

***Ouachita Technical College
Request for Institutional Change***

*Prepared for
The Higher Learning Commission
A Commission of the North Central Association
Of Colleges and Schools*

*By
Ouachita Technical College
One College Circle
Malvern, AR 72104
(501) 337-5000
www.otcweb.edu*

July 2004

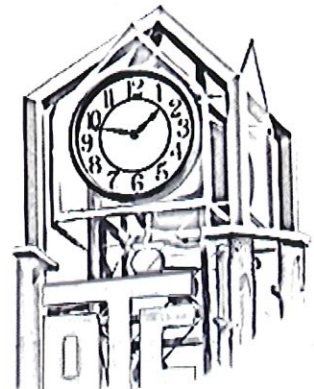


Table of Contents

Preface	<i>I</i>
College History	<i>I</i>
Accreditation History.....	<i>II</i>
College Profile	<i>II</i>
Section 1: Statement of Proposed Change	<i>1</i>
Specific Change and Commission Policy.....	<i>1</i>
Expected Outcomes.....	<i>1</i>
Relationship to Mission	<i>2</i>
Section 2: Factors Leading to Proposed Change	<i>3</i>
Relationship to Institutional Planning	<i>3</i>
Relationship to Need.....	<i>3</i>
Involvement of Other Constituencies	<i>5</i>
Section 3: Approvals to Implement Proposed Change	<i>7</i>
Internal Approval.....	<i>7</i>
External Approval	<i>7</i>
Section 4: Challenges Identified by the Commission	<i>8</i>
Section 5: Plan to Implement and Sustain Proposed Change ... <i>9</i>	
Faculty and Staff Involvement.....	<i>9</i>
Administrative Structure.....	<i>11</i>
Distance Learning Practices and Procedures	<i>13</i>
Learning Resources and Support Services.....	<i>13</i>
Sustaining Online Programs	<i>19</i>
Implementation Timeline.....	<i>20</i>
Section 6: Evaluation of Proposed Change	<i>21</i>
Section 7: Summary and Request	<i>23</i>
Appendices	
A: Statement of Affiliation Status	<i>24</i>
B: Vision, Mission, Purposes, Goals	<i>25</i>
C: Previous Fall and Spring Online Courses.....	<i>28</i>
D: Degree Plans	<i>31</i>
E: OTC Board Approvals	<i>33</i>
F: Arkansas Coordinating Board Approvals.....	<i>35</i>
G: Distance Learning Policy.....	<i>36</i>
H: Assessment Summary	<i>41</i>
I: Assessment Plan—AA in General Education	<i>42</i>
J: Assessment Plan—AAS in Criminal Justice	<i>43</i>

Preface

College History

The forerunner of Ouachita Technical College, Ouachita Vocational Technical School (OVTS), opened under the authority of the State Board of Education in January 1972, to serve the vocational training needs of an 11-county area surrounding Malvern and in Hot Spring County. In January 1972, classes opened with 292 students enrolled in 11 programs. The school became the provider for General Equivalency Diploma (GED) courses in Hot Spring County by being named a Local Education Agency on August 4, 1972.



6-7-04

Throughout its 20-year history, OVTS maintained roughly the same number of programs and student headcount. In May 1985, OVTS was also designated as a Secondary Vocational Center in the state's effort to make vocational education accessible to all Arkansas high school students. Secondary vocational programs were made available to 11 high schools in the area surrounding Malvern.

In 1991, the Arkansas Legislature responded to business and industry leaders' call for "reform of and increased support for our State's system of elementary, secondary, vocational, and higher education," through Act 1244, *The Two-year Postsecondary Education Reorganization Act of 1991* (Resource Room Exhibit 1). This legislation transferred postsecondary vocational programs from the State Board of Vocational Education to the State Board of Higher Education, converted existing vocational technical schools into comprehensive technical colleges that would offer general education and technical programs, and provided funding for the transition.

Ouachita was not included in the original legislation that became Act 1244; but, following a meeting of Malvern and Hot Spring County business leaders, legislators, and OVTS faculty and administrators, Senator George Hopkins introduced separate legislation to designate OVTS as Ouachita Technical College (OTC). This separate legislation, Act 617 of 1991 (Resource Room Exhibit 2), was actually signed into law before Act 1244 had passed, making OTC the first Arkansas technical college.

The transfer became effective July 1, 1991. The College entered into a contractual agreement with Henderson State University in Arkadelphia, a

North Central Association accredited institution, to provide general education courses, faculty, and a site director, and OTC provided the facilities. This provided OTC students with dual credit and immediate transferability of general education credits. Upon affiliation with NCA through initial candidacy in February 1994, OTC assumed delivery of general education curricula.

The College is one of 23 comprehensive two-year colleges across the state. Since its inception in 1991, OTC's enrollment has increased 515 percent (210 to 1,291). The College offers programs designed to prepare students for immediate placement in the work force as well as university-parallel programs designed for transfer into a baccalaureate program at a four-year institution of higher education. The College continues to operate an adult education program (GED) and a high school career center.

Accreditation History

In June 1976, OVTS received initial accreditation with the Arkansas State Department of Education that was renewed at five-year intervals until the College achieved candidacy status with the North Central Association Commission of Colleges in February 1994. In May 1994, an NCA team conducted a focused visit to study the College's request for the addition of the Associate of Arts degree to the curricula. The Commission adopted and noted this change to the Statement of Affiliation Status in August 1994. Following a September 1995 team visit, the College was granted initial accreditation of five years in February 1996.

The College's most recent comprehensive evaluation was conducted in September 2000. The evaluation team recommended that Ouachita Technical College's accreditation be continued at the associate degree level, that no stipulations be required, and that no reports be required. This visit culminated in the ten-year continuation of OTC's accreditation by the Higher Learning Commission in February 2001 (Appendix A).

College Profile

Mission Statement

Ouachita Technical College is an open access, public, two-year institution of higher education committed to providing area citizens affordable, lifelong educational opportunities and services in a caring environment designed to enable them to develop their fullest potential and to support the economic development of Arkansas.

To fulfill this mission, OTC offers educational opportunities for transfer, employment, preparatory remediation, adult education, secondary vocational training, business and industry training, and individual enrichment. These purposes are accomplished through a broad range of services, credit and non-credit classes, and associate and certificate programs.

The College serves a five-county area (Clark, Dallas, Grant, Hot Spring, Saline) in south-central Arkansas that is primarily rural. U.S. Census Bureau data indicate that of the 163,102 total population, 51 percent are female and 49 percent male. The service area is predominately white (88.6 percent); blacks comprise 8.8 percent of the population. Data indicate that only 1.5 percent of the total population are Hispanic or Latino.

The College population mirrors that of the service area. In fall 2003, 85.8 percent of students were white, 12.0 percent were black, and 1.0 percent were Hispanic or Latino (Resource Room Exhibit 3).

The College operates on a semester calendar and awards associate degrees and certificates in 23 programs. Credit enrollment during the fall 2003 semester was 1,291 students enrolled in 10,996 student semester credit hours (Resource Room Exhibit 3). Of these students

- 55 percent were part-time; 45 percent full-time;
- 54 percent were female, 46 percent male;
- 86 percent were Caucasian, 12 percent African-American, 2 percent other ethnicity;
- 42 percent were from Hot Spring County (OTC's location), 52 percent from one of the other four counties in the service area; 6 percent from outside the service area;
- mean age was 26;
- 29 percent were declared to an associate of applied science degree or a certificate; 23 percent were declared to an associate of arts degree; 11 percent planned to obtain a degree upon transfer;
- 28 percent were enrolled in developmental courses;
- 50 percent were on need-based financial aid.

The College has no campus housing or athletic programs. It is located on a 40-acre tract of land inside the Malvern city limits in Hot Spring County. Buildings and parking areas occupy approximately 13 acres.

Section 1: Statement of Proposed Change

Specific Change and Commission Policy

Ouachita Technical College is requesting that the Commission extend its accreditation to include degree programs offered through distance delivery via the Internet. By Spring 2005, the College will be prepared to offer two of its current degree programs online—Associate of Arts in General Education and Associate of Applied Science in Criminal Justice.

According to Higher Learning Commission Policy I.C.2.b outlined in Section 7.2 of *The Higher Learning Commission Handbook of Accreditation, Third Edition*, Commission approval is required for “Changes in Educational Offerings” which includes “degree programs offered through distance delivery methods” (page 7.2-2).

Expected Outcomes

As indicated on the Statement of Affiliation Status (Appendix A), Ouachita Technical College (OTC) offers distance education courses. The College first offered online courses in spring 1998 with 24 students enrolled in 4 courses. During the most recent semester, spring 2004, 272 students were enrolled in 23 courses. The College expects this growth trend to continue.

Although the majority of the College’s current online students are also on-campus students, that trend is expected to change with the implementation of online degree programs; peer institutions have demonstrated this phenomenon. Enrollment growth of students who have previously been bound geographically is anticipated; therefore, distance delivery will also create increased access and the potential to serve new student clientele.

Enrollment growth will lead to modest financial growth due to increased tuition levels. A \$25 fee, to be implemented July 1, 2004, assessed for each online course will provide some income as well.

More and more adult learners are looking for educational options that offer convenience and flexibility. The item receiving the highest dissatisfaction rate on the Noel-Levitz Student Satisfaction Inventory administered to OTC students in 2002 was “availability of courses at times you can take them” (Resource Room Exhibit 4). To meet student needs and to remain competitive, Ouachita Technical College realizes that distance education options are critical to its long-term strategy.

Additional outcomes include the following.

- The establishment of support services to sustain online degrees will also enhance these services for on-campus students. All students will have increased access to library resources, bookstore functions, registration, and other student services that have been made available at a distance due to implementation of online degrees.
- As faculty participate in professional development activities related to online delivery, more and more are using technology to enhance their traditional courses.
- Distance education has the potential to retain students who must drop out or stop out for personal reasons. For non-traditional students, online courses have the appeal of accommodating work and childcare schedules—two dropout risk factors identified by the U.S. Department of Education and validated by the College's data.

Relationship to Mission

Providing the option of online degree programs enhances Ouachita Technical College's ability to fulfill its vision of "meeting and exceeding the changing needs of students, community, business, industry, and government." Online degree opportunities augment the College's ability to meet its mission of "providing area citizens affordable, lifelong educational opportunities and services in a caring environment" A review of the College's Strategic Goals and Objectives demonstrates that the requested educational change is mission driven (see Appendix B for Vision, Mission, Purposes, and Strategic Goals and Objectives).

Implementation of online degrees is a result of the College's inventory of individual online course offerings. Due to the number of available courses, the number under development, and an array of online services, offering programs through distance delivery is a natural evolution of the College's educational programming.

Section 2: Factors Leading to Proposed Change

Relationship to Institutional Planning

Ouachita Technical College's strategic planning process is cyclical and evaluates internal and external data. The current Strategic Plan is the result of a cycle that began in January 2002. The Board, community/business leaders, students, alumni, administration, faculty, and staff participated in a process that culminated in Board approval of the College's strategic direction for 2002-2007 on March 26, 2002 (Resource Room Exhibit 5).

As previously documented, the addition of online degree programs enhances the College's ability to fulfill its Vision and its Mission. The following Strategic Goals and Objectives, identified through the planning process, document the direct relationship between the addition of online degrees with the planning process (the College's Vision, Mission, Purposes, Strategic Goals and Objectives are delineated in Appendix B).

Goal 1 To foster quality teaching and learning within a student-centered environment.

Objective 1.2 Expand services and educational opportunities for evening and off-campus students.

Objective 1.4 Initiate new courses, programs, and services in response to community and workforce needs.

Goal 4 To develop an educated citizenry.

Objective 4.1 Provide access to learning opportunities for more citizens.

Objective 4.2 Improve access to education through alternative instructional delivery systems.

Objective 4.3 Implement strategies to increase student success as demonstrated through improved retention, graduation, and transfer rates.

Objective 4.4 Enhance curriculum flexibility in order to expand educational opportunities.

Objective 4.5 Review and revise the college's offerings and programs to meet the changing needs of a growing, more diversified workforce.

Relationship to Need

A review of the literature indicates that technology has created new educational paradigms. Currently, more than 3 million college students are enrolled in online degree programs nationwide. Researchers Scott Howell and Peter Williams of Brigham Young University and Nathan Lindsay of the

University of Michigan found that more distance education programs will be necessary to meet the needs of a growing college-aged population and that students want time flexibility above all.

The College's own data reflect these findings. As evidenced in the chart below, OTC has experienced a 1,117 percent increase in online course enrollment, indicating a growing demand for this delivery method (offered courses are listed in Appendix C). Additionally, as a public, open-access, two-year institution, many of OTC's students manage the challenges of childcare, work, and transportation. Distance delivery can help meet the demands and needs of these students as they strive to reach their educational goals.

Semester	Total Online Courses	Total Courses	Percentage of Online Courses	Online Duplicated Headcount	Online Unduplicated Headcount	Total Unduplicated Headcount	Percentage of Online Undup HC	Online SSCH	Total SSCH	Percentage of Online SSCH
Spring 1998	4	150	2.7%	29	24	712	3.4%	87	5759	1.5%
Fall 1998	8	172	4.7%	66	40	788	5.1%	195	7099	2.8%
Spring 1999	5	173	2.9%	53	46	765	6.0%	159	6523	2.4%
Fall 1999	8	183	4.4%	76	68	898	7.6%	228	7672	3.0%
Spring 2000	14	204	6.9%	194	123	932	13.2%	582	7873	7.4%
Fall 2000	9	173	5.2%	89	70	829	8.4%	267	7222	3.7%
Spring 2001	8	209	3.8%	72	59	831	7.1%	216	7146	3.0%
Fall 2001	6	203	3.0%	50	46	968	4.8%	150	8168	1.8%
Spring 2002	12	210	5.7%	143	108	1008	10.7%	447	8552	5.2%
Fall 2002	15	221	6.8%	206	159	1255	12.7%	638	10606	6.0%
Spring 2003	13	227	5.7%	292	210	1179	17.8%	895	10282	8.7%
Fall 2003	11	239	4.6%	194	155	1291	12.0%	604	10996	5.5%
Spring 2004	23	239	9.6%	421	272	1150	23.7%	1286	9951	12.9%
Total	136	2803	5.2%	1884	1380	12606	10.9%	5754	107839	5.3%

Criminal Justice

With Higher Learning Commission approval, the Criminal Justice Associate of Applied Science degree program will be offered at OTC exclusively online. Previously, this program was offered on campus, on Saturdays in order to accommodate the needs of students, most of who were working in the field. This once-a-week format has proven ineffective; many students are unable to obtain Saturday childcare and many students work shifts that include Saturday. Additionally, a primary source of students, entry-level law enforcement officers, are the most susceptible to shift changes. Because of added demand for professionals in this field, partially due to Homeland Security; feedback from law enforcement agencies; and data from the Kuder Career Planning System indicating that the career cluster of *Law, Public Safety, and Security* is the highest area of interest to Arkansas respondents, online delivery is a more viable option than deleting the program. A May 2004 focus group meeting with currently enrolled students indicated that they favor online delivery of this program.

All hours required to complete the Associate of Applied Science in Criminal Justice online will be available prior to the spring 2006 semester. This schedule will not impede the ability of the nine currently enrolled criminal justice students to make progress toward the degree. However, the College will monitor this program and will apply a more vigorous schedule if

necessitated by demand. The timeline for course development is indicated below. The degree plan is delineated in Appendix D.

- Spring 2005 Criminal Procedures and Evidence (3 credit hours)
- Fall 2005 Criminal Investigation (3 credit hours)
Law Enforcement Ethics (3 credit hours)
Social Problems (3 credit hours)
- Spring 2006 Juvenile Delinquency (3 credit hours)
Criminal Justice Internship (1-6 credit hours)
Special Studies in Criminal Justice (1-6 credit hours)

General Education

With Higher Learning Commission approval, the Associate of Arts in General Education degree will be delivered online as well as on campus. Demand for the College's general education program is high and is continuing to grow. Since its implementation in fall 1994, the general education/transfer program has increased from 9 students enrolled in 87 student semester credit hours to 420 students enrolled in 4,443 student semester credit hours. In Fall 2003, 51 percent of award-seeking students were either enrolled in the Associate of Arts in General Education program or were degree seeking upon transfer. With an average age of 28, many students and potential students have work schedules that prevent their attendance at regularly scheduled classes. The College, like the State of Arkansas, is committed to improving the percentage of college graduates. The online delivery method will provide a means by which students, who might not otherwise, will earn a degree.

Currently, the College lacks 8 credit hours necessary for online completion of this degree program. The schedule below indicates that these courses will be available online prior the start of the fall 2005 semester.

- Spring 2005 Life Fitness (one credit hour)
- Fall 2005 Oral Communication (three credit hours)
Introduction to Physics (four credit hours)

To increase students' course options, another nine hours (Humanities: Art, Humanities: Music, Social Problems) will be available online prior to fall 2005. This degree plan is delineated in Appendix D.

Involvement of Other Constituencies

Ouachita Technical College is a charter member of ACCESS Arkansas (Access to College Courses for Every Student Statewide), a consortium of the state's two-year colleges for the delivery of online courses (www.aatyc.org/accessark). The College's Vice President of Instruction, Dr. Susan Karr, was a member of the committee that originated this initiative developed in 1997. The consortium encouraged students to take classes from their local college when possible, but offered alternatives to students needing to take courses by distance that were not available to them locally. It also created articulation agreements among participating colleges. Activity in

ACCESS Arkansas has declined as the state's colleges gain approvals to offer degrees online. Yet, the initial development of ACCESS Arkansas validates the need for an alternate way to deliver higher education to any individual at any time.

Ouachita Technical College has also entered into a consortium designed to offer online education to Wal-Mart associates. Beginning with the spring 2004 semester, the state's two-year colleges, through Northwest Arkansas Community College (NWACC) in Bentonville, Arkansas, began to offer Wal-Mart's employees access to online education and the potential to earn an NWACC associate degree online. Through a website, developed by NWACC and dedicated to Wal-Mart, associates enroll in courses offered by the state's selected two-year colleges (Resource Room Exhibit 6). During the pilot semester that began February 2004, one of these students was enrolled in U.S. History Since 1865 offered by OTC.

In 2002, the College partnered with Franklin University in Columbus, Ohio, (accredited by the Higher Learning Commission) as a member of the Community College Alliance (CCA). This alliance provides access to bachelor's degrees to OTC's students by building on their associate degree and other coursework via the Internet (Resource Room Exhibit 7.) Ouachita Technical College is one of approximately 200 community colleges that participate in the Alliance (www.alliance.franklin.edu).

In preparation for the implementation of online degrees, Ouachita Technical College consulted the *Statement of Commitment by the Regional Accrediting Commissions for the Evaluation of Electronically Offered Degree and Certificate Programs* and their *Best Practices for Electronically Offered Degree and Certificate Programs* to verify quality online education principles and practices. The *WebCT Exemplary Course Project 2003 Rubric* has been and continues to be a resource as well (Resource Room Exhibit 8). Online instructors are provided a copy of the Rubric and are encouraged to implement its principles.

Section 3: Approvals to Implement Proposed Change

Internal Approval

In its January 2004 meeting, the Ouachita Technical College Board of Trustees approved the online delivery of the Associate of Arts in General Education and of the Associate of Applied Science in Criminal Justice. Two separate resolutions document these authorizations (Appendix E).

Prior to Board approval, the College's Curriculum Committee and the Faculty Council approved the pursuit of these two proposals (Resource Room Exhibit 9).

External Approval

The Arkansas Department of Higher Education serves as the administrative agent for the Arkansas Higher Education Coordinating Board. The Coordinating Board has statutory responsibility for the review and approval of new academic programs and for the review of existing programs for the state's public institutions of higher education (www.arkansashighered.com/academic/html).

Separate proposals for the online delivery of the Associate of Arts in General Education and of the Associate of Applied Science in Criminal Justice were submitted to the Department of Higher Education in February 2004, for consideration by the Arkansas Higher Education Coordinating Board in April (Resource Room Exhibit 10). On April 30, 2004, the Coordinating Board granted Ouachita Technical College the approvals to award these two associate degrees through the online method (Appendix F).

Section 4: Challenges Identified by the Commission

Ouachita Technical College's last comprehensive visit was conducted September 25-28, 2000. The team's recommendation to the Commission was, "... that Ouachita Technical College be granted continued accreditation with the next comprehensive evaluation visit scheduled in ten years, 2010-11." The team recommended no stipulations, reports, or further visits (Resource Room Exhibit 11). On February 19, 2001, the Institutional Actions Council concurred with the team's recommendations and on February 23, 2001, the Commission Board of Trustees validated these findings (Resource Room Exhibit 12).

As indicated below, the team did not name any challenges that directly relate to the online delivery of degree programs (Resource Room Exhibit 11). The Institutional Challenges identified were:

- The college must continue effort to attract and maintain minority faculty, staff, and administrators.
- There are some interpersonal issues within the college that need to be addressed. As a result there is a perception among some of the employees that a negative institutional climate exists.
- Morale among classified staff is impacted by the state's low pay scales and the college's insufficient staffing of clerical support in some areas of the institution.
- Personnel evaluations should be consistently completed and tied to professional development activities.

By contrast, the team identified 12 Institutional Strengths, and several do correlate with the proposed change (Resource Room Exhibit 11). These include:

- Student Academic Achievement is thoroughly embedded in the educational culture of OTC and drives continuous improvement of teaching/learning and budgetary planning.
- OTC is meeting its computer needs through the expansion of the network, equipment, maintenance and upgrades, technical support and long term planning.
- OTC faculty and staff strongly support the institutional vision statement that students are their highest priority.

Section 5: Plan to Implement and Sustain the Proposed Change

Faculty and Staff Involvement

A cross section of the campus community has been involved in the implementation of online degree delivery. The Online Focused Visit Committee was instrumental in the development and organization of processes and procedures to accomplish online delivery of the Associate of Arts in General Education and the Associate of Applied Science in Criminal Justice degrees (Resource Room Exhibit 13). Committee members include:

- Chair, June Prince, Vice President of Planning & Assessment
- Dr. J. Barry Ballard, President
- Mark Burris, Title III Director/Distance Education Coordinator
- Terri Colananni, General Education Division Chair/Faculty
- Dr. Roger Coomer, Vice President of Finance
- Carla Crutchfield, Business Technology Department Faculty
- Tony Hunnicutt, Distance Education Technical Support/Associate Faculty
- Linda Johnson, Vice President of Student Affairs
- Dr. Susan Karr, Vice President of Instruction
- Lloyd Melton, Director of Technology
- Jeane Myers, Library/Learning Resource Center Director

The Curriculum Committee and the Faculty Council were involved in this process as well. Both groups reviewed the programs and the Online Focused Visit Committee communicated regularly with the Faculty Council.

Full-time and associate faculty who develop and who teach Internet courses are appropriately credentialed and are trained in the College's selected course management system, WebCT, and in online delivery techniques. Online faculty must possess the same qualifications as their traditional counterparts. For example, those teaching university-parallel courses within the Associate of Arts degree are required to have a master's degree with a minimum of 18 hours in their discipline.

The following table delineates faculty who taught online courses applicable to the Associate of Arts in General Education or the Associate of Applied Science in Criminal Justice program during the fall 2003 and/or spring 2004 semester.

Online Faculty Name	Ouachita Tech Position	Highest Degree	Online Course(s)	No. Semesters Online Exp
Adair, Aaron	Associate Faculty	MA	Humanities: Theater	4
Bragg, Thomas	Associate Faculty	MS	Intro to Criminal Justice	1
Burris, Mark	Title III Dir/DE Coordinator	MA/MS	Introduction To Philosophy Business Ethics	22
Colley, Robin	Business Tech F/T Faculty	MS	Business Communications	4
Crutchfield, C.	Business Tech F/T Faculty	MBA	Small Business Mgmt Supervisory Mgmt Principles of Mgmt	4
Karr, Susan	VP Instructional Affairs	Ph.D.	General Psychology	4
Mills, Michael	Associate Faculty	Ph.D.	Composition I Composition II	12
Moore, Mark	Associate Faculty	Ph.D.	Abnormal Psychology	22
Morgan, John	Associate Faculty	JD	American National Govt Civ Since 16th Century U.S. History since 1865	10
Pope, Daniel	Associate Faculty	Ph.D.	Biology Earth Science Environmental Science	22
Rigsby, Malcolm	Associate Faculty	JD	Sociology	6
Robertson, Blake	Associate Faculty	Ed.D.	Police Org & Mgmt	4
Schultz, Marvin	General Ed F/T Faculty	Ph.D.	Arkansas History	1
Showalter, Barry	Associate Faculty	MS	College Algebra	1

Three of the above faculty are full-time instructors, two are full-time administrative employees (another will begin full-time administrative duties July 1). Two additional full-time faculty and another full-time employee taught online courses apart from the two proposed degree programs.

Although instructional design and course content are the responsibility of the online faculty, appropriate training and assistance are provided through the Distance Learning Coordinator, Mark Burris, who has had extensive training and education in WebCT and in online pedagogy (Resource Room Exhibit 10). Technical assistance is also provided to faculty, but more especially to students, by Tony Hunnicutt, who also teaches online and traditional courses. Mr. Hunnicutt, who has expertise and experience in WebCT, is responsible for the Online Help Desk.

The College's Curriculum Committee is responsible for curricula and content oversight for traditionally delivered courses and programs. Committee membership includes Division Chairs, a representative from counseling, the Library/Learning Resource Director, Vice President of Workforce Education, Vice President of Student Affairs, Vice President of Instruction, and the Distance Learning Coordinator. An expanded Internet Curriculum Committee (the aforesaid members plus two full-time faculty members experienced in online course development and delivery) has this responsibility regarding online courses and programs.

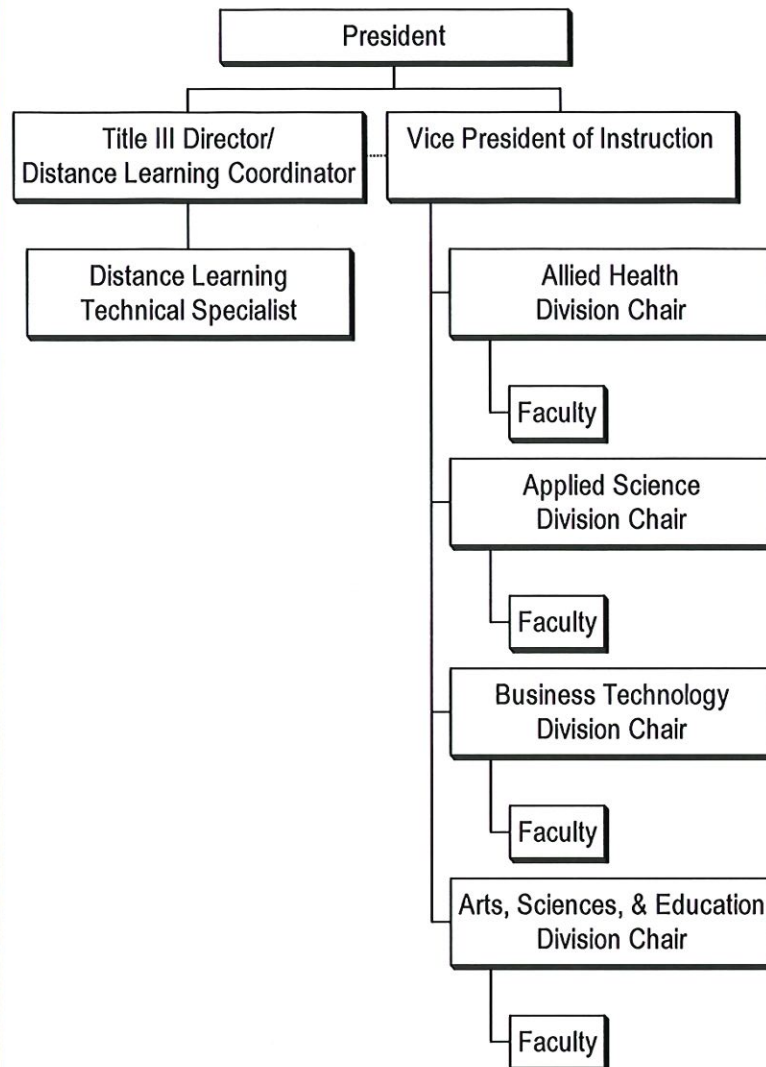
Course evaluation, program evaluation, and the assessment of learning outcomes for online programs mirror those of traditional programs. These issues are discussed more fully in *Section 6—Evaluation of the Proposed Change*.

Administrative Structure

The College first began its online learning endeavor under the direct management of the Vice President of Instruction. The Distance Learning Coordinator provided assistance with online course administration and the training, hiring, and evaluation of faculty. As the groundwork was laid for the anticipated spring 2005 implementation of online degree programs, it was determined that, beginning with the fall 2004 semester, direct administrative responsibilities will transfer to the appropriate Division Chair, as is the practice for traditional courses and programs. Division Chairs, under the auspices of the Vice President of Instruction, will collaborate with the Distance Learning Coordinator who will continue to provide professional development and technical assistance. The division of responsibilities is as follows:

Division Chair	Distance Learning Coordinator
<p><u>Content Specific to Discipline</u></p> <ul style="list-style-type: none"> • Academic Quality • Curriculum Selection 	<p><u>Content Implementation</u></p> <ul style="list-style-type: none"> • General Training • WebCT tools • Third Party software • Troubleshooting • Best Practices for online pedagogy • Accessibility/universal design • Copyright and Fair Use
<p><u>Faculty</u></p> <ul style="list-style-type: none"> • Contracting with associate faculty • Supervision • Communication with faculty regarding course improvement 	<p><u>Faculty Collaboration</u></p> <ul style="list-style-type: none"> • Course content development/ curriculum selection • Scheduling • Faculty development • Communication (listserves, etc.) • Faculty recruitment
<p><u>Student Grievances</u></p> <ul style="list-style-type: none"> • Content issues • Grading • Attendance • Timely response • Flexibility with assignments 	<p><u>Student Issues</u></p> <ul style="list-style-type: none"> • Technical/troubleshooting contact • Referral to Department Chair and/or faculty as appropriate • ADA Accommodations

The organization of distance learning administration is delineated below. A college-wide organizational chart is located in Resource Room Exhibit 14.



As indicated above, the Distance Learning Coordinator also serves as the Title III Director. This dual role is compatible with College objectives as many of the Title III Academic Program Goals relate to distance learning initiatives (i.e. increased use of technology for retention and for improved educational quality).

Increased online course offerings and, thus, increased faculty have lead to the development of a Distance Learning Handbook (Resource Room Exhibit 15). This manual provides online faculty with information on topics such as textbooks and resources, faculty training, accessibility, course and instructor evaluation, copyright and fair use, course ownership, intellectual property and copyright, faculty office hours, testing, etc. During the 2004-2005 academic year, the distance learning procedures outlined in this manual will be integrated into the Faculty Handbook.

Distance Learning Practices and Procedures

On March 30, 2004, the Board of Trustees adopted a Distance Learning Policy. Copyright and Fair Use, Course Ownership, Intellectual Property and Copyright, Academic Integrity, and Student Responsibilities are some of the topics addressed in this policy (Appendix G).

Ouachita Technical College's online courses and programs are developed on the principle that distance learning must be dynamic and interactive, must have integrity, and must be organized around quality curricula that produce expected learning outcomes. Unless otherwise stated in a written agreement, all developed and delivered online courses are the property of the College.

As previously noted, Ouachita Technical College uses WebCT to deliver all online courses. Use of this software ensures a coherent framework that facilitates student navigation through each online course. WebCT allows the administering of timed tests, tracking of student course access, providing for student-to-student and student-to-teacher interactivity, and it promotes security. In Fall 2004, the College will upgrade from WebCT Version 3.8 to Version 4.1. Faculty training on the new version was conducted in April 2004.

Integrity of student work is fundamental. The College's online courses are developed on the premise that the student's final course grade is not determined solely from quizzes and tests that are delivered online. Evaluation of learning outcomes is accomplished through discussions, research projects, assignments, and course activities as well. Final exams are administered by the online instructor or in a proctored environment. Students must present picture identification to an approved test proctor to verify their identity.

All online courses comply with the Americans with Disabilities Act (ADA) and are designed for universal access in accordance with Section 508 of the Rehabilitation Act. The Distance Learning Coordinator reviews courses to ensure these regulations are maintained.

Learning Resources and Support Services

Admission, Orientation, and Registration

Ouachita Technical College has an "open" admissions policy. Students wishing to pursue an online education are subject to the same admission criteria as those choosing an on-campus education.

Although students may be enrolled without regard to academic qualifications, completion of an Application for Admission, documentation of high school graduation or equivalency, proof of immunization, and, in most cases, submission of placement scores are required. Students may present admission documents by mail, by facsimile, or in person, and some

documents may be submitted online. Admission requirements, as well as other necessary information, are available on the College's web page at www.otcweb.edu.

The College's Financial Aid Office provides services to online students. Those who cannot physically come to campus receive financial aid counseling by e-mail or by telephone. Aid information and procedures are available on the web page. Students may apply for Federal aid by completing the Free Application for Federal Student Aid (FASFA) over the Internet. To apply for college-based aid, students may download the OTC Scholarship Application from the College's web site and submit it by mail or by facsimile. Students may view their individual financial aid information through *CampusConnect*.

All new students, whether enrolling in on-campus or in online classes, are required to participate in *Care Connection*, the College's orientation program that is conducted online. Accessed through a link under Student Affairs on the College's web page, students view a PowerPoint Presentation and complete a simple assessment. This assessment, developed in WebCT, triggers an electronic notification to Student Affairs that the student has completed orientation and, therefore, may register. Students also have the option of attending an on-campus *Connection Reception* held prior to the beginning of the semester. This reception provides an opportunity to tour the facility and to meet faculty, staff, and other students.

Initially, a Student Affairs Counselor via physical meeting, telephone, or e-mail, advises new students. Early in their first semester, students are assigned a faculty advisor who assists them in achieving their educational goals. Advisor approval is required for registration. This approval, as well as other communication, may be conducted through a physical meeting, telephone, or e-mail.

The above advising process is followed for both online and on-campus students. An Advising Checklist has been developed to assist advisors in assuring that all necessary processes have been completed prior to registration (Resource Room Exhibit 16). Online degree audits are available to faculty, counselors, and students through *CampusConnect* accessed through the web page.

Prior to initial registration into an online course, students are required to complete the *Self-Evaluation for Online Course Readiness* posted on the web site under the "online courses" link (Resource Room Exhibit 17 and www.otcweb.edu/selfeval.php). This survey identifies strengths, attitudes, and characteristics needed for success in an online learning environment. The advisor evaluates the student's score and recommendations are made regarding online coursework.

Registration is completed online via *CampusConnect*. Students also have the ability to make tuition and fee payments online. The College provides the option of ordering textbooks online from the campus bookstore or through e-Follett.

Previously, students new to the online environment were individually oriented to the WebCT Course Management System by distance education personnel. Beginning with the fall 2004 semester, these students will be required to participate in an electronic WebCT Orientation accessible from the College's web page. As with the *Care Connection*, this orientation culminates in an assessment that triggers a notification to allow the student WebCT access to their course(s).

Support Services

All full-time faculty, staff, and administrative contact information can be easily accessed from the College's web page. The "Staff Directory" delineates personnel by name, title, extension number, and e-mail address.

As outlined in Policy 4.09, all distance learning courses are designed for universal access in accordance with Section 508 of the Rehabilitation Act created by the Federal Access Board (Appendix G). Services for distance students who have disabilities are determined on an individual basis. Those who require services must provide documentation of the disability and the need for a modification or an accommodation. Adjustments made do not alter the course content, but remove barriers and provide the least restrictive environment for the student.

Both distance and on-campus students have the same rights and responsibilities as outlined in Policy 5.50, "Student Conduct," and Policy 5.52, "Student Grievance Procedure" (Resource Room Exhibit 18). These regulations are published in the *Student Handbook* which is available in print or on the College's web site. Grievance procedures may be initiated through e-mail or telephone.

In order to protect private information and data, and to comply with the Federal Trade Commission's Safeguards Rule, the Gramm-Leach-Bliley Act, and the Family Education Rights and Privacy Act (FERPA), Ouachita Technical College has implemented an Information Security Program (Resource Room Exhibit 19). Objectives of the Program are:

- To ensure the security and confidentiality of nonpublic personal information about students, whether in paper, electronic, or another form;
- To protect against any anticipated threats to the security or integrity of such information; and
- To guard against the unauthorized access to or use of such information that could result in substantial harm or inconvenience to any student.

To provide technical support to online students, a Help Desk will be established prior to the fall 2004 semester. Students may request support and information by e-mail and can expect a response within 12 hours; person-to-person contact will be available via telephone during normal operating hours. Assistance to be provided by the Help Desk includes support of the Self-Evaluation Survey and the WebCT Orientation, assistance with website navigation, troubleshooting of technical problems, updating of announcements, and support for library resource access.

Learning Resources

The Library/Learning Resource Center (LRC) recognizes the need for electronic resources to support the teaching and learning that occurs both online and on campus. Although a concerted effort has been made to ensure that online students have access to library resources, increased online library support benefits traditional students as well.

The Library/Learning Resource Center link under the Student Services section of the College web page provides online access to Library/LRC personnel; links to common education, government, medical, and miscellaneous sites; and links to a diverse listing of resources and databases such as those listed below.

- *American National Biography*—This resource provides information on the lives of American men and women who have had an impact on American history.
- *Contemporary Literary Criticisms*—This database contains 10,806 references, with more than 600 author entries, including biographical profiles of their life, works and critical importance. Also included are critical essays and excerpts from books, magazines, literary reviews, newspapers, and scholarly journals.
- *Discovering Collection*—The Discovering Collection provides access to databases on biography, history, literature, science, and social science. It also contains dictionaries and a multimedia gallery.
- *EBSCO*—One of the world's largest collections of online scholarly information, this resource contains bibliographic and full-text databases covering virtually every area of academic study; it can also be accessed in Spanish.
- *eLibrary*—This search tool offers a broad range of full-text and graphical content from over 1,000 magazines, newspapers, reference books, transcripts, and audio/video titles, plus thousands of pictures and maps.
- *Encyclopedia Americana and Encyclopedia Americana Multimedia*—This tool is the online version of the respected encyclopedia; it provides access to full text periodicals and 2,000 biographies. Several American Heritage Dictionaries are searchable from this database. Current events are covered and are updated daily; it includes web-links to many daily news sources as well as a link to access today's newspapers from counties all over the world.
- *Encyclopedia Britannica*—This resource provides online access to encyclopedia articles, as well as Merriam-Webster's Collegiate Dictionary and Thesaurus, World Atlas, Timeline Browse, and Year in Review.

- *Journal of Nursing Education*—This online periodical provides a forum for original articles and new ideas for nursing educators in an effort to enhance the teaching-learning process, promotion of curriculum development, and stimulating creative innovation and research in nursing.
- *Opposing Viewpoints*—This source provides a one-stop source for information on social issues. This database features current periodicals, journals, magazines, and pamphlets that assist students in linking theory and practice.
- *Oxford English Dictionary*—This resource provides students with a guide to the meaning, history, and pronunciation of over 500,000 words.
- *ProQuest*—ProQuest is an online information service that provides access to thousands of current periodicals and newspapers, many updated daily and containing full-text articles from 1986.
- *SIRS*—A general reference database, this resource contains thousands of full-text articles exploring social, scientific, health, historic, business, economic, political and global issues. Articles and graphics are selected from 1,500 domestic and international publications.

The Library/LRC is committed to continued enhancement of online resources. Beginning in fall 2004, the Library/LRC Newsletter will be accessible from the web site.

Ouachita Technical College's tutoring program is offered through TRiO/ Student Support Services, a Title IV funded program. Resources to provide tutoring services to online students were included within the reapplication for this program in spring 2004. Consistent with subject areas for which tutoring is provided for on-campus students, mathematics and English tutoring services will be made available to online students via WebCT prior to the fall 2004 semester. Additionally, through required online office hours, online faculty members provide subject matter assistance.

In addition to tutors, students have access to support through PLATO software, a learning technology that provides self-paced and interactive instruction to allow learners to acquire the competencies they need. Access to this software is available in an on-campus learning lab and via the Internet.

eCommunity

Creating a sense of academic community is a challenge for commuter, two-year colleges. This feeling of community becomes even more difficult to establish with online students since they may never physically visit the campus. Nevertheless, Ouachita Technical College recognizes the value that student involvement has on the teaching/learning process. Several strategies have been planned and implemented to make online students feel that they are part of a community.

One strategy has been to implement use of a common course design through WebCT. As students take more than one online course at the College, they see the same familiar course design and, therefore, begin to associate themselves with the College.

The in-service provided to faculty new to distance education emphasizes the need for reciprocity and cooperation among students (Resource Room Exhibit 20). All courses require student-student and instructor-student interaction. Tools provided in WebCT assure that these processes are conducted with ease; they include Discussion Board, e-Mail, Chat Rooms, Whiteboard, Presentations, and Student Homepages. The Vice President for Instruction and Division Chairs conduct faculty and course evaluations to ensure appropriate levels of interactions are reflected in course design.

Through the College's "Early Alert Program," online students are contacted when they have excessive "absences" or if they are not achieving academically. Alison Rush, Title III Retention Coordinator, administers this college-wide retention program. Although faculty are encouraged to contact the student, they also inform Ms. Rush who (1) seeks to reconnect with the student; (2) urges them to contact their instructor; (3) informs them of possible consequences of their continued behavior. "Attendance" in an online course is defined as a required log-in at least once a week.

Plans are to create an on-line newsletter that will be posted to the College's web page. This newsletter, also beneficial to on-campus students, will include OTC news and information, important dates, deadlines, and events. The Library/LRC also plans to post its newsletter to the College web page.

Online students are eligible for membership in the College's student organizations. Those who meet requirements will be invited to participate in the honor organizations of Phi Theta Kappa and/or Alpha Beta Gamma. The Student Government Association plans to encourage online students to communicate via e-mail and telephone. Students completing their program's graduation requirements online will be invited to participate in College honors ceremonies and in commencement activities.

Financial Information

Ouachita Technical College's annual budget is based on a July 1 to June 30 fiscal year. Sources of revenue include tuition and fees, state appropriations, sales, auxiliary services, and grants.

The largest source of revenue is derived from state appropriations (39 percent); tuition and fees comprise the second largest source of income (19 percent). Recent annual budget totals follow.

- 2001-2002 - \$5,867,255
- 2002-2003 - \$6,150,643
- 2003-2004 - \$7,462,586
- 2004-2005 - \$8,216,973

The Arkansas State agency appropriation process begins with the Arkansas General Assembly's biennial appropriation of funds. All appropriations are divided into several priority categories and funds are released to these categories only when sufficient revenues are available. If revenue collections vary significantly from those forecasted, the Arkansas Department of Finance and Administration changes the funding that institutions are authorized to spend during the fiscal year. The state does not allow deficit spending.

Declining appropriations have led to increased tuition and fee rates. The Board of Trustees approved an increase in tuition from \$47 to \$49 per credit hour for 2004-2005; the Building/Supply Fee was increased from \$5 to \$6 per credit hour. To provide additional resources for distance programs, a \$25 per online course fee will be implemented prior to the summer II 2004 semester.

Historically, costs associated with distance delivery have been absorbed in various academic and administrative budgets. The 2004-2005 budget includes a new \$40,000 line item to support online courses. These resources are earmarked for the Help Desk function, for software, supplies, and training. Equipment and other services needed to offer online degree programs, and their associated costs, are already in place. Online faculty salaries will continue to be included within departmental budgets. The 2004-2005 budget and the audit of the 2002-2003 budget are located in Resource Room Exhibit 21.

Sustaining Online Programs

As indicated earlier, Ouachita Technical College has been offering online courses since the spring of 1998. Data indicate student satisfaction with the education and services they are receiving through this delivery method.

In April 2004, the Noel-Levitz Priorities Survey for Online Learners was administered to students enrolled in Internet courses. Ouachita Technical College students' average satisfaction rate was higher than the national norm in each of the five measured categories as indicated below (Resource Room Exhibit 22). Mean scores are based on a 7-point scale.

	<u>OTC Mean</u>	<u>National Mean</u>
1. Enrollment Services	6.07	5.68 *
2. Academic Services	5.72	5.64
3. Instructional Services	5.88	5.75
4. Student Services	5.76	5.53
5. Institutional Perceptions	6.26	5.81 *

**Difference statistically significant at the .05 level*

These data indicate that students feel the College is already providing the education and services they need through the online medium. Prior to the fall 2004 semester, processes and procedures will be implemented that will further enhance online education and services, demonstrating the College's commitment to the distance education initiative.

Another indicator of the College's attention to online education is the recent purchase of an approximately \$450,000 administrative software system that includes a "portal" that will provide a gateway allowing constituents information and services through a single point of access. During the 2004-2005 academic year, Ouachita Technical College will convert from POISE to Sunguard's SCT *PowerCAMPUS* system. This system includes the "I.Q. Web," an Internet software solution that provides anytime, anywhere access to information services. This software will provide the infrastructure that will allow the College to meet future distance education service delivery needs.

To prepare for future growth of both web-based and web-enhanced course delivery, the College is upgrading its WebCT Campus Edition, Focus License, limited to 3,000 "seats" (student count per course), to WebCT's Institution License that offers unlimited "seats." In addition to accommodating growth, the Institutional License will fully integrate with SCT *PowerCAMPUS*.

Implementation Timeline

As indicated by the following timeline, Ouachita Technical College's goal is to begin online delivery of the Associate of Arts in General Education and the Associate of Applied Science Degree in Criminal Justice in spring 2005.

- January 1998 First online courses offered
- March 2002 Distance Education integrated into Strategic Plan
- October 2003 Change request process began
- November 2003 Focused Visit Committee formed
- January 2004 Internal approvals
- April 2004 Arkansas Higher Ed Coordinating Board approval
- June 2004 Change Request Report completed and submitted
- August 2004 Higher Learning Commission Focused Visit
- October 2004 Reader's Panel considers Change Request
- December 2004 Institutional Actions Council considers Change Request
- January 2005 With approval, online degree availability announced

Section 6: Evaluation of Proposed Change

The evaluation of the two proposed online degree programs are being integrated into Ouachita Technical College's existing assessment program and processes. Assessment of online teaching, learning, and services will emulate the on-campus version.

Course evaluation of both online and on-campus courses already includes a student evaluation each semester. Currently, online evaluations are mailed to students with a return envelope. Conversion from POISE to *PowerCampus* administrative software will make it possible for students to complete course evaluations via the Web.

Full-time faculty are evaluated by the appropriate Division Chair annually. Associate faculty are observed and evaluated by the appropriate Division Chair during their first semester and thereafter periodically or when an issue and/or student course evaluations indicate the need. Previously, the Vice President of Instruction has evaluated online courses. Beginning with the fall 2004 semester, the appropriate Division Chair will conduct this evaluation.

As indicated in *Section 2: Factors Leading to Proposed Change*, WebCT's *Exemplary Course Project 2003 Rubric* and *Best Practices for Electronically Offered Degree and Certificate Programs* are being utilized as guides in planning and defining effective online courses and programs.

Another tool currently being used to gather assessment information at the course level is the *Assessment Summary* that faculty, both online and on-campus, complete each semester (Appendix G). This instrument focuses attention on success rates, retention rates, grade distribution, and anticipated teaching/learning improvements.

Retention rates are also indicated on the End of Term report. This report delineates each course and its retention numbers. Review of the spring 2004 data indicates that online courses have a lower retention rate than do traditional courses—80.5 percent for online courses; 89.0 percent for traditional courses. The summer 2004 implementation of the *Self-Evaluation for Online Course Readiness* (see page 14) is expected to have a positive impact on retention.

Assessment of the online Associate of Arts in General Education will be completed as a normal part of assessing the on-campus program. Expectations for student learning outcomes are the same regardless of program delivery medium. However, as a sufficient number of students fulfill degree requirements totally online, comparisons between those completing

on-campus and those completing online will be studied. The Assessment Plan for this degree is located in Appendix I.

Plans are to offer the Associate of Applied Science in Criminal Justice exclusively by distance. The Assessment Plan for this program is located in Appendix J.

Evaluation of services is accomplished through student surveys. The Noel-Levitz Student Satisfaction Inventory (Resource Room Exhibit 4) and the Noel-Levitz Priorities Survey for Online Learners (Resource Room Exhibit 22) are administered biennially.

Ouachita Technical College has been actively engaged in assessment since 1991 (Resource Room Exhibit 23). The following *Report of a Visit* excerpts from each of the College's comprehensive evaluations are evidence of the College's diligence in following Higher Learning Commission expectations to improve teaching and learning (Resource Room Exhibit 24).

- "Institutions seeking candidacy are exempted from the requirement to have an acceptable plan for assessment of student academic achievement. OTC does have such a plan; therefore, the team gives recognition to this accomplishment on the SAS," *Report of a Visit, September 13-15, 1993, page 41.*
- "The Assessment Plan and the faculty's participation with implementation are exemplary," *Report of a Visit, September 25-27, 1995, page 30.*
- "The institution is commended for its efforts to create a holistic student collegial climate and for its accomplishment in thoroughly embedding Student Academic Achievement in the educational culture of the institution. Further, this ongoing assessment of student academic achievement drives continuous improvement of teaching/learning and budgetary planning," *Report of a Visit, September 25-27, 2000, page 48.*

The Assessment Committee continues to advance College assessment processes. The current Assessment Plan will be revised during the 2004-2005 academic year. As indicated in minutes of recent meetings (Resource Room Exhibit 23), anticipated improvements include the following.

- Publishing an annual reporting (flier, newsletter, web, etc.) outlining improvements made as a result of assessment. Emphasis will be placed on informing students so that they can understand that their input translates into institutional and academic enhancements.
- Developing an awards and public recognition system for noteworthy progress in assessment.
- Adding a student to the committee who will be asked to report on assessment during Student Government meetings.
- Investigating the possibility of awarding "mini-grants" for faculty who develop an assessment project.
- Reviewing and revising required syllabi topics with emphasis placed on designing "outcomes-based" syllabi.

Section 7: Summary and Request

The evidence and analysis provided in this *Request* and in supporting Resource Room Exhibits document that the online delivery of the Associate of Arts in General Education and the Associate of Applied Science in Criminal Justice is appropriate, will be provided with quality, can be sustained, and enhances the College's educational offerings and services. Ouachita Technical College respectfully requests the Higher Learning Commission's approval of the College's request for institutional change.

Appendices

A:	<i>Statement of Affiliation Status</i>	24
B:	<i>Vision, Mission, Purposes, Goals, Objectives</i>	25
C:	<i>Previous Fall and Spring Online Courses.....</i>	28
D:	<i>Degree Plans</i>	31
E:	<i>OTC Board Approvals.....</i>	33
F:	<i>Arkansas Coordinating Board Approvals.....</i>	35
G:	<i>Distance Learning Policy.....</i>	36
H:	<i>Assessment Summary</i>	41
I:	<i>Assessment Plan—AA in General Education.....</i>	42
J:	<i>Assessment Plan—AAS in Criminal Justice.....</i>	43

**North Central Association of Colleges and Schools
Commission on Institutions of Higher Education**

30 N. LaSalle Street, Suite 2400
Chicago, IL 60602-2504
(800) 621-7440

RECORD OF STATUS AND SCOPE

OUACHITA TECHNICAL COLLEGE
P.O. Box 816; One College Dr.
Malvern, AR 72104

Statement of Affiliation Status

Status: Accredited (1996- .)
Highest degree awarded: Associate's.
Most recent action: February 23, 2001.
Stipulations on affiliation status: None.
New degree sites: Prior Commission approval required.
Progress reports required: None.
Monitoring reports required: None.
Contingency reports required: None.
Other visits required: None.
Last comprehensive evaluation: 2000-01.
Next comprehensive evaluation: 2010-11.

Statement of Institutional Scope and Activities

Legal status: Public institution.
H/99 undergraduate enrollment: 896.
Number of degree programs: Associate's (6).
Full service degree sites other than home campus: None.
Other degree sites: None.
Course sites:
— *In state:* 7 sites.
Distance education: Courses are offered through Interactive TV, Internet/Modem connection.

Ouachita Technical College

2002-2007

Introduction

Ouachita Technical College exists in a dynamic environment. Thus, OTC must react and adapt to trends such as demographic changes, performance budgeting, increased student expectations, advancing technology, decreasing resources, and increased workforce needs. Through its strategic planning process, OTC looks into the future and selects strategies and activities to enable the College to grow and remain viable.

The College's strategic planning process is cyclical, evaluates internal and external data, and produces statements of vision, values, mission, purposes, strategic goals and objectives. The current cycle began in January 2002 and involved all stakeholders. The board of trustees, community and business leaders, students, alumni, administration, faculty, and staff participated in the process that culminated in Board approval of OTC's strategic direction for 2002-2007 on March 26, 2002.

Through the following Strategic Plan, Ouachita Technical College is responding to its external environments and taking control of its future. This plan provides a framework and impetus for action to empower the College to fulfill its mission and to achieve its vision.

Vision

Ouachita Technical College seeks to be regarded for excellence and quality that is second to none in teaching, learning, and serving, and for meeting and exceeding the changing needs of students, community, business, industry, and government.

Mission

Ouachita Technical College is an open access, public, two-year institution of higher education committed to providing area citizens affordable, lifelong educational opportunities and services in a caring environment designed to enable them to develop their fullest potential and to support the economic development of Arkansas.

Purposes

The College fulfills its mission by:

1. Providing comprehensive and continually improving educational programs and services to individuals, communities, business, and industry.
2. Providing courses, certificate programs, and associate degree programs that provide students with the general and technical education and skills needed to be successful in the workplace, for transfer to a four-year institution, and/or for lifelong learning.
3. Offering developmental courses and programs to enhance students' academic skills for success in college-level coursework.

4. Enhancing the community's quality of life by participating in, arranging for, or providing facilities for civic, cultural, educational enrichment, and economic development activities.
5. Offering community service/continuing education courses to provide citizens with non-credit classes for personal enrichment.
6. Providing customized business and industry credit and non-credit training and services.
7. Providing financial aid, academic advice, tutoring, library services, guidance and counseling, and other student services that support the educational process.

2002-2007 Strategic Goals & Objectives

- Goal 1 To foster quality teaching and learning within a student-centered environment.
- 1.1 Enhance programs and services by responding to feedback identified through the Assessment Plan.
 - 1.2 Expand services and educational opportunities for evening and off-campus students.
 - 1.3 Reinforce the "community of caring" philosophy through periodic employee meetings.
 - 1.4 Initiate new courses, programs, and services in response to community and workforce needs.
 - 1.5 Encourage and provide professional growth and development opportunities for all employees.
 - 1.6 Implement activities and programs to increase students' "sense of belonging."
- Goal 2 To increase resources to provide quality programs and services, facilities, technology, and diverse human resources.
- 2.1 Develop and implement a multi-year technology plan that prioritizes and balances these resources in order to provide technologically advanced equipment for program delivery, hands-on learning, and administrative services.
 - 2.2 Broaden our financial base through expansion of grants and non-traditional sources, as well as state-funding streams.
 - 2.3 Develop and implement a multi-year maintenance and facilities plan to provide safe, flexible, attractive, and accessible facilities.
 - 2.4 Recruit, hire, and retain a diverse administration, faculty, and staff
 - 2.5 Utilize assessment feedback for planning, budgeting, staffing, and decision-making processes.
 - 2.6 Recognize the value and contribution of each individual to the success of the college.
 - 2.7 Organize resources for continued maintenance of a low student/teacher ratio at affordable tuition rates.
- Goal 3 To increase involvement and presence in the service area in ways that contribute to the common good and to increased recognition of the college.
- 3.1 Maintain and increase partnerships with local, state, and national business, governmental, and community leaders to meet service area needs.

- 3.2 Increase the visibility of OTC sites in Benton to promote value and support within Saline County.
- 3.3 Continue coordinated efforts among other educational institutions to examine articulations, partnerships, collaborations, and future opportunities for cooperation.
- 3.4 Provide and support cultural and civic activities.
- 3.5 Communicate the college's mission, purposes, goals, and outcomes to all constituents to enhance their understanding of OTC as a wise educational choice.
- 3.6 Use consistent language and images in advertising, presentations, and publications that clearly reflect the advantages of OTC.
- 3.7 Develop communications systems that enable clear information flow to and from employees at all levels and at all sites in order to enhance understanding and promotion of all college programs and services.

Goal 4 To develop an educated citizenry.

- 4.1 Provide access to learning opportunities for more citizens. (increased college-going rate).
- 4.2 Improve access to education through alternative instructional delivery systems.
- 4.3 Implement strategies to increase student success as demonstrated through improved retention, graduation, and transfer rates.
- 4.4 Enhance curriculum flexibility in order to expand educational opportunities.
- 4.5 Review and revise the college's offerings and programs to meet the changing needs of a growing, more diversified workforce.

Fall and Spring On-line Courses

Term	Year	Course	Number	Cr. Hrs.	Headcount	SSCH
Spring	1998	Client/Server Concepts	CISS1123	3	7	21
Spring	1998	Internet & World Wide Web	CISS2123	3	9	27
Spring	1998	Humanities: Music	HUMN2123	3	5	15
Spring	1998	Principles of Management	MGMT1113	3	8	24
Fall	1998	Client/Server Concepts	CISS1123	3	8	24
Fall	1998	Desktop Operating Systems	CISS1243	3	9	27
Fall	1998	Internet & World Wide Web	CISS2123	3	7	21
Fall	1998	Freshman Composition I	ENGL1113	3	12	36
Fall	1998	Principles of Marketing	MRKT1113	3	5	15
Fall	1998	Earth Science	PHYC1113	3	10	30
Fall	1998	General Psychology	PSYC1113	3	5	15
Fall	1998	Intr to Sociology	SOCI1113	3	9	27
Spring	1999	Client/Server Concepts	CISS1123	3	6	18
Spring	1999	Freshman Composition I	ENGL1113	3	12	36
Spring	1999	Introduction To Philosophy	PHIL2113	3	11	33
Spring	1999	General Psychology	PSYC1113	3	12	36
Spring	1999	Developmental Psychology	PSYC2123	3	12	36
Fall	1999	Client/Server Concepts	CISS1123	3	8	24
Fall	1999	Freshman Composition II	ENGL1213	3	7	21
Fall	1999	Supervisory Management	MGMT1123	3	1	3
Fall	1999	Introduction To Philosophy	PHIL2113	3	7	21
Fall	1999	Earth Science	PHYC1113	3	15	45
Fall	1999	General Psychology	PSYC1113	3	19	57
Fall	1999	General Psychology	PSYC1113	3	12	36
Fall	1999	Intr to Sociology	SOCI1113	3	7	21
Spring	2000	Environmental Science	BIOL2123	3	10	30
Spring	2000	Environmental Science	BIOL2123	3	24	72
Spring	2000	Internet & World Wide Web	CISS2123	3	12	36
Spring	2000	Network Applications Managemen	CISS2343	3	13	39
Spring	2000	Introduction To Computers	DATA1113	3	25	75
Spring	2000	Introduction To Computers	DATA1113	3	24	72
Spring	2000	Basic Algebra	MATH1013	3	3	9
Spring	2000	Intermediate Algebra	MATH1023	3	21	63
Spring	2000	College Algebra	MATH1143	3	8	24
Spring	2000	Criminal Law	PARA2403	3	4	12
Spring	2000	Introduction To Philosophy	PHIL2113	3	11	33
Spring	2000	General Psychology	PSYC1113	3	11	33
Spring	2000	General Psychology	PSYC1113	3	14	42
Spring	2000	Developmental Psychology	PSYC2123	3	14	42
Fall	2000	Environmental Science	BIOL2123	3	10	30
Fall	2000	Client/Server Concepts	CISS1123	3	13	39
Fall	2000	Internet & World Wide Web	CISS2123	3	13	39
Fall	2000	Network Applications Managemen	CISS2343	3	14	42
Fall	2000	Freshman Composition I	ENGL1113	3	12	36
Fall	2000	Freshman Composition II	ENGL1213	3	6	18

Term	Year	Course	Number	Cr. Hrs.	Headcount	SSCH
Fall	2000	Intermediate Algebra	MATH1023	3	5	15
Fall	2000	College Algebra	MATH1143	3	2	6
Fall	2000	General Psychology	PSYC1113	3	14	42
Spring	2001	Client/Server Concepts	CISS1123	3	4	12
Spring	2001	Network Database Management	CISS2113	3	13	39
Spring	2001	Network Applications Managemen	CISS2343	3	11	33
Spring	2001	Network Applications Managemen	CISS2343	3	4	12
Spring	2001	Business Math	MATH1123	3	5	15
Spring	2001	Introduction To Philosophy	PHIL2113	3	19	57
Spring	2001	General Psychology	PSYC1113	3	11	33
Spring	2001	General Psychology	PSYC1113	3	5	15
Fall	2001	Network Database Management	CISS2113	3	13	39
Fall	2001	Network Database Management	CISS2113	3	5	15
Fall	2001	Network Applications Managemen	CISS2343	3	3	9
Fall	2001	Introduction To Computers	DATA1113	3	9	27
Fall	2001	Small Business Management	MGMT2343	3	3	9
Fall	2001	Introduction To Philosophy	PHIL2113	3	17	51
Spring	2002	Biology	BIOL1124	4	18	72
Spring	2002	Environmental Science	BIOL2123	3	19	57
Spring	2002	Business Ethics	BOIS2213	3	17	51
Spring	2002	Client/Server Concepts	CISS1123	3	8	24
Spring	2002	Computer Programming I	CISS1203	3	6	18
Spring	2002	Intro Windows Network Oper Sys	CISS1223	3	6	18
Spring	2002	Network Database Management	CISS2113	3	1	3
Spring	2002	Internet & World Wide Web	CISS2123	3	12	36
Spring	2002	Freshman Composition I	ENGL1113	3	14	42
Spring	2002	Freshman Composition II	ENGL1213	3	2	6
Spring	2002	Introduction To Philosophy	PHIL2113	3	17	51
Spring	2002	General Psychology	PSYC1113	3	23	69
Fall	2002	Biology	BIOL1124	4	20	80
Fall	2002	Environmental Science	BIOL2123	3	8	24
Fall	2002	Client/Server Concepts	CISS1123	3	2	6
Fall	2002	Desktop Operating Systems	CISS1243	3	5	15
Fall	2002	Internet & World Wide Web	CISS2123	3	13	39
Fall	2002	Computer Programming II	CISS2203	3	1	3
Fall	2002	Network Applications Managemen	CISS2343	3	8	24
Fall	2002	Freshman Composition II	ENGL1213	3	26	78
Fall	2002	American National Government	GOVT1113	3	21	63
Fall	2002	U.S. History thru 1865	HIST2113	3	10	30
Fall	2002	Principles of Management	MGMT1113	3	16	48
Fall	2002	Introduction To Philosophy	PHIL2113	3	24	72
Fall	2002	Earth Science	PHYC1113	3	21	63
Fall	2002	General Psychology	PSYC1113	3	24	72
Fall	2002	General Psychology	PSYC1113	3	7	21
Spring	2003	Biology	BIOL1124	4	19	76
Spring	2003	Environmental Science	BIOL2123	3	22	66

Term	Year	Course	Number	Cr. Hrs.	Headcount	SSCH
Spring	2003	Business Ethics	BOIS2213	3	21	63
Spring	2003	Business Communications	BOIS2303	3	21	63
Spring	2003	Internet & World Wide Web	CISS2123	3	23	69
Spring	2003	Freshman Composition I	ENGL1113	3	16	48
Spring	2003	Freshman Composition II	ENGL1213	3	24	72
Spring	2003	Civilization thru 16th century	HIST1113	3	25	75
Spring	2003	U.S. History since 1865	HIST2123	3	26	78
Spring	2003	Principles of Management	MGMT1113	3	22	66
Spring	2003	Introduction To Philosophy	PHIL2113	3	27	81
Spring	2003	General Psychology	PSYC1113	3	24	72
Spring	2003	Sociology	SOCI1113	3	22	66
Fall	2003	Biology	BIOL1124	4	11	44
Fall	2003	Biology	BIOL1124	4	11	44
Fall	2003	Client/Server Concepts	CISS1123	3	14	42
Fall	2003	Composition I	ENGL1113	3	20	60
Fall	2003	American National Government	GOVT1113	3	22	66
Fall	2003	American National Government	GOVT1113	3	24	72
Fall	2003	Principles of Management	MGMT1113	3	22	66
Fall	2003	Supervisory Management	MGMT1123	3	12	36
Fall	2003	Introduction To Philosophy	PHIL2113	3	23	69
Fall	2003	Earth Science	PHYC1113	3	16	48
Fall	2003	General Psychology	PSYC1113	3	19	57
Spring	2004	Biology	BIOL1124	4	23	92
Spring	2004	Environmental Science	BIOL2123	3	16	48
Spring	2004	Business English	BOIS1103	3	17	51
Spring	2004	Business Ethics	BOIS2213	3	18	54
Spring	2004	Business Communications	BOIS2303	3	6	18
Spring	2004	Internet & World Wide Web	CISS2123	3	13	39
Spring	2004	Introduction to Criminal Justi	CJUS1113	3	9	27
Spring	2004	Police Organization & Manageme	CJUS1213	3	5	15
Spring	2004	Composition I	ENGL1113	3	19	57
Spring	2004	Composition II	ENGL1213	3	24	72
Spring	2004	American National Government	GOVT1113	3	24	72
Spring	2004	Civilization since 16th centur	HIST1123	3	24	72
Spring	2004	U.S. History since 1865	HIST2123	3	24	72
Spring	2004	Arkansas History	HIST2143	3	21	63
Spring	2004	Humanities:Theater	HUMN2133	3	24	72
Spring	2004	College Algebra	MATH1143	3	19	57
Spring	2004	Principles of Management	MGMT1113	3	16	48
Spring	2004	Human Resource Management	MGMT2013	3	18	54
Spring	2004	Small Business Management	MGMT2343	3	14	42
Spring	2004	Introduction To Philosophy	PHIL2113	3	23	69
Spring	2004	General Psychology	PSYC1113	3	24	72
Spring	2004	Abnormal Psychology	PSYC2113	3	23	69
Spring	2004	Sociology	SOCI1113	3	17	51
Total					1884	5754

Associate of Arts Degree

To obtain an Associate of Arts degree at OTC,
students must complete 60 hours of college credit based on the following criteria.

Courses	Hours	Courses	Hours
<u>English</u> Composition I Composition II World Literature I OR World Literature II	(9 hrs) 3 hrs 3 hrs 3 hrs	<u>Social Sciences</u> <u>Group 1: (Choose One)</u> Civilization through 16 th Century Civilization since 16 th Century <u>Group 2: (Choose One)</u> US History through 1865 US History since 1865 Amer. Natl. Government <u>Group 3: (Choose Two)</u> General Psychology Introduction. to Sociology Prin. of Macroeconomics Prin. of Microeconomics Geography	(12hrs) 3 hrs 3 hrs 6 hrs
<u>Communications</u> Oral Communication Introduction to Computers	(6 hrs) 3 hrs 3 hrs		
<u>Mathematics</u> College Algebra OR Math for Liberal Arts	(3 hrs) 3 hrs 3 hrs		
<u>Life/Physical Science</u> Introduction to Biology General Botany General Zoology Introduction to Physics Chemistry for Non-Majors I General Chemistry I Environmental Science OR Earth Science	(11 hrs) 4 hrs 4 hrs 3 hrs		
<u>Physical Education</u> Life Fitness	(1 hr) 1hr		
<u>Humanities</u> Introduction to Philosophy Humanities: Art OR Humanities: Music OR Humanities: Theater	(6 hrs) 3 hrs 3 hrs	<u>Electives</u> Foundations of Educ. State and Local Govt. Arkansas History Plane Trigonometry Abnormal Psychology Developmental Psyc. Social Problems Cultural Diversity Juvenile Delinquency Elementary Spanish I & II OR any course from English, Humanities, Science, or Social Sciences not used to meet another requirement. *Up to six hours of AA electives may come from outside of the GenEd curriculum. *Principles of Acct. I *Legal Environment *Business Ethics *Bus. Communications	(12hrs)
<p>NOTE: Where specific transfer plans/agreements require certain courses/hours, substitutions may be made to meet those requirements subject to approval by the GenEd Division chair.</p>			

Criminal Justice Associate of Applied Science

Semester I

Course Number	Course Title	Credit Hours	Lecture Hours	Lab Hours
CJUS 1113	Introduction to Criminal Justice	3	3	0
CJUS 1123	Survey of Corrections	3	3	0
DATA 1113	Introduction to Computers	3	3	0
ENGL 1113	Composition I	3	3	0
SOCI 1113	Introduction to Sociology	3	3	0

Semester II

Course Number	Course Title	Credit Hours	Lecture Hours	Lab Hours
CJUS 1213	Police Organization & Mgmt.	3	3	0
CJUS 2113	Criminal Procedures and Evidence	3	3	0
PSYC 1113	General Psychology	3	3	0
ENGL 1213	Composition II	3	3	0

Semester III

Course Number	Course Title	Credit Hours	Lecture Hours	Lab Hours
CJUS 2123	Police-Community Relations	3	3	0
CJUS 2253	Criminal Investigation	3	3	0
GOVT 1123	State and Local Government	3	3	0
MATH 1123	Business Math OR	3	3	0
MATH 1143	College Algebra*	3	3	0
CJUS 1143	Law Enforcement Ethics	3	3	0

Semester IV

Course Number	Course Title	Credit Hours	Lecture Hours	Lab Hours
SOCI 2213	Juvenile Delinquency	3	3	0
CJUS 2223	Criminal Justice Internship	1-6	1-6	0
CJUS 2313	Special Studies in Criminal Justice	1-6	1-6	0
SOCI 2123	Social Problems	3	3	0
PHYC 1113	Earth Science OR	3	3	0
BIOL 2123	Environmental Science	3	3	0

*Note – Students planning to transfer to a four-year institution, should enroll in MATH 1143 College Algebra as MATH 1123 Business Math is non-transferable.

**OUACHITA TECHNICAL COLLEGE
Board of Trustees Resolution**

Online Associate of Applied Science in Criminal Justice

Adopted January 27, 2004

WHEREAS, the Board of Trustees of Ouachita Technical College is dedicated to the mission of preparing students with the general and technical education needed for successful careers or for further education; and

WHEREAS, the Board recognizes that in order to fulfill the mission, the College must meet the needs of its service area; and

WHEREAS, the Board desires to broaden the educational opportunities available to the students in the service area; therefore be it

RESOLVED, that the Board formally approves and authorizes these program as set forth.

Jimmie Lea, Board Secretary

**OUACHITA TECHNICAL COLLEGE
Board of Trustees Resolution**

Online Associate of Arts

Adopted January 27, 2004

WHEREAS, the Board of Trustees of Ouachita Technical College is dedicated to the mission of preparing students with the general education needed for successful careers or for further education; and

WHEREAS, the Board recognizes that in order to fulfill the mission, the College must meet the needs of its service area; and

WHEREAS, the Board desires to broaden the educational opportunities available to the students in the service area; therefore be it

RESOLVED, that the Board formally approves and authorizes this program as set forth.

Jimmie Lea, Board Secretary



Arkansas Department of Higher Education

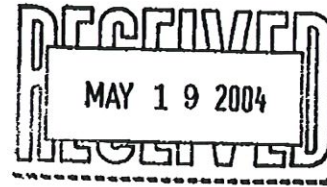
114 East Capitol • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Mike Huckabee
Governor

Dr. Linda Beene
Director

May 14, 2004

Dr. Barry Ballard, President
Ouachita Technical College
P. O. Box 816
Malvern, AR 72104



Dear Dr. Ballard:

At the regular quarterly meeting of the Arkansas Higher Education Coordinating Board on April 30, 2004, the Board approved the offering of the existing Associate of Arts and Associate of Applied Science in criminal justice via distance technology by Ouachita Technical College. The resolution follows:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the offering of the existing Associate of Arts (CIP 24.0101) and Associate of Applied Science in criminal justice (CIP 43.0104) via distance technology by Ouachita Technical College, effective Fall 2004.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the President and Chair of the Board of Trustees of Ouachita Technical College of this approval.

Please get in touch with Dr. Karen Wheeler if you have questions concerning this Board action.

Sincerely,

A handwritten signature in cursive script that reads "Linda Beene".
Linda L. Beene
Director

c: Dr. Susan Karr

**POLICIES AND PROCEDURES
OUACHITA TECHNICAL COLLEGE**

SUBJECT AREA: Academic Policies and Procedures

POLICY/PROCEDURE: Distance Learning Policies

DATE: March 30, 2004

NUMBER: 4.09

REVISION(S):

Introduction

Ouachita Technical College (OTC) is an open access two-year college. In order to extend OTC's educational commitment and to promote the College Purposes stated in its Mission Statement, OTC will develop and offer courses and degrees that will be delivered over the Internet through a Course Management System (CMS). The Distance Learning (DL) Policy established and maintained by OTC will govern these courses and degrees.

The purpose of the OTC DL Policy is to assure quality in its delivery with regards to instruction and process. Furthermore, it is to assure that the planning, development, and implementation of distance learning activities are in accordance with the mission of the College. OTC's main goal is to utilize distance learning to provide quality college-level instruction to students through technological media such as video, audio, and print. The College is committed to providing quality college-level instruction, access to library resources, and all other learning resources provided to on-campus students. The OTC DL policy reflects "Best Practices for Electronically Offered Degree and Certification Programs" recommended by the Higher Learning Commission of the North Central Association of Colleges and Schools, OTC's accrediting agency policies and procedures

Distance Learning Purposes

1. To provide all students with maximum access to a quality college-level education that is available anywhere at any time.
2. To maximize student learning by employing instructional technology to address a variety of adult learning styles and multiple intelligences.
3. To encourage student completion by providing multiple educational delivery methods.

To promote and support the effective use of technology in the curricula through improvements in existing programs and the creation of new technology opportunities for faculty, students, and the community.

Definition of Distance Learning at OTC

Distance learning is any instructional activity that takes place with faculty and students separated by place and/or time. Beyond this simple definition, distance education can be

delivered in many forms, which include, but are not limited to, videotape, Web-based, CD-ROM, and other electronic media. The different formats of DL class delivery utilized at OTC are defined as:

1. **Web Course** - Classes delivered via computer technology and the Internet through the College's Course Management System (CMS). All Web Courses will be delivered only through the CMS. Courses consist of an online syllabus, assignments, and assessments. Communication is carried out via CMS email, discussion boards, chat rooms, or other CMS communication tools.
2. **Web-Enhanced** - Combines two modes of instructional delivery: online and on-campus instruction and/or meetings. Courses may consist of an online syllabus, assignments, and assessments. Communication may be carried out via CMS email, discussion boards, chat rooms, or other CMS communication tools.

Since Web Courses and Web-Enhanced Courses utilize the same technologies in all or part of the course delivery, they are classified as Distance Learning (DL) courses and are subject to the same regulations and requirements as stated in the DL Policy.

Distance Learning Delivery

In order to protect student privacy, faculty professionalism, and the general legal interests of OTC regarding potential litigation, all DL courses will be delivered through a restricted access Course Management System (CMS). Ouachita Technical College reserves the right to examine any and all portions of DL courses at any time and to take appropriate actions in the execution of the objectives expressed in the previous sentence.

Distance Learning Management

All DL activities shall be supported and managed by the Office of the Vice President of Instruction through a collaborative effort of the Distance Learning Coordinator (DLC) and OTC's Division Chairs. Collaboration will consist of activities such as course marketing, planning, scheduling, training, and implementation.

Web Course or Web-Enhanced Course Proposal

Courses that are proposed to be offered in a DL format must go through OTC's procedures as described in the **COPP 4.04** for proposing a new course. Upon receiving approval, faculty identified for online course delivery will coordinate a training plan with the DLC.

Accessibility

All DL courses will be designed for universal access in accordance with Section 508 of the Rehabilitation Act created by the Federal Access Board. The DLC will evaluate courses based on the Accessibility Checklist (under development) and may make adjustments necessary within any course to ensure that Section 508 regulations are maintained.

Copyright and Fair Use

All faculty and course developers shall be governed by U.S. copyright laws, including the Technology, Education, and Copyright Act (TEACH Act) of 2002. Faculty and course developers will comply with the provisions of the TEACH Act, including, but not limited to, the 22 prerequisites of displaying and performing copyrighted materials in a distance education medium.

Faculty using copyrighted materials in their courses are protected from copyright infringement as part of the education fair use provision (17 U.S.C. 107) and the performance/display exemptions (917 U.S.C. 110(2)) of the copyright act. Faculty are required to comply with the limitations of these provisions.

Course Ownership

The scope of developing a DL course is to produce or utilize content specific curriculum that can be delivered online in OTC's CMS. The scope of instructional delivery for a DL course is to engage students with content specific curriculum so produced, including, but not limited to, resource development or textual commentary, electronic communication with students, and student assessment products (exams, research projects, etc.). Courses developed and delivered in OTC's CMS are required to meet or exceed educational standards established by the college for traditional courses.

Since all courses developed and delivered in OTC's CMS are "a work prepared by an employee within the scope of his or her employment" (17 U.S.C. Section 101), they constitute a "work for hire"; and since works made for hire are the property of the employer (17 U.S.C. Section 201(b)), all DL courses are the property of OTC unless otherwise stated in a written agreement. The primary purpose of this ownership is to protect OTC's right to offer developed courses to its students in the event that the developer of the course or the instructor is unable or unwilling to deliver the course in OTC's CMS.

Intellectual Property and Copyright

According to the World Intellectual Property Organization (WIPO), "Intellectual property refers to creations of the mind: inventions, literary and artistic works, and symbols, names, images, and designs used in commerce." The WIPO further states, "Copyright protection [of intellectual property] extends only to expressions, and not to ideas, procedures, methods of operation or mathematical concepts as such."

According to 17 U.S.C Section 102 "Copyright protection subsists, in accordance with this title, in original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device... In no case does copyright protection for an original work of authorship extend to any idea, procedure,

process, system, method of operation, concept, principle, or discovery, regardless of the form in which it is described, explained, illustrated, or embodied in such work.”

Original works of authorship published in an OTC DL course are intellectual property expressed in a tangible form and as such constitutes a copyrightable work. Such authorship is outside the scope of employment and is not required as an integral component of OTC’s work for hire contract with a DL course developer or faculty member. In the event that an original work of authorship is voluntarily produced by a developer or faculty member during their work for hire contract period, that work shall be subject to the policies and procedures expressed below.

Intellectual property unrelated to the individual’s employment responsibility that is developed on an individual’s own time and without OTC support or use of OTC facilities is the exclusive property of the creator and the College has no interest in any such property and no claim to any profits resulting therefrom. Copyright protection of such material is the sole responsibility of the creator.

Intellectual property either related to the individual’s employment responsibility (work produced as a result of a work for hire contract), or resulting from activities performed on OTC time, or with support by State funds, or from using OTC facilities is subject to ownership by OTC. Copyright protection of such material is the sole responsibility of OTC.

Before intellectual property subject to ownership by OTC is disclosed to any party outside the college, to the public generally, or for commercial purposes, and before publishing same, the creator shall submit a reasonably complete and detailed disclosure of such intellectual property to OTC’s President for determination of OTC’s interest.

The President will notify the creator within one hundred eighty (180) days of the date of a complete submission, asserting the extent, if any, of OTC’s interest. Should an interest be asserted, OTC will enter into a joint ownership agreement with the creator and will, after recovering expenses related to pursuing copyright protection and other relevant expenses, share royalties with the creator in a 50% by 50% division, unless otherwise stated in a written agreement.

Intellectual property resulting from research supported by a grant or contract with the Federal Government, or an agency thereof, with a nonprofit or for profit nongovernmental entity, or by a private gift or grant to the College shall be subject to ownership by OTC.

Faculty Responsibilities

Regarding faculty responsibilities, DL faculty will follow all COPP policies, especially referencing those expressed in **COPP 4.10-11, 4.20-27 and 4.30-33.**

Faculty Office Hours

Faculty members who teach a web course will conduct office hours online. Faculty members who teach a web-enhanced course will conduct office hours on campus in accordance with departmental requirements, but may offer additional hours online. Each DL faculty will state their office hour availability in the course syllabus and their personal policy on the timeliness of replies to online enquiries from students.

Academic Integrity of Distance Learning courses

Faculty shall make every effort to ensure academic integrity in all DL courses. In order to achieve this goal, faculty will include requirements stated in the course syllabus such as a grading system, examination procedures, research project guidelines (where appropriate), course/faculty evaluation procedures, attendance policies, clock hour tallies (if required), and other requirements listed in COPP 4.04 and as mandated by department guidelines.

Should a student violate these efforts to ensure academic integrity, they will be subject to the disciplinary procedures established in **COPP 5.50**.

Distance Learning Attendance

In order to comply with certain financial aid requirements and in order to promote high standards of communication, faculty will monitor students' attendance on a weekly basis. Faculty will design their course(s) in such a way that students will be required to log-on at least once each week to complete an assignment or an electronic communication. Students will be subject to the requirements in **COPP 5.72**.

Student Admission

DL courses are subject to the same admission qualifications and procedures as stated in the **COPP 5.20-5.25** and as reflected in the College Catalog.

Student Responsibilities

Distance learning students will have the same rights and responsibilities as those established in **COPP 5.50-52**.

AUTHENTICATION (Signature):		COPP
_____	03/30/04	
President	(Date)	4.09

Assessment Plan Associate of Arts in General Education

Assessment Objective	Assessment Criteria	Data Sources
Students will exhibit General Education Outcomes and will be academically prepared for upper-division work	At least 50% of students taking the Arkansas Assessment of General Education (AAGE/CAAP) exam will score at or above the state norm for two-year college students in each subsection.	Sub-section results of AAGE/CAAP exam will be evaluated to identify specific instructional areas which need improvement.
	At least 80% of students who respond to a survey will indicate growth in General Ed Outcomes	General Education Outcomes Survey (administered in Fresh Comp II classes)
	At least 80% of students will be successful in the course(s) corresponding to the individual General Education Outcomes.	Assessment Summary data (average success rates by outcomes area)
	At least 80% of AA graduates who respond to a survey will indicate they feel academically prepared to transfer to a senior institution.	Alumni Survey
Students who choose to transfer to a senior institution will maintain a level of academic performance similar to the level they attained at OTC.	Of the ADHE cohort group, at least 50% of OTC students who transferred will have a GPA at the senior institution which is not different at a statistically significant level from their GPA at OTC.	Feedback from senior institutions
	Of the OTC graduates, at least 50% will have a GPA at the senior institution which is not different at a statistically significant level from their GPA at OTC.	Feedback from senior institutions
	At least 80% of OTC's transferred students responding to a survey will report they feel equal to native students in their academic ability to perform at the senior institution.	Alumni Survey
The Arts, Sciences and Education Division (former General Ed Department) will use assessment data to improve its overall educational effectiveness in the delivery of the program curriculum.	The Division will monitor the AA Program through a regular program review.	College Program Review
	The faculty will annually review Assessment Summaries to determine content areas causing difficulties for students.	Assessment Summary Data

Assessment Plan

Associate of Applied Science in Criminal Justice

Assessment Objective	Assessment Criteria	Data Sources
Graduates of the Criminal Justice AAS program will be employed in their field.	At least 60% of graduates responding to the Alumni Survey will report employment directly in the field.	Alumni Survey
Graduates will be technically proficient and will demonstrate appropriate general education competencies.	At the end of their final term, 80% of the graduates will score 70% or better on a departmental competency test.	Hands-on technical lab exercises in which the student performs and is graded on unassisted technical projects.
	Upon completion of Internship, graduates will have displayed 80% of program competencies.	Competencies checklist
Employers of graduates will be satisfied with the education received by their employees.	At least 80% of the respondents to the Employer Survey will indicate that they are satisfied with the skills graduates possess.	Employer Survey
	Upon employment in the field, no more than 10% of graduates will be returned to the classroom to remove deficiencies identified by the employer.	Guaranteed Skills Applications
Curriculum and program objectives will reflect current industry standards.	The Criminal Justice Advisory Committee will review curriculum and program objectives to determine compatibility with industry standards.	Annual Advisory Committee Meetings
	At least 80% of respondents will indicate, on the Employer Survey, satisfaction with the program and services.	Employer Survey
Assessment data will be used to improve overall educational effectiveness in the delivery of program curricula and to improve teaching and learning.	At least 90% of those responding to the Graduate Survey will indicate satisfaction with training received in the program.	Graduate Survey
	Program review data will be studied to determine areas of improvement	Program review data
	Assessment Summaries will be reviewed annually to determine content/skill areas causing difficulties to students enrolled in the Criminal Justice program.	Fall/Spring Course Assessment Summaries



1987 Statement on Software Copyright

An ICCE Policy Statement

Permission to reprint all or part of this document is granted. Please acknowledge the ICCE Software Copyright Committee.

Background

During 1982-83, educators, software developers, and hardware and software vendors cooperated to develop the ICCE Policy Statement on Network and Multiple Machine Software. This Policy Statement was adopted by the Board of Directors of the International Council for Computers in Education (ICCE) in 1983, and was published and distributed. It has received support from hardware and software vendors, industry associations and other education associations. One component of the Policy Statement, the "Model District Policy on Software Copyright," has been adopted by school districts throughout the world.

Now, three years later, as the educational computer market has changed and the software market has matured, ICCE has responded to suggestions that the policy statement be reviewed by a new committee and revisions be made to reflect the changes that have taken place both in the marketplace and in the schools.

The 1986-87 ICCE Software Copyright Committee is composed of educators, industry associations, hardware vendors, software developers and vendors, and lawyers. All the participants of this new Committee agree that the educational market should be served by developers and preserved by educators. To do so requires that the ICCE Policy Statement be revisited every few years while the industry and the use of computers in education are still developing.

Responsibilities

In the previous Policy Statement, lists of responsibilities were assigned to appropriate groups: educators; hardware vendors; and software developers and vendors. The suggestion that school boards show their responsibility by approving a district copyright policy was met with enthusiasm, and many districts approved a policy based on the ICCE Model Policy. The suggestion that software vendors adopt multiple-copy discounts and offer lab packs to schools was likewise well received; many educational software publishers now offer such pricing. It is therefore the opinion of this committee that, for the most part, the 1983 list of recommendations has become a *fait accompli* within the industry, and to repeat it here would be an unnecessary redundancy.

Nevertheless, the Committee does suggest that all parties involved in the educational computing market be aware of what the other parties are doing to preserve this market, and that the following three recommendations be considered for adoption by the appropriate agencies.

School District Copyright Policy

The Committee recommends that school districts approve a District Copyright Policy that includes both computer software and other media. A Model District Policy on Software Copyright is enclosed.

Particular attention should be directed to item five, recommending that *only one* person in the district be given the authority to sign software licensing agreements. This implies that such a person should become familiar with licensing and purchasing rights of all copyrighted materials.

Suggested Software Use Guidelines

In the absence of clear legislation, legal opinion or case law, it is suggested that school districts adopt the enclosed Suggested Software Use Guidelines as guidelines for software use within the district. The recommendation of Guidelines is similar to the situation currently used by many education agencies for off-air video recording. While these Guidelines do not carry the force of law, they do represent the collected opinion on fair software use for nonprofit education agencies from a variety of experts in the software copyright field.

Copyright Page Recommendations

The Committee recommends that educators look to the copyright page of software documentation to find their rights, obligations and license restrictions regarding an individual piece of software.

The Committee also suggests that software publishers use the documentation copyright page to *clearly delineate* the users' (owners' or licensees') rights in at least these five areas:

1. How is a back-up copy made or obtained, how many are allowed, and how are the back-ups to be used (e.g., *not* to be used on a second machine at the same time)?
2. Is it permissible to load the disk(s) into multiple computers for use at the same time?
3. Is it permissible to use the software on a local area network, and will the company support such use? Or is a network version available from the publisher?
4. Are lab packs or quantity discounts available from the publisher?
5. Is it permissible for the owner or licensee to make copies of the printed documentation? Or are additional copies available, and how?

ICCE—Suggested Software Use Guidelines

The 1976 U.S. Copyright Act and its 1980 Amendments remain vague in some areas of software use and its application to education. Where the law itself is vague, software licenses tend to be much more specific. It is therefore imperative that educators read the software's copyright page and understand the licensing restrictions printed there. If these uses are not addressed, the following Guidelines are recommended.

These Guidelines do not have the force of law, but they do represent the collected opinion on fair software use by nonprofit educational agencies from a variety of experts in the software copyright field.

Back-up Copy: The Copyright Act is clear in permitting the owner of software a back-up copy of the software to be held for use as an archival copy in the event the original disk fails to function. Such back-up copies are not to be used on a second computer at the same time the original is in use.

Multiple-loading: The Copyright Act is most unclear as it applies to loading the contents of one disk into multiple computers for use at the same time. In the absence of a license expressly permitting the user to load the contents of one disk into many computers for use at the same time, it is suggested that you *not* allow this activity to take place. The fact that you physically can do so is irrelevant. In an effort to make it easier for schools to buy software for each computer station, many software publishers offer lab packs and other quantity buying incentives. Contact individual publishers for details.

Local Area Network Software Use: It is suggested that before placing a software program on a local area network or disk-sharing system for use by multiple users at the same time, you obtain a written license agreement from the copyright holder giving you permission to do so. The fact that you are able to physically load the program on the network is, again, irrelevant. You should obtain a license permitting you to do so before you act.

Model District Policy on Software Copyright

It is the intent of [district] to adhere to the provisions of copyright laws in the area of microcomputer software. It is also the intent of the district to comply with the license agreements and/or policy statements contained in the software packages used in the district. In circumstances where the interpretation of the copyright law is ambiguous, the district shall look to the applicable license agreement to determine appropriate use of the software [or the district will abide by the approved Software Use Guidelines].

We recognize that computer software piracy is a major problem for the industry and that violations of copyright laws contribute to higher costs and greater efforts to prevent copying and/or lessen incentives for the development of effective educational uses of microcomputers. Therefore, in an effort to discourage violation of copyright laws and to prevent such illegal activities:

1. The ethical and practical implications of software piracy will be taught to educators and school children in all schools in the district (e.g., covered in fifth grade social studies classes).
2. District employees will be informed that they are expected to adhere to section 117 of the 1976 Copyright Act as amended in 1980, governing the use of software (e.g., each building principal will devote one faculty meeting to the subject each year).
3. When permission is obtained from the copyright holder to use software on a disk-sharing system, efforts will be made to secure this software from copying.
4. Under no circumstances shall illegal copies of copyrighted software be made or used on school equipment.
5. [Name or job title] of this school district is designated as the only individual who may sign license agreements for software for schools in the district. Each school using licensed software should have a signed copy of the software agreement.
6. The principal at each school site is responsible for establishing practices which will enforce this district copyright policy at the school level.

The Board of Directors of the International Council for Computers in Education approved this policy statement January, 1987. The members of the 1986 ICCE Software Copyright Committee are:

Sueann Ambron, American Association of Publishers
 Gary Becker, Seminole Co. Public Schools, Florida
 Daniel T. Brooks, Cadwalader, Wickersham & Taft
 LeRoy Finkel, International Council for Computers in Education
 Virginia Helm, Western Illinois University
 Kent Kehrberg, Minnesota Educational Computing Corporation
 Dan Kunz, Commodore Business Machines
 Bodie Marx, Mindscape, Inc.
 Kenton Pattie, International Communications Industries Association
 Carol Risher, American Association of Publishers
 Linda Roberts, US Congress—OTA
 Donald A. Ross, Microcomputer Workshops Courseware
 Lary Smith, Wayne County Int. Schl. Dist., Michigan
 Ken Wasch, Software Publishers Association

For more information write to the ICCE Software Copyright Committee, ICCE, University of Oregon, 1787 Agate St., Eugene, OR 97403. (



COPYRIGHT GUIDELINES

GUIDELINES FOR OFF-AIR RECORDING OF BROADCAST PROGRAMMING FOR EDUCATIONAL PURPOSES

In March of 1979, Congressman Robert Kastenmeier, Chairman of the House Subcommittee on Courts, Civil Liberties and the Administration of Justice, appointed a Negotiating Committee consisting of representatives of education organizations, copyright proprietors, and creative guilds and unions.

The following guidelines reflect the Negotiating Committee's consensus as to the application of "fair-use" to the recording, retention and use of television broadcast programs for educational purposes. They specify periods of retention and use of such off-air recording in classrooms and similar places devoted to instruction and for homebound instruction. The purpose of establishing these guidelines is to provide standards for both owners and users of copyrighted television programs.

1. The guidelines were developed to apply only to off-air recording by non-profit educational institutions.
2. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a nonprofit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.
3. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days

in the forty-five (45) calendar day retention period. "School days" are school session days — not counting weekends, holidays, vacations, examination periods, or other scheduled interruption within the forty-five (45) calendar day retention period.

4. Off-air recordings may be made only at the request of and by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded more than once at the request of the same teacher, regardless of number of times the program may be broadcast.
5. A limited number of copies may be reproduced from each of recording to meet the legitimate needs of teachers under the guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
6. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.
7. Off-air recordings need not be used in their entirety, but unrecorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

How To Request Copyright Permissions

A federal court ruling reaffirmed the need to obtain permission to use copyrighted materials in college course anthologies. Publishers want to make these materials available to you quickly and inexpensively but they need your cooperation. Whether you request permissions yourself or through a college store or copy service, these suggestions will speed the process. **Please:**

1. **Request permission at the same time you order textbooks, the earlier the better in the event your request cannot be granted and you need to substitute other materials. Publishers do not always control rights and need time to research the extent to which permission may be granted:**
2. **Direct your request to the publisher's Copyrights and Permissions Department, not the author. If publishers do not control the rights, they will inform you whom to contact.**
3. **Include all of the following information in your request:**
 - a - author's, editor's, translator's full name(s)
 - b - title, edition and volume number of book or journal
 - c - copyright date
 - d - ISBN for books, ISSN for magazines and journals
 - e - numbers of the exact pages, figures and illustrations
 - f - if you are requesting a chapter or more: both exact chapter(s) and exact page numbers
 - g - number of copies to be made
 - h - whether material will be used alone or combined with other photocopied materials
 - i - name of college or university
 - j - course name and number
 - k - semester and year in which material will be used
 - l - instructor's full name
4. **Request permission whether or not works are in print.**
5. **Provide your complete address and the name of a contact person and telephone number in case there are any questions.**

In many cases your college store, or other service can assist you and/or provide appropriate forms. The publisher's response form will provide the information about payment and fees which are determined by the individual publisher. A booklet, *Questions and Answers on Copyright for the Campus Community*, is available through most college stores or on request from **aap**.

Thank you.

aap Association of American Publishers
220 East 23rd St. New York, NY 10010 (212) 689-8920

POLICY ON GOVERNMENTAL INTIMIDATION

The American Library Association opposes any use of governmental prerogatives which leads to the intimidation of the individual or the citizenry from the exercise of free expression. ALA encourages resistance to such abuse of governmental power, and supports those against whom such governmental power has been employed.

Adopted February 2, 1973; amended July 1, 1981, by the ALA Council.

[ISBN 8389-5421-9]

STATEMENT ON PROFESSIONAL ETHICS, 1981

Introduction

Since 1939, the American Library Association has recognized the importance of codifying and making known to the public and the profession the principles which guide librarians in action. This latest revision of the CODE OF ETHICS reflects changes in the nature of the profession and in its social and institutional environment. It should be revised and augmented as necessary. Librarians significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, librarians are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

Librarians are dependent upon one another for the bibliographical resources that enable us to provide information services, and have obligations for maintaining the highest level of personal integrity and competence.

Code of Ethics

- I. Librarians must provide the highest level of service through appropriate and usefully organized collections, fair and equitable circulation and service policies, and skillful, accurate, unbiased, and courteous responses to all requests for assistance.
- II. Librarians must resist all efforts by groups or individuals to censor library materials.
- III. Librarians must protect each user's right to privacy with respect to information sought or received, and materials consulted, borrowed, or acquired.
- IV. Librarians must adhere to the principles of due process and equality of opportunity in peer relationships and personnel actions.
- V. Librarians must distinguish clearly in their actions and statements between their personal philosophies and attitudes and those of an institution or professional body.
- VI. Librarians must avoid situations in which personal interests might be served or financial benefits gained at the expense of library users, colleagues, or the employing institution.

AN ANALYSIS OF THE ACCOMPLISHMENTS MADE BY THE
LIBRARY/LEARNING RESOURCE CENTER AT
OUACHITA TECHNICAL COLLEGE SINCE THE IMPLEMENTATION
OF A FORMAL LIBRARY STRUCTURE IN FALL 1992

AN ANALYSIS OF THE ACCOMPLISHMENTS MADE BY THE
LIBRARY/LEARNING RESOURCE CENTER AT
OUACHITA TECHNICAL COLLEGE SINCE THE IMPLEMENTATION
OF A FORMAL LIBRARY STRUCTURE IN FALL 1992

Prepared for

Anita B. Williams, Ph.d
Henderson State University
Business Research and Report Writing
GBU 6023

Prepared by

Lamonica McCrackin
Business Research and Report Writing

December 6, 1993

TABLE OF CONTENTS

Part	Page
I. ORIENTATION TO THE PROBLEM.....	1
A. <u>The Authorization</u>	1
B. <u>Purpose of the Report</u>	1
C. <u>Limitations to the Report Objective</u>	1
D. <u>Preview to the Presentation</u>	2
II. FACTORS I AND II:	
LIBRARY USED AS A "SHARED FACILITY" WITH THE COMMUNITY ROOM AND LIMITATIONS THAT RESULTED FROM THIS USE.....	3
III. FACTOR III: LIBRARY USED AS A "DEDICATED FACILITY".....	4
IV. FACTORS IV AND V:	
EQUIPMENT AND COLLECTIONS ADDED SINCE L/LRC EXPANSION AND L/LRC SERVICES.....	6
V. FACTORS VI AND VII:	
STUDENT AND FACULTY SERVICES, MATERIAL, AND EQUIPMENT INPUT.....	8
VI. CONCLUSION OF ANALYSIS.....	10

LIST OF TABLES AND CHARTS

TABLES

I. OTC LIBRARY/LRC USE STATISTICS FALL 1992.....	4
II. OTC LIBRARY/LRC USE STATISTICS SPRING 1993.....	4
III. OTC LIBRARY/LRC USE STATISTICS FALL 1993.....	5

CHARTS

I. OTC LIBRARY/LRC UTILIZATION STUDY.....	6
II. STAFF ASSISTANCE PERSONNEL ON DUTY WERE HELPFUL AND KNOWLEDGEABLE.....	7
III. PROGRAM OR AREA OF STUDY OF RESPONDENTS.....	9
IV. RESPONDENT SATISFACTION WITH L/LRC VISIT.....	10

AN ANALYSIS OF THE PROGRESS MADE BY THE
LIBRARY/LEARNING RESOURCE CENTER AT
OUACHITA TECHNICAL COLLEGE SINCE THE IMPLEMENTATION
OF A FORMAL LIBRARY STRUCTURE IN FALL 1992

I. ORIENTATION TO THE REPORT

A. The Authorization

This analysis of the Library/Learning Resource Center (L/LRC) at Ouachita Technical College (OTC) is submitted December 6, 1993, to Dr. Anita B. Williams. At the beginning of the Fall 1993 semester, Dr. Williams authorized the students of her Business Research and Report Writing class to conduct a research project and write a paper showing the results and recommendations.

B. Purpose of the Report

The objective of this research is to analyze the accomplishments made in the L/LRC at OTC since the implementation of a formal library structure in Fall 1992. I will examine the progress of the L/LRC since Fall 1992 and then compare this progress to goals set for the L/LRC. A survey was issued to students and faculty members to gain their input on services that are provided by the L/LRC.

C. Limitations to the Report Objective

The L/LRC at OTC has existed as a formal library structure only

since Fall 1992. The Library Director, Katherine Massey, was hired in July 1992 and began keeping statistics on library use. These statistics exist for the following semesters: Fall 1992, Spring 1993, and Fall 1993. This limits the research to a short time frame, however, statistics show that library use increased over the semesters so the research should prove interesting.

Limitations will also be present when analyzing the L/LRC User Survey. Surveys that are not completed cannot be used as valid research tools. This will automatically decrease the response rate since some incomplete surveys should be expected in any research project.

D. Preview to the Presentation

In the following pages of the report I will discuss the following seven factors: 1)Library used as a "shared facility" with the Community Room, 2)Limitations from use as a "shared facility", 3)Library used as a "dedicated facility", 4)Equipment and collections added since library expansion, 5)Library/Learning Resource Center services, 6)Student and faculty services input, and 7)Student and faculty material and equipment input.

As each factor or objective is discussed, I will include results from the survey when appropriate to each section. Many factors are related and will be discussed in the same section. The topic headings will indicate which factors are being discussed.

II. FACTORS I AND II: LIBRARY USED AS A "SHARED FACILITY" WITH THE COMMUNITY ROOM AND LIMITATIONS THAT RESULTED FROM THIS USE

Prior to the Summer of 1993, the L/LRC was housed in the College's Community Room (Ron W. Moore Community Room). The Community Room is available to the public for use as a meeting facility. During the time that the L/LRC shared the same facility with the Community Room, the hours of the L/LRC were sporadic and not reliable. This was due to the Community Room being heavily used for meetings usually every day, several times a day, by different groups and committees.

At the time that the L/LRC and Community Room were housed together, many students had no knowledge that a library on campus even existed. Many faculty members made no effort to let the students know otherwise because this room was viewed by many as a meeting room, not a library. The charts below show Use Statistics for Fall 1992 and Spring 1993 respectively. Use Statistics for Fall 1993, which will appear later in the paper, will clearly show how L/LRC use increased after it was moved out of the Community Room. Library/Learning Resource Center use increased from Fall 1992 to Spring 1993 but only slightly when compared with the increase in use in the Fall 1993 semester.

OTC Library/LRC
Use Statistics
Fall Semester, 1992

	Aug	Sep	Oct	Nov	Dec	Total Fall, 1992
No. Users	3	21	38	44	27	133
No. Items Checked Out	4	14	26	31	12	87
No. Items Returned	8	6	18	20	25	77
No. Items Used In-House	0	10	49	35	10	104
No. Reserve Items Used	0	0	0	3	1	4
No. Interlibrary Loan Requests	0	0	2	0	1	3
No. Interlibrary Loans Received	0	0	0	2	1	3
No. Reference Questions	2	9	11	5	3	30
No. Group Presentations	0	0	0	0	0	0
No. People in Groups	0	0	0	0	0	0

Table I.

Source: Use Statistics for Fall 1992 were compiled by the Library Director, Katherine Massey, at Ouachita Technical College.

OTC Library/LRC
Use Statistics
Spring Semester, 1993

	Jan	Feb	Mar	Apr	May	Total Spring, 1993
No. Users	116	173	146	183	70	688
No. Items Checked Out	34	49	38	53	17	191
No. Items Returned	26	38	27	49	15	155
No. Items Used In-House	50	71	63	121	52	357
No. Reserve Items Used	3	11	6	11	0	31
No. Interlibrary Loan Requests	0	1	24	1	0	26
No. Interlibrary Loans Received	0	0	0	10	10	20
No. Reference Questions	18	14	12	28	11	83
No. Group Presentations	0	0	3	5	1	9
No. People in Groups	0	0	13	21	8	42

Table II.

Source: Use Statistics for Spring 1993 were compiled by the Library Director, Katherine Massey, at Ouachita Technical College.

III. FACTOR III: LIBRARY USED AS A "DEDICATED FACILITY"

The L/LRC moved to a new location in June 1993. It is now housed

in what used to be the old Practical Nursing classroom. Moving the L/LRC from the Community Room means there is no longer a conflict with use of the library facility for meetings. The L/LRC is now open a total of 64 hours each week with a staff member available. This caused a marked increase in L/LRC use in the Fall 1993 semester. Use Statistics for Fall 1993 appear in the table below.

OTC Library/LRC
Use Statistics
Fall Semester, 1993

	Aug	Sep	Oct	Nov	Dec	Total Fall, 1993
No. Users	162	715	769	848	0	2494
No. Items Checked Out	23	224	132	127	0	506
No. Items Returned	8	109	127	123	0	367
No. Items Used In-House	105	126	386	367	0	984
No. Reserve Items Used	0	0	0	0	0	0
No. Interlibrary Loan Requests	0	11	15	6	0	32
No. Interlibrary Loans Received	0	4	6	14	0	24
No. Reference Questions	9	111	202	181	0	503
No. Group Presentations	5	7	8	4	0	24
No. People in Groups	54	47	75	51	0	227

Table III.

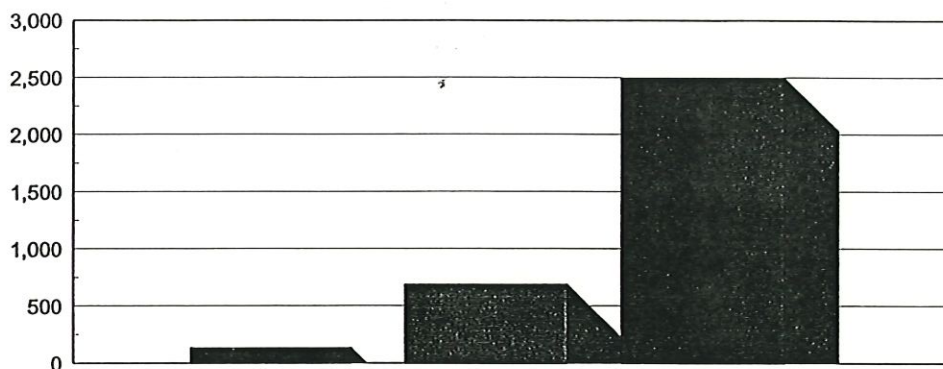
Source: Use Statistics for Fall 1993 were compiled by the Library Director, Katherine Massey, at Ouachita Technical College.

The bar graph below shows the number of L/LRC users for the Fall 1992, Spring 1993, and Fall 1993 semesters for easy comparison. It is easy to see that use of the library has increased over the semesters. However, there was an even bigger increase in the Fall 1993 semester. This was the first semester after the move to the new location. Progress was made when the L/LRC moved to

its own facility and did not have to continue interruptions due to meetings held in the Community Room.

CHART I.

OTC Library/LRC Utilization Study



	Users
Fall, 1992	133
Spring, 1993	688
Fall, 1993	2,494

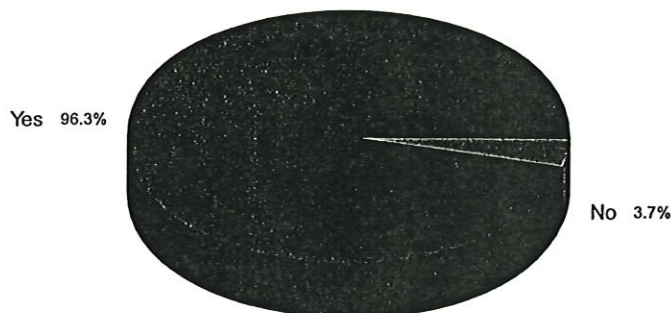
IV. FACTORS IV AND V: EQUIPMENT AND COLLECTIONS ADDED SINCE L/LRC EXPANSION AND L/LRC SERVICES

Since the move in June 1993, many enhancements have been made to the L/LRC. Tables, computer workstations, three multimedia PC's, photocopy machine, shelving, and a reference/circulation desk have been acquired since the L/LRC moved into its new facility. The L/LRC collection has been reorganized according to the Library of Congress Classification System and centralization of media materials and audio-visual equipment has occurred on a small scale. A complete list of items added to the L/LRC during the 1992-1993 fiscal year can be found in Exhibit A.

A Library Technician was hired in July 1993 for added assistance to the Library Director. This allows the L/LRC Staff to devote more time to helping students on a one-to-one basis. This evidence is indicated by the survey results. When asked if the L/LRC personnel on duty were helpful and knowledgeable the following percentages resulted. As indicated by the chart below, 96.3 percent of the respondents said that the staff were helpful and knowledgeable while only 3.7 percent disagreed.

CHART II.

**Staff Assistance
Personnel on duty were helpful
and knowledgeable**



Students and faculty were also asked to respond to the comprehensiveness of the materials and equipment of the L/LRC. An overwhelming 88 percent responded that the L/LRC met their needs while only 12 percent indicated that materials and/or equipment were needed but not located in the L/LRC.

The survey issued to faculty and students also asked for responses to a wide variety of services provided by the L/LRC. The choices for each activity were: Unsuccessful, Did not do, and Successful. The responses to these many services can be found in Exhibit B. This list gives a more comprehensive view of the services provided by the L/LRC.

V. FACTORS VI AND VII: STUDENT AND FACULTY SERVICES,
MATERIAL, AND EQUIPMENT INPUT

Student and faculty input is very important to the success and growth of the L/LRC not only at OTC but at any educational institution. If progress is to be made, one must know the needs of the customer and strive to meet those needs.

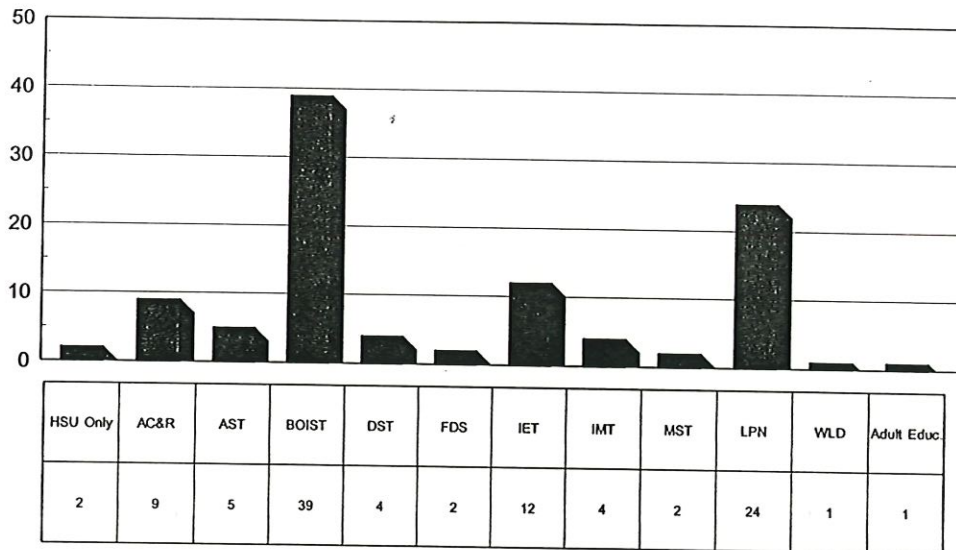
The Library Director at OTC is actively involved with faculty to include library instruction and assignments in individual classes. Library instruction at OTC includes an introduction to materials relevant to the particular field of study for each class, as well as an introduction to other available library materials. The Library Director also participates in discussions relating to curriculum changes in order to adequately provide library resources and instruction to support such changes.

Students and faculty were asked for their input on materials, equipment, or references they would like to see in the L/LRC. The bar graph below shows the respondents by program or area of

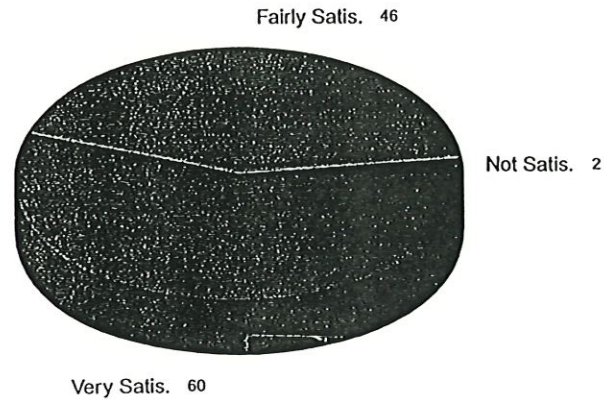
study. As the graph clearly indicates, the Business department and Practical Nursing department had the most responses.

CHART III.

Program or Area of Study of Respondents



Respondents specified that they would like to see more computers in the L/LRC with software to help beginners. There were also requests for books on the following subjects: diesel engines, welding, machine tool technology, autobiographies, African Americans, and various reference books. We asked how satisfied respondents were with their visit to the L/LRC at OTC. The chart below shows that 46 people were fairly satisfied, two were not satisfied, and 60 were very satisfied.

Respondent Satisfaction
With L/LRC Visit

VI: CONCLUSION OF ANALYSIS

The Library/Learning Resource Center at Ouachita Technical College appears to be progressing very well. After being staffed with well qualified people and moving to its own facility, it looks like the L/LRC has no where to go but up. The Library Director expressed a desire to conduct a survey, such as the one conducted for this project, each semester. This will keep the L/LRC informed on the success of customers served by OTC and what needs still remain.

The Library Director and faculty will continue to work closely to make sure that materials and equipment to support the curriculum needs of OTC are acquired. All students as well as faculty are constantly encouraged to make recommendations for library

acquisitions. The present goal is to acquire a minimum of 10,000 volumes by 1997. With the present L/LRC staff and helpful suggestions and participation from students and faculty, I can definitely see the Library/Learning Resource Center meeting and perhaps exceeding this goal.

APPENDICES

ITEMS ADDED TO LIBRARY/LRC FY 1992-1993

Furniture and Equipment, Funds Spent \$32,000

Furniture

	Added	Existing	New Total
Shelf sections	30	15	45
Office Desks	2	1	3
Computer tables	3	0	3
File cabinets	3	0	3
Chairs	47	0	47
Study tables	5	0	5
Conference tables	0	2	2
Equipment tables	0	2	2
A/V Carts	2	0	2
Bulletin/white board	1	0	1

Equipment

Typewriter	1	0	1
TV	1	1	2
VCR	1	1	2
TV/VCR combination	1	0	1
Audiocassette/CD player	1	0	1
486/33 Multimedia			
Computers	4	0	4
Laserjet printer	2	0	2
Dot-matrix printers	2	0	2
Photocopier	1	0	1

Library Collection, Funds Spent, \$60,000

	Added	Existing	New Total
Books	1,633	1,361	2,994
Periodical titles	172	20	192
Microfiche pieces	4,032	0	4,032
Computer programs	49	0	49
Videotapes	49	21	70
Audiocassettes	25	47	72
CD-ROM's	62	0	62
Database Access Service	2	0	2

ACTIVITIES PERFORMED DURING SURVEY RESPONDENTS LAST VISIT
TO THE OUACHITA TECHNICAL COLLEGE LIBRARY/LEARNING RESOURCE CENTER

	Unsuccessful	Did not do today	Successful
Looked for books	7	43	58
Checked out books	1	72	35
Returned books	0	75	33
Looked for periodicals	4	63	41
Checked out periodicals	2	97	9
Returned periodicals	2	97	9
Asked a reference question	3	67	38
Studied your own books or notes	0	56	52
Used the photocopier	1	87	20
Used Reference books	3	74	31
Searched for information on the computer	0	69	39
Made a computer printout of information	0	89	19
Listened to audiotape(s)	1	100	7
Checked out audiotape(s)	1	107	0
Returned audiotape(s)	1	107	0
Watched video	1	101	6
Checked out video	1	105	2
Returned video	1	105	2
Used microfiche	1	101	6
Made an Interlibrary Loan Request	1	106	1
Checked out Interlibrary Loan items	1	107	0

Used archives	0	106	2
Used computer for instructional/ tutorial materials	1	66	2
Used reserve material	1	98	9
Attended a meeting	1	96	11
Worked with a group of students	1	82	25
Used tutoring services:			
Math	1	100	7
Algebra	0	103	5
English	0	104	4
Technical Field	0	99	9

Lamonica McCrackin

Business Research and Report Writing

Dr. Anita Williams

Research Plan

Problem Statement

To analyze the accomplishments made in the Library/Learning Resource Center at Ouachita Technical College since the implementation of a formal library structure. Progress will then be compared to goals set by Ouachita Technical College for the Library/Learning Resource Center to obtain a better view of our success or lack of success toward the accomplishment of these goals.

Factors

1. Library used as a "shared facility" with the Community Room
2. Limitations from use as a "shared facility"
3. Library used as a "dedicated facility"
4. Equipment and collections added since Library expansion
5. Library/Learning Resource Center services
6. Student and faculty services input
7. Student and faculty material and equipment input

Research Objectives

It is my objective to analyze the services of the Library/Learning Resource Center since the implementation of a formal library structure. Prior to this implementation, our Library and Community Room shared the same facility. The Community Room is used to hold meetings, and this greatly interfered with student and faculty use of the Library.

I plan to examine the accomplishments since the Library/Learning Resource Center was established. I will then compare the progress made to goals set for the Library/Learning Resource Center. This will help us to see where we are in working toward the accomplishment of these goals.

A survey will be issued to students and faculty members to gain their input on services that are provided by the Library. I plan to get their input on materials and equipment that are needed for class assignments but not currently available in our Library.

Methodology

In analyzing the services provided and how these services were used when the Library was a "shared facility", I plan to study secondary data that were collected by the library director. I will also look at secondary data collected since the Library was expanded and moved. Data to be studied will include: student and faculty use; number of items checked out and returned; number of inter-library loans made and received; items used in the library; items added to the collection; number

of library tours conducted; number of reference questions asked; and material requirements by faculty for class assignments.

I plan to generate primary data by analyzing the results of the Library/Learning Resource Center User Survey. This information will show us what needs still exist to better serve the students and faculty. The suggestions provided by the survey will help us set new goals for the Library/Learning Resource Center facilities.

I will report the findings of library use over time by graphing these figures on a time line. I will provide survey findings in report form giving a summary of responses provided by the surveys. I plan to compare the findings of this research to the goals that have been set for the Library/Learning Resource Center at Ouachita Technical College. This will help the College to see how much progress has been made toward the accomplishment of these goals. New goals will be set after analyzing student and faculty comments from the surveys.

OUACHITA TECHNICAL COLLEGE
LIBRARY/LEARNING RESOURCE CENTER USER SURVEY
FALL 1993 SEMESTER

Please help us evaluate and improve library services by answering the following questions. Please complete only one survey form.

1. When did you last use the OTC Library?

Today ___ Last two weeks ___ Sometime during the semester ___ Never ___

Please circle the appropriate answer for each activity performed during your last visit to the OTC Library.

	Unsuccessful	Did not do	Successful
Looked for books	-1	0	+1
Checked out books	-1	0	+1
Returned books	-1	0	+1
Looked for periodicals	-1	0	+1
Checked out periodicals	-1	0	+1
Returned periodicals	-1	0	+1
Asked a reference question	-1	0	+1
Studied your own books or notes	-1	0	+1
Used the photocopier	-1	0	+1
Used Reference books	-1	0	+1
Searched for information on the computer	-1	0	+1
Made a computer printout of information	-1	0	+1
Listened to audiotape(s)	-1	0	+1
Checked out audiotape(s)	-1	0	+1
Returned audiotape(s)	-1	0	+1
Watched video	-1	0	+1

Checked out video	-1	0	+1
Returned video	-1	0	+1
Used microfiche	-1	0	+1
Made an Interlibrary Loan Request	-1	0	+1
Checked out Interlibrary Loan items	-1	0	+1
Used archives	-1	0	+1
Used computer for instructional/tutorial materials	-1	0	+1
Used reserve material	-1	0	+1
Attended a meeting	-1	0	+1
Worked with a group of students	-1	0	+1
Used tutoring services:			
Math	-1	0	+1
Algebra	-1	0	+1
English	-1	0	+1
Technical Field (specify)	-1	0	+1

Other (specify) _____	-1	0	+1

2. How easy was the library/learning resource center to use? (circle one)

Not Easy

Fairly Easy

Very Easy

Why? _____

3. Overall, how satisfied are you with your library/lrc visit? (circle one)

Not Satisfied

Fairly Satisfied

Very Satisfied

Why? _____

4. You are (check one):

_____ OTC Student

_____ HSU Student (taking HSU courses only)

_____ OTC Faculty/Staff

_____ HSU Faculty/Staff

OTC Alumnus
 Other (specify) _____

5. Your program or area of study (check one):

- HSU only
 Air Conditioning & Refrigeration
 Automotive Service Technology
 Business and Office Information Systems Technology
 Diesel Service Technology
 Food Service
 Industrial Electronics Technology
 Industrial Maintenance Technology
 Machine Tool Technology
 Practical Nursing
 Welding Technology

6. Were any materials or equipment needed but not found in this library?

Yes _____ No _____

If "Yes" then please specify materials/equipment needed. _____

8. Please list any materials, equipment, or references that you would like to see in our library. _____

9. Do you find the library personnel on duty helpful and knowledgeable about the library and its contents? Yes _____ No _____

If "No" then please explain. _____

10. Please list any other comments about the services in the Library/LRC.

Thank you for taking the time to complete this survey. Your response will help us to better serve you.

March 23, 1994

To: OTC and HSU Faculty and Staff

Fr: Kippy Massey
Library Director

The OTC Library/LRC is now connected to the Online Computer Library Center (OCLC) in Ohio via the computers in the Library. As participants in the Arkansas FirstSearch Consortium through the Arkansas State Library, we are now able to offer the ability to search the computer databases available at OCLC's FirstSearch. The attached sheet contains a listing of the databases that we can access.

Please let your students know that this capability exists. We can also schedule demonstrations of the database for classes if you are interested. We can now place interlibrary loan requests for the materials identified through searches of these databases via our computer to OCLC as members of the Arkansas Libraries Online Network. This will result in somewhat faster service for interlibrary loan requests.

The OTC Library/Learning Resource Center will be open Monday - Friday during OTC's Spring Break, March 28 - April 1, from 8:00 a.m. to 5:00 p.m. We will not be open at night or on Saturday, April 2.

Thank you. We are always happy to assist you with your information needs.

**ANNOUNCING.....
NOW IN THE OTC LIBRARY/LRC
FIRSTSEARCH!**

WorldCat	Over 30 million books and other materials in libraries worldwide.
Article1st	Index of articles from over 8,500 journals published since 1990.
Contents1st	Table of contents of each issue of more than 8,500 journals.
A & H Search	Arts & Humanities Search. A citation index.
AGRICOLA	Materials relating to all aspects of agriculture.
ApplSciIndex	Applied Science and Technology literature.
ArtIndex	Leading publications in the world of the arts.
BioDigest	Non-technical digests in biology, ecology and health.
BiographyInd	Guide to a wide range of biographical material.
BiolAgrIndex	Leading publications in agriculture and biology.
BIOSIS/FS	A wide range of bioscience topics.
BookRevDigst	Reviews of fiction and nonfiction books.
BusinessOrgs	Organizations that serve business and industry.
BusPerInd	Business Periodical Index to popular business magazines.
ConsumerIndx	An index of articles providing consumer information.
Disclosure	Financial reports on publicly owned companies.
EducationInd	Index to leading publications in the field of education.
Encyclopedia	Concise Columbia Electronic Encyclopedia.
EngIndex/FS	Concise Engineering and Technology Index.
ERIC	Journal articles and reports in education.
EventLine	Scheduled conventions, exhibits, etc., worldwide.
FactSearch	Facts and statistics on topics of current interest.
GenSciIndex	Leading general science periodicals.
GPO	U. S. Government publications.
HumanitiesIn	An index of articles in the humanities.
INSPEC	The database for physics, electronics and computing.
LibraryLit	Materials on libraries and librarianship.
MEDLINE	Abstracted articles from medical journals.
MicrocompAbs	Microcomputer Abstracts.
MLA	Modern Language Association index to literature, languages, etc.
NewsAbs	Newspaper Abstracts from over 25 newspapers.
PAIS Decade	Materials on public affairs (most recent 10 years).
PerAbs	Periodical Abstracts from over 1,500+ journals.
PsycFIRST	Psychology abstracts from over 1300 journals.
ReadersGuide	Readers' Guide to Periodical Literature.
ReadGuideAbs	Abstracts of articles from popular magazines.
SocioAbs	Abstracts to articles on all aspects of sociology.
SocSciInd	Guide to the literature of the social sciences.
WilBusAbs	Leading English-language business periodicals.
Worldscope	Financial reports on companies worldwide.

OTC LIBRARY/LEARNING RESOURCE CENTER

ANNUAL REPORT FY 1992-1993

The Library/LRC started the year with 15 shelf sections, 2,113 books, 47 audiocassettes, 21 videos, 37 miscellaneous items, one desk, one second hand 8088 computer, no support staff and facilities only available part-time.

The collection was reviewed and materials withdrawn which were out-of-date, in poor condition, not relevant to OTC, duplicates, or not suitable for the collection because to type. The collection was arranged and shelved by Dewey Decimal Classification and a partial catalog to the collection was created..

A library circulation system was put in place which was in accordance with Arkansas law, and cards were issued to patrons during the spring semester. Hours of operation were extended during the spring semester to include Tuesday and Wednesday nights.

Interlibrary loan service was initiated, and the library joined several resource sharing organizations. These include the Arkansas Libraries Online Network and working relationships with the Dawson Co-Operative and AETN. A computer index to tapes available from AETN was also acquired.

Good working relationships were established with area libraries including the Hot Spring County Library, and the libraries at Henderson State University and Ouachita Baptist University. Assistance with library professional materials was received from HSCL and the two academic libraries provided OTC with some important gifts of materials for the collection including reference books and periodicals issued within the last three years.

An on-line automated book and audio-visual ordering system was acquired, but had to be used off campus due to the lack of appropriate equipment. With recommendations from faculty members, orders were placed for new books, videos, and computer software. Most materials arrived during May and June and were not unpacked until the move was made to new facilities at the end of June.

The report on the Library/LRC for the Self-Study for NCA accreditation was written as was a policy manual for the Library/LRC. The layout for new facilities in Room 5 was designed, and furniture, shelving, audiovisual equipment, and multimedia computers were acquired.

A Faculty Advisory Committee was established who reviewed and approved the Policy Manual and recommended acceptance of it by the OTC Board.

kjm 9/93

ITEMS ADDED TO LIBRARY/LRC FY 1992-1993

Furniture and Equipment, Funds Spent \$32,000

Furniture

	Added	Existing	New Total
Shelf sections	30	15	45
Office Desks	2	1	3
Computer tables	3	0	3
File cabinets	3	0	3
Chairs	47	0	47
Study tables	5	0	5
Conference tables	0	2	2
Equipment tables	0	2	2
A/V Carts	2	0	2
Bulletin/white board	1	0	1
	<u>93</u> ^{64.6%} +68.4%	<u>20</u>	<u>113</u>
Equipment			

Typewriter	1	0	1
TV	1	1	2
VCR	1	1	2
TV/VCR combination	1	0	1
Audiocassette/CD player	1	0	1
486/33 Multimedia			
Computers	4	0	4
Laserjet printer	2	0	2
Dot-matrix printers	2	0	2
Photocopier	1	0	1
	<u>14</u> ^{75%} +70.0%	<u>2</u>	<u>16</u> (16)

Library Collection, Funds Spent, \$60,000 → Last reporting period to ADITE = 4942 (92K Total)

	Added	Existing	New Total
Books	1,633	1,361	2,994
Periodical titles	172	20	192
Microfiche pieces	4,032	0	4,032
Computer programs	49	0	49
Videotapes	49	21	70
Audiocassettes	25	47	72
CD-ROM's	62	0	62
Database Access Service	2	0	2
	<u>6024</u>	<u>1449</u>	<u>7473</u> = 37.4% of 201K

Increase = 61.2%

October 20, 1993

OTC Library/Learning Resource Center

Status of Special Gift \$25,000

Orders placed

Volumes ordered	Amount ordered	Remaining to order
814	\$ 22,414.85	\$ 2,585.15

Volumes Received	Amount Spent
544	\$ 12,841.60

kjm 10/93

OUACHITA TECHNICAL COLLEGE
LIBRARY/LEARNING RESOURCES CENTER AUDIT REPORT
BARBARA BAKER, CONSULTANT
FEBRUARY 15, 1994

SUMMARY COMMENTS

The Library/Learning Resource Center at Ouachita Technical College is centrally located just off of the main courtyard of the college. Although crowded, the college has created an inviting environment where students can work on computers, look up references in books, read a newspaper, listen to an audiotape, or view a videocassette.

The librarian is well qualified for her position in the two-year college with several years experience in public and academic libraries.

All of the curriculum programs of the college are represented within the collections of the Library/LRC.

MISSION STATEMENT

The mission statement is printed on the first page of the policy manual of the Library/LRC. The Library/LRC is inferred within the college mission where it is stated that "the College provides courses, programs, counseling and related services, technical assistance, and community service to individuals, communities, and businesses and industries in its service area."

POLICIES AND PROCEDURES

The "Ouachita Technical College Library/Learning Resource Center Policy Manual" was approved by the Library/LRC Faculty Advisory Committee in March 1993. It is a comprehensive document containing the policies for circulation of materials, selection of materials, challenges to materials, and interlibrary loans. Also included are documents representing the Library/LRC's position on duplication of copyrighted materials, the acceptance of gifts, and the rights to read and view.

According to the librarian the document has been reviewed by the governing board, an important step since some policies require actions by college administration outside of the Library/LRC.

ACCESS

The Library/LRC is open for 65 hours per week. The librarian and the college are to be commended for making a commitment to students by offering extended hours, especially Saturday hours.

Books, periodicals, and audiovisual materials are displayed on open shelving in the Library/LRC. Microcomputers are located on a table in the center of the study area with CD-ROM products displayed attractively above the computers.

Indexing for the book collection is in a card catalog that is currently out-of-date because of the inability of the librarian and the LTA to find time to file cards. The librarian and the LTA are involved in doing reference service and are challenged to also process the new materials arriving at the current time. It would be difficult to insist they spend time filing cards since helping students and faculty use the Library/LRC seems to be a more beneficial service. The librarian has recruited a volunteer to assist with the filing project a few hours each week to increase the accessibility of the collection. This issue will be resolved when a database is built in a computerized card catalog and circulation system. The consultant recommends the college consider obtaining some additional assistance from another LTA or a library assistant to bring the filing up to date and to speed the process of building the database for the computerized system. Until the cards are filed in the card catalog, materials in the Library/LRC will be inaccessible without the assistance of the librarian or the LTA.

The Library/LRC participates in an online computer network that allows access to a national database for interlibrary loan of materials. In addition, the librarian has established an effective local network to ease access to materials found at Henderson State University, Ouachita Baptist University, and the Hot Spring County Library. She states that these three have been especially helpful in loaning materials, answering reference questions, and supporting her as she has built the initial collection of the library/LRC.

The Library/LRC is accessible for all people, although chairs would have to be pushed under tables for ease of movement by individuals in wheel chairs. The college is fortunate no one enrolled or employed at the college at this time is challenged by the arrangement of the Library/LRC.

COLLECTION

The collections of the Library/LRC are current and broad. Each curriculum area of the college is represented in the collections of books, audiovisual materials, periodicals, and computer software. The depth of the collections will come with growth.

The Library/LRC has received several significant donations to allow more collection upgrade than would have been possible with Workforce 2000 and general operating funds. A \$25,000 donation from an anonymous donor allowed the librarian to add materials in the technical program areas. The Ouachita Baptist University donation of back issues of periodicals allows the new Library/LRC to offer a research collection to students and faculty.

In addition to supporting the curriculum programs of the college, the Library/LRC supports staff and professional development needs of the faculty and staff with a small collection of books and periodicals. The librarian can also offer training to faculty in the use of new materials and equipment to support instruction. The librarian indicated she would be scheduling more workshop sessions as she obtains new materials and equipment.

LEARNING RESOURCES CONCEPT

The learning resources concept is an active philosophy at Ouachita Technical College. The current Library/LRC offers books, periodicals, CD-ROM indexes to materials available at Ouachita and at other locations, on-line searching for reference materials, cable television access, video and audio tapes, and a viewing and listening facility. A well-used tutoring service is another element of the current Library/LRC services.

The consultant is pleased to hear of plans to add a closed-circuit television system, satellite receive technology, and a media production service in a facility to be constructed when funds are available. The addition of these elements will provide a comprehensive learning resources program for Ouachita Technical College.

LIBRARY INSTRUCTION

The librarian indicates she gives tours of the Library/LRC to classes when instructors arrange for them. She has worked with one class on research strategies to help make the students independent learners and intends to do more of this type of instruction. Computer demonstrations are an important part of her tours and are often the attractive resource that causes users to return. She and the LTA spend time with students in one-to-one reference conversations resulting in students learning how to search for materials to help them complete their assignments.

All instructors at Ouachita are encouraged by the instructional administration to include a library assignment within the normal flow of instruction in their classes. Numbers of students have been introduced to the resources of the Library/LRC through this effort.

ATTENDANCE AND CIRCULATION

The use of the Library/LRC is documented in records kept by the librarian. The librarian credits the change in environment and the increased numbers of relevant materials for the increase in the use of the Library/LRC. There are times when all of the seats in the study area are filled with students using the services of the facility.

BUDGET

The Library/LRC at Ouachita Technical College has received funding from Workforce 2000 funds during each of the last three years. In addition, a special grant of \$25,000 from an anonymous donor was received in 1993-94 for the purpose of increasing holdings in the technical areas.

\$10,000 of college operating funds was allocated to the Library/LRC in 1993-94. The librarian has complete control of these funds and uses the college monies for subscriptions and supplies.

The college should anticipate supporting the Library/LRC program without the benefit of Workforce 2000 funds. The consultant estimates it will take a minimum of \$30,000 to \$35,000 to operate the Library/LRC at the level it is now without taking into consideration a large infusion of materials to support any new programs that may be implemented. For planning purposes, the consultant recommends the librarian and the Vice-President for Instruction work together to develop a five year budget plan to support the Library/LRC that takes into consideration new program offerings and the acquisition of resources to support current curriculum programming as it grows. The ACRL standard for two-year college learning resources programs recommends minimum funding of 6% of the college operating budget for LRC programs. Another figure from the ACRL standard that can be used in planning is \$225 to \$400 to be expended per FTE for two-year colleges with a total annual FTE between 200 and 1,000 students.

CLASSIFICATION OF PROFESSIONAL STAFF

The librarian is classified as an administrator. Her first year of employment with the college she was classified as a faculty member. She indicates her status is suitable for the work she is doing.

FACILITIES

Although the facility of the Library/LRC is crowded, the facility it is in now is an expansion from where it was a year ago. Another expansion of facilities is expected when monies become available to the college for renovations and construction. The success of the Library/LRC has resulted in crowded shelving, limited seating space, and very few quiet study stations. The crowding may impact acquisitions until a new facility can be constructed.

The librarian should study the needs of the learning resources program to determine approximate square footage requirements for anticipated materials and services for the next ten to twenty years in order to give the information to those planning new facilities.

ADMINISTRATIVE SUPPORT

The librarian views the administration of the college as extremely supportive of the need for supplementary and complementary support

for the programs of study. She is also pleased with the support she has received from the Arkansas Department of Higher Education.

STAFF AND PROFESSIONAL DEVELOPMENT

The librarian indicates she has had opportunities to learn about resources available to the Ouachita Library/LRC through sessions offered by the Arkansas Department of Higher Education and the Arkansas State Library. She states she has not attended meetings or workshops where she could learn about emerging technologies that might help her understand new service offerings to be located in the Library/LRC. As the Library/LRC becomes established, the consultant recommends the librarian consider including sessions on new and emerging technologies in her "mix" of professional development activities. The consultant also recommends the college support the librarian in attending a national meeting, such as ALA or AECT (The Association for Educational Communications and Technology), every three years to ensure an awareness of emerging trends in information technologies.

The Library/LRC owns books and periodicals for professional reading by the faculty and staff of the college.

The consultant suggests the librarian offer workshop sessions for faculty and staff to make them aware of some of the new types of materials and equipment being purchased for the Library/LRC. The librarian plans to make faculty and staff members aware of the holdings of the Library/LRC by submitting information to an employee newsletter.

ACQUISITIONS AND PURCHASING ISSUES

The librarian uses an online (computer) system provided by the book jobber Baker and Taylor for ordering most materials. There are some items she orders directly from publishers rather than the jobber. She is aware of appropriate purchasing procedures and works with business office personnel to ensure timely, accurate ordering processes.

OTHER ISSUES

The Vice-President for Instruction is to be commended for including the librarian on a college curriculum committee. Through work with the committee she becomes aware of curriculum changes that may impact Library/LRC decisions pertaining to acquisitions and service offerings. To further enhance the relationship between instruction and the Library/LRC, evaluation of the LRC and library services should be included in reviews of the curriculum programs.

The librarian is to be commended for involving the Library/LRC Advisory Committee in the adoption of policies and in reviewing the operation of the facility.

The librarian has established a college archives collection to collect the publications, minutes, self studies, and clippings of the college. This effort should be continued and supported by the college administration to ensure an official collection of the college history.

An evaluation method to determine the satisfaction of users with the services offered by the Library/LRC should be established and administered regularly. [A computer software program for analyzing LRC evaluation documents is available from the California Learning Resources Association.]

COMMENDATIONS, RECOMMENDATIONS, AND SUGGESTIONS

The librarian and the college are to be commended for making a commitment to students by offering extended hours, especially on Saturdays.

The consultant recommends the college consider obtaining some additional assistance from another LTA or library assistant to bring the filing in the card catalog up to date and to speed the process of building the database for a computerized card catalog.

The consultant is pleased to hear of plans to add a closed-circuit television system, satellite receive technology, and a media production service to the LRC in a facility to be constructed when funds are available.

The consultant recommends the librarian and the Vice-President for Instruction work together to develop a five year budget plan to support the Library/LRC taking into consideration new program offerings and the acquisition of resources to support current curricular offerings.

The librarian should study the needs of the learning resources program to determine approximate square footage requirements for anticipated materials for the next ten to twenty years in order to give the information to those planning new facilities.

The consultant recommends the librarian include sessions on new and emerging technologies in her "mix" of professional development activities.

The consultant recommends the college support the librarian in attending a national meeting, such as ALA or AECT, every three years to ensure an awareness of emerging trends in information technologies.

Evaluation of the LRC and library services should be included in reviews of the curriculum programs.

The librarian is to be commended for involving the Library/LRC Advisory Committee in the adoption of policies and in reviewing the operation of the facility.

The consultant suggests efforts to collect college archival materials be continued and supported by the college administration to ensure an official collection of the college history.

The consultant suggests an evaluation method to determine the satisfaction of users with the services offered by the Library/LRC be established and administered regularly.

OUACHITA TECHNICAL COLLEGE
LIBRARY/LEARNING RESOURCES CENTER AUDIT REPORT
BARBARA BAKER, CONSULTANT
FEBRUARY 15, 1994

COMMENDATIONS, RECOMMENDATIONS, AND SUGGESTIONS

SUMMARY COMMENTS

The Library/Learning Resource Center at Ouachita Technical College is centrally located just off of the main courtyard of the college. Although crowded, the college has created an inviting environment where students can work on computers, look up references in books, read a newspaper, listen to an audiotape, or view a videocassette.

The librarian is well qualified for her position in the two-year college with several years experience in public and academic libraries.

All of the curriculum programs of the college are represented within the collections of the Library/LRC.

COMMENDATIONS, RECOMMENDATIONS, AND SUGGESTIONS

The librarian and the college are to be commended for making a commitment to students by offering extended hours, especially on Saturdays.

The consultant recommends the college consider obtaining some additional assistance from another LTA or library assistant to bring the filing in the card catalog up to date and to speed the process of building the database for a computerized card catalog.

The consultant is pleased to hear of plans to add a closed-circuit television system, satellite receive technology, and a media production service to the LRC in a facility to be constructed when funds are available.

The consultant recommends the librarian and the Vice-President for Instruction work together to develop a five year budget plan to support the Library/LRC taking into consideration new program offerings and the acquisition of resources to support current curricular offerings.

The librarian should study the needs of the learning resources program to determine approximate square footage requirements for anticipated materials for the next ten to twenty years in order to give the information to those planning new facilities.

The consultant recommends the librarian include sessions on new and emerging technologies in her "mix" of professional development activities.

The consultant recommends the college support the librarian in attending a national meeting, such as ALA or AECT, every three years to ensure an awareness of emerging trends in information technologies.

Evaluation of the LRC and library services should be included in reviews of the curriculum programs.

The librarian is to be commended for involving the Library/LRC Advisory Committee in the adoption of policies and in reviewing the operation of the facility.

The consultant suggests efforts to collect college archival materials be continued and supported by the college administration to ensure an official collection of the college history.

The consultant suggests an evaluation method to determine the satisfaction of users with the services offered by the Library/LRC be established and administered regularly.