



OKLAHOMA CITY
COMMUNITY COLLEGE

**Best Practices Report
On Online Education**

Submitted to the

Oklahoma State Regents of Higher Education

Oklahoma City, Oklahoma

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Table of Contents

Introduction	1
ACADEMIC STANDARDS	
A. Faculty	1
Faculty Qualifications	1
Faculty Training	2
B. Student Access to Facilities and Learning Materials	3
Textbooks.....	3
Library.....	3
Tutoring.....	3
C. Academic Integrity	3
Interaction between Faculty and Students and Among Students.....	3
Integrity of Student Work	4
Testing.....	4
D. Course Requirements and Meeting Times	4
Consistency of Course Offerings	4
Course Transferability	5
E. Student Admission, Assessment, and Retention Requirements	6
F. Student Support Services	6
Admission and Registration.....	7
Tuition and Fees.....	7
Online Orientation.....	7
Financial Aid	7
Advising and Career Services.....	8
Other Student Services.....	8
Financial Resources	8
Technical Support Services.....	8
G. Access to Facilities	9
Portal Links	9
Accessing an Online Course.....	9
BEST PRACTICES	
1a. Systematic Identification of the Qualitative Process	9
Overview	9
1b. Quantitative Benchmarks	11
1c. Survey of Potential “Best Practice” Sites	12
1d. Best Practices Sites – Visits or Interviews	12

The Identification of a Leading Distance Education College	12
Overview of Rio Salado	13
Rio Salado Visit	13
Other Colleges/Universities.....	14
1e. A Summary of Findings.....	14
1f. An Implementation Plan	15
Projects Implemented at OCCC as a Result of the Rio Salado Visit	15
Future OCCC Plans	16
2a. Students’ Background, Knowledge, and Technology Skills	26
2b. Assessment	26
Monitor/Review	26
Online Task Force	27
Evaluation Tools.....	27
Conclusion.....	27
APPENDICES
A. Faculty Qualifications - Administrative Procedure No. 4002.....	29
B. Faculty Job Description	31
C. Relevant Information Technology Job Descriptions	34
D. Student Learning Outcomes Assessment Plan.....	47
E. Outcomes Assessment Report	50
F. OCCC AA/AS Program Self-Study	53
G. OCCC Board of Regents Monitoring Report Schedule.....	57
H. OCCC Survey of Online Students.....	62
I. OCCC Survey of Online Students Results.....	65
J. Five Year Assessment Plan Checklist	68
K. Administrative Procedure No 4013.....	70
L. Online Course Evaluation	73

Introduction

South Oklahoma City Junior College opened for classes on September 25, 1972, with an enrollment of 1,049 students. In the spring of 1974, the College became part of the state system for higher education and a new Board of Regents was appointed as the governing unit for the school. In 1983, the name of the College was changed to Oklahoma City Community College.

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

By offering programs online the College will allow traditional place bound students, working adults, and students who prefer an E-learning format to complete a program degree online as well as provide opportunity for students not yet certain of a major field of study to explore higher education without forgoing college credit. The College believes the ability to complete a degree online will enhance its institutional services and increase the number of students it serves.

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

ACADEMIC STANDARDS

A. FACULTY

Faculty Qualifications

OCCC faculty are a significant component to the success of the online courses. All faculty members, whether full-time or adjunct, teaching or developing program courses (whether on campus or online) meet the qualifications defined in OCCC Administrative Procedure No. 4002. (Appendix A) This Administrative Procedure identifies the number of teaching hours and the appropriate degree based on the courses taught. A more detailed job description of faculty is included in Appendix B.

The appointment of each professor teaching an online course is approved by the academic unit instructing the course and is approved through established procedures for academic appointments. In fall 2006, the College had 132 faculty members including 22 doctoral degrees and 92 Master's degrees. Of those, the number of faculty members teaching the 183 online sections included five with Doctorates and 47 with Master's degrees.

Although faculty members volunteer to teach online, the College does provide incentives for faculty to participate in the development of online courses. Incentives include compensation either through divisional or other internal grants or release time.

Faculty Training

The College has used a single platform provider since the Fall Semester of 2003, WebCT. During the Academic Year 2007-08 the College will start using the Learning Management System ANGEL. Training is provided each semester for faculty new to teaching online courses. This training is provided for both full-time and adjunct faculty.

The College also has the Instructional Technology Center available for faculty to develop online courses and support materials. Offices for the director and support staff are located adjacent to the Instructional Technology Center. The Instructional Technology Center is currently located in the Robert P. Todd Science, Engineering and Math Center. Online courses are supported on servers located in Information and Instructional Technology Services (IITS).

The Director of Distributed Learning and Instructional Services provides technical support for the delivery of online courses under the supervision of the Chief Technology Officer. The office consists of the Director, an Online Learning Assistant, four coordinators one each for Software & Training, Instructional Technology Center, Video Services, and Telelearning, a new Instructional Designer, a Telelearning Assistant, a Supervisor of Online & Learning Management System Support Services, an Online Support Specialist, and two part-time online support technicians who assist students and faculty with technical questions and issues. The College's Coordinator of Virtual and Enterprise Systems and Services serves the online program on a part-time basis by maintaining the servers necessary to deliver online courses. (Please see these job descriptions in Appendix C)

Information and Instructional Technology Services (IITS) is responsible for coordinating the delivery of online courses. The Director of Distributed Learning and Instructional Services, with input from faculty teaching online courses, and the Online Task Force, has established a procedure for the development and delivery of online courses. Distributed Learning and Instructional Services staff conducts faculty workshops for online course development and delivery; provides one-on-one training for faculty developing online courses; and facilitates an online faculty committee. The online faculty committee provides an opportunity for faculty to discuss their online teaching experiences, learn about new teaching and course design strategies, stay updated with changes in the online program, and share teaching techniques that they have tried and found to be successful.

B. STUDENT ACCESS TO FACILITIES AND LEARNING MATERIALS

Textbooks

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

Library

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

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

OCCC students have access to other Oklahoma State educational institution's library resources who participate in the OK-Share program. This allows students to make use of another educational institution's library resources. There is also a system in place at the OCCC online library that provides eBooks. These books are provided online in their entirety.

Tutoring

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

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

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

C. ACADEMIC INTEGRITY

Interaction between Faculty and Students and Among Students

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

Integrity of Student Work

Each faculty member is responsible for ensuring the integrity of the assessment processes used in their courses. They are afforded various avenues through which they can remain current regarding techniques that help ensure integrity of assessment processes. The Director of Distributed Learning and Instructional Services and the Coordinator of the Instructional Technology Center work closely with faculty developing their online courses and assists them in using the most appropriate assessment techniques.

In addition, the monthly publication “Online Cl@ssroom” and other related materials are available in the College’s Center for Learning and Teaching resource room. Faculty members are also informed about various online sites that pertain to teaching online. These publications and online sites periodically include articles pertaining to online assessment techniques.

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

Testing

The Test Center provides testing services for students taking online courses. Although a majority of online courses offered at the College have online testing, some testing may require a proctored exam site. If a proctored exam is necessary, the Office of Distributed Learning and Instructional Services assists students in setting up secure proctoring sites.

D. COURSE REQUIREMENTS AND MEETING TIMES

OCCC has been offering online courses since 1998. Since that time, instructors have been trained to convert their on campus courses into online courses. Course and program objectives, as well as, student performance standards will be the same for online degrees as they are for the “on-campus” degrees. As with “on-campus” degrees, the courses in the online degree programs will continually be monitored to ensure consistency with the courses offered on campus.

Consistency in Course Offerings

In academic year 2002, the Provost/Vice President for Academic Affairs appointed an Online Task Force composed of eleven members from the Academic Divisions and Departments within Academic Affairs. The objective of the Task Force was to make recommendations to the Provost/Vice President for Academic Affairs concerning a

number of issues relevant to the quality of online classes. Some of the topics discussed were professor office hours, class sizes, and course standards.

The Online Task Force developed and published the Online Course Standards. These standards include:

- 1) All online course designers/faculty are required to meet with the Instructional Designer before developing or teaching an online course to discuss Best Practices in online course development and teaching;
- 2) All online courses are reviewed periodically by the Instructional Designer to ensure that they continue to meet guidelines established for online courses; and
- 3) Before teaching an online course, faculty must also participate in an Introduction to Online Teaching workshop. These workshops are offered each semester.

The Task Force also identified the components of an online course which are currently required. Each online course includes:

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

Course Transferability

According to OSRHE policy all Associate in Science and Associate in Arts degree programs transfer as the first two years of a four-year degree program. The following section for students wishing to transfer, identifies this policy of the Oklahoma State Regents of Higher Education. For further information please go to URL <http://www.okhighered.org/student-center/transfer-stdnts/policies.shtml>.

If you decide to transfer to an Oklahoma public four-year university with an associate in arts or associate in science degree (two-year degrees) from another Oklahoma public college, State Regents' policy guarantees that your associate degree will satisfy all freshman and sophomore general education requirements at the four-year university. If you transfer to another college before you complete an associate degree, you will receive general education credit for courses that match those at the college you wish to attend.

Students also have the ability to review university equivalency guides on the College's home page. Academic advisors are also versed on the transferability of courses and have contacts with Admission Counselors at many universities.

E. STUDENT ADMISSION, ASSESSMENT, AND RETENTION REQUIREMENTS

Online students and students on campus use the same techniques for enrolling in courses. Therefore, at point of acceptance, Student Services would not know if a student were online or on campus. As a result there would be no difference in the admission process.

Faculty are provided training in the best practices of online course design and teaching pedagogy. As part of this training, course assessments are imbedded into the curriculum and therefore are consistent with the on campus courses.

Students online or on campus have the same opportunity to add or drop a course within the Academic Calendar which is posted online in the Student Handbook. The URL for this document is <http://www.occc.edu/handbook.html>.

Programs currently under consideration for offering online would be those which are already offered on campus. Currently, the College has an extensive assessment reporting system which includes an Assessment Plan and an Assessment Report. The format for the Assessment Plan is included in Appendix D. The format used for the Assessment Reports are in Appendix E. The detailed explanation of these two areas is included in "2b" starting on page 24.

In addition, all Associate in Arts and Associate in Science degrees are required to have a program review every five years. This process is designed to analyze every aspect of the program including the curriculum, resources, faculty and ability to succeed. As OCCC offers an online program, this aspect will be added to the review process. Please see Appendix F for a detailed outline of the program review process.

F. STUDENT SUPPORT SERVICES

Improvements of services to online students have been implemented with additional changes expected in the future. For example, student service functions of admission, enrollment, and financial aid have been made available online to students who interact with the College through the web. The College has implemented DATATEL's integrated student information system which is a comprehensive data collection system tracking all

enrolled students. The College plans to integrate the Learning Management System [a software package that enables the management and delivery of learning content and resources to students] with existing student services within the next two years. The integration will allow the College the ability to better meet the needs of online students with a real time integrated system.

Admission and Registration

The College offers registration, payment, and purchase of textbooks to online students. A student enrolling in an online program completes and submits an application for admission by mail. After admission, the student can contact Advising and Career Services online using the College web page. An academic advisor will contact the student and advise him/her of any entry level assessment needs based on his/her academic information. If entry level assessment is needed, a convenient location for testing is identified. When testing is complete, the student works online with the academic advisor to design an Individual Educational Plan (IEP). After developing an IEP, the student completes the first enrollment process, selecting from the IEP classes that move him/her forward on the IEP. Students may register, add, and drop courses online. Students may also enroll on campus with the help of a registration assistant.

Tuition and Fees

The online student is provided the flexibility of paying online using a credit card. Students wishing to establish a payment plan will be billed monthly with payment due by the 5th of each month. Monthly payments will include a 2% finance charge on any outstanding balance and a late payment charge of \$20 will be applied to any account remaining unpaid by the monthly due date.

Online Orientation

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

The College also has a Success in College and Life course which is a required freshman experience course. Students will be introduced to some of the best practices for success in college and life. General topics include: Making Connections, Time Management, Major and Career Exploration, Setting Educational, Financial, and Personal Goals as well as other topics. This course is available online and on campus.

Financial Aid

The Office of Student Financial Services currently works with students enrolled in online classes to ensure all federal guidelines are followed; a similar process is used for students enrolled in the online program. The College utilizes the Free Application for Federal

Student Aid (FAFSA) which is available online. It includes the application, deadline, worksheets, PIN site, Help, FAQ, and a toll free number for information and assistance.

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

Advising and Career Services

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

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

Other Student Services

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

- The College Catalog provides degree requirements for all programs.
- Admissions information for new, transfer, and concurrent students.
- Scholarship and recruitment information.
- The Office of Student Support Services.
- Program and career information is available on the Advising and Career Services .
- Course information and expectations are provided in the course syllabi available for courses both online and in hard copy.

Financial Resources

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

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

Technical Support Services

The Online Support Specialist, Coordinator of Instructional Technology Center along with two part-time online support technicians provides technical support to students and faculty. Support is available 8:00 am to 9:00 pm Monday through Friday, with six hours of support available on Saturday and Sunday.

G. ACCESS TO FACILITIES

Portal Links

Additional services will be provided through a link to the new Oklahoma State Regents for Higher Education (OSRHE) portal. This portal will provide students with the opportunity to apply for financial aid, explore career pathways, the regents will host an application for every college in the state, check transcripts, and provide high school students with a tool for planning their continuing educational experience (for example courses taken, assessment information and test scores). This portal is designed to provide students with a full array of services to make students' transition into higher education or transferring to another higher educational institution an easier way than what has been required historically.

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

Accessing an Online Course

The student enrolled in an online course will access the course from the OCCC home page at URL <http://www.occc.edu/distanced/Online.html> where the student has the opportunity to review:

- 1) Course access instructions,
- 2) Online general orientation,
- 3) Online courses,
- 4) Web enhanced courses,
- 5) Student resources,
- 6) Online technical support, and
- 7) Learning Management tutorials.

BEST PRACTICES

1A SYSTEMATIC IDENTIFICATION OF THE QUALITATIVE PROCESS

Overview

The online degree program option will allow the College to better serve students who find it difficult or impossible to attend traditional courses offered in on-campus formats due to work schedules, family obligations or other conflicts which prevent participation in traditional on-campus course offerings. For example, information available from the OSRHE pertaining to Fall 2004 reflects that 38 percent of the students enrolled in Oklahoma public colleges, universities were 25 or older. This is a group more likely to experience barriers in attending college such as work or family. In addition, according to a study entitled "Online Distance Education Market Update: A Nascent Market Matures by Eduventures the market for fully online distance learning will grow 38 percent over 2004, reaching revenues of more than \$5 billion. The anticipated enrollment was estimated at one million students in 2005.¹

¹ http://www.clomedia.com/content/templates/clo_article.asp?articleid=459&zoneid=101

Online enrollment has also been addressed in the College's Vision, Mission, Values, and ENDS Statements. Within these four foundations of the College is: the need to use technology to expand educational opportunities to its constituent communities while maintaining academically rigorous programs; providing access to extended learning options through online courses; providing alternative methods for obtaining an education; and to expand course offerings without adding more physical infrastructure to the College's campus.

In addition, the College recently adopted *The Way Forward and Why it Matters* as a guide to transition the College from the traditional success to greater significance. As part of this process the College identified eight critical factors. One of these critical factors includes the need to address the Millennial Generation who "have a high expectation for delivery of services and flexibility in learning formats."

The critical factors led to the development of the *Way Forward Initiatives*. Two of these initiatives relate directly to improving online learning. One of them is the Technology and Personalized Service Initiative.

"This initiative is best described as "high tech and high touch." Enhanced technology-assisted services will provide a personalized 24/7 service environment for our students who are comfortable using technology, freeing up highly trained staff to provide customer-oriented person-to-person support."

The second applicable initiative is the OCCC Online and Off-Campus Initiative. A portion of this initiative is devoted to online learning.

"Online Learning – Online enrollment, along with the number of courses and programs offered online continues to be limited by our capacity to support the format. Expansion requires additional support (instructional designers, software specialist, online tech support professionals, and instructors) to increase capacity."

The significance of improving technology to meet the needs of the College's students is at the forefront of the FY 2008 Annual Plan. As the Plan states "The targeted use of technology will play an important role in enabling the College to offer classes in innovative and convenient formats, provide services to our expanding student body and staff, improve process efficiency, and meet the different preferences of students, ranging from sophisticated technology users to those who are more comfortable with traditional interactions." Therefore, there will be two items addressing this area that will be phased in during FY 2008. These two items include: 1) begin implementation of a data warehouse and comprehensive reporting tool, and 2) select and implement a new learning management system.

Clearly, the college has made online learning one of the goals which will be addressed for years to come. Through the development and support of these plans by the OCCC Board

of Regents, faculty, staff and the external community, online programs will be monitored and reviewed on a regular basis.

1b. QUANTITATIVE BENCHMARKS

Online student enrollment has increased an average of 15% a year over the past five years. The College's goal is to continue to offer online courses to meet the demand of the students. To increase the student's ability to succeed at the college, Liberal Studies will be offered entirely online. This will be the first program offered to students which will provide them with an opportunity to complete a program entirely online. It is anticipated that the online student population will continue to grow at a rate of 15% per year.

To measure the impact of the online courses and future programs the College will continue to monitor the success of student enrollment and retention through the required Monitoring Reports which are provided to the College's Board of Regents (see Appendix G for the Monitoring Report Schedule). These documents include information on enrollment, graduation, developmental course success rate, licensure success and other pertinent student information. Currently, these documents include a review of online students. As these students begin to graduate the College will be tracking their success in the labor force and at transfer institutions.

Achieving the Dream is a significant initiative OCCC recently joined. The goal of this initiative is to identify strategies to address "student groups that have faced the most significant barriers to success, including low-income students and students of color" (Fact Sheet: The Achieving the Dream Initiative. July 2006). There are currently 83 colleges and universities who are members of this organization. Each of these educational institutions is working together to identify best practices to benchmark their activities with one another.

As OCCC involves faculty, staff, and other stakeholders in designing strategies to address their key areas of concerns, resulting implemented changes will be continuously evaluated to determine its effectiveness.

One of the areas the college has recently initiated was an analysis of the success of student goals. Results indicated that the African Americans were one ethnic group who had the least amount of success in achieving their goals. Therefore, the College established a team to address this concern to identify strategies through an in-depth review on campus and a review of how other colleges may have addressed this type of concern. This could have an impact regarding online learning.

Currently the five-year program reviews provide information on the growth of online enrollment within their courses and the number of teachers who are teaching online courses. As this trend continues and programs are offered on campus and online, a review of this information will be included in these reviews. This information will also include the number of graduates who have graduated with courses completed entirely on line.

1c. SURVEY OF POTENTIAL “BEST PRACTICE” SITES

There has been an ongoing endeavor to reach out into the educational community and embrace the various online services and technological tools offered to students. The areas included in this research included a site visit to Rio Salado Community College which is part of the Maricopa County Community College District located in Tempe, Arizona. Other tools used in online learning and in technically advanced colleges and universities have also been reviewed.

Some of these other colleges include: Ball State University, Rice University, University of California at Berkeley, LaGuardia Community College and Penn State University.

In addition an interview was conducted with a UT Telecampus representative who described their “one stop shop” for students to access Texas Universities which offer online programs. Some of these programs are offered exclusively from a specific university while others are offered through a collaboration of two or more universities.

A detailed chart under “1f – The Implementation Plan” provides information on processes and services offered at other colleges and universities which are currently offered at OCCC, rejected by OCCC, recently implemented at OCCC, and planned for future implementation at OCCC.

1d. BEST PRACTICES SITES – VISITS OR INTERVIEWS

The Identification of a Leading Distance Education College

In the Fall of 2005, when OCCC began to consider offering online programs, the leadership identified the need to visit a college recognized for its online programs. Rio Salado College was identified as a model program in the nation for distance learning. Therefore, since OCCC wanted to advance its own online offerings, leadership plans were put into place to visit Rio Salado.

Rio Salado College refers to themselves as “The College Within Everyone’s Reach.” They offer very limited courses in a traditional face-to-face classroom with most of their courses offered online. Therefore, they provided OCCC staff the opportunity to observe Best Practices in distance learning. Although Rio Salado’s scope and mission was very different from OCCC, the OCCC staff recognized that the onsite review could prove invaluable to identify ways of improving the online programs and services at OCCC.

Another critical aspect in the identification of Rio Salado as the college to visit was the fact that OCCC’s Corporate Learning was focused primarily on open enrollment classes offering standard technology and soft skills. Rio Salado's Applied Programs were concentrated on building contract partnerships with businesses. They were designing degree programs incorporating customer's (Rio Salado terminology) internal training and granting college credit for that training. Some OCCC degree programs have been provided directly to industry for their employees. However, future OCCC’s Corporate Training will consider offering programs to clients which would include a component that would recognize employee experiences. These unique opportunities would include online courses.

Overview of Rio Salado

Rio Salado College is part of the Maricopa County Community College District located in Tempe, Arizona. Their information page states:

“In 1996 Rio Salado became the first Arizona college to launch Internet courses and simultaneously placed all student services totally online. Rio Salado now offers more than 300 unique Internet courses and a broad range of student services such as registration, tutoring, academic advising, electronic library services and counseling. . . . 20,000 Rio Salado students are not visible at any location. They take their courses "anytime and anyplace" through distance learning, with the Internet being the preferred format.

Evidence of the effectiveness of distance learning can be found through the achievements of its students. For example, Rio Salado students score in the highest percentiles on standardized tests, including the Academic Profile.

Rio Salado’s online program offers

- Fully online and asynchronous courses
- 450 unique courses
- 26 enrollment periods
- Comprehensive online service with an emphasis on convenience and availability
- The average Rio eLearning students are working adults with families, more than half are female, with an average age of 29.
- Rio serves several thousand GoArmyEd and other military service members, predominantly male, average age 31.
- While the majority are located in Maricopa County (metropolitan Phoenix area), students represent 40+ states and 6 continents’ E-Learning At A Glance
- Rio Salado is ranked as one of the Top 10 Digitally Savvy Colleges in the category of large/urban community colleges by the Center for Digital Education and the American Association of Community Colleges.”

This information plus additional discussions with the college leaders convinced Oklahoma City Community College President to visit Rio Salado with a team of staff.

Rio Salado Visit

On October 25, 2005 a team of OCCC representatives visited the Rio Salado College Campus. These representatives included Dr. Paul Sechrist, President, Dr. James Riha, Chief Technology Officer, Dr. Marion Paden, Vice President for Enrollment and Student Services, Gloria Cardenas-Barton, Dean of Admissions/Registrar, Alan Stringfellow, Associate Registrar, Admissions, and Records, Delores Jackson, Director of Corporate Learning and Kathy Wullstein, Director of Distributed Learning and Instructional Resources.

The team met with the following Rio Salado College staff:

1. Ms. Keisha Brock, Associate Dean
2. Mr. Michael Cottam, Instructional Designer
3. Ms. Sylvia Hantla, Dean of Student Enrollment Services
4. Ms. Linda Lukey, Director Testing Services
5. Mr. Edward Kelty, Director Information Technology
6. Ms. Carol Scarafiotti, Online Learning Executive Consultant
7. Dr. Linda Thor, President
8. Ms. Carol Wilson, Dean of Applied Programs

Other Colleges/Universities

Since 2005, OCCC has continued to review and evaluate other colleges and universities offering online programs. Through research and interviews OCCC staff have research multiple colleges which are identified above in section 1c and below in section 1f.

1e. A SUMMARY OF FINDINGS

At Rio Salado College, the staff presented an overview of the college, an in-depth review of the instructional design component, a description of student services, a review of the partnerships, a description of the technology help desk and technology, a tour of the technology area, and a tour of Student Services. OCCC staff also toured various areas which included one-on-one interviews with department managers involved with online learning.

Some of the subjects covered during the day included: a) the discussion of the course development process; b) the discussion of admissions, enrollment, and advising services; c) the provision of information on certificate programs; d) an overview of IT area, equipment, responsibilities, and technical support; e) an overview of Rio Salado College and its philosophy; and f) a review of the Testing Center and procedures. The College staff spoke with campus administrators, the CTO, the Director of their corporate training programs, and various administrators within Student Services. Many of their processes were similar to OCCC's so the team exchanged a plethora of ideas.

Another important aspect of the day was learning more about Rio Salado's educational offerings to business and industry. The Training Center (Corporate Learning) was focused primarily on open enrollment classes offering standard technology and soft skills. Rio Salado's Applied Programs were concentrated on building contract partnerships with businesses. They were designing degree programs incorporating customer's (Rio Salado terminology) internal training and granting college credit for that training. The OCCC Training Center had taken standard degree programs on site to a few clients, but had not considered evaluating internal training for credit or designing a degree program for a specific client.

At other institutions there are also discussions of online learning. For example, the faculty senate at the University of Illinois at Urbana-Champaign shared concerns regarding academic quality and the reputation of the university in developing the Global Campus. The concerns included lack of tenured faculty members involvement in the

development of the online courses. Also, the fact that non-faculty members were teaching the courses. The report stated “In our view, it is clearly the University’s tenured or tenure-track faculty who are best qualified to guide, oversee, and guarantee the continued educational quality of the Global Campus;” and goes on to say “Separating course development from teaching is a hallmark of training, rather than education.”² The OCCC faculty and staff strongly agree. Therefore all courses are developed and taught by approved faculty. Approved faculty, including faculty members both full- and part-time, who have completed appropriate training are teaching the online courses. The Office of the Vice President for Academic Affairs is ultimately responsible for all areas of instruction, including online coursework.

Another example of online learning at the University of Illinois at Urbana-Champaign was an analysis of why students drop out. Two Researchers at the Department of Human Resource Education University of Illinois at Urbana-Champaign conducted a survey of students enrolled in online programs. “The results, based on the dropouts from three cohorts in an online graduate program, show that demographic variables do not predict likelihood of dropping from a program. Instead, the students’ reasons for dropping out of an online program are varied and unique to each individual.”³ From the OCCC Office of Institutional Research, a FY06 report indicated that there was less than a one percent difference in online and traditional student attrition.

1f. AN IMPLEMENTATION PLAN

Projects Implemented at OCCC as a Result of the Rio Salado Visit

Rio Salado developed graphics and art-work that depicted their vision, mission, and end statements throughout their campus. At OCCC, the President initiated a review of the College’s vision, mission, values and END statements. With the input from various stakeholders including the College’s faculty, staff, students and Board of Regents plus external stakeholders from the community, the College has revised its vision, mission, values and END statements to reflect the critical factors in the environment. These items have been published, framed, and distributed throughout the College Campus and information has been added to the College website and College publications.

From a Student Services perspective Rio Salado was an educational institution which committed to limiting boundaries for students which assisted in the efficiency and effectiveness of the services they offered. As a result of reviewing the processes at Rio Salado, OCCC’s Student Services has been moving forward with a one-stop-shop approach to serve students at the front-counter in Records and Graduation Services. This approach is similar in that it tries to limit the boundaries of services and create a generalist approach to meeting student needs from on-campus and from a distance.

One of the key components of serving students who are employed in the area was Applied Programs at Rio Salado. During the time of the visit OCCC had a similar

² www.uis.edu/campussenate/documents/Senates%20Conference%20Letter%20on%20Global%20Campus.doc

³ http://www.sloan-c.org/publications/jaln/v8n4/v8n4_willgins.asp

department called The Training Center. Since that time the staff surveyed the local businesses and researched similar unit names at educational institutions. As a result of this effort The Training Center name was changed to Corporate Learning. Corporate Learning at Oklahoma City Community College is a single point of contact for employers to request educational programs for their employees. Consultants work with companies to assess, customize and deliver learning options to meet employer needs. OCCC Corporate Learning also has the ability to offer college credit classes to employees in timeframes and formats, and at locations which meet employers' needs. These credit courses are fully transferable to other Oklahoma public colleges and universities. All these services are available for delivery on campus, onsite or online.

Changes incorporated into the OCCC Corporate Learning based on the Rio Salado visit were expanded beyond online learning initiatives. Corporate Learning dramatically changed other aspects of their area. The list below identifies some of these changes.

- Corporate Learning was selected as a more appropriate name based on the expansion of services proposed for The Training Center.
- A "customer care" consultant position was developed following the structure used by Rio Salado's Applied Programs. The customer care consultant handles details of scheduling, ordering materials, working with instructors and adjuncts, and other account implementation and maintenance. This allows the development consultants more time to develop and sell more business.
- A designed degree program has been "sold" to a new client. Development is in process with faculty in the Business Department.

Future OCCC Plans

Plans are also in place to address several areas in the College. Some of these ideas are outlined below while others are listed in the OCCC benchmarking chart.

- The Online Task Force was reestablished, and began working on issues of faculty compensation for course development, procedures for course development, and online course standards. The Rio Salado visit emphasized the importance of having a design team work on course development, the need for mandatory faculty training, and the value of having a set of course standards and the use of templates.
- Based on the success of Rio Salado's accomplishments, Corporate Learning will be emphasizing more credit and certification programs with its clients. The focus will be on unique programs that target specific market segments. Corporate Learning will also be offering more online classes through provider partners - acting as a broker between the provider and the student/client.
- Student Services is creating a new online application to make it easier for online students to submit their applications electronically. In addition, Student Services has also expanded its marketing of OCCC's online classes.

Due to the combination of the Rio Salado visit, recommendations from the HLC team, and processes learned from other colleges, OCCC has identified a plan for implementing changes. The following charts outline what we currently offer, what was rejected from other institutions, changes implemented since the visit to Rio Salado and future plans.

OCCC Benchmarking

Activity	OCCC offers this	OCCC did NOT have this activity at the time and rejected it	OCCC did NOT have this at the time but has since implemented it	OCCC plans to implement this activity
ACADEMIC				
At Rio Salado there is one central location for initially reviewing online faculty with the academic unit responsible for the instruction of instruction conducting the interviews.	Similar - Online teaching by instructors is approved by the academic unit responsible for instruction of the course and is approved through established procedures for academic appointments. This model meets the instructional needs of our students and faculty. All job applications are currently processed online through PeopleAdmin software.			
Rio Salado does not offer incentives for teaching online	Yes (for course development)			
At Rio Salado there is a 1.5% turnover in adjunct faculty.	Yes , OCCC has less than a 3% turnover rate			

Activity	OCCC offers this	OCCC did NOT have this activity at the time and rejected it	OCCC did NOT have this at the time but has since implemented it	OCCC plans to implement this activity
At Rio Salado all course sections are exactly alike including the books, course requirements and syllabi.	No			OCCC is not at a stage in the development of courses to initiate this process. This will be integrated in the future as more courses are offered online as well as in the classroom.
At UT TeleCampus each section has the same syllabi and assignments but there are few courses which have multiple sections.	No			
Rio Salado has an instructional support helpdesk to answer questions 24/7.	No	Although OCCC has an online support system, the cost is too prohibitive to hire full-time people to staff this 24/7		
Rio Salado has online tutoring.	Yes (Smart Thinking)			

Activity	OCCC offers this	OCCC did NOT have this activity at the time and rejected it	OCCC did NOT have this at the time but has since implemented it	OCCC plans to implement this activity
Rio Salado courses are never cancelled due to low enrollment.	No	At OCCC it is not cost efficient to run low enrollment courses.		
Reusable Learning Objects are at Rice University and University of California at Berkeley.	No			Reusable learning objects (RLU's) are modular digitized information -- written and recorded lectures, presentations, notes -- that can be shared by faculty and students to facilitate learning. The transition to the new Angel learning management system will enable the college to begin implementation of RLU's in 2009.

Activity	OCCC offers this	OCCC did NOT have this activity at the time and rejected it	OCCC did NOT have this at the time but has since implemented it	OCCC plans to implement this activity
Ball State offers online surveys.	No		Ball State is a leader in developing and administering online surveys to improve instruction and service. OCCC currently does administer surveys to all online students, using some of the methodologies employed by Ball State.	
Other Schools - e-Portfolios at LaGuardia Community College and Penn State University.	No.			e-Portfolios are student websites representing the work and educational goals of individual students. This feature will be possible with the implementation of the new Angel learning management system in 2009.

Activity	OCCC offers this	OCCC did NOT have this activity at the time and rejected it	OCCC did NOT have this at the time but has since implemented it	OCCC plans to implement this activity
STUDENT SERVICES				
At Rio Salado there were 26 starts to enroll in a course (will increase to 365 in October of 2007). Students may enroll until the course is filled and then have fourteen weeks from the time of enrollment to graduate from class.	No	Although OCCC has multiple entry dates, the college does not have the ability to offer multiple entries into the same course.		
At UT TeleCampus there are 42 start dates due to the universities various academic schedules.	At OCCC there are 16 entry dates.			

Activity	OCCC offers this	OCCC did NOT have this activity at the time and rejected it	OCCC did NOT have this at the time but has since implemented it	OCCC plans to implement this activity
Rio Salado has an online application process.	No			OCCC is currently working on this and expects it to be in place by Spring 2008. We will use ZAP online application forms to implement this feature, which will be hosted by OSRHE.
Rio Salado has secure payment arrangements.	Yes			
Rio Salado has advising for online students.	Yes (Academic advising, support services and information about successfully taking courses online are available)			
Rio Salado has online book purchasing.	Yes			
Rio Salado has an online librarian to answer questions 24/7.	Yes , OCCC has technical support available 8am-9pm Monday-Friday and 6 hours on both Saturday and Sunday	At the present time, the cost is too prohibitive to hire full-time people to staff it 24/7		

Activity	OCCC offers this	OCCC did NOT have this activity at the time and rejected it	OCCC did NOT have this at the time but has since implemented it	OCCC plans to implement this activity
Rio Salado has retention reports, at-risk student and student inactivity tracking.	No			The college has just entered into a relationship with SAS, the reporting tool and data warehouse vendor. Plans are to implement an at-risk student module by Spring 2008.
TECHNOLOGY				
Rio Salado allows students to access their college information from a distance.	Yes (MineOnline and Datatel)			
Rio Salado has asynchronous communication with students.	Yes (All courses have student-to-student and student-to-faculty e-mail. Synchronous communication such as chat-rooms are also available)			
Rio Salado has on-going technical support.	Yes			

Activity	OCCC offers this	OCCC did NOT have this activity at the time and rejected it	OCCC did NOT have this at the time but has since implemented it	OCCC plans to implement this activity
Rio Salado has an integrated learning management system.	Yes (see comment column about planned upgrade)			The college is currently in the process of making the transition from its current learning management platform, WebCT, to Angel. As part of this process efforts will be made to better integrate its new learning management system with Datatel Release 18.
Rio Salado has multiple communication alerts built into the system for faculty and students.	No	Although OCCC has a system in place for students to check their course grades online, the current system does not have the technology to include this type of reminder system.		

Activity	OCCC offers this	OCCC did NOT have this activity at the time and rejected it	OCCC did NOT have this at the time but has since implemented it	OCCC plans to implement this activity
OTHER				
Rio Salado has a clearly published vision, mission, and vision.	No		The college just developed and received approval for a ten year strategic plan - The Way Forward and Why it Matters - that includes online expansion and technology services initiatives. This plan received community input prior to final approval.	

In addition, during the Spring of 2007, OCCC conducted an online survey during Assessment Week to determine the effectiveness and efficiency of online courses. A copy of the survey instrument is included in Appendix H. There were 432 online surveys completed by the students. The results indicate that students were satisfied with their online learning. Their overall satisfaction was 4.23 on a five point scale with 1 equal to poor and 5 equal to excellent. Appendix I includes the results of the survey.

2A. STUDENTS' BACKGROUND, KNOWLEDGE, AND TECHNOLOGY SKILLS

Students who are interested in enrolling in an online program will be using the normal methods of enrolling for a program. Student Services including application, registration, financial aid, advising, etc. are all available online so that a student would not have to attend the college to begin course work.

Each online student is required to take an online orientation to prepare them for the online course experience. OCCC also requires all students to be computer literate. Advisors will also be conversing with students to ensure that this is the appropriate method to be enrolling in courses. Some students do not have the discipline to complete an online course much less an entire program and therefore will be counseled to select the teaching method best suited to their learning.

2B. ASSESSMENT

Monitor/Review

The institution monitors student success through its academic outcomes Assessment Plan and Academic Report prepared for each program. The Assessment Plan prepared by the faculty identifies student learning outcomes and measurements. At least two of these student learning outcomes are addressed each year in the Annual Assessment Reports. These reports are analyzed and feedback is provided to the academic division deans who work with the faculty to improve their assessment processes and monitor the implementation of changes identified by the assessment results. As part of this process, these reports will include any concerns regarding online courses.

In addition, an in-depth review is conducted of all programs once every five years. (see Appendix F) These internal reviews completed by program faculty identify:

- 1) How the program has met the assessment plan through the assessment reports and the completion of the five year assessment plan checklist (see Appendix J)
 - 2) Has sufficient resources to run the program
 - 3) Provides evidence which shows a systematic review of the curriculum
 - 4) Provide program information on enrollment, costs, and GPA comparisons of transfer students
 - 5) Identify how previous concerns were addressed
 - 6) Identify current concerns and a plan as to how these concerns will be addressed.
- Due to the depth and breadth of this process, the online component will receive an extensive review.

Online Task Force

In January 2006, the Online Task Force was reinstated. The ongoing purpose of this Task Force is to review all policies, procedures and practices to support a full degree online format. All college courses must be reviewed and approved in accordance with OCCC Administrative Procedure No. 4013. (See Appendix K) This procedure is an eight step process faculty must complete to receive approval for any curriculum changes.

Evaluation Tools

Each student also has the opportunity to evaluate his/her faculty member for every course in the Fall Semester. (See Appendix L) Students evaluate all adjunct faculty in the Spring Semester. At the request of the academic dean, an evaluation may be completed at any time. In addition, to the basic questions asked of all students, online students receive an extended version online which covers:

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

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

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

Conclusion

The College has a history of serving students through online courses and has expanded technology to meet the needs of online students with College services provided online including live chat rooms and online tutoring. The College staff have visited Rio Salado – a college recognized for its online programs and services. As a result of this visit plus a review of other colleges and universities and several interviews, changes have been implemented and plans for the future enhancement of online services and courses are in development.

There is also instructional design support, pedagogical assistance, enhanced and expanded E-services and other products. Continuation of the College's priority of expanding the technological support for online learning will ensure continued growth and development. The dramatic and continuous growth in enrollment in online courses corroborates the demand for online programs.

Therefore, Oklahoma City Community College is requesting the Oklahoma State Regents of Higher Education approval to offer online programs.

Appendices

Appendix A

Title: Administrative Procedure No. 4002

Faculty Qualifications

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

Revised Date: 9-30-97

Revised Date: 5-03-04

Appendix B

Oklahoma City Community College

Faculty

Job Description

General Description

A faculty member at Oklahoma City Community College has the primary responsibility of instruction. Secondary responsibilities include supporting the integrity of curricula, encouraging student success, and promoting the mission of the academic division to which the faculty member belongs as well as the College as a whole.

Supervision

Work is performed under the supervision of the Dean of the Division.

Job Duties

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

Essential Functions

A faculty member is primarily responsible for supporting student learning by providing quality instruction in courses that the faculty member and the dean agree will be taught. Quality instruction includes clear course objectives, prepared and relevant class activities, effective and understandable presentations of learning materials, fair and understandable grading practices, timely responses to students, and a positive atmosphere in the classroom.

In addition to the primary responsibility for supporting student learning, a faculty member is expected to:

- Be available to students by maintaining posted office hours.
- Serve as an academic advisor.
- Manage program and course curricula by helping select textbooks, evaluating learning materials, and writing course syllabi.
- Maintain a flexible schedule to meet program and department needs.
- Contribute to developing, implementing, and evaluating approved academic programs and developing new academic programs to meet community needs.

- Fulfill course, program, and department goals and objectives.
- Participate in the assessment of student learning outcomes for the program and/or department.
- Respond in a timely fashion to information requests from program, division, and college administrators.
- Attend department, division, and college meetings.
- Acquire new knowledge and skills as appropriate for the academic discipline.
- Maintain license or professional certification specific to program requirements.
- Develop and implement a professional development plan.
- Participate in on-campus staff development opportunities.
- Participate in mutually agreed upon committees.
- Satisfy objectives for mutually agreed upon special assignments.
- Participate in faculty-related activities that attract and retain students.
- Adhere to established safety and health procedures and practices for the purpose of providing injury and illness prevention for self and others.
- Support the College's vision, mission, goals, and priorities.
- Abide by the policies and procedures published in the Board of Regents' Rules, Board of Regents Internal Operating Policies, and Administrative Procedures, which are accessible on the Employee Home Page <http://employee.okccc.edu/employee-policies.html>.

Appendix C

Chief Technology Officer Job Description

General Description

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

Supervision

Work is performed under the leadership and direction of the President.

Job Duties

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

Essential Functions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Minimum Education and Experience

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

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

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

Minimum Knowledge, Skills, and Abilities

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

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

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

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

An accomplished facility in oral and written communication

Knowledge of national trends and developments in technology

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

Preferences

Higher education work experience

Experience with portal technologies

Experience with Datatel

Director of Distributed Learning and Instructional Services

Primary Responsibilities:

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

Management, coordination, development of instructional support services

Maintains and coordinates development and delivery of WebCT content.

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

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

Provides Pedagogical and curriculum development services for faculty

Management and coordination of Media Services and production facilities

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

Provides Helpdesk services for Media Services and Telelearning

Establishes proper backup and recovery procedures

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

Responsibility for Distributed Learning budget

Work with Deans and Program chairs on identifying new projects.

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

Other Duties as assigned by the CTO.

Coordinator Instructional Technology Center

General Description

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

Supervision

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

Essential Job Functions:

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

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

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

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

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

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

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

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

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

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

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

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

Minimum Qualifications

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

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

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

Demonstrated experience of website and multimedia development.

Minimum Knowledge, Skills, and Abilities

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

Experience setting up and maintaining computer labs.

Experience with software training and online learning.

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

Knowledge of current instructional design techniques for online courses.

Preferences

Work experience in a community college setting.

Experience using WebCT.

Experience designing online courses.

Online Learning and Instructional Technology Center Assistant

General Description

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

Supervision

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

Job Duties

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

Essential Functions.

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

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

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

Establish office organization system and file documents within those guidelines.

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

Update and maintain the appropriate related websites.

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

Prepare online student mail-outs and bulk mailing.

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

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

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

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

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

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

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

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

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

Fax material as needed.

Assist with special projects as required.

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

Minimum Knowledge, Skills, and Abilities

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

Successful completion of some college coursework.

Excellent and diplomatic communication skills.

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

Pleasant telephone personality.

Accurate typing, filing, and spelling skills.

Ability to proof with accuracy.

Computer proficiency in Microsoft Office Suite.

Ability to work in a confidential manner.

Preferences

A.A. or A.S. degree

Experience working in a College environment

Experience developing and maintaining department level budgets.

Online Support Specialist

General Description:

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

Supervision:

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

Essential Job Functions:

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

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

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

Escalate student questions and concerns to the appropriate College personnel.

Document and record all technical support requests from students.

Assist with special projects as required.

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

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

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

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

Minimum Qualifications:

Experience with customer service.

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

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

Knowledge of basic computer operations.

Ability to use the Internet effectively.

Preferences:

Experience taking Online Courses or working in Distributed Learning

Work experience in a community college

Supervisor Online and LMS Support Services

General Description

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

Supervision

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

Essential Job Functions:

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

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

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

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

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

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

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

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

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

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

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

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

Minimum Qualifications

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

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

Successful work experience demonstrating the development and delivery of online courses

Demonstrated experience of website and multimedia development.

Minimum Knowledge, Skills, and Abilities

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

Experience developing websites and using instructional technologies

Experience working in or managing technical support services

Experience working with the administration of LMS

Preferences

Work experience in a community college setting

Experience using WebCT

Appendix D

STUDENT LEARNING OUTCOMES ASSESSMENT PLAN

FOR FY 2005 – FY 2009

Program/Option/Emphasis

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

Date Submitted to Division Dean

Submitted By: _____
Department Chair or Faculty Assessment Representative

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

Submitted By: _____
Dean Date

OUTCOMES ASSESSMENT PLAN

PROGRAM

PLAN YEAR FY

PART I – MEASURES AND CRITERIA FOR SUCCESS

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

A. STUDENT OUTCOMES/DIRECT MEASURES

Student Learning Outcomes

Outcome 1.

Measure and Criteria for Success –

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Output 1.

Measure and Criteria for Success –

Output 2.

Measure and Criteria for Success –

Appendix E

**OUTCOMES ASSESSMENT REPORT
PLAN YEAR
PROGRAM:**

PART I – MEASURES AND CRITERIA FOR SUCCESS

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

A. STUDENT OUTCOMES/DIRECT MEASURES

Student Learning Outcomes

Outcome 1.

Measure and Criteria for Success –

-

Outcome 2.

Measure and Criteria for Success –

-

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Outcome 1.

Measure and Criteria for Success –

-

PART II – EVALUATION AND RESULTS

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

Outcome 1.

Results

-

Outcome 2.

Results

-

PART III – RECOMMENDATIONS

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

Outcome 1.

Recommendation(s)

-

Outcome 2.

Recommendation(s)

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

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

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

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

Appendix F

Oklahoma City Community College

A.A./A.S. Program Self-Study

Introduction

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

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

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

Program Self-Study Report Contents

OSRHE Academic Policy section 3.7.6

Faculty Requirements

1. Provide your curriculum (course) pattern and show that it meets the guidelines of the State Regent’s Academic Policy.
2. Provide your Assessment Report for the applicable program review year which contains the following information:
 - a. General description of review process and participants assisting with and conducting the review
 - b. A list of the student learning outcomes
 - c. A list of program outcomes for the program,
 - d. Well defined the criteria for measurement and how the criteria were used in the program, and
 - e. The evaluation, results and recommendations based on the criteria used.

3. Research and evaluation must be conducted on a continuing, systematic basis as an integral part of the program. All aspects of the program must be evaluated and the results used to improve services to students. There must be evidence that the program is reaching its stated student learning outcomes/program outcomes. The review should address each of the following areas. The program:
 - f. is central to the institution's mission
 - g. meets stakeholder expectations
 - h. produces graduates and former students who are successful on transferring;
 - i. contains instruction relevant to the curricular requirements at transfer institutions and in line with student interests and abilities;
 - j. has systems to evaluate courses and faculty by students, administrators, and departmental personnel;
 - k. is staffed, administered, and supplied to provide for the development of competent students in all areas including citizenship and social conscience;
 - l. has current, appropriate, useful, and sufficiently comprehensive instructional media and materials; and
 - m. provides adequate resources and adequate and appropriate faculty whose qualifications (including educational background, related experience, and service contributions related to the program) support the objectives and curriculum of the program.
4. Evidence should be presented that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the:
 - a. general education competencies are being met and
 - b. that global education (one of the general education competencies) is being integrated into the curriculum.
5. Provide a summary of how concerns and recommendations identified in the last program review were addressed.
6. Describe the strengths of the program identified through this review.

7. Describe the concerns regarding the program that have been identified through this review.
8. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

Institutional Requirements

1. Provide factual and accurate documentation, which demonstrates acceptable standards of ethics in recruiting and advertising activities.
2. Provide recruitment and admission policies and practices reflecting that the program is available to qualified applicants and that qualified applicants will be admitted regardless of sex, race, ethnic background, religious preference, disability or any disadvantage.
3. Provide documentation that an organized, coordinated program of guidance and counseling exists. The program should foster maximum development of individual potential by providing institution-wide assistance in the choices, decisions, and adjustments that individuals must make to move through a program.
4. Provide documentation that reflects accurate and complete cumulative records of educational accomplishment including
 - a. the number of majors (head count and FTE) in the program for the past 3 years and projected for the next 2 years
 - b. the size of specialized classes, if any, identified as integral elements in the program during the last 3 years
 - c. instructional cost
 - d. number of FTE faculty in specialized courses
 - e. success of transfer students based on GPA comparisons
5. Provide documentation that a process exists to insure that cumulative records of educational accomplishment are securely and permanently maintained for every student, and transcripts are issued upon student request.
6. Provide evidence that a formalized and effective process to address student complaints is in place and available to students.
7. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations

Appendix G

OCCC Board of Regents Monitoring Report Schedule

ENDS	REPORTS	DATA NEEDED	MEASUREMENT
All ENDS	Annual Review	FTE, Student Opinion Survey, Headcount, Graduates, etc.	Annual Plan Performance Indicators
Stu. Success	Graduation	Number of degrees & certif. conferred— 5 yrs. Previous OCCC Graduates: Gender, Ethnicity, Residence Developmental coursework required for previous year OCCC Graduates Area of developmental coursework required (Science, Reading, Writing, Math) List of top five graduating programs AAS/Cert and AA/AS graduations Summary of Graduate Survey	Trend should reflect an increase in number of degrees and certificates awarded
Access	Credit Enrollment Summer Semester	FTE Enrollment—Planned and Actual Previous 5 years including: FTE; Headcount; New and returning students; new students full-time to part-time; Gender; Ethnicity; Minority student groups; International students; Average and Median Age; Online Method of Delivery; Place of Residence Map	Trend should reflect an increase in headcount and FTE enrollment
Comm. Develop.	Non-credit Enrollment and other Sponsored Activities	3 yrs. Non-Credit Enrollments 3 yrs. Non-Credit Enrollment of traditionally under-represented groups (low income, minority) 3 yrs. General Subject Areas 3 yrs. Total Participants Graph 3 yrs. Activities/Attendees for major events 3 yrs. Activity Participants for athletic events Level of satisfaction with college- sponsored activities Previous year New/Cont./In Dev. Partnerships (graph and list of all) Previous Yr. Continued Partnerships (list of all)	Increase participation
Inc	Arts Festival Update		
Stu. Success	2006 Student Opinion Survey Report (presented biennially)	Survey description/methodology Averages within clusters Significantly higher/lower	Average student satisfaction above the national peer mean satisfaction score

ENDS	REPORTS	DATA NEEDED	MEASUREMENT
Access	Credit Enrollment Fall Semester	FTE Enrollment Planned and Actual Previous 5 years including: FTE; Headcount; New & Returning Students; New students full-time to part-time; Gender; Ethnicity; Minority student groups; International students; Average and Median Age; Online Method of Delivery; Cooperative technical students; Number of OKC-GO! attendees; Number of OHLAP attendees; Enrollment of traditionally under-represented groups; Enrollment by demographic composition of the surrounding community; Place-of-Residence Map; Number and percent of students receiving financial aid; Financial scholarship awards	Trend should reflect an increase in number of degrees and certificates awarded.
Stu Success	Student Satisfaction w/ Instruction	ACT Student Opinion Survey Results (biennial survey) Graduates' Evaluation of Instruction (annual survey)	Overall student satisfaction of instruction is above the avg. mean score for peer institutions. 85% of graduates indicate satisfaction with instruction
Stu Success	General Education	General Ed. course success Collegiate Assessment of Academic Proficiency (CAAP) General Ed. Competency assessment	CAAP = OCCC will equal or exceed average mean scores of peer institutions.
Stu. Prep	Student Success in Developmental Courses and Subsequent College-level Courses	Pass rate for develop. courses—4 yrs. Success rate in the subsequent college courses—4 yrs. Course completion rates in English as a Second Language Bridge Program	Pass rate for develop. Courses will meet or exceed the state benchmark of 50% Success rate in subsequent college courses will be at least 70%
Inc	Human Resources Rpt.	Number of WOW activities Number of staff and faculty participating Number of new degrees of faculty/staff Diversity of faculty and staff	Increase participation rates in employee and leadership development activities Improvement in skills and knowledge as indicated by feedback surveys and evaluations.
Inc	Grants/Gifts Report	Grants from the previous 3 yrs. Donations from the previous 3 yrs. Percent of staff who give to the College	Increasing Trend
Inc	Technology Update	Update on major technological activities	Annual Plan Performance Indicators

ENDS	REPORTS	DATA NEEDED	MEASUREMENT
Access	Credit Enrollment Spring Semester	FTE Enrollment Planned and Actual Previous 5 years including: FTE; Headcount; New & Returning Students; New students full-time to part-time; Gender; Ethnicity; Minority student groups; International students; Average and Median Age; Online Method of Delivery; Cooperative technical students; Number of OKC-GO! attendees; Number of OHLAP attendees; Enrollment of traditionally under-represented groups; Enrollment by demographic composition of the surrounding community; Place-of-Residence Map; Number and percent of students receiving financial aid; Financial scholarship awards	Trend should reflect an increase in number of degrees and certificates awarded.
----NOTE: THERE ARE NO FORMAL MONITORING REPORTS IN MONTH OF MARCH----			
Stu. Success	Goal Attainment	Number of participants in student orientation programs Percent of students with individual educational plan after first semester Percent of students who met their goals—graduation, transfer, continued their education	
Graduate Success	Transfer Preparation	Transfer performance Transfer problems & preparation— Graduate Survey Credit hours accepted for degree at the transfer institution Graduate Survey (AA & AS)	Students who transfer to OU, OSU, or UCO will have GPA equal to or better than the GPA in that institution.
Comm. Development	Business Satisfaction	Business Satisfaction 2003-2006 Repeat Customers 2003-2006	A minimum 85% satisfaction rating on surveys from employers who use training services. A minimum 85% satisfaction rating on participant survey.
Graduate Success	Career Prep.	Licensure pass rates—3 yrs. Graduate comparison—3 yrs. – Employment of grads; related; link of END to job; satisfaction Employer Gap Analysis (top 5 positive and negative)	Health Professions graduates will achieve a higher first-time pass rate than the national average for their respective profession on licensure exams. A minimum 85% satisfaction rating on an employers' survey.

ENDS	REPORTS	DATA NEEDED	MEASUREMENT
Stu. Success	Retention/ Persistence Rates	OCCC within-state compared to all-state 2 yr. & 2 yr. urban peers—3 yrs. OCCC within-institution compared to all- state 2 yr. & 2 yr. urban peers—3 yrs. OCCC persistence rate of FT/PT students returning in the spring from the fall semester—3 yrs.	Retention rates higher than the 3 yr. average of the College's state peers. Benchmark is at 75% for the persistence rates

NOTES:

- Inc = Incidental Report
- ENDS
 - Access: Our community has broad and equitable access to a valuable 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.

Appendix H

OCCC Survey of Online Students

1. How many OCCC online credits have you completed? _____

2. Please rate the following online technology in terms of their impact on your learning using the scale of 5 for very helpful to 1 for not helpful.

How helpful was/were:	Very Helpful				Not Helpful	Didn't Use
Announcements	5	4	3	2	1	0
Calendar	5	4	3	2	1	0
Chat room	5	4	3	2	1	0
Computer graded homework - quizzes	5	4	3	2	1	0
Digital dropbox	5	4	3	2	1	0
Discussion boards	5	4	3	2	1	0
EBook – online textbook	5	4	3	2	1	0
Email	5	4	3	2	1	0
Images/graphics	5	4	3	2	1	0
Internet	5	4	3	2	1	0
Multimedia presentations	5	4	3	2	1	0
OCCC Online Library	5	4	3	2	1	0
Sound	5	4	3	2	1	0
Video	5	4	3	2	1	0
Video conference	5	4	3	2	1	0
Web pages – outside of WebCT	5	4	3	2	1	0
Whiteboard	5	4	3	2	1	0

3. Based on your experiences with OCCC online courses, use the scale of 5 for very easy to 1 for very difficult to complete the following questions.

How easy was it to:	Very Easy				Very Difficult	Don't Know / Didn't Use
Accessing online resources – catalog, schedule, etc.	5	4	3	2	1	0
Attaching files	5	4	3	2	1	0
Completing online orientation	5	4	3	2	1	0
Enrolling in courses	5	4	3	2	1	0
Meeting computer skills requirements	5	4	3	2	1	0
Obtaining text books / course material	5	4	3	2	1	0
Participating in discussions or forums	5	4	3	2	1	0
Participating in liverooms or chat rooms	5	4	3	2	1	0
Registering in WebCT	5	4	3	2	1	0
Use of access codes	5	4	3	2	1	0

Appendix I

**OCCC Survey of Online Students
Administered Assessment Week of 2007
N = 432**

1. How many OCCC online credits have you completed? _____
2. Please rate the following online technology in terms of their impact on your learning using the scale of 5 for very helpful to 1 for not helpful.

How helpful was/were:	Mean
1. Internet	4.55
2. Computer graded homework - quizzes	4.51
3. Email	4.50
4. Calendar	4.30
5. Announcements	4.25
6. Digital dropbox	4.25
7. Discussion boards	4.15
8. Sound	4.00
9. Multimedia presentations	3.97
10. Video	3.93
11. Images/graphics	3.92
12. Web pages – outside of WebCT	3.92
13. OCCC Online Library	3.91
14. EBook – online textbook	3.75
15. Chat room	3.52
16. Video conference	3.46
17. Whiteboard	3.35

3. Based on your experiences with OCCC online courses, use the scale of 5 for very easy to 1 for very difficult to complete the following questions.

How easy was it to:	Mean
1. Meeting computer skills requirements	4.55
2. Attaching files	4.45
3. Participating in discussions or forums	4.41
4. Completing online orientation	4.33
5. Enrolling in courses	4.32
6. Obtaining text books / course material	4.32
7. Registering in WebCT	4.32
8. Accessing online resources – catalog, schedule, etc.	4.28
9. Participating in liverooms or chat rooms	4.15
10. Use of access codes	4.11

Appendix J

Five Year Assessment Plan Checklist

Program: _____ **Reviewers:** _____

Plan Years: _____ **Date Reviewed** _____

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

Appendix K

Title: Administrative Procedure No. 4013

Revising Curriculum, Course Titles, Course Descriptions

By August 15, of each year, the Dean of Instructional Resources will update the Curriculum Guide and establish a schedule for submission of planned curriculum changes. All requests must adhere to the Curriculum Guide and the following procedure:

- Step 1. The program faculty (originators) agree on the curriculum revision.
- Step 2. The originators submit the request on appropriate forms and any supporting information to the Division Dean. The Division Dean may suggest revisions or additional supporting materials. The Division Dean's recommendation and the request are submitted to the Dean of Instructional Resources for review. The Dean of Instructional Resources will check the accuracy and completion of forms and may suggest revisions or additional supporting materials.
- Step 3. The Dean of Instructional Resources submits the request to the Curriculum Committee for its recommendation.
- Step 4. The Curriculum Committee acts and returns the request and its recommendation to the Dean of Instructional Resources.
- Step 5. If the Curriculum Committee does not concur with the request, the Dean of Instructional Resources will make every attempt to resolve the issue by working with the originators, the Division Dean, and Curriculum Committee Chair.
- Step 6. If the change requires approval from the Oklahoma State Regents for Higher Education, the appropriate forms will be prepared by the Dean of Instructional Resources.
- Step 7. The Dean of Instructional Resources will submit the request and required recommendations to the Provost/Vice President for Academic Affairs for approval. A request to add a new academic program requires approval of the President and the Board of Regents. Having all of the necessary internal approvals secured, the Provost/Vice President for Academic Affairs will finalize the appropriate forms required for submission by the President to the Oklahoma State Regents for Higher Education for final approval.
- Step 8. The Dean of Learning Resources will inform the Curriculum Committee, the Division Deans, and the originators of requests of the final decisions related to proposed changes.

STANDING CURRICULUM COMMITTEE

The purpose of the Curriculum Committee is to promote quality and excellence in the design and implementation of Oklahoma City Community College's curricula. The Curriculum Committee must review and make recommendations to the Provost/Vice President for Academic Affairs regarding the following matters:

- proposals for new courses and programs
- changes in or deletion of courses or programs
- changes in general education requirements
- special admission requirements and procedures

The Curriculum Committee may consider changes in policy related to the implementation of curricula and other matters related to instruction at the request of the Provost/Vice President for Academic Affairs. When the Curriculum Committee has approval to

address a matter, it will accept, seek out, and carefully examine information related to that matter. The committee will then develop and submit recommendations regarding the matter to the Provost/Vice President for Academic Affairs.

Generally, the Curriculum Committee recommendation will reflect a consensus of the committee, but all committee members have the right to submit alternate recommendations, which may include evidence and argument as well as additional proposals, concerns or other comments.

The Curriculum Committee will consist of the following:

Voting Members:

One faculty member from each department to be elected by the faculty of that department (each faculty representative will serve a two-year term); one representative from Student Development to be appointed by the Dean of Student Development; one representative from Admissions and Records to be appointed by the Dean of Admissions/Registrar; and two Division Deans to be appointed by the Provost/Vice President for Academic Affairs.

If a voting member cannot attend a Curriculum Committee meeting, a designated substitute may attend. However, the substitute may not vote on matters before the Committee. Proxy votes are not allowed.

Resource Members:

Two students to be selected by the Director of Student Life and the Dean of Instructional Resources.

Ex Officio Members:

Provost/Vice President for Academic Affairs, Vice President for Student Services, Vice President for Economic and Community Development and Dean of Research and Institutional Effectiveness.

Effective Date: 08-07-2000

Revised: 05-03-2004

Appendix L

Online Course Evaluation

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

9. The instructor materials were presented in an understandable manner.
- Agree
 - Disagree
 - Not Applicable
 - Other (please specify)
10. The instructor structured the learning environment in an effective manner.
- Agree
 - Disagree
 - Not Applicable
 - Other (please specify)
11. The instructor provided feedback in a timely manner.
- Agree
 - Disagree
 - Not Applicable
 - Other (please specify)
12. The instructor made it clear how students will be graded in this course.
- Agree
 - Disagree
 - Not Applicable
 - Other (please specify)
13. The instructor was available for assistance online.
- Agree
 - Disagree
 - Not Applicable
 - Other (please specify)
14. The instructor was available online during posted office hours.
- Agree
 - Disagree
 - Not Applicable
 - Other (please specify)
15. The instructor treated me with respect.
- Agree
 - Disagree
 - Not Applicable
 - Other (please specify)
16. The instructor provided information/suggestions that helped me perform better on exams/assignments.
- Agree
 - Disagree
 - Not Applicable
 - Other (please specify)

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

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

THE FOLLOWING CLASS COMMUNICATION TOOLS WERE EASY TO USE:

19. Discussion

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

20. Board

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

21. Chat Room

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

22. E-Mail

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

23. Drop Box

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

24. The course orientation was helpful.

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

25. The general orientation modules were helpful.

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

THE FOLLOWING CAMPUS LABS SERVICES WERE SATISFACTORY.

26. Accounting

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

27. Communications

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

28. IT Computer

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

29. IT Advanced

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

30. Computer

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

31. Math

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

32. Science

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

THE FOLLOWING SUPPORT SERVICES WERE SATISFACTORY:

33. Electronic Communications Help Online (Online Writing Assistance)

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

34. Library

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

35. Technical Assistance

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

36. Test Center

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