance to any student enrolled in any Math course at OCCC, with special emphasis on students in developmental math courses, and is often integrated into classes offered on campus.

13. Nursing Campus Clinical Labs consist of two labs, the Clinical and Practice Lab and a Computer Lab. There are eleven fully functioning VitalSim mannequins which mimic life-like conditions for students to learn skills and extensive other medical equipment for students to learn skills.

14. Occupational Therapy Assistant Lab: to provide space and equipment for OTA students to learn and practice necessary skills.

15. Physical Therapy Assistant Lab: to provide space and equipment for PTA students to learn and practice necessary skills.

16. Psychology Lab: to assist students with assignments in psychology and understanding basic concepts in the field.

17. Speech Lab: to provide assistance to students in preparing and delivering speeches and presentations in the introduction to public speaking course as well as any other courses that require some skill in public speaking.

18. Student Computer Center is available to any student to assist them with hardware or software questions and includes a 3D printer.

19. World Languages and Cultures Center: to provide students with assistance in learning languages or in learning English and American culture.

Computer and Technology Access and Assistance

Students have access to computers in the college library, where library staff are available to assist them in using the computers and in finding resources. In addition the Student Computer Center is available to any student who needs a comfortable place to work or wants help with hardware or software concerns in working on course assignments.

OCCC Leftwich Memorial Library

The library provides learning materials in print and a variety of other formats; makes computers and assistance available to students; provides help in writing research papers and citing resources; conducts library tutorials and works with faculty to teach students how to access library resources; and provides a
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

variety of spaces for students to work individually or in groups. Each academic division has an assigned librarian, who can assist faculty in finding resources, ordering materials, compiling bibliographies, and many other services. Librarians serve as an important resource in helping faculty with copyright questions and helping students avoid plagiarism concerns. Librarians also participate in the five-year program reviews for each program, during which time the library resources for the program undergo a focused review and recommendations for additions or deletions to the collections are submitted. The library tracks data on library usage, including circulation, acquisitions, technical services, information services, interlibrary loans, and headcount. The OCCC library is open to the community as well as serving the college community.

Specialized Equipment Needs

OCCC has a number of programs that require special equipment and cutting-edge technology to provide students with the best learning opportunities. A few examples:

1. **Film and Video Production** provides a state-of-the-art 6000 square foot sound stage, equipped with production and editing equipment.

2. **Nursing** has highly specialized equipment such as Human Patient Simulators which can simulate different diseases, reaction to medications, clinical symptoms, and much more. They also have a birthing manikin and Advanced Cardiac Life Support manikins. The EMT program has an ambulance which is used to practice on-board skills.

3. The **3D printer** in the Information Technology Division produces color, three-dimensional objects created on a computer (e.g. house plans, a scaled version of a gear) from solid three-dimensional objects for the Computer Aided Technology courses. Students design a model digitally and the printer produces the 3-dimensional product. This is the same rapid prototyping that is used in industry. Corporations use a powdered metal substance which costs ten times the amount of the material used by OCCC. The students can actually hold their work in their hands, not just see it on the computer monitor. The department also uses a 3D projector that broadcasts 3D images onto a screen similar to those seen in the latest movies. Wearing special glasses the student can see viewed items in three dimensions. This projector is used to allow students in game design and 3D animation to see their work on the screen as if their objects were floating in space. Professors from other divisions have used this projector for some of their presentations as well.

4. The **Engineering Lab** offers unique and challenging hands-on opportunities for students and faculty as they design, fabricate and build team-based projects. Projects in the summer of 2009 included a hydraulic dump trailer and wind turbines. The lab also provides engineering students with a place to work on class material, utilize computer resources, and work with tutors and faculty.
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

Performance Spaces

OCCC currently has a small theater, The Bruce Owen Theater, and larger concerts or productions are staged at other locations. The college launched a campaign to raise funds for a new performing arts theater in 2009. The theater was originally planned to be part of the new Visual and Performing Arts Center (VPAC). The Center, except for the theater, was completed and dedicated in 2009. With the needed $16 million raised, groundbreaking for the theater project occurred in October 2010. The grand opening of the 1,000 seat theater is currently planned FY 2013. The VPAC building also has an Art Gallery that is used for different art exhibits throughout the year.

Clinical Practice Sites

Students also have the opportunity to work at various settings as part of their internship course or practicum requirement.

1. Partnerships with OSU-Oklahoma City Child Development Center-Integris Southwest Child Development Center, and the Ruth Dropkin Head Start Program provide multiple sites for Child Development students to receive practicum experience beyond the OCCC Child Development Center.

2. All automotive students must complete internships to graduate in both the Certificate program and the AAS programs. Most of our students in the Automotive Services Educational Program (ASEP) work in local dealerships and the remainder in the Automotive Technology Internship Program (ATIP) emphasize work in independent and fleet shops.

3. The Computer Aided Technology department uses a practicum for students graduating from their respective program where they work a minimum of 240 hours in an existing job in lieu of taking a second applications class. Their employer signs a contract to evaluate the student employee’s progress and then report this back to the faculty member.

4. The Administrative Office Technology Program has an internship course, AOT 2663 — Career Education/Internship, in which the students spend 72 contact hours in an office setting. Employers who have provided these internship opportunities in the past include: Integris Medical Center, Junior Achievement of Oklahoma City, South Oklahoma City Chamber of Commerce, Voorhees & Voorhees Attorneys, Guaranty Bank, District Attorneys Council, Department of Human Services, University of Oklahoma Development Office, Emergency Physicians Dictation Services, Foshee & Yafee Attorneys, and Urban League of Greater OKC.

5. The Nursing Department has a partnership with Integris Health Care for a 1+1 program. Students complete their first year at one of the three technology centers for general education and support courses and one year in the OCCC nursing program.

6. The Division of Health Professions at OCCC negotiates clinical agreements for the Emergency Medical Sciences Program, the Nursing Program, the Occupational Therapist Assistant Program, and the Physical Therapist Assistant Program. Currently there are approximately 140 clinical agreements being utilized for these programs. The number of clinical facilities continually changes to meet increasing student numbers, and each agreement is reviewed annually. Groups of OCCC educators and service (hospital/clinic) administrators have met every other month to ensure standards and requirements are met by both groups. Nursing Educators and Service Administrators
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

(NESA) and EMS Training and Education Coordinators (ETEC) are two of the primary groups. A standard Oklahoma Hospital Association agreement has been developed and agreed upon by this organization and is utilized by the major members of the Oklahoma Hospital Association. Primary Oklahoma Hospital Association members involved are:

- Integris Baptist and Southwest Medical Center
- Mercy Hospital
- Midwest Regional Medical Center
- Deaconess Hospital
- Norman Regional Health System

Agreements are also developed with clinics, long-term care facilities, physical therapy clinics, ambulance services, and public schools. Due to increasing student numbers, as well as to offer a wide variety of clinical facilities/services, OCCC uses sites far beyond Oklahoma City. The college now uses a variety of hospitals/clinics in Tulsa, Ada, Lawton, and other locations state-wide. This also benefits students enrolled in the online paramedic program. Supervision in the clinical setting differs by discipline and the requirements of external accreditors. Nursing and EMS uses preceptors who are clinical instructors paid by OCCC, while OTA and PTA primarily use preceptors who are predetermined, licensed individuals at a specific clinical site. Continuing education units are provided to these individuals.

Service-learning

The OCCC Service-Learning program provides students an opportunity to be involved in community service, including the opportunity to participate in the planning and organization of projects. In FY 2010, 1,370 students participated in 13 different courses (30 sections) which included a service-learning component.

Other Partnerships

OCCC utilizes a variety of partnerships and collaborative experiences to provide students with the best learning opportunities. Students in the Film and Video program worked with professional actors and technicians to produce the film *Dream No Little Dream*, a biography of Oklahoma Senator Robert S. Kerr. The project was co-sponsored by the Centennial Commission, Chesapeake Energy Corporation, and the Kerr Foundation, and won four regional Emmy awards. The college has entered into several partnerships to train employees in the wind-power industry, including the Western Oklahoma Electrical Joint Apprenticeship and Training Committee, which provides hands-training in wind-turbine power generation. Other examples of partnerships include:

1. Partnerships with the University of Central Oklahoma have led to 2+2 transfer programs that make the transition much smoother for the students. OCCC also partners with UCO in a National Science Foundation Grant, “STEM Double Bridge: Connecting High Schools, Community Colleges, and Universities for Tomorrow’s Leaders in Science, Technology, Engineering and Mathematics.”
2. Partnerships with Integris Healthcare support the nursing education program. (discussed above)
3. OCCC is an active member of the Oklahoma Partnership of Industry and Education which addresses the specific needs of specific industry segments in the state.
4. Currently, the college offers two dozen stand-alone or shared programs with four Cooperative Alliance partners: Moore-Norman, Metro-Tech, Mid-American, and Francis Tuttle Technology Centers. Credit hour enrollment in these programs has grown 11.5% over the last four years, accounting for 7.3% of the college total in FY 2010. These agreements allow high school and adult students to earn college credit for courses they complete as students at a technology center. OCCC instructors teach general education courses at several technology center locations to aid students in completing their degree. Joint program development continues, with planning for new certificate options in Polysonography, Medical Office Administration, and program modifications in other programs.

Partnerships listed in Academic Plan: ☀️

The Oklahoma City OKC Downtown College is a consortium of five educational entities including OCCC, Oklahoma State University-Oklahoma City, Redlands Community College, Rose State College and the University of Central Oklahoma. This educational institution is located in the Oklahoma City's Library in the heart of Oklahoma City's downtown. Credit and noncredit courses are offered.

**Core Component 3d2:**
The organization evaluates the use of its learning resources to enhance student learning and effective teaching. AND

**Core Component 3d3:**
The organization regularly assesses the effectiveness of its learning resources to support learning and teaching.

OCCC evaluates its learning resources to ensure they are sufficient for student demand and are an effective and efficient use of college resources.

Student Labs and Equipment Needs: Student lab usage is monitored by tracking students when they check in with their college ID. Any skills taught in the labs are monitored and assessed as part of the learning outcomes assessment associated with those skills. During program reviews, assessment reviews, budget cycles, and at other times the faculty communicate to the administration any needs for additional staff, equipment, or other resources to ensure the labs function optimally. Program Advisory Committees inform faculty of new equipment needed to keep students up-to-date.

Library services are evaluated by a survey conducted periodically of library patrons regarding their needs and their satisfaction with the services and resources of the library. The library is also involved in the five year program review process for each academic program. During that process the library works with the program faculty to determine what resources or services could be improved or enlarged to enhance student learning in that program. The library evaluates print usage, reference assistance, library orientations and gate counts annually. Library staff review data from over ten vendors for electronic products purchased each year. ☀️

Partnerships and Clinical Contracts: All clinical contracts are evaluated annually by the director of the program to determine whether they continue to meet the standards and needs of OCCC students. Selected contracts are reviewed by the college Risk Manager, and contracts are reviewed by the General Counsel. Partnerships are also evaluated by the staff involved to determine they continue to serve our students in the most efficacious manner.
Effectiveness of the resources is also determined in student focus groups and through surveys.

- In the ACT Student Opinion Survey conducted in 2010, OCCC students rated the college above the national average on classroom facilities, labs, library, and computer services.

- The Community College Survey of Student Engagement was used in 2007 and 2009. From 2007 to 2009 OCCC showed an increase in frequency for students using skill labs, but a decrease in frequency for students using computer labs. Students ranked both the skill labs and computer labs as having increased importance. Compared to other Achieving the Dream institutions, OCCC students ranked both skill labs and computer labs higher in use, satisfaction, and importance.

- Both students and faculty involved in online courses participated in focus groups in 2008. Included in the topics covered were several related to resources, including resources usually accessed on campus such as labs. The two student focus groups provided feedback on the organization of online student resources to better support the needs of online students. Four other student focus groups looked at the use of an online orientation and their perceptions and thoughts regarding its potential to assist students as they become acclimated to the learning management system. Six faculty focus groups also discussed the development of resources to increase online student success and achievement.

The evaluation of usage and effectiveness of learning resources is embedded into the assessment of program outcomes and of general education outcomes. An example is the complete redesign of the Developmental Math curriculum, which involves extensive use of the Math Lab staff and facility. All programs review the value and needs for improvement of learning resources during the five-year program review, and this data is involved in the annual assessment of General Education learning outcomes.

**Core Component 3d4:**

*The organization supports students, staff, and faculty in using technology effectively.*

OCCC has embraced a wide variety of technologies and made it widely available to students, faculty, and staff. One of the ten strategic initiatives of the college is “Technology and Personalized Service.” In the last several years, in support of this initiative, OCCC has implemented numerous “high tech, high touch” interventions. These have improved services to students, freed staff time to provide one-on-one service to individuals needing special attention, and simplified processes in ways that enable students to more quickly and easily complete routine (and sometimes complex) transactions with the college, often from off-campus. The December 2009 update on all the initiatives of The Way Forward notes that the major barrier to implementation of this initiative continues to be the availability of resources – trained people, money, space and time.

Among the many new services that have been incorporated to utilize technology to meet the objectives above are the Datatel Retention Alert, the Adtronics student identification system, and the Higher One debit card for students. These improvements resulted in students reporting significant improvements in support services in areas such as financial aid and frequency of advising. Support for students in use of technology occurs in learning labs, including the Communications and Computer labs; through the assistance of library staff; and in individual courses. Faculty and staff receive support from the Center for Learning and Teaching, which conducts frequent training sessions on many aspects of technology usage. These include grade and course management; sessions related to pedagogy and instruction; and the use of technology
in instruction. The CLT team spends time researching technological innovations as well as their possible application to teaching and learning. Support is also available through training sessions offered through the Office of Professional Development and through online tutorials.

The Help Desk assists faculty, staff and students with any technical problems with learning software packages. A variety of computer courses are available for students or faculty and staff to access online. Student tech support for the learning management system reaches an average of 148 students per month, and faculty consultations in the CLT for instruction and assistance with LMS average 90 per month. Instructional Video Services averages 168 calls per month for classroom support and another 80 per month for videotaping and equipment and support. The CLT budget for FY 2011 includes $515,635 for staffing, and another $123,997 for operations though some positions are currently vacant due to unsuccessful candidate searches. Sufficient support for technology development and assistance is a challenge and concern, and will remain so until the economic situation brightens. However, support is available and college administrators are aware of the need to increase this area of the budget when revenues become available.

**Core Component 3d5:**

The organization provides effective staffing and support for its learning resources.

Each division of the college submits annual requests for staffing as part of the resource allocation and budget process. At that time they may request and provide data supporting an increase in staff or support for the learning labs, technical support positions, library staff, or any other needs to support learning resources. Lab usage, monitored through use of student ID cards, provides some of the rationale for increases in staffing. The college uses lab assistants, student tutors and other staff to assist in the labs and classrooms. The Tutor Assistance Program (TAP) provides tutors who work in the learning labs assisting students who need more help in understanding course subject matter.

The TRiO federal grant project is funded to serve 160 OCCC students with support via academic tutoring, course selection, applying for financial aid, economic literacy and transfer assistance as well as individual counseling, mentoring, and exposure to careers and cultural events. It also employs tutors to assist students in their programs, including Upward Bound. Tutors are college students, graduates, and professionals. In FY 2010, 62 TRiO OCCC students were tutored. As part of the new five-year grant cycle, TRiO hired two part-time professional Learning Support Specialists in January 2011 who manage the tutoring program, plan semester actions in support of overall goals, provide study skills support, and hold regular office hours.

Supplemental Instruction (SI) is a program using students who have successfully completed a course to assist current students in out-of-class structured study sessions. SI student leaders work closely with the course professor and provide sessions designed to help students learn how to think about and study for challenging courses. Because the SI leaders have taken the course previously from that particular professor, they can also help the students learn how to meet their expectations for the course. Students who regularly attend SI sessions tend to raise their grade according to national statistics provided by the University of Missouri as Kansas City. In 2010, the SI program provided 3,357 hours of assistance across five academic divisions. There were 46 SI leaders working with 24 individual faculty.
Core Component 3d6:
The organization’s systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

Numerous partnerships are utilized by Oklahoma City Community College to enhance the learning, experiences, and outcomes for our students and to strengthen the effectiveness of our teaching. Among the largest and most notable are the partnerships we have with other institutions of higher education and our Cooperative Alliance Partnerships. Some examples include:

**PARTNERSHIPS**

Partnerships already mentioned above include the 2+2 programs and the STEM Double Bridge with the University of Central Oklahoma (UCO), and the Integris Healthcare support for the nursing education program.

Currently, the college offers two dozen stand-alone or shared programs with four Cooperative Alliance partners: Moore-Norman, Metro-Tech, Mid-America, and Francis Tuttle Technology centers. Credit hour enrollment in these programs has grown 11.5% over the last four years, now accounting for 7.3% of the college total. These agreements allow high school and adult students to earn college credit for courses they complete as students at a technology center. OCCC instructors teach general education courses at several technology center locations to aid students in completing their degrees. Joint program development continues, with planning for new certificate options in Polysonography, Medical Office Administration, and program modifications in other programs. A Cooperative Alliance Report was developed for an HLC consultant evaluator regarding Institutions With off-Campus Additional Locations site visit.

The site visit took place in April 2011.

OCCC is an active member of the Oklahoma Partnership of Industry and Education which addresses the specific needs of specific industry segments in the state. Other community partners include Tinker Air Force Base; General Motors; Hunter Engineering Co.; IMPCO Technologies Inc.; Bridgestone/Firestone; and Hibdon Tires Plus.

**INNOVATIONS**

In keeping with our tradition of innovation, OCCC continues to research best practices to improve student learning and our teaching strategies. Using the data from the Achieving the Dream efforts and other assessment results the college continues to develop new approaches to helping our students achieve success. A few examples include developmental education, cooperative learning, course completion in online learning, persistence and retention related to academic advisement, and persistence and retention related to financial aid.

In developmental education, the Department of Mathematics completely redesigned the developmental math sequence. They implemented the first two levels of College Prep Math (CPM) in Summer 2010 and implemented the full sequence of four courses in Fall 2010. The CPM curriculum incorporates team-teaching, three teaching methods (mini-lectures, group activities, and guided practice), and study skills. To improve student placement within the CPM courses and entry-level college mathematics courses, the faculty also designed and implemented an objectives-based placement exam.
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

The goals of the redesign were to prepare students for success in subsequent courses in mathematics and throughout the college, improve students’ mathematical thinking skills and computational skills, and increase students’ numerical literacy. One piece of helpful data comes from success rates in individual courses. Course success rates are much improved as seen earlier with success rates increasing from 42% in the Spring of 2010 to 55% in the Fall of 2010. An unexpected plus was the decline in withdrawal rates from 25% in the Spring of 2010 to 12% in the Fall of 2010.

Related to course completion, a focus on gateway courses has included training a group of faculty in Cooperative Learning methods. Preliminary data analysis and faculty and student surveys indicate that this has been successful. Further training of additional full-time and part-time faculty continues.

Course completion in online learning is being addressed too. The AtD online learning team has developed a comprehensive orientation process which was implemented in the fall 2010. Furthermore, online advising is also being rolled out.

An institutional Retention Alert (formerly Early Alert) system was implemented in 2009 to student persistence and retention. This allows faculty to notify a specific staff member in Student Services when students are experiencing difficulty with a course. This person can then contact and work with students to provide them with the tools they need to become successful. Preliminary data on participating students indicates a positive persistence and retention impact. A pilot project using faculty to advise new students in a central location has also resulted in a 15% increase in the number of students advised and higher persistence of those students.

Persistence and retention data from AtD show that students who did not apply for financial aid comprised over half of the AtD cohort and persisted or were retained at the lowest rate. Improvements in Financial Aid have expanded outreach and communications about financial aid options to prospective and existing students. In addition, there have been improvements in the processes in Financial Aid to speed workflow and services. In Fall of 2010, 7,718 students have filed the FAFSA representing 54.9% of new students. In addition, 41% of new students have federal financial assistance. Overall the amount of financial aid dispersed from 2005 to 2010 has increased 731% with the number served increasing by 52%.

Core Component 3d7:

Budgeting priorities reflect that improvement in teaching and learning is a core value of the organization.

The majority of the budget for OCCC is spent on teaching and learning activities. The Educational and General Operating Budgets for the last three years reflect that priority:

- 2009: $33,995,953 of a total $52,405,070 or nearly 65%.
- 2010: $37,049,768 of a total $57,974,266 or nearly 64%.
- 2011: $38,663,804 of a total $61,751,963 or nearly 63%.

Recognizing that about half of our sections are taught by part-time faculty, OCCC has made securing quality adjunct faculty a priority. OCCC has gradually increased adjunct pay to compete with the surrounding institutions for the best possible part-time faculty. The college’s adjunct pay is generally the
CRITERION THREE / STUDENT LEARNING AND EFFECTIVE TEACHING

second-highest in the state among community colleges. Currently OCCC pays adjuncts $640 per credit hour, compared to $740 per hour at Tulsa Community college, $630 at Rose State College, and $600 per hour at OSU-OKC, our peer institutions.

Six (6) of the ten (10) initiatives in The Way Forward are directly tied to instruction as can be seen by the items below.

1. Achieving the Dream
2. OCCC Online and Off-Campus
3. OCCC Institute for Global Excellence
4. New Learning Spaces
5. Capitol Hill Center
6. Childcare for Students

The college has committed significant financial resources to the AtD initiatives. According to the 2009 AtD report some of the amounts include: $24,000 for developmental math professional development and computers; $30,000 for gateway course professional development; $5,000 for online course success professional development; $11,000 for a financial aid record scanning system; $9,000 for advisement software; $1,800 for survey software, office supplies and focus group mailings; and $2,300 for meetings and incentives for focus groups.

The total budget for Achieving the Dream in FY 2010 was $136,880.47. The FY 2011 AtD budget is total of $171,456.00.

For 2008 through 2010, $30,000 was budgeted each year for faculty development grants.
STRENGTHS, CHALLENGES AND OPPORTUNITIES

STRENGTHS:

1. General Education assessment is effectively measuring the General Education learning outcomes across the curriculum. It has become an integral part of every program across the campus.


3. Responsibility for assessment has been moved to Academic Affairs and a full time Director of Curriculum and Assessment has been hired.

4. Faculty and staff are committed to working together for student success by leading curriculum and assessment processes.

5. Faculty and staff at OCCC embrace innovation in all sorts of ways, including the use of technology (both current and emerging) and best practices in learning and teaching.

CHALLENGES AND OPPORTUNITIES:

1. A limited number of artifacts have been provided by the faculty for General Education Assessment indicating limited support of faculty. However, significant progress has been made in developing a stronger culture of assessment. The General Education committee is gradually receiving more artifacts from faculty. There has been some confusion about who could submit artifacts and how those should be evaluated which continues to be addressed.

2. Faculty are concerned with the lack of staff in technical support for classrooms and offices. Current staff are doing the best job they can but are spread thin.

3. Concern about our current learning management system with the lack of enough technical support for ANGEL by the present company (Blackboard), so the responsibility falls on our technical staff. There is now a task force analyzing alternatives to ANGEL.

4. The adjunct to full-time faculty ratio is a challenge in recent years due to increasing enrollment and decreasing funding from State appropriations.

5. Entry level developmental reading and writing students have low success rates and a study is currently underway to determine how best to serve these students.
CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

THE ORGANIZATION PROMOTES A LIFE OF LEARNING FOR ITS FACULTY, ADMINISTRATION, STAFF, AND STUDENTS BY FOSTERING AND SUPPORTING INQUIRY, CREATIVITY, PRACTICE, AND SOCIAL RESPONSIBILITY IN WAYS CONSISTENT WITH ITS MISSION.

Oklahoma City Community College serves a diverse urban population. Of the over 14,000 students on campus in the fall semester 2010, forty-one percent (41%) of the first-time, full time students were awarded some type of financial aid with 4,505 receiving a Pell grant. In fall 2010, fifty-eight percent (58%) of these students had neither parent ever attending college.

Many students come to the college lacking the preparation necessary to succeed in college classes and need developmental coursework before they can enroll in credit classes. It is clear that the college has a commitment to enable them to succeed in its academic programs, graduate, and then continue successfully as they transfer to other institutions or enter employment. However, faculty and staff also realize that the college experience for many of these students should be transformative beyond acquiring job or academic skills. We take seriously this opportunity to effect change in the future of our students by exposing them to wide-ranging intellectual and cultural experiences, developing in them a sense of community responsibility, and sharpening their standards of ethics and integrity.

Students respond to these activities as evidenced in the Mission Survey conducted in the fall of 2010.
CRITERION FOUR / ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

Seventy-eight percent of students indicated that they strongly agreed or somewhat agreed that the college is an active provider of cultural activities of exceptional qualities.

CORE COMPONENT 4a: THE ORGANIZATION DEMONSTRATES, THROUGH THE ACTIONS OF ITS BOARD, ADMINISTRATORS, STUDENTS, FACULTY, AND STAFF, THAT IT VALUES A LIFE OF LEARNING.

Core Component 4a1:
The organization’s planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.

The college supports a life of learning for students, faculty, and staff by allocating its financial resources to make learning accessible, and to reward and encourage learning. All expenditures in the annual college budget are tied to the College ENDS, the operational goals of the college Mission. This ensures that the budget reflects a priority for expending its resources on access to, encouragement of, and reward for learning.

In FY 2011 based on the OSRHE data, the college allocated 57.0% to Instruction which is 8.2% higher than its community college peers in the State of Oklahoma and 3.3% to Academic Support. The graph which follows depicts the detailed information.

Expenditures for FY 2011

<table>
<thead>
<tr>
<th>Category</th>
<th>OCCC Budget</th>
<th>Other CC Budget</th>
<th>Other State CC’s PCT of Budget</th>
<th>OCCC’s PCT of Budget</th>
<th>over/under</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$36,542,087</td>
<td>$132,937,908</td>
<td>48.8%</td>
<td>57.0%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Public Service</td>
<td>$625,577</td>
<td>$1,731,829</td>
<td>0.6%</td>
<td>1.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$2,121,717</td>
<td>$21,440,167</td>
<td>7.9%</td>
<td>3.3%</td>
<td>-4.6%</td>
</tr>
<tr>
<td>Student Services</td>
<td>$5,604,591</td>
<td>$31,182,454</td>
<td>11.4%</td>
<td>8.7%</td>
<td>-2.7%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$7,992,706</td>
<td>$30,168,215</td>
<td>11.1%</td>
<td>12.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>O&amp;M</td>
<td>$8,365,096</td>
<td>$35,256,160</td>
<td>12.9%</td>
<td>13.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Scholarships and Fellowships</td>
<td>$2,900,189</td>
<td>$19,840,405</td>
<td>7.3%</td>
<td>4.5%</td>
<td>-2.8%</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$64,151,963</td>
<td>$272,629,872</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Scholarships and Fellowships include Tuition Fee Waivers.
Source: OSRHE website, Jan. 2011

The tuition waiver program provides for a waiver of part or all tuition for nearly 2,500 students annually. Tuition waivers may be awarded to students of OCCC based on financial need, academic achievement, talent, or a combination of these factors. Need-based waivers are determined by Student Financial Support
Services and may be combined with other forms of financial assistance. Faculty recommend students for waivers based on academic achievement and talent. Waivers awarded in the past four fiscal years totaled:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2006</td>
<td>$1,105,182</td>
</tr>
<tr>
<td>FY 2007</td>
<td>$1,356,602</td>
</tr>
<tr>
<td>FY 2008</td>
<td>$1,542,882</td>
</tr>
<tr>
<td>FY 2009</td>
<td>$2,095,955</td>
</tr>
<tr>
<td>FY 2010</td>
<td>$2,146,125</td>
</tr>
</tbody>
</table>

Source: Student and Financial Support Services

Student Financial Support Services provides assistance to all current and prospective students in learning about all financial assistance options as well as help in applying for financial aid. The office increased the number of students receiving financial aid awards by 52% between FY 2005 and FY 2010, increased the amount of aid by 731%, and served 9,842 students in FY 2010.

In 1999, Oklahoma City Community College initiated the OKC-GO Program. Graduates of Oklahoma City Public Schools and subsequently Western Heights Public Schools can attend the college tuition-free for their first 61 credit hours. Participants in the program include many students who are at risk of dropping out of college due to financial challenges, being the first family member to attend college, and/or the need for developmental education. The program provides an incentive to finish high school and to pursue higher education by making it affordable to those students. In addition to waiving the tuition, the college assists these students in applying for other scholarships and federal financial aid programs. Financial support is also extended by the OCCC Foundation to assist in paying fees and buying books.

OCCC demonstrates that it values learning by compensating faculty and staff for achieving higher levels of education. The comprehensive wage and salary planning approach includes a position classification system to establish minimum and maximum salaries, and is consistent with the required level of knowledge for each position. Faculty salaries are determined in part by comparisons with peer institutions. Non-faculty salaries are analyzed using market comparisons. On an annual basis, OCCC considers compensation increases based on the availability of financial resources, job performance, cost of living changes, and wage and salary adjustments. Increases in compensation include merit increases (generally a fixed amount plus a percentage of base salary) for all employees performing at a satisfactory level with higher amounts based on documentation in the performance evaluation, for employees who exceed job requirements. The Performance Appraisal for faculty includes merit indicators such as:

- Contributed to developing, implementing, and evaluating academic programs;
- Acquired new knowledge and skills;
- Developed and implemented a professional development plan; and
- Participated in on-campus staff development opportunities.

OCCC is an educational institution which encourages its employees to pursue continued formal and informal education. A salary adjustment is awarded to faculty and staff for attainment of progressively higher education levels of post-secondary education. In addition, financial support for extended professional leave, professional development, and training are also part of the employee benefits which are discussed on the following page.
**Core Component 4a2:**

The board has approved and disseminated statements supporting freedom of inquiry for the organization’s students, faculty, and staff, and honors those statements in its practices.

Academic excellence and the capacity to achieve it depend upon the freedom to seek information. Oklahoma City Community College is committed to supporting and honoring freedom of inquiry for its students, faculty, and staff. Fundamental to OCCC’s identity is the belief that professors must be free to seek and teach the truth. Policy 4042, Academic Freedom and Responsibilities, states: “An institution of higher education can best foster growth in a democratic society when both student and teacher can freely participate in the process of shifting and weighing traditional approaches and creating and evaluating new ones.” Through the community and the community college, society should provide an academic atmosphere in which questioning is encouraged, where alternatives can be explored, where one may follow where inquiry leads. Below are other pertinent policies regarding academic freedom, and permitting students to print the *Pioneer* with full constitutional rights and the freedom of information.

<table>
<thead>
<tr>
<th>Policy 4042: Section 3.1</th>
<th>Defines professional academic freedom as “the freedom of professionally qualified persons to inquire or investigate, to discuss, publish, or teach the truth as they see it in the discipline of their competence subject to no religious or political control of authority, except the control of standards of professional ethics or the authority of the rational methods by which truths and conclusions are established in the disciplines involved.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy 4042: Section 5.4</td>
<td>Specifies that program faculty have the freedom to design their courses and methods of instruction in those courses.</td>
</tr>
<tr>
<td>Policy 4042: Section 5.1</td>
<td>States that educators have the full freedom to discuss their subjects and related topics both in and beyond the classroom.</td>
</tr>
<tr>
<td>Policy 4042: Section 4.0</td>
<td>“Educators and students are entitled to full academic freedom.”</td>
</tr>
<tr>
<td>Policy 4042: Section 5.2</td>
<td>The right of expression on matters of OCCC policy and procedure shall not be denied or abridged, nor should such expressions jeopardize the positions of educators.</td>
</tr>
<tr>
<td>Policy 3058: Section 1.4.4</td>
<td>Information Technology Resources Acceptable Use states “OCCC recognizes academic freedom and responsibilities in the use of Information Technology Resources.”</td>
</tr>
<tr>
<td>Administrative Procedure 4035</td>
<td>Oklahoma City Community College Student Newspaper, states that guidelines for the paper should “safeguard constitutional protections afforded by the First and Fourteenth Amendments.”</td>
</tr>
<tr>
<td>Administrative Procedure 6006</td>
<td>Request For Information provides that the Marketing and Public Information Office shall transmit requests for information to the appropriate cabinet member, who shall “promptly cause the records to be copied and provided.”</td>
</tr>
</tbody>
</table>
Core Component 4a3:
The organization supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

The Educational Philosophy of Oklahoma City Community College includes promoting the success of our students through excellence in our faculty and staff. To achieve and maintain excellence the college is committed to providing professional development opportunities to all employees. Several offices cooperate to provide extensive internal training, and employees are supported in pursuing education and training outside the college as well.

Professional development at OCCC begins with an orientation for new members of the college Board of Regents, performed by the Chair of the Board, the President, and General Counsel to the Board with input for support from key members of the college.

Office of Professional Development

The mission of the Office of Professional Development (OPD) is to offer broad access to learning opportunities for the faculty and staff of OCCC. Among the values of this office are “learning, knowledge, and responsible stewardship of employee skill sets; timely and innovative responses to training requests; systemic development of a diverse workforce and collaborative and cooperative instructional design and a model for accountability in organization development.” Learning opportunities offered by the OPD include the following:

- **New Employee Academy**: A ½ day per month session that provides new employees an opportunity to connect with the areas, policies, and procedures of the college, and immerse the new employee in the culture and mission of the college.

- **Health and Safety Training**: All employees complete health and safety training quarterly. Some sessions are required for all employees and others may be chosen from a list of options.

- **Preventing Sexual Harassment/Diversity Training**: which is required of staff every other year.

- **Leadership OCCC**: Prepares future college leaders from an internal pool of faculty and staff. Through a year-long academy of monthly sessions the program develops their knowledge, skills, and abilities to become effective leaders.

- **Supervisor Academy**: The focus of this series is to help participants define who they are as supervisors and what they want to achieve. Participants hone the skills necessary for successful supervision of work teams.

The OPD also sponsors or co-sponsors open training sessions on inter-personal skills, customized training for specific departments of the college, in-house certificate and CEU training, coordination of technology training, and similar topics. The OPD coordinates numerous short training opportunities on campus or online. (Faculty Handbook, p. 16)

### Professional Development Activities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2006</td>
<td>1254</td>
<td>416</td>
<td>1886</td>
<td>982</td>
<td>1560</td>
</tr>
</tbody>
</table>

Source: Office of Professional Development
Center for Teaching and Learning

The Center for Learning and Teaching (CLT) is an instructional resource for all faculty members, collaborating with and supporting faculty in research and implementing innovative instructional strategies and technologies. It houses a resource room with special materials for faculty, periodicals such as The Chronicle of Higher Education, College Teaching, and Community College Times, and quiet space for faculty collaboration. It plays a key role in training faculty for online instruction and has taken a lead role in the college's efforts to expand cooperative learning. The CLT coordinates the workshops and training opportunities offered in the preparation and planning week at the beginning of each semester, as well as periodic workshops and information sessions for faculty, professional staff and adjunct faculty.

The Faculty Development Committee serves as an advisory body to the Center for Learning and Teaching and Professional Development. The committee annually reviews faculty development needs and recommends priorities and budget requests. Committee members are from each academic division as well as the Director of the Center for Learning and Teaching, Director of Professional Development, and other administrative resource personnel.

OCCC has a tuition reimbursement program for employees who take courses at an institution of higher education other than the college for up to 9 hours of tuition per year.

Tuition Reimbursements for Employees

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Money Reimbursed</th>
<th># of New Employees Approved for Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>$46,050.55</td>
<td>28</td>
</tr>
<tr>
<td>2009</td>
<td>$65,832.08</td>
<td>28</td>
</tr>
<tr>
<td>2010</td>
<td>$69,914.15</td>
<td>35</td>
</tr>
</tbody>
</table>

Source: Office of Finance

In addition, employees of the college are eligible for tuition waivers for courses taken at the college, for up to 6 credit hours in the fall and in the spring semesters and 3 credit hours in the summer. Tuition waiver programs are also extended to retirees, and to the spouses and dependent children of college employees. The program has grown significantly over the last three years.

Tuition Waivers for Employees, Family Members, and Retirees

<table>
<thead>
<tr>
<th>Semester</th>
<th># of Employees</th>
<th>Amount Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2009 Total</td>
<td></td>
<td>$7,236.56</td>
</tr>
<tr>
<td>Summer 08</td>
<td>10</td>
<td>$818.25</td>
</tr>
<tr>
<td>Fall 08</td>
<td>27</td>
<td>$3,360.53</td>
</tr>
<tr>
<td>Spring 09</td>
<td>24</td>
<td>$3,057.78</td>
</tr>
</tbody>
</table>
### CRITERION FOUR / ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

<table>
<thead>
<tr>
<th>Semester</th>
<th># of Employees</th>
<th>Amount Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2010 Total</td>
<td></td>
<td>$8,961.40</td>
</tr>
<tr>
<td>Summer 09</td>
<td>12</td>
<td>$1,089.90</td>
</tr>
<tr>
<td>Fall 09</td>
<td>29</td>
<td>$4,117.40</td>
</tr>
<tr>
<td>Spring 10</td>
<td>29</td>
<td>$3,754.10</td>
</tr>
<tr>
<td>FY 2011 Total</td>
<td></td>
<td>$2,270.63</td>
</tr>
<tr>
<td>Summer 10</td>
<td>25</td>
<td>$2,270.63</td>
</tr>
</tbody>
</table>

Source: Office of Finance

The Extended Professional Development Program (Policy 2303) grants extended, paid, release time to eligible faculty and professional employees to engage in professional development activities for a short period of time or up to a fiscal year. The program encourages faculty and professional employees to acquire new methods and techniques, enhance scholarly and professional accomplishments, and share newly acquired knowledge and skills with colleagues.

Each faculty member completes a Faculty Development Plan annually and reviews it with their Dean or Department Director. The professor lists his or her development goals, skills or knowledge he or she wishes to acquire or enhance. The plan includes a report on the activities listed in the prior year. At this time faculty members have the opportunity to discuss with the Dean or Department Director any development opportunity which would require financial support from the college.

Faculty Development Grants are made available each year. The faculty member applies for the grants, which are reviewed by faculty committees and awarded by the Vice-President for Academic Affairs. Grants are awarded in the following areas: Instructional Technology, Distance Education, Economic Development, Global Education, and Student Success. The sum of $30,000 has been set aside for faculty development grants each year.

Adjunct faculty are key to providing excellent education for our students. All on-campus training and development opportunities offered to full-time faculty are available to adjunct faculty, including all sessions during Prep and Planning Week and all other on-campus training and technology instruction. Additionally, special sessions are held during Prep and Planning Week and all new adjunct faculty are assigned a faculty mentor in their academic program. The mentor meets regularly with the new adjunct, answers questions and provides guidance on the mission of the college and the various services and resources available.

Recognizing that healthy employees are better able to serve students and contribute to their success, OCCC is committed to providing a “Culture of Wellness” to encourage employees to make use of opportunities for improved health and well being. In 2008 a Wellness Task Force was directed to create a program to promote wellness among the campus community. An indoor walking trail, employee fitness and exercise facilities and classes, competitions, and other activities are available and scheduled to promote positive lifestyles and fitness. In 2010, the college paid individuals half of the fee to join Weight Watchers in order to encourage healthy lifestyle changes.
CRITERION FOUR / ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The Keith Leftwich Memorial Library provides extensive materials and assistance to support the curricular and professional development of its patrons, as well as for personal interests. The library has sponsored book discussions on *To Kill a Mockingbird*, *Fahrenheit 451*, and *Fire in Beulah*. As part of the “Big Read” initiative, sponsored by the National Endowment for the Arts, the Library invited speaker Joey Senat, an expert on freedom of information, to discuss First Amendment issues with the campus community. Among the activities scheduled during the Oklahoma Centennial celebrations, the Library sponsored a Film Showcase featuring films about the state, and an exhibit featuring the works of Oklahoma authors and books about the state.

**Core Component 4a4:**

*The organization publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.*

Oklahoma City Community College acknowledges and honors the achievements of our students and faculty in acquiring, discovering, and applying knowledge.

Through the Office of Student Life the college supports three honor societies: Phi Theta Kappa is an honor society for two-year college students; Kappa Beta Delta recognizes scholarship among Business, Management and Administration students; and Psi Beta is the national honor society in psychology for community and junior colleges.

Outstanding students are recognized each spring at the Student Awards Ceremony. Each academic program and division selects students to receive achievement awards. The President’s Award for Excellence is presented during the ceremony. The President’s Award for Excellence includes a review of the academic achievements, college activities, and community involvement of the students. Awards also recognize achievement on the student newspaper, leadership in student organizations, civic honors, and scholarships. In addition to the ceremony, a luncheon is held in honor of the recipients of the President’s Award for Excellence.

The names of all students on the President’s and Vice-President’s Honor Rolls are printed in the student newspaper, *The Pioneer*. At commencement, graduates who fulfilled the requirements for the Honors Program or are a member of a national honor society wear ropes, pins or medallions that identify their accomplishments.

Each year a Graduate Pinning Ceremony celebrates and recognizes the accomplishments of all graduates in their transition from student to alumni status. Graduates receive an alumni pin, t-shirt, one-year membership to the alumni association, and class photo. Separate pinning ceremonies are held to honor graduates in several programs, including Nursing, Physical Therapist Assistant, and Occupational Therapist Assistant.

The college literary and artistic journal *Absolute* publishes works of short fiction and non-fiction, poetry, photography, and art. A reception is held each year to honor writers and artists published in the journal.

The Alumni Hall of Fame is a prestigious award that recognizes a select group of college alumni each year. The award showcases the career, civic, and/or personal achievements of each honoree. Support for this award is given by the OCCC Alumni and Friends Association and the OCCC Foundation.
During the annual commencement ceremony the President’s Award for Excellence in Teaching is presented to a faculty member. The faculty member may be nominated by students or by colleagues. Selection criteria include a high degree of professional competence; effective, creative, resourceful teaching methods; enthusiasm; and a strong commitment to teaching and to students. The presentation includes a $1,000 cash award. This recipient is then submitted as the Carnegie Teacher of the Year Award (Myra Decker received this award in FY 2010).

During the annual fall Convocation of all employees several awards are presented. Employee of the Year awards are given in categories for Faculty, Professional Employee, and Staff. In addition, the Elven Gray Award, named for an esteemed employee, honors a person who consistently goes the extra mile, exhibits devotion to the college, and inspires others. In honor of the late college president, the Robert P. Todd Leadership Award is given to an employee who displays outstanding leadership in his or her work.

At the close of each academic year, the Faculty Appreciation and Recognition luncheon honors faculty achievements, including other awards, grants, presentations, civic leadership and similar notable accomplishments. Each academic division honors an outstanding adjunct faculty member at this event. A booklet published each year lists each person and the activities being honored.

Each year several faculty members are selected to attend the National Institute for Staff and Institutional Development Conference as recipients of Teaching Excellence Awards, where they are honored during the conference.

The weekly online employee newsletter, The Communicator, regularly features employee awards and accomplishments. Successes of faculty, staff, and students are often featured in the student newspaper, The Pioneer.

**Core Component 4a5:**

*The faculty and students, in keeping with the organization’s mission, produce scholarship and create knowledge through basic and applied research.*

Although some research may be done, it is not a part of the college mission. Several faculty do present at conferences throughout the state, region, nation and/or world, and their presentations are often listed in the Faculty Recognition booklet previously mentioned.

Biotechnology faculty received a grant called the Idea Network of Biomedical Research Excellence used to support new faculty, sustain core facilities, and recruit students into biomedical research careers. Funds were used for equipment and supplies to support Science, Technology, Engineering, and Mathematics (STEM) courses, student summer research fellowships, student transfer scholarships, and support OCCC’s K12 biotechnology outreach.

**Core Component 4a6:**

*The organization and its units use scholarship and research to stimulate organizational and educational improvements.*

Oklahoma City Community College uses research and best practices to continually improve our educational strategies and delivery systems, our facilities and equipment, and our services to students. Several illustrative examples are listed below.
By participating in the Achieving the Dream initiative, the college is using research, information, and best practices to effect change in numerous ways. From improving the delivery of financial aid to complete over-haul of developmental mathematics, the AtD initiatives demonstrate the college is committed to improving student success and the learning environment using data.

Recognizing that retention and persistence of students is critical, the Success in College and Life course was instituted in 2007 as a requirement for most new students. The one-hour course provides students an introduction to services on campus as well as activities and presentations on study skills, test-taking, and management of money and time. The course also includes diversity, learning styles, effective use of technology, and academic advising.

Special sections of English Composition I and II for multicultural students followed faculty research into the best practices for teaching multicultural and diverse students. The Mathematics faculty collected and analyzed data on OCCC students enrolled in developmental mathematics courses, used student focus groups, and tested various formats and class structures. The results are being implemented in a new sequence of developmental math courses, incorporating a variety of learning techniques as well as study skills activities.

The Center for Learning and Teaching provides faculty with resources to discover new approaches and strategies, best practices, and other information to continually improve learning outcomes.

Cooperative learning and paired classes are examples of new approaches and best practices being implemented at the college to continually seek the best strategies for student learning outcomes.

The college Institutional Review Board was established in 2007. The primary goal of the Board is to protect any employee or student involved with research leading to external presentations or degrees. The Board works with any student or employee who engages in research activities, to ensure compliance with policies and regulations of the U.S. Department of Health and Human Services. The college is known for its thorough process designed for anyone to understand. There were 33 approved research proposals from 2007 through the end of Spring 2011. These proposals were from faculty, staff and students.

Program Advisory Committees for all AAS programs recommend changes in curriculum, purchase of new equipment, and related information to ensure that academic programs use the most up-to-date curriculum, materials, and equipment when teaching students.

**CORE COMPONENT 4b: THE ORGANIZATION DEMONSTRATES THAT ACQUISITION OF A BREADTH OF KNOWLEDGE AND SKILLS AND THE EXERCISE OF INTELLECTUAL INQUIRY ARE INTEGRAL TO ITS EDUCATIONAL PROGRAMS.**

**Core Component 4b1:**

The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.
As a large, comprehensive community college, Oklahoma City Community College recognizes that the foundation for broad knowledge and skills and a life of learning for our students begins with us. Through general education courses and varied experiences, we graduate students who have developed the attitudes and skills to pursue learning as they transfer to baccalaureate institutions or begin their careers. Providing a strong general education is of high priority, and, as is stated in the college catalog, an integral component of each student's experience. As explained in depth in Criterion 3, the assessment of general education is to inform and affect all degree and certificate programs at OCCC. Each program demonstrates in its annual assessment report how the program courses include and reinforce the general education priorities that are based on assessment results. Some other examples are listed below.

In its purpose statement, the General Education Committee states that it is to promote quality and excellence in the design, implementation, and assessment of the general education component of Oklahoma City Community College's curriculum. Each general education component is evaluated by interdisciplinary teams, including faculty that teach in general education courses and faculty who do not. The artifacts assessed for each component come from assignments in courses across the college. This protocol reflects the philosophy of the faculty that general education competencies cut across the entire curriculum, and must be embedded in all courses. As stated in the General Assessment Plan: “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 another; and (4) creates a shared approach to improve student learning and success by reiterating General Education skills from multiple courses.”

Oklahoma City Community College requires that any Associate in Arts or Associate in Science degree include a minimum of 37 credit hours that provide a broad base of knowledge and skills for students. A minimum of 18 credit hours of general education courses is mandated for technical-occupational programs awarding an Associate in Applied Science degree. A number of programs including Science, Pre-Engineering, and Journalism and Broadcasting (Public Relations Emphasis) specify more than the minimum number of general education credits. These requirements are in accordance with the Policies and Procedures Manual of the Oklahoma State Regents for Higher Education, pages 126-128.

Courses are designated as meeting general education requirements through the General Education Committee. The consideration of a course to be designated as meeting general education requirements includes determining whether the course is listed on the OSRHE matrix for General Education courses and is counted as meeting discipline-specific requirements for General Education at other institutions.

Curriculum changes for general education requirements in a degree program must be approved by the Curriculum committee. Changes are to be substantiated by assessment data. Any change must meet a list of criteria for approval, including: be within the mission of the college; maximize transferability; be economically feasible; have general support of the program faculty and for technical-occupational programs the program advisory committee; and meet all requirements of the OSRHE.

General Education competencies were approved by the College Executive Council in February 1993 and revised in April 2006. The college catalog states: “General Education at Oklahoma City Community college
CRITERION FOUR / ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

is an integral component of each student’s experience. Every student receiving an Associate Degree must complete at least one course from each of the following areas, indicating a general understanding of that area.” The four areas are: Human Heritage, Culture, Values and Beliefs; Communication and Symbols; Social, Political, and Economic Institutions; and Relationships in Nature and Science. Full descriptions of each area are published in the College Catalog.

Students are encouraged to attend educational lectures throughout the academic year sponsored directly by the Office of Student Life. Activities such as these promote campus-wide thought and intellectual discourse, and may be offered as part of an over-all theme or topic. Speakers include national experts and local leaders involved in key current events. In other instances the office partners with academic divisions to engage a wider variety of students and faculty in the topics. A complete list current speakers is available in the annual reports of the Office of Student Life.

The Office of Student Life also presents informal “Brown Bag” sessions to help students acquire the skills to be successful at OCCC and in their lives after graduation. Examples of sessions include: Study Skills, Term Papers, Test Taking, Online Learning, Transfer Basics, Finals Prep, Budgeting, Stress Management, Wellness, Substance Abuse, Nutrition and Eating Disorders, and Domestic Violence.

Theatre Professor (and now Department Director of Communications and the Arts) Ruth Charnay has traveled with students to London, New York City, Rome, and Greece to study the history of theatre and the role played by theatre in the cultural development of these countries. Other travel programs have been offered, such as travel to China sponsored by the Business Division, travel to Rome sponsored through the Humanities program, and travel to Spain and Mexico for Spanish language immersion. Spanish language immersion weekends are also scheduled in locations off campus around the state.

The college has participated in Fulbright exchange programs. The college has also established a two-week faculty exchange program with the Universidad Tecnologica de Hermosillo in Mexico and an agreement with the Universidad Tecnologica de Bolivar in Columbia that will include faculty and student exchanges and team-taught courses linked by interactive video technology.

Activities sponsored by the World Languages and Cultures Center offer students unique opportunities to learn about diverse cultures and interact with students from diverse backgrounds. The World Languages and Cultures Center offers Rosetta Stone instruction in several languages, reading materials in other languages, foreign language films, and television programming from other parts of the world.

The Honors program invites students to develop a deeper understanding of academic material by designing individual contracts for study with the faculty member teaching a course. Honors contracts allow the student to create academically insightful projects or processes for nearly any course. Honors graduates must complete at least 15 credit hours in honors classes, earn a grade of A or B in those courses, and have a minimum grade point at graduation of 3.5. Honors program.

As described in other sections of this report, many academic programs include clinicals, practicums, internships, and other opportunities for students to develop the attitudes and skills required for life-long learning in our diverse society. Field trips, projects, capstone courses and similar experiences broaden the student experience.
Core Component 4b2:
The organization regularly reviews the relationship between its mission and values and the effectiveness of its general education.

The relationship of the mission and values of the college to the effectiveness of its general education requirements is systematically reviewed. The Board of Regents receives annual reports on each of the College ENDS, the key outcomes that are critical to achieving our mission. Several of these reports bear on the effectiveness of the general education curriculum of degree programs. For example, the FY 09 board monitoring report on the college END “Our graduates succeed at four-year institutions and/or in their careers” indicates that employers would want to hire additional OCCC graduates; that few students experienced difficulty in transferring credits; and that graduates were satisfied with their preparation for transferring or entering the work force. The report also indicated a need to improve critical thinking skills of our graduates, according to surveys of employers. In addition, in FY 2011, the Board added the general education outcome as part of its Student Success Monitoring Report. Through this process, the Board is taking a more active role in reviewing the effectiveness of general education.

The faculty and administration of the college use various approaches to regularly review the effectiveness of our general education in relationship to our mission and values. Among the strategies used to do so are:

- The Curriculum Committee evaluates all changes in curriculum requirements for general education courses, as described above, with reference to the mission of the college.
- The General Education Committee evaluates each request that a course be designated as general education with special attention to transferability and to reflect our mission statement that our students are empowered to achieve their educational goals.
- As part of the Achieving the Dream initiative, an Online Learning Committee was formed in 2007 to promote student success in online classes. The Committee created a document of best practices in online learning to ensure, in part, that online general education courses meet the same standards of excellence as on-campus courses.
- General education requirements include courses in Human Heritage, Culture, Values and Beliefs, which is responsive to the mission statement that our students are empowered to thrive in an increasingly global society, and to the college value of Diversity: “Embrace and appreciate the value of differences.”
- In keeping with the college mission to provide broad access to degrees and certificates, the college offers GED classes and a large developmental course curriculum, as well as the OKC Go! program described elsewhere in the self-study. These opportunities allow access to students who might otherwise lack the preparation to succeed in general education courses.
- The assessment of General Education Outcomes each year provides guidance to the faculty in improving the level of general education achievement of the students. The General Education Outcomes are discussed at length in the criterion 3 section of this self-study. The results of the process are evaluated by the committee annually to develop strategies to improve the results.
CRITERION FOUR / ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

Core Component 4b4:
The organization demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.

Oklahoma City Community College recognizes the strong link between student involvement in campus activities and student academic success. The research on the effect of student participation on GPA enhanced academic skills and more effective behaviors such as increased time studying have informed the planning and implementation of co-curricular activities on the campus. The student population of OCCC is diverse, and as on all commuter campuses, it is sometimes a challenge to design activities that can be accessible and convenient for the students. Some examples of the activities that support this component indicator are listed below.

In 2005, The OCCC Student Life Service-Learning Center was created to be a resource for offering students and faculty options to participate in service-learning. Center staff provide assistance to faculty with syllabus and learning outcome development, and also provide support for identifying partner agencies and tracking student participation. In 2010, 1,370 students in 30 sections of 13 different courses participated in academic service-learning. The financial value of student volunteers increased from $163,915 in FY 2009 to $244,070 in FY 2010 an increase of $80,155 or 48.9%. The Center identifies these benefits from involvement in service-learning:

- Enhance learning
- Connect theory to practice
- Promote critical thinking
- Foster civic responsibility
- Encourage life-long commitment to service
- Enhance employability
- Break down barriers and promote understanding

Campus student organizations provide students the opportunity to develop leadership skills that will aid participants in successful academic and professional careers. The number of active clubs and organizations varies from 30 to 40 each year. The Office of Student Life provides administrative support to the clubs, aids in scheduling events, and provides meeting space. Student organization funds are distributed to clubs based on a rubric, essentially clubs must complete certain paperwork, training and activities in order to earn various levels of funding each semester.

Examples of clubs on the OCCC campus include:

- Advocates of Peace: Sponsored the Day of Peace and Justice with an interactive discussion on peace
- College Democrats: sponsored the Great Debate forum on the death penalty
- Computer Arts & Technology Society sponsored the Oklahoma Electronic Gaming Exposition, which attracted over 1,000 participants.
- Nursing Student Association attended the National Student Association conference in Nashville,
CRITERION FOUR / ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

TN in 2009. At the conference they received an award for their Mentoring Program. The NSA also sponsored the Life Saver 5K and 1 Mile Fun Run in 2009.

- Student Occupational Technology Association annually sponsors a camp for the Oklahoma Foundation for the Disabled

The Leadership Council (TLC) consists of a representative, usually the President or club officer, of each campus club or members at large. TLC serves as a resource for the Vice President for Enrollment and Student Services and the college administration, and as a voice in making decisions that affect them. TLC meets biweekly and provides leadership training at an annual Leadership Retreat in August and another leadership workshop in January, of which TLC and all other student organizational leadership are invited. Members of the TLC may be asked to serve on college committees to represent the student body, including two student representatives on the President’s Advisory Committee.

Students are invited to audition for campus dramatic productions and to participate in various OCCC musical groups, some by audition and some open. These include Chamber Singers; Concert Choir; Jazz Ensemble; and Symphonic Community Choir.

The Fine Arts are well represented on the campus. Theater productions, concerts, and art exhibits are regularly scheduled. The Cultural Arts Series offers a variety of performances by well-known artists. Exhibitions of work by students, faculty and the community are also available throughout the academic year, including traveling exhibits from various outside organizations.

Student Activities & Recognition Transcript (START) is a self-reported college document that verifies a student's activities and awards. It can be used to maintain an accurate record of activities on and off campus during the student's college experience. The START is useful to students in supplementing their academic transcript and resume for applications for scholarships or employment. The program began in 2005 with 195 students, and by 2010 included 1080 participating students.

Core Component 4b5:

Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and capacity to exercise intellectual inquiry.

An in-depth discussion of the assessment of learning outcomes is found in Criterion 3. The following are examples of the ways in which learning outcomes demonstrate breadth of knowledge and skills.

Assessment of General Education Outcomes in 2010 indicated students met or exceeded the standards for Writing; Scientific Methodology; Human Heritage, Culture, and Values; and Social Institutions. Students partially met or exceed standards in Mathematical Methods. Students did not meet the standards in Public Speaking skills. A detailed examination of these results is included in Criterion 3.

The graduate survey asked whether the educational experience at OCCC improved their perspective of other cultures. In FY 2009, 81% of the graduates indicated their perspective had been greatly or somewhat improved.
CRITERION FOUR / ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The Board Monitoring Report on Graduate Success delivered in September 2010 to the Board of Regents indicated that three of the four first-time licensure pass rates for health profession programs exceeded the national average.

Core Component 4b6:
Learning outcomes demonstrate effective preparation for continued learning.

The students who graduate from OCCC enter the job force and/or transfer to other institutions to continue their education. Their success demonstrates the degree to which OCCC effectively prepared them to continue their education and to continue to learn throughout their lives. The data below indicates our graduates are prepared to succeed when they leave our campus.

A comparison of OCCC graduates with all undergraduates at OU, OSU, and UCO indicated that our graduates had slightly below the average grade point averages at UCO and slightly above OSU with OU being unavailable in 2010 as seen in Criterion 3.

The FY 2010 survey of 2009 graduates who transferred to baccalaureate institutions indicated 87.5% judged their preparation for continuing their education to be excellent or satisfactory. Ninety-six percent of the AAS/Certificate graduates surveyed were employed either full or part-time, with only 4% describing themselves as unemployed and seeking work. Ninety-seven percent of the AAS/Certificate graduates indicated the preparation they received at OCCC was useful in relation to performing their job.

CORE COMPONENT 4C: THE ORGANIZATION ASSESSES THE USEFULNESS OF ITS CURRICULA TO STUDENTS WHO WILL LIVE AND WORK IN A GLOBAL, DIVERSE, AND TECHNOLOGICAL SOCIETY.

This core component is a high priority area for Oklahoma City Community College. It is reflected in our mission statement, in our college Values statements, in the College ENDS statements, and in the areas defined as required general education. Success in a global, diverse, and highly technological society for our students requires that they achieve the competencies set in our general education curriculum, and that
they further acquire the specific skills and knowledge necessary in their chosen field. Many of these fields are highly dynamic, changing and evolving every year. All disciplines are now global and diverse, requiring that our students are not just exposed to different cultures and groups, but achieve a level of cultural understanding and competence. This is a challenge that the college has embraced, and over the past decade has emphasized.

**Core Component 4c1:**

Regular academic program reviews include attention to currency and relevance of courses and programs.

Each academic and technical-occupational program is reviewed in depth every five years, in accordance with the mandates of the Oklahoma State Regents for Higher Education. These comprehensive program reviews cover all aspects of the program: curriculum pattern; general education and program outcomes assessment; faculty qualifications; numbers of graduates; transfer data; resources; graduate and employer satisfaction with the program; and program strengths and challenges. Following the analysis of the review, program faculty work with their deans and college administrators to address any concerns. Typical adjustments may include plans to acquire new equipment and resources; increase and update library holdings; adjustments to the curriculum; or requests for additional faculty or staff support. Some examples of recommendations from program reviews include:

- The program review for History in 2007 recommended hiring a full-time professor for the Associate Degree in Geography. This recommendation was accepted, and a Professor of Geography was hired in 2009. With the addition of this individual, more Geography courses were offered and discussion is currently underway regarding the addition of a degree in Geography.

- The review of the Film and Video Production program in 2008 recommended several curricular changes, including combining the two courses in Film Business to allow for the addition of another course, Screenplay Interpretation, to the core curriculum. The recommendations also added the Capstone Project as a requirement for the AA degree (previously it was required only for the AAS and Certificate.) Students would also be required to be the director of photography, as well as the editor and director, on two documentary films.

- The review of the Psychology program in 2007 recommended increased attention to standardizing the course competencies and objectives in Introduction to Psychology and the need to reassess Student Learning Outcome Six, “Demonstrate an awareness of the complexity of Psychology as an academic discipline.” The Psychology Program developed a set of learning objectives for the PSY 1113 course using the American Psychological Association’s (APA) recommended student learning objectives. In FY 2010, the department piloted a standardized test in this course to measure student knowledge of these objectives. Beginning Fall 2010, all Introductory to Psychology sections were using the same standardized set of learning objectives and standardized program generated exams to measure those objectives. Faculty continue to monitor the test questions to ensure the questions reflect the learning objectives. By Spring of 2011 the faculty will have developed a new set of outcomes more closely related to APA objectives.

Recognizing that computer and related technology skills are essential today, all OCCC graduates are required to demonstrate computer proficiency, either by completing a course that has been designated as meeting the proficiency requirement or through a competency test.
CRITERION FOUR / ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

Oklahoma City Community College offers a guarantee that graduates will possess the skills and knowledge specified in the learning outcomes for graduates in AAS programs. If an employer finds a student to not possess the academic or technical job skills identified as exit competencies, the college will provide up to nine credit hours of additional education paid for by the college.

General Education Learning Outcomes are assessed annually. In-depth discussion of General Education Assessment can be found in Criterion 3 of this report.

Each program conducts an annual review of student learning outcomes and program outcomes. These data are reported in November of each year. Faculty develop strategies to address any problems they find in the annual review. An in-depth discussion of program assessment can be found in Criterion 3 of this report.

Each program awarding a degree of Associate in Applied Science maintains an advisory committee “comprised of knowledgeable community leaders who can and will provide advice to college faculty and staff on current and future trends in the program they represent.” Advisory committees meet twice each year to advise program faculty on projected employment needs, review course competencies and outcomes, review program curriculum, and discuss new skills, trends, or technology that should be incorporated into the programs.

All programs that maintain external accreditation conduct in depth self-studies to demonstrate compliance with requirements for the accrediting organization. These reviews include responses to community and social needs, quality assurance, and currency in curriculum and skills. External accreditation is discussed in depth in Criterion 3 of this report.

OCCC programs participate in the course equivalency activities of the OSRHE to ensure that courses taken at the college transfer to other state institutions. Students can access transfer equivalency guides for specific institutions on the college website. Program faculty consider changes in upper division program requirements and curriculum when conducting annual or five-year program reviews, to ensure that degree programs at OCCC align with the baccalaureate institutions to which our graduates transfer.

As noted in several previous sections, graduate and employer surveys provide feedback to the college on how satisfactory and relevant the education provided at the college was to our graduates’ subsequent pursuits.

Core Component 4c2:

In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.

The Mission of OCCC states that we empower our students to achieve their educational goals…in an increasingly global society. One of the college Values is “Diversity: Embrace and appreciate the value of differences.” The degree and certificate programs offered at OCCC address the mission and values by incorporating various materials and experiences unique to each program that lead to competence in cultural diversity. In FY 2010, the ethnic breakdown of the student population was more diverse than the overall population of OCCC’s five county service area (Canadian, Cleveland, Grady, McClain, and Oklahoma). The chart below provides the detail with 29% of the population in the five county OCCC service area represented by minorities and 35% of the college’s population represented by minorities. Therefore, the college’s student population represents a more diverse population than the surrounding area.
Many programs include skills relating to working in a diverse society. For example, graduates of the Automotive Program are required to demonstrate competency in human relations skills as well as technical proficiency and the Certificate of Mastery in Business requires graduates to demonstrate an increased awareness of cultural differences. Programs in the Division of Health Professions specify outcomes that demonstrate skill in interactions with patients. The diverse demographics of central Oklahoma require that graduates acquire proper patient skills including the appropriate sensitivity to the cultural backgrounds of potential patients. The Child Development Program requires students to demonstrate “knowledge of community characteristics; supporting and empowering families and communities through respectful, reciprocal relationships; and involving families and communities in their children's development and learning.”

The World Languages and Culture Center provides a convenient place on the campus for students to drop in, practice language skills, interact with students from diverse backgrounds, and watch movies or television from other cultures or languages. The Center sponsors activities that draw in students and staff for special events or festivities. The Center also provides cultural information and business-related protocol to community members, and supports faculty including global awareness components in classes. The Center had over 5,000 visitors in its first year (FY 2008) and in the first three months of the 2010 fall semester, The World Languages and Cultures Center had 1,812 visits.

The Division of Business has offered online classes taught by two Fulbright scholars, one in Russia and the other in South Africa, to give students the opportunity to gain a global view of business. The Center for International Business also offers a series of workshops and lectures on international business topics, and works to establish contacts and partnerships between local and state businesses and international business. The Center is also working to develop both a student exchange program and a faculty exchange program for international experience. The CIB is in the process of establishing a “Multi-Cultural Business Student Club” for all international and multicultural students in the business field. It is also establishing the use of webcasts in our courses with guests from various countries such as Russia, Italy, and United Arab Emirates.
Several academic programs offer travel experiences, described in more detail above. The Global Education Committee has promoted global awareness through various activities. The 13th annual Global Education Conference was held on the OCCC campus in September, 2010.

The Office of Student Life offers a variety of educational programs to address cultural issues. Programs may be a single event, or an entire week or month devoted to a theme. Some examples include Hispanic Heritage Day; Ability Awareness Day; Black History Month; and Women’s History Month.

Student Life also offers the Campus Voices Lecture Series, which address major cultural and educational issues for OCCC students. Examples of lectures include “Race, Gender and Media in the 2008 Elections,” “International Education and Foreign Service,” Leadership and Community Development”; and “Self-Made Civil Rights Activist.” The presenters include national experts and local leaders.

Core Component 4c3:

Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.

To function in diverse local, national, and global societies, OCCC graduates must acquire skills in general education, in their academic discipline, and skills that enable them to be culturally competent in their interactions with others. Many examples of these are described in depth in other portions of this document. Selected examples of each of these areas are illustrated in the items of evidence below.

Language offerings at the college a decade past were primarily limited to French and Spanish. Today the college also offers instruction in German, Russian, Chinese, Japanese, and Arabic. New programs in International Business and International Studies have begun. Many courses within programs increasingly focus on global issues, from International Cinema to separate History courses on Russia, Asia, Middle East, Latin America, and Sub-Saharan Africa.

In fall of 2011, 463 students at OCCC were from 62 countries. The top ten countries represented are Nepal (109), South Korea (47), Vietnam (43), Kenya (36), China (23), India (23), Cameroon (19), Pakistan (12), Indonesia (9), and Japan (9).

Within the FY 2010 General Education Assessment results, one of the key areas of assessment was Human Heritage, Culture, and Values. This area’s prime purpose was to have students demonstrate an understanding of the ideas, events, and values that have shaped global communities. There were 97 artifacts evaluated with 70% (68 out of 97 artifacts) of the artifacts meeting the requirements of the evaluation rubric.

In 2007, randomly selected students who had completed at least 30 credit hours at OCCC were given the Global Assessment Questionnaire. Of the 287 students completing the questionnaire, 90% reported they had learned new information from at least one to as many as five countries in their courses at OCCC. Eighty-five percent (85%) reported they had increased their knowledge of history and world events from taking courses at OCCC; 70% of students reported their view of other cultures, countries, people, or beliefs had changed by taking courses; and 73% indicated they had learned new information about religions in other parts of the world during their courses at the college.

Two hundred (200) students randomly selected in 2007 also completed a forty-five minute Global Education writing assignment. Scored according to a rubric, essays scored an average of 2.70 (on a 5 point scale)
on Interconnectedness of People and Systems; 2.27 on General Knowledge of History and World Events;
and 2.58 on Acknowledgement of Differing Cultural Values and Attitudes. The issues students wrote about
most were in health care, politics and government, gender roles, religion, poverty, and family. Students
wrote about 48 different countries but struggled with specific details on geographical, historical, and
contemporary events. There was more understanding of current events in Iraq than in other countries, with
students often pinpointing religious differences between Shi’a, Sunni, and Kurd populations. The essays
generally demonstrated a willingness to accept differences and showed respect for and tolerance toward
other cultures.

Core Component 4c4:
Curricular evaluation involves alumni, employers, and other external constituents who understand the
relationships among the course of study, the currency of the curriculum, and the utility of the knowledge
and skills gained.

OCCC strives to maintain the most current curriculum, materials, and equipment for each degree and
certificate program. Many of our programs are highly dynamic and the technology and processes involved
change frequently. Faculty are encouraged to maintain their own skills and knowledge base, to utilize
continuing education, and to work closely with transfer institutions, employers, and advisory committees to
maintain program currency.

The Office of Institutional Effectiveness surveys employers of OCCC graduates on a variety of indicators,
including the employee’s computer skills, ability to deal with cultural diversity, writing skills, leadership
ability, and conflict resolution skills. The FY 2010 survey of 2009 graduate employers indicated that 100%
thought the OCCC graduates overall education was excellent or good and 96% of the employers would hire
a graduate of OCCC again.

The advisory committees for each AAS occupational-technical program, described above, review the
program curriculum each year and with special emphasis during the five-year program review. Some
examples of the roles played by the advisory committees are presented here, abstracted from minutes of the
advisory committees:

• The members of the Nursing advisory committee who represented health care facilities initiated
discussion of the changing patient population, increase in geriatric patients, increased attention
to end of life issues, and an increase in transplant services. The group agreed that the curriculum
should be reviewed for considerations of these issues, with emphasis on end of life issues.

• The Cyber Security Advisory Committee in 2007 brought up the importance of writing skills and
how these skills were being emphasized in the program curriculum. The committee also discussed
including a course or material on ethics in the curriculum.

• The EMS program advisory committee discussed emerging technology use and instruction, and
faculty reported that capnography, 12-Lead, and CPAP2 skills had recently been added to the EMS
curriculum.

• In 2005, the Accounting Program Advisory Committee held a discussion of the recent passage of the
federal Sarbanes-Oxley law and similar measures, and the impact of these laws on the accounting
profession and in turn the curriculum at OCCC.
CRITERION FOUR / ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

• In 2007, the committee for Administrative Office Technology received a report of the implementation of their previous recommendations for increasing the hours for AOT 2553 from 3 to 4 credit hours and increasing class time devoted to teaching Microsoft Access.

Core Component 4c5:
The organization supports creation and use of scholarship by students in keeping with its mission.

The college has considerable opportunities for students to participate in scholarly activities. Some of the in class activities include working with their professors on research activities, making presentations, participating in theatrical activities and participating in capstone courses. Some of the artifacts from these courses are used within the general education assessment process. Externally, students participate in clinicals where they have hands on experience in the health field as well as internships. The college also has a student newspaper (the Pioneer) and a literary journal called the Absolute.

Core Component 4c6:
Faculty expects students to master the knowledge and skills necessary for independent learning in programs of applied practice.

Whenever possible the degree and certificate programs at OCCC encourage and require students to demonstrate the knowledge and skills that will be necessary for them to continue learning and practicing the art or science of their chosen field. Many examples appear elsewhere in this self-study. Some notable examples of this emphasis on practical and demonstrable skills are noted below.

The Film and Video Production program provides students with varied opportunities to apply the skills and knowledge from the classroom to real-world projects. In 2007, students and graduates of the program assisted in the production of the Emmy-award winning documentary on the life of Senator Robert S. Kerr, Dream No Little Dream.

Each year students have the opportunity to publish short stories, poems, photographs, and art in the Absolute, the college literary journal.

Science students have had an opportunity for several years to participate in summer research projects through the Institutional Development Award (IDeA) of the Network of Biomedical Research Experience (INBRE). This program is funded by the National Institutes of Health and coordinated through the Oklahoma University Health Sciences Center (OUHSC). Students selected for the program spend nine weeks during a summer working on research projects in the biomedical and biotechnology fields under the direction of researchers at area colleges, private biomedical firms, or at OUHSC. OCCC students have been very successful in competing for these opportunities. In 2008, eight of fourteen participants were from OCCC (in 2005, five of seven; in 2006, eight of eleven; and in 2007, nine of ten).

The Biotechnology program requires students to intern in a research laboratory or a private biomedical or biotechnology company. These paid internships are funded through a grant from the Oklahoma Center for the Advancement of Science and Technology. Student interns complete an assigned project that requires them to further develop the skills gained in coursework. A poster presentation of the project is also completed, and the presentations are exhibited in the hallways in the science and mathematics area.
Core Component 4c7:
The organization provides curricular and co-curricular opportunities that promote social responsibility.

Social responsibility is promoted in many courses across the curriculum. Courses devoted to ethics or including an emphasis on ethics include: Business Ethics; Introduction To Clinical Research; Medical Ethics and Client Care; Computer Support Services; Medical Ethics; the introductory courses in Emergency Medical Sciences, Nursing, Occupational Therapist Assistant, and Physical Therapist Assistant; Advocates of Peace; Ethics and Adjusting Practices (Insurance); Medical Law and Ethics; Survey of Nanotechnology; Professional Development And Support (Occupational Therapy Assistant); Introduction To Ethics; Ethics In Health and Human Services; and Introduction To Social Work. In addition many courses include an emphasis on leadership and on serving customers or clients with competence and integrity. These emphases within curricula are supported by co-curricular activities described below.

The Service-Learning program previously described works with faculty to follow the students’ service experience with in-class reflection and the opportunity to integrate the experience with classroom material. Thirteen faculty members participated in service-learning activities for their classes and in FY 2010, 1,370 students participated in service-learning as part of a classroom activity.

The Office of Student Life also supports efforts of campus student organizations in community service, assisting them in planning and organizing club service projects. The Service Day programs enable students to participate in structured learning activities at community sites around Oklahoma City. Eight Service Days are sponsored each semester which includes four for the general student population and four for the OKC-GO students. Examples include Adopt-a-Street, City Rescue Mission, Habitat for Humanity, OKC Memorial Marathon, Regional Food Bank, and Salvation Army.

Two Volunteer Fairs on campus each year highlight community partner agencies and encourage students to get involved in service. Student Life has signed agreements with over 100 non-profit agencies throughout the OKC metro area. Each agency receives information about the purpose and process associated with service-learning and signs an agreement with the college to provide a service related learning opportunity for students. Approximately 1,000 students participate in the Volunteer Fairs.

Civic Honors is a self-directed leadership and service program, which includes personal vision development, resume’ assistance, and leadership exploration. The program requires 50 hours of service, and had 28 students enrolled in 2009-2010. Students completing the program graduate with Civic Honors and are recognized at the annual Student Awards Ceremony and noted in the Commencement Program.

The volunteer opportunities for students are available because of extensive partnerships with community agencies. In FY 2010, 101 community partner agencies participated. Forty-three agencies attended the Volunteer Fair.

Evaluations of service-learning participation are high. The majority of students states that they enjoy the experience and made the connection between the classroom material and the experience. The exception was the nursing students, who had the most difficulty perceiving the connection with their course material.
As described below, the responsible and ethical acquisition, discovery, and application of knowledge is dealt with extensively in the college’s policies, procedures, and practices. All applicable laws and standards are met, and training and reinforcement of responsible and ethical behavior are regularly provided to faculty, staff, and students. The evidence for the indicators for this component are so intertwined that we have addressed all of them in one section that follows.

**Core Component 4d1:**
The organization’s academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge. AND

**Core Component 4d2:**
The organization follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities. AND

**Core Component 4d3:**
The organization encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility. AND

**Core Component 4d4:**
The organization provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students. AND

**Core Component 4d5:**
The organization creates, disseminates, and enforces clear policies on practices involving intellectual property rights.

**COLLEGE POLICIES AND PROCEDURES**

Several college policies and procedures address our ethical standards related to intellectual property, academic honesty, and related concerns. The policies can be found in the Policies and Procedures Manual.

Below are several pertinent policies which apply to core components 4d1 through 4d5.

College Administrative Policy 226 addresses Intellectual Property. The Policy clarifies the distinctions among College Intellectual Property, Sponsored Intellectual Property, Personal Intellectual Property, and Personal Scholarly Products. It further provides for agreements between the College and the owners; the rights of each; ownership allocation; and liability.

College Administrative Policy 312 addresses Instructional Materials. Among its provisions are the prohibition of any inducement to faculty to require students to purchase specific materials; requirements that the Bookstore fully disclose to faculty and students the cost of the materials and
the differences between editions of instructional materials; and prohibits the selling (by faculty or the college bookstore) of free materials provided for review to faculty.

Administrative Policy 3044, Archives and Records Disposition, assures that the college manages the disposal of records in accordance with state law.

Administrative Procedure 3053 details responsibility for and management of any reports required by grants, reports to external organizations such as state and federal agencies, and contract reports.

Administrative Procedure 3058 sets forth the Information Technology Resources Acceptable Use Policy. This lengthy policy includes Terms of Use; compliance with all state, federal, and local laws; requirements to respect the intellectual property and copyrights of others; the responsible use of confidential information; policies on the use of wireless services provided on the campus; and the penalties for violations of this policy. The policy applies to faculty, staff, students, retirees, guests, and any other users of College Technology Resources.

Administrative Procedure 3059 sets the requirements and responsibilities for Internet Publishing within the college domain.

Administrative Procedure 4003 requires college employees to comply with the U.S. Copyright Law. A copy of the law is maintained in the college library. Guidelines in the procedure highlight important provisions.

Administrative Procedure 4005 deals with Textbooks. All textbooks (or similar instructional materials) must be approved by the Dean of the academic division before they can be formally adopted and required for student purchase. If a Dean refuses the faculty member’s request to adopt a text, the faculty member may appeal to the Vice President for Academic Affairs.

Administrative Procedure 4011 deals with the development of Learning Packets, instructional materials that may be developed by faculty in the event that commercial materials are not available. Among the guidelines for such development are copyright requirements. If any copyrighted material is included in the materials, the faculty member must secure a release from the author for that material to be included. The faculty member developing a learning packet must sign a statement that he or she has not violated any copyright laws and is solely responsible for the material in the learning packet.

Administrative Procedure 4016 addresses Academic Integrity. The procedure defines academic integrity and gives extensive examples of violations of it. Violations are required to be reported. The procedures to follow to report violations and the sanctions that may be imposed are stated in the procedure.

Administrative Procedure 4022 states the Student’s Responsibility for Learning.

Administrative Procedure 4034 establishes an Advisory Board for the student newspaper. The Board promotes freedom of expression; recommends administrative policies and guidelines for the newspaper; insists on high standards of accuracy; discusses treatment of controversial issues; and promotes safeguarding of the provisions guaranteed under the first and fourteenth amendments of the U.S. Constitution.

Administrative Procedure 4035, which also deals with the student newspaper, includes a prohibition against the newspaper accepting any advertisement that encourages students to purchase or obtain reports or research produced by others.
Administrative Procedure 4042 details the provisions of Academic Freedom for both faculty and students. The importance of academic freedom is stressed, and the freedoms and responsibilities are enumerated in the procedure.

Administrative Procedure 5005 details the policies and arrangements for the display of any materials or distribution of information on the campus.

Administrative Procedure 6000 establishes the Institutional Review Board, and ensures that any research conducted with human subjects conforms to the ethical principles, policies, and regulations set forth by the U.S. Department of Health and Human Services. The IRB evaluates all research involving human subjects, and the procedure sets forth the requirements and steps that must be followed.

Administrative Procedure 6006 sets forth the procedure for replying to a Request for Information.

Policies and procedures relating to ethical and appropriate use and acquisition of information are further explicated in both the Faculty handbook and the Student Handbook.

Examples are noted below:

Both the Faculty Handbook and the Adjunct Faculty Handbook include the college policy on Academic Freedom, the policy on Academic Integrity, the policy on course syllabi, the IRB policy, and the policy on Copyright cited above. The Handbook also requires that student information be released only in accordance with guidelines set forth in the Family Educational Rights and Privacy Act.

The Student Handbook includes the policy on Academic Integrity, information on FERPA, and the Student Conduct Code. The Student Conduct Code states that sanctions will be imposed for violations which, among other examples, adversely affect the pursuit of the educational objectives of the college; violates or shows disregard of the rights of individuals in the college community; or damages property. Students are expected to observe national, state, and local laws and college rules. The Code specifically forbids all forms of dishonesty including plagiarism, and any violation of the Information Technology Acceptable Use policy. The handbook also contains a statement that the college complies with the Student-Right-To-Know Act and provides a web link to that information and further information on how to access those reports.

The college catalog sets forth the student’s responsibility for learning: “The college’s approach to education emphasizes that students accept responsibility for their learning. Therefore, students are expected to make maximum use of learning opportunities available to them.” The importance of high ethical standards in managing knowledge is reinforced frequently for our students. The Academic Integrity policy is printed in the college catalog.

The Keith Leftwich Memorial Library offers online assistance to students on how to cite materials and how to avoid plagiarism. The library staff are always available to students on campus to discuss the appropriate manner in which students can utilize material for reports or research. The library also provides copyright information to faculty and staff as well as students, maintains a copy of the U.S. Copyright Law and materials related to following the law. In 2008 a copyright task force began work on updating the Administrative Procedure 4003, Copyright, and is finalizing recommendations relating to the changes in the

Nearly all new students are required to enroll in the Success in College and Life Class. The curriculum includes a section on values and discussions on plagiarism and academic honesty.

All course syllabi contain a statement on the academic integrity policy. Faculty are encouraged to discuss this policy in class as they hold their initial discussion of the syllabus with their students.

The Communications Lab provides information for students in properly documenting their research. In 2009 the lab sponsored Documentation Day, consisting of workshops devoted to Modern Language Association/American Psychological Association documentation and academic dishonesty. The workshops included the college policy for academic misconduct and informed students of the importance of documentation. The lab also provides individual tutoring on these topics as well as providing supplemental materials to students using the lab.

Health Profession students view a training video and are tested over HIPAA privacy rules. HIPAA is part of the Health Profession curriculum and all Health Professions students sign a confidentiality form, committing to follow the rules of privacy.

College labs enforce rules of privacy and confidentiality where appropriate. For example, students using the human cadaver lab in the Human Anatomy course must comply with the regulations of the State Anatomical Board at the University of Oklahoma Health Sciences Center.

New student orientation includes discussion of Family Educational Rights and Privacy Act (FERPA). FERPA training is provided in all training of new faculty, and is available each semester during Prep and Planning Week.

Numerous programs offered through the Office of Student Life and described in more detail in prior sections of this report often deal with responsible use of information and with skills in preparing papers and reports, including avoiding plagiarism and other forms of academic dishonesty.

Faculty and staff operate in accordance with laws and standards regarding the appropriate use of information and have regular opportunities for training or refreshers on these policies.

The Library and Faculty Development offer training and workshops in detecting plagiarism to faculty on a periodic basis. The Library has an extensive website for students in the use of documentation to avoid plagiarism.

The Office of Student Support Services complies with the requirements of Section 504 of the Rehabilitation Act; the Civil Rights Restoration Act; and the Americans With Disabilities Act. Faculty are given guidelines on how to accommodate students with disabilities, and also on the rights of students. The student’s documentation of disability is considered a medical record and is not available to faculty. Confidentiality of the student is a high priority, and faculty are not to reveal to the class that a student has a disability. Any documents relating to a student’s disability and accommodation must be shredded following the end of the course.

The Library uses collection development guidelines to guide Librarians in making decisions for purchasing Library materials. The guidelines are based on the ACRL Standards for Libraries in Higher Education and the ACRL Standards for Distance Learning Library Services. The Library also actively supports the professional standards of practice adopted by the American Library Association and the Oklahoma Library Association.
CRITERION FOUR / ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

Those standards of practice include ALA Code of Ethics; ALA Intellectual Freedom Principles for Academic Libraries; ALA Library Bill of Rights; ALA Freedom to Read Statement; ALA/OLA Statement on Professional Ethics; and the Oklahoma Confidentiality of Library Records Law.
STRENGTHS, CHALLENGES AND OPPORTUNITIES

STRENGTHS:

1. The Fall to Spring persistence rate of student has increased three years in a row primarily as a result of increased financial aid and the Success in College and Life course.

2. The progression rate increased the last two years due to continued efforts to assist students through improved advising including adding faculty to the early advising process and including a more comprehensive job of tracking students.

3. A significant increase in the amount of student tuition waivers have been awarded in all programs and the OKC-GO Program is strong.

4. Faculty and staff take advantage of both the tuition reimbursement and tuition waiver programs for professional development. The extended professional leave program is also popular.

5. The General Education Committee has made great progress in aligning the General Education Learning Outcomes with assessment processes.

6. The General Education assessment process better meets the needs of faculty and students, and as the process continues to evolve, the integration of the assessment process into coursework has become seamless.

7. Program assessment is widely recognized as an important tool for faculty to improve student learning, both by faculty and by deans and department directors, who promote the importance of program assessment.

8. Pass rates of Health Professions student on national licensure examinations are generally above the national averages.

9. The World Language and Culture Center has great benefits to all students, especially those taking modern languages and ESL courses. There has also been an expansion in class offerings for foreign language. Rosetta Stone is available in the WLCC too.

10. Student Life programs have benefited students, especially in adding service-learning into the curriculum.

11. The Service-Learning program provides a wealth of opportunities to learn civic responsibility and take part in activities that benefit the community at large too.

12. There are effective procedures in place to address student misconduct. Multiple means of informing students about academic honesty and issues related to dishonesty are available, especially as it relates to plagiarism prevention.

CHALLENGES AND OPPORTUNITIES:

1. Copyright laws are complex, and keeping everyone abreast of how the laws apply in an age of digital media poses a challenge.

2. While the Service-Learning program has been highly successful, the use of service-learning as a teaching tool needs to be integrated into more of the academic discipline areas.

3. General education assessment process has improved, but future success will depend on increasing faculty participation through added artifacts in all areas of the college.
CRITERION FIVE:

AS CALLED FOR BY ITS MISSION, THE ORGANIZATION IDENTIFIES ITS CONSTITUENCIES AND SERVES THEM IN WAYS BOTH VALUE.

The history and location of Oklahoma City Community College profoundly affect the relationship the college maintains with the community and its constituencies. Located in a part of the metropolitan area not served by higher education or cultural and arts programs prior to the founding of the college, OCCC recognizes a responsibility to the surrounding community to provide broad access to quality education, arts and cultural programs, and to serve as a vibrant hub of community participation and activity. As the college has grown and expanded, its students and constituencies have grown to encompass a much larger geographic area. With growth has come the ability to be an active participant in economic and workforce development, adult education, and partnerships across central Oklahoma. In this criterion are examples of the myriad of strategies that the college uses to serve its constituencies in ways both they and the college value.

COMPONENT 5a: THE ORGANIZATION LEARNS FROM THE CONSTITUENCIES IT SERVES AND ANALYZES ITS CAPACITY TO SERVE THEIR NEEDS AND EXPECTATIONS.

The Way Forward and Why It Matters is the ten-year plan to move the college from success to greater significance. One of the goals for the college in this plan is to move from our traditional role as a community partner to a prominent role as community leader. To reach this goal, the college must identify its
Oklahoma City Community College has numerous constituencies. Among them are our students, faculty, staff, and alumni; the secondary schools and districts from which we draw our students; the institutions to which our students transfer and the employers who hire our graduates or who work with us on training opportunities for their employees; the adult students who pursue degrees, career changes, or enrichment; the communities to which we belong; and the governmental bodies that work toward an improved future for our society. The diversity of our constituents is important in planning our programs and activities. In order to adequately serve them, the college regularly scans the environment, with particular attention to the demographic and socio-economic indicators for the community, especially the parts of central Oklahoma in which the majority of our students reside. The college relies on local, state, and national surveys as well as advisory committees and graduate feedback. Surveys such as the ACT Student Opinion Survey, the Community College Survey of Student Engagement, the Personal Assessment of the College Environment, and Employer surveys inform our planning and initiatives. The Office of Institutional Effectiveness coordinates many of these activities and disseminates reports and results across the campus. Frequent contacts with business, industry, and government and college areas such as Corporate Learning, Community Development, and Academic Affairs ensure the college is an active and collaborative partner with initiatives across our service area and in keeping with our mission.

Core Component 5a1:
The organization’s commitments are shaped by its mission and its capacity to support those commitments.

The mission of Oklahoma City Community College includes this statement: “(empowering) our community to thrive in an increasingly global society.” Two of the College ENDS statements also speak pointedly to this criterion. “Our community has broad and equitable access to a valuable college education.” and “Our community is enriched economically and socially by our educational and cultural programs.” The programs and initiatives described below are clearly within and responsive to our mission.

In keeping with our mission and the college’s capacity, including financial capacity, the college has focused on several key initiatives. Notable among them is the OKC-GO Program, which makes access to a higher education accessible to a large number of high school students in the Oklahoma City Public Schools and the Western Heights Public Schools Districts. Other access initiatives are detailed below. The mission statements of several college departments also reflect our commitment to the community and to our diverse constituencies. The Office of Student Life has as its mission “to empower students to become community assets.”

The mission of Cultural Programs states “Through cooperation with partners and stakeholders, Cultural Programs will enrich the lives of students, staff, and our community by creating and sustaining a thriving arts community that will allow citizens to become educated participants in a global society.” Our capacity to fulfill this mission will dramatically increase with the completion of the new Performing Arts Theater.

Community Development provides access to the community to participate in diverse non-credit, education and arts programs that empower participants to achieve individual goals and experience cultural enrichment.
Corporate Learning programs contribute to the economic health of the community in myriad ways through training and partnerships. By focusing our efforts on these and other key initiatives, the college has been able to address these needs within our capacity.

**Core Component 5a2:**

The organization practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.

The college analyzes its capacity by tracking progress and needed resources for the ten strategic initiatives designed to move the college from success to greater significance in *The Way Forward and Why It Matters*. The Interim Report issued in December of 2009 provides an analysis of progress for each initiative. The Achieving the Dream (AtD) initiative, our focus on increasing the persistence, retention, and success of our students, has entailed significant research, data collection, and analysis. The AtD committee is comprised of students, faculty, staff, and community members serving on a five-year committee to assess needs and then develop and implement the program responses. The data collection continued, and was analyzed for planning purposes.

The initiative for Technology and Personalized Service in *The Way Forward and Why It Matters* (our strategic plan) notes several areas of progress and success, including the Retention Alert (formerly Early Alert), the Adtronics student identification system, and the HigherOne debit card programs. *The Way Forward and Why It Matters* also notes that the major barrier to full implementation of the initiative continues to be the availability of resources – trained people, money, space, and time. As we go forward, the availability of these resources will constitute a serious test of our capacity. Increased demand for technology and new and emerging technology at a time when enrollments are increasing substantially and resources continue to be constrained will require the college to constantly balance priorities.

Online courses have been the fastest growing educational delivery method during the last decade, and most projections anticipate the growth will continue. One in three OCCC students takes at least one online course every year, and one in eight enrolls in courses exclusively online. The initiative for online and off-campus programs monitors our capacity to continue to expand our online and off-campus offerings, to provide the services for these students that they would otherwise obtain on campus, and to improve the success of students pursuing education through these new delivery systems.

The college also surveys students using the Community College Survey of Student Engagement. Last given in Spring of 2009, the survey found that 96% of students would recommend the college to others; 87% indicated their educational experience was excellent or good; and 46% intended to complete an internship (up from 34% in 2007). Between 2007 and 2009 36 items showed an increase in rating, and 5 items showed a decrease. Among the findings was that our students used social networking frequently, with 61% using Twitter, Facebook, or MySpace multiple times per day. These responses and other research led the college to establish a presence on Facebook, YouTube, and Twitter.

In 2009, Corporate Learning developed the Boomer Institute, a workforce initiative for community members age 50 or older. The Institute came about following formation of an advisory committee composed of business executives, retired professionals, and AARP Foundation staff. Staff also participated in a pilot project to analyze the Plus 50 Initiative Assessment Tool Kit from the American Association of Community Colleges.
CRITERION FIVE / ENGAGEMENT AND SERVICE

In 2009, the college contracted with Shapard Research to assess the needs of the community for non-credit and personal enrichment programs. Focus groups were held with community leaders, local school administrators, and community participants, and a telephone survey of 300 residents in a 10 mile radius of campus was conducted. Results indicated business leaders had a high opinion of the college and were interested in computer classes and “soft skills” for their employees. Adults were interested in more “fun” classes, and tended to think of the technical centers first for such non-credit offerings. All of the findings are in the report.

In FY 2011, the college contracted with Shapard Research to determine how well we were serving our constituencies. Results have been presented throughout this document but one area relevant to this question is the ability of our constituencies to recognize the college as an educational provider after high school. When business leaders where asked “when you think of people getting an education after high school” the third rated educational institution was OCCC at 10% (Oklahoma University was first with 34% and University of Central Oklahoma was 16%). These business leaders did not receive a prompt that the survey was being conducted for the college. Similarly residents of the Metropolitan Statistical Area (MSA) were also surveyed and the results indicated that the college was identified as the second highest at 15% (Oklahoma University was number 1 at 70%).

The Shapard Research business survey also revealed that 85% were aware of or familiar with the college, 96% stated that the college was effective in preparing students for transfer, 92% state that the college was effective in preparing students for employment, and the top three needs included communication, work ethics and computer skills. Unfortunately, 13% of business leaders had heard of the College’s Corporate Learning office which is designed to serve businesses in the metropolitan area.

The Shapard Research resident survey indicated that 58% were aware of or familiar with the college, 93% stated that the college was effective in preparing students for transfer, and 93% state that the college was effective in preparing students for employment. Approximately a third of the residents who were aware of the college’s community development and cultural activities participated in those activities.

Significant increases in enrollment can strain our physical capacity. The college addresses this capacity in the initiative New Learning Spaces and in the development of the Master Site Plan 2020. The development of this plan involved over 250 people in focus groups and 750 who returned surveys. New classrooms were created to accommodate increased enrollment in the summer of 2009, several of which were designed to facilitate cooperative learning. New lab spaces for programs such as Engineering, Math, and Psychology were created, remodeled, or expanded. Spaces for students to meet and visit, study, or use wireless internet services were developed. As new classrooms are built or added, they must be equipped with the technology we place in all our classrooms. Our space capacity is constantly monitored, and projections for adding space are updated. The addition of space in the new Family and Community Education Center (FACE) in 2010 enabled us to provide more space for Childcare for Students, as well as for community education and outreach programs. The renovation of a new building to house our Capitol Hill Center adds much-needed space as well, and is one of the initiatives.

Completion of the Performing Arts Theater in FY 2013 will provide badly needed performing space for the college and for the community. Completion of the theater is essential for OCCC to serve as the cultural center of south Oklahoma City. This theater will provide 1000 seats for performances open to the general community.
Overall, campus space requirements and utilization are continually reviewed and modified to adapt to changing needs. Current areas identified as needing renovation or updating include the Aquatic Center, the Social Sciences Division, and the Business Division. Even with the opening of the new Health Professions Education Center, long-range projections indicate the Nursing Program could continue to grow beyond the current space. The Master Site Plan for the college through 2020 was approved by the Board of Regents in 2009, providing a roadmap for expansion of the physical infrastructure of the college. The sale of the John Massey Center in 2010 provided funds for adding new office and meeting space on campus.

Core Component 5a3:

The organization demonstrates attention to the diversity of the constituencies it serves.

With the large and varied constituencies the college serves, it is necessary to use a variety of approaches to reach them, and to solicit their input and advice. The college has thus used a wide array of initiatives and strategies to listen to and learn from those we serve.

Forty-eight percent (48%) of the students in the Oklahoma City metropolitan area who attend two-year colleges attend OCCC. This broad access is due in part to the OKC-GO Program. Under this program, students from Oklahoma City and Western Heights Public Schools can receive up to 61 hours of free tuition. Implementation of this program occurred after the Board of Regents and administrators engaged with and listened to the surrounding community, civic leaders, government officials, and others about the critical need to broaden access to higher education for students in these districts. Often these students are from lower socio-economic levels, do not have parents who have attended college, and may lack critical skills to enter or succeed in college. The program is the embodiment of our mission to provide our community “broad and equitable access” to higher education.

In order to ensure the development of a Visual and Performing Arts Center that met not only the needs of the college but also the community, extensive community research was conducted. Focus groups were held with community leaders from South Oklahoma City and Moore, and arts organization representatives and arts teachers were consulted. A total of 650 surveys were collected from individual community members and organizations.

In 2005, the college contracted with Interact Communications to conduct a marketing and climate survey for the college. The survey was designed to determine public perceptions of the institution as well as provide recommendations for improved branding and marketing strategies. The survey gathered data from our core population area of over 400 responses and data from an additional 500 participants in areas in which the college would like to increase participation in college activities. The survey revealed areas where knowledge of OCCC programs and opportunities was lower than desired and indicated areas for improvement. Changes since the survey was completed include adding staff to marketing and communication, and after further focus groups, a re-branding of the institution. Results have exceeded the goals set for market penetration.

In 2008, the college contracted for the administration of the Personal Assessment of the College Environment (PACE) survey of college employees. The college’s mean score of 3.67 indicated “a healthy campus climate” characterized as a mid-range Consultative system. The survey also identified the indicators on which the college scores were considered excellent, among them: my job is relevant to the college’s mission; students receive an excellent education at this institution; student ethnic and cultural
CRITERION FIVE / ENGAGEMENT AND SERVICE

diversity are important at this institution; the institution prepares students for further learning; the actions of this institution reflect its mission. Areas with lower scores and indicating challenges included the extent to which information is shared, decisions are made at the appropriate level, institutional teams use problem-solving techniques, a spirit of cooperation exists at the institution, open and ethical communication is used, and the opportunity to express one’s ideas in appropriate forums. In response to the survey results, teams met to work toward addressing areas of strength and challenge. For example, in the Division of Enrollment and Student Services, the Vice President formed the Enrollment and Student Services Advisory Board comprised of one representative from each office or department within the division. The board moved forward on a number of initiatives, one of which was the creation of a monthly newsletter designed to enhance communication and recognition within the division.

In October 2010, the Personal Assessment of the College Environment (PACE) was administered for a second time. There were 951 employees, with 499 or 53% who completed the survey. The results indicated a healthy campus, characterizing the campus as a “Consultative” system. All five ratings were above the national norm including supervisory relationships, institutional structure, student focus, teamwork, and the overall rating. Three of the ratings were statistically significantly above the national norm including institutional structure, student focus and the overall mean. Two of the major categories were statistically significantly above the OCCC 2008 average including institutional structure and student focus. In addition, within the question “student ethnic and cultural diversity are important at this institution,” the employees rated this item above the previous year and above the norm. Both of these were statistically significant.

Students were surveyed in the Fall of 2010 to determine their impressions of the College’s Mission. As part of that survey, students were asked if the college is an active provider of cultural activities of exceptional quality. Students were very supportive of this of recognizing these activities.

### Cultural Activities of Exceptional Quality

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>48.5%</td>
</tr>
<tr>
<td>Somewhat Agree</td>
<td>29.8%</td>
</tr>
<tr>
<td>Neutral</td>
<td>19.3%</td>
</tr>
<tr>
<td>Somewhat Disagree</td>
<td>1.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness

The American College Testing (ACT) Student Opinion survey is administered at OCCC every two years. Results in 2010 indicated that 78% would consider enrolling in OCCC again. Thirty-three items ranked higher than the norm as included in the following table.
## CRITERION FIVE / ENGAGEMENT AND SERVICE

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic facilities</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Cafeteria/food services</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Class size</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>College media</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Computer services</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Flexibility in designing program</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Laboratory facilities</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Library/learning resources center</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>OCCC in general</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Student union</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Opportunities for involvement in College activities</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Condition of buildings and grounds</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parking facilities and services</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Academic calendar</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Attitude of teaching staff</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom facilities</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Availability of courses</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Rules governing student conduct</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>College bookstore</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Accuracy of college information received prior to enrolling</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General admissions procedures</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities for student employment</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>College catalog/admissions publications</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Assistance provided by college staff when entered this college</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College orientation program</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit by examination</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural programs and activities</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day care services</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General registration procedures</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose for which student fees are used</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness
CRITERION FIVE / ENGAGEMENT AND SERVICE

The items where the college ranked lower than the norm included availability of advisor, financial aid services and personal security/safety at this college. It is important to note that the college had a security incident during the administration of this survey which may have influenced the results.

Students have long expressed the need for child care services that can be scheduled around their class times. The new Family and Community Education Center (FACE) opened in Spring 2010. In Spring of 2011, the Child Development Center moved in which provided more space for the Student Scheduled Child Care program, as well as more space for the Child Development Center and Lab School to expand. This expansion is also responsive to the need for more trained workers in early childhood, identified by the Oklahoma Department of Human Services in 1996.

The Introduction to this self-study describes the origins of the special relationship between the college and the community south of central Oklahoma City known as Capitol Hill. In response to the needs of this diverse community, OCCC has offered programs in computer literacy, English as a second language, and programs such as Technology to Work. Even in cramped temporary facilities located at the Latino Community Development Center, the programs served more than 4,000 children and adults in 2009. A new facility has now been acquired and the necessary funding is now being sought for renovation. The Capitol Hill program was OCCC’s entry in the Oklahoma State Regents for Higher Education initiative “Making Place Matter.”

Core Component 5a4:
The organization’s outreach programs respond to identified community needs. AND

Core Component 5a5:
In responding to external constituencies, the organization is well-served by programs such as continuing education, outreach, customized training, and extension services.

The college programs and departments described below are some of the ways through which the college works with our external communities.

CORPORATE LEARNING

Corporate Learning at OCCC offers a “higher degree of learning” by developing unique and innovative solutions for the life-long learning needs of employees in business, governmental, and not-for-profit organizations. They offer credit and non-credit courses delivered on campus, off campus, or online. Free consultation includes assessing learning needs, identifying the resources to meet workplace challenges, and delivering customer services to meet those needs. Among its major initiatives are:

- GREEN ENERGY: Four programs are offered including Developing Green Buildings; Going Green at the Workplace; Sustainable Energy and Going Green; and Wind Turbine Technician.
- COMPUTER APPLICATIONS: Programs offered include AutoCAD, Inventor, Revit; IT and Software Development; and Microsoft, Adobe, and more.
- BOOMER INSTITUTE: Five programs are offered, including Resume’ Writing; Keyboarding; Intro to Personal Computers I and II; and Successful Interviewing Techniques.
- HEALTH PROFESSIONS: Programs are available for Electronic Medical Records Technician; Healthcare and Fitness; and Pharmacy Tech.
CRITERION FIVE / ENGAGEMENT AND SERVICE

- ONLINE CERTIFICATES: Certificates are available online for Online Teaching; Developing Green Buildings; eMarketing Essentials; Generational Communication and Management; Managing Telecommuters; Online Paralegal Certification; Social Networking for Business; Supervision and Leadership; and Telecommuting.

- OTHER: A variety of programs and classes are available in Oil and Gas Accounting, Petroleum Landman, Personal Development, Professional Development, and Process Improvement.

Corporate Learning webpage

TRIO AND UPWARD BOUND

The college also participates in the TRIO program for students who are first-generation college students, meet low-income guidelines, or have a disability. The program, which includes Upward Bound, promotes success for its participants, and works to improve academic performance and support students who plan to transfer to baccalaureate institutions. TRIO offers personal counseling, peer mentoring, tutoring, workshops, study skills, and referral to other campus services and resources.

OKC DOWNTOWN COLLEGE

In cooperation with four other institutions of higher education, OCCC supports the OKC Downtown College. The OKC Downtown College offers quality education and training to those who live and work in the downtown area, including courses as diverse as finance, foreign languages, public service, humanities, arts, sociology, customer service, and computer skills. OCCC has offered a special series called “The Arts in OKC Series” which acquaints participants with the local arts scene. The college also supports the “Lunch and Learn Tuesdays” program designed to reach out to the downtown working community. The OKC Downtown College is housed in the new downtown Ronald J. Norick Library, and from the FY 2005 to FY 2010 enrollment has increased from 1,597 to 2,413 with its credit and non-credit offerings.

<table>
<thead>
<tr>
<th>OKC Downtown College Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2005</td>
</tr>
<tr>
<td>FY 2006</td>
</tr>
<tr>
<td>FY 2007</td>
</tr>
<tr>
<td>FY 2008</td>
</tr>
<tr>
<td>FY 2009</td>
</tr>
<tr>
<td>FY 2010</td>
</tr>
</tbody>
</table>

Source: OKC Downtown College
In FY 2010, it offered four eight-week programs on the arts in cooperation with and located at downtown arts venues. The series will include: “Museum Studies” at the OKC Art Museum; “OKC Arts Alive” at the Civic Center Music Hall; “Oklahoma Writers” at the Downtown Library; and “Understanding Art in OKC” at the OKC Art Museum. OCCC serves as the fiscal agent for the OKC Downtown College. There were 2,413 enrollments in FY 2010.

COMMUNITY DEVELOPMENT

Cultural Programs provides the coordination and oversight for the Cultural Arts Series, Arts Festival Oklahoma, and development of new cultural programming. They also coordinate with the Oklahoma Film Institute, assist Global Education with visiting scholars and artists, and assist in coordinating library exhibits.

Arts Festival Oklahoma began in 1979 as a collaborative partnership of OCCC, the South Oklahoma City Chamber of Commerce, Women of the South and the Central Arts Association. Held each Labor Day weekend on the grounds of the college, the juried Festival, features over 150 visual artists and crafters and over 25 hours of live performing arts productions from community groups and headline entertainers. A favorite each year is the performance of the Oklahoma City Philharmonic Orchestra. The Festival supports visual and performing artists in Oklahoma and in 2010 attracted over 25,000 visitors to the OCCC campus.

The Cultural Arts Series offers eight cultural presentations each year, often featuring international artists and performers. The series is supported by ticket sales, OCCC cultural programming funds, and grants from the Oklahoma Arts Council, The National Endowment for the Arts, and The Mid-America Arts Alliance, as well as creative partnerships with community organizations such as KCSC classical music radio.

The Career Transitions Program is funded through a grant from the Oklahoma State Regents for Higher Education (OSRHE) with federal funds which are matched by OCCC. The program works with participants who are facing economic challenges, have family responsibilities, and are receiving Temporary Assistance to Needy Families. The program provides education and extensive supportive services to the participants, as they move toward the goal of securing employment and economic security for themselves and their children.

Recreation and Fitness and Community Outreach and Education are non-credit adult continuing education, adult basic education, and College for Kids and Teens classes; and recreation and fitness opportunities for students, staff, their families, retirees, and the community. In 2010 there were approximately 10,000 individual enrollments in adult basic education, non-credit adult classes, recreation and fitness, and classes for Kids and Teens. A $600,000 grant from the Oklahoma State Department of Education helped OCCC establish adult education programs at a number of sites, including the Latino Community Development Center, several libraries, churches, and other educational institutions. In FY 2010, 3,773 students were served in those programs. OCCC also hosts several major swimming and diving competitions each year, including the Mountain West competition.

Recreation and Fitness department activities were attended by over 123,226 people in FY 2010. The Wellness Center and Aquatic Center are available to students, college employees and their families, retirees, and to the community. Non-credit classes are available, as well as access to the exercise equipment and the pool. Programs offered by Recreation and Fitness include adult education, senior programs, birthday parties, land and water aerobics, health and safety, water safety, Teen camps, youth sports leagues and
CAMPUS, swim teams, scuba lessons, and swim/dive lessons. The Center works in cooperation with over 35 community partnerships, including the American Red Cross, local and state Fire and Police forces (which often use the pool for training), the YMCA and scouting programs. Training is offered for officials with the Oklahoma Officials Association. The Center also works with the Capital Area Special Olympics Basketball Tournament and the Junior Olympics Skills challenge. The economic impact of the facility for the community in FY 2009 was over $3,000,000.

The Adult Learning Center offers free classes both on and off campus for English language learners and for GED preparation. Classes in English as a Second Language are available at the beginning, intermediate, and advanced levels. The Center also offers GED and Adult Basic Education (ABE) courses, ACT prep workshops, and adult continuing education classes. The college offers ABE in partnership with the Oklahoma State Department of Education. The Adult Basic Education program is the largest one of the state with over 3,000 individuals served in FY 2010.

College for Kids and Teens is a dynamic year-round program with courses in music, drama, science, math, language, arts and crafts, reading, writing, and ACT prep.

In September 2010, the Oklahoma City Community College (OCCC) Board of Regents held a retreat where they discussed the concept of community and the college's relationship to it. Out of that meeting, the board directed college administration to accomplish two tasks: 1) to survey the Oklahoma City area community and opinion leaders on their awareness and attitudes about the college and its community programs and 2) create a task force to review the college's Community Development functions, including Corporate Learning, and assess organizational performance with recommendations for improvement.

The Community Development survey was administered during the fall and winter of 2011. Results indicated that the business leaders' training interests included communication/writing, work ethics, information technology/computer skills, professionalism, trade/technical training, critical thinking, math skills, continuing education/latest technology, and financing/banking/economics. Residents were interested in nursing, computers, math/reading basics, accounting/finance, elementary education/childcare, 4-year programs, art classes, law, dental, and culinary programs.

A Community Development and Corporate Learning Task Force was created in the fall of 2010. The Task Force's primary areas of study included reviewing performance measures, source of funding, linkages to the College's ENDS, and potential alternative models for delivery. The final product is planned to be produced by the end of Spring 2011 at which time it will be presented to the OCCC Board of Regents.

CORE COMPONENT 5B: THE ORGANIZATION HAS THE CAPACITY AND THE COMMITMENT TO ENGAGE WITH ITS IDENTIFIED CONSTITUENCIES AND COMMUNITIES.

Oklahoma City Community College has, over the past decade (FY 2001 to FY 2010), expanded its enrollment, facilities, programs, activities, budget, and processes extensively. We have increased full-time faculty positions from 105 to 154; increased annual headcount enrollment from 15,541 to 21,728; and increased the square footage of our physical space from 614,086 sq. ft. to 962,619 sq. ft. While such expansion is always a challenge, the college has maintained the ability to expand classroom and lab space; maintain qualified and dedicated faculty and fill vacancies in faculty; provide excellent learning resources, technology capacity, and facilities; and continue its activities and programming for the college and
community. *The Way Forward and Why It Matters* maps our continuing initiatives and progress on the key areas of capacity and commitment to serve our constituencies and communities.

Staying connected with our large and diverse student population and various communities is always a challenge, however, the college has adopted a variety of strategies to reach everyone. For example, beginning in 2009, the college began using social media including Facebook, Twitter, and YouTube to stay in touch with students, alumni, and the community. Even on weekends or spring break, updates on social media keep students informed of events or campus news. The college has its own YouTube channel, and in the winter of 2010 featured “OC3.” This “mini-series” of videos followed four OCCC students through their first semester at the college, as they try to balance their education and life. Another feature of the site is “Ask the President About.” Topics have included student questions about parking, student activities, transferring, and stress. The students and the community were able to watch the long lines during fall break as members of the community waited to get a vaccination for the H1N1 Influenza Pandemic. In February of 2010, when a false alarm created confusion on campus, Facebook and Twitter updates provided students with critical and up-to-date information. A number of college departments have blogs or use Twitter including Corporate Learning, Cultural Programs, Recreation and Fitness, and Arts Festival.

The college webpage has over 5,000 pages of information. Used extensively by students, prospective students, faculty and staff, and the community, the webpage provides a comprehensive view of the college. The challenge of such a comprehensive site in a dynamic environment is maintaining currency of the information. The college uses a content management system to update information. Some lapses in keeping portions of the site current have been identified, and a review of the best means of assigning responsibility for those pages is being conducted. In FY 2009, OCCC contracted Noel-Levitz to evaluate the entire website and suggest improvements.

The large and growing numbers of students taking one or all their classes online provides a challenge to staying in touch. A new online orientation was developed and piloted in fall 2010. Currently, there is no method for tracking students who completed this online orientation so we do not have data on the impact. Online services continue to be expanded, from the Library to Financial Aid. Online advising is also available to distance education students.

The college uses the ANGEL course management software for online courses. ANGEL was recently purchased by another course management provider. College staff are monitoring the software closely to assess what, if any, changes result from the change in ownership. ANGEL is also used by many professors who teach on campus classes, to supplement materials provided in class, to post discussions or quizzes, or for other supportive uses. It is an excellent tool for staying in touch with students. A Learning Management System (LMS) task force is currently evaluating all needs and will make recommendations of any changes in the learning management system, whether the college continues with ANGEL or moves to another LMS.

The two dozen programs the college offers in cooperation with our four technology center partners in the Cooperative Alliance Programs are conducted in multiple sites around central Oklahoma. Faculty from the college may teach on-site at one of the technology centers, or students from the centers may come to campus. The Director of Cooperative Alliance Programs coordinates the communication and partnerships to ensure smooth operations for the students and the partners. The Director of the OKC Downtown College works closely with the other institutions of higher education that offer classes as part of the consortium: Rose State College, University of Central Oklahoma, Redlands
Community College, and OSU-OKC. OCCC serves as the fiscal agent for the group, and the Director is charged with ensuring smooth enrollment and activities for all participants. The consortium is housed in the new downtown Ronald J. Norick Library, and also works closely with employers and organizations in the downtown area, such as a variety of arts organizations. The consortium has its own website and page on Facebook to communicate with its constituents.

Corporate Learning maintains a blog, Twitter, and an enewsletter to communicate with its partners. It offers a variety of online courses and certificates.

The physical campus continues to grow, and the 2020 Master Site Plan was shared widely on and off campus. The plan includes enhancements and new developments to parking, perimeters, gateways and landmarks, pedestrian walkways, community access, and a multi-use arts venue. A three-phase approach over twelve years is outlined in the plan to move toward meeting the goals.

*Connections* is a campus publication sent to alumni and friends in the community. It provides updates on campus growth and activities. In the 2009-2010 issue were sections on record fall enrollment and the college response; highlights of campus activities; academic achievements; foundation and donor news; and alumni news.

The *Pioneer* is the student newspaper, which provides a weekly update on campus activities and news. The *Pioneer* is available online and a link is published on our Facebook page and Twitter.

**Core Component 5b2:**

The organization’s co-curricular activities engage students, staff, administrators, and faculty with external communities.

Oklahoma City Community College offers a wide variety of co-curricular activities which engage our students and our faculty, staff, and administrators with various external communities. Some examples are given below.

The Service-Learning Center, described in detail in other sections of this study, continually communicates with its community partner agencies to ensure student opportunities for service are responsive to both the needs of the community and the college. In FY 2009, 1,400 students and in FY 2010, 1,540 students participated in service-learning activities. The economic impact went from $163,915 in 2009 to $244,070 in 2010. The total service hours in 2009 numbered 8,095 and in 2010, it went up to 12,706. Eighty community agencies received participants in service-learning in 2009, and 97 agencies received assistance in 2010.

From 30 to 40 campus organizations offer students the opportunity to enrich their educational experience, form friendships and relationships, develop leadership capabilities, and serve the community. Student clubs and organizations volunteer in a variety of ways to assist community projects and charities. For example, the Student Occupational Therapy Association annually sponsors a camp for disabled children through the Oklahoma Foundation for the Disabled.

The college encourages students to volunteer and get involved in the community through START (Student Activities and Recognition Transcript). Students record their service and activities using this transcript to supplement their academic transcript in applications for scholarships, job applications, and further education.
Celebrating the centennial of the state of Oklahoma in 2007 was a broad-based, year-long series of activities. OCCC participated in many of the projects. A unique project was our partnership with the Oklahoma Centennial Commission to complete the Devon Energy Centennial Mosaic Mural. This $600,000 project was designed and directed by OCCC Professor Mary Ann Moore while Carolyn Farris, a former OCCC professor, served as the artistic director. The 1,150 sq. ft. mural now stands as a permanent commemoration of the history of Oklahoma in downtown Oklahoma City. Incorporating symbols of Oklahoma, the project offered state artists and scores of volunteers the chance to contribute during the thirty-month project to this enduring symbol of the state’s rich heritage. Many of the volunteers were OCCC art students and faculty, who gained valuable experience as they contributed their talents to this project.

Each year the college hosts a Family Halloween Carnival, providing a safe and enjoyable location that attracts over 1,000 children and their families. Many of the carnival attractions are staffed and sponsored by student organizations.

The Child Development Center and Lab School hosts parenting classes several times each year. The classes are free and open to the parents of children who attend the center, students and college employees, and the general public.

The community and the college are linked in many other co-curricular activities described in depth in this criterion, which bring the community to our campus and involve students and staff in a myriad of ways. Included are the Cultural Arts Series, Arts Festival Oklahoma and the large variety of activities offered through Recreation and Fitness.

**Core Component 5b3:**

_The organization’s educational programs connect students with external communities._

Each Associate in Applied Science degree program has an Advisory Committee that advises the faculty and administration on the current practice, technology, curriculum, and environment that has an impact on the program. Students benefit from the time and expertise donated to the programs from these volunteers. The primary functions of these programs are:

- Provide input on current and projected employment needs.
- Review program purpose statements, terminal competencies, course competencies and learning objectives to ensure appropriate content in the curriculum.
- Provide input on physical and human resources to support development of the program competencies.
- Assist in recruitment of students.
- Assist in regular evaluation of the program.
- Assist in identifying appropriate employment opportunities for program students and graduates.

Student Employment and Career Services provides employment and career service opportunities to OCCC students and alumni. Total student and employer contacts in fiscal year 2010 was 40,202 which includes in-office appointments, walk-ins, phone calls, emails, mailings, events, and workshop presentations. The online job board, which provides a listing of on-campus and off-campus jobs and internships, had 1,814
students and 1,808 employers registered on the site in fiscal year 2010. *Optimal Resume* provides online assistance in resume development and other job related application materials. Student use of the *Optimal Resume* service increased by 124% between fiscal year 2009 and 2010 from 1,449 to 3,253.

Students in many academic programs participate in fieldwork, clinicals, practicums, and internships. Results from the 2009 CCSE indicated that 46% of the students expected to complete an internship during their academic program. This indicates a significant level of interaction between students and the external community. A more in-depth description of clinical and practicums is included in Criterion 3.

**Core Component 5b4:**

The organization’s resources—physical, financial, and human—support effective programs of engagement and service.

The college engages in many effective programs of community service. A few of the programs are highlighted below.

The opening in 2010 of the new Family and Community Education Center greatly increased the space available for childcare programs, including student-scheduled childcare. The facility also provides much-needed space for other community programs, such as adult education.

The Capitol Hill Center was started with a U.S. Department of Education community technology grant, and programming was later expanded with the support of several Southwestern Bell Company (SBC) Excelerator grants. Now a part of the OCCC’s noncredit offerings, the college commits 3 full-time employees and commits on-going operations budgeted dollars to support the program. In December 2008, OCCC purchased a 44,500 square foot facility at 325 Southwest 25th Street in Oklahoma City to relocate the Capitol Hill Center (CHC). This is located across from the Department of Human Services and adjacent to the Community Action Agency in the heart of historic Capitol Hill, a predominantly Hispanic area. This facility will provide the needed space for expansion of programs and accommodate a larger number of individuals who can take advantage of the CHC programs. The acquisition of a new facility in the Capitol Hill area is greatly expanding the space for the college to offer courses to the diverse and low-income neighborhood located south of the downtown area. The college is exploring funding options to renovate the new location for this Capitol Hill Center.

The sale of the existing John Massey Center, located about four miles south of the campus, has enabled the college to construct a new John Massey Center on the main campus. This will bring several college departments, including Human Resources, Finance, Purchasing, and Research and Planning back to the main campus, as well as additional meeting space. The new building is scheduled for completion in December 2011.

Completion of the new performing arts theater will provide space for cultural programming for the community as well as the college. The theater will be the only venue of its size and type between Norman and downtown Oklahoma City. The college will be able to offer a wide variety of cultural opportunities to our community.

The college library is open to the community. Members of our community may check out books, or use the resources including periodicals and computers.

The college has a history of committing human resources to engagement and service. The Director of the OKC Downtown College is an OCCC employee. The college commits significant human resources to
CRITERION FIVE / ENGAGEMENT AND SERVICE

Arts Festival Oklahoma each year. College employees coordinate cultural arts programming and assist community members in the library. Our commitments in Capitol Hill and at the new FACE center ensure an enduring presence and engagement in the community.

The Cultural Arts Series offers eight cultural presentations each year, often featuring international artists and performers. The series is supported by ticket sales, OCCC cultural programming funds, and grants from the Oklahoma Arts Council, The National Endowment for the Arts, and The Mid-America Arts Alliance, as well as creative partnerships with community organizations such as KCSC classical music radio.

Additional space for training and classes is available at the John Massey Center. Two computer classrooms with over fifty computers and a classroom with a capacity of 100 are utilized by Corporate Learning or are available to businesses in the community for training.

The Oklahoma City Community College Foundation strives to benefit, enhance, and support the priorities of the college, and raises funds to increase scholarships to OCCC students. Approximately $75,000–$100,000 in scholarships are awarded annually to students through the donations made by foundations, community individuals, corporations and employees of the college. The Foundation maintains 30 scholarship funds that are awarded to approximately 150 students each year, ranging from $150 to $2,000. Key accomplishments in the past two years include $1 million gift from the Sarkeys Foundation, $500,000 from Inasmuch Foundation, and over $1.5 million from individuals, corporations and foundations for the new Performing Arts Theater campaign. Key activities in 2009-2010 include:

- $820,000 received in donations and grants for scholarships and special projects.
- $133,000 was disbursed for special project grants including Arts Festival Oklahoma, Cultural Arts Series, Film and Video program equipment
- $80,000 in scholarships were awarded to 160 students

CORE COMPONENT 5c: THE ORGANIZATION DEMONSTRATES ITS RESPONSIVENESS TO THOSE CONSTITUENCIES THAT DEPEND ON IT FOR SERVICE.

Oklahoma City Community College continues to be progressive in developing innovative and unique collaborations and services to strengthen and sustain academic programming, including those with other learning organizations and education sectors, including K-12 partnerships, articulation arrangements, and 2+2 programs. The college strives to maintain transfer policies and practices that support our students who transfer to other institutions. We have built effective bridges and partnerships with diverse communities and organizations.

Core Component 5b5:
Planning processes project ongoing engagement and service.

The ongoing processes of OCCC ensure that we continue to focus on the needs, challenges, and changes that will be necessary to support ongoing engagement with and service to our varied constituencies. The college ENDS statements that deal with these programs are as follows:

- Our community has broad and equitable access to a valuable college education.
- Our community is enriched economically and socially by our educational and cultural programs.
CRITERION FIVE / ENGAGEMENT AND SERVICE

In order to achieve these ENDS, the college continually focuses on the services that are needed by our community. These services take the form of educational and cultural programs desired by our diverse constituents. In addition, internally, faculty and staff participate in various organizations to enhance the community residents’ quality of life through Women of the South, Chamber of Commerce, Rotary, Lions Club, and Kiwanis. The President’s Cabinet partake as a group in one service activity per year. In FY 2010, they worked for Habitat for Humanity and in FY 2011, they worked at the Food Bank. Our students also engage in community services through the Service Learning component. Several courses require students to participate in these activities.

In the college strategic plan, *The Way Forward and Why It Matters*, initiatives on Technology and Personalized Service, the Online initiative, the Next Generation of Leaders, and New Learning Spaces are keeping our focus on the needs of our physical plant, our technology needs, and our needs for new leadership as current campus leaders retire. The progress on the strategic plan is closely monitored by the Board of Regents as well as college administration, as described fully in Criterion One and Two of this document. Since the Board of Regents receives regular reports on all college ENDS, they also are closely monitoring our progress on those goals.

Perhaps the best predictor of our ongoing processes of engagement and service is the accomplishment of our goals in the past decade. As we have prepared adequately for huge increases in enrollment, in large expansions of our physical plant, and for significant expansions of our student and community services we have used processes that keep us on top of our challenges. These proven processes, as described throughout this document, will continue to guide our progress.

**Core Component 5c1:**
Collaborative ventures exist with other higher learning organizations and education sectors (e.g. k-1 partnerships, articulation arrangements, 2+2 programs). AND

**Core Component 5c2:**
The organization’s transfer policies and practices create an environment supportive of the mobility of learners.

**ARTICULATION AND TRANSFER**

The college has developed 2+2 agreements with the University of Central Oklahoma and plans to continue to work closely with UCO to make the transition for students as smooth as possible. The agreements included are as follows:

- AS Pre-Ed and BS Ed in Special Education: Severe and Profound/Multiple Disabilities AS Pre-Ed and BS Ed in Special Education: Mild-Moderate Disabilities
- AS Pre-Ed and BS Ed in Elementary Education
- AS Pre-Ed and BS Ed in Early Childhood Education
- AA in Humanities and BA in Humanities
- AA in Philosophy-Humanities/Philosophy Emphasis and BA in Philosophy
- AA in Literature-Humanities/Literature Emphasis and BA in Education-English Education
CRITERION FIVE / ENGAGEMENT AND SERVICE

- AA in Literature-Humanities/Literature Emphasis and BA in English/Creative Studies
- AA in Literature-Humanities/Literature Emphasis and BA in English

In addition, the college has also signed a comprehensive articulated 2+2 agreement with the University of Science and Art of Oklahoma, University of Phoenix, UCO in Elementary Education, Biology, Business, Early Childhood, Special Education, Child Development, Humanities, English, Philosophy, and Computer Science. Agreements are under development in social sciences. UCO and the University of Oklahoma currently schedule upper division courses on the OCCC campus. The college also developed an articulation agreement with University College of Maryland in Business and Computer Science.

The Transfer Center assists students in planning a transfer to further their education. The Center assists students in finding the right institution, planning the process and getting connected, and answering the questions they have about the transfer process. The Center has a webpage on the college website that provides student access to the transfer equivalency guides from the OSRHE, links to colleges and universities, scholarship information, and tips and checklists. The college sponsors a Transfer Fair each year, so students can easily access and speak with representatives of various colleges and universities. Tours to local institutions are offered so students can see the other campuses first-hand and get questions answered.

The college partnered with Integris Health to support education of nurses. Integris provided $25,000 to the college to support 1+1 partnerships with OCCC Alliance partners. The college also continued its three-year partnership with Integris and the Associate Degree at Work program. The program is for Integris employees who are eligible for admission to OCCC and who wish to pursue an Associate of Science Degree in Business Management. For the convenience of students, registration and classes are offered on the Integris campus in northwest Oklahoma City. This initiative won the OSRHE Economic Development Grant for the Partnership Recognition Program.

The Program Director for the Orthotics and Prosthetics plan of study and the Director of Cooperative Alliances are working with institutions in Florida, Indiana, and Texas to align 2+2 agreements providing students with access to continuing education options in their field through the completion of a B.S. in Orthotics or Prosthetics Practitioner.

In June 2007, OCCC’s nursing program implemented the Bachelor to Associate Degree Accelerated Nursing Pathway which allows students with bachelor’s degrees in other fields to complete an Associate of Science Degree in Nursing in ten months. OCCC also partnered with the University of Oklahoma’s College of Nursing to offer the junior year of nursing on the OCCC campus. The first class of these students entered the OUCN senior class in fall 2008 and graduated in spring 2009.

TECHNOLOGY CENTERS

The Oklahoma Department of Career and Technology Education offers programs and services in 29 technology center districts operating on 57 campuses, 398 comprehensive school districts, 56 skill centers and three juvenile facilities which prepares students to succeed in the workplace in education and life. The department is governed by the State Board of Career and Technology Education and works closely with the State Department of Education and the State Regents for Higher Education to provide a seamless educational system for all Oklahomans. Its mission is to “prepare Oklahomans to succeed in the workplace, in education, and in life.”
OCCC offers over two dozen stand-alone or shared programs with our Cooperative Alliance partners: Moore-Norman, Mid-America, and Francis Tuttle Technology Centers. Credit hour enrollment in these courses has grown, and four new certificate programs were recently added: Orthotics, Prosthetics, Airframe and Power Plant Technology, and Diesel Technology. A new program was developed in Medical Office Administration. The college also has agreements with MetroTech Technology Center.

In 2009, the college enhanced the cooperative agreement programs with our technology center partnerships through the development of new advisement options at technology center campus sites. The Alliance continues to provide high school students, in addition to the adult students, an opportunity to be enrolled in college credit for technical courses offered through our long-standing cooperative agreements. The college offers instructor-led general education courses at three area technology center locations.

**KINDERGARTEN-12**

In accordance with the policy of the Oklahoma State Regents for Higher Education (OSRHE), the college offers concurrent enrollment for high school juniors and seniors. The students must meet Regents’ requirements based on ACT testing and High School GPA. Additionally, students who are academically classified as seniors are eligible for tuition waivers for up to six credit hours per semester. The chart below highlights the recent five-year trend of concurrent enrollment.

![Concurrent Enrollment Chart](image)

The college has a contract with Oklahoma City Public Schools to offer concurrent college classes on-site at a number of high schools. Student enrollment is consistent with policy of OSRHE for participation in concurrent enrollment. OCCC faculty teach the classes on-site at the participating high schools.
CRITERION FIVE / ENGAGEMENT AND SERVICE

Core Component 5c3:
Community leaders testify to the usefulness of the organization’s programs of engagement.

The college initiated a comprehensive survey of the residents and business leaders in the fall of 2010 to determine their insights into the College’s Mission and their knowledge and support of the college’s community development activities. The results indicated that based upon the OCCC mission statement regarding “broad access to certificates of master, associate degrees, community education”, 93.1% of the residents, 95.1% of the business respondents and 100% of the cultural arts respondents thought OCCC did an excellent, very good job or good job of preparing the student for a 4-year college. When asked their impression of OCCC’s effectiveness in “preparing students for employment through certifications and credits” 93.4% of the residents, 91.7% of the business respondents, and 90.0% of the cultural arts respondents rated it as excellent, very good or good. The current economic situation of the US may have significant impact on this rating.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Preparing for 4-year College</th>
<th>Preparing Student for Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>RESIDENTIAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>110</td>
<td>28.2%</td>
</tr>
<tr>
<td>Very Good</td>
<td>150</td>
<td>38.5%</td>
</tr>
<tr>
<td>Good</td>
<td>103</td>
<td>26.4%</td>
</tr>
<tr>
<td>Fair</td>
<td>22</td>
<td>5.6%</td>
</tr>
<tr>
<td>Poor</td>
<td>5</td>
<td>1.3%</td>
</tr>
<tr>
<td>BUSINESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>21</td>
<td>20.6%</td>
</tr>
<tr>
<td>Very Good</td>
<td>42</td>
<td>41.2%</td>
</tr>
<tr>
<td>Good</td>
<td>34</td>
<td>33.3%</td>
</tr>
<tr>
<td>Fair</td>
<td>3</td>
<td>2.9%</td>
</tr>
<tr>
<td>Poor</td>
<td>2</td>
<td>2.0%</td>
</tr>
<tr>
<td>CULTURAL ARTISTIC AND PHILANTHROPIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>2</td>
<td>16.7%</td>
</tr>
<tr>
<td>Very Good</td>
<td>5</td>
<td>41.7%</td>
</tr>
<tr>
<td>Good</td>
<td>5</td>
<td>41.7%</td>
</tr>
<tr>
<td>Fair</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
OCCC has served as a host site for the Volunteer Income Tax Assistance Program (VITA) since 1994. Community members work collaboratively with staff from the Office of Student Life to gather resources and recruit trained accounting volunteers to staff the program which runs from February 1 through April 15 each year. Each year the program assists over 800 students, staff, and community members with income tax preparation at no cost to the participant.

**Core Component 5c4:**
The organization’s programs of engagement give evidence of building effective bridges among diverse communities. AND

**Core Component 5c5:**
The organization participates in partnerships focused on shared educational, economic, and social goals.

The programs and partnerships described below are some examples of the many ways OCCC builds bridges among our diverse communities and constituents and participates with others who share our educational, economic, and social goals.

As early as 1987, the Oklahoma Center for the Advancement of Science and Technology (OCAST) offered a suite of programs to support research and development, facilitate technology transfer and commercialization, stimulate seed capital investment and encourage manufacturing competitiveness. In 2003 Oklahoma Governor Brad Henry initiated the Economic Development Generating Excellence (EDGE) project, which included the recommendation to “transform Oklahoma into the Research Capital of the Plains”, and included a plan to establish a $1 billion research endowment. OCCC listened and responded. Our OCAST research project is to understand the trends and needs in biotechnology in order to provide technicians for the emerging biotechnology industry supported by OCAST. The college initiated a Biotechnology program, in which students are able to receive on-the-job training via an internship consisting of 320 clock hours at approved sites in Oklahoma located in Oklahoma City, Norman, and Ardmore.

In 1996, the Oklahoma Department of Human Services (OKDHS), Division of Child Care funded a review of the status of the Oklahoma Early Care and Education workforce. Findings and results from this study led to implementation of a variety of initiatives by OKDHS, one of which is the Scholars Program to help child care professionals earn a credential, a Certificate of Mastery or an Associate Degree in Child Development. Earning such a credential is tied to pay incentives for the care providers. The Scholars for Excellence Program is now operated by the Oklahoma State Regents for Higher Education and is hosted and managed by OCCC. The program is a key stakeholder in the OCCC Child Development program.

The Kirkpatrick Foundation provided a $25,000 grant to purchase needed equipment for the Film and Video Production Program to ensure the program stays current with industry standards.

The college continues to play an active role in the Oklahoma Cyber Security Education Consortium. The Consortium includes OCCC, University of Tulsa, Tulsa Community College, Rose State College, and Oklahoma Career Technology Centers.

The college partnered with the University of Central Oklahoma through a National Science Foundation Grant titled “STEM Double Bridge: Connecting High Schools, Community Colleges, and Universities for Tomorrow’s Leaders in Science, Technology, Engineering and Mathematics.”
CRITERION FIVE / ENGAGEMENT AND SERVICE

The college partners with the U.S. Postal Service National Center for Educational Development through the U.S. Postal Service facility in Norman, OK, to provide training-to-credit opportunities for employees participating in approved program areas.

In partnership with Southeastern Oklahoma State University, the college provides space for courses leading to Bachelor's and Master's degrees in Aviation at the OCCC John Massey Center.

OCCC worked with Phillips Murrah, PC, the OK Wind Power Initiative, and Oklahoma State University to present a Wind Power for Landowners seminar attended by over 100 people.

The college continues its partnership with Oklahoma City Public Schools Language and Cultural Division. Through grants from the Department of Cooperative Alliances, OCCC provided the Edmond and Putnam City Public School systems with continued electronic access to career and educational plans of study for three high schools and four middle schools.

In order to enhance the transfer of students into the OCCC Biotechnology program, the college is working with The Noble Foundation, Southern Technology Center, and Moore-Norman Technology Center.

The college is also a member of the OKC Downtown College Consortium of five colleges and universities offering credit classes, professional development classes and personal enrichment classes in downtown Oklahoma City. The member institutions are the University of Central Oklahoma, Oklahoma City Community College, Oklahoma State University-Oklahoma City, Redlands Community College, and Rose State College.

Core Component 5c6:
The organization's partnerships and contractual arrangements uphold the organization's integrity.

Purchasing and Finance procedures are followed to stay in compliance to ensure integrity. Adherence to applicable Federal Law, Oklahoma State statutes, Oklahoma State Regents for Higher Education policies and procedures, generally accepted accounting procedures including NACUBO and GASB, as well as college policies are all compliance priorities to the college.

CORE COMPONENT 5D: INTERNAL AND EXTERNAL CONSTITUENCIES VALUE THE SERVICES THE ORGANIZATION PROVIDES.

Constituencies have many ways to indicate they value the services of an organization. Significant among them are the demand for the services, and the growth in that demand. The large increase in student numbers, in businesses initiating contact with Corporate Learning, and in community members utilizing campus facilities and programs is one measure of value. But more specific evaluations are necessary to determine areas of quality and areas of challenge. In several places in this criterion and others, evaluations from students, graduates, employers, faculty and staff have been discussed in depth. In this component therefore, we will highlight the evaluations of other college constituents.

Core Component 5d1:
The organization's evaluation of services involves the constituencies served. AND

Core Component 5d2:
Service programs and student, faculty, and staff volunteer activities are well-received by the communities served.
Oklahoma City Community College utilizes a variety of evaluations to determine the effectiveness and efficiency of its various programs, and to determine that the participants and constituents that interact with us are satisfied with our services. Some examples are given below.

The Capitol Hill Center conducts quarterly program evaluations with possible scores ranging from 1 (least favorable) to 4 (most favorable). The average program evaluation score is 3.85.

Each year Upward Bound administers a student satisfaction survey to participants. Approximately 90-100% of the participants indicated the program is useful in preparing them for postsecondary education.

The Service-Learning Center, within the Office of Student Life, conducts surveys each semester of the students who participate in service-learning activities and of the faculty using service-learning in their courses. The Service-Learning partners are also surveyed.

Arts Festival Oklahoma administers three different surveys each year: to artists who exhibit; to festival patrons; and to festival volunteers. The festival as a whole consistently receives high marks in all areas of evaluation. The evaluations help the festival planners continue to improve programming and other aspects of the Festival to enhance the experience for all involved.

The Culutural Arts Series administers two audience surveys, one mid-season and one at the conclusion of the season. Through these surveys patrons can voice their appreciation or concerns, and provide feedback with regard to programming choices and other issues. The series as a whole consistently receives high marks in all areas of evaluation.

The Community Outreach and Education office evaluates programs each semester, asking for feedback on a 5 point scale, 1 being least favorable. The program’s average evaluation is 4.50. The Department also evaluates College for Kids and Teens programs on a scale of 1 to 4, 1 being least favorable. Average evaluation of these programs is 3.52.

Corporate Learning conducts an evaluation of every non-credit and credit class. Professors and Trainers are evaluated in twelve areas. Scores have a ranking scale from 1.0 to 5.0, 1.0 being lowest. Following each class the evaluations are submitted to the client and to the Professor/Trainer. At the end of each fiscal year, the staff conducts email and telephone evaluations with each client to determine satisfaction with the services and the client’s inclination to use the services again in the future. These ratings have consistently been above the 95 percentile satisfaction which has led to repeat business.

Following each of the two job fairs hosted each year, the Office of Student Employment and Career Services surveys the employers who participated. Last year’s employer surveys indicated 99% of employers attending the Fall 09 & Spring 10 job fairs plan to participate in the future and 100% of employers rated the job fair as highly satisfactory.

OCCC was named to the 2009 President’s Higher Education Honor Roll, the highest federal recognition a college or university can receive for its commitment for volunteering, service-learning, and civic engagement. The programs are coordinated through the Office of Student Life.

In 2010, College President Paul Sechrist was among the inaugural group of thirty-nine business and non-profit leaders recognized as Oklahoma’s Most Admired CEO’s in an event sponsored by The Journal Record, Oklahoma’s business daily. The program spotlights leaders who consistently demonstrate strong leadership, integrity, values, vision, commitment to excellence, financial performance, community and diversity. President Sechrist was named again in 2011 to this group.
CRITERION FIVE / ENGAGEMENT AND SERVICE

Core Component 5d3:
The organization’s economic and workforce development activities are sought after and valued by civic and business leaders.

Through partnerships, grants, training offered through Corporate Learning, and the efforts of other departments on campus, OCCC actively participates in a variety of economic and workforce development activities. Below are examples of some of the development currently underway.

In FY 2010, Corporate Learning generated $289,553 in revenue after a high of $378,000 the previous year. Programs, as described in depth above in this criterion, include Green Programs; Boomer Institute; Computer Applications; Health Professions; and Online Certificates. Courses are also available in oil and gas accounting, personal and professional development, and process improvement.

The office of Student Employment and Career Services sponsors job fairs twice each year; provides resume’ assistance; maintains a Job Board with free registration; offers free recruitment tables for employers at any time; sponsors a college internships and career fair; and assists students with career exploration. The Oklahoma Employment Security Commission partners with the office to make job postings available.

The National Center for Employee Development (NCED) and OCCC have partnered to provide exciting opportunities for employees of the U.S. Postal Service. Through this partnership postal employees may earn college credit for certain NCED training experiences and general education coursework may be added to training as they work toward a college degree or certificate. The program offers an AS degree in Network Infrastructure, Software Systems and Applications, or Postal Service Management and Supervision. Students may also earn an AAS degree in Automotive, Building Systems and Industrial Maintenance, or Mail Processing and Handling Systems. Students may participate online from any location.

OCCC offers an Associate of Applied Science Degree for the Automotive Technology Internship Program (ATIP), the General Motors Automotive Service Educational Program (ASEP), the Paint Refinishing and Structural Repair Program, and a Diesel Technology Program. Students may also earn certificates. The programs are certified by National Automotive Technicians Education Foundation. The programs include partnerships and internships, and also offer alternative fuel programs.

The Automotive Technologies Department in the Business Division will provide necessary education and training to assist various statewide automotive and vehicle technology service companies in the areas of Compressed Natural Gas and Hybrid engine servicing. The education and training will enable participants to pass the required state safety license requirements. Currently there are few technicians with the knowledge, skills, and license to perform routine maintenance and repair to CNG and Hybrid vehicles, including automobiles, buses and heavy vehicles.

OCCC continues to receive $367,000 annually from the OSRHE to increase the number of students admitted to the Nursing Program, part of initiatives to increase the number of nurses educated in Oklahoma.

Updated processes for the Mid-America Alliance program between the college and Mid-America Technology Center provide access to advisement and admission support services to full-time employees wishing to complete the program and prepare for the FAA Airframe and Powerplant license. Fifteen (15) students are participating in the program, with eight receiving college credit for the course work through the Cooperative Alliance. The FAA program is through Metro Technology Center—Aviation Career Campus, and the program is the Tinker Alliance. During the fall of 2010, there were 10 students participating in the Tinker Alliance and 9 of those are earning college credit.
CRITERION FIVE / ENGAGEMENT AND SERVICE

OCCC is an active member of the Oklahoma Partnership of Industry and Education working to address the education needs of specific industry segments throughout Oklahoma.

The college works with the Western Oklahoma Electrical Joint Apprenticeship and Training Committee of the International Brotherhood of Electrical Workers to provide training-to-credit opportunities for apprentices participating in its approved program and to journeymen who have completed the program. The partnership has expanded to include the non-credit Wind Turbine Technician program offered by the college.

Online continuing education certificates are offered in several areas, including Online Teaching; Developing Green Buildings; Generational Communication and Management; Online Paralegal Certification; and Supervisory and Leadership.

Core Component 5d4:
External constituents participate in the organization’s activities and co-curricular programs open to the public.

Our diverse external constituents participate in the wide array of activities and co-curricular programs we offer. Recent evidence appears in the examples below:

- Attendance at Cultural Programs for the 2009-2010 season was 2,534.
- Enrollment in adult and youth Recreational and Wellness programs in 2010 totaled 4,131.
- Enrollment in College for Kids in summer 2010 was 1,398.
- There were 1,767 enrollments in FY 2010 at the OKC Downtown College.
- Enrollment in GED/ABE/ESL courses for 2009-2010 was 3,773

Core Component 5d5:
The organization’s facilities are available to and used by the community.

The OCCC College Union offers meeting spaces that serve a wide variety of community organizations and activities. The convenient location and facilities have met the needs of many groups, including the League of United Latin American Citizens, the Gaining Early Awareness and Readiness for Undergraduate Programs organization, Oklahoma City Public Schools Principals Forums, Down’s Syndrome support organizations, Special Olympics, Oklahoma State Regents for Higher Education, and the Oklahoma Blood Bank. Many high school events are hosted on campus, including science fair competitions. Each year the college hosts a Family Halloween Carnival, providing a safe and fun location that attracts over 1,000 children and their families. The Union also is the venue for two large employment fairs each year for the community as well as for our students, with over eighty employment representatives. The Union averages over 500 events per school year, supporting community and college activities. Some other examples of facility usage by the community are given below.

In 2009, the Oklahoma Council of Teachers of Mathematics Annual conference was again held on the OCCC campus, and returned in 2010.

During the H1N1 Influenza Pandemic in the fall of 2009, the college hosted several opportunities for students, staff, and the community to receive vaccinations. This included opening the college for a day during the Fall Break for an all-day vaccination opportunity for the community in cooperation with the
CRITERION FIVE / ENGAGEMENT AND SERVICE

Oklahoma City- County Health Department. 2,500 adults and 500 children came to the college and were vaccinated.

The college Library facilities and the Recreation and Fitness facilities, including the Aquatic Center and Weight Room, are used by many community groups and individuals. Organizations of home-school families utilize the facilities to provide the children physical fitness and sports opportunities.

Meeting spaces in the Library, the John Massey Center, and the Bruce Owen Theater are regularly scheduled by community groups.

The Thirteenth Annual Oklahoma Global Education Consortium (OGEC) Conference was held September, 2010, on the OCCC campus.
STRENGTHS, CHALLENGES AND OPPORTUNITIES

STRENGTHS:

1. OCCC offers a vast array of unique opportunities for our students, faculty, staff and community to engage with one another for the betterment of the greater Oklahoma City community.

2. The College's Achieving the Dream and other related initiatives demonstrate a data-driven commitment to improving student success. Results from the financial aid, Success in College and Life, and developmental Math initiatives have already improved student persistence, retention and developmental course success. Additional improvements are expected from such enhancements as the online orientation and the cooperative learning efforts.

3. Engagement activities are mission-driven and reflect a commitment to the richly diverse community OCCC is within.

4. OCCC employees, staff, and faculty members who are uniquely skilled with a strong commitment to provide a broad range of outreach services, programs and educational opportunities.

5. OCCC maintains high quality facilities throughout the community to meet internal and external community needs effectively, efficiently and conveniently.

6. OCCC strives to understand community needs through the use of a variety of methodologies, including: surveys, focus groups, inclusive and representative committee memberships, advisory councils, etc.

7. OCCC's engagement in the community is highly valued, as evidenced through a number of awards, survey results and continued demand for programs and services.

8. OCCC uses technology and marketing/media resources effectively to communicate with internal and external constituencies

CHALLENGES AND OPPORTUNITIES:

1. OCCC needs to continue efforts to secure additional funding for Capitol Hill Center renovations and explore partnerships with area community organizations, state, and local government agencies to assist with programs in the city.

2. There is a need to continue to analyze the proper mix of financially viable programs to offer the community through Corporate Learning.

3. OCCC should ensure the integration of the operations of the FACE Center and the Capitol Hill Center into the organizational culture of the institution by using collaboration between sites and effective communication.
Federal Compliance

OCCC complies with all federal requirements and regulations monitored by the Higher Learning Commission, as prescribed by the United States Department of Education.

1. Credits, Program Length, and Tuition: The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

   - A minimum of 61 credits is required to complete an associate degree program. Some programs require additional credits due to the restrictions from accrediting agencies. Course credit is based on semesters, and complies with the policies of the Oklahoma State Regents for Higher Education. Each course has specific credit hour value assigned to it.
   - Students have the ability to complete in 2 years but generally take 5½ years to complete their courses.
   - Courses are offered during 2 16-week semesters, summer 8 week, 2 8-week courses during the semester, 3 fast track courses in the semester, and three intercessions (August/January/May).
   - Tuition and fees are determined by the Board of Regents. There are also a variety of other fees for special activities such as music lessons, examinations and lab fees. All of these are outlined in detail in the student catalog.

<table>
<thead>
<tr>
<th>Content</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Tuition</td>
<td>$65.15</td>
<td>$65.15</td>
</tr>
<tr>
<td>Non-Resident Tuition</td>
<td></td>
<td>$147.60</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>$5.15</td>
<td>$5.15</td>
</tr>
<tr>
<td>Facility Use Fee</td>
<td>$10.30</td>
<td>$10.30</td>
</tr>
<tr>
<td>Student Technology Fee</td>
<td>$5.00</td>
<td>$5.00</td>
</tr>
<tr>
<td>Assessment Fee</td>
<td>$1.00</td>
<td>$1.00</td>
</tr>
<tr>
<td>Library Fee</td>
<td>$2.00</td>
<td>$2.00</td>
</tr>
<tr>
<td>TOTALS</td>
<td>$88.60</td>
<td>$236.20</td>
</tr>
</tbody>
</table>

Source: OCCC Catalog

2. Student Complaints: The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.

The institution has a systematic process in place for addressing student complaints. The following statement is provided from the current Student Catalog.
FEDERAL COMPLIANCE

If a student believes that an action has been taken against him or her by a member of the college staff that misrepresents a college policy or a college procedure and/or violates the student’s rights to education, the student can request that the action be reviewed through the Student Grievance Procedures.

Any student who has a complaint of this nature should consult the Student Handbook to obtain the procedures to follow for filing a grievance. The first step of the process involves speaking with the faculty or staff person involved in an attempt to directly resolve the situation. If the matter is not resolved at that level, the second step includes making an appointment to speak to the faculty or staff person’s supervisor. If further assistance is needed, please make an appointment to speak to the Director of Student Relations at (405) 682-7821. Efforts to resolve the concern should be done quickly because of deadlines specified in the procedure.

Students also have the opportunity to complete a student suggestion form located throughout the campus within department offices, division offices, Student Life, various hallways and online. These forms are reviewed by the Student Leadership Committee which will obtain a response from the appropriate college administrator.

<table>
<thead>
<tr>
<th>Student Suggestion Card Responses</th>
<th>FY 2009</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>159</td>
<td>72</td>
</tr>
<tr>
<td>Answered</td>
<td>119</td>
<td>48</td>
</tr>
<tr>
<td>No formal response received by TLC</td>
<td>40</td>
<td>24</td>
</tr>
</tbody>
</table>

Source: Enrollment and Student Services

There is also a student member on the President’s Advisory Council comprised of faculty, staff and administrators. During these meetings the President will provide the latest information regarding the college and provides members to ask any questions they would like to have answered. Students have the opportunity to address any concerns they may have about the college during these sessions.

3. Transfer Policies: The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

The transfer information is included in the college catalog and viewed below.

Students who plan to transfer to another college or university after completing their courses or program of study at Oklahoma City Community College should consult regularly with an advisement professional and their faculty advisor for current information on transfer requirements. Students are additionally advised to consult with the college or university where they plan to transfer to ensure that they have up-to-date information on program and degree requirements. Also, several area institutions visit OCCC periodically and provide onsite advisement and information. The OCCC Transfer Center, which is located within Office of Academic Advising, also sponsors campus visits to various universities to provide students the opportunity to obtain information, get connected, and receive a
campus tour. The OCCC Transfer Center also offers a Transfer Guide, filled with helpful information, to aid students in the transfer process. For additional information, contact the OCCC Transfer Center at (405) 682-7567 or go to www.occc.edu/TransferCenter.

Transfer Students: Students who have attended other colleges, universities, or technology centers will have their transfer credits listed on the college database evaluated as part of any review of their eligibility. Students transferring to OCCC will have all previous college level coursework taken and on the college database counted as credit hours attempted toward the maximum allowable hours (90 or 45). Official copies of transcripts should be on file in the Registrar's Office for evaluation as required by college policy. p. 24 OCCC college catalog of 2011

4. Verification of Student Identity: The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education.

   Student identity is verified through the student log on into ANGEL and the MineOnline systems. These two programs require passwords and are verified through the student enrollment system which requires basic forms of identification verification. Some professors have an additional level of verification through the use of proctored exams with student identification.

   Datatel student administration system will be switching to portal access starting in July of 2011 for employees and a separate student portal will follow shortly thereafter. All the links will be available on one page (web page) rather than accessing several different areas such as MineOnline and Angel.

5. Title IV Program and Related Responsibilities: The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution’s administration or oversight of its Title IV responsibilities.

   • General Program Requirements: The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area.

   Oklahoma City Community College is in compliance with all provisions of the 2008 reauthorization of the Higher Education Act (HEOA) as it relates to Federal Title IV Student Financial Assistance Programs. The College Financial Aid Administrator and key Financial Aid Office staff continually study and analyze the requirements of HEOA. The Financial Aid Administrator advises senior administrators and collaborates with college staff as needed to implement all provisions of the HEOA. A detailed description of the impact of suspension and poor grades affecting student financial aid is included on pages 25 and 26 in the college catalog.

   • Financial Responsibility Requirements: The institution has provided the Commission with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area.

   The college has experienced a clean unqualified audit.

   The total composite financial indicator score over the past five years is as follows:
**FEDERAL COMPLIANCE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total composite financial indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>2.8</td>
</tr>
<tr>
<td>2009</td>
<td>2.1</td>
</tr>
<tr>
<td>2008</td>
<td>3.4</td>
</tr>
</tbody>
</table>

- **Default Rates, Campus Crime Information, and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies:** The institution has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.

**Default Rates**
Our default rate has fluctuated over the past several years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Default Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2008</td>
<td>10.1</td>
</tr>
<tr>
<td>FY 2007</td>
<td>10.5</td>
</tr>
<tr>
<td>FY 2006</td>
<td>8.0</td>
</tr>
<tr>
<td>FY 2005</td>
<td>9.5</td>
</tr>
<tr>
<td>FY 2004</td>
<td>7.2</td>
</tr>
</tbody>
</table>


**Campus Security**
The College’s Department of Safety and Security has sixteen positions dedicated to maintaining the safety of the employees, students and visitors. Monthly incident reports are posted on the web along with an annual report.

Approximately 50 employees were trained on the National Incident Management System (NIMS). A Federal Emergency Management Agency (FEMA) training courses on the Incident Command System (ICS). On July 13, 2010 the college held a simulated bomb drill which was used for the college to determine its readiness for future state of emergencies. The city of Oklahoma and the State were involved with this process including the bomb squad.

In December of 2010 the college moved toward a campus police force department as opposed to the safety and security system. After careful analysis and review, the administration has determined that a campus police department is the appropriate level of security and law enforcement necessary for the safety and protection of our students, faculty, staff, visitors and guests, and for the security of campus property and the personal property of individuals while on our campus. The current designation as security officers provides for lower requirements of training and performance as compared to commissioned police officers. Moving to a Campus Police Department, OCCC would be able to employ commissioned police officers.

The rationale for this recommendation is to align our level of security and law enforcement with what is required for what OCCC has become—a large, urban, and very active campus. In terms
of enrollment and the number of people on college property, OCC is one of the largest colleges or universities in the state of Oklahoma—similar to the size of a mid-sized municipality. The number of large events that are held on-campus each year that are open to the public adds to the challenges faced to maintain a safe and secure environment for the public.

**Family Educational Rights and Privacy Act (FERPA)**
The Family Educational Rights and Privacy Act guidelines are strictly enforced at the college. This information is published in the College’s Administrative Procedures and the student catalog.

**Satisfactory Academic Progress**
There is a detailed process outlined in the Student Catalog describing the satisfactory academic progress which includes standards evaluated, grade point average, attempted credit hour completion rate, maximum hours to complete a degree, financial aid information, and suspension information.

**Attendance Policies**
Attendance policies are included in the catalog and are as follows:

**Attendance Requirements**
Oklahoma City Community College expects students to attend class on a regular and punctual basis. If a student is absent from class, regardless of the cause, it is the responsibility of the student to communicate with the instructor to discuss work missed. The instructor will determine whether or not the student will be permitted to make up work and will decide on the time and nature of the makeup. If a student does not appear at a pre-arranged time for make-up work, he/she forfeits the right to make up the work. Faculty may institute a class attendance policy, provided the policy is approved by the dean and presented in writing with the course syllabus to the students at the start of the class. Page 35 of the college catalog 2011.

- **Contractual Relationships:** The institution has presented evidence of its contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs. The college does not have any contracts with non-accredited third party providers.

6. **Institutional Disclosures and Advertising and Recruitment Materials:** The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

Information regarding the college’s accreditation with the Higher Learning Commission is included in the student catalog and student handbook. The college catalog also provides a detailed description of course and program requirements, location and a variety of policies: Right to Know; Financial Aid Information; Educational Rights and Privacy (FERPA); Annual Security Report; College Graduation and Transfer-Out Rates; Drug, Alcohol and Tobacco Free Campus; Admissions requirements; Enrollment requirements; Program fees; Financial Aid and Veterans Services; Scholarships; Testing and Assessment; Student Services; Student Conduct; Student Information; Student Safety; Additional Community Services; Academic Information; and Graduation Requirements.
# FEDERAL COMPLIANCE

7. **Relationship with Other Accrediting Agencies and with State Regulatory Boards:**

Oklahoma City Community College is accredited by the Higher Learning Commission, a Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Some of OCCC’s individual academic programs are also accredited by State and National accrediting bodies.

<table>
<thead>
<tr>
<th>Department</th>
<th>Emphasis</th>
<th>Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Accounting</td>
<td>Association of Collegiate Business Schools and Programs (ACBSP) (Southwest Council of ACBSP)</td>
</tr>
<tr>
<td>Administrative Office Technology</td>
<td>Administrative Office Specialist</td>
<td>Association of Collegiate Business Schools and Programs (ACBSP) (Southwest Council of ACBSP)</td>
</tr>
<tr>
<td></td>
<td>Legal Secretary</td>
<td>Association of Collegiate Business Schools and Programs (ACBSP) (Southwest Council of ACBSP)</td>
</tr>
<tr>
<td><strong>Automotive Technology</strong></td>
<td>GM Automotive Service Education</td>
<td>National Automotive Technicians Education Foundation (NATEF)</td>
</tr>
<tr>
<td></td>
<td>Automotive Technology Internship</td>
<td>National Automotive Technicians Education Foundation (NATEF)</td>
</tr>
<tr>
<td><strong>Cooperative Program</strong></td>
<td>Non-Structural Repair</td>
<td>National Automotive Technicians Education Foundation (NATEF)</td>
</tr>
<tr>
<td><strong>Cooperative Program</strong></td>
<td>Aviation Maintenance Technology</td>
<td>Oklahoma City Flight Standards District Office (FSDO) of the Federal Aviation Association (FAA)</td>
</tr>
<tr>
<td><strong>Cooperative Program</strong></td>
<td>Manufacturing Technology</td>
<td>Association of Collegiate Business Schools and Programs (ACBSP) (Southwest Council of ACBSP)</td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td>Finance/Banking</td>
<td>Association of Collegiate Business Schools and Programs (ACBSP) (Southwest Council of ACBSP)</td>
</tr>
<tr>
<td></td>
<td>Finance/ General</td>
<td>Association of Collegiate Business Schools and Programs (ACBSP) (Southwest Council of ACBSP)</td>
</tr>
<tr>
<td><strong>Health Professions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative Program</td>
<td>Medical Assistant</td>
<td>American Association of Medical Assistants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Council on Accreditation of Health Education Programs (CAHAEP)</td>
</tr>
<tr>
<td>Cooperative Program</td>
<td>Orthotic and Prosthetic Technician</td>
<td>Council on Accreditation of Health Education Programs (CAHAEP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National Commission of Orthotics and Prosthetics Education (NCOPE)</td>
</tr>
<tr>
<td>Department</td>
<td>Emphasis</td>
<td>Accreditation</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Health Professions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative Program</td>
<td>Respiratory Care Therapist</td>
<td>Council on Accreditation of Health Education Programs (CAAHEP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commission on Accreditation for Respiratory Care (CoARC)</td>
</tr>
<tr>
<td>Cooperative Program</td>
<td>Surgical Technology</td>
<td>Council on Accreditation of Health Education Programs (CAAHEP)</td>
</tr>
<tr>
<td>Emergency Medical Sciences</td>
<td>Emergency Medical Sciences</td>
<td>Committee on Accreditation of Educational Programs for the Emergency Medical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Services Professions (CoAEMSP)</td>
</tr>
<tr>
<td>Nursing</td>
<td>Nursing</td>
<td>Oklahoma Board of Nursing (OBN)</td>
</tr>
<tr>
<td></td>
<td>Career Ladder Pathway</td>
<td>Oklahoma Board of Nursing (OBN)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National League for Nursing Accrediting Commission (NLNAC)</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>Occupational Therapy</td>
<td>Accreditation Council for Occupational Therapy Education (ACOTE)</td>
</tr>
<tr>
<td>Physical Therapy Assistant</td>
<td>Physical Therapy Assistant</td>
<td>Commission on Accreditation in Physical Therapy Education (CAPTE)</td>
</tr>
<tr>
<td>Information Technologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Aided Technology</td>
<td>Computer Aided Technology</td>
<td>Accreditation Board for Engineering and Technology (ABET)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Sciences</td>
<td>Child Development</td>
<td>National Association for the Education of Young Children (NAEYC)</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Effectiveness

8. **Public Notification of an Evaluation Visit and Third Party Comment**: *The institution has made an appropriate and timely effort to solicit third party comments. The HLC evaluation team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*
The following acronyms are used throughout this document.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAMA</td>
<td>American Association for Medical Assistants</td>
</tr>
<tr>
<td>AAS, AA, AS</td>
<td>Associate Degrees</td>
</tr>
<tr>
<td>ABE</td>
<td>Adult Basic Education</td>
</tr>
<tr>
<td>ABET</td>
<td>Accreditation Board for Engineering and Technology</td>
</tr>
<tr>
<td>ACBSP</td>
<td>Association of Collegiate Business Schools and Programs</td>
</tr>
<tr>
<td>ACOTE</td>
<td>Accreditation Council of Occupational Therapy Education</td>
</tr>
<tr>
<td>ACT</td>
<td>American College Testing</td>
</tr>
<tr>
<td>AOAC</td>
<td>Academic Outcomes Assessment Committee</td>
</tr>
<tr>
<td>APA</td>
<td>American Psychological Association</td>
</tr>
<tr>
<td>ARRA</td>
<td>American Recovery and Reinvestment Act</td>
</tr>
<tr>
<td>ASEP</td>
<td>Automotive Services Educational Program</td>
</tr>
<tr>
<td>AtD</td>
<td>Achieving the Dream</td>
</tr>
<tr>
<td>ATIP</td>
<td>Automotive Technology Internship Program</td>
</tr>
<tr>
<td>CAAHEP</td>
<td>Council on Accreditation of Health Education Programs</td>
</tr>
<tr>
<td>CAAP</td>
<td>Collegiate Assessment of Academic Proficiency</td>
</tr>
<tr>
<td>CAI</td>
<td>Computer-Assisted Instruction</td>
</tr>
<tr>
<td>CAN</td>
<td>Campus Alert Notification</td>
</tr>
<tr>
<td>CAPTE</td>
<td>Commission on Accreditation in Physical Therapy Education</td>
</tr>
<tr>
<td>CCAMPIS</td>
<td>Child Care Access Means Parents In School</td>
</tr>
<tr>
<td>CCSSE</td>
<td>Community College Survey of Student Engagement</td>
</tr>
<tr>
<td>CHC</td>
<td>Capitol Hill Center</td>
</tr>
<tr>
<td>CIB</td>
<td>Center of International Business</td>
</tr>
<tr>
<td>CLT</td>
<td>Center for Learning and Teaching</td>
</tr>
<tr>
<td>CNG</td>
<td>Compressed Natural Gas</td>
</tr>
<tr>
<td>CoAEMSP</td>
<td>Committee on Accreditation of Educational Programs for Emergency Medical Service Professions</td>
</tr>
<tr>
<td>CoARC</td>
<td>Commission on Accreditation Respiratory Care</td>
</tr>
<tr>
<td>CPM</td>
<td>College Prep Math</td>
</tr>
<tr>
<td>DOL</td>
<td>Department of Labor</td>
</tr>
<tr>
<td>ECHO</td>
<td>Electronic Communication Help Online</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>EDGE</td>
<td>Economic Development Generating Excellence</td>
</tr>
<tr>
<td>ELAC</td>
<td>Entry-Level Assessment Committee</td>
</tr>
<tr>
<td>EMS</td>
<td>Emergency Medical Sciences</td>
</tr>
<tr>
<td>ENDS</td>
<td>Development and Monitoring of Key Mission Outcomes</td>
</tr>
<tr>
<td>ENGL</td>
<td>English Courses</td>
</tr>
<tr>
<td>ESL</td>
<td>English as Second Language</td>
</tr>
<tr>
<td>ETEC</td>
<td>EMS Training and Education Coordinators</td>
</tr>
<tr>
<td>FAA</td>
<td>Federal Aviation Administration</td>
</tr>
<tr>
<td>FACE</td>
<td>Family and Community Education Center</td>
</tr>
<tr>
<td>FEMA</td>
<td>Federal Emergency Management Agency</td>
</tr>
<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
</tr>
<tr>
<td>FSDO</td>
<td>Oklahoma City Flight Standards District Office</td>
</tr>
<tr>
<td>GCC</td>
<td>Global Corporate College</td>
</tr>
<tr>
<td>GED</td>
<td>General Education Diploma</td>
</tr>
<tr>
<td>HEOA</td>
<td>Higher Education Act</td>
</tr>
<tr>
<td>I2</td>
<td>Institutional Intelligence</td>
</tr>
<tr>
<td>IAPC</td>
<td>Instructional Administrative Procedures Committee</td>
</tr>
<tr>
<td>ICS</td>
<td>Incident Command System</td>
</tr>
<tr>
<td>IDEa</td>
<td>Institutional Development Award</td>
</tr>
<tr>
<td>INBRE</td>
<td>Network of Biomedical Research Experience</td>
</tr>
<tr>
<td>IPEDS</td>
<td>Integrated Postsecondary Education Data System</td>
</tr>
<tr>
<td>LMS</td>
<td>Learning Management System</td>
</tr>
<tr>
<td>LMS</td>
<td>Learning Management System</td>
</tr>
<tr>
<td>LOST</td>
<td>Learning Organization Skills Today</td>
</tr>
<tr>
<td>LOYAL</td>
<td>Linking Oklahoma City’s Young Adult Leaders</td>
</tr>
<tr>
<td>MSA</td>
<td>Metropolitan Statistical Area</td>
</tr>
<tr>
<td>NAEYC</td>
<td>National Association for the Education of Young Children</td>
</tr>
<tr>
<td>NATF</td>
<td>National Automotive Technicians Foundation</td>
</tr>
<tr>
<td>NCED</td>
<td>National Center for Employee Development</td>
</tr>
<tr>
<td>NCOPE</td>
<td>National Commission of Orthotics and Prosthetics Education</td>
</tr>
<tr>
<td>ACRONYMS FOR SELF-STUDY</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>NESA</td>
<td>Nursing Educators and Service Administrators</td>
</tr>
<tr>
<td>NIMS</td>
<td>National Incident Management System</td>
</tr>
<tr>
<td>NLNAC</td>
<td>National League for Nursing Accrediting Commission</td>
</tr>
<tr>
<td>OBN</td>
<td>Oklahoma Board of Nursing</td>
</tr>
<tr>
<td>OCAST</td>
<td>Oklahoma Center for the Advancement of Science and Technology</td>
</tr>
<tr>
<td>OCCC</td>
<td>Oklahoma City Community College</td>
</tr>
<tr>
<td>OGEC</td>
<td>Oklahoma Global Education Consortium</td>
</tr>
<tr>
<td>OKDHS</td>
<td>Oklahoma Department of Human Services</td>
</tr>
<tr>
<td>OPD</td>
<td>Office of Professional Development</td>
</tr>
<tr>
<td>OSRHE</td>
<td>Oklahoma State Regents for Higher Education</td>
</tr>
<tr>
<td>OSU</td>
<td>Oklahoma State University</td>
</tr>
<tr>
<td>OU</td>
<td>University of Oklahoma</td>
</tr>
<tr>
<td>OUHSC</td>
<td>Oklahoma University Health Sciences Center</td>
</tr>
<tr>
<td>PACE</td>
<td>Personal Assessment of the College Environment</td>
</tr>
<tr>
<td>SBC</td>
<td>Southwestern Bell Company</td>
</tr>
<tr>
<td>SCL</td>
<td>Success in College and Life</td>
</tr>
<tr>
<td>SEM Center</td>
<td>Science, Engineering, and Math Center</td>
</tr>
<tr>
<td>SI</td>
<td>Supplemental Instruction</td>
</tr>
<tr>
<td>SII</td>
<td>Student Input on Instruction</td>
</tr>
<tr>
<td>SLC</td>
<td>Student Learning Council</td>
</tr>
<tr>
<td>START</td>
<td>Student Activities and Recognition Transcript</td>
</tr>
<tr>
<td>STEM</td>
<td>Science, Technology, Engineering, and Mathematics</td>
</tr>
<tr>
<td>TAP</td>
<td>Tutor Assistance Program</td>
</tr>
<tr>
<td>TLC</td>
<td>The Leadership Council</td>
</tr>
<tr>
<td>UAE</td>
<td>United Arab Emirates</td>
</tr>
<tr>
<td>UCO</td>
<td>University of Central Oklahoma</td>
</tr>
<tr>
<td>VITA</td>
<td>Volunteer Income Tax Assistance Program</td>
</tr>
<tr>
<td>VPAC</td>
<td>Visual and Performing Arts Center</td>
</tr>
<tr>
<td>WLCC</td>
<td>World Languages and Cultures Center</td>
</tr>
</tbody>
</table>
Summary Statement

Oklahoma City Community College’s Self-Study has presented an in-depth review of a college. We believe the results clearly show that OCCC is fulfilling its mission and has the capacity to continue strides to becoming one of the most significant community colleges in the nation—focused on student success and creating a positive future for the community we serve.

We have met each of the criteria—with a sound mission that is widely supported by staff, faculty, students, the Board of Regents, and the community; a planning process which clearly identifies the long-term ENDS with accompanying targets; a student program assessment process designed to measure and improve student learning and has been documented with results; the ability of students to understand the importance of thriving in a global environment; and a successful program designed to meet community needs through volunteerism and the provision of training. In summary, meeting the criteria allows us to accomplish the mission of empowering students to achieve their educational goals and empowering our community to thrive.

Through the implementation of interventions as an outgrowth of the Achieving the Dream initiative, we have restructured our developmental math courses to better meet the needs of our students, removed financial barriers and increased affordability by increasing the number of students who have received financial aid, expanded and improved our advising services to better serve our students throughout their college experience especially when they are struggling to succeed, accelerated the move to cooperative learning by faculty as an instructional strategy designed to engage students in the classroom thereby improving retention and success rates, and created an online orientation program for students to complete prior to enrolling in an online course to assist them in being more successful in online courses. Our continuous and numerous efforts toward diversifying the college faculty and staff have had a positive impact, as evidenced by the increase from 13.4% in 2001 to 19.4% in 2011 of the college’s minority staff.

OCCC’s Tradition of Innovation has provided us with a culture that has not only made us successful in the past, but will continue to serve us, our students, and our community well into the future.